



# Storyboard

## Description

Storyboards are useful tools to help organize a story, newscast, play, sketch, or show you will write and/or any performance you will do. A storyboard can also be used as a visual aid for a display, an oral talk, or a group activity. Storyboards organize the writing or performance scene-by-scene using boxes. You can use the model on the next page to create your own storyboard.

## Planning

1. Decide on a topic for the storyboard. Storyboards are useful for creating book reports, flipbooks, brochures, cartoons, videos, or presentations.
2. Outline the essential details of setting, characters, events, issues, problems, and solutions or conclusions essential to the proper telling of the story.
3. On a large piece of paper create a series of boxes to represent what happens to the relevant items from number two above as the story unfolds (see examples on next page). The size of the boxes should vary depending upon the type of information to be recorded. Adjust the boxes as necessary to make your plan for telling your story or planning your show.
4. If the storyboard is for
  - a. a book report, you may want to make several storyboards. For example, there might be several character boxes (one for each major person) showing their development as the story progresses, several event boxes (one for each action that makes up the plot structure), several problem boxes (one for each different perspective represented), several solution boxes (one for each possible alternative), or several conclusion/solution boxes (one for each decision made).
  - b. an interview for a talk show, you might want to group the questions in boxes according to various subjects you want to make sure that you cover.
  - c. a demonstration that will be recorded digitally, you could plot out the sequence of events that will be occurring and designate when the materials should be filmed, when the speaker should be filmed, when the audience should be filmed, etc.
5. Use your storyboard to write your work; if you are doing a performance, rehearse your script until you are comfortable and remember easily what you are to do.

## Assessing

1. What part of the storyboard did you visualize (see in your mind) most clearly?
2. What problem-solving or decision-making ideas were most difficult to summarize or portray in your storyboard? Why do you think this was the case?
3. Were there any loose ends or poorly described incidents in this story map that did not satisfy you or others? Describe them. How could you fix this?
4. What is the most important part of your storyboard? Why?
5. Would this storyboard make a good play, movie, video, or television show? Why or why not?

## Technology Connection

1. If you have access to a digital video camera, have your teacher or a teammate record the performance of your work. Review the video on the digital camera or the computer after the performance and reflect on your work. You may need to view it several times to evaluate your voice quality, actions, and total effectiveness. Decide if you want to edit the film as is or do the performance again and re-record it. Once you are satisfied with the performance, you may want to add a title and other features, and save it on a computer.
2. For an online storyboard, check out <http://fcit.usf.edu/lmm/pdfs/Storyboards.pdf> or <http://www.the-flying-animator.com/storyboard-template.html>

## Storyboard

<b>Introduction:</b>  Welcome to the show.  Introduce topic of global warming and guests	<b>Scene 1:</b>  Discuss general background about the global warming issue.	<b>Scene 2:</b>  Experts talk about the effects of global warming; ask for sources backing up their opinions.
<b>Scene 3:</b>  Experts debate the issue of global warming	<b>Scene 4:</b>  Experts answer questions from the audience.	<b>Scene 5:</b>  The host summarizes the issue and concludes the show.

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