

Task #1: Hello!

Make a GIF image in a nice or extraordinary place in your schoolhouse to introduce your team.

Task #1 is divided into three subtasks for students:

- 1.1 Finding a nice, extraordinary, or characteristic place in the school
- 1.2 Creating a mini-scenario for a moving GIF image
- 1.3 Photographing and assembling the GIF

Warm-Up

To warm up and get your feet wet, you can start with Fresh Eye Exploration in your own familiar schoolhouse. Everyone has the mission to notice something new that they have been oblivious to so far. There is no need to burden the explorers with additional demands, as the goal is to walk around with eyes as widely open as possible. Fix a time to regroup, and walk around the building as if you were an adventurer discovering it for the first time. This task does not take long, just enough to observe and wander around calmly. After the exploration, everyone will present their observations and discoveries to the rest of the group. Maybe one of those findings could be the place you're seeking? Let's remember this as a possibility.

1.1 Finding a Nice, Extraordinary, or Characteristic Place in the School

The aim of the first part of the task is to make the students think about the distinctive characteristics of the school building and different places in it to help them choose a location to take photos for the GIF image introducing the team.

This is an opportunity to take on the role of a researcher and study – for example, as an anthropologist – which places in the building are perceived as nice/extraordinary/characteristic by the school community. You should not use all three words, as this makes the task too complicated. Choose one that feels the most relevant in your schoolhouse. The goal is to search out this one awesome place that you would like the whole world to see. It doesn't have to be the most beautiful place in the school (what is beauty anyway?). It is actually good when it's not the first and most obvious choice. For example, in the Kumu art museum building in Tallinn, there is one especially interesting spot – a void under a rear stair, from which the whole space echoes in a completely new way. This is a kind of hidden, exciting place that you would show to a guest!

But let's get back to working as an anthropologist. For example, you can carry out a survey – ask people at the school what is a nice/extraordinary/characteristic

place in the building for them and write down the answers. This way you can obtain some statistical information. It may turn out that there is exactly such a place and all of those surveyed refer to it. However, it may also occur that everyone has a different opinion and there are many candidates for this nice place.

There is also another option: a longer interview. Instead of collecting brief information from many people, you can choose a couple of individuals and have a more in-depth conversation with them. They should be people who are willing to consider the issue thoughtfully. Who is an observer of architecture in your school? Maybe the principal can give advice as a representative of the school? Perhaps the literature teacher could make an eye-opening analysis? Or maybe the chemistry teacher is an undiscovered talent in recognizing good locations? For example, ask interviewees to talk about several nice/extraordinary/characteristic places. Ask them to open up the background on their opinions and develop the conversation.

After exploring the surroundings as a researcher, the team now has a selection of the school's nice/extraordinary/characteristic places, one of which could be the location for the introductory GIF image. Now the architect enters the game. The tutor can encourage collective discussion on how your schoolhouse differs from other schools, what different and special places can be found there, and what it is that makes these places extraordinary. There is no need to worry about lacking knowledge to situate the buildings in history or specify the architectural style – this is not important in this case. It is much more interesting to try to capture for yourself what is spatially exciting: some height and immensity? Something narrow? Perhaps a sloping surface? Something multifaceted, with different levels, upward or downward convexed, vigorous, embracing, hidden? Which interesting corner or expanse, height or cave, space upon or below the stairs to choose as the scene for the GIF? Which place deserves to be shown to the world and makes a worthy background for your team's GIF?

1.2 Creating a Mini-Scenario for the Moving GIF Image

The second part of the task is first of all a challenge of creativity. How does the team want to introduce themselves? To make the task less labor-intensive, it is worth concentrating on the possibilities for the moving GIF. Here you can show your ingenuity. How are the team members located in the chosen space? How will they change their position or location to create the movement necessary for the GIF image? Why do they move like this?

Look at some examples of GIF images together. Most certainly the students can find and share some fun references with each other. To find some relevant examples from the internet, you can use the keywords "stop motion". When thoughts fly very high, or vice versa, they are struggling to take off, it is worth reminding yourself that a nice GIF can also be achieved with very simple movements:

- for example, people can remain in place, while the movement is created by changing the location or the owner of gloves (hats, hoodies, etc.)
- when several photos taken of a jump are run in sequence, people seem to be floating in the air
- a simple but powerful spatial effect can be achieved with perspective: someone moves away from or closer to the camera

It is pretty simple to test different ideas quickly: photos taken in a row and viewed in sequence in the camera produce an effect similar to a moving GIF image.

1.3 Pildistamine ja gif'i tegemine

The third and final part of the task is the technical implementation. Here, a team member with prior experience, a IT teacher, or a friend with computer skills might be useful. To get all the team members in the picture, you need someone outside the team to take the photos anyway (of course, it is also possible to appear in turns!). Try to manage with a minimum of photographs – short and striking works best! A fascinating GIF can be compiled from as few as two pictures (a few more convey the movement better, though).

There are several free online tools for compiling photographs into a moving GIF image (keywords: free online gif maker). Try this one, for example: gifmaker.me

A Few More Notes

1. The place you are looking for can also be outdoors, in front of the building, behind it, or next to it. For example, if the school building has an impressive exterior staircase, you can certainly use it. But try to stay near the schoolhouse, since this is the topic of the upcoming project :)
2. It is not important to capture the name of the school in the photo. It is much more interesting when the viewer's attention will not be captured by the nameboard, but by the space and its peculiar traits.
3. It is possible to use all sorts of digital effects while making a GIF (e.g. text), but let's avoid using these for this task. This way we avoid oversaturating the GIF, and the main focus will be on the space and on the people as we want it to be.
4. If students don't come up with a good idea at the moment, feel free to use some of the examples described above.
5. If the students are still very young and compiling the GIF seems too difficult, the teacher can do it for them.
6. The teacher is very welcome to pose in the photographs with the students!

Have fun!