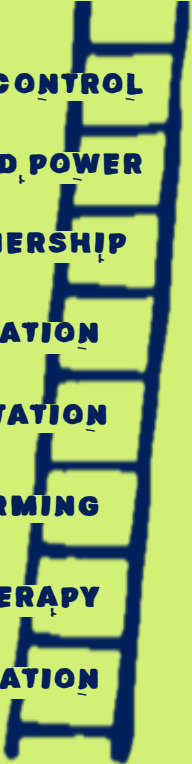




ACT-ivate CO-DESIGN

**Nothing about them,
without them**



CITIZEN CONTROL
DELEGATED POWER
PARTNERSHIP
PLACATION
CONSULTATION
INFORMING
THERAPY
MANIPULATION

True involvement is a **shift in power**. It moves from 'consulting' people to 'creating' solutions alongside those who live them.



FIRE

CO-DESIGN

1. This is an overview session aimed as an introduction to the concept of co-design. Use this as an opportunity to explore that idea in your work place.
2. **Introduce the concept of co-deisgn to the group.** As part of your introduction use a whiteboard to draw out Sherry Arnstein's ladder of participation (see front of card).
3. Ask the group to **work in pairs to identify times where they have worked with wider stakeholder groups.** Name the project, put it on a *tile*, and place on the ladder.
4. **In plenary ask people to volunteer to talk about their project.** Some prompt questions could be:- *Why is it where it is on the ladder? What does it mean for the project? Would changing its position upward change the outcomes for the better? For whom would that change happen? - what implications would there be from that change?*
5. **Close this session with Act-ivate How Might We** to explore how they could increase citizen participation in future projects.

WORKS WITH



A specific **Act-ivate Pathway** is available for Co-Design if you want to explore this in more detail.

INSPIRED BY

Sherry Arnstein, (1969) 'A Ladder of Citizen Participation', Journal of the American Institute of Planners, 35(4), pp. 216–224.





ACT-ivate CONSEQUENCES

Unintended and unknown consequences have the power to derail even the best of intentions



Blodeuwedd was made from flowers to fulfill a purpose others defined. She became something no one planned for. This ancient Welsh story holds a truth that sits at the heart of the WFG Act — when we design services, policies, and structures without thinking long-term, without involving people, without asking what we're really creating, we shouldn't be surprised by what grows.



FIRE

CONSEQUENCES

1. Tell the story of **Blodeuwedd** briefly — her creation, her transformation, the consequences nobody foresaw.
2. Then ask the room: **what has your organisation built that became something other than intended?** What policy, service, or structure was designed for one purpose and now serves a different one, or serves nobody well?
3. Ask for volunteers within the group room to share some of their examples.
4. Then turn it around: if you were designing it today, with the WFG Act as your guide, what would you ask first? Who would you involve? What future would you be building towards.

BLODEUWEDD HER STORY IN BRIEF

Prince Lleu Llaw Gyffes was bound by a powerful curse that prevented him from marrying any mortal woman, threatening the continuation of his dynasty. His magicians conjured Blodeuwedd from the blossoms of oak, broom, and meadowsweet to serve as a beautiful, compliant bride. However, the magicians failed to account for the agency of the life they had sparked. Denied a voice in her own destiny, Blodeuwedd eventually rebelled, falling in love with another and conspiring against the prince. As punishment, she was transformed into an owl and cast out to haunt the night.

WORKS WITH



Act-ivate Conversations to follow the mapping exercise with open discussion.



Act-ivate Getting Unstuck Nature Walk to take the thinking outside after the indoor exercise.



ACT-ivate

DEEP ROOTS

Integration goes beyond policy and procedure; it requires **a fundamental shift** in the **mindsets** we bring to **work**



To achieve the goal of a resilient Wales means **embedding ecological thinking into every organisational function**. This activity examines if organisational culture is enabling or preventing this shift.



FIRE

DEEP ROOTS

1. **Get participants in groups of up to six.** Give each person a blank paper figure and provide the table with an 'ingredients pack' containing printed words, images, scissors, and glue (*consider how this activity can be done with reusable and recyclable items. Contact the Future Generations Commissioners team for advice.*)
2. Give groups ten minutes to **use the materials to map how being in nature influences them** across three areas: feel (heart), think (head), and act (hand).
3. Next, **contrast this with the person who actually turns up to work.** Provide each group with *tiles* and a large 3x1 grid (head, heart, hand) to map out their 'work self' using words or pictures.
4. Bring everyone together for a plenary conversation to share findings. **Anchor the discussion by asking open reflective questions.**

WORKS WITH



Act-ivate How Might We - to explore how might we create a more nature connected culture.



Act-ivate Inspiration - to gather personally relevant words and images to use in the ingredient pack.

SOURCE

Landed Futures CIC in collaboration with
National Infrastructure Commission for Wales
[Nature Connected Self](#)

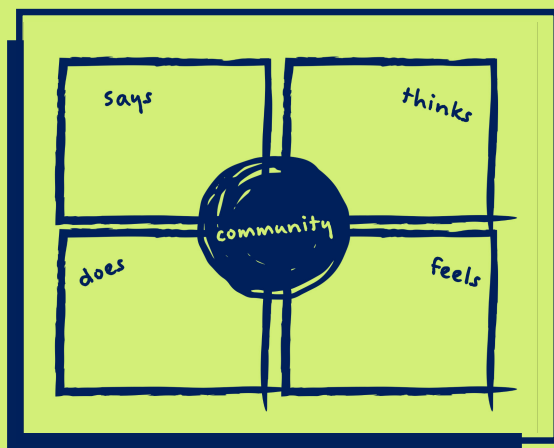




ACT-ivate

EMPATHY

**Say
Do
Feel
Think**



An Empathy Map is essential for breaking through **institutional bias**. It allows us to step into the **lived realities of communities** and **anticipate the needs of future generations**, shifting our focus from short-term delivery to **long-term equity**. Public bodies can use this tool to **deeply explore the friction between policy intent and the actual human barriers within their systems**.



FIRE

EMPATHY

1. **Agree within the group what is the subject for inquiry** - e.g. a current systemic failure in the organisation; or projecting the needs of a future citizen (e.g., a young person in 2050)?
2. Draw the four-quadrant grid (Say, Do, Think, Feel) on a large whiteboard or flip chart paper. Place your chosen subject at the centre. In the example shown here community is the subject.



3. **Using tiles, the group maps the left half of the board.**

Ask them to draw on their experience to report what they know of the problem from their experience.

- **For Say** e.g. What have we heard people say in meetings? What are the common complaints we hear?
- **For Do** e.g. What actions do we see happening in the real world? How do they behave when they interact with our system or services?

Then move to the right hand side, this is more challenging and can require a willingness to confront uncomfortable truths about the status quo.

For Think e.g. What are the underlying beliefs or cultural drivers guiding action?

For Feel e.g. What anxieties emerge? What hopes?

Look for contradictions across the quadrants. Is there discrepancy between what is said and done or what is thought and felt ? These points of friction should be your focus of attention. If no frictions emerge this may be a sign that more research is needed before the empathy map can meaningfully emerge.

Conclude by drafting a single, strategic 'We Wonder' statement to anchor the next phase of your work

"We wonder if [Group]
needs [Strategic Intervention]
because [Systemic Friction]
is preventing them from [achieving outcome].

WORKS WITH



Act-ivate Prototype to mock up solutions to the frictions identified.



Act-ivate commitment to agree how the learning from the exercise will be acted upon.

SOURCE

David and Tom Kelley (2013) *Creative Confidence: Unleashing the Creative Confidence within us All* Harper Collins (see chapter 7).





ACT-ivate
EMPATHY



ACT-ivate

GETTING UNSTUCK

Step outside to find what a room full of people never could.



When we're **stuck on a challenge**, a decision or a system that isn't working, our **instinct is to sit down and think harder**. This activity does the **opposite**. Participants take a guided solo walk, find fresh perspective in unexpected places, and **come back with something genuinely new**. The WFG Act asks us to think long-term and differently. Sometimes that starts with leaving the building.



FIRE

GETTING UNSTUCK

A walk with optional audio and written prompts

1. **Brief Participants Before they Leave.** Ask them to hold one real challenge in mind. Something they're genuinely stuck on, not a hypothetical.
2. For **some** participants you **may want to have pre-defined route cards** for their selection. You will need to investigate and risk assess these before hand.
3. **Send participants out individually.** Each person can choose their own path. Ask them to notice what they see, hear, and encounter and let it speak to their challenge. (Audio guides are available to download refer to source and text guides overleaf)
4. **Allow 1 hour for the full session. Resist the urge to shorten it. You will need to factor in sufficient time for the debrief and learning.**
5. **Bring the group back together for a debrief** and ask: What happened on the walk ? What did you notice? What did it shift in how you see your challenge?

WORKS WITH



Use after Act-ivate Ambiguity to provide immediate tools to navigate the fog



Act-ivate Prototype if the group seems ready to work through a problem.

SOURCE

Tania Anaissie, Erik Olesund, Seamus Yu Harte, Leticia Britos Cavagnaro, Hannah Joy Root

Stanford d.school - *Getting Unstuck Walk* . Audio Guides are available to download under creative common license from the d.school website. The text guide overleaf is an adaptation of the audio.

TEXT GUIDES

Set out on your walk walk for approx 5 minutes until you find a spot you can stop or sit for sometime without feeling uncomfortable.

1. FRAME (5 Mins)

Find a place to be still.

Quickly jot down 3–5 things currently competing for your attention (decisions, goals, or hurdles).

Circle the one that feels the ‘heaviest’ or most pressing.

In one sentence, write what it would do for you if this challenge were resolved.

2. ACT (5 Mins)

Walk for five minutes. Do not head for a destination; use the landscape to help you think about your challenge.

As you walk look at the furthest point you can see. If your challenge was a weather system or a landmark on that horizon, what would it be? Does the expansive view change the way you feel about the challenge?

3. REFLECT & REFRAME (5 Mins):

Find another place to be still. This time look down at your feet. Look at the detail.

What do you see, cracks in concrete, leaf litter, grit?

Does looking at the overlooked detail beneath your feet change the way you think about this challenge? Is there anything about the challenge that you are overlooking?

Connect the two viewpoints

Continue on your walk. Can you find a connection between the physical sensation of the fragment and the distant view? Has this change in perspective changed the way you see your challenge? In a small way? In a big way?

Before returning to the group pause to re-write your challenge taking into account anything you uncovered on your walk.

Return to the group



ACT-ivate

GETTING UNSTUCK



ACTivate

THE SEVEN WELL-BEING GOALS



Finding your place in the big picture

Trainees often see seven separate silos; this activity is designed to show them one **interconnected ecosystem** that makes the national vision a local reality



THE SEVEN WELL-BEING GOALS

1. **Start with a "North Star" story.** Instead of listing the goals, share a real-world example of the Act in action (like a "Well-being Budget") to show how these goals look in real life.
2. **Divide trainees into seven groups and assign each group a separate well-being goal to look at.** Provide each table with their relevant 'Journey Chart'. (eg. See front of card for example).
3. **Give each group five minutes to familiarise** themselves with the chart - and ask clarifying 'no silly questions' questions. **With tiles ask groups to identify where their work fits with the goal. If they struggle suggest they think about how it could potentially support delivery.**
4. **Introduce the enablers/disablers concept to the group** then provide each group with the relevant lists from the journey checkers. Ask the group to read through and then using green and orange pens and *tiles* - think about how their work (or processes they work within) are either enabling (green) or disabling (orange).
5. **After 10 minutes**
Step A: Pair two groups together (e.g., "A Prosperous Wales" meets "A Healthier Wales").
Step B: Ask them to find similarities. If both groups have the same "Disabler" (like a rigid procurement rule), move those *tiles* to a new "Shared" board.
Step C: Repeat this by merging those pairs into even larger groups until you have identified the "Universal" blockers and helpers across the organisation..
6. **Bring everyone back together for a final circle discussion.:** "How might we design our work so we create more enabling overlaps?" Focus on how fixing one shared "Disabler" could actually unlock progress for multiple goals at once

SOURCE

The Future Generations Commissioner for Wales
Journeys to help embed the well-being goals





ACTivate

FORESIGHT PESTLE-C

A strategic framework used to pre-empt future challenges

P	POLITICAL
E	ECONOMIC
S	SOCIAL
T	TECHNOLOGICAL
L	LEGAL
E	ENVIRONMENTAL
C	CULTURAL

Often, work feels like a process-driven hamster wheel. Our work plans are frequently copies of previous years, where the only parameters for change are the money and resources available. Anything new feels like the wheel is even harder to spin. This activity is an opportunity to stop going round in circles and find out where you actually need to be heading. By adapting a traditional PESTLE to include C for Culture, we can spot the drivers that pose a risk to derailing us entirely.



FIRE

FORESIGHT PESTLE-C

1. **Tailor the topic to something relevant to the group** you are working with, e.g. the workforce / workplace of the future for HR; long-term financial planning; community hubs of the future.
2. **Use a cabaret style set up to organise trainees into groups of between 4-6.** On each table place a large white board (or flip chart paper) which already has the PESTL-C grid drawn onto it alongside tiles, pens (see front for detail).
3. **Task each group to think of at least one tangible change in each category over the next twenty years** that may impact their day-to-day work. e.g. “What kind of political change might effect this over the next 20 years?” Use *tiles* to record the impact and why they think it is a threat.
4. **Look for the empty boxes. If a category is blank, that is a collective blind spot.** Provide the group with summaries of Future Trends report - (like the infographics) Give participants more time to review the evidence and add into their map.
5. **Bring the group to a pause** and in plenary use reflective questioning to see what the activity surfaced in them - appoint a scribe to take notes on a flip chart in the room.

WORKS WITH



Act-ivate Axis of Uncertainty - the next logical step - takes you on the journey to work through what to do with the threats now they are identified.

SOURCE

Hwb Dyfodol Community of Practice
Welsh Government **Future Trends**

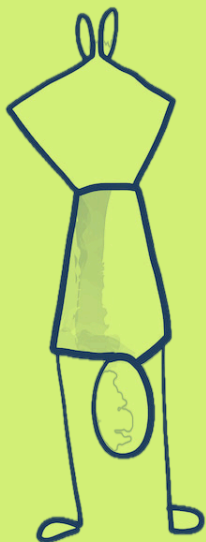




ACT-ivate

REVERSE PLANNING

Start at the finish line to activate the well-being goals.



Traditional planning asks *what's next?*

Back-casting asks where we need to be in 2050, then **walks backward** to find out what we must do today. A practical tool to support imaginative shifts.



FIRE

REVERSE PLANNING

1. **This is a 'Backcasting' technique for any visioning activity.**
Use it to ensure your roadmap arrives at the change you want to see.
2. **From your new vision work backwards.** Ask: "What is the thing that immediately has to happen for that outcome to occur?" Keep asking that of every preceding step until you arrive at the present
3. **Encourage your participants to identify the breakthrough moments or "Points of No Return"**—the specific decisions that made the final vision inevitable
4. **Name the one strategic pivot needed tomorrow** to ensure you are actually on the path to your vision.
5. **Use white boards and magnetic tiles** or flip charts to record the conversation and steps.

WORKS WITH



Any activity where participants have arrived at a different vision of the future, or a different ask of the present.



Act-ivate Getting Unstuck to help build creative thinking and ideation around future pathways.

SOURCE

Hwb Dyfodol Community of Practice as supported by the Office of the Future Generations Commissioner.





ACT-ivate

SHARED POWER

**Understanding how our own
personal position has far
reaching consequences**



Power isn't given;
it's **shared** through
transparency. Use
position statements
to define your
'starting line' before
you begin you the
hard work of
culture change.



FIRE

SHARED POWER

1. This session is intended to help participants explore power and agency and its relationship to achieving the seven well-being goals.
2. **Begin by supporting the group to develop their own Individual Position Statements:** Ask them to reflect on their identity and social position. Provide examples (see overleaf) by sharing your own before giving them this prompt: "*I am [identities], my power comes from [source], and my blind spots might be [X].*"
3. **Give space for participants to share and reflect on the process** and what has emerged. Pause for a break, encourage time outside in nature if possible
4. On the groups return, and **working collaboratively co-develop a collective position statement** "*Our service has a history of [H], holds power over [decisions], and currently interacts with the world by [M].*" Allow the group space to decide the level at which this works - team - department -organisation
5. **Using the seven well-being goals as the 'change we want to see' allow a discussion to form around this prompt.** *Looking closely at our collective position, what inherent power dynamics or embedded structural biases might be unintentionally preventing this change from occurring*
6. **Close with a commitment to ensure that the deep learning of the day can connect back to the every day**

WORKS WITH



Act.ivate away day - this difficult work is best served in locations which inspire and provoke. Allow the setting and its history to start the conversation before turning the lens inwards.



Act-ivate Getting Unstuck to help build creative thinking and ideation around future pathways.

SOURCE

We strongly recommend that you review **Lesly Anne Noel and d.School** 2023 EDUCATORS GUIDE *Design for Social Change*. If the construction of position statements is new to you or you are unsure of how best to support a group to explore their own positionality.





ACT-ivate

CLOSURE AND INSIGHT

Use a **past project** to map
how the **WFG Act** actually
worked in practice



Reading about the WFG Act is **one thing**.
Tracing how it moved through a **real project**
— the highs, the lows, the moment it nearly
didn't happen— is something else entirely.



CLOSURE AND INSIGHT

1. **This is an activity in critical reflection working with a group where there are common work programmes.** It is based on the work of Sarah Stein Greenberg who suggests it as an assignment to get closure and insight at the end of anything and everything
2. **Working together ask the participants for an example of a project they have just completed.** Use a large white board and *tiles* to record the events in the project.
3. **Ask each participant to draw a learning map – see over**
4. **Individually ask them to map out their learning associated with each step.** Where there was a lot of learning, place that step above the mid line, where learning stalled, plot that below the line
5. **Once that is complete ask participants to draw a second line. Use a different colour or style.** This is designed to show the emotional journey, when did they feel frustrated, elated, excited. Each line should be annotated
6. **Ask participants to get into groups to review their maps together.** What are the similarities and the differences, what do the maps tell you that can be used in future projects.

WORKS WITH



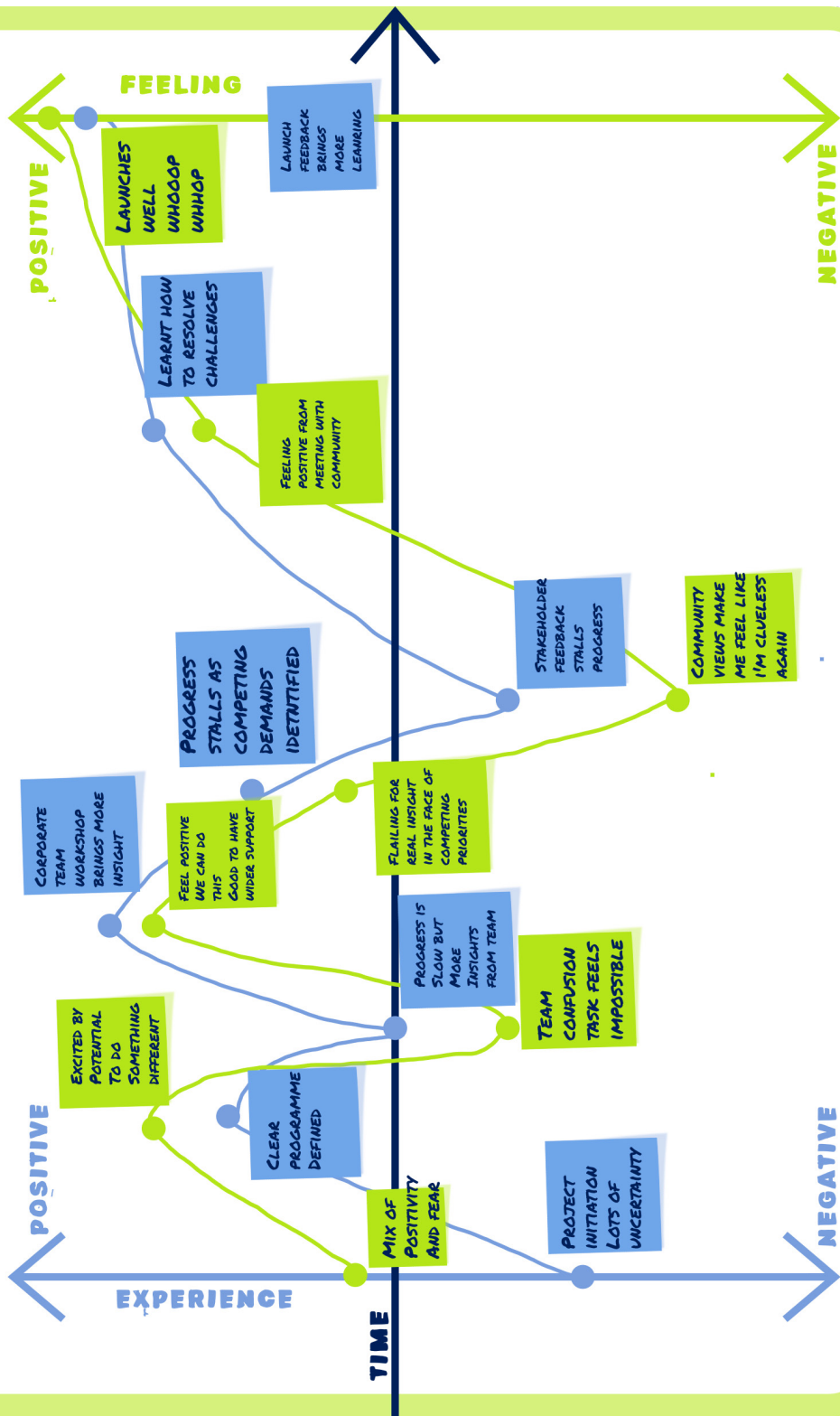
Act-ivate empathy to help decipher points of friction within the learning journey to take reflection to future action

SOURCE

Sarah Stein Greenbert (2021) Creative Acts for Curious People *Stanford d.School*



LEARNING JOURNEY MAP EXAMPLE





ACT-ivate

**CLOSURE
AND
INSIGHT**



ACTivate

FUTURE VISION

What does your organisation look like when the WFG Act is truly alive in it?

Most strategic planning asks us to project the present forward. **Visioning** asks something harder but more useful — to imagine a genuinely different future and work backwards from it. This activity uses creative futures techniques to help participants build a vivid, specific picture of what success looks like, then trace the path from here to there



FIRE

FUTURE VISION

1. **Set the scene: it is twenty years from now.** The Act is embedded. Ask participants: what has changed? What does your organisation do differently? Who does it serve better?
2. In small groups, ask them to **build their preferred future in detail, not as a strategy document but as a place.** What do you see when you walk in? What conversations are happening? What has been stopped, started, changed? give pens paper for groups to draw their vision if it helps them
3. Groups **take turns giving a "tour" of their future organisation** to another group, who play the role of a visiting delegation. The tour should be specific, vivid and grounded in real decisions.
4. **Bring the groups back together.** Ask: what did every tour have in common? Where did they diverge? What does that tell us about where to start?
5. **Close by asking each person to name one decision they could make this week that points towards that future**

WORKS WITH

After any of the **Act-ivate Foresight series** to bring their learning to life

Combine with **Act-ivate Commitment** to take the future into the present

SOURCE

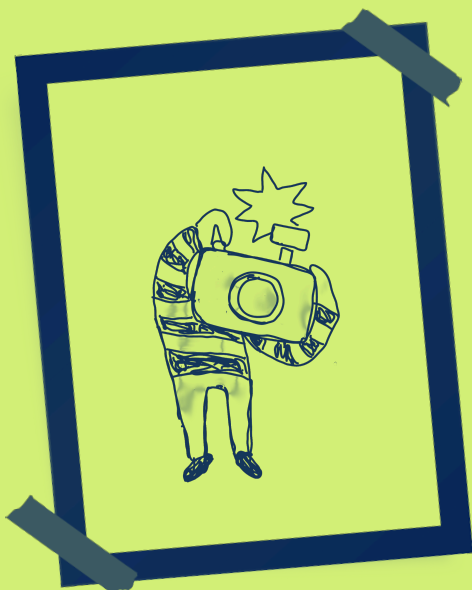
Scott Doorley, Ariel Raz, Lisa Kay Solomon **Tour from the Preferred Future** - Stanford d.school Public Library





ACT-ivate REFLECTION

What your organisation **says about the WFG Act and what it **actually does** may not always be related. This activity helps focus on identifying any gaps**

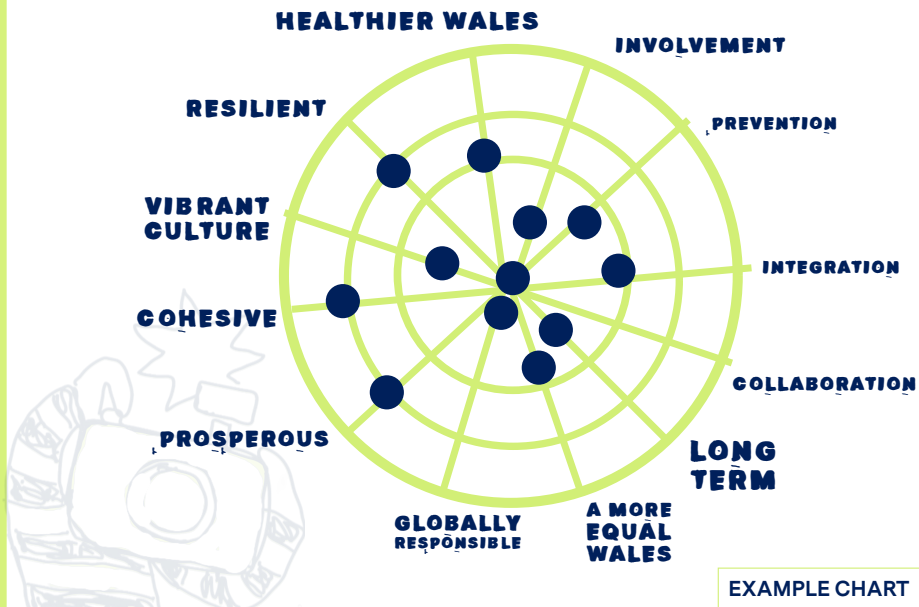


An **applied training** exercise using the FGCW's **Framework for Projects**, exploring where the Act lives in practice, and where more needs to be done. This activity is **aimed at developing confidence in application of the WFG Act** in participant's own day to day activity.



REFLECTION

1. **This activity requires you to have pre-identified projects for assessment.**
2. **Introduce the project for review** (if possible prearrange for the project team to present this section as their knowledge will be better than yours). **Provide resources to support assessment** including: relevant well-being goals, PSB well-being plans, organisational well-being objectives, impact assessments from committee or scrutiny reports.
3. **Divide into 12 groups.** Assign each group a different area of the framework to review. Eg. One group looks at involvement, another at the Resilient Wales Goal etc.
4. **Ask them to spend 5 minutes reading through any background documents**, any evaluation/monitoring data and the relevant framework.
5. Their task is to **look for evidence that the project was underpinned by the principles of the WFG Act.** Evidence means that the ethos of the Act is visible in the actual aims, delivery, and impact of the project, not just its initial proposal. To do this, they can use the framework to identify what should have been done during the design phase, and turn those expectations into reflective audit questions.
6. **Ask each group to assign a score using the following metric**
0: The principle is not yet visible in the project's delivery or impact
1: The principle is present in the initial aims or planning
2: There is clear, tangible evidence of this principle in action within some areas
3: The project actively sets out to maximise its contribution to sustainable development.
-
7. **Draw a large radar chart on board with 12 spokes** (see over) to represent each element under review. As each pair gives their 0-3 score, plot it on the chart. By the end of the feedback session, the room will have collectively drawn a highly visual, instant map of their review.



If closing the session here play a five minute round of 'how might we close the gap' with each participant adding a yes and sentence

WORKS WITH



Act-ivate commitment to ensure that the lessons of the day get turned into actions.



Act-ivate Future Vision to explore what closing the gap feels like in your organisation.

SOURCE

Future Generations Commissioner for Wales (2025)

Framework for projects available in the resources section of the website.



ACT-ivate
REFLECTION



ACT-ivate MEANING

Your organisation is already measuring things. The question is what that information really tells you.



Most **public sector Performance Indicators** measure **activity** (reports submitted, targets hit, boxes ticked). They tell you how the machine is running. **They rarely tell you whether anyone's life is better.** This activity asks teams to **look honestly** at what they currently measure, imagine what they could measure instead, and **prototype one better question to take back to their organisation.**



FIRE

MEANING

1. **Open with a short reflection:** ask participants to write down three things their organisation currently measures.
2. Then ask: **whose life does this measure describe?**
3. **Share a brief contrast between *activity-based measurement* and *human-centred measurement*** e.g., for health waiting lists - A delayed appointment is a statistic. Mrs Jones waiting eighteen months in pain is easily understood.
4. **In small groups, run a “How Might We...”** How might we measure whether our work is making a genuine difference to the well-being of people in our area? Generate options freely. Quantity over quality at this stage.
5. **Each group selects one idea and prototypes a single measurement** - not a full framework, just one question, one indicator, one story they could start collecting. It should be specific enough to actually try.

WORKS WITH



Act-ivate Empathy – use the emerging frictions to generate points to measure



Act-ivate Story Harvest – to test out how measuring in this way generates change

SOURCE

Human Learning Systems: Public Service for the Real World: Summary Report. (2021). United Kingdom: ThemPra Social Pedagogy. Toby Lowe

