



## Activity 4 Guidelines

### Photovoice: Participatory Methodology

**Photovoice** is a qualitative research methodology and social intervention tool that uses photography as a means to give voice to communities, marginalized groups or people who would not normally have the opportunity to express their worldview.

#### **Origin and Philosophy** (5-7 min)

Developed in the 1990s by Caroline Wang and Mary Ann Burris, this methodology is based on three pillars:

- People's empowerment
- Paulo Freire's critical pedagogy
- Feminist documentary photography



PhotoVoice\_Stats\_to\_  
Stories.mp4

**check the voice file**

## Advantages

- Gives voice to those who normally don't have one
- Creates critical awareness
- Generates powerful visual data
- Facilitates dialogue and social change
- Accessible to people with different literacy levels

## How to use it

### 1. Preparation

- Identify what **typology** you're going to apply: real **personal pics** or **web images**
- Divide all the participants in groups - usually 7-10 people
- Explain the theme (but climate changes' issues should already be clear) or objectives to explore (e.g.:
  - Environmental changes forcing people to move
  - Lost livelihoods (farms, livestock, fishing)
  - Migration journeys
  - Displaced families and communities
  - Food insecurity
- Provide cameras or use smartphones// give or find pics on the net

## Benefits/drawbacks of Using Web Images

- ✓ **Accessible** - No cameras needed
- ✓ **Quick** - Can be done in one session
- ✓ **Educational** - Good for learning about the issue
- ✓ **Global perspective** - Can see multiple contexts
- ✓ **Safe** - No risk of re-traumatizing participants who lived it

## Limitations to Acknowledge

- ⚠ **Not their stories** - Loses the personal narrative power
- ⚠ **Ethical concerns** - Don't know consent/context of original photos
- ⚠ **Less empowerment** - Participants aren't creating, just selecting
- ⚠ **Potential bias** - Media images may show only dramatic moments

## Activity with real photos

Participants take/bring real personal photos that represent their experience related to the chosen theme. They usually have a few weeks to document their reality.

### Group Discussion

Meetings where participants:

- Share their photos
- Tell the stories behind the images
- Discuss meanings: What emotions or questions do these images/pics raise?
- Identify common themes: share ideas

**ACTIVITY:** The **SHOWED** acronym is often used to guide discussion:

**S-See:**

What do you see in the photo? Explain the reasons of your choice: what does the pic remind you? What memory, idea or personal experience does it remind you of? What emotions does it trigger (sadness, hope, worry, curiosity)? Which detail catches your attention first and why?

**H-Happening:**

What is really happening? What story does this pic tell about climate and migrations (e.g., drought, flooding, storms, deforestation, heatwaves)? What does it show about **migration** (movement, displacement, abandoned places, temporary shelters, resilience)?

**O-Our understanding:**

How does this relate to our lives? What made this image meaningful to you? Why did you connect with this image? Why is this image meaningful to you personally? What does it help you understand? Does the photo challenge or confirm your previous ideas?

**W-Why:**

Why does this situation exist? Which climate processes contribute to it (e.g., rising temperatures, water scarcity, sea-level rise)? Why this happens? What climate impact and system failures led to this situation?

**E-Empower:**

How can we be empowered? How can understanding this problem make us feel less powerless and more capable of acting? If you think of yourself as part of a community, what role could you play? How can education, communication and storytelling empower people? Does the photo inspire hope, solidarity, creativity, or responsibility? How?



## **D-Do:**

What can we do? What actions or changes does this image call for? What small steps can we take in daily life to reduce climate impact or support displaced communities? What message would you want to spread after seeing this image?

To stir up the discussion, teachers can also adopt the **TEACHER TALK TACTICS** by  
**Voice 21**

<https://voice21.org/wp-content/uploads/2021/07/Teacher-talk-tactics-1.pdf>

## **Action and Dissemination: final output**

This section is similar for **both the approaches** (see below)

# Photovoice with Web Images

## "Photovoice-inspired analysis"

**Introduction (10 min):** see above the paragraph Origin and philosophy

**Image Selection Phase (15-20 min):** Participants will search for and select images that are relevant/expressive for them

**Instructions to participants:** "Search online for 3-5 images that best represent climate-induced migration for you. Look for images that connect to:

- Environmental changes forcing people to move
- Lost livelihoods (farms, livestock, fishing)
- Migration journeys
- Displaced families and communities
- Food insecurity
- Adaptation and resilience

**Keywords search suggestions:**

- "climate migration"
- "drought displacement"
- "climate refugees"
- "farming climate change"
- "flood displacement"
- Specific locations: "Ethiopian climate migration", "Sahel drought", etc.

**Important note:** Choose images from news sources, NGOs, or documented stories (not random social media) for authenticity. A selection is offered in the annex

<https://pixabay.com/>

<https://unsplash.com/>

## **Photo Discussion** (30-35 min)

**ACTIVITY:** Each participant shares 2-3 images using adapted **SHOWED** questions:

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empower people? Does the photo inspire hope, solidarity, creativity, or responsibility? How?

**D-Do:** What can we do? What actions or changes does this image call for? What small steps can we take in daily life to reduce climate impact or support displaced communities? What message would you want to spread after seeing this image? What voices are missing from these representations?

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## **POSSIBLE OUTPUT** (10-20 min)

### 1. **CHALK-TALK thinking routine**

1. **Introduce a prompt:** each group select a pic or related set of pics to be glued on a large paper or if using a board, pics can be shared and used as a prompt, or you can use also situations related to the pics of the previous discussion, like:

*Drought & scarcity: “crops failed due to five years of drought.”*

*Flooding & displacement: “a teenager forced to leave her/his home after the third flood this year”.*

*Urban migration: “no one speaks your language. What do you see, feel, and hope for?”*

*Climate resilience: “rebuild your life in a new community: hopes and fears”*

2. **Silent writing:** Students respond to the prompt in writing down on the paper/board ideas/feelings/emotions, sharing their initial thoughts and any question that arises. They can link ideas, find connections, explain relations using arrows...
  3. **Building the conversation:** Students then read the responses and can add their own written comments, questions, connections, or elaborations to their classmates' thoughts.
  4. **Visualizing the thinking:** Students can use different coloured markers, stars for agreement or question marks to indicate confusion, making the thinking visible and interactive.
  5. **Teacher-guided discussion (optional):** After the silent writing period, the teacher can lead a discussion to review the responses, address common misconceptions, and make connections between ideas more evident.
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## 2. Create a narrative

Connect chosen images (storytelling: you might choose the migrant point of view).

Students can:

- tell the story behind the images (oral or written activity) selecting one perspective (internal or external point of view, someone in or behind the photo.)
  - write a poem or a diary or even a blog.
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## 3. Digital Collage

Participants create a collage of 4-6 images, arranging them to tell a story: present the narrative arc and connections.

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#### 4. **Caption Writing**

Take existing images without captions. Participants write captions from an imagined first-person perspective. Then discuss how framing changes meaning.

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#### 5. **Sharing & gallery walk**

-**Option 1:** volunteers read their work aloud to the group.

-**Option 2:** silent gallery walk: display the images alongside participants' texts.

Others walk around, read, and leave feedback or notes.

-**Option 3:** use a Padlet

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# PHOTOVOICE WORKSHEET – SHOWED Framework

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Photo Title or Description: \_\_\_\_\_

## S – SEE

### 1 What do you see in the photo?

(List all visible elements: people, objects, environment, colours, emotions.)

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### 2. Why did you choose this photo?

(What memory or personal experience does it remind you of? What feelings does it evoke?)

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## H – HAPPENING

### 3. What is really happening in the photo?

(Describe the story the photo could tell about climate change or migration.)

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## O – OUR UNDERSTANDING

### 4. How does this image relate to your life or experiences?

(Why is it meaningful? What does it help you understand about climate change or migration?)

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## **W – WHY**

### **5. Why does this situation exist?**

(Think about climate processes, social issues, political or structural causes.)

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## **E – EMPOWER**

### **6. How can we be empowered by this image?**

Use one or more of these prompts to guide your answer:

(What strengths or resilience do you see? How can education, communication or storytelling empower people? What role could you play as part of a community?)

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## **D – DO**

### **7. What can we do?**

(Think of individual actions, school/community actions, or needed policy changes.)

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## **Optional Extension Activity**

Write a message or short caption for your photo that expresses its main meaning.

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## ACTIVITY 4 PICTURES





















