



Curriculum Training

Session 1: Who Am I Today?

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Zoom Webinar

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



Spotlights & Objectives

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 scholar's strengths and how those strengths can support career exploration
- Reflect on opportunities, obstacles, and personal identity



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



Thank you Caroline and Kristen!





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



Welcome to True2U!

(5 minutes)

- Welcome scholars to True2U!
- Distribute Trackers, pencils, and permanent markers.
- Have scholars write their name on the cover of their Tracker.
- Review the Session 1 agenda and Welcome to True2U! info sheet
- Share why mentoring matters to you and have a brief discussion about the program.



Welcome to **PACE**

From HERE to CAREER

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.



Activity 1(a) My Name Tent

(15 minutes)

- Explain the My Name Activity.
- Review My Name poster as a class.
- Mentors introduce themselves to the class using their My Name Tent.
- Have scholars create their My Name Tents.
- Have scholars share their name and one or two corners of their name tent with the whole group.

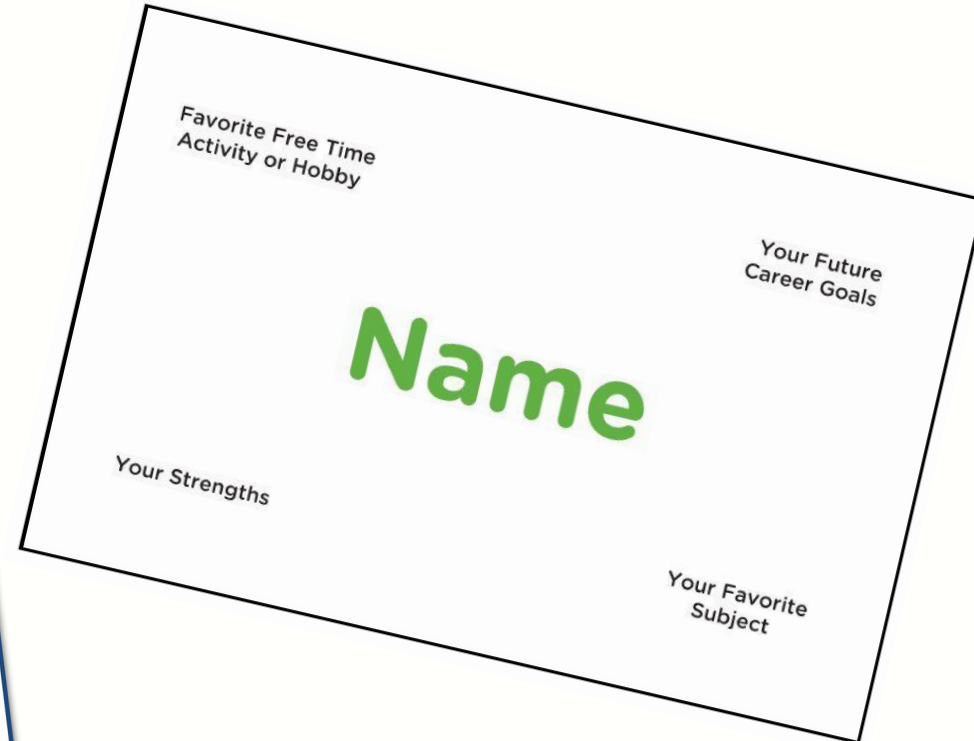
Favorite Free Time Activity or Hobby	Your Future Career Goals
Name	
Your Strengths	Your Favorite Subject



My Name Tent Example

Mentor Pre-Work

Complete your My Name Tent prior to your session.





Activity 1(b)

Ice Breaker: Step into the Circle

(15 minutes)





Step into the Circle

Mentor Pre-work: Brainstorm a few guidelines.

- Review guidelines that are already established in the classroom and have a brief discussion on why group guidelines are important.
 - Have a few scholars share guidelines they think are important.
- After the discussion, have scholars stand in a circle.
- Explain that mentors will read a statement.
 - If scholars agree with the statement they will take a step forward.
 - If scholars don't agree or aren't sure they will stay where they are.





Step into the Circle

"It's okay to step into the circle or not. This is about reflecting on your values and being honest with yourself."

- As you go through the statements, ask a few follow up questions.
 - If there are two mentors, one can write down observations.
- When you've read all the statements, have a brief wrap up discussion highlighting key takeaways.





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)



Part 1 - Practicing Your Strengths (20 minutes)

- Introduce the activity
 - Explain one activity at a time
 - Each activity lasts about 4 minutes
 - Set a timer for each activity
- Answer scholars questions, but encourage them to try to work through the 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?”*

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.

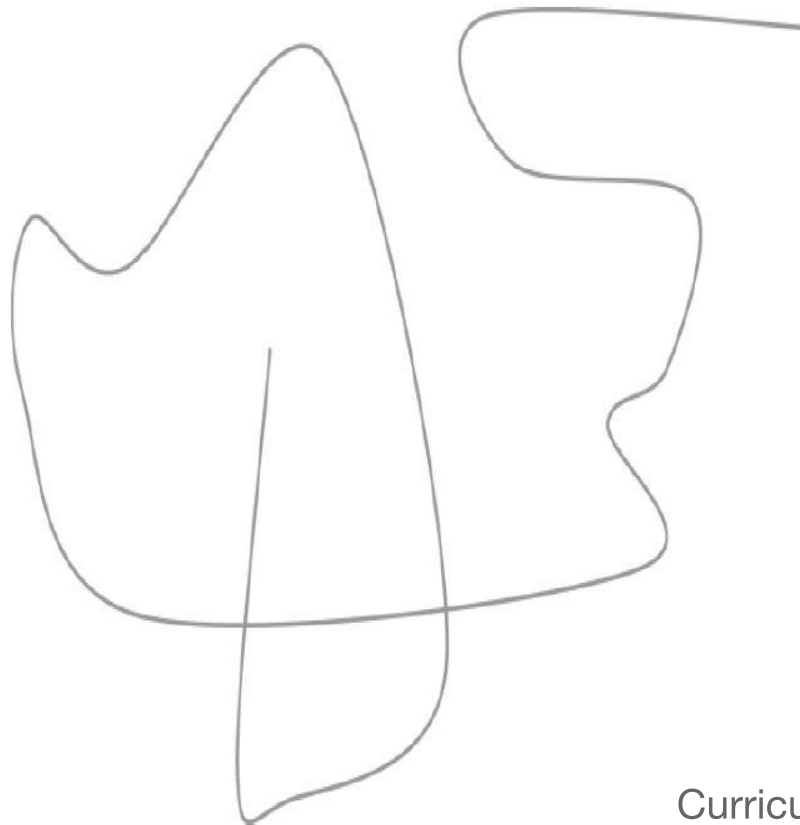
Mark's pet is a _____ and finished in _____ place.





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?”*

- After completing the 3 activities, have a debrief discussion.



Part 2 - Who Are You? Strengths Inventory (20 minutes)

***Mentor Pre-work:
Complete the Strengths Inventory***

- Introduce and review the Strengths Inventory
- Have scholars complete their Strengths Inventory and tally up their results
- Lead a wrap up discussion



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.



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





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

- Mentors will read each pair of choices to the group.
 - Be sure to designate which side of the room is for which choice.
- After the prompt is read, allow a few moments for scholars to move and then ask a few scholars to share their thoughts.





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?"*





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





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

- Give scholars time to complete the reflection worksheet in their Tracker
- Feel free to share your own reflections and ask if any scholars have anything they'd like to share

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





Mentor Materials & Reminders





2025 - 2026 True2U Program Calendar



Welcome to True2U!

Mentor Orientation

Required to attend one

In person at NLI Office

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

Virtual via Zoom

- Tues. Sept. 30th at 12 pm

September

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

October (Session 1)

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

Mentor/Teacher Meet & Greet

- Oct. 3rd - 9th

Exact date and time will be assigned

Session 1 Curriculum Training

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

In-School Session 1

- October 14th - 17th

Day and Time based on your school

November (Session 2)

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

Session 2 Curriculum Training

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

In-School Session 2

- November 12th - 14th, 18th

(Regularly scheduled Tuesday session will take place on 11/18 due to Veterans Day)

Day and Time based on your school

December (Session 3)

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

Session 3 Curriculum Training

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

In-School Session 3

- December 9th - 12th

Day and Time based on your school

January (Session 4)

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

Session 4 Curriculum Training

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

In-School Session 4

- January 13th - 16th

Day and Time based on your school

February (Session 5)

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

Session 5 Curriculum Training

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

In-School Session 5

- February 17th - 20th

Day and Time based on your school

March (Session 6)

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

Session 6 Curriculum Training

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

In-School Session 6

- March 17th - 20th

Day and Time based on your school

April (Session 7)

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

Session 7 Curriculum Training

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

In-School Session 7

- April 28th - May 1st

Day and Time based on your school

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



Curriculum Overview

Session	Activities	Date
1: Who Am I Today?	● Welcome to True2U!/Activity: My Name Tent ● Ice Breaker: Step into the Circle ● My Strengths and Strengths Inventory ● This or That: Decision Making for High School Activity ● Future-Focused Reflection: Opportunities and Obstacles	Oct. 14th - 17th
2: My Career Exploration	● Ice Breaker: Name Game ● Career Cluster Inventory ● Career Exploration: Posters ● Career Exploration: Gallery Walk ● Future-Focused Reflection: High School Matching	Nov. 12th - 18th
3: My Personality Type	● Icebreaker: Notecard Basketball ● Practicing My Personality Type ● Personality Type Inventory ● WOOP, there it is... ● Future-Focused Reflection: Personality Strengths	Dec. 9th - 12th



Curriculum Overview

Session	Activities	Date
4: My Values & Choices	● Icebreaker: This or That ● Making Good Choices ● Personal Values ● Future-Focused Reflection: Decisions and Values	Jan. 13th - 16th
5: My Learning Style	● Practice Your Learning Styles ● Learning Styles Inventory ● Future-Focused Reflection: Understanding Your Learning Style ● 7th Grade Advising: Letter to My Future Self	Feb. 17th - 20th
6: Preparing for My Future	● Icebreaker: Starburst ● My Career Exploration ● My Brag Sheet ● Mock Interviews ● Future-Focused Reflection: Preparing For High School	Mar. 17th - 20th
7: My Year Reflection	● Impressions ● True2U/CMSD End of Year Wrap Up ● Future-Focused True2U Reflection ● High School Visions	Apr. 28th - May 1st



Mentor Materials

- Can always be accessed at:
<https://www.neighborhoodleadership.org/true2u-mentor-materials>
- Mailing out to mentors:
 - Curriculum Guide
 - My Name Tent
 - True2U T-shirt
 - Program Calendar



Visiting the Schools In-Person

When you arrive:

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



Mentor Guidelines

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



Be Prepared

Session One Prep-Work

- Thorough Review of Session Curriculum
- Check-in with Mentor Partner & Determine Roles
 - Who will lead the different activities?
 - You are co-facilitators
- Develop Talking Points/ Personal Examples
- Review Activities/ Worksheets
- Create your My Name Tent
- With partner, determine 2-3 group guidelines ahead of time
- Complete the Strengths Inventory in your Curriculum Guide
- Update Session PowerPoint
- ARRIVE EARLY FOR YOUR SESSION!





Communicate

Keep us informed

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





Any Questions?

