



GRADE  
9, 10, 11, 12

TIME  
15 minutes

WAYFINDER CORE SKILL  
Self-Awareness

## ACTIVITY

# Imaginary Class Reunion

### MATERIALS

N/A

### INTRO

Students envision a future self and pretend to be that future self at an imaginary classroom reunion.

Invite students to imagine they are in the future – at their 20th high school reunion celebrating with their classmates.

They will be acting and speaking as their future selves.

Give them a few minutes to write down ideas for these prompts. Ask them to jot down whatever comes to mind first.

- + What version of your future self is a “safe” option?
- + What version of your future self do you think would be cool?
- + What version of your future self is something that you are super excited about but maybe don't think is realistic?

Then, invite them to mingle at the party. Ask each third of the class to play out a different future self from the three prompts (a, b, c).

Play three rounds so everyone explores all three futures.

When done, discuss as a group what it felt like to imagine yourself in each future.

- + Was that easy? Hard? Why?
- + Are you excited about the version of your future self that you played?
- + What funny or interesting interactions did your future selves have with each other?



GRADE  
10th Grade

TIME  
30 minutes

WAYFINDER CORE SKILL  
Agency

## LESSON

# Your Support Crew

What support do you have and need?

PREP

N/A

MATERIALS

Printed copies of Wayfinder student [handout](#) for each student, [slide deck](#), ability to project/ play [video clip](#) (start at 1:54)

LEARNING OBJECTIVES

- + Students will be able to identify key people in their lives who offer support
- + Students will be able to analyze a personal challenge and create a plan to lean on their support crew for help

THE WHY

Why is it important to have a variety of people available to support you? Different people fulfill different needs. Having more than one person to provide varying types of support can help you solve problems confidently, feel seen and heard, and make better decisions.

## Step 1

### SUPPORT CREW INTRODUCTION

6 min

#### Talking Points to introduce the lesson

- + This lesson focuses on the power of support. No one person navigates a purposeful life without loads of ideas, support, and guidance from others – consider this your support crew. The goal in this lesson is for us to consider what support we might need, where we can get it, and what resources or ideas we can offer each other.
- + Play a [video clip](#) (start at 1:54) of NBA player Giannis Antetokounmpo ([pronounced](#) yah-nus ahn-te-tuh-kun-po) thanking his own support crew during his 2019 MVP acceptance speech.

#### Ask students

- + Who were some of the people you noticed Giannis thanking?
- + Did anyone he mentioned on his support crew surprise you?
- + In many cultures, the focus is on the idea of an individual hero. What does it show us when someone like Giannis, an NBA MVP, acknowledges all the help he has had along the way?

**More Time?** Toward the end of the lesson, re-watch the video and review Giannis's support crew. Ask students to name the roles of his support crew in connection to the lesson [handout](#). Giannis names the following people:

- + His teammates, coaching staff, front office staff, team owners, the city of Milwaukee, citizens of Nigeria, citizens of Greece, his dad (who passed away), his brothers, his mom, and his agents.

## Step 2

### TYPES OF SUPPORT

9 min

On the first page of the [handout](#), review the four different types of support with students. Note: you may need to clarify the four types of support (emotional, practical, companionship, mentorship) explicitly and with some examples. Then, invite students to complete the first page by rating and reflecting on types of support they receive, from whom, and where they could utilize additional support in these areas.

## Step 3

### WHO SUPPORTS YOU?

12 min

Review the seven types of support crew members with students on the second page of their [handout](#). Next, invite students to then complete the second page of the handout, where they'll categorize their types of supporters and when it's important to connect or draw inspiration from each person.

**Educator Tip!** It may be helpful to consider which students in your class might find this more difficult and who may have fewer examples to draw upon. If you can, be ready to think about people to suggest to these students, or to offer yourself as one of their crew. You can also encourage students to include people they may not personally know but who they look up to or draw inspiration from. Alternatively, students could pair up with a trusted friend or partner in class to brainstorm together.

#### Share Out

Have students get into small groups or pairs and reflect on the following questions together:

- + Share out one person you picked in your support crew and why
- + Discuss: when was the last time you reached out to that person? What did you need support around?
  - + Why do you think that person plays a role in your support crew? How do they show they are reliable?
- + **Bonus:** Where might YOU fit into other peoples' support crews? What roles do you play for your family, friends, and acquaintances? Why and how?

## Step 4

### WRAP UP

3 min

#### Talking Points

- + Understanding what support we need, and who we might find that with in our support crews, is key for navigating through life.
- + Every successful person has support behind them, whether it's a mentor, friend, family member, role model, coach, or many more.
- + No one person can fulfill these roles. We need different types of support for different things.
- + Throughout life we will continue to grow our support crews, and we will continue to be part of other people's crews.
- + Having a support crew and showing up for others is a key part of what makes life feel meaningful.

**Next Steps:** As an extension activity or for homework, invite students to complete the activities below:

- + Invite students to acknowledge one person in their support crews, and thank them for playing those roles in their lives. Ask them to tell this person the role they play, how they play it, and thank them for playing this role.
- + Have students take stock of their support crew and reflect on which type of support crew member is missing or someone they could use more of. For example, perhaps they have many coaches in their lives, but are missing a confidant. Invite students to brainstorm who they may be able to proactively grow a relationship with in the future to help join their support crew in that way.

**Educator Tip:** This is a great lesson to revisit toward the end of the school year to help students understand how their support crews grow and change with their needs, and to better understand how they can continue to build out missing parts of their crews while sharing gratitude for those who currently support them.