

SERIES 1**REFUGEE YOUTH MEDIA WORKSHOP CURRICULUM****Objectives**

Within this workshop participants will be able to:

- Recognize and apply the elements and techniques of digital photography
- Recognize the key techniques required to conduct a video interview
- Develop interviewing skills
- Critique photographs based on composition
- Critically analyze visual strategies in photographs and discuss the audience and intention for these representations
- Create, develop and produce a photo essay
- Create, develop and produce a self portrait using photographs and text
- Use photography and oral testimonies to tell stories and voice concerns, particularly as refugee youth living in Montréal
- Explore the potential of photos for advocacy purposes
- Plan a public exhibition or press conference

Sessions in this Series

Session 1.1	Introduction to Photography	3 hrs
Session 1.2	Composition - Photos and Text	3 hrs
Session 1.3	The Refugee Experience	3 hrs
Session 1.4	Storytelling Through Storyboards and Oral History	3 hrs
Session 1.5	Photography Portraits	3 hrs
Session 1.6	Editing and Interview Techniques Revisited	3 hrs
Session 1.7	Media Literacy, Race and Interviewing Guest	3 hrs
Session 1.8	Concluding Session / Professional Photo Shoot and the Press	3 hrs

Total time required for this Series:

24 hrs

Session 1.1 **Introduction to Photography**

Objective

This workshop will familiarize participants with compositional elements of photography. It will introduce them to the key terms and basic functions of digital cameras. In addition, media literacy and critical thinking skills will be introduced.

Time

3 hrs (includes 30 minutes of break time)

Outline

PART A – Personal Introduction (20 minutes)

- Participants introduce themselves by stating their name. They will also be asked to share three statements about themselves, 2 that are true, and 1 that is false. The rest of the group will be asked to guess which statement is false.
- Participants will also be asked to fill out an information form that will assess their photography experience, their expectations for this workshop and their computer proficiency. They will then be invited to share what they wrote.
- Participants will also at this time, be provided with a program folder and notebook. The folder will include: the consent form, media resource list, the program's schedule, the handouts for Session 1.1 and the *Canadian Council for Refugee's* refugee terms glossary.

PART B – Introduce Workshop (15 minutes)

- Identify Workshop Objectives
- Handout workshop agenda
- Set the workshop ground rules

PART C – Perception Exercise (25 minutes)

- As participants enter the workshop, they will be given a photograph of a youth. These photos will be stock photographs of youth who may or may not be refugees. The main objective of this exercise is to address issues of perception and personal biases.
- Once receiving a photograph of an individual, each participant will fill out a questionnaire, which asks them to imagine this person's personality, background, and history.
- Once everyone has completed their questionnaire, each participant will summarize their answers and the facilitator will reveal the TRUE identities of each youth. Participants may be asked how they arrived at these decisions.
- Facilitator will conclude with comments on perceptions and personal biases.
- Facilitator can use this exercise to assess the writing skills of each participant. If need be, the facilitator may help participants fill their forms.

PART D – Representations of Refugees (30 minutes)

- Ask participants to list misconceptions they've heard about refugees
- Ask participants to list where these misconceptions come from
- Show participants a slideshow of refugee representations. Throughout the show the participants will be invited to comment on the photographs. What is the story and intention behind the photograph? What aspects do they like? What aspects do they dislike? How does the photograph make them feel?

PART E – What Makes a Good Photo (15 minutes)

- Handout Photo Terms Glossary, which features a list of questions that the participants will be invited to ask themselves when taking a photograph. This handout will ask them to consider the basic design elements of visual images.
- The group will review this handout together and participants will be invited to ask questions.

PART F – Introduction to Camera (30 minutes)

- Handout digital cameras and introduce them to the camera's parts and functions
- Handout camera diagram
- Considering the design elements they were introduced to in the Photo Terms Glossary handout, participants will be given the chance to take photographs of each other and the workshop space. This is a very free exercise and will simply allow them to get more familiar with the equipment and more comfortable with the design concepts. Facilitators will help to guide the participants through this activity.

PART G – Wrap-Up (15 minutes)

- Thank participants for their time and contribution
- Clean up
- Tell participants what is in store for next class
- Ask participants to bring in an object (the object may be an actual photo) that they brought with them from their country of origin for the next session. In some cases, participants may not have brought anything with them to Canada. Therefore if they do not have an object from their native country, they will be invited to bring in an object that symbolically represents an object they once had in their country of origin.
- Throughout the project, each participant will have the opportunity to share their favorite music with the group during the break. This will function as both an ice breaker and as a social activity. One person will be chosen each class to bring in their music for next time.

References

- Reference 1.1a: Workshop agenda handout
- Reference 1.1b: Photographs of youth
- Reference 1.1c: Slide show of refugee photographs
- Reference 1.1d: Glossary of photography terms and concepts
- Reference 1.1e: Camera diagram handout
- Worksheet 1.1a: Personal information form
- Worksheet 1.1b: Questionnaire for Perception Exercise

Additional Materials

- Laptop
- Projector
- Folders containing all handouts and worksheets for each participant
- Notebooks and Pens
- Digital Cameras: (preferably 8.0 megapixels): including charged batteries, memory cards, USB cord if necessary

Session 1.2 Composition - Photos and Text

Objective

This session will invite participants to consider the decisions they make as photographers regarding composition and visual strategies. They will also be asked to critique the work of their peers. Through these exercises participants will learn how to use words and photos to tell a story. The second half of the workshop will serve to introduce the participants to video interviews and the interview process. They will learn basic interview techniques, and with the assistance of the facilitators, the participants will be given the opportunity to conduct a video interview, both as an interview subject and as an interviewer.

Time

3 hrs (includes 30 minutes of break time)

Outline

PART A – Personal Object Activity – Photography Component (40 minutes)

- Prior to the activity, give the participants examples of photos taken of inanimate objects
- Viewing of *Passages to Canada*: <http://www.passagestocanada.com/da/passages.asp?coll=35>, an online digital archive that features the personal stories of refugees who have come to Canada
- Invite participants to take photos of the object that they brought (see Session 1.1)
- After photos have been taken and then downloaded onto the laptop, they will be projected so that the group can collectively critique each others photos. During this critique participants will be asked to consider their motivations for taking each photo, as well as the story behind their personal object.

PART B – Review Photographic Elements Slideshow (20 minutes)

- Show slideshow
- Review key terms and techniques used in photography
- Refer to the Glossary of Photography Terms and Concepts handout distributed in Session 1.1

PART C – Introduction to Video Interviews (1 hour 15 minutes)

- Participants will be asked to rotate between: interviewee, interviewer, sound technician and camera person.
- This exercise will introduce participants to the video camera and the skills required to conduct a video interview. In addition it will also introduce them to the interview process. They will be asked to consider how to formulate open questions (e.g. using why and how questions) as the interviewer, and how to respond to questions as the interviewee (e.g. incorporating the question into the answer).
- Interviewees will be asked to introduce themselves and will be asked to describe their move from their native country to Canada, and more specifically Montreal.
- Participants will be encouraged to base their interview around some guiding questions: Where are you from? Why are you here? Who did you come with to Canada? What were your first impressions of Canada and Montréal? What do you think of Canadians? What does home mean to you? These questions will be provided on a handout, which can be used as an aid during the interview.
- Please note that this process will permit the interviewee to respond to questions in their mother tongue, if they so choose.

- During the interview, two participants will be selected to take photographs of the interview process.

PART D – Wrap-Up Session (15 minutes)

- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time
- Participants who would like to borrow a digital camera will be permitted to do so at this time

Reference

Reference 1.2a: What makes a good photo slideshow

Reference 1.2b: Guiding Questions handout

Additional Materials

Laptop

Projector

Notebooks and pens

Digital Cameras: including recharged batteries, memory cards, and USB cords if necessary

Video Equipment: including camera, batteries, tapes, 2 microphones and earphones

Session 1.3 The Refugee Experience

Objective

This session will invite participants to view and critique the video work they produced in the previous session. In addition, this session will function to engage participants in a discussion around the refugee experience. At this time they will be invited to share their own experiences as refugee youth.

Time

3 hrs (includes 30 minutes of break time)

Outline

PART A – Video Critique (45 minutes)

- Participants will review the video footage taken from the previous session and will be asked to critique what they see. They will be asked to consider: what they liked about the interviews, what they thought worked well, and what they thought did not work.
- During this time the group will review effective and non-effective interviewing techniques.

PART B – The Refugee Experience (30 minutes)

- Participants will be asked to think about their own refugee experience. They will also be asked to think about what that word means to them.
- They will then watch the *2007 Canadian Council of Refugees (CCR) Youth Network Video*: <http://www.youtube.com/watch?v=COTSKxuoneY>
- A representative from the *Canadian Council of Refugees* will present a slideshow that explores the diversity of the refugee experience in Canada, while also providing each participant with a glossary of terms that address the refugee experience. The slide show, "Who is a Refugee" addresses questions such as: *Who is a Refugee? Who determines this and according to which definition? When does a person stop being a refugee? How should we respect the opinions of people who have been displaced and how they identify themselves?*

PART C – Interviews on the Refugee Experience (1 hour)

- Each participant will be asked to define what it means to be a refugee.
- Participants will also be interviewed about their personal refugee experience. These interviews will be recorded on video.
- Participants will rotate between the following positions: interviewee, interviewer, sound technicians, and camera person.
- During the interview, two participants will be selected to take photographs of the process.

PART D – Wrap-Up (15 minutes)

- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time

Reference

Reference 1.3a: 2007 CCR Youth Network Video

Reference 1.3b: CCR's Glossary of terms that address the refugee experience

Reference 1.3c: CCR *What is a Refugee* slideshow

Additional Materials

Laptop
Projector
Notebooks and Pens
Television and cables required to attach video camera to the TV
Video Equipment: including camera, batteries, tapes, 2 microphones and earphones
Digital Cameras: including recharged batteries, USB cords, and memory cards

Session 1.4**Storytelling through Oral History and Storyboards****Objective**

This session will allow participants to refine their storytelling skills and will also introduce them to storyboarding. Through discussions around family and personal passions, each participant will be given the opportunity to practice both giving and documenting their oral histories through film and storyboarding.

Time

3 hrs (includes 30 minutes of break time)

Outline**PART A – Review Interviewing Techniques (20 minutes)**

- Recalling past sessions, participants will be asked to list good techniques and strategies that can be used by interviewers and interviewees.
- The facilitator will write these techniques on big sheets of paper so that the group can refer to them during the interview process
- In addition, the group will collectively decide on guiding questions for the interviews on family. For a list of potential questions, refer to Reference 1.4b.

PART B – Consent and Anonymity Discussion (15 minutes)

- This time will be used to discuss the benefits and implications of agreeing to participate in the video recording of their oral testimonies. The facilitator will field any questions or concerns that may come up during this discussion.
- Participants will be allowed to practice asking and giving consent.
- Prior to each interview, the interviewee will be asked by the interviewer for their oral consent to record their interview.

PART C - Interviews on Family (1 hour)

- Participants will rotate between interviewer, interviewee, sound technicians and camera people.
- Interviews will be conducted using the guiding questions devised by the group at the beginning of the session. It is important to note, however, that the interviewer is not limited to these questions.
- Provided that the interviewee gives their consent, the interviews will be recorded on video.
- During the interview, two participants will be selected to take photographs of the process.

PART D – Storyboard Activity (45 minutes)

- Participants will divide themselves into groups of 2 or 3, so that there is one facilitator for each group.
- Facilitators will work with each participant to develop a photo storyboard to express a personal passion (e.g. music, dance, sports, art, etc.)
- Participants will use different coloured post-it notes to organize lists of varying shots, interview questions, and materials (e.g. costumes, props and location) that they will need to convey their story through photography. They will then arrange these post-its on a Bristol board and arrange them in a chronological fashion.
- Participants will then present their storyboard to the larger group and will ask for feedback and critiques.

- Following this session, participants will be invited to borrow digital cameras to complete this exercise during their free time. Once they have completed this activity they will be invited to share their final product with the whole group. They may present their final work at any point throughout the 8 week duration of the project.

PART E – Wrap-Up (10 minutes)

- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time

Reference

Reference 1.4a: Interview Tip Sheet

Reference 1.4b: Guiding Questions Handout

Reference 1.4c: Consent Form (English and French versions)

Additional Materials

Digital Cameras: including recharged batteries, USB cords, and memory cards

Video Equipment: including camera, batteries, tapes, 2 microphones and earphones

Bristol boards

Big sheets of paper

3 Different Coloured Post-its

Pens

Marker

Session 1.5 Photography Portraits

Objective

This session invites participants to take photographic self portraits and portraits of their peers. They will be asked to apply the different design elements and techniques that they have learned throughout the workshop to this activity. The second half of the session will be devoted to a class discussion around people, places and things that they left in their native countries when they moved to Canada.

Time

3 hrs (includes 30 minutes of break time)

Outline

PART A – Portrait Slideshow (30 minutes)

- Participants will be shown a slideshow of portrait photographs of refugees that showcase different design elements.
- Participants will be invited to comment on the effectiveness of each design principle in conveying a message.

PART B – Introduction to Portrait Activity (1 hour)

- Participants will form groups of 2 and will be invited to take portrait photographs of their partner.
- Participants will be asked to take photographs that embody the following compositional elements: lighting, framing, background/foreground, negative/positive space and texture. By the end of this exercise each participant should have 5 photographs that showcase each design element.
- During this time, participants may also try to take self-portraits.

PART C – Leave Behind Exercise (45 minutes)

- Participants will be asked to write a list of 5 things that they were sad to leave when they came to Montréal
- Participants will then be asked to share what they wrote with the rest of the group. Any member of the group will then be invited to ask that participant follow-up questions.
- This exercise will help to allow the participants to get to know each other better, while also giving them another opportunity to practice both telling their story and asking questions.

PART D – Wrap-Up (15 minutes)

- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time

Reference

Reference 1.5a: Portrait Slideshow

Additional Materials

Laptop
Projector
Notebooks and pens
Digital cameras: including recharged batteries, USB cables and memory cards

Session 1.6 **Editing and Interview Techniques Revisited**

Objective

This session will allow each participant to review all the work they have done, both with the cameras and on video. They will be given the opportunity to add, delete and edit their contributions, with the help and advice of their peers and facilitators. In addition, during this session, they will prepare for a guest speaker who will join the group in Session 1.7.

Time

3 hrs (includes 30 minutes of break time)

Outline

PART A – Review Media Produced (20 minutes)

- The group will view a 6 minute video that was produced using the footage taken from interviews conducted during Sessions 1.2 - 1.4.
- They will be asked to comment on what they liked and what they did not like. They will be able to comment, at this time, if there is anything that they would like to edit, add or delete from the video.

PART B - Editing Photographic Material and Quotations (1 hour)

- The group will be divided evenly into three groups, one group per facilitator.
- Each group will select 3 photographs for each participant, which they agree is the photographer's best work (they will view the portfolios from the facilitator's laptop)
- After reviewing everyone's photo portfolios, the participants will be given a set of 5 cue cards, which features quotations that their facilitators have extracted from their video interviews. Participants will be asked to individually select the quotations that they feel represent them the best. At this time they may choose to consult with their peers. If they do not like any of the quotations selected, they may write new ones.
- Once they have selected 3 quotations that they like, they will copy them out, in their own handwriting, on white paper. These papers will then be collected by the facilitators who will photoshop the text over the photographs that were selected.
- Once everyone has completed these tasks they will share what they have chosen with the entire group.
- If there is extra time, participants will be allowed to take more photographs, should they decide not to use any of the photographs that they have taken.

PART C – Preparing to Interview Guest Speaker with Refugee Experience (1 hour)

- A guest speaker with refugee experience will be invited to join Session 1.7. At this time, the facilitator will give the participants a brief biography of the guest speaker with supplemental materials (e.g. media pieces, artwork, music, etc.), that the guest speaker either produced or contributed to. This could also be a portrait photograph of the guest speaker.
- Based on the facilitator's description, the group will come up with guiding questions that they would like to ask the guest speaker. These questions should be connected to the refugee experience. A facilitator will write down these questions and will produce the finalized list for the principle interviewer for the next session.
- Participants will then elect a principle interviewer who will ask the guiding questions to the guest speaker. A sound technician and a principle camera person will also be chosen during this time.
- A quick review, if necessary, will be given regarding good interview techniques.

- In addition, during this time, consent and the process used to ask for it will be discussed. The principle interviewer will be reminded that he/she will be responsible for obtaining consent from the guest speaker in the following week.

PART D – Wrap-Up (10 minutes)

- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time

Reference

Reference 1.6a: Video piece that compiles interviews from Sessions 1.2 - 1.4

Reference 1.4c: Consent Form (English and French versions)

Additional Materials

3 Laptops
Projector
Digital cameras: including recharged batteries, USB cables and memory cards
Television and DVD Player
Cue Cards featuring the quotations of the participants
Blank Cue Cards
White paper
Black pens

Session 1.7**Media Literacy, Race & Interviewing Invited Guest****Objective**

This session will permit the participants to exercise the critical skills that they have developed over the course of the workshop. They will apply these skills to critique their own work and to critique a professionally produced media piece on race and racism that they will be shown in the second half of the class. This session will also allow the participants to perfect the interview skills that they have learned, by conducting a video interview with a guest speaker.

Time

3 hrs (includes 30 minutes of break time)

Outline**PART A – Review Media Produced (30 minutes)**

- The group will view and critique the video pieces and photographs that they have completed.
- They will be asked to comment on what they liked and what they did not like. They will be able to provide each other with constructive criticism, while also acknowledging unique contributions to the group. During this time they will be asked to refer to the techniques and design principles that they have learned over the course of the workshop.
- The group's guest speaker will also be invited to comment on his/her impressions of the media pieces. This will help the group gain an outsider perspective.

PART B – Guest Speaker (1 hour)

- A guest speaker (preferably a refugee youth who is slightly older than the participants) will be invited to the workshop. He/she will be introduced to the group.
- With the guest speaker's consent, the participants will conduct a video interview with the guest speaker, focusing their questions around the refugee youth experience. The principle interviewer will be in charge of conducting the first half of the interview based on guiding questions that the group collectively devised during last week's session. Questions will then be opened up to the rest of the group.
- During the interview, two participants will be selected to take photographs of the process.

PART C – Consent and Anonymity Discussion (20 minutes)

- Prior to break the group will revisit the issue of consent. During this time, the facilitator will discuss with the group the benefits and implications of consenting to participate in the Mapping Memories photography workshop. In addition, participants will be given the opportunity to ask the facilitators any questions or concerns that they may have regarding consent.
- Each participant will be provided with a consent form. Those participants over the age of 18 will be able to sign their own consent forms. Those under the age of 18 will be given a copy to give to their legal guardian to sign.

PART D - Discussion Around Race (30 minutes)

- Participants will be shown an 8 minute excerpt from the film *The Color of Fear* (1994) starting at 00:10:09. *The Color of Fear* is a film that records a discussion between men in the United States, of different races, on the topic of race and racism. If *The Color of Fear* is not attainable, another media piece that addresses issues of race and racism can be used instead.

- Participants will then engage in a group discussion regarding what they saw in the film. They will be asked to comment on race and racism and will be invited to share any personal experiences that they may have had.
- This discussion, with the permission of the group, will be recorded on film.

PART E – Wrap-Up (10 minutes)

- Thank the guest speaker for attending the session
- Clean up
- Tell participants what is in store for next class
- Choose a participant who will bring in their favorite music for next time

Reference

Reference 1.7a: Excerpt from *The Color of Fear*

Reference 1.4c: Consent Form (English and French versions)

Reference 1.7b: Guiding questions for the guest speaker, as devised by the group in Session 1.6

Additional Materials

Laptop

Projector

Digital cameras: including recharged batteries, USB cables and memory cards

Video Equipment: including camera, batteries, tapes, 2 microphones and earphones

Television and DVD Player

Session 1.8 **Concluding Session / Professional Photo Shoot and the Press**

Objective

To conclude the program and to reflect on the entire experience. During this time participants will be invited to celebrate their accomplishments and review the work that they have completed.

Time

3 hrs

Outline

PART A – Final Review and Debriefing Session (1 hour)

- The group will review each participant's photography projects and contributions.
- Each participant will share their experience of the workshop with the group.
- During this time participants will also prepare to present their work at their annual Christmas concert

PART B – Photo Shoot with Professional Photographer (1 hour)

- A professional photographer will be brought into the class to take professional profile photos of each participant.

PART C – Press Interview (CBC) (45 minutes)

- A representative from the CBC will conduct interviews with the participants regarding their experiences during the workshop.

PART D – Concluding Remarks (15 minutes)

- At this time each participant will be presented with a certificate of completion, a DVD featuring all the video and photo work they produced, printed photographs of their best work and a stipend. They will also be congratulated for their accomplishments.

References

Reference 1.8a: Certificates of completion

Additional Materials

Laptop

Projector

Digital cameras: including recharged batteries, USB cables and memory cards

Television and DVD Player