



Co-funded by
the European Union

Activity handouts

**co-creating
wellbeing**



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Introduction and Background to the Co-Creating Wellbeing Project

The Co-Creating Wellbeing training course has been developed within the European ERASMUS+ project called “Co-Creating Wellbeing”. This has been developed from a previous project and course, called “Co-Creating Welfare”.

The motivation for the original Co-Creating Welfare course was the broadly acknowledged need for reorganisation within the welfare sector in order to obtain a more sustainable and cost-effective sector. Organisations that offer welfare services to citizens are often struggling with budget cuts, mainly due to consequences of financial crisis which has pushed forward the need for looking at new ways of organising the offerings of European welfare and wellbeing sectors.

As a response to the need for re-organisation, co-creation has started to become an acknowledged concept to create a more sustainable set-up and organisation of the welfare and wellbeing sectors. Co-creation is a new way of thinking about public services which has the potential to deliver a major shift in the way we provide health, education, policing and other services, in ways that make them more effective, more efficient and so more sustainable. But, professional practitioners need skills and knowledge to work with co-creation. The courses developed through the Co-Creating Welfare and Co-Creating Wellbeing projects aim to provide these skills and knowledge.

Learning objectives and competencies

The overall learning objective of the Co-Creating Wellbeing training course is to make professional practitioners and researchers within the wellbeing sector capable of creating, implementing and evaluating co-creation processes with the citizens benefitting from the welfare services of their organisation. In order to obtain these specific learning objectives, it is important that the trainers have the following general competencies:

- Knowledge of theory underpinning co-creation
- Experience of carrying out co-creation in the wellbeing sector
- Capacity to work with the co-creation methods and practice (e.g. encouraging ideas and debate, active listening, facilitation without imparting own opinions, development of creativity to bring together shared conclusions across a group)
- Group facilitation and organisation

This activity handbook contains ideas and resources for co-creation activities to support the online materials. During the face to face session you will have the opportunity to try some of these activities. We have mentioned where appropriate where particular activities may be more suited to the co-define, co-design or co-refine stages of co-creation, but this is a recommendation only. Co-creation is a flexible process and you can use and adapt the activities as you wish.

Further resources to more activities are also provided at the end of this handout.



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Cue Card

Activity introduction

The aim of this activity is to act as an ice breaker and to introduce a topic. The cue cards themselves act as prompts for discussion. This is a useful co-creation activity because it allows people to put together what their ideas of co-creation are, and then combine them together to discuss and develop, with the aim of reaching a consensus as a group. It also allows people to explore where there are similarities and differences of opinion and why this might be (e.g., different experiences and contexts). This is a useful activity to do at the beginning of a co-creation project, as the aim is to develop and discuss people's own ideas first in the spirit of co-creation itself.

Preparation for the activity

- Ask co-creators (e.g., prior to the workshop via email) to answer the following question with one sentence: "What is co-creation to you?" (The question asked can be changed if a different one is more relevant to the group's needs).
- Ask to receive replies to this question in advance of the co-creation session so that they can be turned into cue cards.
- To make cue cards, create documents with the sentences written on them in a fairly large/bold print (these can be done in Word and then printed). It is preferable if they are anonymous and they can be printed on different colour paper but not necessary. Each sentence can then be cut out (and laminated as an additional option for a nicer finish).
- We suggest that you also ask the facilitators to have a go at this as well or get a few definitions from the literature and add these descriptions into the mix (it is useful if each group has a 'good' explanation of co-creation to discuss).

How to run the activity

Split the room up into groups and share the cue cards out among the groups (sitting round a table with cue cards spread out on the tables). Ask the groups to have a look at the cue cards and think about the following questions:

- Discuss which each member of the group thinks describes co-creation the best and why?
- Together as a group, rank the cards from favourite to least favourite.
- Were your opinions different or similar?
- What might be the reasons for this (e.g., ideas of co-creation might be different/ similar in different welfare fields/contexts)?



Photograph Activity

Activity introduction

This is a useful activity to explore people's views of co-creation at the beginning of a project. It can also be adapted to be used at other stages during the co-creation process.

How to run the activity

- Split the people taking part in this activity into groups.
- Ask the groups to go out of the room and have a look around (encourage going outside!) to find a picture that they think as a group best represents co-creation.
- Once they have their picture they can email it back to the trainer, and they can upload them on to a PowerPoint presentation.
- At the end of the session, the facilitator shows the different pictures that were taken and each group explains to the room why they took their photos.

Free images for use in this activity can be found at: <https://www.pexels.com/>



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Mapping method

Activity introduction

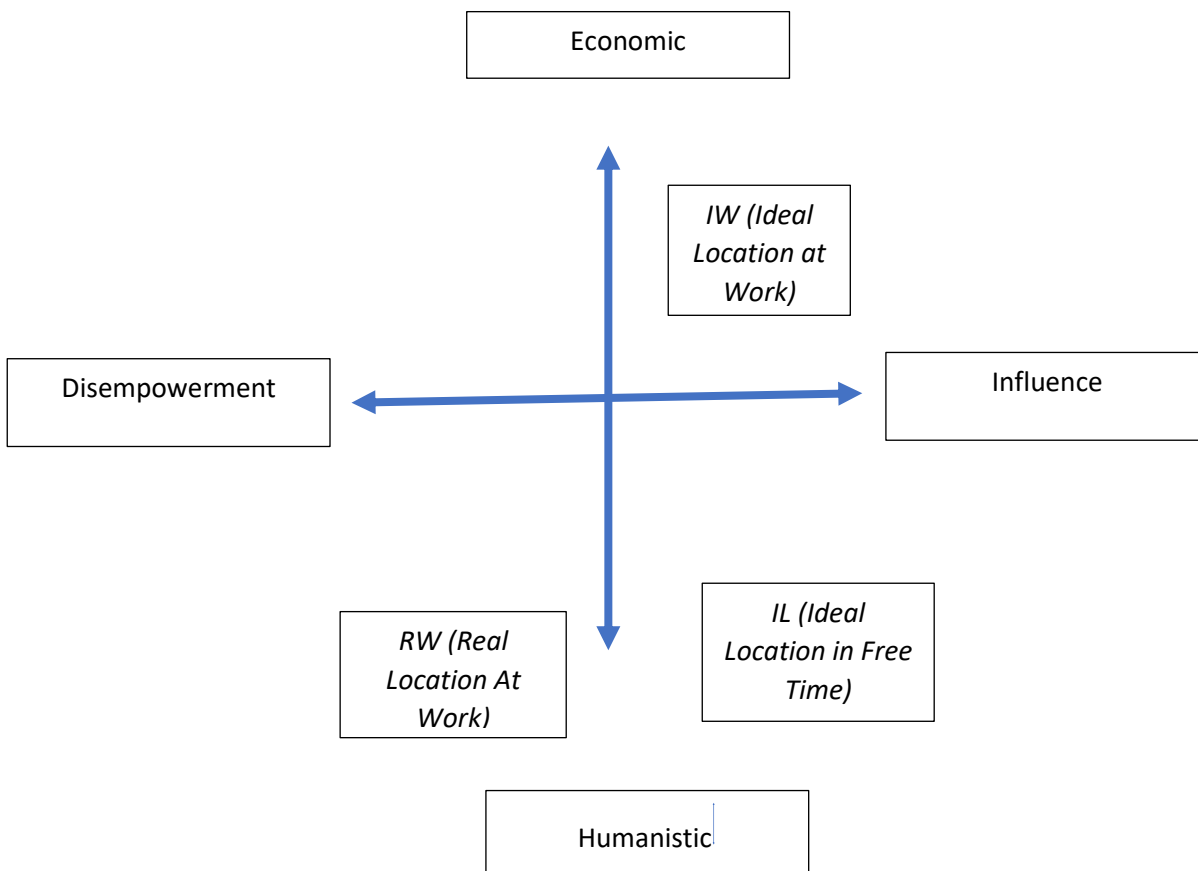
The mapping method consists in mapping the position of interview subjects in a landscape consisting of two opposing pairs of concepts. The concept pairs can be, among other things, attitudes that the interview subjects have to relate to. In a Co-creation related use of the method, it can be used especially in the Co-define phase, where it is important to clarify the stakeholders values in order to identify what is important to them.

How to run the activity

There are some pairs of concepts that are often used, and if you are interested in getting more pairs of concepts, you can conduct some interviews with the target group(s) before applying the mapping method, especially to get inspiration for which concepts are central in the area you want to investigate.

A concept pair could be: Humanistic versus Economic viewpoints. Since you need to use two pairs of concepts, the other pair of concepts could be: Influence versus Disempowerment.

A map is then drawn with the following appearance:



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People are then asked to indicate their location in the map. This can be based on different assessments, for example of what their ideal location (IL) is in their free time, where their ideal location is at work (IW) and finally where they think their real location is at work (RW). These assessment positions can be adapted depending on the project you are working on, e.g. in this example, special attention might be paid to the places where the co-creator has placed "ideal leisure" differently from "ideal work". This may indicate that there is a difference between the person's values in work and leisure. In addition, you might want to focus on ideal and current or real positions, for example here there the focus in on "Ideal Work" position versus the current, "Real Work" position.



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CUbe Activity

Activity introduction

- The Coventry University Cube (CUbe) is an easily handled box (no more than 30cm³), passed around a group.
- The CUbe is a tool to capture ideas from everyone in an idea generation session even those who might not normally be able to project their thoughts.
- The surface of the CUbe is intended for writing and sketching.
- Every participant has the opportunity to write/draw on the CUbe surface. As the CUbe is passed around, fast ideas can be generated through upbeat discussion and then these can be written down as they are generated in order to keep a record on the cube. Connections can be made from one idea written on the CUbe to another idea regardless of which side of the CUbe they exist upon (e.g. people can draw arrows between two written notes on the CUbe).
- Once the artefact is opened out flat, it can be scanned to produce a graphic that can be easily emailed to people who took part in the activity.
- It is preferable if this activity is carried out in a different environment to what participants are used to, for example: If participants usually sit down round a table to discuss things, then we recommend they stand up to make it a driven, active experience.
- You may want to choose a different part of the room to stand or leave the room and find a different space (e.g., in a less formal room or outside).
- 30 minutes is the maximum recommended time for the CUbe activity. The session intends to be a short, punchy experience to encourage rapid, out loud idea generation rather than dwelling on thoughts.

How to run the activity

A short explanation of the question to explore should be proposed to the group before the activity starts (maximum 2 minutes). Split the larger group into smaller teams. Teams of 6 are preferable but this can be done with teams of 4 to 8 people if needed. Be aware that teams of 4 people require more facilitation to ensure an even spread of involvement during the session. More than 8 requires more control from facilitators and may not yield an even spread of contribution across the participating team within the allotted 30 minutes.

How to facilitate the CUbe:

- Before starting the activity, explain that the session will take 30 minutes. After this time the CUbe will be removed from the team by the facilitator.
- Introduce the question (maximum 2 minutes)
- Provide 1 CUbe per team. Provide a pen (team may also use their own if preferred)
- You may want to use a PowerPoint presentation with pre-set timing intervals that will indicate time elapsed. An audio file may be recorded by facilitators on each slide to announce the timing interval, otherwise there is a graphic indication. The facilitators may wish to adjust the timing interval to indicate



time remaining instead of time elapsed. Some may wish to facilitate without the additional support of the presentation. In this case, the facilitator will need to announce timing intervals to the group.

- Begin the 30-minute session.
- Let the team know when they have 10 minutes, 5 minutes and 2 minutes left.
- At 30 minutes announce that the session is complete. Remove the CUbe from the team.
- End the Powerpoint presentation, if you have one.
- Open the CUbe up from the 3D cube shape to its 2D cross shape. Scan or take photo to share with team.
- Ask the participants if they would like to share this co-created image on the CCW website. This is not obligatory.



Method of Excuses

Based on the topic in question for your co-creation project, a key action is selected that is important for the organisation that its members perform and participate in. This could be, for example, showing up on time for meetings or completing reports on time.

Once the key action is selected, the group is asked: **What excuses might there be for not meeting the requirements of the key action?**

A list of excuses is drawn up and this list will then be used in the next phase of the process, where the group prioritises the excuses against each other.

Example:

In a study on the use of mobility aids by care staff, it was clarified what excuses there could be for not following the written guidelines established in the participating organisations (in this case, care homes). The list of excuses was as follows:

1. Concern for the citizen - Relationships
2. Time pressure - Rationale
3. Co-operative relations - Relationships
4. Lack of knowledge - Communication
5. Habit/Reflex - Nature
6. Burdensome - Practicalities
7. Can decide for oneself without the guidelines - Authority

For example, point 1: Carers do not use the mobility tool guidelines as instructed for the benefit of citizens. It may be that citizens are uncomfortable with the mobility aids. Or it may hurt when the carers use the mobility tool etc. Thus there is a little story or explanation to be found for each excuse on the list.

The next step in the process was that group members were asked to award points to the different excuses according to their validity. 3 points were given to the excuse the group members judged to be the most valid, and the next was given 2 and the third (least valid excuse) was given 1 point. Each person is assigned these 6 points and each gives the points without discussing the ratings with the others in the group. Once everyone has made their assessments on a sheet of paper, these are given individually by each interviewee. Once everyone in the interview group has reported back, the results are discussed with the wider group.

The results from three care homes are shown below.



	Sillerup Care Home	Aabybro Care Home	Fugleparken Care Home
	Points	Points	Points
1. Concern for the citizen - Relationships	14	17	12
2. Time pressure - Rationale	14	7	6
3. Co-operative relations - Relationships	0	2	6
4. Knowledge of use - communication	23	21	27
5. Habit/Reflex - Nature	19	26	15
6. Burdensome - Practical/Going	13	9	4
7. Can judge oneself - Authority	13	2	2
In total	96	84	72

The above table shows that the most commonly accepted excuse (because it has the highest scores) for not using mobility equipment is generally a lack of knowledge about its use. In one care home, another excuse scores higher. This is the case in Aabybro, where habit/reflex is more accepted as an excuse for not using the aids. Excuse no. 7 signals that this group of people do not recognise an authority because they feel that they can assess the citizen's needs and the situation better by themselves.



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Pass the Parcel

Co-creation has more traditionally been completed in local face-to-face contexts where everyone can be joined together in one room at the same time. Challenges to quality co-creation can occur when harder-to-reach groups (including both end-users and professionals) cannot all meet at the same time, or the co-creation requires people nationally or internationally to work on a project together. In the Erasmus+ funded CoCreating Welfare course delivery in the UK, this challenge to co-creation was identified by co-creating attendees during problem formulation activities (Pearce & Magee, 2023). The co-creating course attendees prioritised this identified problem, and chose to examine it further in the solution formulation activities that followed. This led to the co-creation of the pass the parcel method.

Where does the name come from?

Pass the parcel is named after the children's party game where a present is wrapped in paper multiple times with a little present hidden within every layer of wrapping paper. The children pass round the wrapped-up gift and take it in turns to open a layer until they reach the final layer with the biggest present inside.



How does this relate to co-creation?

This method includes phases of co-creation where discussions are started as a group of co-creators and shared with another group, who develops ideas further and then passes it on to another group.

This method in co-creation can therefore allow for the iterative process with a group creating an idea and passing it on to another group to develop it further. The idea is that the first group are not precious about their ideas and are open to this then being developed further by other co-creators to continue the prototyping process. This ends with the whole overarching group reaching a final consensus with the preferred output.





The above pictures show the co-creating course attendees demonstrating the method with initial co-created ideas from a group on paper folded up and then passed to another group, who then opens up the paper and continues to work on the idea.

This method shares similarities with the Leg Serious Play activity but highlights that the technique does not need to be in the same room at the same time or use Lego to achieve the effect. This can therefore translate more flexibly to other settings over a longer period of time and can be carried out online.



World Café Method

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GUIDE TO THE WORLD CAFÉ METHOD



World Café in Action (Source: <http://www.theworldcafe.com/2008/06/>)

Overview of the World Café

What is a World Café?

The World café method is designed to create a safe, welcoming environment in which to intentionally connect multiple ideas and perspectives on a topic by engaging participants in several rounds of small-group conversation.

When should I use this method?

The World Café method is particularly useful when you want to be sure to explore a topic from multiple perspectives, to ensure that everyone in a room contributes in a conversation, and/or when you want to encourage participants to make new connections. The method can also be useful for gathering information from grantees and beneficiaries at the community level.

How can a World Café support systems thinking and practice?

- ✓ **Context**
 - Explore how contextual factors (e.g., key social, economic, political, and cultural factors) influence a topic or goal (and each other).

- ✓ **Connections**
 - Encourage participants to make new connections.
 - Strengthen relationships and build trust among participants.



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ü Patterns

- Break old thought patterns; catalyze new ideas and thinking.
- Identify areas of common interest, concern, or excitement.
- Determine where the energy is in the system and where there are gaps or blockages.
- Understand how policies, structures, or social/cultural norms are changing.
- Understand the relationships between outputs/outcomes and external factors.

✓ Perspectives

- Explore a topic or issue from multiple diverse perspectives.
- Ensure equal footing among participant voices.
- Understand partners’ and other stakeholders’ perspectives on the topic or goal (e.g., why it matters).
- Understand beneficiary experiences of the topic.
- Identify partners’ and stakeholders’ learning priorities.

World Café, Part One: Feasibility Assessment

1. *Is a World Café right for your project?*

Considerations	Use World Café	Don't Use World Café
Objective	✓ You want to explore a clearly articulated topic, question, or set of questions.	✗ You need to agree or decide by the end of the discussion.
Credible informants	✓ Participants are familiar with the topic selected for the mapping activity and the organization’s or initiative’s work related to it.	✗ Participants cannot credibly speak to both the topic and/or the organization or initiative’s work in that area.
Level of facilitation needed	✓ Minimal level of facilitation required to generate conversation and insight from participants.	✗ The topic or question requires skilled facilitation to get participants to contribute their thoughts.





Group size	✓ You have a large group (more than 15–20 people).	✗ You expect a small gathering (fewer than 15–20 people).
Room setup	✓ Tables and chairs can be moved to create 4-top tables, allowing participants to sit knee-to-knee.	✗ Furniture is not flexible. ✗ There is not enough space for small group conversations.

The Beauty – and the Specificity – of the World Café Method¹

The Innovative design of the World Café enables groups – often numbering in the hundreds of people – to participate together in evolving rounds of dialogue... while at the same time remaining part of a single, larger, connected conversation.”

It’s important to understand that hosting a World Café is not the same thing as facilitating break-out groups. As you will see in the facilitation guide below, a properly facilitated World Café is about more than just enabling a discussion among a subset of people in a larger group. Some core features of a World Café are:

- A feeling of welcoming. “Attention is paid to creating a hospitable space... Café facilitators are true hosts – creating a spirit of welcome that is missing from most of our processes.”
- Diversity. “How can we create an accurate picture of the whole if we don’t honor the fact that we each see something different because of who we are and where we sit in the system?”
- Movement. “In the World Café process, people generally move... As we move, we leave behind our roles, our preconceptions, our certainty... and become bigger.”
- Proper etiquette for a World Café conversation includes:
 - Speak with your mind... and heart
 - Play, draw, and doodle
 - Focus on what matters
 - ... and more!

Additional information about World Café etiquette may be found on the World Café website: www.theworldcafe.com

2. What do I need to properly facilitate a World Café?

A World Café session can last from 90 minutes to 2.5 hours, depending on the number of rounds of conversation desired. Preparation requirements are outlined below.

	Description
Participant prep time	No prep required for participants
Facilitator prep time	3-4 hours
Facilitator prep work	Set up the activity <ul style="list-style-type: none"> • Determine the topic for the World Café

¹ Brown, J., Isaacs, D., and the World Café Community. *The World Café: Shaping Our Futures Through Conversations That Matter*. San Francisco: Berrett-Koehler Publishers, 2005.



	<ul style="list-style-type: none"> Identify the question(s) that participants will be asked to answer
Required materials	<ul style="list-style-type: none"> Facilitation agenda and talking points 2-4 large sheets of paper for every table Markers, crayons, and pens in multiple colours for every table Flip chart and markers

World Café Part Two: Prep²

Prep steps:

- **Develop discussion questions.** You can use a World Café to explore a single important question from multiple perspectives (i.e., by having multiple rounds of conversation on the same question), or you can structure the process to include several questions on a given topic (i.e., by having multiple questions throughout the World Café). Determining which approach you will use is the first step in preparing for the World Café.
 - If using multiple questions, you will need to (a) determine how many rounds of conversation you would like to have and (b) how many rounds will feature new questions (as opposed to giving participants the opportunity to discuss the same question more than once with different people).
- **Invite participants** whose perspectives on the chosen topic are desirable. Participants need not prepare in advance of the session.
- **Identify and invite select participants to serve as “hosts.”** In a World Café, each table has a “host” who remains at their table through the entire exercise. The host’s role is to welcome participants to the table, provide an overview of the discussion question, and summarize key ideas shared by previous guests at the table. At the end of the exercise, the host is responsible for sharing a summary of the discussion points from his or her table.
- **Set the table.** A hallmark of the World Café method is its emphasis on creating a safe and welcoming environment for discussion. Facilitators should plan to spend more time than usual on room setup when using this method.
 - Choose a room that is large enough to allow all participants to move freely. Arrange the room so that it includes one table per small group, each with four chairs. (If tables and chairs are not movable, it’s okay for people to gather closely, sitting knee-to-knee.)
 - At the front of the room, provide a large flipchart or whiteboard and markers in several colors. Write out the discussion questions, one per page, on the flipchart. (See below for guidance on developing discussion questions.)
 - Set each table to mimic a café environment (consider using tablecloths and vases of flowers).
- Assign each table a question. (Refer to the prep instructions above; depending on the number of questions and tables you have, each table could discuss a different question, or multiple tables could discuss the same question.)
- At each table, provide several large sheets of butcher paper and markers or crayons in multiple colors.

² This World Café guide was created based on the following resource: www.theworldcafe.com



World Café, Part 3: Facilitation steps and suggested timing

Design Notes

A World Café is most effective when each small group includes four people; however, the total number of participants can vary significantly, as long as they can all be seated in one room for their small group conversations.³

Note that each round of small group conversation on a new topic is 20–25 minutes. (If the World Café is structured to focus on just one question, the time can be reduced in each round, for example, by starting with a 25-minute discussion, then 20 minutes, then 15 minutes.) Regardless of whether the group focuses on one or more questions, we recommend at least three rounds of discussion. Multiple rounds allow participants to dig deeply into the question and generate substantive comments and insights on the topic. Depending on how many rounds of conversation you wish to have, sessions can range from 90 minutes (for three rounds of discussion and report-outs to the large group) to 2.5 hours (for four or five rounds of discussion and report-outs).

A World Café session can last from 90 minutes to 2.5 hours, depending on the number of rounds of conversation desired.

1. Introduction (10 minutes)

- Begin by sharing a brief introduction to the World Café method and the purpose of the present conversations. Be sure to highlight what makes World Café different from typical breakout sessions.

2. Small Group Discussions (20 minutes per round, plus 2–3 minutes for re-settling)

- Instruct each table to begin the first round of conversation. Be sure to remind participants of the following:
 - Timing of the conversation
 - Props available (e.g., markers, large pieces of butcher paper)
 - Role of the host
 - Question(s) for discussion
- Note that table hosts are sometimes given a 4-by-6-inch index card and asked to take notes on the conversations.
- At the end of each round of small group conversations, ask all participants except the host to move to new tables. Participants at one table should not all move to the next table together — instead, they should spread out, so that ideas spread around the room. The host should remain at his or her table to share insights from the first conversation with the next group.
- At the end of the final round, call everyone’s attention together for a full group report-out.

3. Report-out

Note: There is no strict rule regarding the number of large-group report-outs that are included in a World Café discussion. The number of report-outs will depend on several factors, including the number of unique

³ If the group does not evenly divide into fours, it is okay to have a couple of tables of three



questions posed, the relevance or importance of large group discussion, and the time available for the session. For example, you may wish to pause for a report-out after each round of conversation, or you may wish to hold just one report-out at the end of the World Café.

- For each report-out, begin by asking participants to silently reflect on their small group conversation(s) for 2-3 minutes.
- Following this reflection period, invite each table host to share a few (often two to three) ideas, insights, or other responses to the guiding question(s) with the large group. (Additional participants may contribute to this report-out, as appropriate.)
- Record the room's responses to the guiding question(s) at the front of the room, using a whiteboard, flipchart, or graphic facilitation board. Try to group responses together as appropriate, highlighting patterns, key topics, and insights.

NEXT STEPS

At the conclusion of the World Café session, consider providing participants with a clear overview of next steps. For example, you may wish to share how the insights from the session will be used within the organization or initiative, or whether the transcribed comments will be shared with participants. Consider converting the comments from the session into a brief memo of insights, observations, and questions for consideration.

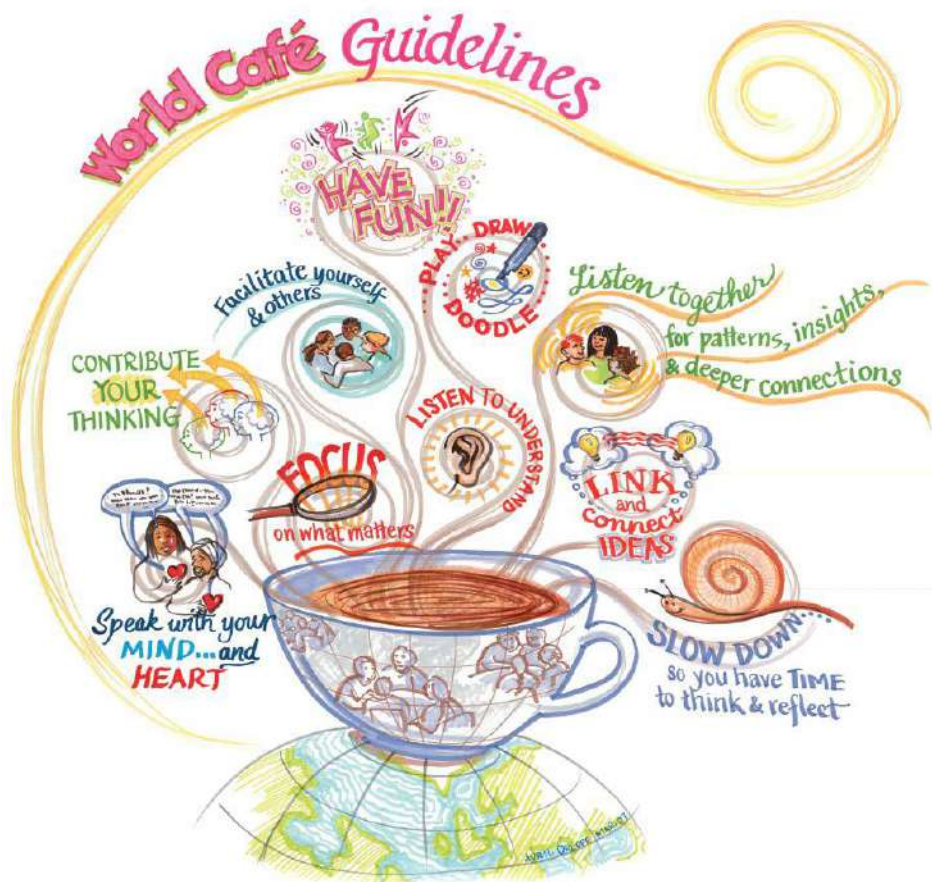


Illustration by Avril Orloff © 2015 The World Café Community Foundation www.theworldcafe.com



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ADDITIONAL RESOURCES

- The World Café: Shaping Our Futures Through Conversations That Matter. (2005) Juanita Brown, David Isaacs, and the World Café Community.
- World café hosting toolkit. Curated by The World Café, this link contains an online suite of resources for those interested in conducting a World Café exercise.
- *Building Corporations as Communities: Merging the Best of Two Worlds*. (1994) Juanita Brown and David Isaacs. From *The Fifth Discipline Fieldbook*, Peter Senge, et al.
- The Knowledge Sharing Toolkit. Collection of growing resources curated by CGIAR, the Food and Agriculture Organization of the United Nations (FAO), the KM4Dev Community, the United Nations Children's Fund, and the United Nations Development Programme.
- <http://www.theworldcafecommunity.org/forum/categories/storynet-1/listForCategory>



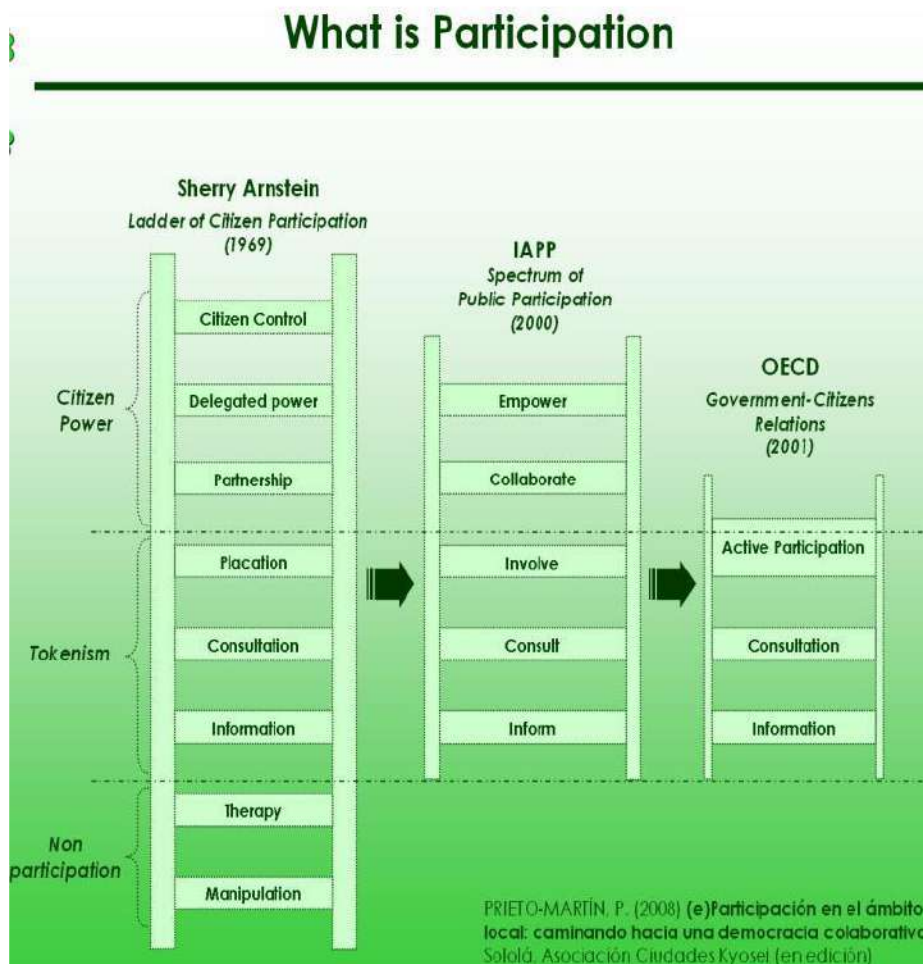
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Ladder Activity

This can be used to consider where you currently fit on the ladder of participation with regards to the Ladder of Participation (see Module 1 for further information).

Discuss in groups and try to problem-solve together:

- What do you think each level means?
- Does this fit with where you thought you were?
- Where would you like to be and why would this be helpful?
- How do you think you might get there?



Poster Activity

This activity will encourage people to create an artefact that illustrates their understanding of Co-creation and the way in which they can use the process to solve the issue of barriers in their workplace.

The poster activity can be used at the end of the day to celebrate the learned experience.

A poster; in essence, is a visual piece of art that is shown. Ultimately, co-creation requires an external perspective. The chance to share the poster is in keeping with the open collaborative and non-judgemental process that is co-creation.

The facilitator will need to encourage an environment where people do not have to worry about polished artefacts, but to care more about what the posters represent and the learning they get from creating them.

It is recommended that refreshments are available during this activity to promote a free environment where participants can walk about.

Process:

- Split the group into pairs.
- Provide arts-based materials (e.g., paint, crayons, magazines and glue for collage).
- Provide poster paper (A3 minimum, A1 maximum).
- Explain the topic to be explored (e.g., in groups, pick a problem that you discussed during the CUbe activity and create a poster that shows how to solve that problem).
- At the end, ask participants to explain the thinking behind their poster.
- Ask participants to display their poster afterwards.



Fishbowl

This activity can be useful following co-define and collaborative problem formulation activities. It requires the development of develop specific questions to put to co-creators, and can help to facilitate discussion in large groups. It can also be adapted to be run online – please see [this link](#) for further information on how you can run the Fishbowl activity in the Miro app/website.

How to run the activity

A set of chairs, typically five, are arranged in a circle at the centre, forming the fishbowl. Additional chairs are placed in concentric circles outside the fishbowl. A few participants are chosen to occupy the chairs in the fishbowl, while the remaining group members sit in the outer chairs. In an open fishbowl, one chair remains empty, whereas in a closed fishbowl, all chairs are occupied. The moderator introduces a topic (possibly a question or point of discussion from the co-define stage, or a problem to be discussed as part of the co-define stage), and the participants initiate discussions. The audience sitting outside the fishbowl listens to the conversation.

In an open fishbowl, any member of the audience can join the fishbowl by occupying the empty chair at any time. When this happens, one of the existing fishbowl participants must voluntarily leave and free up a chair. The conversation continues with participants frequently entering and exiting the fishbowl. Depending on the audience size, many members can take turns in the fishbowl and participate in the discussion. When the allotted time is up, the fishbowl is closed, and the moderator summarizes the discussion.

A slight variation of this approach involves having only two chairs in the central group. If an audience member wishes to join the conversation, they approach and tap the shoulder of the person they want to replace while they are not speaking (the tapping can be substituted with another method achieving the same result, such as standing in front of the person to be replaced). The tapped individual then moves to the outer circles, making way for the new speaker who continues the conversation in their position.

In a closed fishbowl, the initial participants engage in discussion for a certain period. When the time is up, they leave the fishbowl, and a new group of audience members enters the fishbowl. This process continues until many audience members have had a chance to participate in the fishbowl. Once the final group concludes, the moderator closes the fishbowl and provides a summary of the discussion.



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Lego Serious Play

Lego Serious Play enhances co-creation, because it is a facilitation method to co-create ideas creatively, socially and interactively, around a table with a pile of Lego. By using of Lego bricks to build individual and team Lego models and sharing metaphors and storytelling associated with their constructions, participants build and share inner values and latent ideas to negotiate decisions, strategies and plan their actions collaboratively. Furthermore, the model constructed has stories and metaphors that offer a unique opportunity to explore values, knowledge and experiences. The Lego bricks act as co-creation tool and as a communication mediator, because bricks are both a way to build models and express complex ideas through storytelling and metaphors associated with them, and as a mediator between participants, because participants involved in their constructions overcome hierarchies and power games (Ramaswamy, & Gouillart, 2010). Lego bricks are used to analyse the context, building a metaphorical model of the institution or its problems and tests scenarios by improving collaboration and brainstorm on new concepts, merging different perspectives and different needs and approaches, bringing to light new insights to participants collaboratively work together to find a win-win solution that can lead innovation. For this reason co-creation requires smaller groups that can engage in the experience and where each participant contributes and is an acting and active part (Ramaswamy, & Gouillart, 2010).

How to run the activity

Details of how to run Lego Serious Play in workshop settings [can be found in this link](#) (pages 12-13), which also includes further information on the background of Lego Serious Play.



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Forum Theatre

The technique of the forum theatre was originally developed as part of the *Theatre of the Oppressed* by Boal (Koreň, 2014) as a political tool for change. It consists of a performance of a short play or scene, usually indicating some kind of oppression, which begins with the dramatisation of real situations faced by the participants and ends with the protagonist(s) being oppressed. Then, the performance is repeated and any member of the audience ('spect-actor') is allowed to shout "Freeze", and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. One of the first things that spect-actors realise is that, as in life, if they don't intervene, nothing will change. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience. After an intervention, the Joker may ask, "What were the objectives of this activity?", "Was it realistic?", "Can you do this in real life in your co-creation project?". Forum theatre becomes a laboratory to simulate the exercise of democracy, in which anyone can speak or can act, experimenting different courses of action, with similar situations happening in different contexts or/and with different people. The forum theatre does not aim not to show what other people *should* do but to discover *collaboratively what we can do*.

Further reading: Koreň, L.de H. D. (2014). *Art for art's sake: an introduction to the use and value of forum theatre*. Lund, Sweden: Trans Europe Halles Resource.



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Role-play

Role-play is a quick activity to test an experience or to collect ideas to solve a problem. The objective is for co-creators to get into character of people involved, developing their empathy regarding the character they are role-playing. Role-play is a type of prototype that is pretty easy to build and helps participants to get an idea or experience in front of all team on the efficiency of the co-creation process. The main goal of prototyping is participants make an idea close enough to the 'real-life' scenario to elicit a collaborative problem formulation and problem solving response. In structuring a role-play activity, the "choice of scenarios", the "choice of roles" the "implementation of the role-play activity" and "concluding discussion" has specific characteristics to promote the use of the required skills to promote open dialogue in an inspiring, democratic, collaborative and creative atmosphere. The scenarios might be common daily life scenes or task-oriented, such as solving a specific problem within an organisation. The roles, that can range from very closed (e.g., including ideas to be defended and all the personal and social characteristics of the character) to more open (providing just some background information) must be defined. The roles give actors a framework within which they build their characters, so they need some time to prepare them. The facilitator can assume the roles of "facilitator", for example to encourage open dialogue, creativity and sharing of ideas; "actor", because sometimes it is necessary to get involved and take part by assuming a critical role; or "spectator" since watching the role-play they can present data collected during the practice to help the team reflecting on the role-play and proposing improvement strategies to introduce in real situations similar to the one simulated. It is crucial to keep role play real and relevant by bringing situations of life and roles to play as real as possible, which could include using some descriptions about the local culture or social networks involved. Role-play needs to be followed by a debriefing for the co-creators to share what they have learnt.

Further reading: Bowman, S.L. (2010). *The functions of role-playing games: how participants create community, solve problems and explore identity*. New York: Shutterstock Ed.



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Sticky Notes

Activity introduction

This is a group technique that enables the facilitator to structure group discussions, quickly and easily gathering all the ideas of a group. This technique enables the facilitator to synthesize the information collected and consolidate it in a consensual form leading the group to visualize the richness and diversity of their opinions or to consider all aspects of an issue.

Recommended duration: 1 hour

Recommended number of people: 20

Material, props: post-its of different colours, marker pens, stickers

How to run the activity

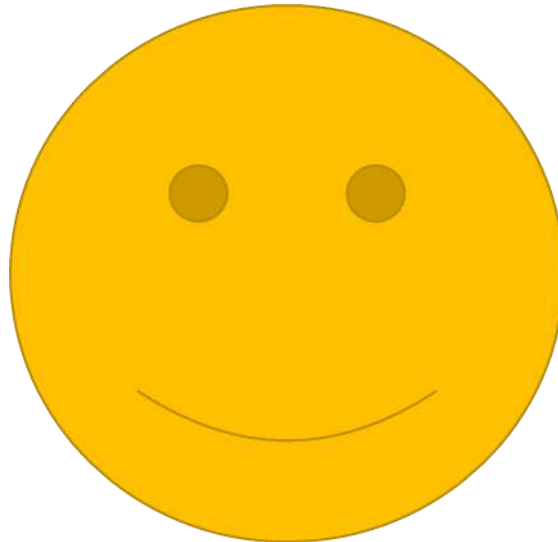
1. Preparation: write the question or the issue / theme on the board. Give out the Sticky notes and markers.
2. Participants are invited to write ONE IDEA ONLY on each sticky note, using simple and short statements, drawings, or words (explicit, which do not require comments).
3. Answers are collected and placed on the board or table. Sticky notes are then categorized in groups (answers which relate to the same idea). The categories are then named.
4. If the group is trying to answer a question (vs outline a subject) an extra step can consist of weighting the different ideas: participants are invited to get up and place two stickers on the groups that seem to better answer to question (prioritisation).



Voting

Voting can be used as a means of either formative or summative **co-evaluation** within co-creation.

A face-to-face technique is to put up paper on the walls with different aspects that you want people to vote on and give them a number of smiley faces to vote with. For example, you can put up a different co-creation method on each piece of paper, give course attendees 5 smiley faces each and ask them to vote for their favourite five activities.



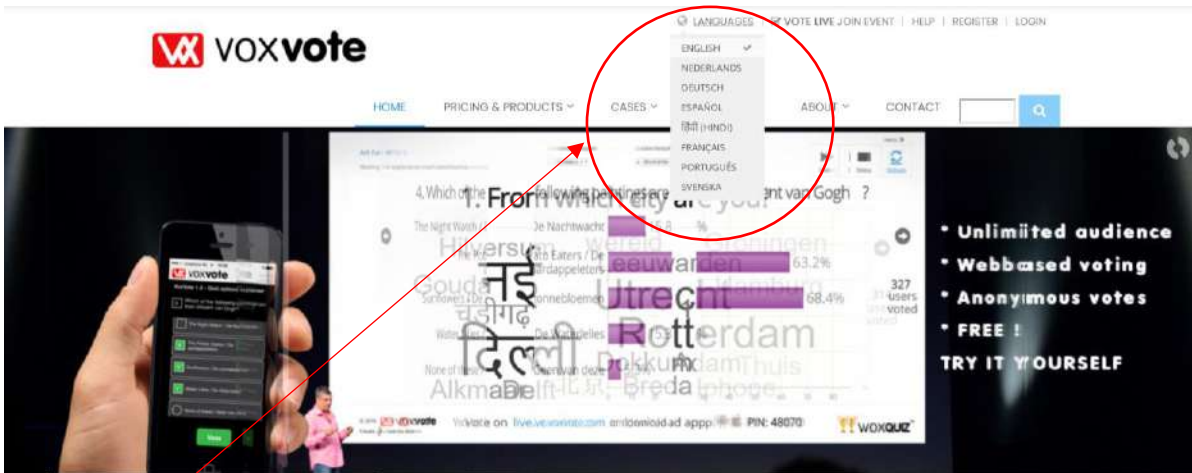
You can also use online software to host voting, such as [Voxvote](#)

Voxvote for live polling/interactions

And for live voting : <https://live.voxvote.com/#/> or you can show a QR Code and give the PIN code

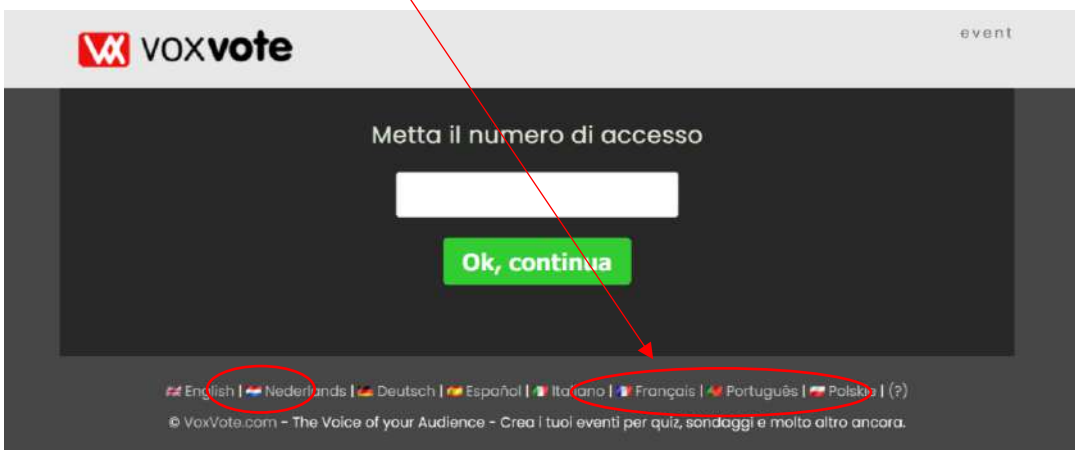
Universities and educational institutes can have an account for free. If your university is not listed in the list of partners you can send a request online.





Languages : OK for English, French, Portuguese, not Danish & Italian

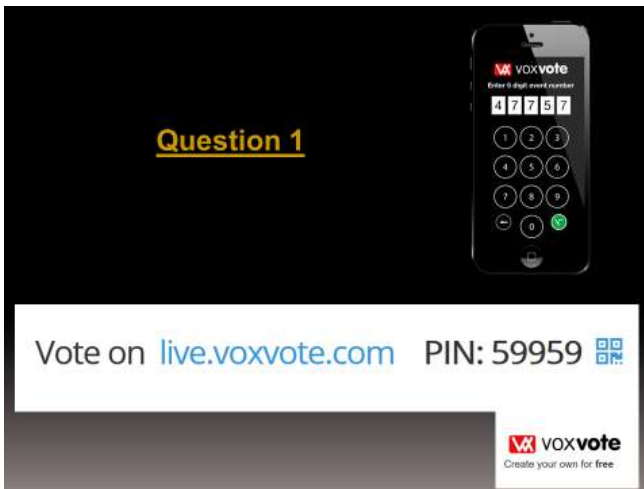
But for voting you need Italian:



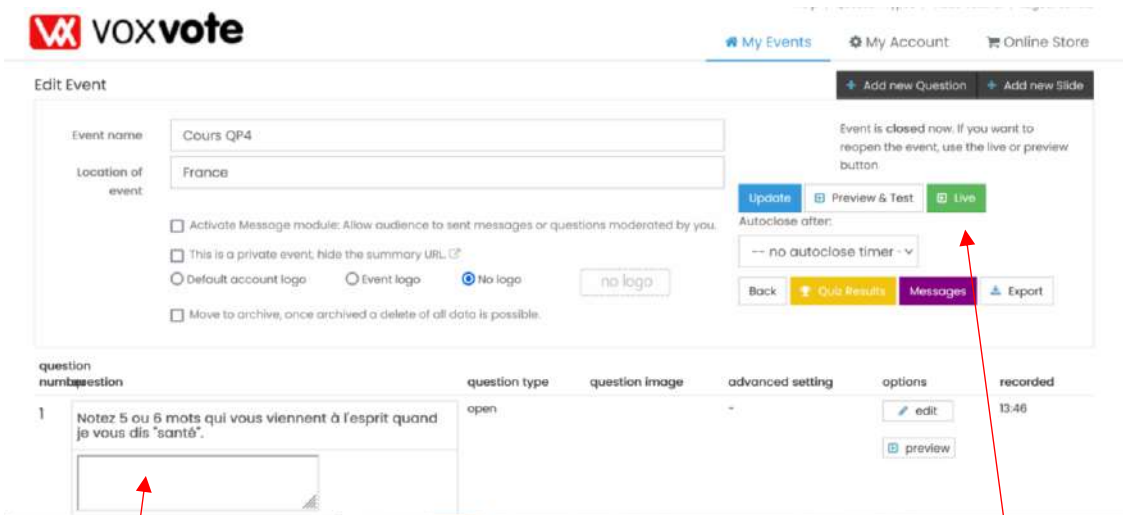
You can use video meetings (Webex/Zoom) + VoxVote polling for interacting in live with the connected audience : brainstorming, quiz..

Example:





I give the PIN code and the link or QR Code (audience can use a computer or a mobile phone)



Here one simple open question, a brainstorming :
Write down 5 or 6 words that come to mind when I say "health »

Click on live to start the question, you can define the time to answer

1. Notez 5 ou 6 mots qui vous viennent à l'esprit quand je vous dis "santé".

Display of results: here in a word cloud



Or by frequency

WordCloud	Frequency
(3) Bien être	
alimentation équilibré, activité physique régulière, un esprit sain dans un corps sain	
alimentation hygiène activité sportive bien-être sommeil	
alimentation hygiène activité-physique épanouissement bonheur !	
Alimentation Maladie Sport Corps Esprit Médecin	
Alimentation Sport Maladie	

191 users voted



Story development

Telling your co-created story can be a powerful and engaging way to share a narrative, this can include communication with management to get their buy in for a project, all the way through to disseminating a co-created output. If done well, stories can make more interesting and memorable messages to the people that you want to engage. The main outline of this story development activity is:

- Challenge – what challenge did you face?
- Choice – what choice did you make to overcome this challenge?
- Outcome – what happened as a result?
- Call to action – what would you like to happen as a result of this story?

Here's some steps to help you create your story:

1. Create a timeline of your activities. For example, if you were creating an individual narrative, you might provide a timeline of key events, challenges and choices (good and bad) in your life. This can also be done for a co-creation journey timeline, or a customer journey within your organisation.
2. Consider what you want your call to action to be, i.e., what would you like to be achieved from telling this story?
3. Once you have decided your call to action, then you can have a look at your timeline and discuss what the best challenge, choice and outcome is to help you to lead to your call to action.
4. Now you can write your story using the challenge, choice, outcome and call to action outline. Include detail for each part that helps your story to be more interesting, memorable and engaging.
5. You can practice telling this to others to see what their thoughts are on your story, including what they like about it and what can be improved.



Pecha Kucha

Use the method Pecha Kucha in order to practice a short and effective presentation for dissemination of your co-created outputs or story. The Pecha Kucha method is effective when you need to present an idea very shortly. The exercise focuses on how personal enthusiasm can be transformed and made visible for a larger group/organization. The presentation in Pecha Kucha can help in a very concrete way to engage other people, sharing knowledge, getting new perspectives etc.

Further information and background on Pecha Kucha: <https://www.pechakucha.com/>

How to run the activity

10 minutes: Short presentation by facilitator, what is the purpose, how to and perhaps one example.

15 minutes: Groups prepare a common narrative choosing from the pool of narratives the group brings to today's course day.

30 minutes: Each group – preferably consisting of participants from the same organization – prepares and presents one presentation. The groups have 30 minutes to this exercise – and you might need to shorten the presentations to only 5-10 slides.

20 minute: Each group hereafter presents their narrative for the whole group of attendees. Feedback from attendees and facilitator, focusing on how the presentation is conceived and what the presentation could perhaps comprise at the next step in practice.



Further resources and tools

Please note that these Further Resources take you to external links, and we cannot guarantee that they will stay active. If you notice any broken links, please contact [Nikki Holliday](#).



[Co-Create Dialogue Tool](#) - The Dialogue Forum is a novel tool designed to connect youth and decision-makers to co-create solutions for a healthier future. The tool developed as part of the CO-CREATE project provides a framework, and platform for discussions concerning today's leading issues and to co-create change

[Co-production Resources](#) – Extensive list of co-production resources, curated by the Scottish Co-Production Network

[Stronger Together](#) – A guide for members of the public working on co-produced research projects

[Things to consider when selecting a co-creation method](#) – from the [Health Cascade](#) team

[Patient and Public Information Illustrations](#) – by Chris Redford

[Co-Creation Navigator](#) – guiding you through the co-creation landscape, developed by Waag's Co-Creation Lab

[The Dementia Enquirers Gold Standards for Co-Research](#) - This guide describes PPIE (patient and public involvement and engagement), co-production and the 'Dementia Enquirers' driving seat model. The Standards are presented in a checklist to help guide your practice

Resources for royalty-free photos and images for use in co-creation activities

Free icons:

<https://thenounproject.com/>

Generic free photo resources:

www.pexels.com

www.pixabay.com



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Diverse photo resources:

nappy.co

<https://www.flickr.com/photos/wocintechchat/>

<https://unsplash.com/collections/1193454/brown-skin>

<https://unsplash.com/collections/628604/diverse-men>

<https://genderspectrum.vice.com/>

https://ageingbetter.resourcespace.com/pages/search.php?search=%21collection15117339&order_by=collection&sort=ASC&archive=0&daylimit=&k=&restypes=

Database of diverse stock photos:

https://docs.google.com/spreadsheets/d/1O5naBHM35tA6tXsy7bGLyiGAZnV7MrW4Z0uqaDGIE_I/htmlview#w#



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