



Photovoice Manual

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This Photovoice manual was developed based on our experiences during the *Tasweer-e-Zindagi* project, a Photovoice project with people affected by Tuberculosis that we conducted in Karachi, Pakistan in 2011. This manual includes an orientation module to be conducted with project participants to introduce them to Photovoice, as well as a modules outlining the discussion sessions and thematic analysis.

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To find out more about our project, please visit <http://www.irdresearch.org/photovoice-project/>

Sincerely,

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Photovoice Orientation Module

Overview:

In this module, participants are introduced to Photovoice as a research methodology, discuss the ethics of photography, and prepare for their own use of Photovoice in their communities.

Learning Outcomes:

By the end of the module, participants should:

- Have understood the power of photographs to relate a story or experiences
- Have become familiar with Photovoice as a research methodology and some examples of its use around the world
- Have discussed and understood the power, ethical considerations, and safety issues related to the use of cameras
- Have considered different ways to capture stories/ideas/concerns with cameras
- Have learned the basics of how to use a camera

Materials:

- Photographs cut out from magazines/newspapers (at least three photographs per participant to enable choice)
- Photographs and news story on the Tsunami in Japan
- Photographs from the *Tasweer-e-Zindagi* photovoice project with people affected by TB in Pakistan (<http://www.irdresearch.org/photovoice-project/tasweer-e-zindagi/>)
- Laptop/TV with the *Tasweer-e-Zindagi* film
- Flipchart paper and markers
- Participant folders with photocopies of the following handouts for participants
 - 1 copy of the consent form
 - 1 copy of the *Photovoice steps* handout
 - 20 copies of the consent form for people being photographed
 - 1 copy of the *How to Use a Camera* handout
 - 1 copy of the *Ethics and Safety Guide*
 - 1 copy of the *Photography Tips* Handout
- Cameras, batteries, and rolls of film (if using a film camera)¹

Time:

Approximately 1 hours and 30 minutes (with an optional module of an additional 25 minutes)

¹ There are a variety of options of cameras to use such as disposable, mobile phone cameras, digital cameras, or film cameras, with a number of varieties in each. The decision on what cameras to use will be determined by a number of considerations. In making this decision you should consider:

- Budget
- Features: In determining which cameras to purchase, you should consider what features you require of them. For example, if your participants live in homes with low natural light or will be photographing at night, you may want cameras with a flash. To allow participants to take photographs from a distance, a zoom will be required. In using digital cameras, it is important to consider the size that you will want to enlarge the photographs for display and ensure that the photograph quality is such that the photographs can be enlarged to that size without being pixelated.
- Availability: You will likely want a fast turnaround time for printing photographs and, thus, it is imperative to see what printing services are available in your project area when deciding between film and digital.
- Other considerations: There are other considerations that may impact the types of cameras to select. For example, digital cameras may be more likely to put participants at risk of theft in some contexts. Another consideration could be that digital cameras provide instantaneous results that the participants can see. This has both advantages and disadvantages and may be a consideration in determining which cameras to use.

Arrival and Registration

1. Consent and register participants
 2. Distribute nametags and participant folders
 3. Ask each participant to look through a stack of photographs and select one that strikes them
-

Introduce the Orientation Session and Share the Learning Outcomes for the Day (5 min)

1. Introduce yourself and the purpose of the day.
 2. Share the Learning Outcomes of the session with participants.
-

Participant Introductions (10 min)

Objectives:

- To have participants introduce themselves to one another
- To get participants to start thinking about photographs and their power

Materials:

- Photographs cut out from magazines/newspapers (at least three photographs per participant to enable choice)

1. As participants arrive, ask them to look through a stack of photographs and select one that strikes them.
2. Once all participants have arrived and have selected a photograph, say: *Please go around the circle and introduce yourselves by stating:*
 - *Your name*
 - *Why you selected the photograph that you selected?*
 - *What struck you about that photograph?*

3. Summarize:

Pictures speak a thousand words. From a simple photograph, we can see, learn, and feel a great deal. Different photographs speak to different people.

The Power of a Photographs (10 min)

Objectives:

- To demonstrate the power of photographs

Materials:

- Photographs and news article about the 2011 Tsunami in Japan
- Flip chart and markers

Small Group Discussion

1. Divide participants into groups of five to six people. Ask them to nominate a representative who will share a summary of their discussions with the larger group.
2. Read the following short news article to the participants about the Tsunami in Japan:

Tsunami in Japan

On Friday, March 11, 2011, an earthquake hit off the coast of Japan. The Japanese government named the disaster resulting from the earthquake and tsunami the "Great Eastern Japan Earthquake." The earthquake triggered extremely destructive tsunami waves of up to 37.9 meters that struck Japan minutes after the quake, in some cases traveling up to 10 km inland, with smaller waves reaching many other countries after several hours. Tsunami warnings were issued and evacuations ordered along Japan's Pacific coast and at least 20 other countries.

The Japanese National Police Agency has confirmed 14,416 deaths, 5,314 injured, and 11,889 people missing across eighteen prefectures, as well as over 125,000 buildings damaged or destroyed. The earthquake and tsunami caused extensive and severe structural damage in Japan, including heavy damage to roads and railways as well as fires in many areas, and a dam collapse. Around 4.4 million households in northeastern Japan were left without electricity and 1.5 million without water.

4. Show the participants a set of photographs about the same event from Boston.com's photo essay on the 2011 tsunami in Japan:

http://www.boston.com/bigpicture/2011/03/massive_earthquake_hits_japan.html

5. Ask each group to discuss the following questions:

- *What were your thoughts and feelings when you heard the story as compared to when you saw the photographs?*
- *Which one do you think was more impactful? Why?*

6. Bring participants back to the large group and ask one member of each group to share the key points of the discussion in their group.

7. Summarize:

When we have both photographs and words, we are given a more powerful version of the story. The words give us the context and the photographs give us a powerful accompaniment that enables us to empathize with the context.

Introducing Photovoice (20min)

Objectives:

- Introduce the concept of Photovoice
- Discuss the advantages of educating and informing others about a patients perspective of

TB

- Emphasize the potential to influence public policy

Materials:

- Photographs from the *Tasweer-e-Zindagi* photovoice project with people affected by TB in Pakistan (<http://www.irdresearch.org/photovoice-project/tasweer-e-zindagi/>)

1. Explain the following to participants:

Now we're going to talk about Photovoice. Photovoice is a research methodology that uses this very power of pictures that we've been talking about today. Using photography, people can identify, represent, and analyze their communities and their associated strengths and needs. The visual images are accompanied by stories shared by the photographer. Photovoice participants analyze their own lives, communities, and situations through photographs, which are then shared, along with the stories that they represent, to relevant stakeholders.

Photovoice is an effective method that has been used in various parts of the world to highlight issues within a community. Here are a few examples of Photovoice projects that have been used throughout the world:

- *Women in rural China used Photovoice to inform and influence improvements in women's health (<https://apps.lis.illinois.edu/wiki/download/attachments/30304/Photovoice-%2BA%2BParticipatory%2BAction%2BResearch.pdf>)*
- *Photovoice was used in Bangladesh aimed to increase the influence of disabled people over social policies, practices and public attitudes in Africa and Asia (<http://www.photovoice.org/projects/international/able-voices-bangladesh>)*
- *Photovoice was used to identify causes and impact of Human Trafficking in Romania, Albania, Armenia, Lebanon, Pakistan (<http://www.photovoice.org/projects/international/see-it-our-way>)*

2. Share an example of a Photovoice project with the participants. Show them photographs and stories from the *Tasweer-e-Zindagi* photovoice project with people affected by TB in Pakistan. (<https://vimeo.com/187958373>)

3. Discuss the following questions with participants in a large group:

- *What is your reaction to these photographs and stories?*
- *What did you learn that you did not know before?*

4. Show the participants a short 15-minute film on the *Tasweer-e-Zindagi* project (<https://www.youtube.com/watch?v=GvmXXrdlEN0>)

3. Discuss the following questions with participants in a large group:

- *Do you think the project was successful and why?*
 - How did the participants benefit from the project?*
 - How did it help in raising awareness about TB?*
- *Why do you think it was effective?*
- *What do you think the advantage was of TB patients or those affected by TB to be the ones taking the photographs and documenting the stories?*

4. Summarize:

- *Photographs are a very powerful ways of conveying a story and can have a big impact*
 - *People from within the community have the best understanding of issues they are faced with.*
 - *Photovoice empowers affected communities to analyze their own situations and advocate for change.*
-

Introduce your project (10 min)

1. Introduce your Photovoice project.

2. Ask:

- *What do you think about this project?*
- *Do you have any questions or concerns that you would like to share?*

3. Share a Participant Information handout with participants that summarizes your project including its objectives, the research questions, and processes that they need to follow. Be sure to include a phone number that participants can call if they have any questions.

Photovoice Ethics and Safety (25 min)

Objectives:

- To understand how photography is a powerful tool that must be used responsibly.
- To discuss the ethics of Photovoice
- To identify potential risks to photo subjects from being identified in connection with particular situations or activities in photos.
- To emphasize the need to look after one's own safety first

Materials:

- Flip chart and marker

1. Say: Now we will discuss some of the issues related to photography that we will need to keep in mind while we're taking photographs.

2. Divide participants into groups and ask them to discuss the following questions for 5 minutes:

- *What would you not want to be photographed doing?*
- *Should someone take pictures of other people without their knowledge?*
- *What kind of responsibility should carrying a camera involve?*

3. Ask one representative from each group to summarize the key points of their group discussion for the large group. Note the key points onto a flip chart.

4. Share guidelines for Photovoice ethics with participants.

5. Ask them if they would like to add anything based on their group discussions. Add any additional points and ask them to add them to the handouts in their folder. Help any

participants who are unable to write to revise their handouts.

6. Ask participants to return to their small groups and ask them to discuss the following questions for 5 minutes:

- *Are there any risks that you can put yourself at with taking pictures in your community? What are these?*
- *How might community members react to photographs being taken in the community?*
- *How can we manage negative reaction to being photographed?*

7. Ask one representative from each group to summarize the key points of their group discussion for the large group. Note the key points onto a flip chart.

8. Share the guidelines for Photovoice safety with participants.

9. Ask them if they would like to add anything based on their group discussions. Add any additional points and ask them to add them to the handouts in their folder. Help any participants who are unable to write to revise their handouts.

10. Ask participants to pair up with another person to do a role-play in which they practice getting consent from a community member. Provide the following instructions:

- *Choose one person to be a community member and the other to be a photographer.*
- *Pretend that the photographer is asking the community member for consent to take their photograph for the Photovoice project.*
- *Practice explaining the consent form and answering questions they might have.*
- *Switch roles and repeat the role-play after a few minutes.*

11. Reconvene the whole group, discuss any challenges they experienced during this role-play, and answer questions, as needed.

Understanding the use of Photovoice (15 min)

This module is optional and should only be conducted if there is adequate time and if the facilitators feel that the participants require more guidance on the Photovoice methodology, beyond what they learned through the example.

Objectives

- To get participants to think about the multiple ways that one can situation an issue using Photovoice

1. Say: *Now we will start thinking about the different ways in which we can use Photovoice to represent issues.*

2. Divide participants into small groups and ask each group to think about one challenge and one supporting factor related to health in their community.

3. Ask each group to think about how they could represent these using a photograph. Each group must think of at least 3 different ways in which each idea can be represented.

4. Ask a representative from each group to share the factors identified by their group, along

with the numerous ways to represent them.

5. Summarize:

Photovoice can be used to illustrate all kinds of positive and negative things in our lives. There are numerous ways one can use to represent the exact same issue.

Camera Basics and Photography Tips (10 min)

1. Say: *Now we're going to go over the basics of using a camera. How many people here have used a camera to take photographs before?*

2. Hand out the cameras to participants, noting down which participant has received which camera. Have each participant sign or thumbprint next to their names on the sheet with camera assignments.

3. Refer participants to the *Instructions for Using a Camera* handout² in their folders and take them through the instructions.

4. As they are being explained the mechanics of a camera, say:

Take three photographs in and around the training area to practice using the various functions of the camera:

a) 1 photograph with no zoom

b) 1 photograph in which you zoom in

c) 1 photograph in which you zoom out.

You should also try to use both horizontal and vertical orientations of the camera for these photographs.

5. Ask participants to look at their *Tips for Taking Photographs* handout. Refer them to the photographs of the ladder taken from different perspectives and ask:

- All of these photographs are of the same ladder, but how are they different?

6. Summarize: *Using different angles when taking photographs results in very different results and impact. Try taking photographs from different angles.*

7. Refer participants to the two photographs taking at the beach at different times of the day and ask:

-Both of these photographs are taken at the same beach but how are they different?

8. Summarize: *Photographs taken at different times of the day can look very different because of the differing light at various points of the day. Try taking photographs at different times of the day.*

9. Refer participants to the photograph in which the subject has been cast in shadow by the sun. Ask: *What is this photograph so dark?*

10. Summarize: *Try to keep your back to the sun and do not directly point your camera to the*

²This handout will have to be modified based on the cameras that you are using.

sun, as it will result in dark and unclear photographs. Of course, if that's your desired effect then that's fine but you must be aware of what the result may be.

11. Refer participants to the painted box on a cluttered desk. Ask: *What is this photograph of? Is there anything distracting in the photograph?*

12. Summarize: *While the box is in the center of the photograph, the mess in the background is distracting from the box. Be aware of everything that you can see in your viewfinder, as it may distract from the photograph that you're trying to take.*

13. Refer participants to the photograph obscured by a finger in front of it. Ask: *What is the photographer trying to photograph in this picture? Why is it unclear?*

14. Summarize: *Be careful that you don't put your finger in front of the lens or the flash, as it can obscure your photograph.*

15. Refer participants to the candid photographs of people. Ask: *What are the people in the photograph doing?*

16. Summarize: *Candid photographs allow you to capture people in a natural way. Try taking some candid photographs instead of just posed photographs.*

Project Assignment (10 min)

1. Share your research question with the participants.

2. *(For literate groups/participants) Say: When you're taking photographs, it may be difficult to remember why you took each photograph. It will be helpful if you write down the following about each photograph in your notebooks.*

- *Who took the photo*
- *A brief description of the photo*
- *Why they took the photo*
- *Contact information of the subject of the photo and whether they would like a copy*

3. Remind participants to return the cameras at the set date/time so that the film can be processed before the next Photovoice session.

4. Schedule the date for the next session with participants.

Photovoice Discussion and Thematic Analysis Module

Overview:

In this module, participants will be called together to select photographs and share them with the rest of the group. They will also contextualize and codify their photographs, and identify emergent themes. A Call for Action will be developed and the outputs of the project disseminated. This module can typically be done over multiple sessions.

Learning Outcomes:

By the end of the module, participants should:

- Have understood the importance of confidentiality within group members and established ground rules.
- Have discussed 2 to 4 photographs that they have selected based on the SHOWED methodology.

Materials:

- Participant photographs sorted in individual envelopes
- Voice recorder and notebook/pen for note-taking

Time:

Approximately 1.5 to 2.5 hours, depending on the number of participants per group

Arrival and Debriefing (15 min)

Objectives:

- To give participants a chance to share their Photovoice experience and any challenges
- To have participants to go through their photographs and select two to four photographs they would like to share with the rest of the group.

Material:

- Participant photographs in labeled envelopes.
- Name tags and markers

1. Welcome back participants and hand them their nametags. Ask participants:
 - *How was your experience taking photographs?*
 - *Did you have any concerns or difficulties?*

Briefly share and discuss participants' experiences. Reiterate and add to the ethical and safety considerations if necessary.

2. Give each participant the photographs they have taken.
3. Restate the research question(s) that they were using to take their photographs.
4. Ask each participant to review their photos, and select two to four photographs that they would like to discuss with the group. The number of photographs selected by participants

and discussed can vary by the group size and the amount of time available.

Introduce the Discussion Session and Share the Learning Outcomes for the Day (5 min)

Say: In today's discussion we will ask you to go through your photographs and chose the few that you would like to share and discuss with the rest of the group. This session will be audio recorded. Do I have everyone's consent to record our discussion?

Establishing Ground Rules (10 min)

Objectives:

- To establish ground rules for the session to ensure respect for participants' privacy

Materials:

- Flip chart and markers

1. *Say: Photographs can be of a very personal nature and, in particular, these photographs represent you, your thoughts, feelings and your lives. The discussions we will have based on these photographs will also be personal and on sensitive topics. So, before we begin, let's establish a few ground rules for the discussion.*
2. *Ask: What are some rules that we should establish for today's session?*
3. Note the ground rules on a flipchart and ask participants to be mindful of these rules, both during and outside the group discussion. Below are some examples of ground rules that you can use to probe as necessary:
 - Anything shared during this discussion should not be shared outside of the group
 - Mobile phones should be put on silent
 - Everyone's stories and photographs should be seen and listened to with respect
 - If you disagree, do so respectfully

Group Review and Analysis of Chosen Photographs (2 hours)

1. Divide participants into groups of four to six, each with a facilitator.
2. After everyone has selected their photographs, go around the circle and have each participant present their photograph, one at a time, contextualizing the photograph by explaining why it was taken in the context of the research questions.
3. Ask them to think about the following questions in presenting their pictures and stories
 - *What do you See here?: describe the picture pretending someone can't see it*
 - *What is really Happening here?: describe the actions and feelings in the picture?*
 - *How does this relate to Our lives?: describe how you feel about the picture and how your experiences are similar or different to what is shown.*
 - *Why does this situation, concern or strength exist?: describe the underlying meaning and root causes of what is in the picture and its impacts on you and your community.*

- *What can we **Do** about it?: describe actions that can be taken to solve problems or build upon strengths.*
4. Invite other members of the group to give their own perspective on the photograph after the participant has shared his/her initial story. Probe using questions such as:
 - *What is your reaction to the story and photograph that was just presented?*
 - *How are your experiences similar?*
 - *How are your experiences different?*
 5. Once all the participants have shared their photographs, summarize the main findings of the discussion session and some of the commonalities that arose.

Story development and approval

Story development and approval can vary from group to group. For very literate groups, you can ask participants to write out a story to accompany their photographs. For non-literate groups or groups with low literacy, you can transcribe the discussion sessions and extract the description of the photograph from the transcript and edit it so that it is appropriate as a written story. Minimize your edits as much as possible. The objective of this is to make it flow as a story, rather than to perfect the grammar. Be sure to stick to what the participant said, rather than to add your own interpretation. The closer you are able to stick to a participant's own voice, the more authentic your story will be. Each story, once developed, must be shared with the participants for approval. They should be given the opportunity to edit or adapt it as they would like.

Thematic analysis/ Codifying and Voting (1-1.5 hours)

Objectives:

- To identify and define emerging themes within the photographs
- To understand the major challenges/strengths in regarding TB within the group

Materials:

- Participant photographs and stories
- Stickers

1. After the stories have been approved for each photograph, invite participants for a Thematic Analysis session. You may choose to have multiple rounds of taking photographs followed by discussion sessions and story development and approval. The Thematic Analysis session should be held once all the rounds are complete.
2. Put the stories and photographs together and display them around the room. All the photographs/stories from one participant should be displayed together.
3. Give the participants a set of stickers and ask them to go around and look at each other's photographs and stories. Have volunteers accompany non-literate participants so that they can read the stories out to them.
4. Ask participants to put a sticker on at least one photograph that they like or feel best represents their perspective within each participant's photographs.

5. After the photographs have been shared and discussed, divide participants into small groups of eight to ten.
6. Ask the group to categorize the photographs into major themes that they see to be emerging from the data, through discussion and physical manipulation of the photos.
7. Ask them to group the photographs into the major research questions they were given to take photographs.
8. Ask:
 - *Do you see any similarities in the kind of topic/issue these photographs represent?*
 - *Do some of these photographs address the same theme? Which ones?*
 - *What kinds of themes are emerging?*
9. Begin to note these themes down on pieces of card and place them on the floor so everyone can see them. Start sorting the photographs according to the themes identified, as directed by the participants. Ask participants to help you fit each photograph into its relevant theme.
10. Throughout the process of thematically arranging the photographs, ensure that other group members agree when somebody has arranged or rearranged photographs. If they disagree, ask for reasons and try to facilitate the process to reach a general agreement.
11. Note down the thematic area for each photograph on the photograph or in your notebook.
12. Ask the group to then prepare their thematic analysis for sharing with the larger group
13. After the thematic arrangements by the small groups are complete, reconvene into the large group.
14. Chose a representative from each group and ask them to present their findings to the larger group.
15. Summarize all the themes identified and defined during the session.
16. With each theme, ask:
 - *Why do you think this situation exists?*
 - *What can we do to address it?*
17. Facilitate a group discussion to develop a Call for Action to address the various themes raised in the discussion.

Gallery Event:

Dissemination strategies for the outputs from the project should be developed in partnership with the participants. Ask a group of participants to volunteer to be on the Participant Committee that will guide the dissemination process. For the Gallery Event, develop a list of key stakeholders to invite with the Participant Committee. Final photographs to be displayed should be informed by the voting that participants did during the Thematic Analysis session to ensure that the displayed photographs best represent participant perspectives. Identify other dissemination strategies with participants such as films, calendars, mobile displays, etc.

Appendix

This appendix contains the following handouts:

1. Photovoice Steps
2. Consent Form for Participants
3. Consent Script for Participants to Use with People Represented in their Photographs
4. Basics of Using a Camera
5. Ethics and Safety Guide
6. Tips for Taking Photographs

PHOTOVOICE STEPS

Orientation: Participants are invited to a session where they are introduced to the Photovoice methodology, how to use a camera, and the ethical and safety considerations related to Photovoice.



Photo Taking: Participants are given cameras and asked to take pictures about their lives to answer the research questions.



Photo Discussion Session: Participants are invited to a discussion session in which they are given their printed photographs, select the ones that they want to discuss, and present their photographs to the group for discussion.

Story Development: Participants develop and finalize stories to accompany each photograph with the Photovoice team.

Thematic Analysis: Participants look at all the photographs and stories, vote on the ones they like best, and identify the common themes emerging from them



Gallery event and dissemination: The photographs and their accompanying stories are displayed at a gallery event with members of the community, policy-makers, the media, and other stakeholders.



Consent Form for Participants

You are being invited to participate in a project that will help us understand your experiences. In this project, you will be given a camera for temporary use and will be asked to take photographs to represent your life and some of the things that you feel have been supportive and challenging. You will then select some of these photographs and they will then be discussed in a group of people in a similar situation to you. Although the discussions will be recorded, any information that you reveal during the group meetings will be only be shared outside the group without your name and identifying information. Finally, your group will select the photographs that you feel are important for people to see to understand your experiences, and these photographs will be shared at a display. We hope that this will lead to better understanding and support for people in situations like yours. You can choose whether you would like your photographs to be included with your name or without.

Participation in this project means committing to take at least 20 photographs and attending at least 4 group meetings.

While there are no known risks to participating in this study, it is possible that you could become emotionally distressed or uncomfortable during the discussions. You can leave this project at any time. Participation in this project is completely voluntary.

If you have any further questions, you can call us at xxxx-xxxx-xxx.

Do you agree to participate in this study?

Signature of the person obtaining consent

Date

Signature of witness

Date

Consent Script for Participants to Use with People Represented in their Photographs

I am doing a project to raise awareness about the supporting factors in my life and challenges I face. We are taking photographs of our lives and are talking about it with people in our group who are in similar situations. At the end of the project, we will share some of our photographs at a display in which members of our community will be able to see them to understand our experiences. We hope that this will lead to better understanding and support for us. All photographs will be shared without the names or any identifying information about the people in the photographs.

Do you agree to let me take your photograph?

BASICS OF USING A CAMERA

1. Take the camera out of the cover.
2. Locate the red on/off button on the upper right corner of the camera to switch it on or off.
3. On the left corner is the square viewfinder window that you can bring your eye close to, and look through to frame the picture.
4. To take pictures of distant objects, move the zoom switch located under the red button to the right, and the lens will open a little more.
5. To take pictures of objects close to the camera, move the zoom switch to the left and the lens will become smaller.
6. How to take a picture:
 - *Look through the viewfinder and frame the object you want to photograph.
 - *Hold the camera parallel to the ground and hold it with a very steady hand while taking the picture.
 - *To take the picture, press the big silver button on the top left corner.



7. Right after taking the picture, the picture number will appear on the small screen on top of the camera.
8. The camera will switch off automatically if not used for long.
9. The camera has an automatic flash system: The flash will not work if taking a picture in bright daylight. However, the flash will work if the picture is being taken in dim lighting or darkness.
10. Do not take out the film reel from the camera after finishing taking all the pictures.
11. Keep the camera safely back in the cover after taking all the pictures.

ETHICS AND SAFETY GUIDE

ETHICAL PRINCIPLES

1. Ask for permission before taking anyone's picture.
2. Remember to give a copy of the consent agreement to every person you photograph.
3. Make sure to never trespass on anyone's property (i.e. entering their house or place of business without permission).
4. Never take pictures of people in compromising situations or those that might make them uncomfortable later.

SAFETY PRINCIPLES

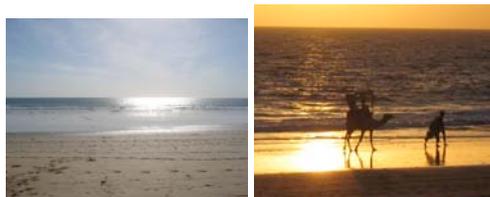
1. Do not take any picture that might give the wrong idea or impression. While taking consent from people, inform them why you want to take their picture.
2. Try to take pictures of people in such a way that they are not easily distinguishable.
3. Do not take any picture that might prove to be dangerous for you. Take care of your personal safety.
4. As much as is possible, note down contact details of the people you photograph and ask them if they would like a copy of their photograph. If they say yes, then we will provide a copy for them.

TIPS FOR TAKING PHOTOGRAPHS

1. Try taking pictures from various angles (e.g., front, side, eye level, ground level, above, far away, very close, as a reflection, etc). Try holding the camera both horizontally and vertically.



2. Try taking pictures at different times of the day (e.g., early morning, noon, evening). The light during these times is different and can result in different looking pictures.



3. Avoid aiming the camera directly into the sun as this often results in dark photographs.



4. Pay attention to everything in the viewfinder, not just what is in the center.



5.Keep your finger away from the lens and flash.



6.When taking pictures of people, avoid taking only posed shots. Try to take shots of people engaged in their daily lives.

