

## Activity: Storyboard



### Objectives and Materials

#### *Objectives*

- Share experience and expertise of the program across stakeholders
- Makes explicit how the group thinks the program achieves its goals (theory of change)
- Define program's populations, activities, short- and long-term outcomes

#### *Materials*

- Markers, pencil crayons
- Large pieces of paper

### Storyboard<sup>7</sup>: In small groups or individually

Divide into small groups<sup>8</sup> (use 3 large pieces of paper) or participate individually (use 3 small pieces of paper or 1 paper divided into 3 like a storyboard).

- On the first paper (or box), draw/write a representation of youth before starting the program. Who are they? What are their strengths and challenges? Why do they come to the program? How do they hear about the program?
- On the second paper (or box), draw/write a representation of what happens for a young person once they have started the program. What do youth hear, see, feel, touch? What activities do they participate in? What changes occur for them individually, in their social networks, in their communities?
- On the third paper (or box), draw/write a representation of what happens to a young person after leaving the program. What new strengths do they have? What challenges do they face? What choices do they make as a result of having been in the program?

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<sup>7</sup> Adapted from Sabo, 2008; Mayne, 2012; Wimbush et al., 2012

<sup>8</sup> May include small groups of stakeholders: e.g., staff members, board members, youth participants, youth advisory members, parents, community members.

Share back with group and take notes on flipcharts titled: Population served, Program activities, Short-term outcomes, and Long-term outcomes.

## Discussion:

- What are the similarities and differences in each storyboard?
- Do all young people in the program have similar or different experiences?
- How long do young people have to stay in the program to have the experience described?
- What are some of the processes/qualities of the program that support these changes?
- Is there evidence from experiences, past evaluations or other relevant research that might reinforce these results?