

# GAZE INTO THE MIND

## OF 15 YEAR OLDS

2023 EDITION

### AN OPERATION WITHIN THE BAYEUX CALVADOS-NORMANDY AWARD FOR WAR CORRESPONDENTS

**The Bayeux Calvados-Normandy Award for war correspondents** will be held for the 30<sup>th</sup> time from Monday 9<sup>th</sup> to Sunday 15<sup>th</sup> October 2023. Since 1994, the city of Bayeux, in collaboration with the Normandy Region and the Calvados County Council, has organized this award to pay tribute to journalists working under dangerous conditions to allow us to access free information. This event, which takes place in cooperation with the French and foreign media, has set the goal to offer a week of exhibitions, theme nights, screenings, a book fair, a media forum, meeting with schoolchildren etc. to treat international issues.

*Gaze into the mind of 15 year olds* is the first educational highlight of the week for the pupils.

**How does it work?** From a selection of photographs of the international news of the last 12 months, out by the « Agency of the French press » (AFP), the 8<sup>th</sup> grades chose the picture that symbolizes for them the today world.

**Photos can be seen and vote has to be done before October 5<sup>th</sup>** on the [official website regarddesjeunes.org](https://regarddesjeunes.org).



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### How to prepare and use photographs in a class

To help to prepare the vote of your students as part of this educational program, here are a few approaches proposed by the *Teaching center for Media and Information* (centre de l'Enseignement et des Médias d'Information) of the Academy of Caen (France). Simple but realistic, they are guided by a dual purpose:

- ▶ Prepare an elaborate voting, during a limited period of time to implement different competences of the curriculum from a multidisciplinary perspective;
- ▶ In order for the work to be used over the rest of the school year, other areas of reflection concerning citizenship and open-mindedness especially in the context of information and media education, and citizen journey, will be considered.

The overall objective is to arouse media curiosity and use media productions, particularly photography, as a learning tool and gateway to your school activities.

These activities are to be expanded with professional videos or student productions during the year.

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### TEACHER CARD

#### Activity 1 – Observing and understanding the usefulness of the caption

**Because photography is essentially ambiguous and a picture taken out of context can be (very) misunderstood...**

Divide the students into groups. Give 3 or 4 photographs **without captions** per group, so that certain groups have to comment on the same pictures.

- ▶ Ask the students to write the captions and to find one or two adjective/s to associate with the photo.
- ▶ Once this time of writing is finished, compare one of the captions with the students' ideas.
- ▶ Finally ask them what a caption should include in order to properly accompany a press photo. And what is the risk, for the public who has access to it, when the photo is not captioned, or badly captioned?

Now make a first individual vote (without the platform): which photo best represents the news of the year according to the students?

Insist on the fact that the images were taken by professional photojournalists, who realized them with a perspective of the subject and a special point of view.

It is possible to do this work in a foreign language.

*Another procedure:* working on perception, by prompting the students to find a set of adjectives according to what inspires them in relation to the pictures and comparing their points of view with the actual captions.

*Continuation in English lessons:* each member of the group selects a photo on which an "inner monologue" takes place and considers the possible thoughts of the people on the photo.

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### Activity 2 – For each photo a caption!

**Because press photography is inseparable from its caption and because it is a representation of a situation, the expression of a point of view is both personal and informative.**

**Distribute the photos for which the appropriate caption should be found**

Use the adjectives that were mentioned in Activity 1. Do the students keep or modify them... completely or just a little? And for which reason?

Have the photographs organized by theme in order to explore contemporary issues and connect them to the history-geography and the EMC (moral and political education).

Links to English curriculum and foreign languages can also be established.

*Continuation in visual arts class:* choose some of the photographs proposed on the platform, associate to each photograph another image taken by another photographer on the same subject: analyze the perspectives with more technical terms such as frame, colors, the place of people etc. Be careful not to dissociate form and substance of the photograph!

Ask the students to choose an event that marked them during the year and to associate a photograph (allows work on the sources of photography and more generally on the sources of information).

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#### Activity 3 – Contextualize: there is not just a caption to understand a situation!

**Because in a press photograph, there is “in the frame” and “outside the frame”... and a given moment.**

**Captions – sure, but what is the broader context in which the photography was taken?**

Divide the students into groups and give one or two photograph/s per group. On a world map, if possible interactive and preferably on a virtual globe allowing a production place the country represented and make a short form / identity card:

- ▶ Ask the students to do some research on (professional) media sites to further explain the context in which the photograph was taken. Write a note presenting this context by associating the photograph.
- ▶ Summarize the found and reviewed findings of the students to create a complete world map.

If a virtual globe is used, all notes can be integrated.

Why is it important to know the context of the shooting of the photo? Is this necessary to develop an informed opinion, beyond the emotions that press photography can evoke? Why is the source of this contextualization or information indispensable from this perspective?

After the activities, you can hold a new vote, which will be built on the skills acquired during the activities dealing with press photos. The vote, this time, is definitive and will be saved on the platform.

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#### **Activity 4 – Make audio or video recordings of the students**

- ▶ Describe a photograph of your choice and comment on its context (possibly associated with the interactive world map).
- ▶ Write a joint comment on the perspective of 15-year-old adolescents

Recording of a radio or television program with the students' comments (can be done in form of a newscast).

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### Activity 5 – The global scale, a specificity of the “Press Agency”(PA)

Working with the PA website: What is the PA? How does their network of correspondents that provide them with real-time information work? How can this information they deliver be considered reliable? How does an information expert work?

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#### **Activité 6 – After the vote and the national results, the photographic press review**

Keep be informed about current events throughout the year by a quarterly press review of press photographs sought in the professional media. Highlight the question of the source of the image: search the various publications of some of the photographs and identify in which context they are used, relayed or even diverted (use “Tineye” a search tool that shows you the first publication of a photo, its occurrences, etc.).

Make this press review as a podcast, audio or video recording.

In the context of collaborative work with a foreign school (after consultation with the Academy of Normandy) the students could be induced:

- ▶ in the first place to confront their “national” press review, to defend and explain their choices;
- ▶ in the second place to realize a press review together.