***Lesson Summary:***

The purpose of this lesson is to understand the basics when it comes to shooting sporting events, specifically the importance of planning and understanding the power of reaction shots. Students will get involved behind the camera, shooting their own photos at a sporting event of their choice.

***Estimated Duration:***

This lesson will be taught over the course of two class sessions, 60 minutes each day.

***Instructional Procedures:***

Day 1: (60 mins)

* What do the first four photos share in terms of theme or emotion? (20 min)
	+ Students will work with a partner to determine the common theme of the four photos (presented and attached to this lesson plan). While each of the photos were taken of sporting events, determine the theme of the photos.
		- What is similar? What are the photos telling us in relation to a story?
		- What is different about the fifth photo on the handout? Does it still tell a story? What does this teach you?
* The instructor will go through the basics of shooting sporting events, in particular, focusing on the importance and power reaction photos have in sports photography. (40 min)
	+ Reading/Viewing Elements:
		- *Sports Photography by Ron Wyatt:*
			* [*http://ronwyattphotos.com/content/086\_DP\_124.pdf*](http://ronwyattphotos.com/content/086_DP_124.pdf)
		- *Capturing from the Sidelines: Getting Started with Sports Photography*
			* [*http://learn.usa.canon.com/resources/articles/2018/jeff-swinger-sports-photography.shtml*](http://learn.usa.canon.com/resources/articles/2018/jeff-swinger-sports-photography.shtml)
			* *Basics of Sports Photography*
				+ *Shutter Speed*

*Faster shutter speed stops the action*

* + - * + *Aperture*

*Help to define depth of field*

* + - * + *Lens Length*
				+ *White Balance*

*Manually setting the white balance can help in tricky lighting situations.*

* + - * + *Planning before you go out.*

*Understand the sport your covering and where the players may be.*

*What elements should you prepare for? Weather? Lighting? Fast movement?*

* *HOMEWORK:* Photojournalism the Professional Approach: Read Chapter 6 “Sports as News”

Day 2: (60 min)

* Capturing the photo that tells a story:
	+ ”… remember to never take your eye away from your viewfinder after the action ends,” said [Canon Photographer Jeff Swinger.](http://learn.usa.canon.com/resources/articles/2018/jeff-swinger-sports-photography.shtml)
* Tips for capturing sports photography: (15 minutes)
	+ <https://nppa.org/page/shooting-sports-tips-pros>
* The photographer behind the photo: (35 minutes)
	+ What was the photographer thinking as he snapped the photo?
		- Hear from David Callow who captured the moment Serena Williams won the 2007 Australian Open finals.
			* <https://nppa.org/page/shooting-sports-david-callow>
		- Hear from Neil Leifer who captured an iconic image of Muhammad Ali:
			* <https://nppa.org/page/shooting-sports-neil-leifer>
		- Hear from Greg Nelson who captured a photo with both action and reaction. Can you spot the “reaction” in the photo?
			* <https://nppa.org/page/shooting-sports-greg-nelson>
	+ HOMEWORK/Project: Spend some time at a sporting event over the weekend. At your next in class session, turn in one photo you’re most proud of following your photography session. Along with your photo, please attach the following in a Word document with your photo:
		- Explain your shot by describing what you went through to capture the photo, including your camera settings and the challenges that you may have faced.
		- Was this photo an action or reaction shot? Or both?
		- Did you have to manually white balance your photo to get the proper exposure?
		- How did you prepare before heading over to a sporting event?
		- What would you have done differently, if at all?

***Homework Options and Home Connections***

* Students will go to a sporting event to capture at least one photo of an action or reaction shot.

***Materials and Resources:***

* DSLR
* Access online
* Access to a sporting event

***Key Vocabulary***

* Shutter Speed
* Aperture
* Depth of Field
* White Balance
* Action
* Reaction

***Technology Connections***

The use of online sites.

***Attachments***

* Students will be provided with four photos showcasing “reaction” and one showcasing “action” that were captured through the lens of photographers. Students will use the photos in a group activity.

***Assessment:***

* Students will be assessed based on their classroom participation (20 points), and their final homework assignment (30 points). TOTAL: 50 points

***Scoring Guidelines:***

* ***Please see attached rubric.***