Creating Critical Dialogue with Gender and Sexual Minority and Ally Adolescents at HS High School through the use of Photovoice

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Executive Summary

During the spring of 2015, the Gay Straight Alliance (GSA) student group at HS high school will participate in a photovoice project to better understand gender and sexual minority (GSM) youth experiences at the school and advocate for a more inclusive environment for these populations. Compared to their cisgender or heterosexual peers, GSM adolescents are more likely to engage in risky behavior and experience poor health outcomes. GSM youth experience high rates of tobacco and other drug use, suicide, self-harm, sexually transmitted infections, and physical and sexual violence (Saewyc, 2011; Davis, Stafford, & Pullig, 2014; Goodenow, 2006).

GSM youth experience discrimination in the form of homophobia and transphobia on all levels of the social context (Saewyc, 2011; Kuper, Coleman, & Mustanksi, 2013; Heck, Flentje, & Cochran, 2013). Many GSM youth experience some form of internalized homophobia and transphobia and shame around their identities (Kuper et al., 2013). Programs working with GSM youth often focus solely on the internal shame of GSM youth rather than focusing on their social environments. GSM youth are constantly weighing the benefits and consequences of disclosing their identity to others for fear of rejection, harassment, or violence (Kuper et al., 2013; Klein et al., 2014). Therefore, GSM youth more often experience fear of stigmatization and discrimination rather than feel shame about their identities (Klein et al., 2014).

GSM youth experience high rates of discrimination and harassment within the school context. According to a 2013 National School Climate Survey conducted by Kocsiw, Greytak, Palmer, and Boesen (2014), 95% of the GSM youth in North Carolina had heard the word "gay" used in a negative way, 87% had heard other homophobic remarks (e.g., dyke, fag), and 81% heard negative remarks about gender expression. GSAs are student groups that provide social and emotional support to GSM students and their allies as well as advocate to create a more

inclusive and safe school environment (Heck et al., 2013; Mayberry, Chenneville, & Currie, 2011). The photovoice project described in this master's paper will collaborate with a GSA in a rural county in North Carolina to challenge the homophobia and transphobia in their school and wider community. Photovoice is a community-based participatory research method in which participants use photography to explore problems that affect their community and develop action steps to address those problems (Wang & Burris, 1997). The GSA will use a modified version of photovoice to 1.) Identify the unique challenges that GSM students at their high school experience, 2.) Create awareness on the homophobia and transphobia that exist within the school, and 3.) Enhance group cohesion and establish projects to continue to challenge the silence surrounding these issues in the school and community at large.

A Note on Language and Identities

It's important to address the diverse and complex language used to describe attraction and gender identities and expression. There are many sub-categories within the construct of attraction, including: sexual attraction, romantic attraction, aesthetic attraction, sensual attraction, emotional attraction, and intellectual attraction. Research and general language use tend to refer to distinct categories of heterosexual, lesbian, gay, or bisexual to describe a combination of romantic and sexual attraction. However, the reality of attraction and identity is often more complex and many people do not feel that these distinct categories describe their experience. A multitude of other terms have been created to describe various forms of attraction including, but not limited to, queer, pansexual, androsexual, or asexual.

The term transgender is often used to describe a person whose gender identity does not align with their assigned sex at birth. Gender is typically viewed as being related to two dichotomous categories of male or female. Frequently it is assumed that people who are

transgender identify with the opposite gender assigned to them at birth. The reality, once again, is much more complex. Many people feel neither distinctly female nor male and feel that the dichotomy used to describe gender does not include their experiences. There is no one way to define the experience of being transgender as the experience varies so broadly from person to person. Similarly, gender expression is also a spectrum and does not necessarily reflect gender identity. A term that is often used to describe the experience of someone whose gender identity or expression is neither male nor female or is both male and female is gender queer. Gender queer is generally used as a blanket term for people who fall outside of the gender binary. Other terms that are used to describe the experience of not identifying with the binary labels of "man" or "woman" include gender-fluid and bigender. The term cisgender when a person whose gender identity and/or expression is aligned with the sex that they were assigned at birth.

The conversation around the complexity of language to describe attraction or gender identity is especially important when working with adolescents. Klein, Holtby, Cook, and Travers (2014) found that some youth felt that the experience of choosing specific words to describe their attraction or gender identity was empowering. Other youth found the terms that were available to them too limiting and reflective of the heteronormative and cissexist norms in United States culture. Some youth feel that identity labels are too permanent (Saewyc, 2011). There is a general assumption that a person's sexual orientation or gender identity is fixed; however, attractions, gender identity, and expression can fluctuate throughout adolescence and into adulthood (Saewyc, 2011).

In order to create the most inclusive environment for people of all identities and experiences during the photovoice project, we will use the words that the students and facilitators use to describe their own experience, attraction, gender identity, and pronouns. However, this

project plan will use gender and/or sexual minority (GSM) when referring to these broad and complex identities. This is not meant to limit the diverse experiences of these populations, but rather aims to be simultaneously inclusive and reflect the language used in the literature on these issues.

Statement of Need

When compared to their cisgender or straight counterparts, GSM youth are at a higher risk for a wide variety of adverse poor health outcomes. GSM youth are two times more likely to attempt suicide and have the highest rates of tobacco, alcohol, and other drug use (Saewyc, 2011; Davis, Stafford, & Pullig, 2014). Additionally, they are at a higher risk of HIV or other sexually transmitted infections (Goodenow, 2006; Saewyc, 2011). These health disparities are the consequence of GSM youths' increased risk of experiencing stigma and discrimination at all levels of the social context (Saewyc, 2011; Kuper, Coleman, & Mustanksi, 2013; Heck, Flentje, & Cochran, 2013). An ecological framework suggests that no single factor can explain or predict why these health disparities occur or exist. Rather, the ecological framework highlights the complex interplay of micro, meso, and macro level factors when looking to understand health disparities. This photovoice project will primarily focus on the micro (individual) and meso (school/community) levels. Therefore, it is important to further understand how GSM youth are affected by stigma and discrimination as individuals and in their school environment.

Individual Level

Much of the literature looking at individual factors related to GSM adolescents primarily focuses on the challenges of self-acceptance and internalized shame around sexual orientation or gender identity (Saewyc, 2011; Klein et al., 2014). In a qualitative study by Klein et al. (2014), GSM youth noted a period of internal struggle when they were coming to terms with their sexual

or gender identity or expression. However, GSM adolescents more often struggle with external pressures and fear of repercussions from their peers, family or school faculty for disclosing their attraction, gender identity, or gender expression (Kuper et al, 2013, Klein et al., 2014). Rather than struggling with internalized shame, most youth are constantly weighing the disadvantages or advantages related to disclosing their sexual or gender identities (Klein, 2014). Referring to GSM adolescent responses in a qualitative study, Kuper et al. (2013) stated:

"Participants' responses detailing what tough times they experienced as a result of their sexual orientation overwhelmingly referenced external pressures or reactions of others, with only a small minority citing internal struggles such as self-acceptance."

This process of weighing the benefits of disclosing a GSM identity may be intensified for GSM youth of color. GSM youth of color are constantly navigating the effects of racism, homophobia, transphobia, or ageism (Singh, 2013; Bostwick et al., 2014). Some GSM youth of color may conceal their GSM identities so as to avoid the additional stressors related to these identities. However, Bostwick et al. (2014) warns against the assumption that the various forms of discrimination experienced by people with multiple marginalized identities are additive and therefore automatically lead to an increased risk for negative health outcomes. Rather, there are a complex web of both risk and protective factors associated with different racial/ethnic and GSM identities that should be considered when creating an intervention for GSM youth.

There may be significant physical and mental health consequences as a result of the stress from continually weighing when to disclose or not disclose sexual or gender identity (Kuper et al., 2013). Programs that only focus on providing individual support to GSM adolescents on internal shame and ignore stressors related to experiences with racism, homophobia, and transphobia can make GSM youth feel that their lack of self-acceptance is the problem rather

than the discriminatory environment. Therefore, while self-acceptance is an important part of adolescents' psychosocial well being, more emphasis should be placed on creating an inclusive environment for GSM adolescents to feel safe and supported in sharing their identities and experiences.

School Climate

In a review of the literature on LGB adolescent health, Saewyc (2011) found that LGB adolescents have lower connectedness to their school, lower connectedness to other adults in school, and less perceived peer support. In North Carolina specifically, GSM youth experience high rates of physical and verbal victimization at school. According to a 2013 National School Climate Survey conducted by Kosciw, Greytal, Palmer, and Boesen (2014), 95% of the GSM youth in North Carolina had heard the word "gay" used in a negative way, 87% had heard other homophobic remarks (e.g., dyke, fag, etc), and 81% heard negative remarks about gender expression. This experience is not limited to peer to peer interactions. According to the survey, 29% of the respondents from North Carolina *regularly* heard school staff make negative comments about gender expression and 21% heard school staff make homophobic remarks.

There is substantial research demonstrating the impact negative or positive school climate on GSM psychosocial outcomes (Birkett, Espelage, & Koenig, 2009; Heck et al., 2013; Davis et al., 2014; Kosciw, et al., 2014; Mayberry, Chenneville, & Currie, 2011). Birkett, et al. (2009) looked at the impact of school climate on LGB and questioning students' psychosocial outcomes such as rates of truancy, marijuana/alcohol use, and depression. They found that compared to their heterosexual counterparts, LGB and questioning students who experienced high rates of homophobic teasing by peers and little perceived support from teachers and staff reported the highest rates of depression, suicidality, marijuana and alcohol use, and truancy. Similarly,

Goodenow (2006) found that GSM youth who perceived school staff to be unsupportive were more likely to be victimized at school and more likely to have made suicide attempts in the past year.

In contrast, multiple studies have shown that a positive school climate is associated with lower rates of adverse health and psychosocial outcomes for GSM youth *and* their heterosexual and cisgender peers (Birkett, et al., 2009; Heck, et al., 2013; Davis, et al.2014; Goodenow, 2006). Birket et al. (2009) found lower rates marijuana/alcohol use, truancy, and depression for *all* students, despite sexual orientation or gender identity, in schools where there was a more positive environment for GSM youth. These studies show that GSM students are greatly impacted by their school environment and creating a positive school environment can lead to a decrease in health disparities.

The Impact of GSAs on School Climate

One way that schools are trying to create a more inclusive environment for GSM students is through the creation of Gay Straight Alliances (GSAs). GSAs are usually student led, school based clubs that promote a safe environment for GSM youth by: 1.) Offering GSM youth a safe place to socialize in an inclusive space, 2.) Promoting self-understanding and acceptance, and 3.) Advocating for ending homophobic and transphobic behaviors and harassment within the school environment (Heck, et al., 2013; Mayberry et al., 2011). Research has shown that youth who attend schools with GSAs are more likely to perceive their school environment as inclusive and supportive of GSM students (Mayberry et al., 2011; Heck et al., 2013; Davis et al., 2014, GLSEN, 2007). According to research by the Gay, Lesbian, and Straight Education Network (GLSEN) (2007), students that attend schools with GSAs are less likely to hear homophobic remarks. Students that attend schools with a GSA are also less likely to report feeling unsafe

because of their sexual orientation or gender identity. Additionally, there is evidence that GSAs help sexual and gender minority students identify supportive school staff.

Davis et al. (2014) found that GSAs mitigate the impact of gay-bias victimization and may greatly decrease the rates of attempted suicide among GSM adolescents. In a qualitative study by Mayberry et al. (2011), sexual and gender minority high school students felt that GSAs provided them with a safe space to be themselves and a sense of community. This sense of community increased their sense of responsibility to the school and to bettering the environment for all students. These students felt more comfortable speaking up when one of their peers said a homophobic remark. Additionally, they felt a sense of responsibility for educating others about GSM youth and the challenges they faced.

While GSAs are a positive source of support for GSM students, they are confined within the greater school culture and environment. Mayberry et al. (2011) found that while some GSAs provided a safe space for GSM youth, they did little to change the overall school climate. Many administrators view GSAs as an intervention to increase the safety of GSM youth, but fear the backlash of parents and school administrators if GSAs were to advocate for larger school change. For some schools, the presence of a GSA becomes a shield for remaining silent on the larger homophobic and transphobic climate of the school. As noted by Mayberry et al. (2011):
"Overt silence and passive resistance then become pillars on which heteronormative school cultures are left unchallenged by administrators, teachers, students, and some LGBT members themselves."

Therefore, it is important not to mistake the simple presence of a GSA with an overall positive school climate. GSAs faculty and staff facilitators or advisors should intentionally create or support activities that increase self-advocacy skills of the GSM and ally students involved

with GSAs. In a qualitative study with transgender youth of color, Singh (2013) found that developing self-advocacy skills encouraged these youth to challenge the discrimination that they were experiencing in all areas of their life. Additionally, these youth felt that a positive school environment was not only a place where they felt that they were accepted, but also a place where school administrators took their experiences of discrimination and harassment seriously.

Minority Stress Theory and Intersectionality

Minority stress theory is an important framework for understanding how different factors associated with marginalized identities predispose minorities to adverse health outcomes. Minority stress theory posits that people with marginalized identities, such as GSM youth, are affected by additional stressors such as internalized homophobia, fear of rejection, and experiences of prejudice compared to the general stressors of their white, cisgender, and straight counterparts (Meyer, 2003). These added stressors are mediated by factors of coping and social support, which leads to different health outcomes (Meyer, 2003).

Intersectionality is a valuable framework for understanding how multiple minority identities operate together to shape a person's experience (Institute of Medicine (IOM), 2011). Intersectionality looks at how a person's multiple identities are impacted by unique cultural, historical, social, and political factors and therefore creates an experience that differs from another person with one or more similar identities (Bostwick et al., 2014; IOM, 2011). Many programs working with GSM youth focus solely on the GSM identities and do not take into account the varied experiences of GSM based on the multiple identities they may hold.

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Photovoice Methodology

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Photovoice is a community-based participatory research methodology in which participants use photography to explore problems that affect their community and develop action

steps to address those problems (Wang & Burris, 1997). Wang and Burris (1997) developed the methodology with three main goals: "1.) To enable people to record and reflect their community's strengths and concerns; 2.) To promote critical dialogue and knowledge about important issues through large and small group discussion of photographs; and 3.) To reach policymakers" (pg. 369).

The theoretical underpinnings of photovoice include feminist theory and empowerment education through Freirean theory (Wang & Burris, 1997; Strack, Magill & McDonagh, 2004). Feminist theory states that only people from within the group that are being studied can truly understand the experiences of that group (Wang & Burris, 1997). Additionally, feminist theory contends that power dynamics between those with privileged identities and those with marginalized identities shape our everyday behaviors and interactions, and only when we critically evaluate these power dynamics can larger change occur (Wang & Burris, 1997). Freirean theory suggests that people should be active participants in developing knowledge of the unique challenges and strengths of their respective communities (Strack et al., 2004). Through this shared experience, people can further understand the problems that affect their community with critical consciousness and thus will have the ability to challenge oppression and create change within their communities (Strack et al., 2004). An important component in Photovoice is ensuring that participants play an active, as compared to passive, role throughout the entire process (Wang & Burris, 1997). This is important for adolescents who are often perceived as lacking the ability to make responsible and constructive decisions. Also, this provides the opportunity for youth to make decisions about how information about their lives is constructed and shared.

The third goal of photovoice is to disseminate the information that was learned from the project to key stakeholders and policymakers that the participants identify as having influence in their lives (Wang & Burris, 1997; Catalani & Minkler, 2009). This takes place through community advocacy or awareness type events, such as participatory presentations, posters, petitions, and gallery exhibits (Catalani & Minkler, 2009; Balvanz et al, 2011). These events inform key stakeholders about the problems facing participants, the unique strengths of participants, and create further discussion on ways that the participants and key stakeholders can address the problems identified (Lopez et al., 2005; Catalani & Minkler, 2009; Wang & Burris, 1997; Balvanz et al., 2011). Presenting the key findings to stakeholders helps to maintain the momentum gained from the photovoice discussions and increases the sustainability of the project (Wang, 2006). For youth participants in particular, these events provide an opportunity for intergenerational dialogue and to build relationships with influential people that they may otherwise not be able to access (Lopez et al., 2005; Wang, 2006; Balvanz et al., 2011).

The GSA Photovoice Project

The goal of the photovoice project is to engage GSA members in identifying the unique problems and challenges that impact GSM youth in their school through the use of photovoice. The GSA will use the information gleaned from the photovoice project to inform future GSA activities. Finally, the GSA will use the pictures taken and information learned in the project to advocate for changes in school policies and procedures to make the high school a safer and more inclusive environment for GSM youth.

These are the goals that have been identified by the facilitators. To ensure that the photovoice project follows the principals of collaborating with participants in all stages of the process, the

facilitators will present these goals to the GSA members to illicit feedback and approval. The goals will be adjusted according to GSA member feedback.

Background of the GSA

The GSA is located in HS high school in a large rural county in North Carolina. There are roughly 700 students currently enrolled at the school (McCullough, 2012). Of these students, an estimated 65% are racial or ethnic minority students (McCullough, 2012). A junior at HS who wanted to create a safe extracurricular group for GSM-identified high school students and their allies created the GSA in 2012. The group's goal is to make HS a safe and inclusive environment for GSM youth. Similar to other GSAs, the GSA hopes to do this in three ways: 1. By acting as a source of emotional support for GSM students, 2. By creating a space for GSM students to socialize and engage with supportive peers, and 3. By raising awareness of the problems that GSM students face at HS and advocating for policies and programs to address those problems.

The GSA meets weekly for one hour after school. The GSA has about 8-10 members that show up to the meetings consistently. However, the group is open so new students can join at any time. Students are not required to disclose their sexual or gender identity to the group, so the exact numbers of sexual or gender minority or ally students are not known. The majority of the group members are youth of color, which matches the demographics of the school. Most of the group members are between the ages of 16-18 years old and are in 11th and 12th grade.

Key Project Personnel

The faculty advisor for the GSA is the high school guidance counselor (GC). She has been the faculty advisor for the group since the group's inception. She acts as both a source of emotional support and an advocate and resource for group projects. The current GSA facilitator is a rape prevention educator from a local family violence and rape crisis center. He facilitates

two GSAs in the county and is well connected with the school district. Henceforth, he will be referred to as MS. MS and Emily Waters (EW) will facilitate the photovoice project. EW is a Master's of Social Work and Master's of Public Health student at the University of North Carolina at Chapel Hill (UNC Chapel Hill). EW was the facilitator of the GSA the first year that it was created and has been trained in photovoice methods at UNC Chapel Hill.

Key Activities

At the start of the project, EW will present on the photovoice process, show an example of another photovoice project, explain the consent process (*see Consent Forms below)* and answer any questions. The GSA will decide as a group if this is a project that they would like to do. At one of the next meetings, MS will conduct a participatory presentation on queer and trans identities. Many of the GSA members have never critically explored these issues in a group setting and have expressed unfamiliarity with appropriate terms and language to use throughout the discussions. Therefore, MS will provide an overview on the complexities and fluidity of identities and as a group we will decide on terms that we will use throughout the project, such as queer and trans or LGBTQQIA+. The students will also learn principals of anti-oppression to guide their understanding of the problems that affect queer and trans youth as well as youth of color and the intersection of these various marginalized identities. This will include activities on intersectionality as well as a field trip to the International Civil Rights Museum in Greensboro. Additionally, the GSA will participate in a photography 101 workshop to learn skills on how to communicate messages through photography. A local photographer who identifies as GSM will be recruited to conduct the photography 101 workshop.

The overall question for this project is: "What do I wish people at my school knew about my life as a queer, trans, and/or ally student at HS?" Each week the GSA will generate a

question or topic related to their experiences as GSM or ally students at their high school that they would like to explore through photography. Each group member will receive a camera and take pictures that represent their answers to the questions. Each member will pick one picture that they would like to back to the larger group. The group will decide on one picture that they think best answers the question to further explore. The facilitators will guide the GSA members through a discussion of the picture using a specific discussion method called "SHOWED" (Catalani & Minkler, 2009). The "SHOWED" method is used to move photovoice participants from looking at the picture literally ("What do you literally see in the picture?") to how the picture relates to the problem being discussed ("What is happening in this picture?" to an action to address the problem ("What can we do about it?") (Catalani & Minkler, 2009). For more information on the SHOWED method, see Appendix B. These photo discussions will be repeated four to five times.

Each photo discussion will be audio recorded and transcribed. The facilitators will conduct a workshop on coding and qualitative data analysis. The facilitators and members of the GSA will code the transcripts and identify overall themes in the photo discussions. These themes will be used to inform a community presentation about the project and design a project for the GSA to conduct the following year. The GSA will choose who to invite to the presentation, where they want the community presentation to take place, and the format of the presentation. There is also an opportunity for the GSA to collaborate with another local GSA on the creation of a zine. A zine is a small self-published magazine that includes various forms of art and messages. Both the presentation and zine will allow the GSA to disseminate the information learned from the project to key stakeholders, such as teachers, school district personnel, and peers. Additionally, one of the photovoice facilitators is currently creating

trainings for teachers and counselors on how to work with and support GSM students that will be implemented countywide. With the GSA members' approval, guidance, and potentially participation, the facilitator would like to use the pictures taken and information learned through this project in these trainings.

For a complete budget for the photovoice project including funding for the zine production, see appendix A.

Consent Forms

This project is affiliated with EW Master's of Public Health thesis and therefore participant assent/consent and parental consent is required. The youth assent form (see appendix D for the Youth Consent Form) explains the photovoice process, any risk to the participants, benefits to the participants, and that participation is voluntary and can be withdrawn at any time. The parental consent (see appendix F for the Parental/Guardian Consent Form) form contains the same information as the youth consent form. However, the parental consent form does not have any language regarding GSM identities or the GSA. This is to protect those GSA members who are not comfortable, for any reason, with their parents knowing about their involvement with the GSA. At the initial photovoice project meeting with the GSA, both the youth and parental consent forms will be read out loud and any questions about the forms will be answered.

Strengths and Weakness of the Proposed Project

There are a number of strengths and weaknesses associated with the proposed project. A key strength is that the photovoice project will build upon the skills of an existing group. The group will be able to use the critical discussion and advocacy skills developed in this project to enhance their future work in advocating for a more inclusive environment for GSM students. Additionally, the use of photovoice may increase the GSA members feelings of overall group

efficacy and cohesion leading to increased sustainability of the group. Finally, photovoice provides a mechanism for this group of youth whose voices have often been silenced by homophobia, transphobia, racism and ageism to play a central and guiding role in sharing their stories and experiences.

Despite these strengths, there are some weaknesses and challenges that need to be acknowledged. As with most qualitative studies, the findings from this project will not be generalizable. The findings can only represent the experiences of those who participate in the project and may not represent the experiences of other GSM and ally youth at the school that are not members of the GSA. There are a large number of students at the school who speak English as a second language that may not join the group due to language barriers. Additionally, the group consists mostly of students who are juniors and seniors. The experiences of freshman and sophomore students may vary significantly from those in the group.

There are some challenges associated with holding the photovoice sessions during the GSA group meeting time. First, the GSA primarily acts as an emotional and social support place for GSM youth and allies. There may be times when the GSA will need to put the photovoice project on hold to provide emotional and social support to the members. The group only meets for one hour each week, which greatly limits the time that can be spent on photo discussions. Finally, there is a possibility that participants will be hesitant to share personal experiences because the group consists of peers from their school. Although we cannot guarantee confidentiality, we will consistently remind GSA members not to share what is said in the group outside of the group without group members' permission.

Potential Implications from Findings

       This photovoice project may have implications on various levels. On an individual level, this project may be the first time that the GSA members have the opportunity to share and critically explore their experiences and challenges as GSM and ally youth and be empowered to advocate for a more inclusive environment within their school (Catalani & Minkler, 2009). The project will challenge the invisibility of the experiences of GSM youth at the school by creating awareness of the various problems that GSM and ally youth experience. On a school district level, the information learned in this project may be used to train school teachers and other school staff on how they can best support GSM students. Finally, this project is unique in that a majority of the participants are racial/ethnic minorities. The findings of this project will help to add to the near absences of research looking at the experiences of GSM youth with multiple marginalized identities.

Action Plan: The GSA Photovoice Project

Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about/involved with these actions?
Contact GSA facilitator to discuss potential project.	EW will email MS to set up meeting. EW will prepare project proposal.	September, 2014	Research on photovoice.	None	MS may reject the photovoice project proposal.	None
Contact School Guidance Counselor	MS will contact the school guidance counselor about photovoice project.	October, 2014	None	None	Guidance counselor may need more information about photovoice, copy of IRB, etc.	None
Submit IRB Application	EW will complete IRB application. EW will create consent and assent forms • MS will approve consent and assent forms EW will create script for IRB submission	December, 2014	None	None	Potential for full IRB review considering project contains minors.	GSA facilitator will be included on IRB application. MCH department will need to approve.

Create Budget	EW will create budget for photovoice project	December, 2014	None	None	None	MS and Guidance counselor will look at budget to decide on what the GSA can pay for.
Create project timeline (See appendix G)	EW and MS will meet to create project timeline.	December, 2014	None	None	None	None Project timeline will later be approved by GSA members and any changes will be made as necessary.
Get School approval for project	EW will send HS principal and superintendent project proposal and consent forms.	December, 2014	Consent forms JM photovoice project description Email to superintendent	None	Potential for principal or superintendent to reject project or to put strict restrictions on project.	Guidance counselor and GSA facilitator.
Pitch project to GSA	EW will create powerpoint and print consent forms. MS will print copies of project timeline	January 13, 2015	Powerpoint on photovoice Consent and assent forms Project timelines Snacks	None	Potential for GSA to reject project. GSA may need more information.	Guidance Counselor and MS.
Purchase equipment	EW will contact companies to find out prices for cameras, SD cards, and bags. EW will purchase cameras, SD cards, and bags.	January 15, 2015	None	Funding for equipment	None	None

Consent and assent from GSA members and caretakers	EW and MS will pass out consent forms at GSA meeting. GSA members will take turns reading the consent form out loud. EW will answer any necessary questions. MS/EW will remind GSA members weekly to return their parental/guardian consent forms.	Pass out consent and assent forms January 30, 2015 Collect all forms by February 28, 2015	Consent and Assent forms	None	Parents may question why their students are participating in the project. Students may forget to bring their consent forms in.	Guidance Counselor
Contact Photographer for Photography 101 session for GSA	EW and MS will post message on Facebook looking for GSM friendly photographer. EW will contact photographer and arrange workshop. EW will send thank you card.	Send out information looking for photographer by February 1, 2015 Photographer present to GSA on Feb 10, 2015 Send thank you card February 17, 2015	Materials for workshop (dependent on photographer, MS will provide necessary materials)	None	None	Guidance Counselor will check photographer in.
Civil Rights Museum Field Trip	EW will contact civil rights museum to find out details on group trip MS will fill out appropriate paperwork with school district to book bus and permission forms	EW contact museum by Feb 14 MS fill out appropriate forms February 17 Field trip March 7(?)	None	Transportation (School bus $1.50 per mile + bus drive wages, School will pay for bus driver fees) Admission fee for Civil Rights Museum ($10 per student,	Possible issues of racism/oppression to come up during session.	Guidance counselor will need to attend as school representative. Principal will need to approve field trip. Need to get bus from school district.

				$12 per adult)		
GSM+ Identities and language workshop for GSA	MS will conduct workshop on sexual and gender minority identities and the language used to describe them.	MS will conduct workshop on February 17, 2015	None	None	GSA members may feel more or less comfortable with language used to describe identities. Possible for issues of homophobia or transphobia to arise during discussion.	None
Brainstorm activity + First question development Pass out cameras	EW will lead activity to identify the problems that GSM students experience at JM and the role of the GSA to address these problems. EW and MS will plan activity. EW will create a sign out sheet for cameras using serial codes on each camera. Each GSA will sign out a camera.	EW and MS will plan activity by February 24, 2105	Post it notes, flip chart paper, etc. (MS will provide materials for activity)	None	None	Guidance counselor will attend meeting.
Photo discussions 1-4	EW and MS will lead SHOWED discussions. EW will record and transcribe each session. EW and MS will determine major themes from photo discussions.	Each photo discussion session will be transcribed within one week on session.	Cameras, computer, projector (possibly 2)	None	Possible for GSA members to identify problems that need to be addressed quickly. Guidance counselor	Guidance counselor will attend some sessions. GSA will be given the opportunity to have guidance

					will address these issues in collaboration with GSA members and photovoice facilitators.	counselor not attend sessions if they feel uncomfortable with her presence.
Qualitative coding and identifying themes workshop with GSA	EW and MS will plan session to teach GSA members about coding. GSA will code transcripts and identify major themes. GSA members will decide on action steps for addressing themes identified. GSA will decide on presentation community details	Session planed by March 25, 2015 Session held on March 31, 2015	Copies of transcripts, highlighters, etc (MS will provide materials)	None	None	Guidance counselor will attend session
Caption and exhibit prep session	EW and MS will plan session for GSA members to decide on pictures and captions for community presentation. GSA will decide on pictures and captions. GSA will decide on how they want to present pictures. EW will order presentation advertisement materials.	Session planned by April 7, 2015 Session held on April 15, 2015 GSA will decide on pictures to present on April 15 , 2015 EW send information about presentation by April 14, 2015 EW get pictures printed for community event by April 22, 2015 MS will book space for community presentation by April 15, 2015	Copies of transcripts, pictures on files, etc (MS will provide materials)	None	None	Guidance Counselor will attend session. Begin discussion with principal about community presentation and information that will be shared.

Presentation Tips Session	EW and MS will plan session on best practices for presentations for GSA members GSA members will practice effective presentation skills. GSA, EW & MS will develop presentation for Community exhibit. Get pictures printed for Dress community presentation	EW and MS will plan session by April 16, 2015	Computer, projector, etc (MS will provide materials) EW will bring printed pictures for presentation development.	Funding to print pictures, hang pictures, etc.	Potential conflict about who to present, how to present information, etc.	Guidance counselor and principal **need** to approve presentation. Perhaps principal will need copy of presentation or overview of presentation. *****Possibly need to set up meeting with principal ****
Dress rehearsal	GSA will practice presentation for UNC/Community presentation	EW and MS will plan session by April 22, 2015	EW will bring printed pictures for dress rehearsal	None	None	Principal may need to see dress rehearsal.
Community presentation	GSA presents to the community	MS will book transportation bus by April 21, 2015.	Printed pictures, captions, frames, and other materials.	Funding for drinks/snacks for guests.	TBD	TBD
Follow up	MS and EW will plan session for processing presentations and deciding on next steps.	TBD	TBD	TBD (A celebratory cake?)	TBD	TBD

Stakeholder Engagement Plan: GSA Photovoice Project

Stakeholder	Potential role in the Activity	Engagement strategy	Follow up strategy	Notes
GSA Facilitator (MS)	MS is the current facilitator of the GSA. He will continue to facilitate throughout the project. MS will act as a co-facilitator throughout the photo discussions. MS will act as the primary liaison between EW and HS. MS will provide additional support to GSA members as needed. MS will be responsible for continuing the GSA at the end of the photovoice project.	EW will reach out to MS about 4 months before project starts to ask about interest.	EW and MS will meet 1x per week throughout the duration of the project to plan and process every session.	
High School Guidance Counselor (GC)	GC is the faculty advisor for the GSA. GC will continue in her role as the faculty advisor. GC will continue to provide support to the GSA members as needed. GC will continue to communicate the needs of the GSA with the school principal and others. GC will participate in some of the photo discussion sessions. This will be discussed throughout the project to see if there are any barriers to GSA members participation when she is there.	MS will discuss the project with MG. EW will reach out to MG to provide additional information about project and offer opportunity to ask any questions.	EW and MS will meet with MG every week before or after the GSA meeting.	
High School Principal (PP)	PP will need to approve the photovoice project. PP needs to approve all GSA activities that occur outside of the group time. PP will approve any materials that are released or published about the school. GC will make decisions on when to include PP on problems that regard student safety that come up during the photovoice project.	MS and GC will set up meeting with PP to propose photovoice project. EW will send PP "Photovoice Project Description" (Appendix C) and Consent forms (Appendices D-F)	MG will continue to update PP as needed. EW and MS will meet with PP when requested. PP will be invited to community event with approval of GSA.	PP needs to approve any published material that includes information about the high school.

School District Superintendent (SI)	SI will need to approve photovoice project.	EW will send SI "Email to Superintendent" (Appendix G), "Photovoice Project Description" and Consent forms (Appendices D-F)	SI will be invited to community event with approval of GSA.	
School District Assistant Superintendent (ASI)	ASI will communicate with EW and MS on behalf of ASI.		ASI will be invited to the community event with approval of GSA.	
Members of the GSA	Members of the GSA will participate in the photovoice project. They will be involved in all decisions related to the photo discussion sessions and community event	MS will discuss possibility of photovoice project with GSA to determine interest. EW will pitch photovoice project to GSA. GSA will approve project timeline (Appendix H) GSA will meet once a week through the spring semester.	EW & MS will meet with GSA members every Tuesday from 3:20-4:20pm.	

Photographer for Photography 101 session	Photographer will come to a group meeting to teach about using photography as a way to communicate messages. Teach about framing, light, and other photography 101 techniques.	EW and MS will send out message on facebook about the need for GSM friendly photographer. EW will contact potential photographers to discuss project. EW will send photographer any necessary information.	Photographer will be invited to community event with approval of GSA.	

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Appendix A: GSA Photovoice and Zine Project Budget

Projected Project Budget 2014-2015

Project Name:

Gay-Straight Alliance (GSA) Photovoice and Zine Project

PROJECT REVENUE	Projected 2014-15
Fundraising Activities (community movie nights, event tabling, t-shirt donations)	$550
Requested Grant from XX	$4,000
In-Kind Donation:	
Camera Equipment	$1,625
Photovoice/GSA Facilitators ($18 per hour)	$1,728
GSA Meeting Space	$610
Materials for GSA Meetings	$600
Total Project Revenue	**$ 9,113**
PROJECT EXPENSES	
Camera Equipment	$1,840
Photovoice/Facilitators	$1,728
GSA Meeting Space	$995
Materials for GSA Meetings	$600
Printing and Framing Pictures	$500
Zine Production	$2,000
Youth Transportation	$400
Advertising for Event	$200
Food/Drinks for Event	$700
Food/Drinks for Planning meetings	$150
Total Project Expenses	**$ 9,113**

SHOWED

Problem-posing/Critical thinking dialogue
Questions to facilitate and move discussion from a concrete and personal level
to social analysis and action

𝕊	**See**	Naming the issue. What do we *literally* SEE in the photograph?	Start with the concrete. *Literally* describe the photograph.	◆ Concrete questions
H	**Happening**	What is HAPPENING in the photograph?	Begin to identify different elements of a story – going on in the photograph. How do people feel about what is going on?	◆ Concrete questions
O	**Our**	How do these issues relate to OUR lives and how do we feel about them?	Expand to the personal and emotional level. Discuss how our lives are similar or different.	◆ Personalizing questions
W	**Why**	WHY have these issues arisen (on an individual, family and societal level)?	Expand to the analytic. Question the root causes of these issues.	◆ Analytic questions
E	**Empower/ Eval**	Explore how we can become EMPOWERED with our new social understanding.	Bring understanding back to the individual. Examine the individual and social connection.	◆ Problem- posing process questions
D	**Do**	What can we DO about these issues in our lives?	Expand to action at both the personal, group, and community levels.	◆ Problem solving

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Appendix C: Photovoice Project Description

PROJECT JUSTIFICATION

In recent years, research and media attention on lesbian, gay, bisexual, transgender, and questioning (LGBTQ) adolescents' psychosocial and health outcomes has increased. A national study of middle and high school aged students found that LGBTQ adolescents were more likely to feel uncomfortable in school as a result of harassment due to their sexual orientation or gender identity (Kocsiw, Greytak, Palmer & Boesen, 2013). LGBTQ adolescents are at greater risk for harassment, sexual violence, and other forms of physical violence than their straight or cisgender counterparts (Birkett, Espelage, & Koenig, 2009; Kocsiw, Greytak, Palmer & Boesen, 201). According to the Center for Disease Control (2014), LGBTQ adolescents are also at a higher risk of experiencing suicidal thoughts, behaviors, and completion of suicide. Many students and schools are attempting to address the problems facing LGBTQ adolescents by creating student clubs called Gay Straight Alliances (GSAs). GSAs take many different forms, but their central purpose is to create a safe place for LGBTQ adolescents and their allies to access support and participate in extracurricular activities with the goal of making the school environment more welcoming of sexual and gender minority youth (Russell, Muraco, Subramaniam, & Laub, 2009).

The GSA at XX High School was started in 2012 by a junior at HS who wanted to create a safe extracurricular group for LGBTQ-identified HS students and their allies. The group's goal is to make XX a safe environment for LGBTQ youth by creating awareness of the problems that LGBTQ youth face. Currently, the GSA is in the stages of planning an event for the spring of 2015. As a collaboration between the GSA and a graduate student at the University of North Carolina at Chapel Hill, we propose that the GSA conduct a photovoice project to identify and process the unique issues facing LGBTQ youth at XX and to develop a community awareness event.

HS GSA PHOTOVOICE PROJECT

Photovoice is a community-based participatory research method in which participants use photography to explore problems that affect their community and develop action steps to address those problems. Wang and Burris (1997) developed the methodology with three main goals: 1.) to enable people to record and reflect their community's strengths and concerns; 2.) to promote critical dialogue and knowledge about important issues through large and small group discussion of photographs; and 3.) to reach policymakers. (pg. 369)

For this photovoice project, the members of the GSA will use photography to identify and explore problems related to LGBTQ youth at HS. The photovoice project will begin in January of 2015 and end in April of 2015. The GSA participants will each be given a camera and will be trained in photography techniques. Emily Waters will provide the cameras. The GSA participants will engage in a conversation on the ethics of photography and will be told not to take pictures of people engaging in illegal or otherwise compromising activities. The participants will then identify a topic related to LGBTQ adolescents and the GSA that they would like to target. The participants will develop a question related to that topic and take pictures representing their

answer to that question in-between GSA meetings. We will reconvene and participants will each describe a picture they took and how it answers the question of the week. The students will identify one picture that they would like to explore further. The facilitators will facilitate the resulting conversation using the SHOWED method, which involves the following questions: (1) What do you see here?; (2) What's really happening here?; (3) How does this relate to our lives?; (4) Why does this problem or situation exist?; (5) How could this image educate others?; (6) What can we do about the problem or situation? The purpose of the SHOWED method is to move the discussion from what participants literally see in the picture to how the picture relates to their experiences, and finally discuss some actions that they can take to address the issues (Wang, 2006). This process will take place four more times throughout the spring.

The facilitator will record each photo discussion section and transcribe the recordings without using any identifying information. The facilitators will train the GSA participants in qualitative data analysis skills, such as coding and identifying themes. Ultimately, the GSA will use the themes identified to create a project for the following year. The culminating event of the photovoice project will be a community forum. There will be one forum at the UNC Chapel Hill Gillings School of Global Public Health, and potentially another forum at a local venue of the GSA's choosing. An important component of the photovoice process is for the participants to have equal decision-making power throughout the entire process. Therefore, the students will choose and approve any and all information and pictures that are used in any community forum.

This project has been submitted to the Institutional Review Board (IRB) at UNC-Chapel Hill and is pending approval. IRB requires that all students receive their parent or guardian's written consent to participate in the project. Students must also provide their written assent.

HOW THE PROJECT BENEFITS STUDENTS

The community forum will provide an opportunity for the participants to showcase their work while engaging community stakeholders and increase the awareness of problems affecting LGBTQ youth at HS. As part of the forum at UNC, students will have the opportunity to tour the campus and engage in discussion with Public Health faculty members after the forum. This project will give the GSA members a unique opportunity to express their voices through photography. Additionally, the project will help students develop new skills such as qualitative data collection and analysis, using photography to communicate complex messages, and advocacy. Students will also receive coaching on effective presentation skills prior to the community forum. At the end of this project, there is potential for students to co-author an academic paper for publication or present their findings at local conferences.

While building these skills, students will gain a greater understanding of how systems of oppression affect minority populations. They will practice discussing complex, difficult issues in a safe environment with trained co-facilitators to model appropriate interactions and responses. GSA students will continue to benefit from their close relationships with GUIDANCE COUNSELOR NAME and MS, who make themselves available as needed to process any concerns one-on-one with students.

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WHY ARE GSA PARTICIPANTS DOING THIS PHOTOVOICE PROJECT?

The purpose of the Photovoice project is to take photos of things that relate to the Gay Straight Alliance (GSA) and LGBTQ students at HS and gain new knowledge that can be applied to action.

WHAT WILL I BE ASKED TO DO?

You are being asked to take part in a research project called Photovoice. If you choose to take part, you and other GSA participants will be given cameras. You will choose as a group what types of things to explore with your camera. The "photo-assignments" you choose will be about your life and ideas about the GSA and LGBTQ students at HS. You will meet 5 times, as a group, to take photographs and to share and talk about them.

During the first meeting you will learn about the project. You can also ask any questions you may have. If you decide to take part in Photovoice, you will be asked to sign this "informed assent" form. Signing the form means that you understand the purpose of the Photovoice project and what you will be asked to do during the project. Signing the form also means that you understand that you can stop taking part in the project at any time you want to. There will be 8 meetings total over the course of this three-month project.

WHAT WILL I GET OUT OF BEING IN THIS PROJECT?

You will not be paid to be in the Photovoice project, but you can keep copies of every picture you take for the study. There is no cost to use the cameras. The only cost for being in the project is your time.

WHAT WILL BE DONE WITH MY PHOTOGRAPHS?

At the end of the study you will get a copy of all the pictures you took on a CD. If you agree that it is okay, the person running this project (the principal investigator) will keep one set of photos that could be used for educational purposes. There may also be a public display of the work the group has done.

DO I HAVE TO PARTICIPATE IN THE PHOTOVOICE PROJECT?

No. You do not have to take part if you do not want to, even if your parent has already given permission. Also, you do not have to answer any of the questions asked during our meetings. You can stop taking part in the project and our meetings whenever you want to.

WHAT ABOUT USING THE NAMES OF THE PHOTOGRAPHERS AND PEOPLE IN THE PHOTOGRAPHS?

As photographer, you do not have to use your real name. If you make this choice, no one will connect you to the study. Also, the names of people in the pictures you took will be kept secret during our meetings. Everything that is said during our time together should not be shared with anyone outside of the group. You will be given a pseudonym to instead of your name, again, so that all of the information you provide will be kept within the study.

Our meetings will always be audiotaped, and we will make a written document called a transcript from those audiotapes. We will never include your name in the transcript, only your pseudonym. At the end of the project, we will delete all audio recordings.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are few known risks of participating in this project. You may

feel uncomfortable going out to take pictures, but we will talk about this at our meetings. Also, you may feel uncomfortable talking about what it is like as a GSA member at HS. You will be reminded several times that you are not required to discuss any issues that make you feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? WHAT IF YOU HAVE QUESTIONS ABOUT THIS STUDY?
The principal investigator is Emily Waters. If you ever have any questions you can call Emily Waters at. (xxx)XXX-XXXX. You can also email her at: XX@email.unc.edu. She is happy to answer your questions. You can also ask MS or GC any questions that you may have.

HAS THIS STUDY BEEN APPROVED BY AN INSTITUTIONAL REVIEW BOARD? Yes. This project is part of a Masters project. The project complies with the Institutional Review Board at UNC-Chapel Hill. IRB # 14-3051.

If you are interested in being in the photovoice project, please read the following agreement very carefully. Them please sign and date this form. You will get a copy of the form for your own records.

Agreement statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my information for the project related conversations, exhibits or presentation. If I decide I do not want my information to be used, I will tell you in writing.

_____
(Your signature and date)

_____
(Your name)

_____
(Staff signature and date)

_____
(Staff name)

HS GSA Photovoice Project 2014

**ASSENT FORM
for youth participants**

WHY ARE GSA PARTICIPANTS DOING THIS PHOTOVOICE PROJECT?

The purpose of the Photovoice project is to take photos of things that relate to the Gay Straight Alliance (GSA) and LGBTQ students at HS and gain new knowledge that can be applied to action.

WHAT WILL I BE ASKED TO DO?
You are being asked to take part in a research project called Photovoice. If you choose to take part, you and other GSA participants will be given cameras. You will choose as a group what types of things to explore with your camera. The "photo-assignments" you choose will be about the GSA and LGBTQ students at HS. You will meet 5 times, as a group, to take photographs and to share and talk about them.

During the first meeting you will learn about the project. You can also ask any questions you may have. If you decide to take part in Photovoice, you will be asked to sign this "informed assent" form. Signing the form means that you understand the purpose of the Photovoice project and what you will be asked to do during the project. Signing the form also means that you understand that you can stop taking part in the project at any time you want to. There will be 8 meetings total over the course of this three-month project.

WHAT WILL I GET OUT OF BEING IN THIS PROJECT?
You will not be paid to be in the Photovoice project, but you can keep copies of every picture you take for the study. There is no cost to use the cameras. The only cost for being in the project is your time.

WHAT WILL BE DONE WITH MY PHOTOGRAPHS?
At the end of the study you will get a copy of all the pictures you took on a CD. If you agree that it is okay, the person running this project (the principal investigator) will keep on e set of photos that could be used for educational purposes. There may also be a public display of the work the group has done.

DO I HAVE TO PARTICIPATE IN THE PHOTOVOICE PROJECT?
No. You do not have to take part if you do not want to, even if your parent has already given permission. Also, you do not have to answer any of the questions asked during our meetings. You can stop taking part in the project and our meetings whenever you want to.

WHAT ABOUT USING THE NAMES OF THE PHOTOGRAPHERS AND PEOPLE IN THE PHOTOGRAPHS?
As photographer, you do not have to use your real name. If you make this choice, no one will connect you to the study. Also, the names of people in the pictures you took will be kept secret during our meetings. Everything that is said during our time together should not be shared with anyone outside of the group. You will be given a pseudonym to instead of your name, again, so that all of the information you provide will be kept within the study.

Our meetings will always be audiotaped, and we will make a written document called a transcript from those audiotapes. We will never include your name in the transcript, only your pseudonym. At the end of the project, we will delete all audio recordings.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?
There are few known risks of participating in this project. You may

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feel uncomfortable going out to take pictures, but we will talk about this at our meetings. Also, you may feel uncomfortable talking about what it is like as a GSA member at HS. You will be reminded several times that you are not required to discuss any issues that make you feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? WHAT IF YOU HAVE QUESTIONS ABOUT THIS STUDY?
The principal investigator is Emily Waters. If you ever have any questions you can call Emily Waters at. (xxx)xxx-xxxx. You can also email her at: XX@live.unc.edu. She is happy to answer your questions. You can also ask MS or GC any questions that you may have.

HAS THIS STUDY BEEN APPROVED BY AN INSTITUTIONAL REVIEW BOARD? Yes. This project is part of a Masters project. The project complies with the Institutional Review Board at UNC-Chapel Hill. IRB # 14-3051.

If you are interested in being in the photovoice project, please read the following agreement very carefully. Them please sign and date this form. You will get a copy of the form for your own records.

Agreement statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my information for the project related conversations, exhibits or presentation. If I decide I do not want my information to be used, I will tell you in writing.

_____
(Your signature and date)

_____
(Your name)

_____
(Staff signature and date)

_____
(Staff name)

HS GSA Photovoice Project 2014

**ASSENT FORM
for youth participants**

Appendix F: Parental/Guardian Consent Form

WHY ARE HS STUDENTS PARTICIPANTS DOING THIS PHOTOVOICE PROJECT?

HS High School students are interested in creating a safer school environment for all of their peers. The purpose of the Photovoice project is for your child to be part of a group that will take photos on the topic of creating safe environment at HS as a way to gain new knowledge that can be applied to action. This project will also be a part of a University of North Carolina at Chapel Hill master's thesis project.

WHAT WILL MY CHILD BE ASKED TO DO? You are being asked to give permission for the minor in your guardianship to participate in a research project called Photovoice. If you allow your child to take part, your child and other participants will be given cameras. They will choose as a group what types of things to explore with their cameras. The "photo-assignments" they choose will be about their lives at HS.

During the first meeting your child will learn about the project. You and your child can also ask any questions you and your child may have. If you decide to let your child take part in Photovoice, you will be asked to sign this "informed consent" form. Signing the form means that you understand the purpose of the Photovoice project and what your child will be asked to do during the project. Signing the form also means that you understand that your child can stop taking part in the project at any time. There will be 8 meetings total over the course of this three-month project.

WHAT WILL MY CHILD GET OUT OF BEING IN THIS PROJECT? Your child will not be paid to be in the Photovoice project, but your child can keep copies of every picture they take for the study. There is no cost to use the cameras. The only cost for being in the project is your child's time. If your child chooses, they will be able to participate in a presentation about this project at the University of North Carolina at Chapel Hill.

WHAT WILL BE DONE WITH MY CHILD'S PHOTOGRAPHS? At the end of the study your child will get a copy of all the pictures your child took on a CD. If you agree that it is okay, the person running this project will keep one set of photos that could be used for teaching purposes. There will also be a class presentation of the work from this project and there may be a public display of the work the group is most proud of.

DOES MY CHILD HAVE TO PARTICIPATE IN THE PHOTOVOICE PROJECT? No. Your child does not have to take part if he or she does not want to, or if you do not want him or her to. Also, your child does not have to answer any of the questions asked during our meetings. Your child can stop taking part in the project and our meetings whenever he/she wants to. Also, the investigators also have the right to stop his or her participation at any time.

WHAT ABOUT USING THE NAMES OF THE PHOTOGRAPHERS AND PEOPLE IN THE PHOTOGRAPHS? Your child's name will never be used in connection to the photos he or she took so that people can connect him or her to the study. Nothing that is said during project meetings should be shared with anyone outside of the group.

Our meetings will always be audiotaped and the audiotapes will be transcribed into a written document. Your child's name will not appear in the transcript. At the end of the project, we will delete audio recordings.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT? There are few known risks of participating in this project. Your child may feel uncomfortable going out to take pictures, but we will talk about this at our meetings. Also, your child may feel uncomfortable talking about what it is like as a kid in this community. Your child will be reminded several times that he/she is not required to discuss any issues that makes him or her feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? WHAT IF I HAVE QUESTIONS ABOUT THIS STUDY? You have the right to ask, and have answered, any questions you have about this project. The photovoice co-facilitators are Emily Waters and MS. If you ever have any questions you can call Ms. Waters at (XXX) XXX-XXX. You can also email her at Emwaters@live.unc.edu. She is happy to answer your questions. You can also contact the school counselor at (XXX) XXX-XXXX or email her at XX@email.com

HAS THIS STUDY BEEN APPROVED BY AN INSTITUTIONAL REVIEW BOARD? Yes. This project is being conducted as part of Emily Waters' master's project through the University of North Carolina at Chapel Hill. Information gathered here will be used for class presentations and discussions with HS and at UNC Chapel Hill with permission of the photovoice group. The project complies with the Institutional Review Board at UNC Chapel Hill. IRB # 14-3051.

If you are willing for your child to participate in the photovoice project, please read the following agreement very carefully. Then please sign and date this form. You will get a copy of the form for your own records.

Agreement statement: By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my child's information for project-related conversations, exhibits, or presentations. If I decide I do not want my child's information to be used, I will tell you in writing.

_____ (Child's name, please print)

_____ (Your signature and date)

_____ (Your name)

_____ (Staff signature and date)

_____ (Staff name)

HS Photovoice Project 2014 PARENTAL PERMISSION FORM for parents/guardian

Appendix G: Timeline for GSA Participants

GSA Photovoice Project Timeline	January 27th- April 28th	
1 | JAN 27	**Pitch project idea to GSA**	**Introduction to photovoice**
2 | FEB 3	**Wait, so what is photovoice?**	**More detailed description of photovoice process** **Review timeline & consent forms**
3 | FEB 10	**Photography 101**	**Tips for taking good pics!** **The do's and don't's of photography** **Practice.**
4 | FEB 17	**LGBTQ Identities**	**MS presentation on GSMIAP+ Identities and Language**
5 | FEB 24	**Group Brainstorm!**	**Brainstorm activity** LGBTQ issues @HS, the role of the GSA, and ideas for photo discussions **Choose our project focus** **Choose 1st question!**
6 | MAR 3	**Photo discussion 1**	**Choose picture to discuss** **Photo discussion** **Decide on 2nd question**
7 | MAR 7	**Int'l Civil Rights Museum**	<u>**Field trip?**</u> **International Civil Rights Museum in** **Greensboro**
8 | MAR 10	**Photo discussion 2**	**Choose picture to discuss** **Photo discussion** **Decide on 3rd question**
9 | MAR 17	**Photo discussion 3**	**Choose picture to discuss** **Photo discussion** **Decide on 4th question**
10 | MAR 24	**Photo discussion 4**	**Choose picture to discuss** **Photo discussion**
11 | MAR 31	**What have we learned?**	**Identify & discuss themes** **Where do we go from here? ACTION!**
12 | APR 14	**Caption and exhibit prep**	**Choose pictures for exhibit** **Choose quotes** **Prep for presentation/exhibit**

13 | APR 21	**Presentation tips**	**Prep for presentation/exhibit** **Effective presentation skills** **Develop presentation**
14 | APR 22	**Dress rehearsal**	**Practice presentation/last minute preparations/etc.**
16 | TBD	**Presentation in Community**	**Share your stories!**