

SKILL EDUCATION

MAKING OF A GRAPHIC NOVEL MANUAL

CLASS - VIII



Shiksha Kendra, 2, Community Centre,
Preet Vihar, Delhi -110092

ACKNOWLEDGEMENT

Advisory

- Smt. Nidhi Chhibber (IAS), Chairperson, Central Board of Secondary Education, Delhi
- Dr. Biswajit Saha, Director (Skill Education), Central Board of Secondary Education, Delhi
- Dr. Joseph Emmanuel, Director (Academics), Central Board of Secondary Education, Delhi

Coordinator & Curator

- Shri. R. P. Singh, Joint Secretary (Skill Education), Central Board of Secondary Education, Delhi
- Smt. Niti Shanker Sharma, Deputy Secretary (Skill Education), Central Board of Secondary Education, Delhi
- Shri. Sandeep Sethi, Coordinator, Princess Diya Kumari Foundation

Patrons

Ms. Aditi Misra, Director

Ms. Seema Sehajpal, Principal

Content Developers

Ms. Hina Suhel (PGT)

Ms. Snehe Bhagwanani (TGT)

Ms. Manju Sharma (TGT)

Ms. Bindu Rathore (PRT)

Ms. Tripti Singh (TGT)

Ms. Neti Sharma (PGT)

Ms. Jyotishmita B Goswami (PGT)

Layout & Design

Mr. Avadesh Vashistha (PRT)



FOREWORD

National Education Policy 2020 not only aims at reducing the social stigma associated with considering vocation as a career opportunity but will also provide students a plethora of promising career avenues. It focuses on employability and acknowledges the role of education in providing students with the right skillsets.

Working towards this goal the CBSE has taken up steps to make Skill Education an integral part of its school curriculum. To support smooth conduction of Skill Education in schools, the board decided to make manuals on various skill sets. It is highly appreciated that many schools have come up and contributed by making the manuals for different skills to be taught at the school level.

I appreciate Ms Seema Sehajpal, Principal of Dharav High School, Jaipur for spearheading the manual on the skill of 'Making of Graphic Novel'. This manual is expected to guide the students in learning the art of designing graphic novels. I am sure that the schools teaching 'Making of Graphic Novels' will benefit from it.



INDEX

Unit 1: Graphic Novel for Vocational Education

1.1 - Graphics as a Career

Unit 2: Deciphering a Graphic Novel

2.1 - Identification of Skills and Team Formation

Unit 3: Weave a Story

3.1 - Identification of Learning objectives and Outcomes

3.2 - Creating a Storyline

3.3 - Preparing Storyboard

3.4 - Character Description and Dialogue Writing

Unit 4: From Words to Visuals

4.1 - Drawing Characters (in different positions/postures)

4.2 - Developing Background (zoom in/zoom out)

Unit 5: Technical Assemblance

5.1 - Placement of Background in Blocks (zoom in/zoom out)

5.2 - Placement Characters in the Blocks (Change of expressions/colours of costumes)

5.3 - Insertion of Dialogue Boxes (different types of call-outs)

5.4 - Addition of Narratives

5.5 - Final Editing and Proof Reading

5.6 - Curation



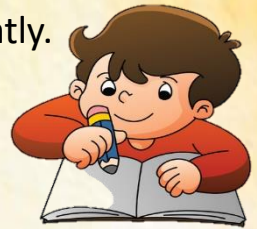
S.No.	ACTIVITIES
1.	Create 4 blocks on a slide to depict the famous story- Monkey and the Cap Seller(Use zoom in /zoom out effect)
2.	Draw your characters (use expression changer & colour changer)
3.	Insert dialogue boxes
4.	Create the narrative blocks



LEARNING OBJECTIVES

- To develop visual literacy skills.
- To engage reluctant readers and learners.
- To enable students to understand the importance of graphic novels as tools of blended learning for better educational experience.
- To identify peer groups possessing differential competencies such as creative writing, artistic skills and technical knowledge.
- To select subject matter for creating engaging content, focused on improved perceptions through the use of images, expressions, colours etc.
- Enable capacity building, skill honing and the optimal use of time and resources.
- To understand the requirement of Graphic novels as implements for the development of attitudes, knowledge, and skills for entrepreneurship and employment.
- To develop skills such as collaboration, communication, critical thinking etc.
- To enable students to approach subject matter independently.

LEARNING OUTCOMES



- To be able to understand concepts through Graphic Novel.
- To explore many genres of graphic novels.
- To consider how text and image function separately and how these forms function in combination.
- To enable students to review the available content and revise according to their learning capacity.
- To be able to think independently, collaborate and research on any idea/topic/concept used in the existing Graphic Novels.
- To build a body of resources that benefits the class as a whole.
- To communicate in clear and persuasive prose interpretations of the works studied
- To be able to apply the skills acquired for career development.
- To understand minute use of Technology in creative work.
- To develop critical analysis of the subject matter and the creative work.

Unit 1: Graphic Novel for Vocational Education

Learning Objectives

To enable students to

- identify the various aspects of graphic novels in which they can build their career paths.
- visualize ways by which their skills can be converted into careers.

Learning Outcomes

The students will be able to identify their skills which can help them to choose careers.

1.1 Topic- Graphics as a Career

When we talk about making of graphic novel, graphic designing becomes an integral part of it. This skill opens a vista for future career. Let's understand what Graphic Design is.

*'Design is
Thinking
made
Visible'*



Graphic Design: Graphic Design is an art of creating visual content to communicate ideas and messages. The visuals break the limitations of worded communication improving the impact of the messages and information manifold.

Career Scope in Graphic Design:

Make a difference A Graphic Designer can make a difference while working on governmental advertising campaigns persuading people to participate in blood donation or wearing masks or sanitize hands frequently.



Freedom of workplace



A Graphic Designer enjoys the freedom of workplace and time. Thus, one gets incredible freedom to explore the world.

Be your Boss



Since creativity and designing skills are the main ingredients, a graphic designer can continue to be a free soul being the boss of his work and a valuable asset to any organization one is engaged with. In visual and digital world there's always going to be a demand for graphic designers.

Varied opportunities

The present world business is set on making things appealing. Almost every sector and industry need graphic designers to tell their story, whether national or international, all brands depend on the amount of attraction they may create among the consumers. The governments also focus on messaging campaigns, encouraging folks to get out and vote or to understand government administrative systems such as tax and visas. Thus, with a graphic design background, one speaks a global language with ample opportunities for growth.

Go Global

World has become a global village. With increasingly digital atmosphere when a global pandemic rocked the world in 2020, all nations have adopted virtual platforms. Graphic designers are well placed to leverage this digital turn as they're versed in the use of software to create incredible designs.



Power to Persuade What one hears lasts the shortest, what one sees lasts long, what one does lasts the longest. Pursuing a career in graphic design gives one the tools to change hearts and minds, influencing people to give to charity or change their behaviour in important, socially conscious ways. A graphic designer has the power to persuade people and make changes in the way people live their lives.



Freedom from Boredom Spontaneity and variety is the spice of life. For a graphic designer, no two days of work are ever the same. Creativity has been linked to reduce stress and anxiety and can even boost the immune system. Turning a passion into a profession through graphic design can have wide ranging benefits on the physical and emotional well-being.

Perks Par Excellence Making money is not difficult for a graphic designer with the Increasing demand for this profession. A Graphic Designer has to challenge Himself/herself with deeper creative questions about how to express a message in a design. A creative graphic designer gets ample opportunity to earn handsome salary.



Unit 2: Deciphering a Graphic Novel

(Selection of a concept from previously created Graphic Novel)

GRADE VI-MAJOR LANDFORMS OF THE EARTH – CH VI

Learning Objectives

To enable students to identify complex concepts from chapters to create short graphic novels for better understanding.

Learning Outcomes

The students will be able to identify difficult topics and convert them into interesting graphic novels for easy understanding.

2.1 Identification of Skills and Team Formation

Landforms

Landforms are the physical features on the Earth's surface. Mountains, Plateaus and Plains are some major landforms of the Earth. Natural processes such as weathering, water elevation, sinking, and erosion of the soil are constantly shaping the Earth's surface.

Types of Landforms

Depending upon the elevation and slope, landforms can be categorized into **Mountains, Plateaus, and Plains**. **These Landforms are a source of natural resources. We must conserve our natural resources.**

Let's understand the 'Conservation of Natural Resources.'

Natural resources are the parts of the environment that are highly important to humans, whether they in one form or the other. Natural resources are available in nature itself, and humans have no say in making them. Some examples of natural resources are Air, water, coal, animals, plants, natural gas, sunlight, etc. A lot of products highly important can be received through natural resources. Some examples are mentioned below:

- Air is used for the generation of wind energy
- Animals are used for the production of food, clothes (wool, silk), etc.
- Coal is used for the production of electricity

- Plants are used for the production of food, paper, wood, etc.
- Water is used for drinking, cleaning, hydroelectricity, etc.
- Sunlight is used for photosynthesis, solar power, etc

As the population of the world is increasing at an alarming rate, the consumption of natural resources is also increasing. Hence, these resources should be conserved to maintain ecological balance and save them for future generations. The proper management of a resource to prevent its destruction or exploitation is called conservation.

Nature provides us with all the essentials for our daily needs. Due to overpopulation and human negligence we started to over-exploit our resources. If this continues, there will no resources left for our future generation. The need to conserve the resources are

- To support life by supporting ecological balance
- To ensure that the future generations will be able to access the resources
- To preserve the biodiversity
- To make sure human race survives

The modern lifestyle and the advance in technology have had a very bad impact on natural resources. Natural resources like coal and petroleum are depleting at a very fast rate, and once they are depleted, we will have to depend on other sources of energy. Therefore, it is very necessary for us humans to act in a way that ensures the conservation of natural resources. There are thousands of ways of conserving natural resources. The main idea of conservation is to use natural resources with optimization, and do not waste any natural resources. All you have to do is to act according to the situation so that the use of natural resources is minimal. For instance, using bicycles or walking sometimes saves a lot of fuel. Using public transport (city buses and metro trains) also helps in saving a lot of oil. Saving water while bathing, cleaning, etc. help in water conservation.

Environment and Natural resources are precious, and we must all make efforts to conserve them.



Unit 3 : Weave a Story

Learning Objectives

To enable students to

- a. identify and create learning objectives and outcomes with the help of the words given.
- b. measure the degree of achievement acquired in creating a graphic novel.
- c. convert a concept into a story that can be represented with the help of characters and dialogues.
- d. work as a team to select a concept, write dialogues and represent the story in the form of a storyboard.

Learning Outcomes

- a. The students will be able to create graphic novels based on their understanding of the concepts.
- b. The students will be able to measure the level of learning acquired during the making of the graphic novels.
- c. The students will be able to understand the importance of teamwork.

3.1 Topic- Identification of Learning objectives and Outcomes

Learning objectives are measurable check points which help in achieving the desired result. Objectives help in assuring that the essence of the graphic novel does not get off track. Steps to design objectives are-

1. Identify the level of knowledge necessary to achieve the objective

The first step is to think about what type of change one wants to achieve through the training. The domains of learning can be categorized as affective (attitude), psychomotor (skills), and cognitive (knowledge).

Attitude — Changes how a learner chooses to act.

Skills —This domain focuses on changing or improving the tasks a learner can perform.

Knowledge — This domain focuses on increasing what participants know.

2. Select an Action Verb

Once the domain is identified, focus on crafting the objective. Action verbs are used to describe the behaviour at the appropriate level of learning. The use of more than one action verb for an objective should be avoided. A list of words that can be used while writing the learning objectives-

ATTITUDE

Advocate • Accept • Agree • Allow • Analyze • Approve • Assess • Believe • Choose • Collaborate • Comply • Conform • Convince • Cooperate • Decide To • Defend • Endorse • Evaluate • Pick • Recommend • Select • Support • Tolerate • Volunteer

SKILLS

Actuate • Adjust • Administer • Align • Alter • Assemble • Build • Calibrate • Change • Copy • Demonstrate • Design • Develop • Draft • Execute • Form • Handle • Manipulate • Measure • Mend • Perform • Prepare • Process • Record • Regulate • Remove • Repair • Replace • Set • Service

KNOWLEDGE

Compare • Define • Describe • Designate • Discover • Distinguish • Explain • Identify • Itemize • Label • List • Name • Recite • Recognize • Recount • Relate • Retell • Specify • Spell Out • State • Tell • Term • Write

3. Create Your Very Own Objective

4. Check Your Objective to ensure its accurate and measurable.

Make sure the objective includes four pieces: **Audience**, **Behaviour**, **Condition**, and **Degree of mastery**.

Audience: It's important that the objective identifies the people that will be doing the learning. This will involve the word, "learner" or "participant."

Behaviour: One needs to identify what the participants are going to do differently. This component will contain the action verb.

Condition: This part of the objective will describe the situation of the participants.

Degree of Mastery: This part of the objective is closely tied to the change in behaviour, as it stipulates the degree of the change.

5. Revise and Re-design

Go through the objectives once again and ensure that the objectives cover all that is expected at the end of the exercise.

3.2 Topic- Creating a Storyline

1. A storyline is the sequence of events that encompass your story. The storyline includes the following elements-

Characters-The characters are the individuals used to build a story. They can be people, places or things.

Plot or conflict - It revolves around the subject/topic selected for the novel.

Settings-The setting is when and where the story takes place, and it may change as the story progresses.

2. A story consists of the following parts-

Exposition-As the beginning of the story, the writer introduces the characters and describes the setting. The concept may also reflect right from the beginning.

Rising action- The concept/topic develops, continuing to get the characters moving and capturing the reader's attention.

Climax-The climax is the highest point of suspense for the story. It gives the storyline a direction. It should be designed in a way that the concept is elaborated and explained till the story reaches a climax.

Falling action- The characters resolve the conflict, and the writer provides answers to questions. This stage is the beginning of the end of the story.

Resolution-The story officially ends. The author provides answers to the questions raised during the course of the story.

3. How to write a storyline?

1. **Brainstorm creative ideas-** choose to build your plot on a creative concept. Select topics which will help in enhancing the understanding of a particular concept .To generate ideas; make an inventory of your interests , expertise and topics.
2. **Outline the sequence of events-** Use a comprehensive outline to decipher your desired events for your work and when you want them to occur.
3. **Design your cast of characters-** When you're building your characters, consider the number of characters you want and their descriptions such as name, traits, appearance relationship etc.
4. **Build a conflict for the characters to face-** this will help in guiding your story to the desired result or conclusion.
5. **Read other Graphic novels-** Avid reading habits can help you become a stronger writer. You can learn how other novels have been structured and find books in the same genre.
6. **Create relatable characters-** The more personable your readers perceive your character, the more engaged they may be in your story. Design character traits that relate to the target audience.
7. **Request feedback-** Before you publish or submit your novel, consider sending it to your peers or mentor to receive constructive criticism. Feedback can inform you of how you can improve your work and what readers think about your characters and concept.

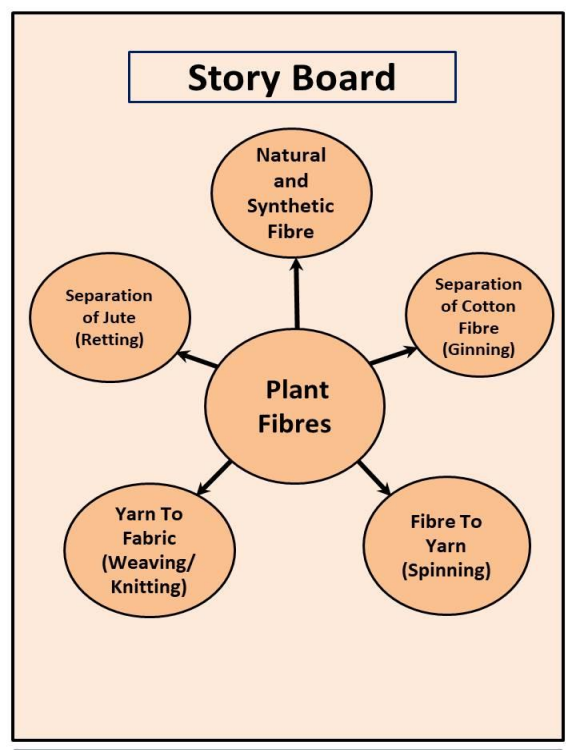
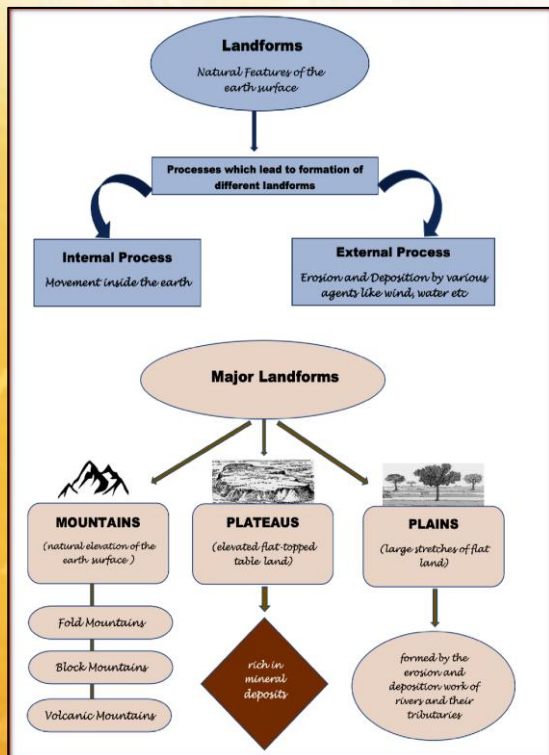
3.3 Topic- Preparing Storyboard

1. A storyboard is a mind map/flow chart , composed of all the topics and sub topics which will be covered in the graphic novel.
2. The main advantages of using a storyboard are: Planning, presenting and ensuring that all concepts are incorporated in the novel.
Improving communication across team members through visualization.

3. How to make a storyboard ?

- Break down the selected chapter and list out the topics- This can be done in the form of a list, or a chart with each topic listed in a separate cell. Number each of your topics. These same numbers should later align with the numbering of the panels on your storyboard.
- Add textual descriptions- Each topic can be associated with some key words that are being used in developing the plot of the novel
- Colour code the cells- This will help you later to select the colour schemes used for the characters ,background etc.

Some examples of story boards –



3.4 - Character Description and Dialogue Writing

Writing Character Descriptions

1. **Start with physical appearance-** A vivid and evocative physical description can help paint a picture of a character in the minds of the readers.
2. **Carefully choose the adjectives-** Try to enliven the character descriptions with fresh and inventive descriptive writing.
3. **Make a list of possible physical traits and character traits-** When you're deciding how to describe a character in a specific setting you are working on, you can refer to this list and come up with additional examples for a specific character.
4. **Edit your list down to the most revealing descriptors-** Edit your list down to the strongest details that will help reveal character and evoke a strong image.

DIALOGUE WRITING-

1. **Keep the dialogues short** - Decide what absolutely must be said and what is extraneous, even down to individual words in a sentence.
2. **Don't fight the art-** Novels are a balancing act between words and image, and the written dialogue is only half of what your character is saying to the reader: the other half is the way they are drawn.
3. **Connect words to art** -Words and images need to work together, s the best results can come from the relationship between the two.
4. **Break it up-**Take a closer look at any conversation and you can pick up on the different emotional/tonal beats; of moments which can be distinguished from each other by style or content. Use these beats to separate out your written dialogues into panels.



Unit 4: From Words to Visuals

Learning Objectives

To enable the learners to

- a. effectively convert words into images.
- b. represent theoretical aspects in the form of pictures for easy understanding.

Learning Outcomes

The students will be able to draw images related to the concepts taught and add dialogues for understanding topics.

4.1 Topic - Drawing Characters (in different positions/postures)

Activity

- Draw a boy sitting on a chair
- Draw a girl standing

4.2 Topic - Developing Background (zoom in/zoom out)

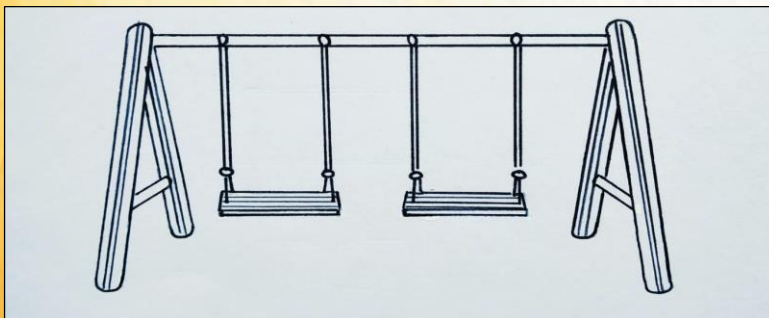
Activity

Draw a close view (zoom out) of the picture given below:



<https://images.app.goo.gl/ei3v8Q9dWVVMmKkD7>

Look at the picture given below and draw a full view of a park:



<https://images.app.goo.gl/9Cj8vjNu1CExyFhJA>

Unit 5: Technical Assemblance

Learning Outcomes

To enable students to

- a. arrange the pictures and dialogues into story blocks.
- b. become adept in using various software's to enhance the graphics created by them.
- c. to identify, edit and rectify errors in the text or in the placement of the blocks.

Learning Outcomes

The students will be able to use various softwares to enhance the pictures and dialogues created by them for the graphic novels.

Creating a beautiful graphic novel means pairing a lively script with images that pop off the page. And when such an activity is connected to the concept learning of any subject, it becomes the most joyful lesson.

Take your characters and your synopsis and use them to guide your scriptwriting with all imagination unleashed. Divide all of it to be put in different story blocks. Each block should have not more than three dialogues and one scene description. Focus on matching the dialogues to the character and scene.

We can draw each panel individually and then import the images and resize them to fit the panels in a new project. This method is much more time-consuming, but it ensures total creative control and you'll be able to undo mistakes, rearrange panels digitally, and make major changes.

Collect the characters and background.

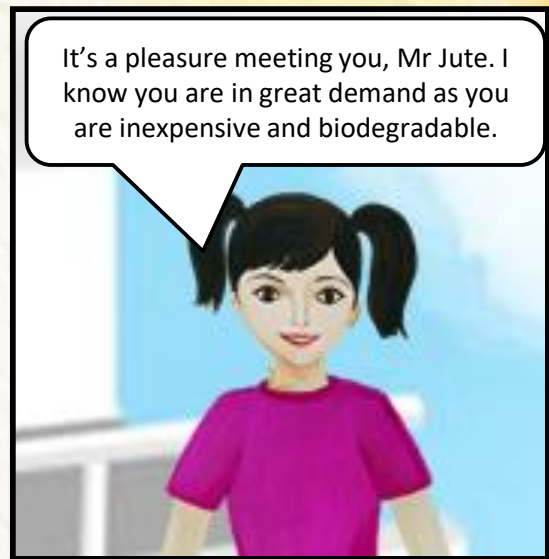
Software Application - PowerPoint presentation



5.1 Topic – Placement of Background in Blocks (zoom in/zoom out)

Steps to set the background for the particular block and editing it.

- Make the background/location detailed and eye catching.
- It's normal for a graphic novel to take place in 4-5 different locations.
- Insert a picture onto a slide and select it.
- Click and drag a corner handle of the image to resize smaller or larger.
- Remove the unwanted part of the image using Crop tool.
- Resize the image.



- Highlighting the background by using the “zoom in” or “zoom out” technique on the action.

Activity 1 - Create 4 blocks on a slide to depict the famous story- Monkey and the Cap Seller

Add image with the background.

Students will practice creating the blocks by applying Zoon in /zoom out effect.

5.2 Topic – Placement of characters in the Blocks (Change of expressions/colours of costumes)

Change of expressions of a character

Facial expressions on a drawing.

Start your artwork with believable and sincere expressions that represent what a character is feeling or saying at that point in the story..

When drawing a face, there are five fundamental expressions.

1. Neutral means blank or natural or normal
2. Happy
3. Sad
4. Anger
5. Surprised or shocked

Why are expressions necessary ?

Expressions are necessary because they can convey the most extreme version of a given emotion, and each one introduces a distinct nuance in facial language.

Neutral

In this expression nothing has moved means eyebrows or mouth. They are static. Some people have naturally arched eyebrows, they give normal natural angry look. Like in this emoji 😊



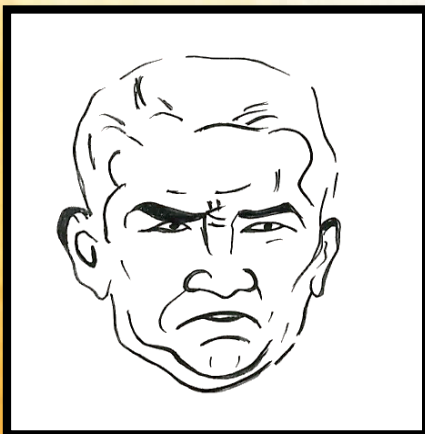
Happy expression

A smile is first feature to be drawn on a face. The mouth's upper portion rises. Depending upon the person 's genetics either the top teeth or bottom teeth may occasionally be seen. As a part of face's contour, the cheeks can also move. The shift in cheeks also causes eyes to relax. When you smile a lot, nose may also flares up.



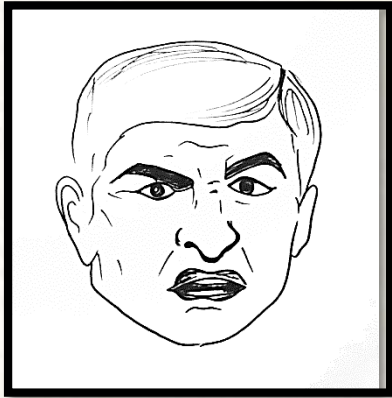
Sad/ gloomy expression

While drawing a sad expression. The cheeks lower region descends. Eyes are tense, eyebrows rise and one frowns. Mouth lowers while the chin lifts in motion.



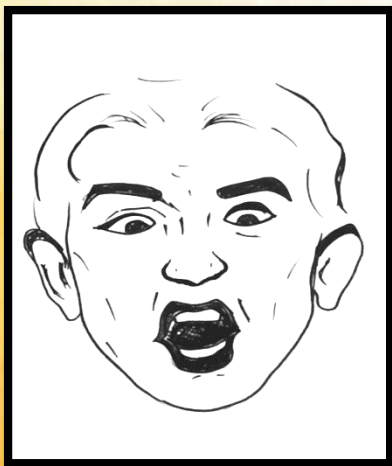
Expressions of Anger

When observing the subtle facial cues of an individual who is enraged or irritated, the tension in the nose and brows stand out first. Mouth also changes its shape, as do the eyes. The face develops creases and wrinkles.



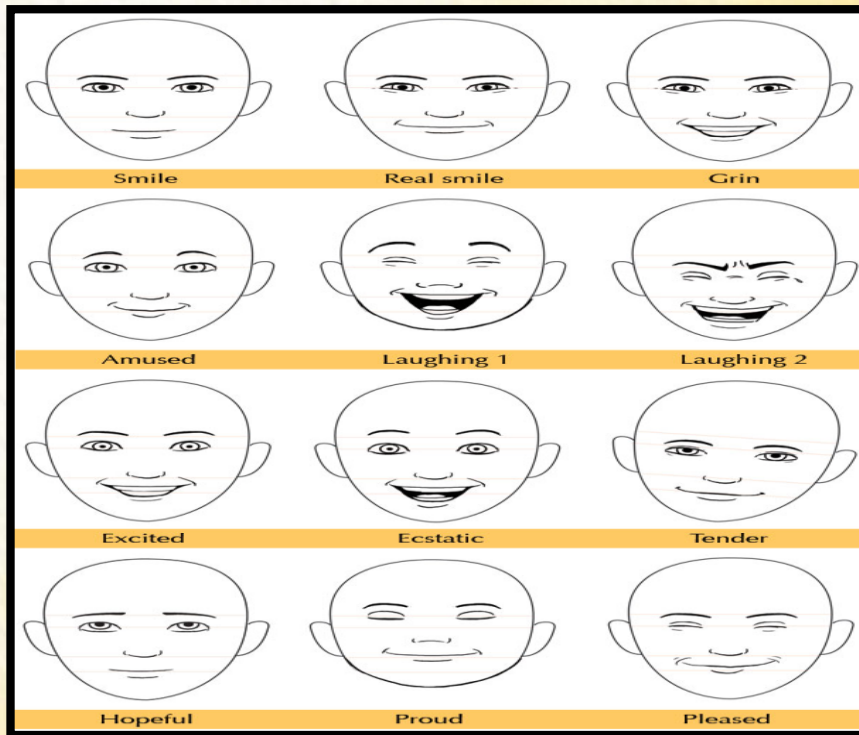
Surprised or shocked expression

A shocked expression is drawn with a stretched-out face. Wide open eyes with a lot of white space around the eyeballs, raised brows, and wide-open eyes. The mouth forms a "O," the nose is also pushed upward, and the jaw drops.



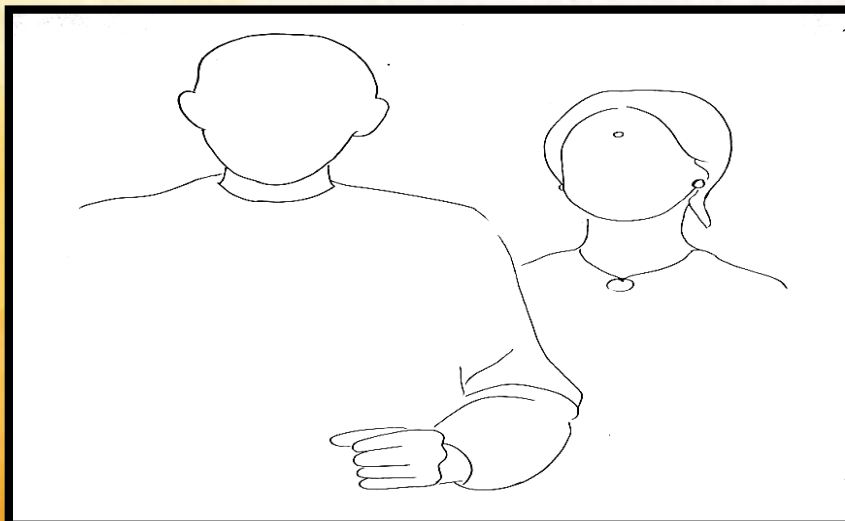
Steps to change the facial expressions in Photoshop

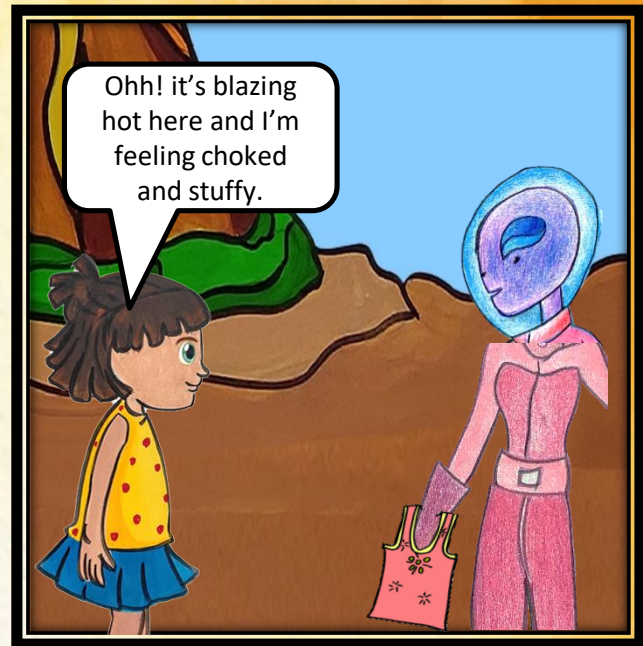
- Select the Face Tool in the Toolbar to the left of the Liquify window.
- Hover your cursor over a facial feature until it changes to a double-pointed diagonal arrow.
- Then drag it for desired adjustments.



<https://images.app.goo.gl/GgPRpjtDquaBB1c59>

Activity 2 : Draw the expressions in the outline of the figure given below:





Change of Expressions

Steps to change the Costume Colour in Photoshop

- To change the color of the clothing, double-click on the Hue/Saturation Adjustment Layer to open the dialog.
- Make sure to check the Colorize box just below the three main sliders.
- Then adjust the sliders to change the color of the clothing!

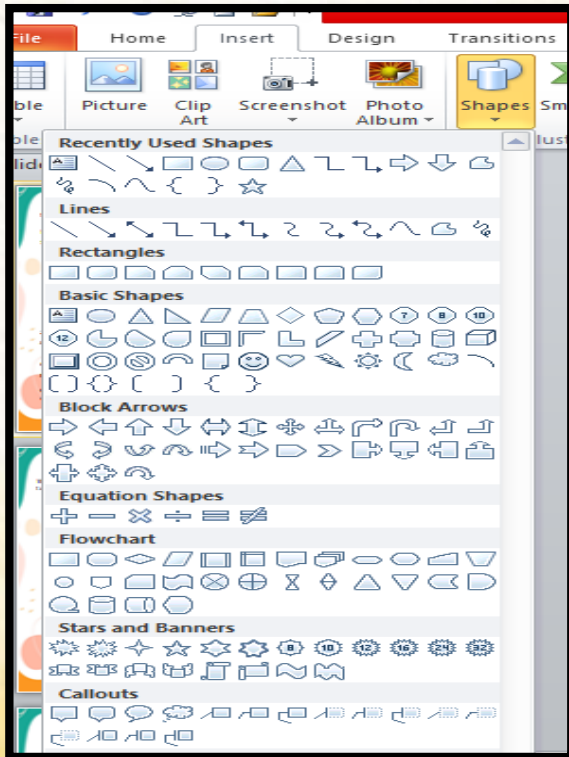


Colour Change of Costume

5.3 Topic– Insertion of Dialogue Boxes (different types of call-outs)

To insert a callout, follow these steps:

1. Choose the **Shapes -> Callouts** command on the **Insert** toolbar, and then select the style of callout that you want to use.



2. Move the crosshair to where you want the callout to point.
3. Click and hold the mouse button, and then drag to where you want to place the callout text.
4. Release the mouse button.
5. Type text on the callout placed in the block.

Once you've created a callout, you can format it in the same way you format a text box.

Activity 3 – Insert dialogue boxes

Students will practice inserting various callouts in the blocks.

5.4 Topic – Addition of Narratives

There are certain blocks without dialogues or scene. In such blocks we add narratives to enhance the effect of the scenes to be depicted.

Mr. Narayan Lokhande runs a handloom factory in Akola, Maharashtra. He is planning to participate in a textile exhibition in Mumbai.



After having breakfast Pari leaves home with her father.



School bus is waiting for her.

Activity 4 - Create the narrative blocks

Students will practice to create their narratives in the blocks.

5.5 Topic - Final Editing and Proof Reading

The writer of a graphic novel writes the scripts for the characters. These scripts are exclusively for the artist drawing the book. It's the editor's job to see that what is written in the script gets put on the page by the artist. The editor of a graphic novel must have the following. The editor must check every word, punctuation mark, connectivity of sentences and dialogues including titles, ideas, and content to eliminate any error.

The editor not only checks the language of the content but also the pictures, colour scheme, character depiction, background, size of characters with respect to the background, etc.

After editing is complete final proof reading is very important. It helps to identify the minutest error and rectify it.

5.6 Topic – Curation

Once the proof reading is done the graphic novel needs to be sent for curation to other groups/teachers/organizations. The changes suggested in the curation should be done before the final uploading of the novel.

SKILLS ENHANCED

TECHNICAL SKILLS

**Ability to translate the story into graphical
Form using the computer knowledge**

CONCEPTUAL SKILLS

**Conceptual Understanding of a graphic novel
Processing – Mind mapping –
Script writing
Problem Identification
Graphical Representation**

LIFE SKILLS

**Problem Solving
Creative thinking
Critical Thinking
Decision Making Skills
Social Skills / Teamwork
Team Building and Leadership Skills
Self-Awareness
Empathy - Effective Communication Skills - Oral and
Written Presentation**

GLOSSARY

Graphics as a Career-Go Global

pandemic: prevalent over a whole country or the world

rocked: past tense: rocked; past participle: rocked

caused great shock or distress to (someone or something), especially so as to weaken or destabilize

leverage: use (something) to maximum advantage

versed: experienced or skilled in; knowledgeable about

Power to Persuade

persuade: cause (someone) to believe something, especially after a sustained effort; convince

conscious: aware of and responding to one's surroundings

Freedom from Boredom

boredom: the state of feeling bored

spontaneity: the condition of being spontaneous; spontaneous behaviour or action

passion: strong and barely controllable emotion

Perks Par Excellence

perk: plural noun: perks

a benefit to which one is entitled because of one's job

par excellence: better or more than all others of the same kind

ample: enough or more than enough; plentiful

Deciphering a Graphic Novel

weathering: the process of wearing or being worn by long exposure to the atmosphere

elevation: the action or fact of raising or being raised to a higher or more important level, state, or position

consumption: the action of using up a resource

exploitation: the action of making use of and benefiting from resources

negligence: failure to take proper care over something

optimization: the action of making the best or most effective use of a situation or resource



How to write a storyline?

Brainstorm creative ideas:

brainstorm: group discussion to produce ideas or solve problems

inventory: make a complete list of

comprehensive: including or dealing with all or nearly all elements or aspects of something

decipher: convert (a text written in code, or a coded signal) into normal language

enliven: make more entertaining, interesting and appealing

evocative: remember a strong image or feeling

extraneous : unrelated to the subject

unleash: strong force or emotion



BIBLIOGRAPHY

Unit 3 : Weave a Story

3.1 : Identification of Learning objectives and Outcomes

<https://www.bobpikegroup.com/trainer-blog/5-steps-to-writing-clear-and-measurable-learning-objectives>

3.2 Creating Storyline

<https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf>

3.3 How to write a storyline?

<https://www.indeed.com/career-advice/career-development/how-to-write-storyline>

3.4 - Character Description and Dialogue Writing

Writing Character Descriptions

<https://www.masterclass.com/articles/how-to-write-vivid-character-descriptions>

Dialogue Writing

<https://nationalcentreforwriting.org.uk/article/dialogue-in-comics/>

DISCLAIMER

We studied a lot, researched various digital resources and prepared this ready reckoner.

Disclaimer: All readers may please note that we have used several facts, cartoons and images, which have been taken from various sources on the internet. All these have been used by us for educational purposes only, and not for any kind of commercial use. We are grateful to the creators of these facts, images and cartoons and gratefully acknowledge their contribution.



Skill Development



Dharav High School

R-7 & S-3, Sector - 6, Vidhyadhar Nagar, Jaipur - 302039

Phone : 0141-2235038/48, +91-9116378333/9333

E-mail : info@dhavarhighschool.org