Figures of the Participatory Storyboard

Tira Cohene November, 2004 University of Toronto, Toronto Canada

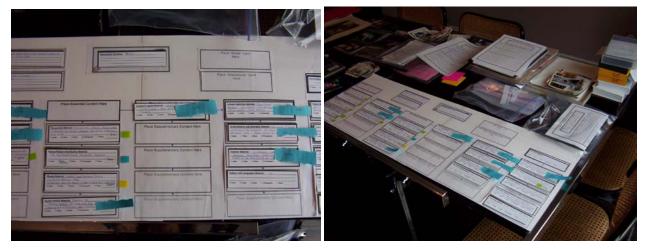
The 'Biography Handbook' introduced the family to the research project. The book included sections with areas that could be filled out. These areas were actually removable cards. A sample card is shown in figure 2b below. The cards were lined with adhesive reusable glue, similar to the glue on 'Post-It' notes. Relatives filled out the cards in the handbook and then placed the cards on the storyboard in order to organize the life story content. They marked up the storyboard with notes, and arranged and rearranged the forms (figures 3a and 3b). They made events cohesive by organizing and interconnecting them. The completed storyboard determined the content and interaction flow for the system.

	Press "Stoate" Ex	Card Anteractive Biography Workshow		Pinis 'Dark' Det	
Piece Blatting "Introduction Sequence" Card New	Press "Clansed" C Place	and and		Place "Internatively" Card Heat	Place Entrop "Conclusion Sequence" Card Here
Place Essential Content Here	Place Easertial Content Hare	Place Easternial Condent Hare	Place Essertial Content Have	Piece Essential Content Here	Place Essential Contant Here
Place Supplementary Content Here	Place Supplementary Contant New	Place Supplianeitary Cantani Here	Place Experimentary Content Have	Place Bupplionardary Content Here	Place Topplerisettaly Contact News
Place Supplementary Content Here	Place Supplementary Content Here	Place Sugglementary Content New	Place Supplementary Content Here	Place Torpplementary Contant Here	Place Supplementary Context Have
Place Experimentary Evolute Nerv	Plana Bugglamentary Content Note	Place Eugeleenerthry Content Here.	Place Supplicearility Cathlert Here	Plain Dopplementary Dallard Hara	Place Supplementary Contain We
Pisce Supplementary Connect News	Place Supplementally Contained Harts	Place Supplementary Compart Have	Place Support Arry Controls Have	First Suggestioned Transies New	Plana Subplicitures or Connects In

Figure 1. Participatory Storyboard

4. What to include: Choosing Themes			
A visit aspect of this project involves schealing appropriate Via Basmar, You may worth to consider adapting memorities that involves various against and your relative's life. Battow, we have included a list of possible inference, as well as some geneticies that you can ask sycenarity (You are not respective to may waref to focus on your relative's life prior to their thronks, howmany, You also be inferenceing to include aspects from halfver correct days to day life.			
also be interesting to include aspects from his/her current day-to-day ife.			
Time Periods and Experiences		Pinter "Content" Card	-
 Childhood – What were some important moments or aspects from your relative's childhood? Where does your relative's name come from? What did he or she want to be when she gree up? Did she have any special pets or toy? 		Here	
Childhood Material:			
D Audia O Valeo O Maelo O Photographe O Oten	at Here	Place Essential Content Here	Place Essential Cont
O Audio O Video O Muelo O Photographe O Other		Childhood Material:	
 Youth – What were some important moments or aspects from your relative's youth? What did your relative look like in his or har high school yearbook? Does your relative have any special friends or influences? 	(A)	Autor O'New Chara O'Respects Differ	Place Supplemental
Education Material			1
Audia O Video O Music O Photographe O Other			
 Education – Did your relative enjoy school? Did s/he enjoy learning on his or her own? Was a lot of time spent studying? 		Place Supplementary Content Here	Place Suppleme
Youth Material:	The		

Figures 2a, 2b. Participatory Workbook and Storyboard



Figures 3a, 3b. Completed Storyboard and Work Space