

Photography Record

Photos and Questions: Unit 1
Photography Basics



2024-2025

Project:	Name:
Unit Number and/or Title:	4-H Club:
Year in this Project: (include current year)	County:
Age Group (check one): <input type="checkbox"/> Junior (8-10) <input type="checkbox"/> Intermediate (11-13) <input type="checkbox"/> Senior (14-18)	
Birthdate: (mm/dd/yy)	
4-H Age: (As of December 31 of this 4-H year)	

Project and exhibit guidelines for each project are listed in the State Fair Exhibit Requirements available on the web at Colorado4h.org.

*I declare that the information in this book is correct, and all 4-H requirements have been completed to the best of my knowledge. **(This should be signed at the end of the project.)***

Member's Signature	date
Leader's Signature	date
Parent/Guardian Signature	date

Colorado State University, U.S Department of Agriculture and Colorado counties cooperating. To simplify technical terminology, trade names or products and equipment occasionally will be used. No endorsement of product names is intended nor is criticism implied of products not mentioned.

Colorado State University Extension is an equal opportunity provider. Colorado State University does not discriminate on the basis of disability and is committed to providing reasonable accommodations. CSU's Office of Engagement and Extension ensures meaningful access and equal opportunities to participate to individuals whose first language is not English. <https://col.st/0WMJA>

Colorado State University Extension es un proveedor que ofrece igualdad de oportunidades. Colorado State University no discrimina por motivos de discapacidad y se compromete a proporcionar adaptaciones razonables. Office of Engagement and Extension de CSU garantiza acceso significativo e igualdad de oportunidades para participar a las personas quienes su primer idioma no es el inglés. <https://col.st/0WMJA>

Project Goals

(To be completed at the first meeting or at the beginning of the 4-H year.)

Identifying goals and how you are going to reach those goals is important to help you become more skilled and knowledgeable about your project. Personal goals are statements that indicate what you want to achieve or improve upon. You might begin by asking yourself, "What do I want to accomplish this year by taking this project?" Answering that question will help you identify your annual personal goal(s). Once you decide on a goal, then you need to plan a "To Do" list. You might think of this "To Do" list as those things you can learn or do to help you reach that specific goal. ***Remember to use complete sentences.**

In the space provided below, **Junior members must record at least one project goal. Intermediates – at least two goals, and Seniors – at least three goals.** For each goal listed, members must record at least three "To Do" items that would help them to accomplish that goal. If you have more than three goals, insert additional copies of this page as needed.

For example, a Junior member taking a woodworking project might write:

Goal 1: Learn to sand and finish a wood piece.

"To Do" list: 1) Learn to operate and maintain block sander. 2) Observe a knowledgeable woodworker in action. 3) Visit a furniture factory to see how sanding and finishing is done. 4) Tell my parents that I want to do my own work in preparing my project for exhibit.

Goal 1:

"To Do" list to reach the goal:

Goal 2:

"To Do" list to reach the goal:

Goal 3:

"To Do" list to reach the goal:



How I Participate in 4-H!

Categories of Participation	Total This Year	Description/Project Title
What 4-H projects are you taking this year?		
What activities helped you learn the skills for this project? (project meetings, workshops, classes, contests, etc.)		
What leadership development experiences did you participate in? (club/district/state/officer, committee chair, LDC, CLC, YouthFest, State Conference, Jr./Teen leader, pledge leader, etc.)		

4-H	Date	Hours	Activity/Title	Location
Citizenship/ Community Service				
Demonstrations/ Presentations/ Speeches		N/A		
		N/A		
		N/A		

Project Expense and Income/Value

*Expenses: **Juniors only**, figure the cost of the specific ingredients and materials use for your final exhibit item or display board. Label the item "Exhibit" or "Board". You can add a more specific name.*

***Intermediates/Seniors**, list items **purchased** this year for your project, such as tools, ingredients, class fees, etc. (More pages can be added if needed.)*

Item	Project Expenses
	\$
	\$
	\$
	\$
TOTALS	\$
<i>Income or Value: Intermediates/Seniors Only 1. List practice items you made-like cakes, cookies, bags, room decorations—and estimate the value by comparing it to a similar item you could buy. 2. Record the value of your exhibit item by comparing it to a similar item you could buy. Display boards have no value. 3. Record the amount of money you received for any items you sold as Income.</i>	Income or Value
	\$
	\$
	\$
TOTALS	\$

Return on Investment

Intermediate and Senior Members

Every day we make decisions about where to spend our time and money and what activities we want to continue. Ask yourself: How did I benefit from this project? What knowledge and skills did I gain from the project? Did I enjoy it? Was it worth the expense? Could I spend money more wisely the next time? Is it worth doing again? Do I want to learn more?

1. What knowledge and skills did you learn that you can use again?

2. How could you use your new skills to save money or to make money?

3. If you made a product to sell, how would you decide a price for your product?

Photography Journal

My Favorite Photo

Attach your favorite photograph below and write a caption underneath it.



Please label all photos in this journal as follows:

- Camera Used
- Activity # and Page #
- Subject
- Date photo was taken

Activity 1 – First Photo Shoot

Choose a view: Landscape mode (wide view) or portrait mode (tall view). Choose 2 photos and attach to pages behind this page.

- Photo 1: Zoom in photo
- Photo 2: Zoom out photo

Please answer the following activity question:

1. Study the photos you took. Decide on the best photo. Why is it the best photo?

Activity 2 – Keep it Steady, Keep it Level

Using landscape and portrait mode find a horizontal line in your scene and try to line it up. Choose 4 photos and attach to pages behind this page.

- Photo 1: Landscape view without using a tripod or other steady surface
- Photo 2: Landscape view using a tripod or other steady surface
- Photo 3: Portrait view without using a tripod or other steady surface
- Photo 4: Portrait view using a tripod or other steady surface

Please answer the following activity question:

1. Describe your experience taking these photos using a tripod compared to not using a tripod?

Talking it Over

Instead of writing on pages 18 and 19 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 1 and 2:

Share: What did you learn about your camera?

Reflect: What did you like best about taking your first photos? What did you not like about your first photos?

Generalize: What can you do to protect your camera from getting damaged or lost?

Apply: In what other hobbies or jobs is it important to know your equipment before you use it?

Activity 3 – The Light Makes a Difference

Choose a scene outside or inside. Choose 6 photos and attach to pages behind this page.

- Photos 1-3: Take 3 photos using natural light outdoors at different times during the day (1 at noon, 1 at 4 pm, and 1 at 8 pm)
- Photos 4-6: Take 3 photos using natural light indoors (1 at 10 am, 1 at noon, and 1 at 2 pm)

Please answer the following activity question:

1. Compare the series of photos. Which ones were the best and why?

Activity 4 – Fun with Shadows

On a sunny day, go searching for shadows. Take photos with shadows or with a friend creating shadows. Choose 3 photos and attach to pages behind this page.

- Photo 1: Outdoor shadow
- Photo 2: Human shadow pose
- Photo 3: Large shadow of choice

Please answer the following activity question:

1. What was your favorite part of taking photos with shadows?

Activity 5 – Directing the Light

Using natural or artificial light, practice directing the light on the subject in the photo. Choose 4 photos and attach to pages behind this page.

- Photo 1: Object with front lighting
- Photo 2: Object with back lighting
- Photo 3: Object with side lighting
- Photo 4: Object with top lighting

Please answer the following activity question:

1. Study the different photos. What do you see? Which photos do you like the best and why?

Activity 6 – Flash for More Light

Practice using the flash to create light when natural light is not enough. Choose 2 photos and attach to pages behind this page.

- Choose from options 1, 2, or 3 on page 32 in the manual and post one photo with flash and one without.

Please answer the following activity question:

1. Describe any challenges you faced when using the flash for your photos.

Talking it Over

Instead of writing on pages 36 and 37 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 3 - 6:

Share: What different types of lighting did you use?

Reflect: Which photos do you like best and what kind of lighting did you use?

Generalize: Look at photos in newspapers, magazines, and books. Which kinds of lighting techniques are used the most? Why?

Apply: How will you decide to use the flash on your camera?

Activity 7 – What Do You See?

Photos can have 3 areas: a foreground, a background, and a middle-ground. Using an obvious focal point practice taking photos with each of these areas. Choose 3 photos and attach to pages behind this page.

- Photo 1: Photo representing a good use of background and focal point
- Photo 2: Photo representing good use of middle ground and focal point
- Photo 3: Photo representing good use of foreground and focal point

Please answer the following activity question:

1. How do you identify the foreground, background, and middle-ground in a photo?

Activity 8 – Photograph with Your Feet

Take photos by moving your proximity to the subject or utilize the zoom feature on the camera to change focal point of the photo. Practice taking portrait studio type photos with a friend or animal. Practice taking still life photos with an object. Choose 3 photos and attach to pages behind this page.

- Photo 1: Photo of friend with long or body shot
- Photo 2: Photo of friend with head shot
- Photo 3: Photo of friend close-up

Please answer the following activity question:

1. Take several photos. Which ones are your favorites and why?

Display Photo

Matting adds dimension to compliment and accent the photo. Matting will help focus attention on the photos and add visual interest and balance to a layout.

Matting a photo means to put a border around it. Choose a color that brings out another color in the photo but that is different than the background color. Light matte colors will help lighten a dark photo and a dark mat color will make the colors look deeper and richer.

For your display for county and state fair, please select a photo that is either a 4" x 6" or 5" x 7" in size that is one of the photo techniques you are using within your unit. The maximum size for the matted photo will be 8" x 10".

These photos will be hung for display. Please attached string or some type of hanging mechanism for the photo to hang. Please do not put the photo in a frame.

Please attached to the back of your photo the following information:

- Member name
- Member County
- Subject
- Date photo Taken
- Notes

Goal Evaluation - How Did You Do?

Look back at the goals you listed on page two at the beginning of the year. How did you do? Did you meet the goals that you set for yourself on page two? List your goals below. Using a scale from 5 to 1, rate how you feel you did on each goal. Also, give a short explanation of why you think you deserve the rating you gave yourself. If you created more than three goals, insert additional copies of this page. ***Remember to use complete sentences.**

“How Did You Do?” Rating Scale

Extremely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Extremely Dissatisfied
5	4	3	2	1

Goal 1:
Rate how you did (Circle): 5 4 3 2 1
Explanation:

Goal 2:
Rate how you did (Circle): 5 4 3 2 1
Explanation:

Goal 3:
Rate how you did (Circle): 5 4 3 2 1
Explanation:

Photographs From Your 4-H Project

A minimum of four pictures with a descriptive caption for each is required. Additional photos can be added. Pictures must be project specific. (These are photos of you working on your project, not the activity photos included above.)

4-H Story

Length and Format Guidelines

You can type or hand-write your story. If you hand-write the story, use pencil or ink on lined white notebook paper.

If a computer is used to write the story, use plain white paper with no smaller than 12-point font.

Leave wide enough margins so the story can be read if inserted into a report cover.

Limit your story to a maximum of two (2) pages.

Story can be single or double-spaced as long as it does not exceed two pages.

Younger members may want to double-space their story so you can see what you are writing.

Be sure to use proper grammar and sentence structure.

Edit your story when finished. Check your spelling.

Have someone else read your story.

The following questions may help you in composing a story specifically related to your project:

Why did you choose this project?

What goals did you set and which ones did you reach?

What are your 4-H goals for next year?

What would you do differently if you were to try it again?

What skills have you learned in the program?

Have your projects grown in size and scope?

Were any adults or other 4-H members especially helpful to you? How?

Has 4-H helped you become a better leader and citizen?

What has being a 4-H member meant to you?