

Photography Record

Photos and Questions: Unit 4
Mastering Photography



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 as 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

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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?

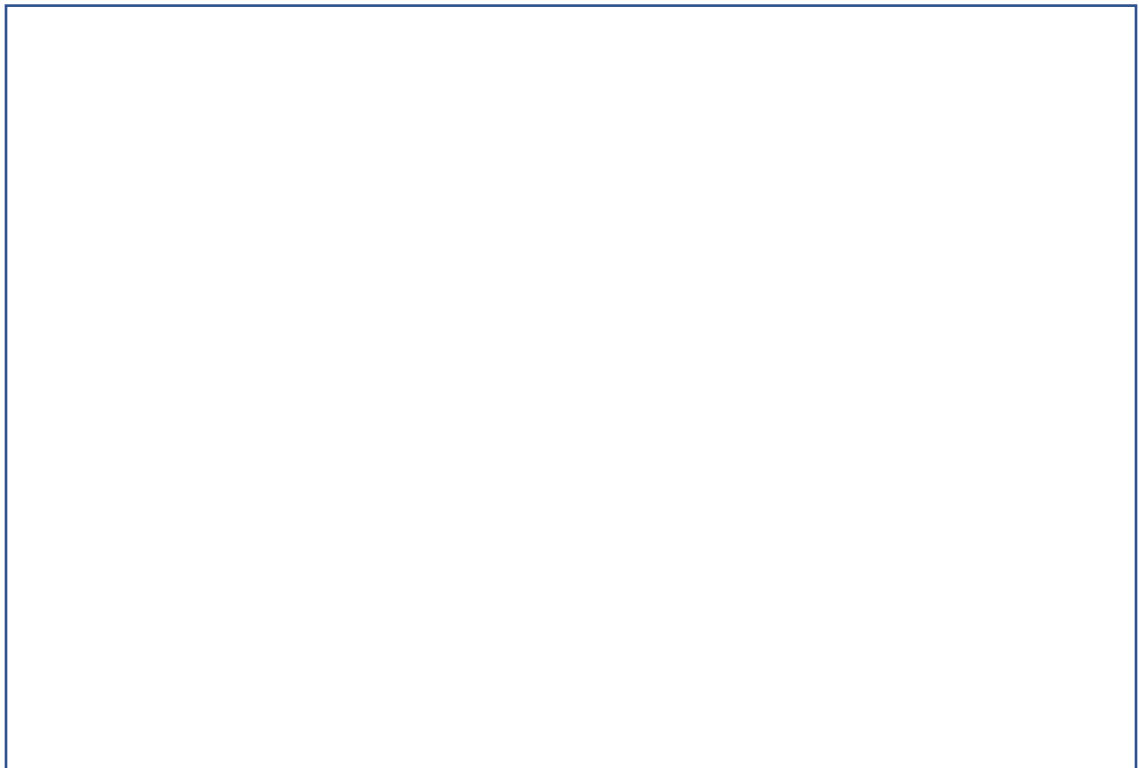
2. How could you use your new skills to save money or to make money?

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 1 – You Take Control – The Mode Dial

The mode dial controls the different ways you can set exposure. Use the shutter speed, aperture, and film speed (ISO) to allow for the proper exposure. Choose 2 photos and attach to pages behind this page.

- Photo 1: Photo using 1/250 f8 of a bright scene
- Photo 2: Photo using 1/250 f8 of a dark scene

Record the settings used for each of your photos:

Photo 1:

- a. Shutter speed:
- b. Aperture:
- c. ISO:

Photo 2:

- a. Shutter speed:
- b. Aperture:
- c. ISO:

Activity 2 – What’s in Focus?

Practice using different aperture settings (f-stop setting) to control the “depth of field”.

A small f-stop number (f/5.6) = larger opening (aperture) = shallow depth of field.

A large f-stop number (f/11) = small opening (aperture) = deep depth of field.

Choose 2 photos and attach to pages behind this page.

- Photo 1: Using a small f-stop setting
- Photo 2: Using a large f-stop setting

Please answer the following activity questions:

1. How did using these different settings effect your photos?

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 situations did you photograph? How did you adjust your camera?

Reflect: What do you understand about your camera equipment that you did not understand before?

Generalize: How does understanding your equipment improve the quality of your photos?

Apply: What other activities and careers require understanding equipment?

Activity 4 – You Take Control – Smartphone Exposure Tips

With the camera app open on your phone, frame a scene and touch different parts of the touchscreen to see how the app adjusts the exposure. Choose 1 photos and attach to pages behind this page.

- Photo 1: Photo with the subject backlight with the main subject in the foreground

Please answer the following activity question:

1. What was your favorite effect achieved by the phone's exposure adjustment?

Activity 5 – Shooting Silhouettes

Use natural and artificial light sources to create silhouettes. Choose 3 photos and attach to pages behind this page.

- Photo 1: Silhouette in nature
- Photo 2: Silhouette taken indoors
- Photo 3: Silhouette of your choice

Please answer the following activity question:

1. What successes and/or challenges did you experience taking your silhouette photos?

Talking it Over

Instead of writing on pages 32 and 33 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 3-5:

Share: What situations did you photograph? How did you adjust your camera?

Reflect: How does light affect the mood of your photos?

Generalize: What kinds of challenges do photographers face when the light is not perfect? How can they adjust?

Apply: What other jobs have challenges that must be addressed in order to get good results?

Activity 7 – Harmony or Discord?

Use the “rules” you’ve learned to create harmony in a photo. Then break the “rules” to create discord in a photo. Choose 2 photos and attach to pages behind this page.

- Photo 1: Photo representing harmony
- Photo 2: Photo representing discord

Please answer the following activity questions:

1. Which rule did you work within to create harmony? Why?

2. How did you break a rule to create discord in your photo? What effect did it accomplish in the photo?

Activity 8 – Still-Life Photography

Experiment with shapes, colors, textures, backgrounds, and points of view to satisfy the demanding lighting and difficult composition issues of still-life photography. Choose 4 photos and attach to pages behind this page.

- Photos 1-4: Four still-life photos that demonstrate a similar theme, similar color, or different lighting

Please answer the following activity question:

1. After taking several photos, explain how you could present each of the following in your still-life photos?
 - a. A similar theme:
 - b. Similar colors:
 - c. Different lighting:
 - d. Your interest:

Activity 11 – Freeze the Moment

Practice using the shutter speed to capture the motion around you. Choose 2 photos and attach to the pages behind this page.

- Photos 1 & 2: Photos using the correct shutter speed to capture action shots

Please answer the following activity question:

1. Which shutter speeds did you experiment with and what were the results of each?

Activity 12 – How Did They do That?

Learn how to use some special equipment to expand your photographic abilities!

Choose 2 photos and attach to the page behind this page.

- Photo 1 & 2: Photos showing either astrophotography, underwater, or infrared techniques.

Please answer the following activity question:

1. What special equipment did you use and how did using special equipment enhance your picture?

Talking it Over

Instead of writing on pages 68 and 69 in your manual, please answer the following “Talking it Over” questions on this page based on photos taken for Activities 6-13:

Share: Choose your favorite photo and discuss how your new skills made it special. (Freeze the Moment? How Did They Do That? Create a Joiner?)

Reflect: Which of these skills was the most difficult to master? Why? (Freeze the Moment? How Did They Do That? Create a Joiner?)

Generalize: Which of your “Skill Building” photos would you describe as art? Why?

Apply: You have been mastering photography by practicing the many skills you have learned. What are some other things that you feel you have “mastered”? What areas would you like to gain mastery over?

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?