



Experiential Activity
Photo Scavenger Hunt
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4-H Project Area: Communications And Expressive Arts- Photography BCD

Objectives: Basic picture taking skills including: focus, lighting, and positioning.

Life Skills Taught: Students develop curiosity creating a list and taking pictures as part of the photo scavenger hunt. Student practice time management skills racing to complete their list. Students develop a positive self concept contributing and sharing a photo. Students practice communication and teamwork skills working in groups sharing ideas and photos.

Academic Curriculum: Grades 3-5 Educational Technology: Standard 5 Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. Education Technology Standards for grades 6-12 also relate to the activity.

Grade Level(s): Grades 3-5 correspond directly to Utah Core Curriculum. This activity would also be appropriate to use with grades 6-12.

Time: 1-3 hours depending

Supplies Needed: Digital cameras w/ link cables for viewing pictures either on TV or computer. TV or computer. Paper and pencils. Prizes, ribbons, or certificates.

Preparation: Gather supplies, Create Scavenger list, Set up TV or computer, Gather or make prizes, ribbons or certificates.

Sources: <http://photo.net/history/timeline>
<http://www.4hbrandnetwork.org/uploadedFiles/learn/Taking%20a%20Good%20Picture.pdf>
<http://www.kodak.com/global/en/corp/top10tips/index.jhtml>
Utah State Office of Education Core Curriculum



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Background: The first photograph was produced in 1826. Cameras were introduced to the mainstream culture of the United States by 1901.

From disposable cameras, to camera phones and digital cameras today most homes in the United States use a camera.

We use photos in business and for personal use. We use photos to record history and as a form of art expression.

Lesson Outline: Start with a lesson on digital cameras and the photo taking basics of focus, lighting, and positioning adapted from <http://photo-sharing-services-review.toptenreviews.com/photography-101.html>.

Another useful resource is:

<http://www.4-hbrandnetwork.org/uploadedFiles/learn/Taking%20a%20Good%20Picture.pdf>

Students can help teach the lesson by dividing into groups. Each group should read about and discuss a certain principle and then present that to the whole group.

Depending on time either create the scavenger list beforehand or have the students make it as part of the activity.

The list could include things such as a bus, a dog, a stop sign, or items along a certain theme such as people in action, someone recycling, someone riding a bike, etc...

Come up with enough items that each student will have an opportunity to take at least one photo. Take the total number of students divided by the number of cameras to figure how many items you will need on the list. (Students could use math skills to figure this out.)

Divide students into groups and have them create items for the list. Make sure each group has the same master list to begin the hunt.

Give each group a list and a camera. Give the groups basic instructions as listed below and tell each group at roughly what time they need to return.

Once the groups have returned have them take turns sharing their photos via a TV or computer.

Give out some sort of prizes, certificates or ribbons at the end to the group who completed their list first and to all the individuals for things relating to focus, lighting, position, and presentation.

Instructions: (Except for basic instructions, safety rules, and time requirements have the youth “do” the activity before being shown how. Encourage youth to think about what might happen by asking questions.)

1. List items that the group can take pictures of as part of a photo scavenger hunt.
2. With your group take photos of all of the items on the list. Everyone should have the opportunity to take one photo.
3. Share photos with the whole group. Explain the skills used to take the photo and why that particular photo was taken.



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Digital Cameras and Photo taking Basics

Text adapted from <http://photo-sharing-services-review.toptenreviews.com/photography-101.html>.
Photos added from Utah 4-H picture files.

Focus on Subject

The subject of your photograph is the most important part of the picture. This is where you want the viewer's eyes to focus.

A busy or distracting background draws attention away from the subject. Look at the entire viewfinder. Ensure there isn't something distracting going on in the background. A plain background tends to show off the subject.

Make sure your subject is in focus. Point and click cameras focus on whatever is in the center of the viewfinder. If your subject is off to one side, lock the focus on your subject then reposition the camera so the subject is off-center. See your camera's owners manual to learn how to lock the focus.

Consider the Light

Light is the second most important aspect of a photograph. Different lighting can change the entire appearance of a photograph.

The bright sun can create deep shadows. When taking pictures on sunny days use your flash to lighten your subject and reduce shadows.

Overcast days provide pleasing results without the use of a flash. When using a flash, make sure the subject is within the flash's range. Position your subjects further than 10 feet away.

If you don't like the light move the subject or yourself. Try different angles until the light works to your advantage.

Position Subject

Taking a picture of a person close up can have a completely different feel than if the person is in the distance. Don't be afraid to get close to your subjects, whether they are people, pets or even flowers.

The subject doesn't always have to be in the center of the photo. You can add drama to your picture simply by shifting the subject to one side or the other.






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Reflect: (Discuss with youth what happened and what's important about what happened. Share results, reactions and observations. Process the activity by discussing, analyzing, and reflecting. Help relate the activity to the target subject matter and life skills.)

 What Happened? Ask questions such as:

What happened when the subject was off center and the focus was not locked?

How does having the light source in front, or in back, of the subject affect the picture?

How does using the flash when there is a lot of, or little, natural lighting affect the subject?

 What's important about what happened? Process what was learned by asking questions such as:

Does the subject have to be centered in the picture? Why or why not?

What techniques can be used to make the photo more personal to the viewer?

How can using either a flash or natural lighting make a picture more interesting?



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Apply: (Enable youth to generalize what they have learned to other examples and situations by asking questions about how the experience related to their own lives and how they could apply this to a similar or different situation.)



How does the experience relate to your own life? Generalize what was learned by asking questions such as:

How can the principles of focus, lighting, and positioning be applied to general life?

How can staying focused on a goal make life clearer?

How do family, friends, and education represent sources of light in the picture of your life?



How can you apply this to a similar or different situation? Apply what was learned by asking questions such as:

How do the principles of focus, lighting and positioning relate to other forms of expression?

How is this alike or different than painting, drawing or sculpting?

What are some similar principles that relate to writing?



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Leader Evaluation: (What would make this activity easier to do? What if anything would you change about this activity?)

Peer Review: (Indicate if piece has been, is in the process of, or if you would like it to be, reviewed. List names, titles, date(s) and comments.)