



FIVE DAYS · FIVE MINUTES · FIVE MESSAGES

First Five: Focus on Why

Five days. Five minutes. Five simple ways to help students feel seen, connect with others, recognize their strengths, understand why school matters, and begin thinking about their future.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION

Five Days. Five Minutes. Five Messages.

The first few days of school create a unique opportunity. Before students become focused on assignments, grades, routines, and expectations, teachers can establish something even more foundational:

- 1 **You matter here.**
- 2 **We're better when we connect.**
- 3 **You have strengths you can build on.**
- 4 **What you do here can matter to your future.**
- 5 **Your future is worth thinking about.**

Each activity below is designed to take approximately five minutes at the beginning of class during the first five days of school.

The progression



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THE TEACHER'S PROGRESSION

Recognition > Connection > Growth > Relevance > Vision

Quick Summary of the First Five



DAY 1 — NOTICE

Name Check

Students get on their feet immediately and move around the room while music plays. When the music stops, they quickly connect with the person closest to them, exchange names, and help the teacher begin learning names too. Each round adds only one new challenge at a time, keeping the activity fast, spontaneous, and low-pressure.

Foundational message: You matter here.



DAY 2 — CONNECT

Pick, Move, Connect

Students choose between four light, visual options and move to a designated area of the room based on their choice. Once there, they make several quick, low-pressure connections with classmates who made the same choice before returning to the middle for another round.

Foundational message: We're better when we connect.



DAY 3 — STRENGTHEN

Pair Up & Build

Students complete a quick, silent movement challenge that naturally puts them into pairs without having to choose a partner. Pairs spread out around the room and have a brief conversation about one strength they already have and one strength they would like to develop.

Foundational message: You have strengths you can build on.



DAY 4 — DISCOVER THE WHY

Work It Back

Students physically move through four stations to build a simple chain from a future choice to an opportunity, then to a skill, and finally to something they do in school that helps them practice that skill. The experience helps make the connection between school today and future possibilities more visible.

Foundational message: What you do here can matter to your future.



DAY 5 — ENVISION

Future Corners

Students move to one of four areas of the room based on an aspect of their future they would like to think about. After a brief guided reflection, they pick up a Future Me card, return to their seat, and identify one direction that matters to them and one small step they could begin taking now.

Foundational message: Your future is worth thinking about.

How to Use This Series

This resource is published as six coordinated documents. Each one stands on its own, so a teacher can print or open only the day they are about to facilitate.

PART 1 Introduction and Quick Summary — the overview of the five days.

PART 2 Day 1 — NOTICE: Name Check.

PART 3 Day 2 — CONNECT: Pick, Move, Connect.

PART 4 Day 3 — STRENGTHEN: Pair Up & Build.

PART 5 Day 4 — DISCOVER THE WHY: Work It Back.

PART 6 Day 5 — ENVISION: Future Corners, plus the closing progression and the five messages together.

Reading each day document

Every day document follows the same order: the day opener and foundational message, the focus and activity summary, why the activity matters, the setup, the numbered activity steps, the close, and the slide visual. Teacher script language always appears in a tinted panel. Directions for what the teacher does appear as short lines marked with a red arrow.



NOTICE



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DISCOVER THE WHY

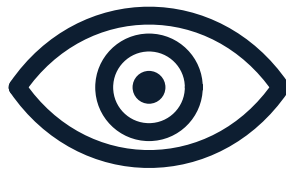


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Name Check

Names, recognition, and teacher-student connection.



FOUNDATIONAL MESSAGE

You matter here.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



DAY 1 — NOTICE

Name Check

Focus: Names, recognition, and teacher-student connection

Activity Summary

Students begin by getting out of their seats and moving freely around the room while music plays. When the music stops, they freeze, connect with someone nearby, and exchange names. The teacher gradually becomes part of the challenge by asking students to introduce the person they just met and by trying to remember names themselves. Rather than explaining the entire activity in advance, the teacher gives one simple instruction at a time, allowing students to experience the activity as it unfolds.

Why it matters

One of the simplest ways teachers can communicate that a student matters is to learn and use their name. This activity gives students and the teacher repeated, low-pressure opportunities to hear, say, and remember names while immediately bringing some positive movement and energy into the classroom.

Facilitation Approach: One Instruction at a Time

Avoid explaining everything that is about to happen.

The energy of this activity works best when students are simply given the next thing to do. They do not need to know that they will eventually be paired, asked to remember names, or help the teacher.

Keep the directions short. Let the experience unfold.

1

STEP 1

Everybody Up

“Everybody stand up.”

- ▶ Wait until students are standing.

THEN

“When I say GO, start moving around the room. Keep moving until I tell you to stop.”

THEN

“GO!”

- ▶ At the same moment the teacher says “GO,” start the music.
- ▶ Let students move around the room for approximately 10–15 seconds while the music plays.

THE MUSIC

If possible, have the song already cued up on a phone, computer, or small Bluetooth speaker so there is no delay.

One possible song choice is: **“We’re Going to Be Friends” — The White Stripes**

A teacher could also use another clean, school-appropriate song that fits the age of the students and creates a relaxed, upbeat atmosphere.

The music is not essential, but it helps make the activity feel less like an assignment and more like an experience.

2

STEP 2

Freeze

- ▶ Pause the music.

“FREEZE!”

- ▶ Wait until everyone stops.

THEN GIVE ONLY THE NEXT INSTRUCTION

“Turn to the person closest to you.”

- ▶ Pause.

THEN

“Give them a fist bump — or a wave if you prefer — and tell them your name.”

- ▶ Allow students a few seconds.

THEN ADD

“Listen carefully when they tell you their name, because I may ask you to help me remember.”

3

STEP 3

Help the Teacher

- ▶ Once students have exchanged names, point to one or two pairs.

TEACHER	“Okay, help me out. What's their name?”
STUDENT	“This is Maya.”
TEACHER REPEATS	“Maya.”
THEN TO THE OTHER STUDENT	“And who did you meet?”
STUDENT	“Jordan.”
TEACHER	“Jordan. Got it.”

- ▶ Keep it moving.

THEN

“All right. When I say GO, start moving again.”

THEN

“GO!”

- ▶ Start the music at the same time.

4

STEP 4

Meet Someone New

- After another 10–15 seconds, pause the music.

“FREEZE!”

THEN

“Find the person closest to you. Try to make it someone different this time.”

ONCE THEY ARE FACING SOMEONE

“Fist bump or wave. Exchange names.”

THEN

“Listen carefully.”

- After a few seconds, the teacher can choose a pair.

THIS TIME THE TEACHER MIGHT TRY FIRST	“Let me see if I remember. You’re Carlos... right?”
IF CORRECT	“Yes! Carlos.”
IF NOT	“Not yet? Remind me.”

- Student gives the name.

TEACHER REPEATS

“Carlos. I’ve got it now.”

Mistakes should remain light. The teacher is practicing too.

5

STEP 5

Add a Third Person

“When I say GO, start moving again.”

THEN

“GO!”

- ▶ Start the music.
- ▶ After another short movement period, pause the music:

“FREEZE!”

THEN GIVE THE NEW INSTRUCTION

“This time, get together with the two people closest to you.”

ONCE GROUPS OF THREE ARE FORMED

“Make sure all three of you know everybody’s name.”

- ▶ Give them a few seconds.
- ▶ Then point to a group:

TEACHER	“Who can introduce your group to me?”
STUDENT	“This is Marcus, this is Elena, and I’m Jayden.”
TEACHER	“Marcus, Elena, Jayden.”

- ▶ Try another group if time allows.

Optional Final Challenge

At the end, the teacher can look around the room:

“Okay. Let me see how many names I’ve got already.”

- ▶ Try several.

WHEN THE TEACHER FORGETS

“ “Help me out.”

- ▶ Students supply the name.

This reinforces that learning names is a shared process rather than a test.

Close

“ “I’m going to keep working on your names because learning someone’s name is one of the first ways we show them, ‘I see you, and you matter here.’”

THEN

“ “We’re going to keep helping each other learn them too.”

You matter here.

SLIDE VISUAL

MOVE > FREEZE > MEET > REMEMBER



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY

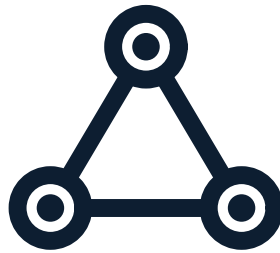


ENVISION



Pick, Move, Connect

Connection, common ground, and positive peer interaction.



FOUNDATIONAL MESSAGE

We're better when we connect.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



DAY 2 — CONNECT

Pick, Move, Connect

Focus: Connection, common ground, and positive peer interaction

Activity Summary

Students respond to four light, visual choices displayed on a slide by moving to a specific area of the room. Once there, they quickly acknowledge several classmates who made the same choice with a high five, fist bump, or wave. The rounds progress from playful preferences to interests and finally to how students like to learn, helping students discover common ground while the teacher learns more about the class.

Why it matters

Students do not need to have a big conversation or make a new best friend. The goal is much simpler: create several quick, positive interactions that help students discover common ground without putting anyone on the spot.

Set Up the Room

Each answer choice corresponds to one specific area:

THE FOUR AREAS OF THE ROOM

FRONT LEFT

FRONT RIGHT

BACK LEFT

BACK RIGHT

Top left of slide = Front Left · Top right = Front Right · Bottom left = Back Left · Bottom right = Back Right

Before beginning, physically point out each area:

“This is front left, front right, back left, and back right.”

The presentation slides should maintain the same four-quadrant layout each round. This keeps movement fast and minimizes confusion.

Teacher Framing

“Yesterday we started learning names. Today we’re going to find out how many things we already have in common.”

THEN

“I’ll put four choices on the screen. Pick the answer that fits you best and move to the part of the room shown with that choice.”

ONCE STUDENTS UNDERSTAND

“When you get there, connect with at least three people in your group. Give them a high five, fist bump, or wave — whatever you’re comfortable with.”

THEN

“Nobody has to have a big conversation. We’re just seeing how many quick connections we can make.”

The Pattern

THE PATTERN

PICK > MOVE > CONNECT

For every round:

- 1 Pick an answer.
- 2 Move to the assigned area.
- 3 Connect with two or three people.
- 4 Return to the middle.

1

STEP 1
Food

If you could pick one right now...

ROUND 1 SLIDE

FRONT LEFT

**Pizza**

FRONT RIGHT

**Tacos**

BACK LEFT

**Burgers**

BACK RIGHT

**Something Else**

“Take a look. Pick one. Ready? Move!”

ONCE STUDENTS ARRIVE

“Connect with three people — high five, fist bump, or wave. Go!”

THEN

“Back to the middle!”

2

STEP 2
Superpower

If you could have one superpower...

ROUND 2 SLIDE

FRONT LEFT

**Fly**

FRONT RIGHT

**Become Invisible**

BACK LEFT

**Super Speed**

BACK RIGHT

**Read Minds**

“You’ve got three seconds. Don’t overthink it. Pick your superpower. Go!”

ONCE GROUPS FORM

“Connect with three people.”

► Then reset.

3

STEP 3

Free Time

When you have some free time, what sounds best?

ROUND 3 SLIDE

FRONT LEFT

**Play Games**

FRONT RIGHT

**Get Active**

BACK LEFT

**Music, Movies, or Shows**

BACK RIGHT

**Read, Draw, Make, or Create
Something**

“Pick what sounds most like you.”

► Students move.

“Connect with three people who picked the same thing.”

THEN

“Take a quick look around your group. Now look across the room. We’ve got all kinds of interests in here.”

4

STEP 4

Learning

When you're learning something new, you'd rather...

ROUND 4 SLIDE

FRONT LEFT

**See It**

FRONT RIGHT

**Hear It Explained**

BACK LEFT

**Try It Yourself**

BACK RIGHT

**Figure It Out With Someone**

“Last one. Think about when you're trying to learn something you've never done before. Which one helps you most?”

► Students move and connect.

“Interesting. Look at how many different ways we have represented in one classroom.”

Close

“In just a few minutes, you found several people who have something in common with you. You also noticed that we don't all like the same things or learn in exactly the same way.”

THEN

“Connection doesn't mean we all have to be alike. It means we notice each other, find common ground, and learn how to work together.”

FINISH WITH

“We're better when we connect.”

THE TEACHER CAN ADD

“And I'm learning things about you too. The more we know about each other, the better we can work together this year.”

We're better when we connect.

SLIDE VISUAL

PICK > MOVE > CONNECT



NOTICE



CONNECT



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DISCOVER THE WHY

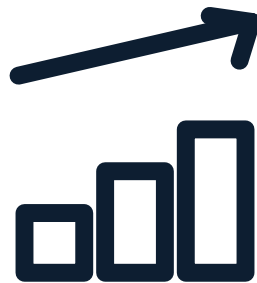


ENVISION



Pair Up & Build

Strengths, self-awareness, and growth.



FOUNDATIONAL MESSAGE

You have strengths you can build on.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



DAY 3 — STRENGTHEN

Pair Up & Build

Focus: Strengths, self-awareness, and growth

Activity Summary

Students begin with a quick nonverbal challenge: lining themselves up from tallest to shortest without talking. The teacher then folds the line to create unexpected pairs. Partners spread out around the room, sit together, and briefly discuss one strength they already have and one they would like to develop, helping students see themselves as people who already possess strengths and can continue growing.

Why it matters

Students often spend a lot of time thinking about what they need to improve. This activity helps them recognize something positive they already bring with them while also identifying an area they would like to strengthen.

The message is:

You already have something to build from, and you can keep growing.

1

STEP 1

Get Moving

“Everybody stand up.”

ONCE EVERYONE IS STANDING

“Your challenge is to get yourselves into one line from tallest to shortest — without talking. You can use hand signals, point, move around, whatever you need to do, but no talking. Ready? Go.”

► Give students about 30–45 seconds.

Keep it playful. Perfect accuracy does not matter.

ONCE THEY ARE LINED UP

“Nice. Stay right where you are.”

2

STEP 2

Create the Pairs

- ▶ Take one end of the line and fold it back alongside the other half so students end up facing someone.

“Turn and face the person directly across from you.”

THEN

“That person is your partner.”

- ▶ If there is an odd number, create one group of three or have the teacher join in.

3

STEP 3

Spread Out

“With your partner, find a place somewhere in the room where the two of you can sit down together and have a little space from the other pairs.”

- ▶ Give them time to spread out.

TEACHER TIP

A little physical distance between pairs can make the conversation feel more comfortable and less like everyone else is listening.

4

STEP 4

Choose Two Strengths

Display:

Creative

Persistent

Kind

Curious

Brave

Helpful

Responsible

Funny

Resourceful

Hardworking

Good Listener

Problem Solver

“Choose one strength on the screen that you think you already have.”

► Pause.

THEN

“Now choose one that you’d like to get stronger at this year.”

TEACHER EXAMPLE

“One strength I already have might be persistence. One I might want to keep developing is being a better listener.”

5

STEP 5

The Strength You Have

“Tell your partner the strength you chose that you already have.”

THEN

“And answer one question: How has that strength been useful to you?”

TEACHER EXAMPLE

“If I chose ‘good listener,’ I might say, ‘It helps me understand people better.’”

► Give both students time to share.

6

STEP 6

The Strength You Want to Build

“Now tell your partner the strength you’d like to develop.”

THEN

“How do you think getting stronger at that could help you?”

TEACHER EXAMPLE

“If I chose persistence, I might say, ‘It could help me stick with things longer when they get difficult.’”

- ▶ Give both students time.

Close

“You don’t have to start the year being great at everything. None of us are.”

THEN

“What matters is recognizing what you already bring with you and deciding what you want to keep building.”

FINISH WITH

“You have strengths you can build on.”

You have strengths you can build on.

SLIDE VISUAL

WHAT I HAVE > WHAT I WANT TO BUILD > HOW IT CAN HELP ME



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Work It Back

Relevance, future thinking, skills, opportunities, and choices.



FOUNDATIONAL MESSAGE

What you do here can matter to your future.



NOTICE



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DISCOVER THE WHY



ENVISION



DAY 4 — DISCOVER THE WHY

Work It Back

Focus: Relevance, future thinking, skills, opportunities, and choices

Activity Summary

Students start with a broad future choice they would probably like to have someday and physically move through a series of stations to work backward. They identify an opportunity that could support that choice, a skill that could help them access that opportunity, and finally a way school helps them practice that skill. By holding the four pieces together, students can literally see the connection between what happens in school today and the choices they may have tomorrow.

Why it matters

Students do not need a perfectly clear picture of their future. But thinking about the future can help them understand why some of the things they are doing today matter.

School is not just about assignments or grades. It is also a place where students build skills. Skills can create opportunities, and opportunities can provide more choices later in life.

The connection:



Preparation

Create four stations around the room:

- 1 CHOICES
- 2 OPPORTUNITIES
- 3 SKILLS
- 4 SCHOOL CONNECTIONS

► Place multiple copies of a few simple cards at each station.

The cards do not need to represent every possible future. They simply help students understand the pattern.

Choice Cards

- Have work I enjoy
- Be able to support myself
- Have options and flexibility in my life
- Be able to help or contribute to others

Opportunity Cards

- More job or career options
- College, training, or certifications
- Chances to meet and learn from people
- Opportunities to lead or take responsibility
- Chances to try new things

Skill Cards

- Communication
- Problem-solving
- Teamwork
- Persistence
- Creativity
- Time management
- Learning new things

School Connection Cards

- Working with others
- Writing and communicating
- Solving problems
- Meeting deadlines
- Trying difficult things
- Learning new information
- Asking questions

Teacher Framing

“You don’t have to know exactly what you want to do with your life. You don’t need a perfectly clear picture of your future.”

THEN

“But it is important to think about your future sometimes, because it can help you understand why some of what you’re doing today matters.”

“Today we’re going to start with one choice you might like your future self to have, and then we’re going to work it back.”

1

STEP 1

Pick a Choice

“Everybody stand up and move to the CHOICES station.”

THEN

“These aren’t supposed to describe your perfect future. Just pick one that sounds like something you’d probably like to have.”

► Students select one.

2

STEP 2

Find an Opportunity

“Take your Choice card with you and move to OPPORTUNITIES.”

THEN

“Pick one opportunity that you think could help make your choice more possible.”

REMIND STUDENTS

“There isn’t one perfect answer. Just find a connection that makes sense.”

3

STEP 3

Find a Skill

“Take both cards and move to SKILLS.”

THEN

“What skill could help you take advantage of that opportunity?”

► Students choose one.

4

STEP 4

Connect It to School

“Bring your three cards to the final station: SCHOOL.”

THEN

“Find one place where you already practice that skill in school.”

► Students choose their final card.

Each student now has a four-part chain.

Make the Connection

“Take a look at what you’re holding.”

THEN

“You started with a choice you might like to have someday.”

“That choice may depend on having opportunities.”

“Taking advantage of opportunities often takes skills.”

“And school is one of the places where you get to practice and build those skills.”

THEN

“Your chain doesn’t have to be perfect. That’s not the point. The point is seeing the connection.”

Close

“You don’t have to know exactly what your future looks like.”

THEN

“But when you start thinking about the kinds of choices you’d like to have someday, it becomes easier to see why what you do today can matter.”

FINISH WITH

“School helps you build skills. Skills can create opportunities. Opportunities can give you more choices.”

What you do here can matter to your future.

SLIDE VISUAL

SCHOOL > SKILLS > OPPORTUNITIES > CHOICES



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DISCOVER THE WHY



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Future Corners

Hope, future vision, and purposeful action.



FOUNDATIONAL MESSAGE

Your future is worth thinking about.



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



ENVISION



Future Corners

Focus: Hope, future vision, and purposeful action

Activity Summary

Students move to one of four areas of the room representing a different way of thinking about the future: who they want to be, what they want to be able to do, what they want their life to include, or how they want to make a difference. After briefly reflecting in that space, students pick up a Future Me card and return to their seat to identify one thing they hope is true about their future and one small thing they can begin working on this year.

Why it matters

Being future-ready does not mean having a career picked out or knowing exactly what life will look like. It means beginning to think about who you want to become, what you want to be able to do, what you want your life to include, and how you might contribute.

Movement provides an easy starting point for that reflection.

Set Up the Room

Designate four areas:

THE FOUR FUTURE CORNERS

FRONT LEFT

WHO I WANT TO BE

FRONT RIGHT

WHAT I WANT TO BE ABLE TO DO

BACK LEFT

WHAT I WANT MY LIFE TO INCLUDE

BACK RIGHT

**HOW I WANT TO MAKE A
DIFFERENCE**

These can also be displayed using the same four-quadrant slide format as Day 2.

Teacher Framing

“Yesterday we worked backward from some choices we might want in the future to things we’re doing right now.”

THEN

“Today we’re going to think about the future in a slightly different way.”

“You still don’t need to know exactly what job you want, where you’re going to live, or what your whole life will look like.”

THEN

“We’re just going to think about one direction that matters to you.”

1

STEP 1

Move to a Future Corner

“Everybody stand up.”

► Point out the four areas.

“Look at the four ideas around the room.”

THEN

“Don’t overthink it. Move to the one you feel like you’d most like to think about right now.”

► Students move.

2

STEP 2

Think About Your Prompt

- Once students arrive, display or read the question for each area.

WHO I WANT TO BE

“What is one quality you hope describes you in the future?”

Examples: Kind, confident, dependable, courageous, creative, hardworking, patient.

WHAT I WANT TO BE ABLE TO DO

“What is one thing you hope you’re really good at someday?”

Examples: Communicating, managing money, solving problems, creating things, leading, helping people, learning new things.

WHAT I WANT MY LIFE TO INCLUDE

“What is one thing you hope is part of your life?”

Examples: Family, meaningful work, creativity, travel, financial stability, adventure, friendships, learning.

HOW I WANT TO MAKE A DIFFERENCE

“Who or what do you hope you’re able to help someday?”

Examples: Family, friends, a community, people in need, animals, the environment, or something they care about.

- Give students 20–30 seconds simply to think.

No pair share is required.

3

STEP 3

Pick Up a Future Me Card

“Now leave your corner, come to the front, and grab a Future Me card. Then take it back to your seat.”

Future Me Card

FUTURE ME

One thing I hope is true about my future is...

One thing I can work on this year that could help me move in that direction is...

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“Use the corner you chose to help you get started. You can also write something completely different. This is your future.”

► Give students a minute or two.

Teacher Example

“Maybe I chose ‘Who I Want to Be,’ and I decided I want to be someone people can depend on.”

THEN

“One thing I could work on this year might be following through when I tell someone I’m going to do something.”

EMPHASIZE

“The step doesn’t need to be huge.”

Close

“You don’t need your whole future figured out.”

THEN

“But your future is worth thinking about. The more you think about what matters to you, the easier it becomes to see why the choices you make today can matter.”

FINISH WITH

“You don’t need a perfect plan. You just need a direction and a next step.”

Your future is worth thinking about.

ACTIVITY PATTERN

MOVE > CHOOSE A DIRECTION > REFLECT > TAKE ONE STEP

The First Five Progression

DAY 1 — NOTICE



Name Check

You matter here.

DAY 2 — CONNECT



Pick, Move, Connect

We're better when we connect.

DAY 3 — STRENGTHEN



Pair Up & Build

You have strengths you can build on.

DAY 4 — DISCOVER THE WHY



Work It Back

What you do here can matter to your future.

DAY 5 — ENVISION



Future Corners

Your future is worth thinking about.

The Bigger Story

Across the five days, students move through a deliberate progression:

WHAT STUDENTS EXPERIENCE

YOU MATTER > CONNECT > BUILD > SEE THE WHY > LOOK AHEAD

Or, from the teacher's perspective:

WHAT THE TEACHER IS BUILDING

Recognition > Connection > Growth > Relevance > Vision

How students experience the five days

There is also a progression in how students experience the activities:

- DAY 1** Move, meet, and learn names.
- DAY 2** Move and discover common ground.
- DAY 3** Move, pair up, and recognize strengths.
- DAY 4** Move and physically connect school to future possibilities.
- DAY 5** Move toward a future direction, then privately reflect on one next step.

The goal is not to accomplish everything in five minutes.

Five Messages

The goal is to send five small but powerful messages during the first five days of school:

- 1 **You matter here.**
- 2 **We're better when we connect.**
- 3 **You have strengths you can build on.**
- 4 **What you do here can matter to your future.**
- 5 **Your future is worth thinking about.**



NOTICE



CONNECT



STRENGTHEN



DISCOVER THE WHY



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Printable: Future Me Card

Print this page and cut along the dashed lines. One sheet makes two cards. Students keep the card after Day 5.

FUTURE ME

One thing I hope is true about my future is...

One thing I can work on this year that could help me move in that direction is...

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FUTURE ME

One thing I hope is true about my future is...

One thing I can work on this year that could help me move in that direction is...

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