One Page Comic Lesson Plan
12th December 2025

Learning Objectives: Upon Completion of this Lesson Students will be able to:

1. **Identify and define basic comic terminology (panel, speech bubble, thought bubble, sound effect/onomatopoeia).**
2. **Develop a simple character and a short plot sequence suitable for a one-page format.**
3. **Organize their narrative using panels to guide the reader.**
4. **Utilize dialogue and sound effects to enhance their visual storytelling.**

Welcome: Comic Fun Starter

- **Ice Breaker (2 min):** Ask students, "What's the funniest or most exciting comic you've ever seen?" or "What's your favorite superhero?"
- **The Goal (3 min):** Clearly state that everyone will walk out with their own completed one-page comic. Emphasize that it doesn't need to be "perfect," just **finished** and **fun**. ● **One-Page Format (5 min):** Show examples of simple, short comics (three or four panels) to illustrate the power of a concise story.

Comic Fundamental: The Anatomy of a Comic Page

- **Talk to Students About Basic Terminology (15 min):** Panels, gutters, dialogue, sound effects. How to draw different types of speech bubbles (normal, thought bubble, yelling, whispering, narration boxes). How to organize panels and speech bubbles so that reading order is clear
- **Collaborative Comic Creation (35 mins):** the purpose is to create a clear, shared blueprint of the entire process from concept to final panel. Draw a simple 4-panel grid on a large display. This could be done on a digital drawing tablet shown through a projector on a wall. Which would be provided by Powell Visual Arts. Or a dry erase marker on a white board provided by the school. On the display the goal is to create a **Student-Led Story.** Facilitate the creation of a very simple narrative using raised-hand suggestions. The instructor will illustrate the panels suggested by the students, while asking questions

● **Panel 1:** *Ask:* **"Who is our main character? What is their name and what are they doing?"** (For our example: A friendly dog named Biscuit walking in the park.) ● **Panel 2:** *Ask:* **"What happens? What interrupts their walk?"** (Biscuit sees a squirrel high in a tree.) —Add a thought bubble: *I must climb that tree!*

● **Panel 3:** *Ask:* **"What big noise happens?"** (Biscuit tries to jump and THUMP! Biscuit hits the ground.)

● **Panel 4:** *Ask:* **"How does the story end?"** (Biscuit decides to take a nap instead.) —Add

a speech bubble: "That was too much work." Review the shared comic, pointing out how the panels, characters, dialogue, and sound effects worked together to tell the story.

Individual Comic Workshop (35 min)

Goal: Students design and complete their own one-page comic.

Instructions (5 min): Distribute paper (with a pre-drawn panel template, or with rulers).

● *Constraint:* Encourage students to keep their stories **simple** (3–6 panels maximum). ● *Guidance:* Remind them to follow the same basic story structure: **Panel 1** The introduction (Who is the story about?) **The Middle Panels** (Create Actions/Problems for your character) **The End Panel** (Resolve your characters problem).

Work Time (30 min):

- **(Age 3–7)**: Offer simplified pre-printed templates and focus on just 2–3 panels, emphasizing large pictures and sound effects. Provide hands-on help with drawing bubbles and boxes.
- **(Age 8–12)**: Encourage more complex layouts, detailed dialogue, and expressive character designs. Challenge them to use a ruler for clean panel borders.
- **Instructor Role**: Circulate, offer specific positive feedback ("That's a great *CRASH!* sound effect!"), and assist with common challenges (panel layout, spelling, etc).

Wrap-Up & Comic Gallery (5 min)

Sharing: Allow volunteers to briefly hold up and "read" their finished comic to the group. *Focus on effort and completion, not artistic skill.*

Display: If time allows, create a temporary "Gallery" by hanging the finished comics on a wall or board for everyone to view.

Clean-Up: Direct students to put away all materials neatly.

Positive Reinforcement: Thank the students for their amazing ideas and creative energy.

Potential for Fun and Engagement

- **High Engagement:** The class incorporates hands-on drawing and collaborative brainstorming, which keeps energy high.
- **Low Barrier to Entry:** The one-page format is less intimidating than a longer story, allowing all students, regardless of drawing skill, to achieve a sense of accomplishment. ● **Maximum Creative Freedom:** Using student suggestions for the class comic and allowing full creative license for their individual comics ensures the content is relevant and exciting to the participants.
- **Visual & Kinesthetic Learning:** The use of visual aids (examples) and the active process of drawing and coloring appeals to multiple learning styles.