

Basic PhotoVoice

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Subject(s): ESL, Foreign Language, Health, Language Arts (English), Sociology

Grade/Level: 6-12, College/University, Adult

Activity Details:

Day 1

Explain the outline of the PV project. This should include the basic steps, with the time allotted for each. Also indicate the minimum time needed for the project, and the maximum time allowed, both for the whole project and for each individual step.

The steps are:

1. Decide on topic, issue, concern. Consider how long it might take to do it, including preliminary trials (if necessary), scheduling of shoots, people's schedules.
2. Decide on approach. This can mean style, tone, substance, length of project. Consider what tools will be necessary to do it. If pairs or groups, possibly decide on roles, or at least where members' strengths and weaknesses might be, as well as their interests.
3. If a consensus is reached, and the teacher approves it, then go to the next step. This is issuing the equipment, or making the arrangements for pickups, drop-offs, etc. (Can be the same day, or next.)

Day 2

Issue the equipment.

Give a demo of the basic functions of the cameras, if necessary. This can be done for the whole class or individually. Often, students pick up their knowledge looking over your shoulder as you demonstrate to individuals. Don't be surprised (like I was) if they understand almost immediately.

Demonstrate how to take care of the cameras so they don't get lost or broken, film ruined, etc. Give some pointers on exposure, use of flash, composition, and editing as necessary. Try not to get too hung up on this, since too much info may intimidate the students if they are new to this. Monitor their reactions and questions and decide on the right amount of instruction here. Impress on the students that they need to start working immediately, even if the deadline seems distant. Instilling the idea of reshooting and editing from the beginning is a good idea. They may need to reshoot if they find that they can't work with what they have. They need to take time to analyze their shots to see if they show what they want them to show. The photo also has to be gripping enough to sustain their interest in writing about it.

Now let them fly...

Days X (=3-many)

When they return with photos, have them printed in a standard size (eg., 4 X 6").

Begin to edit them by tossing out ones that do not fulfil the assignment. Then, have them begin writing a rough draft with the photo in front of them, perhaps giving them an outline or list of questions to follow.

Make suggestions also as to presentation, since they will be displayed with both the photo and text together on the page(s).

However, less direction is generally better for this assignment.

When they return with the rough drafts, go through to make sure that they have fulfilled the assignment. Generally, more information or detail is better. It may be necessary to indicate the minimum number of lines/pages you want to make sure that they work at it.

Some things to watch out for:

Copying from somewhere or someone. Sometimes you can tell just by the wording or vocabulary.

Too little information or detail. It may not fully explain the photo, why it was taken, how it fits in with their life.

Giving you what they think you want. Surprise them by not encouraging this, but picking out something else that they weren't expecting.

Be encouraging as much as possible, even where there are grammar or spelling mistakes. The more they write, the better they will get.

Attachments

1. PV Day 1-X

Standards:**Assessment:**

Be encouraging as much as possible, even where there are grammar or spelling mistakes. The more they write, the better they will get.

Rubrics

1. PhotoVoice writing/presentation (copy)