

Adventures With Your Camera

Lesson 1 "Getting Started"



Learning Objectives:

At the end of this lesson, youth will be able to:

- Name fellow photographers
- Recognize how photos influence people
- Identify parts of the camera
- Explain how camera records an image
- Identify personal goals for photography

Life Skills:

- Communication
- Memory Skills
- Artistic Expression
- Team Contribution
- Decision Making
- Critical Thinking

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
Warm-Up (Name Game)	10 min.	Learn Names	<ul style="list-style-type: none"> ▪ Communication ▪ Memory Skills 	<ul style="list-style-type: none"> ▪ Name Badge form, pg. 25 ▪ Neck badges ▪ Koosh-balls 	<ul style="list-style-type: none"> ▪ Copies of Name Badge form, pg. 25, as needed 	See "Warp-Speed" Directions, pg. 12 OR "Going on a Photo Shoot" Directions, pg. 13 EALRs: Communication 1.1, 1.2, 3.2
Brain-storm	10 min.	Recognize how photos influence people	<ul style="list-style-type: none"> ▪ Communication 	<ul style="list-style-type: none"> ▪ 3x5 cards ▪ Felt tip markers ▪ Masking tape 	<ul style="list-style-type: none"> ▪ Examples of media, ads, calendars etc. "planted" around the room for examples ▪ Optional: Easel pad or butcher paper ▪ Optional: Sticky dots 	Simple Brainstorm: Ask the group, Where, Why, and How photos are used See "Brainstorm" Directions, pp. 14- 15 EALRs: Communication 1.1, 1.3 Writing 3.1
Living Camera	25 min.	Identify parts of a camera and learn how it records an image	<ul style="list-style-type: none"> ▪ Creativity ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pp. 8 & 10 ▪ <i>Adventures With Your Camera-B</i>, pg. 9 ▪ Camera ▪ tape ▪ Flashlight ▪ Pens or Markers ▪ 25' Measuring 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pp. 8 & 10, as needed ▪ Copies of <i>AWYC-B</i>, pg. 9, as needed ▪ Roll of paper towels or roll of cellophane (cut in half) ▪ Construction paper ▪ Cardboard or poster board ▪ Shoe box ▪ String, yarn or rope 	See "Build a Giant Living Camera" Directions, pg. 16 Note: If more than 6 youth, divide youth into two (or more) groups. Each group will work together (approximately 15 minutes) to figure out how to "build" a giant "living" camera. Using people, body parts, & props each group will demonstrate how a camera takes a picture.

				<ul style="list-style-type: none"> ▪ Tape ▪ Small Mirror ▪ Scissors ▪ Large Magnifying Glass 	<ul style="list-style-type: none"> ▪ Empty cardboard tube ▪ Empty oatmeal box with lid ▪ Empty toilet paper or wrapping paper tubes 	<p>EALRs: Communication 1.1, 1.2, 1.3, 3.2, 3.3 Arts 1.2, 2.1 Science 2.2</p>
Goal Setting	10 min.		<ul style="list-style-type: none"> ▪ Decision Making 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pg. 5 OR ▪ <i>Adventures With Your Camera-B</i>, pg. 6 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pg. 5, as needed (3-hole punched) OR ▪ <i>AWYC-B</i>, pg. 6, as needed (3-hole punched) ▪ Folder or notebook for each youth 	<p>Ask youth to list their goals for photography (take home if out of time) Use Goal Sheet, <i>AWYC-A</i> pg. 5 or <i>AWYC-B</i> pg 6. Put name on label on front of each folder.</p> <p>EALRs: Social Studies 1.1.2e</p>
Wrap-Up (optional if time)	10-15 min.	Review knowledge learned	<ul style="list-style-type: none"> ▪ Memory Skills ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pg. 9 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pg. 9, as needed 	<p>To review group member names (optional):</p> <ol style="list-style-type: none"> 1) Ask one or more of the youth to name everyone in the group. See who can name all the group members. 2) To review camera parts and jobs: list individual camera parts on separate slips of paper. See <i>Adventures With Your Camera-A</i>, pg. 9. Put slips of paper in a bowl or hat and have sets of partners (2 youth each time) draw out a slip of paper. They then must act out the part of the camera and the other youth guess the parts. <p>EALRs: Communication 1.3 Arts 3.1</p>
Home-work			<ul style="list-style-type: none"> ▪ Cognitive Thinking 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pp. 8-9 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pp. 8-9, as needed (3-hole punched) 	<p>Take home handout and review parts of camera at home. Complete the Camera Parts Matching Activity.</p> <p>EALRs: Arts 1.2</p>

Send **Minor Photo Release Form** home with youth. Explain that during the lessons, photos may be taken of youth in different activities. The Release will allow photos taken during the class to be used for display purposes. Releases are **OPTIONAL**. Ask the youth to return the forms at the next lesson. Also explain that photographers routinely request releases from people in case the resulting photograph is used later for display or publication. Ask any adults assisting with the class to optionally sign the *Adult Photo Release Form*. Note any participants who do not provide permission for photo use and be careful not to use images of those people beyond the *Adventures With Your Camera lessons*.

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Lesson 2 "Steady As She Goes!"



Learning Objectives:

At the end of this lesson, youth will be able to:

- Identify types of film
- Load film into the camera
- Understand the concept of camera steadiness.
- Practice taking pictures

Life Skills:

- Recognizing and Accepting Differences
- Use Information
- Thinking Skills
- Decision Making
- Reading
- Communication
- Teamwork

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
House-keeping	5 min.					Collect any returned Photo Release forms. If youth simply "forgot" remind them to bring to next lesson.
"Name Game" roll call	5 min.		<ul style="list-style-type: none"> ▪ Recognizing and Accepting Differences 	None	None	Ask each youth to state name and tell, "something you would like to take a picture of and why" EALRs: Communication 2.1
Discuss film Sizes and Types of Cameras	10 min.	Identify types of film	<ul style="list-style-type: none"> ▪ Use Information ▪ Thinking Skills ▪ Decision Making 	<ul style="list-style-type: none"> ▪ Camera ▪ <i>Adventures With Your Camera-A</i>, pg. 11 ▪ <i>Adventures With Your Camera-B</i>, pg. 8 	<ul style="list-style-type: none"> ▪ Film ▪ Copies of <i>AWYC-A</i>, pg. 11, as needed ▪ Copies of <i>AWYC-B</i>, pg. 8, as needed 	Allow youth to review materials. Using the manuals, cameras, film, & packaging, encourage youth to lead discussion on film sizes and types of cameras. Introduce important concepts if needed. EALRs: Arts 1.2
Load the Cameras	5 min.	Load film into the camera	<ul style="list-style-type: none"> ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Camera ▪ <i>Adventures With Your Camera-A</i>, pg. 12 	<ul style="list-style-type: none"> ▪ Film ▪ Copies of <i>AWYC-A</i>, pg. 12, as needed 	Pair or team youth up. If possible team experienced youth with inexperienced youth. Have youth load cameras with film. Load at least one camera with a 12-exposure roll of 100 ASA film so those examples will be processed before Session 3. If possible load 1 camera with 400 or 800 ASA film and one with 200. EALRs: Arts 1.2 Communication 3.2

Camera Steadiness Test	10 min.	Understand the concept of camera steadiness	<ul style="list-style-type: none"> ▪ Reading ▪ Thinking Skills ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ <i>Leader Guide 4-H Photography PNW 374</i>, pg. 8 ▪ Camera ▪ Mirror ▪ Flashlight 	<ul style="list-style-type: none"> ▪ Copies of <i>Leader Guide</i>, pg. 8, as needed 	<p>See page 8 of <i>Leader Guide 4-H Photography PNW 374</i></p> <p>EALRs: Arts 1.2</p>
Take Pictures	15 min.	Practice camera steadiness and taking pictures	<ul style="list-style-type: none"> ▪ Reading ▪ Cognitive and Learning Skills ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pp. 13-14 ▪ Camera ▪ "Exposure Records," pp. 17-18 ▪ 25' measuring tape 	<ul style="list-style-type: none"> ▪ Film ▪ Copies of <i>AWYC-A</i>, pp. 13-14, as needed ▪ Copies of "Exposure Records," pp. 17-18, as needed (use "Adjustable" or "Non-Adjustable" as applicable) 	<p>In pairs or teams practice taking pictures (with and without flash). If possible, each pair or team should use up a 12 exposure roll of film. Experiment with different ways of holding the camera steady. Intentionally move the camera or subject. Record which camera was used, the exposure number and notes about the subject and how the photo was taken (on the "Exposure Records," pp. 17-18.) Have at least one photo in each group taken from too close and one taken from too far. Suggest that youth use 25' tape in picture to illustrate "too close" and "too far." (If during the day, turn lights off for part of the time. If after dark, use fewer/lower light level for part of the time.)</p> <p>EALRs: Communication 3.2 Arts 1.2</p>
Wrap-Up	10 min.	Review knowledge learned	<ul style="list-style-type: none"> ▪ Memory skills 		<ul style="list-style-type: none"> ▪ Folders ▪ Paper ▪ Pencils 	<p>Have each youth write one or more things they learned in folders. Share with the group.</p> <p>EALRs: Communication 2.3 Writing 2.2</p>
Homework						<p>Ask youth to bring examples of photographs (good and bad ones) to the next session. They can be actual photos or calendar or magazine pictures.</p>

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Lesson 3 "Some Review and Some New!"



Learning Objectives:

At the end of this lesson, youth will be able to:

- Recognize that photos can create or recreate feelings.
- Care for film and prints
- Prepare a poster
- Store film, negatives, and pictures
- Properly use a flash

Life Skills:

- Communication
- Recognition of feelings
- Recognizing and accepting differences

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
<i>Prior to Lesson 3</i>						Take film from cameras to be processed. Be sure and keep track of which camera each roll came from and the brand or film and ASA for each roll. Mark on the back of each photo # of camera and exposure # of photo.
Group Sharing	10 min.	Recognize photos can create or re-create feelings.	<ul style="list-style-type: none"> ▪ Communication ▪ Recognition of Feelings ▪ Recognizing and Accepting Differences 		<ul style="list-style-type: none"> ▪ Photos 	Divide into groups manageable for working on a group poster. Each youth pick one photo (he/she brought or from collection on hand) and say what they like about the photo or how it makes them feel. EALRs: Arts 1.1 Communication 1.2
Care of Negatives and Prints	8 min.	Care for film & prints	<ul style="list-style-type: none"> ▪ Responsibility 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pg. 23 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pg. 23, as needed 	Talk about care of negatives and prints EALRs: Arts 1.2

Group Poster	15 min.	Prepare a poster	<ul style="list-style-type: none"> ▪ Communication ▪ Teamwork 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pp. 18-19 ▪ Double stick photo adhesive tape ▪ Pens/markers ▪ Ruler/straight-edge 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pp. 18-19, as needed ▪ Poster board 	<p>Explain that the groups will each make a photo poster to illustrate something learned in lesson 1 or 2. Allow each group to select 3–5 photos from lesson 2. Using the notes they took in lesson 2, have each group put together a poster. Ask youth what they learned in the process. The importance of “taking notes” and keeping records should be mentioned as a natural consequence of matching what they did in lesson 2 to this activity.</p> <p>EALRs: Communication 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3 Social Studies 1.1.2e</p>
Flash Distance (optional if time)	15 min.	When to use flash. Flash limitations.	<ul style="list-style-type: none"> ▪ Communication 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-A</i>, pp. 27, 30, and 31 ▪ <i>Adventures With Your Camera-B</i>, pp. 23-24 ▪ “Exposure Record” pp. 17-18 ▪ 25’ measuring tape 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pp. 27, 30, and 31, as needed ▪ Copies of <i>AWYC-B</i>, pp. 23-24, as needed ▪ Copies of “Exposure Record” pp. 17-18, as needed (use “Adjustable” or “non-adjustable” as applicable) 	<p>In teams practice taking individual and group portraits without flash and with flash from 5’, 10’, 15’, 25’ etc. Youth record each photo, who took it, which camera, and the procedure on the “Exposure Record,” pp. 17-18 (use “Adjustable” or “Non-Adjustable” as applicable). Each team will finish a roll of film to be turned in.</p> <p>EALRs: Arts 1.2 Communication 3.1, 3.2, 3.3 Social Studies 1.1.2e</p>
Wrap-Up	5–10 min.	Review knowledge	<ul style="list-style-type: none"> ▪ Communication ▪ Memory skills 		<ul style="list-style-type: none"> ▪ Folders, paper, pencils 	<p>Youth write comments, questions, and concepts learned in their folders. If there are any photos left from lesson #2 youth may put in their folders.</p> <p>EALRs: Writing 2.2</p>

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Lesson 4 "Putting it All Together - Composition"



Learning Objectives:

- At the end of this lesson, youth will be able to:
- Understand and apply the basic rules of composition
 - Identify appropriate behavior for field trips

Life Skills:

- Communication
- Listening Skills
- Recognizing and Accepting Differences
- Reading Skills
- Math Skills
- Understanding Risk and Safety for Self and Others

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
Warm-Up	10 min.	Review	<ul style="list-style-type: none"> ▪ Listening skills ▪ Communication ▪ recognizing and accepting differences 		<ul style="list-style-type: none"> ▪ Posters from Lesson 3 placed around the room. ▪ Photo/media examples 	Each person explains something they have learned so far to a partner. If they want to use an example of a photo or photo equipment, they can. Then each partner reports back to the whole group what their partner has learned. EALRs: Communication 1.1, 1.2, 1.3, 2.3
Viewing Tools	13 min.	Understand basic rules of composition	<ul style="list-style-type: none"> ▪ Reading and Math skills ▪ Appreciating and Accepting Differences 	<ul style="list-style-type: none"> ▪ <i>Adventures With Your Camera-B</i>, pp. 15-17 	<ul style="list-style-type: none"> ▪ Tracing paper or overhead transparencies ▪ Copies of <i>AWYC-B</i>, pp. 15-17, as needed 	Make cropping tools and "rule of thirds" viewing tools. Using the viewing tools and photo examples explore "composition." Encourage youth to use composition guidelines but also emphasize personal "vision." EALRs: Arts 1.2
Discussion	5 min.	Apply the basic rules of composition	<ul style="list-style-type: none"> ▪ Communication ▪ Cognitive Thinking 	<ul style="list-style-type: none"> ▪ Camera ▪ <i>Adventures With Your Camera-A</i>, pp. 28-29 ▪ <i>Adventures With Your Camera-B</i>, pg. 17 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pp. 28-29, as needed ▪ Copies of <i>AWYC-B</i>, pg. 17, as needed ▪ Photos ▪ Viewing tools 	Discussion: How can concepts be applied once the photo is taken? How can concepts be applied before or while taking the photo? Encourage use of photos or equipment to illustrate concepts. EALRs: Arts 1.2

Still Life Set-Up	7 min.	Apply the basic rules of composition	<ul style="list-style-type: none"> ▪ Teamwork 	<ul style="list-style-type: none"> ▪ "Exposure Record," pp. 17-18 	<ul style="list-style-type: none"> ▪ Copies of "Exposure Record," as needed ▪ Misc. still life objects 	<p>Have "still life" areas set up. Have teams of youth arrange and rearrange objects. Use viewing tools to "compose" pictures and then take photo examples. Record on "Exposure Records," pp. 17-18</p> <p>EALRs: Arts 1.2 Communication 3.1 Social Studies 1.1.2e</p>
Prepare for Photo Safari	10 min.	Identify appropriate behavior for field trips	<ul style="list-style-type: none"> ▪ Understanding Risk and Safety for Self and Others 	<ul style="list-style-type: none"> ▪ Markers 	<ul style="list-style-type: none"> ▪ Butcher Paper ▪ Markers (if additional are desired) 	<p>Note to Leader: In lesson 5 youth will be going on a Photo Safari (see pg. 22 of lesson plan). The Photo Safari can be conducted at any location as long as there is opportunity for the youth to take pictures of the majority of items/concepts listed on the Photo Safari handout. In this lesson youth need to identify proper behavior for the Photo Safari whether it is in a school, home or a field trip away from your normal meeting location.</p> <p>Brainstorm safety issues. Discuss why personal safety is important and how behavior can affect personal safety. List on paper for all to read and see.</p> <p>EALRs: Communication 1.1, 1.2, 1.3 Social Studies 3.1.2c Health & Fitness 1.2</p>
Wrap-Up	5 min.	Review Knowledge	<ul style="list-style-type: none"> ▪ Communication ▪ Memory Skills 			<p>Youth write comments, questions, and concepts learned in their folders.</p> <p>EALRs: Writing 2.2</p>

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Lesson 5 "Photo Safari! – Putting Photography in Practice"



Learning Objectives:

At the end of this lesson, youth will be able to:

- Explain conduct/safety rules for Photo Safari
- Take pictures to demonstrate concepts and/or ideas.

Life Skills:

- Communication
- Avoid Risky Behaviors
- Understand Possible Consequences of Actions

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
Review Safety Rules	7 min.	Explain conduct/safety rules for Photo Safari	<ul style="list-style-type: none"> ▪ Avoid risky behaviors ▪ Understand Possible Consequences of Actions 		<ul style="list-style-type: none"> ▪ Brainstormed list from previous Lesson 	<p>Review Brainstormed Safety Rules from lesson 4. Pair or team up youth before starting. Include time, boundaries, and exact location for end of "Hunt."</p> <p>Use discretion – depending on area/location/situation, advise youth that it is polite to ask permission before taking close up pictures of people. Signed photo release forms are not required for people in public settings.</p> <p>EALRs: Communication 1.1, 1.2, 1.3 Health & Fitness 1.2</p>
Group Picture	8 min.	Group photo record keeping technique		<ul style="list-style-type: none"> ▪ Pen 	<ul style="list-style-type: none"> ▪ Tripod if available ▪ Paper & clip board 	<p>Take a group picture of the Photo Class (will use for "Graduation Certificates") Have youth write their names on paper before getting out of "group position." Ask group why this practice would be important to a "group photographer."</p>

Photo Safari	30 min. (Longer if possible)	Take pictures to demonstrate concepts and/or ideas.	<ul style="list-style-type: none"> ▪ Responsibility for Self & Others While Having FUN! 	<ul style="list-style-type: none"> ▪ "Photo Safari" handout, pg. 22 ▪ "Photo Safari Log," pg. 23 ▪ Camera 	<ul style="list-style-type: none"> ▪ Copies of "Photo Safari" handout, pg. 22, as needed ▪ Copies of "Photo Safari Log," pg. 23, as needed ▪ Film ▪ Pens or pencils 	<p>Using the "Photo Safari" handout, pg. 22, (or similar sheet appropriate for location) and "Photo Safari Log," pg. 23, have youth take pictures. Encourage them to try different angles, perspectives, and source/direction of light.</p> <p>EALRs: Arts 1.1, 1.2, 2.1, 3.2 Health & Fitness 1.2</p>
Wrap-Up	5–10 min.	Review knowledge	<ul style="list-style-type: none"> ▪ Communication ▪ Memory skills 			<p>After youth have gathered back from the Photo Safari lead a discussion. Possible questions include:</p> <p>What happened in your group? What was it like trying to find the ideas/objects/concepts? How can you use photography to show these concepts in different areas of your life i.e. school, home, other organizations?</p> <p>Have youth write one new concept learned in their folders.</p> <p>Collect cameras and film.</p> <p>Ask youth to bring any photos they have or enlargements to lesson 6.</p> <p>EALRs: Communication 1.1, 1.2, 1.3 Writing 2.2</p>

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Lesson 6 "Show Your Stuff!"



Learning Objectives:

At the end of this lesson, youth will be able to:

- Determine the cost of photography
- Display photos

Life Skills:

- Communication
- Appreciating Differences
- Math skills

Activity	Approx. Time	Learning Objective	Life Skill	Materials Provided in Kit	Additional Materials Needed	Description of Activity
Prior to Lesson 6	1 hour					Have film from "Photo Safari" processed. Make reprints of best "group" photo – 1 for each participant.
Warm-Up	8 min.	Review	<ul style="list-style-type: none"> ▪ Communication ▪ Appreciating Differences 			Each shares an experience or something learned from the field trip/scavenger hunt. EALRs: Communication 1.1, 1.2, 1.3
How Much Does it Cost?	10 min.	Determine cost	<ul style="list-style-type: none"> ▪ Math ▪ Critical Thinking ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Adventures With Your Camera-B, pg. 12 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-B</i>, pg. 12, as needed ▪ Receipts from film processing or purchasing cameras and equipment ▪ Camera advertisements 	Have pairs or teams figure out how much a photograph really costs. Provide copies of typical receipts and camera ads to help. EALRs: Communication 3.2 Math 1.1
Scrap Book	18 min.	Display photos	<ul style="list-style-type: none"> ▪ Decision Making ▪ Communication Through Artistic Expression 	<ul style="list-style-type: none"> • <i>Adventures With Your Camera-A</i>, pg. 20 • "Creative Photo Albums," pg. 21 • Craft scissors • Pens/markers • Double-stick photo tape • Ruler/straight edge 	<ul style="list-style-type: none"> ▪ Copies of <i>AWYC-A</i>, pg. 20, as needed ▪ Copies of "Creative Photo Albums," pg. 21, as needed ▪ Photos ▪ Templates ▪ Theme stickers ▪ Colored paper ▪ Matt window examples 	Return the pictures taken on the "Photo Safari" to the youth teams. Have each team work on scrapbook page and/or mounting & matting prints or enlargements. Encourage youth to share their finished product with others. If possible, set up a display at school, the fair or a local business. EALRs: Arts 2.1, 2.2 Communication 2.1, 2.2
Present Certificates Evaluation	9 min.	Review	<ul style="list-style-type: none"> ▪ Communication 	<ul style="list-style-type: none"> ▪ Certificate form, pg. 26 ▪ <i>Optional:</i> Evaluation Form, pg. 27 ▪ Felt tip markers 	<ul style="list-style-type: none"> ▪ Copies of Certificate, pg. 26, as needed. (use colored or resume paper) ▪ <i>Optional:</i> Copies of Evaluation Form, pg. 27, as needed ▪ Butcher paper 	Ask each youth to write something they liked or learned on butcher paper. Hand out the Certificates of Completion. Congrats to all!! <i>Optional:</i> Have youth complete evaluation form (pg. 27) before leaving. EALRs: Writing 2.2