

# A COLLAGE OF DIALOGUE

A creative method  
for setting up  
deliberative  
conversations



### **Suggested Citation**

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Centre for Welsh Politics and Society



Canolfan Ddeialog  
Dialogue Centre

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# ABOUT THIS TOOLKIT



There is growing interest around the world in activities that can help citizens deliberate on important issues. These activities aim to bring citizens together to hear and discuss different perspectives on a topic, and come to an informed viewpoint.

Deliberative processes often start with an exploratory dialogue between participants, where they share experiences and learn more about a topic. Dialogue builds trust and mutual understanding, and enables participants to deliberate more effectively.

Typically, deliberative processes focus on talking, discussing, and reasoning. Creative approaches offer a different way of expressing what people think and feel about a topic. These can be especially useful during the dialogue phase of such processes.

This toolkit is informed by principles and methods of dialogue and deliberation for those interested in using a simple creative method – making a collage – to explore ideas and perspectives about a topic. It offers a step by step guide for how to use collage-making in a 2-hour workshop, as a way of exploring shared political, social and economic challenges.

This process of creative dialogue can be followed by deliberative activities that support participants to examine options and trade-offs, consider priorities and identify solutions.

The toolkit is informed by a pilot project that held a series of collage-making workshops with community groups in Newport, South Wales. It is informed by the feedback of people who took part in those workshops, and the reflections of the researchers who organised them. The theme of those workshops was 'How should Wales be governed in the future.' Collages - and the dialogue that they inspired - explored participants' experiences of how Wales is currently run and their priorities for the future.

The toolkit is designed to be used to explore any topic. Our hope is that practitioners and organisations can use this toolkit to support others in generating ideas and contributions to the challenges we share. We hope this toolkit gives you the confidence to try facilitating your own creative dialogues.



# WHAT IS COLLAGE?

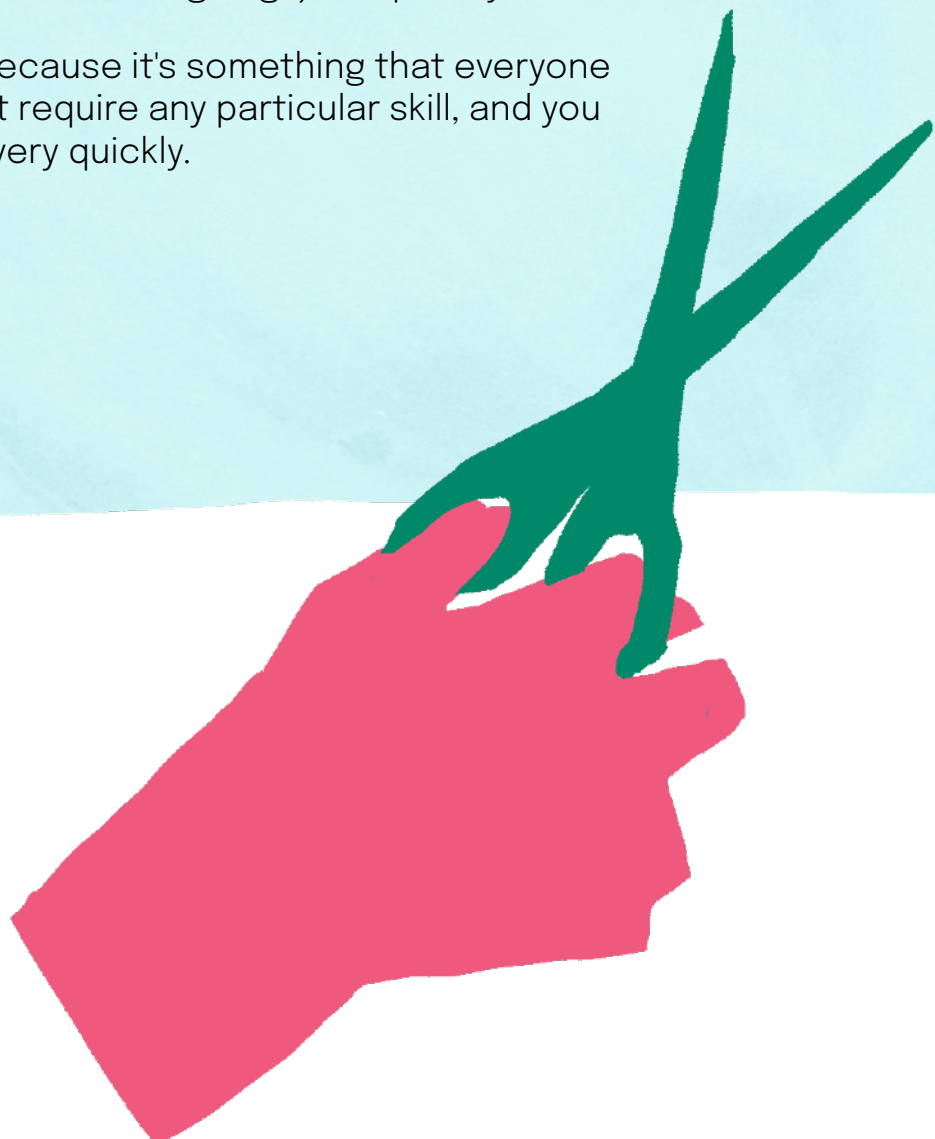
A collage is a piece of art made from different elements – such as paper, pictures, fabric, words – stuck on to a larger piece of paper. These can be cut out or torn, and assembled in different ways to make a new picture.

You can also add drawings and paintings to a collage, as well as other elements to decorate it such as glitter, stickers, and feathers.

# WHY MAKE A COLLAGE?

There are lots of different creative activities that could be used to get people talking. We've also experimented with sewing (to make bunting flags) and poetry.

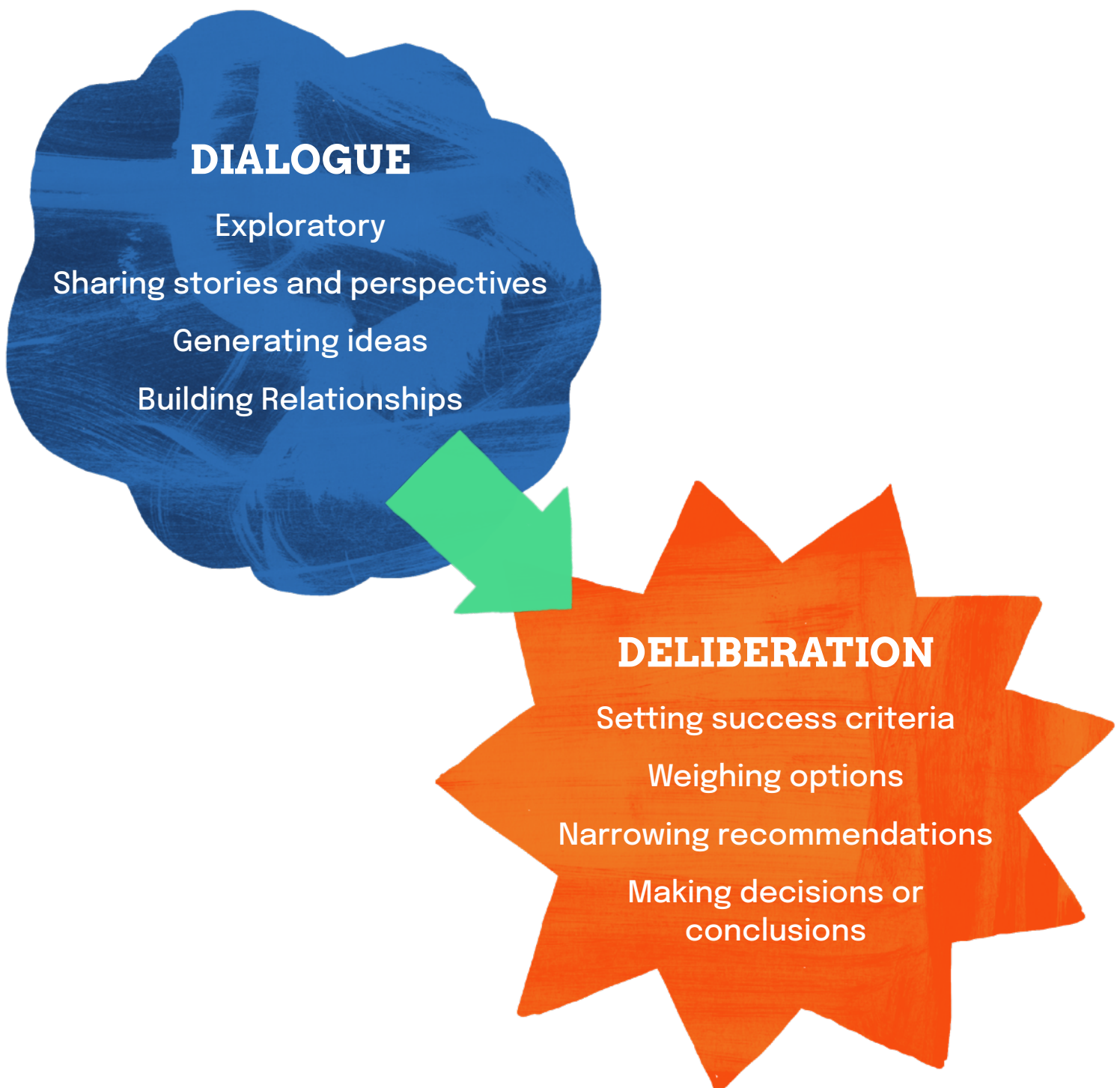
We like collage because it's something that everyone can do: it doesn't require any particular skill, and you can get started very quickly.



# DIALOGUE AND DELIBERATION

Collage and dialogue go well together because both involve individual contributions that combine to create new meaning.

Inserting space for dialogue as part of a deliberative process helps reveal core beliefs and values. This helps groups relate to each other before critically examining their ideas.



# HOW TO USE THIS TOOLKIT

This toolkit provides support for designing, hosting and following workshop activities:

- **Planning Your Workshop:** A list of prompts and considerations for designing an effective collage workshop.
- **Getting Ready:** A checklist for inviting people to take part and gathering the required supplies to host an inclusive workshop.
- **Session Run Through:** Detailed agenda, speaking notes and activity instructions for hosting your workshop.
- **Afterwards:** A valuable workshop doesn't end when participants leave the room. This section provides prompts and suggestions for feedback, evaluation, and next steps in your efforts to engage.

During each of these phases, there are three different roles to consider:

**The Participants:** these are attendees who want to contribute ideas to the discussion.

**The Expert:** The expert helps educate the participants about the topic for discussion. They provide basic information, assessments, and options for the issue being discussed based on facts and research.

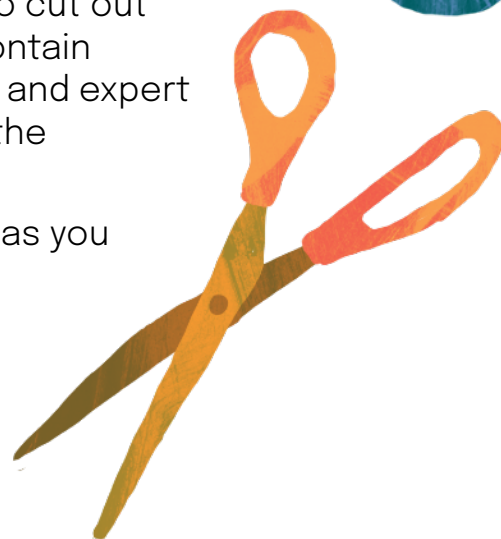
**The Facilitator:** The facilitator is responsible for ensuring the workshop is inclusive and welcomes everyone's ideas.

At different times, these three roles have different activities and things to do.

This toolkit also contains a set of note cards for you to cut out and refer to alongside the process. The note cards contain summary information and key points for the facilitator and expert to help support participants and fulfil the purpose of the workshop.

Think of these as your flash cards. They can be handy as you plan, deliver and wrap up your workshop!

**You can find these on pages 9 - 15.**





# QUICK START GUIDE

## PLANNING YOUR WORKSHOP

Recommendations and how to make it your own

CONTENT

FACILITATION

SPACE

MATERIALS

## GETTING READY

Checklists and tips

SPREAD THE WORD

PACK YOUR BAGS

## SESSION RUN-THROUGH

Step by step guide for running each stage of the workshop, with space to make your adaptations

SET UP & ARRIVAL

INFORMATION SHARING

CREATIVE DIALOGUE

ROUND-UP

## AFTERWARDS

WHAT NEXT?

# CHARACTER NOTECARDS

We have given you three different character notecards on the following pages.

The cards each feature a character that has a role to play in the workshop you're planning: **The Facilitator, The Expert and the Participants.**

Each character brings different things to the workshop, and you or others may embody more than one of the characters. It is also possible that you might be co-facilitating the workshop or have more than one expert present - this is fine, and you can still use the cards to help you understand these roles.

We recommend cutting out the three notecards and keeping them for reference alongside this booklet, to help you plan your sessions.

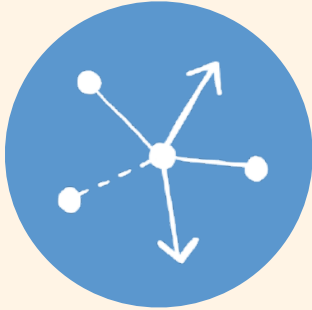
You can use the notecards to help you put on different 'hats' as you prepare for your workshop, to plan for what is needed, and imagine how it will run on the day itself.

Some of the ways you can use these notecards are:

- To help you decide what roles people should have if you are working with collaborators, and what responsibilities they should be given, within the workshop;
- To imagine how different people will be experiencing the workshop and what they might bring / offer at each stage;
- To remember the needs of different people in the room.



# FACILITATOR



The facilitator might be you, or another person, and it is their job to run the workshop. The facilitator gives clear instructions, makes sure everyone can participate, and creates a safe and fun environment.

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## Role:

Holding the space, managing the process

## Strengths:

- \* Clear communication
- \* Knows the process
- \* Time keeping

## Challenges:

- ◆ Might not have specific knowledge on the topic
- ◆ Lots of things to keep track of at once

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## Questions to ask when planning the workshop

- ➔ How much time is needed for this part of the activity and what happens if something runs over?
- ➔ Have I prepared clear instructions for participants?
- ➔ Have I got all the materials needed to make a collage?
- ➔ How can I make the workshop welcoming and fun for participants?

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# EXPERT



The expert might be someone with lived experience, research experience, professional experience or other knowledge of the issue you want to explore.

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## Role:

Shaping knowledge, helping clarify

## Strengths:

- \* Detailed knowledge
- \* Specific expertise or experience

## Challenges:

- ◆ Might use jargon
- ◆ Might not be familiar with creativity
- ◆ Might have fixed views on the topic

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## Questions to ask when planning the workshop

- ➔ How can I share knowledge in a clear and easy way?
- ➔ How can I make sure I don't dominate the discussion of the collages?
- ➔ How do I present a balanced overview of the issue?
- ➔ What kind of materials would help me to share information on the topic?

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# PARTICIPANTS



The participants are the people taking part in the workshop. They might know each other, they might not. They come with a range of needs, knowledge and experience that you might not know about yet.

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## Role:

Taking part, creative expression, sharing ideas

## Strengths:

- \* Diversity of experience and views
- \* Asking questions
- \* Introducing surprises and challenges

## Challenges:

- ◆ Varying energy levels
- ◆ Need for clarification
- ◆ Different communication styles, needs and abilities

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## Questions to ask when planning the workshop

- ➔ How can people be made to feel as comfortable as possible?
- ➔ What do participants want out of this experience?
- ➔ How do I make sure that people know what's being asked of them in this workshop?

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# PLANNING YOUR WORKSHOP

Now you're ready to plan the session.

Planning a session involves thinking about five things:



*The next part will give you our recipe for each of these parts, and give you space to make it your own.*

Before you start, think about the issue you want to discuss and think about your goals for the session:

What are you hoping to find out?

How do you want people to feel as they interact?

How will you keep track of what people say for future use?

How will the discussion be used?

Use the **Character Notecards** at any time to help you think about each part from the point of view of the Expert, Facilitator or Participants



You are bringing people together because you genuinely believe the opinions of others matter and can create better ideas. But people need help to think their best.

This involves three things:

1. **Creating a clear focused question that you are hoping your participants can help you answer.**
2. **Bringing in an expert to provide balanced and evidence-based information about the issue to inform the conversation - this is an important element of a deliberative process.**
3. **Documenting what people say.**

When developing your content, you may want to collaborate with your expert and others to create a compelling and focused question.

You will also need to document what participants say in response to the question you've asked them. There are different options for doing this:

- **Record the workshop:** you can use a digital voice recorder or phone app, or recording software on a laptop.
- **Take written notes throughout the workshop:** you can designate a member of your team as note-taker.
- **Use flip charts or large sheets of paper to gather ideas/themes:** in addition to documenting what participants say throughout the workshop, this is especially useful towards the end of the workshop when you want to summarise key ideas/themes emerging from the creative dialogue.
- **Take pictures of the workshop:** You may also want to take pictures of the workshop in progress; if so, remember to take a camera or smart phone with you. Check with participants that they're happy to have their photo taken.

For example, when using collage to explore the constitutional future of Wales, we asked: ***What kind of Wales would you like to live in?***

We asked several other (more focused) questions throughout the session, but this overall question helped to start the conversation and keep the discussion on track.

During our workshops, the expert informed the group about the topic: they explained the topic in a general way and presented different points of view on it. They also worked alongside participants to create their own collage and engage in conversation.

## Make it your own...

The focused question I want to use to describe the purpose of the session is:

Other questions I want to ask include:

Who can I ask to help me rehearse or test my discussion questions?

What kinds of questions do people have about this topic?

Who is the best expert to speak on this topic? Who can give a good general overview, and a balanced and evidence-based introduction?

How am I going to document what participants say and do during the workshop?

Think of facilitation as being the host of a dinner party. You want to help ensure everyone has what they need so they can relax and be their best.

Here are a few tips:

- **Demonstrate Active Listening:** Listen attentively to participants' thoughts and feelings expressed during the collage-making process and subsequent discussion.
- **Ask Probing Questions:** Ask open-ended questions to encourage deeper reflection on the choice of specific pictures/words for a collages, and the themes emerging through the collages and the conversation.
- **Encourage Collaboration:** Help people link their questions and ideas by being supportive and neutral.
- **Have Fun:** Regardless of the topic, remember that making the collage should be an enjoyable experience! There is no perfect way to host a workshop. Make it your own.

Plan your workshop like you would plan a dinner party: you want to put people at ease, plan the menu, get the ingredients and know when the meal should be served. You create a general plan for the evening for your guests but allow them to be creative and add to the atmosphere. This same mindset is helpful for your collage workshop. Take time to plan ahead.

It took us about an hour to plan our workshops, and each time we hosted a group we learned something and adapted our plan. You may even want to rehearse a few things ahead of time. Rehearsing and run throughs are helpful, and embrace the idea of trial and error.

**There are numerous online and print resources to help improve your facilitation skills. We recommend:**

International Association of Facilitators: <https://www.iaf-world.org/>

*Facilitators Guide to Participatory Decision Making* by Sam Kaner

*Serious Fun: Your Step-by-Step Guide to Leading Remarkably Fun Programs* by Mark Collard

## Make it your own...

How do I want the participants to feel throughout the session?

How will I make sure my own interests don't bias the group?

What can I do that would help me feel more confident facilitating the group?

## Our Recipe:

Whenever possible, go to where the people you are talking to are already meeting. Instead of asking groups to come to you, consider asking local groups and gatherings in your area if you can host a workshop with them.

Going to spaces and groups that your participants are already familiar with helps put people at ease. It can make discussing difficult topics easier.

The space should:

- Have a large table and enough chairs so participants can share materials and make collages side by side;
- Be relatively quiet so the group can hear each other;
- Be accessible to those with transportation and accessibility needs;
- Have access to restrooms;
- Have space to set up some refreshments for participants;
- Be completely set up 15 minutes prior to your event to be ready to receive early arrivals.

If you are using a space that is new to participants, make sure:

- You provide detailed directions about how to get to the space - such as public transport and parking;
- Have a sign or some other kind of way of finding help.

And don't forget to reserve your room 30-60 minute ahead of your workshop so you have time to set up without rushing.

We hosted our workshops in large rooms where participants could sit around a table, with plenty of space to walk around the table to look at and choose collage and art materials.

## Make it your own...

What groups might want to help me host the workshop where their members already meet?

What spaces in my community would be ideal?

What kind of accessibility needs do I need to check?

How can I help the space feel warm and inviting?

What kind of refreshments could I provide?

There are three kinds of content materials you will need for the workshop.

**1) Materials that provide information on the topic:** These should be accessible materials that will help explain more about the topic you would like to discuss. Materials should be balanced and evidence-based; the aim is to provide a baseline of information to inform dialogue. Perhaps it's a list of 10 facts or a simple diagram - work with the expert to select these. Perhaps you could even present this in the form of a collage - to introduce participants to what a collage is.

**2) The supplies for creating collages:** Magazines, newspapers and posters are all excellent materials; you can either have a random selection or choose material that's broadly related to your topic. A variety of art supplies such as stickers, glitter and felt pens is also good to have. Gather more than you think you will need and try to acquire diverse content. Consider preparing your own collage in advance of the workshop, to show participants how you've responded to the question you're asking; this will help them understand what they're being asked to produce.

**3) The materials you need for staying on track during the workshop:** Those include the note cards and run sheet in this toolkit. You may also want to bring additional speaking notes or information about the project you are working on.

***Check out the 'Pack Your Bags' section for a full list of suggested supplies.***

For our workshop, we provided information about how Wales is currently governed in the form of a collage that we had made before-hand. We used this to explain current debates about how Wales is run and different options for change in the future. This had the added advantage of showing participants what a collage is.

We pre-prepared a collage to show participants how we'd responded to the workshop question; we talked this through with them as part of the introduction to the collaging activity.

Our collaging materials included magazines and newspapers loosely focused on current affairs, society and culture in Wales and the UK; these were in English and Welsh languages. We also had glitter pens, patterned sticky tape and stickers.



## Make it your own...

What magazines, newspapers, old books and art supplies would be good to gather for my topic?

What materials could I and the expert bring to help participants understand the topic?

What other supplies should I add to the 'Pack Your Bags' list?

A crucial part of planning is to think about how you are going to evaluate the workshops. This will help you reflect on (and refine if necessary) the process that you've followed, and will give you information about how participants feel about the process and the topic they've been discussing.

There are two elements to consider:

### 1. What do you want to know from the evaluation?

- **Planning and delivery of the workshop:** What worked well and what didn't work? What would you do the same or differently next time?
- **Participants' views of the topic:** Did they learn anything about the topic? Do they think the same or differently about the topic as a result of the dialogue?

### 2. How are you going to collect data as part of the evaluation?

- **For workshop participants:** options include a simple questionnaire at the end of the workshop, or doing interviews with participants, or a pre and post survey to identify what they learned or new things they considered.
- **For workshop organisers:** you can ask each team member to keep a reflective log during all phases of workshop planning and delivery, to feed into a de-briefing session after the workshop.

**For more information about applying Evaluations in real world projects, see:**

*Principles-Focused Evaluation: The GUIDE*  
by Michael Quinn Patton

*Where to Start: A Workbook for Evaluating Democratic Engagement Impact* by Simon Fraser University Morris J. Work Centre for Dialogue

## Make it your own...

How will I know if the workshop is successful? What will I see, hear and have?

What 3 questions could I ask participants to help improve my facilitation?

What 3 questions could I ask participants, the expert and other team members to help me improve the workshop?

What 3 questions could I ask participants to understand what they think and feel about the topic before and at the end of the workshop?

# GETTING READY

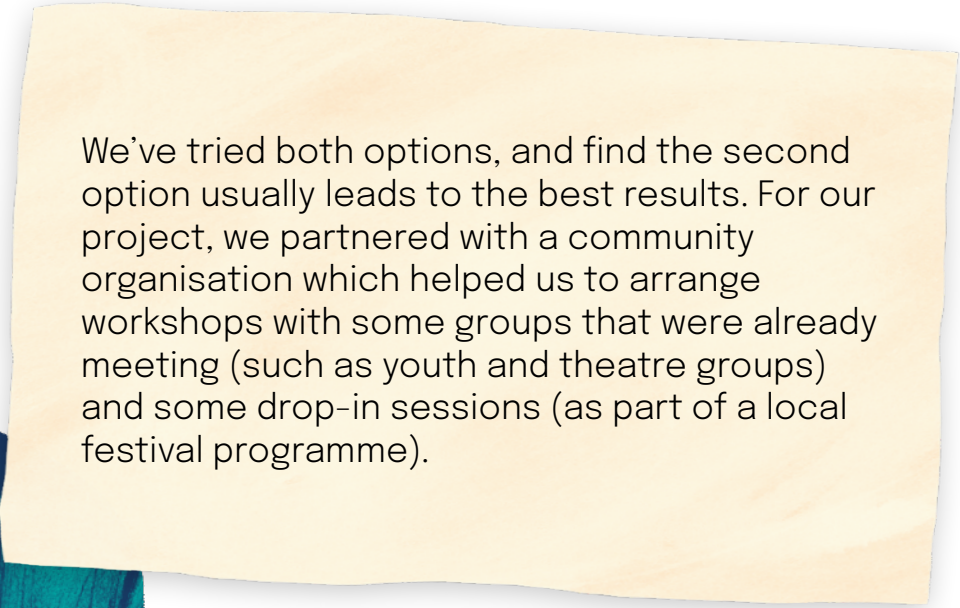
## *SPREAD THE WORD!*

You've planned your workshop and now you need to promote it.

There are two options:

1. Publicly promote and hope people will come.
2. Go to a group that already meets and ask them to partner with you.

Regardless of which option you choose, a clear and enticing invitation can set up your workshop for success. A good invitation empowers potential participants to see what value they can gain from your workshop and provides all the information required to help them decide whether or not to attend.



We've tried both options, and find the second option usually leads to the best results. For our project, we partnered with a community organisation which helped us to arrange workshops with some groups that were already meeting (such as youth and theatre groups) and some drop-in sessions (as part of a local festival programme).



# *You're Invited!*

A good invitation will convey to potential participants:

- What the workshop organisers value about the participants and why they really want them to attend.
- An attractive explanation about the project, its aspirations, what the benefits could be and what to expect in the workshop.
- An opportunity to say no. If there's no option to decline, then it is an order and not an invitation.

In your invitation remember to use inclusive and welcoming language, include all logistical information, describe any requirements on the day and any pre-work or pre-thinking (if applicable).

For more information on good invitations, have a look at *Hosting Generative Change: Creating Containers for Creativity and Commitment* by Mark McKergow.

# GETTING READY: PACK YOUR BAGS!



Before the workshop day comes, make sure you've got everything you need. And make sure you have an easy way to transport all the supplies. You don't want to be searching for bags at the last minute.

## *Collage Supplies:*

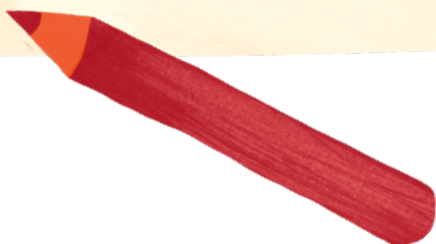
- Magazines, Newspapers or Posters:** Provide a diverse selection of materials with images and text that participants can cut out and incorporate into their collages.
- Coloured Paper:** Offer a range of coloured paper in different sizes and textures to serve as backgrounds or additional elements in the collages.
- Scissors:** Supply a sufficient number of scissors to accommodate all participants. Consider providing different types of scissors, such as safety scissors for younger participants or decorative-edge scissors for added creativity.
- Glue Sticks:** Provide plenty of glue sticks for sticking materials onto paper. Glue sticks are mess-free and easy to use, making them ideal for collage-making.
- Markers, Pens, and Pencils:** Offer a selection of markers, pens, and pencils in different colours and tip sizes for participants to add drawings, doodles, or handwritten text to their collages.
- Optional Decorative Materials:** Consider providing additional decorative materials such as stickers, stamps, stencils, paint, washi tape, ribbons, beads, or sequins to enhance the visual appeal of the collages.
- Optional Paintbrushes and Paint:** If participants want to incorporate painting into their collages, bring along paintbrushes and small containers of acrylic or watercolour paint.
- Optional Rulers and Cutting Mats:** For participants who like precise measurements or need a flat surface for cutting materials.

## *Facilitation Supplies:*

- Name tags:** For participants, facilitator and experts.
- Tablecloths or Disposable Table Coverings:** Protect work surfaces from glue and paint spills by covering tables with tablecloths or disposable coverings.
- Cleaning Supplies:** Have paper towels, wet wipes, or cleaning spray on hand for quick clean-up of spills or messes. You'll also need a rubbish bag to collect scraps of paper at the end of the workshop.
- Flip chart paper and marker:** for recording ideas and themes emerging from the conversation.
- Materials for evaluation:** printed copies of questionnaires, post-its etc (depending on how you will collect data).

## *Other Supplies:*

- Refreshments:** if you're offering participants something to eat or drink during the workshop, you may need to take provisions with you. Check with the venue if they can provide access to water, a kettle, plates and cups etc.
- Capturing workshop activity:** camera or smart phone.



# SESSION RUN-THROUGH

## How to use the next section

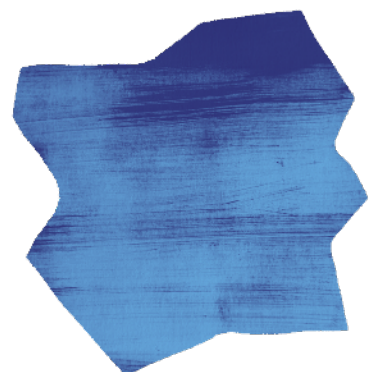
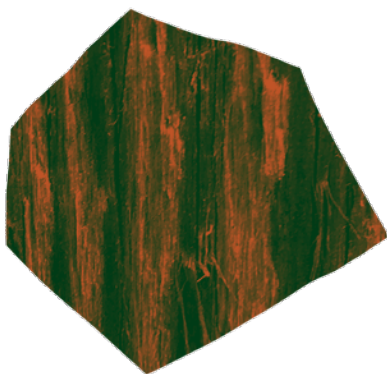
Each double page has a stage of the workshop. It will show you:

- How long each stage should take (based on a 2 hour workshop), with space to add your own specific timings;
- The task at each stage;
- What you will need;
- And there is some space for your own notes.

Use a pencil first to plan out a rough session plan.

You can photocopy these pages to take with you on the day to use as your running order, and share copies with any co-facilitators.

*Use the printed out character cards to help you ask questions and think about each person's experience of the workshop.*







# SET UP AND ARRIVAL

No.	Duration: add your timings	Task
<b>1</b>	15 minutes  Your timings:	<b>Set up the room</b> <ul style="list-style-type: none"> <li>• Lay out the furniture.</li> <li>• Set up refreshments.</li> <li>• Put creative materials open the tables.</li> </ul>
<b>2</b>	5 minutes  Your timings:	<b>Welcome participants to the workshop</b> <ul style="list-style-type: none"> <li>• Participants arrive.</li> <li>• Greet participants in a relaxed and friendly way.</li> <li>• Invite them to write a name tag, get refreshments and take a seat.</li> </ul>
<b>3</b>	15 minutes  Your timings:	<b>Introduction to the workshop</b> <ul style="list-style-type: none"> <li>• Introduce yourself, the organising team and the expert.</li> <li>• Share the purpose of the workshop and why the group was invited.</li> <li>• Ask everyone to answer an introductory question.</li> <li>• Summarise the plan for the workshop.</li> </ul> <p>The start of the workshop sets the tone for the time you'll be spending together. For sessions like these, where you are hoping for people to speak, it is a good idea to ask them to introduce themselves with a warm up question. This should be an easy question to answer; the facilitator, organising team and expert should answer the same question.</p> <p>There are different kinds of introductory questions you could ask:</p> <ul style="list-style-type: none"> <li>• Questions that relate to the topic: What made you interested in coming today? What 3 adjectives would you use to describe the topic?</li> <li>• General questions: Can you share one thing that's made you smile this week?</li> </ul>

What you'll need	Your notes
<ul style="list-style-type: none"><li><input type="checkbox"/> Collage supplies</li><li><input type="checkbox"/> Facilitation supplies</li><li><input type="checkbox"/> Refreshments</li><li><input type="checkbox"/> Tables</li><li><input type="checkbox"/> Chairs</li></ul>	
<ul style="list-style-type: none"><li><input type="checkbox"/> A smile</li><li><input type="checkbox"/> Name tags</li></ul>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Note cards</li><li><input type="checkbox"/> Run sheet</li></ul>	

# INFORMATION SHARING

No.	Duration: add your timings	Task
<b>4</b>	15 minutes	<b>Introduction to the topic</b> <ul style="list-style-type: none"><li>• Provide a general overview of what you'll be discussing with the group.</li><li>• Invite the expert to provide information and evidence in relation to the topic.</li><li>• Give participants a chance to ask questions.</li></ul>
	Your timings:	
<b>5</b>	5 minutes	<b>Introduce the collage activity</b> <ul style="list-style-type: none"><li>• Introduce the question that's the focus of the collage.</li><li>• Explain what a collage is - and show a pre-prepared example focused on the same question if possible.</li><li>• Invite participants to ask questions and have a go.</li></ul>
	Your timings:	

What you'll need	Your notes
<input type="checkbox"/> Any materials that provide information to participants	
<input type="checkbox"/> Pre-prepared collage	

# CREATIVE DIALOGUE

No.	Duration: add your timings	Task
<b>6</b>	25 minutes	<b>Make a collage</b> <ul style="list-style-type: none"> <li>• Everyone (including facilitator and expert) makes their own collage.</li> <li>• Facilitator asks exploratory questions: ‘why did you choose that image/word?’ ‘what do you think/feel about that image/word?’</li> <li>• Facilitate discussion between participants.</li> <li>• Invite expert to answer any information questions that arise.</li> <li>• Take photos of participants making collages.</li> </ul>
	Your timings:	
<b>7</b>	25 minutes	<b>Present and discuss collages</b> <ul style="list-style-type: none"> <li>• Everyone (including facilitator and expert) shows and explains their collage to the group.</li> <li>• Facilitator/participants identify common themes, and make linkages, between collages.</li> <li>• Write themes/linkages on flipchart.</li> </ul>
	Your timings:	
<b>8</b>	10 minutes	<b>Reflection on key themes</b> <ul style="list-style-type: none"> <li>• Summarise key themes emerging from collages.</li> <li>• Invite further discussion/reflections.</li> </ul>
	Your timings:	

What you'll need	Your notes
<ul style="list-style-type: none"><li><input type="checkbox"/> Collage materials already laid out</li><li><input type="checkbox"/> List of prompt questions to hand</li><li><input type="checkbox"/> Additional information on the topic</li></ul>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Flipchart to capture themes/ linkages</li></ul>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Flipchart to capture themes/ linkages</li></ul>	

# ROUND-UP

No.	Duration: add your timings	Task
<b>9</b>	5 minutes	<b>Closing the session</b> <ul style="list-style-type: none"> <li>• Invite everyone to share one last thought to close the session. For example: What is one thought you are taking with you to day? What about today's session was interesting? In 3 adjectives how would you describe the topic now?</li> </ul>
	Your timings:	
<b>10</b>	5 minutes	<b>Next steps</b> <ul style="list-style-type: none"> <li>• Summarise what happens after the workshop.</li> <li>• Explain how you will keep in touch with participants after the workshop.</li> <li>• Invite participants to ask any questions.</li> </ul>
	Your timings:	
<b>11</b>	5 minutes	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Participants to complete workshop evaluation.</li> </ul>
	Your timings:	
<b>12</b>	5 minutes	<b>Final thanks</b> <ul style="list-style-type: none"> <li>• Final say of thanks and invite everyone to applaud their hard work.</li> </ul>
	Your timings:	



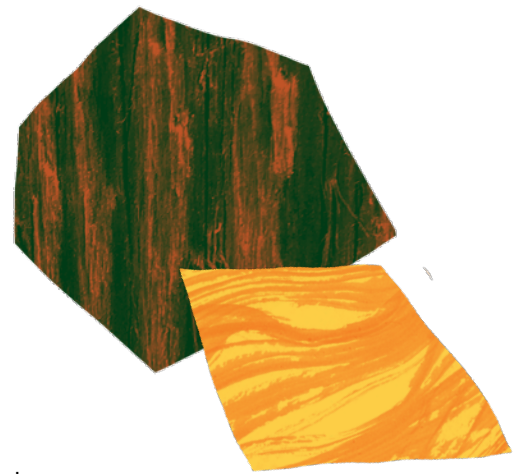
What you'll need	Your notes
<input type="checkbox"/> Run sheet	
<input type="checkbox"/> Information about post-workshop plans	
<input type="checkbox"/> Relevant evaluation materials e.g. questionnaires, post-its.	

# AFTERWARDS

## What Next?

Now you've completed the workshop, but what happens next is just as important. There are several things to consider, but at the very least be sure to:

1. Send a follow up note thanking participants.
2. Try and send a written summary of the themes and ideas you heard.
3. Outline any next steps that you are planning to take.
4. Ask if they would like to receive updates on how their discussion was used.



## Possible next steps

### Sharing the insights from the creative dialogue:

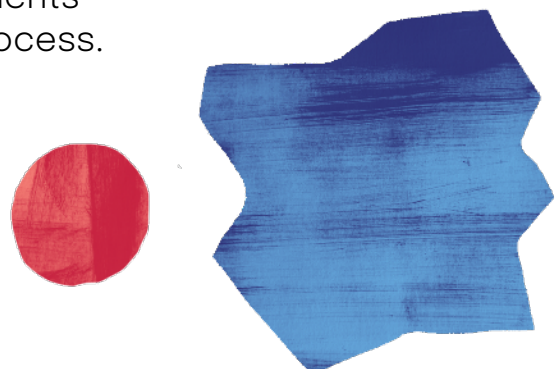
You may want to share the key ideas and themes emerging from the workshop with others who are interested in the topic. Think of who these people might be, and how best to share the information with them. For example, you might prepare a briefing paper for decision-makers, or a blog post aimed at the general public.

Another option might be to display the collages produced (with the permission of the participants). This can be a great way of raising awareness of the topic and the workshops with the wider community and public; you could use the exhibition to gather a broader range of responses to the collages and the ideas/themes they raise in relation to the topic.

### Follow-up deliberative activity:

The creative dialogue process outlined in the toolkit is designed to explore feelings and ideas about a topic, from different perspectives.

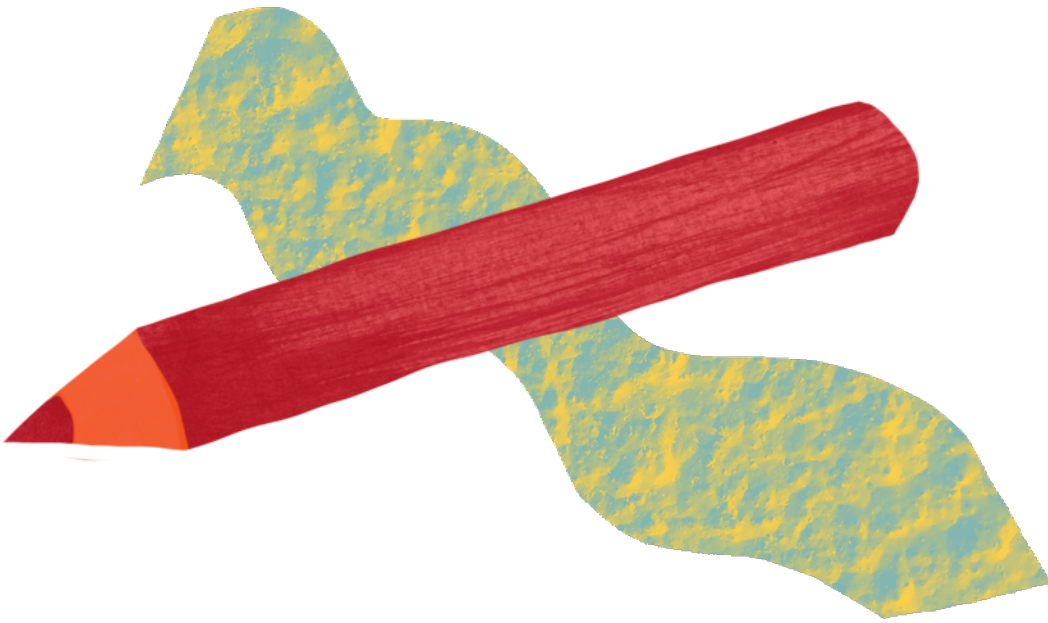
This can provide the basis for a follow-on conversation which aims to be more deliberative. Planned activities here will be more focused on supporting participants to build on the creative dialogue phase to examine options and trade-offs, consider priorities and identify solutions. These dialogue and deliberative elements are often combined as part of a deliberative process.



**For examples of deliberative activities see:**

ICA Consensus Workshop Method

'Session Lab' ([www.sessionlab.com](http://www.sessionlab.com)) for a library of facilitated activities.





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