



Students document their community as it “presently” is by taking photos or drawing images of the community and, as an extension, doing a photo show.



Cameras, either phone or digital; Blank paper (optional); Drawing supplies (pens, pencils, colored pencils, markers, and/or crayons, optional).

Total Prep Time: 5 mins.



As this is the last Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at [www.everymondaymatters.org](http://www.everymondaymatters.org). Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills	•	Student voice
		•	Responsible decision-making		Civic responsibility
				•	Reflection
					Evaluation

## GOALS FOR THE WEEK

- Explore ways that we can live in the moment, not only with others, but also with ourselves
- Discover what it means to “BE PRESENT” and how our effort can help us fully engage in our relationships
- Learn techniques that help us focus on the now so that we can enjoy what’s happening with the people around us
- Understand how “BE PRESENT” is an important part of this month’s theme, “MONDAY GETS CONNECTED”



## **STUDENT ACTIVITY:** **“CAPTURING THE MOMENT”**

- 1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “CAPTURING THE MOMENT”**
- 2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

**\*NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What does the phrase “living in the moment” mean to you?**
  - Possible answer: When we live in the moment, we are focusing on what’s happening now, aware and “PRESENT” with our surroundings
- **What are some ways that you live in the “MOMENT”?**
- **Do you ever take photos?**
  - If so, what do you like to take photos of?
  - What are some memorable photos you’ve taken or seen others take?
- **Why do you think people like taking photos of their friends?**
- **Why might people like taking photos of where they live and the community around them?**
- **Do you think photos can help tell a story of a person, place, or event?**
  - How so?
- **How can taking photos help us “CAPTURE” the “PRESENT” “MOMENT”?**
- **How can “CAPTURING” our community in photos help us become “CONNECTED” to our community?**
- **How can “CAPTURING THE MOMENT” and documenting the “PRESENT” through photos help us remind ourselves and others that WE MATTER?**

- 3) SET UP THE “CAPTURING THE MOMENT” ACTIVITY:**

- **Explain:**
  - Taking photos is an important way for us to “CAPTURE” what the “PRESENT” “MOMENT” is like for the community or for ourselves
  - Photos can help express emotions and ideas that words cannot
  - Photos can document people, places, and things as they currently are in the “PRESENT”
  - These photos can then be used to express ideas and to show others what our community is currently like
  - In a way, photos can tell the story of these people, places, and things
- **Ask:**
  - What is your favorite kind of photo?
  - Have you ever seen photos in the news that are widely talked about?
  - What do you think are elements of a photo that grabs people’s attention?
  - What would you enjoy “CAPTURING” in a photo?
  - Why do you think photos are an excellent way of “CAPTURING A MOMENT” and then sharing that “MOMENT” with others?
- **Explain:**
  - Today, we’re going to “CAPTURE” some photos of what our community looks like in this “PRESENT” “MOMENT”
  - That way we can remember what our community is like, and we can share the story of our community with others

- 4) START THE “CAPTURING THE MOMENT” ACTIVITY:**

- **Note: To document their community, students may use digital cameras, cameras on their phones, or by drawing images with paper and drawing materials. Please choose the mode that works best for your students**
- **Begin by defining the community the class will be documenting**
  - You may define this ahead of time or work with students to define it together

- Community in this context can be the classroom, program, neighborhood, city, or something else completely
- **Then, explain that students will be documenting the community today, either through photos or drawing images of the community together**
- **If dividing students up, put them into pairs or small groups now**
- Note that students may work individually, in pairs, small groups, or as a large group, and if need be, can share a camera or work together on drawing images. Please divide your class up in the way that will work best for your group
- **Hand out materials to students**
- If working with digital cameras, hand them out and explain how to use them
- If working with phones, remind students to take photos using their phones and ask them to not be doing anything else on them
- If drawing images of the community, hand out paper and drawing materials (pens, pencils, colored pencils, markers, and/or crayons)
- **Before heading out to the community, ask students to consider these questions:**
- What are some stories that you want to tell about our community through photos or images?
- What are some things that you would like other people to see and experience about what our community is like in the “PRESENT” “MOMENT”?
- What are some people, places, and things we can take pictures of that “CAPTURE” our community and help us document it for others?
- How can we show that our community is special and wonderful in its own way?
- **Encourage students to try to answer these questions as they take their photos today and “CAPTURE” the “PRESENT” “MOMENT”**
- **Make sure students are dressed warmly if going outside, and head out to take photos or draw images of the community**
- **Stay as a large group as you take photos or draw images together, but allow students to document different things and people that they find interesting and that they want to share with others**
- **Allow up to 10 minutes for students to document their “PRESENT” community through photos or images**
- **Then, return to the classroom and ask for any volunteers to share out what it was like to see the “PRESENT” “MOMENT” in their community and to document it**

**5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:**

**\*NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was it like to go out and take photos or draw images of your community?**
- **Have you taken photos or done an activity like this before today?**
- **Do you have a favorite photo or image that you or someone else took today?**
- Why is it your favorite?
- **How do your photos document your community as it is in the “PRESENT” “MOMENT”?**
- **What kind of story do your photos or images share about your community as it is right now?**
- **Was it easy for you to “BE” in the “PRESENT” “MOMENT” while you were also “CAPTURING” it?**
- **How can taking photos and sharing them with others help them understand more about our experience in a particular place or “MOMENT”?**
- **How can photos or drawings be used to express ideas that words cannot?**
- **Do you want to continue using photos as a way to “CAPTURE THE MOMENT”?**
- **How can a great photo that documents the “PRESENT” help inspire others in our community to live in the “MOMENT”?**
- **How does taking photos and “CAPTURING THE MOMENT” relate to “BEING PRESENT” and “CONNECTING” with the world around us?**

- How can taking photos of our community and sharing our experience of a “MOMENT” help remind us that WE all MATTER?

- 6) **THANK STUDENTS FOR “CAPTURING THE MOMENT” DURING THIS ACTIVITY, AND FOR “BEING PRESENT” THROUGHOUT THE PROCESS. ASK STUDENTS TO CONTINUE SHARING THEIR “PRESENT” “MOMENT” WITH OTHERS.**
- 7) **ENCOURAGE STUDENTS TO CONTINUE DOCUMENTING THE “PRESENT” AND TO THINK ABOUT CREATIVE WAYS THEY CAN USE PHOTOS FOR A GOAL, OR TO INSPIRE OTHERS TO LIVE IN THE “MOMENT.” CHALLENGE STUDENTS TO “BE PRESENT” AND TO “CONNECT” WITH OTHERS IN THE “MOMENT” AS OFTEN AS POSSIBLE.**
- 8) **CONTINUE EXPLORING HOW TO “BE PRESENT” AND “CAPTURE THE MOMENT” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION ACTIVITIES.**



## **EXTENSION IDEAS:**

**DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.**

- 1) **Artist Statements:** Ask the students to choose a photo or image that they “CAPTURED” during the activity and write a small paragraph describing the piece, what “MOMENT” it “CAPTURES,” and how it documents the community as it is “PRESENTLY.”
- 2) **Photo Show:** Work with students to organize and host a photo show that displays some of their favorite photos (or images) that “CAPTURED THE MOMENT” of the “PRESENT” community. Invite friends, family, and community members to view the show. Post artist statements next to each photo, and have students share how their photos tell the story of their community as it is now, in the “MOMENT.”
- 3) **Short Stories:** Have students work together to pick their favorite photos or images and write short stories about each photo that describe the “CAPTURED MOMENT” for others to see.

**“ THE ARTIST CREATES THE MATERIAL THAT WE LOOK BACK UPON AS A PART OF HISTORY. ”**  
- ROY DECARAVA