



CITIES AS ARENAS OF POLITICAL INNOVATION
IN THE STRENGTHENING OF DELIBERATIVE AND
PARTICIPATORY DEMOCRACY

LIVED EXPERIENCE, STORYTELLING, AND FORESIGHT TOOLKIT

A GUIDE TO WORKING WITH PEOPLE'S STORIES AS PART OF FUTURE-
THINKING ACTIVITIES

SEPTEMBER 2022

EUARENAS investigates the ways in which social movements coupled with local government reform initiatives, manifesting themselves in local-level experiments, create momentum for political change that include more inclusive and participatory forms of governance.



For more information:

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1. ABOUT



1.1. Introduction

Foresight - or future thinking - provides scope for people to think about the future and use this to model and respond to potential prospective circumstances. In an ever-changing world, it asks us to think about our future, what challenges are on the horizon and how we can address them to achieve shared outcomes. Foresight provides participatory methods that support people and organisations - from citizens to policy makers - to gather intelligence that can support the building of medium-to-long-term scenarios about the future and develop plans for how these can be created.

It is important to see this future thinking work not as 'prophecy' or 'prediction', but as a systematic and action-driven way in which we can create and shape the future of our worlds (see Competence Centre on Foresight, EU Commission and ForLearn Online Foresight Guide). Foresight is not about predicting a singular, correct version of our future (OECD, 2019) but instead embodies epistemological pluralism in action as it supports the creation of visions for the future (Inayatullah, 2010). In a world of increasing uncertainty and complexity, set against the backdrop of the COVID-19 pandemic, foresight and future thinking techniques can act as a key tool in the innovation of policy development, bringing citizens and decision-makers together to define solutions about our shared futures (Fox, 2020).

EUARENAS responds to a major European challenge – the need to strengthen legitimacy, identification and engagement within the democratic public sphere. Foresight and approaches to future thinking can support this aim by nurturing active citizenship, and be a part of defining social agendas and the shaping of political life. In this sense, it is both a tool for understanding democratic innovations as they emerge and for engaging citizens and other actors in such innovations within the participatory and deliberative realms. As a starting point for such work, we must look at source material in the present in order to identify insights or signals as to what the future could hold, and also, what it could be. This is where citizens' lived experiences of democracy now, comes into play.

Stories are powerful tools through which people connect, share understanding and build bridges. Storytelling has a long history as a tool for “for learning and dialogic encounters” and in supporting change-making processes (Copeland and Moor, 2008: 101). Storytelling, and 'lived experience' storytelling in particular, has thrived as a tool for social justice, supporting both democracy in action and progressive change (Couldry, 2008; Lambert, 2006) via the creation of deliberative spaces for “authentic voice to be heard and recorded” (Copeland and Moor, 2008: 106). More so, challenging issues in society can be addressed through storytelling, when applied with a critical lens. As Bell (2019) suggests, when used in this way, storytelling “can promote more critical and thoughtful dialogue about racism and the remedies necessary to dismantle it in our institutions and interactions”. However, as examined by Parvim, it is also important to consider the ethics of working with people and their stories, in order to ensure that the positive attributes of storytelling as a mechanism for social justice does not “mask [or betray the] stories, taking away from what is meaningful and worthwhile in the acts of storytelling and listening” (2018:516).

This toolkit supports the combining of lived experience stories with future-thinking, enabling practitioners from policy, research or services to use people's stories as source material for signals about our future and to explore possible futures. Whilst this toolkit was originally designed to support **EUARENAS** to contemplate the future of our democracies, the guidelines presented here can be utilised to explore a range of topic areas and applied in different settings from service improvement to policy development.

1.2 Storytelling and future-thinking

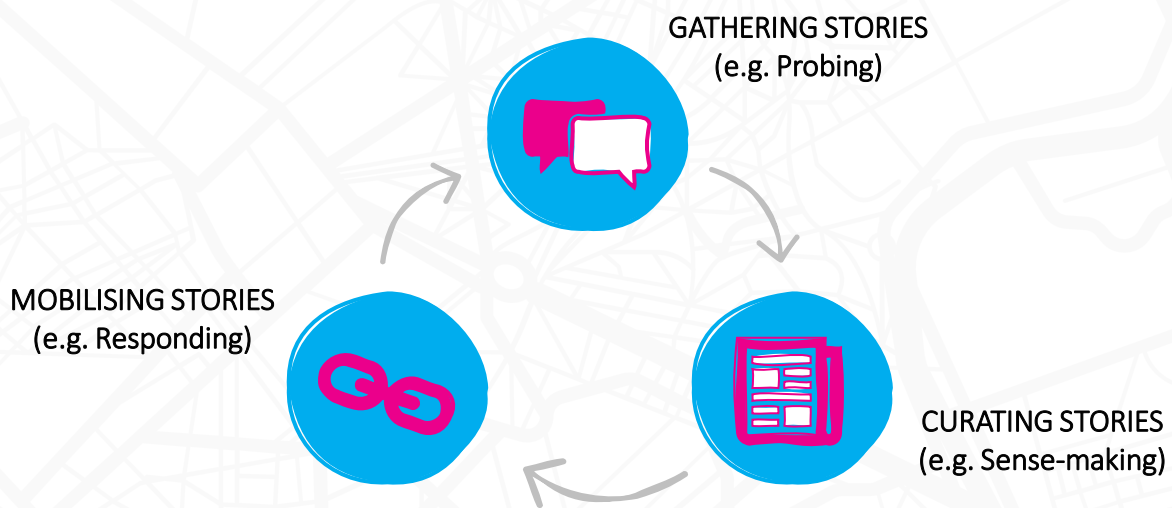
Originating in 2007, Community Reporting is a specific approach to digital storytelling that has been developed by People's Voice Media across Europe as a tool for achieving social justice. Community Reporting is a mixed methodological approach for enhancing citizen participation in research, policy-making, service development, and decision-making processes. In-line with work such as Glasby (2011) and Durose et al (2013), Community Reporting purports the validity of lived experience and knowledge-based

practice in these fields.

It uses digital, portable technologies to support people to tell their own stories, in their own ways via peer-to-peer approaches. Working with established approaches such as grounded theory (Glaser and Strauss, 1967; Tummers, & Karsten, 2012) and discourse analysis (Brown and Yule, 1983), and ‘newer’ notions such as collective intelligence (Lévy, 1997), Community Reporting provides an analysis process through which people, communities and institutions can identify the insights from stories - transforming experiential knowledge into a form of ‘data’ in its own right. It then connects these stories with the people, groups and organisations who are in a position to use the learning within them to make positive social change.

When used like this, storytelling, as Durose et al (2013) argues, allows for the representation of “different voices and experiences in an accessible way”. Central to Community Reporting is the belief that people telling authentic stories about their own lived experience offers a valuable understanding of their lives. With three distinct components – story gathering, story curation and story mobilisation – based around the Cynefin decision-making framework for complex environments (Snowden and Boone, 2007), as depicted in Figure 2, Community Reporting seeks to use lived experience to inform services, policy and research.

Figure 2: Community Reporting Cycle



This guide supports the combining of lived experience storytelling with future-thinking activities, by bringing together elements of the Community Reporting methodology and horizon-mapping activities. In particular it draws on the three horizons approach that supports people to think about different trajectories of the future, see challenges that arise and take advantage of emergent opportunities (see Curry & Hodgson, 2008; Petchey, 2020).

1.3. About the toolkit

This toolkit aims to support practitioners from policy, research and services to use citizen lived experience stories (informed by the Community Reporting methodology) combined with horizon-mapping techniques as a tool for discussing and exploring the future in regards to particular issues or topics. These guidelines are underpinned by theoretical and conceptual framings of foresight and storytelling practices. However, they are presented in a manner that enables them to be practically applied and implemented by municipalities as a means by which they can engage residents in conversations about the future of decision-making and governance in their geographical area.

The guidelines will people to:

1. Gather citizen experiences of engagement with democracy and identify the key insights in them;
2. Produce horizon maps for the future of democracy that are informed by citizens' current experiences of democracy;

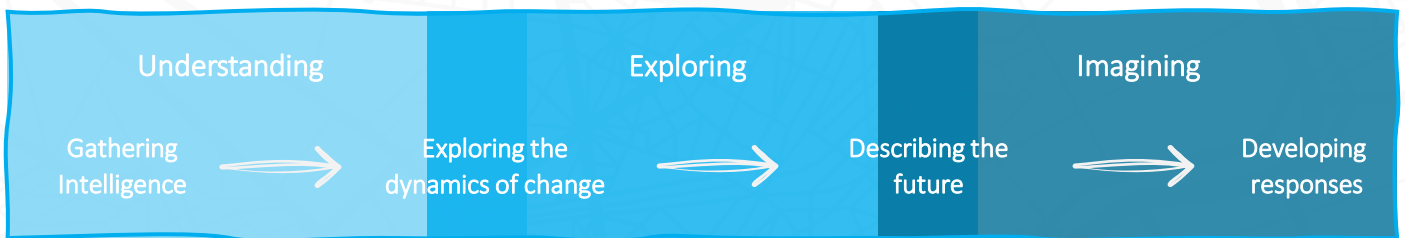
3. Identify the future opportunities and challenges for democracy in their local area;
4. Gather insights and ideas that are useful for needs assessment and pilot development.

Included within the guidelines are step-by-step instructions that outline how you can undertake different lived experience storytelling and future-thinking activities, as well as session plans, worksheets and templates to support delivery.

1.4. Overarching approach

There isn't an overall approach to foresight and techniques for future thinking are varied. As Figure 2 shows), we have combined different varied understandings of and models for future thinking into the EUARENAS approach to foresight (see Nesta, n.d.; Shallowe et al, 2020; Makridakis, 2004; OECD, 2019; UK Government Office for Science, 2017).

Figure 2: EUARENAS Foresight Approach



These guidelines support work predominantly in the 'Understanding' and 'Exploring' phases but also reach into the 'Imagining' arena. They present how lived experiences can us to understand current citizen experiences of different issues and topics, identify signals about the future and start to think about what the future of our communities, services, institutions, policy and so on, can look like. .

People's lived experience stories provide rich, qualitative socio-cultural information. These stories enable us to see and understand the world from different perspectives. Creating spaces in which these experiences can be deliberated is helpful for both identifying what the world is like now and hypothesising over the future. The toolkit provides step-by-step instructions to support practitioners in engaging their citizens in future-thinking storytelling activities about issues pertinent to them.

Underpinning these instructions is a blended approach. As indicated in Figure 3, it combines practices associated with foresight, methods from traditional and participatory research and storytelling techniques.

Figure 3: Blended approach to lived experience foresight guide



Specifically, it incorporates:

- **Peer Research:** This is a participatory research method that involves people with lived experience of a research area in conducting research activities.
- **Dialogue Interviews:** This is a storytelling method developed by People's Voice Media as part of their Community Reporting methodology that supports conversational interviews through which the agenda is set by the storyteller/interviewee rather than the story gatherer/interviewer.
- **Story Analysis:** In the context of these guidelines, the approach to story analysis has been based on People's Voice Media's Community Reporting methodology. The approach is underpinned by elements of grounded theory (Glaser and Strauss, 1967; Tummers and Karsten, 2012) and discourse analysis (Brown and Yule, 1983).
- **Collective Sense-Making:** This is a participatory approach to working with a group of people to ascertain different perspectives on data and topics in order to construct meaning, underpinned by the notion of collective intelligence (Lévy, 1997).
- **Horizon Mapping:** This is a process that utilises understandings of the present situation to envisage future scenarios.

2. THE TOOLKIT



2.1 Step-by-step instructions



Step One: Organising Citizen Storytelling and Future Thinking workshops

Before you deliver the Citizen Storytelling and Future Thinking workshops you should think carefully about the 'topic or area' you want to explore and then 'who' you engage in the workshop and 'how' you engage them. We have created the 'Recruiting citizens worksheet' and the 'Responsible storytelling worksheet' to support you.

Step Two: Delivering Citizen Storytelling and Future Thinking workshops

You are now ready to deliver your workshops. We have prepared 3 different workshop plans to help you with this. There is a plan for a full day workshop, 2 x half day workshops and a plan with adaptation notes for online delivery. To support this we have prepared a set of Powerpoint slides, a consent form and dialogue interview guidelines. You should deliver the workshops in the language of the citizens and translate the resources accordingly.



Step Three: Formal story review

To ensure that you do not miss any key points in the citizen stories, you will now need to conduct a more formal story review. To do this, you should listen to each story a minimum of two times and complete the 'Story Review Worksheet'. This will enable you to conduct a vertical analysis of each story, which is particularly useful for step four.

Step Four: Synthesising and presenting learning

With the workshop findings/materials (e.g. the horizon map) and the story review sheets, you are now ready to complete the 'Report Template'. This template enables a horizontal analysis of the data to occur. It will help you to synthesise the learning and communicate the key ideas from the work. This is a useful process for you to go through in order to think about what you are going to do next.



This could look different in different contexts. For example:

- **Services:** You could produce an action plan for how you could improve your service to meet the challenges and embrace the opportunities of the future..
- **Policy:** You could develop an insight briefing from the materials. In the toolkit, there is a guide to this.
- **Research:** You may want to explore how you can develop publications or conference papers based on the material.

2.2. Guidelines and Worksheets

Recruiting citizens worksheet

Before you deliver your Citizen Storytelling and Future Thinking workshop think about who you want to engage with and how you are going to do this. The worksheet below will help you with this task.

<p>Topic / Issues</p> <p>What is the topic/issue/area you'd like to reflect on and think about the future of?</p>	
<p>Citizen Group(s)</p> <p>What group(s) of citizens are relevant for you to include in this activity and why?</p> <p>Provide a description of the citizen group(s) and your reasons for including them in this activity.</p>	
<p>Proactive Inclusion</p> <p>What barriers - either individual or structural - may your citizen group(s) face when trying to engage with the workshop?</p> <p>You should list your thoughts in the space provided.</p>	
<p>Existing Connections</p> <p>Do you have any existing connection/relationship with the citizen groups(s) or connections with partners who could act as 'conduits' into these communities?</p> <p>List all of your connections in the space provided.</p>	
<p>Engagement Plans</p> <p>How do you plan to engage the citizens in the activity - how will you make them aware of the workshop and encourage them to come?</p> <p>Provide a step-by-step set of actions that you will take.</p>	
<p>Adaptations to the Workshop</p> <p>Think about the citizens who are attending the workshops. List any adaptations that you plan to make to the workshop to make it more inclusive and welcoming.</p> <p>You should think about venue/setting, resources and activity delivery.</p>	

Reflection Point: Having a citizen group that is heterogenous can help facilitate interesting discussions as people may have different perspectives.

Top Tip: You should remember to think about what may prevent people from attending, as well as barriers to engaging whilst at the workshop.

Top Tip: Rather than expect citizens to 'come to you', you could run the workshop in spaces they already use or use the platforms they already use to communicate with them.

Responsible storytelling worksheet

Responsible storytelling helps us to ensure that we value people and their stories, and that there is a degree of consistency within the storytelling practice/method (i.e., Community Reporting) and how it is implemented. Responsible storytelling asks us to consider the following before conducting storytelling activities, by thinking about the following areas:

- Ethics and values of the storytelling activities and how they are delivered
- Story content - i.e., topic areas etc.
- Permissions and consents needed, and how to get them
- Safety of storytellers during and after the storytelling process

Remember: You'll need these for your workshop slides and to inform how you do the storytelling activities.

Task: Think about the group of citizens you intend to work with. Use the table below to create a set of Responsible Storytelling guidelines that are specific for your storytelling context. Some core guidelines have already been added.

<p>Ethics and Values - How will you treat the citizens who share their stories with you?</p>	<p>Story Content - Are there any topics or content in the stories you'll be gathering that would not be okay to use in our research activities?</p>
<ul style="list-style-type: none"> • Storytellers need to be fully informed of why we are gathering their story and how it will be used • Storytellers and their experiences should be valued 	<ul style="list-style-type: none"> • Nudity, (bad) swearing or violence is not permitted • Hate speech is not permitted • Party political advertisements (alongside other blatant advertisements) are not permitted
<p>Permissions & Consent - What consent and/or permissions do you need and how will you get them?</p>	<p>Safety and Wellbeing - How can you create a 'secure' storytelling environment and support storytellers to keep 'safe' – both online and offline, physically and mentally/emotionally – during this project and beyond?</p>
<ul style="list-style-type: none"> • Informed, written consent needs to be obtained • People have the right to withdraw consent at any point (even after signing a consent form) 	<ul style="list-style-type: none"> • The facilitator should look out for things within the storytelling environment and/or people's stories that could be detrimental to their safety and wellbeing.
<p>Other Guidelines <i>These may be specific to your organisation or storytellers.</i></p>	
Empty space for additional guidelines	

Story Review Worksheet

This worksheet will help you to formally review the stories you've gathered in the workshop. It will ensure you don't miss any insights from the stories.

File Name of Story	
Level of Consent See bullet point 2 on consent form	

Overview of Story
Write approximately 5 - 8 sentences that describe what the person says in their story. Try to give the overall picture of what they are describing, how they feel and any key opinions. Write it in chronological order - i.e., the order in which people say things in their story.

Extract and Key Quotes
Select an extract or extracts from the story that highlights its key message(s)/point(s).

Timecode Minutes and Seconds		Description 1 - 4 sentences	
Timecode Minutes and Seconds		Description 1 - 4 sentences	

Consent Form Example

About EUARENAS and your participation in the ‘Citizen Storytelling and Future Thinking workshop (WP5)’

We ask for your participation in the EUARENAS "Cities as Arenas of Political Innovation in the Strengthening of Deliberative and Participatory Democracy" research project, funded by the European Commission under the Horizon 2020 program (grant agreement no 959420). In this project we join citizens, activists, community-led initiatives, local administration and scientific and practice-based experts in order to investigate the ways in which social movements coupled with local government reform initiatives create momentum for political change that include more inclusive and participatory forms of governance. Any data and information gathered in the research project may be shared between the consortium partners and eventually be published.

If you have any concerns related to this or your participation in it, you may contact EUARENAS project coordinator Stan Domaniewski at the University of Eastern Finland at: stanislaw.domaniewski@uef.fi.

As research participants for EUARENAS we really appreciate you sharing your lived experience story with us. In signing this form and ticking the boxes below, you hereby agree to:

- Take part in this research project. I understand that my participation is voluntary and that I am free to withdraw at any time via informing <INSERT PARTNER NAME AND CONTACT DETAILS>.
 - YES NO
- I consent to my story being used in the follow ways as part of the EUARENAS project (please tick all that you consent to):
 - My story and quotes from it to be used anonymously in research activities and publications connected to the EUARENAS project
 - My story being publicly available on an online archive at <https://communityreporter.net/euarenas>
 - My story and/or extracts from it being used for dissemination purposes including but not limited to press/media, newsletters, Internet (including social media), reports, toolkits, offline events & other platforms that showcase the work of the EUARENAS project and its partners.
- I consent to the processing and storage of any personal information I have provided in relation to this workshop and my story. All personal data will be anonymised, unless it is necessary for further research activities such as future contact.
 - YES NO

Participant		
Name of participant	Signature	
Researcher		
Name of researcher	Signature	Date

This is an example consent form that you could use as a template to create your own. There are editable template links later in this toolkit!

Synthesis Report Template (and Guidelines)

CORE DETAILS	
Topic/Issue	<i>Insert details of the topic/issue area that the workshop focused on.</i>
Citizens & Location	<i>Insert description of citizens involved in your workshop and location of session.</i>
Number of Stories	<i>Insert number of lived experience stories gathered</i>

1. KEY LEARNINGS FROM THE STORYTELLING ACTIVITIES

PERCEPTIONS OF THE TOPIC

Use the space below to provide a summary of the insights gathered from the ‘perceptions of the topic/issue’ activities. You should list the various ‘perceptions’ and write a short summary of your reflections on the discussion.

Bullet point list of perceptions identified by group

Researcher reflections on the discussion in the workshop

This template will help you to synthesise the key learning from the workshop(s) about your chosen topic or issue.

EXPERIENCES OF THE TOPIC

Based on the dialogue interviews from the workshop, use the table below to provide details about the citizens’ experiences of the topic you were focusing on in the session. You can provide this information as a set of bullet points or as paragraphs, but please do include key quotes from the stories in this to exemplify the points you are making.

Examples of positive experiences of the topic/issue:

Examples of negative experiences of the topic/issue:

Other key points from the stories:

Signals about the topic/issue

From the stories, what signals were there about the future of the topic/issue you were exploring in people's stories? You should think about:

- *What challenges could the topic/issue face in the future?*
- *What opportunities are there for the topic/issue in the future?*
- *What signals about future trends relating to the topic/issue did you pick up on from the stories and conversations people had about their stories?*

2. KEY IDEAS FROM THE FUTURE THINKING ACTIVITIES

HORIZON 1

Describe the key vision/elements of what participants produced with horizon 1 using the table below.

Present Day: What is the current 'norm' / situation in terms of the topic issue?

Preserving the norm: What is worth preserving/continuing to do in terms of the topic/issue from the present day into the future?

Any other key notes on Horizon 1:

HORIZON 2

Describe the key vision/elements of what participants produced with horizon 2 using the table below.

Starting: What changes/innovations are already beginning to take place or need to take place to help us to achieve horizon 3's vision?

Stopping: What do we need to stop doing/fade out to help us to achieve horizon 3's vision?

Any other key notes on Horizon 2:

HORIZON 3

Describe the key vision/elements of what participants produced with horizon 3 using the table below.

Signals: What signals of change/emerging ideas about the future of the topic/issue are there in the present? What are 'visionaries' and people at the forefront of change (i.e. early adopters) doing and saying right now?

Vision: What would be our ideal vision/should we be aiming for in terms of the future of the topic/issue being explored?

Any other key notes on Horizon 3:

SYNTHESIS

Overall, from the future-thinking activities what did we learn about the potential future opportunities for the topic/issue being explored - what is our vision for the future? What challenges/threats to these opportunities are present or could emerge? Please summarise in the table below.

Future Opportunities and Vision

Challenges present or that could emerge

3. OTHER LEARNING & NOTES

Any other reflections.

Use this space to share with us any other reflections on the storytelling and future thinking activities that you feel are relevant to you.

2.3. Workshop plans and facilitation guidance

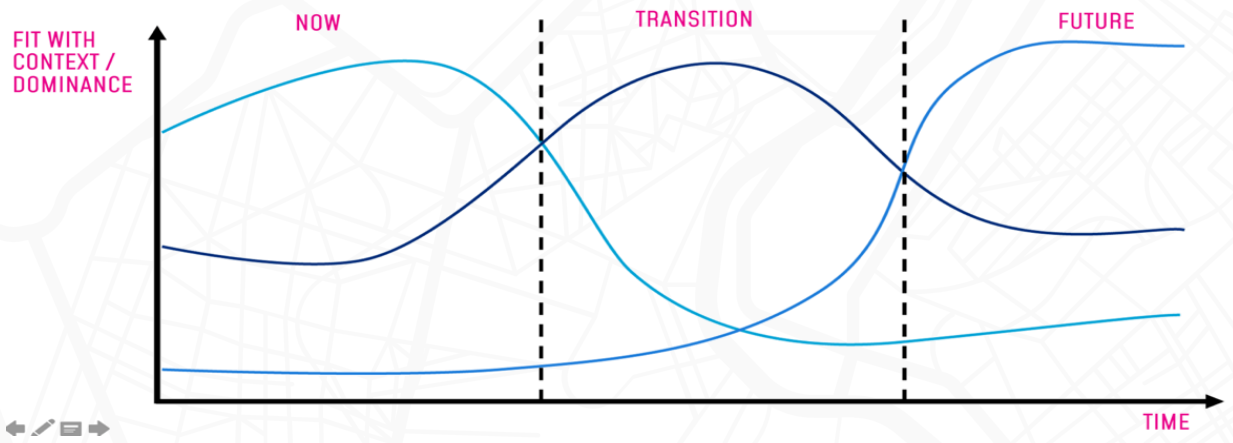
Citizen Storytelling and Future Thinking workshop plan (Full Day)

Aim	To use lived experience stories to identify and explore signals about the future of a particular issues or topic.	
Objectives	<ol style="list-style-type: none"> 1. Gather citizen experiences of the designated topic or issue. 2. Produce horizon maps for the future of designated topic or issue. 	
Timing	Activity and Description	Suggested Resources
0 min (e.g. 10:00am)	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome and outline the purpose of the session • Consent for participation • Icebreaker/introductions 	<p>Consent forms</p> <p>Pens</p>
20 min (e.g. 10:20am)	<p>Perceptions of Topic/Issue being explored</p> <p>The facilitator should use the slides to pose the question: What does <insert topic or issue> mean to you?</p> <p>They should give participants some time to individually reflect on it and note their ideas down on a post-it note. (5 min)</p> <p>The facilitator should then ask participants to take a metaphorical photograph of their own perception of the issue or topic being explored in the session. (10 min)</p> <p>When everyone has taken a photograph, each participant should have the opportunity to share their photograph with the group and explain how it represents their perspective. (10 min)</p> <p><i>Top tip: Either gather in people's post-it notes from the start of the activity, or make a spider diagram of people's perceptions on flipchart paper when they present back their photographs.</i></p>	<p>Slides</p> <p>Tablets, digital cameras, or smartphones</p> <p>Post-it notes and pens</p> <p><i>(Flipchart paper and marker pens - optional)</i></p>
45 min (e.g. 10:45am)	<p>What is Community Reporting?</p> <p>The facilitator should explain what Community Reporting is and use the slides to outline why people's stories matter. They should explain that the previous task is an example of Community Reporting as a core part of the method is creating a space where people are a part of setting the agenda based on their lived experiences.</p> <p>They will screen an example story and ask participants to reflect on what we learn about that person's world from it.</p> <p><i>Note: You can change the example story and use one in the local language. You could even record one as an example before the session.</i></p>	<p>Slides</p>
1 hour (e.g. 11:00am)	<p>Dialogue Interviews</p> <p>The facilitator will use the slides to talk the group through the concept of dialogue interviews and outline some top tips for video and audio recording.</p>	<p>Slides</p> <p>Recording devices</p>

	<p>They will also outline some key ‘responsible practice’ points using the slides. The facilitator should give the group a ‘conversation starter’. A propose structure for this question would be:</p> <p><i>What has been your own experience of <INSERT TOPIC/ISSUE>?</i></p> <p>You may choose to change this question, but remember it’s focus should be on starting a conversation about how people have experienced the topic or issue you are seeking to explore in your session. It should always be an open question. See dialogue interview guidelines for further details</p> <p>In pairs, participants will record their dialogue interviews.</p> <p><i>Note: You can change the example dialogue interview and use one in the local language. You could even record one as an example before the session.</i></p> <p><i>You should use your Responsible Storytelling best practice guidelines to inform this part of the work.</i></p>	
<p>1 hour 30 min (e.g. 11:30am)</p>	<p>Break</p>	
<p>1 hour 45 min (e.g. 11:45am)</p>	<p>Story Review</p> <p>The facilitator will explain the story review task (i.e., listen back to the stories and identify the key points in them) and will review an example story with the group.</p> <p>The facilitator will put the participants into their pairs from the previous task and ask them to listen back to their stories and put each key point from the stories onto individual post-it notes of their stories.</p>	<p>Slides</p> <p>Post-it notes</p> <p>Pens</p>
<p>2 hour 15 min (e.g. 12:15pm)</p>	<p>Key Findings</p> <p>Once the stories have been reviewed, the facilitator will ask participants to look at the individual post-it notes from across the stories and identify any key trends and anomalies across them. Together, they will re-group the post-it notes into these trends and anomalies and give them individual sub-headings/group labels.</p> <p>The facilitator will summarise the key groupings to the participants.</p>	<p>Post-it notes (or digital equivalent)</p> <p>Pens</p> <p>Flipchart paper/marker pens (or digital equivalent)</p>
<p>2 hour 45 min (e.g. 12:45pm)</p>	<p>Break / Lunch</p> <p>Facilitator should set up the wall that is being used for the Three Horizon mapping. You should create it based on ‘sketch 1’ below or slide 13 in the Powerpoint presentation.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • A large room with one blank wall in which you can create a large, long wall mural (you can use wallpaper or overlapping pieces of flipchart to create it) or a large whiteboard. • Marker pens/whiteboard pens, post it notes (large) and fine point marker pens • Room for participants to stand in front of the wall mural and move around to position and reposition post-it notes 	
<p>3 hours 45 min (e.g. 1:45pm)</p>	<p>Thinking about the Future</p> <p>The facilitator will use the slides to set up the ‘future thinking’ part of the workshop and explain what the ‘Three Horizon’ structure is.</p>	<p>Slides</p>

<p>4 hours (e.g. 2:00pm)</p>	<p>Horizon 1</p> <p>Put participants in pairs/small groups.</p> <p>Ask them to think about the experiences they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What is the current ‘norm’ / situation in terms of the topic/issue? • What is worth preserving/continuing from the present in regards of the topic/issues for the future? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>
<p>4 hours 30 min (e.g. 2:30pm)</p>	<p>Horizon 3</p> <p>Keep participants in the same groups/pairs as above task.</p> <p>Ask them to think about the experiences of democracy they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What signals of change/emerging ideas about the future of the topic/issue are there in the present? • What are ‘visionaries’ and people at the forefront of change (i.e. early adopters) doing and saying right now? • What would be our ideal vision/should we be aiming for in terms of the future of the topic/issue being explored? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>
<p>5 hours (e.g. 3:00pm)</p>	<p>Break</p>	
<p>5 hours 15 min (e.g. 3:15pm)</p>	<p>Horizon 2</p> <p>Keep participants in the same groups/pairs as above task.</p> <p>Ask them to think about how we can move from horizon 1 to horizon 3, and discuss the following questions:</p> <ul style="list-style-type: none"> • What changes/innovations are already beginning to take place or need to take place to help us to achieve horizon 3’s vision? • What do we need to stop doing/fade out to help us to achieve horizon 3’s vision? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>
<p>5 hours 45 min (e.g. 3:45pm)</p>	<p>Summary</p> <ul style="list-style-type: none"> • Quick summary of session - reflect on horizon map produced (10 min) • Outline what happens next and thank participants for involvement (5 min) 	<p>Slides</p>
<p>5 hours 30 min (e.g. 4:00pm)</p>	<p>End of session</p> <p>Remember to take a photograph of your horizons and retain the paper as you’ll need it at a later date to work on synthesising the ideas from the session.</p>	

Sketch 1:



Further Support on the Three Horizons framework can be found the links below:

- <https://phw.nhs.wales/news/future-proof-your-planning-with-easy-to-use-tool/three-horizons-toolkit/three-horizons-toolkit/>
- <https://training.itcilo.org/delta/Foresight/3-Horizons.pdf>

Citizen Storytelling and Future Thinking workshop plan (2 x ½ Day Sessions)

Workshop 1		
Aim	To use lived experience stories to identify and explore signals about the future of a specific topic or issue.	
Objectives	1. Gather citizen experiences of a specific topic/issue and identify the key insights in them.	
Timing	Activity and Description	Suggested Resources
0 min (e.g. 10:00am)	<p>Welcome</p> <ul style="list-style-type: none"> Welcome and outline the purpose of the two sessions Consent for participation Icebreaker/introductions 	<p>Consent forms</p> <p>Pens</p>
20 min (e.g. 10:20am)	<p>Perceptions of Topic/Issue being explored</p> <p>The facilitator should use the slides to pose the question: What does <insert topic or issue> mean to you?</p> <p>They should give participants some time to individually reflect on it and note their ideas down on a post-it note. (5 min)</p> <p>The facilitator should then ask participants to take a metaphorical photograph of their own perception of the issue or topic being explored in the session. (10 min)</p> <p>When everyone has taken a photograph, each participant should have the opportunity to share their photograph with the group and explain how it represents their perspective. (10 min)</p> <p><i>Top tip: Either gather in people's post-it notes from the start of the activity, or make a spider diagram of people's perceptions on flipchart paper when they present back their photographs.</i></p>	<p>Slides</p> <p>Tablets, digital cameras, or smartphones</p> <p>Post-it notes and pens</p> <p><i>(Flipchart paper and marker pens - optional)</i></p>
45 min (e.g. 10:45am)	<p>What is Community Reporting?</p> <p>The facilitator should explain what Community Reporting is and use the slides to outline why people's stories matter. They should explain that the previous task is an example of Community Reporting as a core part of the method is creating a space where people are a part of setting the agenda based on their lived experiences.</p> <p>They will screen an example story and ask participants to reflect on what we learn about that person's world from it.</p> <p><i>Note: You can change the example story and use one in the local language. You could even record one as an example before the session.</i></p>	<p>Slides</p>
1 hour (e.g. 11:00am)	<p>Dialogue Interviews</p> <p>The facilitator will use the slides to talk the group through the concept of dialogue interviews and outline some top tips for video and audio recording.</p> <p>They will also outline some key 'responsible practice' points using the slides.</p>	<p>Slides</p> <p>Recording devices</p>

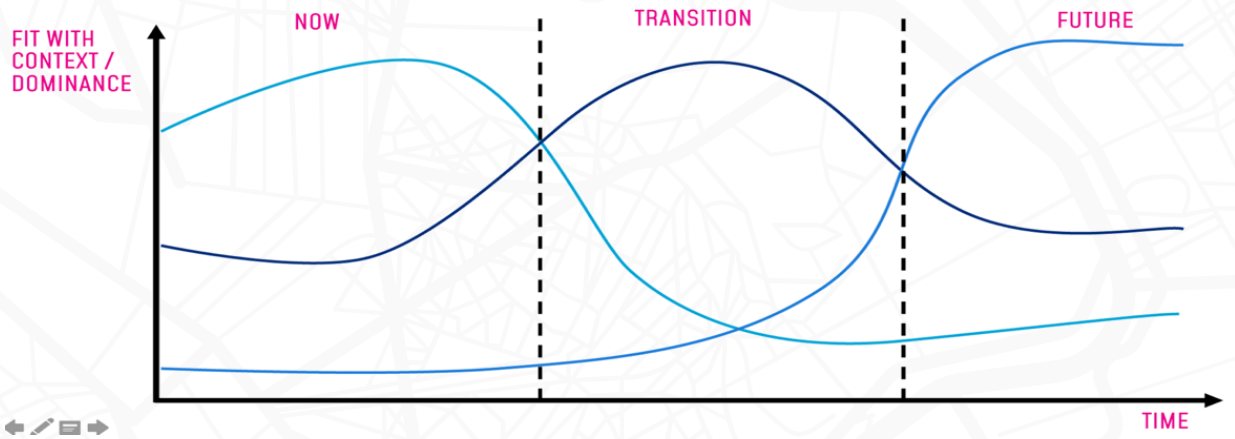
	<p>The facilitator should give the group a ‘conversation starter’. A propose structure for this question would be:</p> <p><i>What has been your own experience of <INSERT TOPIC/ISSUE>?</i></p> <p>You may choose to change this question, but remember it’s focus should be on starting a conversation about how people have experienced the topic or issue you are seeking to explore in your session. It should always be an open question. See dialogue interview guidelines for further details</p> <p>In pairs, participants will record their dialogue interviews.</p> <p><i>Note: You can change the example dialogue interview and use one in the local language. You could even record one as an example before the session. You should use your Responsible Storytelling best practice guidelines to inform this part of the work.</i></p>	
1 hour 30 min (e.g. 11:30am)	Break	
1 hour 45 min (e.g. 11:45am)	<p>Story Review</p> <p>The facilitator will explain the story review task (i.e., listen back to the stories and identify the key points in them) and will review an example story with the group.</p> <p>The facilitator will put the participants into their pairs from the previous task and ask them to listen back to their stories and put each key point from the stories onto individual post-it notes of their stories.</p>	<p>Slides</p> <p>Post-it notes</p> <p>Pens</p>
2 hour 15 min (e.g. 12:15pm)	<p>Key Findings</p> <p>Once the stories have been reviewed, the facilitator will ask participants to look at the individual post-it notes from across the stories and identify any key trends and anomalies across them. Together, they will re-group the post-it notes into these trends and anomalies and give them individual sub-headings/group labels.</p> <p>The facilitator will summarise the key groupings to the participants.</p>	<p>Post-it notes (or digital equivalent)</p> <p>Pens</p> <p>Flipchart paper/marker pens (or digital equivalent)</p>

Workshop 2	
Aim	To use lived experience stories to identify and explore signals about a topic or issue.
Objectives	1. Produce horizon maps for the future of a topic or issue that are informed by citizens’ current experiences of democracy.
Preparations	<p>Facilitator should set up the wall that is being used for the Three Horizon mapping. You should create it based on ‘sketch 1’ below or slide 13 in the Powerpoint presentation.</p> <p>What you will need:</p> <ul style="list-style-type: none"> • A large room with one blank wall in which you can create a large, long wall mural (you can use wallpaper or overlapping pieces of flipchart to create it) or a large whiteboard • Marker pens/whiteboard pens, post it notes (large) and fine point marker pens • Room for participants to stand in front of the wall mural/whiteboard and move around to position and reposition post-it notes

Timing	Activity and Description	Suggested Resources
<p>0 min (e.g. 10:00am)</p>	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome and outline of the second workshop • Consent for participation (if new participants have engaged) • Warm-up/energiser 	<p>Consent forms Pens</p>
<p>20 min (e.g. 10:20am)</p>	<p>Thinking about the Future</p> <p>The facilitator will use the slides to set up the ‘future thinking’ part of the workshop and explain what the ‘Three Horizon’ structure is.</p>	<p>Slides</p>
<p>40 min (e.g. 10:40am)</p>	<p>Horizon 1</p> <p>Put participants in pairs/small groups.</p> <p>Ask them to think about the experiences they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What is the current ‘norm’ / situation in terms of the topic/issue? • What is worth preserving/continuing from the present in regards of the topic/issues for the future? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>
<p>1 hour (e.g. 11:00am)</p>	<p>Horizon 3</p> <p>Keep participants in the same groups/pairs as above task.</p> <p>Ask them to think about the experiences of democracy they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What signals of change/emerging ideas about the future of the topic/issue are there in the present? • What are ‘visionaries’ and people at the forefront of change (i.e. early adopters) doing and saying right now? • What would be our ideal vision/should we be aiming for in terms of the future of the topic/issue being explored? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>
<p>1 hour 20 min (e.g. 11:20am)</p>	<p>Break</p>	
<p>1 hour 40 min (e.g. 11:40am)</p>	<p>Horizon 2</p> <p>Keep participants in the same groups/pairs as above task. Ask them to think about how we can move from horizon 1 to horizon 3, and discuss the following questions:</p> <ul style="list-style-type: none"> • What changes/innovations are already beginning to take place or need to take place to help us to achieve horizon 3’s vision? • What do we need to stop doing/fade out to help us to achieve horizon 3’s vision? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>

<p>2 hours 15 min (e.g. 12:15pm)</p>	<p>Summary</p> <ul style="list-style-type: none"> Quick summary of session - reflect on horizon map produced (10 min) Outline what happens next and thank participants for involvement (5 min) 	<p>Slides</p>
<p>2 hours 30 min (e.g. 12:30pm)</p>	<p>End of session</p> <p>Remember to take a photograph of your horizons and retain the paper as you'll need it at a later date to work on synthesising the ideas from the session.</p>	

Sketch 1:



Further Support on the Three Horizons framework can be found the links below:

- <https://phw.nhs.wales/news/future-proof-your-planning-with-easy-to-use-tool/three-horizons-toolkit/three-horizons-toolkit/>
- <https://training.itcilo.org/delta/Foresight/3-Horizons.pdf>

Citizen Storytelling and Future Thinking workshop plan (with online delivery adaptation notes)

Aim	To use lived experience stories to identify and explore signals about the future of a particular issues or topic.		
Objectives	<ol style="list-style-type: none"> 1. Gather citizen experiences of the designated topic or issue. 2. Produce horizon maps for the future of designated topic or issue. 		
Timing	Activity and Description	Suggested Resources	Online delivery adaptation notes
0 min (e.g. 10:00am)	<p>Welcome</p> <ul style="list-style-type: none"> • Welcome and outline the purpose of the session • Consent for participation • Icebreaker/introductions 	<p>Consent forms</p> <p>Pens</p>	<p><u>Prep Notes:</u></p> <ol style="list-style-type: none"> 1. Choose an appropriate platform that offers the functionality needed (i.e. breakout rooms, recording, chat functions) 2. Ensure you have enough ‘facilitators’ or ‘support’ for the session. 3. Ensure you send out joining instructions in a timely manner - i.e. what platform, how to access, basic troubleshooting and functions explained (or links to online help) 4. Have an online consent form set up and link ready to copy and paste into the Chat. Tools like Google Forms are useful for this. <p>Other - post instructions for icebreaker into the Chat.</p>
20 min (e.g. 10:20am)	<p>Perceptions of Topic/Issue being explored</p> <p>The facilitator should use the slides to pose the question: What does <insert topic or issue> mean to you?</p> <p>They should give participants some time to individually reflect on it and note their ideas down on a post-it note. (5 min)</p> <p>The facilitator should then ask participants to take a metaphorical photograph of their own perception of the issue or topic being explored in the session. (10 min)</p> <p>When everyone has taken a photograph, each participant should have the opportunity to share their photograph with the group and explain how it represents their perspective. (10 min)</p>	<p>Slides</p> <p>Tablets, digital cameras, or smartphones</p> <p>Post-it notes and pens</p> <p><i>(Flipchart paper and marker pens - optional)</i></p>	<p>Use the ‘screen share’ function on your online platform to share the slides.</p> <p>You could ask people to post their individual reflections in the chat or ask people to verbally share their ideas.</p> <p>It may be too difficult to include the photograph activity when delivering online. As an alternative, you could ask participants to draw a representation of democracy and hold it up to their cameras.</p> <p>You could take a screenshot of each drawing or use the chat box to collate people’s ideas.</p>

	<p>in practice. (5 min)</p> <p>Top tip: <i>Either gather in people’s post-it notes from the start of the activity, or make a spider diagram of people’s perceptions on flipchart paper when they present back their photographs. This will help you when you are writing your report.</i></p>		
<p>45 min (e.g. 10:45am)</p>	<p>What is Community Reporting?</p> <p>The facilitator should explain what Community Reporting is and use the slides to outline why people’s stories matter. They should explain that the previous task is an example of Community Reporting as a core part of the method is creating a space where people are a part of setting the agenda based on their lived experiences.</p> <p>They will screen an example story and ask participants to reflect on what we learn about that person’s world from it.</p> <p><i>Note: You can change the example story and use one in the local language. You could even record one as an example before the session.</i></p>	<p>Slides</p>	<p>This activity should stay largely the same if you use the ‘screen share’ function on your online platform. If there is an option to, remember to select ‘play computer/video audio’.</p> <p>Have the discussion question ready to copy and paste into the Chat.</p> <p>If you are working with a large group, you may want to put them into breakout rooms to discuss the question.</p> <p>You may want to turn on ‘subtitles/transcript’ when presenting and/or playing the video/story if your online platform allows for this.</p>
<p>1 hour (e.g. 11:00am)</p>	<p>Dialogue Interviews</p> <p>The facilitator will use the slides to talk the group through the concept of dialogue interviews and outline some top tips for video and audio recording.</p> <p>They will also outline some key ‘responsible practice’ points using the slides. The facilitator should give the group a ‘conversation starter’. A propose structure for this question would be:</p> <p><i>What has been your own experience of <INSERT TOPIC/ISSUE>?</i></p> <p>You may choose to change this question, but remember it’s focus should be on starting a conversation about how people have experienced the topic or issue you are seeking to explore in your session. It should always be an open question. See dialogue interview guidelines for further details</p> <p>In pairs, participants will record their dialogue interviews.</p>	<p>Slides</p> <p>Recording devices</p>	<p>You may want to turn on ‘subtitles/transcript’ when presenting and/or playing the video/story if your online platform allows for this.</p> <p>You will need top tips for video and audio recording to accommodate for how to do this on your online platform.</p> <p>You will need to update the Responsible Storytelling slide/key points so that it takes into consideration the online delivery of the activity.</p> <p>Post the conversation starter and instructions into the Chat.</p> <p>Put people into breakout rooms as pairs/small groups depending on numbers. I would advise you to have a member of your team in each breakout room to make sure the activity goes ahead and to be responsible for the recording.</p>

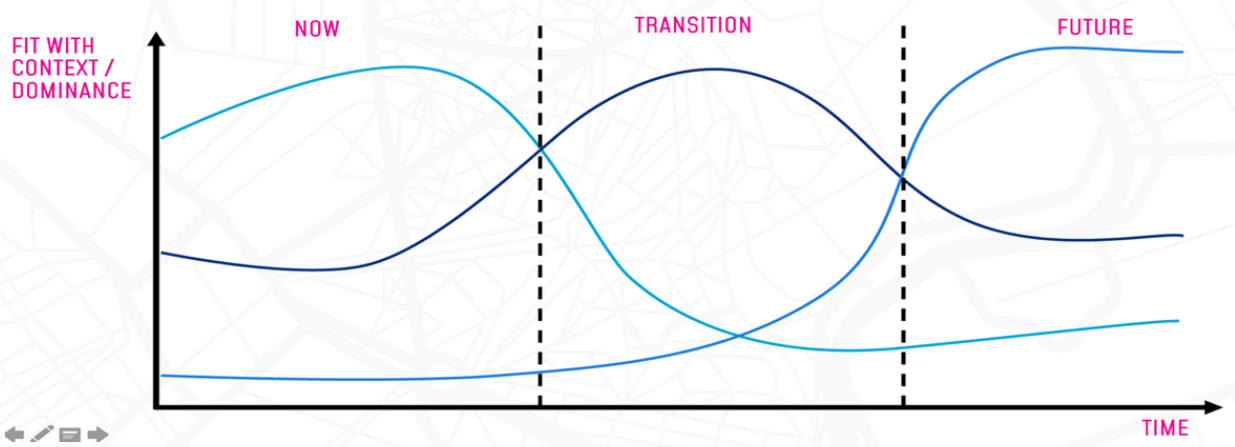
	<p><i>Note: You can change the example dialogue interview and use one in the local language. You could even record one as an example before the session.</i></p> <p><i>You should use your Responsible Storytelling best practice guidelines to inform this part of the work.</i></p>		
1 hour 30 min (e.g. 11:30am)	Break		Facilitator to check online consent forms have been completed.
1 hour 45 min (e.g. 11:45am)	<p>Story Review</p> <p>The facilitator will explain the story review task (i.e., listen back to the stories and identify the key points in them) and will review an example story with the group.</p> <p>The facilitator will put the participants into their pairs from the previous task and ask them to listen back to their stories and put each key point from the stories onto individual post-it notes of their stories.</p>	<p>Slides</p> <p>Post-it notes</p> <p>Pens</p>	<p>Key change: Participants won't be able to re-watch/listen to their stories, therefore the 'key points' from the stories will have to be based on memory.</p> <p>To do this, we would suggest using a platform like Flinga, Mural or Jamboard and asking each Breakout room pair/group of participants to add INDIVIDUAL key points from the stories in their room as digital post-it notes to an online board. You should colour-code the post-it notes by breakout room number. This is so you know which stories the post-it notes relate to at a later date. You should determine these colours in advance and post instructions (with colour codings into the chat).</p> <p>Put people back into their breakout rooms and give them time to add post-it notes to the online platform (i.e. Flinga). Again, we would advise you to have a member of your team in each breakout room to make sure the activity goes ahead and to potentially be responsible for adding the post-it notes to the platform to ensure the colour coding is adhered to.</p>
2 hour 15 min (e.g. 12:15pm)	<p>Key Findings</p> <p>Once the stories have been reviewed, the facilitator will ask participants to look at the individual post-it notes from across the stories and identify any key trends and anomalies across them. Together, they will re-group the post-it notes into these trends and anomalies and give them individual sub-headings/group labels.</p>	<p>Post-it notes (or digital equivalent)</p> <p>Pens</p> <p>Flipchart paper/marker pens (or digital equivalent)</p>	<p>Bring everyone back from the breakout rooms and give each group 1-3 minutes each to share some of the 'key points' they identified from their stories. Ask participants to be thinking about what key trends and anomalies are emerging.</p> <p>Screen share the post-it notes (i.e. the Flinga, Mural, Jam board etc.) and work with the participants to start to</p>

	<p>Key Findings</p> <p>The facilitator will summarise the key groupings to the participants.</p>		<p>group the post-it notes into trends/themes and anomalies/outliers. If it is a large group, you and/or the support team may do the ‘moving/grouping’ with verbal input from participants.</p> <p>Label each group of post-it notes with a theme/trend/category and use this to summarise the key learning to the group.</p>
<p>2 hour 45 min (e.g. 12:45pm)</p>	<p>Break / Lunch</p>		
<p>3 hours 45 min (e.g. 1:45pm)</p>	<p>Thinking about the Future</p> <p>The facilitator will use the slides to set up the ‘future thinking’ part of the workshop and explain what the ‘Three Horizon’ structure is.</p>	<p>Slides</p>	<p>Use the ‘screen share’ function on your online platform to share the slides.</p>
<p>4 hours (e.g. 2:00pm)</p>	<p>Horizon 1</p> <p>Put participants in pairs/small groups. Ask them to think about the experiences they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What is the current ‘norm’ / situation in terms of the topic/issue? • What is worth preserving/continuing from the present in regards of the topic/issues for the future? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>	<p><u>Prep Notes:</u></p> <ol style="list-style-type: none"> 1. You will need to set up the horizon mapping board digitally and this should be done in advance. We would recommend using a platform such as Flinga, Mural, Jamboard etc. to do this. We would recommend using the same platform throughout the workshops so that participants only need to learn how to use one platform. <p><u>Delivery notes:</u></p> <ol style="list-style-type: none"> 1. Do a demonstration on how to use the platform you have chosen via screen share function on your online platform. 2. Post the link to the board/horizon map into the chat for the participants and ensure they can access it. 3. Put participants in small groups into breakout rooms for this activity. 4. Again, we recommend having a ‘facilitator’ or ‘support’ in each room to help the participants, particularly with using the digital horizon mapping board.

<p>4 hours 30 min (e.g. 2:30pm)</p>	<p>Horizon 3</p> <p>Keep participants in the same groups/pairs as above task.</p> <p>Ask them to think about the experiences of democracy they have shared today and discuss the following questions:</p> <ul style="list-style-type: none"> • What signals of change/emerging ideas about the future of the topic/issue are there in the present? • What are ‘visionaries’ and people at the forefront of change (i.e. early adopters) doing and saying right now? • What would be our ideal vision/should we be aiming for in terms of the future of the topic/issue being explored? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>	<p>You can either bring participants back to the main space to give them the new instructions, or ask the ‘facilitators/support’ in the breakout rooms to issue the instructions and do the demonstration via screen share.</p> <p>Delivering the instructions and demonstrations in the breakout rooms will save time - If you are doing this, ensure the in-room ‘facilitators/support’ have the necessary permissions and skills to do this.</p> <p>Bring participants back at the end of this activity to make sure everyone goes for a break at a similar time.</p>
<p>5 hours (e.g. 3:00pm)</p>	<p>Break</p>		
<p>5 hours 15 min (e.g. 3:15pm)</p>	<p>Horizon 2</p> <p>Keep participants in the same groups/pairs as above task. Ask them to think about how we can move from horizon 1 to horizon 3, and discuss the following questions:</p> <ul style="list-style-type: none"> • What changes/innovations are already beginning to take place or need to take place to help us to achieve horizon 3’s vision? • What do we need to stop doing/fade out to help us to achieve horizon 3’s vision? (15 min) <p>Ask each pair/group to use individual post-it notes in a specific colour to write down their ideas based on the above questions and put them on the horizon map in the designated space. (15 min)</p>	<p>Slides</p> <p>Roll of paper on wall/large whiteboard and pens</p> <p>Post it notes and pens</p>	<p>Welcome everyone back. Explain the activity and do a short demonstration of the task.</p> <p>Re-post the link to the board/horizon map into the chat for the participants and ensure they can access it.</p> <p>Put participants back into the same small groups/ breakout rooms as they were for the previous activity.</p> <p>Again, we recommend having a ‘facilitator’ or ‘support’ in each room to help the participants, particularly with using the digital horizon mapping board.</p>

<p>5 hours 45 min (e.g. 3:45pm)</p>	<p>Summary</p> <ul style="list-style-type: none"> • Quick summary of session - reflect on horizon map produced (10 min) • Outline what happens next and thank participants for involvement (5 min) 	<p>Slides</p>	<p>Use the screen share function on your platform to share the horizon map produced and final slides.</p>
<p>5 hours 30 min (e.g. 4:00pm)</p>	<p>End of session</p> <p>Remember to take a photograph of your horizons and retain the paper it is on as you will need this to synthesise the results of the session.</p>	<p>You can screengrab the horizon maps or download them - this will be determined by the platform you have used.</p>	

Sketch 1:



Further Support on the Three Horizons framework can be found the links below:

- <https://phw.nhs.wales/news/future-proof-your-planning-with-easy-to-use-tool/three-horizons-toolkit/three-horizons-toolkit/>
- <https://training.itcilo.org/delta/Foresight/3-Horizons.pdf>

Additional Facilitation Guidance

Essential Elements:

What you should do	How you could do this
Ensure that people are fully informed about what they are participating in and why	<ul style="list-style-type: none"> • Clear marketing materials • Communications prior to workshop (e.g. a ‘what to expect’ email sent to participants) • Clear introduction at the start of the workshop
Ensure that you have found out any learning/access/inclusion needs in advance	<ul style="list-style-type: none"> • A sign-up form that asks this question • Liaising with a partner organisation about these needs where appropriate (e.g. a school teacher if working with a group of their students)
Ensure that participants can fully take part and have their voice heard equitably	<ul style="list-style-type: none"> • Keep the workshop activities as clear and simple as you can so that everyone knows how they can engage • Think about be proactively inclusive by: <ul style="list-style-type: none"> • Adapting delivery and materials to suit learning and access needs (i.e. large fonts, easy read, subtitles, live transcription, translation, sign language, space layout etc.) • Addressing structural barriers to engagement (i.e. places you advertise in, what language/ images you use, partnerships, venues etc.) • Allow participants to contribute in different ways - not everyone wants to engage in a ‘conversation’ by talking.
Ensure that participants leave the workshop understanding ‘what next?’	<ul style="list-style-type: none"> • Ensure that you have time at the end of the workshop to explain the what happens next • Send around an email after the workshop that outlines what happens next • Before the workshop, think through the ‘feedback loop’ you will have with participants
Ensure that you value participants’ contributions to EUARENAS project and that participants know their input is valued	<ul style="list-style-type: none"> • Take the time to prepare for the workshop so that it runs smoothly • Get involved in the activities - share your own ideas and engage with the participants on a human level • Explicitly thank people for their time, energy and contributions to the session

Facilitating Conversations:

Potential challenge/issue	How you could overcome this
Hierarchies in groups	<ul style="list-style-type: none"> • Explicitly challenge it and model this in your own behaviour • Explicitly acknowledge different types of expertise in the group
Vocal participants	<ul style="list-style-type: none"> • Be explicit about parameters for speaking/engagement (e.g. everyone has 3 minutes to feed back) • Acknowledge and bring another voice in

Quiet participants	<ul style="list-style-type: none"> • Different ways to engage – speaking, chat function, digital boards (i.e. Miro, Flinga), polls etc. (i.e., Mentimeter), post-it notes • Targeted questioning
Conflict	<ul style="list-style-type: none"> • Provide space for differing views to be heard – don't allow interrupting • Point out genuine points of connection but acknowledge difference

Dialogue Interview guidelines

Dialogue Interviews are peer-to-peer ‘interviews’ that do not have pre-determined questions. Instead, an opening question (i.e., a conversation starter) is asked which enables the storyteller to start to tell their story and then the person recording the story may then ask any questions within this storytelling process that naturally occurs to them. It is an approach to interviewing that has been developed across the UK and Europe by People’s Voice Media as part of their Community Reporting methodology.

You can find out more about Community Reporting via this short animation:

<https://www.youtube.com/watch?v=NHmiuFbhpn&t=59s>

In essence, the structure of these interviews mimics our day-to-day conversations, and rather than having a set list of questions, the questions and interactions that take place are those that naturally occur as the story progresses. This way of interviewing is a great way of gathering insights into people’s experiences as they provide you with an opportunity to find out more about the person’s life during the storytelling process by asking questions that come to mind.

When you are gathering dialogue interviews you should think about:

- A good opening question – Ideally this should be an open question that enables the person being interviewed to start to talk freely about the topic you want them to talk to you about.
(e.g. Can you tell me about your experiences at the dentist?)
- Being courteous with your questions – Remember that people may not always want to answer the questions that you ask them and they have a right not to answer questions that they don’t want to. Try to phrase your questions gently, so that they do not feel intrusive or abrupt.
(e.g. Would you mind telling me a bit more about the difficulties you faced in booking your appointment?)
- Establishing a good rapport with the person you are interviewing – You could do this before the interview by talking a bit about yourself, Community Reporting, why you are interviewing them or general chit-chat. You can also do this during the interview by listening to what the person is saying, responding to what they say in an appropriate way and using your body language positively.
(e.g. Nodding whilst the person is talking, or smiling at apt points).

Here is an example dialogue interview: <https://communityreporter.net/story/dialogue-interview-example-eurocohort-project>

2.4. Writing an insight briefing

You may want to communicate the learning from your workshop as an insight briefing. Here are a set of guidelines we have developed specifically for this purpose. Insight briefings should be short documents designed to communicate the key findings in a concise and clear manner. We recommend keeping the insight briefing to between 2 and 3 pages. The sections of the briefing we'd suggest including are:

- **Core details:** Title of the briefing, authors and date of publication
- **Executive Summary:** 80 words (approx.) that cover the key points in the briefing, such as:
 - Topic area of briefing
 - What data was used to produce briefing and how
 - The most important key finding/insight from the briefing
 - Why the findings and insights are pertinent and who they are relevant to
 - Why the findings and insights are pertinent/relevant now
- **About your project/study:** 80 words (approx.) that informs people about the context of the foresight activities (i.e. is it part of a wider project, service development programme etc.)
- **Introduction:** 250 words (approx.) that contextualised the briefing and covers:
 - What is lived experience and why is it relevant to foresight
 - 1 - 2 sentences on method/data sources to set context – more detail to be given in latter sections.
 - 1 - 2 sentences about what this briefing presents – i.e., what is the new knowledge, why is the briefing relevant to current challenges in relation to society or the topic/issue you've explored
- **Key Findings:** 300 words (approx.) that outlines the key insights from citizen's current experiences of the topic or issue you've been exploring:
 - Outline key topic areas and how the citizens spoke about them
 - Briefly discuss any key trends or anomalies that have emerged from the stories
 - Remember to use quotes from the citizen stories to bring the insights to life
- **Future Visions:** 200 – 300 words (approx.) Describe the citizens 'visions' for the future of the issue/topic area you explored on the horizon maps. You may choose to present this as a brief description of each horizon, or as future 'challenges' to and 'opportunities' for the topic area.
- **Recommendations:** Identify 1 – 3 key recommendations based on the learning from the activities and identify who these recommendations are useful for.
- **Method:** 80 – 100 words outlining the methodology you have used to compile the findings for the briefing.
- **Citizens:** Insert a description of the citizens who contributed to the briefing. You should indicate how many people were involved and you may want to include details (where known) about ethnicity, age etc.

2.5. Editable templates

- 1 Recruiting Citizens Workshop
- 2 Responsible Storytelling Worksheet
- 3 Presentation Slides (from the Workshop plan)
- 4 Story Review Sheet
- 5 Consent Form
- 6 Synthesis Report template



The full list of templates can be downloaded [here](#) or at euarenas.eu/deliverables.

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