

# SESSION 3: PICTURES THAT TELL A STORY

Age range: 5-8 years

Time: 1 hour

<b>Outline</b> <p>Learners will explore how pictures can give us important information about people's lives. They will plan pictures that tell others something about their own school lives and then create these using cameras or drawing materials. They will verbally present their picture and the story behind it to others in the class.</p>		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To recognise how pictures can convey important information about people and places.</li> <li>To explore how all pictures contain messages that may be good, bad, or neutral.</li> <li>To create a picture which tells others something about life in school.</li> </ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>Learners will explore how careful composition can help to make the story in a picture clear.</li> <li>Learners will plan a picture that conveys information about their school life.</li> <li>Learners will create a picture that represents an aspect of school life.</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>What messages and ideas would you like your picture to convey on the theme of playing, helping or sharing?</li> <li>Who will need to be in your picture?</li> <li>What will the people in your picture be doing?</li> <li>Where will the people in your picture be?</li> <li>When will you take the photograph?</li> <li>Why do you think this picture is important to share with others?</li> <li>What do you want to show others by taking this picture?</li> <li>What is the story behind the picture?</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Slideshow: slides 18 to 21</li> <li>Cameras (or view finders and sketching pencils if cameras are not available).</li> <li>Worksheet: <i>What story will you tell?</i></li> </ul>	
<b>Curriculum links</b>		
<b>England</b>  <b>Spoken Language</b> <ul style="list-style-type: none"> <li>Pupils should consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>Pupils should learn how to create a narrative using characters, setting and action.</li> </ul> <b>ICT</b> <ul style="list-style-type: none"> <li>Pupils should be familiar with using equipment such as cameras.</li> </ul>	<b>Wales</b>  <b>Foundation Phase: Language, literacy and communication skills</b> <ul style="list-style-type: none"> <li>Express opinions, giving reasons, and provide appropriate answers to questions.</li> <li>Range: experience and use a range of media and stimuli including emerging technologies.</li> </ul> <b>Foundation Phase: Creative Development</b> <ul style="list-style-type: none"> <li>Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.</li> </ul>	<b>Scotland</b>  <p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</p> <p style="text-align: right;"><b>ENG 1-03a</b></p> <p>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p style="text-align: right;"><b>LIT 1-06a</b></p> <p>I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.</p> <p style="text-align: right;"><b>TCH 0-04b</b></p>

## Activity Outline

### Starter (10 min)

#### *How to create a picture*

- Using slides 19-21, introduce the learners to the term 'composition'. Discuss how the picture has been framed and where the people are positioned within it. Explain that the composition of a photograph helps those who look at it to understand what is going on. Refer to the slideshow notes for background information to share about the photographs.
- Discuss how photographs portray places and people in a variety of ways and suggest that a picture can be good, bad, or neutral. You may wish to show the class some newspaper clippings of your local area to illustrate this.
- Introduce learners to the equipment that they will be using to create their pictures and check that they understand how it works. This could be cameras or view finders and sketching pencils (if cameras are not available).

### Activity 3.1 (15 min)

#### *What story will you tell?*

- Remind learners of the three categories that they sorted photographs into in Session 1: playing, helping and sharing. Ask them to consider what pictures could be taken within their school under each of these categories, for example; children clearing up in the dining hall or playground, children reading a book together, or children skipping at play time. What could these pictures tell others about their school?
- Divide learners into small groups of no more than four and ask them to discuss what they would like their pictures to tell others about daily life in their school. Ask them to consider the following key questions:
  - What messages and ideas would you like your pictures to convey on the theme of playing, helping or sharing?
  - Who will need to be in your picture?
  - What will the people in your picture be doing?
  - When will you take your picture? Will it be taken at a particular time in the school day, week or year?
  - Where will the people in your picture be?
  - Why do you think this picture is important to share with others? What do you want to show others by taking this picture? What is the story behind the picture?
- Ask learners to make brief notes in answer to these questions on the *What story will you tell?* activity sheet. This will help to support their story telling in Session 4.

### Activity 3.2 (20 min or longer)

#### *Planning and creating pictures*

- In their small groups, allow learners time to plan the details of their chosen pictures. Remind them to include the people and setting they discussed in Activity 3.1.
- Learners could then take their photographs, or make sketches around the school in the remainder of the session. However, it is recommended that you allow learners some

time to create their pictures over the course of a school day or week, so that they capture images which depict more varied aspects of school life, such as an assembly or school clubs. Learners should continue to work in their small groups but take turns to take a photograph or sketch.

### **Plenary (15 min)**

- At the end of the allotted time, come together as a class to share the pictures. Photographs on the camera can be displayed on an interactive whiteboard, or a 'gallery' of sketches can be pinned around the classroom.
- Allow learners plenty of time to share their pictures with others in the class. Ask each learner to share the story that their picture tells with someone else. They should focus on a few key questions:
  - Why do you think this picture is important to share with others?
  - What messages does your picture convey?
- If there are several pictures that convey a similar message, learners could use this time to discuss which one they think is most powerful and why.

### **Further ideas**

- The activities in this session lend themselves to yourself and/or your teaching assistant planning and taking photographs around the school alongside your learners. You can then use these images to highlight what is particularly important to you/your teaching assistant about aspects of school life, for example learners cooperating during a game at play time.
- Many of the photographs in this resource have been taken by children in Viet Nam to depict an aspect of their community life which is important to them. You might like to refer back to slides 19-21. You could use these images to make links to what your own learners would like to celebrate or change in their school or wider community (see Session 6: Taking it further).
- Ask learners to get into groups of four and make two lists:
  - Things that I like about my school.
  - Things that I would like to change about my school.Come together and discuss the ideas that have been written down by the learners. One or two of these ideas could then be developed into an Action Plan, perhaps with the help of the School Council.

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## What story will you tell?

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What messages and ideas would you like your picture to convey on the theme of playing, helping or sharing?	
Who will need to be in your picture?	
What will the people in your picture be doing?	
When will you take your picture?	
Where will the people in your picture be?	
Why do you think this picture is important to share with others?	
What do you want to show others by taking this picture?	
What is the story behind the picture?	