



ACT-ivate

HALF DAY

**Enough time to
go deep and
apply the WFG
Act to your
team's work**



A well-designed half-day moves between theory and experience, gives people time to think, and ends with something they can actually use.

HALF DAY TRAINING

1. **You will be presented with multiple 'Catalysing Action' cards.** Choose the ones most appropriate for your audience to define your workshop structure.
2. **Lead with a spark card.** Get your participants warmed up and ready to engage with the Act.
3. **Choose 2 - 3 flame cards or one fire card,** depending on how much detail and variation you would like in your session.
4. **If energy is low, throw in a spark card** two thirds of the way through.
5. **Close the session with the commitment card.** People remember what they decided, not what they were told.

WORKS WITH



Act.ivate Consequence to open with something that challenges assumptions early.



Act.ivate Commitment Card to close with action rather than summary.





ACT-ivate

HYBRID



**When you get
hybrid right,
you get the
best of every
room.**

Hybrid training reflects the reality of how public sector teams actually work - dispersed, busy, and rarely all in the same place. **Design for remote participants first.** If the online experience works, the in-room experience will too. The reverse is rarely true.



HYBRID

1. **You will be presented with multiple 'Catalysing Action' cards.** Choose the ones most appropriate for your audience to define your workshop structure.
2. **Lead with a spark card.** Get your participants warmed up and ready to engage with session – not their emails.
3. **Choose 1 - 3 flame cards or one fire card,** depending on how much detail and variation you would like in your session.
4. **Appoint an in-room champion for remote participants,** someone whose job is to bring their voices into the conversation before the room fills the space.
5. **Use digital-first tools for every activity.** When in-room participants use their phones or laptops alongside remote colleagues, two tiers become one.
6. **The chat is a lifeline for remote participants.** Use your in room champion to read it aloud, respond to it and treat it as part of the conversation.

WORKS WITH



Act.ivate Agreement to set shared ground rules before the format creates two tiers.



Act.ivate Commitment to end with something that lands equally for everyone.





ACT-ivate

LUNCH AND LEARN

**Catalyse Action
without eating into
the working day**



The WFG Act can feel like its asking for the moon on a stick until it lands in a room. **A lunch & learn creates an unobtrusive space where colleagues encounter the asks within a meaningful conversation.** Done well, it plants a seed that grows long after the sandwiches are cleared away.

LUNCH AND LEARN

1. **You will be presented with multiple 'Catalysing Action' cards.** Choose the ones most appropriate for your audience to define your workshop structure.
2. **Resist the urge to cover everything.** One idea that genuinely lands beats five that wash over people.
3. **Lead with a 'spark' card.** The activity should take no more 10 minutes.
4. **Make sure you design your content to be engaging** – refer to Act-ivate Knowledge for help.
5. **Choose your main activity and spend no more than 30 minutes delivering it.**
6. **Close the session with the commitment card.** People remember what they decided, not what they were told.

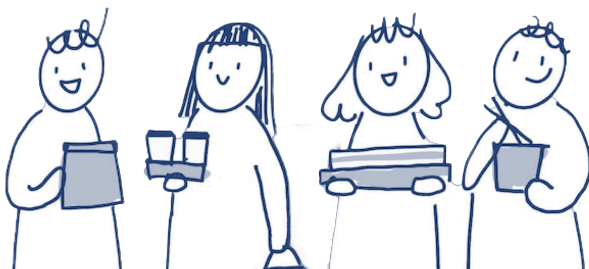
WORKS WITH



Act.-vate Beginnings to warm a room that hasn't chosen to be there.



Act-ivate Commitment to make sure something leaves the room with them.





ACT-ivate

ONE DAY TRAINING

A full day is a **rare gift design with reciprocity in mind**

A day together allows space for a genuine shift. The morning builds the foundations, the afternoon gives space for creative thinking.



ONE DAY TRAINING

1. **You will be presented with multiple 'Catalysing Action' cards.** Choose the ones most appropriate for your audience to define your workshop structure.
2. **Lead with a spark card.** Get your participants warmed up and ready to engage with the Act.
3. **Choose 2 - 3 flame cards for the morning session to begin exploring the Act with your team/s.**
4. **Remember, lunch is part of the design.** Allow participants time to explore their location. Creative thinking is often most forthcoming between actives.
5. **The afternoon needs a jolt so open it with a spark card** to get participants' energy up ahead of a deep dive with one of the fire cards.
6. Close the session with activate commitment . People remember what they decided, not what they were told.

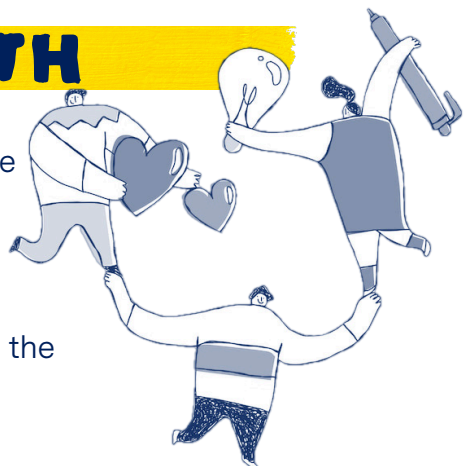
WORKS WITH



Act-ivate deep roots to give the afternoon session genuine depth.



Act-ivate story Harvest to capture what shifted during the day.





ACT-ivate

VIRTUAL TRAINING

The screen can be a constraint but good design will win over your audience.



Virtual training isn't just a backup for when budget doesn't allow to meet in person. It's a **canvas for a different kind of experience**. By leaning into the intimacy of the screen, we can **break down hierarchies** and explore the Sustainable Development Principle in ways that are messy, democratic and deeply human.

VIRTUAL TRAINING

- 1. Treat the screen as a portal rather than a barrier,** designing screen first moments that turn technical constraints into creative play. Make the most of virtual whiteboarding tools such as Kahoot, Miro, Fig Jam, Lucidspark, Mentimeter, Slido, Excalidraw and Group Map to gamify your time together.
- 2. The chat box becomes a high energy side stage** where every thought is valid and the quietest voices carry as much weight as the person with the mic.
- 3. Use breakout rooms** to create small safe huddles where people can get into the nitty gritty. Start each one with a spark card aimed at building trust and connection.
- 4. Swap high intensity fire cards with creative time outs using spark cards.**
- 5. Build offscreen breathers that makes sure people step away form the screen** – task them with collecting something away from their desk!
- 6. Finish with commitments – help participants to make them visual and share in ways that build connection.**

WORKS WITH



Act-ivate priorities – create a digital garden that can be manipulated by participants.





ACT-ivate

SELF GUIDED TRAINING

An **introductory**
primer for those with
no prior **knowledge**
of the WFG Act



Self-guided training offers privacy, peace, and the freedom to sit with an idea without the pressure of a room full of people. For some people, that's exactly what they need first.



SELF GUIDED TRAINING

1. Just because this training is self guided it doesn't mean the participants journey has to be a solo one.
2. **Build enthusiasm for the training** in a team meeting or pre-training email and encourage participants to see the relevance of the wonderful WFG Act for their work, and their place in the organisation.
3. **Signpost the human support available — a buddy, a trainer, a network.** Self-guided doesn't have to mean alone.
4. Refer to all the online resources that exist to help implement the ideas they will have learned about.

WORKS WITH

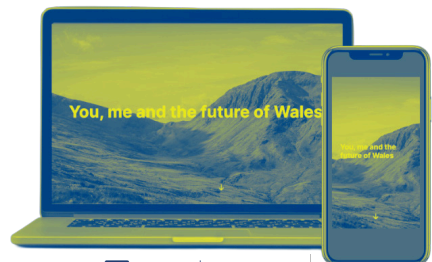


Act-ivate Four Weeks Later to find out if anything stuck.

KEY RESOURCES

The Open University Open Learn - You me and the future of Wales

Developed in partnership with the Future Generations Commissioner for Wales, Welsh Government and The Open University in Wales.





ACT-ivate AWAY DAY

**The right place
changes what
people think is
possible**



Getting out of the building isn't a perk - it's a design **decision**. When people are physically removed from their desk, their inbox, and the habits of their working day, they **think differently**. An away day, done well, **makes the long-term feel reachable and the systemic feel personal**.

AWAY DAY



1. You will be presented with multiple 'Catalysing Action' cards. Choose the ones most appropriate for your audience to define your workshop structure.
2. **Lead with a spark card.** Get your participants warmed up and ready to engage with the Act.
3. Choose 2 - 3 flame cards for the morning session to begin exploring the Act with your team/s.
4. Remember, **lunch is part of the design.** Allow participants time to explore their location. Creative thinking is often most forthcoming between actives.
5. **The afternoon needs a jolt** so open it with a spark card to get participants' energy up ahead of a deep dive with one of the fire cards.
6. **Close the session with the commitment card.** People remember what they decided, not what they were told.

WORKS WITH

Act-ivate the Future — Visioning to use the distance from the office for bold thinking.

Act-ivate Commitment to bring the day back to earth before people leave.



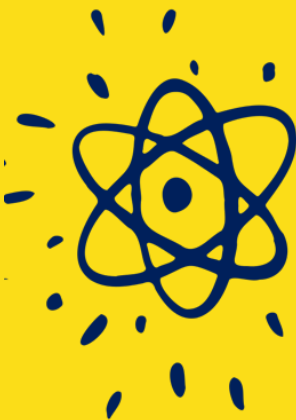


ACT-ivate



TWO DAY TRAINING CAMP

If you don't have time to spend two days on embedding the Act, then you probably need it more than most.



The deepest change happens when people have enough time to exhaust the obvious answers and reach the interesting ones. A two-day camp creates the conditions for genuine transformation. There is huge value in getting teams away from the familiar, with enough space to think boldly, enough rest to think clearly, and enough shared experience to trust each other by the end.

TWO DAY TRAINING CAMP

1. **A two-day workshop can provide great variety for your participants, and really find ways to embed the WFG principles beyond theory.** We recommend using the time for a mix of hands on learning, reflective practice, and action planning. This is an opportunity to disrupt the status quo and ignite innovation.
2. Before you begin, **choose a location that works with the theme of your learning.** For example, are you working on co-production, choose a location which allows you to explore some of the issues around power/agency and change.
3. **Day one is about building trust,** learning key ideas, and reflecting on the work that must be done. You have the luxury of time so lean towards flame cards centred on your area of learning.
4. **The evening is part of the programme.** A shared meal, a creative provocation, a bonfire conversation - something unstructured enough to feel like rest but purposeful enough to keep the thinking alive. A guest storyteller, a community group, a local artist, a commissioner from the future. Make it memorable.
5. **If possible, start day two with a site visit to an inspiring case study that encompasses the learning from the previous day.**
6. Move through to your remaining exercises and remember to throw in spark cards as needed to keep the group connected
7. Ensure that you close with a form of commitment that allows the group to capitalise on the connections made. Make sure that the investment of time and resource, pays future dividends in a networked group of WFG Champions.

WORKS WITH



Act-ivate Co-Production Pathways – Use the time away from the office to focus on difficult subjects such as culture change.



ACT-ivate INSPIRATION



From **what to why** exploring personal motivations



Every participant is sustained by **something**-a poem, a rousing speech, a quote, a song, a story. **This activity asks participants** to prepare for the session by exploring what this is to them and then **sharing these as gifts of inspiration** with the group.

Drawing on the 'designing social change' programme of Jess Brown and Louie Montoya at the Stanford d.school, and Brene Brown's grounded theory on cultivating **meaningful connection**, this activity aims to **shift team cultures** from understanding the 'what' of the WFG Act to feeling the 'why' of its aims.

INSPIRATION



1. **Send a single ask one week before the session:** find a short piece of text — a poem, a speech, a quote, a mission statement — that captures something you believe about the kind of future worth building.
2. **There are no wrong answers and there is no need to reference the WFG Act directly.**
3. **Read every response before the session.** Look for the threads, be they justice, nature, community or legacy.
4. **Share a selection of submissions at the start and end of your workshop, leaving participants inspired and seen.** If you have time you could create some slides with bold imagery to display the things that have been shared.

WORKS WITH



Act-ivate Knowledge to shape how you frame the WFG Act in the session itself.



Act-ivate Deep Roots where the submissions become the base material for the creative task.

SOURCE

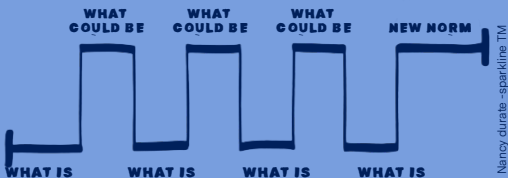
Burgess-Auburn, C. (2022). You Need a Manifesto: How to Craft Your Convictions and Put Them to Work. United States: Clarkson Potter/Ten Speed.





ACT-ivate KNOWLEDGE

How you share the WFG Act matters as much as what you share.



Most people lose their audience not because their content is weak but **because they forget who they're talking to.** Your job is to know them well enough to make the WFG Act feel like **something that was already theirs.** Nancy Duarte analysed history's greatest talks and found they share a common shape -a **rhythm of contrast between what is (the current reality) and what could be (the better future made possible by an idea).** That contrast creates momentum. It **makes ideas feel not just interesting but urgent, necessary, and achievable.** This card shows you how to use that structure when training on the WFG Act.

KNOWLEDGE

1. **Before you design a single slide, map your sparkline** (see front of card) . On one side write what is — the reality your participants are living right now (targets missed, short-term pressures, decisions made without future generations in mind). On the other side write what could be — what becomes possible when the WFG Act is genuinely embedded.
2. **The sparkline is the outline of your presentation.** Make sure that it moves between tension and possibility throughout.
3. **Use the S.T.A.R. moment** (Something They'll Always Remember). Build towards one moment of transformation in your session: a surprising case study or a bold question that reframes everything. That's what people carry out of the room.
4. **Combine story and data deliberately.** Data without story is forgettable. Story without data is unconvincing. Use case studies from the Act.ivate webpage to inspire your participants.

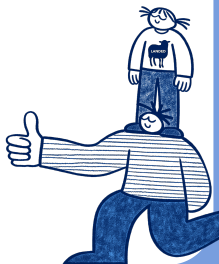
WORKS WITH



Any activity which requires you as a facilitator to impart new knowledge with the trainees.

SOURCE

This activity takes inspiration from **Nancy Durate's** work specifically *Resonate*. She has developed a technique for scripting presentations called a SparkLine (which she has trademarked). For more inspiration you can search for Nancy's TED talk which explains her research.

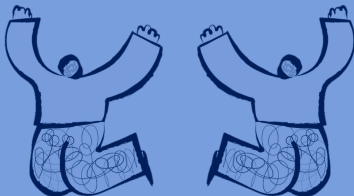




ACT-ivate

KNOW YOUR CROWD

Your participants are the heroes. Your job is to know them before you meet them.



The WFG act lands differently **depending on who is in the room.** A finance team needs different direction to a communications team. A room full of cynics needs a different opening than a room full of converts. **This pre-training survey helps you** tune to the frequency of your audience to **tailor the sessions so your content meets their needs.**

KNOW YOUR CROWD

1. **Draft a 3 minute survey.** Ask four core things,
 - their baseline knowledge of the WFG Act;
 - their confidence applying it;
 - their tolerance for uncertainty;
 - and the single practical outcome they need from the training.
2. **Review your findings.** Think about the range of personality types you see in the responses. Identify the ratio of enthusiasts, sceptics, and pragmatists to form your facilitation brief.
3. **Target the sceptics.** Design your opening specifically for them. If you win them over early, the rest of the room will follow.

WORKS WITH



Act-ivate Inspiration to gather both values and context before the session.



Act-ivate Knowledge to translate what you find into how you pitch the session.

SOURCE

Nancy Dürate (2010). *Resonate: Present Visual Stories that Transform*
Audiences. United Kingdom: Wiley.





ACT-ivate

PROJECT PRIMER

Ask participants to look at their own work through the lens of well-being before the session begins



Asking people to **bring a real project to training** changes everything. It **shifts the day from abstract to immediate.**

The WFG Act stops being a policy and starts being a helpful tool.

This task works best when training is aimed at embedding the Act into live work programmes.



PROJECT PRIMER

1. **Send participants a link** to either the ways of working checker, project framework or scrutiny framework.
2. **Ask them to run one current project or work programme** through the relevant tool.
3. **Reassure them this isn't a test.** It's a starting point for the conversation on the day.
4. **Build time into the session to work with what they bring.** That's where the real learning happens.

WORKS WITH



Act-ivate Refelction to move from self-assessment into rigorous scrutiny.

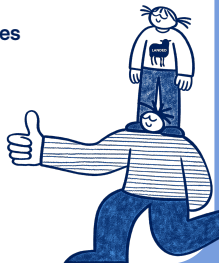


Act-ivate Commitment to close the loop between the project they brought and what changes next.

SOURCE

Future Generations Commissioner Resources

- Ways of Working Checker
- Framework for projects
- Framework for scrutiny





ACT-ivate

PROVOCATION PRE-READ

**Send one story that
makes business as
usual feel impossible to
defend**

A single well-chosen case study, landing in someone's inbox 24 hours before training gives people time to sit with an idea privately, before the workshop begins. Choose something local, radical, and real.



PROVOCATION, PRE-READ

1. **There are so many inspiring case studies out there** so feel free to use anything that you feel will work. If you are stuck for ideas you can check out case studies gathered by the Future Generations Commissioner - on their website or in the Future Generations Reports.
2. **Send your selected case study to your training cohort ahead of time** with a single line of context and one question to spark thinking. Example question, *what would need to be true in your organisation for this to be possible?*
3. **Make reference to this case study during your session.** It is your tool to prove that delivering the WFG Act is an investment that reaps rewards.

WORKS WITH



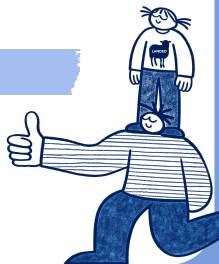
Act-ivate Consequence to connect the external example to internal decisions.



Act-ivate Project Primer for a full pre-training sequence that arrives ready to work.

SOURCE

The work of public bodies of Wales as curated through the Case Studies available on the Future Generations Commissioner's Website.





ACTivate

TIME BRANCH

Spark a creative mindset when a secret dispatch from the future lands in your participants' inboxes before training begins.

CLASSIFIED



TOP SECRET

Arriving as a **classified** memo sent from a minister writing in the future, this provocation tells participants they are standing at a critical time branch. **The future is not fixed.** The decisions made now, in this organisation, in this room, will determine which path is taken. Participants arrive already thinking like agents of change.

CLASSIFIED

TIME BRANCH

1. This is a pre-training provocation utilising magical realism to use when you are seeking to disrupt the everyday. It will not be everyone's cup of tea, so use it wisely.
2. You will need to write a memo 'as if' you are a future Minister asking for help from your ancestors.
3. Using the idea of time branches, you can posit the idea that the group have the power to forge a new branch that will avoid some future disaster.
4. Deepen the impact by adapting the scenario with local details such as naming the specific organisation and meeting room where the time branch has been tracked by tempologists..
5. Maintain a hopeful tone by identifying participants as 'the potentials' - individuals who have been identified by history for their unique capacity to accelerate a specific paradigm shift.
6. Conclude the briefing by thanking participants for their service to the yet to come.

TOP SECRET

WORKS WITH



Act-ivate Future Vision – any creative activity which asks participants to think differently about how their decisions impact the future.



Act-ivate Passage of Time - to help participants get used to the idea of multiple pathways in time

SOURCE

National Infrastructure Commission for Wales - Governing with Nature as supported by Landed Futures CIC





ACT-ivate AGREEMENT

Start as you
mean to **go on**



This card gives you **four simple agreements** to introduce at the **start** of any session as **an invitation to show up well together**. The WFG Act asks us to work differently. This is where that starts.

AGREEMENT

1. **Introduce the four agreements** briefly and ask if anyone wants to add one. Keep it to five minutes - this is a frame, not a discussion.
2. **Ask for what you need**; offer what you can.
3. What's **shared here stays here**.
4. People **speak more honestly** when they **trust their words** won't travel without permission.
5. **Listen with curiosity**, not judgement (especially when you disagree).
6. The most **useful** thing in the room is often **the perspective that challenges yours**.

WORKS WITH



Act-ivate Conversations to set the conditions before the first real question.



Act-ivate Deep Roots to frame the psychological safety needed for personal reflection.

SOURCE

Woolf, Tenneson (2024) *Gifts of Circle: Connection, Courage, Compassionate Action*
CetreSpoke Publishing, British Columbia - Chapter 13.





ACT-ivate

ATTITUDE SHIFT

Challenge ingrained assumptions to make way for positive action



Attitudes to the WFG Act vary wildly, even within the same team. This quick anonymous exercise **surfaces underlying perceptions early**, so you're responding to the room in front of you rather than the one you imagined. **Run it again at the close and let participants see how far they've traveled.**



ATTITUDE SHIFT

1. **At the start of the session** ask everyone to write down a finish to the following sentence: "**In relation to my work, the Well-being of Future Generations Act means...**" Tell them there are no right/wrong answers. This is to establish the understanding in the room.
2. **Collect responses anonymously** using *tiles* on a board, or via Mentimeter if working online.
3. **Share them with the group**, as they are written, do not pass comment on the statements. Let the answers help guide the detail with which you lead the session.
4. Run your session.
5. **At the close, ask the same question again.** Display both sets of responses side by side. The difference will tell you how far your organisation needs to shift.

WORKS WITH



Act-ivate Conversations to follow the opening provocation with deeper discussion.



Act-ivate Commitment to close the loop between what participants noticed and what they'll do.

INSPIRED BY

Donella Meadows (2008). *Thinking in Systems: A Primer*. Chelsea Green Publishing.





ACT-ivate

BEGINNINGS

The energy of a session determines everything that follows



The first five minutes set the tone for the whole day. A room that starts stiff stays stiff. A room that starts alive stays curious. This card gives you a menu of quick activities to open with energy, connection, and focus. These can also be used to boost energy when it flags in longer workshops.

BEGINNINGS

Stokes are short, embodied activities designed for teams of all sizes to intentionally calibrate a group's energy and shift learning from the cognitive to the physical. Stokes work by shifting learning from the head to the body, using short physical activities to "set the vibe" and physically demonstrate what it feels like to be generative. By moving together, teams bypass purely cognitive barriers to build the shared energy, focus, and empathy needed for deeper collaboration.

Boost Energy Shake out each limb counting down from 8;

Build connection Everyone writes how they're actually feeling on a post-it and sticks it to their shirt. Participants introduce themselves by their emotion.

Build trust Turn lemons into lemonade. Someone shares a frustration from their week, the next person turns it into a positive. Warms a room gently.

Create focus Build a collective sentence around the circle, one word at a time. Quietly gets everyone listening - and laughing.

WORKS WITH



Act-ivate Consequence to follow the warm-up with a gentle challenge.



Act-ivate Conversations to move from icebreaker into something worth talking about.

SOURCE

This activity utilises the **stoke deck from Stanford d.Scool** designed by Taylor Cone and Tania Anaissie.





ACTivate COMMITMENT

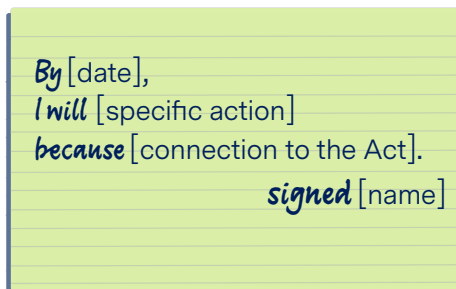
One thing Next week Done



Actual change rests on **commitment**. This closing activity asks each participant for one pledge: **concrete, personal, and achievable within seven days**. Not a goal, not an intention. **A next step.**

COMMITMENT

1. Give each person a *tile* that they can take home with them (if not possible use a card or piece of paper) Ask them to write one commitment in this format.



By [date],
I will [specific action]
because [connection to the Act].
signed [name]

2. If the commitment can't be described in one sentence, it should be revised.
3. Ask a few people to read theirs aloud. Public commitment changes the odds of follow through.
4. Pairs exchange cards and agree to check in with each other in a week.

WORKS WITH



Any Catalysing Action card as a closing activity



Act-ivate Story harvest or **Act-ivate Barrier Log** to find a way to keep the connections generated meaningful.

SOURCE

Peter Gollwitzer (1999): Implementation intentions: Strong effects of simple plans', *American Psychologist*, 54(7), pp. 493–503. By defining exactly what will be done and by when we can help the brain automate the move from policy to practice.



ACT-ivate

CONVERSATIONS

The right question changes everything that follows



Most **training conversations** stay safe because nobody asks anything worth answering. **This card gives you prompts that open things up** - questions rooted in real Welsh public sector life that connect the WFG Act to what people actually care about. Pose one question at a time. **Resist the urge to fill silence** - it means people are thinking. **The interesting answer is often the uncomfortable one.**

CONVERSATIONS

Before you ask anything make the room feel safe. Try one of these openers - *There are no right answers, only suggestions* - *Agreement is optional, respect is a pre-requisite* - *Curiosity is vital*

Where possible use an example from real life to introduce the concept. *Refer to Act.ivate knowledge for the 'sparkline'™ approach.*



For rooms that need to move away from challenge

"Think of a decision your organisation made that you're genuinely proud of. What made it possible?"

"What's something that works better now than it did five years ago, and why?"



For rooms ready to look at tension:

"What decision are you putting off that your organisation will regret in ten years?"

"Who isn't in this room whose life is affected by your work?"



For rooms ready to be bold:

"What would you do differently if future generations were watching?"

"Where do short-term pressures make long-term thinking impossible?"

WORKS WITH



Act-ivate Consequence to follow a provocation with space to talk.



Act-ivate Commitment Card to move from conversation to action.

SOURCE

Margaret J Wheatley (2002) *Turning to One Another Simple Conversations to Restore Hope to the Future* Berrett-Koehler Publishers.





ACT-ivate

HOW MIGHT WE (HMW)

**Bin negativity with
a new mantra for
the work place**



A simple **shift** in
language turns a brick
wall into a door. **Reframe
barriers as invitations** for
collective, creative action



HOW MIGHT WE (HMW)

A concluding technique as part of a longer session or a stand alone playful deep dive into areas of challenge:-

1. **Explain that HMW is the 'prompt' to turn insights into provocations.** It works best when paired with 'Yes, and...' to build solutions collectively.
2. **Pose a specific HMW question** that has emerged in the session Eg *HMW maintain focus on* [positives from session]? *HMW humanise* [the challenge uncovered] *HMW counter* [negativity outside this room] *HMW overcome* [persistent barriers]
3. **Try to question an assumption** (e.g. '*HMW share resources without a physical building?*') or create an analogy (e.g. '*HMW transform budget setting to be more like winning a game of rugby?*').
4. **Once the question is posed, the group provides answers.** Every response must build on the previous one using 'Yes, and...' to ensure ideation never stops.
5. **Use this to develop a generative mindset, where barriers become creative constraints.**

WORKS WITH

You will find this really useful addition to lots of **Act-ivate** Catalysing Action Cards, especially with **Act-ivate Yes, and.** The two together are a great way to end a session exploring challenges with some positivity.

SOURCE

Stanford d.school Systems Thinking Series "*How Might We*" Questions • Turn your perspective into actionable provocations.

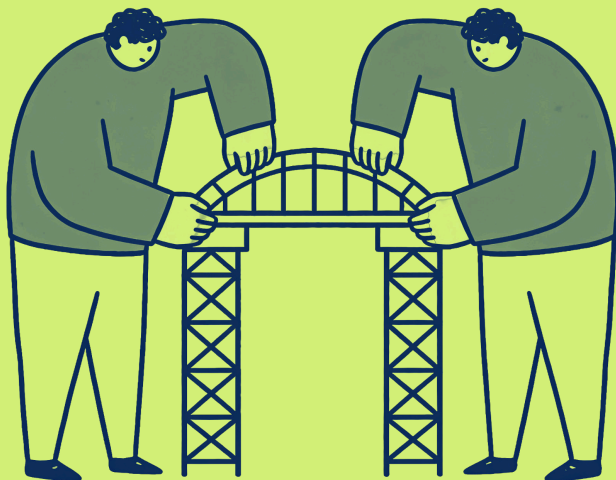




ACT-ivate

YES, AND

Building the bridge **together**



Radical change requires an additive mind.
This improv rule **stops ideas** from being **killed**
by 'no' before they are given space to breathe



YES, AND

1. **A core mantra for collaborative problem solving** with origins in improv theatre. As a rinse and repeat technique it can be used to build momentum after being deep in the weeds of the day to day, or to whip up positivity when the group is stuck on the reasons why something can't happen. It can be done as a collective spoken activity or in pairs for more structured ideation.
2. **As facilitator pose a *How Might We* question** – One person offers an idea, the group can then only respond by building on this idea, with 'yes and'.
3. **Provide easy examples if this is new to the group**, How might we celebrate my birthday – we could go on a picnic, yes and, I could bring champagne yes and, I could bake a cake to bring, etc etc.
4. **Run as a quick-fire spoken round** or use *tiles* (see sustainable facilitator toolkit) to physically stack and grow the original proposition.

WORKS WITH



You will find this a really useful addition to lots of Catalysing Action Cards, especially combined with Act-ivate How Might We. The two together are a great way to end a session exploring challenges with some positivity.



A starter to a creative session as an icebreaker – pose some really silly how might we questions eg. How might we win the Eurovision song contest? How might we star in a period drama?

SOURCE

A staple of improv theatre and a well known technique for building collaboration in groups dealing with difficult topics.



ACT-ivate AMBIGUITY

**Systemic change
requires us to stop
surviving the unknown
and start designing it.**



The reason embedding the WFG Act feels hard isn't laziness or resistance — it's neuroscience. **Our brains are pattern-completion machines,** wired to reach for the **nearest familiar solution when faced with ambiguity.** Some of WFG Act such as **long-term thinking and prevention feel viscerally uncomfortable because they don't resolve quickly.** This activity names that discomfort, then gently expands our capacity to work with it.



AMBIGUITY

1. Ask participants to **reflect on times when their work has been full of uncertainty**. Ask them to construct a metaphor for how the ambiguity feels to them: is it a blocked drain? A fog? A wall? A slow tide? Ask them to write it onto a *tile*
2. **Briefly explain the science**: our brains treat unresolved problems like physical pain. To escape that unease, we instinctively grab for quick fixes that simply repackage business as usual, like using tick-box exercises to retrofit old solutions onto new objectives.
3. **Draw three columns on a board "Endure, Engage, Embrace"** and ask the group to place their personal metaphors tiles across this spectrum.
4. Next, ask them to take a different coloured pen and **write a second metaphor** onto a new *tile* detailing how their organisational culture handles uncertainty, and map it onto the same board.
5. **Step back and explore the spread together**, noticing any differences, use reflective questions to capture what the map means to the participants.
6. **Turn that cultural friction into collaborative momentum**. Pose the design challenge: **How might we more consistently embrace ambiguity?** Play a rapid-fire, five-minute game of 'Yes, and...' where each person immediately builds on the last suggestion.

WORKS WITH



A good activity as part of long-term thinking exercises especially **Foresight Cards** to help participants process any unease that session has surfaced.

SOURCE

Andrea Small & Kelly Schmutte (2022) *Navigating Ambiguity: Creating Opportunity in a World of Unknowns* A Stanford d.school guide.



FORESIGHT



ACT-ivate

AXIS OF UNCERTAINTY

Stress-testing work plans for future resilience



Resilience comes from acknowledging that the **future is a range of possibilities**, not a single track. This activity **moves** participants **towards adaptive thinking**. By stress-testing current processes against **different versions of tomorrow**, they can identify which actions are safe bets and which make them vulnerable when the environment shifts.

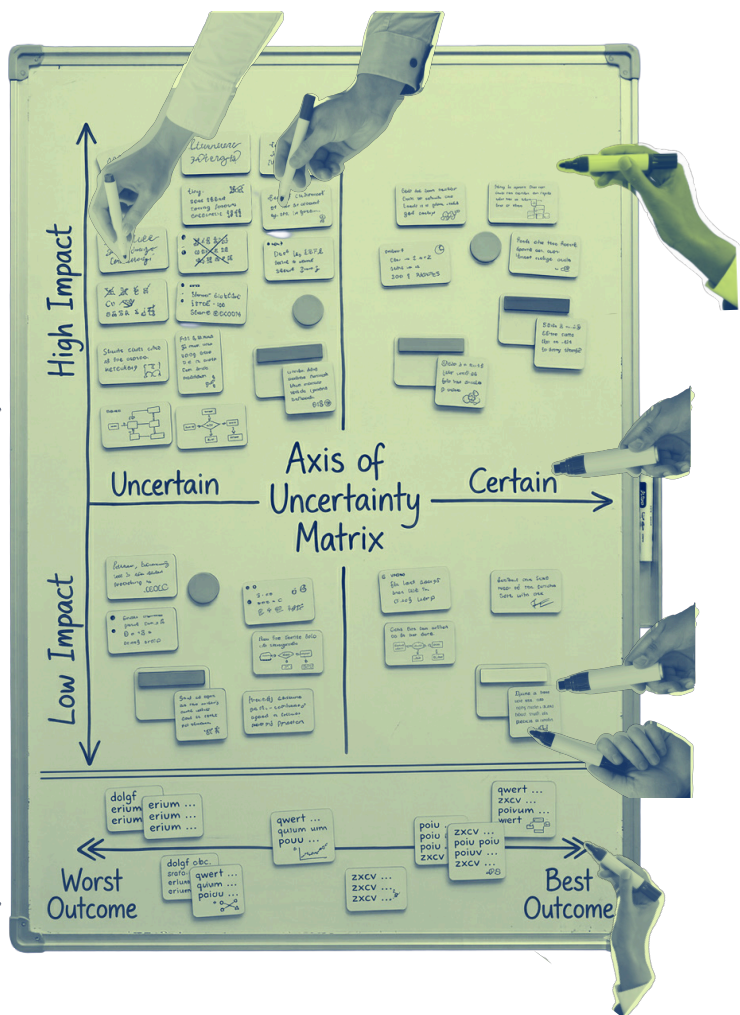
AXIS OF UNCERTAINTY

1. **Tailor the topic to something relevant to the group** you are working with. Eg The workforce of the future for HR, Finance planning etc.
2. Use a cabaret style set up to **organise trainees into groups between 4-6**. If using the sustainable toolkit give each table a large double sided dry wipe board with the impact/certainty matrix drawn out (see over). Use flip chart and sticky notes if this isn't available.
3. *If this follows from PESTLE-C analysis refer the group to the changes previously identified. If using this as a standalone activity you will need to provide this information to the group. We recommend using the key headings from the future trends infographics as moveable 'tiles'.*
4. Taking it in turns, encourage the group to **take a driver tile and move it to the relevant part of the matrix**. Ask your participants:- *Do you think this driver could have a big impact on the future of your work? How certain are we about what that might look like?* the tile is **placed on the matrix according to impact and certainty**.
5. Ask the group to **identify one tile from the high impact high uncertainty quadrant and remove it from the board**. If using the sustainable toolkit flip over your board to reveal a continuum drawn out from worst to best outcome. Looking at the driver that they have chosen answer the following questions - **What worries you about this trend? What are your hopes?** (What is uncertain about this trend/ driver?). Write answers directly on the board and place along the continuum depending on group views. *Talk through an example in plenary to aid the conversation.*
6. Bring the group back together and ask what drivers people looked at. Choose one and ask - **how might we use our work to nudge the future towards the best outcomes.**

**Axis of uncertainty
sustainable
toolkit
worked
example**



**Outcome
continuum
sustainable
toolkit
worked
example**



WORKS WITH



Follow **Act-ivate PESTLE-C** analysis to root discussion in the drivers of change they have identified as relevant to their job.



Act-ivate Ambiguity to help address any uncomfortable feelings from the activities

SOURCE

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



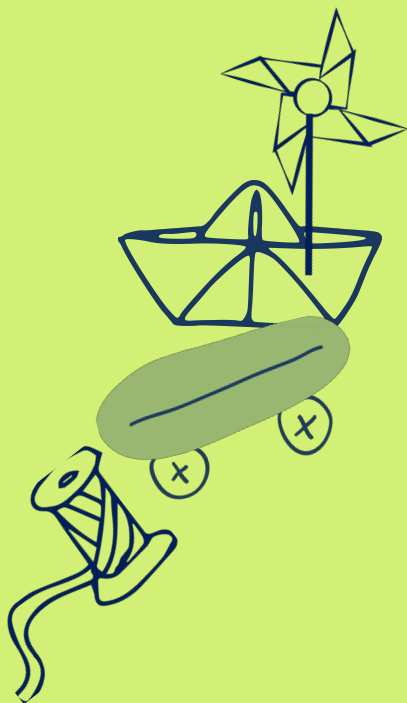


ACT-ivate **AXIS OF**
UNCERTAINTY



ACT-ivate PROTOTYPE

**Experience the future
you want to build**



Say the word **prototype** and most of us think of eccentric inventors in cluttered sheds.

Challenge your trainees to get creative with 'experience prototyping' to test how their ideas for better implementation of the WFG Act interact with the everyday.

PROTOTYPE

1. If no idea has already emerged for prototyping **start the session with a 'how might we' question based on the theme of your session.** Once an idea is fixed, introduce participants to their toolkit - **you will have curated a range of items eg. masking tape, coloured string, envelopes, high-vis vests, bells, and beads. Use repurposed items where possible.** Split the group into teams you will need at least two different teams.
2. Challenge teams to **visualise their 'idea'** using only the materials available. **How could they build a model of their idea so it physically appears in the room.**
3. Once prototypes are constructed, **groups pair up and trial each others prototyped models.** Use this as a testing phase, how do they work, where do users find friction or confusion?
4. Ask the group to come back together - use reflective questioning, **Did the physical build reveal unexpected problems? Did it help you think through the process through the eyes of the user and what did that reveal?**

WORKS WITH



Act-ivate Empathy either to test out identified issues, or as a precursor to test how the users responded to the new ideas.



Combine with **Act-ivate How Might We** to test out any solutions to the problems encountered with the prototyped solution.

SOURCE

Nesta and Thinkpublic (2012) Prototyping Framework: A guide to prototyping new ideas. London: Nesta.

Scott Witthoft. (2022) *This Is a Prototype: The Curious Craft of Exploring* Stanford d.School Guide Ten Speed Press.





ACT-ivate

PRIORITIES

Making space for what matters



Achieving the **Wales We Want** may not be **possible** if our day to day is filled up **with yesterday's solutions**. This activity uses a gardening metaphor to help groups 'prune out' the deadwood of their own work programmes.

PRIORITIES

1. **The Gardener's Dilemma:** Introduce the metaphor. You cannot grow a prize harvest if you never prune. Cut away 'suckers'—green shoots that drain energy.
2. The Personal Audit: **Ask participants to identify one 'sucker' in their real life** (e.g., a subscription or habit) to build the 'stopping' muscle.
3. **Identify the 'Dead Wood':** In their work, which legacy reports, meetings, or processes are brittle, dry, and blocking the light for fresh growth?
4. **The Shears:** Use the seven well-being goals as the pruning tool. If a task doesn't provide nutrients to at least one goal, it's a candidate for composting.
5. **The New Growth:** By 'stopping' one specific thing today, name the new 'seed' (a project or way of working) that finally has the space and light to grow.
6. Be playful with the way this is presented, where time allows think about how you curate the space to make the metaphor come to life.

WORKS WITH



Act-ivate Commitment if something needs to stop – hold people to it.



Act-ivate Ambiguity– prepare yourself for challenging the status quo by getting comfortable with metaphor.





ACTivate

PASSAGE OF TIME

Exploring how one
decision has multiple
outcomes



This exercise uses the ‘seeing in multiples’ methodology from the **K12 Futures Library** to help explore divergent outcomes. Its aim is to help cultivate the cognitive flexibility needed to shift away from business as usual.

PASSAGE OF TIME

1. **Working in pairs provide a time branch map (see over) to each participant.** Ask each pair to reflect on where they think their organisation is today in terms of implementation of the WFG Act.
2. Then, **ask them to visualise three different scenarios** branching out from today. Ask them to explore a future scenario where (a) *the principles of the Act get forgotten*, (b) *They stay the same* or (c) *they vastly improve*.
3. **Ask the group what happens next?** Encourage the group to think about the variables which may have significant leverage within each system.
4. **Pairs pair up to form of groups of four to reflect on the outcomes of the time branches.** - *what feels most like the current trajectory? which would be preferable? what do they need to do to develop certainty to avoid future pitfalls.*
5. **In plenary use reflective questioning to understand where shared points of failure and opportunity lie.**
6. What signals might they need to pay attention to that will help them see which branch is unfolding.
7. Use a *How Might We* round to challenge participants to activate their learning

WORKS WITH



Act-ivate Time Branch – you could be more playful with the approach and ask your participants to become temporologists and map out how they create the pathway the minister tasked them with

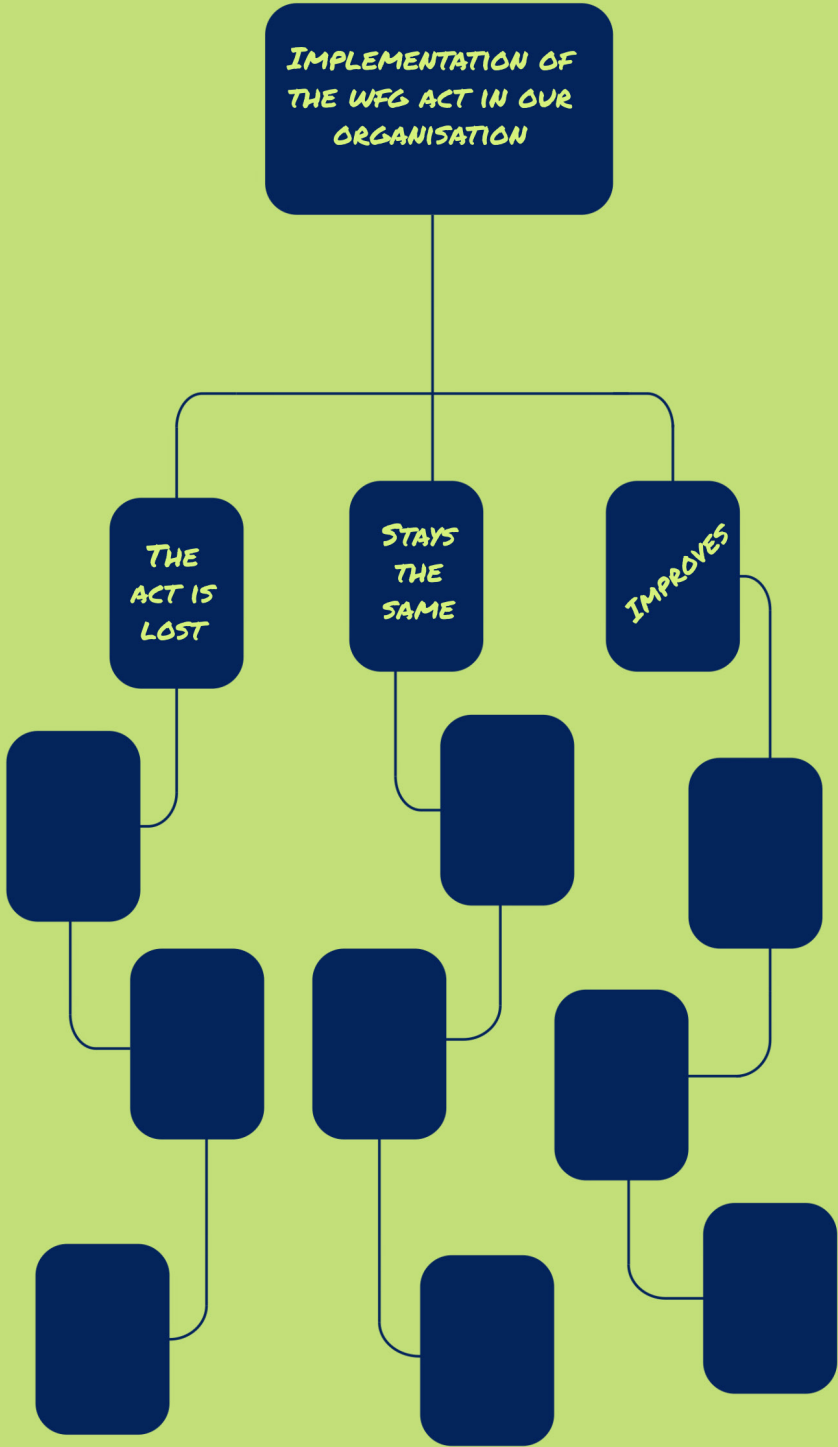


Act-ivate Reflection – use after a reflection session to plot out the consequences of no change, flexing creative muscles after detail orientated work.

SOURCE

This activity takes inspiration from the 'branching out' tool developed by Ariel Raz and Louie Montoya at the D school K12 Futures Library.

TIME BRANCH MAP EXAMPLE





ACTivate
PASSAGE OF TIME



ACT-ivate

WAYS OF WORKING

Moving policy speak to practical habits



To a **newcomer**, the five ways of working can feel like a **layer of jargon on top of the day job**. This card is your translator to help trainees feel confident and comfortable.

WAYS OF WORKING

1. **Introduce the Five Ways of Working as a mechanism of positive change.** Using skills from Act.ivate Knowledge, show a real world story of change, where the ways of working have made beneficial impact, either to an organisation, a community or a specific outcome.
2. **Present the Journey Spectrum:** Making Simple Changes → Being More Adventurous → Owning your Ambition → Leading the Way. Ask groups to plot where their current approach sits.
3. **Introduce 'Enablers and Disablers' concepts from the Learning Journeys.** Ask trainees to identify one 'Disabler' (e.g., working in silos or short-term budget cycles) currently holding them back.
4. Review the 'Enablers' list. Identify which internal support (e.g., multi-disciplinary teams) they need to move towards 'Leading the Way'.
5. Choose one Way of Working (e.g., Prevention). Use **Act-ivate 'How Might We'** techniques to bring creative thinking to the task, e.g. *How might we change one small thing to move us forward on this journey?* Combine with **Act-ivate 'Yes and'** so the group can build momentum to embed their learning with positivity.

WORKS WITH



Act-ivate the Seven Well-being Goals for a thorough applied session on the basics



Act-ivate Future Vision to make the theory come to life



Act-ivate How Might We and **Act-ivate Yes, And** to conclude the session on a positive note.

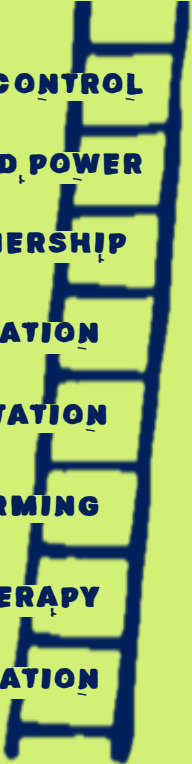
SOURCE

The Future Generations Commissioner for Wales **Journeys to help embed the well-being goals** Guides to help better understand how to embed the well-being goals from the Well-being of Future Generations Act.



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

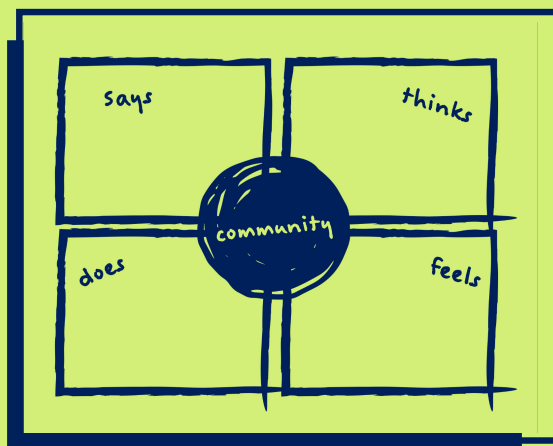




ACT-ivate

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



ACT-ivate

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**

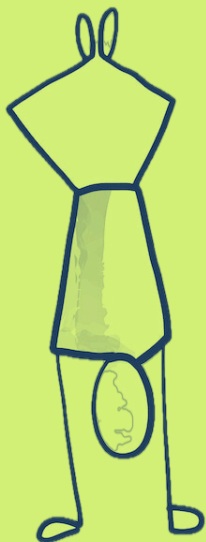




ACT-ivate

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



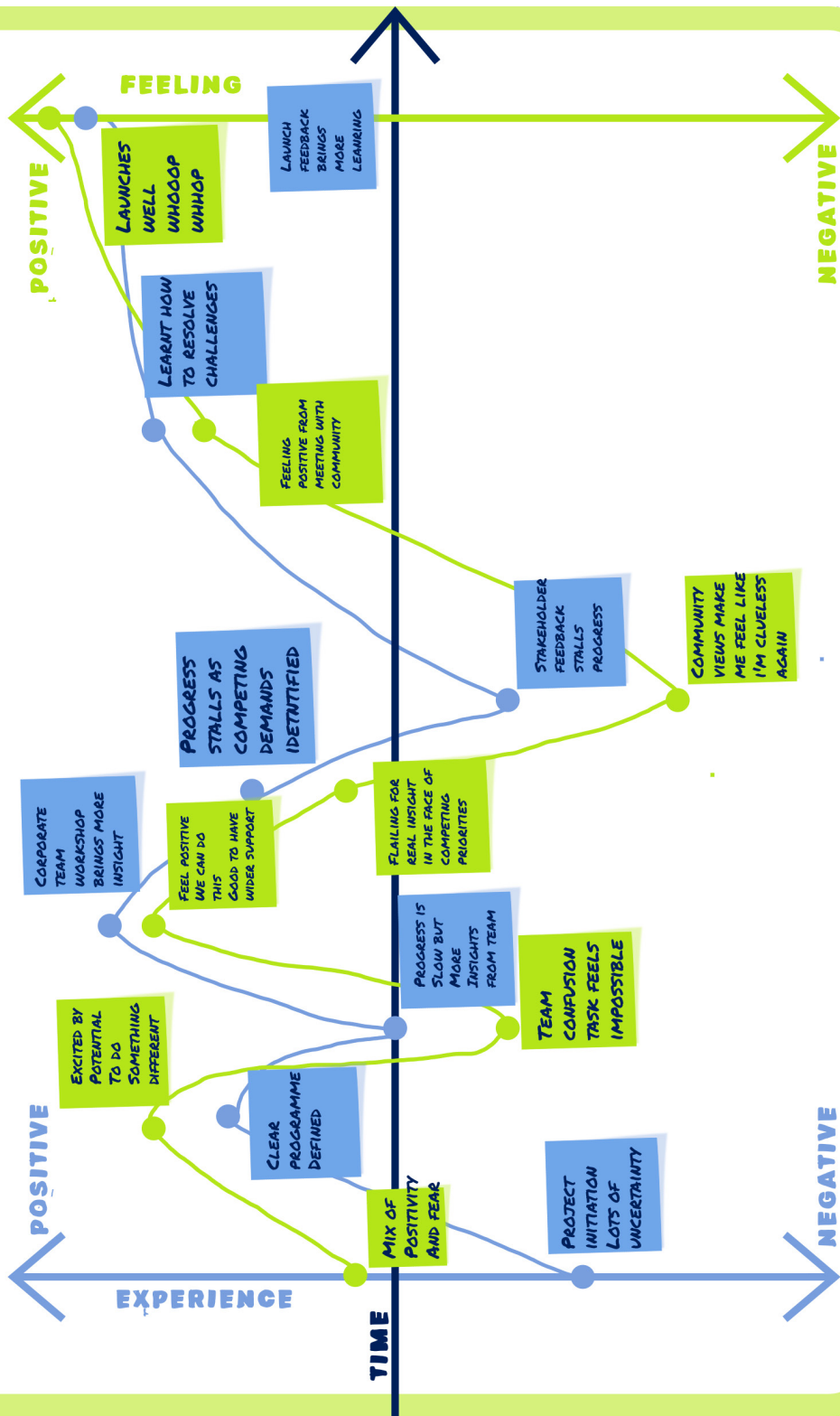
Act-ivate empathy to help decipher points of friction within the learning journey to take reflection to future action

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

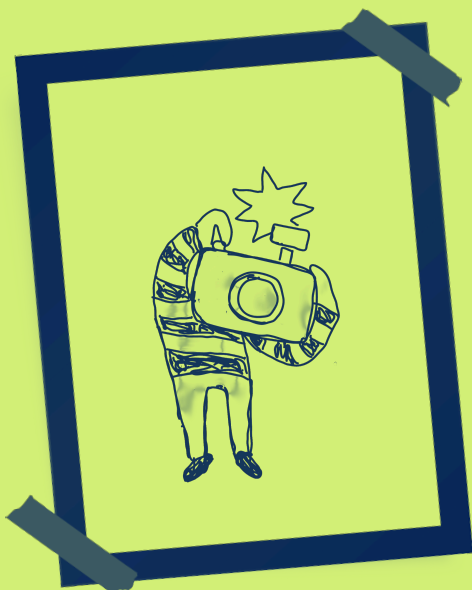
Scott Doorley, Ariel Raz, Lisa Kay Solomon **Tour from the Preferred Future** - Stanford d.school Public Library





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**

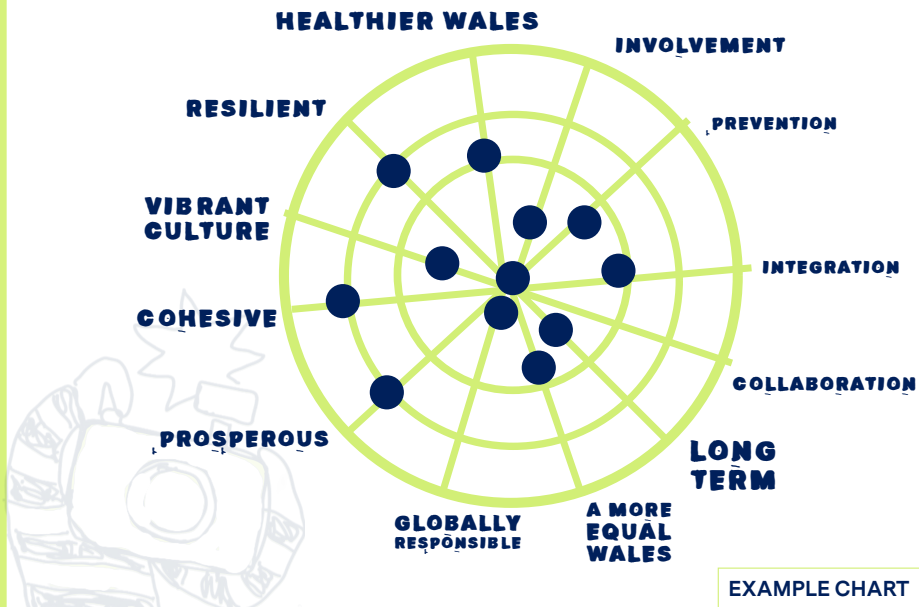


An **applied training** exercise using the FGCW's **Framework for Projects**, exploring where the Act lives in practice, and where more needs to be done. This activity is **aimed at developing confidence in application of the WFG Act** in participant's own day to day activity.



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





ACT-ivate

YOU

You cannot pour from an empty vessel



The internal work is the external work. To effectively implement the Act-ivate methodology, you must **first look inward**. Your **presence, resilience, and mindset** are the foundations upon which your organisation grows.

If you are depleted, the training loses its transformative power.

This card is your permission to focus on yourself before you think of your training cohort.

YOU

The Inner Development Goals (IDGs) are your roadmap for this journey. By cultivating these essential cognitive and emotional skills—such as **critical thinking, empathy, and courage**—you ensure that you building strength and power to best serve future generations.

The IDGs guide describes the inner capacities we need to tackle complex challenges and bring to life the five ways of working. They are not soft skills. They are the foundation. Revisit them periodically and ask where you feel strong and where you feel depleted.

Find your people. The Act.ivate network exists because this work is harder alone. Use the buddy system to connect with a trainer in another organisation, connect with someone who understands the terrain without being inside your organisation.

SOURCE

The Inner Development Goals Guide

Co-produced through the collaborative grouping that is the Inner Development Foundation. A not-for-profit and open source initiative. You can download their extensive guide from their website innerdevelopmentgoals.org.





ACT-ivate

STORY HARVEST

**The WFG Act
rarely looks like a policy
update. It looks like a**

**decision someone made
differently**



Numbers tell you whether the machine is running. **Stories tell you whether anything has actually changed.** This activity gives trainers and organisations a simple, repeatable method for **collecting the human evidence of the WFG Act in practice** - the moments where someone thought longer-term, collaborated differently, or prevented something that would otherwise have happened. **Those stories are your real evaluation data, and they're also your most powerful tool for spreading the work further.**

STORY HARVEST

1. **Ask participants to think of one moment since their training where something went differently because of it.** This doesn't need to be big. Just a moment - a meeting, a decision, a conversation.
2. **Ask them to tell it as a story:** what was happening, what did you do differently, and what changed as a result?
3. **Collect stories in whatever form works** (written, spoken, recorded). A shared document, a short survey, or a dedicated slot in a team meeting all work.
4. **Once you have a small collection, read them together as a group.** Ask: which story represents the most significant change you've heard, and why? That question surfaces what the group genuinely values, not just what it's supposed to value.
5. Pro tip: **use harvested stories in future training sessions as live case studies.** Nothing lands better than a real example from someone in the room's sector.
6. **Build Story Harvest into your annual reporting cycle alongside your corporate reporting metrics.** The WFG Act asks you to demonstrate improvement and stories are evidence.



WORKS WITH

Act-ivate Meaning — stories are the qualitative evidence that sits alongside the measurement prototypes.

Act-ivate Knowledge — harvested stories become the live case studies that power your next session's sparkline.™



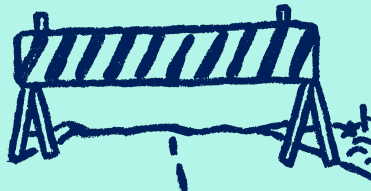


ACT-ivate BARRIER LOG

If you keep hitting the same wall, maybe it's time to make sure it's on the map

The barriers to implementing the WFG Act are rarely personal. They are **systemic** - the same procurement

rule, the same budget cycle, the same senior sign-off requirement appearing in organisation after organisation. But **because each team hits these barriers alone, they get absorbed as individual frustration** rather than named as structural problems. **The Barrier Log turns private obstacles into shared intelligence.** Over time, patterns emerge and patterns are where the leverage is.



BARRIER LOG

1. **Introduce the log at the end of a training session,** alongside the Commitment Card. When participants make their commitment, ask them to also agree to record what gets in the way.
2. **The log needs only four fields: what were you trying to do,** what blocked it, where did the block come from (culture, process, budget, leadership, something else), and what did you do instead?
3. **Keep it simple - a shared spreadsheet, a Teams channel,** a physical noticeboard. The format matters less than the habit.
4. **Review the log together every few months.** Look for patterns: the barriers that appear repeatedly, across teams or organisations, are the ones worth escalating. Take them to leadership.

WORKS WITH

Act-ivate You — patterns in the log are worth taking to your buddy.

Act-ivate Commitment – make recording barriers a key commitment for participants

INSPIRED BY

Sara Ahmed (2021) *Complaint!* Durham: Duke University Press. We map the "walls" to transform private frustration into the collective intelligence required for systemic change.



ACT-ivate

FOUR WEEKS LATER

Measure how the training
has shifted **behaviour**



The real test of any session isn't what people say in the room, but what they **do** when they leave it. A single, light-touch **check-in** four weeks later closes the loop, **surfaces real stories of change**, and tells you **honestly** what **landed** and what didn't.

FOUR WEEKS LATER

- 1. Set the survey up before the session ends.**

Schedule it to land four weeks later so you don't forget. If participants have agreed you can replace the written questionnaire with a scheduled invitation for a coffee catch up.

- 2. Keep your review to three questions maximum.**

Ask participants to reflect on any commitments they made on the day. Did they act on them? What got in the way if not? Give space for feedback that doesn't follow the pattern you've defined.

- 3. One open question always outperforms a rating scale e.g.** "What's one thing that's different because of this training?"

- 4. Share anonymised findings** back with the training group to help them feel like they are delivering the WFG Act together

WORKS WITH



Act-ivate Story Harvest — use the open question responses as the seed for a fuller story collection



Act-ivate Self Guided – to evaluate the extent to which learning has been effective

*what got
in the
way?*

*what is
better?*

*could you
implement what
you learned?*