

# Your World

Inspired by the project [Liam's World](#) by Erin Lefevre presented at Photoville 2020

Students will consider identity through the lens of visual storytelling. Students will use photography and text to tell a personal narrative that may address and disrupt stereotypes.



I feel relaxed when I play with string

Photo by Erin Lefevre

## Students will be able to:

- Analyze a series of photographs to consider who is telling the story and how the story is being told.
- Create a series of images and text that reflects their identity or the identity of an individual who may identify as different/similar to their own identity.
- Develop their ability to produce photographs with thoughtful and intentional composition and lighting.

FEATURING PHOTOGRAPHY BY  
**Erin Lefevre**

AUTHORS  
**Ingrid Damiani  
Ilona Lieberman  
Erin Lefevre**

FACILITATOR/EDITOR  
**Gretchen  
Baudenbacher**

GRADE LEVEL  
**7th - 12th grades**

SUBJECTS  
**Photography, English  
Language Arts**

TIME REQUIRED  
**4-8 sessions**

KEY IMAGES  
[Image Bank](#)  
[Artist Talk](#)

ADDITIONAL RESOURCES  
[Artist Website](#)  
[Autism Resources](#)  
[NY Times](#)  
[British Journal of  
Photography](#)  
[Spectrum News](#)  
[photoville.com/edu](#)

MATERIALS NEEDED  
**Camera  
Graphic Organizer  
Digital Presentation  
Program (i.e. Adobe  
Spark or Canva)**

# Your World

Inspired by the project [Liam's World](#) by Erin Lefevre presented at Photoville 2020



## LESSON PART 1: INTRO

1. Ask students to read NYTimes article, '[Visualizing Life with Autism](#)' or view [Artist Talk Video: Erin Lefevre](#). Share [images from Erin Lefevre's documentary project, Liam's World](#). As students look at the images, and facilitate a group discussion by asking:



- Who is telling the story?
- What methods are being used to tell this story?
- What was the relationship between the photographer and the person being photographed?
- Why did Erin Lefevre start this project? Has the purpose of the project changed over time? How?
- Did you learn anything new in looking at these images and text?



Encourage students to reference the article, artist talk and images when answering these questions.

2. Facilitate a discussion focused on the technical elements of the photographs, asking students:

- Where is the light coming from in the image? How does the light draw our attention to the subject? How do light and color work together in the image to create a mood or feeling?
- What choices did the photographer make in terms of composition? What's included in the image? What's left out? What is the camera angle? How do these choices impact the message of the photograph?



---

## LESSON PART 2: ACTIVITY



1. Give students 3-5 minutes to respond to the following journal prompt: Think about your own life. What is a story you could tell that might help your viewers understand something new about you or a family member? Consider how you or your family have been impacted by a crisis, trauma or stereotypes.

**Note:** Do not collect journal entries. Students should be able to write freely. Ensure that students know that these journal entries will not be collected or shared.



2. Ask students to use their journal entry to consider how they can share a personal or a family narrative through images. Use a graphic organizer for students to brainstorm ways they could tell that story, reminding them to think of all five senses (see [attached graphic organizer](#))

# Your World

Inspired by the project [Liam's World](#) by Erin Lefevre presented at Photoville 2020

3. Instruct students to look at their graphic organizer and pick ideas that are exciting or interesting to them.
4. Outside of class time, have students photograph their story using the ideas they planned. They should make at least 10-15 photographs, keeping in mind the technical aspects of photography discussed in part 1.
5. It's now time to add text to the photos. Following Erin Lefevre's process, if a student has photographed a family member, instruct them to show the person each image and ask them to write a caption, describing the moment or explaining how they felt. If a student has completed a series of photographs of themselves, they will write the captions.
6. Support students as necessary in creating a digital presentation of their photo series with the images and text using [Adobe Spark](#), [Canva](#) or other presentation software, or a physical presentation by printing images and adding text.

---

## LESSON PART 3: SHARE & REFLECTION/EXTENSION

1. Self-Assessment: As students look at the work they created, have them reflect individually in writing, responding to the following:
  - Do you think you were successfully able to share the story you wanted to tell? Why or why not?
  - What do you think your viewers learned from looking at your photographs?
  - Did YOU discover something new as you created this story? Explain.
  - What do you notice about your choices in lighting and composing each shot? How were these choices effective?
2. Provide an opportunity for students to share their series of photographs or a single photograph with the rest of the class or the broader community. This could be during class time or a culminating event such as a gallery show or presentation.
3. As an extension, consider sharing their story in other forms of media such as adding audio, or video.

*This lesson plan was created during the Photoville Fall 2020 Educator Lab, as a collaboration between educators and the artist. The 2020 Photoville Festival Education Month is proudly presented in partnership with PhotoWings with additional support by the Philip and Edith Leonian Foundation.*

# Your World

Inspired by the project [Liam's World](#) by Erin Lefevre presented at Photoville 2020



## STANDARDS ADDRESSED:

### [CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



### [CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.



### [CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### [CCSS.ELA-LITERACY.CCRA.SL.2](#)

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### [CCSS.ELA-LITERACY.CCRA.SL.5](#)

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## Visual Arts Blueprint Strands



### Art Making

- Develop skills and techniques
- Deepen imaginative capacities
- Develop a personal style
- Cultivate awareness of the power of art to illuminate, inform, and influence opinion



### Visual Arts Literacy

- Hone observational skills in discussing works of art
- Develop visual arts vocabulary to describe art tools and techniques
- Interpret artwork by providing evidence to support assertions



*This lesson plan was created during the Photoville Fall 2020 Educator Lab, as a collaboration between educators and the artist. The 2020 Photoville Festival Education Month is proudly presented in partnership with PhotoWings with additional support by the Philip and Edith Leonian Foundation.*

# Photoville Education Resources


Browse the Photoville Education 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 150 educators through our [Educator Labs](#). 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 artist.


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@photoville.com](mailto:education@photoville.com).

## Filter Lesson Plans By **THEME**


[SHOW ALL](#)   [COMMUNITY STORIES](#)   [ENVIRONMENT](#)   [REPRESENTATION & IDENTITY](#)   [SOCIAL ISSUES](#)




**Who We Are**  
Students will create a visual project that tells a counter-narrative about themselves and/or their community.  
Inspired by [Griselda San Martin](#)




**Music As Artifact**  
Students will look at the music traditions in their own lives, and as a way to connect with a community member.  
Inspired by [No Wahala, It's All Good](#)




**Not Only**  
Students will create a narrative that reveals two sides of their partner through portraiture and story writing.  
Inspired by [The Players' Tribune](#)




**Me: Inside/Outside**  
Students will use photos to learn about ourselves and each other, both inside and outside of the classroom.  
Inspired by [#ThisIs18](#)




**Portrait Of A Space**  
Students will create a photo story that personifies a space that they choose or claim as their own.  
Inspired by [Janna Ireland](#)



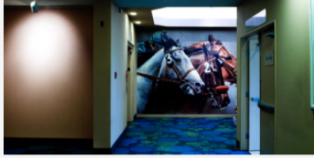
**Empathy And Photography**  
Students will explore how empathy and representation affect our perceptions of a set of photos.  
Inspired by [Bethany Mollenkof](#)



**Typecast**  
Students will reflect on identity and stereotypes inherited from the world.  
Inspired by [Haruka Sakaguchi](#) and [Griselda San Martin](#)



**Finding Nature**  
Students will make personal connections to the environment through photography.  
Inspired by [Culture Trip](#) and [Waterkeeper Alliance](#)



**The Story Of A Space**  
Students will tell the story of a community through focused long-term documentation of a small section space.  
Inspired by [Michele Asselin](#)

[LOAD MORE](#)

The Photoville Education program is in partnership with PhotoWings



EDU