

CHECK LIST OF RESPONSIBILITIES – SSLP STUDENTS

BEFORE THE SSLP

- _____ Make arrangements for dates and housing with your Alumni Club Contact Person and your Site Supervisor.
- _____ Participate in the three mandatory orientation sessions.
- _____ Complete the SSLP pre-survey.
- _____ Register for the THEO 33936, Summer Service Learning: Confronting Social Issues, or register for a Directed Readings course, if you chose that option.
- _____ Fill out the online form with your project dates, follow-up choice and the addresses related to your SSLP.
- _____ Read the articles on Concourse about the population with whom you will work.

DURING THE SSLP

- _____ Take the course packet and folder with you for the 8 weeks.
- _____ For the eight weeks of the SSLP, whatever the site asks of you is your top priority (including evening and weekend time), whatever the alumni club invites you to is your second priority, and all other areas of your life are third priority.
- _____ Uphold the conduct expected of all Notre Dame students as stated in DuLac and maintain good character as a representative of the University.
- _____ Meet with Alumni Club members every two weeks. Attend all Alumni Club events to which you are invited if you are not working at the site during the times of the events.
- _____ Be a self-starter. Look for what needs to be done at the site and assist in whatever way is appropriate.
- _____ **Week 2** – Send an email telling us how you are adjusting (shappell.1@nd.edu).
- _____ Initiate discussion about social issues with staff at your site and with Alumni Club members.
- _____ **DO THE WEEKLY READING AND WRITING.**

- _____ Maintain an attitude of service at the site and in your living arrangements, knowing that you are there to serve others and will have chores to do.
- _____ **Week 4** – Send in your first four weeks of writing assignments.
- _____ Ask someone to take pictures of you working at the site that can be used for the SSLP booklet – consult the guidelines in the course packet.
- _____ **Week 8** – Express gratitude to those at your site, your host families, and your Alumni Clubs.
- _____ Finish your Final Paper before returning to campus.

WHEN YOU RETURN TO CAMPUS

- _____ Turn in two copies of your paper and electronically submit your paper and final four weeks of writing assignments by August 22.
- _____ Send copies of your paper to your site supervisor and your alumni contact person along with thank you notes by August 22.
- _____ Attend the SSLP celebration on August 22 at 11:00 a.m. We will be taking a picture of the whole group with SSLP T-shirts on the steps of Bond Hall. This will be used for the annual booklet which will be sent to you, your parents, your site and your alumni club.
- _____ For those receiving the AmeriCorps Educational Award, attend the follow-up session on August 22 following the group picture ~ 12 noon.
- _____ Meet for a 20 minute individual debriefing session.
- _____ Participate in selected follow-up sessions.
- _____ You will be invited to attend the Bernie Clark annual lecture on the CST theme of Building Justice in the World. This is recommended but not required.
- _____ For those who are Andrews Scholars, attend the Andrews Mass and dinner on Thursday, September 15.
- _____ Look for ways to follow-up on the summer learning through courses, research projects, community involvement, Center for Social Concerns seminars and opportunities, etc. If you choose to do a senior thesis related to the SSLP please let Andrea know. We would like an electronic copy of your thesis.
- _____ Recruit students for next year!

Course Objective: To explore the process of theological reflection and the method of social analysis as means of interpreting and expanding the community-based learning of the SSLP.

BEFORE THE SSLP:

Three Mandatory Evening Sessions:

April 12 or 13 – Introduction to Poverty Studies

April 19 or 20 – Catholic Social Thought

April 26 or 27 - Theological Reflection

Readings: Read the articles on Concourse about the population with whom you will work this summer.

Writing Assignment: Write a one page response to these articles and conclude with your hopes and goals for the summer.

WEEK 1: Theological Reflection

Readings:

Clemens Sedmak, Introduction, "Waking Up" in *Doing Local Theology*.

Patricia O'Connell Killen and John De Beer, "Searching for a Way to be Faithful," in *The Art of Theological Reflection*.

Michael Himes, et. al., Chapter 1, "Exploring the Mystery of God in Relationships" in *Doing the Truth in Love*.

National Council of Teachers of English, "Guideline for Gender-Fair Use of Language"

Writing Assignments:

1. Write an account of your initial impressions of your site and the people with whom you will work following the Method of Reflection which follows the syllabus in this course packet.
2. Describe and analyze a second encounter or event using the Method of Reflection. After completing the readings, what does it mean to you to "do theology"? Or in what ways are you open to the "standpoint of exploration"? Do you agree or disagree with the perspectives of the authors. Explain why, making at least two specific references to the readings, noting the author and the page number.

WEEK 2: The Impact of Images of God on Experience

Readings:

McNeill, Morrison and Nouwen, Introduction and Chapters 1,2,3 in *Compassion: A Reflection on the Christian Life*.

Elizabeth Johnson, "Introduction: To Speak Rightly About God," in *She Who Is*.

Dan Buchanan and Amy Carr, "Called to the Everyday."

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.

2. Describe and analyze a second encounter or event using the Method of Reflection. In response to the readings, what do you believe or not believe about God? In what ways do the authors' ideas of God resonate with or challenge your image of God?

WEEK 3: The Call to Service and Justice

Readings:

McNeill, Morrison and Nouwen, Chapter 5 "Displacement" in *Compassion: A Reflection on the Christian Life*.

Michael Himes, et.al., Chapter 4 "Responding to God's Love: Compassionate Service" and Chapter 7 "Sacramental Vision" in *Doing the Truth in Love*.

Rachel Naomi Remen, MD, "Helping vs. Serving," *Noetic Sciences Review*.

Clemens Sedmak, Chapter 1 "Walking, Talking, Doing Theology" in *Doing Local Theology*.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. Describe and analyze a second encounter or event using the Method of Reflection. . In response to the readings, in what ways have you experienced displacement in the SSLP? How are you called to service and justice? Explain, making at least two specific references to the readings, noting the author and the page number.

WEEK 4: Social Analysis

Readings:

Peter Henriot and Joe Holland, "Social Analysis: Tool of Pastoral Action," in *Social Analysis: Linking Faith and Justice*.

The Two Feet of Christian Service.

Melody Gonzalez '05, Senior Thesis on Migrant Farm Workers.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. Describe and analyze a second encounter or event using the Method of Reflection. . In response to the readings, what social issues arise from your experience at the SSLP site? In what ways do these issues relate to the readings? Make at least two specific references to the readings, noting the author and the page number.

SUBMIT YOUR FIRST FOUR WEEKS OF JOURNAL ASSIGNMENTS ELECTRONICALLY OR BY GROUND MAIL

WEEK 5: Race and Poverty

Readings:

Margaret Pfeil, "Correlating Social Sin and Social Reconciliation: Racism as a Test Case."

Sylvia Metzler, "A Lenten Meditation."

Patricia Williams, "Of Race and Risk," *The Nation*, December 29, 1997.

Shipler, "Subtle vs. Overt Racism," *The Washington Spectator*, volume 24, No.6.

"How to Respond to Racist Remarks Effectively," St. Vincent's Church.

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondence through Work in Women's Studies" in Delgado and Stefancic, *Critical White Studies*.

Family Care Foundation, "If the World Were a Village of 100 People," 2005.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. Describe and analyze a second encounter or event using the Method of Reflection. In response to the readings, raise two questions about the dynamics of race and privilege from your SSLP experience or from the readings. In what ways are you responding to the questions? Make specific references to the readings, noting the author and page number.

WEEK 6: Catholic Social Thought – Building Justice in the World

Readings:

Center for Social Concerns, "The Principles of Catholic Social Thought"

World Synod of Bishops, "Justice in the World," 1971.

Charles Murphy, "Action for Justice as Constitutive of the Preaching of the Gospel: What Did the 1971 Synod Mean?" *Theological Studies* 44 (1983).

Philip Land, S.J., "Theology of Church Action for Justice" An Overview, 1975.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. Describe and analyze a second encounter or event using the Method of Reflection. In what ways do you observe "action on behalf of justice ... as a constitutive dimension of the preaching of the Gospel"? What connections do you see between your SSLP experience and Catholic social thought? Make at least two specific references to the readings, noting the author and page number.

WEEK 7: Suffering and Restorative Justice

Readings:

Howard Zerr, "Restorative Principles," in *The Little Book of Restorative Justice*.

Henri Nouwen, "Ministry to a Hopeless Individual" in *Ministry and Spirituality*.

Michael Himes, et.al., Chapter 5 "Vulnerability: Suffering the Mystery" in *Doing the Truth in Love*.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. Describe and analyze a second encounter or event using the Method of Reflection. In response to the readings, respond to one of the following:
 - a. In what ways could Zerr's principles of restorative justice be applied to situations you have encountered?
 - b. What suffering do you witness at your site related to personal issues or illness? Where do you find God in this experience?

Make at least two specific references to the readings, noting the author and page number.

WEEK 8: Continuing the Journey**Readings:**

Michael Himes, et.al, Chapter 3 "The Journey of Restlessness" and Chapter 6, "Conversing about the Mystery" in *Doing the Truth in Love*.

David Hollenbach, "Courage and Patience: Education for Staying Power in the Pursuit of Justice" in *Justice, Peace and Human Rights*.

John Neafsey, Chapter 1, "Introduction: Personal Vocation and Social Conscience" in *A Sacred Voice is Calling*.

Writing Assignments:

1. Using the Method of Reflection, describe and analyze an encounter or event from your experience.
2. In response to the readings, what have you learned about restlessness and patience in the struggle for social change? Make at least two specific references to the readings, noting the author and page number.

Also, as you reflect on the SSLP as a whole, what impact has it had on you and what insights and perspectives have you gained? How will you act upon what you have learned?

RETURNING TO CAMPUS:

AUGUST 22: The second four weeks of reflections and the Final Paper are due – submit them electronically and bring 2 copies to the SSLP Celebration 11 a.m. at the Center for Social Concerns in Geddes Hall.

Agenda for the gathering:

- Turn in 2 copies of your paper
- Confirm your follow-up requirement
- Receive SSLP T-shirt
- Take a group picture on the steps of Bond Hall
- Conduct the AmeriCorps exit session

*For those who are studying abroad in the fall, submit your papers online by August 22.

You will fulfill the course requirements of facilitated small group discussion when you return to campus.

AUGUST 28: SSLP Follow-up Workshop 10:00 a.m. – 4:00 p.m. at the Center for Social Concerns.
This is one of the follow-up options.

AUGUST 29 – SEPT. 2: Facilitated small group discussions begin this week. This is the other choice of follow-up options.

EARLY SEPTEMBER – You will be invited to attend the Bernie Clark annual lecture on the CST theme of Building Justice in the World. This is recommended but not required.

REQUIREMENTS FOR PASSING THE COURSE

- Participate in the three Orientation Sessions and eight consecutive weeks of service.
- Turn in all 17 assignments and the final paper.
- Integrate quotations from the readings in the assignments and final paper as noted in the guidelines.
- Attend the follow-up workshop, three facilitated discussion sessions, or take Professor Margaret Pfeil's course, Discipleship, THEO 20625.

CONFIDENTIALITY:

In both your journal entries and in your final paper, change the names of the people you write about for confidentiality reasons. Your journal will be read by only one other person, Andrea or a graduate student in the summer and your small group facilitator in the fall. Your final paper needs to be written in a more public voice because you need to send a copy to your site supervisor and club contact person.

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Margaret Pfeil, PhD
Assistant Professor, Theology

Theology 33936: Confronting Social Issues Method of Reflection – 2011

Reflecting on your experience and the readings is meant to be a way of recording your questions and insights as you move through the SSLP experience. Be sure to set aside time twice each week when you will not be disturbed to reflect and write your two entries.

Before the SSLP:

Write a one page response to the articles about the population with whom you will work (on Concourse) and conclude with your hopes and goals for the summer.

During the SSLP:

Twice each week, choose an incident or encounter to write about and analyze through the following process. In both your journal entries and in your final paper, change the names of the people you write about for confidentiality reasons. Your journal will be read by only one other person, a graduate student or Andrea, but since most will be submitted electronically, we want to ensure confidentiality. If you do not have access to a computer, you can handwrite your reflections.

First Entry for each week: NAME

I. Describe an event or encounter and your role in it – write a **Narrative**

Include responses to these questions, as appropriate: What happened? Who was involved? How did you feel? How did others respond?

II. Analyze the incident and look for **Meaning**

Include responses to these questions, as appropriate: How well or poorly did you understand the event? How did you handle the event? Were there any barriers or conflicts which made the incident or relationship more difficult? If so, name them. How were various personalities involved in this case? What insights do you have as you reflect on this experience? What have you learned about yourself? About others? Do you see connections or questions related to your faith? Do you see the intersection of experience and tradition, a standpoint of exploration (as described by Killen and DeBeer)?

III. Enactment

What did you learn about handling a similar situation in the future? Does this incident and your reflection lead you to other actions?

Length: approximately one page

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Second Entry for each week:

I. Describe and analyze a second event or encounter, using the same guidelines as the first entry: ***NAME***

II. Response to Course Readings.

Respond to the questions on the syllabus about the readings of the week.

Length: approximately one and a half pages

After four weeks, submit your entries online.

At the end of the SSLP:

As you complete the SSLP, it is important to note the significance of the people who have accompanied you, those at your site and those you live with. How will you say goodbye? Reflect back on your initial hopes and expectations and reread your journal entries. Write a final entry summarizing what you have learned, how you have grown and what questions remain for you.

Submit your remaining four weeks of entries and your final paper by August 22.

**SSLP Theological Theme Essay
(One option for the final paper)
Due August 22, 2011**

Cover Page:

Please attach a page on the front of your paper with the following facts about your project: your name, project site, alumni club sponsor, dates of your SSLP, a three-sentence description of the project, a description of your tasks and duties, a summary of your interaction with the staff, and a summary of your interaction with alumni and alumnae.

Objective: To integrate insights from your SSLP experience with a theological theme or question from the course readings.

This should be an original paper, not a copy of what you have already written in your journal. You may quote your journal, or tell one story that you have written about in your journal but it should be limited to two paragraphs.

Format: Choose a theological theme or question that arises from your SSLP experience and is addressed in the readings of the course.

A. Introduction – Introduce the reader to the setting and relationships of your SSLP and how the theological theme or question arises from your experience. Examples of theological questions or themes are: What is the role of displacement in Christian service? In what ways did you discover God in relationships? Relate dimensions the Catholic social teaching principle of stewardship to your SSLP experience. **(1 - 2 pages)**

B. Theological Reflection – Develop the body of the paper in a way that clearly responds to your question or theme. Integrate at least **four quotations** from the readings into the paper, quotations that lead you to further insight or those with which you disagree. Note the author and the page number for the quotations. Continue to refer to your SSLP experience in reference to the quotations. **(4 pages).**

C. Conclusion – Reflect on your overall learning from the SSLP, the course reading and discussions with your site supervisors and/or alumni club during the summer. What questions remain for you? **(1 page)**

The paper should be 6-7 pages, typed and double spaced. Please number your pages. Be attentive to style, structure, punctuation, as well as content.

Confidentiality:

Be sure to change the names of the people you write about for confidentiality reasons. Your paper needs to be written with the perspective that you will send a copy to your Alumni Contact Person, your Site Supervisor and special donors, if applicable.

Send your paper:

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Send your paper:

- Submit your paper electronically and bring two copies of the paper to the Center for Social Concerns on August 22, 2011.
- Send a copy and a thank you note to your Alumni Contact Person.
- Send a copy and a thank you note to your Site Supervisor.
- Send a copy and a thank you note to Kathleen Andrews or other special donors, **if you are an Andrews Scholar or if you are notified about the donor of your scholarship.**

SSLP Analytical Essay
(One option for the final paper)
Due August 22, 2011

Cover Page:

Please attach a page to the front of your paper with the following facts about your project: your name, project site, alumni club sponsor, dates of your SSLP, a three-sentence description of the project, a description of your tasks and duties, a summary of your interaction with the staff,

I. Objective: To analyze an issue from the SSLP experience using the method of social analysis.

This should be an original paper, not a copy of what you have already written in your journal. You may quote your journal, or tell one story that you have written about in your journal but it should be limited to two paragraphs.

- II. Format:**
- A) Title:** Choose a title which gives the reader an indication of the issue you will explore and how it is connected with a theological theme of the readings.
 - B) Immersion:** In 1-2 pages describe a particular incident or relationship from your SSLP experience out of which this issue arises for you. State the issue or theme at the end of this section.
 - C) Analysis:** In 4 pages analyze the issue or question, drawing on the readings of the course, discussions during the SSLP and other resources. Integrate at least **four direct quotes from the readings**, noting author and page number. Be sure to include a theological dimension to the analysis.
 - D) Conclusion:** In 1 page summarize what you have learned about the issue and what questions remain.

The paper should be 6-7 pages, typed and double spaced. Please number your pages. Be attentive to style, structure, punctuation, as well as content.

III. Confidentiality:

Be sure to change the names of the people you write about for confidentiality reasons. Your paper needs to be written with the perspective that you will send a copy to your Alumni Contact Person, your Site Supervisor and special donors, if applicable.

Send your paper:

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Send your paper:

- Submit your paper electronically and bring two copies of the paper to the Center for Social Concerns on August 22, 2011.
- Send a copy and a thank you note to your Alumni Contact Person.
- Send a copy and a thank you note to your Site Supervisor.
- Send a copy and a thank you note to Kathleen Andrews or other special donors, **if you are an Andrews Scholar or if you are notified about the donor of your scholarship.**

Healthy Boundaries in Service

Sites have different policies on maintaining a professional relationship with the people with whom you will form service relationships. Please be very attentive to their policies as well as the following general guidelines.

What are boundaries and why do we need professional boundaries in service relationships?

- Personal boundaries are limits that define where you end and others begin. Your personal boundary is defined by the amount of physical and emotional space you allow between yourself and others.
- Boundaries set the parameters of what is and is not acceptable behavior by staff and volunteers in the work place.
- Boundaries give workers confidence as they know how to react to different situations.
- Clear boundaries help to develop trusting relationships with guests/clients who will know what to expect from workers and volunteers.

Types of boundaries:

Physical: includes your body, your sense of personal space, and privacy.

Emotional and intellectual: involves your sense of self-esteem, intellect and ability to separate your feelings from the feelings of others.

Healthy Boundaries allow us to:

- Be assertive by stating opinions, thoughts, feelings and needs in a respectful manner
- Have the ability to say yes or no, and be okay when others say no
- Protect physical and emotional space from invasion or intrusion
- Take care of our own needs
- Have an equal partnership where responsibility and power are shared.

Unhealthy boundaries are characterized by:

- Inability to say no for fear of rejection or abandonment
- Inability to protect your physical and emotional space from intrusion
- A weak sense of your own identity separate from serving others.

The Don'ts of Healthy Boundaries:

- Don't socialize with guests/clients outside of work time. This blurs private and professional roles and puts you at risk for allegations against you.

- Don't give out personal information about other staff, volunteers, or guests/clients and be very careful about information you disclose about yourself. Even when working with children, it is not appropriate to give addresses, phone numbers, health information, or details about your social life.
- Don't give or receive personal gifts to or from guests/clients. This may give the impression of favoritism and may raise the guests/clients' expectations of support you can provide.
- Don't lend to or borrow from guests/clients, especially money. This could lead to further asking and strain your professional relationship.

Listen to your gut feelings. If you feel uncomfortable in a situation, then it is probably a boundary violation. Talk with your supervisor or the staff of the SSLP if you are unsure about how to respond to a particular situation. If you feel that your boundaries have been violated by someone, inform your supervisor or the SSLP staff in a timely manner, don't wait until the end of the summer.

Saying Goodbye:

- You are encouraged to tell guests/clients that you care about them and enjoyed getting to know them over the summer.
- Giving out phone numbers, email or Facebook addresses to keep in touch is not appropriate, especially if you are working with children who may not understand that your professional relationship has ended.
- Returning to visit your site during school breaks, when possible, is a great way to remain connected.

Live Simply So That Others May Simply Live

"By following Christ into a simpler, more compassionate way of living we hope to contribute toward a more peaceful, socially just, healthier, and environmentally sustainable world." (christiansimpleliving.org)



Why Simple Living Matters:

- *places us in solidarity with all humankind
- *helps conserve energy and benefit the earth-sustainability!
- *saves money so we have means to help others

What The Church Says About Simple Living/Solidarity:

SOLIDARITY

*Solidarity helps us to see the 'other' –whether a person, people or nation– not just as some kind of instrument, with a work capacity and physical strength to be exploited at low cost and then discarded when no longer useful, but as our 'neighbor,' a 'helper' (cf. Gn 2:18-20), to be made a sharer on a par with ourselves in the banquet of life to which all are equally invited by God. *On Social Concern*, #39.

Sustainability

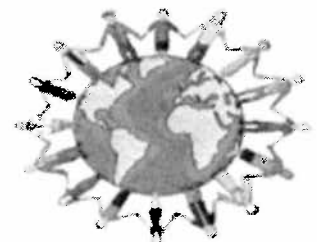
*Solidarity is action on behalf of the one human family, calling us to help overcome the divisions in our world. Solidarity binds the rich to the poor. It makes the free zealous for the cause of the oppressed. It drives the comfortable and secure to take risks for the victims of tyranny and war. It calls those who are strong to care for those who are weak and vulnerable across the spectrum of human life. It opens hearts to those in flight from terror and to migrants whose daily toil supports affluent lifestyles. Peacemaking, as Pope John Paul II has told us, is the work of solidarity. *Called to Global Solidarity: International Challenges for U.S. Parishes*

*That the Church may really be the sign of that solidarity which the family of nations desires, it should show in its own life greater cooperation between the Churches of rich and poor regions through spiritual communion and division of human and material resources. *Justice in the World*, #59.

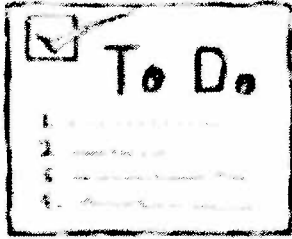
*Living simply is meant to help define a Christian lifestyle and can shape short- and long-term decisions about how to spend resources of time, talent and money. (Jesuit Volunteer Corps)

*The feeling of community at André House often blurs the distinction between those in need and those who have come to help. (André House of Arizona)

We're all on this together.



What Can I Do This Summer?

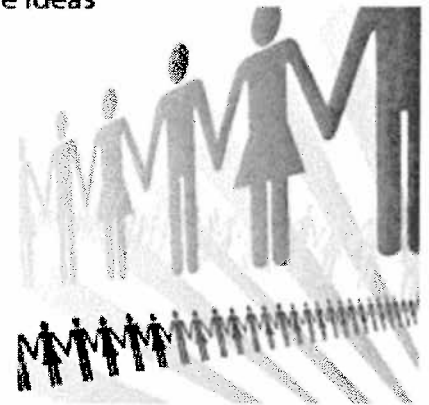
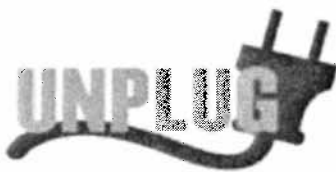


-spend less money: this can be a spiritual exercise of choosing to get by with less. Try eating fewer meals out and finding entertainment that does not cost money. Repair items instead of replacing them. When you need to shop, choose fair-trade items and support local businesses and farmer's markets.

-drive less: be in solidarity with those who cannot afford such a privilege; promote local economy by using local modes of transportation; save on pollution that causes harm to humans and the earth

-unplug: limit or remove your time on facebook, listening to music, watching tv in order to have more time building relationships with those around you

-talk: speak to friends and family to get more ideas



Simple Living and Service: A Personal Account from an SSLP Grad

The Farm is a family-style orphanage, which means that our kids live in houses organized by age and sex with Honduran house-parents and staff who raise them according to Honduran culture. In addition to family-style homes, the Farm offers our kids medical care (with a clinic on-site), a great education at Escuela Catolica San Pedro, and the opportunity for spiritual development - and many of these services are available to our neighbors in local villages as well. The volunteers live together in a beautiful, simple house on property. We live like the kids live, and they live (relatively) like our neighbors live... we have (cold) running mountain water and electricity (most of the time), but that's about where the luxury stops. We'll be sleeping on thin mattresses on wooden beds and eating lots of rice and beans... and there's no cell phones or internet. I know I'll miss air conditioning, having a soft bed, and a good cup of coffee every once in a while, but I'm looking forward to learning how to incorporate simplicity, which is one of the Farm's four pillars (the others are service, spirituality and community), into my life.
~Erin Ramsey '09, Farm Of The Child, Honduras

TAKING GOOD PICTURES

PHOTOGRAPHY TIPS FOR SUMMER SERVICE LEARNING STUDENTS

BACKGROUND

We are currently seeking to develop of database of pictures for our summer programs, and you, the participants play a big role in this effort. This document offers some basic photo tips so you can take memorable pictures to remember your experience, as well as describe the kind of pictures we are looking for at the Center.

WHAT WE NEED

Action! Many times the only photos we take on trips are group photos with the people we traveled or worked with, or pictures in front of important landmarks or accomplishments. What we would like at the Center are pictures of you, the student at work, whether it's gutting a house, hiking with the kids, or interviewing people.

When taking photos try to take pictures that tell a story: a day of work from start to finish, a house being built, the week from beginning to end. We need pictures of you, and the context in which you work.

Example



Bad



Good

TIPS

Not everyone is a professional photographer, and not all of us can afford to get cameras that make us look like pros.

Here are some tips getting better pics:

LIGHT Like the name implies, photographs are pictures written by light. The human eye is remarkably sensitive and can see millions of shades of light. No camera ever built is as sophisticated as the eye, which means that cameras require a great deal more light to "see" the picture.

TIMING IS EVERYTHING In summertime, take outdoor pictures from 8-10 a.m. or 2-5 p.m. when possible. Before and after these time windows there may not be enough light and the picture will turn out dark. At noon the sun is very harsh and bright, which causes large shadows to form on people's faces.



Too Early



Mid-Morning



Too Late

AVOID BRIGHT LIGHT Never take a picture with the sun, or another bright light source behind the subject of your photo. Watch out for windows! People can become silhouettes, or have shadows on their faces that can ruin an otherwise perfect shot.

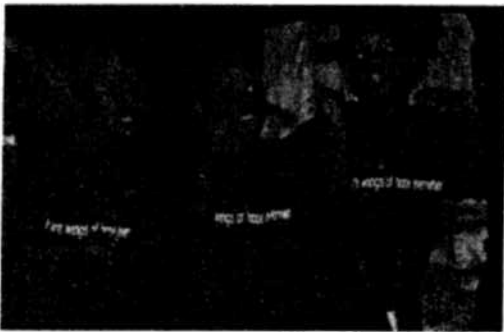


Bright light in upper left ruins shot.



Balanced light gives correct exposure.

USE YOUR FLASH Never take a picture indoors without a flash, and even then, turn as many lights on as possible. Remember your camera's eyes are not as good as yours.



Inside, no flash



Inside with flash

GET CLOSE TO THE ACTION Unless you've got a huge zoom, you need to get really close to take a good picture. If you're using a point-and-shoot camera you will need to be *very* close to your subject, like ten feet or less!



Too far.



Up close and personal.