



Curriculum Training

Session 6: Preparing for My Future

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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





Spotlights & Objectives

Session Spotlights

- Career Exploration
- Self-Advocacy
- Interview Skills
- Future-Focused Planning

Learning Objectives

- Identify actionable steps to move toward their goals
- Understand the connection between current choices and future success
- Reflect on how their current choices and preparation support a smooth transition into high school and future success






Session Activities	Time
Activity 6(a): Icebreaker: Starburst <ul style="list-style-type: none">• Session 6 PowerPoint• True2U Trackers• Name Tents• Pencils• Starbursts• Icebreaker questions	15 minutes
Activity 6(b): My Career Exploration <ul style="list-style-type: none">• My Career Exploration worksheet (Tracker pg. 46)	45 minutes
BREAK <ul style="list-style-type: none">• Snacks	5 minutes
Activity 6(c): My Brag Sheet <ul style="list-style-type: none">• Brag Sheet template (Tracker pg. 47)	10 minutes
Activity 6(d): Mock Interviews <ul style="list-style-type: none">• Mock Interview worksheet (Tracker pg. 48)• Mock Interviews Helpful Tips and Tricks info sheet (Tracker pg. 49)	30 minutes
Future-Focused Reflection: Preparing For High School <ul style="list-style-type: none">• Questions (Tracker pg. 50)	15 minutes
Total Time	120 minutes





-  **Mentor Tips:**
- Encourage quick but thoughtful answers to keep the Starburst Icebreaker moving.
 - Mentors and teachers are also encouraged to participate!
 - If anyone is unsure about a career goal, encourage them to pick *any* interest so they can practice building a pathway.
 - Validate *all* pathways — whether they require college, trade school, apprenticeships, or direct entry into the workforce.
 - Keep energy positive; this is about exploration, not perfection.
 - 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 of the session.






Activity 6(a)
Icebreaker: Starburst
(15 minutes)







Activity 6(a): Icebreaker: Starbursts (15 minutes)

 **Goal:** A fun, interactive, team-building activity to learn more about each other.

 **Materials Needed:**

- Bag of Starbursts

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

 **Mentors:** Welcome and Recap Session 5

“This month, we’ll continue to build on getting to know who we are. We’ll explore our career interests, connect them to our strengths, and practice skills.”

● **Using the PowerPoint:** Review Session 6 agenda

● **Introduce:** Icebreaker Starburst

● **How it works:** Pass out 2 different colored Starbursts per scholar.

- Remind them they can’t eat them until the end.
- Each color represents a different question that will be answered out loud.
- Questions should be revealed after everyone has selected their candy.



Activity 6(a): Icebreaker: Starbursts (15 minutes)

- Now **share** the questions in the Session 6 PowerPoint.
 - **Red**: If you could be any animal, what would you be and why?
 - **Pink**: Who is your favorite music artist and why? (*Prompt if stuck: “What’s your favorite type of music — rap, R&B, pop, etc.?”*)
 - **Yellow**: Where is your favorite place in Cleveland and why?
 - **Orange**: Who do you look up to or admire and why?
- Go around the room and ask each scholar to pick one of their Starburst colors and answer the question according to their color.
- **Wrap Up**





Activity 6(b)

My Career Exploration

(45 minutes)



Activity 6(b): My Career Exploration (45 minutes)

- 🎯 **Goal:** At the conclusion of this activity, scholars will have thought through and **visualized their potential career pathway.**

- ◆ **Mentors:** Introduce My Career Exploration activity (Tracker pg. 46)
 - *"Today, we're going to think about the steps you can take to reach a career you're interested in and explore those. It's kind of like a **map that shows how to get from where you are now to where you want to be.**"*
 - **Share:** Your own Career Exploration as an example (highlight decisions, skills, and opportunities that helped you). Emphasizing that **it can change over time and that every step counts toward building skills and experiences.**
 - **Review:** My Career Exploration worksheet with the scholars
 - Worksheet prompts:
 - Passions and strengths
 - Ideal lifestyle
 - Career interests
 - Potential challenges
 - Support systems
 - Opportunities, clubs, programs, etc. that can help scholars get to where they want to be.
 - Encourage scholars to fill out each section thoughtfully.





Activity 6(b): My Career Exploration (45 minutes)

- **Have scholars** think about:
 - What they want their career and life to look like.
 - One step they could take in high school to prepare.
 - A possible backup plan that could also make them happy.
 - Looking at the big picture and thinking about the steps you need to take after high school.
 - Connecting to WOOP in Session 3 (wishes, outcome, obstacles, and plan) and practicing “making good choices” in Session 4.

● **Scholars:**

- Complete their My Career Exploration worksheet

◆ **Mentors: Wrap-Up**

- *“Hopefully, this activity helped you reflect on what your future career pathway may look like and how and what you may need to do to get there.”*



My Career Exploration

Your career is yours to plan and achieve! Use this worksheet to help you think about what your career and life could look like.

Passions

What do you like doing?

- 1.
- 2.
- 3.

Strengths

What are you good at?

- 1.
- 2.
- 3.

Lifestyle

What do you want your adult life to look like?

- 1.
- 2.
- 3.

Career Interests What are 3 careers that align with your answers above?

1.

2.

3.

Obstacles

What are some things that you need to overcome to achieve your goals? (Challenges, setbacks, etc.)

- 1.
- 2.
- 3.

Support

Who or where can you go when you need help or support? (People, programs, etc.)

- 1.
- 2.
- 3.

Things to Focus on in High School What can you do in high school to help you get to where you want to be? (Opportunities, clubs, programs, etc.)

1.

2.

3.

Tracker pg. 46

STRENGTHS: Session 1

Strengths Inventory

- Curriculum Guide pg. 1.16
- Tracker pg. 7

CAREER INTERESTS: Session 2

Career Cluster Inventory

- Curriculum Guide 2.10
- Tracker pg. 13

Career Clusters

- Curriculum Guide 2.13-2.20
- Tracker pg. 14-21

OBSTACLES:

Session 3

WOOP (wishes, outcome, obstacles, and plan)

- Curriculum Guide 3.19
- Tracker pg. 34

Support: Session 4

Making Good Choices





Session Break

5 Minutes





Activity 6(c): My Brag Sheet (10 minutes)





Activity 6(c) My Brag Sheet (10 minutes)

- ◆ **Mentors:** Introduce the Brag Sheet template (Tracker pg. 47)
 - A brag sheet is a tool they can use to recognize their strengths and accomplishments.
 - *“It’s not about bragging negatively — it’s about being confident in who you are and celebrating what you’ve achieved.”*
 - They can use their Brag sheet to help with resumes, interviews, and future opportunities.
 - **Briefly share:** A few highlights, experiences, accomplishments, and interests on your Brag Sheet.
 - Scholars will create theirs by using the Brag Sheet template.
 - Give scholars about 5 minutes to begin filling in their experiences, strengths, and goals. They don’t need to have every section completed.
 - Encourage them to brainstorm and start with what comes to mind.



My Brag Sheet

My Name: _____ My GPA: _____

High school I'm attending: _____

Adjectives that describe me: _____

Favorite Classes Grade Why is this your favorite?

Favorite Classes	Grade	Why is this your favorite?

Greatest Accomplishments in School Grade / Year

Greatest Accomplishments in School	Grade / Year

In-School Activities Grade What Responsibilities Did You Have?

In-School Activities	Grade	What Responsibilities Did You Have?

Out of School Activities Grade What Responsibilities Did You Have?

Out of School Activities	Grade	What Responsibilities Did You Have?

Honors / Awards I've Received: _____

Tracker pg. 47





Activity 6(c) My Brag Sheet (10 minutes)

Scholars:

- Using the template, create their own Brag Sheet

◆ ● Mentors and Scholars: Debrief

- **Encourage:** A few scholars to share something they included on their Brag Sheet.
 - *“Notice how our different strengths and experiences make us unique. This sheet is a great way to remind yourself of what you bring to the table — and it will keep growing as you do more in high school and beyond.”*

◆ Mentors: Wrap-Up

Mentor Notes:

- Encourage scholars to be **specific** (“Played basketball” → “Played basketball 6th through 8th grade, received Team Spirit Award”).
- If a scholar feels they “don’t have much,” remind them that **all experiences count:** helping family, volunteering, school projects, or learning a skill.
- Walk around and prompt with questions like:
 - *“What’s something you’ve done that made you proud?”*
 - *“Have you helped someone, led a group, or learned a new skill recently?”*
 - *“What would your friends or family say you’re really good at?”*





Activity 6(d): Mock Interviews (30 minutes)





Activity 6(d): Mock Interviews (30 minutes)

Goal: Help scholars understand and practice interview skills, and reflect on the impressions they make.

- ◆ **Mentors:** Introduce Mock Interview worksheet (Tracker pg. 48)
 - Many scholars may have never seen or experienced an interview before. A demonstration will help them understand expectations.
 - **Demonstrate:** Some examples of poor/good skills when interviewing.
 - Choose roles: One mentor is the applicant, the other is the employer.
 - If only one mentor is present, ask the Key Teacher or a scholar to role-play with you.





Activity 6(d): Mock Interviews (30 minutes)

Step 1: Bad Interview Example

- Weak handshake or no handshake
- No eye contact
- Slouching, fidgeting, poor posture
- Saying “um, so, like...” repeatedly
- Unenthusiastic tone or poor hygiene/dress (describe it if not acting it out)

◆ ● Mentors and Scholars: Debrief

● Discussion Prompts:

- *“How do you think that interview went?”*
- *“What did the applicant do well?”*
- *“What impression did the applicant leave?”*
- *“What might the employer think after that interview?”*
- *“How could the applicant improve?”*

Step 2: Good Interview Example (Optional if you have enough time)

- Firm handshake
- Friendly tone and clear communication
- Eye contact, strong posture, and still hands
- Speaking confidently about strengths and background

◆ ● Mentors and Scholars: Debrief

● Discussion Prompts:

- *“How do you think that interview went?”*
- *“What did the applicant do well?”*
- *“What impression did the applicant leave?”*
- *“What might the employer think after that interview?”*
- *“What could be improved even more?”*





Activity 6(d): Mock Interviews (30 minutes)

- **Introduce:** Mock Interviews activity (8-10 minutes per role)
 - *“Now you’re going to have the opportunity to practice your own interview skills. Remember, this is a safe space to practice and get better together!”*
- **Using the PowerPoint:** Display Mock Interview worksheet
- **Pair scholars:** (Encourage only 2 per group, teachers/mentors can participate if needed).
- Refer to Mock Interview Practice sheet (Tracker pg. 48)
- Have scholars **choose roles and practice** (one applicant, one employer).
- The employer role will take notes and provide feedback for the applicant.
- Give scholars a heads up 1 minute before they need to switch roles.
- After the first interview (approximately 8-10 minutes), scholars **switch roles and repeat.**





Activity 6(d): Mock Interviews (30 minutes)

◆ ● Mentors and Scholars: Debrief

- Ask a few questions:
 - *“How did the interviews go?”*
 - *“Do you try to make your ideal impression on people when you first meet them?”*
 - *“Do we have control over how we act and how we present ourselves?”*
“What are some of the challenges you face when trying to make your ideal impression?”
 - *“What can we do to make sure we’re living in line with our values and presenting ourselves the way we want?”*
 - *“What’s something you can do daily to leave a positive impression?”*
- **Review:** Mock Interview Helpful Tips and Tricks (Tracker pg. 49)

◆ Mentors: Wrap-Up



Mock Interview Practice

Employer:

“Hello, my name is [your name] and I’m the manager here at [business name]. What is your name?”

Applicant:

“Hi, my name is [your name]. Thank you for meeting with me today.”

Employer:

“Can you tell me a little bit about yourself and your strengths?”

Applicant:

[Share the adjectives you used to describe yourself and your strengths. How might you use them to succeed in this job?]

Employer:

“Thank you. Can you tell me why you want the [name of position] job?”

Applicant:

[Talk about your interests and how they might overlap with the job responsibilities.]

Employer:

“What are some hobbies or activities you are involved in outside of school?”

Applicant:

[Talk about your hobbies and activities you are involved in. Are you a leader in any of these activities? What responsibilities do you have?]

Employer:

“Thank you for sharing. Do you have any questions for me?”

Applicant:

[Ask a question about the job (not about the money).]

Employer:

[Answer the question]. “Thank you for meeting with me today. We will be in touch with our decision soon.”

Applicant:

“Thank you so much. It was nice to meet you.”

Employer Notes:

Tracker pg.
48





Mock Interviews

Helpful Tips and Tricks

Tip #1: Arrive early! Give yourself plenty of time to get to the interview, find parking, and find the room where your interview will take place.

Tip #2: Always remember to shake hands with the interviewer before and after your interview.

Tip #3: Research the company and the position you are interviewing for. It shows that you are prepared, and will take the initiative to learn more.

Tip #4: Be prepared to talk about yourself. Managers will ask about your strengths, weaknesses, and experiences. Prepare your answers ahead of time.

Tip #5: Don't talk about money during your interview. Once you receive a job offer, you can negotiate your pay at that time.

Tip #6: Dress for success! Wear an appropriate outfit and make sure your hair/makeup are professional.

Tip #7: Always ask questions at the end of the interview. Managers will ask "Do you have any questions for me?" Ask something like "What does a typical day look like in this position?" or "What is your favorite thing about your job?" Remember, you are interviewing them, just as much as they are interviewing you!

Tip #8: Follow up with a "Thank You" email or greeting card a few days after your interview. This shows your enthusiasm for the job and respect for the manager's time.

Common Reasons People Are Not Hired

- Lack of effort put into appearance
- Lack of enthusiasm or no goals
- Showing up late to the interview
- Not asking questions about the job or company
- Poor body language, such as no eye contact, slouching, etc.
- Talking badly about previous employers
- Cannot communicate clearly
- Not being polite
- Clear lack of preparation

Tracker
pg. 49





Future-Focused Reflection: Preparing for High School (15 minutes)





Future-Focused Reflection: Understanding Your Learning Style (15 minutes)

Mentors: Introduce Reflection activity (Tracker pg. 50).

- **Review:** reflection questions

● **Scholars:**

- Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. What is one thing you want to practice so you can feel more confident when being interviewed?
2. What are some things you can do in high school that would be good additions to your brag sheet? (Clubs, leadership opportunities, volunteering, etc.)
3. How are you feeling about going to high school?
4. What do you still want to accomplish in 8th grade to prepare you for next year?
5. What most excites you about your potential career pathway?



◆ ● 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:** Final meeting for Session 7 topic: My Year Reflection
 - Engage in activities encouraging self-reflection, growth, impressions we make, and creating our vision for high school.
- 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
1: Who Am I Today?	<ul style="list-style-type: none">● Welcome to True2U!/Activity: My Name Tent● Ice Breaker: Step into the Circle● My Strengths and Strengths Inventory● This or That: Decision Making for High School Activity● Future-Focused Reflection: Opportunities and Obstacles	Oct. 14th - 17th
2: My Career Exploration	<ul style="list-style-type: none">● Ice Breaker: Name Game● Career Cluster Inventory● Career Exploration: Posters● Career Exploration: Gallery Walk● Future-Focused Reflection: High School Matching	Nov. 12th - 18th
3: My Personality Type	<ul style="list-style-type: none">● Icebreaker: Notecard Basketball● Practicing My Personality Type● Personality Type Inventory● WOOP, there it is...● Future-Focused Reflection: Personality Strengths	Dec. 9th - 12th





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>
- What you can find on the mentor materials page:
 - Resources
 - Curriculum Guide
 - Curriculum Training Recordings (*when they become available*)
 - Session PPT's for mentors to download and use for your in school sessions





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 6 Mentor Preparation

- ✓ Attend Session 6 Curriculum Training
- ❑ Review Session 6: Curriculum Guide, worksheets, activities, mentor tips, reflection questions
- ❑ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ❑ Develop talking points
- ❑ Complete My Career Exploration Examples and your own My Brag Sheet
- ❑ Prepare your Session 6 PowerPoint
- ❑ **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):





Any Questions?

