

EVALUATION TOOL 3:	MY STORY/ NARRATIVE		
OVERVIEW:	Narratives or 'stories' are really effective research tools. As the saying goes 'a picture paints a thousand words'. Narratives can powerfully show the circumstances that participants are facing, they can describe the journey and progress that they have made, and they are genuine (i.e. obviously not faked!). Digital stories are easy to collect and participants often enjoy making them/ telling them. Additionally they are good developmental practice (listening to what's really going on for them), and they can be used as hard copy DVDs or uploads to YouTube for marketing or fundraising purposes. The stories collected can also be transcribed and collated to create hard data.		
WHAT YOU WILL NEED:	<ul style="list-style-type: none"> • Video/flip camera • DVDs to store the end product on • Consent forms (if consent has not already been gained through the programme) • Some prompt questions 	PREPARATION:	Build trust or rapport with the young person. Explain why you want to collect their story and how you will use it.
PROCESS:	<p>Step 1: Ask the participant to make a short clip of what their life is like ('Who are you?', 'What do you do?', 'What goes on in your life at the moment?') and what they want to gain from the programme.</p> <p>Step 2: Ask them to record a short clip every few days/weeks (depending on the length of the programme) about what they have learned. The participants may like to set up a 'diary room' where they can go whenever the wish. Depending on numbers involved and cameras available, participants might be able to be allocated a camera for the duration of the programme.</p> <p>Step 3: Final clip. Ask them to record something around: 'What have you learned and how have you learned it'; 'What aspects of the programme have been particularly useful, and how are you better prepared for the future?'</p> <p>Step 4: Download to DVD. Give a copy to the participant/client and send a copy with the consent forms to the research office. We will store these and use as appropriate with our data protection policy.</p> <p>Some suggested questions are: where did you start out in life? What key events happened to you? Who was significant in your life? What were turning points for you? Where are you now, what is going on for you? How have you got where you are? – please amend to suit the participant/group.</p>		
ANALYSIS:	Analyse the main points or themes in the story. Compare them across the group.		
EXAMPLE:	<p><i>I was dealing when I was 13, I got into some bad stuff, so I was not in school a lot of the time. I had plenty of money, didn't give a fuck. I didn't care about education, and had no reason to. Teachers couldn't understand why I was like that, they just thought I couldn't be arsed. I did join college, for two years on a mechanics course. I passed, but the teachers there looked down on me. I didn't feel I belonged.</i></p> <p><i>The invitation to find out about this course came through the post, it was at Brown's night club. I remember when I arrived at Brown's that day. There were a few other people there, sitting around really quietly, looking awkward! I just thought, I can show the real me here! I walked in and started being chatty and straightaway got a new feeling. I'd been quiet before, inside myself. I'd learned that. But when I met the others ... I could see why people were quiet, I wanted to show others you can be yourself.</i></p>		

	<i>The highs for me ... well it's changed me, changed my life. It's been the time for me to grow up, I know we're not just going to be hand-fed, it's been a time for all of us to mature really, do you know what I mean?</i>		
STRENGTHS:	<ul style="list-style-type: none">• Compelling	WEAKNESSES:	<ul style="list-style-type: none">• Takes time