

FOCUS ON BIG TOBACCO: A POINT OF SALE PHOTOVOICE PROJECT

The stores that youth visit every day are saturated with tobacco marketing. This marketing causes youth to start smoking, keeps current smokers hooked, and makes it harder to quit. Now youth can use the power of photography to speak out about what they see in their communities.

***Focus on Big Tobacco's deceptive marketing.
Put your photos to work, and use photovoice to raise
awareness about point of sale issues.***



ABOUT THIS GUIDE

This curriculum is part of a series of downloadable activity guides available on CounterTobacco.org. Focus on Big Tobacco: A Point of Sale Photovoice Project offers youth a chance to use photovoice methodologies to document tobacco marketing and promotions in the retail environment in their community and identify ways to use their photographs to educate the public and affect policy, systems, and environmental change.

ABOUT COUNTERTOBACCO.ORG



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Since 2011, CounterTobacco.org has served as the leading comprehensive warehouse of tools and information for local, state, and federal organizations working to counteract tobacco product sales and marketing at the point of sale (POS). CounterTobacco.org offers evidence about the problem of the sale and marketing of tobacco products at the point of sale, detailed policy solutions, tools for building community support, news updates, and a media gallery exposing tobacco industry tactics. Visit CounterTobacco.org for additional resources to support your point of sale tobacco control efforts.

ACKNOWLEDGMENTS

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INTRODUCTION

WHY IS THIS ACTIVITY IMPORTANT?

Tobacco use remains the leading cause of preventable death and disease in the United States, resulting in nearly 480,000 deaths each year.¹ Despite the progress that has been made to curb the use of tobacco products, over 3,200 youth smoke their first cigarette each day in the US.¹ About 3 out of 4 teen smokers become adult smokers, even if they plan to quit in the next few years.¹

The retail store, also known as the point of sale (POS), is now the primary channel used by the tobacco industry to promote and market their products.² In 2011 alone, the tobacco industry spent \$8.8 billion, or about \$1 million dollars an hour, marketing and promoting cigarettes and smokeless tobacco products, 89% of which was spent in the retail environment.³

Exposure to POS marketing and promotions has been shown to:

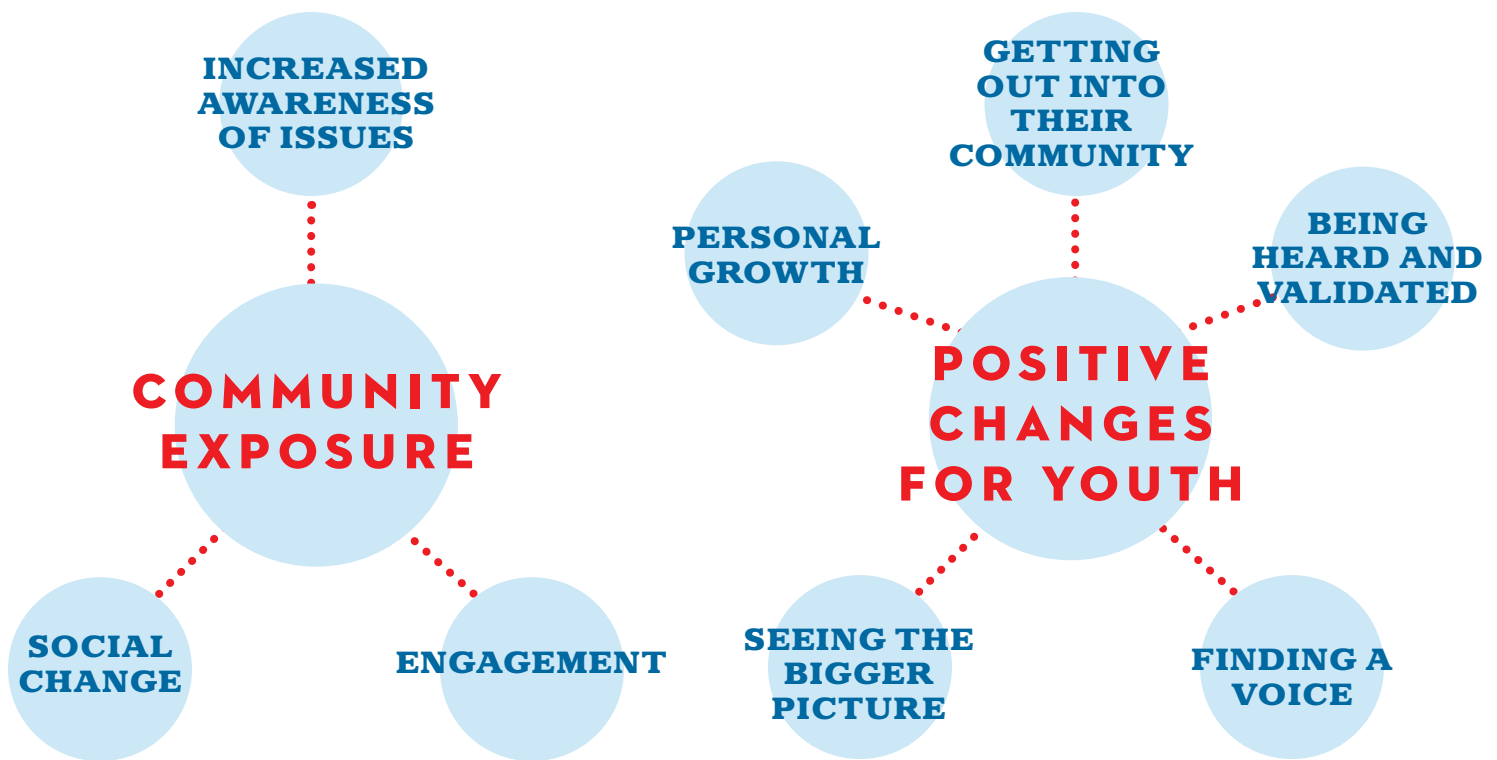
- **Cause adolescents and young adults to start smoking¹**
- **Prompt craving⁵**
- **Promote impulse purchases⁶**
- **Discourage quitting⁷**
- **Distort perceptions about the availability, use, and popularity of tobacco use¹**
- **Contribute to social and environmental injustices⁸**

WHAT IS PHOTOVOICE?

The photovoice process was created by Caroline C. Wang and Mary Anne Burris in the 1990s and was designed to be adaptable and accessible to diverse groups and issues. Its three main goals, as outlined by Wang and Burris, are:⁹

- 1) **To enable people to record and reflect their community's strengths and concerns;**
- 2) **To promote critical dialogue and knowledge about important issues through large and small group discussion of photographs; and**
- 3) **To reach policymakers.**

Through the use of photography, training, and a strong focus on community building, action, and collaboration, photovoice can bring about positive changes for both the individuals who are participating in it as well as their communities, as shown below.^{10, 11}



This guide uses the photovoice technique to expose the marketing strategies used by the tobacco industry and, by involving youth in the documentation process, to educate communities about the risk of this marketing. Education about the problem and exposing the industries' tactics are critical components to help tobacco control advocates build support for and enact health-promoting policy interventions. Photos and visuals offer advocates a powerful tool to show others with decision-making power what the industry is doing at the point of sale.

The purpose of this guide is to support youth as they use the photovoice technique to limit the deadly influence of tobacco marketing and products on their communities. Facilitators can use this guide to help youth identify problems and generate strategies. Youth can then share their findings with their peers, community leaders, and others who have decision-making power.

**FOR MORE INFORMATION ON POINT OF SALE TOBACCO CONTROL
VISIT COUNTERTOBACCO.ORG**

IMPLEMENTING THIS CURRICULUM

This section includes basic information and a lesson plan that can help you facilitate a 5-session project with high school-aged youth. We encourage you to adapt this guide to meet the skills, interests, and needs of youth with whom you work.

ACTIVITY PREPARATION

BEST SUITED FOR

This activity is best suited for high school or college-aged youth groups who can easily access stores (either by walking or driving).

- **The activities described in this guide can be adapted to suit the needs of diverse groups based on their level of familiarity with POS, age, mobility, available time, and technological savvy. Let the group you are working with inform how participants complete photography activities.**

NUMBER OF PARTICIPANTS

5-15 youth

ACTIVITY DURATION

At least five sessions, with each session lasting two hours and taking place once a week. Between sessions, youth will visit stores to identify and take pictures of POS marketing strategies used by the tobacco industry.

- **If the group meets on a regular basis, four sessions may be sufficient time to reach the action phase. If the group is formed just for this activity, we recommend at least six sessions in order for youth to gain familiarity with the topic and complete the action that they plan as a group.**

PREPARATION TIME

This will vary depending on how knowledgeable members and facilitators are with POS issues and the group members' familiarity with one another. We estimate at least two hours of planning per session.

ROLES

Youth participants should:

- **Learn about POS tobacco marketing and how it impacts behavior and health**
- **Learn how to document POS through the photovoice method**
- **Take part in group discussions and activities**
- **Identify and discuss themes that emerge from their photos**
- **Identify actions they can take as a group to use their photography to educate the public and work toward policy change**



Facilitators should:

- **Have some knowledge about tobacco control and point of sale tobacco issues, as well as barriers and resources related to these issues and others that the participants or their communities might experience⁹**
- **Plan and prepare for sessions**
- **Respond to existing or newly emerging power dynamics and ethical concerns during the group sessions and between sessions while participants are taking pictures⁹**
- **Encourage an inclusive, respectful, and comfortable space⁹**
- **Encourage active participation by participants in solving problems and creating project goals, assignments, and ground rules⁹**
- **Take all necessary precautions to make sure that youth are safe during all project-related activities**
- **Share a commitment to ideals of social change and capacity building⁹**
- **Recognize diverse views and photographic styles⁹**

FACILITATORS

See page 15 for important information on safety and ethics.

COST

Cost will vary by group and project. Review the following questions to get a better estimate: How many sessions will there be? Do you need to purchase any supplies or material for the sessions? Will youth use camera phones or other cameras to take photos? Do all the youth participating have a camera phone? If they will not be using phones, how many cameras should you buy and what type? If using film, how much will it cost to develop it?

MATERIALS

Writing utensils, paper, post-it notes, flipchart paper, consent forms and other handouts, cameras, a printer and ink if printing photos or materials to display photos if using digital cameras.

DO YOU NEED TO HAVE A DIGITAL CAMERA FOR THIS PROJECT?

No. Youth can also use disposable cameras or cell phones.

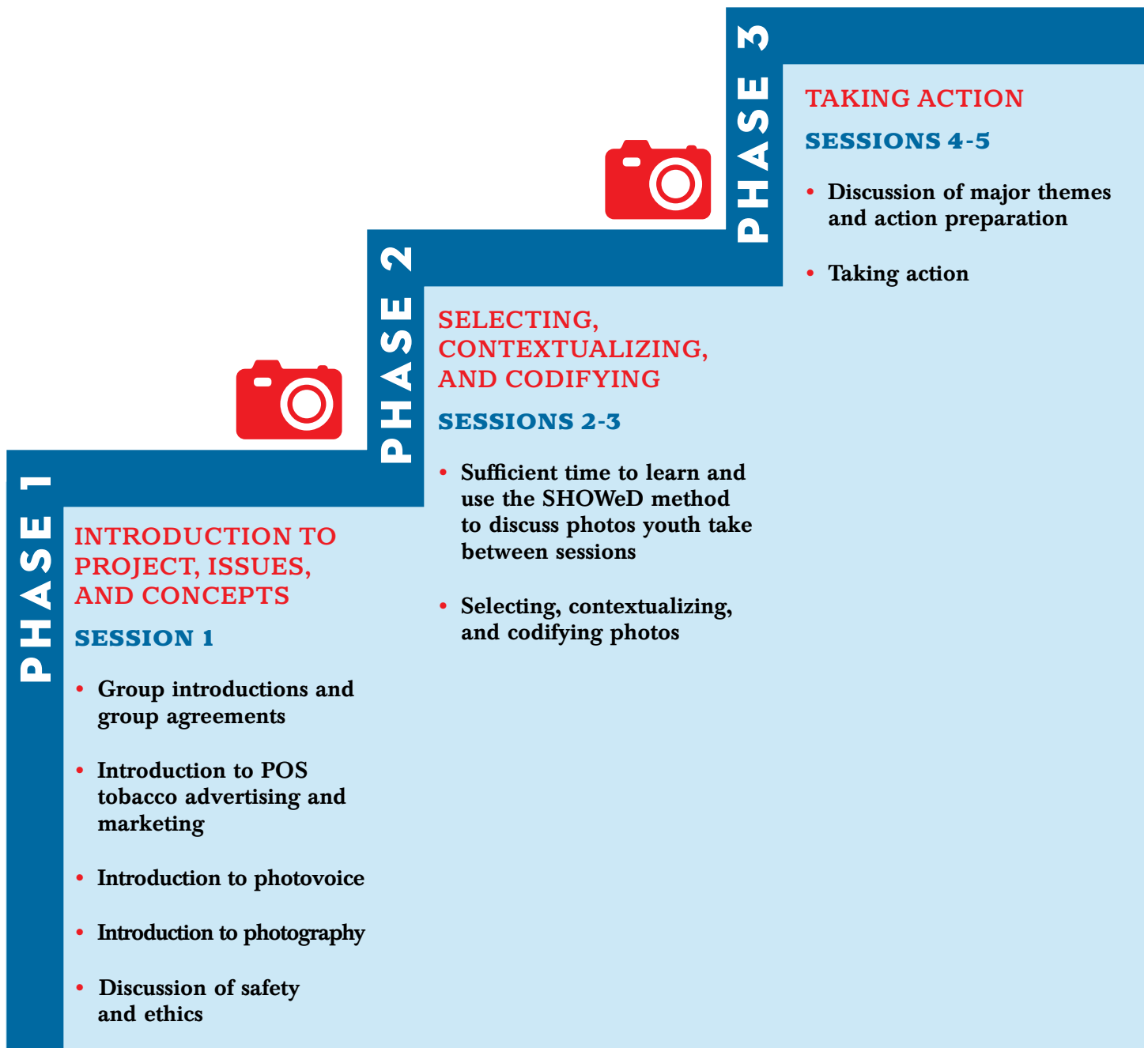
NOTE: If you use disposable cameras, we strongly encourage you to print the photos for the youth so they can have copies. Consider allowing them to take a few photos on every roll of film that are for their own personal use and not for the project.



ACTIVITY PHASES & SAMPLE LESSON PLANS

This project is divided into three general phases, outlined below. In this guide you will also find sample lesson plans that could be used in each phase. The sample lesson plans correspond to a project that takes place over five sessions, with each of the first four sessions lasting two hours. The final session is described in less detail because its objectives and specific steps will vary greatly depending on the specific action that your group chooses. We recommend that youth take pictures between sessions #1 and #2 and again between sessions #2 and #3. If possible, consider planning a project that lasts longer than five sessions, as this will allow youth more time to learn about POS issues and photovoice, take and discuss pictures, and plan actions they can take.

Use these guidelines and the more specific phase descriptions that follow to help you identify an appropriate timeline for your project. Over the course of your project you should cover the following items:



PHASE 1: INTRODUCTION TO PROJECT, ISSUES, AND CONCEPTS

OVERVIEW

The purpose of this phase is for participants to get to know one another; establish ground rules; learn basic information about (1) photovoice, (2) the impact of POS tobacco marketing on their communities, and (3) become familiar with safety and ethics around taking pictures as part of this project; understand why their participation is important; and begin to use their cameras.

OBJECTIVES

By the end of this phase, youth participants will be able to:

- Describe the project and its goals;
- Explain why it is important for youth to be aware of tobacco marketing and promotions in their communities; and
- Explain how photography can be used as a tool for influencing public policy.

SAMPLE LESSON PLAN: SESSION 1

OPENING (15 MINUTES)

- Welcome and introductions.
- Brief project overview.

COMPLETE NECESSARY FORMS (including parental and youth consent forms) (5 MINUTES)

- Ask parents to attend a portion of the first session if parental consent forms have not already been signed.
- See page 15 for information on consent forms.

BREAK (10 MINUTES)

- If present, parents may leave at this point.

INTRODUCTION TO NEW MATERIAL (35 MINUTES)

- Create ground rules together. Remind youth that they may add to this list over the sessions that follow.

GET HELPFUL TIPS ON CREATING GROUND RULES:

http://www.photovoice.org/methodologyseries/method_05/assets/groundrules.pdf

- POS overview: Explain what POS is and facilitate discussion on why it is important for youth to get involved in this issue.
- Photography overview: What makes a great photo (show examples of a range of photos and facilitate discussion among students about which photos they react to and why).

- Safety and ethics lesson and discussion: Discuss power, ethics, and responsibility to community as related to using photography. What do we mean by safety, and why is safety important?

LOOKING FOR PHOTOGRAPHY TIPS TO SHARE WITH YOUR YOUTH? CHECK OUT:

Teaching Digital Photography to Students.
http://photography.lovetoknow.com/Teaching_Digital_Photography_to_Students

5 Ways to Take Better Smartphone Photos.
<http://digital-photography-school.com/5-ways-to-take-better-smartphone-photos/>

GUIDED PRACTICE (20 MINUTES)

- Volunteers act out scenarios such as explaining to store clerks why they want to take pictures, asking permission from store clerks to take pictures, and describing the project to friends and family members. For example, a role play between a “youth photographer” and a “clerk” might begin as follows: “Hi, my name is _____, and I am taking pictures for a project. Is it okay if I take a few pictures inside the store? I promise to stay out of the way of your customers.”
- Discuss as a group: What did you observe in these scenarios? What did you learn during this activity? What is one way you can apply what you saw as you take pictures in your community this week?

INDEPENDENT PRACTICE (10 MINUTES)

- Write a short paragraph about some ways that you think POS issues impact your community.

CLOSING (10 MINUTES)

- Distribute cameras and explain responsibilities that come with borrowing cameras; ensure all youth know how to use their camera, especially if they will be using disposable cameras.
- Engage youth in a brief discussion in which they choose and review the assignment they will complete before the next session. For example, youth might decide to take 5 photos at nearby stores. If youth are using digital cameras or phones, ask them to email you a couple of their favorite photos so that you will have time to download them before next session.

PHASE 2: SELECTING, CONTEXTUALIZING, AND CODIFYING

OVERVIEW

An important aspect of photovoice is that participants, not just facilitators or researchers, analyze their photos and use their knowledge and experience to understand and make connections about how these photos fit together to tell a larger story about the issues that are impacting them and their communities.⁹ The purpose of this phase is for participants to share their experiences taking pictures, discuss their photographs, present what they've observed using their handouts as a guide, and deepen their discussion about tobacco-related issues they see as affecting their communities. Youth will use the photovoice participatory analysis techniques of selecting, contextualizing, and codifying (organizing into categories) photos as well as the SHOWeD method in this phase. We recommend devoting at least two sessions to this phase so that participants will have time to take photos between sessions and discuss them as a group.

OBJECTIVES

By the end of this phase, youth participants will be able to:

- **Present and discuss photographs that they took;**
- **Identify ways tobacco sales and marketing impact their communities; and**
- **Apply photographic techniques in order to raise awareness about issues they identify and work toward discussing actions they can take as a group.**

SELECTING, CONTEXTUALIZING, AND CODIFYING

SELECTING

Wang and Burris explain that participants are encouraged to choose “photographs that most accurately reflect community needs and assesses.”^{9, 10} Participants may select a few photos that they took and that they would like to present to the group. The facilitator and the participants should agree in advance that the facilitator will make the photos available to the group (get them developed if using a disposable camera; display, print, or project them if they are digital files) but will not look at them in advance.

- **FILM:** Make sure to set aside enough time to collect film or disposable cameras and get photos printed. Give the photos to the youth who took them so that they may look through them and select which ones they would like to present during the next group discussions.

- **DIGITAL:** If the youth are using digital cameras or phones, ask them to email you their photos so that you can have them ready to project or print at the next session. Consider encouraging youth to upload their POS-related photos to a photo-sharing site with group privacy settings, such as Flickr.

CONTEXTUALIZING

Contextualizing in photovoice consists of “telling stories about what photos mean.”^{9, 10} Youth should discuss a photo that they, as a group, have chosen out of those that have been presented. This can help participants focus on and deepen their understanding of the larger context in which an issue exists and impacts their lives as they work toward deciding how to take action. Facilitators can guide these discussions using the SHOWeD method, which includes the following questions:¹⁰

- What do you **See** here?
- What's really **Happening** here?
- How does this relate to **Our** lives?
- **Why** does this problem, concern, or strength **exist**?
- What can we **Do** about it?

Participants should create a short and catchy title for the photo and write a description based on the SHOWeD discussion and storytelling. Based on the group, you may plan to only focus on the first few questions as participants are learning the SHOWeD method and other aspects of the photovoice process. Since one of the main goals of photovoice is for participants to choose and carry out an action, make sure that participants also discuss and gain familiarity with the last two questions as well, even if this happens in a later session.

YOU CAN FIND A SHOWeD METHOD WORKSHEET IN THE RESOURCES SECTION OF THIS GUIDE.

CODIFYING

Next, participants will codify, or organize, what they are observing and identifying through their photography and group discussions. As a group, participants can arrange the photos based on common issues, themes, or theories that they have identified.^{9, 10}



Title / Photo #

Candy and Carcinogens

3-4 sentences that reflect SHOWeD method:

In this picture of a store counter, you can see candies that are popular and common in most communities. Directly behind the candy there is a large shelf of tobacco products. The bright colors and candy draw your attention and then you see the shelves of tobacco product and are much more likely to feel the need to purchase these products.

Example worksheet with caption and 3-5 sentence description and photo. Worksheet template and writing sample credits: Lashena Washington, Strengthening The Black Family, Inc., and YEAH Youth

SUGGESTED DISCUSSION QUESTIONS:

- What common issues do you see emerging from these pictures?
- How do these issues impact your community or your life?
- What do these issues have in common? How are they different?

SAMPLE LESSON PLAN: SESSIONS 2 & 3

SESSION 2

OPENING (15 MINUTES)

- Welcome and overview of what will be covered during this session.
- Review of material covered last session.

CHECK-IN (10 MINUTES)

- Youth briefly share their experiences taking pictures and any questions they have up to this point.

INTRODUCTION TO NEW MATERIAL (20 MINUTES)

- Introduce the SHOWeD method.

INDEPENDENT PRACTICE (15 MINUTES)

- Participants choose one photo that they like or feel is most significant. Have them write a short caption along with a few sentences about the photograph.

BREAK (10 MINUTES)

GUIDED PRACTICE (35 MINUTES)

- Introduce a discussion that can be conducted as a large group. Use discussion questions you have prepared ahead of time and help participants stay mindful of time constraints.

- Practice selection technique: Each participant shows the photo they have chosen to briefly present to the group.
- Practice contextualizing/storytelling technique: Using the SHOWeD method, youth participants tell stories about one photograph the group has chosen to focus on from those that have been presented.
- Practice codifying/organizing technique: As a group, youth participants codify the issues, themes, or theories that they identify in the pictures they have taken. Flip chart paper, highlighters, post-it notes, or other materials may be helpful to participants during this part of the session.

ENERGIZER (5 MINUTES)

CLOSING (10 MINUTES)

- Youth choose and review assignments they will complete before next session. For instance, they may choose to take at least five photos and try using the SHOWeD method to write captions for their favorite photos.

FIND INFORMATION ON WHY ENERGIZERS AND ICEBREAKERS ARE IMPORTANT, AS WELL AS EXERCISES TO USE:

http://www.photovoice.org/methodologyseries/method_05/assets/energizers.pdf

SESSION 3

OPENING (15 MINUTES)

- Welcome and overview of the session.
- Review of material covered last session.

CHECK-IN (10 MINUTES)

- Youth briefly share their experiences taking pictures and any questions they have up to this point.

INTRODUCTION TO NEW MATERIAL (20 MINUTES)

- Introduce discussion on policy, decision-makers, and action.
- Begin brainstorming for the **Take Action** phase. Review and discuss common issues and themes captured through participants' photography and discussions. Facilitate discussion in which youth can begin to translate what they have documented into an action that can raise awareness about the issues that they are trying to address.

BREAK (10 MINUTES)

GUIDED PRACTICE (35 MINUTES)

- Introduce a discussion that can be conducted as a large group. Use discussion questions you have prepared ahead of time and help participants stay mindful of time constraints.
- Selection technique: Each participant shows the photo they have chosen to briefly present to the group
- Contextualizing/storytelling technique: Using the SHOWeD method, youth participants tell stories about one photograph the group has chosen to focus on from those that have been presented.
- Codifying/organizing technique: As a group, participants organize photos. Flip chart paper, highlighters, post-it notes, or other materials may be helpful to participants during this part of the session.

ENERGIZER (5 MINUTES)

INDEPENDENT PRACTICE (15 MINUTES)

- Participants practice writing captions and descriptions for photos they took this week. If they wish, participants may revise what they wrote last week.
- Share captions with group.

CLOSING (10 MINUTES)

- Youth choose and review assignments they will complete before next session. For example, they might decide to write a few sentences about what they are learning so far. What is surprising to them? What have they noticed that confirms what they already knew? What skills are they learning?



PHASE 3: TAKING ACTION

OVERVIEW

The purpose of this phase is for participants to decide as a group what they think needs to be addressed, identify decision-makers and key stakeholders, and develop a strategy for sharing and presenting their findings.



OBJECTIVES

By the end of this phase, participants will be able to:

- **Describe the issue(s) and theme(s) that the group identified;**
- **Explain why they chose specific decision-makers, policies, and key stakeholders; and**
- **Describe potential strategies that the group identified to reach key decision-makers and stakeholders.**

YOU'RE NOT DONE YET! Taking action is a key part of the photovoice process.

It's important that the youth consider their photovoice project as part of a larger effort to curb retail tobacco availability and marketing. Strategic planning for a comprehensive retail tobacco control effort will help youth determine, as a group, the appropriate policy goals and approach for their community. Consider how this activity can best complement existing tobacco control goals in their community, and let that inform the project and its goals from the beginning. The action that the youth

choose should be inclusive and represent the issues and themes that they discussed through this project.

Additionally, facilitators should assist participants in developing an achievable action plan for dissemination of their photos and messages. It is the facilitators' responsibility to help youth identify relevant stakeholders in this process, invite them to the event, and to help organize a venue(s) to display the participants' work. As the facilitator, you should plan from the beginning how you can use this project to encourage youth to use their photos. Are there upcoming events that youth can attend to present their findings? Can they create an exhibit with printed photos and captions? Could they speak with

local religious or community leaders or send postcards to their elected officials? Do they want to create a video or slideshow that shares their photos and messages?

Regardless of how you display the photos, have youth stand with photos or groups of photos to explain the issues and talk to stakeholders who are present at the event.

DON ' T FORGET: UPLOAD YOUR PHOTOS TO COUNTERTOBACCO.ORG!

Our photo gallery is powered by you! Upload your images of retail marketing or novel products to share what is happening in your community. You can also download and use the images displayed in the gallery for your tobacco control efforts. See <http://countertobacco.org/gallery> for more information about our galleries, photo contests, and much more!

SAMPLE LESSON PLAN: SESSIONS 4 & 5

SESSION 4

OPENING (15 MINUTES)

- Welcome and overview of the session.
- Review of material covered last session.

CHECK-IN (10 MINUTES)

- Youth share their experiences taking pictures and any questions they have up to this point.

REVIEW (10 MINUTES)

- Review and discuss themes that have emerged.
- Review discussion on policy, decision-makers, and action.
- Revisit brainstorming ideas from last session.

BREAK (10 MINUTES)

INTRODUCTION TO NEW MATERIAL (20 MINUTES)

- Discuss actions the group can take and ways participants can share their photos and messages.
- Review relevant decision-makers and policies.

GUIDED PRACTICE (20 MINUTES)

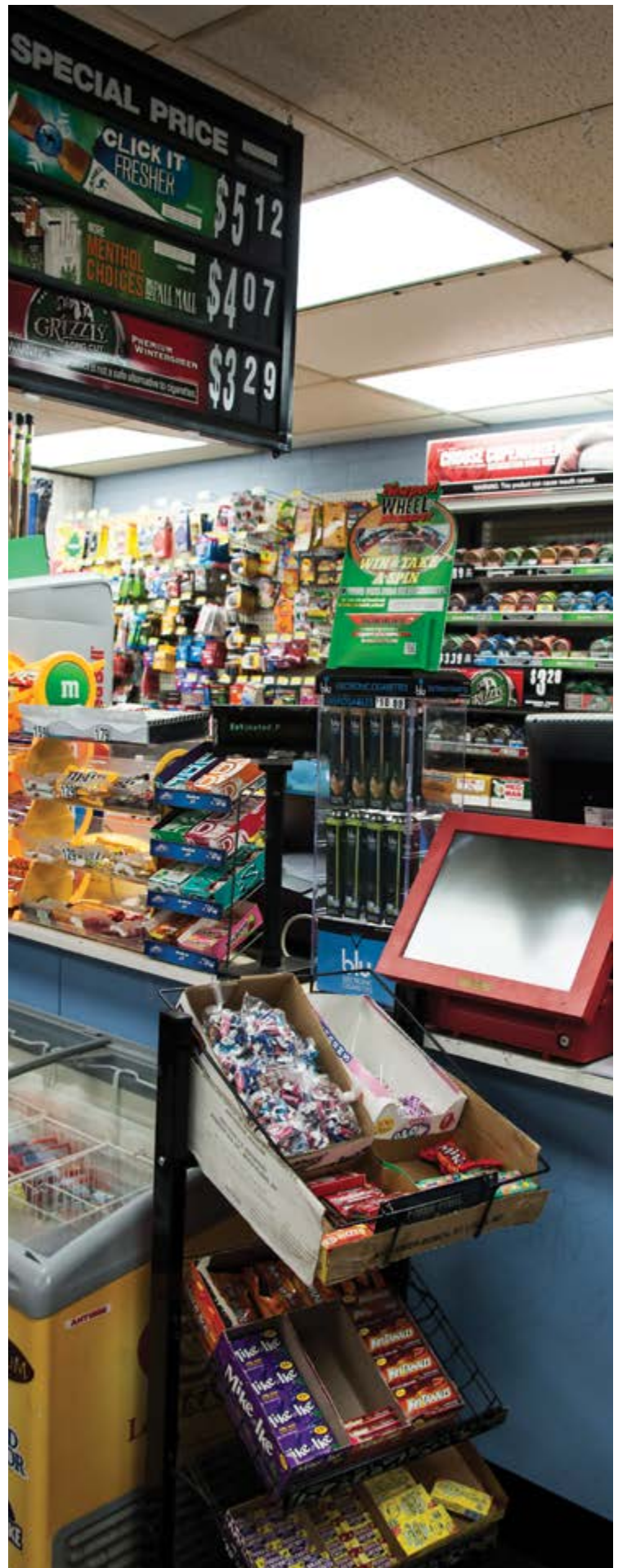
- As a group, select photographs that will be used in the event, exhibit, or other action that participants are planning.
- Create captions that capture the discussions the group has taken part in through this project.

INDEPENDENT PRACTICE (20 MINUTES)

- With a partner, practice skills related to dissemination of photos and messages. Some examples may include helping plan a presentation, practicing public speaking skills, or practicing encouraging people to sign postcards.

CLOSING (20 MINUTES)

- Ask youth to volunteer to present at an exhibit, event, or other action they have chosen.
- Facilitate a closing activity, and ask youth to complete an evaluation sheet. A sample evaluation form can be found on page 19 of this guide.



SESSION 5

In the fifth session, youth will take action as identified and planned by the group. As this session will vary greatly depending on what type of action you decide to take, we have included some guiding questions here to help you plan in lieu of a lesson plan. Remember that the time and preparation for this session will vary depending on the action that your group chooses. You may want to devote an additional session to this phase so that youth have sufficient time to plan their action!

AUDIENCE & MESSAGE	FORMAT	LOGISTICS
<ul style="list-style-type: none">• Who are you trying to reach?• What message do you want to leave with people who hear your presentation?• How do you want them to feel when they leave the event?• What action can attendees take? For example, will you pass out postcards for them to sign and send to their representatives?	<ul style="list-style-type: none">• What photos will you show?• What format do the photos need to be in for this event? Print? Digital? How will they be displayed?• Does each photo have a caption?	<ul style="list-style-type: none">• How many people are you expecting to attend your event?• Who will help organize logistics for the event?• Will there be food?• Which youth will speak at the event? How long will each youth have to present their photos and findings?

REMEMBER! While this guide provides suggestions and a strategy to educate youth and affect policy, systems, and environmental change, it is no substitute for actual legal advice should your community decide to pursue a specific policy goal. As the tobacco industry has a long history of engaging in legal battles over policies that restrict tobacco sales and advertising, it is advisable to seek legal counsel on proposed policy language. Check the Tobacco Control Legal Consortium’s website (<http://publichealthlawcenter.org/programs/tobacco-control-legal-consortium>) and/or seek out legal counsel for your local or state health department or local voluntary health organization (e.g., American Cancer Society, American Heart Association). Consider this photovoice guide and other youth activities as one part of a broader point of sale and tobacco control policy effort in your state or community. Strategic planning for a comprehensive retail tobacco control effort will help you determine which activities and policies are the most appropriate for your community.

SAFETY & ETHICS

Working with youth on photovoice projects raises particular safety and ethical considerations. Remember to obtain written consent forms and to discuss issues of rights, privacy, and ethical representation of individuals and communities. Additionally, the safety of youth participants is paramount. Remind youth not to take pictures in places that could be dangerous or of subjects that could put them in danger.

Respect for individual and community privacy, dignity, and voices are emphasized in the photovoice technique.¹² We strongly recommend that youth not take photos of people in order to protect their own privacy as well as that of people who are not part of this project. This is especially important because one of the goals of photovoice projects is to use photos to raise awareness of issues impacting communities, and thus, respect for all individuals and their safety is paramount. Furthermore, photos are the property of the photographer and photos taken through this should not be used toward commercial benefit.¹²

KEY REMINDERS FOR YOUTH PHOTOGRAPHERS:

- **Stay safe. Don't take risks. Don't go anywhere you wouldn't usually go. Take a friend with you. Be aware of what's around you.**
- **In this activity, you will be taking pictures of tobacco products in stores – not of people! However, if you do take any photos of people you will need to ask the individual to sign an appropriate consent form.**
- **A camera gives the photographer a lot of power to tell a story. Focus on images that are meaningful and true, and find a story that is compelling to you.**

TAKING PHOTOS IN STORES

In between sessions, youth will take photos that will be used for the project. In most cases, these will be stores that youth already visit during their normal week. You should be sure to discuss taking photos in stores with the youth before they start taking photos to ensure that they have access to stores in order to complete the project and to review how they should conduct themselves while in stores.

Facilitate a discussion with youth so that they remember that when they enter a store, they are in a place of business. They should not disrupt the store or get in the way of any customers. They might want to introduce themselves to the clerk and explain what they are doing. If they introduce themselves or a clerk asks what they are doing, they should tell the truth.

We recommend that you include time in a session for youth to act out scenarios to practice explaining their project and asking permission. Practicing may build their confidence as they go into stores as well as when they describe their work to friends, family, or potential decision-makers.

HELPFUL PHRASES

- **I am working on a project that use photos to document what is for sale in my community.**
- **I am working on a project where I take photos of things that are important to me.**
- **I am working on a project where I take photos of places I visit. I will only be here for a moment and will be careful not to get in the way of customers or be disruptive. I will not take pictures of people.**

Youth might be told that they cannot take pictures inside a store. If this happens, they should not attempt to take additional pictures or to argue with the clerk or store manager. If an employee does ask youth to leave, they should leave immediately! They should be polite and courteous at all times. Taking pictures of marketing outside is often easier than inside of stores and is still very useful in raising awareness about tobacco marketing at the POS.

CONSENT FORMS ¹¹

Consent forms help to address some of the safety and ethics issues mentioned above. Therefore, we recommend that you obtain:

- **Signed consent from the youth participant, parent, or guardian to participate in the project and ensuring that they understand the rights, activities, and expectations that are involved when they agree to take part in this project.**
- **Permission to photograph participants.**
 - **Facilitators, if you plan on taking photos during sessions it is important that you obtain photo releases from your youth.**
- **Signed consent by participants that their photos may be used to represent or promote the project and/or to be used in specific actions that the group chooses.**

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SHOWeD METHOD WORKSHEET #1

S

WHAT DO YOU **SEE** HERE?

H

WHAT'S REALLY **HAPPENING** HERE?

Q

HOW DOES THIS RELATE TO **OUR** LIVES?

W
e

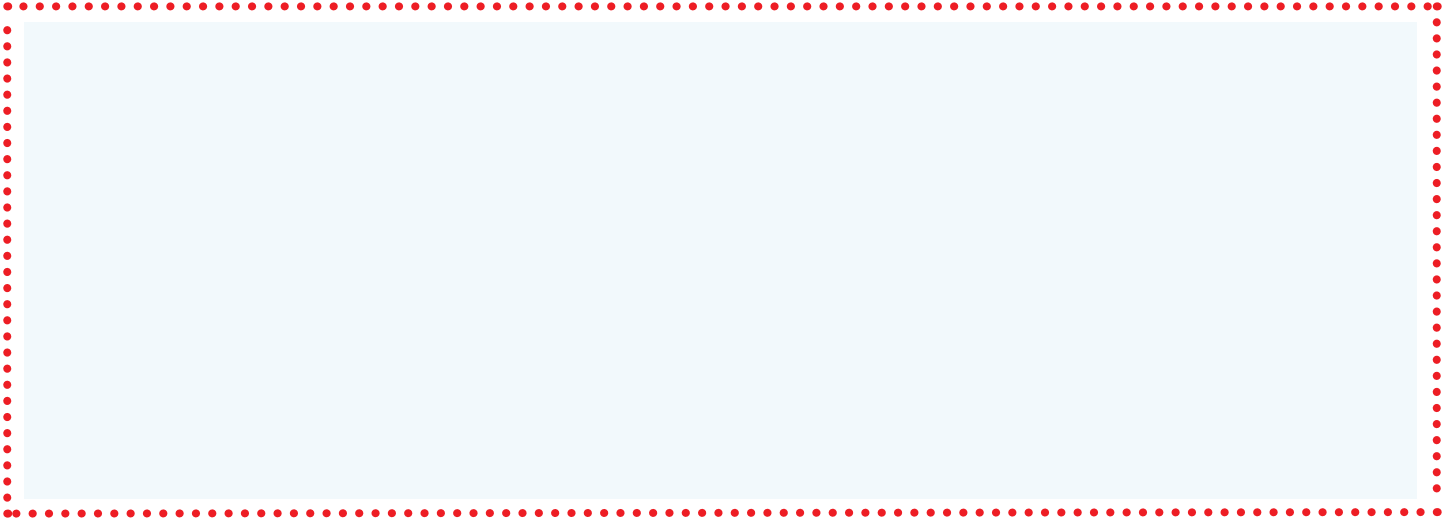
WHY DOES THIS SITUATION **EXIST**?

D

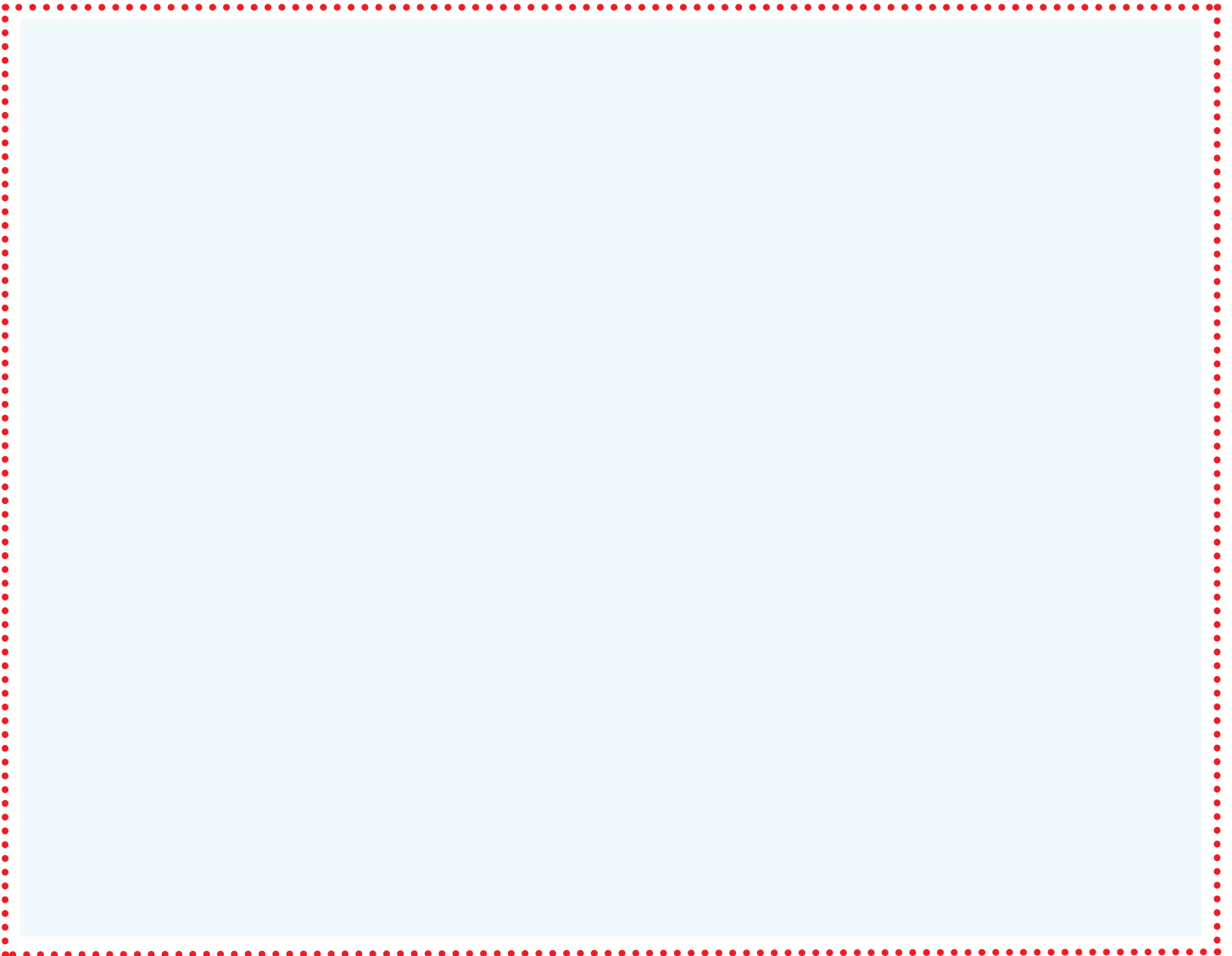
WHAT CAN WE **DO** ABOUT IT?

SHOWeD METHOD WORKSHEET #2

TITLE / PHOTO #



3-4 SENTENCES THAT REFLECT SHOWeD METHOD:



Credit: Lashena Washington, Strengthening The Black Family, Inc.

SAMPLE EVALUATION

BELOW IS A SAMPLE EVALUATION THAT YOU CAN ADAPT TO MEET THE NEEDS OF YOUR ORGANIZATION AND YOUR YOUTH.

Please answer the following questions to help us improve this photovoice program. There are no right or wrong answers.

- 1. How much experience did you have using a camera before the first session?**
- 2. How likely would you be to recommend this photovoice program to your friends?**
- 3. List any skills you gained during the program.**
- 4. What topics were new to you?**
- 5. What topics were you already knowledgeable about?**
- 6. Are there any topics that were not covered that you wish had been included?**
- 7. What did you like the best about the program?**
- 8. Did you experience any challenges during this program?**
- 9. What would make this program a better fit for your interests?**
- 10. What should we change if we do this program again in the future?**

POINT OF SALE PROBLEMS

Researchers and practitioners have documented many issues related to tobacco sales and marketing at the POS. Below are some common examples; this list is neither exhaustive, nor are the categories mutually exclusive. Some of these problems are easier to capture with photography than others. We hope this list will help you and your group start learning about the POS and get started with your photovoice project.

<p>Number, Type, and Location of Retailers</p>	<ul style="list-style-type: none"> • Retailer density– number and concentration of retailers in a certain area, e.g., neighborhoods with many places to buy tobacco clustered together, or differences between the number of retailers in neighborhoods of different socioeconomic statuses, race, etc. • Store type– e.g., tobacco sales in pharmacies, discount store like Family Dollar • Proximity– Location of stores near schools, parks, churches, or locations that appeal to youth
<p>Price and Promotions</p>	<ul style="list-style-type: none"> • Price discounts (e.g., special prices, multi-pack discounts, and buy one get one deals), coupons • Small pack sizes that enable products to be sold cheaply • Price discounts and promotions can undermine excise taxes and minimum price laws. These cheap products also appeal to price sensitive customers like youth and low-income individuals.
<p>Advertisements</p>	<ul style="list-style-type: none"> • Branded signs, displays, and functional items (e.g., trash cans, clocks, change mats) • Located on store exterior and/or interior • Store saturation • Ads located below three feet (commonly regarded as child eye level) • Placement of ads near products or other ads that appeal to youth
<p>Product Availability</p>	<ul style="list-style-type: none"> • Candy and fruit flavors appeal to youth • Menthol • Smokeless tobacco • Cigarillos and little cigars • E-cigarettes and other electronic vaping products • Constant product innovation
<p>Product Placement</p>	<ul style="list-style-type: none"> • Displays– Power walls, dominance of displays at the POS • Near candy and other youth appealing items • Self-service, rather than clerk-assisted sales
<p>Packaging (size and design)</p>	<ul style="list-style-type: none"> • Small pack sizes enable products to be sold cheaply • Packaging that looks like candy or other youth appeal products

GENERAL POS RESOURCES

WEBSITES:

CounterTobacco.org

CounterTobacco.Org is a comprehensive resource for local, state, and federal organizations working to counteract tobacco product sales and marketing at the POS. The organization provides policy solutions, advocacy materials, news updates, and an image gallery exposing tobacco industry tactics at the POS. countertobacco.org

Counter Tools

Counter Tools is a nonprofit organization with a mission to disseminate store audit and mapping tools for tobacco control and prevention. Counter Tools was established and is managed by the co-founders of CounterTobacco.Org. www.countertools.org

REPORTS:

Point-of-Sale Report to the Nation: The Tobacco Retail and Policy Landscape

Produced by: Center for Public Health Systems Science

http://cphss.wustl.edu/Products/Documents/ASPiRE_2014_ReportToTheNation.pdf

Point-of-Sale Strategies: A Tobacco Control Guide

Produced by: Center for Public Health Systems Science

http://cphss.wustl.edu/Products/Documents/CPHSS_TCLC_2014_PointofSaleStrategies1.pdf

Cause and Effect: Tobacco Marketing Increases Youth Tobacco Use, Findings from the 2012 Surgeon General's Report

Produced by: Tobacco Control Legal Consortium

<http://publichealthlawcenter.org/sites/default/files/resources/tclc-guide-SGReport-Findings-Youth-Marketing-2012.pdf>

POS POLICY RESOURCES

Tobacco Control Legal Consortium (TCLC)

The Tobacco Control Legal Consortium (TCLC) is a national legal network for tobacco control policy. Its team of legal and policy specialists provides legislative drafting and policy assistance to community leaders and public health organizations. The Consortium works to assist communities with tobacco law-related issues, including POS policies. <http://publichealthlawcenter.org>

Affiliate Legal Centers

CALIFORNIA – ChangeLab Solutions <http://changelabsolutions.org/tobacco-control>

MARYLAND – Legal Resource Center for Tobacco Regulation, Litigation & Advocacy (LRC) <http://publichealthlawcenter.org/sites/default/files/resources/tclc-guide-SGReport-Findings-Youth-Marketing-2012.pdf>

MASSACHUSETTS – Public Health Advocacy Institute (PHAI) <http://phaionline.org/category/tobacco>

MICHIGAN – Smoke-Free Environments Law Project (SFELP) <http://tcsg.org/sfelp>

MINNESOTA – Public Health Law Center <http://publichealthlawcenter.org>

NEW JERSEY – Tobacco Control Policy and Legal Resource Center New Jersey GASP (Group Against Smoking Pollution) <http://njgasp.org>

NEW YORK & VERMONT – Center for Public Health & Tobacco Policy at New England Law–Boston <http://tobaccopolicycenter.org>

REPORTS AND BOOKS:

Organizing Tools: Helpful Tools for Your Campaigns

Produced by: American Lung Association in California, Center for Tobacco Policy and Organizing <http://center4tobaccopolicy.org/community-organizing/organizing-tools>

Using Social Media Strategically in your Campaign

Produced by: American Lung Association in California, Center for Tobacco Policy and Organizing
<http://center4tobaccopolicy.org/wp-content/uploads/2013/05/Social-Media-Through-Phases-Matrix.pdf>

Policy Strategies: A Tobacco Control Guide

Produced by: Center for Public Health Systems Science
http://cphss.wustl.edu/Products/Documents/CPHSS_TCLC_2014_PolicyStrategies1.pdf

Shaping Policy for Health: Introduction to the Policy Change Process

Produced by: Directors of Health Promotion and Education http://www.dhpe.org/?Programs_SPHIntro

News for a Change: An Advocate 's Guide to Working with the Media

Produced by: Wallack L, Woodruff K, Dorfman L, Diaz I. Thousand Oaks, CA: SAGE Publications, Inc.; 1999

PHOTOVOICE RESOURCES

Photovoice: Participatory Photography for Social Change

Produced by: PhotoVoice. <http://www.photovoice.org>

Manual and Resource Kit

Produced by: Photovoice Hamilton.
<http://www.naccho.org/topics/infrastructure/mapp/framework/clearinghouse/upload/Photovoice-Manual.pdf>

“I Bloomed Here”: A Guide for Conducting Photovoice with Youth Receiving Culturally- and Community-based Services.

Produced by: Research and Training Center for Pathways to Positive Futures, Portland State University.
http://www.nicwa.org/research/documents/PhotovoiceGuideNov2013_000.pdf

Community Safety Audit and Photovoice Project

Produced by: City of Everett.
<http://everettpolicema.com/news%20items/Everett%20Comm%20Safety%20Audit%20Report.pdf>

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