

## Suggested workshop format

**Table introductions:** invite participants to introduce themselves to each other, who they are and their motivation for attending the workshop.

It would be helpful if the scribes can a note of who is included in your discussion group – there will be a delegate list available you can use to make notes for this.

**Introducing the theme through the brief:** Participants will have received the brief for each theme ahead of the workshop but theme leads/facilitators should introduce the theme and can use the brief to do this.

**Table-top canvas:** A table-top canvas has been created for each theme to guide discussion among the group. Ask participants how they would like to capture the discussion e.g. by writing on post-its themselves or having a nominated person to scribe and record.

**Brief questions:** For Social Connections and Relationships, the key questions on the brief are embedded in the central questions on the table-top canvas. Therefore, simply move through the four sections of the canvas (Knowledge, Priorities, Actions and Who) as described below. The Schools and Educational Settings and Key Groups themes have a separate key question which is printed along the outside of the canvas.

**Knowledge:** Invite participants in the group to share their knowledge around existing research, policy and practice using the questions on the canvas.

**Priorities:** Through the discussion some themes may begin to emerge which can support the identification of priorities. The table-top already includes priorities from young people which were identified at the YAG residential.

**Actions:** In relation to the priorities, invite participants to consider the types of actions and activities that are required in terms of addressing these priority areas and consider the skills, resources and expertise that will be required.

**Who:** There may already have been some discussion around groups and people who can take action in relation to these priorities but if not then use the question on the canvas to prompt participants around who needs to be involved.

**Choosing priority questions:** For the last 10 minutes of the activity, invite participants to prioritise 3 comments on the table-top canvas by giving them 3 stickers to stick next to the priorities they would like to choose. These may all be in the 'priorities' section of the canvas but can be selected from other sections if they choose. There will be 4 different colour stickers for: young people (blue), researchers (red), policy-makers (green) and practitioners (yellow).

Groups will then rotate and when the new group joins facilitators can invite the new group to review each of the sections of the canvas and contribute additional information to each section. Therefore, in between sessions 1 and 2, it would be helpful if the scribes can cluster the post-it notes to make the canvases easier to read.

During the second session it may be useful to focus more on the actions (e.g. ideas for new research or ways to improve practice) and any questions or areas for further discussion raised by the previous group, to move the discussion forwards.

### Notes:

- Please try and stick to the above order (Knowledge, Priorities, Actions, Who), as this will make it much easier for the scribe to place the post-it notes in the right segment!