

# Into the OUTSIDE

Education Resources

## Representation



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Duration 45-60 minutes

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Duration 15-20 minutes

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Duration 30-60 minutes



Photo credits  
Left: Jay & George  
Right: Caitlin Kentish

## Building a contemporary queer youth archive

A creative collective of young people aged 13-25 identifying as LGBTQ+ re-examines Brighton & Hove's rich LGBTQ+ history, creating a new archive of queer youth experiences. This heritage-learning project funded by the Heritage Lottery Fund is delivered by Photoworks in collaboration with Brighton & Hove Libraries Services, the Mass Observation Archive and the East Sussex Record Office. Many other organisations from across the city are also involved including local schools, Brighton Museum & Art Gallery, Queer in Brighton and Allsorts Youth Project.

### About these resources

Guidance, advice and ideas for professionals working with young people who want to raise awareness of and explore LGBTQ+ issues.

The activities are suitable for youth workers and teachers working in a range of settings with young people aged 13+. They can be used to support professionals running LGBTQ+ youth groups, delivery of the Citizenship or PSHE Curriculum in school, or for general youth work.

Each resource refers back to content on the Into the Outside website: [www.intotheoutside.org.uk](http://www.intotheoutside.org.uk), making use of the rich collection of images, artwork, voices, creative writing and archive material.

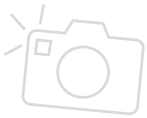
Each resource includes a series of high-quality, creative activities using discussion, photography and creative writing.



Photo credit  
George Mind

## Representation

How we represent ourselves and how others represent us – challenging conventions and stereotyping of LGBTQ+ (and other) identities are recurring themes for young people who constantly consider, experiment with and explore their individual and collective identity through youth culture, style and music in order to develop their own sense of identity.



## Photography

# The Portrait Project

Duration 45-60 minutes

This activity is designed for general youth settings. The purpose of the activity is to explore how we represent ourselves and how others represent us, in particular considering the importance of 'self-representation' in relation to a strong and healthy sense of identity and self awareness.

### Look at, Read, Listen to

- Romy's artwork  
[www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/romy/](http://www.intotheoutside.org.uk/youth-collectives/into-the-outside/artwork/romy/)
- Voices in this section  
[www.intotheoutside.org.uk/tag/representation+voices/](http://www.intotheoutside.org.uk/tag/representation+voices/)
- Studio portraits in the Voices section  
[www.intotheoutside.org.uk/voices/](http://www.intotheoutside.org.uk/voices/)



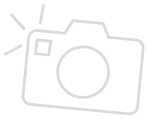
Photo credit  
Zoltan Borovics

1. Watch the slideshow in the Voices section. Discuss as a group (or in pairs) what the portraits say about the people in them. What techniques and tricks have they used to represent themselves.
2. Ask each group to look at and discuss each person's clothes, the props they used, and the way they chose to pose. What messages do they convey about that person's identity?
3. Still in pairs, young people work together to make two different kinds of portrait for each person. Each portrait should attempt to convey something about the person that other people might recognise as relating to them.

**Portrait 1** – This portrait should represent the person and can include elements of their body but NOT their face. For example, they could be known for the kind of trainers they wear, their hairstyle, their nails/nail varnish, the way they stand, or jewellery that they're wearing. They may be good at dancing, football, or singing and could represent this as a pose or in some other way without showing their face.

**Portrait 2** – This portrait should represent the person without including anything of their body OR face. It might include objects that represent what they like to wear, or things they like doing e.g. a favourite book (or stack of books) if they like reading, or a pair of headphones if they like music, a football or other sports object, or jewellery. It might include places that are significant to that person, or be a picture of the sky if they enjoy being outside for example. These portraits may be less recognisable but will still make a strong visual statement about each individual – a representation of the individual.

4. Once the group has finished, print out or download their final images and look at them together.



## Photography

# The Portrait Project – for young people that know each other well

Duration 45-60 minutes

This activity is designed for general youth settings. The purpose of the activity is to explore how we represent ourselves and how others represent us, in particular considering the importance of 'self-representation' in relation to a strong and healthy sense of identity and self awareness.

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Photo credit  
Jay & George

1. Watch the slideshow in the Voices section. In pairs discuss what the portraits say about the people in them. What techniques and tricks have they used to represent themselves.
2. Ask each pair to look at and discuss each person's clothes, the props they used, and the way they chose to pose. What messages do they convey about that person's identity?
3. Each person then thinks of three things (three for each, so a total of six things) that they think:

- Visually defines their partner
- Positively describes their partner's character and personality. For example they're funny, kind, a leader, fair and principled, trustworthy, a good singer.

4. From this list each person makes a photographic portrait that represents their partner focusing on the things that they have listed. Remember to think about:

- Location (indoors or outside?)
- Pose (close up, or long shot, facial expression, clothing)
- Props (hats, scarves, jewellery, or objects that mean something to the sitter)
- Framing (what else is in the picture? Making a viewfinder can help the decision)
- Lighting (you can make use of natural light/shade, or lamps to help convey mood)

As an extension to this activity, young people can have fun with this. Create a photo-collage portrait of your partner using images from magazines, but still remembering what's on your list!

5. Once everyone has finished, print out or download the images and look at them together.



## Discussion

# Studio Portrait Analysis

Duration 15-20 minutes

This activity is designed for general youth settings. The purpose of the activity is to explore how we represent ourselves and how others represent us, in particular considering the importance of 'self-representation' in relation to a strong and healthy sense of identity and self awareness.

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1. Watch the slideshow in the Voices section. Discuss as a group (or in pairs) what the portraits say about the people in them. What techniques and tricks have they used to represent themselves.
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## Creative Writing

# Three Words

Duration 30-60 minutes

This activity is designed to work in more generic settings where young people have not necessarily openly sought support in questioning their gender identity or sexual orientation.

### Read

- Young, Black and Gay by Dean Atta  
[www.intotheoutside.org.uk/voices/dean-atta/young-black-gay/](http://www.intotheoutside.org.uk/voices/dean-atta/young-black-gay/)

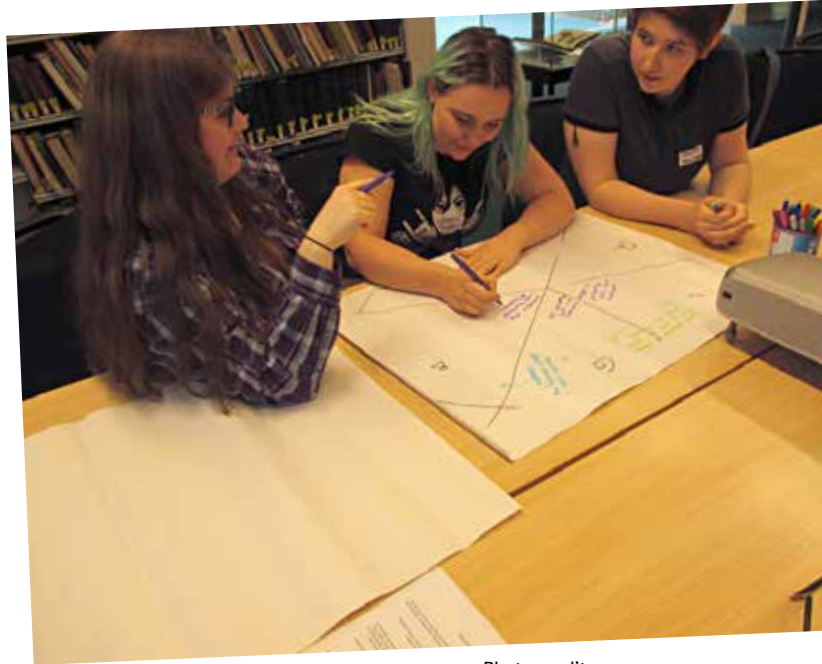


Photo credit  
Jay & George

1. Ask the group to discuss the tone of the poem and who they think it is written for?
2. Ask everyone to each write down three words to describe themselves. Then discuss their choice of words in pairs or in small groups.
3. Ask everyone to write their own poem with their three words as the title. In this poem they are the authority on representing themselves.

