**Instructional Day:** 2

**Topic Description:** In this lesson, photo ethics and student safety related to android phone use are discussed.

**Objectives:**

The student will be able to:

* Explain why they are not allowed to take photos of people during their data collection.
* Describe situations in which they should not take any type of photos.

**Outline of the Lesson:**

* Journal Entry (10 minutes)
* Photo ethics (20 minutes)
* Safety of the photographer (10 minutes)
* How to represent people in photos (15 minutes)

**Student Activities:**

* Complete journal entry.
* Participate in photo ethics discussion.
* Participate in photographer safety discussion.
* Participate in how to represent people in photos discussion.

**Teaching/Learning Strategies:**

* Journal Entry: Have you ever felt uncomfortable when taking a photo of someone? Have you ever felt uncomfortable when someone took a photo of you? Why?
* Discuss photo ethics. (See Photoethics.ppt in the Supplemental Materials for the photographs to display.)
  + Project Dorothea Lange photograph of “Migrant Mother”.
    - Ask students if they recognize the photograph.
    - Ask questions such as: What does the image depict?
      * Probe as necessary—ask them other questions around the image itself. For example: What is this woman doing in the photograph? Who do you think she is? Where do you think she might be from? What do you think she does for a living and how can you tell? Who do you think the children are? Why do you think they are turned away from the camera?
    - Ask a question such as: How does this photo make you feel?
      * Most likely, students will say things such as “sad”, “depressed”, “hungry”, or maybe “nothing.” If students say that they don’t get any reaction from the image, ask them what they think the woman is feeling in the image.
    - Ask questions such as: What in the picture makes you feel that way? (You might want to get them thinking about things like the lack of color, the lighting, the children’s faces turned away, the skinny woman with a worried look, and the wrinkles in her face, etc.)
    - Finally, explain the history of the photo: From 1935-42, the US Farm Security Administration created to address agricultural problems and rural poverty during the Great Depression sent out photographers to help document what life was like in rural and poor areas of the country. This photograph is by Dorothea Lange and became world- famous for illustrating rural poverty in America.
  + Next, show the picture from the BBC News website
    - Ask a question such as: What is happening in this photograph?
      * Probe as necessary—ask them other questions such as: Where do you think this photo was taken? Who do you think this woman is? What is she doing in the picture? Who else is in the photograph? What is the soldier doing? Why do you think he is laughing? How do you think the woman is feeling at this moment? Why would she be picking up rice?
      * It is possible that students won’t recognize anything wrong at first since they are probably used to seeing these types of images on television or in magazines/newspapers.
    - Then ask questions such as: How does this photograph make you feel? Why?
    - Next, show both photos (flipping back and forth between slides 1 and 2) and ask the students: Does anything seem wrong about these photos?
    - Try to get students thinking about the ethics of the photographer’s role. You could ask questions such as: Who took these pictures? Where were the photographers when these pictures were taken? What do you think happened to these people after the photographer took the picture? What did the photographer win out of these photos compared to the subjects of these photos? How do you think the people in these photos felt when the photographer took their pictures? Happy to be photographed? Embarrassed? Unsure of themselves? Uncomfortable?
    - Finally, explain the story of the BBC photograph: This picture was published on the BBC News Website. It is a photo taken in the Middle East of a woman who is picking up spilt rice grains to feed her family. The soldier in the background may be laughing at her or may be smiling at the camera—it isn’t really clear. Regardless, you can tell that the soldier doesn’t really care about the woman’s situation and that the woman is so starved and desperate that she is taking the time to pick up tiny grains of rice on the ground. Students may provide insights such as: There are many homeless people and people picking through the trash in the United States and they may have gotten so used to seeing these people that they don’t even realize they are there; this might be the situation for the soldier. As human beings we have the power to help people in need around us and we shouldn’t ignore others or take advantage of them by gaining a photograph out of their misery.
    - Explain to students that, as photographers, they should be conscious of the lives, privacy, and experiences of people around them; that these photographs may feel disturbing or uncomfortable—and if they feel uncomfortable looking at the images, this is a good thing because they are beginning to recognize how a photograph can really take advantage of people and be unethical. Discuss their journal entries and ask them to think of times when they might have felt uncomfortable when someone they didn’t trust took their photo or when somebody they didn’t know very well posted their photo on MySpace or Facebook.
    - Remindstudentsthatphotographershaveanimportantresponsibilitytorespectthe privacy of the things/people they take photos of (even if people aren’t in the photograph) because people surrounding a person with a camera might feel uncomfortable too without the photographer even realizing it.
    - When students receive the cell phones and start taking pictures of things, they should be aware of how people near the object of the photo might feel about the camera/phone being pointed at them.
* Safety of the Photographer
  + Next, show the war photograph.
  + Ask questions such as: What is happening in this photograph? Where do you think this is taking place? Where is the photographer? What feelings does the image evoke?
  + Discuss how the photographer is at risk in this picture—can be easily shot down just like the soldiers.
  + Explain that as they collect data for this unit they should **NEVER** put themselves at risk. If taking the photograph is going to hurt them in any way—because somebody doesn’t like that they’re taking a photo, because someone sees their phone and wants to steal it from them, because they’re standing in the middle of a busy street and might get hit by a car, etc.—then they should NOT take the photo at that moment, but should wait and take a picture of something that REPRESENTS what they wanted to take a picture of.
* Photo ethics and safety related to cell phone use
  + Explain to students: When they receive the cell phones, they will not be allowed to take any pictures of people.
  + This will prevent people from feeling uncomfortable if they take pictures around them
  + This will prevent the students being put at risk if they take pictures in dangerous areas of their neighborhoods, etc.
* Summary:
  + Don’t make people feel uncomfortable by taking pictures of things with the cell phones.
  + Don’t put yourself in an awkward or dangerous position by taking a photo.
* How do you represent people in the photos?
  + Brainstorm photography alternatives with the students by doing the following:
    - Ask students to imagine their best friend. Ask students to make a list of things that remind them of that friend in their journal. These could be objects related to memories they share with that friend, experiences they have had with that friend, inside jokes, etc.
    - Ask students to share what they have written.
    - Explain to students that this is how they can take pictures of people—by taking photographs of things that represent the person instead of taking pictures of the person him/herself.
    - Whenever they want to take a picture of a specific person, they should wait and take pictures of an object or scene or something else that represents that person.
    - Ask students to write in their journals about what they would take photographs of to represent an important person in their life, for example their mother or grandmother.

**Resources:**

* Photoethics.ppt (Supplemental Materials)