

# BRIDGES

TO UNDERSTANDING



## WELCOME

### BRIDGES PARTNER TEACHERS & ADVISORS

Bridges 2007-2008  
Climate Change Project



Bridges to Understanding's mission is to engage students worldwide in direct, interactive learning and storytelling to build cross-cultural understanding. In the 2007-2008 school year Bridges will explore the theme of Climate Change to teach a myriad of academic and media literacy skills while building empathy and compassion among global peers.

To fulfill this mission, we will be working with you and your counterparts in our Bridges sites around the world. Through this partnership, you and your students will have an opportunity to build lasting friendships and examine this pertinent issue of our time with a truly global perspective.

This year, let's encourage each other, have fun, and explore the possibilities of true global collaboration!



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## Curriculum Overview

<b>The Big Question</b>	How is climate change an opportunity for us?		
<b>Project Goals</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>• engage in intercultural communication with a partner class</li> <li>• gain understanding of climate change and how they and their partners are interconnected</li> <li>• reflect on their learning in a journal</li> <li>• produce a media-rich digital story to be shared locally and globally</li> <li>• take steps to address this global issue, either personally or collectively, demonstrating empathy</li> </ul>		
<b>Set up phase - teachers</b>	Teachers will communicate to establish learning goals, essential questions, and time frames and expectations of exchange between partner classes.		
<b>Phase 1: Introductions</b>	Who are we and what is important to us?		
<b>Phase 2: Shared Learning</b>	<p><b>Environmental Sustainability:</b></p> <p>How is climate change effecting the earth and its communities?</p>	<p><b>Traditions and Cultures:</b></p> <p>What human practices effect climate change?</p>	<p><b>Conflict and Reconciliation:</b></p> <p>Who are the stakeholders and what do we all have in common?</p>
<b>Phase 3: Final Projects</b>	<p>How is climate change an opportunity for us, and what can/will we do about it?</p> <p>Digital Stories, Community Service Projects</p>		

## Set-up Phase Overview

Although the Set-Up Phase is a “teacher only,” it is a critical step in building a successful partnership. Like any relationship, a strong connection between the project leaders builds rapport, confidence and motivation. A sustained weekly communication for several weeks prior to the classroom introductions, including emails, phone-calls and if possible, video conferencing, will increase the likelihood of sustained communication throughout the project. Bridges staff members are here to help make this happen.

<p><b>The Big Question</b></p> <p>Phase Question</p>	<p><b>How is climate change an opportunity for us?</b></p> <p>How will we work together to build a meaningful collaboration on line for our students?</p>
<p><b>Introductory Phase Goals</b></p>	<p>A) Discover each others expectations for the project          B) Communicate local understanding of climate change          C) Share personal information (family, hobbies, knowledge of each other’s countries)          D) Plan logistics of your 6 week exchange</p>
<p><b>Expected Exchanges &amp; Tasks</b></p>	<p>3 email exchanges minimum, 1 phone call, 1 video conference</p> <p>Determine the following with your partner:</p> <ul style="list-style-type: none"> <li>• When will your online exchanges begin and end? (remember holidays, computer scheduling, etc)</li> <li>• Will you use the same curricular questions in each phase to answer the overarching question?</li> <li>• Which shared activities will you do in each phase?</li> <li>• Will you share research or data in the process?</li> <li>• What language barriers exist and how will you overcome them?</li> <li>• Do you have resources to share with each other?</li> <li>• What are your shared goals for:             <ul style="list-style-type: none"> <li>Content?</li> <li>Skills?</li> <li>Empathy?</li> </ul> </li> </ul> <p>Design your own curriculum (see below)</p>
<p><b>Time</b></p>	<p>3-4 Weeks</p>
<p><b>Curricular Planning</b></p>	<p>Logistics:</p> <ul style="list-style-type: none"> <li>• How accessible are computers? What do you need to schedule?</li> <li>• What do your students already know about climate change?</li> <li>• What learning activities will students engage in? (research, writing, fieldtrips, guest speakers, labs, graphic modeling, films, use of websites, etc)</li> <li>• What materials will you need?</li> <li>• How will integrate media/narrative collection for the D.S.?</li> <li>• How will you handle the forum postings in your classroom?</li> </ul> <p>Content: See subject area track</p> <p>Skills Areas:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Math</li> <li>• Science</li> <li>• Writing</li> <li>• Cross-cultural competency</li> <li>• Empathy and compassion</li> </ul>

## Tips for Successful International Communication

- **Names:** Do not assume that other students will know if you are male or female by your first name. If you want them to know that you are male or female, tell them.
- **Metric:** Almost all other countries use the metric system for measurement. A temperature of 30 degrees may seem cold to you but it be warm to your partners. (30 degrees Celsius is 86 degrees Fahrenheit.) Convert your measurements to metric in your communication. Most often the other student will have to translate the rest of your communication into their first language. Science Made Simple has a metric converter that is easy to use.  
<http://www.sciencemadesimple.com/conversions.html>
- **Slang:** If you use slang expressions be sure to explain what they mean.
- **Language:** Remember how tedious it is to look up words in a dictionary. Use simple English words. Consider how phrases are translated literally. Can you imagine what someone would think if you wrote you had dirty blond hair?
- **Abbreviations:** Explain abbreviations when you use them.
- **Time:** Remember that most of the world uses a 24 hour clock. Three in the afternoon would be written 15:00. (You add 12 to number for the P.M. hours)
- **Dates:** Most other countries will write dates with the day, month, year or even year, day, month rather than our system of writing month, day, year. Write out the name of the month to avoid confusion.
- **Humor:** Remember the reader cannot see your face in your communication. Humor may often be interpreted literally and misunderstood. Be certain to state your emotions, do not assume they are known.
- **Spelling:** Most of the world learns British English language rather than US English. Words such as centre or colour may look misspelled but are correct for them.

### Response Rubric for Project Forums and Email Postings

Adapted from Kristi Rennebohm Franz © September 2004

Writing Rubric for Project Forum & Email Responses
1. Begin with a <i>thank you and compliments</i> to the author(s) of the posting. Include an introduction of yourself, classroom and school community.
2. Comment on the <i>specific content presented in the posting</i> , i.e. topic(s) addressed, important insights, ideas, reflections, experiences, perspectives, concerns, issues addressed by the author(s) in posting..
3. Make <i>connections (similarities and differences)</i> between the content of the posting and your own experiences, ideas, insights, perspectives, reflections, understandings.
4. Contribute ideas on how the content of and understandings from the posting <i>suggest actions</i> that project participants can take to make positive differences within your local to global communities.
5. Ask thoughtful questions of inquiry to extend the dialogue with the author of the posting and all project participants, for example: ask questions for further clarification ask the author's opinion on positive actions that could be taken with ideas, reflections, experiences, & concerns shared in the posting

## Phase I: Introductory Phase Overview

<b>The Big Question</b>	<b>How is climate change an opportunity for us?</b>
Phase Question	Who are we, and what is important to us?
<b>Introductory Phase Goals</b>	E) To introduce your classroom to your partner classroom. F) To become familiar with the Bridges website, including logging on, posting messages and posting media. G) To learn some basic photography skills.
<b>Expected Exchanges &amp; Tasks</b>	2 Exchanges Minimum Post the following pictures (see Posting your Media Page): 1 Picture of your class of students 1 Picture of your classroom, school or neighborhood
<b>Time</b>	1-2 Weeks
<b>Assessments</b>	Student Journal Entry Group Message Photography Critique
<b>Lessons</b>	1. Preparing for Bridges Exchange & Photography Lesson <i>Choose from the following lessons included here:</i> 2. What We Care About 3. Cultural Self-portrait

## Lesson Plan I: Preparing for Exchange / Photography as Communication

**The Big Question**    **How is climate change an opportunity for us?**

**Lesson Questions**    How will this project allow us to work with a partner classroom in City, Country?  
What is Bridges to Understanding?  
How do photographs communicate?

**Activity Goals:**    A) For students to gain an understanding of how this project will unfold  
B) For students to become familiar with the Bridges website  
C) For students to learn how photography is a means of communication

**Time:**    45 Min

**Materials:**    Projector & computer  
Photographs from magazines (old National Geographic magazines are ideal)  
Journals

**Skills:**    *Technology:*  
Logging on to website  
Navigating the Bridges to Understanding website  
Photography basics

**Vocabulary:**    Project Phases  
Message Board

**Assessments:**    Student Journal Entry  
Group Message

### **Activities:**

**5 Min:**    Explain to students that they will be doing a project in the classroom where they share their experience with a classroom in City, Country. Explain that the purpose of this is to answer the lesson questions above. If you have been working on the shared learning (guided inquiry) elements of your project already, you will introduce this as an additional element to the unit. If you follow the phases in order, this is a good time to introduce the project as a whole.

**10 Min**    Open the Bridges to Understanding home page ([www.bridgesweb.org](http://www.bridgesweb.org)) on the projector. Ask students to look for a few key things that tell them what Bridges to Understanding does, judging from the home page. Ask students where they think they would go in order to log on to their classroom project. Use the attached Guided Website Exploration page for more questions.

**25 Min**    Photography lesson and journal exercise **“Looking at photos from around the world”** (possibly taught by Bridges mentor). Pass out magazine photographs, and students work individually or in small groups to analyze photographs.

**5 Min:**    Wrap up the activities, take any final questions, and assign any homework.

Looking at Photography around the world

## Lesson Plan 2: What we care about

### The Big Question

**How is climate change an opportunity for us?**

### Lesson Question

Who are we, and what do we care about?

### Activity Goals:

- D) For students to examine what they value, and how this demonstrates their culture
- E) For students to introduce themselves to their partner classroom

### Time:

2 classes, or 90 minutes

### Materials:

White board space or large paper for groups to write on  
Markers, Journals, Cameras with memory and cables for uploading  
Journal assignment

### Skills:

*Content:*

1. Cross-cultural awareness & dialogue
2. Defining culture and values
3. Communication skills (listening, asking, paraphrasing, sharing)

*Technology:*

Logging on to website  
Posting a class or group message  
Posting media (class picture & other evidence)

### Vocabulary:

Culture  
Values

### Assessments:

Student Journal Entry

### Part I Activities:

Prepare to write the introduction by talking about what is important to the class.

### 10 Min:

Introduce this lesson as being the first step in getting to know your partners around the world. In order to do this, you want tell them you are and what you care about.

Have them begin with a personal brainstorm about what they think is “important” to them.

### 5 Min:

Pair (triads will work here as well depending on classroom size) students up and have them share their lists. Instruct them to make a list of what they believe are the top 10 things that are important to them, and add a star to the top five they think their partners should know.

### 5 Min:

Again, partner the groups with another group. Have them compile yet another list just like the one above. When this group is complete, ask them to write their top ten list, with the five starred items on the board or large paper (so all can see)

## Lesson Plan: What we care about (continued)

- 15-20 Min:** Hold a class discussion about what you will actually tell your partner class:
- Is there a difference between what is important to you personally, and what you think is important to share with a new partner?
  - What do these things say about our culture?
  - How can we represent these ideas visually (we will be sending a class photo, and one from around our school – what should that show?)

**5-10 Min:** Wrap up this discussion, and introduce the journal. Go over the journal question and how it will be evaluated.

**Homework or in-class journal activity:**

Sample Journal Prompts (Choose 1):

- A) Write a one paragraph introduction to our partner class explaining who we are as a class and what is important to us.
- B) Please describe in two paragraphs the top five (5) things you believe are important to you. Explain why you feel this way and if your perceptions changed through our conversation in class.

**Part II Activities:** Write your class introduction and post it along with your pictures.

- 20 Min:** Craft your message:
- A) You may want to build in an introduction about how to structure a “letter,” or in this case, message of introduction, such as: salutation, sharing your introduction by talking about what is important to the class, closing. Begin typing the salutation in word.
  - B) As a class, recall the list of what is important to you. Students may use their homework for this as well. Work together to craft the remainder of your message to your friends at Bridges.

**15 Min:** Pictures: If you have not yet taken your class picture, take it now and have it ready to upload.

Begin the conversation about what other image of your environment you will include that shows your partner class who you are as a group – your classroom, your school, your neighborhood? If you have time, you can take the picture now, otherwise weave it into another lesson.

**10 Min:** Pull everyone back together. Log on to the Bridges web site ([www.bridgesweb.org](http://www.bridgesweb.org)) and upload your pictures and message (this is a great time to use a Bridges mentor).

## Lesson Plan 3: Cultural Self Portrait

### The Big Question

**How is climate change an opportunity for us?**

### Lesson Question

Who are we, and what do we care about?

### Activity Goals:

- F) For students to examine what they value, and how this demonstrates their culture
- G) For students to introduce themselves to their partner classroom

### Time:

4 classes, or 140 minutes, or homework time

### Materials & Preparation:

White board space or large paper for groups to write on, 8 ½ x 11 “ graphic organizer templates, markers, colored pencils, journals, digital cameras (ready with empty memory cards and charged batteries), schedule photographer, ability to print contact sheets and 4”x6” portraits

### Skills:

#### Content:

- 4. Cross-cultural awareness & dialogue
- 5. Defining culture and values
- 6. Communication skills (listening, asking, paraphrasing, sharing)

#### Technology:

Logging on to website  
Posting a class or group message  
Posting media (class picture & other evidence)

### Vocabulary:

Culture  
Values

### Assessments:

See sample assessment rubric (follows)

### Part I Activities:

#### 45 Min.

Bridges photographer works with students for “**Portraits**” lesson. Teacher follow-up: print a contact sheet of portraits (5 of each student), and students choose their favorite one to be printed 4x6”.

#### 20 Min.

Teacher facilitates “**What is culture**” discussion / brainstorming session with students. Teacher follow-up: Prepare graphic organizers – label aspects of culture with results of brainstorming session.

#### 45 Min. or homework

Students paste portraits into graphic organizer and illustrate with aspects of culture. Teacher follow-up: scan or photograph finished Cultural Self-Portraits

#### 30 Min.

Share cultural self-portraits: upload Cultural Self-Portraits to website. Mail originals to partners. Guide students in forum discussion using general response rubric.

### Optional:

Journal exercise “Introducing myself to the international community”

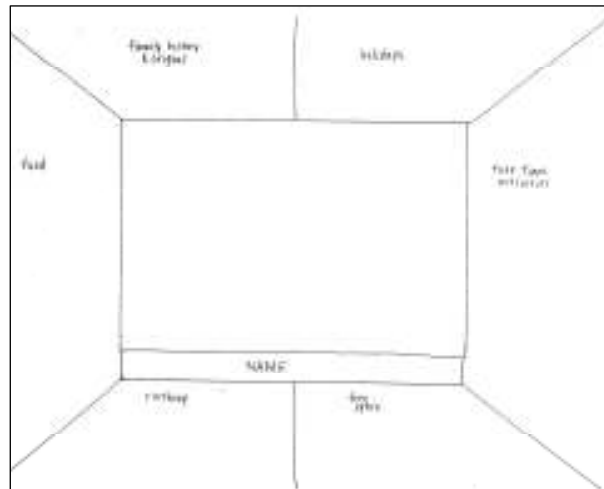
### Optional:

Collaboration idea: What would a *composite* cultural self-portrait of your class look like? That is, a portrait of the class in the center, the aspect of culture which identify you as a group. This is a useful single posting to share with your partner class.

**Sample Assessment Rubric:**

Performance	Excellent	Acceptable	Unacceptable
Photograph	Photo is in focus, with balanced composition (thoughtful use of available light, balance of color, interesting perspective). Setting is informative and tells something extra about the subject.	Photo is in focus. Subject is properly exposed. Background doesn't interfere with subject.	Photo is blurry. Subject is over or under-exposed, or silhouetted. Subject is making funny face or gesture which can be misinterpreted and is inappropriate for this assignment.
Cultural self-portrait ideas	Each section contains 3 thoughtful examples of artist's cultural identity.	Each section contains 2 examples of artist's cultural identity.	Sections are incomplete with fewer than 2 examples of artist's cultural identity.
Cultural self-portrait illustrations	Illustrations fill space of each section with color and detail.	Illustrations partially fill space and contain some color and detail.	Illustrations do not fill space and lack color and/or detail.
Cultural self-portrait labels	Labels assist viewer to understand message by being clearly printed and precisely stated.	Labels assist viewer somewhat by being legible and accurate.	Labels do not assist because they are not clearly printed and are inaccurate.

Sample graphic organizer:



Sample completed cultural self-portrait:



**BRIDGES TO UNDERSTANDING:**      date: \_\_\_\_\_  
**Portraits**

At its most basic, a portrait is a picture that shows what someone looks like. If you approach it with thought, you can try to show much more about the person.

**1. Portraits as an introduction**

Your portrait will introduce you to the international communities of Bridges. What kind of portrait is appropriate?

- Friendly
- Clearly shows what you look like
- No gestures or funny faces – these can easily be misinterpreted in different cultures

**2. What will you include in the portrait?**

Objects that appear in a picture with someone can tell something about their culture Can you show them with something they use for work or play? (for example, in the school library with a book)

Is it important to show what your subject is wearing?

**3. The mood of your picture:**

Do you want the picture to be:

- silly or serious?
- candid or posed?
- casual or formal?

**4. Some techniques to try:**

**Use natural light**

Turn the camera's flash off. Photograph your subject near a window, so that light from outside is lighting their face.

**Use different perspectives**

Close-up, far away, from above, from below.... Stand on a chair or lay down on the floor and photograph your subject.

**Pay attention to your background**

While you're looking through the viewfinder (or at the screen on the camera back) look around the edges of the frame. Are there any distracting colors or patterns? Are there any objects behind your subject that appear to be coming out of their head?

Take lots of pictures, so you can use the very best one. Most importantly, have fun!

## **BRIDGES TO UNDERSTANDING:**

**What is culture?**

**date:** \_\_\_\_\_

- Culture is difficult to define. Some important elements of culture are:
- Members of different cultures view the world in different ways
- Cultures change
- There are universals connecting all cultures
- Humans may identify with more than one culture and thus have multiple loyalties
- Culture and communication are closely connected
- Cultures cross national boundaries
- Cultures are affected by geography and history

### **1. What do you know about culture? Write a brief definition of what you think “culture” means.**

Compare your answers with these definitions of culture that Peace Corps volunteers came up with:

- The daily patterns and the most deeply held beliefs that a group of people have in common.
- A set of behaviors and customs passed from one generation to the next. The rules, languages, religion, family structures, recreation, and education that a group of people share that provide predictability and safety in their lives. When people are bound together by common beliefs and practices, they understand each other and the world around them has meaning.
- A shared set of assumptions, values, and beliefs by which a group of people organize their lives.

One way to get a clearer understanding of culture is to think of its many features. For example, the kind of food you eat is one aspect of culture.

### **2. Name ten aspects of culture**

## **Introductory Phase: Keep a Journal**

Choose from the following questions to write in your journal. These entries should be personal and help you to think through choices you can make. Paste in drawings, collages or photographs to go with your writing.

1. What is the difference between doing something by yourself and as part of a group? What group effort have you been part of in the past?
2. What would you say to someone who threw garbage on the ground? Tossed a glass bottle in the trash instead of recycling it? Drove two blocks instead of walked? How would it feel to comment?
3. Besides telling others about Climate Change, how can you make a difference?
4. What did the students in your partner class teach you about Climate Change?
5. What would you like to see your country do in the future to ensure life on earth?

## **Introductory Phase: Take Action**

1. Create a classroom newsletter. Send it to families and teachers at your school and to your partner class. Send it to the School Board Directors and to the Superintendent! (Susan-**newsletter template**)
2. Write a letter to a reporter and tell them about your class project. Ask them if they would be interested in learning more, perhaps covering the story. Intrigue them by telling them why their readers should know about what you are doing. Promise them regular updates and send photos!
3. How did we do?
  - Learned to navigate the Bridges website?
  - Learned photo skills for digital story?
  - Posted class introduction to partner class with one class portrait and one photo of school?

## Introductory Phase: Digital Storytelling

**The Big Question:** How is Climate Change an opportunity for us?

**Introductory Question:** Who are we, and what is important to us?

What is digital storytelling? How can we use digital stories to share our culture and communicate issues that are important to us?

Digital stories are multimedia pieces that use images, narration, ambient sound and music to form powerful, media-rich stories. They contain unique voices (yours!) and compelling images. They are a powerful way to communicate an issue about your community, and can be used to inform, publicize, and persuade. You can see lots of examples of digital stories on the Bridges website.

You will use your journal entries, collected media (photos and audio), and conversations with your partner class to make a digital story. During each phase of this project, you should collect media: that is, take photographs, write in your journal what you've learned from your international partner class and how you feel about it, plan how this can form a narration for your story, and think of ideas for sounds you may want to collect or music you might want to add. You also might consider collaborating with your partner class on a digital story: encourage your partner to include both the photos you have shared with them and quotes from your online discussions in their digital story; essentially making a digital story both classes have contributed to, and that one class edited.

In the “**Look at Photos**” exercise, you took a close look at some photographs. What did you learn about how photographs communicate? Think about how you will photograph your class and your project. Where will the class portrait take place? What will it include, besides people? As you progress through your project, think about who and what you will need to show.

**PHOTOS:** Throughout your project and the process of making a digital story, you will be taking photographs. You will start with a lesson in portraiture (“**take a portrait**” exercise) when you will learn some basic photographic concepts and practice them while making portraits of your classmates. Also, make a portrait of your whole class together to share online.

Remember we're working in the format of a movie, so you need to shoot horizontally (wide pictures, not tall) to maximize your images.

**NARRATION:** Think about the captions for these portraits. What is important to you as individuals? What is important to your whole class? What is important to your partner class, and its members? What did you learn from them and about them in this phase of the project, and how can you express that in your digital story?

**AUDIO:** What audio might you add now, while you're introducing yourselves? Do you have a class song that you can sing and record? If so, you can post it online for your partner class to hear.

**ACTION:** What is the most important thing to you right now about climate change? Do you have some ideas about how to solve the problem? The answers to these questions will become part of your narration. What steps can you take right now to make a difference?

## Phase 2: Shared Learning Overview

<p><b>The Big Question</b></p> <p><b>Shared Learning Phase Questions</b></p>	<p><b>How is climate change an opportunity for us?</b></p> <table border="1" data-bbox="704 373 1393 527"> <tr> <td data-bbox="704 373 935 527"> <p><u>Why is climate change occurring and how does it impact the earth?</u></p> </td> <td data-bbox="935 373 1166 527"> <p><u>What human practices effect climate change?</u></p> </td> <td data-bbox="1166 373 1393 527"> <p><u>Who are the stakeholders and what must they agree on?</u></p> </td> </tr> </table>			<p><u>Why is climate change occurring and how does it impact the earth?</u></p>	<p><u>What human practices effect climate change?</u></p>	<p><u>Who are the stakeholders and what must they agree on?</u></p>
<p><u>Why is climate change occurring and how does it impact the earth?</u></p>	<p><u>What human practices effect climate change?</u></p>	<p><u>Who are the stakeholders and what must they agree on?</u></p>				
<p><b>Shared Learning Phase Goals</b></p>	<p>H) To examine the content of your curriculum track            I) To continue gathering media and reflections for the digital story.            J) To share your learning with your partner class, and compare your data and understandings.</p>					
<p><b>Expected Exchanges &amp; Tasks</b></p>	<p>3 forum exchanges minimum            Post the following media:            photographs, audio files, storyboards</p>					
<p><b>Time</b></p>	<p>3-4 Weeks</p>					
<p><b>Assessments</b></p>	<p>Student Journal Entries            Group Messages</p>					
<p><b>Lessons</b></p>	<p>Measure your carbon footprint            Read from Global Issues about topics of interest.            Explore magazine articles and the internet to get more information.            See An Inconvenient Truth, the movie, or read the book.            Review the Kyoto Protocol.            Discuss how climate change effects you in your community.</p>					
<p><u>Possible Topics to Explore:</u>            Carbon Footprint            Local Sources of Food, Water, Electricity, Transportation, Waste            Population            Health Hazards: Disease            Cooking and Heating            Poverty and Inequality            Entrepreneurism            Technology: Good or Bad?            Alternative Energy            Kyoto Protocol            Political Policy            Resource Scarcity            Truth, Science, Exaggeration?            Greenhouse Gases            Forests            Polar Regions            Storms, Floods and Drought            Ocean Currents            Habitats/Species</p>	<p><u>Resources for Research:</u>            Internet            Local newspapers            Magazine articles            An Inconvenient Truth (Movie and Book)            Global Issues &amp; Sustainable Solutions (Book)            Your Partner Class</p> <p><u>Photo Ideas:</u>            In your community, take pictures of water sources, electricity sources, animals and trees, people and transportation, pollution, cooking sources, heating sources, food sources, waste, people saving energy, people caring for the earth, people respecting the earth, people praising the natural environment, you and your class taking action to improve the community.</p>					

## Lesson 1: Our Carbon Footprint

### The Big Question

**How is climate change an opportunity for us?**

### Lesson Question

What is climate change? What is our carbon footprint and how does it compare to our partner class?

### Activity Goals:

- 1) For students to learn what climate change is and how it is related to the carbon footprint.
- 2) By comparing their class' carbon footprint with their partner class, students begin to explore the economic and cultural differences behind carbon output

### Time:

60-90 Min, plus homework if desired

### Materials:

What is my Carbon Footprint Worksheet  
Our Class' Carbon Footprint Form (to be filled out online)  
Carbon Footprint Comparisons Worksheet (this is a graphic organizer)  
Climate Change PowerPoint Presentation

### Activities:

Through this lesson, you will begin to talk with your class specifically about climate change and the concept of a carbon footprint.

#### Step 1: 20-40 Min

Introduce the concept of climate change and the carbon footprint using the PowerPoint Presentation (PPT) called "What is climate change?" This presentation covers the following topics:

- What is climate change and why is it important to us?
- What is the greenhouse gas effect and how it is related to climate change?
- What is a carbon footprint?

\*Feel free to make this as in-depth as you like, or simply use the slide show to cover the topics. If you want to have students examine how they use resources at home, give them the "What is my Carbon Footprint" handout for homework. If you decide to do this, you will want to make space for the rich discussion that is likely to ensue.

#### Step 2: 20 Min

Estimate your class' carbon footprint using the form called "Our Class' Carbon Footprint Form." You have a worksheet here, but you will need to fill this out online so you can compare this with your partner class.

If you had students do the homework, you can use that data to help you fill in this form. If you want to skip directly to this form, just estimate the answers as well as you can, or do a little research where appropriate. When you are finished, post this form along with a message in your Bridges forum.

#### Step 3: 10-20 Min

Carbon footprint comparisons to be done after you and your partner class have both posted the "Our Class' Carbon Footprint" online:

- Post a message where your class shares their insights, thoughts and opinions about why your carbon footprints are so different based on what they posted online.

## **Carbon Footprint: Lesson Extensions**

### Environment and Sustainability:

- Math and graphing lessons are easy connections here. If you have access to Microsoft Excel, you may want to teach students how to enter data on a spreadsheet and use the graphing tool to create graphs.
- Conversions between metric and US standard units of measurement.
- In-depth lessons and labs about the greenhouse effect, the carbon cycle, etc...
- Media collection here could include: Drawings of the carbon cycle and greenhouse effect, and graphs

### Conflict and Reconciliation:

- Issues about poverty and development begin to appear here. As these discussions arise, you can begin setting the stage for the Kyoto Debates you may teach in the next lessons.
- Research
- An 5 paragraph comparison essay based on the Carbon Footprint Comparisons Worksheet (this something of a graphic organizer)

### Culture and Traditions:

- Compare local traditions and how they use various resources in the area. Take this a step further, and compare this with your partner class?
- Look for major historic events that have caused your culture to develop different ways of consuming resources and compare this with your partner class.

**Carbon Footprint:  
Homework or in-class  
journal activity**

Sample Journal Prompts (Choose 1):

- C) Write a one paragraph introduction to our partner class explaining who we are as a class and what is important to us.
- D) Please describe in two paragraphs the top five (5) things you believe are important to you. Explain why you feel this way and if your perceptions changed through our conversation in class.

**Carbon Footprint:**

Write your class introduction and post it along with your pictures.

**Part II Activities  
20 Min:**

Craft your message:

- C) You may want to build in an introduction about how to structure a "letter," or in this case, message of introduction, such as: salutation, sharing your introduction by talking about what is important to the class, closing. Begin typing the salutation in word.
- D) As a class, recall the list of what is important to you. Students may use their homework for this as well. Work together to craft the remainder of your message to your friends at Bridges.

**15 Min:**

Pictures: If you have not yet taken your class picture, take it now and have it ready to upload.

Begin the conversation about what other image of your environment you will include that shows your partner class who you are as a group – your classroom, your school, your neighborhood? If you have time, you can take the picture now, otherwise weave it into another lesson.

**10 Min:**

Pull everyone back together. Log on to the Bridges web site ([www.bridgesweb.org](http://www.bridgesweb.org)) and upload your pictures and message (this is a great time to use a Bridges mentor).

## What is my carbon footprint?

Name \_\_\_\_\_ # of people in household \_\_\_\_\_

**Water:** How much water do you use in your home in an average week? Use the table below to record this. *Actually measure the amount of water that is used in your home.* If you get your water from a well, this should not be all that hard. If your water comes out of the tap, it may be very hard. To get around this, try asking your parents to look at a monthly bill with you and divide the total of gallons or liters used by the number of days in the billing cycle. Enter this number as your daily average \_\_\_\_\_ gallons/liters per week

How do you get this water delivered?

How is it heated (oil, coal, electricity, natural gas, fire, other)?

**Electricity:** Do you have electricity in your home? \_\_\_\_\_ If yes, when can you turn it on (any time, or are there specific times when it works and does not)? \_\_\_\_\_  
If possible, actually measure the amount of electricity you use by asking your parents to look at a monthly bill with you and divide the total of kilowatt hours used by the number of days in the billing cycle. Enter this number as your daily average. \_\_\_\_\_ Weekly average? \_\_\_\_\_

How is most of the electricity in your country generated (coal, oil, natural gas, wind, hydro-electric)?

Can you find data for how much energy is generated by each source in your country?

Coal	Oil	Natural Gas	Wind	Hydro-Electric

**Food:** How is food cooked in your home? Circle one:

Fire (wood or dug)	Electric stove/oven	Gas grill/stove	Coal (grill or fire)	Microwave
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Where do you get your food? Give a percentage next to each category. (Note a market is a store with many small vendors who bring goods to sell directly from farmers)

Home Garden _____%	Local Market (can walk) _____%	Large Central Market _____%	Grocery Store _____%
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**Transportation:** How far do you and the adults you live with travel/commute in a week? Add up the total miles or kilometers traveled by all: \_\_\_\_\_

How is most of this travel done? Again, give a percentage.

by foot _____%	by bicycle _____%	by bus _____%	by car _____%	by train _____%
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If your family travels by plane or train, say how many round trips (to a destination and back) you will take this year: \_\_\_\_\_ plane

**Waste:** How many pounds or kilograms of garbage does did your family throw away or recycle in this week? \_\_\_\_\_ pounds/kilograms Where does most of your families' garbage go?

What materials can you recycle in your community?

If you can recycle, what percentage of the time do you do so?

## Our Class Carbon Footprint

**Class Name:** \_\_\_\_\_

All numbers represent one week's worth of consumption and output. These numbers should represent either the class average, a percentage of the class or the majority where asked for.

**Household:** What is the average number of people per household in your class? \_\_\_\_\_

### **Water:**

What is the average amount of water consumed by a household in our class this week?  
(Bathing, washing, drinking and cooking combined) \_\_\_\_\_ / liters or gallons

How did you measure this?

How do you get water to your home?

### **Heat:**

How does the majority of our class heat their homes?

Coal or Natural Gas or Oil or Fire (wood or dung) or Hydro-Electric or Other or None

What is the second most common way to heat the home in your region?

### **Electricity:**

What percentage of your class has electricity in their homes? \_\_\_\_\_%

How is the majority of the electricity generated in your region?

Coal or Hydro-Electric or Nuclear or Wind or other

### **Food:**

How does the majority of your class cook food in their home?

Fire (wood or dung) or Natural Gas or Electric Stove or Charcoal Grill or other

What is the second most common way of cooking food?

### **Transportation:**

How do the majority of students in your class get to school?

Bicycle or Walk or School Bus or City Bus or Car or other

What is the average distance from home to school? \_\_\_\_\_ kilometers or miles

How do the majority of adults in your community get to and from work?

### **Garbage:**

What is the average amount of garbage generated in your class each week. \_\_\_\_\_ kilos or pounds

What can be recycled in your community/city program? Glass or Paper or Plastic or Batteries

## Comparing our Carbon Footprints

**Instructions:** After examining your class' and your partner class' carbon footprints, fill out the chart below. **Name** \_\_\_\_\_

Is your class' carbon footprint smaller or larger than yours? Explain some of the things you noticed.		
	Our Partner Class in _____	Us in _____
<b>Resources:</b> What resources does each group have access to? What resources do we each use more and less of? Are there some resources that are particularly related to climate change?		
<b>Culture:</b> What cultural values and lifestyle traits contribute to these differences? Are they changing any?		
<b>Economic:</b> What financial, industrial and developmental issues contribute to the differences in your carbon footprints? What are the big economic concerns facing each region relating to climate change?		

## Shared Learning: Keep a Journal

### Shared Learning Phase Questions:

Environmental Sustainability: Why is climate change occurring and how does it impact the earth?

Traditions and Culture: What human practices effect climate change?

Conflict and Reconciliation: Who are the stakeholders and what must they agree on?

Journal Prompts: Choose from the following questions to write in your journal. These entries should be personal and help you to find your voice for your digital story. They should also help you to explore what angle you will explore pertaining to Climate Change. Paste in drawings, collages or photographs to go with your writing.

1. Read/see/hear/interview an expert resource and write a reflection: what image or phrase struck you strongly? What makes you feel afraid? Skeptical? Angry? Hopeful? Frustrated? Motivated?
2. Five things you can do to save the earth often include Recycle, Ride a Bike, Use hydrogen light bulbs, Turn down the thermostat, and Conserve water. If you did all five of these ALWAYS, what would you have to give up? What would it cost you? Can you think of five more things? Ten? Find something that would be a big sacrifice. What would that feel like?
3. After calculating your Carbon Footprint, how do you feel? How much control do you have in making it smaller? What can you do?
4. In reading your partner class' Carbon Footprint, why do you think it is smaller/larger than yours? Are there reasons of RESOURCES? VALUES? CULTURE?

## Shared Learning: Take Action

### Shared Learning Phase Questions:

Environmental Sustainability: Why is climate change occurring and how does it impact the earth?

Traditions and Culture: What human practices effect climate change?

Conflict and Reconciliation: Who are the stakeholders and what must they agree on?

1. Pursue your local reporter to cover the story of your class project. Send photos and updates on your progress. Send news from your partner class.
2. Send a letter to government leaders reporting your project findings and with recommendations for actions they can take to curb Climate Change. Send photos to illustrate your points. Link to [www.ucsusa.org/global\\_warming/solutions/](http://www.ucsusa.org/global_warming/solutions/)  
[www.action.sierraclub.org/site/PageServer?pagename=TakeAction](http://www.action.sierraclub.org/site/PageServer?pagename=TakeAction)  
<http://ga3.org/campaign/GlobalWarming>  
[www.saveourenvironment.org/](http://www.saveourenvironment.org/)
3. Speak with your family members about ways that your family can conserve energy and curb Climate Change. Show them photos to illustrate your points.  
Link to [www.empowermentinstitute.net/lcd/lcd\\_files/LCDcalcNet.html](http://www.empowermentinstitute.net/lcd/lcd_files/LCDcalcNet.html)  
[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_NoGarbageLunches.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_NoGarbageLunches.pdf)  
[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_AquaCop.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_AquaCop.pdf)  
[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_SquashParty.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_SquashParty.pdf)  
[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_VotefortheEarth.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_VotefortheEarth.pdf)
4. Speak with your school principal and parent-teacher organization about ways that your school can conserve energy and curb Climate Change. Show them photos to illustrate your points.  
[www.greenschools.net](http://www.greenschools.net)  
<http://www.lickglobalwarming.org/>  
[http://www.empowermentinstitute.net/lcd/lcd\\_files/%20JFP\\_CoolSchool.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/%20JFP_CoolSchool.pdf)

## Shared Learning: Digital Storytelling

**The Big Question:** How is Climate Change an opportunity for us?

**Shared Learning Phase Question:** Why is climate change occurring and how does it impact the earth? What human practices effect climate change? Who are the stakeholders and what must they agree on?

During this shared learning phase of your project you will be exploring various aspects of climate change, you will communicate with your partner class as you learn about this issue and think about how it impacts your lives, and you will continue to collect media for your digital story.

Digital stories are most powerful when they communicate a strong idea. You are not making a piece that says “This is what climate change is,” but a story with a personal reflection, something closer to “this is how climate change affects me and my friends, and here is why we care about it” or “this is what we learned, and this is what WE are going to do about it.” See *the difference?*

Use a **storyboard** to plan the structure of your story (print out a blank one to use). Sketch in your ideas for photographs that will be required to communicate your ideas. Outline the narration that should accompany these photos, and what ambient sound would be appropriate to add more depth.

**PHOTOS:** Keep taking a lot of photos: these may be of all the objects in your house, all the groceries your families bought in one week with an account of how far all of those things traveled, photographs of the daily transportation you use, etc.: it depends on your project.

When you photograph your story, you want to be sure to get a good variety of shots:

The **wide shot** shows where you are and sets the stage; it gives an overall view.

The **medium shot** is closer-in and shows a little more detail.

The **close up** shot shows the most detail; it may be filled with texture and color, and doesn't have much background at all.

These different types of shots give different information to the viewer, and give variety to hold their interest, too.

Remember we're working in the format of a movie, so you need to **shoot horizontally** (wide pictures, not tall) to maximize your images.

**NARRATION:** Also, keep recording in your journal your thoughts about what you've learned from your partner class.

All of the Bridges classes will complete the “**Our Carbon Footprint**” exercise in this phase. How does your class's carbon footprint compare to your partner class? Why? Refer back to the exercise and talk through your ideas about this as part of your narration.

**AUDIO:** If you have a guest speaker on climate change, ask if you can record them, to use an audio clip of the person in your digital story. Record any ambient sounds that are available and relevant to your story (sounds of the people selling local vegetables at the market, sound of a rushing stream, etc.) You can also record members of your class talking about the issue. Refer back to your storyboard often, revising is as necessary, but making sure that you are working toward a cohesive story.

Practice putting your actual photos in order for your story using a **storyboard** or **slideshow template**, and writing captions for them.

**ACTION:** Do you have more ideas about how you can help solve climate change? What are you going to do? How can you make your carbon footprint smaller? How can you record this action to share in your digital story?



Narration

Ambient Sound

Music

Transitions



Narration

Ambient Sound

Music

Transitions

## Phase 3: Final Projects Overview

<b>The Big Question</b>	<b>How is climate change an opportunity for us?</b>
Phase Question	What can/will we do about climate change?
<b>Final Projects Phase Goals</b>	K) For students to reflect on what they learned from this process and their partner class. L) To pull all of their learning into a proposal for action in their digital stories.
<b>Expected Exchanges &amp; Tasks</b>	2 Exchanges Minimum Complete and post digital stories
<b>Time</b>	1-2 Weeks
<b>Assessments</b>	Student Journal Entry Group Messages Digital story (completion and sharing)
<b>Lessons</b>	4. Storyboarding 5. Constructing a Narrative

## Final Projects: Keep a Journal

Choose from the following questions to write in your journal. These entries should be personal and help you to think through choices you can make. Paste in drawings, collages or photographs to go with your writing.

1. What is the difference between doing something by yourself and as part of a group? What group effort have you been part of in the past?
2. What would you say to someone who threw garbage on the ground? Tossed a glass bottle in the trash instead of recycling it? Drove two blocks instead of walked? How would it feel to comment?
3. Besides telling others about Climate Change, how can you make a difference?
4. What did the students in your partner class teach you about Climate Change?
5. What would you like to see your country do in the future to ensure life on earth?

## Final Projects: Take Action

**Final Projects Phase Question:** What can/will we do about climate change?

It is our hope at Bridges that you will develop your own action to take based on something you have learned during this project that really resonates with you and your class. Sharing your learning with others around the globe is a very important step in improving life on the planet. Thank you for your contribution!

1. Here are some websites to help you generate ideas and to join others.

[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_NoGarbageLunches.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_NoGarbageLunches.pdf)

[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_AquaCop.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_AquaCop.pdf)

[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_SquashParty.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_SquashParty.pdf)

[http://www.empowermentinstitute.net/lcd/lcd\\_files/JFP\\_VotefortheEarth.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/JFP_VotefortheEarth.pdf)

[http://www.empowermentinstitute.net/lcd/lcd\\_files/%20JFP\\_CoolSchool.pdf](http://www.empowermentinstitute.net/lcd/lcd_files/%20JFP_CoolSchool.pdf)

<http://www.epa.gov/teachers/community-svc-projects.htm>

2. Find venues in your community to show your digital stories. Offer your stories as a resource to libraries and schools. Let local environmental organizations know that you have an important resource for them with an international appeal.

3. Remember to follow up with the people you have made contact with during the project. Send them your digital story and list any contributors in your credits. If you contacted a reporter, invite him/her to any events where you are presenting your project, and send him/her the transcript of your story plus a few photos. Tell people how you have made a difference and inspire them to do their part.

4. Plan to work with your international partner to do something together on Earth Day 2008:

Spanish: <http://www.earthday.net/programs/international/espanol/default.aspx>

English: <http://www.earthday.net/programs/international/default.aspx>

Middle East: <http://www.foeme.org/> and <http://www.arava.org/new/>

Asia: <http://www.cdp.20m.com/>

Canada: <http://www.earthday.ca/pub/sorry/index.php>

International: <http://www.ipy.org/>

[http://www.panda.org/about\\_wwf/what\\_we\\_do/climate\\_change/index.cfm](http://www.panda.org/about_wwf/what_we_do/climate_change/index.cfm)

## Final Projects: Digital Storytelling

**Final Projects Phase Question:** What can/will we do about climate change?

In this phase you will complete your digital story and share it online. You will put it all together using a program like Adobe Premiere Elements or iMovie, depending on what is available and easiest for your class.

**PHOTOS:** Choose your final photos to include in your digital story. You want to pick the very best ones, but also refer back to your storyboard to make sure you include all the visual ideas you had planned. Crop your photos to the proper size (if you are using Premiere) and make any final adjustments to exposure and tone.

**NARRATION:** You are still communicating with your partner class and reflecting on what you're all learning about climate change. Use all of your conversations and journal entries to inform your final narration. You

Record your final narration, and bring it into your multimedia program. Also add in any other voices you recorded earlier. Are you using any voices from your partner class? Make sure you have written permission from anyone outside your class who you want to include in your digital story, be it their voice or a photo. Edit your narration to match your photos, moving both around to make your story just right.

**AUDIO:** Add any ambient sounds you collected. Can you find music that matches your story? Remember, most of the music you listen to on the radio/internet/podcast/etc is protected by international copyright law, and cannot be used in these projects. BUT, chances are someone in your class or school sings or plays an instrument, and would be happy to provide music for your digital story...you just need to ask! This is the best kind of music to share with your new friends online, anyway, because it comes right from your community!

When you are all finished, your digital story will be posted online to get feedback from your partner class, and share with the whole Bridges community.

**ACTION:** Where else can you show this story? How else can you share it? Do you have a film festival in your school? Do any of you belong to a community group where you could screen the digital story and have members from your class talk about their experience in this project and what they learned? Could you burn it on DVD and send it with a letter to a local politician, informing them that this is an important issue to your class?

## Online Resources for Climate Change

<http://www.globalwarming101.com/content/view/51/121/lang/>

National Geographic Xpeditions and the Union of Concerned Scientists lessons explain global climate change processes, the global significance of warming in the Arctic, regional impacts of global warming, potential solutions and courses of action.

<http://www.climatehotmap.org/>

<http://www.climatehotmap.org/curriculum/index.html>

Teaching materials about the Early Warning signs and Impacts of Climate Change from the Union of Concerned Scientists including online map reading with world wide view of consequences.

[http://www.ceeonline.org/curriculum/detail.cfm?Program\\_id=221](http://www.ceeonline.org/curriculum/detail.cfm?Program_id=221)

Classroom activities to help students understand global warming and its possible effects on human beings.

<http://www.worldviewofglobalwarming.org/>

Photos essays and reports from around the world bearing witness to climate change.

<http://commtechlab.msu.edu/sites/letsnet/noframes/bigideas/b5/b5u111.html>

Science focused lesson plans with online interactive tools and MANY online resource links.

<http://serc.carleton.edu/introgeo/roleplaying/examples/globwarm.html>

Worldwatcher Project: teaching Geoscience, and includes Visualization Software as well as activities for debates and summits.

<http://video.google.com/videoplay?docid=5617318652349295608>

MELT – a British teenager's view of global warming. PSA Great footage of Katrina and more.

<http://www.earthday.org/programs/find/searchevent.aspx>

Listings of upcoming events for students around Earth Day.

<http://stepitup2007.org/index.php>

Step it up organized April 14<sup>th</sup> National Climate change day of Action. More than 1400 iconic places across the nation called for action: "Step It Up Congress: Cut Carbon 80% by 2050."

<http://www.fypower.org/inst/edu.html>

Flex your Power: With budgets tightening schools and other institutions have a perfect opportunity to reduce operating expenses by using energy more efficiently. Take action!

<http://www.schoolenergyefficiency.com/>

Has grant money to help schools save energy and raise awareness.

<http://www.letus.northwestern.edu/projects/gw/>

Worldwatcher tools and curriculum for 7-10<sup>th</sup> grade

<http://www.environmentglobe.com>

<http://green.nationalgeographic.com/environment/global-warming/gw-overview.html>

<http://www.nationalgeographic.com/earthpulse>

Conservation themes

<http://www.nationalgeographic.com/expeditions/lessons/06/g68/>

photography

## **BRIDGES TO UNDERSTANDING:**

### ***Using digital cameras***

#### Take good care of the cameras

- **Don't mix regular and rechargeable batteries** - it will ruin the cameras.
- Turn off the camera when finished to preserve battery life.
- Always keep the camera strap around your wrist while shooting.
- Put the camera back in case when you're not using it.
- Always be careful to keep a close eye on the camera you have checked out so it doesn't get stolen or misplaced!

#### Now you're ready to shoot

**Turn off the flash** Use a shooting mode that allows you to turn off the flash. (Something besides the fully automatic mode) On some cameras, this is called "P."

**Adjust the ISO** according to where you're shooting. Outside on a sunny day, you can use a lower number (100 or 200) and still get a fast enough exposure that your picture won't be blurry. Inside, try 400 or 800.

**Use optical zoom, not digital.** Don't use the digital zoom on your camera; it doesn't really zoom in, but just crops down to the area you "zoom" to. You can do that later in Photoshop. If you need to zoom in more, walk closer to your subject! Optical zoom is fine to use. (Usually there is a camera menu setting to turn digital zoom on or off)

**Downloading your images.** Take the memory card out of your camera, insert it into a USB card reader, then plug the card reader into your computer. Find your images on the card and copy them to your computer in a place that you can find. It's a good idea to name the folder of images with your name and today's date. For example: Erika\_Hansen\_12072006.

Depending on your camera, you might only have the option of plugging the camera directly into your computer. This uses the camera batteries, so only transfer your images this way if you have no other option.



## Photography 101 (for teachers and students)

Photography will be an exciting new element in your curriculum. Not only are your students going to be thrilled to use digital cameras and learn about photography in class, this will encourage your students to look at their world in new ways. Photographs allow students to communicate across language. Adding this visual element to their online international projects is going to give their audience of online peers a chance to see your students and aspects of their lives, in addition to reading about them.

We are looking for Bridges students to go beyond snapshots and take a thoughtful approach to their photography. Now, how do you teach your students to take compelling photographs?

Sometimes great photos happen just by accident. But we'll have a lot more success if we try to form a clear thought or idea, and try to capture that. Strong photographs clearly communicate the ideas the photographer has in mind, no matter what the subject matter.

Following are some general guidelines for you and your students, and worksheets (2 per page) that can be photocopied and handed out.

Remember, you and your students are working to find your own creative visions, so some of these guidelines will work for you, and some won't. You have to practice a lot, and continually evaluate your work to decide what you like and what you don't like.

It also helps to show your pictures to other people and get their feedback – you might be surprised by what other people have to say. Everyone's tastes are different!

.....

**Start** with a clear idea of what you want to show

**Eliminate** anything in the frame that distracts the viewer from that idea

.....

### ***GUIDELINES TO PRACTICE***

#### **1. Have a single strong subject or point of interest**

Eliminate any distracting details, and watch the edges of the frame especially.

#### **2. Practice the rule of thirds, by framing your subject away from the center of the photo:**

A popular composition guide in photography and art in general, the rule of thirds refers to drawing imaginary lines vertically and horizontally, dividing your image into 9 parts (see diagram).

Then, compose your photo so the subject is not centered, but falls on one of the intersection points (sometimes called power points), or along one of the lines. The idea is that this creates more energy and interest than simply centering your subject.

For example, instead of putting the horizon across the center, frame so it's along the top or bottom horizontal line. A good exercise for students can be to use this rule to compose a photo of the same subject several different ways.

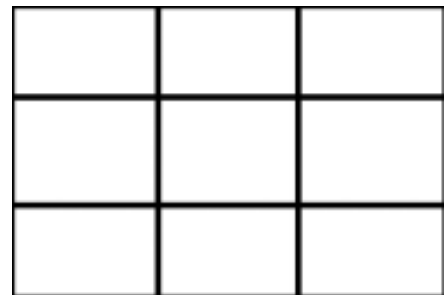


Diagram of the Rule of Thirds

### **3. Use the best light you can find or make**

Turn off your camera's flash – the light it gives is harsh and unappealing. Indirect natural light from a window is great for photographing portraits, and also works for objects and art work, etc. that you may want to photograph and share online. You can use a piece of white foam core or cardboard covered with aluminum foil to reflect light from a window onto your subject.

Watch how the color of the sunlight changes at different times of day, in the sky, on buildings and landscapes and even your friends' faces.

Pay attention to the light – what direction is it coming from? Where are the shadows? Is the subject squinting their eyes because the light is too bright? Is the picture of your school going to be more colorful and interesting at noon, or early in the morning or later in the afternoon?

### **4. Work your subject.**

Shoot a few different pictures of the same thing from a variety of angles, from close-up and far away. Lie down on the floor, stand on a chair, etc...how does this change what your picture looks like?

Which do you like best? Why?

In general, encourage your students to shoot many pictures of their subject. This gives them a choice of what to use – in many cases they won't have the opportunity for a re-shoot.

### **5. Get closer to your subject.**

Often we try to photograph from too far away. The best “zoom” you have is your feet! Walk closer to your subject.

### **6. Watch background shapes, lines, and colors.**

Does your subject blend into the background? Does the horizon line look like it cuts through your subject's neck? Do they have something “growing” out of their head, like a post or tree?

### **7. Draw the viewer into your picture and keep their interest.**

**Use leading lines** (a road, path, creek, shoreline, tree branches, edges of a walkway or stairway, etc.) and **selective depth of field** (a large or small aperture controls this).

### **8. Keep your horizon straight!** ...unless your intention is to have it on a diagonal, but be deliberate about doing this.

### **9. Crop carefully in the viewfinder.**

Try to fill the frame. It is best to do your cropping in the viewfinder, rather than later in Photoshop – you save yourself extra work. Avoid large spaces of sky over people's heads. Avoid cutting people off at joints, like knees and elbows....this looks weird!

## BRIDGES TO UNDERSTANDING:

### *Introduction to Photography*

date: \_\_\_\_\_

**Start** with a clear idea of what you want to show

**Eliminate** anything in the frame that distracts the viewer from that idea

**Practice these general guidelines:**

1. **Have a single strong subject** or point of interest. Look around the edges of the frame before you shoot – are there any distractions?
2. **Practice the rule of thirds:** Compose your picture so your subject falls on one of the intersection points, or along a line:

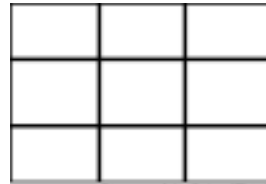


Diagram of the Rule of Thirds

3. **Use the best light you can find or make.** Turn off your flash, and change your ISO if you need to. Pay attention to the light – what direction is it coming from? Where are the shadows?
4. **Work your subject!** Shoot a few different pictures of the same thing from a variety of angles, from close-up and far away. Lie down on the floor, stand on a chair, etc...how does this change what your picture looks like?
5. **Get closer to your subject.** The best “zoom” you have is your feet! Walk closer to your subject.
6. **Watch background shapes, lines, and colors.** Does your subject blend into the background? If you’re shooting a portrait, does the horizon line look like it cuts through your subject’s neck? Do they have something “growing” out of their head, like a post or tree?
7. **Draw the viewer into your picture** and keep their interest.  
**Use leading lines** and **selective depth of field.**
8. **Keep your horizon straight....**unless your intention is to have it on a diagonal...but be deliberate about doing this.
9. **Crop carefully in the viewfinder.** Try to fill the frame. It is best to do your cropping in the viewfinder, rather than later in Photoshop. Avoid large spaces of sky over people’s heads. Avoid cutting people off at joints, like knees and elbows....this looks weird!

## **Classroom Roles for Collaborating on a Digital story**

### **Photographer**

The photographer(s) are responsible for working with everyone to plan shot lists, and go on photo-shoots. They will make sure that all of the photos needed to tell the story are taken. The photographers will evaluate their photos and select the most successful for use in the movie.

### **Production Photographer**

The production photographer(s) are responsible for documenting the workshop experience by photographing the students and mentors working together. At the end of the project they will create a slideshow to present to the school community, or simply to have as archival material. The production photographer is also responsible for shooting the student and mentor photographs that will be used in the credits.

### **Writer(s)**

The writer(s) are responsible for writing (or outlining) the script for the movie. A storyboarding process is used here.

### **Editor**

Working with both the Photographer and the Writer, the Editor is responsible for determining the final selection and sequencing of the photographs for the movie.

### **Photoshop Pro**

The Photoshop Pro is responsible for working with the images to edit, improve and resize them in Photoshop.

### **Audio Person**

The Audio Person is responsible for recording narrations, ambient sound and music (when applicable). They will also be responsible for editing the sound into the final segments to be used in the movie.

### **Premiere Person**

The Premiere Person is responsible for assembling the final movie in Adobe Premiere. This includes choosing Titles, Transitions, and working with the Audio person to edit audio.