

Photovoice



climate
change

Presentation of the activity

This activity is used to identify elements in your environment that remind you of climate change and the destruction of nature and to discuss collective responsibility.

Time required

The activity can be done in two parts. Once to go outside and take photos in your environment (schoolyard, short walk in the neighborhood, etc.) Then, another session can be organized to present the photos and discuss the theme of the week.

- 30 minutes to go outside and take the photos
- 45 minutes to share photos (25 minutes) and for the discussion on the theme of responsibility (20 minutes).

Materials required

 Child-friendly cameras

Ideally, each child should have a camera to take photos during the outing. You may use the iPads from school. Cameras can also be used and found on Kijiji or Marketplace, for example, or by asking parents if they still have digital cameras. You can also buy new cameras online (for example: <https://kidamento.com/products/kids-camera-model-k-sloth>). You can also buy a polaroid camera to print photos directly, one student at a time (for example: <https://www.deserres.ca/tr/products/kids-instant-camera-panda-model-p?variant=40048417079429#product-details>). Finally, you can choose to use your cell phone and have the students take their photos one at a time once they've found the object in their photo.

Group organization

-  Photos are taken individually. Each child should have a photo to present.
-  Photos are shared with the group using a projector, interactive whiteboard, large screen, etc. and students can sit in a semicircle in front of the screen. The child who presents can stand up to present his/her photo.
-  The group discussion is done in a large circle, each person sitting on the ground so that everyone can see each other and feel included.

Procedure and instructions

Photos outside

We will take photos outside to represent the theme of climate change. The idea is to be able to share your perspective through photography, and therefore that your photo is like a way of seeing through your eyes.

This time, we will try to identify elements in our environment that remind us of climate change. Can we see some of the impacts/consequences? Some of the reasons why climate change exists?

Discussion

Presentation of photos

For the presentation of the photos, the students can present their photo one at a time. They are asked to think about the following elements that can be written on the board to remind them:

- What do we see in the photo?
- What is happening here?
- How is this related to our lives?
- Why does this exist?
- What do we do with it?

The person who took the photo can start by describing their photo, the elements present, why they chose to take this specific photo, etc.

Then, the other students can intervene and describe their reaction to the photo, in particular by answering the questions above.

It is possible that several photos have the same subject or the same main elements. A collage of the photos can be made to see all the photos at the same time and distinguish the different elements and allow the students who took these photos to see if their perceptions are the same, etc.

We can also think about the differences with the first photovoice activity:

- What was it like to take a photo of something that is not beautiful?

Philosophical discussion on the topic of responsibility

We have seen pictures that show different aspects of your environment that represent climate change

- Are we responsible for the state of the planet?
- What does it mean to be responsible?
- Can we be responsible for a situation that we did not cause?
- Do children have the same responsibility as adults? How?
- Do you need special skills to be responsible?
- Who is responsible for saving the planet?
- Is it worth making so much effort to save the planet?
- And if we lived forever, what would the effects of this immortality be for the Earth?
- Does everyone have the opportunity to take action for the environment?
- Can one person make a difference?
- Do I have a duty towards the environment?
- If I do not help the environment, am I to blame?
- Is it enough to make changes in your daily life or do you also need to contribute to changes at a larger level/scale?
- Who has the power to change things and help the environment?

We can see that the responsibility of climate change does not lie on one single person; adults, communities, governments, companies, we all have a part to play in the responsibility of climate change.

Examples of artwork

