



## ACTIVITY 04

# Co-Analysis Part 01: Scenario Building from Reflections

**DURATION: 55-60 MIN APPROX.**

### Purpose

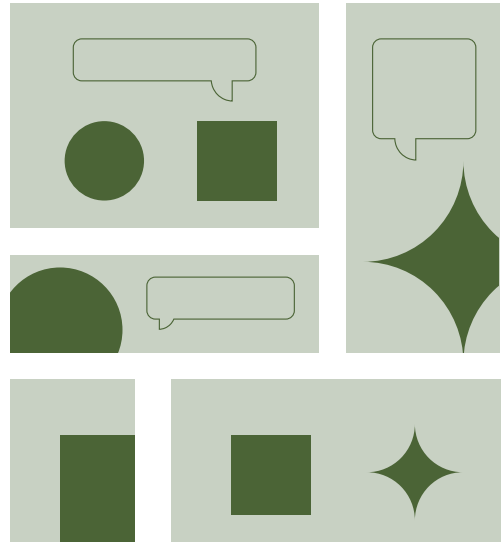
Scenario Building from Reflections is a collaborative storytelling and visual analysis activity that invites student partners to transform reflections, quotes, tensions, and experiences from earlier activities into short fictionalised or semi-fictionalised scenarios.

Using storytelling, drawing, and speculative thinking, participants explore what their experiences may reveal about participation, collaboration, institutional dynamics, communication, or change-making within the programme. The activity supports collective meaning-making by encouraging participants to move beyond isolated reflections and consider the wider systems, relationships, and patterns shaping their experiences.

Rather than focusing on producing polished stories, the activity prioritises dialogue, interpretation, and critical reflection.

### Materials

- Printed quotes, reflections or anonymous excerpts generated from previous activities
- Blank storyboard templates
- Large sheets of paper or flipchart paper
- Pens, pencils, markers, or coloured pencils

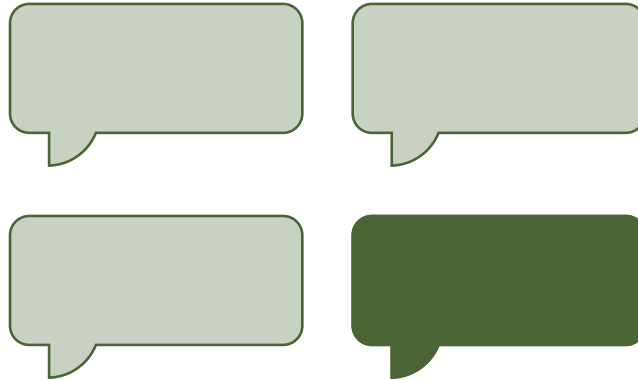


Scenarios may be realistic, symbolic, exaggerated, humorous, or speculative, depending on what best helps participants express and analyse their experiences. The activity also supports emotional distance and collective analysis by allowing participants to explore sensitive experiences through fictional or symbolic storytelling.

- Sticky notes

Optional:

- Coloured shapes or stickers to represent characters or institutions
- Prompt cards
- Example storyboard layouts



### Step 1: Read and Select Reflections

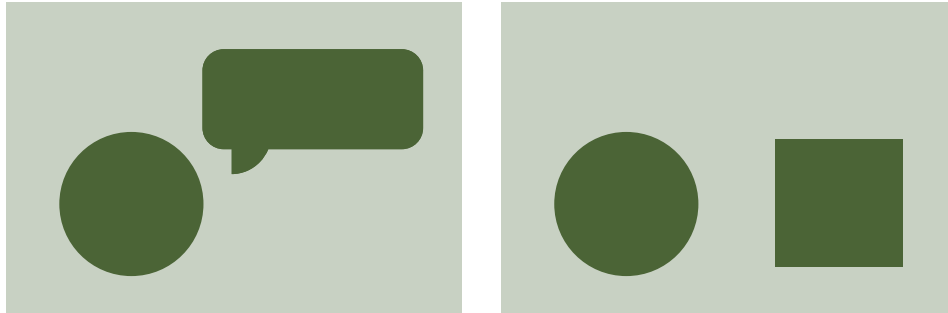
 DURATION: 10-15 MIN

Invite participants to review quotes, reflections, notes, or observations collected throughout previous activities.

Participants may work individually or in small groups to identify:

- reflections that feel emotionally significant,
- recurring tensions or challenges,
- moments of uncertainty, collaboration, or conflict,
- examples of meaningful participation or exclusion,
- questions or contradictions emerging across experiences.

Encourage participants to select one or several reflections that stand out to them.



### Step 2: Create a Scenario or Storyboard

🕒 DURATION: 20-30 MIN

Invite participants to transform their chosen reflection(s) into a short visual or written scenario.

Participants may:

- draw a storyboard,
- create a comic-strip sequence,
- use shapes or symbols to represent people or institutions,
- write short scenes or dialogue,
- create fictional or speculative future situations.

Scenarios should explore:

- what is happening,
- who is involved,
- what tensions, dynamics, or relationships are present,
- what the scenario may reveal about the programme, participation, or institutional structures.

Encourage participants to focus on communicating experiences and meanings rather than artistic skill.



### Step 3: Reflect on the Scenario

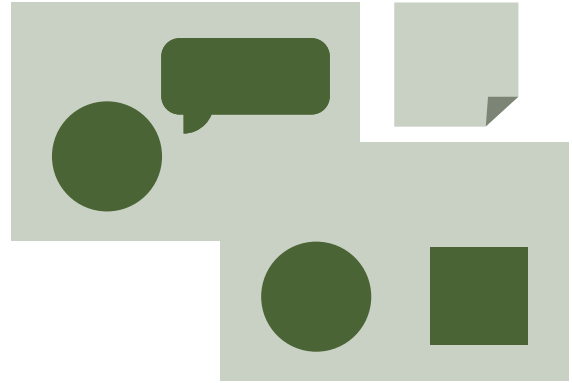
 DURATION: 10-15 MIN

Invite participants to reflect on the scenarios they created.

Possible reflection prompts:

- What does this scenario reveal about the programme or experience?
- What tensions, assumptions, or dynamics are present?
- What emotions or perspectives emerge through the story?
- What barriers or opportunities does the scenario highlight?
- What does this scenario suggest about participation, communication, or collaboration?

Participants may annotate their storyboard or discuss reflections within small groups.



### Step 4: Share and Discuss

 DURATION: 15-20 MIN

Invite participants to share their scenarios with the wider group if they feel comfortable doing so.

Facilitate discussion around:

- recurring themes across scenarios,
- differences in perspectives or experiences,
- common institutional or relational tensions,
- examples of care, collaboration, or resistance,
- insights emerging through storytelling and speculative thinking.

Encourage participants to notice patterns and connections across stories rather than evaluating individual scenarios.

