

Tasmanian Science Talent Search 2007

48 years strong

(an initiative of the Science Teachers' Association of Tasmania)

P.O.Box 3053, Canning St., Launceston TAS 7250.

stsearch@bigpond.net.au <http://www.key.org.au/stat/>

ABN – 97 660 939 433

TSTS and Photographic Essays: “How do I photograph Antarctica?”

Fair enough question!

Short of a rather expensive (though awesome) class excursion, I suppose you can't.

BUT.....

Let's take a look at the SCIENCE we can learn through a study of Antarctica and then consider how we can show relationships, connections, consequences etc through a series of well-planned and executed photographs.

Using the technology of digital photography, rather than relying on our own artistic skills, we can create powerful messages through photographic images.

Let's look at some examples of topics within the theme and how we can represent elements of the topic photographically. Teach your students to break the concept they wish to show into sections, then think HOW they can represent these. Here are some examples. Help your students work through their concept by directed questioning. They may need to research some sections to come up with the answers themselves.

1. Global warming, polar ice-cap melting and sea level rise:

Global warming:

Cause CO2 levels through fossil fuel burning

Represented by photo of traffic, factories.....

Effect Higher temperatures

Represented by Thermometer, girl in bikini (!),

Polar ice-cap melting:

Represented by: Ice block melting

Sea level rise: **Represented by:** Coastal tidal area, levee bank walls...

Tie it all together with a catchy title, and perhaps arrows to show sequential consequences and you have a true Photographic Essay./...a story or scientific concept shown through a series of 6-8 photos.

2. Seasons, Antarctica, “Land of the Mid-night sun”

Creative planning of photos of a calendar (January and June), a clock, a thermometer and light/ dark images could convey this concept clearly.

3. Density, floating, icebergs:

Set up photos of iceblocks floating in different density salt solutions

4. **Insulation:**

House insulation, bird feathers, thermal clothing...

5. **Hole in ozone, stronger solar radiation, ice melting:**

Aerosol cans,(CFC's), thermometer, sunglasses, skin cancers..

6. **Convection currents, nutrient cycling:**

Dye movement in water

7. **Tourism in Antarctica:**

Camera, suitcase, money, plane, human wastes, rubbish, ?????

Let's see what ideas YOUR students can come up with, and how they can relate their ideas into a scenario which they can photograph.

Some themes in previous years have been more obviously easy to produce photos which are relevant.

In being less obvious this year, it encourages the students to think more deeply about the concept and I expect far better Photographic Essays as a result.

Not just *groups of photos*,

but

a story or concept explained by the photos.

Remember to read the Judges Comments 2006 on the website

www.key.org.au/stat/

Photographic Essays are due in July 27th

along with Computer Presentations. Science Games and Working Models.

Margaret Hosford Director TSTS 2007
