Welcome to True2U

This year, you'll be asked to think about where you're interested in attending high school. It's important to start thinking about what you want for yourself – for this year, high school, and beyond. Your True2U mentors are here to help you with that.

This year, we'll focus on learning more about:

Who you are.	**What you're interested in.**	**Careers you might want to pursue.**

You'll meet with your mentors, typically **one day a month for two hours**.

This is a program about you and your future.

During your sessions, you'll do activities and have discussions that will help you think more about yourselves and your interests. The goal of True2U is to think about who you are, who you want to be, and what steps you need to take to get there. Your mentors want you to think about your strengths and interests and how those things factor into your plans for high school and beyond.

True2U started with a Program Kickoff to help you learn more about what to expect during the program. You'll participate in 7 sessions throughout the school year. Each session will focus on a topic related to your future. We hope you'll take this journey with us to learn more about your high school options and the opportunities in your career pathway exploration.

Most things we do in life are as rewarding and fulfilling as we make them, we get out of them the effort and dedication that we put in.

We can't think of anything more important, so we're going to put in the effort and dedication, and we hope you will too, because this is all for you.

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Favorite Free Time Activity or Hobby

Your Future Career Goals

Name

A guideline you'd like the group to follow during True2U Sessions

Your Favorite Subject

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Strengths Inventory

Check the box if the statement is true for you. Then, total up the number of checks per row.

1	I enjoy trying new things and also thinking up new ways of doing things. ☐	I enjoy learning about subjects or topics that are unfamiliar to me. ☐	I'm not afraid to ask questions and will do so until I understand. ☐	I can easily adapt to new or different situations. ☐	Self-expression is important to me. ☐	**Total checks in this row:** _____
2	I find it helpful to receive constructive criticism. ☐	I am open to new ideas, even when they're different from my own. ☐	When working on a team, I focus more on the team's success than my own. ☐	I often celebrate the achievements of my friends and peers. ☐	If someone is different from me, I work hard to try and understand them. ☐	**Total checks in this row:** _____
3	I can inspire others to see my vision or understand an idea I have. ☐	I take responsibility when an idea I have doesn't quite work out. ☐	I enjoy making decisions based on feedback from multiple people. ☐	I work hard to communicate clearly and openly, especially about problems. ☐	My family/friends often look to me to solve problems. ☐	**Total checks in this row:** _____
4	I enjoy listening to and hearing about the lives of others. ☐	I offer help and support without the expectation of getting anything in return. ☐	I am polite and respectful to others, regardless of who they are or who's watching. ☐	When listening to someone, I am patient and try to give them my full attention. ☐	I am not quick to judge others and instead seek to understand. ☐	**Total checks in this row:** _____
5	I enjoy finding ways to apply things I already know to new situations. ☐	I ask a lot of questions or do research to understand things better. ☐	I look at all the available information before coming to my own conclusions. ☐	I adjust my conclusions when I get new or different information. ☐	I reflect on how my biases and experiences shape my thinking. ☐	**Total checks in this row:** _____

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6	I tend to think about what I'm going to say before I say it, both in person and online. ☐	When getting to know someone, I ask them questions about themselves. ☐	I am honest and authentic and don't lie or misrepresent the truth when communicating. ☐	I respond to communication promptly and clearly, whether verbal or written. ☐	I can debate my ideas with another person without getting upset or being rude. ☐	**Total checks in this row:** _____
7	I will take a stand on the issues and ideas that are important to me. ☐	I can clearly identify my values and try to act in ways that are true to them. ☐	I embrace challenges and the opportunity for self improvement. ☐	I'm not afraid to be wrong and will openly admit when I've made mistakes. ☐	I tend to face issues head-on, rather than shy away from them. ☐	**Total checks in this row:** _____
8	Once I start something, I'm determined to finish it. ☐	I often set goals for myself, sometimes years into the future. ☐	I'm not easily discouraged by setbacks, instead seeing them as opportunities for growth. ☐	I can change gears quickly when my plans don't go as intended. ☐	I can stay focused on my goals even when faced with distractions. ☐	**Total checks in this row:** _____

Tally up all your checks in each of the rows. Which 3 rows have the most checks?
One or two with few or no checks can be obstacles to work on.

1. Creativity - using your imagination to come up with new and original ideas.	2. Collaboration - working well with a partner or group to reach a shared goal.
3. Leadership - guiding and motivating a group of people in a positive way.	4. Kindness - treating others with respect, care, and empathy, especially in sensitive situations.
5. Critical Thinking - carefully analyzing and evaluating information, topics, or problems to make good decisions.	6. Communication - clearly sharing and explaining your thoughts and ideas while also listening well to others.
7. Self-Advocacy - understanding yourself, knowing what you need, and clearly communicating those needs to others.	8. Adaptability - adjusting how you handle a task or challenge and continuing to try, even if your first attempt doesn't work.

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The Pet Race

Four children (Jay, Kay, Leon, and Mark) enter their pets (rabbit, frog, turtle, and puppy) into a race. Use the clues below to figure out which child has each pet and what place each pet finished in the race.

	Rabbit	Frog	Turtle	Puppy	First	Second	Third	Fourth
Jay								
Kay								
Leon								
Mark								

Clues:

1. Jay's rabbit did not win the race.
2. Kay finished right after Jay.
3. Leon does not have a frog and did not finish second.
4. Mark's pet finished right after the puppy.
5. Kay does not own a reptile or amphibian. Her pet finished in 3rd place.

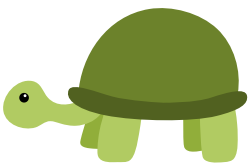
Answers:

Jay's pet is a _____ and finished in _____ place.

Kay's pet is a _____ and finished in _____ place.

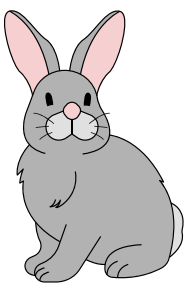
Leon's pet is a _____ and finished in _____ place.

Mark's pet is a _____ and finished in _____ place.









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Session 1 Reflection

1) What is your top strength?

2) How can your top strengths help you in the future when thinking about...

- your 8th grade year?
- high school?
- your career?

3) For strengths that were not in your top 3, which would you like to work on or get better at and why?

4) What steps can you take to improve on the strength(s) you listed in question 3?

5) You've completed your first session of True2U. What are your thoughts?

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Career Cluster Inventory

Directions: Check the items for each Cluster that best describes you.
Add up the number of checks for each Cluster and add to the total box. You may select as many or few as you want for each Cluster question.

Thing I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 1
☐ Communicate with different types of people ☐ Plan and lead activities for others ☐ Learn new information and skills ☐ Help people overcome challenges ☐ Create community by bringing different groups of people together	☐ Caring ☐ Decision Maker ☐ Enthusiastic ☐ Good Communicator	☐ Math ☐ Science ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 2
☐ Care about people, their needs and their problems ☐ Make decisions based on logic and information ☐ Work as a member of a team ☐ Help people be at their best physically and mentally ☐ Learn and develop more ways to help people feel their best	☐ Caring ☐ Good Communicator ☐ Patient ☐ Practical	☐ Health Class ☐ Math ☐ Science	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 3
☐ Make decisions based on my own observations ☐ Be in positions of authority ☐ Respect rules and regulations ☐ Defend and debate ideas and topics ☐ Perform a variety of duties that may change	☐ Caring ☐ Good Communicator ☐ Problem Solver ☐ Responsible	☐ Government ☐ History ☐ English Language Arts (ELA)	

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Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 4
☐ Work and learn with my hands ☐ Routine, organized and accurate work ☐ Operate hand and power tools, equipment and machinery ☐ Monitor the safety of a workplace ☐ Inspect products to make sure they meet quality and safety requirements	☐ Coordinated ☐ Observant ☐ Practical ☐ Precise	☐ Math ☐ Technology ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 5
☐ Work and learn with my hands ☐ Follow logical, step-by-step procedures ☐ Work to create a finished product ☐ Find solutions to problems ☐ Operate hand and power tools, equipment and machinery	☐ Curious ☐ Motivated ☐ Observant ☐ Patient	☐ Math ☐ Science ☐ Social Studies	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 6
☐ Travel ☐ Figure out what a business needs ahead of time and plan for it ☐ Design, build or repair transportation equipment ☐ Manage the purchasing and transportation of materials ☐ Oversee the safety of transporting people and goods	☐ Coordinated ☐ Observant ☐ Organized ☐ Practical	☐ Math ☐ Science ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 7
☐ Read technical materials and diagrams ☐ Concentrate for long periods without being distracted ☐ Solve complex problems ☐ Use software to analyze and understand data ☐ Create systems to prevent cyber attacks	☐ Logical ☐ Precise ☐ Persistent ☐ Problem Solver	☐ Math ☐ Science ☐ Technology	

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Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 8
☐ Be a leader in a group ☐ Plan my work and follow instructions without close supervision ☐ Constantly trying to be the best at what I do ☐ Analyze data and information to track progress and improve ☐ Managing people and projects to complete tasks efficiently	☐ Organized ☐ Logical ☐ Patient ☐ Responsible	☐ Math ☐ Technology ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 9
☐ Make displays and graphics to promote ideas ☐ Enjoy giving presentations and public speaking ☐ Take advantage of opportunities to make extra money ☐ Persuade people to buy products or to participate in activities ☐ Use data to improve profits and results	☐ Enthusiastic ☐ Good Communicator ☐ Motivated ☐ Persuasive	☐ Social Studies ☐ Technology ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 10
☐ Use my imagination to communicate new information to others ☐ Perform in front of an audience ☐ Design sets, outfits and spaces ☐ Read and write stories or music ☐ Use video, sound and recording technology	☐ Creative ☐ Curious ☐ Determined ☐ Empathetic	☐ Art ☐ Music ☐ English Language Arts (ELA)	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 11
☐ Create memorable experiences for other people ☐ Investigate new places and activities ☐ Communicate well with different groups of people ☐ Work with all ages and types of people ☐ Plan and run events including themes, food and entertainment	☐ Caring ☐ Friendly ☐ Motivated ☐ Organized	☐ Social Studies ☐ Technology ☐ English Language Arts (ELA)	

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Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 12
☐ Learn how things grow and stay alive ☐ Protect the environment, animals and natural resources ☐ Effectively manage time and resources ☐ Operate computers and machinery ☐ Manage data and research	☐ Caring ☐ Curious ☐ Motivated ☐ Problem-solver	☐ Math ☐ Science ☐ Social Studies	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 13
☐ Work to improve existing technology ☐ Maintain parks and outdoor spaces ☐ Construct and repair systems ☐ Understand how humans impact the environment ☐	☐ Organized ☐ Practical ☐ Precise ☐ Responsible	☐ Math ☐ Science ☐ Technology	

Things I Like to Do or Would Like to Do:	Strengths That Describe Me:	School Subjects I Like:	Total number Cluster 14
☐ Work with numbers ☐ Use data and facts to make predictions about the future ☐ Analyze facts and numbers then present your findings to other people ☐ Handle money with honesty and accuracy ☐ Have clear rules and instructions to follow for my work	☐ Honest ☐ Organized ☐ Practical ☐ Responsible	☐ Math ☐ Social Studies ☐ English Language Arts (ELA)	

Cluster 1 Education	**Cluster 2** Healthcare & Human Services	**Cluster 3** Public Service & Safety	**Cluster 4** Advanced Manufacturing	**Cluster 5** Construction	**Cluster 6** Supply Chain & Transportation	**Cluster 7** Digital Technology
Cluster 8 Management & Entrepreneurship	**Cluster 9** Marketing & Sales	**Cluster 10** Arts, Entertainment, & Design	**Cluster 11** Hospitality, Events, & Tourism	**Cluster 12** Agriculture	**Cluster 13** Energy & Natural Resources	**Cluster 14** Financial Services

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Career Clusters Info Sheet

Adapted from Career Tech (www.careertech.org)

Caring for Communities

Education
- Early Childhood Development
- Education Administration & Leadership
- Learner Support & Community Engagement
- Teaching, Training, & Facilitation

Healthcare & Human Services
- Behavioral & Mental Health
- Biotechnology Research & Development
- Community & Social Services
- Health Data & Administration
- Personal Care Services
- Physical Health

Public Service & Safety
- Emergency Response
- Judicial Systems
- Local, State, & Federal
- Services Military & National
- Security Public Safety

Building & Moving

Advanced Manufacturing
- Engineering
- Industrial Machinery
- Production & Automation
- Robotics
- Safety & Quality Assurance

Construction
- Architecture & Civil Engineering
- Construction Planning & Development
- Equipment Operation & Maintenance
- Skilled Trades

Supply Chain & Transportation
- Air & Space Transportation
- Ground & Rail Transportation
- Maintenance & Repair
- Marine Transportation Planning &
- Logistics Purchasing &
- Warehousing

Connecting & Supporting Success**

Digital Technology**
- Data Science &AI
- IT Support & Services
- Network Systems & Cybersecurity
- Software Solutions
- Unmanned Vehicle Technology
- Web & Cloud

Management & Entrepreneurship**
- Business Information Management
- Entrepreneurship & Small
- Business Leadership & Operations
- Project Management
- Regulation

Marketing & Sales**
- Market Research, Analytics, & Ethics
- Marketing & Advertising
- Retail & Customer Experience
- Strategic Sales

Creating & Experiencing

Arts, Entertainment, & Design
- Design & Digital Arts
- Fashion & Interiors
- Fine Arts
- Lighting & Sound Technology
- Media Production &
- Broadcasting Performing Arts

Hospitality, Events, & Tourism
- Accommodations
- Conferences & Events
- Culinary & Food
- Services Travel &
- Leisure

Cultivating Resources

Agriculture
- Agribusiness
- Agricultural Technology & Automation
- Animal Systems
- Food Science & Processing
- Plant Systems
- Water Systems

Energy & Natural Resources
- Clean & Alternative Energy
- Conservation & Land Management
- Ecological Research & Development
- Environmental Protection
- Resource Extraction
- Utilities

Investing in the Future

Financial Services
- Accounting
- Banking & Credit
- Financial Strategy & Investments Insurance
- Real Estate

True2U

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Career Cluster Poster Example

Name of Career Cluster

List or draw 3 - 5 careers in this cluster

What do people who work in this cluster like to do? What interests them?

List or draw 3 - 5 classes to focus on in high school

Which CMSD high schools have College & Career Pathways that align with this Career Cluster?

In your groups opinion, why is this cluster important?

Is anyone in your group interested in this cluster? Why or why not?

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What does **Say Yes Cleveland** mean for our school?



SAY YES TO EDUCATION CLEVELAND
sayyescleveland.org



- **Family Support Specialists** to connect students and families with the services they need
- **Support Services** like afterschool and summer programs, free legal assistance, and mental health services, in all CMSD schools by 2023
- **College tuition scholarships** available to all CMSD students who live within the city of Cleveland or CMSD boundaries, and have been enrolled in a CMSD (or partner charter) high school, from 9th grade through graduation
- **Say Yes Scholarships** can be used at all public Ohio universities, community colleges, and Pell-eligible career certification programs, as well as over 100 private colleges and universities across the nation.

Visit **SayYesCleveland.org** to learn more

CLEVELAND METROPOLITAN SCHOOL DISTRICT

BREAKTHROUGH

HORIZON SCIENCE ACADEMY

Intergenerational SCHOOLS

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Career Clusters by CMSD High School

Bard High School Early College Cleveland
- Arts, Entertainment, & Design

Benjamin O. Davis Jr. High School
- Arts, Entertainment, & Design
- Supply Chain & Transportation
- Transportation Systems

Cleveland Metropolitan Remote High School
- Management & Entrepreneurship
- Marketing & Sales

Cleveland School of the Arts
- Arts, Entertainment, & Design

East Tech High School
- Advanced Manufacturing
- Agriculture
- Energy & Natural Resources
- Hospitality, Events, & Tourism

Garrett Morgan High School
- Advanced Manufacturing
- Arts, Entertainment, & Design
- Digital Technology

Ginn Academy
- Advanced Manufacturing
- Healthcare & Human Services

Glennville High School
- Healthcare & Human Services
- Management & Entrepreneurship
- Marketing & Sales

James F. Rhodes High School
- Arts, Entertainment, & Design
- Digital Technology
- Education

John Adams High School
- Digital Technology
- Healthcare & Human Services

John F. Kennedy High School
- Advanced Manufacturing
- Education

John Hay High School
- Advanced Manufacturing
- Energy & Natural Resources
- Healthcare & Human Services

John Marshall High School
- Advanced Manufacturing
- Digital Technology
- Energy & Natural Resources
- Management & Entrepreneurship
- Marketing & Sales

Lincoln-West High School
- Healthcare & Human Services
- Management & Entrepreneurship
- Marketing & Sales

Max S. Hayes High School
- Advanced Manufacturing
- Construction
- Supply Chain & Transportation

Natividad Pagan International Newcomers Academy
- Advanced Manufacturing
- Energy & Natural Resources

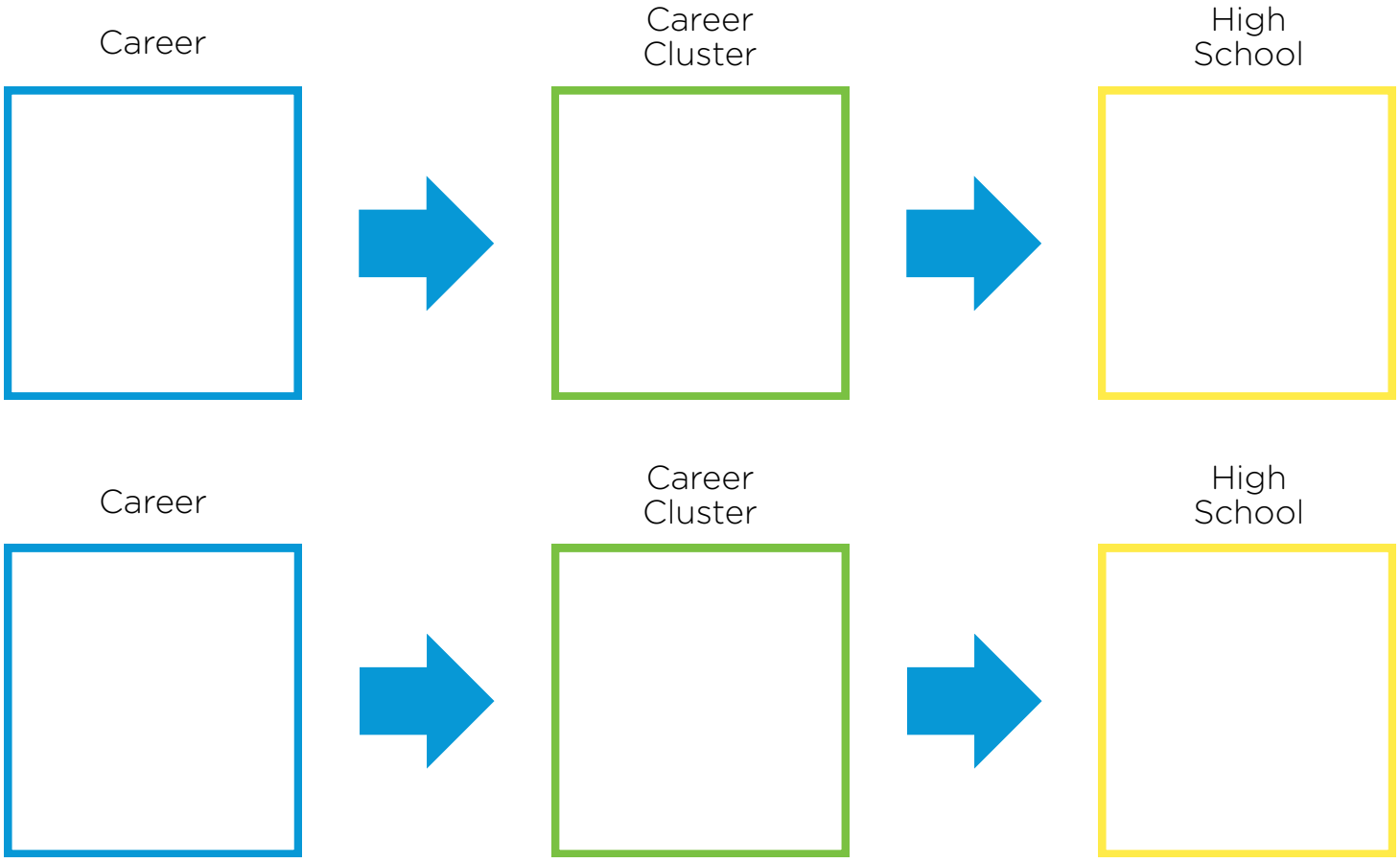
The School of Ones
- Advanced Manufacturing

ALL SCHOOLS
- Financial Services
- Public Service & Safety

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Session 2 Reflection

This activity will help make connections between careers and high schools. In the blue box, list a career or a few related careers you're interested in. In the green box, write the career cluster the career(s) belongs in. In the yellow box, list 1-2 high schools that focus on that career cluster.
In the second row of boxes, repeat the process for another career you're interested in.



1. **Are the high schools in the yellow boxes schools you're interested in? Why or why not?**

2. **List at least 3 resources you have that can help you learn more about the high schools and careers you're interested in.**

3. **Why do you think the career you're interested in is a good fit for you?**

4. **What information do you need to look into to make sure you're headed on a path to that career? Where can you find that information?**

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Categorize

Your group has three minutes to sort the words below into categories.

Internet	**Basket**	**Honey**	**Queen**
Garbage	**Resturant**	**Highway**	**Book**
Fish	**Shirt**	**Paper**	**Clock**
Ear	**Singer**	**Baseball**	**Money**
Poem	**Heart**	**Potato**	**Plane**

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Create a Story

Use the 8 words below to create a school-appropriate story. There is no length requirement and you can use as many extra words as you want, but you must use each word below at least once.

Snowman	**Frog**	**Helicopter**	**School**
Run	**Dance**	**Sleep**	**Chef**

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Word Scramble

Use the word below to make as many 2+ letter words as you can.
You can only use the letters as they appear. For example, you can only use one T per word because there is only one T in STARE.
The words you come up with must be real words.

S T A R E

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Personality Inventory

Read each prompt, then circle the letter of the answer that sounds most like you.

Round 1

1) When you're with a group of people, would you rather..
   A. join in the large group conversation.
   B. talk individually with people you know well.

2) When first meeting people, are you...
   A. quick to open up and share about yourself.
   B. more reserved until you get to know people.

3) When you meet someone new, do you feel...
   A. excited to talk to them.
   B. nervous to talk to them.

4) Do you tend to have...
   A. many friendships with lots of different people.
   B. deep friendships with a only few people.

5) When you go to a social gathering, do you...
   A. leave feeling energized.
   B. leave feeling drained or tired.

Total amount of A's : _____

Total amount of B's : _____

If you had more A's, circle

E - Extroverted

If you had more B's, circle

I - Introverted

Round 2

1) Do you usually work best with...
   A. logical people with clear plans.
   B. creative people with big ideas.

2) When writing a paper, are you more likely to...
   A. start writing from the beginning.
   B. start writing where ever you feel like writing.

3) Which do you value more?
   A. a strong sense of reality.
   B. a vivid imagination.

4) In books or movies, do you prefer stories that are...
   A. literal, straightforward and you know what happens.
   B. symbolic and you can interpret what happens.

5) Are you more likely to trust...
   A. your past experiences.
   B. your intuition or "gut".

Total amount of A's : _____

Total amount of B's : _____

If you had more A's, circle

S - Observant

If you had more B's, circle

N - Intuitive

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Round 3

1) When a friend is telling you about a problem they're having, do you...
   A. analyze what got them there and try to find a solution.
   B. listen to them and sympathize with their feelings.

2) When you judge the outcome of a situation do you focus on...
   A. if the outcome followed rules and regulations.
   B. the circumstances of the individual situation.

3) When expressing your opinions, are you generally...
   A. more firm than gentle.
   B. more gentle than firm.

4) Which would you say you tend to make decisions with?
   A. your head.
   B. your heart.

5) Would you rather be complimented for being...
   A. a person who is logical.
   B. a person who is compassionate.

Total amount of A's : _____

Total amount of B's : _____

If you had more A's, circle

T - Thinking

If you had more B's, circle

F - Feeling

Round 4

1) When hanging out with friends, do you prefer to arrive...
   A. on time or early.
   B. whenever you feel like it.

2) Do you prefer...
   A. having things planned and organized.
   B. going with the flow and let things happen.

3) Does the idea of making a to-do list...
   A. sound great.
   B. stress you out.

4) Do you tend to make decisions...
   A. after looking at all the options.
   B. somewhat impulsively.

5) Is it harder for you to adapt to...
   A. constant change.
   B. a strict routine.

Total amount of A's : _____

Total amount of B's : _____

If you had more A's, circle

J - Judging

If you had more B's, circle

P - Prospecting

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My Personality Code

Letter from Round 1	Letter from Round 2	Letter from Round 3	Letter from Round 4

Personality Types Descriptions

Read the descriptions below to learn more about the 16 different personality types based on the Personality Type Inventory.

First Letter

Extraverted (E) vs. Introverted (I)

How you get your energy

Extraverts: energized by spending time with people, outspoken, prefer group activities, easily excited

Introverts: energized by alone time, keep to themselves, prefer solitary activities, sensitive to external stimulation



Second Letter

Observant (S) vs. Intuitive (N)

How you take in information

Observant: practical, down-to-earth, have strong habits, focus on what's already happening

Intuitive: imaginative, open-minded, curious, focus on future possibilities



Third Letter

Thinking (T) vs. Feeling (F)

How you make decisions

Thinkers: rational, like to use logic, tend to make decisions with their heads, value efficiency

Feelers: express their emotions, like to use values, tend to make decisions with their hearts, value cooperation



Fourth Letter

Judging (J) vs. Prospecting (P)

How you organize your world

Judging: decisive, thorough, like structure and order, prefer planning things out

Prospecting: flexible, spontaneous, like to leave options open



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Personality Groups Descriptions

Read the descriptions below to learn more about the 4 different groups of personality types based on the Personality Types Inventory. Circle or put a star next to your personality.

Analysts

Share Intuitive (N) and Thinking (T)

Logical, Rational, Intuitive

INTJ INTP ENTJ ENTP

- Rational: makes decisions with their head, using logic
- Curious: likes to try and learn new things
- Socially Selective: particular about who they spend their time with
- Independent: proud of their ability to work on their own
- Problem-Solving: confident in their ability to face challenges



Sentinels

Share Observant (S) and Judging (J)

Hardworking, Cooperative, Practical

ISFJ ISTJ ESFJ ESTJ

- Order: seeks to establish stability and values security
- Self-Motivated: doesn't need external inspiration for motivation
- Structure: likes set rules, proven methods and being prepared
- Wisdom: often serves as mentors to those around them
- High Standards: has high standards and clear ways to achieve these standards



Diplomats

Share Intuition (N) and Feeling (F)

Compassionate, Caring, Helpful

INFP INFJ ENFJ ENFP

- Helping: prioritizes being kind and generous
- Connection: enjoys having deep conversations rather than small talk
- Relationships: values having a meaningful network of people in their lives
- Principles: motivated by what matters to them
- Understanding: sees the benefits of knowing themselves as well as others



Explorers

Share Observant (S) and Prospecting (P)

Curious, Self-Reliant, Quick-Thinking

ISFP ISTP ESFP ESTP

- Flexible: able to adapt to situations easily and embrace being spontaneous
- Big Picture: focuses on big picture rather than small details
- Broad Interests: enjoys learning new skills and ways for doing things
- New Things: likes being the first to try something and sharing it with their friends and family
- Restless: constantly on the move and jumping from one thing to the other



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Personality Type Bingo

Choose 9 words/phrases from the Word Bank that describe traits you possess or value and write ONE in each square of your blank bingo board.

Word Bank

- Adventurous
- Caring
- Creative
- Curious
- Empathetic
- Flexible
- Good listener
- Hardworking
- Helpful
- Independent
- Likes rules/structure
- Logical
- Observant
- Open-Minded
- Practical
- Problem solver
- Responsible
- Spontaneous

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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?

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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.

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Making Good Choices Scenarios

SCENARIO 1

Tasha is in charge of watching her five-year-old sister, Marcella, for the day. Marcella keeps nagging Tasha to take her to see a movie that came out last weekend. Tasha saw the movie last weekend with her friends, and she thought it was good, but it was pretty violent, and at one point, it was so scary that Tasha screamed in the theater. Marcella won't stop asking to go. Tasha's friend John is encouraging Tasha to take Marcella to the movie. Her other friend, Denise, tells her she shouldn't because it's too scary. What are Tasha's options and what should she do?

SCENARIO 2

Cameron is a senior in high school and a star student. He's trying to decide which college he should attend. He's gotten into Harvard and Case Western Reserve. Cameron was so excited when he got into Harvard because it's famous, and everyone congratulated him a lot when they found out. But it's kind of far away – in Boston – and it doesn't have a great program for what he wants to study. When Cameron told people he got into Case, they didn't seem as excited as when he mentioned Harvard; however, Case is closer to home (which Cameron likes because he's really close to his family and wants to be able to see them often), and it has a great program for what he wants to study. Cameron's mom thinks he should go to Harvard, but his uncle, who Cameron is really close to, is encouraging him to go to Case because it has a better program for what he wants to do. What do you think Cameron should do?

SCENARIO 3

Anthony has noticed that his friend Charles hasn't been to school in over two weeks. Anthony has texted Charles to see what's up, but Charles says he just has some things going on and he's not sure when he'll be back at school. Anthony knows that Charles has some stuff going on with his family right now, but Anthony also knows how important it is to be in school – he's becoming concerned that Charles might be considering dropping out completely. Anthony asks his other friend, Naya, what she thinks he should do, and she tells him that it's not really any of his business. Anthony's cousin, Jackson, says that Anthony should let Charles do Charles. What are Anthony's options, and what should he do?

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Making Good Choices Scenarios

SCENARIO 4

Tianna is spending the night at her friend Makenzie's house. Mackenzie's parents have gone out for the evening and left Tianna, Makenzie, and her older sister Molly home alone for the evening. While Tianna and Makenzie are watching TV, Molly comes into the room asking if they want to use their mother's car to get ice cream. Tianna asks if Molly has her license, and she says "no" but assures her that it will be fine because the ice cream shop is only 3 minutes away. Mackenzie doesn't want to go, but Molly says she does this all the time when their parents go out, and nothing has ever happened. What should Tianna do?

SCENARIO 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 6

Timothy and Justin have been playing video games online together all year. One night, when they're playing, Justin starts making rude comments to Timothy about his appearance and personality. The comments evolved into threats, and even though Timothy knew Justin was probably just joking around, he felt uncomfortable and was nervous about going to school the next day because Timothy and Justin were in the same class. When they logged off the game, Timothy talked to his two older brothers, Aiden and Darren, about what he should do. Aiden said Timothy shouldn't worry about it and that nothing bad was going to happen. Darren said Timothy should talk to their dad to see if he could talk to Timothy's teacher in the morning before school. What should Timothy do?

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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 over come obstacles, your words and actions, etc.

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Valuable Squares

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

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Session 4 Reflection

1) Who are the adults you can turn to for support as you explore your career interests and goals?

2) Write about a time when you had a big problem you had to solve by yourself:

3) What do you think about when it is time to make a big decision?

4) What were your top three values and what do those values represent in your life?

-
-
-

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Learning Styles Written Instructions

1. Place two popsicle sticks together at the corners to form a V shape.

2. Repeat until you have 5 Vs.

3. Put one upside-down V (opening facing down) at the top of your desk.

4. On the right side, place a V with the opening facing left and connect it to the bottom corner of the top V.

5. On the left side, place a V with the opening facing right and connect it to the bottom corner of the top V.

6. For the last two Vs, place one connected to the bottom right and the other connected to the bottom left.

7. When you're done, the openings of all the 5 Vs should all point inward

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Learning Styles

Find out your learning style by taking this short quiz! Circle the letter that sounds most like you for each question.

1. You need directions to a store that your friend recommended. You would:
A) use a map.
B) ask your friend to tell you the directions.
C) write down the street directions you need to remember.
D) find out where the store is using landmarks you already know.

2. A website shows a video on how to make a graph or chart. You would learn best by:
A) seeing the diagrams and examples of the graph or chart.
B) listening to the speaker.
C) reading the instructions.
D) watching the steps and practicing along with the video.

3. You want to make something special for your family. You would:
A) get ideas by looking at pictures in magazines.
B) talk it over with friends.
C) follow written instructions on how to make it.
D) make something you've made before.

4. When choosing a career or area of study, these are important for you:
A) working with designs, maps, or charts.
B) communicating with others through discussions.
C) using words effectively in written communications.
D) applying your knowledge in real situations.

5. When you're learning, you:
A) see patterns in things.
B) like to talk things through.
C) read books, articles, and handouts.
D) use examples and applications.

6. You want to find out more about a college. You would:
A) look at the college's website and watch a video.
B) prefer to speak with a current student at the school.
C) read a printed description or article about the college.
D) visit the college in person and take a tour.

7. You want to learn how to play a new board game or card game. You would:
A) use the diagrams in the instructions.
B) listen to somebody explain it and ask questions.
C) read the instructions.
D) watch others play the game before joining in.

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8. You have a problem with your knee. You would prefer that the doctor:
A) show you a diagram of what is wrong.
B) describe what is wrong using words.
C) give you something to read to explain what is wrong.
D) use a plastic model to show you what is wrong.

9. You want to learn more about a new movie coming out. You would:
A) watch a preview of it.
B) ask your friends about it.
C) read what other people have said about it online.
D) compare what you've heard about this movie to other movies you like.

10. You have to present your ideas to your class. In order to prepare, you would:
A) make diagrams or get graphs to help explain your ideas.
B) write a few key words and say them again and again.
C) write out your whole speech and learn it by reading it again and again.
D) gather examples and stories to make it real and practical.

11. You have to set up your parents new computer. You would:
A) follow the diagrams that show how it is done.
B) call, text, or email a friend and ask how to do it.
C) read the instructions that came with it.
D) unpack the box and start putting the pieces together.

12. You want to plan a surprise party for a friend. You would:
A) draw a map and make a special design for the invitation.
B) talk about it on the phone or text other friends.
C) make lists of what to do and what to buy for the party.
D) invite friends and just let it happen.

13. You prefer a teacher who uses:
A) diagrams, charts, maps, or graphs.
B) questions and answers, talks, group discussions, or guest speakers.
C) handouts, books, or readings.
D) demonstrations, models, or experiments.

14. You've finished a project or test and want feedback. You would prefer feedback:
A) shown in graphs or charts of what you achieved.
B) by talking it through with someone.
C) in a written description of your results.
D) with examples taken from your work.

15. You want to buy a new digital camera. Other than price, what would most influence your decision?
A) knowing it's the latest design and looks good.
B) the salesperson telling you about it.
C) reading the details about its features.
D) trying it out yourself.

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Learning Styles

CALCULATE YOUR SCORE

Count the number of each letter you circled and enter them below. The box with the highest number is your learning style! You can read a little more about each one below.

Total number of A's circled		**= Visual**
Total number of B's circled		**= Aural / Auditory**
Total number of C's circled		**= Read / Write**
Total number of D's circled		**= Kinesthetic / Body**

Visual (V):



Learn best by seeing. They understand information better with pictures, charts, diagrams, videos, or written directions.

Aural / Auditory (A):



Learn best by hearing. They understand information better from lectures, discussions, podcasts, or talking things through with others.

Read / Write (R):



Learn best by reading and writing. They understand information better from books, articles, notes, or writing things down themselves

Kinesthetic / Body (K):



Learn best by doing. They understand information better when they can move, touch, build, or act things out.

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Session 5 Reflection

1) Draw a line to match the learning style to it's definition:

Learns best by looking at charts, pictures, or videos	Auditory
Learns best from discussions or lectures	Kinesthetic
Learns best by touching, moving, or building	Reading/Writing
Learns best from books or articles	Visual

2) Scenario: You are given your high school schedule. What method would you personally use to memorize it (given what you know about your learning style)?

a. Read it over and over or write it down in a planner or notebook

b. Discussing your schedule with friends or family members

c. Visit the school and walk to each classroom

d. Make map or draw a picture of where each of your classes are located

3) Describe a time you had difficulty learning something in one of your classes. How did you overcome the problem?

4) What are some ways you can use your learning style to help you in high school?

5) Describe a time when you wanted to learn about something just because you found it interesting. What was it? How did you learn about it?

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Icebreaker: Jolly Rancher



Red (Cherry)

Where is one place you want to travel and why?



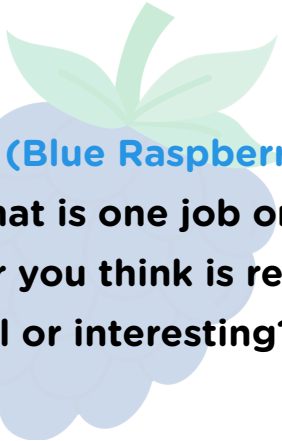
Pink (Watermelon)

Who is your favorite music artist and why?



Green (Green Apple)

Where is your favorite place in Cleveland and why?



Blue (Blue Raspberry)

What is one job or career you think is really cool or interesting?



Purple (Grape)

Who do you look up to or admire and why?

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Impressions

Put yourself in someone else's shoes! For this activity, think about how the groups of people below see you based on your words, actions, and the environment they see you in, etc. You can only check off **5** words for each group. After you've completed the blue columns, stop until your mentors give you the next set of instructions.

Characteristics	Parents and Guardians	Friends	People You First Meet	Stop Here	How You Want to be Seen
Creative					
Sarcastic					
Lazy					
Good Listener					
Organized					
Energetic					
Distant					
Funny					
Caring					
Opinionated					
Observant					
Confident					
Calm					
Easily Agitated					
Smart					
Serious					
Open-Minded					
Judgmental					
Honest					
Quiet					
Motivated					
Adaptable					
Social					
Resilient					

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My Brag Sheet

My Name: _____ My GPA: _____

High school You're Attending: _____

Adjectives that describe you: _____

_____

Favorite Classes	Grade Earned	Why is this your favorite?

Greatest Accomplishments in School	Grade Level / Year

In-School Activities	Grade Level	What Responsibilities Did You Have?

Out of School Activities	Grade Level	What Responsibilities Did You Have?

Honors / Awards You've Received: _____

_____

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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

Written by: _____

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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

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Session 6 Reflection

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?

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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.

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Session 7 Reflection

1) When you're in high school this Fall, what is one thing you'll remember from True2U?

2) List 3 things you learned about yourself this year:

3) What are 3 things you want to participate in or accomplish during high school?

4) What does being successful in high school look like to you? How can you make that happen?

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