



## Educational plan suggested to teachers

### 2011-2012 photo contest: “Picture My Region !”

October 31, 2011 to March 30, 2012

#### **Step 1: Background**

This activity presents to students the challenge suggested by the contest “Picture My Region!” To participate, young people must submit three photographs that they have taken themselves, that are representative of their community and have a specific meaning for them. These photos will demonstrate, in images, what the participant likes about his or her region; they must picture unique regional characteristics. Please note that points will be awarded for artistic originality.

The participant’s **submission must be accompanied by a written composition of at least 200 words** explaining the meaning of each photo and the reasons that motivated their selection (the teacher can set the desired length, providing the minimum wordcount gets respected). This composition should allow the reader to understand why the participant selected the three photographs submitted. Together, photos and text must explain the specificities of the community and the features with which the participant is identifying.

#### **Submit the following questions to your students:**

- What would like other Quebecers to know about your area? Find three (3) items.

*Invite your students to answer individually.*

- To what field or sector are these three items related (culture, sports, tourism, industry, social-economical sector, geography, history...)?

*Ask your students to form teams and discuss their ideas.*

Ask the students to share their answers with the class; invite them to improve the fields and take notes for what comes next.

#### **Submit the following question to your students:**

- Among the items we have mentioned, which ones relate to distinctive traits of our region?

*Prune the Exploration Map.*

### **Introduce the “Picture My Region!” contest:**

- Three (3) photos representing the community and imbued with a special meaning for the student.
- A text (200 words minimum) that will let the reader understand how the student identifies with his or her community.

*Answer the students’ questions.*

Remind them that the three photos do not have to be related, and that they can belong to three different fields or sectors.

*Invite your students to bring their photos to class. Set a deadline.*

*Once the students have their photos, move on to Step 2.*

### **Step 2: Execution**

#### **Submit the following question to your students:**

- What types of written communications can allow you to focus on the goal of the contest, which is to let the reader understand how you identify with your community?

Remind them that the text and photos must explain the specificities of the community and the features they identify with.

Write the students’ answers on the board.

Bring the students to choose one form of written communication and use it to answer the suggested challenge.

The teacher can set a specific form of written communication or let the student decide. One way or the other, it is important to bring the student to define the features of the type of text selected.

Introduce the evaluation grid (“Writing Diversified Texts”) you will be using.

Introduce the contest’s evaluation criteria.

Invite students to respect the contest’s criteria and the criteria of the type of written communication selected when writing their piece.

Invite students to apply a writing process (make a plan, write a draft, review, proofread, publish).

Invite students to present their text and pictures to the group. This activity can take the form of rotating workshops or a “fair” where the students’ photos and texts will be posted for others to see.

For the presentation stage, invite students to suggest a strength and an item to improve (challenge) to the participants; this will focus their listening and reading.

Give your students the opportunity to make changes and improvements to their texts once their peers have made their suggestions.

Grade the texts.

### **Step 3: Integration**

Invite your students to think about the completed challenge.

- What have you discovered about your region?
- What do you hold dear in your region?
- Would you like to stay in your region?
- Did the form of text you selected allow you to complete the challenge?
- If you had to do the challenge again, what form of text would you use?
- Did you use a writing process?
- How was it helpful to you – or how could it have helped?
- Did your peers' comments help you improve your text?
- Did you like the topic of the contest?

**Indicate to the students how to send their text and their photos on-line at :**

<http://www.placeauxjeunes.qc.ca/pageConcours>

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**You will also find the regulations of the contest on the web site.**

\*\* This grid is a tool designed to help teachers execute the photo contest as part of the guidance-oriented approach. It is not mandatory and can be adapted by the teacher.

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