

Free Press 101: Early Years

WHAT IS PHOTOJOURNALISM?

This collection of learning experiences will introduce your learners to concepts of visual story-telling and ethics of news photographs. These first two pages contain the learning plan, and the following pages contain all the materials you will need.

BEFORE YOU BEGIN

- Read through this document and **What is your policy on photo editing?** in **Free Press 101**.
- Facilitate learner access to technology as needed.
- Retrieve a copy of the Free Press or other publication (they will be cutting out the photos so something that can be destroyed in the learning process is best).

GOALS OF THESE LEARNING EXPERIENCES:

Learners will actively produce and demonstrate understanding of photojournalistic practices:

- The role and power of photos in telling news stories
- Ethical conduct and respect when publishing or sharing photos
- Critical thinking in visual storytelling

DEFINITIONS:

Candid: A photograph taken without posing the subject, often without the subject's awareness.

Clarity: The quality of a photograph that conveys its message clearly.

Cutline: A descriptive text accompanying a photograph that provides essential information.

CONSENT:

Ensure your learners are aware of your school and divisional policies on taking photographs within or on school grounds and distributing those images. Practice with your learners the process of obtaining consent to take photographs. Remind them of relevant laws regarding taking and sharing of photos.

LEARNING EXPERIENCE 1: PHOTOS TELL STORIES

1.
 - Use the photos provided on pages 4-15 ([pdf here](#), and [.ppt here](#)), or find and display other photos from news stories. As each photo is shared, ask learners to complete a column on the Photo Inquiry activity (page 3, or [pdf here](#)) or and then compare their responses in a large group discussion. Alternatively you may work through the questions and photos together as a large group discussion instead of requiring written work.
 - Note where learners agree or disagree on a particular idea, and discuss how the idea is communicated through the photograph.
 - Reveal the photo **cutline** once discussion of each photo is complete. Ask learners to reflect on how accurate they were with their guesses.
 - Introduce the concept that photojournalists tell stories with photos instead of words, and each photo is carefully captured and shared not just to record events, but to carefully and intentionally communicate mood, motion, relationships and other important information.

LEARNING EXPERIENCE 2: ETHICS AND AUTHENTICITY

2.
 - Explain to learners that while altering or re-posting photos online has few rules, photojournalism abides by strict rules of ethics and accountability. Share the poster on page 16 ([pdf here](#)) and discuss with your learners.

LEARNING EXPERIENCE 3: THROUGH THE LENS

3.
 - For this experience learners will be cutting out photographs found in the Free Press or other publication. This learning experience may be completed individually or in small groups.
 - Using two or three of the photo prompt suggestions on page 17, ask learners to collect photos that respond to the prompt. Encourage learners to be creative. For example, a prompt for a "sad photo" doesn't necessarily mean a photo of a person who is sad. It could be a wilted flower, a forest fire, or a boarded up building. A "happy" photo might be a dog with a frisbee, cookies, or a community garden.
 - Ask the learners to present their newspaper clippings and explain their choices. Display the photographs as collections based on the prompt they responded to. Ask if learners agree or disagree with the choices made by others. Encourage learners to defend their choices and try to change one another's perspective on particular photographs.

As learners grow in skill and experience, they will likely include their own photographs or the photographs of others in their work. Depending on technology and ability, this process will vary greatly from classroom to classroom. Revisit the above concepts and practices as they continue to grow and learn.

Learning experience 1: Photo inquiry

As you view each photo, record your observations and assumptions in the chart below.

	What do you think might be happening in this photo?	What kind of feeling or mood does this photo convey? How?	What do you think might have happened just before the photo was made?	What do you think might have happened just after the photo was made?
1.				
2.				
3.				
4.				
5.				

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Learning experience 1: Photo inquiry



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Learning experience 1: Photo inquiry

Standup* photo by Ruth

Bonneville/Winnipeg Free Press



STRETCHING INTO SUMMER VACATION

Grade 11 students from St. Maurer School headed to Assiniboine Park Friday to play a pickup game of football to celebrate the end of the school year.

*A standup is a photo that does not have an accompanying article. Its' storytelling "stands" on its own.

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Learning experience 1: Photo inquiry



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*"West Broadway 'gut punch':
Break-in and yet-to-open Lennard
Taylor Design Studio highlights area
business security concerns"*

Gabrielle Piché

June 28 2025



Ruth Bonneville / Free Press
Local designer Lennard Taylor outside his new business address Friday. The location was broken into this week, but Taylor hopes to spin the event into something positive.

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Learning experience 1: Photo inquiry



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'The fire is in my backyard': New wave of northern Manitoba evacuees

Chris Kitching

July 12 2025



Garden Hill Anisininew Nation evacuees board a Canadian Armed Forces Hercules aircraft.

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Learning experience 1: Photo inquiry



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*"Art is afoot: From parcheesi to paintings,
new pedestrian corridor's colourful
transformation full of life, movement"*

Conrad Sweatman

July 12 2025



MIKE DEAL / FREE PRESS

From left: artist Alex Plante, project manager Stéphane Dorge and artistic lead Takashi Iwasaki are painting murals along a four-block stretch of Graham Avenue, which is transitioning from a bus corridor to a pedestrian space.

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Learning experience 1: Photo inquiry



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Learning experience 1: Photo inquiry

The Strike's Centennial: Members of the Flaming Trollys band (above) marched down Main Street on Friday evening as part of the dedication ceremonies on the 100th anniversary of the General Strike of 1919. Later on, fireworks erupted at the statue of the 1919 streetcar.

Standup* photo by Phil Hossack/Winnipeg Free Press

June 22 2019

Free Press



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Learning experience 1: Photo inquiry



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Learning experience 1: Photo inquiry

Jean Morrison, 97, has the crowd howling with her standup routine at the Red River Ex. Photo by Sasha Seftor/Winnipeg Free Press

"Why did the senior cross the road? To leave the Ex crowd in stitches"

Nadya Pankiw
June 20 2019



Free Press

Learning experience 2: Ethics and authenticity

USING PHOTOS **IN** NEWS STORIES

 **NEWS PHOTOS HELP TELL THE STORY** 

DO

- SHOW REAL PEOPLE DOING REAL THINGS, LIKE YOU'RE NOT EVEN THERE!
- USE PHOTOS THAT MATCH THE MOOD OF THE NEWS STORY.
- TAKE MORE PHOTOS THAN YOU NEED. YOU CAN PICK THE BEST ONE LATER!

  **News photos are like a window into what's happening.** 

GREAT NEWS PHOTOS WOULD NEVER:

DON'T

(IT'S OK TO STAGE PORTRAITS BUT NOT PHOTOS OF LIVE EVENTS)

- USE FILTERS, AI OR PHOTOSHOP
- MAKE PEOPLE ACT OUT A NEWS STORY TO LOOK REAL.
- USE OTHER PEOPLE'S PHOTOS WITHOUT PERMISSION.

 

Free Press
winnipegfreepress.com/education

Learning experience 3: Photo prompts

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Below are some sample prompts you may want to use in your classroom to complete this learning experience.

1.	Find photos that show something happy or make you feel happy.
2.	Find photos that show hope or make you feel hopeful.
3.	Find photos that show fear or make you feel fearful.
4.	Find photos that show sadness or make you feel sad.
5.	Find photos that show pride or make you feel proud.
6.	Find photos that show something quiet and thoughtful, or that make you feel quiet and thoughtful.
7.	Find photos that show something busy and noisy, or that make you feel restless and rambunctious.