

talking about storyboarding

an evaluative account

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This is an illustrated account of the sense that Finnish helping professionals are able to make of storyboarding. A group of five counsellors tried out the technique as part of their work:

- > three student counsellor-teachers;
- > university career psychologist;
- > PhD therapist.

Pauli Kallio made a record of the conversation.

The conversation was framed by a series of questions suggested by storyboarding designer Bill Law (appendix 2).

My own additional questions are...

'if the instruction is precise and structured, would it shorten drawing time?'
'what happens to responsiveness and openness if we give more precisely instructions?'

the setting for the enquiry

This was a group activity. The professionals each completed a storyboard. Most were able to stay for 90-100 minutes, except one participant able to stay for only an hour. The timetable was..

- > introduction about 15 minutes – discussing about sb and participants' questions;
- > drawing 10-15 minutes;
- > comments by everyone and talking together.

The completed storyboards are set out in appendix one.

what the professionals said

what are the most important things about storyboarding?

- > solution-oriented;
- > process-screening;
- > visualisation;
- > innovation.

concerning professionalism - **does storyboarding add anything useful to your work – what and how?**

- > I could try to use it with some of my students, if I can't find any other tools or make a contact in any other ways ;
- > I could use it, when students think about their future - are they going to study or...;
- > helps to find the essential point of things and describe it shortly and clearly;
- > helps to concentrate essential things;
- > yes - I already use some of same kind - 'Life Space' from Vance R. Peavy;
- > if you start with holistic or small things - influence things to do.

concerning professionalism - **can you see risks in using storyboarding - what and why?**

- > it can open up some traumas - I don't know how to respond;
- > if we aren't speaking about the same thing - misunderstanding and there is no more time;
- > open discussion helps - but very intimate things has to be avoided if that is what he or she wants
- > no risks, if you are sensitive;
- > if the big scene is positive and active, ok - but if it is negative and passive is it possible to get stuck in the bad, and not see the possibilities?

concerning clients or students - **is this a good experience for them - how and why?**

- > I think this should be used as a process, not just once, if I know my students well enough;
- > most of my students are not in the target group - illiterate;
- > It might realise their future;
- > encourages to be open-minded.

concerning clients or students - **might it be a bad experience for them - how and why?**

- > if you are too coercive or press too much;
- > if it reduces them to totally broken and I can't find a therapist, seriously - who will pick up the pieces if I make a 'wrong' person to fill in the format?
- > yes, if the student doesn't want to see the truth;
- > embarrassing sometimes - perhaps.

concerning storyboarding features - **what should be further developed - why and how?**

- > longer sequences?
- > one or two discussions is not enough for young people and in complex matters and themes;
- > if you have an idea (what to do), is it easier to build it than to create a new one from nothing?

concerning storyboarding features - **what should be removed or replaced - what and why?**

- > instruction is *very* important, because it strongly influences the way people think and write.

general discussion

- > interesting tool;
- > more for individual than for group; one possibility could be for students to do the drawing in a group and to discuss it individually?
- > if the members knows each other very well, the group discussion might be fruitful;
- > the guide must be sensitive;
- > the progress of the individual would be interesting to follow-up - what happens later?
- > if a client is not capable or able to create storyboard, is it possible to 'change roles' - so that the counsellor visualises an example of one concrete scene in the client's life? - it would be a kind of image for her or him to discuss as an example? - after that the counsellor and client can then return to their own roles.

appendix one
the storyboards

kontakteja elämästäni
scenes in my life

1 muistaminen remembering

for my opening scene
- kalle soittaa
- kapteeni
- haittaohjelma
- mitä tämä on
- siltä tuntuu

for my suurta kohtaus big scene
- ohjelmasta
- tona?
- ~~...~~

for my seuraava kohtaus following scene
- ailla
- kappeli
- ajatus: keuhkot
- ~~...~~

my ID / TUNNUS

2 näyttäminen showing

opening scene: *avauskohtaus*

big scene: *suuri kohtaus*

following scene: *seuraava kohtaus*

3 tulevaisuutta ennakoivan futuring

places to go paikkoja joissa käydä
- internet
- kotikant
- kirkko
- Sallibanki

people to talk to ihmisiä joiden kanssa puhua
- Silti-ops

things to do tehtäviä asioita
- Soittoa!
- kappeli

translation: Pauli Kallio

kontakteja elämästäni
scenes in my life

1 muistaminen remembering

for my opening scene
Am I good or am I bad or am I somewhere there in the middle?

for my suurta kohtaus big scene
a hurt realization; I am not that good, there is a lot of bad in me

for my seuraava kohtaus following scene
I am not really, really, trying to do I want to change it, if yes how do I do it?

my ID / TUNNUS
unidentified object

2 näyttäminen showing

opening scene: *avauskohtaus*
+ the good in me
- the bad in me

big scene: *suuri kohtaus*
Where to draw the line?

following scene: *seuraava kohtaus*
What's good? what is bad? is there a grey area?

3 tulevaisuutta ennakoivan futuring

places to go paikkoja joissa käydä
my head and my heart

people to talk to ihmisiä joiden kanssa puhua
I must talk to myself very openly after that with people doing similar type of work

things to do tehtäviä asioita
to realize that something can be done because there is (awareness), the answers to be found can take several years, but I am not in a hurry

translation: Pauli Kallio

kohtauksia elämästäni

avauskohtaustani scenes in my life

1
muistaminen
remembering

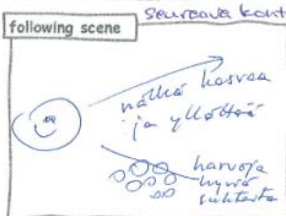
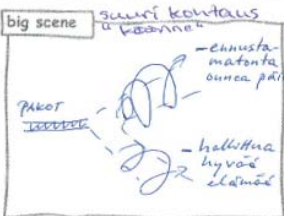
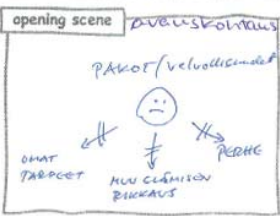
for my opening scene
- elämäni työn alttuulle ja toimille / ihmisille
- max 1/3 eloa "pöydällä"
- "näköni" on erilainen asioille (entisille ja uusille)

for my suurta kohtaus big scene
- ajon ja ihmisten (huulet) väliin, ihmissuhteet, kystä / haastava
- omaisuuden hyödyntäminen / uuden haastaminen

"käsken" for my following scene
- melko tasapainoinen tilanne, vakaat suhteet ja "nauhoitettujen" välellä
- suhteet kunnossa
- subjektiivinen "näköni" elämä

Seuraava kohtaustani varten
my ID / TUNNUS
NPPA

2
näyttämisen
showing



3
tulevaisuutta ennakoitien
futuring

places to go paikka koipa joissa käytän

- luonto
- "tore"
- "uudet" paikat

people to talk to ihmisiä, joiden kanssa puhua

- tutut / vanhat
- eloheläiset
- elämäni tulkitsijat

things to do tehtäviä asioita

- osa-alueet, joihin voin syventyä
- rajojen määrittäminen

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translation: Pauli Kallio

kohtauksia elämästäni

avauskohtaustani scenes in my life

1
muistaminen
remembering

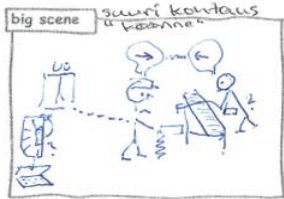
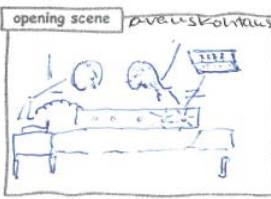
for my opening scene
käsipeli mod. ei toimi

for my suurta kohtaus big scene
käsipeli mod. ei toimi
käsipeli toimittelu

"käsken" for my following scene
käsipeli / laite kotiin, terä, toimii, Netin heipäpäsi

Seuraava kohtaustani varten
my ID / TUNNUS

2
näyttämisen
showing



3
tulevaisuutta ennakoitien
futuring

places to go paikka koipa joissa käytän

- kauppa (pieni)

people to talk to ihmisiä, joiden kanssa puhua

- myyjä / kasinon (sitten)

things to do tehtäviä asioita

- Netin laivalla, vakaat kotiin tulla, by t... (sitten)

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translation: Pauli Kallio

- korostuu vanha=huono, uusi=hyvä
- konkreettiä vaikeata
- myönteinen vai kielteinen, aktiivinen vai passiivinen "big scene"
- tekemisen suhteellisuus
- voiko jäädä jumiiin huonoon "big sceneen"?
- kokonaisuus vs. yksityiskohdat
- että jos tää ei ole?

scenes in my life

1

remembering

<p style="text-align: center; font-size: small;">for my opening scene</p> <p>- ihan hyvin, mutta jotain haastetta kaipaas</p>	<p style="text-align: center; font-size: small;">for my big scene</p> <p>- jotain erilailla tai uutta</p>	<p style="text-align: center; font-size: small;">for my following scene</p> <p>- löydin uuden tavan on uutta, joka motivoi muutinkin</p>
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my ID ei 18.1.2017 klo 14:20

2

showing

opening scene	big scene	following scene

3

futureing

<p style="font-size: x-small;">places to go</p> <p>- mikä matkailusta, missä ja miten?</p>	<p style="font-size: x-small;">people to talk to</p> <p>- kysy tutuilta, keskustele kotona</p>	<p style="font-size: x-small;">things to do</p> <p>- katso netistä ja hae!</p>
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**appendix two
the question framework**

talking about storyboarding

What are the most important things about storyboarding?

concerning your professionalism - for example...

- > does storyboarding add anything useful to your work - what and how?
- > can you see risks in using storyboarding - what and why?

concerning your clients or students - for example...

- > is this a good experience for them - how and why?
- > might it be a bad experience for them - how and why?

concerning storyboarding features - for example...

- > what should be further developed - why and how?
- > what should be removed or replaced - what and why?

Thank you for your help with this. And I wish you well with your important work.

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