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## Take a Photo which Tells a Story

**AIM:**  
To be able to take a  
photograph which  
tells a story.

**1**  
**HOUR**

### OBJECTIVES:

- Encourage students to take photographs which tell stories
- Understand the basics of taking a good photograph
- Critically assess their own work

### ACTIVITY

#### INTRODUCTION TO WORKSHOP (10 Mins)

Introduce session.

#### THE YRE METHODOLOGY

- ★ Investigate
- ★ Propose solutions
- ★ Report
- ★ Disseminate (into at least 3 media sources e.g. Twitter, school website, display/assembly).



#### FOLLOW THE 4 STAGES OF THE YRE PROCESS.

No matter whether you are entering the competition through photography, writing or film, students are expected to investigate and research a topic using the YRE methodology. You then choose whichever format you want to raise awareness of your topic.

#### REPORTAGE Vs CAMPAIGN PHOTOGRAPHY

Explain the difference between these two styles of photography. Then explain that the primary purpose for photography used in news stories is to catch the eye and encourage the viewer to read the news story. Generally all 'front page' photos are able to tell a story, and usually do so with an originality where the viewer feels like they have never seen a photo quite like it before. Ask yourself the question - what's the story behind my photo?



**REPORTAGE photography** = is documentary photography and is a photographic style that captures a moment or event in narrative fashion, i.e. images that tell a story.

**CAMPAIGN photography** = is a type of staged photo which is set up to tell a story, or get your point across.

#### ACTIVITY 1:

#### SHOW YRE PHOTOGRAPHY TUTORIAL VIDEO (7 mins)

Ask students to listen carefully to the film, and make notes on the steps to taking a good photo. (These notes can be used as a reminder in the future, and will be used later in an activity.)



## ACTIVITY

Students are to take 5 minutes to discuss their notes with a partner, and and share any points that may have been missed in the video.

Ask students to identify their 'top tip' - what was the most important tip, and why? Was it something that hadn't been considered before?



## KEY LEARNING POINTS

**MAKE IT GLOBAL** - relevant to others around the world, global implications.

**PLAN AHEAD** - think about the story you are trying to tell and think about the best place to capture a photo that highlights the issue.

**SUBJECT NEEDS TO BE CLEAR** - every good image in the world has a subject which can be a person, object or something else. Once you have your subject, you can build the rest of the image around that.

**GET CLOSE** - to the subject and avoid zooming to maintain quality.

**MAKE SURE IMAGE IS SHARP** - and not over-exposed. No matter how good the subject is, if it is over exposed or not sharp, it will be disregarded.

**AVOID EDITING** - too heavily and don't alter reality. You should only make minor changes, such as cropping and minor levels adjustments.

**PAY ATTENTION TO THE BACKGROUND** - as it is important as the rest of the image and can be used to help with both composition and communication.

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### ACTIVITY 2:

#### **ASSESS AND CRITIQUE EXAMPLE PHOTOS (20 mins)**

Split students into groups of 3 or 4. Using the photography case study as a basis for discussion, assess the [example photos](#), and decide what is good about the photos and how they could be improved.



Students should be able to look at a photo and critically assess whether it is good and how it could be improved. This will help students to assess their own photos.

Make a list of the components of a good photo.

Class discussion on thoughts and findings - which photo do you like best and WHY?

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### ACTIVITY 3:

#### **CREATE A TITLE AND CAPTION (10 mins)**

In their groups of 3 or 4, ask students to choose one of the example photos and create a title of no more than 140 characters and a caption of no more than 100 words.



Your title and caption should give the viewer some basic context which enhances it, and explains what is happening - the photo should tell the story.



Checkout our guide to Young Reporters for the Environment in Wales. This will give you all the information necessary to create a great YRE entry.

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## EXTENSION ACTIVITIES

### PLANNING SESSION & PRACTICAL ACTIVITY - Litter & Waste

- ★ Guide students to identify and observe one issue related to waste management near their homes or schools. This could be carried out in groups, or individually. Some of the issues observed could include:
  - Littering in their locality - where do people litter the most, or where does litter collect e.g. routes to school, roadside verges, rivers, beaches, types of litter – plastics, drinks cans, sweet wrappers, single use coffee cups
  - Food waste – how much food gets wasted at home or school, how is the waste disposed of
- ★ Consider which [Sustainable Development Goal](#) the issue is linked to.
- ★ Then ask students to take photographs which could tell a story about one of the above issues. Ensure that students follow ethical practice and gain permission from any people photographed.
  - Use with reportage or campaign photography.
  - Take several photos of the same thing using a variety of angles.
  - Keep in mind the technical aspects of capturing a good picture - light, focus on the subject, distance, framing.
- ★ Then consider potential solutions to the problem. Campaign photography can be very creative and may provide more flexibility to tell a story and demonstrate solutions at the same time.
- ★ Create a caption in max. 140 characters and a description in max. 100 words. Make the caption snappy, and interesting.

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### CREATE YOUR YRE PHOTOGRAPHY ENTRY - Put it all together and evaluate

- ★ Ask students to bring in their photographs, with draft titles and captions.
- ★ Split students into groups of 3 or 4, and ask them to tell the story of their photograph to the other members of their group. Then, evaluate the photographs, captions and descriptions, taking into account the activities completed in earlier sessions.
  - Choose their best photo to enter into the [competition](#) and consider the draft title and caption.
  - Does the photo tell the story, and does the caption provide a context or background to the photos?
  - Is the main theme getting reflected and amplified through the photographs along with clarity of picture, sharpness, focus on the subject, clean and not cluttered?
  - How is the link to the [Sustainable Development Goals](#) demonstrated?