SESSION 2 //
Purpose + Community
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WELCOME RITUAL

SPECTRUM
Check in
Larger Groups

WEATHER REPORT
Smaller Groups

MOUNTAINS + VALLEYS

Invite each person to share one highlight (mountain) and one lowlight (valley) from the past week/day/weekend.
AGENDA //

+ Community Agreements
+ What is Project Wayfinder?
+ Lesson // Recognizing Perspective
+ Overview // Research + Curriculum
+ 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
WAYFINDING SKILLS INSTEAD OF MAPS

Just because there is no map to a destination...

...it doesn’t mean we can’t learn skills to find our way...
WAYFINDER JOURNEY

1. feel that YOU BELONG
2. know what is MEANINGFUL TO YOU
3. know what YOU CARE ABOUT IN THE WORLD
4. learn how to ACT WITH PURPOSE
PURPOSE – A DEFINITION

Finding a meaningful direction through contribution

Living with purpose means having overarching life aspirations that are personally meaningful and contribute to the world beyond yourself. Purpose gives us reason to be and direction.
RECOGNIZING PERSPECTIVE

How does your identity shape your experience of the world?
This lesson explores how our identity shapes our perspective.

Recognizing the perspectives we hold helps us identify how we might want to contribute meaningfully beyond ourselves.
What are some categories that describe parts of our identity? Ex: gender, age, race, etc.

You can always choose what you share in this class.

You can exercise your choice to pass when asked to share.
+ Write aspects of your identity next to each star.

+ Choose 3 stars and connect them to create a constellation.
+ Inside the constellation: A need or challenge that you notice more easily because you experience the world through the lens of these social identities.

  + *This doesn’t necessarily have to align with all three social identities.*

+ Outside the circle: Write a need or challenge that you *don’t* notice easily because you experience the world from your particular perspective.
EXAMPLE

A challenge that is less obvious to me is the lack of representation of women of color in the media.

A challenge I notice more easily is the use of homophobic language at my school.

A challenge I notice more easily is lack of paid internships and professional mentorship.

low socio-economic status

identifies as female

queer

Jewish

all girls school

white
Whole group:

+ Share out needs and challenges you wrote down.

+ What are some ways we might address our gaps in understanding (challenges we don’t recognize as easily)?
WHY?

+ Your particular perspective allows you to recognize needs and challenges that others may not.
+ We can recognize that we also have blind spots for needs and challenges because of our perspective.
+ Recognizing the perspectives we hold helps us see that we can contribute meaningfully beyond ourselves towards addressing challenges that we easily recognize, or those we don’t as easily recognize.
For the next week, think about one of the needs and challenges you wrote outside the circle. How could you understand the need or challenge further?
PURPOSE CURRICULUM // Grades 10–12

PURPOSE 1: SELF
Grade 10
Uncovering who we are + the gifts we have to offer
Who am I? What is my story?
How does my identity change in context?
What do I value? What brings me joy?
What are my strengths?
How can I use my strengths to help others?
What stories am I telling myself?
How can I grow from challenges?

PURPOSE 2: COMMUNITY
Grade 11
Exploring the world’s needs + how we can contribute
How am I connected to the world?
What and who do I care about?
How am I shaped by the world around me?
How am I already making an impact?
What needs do I care about?
What matters to me and why do I care?
How can I contribute to others?

PURPOSE 3: ACTION
Grade 12
Learning skills to navigate our lives with purpose
How can I make purposeful decisions?
How can I stay connected to my purpose?
How can I achieve my goals?
How does my identity impact my journey?
How can I connect to a network of people?
How can I reach out to new people for help?
How can I deal with uncertainty + change?
TOOLKIT + APP

BELONGING
Creating meaningful relationships with ourselves, each other, and the wider world.

WAYFINDER

J1. Beyond the Labels
EXPLORING THE ASSUMPTIONS OTHERS MAKE ABOUT US

If I know what’s true in my heart and my soul, then what people say isn’t stupid, no.

Willy Smith

Think of as many as you can. Then choose three of those labels to work with.

Muslim
Woman
Immigrant

Quirky
Class clown
Fat

STYK
TEXT
DRAW

Join Class
Google Meet
OUR CURRICULUM

1. Explicit DEI Lessons: Supporting healthy identity development
2. Meeting CASELS’ New Equitable Strategies for Systemic SEL
3. DEI Practices such as community agreements + student voice
4. Research + testing with diverse groups of teachers + students
5. Designed by an expert + diverse curriculum team
6. Representation of diverse stories + examples
In response to Black Lives Matter and other pressing issues in our nation, here is a resource in tandem to the belonging check-in kit to have critical conversations.
QUESTIONS?
Reflecting and processing together
CLOSING RITUAL

THANK YOU,
I’M TAKING ONE WORD
TO CHALLENGE

SPARK,
STRETCH,
STRUGGLE
Prompts

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

+ SPARK – Something new you learned or realized (ex: “I realized that I find it difficult to ask for support,” “I learned today how much I try to stay in my comfort zone”)

+ STRETCH – Something you did that felt like a challenge or edge for you (ex: “My stretch was that I shared a personal story today,” “My stretch was that I stepped back so that others had space to share more”)

Later in the year, consider including:

+ STRUGGLE – Something you forgot, made a mistake on, or struggled with that you would like to acknowledge (ex: “I had a hard time focusing”)
THANK YOU!

Contact Brandy at
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