Welcome Leader!

Welcome to the “Mastering Manual Digital Photography” project. The first three skill builders will help members get hands on with more advanced techniques. Skill builder four will be fact sheets containing information on professional applications. In the fifth skill builder, members will do an in depth research study on one of the following:

1) Portraits  
2) Macro Photography  
3) HDR / Landscape Photography:

Once they have come to an understanding of the option they chose, they will then need to create a photo displaying what they have learned. This is not to be taken lightly. The photo should be as professional as possible, and also must be easily identifiable. A macro photo cannot resemble a portrait and so on.

The 3D’s of Learning - Each Skill Builder has three sections of learning called “Dream it!”,” “Do it!” and “Dig it!”. Below is a description of each.

Dream it! Plan for Success - this gives members a chance to help plan their activities. A skills checklist, background information, important words, and activating questions are included in the Member Manual so they will be able to think about the topic and activity and decide how they will approach it. The Leader Guide contains in-depth background information on the topics, material lists, suggestions, time requirements for activities, and activating, acquiring, and applying questions to engage member's thinking through each step of the learning process.

Do it! Hands on learning - this is where members are engaged in the activity planned / discussed in the Dream it! Section. Here members are doing the activities and leaders are observing, recording, and providing feedback on how well they are doing. Allow as much individual practice as required; you are assessing the progress and understanding of individual members.

Dig it! What did you learn? - this simply means that members and leaders need to 'dig into their learning'. For the learning cycle to be completed, both need to reflect on how things went and how well they did. For members, this involves self-assessment, giving feedback, creating meaning from their experiences, and thinking about what they would do differently next time. Once this is done they will be in a good position to apply what they have learned to the next experience.

The sequence of project meetings and specific skill building outcomes for members in this project are on the chart on the following page.
What Skills Will You Learn?

Each section or ‘Builder’ in this project has activities that will help your project group learn to do by doing while learning new skills and having fun!

To complete this project, members must
- Complete the activities in each ‘Builder’ OR a similar activity that focuses on the same skills as you and your members may plan other activities
- Plan and complete the Final Project
- Complete the project
- Participate in your club’s Achievement. (See the inside back cover for more information about 4-H Achievements.)

<table>
<thead>
<tr>
<th>Members will be able to...</th>
<th>Activities</th>
<th>Page</th>
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<td>Skill Builder 1</td>
<td>Shutter Speed</td>
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<tr>
<td></td>
<td>• Adjust for appropriate shutter speed</td>
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<tr>
<td></td>
<td>• Blur subjects and backgrounds</td>
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<td></td>
<td>• Capture photographs at night</td>
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<td>Builder 4</td>
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<td>• Applications - Learn to do by doing</td>
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<td>Builder 5</td>
<td>Final Project</td>
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<tr>
<td></td>
<td>• Choose a project topic</td>
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<td></td>
<td>• Set SMART Goals</td>
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<td></td>
<td>• Develop a plan</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluating Success</td>
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</tr>
</tbody>
</table>

When you successfully complete your builders, you will showcase what you have learned.

Showcase Challenge /Portfolio
- Explain success in using the skills listed above
- Showcase Challenge
- My Portfolio Page

Page 2
**Showcase Challenge and My Portfolio Page**

At the end of the members’ section are the “Showcase Challenge” and “My Portfolio Page”. The Showcase Challenge page gets members to think about their accomplishments and explain or demonstrate how they were successful. There are a number of suggestions along with planning information to help them decide how they will best “showcase” their learning to friends, family, community members and/or fellow 4-H members.

Record keeping is an important part of every 4-H project. “My Portfolio Page” is a graphic organizer used to keep track of members’ 4-H experiences. As each member learns skills, the evidence of learning (through participation and completion of the various activities) is recorded on the page. When the Portfolio Page has been completed and confirmed by the leader, then it becomes a record of the member’s completion of the project and participation in other 4-H activities beyond the project.

**4-H leader assessment** of members will happen throughout the project as you assess the progress and understanding of individual members. You need to observe the members doing the skill and record what you see and hear. Your feedback should be positive and descriptive (not just “well done”). Share that feedback with members frequently so they can put your suggestions into action. How you choose to observe and record is up to you. Some methods are to create checklists, videos and notes while encouraging discussions, peer observations and questions. Recognize that members may improve over the course of a builder and that records should be updated to reflect when they demonstrated their best learning. You are discussing how well members are meeting the skills checklists that are at the beginning of each of the project books, in each Builder and on the Portfolio Page.

Projects promote technical, communication, meeting management, and leadership skills, as well as community involvement and real-world experiences. In addition to the specific skills members are to learn in each builder, the following general learning goals for members are important: Following instructions - Working with others - Using supplies safely - Using the key words - Improving with practice - Respecting timelines.

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**4-H Project Series Skill Development Levels**

Each project topic series contains three levels of skill development: explore, discover, and master.

**Explore** - each project series has one project outlining the fundamentals. All members will be expected to complete the Explore level project before moving into the Discover level projects. It introduces the basic skills and terms needed by members for subsequent projects in that series.

**Discover** - each project series has several project options and members are encouraged to take as many as they would like. At this level, members practice topic specific techniques and gain theme related skills through specialized builders.

**Master** - multiple project options encourage members to specialize in a topic. They may branch out and take advantage of community options such as cooking for a canteen or participating in a food drive. The Leader’s role is to look for opportunities for their members to have more authentic experiences by: working with other mentors, partnering with outside agencies, participating in exchanges, entering competitions, etc. Projects at this level may include the “Partner-a-Project” whereby pre-approved courses will allow members to advance their skills, while applying their learning to the 4-H program.
4-H LEADER TIPS FOR SUCCESS!

♦ To complete, members must complete all the activities referred to on the “Project Completion Requirements” page OR alternate idea for an activity that would teach the same skill or an age appropriate variation. If activity substitutions are used, be sure to have the member make note in their manuals.

♦ Dependent on time available at each meeting, group size and abilities of group members, you may wish to break the Builders into more than one project meeting.

♦ The internet has lots of interesting websites and educational activities. You may choose to use a search engine to explore the options available. We do not endorse any website or the safety or functionality of any products they may sell. Information/products will be used at your own discretion.

♦ Safety is a number one priority. Care has been taken to create safe, age appropriate activities throughout this manual. As leaders, it is important for you to emphasize safety rules and manage or adapt activities in a manner that will safely match your members abilities. Ensure members have a good understanding of safe working and handling practices when using tools, that they use the appropriate safety equipment when necessary, and that appropriate supervision is provided. A quality experience needs to be a safe experience.

♦ The multiple intelligences theory teaches us that people learn in at least 8 different ways. All individuals will be stronger in some ways of “intelligences” and weaker in others. It follows that the more ways we teach, the more members we will reach. Throughout this project, you will find a mix of writing, reading, hands-on work, artwork, self-evaluation, group discussion and math calculations. Teaching projects using a broad blend will help increase the learning potential of all members.

♦ Projects are designed to teach many skills. However, the 4-H member is always more important than the subject matter. Stress cooperation in the activities where possible to develop teamwork and cooperation skills. These are valuable skills that will assist them in a number of settings. Ensure the work is completed in a manner that members feel good about themselves and their efforts. This can be done by assigning appropriate tasks or roles based on member’s individual abilities. Modelling and expecting supportive behaviour (i.e. no “put-downs”) amongst members, or by other adults, also contributes to a positive experience.

♦ There will be opportunity for experimentation and applying skills that members have learned throughout this project. Experimenting can be frustrating, but learning through trial and error is an important life skill. Explain to members that it is alright to either go onto the next builder or do the builder again if they need the practice. Help the members work through their challenges until they are satisfied with the quality of their designs. Creating inventive 4-H members will be very rewarding.

♦ Celebrating success is an important but sometimes overlooked part of our lives. We encourage you to use the final section to empower the members by celebrating all they have learned in a fun manner. Anything that you do to add to the spirit of fun and the sense of accomplishment of each member will likely be remembered as the high-light of their 4-H year.

Have fun and thanks for your belief in young people!
Being A 4-H Mastery Level Project Leader

Mentors are valuable people in our lives that support and encourage us and point us in the right direction. A mentor is a person that invests time, energy and knowledge into contributing to another person’s growth.

The majority of mentor relationships are informal and often go undetected. Think for a moment. Can you identify someone who has contributed to your personal growth? Have you been a mentor by being a coach or role model to your peers, younger acquaintances or the adults in your life? You can likely identify mentor relationships that you have already been in but have not necessarily viewed from that perspective. Being a 4-H leader, especially to older 4-H youth, provides a formal opportunity to have a mentor relationship.

Mentors can serve a variety of roles in the lives of their mentees (the person they are mentoring). Some of these roles may include:

- Listening - not talking but really listening to what the mentee has to say
- Role modeling - setting an example by how you behave and what you accomplish as opposed to just talking about it. Leading by example is a powerful teacher.
- Building self-confidence - offering encouragement and appropriate praise can be very empowering to those receiving it.
- Providing challenges - planting the seed of inspiration to strive for and expand your personal best through a variety of growth experiences. This is often referred to as coaching.
- Offering perspective - helping the mentee to see the big picture. This is often done through helping the mentee identify their feelings and providing feedback that gives them both accurate information and encouraging them to explore the options available to them.

Mentoring can be such a positive growth experience for both the mentor and the mentee. Challenge yourself to learn and practice mentoring skills in your relationships - whether those relationships are formal or informal. You can make a real difference in someone’s life.

Let’s take a closer look at some of the roles of a mentor:

**Listening Skills**

Active listening is such a valuable life skill but we are rarely taught how to do it well. Here are some basic tips to improving your listening skills:

- Stop talking. The fewer words that you say the more words the other person can say.
- Show that you are listening. Sit/stand where you can make eye contact with the speaker. Lean forward, nod your head, remain alert, and smile – anything to show that you are hearing and thus reacting to the information.
- Listen for ideas rather than facts. Tune into the person’s feelings as well as the content of the message. Body language and tone of voice can often reveal more than the actual words do.
- Provide feedback. To ensure what you heard is what the speaker meant, summarize back to the speaker (in your own words) what you feel were the key points that they made. This provides the speaker the opportunity to correct you if you have not clearly understood what they meant.
- Remove distractions. Find a quiet place to talk. Don’t be mentally jumping ahead rehearsing what you should say next.
- Don’t judge. You may not agree with what the speaker is saying but accept it at face value. If you accept the speaker’s thoughts and feelings without judgment, they will be more open to hearing other points of view after they have had their case heard without judgments.
Building Self Confidence in Others

Self-confidence is a powerful motivator and we should strive to build positive self-confidence in others and ourselves. What can you do to increase another’s self-confidence? Some tips include:

- Believe in the person. Say and show that you think they can accomplish their goals. Introducing them to key people and being enthusiastic about their abilities can be very encouraging to the mentee.
- Empower them to make choices. Advice is very easy to give but suggesting choices the mentee can consider gives the person a sense of control and power over his/her life.
- Identify skills and growth opportunities. A mentor can help mentees identify their current skills and skills or knowledge they may need to acquire to accomplish their goals. Encouraging a person to try new skills is an important role of a mentor.

Providing Challenges & Effective Coaching

Five basic steps to effective coaching are:
1. Tell - explain how to do the task
2. Show - demonstrate how the task is done
3. Do - provide an opportunity for the learner to do the task
4. Observe - watch how the task is being done
5. Praise and/or redirect - compliment on the correctly done performances and suggest area of improvement

Some further tips to ensuring a successful coaching experience are to:
- Break the learning into small tasks or steps
- Take time to ensure each step is learned correctly before moving on to the next step.
- Bad habits are difficult to correct.
- Match abilities and tasks.
Resources For a Mastery Level Leader

Since a significant component of the mastery level projects is to assist members to locate resources to enhance or their project experience. The following are some sources of additional information and resources:

**The Catalogue of Supplies**

This resource gives more information than the on the different projects and specific details on leader or member manuals, record books and related resource material. The resources listed in the catalogue include books, pamphlets, promotional supplies and audiovisual materials for project, leadership and general topic areas.

**People to Help**

1. **Head Leader**
   - Your 4-H club’s head leader is one of the first people to contact for information and help. If you are a head leader, contacting another 4-H head leader can create a great buddy system for support, questions and ideas.

2. **Leader Training Opportunities**
   - Take advantage of any leader training opportunities.

3. **4-H Leaders/Members**
   - Other 4-H project leaders and/or senior 4-H members can be excellent source of experience and/or ideas about: resources to access, project leadership techniques, working with specific age groups etc.

4. **Community**
   - Check out staff at local schools, RCMP headquarters, hospitals and other local services to assist with your 4-H program. There are often many people in your community who have expertise in a specific area that could speak at your project meeting. You could also take a tour of some local business like a local veterinary clinic, bakery, craft store, farm, grocery store etc.

5. **Manitoba 4-H Council Office**
   - Manitoba 4-H Council coordinates, develops and administers provincial 4-H policy and delivers provincial 4-H events, programs and activities.
   - [www.4h.mb.ca](http://www.4h.mb.ca)

6. **Manitoba Agriculture, Food and Rural Initiatives (MAFRI)**
   - MAFRI is responsible for the development and continuation of the 4-H program in Manitoba. Some specific examples include:
     - Creating and providing 4-H project materials
     - Collecting 4-H enrolment data
     - Delivery of 4-H member and/or leader skill development workshops, fact sheets, and mentoring
     - Liaison/mentor to area, provincial and national 4-H councils
   - At the GO Centre/Office, Rural Leadership Specialist, Farm Production Advisor, Business Development Specialist & Extension Coordinator support the 4-H program in a variety of manners. Contact your GO Office/Centre for support with:
     - Project delivery questions
     - 4-H resources
     - Support in skill development for members or leaders (e.g. communications, meeting management, leadership)
   - [4h@gov.mb.ca](mailto:4h@gov.mb.ca)
Youth Learning Characteristics - Background for a Mastery Level Leader

Below you will find a list of characteristics that are common to children in five different grade levels. Please remember, however, that children develop at their own pace, and all characteristics will not be observed in all children at the same age or in the same grade. But you should find this outline helpful as you work with youth of different ages.

Grades 7 – 10 (12-15 years old)
- Tend to be very concerned with themselves and their peer group. Relationship skills become a priority. Many begin dating, and acceptance by members of the opposite sex may become important.
- Since many are becoming aware of their own special abilities and talents, this is a good time for introducing them to leadership roles.
- As they begin to think about the future and make realistic plans, their vocational goals are often influenced by the activities they select.
- Mastering abstract thinking, they imagine new ways of doing things that sometimes challenge adults.
- Set their goals based on feeling of personal need and priorities. Any goals set by others are likely to be rejected.
- Can initiate and complete tasks without supervision. Leader’s role should be that of advisor/coach.

Grades 10 – 12 (15-17 years old)
- Finishing up high school and moving on towards independent living from their family of origin.
- Future plans are important as they begin making the transition to adult life. Their goals for the future influence which activities they select.
- In most cases, they determine their own schedule and only general directions are needed when they are assigned familiar tasks.
- Close relationships develop as they become preoccupied with their need for intimacy.
- Make and carry out serious decisions, but still need adults for support and guidance.
- Adults no longer control activities, but should serve as resource people, helping to stimulate teens’ thoughts.

Four Basic Needs Common To Everyone

There are some very distinct differences between the interests and needs of an eight year old and those of a 21 year old. However, there are certain basic needs that are common to everyone, regardless of age, that you should keep in mind when working with your members.

- **The need for recognition**, causing a person to seek experiences and understanding in which there is social approval, commendation and prestige; and to avoid experiences that result in ridicule and disapproval.
- **The need for power**, causing the person to seek experiences that hold promise of achievement, success, self determination and mastery; and to avoid situations that involve frustration and a sense of failure.
- **The need for new experiences**, causing a person to seek experiences that provide adventure, excitement and change; and to avoid situations that are monotonous and boring.
- **The need for security**, causing a person to seek experiences that give assurance of protection, confidence and belonging; and to avoid situations involving danger, insecurity and fear.
Learn To Do By Doing

4-H Experiential Learning

“Learn to do by doing” is one of the main reasons 4-H has been so widely recognized and respected in the field of informal education. It engages the learner, encouraging them to think more, work hard, and ultimately learn more thoroughly than with traditional teaching methods. Experiential learning is more than just doing activities. It involves discussing the activity, drawing conclusions from the activity, and applying them to the real world.

Dream it! Do it! Dig it! is based on Experiential learning.

Learn To Do By Doing

One of the principles behind all 4-H training is “Learn To Do By Doing.” The 4-H motto is based on sound principles – people learn by doing and achieving.

People generally remember about 10% of what they read.
While some material can be simply read and understood by members, providing reading material ahead of time is best.

People generally remember about 20% of what they hear.
Lectures should be kept very short. Always keep it under 30 minutes with younger children.

People generally remember about 30% of what they see.
Try to make a demonstration part of every lesson. “The eye is the window to the brain.”

People generally remember about 50% of what they hear and see.
Explain and demonstrate the principle.

People generally remember about 70% of what they say and write.
Explain and demonstrate the principle and have the member write it down and repeat it back. Record books and journals will also reinforce the project concepts.

People generally remember about 90% of what they say and do.
Whenever possible the member should have the opportunity to practice. The ideal lesson is five minutes of explanation, ten minutes of demonstration and fifteen minutes of practice.

4-H Online Resources

www.4h.b.ca
Www.manitoba.ca/agriculture/4h
4h@gov.mb.ca
**Skill Builder 1: Shutter Speed**

**Skills Checklist**
- Adjust for appropriate shutter speed
- Blur subjects and backgrounds
- Freeze subjects and backgrounds

**Background For Leaders:**

This skill builder is designed to show members how the slower the shutter speed, the blurrier the subject in motion will look. When the shutter speed is slow, and the camera is mounted on a tripod, not moving, interesting pictures can be taken by shooting something that is moving.

**Thinking Ahead**
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

**Preparing for Success**
- Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

**Activating Strategies**
- This activity is actually quite simple to teach to members. Slow down shutter speed, close aperture slightly and shoot a moving subject. In the photo, the subject will be blurry. Increase shutter speed, open aperture slightly, shoot same moving subject - in photo subject will be sharp. Of course this will have to be played with.

Note: However many shutter speeds you go down, you must turn the f-stop up the same amount of times.

**Important Words**

Help members define the following words and listen for them using these words in their discussions. One strategy to help members learn new vocabulary is to have them paraphrase the definitions. Have members use their own words to increase connection making. To test the members' understanding, ask members to form a mental image and draw the meaning of word.

<table>
<thead>
<tr>
<th>Shutter Speed</th>
<th>Shutter speed controls the amount of time that your film, or digital sensor, is exposed to light.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>The action of adjusting the distance between the lens and subject to make light rays converge to form a clear and sharply defined image of the subject.</td>
</tr>
<tr>
<td>Background</td>
<td>The part of a scene (or picture) that lies behind objects in the foreground.</td>
</tr>
</tbody>
</table>
Dream it!

Shutter Sight

Background for Leaders

This activity is simply an eye exercise, designed to help members see how their camera sees.

Instructions

How does a shutter affect a camera’s image? Try this activity to get your eyes’ and member eyes’ seeing like a camera.

1. Keep eyes closed for a few seconds, then open them very briefly and stare straight ahead, ideally with something moving nearby (for about as long as it takes to count to one). Close them immediately. Can you or your members remember what was seen?
2. This time have members open their eyes for about as long as it takes to blink. What was seen?
3. Make sure members understand the following background information from the Member Manual:
   - You probably noticed that the longer your eyes were open, the more detail you could recall. If they were open long enough you may have even noticed something moving. When your eyes only blink open and close quickly, you get a darker and less detailed image, and if something was moving you may have only seen it stationary (if you were really fast).
   - This is how a camera sees. The longer the shutter (your eyelid) is open, the more light is let in which gives your eyes more information and details to read. When you see movement, your brain constantly updates what you see so that you can see something moving. A camera can only store information not update it, so moving objects appear as a smear or a blur.

Age Considerations

- All Ages

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 10 Minutes

Equipment / Supplies

- Member Manual
- Moving objects

Additional Resources/Handouts

At www.slrphotographyguide.com you can learn how use your digital SLR camera to its full potential. This website serves as a free SLR Photography Guide that will help you understand your camera better.
Do It!

Subject Motion

Background for Leaders

Members will be using a slow shutter speed. Examples of activities that would capture interesting motion may include someone typing on the keyboard, doing jumping jacks, writing their name on a piece of paper or a picture of flowing water.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 30 minutes

Equipment / Supplies

- Camera
- Tripod
- Objects in Motion

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Instructions

Members will set up their camera and tripod. Using a slow shutter speed, they should photograph a moving object several times, with the subject moving at different speeds.

Note: Perhaps ask members to try sitting one of their subjects on a stool or chair in the center of their frame. Have another person run back and forth behind their subject while the shutter is open and see what kind of effect they get.

Photo’s

Background for Leaders

There are so many interesting subjects and scenes out there, but many times people just say “I don’t know what to take pictures of!”. Here are three ideas that may help you out:

1. Photography involves having a special ‘eye’. This means a good photographer sees pictures everywhere. No matter where they go they instinctively look for striking scenes, subjects, or angles.
2. Take outdoor pictures on interesting days using the elements to add interest, like wind or rain. Cloudy days are the hardest, but are sometimes neat to take black and white pictures on. The afternoon sun gives off the most complimentary light.
3. Play with the camera settings (like the shutter speed). Sometimes you will find a certain setting that gives the photo an effect that you like. Remember, if you feel like you made a mistake, you can always default settings.
Instructions

Members are to take multiple photos of the same object moving at the same speed. Take a range of photo’s from blurry to clear! Members will attach 4 of their pictures in the Member manual!

Note: These pictures can also be from previous activities. Members should be able to explain what was done differently while gaining different types of photographs of the same subject.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 30 minutes

Equipment / Supplies

- Camera
- Tripod

Additional Activities

- Extra photographs can be taken and selected to form a scrapbook or photo album showcasing the members photographs.

Additional Resources/Handouts

- www.betterphoto.com/photography-for-kids.asp This section at BetterPhoto.com is dedicated to kids and young adults interested in the art of taking pictures.

Dig it!

It is important for members to reflect on why each photo turned out differently. It might be wise for them to record the camera setting for each picture, and write it in underneath as a reference. It is alright to let the members compare and take photos together. In this case, doing what the other person does would not be considered cheating, but more discovering together, and getting a firm grip on the concept of subject motion, and it’s relationship to shutter speed.

Discuss the following questions and have members fill in their answer in the Member Manual.

- Why does the subject in your photo appear to be moving?
- How did the speed of your subject affect the amount of motion blur?
- In what other situations would this technique work well?

What’s Next

In the next builder, Members will learn about the effect exposure has on pictures.
In the Member Manual

**Skill Builder 1: Shutter Speed**

**Marty Says...**
Have you seen a photograph taken at night that showed long streaks of light on roads where cars have gone by? How about a picture of water droplets frozen in mid-air? This is all due to the shutter speed.

**SKILLS CHECKLIST**
- Adjust for appropriate shutter speed
- Blur subjects and backgrounds
- Freeze subjects and backgrounds

**Important words**
- Shutter Speed
- Focus
- Background

**Dream It!**

**Shutter Sight**
How does a shutter affect a camera's image? Try this activity to get your eyes seeing like a camera.

1. Keep your eyes closed for a few seconds, then open them very briefly and stare straight ahead, ideally with something moving nearby (for about as long as it takes to count to one). Close them immediately. Can you remember what you saw?
2. This time open your eyes for about as long as it takes to blink. What did you see?

You probably noticed that the longer your eyes were open, the more detail you could recall. If they were open long enough you may have even noticed something moving. When your eyes only blink open and close quickly, you get a darker and less detailed image, and if something was moving you may have only seen it stationary (if you were really fast).

This is how a camera sees. The longer the shutter (your eyelid) is open, the more light is let in which gives your eyes more information and details to read. When you see movement, your brain constantly updates what you see so that you can see something moving. A camera can only store information not update it, so moving objects appear as a smear or a blur.

**Marty's Links**
At [www.sliphotographyguide.com](http://www.sliphotographyguide.com) you can learn how to use your digital SLR camera to its full potential. This website serves as a free SLR Photography Guide that will help you understand your camera better.

**Do It!**

**Subject Motion**

1. Set up your camera and tripod. Using a slow shutter speed, photograph your subject doing an activity within the frame of the shot. Examples of activities that would capture interesting motion include someone typing on the keyboard, doing jumping jacks, writing their name on a piece of paper or a picture of flowing water.

Take several shots, with the subject moving at different speeds. What will be most effective for your purpose - just the hands moving, or the whole body? Try setting one of your subjects on a stool or chair in the center of your frame. Have another person run back and forth behind your subject while the shutter is open and see what kind of effect you get!

**Photo's**
Take multiple photos of the same object moving at the same speed. Take a range of photo's from blurry to clear! Attach 4 of the pictures in the following pages!
In the Member Manual

Imagine how much easier it will be for you to go out to an event and take photos of action. Now you know how to freeze or blur, and will have total control over how the photo turns out!

**Getting Clear**

**Clear!**

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**Marty’s Links**

Check out: www.betterphoto.com/photography-for-kids.asp

This section at BetterPhoto.com is dedicated to kids and young adults interested in the art of taking pictures. Whether you have been snapping pictures for a while or you are just picking up a camera for the first time, this site is for you!

**Dig it!**

Why does the subject in your photo appear to be moving?

How did the speed of your subject affect the amount of motion blur?

In what other situations would this technique work well?

**What’s Next**

In the next build, you will talk about the effect exposure has on your pictures.

There are so many interesting subjects and scenes out there, but many times people just say “I don’t know what to take pictures of!” Here are three ideas that may help you out:

1. Photography involves having a special ‘eye’. This means a good photographer sees pictures everywhere. No matter where they go they instinctively look for striking scenes, subjects, or angles.
2. Take outdoor pictures on interesting days using the elements to add interest, like wind or rain. Cloudy days are the hardest, but are sometimes neat to take black and white pictures on. The afternoon sun gives off the most complementary light.
3. Play with the camera settings (like the shutter speed). Sometimes you will find a certain setting that gives the photo an effect that you like. Remember, if you feel like you made a mistake, you can always adjust settings.
Skill Builder 2: Exposure: EXPOSED

SKILLS CHECKLIST
- Adjust for proper ISO setting
- Adjust for proper aperture settings
- Capture photographs at night

Background For Leaders

This skill builder is meant to teach members about how the aperture and the shutter speed can be set to take quality photos, even in low lit or dark areas. It needs to be clear to members that the lower the f-stop, the more light the picture will be.

It is important for there to be a very strong understanding of this because these skills will be crucial to the completion of the member’s final project.

NOTE: Further background information on aperture and shutter speed are found in the Member Manual

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- To get members thinking about this concept, have them take multiple photographs using different aperture and shutter speed settings. This will give them a better understanding of the inner workings of the camera.

Important Words

Help members define the following words and listen for them using these words in their discussions. Ask for sentences that "show you know." When members construct novel sentences they confirm their understanding of a new word.

<table>
<thead>
<tr>
<th>ISO</th>
<th>ISO refers to film speed. Although your camera likely does not use film, the ISO setting still has the same function - it determines how sensitive the image sensor is to light.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure</td>
<td>When a photo looks very light and washed out, it is over exposed. Vice versa when it is very dark and shaded. The exposure is how light or dark the photo is.</td>
</tr>
<tr>
<td>Aperture</td>
<td>The aperture resembles the iris in the eye. The only difference is your body naturally opens and closes the iris depending on the amount of light coming in.</td>
</tr>
<tr>
<td>F-Stop</td>
<td>F-stop is just another word for the aperture.</td>
</tr>
</tbody>
</table>
Dream it!

A Camera’s Eye View

Background for Leaders

The following image is meant to help give members and leaders an idea how depth of field works. Since adjusting the aperture is what controls how much light is let in or out of the camera (exposure), it is a good idea to know what other functions the aperture has.

If the F–Stop on your camera is set to these settings, the part of the ruler that shows clear is the area in your photo where the focus will be: F/2 gives a very shallow depth of field, so it will only be able to pick up some detail from a closer range. F/5.6 shows slightly more detail for a further range, but still has blurry areas. Finally, F/16 will show the most detail. This is because the aperture is closed smaller so it can detect detail the furthest distance. Most apertures only close to about F/32, which would be used for pictures with a great amount of detail.

The only way that these settings will work properly would be with the use of a tripod. If the aperture is set high, it will make the photo very dark, requiring you to have an extremely slow shutter speed. The camera cannot be moved at all when the shutter speed is that low.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 10 minutes

Equipment / Supplies

- Member Manual

Instructions

Members will read the information and study the photo shown above (the same photo is shown in the Member Manual). Have members discuss what they interpret it as.
Exposing Your Camera

The higher your ISO number, the MORE sensitive the camera is to light. The lower it is the LESS sensitive the camera is to light. The opposite is true with your aperture. Aperture size is measured in F-stops. The lower the F-stop, the MORE light you let in. The higher the F-stop, the LESS light you let in.

Instructions

1. There are three photographs that show examples of over exposure, under exposure and proper exposure. Have members analyze the differences between the photo’s.
2. Members will look through their owner’s manual and figure out how to adjust the ISO on their cameras.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Time Required

- 15 minutes

Equipment / Supplies

- Owner’s manual
- Camera

Additional Resources/Handouts

- www.digital-slr-guide.com

Additional Activities

- Members can try taking pictures with different level of light throughout the day. Which settings work best at which light levels? What time of the day produced the best light levels? What time of the day produced the best pictures?

Do it!

Painting With Light

Background for Leaders

This exercise must be done in a very dark place where there will be no distractions like moving vehicles or people. It is designed to show members how a slow shutter speed can make interesting designs on objects.

Equipment/Supplies:

- Camera
- Tripod
- Flashlight
Time Required: 30 minutes

Instructions
Select a very dark place, either indoors or outside. It will need to be somewhere that has no light and will not have people driving past “painting light” for you with their headlights. Have members set up their camera and tripod, frame the shot, and snap a picture using the camera’s flash to double check your composition.

Next, have members:
- Go to the menu and select “Shutter Speed” and set it to 20 seconds
- Set the camera mode dial to “full manual”
- Set the aperture to F/5.6 (to start with)
- Try to get at least 3 good shots of different subjects. While opening the shutter and working quickly with a flashlight, members will “paint” in the parts of the subject that they would like to have appear in the photo.

NOTE: Warn members not to stay in one spot for too long with the light or they will overexpose that area. Also, if they shine the flashlight directly at the camera this will also ruin the shot.

Age Considerations
- Member Manual is appropriate for members ages 15 and up.

Safety Considerations
- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Dig It!
Members should reflect on what they noticed about the pictures they took. If they do not feel that they have a better understanding of how the camera captures light, or how the shutter speed and aperture work together, then you should have a group discussion. Let members know that the longer the shutter takes to close, the lighter the picture will turn out. Therefore, as surroundings get darker, the shutter speed should be slowed down to let the most light in as possible.

Discuss the following questions and have member fill in their answers in the Member Manual:
- How did your painting with light shots turn out?
- How does this give you a better understanding of how your camera captures light?

What’s Next?
In the next builder members will play with different lighting set ups. You may want to think about what kind of lighting tools you have to practice with next builder.
In the Member Manual

Skill Builder 2: Exposure: EXPOSED

Marty Says...
This builder will help you see how you can adjust your camera to change the way that it responds to light, and how you can use this technique to take pictures that would be very difficult to capture otherwise.

SKILLS CHECKLIST
- Adjust for proper ISO setting
- Adjust for proper aperture settings
- Capture photographs at night

Important words
Watch for these important words throughout this builder: ISO, Exposure, Aperture, F-Stop

Dream it!

A Camera’s Eye View
This image is meant to help you an idea how depth of field works. Since adjusting the aperture is what controls how much light is let in or out of the camera (exposure), it is a good idea that you learn what other functions the aperture has.

If you set the F-Stop on your camera to these settings, the part of the ruler that shows clear is the area in your photo where the focus will be. F/2 gives a very shallow depth of field, so it will only be able to pick up some detail from a closer range. F/5.6 shows slightly more detail for a further range, but still has blurry areas. Finally, F/16 will show the most detail. This is because the aperture is closed smaller so it can detect detail the furthest distance. Most apertures only close to about F/32, which would be used for pictures with a great amount of detail.

The only way that these settings will work properly would be with the use of a tripod. If the aperture is set high, it will make the photo very dark, requiring you to have an extremely slow shutter speed. The camera cannot be moved at all when the shutter speed is that low.

Mouse Memo
In the days of film, ISO was related to the “speed” of the film. The higher the ISO the more sensitive the film was to being exposed to light, allowing for faster shutter speeds. The lower the ISO, the longer it took to get a properly exposed image, therefore a slower shutter speed was required. The same principles apply with digital photography, but instead of changing film you can make all of the adjustments in your camera. It will all be outlined more clearly in your owner’s manual.

Exposing Your Camera
These three photographs show examples of over-exposure, under-exposure and proper exposure.

Proper

Over

Under

Using your owner’s manual, find out how to adjust the ISO on your camera. Remember that with ISO, the higher your ISO number the MORE sensitive the camera is to light, and the lower it is the LESS sensitive the camera is to light. The opposite is true with your aperture. Aperture size is measured in F-stops. The lower the F-stop, the MORE light you let in. The higher the F-stop, the LESS light you let in.

Do it!

Painting With Light
Select a very dark place, either indoors or outside. It will need to be somewhere that has no light and will not have people driving past “painting light” for you with their headlights. Set up your camera and tripod, frame the shot, and snap a picture using your camera’s flash to double check your composition.
- Go to your menu and select “Shutter Speed” and set it to 20 seconds
- Set camera mode dial to “full manual”
- Set the aperture to F/5.6 to start with

Now you are ready to go! Try to get at least 3 good shots of different subjects.
Open the shutter and working quickly with your flashlight, “paint” in the parts of the subject that you would like to have appear in the photo. Don’t stay in one spot for too long or you will overexpose that area. If you shine the flashlight directly at the camera this will also ruin your shot.

Dig it!

How did your painting with light shots turn out?

How does this give you a better understanding of how your camera captures light?

What’s Next?
In the next builder you will play with different lighting. You may want to think about what kind of lighting tools you have to practice with next builder.
Skill Builder 3: Play With Light

SKILLS CHECKLIST
- Set up artificially lit scene
- Take photos using a flash
- Take photos without using a flash

Background For Leaders
In this builder members will have to imitate a real portrait studio set and create professional looking photographs.

Thinking Ahead
- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success
- Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Important Words
Help members define the following words and look for members using this vocabulary in their discussions. A few strategies you can use include;
- Teach synonyms by providing a synonym members know.
- Teach antonyms. Not all words have antonyms, but thinking about opposites requires the members to evaluate the critical attributes of the words in question.
- Provide non-examples. Similar to using antonyms, providing non-examples requires students to evaluate a word’s attributes. Invite students to explain why it is not an example.

<table>
<thead>
<tr>
<th>Portrait</th>
<th>A painting, drawing, sculpture, photograph, or other likeness of an individual especially of the face.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light Source</td>
<td>Any device serving as a source of illumination</td>
</tr>
<tr>
<td>Subject</td>
<td>A predominant theme or topic, as of a book, discussion, photograph, etc</td>
</tr>
</tbody>
</table>

Dream It!

Studio Lighting Setup

Background for Leaders
- **Main Light** - Main source of light, most powerful light in the whole set. Used to light the person and create mood of the portrait.
- **Fill Light** - Less powerful and used to soften the shadows, which are created by the main source of light.
• **Background Light** - Removes shadows on the background and creates a bright spot which will help you to separate the head of the person from the background.

• **Back Light** - Used to create a ‘halo’ around the subject’s head, and is another way to separate the head from the background.

**Instructions**

• Members should analyze this information in the member manual and be able to identify Back light, Background light, Main light and Fill light.

• A good way for members to get a good understanding of portrait set up, is to study pictures in magazines or books, and note the similarities that all professionally lit shoots have. For instance, you should try pointing out the main light, fill light, and back light in every picture. Not all pictures have a background light.

**Age Considerations**

• Member Manual is appropriate for members ages 15 and up.

**Safety Considerations**

• Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

**Time Required**

• 10-30 minutes

**Equipment / Supplies**

• Member Manual

• Magazines/Professional Portraits

**Additional Resources/Handouts**

Visit [http://www.studiolighting.net/](http://www.studiolighting.net/)! There are many articles, online tutorials and podcasts containing studio lighting information.

**Using Umbrellas**

**Background for Leaders**

A photographic umbrella is a very useful tool for creating a soft, broad, and pleasing light. Sometimes you may use only one light with the umbrella to create a good portrait. Usually the umbrella is used for photographing kids, they can be moved easily without restrictions, and you don’t have to adjust the lights every minute. You can buy umbrella attachments for your light stands, or improvise using a regular umbrella from home, putting it in front of a bar bulb light.
Instructions

1. Discuss the function and uses of umbrellas.
2. Practice utilizing an umbrella (either professional bought one or an improvised umbrella)

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 5 - 30 minutes

Equipment / Supplies

- Member Manual
- Camera
- Umbrella’s

Do it!

Identifying Light Sources

Background for Leaders

In some cases, the main light and the key light may be switched around to give the photograph a certain look, or depending upon which direction the subject is facing. Remember: Whichever side the main light is on, the back light must face it from the opposite side.

Instructions

Members are to look through pictures and identifying which light is hitting the object. Members will attach one of the photo’s into their Member Manual and label all the types of light that can be identified. The types of light are listed on the diagram on the first page of builder 3 in the Member Manual.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Time Required

- 15 - 30 minutes

Equipment / Supplies

- Old photographs, magazines or online photos
- Member Manual
Get Up And Set Up

Background for Leaders

It is important to remind members that default camera settings are always going to be 1/125, and F 5.6.

Instructions:

This activity requires members to physically set up their own light studio and create professional looking photographs. This activity is meant to exercise what they learned at the beginning of the skill builder.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 1-2 hours

Equipment/Supplies:

- Flashlights
- Lamps or any light sources etc

Dig It!

Discuss with them what they noticed when using a flash on their artificially lit photos, and then the difference it made to the overall look when the flash was turned off.

Discuss the following questions and have members fill in their answers in the Member Manual:
- What did you observe? Do you prefer working alone, or would this be easier with a group?
- How will you go about setting up lights in the future?

What’s Next?

The next builder will deal with professional applications for cameras. Encourage members to think about what camera accessories they have or could borrow to practice with in the next builder.

Leader’s Notes
In the Member Manual

Skill Builder 3: Play With Light

Marty Says...

All portraits taken in studios use some form of artificial light. It is important to learn the proper placement of these lights to properly complement certain features of your subject.

SKILLS CHECKLIST
- Set up an artificially lit scene
- Take photos using a flash and without flash
- Set the camera using manual settings

Important Words
Watch for these important words throughout this lesson: Portrait, Light Source, Subject

Dream It!

Studio Lighting Setup

- **Main Light** - Main source of light, most powerful light in the whole set. Used to light the person and create mood of the portrait.
- **Fill Light** - Less powerful and used to soften the shadows which are created by the main source of light.
- **Background Light** - Removes shadows on the background and creates a bright spot which will help you to separate the head of the person from the background.
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Using Umbrellas

A photographic umbrella is a very useful tool for creating a soft, broad, and pleasing light. Sometimes you may only use one light with the umbrella to create a good portrait. Usually the umbrella is used for photographing kids, they can be moved easily without restrictions, and you don't have to adjust the lights every minute. You can buy umbrella attachments for your light stands, or improvise using a regular umbrella from home, putting it in front of a bar bulb light.

Marty's Links

Visit [http://www.studiolighting.net/](http://www.studiolighting.net/) There are many articles, online tutorials and podcasts containing studio lighting information.

Do It!

Identifying Light Sources

In some cases, the main light and the key light may be switched around to give the photograph a certain look, or depending upon which direction the subject is facing. Remember: Whatever side the main light is on, the back light must face it from the opposite side.

Look through personal pictures that you have, or find some online. Identifying which light is hitting the subject. Attach one of the photos below and label all the types of light that you can identify.

Get Up And Set Up

Take what you have learned to try and set up your own lighting system. You're not expected to have a professional lighting kit, but any light sources will do. Try lamps, someone holding a flash, anything you want to achieve an interesting portrait. Remember, your background should be plain if you are using a background light.

Dig It!

What did you observe? Do you prefer working alone, or would this be easier with a group? How will you go about setting up lights in the future?

Mouse Memo

If you use a flash when you are using other light sources, the picture will have a washed out flat look. You do not need to use the factory flash on your camera at all when doing this activity.

Some photographers use a flash diffuser which is an attachment for the camera that can help soften the flash.

Marty Says...

Remember, default camera settings are always 1/125, f/5.6
Skill Builder 4: Professional Applications

Skills Checklist

- Use professional photography applications
- Use filters while taking pictures
- Control the depth of field
- Use different photographic lenses
- Manually focus pictures

Background For Leaders

This skill builder includes a lot of background information in the Member Manual. The information is included to help members better understand the finer details of photography. This may help the members decide which project they want to take on in the final builder. Please refer to the Member Manual pages to review this information. “What is white balance?”, “Lens Filters”, “Deeper Into depth Of Field”, and “Focus Here” are the four elements included in the Professional Applications builder.

It is important for there to be a very strong understanding of all of these elements. Members may go into this unit thinking they are interested in only once certain area, and then leave with a completely different opinion and interest.

Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Have the members read this section twice. There is a lot of information to learn and take in, and many times reading something over once is not enough. Members should also be reminded to test out and try the topics that are being explained as they go along.

- Challenge members to find one or more pictures taken with each type of filter, and observe how it looks. Example: Go online, and type in ‘UV filter’ under images, and see what comes up. Take note of how they look, and what characteristics the different filters give the photos.
**Important Words**

Help members define the following words and listen for them using these words in their discussions. To increase the members understanding:

- Get members to use a dictionary and show them the range of information it provides.
- Have members describe (rather than define) the new word in terms of their experiences.

<table>
<thead>
<tr>
<th>White Balance</th>
<th>The control on a digital camera used to adjust the colour balance of the image to make shots look natural under a variety of different lighting conditions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filters</td>
<td>A filter is a camera accessory consisting of an optical filter that can be inserted in the optical path.</td>
</tr>
<tr>
<td>Depth of field</td>
<td>the distance in front of and behind the subject that appears to be in focus</td>
</tr>
</tbody>
</table>

**Dream it!**

**Equipment Check**

**Background for Leaders**

- Creating an equipment inventory can help members recognize what they have and allow them to make decisions about what type of photo’s they can take.
- An inventory can be used for insurances purposes.
- Creating a list of all your supplies can help you realize what you might want to purchase.

**Age Considerations**

- Member Manual is appropriate for members ages 15 and up.

**Time Required**

- 30 minutes

**Equipment / Supplies**

- Member Manual

**Instructions**

1. Have members answer the following two questions:
   - What equipment do you have?
   - What equipment can you borrow?
2. Have members make an inventory list including their camera, lenses, filters and camera accessories and the equipment they are using.
3. Get the members to think about things that they may wish to purchase. Do they have a wish list?
Do it!

Applications - Learn to Do By Doing

Background for Leaders

“What is white balance?”, “Lens Filters”, “Deeper Into depth of Field”, and “Focus Here” are the four elements included in the Professional Applications builder. Please refer to the Member Manual pages to review this information.

Instructions

Have members practice taking pictures with different applications. Have a series of pictures (2-3) to showcase each of the applications listed below. Have members label these photo’s and keep them with their Member Manual. Take a series of pictures while manipulating:

- The filters
- The field of depth
- The lens
- The focus
- And, the aperture

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 1 - 2 hours

Equipment / Supplies

- Camera
- Various Camera accessories/applications

Dig it!

Discuss the following questions with the members (from the Member Manual):

- Did you notice anything about turning auto focus on and off?
- Do you prefer to use manual or auto settings?
- Do you have preferred applications/setting you like to use?
- Brainstorm, with your leader, situations where the different application will be most useful.

What’s Next

In the next builder members will be completing a member-lead project. Before the next builder, have members think about what area of photography that you would like to study.
Skill Builder 4: Professional Applications

Marty Says...
Once you have decided whether photography is for you or not, you might decide to get into more of the in-depth methods. This skill builder is to help members learn and master applications on the professional side of things.

SKILLS CHECKLIST
- Use professional photography applications
- Use filters while taking pictures
- Control the depth of field
- Use different photographic lenses
- Manually focus pictures

Dream it!

Equipment Check
What equipment do you have? What equipment can you borrow? Make an inventory list of your camera, lenses, filters, and camera accessories. Creating an inventory can help you recognize what you have and allow you to make decisions about what type of photos you can take. Also, the inventory can be used for insurance purposes. Finally, creating a list of all your supplies can help you realize what you might want to purchase. Do you have a wish list?

What is white balance?
Normally our eyes compensate for lighting conditions with different color temperatures. For example, on a cloudy day, the color temperature outside would be more blue and cold, and vice versa on a sunny day when the color temperature would be yellow. A digital camera needs to find a reference point which represents white. It will then calculate all the other colors based on this white point. For instance, if a halogen light illuminates a white wall, the wall will have a yellow cast, while in fact it should be white. So if the camera knows the wall is supposed to be white, it will then compensate all the other colors in the scene accordingly.

Most digital cameras feature automatic white balance, whereby the camera looks at the overall color of the image and calculates the best fit white balance. However, these systems are often fooled, especially if the scene is dominated by one color, say green, or if there is no natural white present in the scene.

One thing to remember is that whenever you change light surroundings, you will have to reset your white balance. This is due to the simple fact that the amount of light changes the color of a scene, therefore you must reset the white balance to achieve the proper color temperature.

1. Photograph a white object.
2. Select "custom white balance" from your menu.
3. Select “set” (label names may vary).
4. Select the image that you took of the white object.
5. Adjust your camera to the custom white balance setting.

Important words
Watch for these important words throughout this builder: White Balance, Filters, Depth of field

Lens Filters
Many professional photographers will use filters to add a desired effect to their photos. Filters are not only used for color, but light, black & white, and special effects. These are some of the many types of filters which are available.

Polarizing filters
Polarizing filters minimize reflection on non-metallic surfaces and increase color saturation. They are most effective when the picture is taken at a 90-degree angle from the surface, such as looking straight into a fish tank.

Neutral Density Filters
Neutral density filters shade the lens and camera from light to slow the shutter speed. Slower shutter speeds are used to smooth out motion, such as waves rolling on the beach.

Temperature Filters
Temperature filters can either warm or cool the color temperature that reaches the camera. They are more important for film cameras because many digital cameras adjust the white balance automatically.

UV filters
These filters minimize the ultraviolet light that reaches the camera. Ultraviolet light filters are more important for film cameras because UV light can damage film. These filters can also increase clarity and protect the lens.

Graduated Neutral Density Filters
Graduated neutral density filters are similar to neutral density filters in that they partially limit light. Some filters may limit light across the top part of the filter but not the bottom. This type of filter is particularly good for landscapes lit by a bright sunlight because it will minimize the effects of the sunlight but not overexpose the landscape.

Challenge yourself to find one or more pictures for each filter, and observe how it looks. Example: Go online, and type in "UV filter" under images, and see what comes up. Take note of how they look, and what characteristics the different filters give the photos.
In the Member Manual

Lenses

The number of available lenses can be overwhelming. Digital SLR lenses come in all manner of shapes and sizes, and vary massively in price. Some are built for the demanding needs of professionals and others are just right for the everyday snapshot photographer.

Macro Lens

Macro photography is "Close-up" photography. Macro photographers use a special macro lens that is a lot different than most lenses, but have a very shallow depth of field. This allows only extremely close small details to be captured by the camera. As you can see from the above macro image, the details are extremely sharp and clear, but only in one certain area.

Wide Angle Lens

When you look through a wide-angle lens, it seems that the distance between objects has extended. The objects that were not so distant could appear too far away, and the proportion of objects dramatically increases. Meaning the ones that are close to the camera look enormous, but those, which are farther away almost seem to disappear in to the distance.

Zoom Lens

A zoom lens makes it easier to achieve a variety of compositions or perspectives. This advantage is often critical for dynamic subject matter such as in photojournalism and children's photography.

Keep in mind that using a zoom lens does not mean that you no longer have to change your position. Zoom lenses just increase flexibility.

Deeper into Depth of Field: The Circle Of Confusion

Since there is no critical point of transition, a term called the "circle of confusion" is used to define how much a point needs to be blurred in order to be perceived as unsharp. When the circle of confusion becomes perceptible to our eyes, this region is said to be outside the depth of field, and no longer "acceptably sharp." The circle of confusion above has been exaggerated for clarity; in reality this would be only a tiny fraction of the camera sensor's area.

Controlling Depth of Field

Although print size and viewing distance are important factors which influence how large the circle of confusion appears to our eyes, aperture and focal distance are the two main factors that determine how big the circle of confusion will be on your camera's sensor.

This picture demonstrates clearly the comparison between the three photos when different F-stops are used. All you need to remember is that the higher the F-stop number, the darker the background will look; the lower the F-stop number; the more blurry the background is. Of course if you are making the F-stop number higher, you will have to make the shutter speed lower accordingly and vice versa.

The greater depth of field is shown best in the picture furthest to the right because the F-stop is the lowest. In the picture to the furthest left, there is a far more shallow depth of field because the background is more clear, making the objects seem less separated. These are two terms you need to remember: shallow and great depth of field. A shallow depth of field is mainly used in shots where lots of detail is necessary, such as landscape shots.

NOTE: Disregard brands and sizes. These images are not life-sized.
In the Member Manual

Focus

When you look through the eyepiece, you should see something similar to this. The seven small squares are the focus points. If your camera is set to auto focus, these squares will have flashing red lights when you hold your button half way down, indicating the points that will be focused in the photo.

Like this!

This is the same photograph as the one above, but this one was set to 250, with the aperture at F/5.6. As you can see, the focus has moved from the wood, to the plants in the background.

Notice how the wood on the side of the picture is clear, but the rest of the background is blurry? The red dot is only flashing on the wood, so this is where the point of focus is. Also notice that the shutter speed is set to 2000, and the aperture is at F/8.5, making the background very blurred. This concept goes back to Skill Builder 2 where you learned about depth of field, and aperture settings.

Dig it!

Did you notice anything about turning auto focus on and off?
Do you prefer to use manual or auto settings?
Do you have preferred applications/settings you like to use?

Brainstorm, with your leader, situations where the different application will be most useful.

Do it!

Applications - Learn to Do By Doing
Take a series of pictures but play with:
- The filters
- The field of depth
- The lens
- The focus
- And, the aperture
See what types of interesting looks you can come up with!
Have a series of pictures (2-3) to showcase each of the applications listed above that you are manipulating. Label these photo’s and keep them with your manual.

What’s Next
In the next builder you will be completing a member lead project. Before the next builder think about what area of photography that you would like to study.
Skill Builder 5: Final Project

Skills Checklist

- Choose a project topic
- Set SMART Goals
- Develop a plan
- Evaluate success

Background For Leaders

Members are to choose between three categories, and research the one that they find most interesting. From the information they gather, they must set their own goal, and achieve it.

Members should have a good idea where their interest lies. If they don’t, try to think of questions you can ask them that will exercise their thoughts, such as:
- Show me which of your photo’s you are most proud of?
  - Ask the member to tell you the reason(s) why they like this specific photo. See if you can identify some similarities between their reasons, and characteristics of a certain project (portraits, macro, or HDR)
- Did you prefer taking photos inside or outside?


Thinking Ahead

- What will you discuss with members? Gather observations and think of examples that will help support your discussion.

Preparing for Success

- Linking back to the skills checklist, help members identify how they will know they have been successful in learning from this builder. Discuss what success in these activities might look like, sound like, or feel like.

Activating Strategies

- Encourage members to work together on this final portion. Doing something that sounds scary like a ‘final project’ can be very intimidating. Make sure the members know that this is not something that they should be concerned about, but something that they should be looking forward to. They should be proud of their work, and be excited to put their all of their knowledge into something interesting at the end.

- Be sure that members also understand that their work must be appropriate for all viewers. Example: While nude photos and things of the like are considered art, the 4-H program does not support photos of that nature.
Important Words

Help members define the following words and listen for them using these words in their discussions. To increase the members’ understanding try providing a synonym members know or provide examples. The more personalized the examples the better.

<table>
<thead>
<tr>
<th>Macro photography</th>
<th>Close-up photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDR Photography</td>
<td>High dynamic range imaging is a set of techniques that allow a greater dynamic range of luminance between the lightest and darkest areas of an image than standard digital imaging techniques or photographic methods.</td>
</tr>
<tr>
<td>SMART Goals</td>
<td>Goals that are Specific, Measurable, Attainable, Realistic and Timely.</td>
</tr>
</tbody>
</table>

Dream It!

Selecting and Developing a Project Topic

Background for Leaders

Members will be selecting a project idea to study Portraits (Studio Photos), Macro Photography, HDR Photography (High Dynamic Range).

An example idea for the project might include to contact a magazine and ask to have your photo published in a small readers’ spotlight section. Other ideas may include:

- Family Photo’s
- Photo Stories
- Photography business
- Photography Exhibition
- Get a photo published!
- Comparing techniques

Instructions

Have the members answer the following questions in the Member Manual:

1) The project I am choosing to do is:
   - Portraits (Studio Photos)
   - Macro Photography
   - HDR Photography (High Dynamic Range)

2) Here are some of my ideas for my project (add your ideas):

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Time Required

- 20 minutes

Equipment / Supplies

- Member manual
**Project Goal Setting**

**Background for Leaders**

Setting and achieving goals is important. People set goals for themselves in a variety of situations. Writing down project goals will help members plan their progress and will help them measure success.

Goals are most effective when they are SMART goals. SMART goals are: Specific, Measurable, Attainable, Realistic and Timely. Background information on SMART Goals can be found in the Member Manual Pages

**Instructions**

Members will create their project’s goals. Members will i) set goals, ii) complete a SMART test, and iii) revise their goals if needed, to pass the SMART test.

NOTE: Members may have one or several goals. Many projects may only have one goal, but breaking large projects/goals into smaller parts/goals can be useful to make them more manageable.

**Time Required**
- 15-30 minutes

**Equipment / Supplies**
- Member Manual

**Age Considerations**
- Member Manual is appropriate for members ages 15 and up.

**Project Plan**

**Background for Leaders**

It is time for members to create a Project Plan which involves putting together information about the steps they will need to take to complete there goals, what equipment they will need, the people they will need to help them and when they will do things!

**Instructions**

Have members gather the information to put together a complete project plan. The members can fill out the chart in the Member Manual as it is shown below.

<table>
<thead>
<tr>
<th>Specific Project Topic: _________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1: ______________________________________</td>
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</tbody>
</table>

<table>
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<th>Equipment Needed</th>
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<td>Example: 4-H leader, librarian</td>
<td>Example: Within one week</td>
</tr>
</tbody>
</table>
Learn to Do By Doing

Background for Leaders

Consider what role you will play as the members complete their 4-H project plan. Did you and your members’ talk about how you will be assisting them? Some leaders may have a mentorship role, while others may be teach the skills the members are learning etc.

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Safety Considerations

- Consider what situations you are taking pictures in and what objects you are looking at. Make sure you and your members are safe.

Time Required

- 3-4 hours (depending on the project)

Equipment / Supplies

- Camera
- Dependent upon what project is selected

Instructions

Get members to have fun, research, study, learn and complete their goal!

Professional Links - Prairieview School Of Photography

Learn the essential elements of digital and traditional photography in a state-of-the-art facility.
Master the tools, techniques, aesthetics and business fundamentals needed to enter the photographic industry.
Prairieview School of Photography offer many courses and workshops, including some specialized for teenagers. For more information visit: http://prairieview.ca/

Diploma in Professional Photography Program

In the future members may want to consider getting a Diploma in Professional Photography. Prairieview School of Photography’s course is a comprehensive 10–month program. Graduates can go on to work in a wide variety of positions throughout the photographic industry & beyond.
Dig It!

Evaluating Success

Background for Leaders

Evaluation is an important step to learning and to be able to celebrate your successes. You need to know what you were successful at to be able to celebrate it!

Age Considerations

- Member Manual is appropriate for members ages 15 and up.

Time Required: 20 minutes

Equipment / Supplies

- Member manual

Instructions

Discuss the following questions with the members and have them record their answers in the Member manual.

- Did you achieve your goals? If you were unable to meet some goals, what goals were you unable to meet and why?
- Did your plan change? If yes, how did it change?
- What changes would you make if you were doing this again?
- What was the most successful part of your project?
- What was the most challenging part of your project?
- What did you learn by doing your project?

What’s Next

The showcase challenge is next. Members should be ready to share what they have learned with others!

Leader’s Notes
In the Member Manual

Skill Builder 5: Final Project

Marty Says...

Now, with the completion of the first four Skill Builders, you are ready to take on your final project. Choose one of the following:
1. Portraits • Proper lighting and people's composition
2. Macro Photography
3. HDR Photography • Incorporating landscape rules

SKILLS CHECKLIST
- Choose a project topic
- Set SMART Goals
- Develop a plan
- Evaluate success

Important words
Watch for these important words throughout this builder:
Macro photography, HDR Photography, SMART Goals

Dream It!

This Skill Builder is member lead! Whether through books, the internet, or photographers, you must gather information on photography topic to reach a photography goal that you will set. It may be helpful to make a list of questions you need to ask, or need answered, and outline how you will go about learning.

The Planning Process!
A basic planning process is identified to help you through this builder.

1. Selecting a Project
You will want to try out all three of options given on the first page to see which area interests you the most.

Macrophotography will require a macro lens, so if possible, rent or borrow one from someone before you invest in one for yourself. Lenses are expensive as you will learn in the “Lenses” section of skill builder 4.

Possible Ideas:
- Close-ups of flowers and insects
- Detail shots of everyday objects
- Architectural details

2. Developing an Idea
Once you have decided on your project, you want to know more about. The more knowledge you have in more areas, the better a photographer you will become.

- Take lots of pictures!
- Read up on your subject matter
- Learn about lighting and composition

3. Setting Goals
What do you want to accomplish within your photography? How will your end product benefit from organizing your ideas before hand? By setting clear goals for yourself, you will know which targets to aim for and when you have reached them.

4. Developing a Plan
Develop a framework for successful achievement of your goals by identifying what actions you need to take and what resources you might need to reach your goals.

Also, establish a timeline for completion of these goals to help you keep on track.

5. Accomplishing your goals
“Learning to do by doing” is the most effective method of developing high quality photographs. Fine tune your skills and develop new ones by putting them into action.

Magazines, websites, books; and videos can provide valuable information and support. Observing other people’s methods and work can help you achieve your goals. Even exchanging ideas with other members can be of benefit as well.

Use your network of people to help make your project a success.

6. Evaluating Your Success
Keeping records of your actions, accomplishments and thoughts throughout the year will help you reflect back on what you have learned and how successful you have been in accomplishing your original goals.

Selecting and Developing a Project Topic:

1) The project I am choosing to do is:
- Portraits (Studio Photos)
- Macro Photography
- HDR Photography (High Dynamic Range)

2) Here are some of my ideas for my project (add your ideas):
- Family Photos
- Photography Business
- Photo Stories
- Comparing techniques
- Get a photo published
In the Member Manual

Project Goal Setting

Setting and achieving goals is important. People set goals for themselves in a variety of situations.

- What are your 4-H project goals? You might have one goal or many goals that you would like to accomplish this year. Writing down your project goals will help you plan your progress and help you measure your success.

Goals are most effective when they are SMART goals. SMART goals are:

  S – Is the goal Specific? A specific goal has a much greater chance of being accomplished than a general goal. Does it tell who, what, where, when, why and how? Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do.

  M – Is it Measurable? Can you tell when you have achieved it? Establish concrete criteria for measuring progress. When you measure your progress you will know if you are on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as... How much? How many? How will I know when it is accomplished? Choose a goal with measurable progress, so you can see the change occur.

  A – Is it Attainable? Is your goal within your reach given your current situation? You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them.

  R – Is it Realistic? To be realistic, a goal must represent something that you are willing and able to complete. Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

  T – Is it Timely? A goal should be grounded within a time frame. When do you want to complete your goal? Setting a timeframe sets your mind in motion to begin working on the goal. If you don’t set a time, the commitment is too vague. Work tends not to happen because you feel you can start at any time. Without a time limit, there’s no urgency to start taking action now. Putting an end point on your goal gives you a clear target to work towards.

EXAMPLE: A general goal would be, “Take good pictures.” But a SMART goal would say, “I will join a 4-H Photography Club on Monday and attend meetings once every two weeks for four months with the help of a 4-H leader to prepare for a 4-H Photography Show.”

Are you ready to set your project goals?

Step 1: Set your goals. (HINT: Use a pencil, in case you need to change it slightly after you SMART test it.)

Step 2: Do the SMART test. Did the SMART test show that you need to revise your goal? If it did, revise the goal to pass the SMART test.

Step 1 – Goal: __________________________

Step 2 – Did it pass the SMART test?

Specific? □ Yes □ No
Measurable? □ Yes □ No
Attainable? □ Yes □ No
Realistic? □ Yes □ No
Timely? □ Yes □ No

Step 3 – If you answered no to any of the above, erase and/or revise the goal so it will pass the SMART test.

Marty’s Links - Prairievie School Of Photography

Learn the essential elements of digital and traditional photography in a state-of-the-art facility. Master the tools, techniques, aesthetics and business fundamentals needed to enter the photographic industry.

Prairievie School of Photography offer many courses and workshops, including some specialized for teenagers. For more information visit: http://prairieview.ca/

Diploma in Professional Photography Program

In the future you may want to consider getting a Diploma in Professional Photography. Prairievie School of Photography’s course is a comprehensive 10-month program. Graduates can go on to work in a wide variety of positions throughout the photographic industry and beyond.
In the Member Manual

Project Plan
Specific Project Topic: ____________________________
Goal #1: ________________________________________
________________________________________________

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Learn to Do By Doing
Have fun, research, study, learn and complete your goal!

Dig It!
This is the end result of my work:
(You may paste the picture/article/water etc. in the space below, make a photocopy, or write down how your goal was achieved in words)

Evaluating Success
Evaluation is an important step to learning and to be able to celebrate your successes. You need to know what you were successful at so to be able to celebrate it.

Did you achieve your goals? If you were unable to meet some goals, what goals were you unable to meet and why?

Did your plan change? If yes, how did it change?

What did you learn by doing your project?
What changes would you make if you were doing this again?

What was the most challenging part of your project?
What was the most successful part of your project?

What's Next
The showcase challenge is next. Get ready to share what you have learned with others!

Marty's Links - Photography Programs
Red River College Professional Photography: Gain the knowledge and skills required to develop technical and creative aspects of digital imaging and processing. Gain hands-on skills in digital image manipulation, lighting, SLR operation, exposure, composition, printing, editing, retouching and processing, as well as foundational business skills.

For information check out: www.rcc.mb.ca
In the Member Manual

Evaluating Success

Did you achieve your goals? If you were unable to meet some goals, what goals were you unable to meet and why?

Did your plan change? If yes, how did it change?

What changes would you make if you were doing this again?

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For information check out: www.rrc.mb.ca

Showcase Challenge

Have members use their Member Manual to help them in organizing what they have learned. The form of the showcase can vary according to the wishes of the members and leaders, and the member’s ability. Information could be presented in many forms, some of which are: posters, pamphlets, written reports, speeches, computer presentations, displays, etc. Suggestions are listed on the Showcase Challenge page at the back of the Member Manual. The best results are almost always obtained when members are allowed to present their information in the style of their choice.
In the Member Manual

Showcase Challenge
Bringing it all together!

Now that you have finished this project, it is time to think about how you will share your experiences and knowledge with others. You may put your new skills to work by helping at a community event or at your club achievements or teaching others about your topic. The goal of the Showcase Challenge is to help highlight your new skills and help you understand how you can use them. It can be an opportunity to receive feedback from others on your project. So go back through your manual and find some highlights of your learning (what you are proud of) and think about how you will “showcase” it.

Dream It!

Here are some Showcase Challenge Suggestions:
- Demonstrate something you made or learned about
- Make a pamphlet
- Give a speech
- Use your new skills to help with the Club Achievement plans
- Make a poster or display
- Make a computer presentation (e.g. PowerPoint)
- Prepare a photo album
- Or come up with your own ideas. It is up to you and your leader!

My Showcase Challenge Plan

My showcase idea:

What materials and resources do I need?

Who do I need to help me?

When do I need to have things done by?

Do It!

Insert or attach your finished product or a photo of you sharing your skills in your Showcase Challenge.

Dig It!

Now that you have showcased your project skills:
- How did your Showcase Challenge go?
- What would you do differently next time?
- How will you use your new skills in the future? (in different situations?)
In the Member Manual

Portfolio Page

Once members have completed all the builders they will have a lot of information recorded in their manuals. These are products of their learning. As a final exercise in the project, members and leaders will pull together all this learning in completing the Portfolio Page in the Member Manual. There is a skills chart that lists the skills members are expected to complete by the end of the project. Members and leaders must indicate how they know the member was successful at a particular skill. Leaders will find evidence if they think about what they have observed members doing, what discussions they have had with members, and what the members have produced. If leaders think that members need to go back and improve on any skill, this chart helps them clarify what needs to be done.
In the Member Manual

**Above and Beyond!**

In addition to project skills, 4-H also increases skills in meeting management, communications, leadership, community involvement through participation in club, area, or provincial 4-H events or activities. List below any activities you participated in this year in 4-H. (Some examples include Executive Positions Held, Workshops, Communication, Community Service, Rally, Bonfights, Conferences, Judging, Camps, Troop Awards, Representation to Area or Provincial Councils, etc.)

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Activity 2</th>
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</tbody>
</table>

*Feel Free to add additional pages that include awards, certificates, new clippings, photos or other items that describe your 4-H involvement.

**Member Point of Pride!**

What I learned…

What I need to improve on…

What I want others to notice…

Member’s Signature: ____________________________

**Point of Praise!** Another’s perspective on your achievements in 4-H.

(community professionals, MAPRI staff, 4-H club leaders, 4-H Ambassadors, friends of 4-H)

I am most impressed by…

I believe that you have learned…

In the future I encourage you to…

Signature: ____________________________
4-H Achievement

4-H Achievement is... a 4-H club celebration when members have completed their projects. Achievements are planned by the club to give recognition to members and leaders for their accomplishments in their 4-H projects and club activities.

A 4-H Achievement can take many different formats: from choosing a theme, to member project displays, to members using their new skills for the event (entertainment, food, decorating, photographer, etc.), to members presenting their project to the whole group, the options are endless and open to the creativity of the members and leaders in each club!

Clubs may also plan their Achievement to promote 4-H to the community or to recognize sponsors and others who have helped the club.

Members and leaders - be sure to check your project books for the project completion requirements, so you will be ready for your club's Achievement celebration!

If you have any questions, comments or suggestions for this or other 4-H projects contact:

Manitoba 4-H Projects
Manitoba Agriculture Food and Rural Initiatives
1129 Queens Avenue
Brandon, MB R7A 1L9

Email: 4h@gov.mb.ca
Phone: 204-726-6613
Fax: 204-726-6260

This manual is for educational use only and is not intended as professional advice.

For more information about 4-H and the many 4-H opportunities available please visit

http://www.gov.mb.ca/agriculture/4-h/
What is 4-H?

4-H is an international youth organization involving more than 7 million members in 80 countries around the world.

In Canada, 4-H began in 1913 in Roland, Manitoba as a community-based organization dedicated to growth and development of rural youth. Today’s 4-H program reaches both farm and non-farm youth across Canada. The motto of “Learn to Do by Doing” is embodied in the program, as 4-H focuses on skill development as well as personal development of life skills such as communications, leadership and citizenship.

4-H Motto

“Learn To Do by Doing”

4-H Pledge

I pledge,
My HEAD to clearer thinking,
My HEART to greater loyalty,
My HANDS to greater service,
My HEALTH to better living,
For my club, my community, and my country.

4-H Quality Equation Principles

Quality People
- Promote responsibility, respect, trust, honesty, fairness, sportsmanship, citizenship, teamwork and caring.

Quality Experiences
- Provide members with personal development and skill development experiences.

Quality Projects
- Promote and value quality effort.
- Promote high quality, safe food production within industry standards.

Manitoba 4-H project material is developed by
Manitoba Agriculture, Food and Rural Initiatives (MAFRI)