**Story Pitch (very 1st try)**

**Possible title: What’s on your mind?**

The purpose of the story is to illustrate the contradictions between real-life experiences and the narratives produced and reiterated in public education in Armenia. Particularly it touches upon the issue of militarization practices in education. I aim to view these practices from the students’ perspective who are trying to make sense of different realities that they are encountering. The story explores the practice of celebrating the Day of the Army at school in one of the Armenian villages. It focuses on the contrast between the narratives voiced in the school auditorium and the students’ feelings that remain silent.

There are 4-5 students, a teacher, and a megaphone as the characters of the story. It evolves around the school event celebrating the foundation of the army. Each student performs a speech, a song, or a role-play at the event. Here, I will use some of the materials collected from school events during my fieldwork. As they present their prepared performances the reader gets introduced to the real-life experiences and feelings of the students which contradict the texts cited by them. This can be done through various techniques. For example, there can be a symbol of a parallel reality that appears every time the event does not mirror the students’ real thoughts, feelings, or experiences. The symbol of the parallel reality can be as simple as a different word cloud referring to the student’s actual thoughts. It can also be illustrated through unposted Facebook posts (the title is a reference to FB), where the students typed their stories that never become audible in the school auditorium. Whereas the texts from the script are vocal. This contrast between the parallel realities can also be illustrated through colors. The students’ speeches sometimes get interrupted by the megaphone which symbolizes the state propaganda. However, the megaphone compliments the cited texts. In the end, we hear the teacher’s closing speech. Meanwhile, we get introduced to the teacher’s parallel reality. Eventually, the teacher’s speech is replaced by the megaphone which finishes their sentence.

Probably, we can also see the parallel reality of the megaphone toward the end!?

COMMENTS:

Good start and clear purpose. However, what is missing in the modes (how, through what images, with defined and limited characters) in which this purpose is achieved.

Good focus on the Day of the Army as a limited context.

You need to define what each character (students, teacher, and megaphone) represents and how they are represented in your comics because we do not have enough space to work with multiple students performing several tasks. Could it be a solution to focus on ONE specific student?

Are the teacher and the megaphone representing the same “state” or authority voice? If so, why use both, if not what are the differences between them? Why having the megaphone and the teachers complement each other speech? One way could be to graphically transform the teacher into a megaphone in the development of the story to show the overlap between the teacher and state propaganda (as opposed to the post)

We both the stratagem of using facebook post to present the inner feelings and thoughts of the characters. However, to clarify, do you image it having 3 lines of narrative?

1. Event at the school (performance)
2. Past life experience
3. Facebook post

Or is just 2:

1. Event at the school (performance)
2. Facebook post

(we think the second option could be better but this is up to discussion and if you leave the post simply written as “silent” you could build a daily narrative of that day where we use the facebook post to show this contradiction with what is happening in the school. This way you don t have also to get bug down with the question of why he is against what he sees in school but simply show it)