



Community Resources Series

The Big Issue's

Online Marketplace
Vendor Mentor Program



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Abstract: This document outlines the vendor mentor program proposed by the 2014 WPI Big Issue team to aid in the development of *The Big Issue South Africa*'s new online marketplace vendor profiles. Each individual element of the proposed program is outlined below including the process, proposed program structure, benefits, and observations from a pilot program. The elements in this document are designed specifically to aid *The Big Issue* in uploading all vendors to the new online marketplace, but methodologies and strategies can be applied elsewhere. Technology how-to guides are also attached to this document that could be helpful in other areas.

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Project Website: For much more on the project from which this report derives, please see <http://wp.wpi.edu/capetown/projects/p2014/big-issue/>

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About the WPI CTPC Community Resources Series

Community Resources publications are designed to assist residents, community-based and non-profit organizations, local government, students, educators and others working toward sustainable community development in disadvantaged communities in South Africa and elsewhere.

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The Cape Town Project Centre (CPTC) is part of the Worcester Polytechnic Institute (WPI) Global Projects Program offering WPI students project opportunities in two dozen centers around the world. Each year, about 26 CTPC third-year undergraduate students from our US university work closely in small groups with local Cape Town organizations and communities on issues posed by our local partners. This report is one of a number of project outcomes produced during two months of fieldwork in Cape Town. See the CTPC website for more information: <http://wp.wpi.edu/capetown>.

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Background

The Big Issue South Africa is currently in the process of developing an online marketplace for the digital sale of their magazine. Mainstream media consumption has begun to migrate from print to digital, and *The Big Issue South Africa* is looking to make the switch to digital publications to keep up with technology trends. This digital migration has not yet impacted the sales of street papers, but *The Big Issue* wants to be proactive and provide a sense of job security for their vendors. The challenge for this online marketplace is to keep the personal interactions between the vendors and the customers alive. The primary goal of the street paper is this vendor-to-customer interaction, as it empowers the vendors with both sales and interpersonal skills. To keep the vendor-to-customer interaction alive online, *The Big Issue* saw the opportunity to create vendor profile pages. The vendors would upload content, such as personal biographies, pictures, and updates about their lives that would allow them to learn new skills and interact online with customers.

During the planning phase of this project, students from the American university Worcester Polytechnic Institute (WPI) came to *The Big Issue* to complete an action research project. *The Big Issue* tasked the WPI students to begin finding the best way to gather content for the vendor profiles for the new online marketplace. The WPI students saw this as an opportunity to work with the vendors as much as possible to brainstorm ways vendors could be a part of building, updating, and maintaining their websites.

For two months, the WPI student team worked with thirteen of *The Big Issue's* vendors (the most recent twelve Vendors of the Month and one new vendor) to create a sustainable vendor-run profile content gathering program. While the initial goal of the project was to develop a program for all vendors to provide *The Big Issue* with their own content, it became clear that programmatic support and training would be required before vendors could manage their own profiles. The WPI student team realized that having a group of trained “vendor mentors” to gather content from other vendors for *The Big Issue's* new online profiles would be a viable way to help the advancement of the marketplace. A small group of the vendors, who were already emerging as natural leaders, were selected as the first vendor mentor group. The remaining vendors in the original group aided in the piloting of the program as described in the process section below. The following document outlines the WPI student's methodology to creating the program, the program structure, and recommendations for a program to aid the content gathering for *The Big Issue's* new digital marketplace and for the advancement of the mentor program.

Process of the Vendor-Run Profile Program

This vendor run profile program was established by working closely with the group of thirteen vendors. Throughout the process, the WPI team embraced the approach of Shared Action Learning (SAL), a process developed by the Cape Town Project Center (CTPC) that encourages community members (the vendors) and WPI students to work together to solve a real-world problem. The key to this project was to work with the vendors to create a program, not to just create one for them. While this method often leads to challenging dynamics, the results are often very sustainable because the participants feel an ownership to the program and want to continue it.

The process for how the WPI student team implemented the SAL process is outlined in Figure 1. Brief descriptions for each step are also explained below. For a more thorough explanation of the process and a real time process narrative, visit the CTPC project website (<http://wp.wpi.edu/capetown/projects/p2014/big-issue/>).

Figure 1 – Process Description



Connecting:

The WPI students, coming in as outsiders, sought to connect with the vendor through icebreaker activities such as creating nametags and drawing and briefly discussing families. The WPI students also visited the vendors' houses, upon request of the vendors. Cameras were passed around as a start for vendors to learn the idea of documenting their lives through pictures that they could eventually share online.



Vendors interviewing each other.



Mentor group brainstorming.

Listening:

Brainstorming sessions were held with the vendor mentors to learn about their ideas for what they would want their online profiles to look like. They also provided suggestions for the creation and continuation of a sustainable mentor program. They expressed a strong interest in continuing their mentor roles once the WPI Students left.

Planning:

Insights from the brainstorming sessions with the mentors was used to create a flexible vendor-run content gathering program plan. The plan involved breaking the profile creation process into steps, conducting activities to explain each step to the mentors, and then having the mentors plan how they would best execute each step in the future.



Mentor plan for their pilot program test day.



WPI Student teaches mentor how to use the computer.

Teaching:

The WPI students spent several meetings teaching the mentors skills they would need to run the content gathering program. This included interviewing guidelines, how to use cameras, teaching other vendors how to use cameras, uploading pictures, captioning pictures, and providing voice overs to explain pictures.

Testing:

Using the initial larger vendor group as a trial run, the mentors had the opportunity to pilot the program. During this pilot, the mentors completely took the lead and only required minimal help from the WPI Students. The mentors completed the biological worksheets with the vendor group, chose pictures with them to add to their profiles, created captions for each photo, and helped each vendor complete a voice over for one photo.



Mentor lead worksheet activity with pilot vendor group.

Revising:

After the piloting of the program, the mentors and students reflected on how to revise the process to make it better. The mentors generally had positive comments on the program and expressed interest in continuing it.



Original Vendor Mentor Team
From Left to Right: Themba, Xolani, Lavista, Fikiswa

The Mentor Program Description

The Big Issue has close to 300 vendors. It will be a large task to upload information for all vendors with the limited personnel *The Big Issue* currently has. By initiating a mentor program to gather content, *The Big Issue* will gain support to help them in this tremendous task. *The Big Issue* has already put much thought into how they plan on uploading profiles for each vendor. They plan on making it part of their Vendor of the Month incentive. Each month, the new Vendor of the Month will be uploaded onto the marketplace. The WPI student team proposes that the mentors could help in this process. Also, new mentors could be found from amongst these Vendors of the Month to also be trained. This will allow vendors' profiles to be uploaded more quickly, and it will also instill a sense of ownership and enthusiasm among the vendors, which will be critical if the vendors are to eventually manage their own online profiles. Below is the proposed structure of the program.

Program Structure

The proposed program is a two-session program with a small group of vendors and a vendor mentor. Each session would last about an hour and require minimal assistance from a *Big Issue* staff member. By the end of these two sessions biographical information and pictures would be obtained from the vendors for their individual online profiles. The mentors and vendors will have completed this process together and the vendors will have the chance to express what they want in their profiles. Each mentor will have a how-to guide that outlines how to run each session and perform each activity. The WPI student team has also provided *The Big Issue* with a training guide for the mentors.

The following pages outline the proposed structure of this two session program.

Session 1

Outcomes:

- Introduce the vendors to the online marketplace and answer any questions
- Obtain biographical information for the vendors profile pages.
- Teach vendors how to use cameras

Resources Needed:

1. Biographical Worksheet - Appendix A
2. First Picture Submission Guide - Appendix B
3. How to use a camera guide - Appendix C

Mentor's Agenda

1. At the beginning of the session, mentors explain the purpose and benefits of the online platform, the time commitment, and that time spent making a great profile will increase sales.
2. They will then gather biographical information for the profiles and complete the biographical worksheets.
 - Using the worksheets provided in Appendix A, the vendor mentors ask the prompt questions
 - The mentor will be trained on how to fill in the worksheets with communication from a *Big Issue* staff member provided in Appendix A. An example biography written by the WPI students using the worksheet filled out by the vendor mentor is provided in Appendix E. The mentors will provide answers written in English from the vendors.
 - Worksheets will be given to *The Big Issue* staff member.
3. Next the mentors explain to the vendors that they will post pictures that enhance their profiles and show their customers who they are.
 - They will provide the vendors with a “pictures to gather” handout (Appendix B). This will give the vendors guidance on what pictures to bring in.
 - The mentors can explain that they can either bring in printed pictures or they can borrow the *Big Issue*'s rentable camera.
4. If the vendor chooses to borrow the camera, the mentor will provide them with a training session on how to take a picture if needed. The mentor could also provide a handout on how to use the camera. This guide is provided in Appendix C.

Big Issue Staff's Follow-up:

1. Aid with the camera lend program. The staff will be in charge of the lending a camera, not the mentors.
2. Review and upload content onto the profiles. The information will be gathered on worksheets, so it will need to be typed and uploaded onto the online profiles.

Session 2

Outcomes:

- Choose the pictures that the vendors want on their profiles pages
- Provide captions for the pictures
- Provide a voice over for the pictures

Resources Needed:

1. Photo Analysis Worksheet - Appendix D
2. Computer Access
3. Camera upload cords
4. Voice recorder

Mentor's Agenda

1. Each vendor will bring in pictures from their cameras or hard copies they want on their profile pages. The mentors will help upload and view the pictures.
2. The vendor will explain the idea of analyzing a photo. The vendor will choose a few pictures to provide an analysis for.
3. Using the Photo Analysis worksheet (Appendix D), the vendors will write down the descriptions for the photos in English.
4. Optionally, the mentor will help them complete a voice recording for the vendor's photos. The mentor will be trained how to use the voice recorder and how to begin each entry (ie. the mentor will say the vendor's name, vendor number, date, and picture number).
5. The vendor will read from what was written on their worksheet. Eventually, once the vendors become used to the idea of a voice over, the worksheets may not be necessary.

Big Issue Staff's Follow-up

1. Upload selected pictures and captions to the vendors' profiles
2. Upload the voice over to the computer. This voice over can be overlaid with the pictures to create a short video. This can be done in a simple video editing program, such as Windows Live Movie Maker or iMovie. This may be a good thing for the technology team to do or maybe eventually a vendor could be trained to do this.

Personal Roles

Using the program structure above, the foreseen roles of the mentors and *The Big Issue* staff members are outlined below.

Vendor Mentor Role

- Explain why the online marketplace is beneficial and explain the concept of the individual profile
- Be responsive to vendors' questions
- Be an example of the online marketplace profile program
- Lead meetings with other vendors
- Obtain biographical information from vendors using the worksheet provided
- Help vendors provide visual content for the website profiles (pictures, etc.)
- Help vendors provide voiceovers for the pictures they provide

The Big Issue Staff's Role

- Provide training to the new vendor mentors. This training would include learning how to fill in the worksheets, upload pictures to the computer, caption photos, and use the voice recorder
- Use the new mentor guide to help train the new mentor (or Refer new mentors to the...)
- Support/train Old mentors to facilitate these trainings
- Review biographies to ensure quality for publishing
- Upload profiles and produce voice overs.

Benefits

The WPI team believes that there are sustainable benefits for this program. The mentor program can provide *The Big Issue* with additional personal to gather content for the online profiles. *The Big Issue* staff will spend less time gathering the content and hopefully will be able to get the more vendors up online in a shorter period of time. This program will also benefit the vendors, and provide them with a voice for their profiles. Additional benefits are outlined below.

Benefits for Vendors

- Prepare content for initial profile, which may help sales
- Gain exposure to techniques, which they may eventually do themselves to update profiles
- Share their personal stories with a fellow vendors, enhancing the sense of community

Benefits for Vendor Mentors

- Enhance leadership skills by running sessions
- Strengthen interviewing and interpersonal skills
- Learn new technology skills such as learning to use cameras, computers, etc.

Benefits for *The Big Issue* Staff

- Advances online profile project with less of a time commitment
- Creates additional opportunities for vendors
- Allows more vendors to be added to the website in less time
- Fosters an atmosphere of collaboration and community among the vendor group

The Mentor Pilot Program Observations

While the WPI student team was working at the *Big Issue*, they were able to try many of these resources out with the vendor mentors and receive feedback from them. The mentors also got to lead the activities and complete the content gathering worksheets with a test group of vendors. Through these activities, we observed the following patterns:

1. The mentors have the ability to explain the project very well.
2. The mentors are able to provide readable information from the biographical worksheets.
3. The mentors can teach how to use cameras.
4. The mentors understand how to provide caption photos and what qualifies as a good and bad picture.
5. The WPI Student team spent time with the mentor pilot group to test their ability to type and to upload content (pictures) onto a temporary blog. It was found that more training would be necessary to teach them how to type, open up internet browsers, and format text on a webpage. This computer-based content collection could be possible in the future, but the WPI students wanted the vendors to be involved with the content gathering process so they moved the process to written sheets of paper.
6. Although the mentors had positive feedback to continuing the program, they did express time commitment concerns. For this program to be sustainable, the WPI student team recommends some form of compensation for the mentors. Also, multiple mentors would decrease each individual mentors' time commitment. Finally, groups of vendors in each session would decrease the number of sessions needed.

Resource Guides

The WPI student team has created guides and handouts to give the mentors for the steps outlined above. A full manual was created for the mentor that could be reviewed with a *Big Issue* staff member. This manual is provided as Appendix F. Additional resources are included in the Appendix section of this document and are listed below.

1. Appendix A - Biographical Worksheet
2. Appendix B - First Picture Submission Guide
3. Appendix C - How to Use a Camera Guide and Additional Tech Resources
4. Appendix D - Photo Analysis Worksheet

5. Appendix E – Example Profile
6. Appendix F – Mentor Guide

Conclusion

Over the two months that the WPI Student team worked with the vendors of *The Big Issue*, they had the opportunity to get to know the excitement from the vendors for the online profiles. The WPI student team is excited to present this mentor program as a cross-collaboration project with the thirteen vendors they worked with. The vendors and WPI students feel that this mentor program can help *The Big Issue* advance their new online marketplace and provide empowerment to the vendors.

Acknowledgments

The WPI student team would like to thank all the people who made this project successful. Without the help from each and every member listed below, the project would not have had the same outcome. It was an honor to meet and work with such lovely people.

Trudy Vlok- *Big Issue* South African Managing Director
Chelsea Clark James- American volunteer
Nicky- *Big Issue* Social Worker
Fikiswa Luwaca- *Big Issue* Vendor Mentor
Themba Tinzi- *Big Issue* Vendor Mentor
Xolani Nkomiyatyhoboza- *Big Issue* Vendor Mentor
Lavista Ntshoza- *Big Issue* Vendor Mentor
Zoliwe Mayekiso- *Big Issue* Vendor of the Month
Nosiphiwo Pike- *Big Issue* Vendor of the Month
Zukiswa Mqikelaua- *Big Issue* Vendor of the Month
Nolusapho Pani- *Big Issue* Vendor of the Month
No-Senior Qokama- *Big Issue* Vendor of the Month
Jakoef Galant- *Big Issue* Vendor of the Month

Appendix A - Biographical Worksheet

Name: _____

Vendor #: _____

Pitch: _____

Monthly Goal: _____

How did you join The Big Issue?:

Why Do You Sell The Big Issue?:

How many years have you worked at the Big Issue?:

Who Do You Aspire To Be?:

How Has The Big Issue Helped You?:

Is there anything else you would like people to know about you?:

Appendix B - First Picture Submission Guide

Examples of Pictures for Vendors to Bring In For Their Online Profile

1. A Picture of Your House



2. A Picture of Your Family



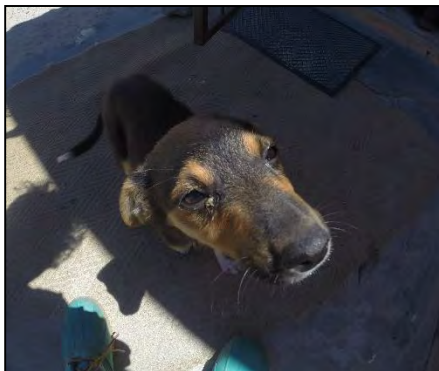
3. A Picture of You with Friends!



4. A Picture of You on Your Pitch



5. A Picture of Your Pets



6. A Picture of Something You Enjoy



Appendix C - How to Use a Camera Guide and Additional Tech Resources

How to Use a Camera Guide

1



Step 1 - Turn Camera On
By pressing button once

This also turns the camera off!

2



Step 2 - Zoomin and Out

Zoom in (make the picture closer) - Press button on Right
Zoom out (make the picture farther) - Press button on left

3



Step 3 - Take the Picture!
By pressing down hard on the button



**Step 4 - Review the Picture
By Pressing on the button**



Looks Good!!!

Now let's go take some pictures!

**What if I have more than 1 photo?
How do I look at all of them?**

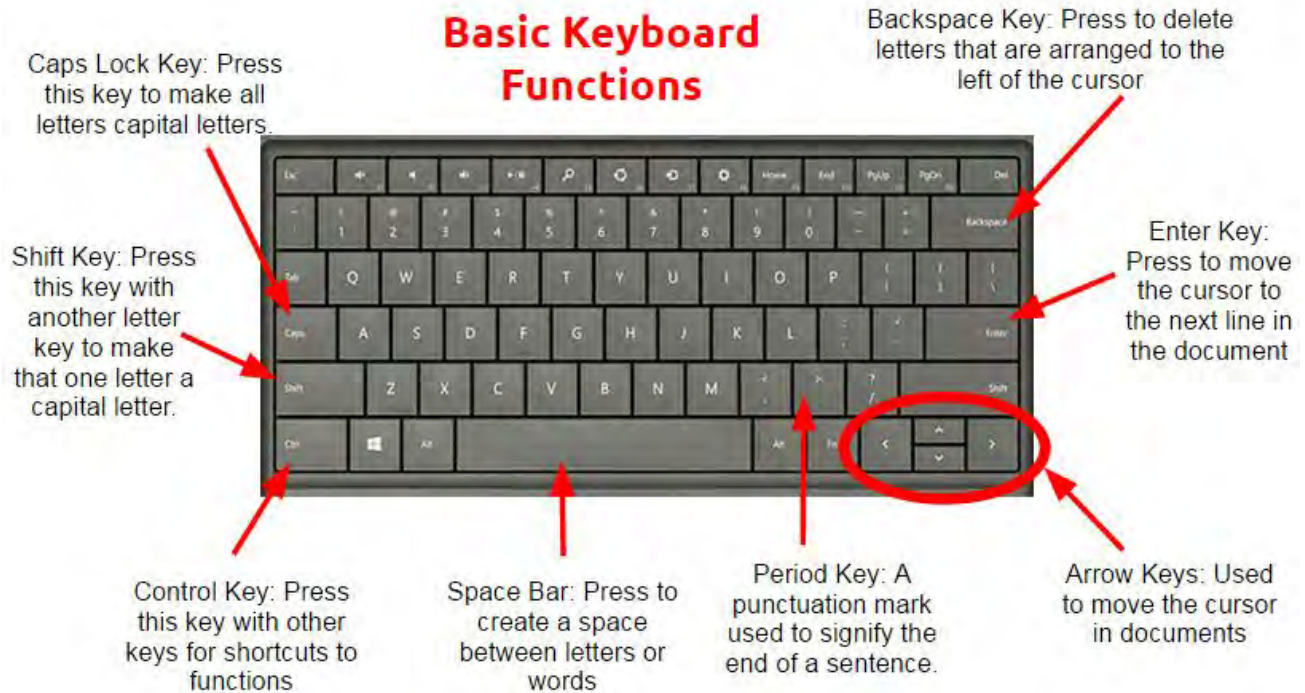


Step 1 - Press the review button



**Step 2 - Use the above
buttons to look through all of
your pictures!**

Keyboard Functions



Here Are Shortcut Functions that are Used With The Control Key



When using a Control Function, the Control Key must be pressed at the same time as the other key.

+ = Copy	+ = <i>Italics</i>	+ = Undo
+ = Paste	+ = Bold	+ = Save

Appendix D - Photo Analysis Worksheet

Picture #: _____

Caption: _____

Picture #: _____

Caption: _____

Picture #: _____

Caption: _____

Picture #: _____

Caption: _____

Appendix E - Example Profile

Filled Out Worksheet by Vendor Mentor (Typed By WPI Student):

Name: Fikiswa
Vendor #: 1968
Pitch: Cavendish
Monthly Goal: 50 magazines

How did you join The Big Issue?

My brother in law told me about The Big Issue because I was not working and I was struggling.

Why do you sell The Big Issue?

Because I have no other job and no money to support my kids. It helps me to sell that I can be able to provide for my kids.

How many years have you worked at The Big Issue?

1 month

What do you aspire to be?

I would like to open a pizzeria one day, but so far I wish I could get a job where I can use my skills learned from The Big Issue.

How has The Big Issue helped you?

It has helped me because I am able to buy food for my kids and some Christmas clothing.

Is there anything else you would like people to know about you?

All I want to say is that if there is anyone who could help me accomplish my dream of opening my own pizzeria or getting a job so that i could save and be able to chase my dream, contact me.

Profile Typed by WPI Student:

Name: Fikiswa
Vendor #: 1968
Pitch: Cavendish
Monthly Goal: 50 magazines

Hi my name is Fikiswa and my vendor number is 1968. I am a brand new vendor of The Big Issue. I learned about The Big Issue from my brother in law, Xolani and I thought it sounded like exactly what I needed. I want to be able to support and provide for my kids. After working at The Big Issue for about two weeks I have earned enough to take my kids out on the weekends and I was able to buy them Christmas clothing. I one day hope to save enough to be able to open my own pizzeria.

Appendix F - Mentor Guide

Mentor Guidelines and Responsibilities

Congratulations on Becoming a Mentor for *The Big Issue*!

The Big Issue Mentor program is part *The Big Issue* new online platform. This online platform will help vendors tell their stories through profiles, while empowering the vendor mentors with enhanced leadership skills! This program will give you the opportunity to interview other vendors and help them start their profile!

This packet explains the responsibilities of mentors and provides instructions for collecting profile information from vendors. New mentors should review the packet with existing mentors and with Big Issue staff. It may also be beneficial for them to sit in on another Mentor session so that they can see what is happening.

Overview of the Program: Helping Vendors Help Themselves

The online platform has been created to introduce vendors to a larger customer base and promote online sales. This means that vendors who have profiles online will be able to sell to more people, including those outside of the country or city. As a mentor you will help to expand this platform by helping other vendors develop their online profiles. In addition to advertising themselves through their pitch and through face-to-face interactions with their customers, vendors will be able to reach a wide number of potential buyers online as customers pass around a vendor's profile to friends and family who could buy online from that vendor.

Your Job as a Mentor

As a mentor you are going to help other vendors create their profile for *The Big Issue* online marketplace. To do this you will teach vendors about the various parts of the profile including pictures, analyzing the pictures, uploading basic information about themselves and the concept behind PhotoVoice (recording your voice and talking about a picture).

Program Structure

The program structure will be two sessions. Each session will be about an hour.

- The First Session
 - Explain purpose of the profiles and the process
 - Fill out the biographical worksheets with the vendor. Use “How-To Fill out the Biological Worksheet Guide” below.
 - Provide English translations on worksheet, if applicable
 - Go over the pictures the vendors need to bring to the second meeting. Use the “Pictures to Gather Guide”

- Determine if the vendor needs a camera. If so, bring vendor to the *Big Issue* staff member to begin the camera loan program.
- If the vendor borrows the camera from *The Big Issue*, and does not know how to use it, use the “How-To Use a Camera Guide” to teach them how to use the camera.
- The Second Session
 - Upload Photos the vendor brought. If they brought in hard copies, complete the activity without uploading the pictures.
 - Have the vendor pick their photos. If the photo is on the computer, write the photo name on the photo analysis worksheet.
 - Complete the photo analysis worksheet. Be sure the captions are short and describe the picture.
 - Explain and complete a voice over for select pictures using a recorder. Have the vendors read what they wrote on the photo analysis worksheet.
 - Help with English translations, if applicable.

Your Responsibilities

- Be a strong leader
- Assist other vendors with the online platform
- Be able to explain and answer questions about the program
- Be able to admit when you do not know the answer and ask a staff member
- Be patient with the vendor; if they do not understand something help them understand it.
- Lead sessions to gain biographical information, photos, and voiceovers from other vendors

Your Training Session

The following skills are what you need to learn to be a mentor for the *Big Issue*’s online marketplace information gathering program. Another mentor or a *Big Issue* staff member will go through each topic with you until you feel comfortable enough to teach it on your own. You will also be given guides to help you.

Topic 1: Understanding the Profile:

- *The Big Issue* is creating an online marketplace that will allow each vendor to sell magazines online.
- A benefit of this is to increase customer base to people outside Cape Town
- Vendors will be able to share who they are to people around the world
- The profile will have basic information about each vendor, along with pictures.

Topic 2: Obtaining Biographical Information

- You will have a worksheet to fill out with the vendors
- Be sure to not pressure the vendor into giving you more information than they feel comfortable doing
- Provide as much information as possible.
- If the vendor wants to fill out the worksheet themselves, let them. If the vendor needs your help, help them write.
- Be as clear as possible
- If possible, answers should be in English
- See the visual below to help understand the worksheet. Also see the next page understand the steps of how to fill out the website.

The diagram illustrates a worksheet for obtaining biographical information from vendors. The worksheet is divided into several sections, each highlighted with a colored box and accompanied by an explanatory callout:

- Red Box:** Contains the fields "Name:", "Vendor #:", "Pitch:", "Monthly Goal:", and "Picture #". A red callout box on the left states: "This is basic information needed for a profile so that customers know who the vendor is."
- Blue Box:** Points to the "Picture #" field. A blue callout box on the right states: "This Picture will be the first picture customers see. It can be brought in by a vendor or be on a Big Issue Camera."
- Purple Box:** Points to the sections "How did you join The Big Issue?:", "Why Do You Sell The Big Issue?:", and "How many years have you worked at the Big Issue?:". A purple callout box on the left states: "These questions allow the customer to learn more about the vendor."

The worksheet itself contains the following text and lines for input:

Name: _____
Vendor #: _____
Pitch: _____
Monthly Goal: _____
Picture # _____

How did you join The Big Issue?:

Why Do You Sell The Big Issue?:

How many years have you worked at the Big Issue?:



Step 1 Greet the vendor and explain that you will be completing the Vendor Profile Worksheet.



Step 4 Help them fill it in if they cannot write. If they can only write in Xhosa that is okay! You will translate later.



Step 2 Ask if they have any questions and answer them the best you can.



ATTACH Picture Here!	Name: _____
	Vendor ID: _____
	Phone: _____
	Monthly Cost: _____
	How did you find the Big Game? _____
	Why Do You Sell the Big Game? _____
	How many years have you worked at the Big Game? _____

Step 3 Hand out the Vendor Profile Worksheet

Step 5 Give them the “example pictures for vendors to bring in for their online profile” handout and tell them to bring in as many pictures as they can for the next meeting!

Topic 3: Teaching How-To Use a Camera

- If a vendor needs to borrow a camera from *The Big Issue* staff, you may need to teach the vendor how to use it. It is important you know how to use the *Big Issue*'s camera.
- Use the following How-To to aid you in the teaching process.



Step 1 - Turn Camera On
By pressing button once

This also turns the camera off!



Step 2 - Zoomin and Out

Zoom in (make the picture closer) - Press button on Right
Zoom out (make the picture farther) - Press button on left



Step 3 - Take the Picture!
By pressing down hard on the button



**Step 4 - Review the Picture
By Pressing on the button**



Looks Good!!!

Now let's go take some pictures!

**What if I have more than 1 photo?
How do I look at all of them?**



Step 1 - Press the review button



**Step 2 - Use the above
buttons to look through all of
your pictures!**

Topic 4 – What Pictures to Take

- Vendors can use whatever pictures they want for their profiles, but they may need some guidance the first time they bring pictures to the profiles.
- The following worksheet can help explain to vendors what pictures to bring in for their profiles.

Examples of Pictures for Vendors to Bring In For Their Online Profile

1. A Picture of Your House



2. A Picture of Your Family



3. A Picture of You with Friends!



4. A Picture of You on Your Pitch



5. A Picture of Your Pets

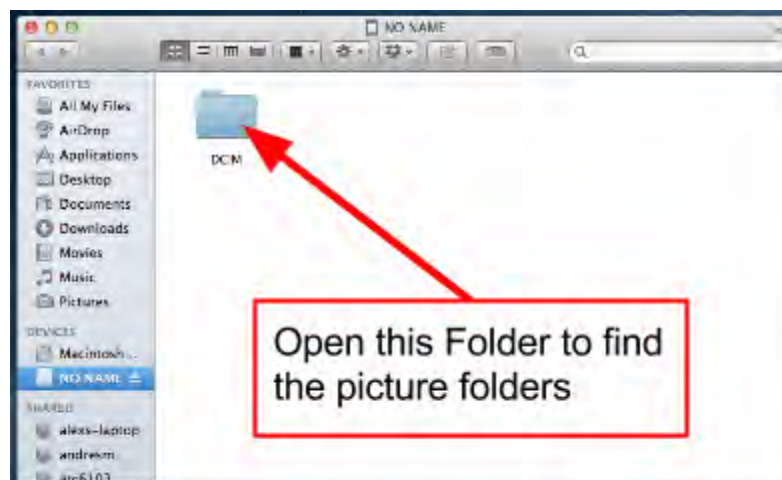
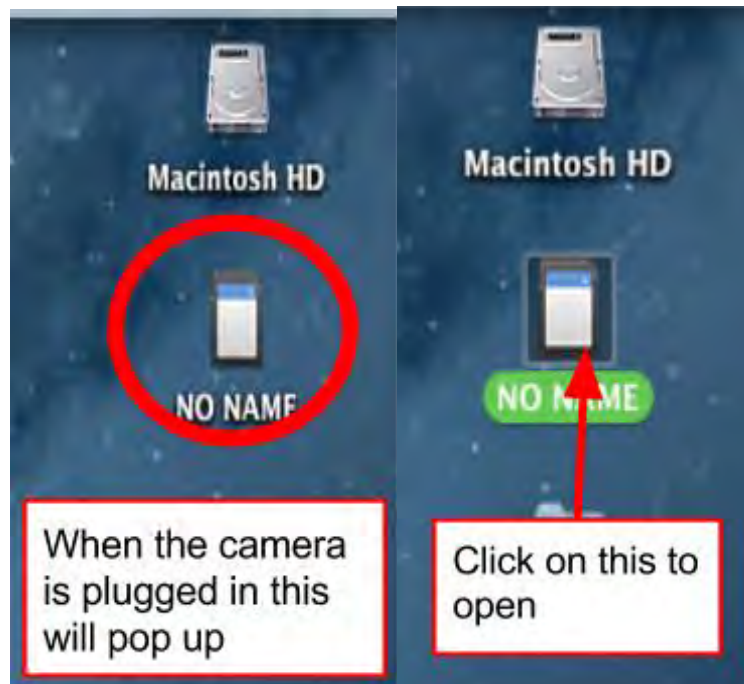


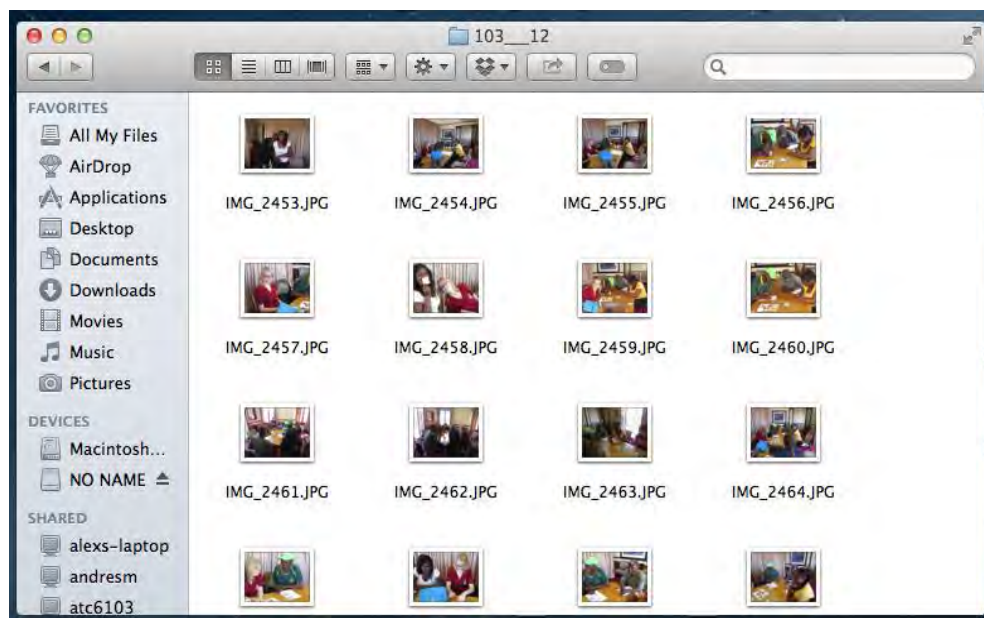
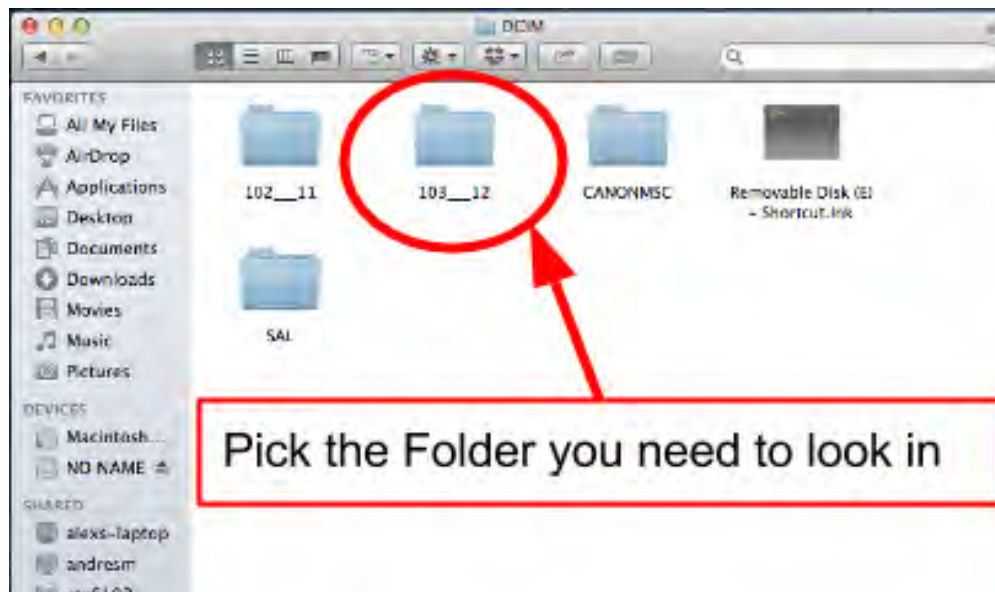
6. A Picture of Something You Enjoy

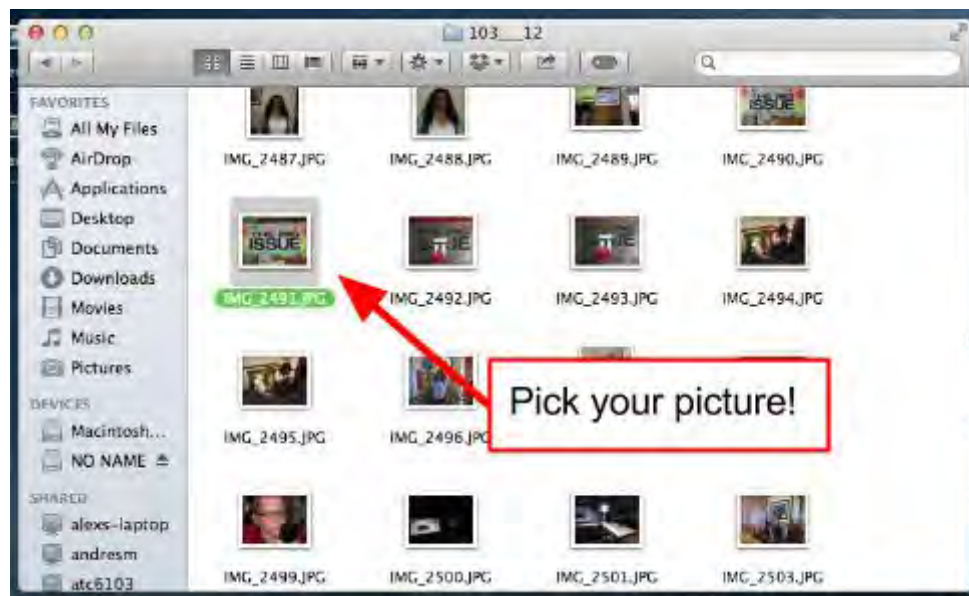
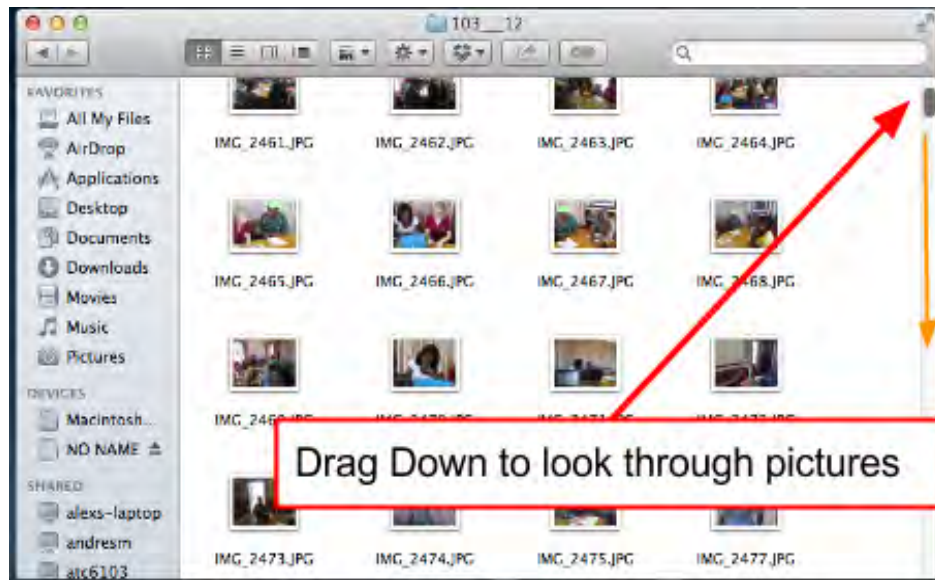


Topic 5 – How to See Pictures on the Computer

- Look through pictures with the vendor have them choose their favorites.
- Be sure to write down the photo numbers! See the next section for the worksheet to write it on.
- Every computer will be different, but viewing pictures on the computer has the same process. Here are the steps:







Topic 6 – Photo Analysis

- Once the pictures are chosen, the vendor will need to provide captions for the photos.
- Captions are descriptions of the photos. They are normally 1-2 sentences.
- Things to think about when captioning a photo:
 - Who is the audience?
 - Who is in the picture?
 - Where is the picture taken?
 - Why is this picture important to you?
- An example captioned picture is below:



Xolani helps Zuliwe fix the door of her house.

- A worksheet was created to help gather captions from vendors. See below how to fill out the worksheet.

This picture will be featured with the following caption, either by writing the caption online or by completing photovoice.

Each vendor should bring in multiple photos, at least five, that can describe different parts of their life. For example, House, Family, Friends, Pets and something that they enjoy

Picture #:
Caption:

Picture #:
Caption:

These captions should be as detailed as the vendor wants them to be. They will be used to either type the caption for the photo or as a prompt for the voice recording with photovoice.

Topic 7 - PhotoVoice

- This is an optional activity for the vendor, but it can be a great addition to their online profiles.
- The recording is not meant to explain the role of the vendor in *The Big Issue*, or why they joined *The Big Issue*. The purpose of the recording is to explain the picture that the vendor chose.
- The photo analysis worksheet is a great tool to use for the voice over. Have the vendors read what they wrote into a voice recorder.
- Be sure to provide English translations, if applicable.
- Here are the steps to PhotoVoice:
 1. Put the picture that the vendor is reading the caption of up on the screen.



2. Start the voice recorder.



- a. Have the vendor say their name, vendor number, the date and the picture name.
 - b. Have the vendor then read their caption.
3. Stop the voice recorder between the pictures.
 4. Do this for each picture that the vendor has.
- *The Big Issue* staff member will give you training on how to use the voice recorder!

Congratulations Again!

We are so happy to have you as a mentor for this online profile program. Be sure to always ask questions if you need any help. Have fun with your job, it is a big responsibilities but you can really benefit from this program. You will gain leadership, communication, and technology skills from being a mentor. These skills may even help you advance your career in the future.