Me: Inside/Outside

Inspired by the exhibition **#Thisis18**, presented by *The New York Times* at Photoville from September 12-22, 2019

We will use photos to learn about ourselves and each other, both inside and outside of the classroom. We will focus on what narratives about teenagers exist already, and the narratives we want to present ourselves.

Victory laughs with her mum as they prepare lunch.
Photo by Amarachi Chukwuma for *The New York Times*

Students will be able to:

- Learn storytelling techniques and editing (self-curation)
- Reflect on shifting identity as a result of being in/out of school
- Build a safe community with each other

Featuring photography by the youth photographers of #Thisis18

Authors: Leigh Klonsky, Iris Laurencio, Brian Gutierrez, Sandra Stevenson

Facilitator/Editor: Jessica Bal

Grade Level: 7th - 12th grade

Subjects: ELA, Visual Arts/Media Literacy, Social-Emotional Skills

Time Required: 10 sessions (5-8 weeks)

Key Images:
The New York Times' This is 18

(Suggested stories: Madison Breanne, Millie Landewee, Victory Chukwu, and Mahak Naiwal)

The Photoville 2019 Education program is proudly supported by:

PhotoWings   NYC Media & Entertainment

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SESSION 1: Introduction

1. Have students answer the following questions for themselves and write down the answers before sharing with a partner.
   - Who are you in school?
   - Who are you out of school?
2. Share out some of the answers (from those who feel comfortable) to the whole group after each pair has talked together. Reflect on:
   - What differences do you notice about your in-school self and out-of-school self?
   - Are they very different? Not so different?
   - Why do you think that is?
3. Do a gallery walk of #ThisIs18 images (or if space does not allow, show images on projector/screen). Have students choose their favorite and reflect after the walk:
   - Who did you connect with most in these images? Why?
   - What did you learn about them through these photos?
   - What do you have in common with this teenager? What about your lives is different?
4. Explain the *#ThisIs18* project and introduce our task: to represent our teenage selves in and outside of the classroom.
   > About This is 18:
   > What does life look like for girls turning 18 in 2018? *The New York Times* gave young women photographers around the world an assignment: Show us 18 in your community. This is 18 — through girls' eyes.
5. Go over privacy protocols for the project:
   - Students may choose to peer-edit or to edit alone, depending on vulnerability in their images
   - What we share inside the classroom about ourselves and to each other stays in this classroom
6. Homework: Photograph your morning routine! Bring in at least 20 images.

Materials Needed:
- Cameras
- Poster board
- Display materials
- Computers
- #ThisIs18 images (digital or printed samples)
- pens/pencils
- paper

Additional Resources:
- #Thisis18 feature article
- #Thisis18 teaser video
- #Thisis18 book

Standards Addressed:
CCSS.ELA-LITERACY.SL.9-10.1
CCSS.ELA-LITERACY.SL.9-10.2
CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.8.5
NYSLS VA:Cr1.1.8
NYSLS VA:Cr1.2.8
NYSLS VA:Cr2.1.HSI
NYSLS VA:Cr2.3.8
NYSLS VA:Cr3.1.7
NYSLS VA:Cr3.1.HSI
NYSLS VA:Pr4.1.HSI
NYSLS VA:Cn10.1.8

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SESSION 2: Photo Editing

1. All students bring in images from Morning Routine assignment to class.
2. On their own, edit the photos down to 10 photographs. Use the following to help make decisions:
    - Which of them are similar to each other or repetitive?
    - Which of these images shows your routine most clearly?
    - Which of the images best showcases your personality?
3. With a partner (or alone, if a student elects to have more privacy), each student edits down to 5 images.
4. Share progress with the class. This could take the form of:
    - A quick gallery walk with print-outs or on computer screens
    - Collectively viewing a few examples on a projector
5. Homework: Photograph your evening routine!

SESSION 3-9: Parts of Your Day

1. Repeat the process above for each of the following assignments/parts of their day:
    - Evening Routine
    - Commute
    - Hallway/Passing Period
    - Lunchtime
    - Extracurricular/Hobbies
    - Symbolic Objects
    - Extras! (Anything That Is Missing)
2. Students should have around 40 images total when they are finished with all assignments (5 from each). Using the individual and peer editing process, edit their projects down to 8-15 images that best represent their personalities.
    - Choose images from a range of the assignments, representing at least one photo from each.
3. Have students try dividing their final selects into two categories for display: in-school and out-of-school and ask them to reflect on the following with a partner:
    - What do you notice from the images about your identity in school versus out of school?
    - Does the images reflect the answers you wrote during Session 1?
    - Did you learn anything new or surprising about yourself through this process?
    - Did you learn anything new or surprising about your partner?
4.

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SESSION 10: Exhibition and Reflection

1. Create an opportunity for final display of the work, even a pop-up gallery in the classroom. Have student pairs choose how they want to include text with their image from the following options:
   - Write a formal artist statement/reflection
   - Interview each other and include quotes
   - Write a poem
2. Final Class Reflection:
   - How are these images similar or different than the images you post on social media?
   - Who do you think is in control of narrative of teenagers?
   - What things do you wish that other people (including adults) understood about teenagers? Where is the narrative incomplete?
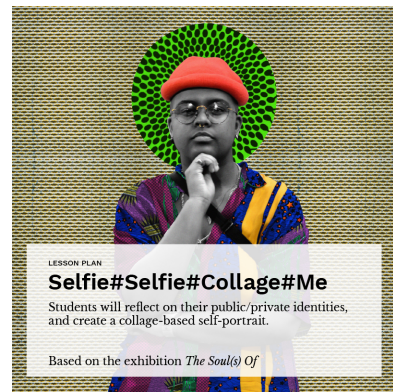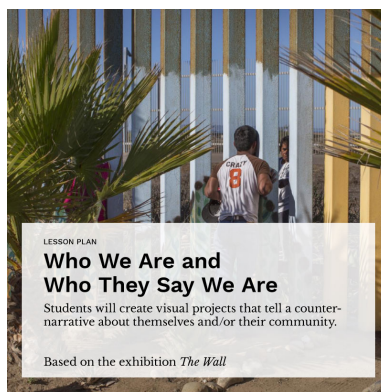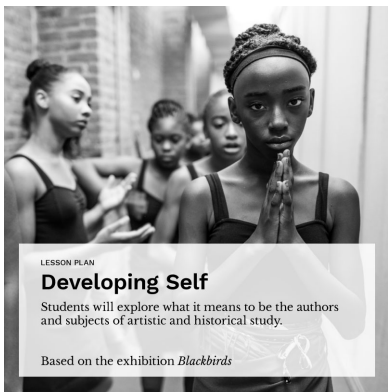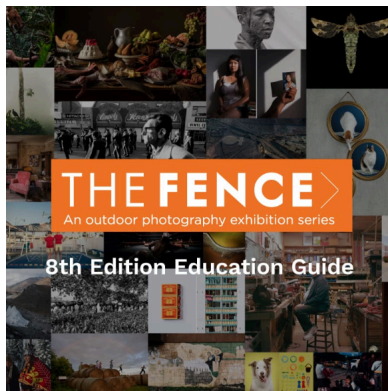
United Photo Industries Education

Browse the United Photo Industries' Teacher Resource library for over 20 free lesson plans and resource guides for incorporating photography and storytelling into the classroom.

These lesson plans were developed in collaboration with over 100 educators through our Teacher Professional Development Workshop. Educators across subject matters interested in incorporating visual storytelling into their curriculum participate in a free one-day professional development workshop that culminates in a hands-on lesson planning session in collaboration with the photographer.

We always love hearing how our exhibitions are used in the classroom; if you would like to submit feedback and stories of your experience, please email us: education@unitedphotoindustries.com.

THE FENCE
An outdoor photography exhibition series
8th Edition Education Guide

LESSON PLAN
Hiding in Plain Sight
Encouraging students to see new perspectives on objects, people, and places they encounter every day.

Based on the exhibition *As Usual*

LESSON PLAN
Spaces and Places
Students will interact within virtual and physical spaces/places using projected images of those spaces/places.

Based on the exhibition *Host*

LESSON PLAN
Developing Self
Students will explore what it means to be the authors and subjects of artistic and historical study.

Based on the exhibition *Blackbirds*

LESSON PLAN
Who We Are and Who They Say We Are
Students will create visual projects that tell a counter-narrative about themselves and/or their community.

Based on the exhibition *The Wall*

LESSON PLAN
Selfie#Selfie#Collage#Me
Students will reflect on their public/private identities, and create a collage-based self-portrait.

Based on the exhibition *The Soul(s) Of*

The Photoville 2019 Education program is proudly supported by PhotoWings and The Mayor's Office of Media and Entertainment!

PhotoWings

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