STUDENT NOTES

Terms 2-3, 2019

human energy®
CELEBRATING WA’S
AMAZING
BIODIVERSITY
through the camera lens

It's easy to enter!
• DISCOVER: Find out about WA's unique species, the threats they face and how people can help.
• PLAY: Grab a camera and spend some time developing your photography skills.
• EXPLORE: Get outside and capture the diversity of our state’s plants, animals and landscapes.
• SHARE: Compose a captivating caption that highlights the biodiversity story of your favourite photo.

WIN
Share in $25,000 in cash prizes for yourself and your school

Choose one or more of the following categories to FOCUS on:
• FOCUS on: WA’s native species.
• FOCUS on: WA’s habitats and ecosystems.
• FOCUS on: Sustainability in WA.

Prizes will be awarded for each category in the following age groups: Years K-2, 3-6, 7-10 and 11-12.

Teacher notes, submission guidelines and competition rules can be found online at mediaeducation.com.au/competitions

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All images are student submissions from the 2014-2018 Chevron Focus Environment competition, unless noted.
READY?

1. Get inspired!

You are about to go out and capture a unique aspect of our amazing state. Get your photo juices flowing by checking out some great examples of winning images from the Chevron Focus Environment competition: [https://youtu.be/nND_AMpSPZY](https://youtu.be/nND_AMpSPZY).

Are there any photos that stand out more than others? Why?

Is it the COLOUR?
Is it the COMPOSITION?
Is it the EMOTION?
Is it the ACTION?
Is it something else altogether?

Tip
Make sure you read the captions that accompany photographs! Your entry will need to include a caption, so consider what makes a good one.
2. Wrap your head around the categories

Want to submit more than one photo? No problem! You can have up to six entries, with a maximum of two in any category. The categories are:

**FOCUS**

**WA’s native species**

Show us an example of the many species of plants or animals that are native to WA.

Entries can include a range of shots – from those showing great detail of an individual plant or animal, to those showing large numbers of different species.

FINDING WARMTH: After a downpour of rain, this little New Holland Honeyeater looked very cold trying to get warmth from the winter sun.

(A. J. Greenhalgh, Yr 5, Eden Hill PS)

**FOCUS**

**WA’s habitats and ecosystems**

Give us a peek into the homes of some species that are native to WA, or show us how plants and animals depend on each other to survive.

Take us to the beach, to rock pools, forests, deserts or wetlands to see the different landscapes where our State’s native species ‘hang out’.

THE YOUNG RAILWAY TREE: Jarrahdale’s young eucalyptus tree pushes its way upward between the old railway tracks, claiming back the habitat which was once theirs.

(Lachlan Visser, Year 7, John Calvin Christian College Armadale)

**FOCUS**

**Sustainability in WA**

Go in search of ways in which people are positively connecting with WA’s biodiversity and safeguarding it for the future.

For example, making elements of nature more accessible to people by building footpaths and creating nature trails, caring for injured or orphaned animals.

A HELPING HAND FOR NATURE: New plants grow through the matting to help stop the waves from washing the soil away.

(W. Beat, Yr 3 Jandakot PS)
3. Choose your location…and find out about it

When and where can you take your photo?

- On a family picnic, down by the river?
- At your local bushland, on your way home from school?
- On an excursion to the hills?
- Around the school, during your lunch break?
- In your back yard, on the weekend?

Think about the plants and animals that live around you. Your photo will either need to show a native WA species, or include a caption which explains the relationship between your subject and native species. Either way, you will need to do some research about your subject.

- Is there any signage at a local park explaining what plants and animals can be found in the area?
- Is there someone you can ask? E.g. school gardener, an environmental officer who works with plants and animals, a teacher at your school?
- Does your local council have pamphlets or online information about parks in your area or about ways that they look after the environment?
- What key words could you use to help you find out what plant or animal species are native to your part of WA?
- Are there any wildlife identification apps that might be useful? E.g.:
  - Field Guide to Western Australian Fauna
  - Australian Wildflowers
  - The Water Bug App
  - Australian Birds Guide

The sort of things you might want to find out include the name of your local species, what they eat or what their special adaptations are, whether they are endangered and how they fit into the ecosystem.

Tip
It’s probably best to do some research about native species in your area before you go to take your photos, but be open minded about what you end up taking a picture of. If you go in search of one particular species you may be disappointed if it happens to be hiding at the time, and miss out on a great photo of another plant or animal that happens to be out and about.
4. **Grab your camera**

Take photos. Then some more photos. And then some more!

Take them from far away and from close up. From left and from the right, from above and below and behind, from straight on and from a diagonal and with your subject in the middle or to the side.

Of course, it is helpful if you know how your camera works.

This is the boring but important small print: take lots of notes about your photos. Stuff like the time of day, if there was any signage around the shoot location, what your subject was doing just before and after, why you took the photo.

5. **Be selective**

All those photos you took...look through them all and then choose the best of them.

Exclude any that are out of focus, show too much or too little detail, have too much or too little contrast or that are simply boring to look at.

Once you have a shortlist of about 4-6 shots, grab a buddy or two and ask them to give you feedback about which photo is best.

6. **Get scribbling**

For many people, this is the hardest part. You will probably need to do some more research about your subject.

Your photo will need to have:

- **a TITLE** which gives a brief description of the image
- **a CAPTION** which shows a link between the image and the category you are entering.

E.g. If your title is *Birds in a nest* and you are entering a photo in the ‘Sustainability in WA’ category, your caption could be

*Thanks to the efforts of the volunteers who restored their habitat, this breeding pair of native birds has returned to the local area.*

But, if you are entering in the ‘WA’s Native Species’ category, your caption might be

*A female Boobook Owl and her babies wait patiently for the dad to come back with breakfast.*

One way to start writing a caption is to note down:

- ‘Who’ (what plant or animal) is in the picture?
- What is happening?
- Where is the action taking place?
- When was the photo taken?
- How does the main subject of the photo relate to what else is in the image?
- Why might this be important?
Summarise this information into 1-2 sentences...and then get together with a partner and try to:

A) chop out any unnecessary words
B) replace any ‘boring’ words or phrases with more interesting, descriptive or emotive words (e.g. ‘very small’ could be replaced by ‘tiny’, or ‘cowards under a leaf’ could replace ‘hides under a leaf’).

Tip

WA’s native species
Name the species and the area of WA where the photograph was taken.
- Include information about the species; e.g. its physical appearance, behaviour, conservation status.
- Link the action of the shot to some aspect of the species’ physical features or character; e.g. The timid numbat tirelessly trails its termite prey, sniffing the sand with its sensitive nose.

WA’s habitats and ecosystems
Describe the habitat/ecosystem.
- Identify inhabitants and their dependence/interdependence on the habitat/ecosystem.
- Include the conservation status of the habitat/ecosystem, identify reasons and predict future status.

Sustainability in WA
Describe how actions taken by people have had a positive impact on the environment.
- Identify any organisations or individuals featured e.g. volunteers, council employees, local residents, enthusiastic children. REMEMBER TO GAIN THEIR PERMISSION.
- Identify the long term goals of the organisation or individuals.

7. Proof read

Almost done! Before submitting your entry, check your title and caption for:
- meaning
- punctuation
- grammar
- spelling

8. Enter!

Visit mediaeducation.com.au/competitions to upload your entry. Good luck!