

FACILITATOR GUIDE: Photo Reflections **GRADE: 9th – 12th****CONCEPTS & SKILLS:****English Language Arts- Text Types & Purposes****Ninth & Tenth Grades-**

- **W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Eleventh & Twelfth Grades-

- **W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

MATERIALS & RESOURCES:

- At least one digital camera for every four participants to use during the service project
- At least one computer or electronic tablet for every four participants in the class
- PowerPoint show or Slideshow
- Audience

PRESENTATION:

Before embarking on the service project, lead a group discussion about the importance of this project. Remind them of all the topics they've learned about through the unit—the earth, their neighborhood, and their school. Tell them that they're going to have a chance to put together a story about their project, and that you have digital cameras so that they can illustrate the story.

They will consider how the experience, knowledge, and skills they are acquiring

relate to their own lives and their community. Also consideration to their actions, their impacts, what worked and did not work, and their contribution. This process includes both analytical and affective response.

DIRECTIONS:

1. Hand out digital cameras to the class, and tell them that they're going to take turns photographing what happens during the project.
2. Once the project is completed, combine all the photos into one file, and give every participant access to it.
3. Have each student create a slide show using photos they select, in sequence.
4. Each student should write or record captions for each photo that tells what is happening in the picture. The 9-10th graders focus on using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. The 11th & 12th grade students should use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. All students provide a conclusion based on the content of their work.
5. Ask them to include answers to the questions—
 - What happened? What was the actual outcome? Can it be measured or documented in some way? What did you experience, contribute, or gain?
 - So what? Were there less measurable and still very important outcomes?
 - Now what? What might you do differently now that we've completed our project? How do you think it helped the school, neighborhood, society?

TIME:

on-going during project process