

## DIGNITY IN SCHOOL RESOURCE

# Capturing Dignity: A rights-based photography project

## Introduction

This session plan covers a multi-session arts project designed to support children to explore and capture dignity and rights-based practice within their school. It challenges children to look at children's human rights in respect to their environment and see themselves and others through different lenses.

The project can be taken on in full over several days or weeks, or can be broken down into stand-alone activities.

### CfE Learning Outcomes

EXA 1-02a/2-02a  
HWB 1-19a/2-19a  
LIT 1-09a/ 2-09a  
LIT 1-28/ 2-28  
HWB 1-44a 2-44a

## Aims of the project

This resource supports children to recognise rights-based practice in their school as well as developing their creativity and artistic skill.

The project aims to support children to:

- Understand different perspectives and observe their world through different points of view.
- Identify places, objects and people who uphold dignity within their school.
- Learn about storytelling through photography.
- Understand what a children's rights-based approach looks and feels like in school.



## Capturing Dignity

### Project Breakdown

This is a multi-session project that can be completed over several days or weeks, or individual sessions can be completed as standalones. Each session will need about an hour to an hour and a half to complete depending on timetabling.

- Session 1 - Introducing photography.
- Session 2 - Looking at our world differently.
- Session 3 - Capturing Dignity Photoshoot.
- Session 4 - Portraiture.
- Session 5 - Editing and Exhibition Planning.
- Session 6 - Capturing Dignity Exhibition.

This guide is aimed at upper primary school learners. With minor adjustments the sessions can be facilitated for any age group.

### What you need

In order to run this activity, you will need the following:

- Cameras (either physical, digital or on tablets)
- Coloured card
- Art and craft materials

Optional Extras to make the project extra special:

- Photography paper for printing final photographs

#### Top tip

We used disposable cameras to make the project extra special for children; however, digital cameras/tablets work just as well!

## Capturing Dignity

### Getting started

If this is the first resource you are using in our 'Dignity Series' you will need to take a wee bit of time at the start of the first session to introduce the idea of human dignity to children.

While introducing a concept such as human dignity may seem daunting, we have found, once explained, children really take to it, it is something that they feel deeply and understand on a fundamental level. We have developed a definition of dignity based on our work with children that you can share to introduce this idea.

**“ Every human being is important and special. We call this human dignity.**

**Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.**

**No matter how others treat you, they never have the right to take away your human dignity.**

**When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.** ”

Once children understand what human dignity is and that they are all important and special, we recommend starting each session in this project with a dignity check in.

Ask your children what has given them dignity recently, this could be something big like winning a prize or a game, or something small like cuddling their sibling. Encourage as many children to participate as want to.

We would also recommend finishing each session with a dignity check out: ask children to use one word to describe something they have learned or felt during the session.

## Capturing Dignity

# Session One: Introducing Photography

**Length:** 40-60 mins

**Location:** Classroom

**Materials:** Powerpoint (in pack), pens, paper.

### Session Plan

1

Watch the following video about the history of photography:

<https://www.youtube.com/watch?v=JoxGEymA8ro>

(content warning: the video shows early art photos of nude models, if you are concerned about the content please watch through before sharing with your class, you can find alternative videos on YouTube if needed).

Provide space for discussion around the video and for thoughts on photography in general. Discussion prompts include:

- Did you find any facts in the film surprising?
- Have you used or seen any of the different types of camera?
- What do you use to take photos?

2

Show a PowerPoint depicting different styles of photography. You can use the one provided or create your own. We have selected images that relate especially to children, education, school and children's human rights.

Provide space for discussion around the types of photography they just saw. Discussion prompts include:

- Which photos did you like the most? Why?
- How did the photos make you feel?
- What are the differences between the different types of photo style?
- What story is the photo telling you?



## Capturing Dignity

# Session Two: Looking at our world differently

**Length:** 60 mins

**Location:** Classroom

**Materials:** Interesting objects from the classroom, art materials

### Session Plan

Split the class into small groups. For each group set up a station with an interesting object, either from the classroom or elsewhere.

1

#### Perspective

Place an object on a surface and ask children to place themselves around it at different levels: over, lying down, at an angle, close up, far away etc. Ask children to talk about what they see and what they think about the object. Then ask the children to change positions and repeat the activity. Ask them to think about how their perceptions change when they viewed the object from different angles.

2

#### Still versus moving image

Next ask children to use a tablet to capture a still image from their position. Once each child has taken an image ask the group to take a short 10 second film of their object covering different angles. Ask them to think about the following:

- What is the difference for you between seeing the image moving or a still photograph?
- How does how you see an image impact on your feelings about the object?
- As a photographer, how would you pick which angle to represent?
- How could this relate to children's human rights?

3

#### Reflection

Explain to children that the next session will be about capturing still photos of dignity around the school. Ask them to think about how their perspective might tell a story in their photos. For example, if they were to take a photo of the class would it be from the children's or the teacher's perspective?



## Capturing Dignity

# Session Two: Looking at our world differently

4

### Creating a call sheet

Photographers use call sheets to plan their photoshoots, these have the details of everyone involved and the shots they need to capture for the day. In this final activity have children create a call sheet for their upcoming 'Capturing Dignity' photoshoot.

- Ask children to create a list in their group of all the places they feel their dignity is upheld in school. They can also include any people that uphold their dignity or any objects such as a class mascot etc.
- Ask children to think of places in the school where their dignity is not upheld. What could be different in those places? If they could change that space, what would it look and feel like? How would the perspective change - for example if would their classroom be better if everyone sat around at the same level for discussions rather than having the teacher at the front.
- Create a call sheet for a photo shoot of places, people and objects to photograph to create a picture of dignity in school. Ask children to think about how they will photograph these subjects so their viewers know that dignity is upheld in these areas. Will they have children in the photos? Does the angle make a difference to how the subject comes across? They don't need to make all the decisions in this session but it can be useful to have a plan.
- Provide them with timings for their photoshoot so they know how long they have and can plan accordingly. Let children know that each group can select up to three photos from the ones they take. This should focus them on the day and ensure they do not take hundreds of photos!
- Finally consider staff and logistics of the photoshoot. In an ideal world children would have access to the playground and communal areas in the school so it would be worth considering how this could work on the day.



## Capturing Dignity

# Session Three: Capturing Dignity Photoshoot

**Length:** 60 - 90 mins (this session is really flexible for timings)

**Location:** Whole school and playground

**Materials:** Call sheets from previous session, digital camera/disposable camera/tablet

## Session Plan

Split the class back into their small groups from the previous session. If you did not complete the whole of session two, you can begin this session with step four to create a call sheet for your photoshoot.

You are ready for your photoshoot!

Before sending children out on their photoshoot we recommend you spend a wee bit of time recapping their aims and the task:

- Start with a dignity check in and remind children what dignity means and what the purpose of the task is.
- Talk to children about perspective, if you completed session two this could be a reminder, if not, you could do a very brief introduction to perspective here.
- Remind children that there will be an exhibition of their photos and they should think about what story they want their photos to tell their viewers.
- Let children know that each group will only be able to select three photos for the final exhibition.
- Let children know any safety or logistical considerations for their shoot.
- Remind children to get consent off any people they photograph for the project.

Gather children together at the end of the photoshoot for a group shot and a check out!



## Capturing Dignity

### Session Four: Portraiture

**Length:** 60 mins

**Location:** Classroom

**Materials:** Digital camera/disposable camera/tablet, art materials, props from the classroom.

#### Session Plan

In this session children will learn about portrait photography, create their profile shot for the exhibition and talk about the things that bring them dignity.



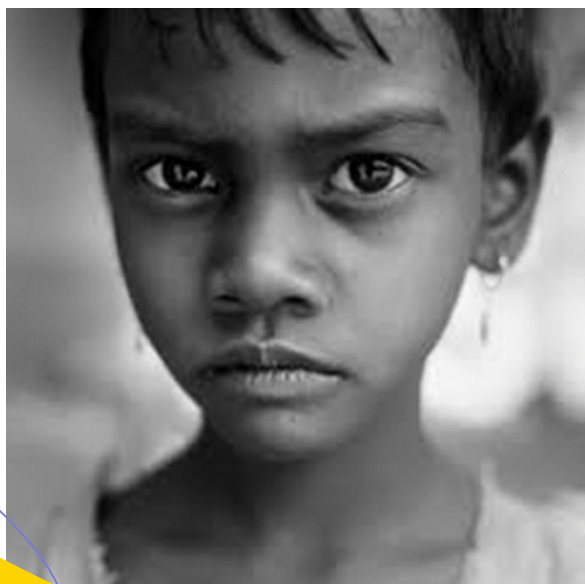
#### Portrait Photography

Share examples of portrait photography with your class. You can make your own slideshow or use the one provided in the pack. As you go through the slideshow discuss the photos as a group.

Prompts for discussion:

- What makes a portrait a good portrait?
- What does each portrait say about the person?
- How did each portrait make you feel?

Once you have finished the slideshow let children know that they are about to do their own portrait photoshoots. Ask them to think about what they would like their portrait to say about them.



- How would they like to show themselves to the world?
- What personality traits would they like to get across?
- What do they want people to think when looking at their picture?



## Capturing Dignity

### Session Four: Portraiture

#### Portrait Photoshoot

- Split children into pairs.
- Ask them to face each other and spend a few minutes just observing each other in silence (you can put music on to make this easier!). Ask children to pay close attention to each other, really look at the tiny details on their partner's face, the little things that make a person who they are.
- After a few minutes ask each child to share one thing they like about their partner's features.



Each child will now have three photos taken of them, one by their partner, one by an adult and one by themselves (selfie). Remind children of the portraits in the slideshow, ask them to think about how they want to come across to their viewer, what parts of their personality/features would they like to accentuate?

#### In the Frame

Children can now design a frame for their favourite self portrait. These can be used to display their portraits as part of the exhibition.

Frames can be created using two pieces of coloured card, one with a window the size of the intended photo cut out and glued together leaving a slot at the top in which to insert the finished photo.

Ask children to decorate their frame using words or images of things that bring them dignity. This could be their favourite hobby, people in their lives or attributes and emotions.

## Capturing Dignity

# Session Five: Editing and Exhibition Planning

**Length:** 40-60 mins

**Location:** Classroom and exhibition location (if different)

**Materials:** Tablet, photos from previous sessions, art materials

## Session Plan

This session is all about prepping your photos for display, whether this will be a big full school exhibition or a display in your classroom. The timings are very flexible.

### Photo selection and editing

Back in their original groups ask children to go through the photos they took as part of their Capturing Dignity Photoshoot. They are allowed to select three photos in total as a group. Children can also select one of their three portrait photos each to use for their artist bio.

Children can then use free editing software to edit their final photos, they can add filters or stickers if they choose, or keep them simple. Remind them to think about what they want their photos to convey.

### Artist Bios and Captions

Once children have selected their final photos and portraits ask them to write a short blurb for each photo explaining what it is and why it is in the exhibition. How does the subject of their photo uphold their dignity?

Each group can also write an introduction to their photo series about the work that they did and why they chose the photos they did.

### Exhibition Planning

Bring the children back into a group and start planning your exhibition. Think about:

- Where would you like the exhibition to be?
- Who would you like to attend? - just the class, the school, parents?
- What role does everyone want to play on the day?
- When would be a good time for the exhibition to take place and for how long?

## Capturing Dignity

# Session Six: Capturing Dignity Exhibition

**Length:** 60 mins

**Location:** Classroom or other location

**Materials:** Photos, frames and captions, party items.

## Session Plan

Your exhibition can be of any scale. Choose a format that works for you and your class and run with it. That might be a display in your classroom with a small party to launch it, or it might be a big celebration with the whole school and parents!

Remember to print off your photos in advance. If you can use photography paper that is ideal, but normal paper and a coloured printer work just as well!

### Display

Work with children to build your exhibition, where do they want to display the photos, how do they want people to move through the space. Take time to set up the space and any decorations you have.

### Exhibit

Ask children to present their work to your guests (even if that's just each other). Allow time for mingling and for people to ask children questions about their work.

If possible leave the exhibition up for at least a few days so other children can interact with it.

























We have a right  
TO KNOW















































