The Photo Hunt

The Photo Hunt

An idea from:

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Age: 5-6 years

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Keywords: #numeracy #photography #geolocation #environment #map #code #mediaeducation

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Key question: *How to find one's way in space using photos?*

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General objectives:

- Recognise one's environment and finding one's bearings by observing photos
- Discover aerial photography (satellite images)
- Understand that a photo is the result of the photographer's specific intention
- Discover the notions of image framing and point of view
- Develop the children's creative autonomy through the use of a camera
- Introduce to the concepts of coding and sequencing
- Foster intra-family discussions through the observation and shooting of photographs

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Time: 5 hours at school split over 8 activities, as well as 3 activities at home.

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Materials

At school	At home
- Tablets (or camera, or offline smartphones) - Internet connection to receive and share photos taken by the pupils - Projection system - Large white poster	- Camera, or tablet or smartphone equipped to take photos - Internet connection and device to receive the photos and instructions from the educator and to forward the pictures taken and carry out the activity using satellite images

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Software/Apps:

Google Maps

Objective:
Observe satellite photos and identify one's environment

Media:
 Computer, smartphone or tablet

Link:
www.google.be/maps

Alternative:
www.openstreetmap.org

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Short Presentation

How can photos help us recognise our environment and find our bearings? During this workshop, children discover different levels of the representation of a geographic place (satellite view, maps, photos), they identify landmarks and learn how to find their bearings. By creating a treasure hunt, they trace an understandable itinerary on a map. Several photos placed one after the other become a sequence of movements, thus introducing the notions of coding and sequencing.

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Step by step

Step 1 --- At school	**Discovering pictures taken from the sky and satellite pictures** The educator projects the satellite picture (via Google Maps) of the school and its neighbourhood for the children, and invites them to find clues that prove this is indeed their school: a road? a lawn? a playground? - *Where does the photo come from?* - *What can we recognise?* The educator explains what satellites are. The group observes the differences and similarities between the satellite image and the reality of the school environment to understand the notion of representation. The educator superimposes a large white poster to the projected image and identifies the landmarks in the school and the neighbourhood: trees, stores, a street, a statue, a park, … The educator draws the landmarks on the sheet of paper This sheet of paper with the drawings shows a simplified representation of the neighbourhood supplemented by a few visual landmarks. This approach highlights the link between reality and the representation thereof through photography.
	For distance learning The educator shares (hard copy or digital file) the satellite image of the school's neighbourhood with the children. The parents are invited to ask their children if they recognise the school. What are the different clues

	that help identify the location? A road? A lawn? A playground? The families are invited to observe the satellite view of their own place of living using Google maps (on a smartphone, a tablet, a computer). What are the different clues that help identify the location? Together, they find the differences and similarities between the photo and reality.
Step 2 --- *At home*	**A bird's eye view of their home** With the help of their parents, the children are encouraged to find their own home on Google Maps and to identify the landmarks in their neighbourhood (a building, a road, a tree, etc.). Then, when going for a walk in the neighbourhood, they can look for and physically identify these landmarks.

Step 3
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At school
	The concept of point of view
	Prior to the session, the educator will have prepared several photos representing different points of view: wide-angle shots, narrow-angle shoots (zoom), or low or high-angle shots.
	The educator projects these varyingly framed photos for the group. The group sorts out, gathers and organises the photos by point of view (low-angle shot like a giraffe, high-angle shot like an ant, zoom like a magnifying glass, wide-angle like a large window, etc.)
	   - *What are the differences?*
	   - *Seen from up close? Seen from a distance?*
	   - *Seen from the inside? Seen from the outside?*
	   - *Picture of a detail? Or overall picture?*
	
	If the photos were taken in class, the children are invited to find the educator's position when she or he took the picture of the object (i.e., right under the lamp).
	
	Through this, the children learn that a point of view gives us a clue as to the photographer's position with respect to the object photographed.

Step 4
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At school
	Handling the tablet and the camera feature
	The educator shows the children how to use a tablet optimally, starting by how to switch it on and off and how to handle it.
	   - *Where do you press to turn this tablet on?*
	   - *You must leave this button pressed down for a little while. Up to how much do you need to count?*
	   - *What button must you press on to switch it off?*

- *To use the tablet once it's switched on, there are several useful gestures: sweeping, lightly touching, brushing, etc.*

Then, the educator explores the camera feature with the children:
- *How should the tablet be positioned? How should it be held?*
- *Where do you press to take a picture?*
- *How do you zoom in or zoom out?*
- *How do you see the picture taken?*

The children handle the tablet on their own.

The educator suggests taking pictures of specific objects distributed to the pupils or groups of pupils.
- *How do you take a picture to properly represent what you want to show?*
- *Where should you stand to frame the picture?*
- *How do you take a wide shot?*
- *How do you photograph a detail? By zooming in or coming closer?*
- *Is it interesting to photograph the object from above or below? Framing, wide-angle/details, high-angle/low-angle shot, etc.).*

Pupils understand that the content of a photo is not random but that it is the result of a specific intention (choice of the angle of view, framing, etc.). At this point, pupils are not expected to use the proper terminology (framing, wide shot, close-up) but to be able to talk about them in their own words.

Step 5 --- *At home*	**Taking pictures "like an ant" and "like a giraffe"** With the assistance of a parent, the children are invited to take pictures of familiar objects, either "like an ant" or "like a giraffe". Parents forward these shots to the educator digitally, including the "bad" ones. To the children who could not carry out this activity at home, the educator will suggest they do it at school.
Step 6 --- *At school*	**Observing the photos** The educator projects the pictures taken at home by the children. The group observes the photos, groups and sorts them by point of view: - *What objects were represented using the "like an ant" perspective?* - *And what about the objects represented using the "like a giraffe" perspective?*

| Step 7 --- At school | **Taking pictures of the school and its surroundings**
The educator tells the children that they will be taking pictures of the school and its surroundings on their own so as to have their own representation.
Beforehand, they should think together about what elements they wish to photograph, and then divide the task.

The group also thinks about how to best take a picture of the whole school:
- *How to take an overview photo of our school?*
- *Take several pictures that will be placed one after the other?*
- *By climbing on a chair or a ladder to have a view from above?*
- *By finding the highest point on the school's lands and using it as a point of view?*

Pupils discover that the content of a photo is not random but that it is the result of a specific intention and real "writing" work (choice of the angle of view, framing, etc.). It is important to allow the pupils to be fully involved and active by letting them take the pictures on their own.

Figure 3: The school in photos, Sainte Julienne Haut school in Fléron, Belgium |

Step 8 --- *At home*	**Observing the photos with the family** The photos taken at home by the children are forwarded to the families. The parents discuss their child's photo with the child: - *What did you photograph?* - *Where were you standing when you took the picture?* - *What was easy for you? What was difficult for you?*
Step 9 --- *At school*	**The map of the school's neighbourhood in photos** The educator projects the photos taken by the children at school and the group observes them carefully. Together, the group decides which photos are the most evocative. The children are brought to understand that the content of a photo is always the result of the photographer's specific intention (i.e., "Let's remove this picture because it shows papers on the ground and it looks untidy" or "Let's choose the photo that shows the entire covered playground instead of the one where you can't see the roof"). The educator prints the selected photos. The educator reuses the poster representing the satellite map of the school neighbourhood. The pupils replace the photos on the map, by element represented, so as to organise them in space.
Step 10 --- *At school*	**Experiencing a treasure hunt** The educator organises a treasure hunt on the school premises for the children, to introduce the notion of sequencing. The educator uses the previously prepared map of the school neighbourhood and associates each identified location with a colour symbol, for example: -The gymnasium = blue circle -The garden = green square -The tree = blue rectangle -The gate = lavender cross Then, the educator shows the children several symbols one after the other: the group first follows these symbols on a map before actually going to the places identified in search of the treasure. The pupils learn how to associate the content of the photograph to another writing form. In this case, the media (the photo) gives coded information. Placed one after the other, these items of information form a sequence and a message.

	For distance learning The educator invites the children to discover the concept of code and sequence by giving them a series of pictures, each associated with a different colour code. For example: - A red circle = a door - A yellow square = a trash bin - A green triangle = a bush Children are given a code sequence and are invited to reproduce a similar sequence at home, by also photographing a door, a trash bin and a bush.
Step 11 --- *At school*	**Organising a photo hunt for children from other classes and/or for the parents** The educator and/or the pupils decide where the treasure will be hidden. On the way to that location: The children take pictures of identified elements (tree, mailbox, trash bin, post, etc.) - Back in the classroom, these photos are printed and placed on the map, in their order of appearance on the itinerary. The children then associate a colour symbol to these photos and place them one after the other to form a sequence according to the itinerary they wish the treasure hunt participants to follow. They place their large poster map in a central spot of the school before sharing the symbol sequence with the participants. Enjoy the treasure hunt!

Figure 4: Preparing the itinerary in photos, Sainte Julienne Haut school in Fléron, Belgium.

Conclusion

This workshop introduces the concepts of coding and sequencing, which are here directly associated with photos and landmarks on a map. The educator may continue using coding and sequencing in other learning contexts. Learning to follow a series of instructions to prepare a recipe, for mime games, to recite a nursery rhyme while moving, to code one's first name by associating each letter to a symbol, etc. The possibilities are countless!

Presence	Virtual
The other classes and/or parents are invited to participate in the treasure hunt.	Formatting all the picture series taken by the pupils at home and producing a slideshow or an album with book creator for public display.