



Session 14 “Telling stories with pictures II – photo stories” (90 MIN)

INTRODUCTION (5 MIN)

Energizer Storytelling: Fortunately, unfortunately

Activity	Energizer “Storytelling: Fortunately, unfortunately” (DW Akademie MIL Guidebook, English edition p.37)	05 ”
Objective	<ul style="list-style-type: none"> • Students develop creative stories 	
Steps	<ul style="list-style-type: none"> • 1” Ask the students to stand in a circle • 4” With a ball in your hand, tell the first sentence of a story, which starts with the word “fortunately” or “unfortunately”. Then toss the ball to a student who has to continue the story • Each student must add a phrase or a sentence and flip the central characteristic of the story. If one sentence begins with “fortunately,” for example, the next has to continue with “unfortunately”: “Fortunately, the farmer had a horse.” “Unfortunately, the horse was wild.” “Fortunately, the farmer’s son could tame wild horses.” “Unfortunately, he fell down and broke his leg.” “Fortunately, that meant he had more time to read books.” And so on... 	
Material		
Notes		



Body (75 Min)

Trainer Centered: Guided input Telling stories with photos

Activity	<ul style="list-style-type: none"> ● Presentation / Guided discussion 	10 ”
Objective	<ul style="list-style-type: none"> ● Students recognize the principles of telling stories with photos ● Students recall quality criteria for photo stories 	
Steps	<ul style="list-style-type: none"> ● 5” Show the students examples of photo stories ● 5” Discuss quality criteria for photo stories: each photo story has to have a topic, a clear message, and a storyline depicting the key moments of the action. A good mix of various angles and distances (pacing) adds life to a photo story 	
Material		
Notes		

Create: Active Media Work with presentation and feedback Photo story

Activity	<ul style="list-style-type: none"> ● Students create a photo story (4 – 6 pictures) about a topic that is relevant to them 	65 ”
Objective	<ul style="list-style-type: none"> ● Students plan their photo stories (identify key visual moments, prepare a storyboard, take pictures, edit them, and assemble the photo story) ● Students take pictures to express predefined messages 	



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	<ul style="list-style-type: none"> ● Students edit photos to improve their quality and show their message more clearly
<p>Steps</p>	<ul style="list-style-type: none"> ● 5" Divide students into groups of four or five. Each group should decide on a topic that is interesting for young people. To speed this up, you can ask them to choose from a list of given topics (e.g., first love; alcohol; traffic safety; domestic violence; procrastination; studying too much / too little; pollution and the environment...) ● 10" The students define the key message of their photo story and develop a short story and characters to get that message across. Next, they identify four to six key moments in their story. These will be the scenes they need to photograph. If they like, they can draw their ideas for these scenes on a storyboard. The pictures on the storyboard can be rough sketches (stick figures) ● 15" Have them take the photos of the scenes depicting the key moments in the story. Remind them to apply the composition rules and observe the quality criteria for photo stories (e.g., pacing). Suggest they should take more than one picture of each scene. That way they can later choose the best capture. Tell the students they can add captions later if those are necessary ● 15" Ask them to go through their pictures together, select the best and improve them by editing ● 20" Each group uploads their photo story to the Facebook group. If they like, they can add captions for each photo. They may also want to add a good text-teaser that goes with the photos to make their message clear



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	<ul style="list-style-type: none"> When all stories are online, the students and trainers give each other feedback and share their impressions. Key questions: What were the topic and the message? Was the story told in a way that was easy to understand? Which characters and pictures did they like most, and why? What could be improved?
Material	<ul style="list-style-type: none"> “Photos as Storytellers”, “Developing a photo story”, “Preparing your photo story”, and “Storyline and Storyboard” (DW Akademie MIL Guidebook, English edition p. 76 - 80) Smartphones or digital cameras Computer WiFi
Notes	

3. CONCLUSION (10 MIN)

Reflection

Activity	<ul style="list-style-type: none"> Discussion / Reflection 	10 ”
Objective	<ul style="list-style-type: none"> Students clarify open questions, cool down 	
Steps	<ul style="list-style-type: none"> 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 	
Material		
Notes		

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