



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?



GRADE
7th Grade

TIME
30 minutes

WAYFINDER CORE SKILL
Self-Awareness

LESSON

Step Into Power

What makes me powerful?

PREP

N/A

MATERIALS

Wayfinder toolkit/app

LEARNING OBJECTIVES

- + Students will be able to define what it means to be powerful.
- + Students will be able to identify skills and traits that make them feel powerful.

THE WHY

Why is being self-aware of our strengths important? Understanding our strengths helps us identify how we can support others and contribute to the world around us.

Step 1

DEFINING “POWERFUL”

4 min

In this activity, students will define “Powerful” in their own words.

Talking Points

- + There are many ways to define powerful. How do you define “powerful”? What does “powerful” mean to you?
- + Power can come from skills we’ve practiced or traits that we are born with. The best part is that they vary from person to person. We all have different powers, and they are all meaningful and important.
- + We will do an activity that shows us what makes us uniquely powerful.

Step 2

STEP INTO POWER

9 min

In this activity students will identify what makes them uniquely powerful.

Directions

- + Read statements and invite students to move if it applies to them.
- + Invite students to be creative in their “Step Into Power” movements, moving in any direction — jumping, hopping, or making any movement that is safe and makes them feel powerful.
- + Read each prompt from the slide one at a time and give students five to 10 seconds to “Step Into Power.”

Step into Power if...

- + You are a good friend.
- + You are a good listener.
- + You practice to get better at a sport.
- + You practice to get better at a musical instrument.
- + You are helpful to your family.
- + You have tried to cook something on your own.
- + There is something you’ve mastered: giving hugs, kicking penalties in soccer, remembering to do homework,



speaking multiple languages, playing video games.

+ You are unafraid to dance in front of others.

+ You are willing to try new things.

+ You are good at TikTok dances.

+ There is something you are good at that you used to not be so good at. (Ask for an example or two.)

+ Each student should have moved multiple times.

+ Before returning to their desks for a whole group discussion, invite students to take a collective breath and “soak in the power” they’ve all just shared.

+ You are organized in your school work.

+ You are good at making people laugh.

+ You are caring.

+ You are someone others trust.

+ You are good at doing hair.

+ Give students the opportunity to share their own examples.

Step 3

STEP INTO POWER DISCUSSION

4 min

In this activity, students will discuss “Step Into Power.”

Discussion Questions

+ What did you notice during that activity?

+ What stood out to you?

+ What surprised you?

+ Each person was invited to creatively move or “Step into their Power.” Why do you think that was the instruction?

Talking Points

+ Yes! It illustrates that we are all uniquely powerful and capable.

Step 4

SHARING MY POWER + WRAP UP

8 min

For the final activity, students will spend two minutes writing down at least one way they stepped into power during the activity. Or, students can write down something that they didn’t mention that makes them feel powerful.

Directions:

+ Invite students to take out their Wayfinder toolkit/app and spend two minutes responding to the prompts.

+ Invite students to pair up and ask and respond to the follow prompts:

+ What makes you powerful?

+ I am powerful because...

+ Encourage students to express gratitude after their partner has shared.

+ Then, name how you noticed the class collectively stepping into their power.

Talking Points:

+ We all have different abilities and powers, and they are all meaningful and important.

+ The diverse skills and traits that we all hold and encourage in one another supports a classroom where we all feel like we belong.