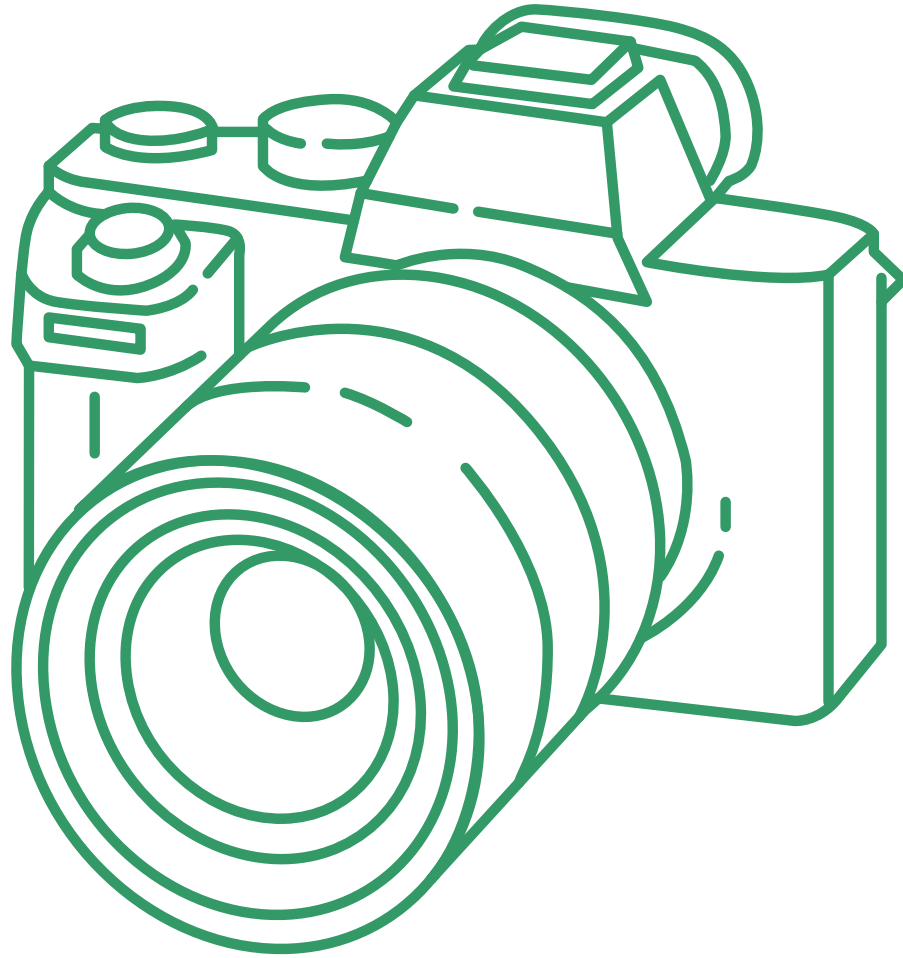




COLORADO STATE UNIVERSITY
EXTENSION

ADVANCED PHOTOGRAPHY

4-H PHOTOGRAPHY PROJECT

ACKNOWLEDGMENTS

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EXTENSION

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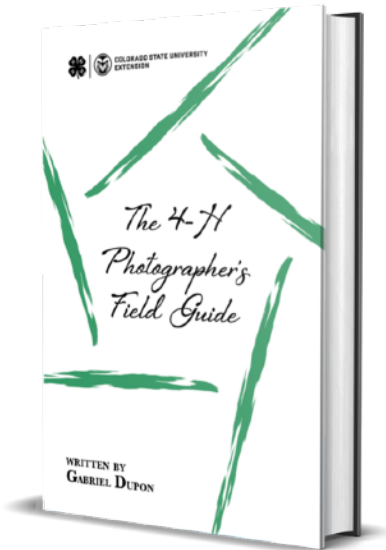
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LET'S GET STARTED!

TABLE OF CONTENTS

Experiential Learning Process	Page 1
About the 4-H Thriving Model	Page 3
Targeting Life Skills	Page 5
Welcome To Adv. Photography	Page 6
Creating Your Binder	Page 9
Photography Careers	Page 11



THE 4-H PHOTOGRAPHER'S FIELD GUIDE

For the best experience throughout your photography project journey, use the companion manual “The 4-H Photographer’s Field Guide” - ISBN 979-8-9895518-0-4. This field guide is provided to you as a digital or a physical paperback copy.

Download the free ebook or purchase the paperback:

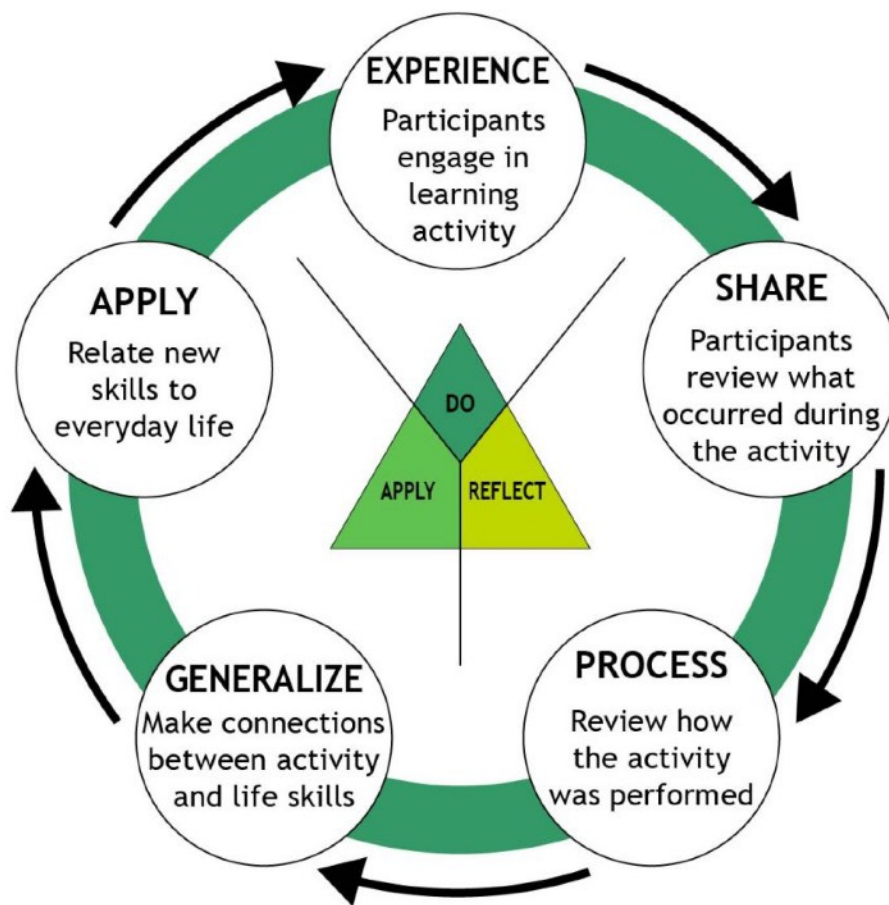
gabrieldupon.com/4-h-photography-resources



EXPERIENTIAL LEARNING PROCESS

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfeiffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: **Do, Reflect, and Apply.**

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project, or activity is undertaken for individual thought and problem-solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.



1 - EXPERIENCE (DOING)

Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2 - SHARE (REFLECTING ON WHAT OCCURRED)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3 - PROCESS (REFLECTING ON WHAT'S IMPORTANT)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4 - GENERALIZE (SO WHAT?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5 - APPLY (NOW WHAT?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?

ABOUT THE 4-H THRIVING MODEL

The 4-H Program Leaders' Working Group developed the 4-H Thriving Model to advance and support the accomplishment of the 4-H Youth Development 2025 National Strategic Plan. They describe the 4-H Thriving Model as follows:

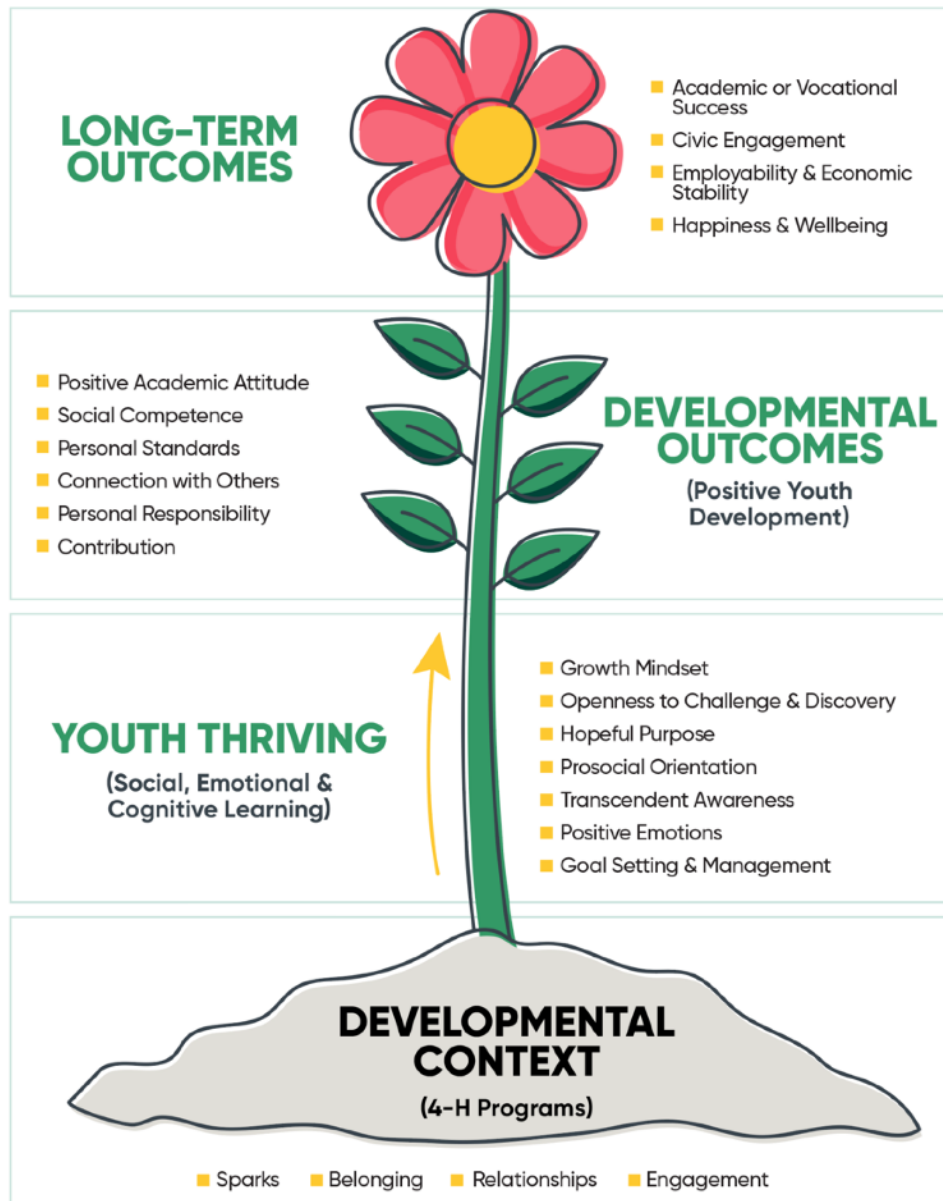
The 4-H Thriving Model illustrates the process of positive youth development in 4-H programs by connecting high-quality program settings to the promotion of youth thriving.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. High-quality settings foster developmental relationships with youth, relationships that express care, challenge growth, and share power. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can belong and grow.

High-quality 4-H programs contribute to Positive Youth Development (PYD) through the intentional promotion of social, emotional, cognitive, and behavioral habits of mind. In the 4-H Thriving Model, this process of PYD is described by seven indicators of thriving: openness to challenge and discovery, growth mindset, hopeful purpose, pro-social orientation, transcendent awareness, positive emotionality, and self-regulation through goal setting and management.

Youth who experience high-quality developmental settings in 4-H with an emphasis on these key social-emotional skills achieve key positive youth development outcomes, including academic motivation and success, social competence, high personal standards, connection with others, personal responsibility, and contribution to others through leadership and civic engagement.

Youth who achieve positive developmental outcomes are more likely to also achieve long-term outcomes marked by vocational or academic success, civic engagement, employability and economic stability, and happiness and wellbeing.



Learn more:

helping-youth-thrive.extension.org



TARGETING LIFE SKILLS

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H Clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H. The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

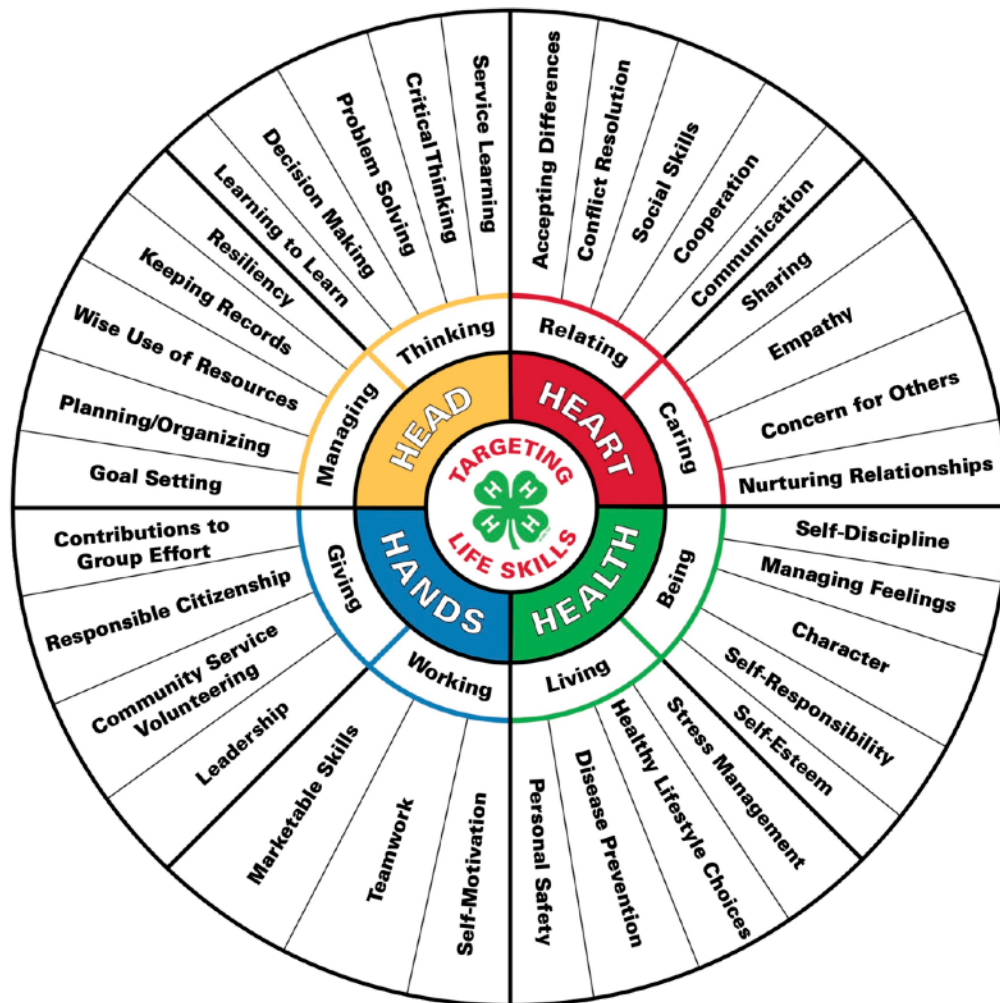


Image credit: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"
(<https://store.extension.iastate.edu/product/16427>)

WELCOME TO ADV. PHOTOGRAPHY

Congratulations on reaching Advanced Photography! This unit might be your favorite because it offers you the freedom to choose your own subjects to work on. This self-determined unit prepares you to apply photography in your future endeavors. You can stay in this unit for as many years as you like or continue to “Digital Image Editing” to learn photo editing.

While there are few rules for this unit, it doesn't mean it'll be easy. You'll be challenged to enhance your skills, think creatively, and capture better photographs. This project promises to be enjoyable, so let's dive in!

WHAT TO COMPLETE FOR THIS PROJECT

- ☐ **Completed record book:** In addition to your story, also include a written statement of goals, plans, accomplishments, and an evaluation. All the pictures you take during your project should reflect your progress in your record book.
- ☐ **Organized binder of photo prints:** Photos you took while doing the project, each printed 4" x 6" or a similar size.
- ☐ **One display photo:** 5" x 7" print with an 8" x 10" matted-only frame. Display your best photo based on your goals.

Label each picture in your binder with the following information.

Photo number:		Notes:
Subject:		
Date photo taken:		

Any variation of the above template is acceptable. Just make sure you include the main four pieces of information (Photo number, Subject, Date photo taken, and Notes). Also, for “Notes,” include any relevant information you would like people to know about your pictures. This could include exposure information, a fun fact, something that challenged you, or the process/story of how you captured the image.

Additionally, for the display photo: attach your name, county, and the above label to the back of the frame.

HOW TO PARTICIPATE IN THIS PROJECT

This photography unit might seem different from other units, but don't worry! You have the freedom to choose how you want to complete this project. Embrace your creativity and design it based on your goals. If you have any questions or need clarification, check out the FAQ below.

FREQUENTLY ASKED QUESTIONS (FAQ)

- ❑ **What equipment should I use?** Use whatever equipment you have access to. However, you may need specialized equipment depending on the type of photography you plan to do.
- ❑ **Are there specific activities?** There are no required activities for this unit. The purpose of this unit is to work towards advanced skills based on the goals you determine at the start of this project.
- ❑ **How am I scored?** To encourage growth, your completed project will be evaluated on the quality of your record book (50%) and the quality of content in your binder/journal (50%).
- ❑ **What resources can I use to help me take better pictures?** Use your companion manual, "The 4-H Photographer's Field Guide" (download link on page ii), as a resource to learn how to capture better images.
- ❑ **How many pictures should I include?** The amount of pictures you use should be based on your project goals. If you submit your project for county or state fair judging, aim for at least 30 pictures and no more than 70 pictures.

CREATING THE WRITTEN STATEMENT

The most crucial component of your record book in Unit 6 is the written statement. To complete this, write a single-page description of your goals, plans, accomplishments, and a final evaluation. This isn't something you can complete in a single sitting; instead, it's something you should work on as you progress through your project throughout the year. Remember, your project story, exhibit photos, and labels will serve as references for what you write in the statement.

The format of your statement is entirely up to you. You can either describe your experiences using paragraphs or use bullet points. The example provided on the next page can serve as a helpful guide!

WRITTEN STATEMENT EXAMPLE

Goals

At the start of the year, list any goals you want to accomplish. To avoid being vague with your goals, make sure they are tangible. For example, don't say "I want to learn how to take better pictures." Instead, say:

"I would like to learn how to take family portraits to start offering services as a business."

Plans

Your plans should respond to how you will accomplish your goals. Remember, goals without any actionable plans are just wishlists.

An example of a plan statement includes:

"I plan to work with friends + family to better understand how to take pictures using manual mode and how to pose people."

Accomplishments

Towards the end of your project, ask yourself if you accomplished any of your goals. An example of an accomplishment statement includes:

"I learned how to successfully lead a photography session with my friends! Now I feel comfortable offering a paid photo session as a service to strangers!"

Evaluation

This should be the very last thing you do in Unit 6. The evaluation is similar to asking the question: "What did you learn in this project?" You may not have achieved your goal that you listed above, but knowing what you learned throughout the entire experience is perhaps more important!

"Even though I never had someone hire me for a session, I became a better photographer and a more confident person. Previously, I was afraid to tell people what to do when taking pictures of people. Throughout this year, I have learned how to better communicate, operate my camera faster, and take beautiful pictures! Next year, I want to start a portfolio website!"

CREATING YOUR BINDER

How you design your binder is entirely up to you! The only constraint is that it should accurately reflect the written statement in your record book of goals, plans, accomplishments, and evaluation. Creating your binder is arguably the most exciting part of this project! Feel free to let your creativity shine and design a binder that perfectly aligns with your goals. Additionally, if you submit your project to county or state fair judging, the appearance of your binder will also be considered in the scoring process.

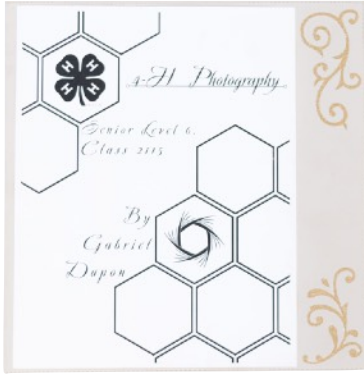
PUTTING IT ALL TOGETHER

Here are some tips, ideas, and best practices to help you start constructing your binder/journal!



Notice in the above image all the different ways you can arrange the photos and labels in the binder. You can get creative with different techniques, just make sure everything fits and has a neat appearance.

Ordering prints from a professional lab such as Bay Photo Lab, Nations Photo Lab, or ProDPI allows you to choose from a variety of printing options and get the best results. Try different printing options such as metallic, matte, lustre, etc. Attach your labels and prints using permanent double-sided tape on heavyweight paper.



TIP: ADDING A COVER PAGE

Although not required, creating a cover for your binder or journal is a great idea! This adds a nice finishing touch to your project.



TIP: USING A TABLE OF CONTENTS

Create a table of contents and organize your binder's sections, such as the record book and photo album. This organization ensures everything is kept in order and allows you to create sections dedicated to different types of photography, like landscapes, animals, people, events, and macro.



TIP: CLEAN DISPLAY PHOTO

Your display photo is very important, so make sure you choose your best photo! Be careful when applying your mat to ensure it is very clean and stays flat. Using permanent double-sided tape is recommended.

Additionally, don't forget to add a label to the back of the mat.



TIP: CREATE STORY LABELS

To go above and beyond with your project, consider taking advantage of the "Notes" section of the label template. Adding a short two-sentence story or fun fact to each photo is a great way to do this.

PHOTOGRAPHY CAREERS

Photography career data from the U.S. Bureau of Labor Statistics (bls.gov)

Photography can be both a satisfying and rewarding career profession. It allows you to exercise your creativity and capture captivating moments.

POST-SECONDARY EDUCATION

Getting any degree, license, or certificate is usually not required to pursue a photography career, but can be very helpful. Visit collegescorecard.ed.gov to explore programs if you are interested in going to school. Here are a few degree options you should consider:

- **Business Administration:** A business degree may be the best use of your time and money if you are planning to start a business or work for a studio.
- **Photographic Arts:** The most photography-oriented degree.
- **Cinema Arts:** Best if you want to pursue a filmmaking career.
- **Journalism:** Best if you want to pursue a news photography career.

TRAINING

There are also lots of other learning resources such as books, online classes, workshops, conferences, contests, and organizations such as Professional Photographers of America (PPA). Check out Udemy or classes from a camera brand for excellent online learning courses. You can also get certified as a professional photographer through PPA or get your part 107 drone certification (UAS) through the FAA (Federal Aviation Administration).

SALARY EXPECTATIONS

The median salary for full-time photographers is \$40K. Since most photographers start part-time to build their careers, they will earn significantly less than the median. However, the best-performing photographers can make well over \$100K per year.

CAREER OUTLOOK

Being a photographer is a very competitive career due to an over-saturated industry and minimal projected growth (2% to 4%). To be successful with a photography career, you will need to consistently produce excellent photos and have strong business skills. Business includes skills in finance, operations, customer success, marketing, and sales.

SPECIALTIES

Photographers typically specialize in a specific niche within the industry. This allows them to stay competitive by attracting an ideal client and capturing the best photographs possible. These specialties include weddings, senior portraits, family portraits, special events, commercial, products, real estate, fashion, sports, landscapes, and many others!

WORK SITUATION

Full-time photographers will typically work 40 hours per week. However, most photographers will often work part-time as they build their career.

Just note that a photographer's schedule is often unpredictable and it is common to work during the weekends and some holidays. Taking pictures is a highlight of what they do, but most of their time is actually spent editing images, preparing for photo shoots, communicating with clients, and doing administrative tasks.

COMMON EMPLOYERS

Entrepreneurship: Most photographers operate their own businesses by establishing contracts with clients. This is very common with wedding/event photography and any type of portrait photography.

News media: Often hires photojournalists and other media professionals to help document and report the story of significant events.

General business: Businesses, governments, and universities may hire in-house photographers for marketing purposes. This usually includes photographing events, headshots, real estate, and products.



4-H MISSION

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

4-H VISION

A world in which youth and adults learn, grow,
and work together.

4-H PLEDGE

I pledge.....
My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
My health to better living
for my club, my community, my country, and my world.

4-H MOTTO

“To Make the Best Better.”