

WAYFINDER'S SAMPLE ACTIVITY

The full Wayfinder Activity Library contains nearly 500 activities. You can pick and choose from these activities to create a varied and engaging experience for your students throughout the year.



WHERE'S THE EXIT?

Agency

Students experience an activity designed for them to ask for help.

This “trick” activity sparks conversation about the notion of asking for help. Pay close attention to the facilitation instructions. When you introduce the activity, do not explain what the game is about.

Find or create some open space that allows students to move around safely. Invite students to notice the space they're occupying. Note that in a few moments, you'll ask them to close their eyes.

- + **Explain** that the goal of the activity is to find the exit. You can say, “Once you've found the exit, I will tell you you've found the exit.”
- + **Then**, invite them to close their eyes and find the exit. If students ask questions (ex: “How are we supposed to find the exit?!” “Is the exit the classroom door?!”) you can repeat, “Once you've found the exit, I will tell you you've found the exit.”
- + **When** everyone's eyes are closed, say, “Raise your hand if you need any help,” or “Let me know if you need any help. Just raise your hand.” The trick is that if a student raises their hand, you whisper this in their ear: “You've found the exit. You can open your eyes, but please stay silent.”

Continued in the next slide...



WHERE'S THE EXIT?

Agency

Students experience an activity designed for them to ask for help.

Continued from the previous slide...

- + **Repeat** the offer to help many times. You can decide how long to let the game go on. If some students still haven't found the exit (asked for help), let them know they can open their eyes and come back to a circle for a debrief.

Debrief Whole Group Discussion:

- + **What** happened? (Ask for responses from those who asked for help and those who didn't.)
- + **What** were you thinking/feeling during this game? What was your thought process? What was your strategy?
- + **What** delayed or kept you from asking for help? If you asked for help right away, why?
- + **How** does what you chose to do in this game relate to how you act in real life?
- + **Do** you tend to ask for help in real life in the same way you asked for help in this game?

Continued in the next slide...



WHERE'S THE EXIT?

Agency

Students experience an activity designed for them to ask for help.

Continued from the previous slide...

Consider this story from a Wayfinder educator Gib from Durham Academy: "When I did this as a participant, I went and sat down by a wall and figured I'd found the exit - I tell that story when I facilitate this with my students. They enjoy the visual of me sitting by myself in a corner with my eyes closed while everybody else watched! And I can tell my own story about my struggles asking for help."

EQUITY + TRAUMA INFORMED PRACTICE: Be clear about what choices students have. Moving about the room with closed eyes may be a danger zone for some students. If they would like to open their eyes, invite them to remain quiet or consider involving them as "helpers," whispering the clue to students who raise their hands.

