



DIGITAL PHOTOGRAPHY

Leader Guide

The 4-H Motto

"Learn to Do by Doing"

The 4-H Pledge

I pledge

My **Head** to clearer thinking,
My **Heart** to greater loyalty,
My **Hands** to larger service,
My **Health** to better living,
For my club, my community, and my country.

The 4-H Grace

(Tune of Auld Lang Syne)

We thank thee, Lord, for blessings great
on this, our own fair land.
Teach us to serve thee joyfully,
with head, heart, health and hand.

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As a means of creating the most optimal member experience, please use this book, along with it's suggested Activities in coordination with the Reference Book.

TOPIC: SAFETY FIRST!

Time:

1-2 Hours

Objectives:

The importance of practicing photography safely.

Resources:

Books, photos, members and leaders.

Instructions:

As a group, brainstorm the most important safety tips for new photographers to know. Also discuss some of the risks that a photographer might be exposed to, and some practical ways to deal with them.

From your brainstorm list, decide the five most important safety tips for photographers and choose a method of teaching these tips to new photographers. You could recite a poem, write and sing a song, talk from personal experience, do a skit, create a poster or make a slide show!

Produce and present a photography safety lesson to other club projects, or a group of parents.

Discussion:

Talk to the people who viewed your lesson. Did they get the main points that you were trying to get across?

Is there something else you could add to your presentation to improve it?

How will this activity help you practice photography safely?

TOPIC: BRING YOUR PICTURES TO LIFE!

Time:

25-30 minutes

Objective:

How to identify, manage, and avoid dangerous situations while taking photographs.

Resources:

Books, magazines, your own photos.

Instructions:

Look at photographs from books, magazines or personal collections. Display the pictures and explain the hazards that the photographer might have been exposed to. What do you think the photographer did to prevent getting hurt?

For example:

- Taking pictures in a tropical climate puts you at risk of malaria. Most travelers in these circumstances take anti-malarial pills.
- Taking pictures of a mother bear and her cubs. You might use a telephoto lens so you can stay far away.
- Sometimes you may see examples of photographers endangering themselves, their subjects or the people around them. Make note of these situations and review them with other club members.



Discussion:

If you see a photographer putting himself in danger while taking a picture. What would you do?

How about if someone tells you to put yourself in a dangerous situation to get a picture?

If you are going to be out taking pictures for over five hours in 35°C degree weather, how should you protect yourself?

Describe 5 situations that you think could be dangerous for taking pictures and what could a photographer do to make it safer?

TOPIC: COMPARING CAMERAS

Time:

45 minutes - 1 hour

Objective:

Compare different options and features available for a variety of camera types.

Resources:

Your camera manual, other members in this project.

Instructions:

Display all the cameras on a soft surface. Do not handle other people's cameras without their permission! Take turns, showing your camera to the other club members, pointing out the shutter, aperture, and any special features that your camera has.



Discussion:

What features do all cameras share?

What features do you actually use?

What features would you like to use more often?

How many megapixels is your camera ?

What types of memory cards does each camera use?

How do you adjust for focusing?

How can you determine "depth of field" on this camera?

How is the lens protected?

Does this camera tell you how many shots are left, or how many shots you have taken?

Why is it important to know how other cameras work?

How might you use this knowledge in the future?

Are you using your present camera to its full capability?

What are the main difference between optical and digital?

What are the various types of zoom available on digital cameras?

TOPIC: IT'S A COLOURFUL WORLD!

Time:

30-45 minutes

Objective:

Learn how to access the "Filter Effects" features of your camera.

Resources:

Your camera manual, other members and leaders, your own experimenting and curiosity.

Instructions:

Shoot a series of 10-12 shots of random subjects in colour. After you have your shots, switch the "effects" mode to black and white and repeat those same 10-12 shots. If you are feeling really creative, try shooting a few of those shots using some of the other effects settings — negative, sepia, RGB — if your camera has those features. Be sure to include some of these shots in your record book!

Discussion:

Compare the colour images to the black and white ones; was there a change in what your eyes were first drawn to?

For what kind of shots or projects would you use black and white?

For what kind of shots or projects would you use sepia?

For what kind of shots or projects would you use negative effect?

Now that you know how to access these filters, will you use them more often?



TOPIC: EQUIPMENT CHECK

Time:

1 hour

Objective:

Identifying what kinds of photography equipment you already have, and what items may be worth investing in.

Resources:

You current camera equipment, magazines, websites.

Instructions:

Take an inventory of your current photography equipment, and update the equipment inventory in your Record Book. Assess the condition of your equipment, and determine if you need to clean, repair or replace any of your existing equipment. Take a photo of all of your photographic equipment, and file them with the family insurance papers.

Discussion:

Do you have accessories that you have never used?

How can you challenge yourself to use them during this project?

Does your camera have capabilities that you have never, or rarely, used? Why not?

Is there a piece of equipment that you think you would use frequently, and that would help you make better photographs?

What are some ways you can earn money in order to replace or acquire new equipment?



TOPIC: SUGGESTING MOVEMENT

Time:

1 hour +

Objective:

How to use flash, composition, and timing of a shot, to suggest and freeze movement.

Resources:

Books, the Internet, your imagination.

Instructions:

Practice suggesting and freezing movement with your camera by panning and using slower or faster shutter speeds. Get at least one example of each of the following:

Panning: Using the “Sports/Action” mode, follow the moving subject with your camera keeping the subject in the center of the frame. While you pan, press the shutter release halfway down to keep the subject in focus. This will create a background that is moving but the subject appears to be standing still.

If you have the ability to take multiple frames per second use it! You will probably have to do this several times to get it right, but when you do, you will be really pleased with the results!

Suggesting Movement: Using a slow shutter speed when taking pictures of flowing water will make the water appear to be flowing, while everything else in the photo is in focus. You will need to use a tripod, or hold your camera very steady, in order for your shot to turn out.

You may have to try this several times, don't give up!

Freezing Movement: Let's say you were planning to take a picture of a horse running. Plan the shot so that the horse is running into the frame. The background will be in focus and the horse will appear to be moving. Use a very fast shutter speed (Sports/Action mode) and use your flash (if you have one available) to freeze the moment and practice, practice, practice!

Discussion:

Have you ever seen a shot of traffic taken at night and there are streaks of red and white lights?

What settings would you use, to create a similar shot?

How many shots did it take you to get a good example of each?

Does this give you a better understanding of shutter speed and what settings control the shutter?

TOPIC: FROM THE EYES OF A TODDLER

Time:

20-30 minutes

Objective:

How to view things from a different angles and points of view. How to identify potentially dangerous situations.

Resources:

The room that you are in right now!



Instructions:

You are a safety expert that has been hired to evaluate your meeting area to make it a safer place for small children.

Move around the meeting area from the point of view of a toddler. You want to make a strong case for making this a safer room.

Record your findings and back up your suggestions on how to make the room a safer place with pictures of the potential hazards.

Discussion:

What did you discover while doing this activity? Any surprises?

What suggestions do you have for making the room safer?

Looking back at the pictures of hazards that you took, how do they differ from “normal” pictures you would have taken of the room?

How does the point of view change the things that you notice first?

How will this activity help you become a better photographer?

TOPIC: SHOWING EMOTION THROUGH PHOTOGRAPHY

Time:

45 minutes - 1 hour

Objective:

How to portray a range of emotions and feelings in photography.

Resources:

Newspapers, magazines, collection of photography, your photographic equipment, your community.

Instructions:

Review pictures from newspapers magazines or your own personal collection. What emotions are shown or suggested? How have the photographers achieved this? What lighting, angles, composition and amount of detail did they use?

Try a few of these techniques to create your own collection of photographs, which show the following emotions:

- anger
- happiness
- worry/concern
- hope
- enthusiasm
- encouragement
- sadness
- fear
- relief

Label each photograph as to what emotion you are attempting to capture, and the circumstances in which the photograph was taken. Display your collection as a poster, slide show, or photo album.

Discussion:

How did you get the desired emotion from your subject?

Did you find it more difficult to get certain reactions or easier to get others?

How does the emotion in the image capture the viewers attention?



TOPIC: HEDGEHOG, HUMAN, HAWK

Time:

About 1 hour

Objective:

How to plan shots from various heights and angles, develop your creativity and consider different points of view when composing your shots.

Resources

Camera equipment, your imagination.

Instructions:

Select a couple of subjects and photograph them from three different heights and angles, from the point of view of a hedgehog, human and hawk.

Compare the results of your photos with the other members of the project.

Discussion:

What differences do you notice in lighting, emphasis of the subject and composition of the picture?

How does the hedgehog's viewpoint affect the pictures?

How does the hawk's viewpoint change the way things appeared?

How does the angle and height affect what your eye is first drawn to?



TOPIC: PHOTO SAFARI

Time:

2-3 hours

Objective:

Learning to shoot at different angles, in different lighting conditions, improving your composition, and practicing photographing animals.

Resources:

A local farm or petting zoo.

Instructions:

As a group, photograph a variety of animals (cats, dogs, hamsters, rabbits, whatever you have around!) as though you are on an African photo safari. Use naturally occurring poses where possible, but it is okay to set up a shot. Remember that safari photographers often shoot through grasses or from varying heights. They often photograph animals sleeping, feeding, or on the hunt.

Don't forget the Canadian equivalent of these creatures: crocodiles, insects, birds, snakes, warthogs, hyenas, lions.

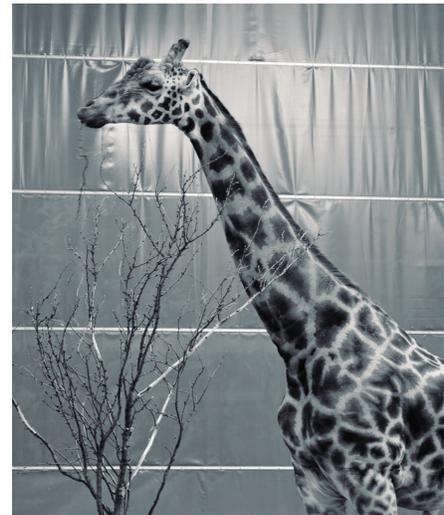
Working as a group, create a display or slide show of your African safari, complete with background music or sound effects!

Discussion:

How did you create the feeling of being on an African safari?

Did you have to be more patient with certain animals in order to get a good shot?

Which animals were most fun to work with?



TOPIC: THIS IS MY PROVINCE/TERRITORY!

Time:

A couple of days

Objective:

How to identify and portray features of interest about your province/territory. Practice and improve your landscape photography, and learn more about your home province!



Resources:

Books about your province or territory, teachers, the Internet, members of your community.

Instructions:

You have been hired to supply photographs that will represent your province or territory. These photographs will be used for a geography text book for Canadian junior high schools.

The pictures will need to include natural resources, industries, type of housing, recreation, characteristics of the population and climate, or anything else that makes your province or territory unique.

You can make pictures of all these topics, or choose to concentrate on one topic, such as “industries”.

Consider the region where you live. What are its characteristics? How could you best portray these accurately with your photography?

Bring your pictures to your meeting and show other members the shots you created for the various topics.

Discussion:

How did other people choose to portray the same topic?

If you had to choose three pictures to represent your region, which would they be?

Did you learn anything about your province or territory during this activity?

Could this be used for part of a school project?

TOPIC: INTENTIONAL MOTION

Time:

30-45 minutes

Objective:

How to adjust the shutter speed on your camera to create effects.

Resources:

1 or 2 subjects, a tripod, and your camera.

Instructions:

Set up your camera and tripod, and using a slow shutter speed, photograph your subject doing an activity within the frame of the shot.

For example, someone typing on the keyboard at apparently lightning speed, someone doing jumping jacks, someone writing their name on a piece of paper.

Take several shots, with the subject moving at different speeds. What will be most effective for your purpose – just the hands moving, or the whole body?

Try sitting one of your subjects on a stool or chair in the center of your frame. Have another person run back and forth behind your subject while the shutter is open and see what kind of effect you get!

Try different things, see which ones look best, and delete the shots that you don't like.

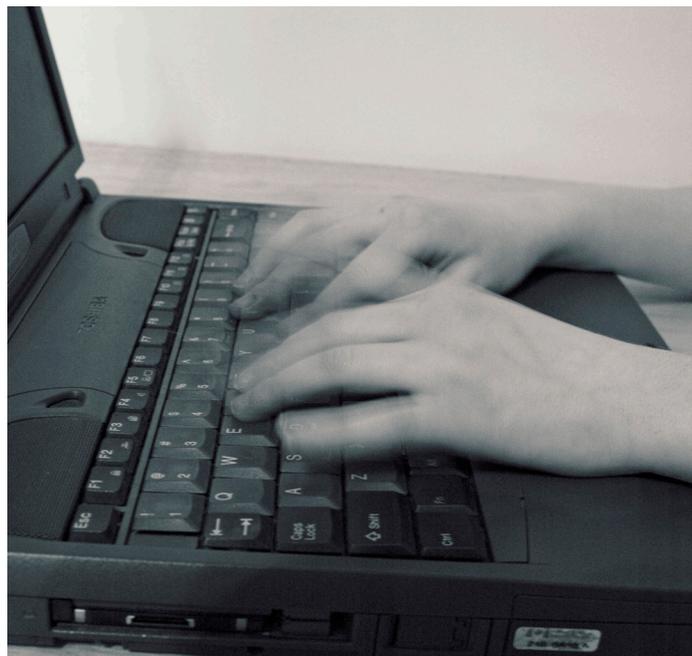
Discussion:

Why does the subject in your photo appear to be moving?

How did the speed of your subject effect the amount of motion blur?

How many shots did you take, in order to get your final shot?

For what other applications would this technique would work well?



TOPIC: PAINTING WITH LIGHT

Time:

45 minutes - 1 hour

Objective:

A better understanding of the relationship between the shutter and lighting conditions.

How to adjust the shutter speed on your camera.

Resources:

A very dark place with an interesting subject to “paint”, a good flashlight and patience! It is also nice to have a helper too!

Instructions:

In order to do this activity you will need to have a camera that allows you to adjust the shutter speed so that you can do long exposures. For best results use a tripod and a flashlight that won't spill light out from the sides and has a direct beam, not a cone shaped beam. LED lights work exceptionally well.

Select a very dark place either indoors or outside. It will need to be somewhere that has no light and will not have people driving past “painting light” for you with their headlights.

Set up your camera and tripod, frame the shot, and snap a picture using your camera's flash to double check your composition.

Go into your camera menu and select “Shutter Speed” and set it to the desired exposure time (how long you want the shutter to stay open), try a twenty second exposure and adjust from there. Set your camera mode dial to “full manual”, set the aperture to 5.6 to start with, and you are ready to go! Try to get at least 3 good shots of different subjects.

Open the shutter and working quickly with your flashlight, “paint” in the parts of the subject that you would like to have appear in the photo. Don't stay in one spot for too long or you will overexpose that area. If you shine the flashlight directly at the camera this will also ruin your shot.

Once the shutter closes, inspect your image and make any necessary corrections.

You will want to use a shutter speed of 1-3 minutes if you are painting a large object, 10-20 seconds will usually do it for small objects. If you are painting people, make sure that they sit perfectly still while the shutter is open. ANY movement your subject makes while the shutter is open will appear in your final image.

Some flashlights give off white light, others give off blue or yellow light. You can add different colours to your photo by using different types of flashlights.

If you are “painting” a building, try putting a dim light inside. This will give a warm glow inside the building while you paint in the details outside and add a really cool effect. You can even paint yourself into the photo too if you like, so experiment!

Discussion:

How did your painting with light shots turn out?

Did you try painting yourself into the scene?

Does this give you a better understanding of how your camera captures light?

How many tries did it take you to get a good shot?

Now that you have tried this activity, what are some other objects that might be fun to “paint with light”?



TOPIC: DO YOU SEE WHAT I SEE?

Time:

60-90 minutes

Objective:

How people perceive and interpret things differently.

Resources:

All of your surroundings!

Instructions:

Take a walk through your neighbourhood with your camera and imagination!

Pair up with another member and take photos of the following:

- A set of lines that are parallel to each other;
- A set of lines that curve;
- One strong line that curves (could be a road or stream, etc.);
- A pattern of lines or shapes that repeats itself;
- A pattern of colours that repeats itself;
- 2 different examples of textures;
- A pattern made by different shades of the same colour.

Once everyone has their shots from the list, compare your images to the images of the other members and talk about what you have captured.

Discussion:

How were your pictures different from the pictures that the other groups took?

How were your pictures different from the pictures that your partner took?

After reviewing your pictures is there anything different you would try?

Will this activity change the way you view things when taking pictures?



TOPIC: THIS IS 4-H!

Time:

2-3 days

Objectives:

To work in a number of lighting situations, and locations. How to plan for and setup shots, and compose photographs in a variety of ways. You will also learn about other projects available in the 4-H program.

Resources:

Other 4-H projects, their members and leaders.

Instructions:

You have been chosen to present a few of the projects available in the 4-H program to people who are not familiar with the 4-H program. You'll want to show them a variety of projects and activities that 4-H members are part of, and capture how much fun these projects can be!

Plan and shoot a number of pictures that show members working on projects other than photography. You can also include pictures of 4-H members at camp or having fun at other 4-H events. Select your best shots and design a poster that represents the 4-H program and its projects.



Discussion:

Compare and evaluate the shots you made. What photos best reflect the 4-H program?

Does your province have a 4-H photography contest?

Does your 4-H Branch need some pictures of 4-H projects? Maybe you can offer them your better shots! Check it out!

Do any of your pictures have potential for use in the local newspaper? Most newspapers like to print shots of young people doing positive things in their community! This is a great chance to get your work published!



TOPIC: COMBINING IMAGES

Time:

1-2 hours

Objective:

How to combine two or more photos using post processing computer software, to create special effects.

Resources:

Internet tutorials specific to the post processing software you have, help menus within the program, and good old trial and error!

Instructions:

In the days of film, a photographer could intentionally double or multiple expose the same frame of film to create special effects such as ghost images, see-through effects, montages and putting the same person in more than one place in the same frame. You can do the same with some post processing software such as Gimp, Picasa or Adobe PhotoShop.

Pair up with another member and take turns shooting a series of pictures of each other.

Have the other person switch spots for every picture you take. Make sure you use a tripod so that your shots will all be from the same angle and have the same composition. This will help make it easier to achieve a seamless look when you combine your shots into one image later on.

Combining your photos (with PhotoShop).

Open all of your photos using whatever post processing software you have available. Select one photo as your base photo, and stack the rest of the images on top of the base photo by dragging and dropping it onto the base image. This will create a new layer for each photo that you can adjust. Select the layer that you would like to work with and erase the elements that you do not want to appear in the photo (like the small child in shot 2) by selecting the layer that you would like to erase from. You should now have a multiple exposure shot, like the one we have on the next page of the little girl sitting in 3 positions on the couch. Pretty cool!





Discussion:

How did your final image look?

How are some other ways that you could use combining images to create a great shot?

Could you use the same process to create a poster or collage?

TOPIC: WHAT AM I?

Time:

30-45 minutes

Objective:

This activity will help you develop observation and composition skills, teach you how to use the macro feature on your camera, and test your creativity.

Resources:

All of your surroundings, and everyday objects.

Instructions:

Your job is to photograph everyday things or scenes in such a way that they are challenging to identify. You can accomplish this by photographing only part of what we normally see, or by showing the subject in a way that we are not used to seeing it.

Select your best examples and ask people to guess what the subject is.

Discussion:

How does this activity change the way you look at objects?

Did you have any trouble setting your camera to macro mode?

Were there some images from the group that were really hard to guess?

When would you use this activity in the future?

Can you guess what this object is?



TOPIC: PHOTOGRAPHY TO STRENGTHEN A WRITTEN MESSAGE

Time:

1-2 hours

Objective:

How to use photography to strengthen a written message that will motivate or inspire the viewer.

Resources:

Posters containing motivational or inspiring messages, books or song lyrics that have meaning for you, famous quotes (Google it!), or a message that you think is important.

It is a good idea to review some of these resources before starting to shoot so you know what you are trying to capture!

Instructions:

Select a saying, quote or a message that you would like to illustrate. Think about all of the different shots that might make a strong background for this saying.

The photograph must not overpower the message. Rather it should enhance it. Think through and plan your photographs.

Make several shots to go with your selected message. You can ask people what photograph best supports the message. Or, you can make the choice yourself.

Using your post processing software, open your image and select the text tool to add your message right on to the photo. Choose a font style and size that complements the image, and place the text in a spot where it will not take away from the photo. Finding that balance is the key to getting a visually pleasing image.

Discussion:

Does your final image convey the message that you were trying to achieve?

Did you get a positive reaction from people that viewed your final image?

What would you do differently if you were to start over?

Are there other messages you can think of, that could be fun to try?

TOPIC: A DAY IN THE LIFE

Time:

1 day

Objective:

To gain experience in shooting in a variety of circumstances, develop planning, observation and storytelling skills.

Resources:

Someone who is willing to let you follow them around with a camera for a whole day!

Instructions:

Select the subject of your project. This could be an animal, a younger sibling, adult or family pet. Your task is to capture a typical day in the life of your subject with your camera. Be sure to choose a day that will be mutually convenient for you and your subject. Meet with the person to outline how you would like to conduct the shoot. If you want a realistic record of how the day runs, you want the subject to be at ease with you and carry on with their normal daily routine so try to make them as comfortable as possible.

Determine what equipment you will need, where you will take some of the shots and how much time this will take. It is better to overestimate and take less time than it is to under estimate and take more!

Follow your subject through the day, taking pictures that show many aspects of his/her life. Take a variety of shots from different angles, distances and lighting. Take notes about the details of shots you take. Be sure to take shots of the person with the tools of his/her work.

Remember to say thank you, and offer them a picture as a thank you gift for cooperating!

Organize your work as an album of 10-12 images, slide show or poster. Share it with your subject first.

Discussion:

How were you able to make your subject feel comfortable while you were shooting?

Did your subject pose for most of the photos, or were you able to capture some candid images?

Now that you have seen what your subject does on a typical day, how does it differ from how you thought the day might go?

How did your subject respond to the images that you shared with them?

TOPIC: PHOTOGRAPHY TO TRIGGER A DESIRED REACTION

Time:

1-2 hours

Objectives:

This activity will help you to stimulate a particular response from your viewers, and help you plan and capture great photos.

Resources:

Newspapers, magazines, your community.

Instructions:

Choose a specific reaction that you'd like your photograph to produce in the viewers.

For example, I want people who view this photograph to install a smoke detector on every floor of their house, put their garbage in a garbage can, host an exchange student, try a new food or write a letter to someone!

Think about the different ways that you might stage your photograph. Will you set it up with props?

Will you go out into the community and find a situation that you think will work? Will you combine these two approaches?

Plan and take several photographs for your intended purpose. Select the best, display and test them on your intended audience, without telling them your intent.

Ask for their response/feedback.

Their comments will hopefully reveal a great deal about human nature, how our experiences affect our perspective, as well as your photographic strengths.

Discussion:

Can you use these photographs as part of a school project?

What group or person would you like to see your photograph?

Is there a particular presentation style that will be more effective with them?

Do you think you were successful delivering your intended message?



TOPIC: BUILD YOUR PORTFOLIO!

Time:

45 minutes – 1 hour

Objectives:

How to creatively photograph a variety of shapes, textures and sizes. How to work with subjects you might not normally consider to be worth photographing.

Resources:

Three completely unrelated objects from each member. e.g. sock, alarm clock, child's toy, book, hat, hammer; flour sifter, stapler, CD.

Instructions:

Each member brings in a trio of objects. Place all of the objects on a large table and have everyone randomly select three objects. Create several arrangements before you start to shoot.

Compose and arrange a shot, using the three objects as a still life. Shoot these pictures as if they are to be included in your portfolio. Take several pictures from various angles, directional lighting and formats.

Because there is reduced emotional connection to the subjects, photographers can concentrate on the technical aspects of their work. Usually this concentration brings rewards.

Discussion:

How difficult was it to arrange and shoot your objects?

How satisfied are you with the quality of the photographs you were able to capture?

Were you able to make the three unrelated objects work with each other to create your final image?



TOPIC: ALPHABET SOUP

Time:

2-3 hours

Objectives:

This activity will help you look at items you might not otherwise consider as a subject. Develop your creativity working in a range of environments. How to put into practice some of the techniques you have learned in this project.

Resources:

Everything around you!

Instructions:

Create a collection of 26 photographs, one image for each letter of the alphabet. Try taking photos at different angles and levels for each letter, try to include some black and white or sepia shots as well. Present your collection as an album, poster, or slide show to the other members in the project.

Discussion:

Which letters were easiest to find an object to capture?

What letters were more difficult?

Were there any photos that could have been used to represent two or more letters of the alphabet?



TOPIC: THE STORY OF...

Time:

1-2 hours

Objectives:

How to tell a story visually by planning and organizing shots in logical fashion. How to create and layout compelling shots while paying attention to composition and lighting.

Resources:

Any routine action/daily event or interesting activity.

Instructions:

Choose a subject or activity that will make an interesting story. It could be cleaning the engine of a lawnmower, making a loaf of bread, building a bird house, painting a fence, or braiding a horse halter. It could also be something that will take a long time to develop, such as a growing plant. Use your imagination and creativity!

After reviewing your images, select the best shots to tell the story.

Display or present your finished story in either poster, slide show or album format. If someone helped you with posing or modeling, make sure they are one of the first to see it!

List the key shots that will show the important steps of your subject.

Discussion:

What was the most challenging part of this activity?

How many separate shots did it take to tell your intended story?

Do you need to reshoot any shots?

What made you decide to tell the story that you chose?



TOPIC: LEARNING HOW TO SEE

Time:

30-45 minutes

Objectives:

How to plan and capture interesting photos from different angles and points of view. How to use other people's pictures to inspire your own photos.

Resources:

Magazines, books, newspapers, your own images.

Instructions:

Bring in and examine some examples of interesting pictures from a magazine, newspaper, book, or photographs you have taken.

Look for pictures that show the following: a pattern, lines traveling across or into the photo, the affect of shadows, something very small, an unusual item, a familiar item viewed in a "new way", an attractive placement of the subject, a simple background, and a "busy" background.

Discussion:

What made you pick the photo that you selected?

If you were going to take pictures of these subjects, what would you do differently?

If you were trying to duplicate the picture, what camera setting(s) would you use?

Which of the techniques used by the photographers can you try before the next meeting?



TOPIC: WELCOME TO MY COMMUNITY

Time:

1-2 hours

Objectives:

How to capture images that showcase and promote your community. Consider the needs of potential members of your community and view your community from the perspective of an outsider.

Resources:

The local library, members of the community, club leaders, and your town office.

Instructions:

You are on a committee that is trying to encourage young families with children to move into your community. Your job is to present your community honestly and positively, highlighting the issues that are important to young families (parks, schools, entertainment etc.).

As a group, plan and take some shots and prepare a short report that showcases your community as a great place to live and raise a family.

Present your collection of images and report to another 4-H club, class or group of parents and get their feedback.

Discussion:

Is there a community event at where you could display your report and pictures?

Is there a local newspaper or group that might be interested in your efforts?

Does this activity change the way you think about your own community?

What types of changes could be made to your community to make it a more desirable place to raise a family?

Could this project be used as partial requirements for a project at school?



TOPIC: COMMUNITY EVENT COLLAGE

Time:

2-3 hours

Objectives:

How to compose and capture shots at a community event, and use them to tell a story.

Resources:

Any school 4-H or other event that takes place in your community.

Instructions:

As a group, attend the next event that happens in your community and capture a variety of shots throughout the event. This could be a community project, 4-H gathering, Remembrance Day ceremony, graduation day at the local high school or any other event happening in your area that you find interesting. Once you have your images choose 5-10 shots and plan how you will tell the story of the entire event using those images. Once you have your shots selected, have some different sized photos printed at your local photo processing shop, 5X7-11x14 photos will work best for this activity. Using the images that you have had printed, create a collage by cutting the photos to remove any unwanted elements. Use double sided tape or photo glue to create one large image of the event from the smaller prints on a poster board, or card stock. This activity can also be done with post processing software if you prefer, but it is not as fun!

Discussion:

Was your final image able to tell the story of the whole event?

How did you decide which photos to use for the final image?

Do you have ideas on how to capture any upcoming events that you may like to attend in the future?



