

Lesson Plan: Asset Mapping Through Photovoice

INVESTIGATE: PHOTOVOICE: ASSET MAPPING THROUGH PHOTOVOICE

By San Francisco Peer Resources – 90-120 minutes

OBJECTIVES

- To use SHOWeD process for assets
- To create an Asset Map from the picture
- To analyze an Asset Map from the pictures
- To name root causes of assets

MATERIALS

- “SHOWeD Analysis & Going Deeper” handouts (1 per participant)
- Large school/community map
- Post-its
- Pens or pencils
- Pictures of school assets
- Projector

PREPARE BEFORE

Tell participants ahead of time to take pictures of assets at their school or in their community and bring them to this session. You can use asset photos from previous lessons. Post the school/community map on the wall. Make sure participants have completed the “Asset Brainstorm, Assets Documentation, SHOWeD Assets Worksheets” handouts from “Identifying & Photographing Assets Using SHOWeD Process” lesson plan (in Investigate > Photovoice).

WARM UP

Take a look at your pictures from your school/community assets. Select one of your pictures to use for analysis (through the SHOWeD framework).

EXPERIENCE

Hand out the SHOWeD Analysis worksheet. For their photo, they will complete the worksheet and write a sample caption for the photo. For this exercise, the caption should look like: “Asset Name: 1-2 sentences that describes it.

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While participants are completing the worksheet, get from them which photo they are using and get these ready to project (or print).

Once participants are done, each should share their picture, their caption, and their answers to the SHOWeD worksheet with the group. Ask if others have questions about their photo or its meaning.

Once everyone has gone, everyone should write their asset name on a post-it and place it on the school/community map where they took the picture.

REFLECT

Facilitate a discussion using the following reflection questions:

- How was it to complete a SHOWeD for your photo?
- What questions were challenging?
- What did you learn from other people's photos?
- What, if anything do you notice about our (school) community?

SUMMARIZE

We are beginning to look at the assets of our school/community. It's easy to focus on what we don't like. It can be more challenging to look critically at what is working and what the strengths are of our community. Ultimately we want to eliminate the problems and also increase the strengths.

DEMONSTRATE

PART 1: Mapping Assets

Take out your asset brainstorm from the previous lesson. We are going to map the rest of the assets at the school or in the community. Keep track of the assets and how many times people had them.

Everyone should have a small stack of post-its for mapping. Start with the assets that have already been mapped. One by one, say the asset and ask if anyone else had a picture of that asset. If they did, they should write the asset name, their initials and place it on the map. If their picture was taken in the same location with the same asset, they can add their initials to the post-it instead of making an additional one.

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Once you have gone through all the existing assets on the map, look at the asset brainstorm and documentation worksheets. Add any additional words and their locations on the map. At this point, the map will probably be covered with post-its.

What do you notice? What assets did we mention the most? Are there locations within our school/community that have “asset clusters”? Are there places within our school/community that have few or no assets? Are there any assets that exist but we did not take pictures of? If yes, add those to the list. How does the asset map compare to the issue map (if you completed the issue map first)?

PART 2: Going Deeper

Pick three of the assets to go deeper with. They should either be assets that were included by many people (widely felt) or assets that had a lot of resonance for some people (deeply felt).

Everyone should get into pairs or trios. Assign one of the three asset words to each group — it is fine to have more than one group on a word. They are going to complete the Going Deeper sheet to see if we can get to root causes of these assets.

Share back answers. Probe groups with “Why does this happen?” until you feel they are at root causes. Chart the root causes so the class can return to this.

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