



**Iowa 4-H After School Program**  
***Photography Club, Lesson Club***  
**Seven, 75-minute sessions**

**Grades:** 5-6

**Optimum Group Size:** 15 - 20

**Supplies Needed:** See lesson plan

**Reference Resources:**

*Adventures With Your Camera – A*, 1999 National 4H Council  
“Click! Fun With Photography”, Price and Stephens, Troll Publishing,  
ISBN#0-8069-9541-6

**Physical Setting:** Meeting Room and access to outdoors preferred (park, playground, etc.)

**Life Skills Addressed:**

- Communication- talking with others about what they think and feel
- Learning – using senses to figure something out and use cameras
- Critical Thinking – studying new concepts and thinking and talking about things being learned
- Planning – thinking and figuring out how to do something
- Keeping Records – keeping track of useful information
- Self-Esteem- feeling good about themselves and what they do
- Patience – waiting their turn and for a good shot

**Objectives of Program:**

- Youth able to operate a basic “point and shoot” camera and comfortable taking a variety of photos as directed
- Youth will understand and use the Rule of Thirds guideline when taking photos
- Youth will increase photography vocabulary

**Related School Standards and Benchmarks:**

**Standard:** Understands and applies media techniques, functions and principles of photography as a visual art.

- Knows the differences between materials, techniques, and processes.
- Students use art materials and tools in a safe and responsible manner.

**Standard:** Creatively express themselves through photography

**Standard:** Understands the characteristics and merits of art work from a personal and historical perspective.

- Analyzes characteristics of own art (photography) work and that of others.

**Overview of the Club/Relevant Information Needed to Provide this Club Opportunity:** (i.e. training in content area, special skills needed on behalf of staff or volunteer leading the effort)

- Volunteer/instructor should be familiar with parts of cameras, basic information about film speed, types.
- Need to have patience and tolerance for working with anxious kids who want to use cameras and ability to guide them to use cameras as directed throughout the lesson and not “just snapping” shots thus using resources responsibly. Kids love to take photos and need structure and guidance to stay focused on individual/small group tasks with cameras.

| <b>Time Allotment</b> | <b>Activity</b>  | <b>Supplies</b>  |
|-----------------------|--|--|
| <b>Day 1</b>          |  |  |
| 15 min.               | <b>Introductions and Guidelines</b><br><b>Name Game</b> <ul style="list-style-type: none"> <li>• Animal Name Game</li> </ul> OR <ul style="list-style-type: none"> <li>• Action Name Game (based on a hobby or interest)</li> </ul>  | Rubber animals or KOOSH balls<br>Rules in Appendix   |
| 10 min.               | Adventures with Your Camera – A pg 11<br><b>Introduction to cameras</b><br><b>Types of cameras</b> <ul style="list-style-type: none"> <li>• Ask who has used a camera before and what kind.</li> <li>• Could discuss costs if desired</li> <li>• Pros and Cons to camera types</li> </ul> <p>NOTE: If students bring personal cameras, ask them to share what type of camera they have and what they’ve taken photos of. Is it their camera or the families?</p> | Have on hand a variety of types of cameras such as: <ul style="list-style-type: none"> <li>• Point and shoot (basic)</li> <li>• 35 mm</li> <li>• digital</li> <li>• 110 or 126 if you have access to</li> <li>• Advantix</li> <li>• “Polaroid” instamatic</li> <li>• video camcorder.</li> </ul> Description list in Appendix<br>Could show any “older” models of cameras if have access to. |
| 10-15 min.            | Adventures with Your Camera – A pg 8-9<br><b>Parts of a camera:</b> <ul style="list-style-type: none"> <li>• discuss cameras may be different but still have same basic parts.</li> <li>• Use 35 mm and/or “one time use” camera to point out camera parts.</li> <li>• Children complete Camera parts worksheet or take turns putting label onto camera poster</li> </ul>  | Worksheet – Label<br>Camera parts<br>Or<br>Large poster of camera and part labels to stick on  |
| 5 min.                | <b>Discuss photo journals.</b><br>We use them to remind us how we took a great photo or remind us what we need to change for a “not so good” photo.  | Photo journal/child <ul style="list-style-type: none"> <li>• 35 journal pages</li> <li>• Pencils</li> <li>• 2-pocket folder with binder</li> </ul>   |

| Time Allotment  | Activity  | Supplies  |
|-----------------|---|---|
| 25-30 min.      | Brainstorm what and where photos could be taken.<br><b>Practice Photos:</b><br>Divide students into groups of 3- 5 people.<br>Give each group a camera. Each person gets to take a photo of something and a person/people. Children should record the description of their photo shots in personal journal.<br>Remember to establish boundaries for picture taking  | <ul style="list-style-type: none"> <li>• Newsprint</li> <li>• Marker</li> <li>• “One-time use” camera per small group</li> <li>• Journals</li> <li>• pencils</li> </ul> |
| 5 min.          | <b>Group Wrap-up</b> <ul style="list-style-type: none"> <li>• What did you learn today?</li> <li>• Add other questions as appropriate</li> </ul>  |   |
| <b>Lesson 2</b> |   |   |
| 5 min.          | <b>Review lesson 1</b> <ul style="list-style-type: none"> <li>• Review parts of a camera using a display camera or review camera poster with labels</li> </ul>  |   |
| 10 min.         | Adventures with Your Camera – A<br>Pg 11-12<br><b>How it Works</b> <ul style="list-style-type: none"> <li>• Film/Disks</li> <li>• Speed/exposure</li> </ul> <b>Negative and prints</b> <ul style="list-style-type: none"> <li>• What is a negative?</li> <li>• What is a print?</li> <li>• How do they differ amongst cameras?</li> </ul> Match film to cameras   | Variety of film types<br>Empty film boxes   |
| 10–15 min.      | Adventures With Your Camera – A Pg 13 & 27<br><b>Steady is Ready</b> (refer to pg 13)<br>Don’t take a picture like a chicken ready for take off! The best way to stay steady is to hold your elbows next to your body and not pointing out from the side of your camera. The best way is to use a tripod or set your camera on a sturdy object like a table or rock ledge.<br><i>* Show how a tripod connects and works.</i><br><b>Hocus Focus:</b> (refer to pg 27)<br>Be sure that you are <u>not</u> too close to your subject when taking the picture or it will be blurred. Most basic cameras need to be at least 2 - 4 ft. away. Read your camera instructions to know for sure. | Optional:<br>Sample photos<br>Tripod<br>Distance cards<br>Measuring tapes<br>Camera(s) could just demonstrate with one camera and have helpers mark distances.          |
| 5 min.          | <b>Chicken Dance – (group circle dance)</b>   | CD/cassette with music<br>Music player  |
| 20-25 min.      | Adventures With Your Camera – A pg 26, 28–30, 41<br><b>Things to Consider When Taking Pictures - Good Composition</b><br>Today we’re going to learn about things we need to   | ample pictures (or slides or overheads) <ul style="list-style-type: none"> <li>• personal collection</li> <li>• magazine</li> <li>• newspapers</li> </ul>               |

| Time Allotment | Activity   | Supplies   |
|----------------|--|--|
|                | <p>keep in mind in order to take good pictures. Some things to think about and remember include:</p> <p><b>Good subjects and composition:</b><br/>           You've seen good pictures and bad. People with their heads cut off, shot taken from too far away or a boring shot of a group all lined up.<br/>           Good <b>subjects</b> – refer to pg 30.<br/>           Think about the subject: (refer to pg 30 – “Bringing It All Together”)<br/> <b>Composition</b> is the arrangements of foreground, background and main subject and supporting subjects. (refer to pg 26)<br/>           Vertical photos of portrait shots of people are generally most pleasing to the viewer, because people are generally vertical, but the choice is yours.<br/> <b>DOCS</b> helps us remember how to capture a good subject (refer to pg 28)</p> <ul style="list-style-type: none"> <li>• Show sample pictures with good subjects and point out subjects</li> <li>• Instructor could have samples or have students find examples in magazines, newspapers or other sources.</li> </ul> <p><b>What is background?</b> (refer to pg 41).<br/>           Remember to avoid unnecessary scenery that takes away from the subject or looks like is sticking out of subject and really isn't.<br/> <b>What is foreground?</b> (refer to pg 41) It can be added in front of a scene to add depth, but caution that not distracting.<br/> <i>One example would be a picture of a street sign as you take a photo down the street.</i></p> <ul style="list-style-type: none"> <li>• Show and discuss samples (Each student share about their sample photo background and foreground within small group.)</li> </ul> | Option: PowerPoint & LCD projector<br>DOCS poster (need to create)                         |
| 15 Min.        | <p><b>Take “3” - pictures</b> (3 – 4 kids/group)</p> <ul style="list-style-type: none"> <li>• Arms in and steady</li> <li>• Picture with foreground with subject</li> <li>• Picture with background with subject</li> </ul>  | Group Cameras<br>Journals<br>Pencils   |
| 10 min.        | <p><b>Alphabet/Vocabulary Game</b><br/>           Divide group into two teams and form single file lines. Refer to attached handout for game rules.</p>  | 2 sets of alphabet cards (one letter per card)<br>Vocabulary cards – term list in Appendix |
| 5 min          | <p><b>Group Review</b></p> <ul style="list-style-type: none"> <li>• What does film and milk or bread have in common? Both have expiration dates. Look</li> </ul>   |  |

| Time Allotment  | Activity  | Supplies  |
|-----------------|---|---|
|                 | <p>on film box for expiration date – careful when buying film on sale because it could be close to expiring.</p> <ul style="list-style-type: none"> <li>• What happens to your picture if you don't hold your camera steady?</li> </ul>   |   |
|                 | <p><b>NOTE:</b> Finish off group cameras and have them developed. (Unless work in groups of 3 then can get practice shots of Lighting and Angles with group cameras.) Then use individual cameras from here on out. <b>Need cameras for session 4 to evaluate.</b></p>  |   |
| <b>Lesson 3</b> |   |   |
| 5 min.          | <p><b>Review of Lesson 2</b><br/>         Adventures With Your Camera – A<br/>         Pg 14 (Ready Photo Checklist section)<br/>         Can review as a group or have each child complete activity sheet</p>  | Optional: worksheet<br>pg 14  |
| 15 min.         | <p>Adapted from “Click! Fun With Photography” pg 19, 44</p> <p><b><u>Lighting</u></b><br/>         Let's think about the <b>lighting</b>.<br/>         The easiest type of lighting is the <b>existing lighting</b> – the lighting that already exists at the scene and not use a flash.<br/>         We use the camera's flash for a quick burst of light. It's usually used where there's not enough lighting on the scene for picture-taking. It's important to remember that flashes only work for about a distance of 4 - 10 feet, so if you're sitting in the balcony for a play it's not going to do you any good to use the flash to add light to the subject on stage because it's too far away. In this case it's better to use a higher speed film. Just remember, normally the flash works best for subjects that are about as far away as you are tall or double that distance.<br/>         You may also want to use a technique called <b><u>Forced or Fill Flash</u></b>. This is done by using your camera's flash to add light to the subject when there is a brighter light in the background. An example of this would be when taking a picture of someone under a picnic shelter and you're going to see the outside light behind them. If you don't use the forced flash the image will turn out dark.<br/>         Another type of lighting you can use is called <b><u>Bounce Lighting</u></b>. You can do this by using the flash on the camera or room lamps and ceiling fixtures (not fluorescent lights). The light</p> | <p>Model camera with a flash<br/>         Group cameras (used in session 1)<br/>         Flashlights<br/>         Foil<br/>         Journals<br/>         Pencils</p> |

| Time Allotment  | Activity   | Supplies  |
|-----------------|--|---|
|                 | <p>bounces off ceiling or walls to give effect of natural or available light.</p> <p>Professional photographers in their studios commonly use this type of lighting.</p> <ul style="list-style-type: none"> <li>• Show lighting using lights within room, lamp or flashlight.</li> <li>• (Use flashlight and foil to demonstrate.)</li> </ul> <p><b>Optional:</b><br/>Show lighting with half of a face towards the window light and the other half having darker shadow/less light for more dramatic effects.</p> <p><b>Take Pictures:</b><br/><b>Note:</b> Number cameras in advance and have kids write their camera number on their journal so they can be returned to correct owner for the next photo shoot and after developed.</p> |   |
| 15-20 min.      | <p>Allow 10 – 15 minutes to get pictures taken. Return to the group tables when you hear the whistle/see the signal.</p> <p><b>Practice lighting techniques:</b><br/>Students will each be given a camera and asked to take three pictures – one of each: (list on newsprint)</p> <ul style="list-style-type: none"> <li>• using the flash,</li> <li>• existing lighting</li> <li>• forced/filled flash</li> <li>• bounce lighting (flashlights and foil available for the bounce lighting.)</li> </ul> <p>Careful not to take any extra pictures so you'll have enough film for other days.<br/>Remember to STOP and record the picture you took in your journal before taking the next picture.<br/>Collect cameras when done.</p>       | <p>Cameras<br/>Newsprint<br/>Journals<br/>Pencils<br/>Newsprint<br/>Marker<br/>Photo list handout (refer to Appendix)</p> <p>Cameras<br/>Foil<br/>Flashlights</p> |
| 5 min.          | <p><b>Group Review</b></p> <ul style="list-style-type: none"> <li>• What did you learn today?</li> <li>• How far does a flash work?</li> </ul>   |   |
| <b>Lesson 4</b> |  |   |
| 5 min.          | <p><b>Review Lesson 3</b></p> <ul style="list-style-type: none"> <li>• What is a different way to get a picture? (High angle or low angle)</li> <li>• How far does a flash work?</li> <li>• What other lighting can you use for pictures?</li> </ul>   |   |
| 25 min.         | <p><b>Rule of Thirds Guide</b><br/>Another tip for taking good pictures is to think about the “<b>Rule of Thirds</b>” before taking the picture. (Use “Rule of Thirds” poster)</p> <ul style="list-style-type: none"> <li>• “<b>Rule of Thirds</b>” means that you place the <u>subject off center</u>. For example, for a picture of a sunset you would want to position the horizon</li> </ul>   | <p>Sample pictures or magazine/calendar pictures</p> <p>Draw a “Rule of Thirds” poster (large version)</p>  |

| Time Allotment | Activity   | Supplies  |
|----------------|--|---|
|                | <p>either above or below the center of the picture. Using the “Rule of Thirds” helps add interest to your pictures.</p> <ul style="list-style-type: none"> <li>• It’s good to keep the “Rule of Thirds” in mind when taking photos that show action. An example would be to place extra space in front of the walking person to avoid the feeling that he/she is going to walk off the picture and create better balance.</li> <li>• When taking a portrait of a person (a close-up like your school picture) you would want to have the eyes at about the upper 1/3 or at the “cross-hairs” of the upper guide line.</li> <li>• Next we’re going to make a “Rule of Thirds” guide to help that we will use to evaluate your pictures. You can make other guides larger or smaller on your own to fit the size of picture you have.</li> <li>• Everyone will need a plastic transparency, marker, and ruler.</li> <li>• What you will make should look like this.<br/>(Show sample guide on transparency) <ul style="list-style-type: none"> <li>• Pass out supplies</li> <li>• Give students the dimensions of prints then help divide by 3 for length and width to identify where to mark the guidelines on length and width of print. Do the math as a group then check on group as they mark.</li> <li>• <i>May need to confirm students are using ruler correctly also</i></li> <li>• Make dot at top/bottom and side to side for each of the four lines then connects the dots with dashed lines.</li> </ul> </li> </ul> <p>Store the guides in journal folder pocket.</p> | <p>Sample guides –<br/>Variety sizes</p> <ul style="list-style-type: none"> <li>• 4” x 6”</li> <li>• 5” x 7”</li> <li>• 8” x 10”</li> </ul> <p>Plastic transparency per student + few extras – cut to size of developed photos<br/>Fine point “Sharpie”<br/>Markers<br/>Rulers<br/>Scissors</p> |
| 10 min.        | <p><b>Game:</b> People to People<br/>Refer to rules in Appendix</p>  | None  |
| 5-10 min.      | <p>Adventures With Your Camera – A Pg. 19 – 20<br/><b>Mounting and Storing Photos</b></p> <ul style="list-style-type: none"> <li>• List and discuss ways possible</li> <li>• Show recommended supplies</li> </ul>  | Newsprint<br>Markers  |
| 15 min.        | <p><b>Return photos</b> (taken with group cameras)</p> <ul style="list-style-type: none"> <li>• Have groups sort photos according to journal entries then each child mount his/her photos on corresponding journal pages.</li> <li>• Show a neighbor your favorite picture and tell why.</li> </ul>  | Developed prints from group cameras<br>Glue sticks<br>Journals<br>Pencils   |
| 10-15 min.     | <p><b>Review for lesson 4</b><br/>Share favorite photo with group (or divide into 2 groups if needed for group size)</p>   | Journals  |

| Time Allotment  | Activity  | Supplies  |
|-----------------|---|---|
|                 | Adventures With Your Camera – A<br>Pg 15 - Bringing It All Together<br>“How Did You Do?” section  |   |
| <b>Lesson 5</b> |   |   |
| 5-10 min.       | Review of previous lessons<br>Adapted from: Adventures With Your Camera – A<br>Pg 35 (Ten Tips for Better Pictures)   | Optional: Activity<br>sheet #4C   |
| 15 min.         | <b>Photo Evaluations</b><br>Each select 3 photos within their journal and<br>evaluate amongst small groups <ul style="list-style-type: none"> <li>• What would you do differently to improve the pictures?</li> </ul> Think about: <ul style="list-style-type: none"> <li>• Subjects</li> <li>• Lighting</li> <li>• No obstacles in front of lens (ex. finger, strap or hair),</li> <li>• Foreground and background</li> <li>• Clear or blurry</li> <li>• Follow “Rule of Thirds” (use grid)</li> </ul>   | Journals<br>Newsprint poster<br>“Things to consider<br>when evaluating a<br>print”                          |
| 50 min.         | <b>BIG Photo Shoot:</b> <ul style="list-style-type: none"> <li>• Give back individual cameras back</li> <li>• Students will need to take camera, the photo list, a pencil and journal for the “photo shoot”.</li> <li>• Students will decide on the subjects for the pictures, though need to take pictures according to types of pictures listed on the handout.</li> <li>• Review photo list with the group before sending them off and check for questions.</li> <li>• Review boundaries for picture taking.</li> <li>• Remember to briefly write in your journal after each photo – you can add more details when you get the prints back. Be sure to record what the subject is and type of lighting for sure.</li> </ul> <p>Inform them that they have approximately 45 minutes to get their pictures taken, so they will need to take pictures and make your decisions rather quickly. Go ahead and start.</p> <p>Invite to ask any questions while you work.</p> <p>We’ve covered all the different parts of a camera and things to consider for a good picture. Now it’s time to test your knowledge and later see your skills.</p> <p>Careful to keep your finger away from the viewfinder. Have fun!</p> | Student cameras<br>Photo list handout (in<br>appendix) or ideas<br>from book<br>Pencils<br>Journals<br>Tape |
| 5 min.          | <b>Review of lesson 5</b> <ul style="list-style-type: none"> <li>• Hand in cameras and journals</li> <li>• Check that cameras/film are all completed.</li> </ul>  | Developing envelopes<br>(pre-labeled with<br>student camera   |

| <b>Time Allotment</b> | <b>Activity</b>   | <b>Supplies</b>  |
|-----------------------|---|--|
|                       |   | number and<br>Extension Office<br>information)<br><br>Pen  |
|                       | <b>Note:</b> Get cameras developed and labeled as needed prior to session 7.  |  |
| <b>Lesson 6</b>       |   |  |
| 5 min.                | <b>Review of lesson 5</b> <ul style="list-style-type: none"> <li>• What do you like best about taking photos?</li> <li>• What are some pictures you might take at school or home?</li> </ul>  |  |
| 15-20 min.            | <b>Careers &amp; Photography</b><br>(Large group discussion)<br>Photography skills are used every day by many different people. Let's see how many types of jobs we can come up with that you could use your photography skills. <ul style="list-style-type: none"> <li>• Brainstorm and list ideas:</li> <li>• Discuss how/for what each uses photography as a part of their job</li> </ul> The nice thing about learning and improving your photography skills is that this can lead to a job or offer you a fun, life time hobby or for documenting personal memories.<br>Adventures With Your Camera – A Pg 16 <ul style="list-style-type: none"> <li>• “How Much Is That Picture Going To Cost Me?”</li> </ul> | Newsprint<br>Marker<br>Tape<br>Pencils<br>Activity Sheet   |
| 20–25 min.            | <b>Photo Scavenger Hunt</b><br>Students have to locate objects in order of pictures.  | Sets of pictures of objects around the room/park/etc.  |
| 20 min.               | <b>Matting Selection</b> <ul style="list-style-type: none"> <li>• Invite guest speaker (could flex longer to 30 min.)</li> </ul> OR <ul style="list-style-type: none"> <li>• Demonstrate with pictures (group took or magazine) with construction paper/colored cardstock</li> </ul> <b>Filler:</b> Create picture collage with magazine photos or cards  | Sample mats (colors)<br>OR<br>Colored paper<br>Sample prints/magazine pictures<br>Old magazines<br>Paper<br>Glue<br>Scissors |
| 5 min.                | <b>Review lesson 6</b>  |  |
| <b>Lesson 7</b>       |   |  |
| 5 min.                | <b>Group Review</b>   |  |
| 20-25 min.            | <b>Prints!</b><br>Today we'll get to see how you did as photographers!<br>Hand back student prints and have them mount in journals.   | Sets student prints<br>Glue sticks<br>Pencils<br>Journals  |

| <b>Time Allotment</b> | <b>Activity</b>  | <b>Supplies</b>                              |
|-----------------------|--|--|
|                       | While mounting have students pick out favorite and/or best 3 pictures and be ready to tell why.  |  |
| 10 min.               | <b>Game of your choice</b>   |  |
| 20–25 min.            | <p><b>Print Evaluations</b></p> <ul style="list-style-type: none"> <li>• Divide group into small groups of 5-6 people per group</li> </ul> <p><b>In Groups:</b></p> <ul style="list-style-type: none"> <li>• Each share favorite pictures with the group and tell why it's your favorite 3 prints by going around the circle with each person sharing one at a time.</li> <li>• Share what would like to change about 3 photos.</li> <li>• Select one print and lay "Rule of Thirds" guide over it. Does this photo follow the "Rule of Thirds"? <ul style="list-style-type: none"> <li>• If so, how?</li> <li>• If not what could you do next time to follow it?</li> </ul> </li> </ul> | Rule of Thirds Guides<br>Journals<br>Pencils |
| 10 min.               | <p><b>Wrap-up (large group)</b></p> <ul style="list-style-type: none"> <li>• What was the hardest photo for you to take?</li> <li>• What is your favorite photo?</li> <li>• What would you like to take pictures of in the future?</li> </ul>  | Journals with prints                         |

**Options:**

- Have a professional photographer visit about his/her job and what kind of training/education is needed.
- Visit photo studio
- Visit Print & Frame shop

**IOWA STATE UNIVERSITY**  
University Extension

**and justice for all . . .**

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## APPENDIX

### Games and Mixers

#### **Whaupum (name game)**

Source: The Bottomless Bag Again?! (second edition) by Karl Rohnke  
Kendall/Hunt Publishing Company, ISBN 0-8403-8757-1

#### **People to People**

Requires a large open space for 11 or more players. No equipment needed.

Partners stand facing each other. One person is chosen to stand in the center to call actions for the group, such as “back to back”, “knee to knee”, etc. with the partnered players taking the positions accordingly. When the center person calls “People to People” the players must move and change partners – during this change the center person tries to find a partner. If center person is successful, the person left without a partner must go to the center of playing area and give new commands.

Source: Adaptation “Face to Face” in 4-H Recreation Leader’s Handbook (LG 582)

#### **Animal Name Game/Group Juggle**

Source: “Silver Bullets” by Karl Rohnke  
(Kendall/Hunt Publishing ISBN 0-8403-5682)

#### **Team Alphabet Game** (original source unknown)

**Supplies:** Set of alphabet cards per team (index cards with one letter per card)  
List of photography related words

This game is used to get kids up and moving, in addition to becoming familiar with photography related terms.

Divide group into teams (number can vary with group size and length of words you use).

Teams stand in single file next to each other at starting line with their pile of alphabet cards across the room/space from them. A word card is selected and announced to the teams (starting with short and simple words). Teams must then:

1. Send one player per letter needed in for the word to the card pile – players can only hold one letter
2. Spell the word correctly by holding letter cards from left to right in correct order (so it's readable to group)
3. Team shouts the word once it's spelled with cards trying to beat other team(s).
4. After word is spelled those who spelled the word move to the back of their line and teams prepare to play again by sending the next number of letter holders.

Remember there is only one card for each letter. If a word requires a letter more than once the following actions are needed for that letter:

- \* **Double letter** (ex. "Look" has double "o"s) the person holding the "o" card stands where the "o"s would be in the word and makes a small fanning action with the card in front of him/her so the card can still be seen.
- \* **Letter used twice** (ex. Photo uses "o" twice, but not beside each other) The person with the "o" card must move the "o" card from one place to the other – back and forth between the places it needs to be until the word is spelled and announced.

To alleviate hesitation to play because a child is not good at spelling announce that the words will be shown to the group as they spell with the cards and the remaining team members can help tell what cards are needed. The announcer holds the card facing out towards the group and showing everyone so they can help.

**Note to announcer:** start with short and simple words first then mix with more complicated and longer words. You may want to do a demonstration of doing double letter and twice used letters for the group, so everyone understands what's expected.

| <b>Team Alphabet Words</b> |                               |
|----------------------------|-------------------------------|
| <b>Camera</b>              | <b>Zoom</b>                   |
| <b>Film</b>                | <b>Cartridge</b>              |
| <b>Photo</b>               | <b>Focus</b>                  |
| <b>Angle</b>               | <b>Print</b>                  |
| <b>Photography</b>         | <b>Battery</b>                |
| <b>Lens</b>                | <b>Natural</b>                |
| <b>Shutter</b>             | <b>Develop</b>                |
| <b>Flash</b>               | <b>Frame</b>                  |
| <b>Background</b>          | <b>Digital</b>                |
| <b>Indoor</b>              | <b>Disposable</b>             |
| <b>Foreground</b>          | <b>Camcorder</b>              |
| <b>Subject</b>             | <b>Lighting</b>               |
| <b>Steady</b>              | <b>Exposure</b>               |
| <b>Pose</b>                | <b>Distance</b>               |
| <b>Telephoto</b>           | <b>Speed</b>                  |
| <b>Negative</b>            | <b>*** You may add others</b> |

## Action Name Game (original source unknown)

Group formed in a circle (no more than 12 – 15 per group or divide into more circles)

*Think of something you like to do and come up with a simple action to represent what you like to do.* First person does action and says his name for three repetitions. Next person does action and says name for three repetitions followed by a single round of the first person's name and action. Repeat adding each new person and their action (saying/doing three times) followed by repeating all previous people's names and actions until you've gone around the circle. Once done the leader can either point out someone and have group state name and action or just do an action and group shares who that is. (Actions with verbal name help us to remember names.)

Example: "My name is Amy and I like to bicycle." (I would make a pedaling in place motion with my arms and feet as I share my hobby.) The group then repeats my name three times while doing my action simultaneously. Next move to the person beside Amy (let's say John) and he states his name and hobby (swimming) with an action. The group repeats John's name and action three times then "Amy" once while doing the bicycle action. Continue with pattern around the circle.

## Practice Photos

Remember to think about foreground and simple backgrounds while taking pictures.

In a small group use your camera to take a picture demonstrating each of the following:

### Lighting

\_\_\_\_\_ natural (existing) lighting

\_\_\_\_\_ forced flash

\_\_\_\_\_ flash

\_\_\_\_\_ bounce lighting

### Good Subjects

\_\_\_\_\_ Pose people (3 or more)

\_\_\_\_\_ Arrange three or more non-living things

### Angles

\_\_\_\_\_ High angle of a subject

\_\_\_\_\_ Medium angle of same subject

\_\_\_\_\_ Low angle of same subject

### Rule of Thirds

**(using same subject for all 3 pictures)**

\_\_\_\_\_ Subject off center to right or left

\_\_\_\_\_ Subject with center top third or bottom third

\_\_\_\_\_ Subject in center

**Steady**

- \_\_\_\_\_ elbows in and still
- \_\_\_\_\_ action - moving subject

**Print Direction**

**(same subject for both pictures)**

- \_\_\_\_\_ Horizontal picture
- \_\_\_\_\_ Vertical picture

**Composition**

**(same subject for all four pictures)**

- \_\_\_\_\_ about 4 feet away
- \_\_\_\_\_ about 10 feet away
- \_\_\_\_\_ about 16 – 20 feet away
- \_\_\_\_\_ Foreground to add depth

Remaining photos are of your choice keeping in mind what we've discussed.

Kendra Crooks, Youth Development Specialist, Iowa State University Extension (2003)  
Photo list compiled from lesson activities based on After-School/Out of School 4-6<sup>th</sup> grade  
lesson plan

**IOWA STATE UNIVERSITY**  
University Extension

## Photo Journal

(mount photo here)

**Camera Type:** \_\_\_\_\_

**Photo Number:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Description:**

Film Speed: \_\_\_\_\_ Auto Focus: yes \_\_\_ no \_\_\_

Lighting: **(Flash on/off, bounce, natural)** \_\_\_\_\_

Approximate Distance: \_\_\_\_\_

Source: Adapted from “Adventures With Your Camera – A, pg 18”