

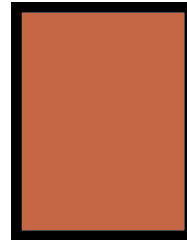
# Using photographs

PHOTOGRAPHS ARE A USEFUL TOOL for encouraging students to look at situations closely. They can be used in many ways, for example, to challenge stereotypes or bias in reporting.

## Captions

In pairs, students write a caption or title for the same photograph. This should be done on a strip of paper in big letters. Come together as a class and place the titles around the photograph, then talk about the different captions. Discuss:

- ◆ *Why did you choose it?*
- ◆ *Do others agree?*
- ◆ *Which caption is most appropriate? Why?*



*Picture caption*

## Speech bubbles

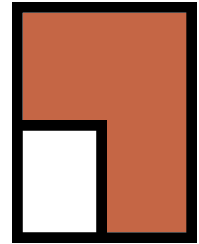
Students imagine that they are one of the people in the photo and write speech or thought bubbles for the person. Compare different responses.

Remember to point out that someone took this photo. What did the people in the photo think? What did they see? What else might the photographer have seen?



## Outside the frame

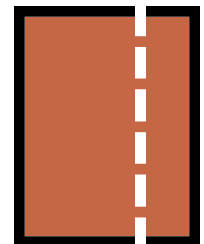
Give each group a photo blue-tacked onto a larger piece of paper and ask them to 'continue the photograph', that is, to draw what is outside the frame. This helps them to look closely at the images and imagine the context in which the photo might have been taken. Two groups then come together to ask questions about each other's drawings. If different groups have used the same photograph it is interesting to compare their final drawings and to ask, 'Why were they different?'



## Cropping

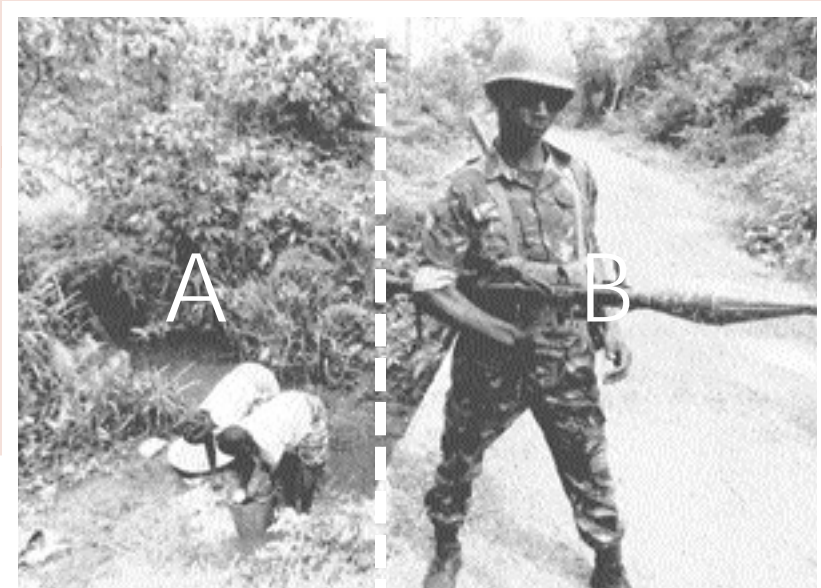
Each group is given part of a picture and asked to draw what they think is shown in the rest of the picture using any possible clues and giving reasons for their ideas. When they have agreed, present the whole picture. What was different? Does anything surprise them?

Other groups could be given different sections of the same picture, which could lead to a class discussion. This activity is particularly useful for challenging stereotypes, and raising issues of class and gender. Photocopying a partly covered picture is useful for this activity.



*An example of 'cropping' is on the next page.*

## Example: photo exercise (cropping)



### Purpose

The aim of this activity is to show how a photograph may show just part of a situation, to provoke discussion about how we interpret images and to make students aware of how preconceptions can cloud our judgement.

### Preparation

- ✦ Enough copies of the above picture cut in half to give each group one piece (there should be an even number of groups to allow them to bring their halves together in the next stage of the activity).

### Teacher prompts

- ◆ *Decide what the photograph shows*
- ◆ *Suggest where it was taken*
- ◆ *Think about who the people are*
- ◆ *Suggest what the people are doing*
- ◆ *Think about what the situation is*
- ◆ *Think about how the people might be feeling.*

## Procedure

- ◆ Give each group either part A or B of the photograph (*it is better if each group only sees their part of the photograph*). Ask each group to discuss their photo.
- ◆ Ask one member of each group to report the outcome of their discussion to the rest of the class.
- ◆ Then put the photograph together by amalgamating groups with Part A with those with Part B and ask the group to discuss the whole picture. Now ask students:
  - ◆ *Have their thoughts about the image changed now that they can see all of it? In what way?*
  - ◆ *Who might be with the photographer?*
  - ◆ *What might have been happening before the photograph was taken?*
  - ◆ *What might happen once the photographer has left?*
  - ◆ *Should the photographer try to do anything about the situation?*
  - ◆ *Why did the photographer take this picture?*
- ◆ Widen out into a class discussion to allow sharing of ideas and opinions.

