



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



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