

Overview

In this session, scholars will be introduced to the 16 Career Clusters and begin exploring how these career pathways connect to their own strengths and interests. Through reflection and discussion, they will consider how Career Clusters can guide their thinking about possible future careers and inform their upcoming high school choice.

Session Spotlights

- Career Interests
- High School Choice
- Future-Focused Planning

Learning Objectives

- Investigate the 16 Career Clusters
- Explore connections between scholar's strengths, interests, and potential career paths
- Reflect on how these connections can support scholar's high school choice

Mentor Preparation

- ☐ Review Session 2: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 2 PowerPoint
- ☐ Create Name Game example
- ☐ Take the Career Clusters Inventory

SESSION 2: Timing and Materials

Session Activities	Time
Activity 2(a): Ice Breaker Name Game • Session 2 PowerPoint • True2U Trackers • Name Tents • Pencils	15 minutes
Activity 2(b): Career Clusters Inventory • Career Clusters Inventory (Tracker pgs. 10 - 13)	25 minutes
BREAK • Snacks	5 minutes
Activity 2(c): Career Cluster Exploration: Posters • Career Poster templates (in materials box) • True2U 16 Career Clusters (for reference Tracker pgs. 14 - 21) • Career Clusters info sheets (in materials box) • Markers	25 minutes
Activity 2(c) Career Cluster Exploration: Gallery Walk	25 minutes
Future-Focused Reflection: High School Matching • Questions (Tracker pg. 26)	25 minutes
Total Time	120 minutes



Mentor Tips:

- Use the 5-minute break to assign scholars to their career clusters groups for their posters.
- For the Career Cluster Exploration, encourage creativity with clear content.
- Encourage groups to divide tasks (research, writing, drawing, organizing).
- Circulate while groups work on their posters to help keep scholars on task.
- Emphasize that every Career Cluster is important and that each plays a vital role in how our society functions.
- In the debrief, make connections between clusters (similarities/differences).
- 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 2 Step-by-Step Activity Guide

Before you start your session, set up your Session 2 PowerPoint using the classroom Clever Touch/Computer Screen.

Activity 2(a) Ice Breaker: Name Game (15 minutes)

◆ Mentors:

- ☐ Distribute True2U Trackers, Name Tents, and pencils
- ☐ Using Session 2 PowerPoint:
 - Welcome and Recap Session 1
 - Review Session 2 agenda
 - Introduce Name Game - an adjective and a career with the same letter as your name
 - Share your Name Game example

● Scholars:

- Take a few moments to come up with an adjective and a career, and share with the class
- They can write it on the back of their Name Tent or on a blank page (Tracker pg. 9)

Activity 2(b) Career Clusters Inventory (25 minutes)

◆ Mentors:

- ☐ Introduce Career Clusters Inventory (Tracker pgs. 10 - 13)
- ☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually

● Scholars:

- Complete inventory, tally results, and record the 3 clusters that have the highest number

5 MINUTE BREAK

Activity 2(c) Career Cluster Exploration: Posters (25 minutes)

◆ Mentors:

- ☐ Introduce the activity by sharing the Career Cluster Poster template (in materials box)
- ☐ True2U 16 Career Clusters (for reference Tracker pgs. 14 - 21)
- ☐ Career Clusters info sheets (in materials box)
- ☐ Assign scholars to groups according to their interests
- ☐ Distribute materials

● Scholars:

- Work in groups to create their Career Cluster Poster to present in the gallery walk

Activity 2(c) Career Cluster Exploration: Gallery Walk (25 minutes)

 Mentors:

- ☐ Lead scholars in a gallery walk/presentations

 Scholars:

- Groups share their Career Cluster Poster through a silent gallery walk

 Mentors and Scholars: Debrief

- ☐ Encourage constructive feedback

Future-Focused Reflection: High School Matching (25 minutes)

 Mentors:

- ☐ Introduce the High School Matching worksheet and reflection (Tracker pg. 26)
- ☐ Engage with scholars, focusing the discussion around how careers and interests connect to their high school choice

 Scholars:

- Individual reflection, answer questions in their Tracker

 Mentors and Scholars:

- ☐ Reflect on the session by highlighting 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 2 PowerPoint template to be used during your session.

Activity 2(a) Ice Breaker: Name Game (15 minutes)

 **Goals:** Engage in a fun activity and get to know their mentors and peers.

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

◆ **Mentors:** Welcome and Recap Session 1

- *“Who remembers something we talked about in our first session?”*
- *“What do you remember about the strengths and decision-making activities we discussed?”*

☐ Allow 1–2 scholars to share.

☐ If needed, briefly review the group guidelines and invite suggestions.

☐ **Using the PowerPoint:** Review Session 2 agenda

☐ **Introduce:** Name Game

☐ Scholars will come up with an adjective and a career that starts with the same letter as their first name.

☐ **Share:** Your name example, or use these: Helpful Horticulturist Hannah or Marvelous Musician Marcus

☐ Give scholars a few minutes to brainstorm. Remind them that it needs to be school appropriate.

● **Scholars:**

- Take a few moments to come up with an adjective and a career to share.
- Write it on the back of their Name Tent or on a blank page (Tracker pg. 9).

◆ **Mentors:**

☐ Each scholar will take a turn sharing their adjective, career, and name.

☐ Go around the room or ask for volunteers to say their adjective, career, and name.

☐ Celebrate effort, creativity, or fun responses, and keep the energy up.

☐ **Wrap Up:**

- *“Great job, everyone! Now let’s jump into exploring careers and see which ones might fit who you are and what you’re interested in.”*



Mentor Note:

- Optional if time allows: **Ask:** *“Who wants to try and remember as many names, adjectives, and careers as they can from the group?”*
- Let one or two scholars try to recap them from memory.

Activity 2(b) Career Clusters Inventory (25 minutes)

-  **Goal:** Scholars will complete the Career Clusters Inventory to identify career interest areas and explore example occupations within each cluster.

Background/Pre-Work

The U.S. Department of Education organizes jobs into 16 categories called Career Clusters. These clusters make it easier for scholars to explore types of careers that align with their interests.

- ◆ **Mentors:** Introduce the Career Clusters Inventory (Tracker pgs. 10 - 13)
- *“A career is one or many jobs you have for a significant part of your life. A career should help you grow, achieve your goals, and feel a sense of purpose—not just provide income. Knowing what careers interest you helps you make choices now—like which high school to attend, classes you take in high school, activities you join, and even volunteer or work experiences. Today we’ll take an inventory and see which ones interest you most.”*
- ☐ **Review:** Career Clusters Inventory
- ☐ Options: Read each question aloud as a group, **or** have scholars read and complete individually
- ☐ **Share:** Your Career Clusters Inventory results
- **Scholars:**
- Individual activity: complete the inventory
 - Answer all questions and tally their results
 - Circle the top 3 Career Clusters on page 13 of their tracker

Career Clusters Interest Inventory

Directions: Check the items for each Cluster that best describe 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. After you complete the inventory, look to see which three Clusters have the highest numbers. Find the corresponding Career Clusters at the end of this survey to see which Career Clusters you may want to explore.

	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
CLUSTER 1	☐ Learn how things grow and stay alive. ☐ Make the best use of the earth's natural resources like planting a garden. ☐ Hunt and/or fish. ☐ Protect the environment. ☐ Be outdoors in all kinds of weather. ☐ Plan, budget, and keep records. ☐ Operate machines and keep them in good repair.	☐ Self-reliant ☐ Nature lover ☐ Physically active ☐ Planner ☐ Creative problem- solver	☐ Math ☐ Life Sciences ☐ Earth Sciences ☐ Social Studies	Cluster 1
CLUSTER 2	☐ Picture in my mind what a finished product looks like. ☐ Work with my hands. ☐ Perform work that requires precise results. ☐ Solve technical problems. ☐ Visit and learn from beautiful, historic, or interesting buildings. ☐ Follow logical, step-by-step procedures.	☐ Curious ☐ Good at following directions ☐ Pay attention to detail ☐ Good at visualizing possibilities ☐ Patient and persistent	☐ Math ☐ Physical Sciences ☐ Algebra ☐ Social Studies	Cluster 2
CLUSTER 3	☐ Use my imagination to communicate new information to others. ☐ Perform in front of others. ☐ Read and write. ☐ Play a musical instrument. ☐ Perform creative, artistic activities. ☐ Use video and recording technology. ☐ Design brochures and posters.	☐ Creative and imaginative ☐ Good communicator/ good vocabulary ☐ Curious about new technology ☐ Relate well to feelings and thoughts of others ☐ Determined/tenacious	☐ Art/Graphic design ☐ Music ☐ Drama ☐ Language Arts ☐ Audiovisual Technologies	Cluster 3
CLUSTER 4	☐ Perform routine, organized activities but can be flexible. ☐ Work with numbers and detailed information. ☐ Be the leader in a group. ☐ Work with computer programs. ☐ Create reports and communicate ideas. ☐ Plan my work and follow instructions without close supervision.	☐ Organized ☐ Practical and logical ☐ Patient ☐ Tactful ☐ Responsible	☐ Computer Applications ☐ Technology ☐ Math ☐ English ☐ Social Studies	Cluster 4
CLUSTER 5	☐ Communicate with different types of people. ☐ Help others with their homework or to learn new things. ☐ Go to school. ☐ Direct and plan activities for others. ☐ Acquire new information. ☐ Help people overcome their challenges.	☐ Friendly ☐ Decision maker ☐ Helpful ☐ Innovative/Inquisitive ☐ Good listener	☐ Language Arts ☐ Social Studies ☐ Math ☐ Science	Cluster 5

CLUSTER 6	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Work with numbers. ☐ Work to meet a deadline. ☐ Make predictions based on existing facts. ☐ Have a framework of rules by which to operate. ☐ Analyze financial information and interpret it to others. ☐ Handle money with accuracy and reliability. ☐ Take pride in the way I dress and look.	☐ Trustworthy ☐ Orderly ☐ Self-confident ☐ Logical ☐ Methodical or efficient	☐ Social Studies ☐ Language Arts ☐ Math	Cluster 6
CLUSTER 7	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Be involved in politics. ☐ Defend and debate ideas and topics. ☐ Plan activities and work cooperatively with others. ☐ Work with details. ☐ Perform a variety of duties that may change often. ☐ Analyze information and interpret it for others. ☐ Travel and see things that are new to me.	☐ Good communicator ☐ Competitive ☐ Service minded ☐ Well organized ☐ Problem solver	☐ Government ☐ Language Arts ☐ History ☐ Math ☐ Foreign Language	Cluster 7
CLUSTER 8	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Work under pressure. ☐ Help sick people and animals. ☐ Make decisions based on logic and information. ☐ Respond quickly and calmly in emergencies. ☐ Work as a member of a team. ☐ Follow guidelines precisely and meet strict standards of accuracy.	☐ Compassionate and caring ☐ Good at following directions ☐ Conscientious and careful ☐ Patient ☐ Good listener	☐ Biological Sciences ☐ Math ☐ Health Class ☐ Language Arts	Cluster 8
CLUSTER 9	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Investigate new places and activities. ☐ Work with all ages and types of people. ☐ Organize activities in which other people enjoy themselves. ☐ Help people make up their minds. ☐ Communicate easily, tactfully, and courteously. ☐ Learn about other cultures.	☐ Tactful ☐ Self-motivated ☐ Work well with others ☐ Friendly ☐ Slow to anger	☐ Language Arts/Speech ☐ Social Sciences ☐ Cooking ☐ Family and Consumer Sciences	Cluster 9
CLUSTER 10	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Care about people, their needs, and their problems. ☐ Participate in community services and/or volunteering. ☐ Listen to other people's viewpoints. ☐ Help people be at their best. ☐ Think of new ways to do things. ☐ Make friends with different people.	☐ Good communicator/good listener ☐ Caring ☐ Uses intuition and logic ☐ Non-judgmental	☐ Language Arts ☐ Family and Consumer Sciences	Cluster 10

CLUSTER 11	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Reason clearly and logically to solve complex problems. ☐ Use machines, techniques, and processes. ☐ Read technical materials and diagrams to solve technical problems. ☐ Adapt to change. ☐ Play video games and figure out how they work. ☐ Concentrate for long periods without being distracted.	☐ Logic/analytical thinker ☐ See details in the big picture ☐ Persistent ☐ Good concentration skills ☐ Precise and accurate	☐ Math ☐ Science ☐ Keyboarding ☐ Communications	Cluster 11
CLUSTER 12	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Make decisions based on my own observations. ☐ Interact with other people. ☐ Be in positions of authority. ☐ Respect rules and regulations. ☐ Debate and win arguments. ☐ Observe and analyze people's behavior.	☐ Adventurous ☐ Dependable ☐ Community-minded ☐ Decisive ☐ Optimistic	☐ Language Arts ☐ History ☐ English	Cluster 12
CLUSTER 13	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Work with my hands and learn that way. ☐ Put things together. ☐ Do routine, organized, and accurate work. ☐ Perform activities that produce tangible results. ☐ Apply math to work out solutions. ☐ Use hand and power tools and operate equipment/machinery. ☐ Visualize objects in three dimensions from abstract drawings.	☐ Practical ☐ Observant ☐ Physically active ☐ Step-by-step thinker ☐ Coordinated	☐ Math ☐ Algebra ☐ Language Arts ☐ Technology	Cluster 13
CLUSTER 14	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Shop and go to the mall. ☐ Be in charge. ☐ Make displays and promote ideas. ☐ Give presentations and enjoy public speaking. ☐ Persuade people to buy products or to participate in activities. ☐ Communicate my ideas to other people. ☐ Take advantage of opportunities to make extra money.	☐ Enthusiastic ☐ Competitive ☐ Creative ☐ Self-motivated ☐ Persuasive	☐ Language Arts ☐ Math ☐ History ☐ Technology	Cluster 14
CLUSTER 15	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Find the answers to questions. ☐ Work in a laboratory. ☐ Figure out how things work and investigate new things. ☐ Explore new technology. ☐ Experiment the best way to do something. ☐ Pay attention to details and help things be precise.	☐ Detail oriented ☐ Inquisitive ☐ Objective ☐ Methodical ☐ Mechanically inclined	☐ Math ☐ Science ☐ Technology Education	Cluster 15

CLUSTER 16	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number
	☐ Travel. ☐ Able to focus and have quick reflexes. ☐ Solve mechanical problems. ☐ Design efficient processes. ☐ Anticipate needs and prepare to meet them. ☐ Move things from one place to another.	☐ Realistic ☐ Mechanical ☐ Coordinated ☐ Observant ☐ Planner	☐ Math ☐ Language Arts ☐ Physical Sciences	Cluster 16

Circle your top 3 Careers Clusters?

Cluster 1 Agriculture, Food & Natural Resources	Cluster 2 Architecture & Construction	Cluster 3 Arts, A/V Technology & Communications	Cluster 4 Business, Management & Administration
Cluster 5 Education & Training	Cluster 6 Finance	Cluster 7 Government & Public Administration	Cluster 8 Health Science
Cluster 9 Hospitality & Tourism	Cluster 10 Human Services	Cluster 11 Information Technology	Cluster 12 Law, Public Safety, Corrections & Security
Cluster 13 Manufacturing	Cluster 14 Marketing, Sales & Service	Cluster 15 Science, Technology, Engineering & Mathematics	Cluster 16 Transportation, Distribution & Logistics

Activity 2(c) Career Cluster Exploration: Posters (25 minutes)

 **Goal:** Scholars will explore different Career Clusters and occupations within them. Understand how occupations connect and contribute to society by presenting findings in a creative poster format, and have a gallery walk or presentation during part 2 of the activity.

 Materials Needed:

- Career Cluster Poster template (1-2 per group, in materials box)
- Career Clusters info sheets (in materials box)
- Markers
- Tape (if hanging posters)
- True2U 16 Career Clusters (for reference Tracker pgs. 14 - 21)

 Room Set-Up:

- Space for small groups to work together
- Wall or table space to display posters for a gallery walk

 Mentors: Introduce Career Cluster Exploration activity

- *“After learning about types of careers, you can begin to think about the kind of career you might want to have and learn more about possible occupations/jobs in that field. Although they require different skills and training, all are valuable and important in our society (Cleveland, America, and the world). The key is to figure out which might be right for you.”*

☐ Scholars work in small groups to explore one or more clusters.

☐ **Explain:**

- *“Your group’s job is to make a poster that teaches others about the careers in your cluster and shows why those careers matter.”*

☐ **Share:** Career Cluster info sheets and review each section (cluster name, example jobs, required skills/training, interesting facts, why these jobs matter).

☐ Group scholars (2–4 per group works best) according to their interests, the best you can.

☐ If there are clusters that no one is interested in, you can ask if one group would like to do a second poster or skip and briefly review at the end.

☐ Scholars can use the True2U 16 Career Clusters (for reference Tracker pgs. 14 - 21)

 Distribute materials:

- Career Poster template (1-2 per group)
- Markers

 Scholars:

- Work together in groups using the Career Poster template to fill in the key information about their cluster.
- Add drawings, symbols, or charts to make the poster engaging and creative.

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

Activity 2(c) Career Cluster Exploration: Gallery Walk (25 minutes)

 **Goal:** Scholars practice a silent gallery walk, taking notes and providing feedback.

 **Room Set-Up:** Have groups hang or place their posters around the room.

 **Mentors:** Lead scholars in gallery walk/presentations

☐ **How it works:**

- *“We’re going to walk around and view everyone’s posters as if we’re in a museum. This will be a silent activity, so we can focus on reading and learning from each poster. You can take notes to ask questions or provide feedback at the end when we gather back up for a class discussion.”*

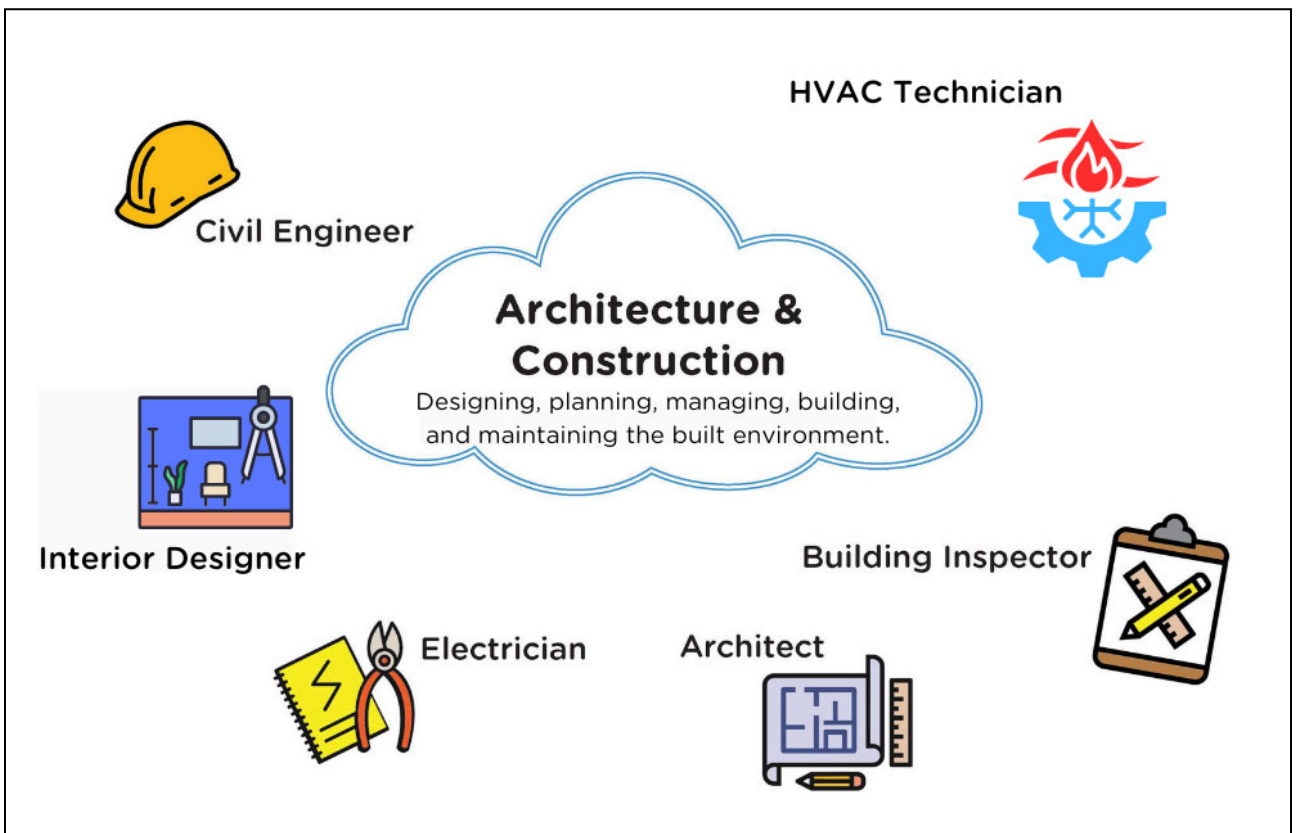
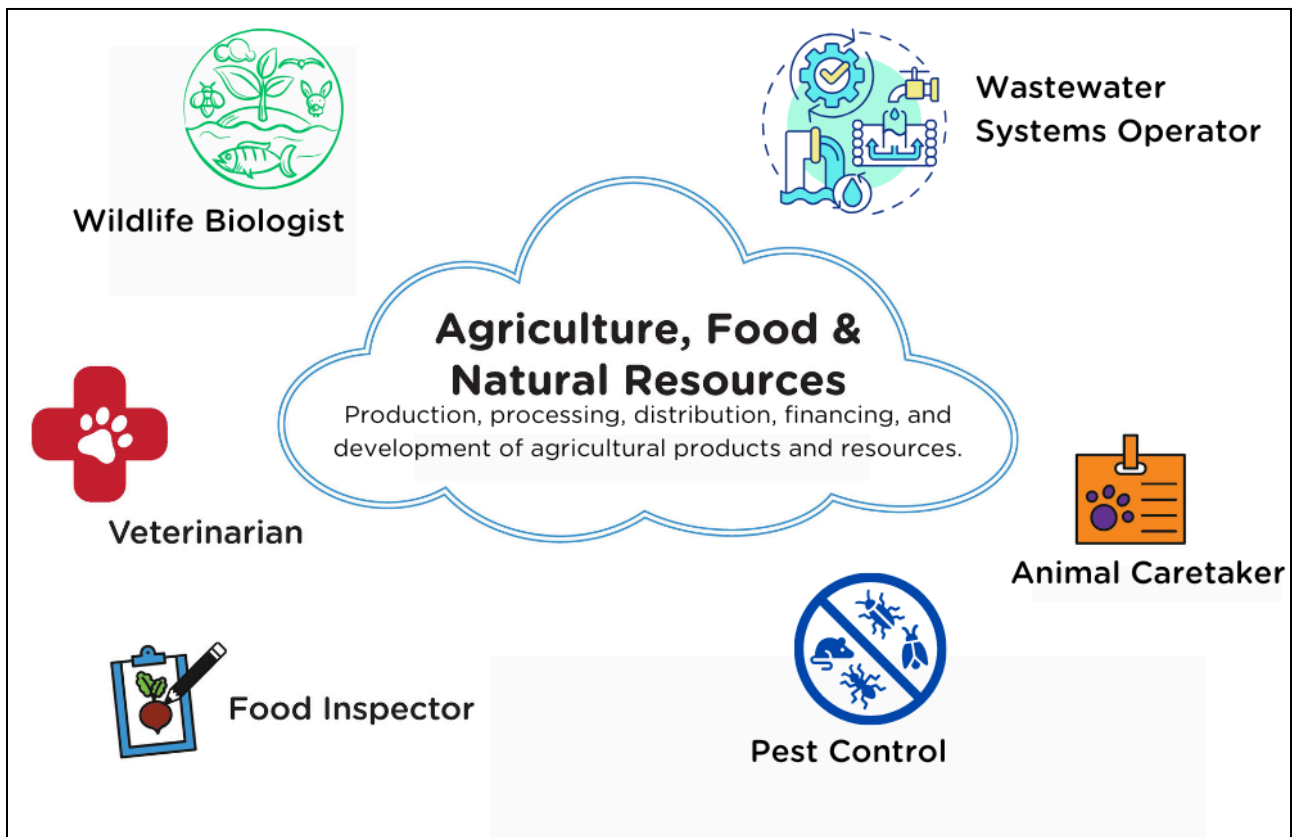
 **Scholars:**

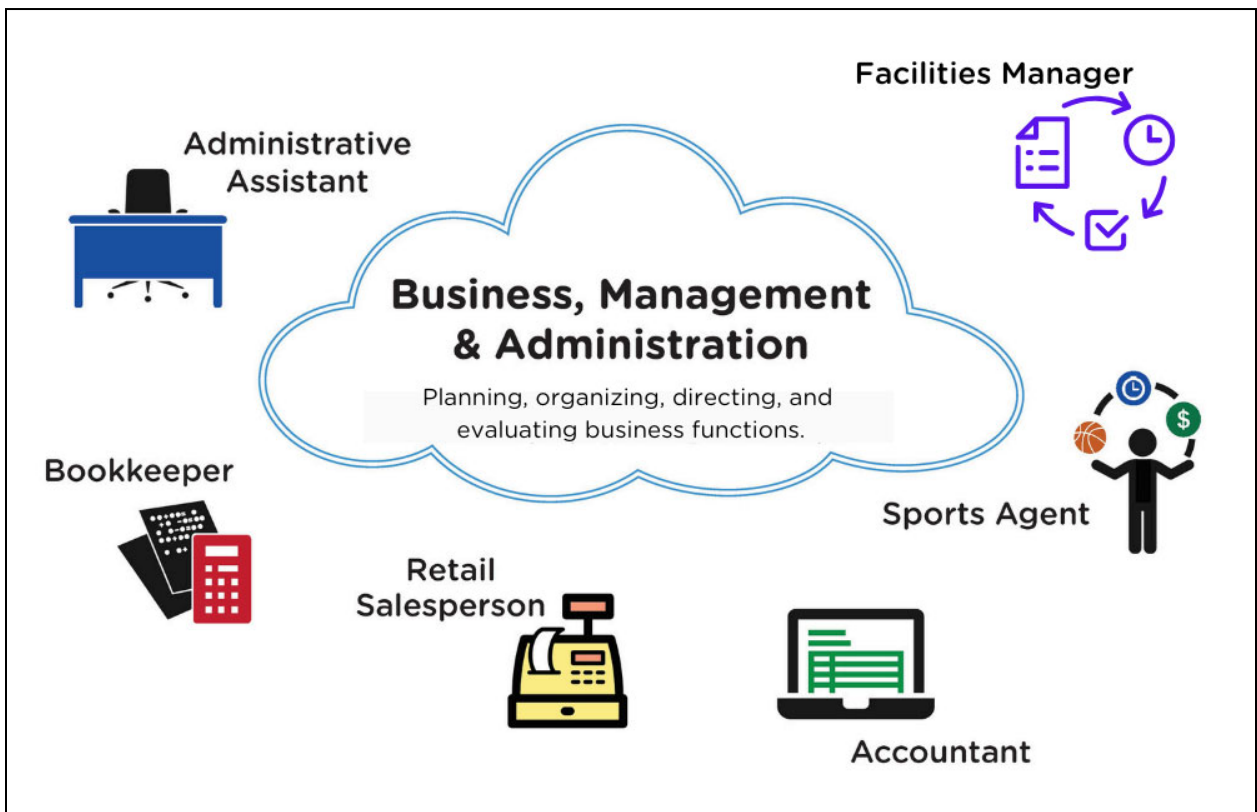
- Groups share their Career Cluster Poster in a gallery walk.
- Walk quietly around the room, viewing each poster.
- Take notes on something interesting they learned from another group’s poster, constructive feedback, questions about careers, etc.

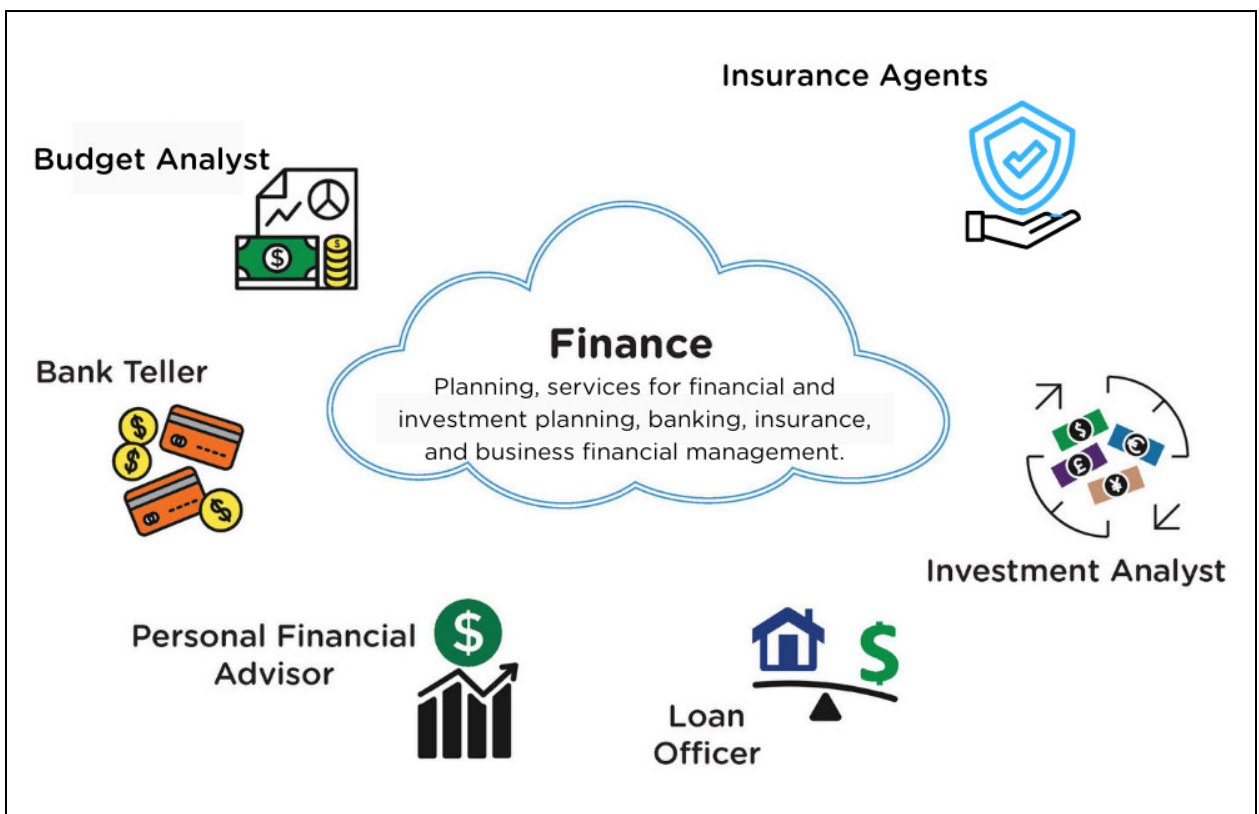
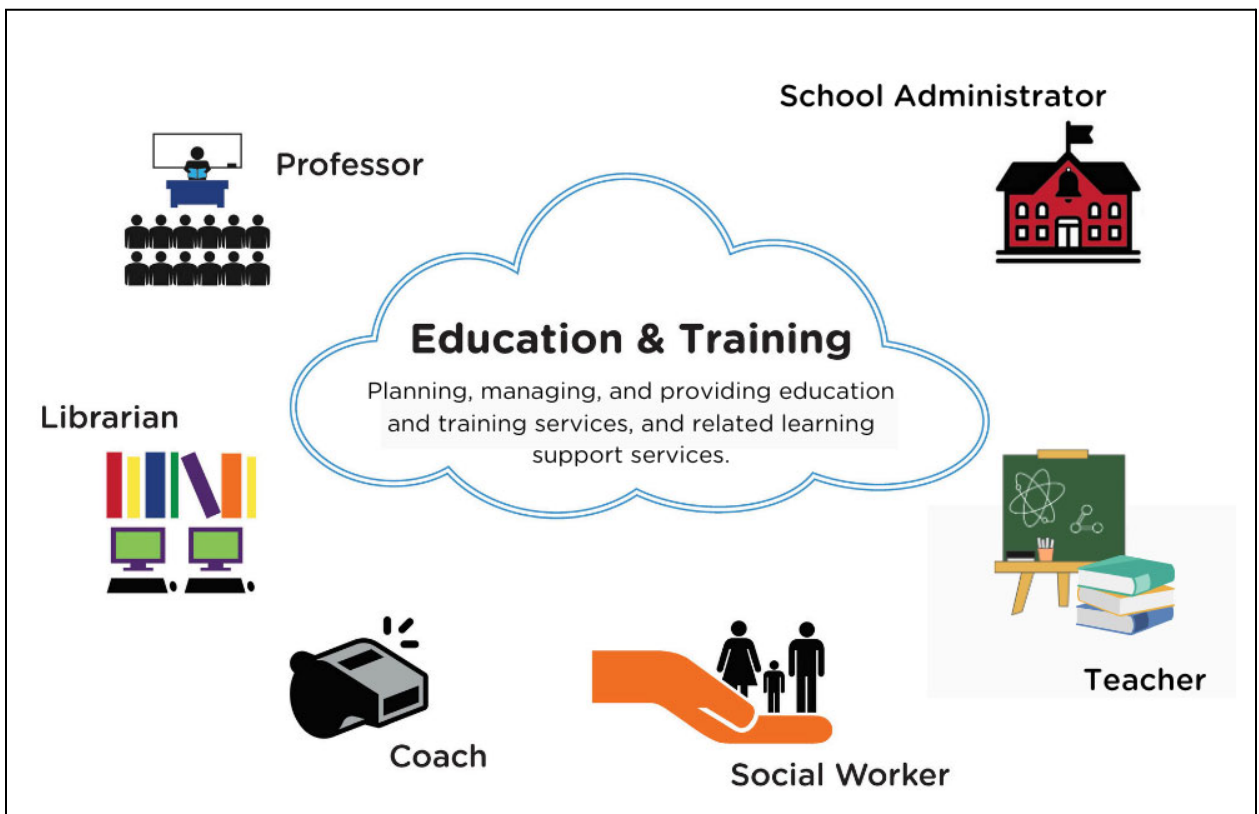
  **Mentors and Scholars:** Debrief

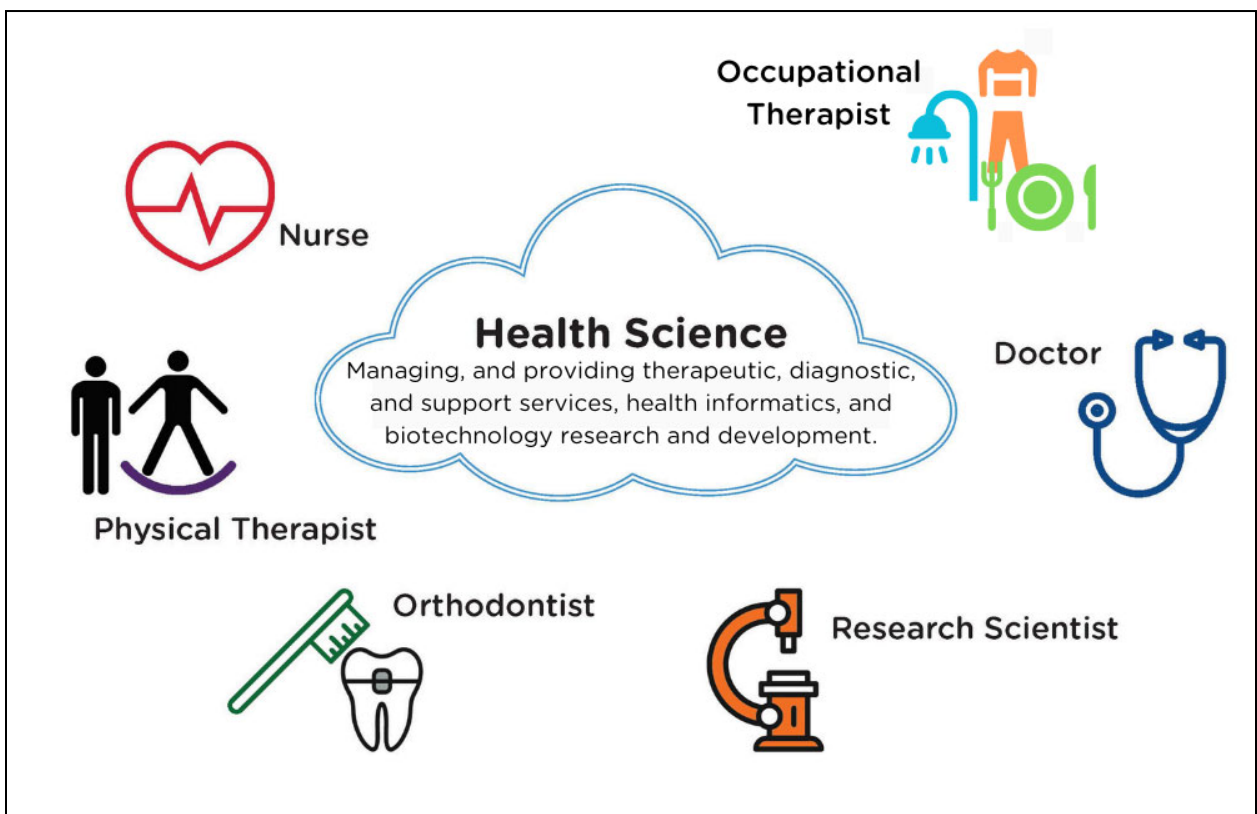
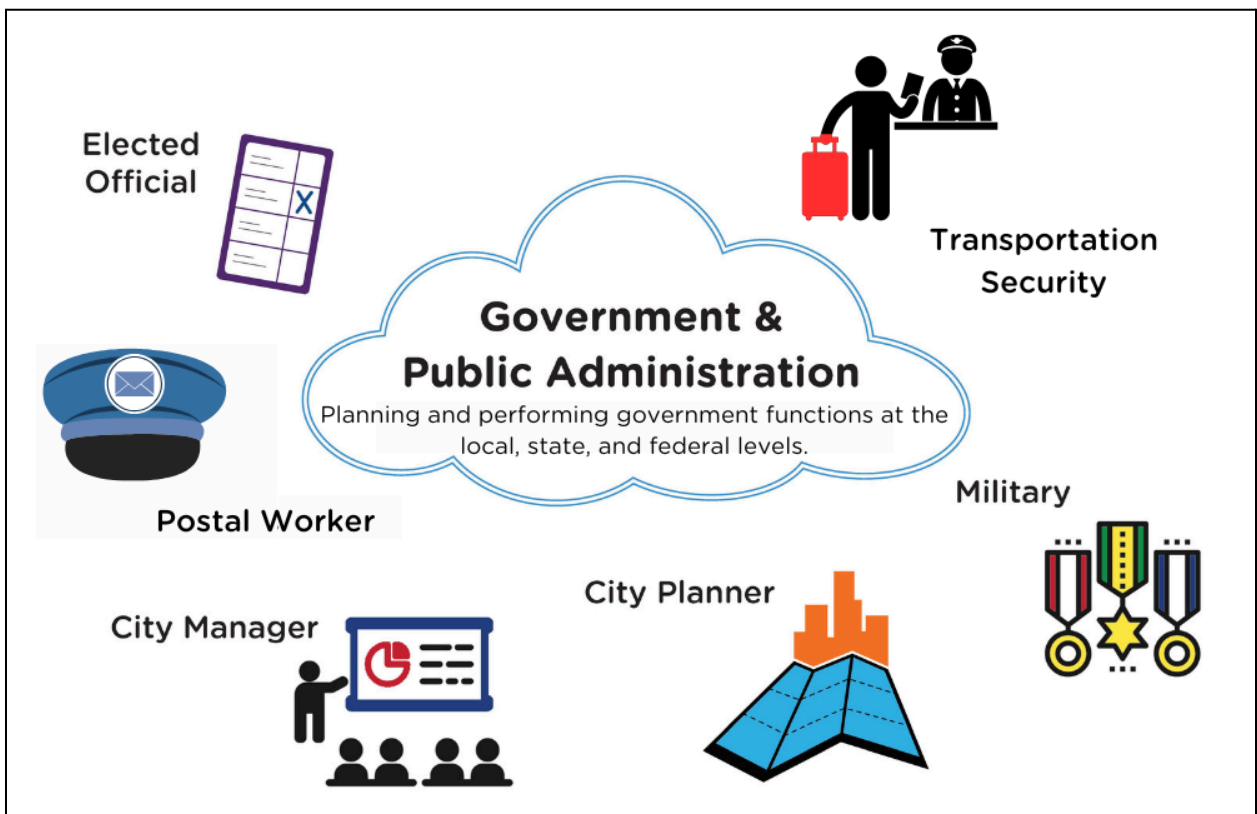
- *“What is one thing you learned from one of the posters?”*
- *“Is there a career you’re interested in now that you weren’t before?”*
- *“How do the different Career Clusters connect or support each other?”*
- *“Does your career interest connect with the high school of your choice?”*

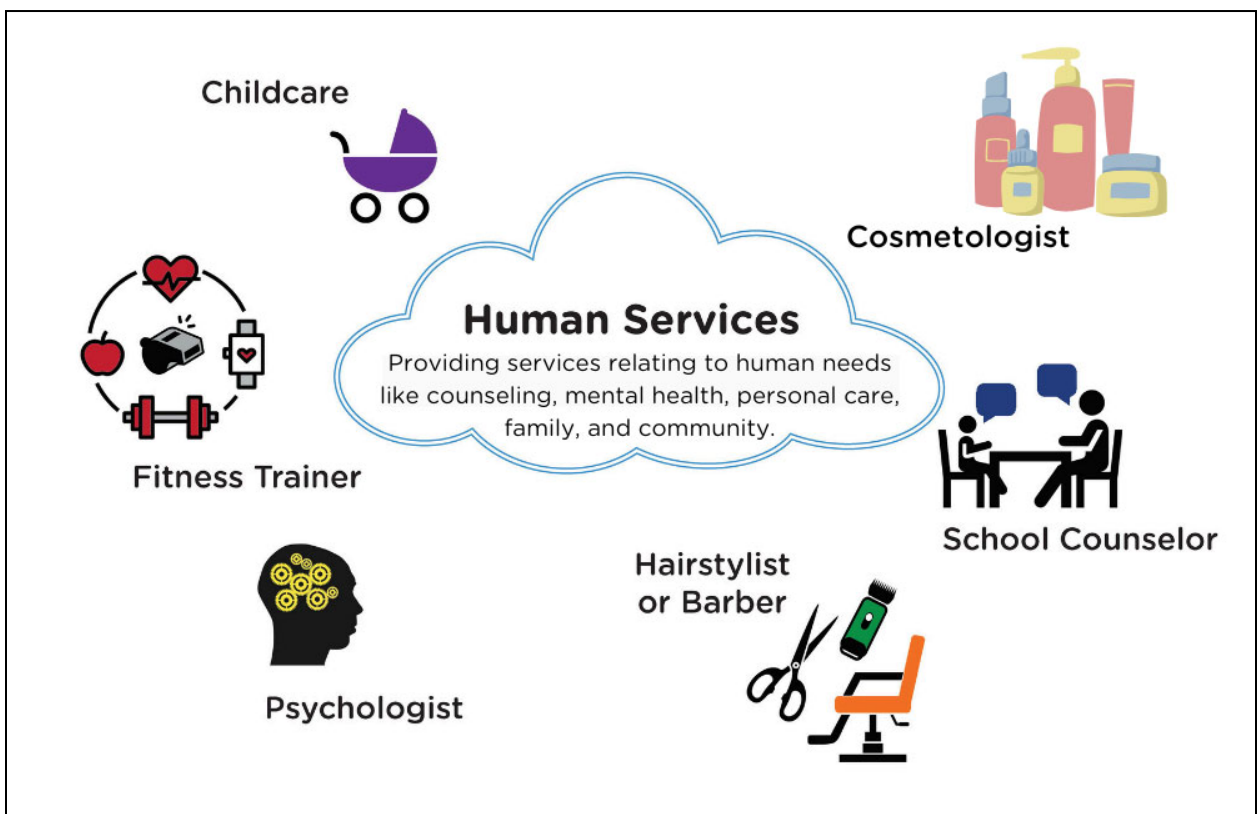
True2U 16 Career Clusters

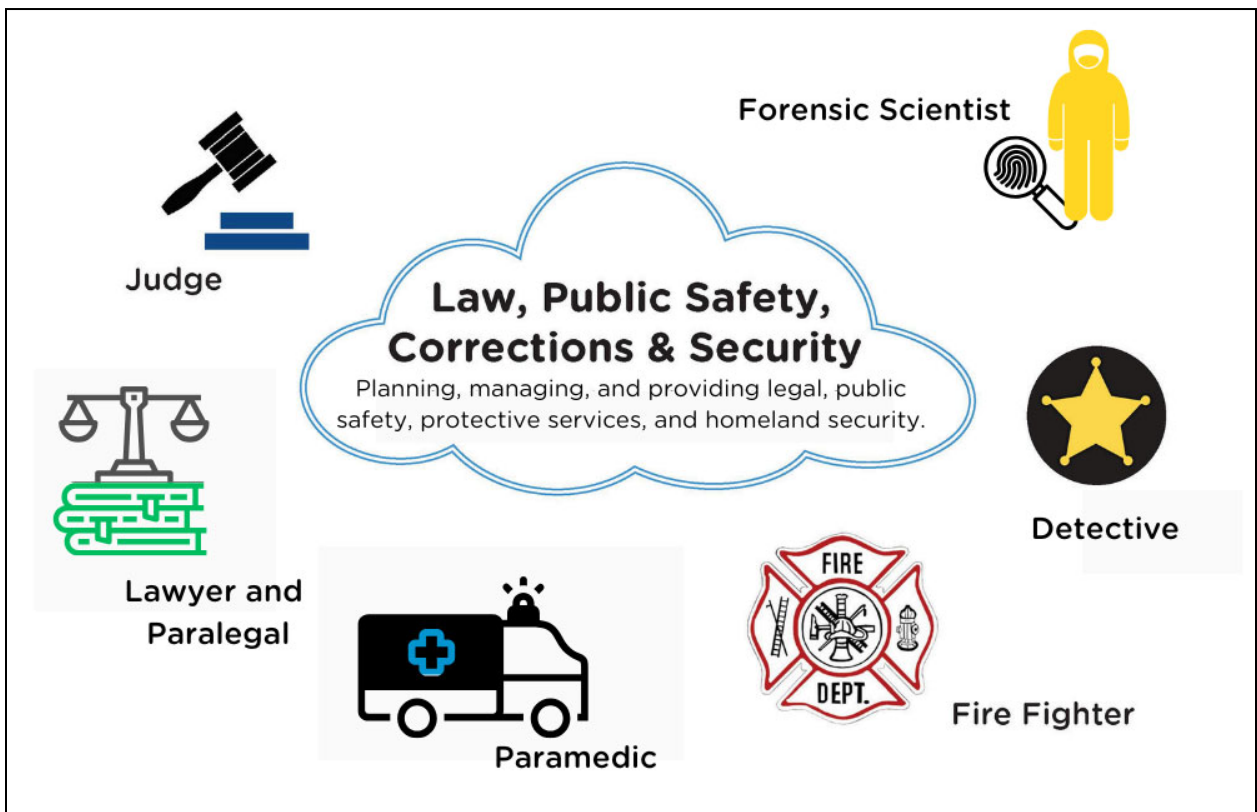
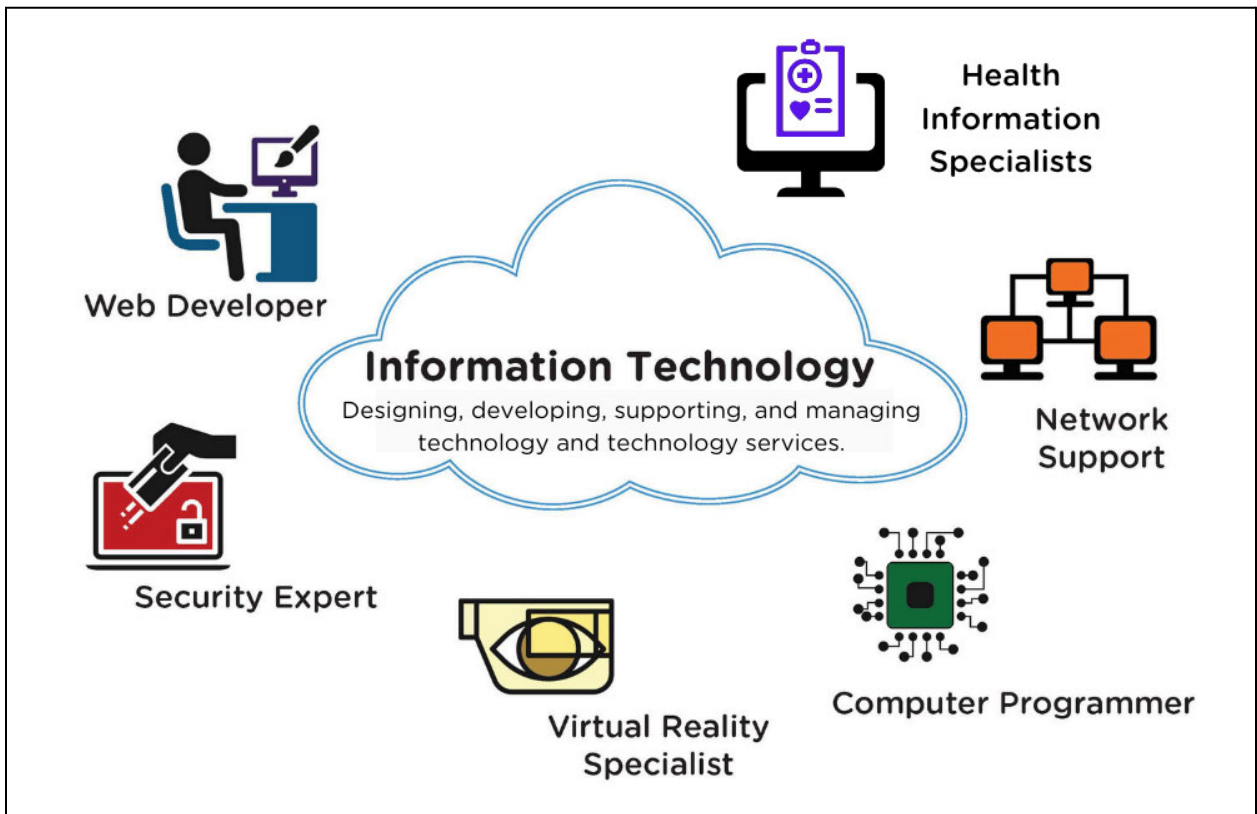


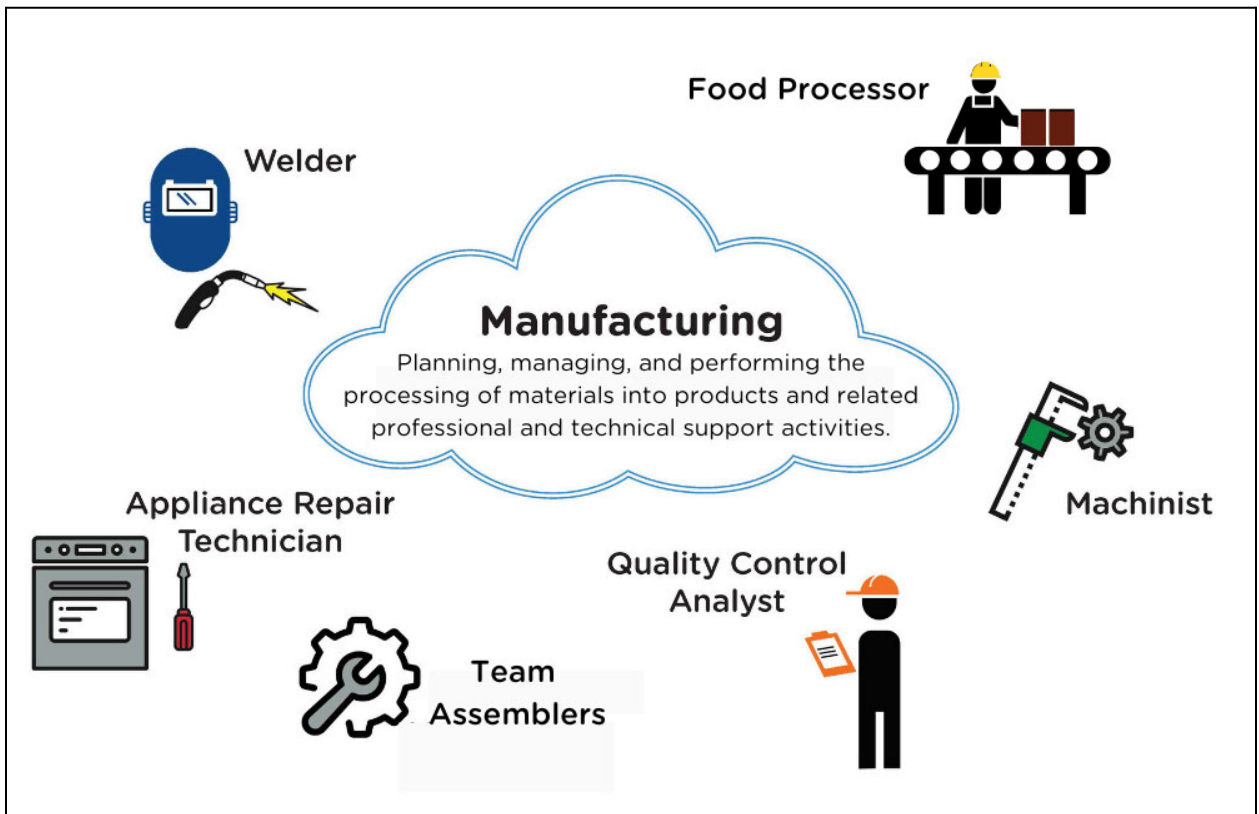


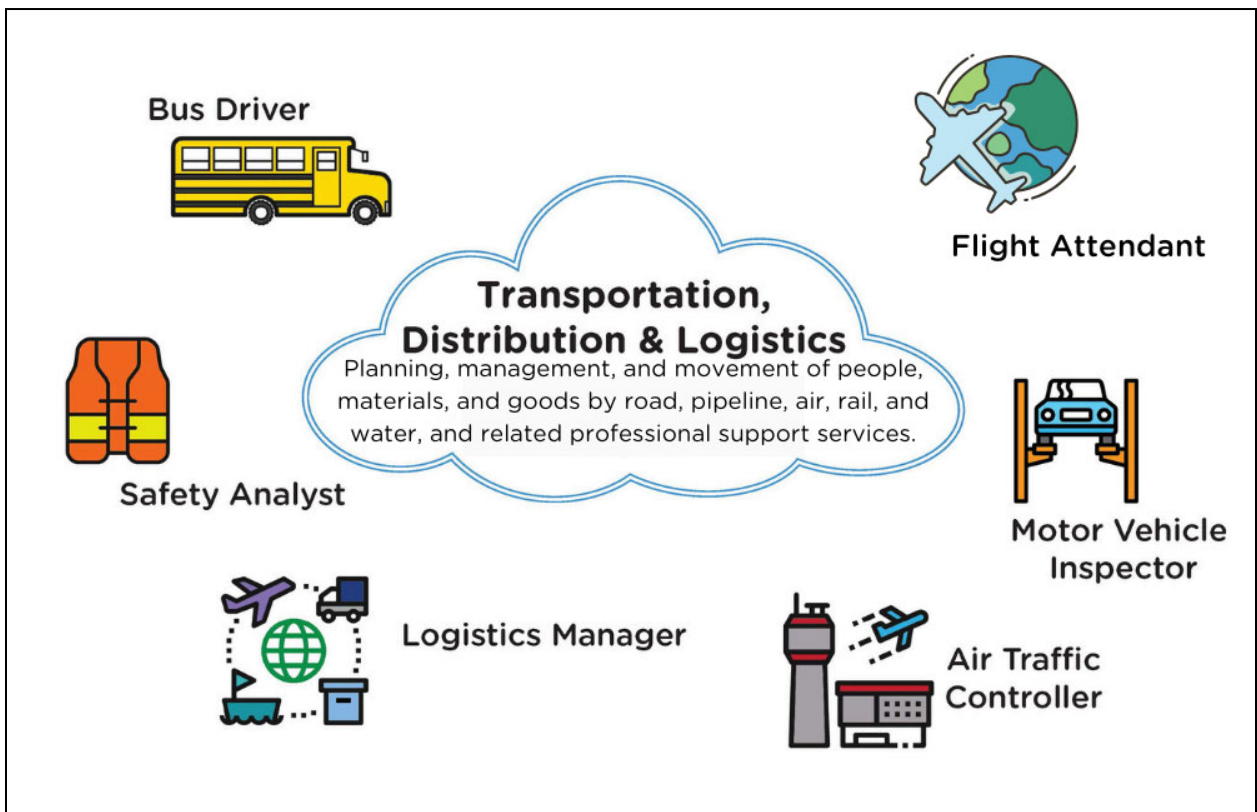
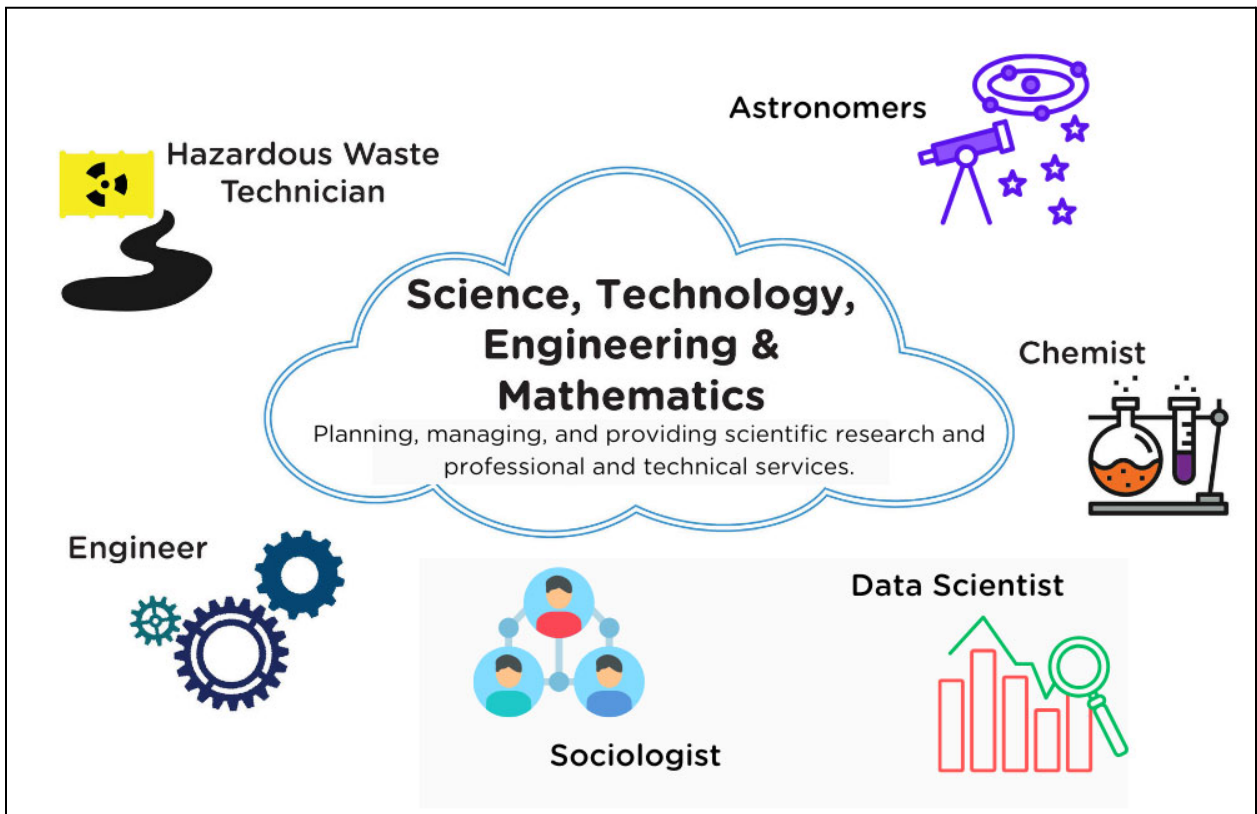












Future-Focused Reflection: High School Matching (25 minutes)

 **Goal:** Help scholars start thinking about their high school choice and how it relates to their career cluster of interest.

◆ **Mentors:** Introduce Session 2 Reflection: High School Matching worksheet (Tracker pg. 26)

- ☐ Highlight Say Yes Cleveland info sheet (Tracker pg. 22)
- ☐ Have scholars reference the High Schools by Career Cluster info sheet (Tracker pgs. 24 - 25)
- ☐ If able, show scholars the High Schools by Career Cluster Form (link in PowerPoint) as a tool to learn more about what high schools offer.

● **Scholars:**

➤ Individual reflection, answer worksheet questions in their Tracker.

◆ ● **Mentors and Scholars:** Debrief

- ☐ Reflect on this session by highlighting the key points and what lessons can be taken from the activities, thinking about their High School Choice, and how it connects to their interests.
- ☐ Ask a few scholars to share one or two highlights from their worksheet.
- ☐ **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 3 topic: Personality Type
 - Engaging activities to practice and understand our Personality Type.
 - Practice strategies for setting a plan.
- ☐ Please **collect** all True2U materials and return them to the True2U materials box

Mentor Notes on Scholar Feedback

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



High Schools by Career Cluster

If your career cluster is...	You might consider...	
Agriculture, Food, and Natural Resources	• Bard • Campus International • East Tech	• Rhodes School of Environmental Studies • Rhodes College and Career Academy
Architecture and Construction	• Bard • Campus International • Cleveland School of Architecture and Design	• Max Hayes • Rhodes College and Career Academy
Arts, Audio/Video Technology, and Communications	• Bard • Campus International • Cleveland High School for the Digital Arts	• Cleveland School of the Arts • Rhodes College and Career Academy
Business Management and Administration	• Bard • Campus International • East Tech • Ginn	• John Marshall Civic and Business Leadership • Rhodes College and Career Academy
Education and Training	• Bard • Campus International	• Ginn • Rhodes College and Career Academy
Finance	• Bard • Campus International • East Tech	• Rhodes College and Career Academy • Rhodes School of Environmental Studies
Government and Public Administration	• Bard • Campus International • East Tech • Facing History • Ginn	• John Marshall Civic and Business Leadership • Lincoln West School of Global Studies • Rhodes College and Career Academy
Health Science	• Bard • Campus International • Cleveland School of Science and Medicine • Glenville	• Lincoln West School of Science and Health • Rhodes College and Career Academy
Hospitality and Tourism	• Bard • Campus International	• East Tech • Rhodes College and Career Academy

If your career cluster is...	You might consider...	
Human Services	• Bard • Campus International • East Tech • Facing History • Garrett Morgan Leadership and Innovation	• Ginn • Lincoln West School of Global Studies • Rhodes College and Career Academy
Information Technology	• Bard • Campus International • Collinwood • Facing History • Garrett Morgan Leadership and Innovation • John Adams College and Career Academy	• John Marshall School of Information Technology • Max Hayes • MC2STEM • New Tech West • Rhodes College and Career Academy
Law, Public Safety, Corrections, and Security	• Bard • Campus International • Davis Aerospace and Maritime	• Ginn • Glenville • Rhodes College and Career Academy
Manufacturing	• Bard • Campus International • John F. Kennedy	• Max Hayes • Rhodes College and Career Academy
Marketing, Sales, and Service	• Bard • Campus International	• East Tech • Rhodes College and Career Academy
Science, Technology, Engineering, and Math	• Bard • Campus International • Cleveland Early College • Cleveland School of Architecture and Design • Cleveland School of Science and Medicine • Collinwood • Davis Aerospace and Maritime • East Tech • Facing History	• Garrett Morgan Engineering and Innovation • John Marshall School of Engineering • John Marshall School of Information Technology • Lincoln West School of Science and Health • Max Hayes • MC2STEM • New Tech West • Rhodes College and Career Academy
Transportation, Distribution and Logistics	• Bard • Campus International • East Tech	• Max Hayes • Rhodes College and Career Academy

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.

Career		Career Cluster		High School
				
				

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?