



*Conducting Effective  
Co-creation Activities /*

*Workshops*



Funded by  
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**VAST** values  
across  
space  
& time

# Preface

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## Overview

Co-creation activities or workshops are implemented in a wide variety of settings for interactively engaging audiences with the contents planned to be communicated to them either for raising awareness, teaching or enhancing skills. The intriguing characteristic of a co-creation activity or workshop is that audiences are directly engaged in its execution and often there is an entertaining component accompanying it. In this way, these activities become pleasant for any type of target group and improve the corresponding learning curve.

The planning, design and implementation of activities should be varied according to the target audience and the type of the activity aiming to be implemented while the language to be used should be appropriate to the level of understanding and comprehension of the audience targeted.

In general terms, co-creation activities or interactive workshops need to follow certain guidelines prior to the activity (planning & preparation), during the activity (implementation) and after the activity (evaluation) in order to be of high quality and effectively executed.

# Prior to the Activity (Planning & Preparation)

## Planning

The first step to be undertaken when planning an activity is to define its purpose. This will direct the planning process with regards to the

- target group,
- type of activity to be implemented,
- outcomes expected to be achieved and the
- anticipated benefits to the participants.

More specifically, it is of utmost importance to define at the planning stage:

- The topic;
- The learning objectives;
- The audience;
- Expectations from the participants
- Expected results;
- Outcomes/Benefits Gained
- Sections

### 1. Topic

In the planning of any activity, the first step is to identify and be clear about the topic which the co-creation activity will focus on. This will enable the proper identification of techniques and methods to be used, the main characteristics of the target group as well as their interest/expectation of the topic. The facilitator of the activity will need to have a good command of the topic they are covering in order to be able to respond to possible questions that may arise from the participants during the implementation.

*Depending on the topic, the target group and the level of complexity required to be addressed, the facilitator might need to do some research, in order to be knowledgeable on current trends and practices.*

Moreover, if the co-creation activity involves concepts (e.g., values), then the facilitator will need to prepare simple definitions accompanied by examples that are appropriate to the level of comprehensibility of the participants in order to ensure their understanding of it, if they are not aware.

### 2. Objectives

One of the most vital elements during the planning procedure of the activity is to identify and further concretize the learning objectives.



Avoid establishing generic objectives. Strive towards formulating SMART ones which can also assist the evaluation process once the activity is completed. SMART objective should be

*Specific:* Be clear on what needs to be achieved.

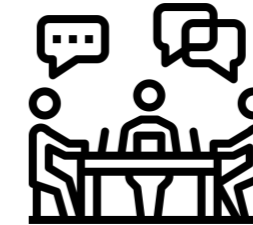
*Measurable:* Use a metric to evaluate the objective's success.

*Achievable:* Set a challenging but feasible target.

*Relevant:* Make sure it is thematically related to those that will be involved.

*Time-frame:* Set a clear deadline for the objective to be achieved.

### 3. Audience



The most critical element in planning a co-creation activity relates to the audience; the people actually participating in it.

*Aim at providing inclusive activities which do not exclude any participant on the basis of any health, socioeconomic, educational or other factors. Consider in advance how your activity could be adjusted in order to accommodate the needs of a diverse group of participants (e.g. people with disabilities, educational issues, social obstacles). In case an application form is launched to identify participants, consider including the question "do you face any situations (e.g. health, social, educational issues or barriers) which could make your participation at the activity more difficult"?*


Understanding who your target audience is and what their needs and expectations are, can help you in deciding what types of activities to plan and how to implement them. The following tips will guide you through the various things you need to find out about your participants, either by consulting them directly or by asking your contact person (e.g., teachers) that knows them well.

*Find out what they already know about your topic.*

You should know in advance if your target audience is expected to have some knowledge over your subject, as it will affect the way activities are planned and conducted. In addition, you should be aware of the level of knowledge expected by the age of the participants, in order to prepare your activities and explanations accordingly. Let's suppose that you are planning to run an activity with children aged 6 to 8 years old on identifying the valuthat emerge from the Snow White and the Seven Dwarfs fairy tale.




In order to properly plan the activities, you should know which values children are most likely to be aware of and which should be excluded because children are more likely not to know them.



*You should bear in mind that some children may have a lower level of knowledge than others, therefore you need to be prepared to provide simplistic explanations to illustrate and explain what each value means.*

### *Assess what type of activities would be more appropriate for them*

Not every activity is suitable for every target group. Therefore, find out what are the exact needs, capabilities, expectations and knowledge of your target group in order to plan activities that will be appropriate for them. Using the example provided above, children have a short attention span, thus presentations in the form of a lecture are not suitable for them. They will, instead, require more interactive activities, which will engage them actively and allow them to be part of what is happening. The same might be true also for a group of people that are more quiet and are not expected to engage well in a plain discussion.



*You should be prepared to adapt your activities (e.g., making them more or less interactive) according to how your audience responds to, when they are actually being delivered.*



### *Find out if and how well they know each other*

Knowing if your participants know each other can help you to plan the appropriate icebreaker, which can be completely skipped if they know each other well. Icebreakers constitute the best way to get participants to feel comfortable with you and the rest of the participants, as well as to engage them in the activities to come.

## 4. Expectations from Participants

When planning a co-creation activity, it is also important to concretise what participants are expected to do before, during and after the activity.

These expectations should be communicated in advance, in order to allow the participants to decide whether they want to be part of the activity or to prepare, if needed, accordingly.



For example, in a co-creation activity focusing on identifying and assimilating with certain values, it might be needed to distribute a short questionnaire assessing the participants' knowledge of each value prior to the activity, and if the purpose of the activity permits it, assess their knowledge also after it is completed. This way, you will be able to evaluate the level of knowledge gained from your activity.

## 5. Expected Results

During the planning, it is also significant to identify and document the expected results of the activity, and pass this information on to the participants when administering the consent form (see Preparation section). More concretely, it should be explained clearly what is expected to be achieved from the activity (e.g., to collect data for research purposes, to raise awareness on a certain topic, to advance participants' skills & capabilities). In case of data collection, please read Annex 1 for a checklist on how to ensure the quality of data collected, if they will need to be digitised.

## 6. Outcomes / Benefits Gained

Another important factor to consider during the planning of the activity is the benefits participants will gain from participating. In some cases, the benefit might not be directly obvious, for example when the aim is to collect data, but you have to carefully consider what can the activity offer to the participants themselves in order to act as a motivator for the participation. For instance, in the values activity with children described above, the children will have the opportunity to learn about values and realize how they use them in their lives, as well as to enhance their creativity and spend some quality time.

## 7. Section Planning

After identifying what you want to do, why and for whom, it is time to plan the actual sections that will take place during the activity. The section should be planned in accordance with the audience, but also taking into account the time available and the group size you would like to have.



**Activity Duration:** The duration of the planned activity is important as it can help establish the constraints you will have in the type and amount of sections to be carried out. Therefore, find out the time you have available to deliver the activity, or how much time what you would like to deliver would need, and plan the sections accordingly (check Annex 2 for an example).

*It is crucially important to time the sections, presentations or other methods to be used multiple times, in order to give you a realistic approximation of how long the execution will take.*



This becomes even more demanding when the participants are actively engaged in the sections and their response will be required (e.g. when asked to complete some exercise on paper). The duration of co-creation activities or any other interactive workshop can be divided as follows:

**Short Duration Activity:** It is delivered in 45 to 90 minutes, and it is more suitable for young children or for working with simple concepts that can be satisfactorily covered in the given time. In these activities, there is usually no full break, but varying the activities in order to refresh the attention span of the participants is recommended.

*The attention span varies according to the age of the person with most sources referring that the maximum attention span of an average adult is 20 minutes. It is therefore critical to vary the activities planned or include short breaks in order to allow them to normally have the lapses of attention required and be able to refocus on what is happening in the room.*

**Medium Duration Activity:** It can last anywhere from 90 minutes to 5 hours and can cover concepts in more detail, can teach simple skills or can apply structured dialogue to produce some useful outcomes. It is important in such an activity to plan breaks at key intervals in order to allow the participants to go to the bathroom without interrupting the flow of the activity, get a coffee, stretch out or to mingle and interact with each other. Giving the time to participants to get to know each other, discuss, exchange ideas and network is one of the most valued outcomes a workshop can offer to them. However, you should take into consideration that breaks always take longer than planned for everyone to get back in the room. Thus, in order not to get out of your planned time, you should have an extra five to ten minutes in your schedule on top of the time you will give your audience for the break.

Moreover, just like in the short activity duration, it is important to vary the sections in between the breaks to allow your audience to renew their attention and refocus through the small pauses made to change a section. Altering discussion/lecture with some hands-on section is an excellent way to keep your audience interested and focused on the workshop you are delivering.

When co-creation activities are being implemented, time is not as much as you may think. It goes by really fast, therefore you should be wary of how much content you are covering in the time you have. As you have the knowledge of what you want to deliver, you are not the right person to estimate how much time the participants will need to comprehend what you are telling them and follow what needs to be done. One good approach is to get some friends that are not familiar with your topic and test the workshop with them, or if the occasion permits it, run it as a pilot with a small number of participants, and take notes on what needs to be adjusted or adapted.

**Long Duration Activity:** A long co-creation activity or workshop lasts for more than 5 hours and can even take place for two full days or more. In such workshops you can explore concepts to a great extent, allot more time to sections and/or utilize group work to enhance team building and engage the participants directly to the content of the workshop.

When planning a long workshop it is important to plan frequent short and long breaks, in addition to varying the sections and the seriousness of each, according to the time that has passed and the level of tiredness of the participants, in order to retain their interest and focus. Offering food and coffee during the workshop is not only required to relax and reinforce the participants but also to create a great networking time among the participants that can lead to new synergies, collaborations or even friendships.



Long workshops are ideal for teaching skills or for covering concepts and topics in more detail. They provide an excellent opportunity for asking participants to practice using physical or digital equipment or include questions/discussion sessions.

*In medium and long workshops you have the opportunity to include a reflection section, which provides an extraordinary learning opportunity, as it allows participants to assess what they have learned from the workshop while at the same time allows you to assess the effectiveness of your workshop (especially if you include a pre-assessment, prior to the start of the workshop).*

Estimating the time that a long workshop will require in order to plan the amount of activities to include is difficult, therefore you should be prepared to adapt your plan according to the time you have available, prioritizing on the sections remaining according to how important you think they are to be covered.

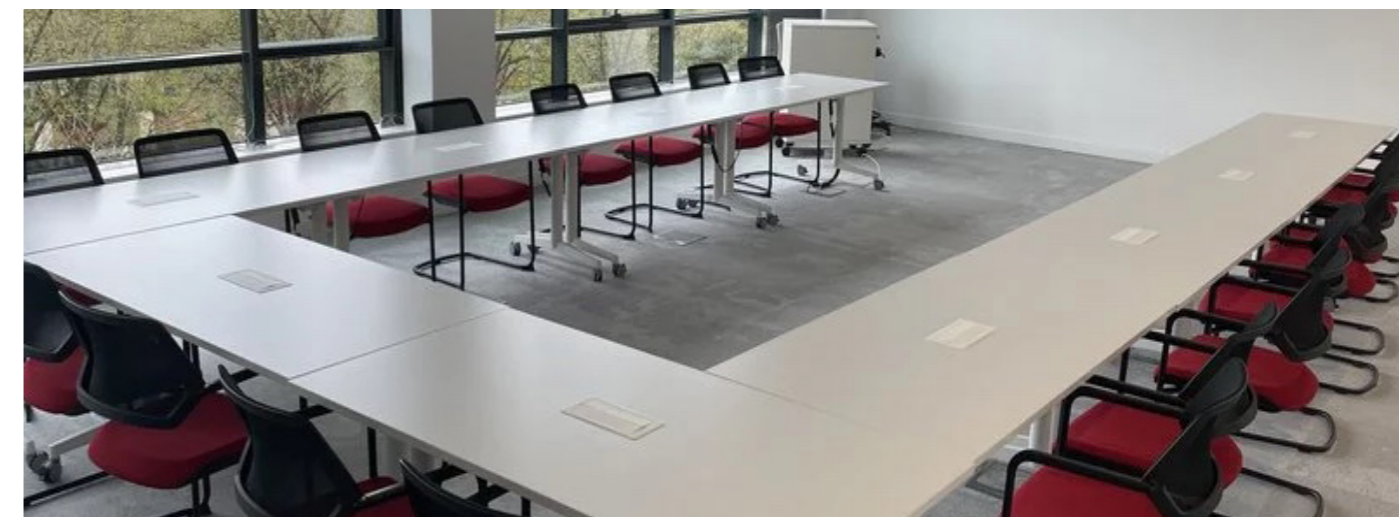
Overall, you should try to be as creative as possible in the workshops you are planning, no matter what the topic is or how much time the activity will last, as this will motivate your audience to be more engaged, learn better and, at the end, become satisfied with the time devoted to attend.

**Number of participants:** Another important aspect to consider when planning your co-creation activity or workshop is your audience size. For most purposes, the ideal number ranges from 10 to 15 participants, irrespective of age range, as it allows you to plan all sorts of activities either in small groups, whole groups or individually. In the case you have more than 15 participants, your workshop will be more effective if you create groups of four to five people and the activities are delivered accordingly, while if your audience is smaller than 9, then it might be more effective to work with them individually or plan activities that involve them as one whole group. Likewise, your workshop will be more effective if you have facilitation assistants (at least one) to help you out in the implementation of interactive activities.

## Preparation

Once you have finalized the planning of your co-creation activity, you can proceed with its preparation. While planning centralizes on the design and delivery of the co-creation activity, preparation focuses on its organization; that is, having the material, people, time and other logistical staff ready for ensuring the activity will be a success.

### 1. Space (where the activity will be held)

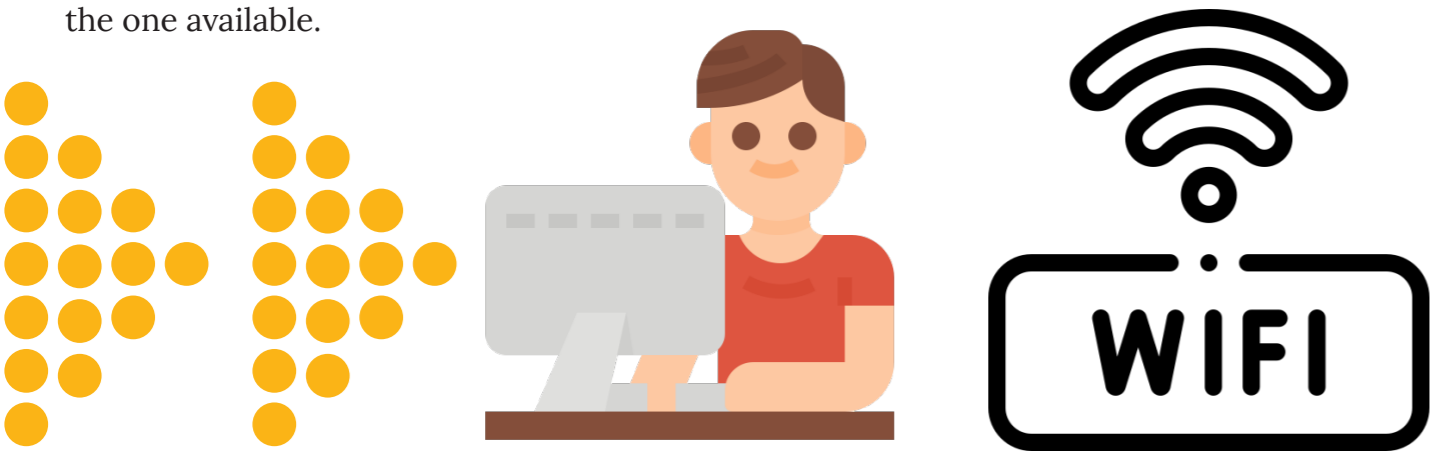


Deciding on the place where the activity will take place is not something that should be taken lightly. The room to be used should be able to provide everything that might be needed for delivering an effective workshop. Ideally, the room chosen should have ample light coming in, that can awaken and revive the participants. Moreover, it should have enough space to allow you to arrange the desks and chairs in the way you want, or in some cases remove them completely and have cushions for the group to sit on the floor in a circle that would create a cozier atmosphere (e.g., where the activity involves young children). Another aspect to consider is whether the room has the equipment and/or the wiring to connect your equipment to the spot that will be most suitable for maintaining eye contact with the audience.

If the space is not your own, you should arrange for a visit to inspect it and make sure that it meets all of your requirements for running your activities appropriately. In addition, a few hours prior to the co-creation activity, you and your team should visit the place and set it up as it is required, placing everything where you will need them to be.

## 2. Equipment & Room Set up

When setting up the place where the activity will be implemented, check what type of equipment is available in the room you will be using or what equipment can be provided to you and make the necessary arrangements to bring whatever you are still missing even though it might be a good idea to have for example a second computer with you, in case something goes wrong with the one available.



*Make sure that you check all the equipment you will need a couple of days before the workshop and run one final check when you will set up the room.*

Another important aspect to consider, is whether there will be coffee, water and other drinks available in the room all the time. If this is the case, you need to make sure with the catering people, that they will set everything up to the place you will indicate well before the participants start arriving, or if you will be having the coffee breaks outside the room, that they are ready at least 5 minutes before your planned break.

## 3. Activity Material

Depending on the type of activities you have planned, you should make sure to prepare and take with you any material that will be required for executing the activity. For example, if you are planning to ask the participants to write something (e.g., pre-assessment questionnaire) you need to have everything that is required (e.g., printouts, tablets/laptops if electronic submission will be required, pens and pencils) for them to complete the task. In addition, you need to make sure to take with you markers, colors or any other consumable that you will need to use for delivering your workshop.

Acknowledging that learning styles among different learners and age



groups differ, you should be aware of and prepared to use various methodological tools and approaches in order to efficiently accommodate various learning needs and expectations. Some basic tools which can be included in your toolkit are: [brainstorming](#), [role playing](#), [group work](#), [focus group](#), [problem-based learning](#), [concept map](#), [gamification](#).

*It might be helpful if you make a checklist of all the materials and equipment you will need and cross-check that you have packed them or added them in the room the previous day. It is also recommended that you take with you more than what you will need (e.g., five more copies of any printout you will hand out than the number of the participants expected) in case something goes wrong.*

When preparing the necessary material for your co-creation activity, try to make handouts or presentations as attractive and eye catching as possible, in order to stimulate your audience. In addition, try to be as simple and comprehensible as possible in the questions asked (for example, on the questionnaire asking for feedback) in order for your participants to be able to easily understand what it is expected from them to do.

## 4. Consent Forms

Co-creation workshops, especially when the participants are small children, require that participants sign a form consenting to their participation in the activity. The consent form to be signed should be written in an easy-to-understand language and include information about all aspects comprising their participation, respecting and abiding by the General Data Protection Regulation (GDPR). For example, it should include information on personal data that will be collected (if any will be collected), explaining the reasons for collecting them and how they will be handled. It should moreover include information if photos will be taken during the activity or if an audiovisual recording will be used. The form needs to explicitly state the right of the participants to withdraw from the activity at any time they wish to do so and request deletion of any data that can be deleted from it. For a sample please check Annex 3.

*When small children are involved in a co-creation activity, it suggested that, besides the required parental or school consent, you prepare a simple consent form to be signed from children by sticking a sticker of their choice from the ones provided from you or by drawing a smiley symbol (it is important for small children to feel that they are being treated equally with adults and that their opinion and will matters).*

## 5. Evaluation Form

During the preparation of the co-creation activity you should also prepare some form of evaluation (e.g., semi-structured interview or questionnaire) in order to collect the participant's opinion on the activity implemented. It is important that the questionnaire is concise and directly to the point of what you need to know so that it is quickly completed by the participants before they leave the room. Evaluation questionnaires are usually following the Likert scale structure (rating each area from 1 to 5) with 1 referring to "Strongly Disagree", "Not Satisfied at all", or some similar response, and 5 referring to "Strongly Agree", "Completely Satisfied" or similar. The areas that are usually being covered in such questionnaires are:

- The overall organization of the activity (meeting room, catering, comfort of chairs etc.);
- The usefulness of the activities included;
- How interesting was the co-creation activity and the activities implemented;
- How can the activity be improved;
- Other comments / Open feedback.



*It might be helpful if you make a checklist of all the materials and equipment you will need and cross-check that you have packed them or added them in the room the previous day. It is also recommended that you take with you more than what you will need (e.g. five more copies of any printout you will hand out than the number of the participants expected) in case something goes wrong.*



# During the Activity (Implementation)

Having appropriately finished the planning and preparation, it is time for the actual implementation of the co-creation activity, which is organised in different phases, namely the introduction, that begins when the participants start arriving, the actual activity with its sub-activities, commencing right after the introduction part and the closure, consisting of reflection and evaluation.

## Introduction

The introduction part serves as the entrance point from which participants get the impression of what they are about to experience and whether they will like it or not, it is therefore of utmost importance to make them feel comfortable and interested in what's coming next.

### 1. Welcoming

One important component of a successful workshop that is quite often neglected by facilitators or presenters is the welcoming of the participants as soon as they arrive at the room, in order to make them feel comfortable and valued. This is very significant as it creates the first impression of the person with regards to you and to what can be expected. It is suggested that you introduce yourself to everyone entering the room and, if coffee, tea and refreshments will be available in the room, invite them to get served and take a seat wherever they prefer.

### 2. Facilitator & Project Presentation

Before getting into the core content of the activity, and as soon as everyone has arrived and is seated, you should start, using a friendly tone, to briefly introduce yourself and explain why you are there. If the activity is conducted in the context of a project, or initiative, you should invest a few minutes to present the project or initiative explaining its rationale, objectives and core tasks leading to this activity. Then, inform the participants about the duration of the activity by explaining the agenda in order for them to have a sense of anticipation.

### 3. Personal Introductions / Icebreaker



As co-creation activities involve mainly interactive elements, where participants need to discuss and work together, it is necessary to make them feel comfortable and get to know each other (if they are not known). Regardless of the age and background of your audience, run an icebreaker activity aiming at creating an informal atmosphere among the participants allowing them to introduce themselves to each other. The icebreaker is an opportunity for the participants to share their interests and explain why they joined the co-creation activity. In order to signify the non-formal character of the icebreaker among the participants, it is crucial that you also participate in the getting to know each other activity allowing the participants to

unlock more information about your personality and accept you as their trainer. “Two truths and one lie” could be an example of a short icebreaker activity in which each participant writes on a sticky paper three statements about him/herself, two of which are true and one lie. The participants move around and interact in pairs in order to find which is the false statement. For more icebreaker ideas please click [here](#).



*When running the icebreaker activity, be aware of the reactions of some participants - for example, those who might not feel comfortable with the activity - and be ready to intervene to psychologically support them, should it be needed.*

## Execution

When the awkwardness of the first encounter resolves and everyone feels relaxed and comfortable through the icebreaker, it is time to get to the essence of your participant's presence. Even though each co-creation activity can vary in terms of focus, sub-activities and audience, there are certain aspects that can facilitate a more effective workshop and a more enjoyable experience to your participants.

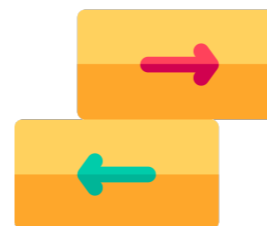
### 1. Time



During the actual implementation of the activity, try to be consistent with the agenda and the different time slots identified at the preparation phase in order to ensure that the anticipated results will be generated by the end of the activity. It is understandable however that there might be parts that take longer than planned to complete, therefore you should inform the participants accordingly and ask for their preference on how you should proceed, expressing your opinion clearly if you think the activity is important and the time needs to be used at the expense of some other activity. Moreover, monitoring the timing and providing time indications at intervals (e.g., we shall be breaking for lunch in 15 minutes) can motivate the participants to keep their interest and attention to the activity.

*In general, as pointed out also in the planning section, try to be over prepared and adapt your activity (add or reduce) according to how the implementation flows.*

### 2. Activity Variation



As it is mentioned in the planning section, varying the activities is important to retain the focus of the participants. Furthermore, activity variation can facilitate learning as the learning style of people varies from person to person. For example, one person might be a visual learner, another might be an auditory learner while some other may learn better through hands-on approaches. Therefore, keep an eye during the implementation of the activity on how the participants engage and comprehend the knowledge and be ready to adjust your training methodology by improvising and combining

different learning modes if you realize that some participants are not fully engaged. This strategy will ensure that most of the participants will grasp the knowledge and will have a positive experience during the workshop. In addition, ensure that all participants are engaged in the whole learning process by keeping the flow of information interesting. If exercises are given to the participants, make sure that enough time is allocated in order for all of them to appropriately respond to the given tasks.

### 3. Discussion

Irrespective of the activity type implemented at each section of your co-creation activity, there should be time allotted for discussion as it will enable the participants to more effectively comprehend what is being delivered. Therefore, you should make sure to be well informed about the topic of your activity in order to be able to appropriately respond to questions asked by the participants. It is understandable that no one knows everything and it might happen that a question is asked that can not be answered. It is preferable to be honest and commit to finding out the response and inform the participant via email after the completion of the activity.

*Relating the content of the activity to the everyday life of the participants is an effective way for attracting their interest and for facilitating their understanding. Through real life examples and illustrations, they can assimilate better what is being communicated and retain it to their memory for longer periods of time.*

## Closure

Before closing the activity, you should give your participants the time to reflect on their experience and sum up what they learned.

### 1. Reflection



Before completing the implementation phase, adequate time should be provided for reflection, allowing the participants to freely and objectively express themselves about their learning experience.

Two levels of reflection can be provided: self-reflection and group reflection. The self-reflection expects from participants to answer on their own a set of guiding and supportive questions on aspects of learning and personal development posed by the trainer, allowing them to reflect on their learning objectives. Indicative questions include: “What did I learn today?” “Do I feel

that I have reached the objectives set out by the trainer for this activity?” “Do I feel that I have reached my personal objectives for this activity?” “Did I enjoy the whole experience?” “What new did I learn today?” “In which moments did I feel a bit awkward?”

Depending on the duration and the concept of the co-creation activity, the self-reflection moment can emphasize on investigating the level of improvement or acquisition of competences, attitudes and behaviors by the participants. For example, it is expected that by engaging in an activity where the content is placed in another country with a different cultural background, the participants will improve or acquire certain competences associated with “cultural awareness and expression”. By asking the question “How did your understanding of this culture change by participating in this activity?” the participants will consciously reflect on how the activity changed their views about that particular country/culture etc.

In group reflection you can ask participants to stand in a circle and invite one after the other to say one word that better describes his/her feelings about the activity. Once all participants have shared their feelings, you may ask some of them to elaborate further and explain why they felt this way. It is important to give the opportunity to all different views to be shared and explained during the second round of the reflection, in order to create an unbiased environment among the participants (e.g., if positive and negative feelings have been shared in the circle, you should give the opportunity to both groups of representatives to explain why). Remember that you should avoid criticizing negative feelings and defending your position, but rather understand why the activity created negative feelings to some participants.

### 2. Wrap Up

In the final part of the implementation of your co-creation activity, you should review the day, wrap up the activities and remind the participants how it benefited them. You should inform them on what is required, if any, before they leave the room (e.g., completion of a post activity questionnaire and/or of an evaluation form, or remind them if they should complete these online at a later date, making sure you set and communicate a deadline for their response).

## After the Activity (Follow-Up)

The final phase of the co-creation activity entails the evaluation which serves the purpose of assessing, on the one hand, the acquired knowledge by the participants (whenever required) and, on the other hand, the different aspects of the activity.

### Post-Activity Assessment

When the reflection session and its subsequent discussion is concluded, if it has been planned, you should inform the participants that they will need to complete a post activity assessment that will enable the knowledge gained from the activity to be assessed. The assessment needs to be concise and to the point, and ensure that it will not overwhelm the participants.

### Evaluation

The evaluation forms created during the preparation phase of the activity should be handed over to the participants ensuring that they will be returned before leaving the room. Given the fact that the evaluation is often seen as a boring activity for the participants trying to escape from it, try to create a stimulating environment by putting on some relaxing music. Music with no words and beats is more appropriate for such activities.

As by the time of post assessment & activity evaluation participants are expected to be tired and not fully focused, you can give them the option to complete these questionnaires through an online link, from the comfort of their home, within a day or two following the activity.

### Facilitator's Self-Reflection

After the co-creation activity is completed, the group reflection noted and the evaluation form collected, it is time to self-reflect on what has happened during the activity, noting what can possibly be improved, which parts seemed to be very successful and which not. This is important to be initiated soon after the activity, while everything in your mind is still fresh. Additionally, you should go through the group reflection notes and the evaluation form and mark what has been written by the participants aiding you in adjusting the activity accordingly.



# Annex 1

In designing a co-creation activity, consider addressing the following checklist to ensure the quality of data collection.

## Activity Checklist

By digital asset (or simply asset), we refer to any resource used or created in the activity, like questionnaires, contents created by participants, social media interactions, audio/video recordings, images, games.

- Identify and indicate all the relevant applicable licences for each asset
  - e.g. if the asset is a derivative work (i.e., taken from third-party material), be sure and comply with the licence of the original work, like checking that it allows the creation of a derivative and mentioning the original if required.
  - e.g. if the asset is owned by the activity organiser, specify under what licence it could be distributed (if different from implicit copyright)
- When creating an asset from the participant contributions, inform all the involved participants about the context, the data that will be collected, and the intended use. Prepare and ask participants to sign an appropriate consent form. The signed consent forms need to be collected and stored securely
- If not purposefully anonymous, provide all the relevant authorship information for each asset
  - e.g. put the author and recorded participants in the file name and/or metadata
- Moderate each asset to avoid illegal or offensive content
  - e.g. make sure that there is no explicit language, no reference to illegal activities
- Store the digital assets in a public standard file format that guarantees accessibility without the need of specific third-party software/hardware
  - e.g. jpg, png for images
  - e.g. avi, mp4 for video
  - e.g. wav, mp3 for audio
- Store the digital assets in a secure repository with protected access
  - e.g. non-anonymous content on which distribution/publication is not agreed / authorised by participants, needs to be stored on a secure storage with encryption and / or password-protection
- Ensure that the digital assets provide evidence of the content they are claimed to contain
  - e.g. in an audio recording, if a statement is claimed, it needs to be audible and clear
  - e.g. in an photograph or hand-written text, if a statement is claimed, it needs to be legible
- Reduce the redundant content in the digital assets as much as possible
  - e.g. if an asset is about someone's contribution (i.e. audio/video time, or video/image surface), crop out the unrelated content as much as possible
  - e.g. if an asset is about evidencing something, crop out the unrelated content as much as possible
- Highlight the target of a contribution as much as possible
  - e.g. if a target is claimed to be addressed in the asset, the presence of this target should be evident or made evident by highlighting, zooming, timestamping, etc.
- Split or annotate the digital assets that contain more than one contribution, evidence, or other content of interest
  - Create an asset for each contribution to highlight the focus
- Provide metadata about the asset to ensure understandability
  - e.g. provide place and time of recording as well as purpose and activity description in which the asset has been recorded. Note that many recording devices collect some of these metadata by default. If it is the case, validate that the device is correctly configured and metadata is correct.

# Annex 2

This is a sample plan of the sections included in a co-creation activity or workshop.

## Section Planning Example

Activity Title	
<b>Description</b>	
Activity Description Here	
<b>Goals</b>	
Goals of the activity	
<b>Practical Information</b>	
<b>Total Duration</b>	xx minutes/hours
<b>Online Resources</b>	Link(s) here
<b>Participants' ages</b>	Age group
<b>Preparation and Activities' Material</b>	Read explanations below

WELCOME – PREPARATION			
<b>Duration</b>	x'	<b>Material</b>	Required material for the Welcome Section
<b>A. INTRODUCTION</b>		(5')	
Introductory text here			
<b>B. GETTING TO KNOW EACH OTHER AND ICE BREAKING GAMES</b>			
<b>Game 1: Introductory Game/One to One Introductions</b>			
Introduction method according to age group and type of workshop			
<b>Game 2: Ice breaker</b>			
An ice breaker methodology to make participants feel more comfortable with you and with other participants.			
SECTION 1: TITLE (IF ANY)			
<b>Duration</b>	x'	<b>Material</b>	Required material/resources for Section 1 (if any)
<b>Activity 1</b>			
Description - Instructions			
<b>Interactive Activity 2</b>			
Lower cognitive demand activity to refresh the attention			
SECTION 2: TITLE (IF ANY)			
<b>Duration</b>	x'	<b>Material</b>	Required material/resources for Section 2 (if any)
<b>Activity 3</b>			
Description - Instructions			

## BREAK

### SECTION 3: TITLE (IF ANY)

Duration	x'	Material	Required material/resources for Section 3 (if any)
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#### Activity 4

Description - Instructions

#### Interactive Activity 5

Lower cognitive demand activity to refresh the attention

### FOLLOW UP ACTIVITIES

Duration	x'	Material	Required material/resources for Section 3 (if any)
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#### 1. POST-QUESTIONNAIRE (IF NEEDED)

Description - Instructions

#### 2. GROUP REFLECTIONS

Set up an activity (with semi-structured questions or game) to get your group to reflect on the day, what they have learned and how they felt.

## BREAK

### CLOSURE – EVALUATION

#### 1. WRAP-UP

Wrap up the day, thank the participants for their time and remind them of what else is expected of them (if any) after they leave the room.

#### 2. ACTIVITY EVALUATION/FEEDBACK

Hand out a questionnaire asking the participants to evaluate the overall activity, the organisation, the space, you etc.

## Annex 3

This is a sample consent form that can be adapted according to needs, and be signed by the participants (or legal guardians in case of minors) prior to the activity.

## Sample Consent Form

### Participation Consent

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Activity Title: \_\_\_\_\_

Activity Facilitator(s): [Name, position and contact info].

For any query regarding your personal data, your rights (access, information, edit, deletion, rectification, portability and further privacy issues you may contact [Name, Position, at Email Address] at all times.

#### Things I need to know

- Purpose of the Activity:** Indicate clearly the purpose and outline the objectives of the activity.
- Voluntary Participation:** Indicate that participation is voluntary and participants may leave the activity at any time without consequences.
- Risks:** Indicate risks associated with your activity or mention No risks associated.
- Third parties:** Indicate possible sharing of data (and which) with the third parties.
- Storage:** Indicate which and for how long data stemming from the activity will be stored.

I consent that:

[1] I have read this consent form and understood the aims of the activity.  
\_\_\_ Yes \_\_\_ No.

[2] I agree and provide specific and informed consent to participate in the conducted by \_\_\_\_\_.  
\_\_ Yes \_\_ No

Name and email of the participant  
[or parent/guardian for minors]:

Signature:

# VAST

values  
across  
space  
& time

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