SESSION 3 //

Purpose in Action
YOUR GUIDE

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Director of School Success + Training
Invite each person to share how they are feeling based on the Mood Meter. Present this image of the Mood Meter for reference.
WELCOME RITUAL

MOOD METER

Enraged | Furious | Frustrated | Shocked | Surprised | Upbeat | Motivated | Ecstatic
Livid | Frightened | Nervous | Restless | Hyper | Cheerful | Inspired | Elated
Fuming | Apprehensive | Worried | Annoyed | Energized | Lively | Optimistic | Thrilled
Repulsed | Troubled | Uneasy | Peeved | Pleasant | Joyful | Proud | Blissful
Disgusted | Disappointed | Glum | Ashamed | Blessed | At Ease | Content | Fulfilled
Mortified | Alienated | Mopey | Apathetic | Humble | Secure | Chill | Grateful
Embarrassed | Excluded | Timid | Drained | Calm | Satisfied | Relaxed | Carefree
Alone | Down | Bored | Tired | Relieved | Restful | Tranquil | Serene
AGENDA //

+ Community Agreements
+ What is Project Wayfinder?
+ Lesson // Purpose Compass
+ 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
BELONGING
Building a foundation through connection

PURPOSE
Finding direction through contribution

BELONGING 1: SELF // Grade 7
BELONGING 2: COMMUNITY // Grade 8
BELONGING 3: ACTION // Grade 9

PURPOSE 1: SELF // Grade 10
PURPOSE 2: COMMUNITY // Grade 11
PURPOSE 3: ACTION // Grade 12

SIX YEARS OF CURRICULUM
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.
PURPOSE COMPASS
How can you generate purposeful project ideas?
This lesson is about generating ideas so you can apply your self-knowledge of your purpose. You will learn a process for ideating and will generate as many ideas as possible for purposeful projects.
Reflect on your strengths, loves, and needs in the world.

Transfer 3-5 of your responses on to sticky notes. Each response should be on its own sticky note.
EXAMPLE 1

**WHAT YOU LOVE TO DO**
What fills you with passion? What makes you feel alive? What do you like to do in your free time?

**YOUR STRENGTHS + SKILLS**
What are you good at? Or would like to become good at? Think beyond grades and what is traditionally recognized.

WHERE I POINT MY COMPASS
The sweet spot where purposeful projects emerge.

NEEDS YOU CARE ABOUT
What problems have you noticed that you feel moved by? Think about your home, local community, country and wider world.
Whole group:

+ Share some combinations of your loves, needs, and strengths.
+ What are some project ideas that emerged from this activity?
+ What are some concrete actions you can take moving forward to being this project?
My purpose project would be....
To create a social media account where I share my illustrations and artwork as a way of advocating for the wellbeing of our planet

This is purposeful to me because....
It is a way to combine both my strengths and passion so that I feel like I’m raising awareness in what I truly believe in but also doing it the way which I love. Creating ART has always been one of the ways I like to express myself, by doing so I would feel like I’m also sharing my voice and opinion about serious, global topics that matter to me, such as: the environment
Ayala, 16, Kazakhstan

My purpose project would be....
To organize an online summer camp to teach village kids in my community English
This is purposeful to me because....
Knowing English is what opened doors to world for me. My need is that I think by doing it I will make world a little more fair. Who knows, maybe future Einstein is in one of the villages right there, but he/she will never realise own potential only because this child’s information resources are limited. My strength is that I have experience in tutoring + network of English speakers. Love - literature, which I can engage to study program.
Navigating life purposefully requires us to apply our self knowledge of purpose in concrete ways.

Experimenting with projects allows us to grow, which gives us more insight into our purpose.
Over the course of a week, notice one small need that your community would benefit from and do something that makes it better than it was before.

*Ex: I enjoy cleaning up (love to do) and I’m really good at connecting/bringing people together (strength and skill) and I notice that trash accumulates in our school parking lot. I will organize a trash pick-up party at my school.*
“Wayfinder is not a normal class...

It’s the type of class to help you in life. For the rest of my life I’ll look back on my Wayfinder class because I learned things from this class that I am going to use my whole life.”

— Summer, Grade 11
Scholars and Leaders Academy, Clifton, NJ
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.

J1. Beyond the Labels
EXPLORE THE ASSUMPTIONS OTHERS MAKE ABOUT US
"If I know what's true in my heart and my soul, then what people say can change that."
—Willow Smith

LABELS
Reflect on the labels that others put on you.

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

- Quirky
- Muslim
- Fat
- Classy
- Silly
- Citizen
- Kind
- Weird
QUESTIONS?
Reflecting and processing together
Contact Brandy at
brandy@projectwayfinder.com
CLOSING RITUAL // Reflecting and processing together
Invite each person to choose which of these they want to share:

+ “THANK YOU...” – Someone or something you are grateful for (ex: “I’m thankful to Praveen for sharing about his mom,” “I’m grateful to Sarah for listening to my story today”)
+ “I’M SORRY...” – Something you would like to apologize for (ex: “I’m sorry I was late to class,” “I’m sorry I wasn’t paying attention when others were speaking”)

Later in the year, consider including:

+ “I COMMIT TO...” – An intention you have for the upcoming week or next class (ex: “This week I commit to be kind to other people,” “Next class, I commit to sharing something new about myself”)