



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



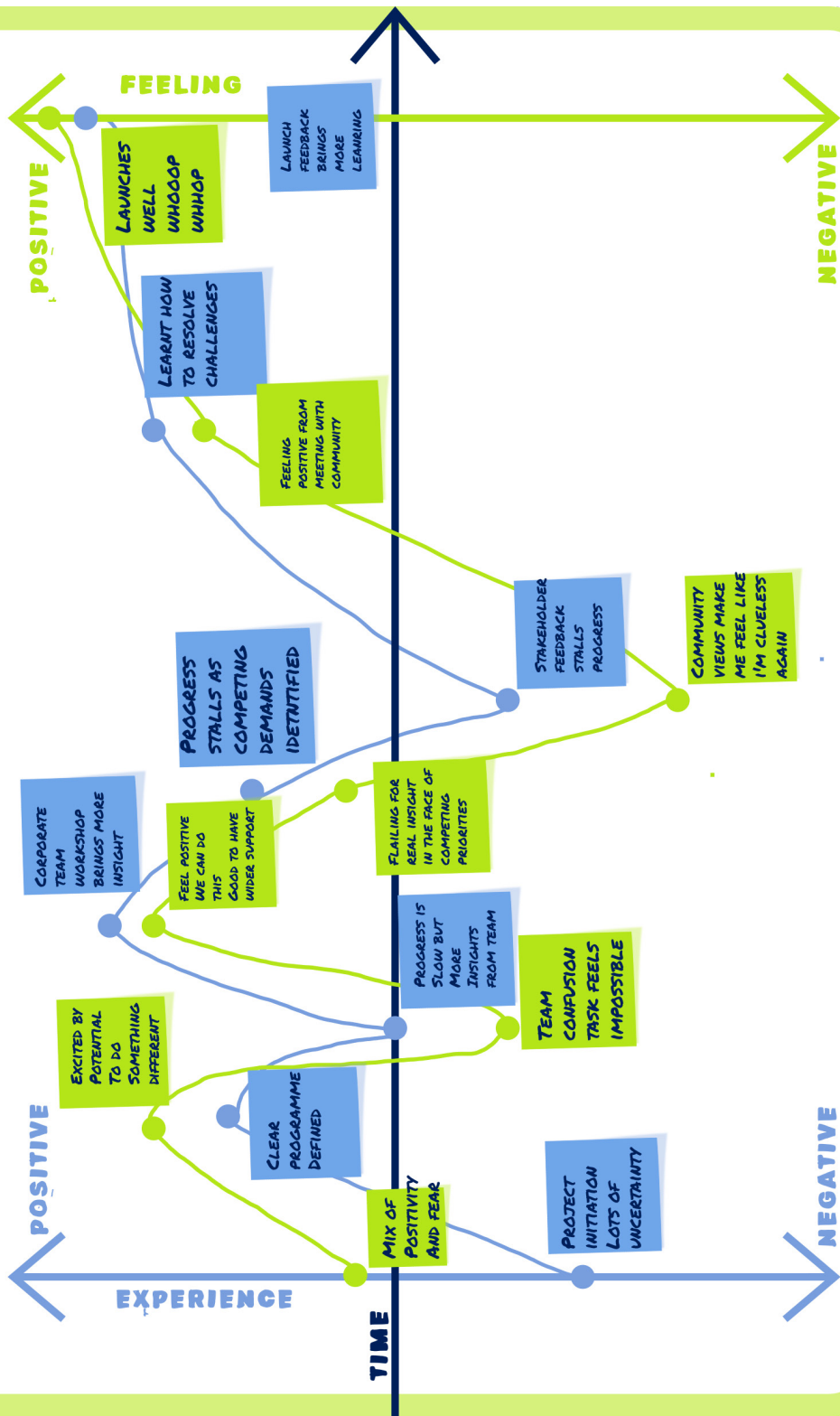
Act-ivate empathy to help decipher points of friction within the learning journey to take reflection to future action

SOURCE

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



LEARNING JOURNEY MAP EXAMPLE





ACT-ivate

**CLOSURE
AND
INSIGHT**