

Overview

In this session, scholars will focus more deeply on their career pathways and consider the steps they can take to move toward their goals. They will reflect on why planning for the future is important and how the choices they make now can impact their transition into high school and beyond.

Session Spotlights

- Career Exploration
- Self-Advocacy
- Interview Skills
- Future-Focused Planning

Learning Objectives

- Identify actionable steps to move toward their goals
- Understand the connection between current choices and future success
- Reflect on how their choices and preparation now support a smooth transition into high school and future success

Mentor Preparation

- ☐ Review Session 6: Curriculum Guide, worksheets, activities, and reflection questions
- ☐ Communicate with mentor partner(s)
 - Divide activity facilitation responsibilities
- ☐ Develop talking points
- ☐ Prepare your Session 6 PowerPoint
- ☐ Prepare Career Exploration example
- ☐ Create your Brag Sheet example

SESSION 6: Timing and Materials

Session Activities	Time
Activity 6(a): Icebreaker: Starburst • Session 6 PowerPoint • True2U Trackers • Name Tents • Pencils • Starbursts • Icebreaker questions	15 minutes
Activity 6(b): My Career Exploration • My Career Exploration worksheet (Tracker pg. 46)	45 minutes
BREAK • Snacks	5 minutes
Activity 6(c): My Brag Sheet • Brag Sheet template (Tracker pg. 47)	10 minutes
Activity 6(d): Mock Interviews • Mock Interview worksheet (Tracker pg. 48) • Mock Interviews Helpful Tips and Tricks info sheet (Tracker pg. 49)	30 minutes
Future-Focused Reflection: Preparing For High School • Questions (Tracker pg. 50)	15 minutes
Total Time	120 minutes

Mentor Tips:

- Encourage quick but thoughtful answers to keep the Icebreaker Starburst moving.
- Mentors and teachers are also encouraged to participate!
- If anyone is unsure about a career goal, encourage them to pick *any* interest so they can practice building a pathway.
- Validate *all* pathways — whether they require college, trade school, apprenticeships, or direct entry into the workforce.
- Keep energy positive; this is about exploration, not perfection.
- 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 6 Step-by-Step Activity Guide

Before you start your session, set up your Session 6 PowerPoint using the classroom Clever Touch/Computer Screen.

Activity 6(a) Icebreaker: Starburst (15 minutes)

◆ Mentors:

- ☐ Distribute True2U Trackers, Name Tents, and pencils
- ☐ Using the Session 6 PowerPoint
 - Welcome and Recap Session 5
 - Review Session 6 Agenda
 - Introduce Starburst activity
- ☐ Mentors and teachers are also encouraged to join if they wish

● Scholars:

- Engage in an icebreaker designed to have them share more about their interests and who they are

Activity 6(b) My Career Exploration (45 minutes)

◆ Mentors:

- ☐ Introduce My Career Exploration activity
- ☐ Share your Career Exploration as an example
- ☐ Review My Career Exploration worksheet (Tracker pg. 46)

● Scholars:

- Use prompts to fill out each section thoughtfully and create their My Career Exploration path

◆● Mentors and Scholars: Debrief

5 MINUTE BREAK

Activity 6(c) My Brag Sheet (10 minutes)

◆ Mentors:

- ☐ Review the Brag Sheet template (Tracker pg. 47)
- ☐ Share your Brag Sheet as an example
- ☐ Facilitate scholars in creating their own Brag Sheet

● Scholars:

- Complete their Brag Sheet using the template in their Tracker

◆● Mentors and Scholars: Debrief

Activity 6(d) Mock Interviews (30 minutes)

◆ **Mentors:**

- ☐ Provide some examples of poor/good skills when interviewing
- ☐ Review the Mock Interview worksheets (Tracker pgs. 48 - 49)
- ☐ Pair scholars (one applicant, one employer)

● **Scholars:**

- Practice interview skills using the worksheet
- Rotate roles so each will get to be an applicant and an employer

◆● **Mentors and Scholars:** Debrief

Future-Focused Reflection: Preparing For High School (15 minutes)

◆ **Mentors:**

- ☐ Introduce reflection questions (Tracker pg. 50)
- ☐ Engage with scholars in a discussion connecting to career interests, strengths, communication, and 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 6 PowerPoint template to be used during your session.

Activity 6(a) Icebreaker: Starburst (15 minutes)

 **Goal:** A fun, interactive, team-building activity to learn more about each other.

 **Materials Needed:**

- Bag of Starbursts

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

 **Mentors:** Welcome and Recap Session 5

- *“This month, we’ll continue to build on getting to know who we are. We’ll explore our career interests, connect them to our strengths, and practice skills.”*

☐ **Using the PowerPoint:** Review Session 6 agenda

☐ **Introduce:** Icebreaker Starburst

- *“We’ve been getting to know each other more each session we’ve had together. Today, we’ll start with a fun activity that uses Starbursts — but you can’t eat them until we are done with the activity.”*

☐ **How it works:** Pass out 2 different colored Starbursts per scholar.

- Remind them they can’t eat them until the end.

☐ Each color represents a different question that will be answered out loud.

☐ Questions should be revealed after everyone has selected their candy.

☐ Now **share** the questions in the Session 6 PowerPoint.

- **Red:** If you could be any animal, what would you be and why?
- **Pink:** Who is your favorite music artist and why? (*Prompt if stuck: “What’s your favorite type of music — rap, R&B, pop, etc.?”*)
- **Yellow:** Where is your favorite place in Cleveland and why?
- **Orange:** Who do you look up to or admire and why?

☐ Go around the room and ask each scholar to pick one of their Starburst colors and answer the question according to their color.

☐ **Wrap Up:**

- *“Thanks for sharing more about yourselves today. It’s awesome that even with only one session left, we’re still learning new things about each other!”*

 **Scholars:**

- Participate in an icebreaker to learn more about each other.

Activity 6(b) My Career Exploration (45 minutes)

 **Goal:** At the conclusion of this activity, scholars will have thought through and visualized their potential career pathway.

 **Mentors:** Introduce My Career Exploration activity (Tracker pg. 46)

- *"Today, we're going to think about the steps you can take to reach a career you're interested in and explore those. It's kind of like a map that shows how to get from where you are now to where you want to be."*

☐ **Share:** Your own Career Exploration as an example (highlight decisions, skills, and opportunities that helped you). Emphasizing that it can change over time and that every step counts toward building skills and experiences.

☐ **Review:** My Career Exploration worksheet with the scholars

☐ Worksheet prompts:

- Passions and strengths
- Ideal lifestyle
- Career interests
- Potential challenges
- Support systems
- Opportunities, clubs, programs, etc. that can help scholars get to where they want to be.

☐ Encourage scholars to fill out each section thoughtfully.

☐ **Have scholars** think about:

- What they want their career and life to look like.
- One step they could take in high school to prepare.
- A possible backup plan that could also make them happy.
- Looking at the big picture and thinking about the steps you need to take after high school.
- Connecting to WOOP in Session 3 (wishes, outcome, obstacles, and plan) and practicing "making good choices" in Session 4.

 **Scholars:**

- Complete their My Career Exploration worksheet

 **Mentors: Wrap-Up**

- *"Hopefully, this activity helped you reflect on what your future career pathway may look like and how and what you may need to do to get there."*

My Career Exploration

Your career is yours to plan and achieve! Use this worksheet to help you think about what your career and life could look like.

Passions

What do you like doing?

1.

2.

3.

Strengths

What are you good at?

1.

2.

3.

Lifestyle

What do you want your adult life to look like?

1.

2.

3.

Career Interests What are 3 careers that align with your answers above?

1.

2.

3.

Obstacles

What are some things that you need to overcome to achieve your goals?
(Challenges, setbacks, etc.)

1.

2.

3.

Support

Who or where can you go when you need help or support?
(People, programs, etc.)

1.

2.

3.

Things to Focus on in High School What can you do in high school to help you get to where you want to be? (Opportunities, clubs, programs, etc.)

1.

2.

3.

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

Activity 6(c) My Brag Sheet (10 minutes)

 **Goal:** Scholars will identify and record their strengths, experiences, and accomplishments. This activity helps them practice recognizing their own value and prepares them for creating resumes, preparing for interviews, and exploring career options.

 **Mentors:** Introduce the Brag Sheet template (Tracker pg. 47)

- ☐ A brag sheet is a tool they can use to recognize their strengths and accomplishments.
 - *“It’s not about bragging negatively — it’s about being confident in who you are and celebrating what you’ve achieved.”*
- ☐ They can use their Brag sheet to help with resumes, interviews, and future opportunities.
- ☐ **Briefly share:** A few highlights, experiences, accomplishments, and interests on your Brag Sheet.
- ☐ Scholars will create theirs by using the Brag Sheet template.
- ☐ Give scholars about 5 minutes to begin filling in their experiences, strengths, and goals. They don’t need to have every section completed.
- ☐ Encourage them to brainstorm and start with what comes to mind.

 **Scholars:**

- Using the template, create their own Brag Sheet

  **Mentors and Scholars:** Debrief

- ☐ **Encourage:** A few scholars to share something they included on their Brag Sheet.
 - *“Notice how our different strengths and experiences make us unique. This sheet is a great way to remind yourself of what you bring to the table — and it will keep growing as you do more in high school and beyond.”*

 **Mentors: Wrap-Up**

- *“Keep your Brag Sheet with you, we will be using it for our next activity, mock interviews.”*

 **Mentor Notes:**

- ☐ Encourage scholars to be **specific** (“Played basketball” → “Played basketball 6th through 8th grade, received Team Spirit Award”).
- ☐ If a scholar feels they “don’t have much,” remind them that **all experiences count:** helping family, volunteering, school projects, or learning a skill.
- ☐ Walk around and prompt with questions like:
 - *“What’s something you’ve done that made you proud?”*
 - *“Have you helped someone, led a group, or learned a new skill recently?”*
 - *“What would your friends or family say you’re really good at?”*

My Brag Sheet

My Name: _____ My GPA: _____

High school I'm attending: _____

Adjectives that describe me: _____

Favorite Classes Grade Why is this your favorite?

Greatest Accomplishments in School Grade / Year

In-School Activities Grade What Responsibilities Did You Have?

Out of School Activities Grade What Responsibilities Did You Have?

Honors / Awards I've Received: _____

Activity 6(d): Mock Interviews (30 minutes)

 **Goal:** Help scholars understand and practice interview skills, and reflect on the impressions they make.

 **Mentors:** Introduce Mock Interview worksheet (Tracker pg. 48)

☐ Many scholars may have never seen or experienced an interview before. A demonstration will help them understand expectations.

☐ **Demonstrate:** Some examples of poor/good skills when interviewing.

☐ Choose roles: One mentor is the applicant, the other is the employer.

☐ If only one mentor is present, ask the Key Teacher or a scholar to role-play with you.

☐ **Step 1: Bad Interview Example**

- Weak handshake or no handshake
- No eye contact
- Slouching, fidgeting, poor posture
- Saying “um, so, like...” repeatedly
- Unenthusiastic tone or poor hygiene/dress (describe it if not acting it out)

 **Mentors and Scholars:** Debrief

☐ **Discussion Prompts:**

- “How do you think that interview went?”
- “What did the applicant do well?”
- “What impression did the applicant leave?”
- “What might the employer think after that interview?”
- “How could the applicant improve?”

☐ **Step 2: Good Interview Example** (Optional if you have enough time)

- Firm handshake
- Friendly tone and clear communication
- Eye contact, strong posture, and still hands
- Speaking confidently about strengths and background

 **Mentors and Scholars:** Debrief

☐ **Discussion Prompts:**

- “How do you think that interview went?”
- “What did the applicant do well?”
- “What impression did the applicant leave?”
- “What might the employer think after that interview?”
- “What could be improved even more?”

☐ **Introduce:** Mock Interviews activity (8-10 minutes per role)

- “Now you’re going to have the opportunity to practice your own interview skills. Remember, this is a safe space to practice and get better together!”

☐ **Using the PowerPoint:** Display Mock Interview worksheet

☐ **Pair scholars:** (Encourage only 2 per group, teachers/mentors can participate if needed).

☐ Refer to Mock Interview Practice sheet (Tracker pg. 48)

☐ Have scholars **choose roles and practice** (one applicant, one employer).

☐ The employer role will take notes and provide feedback for the applicant.

☐ Give scholars a heads up 1 minute before they need to switch roles.

☐ After the first interview (approximately 8-10 minutes), scholars **switch roles** and repeat.

Scholars:

- Practice interview skills using the worksheet.
- Rotate roles so that each person is both an applicant and an employer.

Mentors and Scholars: Debrief

☐ Ask a few questions:

- *“How did the interviews go?”*
- *“Do you try to make your ideal impression on people when you first meet them?”*
- *“Do we have control over how we act and how we present ourselves?”*
“What are some of the challenges you face when trying to make your ideal impression?”
- *“What can we do to make sure we’re living in line with our values and presenting ourselves the way we want?”*
- *“What’s something you can do daily to leave a positive impression?”*

☐ **Review:** Mock Interview Helpful Tips and Tricks (Tracker pg. 49)

Mentors: Wrap-Up

- *“Interviewing takes practice, and today you took a big step in building confidence and learning how to show up as your best self.”*

Mock Interview Practice

Employer:

"Hello, my name is [your name] and I'm the manager here at [business name]. What is your name?"

Applicant:

"Hi, my name is [your name]. Thank you for meeting with me today."

Employer:

"Can you tell me a little bit about yourself and your strengths?"

Applicant:

[Share the adjectives you used to describe yourself and your strengths. How might you use them to succeed in this job?]

Employer:

"Thank you. Can you tell me why you want the [name of position] job?"

Applicant:

[Talk about your interests and how they might overlap with the job responsibilities.]

Employer:

"What are some hobbies or activities you are involved in outside of school?"

Applicant:

[Talk about your hobbies and activities you are involved in. Are you a leader in any of these activities? What responsibilities do you have?]

Employer:

"Thank you for sharing. Do you have any questions for me?"

Applicant:

[Ask a question about the job (not about the money).]

Employer:

[Answer the question]. "Thank you for meeting with me today. We will be in touch with our decision soon."

Applicant:

"Thank you so much. It was nice to meet you."

Employer Notes:

Mock Interviews

Helpful Tips and Tricks

Tip #1: Arrive early! Give yourself plenty of time to get to the interview, find parking, and find the room where your interview will take place.

Tip #2: Always remember to shake hands with the interviewer before and after your interview.

Tip #3: Research the company and the position you are interviewing for. It shows that you are prepared, and will take the initiative to learn more.

Tip #4: Be prepared to talk about yourself. Managers will ask about your strengths, weaknesses, and experiences. Prepare your answers ahead of time.

Tip #5: Don't talk about money during your interview. Once you receive a job offer, you can negotiate your pay at that time.

Tip #6: Dress for success! Wear an appropriate outfit and make sure your hair/makeup are professional.

Tip #7: Always ask questions at the end of the interview. Managers will ask "Do you have any questions for me?" Ask something like "What does a typical day look like in this position?" or "What is your favorite thing about your job?" Remember, you are interviewing them, just as much as they are interviewing you!

Tip #8: Follow up with a "Thank You" email or greeting card a few days after your interview. This shows your enthusiasm for the job and respect for the manager's time.

Common Reasons People Are Not Hired

- Lack of effort put into appearance
- Lack of enthusiasm or no goals
- Showing up late to the interview
- Not asking questions about the job or company
- Poor body language, such as no eye contact, slouching, etc.
- Talking badly about previous employers
- Cannot communicate clearly
- Not being polite
- Clear lack of preparation

Future-Focused Reflection: Preparing For High School (15 minutes)

 **Goal:** Help scholars reflect on their feelings about transitioning to high school and connecting their values and goals with their career pathway.

 **Mentors:** Introduce Reflection activity (Tracker pg. 50).

☐ **Review:** reflection questions

 **Scholars:**

➤ Individual reflection, answer questions in their Tracker.

Reflection Questions:

1. What is one thing you want to practice so you can feel more confident when being interviewed?
2. What are some things you can do in high school that would be good additions to your brag sheet? (Clubs, leadership opportunities, volunteering, etc.)
3. How are you feeling about going to high school?
4. What do you still want to accomplish in 8th grade to prepare you for next year?
5. What most excites you about your potential career pathway?

  **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:** Final meeting for Session 7 topic: My Year Reflection

- Engage in activities encouraging self-reflection, growth, impressions we make, and creating our vision for high school.

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

Mentor Notes on Scholar Feedback