

Reflection: The finished product



Activity 10: Showcasing and sharing your work

Have a gallery walk in class or a showcase of students' final products. For photo essays, students can display all the photos of their work like an artist's gallery or as a PowerPoint presentation. For video vignettes, you can hold a video screening in class.

Have students provide an artist statement about their work. This will serve as an introduction to their photo essay or video vignette. It should provide a brief overview of their main idea, an explanation of how they decided to tell their story, and why they chose a certain approach. Their artist statement can also include the overall vision they had for their project, what they hope the audience will take away from their project, any sources of inspiration they may have drawn on, or how their story fits into the larger context of the COVID-19 pandemic. Students should keep their artist statements brief, no more than a couple of paragraphs in length.

For each student, hold a Q&A session about their work (remind students to use the interviewing skills they learned in the previous activity). This activity can be completed in one of three ways:

- 1. One on one:** Students can pair off to interview each other about their work. Have students pretend they are covering an exhibition or a screening and are profiling the photographer/videographer.
- 2. In small groups:** Students can present their work to a panel of their peers, who will ask questions about their work. Have students pretend they are holding a creative workshop or are at a professional conference or documentary festival.
- 3. As a class discussion:** Students can present their work to the class and answer questions. Have students pretend they are attending a documentary premiere or an exhibition launch and are a key speaker.

Discussion: How can we be critical and responsible online?

Have a class discussion about what students have learned about visual storytelling and push students to think about the importance of critical thinking when it comes to online content as well as the importance of honesty and integrity when creating or consuming visual content. Use the following questions to guide discussion:

- Consider how you learn about what is happening in the world, such as through news and social media, and what role visual storytelling plays in that.
 - › Why is press freedom important?
 - › What is misinformation and what form can it take in visual storytelling?
 - › What are the potential pitfalls of taking things at face value, especially on social media?
 - › How can we identify what is real and what is fake?
 - › Why should we care about fake news or photo/video manipulation?

Overview

Students will share their work with the rest of the class and discuss their creative process. They will discuss their thought process and what they learned from the experience. To conclude, students will consider how digital literacy and integrity is important for engaging with online content.

Time

1 class period



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- Consider how our own moral integrity matters when it comes to consuming content online.
 - › What is copyright? What is plagiarism or appropriation?
 - › How would you feel if your work was used without permission?
 - › What does it mean to credit someone or to use attribution?
- Consider the value and the future of visual storytelling.
 - › How do photos and videos affect the way in which we see the world or think about strangers?
 - › How can visual storytelling influence existing assumptions or worldviews?
 - › Does it matter who is telling the story (i.e., taking the photos or filming)? Why or why not?
 - › How can a person's identity affect the content that is produced or the way a story/place is represented?

Extension activities: Putting your work out into the world

Stories are meant to be shared. Encourage students to share their finished products with their school or community. For example, they can put up their photo essays in the school hallways or post their video vignettes to their school's website or social media accounts. Students can also pursue publication by pitching their stories to local newspapers, magazines, and media and community organizations.

Canadian Geographic is welcoming the public to share stories on the [Placing the Pandemic in Perspective website](#). Have students' submit their individual work or create and submit a class story. For more information, see our guide on how to use the website.

Students can also join the [Can Geo Photo Club](#) and submit any photos they want to this online platform and share their work with a national audience.

Additional resources:

- [Canadian Geographic](#)
- [Canadian Geographic Education](#)
- [CBC Docs](#)
- [CBC Gem](#)
- [The Globe and Mail: Photography](#)
- [National Geographic: Photography](#)
- [The Guardian: Photo essays](#)
- [World Press Photo: Collection](#)
- [Reuters: The Wider Image](#)
- [Getty Images: Editorial](#)
- [CNN: Photos](#)
- [Adobe: Discover photography](#)
- [Adobe: Discover video, motion and audio](#)
- [Photography Life: Photography Basics: The Complete Beginner's Guide](#)

