

# “I feel...”

## Digital Story Guides



This is a guide of how to produce a short Digital Story, to show your school experience. A Digital Story is a short video (1-3 minutes) that shows how you feel at school. The stories are based on things that **help you reach the Just Right Green Zone**. A Digital Story is about how **you see your experiences and preferences**, not what other people think. The stories can help you see what you are good at and how you manage best. You can share your Digital Story with other people, to help them understand you better.

### How: 4 steps

#### Step 1: Mapping

Create a mind map with staff: include the things, places, and people that help you stay in the **green zone**, or the **yellow zone** and the things that make you feel **orange**, **red**, or **blue**. Your opinion is the most important here. There are some tips on the next page.

#### Step 2: Filming

Using your mind map, plan the places and activities around school where you will film your videos. You might choose to make a Story Board to plan what you will film. The focus is on environments and activities that are meaningful for you.

Next, find the time to take some video clips of you over a few weeks. You can use **small wearcams, a video camera, a tablet computer, your phone, or a 360 camera for filming**. Ask staff to help you store the videos securely. You can film and can plan what and where to film on your own or with a partner.

#### Step 3: Describing

Use your mind map from Step 1 and the Story Board (if you used one) and video footage from Step 2 to describe your experiences in short ‘I feel...’ statements. There are some tips below.

#### Step 4: Editing

Use your ‘I feel...’ descriptions to choose video clips that best show your feelings and experience. You can present your views in ways that make most sense to you’.

### Step 1: Mapping: 7 areas to focus on

#### 1. Spaces

**Where do you like to be in school?**

Outdoors: the playing fields, playground, benches, going for walks....

Inside: at tables or on a sofa, subject classrooms, library, specific staff members office....

#### 2. People and interactions

### **Who do you interact with when you're in different Just Right zones?**

Different staff, students, and friends will make you feel differently and might help you when you are feeling orange, red, or blue. You may also like to spend time by yourself.

## 3. Independence and agency

### **What do you do to help you stay or get back to the green zone? What do you do to help you get back to green?**

This could include things like: asking for help, going to a preferred space, using sensory objects, counting, or being with a particular person.

## 4. Objects and interests

### **What are you really interested in and what makes you feel good?**

There might be particular objects or clothing that you really like. You might also have books, characters, or activities that you enjoy talking about, and you might enjoy using school equipment or spending time outdoors.

## 5. Communication and expression

### **How do you express your feelings?**

This could be talking or communicating without words (body language, different sounds) and directed at yourself or others. Who do you choose to communicate to when you are in different Just Right zones, or in different areas of school?

## 6. Support

### **How do other people help you stay in, or get back to green?**

In what situations might you need help (e.g., with lesson transitions or focusing in class)? What people can help you? How do they know you need help? How do those other people know you need help?

## 7. Skills and capabilities

### **When do you feel most comfortable? What are you good at and what do you really enjoy doing?**

You could show many things here e.g., art, sports, science, maths, humour, storytelling, specific subject interests, public speaking, helping others, computing, specific school subjects, and extra-curricular activities.

## **Step 2: Filming:**

### Before you film:

- Make sure you ask other members of staff and students whether they are happy to be filmed and get permission from the parents of all young people who might be filmed before you start (the staff working with you on this video will help you with this).
- You might need to make sure you don't film some staff or students if they do not want to be filmed or have not given permission to be filmed.

### During filming:

- You can take video clips using **small wearcams, a video camera, a tablet computer, your phone, or a 360 camera.**

- The researchers have the equipment and can show you how to use these in-person or on a video call. You can take the video with the support of the researcher, on your own, or with a peer.
- We found the wearcams really useful for hearing your voice (giggling, humming, murmuring, talking) as well as seeing the world from your point of view.
- You can choose whether to narrate your video, or to put in text later on. If you choose to narrate your video, read through Step 3 before filming.
- You will also need a memory card. It's best to try and keep clips short (30 secs – 2 mins), as this will make it easier to find the shots you want to include when you are editing.
- Longer clips may be too large to upload to web-based video editing programmes.
- Store videos in a safe place that has been agreed with school. Check with staff if you are not sure.

## Step 3: Describing

Once you have video clips of the things in your mind map, you can create your story. Think about what is most important to understand about how you feel when you are at school. You might have some ideas if you used a Story Board. If you did not use a Story Board, you might choose to now. Using your mapping from Step 1 and your videos from Step 2, you can create a story from your viewpoint using some 'I feel...' statements. There are some examples below. You might have used these already if you narrated the video.

### Example phrases to inform your 'I feel...' stories

- I am Jo and I like spending time in the library
- I really like Harry Potter
- I like my English class as it is quiet and I can concentrate
- I am very good at writing and public speaking
- I feel orange in the science corridor as it is busy
- I hum to myself when it is too loud, this keeps me green
- I like to sit at the back in assembly so I can leave if I need to
- I put my head in my hands and raise my shoulders when I'm feeling red

## Step 4: Editing

- You may find it useful to plan it out before you try to edit your footage. If you have made a Story Board, you might wish to go back to this and use this as your plan. Or you can make a Story Board when you have all your film and before you begin editing.
- For each section of the story (i.e., one clip or a collection of clips in one area), you will need to add a slide with the "I am" phrase, followed by a clip or several clips to demonstrate that phrase, almost like a picture book. Staff can help you with this and show you 'how to' guides).
- Plan by making a note of which files contain the shots you want to include for each "I am" phrase, and their rough start and end times.
- In some cases, you may want to increase the volume on individual clips to make sure that you can hear clearly.
- Make sure you check the format of your video files to fit with the type of files your video editing programme needs. Staff can help you with this.