

Overview

In this session, scholars will explore the importance of making good choices and understanding their personal values. They will learn about steps for decision-making and practice applying them to different scenarios. Scholars will also reflect on how their values guide their choices, especially as they think about future career pathways and prepare for high school.

Session Spotlights

- Decision-making
- Personal Values
- Future-Focused Planning

Learning Objectives

- Understand and practice steps for effective decision-making
- Apply decision-making skills to scenarios relevant to values and life goals
- Reflect on personal values and how they influence choices

Mentor Preparation

- ☐ Review Session 4: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 4 PowerPoint

SESSION 4: Timing and Materials

Session Activities	Time
Activity 4(a): Icebreaker: This or That • Session 4 PowerPoint • True2U Trackers • Name Tents • Pencils • Questions in Curriculum Guide pg. 4.6	15 minutes
Activity 4(b): Making Good Choices • Making Good Choices steps (Tracker pg. 36) • Group Scenarios handouts (in materials box) • Making Good Choices Small Group Discussion Questions (Tracker pg. 37)	40 minutes
BREAK • Snacks	5 minutes
Activity 4(c): Personal Values • Valuable Squares worksheets (Tracker pg. 38 - 39) • Share your core values • Timer	40 minutes
Future-Focused Reflection: Decisions and Values • Questions (Tracker pg. 40)	20 minutes
Total Time	120 minutes



Mentor Tips:

- When talking about choices, discuss what factors influence us to make the wrong choice (influence from others, not thinking things through, close-minded thinking, not being future-focused, etc.)
- Throughout the session, share appropriate, relevant good and not-so-good choices you've made.
- 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 end of the session.

Session 4 Step-by-Step Activity Guide

Before you start your session, set up your Session 4 PowerPoint using the classroom Clever Touch/Computer Screen.

Activity 4(a) Icebreaker: This or That (15 minutes)

◆ Mentors:

- ☐ Distribute True2U Trackers, Name Tents, and pencils
- ☐ Using Session 4 PowerPoint:
 - Welcome and Recap Session 3
 - Review Session 4 agenda
 - Introduce This or That
- ☐ Select questions in the Curriculum Guide pg. 4.6
- ☐ Mentors and teachers are also encouraged to join if they wish
- ☐ After scholars choose this or that, engage a few to discuss their choice/reasoning

● Scholars:

- Engage in a fun activity designed to encourage thinking about choices

Activity 4(b) Making Good Choices (40 minutes)

◆ Mentors:

- ☐ Review Making Good Choices steps with the scholars (Tracker pg. 36)
- ☐ Divide scholars into groups and assign one scenario per group (handouts in materials bin)
- ☐ Have scholars engage in a discussion about their scenario using the Small Group Discussion Questions (Tracker pg. 37)

● Scholars:

- Review Making Good Choices steps
- Discuss the assigned scenarios with their group
- Groups present their decisions

◆ ● Mentors and Scholars: Debrief

5 MINUTE BREAK

Activity 4(c) Personal Values (40 minutes)

◆ **Mentors:**

- ☐ Introduce the Valuable Squares worksheet (Tracker pgs. 38 - 39)
- ☐ Engage in an activity to help select values that are important to them
- ☐ Timer
- ☐ Facilitate discussion about scholars' values

● **Scholars:**

- Engage in an activity to think about what values mean to them

◆● **Mentors and Scholars:** Debrief

Future-Focused Discussion: Decisions and Values (20 minutes)

◆ **Mentors:**

- ☐ Introduce reflection questions (Tracker pg. 40)
- ☐ Engage with scholars in a discussion around careers, support, goals, problem-solving, and values

● **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 4 PowerPoint template to be used during your session.

Activity 4(a) Icebreaker: This or That (15 minutes)

 **Goal:** Encourage movement, decision-making, and discussion by giving scholars fun “this or that” scenarios and having them physically choose a side of the room that reflects their answer.

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

 **Room Set-Up:** Enough space for everyone to stand and move around to separate sides of the room.

 **Mentors:** Welcome and Recap Session 3

- *“We hope everyone had a safe and enjoyable holiday break.”*
- *“Does anybody remember something we talked about in Session 3?”*

☐ Allow 1–2 scholars to share. Prompt if needed:

- *“We engaged in some fun activities to learn about and practice our personality types. Does anyone remember theirs? Has anyone entered their high school choice in CMSD’s portal?”*

☐ **Using the PowerPoint:** Review Session 4 agenda

☐ **Introduce:** This or That activity

- *“We make choices every single day—some big, some small. Today, we’re going to get up and move while making some fun choices with an icebreaker called This or That. We’ll also get to learn a little more about each other along the way!”*

☐ **How it works:** Review questions and select 8-12 from the list on the next page. Mentors read a statement with two choices, and scholars will move to the side of the room that aligns with their choice. Example:

- *“Those who would rather live on a desert island stand on the left side of the room.”*
- *“Those who would rather live in Antarctica stand on the right side of the room.”*

☐ Point clearly to each side when reading questions.

☐ Mentors and teachers are also encouraged to join if they wish.

☐ After scholars choose this or that, engage a few to discuss their choice/reasoning.

 **Scholars:**

- Engage in a fun activity designed to encourage them to think about choices and discuss their choices.

  **Mentors and Scholars:** Debrief

- *“Did you enjoy this activity?”*
- *“Was it easy or hard to choose?”*
- *“Were there any choices that really made you think?”*
- *“Did you learn anything surprising about your classmates?”*

This or That Activity Questions: Would you rather.....

1. Work with a lot of people **OR** work alone?
2. Be in math class all day **OR** art/music class all day?
3. Study in a group **OR** study on your own?
4. Take a test **OR** write a paper?
5. Play sports **OR** watch sports?
6. Spend all your time indoors **OR** outdoors?
7. Learn an instrument **OR** speak a new language?
8. Only play sports **OR** only read books?
9. Write a song **OR** perform a song?
10. Only watch scary movies **OR** only funny movies?
11. Be invisible **OR** be able to fly for a day?
12. Have blue teeth **OR** orange eyes?
13. Always have hiccups **OR** always have to sneeze?
14. Live near the beach **OR** live in the mountains?
15. Live in the country **OR** live in the city?
16. Travel every day **OR** never leave home?
17. Wake up at 6 am every morning **OR** go to sleep at 9 pm every night?
18. Give up TikTok **OR** give up Instagram?
19. Communicate only in emails **OR** only phone calls?
20. Have breakfast for every meal **OR** dinner for every meal?

Activity 4(b) Making Good Choices (40 minutes)

 **Goal:** Understand the steps in making good decisions and practice using the steps with a scenario.

Mentors:

☐ **Discussion Prompts:**

- *“What are some choices you make every day?”*
- *“Do you think all choices are equally important? Why or why not?”*
- *“How do you define a “good choice” in your own words?”*
- *“Why are good choices important?”*
- *“What can we learn from good and not-so-good choices?”*

☐ **Using the PowerPoint:** Review Making Good Choices steps (Tracker pg. 37).

☐ Ask scholars to volunteer to help read.

☐ There are two options for this activity. Based on your group dynamics, scholars can either:

- Act out their scenario and the choice they’ve made.

OR

- Discuss their scenario and possible choices and their outcomes, and then explain why they made the choice they did with the larger group.

☐ **Divide:** Scholars into groups of 4 or 5 scholars, depending on your class size.

☐ **Assign:** One of the six scenarios to each group. Each group should only be working on one scenario.

☐ Groups will read through the scenario and decide what they think the best decision is and why.

☐ Using the Small Group Discussion Questions worksheet (Tracker pg.37)

- *“What are the consequences of that choice for each character?”*

Scholars:

- Discuss assigned scenarios with their group.
- Groups prepare to present their decisions and thought processes to the class.
- Scholars should explain why they think the choice their group made is the best one.
 - **Role-playing groups:** Act out the scenario and the agreed-upon choice.
 - **Discussion groups:** Present their scenario and choice verbally.

Mentors and Scholars: Presentation, Share and Debrief (20 minutes)

☐ Groups take turns role-playing or sharing their scenario.

☐ Following each group’s presentation, **ask** the scholars to explicitly share what they chose as the best decision and ask them to explain how they made that choice.

☐ After their explanations, have the whole group brainstorm other choices and the possible results.

☐ Help scholars walk through this process and provide alternative results if necessary.

☐ Scenario Decision Choice with possible results can be found after each scenario.

Making Good Choices

Step 1: Identify the Opportunity or Obstacle

- What decision has to be made?
- Should you consult someone when making this decision?



Step 2: Brainstorm and Consider Possible Choices

- What options do you have?
- Make sure to list all options (pros and cons) even if you aren't sure if it's the best option.



Step 3: Evaluate Outcomes

- What outcomes could happen based on the choices you determined?
- What is your desired outcome?



Step 4: Make a Decision

- Once you make your decision, what needs to be done?
- Do you need to inform anyone about your decision?



Step 5: Evaluate the Results and Accept Responsibility

- Did you get the outcome you wanted?
- What can you learn from this experience?

Making Good Choices

Small Group Discussion Questions

1) Using the steps of making good choices, what should the person in your scenario do and why?

2) If you were in this situation, what would you do and why?

3) Brainstorm a few potential outcomes of this scenario. What could go wrong? What could go right?

4) Describe how it feels to try make the right decision when you are being pressured by someone else.

5) Describe how it feels when you realize you've made the wrong decision.

Making Good Choices Scenarios

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

Scenario 1 Decision Choices

- A:** Tasha takes Marcella to the movie.
 - *Result: Marcella gets really scared and has nightmares for a week.*
- B:** Tasha does not take Marcella to that movie but finds one more age-appropriate.
 - *Result: The sisters have a great day together; they get to bond and enjoy the movie.*
- C:** Tasha asks her mom what she should do.
 - *Result: Tasha's mom helps her to think through what might happen if Marcella sees the scary movie. She suggests finding a different movie.*
- D:** Tasha yells at her sister to stop nagging and go watch television.
 - *Result: The girls do their own things throughout the day. The day is an okay one, but they don't build their relationship at all.*

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

Scenario 2 Decision Choices

- A:** Cameron attends Case because it is most in line with his future goals.
 - *Result: He gets a great education, internships throughout school, and makes great friends. He also gets to see his family often.*
- B:** Cameron attends Harvard.
 - *Result: Although Harvard is a great school, and Cameron eventually finds his place there, he wishes they had a program more in line with his interests. As he grows older, he realizes he should have followed his dream and shouldn't have taken into account other people's opinions as much when making his choice.*
- C:** Cameron is confused and can't make a decision. He fails to enroll in any college.
 - *Result: Cameron takes a few years to live at home and work. Eventually, he enrolls in a community college and gets an associate's degree.*
- D:** Cameron calls the campuses and asks to visit again to meet with faculty and students.
 - *Result: Cameron feels he is better informed. He feels confident that he's making the right decision when he chooses.*

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?

Scenario 3 Decision Choices

- A:** Anthony tells the teacher about his concerns and asks for help.
- *Result: The teacher talks to Charles and his mother and finds a way for Charles to continue with his studies and get him the help he needs.*
- B:** Anthony tells his mother and asks that she call Charles' mother.
- *Result: Charles' mother appreciates the call, but nothing changes.*
- C:** Anthony does nothing and hopes for the best.
- *Result: Charles drops out of school, and Anthony loses touch with him.*
- D:** Anthony tries to help Charles deal with his family situation.
- *Result: Charles still doesn't attend school, and Anthony starts to feel overwhelmed.*

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

Scenario 4 Decision Choices

- A:** Tianna goes with Makenzie and Molly, and they take their parents' car to get ice cream.
- *Result: Molly gets pulled over, and everyone gets in trouble with the police and their parents.*
- B:** Tianna talks to Makenzie and Molly, and they just make a snack at the house.
- *Result: Molly makes popcorn, and everyone stays safe, but they don't get ice cream.*
- C:** Tianna tells Makenzie and Molly to go without her.
- *Results: Makenzie and Molly get in trouble with the police and their parents. Tianna gets in trouble with her parents for not trying to stop the sisters from breaking the law.*
- D:** Tianna tells Molly her and Makenzie will talk about it
- *Results: Tianna and Makenzie decide they don't want to get in trouble. They tell Molly they're going to stay home.*

5. **Khloe, Shawn, Aaron, and Jayden** have a group project due in ELA on Friday. The group makes plans to meet on Wednesday after school to work on the project. When the time comes to meet up, Shawn doesn't show up. He never reached out to say he wasn't coming, and he also hasn't done his part of the project. Aaron thinks the rest of the group should just do the parts Shawn was supposed to do, so they can get a good grade. Jayden thinks the group should leave Shawn's parts blank and tell their teacher what's going on. What should the group do?

Scenario 5 Decision Choices

- A:** The rest of the group does Shawn's part of the project.
- *Results: The whole group gets a B on their project. Shawn never did his part of the project.*
- B:** The group talks to their teacher on Thursday, and he checks in with Shawn.
- *Results: Shawn does his part of the project, and the group gets a B on their project.*
- C:** The group texts Shawn to check in.
- *Results: Shawn says something came up, so he couldn't come to work on the project, but he'll get his part done.*
- D:** The group texts Shawn to check in.
- *Results: Shawn doesn't answer. The group has to decide what they want to do. The group can't decide, so they just wait to see if Shawn does his part.*

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

Scenario 6 Decision Choices

- A:** Timothy doesn't tell anyone.
- *Results: Timothy continues to be anxious and dreads going to school and playing video games.*
- B:** Timothy talks to his dad.
- *Results: Timothy's dad talks to the school, and they're able to keep an eye on Justin and Timothy throughout the school day.*
- C:** Timothy stops playing video games with Justin without an explanation.
- *Results: Justin continues to harass Timothy in school.*
- D:** Timothy talks to Justin at school tomorrow.
- *Results: Justin explains that he was just trying to be funny. When Timothy says he didn't find it funny, Justin says whatever and that they don't have to play games together anymore.*

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

Activity 4(c): Personal Values (40 minutes)

 **Goal:** Scholars will explore and reflect on their personal values, practice prioritizing them, and discuss how values shape decisions in school, careers, and life.

 **Mentors:** Introduce Valuable Squares worksheets (Tracker pg. 38 - 39)

☐ **Discussion Prompts:**

- *“What do you think of when you hear value?”*
- *“What does the phrase personal value mean in your own words?”*
- *“Do you think values are important? Why or why not?”*
- *“Have you ever thought about your own values?”*

☐ **Review:** The Valuable Squares (Tracker pg. 39) with the scholars.

☐ **How it works:** Scholars go through 3 rounds of eliminating values until they are left with their core values.

☐ Encourage them to think carefully about what matters most, and reflect on their decision-making process as they choose which values to keep or cross off.

☐ After you give instructions for each round, set a timer, and allow scholars a few minutes to make their decisions.

☐ Follow up after each round with a brief discussion.

☐ There are 3 Elimination Rounds **(20 min total)**

■ **Round 1 (6 min):**

- Cross out **8 values** → 12 remain.
- **Ask:** *“How hard was it? Did you eliminate one you wish you had kept?”*

■ **Round 2 (6 min):**

- Cross out **6 more** → 6 remain.
- **Ask:** *“What process did you use? Was any value easy to cut?”*

■ **Round 3 (6 min):**

- Cross out **3 more** → 3 core values remain.
- **Ask:** *“How do you feel about your final 3? What do they say about you?”*

☐ Once the three rounds are done, have scholars write their remaining 3 core values on page 38 and answer the discussion questions.

 **Scholars:**

- Reflect and answer the questions on the Valuable Square Instructions sheet (Tracker pg. 38).

  **Mentors and Scholars:** Debrief

☐ Scholars share one of their top values and why it matters to them.

- *“What did you learn about yourself through this process?”*

 **Mentors: Wrap Up**

- *“Your values shape your choices — in friendships, school, and future careers. Knowing them helps you make decisions that fit you best.”*

Valuable Squares Instructions

Values are the beliefs and principles that you believe are important in your life. Values help us make choices in our life so that we live our life true to ourselves.

Directions:

1. Read through the values listed on the Valuable Squares worksheet.
2. Listen to your mentor's instructions on how many values you cross off for each round.
3. At the end of the activity, write your core values here.

Discussion Questions:

How did you feel about the decisions you made and why?

Were you surprised by the squares you ended up with?

How do your values show up in your everyday life? Think about the decisions you make, how you overcome obstacles, your words and actions, etc.

Valuable Squares

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

Future-Focused Discussion: Decisions and Values (20 minutes)

 **Goal:** Help scholars reflect on their values, problem-solving skills, and sources of support, while also thinking about the information they need to explore careers and make future decisions.

◆ **Mentors:** Introduce Reflection activity (Tracker pg. 40)

- *"We will take some time now to reflect on what we learned today, in our previous sessions, and since the start of the school year. As a reminder, this is a silent activity, so we can all briefly take time to reflect."*

☐ **Review:** reflection questions

● **Scholars:**

- Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. What information would be important to know about a career?
2. Who are the adults you can turn to for support as you explore your career interests and goals?
3. Write about a time when you had a big problem you had to solve by yourself:
4. What were your top three values, and what do those values represent in your life?

◆● **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 5 topic: My Learning Style

- Engaging activities around the learning styles and having a better understanding of what it means to them.

☐ Please **collect** all True2U materials and return them to the True2U materials box

Mentor Notes on Scholar Feedback