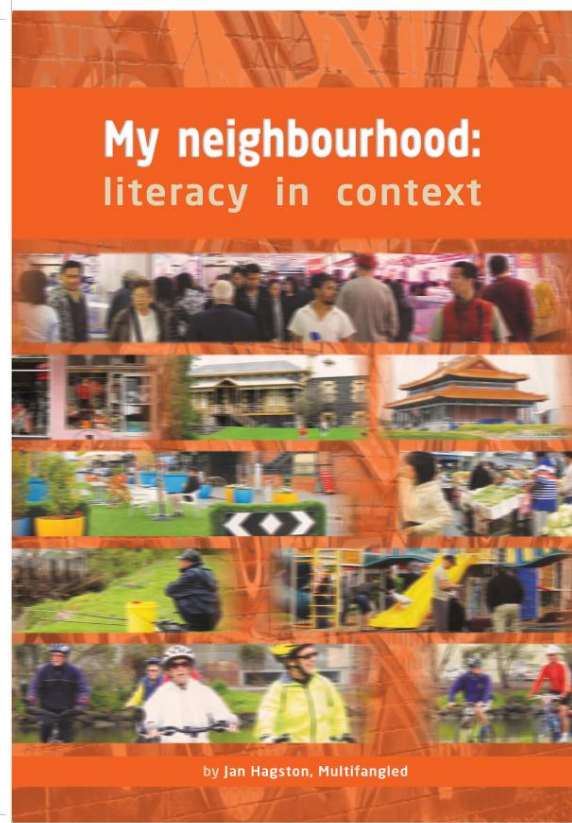


# My neighbourhood: literacy in context



The following activity is taken from *My neighbourhood: literacy in context* by Jan Hagston.

To find out how to purchase a copy of *My neighbourhood* email [multif@multifangled.com.au](mailto:multif@multifangled.com.au) or phone 03 9687 3553 or 0418 526 555.

# Activity 6: Literacy & numeracy in the community – a photo account

This activity is designed to make students aware of and examine the different ways words, numbers and graphics are used in the community. They take photos of a range of writing/words, numbers and graphics that are around them and then consider the effectiveness of how these are used.

## Before you start

Students need to go outside the school/education provider for this activity so, if relevant, you will need to ensure that they have permission to do so.

Each group will need three copies of *Activity sheet 7: The best of ...* .

## Duration

2 or 3 sessions depending on how much time is put into presenting the photos.

## Materials

<b>Activity sheet</b>	Activity sheet 6: Words, numbers and graphics in the community Activity sheet 7: The best of ...
<b>Facilities and equipment</b>	Digital camera or mobile phone with a camera Means of downloading the photos from the camera Computers Access to the internet PowerPoint or similar Software to make posters eg. Microsoft Word, InDesign, etc Virtual publishing site such as issuu ( <a href="http://issuu.com">http://issuu.com</a> )

## What to do

In this activity the students, working individually, in pairs or small groups, go into the community to take photos of written text, numbers and graphics. These might include road signs, signs on shops or businesses, graffiti, or notices.

Start by brainstorming where you see written text, numbers and graphics in and around the streets.

Ask some students to write these up on the board as the other students call them out.

Once the students have compiled a list, explain to them that they need to take photos of:

- 5 written ‘things’ – these can have graphics and numbers too but at least one must be just words
- 5 ‘things’ with numbers on them – these can have graphics and words too but at least one must be just numbers
- 5 ‘things’ where graphics are used to convey a message – and at least two must have no words or numbers, just a graphic.

The photos must be of different contexts or places. For example, they can’t take 5 photos of street signs or the names of shops but one of each would be OK. Encourage the students to be creative in what they take photos of.

*Activity sheet 6: Words, numbers and graphics in the community* provides details of what the students need to take photos of.

When the students are out taking photos, you may like to have them send you a SMS or a tweet telling you where they are and what they have taken photos of. If they are using their phones to take photos, you may like to ask them to send you a photo every 30 minutes (or so).

## Choosing the best

Once the students have taken the photos have a quick discussion about the types of things they took photos of.

Each group will now need to choose one photo from each category that they think is the most effective.

You might want to start by discussing the meaning of ‘effective’. This should include discussion of the purpose of the ‘thing’ photographed, who they think the audience is and if it is suitable for the purpose and audience. A few students could check the meaning in different dictionaries (on-line, print or on their phones).

When the students have a definition of ‘effective’, ask how they would judge if the photos of text, numbers and graphics are effective. This will become the criteria for the students to judge the effectiveness of the photos.

Students can use *Activity sheet 7: The best of ...* to record their ideas about the effectiveness of the subject of their photos. Each group will need three copies of the activity sheet – one for written texts, one for numbers and the third for graphics. You can download this activity sheet from [www.multifangled.com.au](http://www.multifangled.com.au) if you want students to digitally place their photos on the worksheet. Alternatively, you may like to have students print their photos and paste them on to the activity sheet.

## Presentation and Reflection

Students now need to present the photos they have chosen. They should do this by designing a poster of their most effective photos or a PowerPoint presentation or they could negotiate with you a different format or way of presenting their photos.

However they present their photos, they should include information about the purpose of the text, numbers and graphic and why it is effective.

## Assessment

The presentation or photo could form a part of the student's folio for assessment.

## Extension or follow up

In groups or as a whole class, the students may like to 'publish' their photos in a virtual book using issuu (<http://issuu.com>) or similar.

To help the students think about how their 'book' should be organised and what should be included in it, they may like to 'flick' through some of the publications on the site.

Some things they may like to consider include:

- if there should be a contents page
- who will be listed as the author (all the students?)
- if anyone else should be acknowledged for their assistance
- how many photos to put on each page
- how much text will be included and where it will be placed in relation to the photo.



# Words, numbers and graphics in the community

Your task is to take photos in the community.

The photos must be taken in different contexts or places. For example, you can't take 5 photos of street signs or house numbers or graffiti.

What you need to take photos of:

## 5 photos of written 'things'

The words must convey a message.

At least one photo must be just of words (no numbers or graphics).



## 5 photos of 'things' with numbers on them

The numbers in each photo must convey a message.

At least one photo must be just of numbers (no words or graphics).



## 5 photos of 'things' with graphics (photos, drawings, paintings, etc)

The graphics in each photo must convey a message.

At least two photos must be only of a graphic (no words or numbers).





# The best of ...

Place your photo here.

**What is the purpose of the text, numbers or graphic?**  
(e.g. sell, inform, entertain, alert).

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**What is it telling you?**

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**Is it effective? Why?**

Does it say it well?

Is it performing the purpose it was designed for?

Who is the audience? Is it suitable for them?

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**Why did you take the photo?**

Did you like it? Why? Was it different from other similar ones?

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