



***Family
Focus***



Family Focus

Photography Service Design with
Sojourner House MOMS

A thesis submitted to the School of Design,
Carnegie Mellon University, for the degree of
Master of Design in Interaction Design

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Date

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Abstract

Photography can play an incredibly important role in strengthening relationships. It can also help give individuals and communities voices to tell their stories both to the outside world and to themselves. In this project I explore how photography can play a meaningful role within a specific community and context. I also explore how Design as a discipline can help in creating sustainable activities within an organization.

Sojourner House is an organization that works with formerly homeless female addicts and their children. Sojourner House's MOMS Program (Motivation, Opportunities, Mentoring and Spirituality) provides

long-term housing and services for these families. Over the course of nine months I worked with the MOMS organization to create a new photography-based service. The outcome is a compelling and fun set of photography activities. These activities are meant to strengthen relationships between the children, their families and the Sojourner House community.

When working with people and organizations everything revolves around the trust and relationships that are formed. Developing relationships became the most important part of my design process as well as the goal of the final artifact we produced. This paper documents my work.

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I owe a huge thank you to the mentorship and guidance of my two faculty advisors; Charlee Brodsky and Suguru Ishizaki. Charlee provided inspiration, knowledge of photography and sensitivity to working with people. Suguru provided a calm wisdom and a sense of the big picture, which made the thesis process a joy. Together they helped me push myself and grow in ways I hadn't expected.

Thank you Mom for the original inspiration for this project and all your inspiring work, Dad for your creativity and encouragement. Thank you both for your continual proofreading and unending confidence in me. Jen, thank you for your wisdom in working with kids and for keeping me fed, sane and happy.

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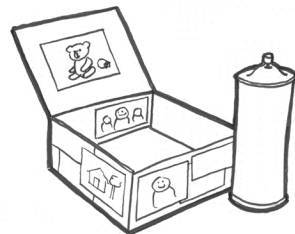
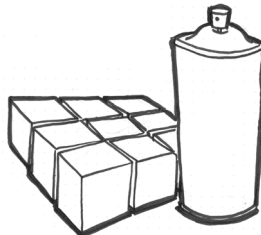
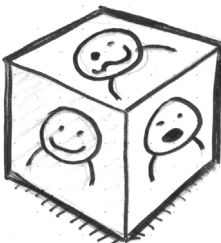
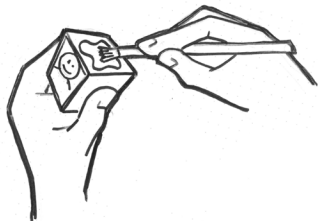
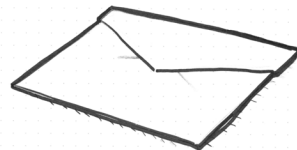
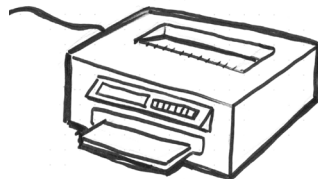
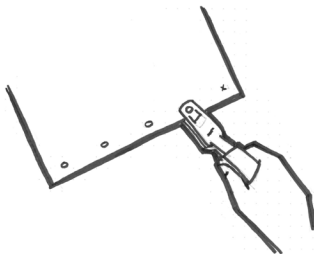
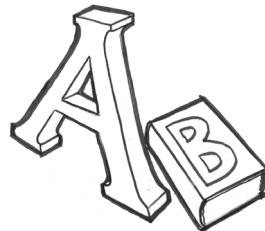
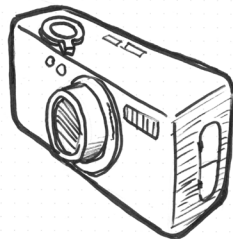




Photo by Charlee Brodsky. Pictured: a resident and his mother.

Family Focus

1.35 million American children become homeless each year. Pennsylvania has the sixth largest population of homeless children in the US. Allegheny County has 294 families with children under 5 living in County-funded housing programs for the homeless.¹ Many of the mothers of these families suffer from addiction.

Sojourner House is a non-profit organization in Pittsburgh, PA that works with homeless, female addicts and their children. Its MOMS Program provides long-term housing and support services for these families. In almost all cases the fathers are out of the picture and the mothers have very little support. Sojourner House MOMS provides a stable environment for their children and support to help the families achieve their goals.

Families treasure their framed photos, snapshot albums and photographic histories. They use photography to record important events throughout their lives such as birthdays, graduations and holidays. Many of us take

this for granted, but few of Sojourner House MOMS' families have had this experience. All of the residents were previously homeless and most have had little or no access to cameras or the resources to take photos and make albums.

Over the course of nine months I worked with the Sojourner House MOMS community² to develop a new service called Family Focus. The service aims to build on the strengths of the MOMS Program, help give these families access to photography and re-enforce family relationships. Family Focus is set of fun photo activities and a camera loaning service designed for the children and families of this community. Kids can do the activities with their family members and/or volunteers and staff members in several different settings.

A deck of activity cards anchors the Family Focus kit. Each activity card provides a simple explanation and instructions for one photo activity. The activities

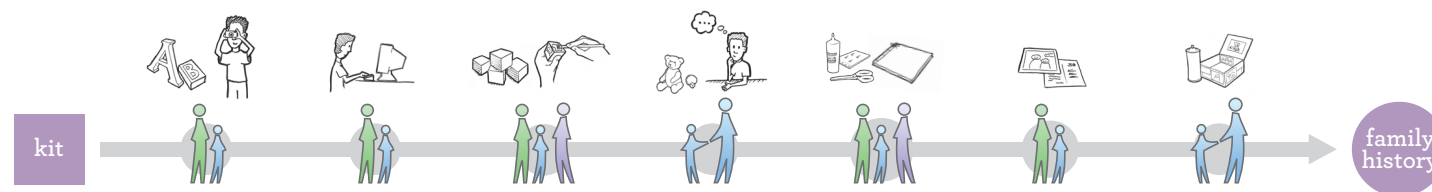
¹ Eichner, J. and Lindsay, M. "Young Children Experiencing Homelessness: Allegheny County Housing Providers Survey Report" (2010)

² Our research protocol was approved by the Institutional Review Board of Carnegie Mellon University and written informed consent was obtained from all participants of the study (No. HS11-266).

are supported by a set of digital cameras that can be loaned out by the staff. There is also a materials bin that contains everything needed for the activities.

The cards, cameras and materials are the basic components of Family Focus. The more significant part of this service, however, is the long-term experiences and relationships we hope it can support. The Family Focus activities are themed on *family* and *self* and are meant to strengthen relationships between children,

their families and their community. The activities involve taking meaningful photos and creating unique, compelling keepsakes. Each activity lasts from fifteen minutes to an hour and can be done as a group or one-on-one with an adult. The activities give kids a chance to use cameras, reflect on their world and express themselves. They also give kids the opportunity to work with their hands and create meaningful keepsakes. After doing several of these activities the kids will begin to build photo histories, both digital and physical.



Kids of Sojourner House MOMS can use the Family Focus kit to do photo activities. They can work with family members, staff and volunteers. Over time they begin to build up a photo library and a photo history.



A photo-book being hand-bound by a resident of Sojourner House MOMS.

Photography

To understand the design process that lead to the Family Focus kit we need to begin with why photography is so important. Photography has several unique aspects that make it an interesting medium for Design. One of these is that photography is accessible to people of all different skill levels. There is almost no art form simpler for a novice. Just pick up a camera, point it and press the button. As the novice becomes more skilled the medium becomes subtler and deeper, expanding with his or her experience.

Photography isn't just easy to use. It also gives us voice. It lets us document and interpret the world around us. It tells stories and captures moments. Families and individuals use photographs to document their histories and form their own self-narratives. Photography has also been used to foster social change. *Photovoice* projects have emerged as an effective use of photography in this area.¹ These projects use photography and cameras as a means for marginalized communities and individuals

to express themselves.² They help those that normally wouldn't have access to cameras create histories and narratives. These photo-narratives then give the same community new forms of expression that can be used to educate and influence their larger society.

It is in the spirit of *Photovoice* and creating social change that Professor Charlee Brodsky has taught classes at Carnegie Mellon University. In the past few years Professor Brodsky has established relationships with organizations that work with marginalized communities. She and her students have worked with incarcerated women, the homeless and those suffering from addiction.

Sojourner House MOMS is one organization Professor Brodsky has formed a strong relationship with. Professor Brodsky teaches college courses in which Carnegie Mellon University students meet and work with residents of Sojourner House MOMS. The students and

¹ Caroline C. Wang, "Photovoice: A Participatory Action Research Strategy Applied to Women's Health. *Journal of Women's Health*," Volume 8, Number 2, (1999)

² Wendy Ewald and Alexandra Lightfoot, *I Wanna Take Me a Picture: Teaching Photography and Writing to Children* (Boston: Beacon Press 2002)



Photo by Patrick Hogan. Not actual participants.

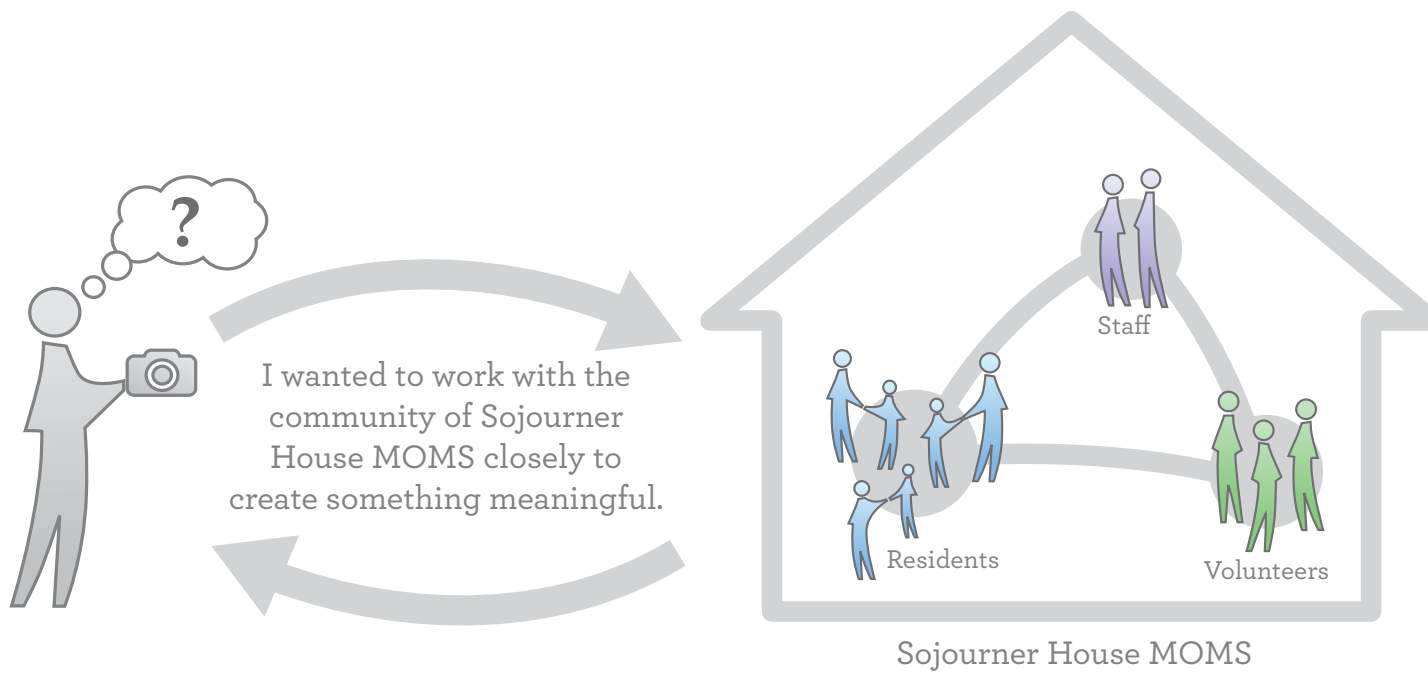
residents work together over the course of a semester to document the residents' lives and co-create photography projects. At the end of the semester the class creates a photo book documenting their experience and each student gives a photo artifact or album as a gift to the families.

I've spoken of two important aspects of photography. It's simple and accessible to novices, and it can be used to record and share our stories and histories. Professor Brodsky's classes show a third, very important aspect; photography creates a relationship between the photographer and the subject. There can be magic in the space between two people interacting around photography. Photos are taken, the camera is handed back and forth, they pose, and moments are snatched from time. We begin to learn how we each see the "other." It is in these spaces that people start to open up and trust each other. The camera and photography plays an important role in helping people develop these relationships.

The value of photography and of Professor Brodsky's work became immediately clear the first time I visited Sojourner House MOMS. It was a hot summer day in Pittsburgh and a group of kids were sitting on the front porch. Professor Brodsky immediately smiled, waved and walked up to the kids. Some of them had never met her before but she recognized one young girl. She began to ask the girl about her sisters and talk to the other kids as well. In no time Professor Brodsky's camera was out and the kids were posing for photos. They laughed and commented on each photo as they saw the results. We had brought a second small, digital camera. I showed another girl how to use it as she took photos of her friend. In just a few minutes I could see how easily the cameras let us engage with these kids and gave us all the chance to share and open up. Those that didn't want to be in front of the camera were immediately drawn to being behind it. Everyone smiled and laughed as new photos were taken and the cameras were passed around. Before we left many of the kids asked Professor Brodsky when her next class would be and if their families could participate.



Photo by Charlee Brodsky. Pictured: Scott Sykora.



A stakeholder map of the Sojourner House MOMS community. I will be co-designing with staff, volunteers and residents.

Our Goals

The work of Professor Brodsky and her students is incredibly valuable to these families. Many of them have had little or no access to photography and most don't have the kinds of photo histories and family albums that we take for granted. These classes have given the families a chance to form relationships with college students, tell their stories, and begin to build their own family photo-narratives. One big limitation with this arrangement, however, is the fact that the course is only offered one semester a year, and only to a limited number of families. When the semester is over some of the students stay in touch with the families they worked with, but much of the access the residents had to photography goes away until the next year.

Professor Brodsky and I started working together because we were interested in finding a new way to incorporate photography into the residents' lives. We could see first-hand how important photography could be to these families. We wanted to find a way to give the residents

of Sojourner House MOMS ongoing access to cameras and photography.

I was also looking for a project where I could explore the role of a designer working within human-centered organizations. I was interested in how sustainable activities and services are created. This project seemed like the perfect fit. Our goal was to find a meaningful photography activity or service that could be owned by the Sojourner House MOMS organization. We wanted it to be sustainable and not tied to any specific college course or outside schedule.

From September 2011 to May 2012, I worked directly with the Sojourner House MOMS community to discover what kind of service we could create. I also worked to implement the service so that it could continue once I left. Professor Brodsky helped with introductions and acted as an advisor throughout the project.



A Participatory Approach

From the beginning I realized that I wanted to foster a sense of ownership of whatever we created with Sojourner House MOMS. The staff and residents would play a large role in continuing the service after I finished and it was important that this turned into something they valued. Because of this I wanted the design process to be as participatory and human-centered as possible. I wanted to work with the staff and residents of Sojourner House MOMS closely to create something meaningful to them and something that they felt they had played a part in designing.

Much of this participatory approach was influenced by earlier work in several fields. The discipline of Design has contributed significantly to methods and strategies in these kinds of projects. Participatory Design¹ and Co-Design² are two approaches that aim to involve the users

of a product or service³ in the design process. In another approach called Transformation Design⁴ the designer is embedded in an organization and takes on the role of a facilitator to influence change. These strategies are also closely related to approaches from outside Design. The field of Organizational Change offers approaches like Action Research⁵, which proposes a strategy similar to Transformation Design. Appreciative Inquiry⁶ takes the concept of Action Research further and frames it around creating positive change, building on the existing strengths of a community.

In preparation for this project I reviewed literature in these different fields and began to craft the approach I

1 Pelle Ehn, Morten Kyng “Cardboard Computers: Mocking it up or Hands-on the Future,” In: Greenbaum, J., Kyng, M., Design at Work: Cooperative Design of Computer System, Lawrence Erlbaum Associates.

2 E. B. N. Sanders, “Generative tools for CoDesigning. In Collaborative Design,” Scrivner, S. Ball, L. and Woodcock, A. (eds) Springer-Verlag London Limited 2000

3 Nicolai Morelli, “Services Value co-production: reframing the service design process.” Journal of Manufacturing Technology Management, 20(5), (2009): 568-590.

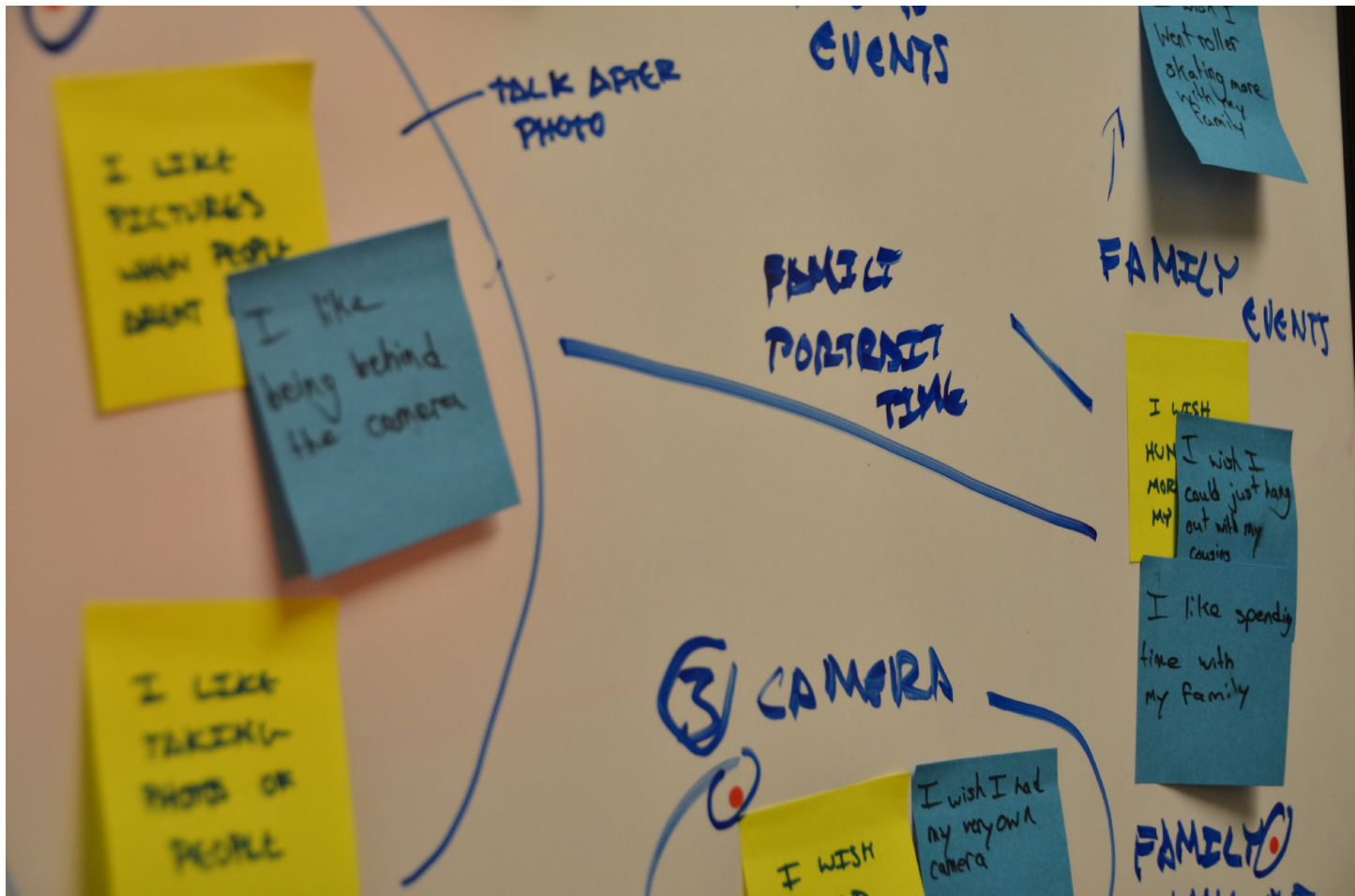
4 Colin Burns, Hilary Cottam, Chris Vanstone, and Jennie Winhall, “Transformation design. RED paper 02,” London, UK: Design Council (2006)

5 Cal Swann, “Action Research and the Practice of Design,” Design Issues vol. 24, no.1.pp 49-61. (2002)

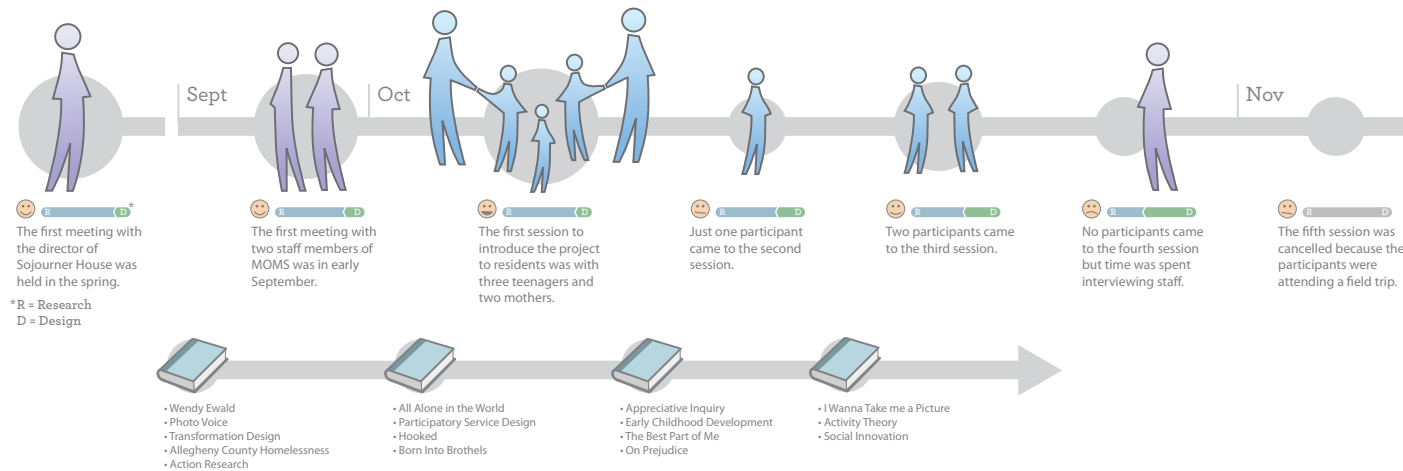
6 David L. Cooperrider and Suresh Srivasta, “Appreciative inquiry in organizational life,” Research in Organizational Change and Development, ed. RW Woodman, WA Pasmore, 1:129–69. Greenwich, CT: JAI (1987)

would take with Sojourner House MOMS. I attempted to make the initial phase of the project as open-ended as possible. I wanted the staff and residents to set the direction and framing themselves. I knew we wanted to create something sustainable themed around photography but beyond that I left it flexible. I also planned to have ongoing in-person participation with the staff and residents throughout the project. The early phases of the project would center on meetings and

design activities that would help us discover what kind of service we wanted to create. After the initial discovery phase I planned to implement a minimum viable service as early in the process as possible. This would act as a live prototype where we could test assumptions and adjust the service in place. It was important that this first implementation of the service be put in early so that enough time and resources were available to iterate, test and refine.



I Wish, I Like; A brainstorming activity done with a resident.

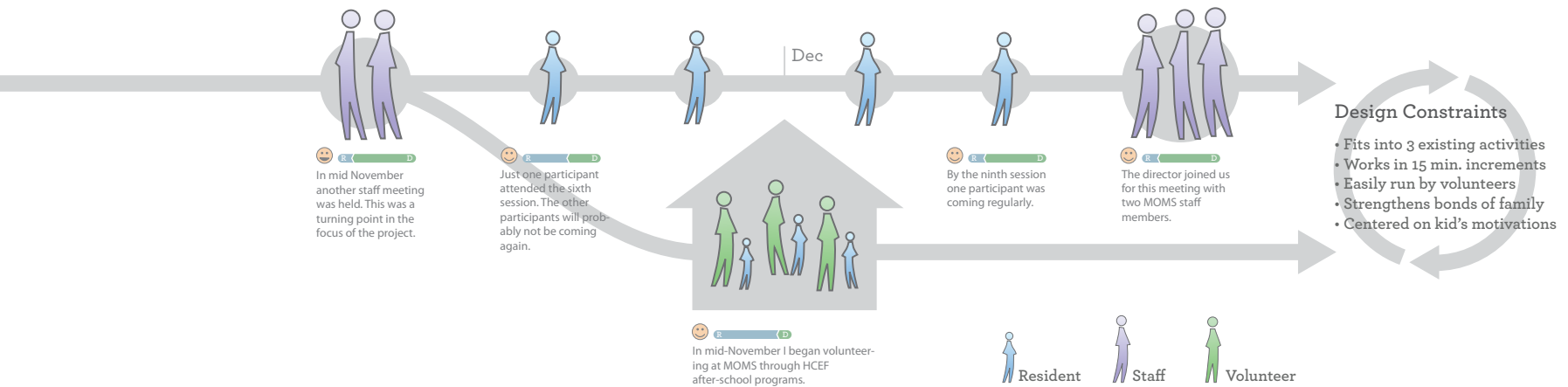


A Co-Design Process

Almost every week I met with residents and staff of Sojourner House MOMS. A few weeks into the project I began doing photo activities every Saturday morning with teenage residents and in mid-November I started volunteering in Sojourner House MOMS' after-school program. Volunteering turned out to be an immensely important element in the design process. It brought me much closer to the community and I got to know almost all the kids in Sojourner House MOMS. It also showed my commitment to the staff members and gave me the chance to give something in return for all their help. It became clear that the relationships I was building with the community were as important a part of the process as any of the more traditional design work

I was doing. I came to care deeply about the people I was working with and the entire community.

The staff members were incredibly helpful and enthusiastic about the project. As we worked together each week concrete ideas and specific limitations of the service began to emerge. In the first meeting with the staff of Sojourner House we decided to focus on the kids of the community and try to create meaningful activities specifically for them. The staff arranged for three teenagers from three different families to work with me every week. I would provide loaner cameras to the kids and we would meet Saturday mornings to talk about photography and do activities. The first meeting

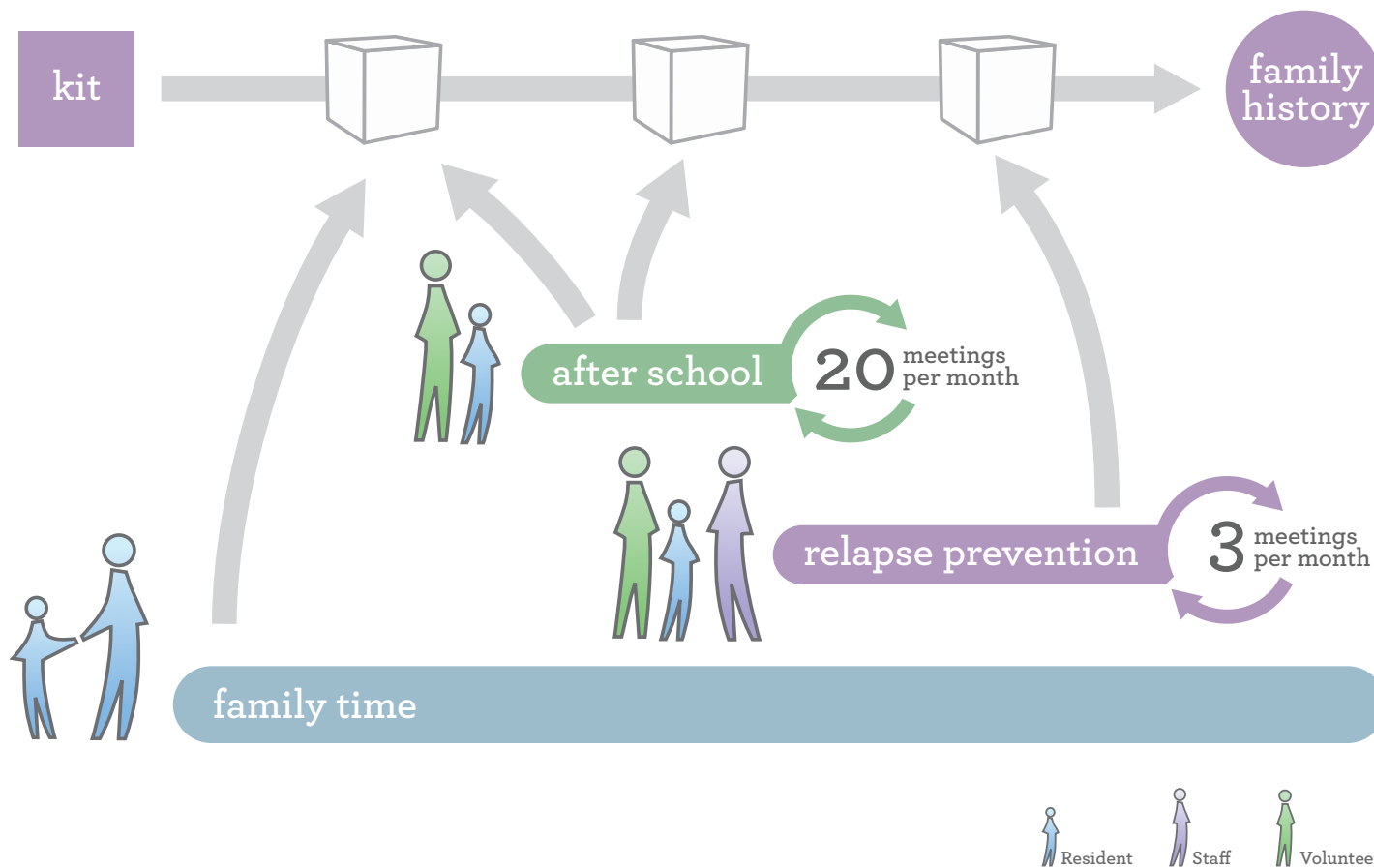


with the kids was a lot of fun and encouraging. They seemed engaged and enjoyed playing with the cameras. The next Saturday only one teenager showed up. In the following weeks only one participant continued to come consistently. One teenager never came again and the third came occasionally for a few weeks before stopping.

On one of these Saturdays, a few weeks into the project, I showed up to find that none of the participants were coming. I was feeling discouraged and decided to spend my time talking to one of the staff members. We began to talk about what we could do to help the project along. It became clear that having residents not show up was an issue for many different events at

Sojourner House MOMS and not just my project. The staff continually struggled with getting residents to be consistent in what they committed to. The staff and I realized that it would be difficult to create a new photo activity that existed outside of the current Sojourner House MOMS schedule. Instead we decided to design a set of photo activities that would work within events that residents were already attending. I would continue working with the teenagers who came on Saturdays but our end solution would need to be something that didn't require ongoing commitment from residents.

As I had more meetings with the staff, and began to understand how the community worked, a plan began



The activities would be supported in three contexts: family time, the after school program and during relapse prevention meetings.

to take shape. Working together with the staff, we found three specific contexts in Sojourner House MOMS where we thought it would be useful to integrate new photo activities. The first was during private family time. We wanted to find a set of photo activities that mothers could do with their kids in the privacy of their own apartment. These activities would be focused on the family and help re-enforce relationships. They would also help create a set of family photo-histories.

Private family time was a great setting but we wanted to support photo activities in more structured settings as well. The second context we thought would be useful was the after-school program. Sojourner House MOMS runs an after-school program where volunteers work one-on-one with kids to help them with their homework. The volunteers usually have fifteen to twenty minute windows of time to do an additional activity after the work is done. They try to find fun activities to provide motivation and give the kids a little break after their hard work. We thought this would be a perfect time to introduce a set of fun, quick, one-on-one photo activities.

The third and final context that appeared promising for new photo activities was Wednesday evenings at Sojourner House MOMS. Each Wednesday evening the mothers have mandatory relapse prevention and parenting meetings. During this time all the kids of the residency go to the main community room. Four to five staff members and volunteers watch about twenty-five kids for two hours. The staff and volunteers try to structure this time around group activities and different events. We thought this would be another great opportunity to introduce cameras and photo activities to the kids.

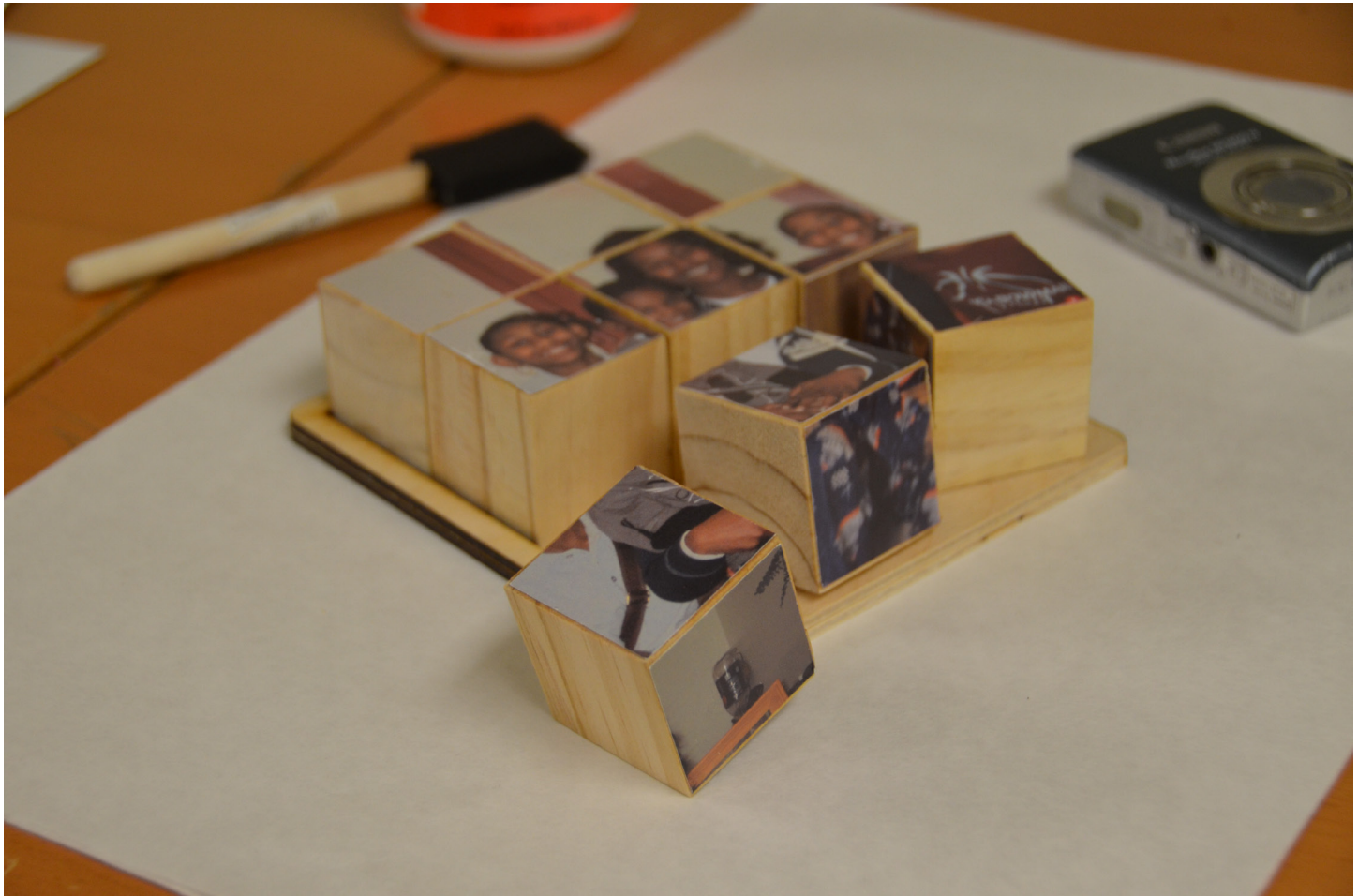
As these ideas were taking shape I continued to work every Saturday morning with one teenage resident. In each session we experimented with cameras, tried different activities and explored what was meaningful and fun. Early in this process I modeled many of my activities after the work of Wendy Ewald and her book 'I Wanna Take me a Picture.' These involved self-reflection, writing and photography. We would mount photos on card stock and then hand-write narratives and reflections around them.

In early December we decided that it would be fun to create a Christmas gift for the participant's mother. We created a simple three-dimensional puzzle using wooden cubes with family photos glued onto their sides. I saw immediately that this project was much more engaging than the previous things we had been working on. The participant really enjoyed the act of planning and making the puzzle. The staff members were also impressed with the project. Each of them came into the room to see what we were working on after they had heard about it from others. When his mother opened the gift on Christmas morning the participant said she had tears in her eyes and couldn't stop smiling. The photo puzzle was a hit.

We decided to do more crafts like the puzzle. We worked to find unique and fun craft activities that could

incorporate the photos we were taking. This became an important part of every Saturday morning and would become integral to the final solution. The keepsakes we were making continued to be reflective and focused on *self* and *family*, but the final forms became much more hands-on and engaging.

This continual, iterative prototyping of activities started very early in the process and helped me refine and test a set of photo activities that were feasible and meaningful to the residents. These Saturday mornings were also valuable in themselves. The resident I was working with is interested in becoming a photographer and learned a lot through the activities. We came to really enjoy working together and had a lot of fun in the process.



A 3-Dimensional wooden puzzle made with one of the residents.



Laminated cards provide instructions for each of the photo activities.

The Final Service and System

In January, about halfway through the project, the staff and I had identified where and when we wanted the activities to take place and we were continuing to develop fun, meaningful activities. The next step was to find a way to support and encourage these activities in a sustainable way.

Because both the residents and volunteers of Sojourner House MOMS have quite high turnover, we realized that it would be difficult to support anything that required a large amount of training or information. Instead we wanted activities that residents, volunteers and staff members could all do with little or no background knowledge. We wanted to be able to support short, meaningful activities that community members could easily pick up and do immediately. This was no easy task.

After many brainstorming sessions and discussions one of the staff members came up with the perfect solution.

We would create a set of photo-activity cards. Each four-inch by eight-inch laminated card would highlight one photo activity. Volunteers, staff and residents would be able to pick up the cards and, in a quick glance, get a clear idea of what is involved.

During the last few months of the project I worked with the staff and residents to design several iterations of the cards. I wanted them to be accessible and compelling. Each card would have an image, a simple description and instructions for the photo activity. As I designed the cards' architecture I also began to create more of them based around the activities I was doing on Saturday mornings. Each card is meant to support a volunteer, staff member or family member doing the activity with one or more young residents. The adult can easily gather all the supplies needed using the information on the card and then read the instructions out loud as they work.

Along with the cards we developed a system within the physical Sojourner House MOMS residency and the organization that would help support the cards and activities. One of the first touch-points of this system is a display in the community room. The display holds all the cards and contains examples of the activities. This is meant to introduce volunteers, staff and residents to the system and motivate them to pick up the cards and learn more.

Through a generous grant from The Kynamatrix Research Network, I was also able to donate a color printer and five digital cameras to Sojourner House MOMS. The printer is accessible to residents in the community room. The staff can loan out the cameras to any residents who would like to use them. I've created a website (www.familyfocus.me) with additional information and instructions, as well as a materials bin that contains all the physical tools and materials needed to complete any of the activities.



Residents and staff first learn about the service through the learning center display. The camera loaning system and the materials bin help support the activities.

I have divided the photo activities into two main groups. The first is a set of *camera activities* that centers on taking photos. These activities encourage thought, reflection and sharing during photo taking. Over time residents will be able to do several of these photo activities and begin to build up a photo library on the computer.

The second group is a set of *craft activities*. These activities let the residents create unique, high quality artifacts from the photos they've taken. The artifacts range from things as simple as a postcard to more complex photo books, the photo puzzle, and even a

photo box. These activities focus on creating narratives and meaningful family keepsakes.

I see these two sets of activities as working together. The camera activities provide source materials for the craft activities while the craft activities provide motivation to take more photos. Over the course of six months or a year a resident will have the opportunity to do activities with volunteers, staff members and their own family. A young resident and his or her family will be able to build a digital photo history and create a set of meaningful photo keepsakes documenting his or her time in Sojourner House MOMS.

Camera Activities

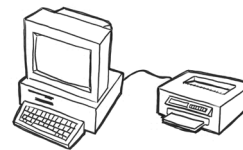


Craft Activities



Source Material

Motivation



The camera activities and craft activities act as motivation for each other. Over time a family history and photo library will develop.



Significance

I think this service is really important. For many of the families their time in Sojourner House MOMS is one of the most stable periods of their lives thus far. All of the mothers were formerly homeless. Many of the kids were in foster homes or living with relatives before their mothers moved here. This is a chance for the family members to re-discover what they mean to each other and re-build an identity. I believe that photography can help strengthen relationships and help document the family's positive experiences and narratives.

A mother and her children working together around a camera or on a craft is an important opportunity for bonding. Telling each other stories around these photos and creating a shared history is something that naturally comes out of the settings that these activities support. Time spent with volunteers and with other residents during group activities is also important to these kids. The chance to socialize, share and make things in a supportive environment is invaluable. I hope

that this service will support these kinds of meaningful experiences within the families and community.

Along with the relationship building that these activities support, they also provide the opportunity to build photo histories. Over time kids will become more comfortable with the camera and take more photos. The activities will provide the opportunities to take some photos but the residents will also have access to the cameras for events like birthdays, anniversaries, graduations and anything else they want to document. The residents will be able to load these photos onto the shared computers and use USB drives, CD burners and the photo printer to save the photos for themselves. The crafts that come out of the activities are also meant to be saved and cherished. As these families grow up and the kids become adults they will have digital photos and physical keepsakes to remind them of their time together in Sojourner House MOMS.

Sustainability & Repeatability

Creating a service that is sustainable within the Sojourner House MOMS organization was a key goal of my work. Over the course of the project I worked with the staff members to ensure that they had the time and resources to keep this service going. Having them directly involved with the design process played a big role in helping to ensure that it stayed feasible. We were able to craft a final service that doesn't require significant upkeep or resources from the staff. This is important as the staff has limited amounts of time and relies on volunteers for much of the interactions with the kids.

The printer, cameras and materials will need some maintenance and replenishment. I have worked with the staff to ensure that this is within their means. All materials are relatively inexpensive and I've set up a materials page on the website which lists all the materials and where they can be purchased.

Several of the staff members have expressed interest in promoting the activities with volunteers and residents of the community. This will be an important role going

forward. Designing the service with the staff has helped them become experts in all the components of Family Focus. They understand whom it's for, how it's designed and what's needed to keep it going.

The materials themselves have also been designed to be compelling and to promote the activities. I hope that volunteers and residents will be able to encounter the display in the community room and gain enough understanding to do the activities without any training. I have done user testing with staff and residents to refine the materials and help improve the cards' usability. Having the display easily accessible with examples also plays a big role in helping promote the activities.

All these factors will help increase the likelihood that the service will continue within the MOMS organization. As I see how that works I'm also beginning to think about implementing Family Focus in other organizations and communities. My initial goal was to create a service specifically for Sojourner House MOMS. As the solution emerged it became clear that it might work in other communities as well. The

Sojourner House organization has two main residency programs. Along with MOMS, The Sojourner House Recovery program is another residency service that works with less stable addicts in a more structured six-month program. The director of Sojourner House has expressed interest in implementing Family Focus in the Recovery program as well. In the next few months I will work with them to see if we can get a set of cameras and materials installed there.

The learning center community rooms in these residencies are maintained by a non-profit called the

Homeless Children's Education Fund. HCEF maintains the spaces and manages the volunteers who work in the after-school programs. It provides these services to homeless residency programs all over Pittsburgh. It is in an ideal position to install Family Focus in similar residency programs throughout the area. I plan to approach the HCEF organization and see if they would be interested in adopting this service. I am also interested in continuing to explore how Family Focus could be adapted to other communities and settings such as after-school programs or Boys and Girls Clubs.

Reflections

I began working with Sojourner House MOMS as a single designer and, over the course of nine months, became an integrated part of the community. I formed strong relationships with the staff and residents and really came to feel like I was a part of the family.

The approach, process and attitude that came out of this project helped create what I think was a valuable solution. The service was well suited to our initial goals and to the specific needs of Sojourner House MOMS. The final Family Focus service may also work well in other settings and communities. The Design Process itself, however, was for me the most important part of this project. Through this process I explored how to work within an organization and with people to create sustainable activities. I also began to see three key areas where designers are well equipped to do these kinds of projects. An open-ended approach, human-centered methods, and a focus on making are major themes in the discipline of Design and worked well in this project.

Having an open-ended approach is something that designers learn to be very comfortable with early in

their careers. We learn not to fixate on a solution until we've spent the time to really understand the context and space we're working within. In this project this strategy worked well. It gave me the time to get to know the community and staff. It also gave the staff and residents a starting point where they could give significant input into what we were creating. It wasn't always something that the staff was comfortable with, however. When I first began the project we had very little idea of what the final outcome would be. This made talking about what we would do difficult at times. When I said that I wanted to make 'a photography based service or activity' I would get curious stares. After running into this a few times I found that using hypothetical, concrete examples of what it could be really helped to get productive conversations going. I would describe the possible outcome as being a 'Sojourner House yearbook,' or a 'scrap booking club,' or a 'photography class.' This range of examples was concrete enough to make the concept clear, but by giving multiple, diverse ideas it helped us keep our options open and flexible.



Working with a resident during a Saturday morning session.

Along with this open-ended approach, the use of Design methods was very useful in this project. Human-Centered Design, Participatory Design and other fields provide many methods and design activities that help participants express their creative selves. I used these methods when meeting with the staff and residents to help explore and innovate. Methods like *Affinity Diagraming*¹, *I wish - I like*², and *Speed Dating*³ helped us discover what was meaningful and make constructive decisions. As the solution became more concrete I also used many design methods like *Fly on the Wall*⁴ and

1 *Affinity Diagraming* is a method used during brainstorming to group ideas. Ideas are written on sticky notes and stuck on a wall. They are grouped and re-arranged as the participants talk through the structure of the ideas.

2 *I wish - I like* is a brainstorming method framed around a positive future. Participants take turns talking about things they 'wish' or 'like' related to a specific subject.

3 *Speed Dating* is a method for evaluating potential solutions with participants. The participants are shown many different ideas quickly through role playing or storyboards. They are asked for quick reactions to each.

4 *Fly on the Wall* is a method for observing participants in everyday actions while not interfering with what they're doing.

*Speak Aloud*⁵ to test the solution. Human-Centered designers use methods like these extensively when working with users. In this project the context was slightly different. Instead of the designer evaluating the outcomes of the activities independently, we worked together. I did each of the activities along with the staff or residents I was working with. Afterwards we talked about their implications and evaluated the results together.

A third Design influence in this project was a focus on making. Prototyping and exploration through making are a fundamental part of almost all design. In this project it was important that we started prototyping and iterating much earlier than in a more standard design project. We wanted the service to be sustainable and ongoing so it was important that we role-played as it developed. This gave us a sense of what resources the service would take and how feasible it would be. In this project the design process became a prototype itself. The

5 *Speak Aloud* is a method to help understand how participants read and navigate through information. They are asked to speak their thoughts aloud as they encounter and use an interface or piece of information design.

activities I was doing every Saturday morning to explore photography became prototypes of the final activities that would go into the cards.

These three themes all played a big role in making this project a success. They're also all things that designers are uniquely suited for. Probably the biggest factor in the success of this project, however, is something that isn't specific to the discipline of Design. The relationships I built and the time I spent with the people of Sojourner House MOMS was by far the most significant part of this project for me. Over nine months I became a part of a community and really came to care about the people in Sojourner House MOMS. I became a colleague, a mentor, a homework helper and a friend. The time spent working with this community and the relationships I made were rewards themselves, regardless of the final outcome. I plan to continue volunteering and working with Sojourner House MOMS however I can.

When I started this project I viewed the process as a set of phases, design methods and milestones. Over time I grew to view it differently. The work became much more about building on the relationships I had formed and becoming a part of the community. Volunteering, making friendships and building mutual respect became the most important part of the design process.

When I spoke earlier about the significance of photography I described the relationships that emerge between photographer and subject. Trust and sharing naturally grow out of the medium. There can be magic in the space between two people interacting around photography. Perhaps there can be similar magic in design projects like this one. When people work together to make something their relationships grow and are reflected in what is created.



Appendix

This appendix contains the Family Focus activity cards from the time that this thesis was published. For more current cards as well as detailed information on the rest of the Family Focus kit please visit:

www.familyfocus.me



Past Self

Think about all that you've experienced lately. Send a postcard to your past self and tell him or her what to expect.



15-20 min



Materials needed ↗
(see back of card)

Use photos from:

Family Photo
Name Search
Six Months



Group of 1-6



Ages 8 and up

1

Talk about what to write

Think about what you might want to tell yourself or your family. Discuss your message with the people you're doing this activity with. See the back of this card for ideas and hints. ↗



2

Choose a photo

Open your photo library on the computer and look through your existing photos. Discuss the photos that relate to your message and choose one.



3

Print the photo

Use the 4 x 6 inch photo paper from the materials bin and load it into the printer. Print your photo on one side and the postcard template on the other. ↗



4

Write your message

On the back right of the card write whom it's from and to. Include your current and past age. Write your message in the space to the left.



Front

1



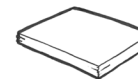
1 of 6 craft activities
(see the front of this card for instructions)

Past Self

You'll need these materials:

From the bin:

4 x 6 inch photo paper



On the computer:

existing photo files

postcard template file 'postcard-back.pdf'

Hints for what to write:

You can write a postcard to yourself or to your whole family.

What would you want to tell yourself or your family about what's going in your life right now? Think of who you're writing to as a close friend.

Think about the life milestones you've achieved lately. Have you accomplished something recently that's important to you?

What have you learned recently that you wished you had known earlier? What do you wish you had told yourself or your family?

What do you wish you had done more of? What are you really glad you did earlier and why?

Tips for printing:

You can find directions for printing these files on the computer. Double-click the "Family Focus" icon on the desktop.

To create a collage select the photos you want in Picasa and click the 'collage' button at the bottom.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.



Review these activities online at:
www.familyfocus.me

Back



Future Self

Create a personal postcard for yourself or your family. Seal it in an envelope for the future.



15-20 min



Materials needed
(see back of card)



Group of 1-6



Ages 8 and up

Use photos from:
Favorites
Family Photo
Photo Hunt

1 Talk about what to write

Think about when in the future you want to open this card and what you might want to tell yourself or your family. Discuss your message. See the back of this card for ideas and hints. ➔



2 Choose a photo

Open your photo library on the computer and look through your existing photos. Choose one that relates to your message. If you'd like to use more than one you can make a collage. ➔



3 Print the photo

Use the 4 x 6 inch photo paper from the materials bin and load it into the printer. Print your photo on one side and the postcard template on the other. See the back for tips on printing. ➔



4 Write your message

On the back right of the card write whom it's from and to. Include your current and future age. Write your message in the space of to the left.



5 Seal your message

Seal your message in an envelope. Write 'Do not open until:' and put the date you would like it opened. Keep the envelope in a safe place.



Front



2 of 6 craft activities
(see the front of this card for instructions)

Future Self

You'll need these materials:

From the Family Focus bin:

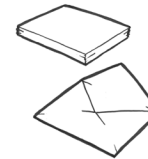
4 x 6 inch photo paper

1 envelope

On the computer:

existing photo files

postcard template file 'postcard-back.pdf'



Hints for what to write:

You can write a postcard to yourself or to your family.

What would you want to tell yourself or your family about what's going in your life right now? Think of who you're writing to as a close friend.

Think about the next big milestone in your life. Are you turning 16 or 18 soon? What will that milestone mean?

What thing do you know now that is important you never forget? What do you want to remind your family about?

Who do you want to be in the future? What do you want to have done in a year? What would you want to say to your future self if he or she were standing in front of you today?

Tips for printing:

You can find directions for printing these files on the computer. Double-click the "Family Focus" link on the desktop.

To create a collage select the photos you want in Picasa and click the 'collage' button at the bottom.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.



Review these activities online at:
www.familyfocus.me

Back



Photo Book

Create a unique hand-bound book from a set of photos.



1 hour



Materials needed
(see back of card)



One-on-One



Ages 10 and up

Use photos from:
Favorites
Name Search
Funny Faces

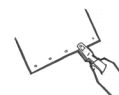
1 Print the photos

Choose 4-10 photos for your book. Print on 4" x 6" photo paper using the 'photo-book' custom paper size. See back for more printing tips.



2 Punch 5 holes

Use the thicker card paper for the covers. Mark the holes with the stencil and punch holes in all the pages with the hole-punch. Use binder clips to hold and punch a few pages at a time.

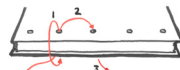


3 Stitch the binding

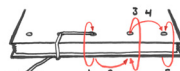
Cut the cord to six times the length of the edge and use the wire needle to stitch.



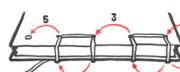
Start upwards at the second hole and leave three inches of cord. Loop around the edge and then go to the next hole.



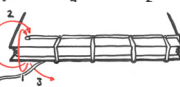
Repeat the last step for the next three holes, alternating sides. Pull each stitch tight as you go.



Loop around the bottom and then weave back and forth up to the first hole. Don't loop around the edge.



Loop around the top, then the edge. Tie a knot with the leftover cord from the first stitch. Dab glue on the knot.



Front



3 of 6 craft activities
(see the front of this card for instructions)

Photo Book

You'll need these materials:

From the Family Focus bin:

4 x 6 inch photo paper
4 x 6 inch card paper for front and back
small hole punch
scissors
book-binding stencil
24 inches of cord (6 x the length of the binding)
wire needle
book-binding glue
bone score (optional)



On the computer:

4-10 existing photos

Tips for printing:

Directions for printing are on the computer. Double-click the "Family Focus" link on the desktop. You will use the photo-book printer paper size in the printer settings.

Tips for binding:

Use a bone score to create a fold in the covers before binding. Place a ruler where you want to fold and press and drag the bone score across the paper several times to create a crease. The crease should be around 1/4 an inch inside the holes. It's marked on the stencil.

It's important that all the holes line up when the pages are stacked.

You can experiment with different ribbons, cords and paper sizes. Start from the front of the book instead of the back if you'd like to tie a bow on the front instead of having a knot on the back.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Name Cubes

Make fun photo blocks that spell your initials or your name.



1 hour



Materials needed
(see back of card)



One-on-One



Ages 10 and up

Use photos from:
Name Search
Favorites
Family Photo

1

Choose photos & print

Decide what to put on each cube. Each block has 6 sides so you can choose more than just your initials. Use photos of your favorite things, your family or anything that represents you. Print the photos wallet size on 8.5" x 11" photo paper. ➔



2

Cut each photo into a square

Use the square punch to cut each photo into a square. Hold the punch upside-down so you can see where it will cut. You can use scissors to cut away extra paper so the punch can reach the photo. ➔



3

Glue each photo to the cubes

Brush a thin layer of glue onto one face of a cube and press the square of the photo onto it. Be careful not to get glue on the front of the photos and be sure to press down the corners.



4

Seal the blocks

Have an adult take the blocks outside and spray them with sealant. Hold the spray 8 inches from the blocks and move continuously. Spray two to three coats and let them dry after each. Turn them over between coats so every side is sprayed.



Front



4 of 6 craft activities

(see the front of this card for instructions)

Name Cubes

You'll need these materials:

From the Family Focus bin:
8.5 x 11 inch photo paper
wooden blocks
scissors
square die-cut punch
book-binding glue
glue brush
spray sealant



On the computer:

existing photos for each block

Tips for printing photos:

Print 6 photos at a time so you don't waste paper. If the wallet-size photos are too big you can adjust the border width in the Picasa print screen. Make the border thicker to make the photo smaller. You can also crop each photo before printing if you just want a small part of a photo on a cube.

Tips for cutting photos:

Use the square punch upside-down so you can see where it will cut on each photo. When cutting out the squares be sure to position them so letters and peoples faces aren't cut in half.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Puzzle Cubes

Create a fun puzzle using nine wooden cubes and your favorite family photos. Each cube will have a part of a photo on its sides.



1 Hour



Materials needed ↗
(see back of card)



One-on-One



Ages 10 and up

Use photos from:
Favorites
Funny Faces
Family Photo



1 Choose six photos & print

Choose a set of six photos you would like to use for the puzzle. Discuss why you chose each photo. Print each using the 5" x 7" photo size preset on 8.5 x 11 inch photo paper.



2 Cut each photo into squares

Use the square punch to cut each photo into nine squares (3x3). Line up each square with the previous cuts. Cut away any strands of paper as you move up to the next row. Keep the squares from each photo separate from the others. ↗



3 Glue each photo to the cubes

Brush the glue onto one face of a cube and press the square of the photo onto it. Be careful not to get glue on the front of the photos. Go one photo at a time and glue each piece of a photo onto a different cube. ↗



4 Seal the blocks

Have an adult take the blocks outside and spray them with sealant. Hold the spray 8 inches from the blocks and move continuously. Spray two to three coats and let them dry after each. Turn them over between coats so every side is sprayed.



Front



5 of 6 craft activities
(see the front of this card for instructions)

Puzzle Cubes

You'll need these materials:

From the Family Focus bin:

8.5 x 11 inch photo paper
9 wooden blocks
scissors
square die-cut punch
book-binding glue
glue brush
1 wooden puzzle tray
spray sealant



On the computer:

6 existing photos

Tips for cutting photos:

Use the square punch upside-down so you can see where it will cut on each photo. When cutting out the squares be sure to position them so faces aren't cut in half.

Start at the bottom row where the square punch can reach. When you're done with a row use scissors to cut off the leftover strips so the punch can reach the next row.

Tips for gluing photos:

It doesn't matter what faces of the cubes you put the photos on as long as each photo's nine pieces are on nine different cubes.

Apply a thin layer of glue with a brush to the cube and then press the photo piece onto it. Be sure to press down the corners and make sure they are attached.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Photo Box

Decorate a box with your photos and use it to hold some of your favorite memories.



1 hour



Materials needed
(see back of card)



One-on-One



Ages 8 and up

Use photos from:
Name Search
Family Photo
Favorites

1 Choose photos for your box

Think about what you want your box to represent and how you want to decorate it. You need to choose a set of photos to cover the inside and outside of the box. See the back of this card for ideas.



2 Print the photos

Print your photos at the right size to cover different parts of the box. The 5 x 7 preset size usually works well. Print them on 8.5 x 11" photo paper from the materials bin. You can print two photos at time to save paper.



3 Cut and glue photos to the box

Cut the photos out so they will fit where you want them on the box. Brush a thin layer of glue on the side of the box and then press the photo onto it. Spread the glue to the edges of the photos and press the edges down well.



4 Seal the box with clear spray

Let the glue on the box dry for a few hours, and then have an adult spray the box with sealant. Leave the box open while it dries so the lid doesn't get sealed shut.



6 of 6 craft activities

(see the front of this card for instructions)

Photo Box

You'll need these materials:

From the Family Focus bin:

1 undecorated box
8.5 x 11 inch photo paper
scissors
book-binding glue
glue brush
spray sealant



On the computer:

8-12 existing photos

Ideas for decorating your box:

Think about photos of things that represent you and your private self. Use photos of these things to decorate the inside of your box. Decorate the outside of your box with photos of your family and things that represent your more public self.

You can take photos of the four walls of your room and use them to line the inside walls of your box. You can take photos of your family posing behind a window and use it to decorate the outside of your box.

Tips for printing:

Directions for printing are on the computer. Double-click the "Family Focus" link on the desktop. You may want to crop photos using Picasa or print some at different sizes. Print several photos per page using the 8.5 x 11 inch photo paper.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.



Review these activities online at:
www.familyfocus.me



Name Search

Take a photo of something that represents each of the letters of your name.



10-15 min



Camera needed

Use photos for:

Photo Box
Future Self
Photo Book



Group of 1-6



Ages 6 and up

1 Decide what to spell

Think about your name or another word that is meaningful to you. You can use your full name, a nickname or even a friend's name. Write out all the letters on a piece of paper.



2 Find each letter

Search for something that represents each letter nearby. You might find the letter on an object or find an object that represents the letter. You can even create the letter by arranging things. ➔



3 Take the photos

Take at least 5 photos for each letter you. Try taking photos with different angles and distances. Be sure that the camera is focusing correctly and use macro-mode if needed. ➔



4 Share your photos

Load all your photos onto the computer and look at them each full screen. Discuss what you like about each photo and choose your favorite photo for each letter.



Front



1 of 6 camera activities
(see the front of this card for instructions)

Name Search

Check-out from staff:

one camera per person



Tips for finding letters:

You can make a letter using your body. Use your arms and legs and have someone help take the photos.

Objects can make the shape of letters. You can use a plate or cup to make an 'O' or use a string or ribbon to make an 'S'.

You can also represent the words with objects. A picture of a jar could represent 'J.' Use your imagination and have fun with what you create.

Tips for taking photos:

Press the shutter button half way down to get the camera to focus before taking a picture. Boxes will appear on screen that show what the camera is focusing on.

Use the 'macro' mode to take photos of objects from very close distances. Turn on the macro mode by pressing the button on the back of the camera that looks like a small flower. Be sure to turn the macro mode back off when you're finished with close-up photos.

For indoor photos pay attention to the light in the room. During the day you can open blinds to add natural light.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Favorites

Think about all your favorite things. Take photos of them.



15-20 min



Camera needed

Use photos for:

Puzzle Cubes
Photo Book
Photo Box



Group of 1-6



Ages 6 and up

1 Think about what defines you

What are your favorite things? What represents who you are? Think about what your favorite part of yourself. Who is your favorite person and what is your favorite thing? Write each down.



2 Find each favorite thing

Find each of your favorite things, or find something that represents what you're thinking of. Think about where it is and how it's positioned. Would moving it help make a better photo?



3 Take the photos

Take at least 5 photos of each of your favorite things. Try taking photos with different angles and distances. Be sure that the camera is focusing correctly and use macro-mode if needed.



4 Share your photos

Load all your photos onto the computer and look at them each full screen. Discuss what you like about each photo and talk about what each photo represents.



Front



2 of 6 camera activities

(see the front of this card for instructions)

Favorites

Check-out from staff:

one camera per person



Hints for finding favorites:

Your favorite things don't have to be things you own. What is your favorite place in your home? Who is your favorite friend? What is the favorite part of you? What was the favorite time of your life?

If you can't take a photo of an object you can still find photos that represent your favorite thing. A photo of a car or bus could represent a trip you took. A photo of a Steelers shirt could represent Pittsburgh. Books and pencils could represent your school.

Tips for taking photos:

Press the shutter button half way down to get the camera to focus before taking a picture. Boxes will appear on screen that show what the camera is focusing on.

Use the 'macro' mode to take photos of objects from very close distances. Turn on the macro mode by pressing the button on the back of the camera that looks like a small flower. Be sure to turn the macro mode back off when you're finished with close-up photos.

For indoor photos pay attention to the light in the room. During the day you can open blinds to add natural light.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Family Photo

Take a photo of your family. Pose in a place that's meaningful to you. You can also take a photo of things that represent your family.



15-20 min



Camera Needed

Use photos for:

Future Self
Photo Book
Photo Box



Family



Ages 6 and up

1 Think about what defines you

Think about things that represent you and your family. Do you have a favorite place, hobbies or favorite things? How can you use them in the photo? If your family isn't around, choose one thing for each person and take photos of them.



2 Compose the photo

Think about where each person is positioned in the photo. People can sit on other's laps or stand behind a chair. You can have everyone smiling at the camera or take photos while they're talking or doing other things.



3 Take lots of photos

Have a friend take the photos so you can be in it. You can also use the camera's self-timer. Use the timer button on the back to choose the delay and press the shutter to start the timer. Take at least 5 photos of each pose.



4 Share the photos

Download the photos onto the computer. Choose your favorites and share them with everyone in the family. You can e-mail the photos, print copies or burn a CD.



Front



3 of 6 camera activities
(see the front of this card for instructions)

Family Photo

Check-out from staff:

One camera per family



Tips for family portraits:

Take photos as everyone is getting ready. Take photos while people are talking and telling stories. Photos of people not paying attention to the camera can turn out great.

Take photos of your family members doing what they love. Family portraits don't always need to be in one place. Experiment with photos outside and in different settings.

Think about themes for family photos that you can continue in the future. Start a tradition of taking family photos at certain events or always with the same favorite things in people's hands.

Tips for taking photos:

Take lots of photos. There is plenty of room on the camera and you won't know what photo is best until you look through them later.

Press the shutter button half way down to get the camera to focus before taking a picture. Boxes will appear on screen that show what the camera is focusing on.

For indoor photos pay attention to the light in the room. During the day you can open blinds to add natural light.

Pay attention to the eye level of the people you're taking photos of. Take photos with the camera at the same eye level. You can also experiment with taking photos from below or above.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me



Back



Six Months

Take a photo every month for six months. Take it of yourself or of your family.



15-20 min



Camera Needed

Use photos for:

Past Self
Photo Book
Puzzle Cubes



Group of 1-6



Ages 8 and up

1 Think about what defines you

What is something special about this month that you can represent in your photo? Are there holiday decorations up? Did you accomplish something important this month? How can you include that in the photo?



2 Take the photos

Have a friend take the photos or use the camera's self-timer. Use the timer button on the back to choose the delay and press the shutter to start the timer. Take at least 5 photos of each pose.



3 Save your photos

Download the photos onto the computer. Choose your favorites and save them somewhere safe. You can e-mail the photos, print copies or burn a CD.



4 Set a reminder for next month

Put a reminder in your calendar to take another photo next month. If your phone has a calendar you can set it to alert you or you can mark it on a normal wall calendar.



4 of 6 camera activities

(see the front of this card for instructions)

Six Months

Check-out from staff:

one camera once a month



Tips for portraits:

For family portraits: take photos as everyone is getting ready. Take photos while people are talking and telling stories. Photos of people not paying attention to the camera can turn out great.

Take photos of you or your family members doing what you love. Portraits don't always need to be one place. Experiment with photos outside and in different settings.

Think about themes for photos that you can continue in the future. Start a tradition of taking photos at certain events or always with the same things in your hands.

Tips for taking photos:

Take lots of photos. There is plenty of room on the camera and you won't know which photos are best until you look through them later.

Press the shutter button half way down to get the camera to focus before taking a picture. Boxes will appear on screen that show what the camera is focusing on.

For indoor photos pay attention to the light in the room. During the day you can open blinds to add natural light.

Pay attention to the eye level of the people you're taking photos of. Take photos with the camera at the same eye level. You can also experiment with taking photos from below or above.

About these cards:

These cards provide fun photo activities for kids. They are focused on the themes of *self* and *family* and can be done with mentors and/or family members. Just pick a card and read the instructions out loud together. Have fun and be creative.

Review these activities online at:
www.familyfocus.me





Funny Faces

Take turns taking photos, making funny faces and posing with a friend.



15-20 min



Camera Needed

Use photos for:

Photo Book
Future Self
Name Cubes



Pairs



Ages 8 and up

1 Think about your funny faces

What faces do you want to make in these photos. You can tell a story with the emotions on your face or you can just have fun. You can also try different poses. Think of at least 5 different emotions, faces or poses for the photos.



2 Compose your photo

Have your friend stand where you want to be in the photo and use the camera to compose the shot. Pay attention to the lighting and the background. Experiment with taking photos from above or below. Take some test photos



3 Switch places & take photos

When you're happy with the shot, switch places with your friend and have him or her take at least 10 photos of you. After you're finished go back to step 2 and let your friend compose his or her photos.



4 Share your photos

Load all your photos onto the computer and look at them each full screen. Discuss what you like about each photo and talk about what each photo represents.



Front



5 of 6 camera activities
(see the front of this card for instructions)

Funny Faces

Check-out from staff:

one camera per pair



Tips for portraits:

Take photos as you and your friend are getting ready. Photos of people not paying attention to the camera can turn out great.

Portraits don't always need to be in one place. Experiment with photos outside and in different settings.

Tell a story with your photos and poses. Think about how each funny face or pose connects to the last one that you did.

Tips for taking photos:

Take lots of photos. There is plenty of room on the camera and you won't know which photos are best until you look through them later.

Press the shutter button half way down to get the camera to focus before taking a picture. Boxes will appear on screen that show what the camera is focusing on.

For indoor photos pay attention to the light in the room. During the day you can open blinds to add natural light.

Pay attention to the eye level of the people you're taking photos of. Take photos with the camera at the same eye level. You can also experiment with taking photos from below or above.

About these cards:

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Back



Photo Hunt

Do a fun scavenger hunt with cameras. Take photos of people, places and things nearby.



30-45 min



Cameras Needed

Use photos for:

Photo Book
Future Self
Photo Box



Group of 1-6



Ages 8 and up

1 Choose a list of things

If you're in a group split into teams. Look at the back of this card and choose a list of things that everyone will hunt for. You can even make up your own list. Write down what you need to find or take this card with you as you search. ➔



2 Take photos of each thing

As you find each thing on the list take a few photos of it. Experiment with the zoom and angle of the photos and have fun. When you're finished cross that thing off the list.



3 Save your photos

When you're finished load all your photos onto the computer. Choose your favorite photo for each item listed and then wait for everyone else to finish.



4 Share & discuss your photos

When everyone is finished with the hunt, take turns showing your photos full screen on the computer. Explain what each means. Tell the others what you like about their photos.



Front



6 of 6 camera activities

(see the front of this card for instructions)

Photo Hunt

Check-out from staff:

one camera per team



Things to find:

As a group choose 5 or 6 things from the list below that everyone will need to take photos of. You can also make up your own. Write them down before you split up to take photos.

1. an object that makes you happy
2. an object that reminds you of a specific memory
3. a person that makes you happy
4. a place that is important to your family
5. a place that reminds you of something far away
6. an object that you have had for a long time
7. an object that you have had for a short time
8. a place that you've never seen before
9. a person who's middle name you know
10. a person you hung out with in the last week
11. a place you want to remember in a year
12. a person you want to hang out with more
13. an object that you wish you could change
14. an object that you hope stays with you forever

About these cards:

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Back