



## Lesson 4: Allies & Advocates

### Grade

This lesson is appropriate for students in 4th-8th grade with modifications as needed.

### Generative Topic

How can acts of kindness create a positive change in ourselves and the communities we live in?

### Workshop Description

Students become allies and advocates for causes important to them as they create portraits with powerful campaign messages, combining portrait photography and writing.

### Culminating Project

All students will have one final 8x10 photo that will be printed and framed.

Areas for exhibit can be in a public setting such as a library or hallway. Please see the Showcase Planning Checklist under Additional Resources at [Streetside.org/resources](http://Streetside.org/resources) for more ideas on planning a showcase.

### Prior Knowledge

1. Writing skills to produce and revise a short story; 2. Basic photography and photo editing skills; 3. How to use an iPad or tablet.

### Artistic Inspiration:

*Which artists will inspire students in creating their own artwork (local artists, teaching artists, youth work, etc.)?*

Wendy Ewald

Streetside Stories Student Samples

### Technology

This project uses iPads and the camera app. Standard digital cameras or tablets with cameras can be used.

**Standards:** CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.W.4, CCSS.ELA-LITERACY.CCRA.W.6, CCSS.ELA-LITERACY.CCRA.W.2, CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.4, CCSS.ELA-LITERACY.CCRA.SL.5

## MATERIALS

ITEM	AMOUNT NEEDED
iPad, tablet, or digital camera	1 per pair
Worksheets – or blank paper	1 per student
Pens or pencils	1 per student
Flip chart paper for Thinking Wall	1 piece
Black dry erase markers (slim, non-toxic, for writing on arms etc.)	1 for every 3-4 students
Blank Paper (for those who do not want to write on themselves)	Enough for class
Butcher paper for backdrop	1 minimum 4' x 3' piece for every 3-4 students
Computer/tablet and projector	1 for teacher

## WORKSHOP OVERVIEW

SESSION	WORKSHOP FOCUS	MATERIALS NEEDED
<b>SESSION 1</b> (90 MIN)	<p>Review: Project requirements and project examples</p> <p>Discuss: Campaign messaging</p> <p>Activity 1: Thinking Wall: Exploring acts of advocacy and kindness</p> <p>Activity 2: Journal free write</p> <p>Activity 3: Students present final campaign message</p>	<p>-Student made journal or notebook</p> <p>-Pencils and/or pens</p> <p>-Computer/tablet with projector</p>
<b>SESSION 2</b> (90 MIN)	<p>Review: Basic photography tips &amp; student campaign photo examples</p> <p>Demo: Overview of iPad and camera app</p> <p>Activity 1: Photoshoot prep (writing on arm, hands, or paper)</p> <p>Activity 2: Photoshoot</p> <p>Activity 3: Students pick favorites, edit, upload to Google, artist statement</p>	<p>-Student made journal or notebook</p> <p>-Artist Statement worksheet</p> <p>-Blank paper</p> <p>-Pencils and/or pens</p> <p>-Butcher paper for backdrop</p> <p>-Computer/tablet with projector</p>
<b>SHOWCASE</b>	See Streetside Stories Showcase Planning Checklist at <a href="http://Streetside.org/resources">Streetside.org/resources</a>	<p>-Frames or string and clothespins</p> <p>-Computer/tablet with projector</p>

### SESSION ONE – DETAILED LESSON PLAN – 90 minutes

ACTIVITY	DESCRIPTION
<b>SET-UP</b> 10 minutes	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Student made journal or notebook</li> <li>• Pencils and/or pens</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• iPad/Tablet and Projector for teacher</li> </ul>
<b>OPENING CIRCLE</b> 15 minutes	<p><b>Check in Sketch: Students draw in journals</b> Students have 2 minutes to draw their scene</p> <ul style="list-style-type: none"> <li>• Think of a time when someone did something nice for you when you were having a hard time or needed help. What did they do? How were they an ally?</li> <li>• Discuss the definition of an ally and how advocating for someone or something can create change. Allow time for some students to share their drawings and story.</li> </ul>
<b>AGENDA</b> 5 minutes	<p><b>Today we will...</b></p> <ul style="list-style-type: none"> <li>• Explore the idea of a “campaign”</li> <li>• Add to our Thinking Wall</li> <li>• Journal, share with a partner, and circle key words</li> <li>• Present to class</li> </ul>

<p><b>DEMONSTRATION / DISCUSSION</b> 30 minutes</p>	<p><b>What is a Campaign?: 10 min</b></p> <ul style="list-style-type: none"> <li>Introduce project, define campaign, and share campaign examples</li> </ul> <p><b>Thinking Wall Brainstorm: 20 min</b> Write out students' responses</p> <ul style="list-style-type: none"> <li>What does it mean to be an ally or advocate?</li> <li>Are there people or things in your community that you feel could use an ally or advocate?</li> <li>What can you do to advocate for them?</li> </ul>
<p><b>STUDENTS AT WORK / CREATIVE PROCESS</b> 25 minutes</p>	<p><b>Journal Free write: 15 min</b> Students free write in their journals in response to this question:</p> <ul style="list-style-type: none"> <li>What can you do to be and ally or advocate for someone or something in your community?</li> </ul> <p><b>Circle Key Words with partners: 10 min</b></p> <ul style="list-style-type: none"> <li>Model how to circle keywords that will form their campaign message.</li> <li>Students pair up with their partners to exchange their journal free write. Partners circle key words and work as a team to form their final campaign message. Their message should be no more than four words.</li> </ul>
<p><b>CLOSING CIRCLE</b> 15 minutes</p>	<p><b>Present Campaign Message with class: 15 min</b></p> <ul style="list-style-type: none"> <li>Invite students to share their campaign message with the class. Remind students that they will write their campaign message on their arms, hands, or paper for the photo shoot for next session.</li> </ul>

**SESSION TWO – DETAILED LESSON PLAN – 90 minutes**

ACTIVITY	DESCRIPTION
<p><b>SET-UP</b> 10 minutes</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Student made journal or notebook</li> <li>Artist Statement worksheet</li> <li>Blank paper</li> <li>Pencils and/or pens</li> <li>Butcher paper for backdrop</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>iPads, tablets, or digital cameras - 1 per pair of students</li> <li>Computer/tablet with projector</li> </ul>
<p><b>OPENING CIRCLE</b> 15 minutes</p>	<p><b>Check in Sketch: Students draw in journals</b> Students have 2 minutes to draw a scene in response to this question:</p> <ul style="list-style-type: none"> <li>If you were to have your campaign photo up for the world to see, what would it look like? Where would people see it (Billboard, on TV, magazine, etc)</li> </ul> <p>Allow time for some students to share their drawings and story. Discuss the power of messaging.</p>
<p><b>AGENDA</b> 5 minutes</p>	<p><b>Today we will...</b></p> <ul style="list-style-type: none"> <li>Learn basic photography skills: framing, focus, lighting</li> <li>Look at student campaign photo examples</li> <li>Shoot campaign photos</li> <li>Write artist statements</li> </ul>

	<ul style="list-style-type: none"> <li>• Present photos to the class</li> </ul>
<b>DEMONSTRATION / DISCUSSION</b> 20 minutes	<p><b>Basic Photography: 10 min</b>  Introduce basic photography tips: framing, focus, lighting</p> <ul style="list-style-type: none"> <li>• Shot sizes <ul style="list-style-type: none"> <li>○ Tell students that to get close up shots, they should physically get closer to their subjects. Do not zoom in on the iPad because this will reduce the quality of the photo.</li> </ul> </li> <li>• Shot angles</li> <li>• Lighting</li> <li>• Review importance of subject being in focus when you look at examples, and how to focus when you review how to use camera app on iPad.</li> </ul> <p><b>Introduce Campaign Photo and Show Examples: 10 min</b>  Show student campaign photo examples.</p> <p>What makes a successful campaign photo?</p> <p><b>iPad Overview, Safety &amp; Assignment</b>  Overview of iPad and camera app tutorial</p> <p>Discuss ways to take care of the iPad while shooting photos</p> <p>Pass out iPads to partners (once completed with writing on arms/hands or paper)</p>
<b>STUDENTS AT WORK / CREATIVE PROCESS</b> 35 minutes	<p><b>Photoshoot Prep</b>  Students find their campaign message in their journals and identify what pose will reinforce their message and fit the amount of words they have.</p> <p>Either their partner or teacher will write the campaign message on their arms, hands, or paper. Once students complete the photoshoot prep, they may begin their photoshoot.</p> <p><b>Campaign Photoshoot, Selecting Favorites &amp; Uploading to Google Drive</b>  Students work with partners to take 4 photos each (may shoot inside with backdrops or outside).</p> <ul style="list-style-type: none"> <li>• Review best photos in Photo App and pick two favorites by tapping the heart in the Photos app on the iPad</li> <li>• Apply photo filters to favorite photos</li> <li>• Upload final photos to Google Drive or Google Classroom in designated folder</li> </ul> <p><b>Write artist statements:</b>  If you would like your students to write artist statements, you can find an Artist Statement Template at <a href="http://streetside.org/resources">streetside.org/resources</a>.</p>
<b>CLOSING CIRCLE</b> 15 minutes	<p><b>Present campaign portrait with class: 15 min</b></p> <ul style="list-style-type: none"> <li>• Invite students to share their campaign photos with the class.</li> <li>• Practice Visible Thinking Routine: See, Think, Wonder using the hand out that can be found under Additional Resources at <a href="http://streetside.org/resources">streetside.org/resources</a>.</li> </ul>