

Let's Make Minicomics!: A Program Plan
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Description:

The Let's Make Minicomics! program aims to introduce teens aged 13-18 years old to the world of minicomics—a genre of comics that are usually printed on 8.5" x 11" paper and hand-folded or stapled together by the creator. In this 1.5 hour workshop, attendees will look at examples of minicomics, learn to fold a letter-sized paper into a 6-panel book, and use lessons learned about character-building and story structure to write and illustrate their own minicomics. Librarians interested in starting a minicomic collection may invite attendees to share copies of their comics to add to the collection for other library patrons to read.

This program was developed for an audience of approximately 20 people, but could easily be adapted for a larger audience and was designed to be run by at least one library staff member.

NOTE: The Minicomics Presentation, Minicomics Presentation Script, Minicomics Handout, Minicomics Character Ideas Worksheet, Minicomics Story Ideas Worksheet, and Minicomics Story Planning Worksheet can all be found in the following Google Drive:

<https://drive.google.com/drive/folders/1JZObnN2fIGKWFcolUUdwrRokKXehtsF?usp=sharing>

Objectives:

This program supports the following developmental assets from the Search Institute's (1997) 40 *Developmental Assets* list:

	No.	Asset	Rationale
External	3	Other Adult Relationships	Library staff will mingle with the teens during the event to help develop stronger relationships between teens and library staff.
	10	Safety	The event will take place in a designated room within the library, where teens are encouraged to question the world and be themselves. The event will be facilitated/supervised by librarians to ensure the physical/emotional safety and comfort of attendees.
	17	Creative Activities	The program encourages students to practice creative writing and drawing.
	18	Youth Programs	The minicomics event is part of regular youth services programming.
Internal	25	Reading for Pleasure	As part of the program, resources related to creating comics, graphic novels, creative writing, and art will be provided and attendees will be

			encouraged to look at them during the event and/or check them out from the library.
	33	Interpersonal Competence	The event encourages social interactions and requires that attendees think communally and share resources.
	40	Self-Esteem	Attendees will leave the event with a completed minicomic, providing them with physical evidence to remind them of their creative accomplishment.

Materials & Equipment:

This program plan calls for the following materials and equipment:

Program Materials	<ul style="list-style-type: none"> ▪ Minicomics Presentation ▪ Minicomics Presentation Script ▪ Minicomics Handouts (unfolded) ▪ Minicomics Character Ideas Worksheet ▪ Minicomics Story Ideas Worksheet ▪ Minicomics Story Planning Worksheet ▪ Minicomics Program Evaluation Survey ▪ Computer Paper (1 ream) ▪ Pens, Pencils, Markers, Color Pencils, Erasers ▪ Scissors ▪ 20-sided dice (at least 1) ▪ Snacks ▪ Disposable plates/cups/napkins
Library Materials	<ul style="list-style-type: none"> ▪ Books with art instructions (ex. How to Draw Manga/Comics, etc.) ▪ Books about creative writing ▪ Comic Books ▪ Graphic Novels ▪ Manga ▪ Display cases for circulation items ▪ Marketing materials for upcoming youth events ▪ Library card registration forms
Equipment	<ul style="list-style-type: none"> ▪ Projector

	<ul style="list-style-type: none"> ▪ Projector Screen ▪ Microphone
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Program Timetable (Suggested):

Below is a timetable of the program, the estimated time of delivery, and the materials needed to conduct each activity. This timetable only offers estimates for the delivery of the program itself and does not include set-up or clean-up time.

Duration : 1.5 hours	Activity	Explanation	Materials
	Pre-Event	Welcome attendees as they arrive. Encourage attendees to help themselves to snacks and browse through selected library resources before the event officially begins.	- Snacks - Library Materials
5 min	Welcome	At the designated start time, offer a brief welcome to the attendees. Provide a brief outline of the event’s activities: a presentation about minicomics and creating characters and storylines followed by time for attendees to create their own minicomics.	N/A
20 min	Introduction to Minicomics PRESENTATION: Minicomics Presentation ACTIVITY: Fold a minicomic	Pass out the Minicomics Handout—it will provide attendees with an example minicomic to fold and refer back to for help with creating their own comics. Using the provided PowerPoint and (if desired) script, lead attendees through a presentation and discussion about minicomics. Invite attendees to ask questions and share thoughts throughout the presentation.	- Minicomics Presentation - Minicomics Presentation Script - Minicomic Handout - Scissors
1 hr	Making Minicomics	Explain that attendees will now have the opportunity to make their own minicomics.	- Computer paper

	<p>ACTIVITY: Create a finished minicomic</p> <p>WORKSHEETS: Minicomics Story Planning Worksheet, Minicomics Program Evaluation Survey</p>	<p>Pass out copies of the Minicomics Story Planning Worksheet, explaining that the front of the worksheet provides space for attendees to design and develop their own antagonists and protagonists and that the back will help them plan out the story. This worksheet is not a required activity, but can help with pre-planning before diving into the art.</p> <p>Make sure that copies of the Minicomics Character Ideas Worksheet and the Minicomics Story Ideas Worksheet are available. Briefly explain that these worksheet can help prompt ideas or give attendees and extra challenge with their comics. Attendees just need to select a table and roll the 20-sided dice for a random idea.</p> <p>Once attendees have all of worksheets tell them that they are free to begin working on their comics and that the librarian(s) will be floating around the room to provide assistance and answer questions. Tell attendees that in 45 minutes, a program evaluation survey will be passed around and that input is greatly appreciated. Attendees can fill it out anonymously and leave it by the door before leaving the event. Also remind attendees to continue helping themselves to snacks and to browse through the provided library materials (books about art, comics, writing, etc.) anytime they want.</p> <p>Finally, remind attendees to have fun and get creative. They should not feel limited by the 6-panel example—fold the page any way they want. Comics are a perfect medium for experimentation. Get wild!</p>	<ul style="list-style-type: none"> - Scissors - Pen, Pencils, Markers, Color Pencils, Erasers - Library Resources - Minicomics Story Planning Worksheet - Minicomics Characters Ideas Worksheet - Minicomics Story Ideas Worksheet - 20-sided dice - Minicomics Program Evaluation Survey
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		After 45 minutes, pass out copies of the Minicomics Program Evaluation Survey.	
5 min	Closing	<p>Thank attendees for coming to the minicomics event. Encourage them to return their completed Minicomics Program Evaluation Survey. Remind students to please leave writing utensils at the tables and to throw away their trash before leaving.</p> <p>Librarians interested starting a minicomic collection may invite attendees to make copies of their comic and return it to the Youth Services department to be added to the collection.</p> <p>Encourage attendees to check out the provided library resources and invite them take any provided marketing materials for upcoming events.</p>	- Library Resources

Evaluation:

Upon the conclusion of the event, library staff should encourage participants to complete the anonymous Minicomics Program Evaluation Survey, which can be found in the Google Drive:



<https://drive.google.com/drive/folders/1JZObnN2fIGKWFcolUUdwrRokkXehtsF?usp=sharing>

The survey prompts users to answer questions about the Let’s Make Minicomics! event and opinions about library programming in general. The survey utilizes Likert-scale and open-ended questions to allow for the collection of both quantitative and qualitative data.

Reference

Search Institute. (1997). *The developmental assets framework*. <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>