



The WE ARE... Virtual Tour Framework

This framework is designed to help you think through and plan a We are Virtual Tour for your setting. It comes from an analysis of the Virtual Tours that different settings created as part of the 'Our Stories' project.

The framework is based around the concept of knowledge and how powerful it can be when different people, such as children, young people and staff, are able to contribute their knowledge to the creation of the Virtual Tour. There is also the opportunity to think through what kind of knowledge you want to share with others about your setting, and how visitors to your Virtual Tour will gain the knowledge they are seeking from a new setting.

The framework is laid out as a series of questions for you and your co-creation team (those involved in planning the Virtual Tour) to consider. There are no right or wrong answers, some questions may not be relevant for your setting, and you may focus on some questions more than others. The framework is simply a thinking tool for you to use.

Whose knowledge is used and shared?

The child or young person's

How can children's sense of belonging to the setting be represented?

How can children at the setting welcome other children? What do they think other children should know?

What will enable the power of the child's voice and perspective to come through?

How can different children be involved in the creation of the Tour?

- Planning?
- Behind the scenes?
- Voice-over?
- In some of the rooms, spaces or activities?



The staff

What features of the setting do staff want to be able to share with others?

How can the life or ethos of the setting be shown?

What sources of pride can be shared?



Find out more online

To view 'We are' virtual tour examples visit acorns-soton.org.uk





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What knowledge is used and shared?

Space and equipment

Could a first run through of empty spaces (i.e. without people) provide a non-threatening view of the setting? Or is showing a space with other people in it helpful for understanding what the setting is usually like?



Sights and sounds

How can you present realistic sights and sounds in the setting? Or would you prefer to have an option for quiet spaces without sounds?



A feel for the place

How can children experience what it feels like to be in the setting?

Which activities and interactions will provide a sense of the place and what you do?

How can you share who you are with a child or family new to your setting?

Who in the setting might children want to meet or get to know more about on the Tour?

What children transitioning to a new setting want to know

How could you find out what a child might want to know about a new setting?

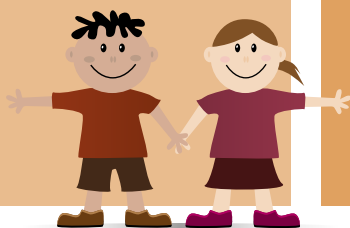
Which children in your setting could you ask to share what they wanted to know before they started with you?



Why is this knowledge useful?

To support autonomy

How might children and families be able to explore the tour in their own time?



To build confidence

How can the tour introduce people and places before a child or family visits?

What information might the children and families accessing your setting want to explore or find out?



To remind and refresh

What will be important for a child or family to remind themselves of from your setting?

How can your virtual tour support in-person visits?



To provide access for all

How can you make your virtual tour accessible for different children?

Which features will improve access to information e.g. narration, subtitles, short videos or images of staff?



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Hill House School Virtual Tour

Whose knowledge is used and shared?



“we wanted a cross section of young people to be involved and a cross section of staff to be involved”

“we worked as a little team, didn’t we, and really mapped out those activities for the day, inviting children who we knew would enjoy those activities to come and take part”



What knowledge is used and shared?



“it [would] be lovely for us to share who we are to new children moving in and their families as well”

“the fun things that we do and the experiences that we offer and the interactions. The way our staff are with our young people and those opportunities that are here, waiting for those young people.”

“not only did we want children to be able to log on and kind of see the art room or one of the homes or the café or the allotment, but we wanted them to see what you can do in those spaces, to make them real and bring them alive.”



Find out more online

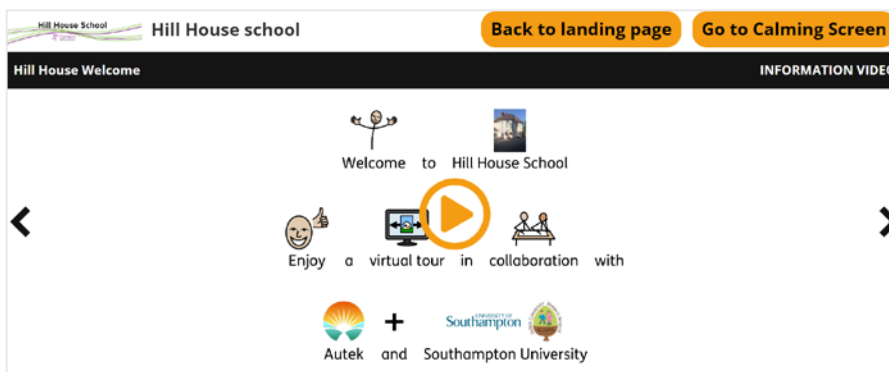
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Why was this knowledge useful?



“to start developing that interest and confidence so that hopefully when they do move in, it will be a smoother kind of transition for them”

‘something that families can be involved in and sit with their son or daughter and talk through and get equally as excited about’

“to get people really excited about coming to visit or coming to move here”

Example welcome message from Hill House School:

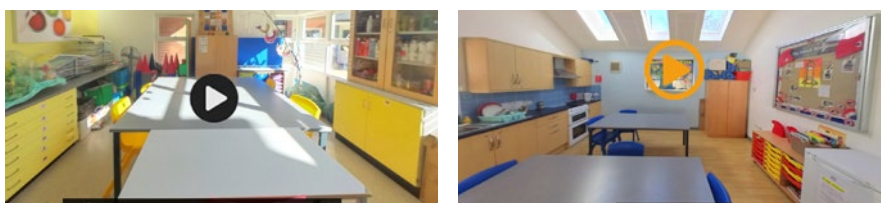
For Hill House School it was important to show young people taking part in the activities that happen in different spaces of the school....



It was important to show inside and outside spaces....



There is a map of the school showing ‘hot spots’ where inset videos with activities are shown



“This was a really lovely opportunity to be able to support them to experience Hill House from somewhere that they feel comfortable and safe...so that hopefully when they do move in, it will be a smoother kind of transition for them. Something that families can be involved in and sit with their son or daughter and talk through and get equally as excited about!”

Hill House staff



AUTEK

To view an animated version of this guide visit acorns-soton.org.uk

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