



Co-funded by
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co-creating wellbeing

Co-creating Wellbeing: a handbook of tools
and resources for applying co-creation in
practice



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Images

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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. You can find out more about the Co-Creating Wellbeing project, and access even more resources here: <https://cocreatingwellbeing.eu/>

Learning objective and competencies

The overall learning objective of the Co-Creating Wellbeing training course was 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 this specific learning objective, it is important that the trainers developed the following general competencies Darlington et al, 2021)¹:

- 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, following a response to people on our course saying one of the main things they wanted to know more about was HOW to actually apply co-creation, and which tools may be useful for different co-creation purposes and stages. We have

¹ Darlington, E., Pearce, G. Masson, J., Bernard, S., Vilaça, T., Anastácio, Z., Magee, P., Christensen, F. Hansen, H., Carvalho, G. S. (2021). How can we promote co-creation in communities? The perspective of health promoting professionals in four European countries. *Health education*. 122(4), 402-423. doi:10.1108/HE-02-2021-0033

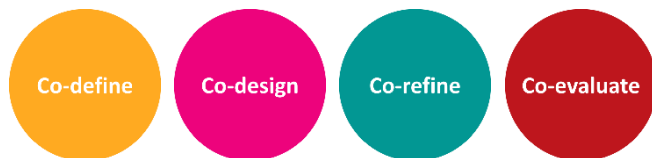


therefore mentioned, where appropriate, where particular activities may be more suited to the co-define, co-design or co-refine stages of the three co's framework² of co-creation, but this is a recommendation only. Further, throughout we refer to the people taking part in co-creation activities as 'co-creators' and define these as the people who can create a barrier or success to the co-creation process such as service users, deliverers, commissioners, designers, policy makers, evidence-based researchers (Pearce and Magee 2024)³

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

How to use this handbook

The activities listed are not in any particular order – this is to represent the messy, creative and cyclical nature of co-creation (Sanders and Stappers, 2008)⁴. Activities cover various stages of the co-creation process, including co-defining, co-designing, co-refining, and co-evaluating. We have denoted where we think particular activities are more suited to a particular stage with the icons below, however this is not prescriptive, and we encourage you to be creative and adapt the activities to your needs!



The icons refer to the cyclical stages of the Co-Creation Cycle as per Pearce and Magee (2024)⁵ representation of the Three Co's Framework as a non-linear process with co-evaluation embedded throughout. The colours have been adapted for this handbook to aid identification.

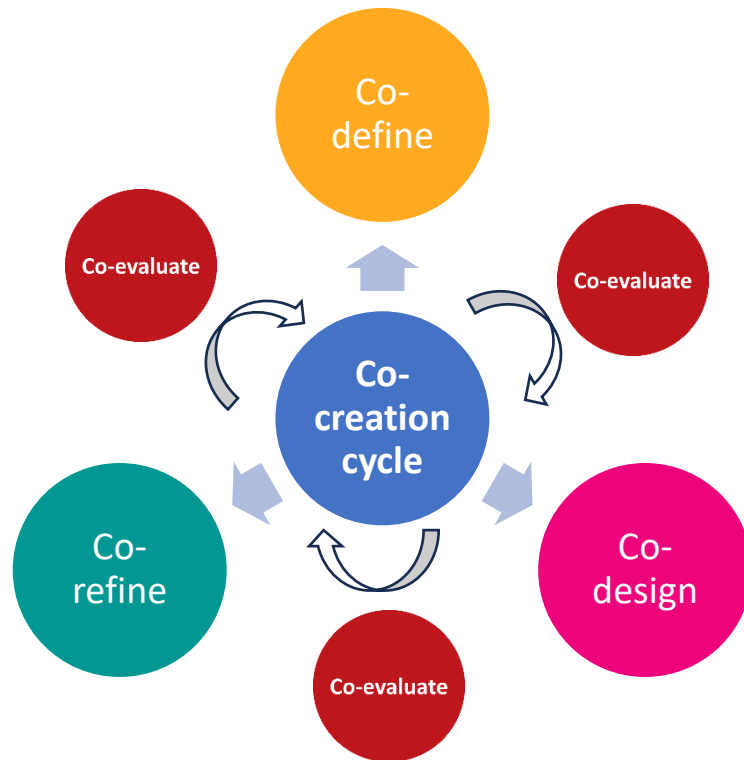
² Pearce, G., Magee, P. (2024). [Co-creation Solutions and The Three Co's Framework for applying Co-Creation](#). *Health Education*, 124 (1/2), p20-37. doi: 10.1108/HE-09-2022-0077

³ Pearce, G. and Magee, P. (2024), "Co-creation solutions and the three Co's framework for applying Co-creation", *Health Education*, Vol. 124 No. 1/2, pp. 20-37. <https://doi.org/10.1108/HE-09-2022-0077>

⁴ Sanders, E. B. N., & Stappers, P. J. (2008). Co-creation and the new landscapes of design. *Co-design*, 4(1), 5-18.

⁵ Pearce, G. and Magee, P. (2024), "Co-creation solutions and the three Co's framework for applying Co-creation", *Health Education*, Vol. 124 No. 1/2, pp. 20-37. <https://doi.org/10.1108/HE-09-2022-0077>





You can use the hyperlinks in the contents page (next page) to jump to an activity that you are particularly interested in.



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Contents

Introduction and Background to the Co-Creating Wellbeing Project	3
Learning objective and competencies.....	3
How to use this handbook.....	4
Rules of engagement.....	8
Ladder of Participation	9
Thinking Hats	11
Cue Card	14
Photograph Activity.....	16
CUbe Activity	17
Backward Thinking.....	20
Open dialogue	22
Method of Excuses	24
Carousel.....	27
Mapping method.....	29
Personas	31
Pass the Parcel.....	33
World Café Method.....	35
Poster and Collage Activity.....	37
‘Zine’ Making	39
Fishbowl.....	41
LEGO® Serious Play®	45
Jigsaw.....	48
Forum Theatre	49
Q-Sort	51
Role-play.....	54
Sticky Notes	56
Voting	57
Story development	58
Story Cubes.....	60
Story cubes as an ice breaker	62
Project management case activity	63





Simulation Game	65
Customer mapping	67
What's in the box?.....	70
Start Stop Continue	72
Plan, Do, Check, Act.....	74
Case study development	76
Co-Creation Process Model Activity	77
Pecha Kucha.....	80
Further resources and tools	83



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Rules of engagement

Co-define

Activity introduction

This is a task that can be used to co-create a shared set of values for how co-creators will work together at the beginning of the project.

Materials needed

Flipchart paper, pens, post-it notes

Preparation for the activity

- Before the workshop starts, display a poster or flip chart with an example list of “rules of engagement” (e.g. listen actively, be respectful, no idea is a bad idea).

How to run the activity

- As co-creators arrive and grab coffee, invite them to read the example and reflect: “What feels important to you? What would you add or change?”
- Ask them to write their thoughts—either based on the list or new ideas—on sticky notes and place them on a flip chart nearby.
- Once the session begins, welcome everyone and point out the sticky notes: “These are your thoughts on how we want to work together today.”
- Read out or group a few common ideas, and invite quick reflections: “Is anything missing or especially important to highlight?”
- Agree as a group that this becomes your shared guide for the session or co-creation process and keep it visible in the room.

This activity can also be done using the sticky notes technique with theming (detailed further down) or you can ask people what they find important to their engagement using a word cloud activity.



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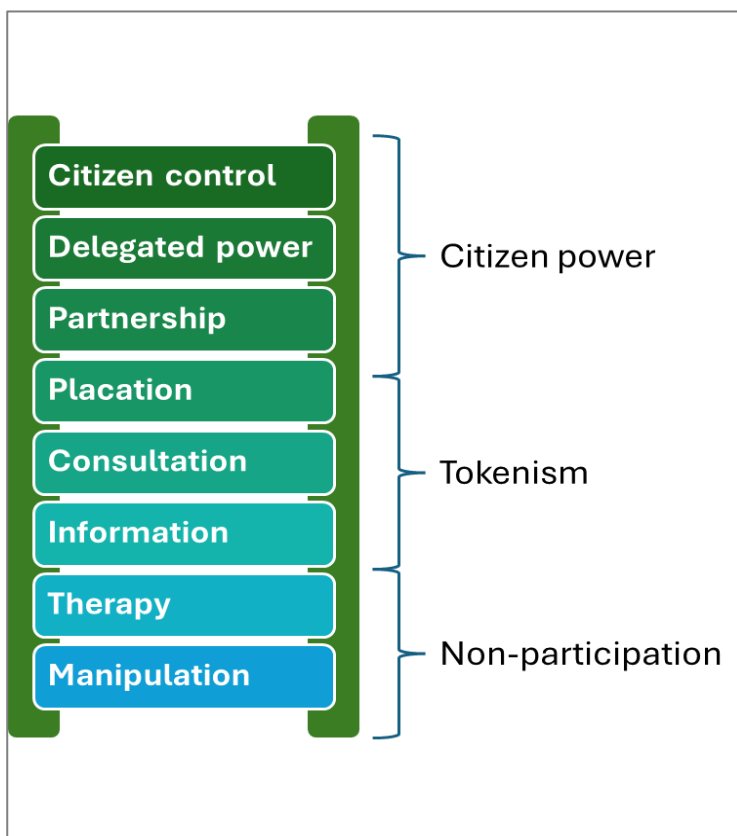
Ladder of Participation

Co-define

Activity introduction

The Ladder of Participation activity is a reflective co-creation exercise used to help co-creators examine the level of participation currently experienced in a project, organisation, or decision-making process. It is based on the concept of the Ladder of Citizen Participation, originally developed by Arnstein (1969)⁶, which describes different degrees of influence and power held by co-creators.

In this activity, the ladder is used as a discussion framework rather than a diagnostic tool. Co-creators explore how they interpret the different levels, where they believe their current practice sits, and where they would like participation to be in the future. The activity supports shared understanding, expectation-setting, and collective problem-solving.



An example of Arnstein's Ladder of Citizen Participation

⁶ Arnstein, S. R. (1969). *A Ladder of Citizen Participation*. Journal of the American Institute of Planners, 35(4), 216–224. Background overview available at: <https://citizenshandbook.org/arnsteinsladder.html>



Materials needed

- A visual representation of the Ladder of Participation (see above for an example image, printed, projected, or displayed digitally)
- Flip-chart paper or whiteboard
- Pens or markers
- Sticky notes (optional)

Preparation for the activity

Introduce the ladder concept: Ensure co-creators have access to a clear version of the Ladder of Participation and a basic explanation of its levels. This can be done in advance or briefly at the start of the session.

Define the context: Decide what co-creators will be reflecting on (e.g. their individual approach, a specific project, organisation, service, or engagement process).

Plan group format: Decide whether the activity will be carried out in small groups or as a whole-group discussion. Small groups often support more open reflection.

Prepare discussion prompts: Prepare open questions that encourage interpretation and reflection rather than “correct” answers.

How to run the activity

Present the ladder: Share the Ladder of Participation and briefly explain that it represents different levels of involvement and influence, from limited participation to shared or delegated decision-making.

Small-group discussion: Ask co-creators to discuss questions in groups, such as:

- What do you think each level of the ladder represents in practice?
- Does this match how you previously understood participation?
- Where do you think your current approach, project or organisation sits on the ladder?

Future positioning: Invite groups to discuss:

- Where would you like participation to be instead?
- Why would that level be more helpful or appropriate?

Problem-solving: Ask co-creators to discuss:

- What might help move participation from the current level to the desired level?
- What barriers or constraints might need to be addressed?

Share and reflect: Bring the groups together to share insights, similarities, and differences. Capture key points visually to support collective reflection. Close by identifying how the discussion will inform future decisions, roles, or approaches within the co-creation process.



Thinking Hats



Activity introduction

The Thinking Hats activity is a structured facilitation method designed to help individuals and groups explore an issue from multiple perspectives. In many discussions, people unconsciously adopt a single preferred thinking style (e.g. critical, optimistic, emotional), which can limit the range of insights that emerge. This activity deliberately separates different ways of thinking so that each perspective can be explored in turn. The method uses six metaphorical “hats”, each representing a distinct mode of thinking. By asking co-creators to focus on one hat at a time, the activity encourages more balanced discussion, reduces unproductive debate, and supports shared understanding. It is useful in co-creation processes for exploring information needs, risks, opportunities, emotions, creativity, and decision-making.

Materials Needed

- A description or visual of the six hats
- Optional coloured cards, printed hat icons, or actual hats
- Flip-chart paper or whiteboard
- Pens or markers
- Optional: shared digital workspace (for online facilitation)

Preparation for the activity

Clarify the focus: Decide what issue, challenge, or idea co-creators will explore using the Thinking Hats.

Prepare explanations of the hats: Ensure co-creators understand the purpose of each hat:

- White hat: facts, information, and data (no judgement)
- Yellow hat: positives, benefits, and opportunities
- Black hat: risks, difficulties, and potential problems
- Red hat: feelings, emotions, and intuitive responses
- Green hat: creativity, alternatives, and new ideas
- Blue hat: process control, facilitation, and synthesis



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Decide on delivery format: Choose whether co-creators will...

- All wear the same hat at the same time
- Work in separate groups, each person in the group focusing on one hat

Decide who will guide the process, manage time, and summarise insights (often taking the blue-hat role).

How to Run the Activity

There are two common ways to facilitate the Thinking Hats activity:

Option 1: Everyone uses all hats, one at a time

Introduce the six hats and explain their meanings.

Ask all co-creators to adopt the white hat and share facts and information related to the issue.

Move sequentially through the other hats (yellow, black, red, green).

End with the blue hat, summarising key insights and next steps.

Option 2: All six hats in one group at the same time

Divide co-creators into small groups (ideally 6 people to a group) and assign each person one hat each (so all six hat colours are in play at the same time).



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Groups discuss the issue, with each person focusing exclusively from their assigned perspective.

Each group shares their insights and reflections with the wider group.

The facilitator (blue hat) leads synthesis and reflection.

The activity can be conducted face-to-face or online and adapted to the time available and group size.

To see a video on the Thinking Hats activity please visit: <https://www.youtube.com/watch?v=e-S5Z6MKO3U>



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Cue Cards

Co-define

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.

Materials needed

Card (different colours but this isn't necessary, pens, laminator (optional))

Preparation for the activity

- Ask co-creators (e.g., prior to the workshop via email) to answer a relevant open question. For example, "What is co-creation to you?" Their answers should be short sentences. You can either ask them to provide one or multiple answers each depending on the topic and level of output you want.
- 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)?



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As an alternative to this cue card activity, facilitators might want to consider the TRIAGE (Technique for Research of Information by Animation of a Group of Experts) method (Gervais & Pépin, 2002⁷). TRIAGE similarly begins with individuals generating short statements in response to a prompt, which are then transcribed onto cards and used as the basis for a structured, interactive group process. However, it places greater emphasis on systematically moving, grouping and refining these cards using visual displays to support discussion and consensus-building. This more formalised approach can be particularly useful when the aim is not only to explore perspectives, but also to prioritise and validate ideas collaboratively in a relatively efficient way.



⁷ Gervais, M., & Pépin, G. (2002). TRIAGE: a new group technique gaining recognition in evaluation. *Evaluation Journal of Australasia*, 2(2), 45-49.



Photograph Activity

Co-define

Co-design

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.

Materials needed

Co-creators own camera phones OR if you have the budget/equipment you can use instant cameras.

Preparation for the activity

Give the co-creators a heads up if they need to bring their own device to take photos.

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 (or similar).
- 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.



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CUBe Activity



Activity introduction

The Coventry University Cube (CUBe) is a rapid idea-generation and co-creation tool designed to ensure that everyone in a group has an equal opportunity to contribute. The CUBe is a small, hand-held box (no larger than 30 cm³) that is passed around a group during a 30-minute time-limited session. Co-creators write or sketch ideas directly onto the surface of the cube as ideas are voiced in conversation.

Because the CUBe functions as a shared physical artefact, it helps lower barriers to participation, particularly for people who may be less comfortable speaking up in traditional discussion formats. Ideas can be recorded quickly, linked visually across different sides of the cube, and later unfolded into a flat format that provides a collective visual record of the session.

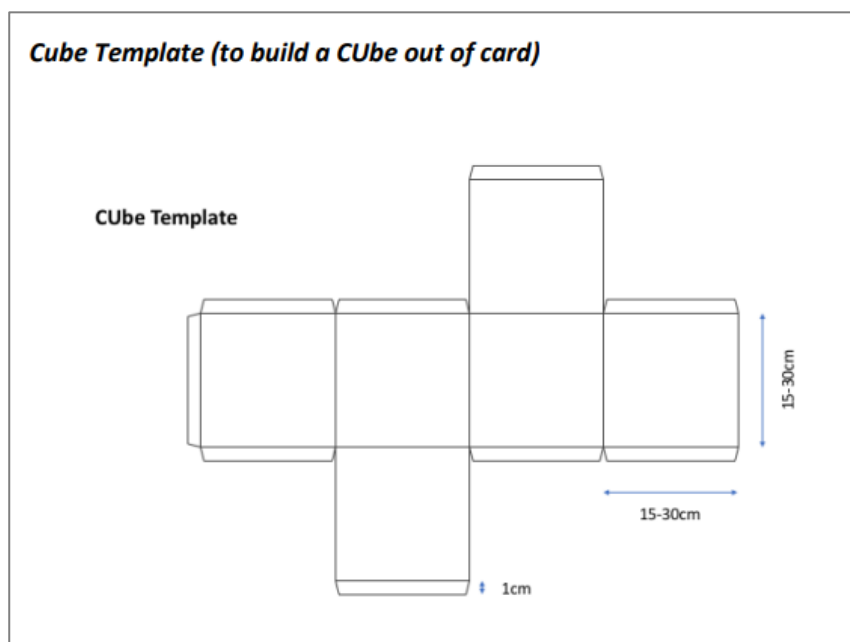
The activity is intentionally short and energetic, encouraging fast, spontaneous thinking rather than detailed analysis. For example, it could be used early on in your project to explore the barriers to co-creation.

Materials needed

- One CUBe per team
- A cardboard box no larger than 30 cm³ that can be written on (see below for a template)
- Alternatively, an existing box covered in paper
- Pens or markers suitable for writing and drawing
- Optional: device or scanner to photograph or scan the unfolded CUBe



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Preparation for the activity

Clarify the purpose and question: Define a single, clear question or challenge that will guide idea generation. The question should be broad enough to allow many ideas but specific enough to focus the discussion. The CUBE is particularly useful for asking co-creators to focus on what the problems are (rather than focusing on solutions too soon), to ensure adequate time is given to problem formulation.

Prepare the environment: Choose a setting that differs from co-creators' usual meeting environment in order to shift energy and behaviour. If co-creators typically sit at a table, plan for them to stand. Where possible, consider an informal or alternative space, such as a different room, open hallway area or an outdoor area.

Prepare the Cubes: Ensure each CUBE is clean, empty, and easy to write on. If the cube will later be unfolded and shared, make sure the surface material allows for clear scanning or photography.

Plan team sizes: Decide how co-creators will be divided into teams. Groups of six work best, allowing a balance between diversity of ideas and equal participation. Smaller or larger groups can be used but may require more active facilitation.

Set expectations in advance: Plan how you will explain the activity rules: fast idea generation, writing directly onto the CUBE, and equal access for all co-creators. Emphasise that ideas do not need to be fully formed.

How to run the activity

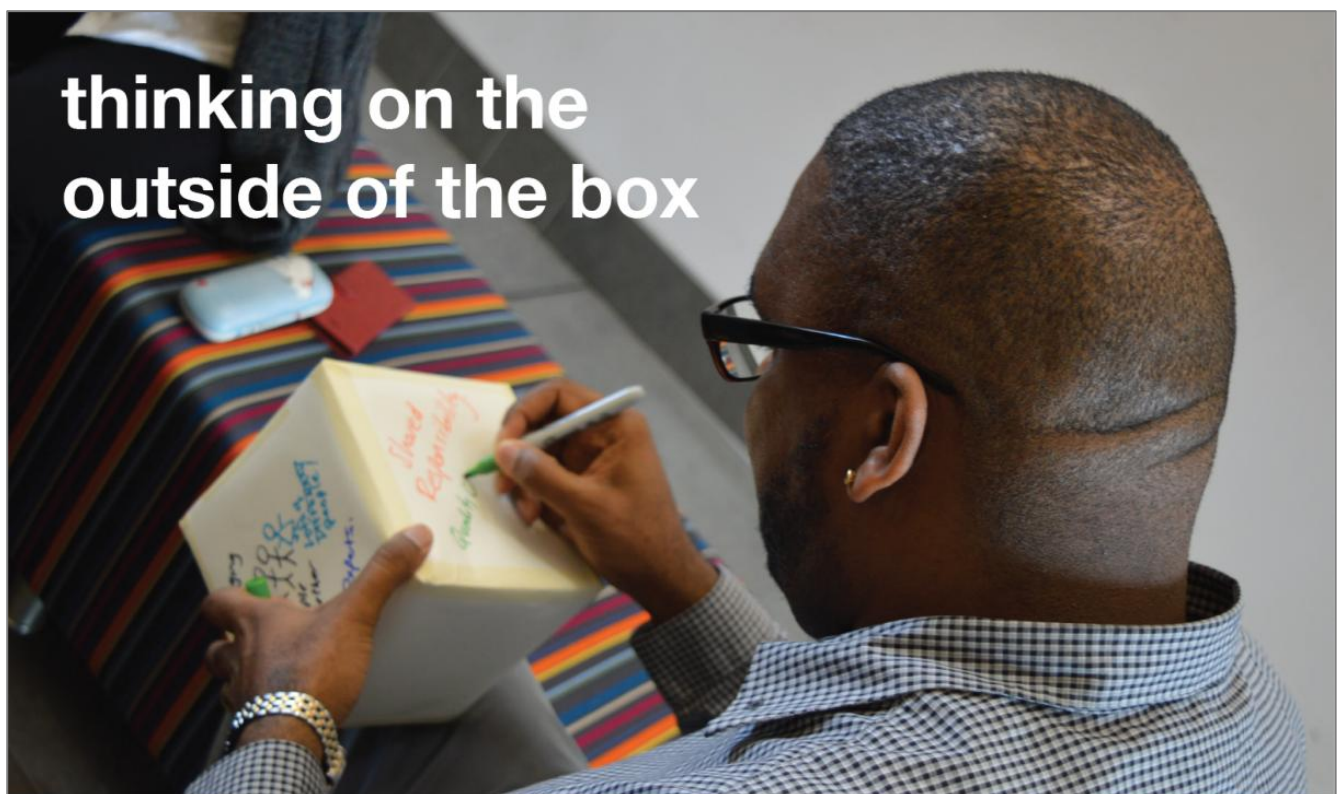
A short explanation of the question to explore should be proposed to the group before the activity starts (maximum 2 minutes). Split the larger group into smaller teams. Teams of 6 are preferable but this can be done with teams of 4 to 8 people if needed. Be aware smaller groups require more facilitation 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.



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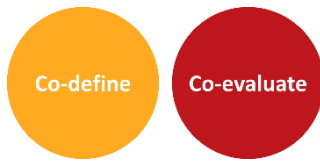
How to facilitate the CUBE:

- 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 to each person (team may also use their own if preferred). Different colour pens per person can be a useful way to show different voices without identifying individuals.
- Begin the 30-minute session.
- Let the team know when they have 20 minutes, 10 minutes, 5 minutes and 2 minutes left. People tend to have a rush of ideas in the first ten minutes, then a bit of a lull in the middle ten minutes where they may need encouragement to keep thinking and talking things through, and then with a warning of the final ten minutes their activity often picks back up again to get final ideas on to the CUBE.
- At 30 minutes announce that the session is complete. Remove the CUBE from the team.
- Open the CUBE up from the 3D cube shape to its 2D cross shape. Scan or take photo to share with team.



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Backward Thinking



Activity introduction

The Backward Thinking Task is a co-creation and planning activity that starts with a desired future outcome and works step-by-step back to the present. Rather than beginning with the current situation and attempting to predict an unknown outcome, co-creators imagine that a positive solution has already been achieved and then reflect on how they arrived there.

This way of thinking encourages co-creators to see challenges from a different perspective. By starting from success, it becomes easier to identify necessary actions, resources, decision points, and factors that influence outcomes. The method is particularly useful for strategic planning, collaborative problem-solving, and developing shared understanding in co-creation processes. It can also be useful for the group to decide how the co-creation process could be evaluated as well as evaluate progress throughout.

For more information see: Ginat, David. "The suitable way is backwards, but they work forward." *Journal of Computers in Mathematics and Science Teaching*, vol. 24, no. 1, 2005.; Polya, G. (1957). *How to Solve It*, Princeton University Press.; <https://ryanntt.com/blog/backward-thinking-in-problem-solving-part1>

Materials needed

- Paper or notebooks
- Pens or markers
- Flip-chart paper or digital whiteboard
- Optional: sticky notes for mapping steps backward

Preparation for the activity

Clarify the goal: Define the future situation co-creators should imagine. This goal should be specific, meaningful, and framed as a positive outcome.

Decide on format: It can be delivered face-to-face or online.

Prepare guiding questions: Select a small set of reflective questions to support backward exploration, focusing on actions, resources, and influencing factors. Set the tone - emphasise that the activity is exploratory rather than predictive. Co-creators are encouraged to reflect creatively and collaboratively rather than produce a single "correct" pathway.

Prepare capture method: Decide how insights will be recorded, such as timelines, diagrams, or lists of key steps and conditions.



How to run the activity

Introduce backward thinking: Explain the concept by contrasting it briefly with forward thinking, highlighting that the process begins with an imagined successful outcome. Get co-creators into groups (or the whole group is fine if it is small).

Imagine success: Ask co-creators to place themselves in the future where the challenge or situation has been resolved in a positive way.

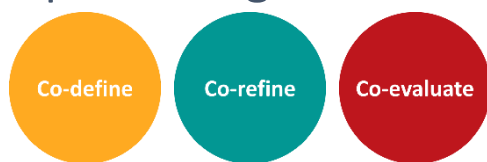
Work backwards: Invite co-creators to reflect step-by-step on how this outcome was achieved, considering questions such as:

- What actions did you and others take?
- Which internal and external factors helped or hindered progress?
- Which factors were beyond your control?
- What initial resources were required?

Map the pathway and conclude: Co-creators record key steps, decisions, and conditions moving from the future state back toward the present. Groups share their backward pathways and compare similarities, differences, and assumptions. Conclude by discussing what the backward analysis reveals about current priorities, preparation, or next steps in the co-creation process.



Open dialogue



Activity introduction

Open Dialogue supports collaborative conversations where all perspectives are valued equally. It's designed to: explore the meaning of complex health or wellbeing challenges, build shared understanding across different viewpoints, generate insight, not just solutions, encourage reflective, inclusive thinking during co-creation. Use it when you want to understand an issue deeply, explore tensions, or involve diverse voices in shaping ideas. As well as at the early co-define stage, it can also be used to openly discuss co-designed work without being precious about it and help to be honest about how best to co-refine it.

Materials

- Printed or written open-ended prompts (see examples below)
- Flipchart or digital notes to record key themes
- Chairs in a circle or informal seating
- Optional: talking object to support turn-taking

Prompt examples:

- What does this issue mean to you?
- How did the problem arise?
- What do you think about what was just said?
- What might happen if we...?
- What are the pros and cons of that approach?

Preparation for the activity

Clarify the purpose of the dialogue: Be clear about why an Open Dialogue is being used and what kind of understanding you hope to develop. This activity is about exploring meaning and perspectives rather than reaching quick decisions.

Select an appropriate focus question: Choose one or two open-ended prompts that invite reflection and multiple viewpoints. The question should be broad enough to allow diverse responses and relevant to co-creators' lived experience or the co-creation challenge.

Prepare the space: Arrange seating in a circle or informal configuration to promote equality and visibility. Ensure the environment feels safe, calm, and free from distractions.

Prepare facilitation supports: Decide whether to use a talking object to support turn-taking and reflective listening. Prepare flip-chart paper or a shared digital space to capture emerging themes.

Set expectations for participation: Plan how you will explain shared dialogue principles at the outset, such as listening without interruption, speaking from personal experience, and respecting different viewpoints.



Decide on documentation and closing discussions: Determine how insights, themes, or questions will be recorded and what will be done with them after the session. Prepare reflective closing questions that allow co-creators to comment on the process itself and highlight key learning or moments of insight.

How to run the activity

Introduce the purpose: Brief the group, e.g. “We’re here to listen, reflect, and learn from each other. There’s no single ‘right’ view—we’re building understanding together.”

Pose a starting question: Choose a broad, open prompt relevant to the group’s focus. Invite each person to respond, one at a time.

Encourage dialogue: Ask follow-up prompts to deepen the conversation. Encourage people to build on each other’s ideas. Let the dialogue unfold without rushing to solutions.

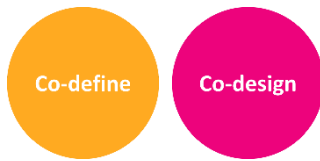
Notice and reflect on patterns: As themes emerge, use a flipchart to map shared understandings, different perspectives, or unresolved questions.

(Optional) Move toward action: If appropriate, ask:

- What do we take forward from this?
- Who needs to be part of what happens next?
- Ask the group how the conversation felt and what stood out.



Method of Excuses



Activity introduction

The Method of Excuses is a co-creation activity used to uncover underlying reasons why important actions are not consistently carried out in practice. Rather than focusing on what should happen, the method explores the explanations people give for why a required or desired action does not take place.

By collecting and examining these excuses, the activity helps surface values, assumptions, habits, and organisational conditions that influence behaviour. It is particularly useful in co-creation projects where understanding everyday practice is essential, such as in service delivery, organisational change, or implementation of guidelines.

Materials needed

- Paper or worksheets for individual responses
- Pens or pencils
- Flip-chart paper or whiteboard for collecting excuses
- Sticky notes (optional)

Preparation for the activity

Identify the key action: 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. An example using a study on the use of mobility aids by care staff is provided below.

Plan the framing: Prepare to introduce the activity using neutral, non-judgemental language. Emphasise that the aim is not to criticise individuals, but to understand real-world conditions and decision-making.

Prepare for prioritisation: Decide how excuses will later be prioritised (e.g. point allocation) and prepare simple instructions or templates to support this step. The example below in a care home setting may give you some inspiration on how to do this.

Create a safe space: Plan how you will encourage honest responses, for example by ensuring individual scoring is done silently and without group discussion.

How to run the activity

Introduce the key action: Present the selected action to the group and briefly explain why it is important within the project or organisational context.

Generate excuses: Ask the group, “What excuses might there be for not carrying out this action as required?”. Collect excuses from co-creators and record them visibly. Encourage short descriptions, but allow brief explanations or “stories” to clarify what each excuse means in practice.



Clarify and describe excuses: Review the list together to ensure shared understanding. Where helpful, invite co-creators to expand slightly on what lies behind each excuse (e.g. concerns, habits, pressures, or beliefs).

Individual prioritisation: Ask each co-creator to assess which excuses they consider most valid. Each person is given a fixed number of points (e.g. 6 points total), which they distribute individually:

3 points to the excuse they judge most valid

2 points to the next most valid

1 point to the least valid of the selected excuses

This is done silently and without discussion.

Collect and compile results: Gather the individual scores and calculate the total points for each excuse.

Group reflection: Present the combined results to the group and facilitate a discussion around: Which excuses are most strongly supported, differences between groups or contexts (if applicable), what the results reveal about knowledge, habits, authority, relationships, or practical constraints

Use the insights: Agree how the prioritised excuses will inform the next stage of the co-creation process, such as defining design criteria, identifying areas for intervention, or shaping future actions.

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 results from three care homes are shown below.



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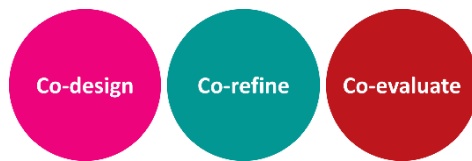
	Sillerup Care Home	Aabybro Care Home	Fugleparken Care Home
	Points	Points	Points
1. Concern for the citizen - Relationships	14	17	12
2. Time pressure - Rationale	14	7	6
3. Co-operative relations - Relationships	0	2	6
4. Knowledge of use - communication	23	21	27
5. Habit/Reflex - Nature	19	26	15
6. Burdensome - 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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Carousel



Activity introduction

Carousel is a widely used facilitation and learning method involving rotating small-group contributions to shared prompts. It is a structured group ideation and sense-making exercise designed to surface multiple perspectives on a shared topic in a short amount of time. Co-creators work in small groups and rotate between a series of themed “stations”, contributing ideas, reflections, and observations at each one.

The activity is particularly effective for exploring complex topics, gathering a wide range of views, and ensuring that everyone contributes. By limiting time at each station and building on what others have already added, the carousel format encourages focus, collaboration, and collective intelligence rather than individual problem-solving.

This activity works well at the start of a project to explore an issue, or mid-process to deepen understanding and identify priorities for action. It can also be used to co-evaluate the co-creation process and overarching project.

Materials needed

- 5–10 large sheets of flip-chart paper or posters
- Marker pens (one set per group if possible)
- Sticky notes (optional)
- A timer or stopwatch
- Wall space or tables to create clearly separated stations

Preparation for the activity

1. Define the focus: Clarify the overall challenge, topic, or question the group is exploring.
2. Design the stations: Prepare one flip-chart per station, each with a specific prompt related to a different aspect of the topic. Questions should be clear, open, and exploratory, focusing on what, how, or when rather than personal opinions, e.g. “What opportunities exist?”, “What challenges might arise?”, “How could this be implemented?”
3. Set up the room: Distribute the stations evenly around the space so groups can work without disturbing one another.
4. Plan group sizes and timing: Decide how many groups you will have (typically 2–5 people per group) and how long each round will last (usually 5–10 minutes per station).

How to run the activity

1. Introduce the activity: Explain the topic, the intention of the carousel, and the rules of engagement: fast contributions, shared ownership, and respect for what others have added.
2. Form groups and assign starting stations: Divide co-creators into small groups and assign each group to a different station to begin.



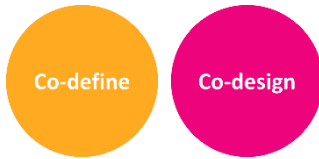
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3. Group discussions at each station: Groups discuss the prompt at their station and add key ideas, facts, or insights directly onto the flip-chart using words, sketches, or symbols. Encourage concise contributions that others can clearly understand.
4. Rotate: After the allotted time, signal for all groups to move to the next station (clockwise or anticlockwise). At each new station, groups: read what is already there, discuss it briefly, add new ideas, extend existing ones, or offer opposing suggestions or opinions through annotation.
5. Complete the carousel: Continue rotating until all groups have visited every station.
6. Review and make sense: Once rotations are complete, give co-creators time to walk around, read all stations, and notice patterns, tensions, or standout contributions. This can be done together as a whole group discussing key thoughts from each station, or as an open viewing over a break/lunch before coming back to an overarching discussion as a group.
7. Next steps: Close the activity by identifying themes or priority areas, selecting topics for deeper exploration, or deciding which ideas should move forward into action or co-creation cycles. This can be done as a group during the workshop or a facilitator can take the artefacts away to synthesise and then share back in a future co-creation workshop for further discussion.



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Mapping method



Activity introduction

The mapping method consists in mapping the position of co-creators in a landscape consisting of two opposing pairs of concepts. The concept pairs can be, among other things, attitudes that the co-creators 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. An example is provided below.

Preparation for the activity

Clarify the purpose of the mapping: Before the activity, be clear about why the mapping is being used and how the results will inform the wider co-creation process. This is particularly important when the method is used in the co-define phase, where the aim is to surface values, viewpoints, or tensions between different positions.

Select or develop the concept pairs: Choose two pairs of opposing concepts that are relevant to the context you are exploring. These may be commonly used pairs or concepts that have emerged from prior research or interviews with the target group. Each concept pair should describe a meaningful tension rather than a simple binary.

Prepare the visual map: Draw the map in advance on a large sheet of paper (an example map is provided below), whiteboard, or digital canvas. The map should consist of two intersecting axes, with one concept pair defining the horizontal axis and the other defining the vertical axis. Clearly label all four ends of the axes so the oppositions are easy to understand.

Decide on assessment positions: Define which positions co-creators will be asked to map (e.g. ideal work, ideal leisure, current or real situation). Choose assessments that are relevant to the project and likely to reveal useful insights or contrasts.

Plan how positions will be marked: Decide whether co-creators will mark their positions using pens, sticky notes, symbols, or colour coding. If multiple positions are mapped by the same person, ensure there is a clear way to distinguish between them.

Prepare co-creators: Plan a short explanation of the method, emphasising that the mapping represents personal perceptions rather than objective truths. Co-creators should understand that the purpose is reflection and discussion, not evaluation or judgement. Allow space for discussion: Ensure there is sufficient time after mapping for co-creators to reflect on their placements and discuss differences between ideal and real positions, or between different contexts (e.g. work versus leisure). This reflective dialogue is a key part of the method's value.

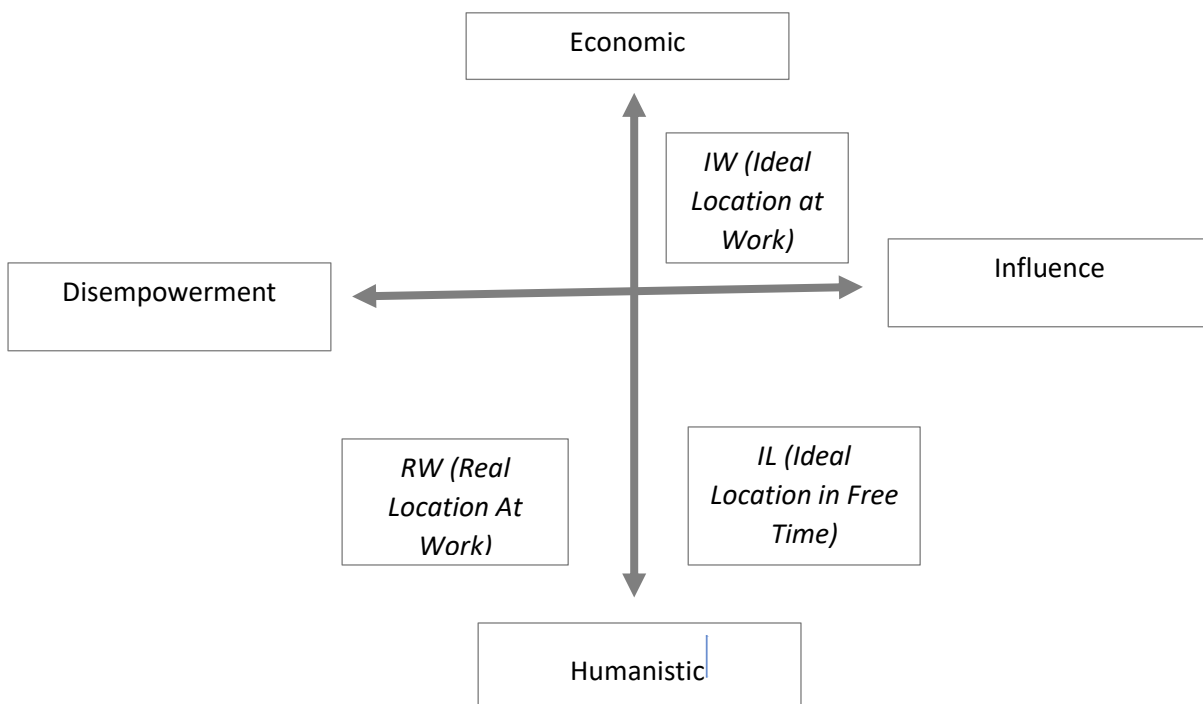


How to run the activity

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.

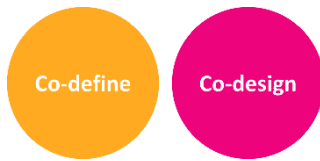
A concept pair could be: Humanistic versus Economic viewpoints. Since you need to use two pairs of concepts, the other pair of concepts could be: Influence versus Disempowerment.

A map is then drawn with the following appearance:



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 the focus is on "Ideal Work" position versus the current, "Real Work" position.

Personas



Activity introduction

This activity uses personas—fictional characters based on real user insights—to help co-creators step into the shoes of others. It encourages empathy and creative thinking around the needs, goals, and barriers experienced by different people using a health or wellbeing service. You can use this activity to: explore how services impact different people, identify unmet needs or pain points, generate more inclusive ideas and improvements.

Materials

- 2–4 printed personas (realistic, diverse, and ideally based on user research)
- Pens, paper or sticky notes
- Flipchart or shared workspace
- Optional: scenario cards (e.g. “Attending first appointment”, “Accessing support online”, “Navigating a crisis”)

Preparation for the activity

Clarify the purpose of using personas: Decide what the activity is meant to support, such as exploring user needs, testing service ideas, or identifying inclusion gaps. This helps co-creators use personas thoughtfully rather than superficially.

Select or create appropriate personas: Choose 2–4 personas that are realistic, diverse, and relevant to the service or challenge being explored. Where possible, base personas on existing user research to ensure credibility.

Prepare persona materials: Ensure personas are clearly presented, including key details such as background, needs, goals, and challenges. Print or display them so they are easy for groups to reference.

Decide on scenarios or touchpoints: If the activity will focus on specific situations, prepare scenario cards or agree in advance which journey moment will be explored (e.g. first contact, ongoing support, crisis).

Plan group structure and timing: Decide how co-creators will be divided into small groups and how much time will be allocated for each phase of exploration and discussion.

Prepare the space and materials: Arrange seating and work surfaces to support small-group discussion. Set out pens, paper, and sticky notes so ideas can be captured visually.

Set expectations for empathy and imagination: Plan how you will explain that personas are fictional representations of real experiences, and that the aim is to design with care and empathy, not to stereotype or make assumptions.



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How to run the activity

Introduce the personas: Explain that these are fictional but grounded in real experience. Briefly describe their purpose, e.g. “We’ll use these personas to explore how different people might experience a service or situation. This helps us design with empathy and care.”

Explore the persona’s world: In small groups, each team chooses or is assigned a persona. Ask teams to discuss:

- What are this person’s priorities or worries?
- What support do they currently have or need?
- What might be hard or easy for them in this setting?

Personas within scenarios: Co-create around a scenario by introducing a specific scenario or journey point. Ask groups:

- How would this persona experience the scenario?
- What challenges might they face?
- What could we change to make this experience better for them?

Share and reflect: Each group shares one key insight and one design idea. Reflect together:

- Were there any surprises?
- Who might we still not be designing well for?

Alternatively, this can be done with LEGO® figures before moving into the LEGO® Serious Play activity (mentioned below).

A game called ‘whose shoes’ has also been invented to specifically focus on people’s experiences of services from different perspectives. Find out more about it here: <http://nutshellcomms.co.uk/>



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Pass the Parcel

Co-design

Activity introduction

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, 2024). 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.

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. 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.

The pictures below 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 LEGO® Serious Play (see later on in this book) and Carousel activities 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.



Materials needed

- Paper or digital documents for recording ideas
- Pens, markers, or digital collaboration tools



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- Envelopes or folded paper (for physical versions)
- A shared online space (for remote or asynchronous versions), such as a shared folder or collaboration platform

Preparation for the activity

Clarify the purpose and scope: Define what co-creators will be co-creating (e.g. a concept, solution, proposal, or set of ideas) and what stage of the process the activity supports (e.g. idea development or prototyping).

Decide on format and timing: Choose whether the activity will be face-to-face or remote, and synchronous or asynchronous over a longer period. Plan how long each group will have with the “parcel” before passing it on.

Plan the sequence of groups: Decide how many groups will be involved and in what order the parcel will move between them. Ensure all co-creators understand that they will both receive and pass on ideas.

Prepare materials or templates: If helpful, create a simple structure for contributions (e.g. prompts, questions, or sections) to guide how each group adds to the idea.

How to run the activity

Introduce the activity: Explain the purpose of Pass the Parcel and how it works. Emphasise collaboration, iteration, and openness to others developing or changing initial ideas.

Initial idea creation: The first group works together to generate an initial idea or set of ideas. These are recorded on paper or digitally and then folded, packaged, or shared as the first “parcel”. It is important that each group clearly and explicitly explains as much around the aims, decisions made and any meaning underpinning their draft output as possible to aid the next group’s understanding of it. They could also give or record a short presentation that explains their draft output for the next group where appropriate.

Passing the parcel: The parcel is passed to the next group. This group opens it, reviews the existing content, and develops it further. They may add details, suggest alternatives, identify gaps, or evolve the idea in new directions.

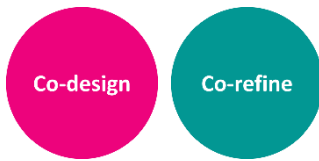
Iterative development: The process continues as the parcel moves through subsequent groups. Each group contributes a new “layer” without needing to consult previous groups directly.

Final review and consensus: Once all groups have contributed, the full set of ideas is shared with the wider group. Co-creators review how the idea has evolved and work together to agree on preferred directions, combinations, or outcomes.

Reflection and next steps: Close the activity by reflecting on the process and identifying how the final output will be taken forward.



World Café Method



*This guide to the World Café Method is has been summarised from **THE WORLD CAFE** (www.theworldcafe.com), Copyright © 2023, International Creative Commons Attribution License 4.0. See also: Brown, J., & Isaacs, D. (2005). *The World Café: Shaping Our Futures Through Conversations That Matter*. Berrett-Koehler.*

Activity introduction

The World Café is a conversational co-creation method designed to engage groups of 20 or more in deep, meaningful dialogue. Co-creators rotate through multiple rounds of small-group discussions around tables, with each round exploring questions that matter. As co-creators move between tables, they carry insights and ideas with them, allowing themes and connections to emerge organically. This process promotes inclusivity, cross-pollination of perspectives, and shared ownership of ideas, making it especially powerful for collaborative sense-making and strategic planning.

The World Café originated in the mid-1990s, conceived by Juanita Brown and David Isaacs when an unplanned café-style small-group conversation during a disrupted meeting unexpectedly yielded rich collective insights. It has since become a globally-adopted method for hosting purposeful dialogue.

Materials needed

- Small round tables, ideally seating 4–5 people
- Table coverings that co-creators can write or doodle on (e.g. butcher's paper)
- Marker pens in various colours
- A conversation-piece or “talking stick” (optional)
- A warm, café-like environment (table décor, soft lighting, background music)
- Digital tools or large boards for capturing “harvested” insights

Preparation for the activity

Set the Context: Define the event's purpose and tailor guiding questions that resonate with co-creators' real-world concerns.

Create Hospitable Space: Arrange the room to feel informal and relaxed.

Craft Conversation-Prompts: Prepare 1–3 powerful, open-ended questions that build on each other across conversation rounds. These questions should be provocative, relevant, and easy to carry from table to table.

Organise Seating & Hosts: Ensure each table seats no more than five. Assign one person at each table to remain as the “table host” throughout rotations to welcome new co-creators and summarise earlier discussions. This is similar to the Carousel activity, but with a ‘stable’ host at each table. In the World Café method, more in-depth discussions with longer time slots are encouraged.



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Plan Table Rounds and Timing: Schedule three or more rounds, each lasting 20–25 minutes. After each round, co-creators (except the host) move to a new table to examine and build on that table’s question(s)/focus.

Arrange Harvest Phase Logistics: Plan for how groups will share takeaways at the end. This may include graphic recording, flip-chart posters, digital harvests, or plenary sharing.

How to run the activity

Welcome and Set Norms: Begin with a warm introduction that outlines the World Café process, emphasises “café etiquette” (e.g. listen, contribute, link ideas), and reinforces that every voice matters.

Start Small-Group Rounds: Co-creators gather in small groups, seated around their tables. Begin Round 1 with the first Café-style question, setting the timer (20–25 minutes). Encourage co-creators to write, draw, or doodle insights on the table covering.

Rotate Co-creators: At the end of each round, all except the table host move to a new table. The host stays to brief new arrivals on previous discussion points.

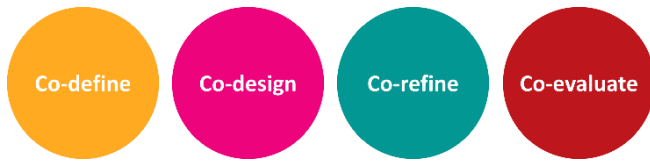
Introduce Follow-On Questions: Use the same question or introduce a deeper iteration in each round, depending on your objectives.

Harvest Conversation Outcomes: Once all rounds are complete, invite co-creators to share discoveries. This may be done through group-share, harvesting boards, visual recordings, or facilitated plenary.

Identify Themes and Action Steps: Facilitate a conversation to identify patterns, key insights, and emergent questions that inform the next phase of co-creation or action.



Poster and Collage Activity



Activity introduction

The Poster Making Activity is a creative co-creation method that supports reflection, synthesis, and shared meaning-making. It can be used at various points in a co-creation process, but is particularly effective for summarising learning, consolidating insights, or closing a project by celebrating shared experience.

By creating posters or collage-based visuals, co-creators externalise ideas, experiences, and learning in a tangible form. The activity values expression and interpretation over polished outcomes, reinforcing the open, collaborative, and non-judgemental principles of co-creation. Posters can also be shared beyond the group, providing an external perspective and making learning visible to others.

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

Materials needed

- Poster paper (minimum A3, maximum A1)
- Arts-based materials, such as:
 - Markers, crayons, or paint
 - Magazines, stickers or printed images for collage
 - Scissors and glue/tape
 - Tables or flat surfaces for making
 - Wall space or boards for displaying finished posters (and a means to put them up like tack)
 - Optional: refreshments to support an informal, relaxed atmosphere

Preparation for the activity

Clarify the purpose: Decide what the posters should capture, such as learning from a project, responses to a challenge, or ideas developed earlier in the process, e.g. you could pick a problem identified from an earlier CUBE activity.

Define the prompt: Prepare a clear but open task for co-creators (e.g. visualising a solution, representing learning, or expressing key themes). The prompt should encourage interpretation rather than prescribe outcomes.

Prepare the space: Arrange the room so co-creators can move freely between materials and posters. Where possible, create a relaxed environment that supports conversation and creativity.

Set expectations: Plan how you will reassure co-creators that the activity is not about artistic skill or producing finished artefacts. Emphasise meaning, learning, and expression.



Plan groupings and timing: Decide how co-creators will be grouped and how much time will be allocated for making and sharing.

How to run the activity

Introduce the activity: Explain the purpose of poster making in this context and outline the task. Share the topic or question the posters should explore.

Form small groups: Split co-creators into small groups and provide each group with poster paper and creative materials.

Create the posters: Co-creators work together to create a visual poster or collage that responds to the prompt. They may use images, words, symbols, colour, or drawings. Some might tape on other 2D or 3D objects from their environment (e.g., one group stuck on grass once). Encourage discussion and joint decision-making during the process. An optional extra to help ensure the meaning behind the artefact is captured is to ask the group to write a little prose to go with the poster that explains it.

Facilitator role: The facilitator supports the process by encouraging participation, reminding groups to focus on meaning rather than polish, and ensuring everyone feels comfortable contributing. The facilitator may also wish to make notes of or record the poster presentations so remember the meaning and reasons for the different aspects of the poster (because they can often be fairly abstract on their own).

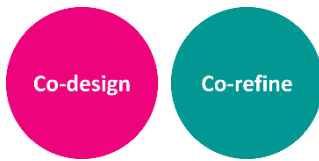
Sharing and explanation: At the end of the making phase, invite each group to briefly explain the thinking behind their poster and what it represents in an informal presentation to the whole group. Allow time for the whole group to feedback and add any additional thoughts.

Display and reflect: Ask co-creators to display their posters around the room. Allow time for viewing, informal discussion, and reflection on similarities, differences, and shared learning. Summarise key themes that emerged and clarify how the posters will be used.



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‘Zine’ Making



Activity introduction

Zine Making (slang for magazine) is a creative co-creation activity that invites co-creators to explore experiences, ideas, and perspectives through the creation of small, self-published booklets. Zines are informal, expressive, and intentionally low-barrier, making them well suited to participatory work where diverse voices, lived experience, and personal meaning are central.

As a co-creation activity, zine making supports reflection, storytelling, and sense-making. It can be used to explore a shared theme, articulate individual viewpoints, or collectively imagine futures, values, needs, or solutions. The tactile and visual nature of the process helps co-creators engage in different ways than discussion alone and can reduce power imbalances by valuing creative expression alongside verbal contribution.

The activity works well with individuals or groups and can stand alone or feed into a wider co-creation process.

Materials needed

- Plain paper (e.g. A4 or A3, suitable for folding into zines)
- Scissors
- Glue sticks or tape
- Pens and markers
- Magazines, newspapers, printed images, stickers, or text for collage
- Optional creative materials:
 - Stickers, washi tape, coloured paper
 - Stencils or stamps

Preparation for the activity

Clarify the purpose: Decide what the zines are intended to explore or express. This might be a theme, question, experience, or prompt linked to a wider project or process, e.g. “what matters to us?”, “our ideal future”, “challenges and hopes”.

Choose the zine format: Decide whether co-creators will create... Individual zines, one zine per small group, separate pages that will later be combined into a collective zine?

Prepare prompts (optional): You may choose to offer gentle prompts to support co-creators, such as page themes, reflection questions, or creative constraints. These should be optional and non-directive.

Set expectations: Emphasise that zines do not need to be “neat” or “artistic”. The focus is on expression, meaning, and exploration rather than design quality.



Prepare the space: Lay out materials so co-creators can easily see and access them, encouraging curiosity and experimentation.

How to run the activity

Introduce zines and the activity: Briefly explain what a zine is and how it will be used in this context. Share the theme or guiding question and remind co-creators that there is no right or wrong way to create a zine.

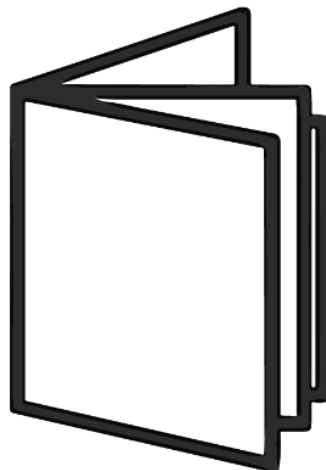
Explain the format and timing: Demonstrate how to fold the paper into a simple zine if needed (see picture below). Explain how much time co-creators will have and whether they should work individually or together.

Create the zines: Co-creators create their zines using writing, drawing, collage, symbols, or any combination of these. Encourage them to focus on meaning rather than polish. The facilitator's role is to support, observe, and gently prompt if co-creators get stuck.

Optional sharing and exchange: Once zines are completed, invite co-creators to share selected pages or ideas in pairs or small groups. Exchange zines and read one another's work. Place zines on a table for a quiet "gallery" moment. Participation in sharing should always be optional.

Collective reflection: Bring the group together to reflect on what emerged. This might include: common themes or contrasts, emotions or insights raised, and/or ideas to carry forward into the next stage of co-creation.

Next steps: Decide how the zines will be used, for example, as artefacts documenting perspectives; as inspiration for discussion, design, or action planning; combined into a collective publication or display (either as they are or co-refined further into a finished version).



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Fishbowl



Activity introduction

This activity can be useful during co-define to develop and prioritise ideas. It can also be helpful following co-define and collaborative problem formulation activities to co-design and co-refine ideas. 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 – as an example, please see [this link](#) for further information on how you can run the Fishbowl activity in the Miro app/website.

The fishbowl technique was developed largely in clinical psychology practice as a new co-creative think tank helping people to get from insight, to ideas, to evaluation of those ideas in just a single session. In the I Fish Bowl method, a small group of people discuss a scenario or case study whilst being observed by an outer ring of people, who reflect on the discussion individually from their own perspectives. The groups then swap over, with the outer group coming into the middle and sharing their thoughts on what they saw, heard and felt during the discussion. Finally, the whole group discusses the issue, capturing key learnings and conclusions.

The fishbowl is a technique to enable simultaneous internal and external observation. By switching observational points of view, the range of perspectives can be increased. Gathering the perspectives together at the conclusion of the fishbowl, provides a rich data set and greater insight. There are many different versions of doing the fishbowl activity, and this worksheet is one of the ways to do it. This method was chosen because it involves all in the room together in one activity and allows everybody the opportunity to speak, listen and make decisions. It encourages reflection, active listening and promotes understanding of individual perspectives.

Materials needed

- Chairs arranged in two circles (inner and outer), or an equivalent setup
- Notepads and pens for all co-creators
- Optional: Flip-chart paper or digital workspace for capturing insights
- Optional: digital collaboration tool (e.g. Miro) for online delivery

Preparation for the activity

Clarify the purpose: Decide what the Fishbowl is being used to explore, such as a key question, challenge, or scenario emerging from earlier co-creation work. It can be used to generate ideas and then lead into prioritisation.

Develop focused questions: Prepare one or more open, carefully worded questions to guide the inner group's discussion. These should invite reflection, not debate.



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Plan the group structure: Decide how co-creators will be divided between the inner and outer circles and how the groups will rotate. Typically, both circles contain the same number of co-creators.

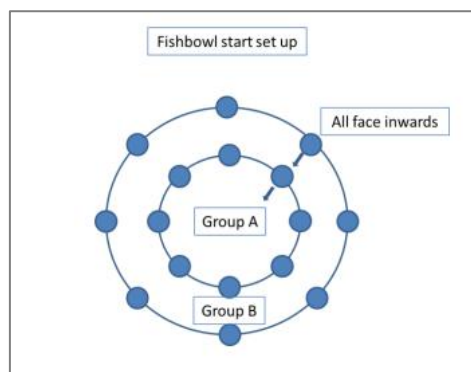
Find a suitable space: Seating needs to be arranged so that everyone faces inward and can see and hear clearly. If space is limited, plan smaller parallel fishbowls or table-based adaptations (see below for some guidance on how to set up the chairs).

Set expectations: Plan how you will explain the roles of speakers and observers, emphasising listening, reflection, and respect for different perspectives.

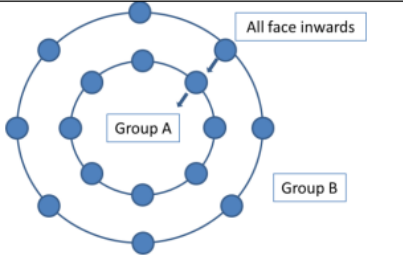
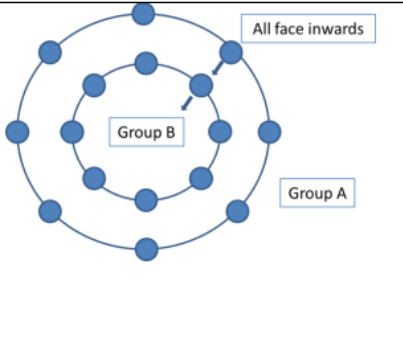
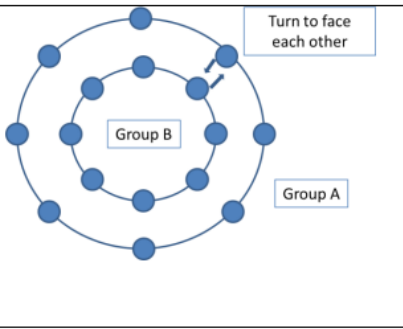
Plan documentation: Decide how insights will be captured (e.g. notes, word clouds, digital boards) and how they will be shared after the session.

How to run the activity

The room needs to be set up with chairs in two circles (or whatever shape fits in your room) with the same amount of chairs in the inner and outer circle. Ask all attendees to sit on the chairs all facing inwards (e.g., a group of 40 people should have 20 in each circle). Ask co-creators to have their notepads and pens with them



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Phase 1 (10 mins) - Group A (inner circle) discusses question 1 together: <i>"What are the difficulties of working with your co-creators?"</i> - Group B (outer circle) listens and makes notes	
Phase 2 (10 mins) - Group A and B swap places - Group B (inner circle) discusses question 2 together (in light of group A's discussion): <i>"What competencies are needed to support and mediate communication with co-creators?"</i> - Group A (outer circle) listens and makes notes	
Phase 3 (10 mins) - Group B turns their chairs to face group A - Group A and B discusses the final task together (in light of group A and B's discussions): <i>"Decide on the top 5 competencies you think is needed to support and mediate communication with co-creators"</i>	

The facilitators can then turn the results into a word cloud if they wish.

Alternative ways of delivering this fish bowl technique:

1. This fishbowl technique has also been used so that group A are one type of co-creator (e.g., patients or students) and group B are a different type of co-creator (e.g., staff). In this scenario, usually group A and B are asked to discuss the same question in phase 1 and 2 (this often helps to emphasise people's needs and constraints as separate groups), and then come together in phase 3 to agree on solutions together (taking into consideration the needs and constraints discussed).



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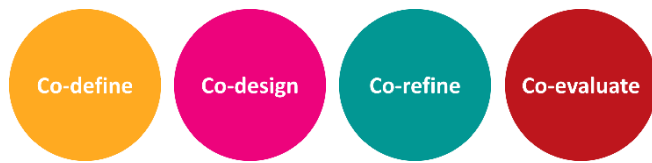


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LEGO® Serious Play®



Activity introduction

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 bricks to build individual and team models and sharing metaphors and storytelling associated with their constructions, co-creators 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 co-creators, because co-creators involved in their constructions overcome hierarchies and power games. 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 co-creators collaboratively work together to find a win-win solution that can lead to innovation. For this reason, co-creation requires smaller groups that can engage in the experience and where each co-creator contributes and is an active co-creator.

See the following for more information: Kristiansen, P., & Rasmussen, R. (2014). Building a Better Business Using the LEGO® Serious Play® Method. Wiley.

LEGO® Group: The LEGO® Serious Play® Method:

https://www.LEGO.com/cdn/cs/set/assets/blt8ec1d6ff766ddfd4/LEGO_SERIOUS_PLAY_OpenSource_14mb.pdf

Materials needed

- LEGO® bricks suitable for building metaphorical models (e.g. a mix of standard bricks, figures, connectors)
- Tables large enough for group building (but small enough so everyone can reach the bricks)
- Prompt cards or written questions (optional)
- Camera or phone to document models (optional)
- Other 3D building materials, such as modelling clay/dough (optional).

Preparation for the activity

Clarify the purpose: Decide what the activity is intended to support, such as exploring values, understanding a system, developing ideas, or planning actions.



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Define the prompts: Prepare clear, open-ended build prompts that encourage metaphorical thinking rather than literal representations. Prompts should invite reflection and interpretation.

Plan group size: LEGO® Serious Play® works best in small groups where each co-creator can build and share their model. Ensure group sizes allow everyone to contribute equally.

Prepare the space: Arrange tables so co-creators can see and hear one another easily. Ensure each co-creator has access to bricks and can reach the output the group is co-creating.

Facilitator readiness: Ensure the facilitator is familiar with the principles of the method and comfortable guiding reflective discussion without interpreting co-creators' models for them.

How to run the activity

Full 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®. Here is a quick overview:

Phase 1: The challenge - The facilitator poses the building challenge to the co-creators.

Phase 2: Building - The co-creators build a model representing their reflections on the building challenge.

Phase 3. Sharing - The co-creators share the meaning they have assigned to the different elements of their built model. This process can then be repeated. Either the same group receives feedback from others and continues to co-refine their ideas. Or the groups swap around and a second group continue to build or amend aspects from the first groups model. This encourages people not to be precious about their protocol ideas and encourages the openness behind co-refinement.

The multiple stages of model development can be photographed and groups can be encouraged to write prose or present ideas to the group (with a facilitator taking notes/recording) at the sharing phase.

Here is a model from a LEGO® Serious Play® session from one of our CoCreating Welfare events:



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For a video on how LEGO® can be used in co-creation please visit:
https://www.youtube.com/watch?v=9U_KPgEGExs&t=3s



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Jigsaw



Activity introduction

This jigsaw activity is designed to encourage open dialogue and mutual understanding within a group. It supports active listening, collaborative learning, and the exchange of diverse perspectives. By becoming “experts” in different aspects (puzzle parts) of a topic and teaching each other, co-creators build shared knowledge while practicing respectful and inclusive communication. This can be particularly useful if you are bringing existing evidence or validated measures into the co-creation process to help develop a project.

Materials Needed

A worksheet or reading material divided into three short sections (e.g., Part I, Part II, Part III), pens and notepads for note-taking, timer or clock, flip chart or whiteboard for summarising group insights (optional)

Preparation for the activity

Choose a topic for the activity. Divide the topic into three smaller, interrelated pieces, or pieces of the jigsaw. Add details of each sub-topic onto a worksheet.

How to run the activity

- Divide co-creators into groups of three.
- Explain that the topic is divided into three interlinked parts, and each person will focus on one part, or piece of the jigsaw.
- Assign one “jigsaw piece” to each group member to read and reflect on individually—they become the “expert” on that piece.
- After reading, each co-creator shares the key points of their section with the other two in their group.
- Once all three have presented, the group now has a complete picture of the topic, with everyone contributing to shared understanding.
- Invite each group to share one or two insights or discussion points with the larger group to spark wider conversation.



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Forum Theatre



Activity introduction

The technique of the forum theatre was originally developed as part of the *Theatre of the Oppressed* (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 co-creators 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. 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 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.

Materials needed:

- A clear, open space suitable for movement and performance
- Chairs for co-creators and observers
- Simple props to support scenes (optional)
- Flip-chart paper or whiteboard for capturing reflections

Preparations for the activity

Clarify the purpose: Decide what the Forum Theatre session is intended to explore (e.g. barriers to participation, power imbalances, difficult interactions, or ethical dilemmas).

Identify relevant situations: Work with co-creators to identify real situations from their own experience that could be explored through short scenes.

Plan roles and facilitation: Identify a facilitator to act in the role of the Joker. Their responsibility is to guide the process, manage transitions between action and reflection, and support dialogue between performers and observers.

Prepare co-creators: Explain the principles of Forum Theatre in advance, including the idea that co-creators may be invited to step into the performance and try out alternative actions.



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Create a safe environment: Plan how to establish trust and psychological safety, making it clear that the activity is exploratory and not about judging individuals or performances.

How to run the activity:

Introduce the method: Explain the purpose of Forum Theatre and the roles of performers, audience members (often referred to as “spect-actors”), and the Joker.

Initial performance: Co-creators perform a short scene based on a real situation. The scene ends at a moment where the protagonist is unable to change the outcome or is experiencing constraint or oppression.

Replay with interventions: The scene is performed again. At any point, an audience member may call “Stop” or “Freeze” and replace one of the characters to try a different action or response.

Improvisation and exploration: The other actors remain in role and respond realistically. Multiple interventions may be tried, allowing different possibilities to be explored.

Facilitated reflection: After each intervention, the Joker invites reflection with questions such as:

- What was the intention behind the intervention?
- Did this feel realistic?
- Could this approach work in real life?

Whole-group discussion: At the end of the session, the group reflects together on insights gained, alternative strategies identified, and implications for real-world action. Close by clarifying how learning from the activity will inform the next stages of the co-creation process.



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Q-Sort



Activity introduction

The Q-Sort activity is a simulation-based co-creation method designed to explore how people understand and negotiate the meaning of collaboration. Co-creators work through individual reflection and group discussion to experience first-hand the barriers and enablers of collaborative work.

The activity highlights that people from different backgrounds may use the same words but attach different meanings to them. Through structured consensus-building, co-creators discover that apparent disagreement is often rooted in language, assumptions, and interpretation rather than fundamentally opposing views. The process emphasises the importance of shared understanding, dialogue, and negotiation within co-creation.

Materials needed

- Printed Q-sets of approximately 30 statement cards per group – an example set of cards for doing a Q-sort on the subject of co-creation is below.
- Each card contains one statement, phrased as “Collaboration is ...” for example
- Flip-chart or whiteboard for capturing feedback
- Markers and note-taking materials
- Example statements may include:
 - “Collaboration is having shared objectives.”
 - “When you collaborate, roles must be clearly defined.”
 - “Collaboration means working together towards a shared output.”

3 Co-creation is real when it's on a voluntary basis	11 Co-creation's first step is meeting people	20 Co-creation means implementing a joint intervention	28 Co-creation promotes information
19 Co-creation requires people to talk about their opinions	27 Co-creation contributes to people's trademark	1 Co-creation is an opportunity for innovation	9 Co-creation opens new perspectives
6 Real co-creation requires financial means	14 Co-creation is real when you experience numerous arguments	17 Co-creation creates space for creativity	25 Co-creation transforms decision-makers
22 Co-creation requires people to confront their ideas	30 Co-creation requires a very rigorous organization	23 Co-creation is a means to articulate social practices with people cultural background	7 Co-creation means 'to have common goals'
8 In order to co-create, people need to know exactly what their role is	16 Co-creation aims to changing people's vision	15 Co-creation can have unexpected effects	31 Co-creation can lead to exclusion
24 Co-creation is networking	32 Co-creation contributes to informing decision-makers	5 Co-creation is mainly joint action	13 Co-creation means that the stakes are the same for everyone
2 Co-creation allows people to swap roles, of even be replaced by someone else	26 Co-creation enables people to have specialized practices	21 Co-creation brings a new vision	29 Co-creation is a means to change the political system
4 Co-creation requires to be evaluated regularly	12 Sustainable co-creation requires institutionalization of the partnership	18 Co-creation requires training	10 Co-creation means that people engage in a common deliverable



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Preparation for the activity

Design the Q-set: Prepare a set of statements related to your topic of interest. Each statement should be open to interpretation and capable of provoking discussion. Avoid statements with obvious “right” answers.

Clarify the learning intent: Be clear that the activity focuses on language, meaning, and negotiation rather than reaching quick agreement.

Plan group structure: The activity works well with around 20 co-creators, divided into small groups of 4–5 people. Total recommended duration is approximately one hour.

Prepare facilitation guidance: Ensure facilitators understand that negotiation and consensus are central to the activity, but this should not be explicitly stated to co-creators in advance.

Set expectations: Prepare to emphasise the importance of individual thinking in the first phase and respectful dialogue in later stages.

How to run the activity

Step 1: Individual Sorting (5–10 minutes): Give each co-creator a card with multiple randomly ordered statements. Ask them to work individually and silently. Each co-creator selects:

- 3 statements they completely agree with
- 3 statements they completely disagree with

Important rule: No discussion is allowed during this phase. Step 2 should not be introduced until all co-creators have completed Step 1.

Step 2: Small-Group Consensus Building (20 minutes): Co-creators form small groups and assign the following roles:

- Timekeeper – manages time
- Presenter (Rapporteur) – presents results to the wider group
- Note-taker (Secretary) – records key discussion points
- Moderator – ensures balanced, respectful discussion
- Observer – reflects on the group process and how consensus was reached

Group task:

- Agree on 3 statements the group fully agrees with
- Agree on 3 statements the group fully disagrees with

Be prepared to justify both the choices and the process used to reach agreement. Do not explicitly tell groups that negotiation is required; allow this to emerge naturally.

Step 3: Whole-Group Feedback and Reflection (30 minutes):

Each group’s presenter shares their selected statements, which are recorded visibly. Facilitate discussion around questions such as:



- Do different groups agree on the same statements?
- Were any statements placed in opposite categories by different groups?
- How can differences be explained (e.g. language, professional identity, experience)?

The observer from each group then reflects on:

- How the group reached consensus
- Challenges and enablers encountered
- Moments of negotiation or tension

Conclude by highlighting:

- That a negotiation process took place
- That different stakes, objectives, and interpretations were present
- That negotiation and dialogue are essential to reaching shared understanding in co-creation



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Role-play



Activity introduction

Role Play is a co-creation activity used to explore experiences, test ideas, and generate solutions by simulating real-life situations. Co-creators temporarily step into the roles of people involved in a given scenario, allowing them to build empathy and gain insight into different perspectives, motivations, and constraints.

Within co-creation processes, role play functions as a simple and effective form of prototyping. By acting out situations rather than only talking about them, co-creators can better understand how ideas might work in practice, surface hidden challenges, and collaboratively explore alternative approaches. The activity supports open dialogue, creativity, and shared problem-solving in a democratic and engaging way.

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

Materials needed

- A clear space suitable for movement and interaction
- Printed role descriptions or scenario briefs (optional)
- Pens and paper for notes
- Optional simple props to support realism

Preparation for the activity

Define the purpose: Clarify what the role play is intended to explore, such as testing an idea, examining a problem, or understanding user or stakeholder experiences.

Choose/design scenarios: Select scenarios that are relevant and realistic for the co-creators. These may reflect everyday situations, service interactions, or task-oriented challenges within an organisation.

Define roles: Decide which roles will be included and how detailed they should be. Roles can range from detailed roles, with specific viewpoints, goals, or characteristics, or open roles with minimal background information. Ensure roles provide enough structure for co-creators to engage meaningfully.

Plan facilitation approach: Decide how the facilitator will support the activity. The facilitator may guide the process and encourage open dialogue, join the role play if needed to move the scenario forward, observe and take notes to support later reflection

Prepare co-creators: Allow co-creators time to familiarise themselves with their roles and reassure them that the activity is exploratory, not about acting ability or performance.



Ensure relevance and safety: Plan how to keep scenarios grounded in real contexts while maintaining a respectful, safe environment for all co-creators.

How to run the activity

Introduce the activity: Explain the purpose of role play, the scenario being explored, and how the activity will be structured.

Assign roles and prepare: Give co-creators their roles and allow time for them to reflect on who they are representing and how they might behave in the situation.

Enact the scenario: Invite co-creators to act out the situation. Encourage them to respond authentically based on their role, rather than aiming for a scripted outcome.

Facilitator support: During the role play, the facilitator may pause the action, ask clarifying questions, or intervene to encourage deeper exploration or inclusion of different viewpoints.

Observe and note: Co-creators who are not directly involved, or the facilitator, observe the interaction, noting key moments, tensions, or insights.

Debrief and reflect: After the role play, facilitate a structured discussion focusing on what co-creators experienced in their roles, what worked and what felt challenging, what insights emerged about the problem or idea, how learning from the role play applies to real-life situations. A focus can also be on empathy of a range of characters and how they might feel or respond to current circumstances for co-define or proposed circumstances for co-refine. Conclude by identifying how insights gained will inform ongoing co-creation, decision-making, or further prototyping. Examine whether this role play could turn into a creative output for dissemination of this co-creation process.



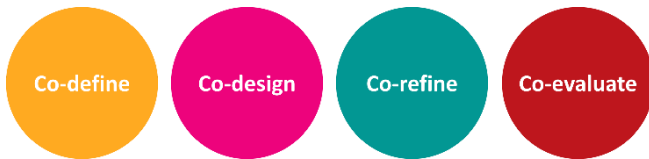
For a video on using role play in co-creation please visit:

<https://www.youtube.com/watch?v=a7BrIV7JLkQ&t=49s>



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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.

Materials needed

- Post-its of different colours
- Marker pens
- Stickers
- White board or flip chart paper

Preparation for the activity

Choose questions: write the question or the issue/theme(s) on the whiteboard or flipchart. Give out the sticky notes and markers.

How to run the activity

1. Co-creators 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).
2. 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. The facilitator can either theme them as they collect them up (i.e., “this person answered ‘collaboration’ as an important aspect of co-creation, has anyone else written this down too?”), or if a smaller group, you can ask them to theme their answers collectively. An alternative output can be feeding these answers into word cloud software and presenting it to the group in that format.
3. If the group is trying to answer a question (vs outline a subject) an extra step can consist of weighting the different ideas: co-creators are invited to get up and place two stickers on the groups that seem to better answer to question (prioritisation).



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Voting



Activity introduction

Voting is a simple and effective co-creation activity used for formative or summative evaluation. It helps groups make collective judgements, prioritise options, or reflect on preferences in a transparent and democratic way. Voting can be used at different stages of a co-creation process, particularly when narrowing focus, making decisions, or evaluating shared experiences



Materials needed

- Paper or flip-chart sheets displaying the items to be voted on
- Stickers, dots, or smiley-face symbols for voting
- Pens or markers
- Optional: online polling or voting tool (see further resources for tools you can use)

Preparation for the activity

Decide what items, ideas, or activities co-creators will vote on.

Choose how many votes each co-creator will receive.

Set up the voting space physically (walls or boards) or digitally (online polling tool).

How to run the activity

Display each option clearly on separate sheets or screens.

Give each co-creator a fixed number of votes (e.g. five stickers or smiley faces).

Ask co-creators to place their votes on the options they value most.

Once voting is complete, review the results together.

Use the outcome to prompt discussion, reflection, or decision-making.

Variation: Voting can also be carried out online, with results shown live during a session or shared afterwards.



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Story development



Activity introduction

The Story Development Task is a co-creation activity that supports reflection, meaning-making, and communication by turning shared experiences into a clear and engaging narrative. Stories are a powerful way to communicate learning, build understanding, and gain buy-in, whether the audience is project partners, organisational leaders, or wider communities.

Within co-creation, story development can be used to make sense of a journey, to articulate why certain choices were made, and to highlight the value of collaborative work. A well-constructed story helps make outcomes more memorable and encourages others to engage with or act upon what has been learned.

Materials needed

- Paper or notebooks
- Pens or markers
- Flip-chart paper or digital documents
- Optional: timeline templates or sticky notes

Preparation for the activity

Clarify the purpose of the story: Decide why the story is being developed (e.g. reflection, dissemination, advocacy, or project closure).

Identify the audience: Consider who the story is for, as this will influence tone, detail, and the call to action.

Choose the scope: Determine whether the story will focus on an individual experience, a co-creation journey, a project, or a specific challenge.

Introduce the story structure: Prepare to explain the four-part structure that will guide the activity:

- Challenge
- Choice
- Outcome
- Call to action

How to run the activity

Create a timeline: Ask co-creators to map out key events, challenges, decisions, and moments from their experience or project journey. This can be done individually or as a group.



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Define the call to action: Invite co-creators to decide what they want to achieve by telling this story. This may include influencing decisions, sharing learning, or inspiring further action.

Select the core elements: Using the timeline, co-creators identify the most relevant:

- Challenge they faced
- Choice they made in response
- Outcome that resulted

Develop the story: Co-creators write or outline their story using the four-part structure. Encourage detail that helps the story feel engaging and grounded in real experience.

Share and refine: Co-creators share their story with others and gather feedback on clarity, impact, and emotional resonance. Adjustments can be made based on this feedback. It is a personal choice if people wish to share their chosen stories or their process through the story telling activity. This can be personal or emotional for some.

Close the activity: Discuss which stories could be shared, how the story will be used, and how it contributes to the wider co-creation process.



Story Cubes



Activity introduction

Story Cubes are small dice printed with simple images that act as visual prompts for storytelling, reflection, meaning-making and developing shared narratives (see picture below). By responding to images rather than predefined questions, co-creators are encouraged to think creatively and express ideas, experiences, or learning in narrative form. You can also use collections of pictures or photos if you don't have any story cubes.

The Story Cubes Activity is a co-creation and reflection method that supports shared understanding through storytelling. It works well for surfacing insights, exploring different perspectives, and making sense of complex situations. The use of visual prompts helps co-creators articulate thoughts that may be difficult to express verbally and supports inclusive participation across different communication styles.

The activity can be used at various stages of a co-creation process, particularly when groups want to deepen reflection, explore experiences, or identify collective learning.



You can also use online story cubes, for example: [Story Dice - a creative storytelling tool from Dave Birss](#)



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Materials needed

- Story cubes (dice with images on each face – these can be bought fairly cheaply online) or digital equivalent
- Table or flat surface
- Paper and pens for note-taking
- Optional alternative: photographs or printed images depicting everyday situations

Preparation for the activity

Decide on group size: Organise participants into groups of 5–6 people.

Clarify the purpose: Explain that the goal of the activity is to create a shared narrative by exploring individual and collective perspectives.

Assign roles: Choose one facilitator per group to guide the process, note down perspectives on sticky notes, and lead the discussion on agreeing themes. The facilitator should also take part in throwing the cubes and sharing their own perspective. Choose one person to keep track of time for the group.

Introduce the guiding question: Make sure all participants understand the question that will be explored during the activity, for example “What have you gained from participating in this project?”

How to run the activity

- Take turn throwing the cubes.
- When it is your turn, choose 5 of the images and use them to share your perspectives on the chosen guiding question above with your group members.
- The group facilitator will write down your perspectives in headwords on sticky notes, one perspective on each note. 20 minutes in total.
- When all group members have had their turn, agree on a way to divide all the perspectives on the sticky notes into 4-5 overall themes and place them on a poster. This part is led by the group facilitator. 15 minutes in total.

The themes agreed upon will be the basis of your shared narrative. The next step is to agree on a way to present your shared narrative e.g. by making a Pecha Kucha presentation.



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Story cubes as an ice breaker

Story cubes can also be used as an icebreaker at the beginning of a co-creation session. This can sometimes take the pressure off more 'traditional' icebreaker tasks (e.g. being asked to share a 'fun fact' about yourself), as you have the story cubes to help build your icebreaker response.

To run the task, simply take it in turns to shake and roll the story cubes. You can ask your co-creators to then use the story cubes to tell a story about themselves. It can be as factual or fictional as they like!



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Project management case activity



Activity introduction

This activity supports co-creators in translating co-creation work into project-management language that is meaningful within their organisation. It helps co-creators build a clear, credible case for co-creation by framing it using familiar concepts such as objectives, targets, evidence, and structure—without losing its collaborative and participatory nature. The task is particularly useful when co-creators need to gain buy-in from managers, decision-makers, or stakeholders who may expect more traditional project framing.

Materials needed

- Poster paper (A3 minimum, A1 maximum)
- Arts-based materials (e.g. sticky notes, markers, playdough, magazines, glue)
- Pens and paper
- Timer or stopwatch

Preparation for the Activity

Clarify the aim of the task: Decide whether the focus is on a real, upcoming project or a past co-creation experience that co-creators want to strengthen or communicate.

Prepare co-creators' thinking: Encourage co-creators in advance to reflect on situations where they have needed (or will need) to justify co-creation to others within their organisation.

Plan group structure and timing: Decide group sizes and ensure clear time limits for case creation, presentation, and feedback.

Prepare facilitation guidance: Plan how you will support the questions and feedback phase so that suggestions remain constructive and help clarify or strengthen each case.

How to Run the Activity

Introduce the task: Divide co-creators into small groups. Ask groups to select a real or realistic co-creation activity and identify a specific person or audience they need to convince within their organisation.

Develop the case: Groups respond to prompts such as:

- Who is this case for?
- What evidence or information is needed?
- How does co-creation support wider goals?
- How can this case be communicated clearly?
- What specific language does that audience use or respond to?
- What goals of focus does this need to align to?



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- What barriers might they see to being part of or supporting a co-creation process and how can these be addressed (using their language and aligning with their goals)?

Create a visual case: Groups use poster paper and creative materials to structure and visualise their case.

Present and question: Each group presents their case in approximately 2 minutes, followed by 5 minutes of questions and suggestions from others (timing can be adjusted to fits the session timing you are working within).

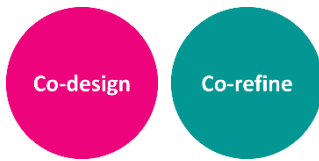
Reflect: Close with group reflection on:

- Which project-management tools support co-creation?
- Who the co-creators may need to influence in practice?
- What strengthens a compelling case for co-creation?
- How can we use the language of our target market or people we want to be co-creators to increase buy-in and align to their goals?



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Simulation Game



Activity introduction

This simulation activity helps co-creators explore how to design, adapt, and deliver a health or wellbeing project in response to changing contexts and challenges. The goal is to surface the realities of service planning and delivery, and practice collaborative, creative problem-solving in a dynamic environment.

Materials needed

- One printed set of handouts per group (or individual cards, cut and shuffled) – the handouts are to stimulate discussion around key service touchpoints – an example handout is provided on the next page.
- Pens and paper or flipcharts for recording ideas
- Timer or stopwatch
- Optional: name badges, role cards, or personas (to help co-creators embody stakeholders)

Preparation for the activity

Clarify the purpose and context: Be clear about what the simulation is intended to explore (e.g. designing, adapting, or delivering a health or wellbeing project under changing conditions). This will help co-creators frame their decisions during the game.

Prepare the simulation materials: Print and organise one full set of handouts or cards per group. There is an example set below. If using individual cards, cut them in advance so they are ready to use. Ensure each card clearly represents a service touchpoint, challenge, or contextual change.

Prepare capture methods: Decide how decisions, adaptations, and learning will be recorded (e.g. flip-charts, worksheets, shared boards) to support reflection at the end of the activity.

How to run the activity

Divide co-creators into small groups of approximately 3–6 people. Each group will simulate the process of co-creating a health or wellbeing initiative.

Hand out the cards at spaced intervals:

The first card is given to set the general scene and challenge they are working towards together. Then disruption cards are given every 10 minutes, each with a different additional aspect for the team to consider. Then a final card to ask the team to decide on their final solution and be given guidance on how they should present it back to the wider group. There are typically 6 cards in total given at 10-minute intervals and so an hour is usually assigned to this method.



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Example simulation game cards for facilitator to hand out

FIRST CARD

You currently work for a mental health charity and a commissioner has offered you financial assistance to raise awareness in the local community. They want you to identify how best to achieve this with the money most efficiently and effectively.

How do you start this project?

DISTRUPTION CARD

The commissioner has read recently that the evidence is that physical activity improves mental health and wants you to partner up with a local gym to achieve your goals.

What are you doing to continue your project?

DISTRUPTION CARD

As you are a national charity, a senior member of the charity wants you to use this to raise awareness nationwide and not just for this local community.

What are you doing to continue your project?

DISTRUPTION CARD

You have managed to get people involved in this project that are already aware of the importance of mental health but you are worried that you are not engaging those harder to reach groups, some of whom might have a disability, low economic status, do not speak English etc.

What are you doing to continue your project?

DISTRUPTION CARD

Some people who you have involved in the project are taking over the conversations too much and you are worried not everyone is getting their voices across.

What are you doing to continue your project?

FINAL CARD

In the end, what is your project?

Who is involved?

What is the role of each?

What are your goals ?

How will you reach them?

How will you evaluate the achievement of your objectives?



Customer mapping



Introduction to the activity

This activity helps co-creators collaboratively map out a customer journey to better understand the experiences, needs, emotions, and challenges people face at different stages of interacting with a service or product. It supports empathy building, identifies pain points and opportunities, and creates a shared understanding of where improvements can be made.

Objectives:

- a) To visualise the customer experience from start to finish.
- b) To identify key touchpoints, barriers, and opportunities for improvement.
- c) To foster empathy and deeper insight into the user perspective.

Preparation for the activity

Clarify the focus of the journey: Decide which product, service, or experience will be mapped. Be clear whether the journey is based on a real existing experience, a recent case, or a hypothetical scenario.

Define the user perspective: Determine whose journey is being explored (e.g. a specific user group, customer type, or persona). If appropriate, prepare personas or scenario cards to anchor discussion.

Set the journey boundaries: Agree in advance on the starting point and end point of the journey to avoid the mapping becoming too broad or unfocused.

Prepare the mapping space: Set up a large visible area (wall or table) with enough space to display the journey horizontally. Ensure materials are easy to access and colour-coded if using different sticky notes for different elements.

Choose key stages or labels: Decide whether journey stages (e.g. Awareness, Decision, Use, Aftercare) will be pre-defined or co-created with co-creators at the start of the activity.

Plan prompts and facilitation questions: Prepare open questions to support empathy and exploration, such as:

- “What is the user doing at this point?”
- “How might they feel here?”
- “Where does friction occur?”

Decide how outcomes will be captured and used: Be clear about what will happen after the mapping (e.g. prioritising pain points, informing design work, identifying opportunities), and plan how insights will be captured and documented.



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Materials needed

- Large sheets of paper or a roll of paper
- Sticky notes (multiple colours for different elements, e.g. actions, emotions, pain points)
- Pens or markers
- Tape or sticky tack to fix paper to the wall or table
- Printed personas or scenario cards if focusing on specific user or produce/service types (optional)

How to run the activity

Introduce the purpose: explain that the group will map out a customer journey step-by-step, either based on a real experience or a hypothetical scenario.

- Define the starting point and end point of the journey (e.g. "Booking an appointment" to "Receiving follow-up support").
- Draw a horizontal timeline across the paper with space for sticky notes above and below it. Label key stages (e.g. Awareness, Decision, Action, Use, Aftercare).
- Ask co-creators to contribute to the journey by placing sticky notes for:
 - Actions – what the user is doing
 - Thoughts/feelings – what they might be thinking or feeling
 - Touchpoints – where the user interacts with a service or system
 - Pain points – where things go wrong or are frustrating
 - Opportunities – ideas for improvement
- Encourage discussion as people place notes—use prompts like “What happens next?”, “How might they feel here?”, or “What’s missing?”
- Once the journey is complete, step back and review it together. Highlight key insights, surprises, or gaps.
- Optionally, cluster pain points or opportunities to prioritise for the next stage of design or discussion.

You can use metaphors for your customer journey – below is an example of a project where a metaphorical bus journey was used to guide older people through plotting their customer journey when deciding to use assistive healthcare technologies to support their needs – from identifying that they have a need, through to finding out more information to making a purchase (Holliday, Ward and Fielden (2015)⁸

⁸ Holliday, N., Ward, G. and Fielden, S. (2015), Understanding younger older consumers' needs in a changing healthcare market—supporting and developing the consumer market for electronic assisted living technologies. International Journal of Consumer Studies, 39: 305-315. <https://doi.org/10.1111/ijcs.12192>





Metaphorical bus journey to map the customer journey for older people considering purchasing assistive technologies. From Holliday, Ward and Fielden (2015)

What's in the box?



Activity introduction

A hands-on co-creation activity for imagining products or services, this activity can support collaborative exploration and help co-creators define what a future product or service should include: functionally, emotionally, and experientially, by physically filling a plain box with literal or metaphorical representations of desired elements. The activity engages co-creators in a playful, low-barrier form of expression and can help to visualise abstract concepts in a tangible way. This activity comes from

Materials

- Plain cardboard boxes (one per group or person)
- Assorted craft materials (e.g. paper, markers, scissors, stickers, glue, tape, coloured card, etc.)
- Magazines, small props, or symbolic items for inspiration
- If a physical product you could also have literal examples of items that might be included as part of a product
- Optional: Prompt cards or themes to guide ideas

Preparation for the activity:

Clarify the focus of the activity: Decide what co-creators are designing or imagining (e.g. a future product, service, experience, or system). Be clear about whether the focus is exploratory, generative, or for refining an existing idea.

Decide on working format: Choose whether co-creators will work individually or in small groups. Group work supports negotiation and shared meaning, while individual work can surface diverse perspectives.

Prepare the boxes: Ensure each group or co-creator has a plain box that can be easily filled and decorated. The box should be simple and unbranded so it can act as an open metaphor.

Prepare materials and prompts: Lay out craft materials and symbolic items so they are easily accessible. If useful, prepare prompt cards or themes to guide thinking (e.g. user needs, values, emotions, functions).

Set expectations: Plan how you will explain that items placed in the box can be literal or symbolic. Emphasise that the activity is about expressing ideas and meaning, not creating polished artefacts.

Prepare the space: Arrange the room so co-creators can move freely, access materials, and work collaboratively. Tables should allow for group conversation and hands-on making.

Plan capture and reflection: Decide how results will be documented (e.g. photographs, notes) and how sharing will be facilitated. Prepare follow-up questions to deepen reflection during the presentation stage.



How to run the activity

Present the Box: Introduce the plain box as a metaphor for the future product or service. It can be as literal or symbolic as co-creators like.

Fill the Box: Invite co-creators to place items in the box that represent what they feel should be included in the final offering. This could be features, values, user needs, emotions, or aesthetics. Encourage symbolic thinking—e.g., “a feather” to represent lightness, “a key” for access or security.

Decorate the Box: Co-creators can also design the outside to reflect branding, tone, or user identity. This helps surface ideas about how the product or service should be presented and perceived.

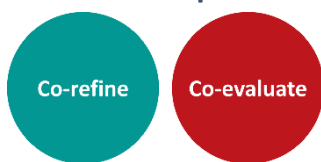
Share and Reflect: Groups or individuals present their boxes to the wider team, explaining the meaning behind each item and decoration. Document the process with photos and notes to capture the reasoning behind choice. Use follow-up questions like “What’s missing from the box?” or “What would you never want in the box?” to deepen discussion

Online variation: An online variation can be done using tools such as Padlet or Miro to set up “virtual” boxes, with co-creators finding digital images to add into an online metaphorical box. Co-creators can also then add virtual post-it notes and text to add context to their choices.



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Start Stop Continue



Activity introduction

Stop–Start–Continue is a simple and effective reflective activity used to review progress, improve ways of working, and support learning within a team or project. It enables co-creators to identify what should change, what should begin, and what should be maintained in order to move more effectively towards shared goals. The method is particularly useful during co-refine phases or as part of formative evaluation, as it creates a structured but accessible way to reflect on practice. It can be carried out face-to-face or online and works well with both small and large groups.

Materials needed

- Sticky notes or index cards
- Pens or markers
- Flip-chart paper or a whiteboard
- Optional: different coloured sticky notes or pens
- Optional: digital collaboration tool (for online delivery)

Preparation for the activity

Clarify the focus: Decide what co-creators are reflecting on, such as a project phase, a collaboration process, or a specific goal.

Choose delivery format: Decide whether the activity will be run in-person or online and prepare suitable materials or digital boards accordingly.

Prepare the three categories: Set up three clearly labelled areas:

- Start
- Stop
- Continue

Decide on colour-coding (optional): If useful, plan to use different colours to distinguish roles, teams, or individuals contributing actions.

How to run the activity

Introduce the method: Explain the purpose of Stop–Start–Continue and how it supports reflection and improvement.

Start the activity: Ask groups of co-creators to think about actions or behaviours related to the focus area and record them under the three headings:

- Start: things the team is not currently doing but should begin, as they might have a positive impact



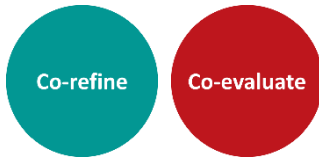
- Stop: actions or practices that are no longer helpful and should be discontinued
- Continue: actions that are working well and should be maintained

Share and cluster: If multiple groups are doing the activity, then collect contributions in the shared space and group similar ideas together. Facilitate discussion to clarify meaning, identify patterns, and agree on priorities or next steps. Summarise key insights and confirm what actions will be taken as a result of the reflection.



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Plan, Do, Check, Act



Activity introduction

The Plan–Do–Check–Act (PDCA) task is a structured reflective activity that introduces co-creators to an iterative approach to co-creation, learning, and improvement. It supports teams in planning actions, reflecting on what actually happens, evaluating outcomes, and deciding how to adapt future actions. The method is particularly useful for planning, formative evaluation, and continuous improvement within co-creation processes. By making cycles of action and reflection explicit, PDCA helps teams balance experimentation with structured learning. The activity can be facilitated in person or online and adapted for individual or collective use. It simply consists in filling in this diagram at different stages of the process:

PLAN What we plan to do	DO What we have actually done
CHECK How we evaluate what we have done	ACT What we plan to do after the checking phase

It can be done individually, by each member of the team, in small groups or by all members together. In any case, it is important to collaboratively find shared solutions and manage divergent views for it to be part of the co-creation process.

Materials needed

- A PDCA diagram or template (printed or digital – see template above)
- Pens or markers
- Flip-chart paper or whiteboard
- Optional: digital collaboration platform (for online sessions – see Further Resources sections for suggestions)

Preparation for the Activity

Clarify the focus: Decide what the PDCA cycle will be applied to (e.g. a project phase, a co-creation activity, a service idea, or a process).

Choose participation format: Decide whether the task will be completed:

- Collectively by a team
- Individually first, followed by group discussion



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Prepare the PDCA structure: Ensure co-creators have access to a clear visual layout of the four stages:

- Plan
- Do
- Check
- Act

Set expectations: Prepare to explain that the value of the activity lies not in perfection, but in learning from action and reflection. Anticipate that co-creators may have different interpretations or experiences, and plan to facilitate dialogue to reach shared understanding.

How to run the activity

Introduce the PDCA cycle: Briefly explain the purpose of each stage and how they link together as an ongoing learning loop.

Plan: Ask co-creators to describe what they intended or planned to do, including goals, assumptions, and expectations. Ask them to fill in the PCDA template in the 'Plan' section.

Do: Invite co-creators to reflect on what actually happened in practice, highlighting actions taken and any unexpected developments. Ask them to fill in the PCDA template in the 'Do' section.

Check: Facilitate reflection on how the outcomes were evaluated. This may include outcomes achieved, feedback received, or challenges encountered. Ask them to fill in the PCDA template in the 'Check' section.

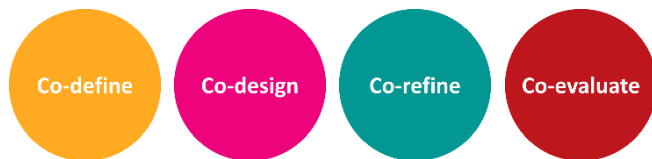
Act: Ask co-creators to identify what they would change, continue, or improve based on what they have learned. Ask them to fill in the PCDA template in the 'Act' section.

Share and close: Encourage co-creators to share their PDCA reflections and discuss similarities, differences, and agreed next steps. Emphasise that the Act phase feeds into the next Plan, reinforcing PDCA as a continuous co-creation cycle.



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Case study development



Activity introduction

The Case Study Development task helps co-creators structure and articulate their co-creation work for learning, reflection, and dissemination. By working through key questions, co-creators make explicit who they are co-creating with, what challenges and risks are involved, and how co-creation activities are carried out in practice. The task is particularly useful for documenting experience and sharing learning with others. It can be used as a space for the co-creators to collaboratively summarise their key reflections, decisions and planned actions for each stage of the co-creation process.

Materials Needed

- Printed or digital case study question prompts
- Paper or digital documents
- Pens or markers
- Flip-chart paper (optional, for group work)

Preparation for the Activity

Clarify the context co-creators will focus on (e.g. an existing project, a planned initiative, or a hypothetical example).

Provide co-creators with the full set of guiding questions in advance or at the start of the session.

Decide how completed case studies will be used (e.g. dissemination, reflection, planning future work).

How to Run the Activity

Introduce the purpose of the task and explain how case studies support shared learning.

Ask co-creators to work through the guiding questions, covering:

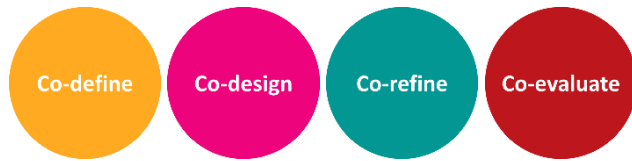
- Who the co-creators are
- Rules and principles of co-creation
- Difficulties, risks, and required competencies
- Barriers, solutions, and activities to be tested
- Dissemination, impact and sustainability of co-creation

Encourage co-creators to be specific and grounded in real experience. Invite co-creators to share key insights or summaries with the wider group. Capture common themes or ideas to inform future co-creation practice. This can be an ongoing process with new aspects added to the case study as the co-creation process evolves.



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Co-Creation Process Model Activity

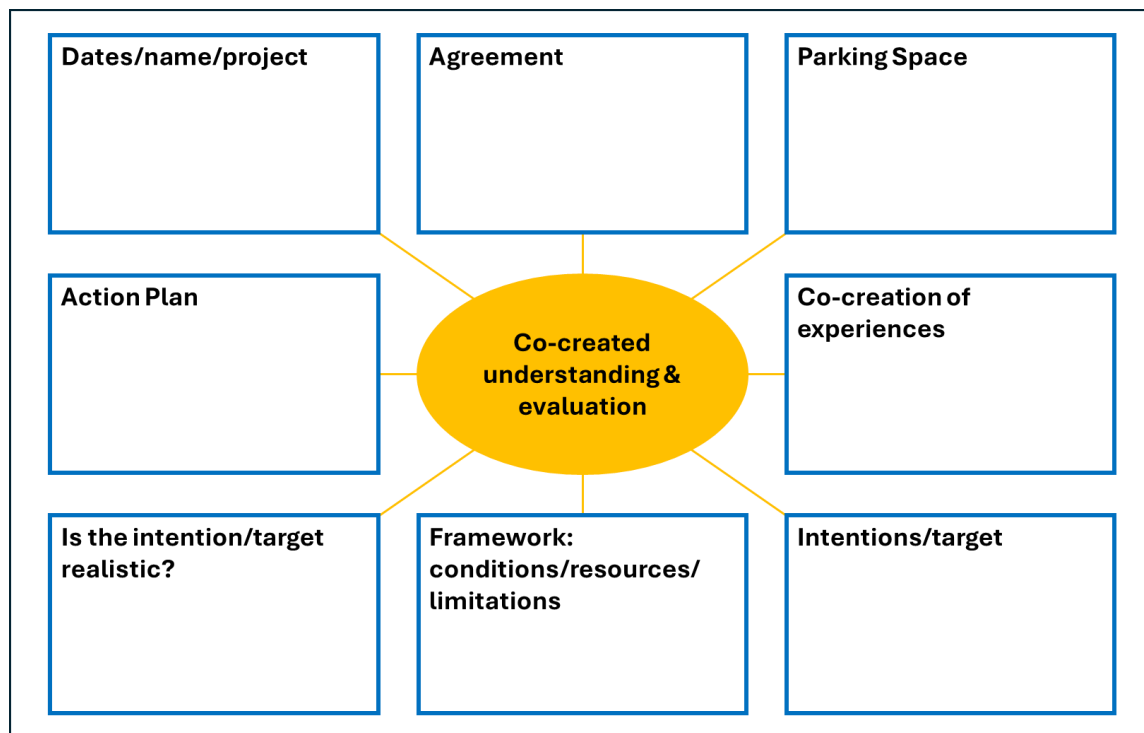


Activity introduction

The Co-Creation Process Model is a facilitation tool designed to support structured, participatory co-creation. It provides a shared visual framework that helps all co-creators understand where they are in the process, what has been agreed, and what comes next.

The model is particularly useful in settings where professionals need to shift from an advisory or directive role into a facilitative one. By making the process visible and negotiable, the model increases transparency, shared ownership, and co-creators' ability to influence both outcomes and process.

The model is non-linear and supports movement between different stages of co-creation while maintaining a shared overview.



The CoCreation Process Model



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Materials needed

- A printed version of the Co-Creation Process Model (recommended size: A3 – see figure above)
- A flat surface (table or wall) where all co-creators can see and reach the model
- Pens or markers for writing directly on the model or on sticky notes
- Optional facilitation materials to support co-creation, such as:
 - LEGO®, modelling clay/dough or other construction materials
 - Dice or prompt cards
 - Images or visual stimuli
 - Sticky notes

Decide in advance whether supporting tools (e.g. LEGO®, images) will be used for specific fields of the model.

Preparation for the activity

1. Print and prepare the model: Print the Co-Creation Process Model in A3 to ensure visibility for all co-creators.
2. Set up the space: Place the model on a table or wall where everyone can gather around and interact with it.
3. Clarify the overall purpose: Be clear about the broad topic or object of focus for the co-creation process (this can be placed on or near the model).
4. Adopt a facilitative mindset: The facilitator should consciously step into a non-directive role, using the model to guide rather than control the process.

How to run the activity

1. Start with the Agreement Field: Begin in the agreement field. All co-creators contribute their wishes and expectations about what they want to co-create. This stage focuses on co-definition and ensures shared ownership from the outset. Typical content includes: Collection of experiences, intentions and targets, framework conditions, resources and limitations
2. Work Non-Linearly Across Fields: The model is not linear. Co-creators can move between fields as needed, based on shared agreement. The facilitator supports transitions rather than prescribing them.
3. Use the Understanding and Evaluation Field Frequently: After completing work in any field, return to the understanding and evaluation field. Here, the group reflects on: what has been agreed, how the process is working, and which field should be addressed next. This reflection supports ongoing co-refinement and alignment.
4. Use the Parking Field as a Facilitation Tool: When ideas, concerns, or topics arise that do not fit the current focus, capture them in the parking field. This helps maintain flow without losing valuable input. At agreed moments, revisit the parking field and decide what should happen with each item.
5. Develop an Action Plan: When working in the action plan or production field, the group focuses on co-production — deciding what will be done, by whom, and how.
6. Conclude and Re-Agree: End the process in the conclusion field. The group evaluates the overall process, reflects on whether intentions and targets are realistic, and makes any new or revised agreements.



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7. Revisit: The document can be revisited and amended throughout the co-creation process to help support further co-refinement and co-evaluation.

Adapt methods as needed... Different methods can be used within each field to support co-creation. The model is intentionally flexible, allowing facilitators and co-creators to adapt tools and techniques to their context.

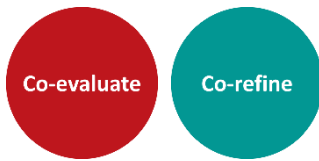
For more information and a step by step video, visit:

<https://www.youtube.com/watch?v=jWLhxxwj6r8Q&t=3s>



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Pecha Kucha



Activity introduction

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/organisation. The presentation in Pecha Kucha can help in a very concrete way to engage other people, sharing knowledge, getting new perspectives etc. It is underpinned by a short snappy presentation of pictures used to tell a story, rather than a more traditional presentation with lots of words. This activity can follow on from the storytelling or story cubes activities above.

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

Materials needed

- A computer or laptop with presentation software (e.g. PowerPoint, Keynote, Google Slides)
- A projector and screen (for face-to-face sessions)
- A timer or presentation software with automatic slide timing
- Images or visuals for slides (created by co-creators or sourced in advance)
- Optional: clicker or remote for slide control

Preparation for the activity

Explain the Pecha Kucha format: Ensure co-creators understand the structure of a Pecha Kucha:

- 20 slides
- 20 seconds per slide
- Slides advance automatically
- Emphasise that timing is fixed, which encourages clarity and focus.

Clarify the purpose: Decide what the Pecha Kucha presentations will be used for, such as:

- Sharing learning from a project
- Presenting ideas or concepts
- Summarising outcomes of a co-creation process

Define the topic or prompt: Provide a clear theme, question, or focus for the presentations to ensure consistency and relevance across contributions.



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Set expectations for content: Advise co-creators to rely primarily on images rather than text and to use visuals as prompts rather than explanations.

Allow preparation time: Build in sufficient time for co-creators to:

- Select or create images
- Structure their narrative
- Practise speaking to the strict timing

Prepare technical setup: Check that presentation files are compatible with the available software and that slide timings are set correctly in advance to avoid disruption.

Plan the session flow: Decide the order of presentations and how feedback or reflection will be handled after each presentation or at the end.

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.

30 minutes: Each group – preferably consisting of co-creators from the same organisation or working towards the same co-creation project – prepares one presentation. The groups have 30 minutes for this exercise – and you might need to shorten the presentations to only 5-10 slides. On the next page, there is a template that might help you with your planning on the next page.

20 minutes: Each group then presents their narrative for the whole group of attendees. Feedback from attendees and facilitator, focusing on how the presentation was delivered and potential next steps for their co-creation project can be considered.



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	Subject	Image	Narrative
Slide 1			
Slide 2			
Slide 3			
Slide 4			
Slide 5			
Slide 6			
Slide 7			
Slide 8			
Slide 9			
Slide 10			
Slide 11			
Slide 12			
Slide 13			
Slide 14			
Slide 15			
Slide 16			
Slide 17			
Slide 18			
Slide 19			
Slide 20			



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 the corresponding author.



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: <https://www.worldobesity.org/healthy-voices/advocate/co-create-dialogue-forum-tool>

Co-production Resources: Extensive list of co-production resources, curated by the Scottish Co-Production Network: <https://www.coproductionsotland.org.uk/coproweekscot/whats-happening-2022>

Things to consider when selecting a co-creation method: from the [Health Cascade](#) team: <https://zenodo.org/records/7414470> and <https://healthcascade.eu/>

Co-Creation Navigator: guiding you through the co-creation landscape, developed by Waag's Co-Creation Lab: <https://ccn.waag.org/navigator/>

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: <https://dementiaenquirers.org.uk/publication/the-dementia-enquirers-gold-standards-for-co-research-2/>

Design Kit by IDEO: A free resource for learning design thinking and co-creation methodologies: <https://www.designkit.org/methods.html>

iPRODUCE (H2020 project): This page provides a mapping and assessment of methods and tools with a strong application in Design Thinking and co-creation/co-production projects and approaches: <https://iproduce-project.eu/resources-and-results/co-creation-methods-and-tools/>

Methods and Tools for Citizen Participation and Co-Creation: <https://repository.oceanbestpractices.org/handle/11329/2313>

NHS England's co-production tools and models: <https://www.england.nhs.uk/always-events/> and



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<https://www.england.nhs.uk/always-events/co-production>

Online software that can be used to facilitate co-creation activities

Word Cloud

Free Word Cloud generator: [Free online word cloud generator and tag cloud creator - WordClouds.co.uk](#)

Padlet

www.padlet.com

Zoom Whiteboard

[Enhance Collaboration With Online Whiteboards | Zoom](#)

MIRO

www.miro.com

Mentimeter

www.mentimeter.com

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

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=



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