



THE POSSIBILITY WALK

GRADE: 7-12

TIME: 45–60 minutes

THEME: Health & Wellbeing

CURRICULUM CONNECTIONS:

Health & Physical Education, Social-Emotional Learning, Language, Guidance & Career Education

MATERIALS:

- Student Possibility Cards or journals
- Pencils
- Clipboards or firm writing surfaces, if needed
- Optional timer

No special equipment is required.

LEARNING GOALS:

- reflect on how they respond to uncertainty and change
- distinguish between what they can control, influence and cannot control
- explore how perspective can affect the way we understand a situation
- consider the role of connection and conversation in navigating challenges
- identify sources of support, agency and possibility
- recognize that hope does not require certainty or ignoring difficult realities
- identify one realistic action they can take when facing uncertainty
- connect ideas from Abhay Sachal's presentation to their own lives and the world around them

ACTIVITY OVERVIEW

Students take part in a guided outdoor walk with six short stops focused on uncertainty, agency, perspective, connection, change and possibility.

Along the way, students move between quiet individual reflection, changing their physical perspective, walking and talking with a partner, and noticing change in the world around them.

The experience concludes with students identifying what is within their influence, one action they can take, and one possibility they want to leave open.



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BEFORE GOING OUTSIDE:

Following Abhay Sachal's presentation, invite students to think about one idea or message that stayed with them.

Ask: **What did you hear that made you think differently about hope?**

Allow a few responses, then introduce the question that will guide the walk:

What does it mean to choose hope when you don't know what happens next?

Explain that there are many situations where we cannot know or control the outcome. We may be uncertain about something in our own lives, our communities, the environment or the wider world.

The class will not be trying to solve those challenges during the walk. Instead, they will explore some of the things that can help us respond when the future feels uncertain: recognizing where we have agency, considering another perspective, connecting with other people and identifying a possible next step.

Tell students: **You don't need to arrive at an answer today. The purpose of the walk is to give yourself some space to think about what might be possible.**

Establish Choice and Privacy

Explain that some of the prompts may feel personal.

Students can choose to think about:

- something in their own life
- something happening at school
- an issue in their community
- an environmental concern
- something happening in the wider world
- a hypothetical situation rather than a personal one

Make it clear: **You choose how personally you participate. You will never be required to share something private, and you can always choose to reflect silently instead of discussing a personal experience.**

Then head outside to begin the Possibility Walk.

TAKE IT OUTSIDE:

Take students to a schoolyard, nearby trail, park, neighbourhood or other accessible outdoor space. The walk does not need to cover a long distance.

Choose several places where the group can safely pause along the way.

Explain that the walk will happen in stages. At different points, students will be invited to:

Walk • Pause • Notice • Reflect • Talk

1. WHAT ARE YOU CARRYING?

Begin with several minutes of quiet walking.

Ask students not to talk yet.

As they walk, offer this question: **What feels uncertain, difficult or unresolved right now?**

Students might think about:

- something personal
- school
- relationships
- their future
- their community
- an environmental concern
- something happening in the world

They do not need to tell anyone what they chose.

After a few minutes, stop.



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TAKE IT OUTSIDE:

Ask students simply to notice: **What is it like to carry uncertainty when you don't know how something will turn out?**

There is no need for students to answer aloud.

The purpose is simply to acknowledge that uncertainty exists before asking students to look for possibility.

2. WHAT CAN YOU CONTROL?

Continue walking and then pause somewhere students can comfortably stand or sit.

Introduce three categories:

- **I CAN'T CONTROL:** Things that are outside my individual control.
- **I CAN INFLUENCE:** Things I may not control completely, but where my choices, voice or participation can make a difference.
- **I CAN DO:** Actions that are available to me now.

Ask students to think about the situation they chose earlier.

Where might different parts of it fit?

For example, a student concerned about climate change cannot personally control the global climate.

They may be able to influence decisions in their school, family or community.

They can choose particular actions, learn more, participate in something already happening, talk with others or use their voice.

Ask: **What changes when we separate what we can't control from what we can influence or do?**
Students can make a few private notes on their Possibility Card or in a journal.

3. CHANGE YOUR VIEW

Move to another location.

If possible, deliberately change the students' physical perspective.

They might:

- sit instead of stand
- look up
- turn around and look back at where they came from
- move from an open area into a treed space
- look across an area from a different direction
- move closer to something they had only seen from a distance

Give students a minute simply to look.

Ask: **What can you see from here that you couldn't see from where you were before?**

Then connect the physical experience to the larger idea:

Changing our perspective doesn't necessarily change the situation. What can it change?

Students might suggest that perspective can change:

- what we notice
- what questions we ask
- what we understand
- what seems important
- what options we recognize
- whose experiences we consider

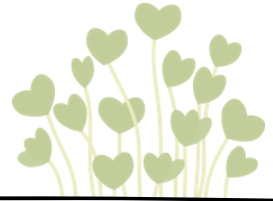
Ask: **When we're facing a challenge, whose perspective might help us see something we're missing?**

Emphasize that changing perspective does not mean dismissing a problem or forcing ourselves to see it positively.

Sometimes it simply helps us see more of the picture.



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TAKE IT OUTSIDE:

4. WALK WITH SOMEONE

Pair students for the next portion of the walk.

Provide two conversation options.

- **More Personal:** What helps you keep going when you don't know how something will turn out?
- **Less Personal:** What helps people keep going when the future feels uncertain?

Students can choose either question.

Encourage partners to listen without immediately offering advice or trying to solve the other person's problem.

Halfway through the walk, invite partners to switch who is speaking.

Afterward, bring the group together briefly.

Ask: **Did talking with someone change anything about the way you were thinking?**

5. CHANGE MEANS THE STORY ISN'T FINISHED

Give students a few minutes to walk or explore independently or with their partner.

This time, ask them to notice one example of change around them.

In October, students might notice:

- leaves changing colour
- leaves falling
- seeds being dispersed
- plants dying back
- animals preparing for colder weather
- decomposition
- changing temperatures
- changing daylight
- people using outdoor spaces differently
- something weathered, damaged, recovering or changing

Gather students around one or two observations.

Ask:

- **Does change always mean something is getting better?**
- **Does change always mean something is getting worse?**
- **If things can change, what does that tell us about assuming we already know exactly what the future will look like?**

Introduce the idea:

Change doesn't guarantee a particular outcome. But change reminds us that the future is not necessarily fixed.

There can still be uncertainty.

There can also still be possibility.

6. CHOOSE A NEXT STEP

Find a final place where students can pause comfortably.

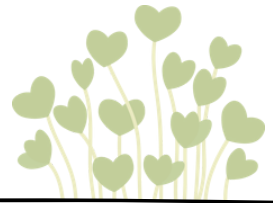
Give each student several quiet minutes to complete four prompts privately:

- Something I can't control
- Something I can influence
- One thing I can do next
- One possibility I want to leave room for

Their next step does not need to be dramatic.



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TAKE IT OUTSIDE:

It might be:

- asking someone for help
- learning more
- starting a conversation
- joining something already happening
- taking care of themselves
- helping someone else
- spending time with someone
- speaking up
- trying something again
- taking one manageable action
- giving themselves more time before deciding what is possible

Finish with: **What might choosing hope look like for you right now?**

Students can write their answer privately.

They do not need to hand it in.

BACK INSIDE:

Bring students together for a final discussion.

Students should share only what they are comfortable sharing.

Rather than asking students to disclose what they wrote, focus the conversation on the experience of the walk.

Ask:

- **Which part of the walk affected your thinking most?**
- **Did moving, walking or changing locations affect the way you thought about the questions?**
- **Was there a difference between thinking alone and talking with someone?**
- **Did anything feel different when you separated control from influence and action?**

Return to Abhay's presentation.

Ask: **After listening to Abhay and completing the Possibility Walk, what does “choosing hope” mean to you now?**

CLOSING MESSAGE

End with: **Hope doesn't require certainty.**

We won't always know what happens next.

We won't always be able to control what changes around us.

But we can notice what is within our influence, connect with others, consider different perspectives and choose what we do next.

The future isn't finished.

And sometimes, choosing hope means deciding how we want to participate in what comes next.

QUESTIONS TO PROMPT THINKING:

Uncertainty

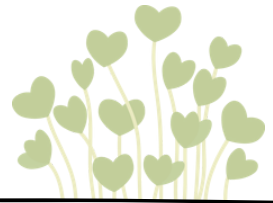
- Why can uncertainty be uncomfortable?
- Do we need to know how something will turn out before taking action?
- What's the difference between uncertainty and hopelessness?
- Can uncertainty also leave room for possibility?

Control & Agency

- What is the difference between control and influence?
- What happens when we spend most of our energy on something we cannot control?
- What becomes possible when we identify something we *can* do?
- Does an action need to be large to matter?



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QUESTIONS TO PROMPT THINKING:

Perspective

- What did changing your physical perspective help you notice?
- Can two people experience the same situation differently?
- Whose perspective might be missing from the way we understand a challenge?
- Can changing perspective help without changing the reality of the challenge?

Connection

- Why might walking beside someone feel different from talking across a desk?
- What does listening contribute to a difficult conversation?
- How can other people help us see possibilities we may not see alone?
- What's the difference between supporting someone and trying to solve their problem for them?

Hope & Possibility

- Is hope the same as optimism?
- Can you have hope and still feel worried, frustrated, sad or uncertain?
- Does hope require knowing that something will work?
- What makes hope active rather than passive?
- What possibilities become visible when we ask, "What can happen next?"

Connecting Back to the Presentation

- What idea from Abhay's presentation stayed with you during the walk?
- Did the walk change or deepen anything you heard from Abhay?
- What does it mean to choose hope in a changing world?
- How can connection help us navigate uncertainty?
- Where do you have agency even when you don't have control?

OPTIONAL EXTENSIONS:

A Letter From the Future

Invite students to imagine themselves one year from now.

Write a short note back to their present-day self beginning: **I didn't know exactly what was going to happen, but...**

Students do not need to invent a perfect outcome.

Instead, they can imagine what they might have learned, tried, changed, accepted or discovered along the way.

Finish with: **Something I'm glad I did was...**

Possibility Mapping

Choose a larger issue students care about.

In small groups, create three columns:

- **We Can't Control**
- **We Can Influence**
- **We Can Do**

Students sort different aspects of the issue into the three categories.

Then ask: **Where do you see the greatest opportunity for meaningful action?**

This can work particularly well with environmental, school or community issues.



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OPTIONAL EXTENSIONS:

Walk Again

Return to the same route later in the school year.

Use the same four prompts:

- **What can't I control?**
- **What can I influence?**
- **What can I do?**
- **What possibility do I want to leave room for?**

Students can compare their thinking without needing to share the personal details.

Ask: **What changed around you? What changed in your thinking?**

ADAPTATIONS & ACCESSIBILITY:

The value of the Possibility Walk comes from reflection, movement, perspective and connection, not the distance travelled. A long walking route is not required.

Consider:

- using a small accessible outdoor area with several stopping points
- allowing walking, wheeling or other appropriate forms of movement
- providing seated options at each stage
- allowing students to remain in one outdoor location and change their physical orientation or focus instead of travelling
- allowing students to participate independently rather than with a partner
- providing prompts verbally and in writing
- allowing writing, drawing, audio recording or silent reflection
- providing additional processing time
- using predetermined partners where appropriate
- providing a quiet route or reflection location
- allowing students to pass on any question
- ensuring students know they are never required to disclose a personal challenge

Where possible, adapt the experience so all students can participate outside rather than replacing the activity with an indoor alternative.

TEACHER NOTE: HOPE IS NOT FORCED POSITIVITY

This activity should not ask students to turn a difficult experience into something positive.

Students may be carrying real concerns about relationships, school, family, the environment, world events or their futures.

Avoid responses such as:

- **"Look on the bright side."**
- **"Everything will work out."**
- **"Just stay positive."**

Instead, the activity creates space for students to acknowledge uncertainty while exploring:

- **What can't I control?**
- **What can I influence?**
- **What can I do?**
- **Who can I connect with?**
- **What possibilities remain?**

Choosing hope does not mean knowing that everything will turn out the way we want.

It can mean recognizing that the future isn't finished and that our choices, relationships and actions can still be part of what happens next.

If a student shares something that raises a concern about their safety or wellbeing, follow your school's established procedures and supports.