

World Vision
*My World, My View: Photography
Collaboration Project*

World Vision

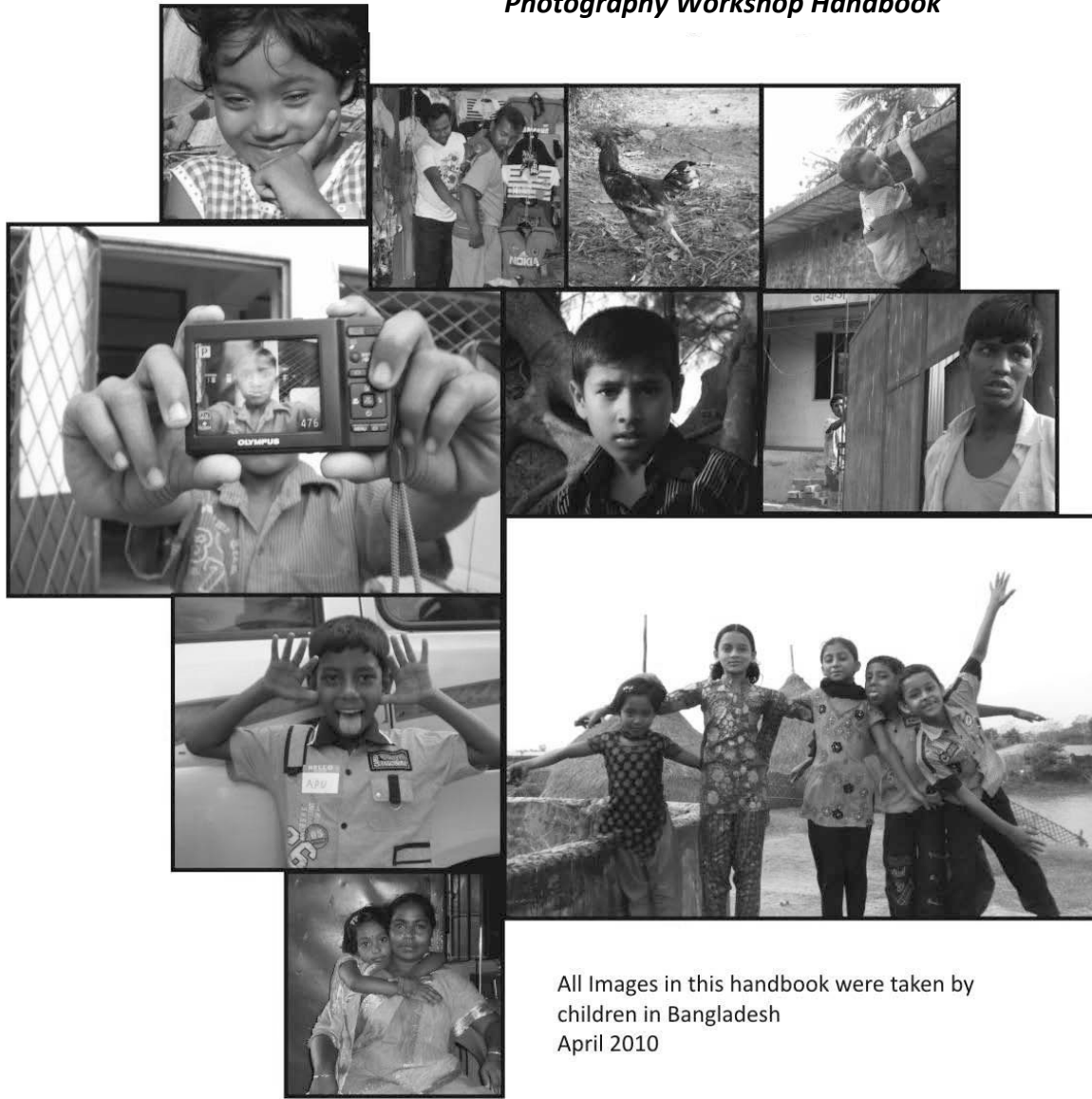


ACGC 
Alberta Council for Global Cooperation

My World, My View

Photography Collaboration Project

Adapted from Lydia Keen's
Photography Workshop Handbook



All Images in this handbook were taken by
children in Bangladesh
April 2010

Adapted for World Class by Hoa Truong-White

www.ourworldclass.ca

Photography Workshop Background

In April of 2010, Lydia Keen created a photography workshop for World Vision Canada that puts cameras into the hands of children and lets them document their world through their eyes. During the four day workshop children photographed things they were proud of and things they wanted to change in their community. At the end of the workshop the images taken by the children were showcased in an exhibit to share with their community. The workshop has since been conducted with children in Bangladesh, Zambia, Ethiopia and Honduras.
“Seeing life through the lens of a child is a powerful experience.” – Lydia Keen

Rationale for the My World, My View Photography Collaboration Project

My World, My View is adapted from Lydia Keen’s Photography Workshop for World Class schools. It is designed for grades 4 – 8, but can be adapted for older or younger students.

The purpose of *My World, My View* is for Canadian students to:

- Capture their communities through photos
- Compare their images to those taken by students in another Canadian community
- Compare their images to those taken by children in developing countries who’ve participated in Lydia Keen’s workshops
- Partner with another school on the World Class site to share their project experiences through online discussions and blogs, and collaborate to take action to change a problem in their local or global community

My World, My View will allow students to capture images of their communities while developing cultural awareness and an understanding of community needs in developing countries.

Objectives

Students will:

- understand what makes communities better places for all people
- compare similarities and differences in culture, lifestyle and needs of communities around the world
- express and exchange ideas and respond to the ideas of others
- collaborate to develop a plan of action to promote awareness of and/or address a community or global problem

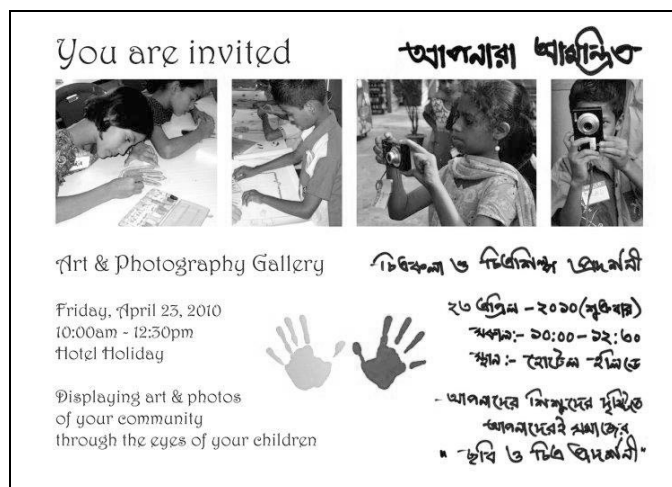
Materials

1. Provide a camera for each student or group of students (students should capture images individually but may have to share a camera)
2. Provide memory cards (at least 1GB), batteries and extra batteries for each camera
3. Have battery chargers on hand
4. Computer or laptop
5. Projector (if possible)
6. USB cable to connect the camera to the computer
7. External hard drive or memory stick to store the students’ images
8. Video camera to document the workshop (optional)

9. Secure funds to pay for printing photos for the exhibit, or colour printer with lots of ink and paper to print exhibit. It is a lot of work to print the photos yourself. Find out how much time a local photo lab will need to turn around the exhibit prints, and make sure you factor this time into planning the date for the exhibit.
10. Paper and ink will be needed for printing invitations to the exhibit.
11. Collect materials to hang the exhibit: clothes pegs, string/twine, glue and multi coloured paper – useful for mounting pictures onto for the exhibit.
12. Plan ahead for how you will hang the exhibit and contact volunteers if needed.
13. Portfolios (photo albums that hold 15-20 photos), one per student
14. Paper, markers/pencil crayons for the students to design a portfolio cover

Preparation

1. If your school does not have the required number of digital cameras for this project, consider having parent volunteers (who have digital cameras) work with small groups of students. Volunteers must be willing to let students use their cameras to take pictures.
2. Plan to have volunteers walk or drive around the community with students on **three** separate occasions. Alternatively, have students explore the community with their own parents and take the photos as part of a home assignment; you will need to provide cameras to those who do not have one at home. Another option is to plan one excursion in which each group of students will photograph a specified area of the community for all three phases of the project.
3. Make sure all the batteries are charged and memory cards are cleared. Number the memory cards so you know who took which photos. Have the children use the same camera and/or memory card throughout the project. If using parent volunteers, ask them to keep a record of who took which photos for each photography excursion.
4. Design a draft invitation to the exhibit (or invite students to submit a design); one that you can simply add photos, time, date and place when you print it for the children towards the end of the project.



Sample Invitation

5. Have labels ready with children's first names, age and gender to display with the photos.
6. Choose a date/time and place for the exhibit and book the location if needed.
7. Have a plan, including volunteers, for hanging the show.

8. Invite parents, other students, school staff, community leaders, etc. to the exhibit.
9. Arrange for refreshments for the exhibit – use parent volunteers or school PTA members.
10. Send home letters to parents explaining the project along with permission forms for you to show photos of students in the exhibit as well as on the World Class site. Here's a sample letter to parents:

<http://ourworldclass.tigweb.org/upload/photoprojectsampleparentpermissionform.doc>

Start a collaboration with another class on the World Class Website

Post an announcement in the World Class Staff Room asking if another class (perhaps one at the same grade level) would like to collaborate with you on this project. You can create a new virtual classroom in your school, specifically for this project, if you don't want to invite other schools into your existing classroom. Invite your partner class into this new classroom so students from the other school can read and respond to your students' online discussions and blogs. Likewise, your partner class would invite your students into their collaboration classroom. Not sure how to create a new classroom in your World Class school or how to invite another school into your collaborating classroom? Go to the *World Class User Guide* (<http://ourworldclass.tigweb.org/upload/worldclassuserguide.pdf>).

Instructions

The project consists of four stages: an introduction to photography lesson followed by the three stages of the World Class *Think, Act, Change* Program. For more details about the Think, Act, Change Program, go to the About Us page of the World Class website (www.ourworldclass.ca).

During the entire project try to capture photos and/or video of everything: the children taking photos, a group photo, the exhibit, etc... If you can have a volunteer dedicated to documenting the project that would be ideal.

***Tasks to do after each photography assignment:**

1. Download all images into individual folders on your computer for each student. Keeping students' photos separate will make it easier to identify them when printing for the exhibit. A helpful way to label them is: My World My View/Camera or memory card number/name of assignment.
2. Start another folder with the students' strongest images for the exhibit. Remember to keep it organized according to the memory card number or the student's name. Be sure to represent each student equally in the exhibit.
3. Backup the photos onto a memory stick or keep them on the memory card (just in case).
4. Charge camera batteries for the next assignment.
5. If you are doing a video/slideshow for the exhibit work on it after each photography assignment.

A. Introduction to Photography

Photography Basics

1. Consider inviting a local photographer or someone with photography expertise to speak to students about the basic features of a camera, how to handle cameras with care and tips for taking quality photos. Have students draw sketches of the camera, labelling the parts they will need to use for their assignments.

2. Create with students a handbook or list of tips that students can refer to throughout the project, to remind them, for instance, that they must hold the camera steady, then press the shutter release button and wait for the camera to take the photo. The majority of blurry shots occur because children press the button and move the camera right away.
3. Review with students perspectives (see photography assignment 1) and compositional techniques: <http://ourworldclass.tigweb.org/upload/compositionaltechniques.pdf>.

Photography Assignment 1: Portraits

1. Have students take 10-15 different photographs of one another. Let them know that no two images are to be the same – you need to demonstrate this to them. Ask the children to photograph one another using different perspectives, high/low angle, profile, extreme close up, close ups, ¾ length, full body, in action etc..... The idea is to get them thinking that there are several different ways to photograph the same subject, not just front and center. This activity also helps students become comfortable with using the camera. Photograph outdoors as often as possible – not using the flash will conserve battery life. This activity can easily be done in the school yard.
2. Take a whole class photo.
3. Photograph each child individually for the artists’ photo for the exhibit.
4. Have students design a portfolio to showcase a few of their best photos from each of the photography assignments. Determine how many photos you can afford to print for each student. To save money, have students create their portfolios as PowerPoint Albums instead of printing them out.
5. Complete the *Tasks to do after each photography assignment*.

B. Think

Begin this part of the project by engaging students in the GEAR activities about communities (Gr. K-3) or water (Gr. 4-8). Both units contain videos that explore the concept of communities and how communities meet their needs – a good place to start having students thinking critically about community issues. Download the entire GEAR Resource and the videos *Communities: Around the World, Around the Corner* and *Safe Water for All* at <http://ourworldclass.tigweb.org/resources/>.

Photography Assignment 2: People and Things We Value

1. Before venturing into the community, brainstorm with students a list of people, places and things they value or appreciate in their community. Ask students to think about who/what makes their community a safe place to live and a good place to learn and play.
2. Before the excursion, find out if you need to obtain permission from community members to take their photo for the exhibit or the World Class site. It might be a good idea to photograph people students know (who don’t mind having their photo taken) and explain to them what the photos are for. The following is a sample waiver form: <http://ourworldclass.tigweb.org/upload/photowaiver.jpg>.
3. During the excursion encourage students to explain why they are taking a particular photo.
4. After the excursion ask each student to post a blog about their first assignment in your collaboration classroom on World Class. Ask students to: upload their favourite photo into the blog, describe what is going on in the photo, and explain why they took the photo – why is it valuable to them? Invite students to respond to each other’s blogs.
5. Show students the slideshows *People and Things We Value* with photos taken by children in Zambia, Ethiopia and Bangladesh. You can open the slideshows directly from the Staff Room

file *My World, My View Photo Gallery*. Post an online discussion in your World Class classroom asking students to respond to the images in the slideshows. Suggested questions for an online discussion: *What are some similarities and differences between what you value in your community and what children in Zambia, Ethiopia and Bangladesh value? Did any of the images from Bangladesh, Ethiopia or Zambia surprise you or were different from what you'd expected? Explain why.* Invite students to respond to each other's postings.

6. You may want to divide your students into groups (Bangladesh, Ethiopia and Zambia) and have each group respond to a slideshow from a different country.
7. Invite your collaboration partner class to respond to your students' blogs and discussions. Consider assigning "e-pals" so all students will get at least one response to their blog or discussion posting.
8. Complete the *Tasks to do after each photography assignment*.

Photography Assignment 3: What We Want to Change

1. Repeat the same steps as in assignment 2, but have students photograph the things they would like to change in their community. Ask students to brainstorm what would make their community a safer and better place to live, learn, play and grow.
2. In step 4, ask students to post a blog, upload their favourite photo, describe the photo and explain what they would like to change about their community and how the change would make the community a better place to live. Again, ask students to respond to blogs posted by peers in the class and in your partner class.
3. In step 5, show students the *What We Want to Change* slideshows. In an online discussion, ask students to compare the similarities and differences between the images of Canadian communities and those of Bangladesh, Ethiopia and Zambia.

Assignment 4: What We Want to Show the World

1. Repeat the same steps as in assignment 2, but have students photograph what they want to show the world about their community (perhaps a special building or place, what they like most about living in their community, what they are proud of, etc.).
2. In step 4, ask students to post a blog and upload their favourite photo from this assignment.
3. In step 5, Show students the *What We Want to Show the World* slideshows.

C. Act

Once students have learned about different communities around the world, it's time for them to take action to change a problem in their own community or a community in a developing country. One way to take action is to host an exhibit to showcase students' work to parents, staff, other students and community members. The exhibit serves to both celebrate the diversity of communities around the world and promote awareness of problems that need to be changed.

Use the following guidelines to organize the exhibit:

1. Allow at least 2 -3 days in between the last photography assignment and the exhibit to print and hang the show.
2. Decide whether you want students to be a part of setting up the exhibit or if you'd like to keep the final display a surprise for them.
3. Depending on your budget, decide how many photos can be printed for each student's portfolio. It is recommended that you print at least ten 4x6 photos for each student's

portfolio (one portrait and three photos from each of the other three assignments). Print a big copy of the class photo. Mount it on stock paper big enough to leave a border where students can sign their names. Print a 4x6 class photo for each student (optional). Have the images printed ASAP and double check that everything is printed correctly.

4. Depending on your budget, figure out how many 8x10 images can be printed for the exhibit. For the exhibit hang students' portraits beside their work.
5. Put together children's portfolios, ensuring the first image in the portfolio is of the child.
6. Plan some sort of refreshment or food if possible for the guests.
7. Will there be any dignitaries? Do you need special seating?
8. Speeches? Can someone speak about the workshop? Perhaps a World Vision volunteer from Canada can address the guests?
9. Video? Can there be a looping video documentary of the event?
10. Slideshow? Can the extra photos that did not get printed be projected on a wall, or looped through on a laptop?
11. At the exhibit give each child their portfolio.

Note: If you have a situation where the children's individual work can't be identified then simply have an exhibit of all the work mixed together and use the group shot to identify who the photographers are.

C. Change

1. Ask students to write a short reflection about how the *My World, My View* learning experience has changed their views, attitudes and behaviours. Suggested discussion questions: What did you learn about other communities in Canada and around the world? What makes communities better places for all people? Who do you think should be responsible for meeting community needs? Explain why. What could you and your class do to help improve a problem for children living in a developing country?
2. Compile students' reflections into one blog and mark it as your "Change blog" to indicate that your class has completed the final stage of the Think, Act, Change Program.
3. Post your class' "Change blog" to your public school window in World Class. You can post any of your students' blogs and discussions to your school window throughout the entire project so other schools may read about what your students are doing. For security, no one can respond to those blogs or discussions posted to your school window unless they have been invited into your collaboration classroom.
4. Once you have posted your "Change blog", you will become a certified World Class school and a certificate of achievement will be mailed to you.

Extension Activity

Engage students in developing a plan of action to improve a community problem for children in a developing country. Use the GEAR lessons in the unit *Looking to the Future* to help your students plan concrete actions to make a positive difference.

If your class decides to organize a fundraiser, for instance fill a stable with animals for a community in Bangladesh, you can contact one of World Vision Canada's Regional Reps to help your students organize an event: <http://ourworldclass.tigweb.org/about/>.

Below are collages of sample photos taken by children in Bangladesh in 2010.

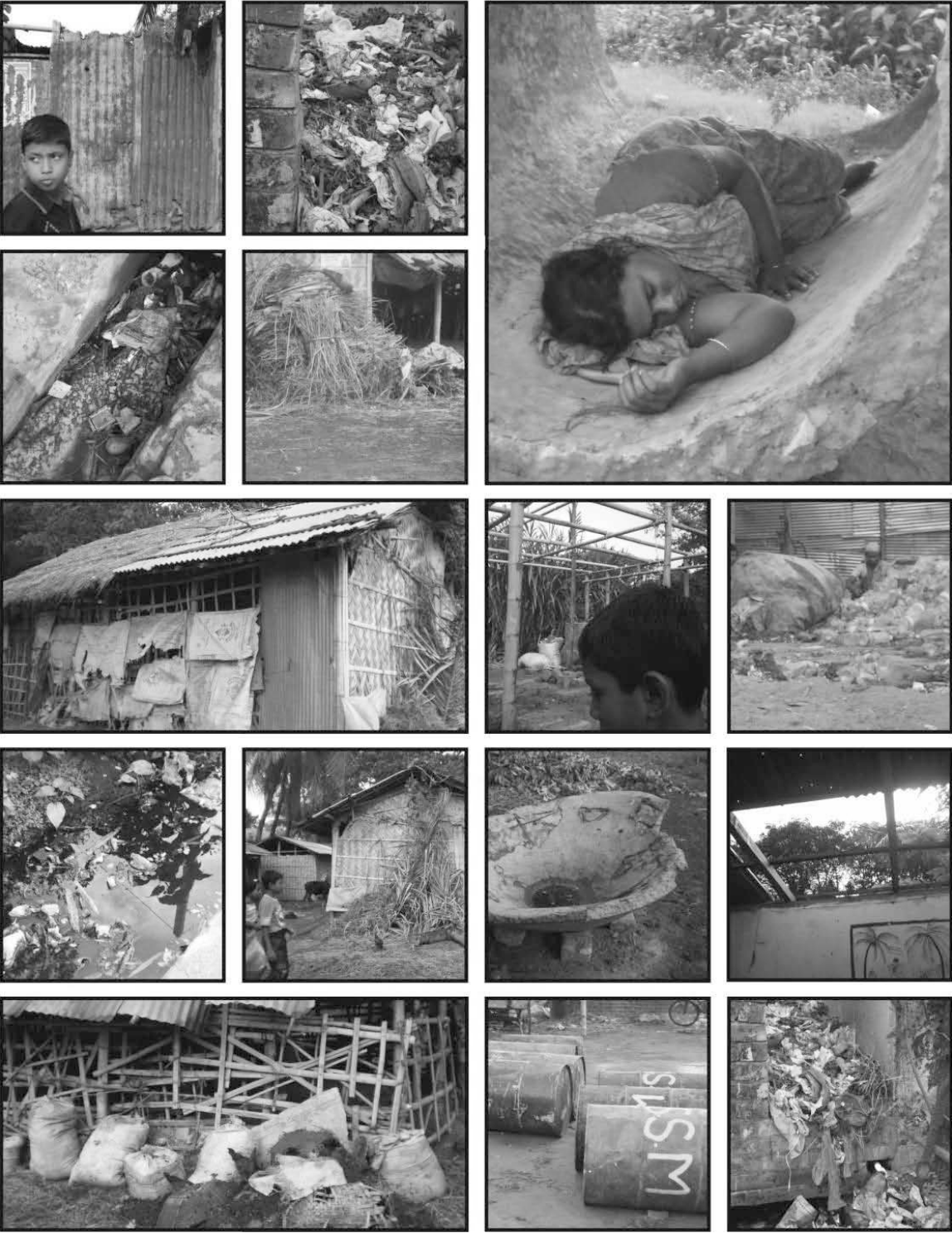
Day 1 Portraits



Day 2 People and Things you Value



Day 3 What you Want to Change



Day 4 What You Want to Show the World



Exhibit



All Images on this page taken by Lydia Keen