**COMMUNITY WORKSHOP SERIES** *SESSION HANDOUT*

| *COMMUNITY VOICE MODULE*  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. | | | |
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**\*READ ME FIRST\***

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**Session 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.

**Key Vocabulary**

| Accuracy\* | degree of conformity of a measure to a standard or a true value |
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| Analysis\* | a detailed examination of anything complex in order to understand its nature or to determine its essential features : a thorough study |
| Consent\* | compliance in or approval of what is done or proposed by another |
| Data\* | factual information (such as measurements or statistics) used as a basis for reasoning, discussion, or calculation |
| Flood\* | a rising and overflowing of a body of water especially onto normally dry land |
| Narrative\* | a way of presenting or understanding a situation or series of events that reflects and promotes a particular point of view or set of values |
| PhotoVoice\*\* | a process by which people can identify, represent, and enhance their community through a specific photographic technique. |
| SHOWed Method | a systematic process for group discussion and facilitation that helps to describe photos taken as part of the PhotoVoice method. |

*\*“Merriam-Webster: America’s Most Trusted Dictionary.”*

*\*\* 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.*

**Discussion Questions**

Check-in: 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?

Group Reflection 1: Drawing connections between flooding and other community concerns, do the features you identified in the check-in represent the connections you are making?

Core Activity 1: 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?

Group Reflection 2: Now that you are back from the field., what did you see, capture, and discuss while out. What are your key takeaways?

Core Activity 2: In your groups, select 2 photos that represent your main takeaways and accurately represent your community. Review your field notes to help you. Then engage in the SHOWed Method:

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?
6. Begin and complete narrative writing for the final selected image(s) based on group discussions.

Closing: Based on our discussions, review, and reflections today, what are your final takeaways about the relationship between flooding, your experience, and research?

**Final 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?) |
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