



## Session 13 “Telling stories with pictures I - editing” (90 MIN)

### INTRODUCTION (10 MIN)

#### Energizer “Freeze”

<b>Activity</b>	<ul style="list-style-type: none"> <li>Energizer “Freeze” (DW Akademie MIL Guidebook, English edition p.67)</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students explore demonstrating emotions visually</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>2” Ask the students to walk randomly around the room. Walk with them to ensure they don’t form a circle, or all walk in the same direction</li> <li>Then instruct trainees to walk in a way that is specific to a particular emotion, e.g., furious, nervous, or happy</li> <li>2” After a while, call out “freeze,” and everybody has to stop and remain frozen in position. You are the only one free to move, look around, and take a picture (real or virtual) of the person with the most convincing display of emotion</li> <li>6” The person photographed is now the one who calls out the next emotion to be enacted by the students and says “freeze.”</li> </ul>	
<b>Material</b>	Cameras or smartphones (If these aren’t available, say “click” and pretend to take photos)	
<b>Notes</b>		



## BODY PART (70 MIN)

### Trainer Centered: Guided input / demonstration Photo editing and photo manipulation

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Guided input / demonstration</li> </ul>	20 ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students identify the difference between photo editing and photo manipulation</li> <li>• Students know photo editing apps</li> <li>• Students practice using photo editing apps and apply the basic editing features</li> <li>• Students improve photos with editing apps</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 3” Explain how a photo taken by a digital device like a smartphone can be edited on a computer or smartphone. Ask students about their experience with editing apps: who uses them? Which ones (e.g., PIXLR, Snapseed, Photoshop, Lightroom)? What features do they usually use (e.g., brightness, cropping...)?</li> <li>• 3” Show them examples of original, edited, and manipulated photos. You can either bring your own examples or show the PowerPoint presentation “Photo editing and manipulation” (included in the annex; slides 1 – 6).</li> <li>• 5” As you show the pictures, ask where the students see the difference between editing and manipulating photos. Discuss how there is a very fine line. The idea of editing a digital image</li> </ul>	



# MEDIA AND INFORMATION LITERACY

	<p>for improvement is to enhance the components of the original photo, for example increase the brightness, enhance the contrast, add saturation to the image and shift colors, or optimize the composition by cropping. But if the photographer decides for example to crop out important people or change elements like adding a different sky from another image, removing light poles and unwanted shapes in the image, eliminating blemishes from a person's face, changing the features of a person's body, the photographer is manipulating the image to match his / her imagination. Manipulating an image means to – consciously or unconsciously – dramatize or change the original message. For photojournalists it is considered an unethical practice, especially when used to deceive the public, for example for political propaganda, or to make a product or person look better</p> <ul style="list-style-type: none"> <li>● 9" Show the examples of manipulation in photojournalism in the PowerPoint presentation "Photo editing and manipulation" (slides 7 – 15)</li> <li>● Discuss why media manipulated these photos. What is the effect? How does manipulation affect a medium's credibility when the audience finds out about it?</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li>● PowerPoint presentation "Photo editing and manipulation" (included in the annex)</li> <li>● Example photos?</li> </ul>
<b>Notes</b>	



## Trainee Centered: Pair work Editing photos

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Pair work</li> </ul>	<b>30''</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students experiment with the key editing tools of Snapseed or another photo editing app</li> <li>● Students observe the fine line between improving and manipulating photos</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>● 10'' Work with the editing app most students are familiar with or introduce them to Snapseed. You can either demonstrate some of the basic features or give the trainees a guideline as a handout and let them experiment with the app. (example included in the annex)</li> <li>● Once everyone has installed the app, they can import photos and start editing.</li> <li>● 20'' Ask them to choose photos they took for the previous exercises on composition rules or photos uploaded to the Facebook group. Ask them to experiment with editing steps like cropping the image, adjusting the brightness and the contrast, adjusting the colors and the saturation, and choosing a suitable image size. If the pictures should have a caption under the photo, the students can add text as well. If you want to give them more concrete instructions what to do, you can give them the worksheet "Digital editing I – photos" (DW Akademie MIL Guidebook, English edition p. 73)</li> <li>● Go from pair to pair during the group work phase to give them tips and encourage them to try out different features of the app</li> </ul>	



# MEDIA AND INFORMATION LITERACY

<b>Material</b>	<ul style="list-style-type: none"> <li>• WiFi</li> <li>• Smartphones</li> <li>• Worksheet “Digital editing I – photos”</li> <li>• Guideline “Digital editing basics” (DW Akademie MIL Guidebook, English edition p. 101)</li> </ul>
<b>Notes</b>	

## Trainer Centered: Discussion / Feedback Between editing and manipulation

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Discussion / Feedback</li> </ul>	<b>20</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students recognize and discuss photo editing and manipulation</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 20” Students show the photos they have edited and manipulated (original – edited – manipulated). Ask the others to give feedback and to assess whether the editing was ethically correct or deceptive manipulation</li> <li>• Remind the class that feedback should always start with something positive, be specific and focus on things that can be changed</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• WiFi</li> </ul>	
<b>Notes</b>		



### 3. CONCLUSION (10 MIN)

#### Reflection

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Discussion / Reflection</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students clarify open questions, cool down</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• 10” After all the students have discussed their edited material, they reflect on the production process, mention fun aspects, point out difficulties, and ask additional questions if something is still unclear</li> </ul>	
<b>Material</b>		
<b>Notes</b>		

#### ASSESSMENT

- Attendance
- Participation in discussions and group work
- Result of active media work (content, creativity) ...



# MEDIA AND INFORMATION LITERACY

## ANNEX

# Photography

Editing and manipulating photos

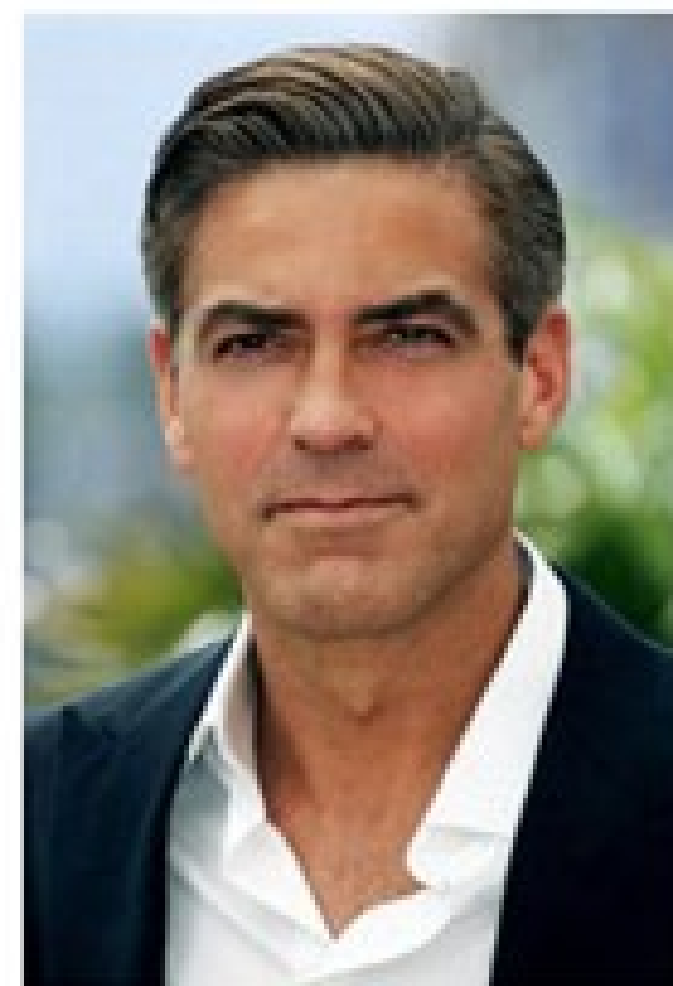
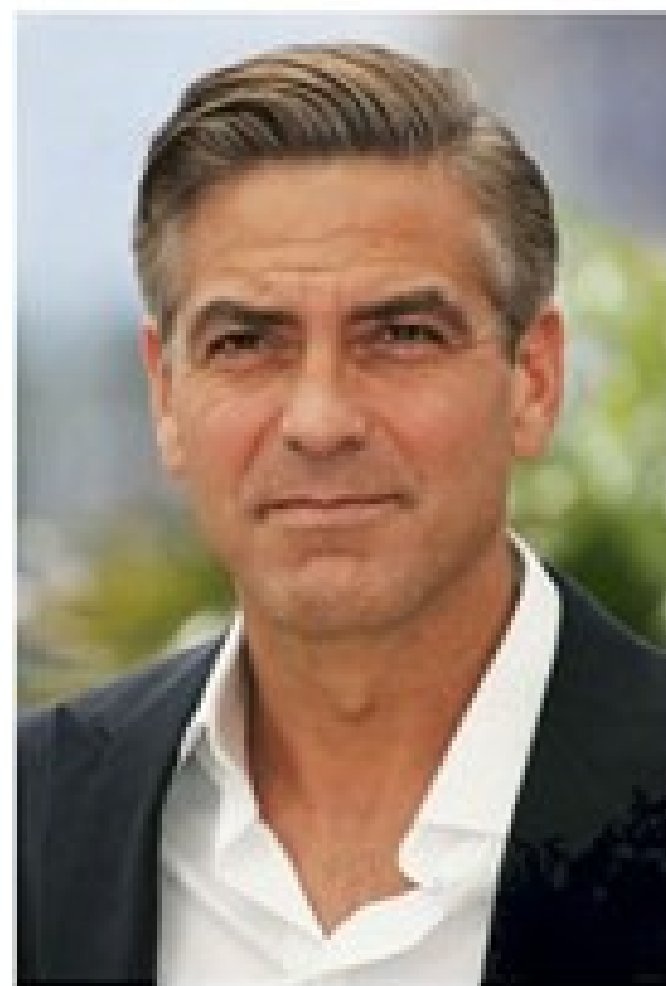
Supported by the





# Photo manipulation

...



# Photo manipulation

...



# Photo manipulation



**Sunset Sky**



**Blue Hour City**



**Final Blended Image**

# Photojournalism – Manipulation through history

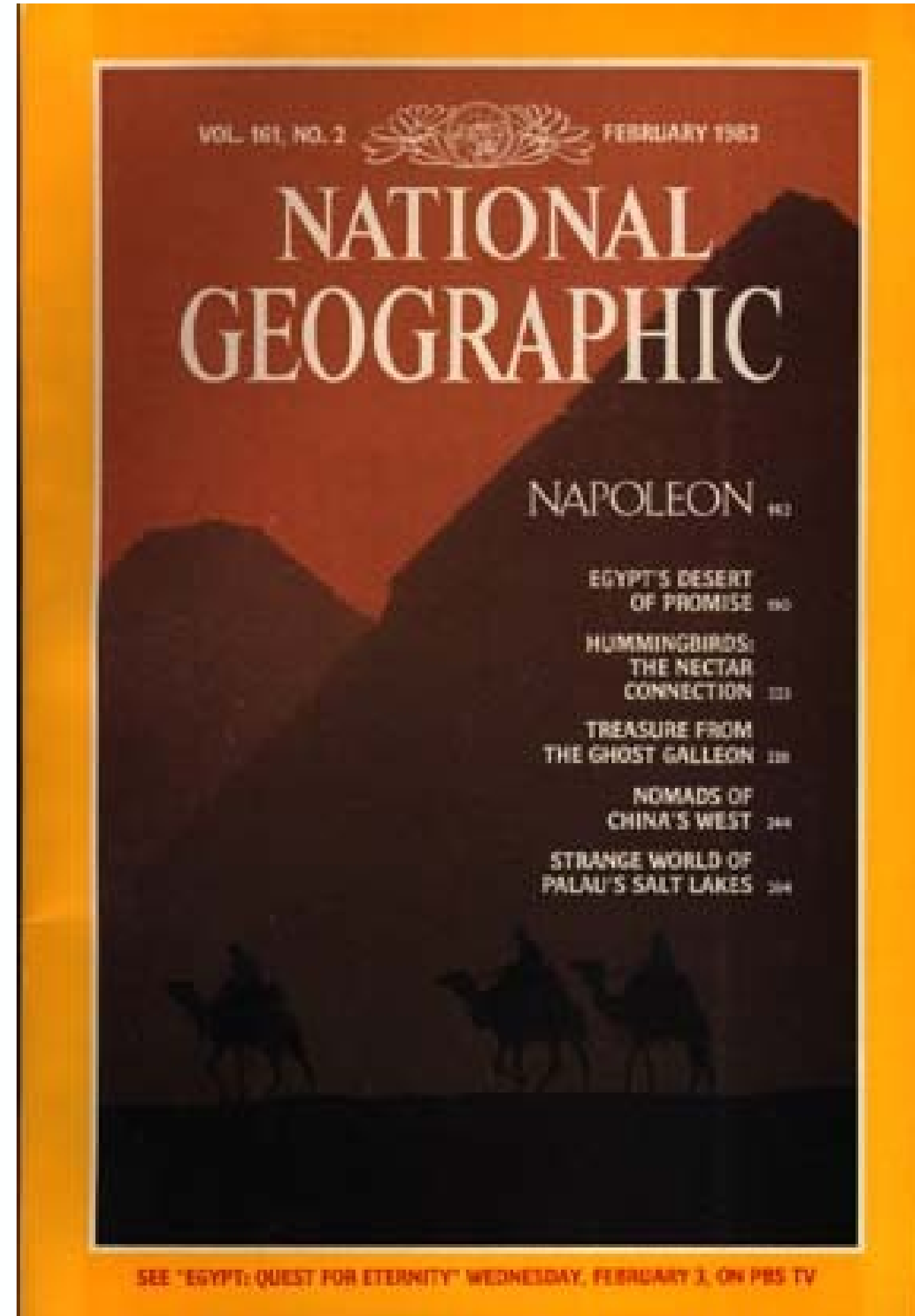


# Photo manipulation



# Photojournalism – Manipulation through history

**1982** National Geographic



© <http://ethicsinediting.wordpress.com/2009/04/01/photo-manipulation-through-history-a-timeline/>

# Photojournalism – Manipulation through history

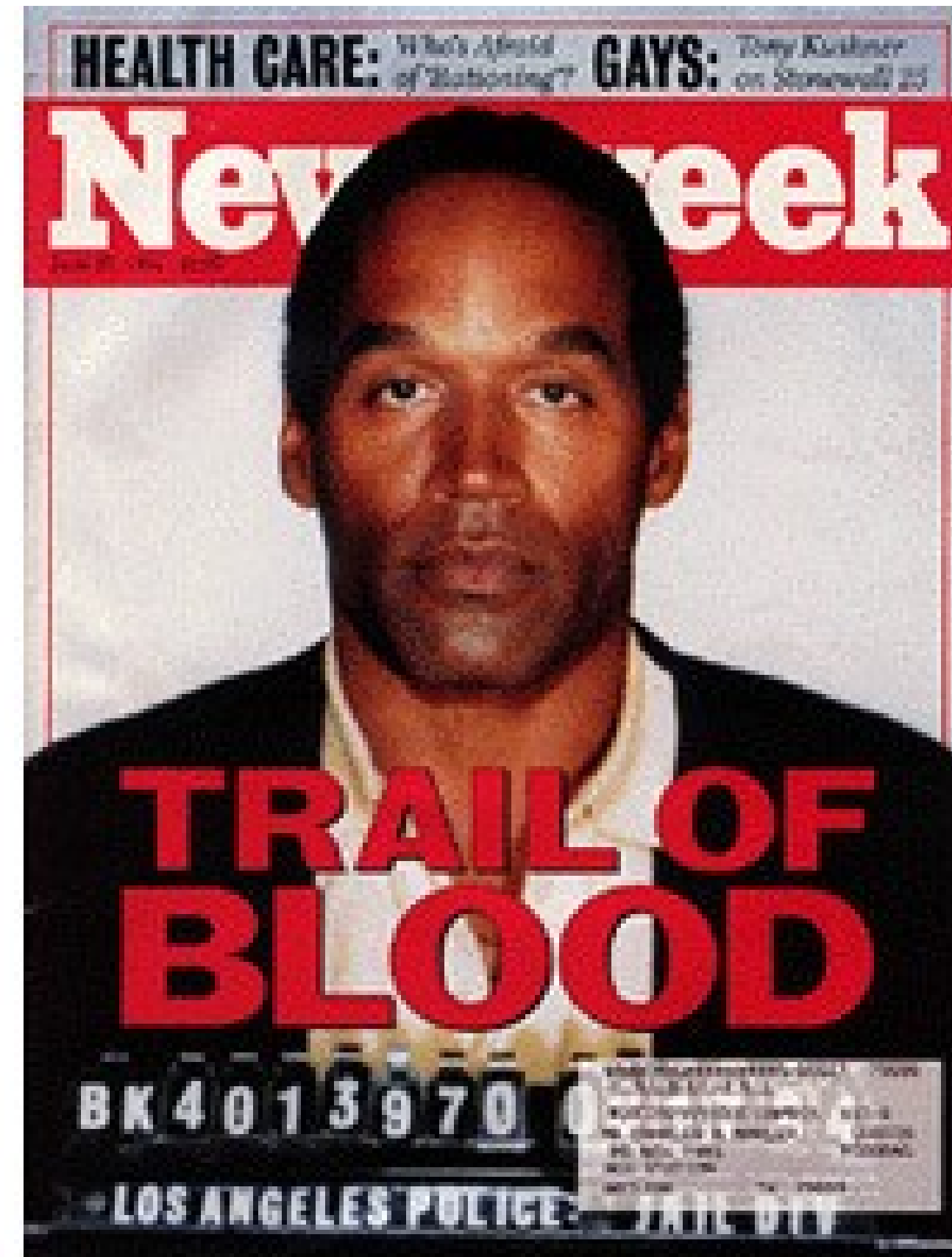
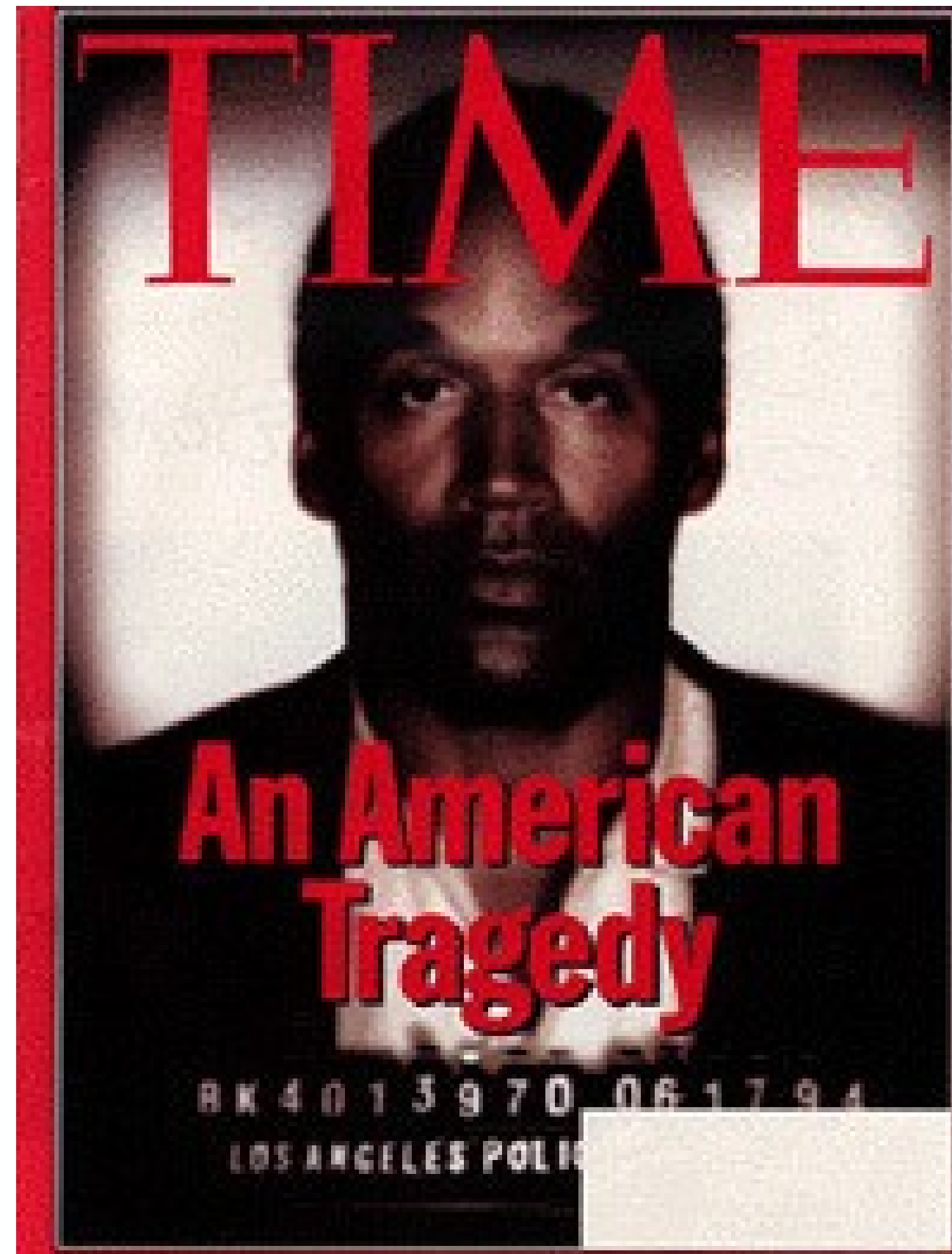
1989 TV-Guide Ophra Winfrey



© <http://ethicsinediting.wordpress.com/2009/04/01/photo-manipulation-through-history-a-timeline/>

# Photojournalism – Manipulation through history

**1994** Time Magazin – OJ  
Simpson

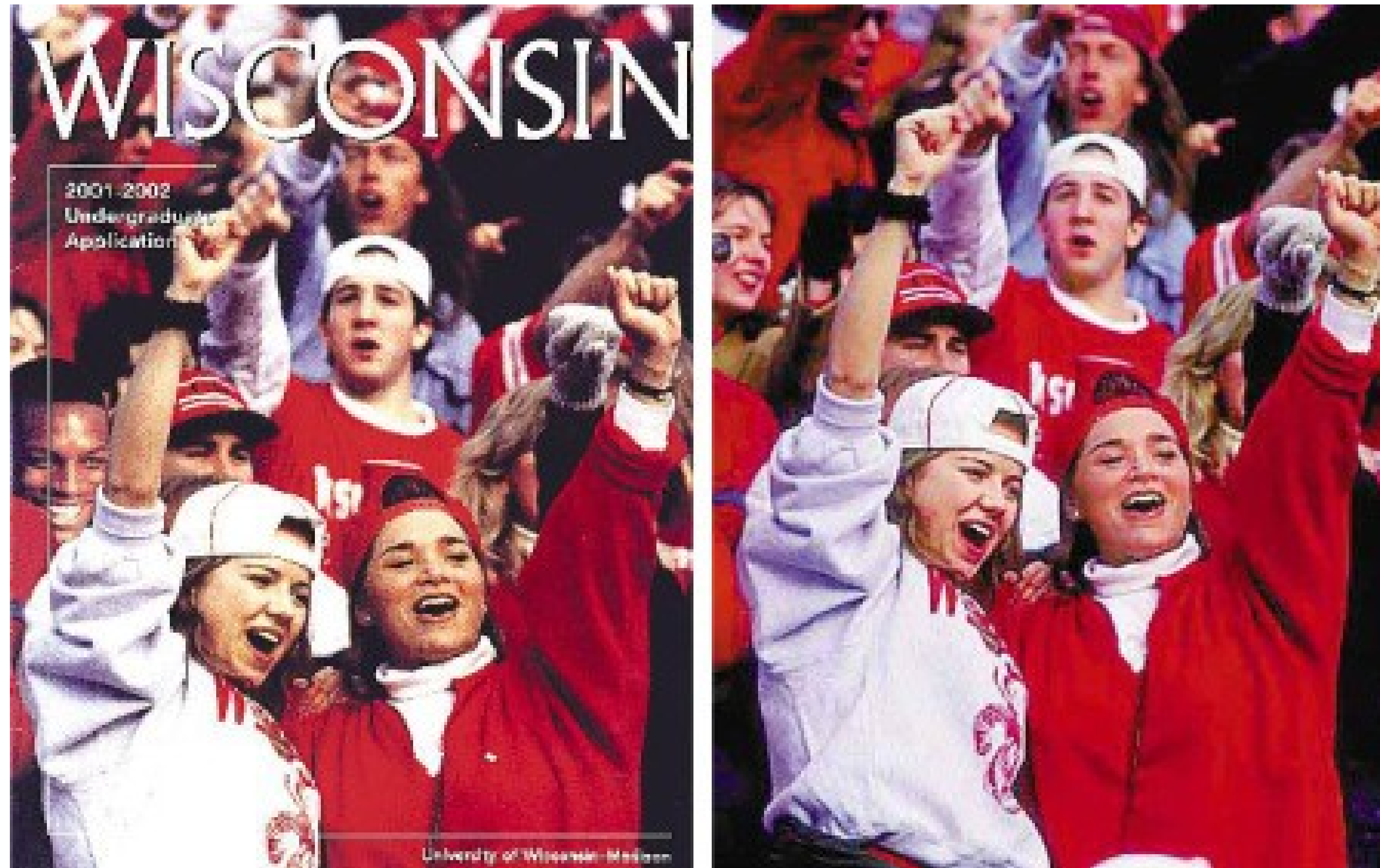


© <http://ethicsinediting.wordpress.com/2009/04/01/photo-manipulation-through-history-a-timeline/>



# Photojournalism – Manipulation through history

2000 University of Wisconsin



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# Photojournalism – Manipulation through history

2003 LA Times Basra



© <http://www.fourandsix.com/photo-tampering-history/tag/photojournalism-ethics>

# Photojournalism – Manipulation through history

**2006** Watch! CBS – Katie Couric



© <http://ethicsinediting.wordpress.com/2009/04/01/photo-manipulation-through-history-a-timeline/>

# Photojournalism – Manipulation through history

**2006** Reuters - Lebanon



© <http://www.fourandsix.com/photo-tampering-history/tag/photojournalism-ethics>

# Photojournalism – Manipulation through history

**2008** Internet – Sarah Palin



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# Photojournalism – Manipulation through history

2010 Economist – Obama



© <http://www.fourandsix.com/photo-tampering-history/tag/photojournalism-ethics>

# Thank you

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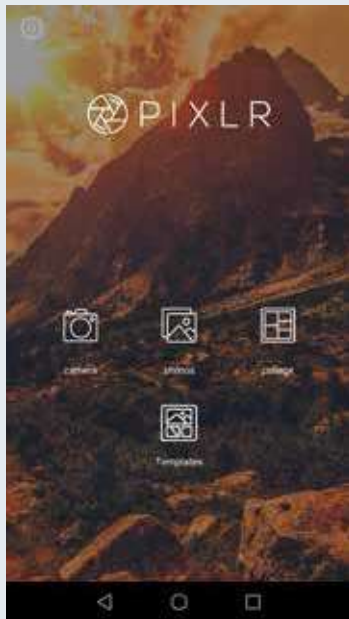
[thorsten.karg@dw.com](mailto:thorsten.karg@dw.com)



## GUIDELINES

### Digital editing: Pixlr (smartphone)

#### Choose the photo



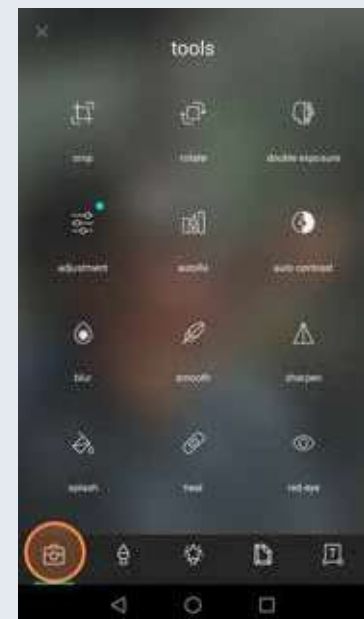
Choose the photo that you want to edit from your smartphone.

#### Main menu



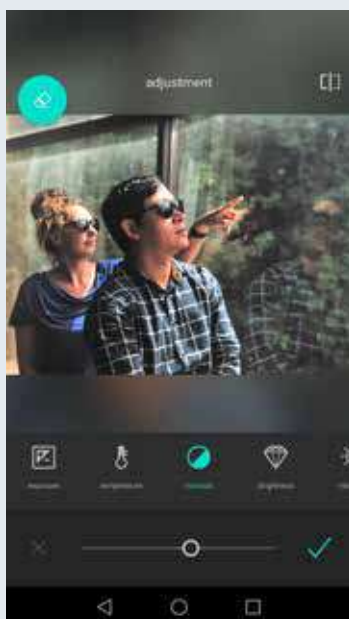
Familiarize yourself with the main menu.

#### Tools



Tap the first button from the left in the main menu to enter the tools menu.

#### Adjustment



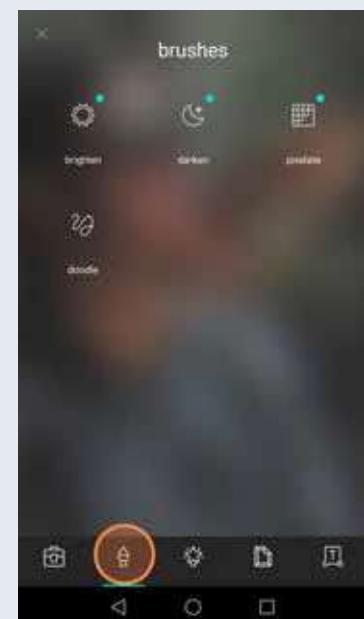
In the tools menu tap adjustment to edit the picture's exposure, temperature, and contrast as you wish.

#### Cropping



In the tools menu tap crop to cut your image to size and get rid of parts of the image that do not hold meaning.

#### Brushes



Tap the second button in the main menu to enter brushes. Try to darken or lighten certain areas of your image.

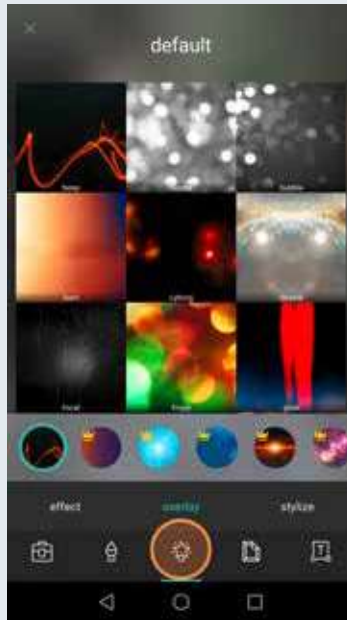


### Default



Tap the third button in the main menu to enter the menu for effects, overlays, and styles. Try to add an effect.

### Main menu



Familiarize yourself with overlays and experiment with what your image can look like.

### Tools



Tap the fourth button in the main menu to enter the menus for borders and stickers. Add a border if you wish.

### Stickers



Look through the stickers menu to see which you could add to your photo.

### Speech bubble



Select stickers and speech bubbles, that fit and adjust their size and position.

### Text



Tap the last button in the main menu to enter the text menu. Type your text.

**Font**

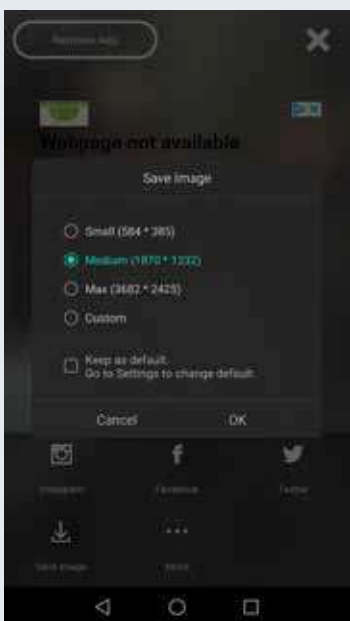
Choose your favorite font and color and resize the text.

**Done**

When you are done, tap “done” to share or save your image.

**Save**

Select “save image” to save your edited photo to your smartphone.

**Choose an image size**

Choose an image size. It's better to choose a large image size so the picture can be reproduced and enlarged later, if desired. Only make a smaller copy if necessary, e.g. for the Web.

**Original photo**

Compare your original photo...

**Edited photo**

... to your edited photo.