

Overview

In this session, scholars will be introduced to their mentors and the True2U program. They will begin exploring their personal strengths and reflect on how self-awareness is an important foundation for future success. Session 1 is designed to help scholars start answering the question: *Who am I today?*

Session Spotlights

- Group Connection
- Self-Advocacy
- Self-Knowledge
- Social Awareness

Learning Objectives

- Get to know the mentors and learn more about their peers
- Review, understand, and practice group guidelines
- Investigate their strengths and how those strengths can support career exploration
- Reflect on opportunities, obstacles, and personal identity

Mentor Preparation

- ☐ Review Session 1: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 1 PowerPoint
- ☐ Think about what guidelines are important for you and your mentor partner during the sessions
 - Create 2-3 that are important to the group's success
- ☐ Create a My Name Tent
- ☐ Take the Strengths Inventory

SESSION 1: Timing and Materials

Session Activities	Time
Welcome to True2U! (5 minutes) • Session 1 PowerPoint • True2U Trackers • Permanent Marker(s) • Pencils • Welcome to True2U! info sheet (Tracker pg. 1) Activity 1(a): My Name (15 minutes) • My Name template (Tracker pg. 2) • Name Tents • Markers	20 minutes
Activity 1(b): Ice Breaker: Step into the Circle • Statements in Curriculum Guide pg.1.10	15 minutes
Activity 1(c): My Strengths • Part 1: My Strengths worksheets (Tracker pgs. 3 - 4) • Part 2: My Strengths Inventory (Tracker pgs. 6 - 7) • Timer	45 minutes
BREAK • Snacks	5 minutes
Activity 1(d): This or That - Decision Making for High School • Questions in Curriculum Guide pgs. 1.17 - 1.18	20 minutes
Future-Focused Reflection: Opportunities and Obstacles • Questions (Tracker pg. 8)	15 minutes
Total Time	120 minutes



Mentor Tips:

- True2U scholar materials are in the box at your school.
- During individual activities, circulate and assist as needed.
- Encourage creativity: there's no wrong way to do it, everyone's ideas bring something valuable.
- Keep it moving. Don't linger too long on one question/statement if it's not benefiting the group.
- Model active listening by nodding, thanking scholars for their input, asking follow-up questions, and restating their ideas so both you and their peers understand correctly..
- Stay flexible by adapting questions/statements or time as needed.
- Praise effort, not just correct answers.
- Use a timer to keep rounds on schedule.
- Take notes on scholar feedback in your True2U Curriculum Guide for program improvement efforts.
- Collect all True2U materials and return them to the True2U materials box at the of the session.

Session 1 Step-by-Step Activity Guide

Before you start your session, set up your Session 1 PowerPoint using the classroom Clever Touch/Computer Screen.

Welcome to True2U! and Activity 1(a) My Name Tent (20 minutes)

Welcome to True2U! (5 min.)

◆ Mentors:

- ☐ Greet scholars and introduce yourself
- ☐ Distribute True2U Trackers and pencils
- ☐ Using Session 1 PowerPoint:
 - Provide a quick program overview, Welcome to True2U! info sheet (Tracker pg. 1)
 - Review Session 1 agenda

● Scholars:

- Write their name on their Tracker using a permanent marker

Activity 1(a): My Name Tent (15 min.)

◆ Mentors:

- ☐ Introduce My Name Tent activity (Tracker pg. 2)
- ☐ Share your own completed Name Tent as an example

● Scholars:

- Create their Name Tent
- Decorate with words, symbols, and drawings that express who they are

Activity 1(b) Ice Breaker: Step into the Circle (15 minutes)

◆ Mentors:

- ☐ Introduce Step into the Circle
- ☐ Review guidelines: Share 1–2 (e.g., respect, active participation)
- ☐ **Discussion Prompts:**
 - *“What guidelines do you think will help us work well together?”*
- ☐ Facilitate the activity by asking at least 5 statements (Choose from the list provided in Curriculum Guide pg.1.10)
- ☐ After each statement:
 - Invite 1–2 scholars to share why they stepped in (or didn’t)
 - **Ask:** *“How did it feel to answer this?”*

● Scholars:

- Participate in the activity by stepping into the circle if they agree with the statement

◆● Mentors and Scholars: Debrief

- ☐ Encourage reflection and highlight connections to guidelines

Activity 1(c) My Strengths (45 minutes)

PART 1 — Practicing Your Strengths (20 minutes)

◆ Mentors:

- ☐ Introduce My Strengths worksheets (Tracker pgs. 3 - 4)
 - Scholars will do 3 short activities
 - Explain and do one activity at a time
 - Each activity lasts about 4 minutes (use timer)

● Scholars: Participate in 3 activities

- Logic Puzzle
- Squiggle Drawing
- Silent Line-Up

◆● Mentors and Scholars: Debrief after each activity, with a final debrief after completing all 3 activities

PART 2 — Who Are You? Strengths Inventory (20 minutes)

◆ Mentors:

- ☐ Introduce My Strengths Inventory (Tracker pgs. 6 - 7)
- ☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

● Scholars:

- Complete inventory, tally results, record/circle their top 3 strengths in Tracker

◆● Mentors and Scholars: Debrief, have a few scholars share their results and thoughts

5 MINUTE BREAK

Activity 1(d) This or That: Decision Making for High School (20 minutes)

◆ Mentors:

- ☐ Introduce This or That
- ☐ Read each pair of choices aloud (Curriculum Guide pgs. 1.17/1.18)
- ☐ Pause every few prompts to discuss, and encourage volunteers to briefly explain their choices

● Scholars:

- Participate by standing on one side of the room for “This” and the other side for “That”

Future-Focused Reflection: Opportunities and Obstacles (15 minutes)

◆ Mentors:

- ☐ Introduce reflection questions (Tracker pg. 8)
- ☐ Engage scholars in a discussion around strengths and connecting it to their future

● Scholars:

- Individual reflection, answer questions in their Tracker

◆● Mentors and Scholars:

- ☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities

Detailed Facilitation (Study Guide)

Be sure to review, edit, and add your personal touches to the Session 1 PowerPoint template to be used during your session.

Welcome to True2U! and Activity 1(a) My Name Tent (20 minutes)

 **Goal:** Scholars learn about the program, review classroom guidelines, and get to know their mentors and peers.

 **Distribute:** Trackers, pencils, and permanent markers.

Welcome to True2U! (5 min.)

 **Mentors:** Introduce yourself as their True2U Mentor for this year.

- ☐ Welcome scholars to their first True2U session!
- ☐ Have them write their name clearly on the cover.
- ☐ Scholars will need to share permanent markers.
- ☐ Collect permanent markers when they are all finished.
- ☐ **Using the PowerPoint:** Review Session 1 agenda
- ☐ Review the Welcome to True2U! info sheet, walk through the key highlights (Tracker pg. 1)
 - Volunteer mentoring program that takes place once a month.
 - The program year is designed to help scholars learn more about themselves—what they are good at, enjoy, and how that connects to their future career or life goals.
 - Mentors will help scholars explore who they are, what they are interested in, and what possibilities exist for their future.
 - Scholars use their True2U Trackers during every session to reflect, set goals, and learn more about themselves.
 - Participate in group activities, talk about high school choices, and connect it all to the bigger picture—their dreams and plans!
- ☐ **Share:** Why Mentoring Matters. Why you're a True2U volunteer mentor, your personal experience, etc.
- ☐ **Discussion Prompt:** Ask a few scholars to briefly share their thoughts.
 - *"What stands out to you on this page and what are you curious or excited about?"*
 - *"Why do you think it might be important to understand what you love, what you're good at, what you value, and what kind of life you want?"*
- ☐ **Wrap Up:**
 - *"Getting to know yourself, building confidence, learning about different careers, can prepare you for high school and beyond. Our sessions are built around a variety of activities to help you explore your interests, strengths, and career ideas."*
- ☐ Ask if scholars have any questions.

◆ **Mentors:** Introduce My Name activity (15 min.)

- *“For our first activity, we’re going to make something fun and personal—your Name Tent! We’ll use these all year so we can remember your names.”*

☐ **Introduce:** Name Tent Activity template (Tracker pg. 1)

☐ Scholars will use the template to brainstorm ideas for their Name Tents.

☐ Write their name clearly across the middle of the Name Tent so everyone can see it.

- Top left corner - write or draw your favorite hobby or free time activity.
- Top right corner - write or draw something about your future career goals.
- Bottom left corner - write or draw some of your strengths.
- Bottom right corner - write or draw your favorite subject.

☐ **Share:** Your Name Tent example

✏ **Distribute:** Folded blank Name Tents and colored markers. One Name Tent for each, scholars will need to share markers.

● **Scholars:**

- Individual activity, create their Name Tent.

◆ **Mentors:** Ask each scholar to share their name and one or two corners from their Name Tent.



Welcome to

This year, you'll be asked to really 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.

Your Future
Career Goals

Your Favorite
Subject

Name

Favorite Free Time
Activity or Hobby

Your Strengths

Activity 1(b) Ice Breaker: Step into the Circle (15 minutes)

 **Goal:** This activity is an excellent way to engage scholars and establish a positive, collaborative tone for the sessions. It reinforces the importance of the group guidelines and encourages scholars to reflect on their values.

 **Mentors:** Lead a discussion about the importance of group guidelines for your time together.

- ☐ Emphasize that guidelines create a safe, respectful space where everyone can learn, grow, and support one another.
- ☐ **Review:** Established class guidelines if the teacher/class already has them.
- ☐ **Share:** Guidelines you and (if applicable) your mentor partner have agreed on that are important to you (e.g., respect, active participation).
- ☐ **Ask:** Scholars to share their thoughts.
 - *"Why do you think guidelines are important?"*
 - *"What guidelines do you think will help us work well together?"*
- ☐ Have scholars share any guidelines that are important to them, emphasizing respect, participation, and good citizenship.
- ☐ **Discussion Prompts:**
 - *"What does Respect look like to you?"*
 - Listening when others are speaking, respecting others' thoughts, opinions, property, and being thoughtful with your words and actions.
 - *"What does active participation mean to you?"*
 - Following directions the first time they are given, raising your hand before speaking, keeping hands, feet, and other objects to yourself, and using class time appropriately.
 - Good citizenship: Strive to be a good citizen by respecting individuals at school and in the community.
- ☐ **Introduce:** Step into the Circle
- ☐ **How it works:** Mentors will ask a series of statements, if scholars agree with the statement, step into the circle. If they don't, they stay where they are at. The goal is for the group to reflect on how they all contribute to make the space and time together respectful and engaging.
- ☐ **Encourage openness and honesty:**
 - *"It's okay to step into the circle or not. This is about reflecting on your values and being honest with yourself."*
- ☐ **Ask one question at a time:** To start, choose at least 5 statements from the list provided (Curriculum Guide pg.1.10). Ask the group to step into the circle if they agree with the statement.
- ☐ **After each statement:** Ask a few scholars to share why they chose to step into the circle or not.
 - *"How did it feel to answer this statement?"*
 - This will give insights into how they are processing the guidelines and what might need more exploration.

 **Scholars:**

➤ Engage in activity to review and better understand group guidelines during the True2U sessions.

 **Mentors: Wrap Up**

- ☐ Share any key takeaways or observations about the group's responses.
- ☐ Encourage reflection and discussion by restating the importance of guidelines.
 - *"Now that we've shared, let's remember that these guidelines are important for creating a respectful and engaging space for everyone. We'll continue to follow these throughout every session."*

Step into the Circle: Activity Statements

Step into the circle if:

1. You think all True2U participants (scholars, mentors, teachers, 5C's) deserve respect.
2. You think everyone deserves to feel comfortable advocating for themselves.
 - Self-advocacy is knowing what is important to you and being able to communicate those needs effectively and respectfully.
 - Self-advocacy begins with knowing yourself and understanding your strengths, weaknesses, and specific needs.
3. Kindness is an important guideline/value to you.
4. You can respect others' thoughts and opinions.
5. You show respect to different people in different ways.
6. Kindness and respect look different to you.
7. You consider yourself to be open-minded.
8. You are ready to be productive during our True2U sessions.
9. You are excited to be learning more about yourself during our sessions together.
10. You are ready to participate in our sessions with a positive outlook.
11. Engagement looks like participating in activities and discussions. You feel like you can do that during our sessions.
12. You feel like you are prepared and ready to select a high school.
13. You need more information about high schools before you can make a decision.
14. You feel like you have a support system you can turn to for decision-making in your high school choice.

Activity 1(c) My Strengths (45 minutes)

-  **Goal:** Scholars will identify their personal strengths, understand how they can use them for success, contribute to teamwork, and practice applying them in team activities.

PART 1 — Practicing Your Strengths (20 minutes)

 Mentors: Introduce activity

- *“We all have different strengths. In this activity, you’ll try several short challenges that will help you notice which strengths you use—and how others’ strengths can help a team succeed.”*
- ☐ Explain one activity at a time
- ☐ Each activity lasts about 4 minutes
- ☐ Set a timer for each activity

 Scholars:

- Complete 3 short activities

Activity 1: Logic Puzzle (4 minutes)

- ☐ Have scholars turn to the Logic Puzzle worksheet (Tracker pg. 3).
- ☐ **Share:** *“Work alone or with a partner to solve this. Use your problem-solving skills!”*
- ☐ After time is up, **ask:**
 - *“What strengths helped you solve this?”*
 - *“Was this easy or challenging for you? Why?”*

Puzzle Answers:

- Jay’s pet is a rabbit and finished in second place
- Kay’s pet is a puppy and finished in third place
- Leon’s pet is a turtle and finished in first place
- Mark’s pet is a frog and finished in fourth place

Activity 2: Squiggle Drawing (4 minutes)

- ☐ Have scholars turn to Squiggle Drawing worksheet (Tracker pg. 4)
- ☐ **Share:** *“You will be doing this activity on your own. Make this squiggle into something creative. Use your imagination! Reminder, it must be school appropriate”*
- ☐ After time is up, **ask:**
 - *“What strengths did you use?”*
 - *“Was it easy to come up with an idea? Why or why not?”*

Activity 3: Silent Line-Up (4 minutes)

- ☐ Divide the class into 2 teams
- ☐ **Share:** *“This is a silent activity. Without speaking, line up in order of your birthdays—month, day, and year. Use non-verbal communication.”*
- ☐ After time is up, **ask:**
 - *“Which strengths helped your team succeed?”*
 - *“How did you solve the challenge without talking?”*

 Mentors and Scholars: Debrief after completing all 3 activities.

- *“Which activity was your favorite and why?”*
- *“Did you discover any strengths you didn’t know you had?”*
- *“How can different strengths help a team succeed?”*

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.

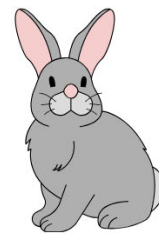
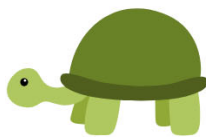
Answers:

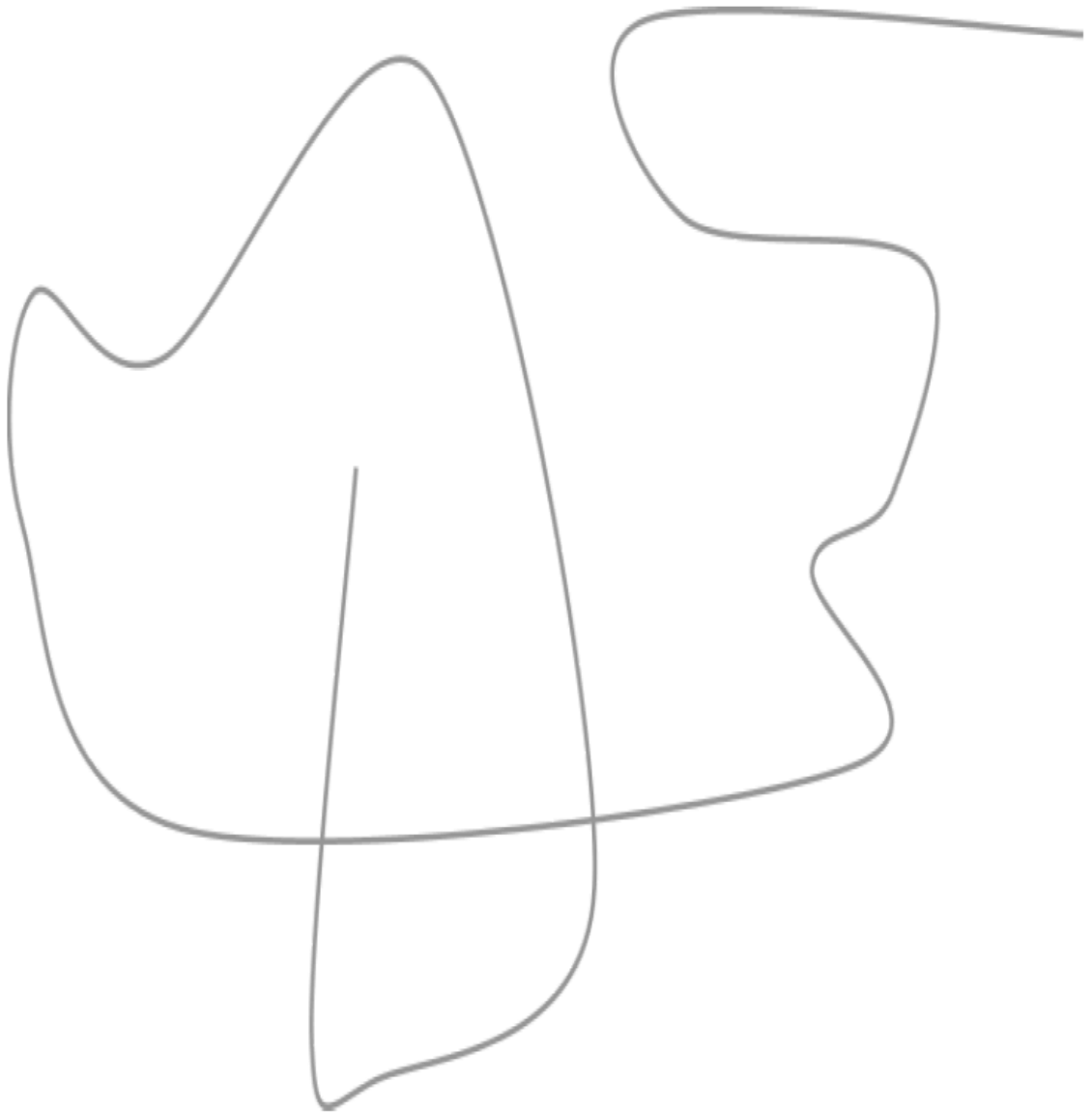
Jay's pet is a _____ and finished in ____ place.

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.





PART 2 — Who Are You? Strengths Inventory (20 minutes)

◆ **Mentors:** Introduce Strengths Inventory (Tracker pgs. 6 - 7)

- *“Now we’ll take a Strengths Inventory to discover which strengths you have. This is a quiet activity, so everyone can focus.”*

☐ **Review:** Strengths Inventory

☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

☐ When scholars are done, they will tally up their results.

☐ **Share:** Your Strengths Inventory

● **Scholars:**

- Individual activity
- Answer all questions and tally their results.
- Record/circle top strengths on page 7 of their tracker.

◆ ● **Mentors and Scholars:** Debrief (5 minutes)

- *“Which strength surprised you?”*
- *“How do you already use one of your strengths in your life?”*
- *“Can you think of a time when your strengths helped you succeed?”*

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: _____

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.

BREAK: Give scholars a five-minute break to talk with each other in the group, eat a snack, etc.

Activity 1(d) This or That: Decision Making for High School (20 minutes)

 **Goal:** Scholars will engage in an activity to help with decision-making and thinking about preparing for their upcoming high school choice.

 **Mentors:** Introduce This or That activity

- *"We're going to play a game called 'This or That' to help think about what's important to you when choosing a high school. There are no right or wrong answers — just your personal preferences. You'll choose one option that feels more true for you."*

☐ **How it works:** Mentors read each pair of choices aloud. (questions listed below). Scholars will stand on one side of the room for 'This' and the other for 'That'.

- Option: If mentors prefer scholars to stay seated, have them raise a hand or hold up 1 finger for 'This', 2 fingers for 'That'.

☐ **Discussion prompts:** After scholars select 'This' or 'That' encourage a few volunteers to briefly explain their choices. Specific prompts are also included after each question listed below.

- *"Why did you choose that?"*
- *"What does that tell you about what's important to you?"*

☐ Emphasize how these choices can help guide informed high school decisions.

 **Mentor Note:** You can adjust the order of the questions and focus on the ones that matter most to the group. If conversations are rich, you don't need to cover all 9.

This or That Activity Questions

1. Would you rather stay in CMSD (public school in Cleveland) **OR** go to another school district outside of CMSD (this would include private schools)?

Discussion prompt: *"Is this a family decision? What programs or supports matter most to you?"*

2. What is a factor in choosing your high school:

Sports/athletics/clubs are a big factor in my decision **OR** sports/athletics/clubs are not a big factor in my decision?

Discussion prompt: *"What is the most important for you when choosing a high school?"*

3. You would like a high school that is close to your home **OR** traveling, transportation, and distance do not matter to you.

Discussion prompt: *"If you are concerned about getting to school, CMSD partners with RTA and offers bus/rapid passes. Do you feel more comfortable in a neighborhood that is more familiar to you?"*

4. You want people you trust to help you make a high school choice **OR** you want to make a high school choice mostly on your own.

Discussion prompt: *“Is there anyone you can talk to about planning for your high school choice? Who is your support system? Can you provide reasoning and information about why you may want to go to a school that is other than what your family thinks?”* Self Advocacy

5. You plan to select your high school in the portal during the first round (Nov/Dec) **OR** you are not at all concerned or in a hurry, and will select in the second round (Jan).

Discussion prompt: *“Choosing early gives you the best chance at getting your top selections if you enter them in the portal in the fall.”*

6. You are going to be proactive, self-advocate, and schedule a visit and shadow a high school that you are interested in **OR** you are not interested in visiting and shadowing at a high school.

Discussion prompt: *“There will not be a high school choice field trip this year, and you may want to look into shadowing a school for the day. How to visit a high school: research the school's website, ask a Teacher, 5C's, or Say Yes Family Support Specialist for more information. Seeing a school in person can help you picture yourself there, it may change your mind or confirm your choice.”*

7. Imagine going to work every day. Would you rather be in an office **OR** work outdoors?

Discussion prompt: *“This helps you start connecting career interests to your ideal work setting. What are some careers you can do if: You like working in an office or if you want to spend your work days working outdoors?”*

8. You prefer to go to a high school where you know people **OR** you are okay going to a high school where you don't know anyone.

Discussion prompt: *“Does making new friends come naturally to you? When is a good time to be a leader or follower? Can high school be a fresh start/beginning?”*

9. There never seems to be enough time in the day to get everything done **OR** you plan out your day to make sure you can get everything done.

Discussion prompt: *“Do you think time management will be important for you when you go to high school? What are some things you can do to help manage your time? Are you self-driven or need structure?”*

Future-Focused Reflection: Opportunities and Obstacles (15 minutes)

- 🎯 **Goal:** Help scholars begin thinking critically about their upcoming high school choice by exploring their personal preferences, values, and priorities—while also considering the opportunities and obstacles they may encounter along the way.
- ◆ **Mentors:** Introduce Reflection activity (Tracker pg. 8)
 - “At the end of each session, we will take time for a brief reflection to help us think about what we learned, what was important to us during the session, and how it all connects with our future.”
- ☐ **Review:** reflection questions
- **Scholars:**
 - Individual reflection, answer questions in their Tracker.

Reflection Questions: Opportunities and Obstacles

1. What is your top strength?
2. How can your top strength help you in the future when thinking about 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. Circle the areas of life that you want to know more about. (You can choose more than one)

Trade School	Interviews	High School
Finances / Money	Health & Wellbeing	
College	Work / Life Balance	Jobs

- ◆● **Mentors and Scholars:**
- ☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities.
- ☐ Ask a few scholars to share one or two of their reflections.
- ☐ **Discussion Prompts:**
 - “Which activity did you like the most and why? What did you learn from the activity?”
 - “How can the activities/session be improved and why?”
- ◆ **Mentors: Wrap Up**
- ☐ **Share:** Next month's Session 2 topic: Career Exploration
 - Career interests can be a helpful tool as you think about high school, your future, and the paths you may want to pursue..
 - We'll explore different careers and interests, and learn how high school connects to career pathways and the future you imagine for yourself.
- ☐ Please **collect** all True2U materials and return them to the True2U materials box

[Mentor Notes on Scholar Feedback](#)