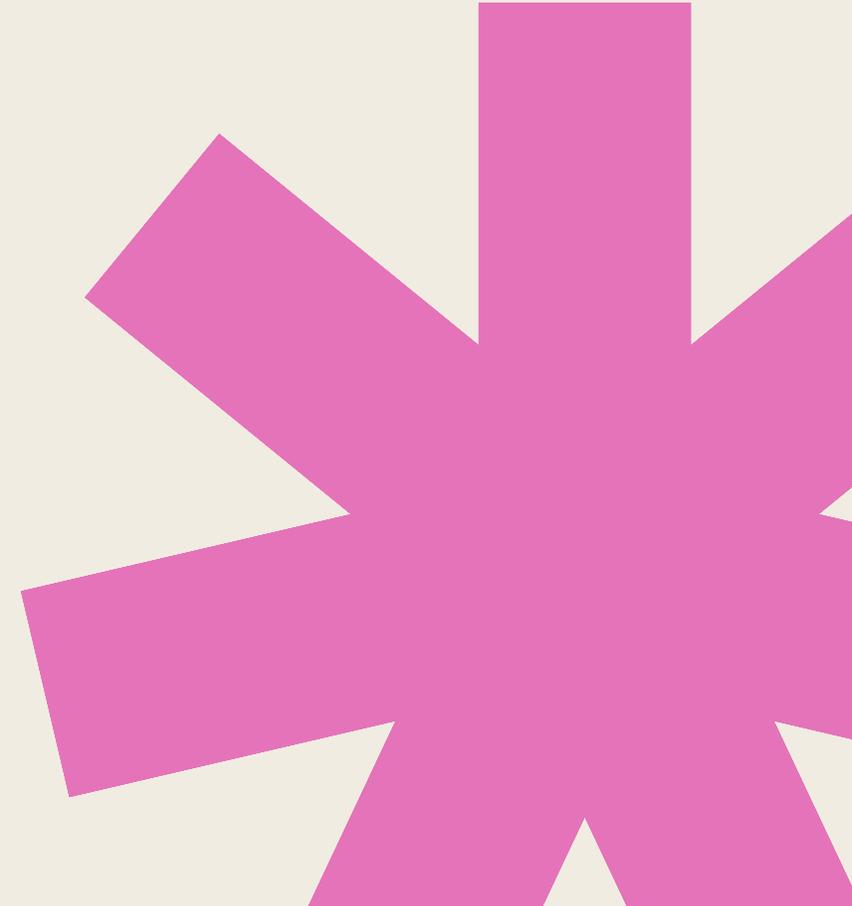
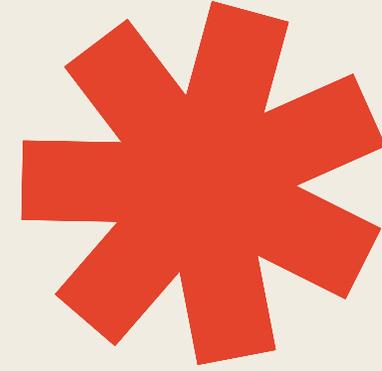




AGA KHAN FOUNDATION

Creative Activities for Work Teams and Communities of Practice

A guide for designing participatory,
productive, and engaging sessions





Using Creative Activities with Teams and Communities of Practice

Creative activities are useful because they:

- Enable everyone to participate on an equal footing.
- Support a high level of engagement and interest.
- Draw out insights that might not emerge through traditional approaches.
- Strengthen relationships between participants.

You can use the in-depth creative activities presented here to explore key questions with your communities of practice or other work teams.

All the activities presented here are customisable - please adapt them as you see fit to the needs of your communities of practice or work teams and, of course, explore new ideas for creative activities.



Creative Workshop Sessions

- Creative activity sessions are designed to support in-depth exploration of one key question together with a group. Ideally the key question should emerge from within the group.
- **Sessions are designed to last between 1½ hours and 2 hours:**
 - Check-in (15-20 minutes)
 - Creative activity to draw out experiences of participants (30-40 minutes)
 - Discussion building upon creative activity (30-40 minutes)
 - Check-out and next steps (15-20 minutes)
- All the activities in this guide have been tested and can be used in both in-person and virtual settings.
- These activities are not new, and draw from Participatory Rural Appraisal, Theory U, Lego Serious Play, among other sources.

Creative Activities

Activity	Useful For	Slide
Metaphor Sharing	Coming to know and understand group members, sharing and valuing diverse perspectives about an organisation or issue.	<u>5</u>
Individual Model Building	Coming to know and understand group members, sharing and valuing diverse perspectives about an organisation or issue.	<u>12</u>
Group Model Building	Understanding the current state and/or imagining the future state of an organisation or issue.	<u>19</u>
Group Collage	Understanding the current state and/or imagining the future state of an organisation or issue.	<u>27</u>
Roleplay	Exploring issues, challenges, and conflicts from different perspectives within the group.	<u>34</u>
Body Sculpture	Exploring our embodied responses to what is happening within our organisation and our work.	<u>42</u>
Fairy Tales	Understanding past and present norms and ways of working, envisioning future norms and ways of working.	<u>48</u>
Photo or Video Montage	Understanding the lived experience of an organisation or issue.	<u>55</u>

1

Metaphor Sharing

Metaphor sharing is a good way to get to know ourselves and our colleagues better.

It can help us understand how our colleagues perceive themselves, their teams, and the organisation. In doing so, it can build a multi-faceted picture of the organisation, identifying shared successes and challenges. This is a great introductory activity with a group.





Metaphor Sharing

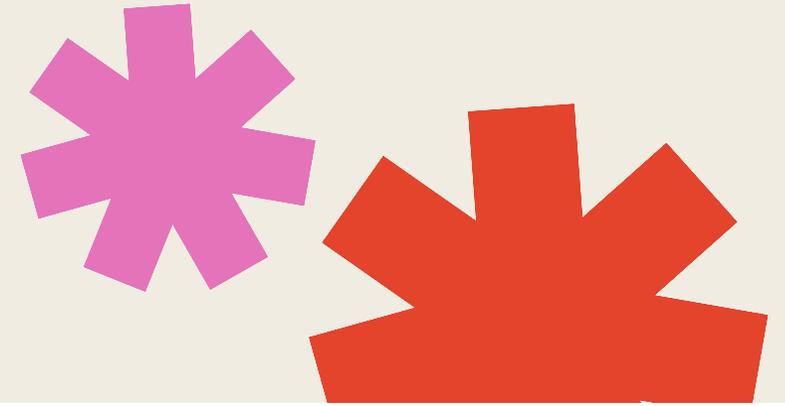
Introduction

In this activity, individuals identify and share metaphors with a group.

- The metaphors should be prepared in advance of the workshop, and may describe themselves, their work teams, their organisation, or an issue that they are facing.
- In an in-person workshop, participants draw or bring print-outs of their metaphors. They share their images individually and post them together on a wall or whiteboard.
- In a virtual setting, participants prepare soft copies of their metaphors, which they may have drawn, photographed, or found online. They share images individually and post them together on a virtual whiteboard.
- Generally we give around two minutes per person to share metaphors, and then around 20 minutes to discuss afterwards.

Metaphor Sharing

Instructions



In advance of the workshop ask participants to:

Prepare a metaphor that captures how you see

- Yourself and your role
- Your work team
- Your organisation

The metaphor can be anything, as an example, it could be something from nature (an animal, a plant, or a tree), something man-made (a building or a machine), or something fantastical (a mythical being or a magical place).

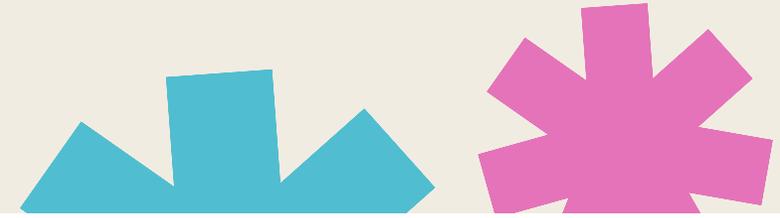
Think about why you chose your metaphor

What attributes of your choice resonate with you?

Find or create a picture that represents your metaphor that you can share with the group.

If you are up for it, why not draw it?

Metaphor Sharing Agenda



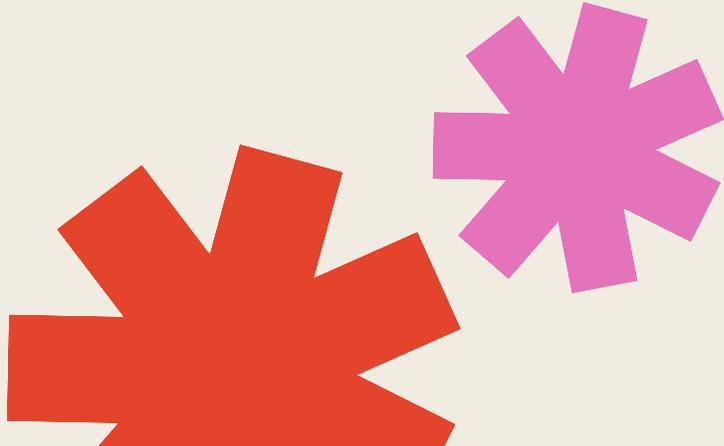
In-Person Workshop

- **Either:**
 - a) Participants take turns introducing their metaphors and why they chose them (approx. 2 minutes per participant), or
 - b) Participants move around the room, forming pairs and introducing their metaphors and why they chose them (20 minutes or more).
- Participants post their metaphors together on a wall or board.
- Discuss reflection questions together.

Virtual Workshop

- Participants take turns sharing their screen and introducing their metaphors and why they chose them (2 minutes per participant).
- Participants post their metaphors together on a virtual whiteboard.
- Discuss reflection questions together.

Metaphor Sharing Reflection Questions



Group Reflection

- Which metaphors resonated with you, and why?
- What commonalities/differences do you see across the metaphors?
- How do you feel as you look at the diversity of metaphors across members of the group?
- What might the different metaphors tell us about ourselves, or work team, and/or our organisation?

Individual Reflection (optional)

- What attributes of your metaphor might help you to navigate challenging times?
- What shadow aspects of your metaphor cause challenges within your work?

Metaphor Sharing Example

This metaphor board was created by a group of online participants using a virtual whiteboard and responding to the request to share a metaphor that captures how they see themselves and their roles at work.



Metaphor Sharing Example

This metaphor board was created by a group of in-person participants responding to the request to share a metaphor that captures how they see themselves and their roles at work. It was replicated virtually following the workshop.



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METAPHORS

2

Individual Model Building

Individual Model Building is a good way to get to know ourselves and our colleagues better.

It can help us understand how our colleagues perceive themselves, their teams, and the organisation.

Several metaphors can be combined into a single model, rendering models more descriptive, but also more complicated, than individual metaphors.



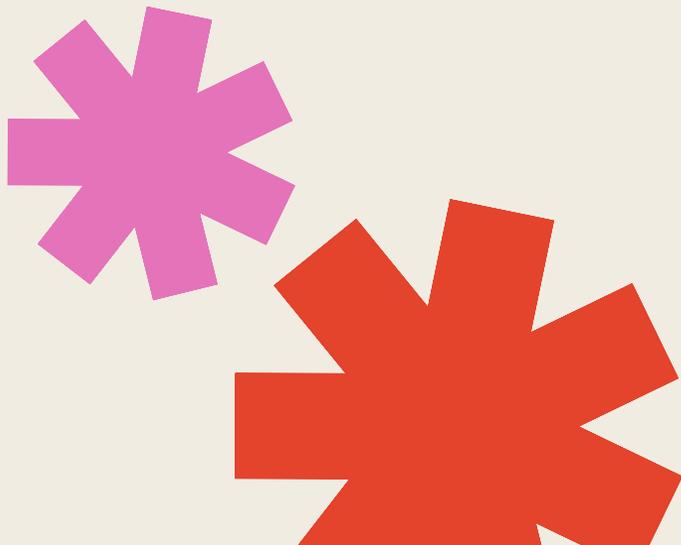


Individual Model Building Introduction

In this activity, each individual constructs a model.

- The model should focus on themselves, and may describe the present or future state of the builder's position in a situation, team, organisation, or process.
- It can help to offer a common analogy for models, such as to build a garden, a tower, or an island. This can catalyse the imagination of participants, and provide a common reference.
- Models can be built from anything, workshop stationery, household items, or items from the workshop venue.
- You can also use LEGO bricks, which can be particularly helpful if you want to transition from individual to group models within the same session.

Individual Model Building Instructions

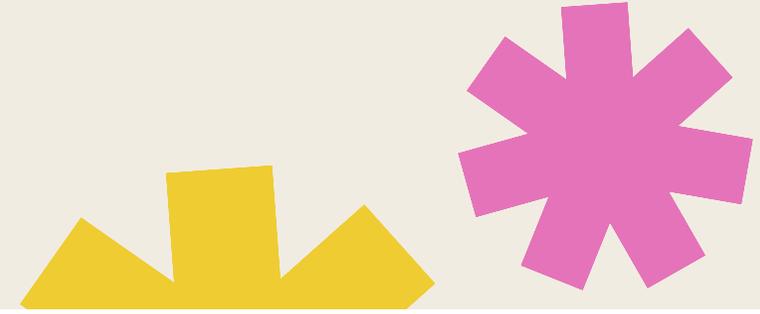


In the session ask participants to:

- Use available items to construct a model (of a tower/garden/island) that shows how you see yourself within...
 - A situation
 - A team
 - A process
- Each object in the model should represent a different element, quality, or stakeholder.
- The model does not need to be an accurate representation. Rather you can use metaphors to capture key attributes and ways of being.

Metaphor Sharing

Agenda



In-Person Workshop

Either:

- a) Modelling materials are scavenged by participants from whatever is available in and around the venue, or
- b) Modelling materials (card, string, tape, pipe cleaners, lollipop sticks, LEGO, etc.), are provided by facilitators.
- Individuals construct their models (approx. 15 minutes).
- Models are shared.
- Reflection questions are discussed in plenary.
- **Optional:** Individual models are brought together and either reconstructed, or placed together, as a group model.
- Group model reflection questions are discussed in plenary.

Virtual Workshop

- Model building materials (schools supplies, household items, children's toys, etc.) are prepared in advance by participants.
- Individuals construct their models (approx. 15 minutes).
- Models are shared.
- Reflection questions are discussed in plenary.

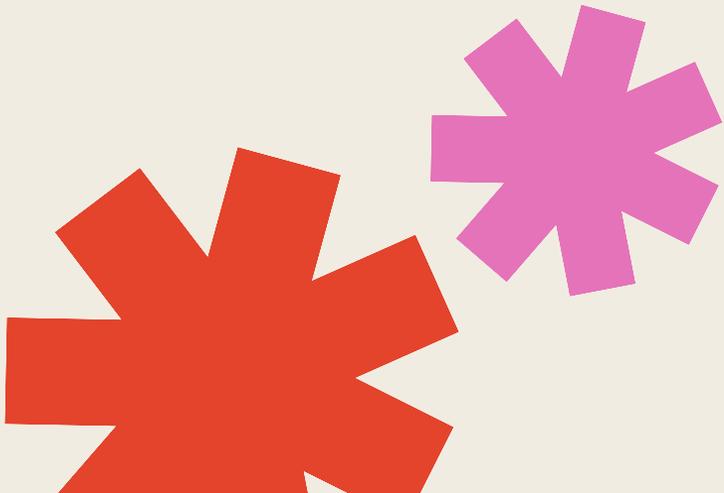
Individual Model Building Reflection Questions

After each individual presents their model:

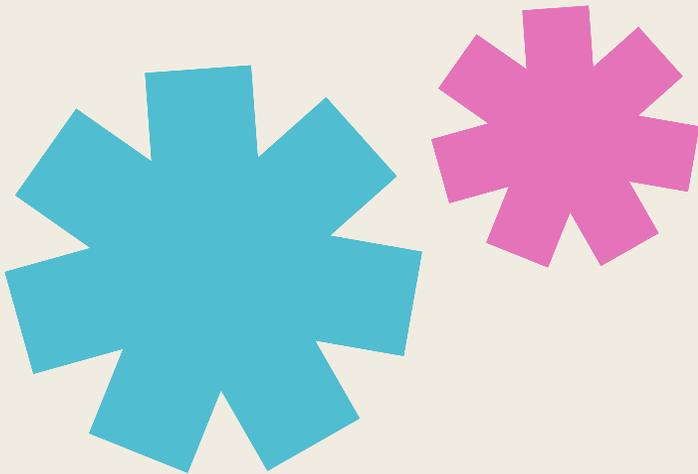
- What insights did you get from building this model?
- What is one thing you would like to change in the model?

After all models have been presented:

- What are some common or divergent themes across the different models?
- What can this activity tell us about (our key question)?



Individual Model Building Example



This individual model was built in response to the question, “How does the system constrain you from being who you would like to be?”

Individual Model Building Example



This individual LEGO model was built in response to the question.

“What superpowers/ strengths/skills do you bring to your team?”

3

Group Model Building

Group Model Building is a helpful approach for exploring an organisation, work team, or situation from diverse perspectives.

Models are not intended to be literal, and can include intangible as well as tangible components. Present state models can help groups to surface and understand problems. Future state models can inspire visioning and strategy processes.



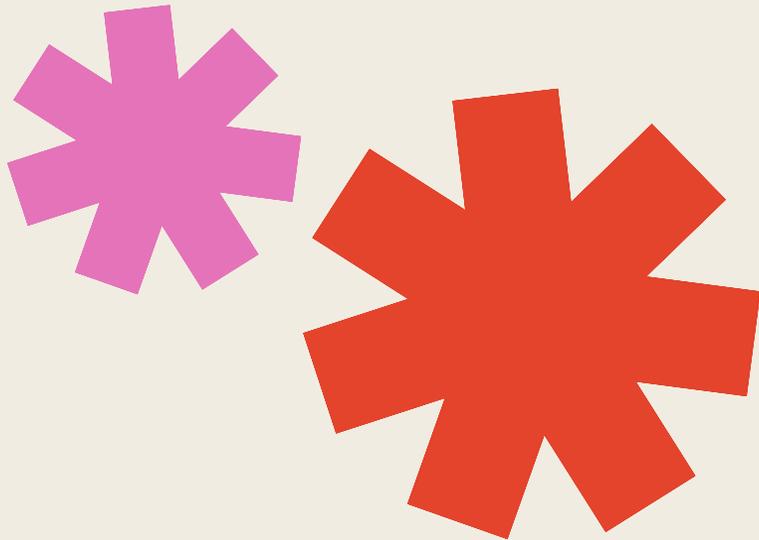


Group Model Building Introduction

In this activity, a group constructs a model together.

- The model may describe the present or future state a work team, an organisation, an ecosystem of organisations, or a situation.
- Models can be built from anything, workshop stationery, household items, or items from the workshop venue. You can also use LEGO bricks.
- Model building groups may be organised in clusters (e.g. head office/country office, male/female, programmes/operations) to explore similarities and differences.
- Alternatively, groups may be mixed to foster discussion, integration, and learning between group members.

Group Model Building Instructions



In the session ask participants to:

- Use available items to construct a model (of a tower/garden/island) that shows how you see yourself within...
 - The present state of...
 - The future state of...
 - The ideal state of...
- Each object should represent a different element, quality, or stakeholder.
- The model does not need to be an accurate representation. You can use metaphors to capture attributes and ways of being.



Group Model Building Agenda

In-Person Workshop

Either:

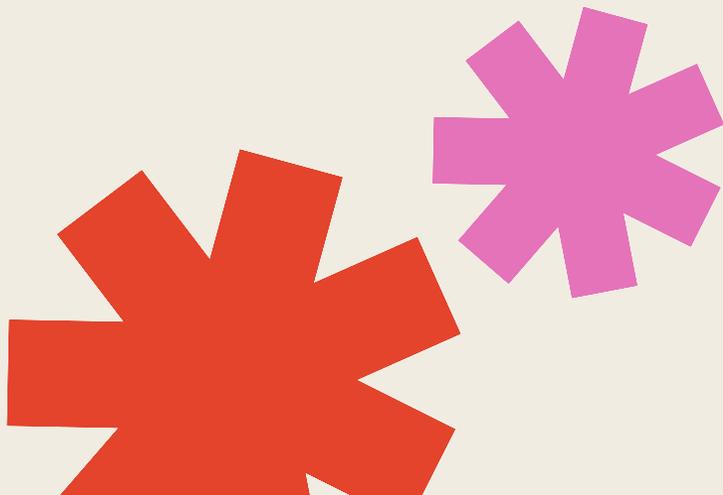
- a) Modelling materials are scavenged by participants from whatever is available in and around the venue, or
 - b) Modelling materials (card, string, tape, pipe cleaners, lollipop sticks, LEGO, etc.), are provided by workshop facilitators.
- Group members discuss and construct their models together (approx. 45 minutes).
 - Models are shared with the other groups.
 - Reflection questions are discussed in plenary.

Virtual Workshop

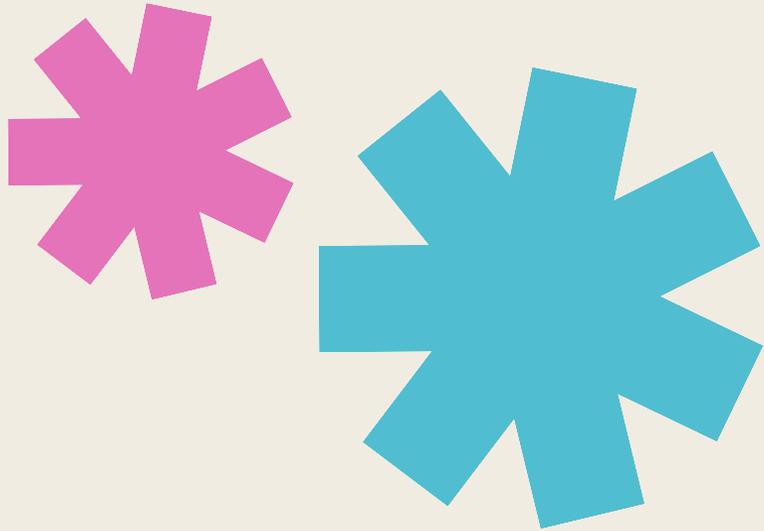
- Model building materials (schools supplies, household items, children's toys, etc.) are prepared in advance by participants.
 - i. A space, table/desk/floor to build on.
 - ii. Building materials (schools supplies, household items, children's toys, etc.)
 - iii. A webcam, so that group members can see the model being built.
- Group members discuss the model, and the model builder builds it (approx. 30 minutes).
- Models are shared with the other groups.
- Reflection questions are discussed in plenary.

Group Model Building Reflection Questions

- What reactions do you have to this model, why?
- Were there any insights or surprises for you during the model building process?
- What are some common or divergent themes across the different models?
- **For present state models:** What is one thing you would like to change in the model?
- **For future/ideal state models:** What are some key aspects of these models that we should work towards?
- What can this activity tell us about (our key question)?

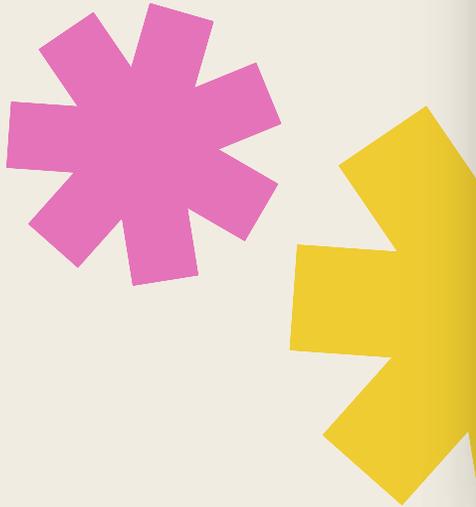


Group Model Building Example



This group model was built virtually in response to the prompt to construct a model that represents the current state of the organisation from your group's perspective.

Group Model Building Example

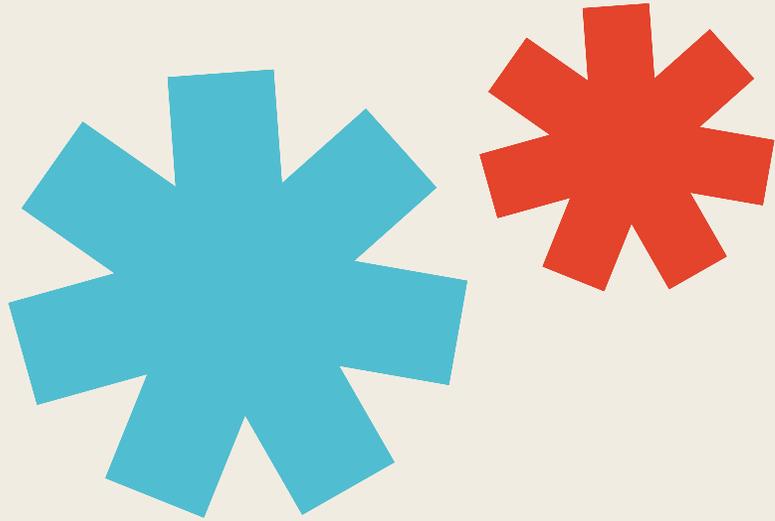


This group model was built in-person, in response to the prompt to construct a model that represents your group's vision for the future of the organisation.

As you build, imagine the organisation three years from now:

- What are you doing?
- Who are you working with?
- How are you working?
- What are you known for?

Group Model Building Example



This group LEGO model was built in response to the question, “What are the superpowers/ strengths/ of the team?”



Group Collage

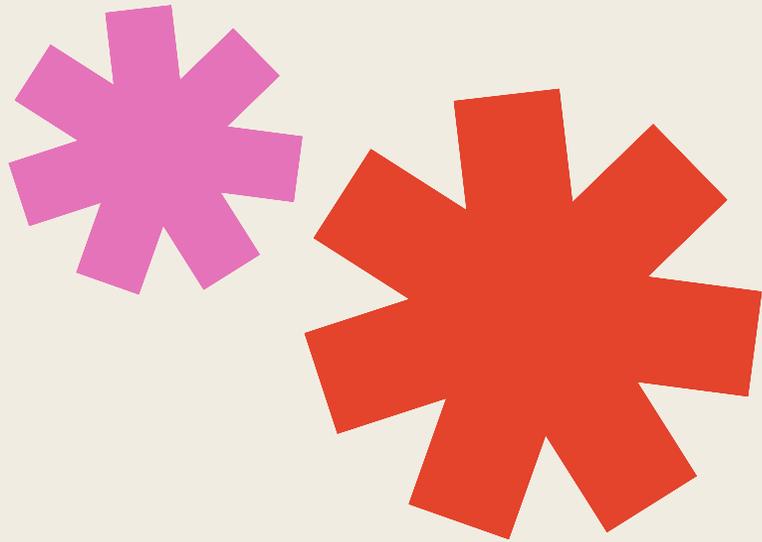
Introduction

In this activity, a group creates a collage together from images, words, colours, etc.

- The collage may illustrate the present and/or future state of a wide range of things such as an organisation, a team, a process, a project, a situation, a value (or set of values), etc.
- A variant of this activity is to offer a common analogy for collages, such as to create your collage in the form of a garden, a city, an island, or a computer game. This can catalyse the imagination of participants, and provide a common point of reference for analysis.
- Collaging groups may be organised in clusters (e.g. head office/country office, male/female, programmes/operations) to explore similarities and differences.
- Alternatively, groups may be mixed to foster discussion, integration, and learning between group members.

Group Collage

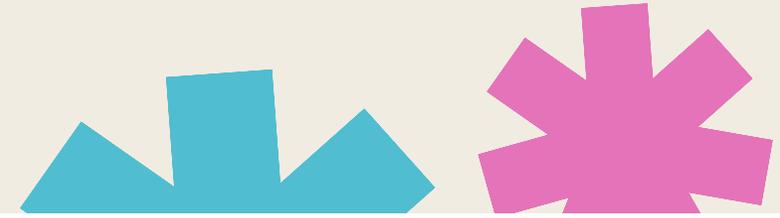
Instructions



In the session ask participants to:

- Work as a team to create a collage (or to create a collage of a city, garden, island, etc.) that represents the present state and/or the desired future state of:
 - A situation
 - A team
 - A process

Group Collage Agenda



In-Person Workshop

- Collaging materials (magazines, coloured paper, markers, glue, scissors, backing card) are prepared in advance.
- Group members discuss and create their collages together (approx. 60 minutes).
- Collages are shared with the other groups.
- Reflection questions are discussed in plenary.

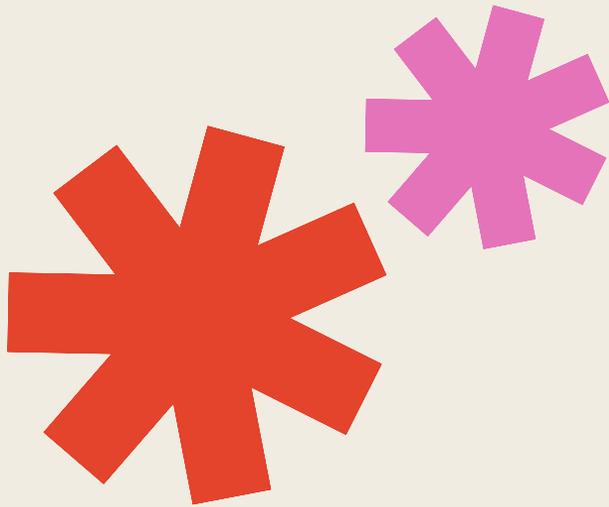
Virtual Workshop

- Collage is created on a virtual whiteboard using images and text found or created online.
- Group members discuss and create their collages together in a breakout room (approx. 30 minutes).
- Collages are shared with the other groups.
- Reflection questions are discussed in plenary.

Group Collage

Reflection

Questions

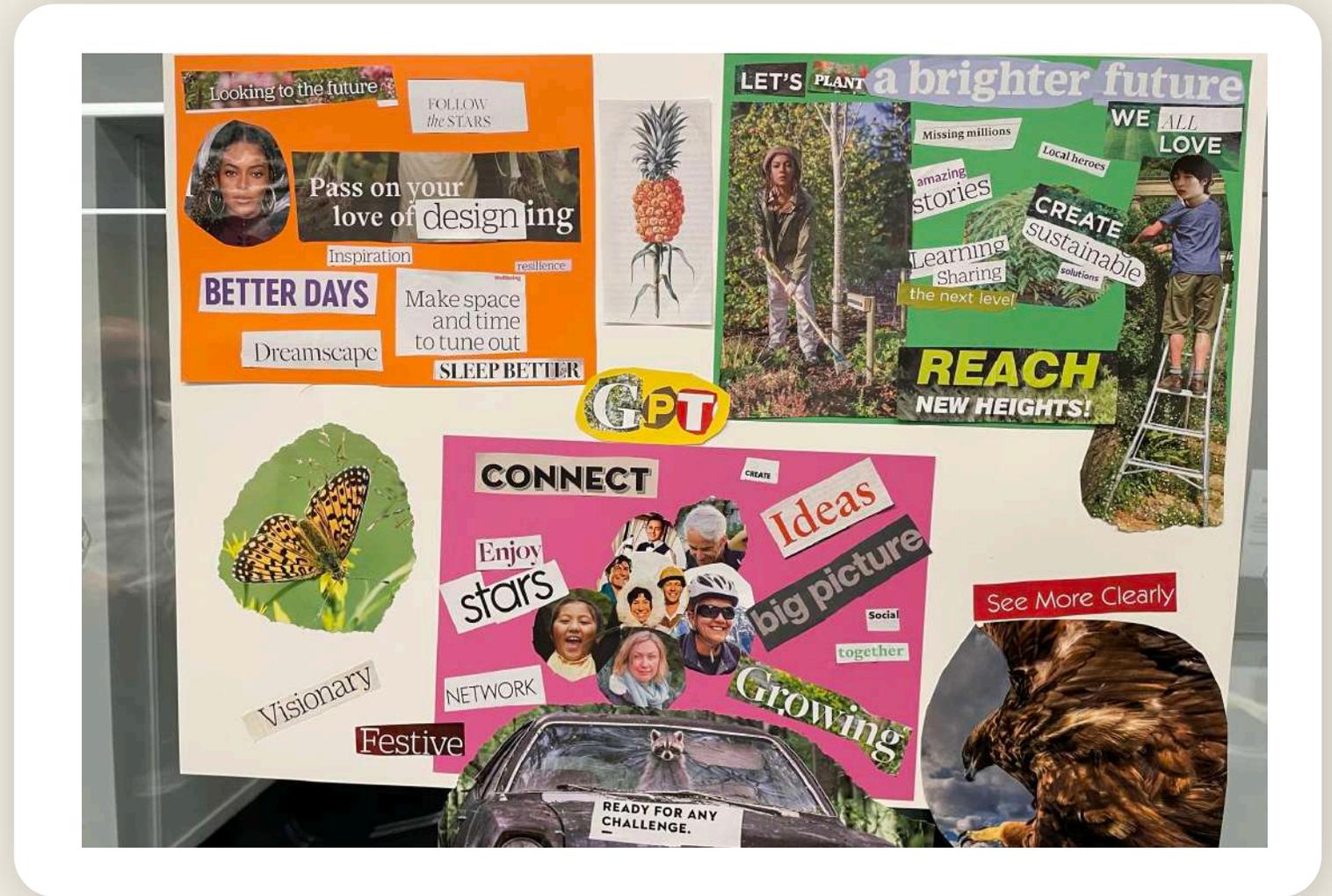
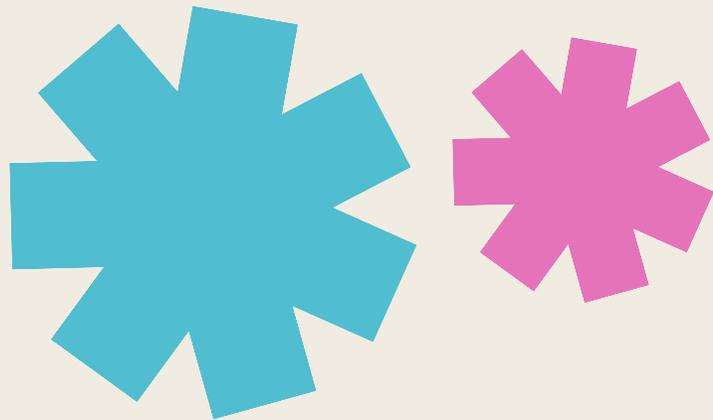


- What reactions do you have to this collage, why?
- What are some common or divergent themes across the different collages?
- What insights can we gather from the collages?
- For present state collages: What is one thing you would like to change in the collage?
- **For future/ideal state collages:**
What are some key aspects of these collages that we should work towards?
- What can this activity tell us about (our key question)?

Group Collage

Example

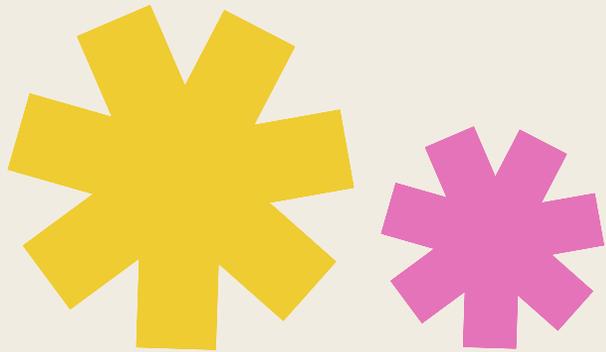
This group collage was created in an in-person session in response to the prompt, “How are we doing as a team, and where are we going?”



Group Collage

Example

This group collage was created in an online session in response to the question, “How would you represent your experience of communities of practice as a city?”



5

Roleplay

Roleplay is a helpful approach for exploring and understanding the diverse perspectives that exist around challenging situations and points of contention within work teams and organisations.

Roleplaying provides opportunities for participants to experience the pressures and expectations of colleagues in different roles.





Roleplay

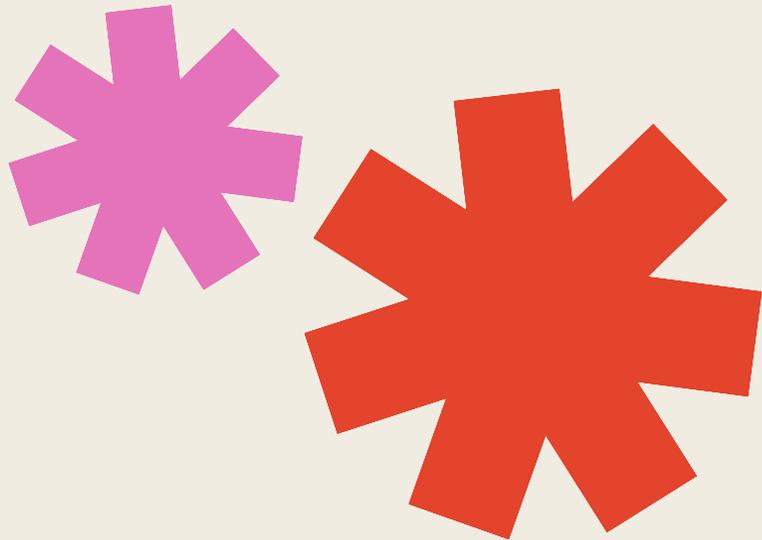
Introduction

In this activity, groups engage in roleplay to explore a scenario together.

- The scenario should be relevant to the focal question and should help us to explore group interactions.
- Scenarios and roles for each scenario should be prepared and distributed to participants in advance. If there are multiple groups they may enact either the same scenario or different scenarios.
- In an in-person workshop, groups may act out roleplays simultaneously, or one at a time with others watching.
- In a virtual setting, roleplays are acted out in breakout groups.
- In some cases, after the first roleplay, a prompt may be given to change the nature of the interaction in a second iteration.

Roleplay

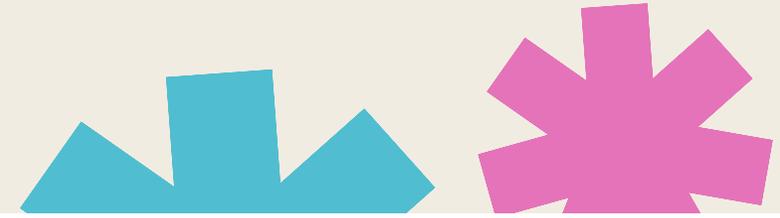
Instructions



In the session ask participants to:

- Take 5 minutes to review your scenario and character, and think about the role you will play in the improv.
- After 5 minutes, we will go into breakout groups. In your breakout, everyone will have the same scenario, but you will all improvise your character's response to the scenario. You can start by introducing yourself (your character), but quickly get into the discussion with different characters.
- Make sure you express your character's opinions. But, don't be afraid of upsetting anyone. It's just theatre!
- Breakouts will last for XX minutes.

Roleplay Agenda



In-Person Workshop

- Share roleplay scenarios and character descriptions with participants.
- Participants review their roleplay scenarios and character descriptions (5 minutes)
- **Either:**
 - If groups are doing the same roleplay, they enact them in breakout groups (approx. 15 minutes).
 - If groups have different roleplays, they may either enact them in breakout groups, or plenary.
- Reflection questions are discussed in plenary.
- *Optional: Groups may re-enact their roleplays in breakout groups following the plenary discussion.*

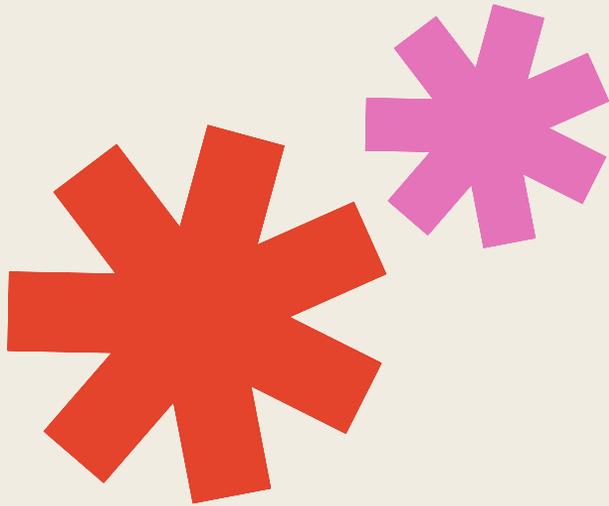
Virtual Workshop

- Share roleplay scenarios and character descriptions with participants.
- Participants review their roleplay scenarios and character descriptions (5 minutes)
- Groups enact their roleplays in breakout groups (approx. 15 minutes).
- Reflection questions are discussed in plenary.
- **Optional:** *Groups may re-enact their roleplays in breakout groups following the plenary discussion.*

Roleplay

Reflection

Questions



- What happened in your roleplay?
- What reactions did you have to the roleplay, why?
- Were there insights or surprises for you during the roleplay exercise?
- What are some common or divergent themes across the different roleplay groups?
- What can this activity tell us about (our key question)?

Roleplay

Example Scenario and Characters



Scenario A:

It's Wednesday, and there is a big proposal due on Friday to a strategic donor.

If the proposal is successful, it could unlock future funding. While a donor unit is coordinating the proposal, inputs are being provided by the country unit and reviewed by the Global Programme focal point.

A second draft of the proposal has been submitted for review, however sections regarding the approach and theory of change are weak and unclear. The donor unit has coordinated a call with the country programme lead, the country partnerships officer and the Global Programme lead to discuss the way forward.



Character 1: Donor Unit Lead

You are new to the organisation, and this is your first big proposal. You have been told how critical this donor is and you want to get this right.

You have reviewed a draft from the country unit, and provided significant feedback, particularly on the approach and theory of change. You have sent multiple reminders, but received few responses.

You are now seeing a second draft, and many of your comments have not been addressed.



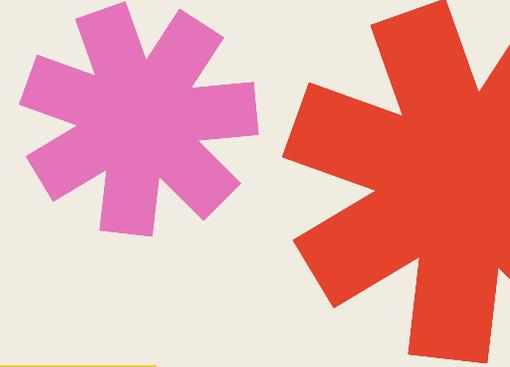
Character 2: Global Programme Lead

This is a donor you have pursued for a very long time, and they have finally agreed to see a proposal from you based on a project idea you pitched to them.

You had a discussion with the thematic lead of the relevant country and explained the importance of the donor as well as what you want to see in the proposal.

You provided feedback on the first draft, and the second draft still does not capture what you want to see.

Time is running out and the proposal needs a significant re-write.





Character 3: Country Partnerships Officer

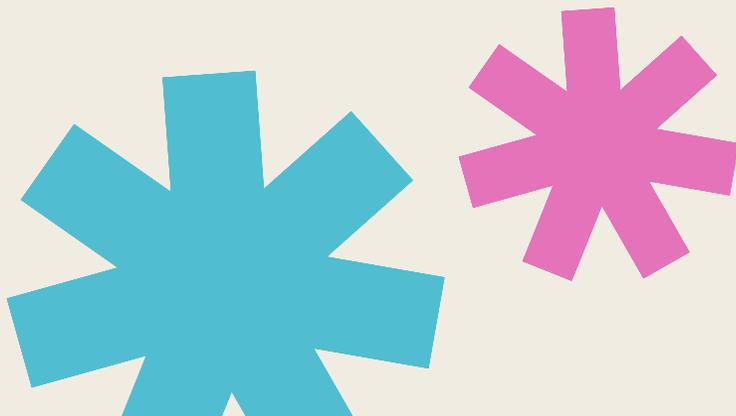
It's that time of the year – three proposals due around the same time. On this one, you have support from the donor unit, so you are spending more time on the other two, as they both need a strong writer. Those other proposals are incredibly important as the sector has little funding right now.



Character 4: Country Programme Lead

You have a lot going on. Two new grants have been signed and you only have one project manager.

You are coordinating the baseline evaluations for both grants as well as supporting on recruitment. Alongside this, you received a call from your Global Programme Lead mentioning the development of a proposal for a new donor the organisation has been trying to cultivate for a while. During the call, you mentioned how much you have going on with the hope that the Global Programme Lead would support with the proposal. The timeline shared by the donor unit conflicts with a lot of the major tasks and meetings you have scheduled.



6

Body Sculpture

This activity uses our bodies to explore experiences related to work.

Participants draw on their emotions and experiences to express themselves through 'body sculptures.' The activity helps us to explore how





Body Sculpture

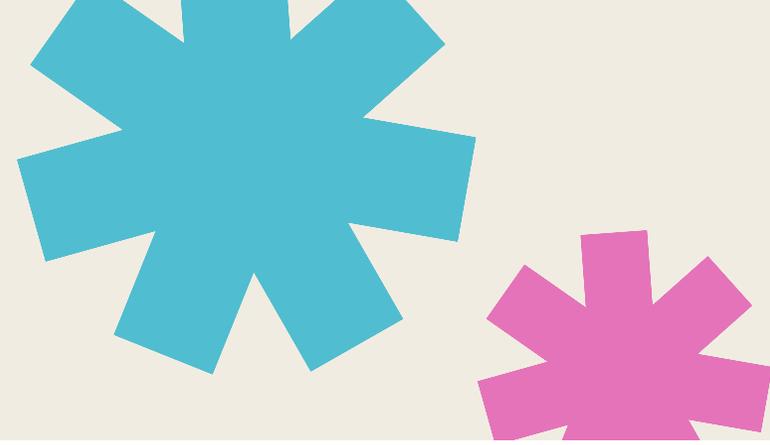
Introduction

This is part of a suite of approaches using embodiment for social and organisational change developed by the Massachusetts Institute of Technology ([Social Presencing Theater | u-school for Transformation](#)).

- Participants use their bodies to explore their reactions to a situation (e.g. a way in which they feel stuck, burnout, stress), and the feeling of release from that situation.
- This can be done virtually using cameras or in-person. In either case, breakout groups of around four people are ideal.
- These two videos are helpful to understand the process:
 - [Video 01](#) (until 4:15)
 - [Video 02](#) (from 4:40)

Body Sculpture

Instructions



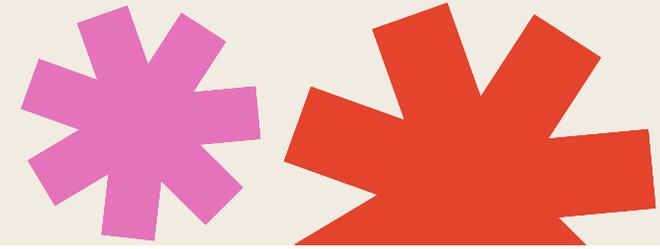
Before Sculpture 1:

- Create a sculpture (Sculpture 1) that embodies how burnout (or another emotion) feels to you. When creating your sculpture, try to focus on embodying what it feels like to be in your specific situation rather than acting or miming.
- In breakout groups, everyone will take it in turns to show their sculptures. When it is your turn, we encourage you to lean into and remain in your sculpture for 20 seconds so that everyone has time to absorb it. Take a short pause between sculptures.

Before Sculpture 2:

- Return to your breakout groups and take it in turns to transition from Sculpture 1 to Sculpture 2.
- When it is your turn, return to Sculpture 1. Take a moment to sink back into your original position and feel the emotion. Hold the sculpture for a few seconds, and then gradually transition from Sculpture 1 into Sculpture 2 which embodies a situation in which your emotions are resolved. Allow this to happen naturally, without practicing.
- Once you arrive at Sculpture 2 position, pause and stay for a moment so that everyone has time to absorb it.

Body Sculpture Agenda



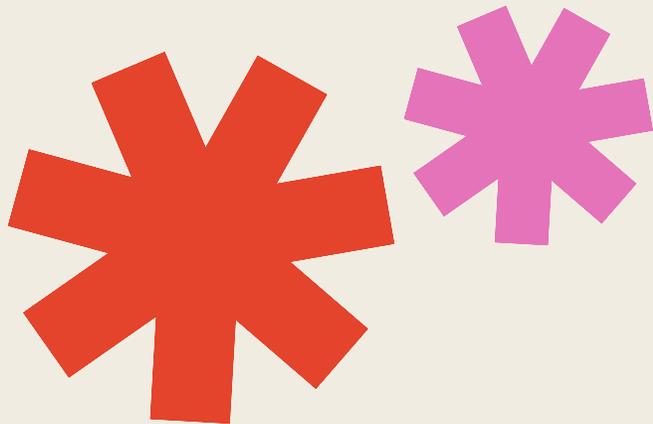
In-Person Workshop

- Participants individually create a sculpture with their bodies that embodies what burnout (or being stuck) feels like for them (2 minutes).
- In breakout groups, participants share their sculptures, holding them for a few seconds (8 minutes).
- In plenary, discuss Sculpture 1 reflection questions.
- Return to breakout groups. Participants take turns to share a transition from Sculpture 1 to Sculpture 2 which shows liberation from being stuck (10 minutes).
- Sculpture 2 reflection questions are discussed in plenary.

Virtual Workshop

- Participants individually create a sculpture with their bodies that embodies what burnout (or being stuck) feels like for them (2 minutes).
- In breakout groups, participants share their sculptures, holding them for a few seconds (8 minutes).
- In plenary, discuss Sculpture 1 reflection questions.
- Return to breakout groups. Participants take turns to share a transition from Sculpture 1 to Sculpture 2 which shows liberation from being stuck (10 minutes).
- Sculpture 2 reflection questions are discussed in plenary.

Body Sculpture Reflection Questions



After Sculpture 1

- How did it feel being your first sculpture?
- What did you learn about yourself?

After Sculpture 2

- What did it feel like to shift between Sculpture 1 and Sculpture 2?
- What can this activity tell us about (our key question)?

Body Sculpture Example



7

Fairy Tales

Fairy Tales provide participants with the opportunity to explore challenging situations from new perspectives.

Participants draw upon their knowledge and experiences to write fantastical tales about real-world situations. This can support groups to unearth and discuss issues that might be otherwise difficult to talk about. It may also help us to identify resources or solutions that might previously have been hidden.



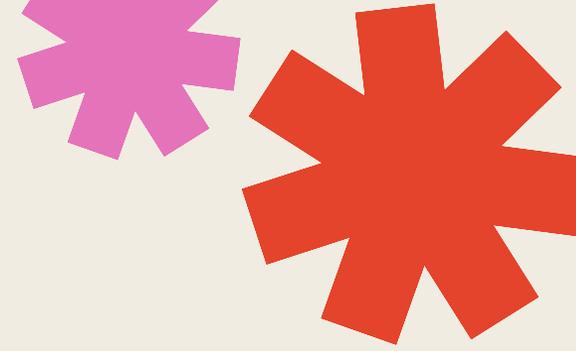


Fairy Tales

Introduction

In this activity, each individual creates and shares a fairy tale or a folk tale.

- The fairy/folk tale may use fantasy language and characters to represent real-life situations and dilemmas.
- Ask participants to prepare in advance by brainstorming about positive and negative aspects of the situation that they will be creating stories about.
- You don't need to tell people in advance that they will be writing fairy/folk tales. It's up to you.



Fairy Tales Instructions

Before the workshop

Think about an organisation, initiative or situation and make a few notes in response to the following questions:

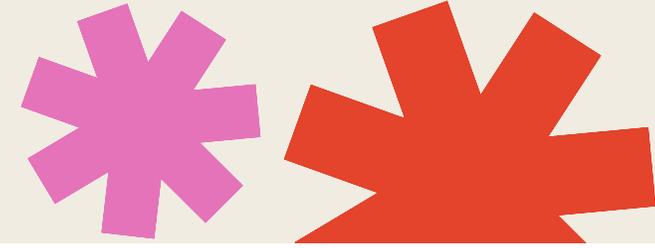
- What emotions arise?
- What challenges/dilemmas/conflicts are you and your colleagues facing?
- What is working well? What are you proud of?
- Which relationships are enabling? Which are constraining?

During the workshop

Take your experiences and create a fairy-tale or folk-tale that:

- Uses some variation of “Once upon a time”.
- Includes fantasy or make-believe elements.
- Draws upon fairy-tale or folk-tale tropes from your part of the world.
- Incorporates some of the ideas that you took note of in your pre-session work.
- You can write your story (in any language) or draw it if you prefer.
- Don’t worry about editing, just go for it!
- Your tale can be unfinished, to be continued...

Fairy Tales Agenda



In-Person Workshop

- Participants write fairy tales based on the aspects that they brainstormed before the session (20 minutes minimum).
- **Either:**
 - Share fairy tales in breakout groups and discuss reflection questions for each story (30-40 minutes), or
 - Share fairy tales together, perhaps in a different setting such as in a garden or around a campfire.
- Reflection questions are discussed in plenary (30 minutes).

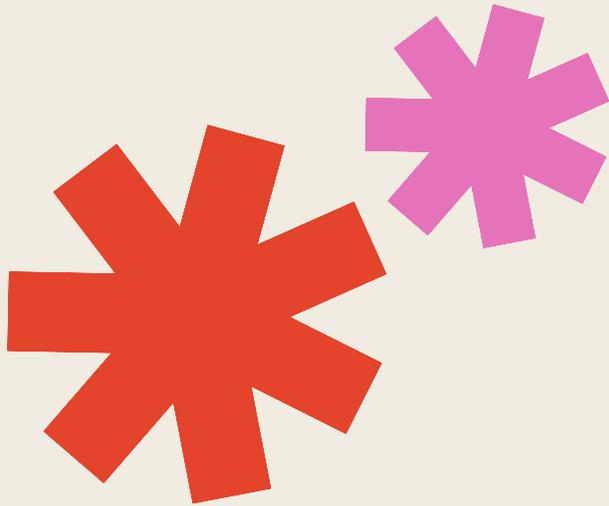
Virtual Workshop

- Participants write fairy tales based on the aspects that they brainstormed before the session (20 minutes).
- Share fairy tales in breakout groups and discuss reflection questions for each story (30 minutes).
- Reflection questions are discussed in plenary (30 minutes).

Fairy Tales

Reflection

Questions



Questions after each story:

- What did you notice?
What caught your attention in the story?
- What might the protagonist(s) need to achieve their goals?
- What resources might be tapped into?
- What difficult choices might need to be made?

Questions after all stories:

- What was your experience of sharing about organisational culture in the form of fairy-tales and folk-tales?
- Did you learn something new about yourself and/or your organisation by working in this way?

Fairy Tales

Example

This fairy tale was written in response to a prompt to write stories about times when participants had felt like they were working well together, and when they did not.

Owl Post

Once upon a time, there was a King that lived in the land of Genovia. The king oversaw kingdoms around the world, from the highest mountains to the lowest plains. The kingdoms faced similar demons – demons that caused the ground to shake, would stop food from growing, and would sometimes even turn the people against each other!

The king wanted the best for all his people, but he lived far away. Some places were so remote, you had to reach there by horse, camel, or even dragon! Sometimes he would send messages through his team of Owls – who spoke a variety of different languages, and all looked very different. Sometimes, when the Owls arrived, people in the Kingdoms couldn't understand them! The Owls would tell stories to the people from the mountains about the people from the plains. The people in the mountains couldn't understand why. These were very different places. They had nothing in common! They often felt like they weren't understood.

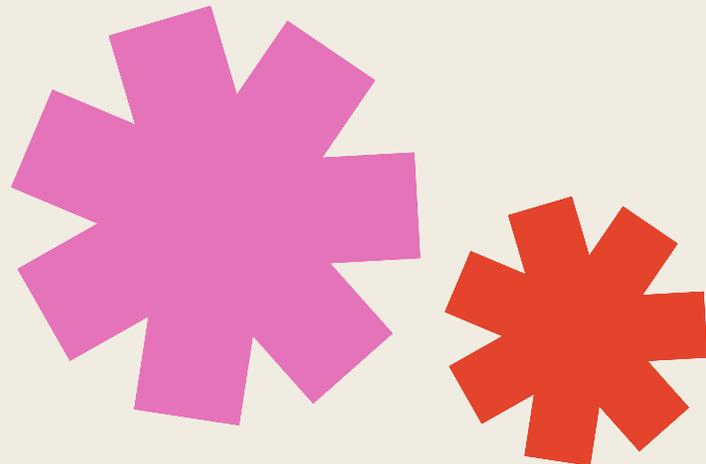
Every year the king would ask his people to send him letters to share their stories. He wanted to know if the demons had returned – whether there were ways he could help to stop them. The people didn't like to write the letters, they were so busy, after all. They were never sure where to start. What did the king want to know? How honest should they be about the challenges they were facing? Some letters would arrive, and they would be crumpled – the king was barely able to read them! Other times, the letters wouldn't arrive at all.

One year, as the letters began to come in, in all shapes and sizes, the king had an idea. What if the letters weren't only for him? But instead, shared across the lands? If the people from the mountains could hear the stories of the people from the plains, maybe they would realise they weren't so different after all. Would they find ways to learn from each other and support each other to battle their shared demons?

Fairy Tales

Example

This fairy tale was written in response to a prompt to write stories about times when participants had felt like they were working well together, and when they did not.



<p>Once upon a time...</p>	<p>And every day...</p>	<p>Until one day...</p>
		
<p>There was a team member who a part of a CoP.</p>	<p>But they never participated or turned on their camera. They listened and learned but did not actively participate.</p>	<p>They were asked to share a picture of their family with the CoP.</p>
<p>And because of this...</p>	<p>Until finally...</p>	<p>And ever since that day...</p>
		
<p>Suddenly this team member felt connected to the other members of the CoP and felt inspired to turn on their camera.</p>	<p>This person decided to jump in and actively participate in the CoP.</p>	<p>This person is a leader in the CoP, they feel more energized about their day-to-day role and they feel more connected to their colleagues from around the globe!</p>



Photo or Video Montage

A photo or video montage is a helpful way to gather and explore diverse perceptions that participants have about a topic or issue.

Participants gather image(s) or video from their day-to-day experience. This is then shared and discussed as a group.





Photo Montage

Introduction

In this activity, participants take and share photos (or videos) in response to a prompt or question. The prompt/question should be shared in advance to give participants time to take photos.

- Participants are asked to collect one photo/video, or a series of photos (e.g. one taken each day over the course of a week), and share these with session facilitators.
- Session facilitators collect images onto one or more virtual whiteboards, or combine video into a single file for sharing (this should be done before the session).
- During the session, participants share their images and videos and discuss their meanings, observations and insights.

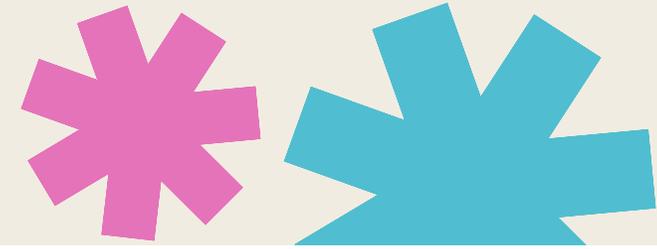
Photo Montage Instructions



Before the workshop either:

- **Take a photograph of something in your daily life that reminds you of:**
 - The organisation
 - A value (such as teamwork or pluralism)
 - A challenge (such as inequality)
- **Every day for one week, take a photograph of something in your daily life that reminds you of:**
 - The organisation
 - A value (such as teamwork or pluralism)
 - A challenge (such as inequality)
- **Take some video footage of something in your daily life that reminds you of:**
 - The organisation
 - A value (such as teamwork or pluralism)
 - A challenge (such as inequality)
- Share your image(s) and or video with the session facilitators.

Photo Montage Agenda



In-Person Workshop

Either:

- Each person shares their photo and explains why they chose their image(s) (20 minutes), or
- The group views the video together.
- Participants post their metaphors together on a wall or board.
- Reflection questions are discussed in plenary (20 minutes).

Virtual Workshop

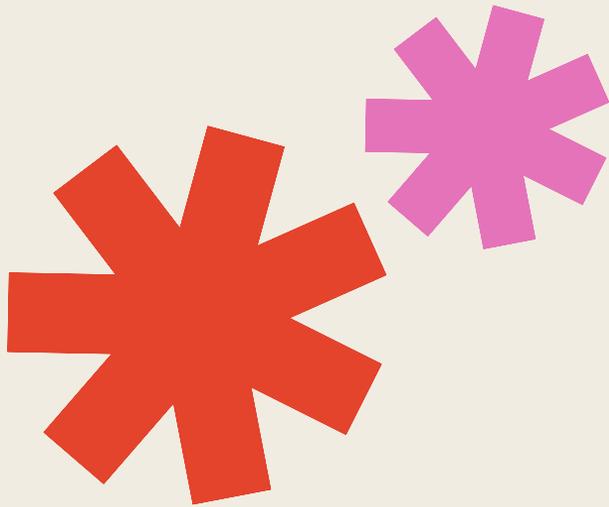
Either:

- Each person shares their photo and explains why they chose their image(s) (20 minutes), or
- The group views the video together.
- Reflection questions are discussed in plenary (20 minutes).

Photo Montage

Reflection

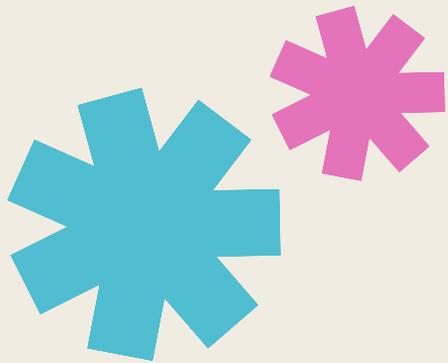
Questions



- What reactions do you have to the image(s) or video that has been shared?
What images stood out for you, in particular?
- What insights or patterns do you notice in the images and stories that have been shared?
- What can this activity tell us about (our key question)?

Photo Montage Example

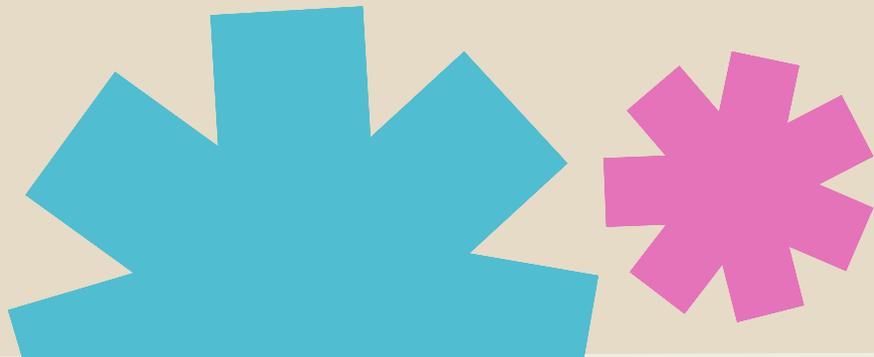
This photo montage was created in response to a request to send images that reminded participants of some aspect of the organisation.



Combining Creative Activities

If you are running a longer workshop, or working with a group over a period of time, you may want to combine several creative activities.

The following slides suggest different ways in which activities can be combined.



Exploring and Resolving a Challenge

- **Metaphor Sharing** helps colleagues get to know one another better, and builds empathy at the beginning of a workshop.
- **Roleplay** can help to provide different perspectives on challenges that are already known. **Fairy Tales** can help to unearth and unpack challenges that are less well known.
- **Group Model Building** and **Group Collage** enable participants to co-create a way forward.

Metaphor Sharing



Roleplay or Fairy Tales



Group Model Building or Group Collage



Individual and Team Reflections

- **Metaphor Sharing** can help to situate people within their work team or community of practice. In this situation, you will want to explore the ‘optional’ reflection questions.
- **Body Sculptures** deepen our understanding of our personal situation and response to a challenge.
- **Group Collage** enables teams to bring together individual responses and to explore issues as a collective.

Metaphor Sharing



Body Sculptures

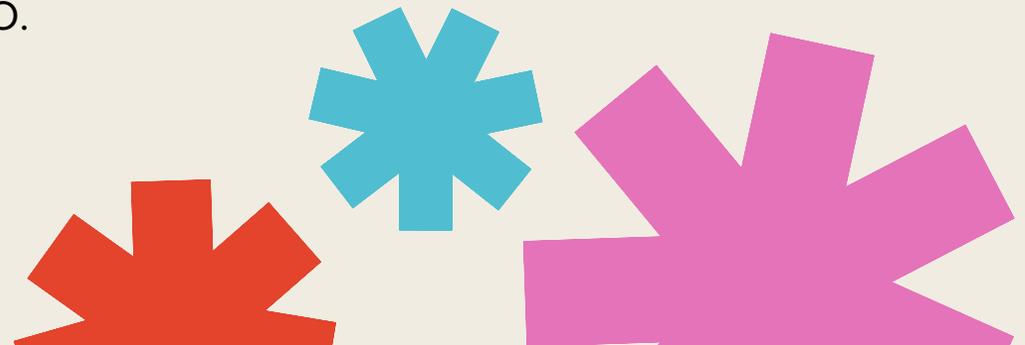
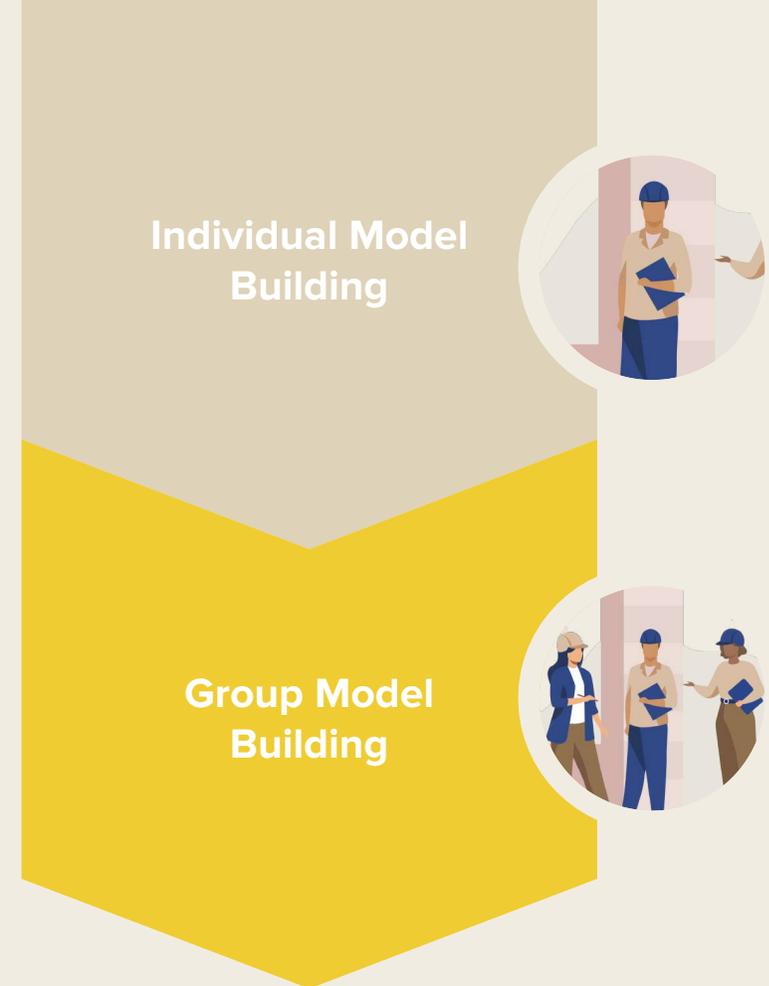


Group Collage



Working with Models

- **Individual Model Building** can help individuals to show the different attributes they bring to a work context.
- **Group Model Building** brings individual attributes together in a team model, which in turn can be situated within a landscape model that captures aspects of the environment a team is operating in.
- These activities are easiest combined if you build with LEGO.



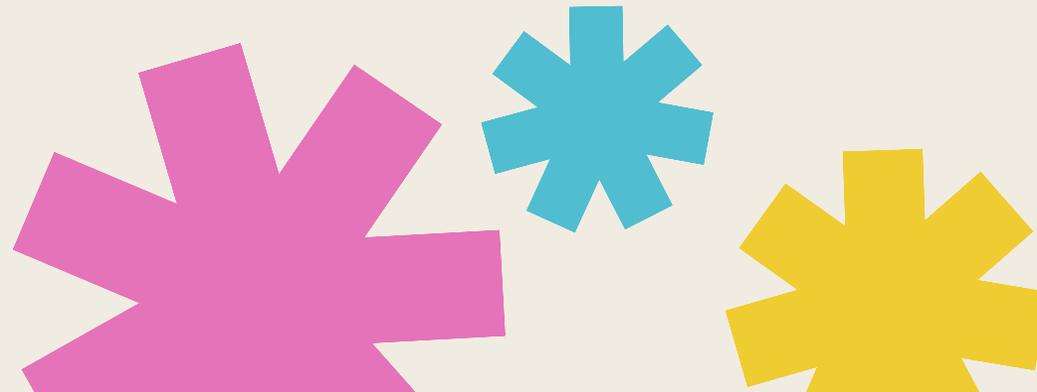
Working with Models

- **Photo Montage** gathers individual responses to a question or challenge.
- **Group Collage** brings individual images together and augments them with additional content to develop a team-level framing of the question or challenge.

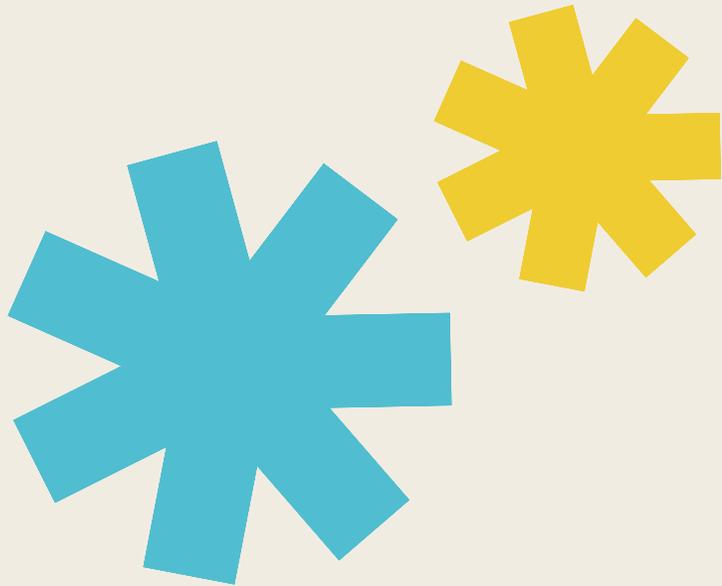
Photo Montage



Group Collage



Other Resources



- When designing a longer virtual session for your Community of Practice or work team, you might find it useful to combine the creative activities presented with other facilitation techniques.
- The ["Virtual Facilitation Techniques for Work Teams and Communities of Practice"](#):
 - Shares general tips for facilitating virtual Community of Practice sessions;
 - Guides you in developing an agenda for a virtual session;
 - Contains a range of short activities that can help participants break the ice, get to know each other, share expertise and experience, generate ideas together, and prioritise together;
 - Suggests tech tools to use in virtual sessions;
 - Provides a facilitator checklist for conducting virtual sessions.