

STORYBOARDING

Developing community video storyboards

Introduction

Storyboarding is the development of a video's main storyline. A community video storyboard is composed of an overall visual guide, along with some text. It is the backbone of the video, demonstrating the content of the Package of Practices (POP), while taking into account the results of concept testing.

During the storyboarding process, the team agrees on essential elements of the video. These include the story, where to insert the questions/answers from the POP for facilitated discussion, the overall content and duration of each sequence, and even the types of actors needed and the shooting locations. Storyboarding is more detailed than concept testing drawings, containing 9–12 images. The ideal length of a community video is 8–10 minutes.

Generally, the storyboard should be developed by the same team that worked on the concept testing, and should include a technical content specialist and a member of the production team. The process involves refining the concept based on the concept testing results. Storyboarding does not usually require more than two hours.

What does a Storyboard Look Like?

The storyboard is composed of simple paper drawings., as well as the following information (in images as well as in text):

- Video theme.
- Title.
- Ideal time for shooting (considering seasons, for instance).
- Names of the storyboard development team.
- The story in pictures, including introductions and the small, doable actions to adopt.
- Specifications for each shot.
- Questions/answers that recap the key behaviors to adopt.

Instructions

Working in a group, following these steps:

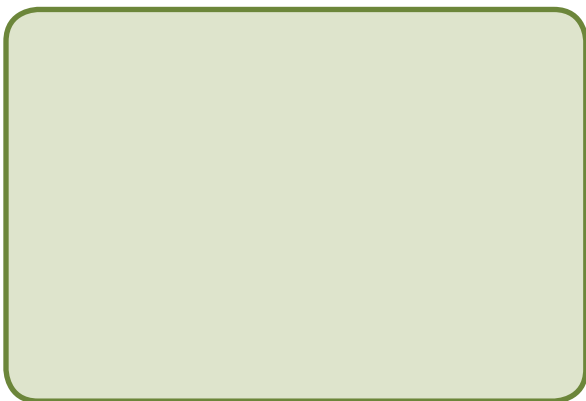
1. Review the POP, with a particular focus on the question and answer section.
2. Brainstorm on the storyline, incorporating any results from concept testing. Try to include humor and emotions to ensure that the video resonates with the audience.¹
3. Once you have decided on the final plot, begin drawing the pictures. For the introduction, we need general images of village life, which we can use for voiceovers or transition segments when editing. Make one drawing per shot, specifying the angle, distance, duration, location, actors, and any other important details.
4. Continue the process of drawing shots until the final scene, which is often when key actors remind the audience of the content of the video and offer an encouraging message about adopting the behavior.
5. Choose the most appropriate place to integrate the questions/answers highlighted in the POP. Each question and associated answer should be inserted into the video just after the sequence illustrating the relevant small, doable action. Divide the questions/answers between the sequences so that they are not packed together. This will ensure better audience comprehension. The voiceover clarifying the questions/answers will be added during editing.
6. Indicate the theme, title, and ideal time for shooting. The title must be captivating and short, but also reflective of the desired theme or behavior.

Storyboard

Complete the following form:

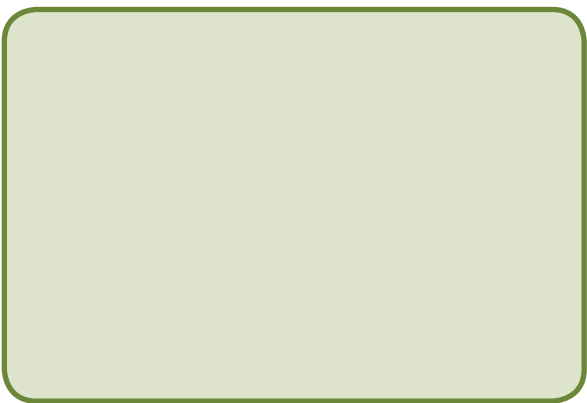
Theme of the video: _____

Names of team members: _____



¹ If you have completed concept testing, decide how to improve the prior concept. If the suggestions of the test audience are not relevant, decide which suggestions are necessary to create the desired behavior change.







Title of video: _____

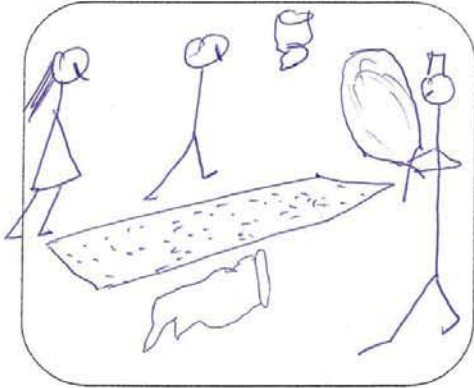
Ideal time for shooting: _____

Bayanin kwaikwayo _____

Ga'bar wasa: _____

Kwaikwayo: 15

Le mari₂ et le mari₁ et aussi que la femme
du mari₁ son dans tous / dans / le message
du mari₁ pour la demonstration du rempli-
ssage de / par PIC avec du peise.



Jerin Hotuna (Yanayin daukar hotuna)

LS: Arrivée du mari₂ [7s]
Chez le mari₁
LS: salutation [9s]
LS, OTS, NLS, NIS: Demonstration
du remplissage [4']
Question 2 [7"]
Réponse 2 [7"]

Bayanin kwaikwayo _____

Ga'bar: _____

Kwaikwayo: 16

La femme₂ a qui le boutiqueur a donner
du credit de peise de femme pusade₁ et
entraim de transformer le peise, pendant
que un enfant vient payer la tablette et
l'autre une de la femme₁ la rend, vante
pour en savoir plus sur le benefice de
peise conserver dans le sac PIC.



Jerin Hotuna (Yanayin daukar hotuna)

LS: femme₂ rentre chez
femme₁
OTS: salutation
OTS: femme₁ demande à
femme₂ comment elle
trouve le peise du sac
PIC. [8"]
NIS: femme₂ exprime en
disant que le peise est benefice
[51"]