**COMMUNITY WORKSHOP SERIES** *LESSON PLAN*

*Community Voice Module*

**\*READ ME FIRST\***

**Developed by:**

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**COMMUNITY WORKSHOP SERIES** *LESSON PLAN*

| *COMMUNITY VOICE MODULE*  FloodNet Community Engagement Tool | | | |
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| **Facilitator(s)** | CEM/CERA  Invited Guest Facilitator | **Date** | Dependant on community partner |
| **Duration** | 3-5 hours | **Delivery Method** | In-Person |
| **Module Description** | In this module, participants move through PhotoVoice training to expand community-led documentation, conversation, and qualitative data collection on flooding and flood impacts in their neighborhoods. Learnings from NYC’s Flood Watch program inform this module and participants are encouraged to continue engagement after the workshop with MyCoast, a NYS tool to report photo, time, depth, location and impacts on flooding via the ‘MyCoast’ app and mycoast.org/ny/flood-watch. | | |
| **Materials & Resources** | Chart paper  Pens/Pencils  Markers  Notepads  Projector or Display Screen  Disposable polaroid cameras (or can be done with high quality cell phone cameras)  Session Handout(s):   1. Quick sheet including vocabulary, video links for reference, discussions questions, and assessment/check for understanding. 2. Photo Consent Forms including notes of what kinds of photos can be taken without obtaining consent. | | |
| **Learning Objectives** | At the end of this module, participants will be able to:   1. discuss, assess, and reflect on their personal experiences with flooding in their neighborhoods as a part of a verified research methodology; 2. engage in qualitative data collection through photography, observation, and analytic memos (fieldnotes); 3. understand potential uses for PhotoVoice in flood-related community research and engagement. | | |
| **Vocabulary** | PhotoVoice  SHOWed Method  Narrative  Accuracy  Consent  Flooding  Data/data collection  Analysis | | |
| **Check-In** | Share-out: After introducing yourself, what are 3 features of your neighborhood you can name that both characterize the space and impact your identity/who you are today? | | |
| **Community & Classroom Guidelines** | Together, we will set and commit to 3-5 community and classroom guidelines to inform how we interact with one-another in the learning environment; inform the norms, protocols, and procedures that we honor when communicating; and shape an overall co-learning experience. | | |
| **Procedure** | 1. As part of opening the learning experience, facilitate two pre-lesson activities: a check-in/icebreaker and establishing community guidelines. These activities are described above and will serve to ground the group in the context and explorative thinking necessary for discussion. Results from the activities will be written on chart paper and displayed. Explain that we will use the ideas shared in the check-in as a reference point. 2. Offer a brief introduction to what flooding is impacting the neighborhood (including evidence of past flooding such as warped pavement and water damage), what PhotoVoice is, and key terms needed for the day. 3. Ask participants to begin drawing connections between flooding and other community concerns. Do the features you identified in the check-in represent the connections you are making? 4. Begin to prepare participants for entering the field by discussing use of photography, process for obtaining consent, and what it means to capture accurately what they witness. 5. Show examples where possible (see above). 6. Ask students to break into groups of 3-4 and complete core activity described below. 7. Upon return from the field and completion of the activity, ask to reflect on what they saw, captured, and discussed while out. What are the key takeaways? 8. In group, ask participants to:    1. select 2 photos that represent their main takeaways and accurately represent their community    2. review their notes    3. engage in the SHOWed Method for group discussion       1. What do you see?       2. What is happening?       3. How does this relate to our lives and the people in your community?       4. Why is this happening? Why does this exist?       5. What can we do about it?    4. begin and complete narrative writing for the final selected image based on group discussions. 9. Once groups have completed, ask them to share and present their final image and narrative outloud for participant-wide dialogue and deeper reflection. 10. After participant-wide dialogue and reflection, have students individually engage in their assessment (described below). 11. Facilitate closing and end remarks. | | |
| **Activity** | In groups of 3-4, participants will take a tour around their community and take photos of what stands out to them as it relates to their experience of flooding, memories in the neighborhood, infrastructure, and hope for change in the area. Groups should expect to discuss the below questions and collect their ideas, thoughts, and questions on their notepads while in the field and upon return.   1. In what ways do you interact with the spaces you documented? 2. How do your observations relate to the overall changes you’ve witnessed in NYC? | | |
| **Assessment** | Individually, reflect on what you witnessed while in the field. Complete the following table.   | Key Community Strengths and Concerns | How is this related to flooding? and/or What actions or strategies can we take to address this? | Who in the community should help? (e.g., community members, leaders, politicians, schools?) | | --- | --- | --- | |  |  |  | | | |
| **Closing** | Based on our discussion, review, and reflection, what are your final takeaways about the relationship between flooding, your experience, and research?  End remarks: Final selected images will be printed alongside the final written narratives with the possibility of exhibition at the community partner site or at FloodNet community outreach events. | | |
| **Continued Learning** | Encouraged participants to continue engagement after the workshop with MyCoast, a NYS tool to report photo, time, depth, location and impacts on flooding via the ‘MyCoast’ app and mycoast.org/ny/flood-watch. | | |
| **FloodNet Team Reflections** | Facilitators should document their reflections at the end of each worksop module. What worked well? What could be improved? Were there any key community priorities noted? | | |

**Additional Resources for Facilitation:**

* Apaza, Vanesa, Phoebe DeSantis, Aurea DeLeon, Jaclyn Keelin, Alexandra Ovits, Sherrine Schuldt, and Michael Spillane. “Facilitator’s Toolkit for a Photovoice Project.” United Prevention in Passaic County and the William Paterson University Department of Public Health, August 30, 2016.<https://www.countyhealthrankings.org/sites/default/files/media/document/Facilitator%27s%20Toolkit%20for%20a%20Photovoice%20Project.pdf>.
* Wang, C., and M. A. Burris. “Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment.” *Health Education & Behavior: The Official Publication of the Society for Public Health Education* 24, no. 3 (June 1997): 369–87.<https://doi.org/10.1177/109019819702400309>.