



Curriculum Training

Session 4: My Values & Choices

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Zoom Webinar

- Use the Q & A feature to ask questions.
 - We'll pause to answer every so often.





Communicate

Keep us informed

- Your schedule (please mark your calendar with session dates and time)
- Feedback survey
- Challenges
- Triumphs
- How we can better support you





CMSD Building Brighter Futures

- CMSD Board approved merging schools.
- The School Choice Portal is now open.
- The portal will close on February 27th.
- Even if scholars have plans to attend a high school outside of CMSD, encourage them to still make a high school choice in the portal as a backup plan.





High Schools Transitioning to New School

Transitioning School

Welcoming School

Collinwood High School



Glenville High School

Campus International High School



John Hay High School

MC2STEM High School



East Technical High School

New Tech West High School



James Ford Rhodes High School

Facing History New Tech High School





High School Merging/Name Change

John Hay Campus	Cleveland Early College High School Cleveland School of Science and Medicine Cleveland School of Architecture and Design	→	John Hay High School
Lakeside Campus	Davis Aerospace and Maritime High School Cleveland High School for Digital Arts	→	Benjamin O. Davis Jr. High School
John Marshall Campus	John Marshall School of Civic and Business Leadership John Marshall School of Engineering John Marshall School of Information Technology	→	John Marshall High School
Lincoln-West Campus	Lincoln-West School of Global Studies Lincoln-West School of Science and Health	→	Lincoln-West High School
James Ford Rhodes Campus	James Ford Rhodes College and Career Academy James Ford Rhodes School of Environmental Studies	→	James Ford Rhodes High School
Garrett Morgan Campus	Garrett Morgan School of Engineering & Innovation Garrett Morgan School of Leadership & Innovation	→	Garrett Morgan High School





Scholar Resources

East Side Building Brighter Futures (BBF) School Choice Expo

- Saturday, January 31 - John Adams High School (10 am - 2 pm)

West Side Building Brighter Futures (BBF) School Choice Expo

- Saturday, February 7 - Max Hayes High School (10 am - 2 pm)

School Finder - self-directed school search tool

<https://cmsd.finder.schoolmint.com/>



True2U Spring Session Materials

Included in this box are:	Approximate Quantity
Goldfish	1 bag per scholar per session 4-6
Summer Leadership Academy Nomination Letters	1 envelope (contains instructions for mentors and nomination letters for 2 scholars in the class)
Materials for:	
SESSION 4	
Making Good Choices Group Scenarios	2 sets per class
SESSION 5	
Popsicle Sticks	1 set of 13 sticks per scholar
SESSION 6	
Starbursts for Icebreaker	1 bag per class (2 pieces per scholar)
SESSION 7	
Impressions Posters	1 poster per mentor
True2U Vision Board	1 per scholar
Vision Board Materials Packet Includes:	1 packet per 12 scholars
<i>various supplies for scholars to create their vision boards (markers, glue sticks, small picture cards)</i>	





Spotlights & Objectives

Session Spotlights

- Decision-making
- Personal Values
- Future-Focused Planning

Learning Objectives

- Understanding and practice steps for effective decision-making
- Applying decision-making skills to scenarios relevant to values and life goals
- Reflect on personal values and how they influence choices





SESSION 4: Timing and Materials

Session Activities	Time
Activity 4(a): Icebreaker: This or That <ul style="list-style-type: none">• Session 4 PowerPoint• True2U Trackers• Name Tents• Pencils• Questions in Curriculum Guide pg. 4.6	15 minutes
Activity 4(b): Making Good Choices <ul style="list-style-type: none">• Making Good Choices steps (Tracker pg. 36)• Group Scenarios handouts (in materials box)• Making Good Choices Small Group Discussion Questions (Tracker pg. 37)	40 minutes
BREAK <ul style="list-style-type: none">• Snacks	5 minutes
Activity 4(c): Personal Values <ul style="list-style-type: none">• Valuable Squares worksheets (Tracker pg. 38 - 39)• Share your core values• Timer	40 minutes
Future-Focused Reflection: Decisions and Values <ul style="list-style-type: none">• Questions (Tracker pg. 40)	20 minutes
Total Time	120 minutes





Mentor Tips:

- When talking about choices, discuss what factors influence us to make the wrong choice (influence from others, not thinking things through, close-minded thinking, not being future-focused, etc.)
- Throughout the session, share appropriate, relevant good and not-so-good choices you've made.
- Use a timer to keep rounds on schedule.
- Take notes on scholar feedback in your True2U Curriculum Guide for program improvement efforts.
- Collect all True2U materials and return them to the True2U materials box at the end of the session





Activity 4(a)
Icebreaker: This or That
(15 minutes)





Activity 4(a) Icebreaker: This or That (15 minutes)

-  **Distribute:** Trackers, pencils, and have scholars put their Name Tents on their desks.

-  **Mentors:** Welcome and Recap Session 3
 - **Using the PowerPoint:** Review Session 4 agenda
 - **Introduce:** This or That activity
 - **How it works: Review questions and select 8-12** from the list on the next page. Mentors read a statement with two choices, and scholars will move to the side of the room that aligns with their choice. Example:
 - *“Those who would rather live on a desert island stand on the left side of the room.”*
 - *“Those who would rather live in Antarctica stand on the right side of the room.”*
 - Point clearly to each side when reading questions.
 - After scholars choose this or that, engage a few to discuss their choice/reasoning.

-   **Mentors and Scholars:** Debrief
 - *“Did you enjoy this activity?”*
 - *“Was it easy or hard to choose?”*
 - *“Were there any choices that really made you think?”*
 - *“Did you learn anything surprising about your classmates?”*



Would you rather...



Take a test



Write a paper



Activity 4(b) Making Good Choices

(40 minutes)



Activity 4(b) Making Good Choices (40 minutes)

 **Goal:** Understand the steps in making good decisions and practice using the steps with a scenario.

 **Mentors:**

Discussion Prompts:

- *“What are some choices you make every day?”*
- *“Do you think all choices are equally important? Why or why not?”*
- *“How do you define a “good choice” in your own words?”*
- *“Why are good choices important?”*
- *“What can we learn from good and not-so-good choices?”*

Using the PowerPoint: Review Making Good Choices steps (**Tracker pg. 36**).

- Ask scholars to volunteer to help read.
 - There are two options for this activity. Based on your group dynamics, scholars can either:
 - Act out their scenario and the choice they’ve made.
- OR**
- Discuss their scenario and possible choices and their outcomes, and then explain why they made the choice they did with the larger group.





Activity 4(b) Making Good Choices (40 minutes)

Divide: Scholars into groups of 4 or 5 scholars, depending on your class size.

Assign: One of the six scenarios to each group. Each group should only be working on one scenario.

- Groups will read through the scenario and decide what they think the best decision is and why.
- Using the Small Group Discussion Questions worksheet (Tracker pg.37)
 - *“What are the consequences of that choice for each character?”*

● Scholars:

- Discuss assigned scenarios with their group.
- Groups prepare to present their decisions and thought processes to the class.
- Scholars should explain why they think the choice their group made is the best one.
 - **Role-playing groups:** Act out the scenario and the agreed-upon choice.
 - **Discussion groups:** Present their scenario and choice verbally.

◆ ● Mentors and Scholars: Presentation, Share and Debrief (20 minutes)

- Groups take turns role-playing or sharing their scenario.
- Following each group’s presentation, **ask** the scholars to explicitly share what they chose as the best decision and ask them to explain how they made that choice.
- After their explanations, have the whole group brainstorm other choices and the possible results.
- Help scholars walk through this process and provide alternative results if necessary.
- Scenario Decision Choice with possible results can be found after each scenario.





Making Good Choices

Step 1: Identify the Opportunity or Obstacle

- What decision has to be made?
- Should you consult someone when making this decision?



Step 2: Brainstorm and Consider Possible Choices

- What options do you have?
- Make sure to list all options (pros and cons) even if you aren't sure if it's the best option.



Step 3: Evaluate Outcomes

- What outcomes could happen based on the choices you determined?
- What is your desired outcome?



Step 4: Make a Decision

- Once you make your decision, what needs to be done?
- Do you need to inform anyone about your decision?



Step 5: Evaluate the Results and Accept Responsibility

- Did you get the outcome you wanted?
- What can you learn from this experience?

Curriculum
Guide pg. 4.8

Tracker pg. 36





Making Good Choices

Small Group Discussion Questions

1) Using the steps of making good choices, what should the person in your scenario do and why?

2) If you were in this situation, what would you do and why?

3) Brainstorm a few potential outcomes of this scenario. What could go wrong? What could go right?

4) Describe how it feels to try make the right decision when you are being pressured by someone else.

5) Describe how it feels when you realize you've made the wrong decision.

Curriculum
Guide pg. 4.9

Tracker pg. 37





5. Khloe, Shawn, Aaron, and Jayden have a group project due in ELA on Friday. The group makes plans to meet on Wednesday after school to work on the project. When the time comes to meet up, Shawn doesn't show up. He never reached out to say he wasn't coming, and he also hasn't done his part of the project. Aaron thinks the rest of the group should just do the parts Shawn was supposed to do, so they can get a good grade. Jayden thinks the group should leave Shawn's parts blank and tell their teacher what's going on. What should the group do?

Scenario 5 Decision Choices

A: The rest of the group does Shawn's part of the project.

- *Results: The whole group gets a B on their project. Shawn never did his part of the project.*

B: The group talks to their teacher on Thursday, and he checks in with Shawn.

- *Results: Shawn does his part of the project, and the group gets a B on their project.*

C: The group texts Shawn to check in.

- *Results: Shawn says something came up, so he couldn't come to work on the project, but he'll get his part done.*

D: The group texts Shawn to check in.

- *Results: Shawn doesn't answer. The group has to decide what they want to do. The group can't decide, so they just wait to see if Shawn does his part.*





5 Minute Break





Activity 4(c)

Personal Values

(40 minutes)





Activity 4(c) Personal Values (40 minutes)

- **Goal:** Scholars will explore and reflect on their personal values, practice prioritizing them, and discuss how values shape decisions in school, careers, and life.

- ◆ **Mentors:** Introduce Valuable Squares worksheets (Tracker pg. 38 - 39)
 - **Discussion Prompts:**
 - *“What do you think of when you hear value?”*
 - *“What does the phrase personal value mean in your own words?”*
 - *“Do you think values are important? Why or why not?”*
 - *“Have you ever thought about your own values?”*
 - **Review:** The Valuable Squares (Tracker pg. 39) with the scholars.
 - **How it works:** Scholars go through 3 rounds of eliminating values until they are left with their core values.
 - Encourage them to think carefully about what matters most, and reflect on their decision-making process as they choose which values to keep or cross off.
 - After you give instructions for each round, set a timer, and allow scholars a few minutes to make their decisions.
 - Follow up after each round with a brief discussion





Activity 4(d) Valuable Squares (40 minutes)

There are 3 Elimination Rounds (**20 min total**)

■ **Round 1 (6 min):**

- Cross out **8 values** → 12 remain.
- **Ask:** *“How hard was it? Did you eliminate one you wish you had kept?”*

■ **Round 2 (6 min):**

- Cross out **6 more** → 6 remain.
- **Ask:** *“What process did you use? Was any value easy to cut?”*

■ **Round 3 (6 min):**

- Cross out **3 more** → 3 core values remain.
- **Ask:** *“How do you feel about your final 3? What do they say about you?”*

Once the three rounds are done, have scholars write their remaining 3 core values on page 38 and answer the discussion questions.

Valuable Squares Instructions

Values are the beliefs and principles that you believe are important in your life. Values help us make choices in our life so that we live our life true to ourselves.

Directions:

1. Read through the values listed on the Valuable Squares worksheet.
2. Listen to your mentor's instructions on how many values you cross off for each round.
3. At the end of the activity, write your core values here.

Discussion Questions:

How did you feel about the decisions you made and why?

Were you surprised by the squares you ended up with?

How do your values show up in your everyday life? Think about the decisions you make, how you overcome obstacles, your words and actions, etc.

Curriculum Guide pg. 4.14
Tracker pg 38



Valuable Squares

<p>Love</p> <p>Deep affection</p>	<p>Success</p> <p>Accomplishing a purpose or goal</p>	<p>Community</p> <p>A feeling of belonging with a group of people</p>	<p>Family</p> <p>A group of people who are related</p>
<p>Self-Reliance</p> <p>Being able to depend on yourself</p>	<p>Justice</p> <p>Concerend with fairness, peace, and genuine respect for other people</p>	<p>Status</p> <p>Having a high rank or social status</p>	<p>Creativity</p> <p>Using your imagination or original ideas</p>
<p>Honesty</p> <p>Being sincere and truthful</p>	<p>Knowledge</p> <p>Information, understanding, and skills gained through experience and education</p>	<p>Appreciation</p> <p>Being recognized for an achievement or ability</p>	<p>Respect</p> <p>Believing someone or something is important and should be treated in an appropriate way</p>
<p>Growth</p> <p>Development through dedication and hard work</p>	<p>Financial Security</p> <p>Being financially stable</p>	<p>Joy</p> <p>Taking pleasure in something</p>	<p>Freedom</p> <p>The power to act, speak, or think as you want to</p>
<p>Kindness</p> <p>Being friendly, generous, and considerate</p>	<p>Authenticity</p> <p>The ability to be your authentic self</p>	<p>Courage</p> <p>Being able to do something that scares you</p>	<p>Loyalty</p> <p>Giving or showing support or allegiance to someone or something</p>

Curriculum Guide pg. 4.15
Tracker pg. 39



Future-Focused Reflection: Decisions and Values (20 minutes)





Future-Focused Reflection: Decisions and Values (20 minutes)

🎯 **Goal:** Help scholars reflect on their values, problem-solving skills, and sources of support, while also thinking about the information they need to explore careers and make future decisions.

◆ **Mentors:** Introduce Reflection activity (Tracker pg. 40)

- *“We will take some time now to reflect on what we learned today, in our previous sessions, and since the start of the school year. As a reminder, this is a silent activity, so we can all briefly take time to reflect.”*

Review: reflection questions

● **Scholars:**

- Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. What information would be important to know about a career?
2. Who are the adults you can turn to for support as you explore your career interests and goals?
3. Write about a time when you had a big problem you had to solve by yourself:
4. What were your top three values, and what do those values represent in your life?

◆ ● **Mentors and Scholars:**

- Reflect on this session by highlighting the key points and what lessons can be taken from the activities.
- Ask a few scholars to share one or two of their reflections





Discussion Prompts:

- *“Which activity did you like the most and why? What did you learn from the activity?”*
- *“How can the activities/session be improved and why?”*

◆ Mentors: Wrap Up

Share: Next month's Session 5 topic: My Learning Style

- Engaging activities around the learning styles and having a better understanding of what it means to them.

Please **collect** all True2U materials and return them to the True2U materials box



Mentor Materials & Reminders





2025 - 2026 True2U Program Calendar



September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Welcome to True2U!
Mentor Orientation
Required to attend one
In person at NLI Office

- Wed. Sept. 24th at 6 pm
- Sat. Sept. 27th at 10 am

Virtual via Zoom

- Tues. Sept. 30th at 12 pm

October (Session 1)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mentor/Teacher Meet & Greet

- Oct. 3rd -9th
- Exact date and time will be assigned

Session 1 Curriculum Training

- Tues. Oct. 7th at 6 pm at NLI
- Thurs Oct. 9th at 12 pm via Zoom

In-School Session 1

- October 14th - 17th
- Day and Time based on your school

November (Session 2)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Session 2 Curriculum Training

- Tues. Nov. 4th at 6 pm via Zoom (Election Day)
- Thurs. Nov. 6th at 12 pm via Zoom

In-School Session 2

- November 12th -14th, 18th
- (Regularly scheduled Tuesday session will take place on 11/18 due to Veterans Day)
Day and Time based on your school

December (Session 3)

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Session 3 Curriculum Training

- Tues. Dec. 2nd at 6 pm at NLI
- Thurs. Dec 4th at 12 pm via Zoom

In-School Session 3

- December 9th - 12th
- Day and Time based on your school

January (Session 4)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Session 4 Curriculum Training

- Tues. Jan. 6th at 6 pm at NLI
- Thurs. Jan 8th at 12 pm via Zoom

In-School Session 4

- January 13th - 16th
- Day and Time based on your school

February (Session 5)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Session 5 Curriculum Training

- Tues. Feb. 10th at 6 pm at NLI
- Thurs. Feb. 12th at 12 pm via Zoom

In-School Session 5

- February 17th - 20th
- Day and Time based on your school

March (Session 6)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Session 6 Curriculum Training

- Tues. March 10th at 6 pm at NLI
- Thurs. March 12th at 12 pm via Zoom

In-School Session 6

- March 17th - 20th
- Day and Time based on your school

April (Session 7)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	

Session 7 Curriculum Training

- Tues. April 21st at 6 pm at NLI
- Thurs. April 23rd at 12 pm via Zoom

In-School Session 7

- April 28th - May 1st
- Day and Time based on your school

True2U in-school session weeks are listed in calendar months above and occur according to your school's assigned day and time. Program schedule subject to change



Curriculum Overview

Session	Activities	Date
4: My Values & Choices	<ul style="list-style-type: none">● Icebreaker: This or That● Making Good Choices● Personal Values● Future-Focused Reflection: Decisions and Values	Jan. 13th - 16th
5: My Learning Style	<ul style="list-style-type: none">● Practice Your Learning Styles● Learning Styles Inventory● Future-Focused Reflection: Understanding Your Learning Style● 7th Grade Advising: Letter to My Future Self	Feb. 17th - 20th
6: Preparing for My Future	<ul style="list-style-type: none">● Icebreaker: Starburst● My Career Exploration● My Brag Sheet● Mock Interviews● Future-Focused Reflection: Preparing For High School	Mar. 17th - 20th
7: My Year Reflection	<ul style="list-style-type: none">● Impressions● True2U/CMSD End of Year Wrap Up● Future-Focused True2U Reflection● High School Visions	Apr. 28th - May 1st





Mentor Materials

- Can always be accessed at:

<https://www.neighborhoodleadership.org/true2u-mentor-materials>



Visiting the Schools In-Person

When you arrive:

1. Enter the school building with:
 - a. Legal form of ID
 - b. Your mask (optional)
 2. Go through Security
 3. Enter the Main Office
 - b. Identification – Always have your ID and present it to school office staff. Let staff know that you are a **True2U Mentor** and “**CMSD Community Partner**” and not a “Community Volunteer.”
 - c. School Staff will confirm in RAPTOR System - Your information is located under the Contractor Portal.
 - d. School Staff will print a badge, please wear the badge while in the school building.
1. When your session is over, please check out at the office.



Mentor Guidelines

- No sharing of contact or social media info
- No photos of scholars or sessions
- No contact with scholars outside of program sessions
- If you feel that a student needs more support than you are able to provide during your session:
 - Discuss with teacher privately
 - Contact program staff for follow up



Session 4 Mentor Preparation

- ✓ Attend Session 4 Curriculum Training
- ❑ Review Session 4: Curriculum Guide, worksheets, activities, mentor tips, and reflection questions
- ❑ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ❑ Develop talking points
- ❑ Prepare your Session 4 PowerPoint
- ❑ Complete your own Valuable Squares activity
- ❑ **ARRIVE EARLY FOR YOUR SESSION!**





Session Day Contact Information

The school has provided the following e-mail address and phone number for your True2U Contact person which might be the lead teacher or your 5C (Community, College, and Career Center Coordinator). Should any issues arise before or on the day of your session, you may contact them directly, along with emailing me (Laura) and your mentor partner(s). For example: out ill, family or work emergency, running late, etc.

True2U Contact: Name

Email:

Office number:

Cell phone number for emergencies (if available):





Additional Support

- If you would like additional support with preparing for your session, we're offering virtual one-on-one meetings.
 - Friday or Monday
 - 20-minute Zoom meetings
 - Focus on specific questions regarding activities, discussions, classroom management and engagement, etc.

<https://doodle.com/meeting/participate/id/b2J6P8vb>





Program Overview

True2U Summer Leadership Academy

True2U 8th graders can continue their growth and personal development through an engaging and student-vested curriculum. Each week is centered around themes related to leadership. Scholars participate in activities, discussions, and projects while practicing their time management, research, and presentation skills in preparation for high school.

- 4 days a week for 6 weeks
- Serves rising 9th grade scholars
- Small group activities
- Participation Stipend
- 30 participants





True2U Summer Leadership Academy Scholar Nominations

We are asking mentors to nominate one or two scholars from your class who you believe would be good candidates for the Summer Leadership Academy. We encourage you to share your choices with your teacher to see if they can provide additional insights such as if they believe those scholars would benefit and be interested.

Below are some qualities you may want to consider when nominating scholars for SLA.

- Scholars who:
 - possess leadership traits
 - stand out but could benefit from an experience to grow their confidence
 - may be quiet but determined
 - have great ideas but need a little help focusing them
 - would appreciate a personal growth opportunity before they enter high school



Student Nomination Steps

1. Discuss which one or two students you would like to nominate with your mentor partner (if applicable) and teacher.
 - a. If you aren't sure of a student's full name, ask your teacher or make a note on your Nomination Google form.
2. Fill out the "True2U Summer Leadership Academy 2026 Student Nominations" Google Form by scanning the QR code or using the link.
 - a. Only one form needs to be completed per class
3. In the Session 4 - 7 materials box at your school, you will find an envelope labeled "For True2U Mentors - Summer Leadership Academy Nomination Letters"
4. Before or after meeting with your class for Session 4, pull the students you nominate aside and present them with their nomination letters.
 - a. **Please do not present the nominations in front of the entire class to be sensitive to other students' feelings.**
6. You can give students a brief program overview, an explanation of why you chose to nominate them, and a reminder that the deadline to apply is **Friday, March 6th**.
 - a. The deadline is after Session 5 so be sure to check in with students during Session 5 to see if they submitted their application.





Any Questions?

