

Warp Speed

Lesson 1 - Warm Up Game



Purpose: Get to know each other – or a little more about each other. This is a fun way to start the lesson and “get the ball rolling”!

Equipment: Items such as kush balls, heavy socks tied in a knot, rubber chicken, tennis balls, nerf balls, beach ball, frisbee rings, etc. Choice of items will depend upon whether you are inside or outside and age and physical abilities of participants. If the group is new, it helps if everyone is wearing a name tag.

Group forms a circle. (if you have more than 10 or 15 people you may want to divide into more than one group.)

First person introduces him/herself and:

- Where he/she is from and/or
- “I like or would like to take pictures of _____” or
- How he/she is feeling or
- Etc. just a statement that tells a little more about each and/or relates to topic of event.

Then he/she tosses the kush ball (or other soft – easy-to-throw & catch object) to neighbor in circle. Continue around circle until everyone has had an opportunity to introduce him/her self.

If your time is really short, you can stop there. But – for more fun – continue. . .

Next: (if you divided into more than one group, you might want to change every other person to a different group.) The first person will say their own name and announce that they will throw the ball “To _____” Then he/she tosses that ball to that person. (any person in circle who hasn’t had the ball yet – it’s okay to ask someone’s name if they don’t know it) Leader advises everyone to remember who they threw the ball to and who they got the ball from. After the ball has been tossed to everyone in the circle it should return to the first person. Ask the group if they can do it again – in the same order – but faster.

Next time – ask if they can do it even faster! Then, after the ball has gotten to 2 or 3 people, start a second “ball” with the 1st person (same order) and then another object, etc. Number of throwable objects you introduce will depend on size and abilities of group. Make it challenging!

If this is a new group and/or if there is time, you can debrief the activity.

Ask questions such as:

“Was it harder when more balls were added”?

“Why”?

“How did you feel”?

“What helped you to be able to catch the ball”?

“How could this relate to ‘real life’ ”?



Going on a Photo Shoot

Lesson 1 - Warm Up Game

Purpose: Get to know each other. Technique encourages a little bit of creativity and helps people to remember each others names.

Equipment: Name tags are helpful

Form the group into a circle. (if more than 15 participants, may want to divide into two groups.)

Explain that each person should think of any kind of place or event that they would take pictures: vacation, zoo, portraits of little league team, back country hike, etc.

Ask a volunteer to start by saying his/her first name and an item they would take on the photo shoot. The first letter of the item should be the same as the first letter of his/her name. For example: Fran might take film, Carey might take a camera, Tom might take a tri-pod, Rod might take a rain coat, Julie might take a jacket, etc. (If possible the item should relate to photography but could be props, clothing, food, etc. that they might take along.)

Continue around the circle until everyone has introduced themselves and what he/she will take. If possible, they should try and come up with a different item each time. Encourage them to help each other if they are stuck on "what to take."

Go around the circle again, with everyone repeating their name and the item they planned to take.

Ask if anyone can name each person in the group and what they are taking on the photo shoot. If there is time, allow others (who want to) to try to name everyone.

Variation:

In the circle, ask everyone to turn to their neighbors, introduce themselves and help each other decide what each will take on a photo shoot (1st letter of item is the same as the 1st letter of their name.)

Ask a volunteer to introduce his/her self and the person on his/her right to the whole group and what that person plans to take on their photo shoot. Example: "My name is Karen. I'd like to introduce Jim who will take a jaguar to his photo shoot of Hollywood super stars." Then Jim will introduce himself and the person on his right, etc. When everyone has had a turn, ask if there is a volunteer that can introduce everyone in the circle. If they get stuck, encourage the group to help.



Brainstorm Methods

Lesson 1 - Brainstorm

Where, Why and How Photos are Used

Quick: Explain the ground rules: one person at a time; no judging or put-downs of ideas. Then, just ask for ideas from the group. Acknowledge ideas of anyone that offers. **Advantage:** quick. **Disadvantage:** only the confident participants will voice their ideas. If not recorded, the information may not be remembered.

Simple Modification: Ask for two recorders. Each has a large piece of butcher paper or easel pad. As ideas are mentioned, the recorders take turns jotting down the key words.

“Snow Card”: Each person is given three 3x5 cards or half sheets of paper. Each person will have ___ minutes (time depends on age, topic, and time available) to put **one** idea about the topic on **each** piece of paper. When time is up, invite everyone to put their ideas up on the board or wall with masking tape. If the idea is already up there, that’s OK just put it with the other similar idea(s).

Invite each to verbally share with the whole group their top/first choice idea.

Advantage: everyone has an equal “voice.” **If the purpose of the brainstorm is just to encourage people to discover or recognize multiple ideas, you can stop here.** If the brainstorm is to be used to make a group decision, it helps create “buy-in” when you continue to the next step.

After all the ideas are up, ask the group to look at them and see if any ideas are the same or can be combined. Ask “authors” of ideas to explain any ideas that aren’t clear. Also ask “authors” of individual ideas that the group feels should be combined for permission to combine.

Modification: Give each as many cards or half sheets of paper as they want, but still set a time limit. Have them write one idea per card. Then, with another time limit, pair or triple up participants and ask each small group to rank their top three ideas. When time is up, have each pair or group send one person up to read and post the group’s first choice. If there are duplicates – that’s okay. After all the groups have had a turn, let the groups send their 2nd or 3rd choice to the front.

If you are using the brainstorm to come to a consensus on a list of ideas or “rules” – you can then ask the whole group if they feel there is anything missing that should be added. Make sure someone collects the ideas and summarizes the information for later use.



Brainstorm Methods, Cont.

Lesson 1 - Brainstorm

Where, Why and How Photos are Used

Advantage: everyone has an equal chance to participate; use of small groups encourages the development of teamwork; helps create ownership in the outcome.

Disadvantage: takes time

If the group is using brainstorming as a method to choose one or two ideas, the next step is to prioritize. Give each participant three “sticky dots” and have them “spend” their dots on 3 different choices. The idea with the most dots is the group’s top choice. If there is a tie, give each person one “sticky dot” (different color from first go-round or check off the earlier dots.) Have each person “vote” again. (Depending on issue or decision, might discuss the pros & cons of the tied topics before voting.) If still tied, let group decide how to make the decision.



Build a Giant Living Camera

Lesson 1

Purpose: Familiarize participants with parts of a camera and how a camera “sees” and records an image. Encourage creativity, communication, and teamwork.

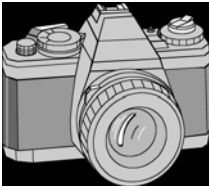
Supplies:

- Pages 8 & 10 in *Adventures With Your Camera-A* and page 9 in *Adventures With Your Camera-B*
- camera instruction books
- empty camera
- Items that groups could use to “make” or represent parts of a camera: i.e. roll of paper towels or roll of cellophane (cut in half) and empty card board tube (could become “roll of film”), construction paper, card board or poster board, tape scissors, card board shoe box(es), clear glass or plastic round plate (or giant magnifying glass), string or yarn or rope, empty oatmeal box with lid, empty toilet paper tubes or wrapping paper tubes, flashlight, pens or markers, and scissors.

If more than six youth, divide 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, or items available to demonstrate how a camera takes a picture. Each participant must have a role. They could be the subject of the picture, the photographer, one or more of the camera parts, or the “narrator.” Some supplies may need to be shared by the groups.

When groups have their supplies ready and plan made, they will demonstrate taking a picture with narration explaining each step and the function or role of each “part” or person. The group may choose to have one narrator or to have different people explaining different parts of the process.

Option – If you have time, ask one group to demonstrate what would happen if the camera had been left in the glove compartment of a car on a hot summer day. Ask another group to demonstrate what might happen if the camera had been left in a car for a day with below freezing temperatures and then brought suddenly into a warm room to take a picture.



Exposure Record Non-Adjustable Camera



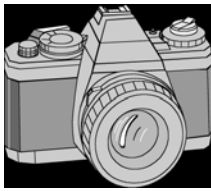
Name: _____ Date: _____

Camera Used: _____ Film Speed _____ Film Type _____

Activity or Event: _____ Roll Number: _____



Exposure Number	Lighting	Distance	Comments
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Exposure Record Adjustable Camera



Name: _____ Date: _____

Camera Used: _____ Film Speed _____ Film Type _____

Activity or Event: _____ Roll Number: _____



Exposure Number	Lighting	Shutter Speed	F-Stop	Distance	Comments (Camera Setting, subject, etc.)
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Adult Photo Release Form

I give 4-H members, Volunteers, and Agents of Washington State University permission to publish in print, electronic, or video format the likeness or image of myself. I release all claims against the photographer and the University with respect to copyright ownership and publication including any claim for compensation related to use of the materials.

YOUR NAME (Please print) _____

YOUR SIGNATURE _____

DATE _____

General Guidelines: Signed releases should be used when adults are poised for photographs or staged to appear on videotape. Signed release forms are not needed when subjects are in public places such as fairgrounds, parks, or public streets. When images are published, cautionary steps will be taken to provide minimum identifying information and specific street or mailing addresses, e-mail addresses, or phone numbers will not be used. Photographs or videotaping in private or public schools or youth camps must be done only with school or camp permission. Administering and maintaining records of this form are the responsibility of the photographer whether he/she is a professional university photographer or faculty, staff, 4-H member or volunteer.

Name of Photographer _____

Phone _____



Minor Photo Release Form

I give 4-H members, Volunteers, and Agents of Washington State University permission to publish in print, electronic, or video format the likeness or image of my child. I release all claims against the photographer and the University with respect to copyright ownership and publication including any claim for compensation related to use of the materials.

YOUR NAME (Please print) _____

YOUR SIGNATURE _____

DATE _____

General Guidelines: It is recommended that a release be obtained when photographing or videotaping a minor (under 18). Parent or guardian signatures are required; signatures of minors are not sufficient. Signed release forms are not needed when subjects are in public places such as fairgrounds, parks, or public streets. When images are published, cautionary steps will be taken to provide minimum identifying information and specific street or mailing addresses, e-mail addresses, or telephone numbers will not be used. Photographs or videotaping in private or public schools or youth camps must be done only with school or camp permission. It is the responsibility of the photographer or videographer to obtain signed release forms and maintain records.

Name of Photographer _____

Phone _____



Creative Photo Albums

Six Simple Steps to Success!!!

1. Choose good pictures that focus on a theme.
2. Decide on a title for your page and on a border if you are planning on using one
3. Arrange your pictures on your page. Decide what shape to crop your pictures.
4. Decide how much space you need for your journalizing. Do you need lines?
5. Mount your pictures with photo splits or tape. Do your journalizing.
6. Add stickers, die-cuts, etc. to enhance your page.





Photo Safari



Take pictures that illustrate at least 12 items from the list below. At the next meeting we will look at the processed pictures and see if we can guess which topic(s) each picture represents.

Hint: Keep a photo log of each frame as you shoot including the topic you picked to illustrate.
 Challenge: Keep this list and see how many items you can illustrate with your photography!

Action
 Age
 Agriculture
 Animal
 Architecture
 Back lighting
 Bald
 Bicycle
 Bird
 Building
 Business
 Candid
 Car or truck
 Church
 Civic Pride
 Close up
 Color red
 Combination of lighting types
 Community
 Conflict
 Cooperation
 Craft
 Dislike
 Disrespect
 Dust
 Eyes
 Feet
 Flag
 Flower
 Food
 Framing
 Friendship
 From high point of view

From low point of view
 Games
 Garden
 Grass
 Hair
 History
 Holidays
 Idea!
 Infant
 Inside out
 Joy
 Junk
 Knowledge
 Landscape
 Letter A (or any letter)
 Litter
 Love
 Math
 Nature
 Neighbor
 Neighborhood
 New
 News
 Old
 Patriotic
 Pattern
 Performance
 Pet
 Playing
 Portrait
 Reptile
 Respect
 Rule of thirds

Sadness
 Sale
 Service
 Shoes
 Side lighting
 Sky/clouds
 Sports
 Spring
 Story
 Street Scene
 Teamwork
 Technical
 Texture
 Today's date
 Too close
 Too far
 Town
 Traffic
 Treasures
 Tree
 Upside down
 War
 Water
 Wheat
 Whiskers
 Writing
 Young
 Youth
 Other: _____
 Other: _____



Adventures With Your Camera EVALUATION

Check box that indicates what you knew 1= low 4 = high				Check box that indicates what you knew 1= low 4 = high			
Before				After			
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I can explain to a group what I know or feel.
I know how to hold a camera and why.
I know the parts of a camera .
I know about different kinds of film.
I know about effective flash distances.
I know how light affects the outcome of a picture.
I know many ways photographs are used.
I know there are many ways to take a picture of the same scene or thing.
I know how to position myself to the subject to get the effect I want in a picture.
I can work with others to learn about something new.
I can tell a story with one picture.
I can illustrate a topic with several pictures.
I know how composition rules can help a picture.
I know how to safely take pictures in a public place.
I know why it's important to take notes & keep records.
I know ways to mount and display pictures.

- One thing I really liked about the Photography Lessons: _____

- One thing I think could be changed in the Photography Lessons: _____

- I would like to learn more about Photography: Yes ____ No ____ If yes, what would you like to learn more about? _____

4-H Photography Curriculum Box Evaluation



Please help us improve the 4-H Photography Curriculum Box by answering the following questions.

1. How did you use the box? What type of timeline/schedule did you use? (i.e. once a week for 1 hour for six weeks)
2. Did you use the entire curriculum, or just parts of it? If parts, which parts?
3. Were the lesson plans clear and easy to follow? If not, what needs to be added or changed?
4. Did the boxes contain the materials you needed? If not, what more would have been helpful?

Please provide us with the following demographic information:

Total number of: Youth: _____
How many: Females: _____ Males: _____

How many: African American: _____ Caucasian: _____
Asian/Pacific Islander: _____ Hispanic: _____
Native American: _____

Date you filled out this form: _____
County where the program took place: _____
Name of program (optional): _____
Name of person filling out this form (optional): _____

THANK YOU!