**Knowing as Healing: Health literacy, appreciative inquiry and transformative change: workshop plans**

**Vicky Grant**

**Background**

Knowing as Healing is a participatory action research project designed to generate transformative change by, with and for people living with the long-term health condition

irritable bowel syndrome. Approaches used in the project, and in this workshop plan may be usefully adapted to other settings, where the aim is to co-construct transformative change by and with people who have other, similar long-term health conditions.

**Project questions**

The following questions have been constructed using the 4D model of appreciative inquiry (AI) and should be asked with the underpinning philosophical principles of (critical) appreciative inquiry in mind: poetics, anticipation, (de)constructivism, simultaneity and positivity (Cooperrider *et al.* 2008; Duncan 2015), allowing for workshops to follow what emerges, and for plans to be kept fluid.

Discover: I would like to say that …

Discover: What happened to you?

Discover: What works for you?

Dream: What would you like to change?

Design: What are we doing about this?

Deliver: How is it going? What happened?

**Talking workshop**

**Learning outcomes:** To build safety and trust. To initiate dialogue.

11:00 Introduction to the project, create name cards and introduce ourselves. Create a collaborative respect sheet (ground rules). Watch the Living with urgency film. Discuss. Complete consent forms

11:45 Paired talking workshop using visual prompts

12:45 Distribution of writing books to be written and sketched in as the participant wishes. Write I would like to say that … at the start. Follow the discover and dream questions. Introduce reading for following week.

13:00 Lunch and free flowing discussion

14:00 Close

**Writing workshop**

**Learning outcomes:** To continue to build safety and trust.To inquire through metaphor. To engage with counter narratives.

11:00 Introduction via name cards. Reminder about our group respect sheet and our AI questions

11:15 Writing workshop, poetry and free style writing based on objects in a bag.

12:15 Discussion of the reading (Chapter 5 of Sophie’s Story by Sophie Lee). Encourage participants to share reading for future workshops. This could be discussed over lunch.

13:00 Lunch and free flowing discussion

14:00 Close

**Art workshop**

**Learning outcomes:** To develop connected identities. To embrace conflicting experiences, individuality and complexity.

11:00 Introduction via name cards. Reminder about our group respect sheets and our AI questions.

11:15 Plates of food

Plates of food we can safely eat. Each person then to speak for a few minutes (in pairs) on what they can eat.\*

12:00 Collaborative portraits. Start with a sketched template (optional). Work in groups of 3-4. Each person start with themselves. After a few minutes everyone move a place to the left, look at their neighbour and continue their neighbour’s portrait. Repeat until everyone is back to their own portrait. At the end everyone to say what about the portrait captures the essence of them.

13:00 Lunch and free flowing discussion/ participant led reading

14:00 Close

**Designing change workshop**

**Learning outcomes:** To build connected power.

11:00 Introduction. Reminder about our group respect sheet, introduce design and deliver questions.

11:15 Analysis of our previous work:

Group 1 In our original pairs look over transcripts from the oral narratives and identify themes of change. First do alone. Then look in pairs to identify similarities and differences.

Group 2 Make a collaborative poem based on the poetry we created in the writing workshop

11:45 In 2-3s co-create posters of change.

12:45 Complete feedback forms

13:00 Lunch and free flowing discussion / participant led reading

14:00 Close

**Delivering change workshop**

**Learning outcomes: To g**enerate action.

11:00Introduction. Reminder about our group respect sheet. Recap on our design and deliver questions.

11:15 Allow the group to steer this session. Invite one or more group members to co-plan and lead. Here is an example from the Knowing as Healing: Living well with IBS project:

Co-creating a manifesto for change

“I think some of the most important messages we want to convey are that we're not afraid to talk about it, we want to leave our mark in this issue and that we are many and we are together. A collage of printed images (in black and white) like foods, issues, whatever comes to people's minds around our manifesto and on top of them, lots and lots of handprints with colourful paint (us ''leaving our mark'' and being positive over the difficulties of IBS, and of course, being together).”

13:00 Celebratory lunch. If funding is available order a personalised diet, considerate of the special dietary requirements of the participants. Otherwise a ‘bring and share’ option could be explored.

14:00 Close

**References**

Cooperrider, D.L., Whitney, D.K. and Stavros, J.M. (2008) *Appreciative inquiry*

*handbook: for leaders of change*,2nd ed., Brunswick, Ohio:Crown Custom Pub.

Duncan, G. (2015) 'Innovations in appreciative inquiry: critical appreciative inquiry with

excluded Pakistani women' in Bradbury, H., ed., *The SAGE handbook of action research*, 3rd ed., SAGE pp.55-63. Available at: http://methods.sagepub.com/book/the-sage-handbook-of-action-research-3e.

**Vicky Grant**

Leader of the Knowing as Healing Project

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