What Works Wellbeing

How to run a Wellbeing Dialogue

Annexes

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Annex A: Dialogue consultants

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Annex B: Simple wellbeing checklist for options comparison

Below is a simple checklist of wellbeing domains and factors which are important in taking a more holistic, quality of life view of options and choices. Some of these factors are 'integrating' in that considering them will help to join up with other areas of significance. Others are 'innovation' factors which are not as routinely considered in decision making – and have the potential to lead to innovative solutions. A few questions to help make use of this table are:

1. Is the factor relevant to the problem/ challenge you are trying to solve?
2. Will implementation of the option/ solution impact the factor for the target audience of interest?
3. Can you 'design-in'/ influence some of these factors positively with small changes to your solution, or the way in which you implement it? If so, how?

✔	"Integrating Factors" (Joining-up with other policy areas)	Wellbeing Domain	"Innovation Factors" (Not always considered)	✔
	Mental Health, Physical Health	Health	Satisfaction with Health, Resilience	
	Family, Marriage/ Partnerships	Relationships	Friendships, Neighbourliness, Loneliness	
	Employment/ Unemployment	What we do	Job Satisfaction, Job Security, Underemployment	
	Art, Sport & Culture		Work-Life Balance/ Leisure/ Time Use	
	Volunteering/ Care Giving		Altruism, Religion	
	Income/ Poverty/ Debt	Personal Finance	Stability/ Financial Stress	
	Growth, National Debt, Prices	Economy	Sustainability	
	Education & Skills, Adult Learning	Education & Skills	Life Skills/ Capabilities	
	Community/ Neighbourhood	Where we live	Trust in People, Sense of Belonging	
	Crime		Fear of Crime/ Safety	
	Housing, Transport, Built Environment		Housing & Transport Satisfaction Commuting	
	Air Quality, Noise	Natural Environment	Nature, Green space	
	Voting, Transparency, Civic Participation	Governance	Trust in Institutions, Social Action	
	Control, Rights	Personal Wellbeing	Happiness, Anxiety, Sense of Purpose	
	Equality, Fairness		Self-Esteem, Dignity	

Annex C: Action frameworks and examples of use in dialogues[1]

C1 - Five Ways to Wellbeing and Children's Six Ways to Wellbeing

The Five Ways to Wellbeing are a set of evidence based actions which promote people's wellbeing. They are: Connect, Be Active, Take Notice, Keep Learning and Give. They apply to children but with one addition: Creativity and Imagination. These activities are simple actions individuals can take in their everyday lives, and they can also be built into the design of policies and services by organisations. Below is an example of where the Five Ways to Wellbeing framework has been applied to dialogue, in this case to elicit ideas about interventions and actions which could have an impact on loneliness. This example is taken from the Loneliness Round 1 dialogue in 2014 and the full process plan can be found in the technical annexes to the report. The framework can be applied differently depending upon what you want to achieve – this is just one way of doing it.
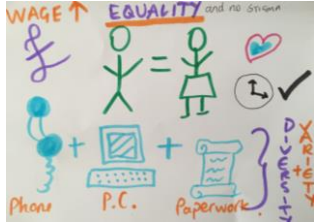
Agenda	Process	Outputs/Outcomes	Materials/notes
Imagining a community	Given what we have heard and talked about on being connected/wellbeing/loneliness and the effect this has on people's lives so far this evening.... Think about a place where people feel generally connected to each other/are able to interact well with each other: Q1) Describe an image that comes to mind when you think about this place. Describe in words/draw this on the postcards in front of you. Use the coloured pens/pencils if you'd like. Don't worry about perfection, it's just getting your first thoughts on the postcard. Group discussion on the postcards. Prompts:	Consideration of what a community/neighbourhood is like that has been designed to maximise social connections/ opportunities to keep learning/ give/ take notice and be active	Set of blank postcards Pens Facilitators to collect the postcards and stick them to the nearest wall for discussion.

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[1] These examples are all extracted from process plans designed by Hopkins Van Mil. Links to the full plans are included throughout.

Agenda	Process	Outputs/Outcomes	Materials/notes
	• What was in your mind as you prepared your card? • To what extent does connecting with others effect loneliness? [Facilitator to test 'connect' well here] Q2): How could this place continue to be somewhere where people feel more able to: Group 1: Be active? Group 2: Keep learning? Group 3: Take notice? [Each group spends time drilling down on one of the five ways to wellbeing] Talk about this to the person next to you. Use the post it's to record the kinds of things you think could be done. One action per post-it. Group discussion on the emerging themes: Prompt: How does what we've said here impact on loneliness? Q3) And how could this place be somewhere where people feel more able to give? (time for example)? Quick fire brainstorming. Prompt: and the impact of this on loneliness? So now we have a long list of interventions or actions that would help people to feel more connected/ active/ learning/ noticing/ giving and we've thought about how this could have an impact on loneliness.	A consideration of why they think this/ what's front of mind. Testing views against the other four ways to wellbeing – does this provide a route to new ideas about loneliness prevention/ alleviation?	Give out the 'Connect' Ways to wellbeing card. Distribute the wellbeing cards as appropriate Group 1: Be active Group 2: Keep learning Group 3: Take notice Facilitator to collate post-its around themes. Add additional notes for comments arising from the group discussion. Give out the 'Give' Ways to wellbeing card. Key points recorded on 'give' on flip chart for participants to see.

C2 - Maslow's hierarchy of needs

The following is an example of where Maslow's hierarchy of needs has been used to help participants explore the concept of thriving, and is taken from the technical appendix for the Work, Learning and Wellbeing Round 2 dialogue in 2015.

Agenda	Process	Outputs/Outcomes	Materials/notes
Thriving – who should help and what should they do?	You have on the table cards which include the one you drew plus all the other cards in both Cardiff and Falkirk through which people illustrated their 'ideal work situation'. Here is a flip chart summarising what Cardiff and Falkirk said last time about good learning and where work/ learning intersect. In pairs. Have a look at these. Put the ideal cards in priority. What things that they express are most important to you? Use post-its to add to the priority list – is there anything about 'ideal work or learning' which is not described on the card or on the flip charts? Now in 2 small groups think about: **Q:** What has to be/ should be/ could be in place to make sure make people can flourish/ have a really good quality of life through their work and learning? Use the post-its to record all the elements that you can think of that must/ should and could be in place to help people flourish. Think of as many things as you can and then put them on the flip chart triangle you've been given in the best place. *Reminder - build on what they said in R1, not repeat it.* Are these needs: 1. Basic? 2. About your environment/ your safety?	The group will consider what being able to thrive for work/ learning looks like. They will draw on their own examples of what works well for wellbeing using R1 discussions as inspiration They'll think about basic needs through to self-actualisation.	All the 'ideal work' cards from Cardiff and Falkirk like this one: Will be printed on A5 cards and used as a prompt for further discussion on both work and learning. Headline findings on good learning and the intersection between good work and learning will be drawn on a flip as a reminder. A simplified Maslow's hierarchy will be made x 2

Agenda	Process	Outputs/Outcomes	Materials/notes
	3. About connecting with others – belonging? 4. About confidence and self-esteem? 5. About how you think about yourself and your own fulfilment? *Test prompt:* Where/ how does job security fit in to this? It was an important point you made last time. We want to be sure we understand what for you makes for good job security. Each group to talk through what they've put on their triangle and why they have put it there. **Q)** What can people do for themselves when it comes to wellbeing through learning and work? **Test thoroughly what** *individuals can do for themselves* **Q)** *Who* else should be trying to fulfil these needs to make sure that people can really flourish by means of the work/ learning they do? Plus what can be done by: • (We talked about employers last time) • Learning providers • Local organisations • National support & advisory organisations • Local, regional and national government • Private/ commercial sectors • Ask, why is that organisation/ individual is best placed to deal with this? Why is it their role?		 *Crib notes for facilitators:* Basic = air/ food/ drink/ shelter/ warmth/ enough sleep Safety= protection/security/ law/ limits/ rules/ stability Belonging=family/ colleagues/ friends/ affection/ people to relate to Self-esteem=achievement/ status/ responsibility/ reputation/ recognition Fulfilment=personal growth/ a situation in which a person can be everything they are capable of being.

Agenda	Process	Outputs/Outcomes	Materials/notes
	Draw on the information provided in the cards. *Who should do what to make the image you have drawn/ others drew a reality?* What is the one key message you would like to give to each of the individuals/ organisations you have identified here? **Even think about what you could say to yourself**. Is there one message for the What Works Centre for Wellbeing? Gather the key messages on the flip chart sheet Work together to produce a sheet which links the key needs to the 'who'. This, together with the key message sheet, is the summary sheet for the plenary session. Agree on a volunteer to report back.		Key message flip chart Summary sheet of who linked to the needs.

C3 - Self-determination theory

The following is an example of where self-determination theory has been used to help participants understand the concept of wellbeing and its relationship to sport and culture. It is taken from the technical appendix to the Culture and Sport Round 1 dialogue in 2015.

Agenda	Process	Outputs/Outcomes	Materials/notes
Exploring wellbeing	**Q1)** In what ways, if at all, can physical and cultural activities help people to live their lives well? Facilitator to refer to the activities listed before the break. Highlight those that might be easy to use as a way in (for example, joining a choir or a running group could give you a social network that you didn't have before). Remind people of what they heard in the presentation.	The group has explored the ways in which sport & culture could help people's wellbeing. A quick reflection on barriers (which will be taken up in R2).	Flip chart divided in to thirds headed: Freedom to take part/ watch Shared values Developing skills

Agenda	Process	Outputs/Outcomes	Materials/notes
	a) Discuss in pairs the ways in which physical & cultural activities could help people to live their lives well: Write each of the ways on a post-it.		
	b) Also note ways in which it might be a barrier to wellbeing if raised (for example if someone felt they couldn't participate).		
	c) Agree where to place the post-its on the sheet and continue to discuss the ways: Facilitator to draw out/ prompt for any things that aren't mentioned – *To what extent does this activity have an effect on*: · Physical health? · Mental health? · Social contacts? · Pride in your achievements? · Pride in the achievements of someone from / in your area? · Self-esteem? · Escape from daily life? · Widening perspectives? Additional prompts to be used for this and the next session: · Are the effects positive or negative? · What do these positive/ negative effects mean for you? · How does this affect you specifically?		

C4 - Thinking Hats

The following is an example of the exercise 'Thinking Hats', developed by Hopkins Van Mil for public dialogue. The purpose of the exercise is to get participants to think about every angle of an issue or policy idea. This example is taken from the process plan for the Loneliness dialogue in 2014. The full process plan can be found in the technical annexes to the report.

Agenda	Process	Outputs/Outcomes	Materials/notes
Seeing all the way round the policy ideas: implications for wellbeing	*Process: thinking hats – in break out rooms* Each group to have up to 2 policy ideas each to discuss drawn from the round 1 / round 2 review process. We'll now collect views from different perspectives on the policy ideas we discussed in the earlier discussion. The facilitator gives 2-3 people (depending on how many in the group) a card without explaining it, with either a red (negative view), amber (focusing on the facts) or green (positive view) hat on it. The facilitator keeps the white neutral) hat. They are then told what their hats represent and they are asked to discuss in their sub-groups as follows making notes of key points on post-its (one post-it per point): **Red hats** - all the negative points they wish to make about the 2 policy ideas on the table, flaws they can see in this as a way of stopping/ easing loneliness, barriers to this happening, thoughts on who would deliver / implement this idea. Any downsides for people's wellbeing in this kind of action? **Amber hats** - think about the facts around the ideas as they understand them: what is clear to them in terms of implementing the idea? What additional facts would they need to know to understand how this would stop/ ease loneliness; what facts emerge from the discussions we've had; how does the idea link to the 5 ways to wellbeing?	In considering all aspects of the policy we would draw out the wellbeing lens.	Policy ideas from the round 1/ round 2 review on postcards Post-its in participants' own words Ways to wellbeing cards to remind them of the wellbeing lens: Connect/ Be active/ Keep learning/ Take notice/ Give Flip chart sheets per group of hats for them to record their own views in their own words Post-its for individual points.

	Green hats - to think about all the positive points they can think of in relation to these ideas for stopping/ easing/ loneliness; what are the clear benefits to people's wellbeing if this idea was to be taken forward. White hat - remains neutral, providing support to the group, collects and collates post-its as it goes along and reminds participants of their focus as necessary. *Process: Brainstorming and collating* Facilitator invites each set of hats in turn to report their discussions based on the flips they have produced. The other hats are invited to comment adding additional points if they have them. Q1) What does this discussion (negative/positive/ fact-based) tell us about which ideas could work really well to combat loneliness? Q2) Which ideas really reflect your views last time on how to help the lonely who consequently might have low self-esteem/ lack confidence/ don't feel valued? Prompt: how would this affect someone's wellbeing? Fast-paced brainstorming using posts-its – if helpful. Agree what you wish to bring back to the group in terms of the important aspects of the ideas which need to be considered. It might help to have one positive, one negative, one information gap for each area. On the basis of this what are the two points you want to say to policy makers about things to do that would work to stop/ cure loneliness? Prompt: make sure wellbeing is brought out here.		Summary flip charts

	Agree 1 person to report on the positive/ negative/ gaps and 1 person (could be the same one) to formally present the group's recommendations/ what policy makers should think about.		

C5 - Timeline

The following is an example of a simple timeline exercise which, adapted to the dialogue process, can help participants think about their experiences across the life course, and how these change. This example is taken from the technical appendix to the Sport and Culture Round 2 dialogue in 2015.

Agenda	Process	Outputs/Outcomes	Materials/notes
Physical/ cultural activities over time	Working in 2 smaller groups of 5: *Think about all your experiences of taking part in sport/ culture from your earliest memories to something you might have done in the last week. Try and think about the various sporting and cultural experiences you have had throughout your life. We are focusing on participating in sport and culture (not watching) in this session.* In your small groups list as many of them as you can on post-its (one memory per post-it, please add at what age this happened). Work with each other and discuss it. Using a green post-it to record positive experiences/ yellow to record negative and pink to record neutral. We're going to develop a life-span time line. The timeline is determined by life-span time rather than a date. 'When I was 6' 'Now that I'm in my 80s' (*This is quick – leave most of the time for discussion*)	Thinking through experiences of taking part in sport and culture. Reflecting on positive/ negative experiences. Testing habituation and catalysts for change. Post-it grouped by participants/ facilitator around the age participant was at time it happened	Flip chart headed Timeline (Up to 4 sheets put together) Different coloured post-its: positive negative neutral With life-span images from left to right to help develop it.

Agenda	Process	Outputs/Outcomes	Materials/notes
	Q: (Ask both sub-groups) Of all the experiences that you have listed which one happened when you were very young? How old were you when that happened? Facilitator to use these dates to set the timeline start point **Q**: (Ask both sub-groups) Of all the events that you have listed which one happened most recently? How old were you when that happened? Facilitator to use these dates to set the life-span timeline end point by drawing it on the prepared flips. Ask each group in turn to put their post-its on the time-line in a relevant place (or facilitator to do so under their direction). As they do Facilitator to prompt as relevant/ appropriate: - Tell us more about this experience - Was this the only time you did this? (if 'no' add additional post-its for something done regularly or throughout life) - Why was this experience positive/ negative for you? - How, if at all, were you changed by positive experiences? - How, if at all, were you changed by negative experiences? - To what extent did these experiences challenge you/ or your assumptions about that sporting/ cultural activity (for example did something you thought you disliked become something you liked over time?) - Did these experiences have any impact on your health? Now we have all the post-its on the time-line let's talk more about these experiences.	Flip chart (on timeline and additional sheets) recording of key points	

Agenda	Process	Outputs/Outcomes	Materials/notes
	General discussion		
	Q: You have described both positive and negative feelings. How long did these feeling last after the experience you've described?		
	Q: To what extent did these feelings have an effect on other areas of your life?		
	Q: What, if anything, has held you back from taking part in sporting/ cultural activities?		
	Q: To what extent is what you have done been driven by: ▪ You personally ▪ Other individuals ▪ Organisations (3rd sector, local, regional, national government, the private sector) at that point in your life?		
	Draw out examples from the life-span time-line of positive/ negative experiences to discuss as deeply as possible.		

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