# ACTIVITY: USING STORYBOARDS TO UNCOVER YOUR THEORY OF CHANGE

**Summary:** This group activity is designed to involve a program team in the articulation of a program's theory of change. It is best for groups of 6 or more, and is suitable for use with staff, youth, or other stakeholders who are familiar with the day-to-day work of a program.

**Materials:** Paper (ideally 12 X 17 or larger), 4 pieces of chart paper (labeled "Population Served," "Program Activities," Short-Term Outcomes," and "Long-Term Outcomes" and hung in the front of the room) and markers

**Step-By-Step:**

1.  Have participants assemble in groups of 2-4, and hand out three pieces of paper to each group.

2.  Groups will be using their chart papers ("storyboards") to represent the following:

    - Board 1: A young person before they enter the program. *What are their characteristics and/or experiences? What are some of the strengths or challenges that they might bring? How did they get involved in the program?*

    - Board 2: The experiences that a young person has in the program. *What are they doing and experiencing? How are they feeling about the program and the people in it?*

    - Board 3: A young person after they have completed the program. *How have they grown? How are their lives different as a result of the program now, a year from now, 10 years from now, etc.*

    Tell groups that they can use pictures or words, but should be prepared to explain their work to the larger group. Give them 10-15 minutes to work on each board, and prompt them to move from one to the next. An alternative if you have limited time is to have 3 groups, and have each group work on one board. This can be followed by a gallery walk so that all groups have the opportunity to engage with all boards.

3.  Have each group tell the story that is shown on their storyboards to the group as a whole. As groups present, the facilitator should take notes on the chart papers in the front of the room. The content of Board 1 should correspond to Population Served; Board 2 is Program Activities; Board 3 should include both Short- and Long-Term Outcomes.

4.  Debrief the activity using the chart papers you have created. *How are the stories created by the different groups similar? How are they different? How might we explain the differences?*

To wrap up the activity, try to summarize the program theory that the group has articulated, and point out that the charts created in step 3 form the basis for a program logic model. If it makes sense, you can display the storyboards in the program space so that other program stakeholders can review them.

This activity is adapted one described by Kim Sabo Flores in *Youth Participatory Evaluation: Strategies for Engaging Young People* (San Francisco: Jossey Bass, 2008). See pages 78-81.