


Photographer & Camera Activity Guide

OVERVIEW & PURPOSE

This is a partner game that helps the students get more comfortable in nature, gets them observing different small elements of nature, and it's just a fun icebreaker type game. This could be used as a rainy day activity or as an activity during intro field study.

MATERIALS NEEDED

Materials already in SL bags

1. Journals, pencils
2.  Photographer & camera activity SL Cue Card.pdf

SAFETY NOTES/CONSIDERATIONS

- Set boundaries for where the students can wander. SL role is to spread out and monitor behavior and boundaries
- Set clear expectations of safety regarding guiding the partner who has their eyes closed. This is a bit of a trust exercise.

ACTIVITY | 30 min

Step-by-step Directions

5 Minute Intro

1. For this game, we will need to be in partners. If there is an odd number of people, have an SL act as a partner.
2. One partner will act as a nature photographer. They will be taking their “camera” (the other partner) to different cool nature locations and taking pictures.
3. Each photographer will have 5 minutes to take 3 pictures. The “camera” will close their eyes and the photographer will guide them to the spot. They will set the “zoom” by moving the camera closer to or further from an object. They will set the “exposure” by telling the camera how many seconds to open their eyes for. When they think they have a shot set up, press the button (gently press their shoulder) to “take the photo”. Then guide them to 2 more spots and repeat the process.
4. Emphasize to really take in as much detail as possible when you're the camera, we want high quality photos!

Doing the Activity

1. 5 mins for each photographer and switch (10 minutes ish of doing the activity)
2. 10 mins to “develop the photo”
 - a. When I’m running this, I like to not tell them about this step in the intro.

3. In the journals, each student will pick one picture they have in their head from when they were a camera to “develop” (unfortunately you might have to describe what developing is).
4. Students will spend 10ish minutes trying to draw one of their photos in their journals.
5. Could do a show and tell at the end?

ACCOMMODATIONS & ALTERNATE PARTICIPATION

- If a student is visually impaired, you could have them in a group of 3. One partner guides them to an object and the visually impaired student feels the object for a set amount of time. They would then describe it to the 3rd partner in as much detail as possible to have them try to draw it.

PROGRESSIONS & EARLY FINISHERS THINGS TO DO

- The nature journaling flipbook could be a useful tool for students who don't trust their drawing skills. It breaks down what to really focus on when drawing.
- If a student finishes their drawing quickly, you could have them journal about what it felt like being guided around a new place with their eyes closed. Was it difficult to trust their partner? What made it easier or harder to do so?