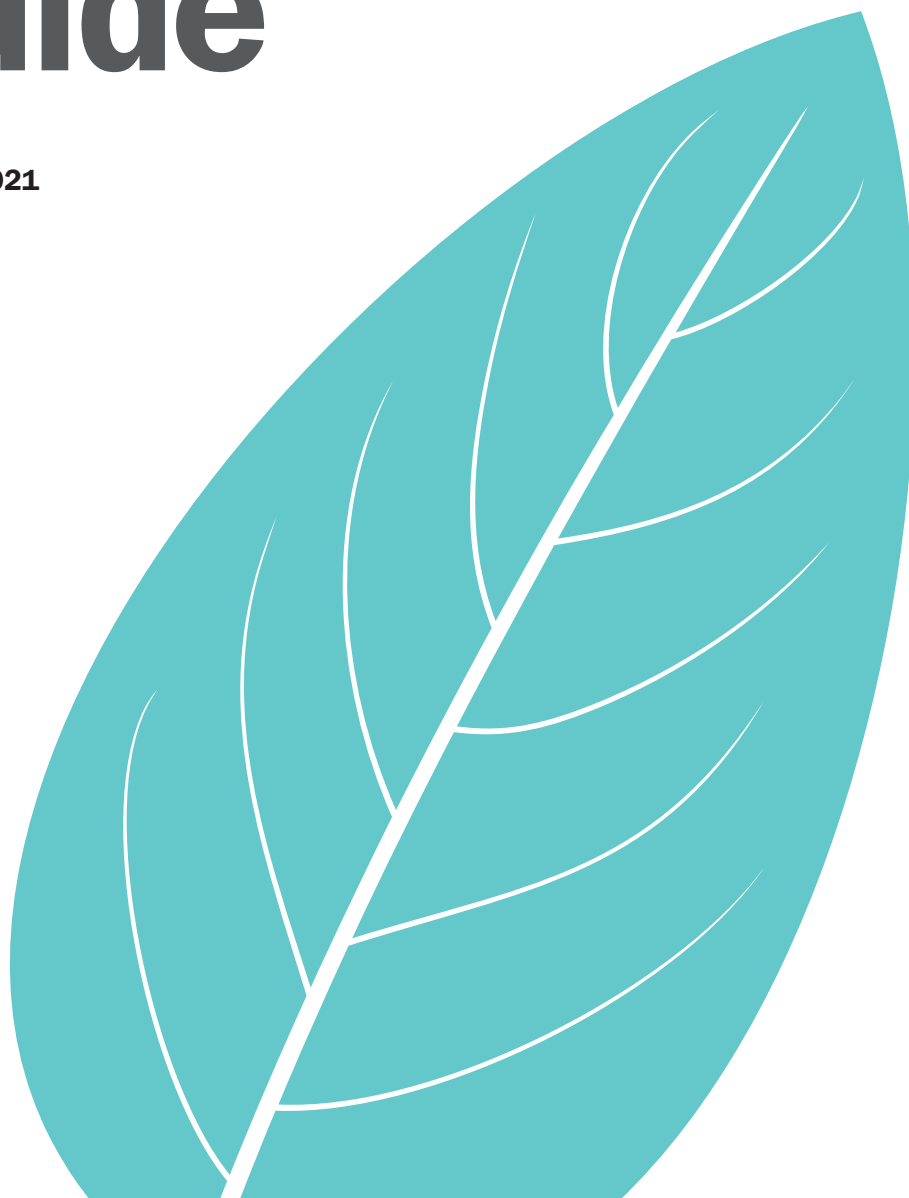


Wellness Program Guide

November 2021



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Acknowledgements

We acknowledge, with much gratitude, that our work takes place on land steeped in rich Indigenous history and home to many First Nations, Inuit and Métis peoples today. We recognize and respect Indigenous People as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.

We also gratefully acknowledge the Morris Foundation as the founding supporter of Foundry's Wellness Program and for their inspiring dedication to their vision for "mentally healthy youth empowered to live happy and productive lives." The Wellness Program at Foundry would not be possible without the Morris Foundation's initial gift and generous ongoing support.

And we acknowledge with gratitude the generous matching contribution from the Nicola Family Foundation, as well as support from the Matter Corporation. Our gratitude as well to an anonymous donor, whose contribution has enabled collaborations with BC Parks Foundation, Power To Be and the Canadian Women's National Field Hockey Team. We thank these organizations for their commitment and valued partnership.

And finally, we wish to thank our entire Foundry network of centres across British Columbia (BC) and our Foundry Central Office team for providing invaluable feedback, guidance and overall leadership throughout the process of drafting this guide. A list of contributing authors can be found at the end of this document.

Thank you to all those who are participating in the development, implementation and evaluation of Foundry's Wellness Program. Thank you for sharing your voices and perspectives, and for inspiring us with your visions of a better future—one where all young people have the resources and supports they need to fully achieve wellness.

For the most up-to-date version of this guide, please see foundrybc.ca/wellness-program (password: **wellness**).

Introduction

Move your body, calm your mind

WELLNESS PROGRAM VISION STATEMENT

Welcome to Foundry's Wellness Program Guide!

This guide and supporting resources have been designed to support unique and innovative Wellness Programs at Foundry centres—to empower the skill development of young people that is inclusive of body, mind and spirit. The connection of mind, body and spirit can improve the mental and physical wellness of youth through meaningful recreational, creative, social and spiritual activities. The program can be customized by each centre in endless ways, with activities based in the centres, in nature and in the community. These activities will complement the services and group activities already offered at Foundry, providing a holistic wellness experience for young people.

About Foundry

Online and in communities across British Columbia, **Foundry** offers young people and their caregivers the **connection, resources, services** and support they need, when they need it.

Foundry is removing barriers and increasing access to quality care through our province-wide network of youth wellness centres for young people ages 12–24 and their families. Foundry centres bring mental health care, substance use services, primary care, youth and family peer support and social services together, making it easier for young people to find support in their communities. Online resources and virtual services further broaden Foundry's reach.

Background and Context of Wellness Program

Foundry had the opportunity to expand its services and explore how meaningful activities—such as spending time in nature, exploring creative arts or participating in mindfulness or physical activity—can encourage youth to connect with each other and themselves and promote holistic wellness.

With initial funding from the Morris Foundation, the first year of the prototype Enhancing Foundry's Service Model and Wellness Opportunities (now known as the Wellness Program) began by consulting with Foundry centres, Youth Advisory Committees and community partners across BC to identify needs, interest and ways to incorporate wellness ideas into Foundry services. A Wellness Coordinator worked with Foundry centres to support the development of new Wellness Programs and track funding needs. In its first year, wellness group opportunities were tested at our centres in Vancouver, Kelowna, North Vancouver, Campbell River, Abbotsford, Prince George and Victoria, followed by Penticton and Ridge Meadows.

Activities encouraged participants to connect creatively through meaningful cultural activities, physically through movement, socially with peers or personally through mindfulness. For the Morris Foundation, it was important that all activities were in-person as it is their mandate to support wellness groups that encourage youth to disconnect from their screens and instead re-connect with each other and with themselves.

“Their voices feel heard, and they’re surprised to see their ideas/suggestions come to fruition.”

FOUNDRY RIDGE MEADOWS TEAM MEMBER ON YOUTH PERCEPTIONS

With additional support from the Morris Foundation, John and Claire Nicola, and other generous donors, Foundry is developing Wellness Programs at all Foundry centres across the province, encouraging young people to reconnect with their minds, bodies and spirit. Youth peer evaluators are studying how these social and recreational activities impact youth wellness, with recommendations for growth and expansion.

The additional philanthropic funding will also expand the Wellness Program beyond in-person activities. Virtual and hybrid (a combination of in-person and online) activities will improve access for youth in rural and remote communities, who may not be able to visit a centre in person. These activities can also provide a welcoming and safe access point for youth who are new to Foundry. They may feel less intimidated joining an online activity, and the connections they make with other youth may make them more comfortable accessing other Foundry services.

The Wellness Program has also led to the thoughtful development and enhancement of new and existing community partnerships, with new opportunities for young people to explore innovative local recreation activities for social connection and engagement. For example, collaborative partnerships with BC Parks Foundation and Power To Be have further supported nature-based outdoor program opportunities.

The Wellness Program's identified objectives are:

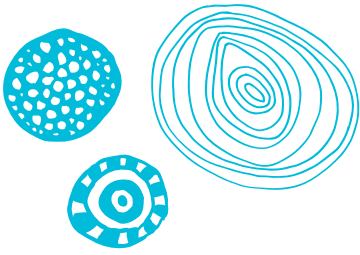
- Improve the mental and physical wellness of youth through meaningful recreational, creative, social and spiritual activities. A key focus is nature-based leisure and land-based activities and the provision of activities to foster social inclusion and connection.
- Embed an educational component into each activity, to develop emotional and social skills through involvement in wellness group activities.
- Explore ways to infuse wellness initiatives opportunities and programs into day-to-day structures and programs.
- Engage with youth and community partners to promote opportunities for youth empowerment and sustainable Wellness Programs.
- Evaluate how Wellness Program activities impact the holistic wellness of youth.

Purpose of This Guide

The hope and intent of this guide is to inspire and support Wellness Programs across Foundry centres. The guide has been designed to provide Lead Agencies and Foundry staff with information needed to develop and deliver holistic wellness activities at their centres as part of Foundry's integrated services, including practical tools and templates to facilitate group development, program implementation and evaluation and collaborative community partnerships.

In addition to practical how-to tools and resources, the guide also includes real-world examples of Wellness Program activities from Foundry centres across BC, descriptions of the five domains of wellness and why they are important, and considerations to think about as you develop a Wellness Program at your centre. Additional tools and resources are available to support this process, and the Foundry Central Office team is available to guide you along the way.

As new centres open across the province, we hope communities are inspired to develop vibrant, sustainable Wellness Programs that will thrive, now and into the future.



**“Foundry
feels like a
second home.”**

YOUTH AT FOUNDRY RIDGE MEADOWS

What is Wellness?

Wellness can be defined in many ways. According to the National Wellness Institute, “Wellness is an active process through which people become aware of, and make choices towards, a more successful existence.”^[1] Wellness is an individual expression of positive and optimal health, and no two people will experience it the same way.

For Foundry’s Wellness Program, we focus on the integration of mind, body and spirit. We hope to support youth in living a good life by creating space for them to focus on their physical, emotional/mental, cognitive/intellectual, social and spiritual/cultural needs.

We encourage young people to take responsibility for their own health and wellness, and they individually define what wellness means for them.



“I would say feeling connected with myself and others and the outdoors, knowing my value and worth in society, becoming more aware of myself, my worth, and my value and my purpose in the world. Not pretending to fit or feeling a need to fit but becoming comfortable with me. Smiling with purpose but being real enough to be vulnerable when things are hard. And lastly not worrying about the future or ruminating on the past but living fully in the present.”

YOUTH AT FOUNDRY ABBOTSFORD

Youth Perspective

When we asked Foundry youth and Youth Peer Support Workers what wellness meant to them, the responses were varied, unique in nature and expression but also shared some core themes:

What does it mean to us?

- Wellness is a subjective experience;
- Wellness is shaped by social determinants of health;
- Wellness is connections with ourselves and others; and
- The need to belong.

What do we want?

- Choice and control over our activities and interests;
- Connection between mind, body and spirit;
- A holistic approach to wellness;
- A sense of belonging;
- Social connections with others with lived experience;
- Personal growth through being active in diverse activities;
- Community involvement and volunteering;
- Non-traditional leisure activities; and
- Art, performing arts, sports, cooking, baking, reading, writing, self-care, pets/interactions with animals and gardening.

Before starting a Wellness Program, start a conversation with your centre team, your youth and your Youth Advisory Committee! For some guiding questions, please see [Assess Participant Needs and Community Assets on page 14](#).

Accessible Wellness

A major consideration for centres is developing Wellness Programs that are accessible and low barrier.

We asked young people to share the barriers they feel, specifically with regards to outdoor activities:

- Lack of personal resources: clothing, shoes, backpacks and waterproof gear;
- Low knowledge or exposure to outdoor leisure or recreation in family of origin;
- Lack of skill set and confidence;
- Limited access to outdoor settings;
- Access to transportation;
- Anxiety around group activities;
- Fear of the unknown; and
- Not knowing what is expected.

Beyond the roadblocks that young people shared, they may also perceive certain barriers based on their own individual life experiences:

- Lack of awareness of benefits of outdoor recreation;
- Limited exposure to structured activities; and
- Limited emphasis on recreation activities in leisure time, e.g., bike riding, drawing, hiking or playing an instrument.

With awareness of the barriers that youth may face, centres can develop thoughtful, holistic activities that offer appropriate levels of support.

Domains of Wellness

Wellness can be described within five domains or categories—physical, emotional/mental, cognitive/intellectual, social and spiritual/cultural. Each centre will work towards offering wellness activities in every domain.^[2]

Physical—Move more, eat well, sleep better

- Physical activity
- Nutrition
- Sleep
- Connections to nature
- Outdoor recreation

Emotional/Mental—Express yourself, live in the moment, cope with stress

- Stress management
- Self-care
- Relaxation and mindfulness
- Self-awareness and self-acceptance
- Hope and optimism

Cognitive/Intellectual—Boost your brain, try new things, empower yourself to lead

- Creative and brain-boosting activities
- Leadership and volunteering opportunities
- Goal setting
- Exploring interests
- Learning new skills

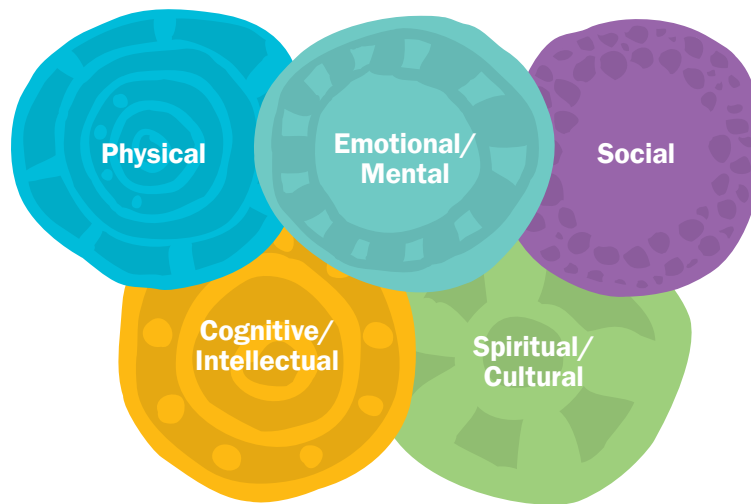
Social—Build connections, share experiences, find role models

- Making friends and feeling included
- Sharing lived experiences
- Connecting with mentors and Elders
- Low-pressure activities
- Healthy relationship skills

Spiritual/Cultural—Feed your soul, find purpose, connect with your culture

- Discovering purpose in life
- Spiritual practices
- Cultural activities
- Cultural teachings
- Creating harmony and connection with the earth

Figure 1: The Five Domains of Wellness



For more details, please see [Activities Within the Domains of Wellness](#) on page 50.

Indigenous Wellness

Foundry is a learning and growing organization, committed to supporting Indigenous, Black and People of Colour (IBPOC) through our work on cultural humility and anti-racist practice. We recognize the importance of culture and tradition in a young person's wellness.

We acknowledge and respect the unique needs of Indigenous youth and families and commit to offering services within each centre that:

- Reflect the specific supports that Indigenous youth and families may request;
- Are culturally informed and culturally safe; and
- Are co-designed with local Indigenous youth and communities.

Centres are partnering with local Indigenous agencies to provide access to Elders-in-Residence, Indigenous navigators and other cultural supports. Some centres have a dedicated cultural room that is ventilated for smudging and healing practices, and some are incorporating Indigenous art and culture into the design of the centre.

Reciprocal learning and responsibility framework

Our journey to reconciliation as a leader in Integrated Youth Services (IYS) begins with the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Truth and Reconciliation Commission's (TRC) Calls to Action and the Missing and Murdered Indigenous Women and Girls Inquiry (MMIWG) Calls for Justice. We acknowledge that the current state of Indigenous health in Canada is a direct result of Canadian government policies, including residential schools, and we recognize and implement the health care rights of Indigenous people.^[3]

We recognize that there are key contributing factors that impact the health and mental wellness of Indigenous youth, families and communities. These include:

- Colonization and assimilation;
- Systemic discrimination and racism;
- Child apprehension;
- Land dispossession;
- Loss of tradition, language and culture;
- Legacy of residential schools; and
- Intergenerational trauma and its effects.

Integrating Indigenous knowledge into Foundry's wellness practices

Foundry is engaging in Two-Eyed Seeing, which is “learning to see from one eye with the strengths of Indigenous ways of knowing and from the other eye with the strengths of Western ways of knowing and to using both of these eyes together. This avoids a clash of knowledges.”^[4]

As we learn, we must look beyond the narrow and limited scope of colonial constructions and integrate perspectives and approaches that honour the rich history of the wisdom and knowledge of Indigenous Peoples as part of our service model.

This includes Indigenous knowledge of well-being as a balance of physical, mental, emotional and spiritual health, with an understanding that holistic wellness must also include the broader social, economic, cultural and environmental determinants of health.

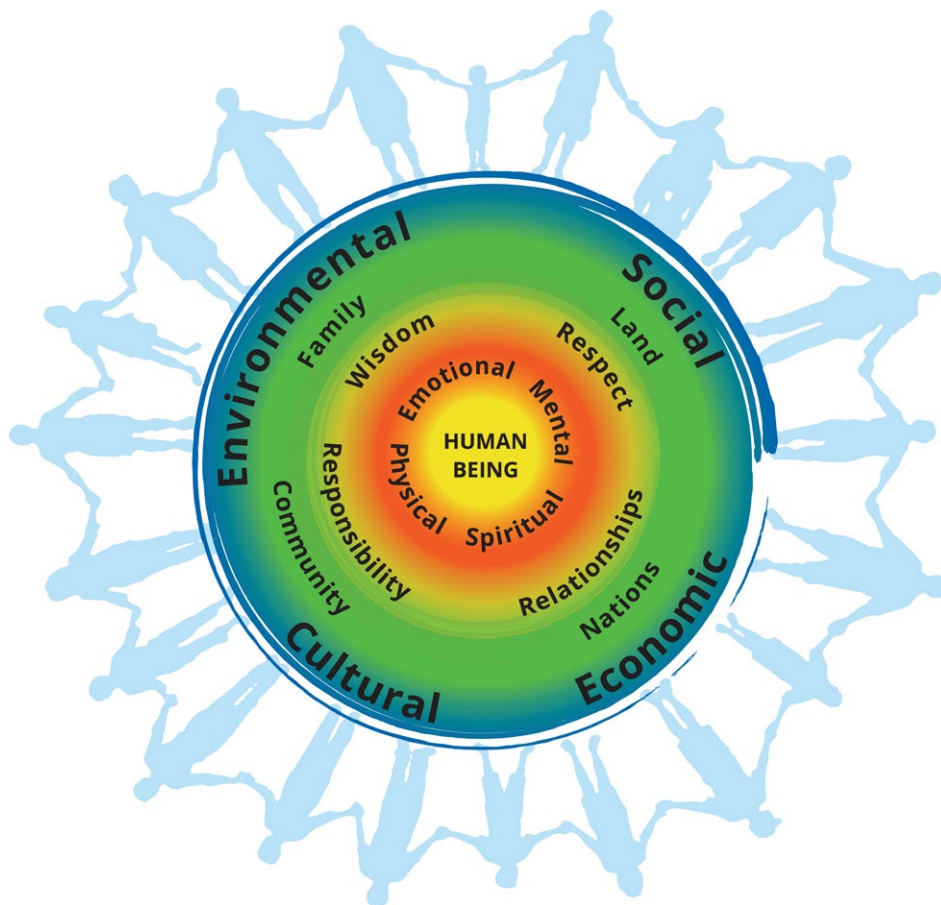
The First Nations Health Authority wellness model

The First Nations Health Authority (FNHA) captures the multi-dimensional nature of wellness and includes the environmental dimension of wellness—connections to the land and living in harmony.

The FNHA and the Traditional Wellness Working Group developed a model to serve as a starting point for First Nations communities to discuss their visions for wellness. This model does not represent conceptualizations of wellness for all Indigenous people but is one way of thinking about wellness that is different from the Western model that often looks at health being supported by professionals and service providers.

Figure 2: The First Nations Health Authority Model

This image is used with permission from the First Nations Health Authority (FNHA) © 2020



According to this model, wellness belongs to every human being and their reflection and perspective on this will be unique. In [Figure 2 on page 11](#), each circle represents the following:

- The centre represents the individual person. Wellness is in the core of each person taking responsibility for their own health and wellness whether they are Indigenous or not.
- The second circle surrounding the centre or the core focuses on the importance of balancing mental, emotional, spiritual and physical needs.
- The third circle represents the values that support wellness, which include respect, wisdom, responsibility and relationships.
- The fourth circle is our surroundings, such as families, friends, the nations or Indigenous bands one belongs to, communities and the land we live on. All of these are critical components of our health.
- The fifth circle represents the social, cultural, economic and environmental determinants of our health and well-being.
- The outermost circle is the FNHA's vision for strong children, families, Elders and people in communities. These people are holding hands, which symbolizes togetherness, respect and relationships and how our wellness and our futures are tied together.

Exploring the idea that wellness belongs to every human being and that each of our reflections and perspectives on wellness will be unique is a great teaching to hold with us as we move through our work. Remembering that wellness looks different for everyone can help us to work with youth and families to approach wellness in a culturally sensitive and knowledgeable way.

Tools and Resources

External Resources

- [Truth and Reconciliation Commission of Canada: Calls to Action \(PDF\)](#)
- [United Nations Declaration on the Rights of Indigenous Peoples \(PDF\)](#)

Developing a Wellness Program at Your Centre

The following are suggested guidelines for developing a Wellness Program at your centre. The actual process, timing and team members involved in each stage may vary, depending on your community context and how established in-person group activities are at your centre.

Please see [Activities Within the Domains of Wellness](#) on page 50 for more details on developing specific activities within your overall Wellness Program.

CONTENTS

Assess Participant Needs and Community Assets

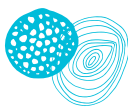
Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

Evaluate Program



► Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

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Implement Program

Evaluate Program

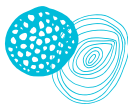
A. Assess Participant Needs and Community Assets

The what

The first step in developing a Wellness Program is determining what types of activities will best serve the youth in your community—this is “the what.” Think about assets and gifts your community can offer. What are the interests and needs expressed by youth at your centre, as well as any gaps in the activities you already offer?

Before starting your planning, start a conversation with your centre team, your youth and your Youth Advisory Committee! Here are some guiding questions:

- What does wellness mean to you?
- What would an ideal Wellness Program look like within our community?
- What are your wellness and leisure priorities?
- How can we facilitate youth voices, choices and opportunities for leadership?
- What is already working well in youth engagement and culturally responsive activities?
- What would you like to see change with youth engagement and culturally responsive activities?
- How can we make sure we are embracing diversity and inclusivity?
- What makes our community unique—lifestyle, geography, culture?
- What strengths does our community have? What strengths can be mobilized?
- What community resources are already easy to access?
- What barriers do youth face in accessing these resources?
- What community partnerships could be explored?



► **Assess Participant Needs
and Community Assets**

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

Evaluate Program

The knowledge gathered from these conversations will help you make decisions about your Wellness Program based on the unique assets and needs of your Foundry community. Gathering data, listening for strengths and recognizing strengths leads to action—you will be able to identify and mobilize your community's assets to create a sustainable program.^[5]

For more details on determining community assets, take a look at these [resources](#) from Nurture Development Ltd.

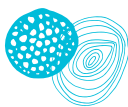
You could also engage youth by asking them to choose activities that interest them from a checklist—please see [A.1 Sample: Leisure List on page 71](#) for a sample.

Transportation is often a barrier for youth.

When planning activities, consider:

- Can youth reach your centre or your offsite activity location by public transit at the start and end times of your activity?
- For younger youth, do the start and end times of your activity fit with times that parents may be able to drive them?
- Can you include the transit trip as part of your activity?
- Do you have access to a centre vehicle? If yes, let participants know who will be driving and make sure you have discussed all the details, including liability and risks, with your centre leader. For more details on waivers, see [Prepare waivers and consent forms on page 29](#).
- If you are partnering with another organization on an activity and they provide transportation, make sure your participants know all the details of when and where to meet and who to contact if they have questions.
- If you are using taxis or Foundry team members' vehicles, make sure you have discussed all the details, including liability and risks, with your centre leader. For more details on waivers, see [Prepare waivers and consent forms on page 29](#).
- Are all the transportation options safe and accessible?

If you explain the transportation options to youth and families in advance, they will have an opportunity to give feedback and get comfortable with the plan.



► Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

Evaluate Program



The who

Next, determine who your target audience is—this is “the who.”

Here are some guiding questions and ideas:

- What are the demographics of your community?
- Do you want to focus on activities for specific age groups (12–15, 15–18 or 19–24)?
 - » 12–15 is an identified gap in service at Foundry centres.
 - » 15–18 targets youth in high school or alternative schooling who may have more time and have easier access to Foundry activities.
 - » The 19–24 age group has different developmental needs than younger participants.
- What activities would appeal to the specific youth at your centre? Invite your Youth Advisory Committee to give input.
- How could wellness activities help you engage youth in the community who haven't yet experienced Foundry? Appealing social media posts can be a friendly way for youth to get to know Foundry and get comfortable with joining an activity. See [Promote your Wellness Program on page 27](#) for more details.

The why

Next, reflect on “the why.” The goal of the Wellness Program is to promote opportunities for youth to engage in fulfilling, empowering activities. Consider ways that your activities will impact the youth:

- What is the purpose of the activity?
- What are the learning objectives?
- Do the learning objectives meet the needs of your participants?
- What intentions are being established?
By whom—the participants, staff, community partners?

Other considerations:

- What type of leadership will best suit this activity?
- What level of participation will be required (passive or active)?
- What cultural factors are important to consider?



► **Assess Participant Needs
and Community Assets**

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

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The answers to these questions may align with the domains of wellness—physical, emotional/mental, social, cognitive/intellectual and spiritual/cultural—and the activities you decide to offer may be part of more than one domain. The overall goal is mind-body-spirit connection.

Assessing participant and community needs is a team effort and may involve various team members at your centre, including the youth, manager, clinicians, Peer Support Workers and Youth Advisory Committee. Figuring out community needs will help inform the next step—your wellness proposal.

Tools and Resources

Supplementary material (Appendix A)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix A.1 Sample: Leisure List

External Resources

- [Determining Community Assets](#), Resources From Nurture Development Ltd.

Youth Engagement

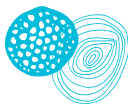
Foundry is created with and for young people and their families. Meaningful engagement of youth in every stage of Foundry centre planning, implementation and evaluation—from decisions about building a space to service options—ensures that our services are relevant, youth-focused and meet the needs of young people in the community.

Foundry centres organize this engagement through youth and families participating in advisory committees, joining leadership and governance tables, participating in research, working at Foundry centres and contributing their lived or living experiences as Youth or Family Peer Support Workers.

Young people working alongside Foundry and its centres are compensated for their time and expertise. Engagement at every level, provincially and in communities, ensures that a variety of voices from young people and caregivers are represented in decisions and processes impacting the Foundry network.

We encourage you to include youth in the development of wellness activities, to incorporate their personal perspectives, to engage them in the community and to provide opportunities for leadership and empowerment. In fact, many centres have reported higher participation in activities that are youth-led.

For example, at *Foundry Ridge Meadows*, youth give input to most of the wellness activities, such as what to make at baking and cooking classes, which board games to buy for the centre and which plants they would like to learn about and grow in the garden.



Assess Participant Needs
and Community Assets

► **Develop a Proposal**

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

Evaluate Program

B. Develop a Proposal

Each centre has a certain amount of Wellness Program funding, based on support from donors. Centres develop proposals detailing how they would like to spend the funds and submit them to Foundry Central Office (FCO) for review, to make sure they meet the overall Wellness Program guidelines.

Meeting the funding criteria

The initial funding for the Wellness Program was provided by the Morris Foundation, who believe in recreational, creative and spiritual activities that give young people the opportunity to connect with each other and with themselves, away from computer and phone screens.

Any activities that access the Morris Foundation funding must take place in person, without youth using screens. It is okay for program leaders to integrate videos into an activity, for fun or for instructional purposes.

Ideally, each activity will also involve learning and will encourage youth to develop emotional and social skills by:

- Improving concentration by increasing mindfulness;
- Improving self-understanding and self-confidence through participation in sports, arts and non-traditional, leisure-based activities;
- Learning self-care skills such as stress management and healthy eating;
- Discovering talents and awakening curiosity;
- Valuing each other and embracing self-worth; and
- Developing resiliency and life skills to help navigate the challenges of adolescence and early adulthood.

As new donors become involved in supporting Wellness Programs, you will have opportunities to include virtual or hybrid activities (combination of in-person and virtual) in your program. For more details on other sources of wellness funding, please contact the Leader, Program Implementation at FCO.

For contact information, see the [Contact List on page 73](#).



Assess Participant Needs
and Community Assets

► **Develop a Proposal**

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

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Creating a proposal

Developing a proposal involves creativity, team effort and thinking about the big picture of what your team and centre want to achieve with wellness activities. Consider involving Peer Support Workers, your Youth Advisory Committee, youth in your community, other community partners and your social networks in the brainstorming process.

When your centre is ready to begin providing wellness activities, the first step is to develop a proposal for wellness funding. The two sample proposals in [Appendix B.1](#) give you an idea of how to do descriptions and high-level cost breakdowns of the activities you plan to offer. You can use the proposal template in [Appendix B.2](#) or create your own spreadsheet if that works better for your team.

Proposal Sample 1

Arts and Culture

Build on our forming relationship with Squamish and Tseil-waututh Nations by co-creating workshops for youth that incorporate First Nations culture and wellness. Some examples include:

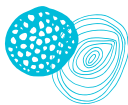
- Dreamcatcher workshop
- Wellness workshops with Elders

Costs include honorariums for Elders and community teachers, as well as general costs for materials.

\$2,000
(\$1,000/yr)

Proposal Sample 2

Activity	Sept 2019– Aug 2020	Sept 2020– Aug 2021	Comments	Two Year Total
Yoga Classes	1,800	1,800	Yoga with emphasis on physical exercise and breathing. Initially one class per week during 36 weeks in school year. Instructors paid at \$50 session. Mats, towels and water provided for new students.	3,600



Assess Participant Needs
and Community Assets

► **Develop a Proposal**

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

Evaluate Program

Your proposed activities can represent as many of the domains of wellness as you like, as long as you consider variety, different learning styles and the interests of the youth in your community. For example, your centre could request funding for:

- Yoga classes (spiritual/cultural wellness);
- Kayaking (physical wellness);
- Books for a lending library (cognitive/intellectual wellness);
- Snacks for board game nights (social wellness); and
- Jam sessions with a music therapist (emotional/mental wellness).

You have flexibility when proposing activities in each domain of wellness, because many activities nourish more than one part of our mind, body or spirit.

Getting your proposal approved

Once your centre has created a proposal, send it to FCO's Lead, Communications and Philanthropy, with a copy to the Leader, Program Implementation. Most centres submit a one-year proposal and budget, but you may prefer seasonal or quarterly plans.

The approval process simply makes sure that the activities you're planning align with our donors' guidelines. The Lead, Communications and Philanthropy will send you a letter confirming the proposal has been approved and explaining next steps.

You're now ready to start planning! Remember to share your activity ideas and resources with your community and across the network of Foundry centres.

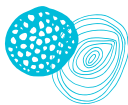
For contact information, see the [Contact List on page 73](#).

Tools and Resources

Supplementary material (Appendix B)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix B.1 Samples: Wellness Proposal
- Appendix B.2 Template: Wellness Proposal



Assess Participant Needs
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► Plan and Design Program

Engage in Pre-Program Tasks

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C. Plan and Design Program

Once your proposal has been approved, use it as a guide when planning and designing your centre's calendar of wellness activities.

FOUNDRY RIDGE MEADOWS AUG/SEPT CALENDAR 				
**Please Call 604-380-3133 to register (All Supplies Provided, 8 spots max)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
23 BAKING : KINDNESS COOKIES 2:00-4:00pm 	24	25 Creative Journaling w/ tea & coffee 2:00pm 4:00pm 	26 MINDFUL GARDENING 4-5:30pm 	27
30 ANIME NIGHT 2:00 - 4:00 	31	1 ART THERAPY: FINGER PAINTING 2PM-4:00PM 	2 GAME NIGHT 3:00PM- 5:00PM 	3
6 LABOUR DAY FOUNDRY CLOSED	7	8 COOKING CLASSES (17+only) 3:00- 4:30pm 	9 GROUP WALK & CHAT 3:00 - 5:00 	10
13 COOKING CLASSES: SPRING ROLLS 2:00-4:00pm 	14	15 YOUNG ADULT GAME NIGHT (17+ only) 3PM-5:00PM 	16	17 "MOVIE UNDER THE STARS" MEET @ MEMORIAL PARK 7:00PM 
Address: 22932 Lougheed Hwy, Maple Ridge, BC V2X 2W2				

Activity formats

For each activity in your proposal, you may have a general idea of how you want the experience to go. Now is the time to customize it to meet the needs of your youth and your centre team. Consider these questions:

- Do you have an appropriate space inside your centre?
- Would the activity work better if you took it outside or offsite?
- What group size best suits the activity?
- Can you modify the activity to make it accessible for varying individual needs? (See [Adapting activities on page 35](#))
- Do you have team members with the skills and expertise to lead this activity? If not, can you involve community partners?
- What resources and equipment are needed and available for your activity (tables, chairs, kitchen space)?
- Is the environment accessible and well suited for youth?

For more details on the different types of activities—community-based, nature-based, land-based, small group, large group, individual and virtual—see [Types of Wellness Activities on page 45](#).

For more information or support on developing wellness activities, please contact the Wellness Project Coordinator at FCO. For contact information, see the [Contact List on page 73](#).



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► **Plan and Design Program**

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Program leaders

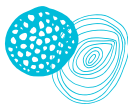
Once you have thought through the activity format, consider who can facilitate or co-facilitate. Is there a team member at your centre with the training, interest and expertise, or do you need to reach out to someone in your community? Co-facilitation teams are an excellent way to lead new programs, especially if one of the team members is a youth. Each leader brings a different set of skills and perspectives.

Budgeting

Check your proposal to see how much funding is listed within each of the five domains of wellness. As you design specific activities and purchase the supplies you need, keep the budget in mind and keep your receipts and invoice in a safe place.

Each centre will track their wellness spending and submit requests for reimbursement (with receipts and invoices) to FCO throughout the year. See [Engage in Pre-Program Tasks on page 26](#) for more details about submitting invoices.

FCO regularly updates donors on the amazing impact of their contributions, so they are encouraged to keep supporting us. When preparing these updates, FCO will ask each centre for details on their recent wellness activities and will also check in about each wellness budget. You will receive an email reminder when the updates are due, usually quarterly. Or you can be proactive and send updates about your recent activities to the Wellness Project Coordinator each time you submit your invoices for reimbursement.



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Session plans

A session plan is a written document with a step-by-step walk through of your activity. Having a written plan helps program leaders focus on the overall intention of the activity.

You can build quick session plans from a template (see [Appendix C.1](#)), or you can develop your own more in-depth session plans.

Session plans generally have the following sections:

- Goal
- Icebreaker or warm-up activity
- Check-in
- Body of session (content, structured activities, opportunities for participation)
- Check-out and recap of learnings

Remember to save all your session plans so that other team members in your centre can recreate your activity or build on it in the future! See [Appendix C.2](#) for a sample session plan and [Appendix C.3](#), [C.4](#) and [C.5](#) for sample check-in activities, icebreakers and check-out activities.

For more information about developing session plans, please contact the Wellness Project Coordinator at FCO. For contact information, see the [Contact List on page 73](#).

The session plan is a tool for you, but it's also important to share a high-level overview with your participants. Offering a brief agenda (verbally at the time of the activity or in writing ahead of time) can help participants know what to expect and build feelings of trust and safety.



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Engage in Pre-Program Tasks

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Assessing risk

With any activity, there are elements of risk. When planning a wellness activity, it's important to assess the risks involved and then make a plan for managing those risks, to reduce the chances of a negative or harmful experience for participants or program leaders.

We often associate risks with danger, but healthy risk taking is an important part of wellness! Healthy risk taking:

- Happens naturally during many leisure activities and outdoor experiences;
- Builds confidence;
- Allows participants to connect around a shared experience; and
- Occurs during well-planned activities with detailed safety guidelines.^[6]

When assessing the risks of an activity, consider these questions:

- Is the participant the only one at risk of harm or are others as well?
- Is the risk caused by the participants themselves, by others or both?
- Is there risk based on the participants' ages and ability levels?
- Is there risk for the program leaders as well?

When making plans to manage risk, consider these questions:

- What can you do, and what resources can you provide, to reduce the identified risks? (e.g., proper equipment and supplies)
- What can you do, and what resources can you provide, to increase safety? (e.g., appropriate means of transportation, skilled instructors)
- Is it best to involve a community partner who has more experience providing the activity?

You may be wondering about participant to staff ratios.

Because every centre is different and every activity is different, there isn't one set ratio. For a low-risk activity in a community setting, a standard ratio is 5:1. Check with your centre leader for specific guidelines for your team.



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Because risk is such a broad topic, it is best to involve your centre leader in the conversation when planning a high-risk activity. As the Wellness Program grows and the activities become more complex, centres will have support from FCO to develop more robust risk policies and templates.

For more details, please see [Appendix C.6](#) for a risk management checklist or contact the Wellness Project Coordinator at FCO.

For contact information, see the [Contact List on page 73](#).

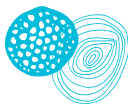
When working with community partners such as **Power To Be** or **BC Parks Foundation**, you will use their informed consent documents and participant information forms, which are completed prior to outdoor activities in community settings. These organizations have expertise in managing risk in outdoor settings and are aware of the need for appropriate communication and written documentation. Please see [Appendix C.7](#) and [C.8](#) for sample documents.

Tools and Resources

Supplementary material (Appendix C)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix C.1 Template: Session Plan
- Appendix C.2 Sample: Session Plan
- Appendix C.3 Sample: Check-in Activities
- Appendix C.4 Sample: Icebreakers
- Appendix C.5 Sample: Check-out Activities
- Appendix C.6 Risk Management Checklist
- Appendix C.7 Sample: Power To Be Informed Consent and Acknowledgement of Risk Form
- Appendix C.8 Sample: Power To Be Staff and Participant Information Form



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► Engage in Pre-Program Tasks

Implement Program

Evaluate Program



D. Engage in Pre-Program Tasks

Once you've done the high-level planning for your Wellness Program, it's time to get into the details.

Schedule program leaders

Each centre selects the program leaders for their Wellness Program activities. These program leaders could be Recreation Therapists, Occupational Therapists, Peer Support Workers, other centre staff or subject matter experts contracted from outside the centre.

Consider who is best suited and trained to lead or co-facilitate. For any activities that require a specific skill set, such as kayaking expertise, back country hiking experience or knowledge of a musical instrument, your centre may need to engage contract instructors from your community to lead or co-facilitate the activities. Another option is partnering with community organizations such as Power To Be and BC Parks Foundation who can bring specific expertise.

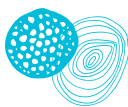
Collect and purchase supplies

Determine what equipment and supplies are already available at your centre or have been purchased with Wellness Program funds. Make a list of everything else you need for your upcoming activities. Purchase your supplies, using your wellness budget as a guide.

Think about what you will ask participants to wear and bring for the activities. To reduce barriers to accessing the activities, consider how you can provide items that participants may need, like rain gear or water bottles. Can a community partner donate backpacks, running shoes or snacks?

Get reimbursed by FCO

As you design specific activities and purchase the supplies you need, keep the budget in mind and keep your receipts and invoices in a safe place.



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Implement Program

Evaluate Program

Each centre will track their wellness spending and submit monthly invoices to the FCO Finance Clerk, with a copy to the Leader, Program Implementation. See [Appendix D.1](#) for a sample invoice. Please include copies of all receipts and invoices from your suppliers. *Please note that the turnaround time for reimbursement of these funds can be up to 30 days.*

For contact information, see the [Contact List on page 73](#).

Promote your Wellness Program

We want our wellness activities to reach as many young people as possible. You can promote your Wellness Program in the following ways:

- **In your centre:** posters, handouts or verbal updates by frontline staff, Peer Support Workers and service providers;
- **Online:** website or social media; or
- **In the community:** posters, connections with partner organizations.

Consider the best ways to reach youth who are already involved with your centre, as well as youth in the community who haven't yet experienced Foundry. What social media platforms would be most effective with various age groups—Instagram, TikTok or others?

Templates for print materials and social media posts can be found on the Wellness Program website (foundrybc.ca/wellness-program, password: **wellness**).

Watch the [Social Media 101 training session](#) created by the Foundry Richmond Youth Advocates.



Recognizing Our Donors

The founding supporter of Foundry's Wellness Program, the Morris Foundation, hopes that their donation will inspire others to support your wellness activities. We ask that you please provide recognition of donors' support—either in writing or verbally as appropriate—whenever wellness activities are provided through your Foundry centre, e.g., Name of Activity, supported by Morris Foundation (or other donor name, as appropriate). This recognition can encourage other individuals and organizations to support our programs.

If you raise additional donor funding in support of your wellness activities, please update FCO's Lead, Communications and Philanthropy, so that we can share this news with the Morris Foundation and other donors.

For contact information, see the [Contact List on page 73](#).



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Plan and Design Program

► **Engage in Pre-Program Tasks**

Implement Program

Evaluate Program

Create registration process

As you develop your registration process, consider how to make it as accessible and youth friendly as possible.

Depending on the type of activity and the location, you may welcome drop-in attendees or you may need participants to register in advance. If they can register online or in person, make sure the information you provide and collect is consistent.

What information do you want to share with participants on your registration form? Share anything that will make your participants feel more comfortable and prepared!

- What to wear (comfortable clothing, rain jacket);
- What to bring (notebook, camera); and
- What to expect (length of activity, setting, transportation options, group size, who are other participants).

What information do you want the participants to share with you?

- Ability level (Have they been hiking before? Do they have experience painting and drawing?);
- Gear they may need help accessing (shoes, backpacks);
- Comfort level with group activities;
- Goals for participating; and
- Other supports that would be helpful for them.

Some of the information you collect will be saved in Toolbox. Please see [Evaluate Program on page 41](#) for more details on entering your wellness activity in Toolbox and keeping track of how many youth were involved.



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► **Engage in Pre-Program Tasks**

Implement Program

Evaluate Program

Prepare waivers and consent forms

It's good practice to review your centre's guidelines and templates for waivers and consent forms.

You may need:

- A waiver indicating the level of risk of a particular activity (see [Appendix D.2](#) for a sample);
- A physical ability form like a PAR-Q+ (see [Appendix D.3](#));
- A consent form for youth to appear in photos or videos (see [Appendix D.4](#) for a sample); or
- Permission from a family member, caregiver or guardian for participants under age 16.

For more information or support on any of the pre-program tasks, please contact the Wellness Project Coordinator at FCO. For contact information, see the [Contact List on page 73](#).

Tools and Resources

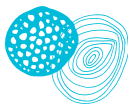
Supplementary material (Appendix D)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix D.1 Sample: Invoice
- Appendix D.2 Sample: Release and Waiver of Liability
- Appendix D.3 PAR-Q+ Physical Ability Readiness Questionnaire
- Appendix D.4 Sample: Media Consent Form

Additional Resources

- [Print Materials and Social Media Templates for Promoting Wellness Activities](#)
- Foundry Richmond Youth Advocates: [Social Media 101 Training Session \(Video\)](#)



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► **Implement Program**

Evaluate Program

E. Implement Program

Making wellness activities low barrier, safe, inclusive and accessible means being mindful of the diversity of your participants.

To set your Wellness Program up for success:

- Strive to offer emotional and physical safety;
- Work towards culturally safe practice;
- Consider the needs of diverse groups;
- Adapt activities as needed; and
- Respect the land and respect each other.

Emotional safety

Emotional safety refers to feelings of comfort and safety in the environment, where participants can relax and feel safe to be themselves and express themselves. A program leader can help create emotional safety in a group setting by being genuine and creating supportive, trusting relationships. Emotional safety in a group leads to a sense of connection with other participants and the program leader.

“A place where they can be themselves and let go of the masks they put on at home/school/counsellors.”

FOUNDRY RIDGE MEADOWS TEAM MEMBER
ON YOUTH PERCEPTIONS



Assess Participant Needs
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Here are some steps your centre team can take to build emotional safety into your activities:

- Get to know your participants and their individual needs;
- Build relationships and encourage social interaction between participants;
- Recognize that participants and program leaders all need to feel emotionally safe;
- Ask your participants what a safe space feels like for them and what the program leader and other participants can do to create that safe space.
- Consider that individuals have different learning styles;
- Invite participation and offer various levels of involvement in group activities;
- Role model healthy self-disclosure and respectful communication;
- Encourage participants to verbalize their needs and share their personal coping strategies when things get tough or if there are tensions or conflicts in the group; and
- Provide space for participants to share information about themselves:
 - » To self-disclose, if they are comfortable;
 - » To share their pronouns; or
 - » To be open about important values or parts of their identity (cultural, spiritual).^[7]

See [Appendix E.1](#), [E.2](#) and [E.3](#) for more details on managing group dynamics, managing participant anxiety and responding to challenging group behaviours.



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► **Implement Program**

Evaluate Program

Physical safety

Safety is the #1 consideration in group activities. We need to provide a physically safe and comfortable environment that still allows participants to take healthy and appropriate amounts of risk, such as trying new activities, seeking adrenaline and challenging themselves.

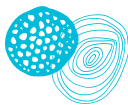
It's important to consider the physical environment where your activity takes place. If it's inside your centre, make sure you are aware of your centre's specific safety protocols, such as the number of participants allowed in each space, how to safely store supplies and cleaning procedures. For outdoor activities, program leaders need more specific safety training. Your centre can partner with other organizations who have experience in safely offering outdoor recreation activities or you can consider offering training for your team.

Foundry had a training partnership with Power To Be that gives team members at centres the opportunity to learn more about leading outdoor recreation activities. You can find out more about upcoming opportunities from your centre leader.

Program leaders may also need certifications and training such as FOODSAFE, WHMIS (Workplace Hazardous Materials Information System), CPR and First Aid to lead certain group activities. Depending on the transportation plans for your activity, a program leader may need a Class 4 driver's license for driving passengers in a larger vehicle.

Another aspect of safety planning is knowing the ability levels of your leaders and participants. See [Appendix C.8](#) for a sample staff and participant information form that collects this information:

- Name
- Age
- Contact information
- Caregiver name and contact information
- Medical concerns that may impact participation in activity
- Allergies
- Specific support to offer, such as meeting sensory needs, managing anxiety, being aware of overstimulation
- Any additional information specific to the type of activity, such as swimming ability



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Cultural safety

Cultural safety is defined by the experience of those who receive it—“feeling physically, socially, emotionally and spiritually safe and respected in an environment free of racism and discrimination.”^[8]

Cultural safety within group settings can refer to the experiences of both participants and leaders, as everyone acknowledges power imbalances and works to establish a safe space for self-expression, empowerment, healing and awareness of social justice issues.

Here are some steps your centre team can take to build cultural safety into your activities:

- Get to know your participants and their backgrounds (culture, beliefs and practices);
- Establish safe space for dialogue and respectful communication;
- As program leaders, recognize and work to mitigate power imbalances;
- Use learning circle formations and person-centred approaches (see [Appendix E.4](#) for more details); and
- Invite dialogue on cultural safety within your team—the leaders, service providers and Peer Support Workers—and with participants.

Please see [Appendix E.5](#) for more information on cultural considerations when working with groups.

Diverse groups

Each Foundry centre offers services that support and welcome the diverse populations in their community, including 2SLGBTQIA+ (Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual/Aromantic, with the + signifying the ongoing evolution of the understanding of sexuality and gender), IBPOC, newcomers to Canada and multilingual youth and families.

Your Wellness Program can include activities designed for specific diverse groups, where they can connect with their peers. It is also important to consider the needs of diverse populations when planning any activity.



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The following are examples and tips for supporting and welcoming diversity:

- Celebrate food from different cultures by inviting people from your community to share their knowledge and work together to cook globally inspired meals;
- Learn a new sport or activity such as cricket, bhangra dancing or henna art from a knowledgeable community member;
- Explore global music as a way to share cultural preferences and expressions;
- Be sure to plan with your diverse participants, rather than planning for them;
- Engage youth, families and partners in your community in the planning;
- Consider ways that your activities could introduce newcomers to the local community and the landscape; and
- Recognize that program leaders are also learners—take a supportive stance and encourage storytelling and sharing of narratives from your participants.

Sample Diverse Groups

Foundry partnered with the *Urban Native Youth Association* to offer a virtual group for youth who identify as Indigenous and Two-Spirit or LGBTQIA+. Youth connected with each other in a safe online environment to talk about self-love and self-care through music, movies, nature and more.

Another group is *Queer Café*, where youth who identify as LGBTQIA+ or Two-Spirit met online for activities and conversation in a supportive, inclusive environment, facilitated by Youth Peer Support Workers.





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Adapting activities

You may need to adapt your wellness activities to meet varying individual needs and levels of participation.

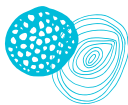
Youth in your community may have mobility challenges, visual or hearing impairment or other specific needs. They may face mental health challenges such as high anxiety or panic attacks and may need more support in certain environments.

Start by asking your participants what adaptations would be helpful. You can also consider involving family, caregivers or community partners who already offer adapted activities. Participants can be invited to bring any personal items of comfort that will make the experience more positive for them. This is important for activities within the centre and in community settings.

What if you decide to take an activity offsite? How do you adapt it?

- Consider the reasons for changing locations and adapting your activity.
- Think about geographical, seasonal and weather considerations.
- Talk to your program leaders before making the decision to take your activity offsite.
- When taking an activity out into nature or into a community setting, safety is #1. You may need to adjust your participant to staff ratio. Check your centre's guidelines.
- Make sure that you have waivers and consent forms, as needed.
- Have a backup plan for poor weather or changing circumstances.
- Make sure all participants are given advance notice about the change in plans and know where to meet and what transportation is available.

For more guiding questions to help you figure out if you need to adapt any of your activities, please see [Appendix E.6](#) for an activity selection and modification model. Things may not always go according to plan, so create a Plan B in advance, so that you have strategies to manage when the unexpected happens.



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Once your Wellness Program is well established, consider offering beginner and more advanced levels of activities, to allow for different levels of participation. This could apply to creative activities like painting and drawing or physical recreation like hiking or fitness classes.

Participation can also be passive or active. Some participants may choose to observe at first or be less involved, while others may be very active and engaged.

“I found that for myself I went on different field trips to places where I had never really gone and probably would not have if it wasn’t for Foundry.”

YOUTH FEEDBACK ON WELLNESS ACTIVITIES

For more information or support for adapting activities, please contact the Wellness Project Coordinator at FCO. For contact information, see the [Contact List on page 73](#).

Accessibility for Neurodivergent People

A more recent area of activity adaptation is how to make environments more accessible for neurodivergent people. To nurture the well-being of all youth, we need to create comfortable and accepting spaces within group activities.

Neurodivergence refers to “divergence in mental or neurological function from what is considered typical or normal”^[9] and can include autism, attention deficit hyperactivity disorder (ADHD), Tourette Syndrome and dyslexia.

Adaptations could include:

- Private or quiet environments
- Low-arousal-coloured walls and floors
- Low lighting
- Visible timers
- Headphones
- Earplugs
- Sensory items
- Yoga balls
- Weighted blankets
- Doodle pads
- Fidget toys
- Frequent check-in chats



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Universal Design

What are universal design principles and how do we use them when adapting activities?

The Principles of Universal Design are intended to simplify life for everyone, including those with disabilities, by making products, communication and the environment more usable. They make life more user friendly, regardless of age, ability or level of functioning.

The seven principles of universal design are:

1. Equitable use
2. Flexibility in use
3. Simple and intuitive use
4. Perceptive information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use^[10]

To learn about universal design in more detail, please see projects.ncsu.edu.

Respect the land, respect each other

Each activity in your Wellness Program will follow its own specific session plan that your team creates, but there are key components that should be included in every activity—a land acknowledgement and a discussion about pronouns.



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Land acknowledgments

It's important to offer a land acknowledgement at the beginning of all wellness activities—whether they take place in your centre, outdoors, out in the community or virtually.

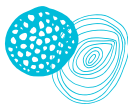
Here are some tips on creating respectful land acknowledgements that have personal meaning:

- Begin by reflecting on your reasons for acknowledging the lands you are on;
- Think about your history on these lands and how that relates to your identity;
- Take the time to learn more about the specific land you call home by consulting resources such as [whose.land](https://www.whose.land) and [native-land.ca](https://www.native-land.ca);
- Explore the history of the specific Nations on their websites;
- Learn how to pronounce the names of the Nations;
- Make your land acknowledgement personal by introducing yourself and your history on the land;
- Be open to using words like “unceded” or “stolen”;
- Share what the land means to you;
- Allow yourself to make mistakes and learn from them; and
- Adapt your land acknowledgement as your understanding deepens.^[8]

You can also lead your participants in creating a personal land acknowledgement as part of your wellness activity. If everyone gives input, it will be unique and meaningful.

Sample land acknowledgement for in-person group:

We acknowledge, with gratitude, that we are meeting on the ancestral, traditional and unceded land of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) and sel̓íl̓wítulh (Tsleil-waututh) Nations. My family came to this land as settlers from England many decades ago. We didn't understand or take the time to think about the fact that we were taking someone else's land and calling it our own. I am committed to learning more about truth and reconciliation and sharing what I learn with our community.



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Sample land acknowledgement for virtual group (where program leaders and participants may be on different lands):

We acknowledge that we are gathering on land steeped in rich Indigenous history and home to many First Nations, Inuit and Métis peoples today. We recognize and respect Indigenous People as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. We gain so much from this beautiful land—it nourishes our minds and our bodies, it gives us energy and it teaches us. We commit to caring for the land and teaching future generations about it, so we all can live in peace and harmony with our natural world.

Pronouns

We offer thanks to Natasha Reaney and the authors of Foundry's Peer Support Training Participant Guide—Sarah Irving, Andrea Vukobrat and the dedicated team of youth co-creators—for these teachings about pronouns.

Part of creating a safe space is recognizing an individual's identity in a simple but important way—by discussing pronouns. We can never assume the pronouns someone uses. An individual's appearance and behaviour are not reliable indicators of their pronouns. To create the safest space possible for everyone, we refer to individuals properly and respectfully by using the pronouns they use to refer to themselves.

Not everyone may feel comfortable sharing the pronouns they use, and that's okay! It may take some time for them to feel they can do so safely. Others may simply not want to share in the moment. If you are uncertain of someone's pronouns, you can always ask them respectfully and privately, as they may not feel comfortable sharing to a crowd.

One way to ask someone what pronouns they use is by introducing yourself and your pronouns first. Then, you can ask for theirs—or they may reciprocate on their own. If someone is not comfortable sharing their pronouns, using their name and the gender-neutral pronouns “they/them/theirs” is a good rule of thumb.



Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

► Implement Program

Evaluate Program

When referring to a large group of people, it is best practice to use gender-neutral terms to address everyone. This includes words such as “everyone,” “all,” “folks” or even more fun terms like “cats” or “friends.” This is an alternative to using gendered words such as “guys” and “ladies and gentlemen,” for example. It is also best practice nowadays to write the word “folks” as “folx” to help with representation of the non-binary community and other diverse genders that aren’t often part of our lingo.

Think about other gender-neutral ways you could address individuals or groups of people.

With all of these considerations in place, you are on track to offer a safe, healthy, inclusive Wellness Program for the youth in your community!

Tools and Resources

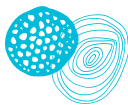
Supplementary material (Appendix E)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix E.1 Managing Group Dynamics
- Appendix E.2 Managing Participant Anxiety
- Appendix E.3 Challenging Group Behaviours
- Appendix E.4 Learning Circle Guidelines
- Appendix E.5 Cultural Considerations for Groups
- Appendix E.6 Activity Selection and Modification Model

External Resources

- [British Columbia Centre on Substance Use Indigenous Anti-Racism and Anti-Colonial \(ARC\) Framework \(PDF\)](#)



Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

► **Evaluate Program**

F. Evaluate Program

After you have implemented some of your wellness activities, it's helpful to take a step back and consider what worked well and what you could improve.

Your program leaders will be able to offer their own feedback on location, logistics, supplies, accessibility, level of difficulty, suitability for the demographic and overall success of the activity. They can also provide informal comments and impressions shared by participants.

For the more formal feedback process, Foundry's Evaluation Team is here to support you.

What is program evaluation?

"The systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future program development."^[11]

Why do we evaluate the Wellness Program?

Program evaluation is a useful tool to help us strengthen the quality of wellness activities and improve outcomes for youth. By collaborating with youth and program staff to collect information in a systematic way, we can see where gaps are across the network and work together to address these. We can also better understand the impact of these Wellness Programs on the lives of young people and use this information to help advocate for future programming.

"The activity, even if only temporarily, meant I wasn't completely isolated."

YOUTH FEEDBACK ON WELLNESS ACTIVITIES



Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

► **Evaluate Program**

How do we evaluate the Wellness Program?

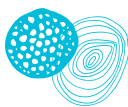
The Foundry Evaluation Team works alongside a team of Youth Peer Evaluators and program leaders at centres to collect data that helps us understand how the program is operating and the impact the program is having. In the context of the Wellness Program, the evaluation is designed to understand the extent to which the following objectives are being met:

- Wellness activities are being implemented as intended;
- Wellness activities enhance the Foundry service model;
- Young people are satisfied with the wellness activities;
- The wellness activities have an impact on youth health and wellness;
- We have an increased awareness and understanding of how technology is impacting youth; and
- Wellness activities result in opportunities for collaboration and partnership.

To understand the extent to which the Wellness Program is meeting these objectives, a set of indicators are measured by collecting data. As part of the evaluation, we collect data through program monitoring/tracking, surveys, focus groups and one-to-one interviews. These data are collected directly from young people and program leaders. Based on these findings, we understand the degree to which the objectives are being met. Then we can work together in partnership across the Foundry network to mobilize these data to make program improvements.

What is my role in evaluation as a program leader?

We recognize that program leaders are focused on facilitating fun, safe and engaging activities for young people and that evaluation adds a layer of complexity, especially when these programs occur outside of the centre. We continue to strive to make the evaluation activities as accessible and straightforward as possible. We welcome any feedback from program leaders on how we can support them with the evaluation.



Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

► **Evaluate Program**

As a program leader, here are three ways you can help us evaluate the Wellness Program:

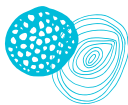
- Track each activity you facilitate in Toolbox:
 - » After each wellness activity, you can enter it in Toolbox to share what kind of activity you facilitated and how many youth were involved. See [Appendix F.1](#) for instructions.
- Ask participants to complete a brief feedback survey, either:
 - » [Online](#); or
 - »  By scanning the QR code beside, which you can add to your own materials or display on a poster. See [Appendix F.2](#) for sample poster.
- Participate in one-to-one interviews:
 - » Share feedback from your experience as a wellness activity program leader in an interview with a member of the Evaluation Team. Your centre may receive interview requests from the Evaluation Team, or you can reach out to the Wellness Program's Research and Evaluation Associate at any time to schedule an interview.

For any questions about surveys or evaluation, please contact the Wellness Program's Research and Evaluation Associate. For contact information, see the [Contact List on page 73](#).

Sharing learnings

From time to time, program leaders, participants and centre staff may be asked to share information about their Wellness Program with FCO or other Foundry centres. This could include activity plans, quotes from leaders or participants, photos, stories of impact and other lessons learned. This sharing helps other centres expand their Wellness Programs quickly and easily. Foundry also regularly updates donors on the amazing impact of their contributions, so they are encouraged to keep supporting us.

**Wellness programs are dynamic—
continually improve upon your programs
to ensure they meet the needs of the
youth in your community.**



Assess Participant Needs
and Community Assets

Develop a Proposal

Plan and Design Program

Engage in Pre-Program Tasks

Implement Program

► **Evaluate Program**

Tools and Resources

Supplementary material (Appendix F)

Visit foundrybc.ca/wellness-program to access these appendices.

- Appendix F.1 Instructions for Entering Wellness Program Activity in Toolbox
- Appendix F.2 Wellness Feedback Survey Poster

Additional Resources

- [Wellness Program Feedback Online Survey](#)

“One of the gripes I have with the social gatherings in particular is that for someone who may not be comfortable with meeting a whole ton of new people at once, may not find those environments super comfortable when the main idea is to have an inclusive and welcoming environment.”

YOUTH FEEDBACK ON WELLNESS ACTIVITIES

Types of Wellness Activities

You can consider several different types of wellness activities to include in your Wellness Program. Having a wide variety of activities leads to more holistic programming to meet the varied needs of youth at your centre.

Your centre can develop community-based activities, nature-based and land-based activities, small group activities, large group activities, individual activities and virtual (online) activities. You might also plan larger group activities, such as special events, retreats or camps that may include the young people's families and caregivers.

For more detailed ideas for activities, please see [Activities Within the Domains of Wellness on page 50](#).

Community-Based Activities

Community-based activities are all activities that are not on Foundry centre property.

Why do activities in community settings?

- To connect to the land and nature;
- To connect to your broader community;
- To experience healthy leisure activities in a variety of settings;
- To provide opportunities for social connections;
- To strengthen community partnerships;
- To learn about our natural environment;
- For enjoyment and fun;
- To empower youth;
- To provide leadership opportunities; and
- To provide a safe space for learning and support.

Examples include Halloween litter pickup, art gallery tours and kayaking.

Nature-Based and Land-Based Activities

Nature-based activities are grounded in experiencing elements of the natural world and any form of connection with nature. They have gained in popularity based on research into the health benefits of having experiences in natural settings. These activities are a type of community-based activities, as they often take place outdoors and away from the centre.

Examples include activities in park settings, mindfulness hikes and water-based activities. There are also new trends towards innovative activities such as forest bathing, which can also be done virtually by connecting to a nature guide via cellphone.



Land-based activities are connected to healing and spirituality in the natural world. They may include ecological programs about sustainability and environmental awareness, or they may focus on Indigenous culture and values. You can ask for support from Elders and other teachers from your community as you develop these activities.

Examples include cedar bark weaving, canning salmon and smudging. Some land-based activities are seasonal, and some can be done inside your centre.

Small Group Activities

Small group activities (two to five youth) have become more popular, particularly during COVID-19 pandemic restrictions on in-person groups. For youth with anxiety or other specialized needs, small groups can provide a more supportive experience, helping them develop confidence in group settings and allowing for natural relationship building.

Examples include coffee and a walk with a Peer Support Worker, expressive art sessions, equestrian therapy and martial arts.

“I like hands-on activities.”

YOUTH FEEDBACK ON WELLNESS ACTIVITIES

Large Group Activities

Large group activities (six or more youth) happen regularly at most Foundry centres. They offer youth an opportunity for social connection, learning and fun. Depending on the group size, you may need two or more program leaders. Large groups can be fun and social, although it's important to be mindful of group dynamics, the specific roles of each program leader and being inclusive so no one is left out. Taking larger group activities out in the community requires extra planning around transportation, safety and risk management.

Examples at centres include pizza and paint night, yoga classes, movie or game nights and stress management sessions. Examples in the community include hikes, picnics and field trips.

Individual Activities

Individual activities offer youth a more personalized experience through one-on-one interactions with a team member or Peer Support Worker. These activities build confidence and relationship skills. A youth may then feel more comfortable transitioning into group activities.

Individual activities can also be an opportunity for youth to explore their interests in a low-pressure setting.

Including Families

Families and caregivers are an integral part of Foundry communities, and they are encouraged to give input and be actively involved in wellness activities. This involvement could include volunteering to help with an activity, leading an activity, participating in training opportunities and sharing knowledge about their culture, such as music, food and traditional celebrations.

For example, at **Foundry Prince George**, members of their Family Advisory Committee are completing the YMCA's comprehensive volunteer process so they can develop, plan and deliver a new music program, with instruments purchased using Morris Foundation funding. See [Spiritual/Cultural Wellness](#) on page 62 for more details on this innovative activity!

INDIVIDUAL WELLNESS ACTIVITIES IN ACTION!

“A Peer Support Worker was showing a youth at our centre how to skateboard. The youth was scared and nervous but attempted it a few times (with help and hand holding!). Another youth witnessed this youth trying to skateboard and asked if they could also try. Seeing others being vulnerable helps others be vulnerable as well, and if we take a chance and ignore our fears or anxiety, we might find something new we enjoy. Two youth tried skateboarding that day, worked through their fears and anxieties, and made a connection to each other and their Peer Support Worker.”

FOUNDRY PENTICTON



Virtual Activities

Virtual activities allow youth and program leaders to use technology to participate in activities without being in the same physical location. During the COVID-19 pandemic restrictions on groups, virtual and hybrid activities became a necessary alternative to Foundry's usual group activities. Virtual activities take place completely online, and hybrid activities combine in-person and online elements.

When planning virtual or hybrid activities, consider these questions:

- How can you design the activities to best meet the needs of youth in your community?
- Do your program leaders need specific training (virtual facilitation, software training)?
- Do your program leaders and participants have access to the technology they need (internet connection, video conferencing software, phones, computers, tablets)?
- What supplies do participants need for the activity and how can you provide them (e.g., delivering baking supplies, providing yoga mats at the centre for a class led by an online instructor)?
- How do these activities fit into the overall plan for developing your Wellness Program?

"I think it was really cool that Foundry did a lot of online stuff as well as in person stuff. Because I know some people who are like super uncomfortable with going into Foundry and being around people, even with masks and social distancing. Then there's also people who really preferred to be in-person and to have that sort of person-to-person contact."

YOUTH FEEDBACK ON WELLNESS ACTIVITIES



With the declaration of a global COVID-19 pandemic in 2020, Foundry centres across BC had to work quickly to implement innovative virtual solutions. To maintain connections despite physical distancing, centres shifted to online wellness activities that encouraged interactions, relationship-building and the continuation of wellness journeys. These activities included movie nights using shared screens, online book clubs, cooking and baking live-streams with home delivery of ingredients, online games, art classes in the park and physically distanced outdoor hikes.

Please remember that virtual activities cannot be part of your proposal for Morris Foundation funding, because it is intended for activities that encourage youth to disconnect from screens and reconnect with nature, movement, themselves and each other.

As new donors become involved in supporting Wellness Programs, you will have opportunities to include more virtual or hybrid activities in your program.

For more details on other sources of wellness funding, please contact FCO's Leader, Program Implementation. For contact information, see the [Contact List on page 73](#).

REAL-WORLD EXAMPLE OF A HYBRID ACTIVITY

“We are starting a new program that will be a hybrid of virtual and in-person training for personal self-defence. We have an amazing facilitator who is a social worker and has done self-defence for youth for many years, and her approach is very much focused on building capacity and confidence. She instructs online, and we offer a socially distanced space for a couple of youth to join us in-person, with some youth also participating online. For higher risk youth, we also have a counsellor or Peer Support Worker on site to assist with the activity. We are seeing a lot of at-risk, street-entrenched youth, as well as young people who don't feel safe in the community, so we really want to work towards empowering them.”

FOUNDRY PENTICTON



Tools and Resources

External resources

- [Icebreakers for Online Groups](#)
- [Games to Play on Zoom](#)
- [mindyourmind](#) — Interactive Mental Health and Wellness Tools
- [Power To Be Virtual Opening Circle \(Video\)](#)
- [Power To Be YouTube Videos](#)
- Reenergizing Wellness: [Community Dinner Toolkit \(PDF\)](#)
- Article on [the Healing Power of Nature-Based Leisure](#)



► Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Activities Within the Domains of Wellness

As you plan your wellness activities, it's important that they represent the different domains of wellness—physical, emotional/mental, social, cognitive/intellectual and spiritual/cultural. The following sections provide more details on developing activities within each domain.

Your team and your program leaders can use these objectives, ideas and tips to create customized activities that suit your community. Remember to connect with other centres to share ideas!

Physical Wellness

MOVE MORE, EAT WELL, SLEEP BETTER

Physical wellness is about adopting and maintaining a healthy, active lifestyle. It includes physical fitness, food and nutrition and sleep.

Encouraging physical wellness in youth is one of the core intentions of the Morris Foundation funding—providing opportunities for youth to reconnect with nature and movement.

The physical domain of wellness includes activities that help youth:

Physical Activities	Food and Nutrition	Sleep
• Develop interest and build skills in a variety of indoor and outdoor physical activities; • Increase knowledge of the benefits of regular physical activity; • Learn safe fitness practices and injury prevention; and • Connect with nature;	• Learn healthy eating habits, meal prep skills and ideas for low-cost creative meals; • Gain confidence in the kitchen and experience cooking and baking as leisure activities; and • Experience food as a social activity, a cultural celebration and a means of comfort;	• Understand sleep as an important component of health; • Create healthy bedtime routines; and • Learn how evening screen time can affect sleep.^[12]



► Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Physical wellness means...

“Having self-esteem and healthy body image”

“Being confident to join in physical activities”

“Feeling good while doing physical activities”

“Being able to move my body”

A note about fitness advice and expertise

Centres should engage qualified fitness professionals for any activities that formally offer fitness advice or assessments and for group or individual exercise activities such as yoga, weight training and aquafit. If a physical activity requires specific expertise, such as kayaking or backcountry hiking, you can hire qualified instructors or partner with community organizations such as Power To Be and BC Parks Foundation.

Other physical activities such as community walks, gardening and stretching can be led by centre staff, Peer Support Workers or family members (based on their comfort and skill level), because the focus is on getting active and connecting with each other.

A note about nutrition advice

Centres should engage registered dieticians for any activities that formally teach or assess nutrition. Recreation-based wellness activities involving baking or meal prep can be led by service providers from your centre, Peer Support Workers or family members, because the focus is on life skills, healthy habits, fun and friendship.

Activity ideas

Here are some examples of activities that encourage physical wellness:

- **Foundry Victoria's mindful photography class:** Connecting socially as a group while walking, taking photos across the city and appreciating urban beauty.
- **Cooking and baking:** Learning to prepare low-budget, healthy meals and snacks and experiencing baking as a relaxing social activity.
- **Dance sessions and music jams:** Moving to music while learning a new dance style like hip-hop, Zumba™ or bhangra.
- **Paddleboarding or kayaking:** Getting outdoors and trying water-based activities, while building confidence and having fun.

GROUP ROCK WALL CLIMBING!

Where: Rock Wall Climbing Gym Inc
When: Saturday Oct 2nd, 12:30 - 2:30pm
How: Talk to front desk to register
Cost: Free!

Come join and connect with others youth as we learn how to rock climb together in a safe inclusive space!

FOUNDRY
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community SERVICES
Changing lives together



► Physical Wellness

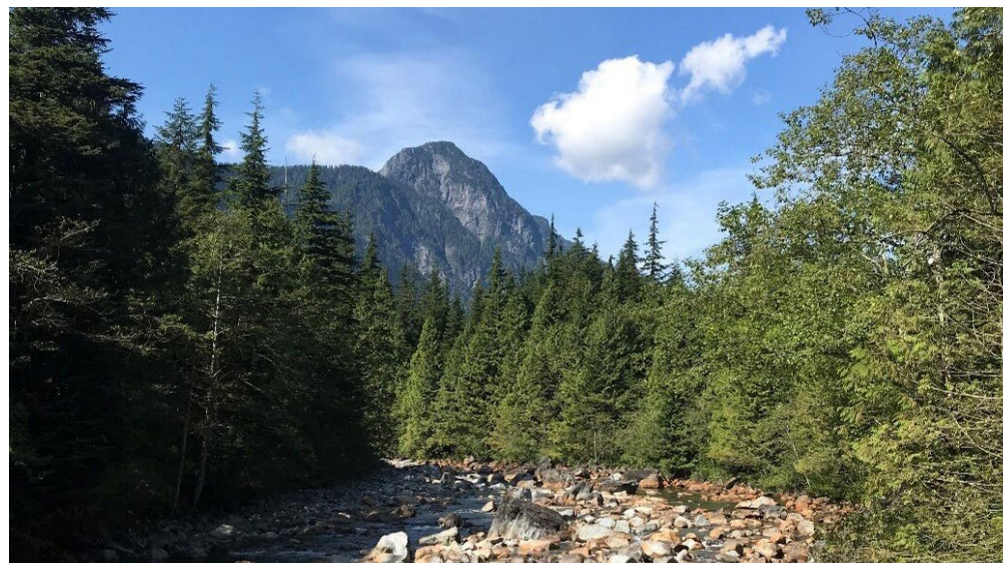
Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Real-world example activity 1: Hiking: Outdoors and Unplugged



Overview	Details
Domain of Wellness	Physical
Activity description	Youth went on hikes in Golden Ears Provincial Park with a guide from BC Parks Foundation and transportation by ParkBus.
Type of activity	Large group or small group
Led by	Foundry Abbotsford in partnership with BC Parks Foundation
Preparations	The centre collaborated with BC Parks Foundation to plan the activity, including transportation, guide, supplies and refreshments.
Budget	BC Parks Foundation provided the nature guide and arranged transportation through their partnership with Parkbus. The centre accessed Morris Foundation funding to pay for food, sunscreen and bug spray.
Outcomes	Feedback from the participants was extremely positive. “I enjoyed going somewhere new and loved the walk. Even with the rain, the lake itself was beautiful. I got some super cool photos and I think it really helped me feel better because I got out doing something active, which really helps my mental and physical health.” “I enjoyed going on the hike because I love being outdoors and it helps me with my mental health to be out in nature with people. I would absolutely love to go again. Even though it was pouring rain, the trail was amazing, and I really enjoyed my time there.”
Tip	Think about organizations in your community you could partner with to offer new activities.



► Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Remember that it's important to share an overview of your session plan with your participants. Offering a brief agenda (verbally at the time of the activity or in writing ahead of time) can help participants know what to expect and build feelings of trust and safety.

Tools and Resources

External Resources

- BC Centre for Disease Control
 - » [Food Skills for Families](#)
- [BC Parks Foundation Healthy By Nature](#)
- The Bliss Bean
 - » [Build Your Bedtime Routine and Sleep Diary Worksheets](#)
- Canadian 24-Hour Movement Guidelines
 - » [for Children and Youth](#) (Ages 5–17 years)
 - » [for Adults](#) (Ages 18–64 years)
- Food and Nutrition
 - » [Healthy Eating](#)
 - » [Eating](#)
- ParticipACTION Build Your Best Day
 - » [Resources](#)
 - » [Interactive Tool](#)
- [Power To Be Adventure Videos](#)



Physical Wellness

► Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Emotional/Mental Wellness

EXPRESS YOURSELF, LIVE IN THE MOMENT, COPE WITH STRESS

Emotional wellness is your ability to cope with stress, express feelings, maintain healthy relationships, manage negative emotions (like anger and frustration) and deal with conflict.

The emotional/mental domain of wellness includes activities that help youth:

- Learn how to regulate emotions and practice gratitude;
- Explore the relationship between stress and health;
- Learn stress management and coping strategies;
- Practice self-care;
- Learn relaxation and mindfulness techniques and practices;
- Gain self-awareness and self-acceptance;
- Understand how participating in wellness activities, spending time in nature and meeting with others can lead to emotional wellness;
- Feel hope and optimism; and
- Live in the moment.

Activity ideas

Here are some examples of activities that encourage emotional wellness:

- **Foundry Victoria's mindful photography class:** Connecting socially as a group while taking photos across the city and appreciating urban beauty.
- **Foundry Abbotsford's virtual forest bathing:** A guided nature immersion experience hosted by BC Parks Foundation.
- **Expressive arts:** Activities that encourage self-expression and relaxation, such as art lessons, drama activities or poetry slams.
- **Goat yoga classes:** A fun way to practice self-care and relaxation techniques, while balancing adorable goats and interacting with peers.





Physical Wellness

► Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Real-world example activity 1: Affirmation Cards

Overview	Details
Domain of Wellness	Emotional/mental
Activity description	Youth discussed as a small group the importance of words of affirmation and then selected meaningful laminated affirmation cards to put on rings to attach to their keys or backpack, keep in their purse or leave wherever they will see them regularly.
Type of activity	This is a small group activity but could also be an individual activity, as each youth chose their own meaningful affirmation cards to take home.
Led by	Foundry Abbotsford's wellness lead
Preparations	The centre purchased laminated affirmation cards and key rings.
Budget	Receipts for the purchase of affirmation cards and key rings were sent by Foundry Abbotsford to FCO and reimbursed using Morris Foundation funding, since this was an in-person activity.
Outcomes	Youth were able to practice self-awareness and self-connection, and they went away with a personal tool they could use at any time to help them feel empowered.
Tip	Foundry Abbotsford youth collected the extra affirmation cards that weren't selected and left them at the front desk and in various places throughout their centre, to help inspire and encourage other youth who are accessing services.

“It helped me make a friend. All my classes are online this year so that’s a bit of a challenge right now, so it’s nice to make connections and just have someone to talk to.”

YOUTH FEEDBACK ON WELLNESS ACTIVITIES



Physical Wellness

► Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Real-world example activity 2: Pick-Me-Up Bags



Overview

Details

Domain of Wellness	Emotional/mental
Activity description	Foundry Campbell River's peer support team created and distributed 70 themed Mental Wellness Pick-Me-Up Bags to youth who attend walk-in counselling. The bags have creative and practical wellness themes, which often align with an activity young people want to practice following their counselling session: • Deep Breathing and Grounding: meditation beads, smooth rocks and essential oils; • Journaling and Emotional Regulation: notebooks, pens and journaling prompts; • Sensory Awareness: assortment of sensory objects to aid focus and ease anxiety; • Identity and Self-Esteem: coloured beads, strings and nail polish to encourage self-expression; • Colouring Books and Distraction: colouring books and supplies; • Glitter Jars and Relaxation: glitter jar activity to help relieve stress and release tension; and • Gratitude Boxes and Positive Psychology: small box and pencil crayons to help keep inspirational quotes, track goals and find gratitude in everyday life.
Type of activity	The COVID-19 pandemic created a need to "look outside the box" of traditional group and in-person activities, and centres responded with amazing ideas for bringing wellness to young people at home. Preparing the bags could be a small group activity.
Led by	Foundry Campbell River's peer support team
Preparations	The centre purchased a variety of supplies needed to assemble the different themed bags.
Budget	Receipts for the purchase of the supplies were sent by Foundry Campbell River to FCO and reimbursed using Morris Foundation funding.
Outcomes	Youth responded positively to the bags and were happy to have a way to stay connected to wellness.
Tip	Pick-Me-Up Bags can be designed to meet specific needs of youth at your centre and can be planned around other domains of wellness too (e.g., physical, cognitive/intellectual). They are an accessible, low barrier, cost-effective way of bringing wellness to youth at home and in the community.



Physical Wellness

► Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Tools and Resources

External Resources

- [Anxiety Canada](#)
- [Breathr](#)—a Free Mindfulness App
- [Kelty Mental Health Resource Centre](#)—a BC-based Resource for Families Navigating the Mental Health System
- [Sounds True](#)—an Online Mindfulness and Meditation Resource
- [TEDx Talk: Why Aren't We Teaching You Mindfulness?](#) by AnneMarie Rossi
- [TEDx Talk: Growing Up Stressed or Growing Up Mindful?](#) by Christopher Willard



Physical Wellness

Emotional/Mental Wellness

► **Social Wellness**

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Social Wellness

BUILD CONNECTIONS, SHARE EXPERIENCES, FIND ROLE MODELS

Social wellness is about making and maintaining meaningful connections and building relationships with others.

The social domain of wellness includes activities that help youth:

- Learn how to connect with others;
- Make friends and feel included;
- Share lived experiences;
- Form healthy connections with peers and other community members;
- Participate in low-pressure activities in safe group settings; and
- Find mentors and role models to connect with and learn from.

Activity ideas

Here are some examples of activities that encourage social wellness:

- **Games night:** Socializing and having fun in small groups with age-appropriate board games, cards, charades or trivia—and snacks!
- **Park hangouts:** Simply being together in nature, with low-pressure activities like getting ice cream, listening to music, drawing or journaling.
- **Foundry Ridge Meadows' movie under the stars:** Encouraging youth to plan, lead and promote an outdoor movie night with a picnic, with the support of centre staff and Peer Support Workers.





Physical Wellness

Emotional/Mental Wellness

► **Social Wellness**

Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Real-world example activity 1: Adulting 101 Workshop

Overview	Details
Domain of Wellness	Social and emotional/mental
Activity description	Youth in Richmond, particularly in the 18–23 age group, expressed a desire to build their skills in the areas of wellness and daily living. Foundry Richmond collaborated with the City of Richmond to develop an eight-week workshop series with topics like shopping, budgeting, self-care and five-ingredient meal prep.
Type of activity	This is a small group activity—up to seven youth per group—to make sure that their individual needs can be considered and met.
Led by	Foundry Richmond, in partnership with the City of Richmond
Preparations	The centre met with the City of Richmond to explore the partnership. They determined the budget, brainstormed ideas for topics and guest speakers and discussed the importance of representing diverse cultural perspectives in the workshops.
Budget	Partnering with other organizations allowed Foundry Richmond to offer this zero-barrier activity. Wellness Program funds helped offset the cost of transportation, materials, food and honoraria for guest speakers.
Outcomes	Evaluation is key! Youth feedback determined if we met their needs for zero-barrier, practical life skills workshops. The team has plans to run four workshop cycles per year.
Tip	Be flexible when planning this type of activity. Talk to your participants to find out which topics they are most interested in, so you can customize the workshops.

“I really like the energy of talking to people and hanging out with people and doing activities.”

YOUTH FEEDBACK ON WELLNESS ACTIVITIES



Physical Wellness

Emotional/Mental Wellness

Social Wellness

► **Cognitive/Intellectual Wellness**

Spiritual/Cultural Wellness

Cognitive/Intellectual Wellness

BOOST YOUR BRAIN, TRY NEW THINGS, EMPOWER YOURSELF TO LEAD

Cognitive wellness is about boosting your brain. Creative, stimulating activities lead to good brain health.

The cognitive/intellectual domain of wellness includes activities that help youth:

- Learn new skills;
- Explore their interests;
- Boost their brains through creative and intellectual pursuits;
- Empower themselves and build self-esteem and confidence;
- Find leadership and volunteering opportunities; and
- Engage with activities that lead to goal setting.

Activity ideas

Here are some examples of activities that encourage cognitive/intellectual wellness:

- **Foundry Prince George's virtual book club:** Meeting online every week to connect and discuss a book, with free copies provided at the centre or accessible as an e-book through the local library.
- **Foundry Penticton's farm to table cooking:** Learning to cook with fresh ingredients from their community, with help from a local chef. Planning and hosting community dinners to celebrate the seasons.
- **Foundry Abbotsford's costume community cleanup:** Learning to safely handle and dispose of sharps and harm reduction supplies (from a trained expert) and cleaning up a local park while wearing fun costumes.

It's important to note that music and art activities can't be called "music therapy" or "art therapy" unless they are led by certified art or music therapists. You can get creative with the names of your activities but be sure you are correctly describing what you're offering.



Physical Wellness

Emotional/Mental Wellness

Social Wellness

► Cognitive/Intellectual Wellness

Spiritual/Cultural Wellness

Real-world example activity 2: Paint Like Bob Ross



Overview

Details

Domain of Wellness	Cognitive/intellectual and emotional/mental
Activity description	Painting and so much more! Youth learn how calming it can be to express themselves through art. They learn that it's okay to make mistakes and how good it feels to work hard at something they enjoy. The focus is on changing self-talk from negative to positive, to build self-confidence and self-esteem.
Type of activity	Small or large group activity
Led by	Foundry Penticton
Preparations	Learn a bit about the painter, art instructor and TV host Bob Ross and the philosophy of his show, <i>The Joy of Painting</i> . Determine whether you have art supplies at your centre and purchase anything that's missing. Hire an art instructor or experienced painter to lead the session—this could be a youth or family member from your community if they have this skill set. You may need large tables, tablecloths and smocks. Consider playing music to create a calm space for self-expression. Your leaders may do some sample art of their own to share or display other art that youth have created.
Budget	This activity can fit a variety of budgets, because you can buy basic paints, brushes and canvases at discount stores or choose higher-quality items from art stores. Receipts for the purchase of the supplies were sent to FCO and reimbursed using Morris Foundation funding.
Outcomes	This form of painting helps youth form strong relationships with their peers through creativity and self-expression while taking a mental health break. Favourite Bob Ross quotes from youth who participated: “We don’t make mistakes, just happy little accidents.” “There’s nothing wrong with having a tree as a friend.” “Talent is a pursued interest.”
Tip	Why paint like Bob Ross? First, who is Bob Ross? Check out his TV show The Joy of Painting . His soft-spoken and encouraging manner has been inspiring people to try painting for decades.



Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

► **Spiritual/Cultural Wellness**

Spiritual/Cultural Wellness

FEED YOUR SOUL, FIND PURPOSE, CONNECT WITH YOUR CULTURE

Spiritual/cultural wellness is about overall purpose in life—it may come from a belief or faith system or a cultural perspective.

The spiritual/cultural domain of wellness includes activities that help youth:

- Nourish their soul;
- Create harmony and connection with the earth;
- Discover a sense of purpose in life;
- Gain cultural awareness and learn cultural teachings;
- Participate in spiritual practices;
- Have opportunities for spiritual growth; and
- Feel a sense of community and common purpose with others.

Activity ideas

Here are some examples of activities that encourage spiritual/cultural wellness:

- **Foundry Penticton's orange shirt activity:** Learning and showing support for Truth and Reconciliation by tie-dyeing and decorating their own personalized orange shirts as part of the national Every Child Matters event.
- **Foundry North Shore's Diwali celebrations:** Learning from a South Asian family about the significance of Diwali, the meaning of diyas (small lamps that are lit during celebrations) and how to paint them.
- **Foundry Penticton's land-based leadership teachings:** Developing a partnership with a First Nation to co-create a personal and relational leadership program, with connections to land-based experiences and teachings from Elders.
- **Indigenous voices library:** Creating a library of Indigenous-focused books and resources to encourage learning and make it accessible for all youth. Highlighting local authors and Indigenous leaders in workshops if possible.
- **Foundry Abbotsford's mindful movement:** Creating a movement practice together, with the leadership of a trauma-informed yoga instructor.





Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

► Spiritual/Cultural Wellness

It's important to note that music and art activities can't be called "music therapy" or "art therapy" unless they are led by certified art or music therapists. You can get creative with the names of your activities but be sure you are correctly describing what you're offering.

Real-world example activity 1: Learning to Play Musical Instruments

Overview	Details
Domain of Wellness	Spiritual/cultural
Activity description	A parent on the Foundry Prince George Family Advisory Committee came up with the idea for musical instrument lessons at the centre. She recognized the benefits for her teenager after they learned to play the ukulele at school—motivation to go to school, dedication to practicing, learning to read music and getting excited to move on to learning other instruments. She saw the opportunity to offer this type of experience to other young people in the community and is helping make it happen!
Type of activity	Individual, small group or large group
Led by	Foundry Prince George Family Advisory Committee
Preparations	The centre team and the Family Advisory Committee talked about the benefits of offering music lessons. They thought about staff, community members and youth and families who have musical backgrounds or can play specific instruments. They saw the potential of youth and family leadership, and family advisors are completing the YMCA's comprehensive volunteer process so they can help develop, plan and deliver the music activity.
Budget	Morris Foundation funds were used to purchase musical instruments for the centre and hire music teachers.
Outcomes	Potential outcomes for youth include a love of music, more leisure interests, a new skill set and motivation to connect with others through school music programs, band or other music activities in the community. The centre can build upon this activity and expand their music program over time.
Tip	The parent who proposed this activity recognized that musical instruments could be a way for Foundry to engage more young males in wellness activities and the centre overall. Think about the different learning styles and interests of your participants as you develop activities that will suit them best.



Physical Wellness

Emotional/Mental Wellness

Social Wellness

Cognitive/Intellectual Wellness

► **Spiritual/Cultural Wellness**

“Offering a music program at Foundry will provide the opportunity for likeminded youth to explore music together. It is a positive way to bring youth together to express themselves. Music is a powerful way to connect people and has been used throughout time.

The impact I hope the Foundry music program will have on youth is to create a sense of community, unity and belonging. Music is known to help reduce anxiety and regulate emotions. I hope a music program will help with any mental health symptoms youth may be experiencing.

I selected this type of programming because my son loves playing his instruments. He currently has no friends who play. He also is limited to where he can meet friends due to online schooling. In Prince George there is no youth public music group and I feel it is an excellent idea and opportunity to create one.”

PARENT, PRINCE GEORGE FAMILY ADVISORY COMMITTEE

Tools and Resources

External Resources

- [You Are Made of Medicine](#)—A Mental Health Peer Support Manual for Indigiqueer, Two-Spirit, LGBTQ+, and Gender Non-Conforming Indigenous Youth
- [Canadian Mental Health Association’s Reenergizing Wellness: A Resource for Peer-Led Wellness Programs in Indigenous Communities \(PDF\)](#)

Community Partnerships

As our Wellness Programs expand in scope and as new centres open in communities across the province, centres and FCO can develop more community partnerships and collaborations, especially with organizations that offer outdoor activities.

Foundry already has strong partnerships with the organizations below.

BC Parks Foundation

BC Parks Foundation believes in the healing power of nature. They are committed to making everyone feel welcome in BC's parks. FCO is collaborating with BC Parks Foundation to offer nature-based recreation opportunities.

As part of a pilot project, Foundry Abbotsford was able to offer activities for youth ages 16–24, as well as young people ages 18–30 experiencing mild to moderate anxiety. Activities included hiking, mindful-based hiking, tubing and snowshoeing. The hiking activity continued after the pilot and regularly includes participants who have had limited access or exposure to nature and outdoor experiences. *(Note that the young people over age 24 were included in the project through Abbotsford's co-located Early Psychosis Intervention program.)*



BC Parks Foundation provided the guides and arranged transportation through their partnership with Parkbus, a non-profit organization that offers accessible transportation for groups accessing parks.

There are many future opportunities for Foundry centres to partner with BC Parks Foundation, with some restrictions due to locations.

For more information, check out bcparksfoundation.ca/projects/healthy-by-nature and parkbus.ca.

Power To Be

Power To Be designs, adapts and delivers inclusive and accessible nature-based experiences.

They empower people living with cognitive, physical, financial or social barriers to explore their limitless abilities through adventures in nature.

FCO has a collaborative partnership with Power To Be that has created opportunities for Foundry youth to take part in outdoor experiences that focus on support, facilitation and empowerment. In the future, there will be pilot programs for outdoor camps, retreats and use of the Prospect Lake green space on Vancouver Island.



Foundry Victoria and Foundry North Shore partnered with Power To Be on paddleboarding and hiking activities. Despite the COVID-19 restrictions, the activities were able to go ahead with strong safety planning.

Foundry also has a training partnership with Power To Be that gives team members at centres the opportunity to learn more about leading outdoor recreation activities. You can find out more about upcoming opportunities from your centre leader.

Note that Power To Be experiences are not available in all Foundry communities.

For more information, check out powertobe.ca or #EveryoneBelongsInNature.

Women's National Field Hockey Team

The Canadian Women's National Field Hockey Team has been an amazing partner for Foundry's Wellness Programs and Foundry Virtual BC. These dedicated and enthusiastic young women are excited to help highlight Foundry's message and share their own lived and living experiences with mental health and the challenges of the COVID-19 pandemic.

For more about the team and the ways they're partnering with Foundry, check out foundrybc.ca/partnering-with-the-canada-womens-national-field-hockey-team.

YMCA

The YMCA is a non-profit dedicated to providing opportunities for youth and people of all ages to be active, healthy, empowered and part of a strong community.

Foundry is exploring a provincial-level wellness partnership with the YMCA. We hope to offer youth and families the opportunity to access YMCA facilities and programs in their communities.

For more information, check out ymca.ca.

If you are interested in making connections with any of these partners, please contact the Wellness Project Coordinator at FCO. For contact information, see the [Contact List on page 73](#).

Creating New Partnerships

When reaching out to organizations in your community to develop partnerships, here are some tips:

- Learn about the expertise and scope of the organization;
- Explore how their services best fit with services at your centre;
- Establish opportunities for collaboration and define roles;
- Discuss risk management and liability concerns;
- Determine whether you need service agreements or contracts with FCO or your centre;
- Ensure that they share your philosophy of inclusion and accessibility;
- Make sure there is no conflict of interest; and
- Co-create an intention and plan for service delivery.

Each community has unique resources—here are some ideas to get you started with connecting with your community!

Public libraries are all about community connection. Many libraries offer free workshops for youth on topics like employment and accessing e-books, as well as reading clubs and writing programs.

Check your city or town's website for a link to parks and recreation information such as recreation guides, drop-in programs, lists of facilities, youth services and accessibility information. Most centres have a recreation coordinator who could partner with you to plan recreational or cultural activities in parks or local facilities.

Also check out local outdoor recreation opportunities, fitness clubs, yoga studios, Indigenous groups, chefs and cooking schools, cultural groups and camps. Connect with other Foundry centres to learn more about the partnerships they have created.

You never know where you may find an amazing partnership opportunity!

Research

At Foundry, research is defined broadly as a creative and systematic process for expanding our knowledge and understanding of the world and then using that new knowledge to inform positive change. We share what we learn, to help make change in our own communities and around the world.

Foundry's Research and Innovation team collaborates with Foundry centres and their communities of young people and families to design and develop projects on a variety of health topics, including Wellness Programs.

Wellness Research Projects

Through a series of research projects co-designed with diverse youth from around BC, we are:

- Looking at how Wellness Programs impact social connectedness;
- Exploring how physical activity programs can engage youth and promote wellness;
- Co-creating physical activity programs; and
- Offering safe physical activity programs that respect COVID-19 pandemic restrictions and address post-pandemic recovery and health.

The central question guiding this work is: *In what ways can physical activity programs be built into an integrated, youth-centred model of care?*

Digital Storytelling as a Research Technique

One way to gather knowledge is a visual research technique called photovoice, which was developed by Caroline C. Wang (University of Michigan) and Mary Ann Burris (University of London) in 1992.^[13]

Using photovoice, youth visually document their thoughts and experiences by taking photos that are guided by specific themes or questions. Through these photos, they can share their stories and help us understand their perspectives.

Foundry Victoria has a mindful photography class where youth connect socially as a group while taking photos around the city and appreciating urban beauty.

We plan to build on these first steps by inviting Foundry youth around the province to take photos based on research questions and their personal experiences, especially with nature-based leisure and outdoor recreation programs. This will help us understand the impact of our activities on their health and wellness.

Partnerships

Some of our wellness activities are offered through collaborative partnerships with organizations such as BC Parks Foundation and Power To Be. Foundry's Research and Innovation team aims to work closely with more of these community partners to co-design innovative research projects. There is so much potential when groups with shared values and interests come together—to gather knowledge, to try new things and to build healthier communities.

For more information about current research or partnering on research projects, please contact FCO's Director of Research. For contact information, see the [Contact List on page 73](#).

Tools and Resources

External Resources

- [Photovoice Example](#) from Imagining Inclusion Research Project by Douglas College, Open Door Group and York University

Sustaining Wellness

Once Wellness Programs are well-established at your centre, focus on continual improvement based on feedback and the changing needs of youth in your community.

Here are some tips for sustaining your Wellness Program:

- Keep records of your activities—photos, testimonials, feedback and quotes from your participants;
- Use feedback to improve your existing activities;
- Keep open lines of communication with your youth, Youth Advisory Committee, the team at your centre and your program leaders, to make sure your activities are meeting the needs of your participants; and
- Celebrate your successes and share with others who support wellness activities in your community—such as families, donors and other partners—using social media, posters, photos and wall art at your centre.

The youth who have experienced Foundry say it best:

“Foundry has helped me grow as a person, socially and mentally. I am glad I have found Foundry because the leaders and the people I meet make me feel like I’m on top of the world. Like they’re my best friends. And I wouldn’t want it any different.”

“Wellness is what happens when you add “we” to any illness. Which is exactly what being a part of Foundry does. Foundry helps turn our mental illnesses into wellnesses. Seeing them as obstacles instead of failures. Before Foundry I had no idea what it meant to be well. Wellness is thriving, instead of just surviving and with Foundry, I feel like I can finally begin.”

Tools and Resources

Visit foundrybc.ca/wellness-program (password: **wellness**) to access these appendices.

Appendix A:

- A.1 Sample: Leisure List

Appendix B:

- B.1 Samples: Wellness Proposal
- B.2 Template: Wellness Proposal

Appendix C:

- C.1 Template: Session Plan
- C.2 Sample: Session Plan
- C.3 Sample: Check-in Activities
- C.4 Sample: Icebreakers
- C.5 Sample: Check-out Activities
- C.6 Risk Management Checklist
- C.7 Sample: Power To Be Informed Consent and Acknowledgement of Risk Form
- C.8 Sample: Power To Be Staff and Participant Information Form

Appendix D:

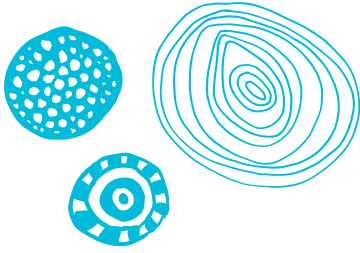
- D.1 Sample: Invoice
- D.2 Sample: Release and Waiver of Liability
- D.3 PAR-Q+ Physical Ability Readiness Questionnaire
- D.4 Sample: Media Consent Form

Appendix E:

- E.1 Managing Group Dynamics
- E.2 Managing Participant Anxiety
- E.3 Challenging Group Behaviours
- E.4 Learning Circle Guidelines
- E.5 Cultural Considerations for Groups
- E.6 Activity Selection and Modification Model

Appendix F:

- F.1 Instructions for Entering Wellness Program Activity in Toolbox
- F.2 Wellness Feedback Survey Poster



Contact List

The Foundry Central Office team is happy to answer any questions about the Wellness Program. Here is the contact information for team members that are mentioned in the guide:

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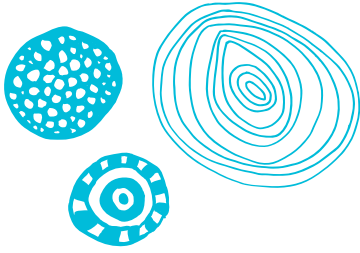
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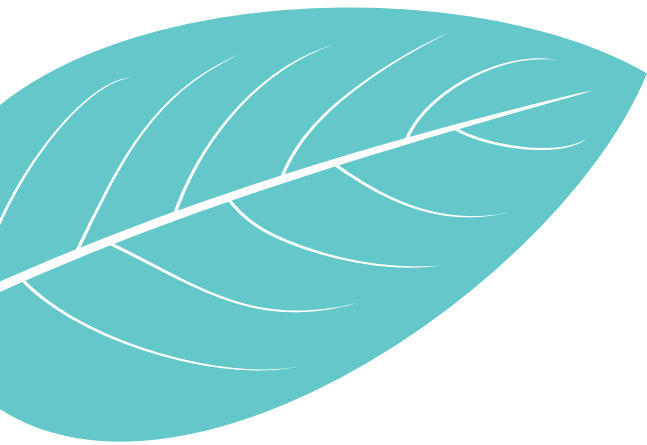
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