

STUDENT VOICES SHAPING SCHOOL WELLNESS

*Wellness
Innovation Lab*

PART 2

IMPLEMENTATION
AND FACILITATION
GUIDE FOR
WORKSHOP
LEADERS



PART 1: INTRODUCTION TO THE WELLNESS INNOVATION LAB FOR SCHOOL AND COMMUNITY LEADERS
PART 2: IMPLEMENTATION AND FACILITATION GUIDE FOR WORKSHOP LEADERS
PART 3: WIL FACILITATOR QUICK GUIDE

This Implementation and Facilitation Guide is Part 2 of a 3-Part Wellness Innovation Lab (WIL) resource designed to support Community Development Agents, CLC Principals, school teams, and community stakeholders in preparing, running, and sustaining the Wellness Innovation Lab in their schools and communities.



Table of Contents

Introduction	3	Phase 5 Reflection & Next Steps	17
Purpose of the Implementation and Facilitation Guide		A. Identifying Next Steps	
Goals and Outcomes for Facilitators		B. Individual Reflection – One-Word Check-Out	
1. The Role of the Facilitator	4	4. Conclusion	19
Key Responsibilities		Summary of Facilitator Role	
2. Preparing for the WIL Workshop	4	Reinforcing Workshop Impact	
A. Pre-Workshop Preparation		Best Practices for Successful Facilitation	
B. Participant Invitations and Engagement		○ Encouraging Participation	
C. Space and Materials		○ Managing Energy and Flexibility	
3. Running the Workshop: Step-by-Step Guide	5	○ Fostering Safe Spaces	
PHASE 1 Setting the Stage	6	○ Celebrating Progress	
○ Welcome & Framing		Appendices	20
○ Icebreaker Activity		○ Wellness Needs Assessment Questions and Reflection Tool	
○ Identifying Current Mental Health Initiatives		○ Poster and Invitation Templates	
PHASE 2 Working with Stories	7	○ Creating an Avatar - Template	
○ Creating Avatars		○ Shape Challenge Worksheet	
○ Empathy Activity and Discussion		○ Decision-Making Matrix Template	
○ Avatar Example and Group Sharing		○ Prototype Formats & Templates (Canva Links)	
PHASE 3 Generating Ideas	9	○ Design Your Idea - Group Activity Worksheet	
A. Shape Challenge (Warm-Up)		○ Storyboard Template (Canva)	
B. IDEAS Rapid Brainstorm		○ Role-Play Template (Canva)	
C. Criteria for Decision-Making		○ Flowchart Template: (Canva)	
PHASE 4 Prototyping & Testing	13	○ Poster Mock-Up Generator (Canva)	
A. Marketplace Selection: Choosing an Idea to Prototype			
B. Building Prototypes			
○ What does a Prototype look like?			
○ Steps to Build a Prototype			
C. Peer Feedback			

Implementation and Facilitation Guide for Workshop Leaders

Running A Wellness Innovation Lab in your School or Community

The Wellness Innovation Lab (WIL) is an initiative that brings together students, educators, and community members to co-design solutions that support mental health and well-being in schools. Grounded in the principles of design thinking – creativity, empathy, and collaboration – WIL fosters meaningful dialogue and empowers participants to take an active role in promoting wellness. This Implementation and Facilitation Guide provides facilitators with the tools, methodologies, and best practices needed to lead successful wellness workshops using a design-thinking approach.

PURPOSE OF THE IMPLEMENTATION AND FACILITATION GUIDE FOR WORKSHOP LEADERS

This **Facilitation and Implementation Guide** is designed to equip Workshop Facilitators with the tools, strategies, and step-by-step processes necessary to:

- Effectively facilitate workshops with clarity and consistency
- Implement program goals with confidence and fidelity
- Support meaningful engagement among participants
- Ensure alignment with the broader vision and intended outcomes of the initiative



GOALS AND OUTCOMES FOR FACILITATORS

Throughout this Guide, there are **Facilitator Framing /Tips**, suggestions designed as a resource to facilitators, offering practical guidance and insights to help you confidently lead an engaging and effective workshop. They'll equip you with strategies to manage group dynamics, encourage participation, and ensure a smooth and successful learning experience for all attendees.

All templates and tools referenced in this Guide are available in printable formats in the **APPENDICES** located at the end of the Guide.

The key goals and outcomes for facilitators include:

- **Understand the Role of a Facilitator:** Create a safe, inclusive environment while guiding the process without directing the content.
- **Master the Step-by-Step Execution of a WIL Workshop:** Confidently lead participants through each phase of the Wellness Innovation Lab using the provided framework.
- **Apply Storytelling, Ideation, and Prototyping Strategies:** Use creative design-thinking methods to help participants explore needs and generate wellness solutions.
- **Support Evaluation and Action Planning:** Facilitate decision-making and feedback processes that move ideas toward real implementation.
- **Foster Youth Leadership and Empowerment:** Encourage students to lead the workshop's direction and take ownership of actionable projects.
- **Manage Group Dynamics and Emotional Sensitivity:** Respond with flexibility and care to the group's emotional and energy levels throughout the session.

1. The role of the facilitator

A successful WIL workshop relies on a strong, adaptive facilitator who can guide participants through discussions and activities while maintaining an open and inclusive environment.

Key responsibilities of a WIL workshop facilitator:

- Set the tone: Create a welcoming, safe, and judgment-free space.
- Encourage participation: Use engaging techniques to include all voices, ensuring youth feel heard.
- Guide the process, not the content: Let participants drive discussions; provide structure without imposing ideas.
- Adapt to group dynamics: Be flexible and adjust pacing based on energy levels and engagement.
- Handle challenges with sensitivity: Manage emotional topics with care, offering support where needed.
- Keep the process moving: Stick to the agenda while ensuring depth in discussions and activities.

2. Preparing for the WIL workshop

Before hosting a WIL workshop, facilitators need to prepare the room/meeting space, gather materials, and plan how to keep participants engaged.

Familiarize your planning team with the design thinking process (see Part 1 - Introduction to the WIL) — **Empathize, Define, Ideate, Prototype, and Test**. Ensure all facilitators are comfortable with the collaborative and iterative nature of the WIL.

A. PRE-WORKSHOP PREPARATION

Engage with students, school staff, and community members to gain a better understanding of existing mental health and wellness challenges in the school and community. This can be done using surveys, having informal conversations, or listening sessions to gather diverse perspectives.

Questions for Workshop Facilitators to reflect on:

- What mental health or wellness programs are currently available to students at school and in the community? How often are these programs or activities provided?
- Who can participate in these programs, and are they open to all students or only specific groups?
- Are there any programs or activities that used to be offered but are no longer available?
- In what ways are students currently receiving mental health support? What approaches are the most effective?
- Who might be a helpful source of information about what's currently happening in terms of mental health support for students?
- Clarify workshop goals: What do you hope participants will gain? Define success in measurable ways.
- Name tags are a good idea
- Choose a comfortable, calm and inviting space such as the school library.
- Arrange tables for small-group collaboration. Students and adults should be at separate tables until Phase 4: Prototyping.
- Have wall space available for displaying ideas.
- If co-facilitating, brief the facilitation team. Assign roles in advance and conduct a practice run-through of the activities if possible.
- Have water and healthy snacks available. Offering a meal (i.e. pizza lunch) may also be appropriate if your budget permits.



B. PARTICIPANT INVITATIONS AND ENGAGEMENT

A wide range of perspectives is essential, so the participant group should be diverse, including students, teachers, staff, School Board consultants/professionals, community partners, mental health professionals, public health, and school nurses. The ideal number of participants is 25, with students **always** in the majority (at least 60%) at any WIL event. Work with the School Administration to determine the appropriate invitation list.

The Organizing Team - which may include school administrators, CDAs, teachers, consultants, mental health professionals, and others - should take the lead in identifying participants and sending out invitations. If the goal is to recruit volunteer student participants, consider using posters and social media to raise awareness within the school community.

Be sure to include an inclusivity check in your planning process to make sure students from all backgrounds feel invited, represented, and welcomed.

C. SPACE AND MATERIALS

Select a space that promotes creativity and allows participants to move around during the workshop, ideally a large, open room with flexible seating. If possible, set up the room to create different zones for each phase of the design thinking process.

Be aware of **potential power dynamics** between students and staff/other adults. Students and adults should initially sit at separate tables.

Prepare and source prototyping materials such as: sticky notes, markers, flip charts, recycled materials, craft supplies, modelling clay, pipe cleaners, coloured paper, legos, etc. Each table should have a large poster board and one 8" x 11" paper for each participant.

Refreshments should be available to support a welcoming environment.

3. Running the workshop: step-by-step guide

This guide provides a step-by-step approach to running a Wellness Innovation Lab (WIL) workshop.

The WIL process is designed to balance structured activities with creativity. The following sections detail the necessary steps for planning, facilitating, and following up on a WIL workshop.

- PHASE 1** *Setting the Stage*
- PHASE 2** *Working with Stories*
- PHASE 3** *Generating Ideas*
- PHASE 4** *Prototyping and Testing*
- PHASE 5** *Reflection and Next Steps*

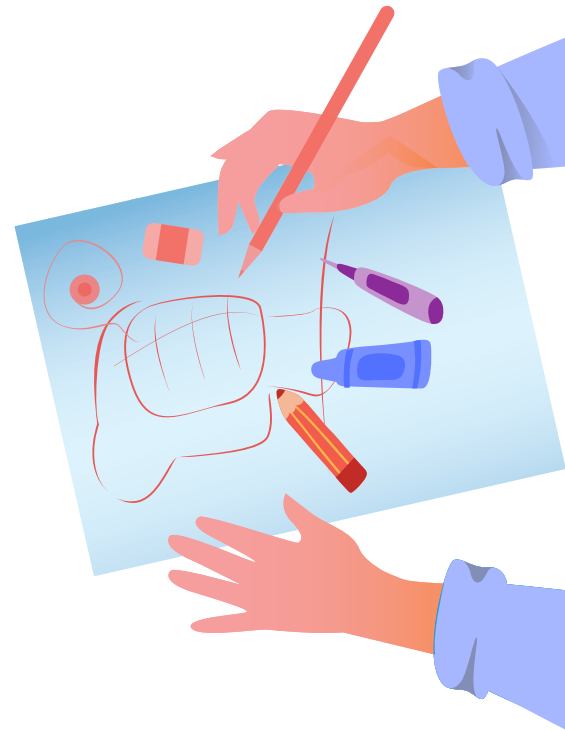


PHASE 1 *Setting the Stage*

Time: 15 minutes

Goal: Establish trust, introduce workshop flow, and set expectations.

Materials Needed: A Large sheet of flip chart paper for each table, pens/pencils/markers, Quick Wellness Check-In Student Reflection Sheet. **A template for printing is available in the Appendices to this Guide.**



WELCOME & FRAMING (5 MINUTES)

Begin by acknowledging the importance of mental wellness and student voice in the school community.

Facilitator's Framing / Script Example: *"Welcome to the Wellness Innovation Lab! This workshop encourages students and adults to talk openly about mental health and wellness. We believe in the importance of youth voice, so today we have created a space where those voices can be heard loud and clear alongside the insights of school and community people. We want to build on the mental health activities and programming that is already happening at your school and come up with some new, innovative ideas. In this workshop, we're going to listen to what young people have to say, get the whole school community involved in brainstorming cool and realistic solutions, and try out some fresh activities that will boost well-being and make the school a positive place. We'll be using a fun, creative approach called design thinking to come up with these ideas while thinking about our own mental health needs. By the end, we'll have some awesome ideas to test out in your school soon!"*

ICEBREAKER (5 MINUTES)

Ask participants to write their name on the large piece of paper at their table, along with **one word** describing how they feel right now. Invite them to quietly walk around the room and look at others' responses.

IDENTIFYING CURRENT MENTAL HEALTH INITIATIVES (5 MINUTES)

Ask participants to name the different mental health initiatives that they know of that are already happening in the school and who they are for. Allow students to speak first. This should be **captured on a flip chart** and posted where it will be visible to all groups throughout the session. The **Quick Wellness Check-In Student Reflection Tool** can help with this discussion.

Quick Wellness Check-In: Student Reflection Tool

PURPOSE: To better understand the current mental health and wellness challenges in the school and community.

USE THE TOOL:

- *Before the workshop:* PART 1 - Implementation Guide (Page 4) - Preparing for a WIL Workshop - Assess school and student needs. Use questions in surveys or informal conversations to gather diverse perspectives.
- *During the Workshop:* Part 2 - Facilitation Handbook (page 7) - Phase 1 - Setting the Stage, Identifying Current Mental Health Initiatives. Discuss the questions below in pairs or small groups. Be honest and respectful. Jot down key ideas.

1. What's Going Well?

- What helps you feel supported or mentally well at school?
- Are there any programs, people, or spaces that help with stress or emotions?

2. What's Missing?

- What mental health or wellness support do you wish existed?
- What makes it hard for students to ask for help?

3. What Do You Notice in the Community?

- Are there stressors outside school that affect student wellness (e.g., family, housing, safety)?
- What community resources or groups are helpful?

4. Ideas for Change

- What's one small change that could make a big difference?
- Who in the school could help make this happen?

Each group shares **one insight** and **one idea for improvement** with the class or writes them on small Post-It notes for a wellness wall.



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EXAMPLE: The school Improv Drama Club can be linked to developing these SEL skills:

Self-Awareness
Self-Management
Relationship skills
Social Awareness
Responsible decision-making



FACILITATOR TIP: Ensure that YOU can also name some of the initiatives taking place and show how they link to the SEL competencies by having spoken with the School Administration, the CLC Community Development Agent, or the host Partner to learn about these initiatives beforehand. **See Part 1 (Introduction to the WIL) for more details on Design Thinking and Social Emotional Learning.**

PHASE 2: Working with Stories

Listening to the stories of colleagues and classmates provides a valuable opportunity for participants to understand individual experiences and the larger context of their lives. These narratives offer a window into what's happening with the people they interact with daily, fostering connection and a broader understanding. By hearing their stories, participants will gain insights into different perspectives and the wider circumstances that shape their lives.

CREATING AVATARS

An important part of the design thinking process is understanding or empathizing with youth, specifically, and the school community as a whole. Talking about mental health and wellness with youth can be a sensitive subject, so Facilitators need to be mindful of privacy and safety issues while also destigmatizing common struggles and being inclusive of all types of people that are part of the school community.

This activity involves creating **Avatars**.

An Avatar is a fictional character used in design thinking to connect with target users, in this case, youth aged 15-29 who might benefit from the Wellness Innovation Lab. It is also suitable for adults who want to connect with a variety of student needs and perspectives.

Time: 15 minutes

Goal: Understand real needs through personal experiences and develop activities or strategies that support wellness for all.

Materials Needed: Multiple copies of blank and partially completed Avatar Template, available on each table. **Templates for printing are available in the Appendices to this Guide.**

EMPATHY ACTIVITY AND DISCUSSION

This activity is best used with adult stakeholders designing with and for youth. It is an empathy exercise to help participants try to understand what it is like to 'walk a mile in someone else's shoes'. It's essential to move beyond guessing what students need and really take the time to genuinely understand what the needs are.

FACILITATOR FRAMING: Think about someone in the school community who would benefit from an activity that supports wellness, like the ones listed earlier. To do this, you are going to create 'avatars'.

Activity Instructions: Ask participants to pick **ONE** of the Avatar Templates that has already been partially completed (six (6) are available). Participants also have the option of creating a new character using a blank Avatar Creation sheet. Facilitators can also create their own partially completed Avatar sheets.

Participants are asked to complete the missing information on the sheet:

- One thing that is hard for them ...
- One thing that they are good at is ...
- They are lucky because ...

When filling out the Avatar sheet, participants are asked to put themselves in that person's shoes and try to imagine their experience at school. Give the Avatar/person a story so it isn't just a name and a picture. Think about:

- What's their life like at school?
- What are their challenges? (Are they overwhelmed with homework? Do they feel lonely?)
- What are their hopes and dreams?
- How do they feel about their school experience?

FACILITATOR TIP: Explain that an avatar can be a mixture of people, including themselves.

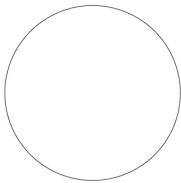
AVATAR EXAMPLE AND GROUP SHARING

FACILITATOR TIP: Avatar Example - Sarah is a fictional 10th-grade student who feels overwhelmed by the demands of a part-time job, basketball practice, and a heavy academic workload. She consistently experiences a sense of falling behind. By focusing the discussion around Sarah's specific challenges and emotions, tailored and practical solutions can be generated to directly address the needs of other students experiencing similar situations.

Once participants have completed their Avatar sheets, they share/discuss with their table. Each table then chooses 1 or 2 Avatars they will use in the next step of the workshop.

AVATAR

An Avatar is a fictional character that is created to represent someone who might benefit from the ideas that we develop within the Wellness Innovation Lab.



School Life _____

Family Life _____

One thing that is hard for them is ...

One thing that they are good at is ...


They are lucky because ...

One of their interests

NAME: _____


AGE: _____

GENDER: _____



AVATAR

An Avatar is a fictional character that is created to represent someone who might benefit from the ideas that we develop within the Wellness Innovation Lab.



School Life HAS TROUBLE MAKING FRIENDS


Family Life HAS SUPPORTIVE PARENTS

One thing that is hard for them is ...

One thing that they are good at is ...

They are lucky because ...


One of their interests



NAME: NAHLA

AGE: 15

GENDER: FEMALE



PHASE 3 *Generating Ideas*

Time: 45-60 minutes

Goal: The activities in this section aim to generate as many new ideas as possible by getting participants to think creatively. This isn't about getting 'the best' ideas, or even feasible ideas, it is quantity over quality. These ideas will be narrowed down throughout the workshop.

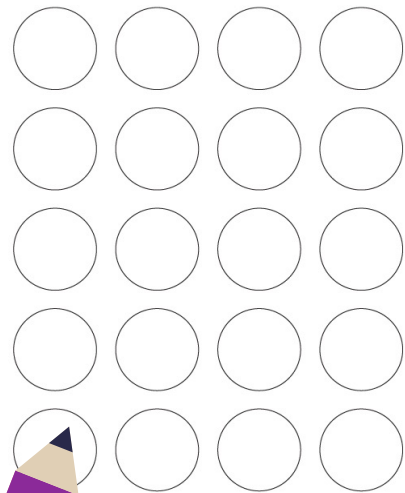
Materials needed: Markers, pens/pencils, 1 Warm-Up 'Shape Challenge' Exercise Sheet per person. **A template for printing is available in the Appendices to this Guide.**

A. SHAPE CHALLENGE - WARM-UP ACTIVITY (5-10 MINUTES)

Activity Instructions: Each participant gets a Warm-Up Exercise piece of paper, it contains nine empty circles. The goal is to turn those circles into 9 separate drawings in just **one minute**. This exercise is to help participants get creative before they start brainstorming. The Facilitator can participate in this activity as well.

WARM UP EXERCISE

You have 1 minute to draw something new in each circle. Each something should be different to the others. Be playful with how you draw inside and outside the circles!



The Facilitator sets a timer for **60 seconds**. Everyone then draws whatever they can think of in each of the 9 circles in 60 seconds. Participants should try to fill in as many circles as possible – and anything goes – a face, a sun, a weird blob – there are no bad drawings!

After the time is up, ask a few participants to share what they drew and encourage them to talk about what was easy or hard about the activity, and what they thought while they were drawing.



B. THE "IDEA8" RAPID BRAINSTORM (10 MINUTES)

This exercise challenges participants to note/sketch eight (8) distinct ideas in eight (8) minutes. The use of prompting questions will help guide the participants to build upon their ideas, giving them the opportunity to be creative, playful and even a bit wild!

FACILITATOR FRAMING / SCRIPT EXAMPLE: "Okay everyone, get ready for an idea-generating sprint called 'IDEA8'! This is a fantastic way to quickly brainstorm a bunch of possibilities for mental health and wellness activities right here in your school.

To start, take a piece of paper and fold it in half, then in half again, and one more time. When you open it up, you should see eight sections. Feel free to draw lines along those folds to make your eight boxes clear.

In each of these boxes, you're going to quickly sketch out one idea for a mental health or wellness activity. You'll only have one minute per box, so it's all about capturing those initial thoughts. I'll be your timekeeper and give you a little nudge with a new prompt each time we move to the next box to keep those ideas flowing.

The key thing to remember is not to stress about perfection! This exercise is all about getting our creative juices flowing and getting those initial ideas down on paper. Let's see what amazing things we can come up with together!"

Activity Instructions:

1. Fold your paper: Take a piece of 8"x11" paper and fold it so there are 8 equal sections, like little boxes - essentially fold the paper in half three times.
2. Take a moment to connect - ask participants for a moment of silence before starting the stopwatch. When the room is calm, start the activity!
3. The Facilitator will read each question, and participants will have 1 minute to complete **1 box**. After each minute, the facilitator will read another question and participants move to the next box. Continue this process for all 8 boxes until the time is up.
4. When the timer ends, give people a minute to polish their ideas and finish their last notes/sketches.



FACILITATION TIP: You might be tempted to prepare the sheets for everyone ahead of time 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 get pulled into the activity.



Questions for Boxes: Facilitator can change/adapt these prompt questions to fit the context and setting, but should have a **mental health and wellness focus**:

- 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 - Something that 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.

This exercise helps people get past the usual, boring ideas and come up with really creative solutions, forcing participants to think outside the box and explore all sorts of possibilities. It's a way to get a lot of ideas from everyone in a short amount of time.

Participants are asked to share their ideas with their table and to group similar ideas together. As a team, they then choose 5 promising ideas to develop further.

C. CRITERIA FOR DECISION-MAKING

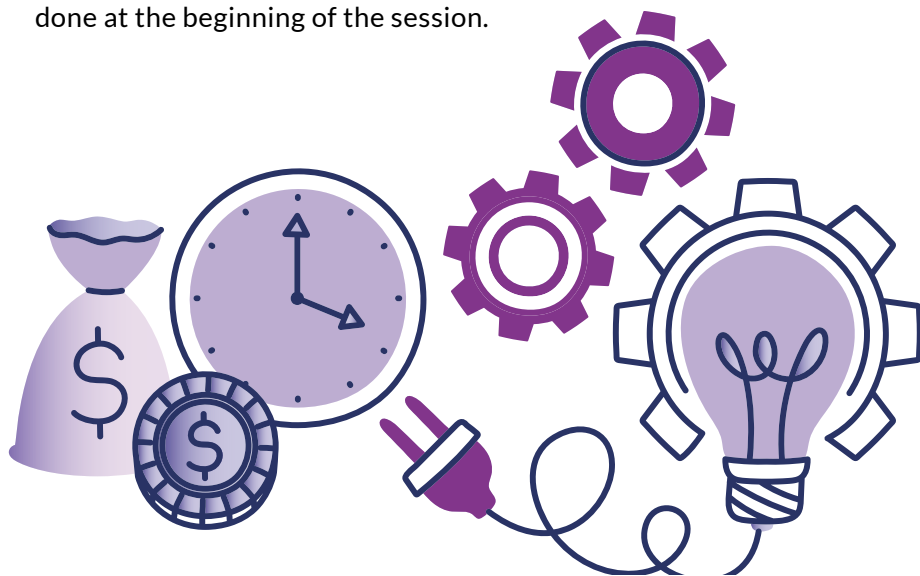
As the workshop Facilitator, consider if there are any **criteria or constraints** that need to be taken into consideration when deciding which ideas the school can move forward with. Are there resource constraints (time, money, staff, etc.) or timing needs that should be considered? Think of who needs to be involved in the decision-making process. It's important to communicate any potential obstacles with the workshop participants so that **unrealistic expectations are not being set**.

This is a good time to pause and have the **adults in the room introduce themselves**, if this was not done at the beginning of the session.

Time: 10 minutes

Goal: narrow down all of the ideas participants came up with.

Materials needed: Large flip chart papers (18" x 24" minimum), markers, decision-making matrix sheet for each table.
A template for printing is available in the Appendices to this Guide.



- Ask the **School Administration** to speak first, highlighting any resource constraints (time, money, staff, etc.), policies and criteria that need to be kept in mind when deciding on school initiatives.
- Ask the **staff** to speak about how they can support the mental health of students. They can mention things like inviting students into their classroom during lunch, or they have after-school support for math on Wednesday, etc.
- Ask the **community partners and others** to introduce themselves, which organizations they represent and what resources/services they can bring to the school/centre. These should be partners who are already present in the school, offering different services and programs.

Remind participants:

- To keep all this information top of mind as they go through the decision-making process.
- When deciding what could be done in the school, aim for activities that are low effort / high impact and easily replicable and accessible for all students (decision-making matrix).

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. Encourage students to be project holders and take ownership of the project idea they are interested in.*

This is an excellent time to TAKE A BREAK; participants can reflect on the ideas that emerged and decide which ones they want to work on during the prototyping phase of the workshop. As the Facilitator, 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.



Activity Instructions:

Sharing ideas: Participants share their ideas that emerged from the IDEA8 activity through table discussion. Remind them that there are no bad ideas and let them know they can ask questions for clarification.

Each table should come up with 1 idea they want to move forward using the decision-making matrix sheet (low-effort/ high-impact projects).



PHASE 4 Prototyping & Testing

Time: 60 minutes

Goal: Develop and refine selected wellness initiatives by turning ideas into tangible prototypes that can be tested in the school/ community environment. Aim to have 1 idea per table with 3-5 people (**mix of adults and students**) working on each table.

Materials Needed: Large post-it flip chart papers, markers



FACILITATOR FRAMING: This is the time to mix up the tables - invite participants to stand up, move around to another table. Mix of Adults and Students - keeping an eye to ensure students are in the majority at each table.

Participants will be asked to create a prototype of their group idea. 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 in 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. To feel and see the idea with our heads, hands and heart



A. MARKETPLACE SELECTION - CHOOSING AN IDEA TO PROTOTYPE

Before jumping into prototyping, participants must choose which ideas they will develop further. The “Marketplace” activity helps organize this process.

Activity Instructions:

- 1. Choose a project holder:** Ask for volunteers or have each table to designate 1 person to be the ‘project holder’. Two-thirds, if not all of the project holders should be students. Assemble all project holders at the front of the room and ask them to write the project idea name from their table on one of the large post-its.
- 2. Combining ideas:** Engage in a discussion with all participants with the goal of grouping similar ideas and projects. Participants are invited to think about the ideas that have been shared so far, looking for common themes or goals among the ideas. They can be encouraged to give each theme a short, descriptive name.
- 3. Choosing a Project Team:** Once the project ideas from each table have been presented, project holders select a table to serve as their project “station”.
- 4.** The remaining participants are invited to select one of these projects to collaborate on by joining that specific table. The tables continue to be a mix of adults and youth. The rest of the workshop will then be dedicated to these smaller groups, where they will work together to transform their chosen ideas into actionable plans.

FACILITATOR TIP: Encourage participants to ask Project Holders questions to help them decide which project aligns with their interests and strengths. Encouraging students to take leadership roles in this process ensures that their voices will drive the work.

FACILITATOR TIP: Remind participants of the decision-making process and refer back to the Decision-Making Matrix they used earlier. Prompt them to identify ideas that are both easy to implement and likely to have a meaningful impact.



B. BUILDING PROTOTYPES - MAKING IDEAS TANGIBLE

Now comes the fun part of the workshop — it's time for each group to bring their idea to life through **prototyping**.

A prototype is the first version of an idea, created to test how it might work. Prototyping helps people test their assumptions, answer important questions, and better understand their ideas. It's also a good way to show others what the idea could look like in the real world. This step connects imagination with action.

Not every idea can jump straight into reality without first being explored. By using simple materials like craft supplies, modelling clay, Lego, paper, and pens, students can begin building their ideas. This hands-on process helps bring thoughts out of the mind and into the real world, engaging the head, hands, and heart to see and feel the idea more clearly.

What Does a Prototype Look Like? A prototype can take **many forms**, depending on the idea. Encourage groups to **choose the best method** for bringing their concept to life.



<i>Prototype Type</i>	<i>What is it?</i>	<i>Template</i>
STORYBOARD	Draw a series of pictures that show what will happen in your idea, step by step.	Canva: Free Storyboard Template
ROLE-PLAY	Act out a scene to show how people would experience your idea in real life.	Canva: Free Roll-Play Templates
PHYSICAL MODEL	Build a small version of your idea using materials like Legos, clay, paper or other crafting materials	
FLOWCHART / PROCESS MAP	Make a diagram that shows the steps that someone would follow to use your idea (like how to join or sign up)	Canva: Free Flowchart Templates
MOCK-UP OR POSTER	Create a sample flyer, app screen, or website layout that shows how you would spread the word about your idea.	Canva: Free Poster Mock-Up Generator

STEPS TO BUILD A PROTOTYPE:

Time: 45 minutes

Goal: Build/design a prototype of the chosen idea.

Materials needed:

- Large sheet of paper or poster board
 - Pens and markers
 - Craft materials
 - Lego
 - Modelling clay
 - Post-its
 - Repurposed materials
 - Materials from nature (sticks, pinecones...).
 - Prototyping can be done in nature with whatever materials nature has to offer in that season.
 - Design Your Idea – Group Activity Worksheet.
- A template for printing is available in the Appendices to this Guide.**

ACTIVITY WORKSHEET: DESIGN YOUR IDEA

Follow the steps below to plan and share your idea with your group.

1. SET THE GOAL

What problem are you solving?
What will people experience?
Who will be part of it?

Problem: _____

Experience: _____

People: _____

2. PICK A PROTOTYPING METHOD (Check one or more)

☐ Draw it ☐ Act it out ☐ Build a model ☐ Diagram/map

3. PLAN THE DETAILS

Where will it happen? When? What do you need? What do you hope happens?

Location: _____

Time: _____

Materials: _____

Expected Outcome: _____

4. SHOW IT VISUALLY

Use the back of this sheet or an extra page to draw or describe your idea.

5. GET READY TO PRESENT

Plan a short (2-min) explanation and demo.

Presentation Notes:

Activity: Design Your Idea (As a Group)

Project holders should follow the steps below to plan and share your idea with the rest of the group. An Activity Worksheet is available to help participants design their idea.

1. Set the Goal - Think about your idea and answer these questions:

- What problem are you solving?
- What will people experience when they take part?
- Who will be part of it?

2. Pick a Prototyping Method - Choose how you want to show your idea:

- Draw it (storyboard)
- Act it out (role play)
- Build a model (physical model)
- Make a diagram or map (flowchart/map)

3. Plan the Details - Figure out the basics of how it will work:

- Where will it take place?
- When will it happen?
- What supplies or tools do you need?
- What do you hope will happen?

4. Show It Visually - Make something that clearly shows your idea—something others can see and understand.

5. Get Ready to Present - Prepare a short (2-minute) explanation and demo of your idea so you can get feedback.

Testing & Feedback – Strengthening the Idea

- Once prototypes are built, they are tested through structured peer feedback. This process allows participants to **refine and improve their ideas** based on input.

FACILITATION TIP: Encourage quick, low-risk iterations. Remind participants that prototypes do not need to be perfect, just good enough to test!

C. PEER FEEDBACK

Time: 10 minutes

Goal: The objective of this activity is to guide students in giving feedback that starts with positive reinforcement followed by suggestions for improvement. Additionally, it seeks to develop their ability to receive feedback with thankfulness and an open perspective, as this contributes to better communication and personal progress.

Materials needed: Post-it's (2 different colours), pens, markers

Activity Instructions:

1. Groups display their prototypes (storyboards, role-plays, models, etc.) around the room and each Project Holder has 1-minute to speak to their prototype.
2. Participants are encouraged to offer feedback to the project holder in 2 ways:
 - What we loved about this idea.
 - How it could be even better - offer suggestions for improvements.
3. Repeat until each table shares and receives feedback.
4. Groups can make **small adjustments** to their prototype based on common themes from feedback.

To keep things organized, the facilitator will collect the feedback (sticky notes) for each prototype and attach them to it when presenting at the table, rather than giving them to the project holder.

FACILITATION TIPS: Remind everyone that these prototypes are a starting point and will keep developing.

PHASE 5 Reflection & Next Steps

Time: 15 minutes

Goal: Solidify learnings, acknowledge participants' contributions, and outline actionable next steps to implement selected ideas in the school/community.

Materials needed: n/a

A. IDENTIFYING NEXT STEPS

Move from ideation to action by identifying immediate and long-term steps. The school administrator is invited to speak to say a few closing words, and briefly explain what is possible and what some of the limitations may be. Administrators should be prepared to answer questions from participants such as:

- How will prototyped ideas be explored?
- Will a working group be formed? Who would be on it?
- If students want to pursue their prototype, who do they need to talk to?



Facilitator(s) then lead a short discussion (maximum 10 minutes) to help participants see a clear path forward. This is crucial for ensuring that **at least one idea is implemented**, rather than letting ideas remain as concepts.

- Does one prototype stand out as the most feasible and impactful?
- Can some ideas be combined or integrated into existing initiatives?
- Assign a “student champion” or small team to each idea.
- Ensure a teacher, staff member, or community partner supports them.
- Set a timeline (e.g., testing within the next month).
- Determine who to talk to (school admin, teachers, student councils, etc.).
- Identify resources needed (materials, space, funding, promotional support).

FACILITATION TIPS:

1. **Encourage** teams to **commit to at least one immediate action** before leaving the workshop.
2. **Before** commencing the Lab activities, engage in a discussion with the planning team to strategize how the potential ideas and prototypes generated during the workshop can be realistically tested within the school environment or the broader community. The Facilitator should come prepared with specific and achievable methods for moving these ideas forward.
3. **During** the Lab session, the Facilitator must ensure clear communication about the necessary next steps. This includes providing participants with key information such as:
 - a. The school's envisioned next steps for the WIL process, including whether a follow-up session is planned.
 - b. The process for further exploration of the prototyped ideas, including the potential formation of a working group and the likely individuals involved.
 - c. Clear guidance for students who wish to pursue their prototypes, specifying the individuals they need to contact..



B. INDIVIDUAL REFLECTION - ONE-WORD CHECK-OUT

Time: 3 minutes

Goal: Final "check-out" activity is similar to the initial check-in, aiming to reconnect participants with the workshop's purpose and foster a sense of presence. Ensure you collect feedback on participants' overall experience. This data will be crucial for demonstrating the workshop's value to stakeholders.

Materials needed: Flipchart paper in front of the room

Group Reflection Exercise

To wrap up the WIL session, the Facilitator invites everyone to take a moment to think about how they're feeling as they leave the space. Each person is asked to choose **one word** that describes their feelings or experience in this moment and to write it on a Post-It place it on the Flipchart at the front of the room. This creates a shared visual of how the group is feeling as the session ends.

Also set up a second Flipchart (or use another large sheet of paper) Invite participants to rate the workshop on a scale of 1 to 5, with **1 being the lowest** and **5 being the highest**. This quick feedback helps gauge overall impressions and identify areas for improvement.

4. Conclusion

Facilitating a **WIL workshop** is about **empowering students and community members** to take action for wellness. By guiding them through storytelling, ideation, and prototyping, facilitators **ignite creativity and help drive real change** in schools.



BEST PRACTICES FOR SUCCESSFUL FACILITATION

Encourage All Voices: Use structured turn-taking so **everyone has a chance to contribute**.

Keep the Energy Up: Shift between high-energy and **reflective activities**.

Be Flexible: Adapt based on participants' **engagement levels**.

Foster a Safe Space: Use **supportive language** and allow for **emotional processing** when needed.

Celebrate Small Wins: Acknowledge ideas **with enthusiasm and gratitude**.

APPENDICES

RESOURCES, WORKSHEETS, TEMPLATES

The following templates, tools and worksheets can be accessed here:

WIL Part 2 Appendices

- [Wellness Needs Assessment Questions and Reflection Tool](#)
- [Avatar Templates](#)
- [Shape Challenge Worksheet](#)
- [Decision-Making Matrix Template](#)
- [Prototype Formats & Templates \(Canva Links\)](#)
- [Design Your Idea - Group Activity Worksheet](#)
- Poster Mock-Up Generator: [Canva](#)

