WELLNESS

INNOVATION LAB

Workshop guidebook

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ABOUT THE LAB

The **Wellness Innovation Lab** (WIL) was created in response to the mental health crisis across Quebec and beyond. Today's youth are struggling to find the support they need to thrive. Many English-speaking youths in Quebec believe that there are substantial gaps and barriers to receiving mental health services in their area (CHSSN Youth Pulse Survey, 2022).
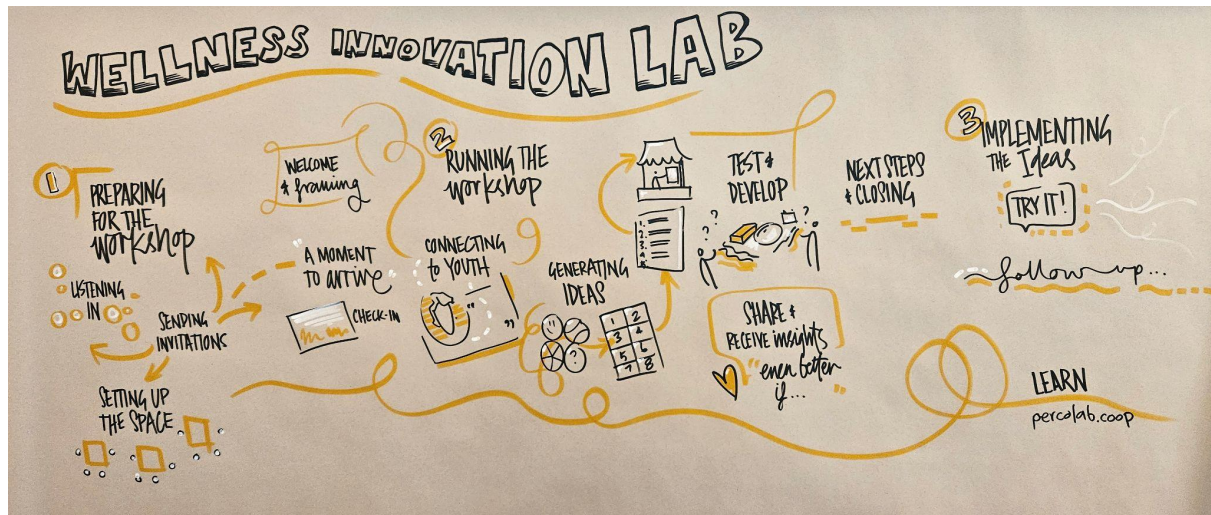
The Wellness Innovation Lab aims to support mental wellness among youth aged fifteen to twenty-nine. The purpose of the lab is to:

1. Offer a deep listening experience to youth where their voices can be fully heard;

2. To engage the school community in coming up with creative and realistic ideas for concrete solutions; and

3. To test and explore fresh ideas for activities supporting wellness and contributing to a positive school climate.

With a **Design Thinking** approach, students, teachers, staff and community partners are invited into a creative and playful workshop that encourages them to reflect on their personal challenges and needs regarding mental health and wellness. Through this workshop, they will explore and test ideas for creating meaningful experiences within their school and community.

OBJECTIVES AND OUTCOMES

Meaningful wellness experiences

The Lab focuses on caring for the wellness of youth and supporting them in developing key skills and approaches. By exploring new ideas for youth-focused activities, we also wish to offer them meaningful learning experiences that provide concrete practices that help them flourish in their academic, personal and professional lives.

Mental wellness is essential in achieving our goals and creating positive change in our lives. The innovation lab is a starting point to engage youth and adults in a conversation about wellness. We wish to normalize these conversations for all.

The Lab, in and of itself, is a wellness activity that allows students to be heard and validated for who they truly are as multidimensional individuals.

Designing with community

Youth, teachers, staff, and community development agents play crucial roles in creating and testing activities within the local school or community centre. This approach speaks to the notion that successful programs are not "done" to people but rather created "with" people.

> *"Nothing about us, without us."*
> This is Youth Voice. This is Teacher Voice.

Inviting your community to share their personal experiences and lived expertise in designing new activities creates a unique opportunity for transformation and innovation. Working with students and teachers to develop solutions increases the sense of ownership over new initiatives as they are launched. There is a better chance of following through with good ideas, even when there is a bump in the road.

Throughout the Lab process, we encourage youth and adults alike to think creatively while exploring practical solutions to their challenges. The best ideas are grassroots and come from the local community! We want to create a setting where we can develop ideas that can happen regularly. Rather than focus on one-off activities, we seek initiatives that can be practiced regularly and positively impact the school climate long-term.

Building our skillsets

This initiative leans on the CASEL Social and Emotional Learning (SEL) framework as a foundation for youth capacity–building. Through the lab and the activities we design, we wish to offer young people tools and practices they can use to overcome challenging situations in healthy and realistic ways.

Social and Emotional Learning is a framework used to understand how all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Simply put, the Wellness Innovation Lab is a space for youth to identify and prototype activities that contribute to Social and Emotional Learning, which contributes to wellness.

This framework describes five competencies as foundational skills for education and human development.

Self-awareness: your ability to recognize your thoughts, feelings and sense of identity that inform your actions.

Self-management: regulating your behaviours, thoughts, and emotions in a productive way that positively impacts your life.

Relationship skills: building and maintaining positive relationships and using effective listening, communication and conflict resolution skills.

Social Awareness: understanding other perspectives, empathizing with people different from you, and recognizing social and cultural norms and values.

Responsible decision–making: making constructive choices for yourself and others with consideration for ethics, social norms, risks, and consequences.

WHY THIS GUIDEBOOK

This workshop guidebook is designed for school and community members who want to run the Wellness Innovation Lab with youth in their network. In this guidebook, you'll find the various exercises and activities that will help you bring students together and engage them in speaking about mental health and exploring wellness ideas.

The guide is for School and Community stakeholders who work to develop activities and strategies in a partnership that contributes to mental wellness for youth. This includes School Principals, Adult Education Directors, School Board Consultants, Community Development Agents (CDA), Teachers and other Educators working to support wellness or a positive school climate.

We want to support your confidence and readiness to host a workshop. The guide includes information on who to invite, how to set up a space for the workshop and what supplies are needed. Details about the activities and links to other resources are included within this guidebook so you can offer this experience to your students or youth groups. Once the workshop is completed, the guide also helps you consider the next steps in implementing the chosen initiatives.

Trust that you know your community well. If an adjustment to the workshop is needed – that's okay! This guide provides you with a recipe – you can adjust it to best suit your needs and taste; by adding whatever fresh ingredients are in season.

At the end of this process, we challenge you to implement at least one student–derived idea that emerges from the workshop in your school.

ABOUT US

LEARN

The Leading English Education and Resource Network (LEARN) is a non-profit educational organization with a mandate to serve the English-speaking community of Quebec. This includes supporting schools to work in partnership to address youth's mental health and wellness needs. This is often done with the support of a Community Development Agent (CDA) working with a Community School or Community Learning Centre (CLC) Approach.

learnquebec.ca

Percolab Coop

Founded in 2007, Percolab is an international network of co-design, social innovation and systemic change firms. With visual thinking and design thinking at the heart of our work, Percolab offers participatory, inclusive and creative strategies to support organizations and communities in solving complex challenges by innovating new ways of working together.

Percolab's initiative, La Chicanerie (*Conflict Café*), provides individuals and groups with practical tools to build skills in understanding and dealing with conflicts, all with courage, conscientiousness and kindness. Part of the International FabLab movement and Inner Development Goal (IDG) hub network, Percolab's work is embedded in the socio-ecological transition.

percolab.coop

To learn more about this initiative, contact:

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PREPARING FOR YOUR WORKSHOP

Before running the Wellness Innovation Lab workshop in your school or center, prepare for the workshop with the following steps. These steps will help you run a successful workshop. This workshop aims to positively impact participants and support you in planting seeds for new wellness activities and programs.

1. Listening In

It's essential to understand what's currently happening in your school and community. We recommend that you reach out to people currently working to support students to discuss what you're noticing and what initiatives are currently in place.
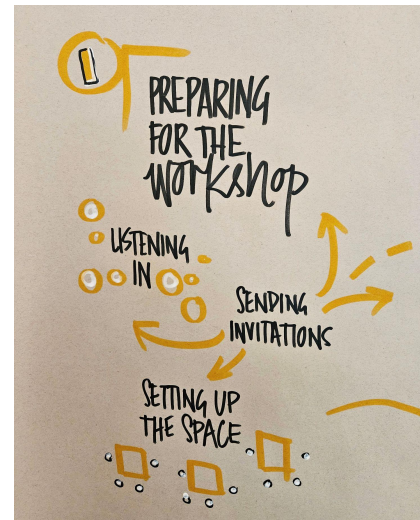
Many initiatives can support mental health directly and indirectly; activities can support mental health and wellness even if not designed with these results in mind. For example, in our first few workshops, students shared that their art workshops (Art hives), improvisation workshops and sports teams supported them in overcoming personal challenges. They shared that having someone to talk to whom they trusted, whether an adult or peer, helped them feel heard and cared for.

Here are questions for you to reflect on:

- [ ] What activities or programs currently support students?
- [ ] How frequently are activities offered?
- [ ] Who are they for? A select group of students, or can anyone join freely?
- [ ] What activities are no longer offered?
- [ ] How are some students getting support? What works well?
- [ ] What student needs are currently unmet?
- [ ] Who can help you get more information about what's happening?
- [ ] Who needs to be involved in the conversation about creating new initiatives?

2.   Understanding the Process

A step-by-step guide for the workshop is provided on the following pages. Resources are also offered at the end of the guidebook if you wish to have more information on any foundational elements mentioned throughout the guide.

We recommend that you practice some of the exercises yourself to better understand the mechanics before jumping in with a group of students. If you have a facilitation partner, do a rapid and playful run-through together to offer each other feedback and support while clarifying any questions that might arise.

3.   Crafting Invitations

A good invitation builds community and is an act of inclusion. It can create a sense of belonging. The wider we invite, the more we include people. Even if someone says no, they can still feel part of what they were invited into. An invitee can feel pleasantly surprised and delighted that people thought of them and that their involvement was desired.

Here are the aspects to consider when crafting the invitations:

1. **Intention**: convey the Lab's intention and why you want to see it in your school/community centre.

2. **Logistical aspects:**

    a. Location
    b. Date and time
    c. Food or beverages provided

3. **Participants**: Aim for about 10 to 25 people, with at least 60% of participants being students. Who should be involved:

    ☐ Students.
    ☐ Teachers
    ☐ School Staff (School Counselors, Spiritual Animators and Administrators)
    ☐ School Board Staff with experience in mental health and wellness
    ☐ Mental Health professionals connected to the school (CLSC/CIUSSS)
    ☐ Community Partners working to support mental health and wellness
    ☐ Networking Partnership Initiative (NPI – CHSSN) in your region
    ☐ Key decision-makers for moving forward with concrete actions

4. Sign-up and promotion:

☐ Email invitations with a link to a sign-up sheet

☐ In-school promotion for students: flyer with a QR code or registration list for signups

Example Poster

4. Space and Materials

Choose an inviting and creative space for the workshop! Some possible options are the school library or art room. Ensure enough space for everyone who signed up for the workshop (10 to 25 people).

Configuration

- ☐ Tables with 4–5 chairs per table
- ☐ 1 table for materials
- ☐ 1 table for beverages and food
- ☐ Wall space for posters, workshop agenda and harvest sheets

Material list

Use things already present in your school or community centre. Consider borrowing materials from the art room, theatre room, library, etc.

- ☐ Markers and pens
- ☐ Paper 8x11
- ☐ Large sheet of paper or board (per group)
- ☐ Crafting materials
  - ☐ Legos/building blocks
  - ☐ Modelling clay
  - ☐ Coloured paper

Seating arrangements

Be aware of potential power dynamics between students, teachers or other adults. We recommend having students and adults sit at separate tables. In past workshops, we found that youth are less likely to share their ideas for fear of not having the "right answer". In the later stages of the workshop, youth and adults will change tables and share perspectives with one other.

WELLNESS INNOVATION LAB WORKSHOP

The Wellness Innovation Lab uses a student-oriented workshop as a launching pad for the Lab. The workshop should be held in a school or community centre to make it easy for students to attend. This workshop aims to uncover student needs and desires so that decision-makers can properly listen to students and implement strategies that meet their needs.

Throughout the workshop, the main goal is to uncover ideas for meaningful wellness activities that build life-long skills for youth aged 15-29 years. The approach involves designing with youth so that their voices are heard, acknowledged and embedded within the process from the beginning.
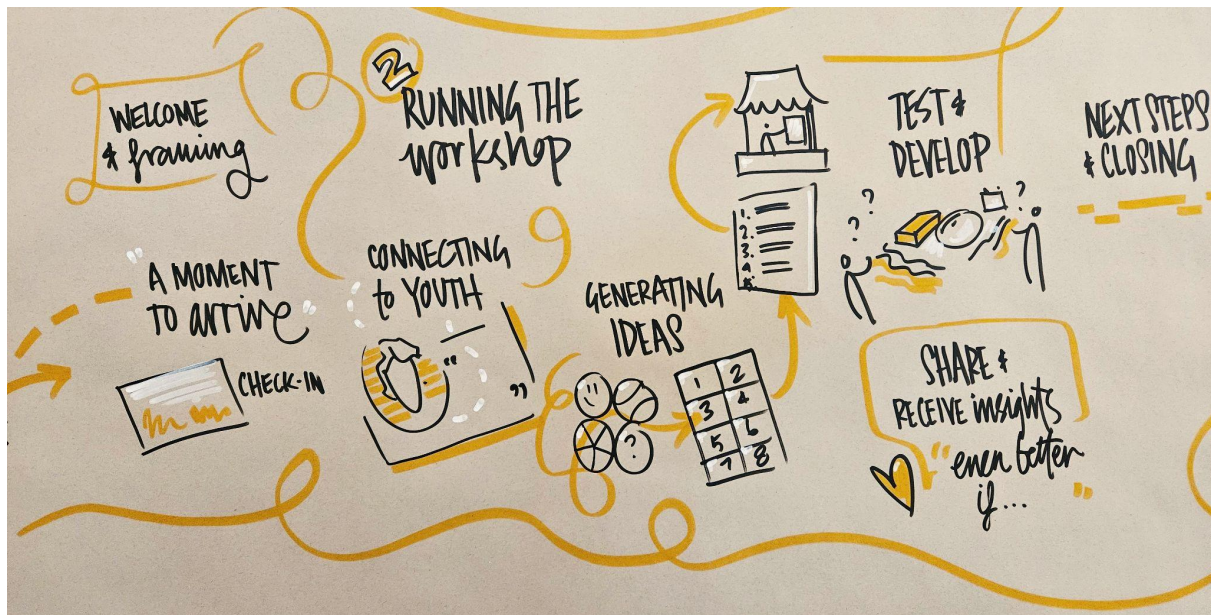
Design Thinking Approach

Design thinking is a human-centred innovation strategy that encourages people to generate new ideas in fun and creative ways. This approach focuses on the specific needs of who you are designing for, in this case, youth aged fifteen to twenty-nine.

Design thinking uses an iterative approach to test and improve ideas or concepts at a fast pace. During the workshop, participants will generate new ideas, choose one that they want to work on and then create prototypes to test the idea. During the testing phase, they will receive feedback on their prototype and make adjustments, and then repeat the process again with a continuous improvement mindset.

In this workshop, we involve the end users (youth) in the process's testing, prototyping and evaluation phases so that we can bring their ideas to life and implement them within their schools.

Five Key Factors of Creativity

Creativity is an essential part of design thinking. To explore new ideas and see how a prototype can fit in our current context, invite participants to be creative, imperfect and playful.

Creating space to step outside of our usual way of thinking and doing

A specific time to be in your creativity

Give it time to emerge

Confidence in yourself, don't be afraid to make mistakes

Joy and lightness, to be open to what emerges

RUNNING THE WORKSHOP

1. Welcome and Framing

Introduction and Intention:

To begin the workshop, it's best to remind everyone why we gathered together. Remind the participants of the intentions of the workshop and what we hope to get out of it at the end. This helps us all feel aligned and connected to the purpose.

Here's a text you can read to explain the workshop to the participants:

> "Welcome to the Wellness Innovation Lab. This Quebec-wide initiative is designed to create a space for students and adults to come together and discuss mental health and wellness. The aim is to normalize the conversation around mental wellness and discover new ideas for what you can do to support today's youth. Through this workshop, we hope to:
>
> 1. Offer a deep listening experience to youth where their voices can be fully heard;
>
> 2. To engage the school community in coming up with creative and realistic ideas for concrete solutions; and
>
> 3. To test and explore fresh ideas for activities supporting wellness and contributing to a positive school climate.
>
> This workshop uses a design thinking approach so that we can be creative and playful with coming up with new ideas while reflecting on personal challenges and needs regarding mental health and wellness. By the end of the workshop, we'll have a few ideas of things we want to test in the upcoming months within the school."

Go through the workshop flow by using the illustration as a guide. This will help everyone know what to expect and where they're at in the process at any given time during the workshop.

> **Time**: 5 minutes

> **Materials:** Illustration of the workshop flow to be used as a guide

2. A Moment to Arrive

Introduction and Intention

Say hello with intentionality and a dash of creativity. This first activity is a "check-in," which helps us to connect with ourselves and others before we dive into the full process. A check-in helps to clear away external distractions, promotes quality listening and allows us to be fully present, creating a more authentic atmosphere.

Time: 5 minutes

Group type: Table group, and then the full room

No. of people required: All participants

Prerequisites: N/A

Materials and templates: Large paper on the table with pens and markers

Running the activity

Instructions:

1. On the large sheet of paper, write your name, one word about what inspired you to join us today, and a doodle/small drawing.
2. Invite everyone to roam the room and see what others have written down once most people are done, silently witnessing the other people present in the room.

Harvest: N/A

3. Working with Stories

Introduction and Intention

Stories are great ways of listening to what's happening in the lives of the people we're working with and hearing about the greater context. Depending on who you are working with during the Lab workshop, you can choose between three options for this workshop phase.

Option 1: Narrafirma Story Capture

This option helps youth and adults connect with their mental wellness journey by sharing a recent story about a positive experience, a challenge they faced or a time when they were supported by someone else. This is an individual activity where each person responds to a series of questions and considers their experiences and needs.

> Most suitable for groups who are meeting for the first time or for youth who may feel discomfort while sharing a personal story within a group setting.

Option 2: Listen For… a storytelling game with a twist

Listen For… is a simple and lighthearted way to share stories and practice listening skills that foster relationships and well-being. This game invites participants to share a recent story while other participants listen through appreciative lenses and mirror back their learnings.

> Most suitable for groups that feel safe and comfortable with one another, and that use discretion when sharing personal information about themselves and others.

Option 3: Persona Generation

A persona is a fictional character used in design thinking with the purpose of connecting with target users. This exercise helps us imagine and connect with youth aged 15–29 who might benefit from the Wellness Innovation Lab.

> Most suitable for adults who want to connect with a variety of student needs and perspectives.

Option 1: Narrafirma story capture

Introduction and Intention

During this activity, we ask participants to write a short story from the recent past that involves mental health or wellness and school life. The Narrafirma story capture uses a participatory narrative inquiry approach in which groups participate in gathering and working with raw stories of personal experience in order to make sense of complex patterns for better decision-making.

This exercise gives us an opportunity to learn from another person's experience. Stories have the power to shape, strengthen or challenge our opinions and values. When a story catches our attention and engages us, we are more likely to absorb the message and meaning within it than if the same message was presented simply in facts and figures. The participatory narrative inquiry approach focuses on the profound consideration of values, beliefs, feelings, and perspectives through the recounting and interpretation of lived experience.

The full Narrafirma story form can be found at this address:
https://stories.percolab.com/wp-content/plugins/narrafirma/webapp/survey.html#project=Learn&survey=Learn%202022

The story form offers three story prompts which can guide participants in choosing the story they want to share.

☐ A story about a time when you took part in an activity at school that positively affected you or others.

☐ A story about a time when you supported someone else with their mental health.

☐ A story about an experience when you were having a hard time or when something challenged your mental health.

    Time: 15 minutes

    Group type: Individual

    No. of people required: All participants

    Prerequisites: N/A

    Materials and templates:

        ☐ Printed versions of the story form, pens/pencils

Running the activity

Framing

The intention of this exercise is to connect with ourselves and our recent experiences regarding mental health and wellness. In the story form, you'll notice three story prompts that can help you think of a story you'd like to share. We are interested in stories about mental health and wellness. Mental health includes our emotional, psychological, and social well-being; how we think, feel and behave in different situations. We will use these stories to discover what's currently happening in our school and community and what we want to see more of in the future.

Make the story short and specific (like talking to a friend). Tell as many stories as you like. Feel free to write your story in English or French. The collected stories will be shared and made visible to the community, so please don't submit personal or confidential information in your story.

Instructions

1. Pick a story prompt and follow the instructions on the story form.

Harvest: Survey forms. Please send these forms to the contact person for the Wellness Innovation Lab. We are collecting stories and data to inform future lab initiatives.

Option 2: Listen For… a storytelling game with a twist

This activity leads to empathy and deep listening while uncovering important information about initiatives within the school and/or community, or about challenges, needs and desires.

We will use *Listen For…,* a serious story game developed by Percolab, to support people in sharing their stories. Listen For… is a simple and lighthearted way to share stories and practice listening skills that can transform your work, relationships and well-being. By playing this game, you'll listen to stories from a particular lens that helps you to step out of your usual ways of thinking and listening. We all have a specific way of listening; we often repeatedly fall into the same patterns without realizing it.

> **Time:** 25 minutes
>
> **Group type:** Groups of 3 people
>
> **No. of people required:** 2 to all
>
> **Prerequisites:** Modelling of the game by facilitators
>
> **Materials and templates:**
>
> ☐ "Listen For…" game (1 set for every group of 3 people)
>
> ☐ In each group, the set of Storyteller card with the Storyteller instructions card, and the set of Listener cards

Running the activity

Framing

The intention of the game is to experience a quality listening moment, to connect with one another and to discover each other differently. While playing the game, we can share a recent personal story about mental health or wellness. It can be something small, the first story that comes to mind is often the right story.

Instructions

1. Choose a storyteller. One person agrees to be the first Storyteller. This person chooses a "Storyteller" card. Everyone else will be a Listener and chooses a "Listening" card.

2. The Storyteller will tell a story by following the prompts on the card they pulled from the deck. Everyone listens without interrupting.

3. After the story is finished, the Listeners share what they heard through their listening lens. Avoid giving advice or asking follow-up questions. Instead, offer the storyteller what you heard directly through your chosen lense. You can even ask a question for the storyteller to think about or share an image that came to mind.

4. The Storyteller hears what the Listeners share back in silence. This can be hard! But waiting until each person has spoken prevents us from falling into conversations and helps us discover if there are any patterns in what's being said. Only after all the Listeners have shared does the Storyteller have the floor to share any insights they gained and what they learned about their story.

Simple as that! Repeat these steps until everyone has a chance to share a story or until time runs out.

Facilitation tips: After explaining the activity, model what ideal gameplay looks like. Share a recent personal story about mental health or wellness. It can be something small, the first story that comes to mind is good enough. Once people see how the game processes in action, it's much easier for them to play independently. You can pick the story you want to share in advance and practice with a partner.

Harvest: N/A

Option 3: Persona generation - connecting with Youth

Introduction and Intention

An important part of design thinking is understanding, or empathizing with youth specifically, and the school community as a whole. In this workshop, we want to develop activities or strategies that support wellness for all. In design thinking, the empathy step is a moment to put ourselves in another person's shoes and to connect with how they might feel about their problem, circumstance or situation ([Edutopia, 2015](#)).

Talking about mental health and wellness with youth is a sensitive subject. We need to be mindful of privacy and safety, while also destigmatizing common struggles and being inclusive of all types of people that inhabit the school community.

As educators and community partners, we have a picture in our mind of a person we've encountered that we think a specific activity or strategy would help.

In this activity, the goal is to develop personas. A persona is a fictional character created to represent someone who might benefit from the ideas we develop within the Wellness Innovation Lab. It's a chance to create a multi-faceted character while considering multiple perspectives and characters we encounter daily.

> **Time**: 15 minutes
>
> **Group type**: table groups
>
> **No. of people required**: 2 to 5 people
>
> **Prerequisites:** sharing stories
>
> **Materials and templates:** persona template

Running the activity

Framing

Let's think about someone in the school community that would benefit from an activity that supports wellness.

We will do this by filling out the persona sheet. Once the persona is created, we can empathize with them and their big and small struggles. We can walk in their shoes and come up with an idea that can address their specific needs, or help build up their skills to take on life's challenges.

Instructions

1. On the sheets, we already have some information written about these characters. We invite you to pick one that interests you and to fill out the missing information sections:

    ☐ One thing that is hard for them is …
    ☐ One thing that they are good at is …
    ☐ They are lucky because…

    If you want to create a new character, choose a blank sheet, and you can start there.

    While filling out the personas, put yourself in that person's shoes and think about their experience in school:
    ➔ What are they seeing?
    ➔ What are they saying?
    ➔ What are they doing?
    ➔ What are they thinking?
    ➔ What are they feeling?

    Facilitation tips: Explain that the persona can be a mixture of people, including ourselves.

2. Once the sheets are filled out, ask table groups to share their created persona. At their table, each group should pick 1 or 2 personas they will work with for the next step of the workshop (Generating ideas).

5. Generating Ideas

In this workshop phase, our goal is to generate as many new ideas as possible. We aren't concerned with getting "the best" ideas or even feasible ideas within your context. At this point, we want quantity without considering quality. Multiple steps are from a rapid-fire warm-up to a more structured activity. Afterwards, we'll narrow down the ideas and share criteria that will inform the decision-making process.

5.1. Shape Warm-up

Introduction and Intention

This activity is a warm-up for our minds. Sometimes when asked to step into our creativity, we freeze and feel pressure to perform or to get it right the first time. This activity helps us get past that mental block so that we can participate and engage with our full selves in the next phases of the workshop.

> **Time**: 5 minutes
>
> **Group type:** individual
>
> **No. of people required:** 2 to all
>
> **Prerequisites:** Before any activity, people must laugh at least once. It's best if people are smiling at one another.
>
> **Materials and templates:** a blank sheet of paper (size 8.5" x 11"), markers, and pens

Running the activity

Instructions

1. Grab a white sheet of paper found on your table. You'll create three rows of 5 circles.
2. Set a 60-second timer. In the next 60 seconds, each person will fill out the circles on their paper. Try to fill out as many as possible! Don't think too hard about what to draw, this is a quick warm-up.
3. Once the timer ends, have people share what they drew in the shapes in groups of 2. Ask them to share what was easy and what was difficult about this exercise.

Facilitation tips: Do this activity with everyone else. In the end, take a few comments from the participants. What was easy, and what was hard, did anyone fall into any patterns while drawing?

Harvest: N/A

5.2. IDEA8

Introduction

IDEA8 is an ideation practice from the world of Design Thinking. This fast sketching exercise challenges people to note/sketch eight distinct ideas in eight minutes. We are just looking for "good enough for now" ideas, not perfection.

The process pushes us to generate ideas we wouldn't normally come up with. By putting the idea down in one box and moving to the next, we use the paper as an external memory holder, freeing our minds to have space for new ideas to emerge.

The use of prompt questions helps guide the participants to build upon ideas, giving them the excuse and freedom to be playful, focused and wild.

You'll be amazed at what's possible in just 8 minutes!

> **Time:** 10 mins
> **Group type:** Individual
> **No. of people required:** 1 to all participants
>
> **Materials needed**
>
> - [ ] Plain paper – either Letter (8.5" x 11"), Legal (8.5" x 14"), A4 or up to tabloid (11" x 17") (1 page per participant)
> - [ ] Pens – A simple ballpoint pen and/or small markers (should already be on the table from previous activities)
> - [ ] Stopwatch (you have one on your phone!)
>
> **Prerequisites**
> This activity flows nicely from the *Shape Warm-up* practice
> Participants have smiled (simple but makes all the difference)

Running the activity

Framing
To introduce the activity to participants, here's a small text that you can read:

"Our next exercise is "IDEA8". It's an exercise that helps us generate lots of ideas in a short amount of time. We're looking for ideas about possible **mental health and wellness activities** that could be done in your school.

First, we'll fold a piece of paper in half three times. We'll have 8 boxes to work in when we unfold the paper. You can draw lines along the fold marks to divide up the boxes on your sheet if you like.

In each box, you'll sketch an idea for an activity. You'll have 1 minute to sketch in each box. I'll tell you when it's time to switch boxes and give you a new prompt to help you think of a new activity.

Don't worry about coming up with the best ideas, this exercise is to help us get what's in our heads out onto paper and to be creative while doing it."

Instructions

1. **Fold your paper** – Each participant folds their piece of paper into eight sections
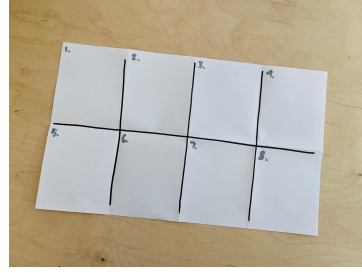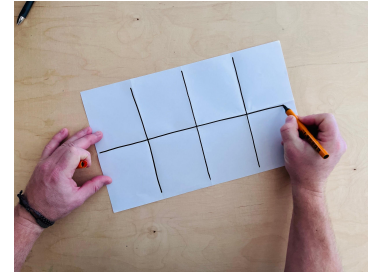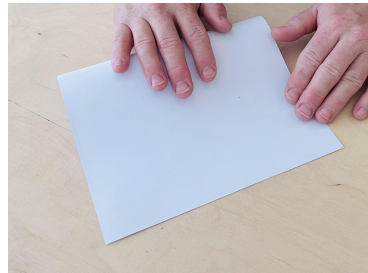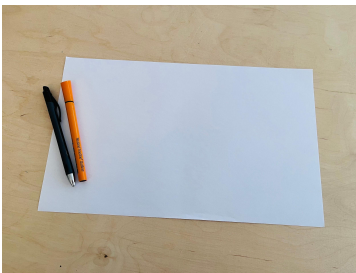
Facilitation tip: You might be tempted to prepare a sheet for everyone by folding the paper and drawing the grid lines – don't. Let the participants do this themselves. It's part of the process! Handling the paper and creating the 8 boxes helps them start to engage in the process and to get pulled into the activity.

2. **A moment to connect** – invite a moment of silence into the group before starting the stopwatch. When there's calm, get going!

3. **Start the stopwatch –** Each participant has 1 minute to complete 1 box. As each minute passes, indicate it's time to move to the next box and give the participants a new prompt (see below).

4. **Complete all 8 boxes** – Continue this process for all 8 boxes until the time is up. When the timer ends, give people a minute to polish their ideas and finish their last notes/sketches.

Prompt questions
You can play with these prompt questions for your context and setting.

- ☐ Box 1 – First idea that popped into your head
- ☐ Box 2 – Second idea (just another idea!)
- ☐ Box 3 – Netflix idea – something you've seen before on a show/movie
- ☐ Box 4 – Combine any of those ideas
- ☐ Box 5 – Silly/wild idea (something you know won't work)
- ☐ Box 6 – Unlimited – what if we took away constraints, time, money, etc?
- ☐ Box 7 – Would have an impact on you personally
- ☐ Box 8 – Tomorrow we could… what could we start working on right away?

Facilitation tips: As you go through each box, remind participants that they only need a note or picture that will help them remember the idea later, it doesn't need to be the perfect sketch or even the perfect idea.

5.4. Criteria for Decision-making

Introduction and Intention

Now it's time to narrow down all of the ideas we came up with. As the workshop planner, consider if there are any criteria or constraints that need to be taken into consideration when deciding which ideas the school can move forward with. Are there resource constraints (time, money, staff, etc.) or timing needs that should be considered? Think of who needs to be involved in the decision–making process. Reach out to them to get a better idea of constraints and possibilities. It's important to communicate these with the workshop participants fully and transparently so that unrealistic expectations aren't being set.

When deciding what we could do next in the school, we aim for activities that are low effort and high impact. These activities should be easily replicable and accessible for all students.

Introduction and Intention

Time: 10 minutes

Group type: table group

No. of people required: 2 to 5

Prerequisites: IDEA8

Materials and templates:

☐ Large sheets of paper (18x24), markers

☐ Decision-making matrix

Running the activity

Instructions

1. **IDEA8 – Sharing ideas:** At the table, share the 8 ideas that came up for you. Without judgment, listen to everyone's ideas. Ask questions if things aren't clear for you.

2. **Combining ideas:** Consider as a group if any similarities are emerging. Some ideas might be similar enough that they could be combined. Or perhaps two ideas could be mixed together to make an even better version of the idea.

3. **Choosing 5 ideas:** Using the decision-making matrix, as a group, choose 5 ideas that you all think we should consider moving forward with into our test and development phase of the workshop.
Write these 5 ideas with a marker on a large piece of paper.

4. **Presenting the ideas:** One person from each table shares the 5 ideas they decided on. The facilitator takes the sheets and tapes them on a wall so everyone can see them.

Facilitation tips: This is a great opportunity for participants to practice "Yes, and…" in other words, to build on each other's ideas and not criticize them.

Harvest: Sheets with 5 ideas from each group

TAKE A BREAK

This is an excellent time to take a break; people can reflect on the ideas that emerged and decide which ones they want to work on during the prototyping phase of the workshop. Take this time to talk to students about what ideas they feel strongly about and encourage them to take on leadership for prototyping an idea in the next phase.

5.5. Market Place

After the break, we will invite 4-5 people to choose an idea and lead the prototyping of what this idea could look like in reality. Aim to have 1 idea per table with 3 to 5 people working on each idea.

Name the ideas, and invite people to pick up a project that they want to work on
- they become the project holder
- they stay at 1 table - others change spots based on what they want to work on.

Introduction and Intention

Time: 5 minutes
Group type: all
No. of people required: all
Prerequisites: Ideas have been narrowed down
Materials and templates: Large post-its, markers

Running the activity

Instructions

1. **Ideas**: look back on the ideas that emerged. You may see some themes - can you name them? Remind everyone the ideas that came up during the decision-making and of the matrix for low-effort/ high-impact projects.
2. **Project holders**: We need 4-5 people to self-proclaim themselves as project holders. Two-thirds of project holders should be students. Ask each project holder to stand up and come to the front of the room. Write the project idea name on a large Post-it and give it to them. Once you have all project holders, ask them to choose a table (1 project holder per table).
3. **Shifting places**: Invite everyone else to stand up and move to the table with the project idea they're interested in working on for the remainder of the workshop.

Facilitation tips: Encourage students to take on projects and ownership.
Harvest: N/A

6. Test and Develop

Introduction and Intention

Now we get to the juicy bit of the workshop, we invite you to prototype the idea in your group.

A **Prototype** is a first model of an idea so that we can test it.

Prototyping is a great way to test assumptions, resolve some questions, create better understanding and share collectively what the idea may look like in the real world. It's the step between our imagination and putting something into place.

It would be hard to bring every idea into reality without first understanding them. Using objects, craft materials, paper and pens, we can start to create our idea by taking it out of our heads and into the real world, making space for us to think more clearly, feel and see the idea with our heads, hands and heart.

Types of prototypes:

- [ ] A simple sketch – We can simply draw out an idea and start to explore what it looks like; a quick sketch can help here.

- [ ] Walkthrough – This can be done just in person or with objects. We start to act out and 'walkthrough' what the idea looks like.

- [ ] Storytelling – We can share the story of the idea, how it starts, what happens at each stage, who's doing what, with what, how, etc.

Each time we test the idea, we answer more and more of our key questions:

Who, what, why, when and how?
And we start to develop a better understanding of the idea.

Good enough for now, safe enough to fail.

Our prototype only needs to be good enough for us to address our questions, and safe enough that no harm is caused.

Time: 45mins

Activity: In groups of 3–4
No. of people required: Min 1
Materials needed

- ☐ Large sheet of paper or board (per group)
- ☐ Pens and markers
- ☐ Craft materials, e.g.
    - ☐ Lego
    - ☐ Modelling clay, e.g. Plasticine
    - ☐ Post-its
    - ☐ Feel free to add nature, e.g., sticks, leaves, pinecones, etc., making it more natural.

NOTE: Prototyping can be done in nature, with whatever materials nature offers in that season.

Prerequisites: You must be clear on the idea you want to prototype. Pick only 1 per group.

Running the activity

Instructions

Invite the teams to create the idea using pens, paper, lego, modelling clay, cardboard or acting, as required to test and understand the idea. Set a time constraint, e.g. 30 mins. In that time, teams should be able to move the idea forward.

Facilitation tips

A prototype is not perfect; it answers questions and gives more questions. The first Dyson bagless vacuum cleaner took 5,127 prototypes!

Harvest

The prototype output is visual representations, e.g. sketches, notes, and models, and should help the team know what they want to do next with the idea. Take pictures of any models that were created.

7. Share and Receive Insights

Introduction and Intention

Ask for and give feedback with appreciation, love and courage. We use an appreciative approach with a continuous improvement mindset to offer feedback. The benefits of appreciative feedback lie in the fact that it arouses positive emotions in both the feedback giver and the receiver, thus solidifying the relationship by increasing mutual trust.

> **Time**: 10 minutes
>
> **Group type**: table groups
>
> **No. of people required:** 1 to all
>
> Materials et templates: Post-its (2 different colours), pens, markers

Running the activity

Instructions

1. **Quick share backs:** Each table's project holder will have 1 minute to share the prototype.
2. **Offering feedback:** After each project holder shares, the other participants will offer feedback on their prototype. Two different types of feedback are being asked for here:
   a. An appreciation: 1 or more elements that you like and why
   b. Even better if: 1 thing that you think could be improved upon and how
3. Repeat until each table shares and receives feedback.

> **Facilitation tips:** As the facilitator, collect the post-its for each prototype. When bringing it to the table, place the post-its on the prototype rather than giving it to the project holder.
> **Harvest**: N/A

8. Next Steps and Closing

Introduction and Intention

This is a moment for the facilitator to share the next steps of this process. Many ideas emerged. Everyone contributed their time and energy to make these ideas more concrete, hoping to make them available to the whole school community. We wish to honour that contribution and be transparent with what will happen with these ideas and prototypes.

Before planning the Lab, discuss how we could take the potential ideas/prototypes that emerged from the workshop and test these within the school or community. Be ready with concrete ways that you expect to be able to move forward.

During the lab, be transparent about the next steps that need to be taken. Consider the following as important information you could share with participants:

- ☐ What are the next steps that the school sees for the Wellness Innovation Lab? Will there be a follow-up session?
- ☐ How will the prototyped ideas be explored? Will there be a working group? Who would be involved?
- ☐ If students want to pursue their prototype, who must they talk to?

Time: 5 minutes

Group type: all

No. of people required: 1 to all

Materials and templates: N/A

9. A Moment to Reflect

Introduction and Intention

This is the final activity in the lab. This activity is our "check-out." Much like our check-in at the beginning of the lab, it helps us connect with the lab's purpose and be present with ourselves and each other. We intend to collect data on how the lab experience was for everyone. This data can be shared with decision-makers to showcase the value of the experience.

> **Time**: 3 minutes
>
> **Group type**: Full group
>
> **No. of people required**: 1 to all
>
> **Prerequisites:** willingness to share
>
> **Materials and templates:** N/A

Running the activity

Instructions
1. **Check-out question**: Share one word that describes your experience. Everyone shares, one after another.
2. Collectively witness each other. As the facilitator, thank everyone for their participation.

Facilitation tips: be ready with pen and paper to record the words/comments people share.

Harvest: 1-word check-out

Here are the check-outs we heard during past workshops:

FOLLOWING UP AFTER THE WORKSHOP

1. Get Feedback on the Lab

Here's a simple and effective feedback process that you can use to reflect on the experience with partners, staff and co-facilitators.

Divide a sheet of paper into four sections:

|	
1. What went well?*	2. What went less well?
3. What are we learning?	4. What do we want to take forward?

*Start in this box!

Reflect individually and fill out each section of your paper. Once everyone is ready, each person shares what they wrote. Start with the first question and hear all the comments before moving on to the next question. Record all the comments on a collective sheet or document for future reference.

2. Implementing Prototypes

After the Lab, implement a few of the ideas that came up during the prototyping phase. Pick something simple and easy to move forward so you can be in movement immediately.

Consider these questions when thinking about the following steps:

- ☐ Are there any ideas that came up which can be adopted/adapted?
- ☐ What ideas can be easily and quickly implemented, and significantly impact youth?
- ☐ Who do you need to speak with to make it happen?
- ☐ What funding do you need to continue the prototype?
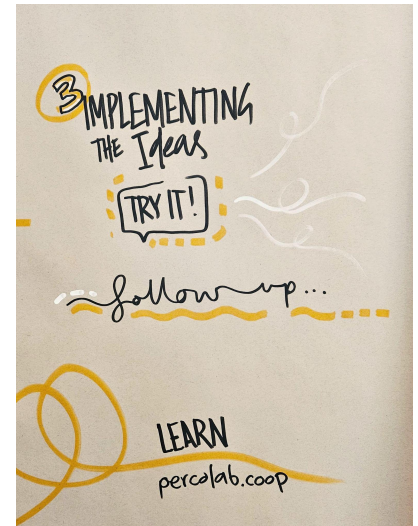
☐ How could you promote the new activities and invite people to get involved?
☐ How could you get feedback on the activity while it's happening to improve it as it goes forward?
☐ What activities or programs already in place could be improved upon, given the information gathered during the lab?

For more significant ideas that may require more time and effort:

☐ Are there any big ideas that are worth pursuing? What do you need to make it happen?
☐ Can you create or gather a team to work on implementing the prototype?
☐ Who are the partners (community/resources) you want to invite to be involved?

Once you have chosen a prototype that you want to implement, here are the next steps that can support you in your goal:

1. **Create a working group**: Include the students interested in the idea.

2. **Work out a plan**: timeline, funding (ex: grant funding), resources, target audience, goals and success indicators.

3. **Pitch the idea:** Share the prototype with decision-makers and other stakeholders.

4. **Implement and run the prototype**: Try it a few times, and gather feedback from the youth involved.

5. **Evaluate and adjust:** Reflect on the goals and success indicators set at the beginning. Continue iterating and adjusting the prototype.

How did it go? We recommend that you repeat the Wellness Innovation Lab every year. You'll benefit from having experienced the WIL and can build on your knowledge. Consider inviting some of the same participants and some new youth and partners.

Role of LEARN's Provincial Resource Team (PRT)

LEARN is available to assist the school or centre in the continued exploration of Mental Health and Wellness initiatives through the Wellness Innovation Lab. Don't be shy to reach out and ask for support and advice. We're thrilled you are using the process! Share with us your successes and challenges.

You can contact LEARN at prt@learnquebec.ca

Role of LEARN's Provincial Resource Team (PRT)

RESOURCES

Many approaches and theories informed the intention and design of the Lab. Here are some resources that can help you on your journey:

- CASEL – Social Emotional Learning framework:
  https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

- Teaching the Development of Social and Emotional Competencies, *EngageED Learning*, 2021-2022 (V1N2)

- Teaching Empathy Through Design Thinking:
  https://www.edutopia.org/blog/teaching-empathy-through-design-thinking-rusul-alrubail

- The Empathy Map, Tamarack community:
  https://drive.google.com/file/d/1u1PN8X2bxnQWHnLCxtiOvM55uSCmNYKW/view

- Eight Visual Check-Ins To Invite Creative Presence, Percolab Coop,
  https://www.percolab.com/8-visual-check-ins/

Theories Underlying this Initiative

- **Design thinking:** a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. Involving five phases—Empathize, Define, Ideate, Prototype and Test—it is most beneficial to tackle ill-defined or unknown problems.

- **Art of hosting:** an approach to leadership that scales from the personal to the systemic using personal practice, dialogue, facilitation and the co-creation of innovation to address complex challenges.

- **Collective Story Harvest**: a collaborative and participatory process involving active listening, reflection, and dialogue among participants. It aims to uncover diverse perspectives, insights, and knowledge embedded in individual or collective experiences, which may not be accessible through conventional research methods.

- **Inner Development Goals**: a framework consisting of skills and qualities of inner human growth and development necessary to build our capacity to collaborate better and deal with increasingly complex social and environmental challenges.