SESSION 1 //

Belonging with Ourselves
Who is in the room today? 

Please introduce yourself.

Your name and what brings you here today.
 Invite each person to introduce themselves in a way they have never introduced themselves before.

Teacher Note: See Introduce Yourself Twice in Personal Exchanges for a longer version of this Welcome Ritual.
AGENDA //

+ Community Agreements
+ What is Project Wayfinder? What is Belonging?
+ Overview // Research + Curriculum
+ Skill-Building Lesson // A Toast to Myself
+ Q +A
+ Closing Ritual
COMMUNITY AGREEMENTS
COMMUNITY AGREEMENTS

LISTEN TO EACH OTHER
Be present and listen to others
Respond, don’t react
Try to find comfort in silence

LEAN INTO DISCOMFORT
Take risks and lean into discomfort
Try new ways of thinking and doing
Don’t be afraid to ask questions

BE KIND TO EACH OTHER
Try not to judge yourself or others
Respect other people’s journeys
Speak from the “I” perspective

STEP IN, STEP BACK
Choose what you want to share
Notice how much you are sharing
Respect confidentiality
VIRTUAL COMMUNITY AGREEMENTS

**PRESENCE**
- Try not to be on other devices
- Please mute to limit background noise

**PATIENCE**
- Offer grace with tech issues
- Your lovely beings are welcome on screen!

**PARTICIPATION**
- Say your name when sharing
- Make a visual gesture to get called on
- Use chat feature for questions/affirmations
WAYFINDER JOURNEY

- feel that **YOU BELONG**
- know what is **MEANINGFUL TO YOU**
- know what **YOU CARE ABOUT IN THE WORLD**
- learn how to **ACT WITH PURPOSE**
WAYFINDER’S TOOLKITS

BELONGING

PURPOSE
CHAT // Question 1

What words come to mind when you feel you do not Belong?
CHAT // Question 2

What words come to mind when you feel you *do* Belong?
BELONGING IS...

...the acceptance, celebration, and inclusion of our’s and others’ fullest selves without altering or hiding who we are to meet the expectations of those around us.
RESEARCH // SEP-DEC 2019

33 STUDENTS  4 DAYLONG STUDENT SHADOWS  18 SCHOOLS + PROGRAMS  32 EDUCATORS
WHAT WE HEARD FROM STUDENTS

“I don’t know why I’m learning any of this”

“I don’t feel like I can be authentically me”

“I don’t know who I go to when I’m struggling”

“You know like in factories where it’s just the same thing all day, every day? That’s what it’s like”

“I’ve lost hope that school can be fun”

“I got bullied ‘cause I have a Samsung phone and not an iPhone”

“I don’t feel connected to my peers”

“My parents and teachers put so much pressure on me”

“I don’t know who I want to be vs. who I’m supposed to be”

“I don’t want to go to school ‘cause I have a zit on my face and I’lI get teased”

“I don’t feel connected to my teachers”

“My friends come to me when they’re feeling suicidal. I’m not a therapist!”
CORE DESIGN NEEDS

Students want...

1. ... to **feel more engaged** in their lives at school

1. ... to **meaningfully connect with their peers**

1. ... to **meaningfully connect with their adult allies**

1. ... **support navigating contemporary pressures** of adolescence
DESIGN WEEK // DEC 2019
PROTOTYPING // JAN-APR 2020

32 prototype partners
13 states
3 countries
50+ lessons prototyped
1-6 times each lesson was prototyped

Arizona
California
Hawaii
Illinois
Massachusetts
Minnesota
New York
North Carolina
Rhode Island
Texas
Wyoming
Washington
Wisconsin
Buenos Aires, Argentina
Alberta, Canada
Victoria, Australia
Guides students to build meaningful, compassionate relationships with themselves, other people, and the wider world.
SCAFFOLDING BELONGING

- Belonging with ourselves
- Belonging with each other
- Belonging with the wider world
CURRICULUM COMPONENTS

1. BELONGING CHECK-INS
2. FOUNDATIONAL LESSONS
3. SKILL-BUILDING LESSONS
TOAST TO MYSELF

Practicing positive self-talk
“You’re not good enough.”
“So-and-so is doing better than you.”
“Can’t believe you said/did that! That’s so embarrassing.”
“You’re so dumb.”
“I can’t believe you messed up AGAIN.”
“Why can’t you just be cooler?”
"Why can’t you just be normal?"
"You’re doing everything wrong."
"You’re not trying hard enough."
"You did it again... you have no self-control."
"Don’t even try because you will fail anyway."
"You are worthless."
1. **Our self-identity isn’t fixed.** Positive affirmations help build a narrative of ourselves that is flexible, growing and adapting.

2. **Our self-identity doesn’t need to be perfect.** Positive affirmations help us to recognize our strengths and to be moral and good.

3. **Our self-identity impacts our behavior.** Positive affirmations help us to act in ways that we value and in turn are helpful and useful.

Reference: Professor Claude M. Steele, Stanford University
A. One thing I like about myself…
B. One thing I’m proud of…
C. One thing I’m good at…
D. One thing that makes me me is…
“I want to give a toast to someone who… [response to Prompt A], [response to Prompt B], [response to Prompt C], [response to Prompt D]. And that person is me.”
1. How did it feel to share your toast?

1. Where does negative self-talk come from? What are some social + cultural factors that influence our self-talk?

1. How might you practice positive self-talk more often?
QUESTIONS?
Reflecting and processing together
CLOSING RITUAL //
Reflecting and processing together
CLOSING RITUAL

Invite each person to choose which of these they want to share:

THANK YOU
I'M SORRY
I OWE YOU
SPARK
STORY
STAR

ONE WORD CHECK-OUT

Invite everyone to take turns sharing a one-word response about how they are feeling at the moment.
THANK YOU!

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