Care and COVID Tech Considerations

Tablet:

- Pros:
  - High engagement
  - High versatility – can take different types of photos (e.g., panoramic, portrait) and videos (e.g., slow motion)
  - Can hold many photos
  - Can add applications for editing photos (e.g., Lightroom, Photoshop)
  - Can add applications for sharing photos (e.g., Google Drive, Dropbox)
  - Compatible with most macro lenses (see Segment 3)
- Cons:
  - Price (wide range considering quality and brand)
  - Fragile (adding cases creates additional expense)
  - Storing may be more difficult
  - Youth may have challenges in sharing tablets with one another (if one per youth not an option)
    - *Could supplement with other type of camera (½ tablets, ½ alternative)*
  - Can be distracting – may need to monitor youth for using tablets for other purposes (e.g., games, social media)
  - May require wifi – large number of tablets transferring photos can be difficult on bandwidth
- Printing:
  - Can connect wirelessly or directly to most modern printers
  - May require on-the-stop troubleshooting
  - May require high quality wifi
  - Relatively easy to send in for printing (i.e., 1-hour photo) because files are already electronic
- Sharing:
  - Electronic photos can be projected onto screen
  - Photos can be printed for sharing
  - Sharing can occur directly from the tablet itself
  - May require high quality wifi

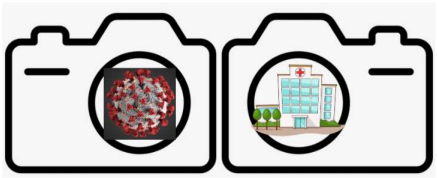
Digital Camera:

- Pros:
  - Less expensive than tablets
  - Potentially more durable than tablets
  - Cases (or additional protective hardware) not usually required
  - Can take a few different types of photos (e.g., zoom in and out, video)
  - Maybe less distracting than tablets
  - Less need to monitor or limit functionality
  - Can hold many photos

    - Does not require wifi
- Cons:
    - May be less engaging – although the old digital camera is coming back into style
    - Need to connect to a computer to upload photos
    - Less versatility with types of photos and videos
- Printing:
    - May need to upload photos to computer or printer manually before printing
    - A little more difficult to send in (i.e., 1-hour photo) because of need to upload photos off camera
- Sharing:
    - Extra step to upload photos in order to project them on big screen
    - Photos can be printed for sharing
    - Sharing may not be easy to share directly from the camera itself

Polaroid Camera (or similar):

- Pros:
    - Nostalgic for the adults
    - Novel to youth
    - Relatively affordable (compared to tablets)
    - May be less distracting than tablets
    - Less need to monitor or limit functionality
    - Do not have to purchase or manage printers
    - Does not require wifi
    - No need to upload anything – it's an all-in-one (although a limited all-in-one)
- Cons:
    - Less versatile than any other option – only takes photos
    - Limited number of photos taken (youth will not be able to take pictures endlessly)
    - Photo paper is expensive
    - Photos are relatively small
    - Cannot have electronic version of photos for later uses (e.g., reprinting for art show) – need to save physical copies
- Printing:
    - Printing is all taken care of
- Sharing:
    - Youth share printed photos physically rather than electronically



Segment One Facilitation Guide
Introduction to Photography

Overview

In this segment, learners are introduced to Care and COVID and the primary art modality they will be using – photography. Learners will be introduced to the idea that photography can be used as an inquiry tool (a way to learn new things) and as a storytelling tool (to communicate things to others). This segment includes development of two collaborative community agreements around using, sharing, and caring for photography equipment (e.g., tablets, cameras), as well as discussing one another's photos. Activities center around taking photos (both freely and with some direction) and discussing photos (particularly photos that tell stories of the COVID pandemic). By looking at COVID photos, photography concepts of composition (rule of thirds) and perspective (vantage point) will be introduced to learners. Learners will practice incorporating these key elements of photography that will be featured throughout the curriculum.

Big Ideas and Questions:

- How can a photo tell a story?
- What strategies can be used to figure out the story a photo is telling?
- How do we commonly agree to use, share, and care for our photography equipment?
- How do we agree to commonly discuss others' photos?
- What is the composition of a photo?
- What are different perspectives a photo can be taken from?

Grade Level/Age

3rd - 5th grade (approx. ages 8 - 11)

Objectives and Assessment (Science and Art)

Objective	Assessment
Learners interpret key ideas and details of photographs related to COVID and storytelling using visual thinking strategies.	*Learners identify specific attributes of photographs using language like "I see" or "I think" and "because" during discussion.*
Learners infer additional meaning and context of photographs using ideas/criteria of	*Learners use composition, framing and perspective-related vocabulary to interpret*

composition.	*photographs.*
Learners use new understanding of composition, framing and perspective to take more meaningful photos.	*Elements of composition, framing and perspective are apparent in photographs.*
Learners use new tools of interpretation to discuss classroom photos, respectfully.	*Small and large-group conversations reflect learning agreements and new concepts.*

National Core Arts Standards

Anchor Standard #1: Generate and conceptualize artistic ideas and work.
Anchor Standard #2: Organize and develop artistic ideas and work.
Anchor Standard #4: Analyze, interpret, and select artistic work for presentation.
Anchor Standard #6: Convey meaning through the interpretation of artistic work.
Anchor Standard #7: Perceive and analyze artistic work.
Anchor Standard #8: Interpret intent and meaning in artistic work.
Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Next Generation Science Standards

Disciplinary Core Ideas

- ESS3.B Natural Hazards: A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.

Science and Engineering Practices

- Asking Questions and Defining Problems
- Planning and Carrying Out Investigations
- Constructing Explanations and Designing Solutions
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts

- Scale, Proportion, and Quantity
- Patterns: Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

Time

2 hours

Materials

- COVID Photos (electronic or printed) – see COVID photos slide deck
- Poster paper or other large paper for writing Community Agreements
- Markers or other writing utensils for Community Agreements

- Cameras for each learner or small groups
- Space for gathering and sharing COVID photos and photos taken by youth. Options include:
    - Large screen and projector for whole-group sharing
      and/or
    - Printed photos or small screens (e.g., tablets or phones) for small groups/individuals
- Slide decks:
    - COVID photos
    - Composition/Rule of Thirds
    - Vantage Point Photos
- Projector, screen, and computer to display slide decks and photos (printouts could be used as an alternative)

Background Information for Facilitators

Art Background Information

- **Visual Thinking Strategies** (www.vtshome.org) is an inquiry-based teaching method that improves a learner's ability to describe, analyze, and interpret imagery and information through observing and discussing visual art. VTS uses the below phrases to get the best results from learners:
    - "Take a moment to look at this photograph."
    - (Q1) What's going on in this picture?
    - (Q2) What do you see that makes you say that?
    - (Q3) What more can we find?
    - (Q4) What do you think is happening "beyond the frame"?
- Photography concepts introduced in this segment:
    - **Composition**: how the elements (objects, subjects, background, foreground, colors, textures, etc.) of a photo are arranged.
    - **Rule of thirds**: placement of the subject in the left or right third of an image (rather than the center), leaving the other two thirds more open. If you break the image into three pieces, the subject is more interesting if placed in one of the "thirds" (as seen in the photo on the right) and not in the center (as seen in photo on the left). In placing the subject of the photo in one of the thirds, it creates a more dynamic photo. This encourages viewers to look more at the entire image, rather than just glancing at the center of the photo.

- **Vantage point:** the place from which the subject of the photo is being seen. Different vantage points can elicit different emotions. For example, a long view photo may elicit a feeling of vastness or loneliness, whereas a close up photo may elicit a feeling of intimacy. A bird's eye view may offer a feeling of freedom in a photo and a worm's eye view may give a sense of power to the subject of the photo. In this segment, we introduce the following vantage points:
  - Close up: close to subject
  - Long shot: far from subject
  - Side view: side view of subject
  - Birds eye view: from high above subject
  - Worms eye view: from far below subject

Science Background Information

- No science background information is required for this segment.

Preparation

- Make sure all cameras are charged and ready for use.
- Decide how to project or share COVID photos for discussion – physically or electronically?
- Decide how to gather and share learner's photos – Options include online cloud storage (i.e., creating file folders for each student), printing physical copies, or passing around tablets/cameras.
  - Part B of this segment has learners share and discuss their photographs with one another. How this is organized and facilitated is largely dependent on the facilitator's preferences and the learning environment. Learners' photos can be projected to a screen, printed and passed around, posted around the room and presented as a gallery, or shared directly on tablets etc.

Facilitation Guide

Part A (approximately 1 hour)

- Welcome and introduce facilitators (10 minutes)
  - Introduce yourselves as facilitators

    - Introduce goals for the module
        - To explore ways we can be protected from COVID and other pathogens, like COVID, that can cause disease.
        - To learn how photos can tell interesting stories and to practice telling stories through photos that we take.
            - Show a few COVID photos here to demonstrate storytelling
        - To use photography to tell the story of our experiences with COVID and other pathogens in different ways.
        - Throughout the curriculum, we are going to be exploring science and art at the same time!
- Create and discuss Community Agreements about using/sharing cameras (10 minutes)
    - Create a shared poster with learners' voices about how to best handle/share photography equipment.
    - What these agreements end up being is dependent on the type of camera equipment you end up using, your specific rules for using this equipment, and any specifics you may have as to how learners need to share this equipment.
    - The goal of this conversation is to encourage learners to take responsibility for how this equipment will be handled by offering suggestions and creating a poster that reminds them of these rules.
    - As learners share their ideas about how to best care for the photography equipment, write them down on the collective poster and display this poster in the learning space throughout the Care and COVID module.
    - Some example agreements include:
        - Walking only with cameras.
        - Keep food and drinks away from cameras.
        - Only photograph others who agree to be photographed.
        - If sharing cameras, take three photos then pass along.
- Distribute cameras to learners and have them freely take photos while practicing the community agreements (20 minutes).
    - Use this time to assign learners cameras and to have them get the wiggles out by freely taking photos. Take note of the type of photos that they are drawn to, for example, action photos, selfies, slow motion photos, or panoramic shots.
    - After approximately 20 minutes, have learners set down cameras.
- Project COVID photos and have learners discuss them using Visual Thinking Strategies to make sense of the story of the photo (20 minutes)
    - "Take a moment to look at this photograph"
    - (Q1) What's going on in this picture?
    - (Q2) What do you see that makes you say that?
    - (Q3) What more can we find?
    - (Q4) What do you think is happening "beyond the frame"?
    - If more conversation is needed, or the following ideas are not brought up, feel free to direct learners:
        - What's going on in this photo? What do you notice in this image?
        - Who is the subject of the image?

        - What makes you say that?
        - Where do we think this image was taken?
        - What do you think happens next (after the photo was taken)?
        - What emotions do you feel when you look at this? Why does this image make you feel this way? The colors? The person in the photo? The content of the photo?
            - Some learners may have difficulty identifying an emotion from looking at an image. If this is the case, facilitators can create a list of emotions for youth to choose from to help guide their thinking.
    - **It is not necessary to ask all of these questions about every photo in the COVID photos slide deck.** Just a few of these questions can go a long way in helping learners identify the story of a photo. The goal here is for learners to practice asking and answering questions about photos in order to explore the story a photo may be telling.

Part B (approximately 1 hour)

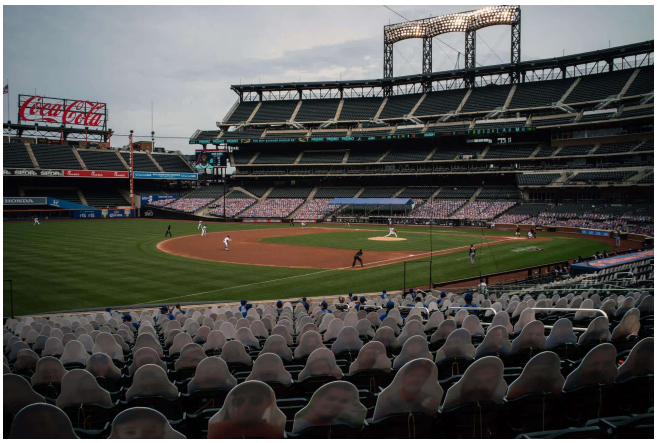
- Introduce the idea of the rule of thirds in photography using the Composition/Rule of Thirds slide deck (10 minutes).
    - Begin by asking learners what is meant by the "subject" of a photo. Broadly, the subject of a photo is who or what the photo is about. Show a few of the photos from this slide deck and ask learners: what is the subject of this photo? Learners typically catch on quickly and are able to identify the subjects of the photos as a frog, a boy with a cape, a laughing girl, a dog, a girl sitting on a rock, and a flower.
    - Rather than placing the subjects of these photos in the center, all of these photographers have placed these subjects to the left or right of center. This is called the "rule of thirds."
    - The first slide in this slide deck explains the rule of thirds more.
        - If you were to break a photo into thirds horizontally or vertically, photographers often place the subject in the left or right third of the photo.
        - This encourages the viewer of the photo to look at the whole picture, not just the subject of the picture.
    - Return to the photos in the slide deck, pointing out the gridlines and how the subject of the photo is to the left or right of the center of the photo.
- Have learners practice taking photos that use the rule of thirds (10 minutes)
    - Facilitators can have objects ready that learners can use as subjects and photograph using the rule of thirds or learners can take pictures freely again but this time try to reposition their subject considering the rule of thirds.
- Introduce the idea of vantage points in photography using the Vantage Point Photos slide deck (10 minutes)
    - Explain that photographers also like to use different vantage points, or perspectives, in their photographs. This means that they like to take photos of their subjects from different angles, for example – up high, down low, straight on,

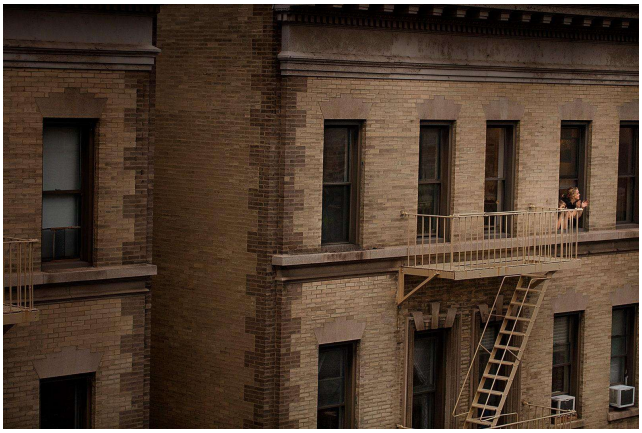
or from the side. These are called vantage points, and they can make the viewer of the photo feel different things.
    - Go through the vantage point slide deck and discuss the five different vantage points that we are focusing on – bird's eye view (up high), worm's eye view (down low), close up (zoomed in), long shot (zoomed out), and side view.
- Have learners practice taking photos using different vantage points (10 minutes)
    - Encourage learners to take a few photos using each one of these vantage points.
- Discuss Community Agreements around talking about each other's photos (10 minutes)
    - Explain that throughout Care and COVID, we are going to do a lot of sharing and discussing each other's photos. Our goal is to try to understand the story of each other's photos.
    - Similar to the community agreement around using photography equipment, have learners brainstorm agreements for how to talk about other learners' photos.
        - Example community agreements could include:
            - Use phrases such as "I like…" and "I notice…" about certain photos.
            - Listen as others talk about the photos.
            - Ask questions about others' photos, such as:
                - Why did you use this vantage point?
                - What is your favorite part of the photo?
- Select a few learners' photos, display them, and practice discussing them using Community Agreements and Visual Thinking Strategies (10 minutes)
        - "Take a moment to look at this photograph"
        - (Q1) What's going on in this picture?
        - (Q2) What do you see that makes you say that?
        - (Q3) What more can we find?
        - (Q4) What do you think is happening "beyond the frame"?

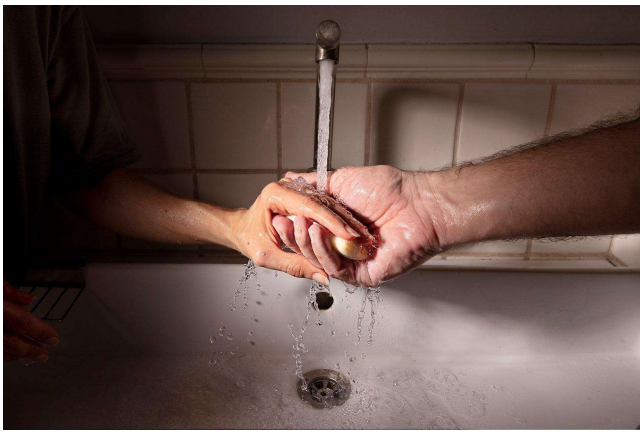
Tips for Group Participation

- There are many ways to facilitate the development of Community Agreements. Facilitators will need to consider the number of learners and the learning environment when deciding how to elicit and share learners' ideas. Some possibilities include:
    - Whole-group discussion in which students take turns sharing ideas while the facilitator writes on a poster. For larger classes the facilitator might take contributions from a subset of students - be mindful of engaging students equitably.
    - Students share ideas in pairs. Then each pair takes a turn sharing one idea while the facilitator writes on a poster.
    - Option for a large class: Break up into small groups (~3-6 learners per group). Give each group a poster and markers. Each group works together to create and write down a list of agreements. When the small groups are done, display each poster in the room. Bring everyone back together for a whole-group discussion and/or gallery walk. Depending on space, you may need to consolidate student

posters by rewriting or combining ideas onto a single poster in preparation for the next activities.


Coca-Cola



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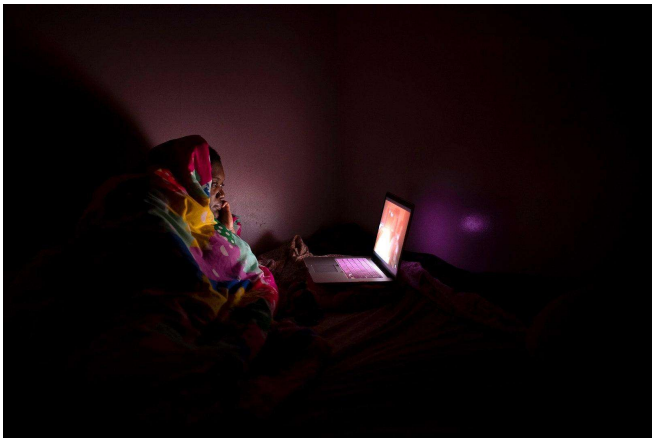
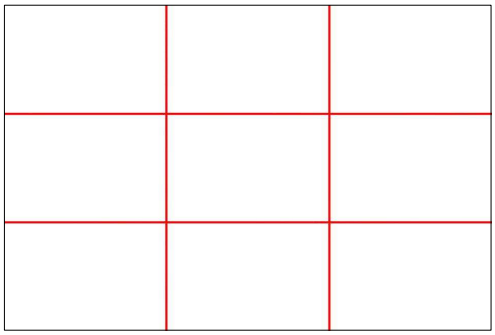
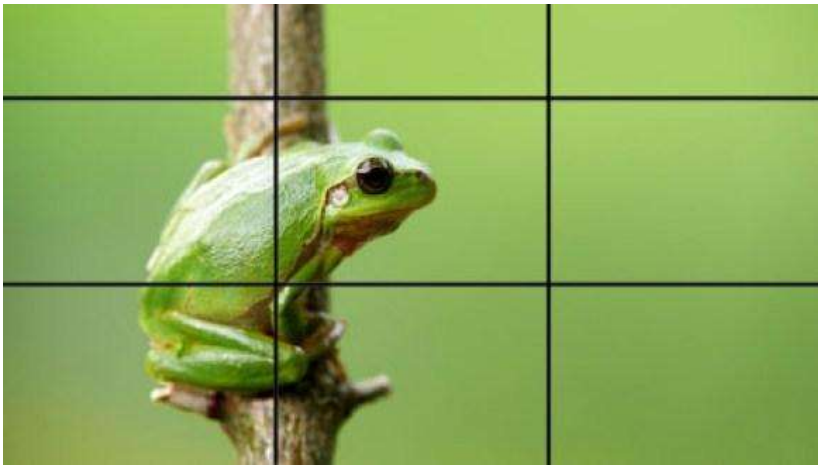
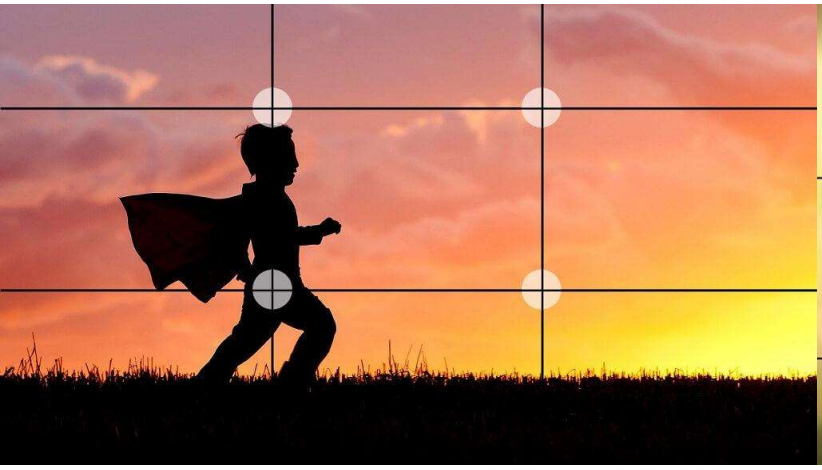


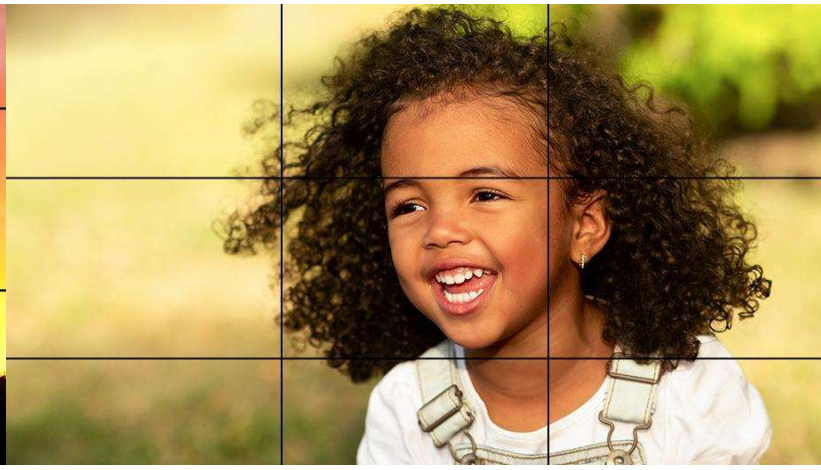
Rule of Thirds

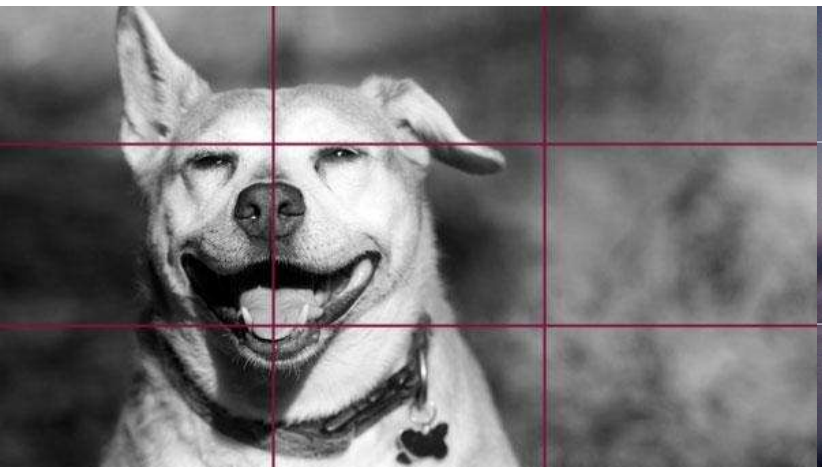


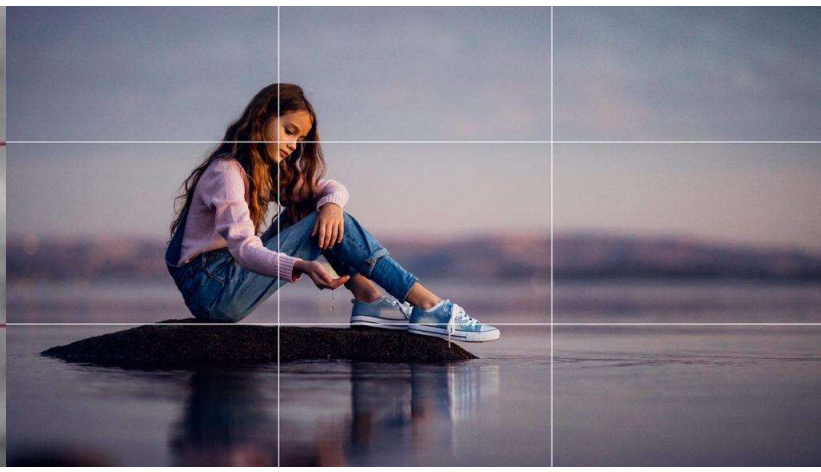
place the **subject** of a photo to the left or right of the center, along one of the gridlines





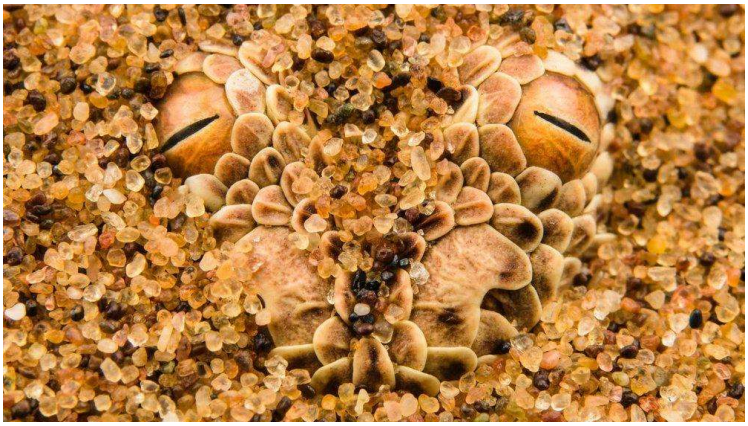






bird’s eye view photo

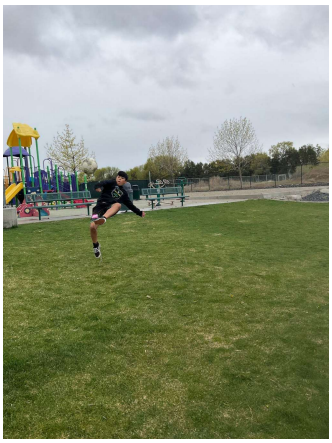
worm’s eye view photo

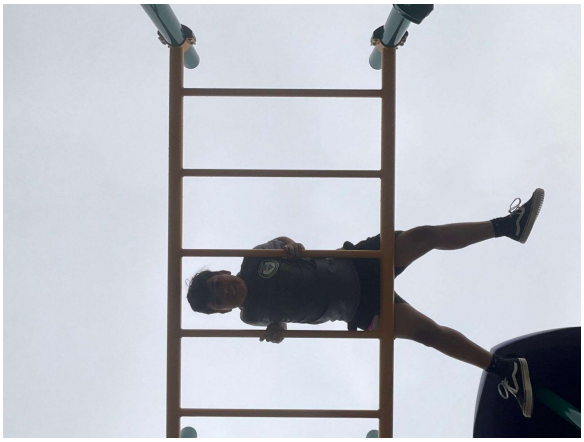


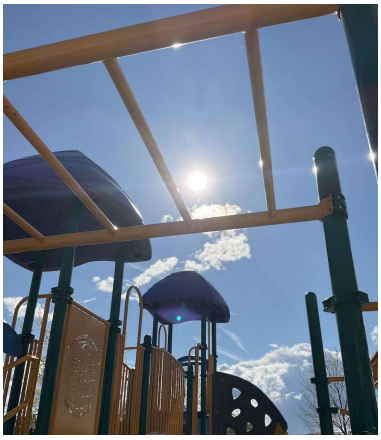
close up photo

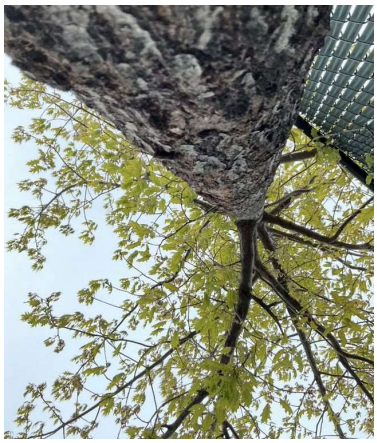
long shot photo

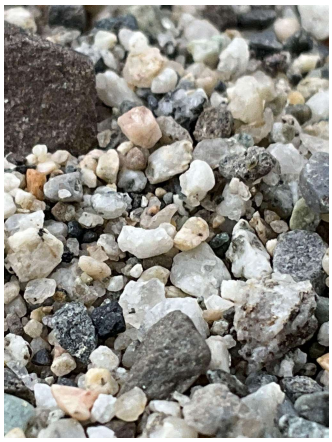
side view photo

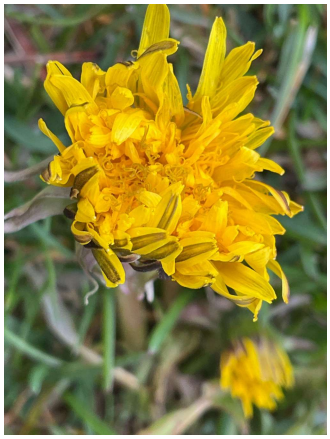












One last step!

Please answer a few questions about how this segment went. This helps us learn from you about how to improve the activities.

Scan this QR code and fill out this quick survey.