

Photography Record

Photos and Questions: Unit 2

Photography Basics (Part 2)



2025-2026

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 used 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?

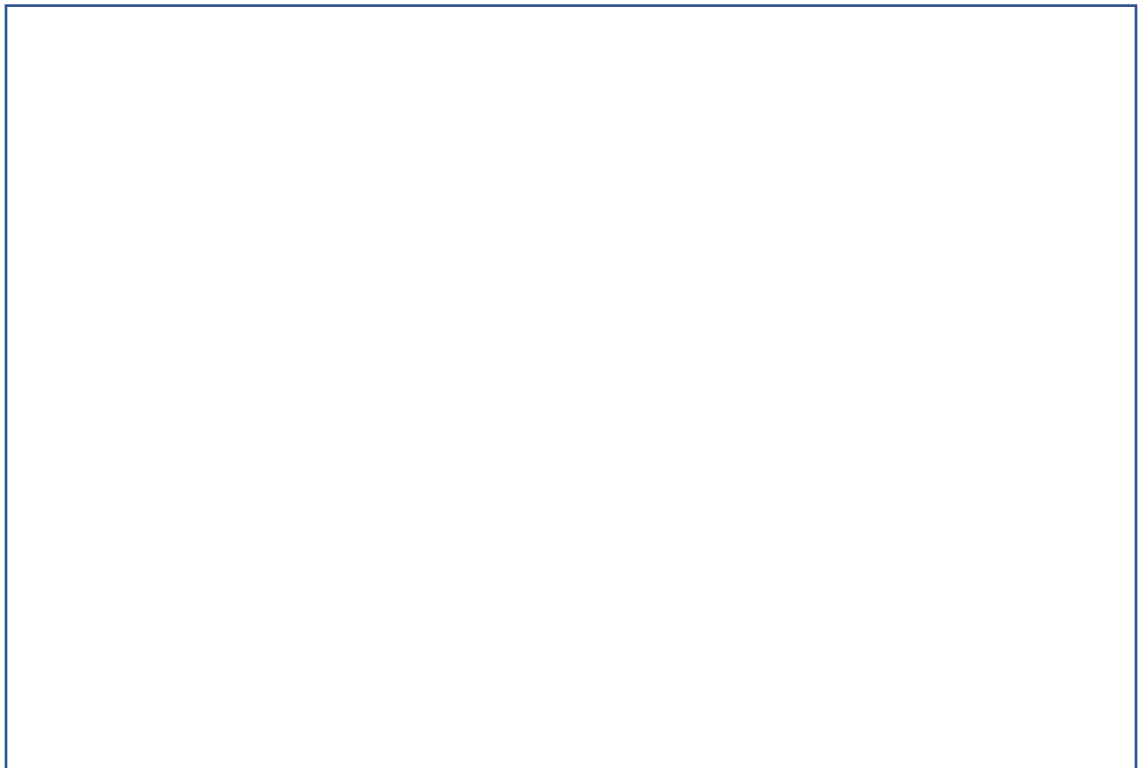
2. How could you use your new skills to save money or to make money?

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 9 – What’s the Point

Creating a focal point and eliminating the “clutter” in the photo is the point of this photo shoot. Photos should combine all composition elements learned in Unit 1 with the goal of reducing clutter in the background. Choose 4 photos attach to pages behind this page.

- Photo 1 & 2: Photos with clutter (more than 3 items other than focal point)
- Photo 3 & 4: Photos without clutter (use same focal point in Photos 1 & 3 and 2 & 4, i.e., focal point tree – cluttered and uncluttered; focal point friend – cluttered and uncluttered.)

Please answer the following activity question:

1. Look at the photos and see if you can count more than 3 things in each photo. Did you capture the focal point?

Activity 10 – Bird’s (or Bug’s) Eye View

It is natural for us to look at the world from our view. What would it look like from a bird’s or bug’s view? Practice taking photos from the view of a bird or bug. Choose 4 photos of the same subject and attach to pages behind this page.

- Photo 1: Photo on stomach, aiming at ground level
- Photo 2: Photo on back, aiming up
- Photo 3: Photo leaning over, aiming down
- Photo 4: Photo sideways, aiming directly ahead

Please answer the following activity question:

1. What did you learn about how to take these photos?

Activity 11 – Hat Tricks and Magic

Creating photos that have the look of special effects. Practice taking photos implementing trick photography techniques. Choose 4 photos and attach to pages behind this page.

- Photos 1 - 4: Photos demonstrating your 4 favorite magic trick photography techniques listed in the manual.

Please answer the following activity question:

1. Describe your favorite magic trick photography techniques.

Activity 12 – The Art of the Selfie

Taking selfies is a fun way to show your personality. Experiment and practice taking different selfies keeping in mind the elements of composition. Choose 2 photos and attach to pages behind this page.

- Photo 1: Selfie with yourself
- Photo 2: Selfie with three or more people (including yourself).

1. For Photo 2, what did you have to do to get everyone framed in the photo?

Talking it Over

Instead of writing on pages 62 and 63 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 9 - 12:

Share: Use one of your photos to point out these different aspects: foreground, middle-ground, background, clutter, special effect and/or point of view.

Reflect: Which of your photos do you like best and why?

Generalize: When is it important to take a close-up? A bird’s eye view? To be creative with special effects?

Apply: You need to make good decisions quickly while you are taking a photo. Name another time when you might need to make a good decision quickly.

Activity 13 – Taking Great Photos

Photos are a great way to preserve the world around us and good times, good places, and great friends. Choose 6 photos and attach to pages behind this page.

- Photo 1 & 2: Photos representing action
- Photo 3: Photo of a person
- Photo 4: Photo of a place
- Photo 5: Photo of a thing/still-life
- Photo 6: Photo of an animal

Please answer the following activity question:

1. Study the photos that you have taken. What kind of memories are you preserving? Which is your favorite photo?

Activity 14 – Telling a Story

Photos can capture one moment in time, or you can capture the passage of time and tell a story or give instructions by taking pictures of the beginning, middle, and end of a project. Choose 3-5 photos and attach to pages behind this page

- Photo 1: Photo of the first step in a project
- Photo 2: Photo of the middle step in a project
- Photo 3: Photo of the last step of a project
- You may use an additional 2 photos if necessary
- Plan out photos with a storyboard and include this with photos

Draw the storyboard steps in your project before taking your pictures:

1. Beginning of project drawing:

2. Middle of project drawing:

3. End of project drawing:

4. Were the pictures you took of the actual project being made similar to the drawings you did?

Activity 15 – Black and White

Black and white photos show texture, shape, and composition. You can create interest without using color. Take 4 photos in color and use an editing app to change them to black and white.

- Photo 1: Photo with subject taken in color
- Photo 2: Photo one in black and white.
- Photo 3: Photo with different subject taken in color.
- Photo 4: Photo three in black and white.

Please answer the following activity question:

1. Attach the picture that you took that shows the greatest number of gray tones. Do you prefer it in black and white or color? Why?

Activity 16 – You Be the Judge

Almost anyone can take a picture, but not everyone can take a good picture! To improve your photography skills, it is important for you to carefully consider your photos and ask good questions!

Choose 4 of your favorite photos taken during your entire time in Photography Basics (including the first and second units). Attach them to the back of these pages.

Evaluate them in each of the 6 categories below:

3 means “excellent.” 2 means “small problems.” 1 means “needs improvement!” A perfect photo would get a score of 18 points.

- Photo 1 Name: _____

Focus	1	2	3	_____
-------	---	---	---	-------

Exposure	1	2	3	_____
----------	---	---	---	-------

Lighting	1	2	3	_____
----------	---	---	---	-------

Distance	1	2	3	_____
----------	---	---	---	-------

Composition	1	2	3	_____
-------------	---	---	---	-------

Appeal	1	2	3	_____
--------	---	---	---	-------

TOTAL SCORE_____ (18 points possible)

- Photo 2 Name: _____

Focus	1	2	3	_____
-------	---	---	---	-------

Exposure	1	2	3	_____
----------	---	---	---	-------

Lighting	1	2	3	_____
----------	---	---	---	-------

Distance	1	2	3	_____
----------	---	---	---	-------

Composition	1	2	3	_____
-------------	---	---	---	-------

Appeal	1	2	3	_____
--------	---	---	---	-------

TOTAL SCORE_____ (18 points possible)

Activity 16 (continued) – You be the Judge

- Photo 3 Name: _____

Focus	1	2	3	_____
-------	---	---	---	-------

Exposure	1	2	3	_____
----------	---	---	---	-------

Lighting	1	2	3	_____
----------	---	---	---	-------

Distance	1	2	3	_____
----------	---	---	---	-------

Composition	1	2	3	_____
-------------	---	---	---	-------

Appeal	1	2	3	_____
--------	---	---	---	-------

TOTAL SCORE _____ (18 points possible)

- Photo 4 Name: _____

Focus	1	2	3	_____
-------	---	---	---	-------

Exposure	1	2	3	_____
----------	---	---	---	-------

Lighting	1	2	3	_____
----------	---	---	---	-------

Distance	1	2	3	_____
----------	---	---	---	-------

Composition	1	2	3	_____
-------------	---	---	---	-------

Appeal	1	2	3	_____
--------	---	---	---	-------

TOTAL SCORE _____ (18 points possible)

Is there a certain category that you need do work on more than the others?

Talking it Over

Instead of writing on pages 80 and 81 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 13 - 16:

Share: Which photo(s) did you evaluate using a scorecard? Which scores were the highest? Which scores were the lowest?

Reflect: What three things can you do to improve your photos?

Generalize: What else can you learn about judging someone else’s photos? What is hard about judging someone else’s photos?

Apply: In what other situations is it necessary to judge someone’s work? How can the judging process improve someone’s work?

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 attach string or some type of hanging mechanism for the photo to hang. Please do not put the photo in a frame.

Please attach 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 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?