



GRADE
6, 7, 8

TIME
5 minutes

WAYFINDER CORE SKILL
Empathy

ACTIVITY

Desert Island Objects

MATERIALS

N/A

INTRO

Students imagine creatively escaping from a desert island using random objects.

Place students in groups of four or five.

- + Each group should think of an object but don't reveal what the objects are for.
- + After you have listed all the objects the groups have suggested, explain to students that they have five minutes to work out how they would use those objects to escape from a desert island.
- + Invite each group to share back their strategy!



GRADE
6, 7, 8, 9

TIME
10 minutes

WAYFINDER CORE SKILL
Self-Awareness

ACTIVITY

Rock, Paper, Scissors Evolution

PREP

Create a space for students to move around.

INTRO

Students experience a lighthearted activity designed to build connection.

Invite students to gather into an open space outside or in the center of the classroom.

"We will play a game of Rock, Paper, Scissors Evolution. I am going to explain and demonstrate each step."

Playfully say, "As we all know we go through stages in life. There are specific stages that mark moments of growth. Those stages of human development are goldfish, shark, dinosaur, superhero, and finally, robot butterfly."

Demonstrate each movement

- + Goldfish: Hands in front of your body, palms together, create swimming motion.
- + Shark: Palms together, hands above your head to mimic a shark fin.
- + Dinosaur: Using the full length of your arms to simulate a large mouth, create an open and closing motion.
- + Superhero: Stand tall with hands on hips and elbows out.
- + Robot Butterfly: Flap arms like a butterfly, add robotic motion.

Each student begins as a goldfish. Find a partner and play Rock, Paper, Scissors. Whoever wins evolves to the next stage.

The person who did not win goes down a stage. A student who is already a goldfish remains a goldfish.

Players continue to move around the room and find another partner of the same stage. When a player evolves all the way to a robot butterfly, they have not won; they simply continue playing.

Students continue to find partners and move up and down the evolutionary path until time is up.

Debrief the activity. Prompts:

- + This activity was meant to be silly, but it was a series of movements forward and backward.
- + How does it connect to life?
- + How might an activity like this be connected to belonging?
- + How might an activity like this be connected to purpose?