

# OUTDOOR LEARNING LESSON PLAN

## PHOTOVOICE

**Objective:** Students will use photography to connect with nature. The images and ideas address what is important, concerning and of interest to the students involved. Photovoice offers students a chance to tell their stories and have their voices heard, while also spending meaningful time outdoors.

**Curriculum:** this exercise can be adapted for grades 7, 10 and 12. See [www.cpawsmb.org/curriculum-connections](http://www.cpawsmb.org/curriculum-connections) for Manitoba curriculum connections.

### Learning Goals:

- Students use photography to identify key concepts and ideas in nature
- Students investigate plant and animal organisms in a local ecosystem
- Students will be able to use scientific vocabulary to describe natural observations

### Resources:

- [A Picture is Worth a Thousand Words: Understanding Campers' Experience of Nature at Camp Using Photovoice](#)

### Materials:

- Photovoice worksheets
- Digital cameras/ tablets/ device to take photos
- Clipboards
- Pencils

**Time:** 45 minutes

### Activate:

1. Introduce the boreal forest in the context of science and/or social studies curriculum; see [www.cpawsmb.org/curriculum-connections](http://www.cpawsmb.org/curriculum-connections) for resources
2. Discuss the importance of the boreal forest for indigenous communities, biodiversity, and climate change, as well as issues facing the prosperity of the forest

### Acquire:

3. Break students into small groups and/or individually; provide students/groups with worksheets on clipboards, pencils, and devices to capture photos
4. Walk to a local green space or plan a field trip to Assiniboine Forest (or related location)
5. Students use the worksheet to observe their environment and take photos
6. Students track their photos on their worksheets by writing a short description of each photo taken

**Apply:**

7. In the classroom or as homework, students upload their photos to a computer and create a collage or poster with the images
8. Students write a one-page summary of their work, identifying their observations and key concepts
9. Students submit their collages and summaries or present them in small groups and/or the whole class

**Conclusion:** Evaluate students on their final art installation and summary, utilize peer evaluation, or a combination of both. Evaluation should be based on how the students followed the worksheet and the effort put into taking photos, as well as the concepts covered in their summaries and presentations. For extended engagement, display students' work somewhere in the school for other students to see.

# PHOTOVOICE WORKSHEET

- ❑ Take at least **12** photographs, making sure to write down a description of what you took in each of the boxes, including which discovery the photo relates to
- ❑ See the list of discovery options to guide your exploration and the photos you choose to take

<u>SOMETHING THAT YOU ENJOY</u> PHOTO:	<u>SOMETHING THAT CONCERNS YOU</u> PHOTO:	<u>SOMETHING THAT YOU WOULD LIKE TO CHANGE</u> PHOTO:
DISCOVERY: PHOTO:	DISCOVERY: PHOTO:	DISCOVERY: PHOTO:
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## DISCOVERIES:

1. Signs of succession
2. Example of photosynthesis
3. Habitat destruction
4. Human interactions with nature
5. Habitat development
6. Evidence of a scavenger
7. Evidence of a decomposition
8. Abiotic component of an ecosystem
9. Biotic component of an ecosystem
10. Evidence of environmental sustainability
11. Primary consumer
12. Secondary consumer
13. Tertiary consumer / top predator
14. Signs of environmental damage
15. Something worth protecting
16. Climate change
17. A natural resource
18. Other (please explain)
19. Producer