



Session 12 “Creating pictures II” (90 MIN)

INTRODUCTION (5 MIN)

Energizer: Capture

Activity	<ul style="list-style-type: none"> Energizer: “Capture” (DW Akademie MIL Guidebook, English edition p. 84) 	05 ”
Objective	<ul style="list-style-type: none"> Students get back into thinking about photography and the visual sense in a fun way 	
Steps	<ul style="list-style-type: none"> 5” Have trainees stand in a circle and look at the ground. When you call out “heads up”, trainees must look up and into someone else’s eyes. If two people are looking at each other, they shout “3, 2, 1, free!” and both sit down outside the circle. The rest continue until nobody or just one trainee is left 	
Material		
Notes		



Body (75 MIN)

Trainer Centered: Guided discussion Composition rules II

Activity	<ul style="list-style-type: none"> • Presentation / Guided discussion (DW Akademie MIL Guidebook p. 106 - 108) 	20 ”
Objective	<ul style="list-style-type: none"> • Students identify composition rules for photographs 	
Steps	<ul style="list-style-type: none"> • 15” Explain how you can enhance the impact of your photos if you make use of some composition rules. Show the second part of the PowerPoint presentation “Photography Composition rules” (slides 8 – 16) to explain and discuss the advanced composition rules. Ask your students what effect they have? (included in the annex) • Rule of thirds: Imagine that your image is divided into 9 equal segments by 2 vertical and 2 horizontal lines. According to the ‘rule of thirds’, pictures seem more pleasant and interesting if key visual elements are positioned approximately where the lines intersect • Contrast: Stark contrasts between dark and light make shapes and contours easy to recognize. Contrasts in the colors are also very powerful • Patterns: Following and breaking patterns • Symmetry: Balance is achieved along internal symmetry lines • Leading lines: The path or direction the observer’s eye follows when looking at the photo • Framing: Natural framing – for instance a door or window frame - places the focus on the subject 	



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	<ul style="list-style-type: none"> ● Cropping: The part of your field of vision that you select for your picture. Cropping can be used to eliminate distractions from the background. A subject can be made more dramatic or intriguing when it fills the frame ● 5” In many cases, photos in the presentation “Photography Photo tips and composition rules” exemplify more than one rule. Show the students (some of) the remaining slides of the presentation “Composition rules for photos” (slides 17 – 30) ● Instruct them to identify the composition rules the photographer applied for each photo
Material	<ul style="list-style-type: none"> ● DW Akademie MIL Guidebook (English edition, p. 74, p. 106 – 108) ● Handout “Worksheet: Professionals - Composition rules for photos II” (included in the annex) ● PowerPoint presentation “Photography Photo tips and composition rules” ● Projector
Notes	



Create: Active Media Work: Photos illustrating the composition rules II

Activity	<ul style="list-style-type: none"> ● Pair work: Taking photos applying the composition rules I 	25 ”
Objective	<ul style="list-style-type: none"> ● Students apply the advanced composition rules for photos ● Students observe the effects of the composition rules for photos when they take pictures ● Students improve their own photographs 	
Steps	<ul style="list-style-type: none"> ● 25” Ask your students to form pairs (if your MIL club is very large, you may want to create groups of three or four to reduce the number of photographs that will need to be discussed at the end of the exercise). Explain the task: They should take pictures to illustrate the advanced composition rules that were just discussed and upload them to the Facebook group. One photo for each rule, so each pair should upload seven good pictures and identify who took them and which rule they illustrate (e.g., “Vibol_Dara_framing”). ● Give your students the hand-out “Composition rules for photos” to guide their work ● If some students already have experience with digital photo editing apps, remind them not to edit these pictures. 	
Material	<ul style="list-style-type: none"> ● Handout “Worksheet: Professionals - Composition rules for photos II” ● Cameras or smartphones 	
Notes		



Trainer Centered: Feedback discussion: Composition rules II

Activity	<ul style="list-style-type: none"> Feedback discussion 	20 ”
Objective	<ul style="list-style-type: none"> Students examine and evaluate their photographs Students practice giving constructive feedback Students improve their skills at analyzing photos 	
Steps	<ul style="list-style-type: none"> 20” When the students have taken their photos, explain that you will not be able to discuss all photos in class Go through the advanced composition rules one by one and ask for volunteers to show the corresponding examples they uploaded to the Facebook group. Make sure you discuss pictures from each group in this feedback session Ask the other students to give feedback. Remind the class that feedback should always start with something positive, be specific and focus on things that can be changed 	
Material	<ul style="list-style-type: none"> Projector WiFi 	
Notes		

Trainee Centered: Exercise: Photo quiz

Activity	<ul style="list-style-type: none"> Quiz 	15 ”
Objective	<ul style="list-style-type: none"> Students argue rules for taking photos and composition rules 	



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	<ul style="list-style-type: none">• Students improve their skills at analyzing photos
Steps	<ul style="list-style-type: none">• 2" Explain that the students will take a quiz that tests their knowledge about describing and interpreting photos, taking pictures, and the composition rules• This is a special quiz because the students create the questions themselves• 5" Divide the students into two groups and instruct each one to think of three or four questions related to the topic that can be answered with a "yes" or "no." The groups should try to come up with difficult questions• One person from each group writes them down on a piece of paper• 1" The two groups line up facing each other• Flip a coin or draw lots to see which group gets to ask the first question, and then have the groups take turns asking questions• 2" The presenter from the first group (Group A) reads the first question while members of the second group (Group B) listen with their eyes closed. Each member of Group B answers the question with either a thumbs up (= "yes/correct"), or a thumbs down (= "no/wrong")• Make a note of how many had their thumbs up or down. Group B members then open their eyes• Group A now provides the answer to their own question, along with examples and arguments• Assess whether Group A answered their own question correctly and understandably



	<ul style="list-style-type: none"> • If you find that Group A provided a poor or wrong answer or bad arguments and examples, then each Group B member earns a point for their own group • If you find that Group A answered its own question well, each Group B member who gave the right answer earns a point for their group, and Group A earns a point for each Group B member who gave the wrong answer • 5" Continue with the next question, this time from group B to group A and so on
Material	<ul style="list-style-type: none"> • Photographer's quiz – DW Akademie MIL Guidebook (English edition) p. 81
Notes	

CONCLUSION (5 MIN)

Open questions, Summary & Conclusion

Activity	<ul style="list-style-type: none"> • Discussion / Reflection 	05 "
Objective	<ul style="list-style-type: none"> • Students clarify open questions, cool down 	
Steps	<ul style="list-style-type: none"> • 5" The students reflect on the session, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear 	
Material		
Notes		

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ANNEX

Photography

Editing and manipulating photos

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Photo manipulation

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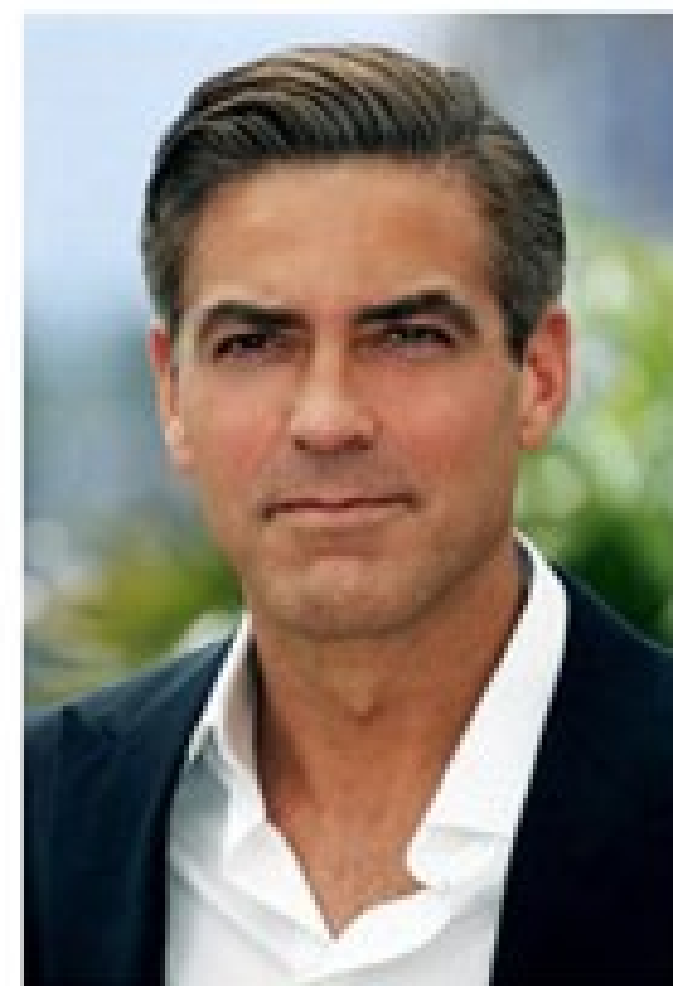
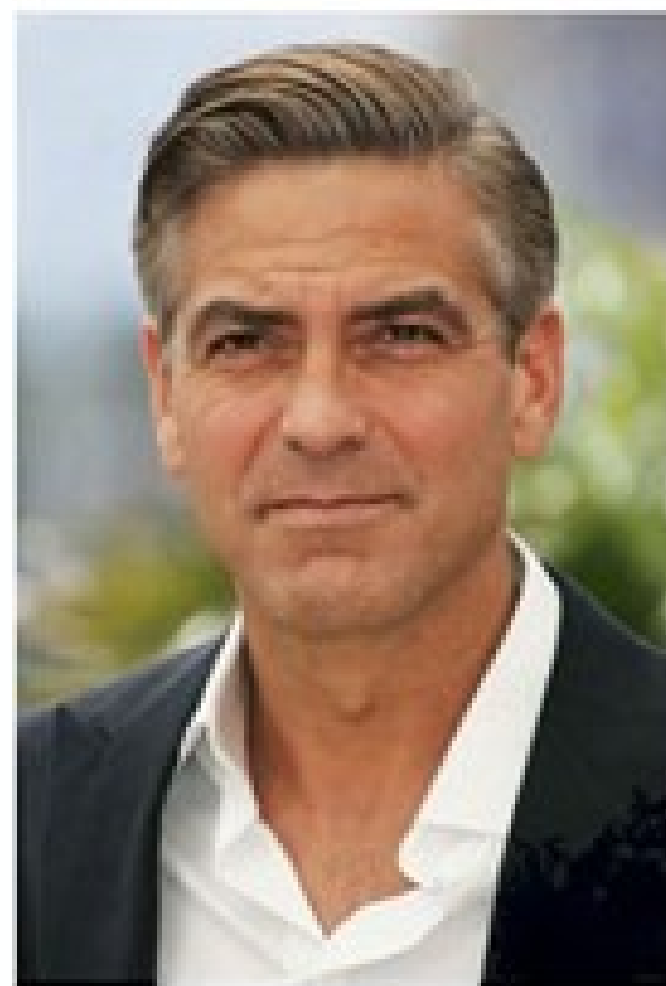


Photo manipulation

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Photo manipulation



Sunset Sky



Blue Hour City



Final Blended Image

Photojournalism – Manipulation through history

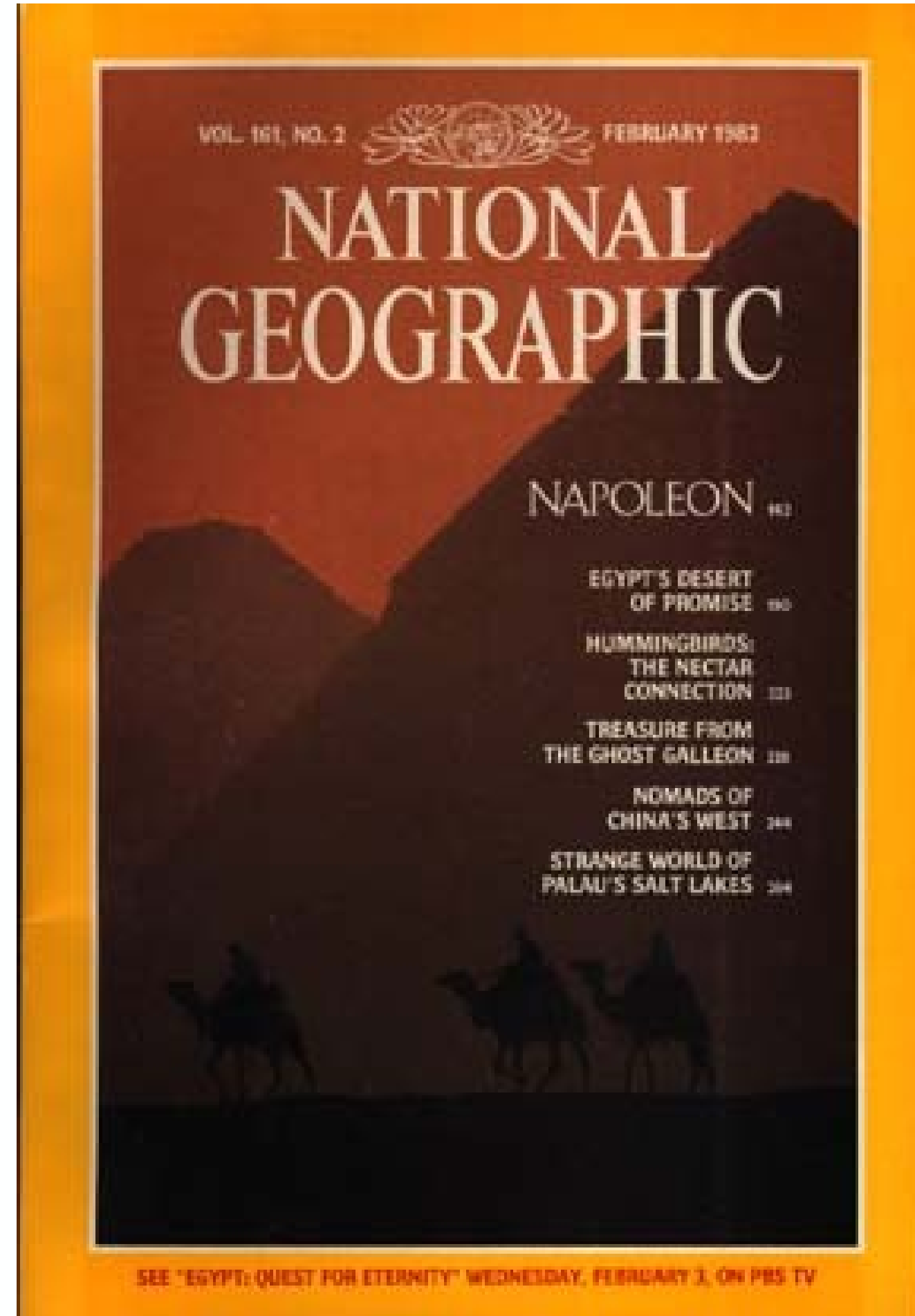


Photo manipulation



Photojournalism – Manipulation through history

1982 National Geographic



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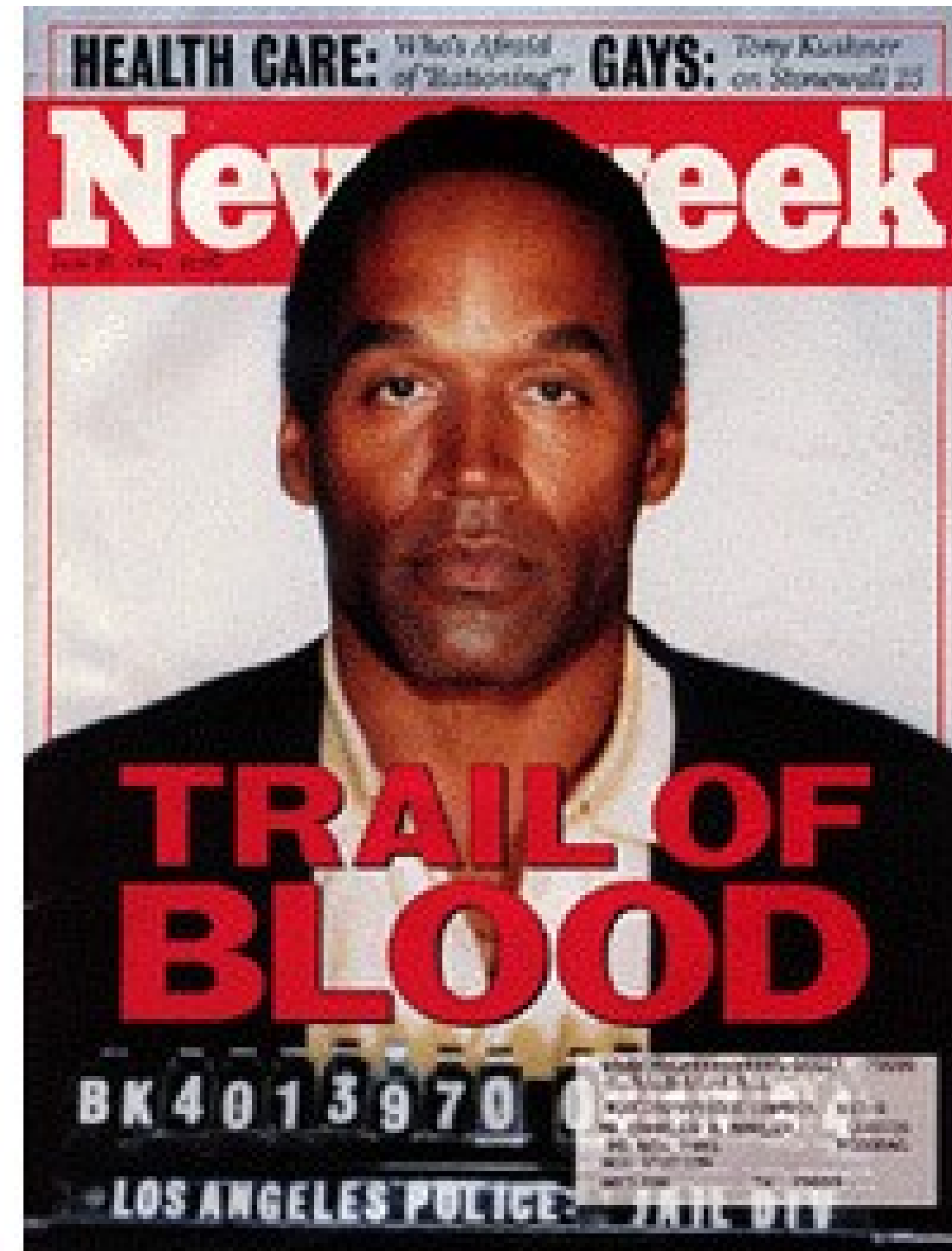
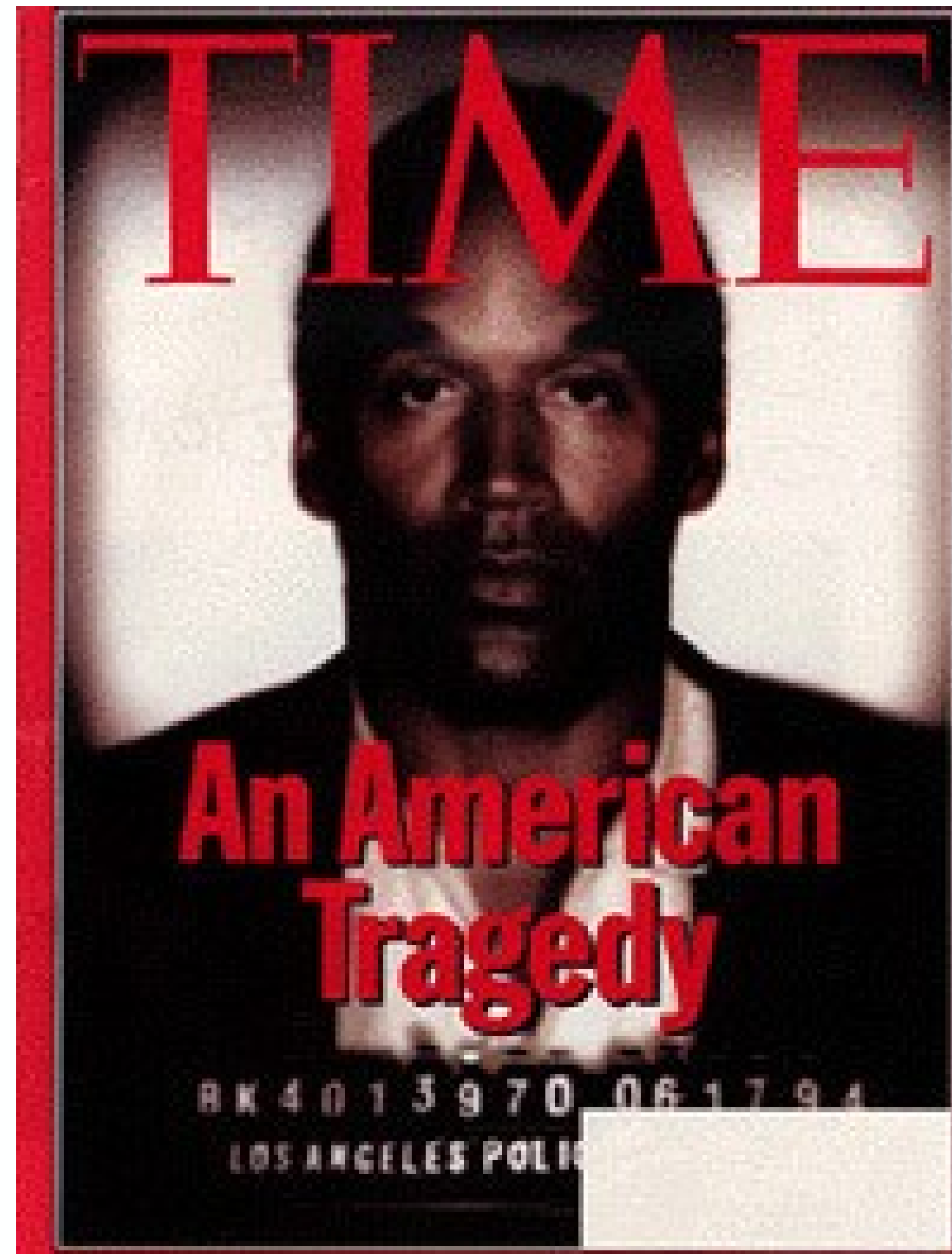
1989 TV-Guide Ophra Winfrey



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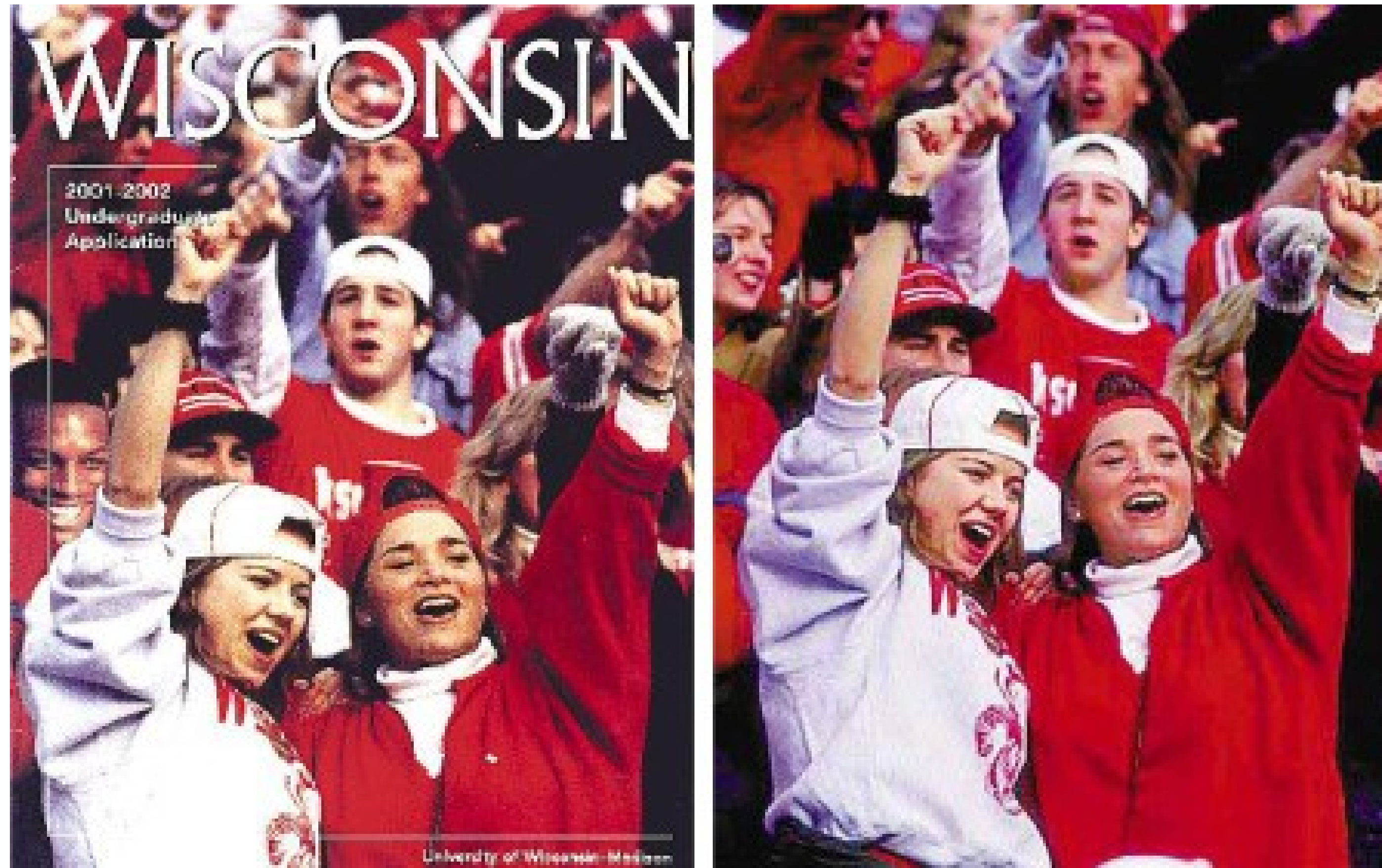
1994 Time Magazin – OJ
Simpson



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2000 University of Wisconsin



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2003 LA Times Basra



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2006 Watch! CBS – Katie Couric



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2006 Reuters - Lebanon



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2008 Internet – Sarah Palin



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2010 Economist – Obama



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Thank you

Thorsten Karg

[+49.228.429.2036](tel:+492284292036)

thorsten.karg@dw.com