



TOOLBOX OF RESOURCES

SEQUENCE 10: Designing Visual Elements and Illustrations for the Story

Target: Educators, Youth Workers, Trainers

Estimated duration: 60-90 minutes

Context: Formal, non-formal and informal learning contexts

Materials: Tables, chairs, blackboard/virtual board, paper, pencils, coloured markers, computers or tablets, internet connection (optional), digital design tools.

Activities can be carried out individually, collaboratively, or in facilitated settings, depending on the educational context and participants' needs.

1. OBJECTIVES

The aim of this sequence is to support participants in transforming key narrative moments into visual scenes that enhance understanding, emotional engagement and accessibility.

Learners will:

- Identify important scenes that require visual support
- Translate narrative descriptions into visual representations
- Design coherent visual elements aligned with the story tone
- Ensure illustrations support comprehension, especially for young readers and participants with Specific Learning Difficulties (SLD)

This sequence strengthens the connection between storytelling and visual communication, preparing materials for inclusion in the Interactive Adventure Book.

TANGIBLE OUTPUT: participants will produce a set of visual scenes (sketches or digital illustrations) ready for integration into the Adventure Book.



2. DESCRIPTION OF THE SEQUENCE

In interactive storytelling, visuals are not decorative elements - they guide understanding, support decision-making and increase emotional engagement.

After defining the protagonist ([Sequence 3](#)) and organising the interactive structure ([Sequence 8](#)), participants now focus on:

- Turning narrative moments into visual scenes
- Designing consistent visual elements
- Supporting story clarity through illustration

2.1. From Narrative Moment to Visual Scene

Participants identify:

- The opening scene
- The first major decision point
- A moment of tension or conflict
- The climate challenge in action
- One or more possible endings

For each selected moment, participants should ask:

- What does the reader need to see to understand this scene?
- What emotions should the image convey?
- What environmental details are important?
- How can visuals reinforce the climate message?

The goal is not artistic perfection, but narrative clarity.

Each selected scene should be linked to key decision points or narrative transitions defined in [Sequence 8](#). Use Worksheet 2 from [Annex 2](#) and the same scene IDs used for organising the story in digital formats and defined in the [Sequence 8](#).



2.2. Elements to Consider in Visual Design

To ensure coherence, participants define:

Character design consistency

- Clothing
- Facial expressions
- Body language
- Recognisable features

Environmental elements

- Natural settings (forest, coast, city, island, etc.)
- Signs of climate impact (flooding, drought, pollution, deforestation)
- Objects that influence choices

Mood and atmosphere

- Colours (warm, cold, dark, bright)
- Light and shadow
- Perspective (close-up, wide view)

Visual choices must support the educational objective and reinforce the climate theme.

3. PROPOSED ACTIVITIES

Activity 1 – Selecting Key Visual Moments

Duration: 15–20 min

Worksheet 1 in [ANNEX 1](#)

Learners review their story structure and select 3-5 scenes that require illustration.

They complete a simple planning sheet:

- Scene title
- What happens in this scene?
- What must the reader clearly understand?
- What emotion dominates the scene?



This can be an abstract concept to grasp for some and in this case, with young people with SLDs, it is important to keep an eye out on it to ensure everyone can convey the same feeling from the scene.

Scenes should be selected based on their relevance for understanding the story and supporting user decision-making. This helps prioritise meaningful visuals rather than illustrating every page.

Activity 2 - Sketching the Scene

Duration: 20-30 min

Learners create rough sketches using:

- Freehand drawing
- Simple shapes and stick figures
- Storyboard-style panels

They focus on:

- Clarity of action - sketches should **clearly indicate key actions**
- Position of characters
- Key environmental elements

Educators remind participants that clarity is more important than artistic skill, and guide them through conveying emotions, which can be complicated for young people.

Activity 3 - Developing Digital Illustrations

Duration: 20-30 min

Participants refine their sketches using digital tools or enhance them with colour and detail.

They ensure:

- Visual consistency across scenes
- Clear representation of decision moments
- Space for interactive buttons (if digital format is used)



The final output consists of a set of visual scenes that can be directly integrated into the digital story structure. At the end, participants present their visual scenes and explain their design choices and provide feedback on clarity of images.

4. DIGITAL TOOLBOX - Tools for the Sequence

This sequence may include optional digital tools to support visual creation and illustration.

Category: Illustration & Design Tools

- [Canva](#)
- [Pixlr](#)
- [Vectr](#)
- [GIMP – GNU Image Manipulation Program](#)

Category: Storyboarding Tools

- StoryboardThat
- Google Slides
- PowerPoint
- Paper-based templates

Educators are invited to consult [Tutorial 5](#) for guidance on integrating digital tools effectively.

5. HOW TO APPLY THESE ACTIVITIES IN FORMAL AND INFORMAL CONTEXTS

Formal education contexts (e.g. school)

- Visual literacy exercises
- Art and design integration
- Environmental science illustration
- Descriptive writing paired with drawing



Non-formal and informal contexts (youth work, community settings)

- Collaborative mural-style storytelling (where multiple people build a shared story piece by piece - like adding sections to a mural - each contributor expanding or modifying the narrative over time)
- Comic-strip creation
- Visual role-play interpretation
- Group-based storyboard development

6. ADAPTATIONS FOR STUDENTS WITH SLD

- Provide partially completed scene templates
- Offer icon libraries (emotions, weather, actions)
- Allow use of collage instead of drawing
- Use colour coding for emotions
- Provide step-by-step modelling
- Allow oral explanation of visual ideas

Visual storytelling is often particularly supportive for participants who struggle with long written texts.

7. RELATED TUTORIALS

- [Tutorial 3 – Crafting Compelling Climate Narratives](#)
- [Tutorial 4 – Interactive Storytelling Techniques](#)
- [Tutorial 5 – Using Digital & Multimedia Tools for Storytelling](#)
- [Sequence 3 – Creation of the Protagonist “The Climate Hero”](#)
- [Sequence 8 – Organising the Story in Digital and Interactive Formats](#)



ANNEX1

WORKSHEET 1 - VISUAL SCENE PLANNING TEMPLATE

Instructions: Complete the sections below before creating your illustration.

Story Title: _____

Scene Title: _____

Scene ID (if applicable): _____

Planning Element	Notes
What happens in this scene?	
What must the reader clearly understand?	
Which characters appear?	
What emotions should be visible?	
What environmental elements are important?	
What climate issue is represented?	



ANNEX 2

WORKSHEET 2 - STORYBOARD TEMPLATE (PRINTABLE)

Instructions: Use each row as one storyboard panel.

Panel / Scene ID	Visual Frame (Sketch Area)	Narrative Text (max 4–5 lines)	Emotion / Climate Focus
Panel 1			
Panel 2			
Panel 3			
Panel 4			



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Panel 5			