

WORKSHOP

# REPORTING

## THE EFFECT OF PICTURES AND TEXT



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→ Dealing with clichéd images about developing countries

→ Getting to know recommendations relating to taking pictures

During holidays a lot of people take pictures and write about their experiences. Pictures and texts convey messages that we are often not aware of. These can either strengthen or weaken stereotypes about developing countries.

In the workshop REPORTING clichéd pictures and texts are critically questioned and alternatives are developed.

The goal of the workshop is to understand that reports can have a strong impact and to learn about possibilities for reporting in a differentiated way.



### FOR WHOM?

Students, persons who plan to work abroad in development cooperation and other interested parties

### DURATION

90 min.

### NUMBER OF PARTICIPANTS

6 - 30

### AGE OF PARTICIPANTS

from 12 years



# REPORTS FROM ABROAD

## CONTENT

This workshop is about how to report about your stay abroad without generalising or using clichés.

### LIST OF MATERIALS

#### Per group:

- WORKSHEETS II
- INFORMATION SHEET
- packaging paper ca. 2m
- 4 x A3 paper
- markers
- 2 scissors

#### For the instructor:

- WORKSHEETS I

#### To take away:

- INFORMATION SHEET
- LINKS & INFORMATION

## EXERCISE 60-90 min. (depending on the group size)

### EXPLANATION 5 min.

The instructor explains the assignment to the participants.



#### WORKSHEET I

### GROUP WORK 2 15 min. preparation of presentations + per group: discussion

1. The participants go back to their groups.  
Every group receives the information sheet with tips about reporting.
2. Every group writes a new text with the help of the tips.
3. The groups present their new text and explain what they have changed.



#### INFORMATION SHEET

### GROUP WORK 1 15 min. preparation of presentations + 5 min. per group: discussion

1. The participants are split into groups of 6 persons. (For forming groups e.g. give each participant a number from 1 to 6. All participants of the same number form a group.)
2. Every group receives the work sheet with the assignment, packaging paper, paper, markers and scissors and prepares a presentation.
3. The presentations are presented and discussed in a plenary session. The instructor asks the following questions:
  - Do you feel comfortable if Europe is talked about in this way?
  - Why or why not? What is the problem?
  - How could the text be improved?



#### WORKSHEET II

Inputs for instructor:  
INFORMATION SHEET

### TO TAKE AWAY

Workshop documents



#### INFORMATION SHEET LINKS & INFORMATION



# TRAVELLING TO EUROPE

## EXPLANATION OF THE ASSIGNMENT

You are Moroccan students who have just returned from a trip to Europe.

In Europe you only visited the city X\* where, by coincidence, Y\* was celebrated. You are now convinced that all Europeans are exactly like the people you met there.

You have been asked to tell the other students at your school about Europe. You have decided to re-enact scenes that you have observed in Europe. Therefore, you create a "snapshot in time" with your group and write a big subtitle on packaging paper. Every subtitle should start with "Europeans...". For example "Europeans are all short and fat." or "European women all wear skirts and like to eat meat."

Every group now collects a worksheet with the assignment as well as packaging paper, paper, markers and scissors. You have 15 minutes to prepare a presentation.

\* Choose the city of residence of the participants and a well known traditional celebration that all participants know, e.g. Oktoberfest in Munich, carnival in Basel, a religious celebration or a celebration for a national holiday.

# REPORT ABOUT EUROPE

## ASSIGNMENT

1. Re-enact a scene that you could have observed in Europe. The result should be a "snapshot in time". Focus on the following aspects:

Group 1: How do Europeans dress?

Group 2: What do Europeans eat and drink?

Group 3: What kind so music or dances are common?

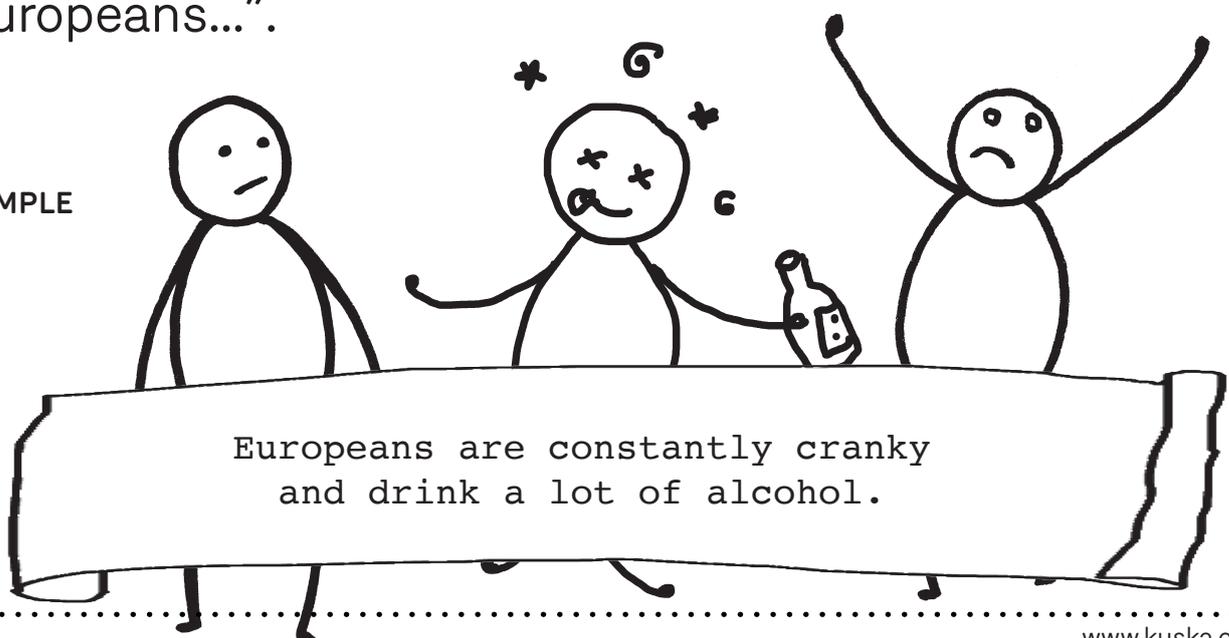
Group 4: How do Europeans behave?

Group 5: What makes Europeans happy?

Use paper, scissors and markers to create items for your scene.

2. Write a subtitle about your scene on packaging paper. The title should start with "Europeans...".

EXAMPLE





# TIPS FOR REPORTING

## AVOID GENERALISATIONS

- Exactly describe where you saw whom or what.
- Never talk of an entire country, a continent or the inhabitants of a country or continent in general terms.

## DESCRIBING INSTEAD OF INTERPRETING

- Note down observations without judgement or interpretation.
- Clearly mark your own opinions as such (e.g. “I think ...” or “I believe ...”)

## SHOW DIVERSITY

- Show as much diversity as you can:
  - > not just the foreign and exotic, but also normal day-to-day situations
  - > not just old traditions but also modernity
  - > not just rural areas, but also cities

## DESCRIBE THE CONTEXT

- Describe the situation: Where did I take that photo? Why was I at this location?

## IDENTIFY SOURCES

- When giving general information, make sure to do your research thoroughly and quote reliable sources.

## TEST: TURN THE SITUATION AROUND

- Would I feel comfortable if I myself or my fellow countrymen were shown or described in such a manner?

## LINKS & INFORMATION

### GUIDELINES FOR REPORTING



#### **CONCORD Code of Conduct**

Code of Conduct on Images and Messages

<http://concordeurope.org/2012/09/27/code-of-conduct-on-images-and-messages/>



#### **DOCHAS Code of Conduct**

Code of Conduct on Images and Messages

[www.dochas.ie/sites/default/files/Images\\_and\\_Messages.pdf](http://www.dochas.ie/sites/default/files/Images_and_Messages.pdf)

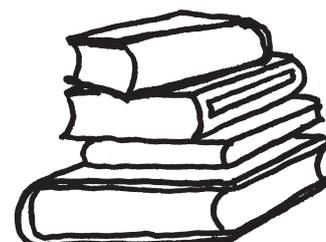


#### **The illustrative guide to the DOCHAS Code of Conduct**

Illustrations and examples on the use of images and messages

[www.dochas.ie/sites/default/files/Illustrative\\_Guide\\_to\\_the\\_Dochas\\_Code\\_of\\_Conduct\\_on\\_Images\\_and\\_Messages.pdf](http://www.dochas.ie/sites/default/files/Illustrative_Guide_to_the_Dochas_Code_of_Conduct_on_Images_and_Messages.pdf)

### IRONICAL FILMS & WEBSITES



#### **Let's save Africa! - Gone wrong**

About Michael and stereotypes (SAIH Norway)

[www.youtube.com/watch?v=xbqA6o8\\_WC0](http://www.youtube.com/watch?v=xbqA6o8_WC0)



#### **Barbie Savior**

Barbie Savior. Jesus. Adventures. Africa. Two worlds. One love. Babies. Beauty. Not qualified. Called. 20 years young. It's not about me...but it kind of is.

[www.instagram.com/barbiesavior](http://www.instagram.com/barbiesavior) | [www.barbiesavior.com](http://www.barbiesavior.com)

### CRITICAL INPUTS



#### **Suggestions for alternative ways of reporting**

Illustrated descriptions of reporting problems in developing countries and suggestions for alternative ways of reporting (kuska)

[www.kuska.online/merkblaetter/?lang=en](http://www.kuska.online/merkblaetter/?lang=en) (Information Sheet: "Reporting")

