Picture This!

ESOL and Photography Toolkit

Guidance and resources for ESOL practitioners

Winner of the Local Innovation category
British Council ELTons Awards 2022
International awards for innovation in English Language Teaching

fotosynthesis

GREATER LONDON AUTHORITY

Learning Unlimited

ESOL and Photography Toolkit

Take photos, tell stories and learn English

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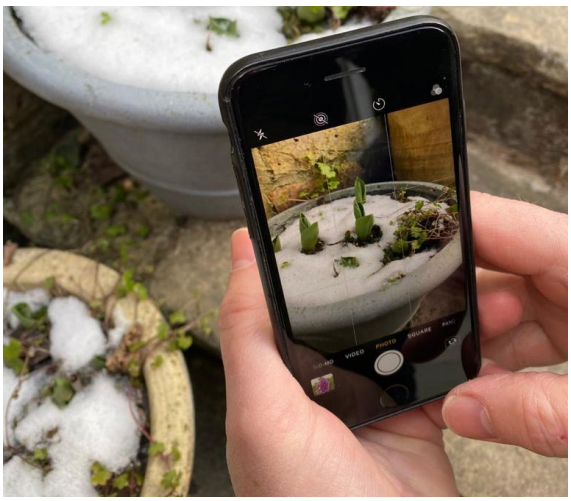
Introduction

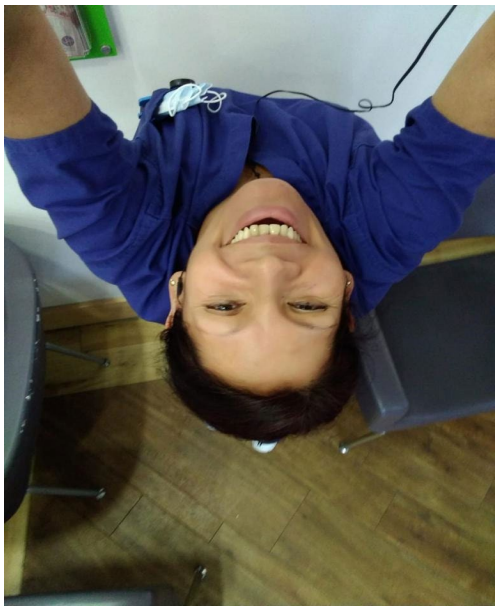
"A picture is worth a thousand words"

Welcome to our ESOL and photography toolkit with activities, tips, tools and resources to help you either run a stand-alone participatory ESOL and photography course or simply to embed photography into your regular ESOL classes. Our course and activities use photography for personal expression through images and use this as a springboard for language development and creative writing.



The way we communicate has changed beyond recognition over the last decade. Photos are no longer just a personal record of a special moment; technology and social media have made them available for instant communication and self-expression. Photos, emojis, and other visual images are now firmly embedded into our communicative repertoire, part of the language or languages we speak.

Photography is a great way to communicate without words, to share feelings, stories, heritage, everyday activities and more; but it can also generate and trigger words. Images are a powerful stimulus to language development and delivery. Photography can bring colour and life to the ESOL classroom, create the basis for rich conversations and debates and help learners to develop a better understanding of each other as well as themselves.



With the activities in this toolkit, learners will have the chance to practise speaking, listening, reading and writing, including poetry.

All the activities in the toolkit work with every level of ESOL learner and are also great for a mixed level classroom. They work with a group, but also with an individual. The toolkit doesn't tell you specific grammar points or vocabulary for each activity as the whole idea is it is flexible, organic and learner-centred. It is designed as resource to dip into, not to use as a textbook.

Everything you find here is geared towards online delivery, as our project was delivered that way due to the pandemic, but it can all be easily adapted for face-to-face.

Please note, for consistency, throughout the toolkit we refer to 'learners' as the subjects of our activities but we encourage everyone involved, including facilitators and volunteers, to take part in all the activities (and homework!) for a real shared, participatory experience.

To look at examples of work produced from activities in this toolkit go to https://www.fotosynthesiscommunity.org/picture-this/

We hope this toolkit will give you lots of ideas you can use.

Background

During 2020, over the COVID-19 lockdowns, Fotosynthesis (photography) and Learning Unlimited (ESOL) designed, developed and delivered the *Picture This!* project - two innovative 8-week online participatory ESOL and photography courses. This was an opportunity for ESOL learners to practise their English and express themselves while exploring their surroundings, their feelings, their lives and identities through images. A key component of this project was the online and offline support provided by the team of multicultural volunteers.

Picture this! was funded by the Greater London Authority (GLA) as part of the *ESOL plus Arts* initiative, encouraging organisations working with ESOL learners to work in partnership with arts organisations to creatively meet the needs of Londoners facing barriers to learning.

The original plan was for the project to take place face-to-face, but it was adapted immediately in response to the pandemic seeing this an opportunity to capture a moment in time and also make it accessible to ESOL learners from all around London who may be facing more barriers than ever before.

We had so much fun each week and developed a strong sense of community without actually meeting each other personally. What mattered the most was connecting with each other during this time of isolation, even if in front of a screen. We were able to share feelings, heritage, culture, family, home and much more through photos, conversation and text, including poetry.

The project culminated in an online exhibition **https://www.fotosynthesiscommunity.org/picture-this/**

The project was a huge success with incredibly positive feedback from everyone involved. We hope to build on this, deliver more workshops together and share what we learnt with others in the ESOL community.

We would like to thank the GLA for this opportunity, our amazing team of volunteers for their support and our wonderful ESOL learners that took part in the project.

Sarah Sheldon (Learning Unlimited) and Ingrid Guyon (Fotosynthesis)
March 2021

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How we ran our programme

- **Volunteer training** (3 x 1 hour sessions)
- **Taster workshop** (1 x 1.5 hours session)
- **6-8 week ESOL and photography course** (twice a week, 1.5 hours each session with optional extra ESOL workshops concentrating on writing homework tasks)
- **Feedback and review** (1 x facilitators, 1 x volunteers)
- **Exhibition of work** (online exhibition + book)

Volunteers

Volunteers played an important role in the success of the project. By no means is it a "must" to have volunteers to run a successful ESOL and photography programme, but they are a great asset and can make a big difference. We ran a short training programme for the volunteers we recruited and made sure everyone had a DBS check. They could then support, advise and help to facilitate – as well as being participants in activities themselves and creating their own work for the final projects.

Volunteers bring skills, including languages, and their knowledge, ideas and creativity to the project and they can offer individual support to ESOL learners outside the workshops. Although some volunteers may have limited time, and some may not be confident to support with writing homework as English is not their first language, each volunteer will be able to offer something different to the project and the learners they support. Find out what they can offer and build on this. For example, one volunteer from Phase 1 took the lead for 3 weeks of workshops in Phase 2.

Volunteer support in the workshops

- bringing their own ideas to the table
- working in breakout rooms with smaller groups
- interpreting
- taking notes including writing new vocabulary and phrases in chat during activities
- technical support (e.g. letting people in from the waiting room, renaming learners, if necessary)

Volunteer support outside the workshops (email/message/Zoom and/or phone)

- 1:1 support with understanding tasks (using shared languages, where helpful)
- 1:1 support with photography and writing homework
- signposting for extra support if necessary (e.g. mental wellbeing, housing etc.)
- encouragement and idea generating

Picture this! facilitators and volunteers took part in all the activities and produced a final project alongside the ESOL learners.

Rough guide to workshop planning

Length of online workshop: 1-1.5 hours max.

- **Warmer activity**: 5-10 minutes, a fun start and allows for late arrivals.
- **Sharing work**: Presentation of photos, writing homework and personal project updates (in break out rooms if large group).
- **Main activity**: If it is a large group, introduce activity to whole group, then go into break out rooms and return for feedback.
  N.B. It is good to include an activity that will take learners away from the screen for 5-10 minutes. If time doesn't allow for this, have a 5-minute break midway through the workshop
- **Homework**: Link to the main activity and make sure everyone is clear of what they need to do. Send a message/email after the session with homework instructions, for clarity and for those who missed the workshop.
- **Feedback**: Take a moment before everyone leaves to get feedback on the session. *How do you feel? Anything unclear? Any extra support needed? Is there anything that can be taken from the feedback to make the next session the best it can be?*

Warmer Activities

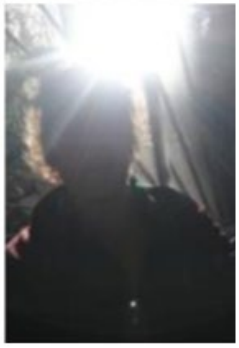
Some suggestions for warmer activities

- **Single question check-in:** Invite everyone to check-in by answering a question, e.g.
  Tell us something interesting that happened this week? What's your favourite book, TV show, colour? What's your dream job?
- **Mirror game:** Learners copy your movements. Let others have a go at leading. Make it physical and fun!
- **Musical statues:** Put some music on, dance and when the music stops, everyone poses as an animal (or something else). Any learners who are the same animal are out of the game.
- **Take a picture** of something beginning with ….
- **Throw the ball** around the room (or the screen). The person who catches the (virtual) ball shares a photo on their phone taken 5 photos ago and tells the group about it.
- **Mime** an action of something you enjoy doing, or a favourite film or TV show.
- **Take a selfie** from different angles and share with the group.
- **Share an object:** Find an object to show the group. This could be an object that represents an emotion, or something that is special, or a certain shape or colour.
- **Guess the face**: One learner pulls a face, and the others guess what the face represents. This could be an emotion, a smell, an animal etc.

Activities

Introduction to photography

How to take a picture (beginning of course)

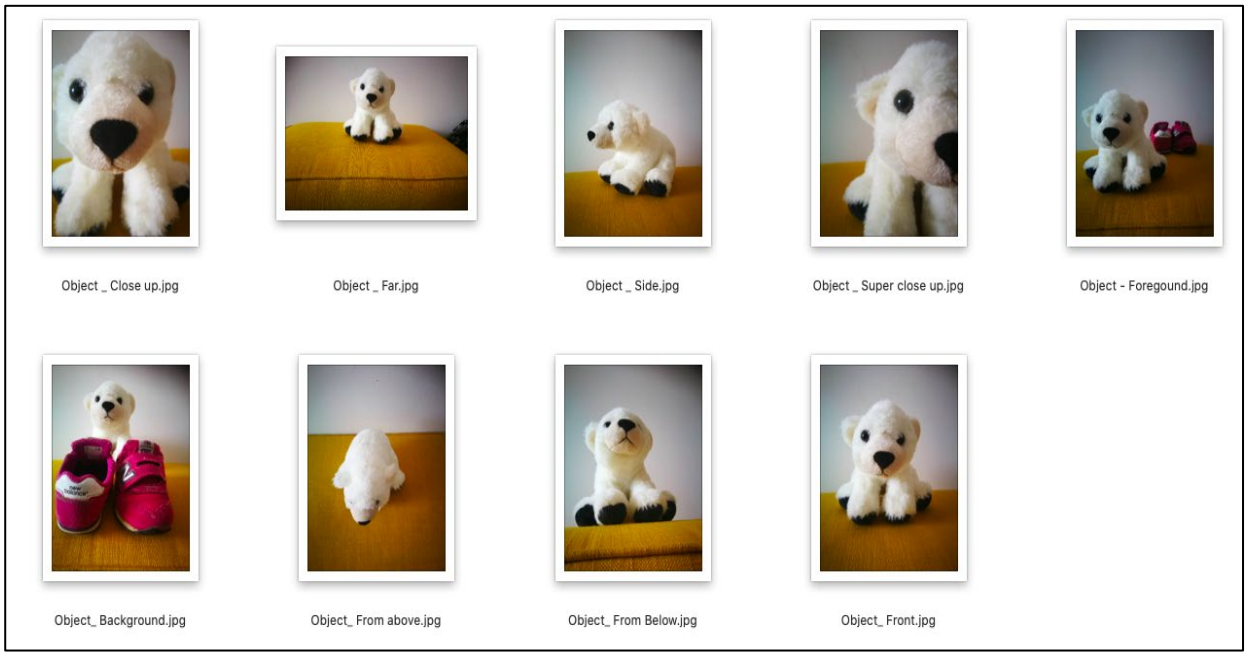


It is a good idea to have some fun and practise taking pictures together before moving on to other photography activities. Introduce how to take pictures using different angles, viewpoints and lighting. This also involves the use of potential new language associated with photography that will be useful for future activities. See our handout for useful photography vocabulary which is good to send to learners with an audio either in advance of the first session or during it (see **Appendix B**).

It is important to get the point across that **no picture is a bad picture**. These workshops and the introduction of using cameras in the ESOL classroom are not about learning how to take great pictures but for learners to use their cameras to express themselves through images.

Example activities

- Take a picture of an object that means something to you from different angles and viewpoints (below, above, in front, behind, at eye level, on the side, far away, close-up, etc.)
- Take a picture of yourself, or someone else, using different angles, viewpoints and lighting (with light in front, behind, at the side, from below, including shadows etc.)



Main activities (in no particular order)

Place (busy)

This is a good activity for the taster or first session before everyone gets to know each other.

Workshop activity

- Show a picture of a place, ideally with a lot of activity and a lot to look at (see example below).
- Ask learners to describe what they see.
- Allow 5-10 minutes for learners to write words they can see (these can be any words OR words beginning with a certain letter). **Tell learners not to worry about spelling.**
- Learners share their words. Write the words in chat for all to see.
- Invite learners to point out objects in the picture that they don't know the English word for – elicit from others the word (or tell them if they don't know).
- Write new words in chat, and after the session send learners a list of the words with images and supporting audio.

  Another idea:
- Use the same picture to prompt a sensory journey, e.g**.** *What can you hear? What can you smell? What can you taste? What can you feel? etc.*

Homework

- Write a story about someone in the picture. *What happened? Why are they there? Who are they? What happens next?*
  OR
- Write about the place using the senses. *I see…, I smell…, I hear…, I taste…, I feel…* (for template see **Appendix F**)

Following workshop activity

- Show the photo again.
- Check if learners remember the words they learnt in the previous session.
- Ask them to share stories/sensory journeys. Encourage questions and discussion.

A day in your life

Get to know each other by taking photos and sharing stories about everyday life.

Workshop activity (optional)

- Show learners a few photos that represent someone's day (see above for example) and use these to encourage conversation: *Describe this person's day…. Tell me about this person… Is this like a day in your life?*

Homework

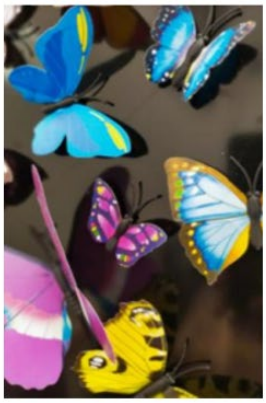
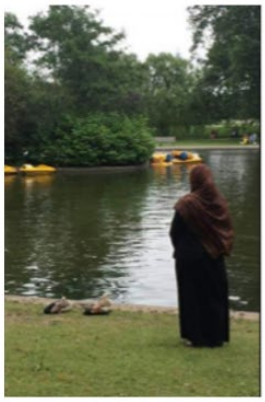
- Take some photos (minimum of 3) to show a day in your life.
- Optional writing: Write about a typical day in your life. You can create a photo-story with text and photos.

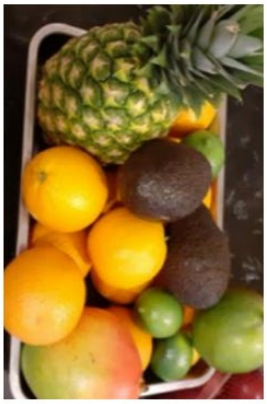
Following workshop activity

- Learners describe their day to the rest of the group using either their photos or photo-story. Encourage questions and discussion.

Feelings/mood

This activity explores emotions in a creative way and generates emotive writing including poetry.



Workshop activity

- Ask learners to take a photo of something in their surroundings that represents their current mood/feelings. If this isn't appropriate, ask learners to take a photo of any emotions. These can be more generic, e.g. *surprised, shy, happy.*
- Learners share photos and see if the others can work out how they are feeling/the feelings from the photos: *How is the photographer feeling? What do you think the photo represents? What are they trying to say with this image?*
- Learners then reveals the mood/feeling they are trying to convey in their photos and describe how the image represents this.
- Share new words and phrases that come up.

Homework

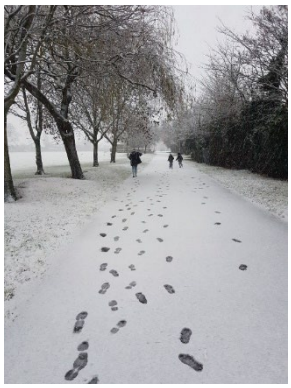
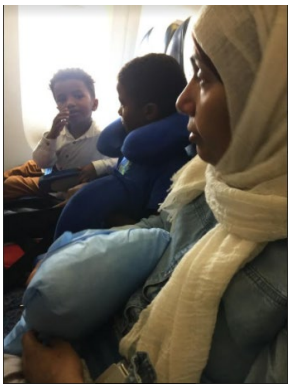
- Take photos in your home and out and about to represent different moods/feelings during the week.
- Optional writing homework: Write about your feelings to accompany your photos (this could be poetry).

Following workshop activity

- Learners share their photos (and text) describing their feelings/moods during the week. Encourage questions and discussion.

Place (senses)

Describing a place using senses stimulates rich discussion and is a wonderful way to share special places and learn about each other.

Workshop activity

- Show a picture of a place (e.g. a park or beach) and ask learners: *Where am I?*
- Learners describe the place using their senses: *What can you see/hear/smell/taste/feel?*
- Scribe a group text about this place: *I see… I hear … I smell … I taste … I feel …* and read together.
- Read aloud another text you have written in advance describing **a different place (no photos)** using your senses and ask the learners to listen and guess where you are.
- Give learners each a photo of a different place and make sure they don't share or tell anyone what their photo is of. (Send via WhatsApp or text if together remotely).
- Learners describe their place to the others using sense words. (You can also give them 5-10 minutes to write about their place – **Appendix F**).
- Others guess from the description where they are. Correct where necessary.

Homework

- Take a photo, or find a photo, of a special place to you.
- Write about this place (use the writing template **Appendix F** OR write a poem).
  AND/OR
- Give homework activity linked to group text (e.g. gap fill, spelling practice, cut up sentence strips or words).

Following workshop activity

- Each learner describes their special place **without their photos**: *Where am I?*
- Others in the group guess where they are before the photo is revealed and the answer shared. Encourage questions and discussion about each place.

Differentiation

This activity can be done using the past tense for places that have been visited or were special to them in the past: ***Where were you?***

- Elicit past tense words for all the regular and irregular verbs, e.g.
  see/saw, taste/tasted, hear/heard, feel/felt, smell/smelled/smelt

Alphabet

This activity encourages learners to get creative and explore their surroundings while learning about framing, composition and seeing things with new eyes and from different angles. It is also a great way to bring the group together collating their letters to form words they choose.

Workshop activity

- Show examples of words created through photos of letter shapes from photos of surroundings (see example LOVE and HEALTHY above) **without saying anything**.
  Can they work out these are pictures of letters? Can they read the words?
- Show examples of different *'good'* and *'bad'* letters (see photo below for letter E) so learners can work out how these were taken and how to take the pictures correctly (getting up close, **using the human zoom**, rather than using the zoom function on the camera, framing what you need, background, no cropping, etc.)
- Allow a few minutes for learners to go and take a photo of a letter (or letters) that they can see around them.
- Share photos and work out the different letters – can you make a word from all the letters together?

Homework

- Give each learner some letters to find and photograph out and about to create a word of their choice or the full alphabet.

Following workshop activity

- Create the alphabet or a particular word or phrase from the letters created by the group.

Object

This is a wonderful activity to break the ice, learn about one another and different cultures.

Workshop activity

- Give learners 5 minutes to find a special object OR something they like that is in their surroundings and take a picture of it.
- Learners share their photos explaining why this object is special OR why they like the object they have chosen. Encourage conversation, e.g. *Why is this special? What is it made of? Does anyone else have something like this?*

Homework

- Write about the object photographed

  OR

- Take a photo of something else special and write about it.

Following workshop activity

- Share photos (and text) describing special objects. Encourage questions and discussion.

Portraits

A portrait tells a story in a picture; a fantastic activity for generating discussion and creative writing including poetry.

Workshop activity

- Show a few photos, one at a time, of portraits of people (see example).
- Describe the photos: *What was the photographer trying to capture? How is the subject feeling? What are they thinking? What are they wearing? What are they doing? Who can this person be?*
- *If you could give this photo a title what would it be?*

Homework

- Take photos of someone (family, friend, flat-mate, work colleague), or something that represents them, and write about them (this could be a poem – see examples in *Picture this!* online exhibition)

Following workshop activity

- Share photos and text. Encourage questions and discussion.
- Check out https://www.fotosynthesiscommunity.org/portraits/ for other examples.

Self-portraits (or the anti-selfie!)

This is a favourite; a great activity for exploring identity, hopes and dreams and stimulating some powerful creative writing and poetry.

Workshop activity

- Show some self-portrait examples, one at a time. **Make sure these are not all of actual people but also of objects/places that REPRESENT a person** (see examples).
- Use prompts or questions to encourage discussion about each image, e.g. *What was the photographer trying to capture? How does this photo represent the photographer? How is the photographer feeling?*

Homework

- Take portraits of yourself (but NOT the classic selfie) or take photos of something that represents you.
- Optional writing homework: Write about yourself (this can be a poem – see examples in *Picture this!* online exhibition and **Appendices G and H**).

Following workshop activity

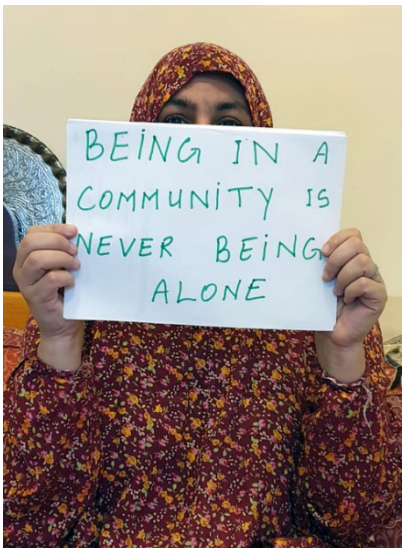
- Share and discuss photos (not texts). See if other learners can work out what the photographer is trying to say about themselves with the image. The photographer then explains how the portrait portrays them.
- If learners have written a text to accompany their photo, ask them to read it aloud. Encourage questions and discussion.

Community

An opportunity to reflect on what a community is and celebrate it while bringing the group together as a community in the process.

Workshop activity

- Share some photos of communities, or photos that represent community, and try to elicit the word *community*.
- Discuss this together, e.g. *What does a community mean to you? Tell us about a community you are part of?* Record main points and key words in chat.



Homework

- Take a photo (or photos) of something that represents community to you.
- Take a photo of yourself with a sign saying what community means to you.

Following workshop activity

- Share and discuss photos and texts.
- Create a montage of all the photos of learners with their signs – your ESOL class community!

The best part of me

An activity to think about, connect with, and appreciate our bodies and what they do for us and share thoughts on this in discussion and text.

Workshop activity

- Ask learners to close their eyes and think about what the favourite part of their body is (NOT how it looks, but what it does for them). Give an example if this helps (see https://www.fotosynthesiscommunity.org/the-best-part-of-me/)
- Take a photo of the favourite part of your body or something that represents that part of your body.
- Share photos and discuss.

Homework

- Write about your favourite part of the body to accompany your photo(s).

Following workshop activity

- Share texts and photos. Encourage questions and discussion.

Final Projects

This is an opportunity for learners to create something special and unique to them; an opportunity to take photos and write about anything they want that can be the focus of an exhibition. By taking part in all the activities above, they may be interested in pursuing a topic further or they may want to do something completely different.

It is a good idea to introduce the final project early on in the course to give learners time to think about what they would like to do and to get support if needed. Spend some time eliciting ideas, creating sparks to work from.

Try and encourage the learners to come up with ideas themselves, but if needed offer some suggestions. Here are some examples:

- Heritage/culture
- Recipes
- Someone special
- A special place
- A special time
- A country I know well
- Where I live
- My community
- Something I feel passionate about
- Beliefs
- Home
- Family
- Feelings
- Memories
- Something in the news
- A local/national or international event

Be as flexible as possible as to what learners can produce, it could be just one photo or several photos with a little or a lot of text to go with them. Support learners with writing if required. Encourage poetry! Make sure all learners are clear that photos can be old or new and can be taken by friends/family (with permission to share) BUT they should not be off the internet.

Include learners' home languages, they bring the course and exhibition to life! Encourage learners to include their written work in their home language/script as well as English, and, even better, include audios in both languages too.

Have a look at https://www.fotosynthesiscommunity.org/picture-this/ for ideas.

Introducing poetry

Poetry was never planned for *Picture This!*, it just happened and developed as the project progressed. Photos that evoke strong feelings sit well with emotive text, and this can take the form of poetry.

Every culture has its own poetry, and you may want to encourage learners to bring this to the classroom to share with others. Alternatively, start from photos, as we did, and draw words and poetry out from the images. Poetry doesn't have to rhyme, be structured or over complicated with elaborate words; some of the most beautiful poems are the most simple. Even though poems don't have to rhyme, there is usually rhythm, and often repetition, which is great for language learning and works for every level.

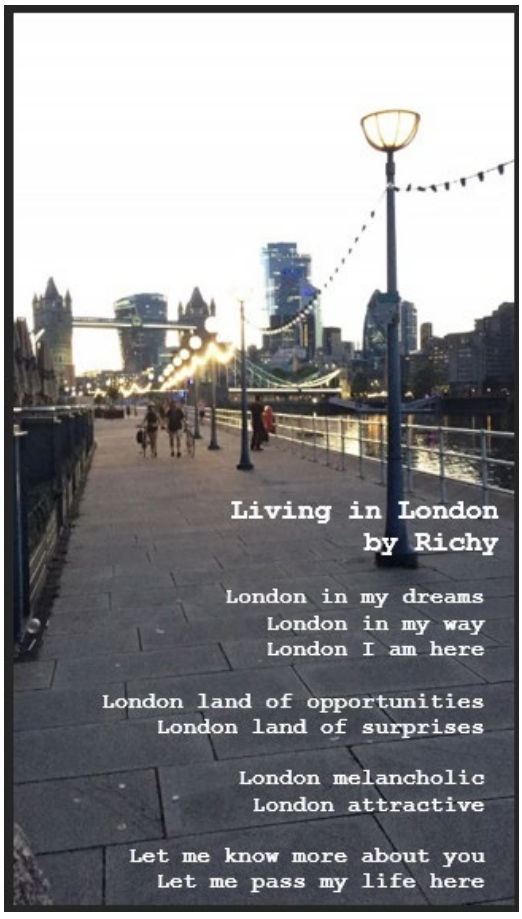
There are so many poetry styles and scaffolding/frames you can use e.g. acrostic, haikus, cinquains, or you can just go freestyle.

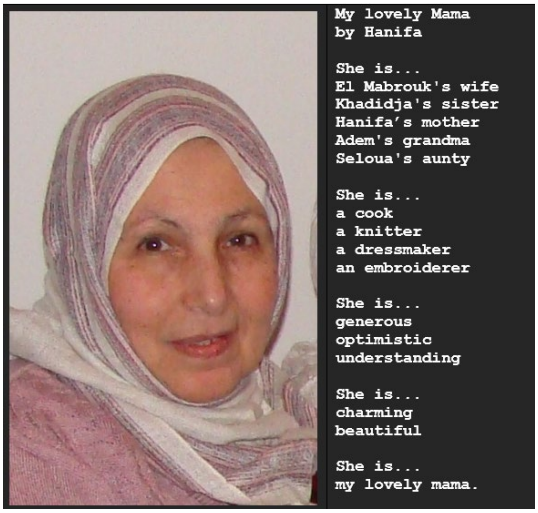
We were blown away by the poems learners produced. We turned on a tap and for some the flow never stopped! It can be therapeutic as well as a great way to practise writing in a new language.

Have a look at the *Picture this!* online exhibition at poems written for personal projects and communal work, including portraits. There are a few examples in the appendices with templates to work with (see **Appendices F, G and H**).

'Now I understand much better, I am more confident, I want to continue, it motivates me all the time to take pictures all the time, pictures give me the motivation to write poems.' **Blanca**

Examples of 3 poems:





Feedback activities

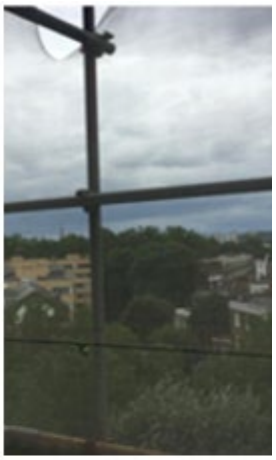
Here are some suggestions for reflecting on each workshop and getting feedback:

- **Hot/cold** How much did you enjoy the workshop? If you liked the workshops a lot, you feel boiling, the opposite being freezing. Act out how you felt about the workshop.
- **Near/far** If you liked the workshops a lot, get close to the screen, if you didn't, move away from the screen, or stay still if in-between.
- **Take a photo** of something to represent how you felt at the beginning of the workshop and another to represent how you feel now. Share with the group.
- **Share an emoji** of how you are feeling after the workshop.
- **Write one word** in chat, or send by WhatsApp, to describe how you are feeling after the workshop OR write in large letters on a piece of paper and show everyone.
- **Thumbs up/down.**
- **Mime** how you are feeling.

'Before I was not confident in talking of people and taking pictures. Now I feel confident to speak even though I don't speak well' **Nercida**

'It gave me a courage to speak English' **Mimi**

Examples of photos taken to show how learners feel at the end of the workshop:



Top tips

Early on…

Be clear **this is NOT a photography course** where you are going to learn how to become a professional photographer but this about learning how to use photography to express yourself.

First time attending an online workshop

- If time allows, practise 1:1 before workshops start.
- Send clear instructions with images.

Attending workshop on a smartphone

- If time allows, organise 1:1 time to practise joining a workshop, taking a photo and sharing a screen.
- Send clear instructions with images.
- Use WhatsApp during the workshop for learners to send photos they take and share your screen with everyone's pictures.

Attending workshops out and about or with young children at home

Some learners may be travelling, at work, or have young children at home while attending the workshop.

- Explain how to mute/unmute to learners with potential noisy background, for whatever reason.
- Make sure everyone is aware that some learners can only attend when travelling, at work or looking after children and encourage understanding of this.
- Include options in activities that allow for learners participating in different settings or with additional challenges, *e.g. Take a photo of something special to you, this could be something special OR something you see around you that you like.*

Send a **list of useful words with images** before the course starts (see **Appendix B**).

In the first workshop allow time to develop a **group agreement** together (see example **Appendix C**).

NO PHOTO IS A BAD PHOTO. It is not about the picture, it's about the message it conveys. It can really affect a learner's confidence if a negative comment is shared about pictures.

Good questions to ask:

- *What is this picture about?*
- *Are you happy with the way it looks? Does it convey what you wanted to say?*
- *If you could take it again, what would you change?*

Sharing photos during workshop

- During or after activities it works well to ask learners to send their photos to the facilitator via email or WhatsApp and then they can be shared all together on the screen.

Some learners are unable to come to all the workshops

- Send round up of each workshop in a message with homework.
- Volunteer support can contact learner to make sure they understand the homework tasks.

Reticence to take pictures

- Don't pressure reluctant learners at first, encourage them to share photos they already have on their phones or pictures around their house.
- Slowly slowly, they will!

Brings up emotions

- Be aware that some topics/photos may bring up emotions or painful memories. Be sensitive to this.
- Make sure the workshop is a safe space, that all learners understand what this means and adhere to what has been agreed.
- Signpost where needed.

Dominant learners

- Manage dominant learners politely and encourage quieter ones to speak up.
- Discuss at the beginning of the course how everyone should be included and have a chance to speak. This could be included in your group agreement.

Homework

What's the word?

- From the get-go, encourage learners to take photos of objects they don't know the word for in English.
- Share these each week and, if possible, send a document with all the photos, their English words written next to them, and an audio, so learners know how to say the word.

Writing homework: Encourage learners to work out corrections themselves by using the **correction symbols** (see **Appendix E**).

Learners can send homework to their volunteer support or facilitator by email or WhatsApp.

If you have time, and it feels appropriate, create a presentation of all the homework to share in class.

Working with volunteers

Try and meet volunteers 10 - 15 minutes before start of sessions to go through the workshop plan together.

Use Google shared drive for volunteers and facilitators to access photos, learners' homework, session plans and resources. Volunteers can upload homework before the workshop.

Photography

Keep copies of photos as learners may delete to clear space on their phones.

When you send pictures by WhatsApp, it reduces the size and the quality which might not be good enough for printing.

Informed consent and copyright

As learners are creating their own photographs and texts, it is important to consider ownership and use informed consent for the use of their work if you want to share it in a public exhibition, website, social media, or a publication.

Ownership
You are only the guardian of the learner's work but not the owner, the pictures belong to them. You cannot do anything with them, nor share them online until learners have understood and signed an informed consent form (see **Appendix I** - example of informed consent form).
Only the work that learners agree to share can be shared. Their images cannot be amended or cropped, nor their texts changed, unless agreed by them. This is their work. If you use the images, make sure they are credited using © + the artist's name (or name they have chosen to use).

Informed consent
It is not enough to ask learners if they are happy for their work to be used. Make sure they understand what this really means, e.g. *Used for what? How? Where? In what context?*
Be clear and give learners the option to opt in or out. After learners give their consent, make sure they know they are entitled to withdraw their consent and to request access to their work to be deleted; this has happened in some Fotosynthesis projects. Grade language or, even better, use learners' home languages to explain as it can be difficult to understand the concept. If you cannot print the informed consent form, you can:

- share it via a google form
- send questions via WhatsApp or email for them to answer
- complete the form with them on the phone or in person.

Pictures sourced from internet
Some learners may want to use pictures from the internet but explain to them that it is against the law unless the image is copyright free. Here are some suggestions for websites for copyright free images:
https://pixabay.com/
https://unsplash.com/images/stock/royalty-free
https://www.pexels.com/royalty-free-images/
https://www.freeimages.com/

Picture showing faces of other people
If learners use pictures of their families, friends, children, or people in the street, they need to ensure they have consent to use them. It is not your responsibility if someone complains.

Pictures showing learners in classes/workshops
The same informed consent needs to be done if you want to publicly share images showing learners in class.

Anonymity
Learners can decide on their artist name they would like to use: their real name, a nickname, an artist name or anonymous.

Sensitivity
Consider sensitive information and images shared, particularly if working with refugees and exhibiting publicly/online. Be sensitive and cautious.

And finally…

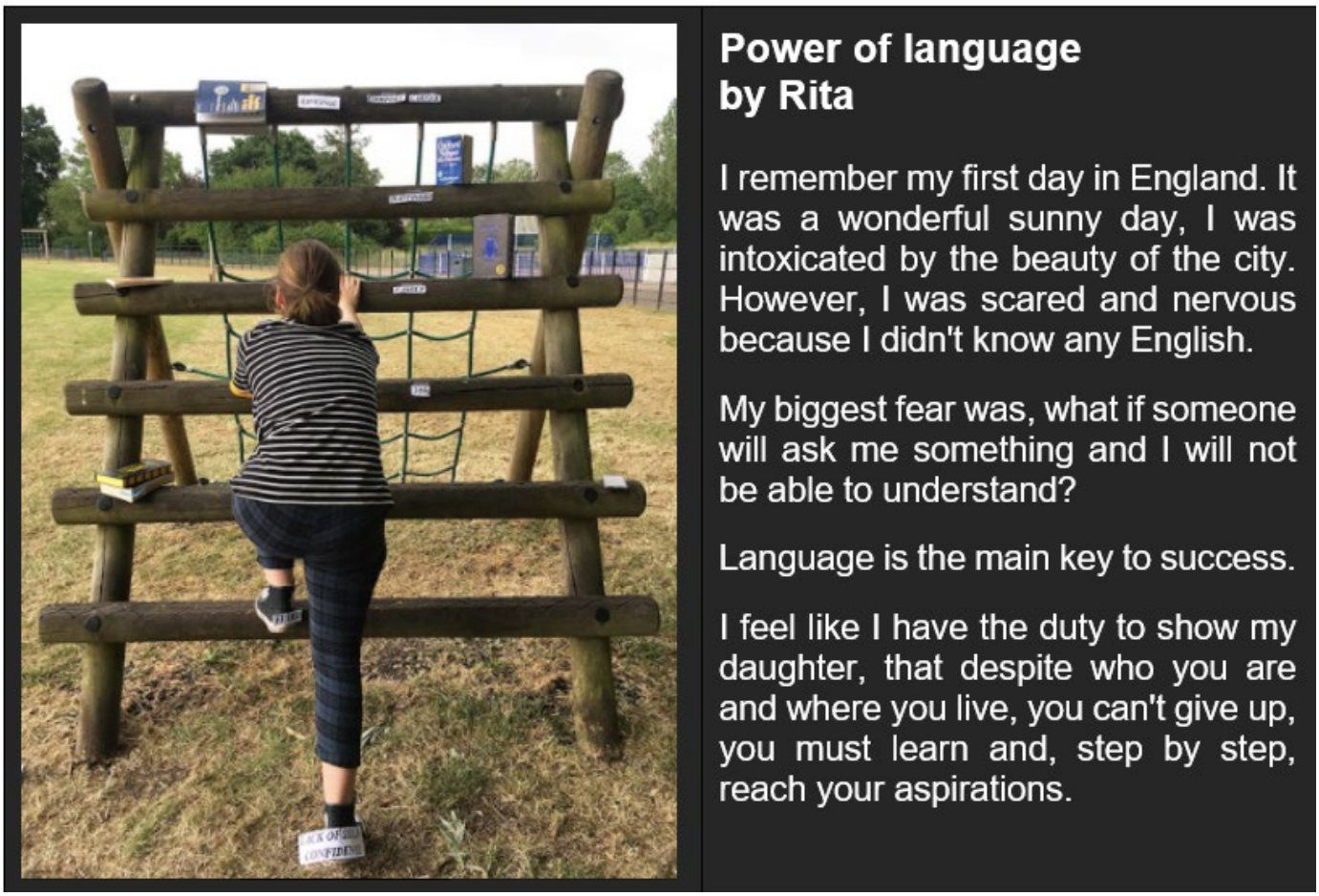
We hope you have enjoyed browsing the toolkit and feel inspired to try out some of the activities. There is no doubt that working with participatory photography and creative writing supports language learning, integration and building self-confidence.

It is wonderful if you can bring all the learners' work together in a final exhibition in some form, whether it is a real-life or online exhibition, an anthology, a display board or case at a local setting, or a video. You could even bring it to life with a live performance. Do try and include all the home languages in the classroom, it brings another dimension to an exhibition and its delivery.

The work produced can be used to support other ESOL learners and shared with the wider community. We have even encouraged learners from *Picture This!* to submit their work to a national poetry competition!

Good luck and have fun!

Personal project example:



Power of language
by Rita

I remember my first day in England. It was a wonderful sunny day, I was intoxicated by the beauty of the city. However, I was scared and nervous because I didn't know any English.

My biggest fear was, what if someone will ask me something and I will not be able to understand?

Language is the main key to success.

I feel like I have the duty to show my daughter, that despite who you are and where you live, you can't give up, you must learn and, step by step, reach your aspirations.

Appendices

Appendix A	Fotosynthesis methodology: key points
Appendix B	Useful photography vocabulary - handout
Appendix C	Group agreement - example
Appendix D	Smartphone photography tips
Appendix E	Correction symbols **-** handout and guide
Appendix F	Writing frame for describing a place
Appendix G	Portrait poem examples and writing frames
Appendix H	Poetry - other examples
Appendix I	Consent form - example

Appendix A Fotosynthesis methodology: key points

Fotosynthesis methodology: key points

- The learning and creative **PROCESS and the FINAL STORIES/MESSAGES** are the most important, i.e. not the final product, and it is important learners feel proud of their work at the end.

- **MAKE MISTAKES:** Our projects are really HANDS ON and NOT THEORETICAL. We do not use technical jargon and do not teach photography. We let learners learn by themselves and, through their practice, find the answer themselves. Everything is an experience, and we believe in learning from mistakes.

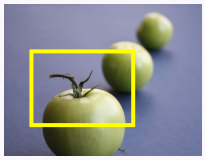
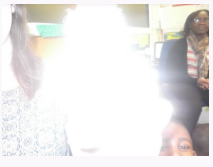
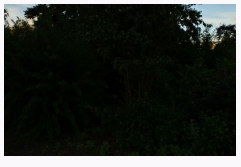
- **A BAD PICTURE DOES NOT EXIST.** Never say a picture is bad! We use questions to find out what the photographer wants to express and what happened when he/she took the picture.
  - *What is this picture about?*
  - *Why did you take it?*
  - *What did you want your picture to say?*
  - *Are you happy with it? If not, why not? What happened? How would you take it differently next time?*

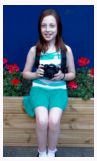
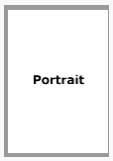
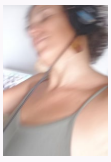
- **FLEXIBILITY:** Every workshop is different and requires flexibility.

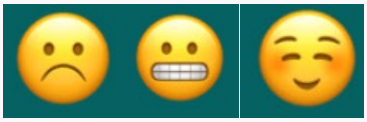
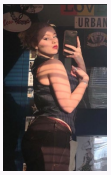
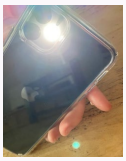
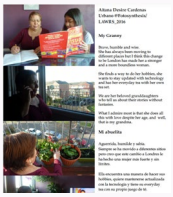
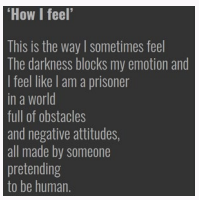
- **COLLECTIVE EXPERIENCE AND THINKING:** We encourage and facilitate teamwork, working in groups or pairs.

Appendix B Useful photography vocabulary – handout

Useful photography vocabulary

picture **photograph** **photo**	**shot** **snapshot** **image**	
take a picture	**take a photo** **take a snap**	
capture a moment **capture a memory**		
to focus		
out of focus **blurry**		
colour	**black and white**	
vivid **colourful**		
subtle (light colours)		
light	**dark**	 

portrait			
landscape			
shadow			
side profile			
in front (in this photo, the lemon)	**behind** (in this photo, the lemon)		
above **over**	**below** **under**		
close **close up**	**far away**		
zoom in	**zoom out**		
straight	**tilted**		
still	**moving**		
filter			

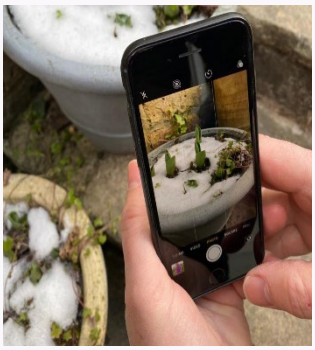
reflection		
foreground (yellow glue)	**background** (red pen)	
mood **emotion** **feeling**		
self portrait ***selfie***		
flash		
photo story		
caption (the text for a photo)		
poem		
subject (in this photo, the man)		
high resolution	**low resolution**	

Appendix C Group agreement – example

Group agreement

- Have fun!
- Be creative!
- Make mistakes!
- This is a safe and inclusive space:
  - everything we say is valuable
  - everything we say is confidential.
- Respect everyone and be kind.
- Don't interrupt, give everyone time to speak.
- Listen.
- Be sensitive of people's stories and beliefs.
- **No picture is a bad picture!**
- You choose if your camera is on or off.
- Let us know if you can't come.
- Use 'mute' when you are in a noisy space.
- If you want to take a picture of someone, ask permission and explain why.

Smartphone photography tips



There's only one thing to remember: there are no rules! There is no right or wrong way to take a picture. What matters is that *you* notice, that *you* are curious and think about what *you* want in your picture.

- Tap the screen on the subject to focus the camera and HOLD STILL if you want a sharp picture.
- Use something around you as a stand (tripod) to hold your camera if you need one (e.g. a table, a bin, a bench).
- Our eyes see well but the eye of the camera (the lens) doesn't, if you are indoors you might need more light. Do you need to be closer to a window?
- Move around the subject to find the best angle for your photo.
- Don't be afraid of empty space in your photo.
- Think about what you want in your photo. Is there anything you want to leave out?
- Look up (or down).
- Notice reflections.
- Notice shadows and silhouettes.
- Try not to zoom in using your camera, instead get closer, use the **human zoom.**
- Have fun!

Appendix E Correction symbols - handout and guide

Correction Symbols

sp	spelling mistake	I live with my mother and my daughther in Waterloo.
P	punctuation	I can speak good french and a little english.
ww	wrong word	My second child has now nearly 4.
gr	grammar	He enjoy looking after the children
//	missing word	I have been London 7 years.
/	word not needed	She is wearing colour blue blouse.
T	tense	I come to school yesterday

Appendix F Writing frame for describing a place

Where am I?

Insert photo

Where am I?

I see ……

I hear ……

I smell ……

I taste ……

I feel ……

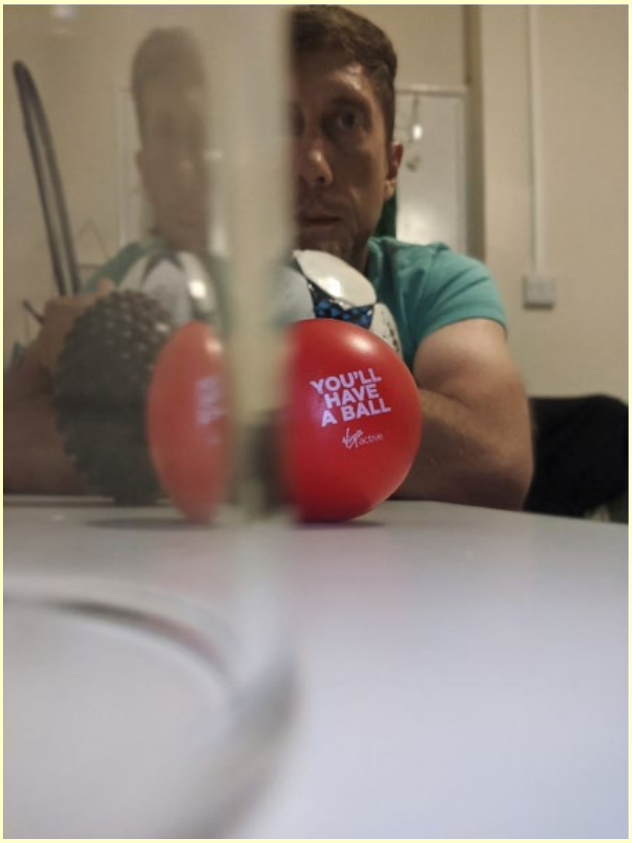
Appendix G Portrait poem examples and writing frames

Example of a portrait poem (E1+)

Self-portrait

by Pedro

I am...
Bryan's father
Maria's son
Manuel's son
Andrea's uncle
Fatima's friend



I am...
a student
an athlete
a reader
a football fan

I am...
tall
thin
quiet

I am...
funny
enthusiastic

I am...
me.

Template of a portrait poem (E1+)

Who am I?

I am...
_____ (5) 's

I am...
_____ (4) a noun

I am...
_____ (3) adjective (character)

I am...
_____ (2) adjective (physical)

I am...
me.

You can also write a portrait poem about **someone else** using the same format as above:

Who is she?	**She is…**
Who is he?	**He is….**
Who are they?	**They are…**

Example of a portrait poem (E2+)

I am

I am a friendly teacher who loves to teach
I think my students are wonderful
I worry that sometimes I speak too much
I know I try so hard
I want them to do well
I am a friendly teacher who loves to teach

I pretend we are all sitting in a café together
I feel the sun warming our skin
I see the waiter bringing our drinks
I hear people laughing around me
I am a friendly teacher who loves to teach

I understand life is difficult
I say just do your best
I dream that my students will reach their goals
I hope we will always be friends
I am a friendly teacher who loves to teach

Template of a portrait poem (E2+)

This is an example. Change the lines and verbs to suit the class and learners' levels.

I am

FIRST STANZA

I am (two characteristics you have)
I think (a thought)
I worry (a worry)
I know (something you know)
I want (a desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you pretend to do)
I feel (a feeling)
I see (a sight)
I hear (a sound)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something you know is true)
I say (something you believe in)
I dream (something you dream about)
I hope (something you hope for)
I am (the first line of the poem repeated)

I am a (adjective) (noun) who loves to (verb) .

Appendix H Poetry - other examples

Acrostic poem (E1+)

Francine	
Funny **R**eal **A**untie **N**eat **C**alm **I**ce cream lover **N**ew in the UK **E**nergetic	

Cinquain (E1+)

	How does it work? always 5 lines
My home warm, happy cooking, singing, laughing a place I love 220 Victoria Road	**Person, object, or place** 2 adjectives 3 verbs 1 phrase other word(s) to describe the initial word

Appendix I Consent form example

Participant consent form

I…….. understand that I retain copyright of all my artwork/photographs/text.
I give permission for organisation to keep copies of my artwork/photographs/text listed/shown on the attached sheet to use as I agree below.
I understand that my images and artwork will be credited as: **©Artist chosen name_Project name_Year**
My chosen name is: ……..
(You can choose your full name OR first name OR artist name OR anonymous)

Consent checklist

I am happy for my photographs/text to be used in the following ways:	**YES**	**NO**
On organisation website (www……)		
On partner/funder website (www……)		
In organisation reports, publications and promotional materials		
On organisation social media		
On partner/funder social media		
At public exhibitions online and face-to-face		
In national and local newspapers and magazines.		

Changing my mind
I understand:
- I can change my mind anytime about my consent.
- If I want to withdraw my consent, I can contact organisation phone number or organisation email.
- If I change my mind, organisation **will stop using the** photographs/text **immediately, but they cannot control or recall anything already published.**

Storing my images
All work created by project participants will be stored in organisation hard drives and/or secured online storage. These can only be accessed by staff. The consented images and text will be accessible to the public. They will be used according to the consent given above.

———————————————————————————————————————

Please fill in your details below:
Full name:
Address:
Mobile number:
Email:
I confirm that all the information I have supplied on this form is correct:
Signed: Print Name:

A massive thank you

to our wonderful team of volunteer collaborators who made this project possible, bringing their enthusiasm, ideas and skills to the workshops and providing 1:1 support outside the workshops:

Angel
Eleida
Ifrah
Jayne
Josie
Lee Yoon
Pascale
Sally
Sandra

"Looking at these pictures now, it makes me think of those months when we all stayed home and didn't venture out much (physically) beyond our immediate communities. It was the summer when the first Picture This! group took shape and it soon became much more than a language and photography group; it became a kind of community, or – as Sarah (Sheldon) would put it, a 'little lockdown family'". **Jayne**

We would also like to thank Karen Dudley (LU) and Sara Asadullah (Fotosynthesis) for their continuous support and encouragement throughout the project.

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