

True2UTracker

My Guide to Success



I can make
it happen!

Name: _____



This year you'll be asked to really think about where you're interested in attending high school. Although that may seem far away, 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 we are.

**What we're
interested in.**

**Careers we might
want to pursue.**

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

During that time you'll do activities and have discussions that will help you think more about yourselves and your interests. This is meant to be a fun program, but serious at the same time. These are important things to think about so that you can build the best possible future for yourself.

True2U started with Dee-1's workshop at the Program Kickoff on the importance of knowing who you are; we'll continue with that theme throughout the year during our in-school sessions, and toward the end of the year you'll take a field trip to learn more about careers and options after high school.

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.

This is a program about you and your future.

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.

My Name Poster

Favorite Free Time
Activity or Hobby

Your Future
Career Goals

Name

Something You
Love

Your Favorite
Subject



Group Guidelines

It is important for a group to establish how group members will work with each other. Below are examples of group guidelines:

- Listening when others are speaking
- Respecting others' thoughts and opinions

Instructions

Take a few minutes to brainstorm group guidelines (rules/code of conduct) that you believe would help our group to work well together.

My suggested group guidelines (rules)

1.

2.

3.

Personality Types Descriptions

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

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



Assertive (A)

Resistant to Stress
Self Assured
Confident

vs.

Turbulent (T)

Success Driven
Perfectionists
Eager to Improve

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

Personality Groups Descriptions

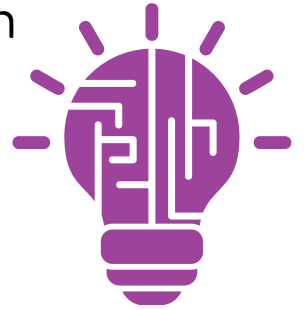
Read the descriptions below to learn more about the 4 different groups of personality types based on the Personality Types Survey. Circle or put a star next to your personality.

Analysts: Share Intuitive (N) and Thinking (T)

Logical, Rational, Intuitive

INTJ INTP ENTJ ENTP

- Rational: make decisions with their head
- Curious: like to 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



Diplomats: Share Intuition (N) and Feeling (F)

Compassionate, Caring, Helpful

INFP INFJ ENFJ ENFP

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



Personality Groups Descriptions

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

Sentinels: Share Observant (S) and Judging (J)

Hardworking, Cooperative, Practical

ISFJ ISTJ ESFJ ESTJ

- Order: seeks to establish stability and values security
- Self-motivated: don't need external inspiration for motivation
- Structure: like set rules, proven methods and being prepared
- Wisdom: often serve as mentors to those around them
- High Standards: have a high standards and clear ways to achieve these standards



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: focus on big picture rather than small details
- Broad Interests: enjoys learning new skills and ways for doing things
- New Things: like 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



Personality Types Discussions

Group Discussion

Discussion Questions:

- 1) Do you agree with your results? Why or why not?
 - 2) Think about the following things and if they match with the letters of your personality type:
 - Hobbies: Are your hobbies solo hobbies or group hobbies?
 - Leadership: Do you take charge in group settings or lead by example?
 - 3) How have your personality strengths helped you in your school career so far?
-

Read the list of occupations below. Decide which personality group each occupation belongs to (Analysts, Diplomats, Sentinals, or Explorers) and write the first letter of the personality group on the line next to the occupation.

- ___ Accountant: keeps, inspects, and analyses financial information
- ___ Actor: acts on stage, in movies, or on television
- ___ Attorney: practices law and goes to court to represent a person or organization
- ___ Chef: professional cook
- ___ Dance Instructor: trains students in dance
- ___ Dentist: licensed healthcare professional who specializes in teeth, gum, and mouth health
- ___ Event Planner: creates and develops events such as conferences and weddings
- ___ Investigator: examines a crime, problem, or statement in order to discover the truth
- ___ Judge: public official responsible for deciding cases in a court
- ___ Musical Composer: writes music to be performed by musicians
- ___ Nurse: licensed healthcare trained to care for people
- ___ Office Manager: organizes office operations and procedures
- ___ Psychologist: studies mental, emotional, and social processes and behaviors
- ___ Public Speaker: gives speeches or lectures to a usually large group of people
- ___ Real Estate Agent: represents buyers or sellers of property
- ___ Veterinarian: licensed professional who treats and cares for animals

High School Choice Research

Using the High School Choice Book
(<https://www.clevelandmetroschools.org/choosecmsd>)
or other sources, answer the questions about 2 high schools you're interested in.

Name of High School #1:

If you went to this school, how would you get to and from school?

What careers does this school specialize in? Do they match your interests?

Is there anything special about their application? (extra parts, essay, etc.)

What are 3 things about this school that you like? Do they have certain classes or activities?

What are two questions you have about this school?

High School Choice Research

Using the High School Choice Book
(<https://www.clevelandmetroschools.org/choosecmsd>)
or other sources, answer the questions about 2 high schools you're interested in.

Name of High School #2:

If you went to this school, how would you get to and from school?

What careers does this school specialize in? Do they match your interests?

Is there anything special about their application? (extra parts, essay, etc.)

What are 3 things about this school that you like? Do they have certain classes or activities?

What are two questions you have about this school?

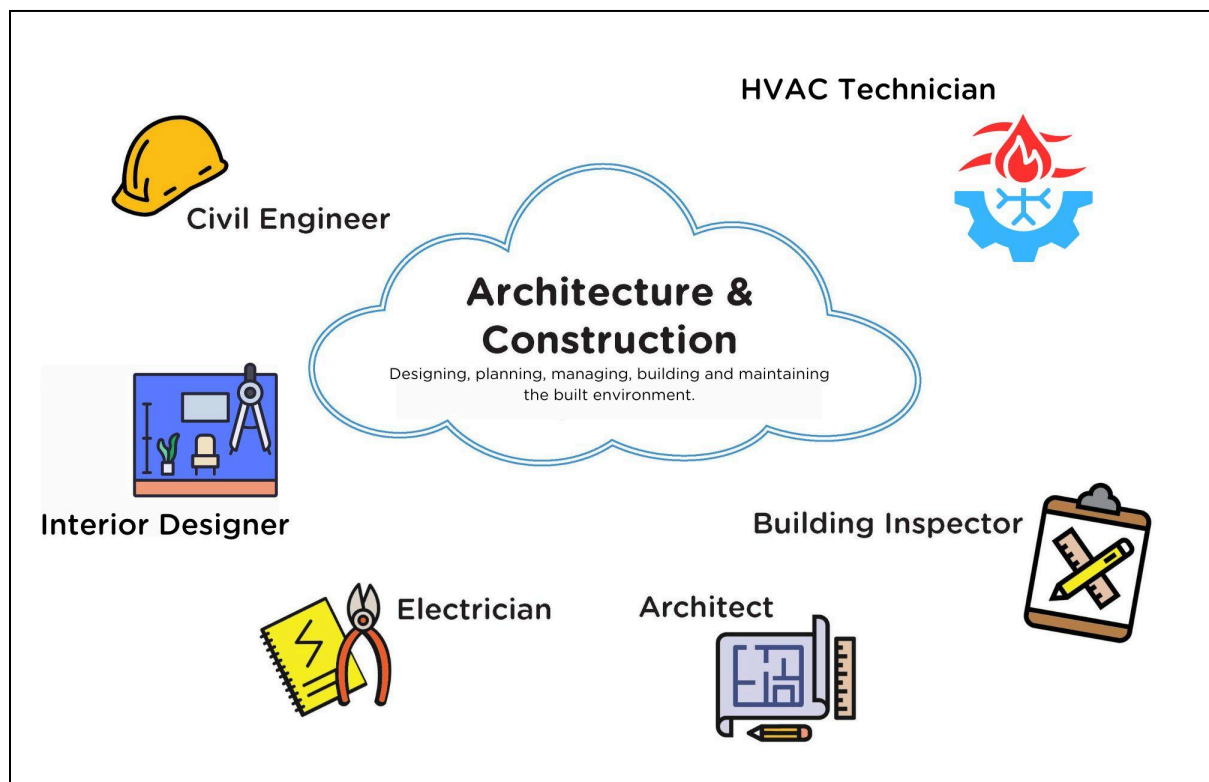
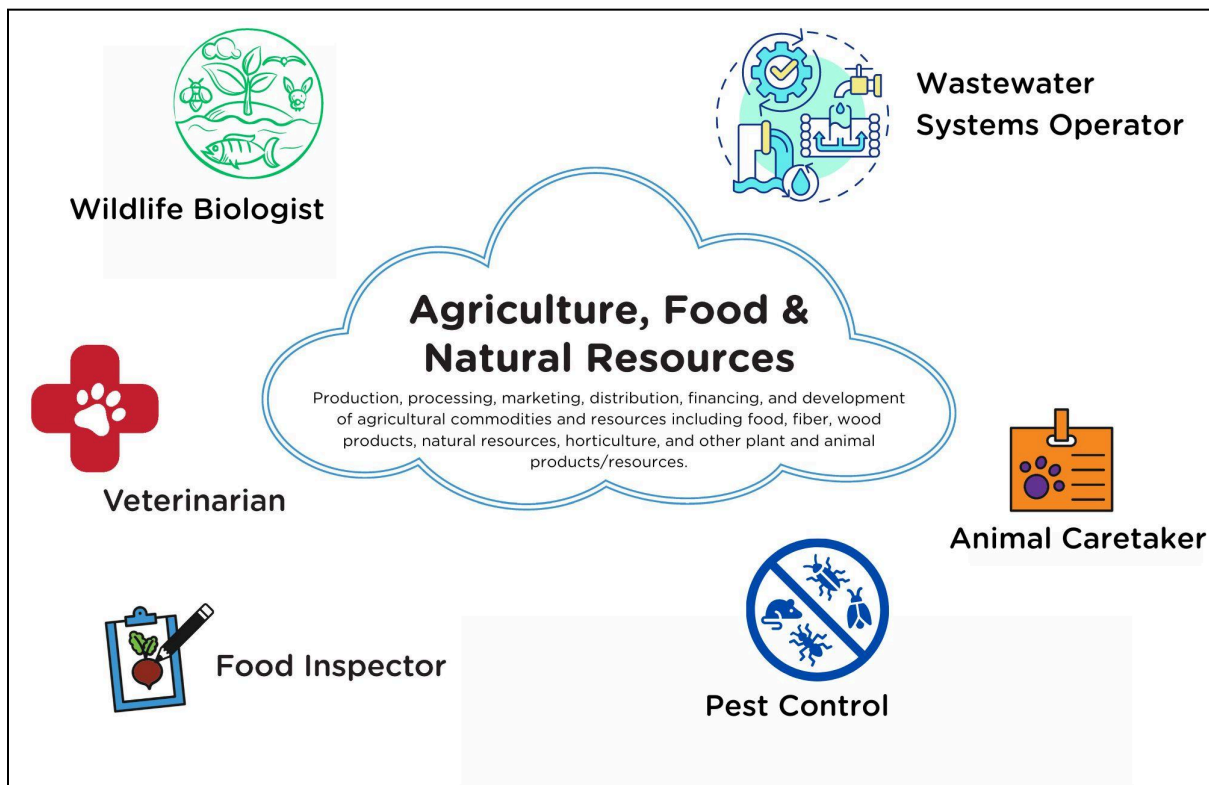


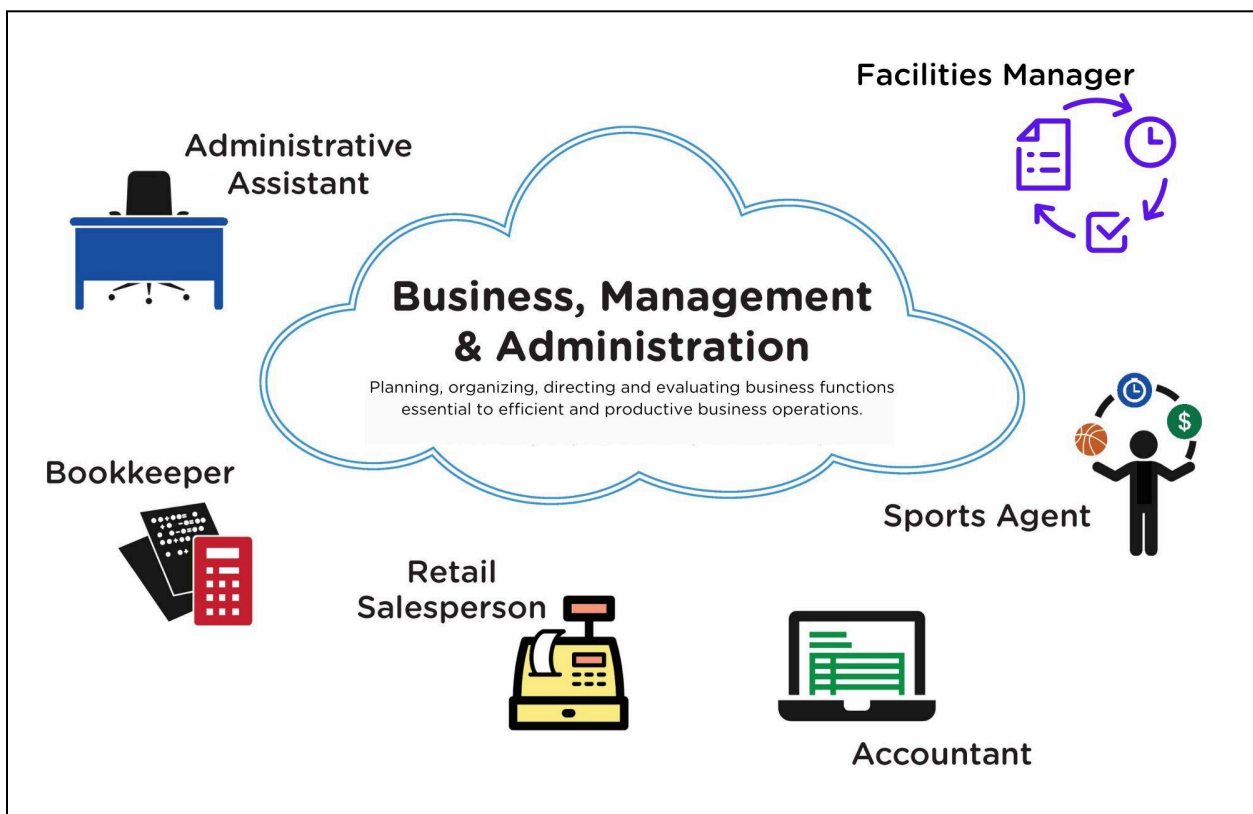
Career Clusters Worksheet

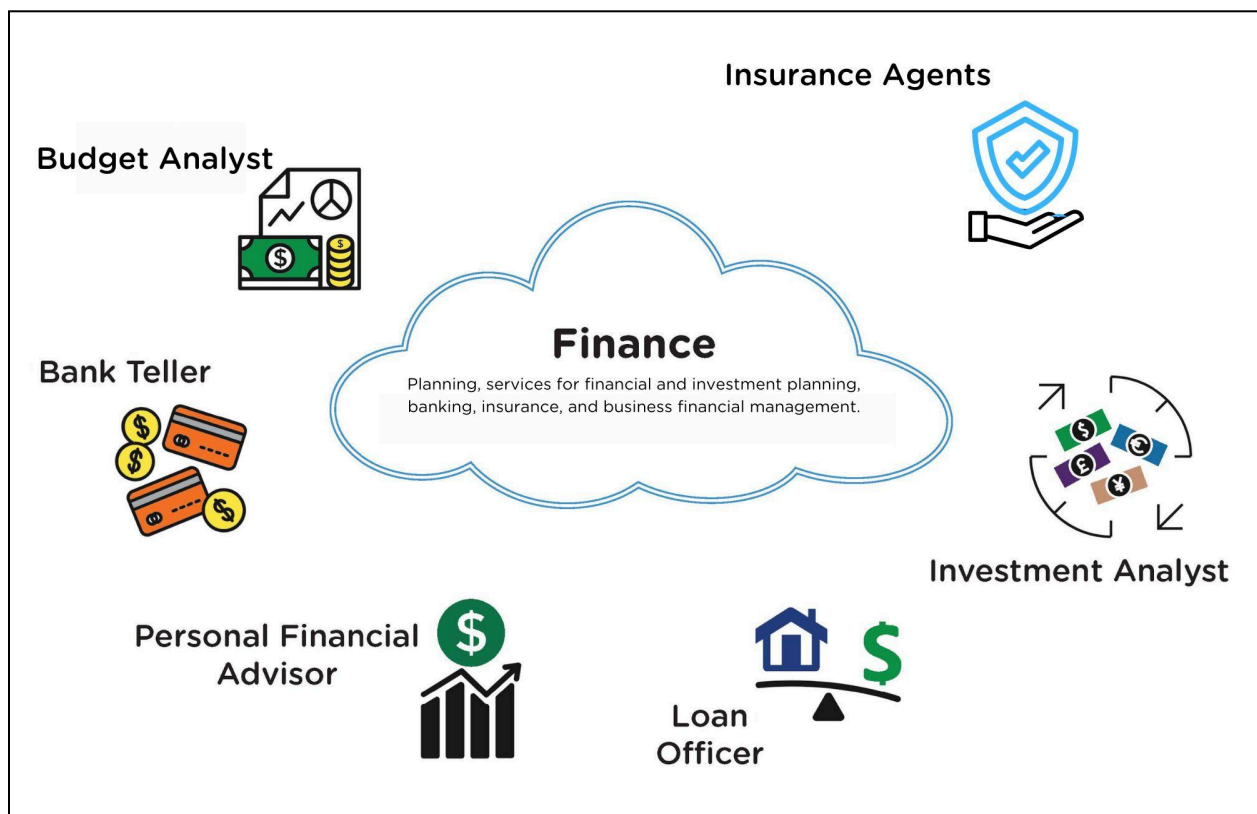
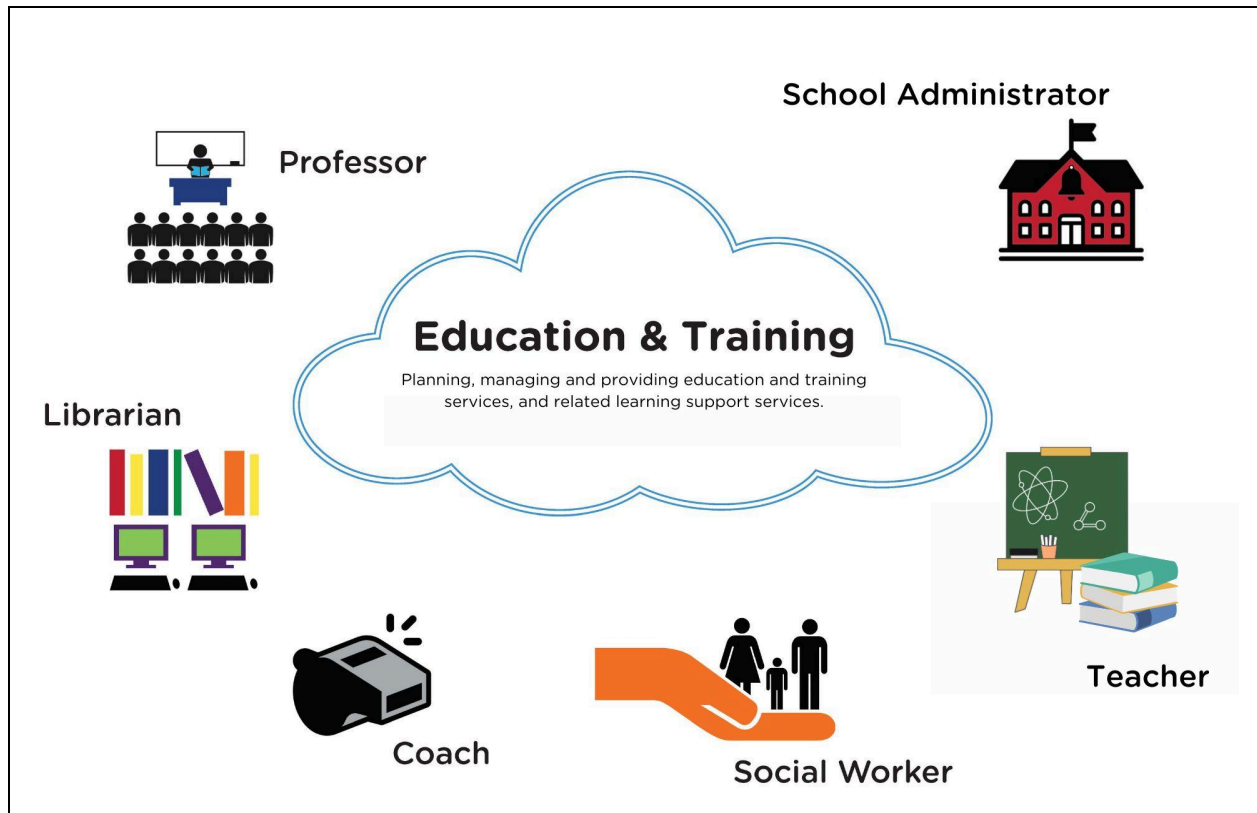
Name of Cluster	Description	Examples of Occupations within the Cluster
Agriculture, Food, and Natural Resources	Production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.	
Architecture and Construction	Careers in designing, planning, managing, building and maintaining the built environment.	
Arts, Audio/Video Technology, and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	
Business, Management, and Administration	Planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.	
Education and Training	Planning, managing and providing education and training services, and related learning support services	
Finance	Planning, services for financial and investment planning, banking, insurance, and business financial management.	
Government and Public Administration	Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.	
Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	

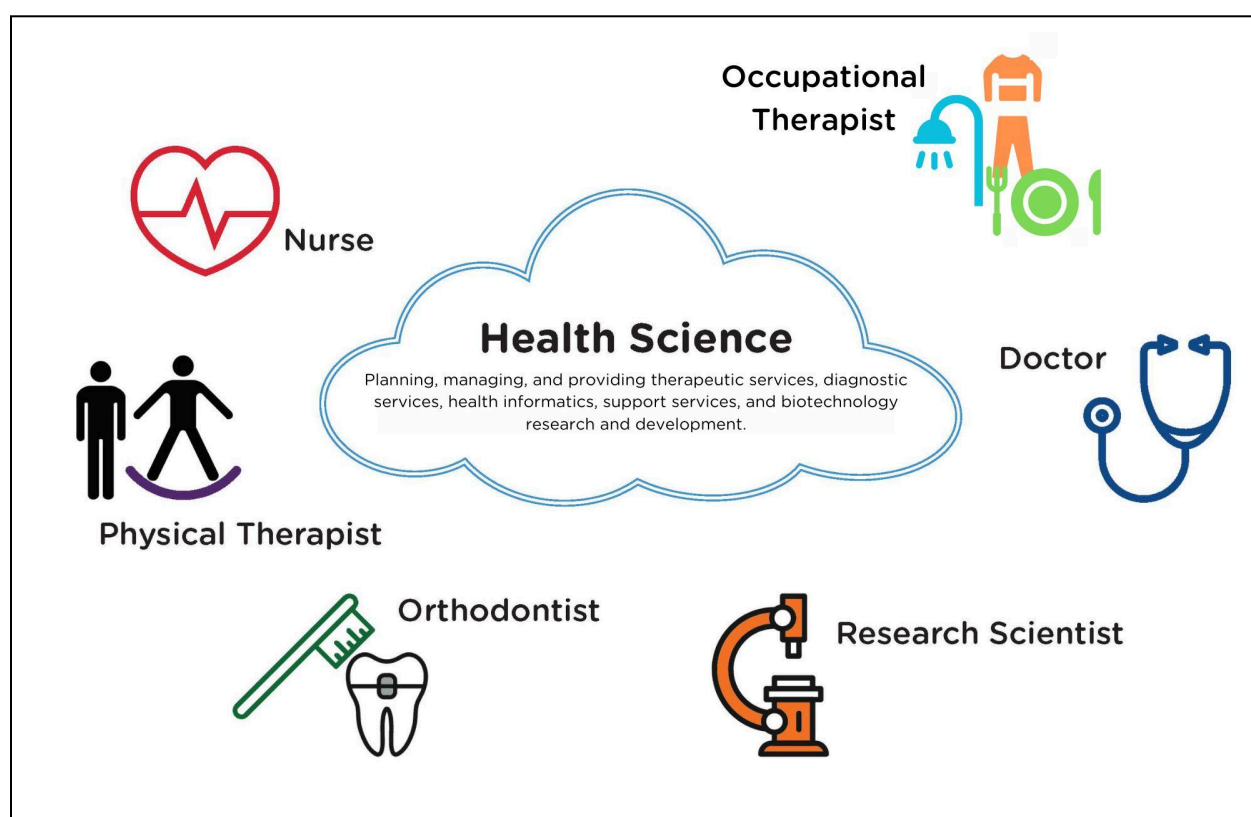
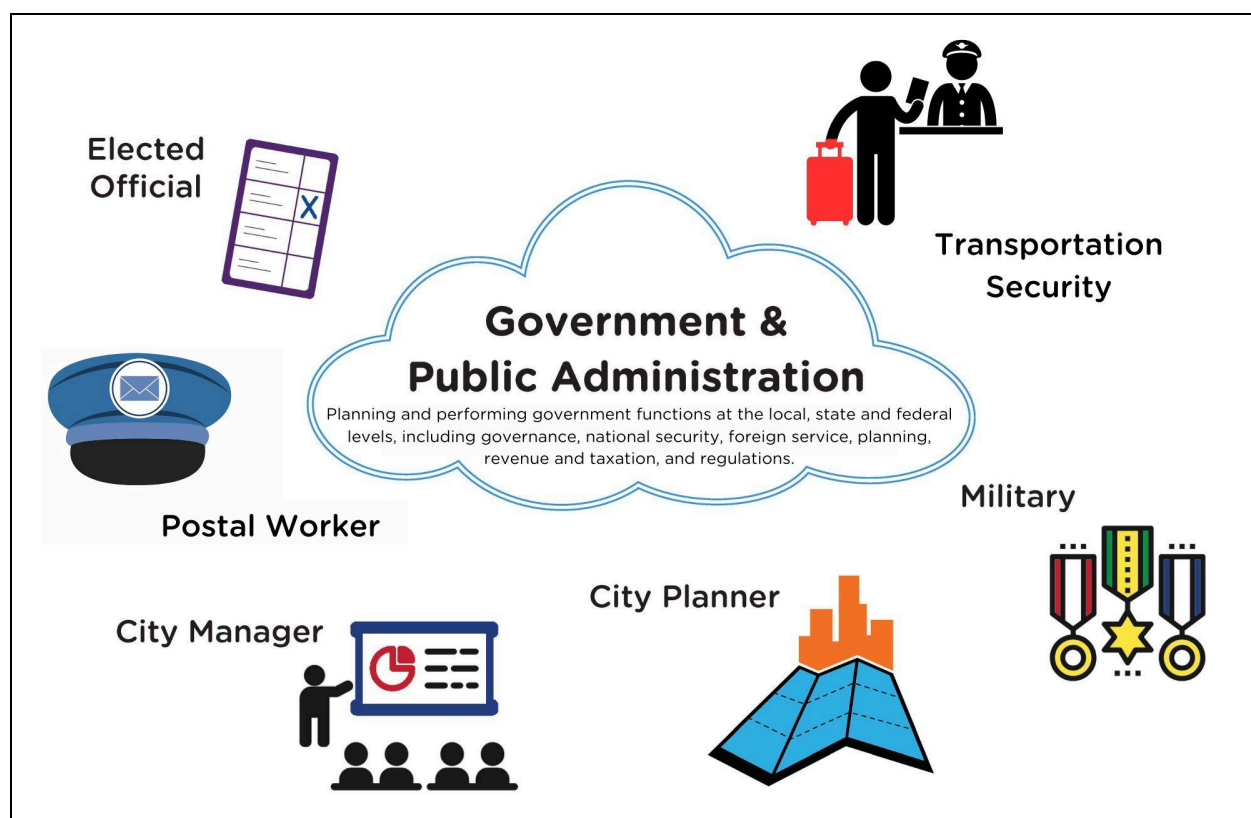
Name of Cluster	Description	Examples of Occupations within the Cluster
Hospitality and Tourism	The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.	
Human Services	Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.	
Information Technology	Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.	
Law, Public Safety, Corrections, and Security	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.	
Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.	
Marketing, Sales, and Service	Planning, managing and performing marketing activities to reach organizational objectives.	
Science, Technology, Engineering, and Mathematics	Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.	
Transportation, Distribution, and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.	

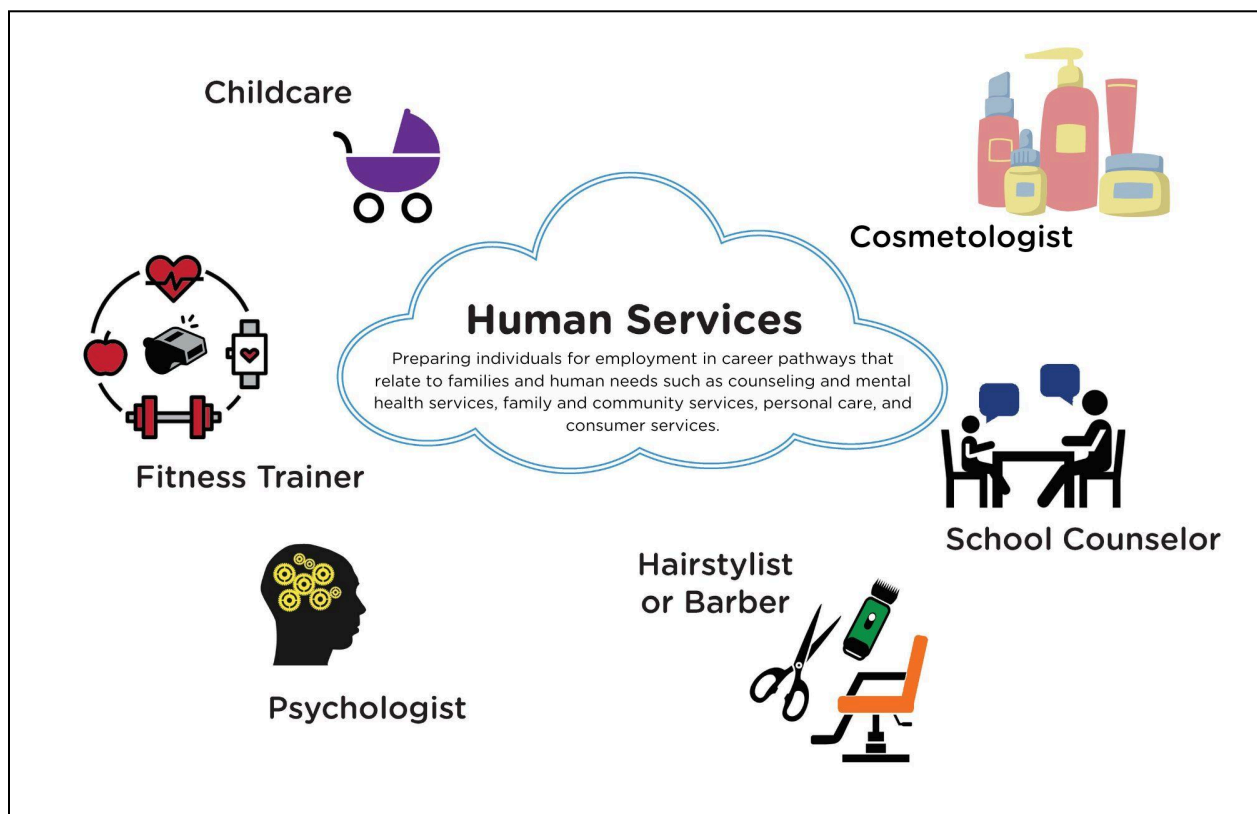
True2U Career Clusters Posters

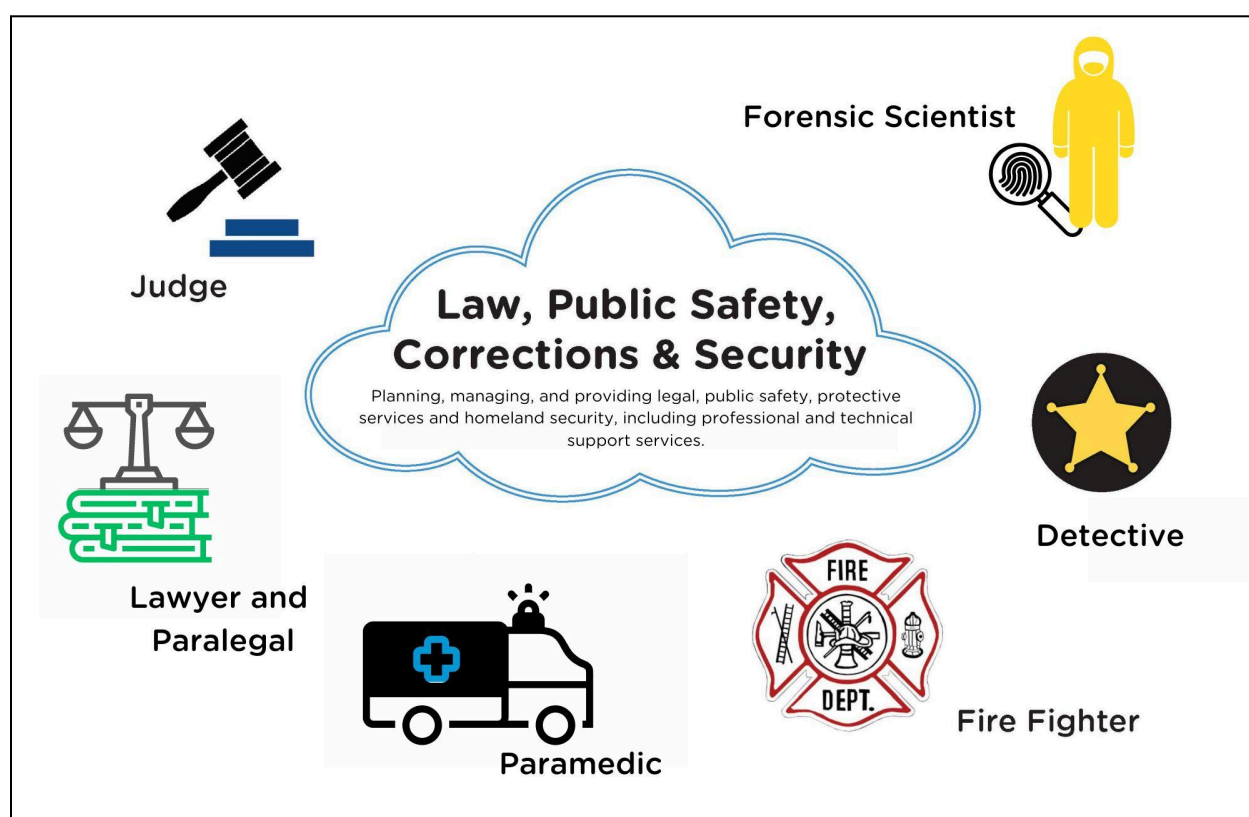
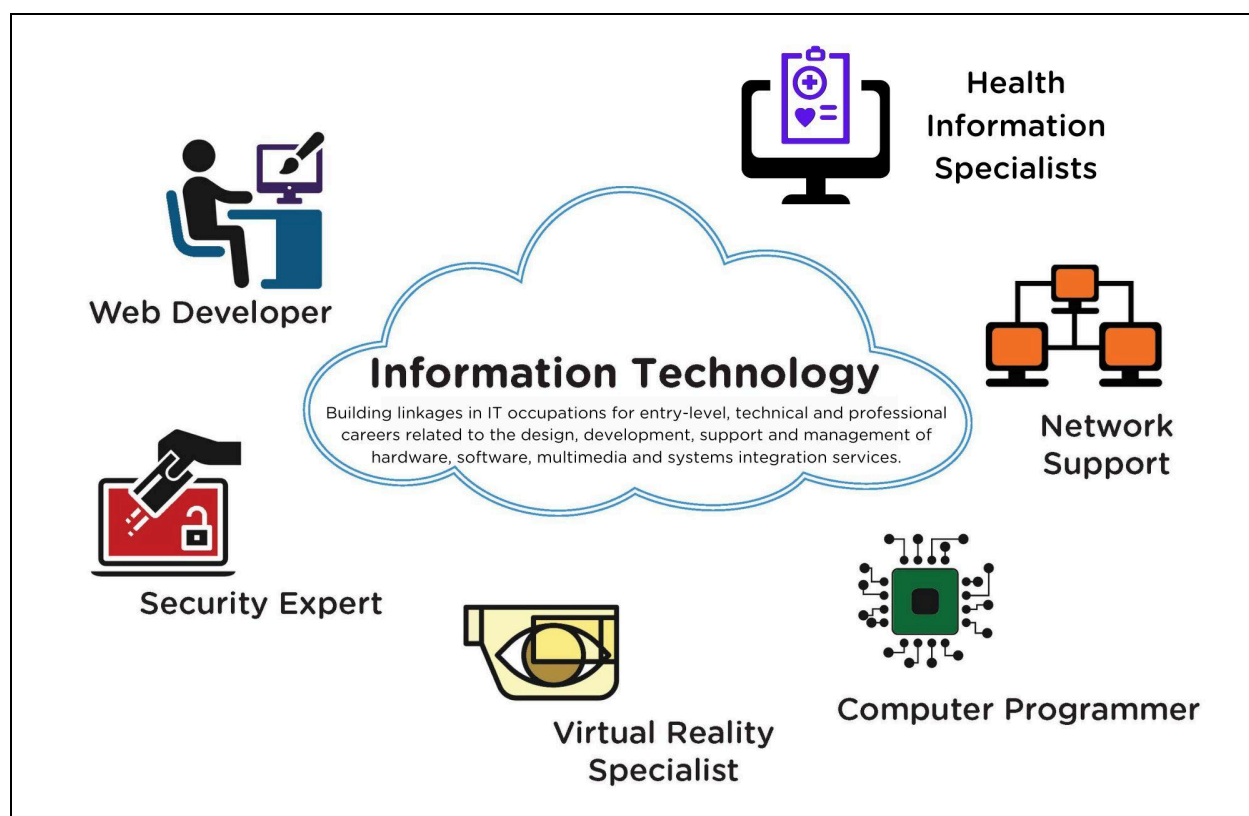


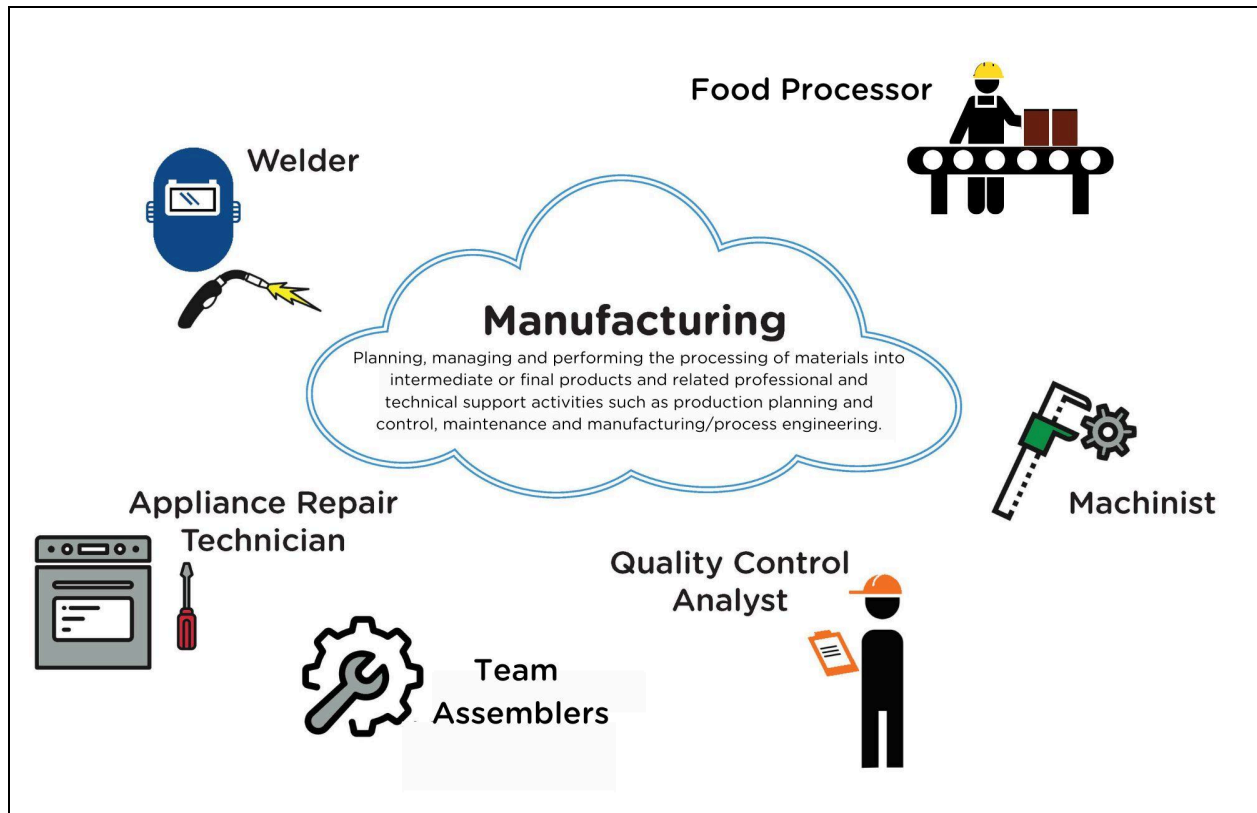


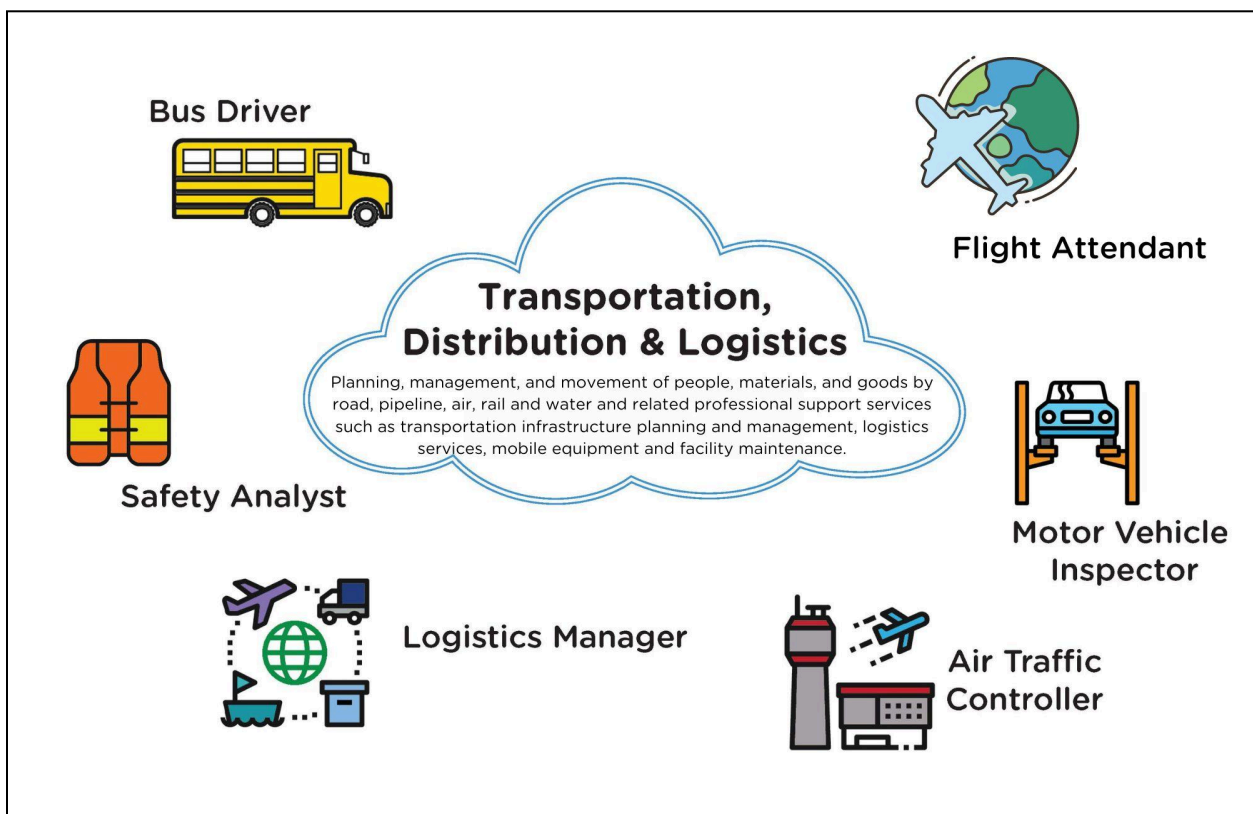
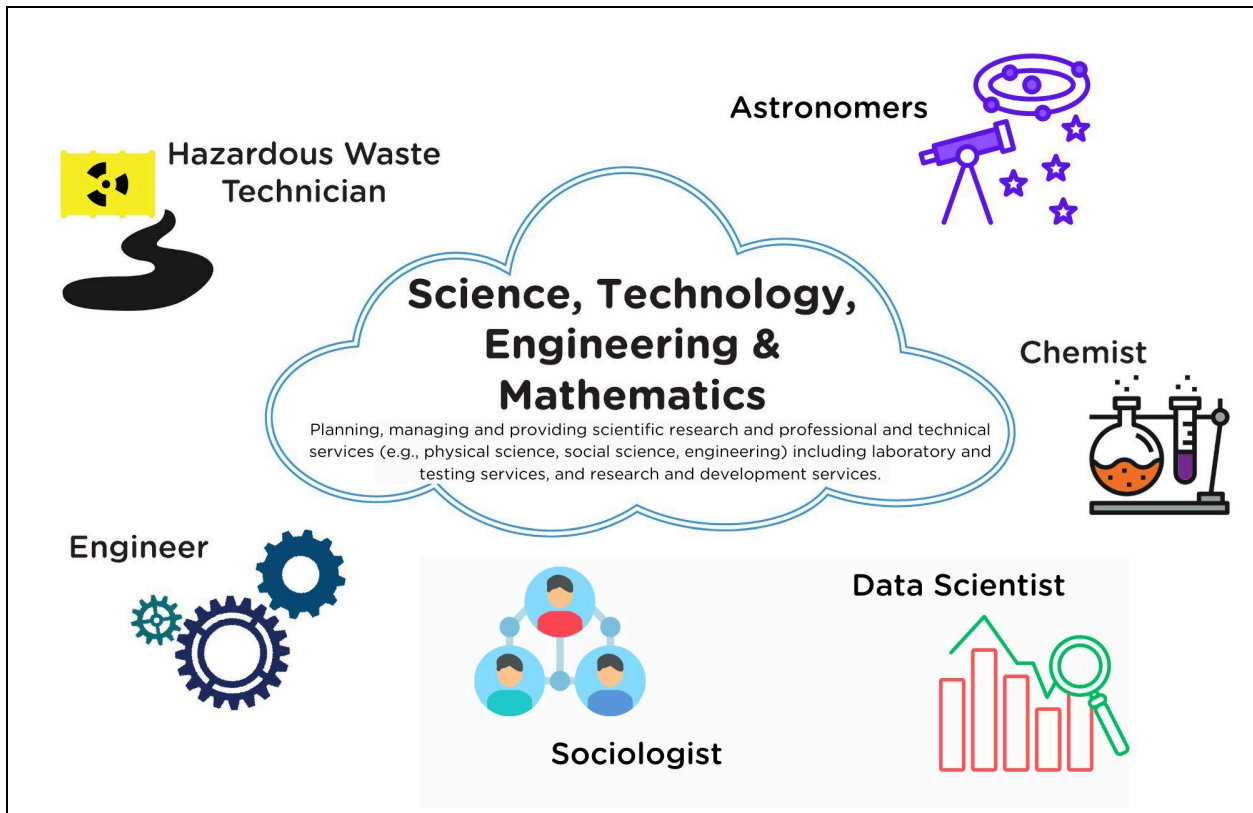














High School to Career Advising

1. Imagine going to work everyday. What kind of place would you love going to and what kind of work would you enjoy most?

2. What were your top three Career Clusters on the Career Clusters Assessment? Now that you know more about Career Clusters, circle the ones you agree with.

1.

2.

3.

3. What is your personality code? And what does it mean in your own words?

4. What connections do you see between your personality and your top Career Clusters?

5. List three occupations you're interested in and you would like to learn more about.

1.

2.

3.

6. What characteristics do these occupations have that interest you?

Tips for Selecting a High School

As you're thinking about occupations, your career pathway, and high school selections as the next step on that path, it's important to think through your decision.

Here are some helpful tips for making your choice.

Think about what you want in your high school.

If you are interested in a particular career or topic of study, select a high school that offers that program. There are schools that focus on engineering, technology, health care, digital design, to name a few. If you love art and doing hands on things, or if you are athletic, look for a high school that offers those opportunities as well.

Consider where your friends are going, but don't let it dictate your decision.

You can see your friends no matter what high school you go to, and even make new friends to introduce to the old! This is your decision for your future. Discuss your choices with your families.

When you go to the High School Choice Fair, Ask Questions!

What electives are there? How are the teachers? Do they have clubs? Good athletic programs? That's what the fair is for. Don't leave the fair wishing you had asked something. Remember - you have to spend the next four years of your life at this school. Be sure you want to go to this school.

Don't rule out a school for one thing.

If that school doesn't have as many clubs as another school don't rule it out. Try to look at a school overall and not for one thing.

Don't see the subjects you want?

Look at other ways to do the things you like, such as after-school programs and clubs.

7. Take a look at the High Schools by Career Cluster worksheet. Which high schools do you want to learn more about because they align with your career interests?

1.

2.

3.

4.

8. When you're at the High School Choice Fair you'll have the opportunity to ask representatives from the schools questions and get more information - write down five questions you'll ask the high schools you'll visit at the fair.

1.

2.

3.

4.

5.

Cleveland Metropolitan School District High Schools by Career Clusters 2024-2025

Agriculture, Food & Natural Resources

- East Tech High School •
- Rhodes School of Environmental Studies •

Architecture & Construction

- Cleveland School of Architecture & Design •
- Max S. Hayes High School •

Arts, Audio/Video Technology & Communications

- Cleveland High School for Digital Arts •
- Cleveland School of the Arts •

Business, Management & Administration

- East Tech High School •
- Ginn Academy •
- John Marshall Civic and Business Leadership •

Education and Training

- Ginn Academy •

Finance

- Rhodes Environmental Studies Academy •
- East Tech High School •

Government and Public Administration

- East Tech High School •
- Facing History New Tech •
- Ginn Academy •
- John Marshall Civic and Business Leadership •
- Lincoln-West School of Global Studies •

Health Science

- Cleveland School of Science & Medicine •
- Glenville High School •
- Lincoln-West School of Science & Health •

Hospitality and Tourism

- East Tech High School •

Human Services

- East Tech High School •
- Facing History New Tech •
- Garrett Morgan School of Leadership & Innovation •
- Ginn Academy •
- Lincoln-West School of Global Studies •

Information Technology

- Collinwood High School •
- Facing History New Tech •
- Garrett Morgan School of Engineering & Leadership •
- John Adams College & Career Academy •
- John Marshall School of Information Technology •
- Max S. Hayes High School •
- MC²STEM •
- New Tech West •

Law, Public Safety, Corrections & Security

- Davis Aerospace & Maritime High School •
- Ginn Academy •
- Glenville High School •

Manufacturing

- Max S. Hayes High School •
- John F. Kennedy High School •

Marketing, Sales & Service

- East Tech High School •

Science, Technology, Engineering & Mathematics

- Cleveland Early College High School •
- Cleveland School of Architecture & Design •
- Cleveland School of Science & Medicine •
- Collinwood High School •
- Davis Aerospace & Maritime High School •
- East Tech High School •
- Facing History New Tech •
- Garrett Morgan School of Engineering & Leadership •
- John Marshall School of Information Technology •
- John Marshall School of Engineering •
- Lincoln-West School of Science & Health •
- Max S. Hayes High School •
- MC²STEM •
- New Tech West •

Transportation, Distribution & Logistics

- Davis Aerospace & Maritime High School •
- Max S. Hayes High School •

All Clusters

- Bard High School Early College West •
- Campus International High School •
- Rhodes College & Career Academy •

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

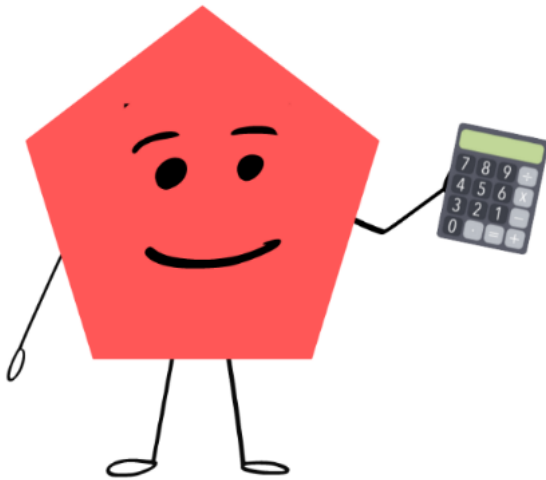


- **Family Support Specialists** to connect students and families with the services they need
- **Support Services** like afterschool and summer programs, free legal assistance, and mental health services, in all CMSD schools by 2023
- **College tuition scholarships** available to all CMSD students who 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



Workplace Personalities

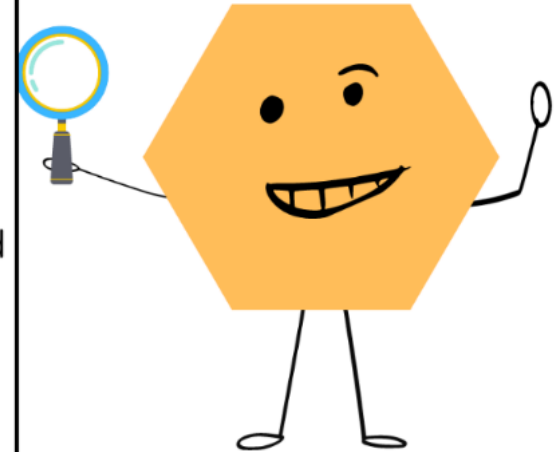
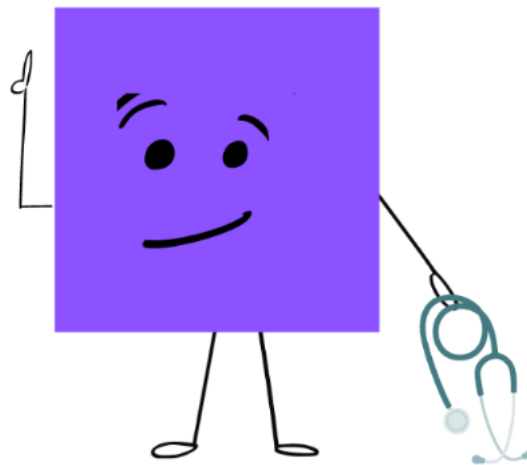


Conventional "Organizers"

- Likes rules & regulations
- Likes structure & order
- Dislikes unclear guidelines
- Values reputation, power, success & status
- Sees self as orderly and good at following a plan
- **Likes to work with data**

Social "Helpers"

- Likes teaching
- Likes close relationships
- Values teaching, making and maintaining relationships
- Dislikes using tools or machines
- Sees self as helpful and trustworthy
- **Likes to work with people**



Investigative "Thinkers"

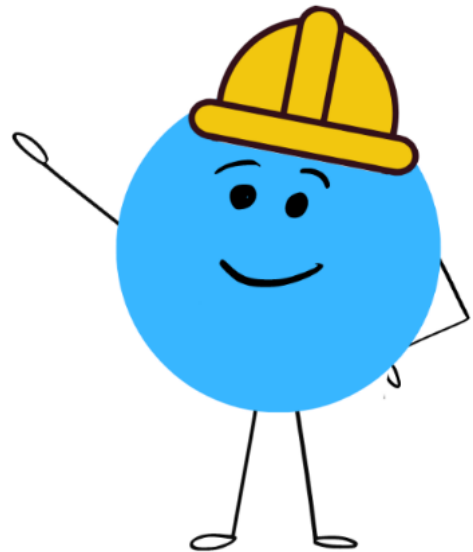
- Likes to think & observe
- Likes organizing
- Likes to understand information
- Dislikes persuading people
- Sees self as precise and intellectual
- **Likes to work with data**

Workplace Personalities

Enterprising

"Persuaders"

- Likes communicating with others
- Likes leading or persuading people
- Values reputation, leadership, money & status
- Dislikes being precise
- Sees self as energetic & ambitious
- **Likes working with people and data**



Realistic

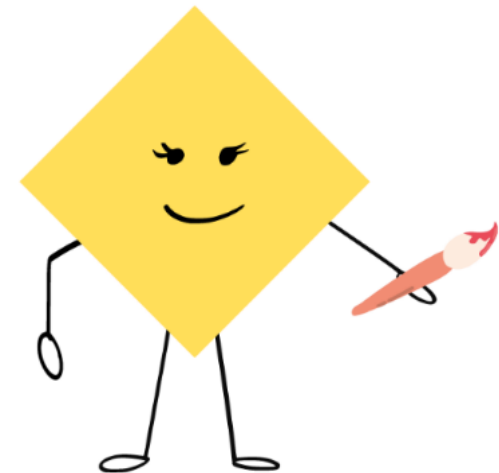
"Doers"

- Likes competition
- Enjoys physical tasks and using their skills
- Dislikes abstract problem solving
- Works through problems by doing instead of talking
- Sees self as practical & realistic
- **Likes working with things**

Artistic

"Creators"

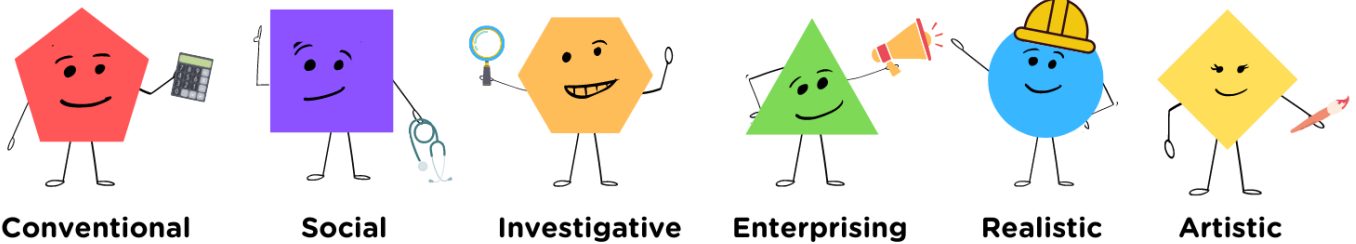
- Values being creative, open, independent & perceptive
- Dislikes structure & rules
- Likes expressing their emotions
- Likes understanding artistic and cultural ideas
- Sees self as expressive and original
- **Likes to work with ideas and things**



You're the Boss

Imagine you're the boss of a team of six people. You're creating a product to be sold in stores and online. In order to create and sell the product, you have six different tasks that need to be completed.

Review the six tasks and then, using what you know about the Workplace Personalities, assign one personality to each task. Remember some tasks might require a combination of strengths, make a decision as a team to determine the best matches.



_____ This person will create a plan for the project. They will come up with deadlines and organize how the project is run.

_____ This person will create the product. They will design, model and create the entire product.

_____ This person will interview potential customers to find out what features they want the product to have. This will include in person and over the phone interviews.

_____ This person will design the package the product is sold in. They will also create the advertisements for the product.

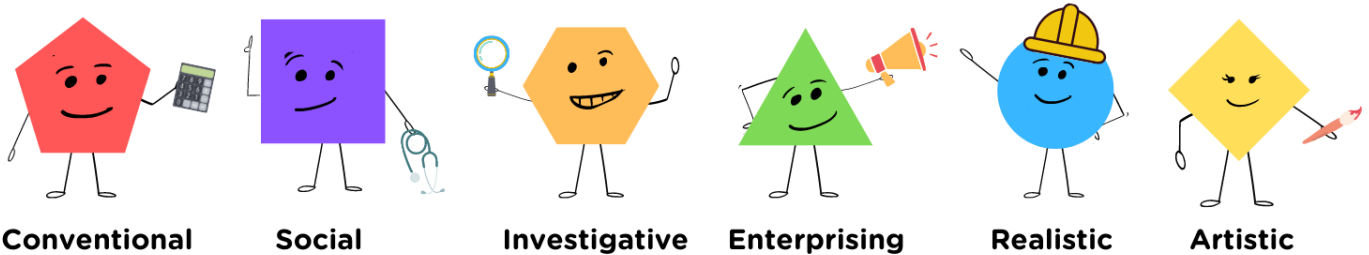
_____ This person will contact stores to see if they're interested in selling the product. In some cases they may have to persuade the stores to carry the product.

_____ This person will collect and analyze sales data. They will look at trends and adjust sales based on those trends.

You're the Boss

Imagine you're the boss of a team of six people. You're putting on a big event. In order to put on the event, you have six different tasks that need to be completed.

Review the six tasks and then, using what you know about the Workplace Personalities, assign one personality to each task. Remember some tasks might require a combination of strengths, make a decision as a team to determine the best matches.



_____ This person will contact chefs for catering. They will also be in charge of finding volunteers for the event.

_____ This person will be in charge of event promotion. This includes going on radio shows as well as the news.

_____ This person will choose a theme for the event. They will also handle the decorations.

_____ This person will be in charge of set up and clean up of the event. They will put out all furniture and clean the space at the end.

_____ This person will be in charge of tracking who is attending the event. They will get the final guest count and decide what supplies to order based on the number.

_____ This person will come up with the schedule for the event. They'll decide things like when food will be served and who will give speeches.



Making Good Choices

- Step 1:** Identify the challenge or opportunity.
- Step 2:** Brainstorm possible solutions.
- Step 3:** Explore & evaluate possible choices – think of the pros & cons of the possible choices.
- Step 4:** Predict consequences.
- Step 5:** Make a decision, plan the best way to execute the decision, and act on the decision.
- Step 6:** Evaluate the results of the decision and accept responsibility for the results of the decision.



Making Good Choices Scenarios

Your group will be assigned one scenario.

Read through the scenario your group is assigned and the decisions with your group. You can discuss or act out the scenarios and results.

Role-playing groups: Members of the group should decide what they think the best choice is. After reading through the scenario and making a decision, determine who will play the roles of the characters in the scenario and practice acting out the scenario and the agreed-upon choice.

Discussion groups: Discuss the scenario and possible choices. Decide what the best choice is and why.

All groups:

What are the consequences of that choice for each character? Be ready to explain why you think the choice your group made is the best one.

Be prepared to role-play or share your scenario with the rest of the group and discuss what you think the best decision is and why.

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?

A: Tasha takes Marcella to the movie.

B: Tasha does not take Marcella to that movie but finds one more age appropriate.

C: Tasha asks her mom what she should do.

D: Tasha yells at her sister to stop nagging and go watch television.

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 so 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?

- A:** Cameron attends Case because it is most in line with his future goals.
- B:** Cameron attends Harvard.
- C:** Cameron is confused and can't make a decision. He fails to enroll in any college.
- D:** Cameron calls the campuses and asks to visit again to meet with faculty and students.

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?

- A:** Anthony tells the teacher about his concerns and asks for help.
- B:** Anthony tells his mother and asks that she call Charles' mother.
- C:** Anthony does nothing and hopes for the best.
- D:** Anthony tries to help Charles deal with his family situation.

Working Backwards

A Potential Pathway

High School

What are 2 high schools that match your career interests?
What's one thing you can do during high school to make sure you stay on your path?

Early Career

Think about all we've learned about careers - what type of career do you hope to have after high school/college/post-secondary options?

After High School

What will your post-high school life look like?
What will you be involved in?
What will you accomplish?
How will you grow?

Now

What skills and abilities do you have now?
What are you passionate about?
What's important to you?

Start at the end and determine what you need to do along your pathway to get where you want to go. Fill in the blocks of the path by answering the questions above or below them.

Start here

You're 25.

What do you want your life to look like?

Learning Styles

Language: Learning through spoken & written **words**: reading, listening, speaking, & writing. These learners **use language** to present their ideas, express their feelings, or persuade others. “**Word Smart**”

Logic/Math: Learning through **reasoning** & problem-solving. These learners use **logical thinking** & like solving math problems. “**Logic Smart**”

Musical: Learning through songs, patterns, **rhythms**, instruments, and musical expression. These learners like to create & **feel a rhythm** to express a mood or to detect & analyze musical themes. “**Music Smart**”

Spatial: Learning through **visuals** & organizing ideas spatially –**thinking in images** & pictures & “seeing” things in one’s mind. These learners like thinking in three dimensions. “**Picture Smart**”

Body Movement: Learning through **movement** & interaction with one’s environment. These learners like to feel & express things **physically** & do **hands-on activities**. “**Body Smart**”

Self: Learning through feelings, values, & attitudes. These learners understand **who they are** & **what they want**. “**Self-Smart**”

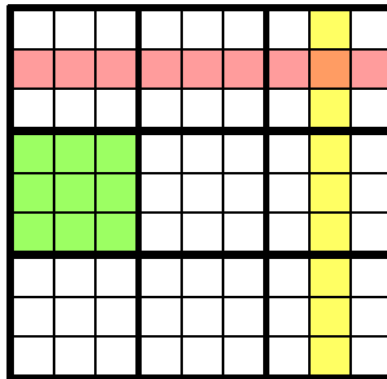
Social: Learning through **interactions with others**. These learners like to **collaborate** & work cooperatively & are good at understanding **other people**. “**People Smart**”

Nature: Learning through understanding nature, **seeing patterns** in nature & **classifying** things. These learners like to work with **plants** & **animals**. “**Nature Smart**”



Sudoku Puzzle Rules

A Sudoku Puzzle is a grid of squares that has been divided into nine smaller grids of three by three cells. See the following diagram:



Copyright 2005 M. Feenstra, Den Haag

The objective of Sudoku is to enter a number from 1 through 9 in each cell, but you have to follow these rules:

Each horizontal **row** (shown in pink) contains each number exactly **once**.

Each vertical **column** (shown in yellow) contains each number exactly **once**.

Each **smaller grid** (shown in green) contains each number exactly **once**.

In each Sudoku puzzle, several numbers have already been filled in and these may **not** be changed.

The puzzler's job is to fill the rest of the grid with numbers.

Adapted from: <http://www.sudoku.ws/rules.htm>

Example of how Sudoku works:

You start with a board that has some numbers already filled in:

	9	3	6	2	8	1	4	
	6						5	
	3			1			9	
	5		8		2		7	
	4			7			6	
	8						3	
	1	7	5	9	3	4	2	

<http://www.conceptispuzzles.com/?uri=puzzle/sudoku/rules>

Then, based on the rules you start to complete the board – remembering that each horizontal line has to have 1-9 only once; each vertical line has to have 1-9 only once; and each smaller grid has to have 1-9 only once.

The completed puzzle will look similar to this:

2	7	1	9	5	4	6	8	3
5	9	3	6	2	8	1	4	7
4	6	8	1	3	7	2	5	9
7	3	6	4	1	5	8	9	2
1	5	9	8	6	2	3	7	4
8	4	2	3	7	9	5	6	1
9	8	5	2	4	1	7	3	6
6	1	7	5	9	3	4	2	8
3	2	4	7	8	6	9	1	5

<http://www.conceptispuzzles.com/?uri=puzzle/sudoku/rules>



Jenga Rules

A classic Jenga game consists of 54 hardwood blocks.

To set up the game, use the included loading tray to create the initial tower.

Stack all of the blocks in levels of three placed next to each other along their long sides and the opposite direction from the previous level.

Once the tower is built, the person who stacked the tower plays first.

A move in the game Jenga consists of:

- Take one block from any level of the tower (except the one below an incomplete top level), and

- Place it on the topmost level in order to complete the level.

Players may use only one hand at a time.

Players may tap a block to find a loose one.

The turn ends when the next player touches the tower, or after ten seconds, whichever occurs first.

The game ends when the tower falls either completely or if any block falls from the tower.

Adapted from: <http://www.jenga.com/about.php>



I Am Poem

I am _____

I wonder _____

I hear _____

I see _____

I want _____

I am _____

I pretend _____

I feel _____

I worry _____

I cry _____

I am _____

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____



Create a Beat

- One person begins by creating a beat for their **I Am Poem**
 - Clap or tap a pattern OR
 - Rap their poem OR
 - Do spoken word
- The next person in the group then creates a beat for their **I Am Poem**
- Continue until each person has had a chance to create their own beat & present to the group



Value Cards

Love

Deep affection.



Value Cards

Achievement

A feeling of accomplishment as a result of hard work.



Value Cards

Community

A feeling of fellowship with a group of people.



Value Cards

Family

A group of people who are related.



Value Cards

Self-Discipline

The ability to control your feelings and actions.



Value Cards

Justice

Concerned with fairness, peace, and genuine respect for people.



Value Cards

Status

Having a high rank or social status.



Value Cards

Creativity

Using your imagination or original ideas.



Value Cards

Power

The ability to influence the behavior of others.



Value Cards

Inner Beauty

Pleasing to be around.



Value Cards

Honesty

Being sincere and truthful.



Value Cards

Knowledge

Information, understanding, and skills gained through experience and education.



Value Cards

Recognition

Being appreciated for an achievement or ability.



Value Cards

Respect

Understanding that someone or something is important and should be treated in an appropriate way.



Value Cards

Growth

Development through dedication and hard work.



Value Cards

Financial Security

Being financially stable.



Value Cards

Freedom

The power to act, speak, or think as you want to.



Value Cards

Enjoyment

Taking pleasure in something.



Value Cards

Helping

Making it easier for someone to do something.



Value Cards

Kindness

Being friendly, generous, and considerate.



Value Cards



Value Cards



The Impressions I Make

Attributes	Parents and Guardians	Friends	People you first meet		How you want to be seen
Creative					
Sarcastic					
Lazy					
Funny					
Caring					
Opinionated					
Confident					
Calm					
Easily Agitated					
Intelligent					
Imaginative					
Serious					
Open-Minded					
Judgmental					
Quiet					
Stressed					
Motivated					
Adaptable					
Social					
Resilient					
Fair					
Honest					
Out Spoken					
Organized					
Observant					
Distant					
Good listener					
Strong					



True2U Reflections

Directions: Answer the questions below. Think of all the past True2U sessions and PACE activities when reflecting on the questions.

3 things you learned about yourself during the True2U Program.

--	--	--

2 things you would like to learn more about.

--	--

1 of your biggest takeaways from the True2U Program.

--

Additional thoughts and reflections.

--

Who Am I?

I am a: _____ (write your personality type)

I am: _____ (list one of your Workplace Personalities)

I am: _____ (list one of your Workplace Personalities)

I am: _____ (list one of your Learning Styles)

I am: _____ (list one of your Learning Styles)

I am: _____ (list one of your Learning Styles)

I value: _____ (list one of your core values)

I value: _____ (list one of your core values)

I value: _____ (list one of your core values)

What Am I Interested In?

I want to explore these occupations:

My top three Career Clusters are:

I'm going to be a 2029 graduate of:

"Be real,
be righteous,
be relevant." ~Dee-1

