



# COLLEGE, CAREERS & FINANCIAL FREEDOM

— F O R —  
MIDDLE & HIGH SCHOOL  
STUDENTS *2025*



Professor A.I.



[www.communitychangeinc.com](http://www.communitychangeinc.com)

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## ABOUT COMMUNITY CHANGE, INC & THE COLLEGE, CAREERS & FINANCIAL LITERACY PROJECT

**Community Change, Inc. (CCI)** is a New York State-based company whose mission is to support the survival and success of youth, families, communities, and the agencies that serve them. CCI does this through six services:

- Youth Programs
- Parent & Family Engagement
- Professional Development
- Course & Curriculum Development
- Organizational Development & Strategic Planning
- Fund Development & Grant Writing

**We support youth and families with educational programs in the following content areas:**

1. 21st Century Skills and Social-Emotional Learning Skills
2. Career Awareness/Career Explorations/Career Development/Job Readiness
3. Civic Engagement/Community Service/Service Learning
4. Culinary Arts
5. Cultural Awareness/Diversity, Belonging, Equity & Inclusion
6. Financial Literacy
7. Relationship Education/Restorative Practices/Conflict Management

CCI supports nonprofits, institutions of higher education, school districts, youth bureaus and other agencies through customized curricula and professional development. We also support these agencies by providing fund development and strategic planning services that builds their capacity to serve youth, parents/families, and communities.

Community Change, Inc. has three subsidiary companies: CareerVisions, Ltd., CareerVisions, NY and Professor A.I.

1. **CareerVisions, Ltd.** implements CCI's short-term, and year-to-year projects.
2. **CareerVisions, NY**, is CCI's nonprofit, 501(c)3 organization that implements CCI's state-wide, multi-year, grant-funded projects.
3. **Professor A.I.** is CCI's EdTech company that provides artificial intelligence-powered resources for teaching and learning. Professor A.I. also provides technological design services and solutions to address the organizational development needs of youth and community-serving agencies.

## Vision Statement

Community Change envisions thriving communities where youth, families, and the organizations that serve them have what it takes—and do what it takes—to support their collective survival and success. We see young people in positions of power, leading industries and shaping the future in alignment with their passions.

## Mission Statement

At Community Change, we are in the business of providing educational services in every setting possible—from classrooms and shelters to boardrooms and community spaces. Our mission is to make our community a better place to live by equipping youth, parents, and partner agencies with the tools, skills, and strategies to thrive.

Our distinctive approach—the Community Change Pedagogy—is a culturally responsive, project-based, social-emotional learning model that centers student identity, critical thinking, and community action. Through this framework, we offer:

- Educational programs that empower youth to solve real-world problems
- Professional development for educators and youth workers
- Organizational and fund development services for institutions serving vulnerable populations

**Primary Mission:** To strengthen communities by fostering the growth and resilience of youth and families

**Secondary Mission:** To prepare young people for positions of leadership and power

**Tertiary Mission:** To support youth in mastering industries connected to their interests and ambitions

## Goal

To cultivate self-directed learners who can understand, navigate, and positively impact their communities and the wider world through culturally responsive, project-based education.

## Objectives

The Community Change Pedagogy is designed to:

1. Develop students' critical thinking and problem-solving skills
2. Strengthen research capacity across academic and real-world contexts
3. Build executive functioning and self-management skills to support long-term survival and success

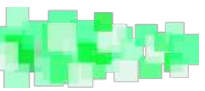
## Outcomes

As a result of this pedagogy, participants will:

- Engage deeply with real-world themes that reflect their identity, interests, and lived experiences
- Navigate all six phases of exploration, from personal inquiry to community-based action
- Analyze problems, evaluate root causes, and design meaningful, student-led interventions
- Demonstrate leadership, agency, and the ability to implement change in their communities

## Community Change Core Values

1. Community – We believe the collective is stronger than the individual, and growth is rooted in connection.
2. Effectiveness – We focus on producing meaningful results and sustaining success across all initiatives.
3. Efficiency – We maximize impact by getting as much done as possible without wasting time, money, or other valuable resources.
4. Empowerment – We build the capacity of people to take control of their destiny and transform obstacles into opportunities for themselves and others.
5. Excellence – We pursue the highest quality and strive for the best results in everything we do.
6. Leadership – We cultivate vision, initiative, and service-minded influence in every learner and partner.
7. Learning – We value inquiry, innovation, and experimentation to cultivate lifelong growth.
8. Resilience – We champion survival, success, and long-term self-determination for all communities we serve.



9. Responsibility – We foster accountability, integrity, and ownership for our actions and the situations we face.
10. Strategic Thinking & Planning – We analyze internal and external factors to determine the best course of action for overcoming challenges and making vision a reality.

## Educational Strategy: The Community Change Pedagogy

The Community Change Pedagogy is a culturally responsive, project-based, social emotional learning approach to education that:

- Follows six sequential phases to guide students through meaningful exploration of real-world themes such as careers, community issues, culture, 21st-century/life skills, economics, relationships, healthy eating, and the food industry.
- Begins with students' assets, interests, and identity (Phase 1) and culminates in community-engaged events and action projects (Phase 6).
- Is designed for use in K–12 classrooms, college courses, family literacy initiatives, and adult education programs.
- Each lesson is uniquely designed around three components: questions, references and exercises. These components combine to strengthen students' critical thinking/problem-solving (questions), research (references), and executive functioning/management skills (exercises).
- Integrates real-world content with academics and interest-based activities — creating meaningful, relevant lessons appropriate for any population in any educational setting.
- Lessons can be provided by the company, customized in pre-packaged curriculum, or created by the teacher using our A.I.-powered curriculum generator called Teacher PAI, creating lessons in minutes.



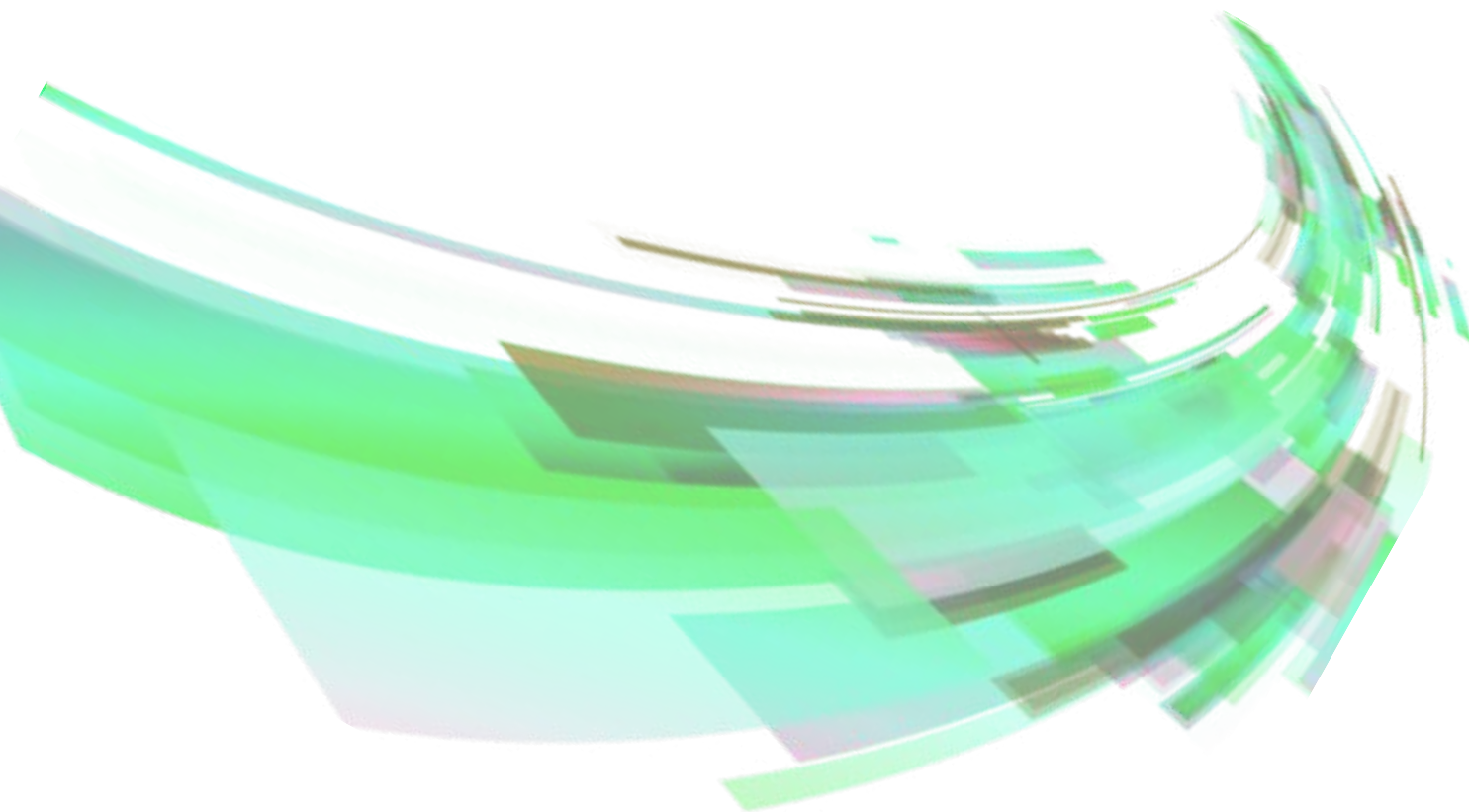
## The 9 Community Change Pedagogy Approaches

1. **CareerVisions** – Engages students in career exploration while promoting job readiness and entrepreneurship based on their passions and strengths.
2. **Community Change** – Engages students in civic education and service learning, empowering them to analyze and address their neighborhood concerns.
3. **Foodpreneurs** – Combines culinary arts with health and business education, enabling students to explore healthy eating and entrepreneurship in the food industry.
4. **Legacy** – Engages students to explore their cultural heritage and the diverse traditions of others.
5. **The Black Experience** – Engages students in learning about the various dimensions of the Black experience.
6. **The Latino Experience** – Engages students in learning about the various dimensions of the Latino experience.
7. **Mastery** – Develops students in any 21st Century or life skill area to prepare them to survive and succeed in the global economy.
8. **Money Move\$** – Students learn about the world of investing and various ways to make money work for them, including cryptocurrency, stocks, and entrepreneurship.
9. **Peace** – Engages students to explore conflict resolution, restorative practices, and healthy relationship-building at various levels of society.

## The College, Careers & Financial Freedom Project

Community Change, Inc. (CareerVisions, Ltd.) was contracted by New York City Public Schools to work with college and high school-aged youth leaders from across the district to develop an action plan for elevating student empowerment and improving the college and career readiness outcomes for highly vulnerable youth, with a focus on students in temporary housing and students in foster care. This involved students in temporary housing of grades 6–12 across schools and/or shelter sites throughout New York City.

Using the CareerVisions Model, students participated in a number of lessons to ensure that they receive the support they need to explore and plan for postsecondary opportunities. This included advising on financial aid and scholarships, career pathway guidance and individualized college plans.



Special thanks to **Ayana Dewer** and **Kayla Morrow** of the New York City Public Schools for fighting for and planning this important project that uplifts youth voice and lays the groundwork for accommodating their empowerment systemically; and to **Wayne Harris**, also of the New York City Public Schools, for being a consistent and dedicated force within the school system advocating for students in temporary housing.

Special thanks also to the Community Change, Inc. team members who have supported this project so far...

*Tim Agozie  
Ammon Archie  
Brian Artz  
Maria Cepeda  
Georgelina Cerdeno  
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## How to Use This Guide

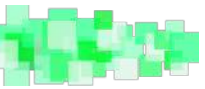
This guide is organized into six sequential phases that reflect the Community Change Pedagogy (CCP)—a culturally responsive, project-based, and social-emotional learning model that integrates academics and interest-based activities with real-world applications. Each phase contains a curated sequence of lessons designed to develop critical thinking, research, and executive functioning skills using a unique blend of questions, references, and exercises. This design is intentional in supporting participants ability to find things out, figure things out and to get things done.

### The Six Phases of Explorations:

- Phase 1: Identity, Interests & Assets – Students engage in self-discovery and vision-setting to identify strengths and goals.
- Phase 2: Interpersonal Skills, Leadership & Personal Branding – Focuses on building communication, confidence, and leadership presence.
- Phase 3: Professionalism – Teaches students how to present themselves effectively in academic and workplace settings.
- Phase 4: Exploring College Opportunities & Campus Life – Helps students research and navigate postsecondary pathways and environments.
- Phase 5: Financing Education & Mastering Academic Success – Builds financial literacy and essential study skills to support college persistence.
- Phase 6: Action – Guides students through showcasing their learning, leading events, and preparing for real-world application.

### Each lesson follows a consistent Community Change Pedagogy format:

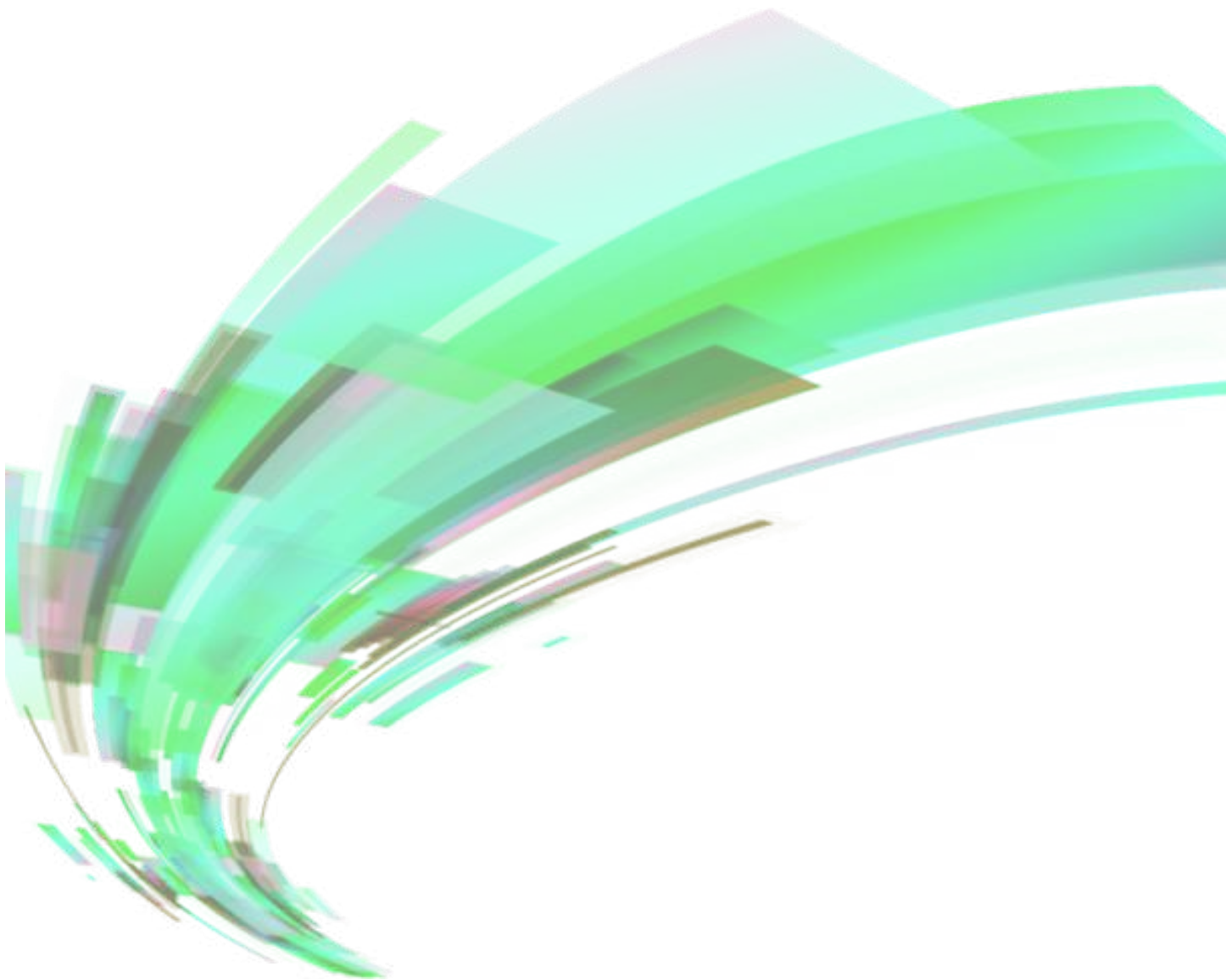
1. Welcome – Introduces the day's focus.
2. Icebreaker – A movement-based activity to build engagement.
3. Exploratory Exercise – Promotes analysis using a question and a reference (article or video).
4. Expression Exercise – Encourages students to apply learning creatively.
5. Review – Summarizes key takeaways.
6. Reflection – Provides space for personal growth and next steps.



## Supplementary Resources

To further support implementation, this guide includes three additional components:

1. Tip Sheets – Provide research-based strategies, New York City-specific resources, and contact information relevant to the lesson topic.
2. Worksheets – Allow students to track and apply their findings from the Exploratory Exercise and engage with a custom-designed puzzle or word game to reinforce key concepts in a fun and challenging way.
3. Assessment Tools – Offered for each phase to evaluate student understanding and growth over time.





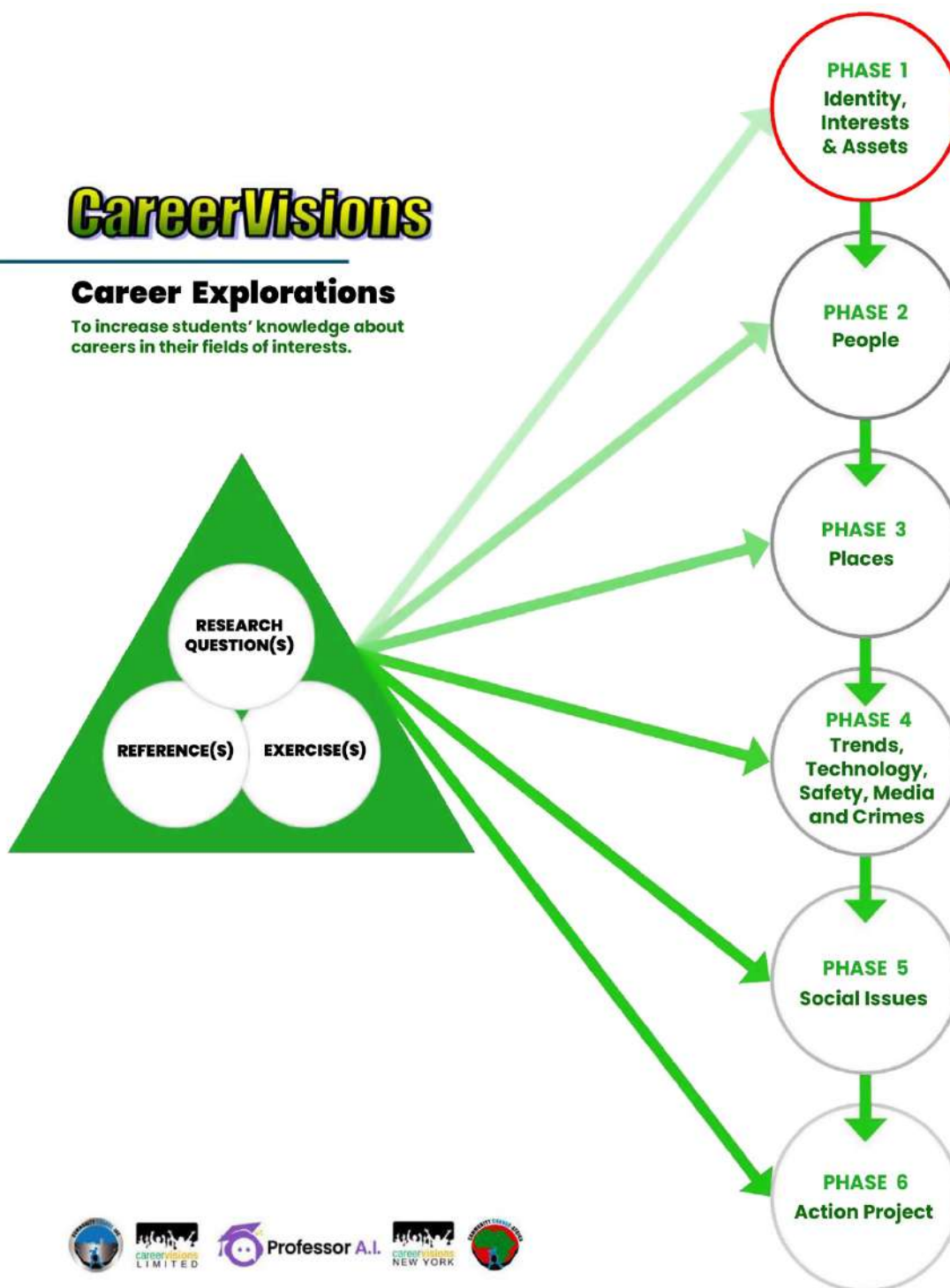
## Phase 1: Identity, Interests & Assets

Laying the groundwork for self-discovery and vision setting.

### CareerVisions

#### Career Explorations

To increase students' knowledge about careers in their fields of interests.



## | Lesson 1: Welcome & Program Introduction

### Objective:

- Introduce students to the **program's purpose and expectations**.
- Build a **sense of community** among participants.
- Help students **reflect on their strengths and areas for growth**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"You are here because your voice matters. Over the next few Lessons, we will explore ways to build confidence, leadership, and a strong vision for your future."*
  - Reinforce the **end goal**: *"Everything we do will lead up to a final action plan and presentation to city leaders advocating for youth empowerment."*

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### 2. Icebreaker: "One Word About Me" (2 min)

- **Activity:**
  - Students say their name and share **one word** that describes them.
  - Example: *"I'm Jordan, and I'm determined."*
  - Facilitator writes responses on a **chart paper or whiteboard** to reference throughout the program.

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### 3. Exploratory Exercise: "Our Strengths & Challenges" (20 min)

- **Framing Question:** *What strengths do we bring to this program, and what challenges do we want to overcome?*
- **Activity Steps:**
  1. **Think & Write**
    - Each student writes **one personal strength** and **one challenge** they face.
  2. **Small Group Discussion**
    - Students discuss their strengths and challenges in **groups of 3-4**.

### 3. Whole Group Sharing

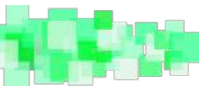
- Each group shares **one strength and one challenge** with the class.
- Facilitator **organizes themes** on the board (e.g., confidence, motivation, academic struggles, housing instability).
- **Connecting the Dots:**
  - *"We all bring strengths, and we all face challenges. Over the next few Lessons, we will build on our strengths and find solutions to overcome obstacles."*

### 4. Expression Exercise: "Setting Our Goals" (20 min)

- **Framing Statement:** *"To grow, we must set goals. Let's think about where we want to be by the end of this program."*
- **Activity Options (Students Choose One):**
  - **Draw It** – Create a **vision sketch** of personal and academic goals.
  - **Write It** – Write **one short-term** and **one long-term** goal.
  - **Act It Out** – In pairs, students **role-play a future version of themselves** achieving a goal.
- **Sharing & Discussion (Optional):**
  - Volunteers present their goals.
  - Facilitator **highlights common themes** and connects them to future lessons.

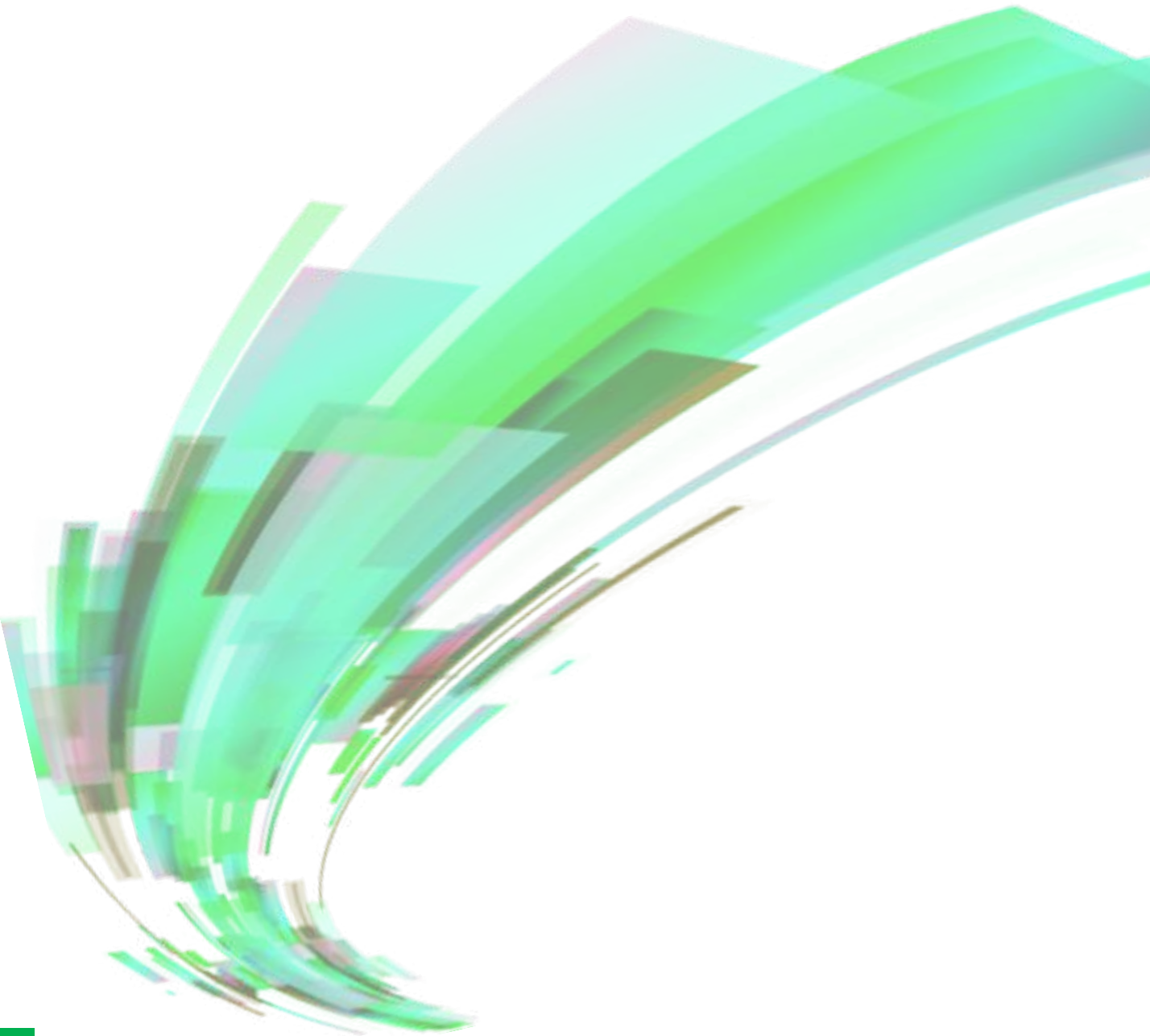
### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. *What is one thing you learned about yourself today?*
  2. *What is one goal you set for yourself?*
  3. *How can we support each other in reaching our goals?*
- **Closing Message:**
  - *"Every step we take will bring us closer to achieving our goals. Let's keep growing together."*



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares** one **small action** they can take before the next Lesson.
  - Examples:
    - *"I will write down my goals every morning."*
    - *"I will ask a teacher about a college program."*
    - *"I will practice confidence by speaking up in class."*
- **Closing Message:**
  - *"Every small step matters. Your voice, ideas, and goals are shaping your future."*



## | Lesson 2: Exploring Personal Identity

### Objective:

- Help students reflect on their **personal identity** and values.
- Connect identity to **leadership and goal setting**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Today, we will explore who we are, what we value, and how our experiences shape our future goals."*

---

### 2. Icebreaker: "Identity Corners" (10 min – Movement Activity)

- **Setup:** Label four corners with different identity markers:
  - *Culture*
  - *Education*
  - *Interests & Hobbies*
  - *Personal Strengths*
- **Instructions:**
  - Facilitator **reads a statement** (e.g., *"Go to the corner that represents the most important part of your identity."*).
  - Students **move to the corner** that resonates with them.
  - Each group **discusses why they chose that identity marker**.

---

### 3. Exploratory Exercise: "Who Am I?" (20 min)

- **Activity:**
  - Students **create a personal identity chart** that includes:
    - Strengths
    - Challenges they've overcome
    - Goals
    - Key influences (people, experiences, culture)
- **Small Group Sharing:**
  - Students **pair up** and explain their identity chart.
- **Whole Group Reflection:**



- "What do we notice about our identities?"
- "How do our personal stories shape our future goals?"

#### 4. Expression Exercise: "My Personal Motto" (20 min)

- **Framing Statement:** "A personal motto is a statement that reflects who you are and what you stand for."
- **Activity:**
  - Students **write a personal motto** (e.g., "I am strong, and I never give up.").
  - Optional: Students **decorate their mottos** and post them on a board.

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - What is one thing you learned about yourself today?
  - How does understanding your identity help you set goals?

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares one action** to live by their motto.
  - Examples:
    - "I will remind myself of my strengths when I feel discouraged."
    - "I will share my story with someone who might relate to it."
- **Closing Message:**
  - "Your identity is your power. Own it, and use it to shape your future."

## | Lesson 3: Setting Personal & Academic Goals

### Objective:

- Help students define **personal and academic goals**.
- Use **vision boarding** as a creative tool to visualize success.
- Introduce **SMART goal-setting strategies**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Now that we've explored who we are, it's time to focus on where we're going. Today, we will set personal and academic goals and visualize success."*

---

### 2. Movement Activity: "Step Into Your Future" (10 min)

- **Setup:**
  - The room is divided into **three zones**:
    - **Current Self** (Where you are now)
    - **Future Self** (Where you want to be)
    - **Action Steps** (What needs to happen to get there)
- **Instructions:**
  - Students stand in the **"Current Self"** area and describe their present situation.
  - They **walk to the "Future Self" area** and describe their **ideal academic and personal life** (e.g., *"I am a college student majoring in business."*).
  - They move to **"Action Steps"** and brainstorm 2–3 things that will help them **achieve their vision**.
- **Debrief Discussion:**
  - *"What felt exciting about stepping into your future?"*
  - *"What obstacles might come up along the way?"*

---

### 3. Exploratory Exercise: SMART Goals Breakdown (20 min)

- **Framing Question:** *What makes a goal realistic and achievable?*
  - **Facilitator introduces SMART Goals:**
    - Specific – Clear and detailed.
    - Measurable – Can track progress.
    - Achievable – Realistic to accomplish.
    - Relevant – Connected to personal growth.
    - Time-Bound – Has a deadline.
  - **Small Group Practice:**
    - Each student **writes a SMART goal** related to academics, leadership, or personal growth.
    - Students **share their goals with a partner** and offer feedback.
- 

#### 4. Expression Exercise: Vision Boarding (20 min)

- **Framing Statement:** *"A vision board helps bring our goals to life. Let's get creative and map out our future."*
  - **Activity:**
    - Students create **individual vision boards** using paper, markers, and printed images.
    - Categories include:
      - **Education** (college, certifications, scholarships)
      - **Personal Growth** (confidence, mindset)
      - **Leadership & Advocacy** (helping others, community involvement)
  - **Sharing & Discussion (Optional):**
    - Volunteers explain their **vision board themes**.
    - Facilitator **highlights patterns** and connects them to future lessons.
- 

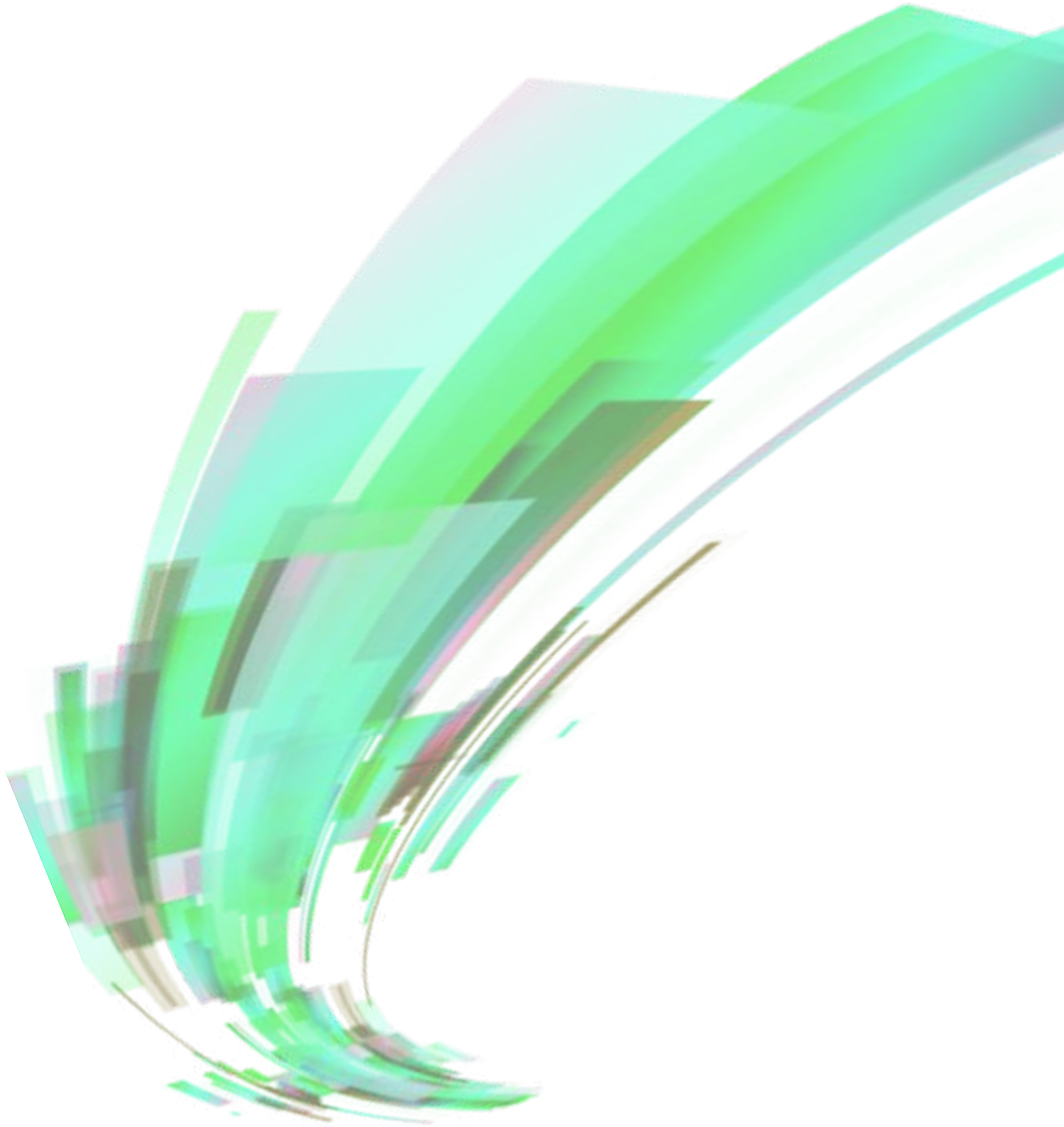
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What's one big goal you want to focus on?*
  - *How does visualizing success help you stay motivated?*

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares one small step** toward their goal.

- Examples:
  - *"I will research a college program that interests me."*
  - *"I will set aside 10 minutes a day to review my vision board."*
- **Closing Message:**
  - *"Your vision for success is yours to create. Keep building, keep striving."*



## | Lesson 4: Turning Goals into Action

### Objective:

- Help students develop **step-by-step action plans** for achieving their goals.
- Introduce **habit-building and accountability strategies**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"A goal without a plan is just a wish. Today, we'll break down our goals into action steps and build habits that lead to success."*

### 2. Movement Activity: "Success Pathway" (10 min)

- **Setup:**
  - Place **four labeled spots** around the room:
    - **Goal Identified**
    - **First Step Taken**
    - **Facing a Challenge**
    - **Overcoming the Challenge**
- **Instructions:**
  - Students **move through each stage**, acting out what they would do in that situation.
  - **Example:**
    - *Goal Identified: "I want to improve my grades."*
    - *First Step Taken: "I will ask for help from a tutor."*
    - *Facing a Challenge: "I feel discouraged after failing a test."*
    - *Overcoming the Challenge: "I will develop better study habits."*
- **Debrief Discussion:**
  - *"What challenges might we face in achieving our goals?"*
  - *"How do we push forward even when things get tough?"*

### 3. Exploratory Exercise: Creating a Goal Action Plan (20 min)

- **Framing Question:** *How do we turn a goal into a step-by-step plan?*
- **Activity:**



- Students **choose one goal** from their vision board.
- They break it down into:
  - **3 short-term steps** they can take this month.
  - **1 accountability strategy** (who will check in on their progress?).
- Students **pair up** and discuss their plans.

#### 4. Expression Exercise: "Letters to My Future Self" (20 min)

- **Framing Statement:** *"What advice would your future self give you about staying on track?"*
- **Activity:**
  - Students **write a letter to their future self**, describing:
    - **Their biggest goal**
    - **Challenges they might face**
    - **Encouraging words to keep going**
  - Letters are **sealed and saved** to open at the end of the program.
- **Sharing & Discussion (Optional):**
  - *"What's one thing you included in your letter that you don't want to forget?"*

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What is one step you can take toward your goal this week?*
  - *How will you hold yourself accountable?*

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares one thing they will start doing immediately.**
  - Examples:
    - *"I will check my progress every Sunday."*
    - *"I will ask for help when I need it."*
- **Closing Message:**
  - *"Small steps lead to big changes. Keep moving forward."*

## | Lesson 5: Exploring Strengths & Interests Through Creativity

### Objective:

- Help students **identify their strengths and interests** in an engaging and creative way.
- Use **movement-based activities and digital tools** to explore personal passions.
- Foster **self-confidence and a growth mindset**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Today, we're diving into creative self-discovery. We'll explore what makes us unique and how our strengths shape our future."*
  - Reinforce the **end goal**: *"Understanding our strengths helps us set clearer goals and take meaningful action."*

### 2. Movement Activity: "Strengths Spectrum" (10 min)

- **Setup:**
  - Place **three signs** across the room:
    - **"This is a major strength of mine"**
    - **"I'm working on it"**
    - **"This is a challenge for me"**
- **Instructions:**
  - Facilitator **reads statements** about different skills and interests.
  - Examples:
    - *"I am creative and love making things."*
    - *"I feel confident speaking in front of others."*
    - *"I enjoy solving problems and thinking critically."*
  - Students **walk to the sign that best represents them**.
  - **Group Discussion:**
    - *"What did you learn about yourself?"*
    - *"How do our strengths help us in school and life?"*

### 3. Exploratory Exercise: Digital Self-Discovery Quiz (20 min)

- **Framing Question:** *What do our interests and personality say about us?*
- **Activity:**
  - Students take a **fun, digital personality or strengths assessment** (e.g., *16 Personalities, Holland Code Career Quiz*).
  - **Pair Discussion:**
    - Share **one insight from the quiz** and how it connects to real-life interests.
    - *"Did anything surprise you about your results?"*
- **Whole Group Discussion:**
  - Facilitator **writes common themes** from student results.
  - *"What are some strengths we have as a group?"*

#### 4. Expression Exercise: Personal Strengths Collage (20 min)

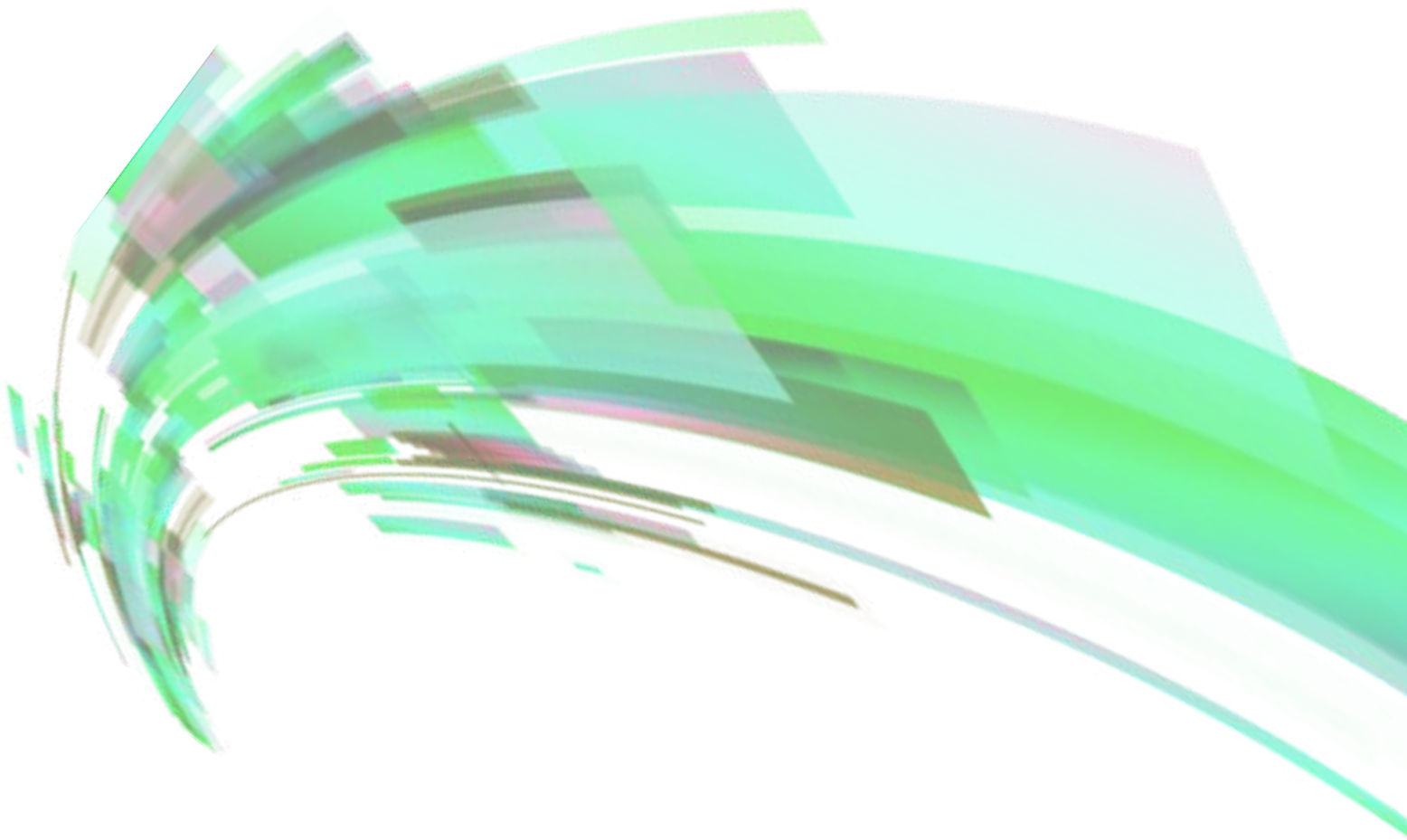
- **Framing Statement:** *"We are going to create a collage that visually represents our strengths, interests, and future aspirations."*
- **Activity:**
  - Students create a **personal strengths collage** using either:
    - **Magazines & print materials** for a hands-on approach.
    - **Digital tools** (Canva, Google Slides) for a tech-based option.
  - Collages should include:
    - **Images or words** that represent their strengths.
    - **Symbols or quotes** that inspire them.
    - **A vision of their future self.**
- **Sharing & Discussion (Optional):**
  - Students **present their collage** in pairs or small groups.
  - Facilitator asks: *"How does this collage represent who you are?"*

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What is one strength you discovered today?*
  - *How can knowing your strengths help you set better goals?*

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares** one way they will apply their strengths.
  - Examples:
    - *"I will use my creativity to start a new project at school."*
    - *"I will practice my leadership skills by helping a friend."*
- **Closing Message:**
  - *"You already have everything you need to be successful—your strengths are your superpowers."*



## | Lesson 6: Vision Boarding for the Future

### Objective:

- Use **vision boarding** to help students visualize their future goals.
- Encourage students to **think creatively and dream big**.
- Make goal setting **engaging, personal, and interactive**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Today, we're taking everything we've learned about ourselves and turning it into a visual roadmap for the future."*

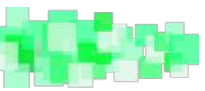
### 2. Movement Activity: "Future Self Walk" (10 min)

- **Setup:**
  - Create **three zones** in the room:
    - **Where I Am Now**
    - **Where I Want to Be**
    - **How I Will Get There**
- **Instructions:**
  - Students walk **from one zone to the next** and answer prompts:
    - *"Right now, I am..."*
    - *"In the future, I see myself..."*
    - *"To get there, I will..."*
  - **Pair Discussion:**
    - Share one **insight** from their walk with a partner.
    - *"What did you learn about your future self?"*

### 3. Exploratory Exercise: Vision Board Planning (20 min)

- **Framing Question:** *What does success look like to you?*
- **Activity:**
  - Students **brainstorm categories** for their vision board:
    - **Education & Career**
    - **Personal Growth & Mindset**





- **Hobbies & Interests**
- **Community & Impact**
- **Pair & Share:**
  - Each student **shares one category** they are excited about.

#### 4. Expression Exercise: Vision Board Creation (20 min)

- **Framing Statement:** *"A vision board is a personal reminder of your dreams and goals. Let's create one that reflects your future."*
- **Activity:**
  - Students create their vision boards using:
    - **Magazines & art supplies** (for hands-on vision boards).
    - **Canva, Google Slides, or digital collage apps** (for tech-based vision boards).
  - Encourage **creativity**:
    - **Quotes & Affirmations** – Inspire motivation.
    - **Symbols & Colors** – Represent personal themes.
    - **Goal Milestones** – Small steps toward big dreams.
- **Sharing & Reflection:**
  - Students present their vision boards in **small groups**.
  - Facilitator asks:
    - *"What does your vision board say about your future?"*

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What was your favorite part of creating a vision board?*
  - *How does seeing your future visually help you stay focused?*

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes a personal mantra or affirmation** related to their vision board.
  - Examples:
    - *"I am capable of achieving anything I set my mind to."*
    - *"My future is bright, and I have the power to shape it."*
- **Closing Message:**
  - *"This vision board is your personal map—keep it somewhere you can see it and let it guide your journey."*

## | Lesson 7: Mapping Your Pathway to Success

### Objective:

- Help students **visualize their academic and career pathways** using mind mapping.
- Encourage **collaborative brainstorming and planning**.
- Use **movement and creative activities** to engage students in future planning.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Now that we've explored our strengths and vision, it's time to map out the path to success. Today, we will use mind mapping to create a step-by-step plan for our future."*

### 2. Movement Activity: "Career Pathway Walk" (10 min)

- **Setup:**
  - Label different **zones in the room** as career fields (e.g., *Health, Tech, Arts, Business, Education*).
- **Instructions:**
  - Students **walk to the zone that interests them most**.
  - **Small Group Discussion:**
    - *"Why does this career field interest you?"*
    - *"What skills or education do you think you need?"*
  - **Quick Share:** Each group shares one **career insight** with the class.

### 3. Exploratory Exercise: Mind Mapping Your Future (20 min)

- **Framing Question:** *What steps will take me from where I am to where I want to be?*
- **Activity Steps:**
  1. Students choose one of the following to map out:
    - **Academic Journey** (High school → College → Career)
    - **Career Exploration** (Interests → Skills → Jobs)

## 2. Mind Mapping:

- Start with a **central goal** (e.g., *Become a Nurse or Graduate College*).
- Branch out with **steps needed** (e.g., *Get good grades, apply for scholarships*).

## 3. Pair Sharing:

- Students **compare maps** with a partner.
- Discuss similarities and different paths.

## 4. Expression Exercise: The "Dream Roadmap" Challenge (20 min)

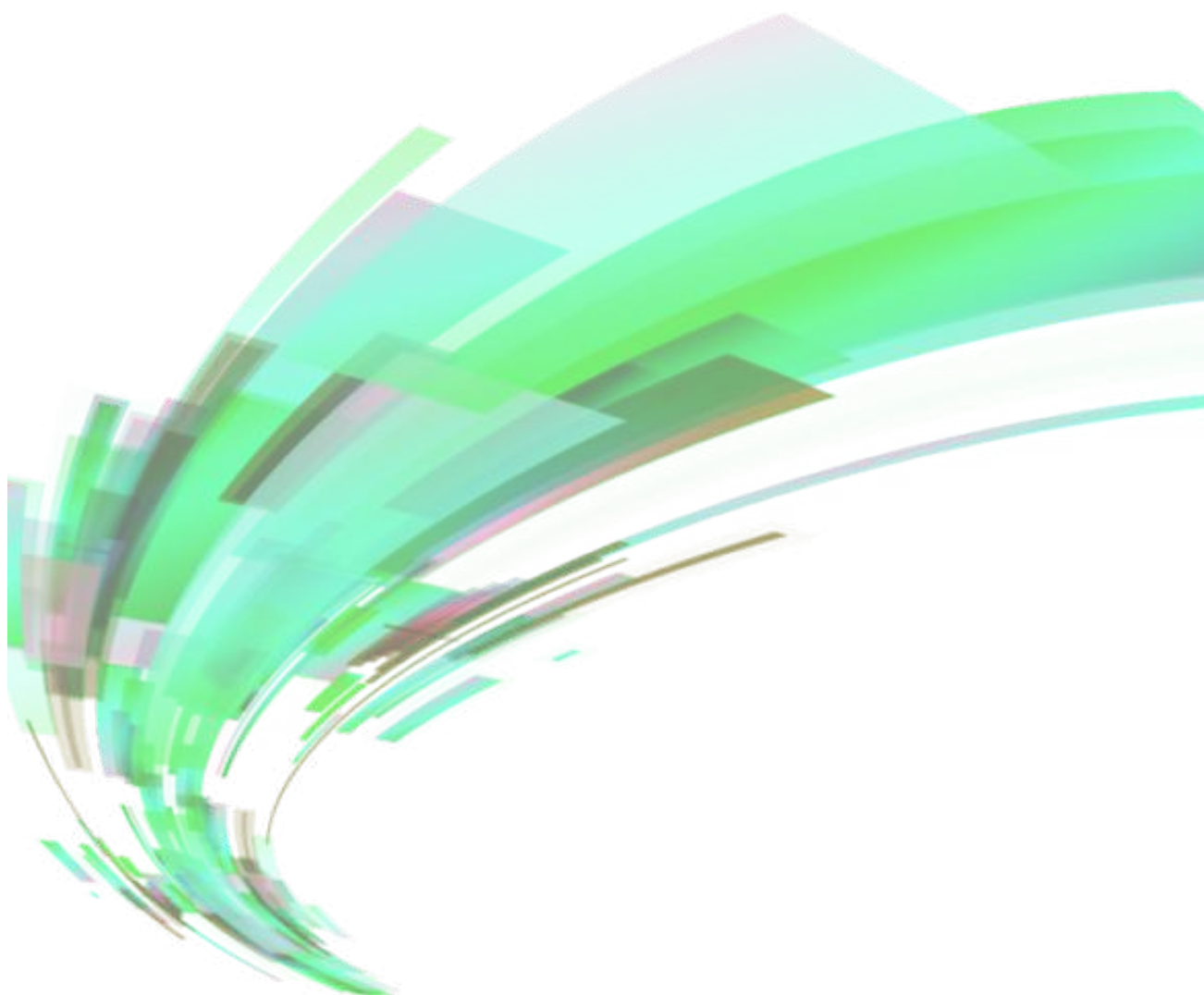
- **Framing Statement:** *"Let's build a roadmap from today to your dream future!"*
- **Activity:**
  - Students create a **timeline or roadmap** with:
    - **Milestones** (graduation, internships, leadership roles).
    - **Possible detours** (challenges they may face).
    - **Support resources** (mentors, programs, scholarships).
  - **Gallery Walk:**
    - Students **post their roadmaps** around the room.
    - Walk around, write **encouraging comments** on sticky notes.

## 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What is one step you can take toward your dream this year?*
  - *What resources or support do you need to stay on track?*

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
    - Students **write or share** one action step they will take immediately.
    - Examples:
      - *"I will research scholarships for my field."*
      - *"I will ask a mentor about career paths."*
  - **Closing Message:**
    - *"Your future is a journey—keep mapping, keep moving, and keep growing!"*
- 



## | Lesson 8: Overcoming Obstacles on Your Journey

### Objective:

- Help students identify **potential challenges** on their career pathway.
- Develop **resilience strategies** to stay motivated and overcome barriers.
- Incorporate **movement-based problem-solving activities**.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Every journey comes with roadblocks. Today, we will explore how to navigate obstacles and stay on course."*

### 2. Movement Activity: "Obstacle Course" (10 min)

- **Setup:**
  - Place **cones, chairs, or ropes** to create a **mini obstacle course** in the room.
- **Instructions:**
  - Students **navigate the course while carrying a "dream goal" card**.
  - Each obstacle represents a **common challenge** (e.g., *financial struggles, lack of confidence, family pressure*).
  - **Debrief Discussion:**
    - *"How did it feel to push through obstacles?"*
    - *"What helped you stay focused?"*

### 3. Exploratory Exercise: Identifying Roadblocks (20 min)

- **Framing Question:** *What are the biggest challenges to achieving our goals?*
- **Activity Steps:**
  1. **Brainstorming Wall:**
    - Students write **one challenge** on sticky notes and place them on a wall.
  2. **Group Sorting:**
    - Categorize obstacles into **Personal, Academic, Financial, and Social**.

### 3. Small Group Discussion:

- Choose one **realistic challenge** and discuss solutions.

## 4. Expression Exercise: "Overcoming the Challenge" Role-Play (20 min)

- **Framing Statement:** *"Let's practice problem-solving through real-life scenarios."*
- **Activity:**
  - Students **act out different challenges** (e.g., failing a test, struggling with time management, financial struggles).
  - Other students **suggest solutions** based on what they've learned.
  - **Whole Class Reflection:**
    - *"What strategies were most helpful?"*
    - *"How do we stay motivated when facing setbacks?"*

## 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What is one obstacle you think you'll face in your journey?*
  - *What is one strategy you will use to overcome it?*

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Students write down **one commitment** to overcoming challenges.
  - Examples:
    - *"I will find a mentor to help guide me."*
    - *"I will practice time management skills."*
- **Closing Message:**
  - *"Challenges don't stop you, they shape you. Keep pushing forward!"*



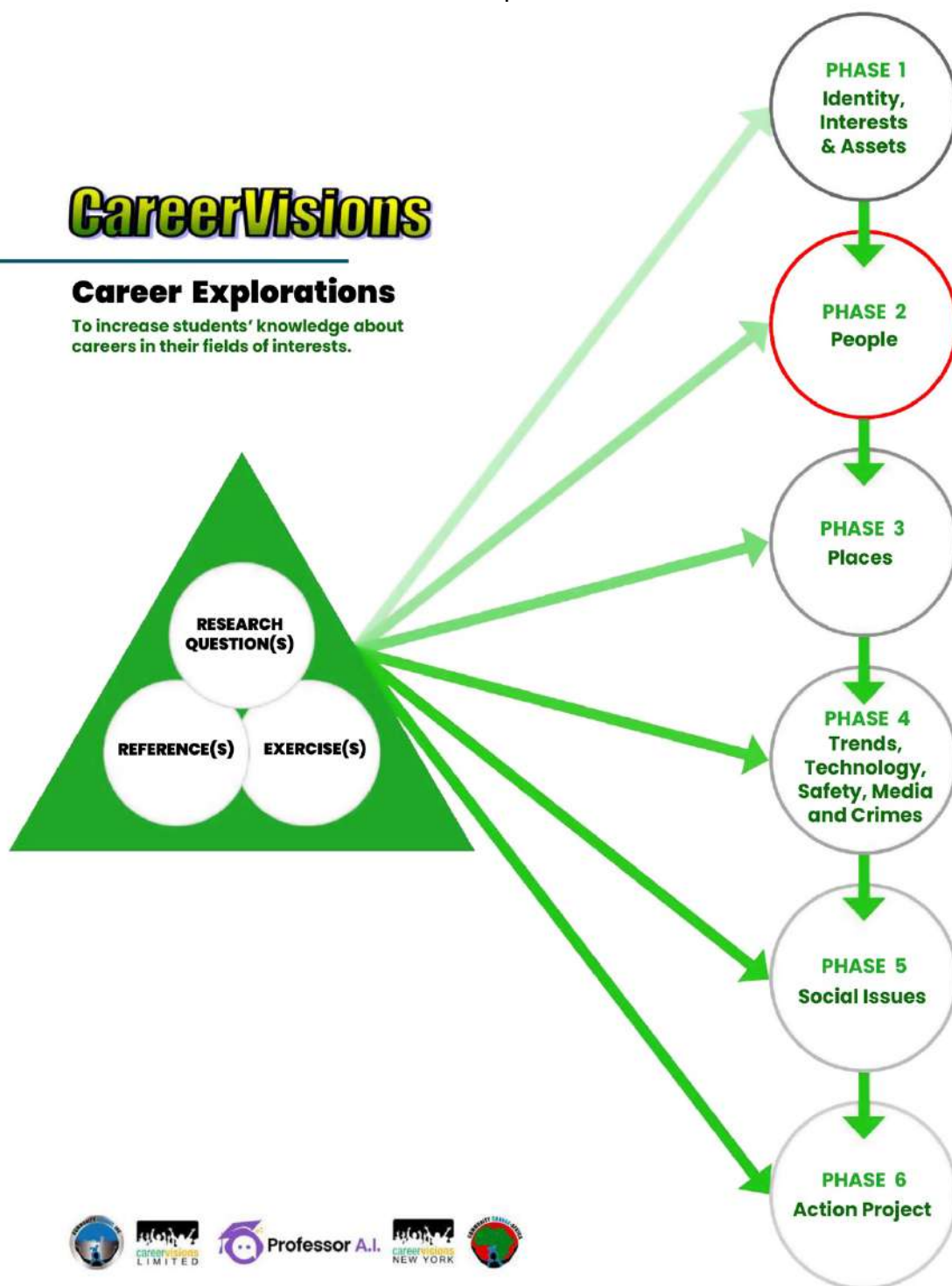
## Phase 2: Interpersonal Skills, Leadership & Personal Branding

Building interpersonal communication, storytelling, networking, and leadership abilities.

### CareerVisions

#### Career Explorations

To increase students' knowledge about careers in their fields of interests.



Professor A.I.



## | Lesson 9: Telling Your Story – Writing a Compelling Personal Statement

### Objective:

- Help students **identify their unique stories** and translate them into compelling personal statements.
- Introduce **storytelling techniques** to make essays engaging.
- Use **movement-based brainstorming activities** to spark creativity.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Your story is powerful. Today, we'll explore how to tell your personal journey in a way that connects with admissions teams and mentors."*

### 2. Movement Activity: "Story Walk & Talk" (10 min)

- **Setup:**
  - Place **five storytelling prompts** around the room on large chart paper:
    1. *A challenge I've overcome*
    2. *A moment that shaped who I am*
    3. *A person who influenced me*
    4. *A time I took a risk or stepped up as a leader*
    5. *A goal I'm working toward*
- **Instructions:**
  - Students **walk around the room** and stop at **two prompts** that resonate with them.
  - At each station, they **write or sketch** quick ideas.
  - Pair up and **discuss one story** they feel could be part of their personal statement.
- **Debrief Discussion:**
  - *"Which stories stood out to you?"*
  - *"What emotions did these experiences bring up?"*

### 3. Exploratory Exercise: "Story Mapping" (20 min)

- **Framing Question:** *How do we turn experiences into powerful essays?*
- **Activity Steps:**
  1. **Introduce the "Show, Don't Tell" Technique**
    - Example: Instead of "I worked hard in school," say "Every night, I stayed up past midnight studying, determined to prove to myself I could do it."
  2. **Students Choose a Story Idea**
    - From the "Story Walk" activity, students **pick one experience** to develop.
  3. **Story Mapping:**
    - Create a **simple outline**:
      - **Beginning** – Set the scene (What was happening?)
      - **Middle** – What challenge or decision did you face?
      - **End** – What did you learn? How did you grow?
  4. **Pair Sharing:**
    - Students **explain their story outline** to a partner.
    - Partner asks **one follow-up question** to help add depth.

### 4. Expression Exercise: First Draft Writing Sprint (20 min)

- **Framing Statement:** *"Let's start writing! Don't overthink—just get your ideas down."*
- **Activity:**
  - **5-Minute Free Write:** Write the first **paragraph of their essay** using their story outline.
  - **Switch & Review:**
    - Trade papers with a partner.
    - Each partner **writes one positive comment** and **one question** to improve the story.
  - **Revise & Expand:** Students add **one more paragraph** based on feedback.

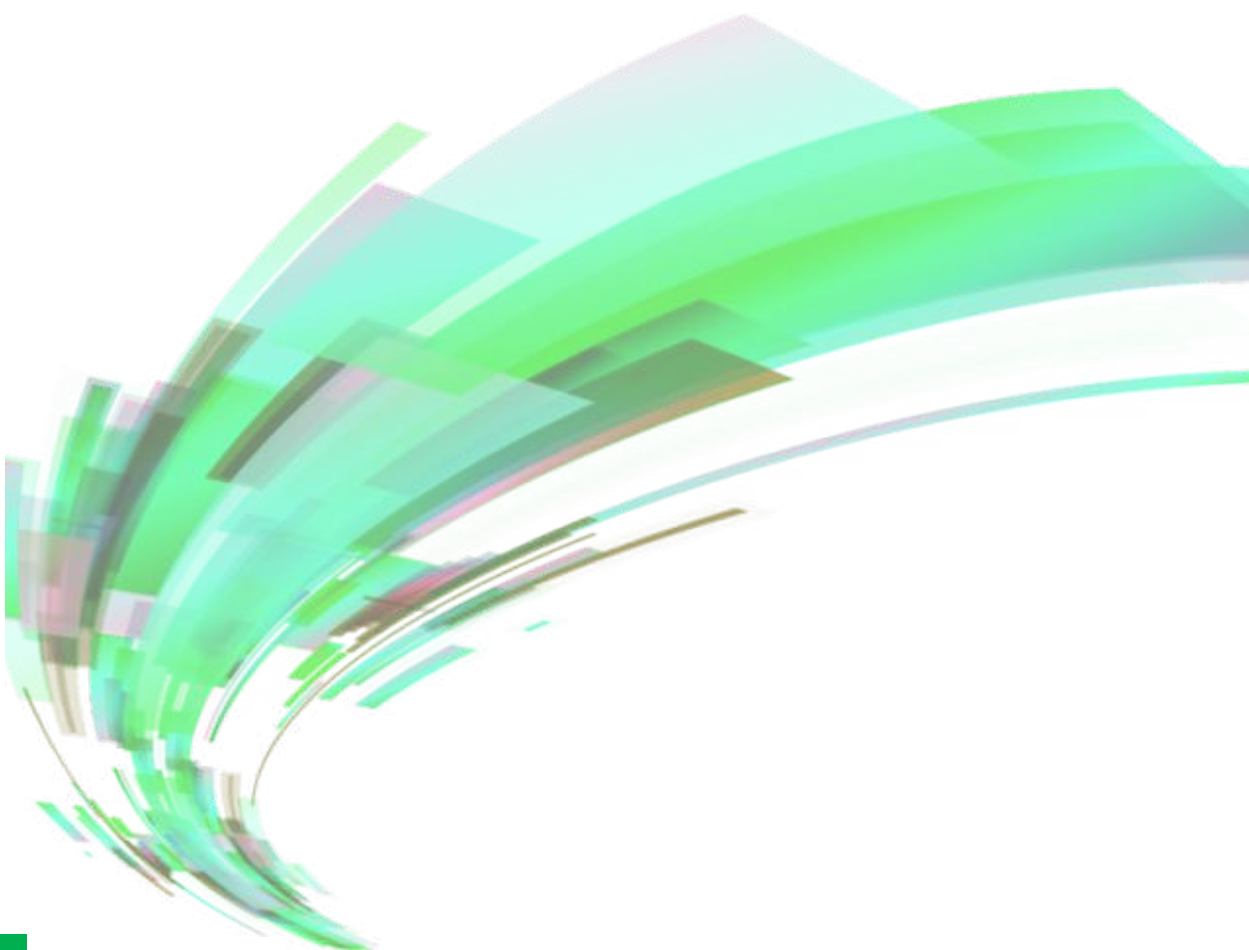
## 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What makes a personal statement memorable?*
  - *How can you use storytelling to show who you are?*

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## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Students **write down one thing they want to improve** in their essay.
  - Examples:
    - *"I will add more sensory details to my writing."*
    - *"I will strengthen my conclusion to show my growth."*
- **Closing Message:**
  - *"Your story is unique—own it and tell it with confidence!"*



## | Lesson 10: The Power of a Strong Recommendation Letter

### Objective:

- Teach students how to **build strong relationships with mentors and teachers** for recommendation letters.
- Guide students in **writing a personal “brag sheet”** to help recommenders.
- Incorporate **interactive and movement-based activities** to develop networking skills.

### 1. Welcome (1 min)

- **Facilitator’s Message:**
  - *“A strong recommendation letter can make a big difference. Today, we’ll learn how to make it easy for mentors and teachers to write great letters for you.”*

### 2. Movement Activity: “Networking Bingo” (10 min)

- **Setup:**
  - Give students a **bingo sheet** with different prompts:
    - *“Find someone who has asked a teacher for a recommendation before.”*
    - *“Find someone who has volunteered or joined a club.”*
    - *“Find someone who has a career mentor.”*
  - Students **walk around the room** and talk to peers to complete their bingo sheet.
- **Debrief Discussion:**
  - *“What did you learn about how others have built relationships with mentors?”*
  - *“Why is it important to connect with teachers and mentors?”*

### 3. Exploratory Exercise: Who Can Write My Letter? (20 min)

- **Framing Question:** *Who knows me well enough to write a strong recommendation?*
- **Activity Steps:**

1. **Brainstorm Mentors & Teachers**
  - Students list **3–5 adults** (teachers, coaches, supervisors) who could write a letter.
2. **Breakout Group Discussion:**
  - In small groups, students share **one person on their list** and explain why they chose them.
  - Class discusses **qualities of a strong recommender**.
3. **Letter-Writing Do's & Don'ts:**
  - **DO:** Ask early, provide details about your achievements, be professional.
  - **DON'T:** Assume teachers will remember everything, wait until the last minute.

#### 4. Expression Exercise: Writing a Brag Sheet (20 min)

- **Framing Statement:** *"A 'brag sheet' helps recommenders write strong, personalized letters."*
- **Activity:**
  - Students create a **one-page brag sheet** that includes:
    - **Their biggest achievements**
    - **Leadership roles or extracurriculars**
    - **A challenge they've overcome**
    - **Why they are applying (to a school, job, or program)**
  - **Pair Sharing:**
    - Students **swap brag sheets** with a partner.
    - Partner **suggests one way to make it stronger**.
  - **Revise & Finalize:**
    - Students add **one more detail** to strengthen their sheet.

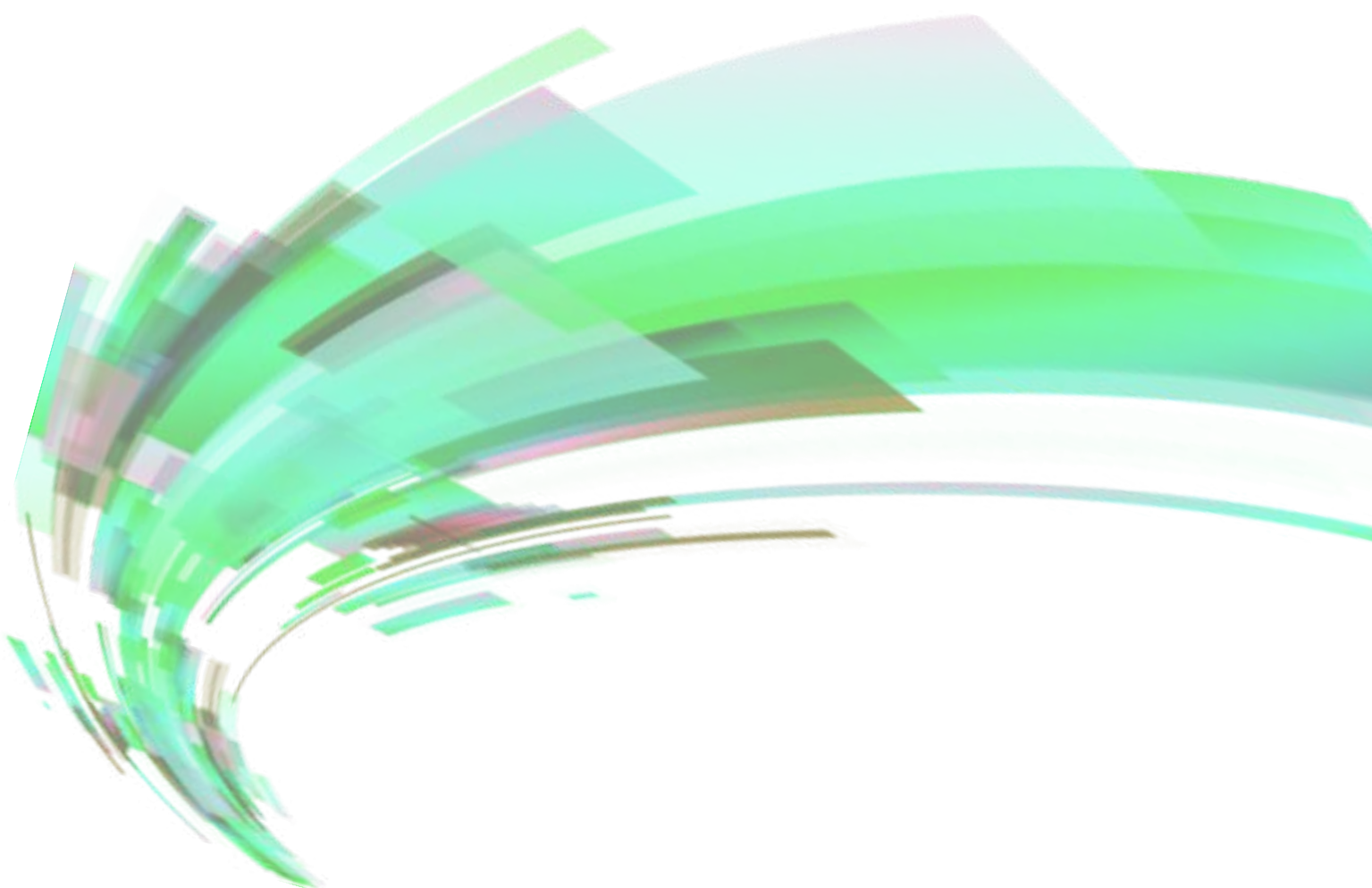
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *Why is a strong recommendation important?*
  - *How can you help your mentor write the best letter possible?*



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Students **write down their next action step** for securing a strong letter.
  - Examples:
    - *"I will ask my teacher for a recommendation next week."*
    - *"I will update my brag sheet with more details."*
- **Closing Message:**
  - *"You have the power to shape how others present you—give them the tools to tell your best story!"*



## | Lesson 11: CareerVisions Lesson Plan: Building a Resume That Tells Your Story

### **Objective:**

Students will understand the components of a strong resume, explore examples, and begin creating their own that highlights their strengths, interests, and experiences — even with limited work history.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Your resume is more than a job document — it's your personal highlight reel. Today, we'll learn how to tell your story in a way that opens doors."

### **2. Icebreaker – "Hype Me Up" (10 min – Movement Activity)**

#### **Instructions:**

- Have students partner up.
- One student acts as the "hype rep" for the other, introducing them like a star at an award show (e.g., "This is Jayden — the hardest working, most organized, always-ready-to-help future engineer you'll ever meet!")
- Then switch roles.

#### **Debrief:**

- What felt good about being hyped up?
- What strengths did you recognize in yourself or your partner?

### **3. Exploratory Exercise – What Makes a Strong Resume? (20 min)**

#### **Framing Question:**

What goes into a great resume, and how do I make mine stand out?

#### **Reference Option 1 – Article**

Title: "High School Resume Template (Plus Tips and Example)"

Source: Indeed.com

Link: <https://www.indeed.com/career-advice/resumes-cover-letters/high-school-resume-template>

## Reference Option 2 – Video

Title: “How to Write a Resume for High School Students with NO Experience” (4:49)

Source: YouTube – Cass Thompson Career

Link: <https://www.youtube.com/watch?v=GU9pQFt7xms>

### Instructions:

- Split students into small groups.
- Half the class reads the article, the other half watches the video.
- Each group lists:
  - 3 important things to include on a resume
  - 1 tip for standing out with limited job experience

### Discussion Prompts:

- “What surprised you about the resume tips?”
- “What’s something you already have that could go on a resume?”

## 4. Expression Exercise – “My First Resume” (20 min – Guided Build)

### Instructions:

- Students begin creating their own resume using a template or outline:
  - Contact Info
  - Summary Statement
  - Education
  - Skills (both soft and hard)
  - Experience (volunteer work, school clubs, sports, family responsibilities)
  - Accomplishments or interests
- Encourage creative formatting: students can name their resume something like “The Talents of Trinity” or “All About Amari.”

### Optional Add-on:

- Pair-share for positive feedback (“One strong point I noticed on your resume is...”)

---

## 5. Review – “Resume Recap Relay” (5 min – Quick Recall Game)

### Instructions:

- Create two teams.
- Each team takes turns shouting out one important resume section or tip.
- Teams can’t repeat an answer.
- Keep going until one team runs out of ideas!

**Facilitator writes a list of winning answers on the board to summarize learning.**

---

## 6. Reflection – “Who I Am on Paper” (5 min)

### Prompt:

Write or share one thing you’re proud to include on your resume — even if it’s not a paid job.

### Examples:

- “I help my aunt with childcare every day after school.”
- “I led a group project in my science class.”
- “I always show up early for practice — that’s reliability.”

### Closing Message:

“Your experiences matter — even the small ones. Your resume is just the beginning of your story.”

## | Lesson 12: Building Confidence in Networking

### Objective:

- Help students **develop confidence** in professional networking.
- Teach **effective introduction and communication strategies**.
- Use **interactive movement-based activities** to make networking fun and engaging.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Networking is all about building connections. Today, we'll practice how to introduce ourselves with confidence and make meaningful connections."*

---

### 2. Movement Activity: "Networking Speed Chat" (10 min)

- **Setup:**
  - Create two lines of students facing each other.
  - Each student **introduces themselves** to the person across from them in **30 seconds**.
  - After 30 seconds, they **switch partners** and repeat the introduction.
- **Debrief Discussion:**
  - *"What felt easy about introducing yourself?"*
  - *"What was the hardest part?"*
  - *"What makes a strong introduction memorable?"*

---

### 3. Exploratory Exercise: The Elevator Pitch (20 min)

- **Framing Question:** *How can we introduce ourselves in 30 seconds or less?*
- **Activity Steps:**
  1. **Explain the Elevator Pitch Formula:**
    - Who are you?
    - What do you do?
    - What's your goal or interest?
    - Why should they remember you?

## 2. Write & Practice:

- Students write a **30-second pitch**.
- They **practice in pairs**, giving feedback to improve clarity and confidence.

## 4. Expression Exercise: Networking Role-Play (20 min)

- **Framing Statement:** *"Let's practice real-world networking scenarios!"*
- **Activity:**
  - Students **act out different networking situations**, such as:
    - Meeting a mentor for the first time.
    - Introducing themselves at a career fair.
    - Approaching a speaker after an event.
  - **Whole Group Reflection:**
    - *"What was the best networking tip you learned?"*

## 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  - *What makes a great first impression?*
  - *How can you use networking to help reach your goals?*

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes down or shares** one networking goal.
  - Examples:
    - *"I will introduce myself to a teacher or mentor this week."*
    - *"I will practice my elevator pitch before my next event."*
- **Closing Message:**
  - *"Networking is just talking to people—be confident, be yourself, and make connections!"*



## | Lesson 13: Thinking on Your Feet – Improv for Communication

### Objective:

- Develop **quick thinking and adaptability** in professional and social settings.
- Teach students how to **stay calm and confident under pressure**.
- Use **improv games** to make communication practice fun and engaging.

### 1. Welcome (1 min)

- **Facilitator's Message:**
    - *"In life, we don't always know what's coming next. Improv helps us stay calm, think fast, and respond confidently in any situation."*
- 

### 2. Movement Activity: "Yes, And..." (10 min – Improv Game)

- **Setup:**
    - Students stand in a circle.
    - One student starts with a sentence (e.g., *"I just started a new internship at a hospital!"*).
    - The next student **adds to the story** using "Yes, and..." (e.g., *"Yes, and I met a doctor who let me observe a surgery!"*).
    - The game continues until everyone has contributed.
  - **Debrief Discussion:**
    - *"What did you notice about how the story grew?"*
    - *"How can 'Yes, and...' thinking help us in real conversations?"*
- 

### 3. Exploratory Exercise: Handling Unexpected Questions (20 min)

- **Framing Question:** *How do we stay confident when we don't know what to say?*
- **Activity Steps:**
  1. **Rapid Fire Questions:**
    - Students take turns answering **unexpected questions** (e.g., *"Tell me about yourself."*, *"What's your biggest strength?"*).
  2. **Group Reflection:**
    - *"How do we handle surprises in conversations?"*

---

#### 4. Expression Exercise: Role-Playing Professional Situations (20 min)

- **Framing Statement:** *"Let's practice thinking on our feet in real-life situations!"*
  - **Activity:**
    - Students **role-play different networking and professional scenarios**, such as:
      - Introducing yourself at a conference.
      - Answering an unexpected interview question.
      - Asking a mentor for advice.
  - **Whole Group Reflection:**
    - *"What did you learn about handling unexpected situations?"*
- 

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
    1. What strategies help you think quickly in conversations?
    2. How can improv skills help in networking and interviews?
- 

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes down one way** they will apply improv techniques in real life.
  - Examples:
    - *"I will use 'Yes, and...' to stay positive in conversations."*
    - *"I will practice answering tough questions without overthinking."*
- **Closing Message:**
  - *"Stay flexible, stay confident, and trust yourself—you can handle any situation!"*

## | Lesson 14: Building Meaningful Professional Relationships

### Objective:

- Teach students how to **build and maintain professional relationships**.
- Develop **active listening and follow-up communication skills**.
- Use **movement-based activities** to reinforce relationship-building strategies.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Networking is not just about meeting people—it's about building relationships that last. Today, we'll focus on how to nurture professional connections over time."*

---

### 2. Icebreaker: "Find Something in Common" (10 min – Movement Activity)

- **Setup:**
  - Students pair up and **find three things they have in common** within 2 minutes.
  - They switch partners **three times** to find new commonalities.
- **Debrief Discussion:**
  - *"Why is finding common ground important in networking?"*
  - *"How does shared experience build trust in relationships?"*

---

### 3. Exploratory Exercise: The Follow-Up Strategy (20 min)

- **Framing Question:** *How do we turn a first conversation into a lasting connection?*
- **Activity Steps:**
  1. **Introduce Follow-Up Email Formula:**
    - Greet the person professionally.
    - Remind them how you met.
    - Mention something specific from your conversation.
    - Express appreciation & interest in staying connected.
  2. **Students Draft a Follow-Up Email:**

- Each student writes a **thank-you email** to a mentor, teacher, or networking contact.
- 3. **Pair & Share:**
  - Students **swap emails** and provide feedback.

#### 4. Expression Exercise: Networking Role-Play (20 min)

- **Framing Statement:** *"Let's practice professional networking conversations!"*
  - **Activity:**
    - Students are given **realistic networking scenarios**, such as:
      - Introducing themselves at a professional event.
      - Asking a mentor for advice.
      - Following up with a professional contact.
    - In **pairs**, students practice role-playing their scenario, then switch roles.
  - **Whole Group Reflection:**
    - *"What did you learn about making connections?"*
    - *"What is one thing you'll do differently next time?"*
- 

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
    1. What makes a follow-up message strong?
    2. How can you continue networking even after an event is over?
- 

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
    - Each student writes down one **action step** to strengthen their professional connections.
    - Examples:
      - *"I will email a teacher to thank them for their support."*
      - *"I will follow up with someone I recently met."*
  - **Closing Message:**
    - *"Networking doesn't stop after the first conversation—keep building and maintaining your connections!"*
-

## | Lesson 15: Listing Strong References That Represent You Well

### **Objective:**

Students will understand the importance of professional references, learn how to identify appropriate contacts, and practice requesting references in a respectful, professional way.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Your references are your reputation — people who speak on your behalf when you're not in the room. Let's make sure you choose the right ones and know how to ask."

### **2. Icebreaker – "Would You Vouch for Me?" (10 min – Movement + Trust Builder)**

#### **Instructions:**

- Post around the room: "YES," "MAYBE," and "NO."
- Read statements aloud (e.g., "I consistently show up on time" / "I work well in a team" / "I take initiative").
- Students move to the category that best describes how confident they feel someone would vouch for them on that trait.

#### **Debrief:**

- "What's something you think people admire about you?"
- "What area might you need to improve before asking someone to vouch for you?"

### **3. Exploratory Exercise – Who Should You Use as a Reference? (20 min)**

#### **Framing Question:**

What makes someone a strong reference — and how do I ask them?

## Reference Option 1 – Article

**Title:** “How to Get a Great Letter of Recommendation”

**Source:** BigFuture – College Board

**Link:** <https://bigfuture.collegeboard.org/plan-for-college/apply-to-college/application-process/how-to-get-a-great-letter-of-recommendation>

## Reference Option 2 – Video

**Title:** “References For Job Search. Who To Ask & Why You Need Reference Letters” (4:30)

**Source:** YouTube – Self Made Millennial

**Link:** <https://www.youtube.com/watch?v=EoUiiGJicII>

### Instructions:

- Divide the class in two: one half reads the article, the other watches the video.
- Each group answers:
  - What makes someone a good reference?
  - What’s the best way to ask someone for a reference?

### Discussion Prompt:

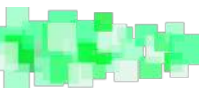
- “Why is it important to ask someone before listing them?”
- “What do you want your references to be able to say about you?”

## 4. Expression Exercise – “My Reference List & Email Draft” (20 min – Writing Activity)

### Instructions:

- Students create a working list of **3 potential references**. These can be:
  - Teachers
  - Coaches
  - Program directors
  - Volunteer leaders





- Students then draft a short, polite email or text asking one person to be a reference. Template provided:

*Dear [Name], I hope you're doing well! I'm applying for [job/program], and I was wondering if you'd be comfortable serving as a reference. I've appreciated your support in [context], and I believe you could speak to my [positive trait]. Thank you in advance!*

---

## 5. Review – “Reference Do’s and Don’ts” (5 min – Recap Game)

**Instructions:** Facilitator says a statement; students respond “Do” or “Don’t.”

Examples:

- “Ask someone who barely knows you.” → Don’t
  - “Say thank you to a reference afterward.” → Do
  - “Use a family member.” → Don’t
  - “Remind your reference what you’ve worked on together.” → Do
- 

## 6. Reflection – “Who Believes in Me?” (5 min)

**Prompt:**

Write down one person who would likely support you and what they would say about you.

**Examples:**

- “My mentor would say I show up early and help others.”
- “My coach would say I’ve grown more responsible this year.”

**Closing Message:**

“Your reputation is built every day by how you treat people. Choosing the right references shows you know who you are — and who’s seen you shine.”

## | Lesson 16: Mastering Interviews with Confidence

### **Objective:**

Students will explore how to prepare for job or program interviews, understand common interview questions, and practice using the STAR method to respond effectively and confidently.

---

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"An interview is your moment to shine — to show who you are beyond the paper. Today, you'll practice making great first impressions and telling your story with confidence."

---

### **2. Icebreaker – "Tell Me About Yourself" Circle (10 min – Speaking Warm-up)**

#### **Instructions:**

- Sit in a circle. Each student has 30 seconds to answer the classic interview opener:  
*"Tell me about yourself."*
- Peers give one compliment and one suggestion after each response.

#### **Debrief:**

- What felt natural?
  - What was hard to say about yourself?
- 

### **3. Exploratory Exercise – Interview Success Strategies (20 min)**

#### **Framing Question:**

What makes a strong interview response, and how do I stand out?

## Reference Option 1 – Article

Title: “10 tips to help you prepare for a job interview”

Source: Headspace Australia

Link: <https://headspace.org.au/explore-topics/for-young-people/job-interview-preparation/>

## Reference Option 2 – Video

Title: “How to Ace Your Interview (Using the STAR Method)” (4:30)

Source: YouTube – Linda Raynier

Link: [https://www.youtube.com/watch?v=hrfkhQUJw\\_8](https://www.youtube.com/watch?v=hrfkhQUJw_8)

### Instructions:

- Split students into two groups: article readers & video watchers.
- Groups identify:
  - Three strong tips from their source
  - One common mistake to avoid
  - The STAR Method breakdown (Situation, Task, Action, Result)

### Discussion Prompts:

- Why is it helpful to use examples when answering interview questions?
- What do employers or programs want to hear besides “I’m a hard worker”?

## 4. Expression Exercise – “Mini Mock Interviews” (20 min – Partner Practice)

### Instructions:

- Students pair up and alternate roles: interviewer and interviewee.
- Use these questions:
  1. Tell me about a time you solved a problem.
  2. What’s your greatest strength?
  3. Why should we choose you?
  4. Tell me about a time you worked as part of a team.
- Interviewees must use the STAR method to answer.

Facilitator circulates to provide feedback and encouragement.

## 5. Review – “Interview Truth or Trash” (5 min – Group Quiz)

**Instructions:** Facilitator reads statements aloud; students respond “Truth” or “Trash”:

- “You should wear sneakers to every interview.” → Trash
  - “It’s okay to pause before answering a question.” → Truth
  - “If you don’t know the answer, make something up.” → Trash
  - “Asking the interviewer questions is a good thing.” → Truth
- 

## 6. Reflection – “My STAR Story” (5 min)

**Prompt:**

Write or speak a short story using the STAR method:

- Situation: What was happening?
- Task: What was your role or responsibility?
- Action: What did you do?
- Result: How did it turn out?

**Example Starter:**

*“At my afterschool club, we had to plan a student event but didn’t have a budget...”*

**Closing Message:**

“Your stories are your power. The more you practice, the more confident you’ll be when your opportunity comes.”

## | Lesson 17: Dress for an Interview or the Workplace

### **Objective:**

Students will explore how clothing, grooming, and presentation affect how they are perceived in interviews and the workplace — and will learn how to create a professional look using affordable, accessible options.

---

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Your first impression doesn't start when you speak — it starts when you enter the room. Let's learn how to look interview-ready and workplace-smart, even if you're working with a tight budget."

---

### **2. Icebreaker – "First Impressions Matter" (10 min – Movement Activity)**

#### **Instructions:**

- Read out statements like:
  - "Wears a clean shirt, sits upright, makes eye contact."
  - "Wears pajama pants to a virtual job interview."
  - "Shows up in wrinkled clothes and no shoes."
- Ask students: Would a manager trust this person to represent the company?
- Students move to one side for "Professional" and the other for "Not Yet."

#### **Debrief Prompt:**

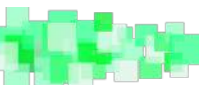
"What does how we dress say before we speak?"

---

### **3. Exploratory Exercise – How Should I Dress for Success? (20 min)**

#### **Framing Question:**

What is considered professional attire — and how can I adapt it to interviews or a job?



## Reference Option 1 – Article

Title: “What to Wear to an Interview: High School Edition”

Source: Indeed

Link: <https://www.indeed.com/career-advice/interviewing/what-to-wear-to-an-interview-teenager>

## Reference Option 2 – Video

Title: “Job Interview Outfits for Teens” (3:51)

Source: YouTube – Cassidy Thompson Career

Link: <https://www.youtube.com/watch?v=PXi5sOc1vx0>

### Instructions:

- Group A reads the article; Group B watches the video.
- In pairs, answer:
  - What are 3 basic do’s and don’ts for interviews?
  - What’s one way to create a clean, confident look with limited clothes?
  - What’s the difference between dressing for an interview vs. a casual job?

### Facilitator Tip:

Share sample outfits or photos (business casual vs. business formal).

---

## 4. Expression Exercise – “Design My Look” (20 min – Creative Task)

### Instructions:

- Students sketch or describe an outfit they would wear:
  - To an interview for a job they’re interested in
  - To their first day at that job
- Encourage labels for items (e.g., black slacks, plain sneakers, collared shirt).
- Students list items they already own and one item they might need to borrow or buy.

**Optional:** Create a “Professional Look Swap” list — ideas for affordable or free wardrobe access (school closet, community donation, thrift).

---

## 5. Review – “Interview Outfit Checklist” (5 min)

### Prompt:

Go down this checklist and check “Yes” or “No”:

- My outfit is clean and wrinkle-free
- My shoes are closed-toe and clean
- I’m not wearing any strong scents or flashy jewelry
- I would feel comfortable and confident wearing this in front of a manager

## 6. Reflection – “How I Want to Be Seen” (5 min)

### Prompt:

Write a 1–2 sentence response:

- “When I walk into an interview or workplace, I want people to think \_\_\_\_\_.”
- “One small thing I can do to show confidence is \_\_\_\_\_.”

### Closing Message:

“You don’t have to wear a suit to be professional. You just need to care enough to present your best self.”

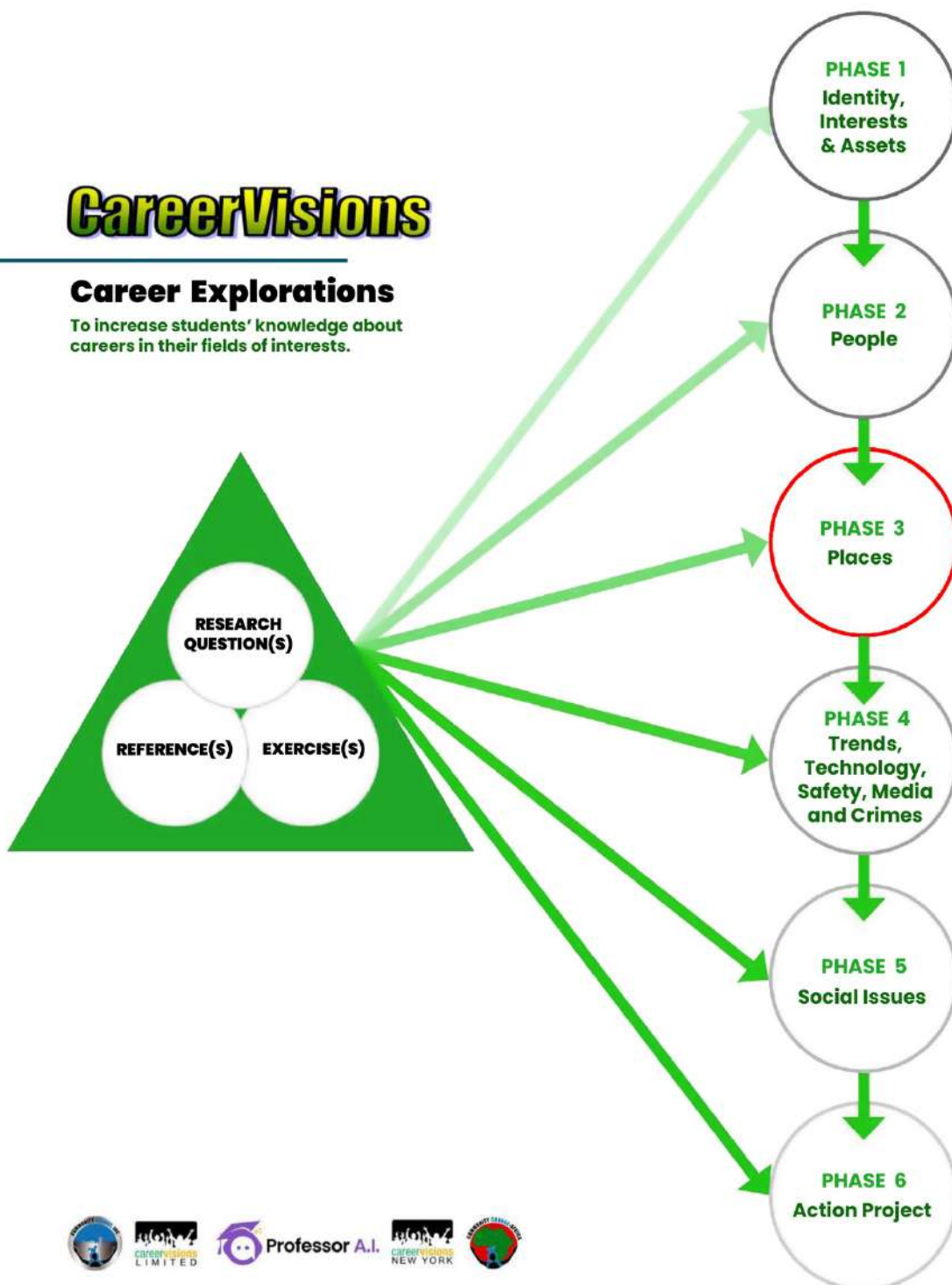


## Phase 3: Professionalism

### CareerVisions

#### Career Explorations

To increase students' knowledge about careers in their fields of interests.



Professor A.I.



## | Lesson 18: Personal Branding & Your Online Presence

### Objective:

- Teach students how to **professionally present themselves online**.
- Help students **develop a personal brand** that aligns with their career and academic goals.
- Use **interactive exercises** to practice digital professionalism.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"In today's world, your online presence matters as much as your in-person impression. Let's talk about how to build a personal brand that reflects your best self."*

---

### 2. Icebreaker: "Social Media Review" (10 min – Movement Activity)

- **Setup:**
  - Create **two posters**: "Professional Online Presence" and "Risky Online Presence".
  - Students **write examples** under each category.
- **Debrief Discussion:**
  - *"What are the biggest online mistakes people make?"*
  - *"How can we present ourselves professionally online?"*

### 3. Exploratory Exercise: Crafting Your LinkedIn Bio (20 min)

- **Framing Question:** *What does your online profile say about you?*
- **Activity Steps:**
  1. **Introduce the LinkedIn & Professional Bio Formula:**
    - **Who you are** (e.g., student, aspiring professional).
    - **What you're interested in** (e.g., career goals, skills).
    - **What sets you apart** (e.g., key experiences or passions).
  2. **Students Draft a Bio:**
    - They write a **one-sentence professional bio** for LinkedIn or a resume.
  3. **Pair Feedback:**
    - Students swap bios and give feedback.

#### 4. Expression Exercise: Digital Networking Role-Play (20 min)

- **Framing Statement:** *"Let's practice reaching out to professionals online!"*
  - **Activity:**
    - Students practice **sending a professional message** on LinkedIn or email to:
      - A mentor.
      - A teacher or professor.
      - A potential employer.
    - **Role-Playing in Pairs:** One student **sends a professional message**, and the other **responds as a mentor or employer**.
  - **Whole Group Reflection:**
    - *"What is one thing you'll change about your online presence?"*
- 

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
    1. What are the key elements of a strong professional online presence?
    2. How can you use social media to help, rather than hurt, your future opportunities?
- 

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one change** they will make to their online presence.
  - Examples:
    - *"I will clean up my social media accounts."*
    - *"I will create a LinkedIn profile to showcase my achievements."*
- **Closing Message:**
  - *"You control your online image—make sure it represents the best version of yourself!"*

## | Lesson 19: Finding Purpose in Your Talents

### Objective:

- Teach students how to **connect their talents to a purpose or career path**.
- Use **games and movement activities** to engage students in career exploration.
- Introduce **literary and video sources** for deeper learning.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Talent is not just about what you're good at—it's about how you use it to make an impact. Let's explore how your strengths can shape your future."*

---

### 2. Icebreaker: "Talent Match-Up" (10 min – Movement Activity)

- **Setup:**
  - Write different **career paths** and **talents** on index cards.
  - Shuffle and distribute the cards to students.
  - Students **walk around the room** and find a partner whose career card **matches their talent**.
- **Debrief Discussion:**
  - *"Were there any surprising matches?"*
  - *"How do our talents connect to the careers we might pursue?"*

---

### 3. Exploratory Exercise: How Talents Shape Careers (20 min)

- **Framing Question:** *How do people turn their skills into careers?*
- **Literary/Video Source Recommendation:**
  - **Watch: "How to Find Work You Love" by Scott Dinsmore (TED Talk)** (*Explains how people turn their passions into careers.*)
  - **Read: "The Element" by Sir Ken Robinson** (*A book about discovering your unique talents and applying them to meaningful work.*)

- **Activity Steps:**

1. **Small Group Discussion:**

- *"What did you learn about turning talents into careers?"*
- *"What does meaningful work mean to you?"*

2. **Talent Purpose Map:** Students create a **Talent Purpose Map** that includes:

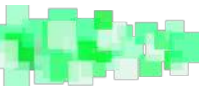
1. Their talent
2. A problem or need they could help solve
3. A career or project that fits their skills

#### 4. Expression Exercise: "Pitch Your Passion" (20 min)

- **Framing Statement:** *"How would you explain your talent and passion to someone who could help you grow?"*
- **Activity:**
  - Students prepare a **one-minute "passion pitch"** where they describe:
    - What their talent is.
    - How they developed it.
    - How they want to use it in the future.
  - **Small Group Presentations:**
    - Each student shares their pitch.
    - Group members **offer positive feedback**.

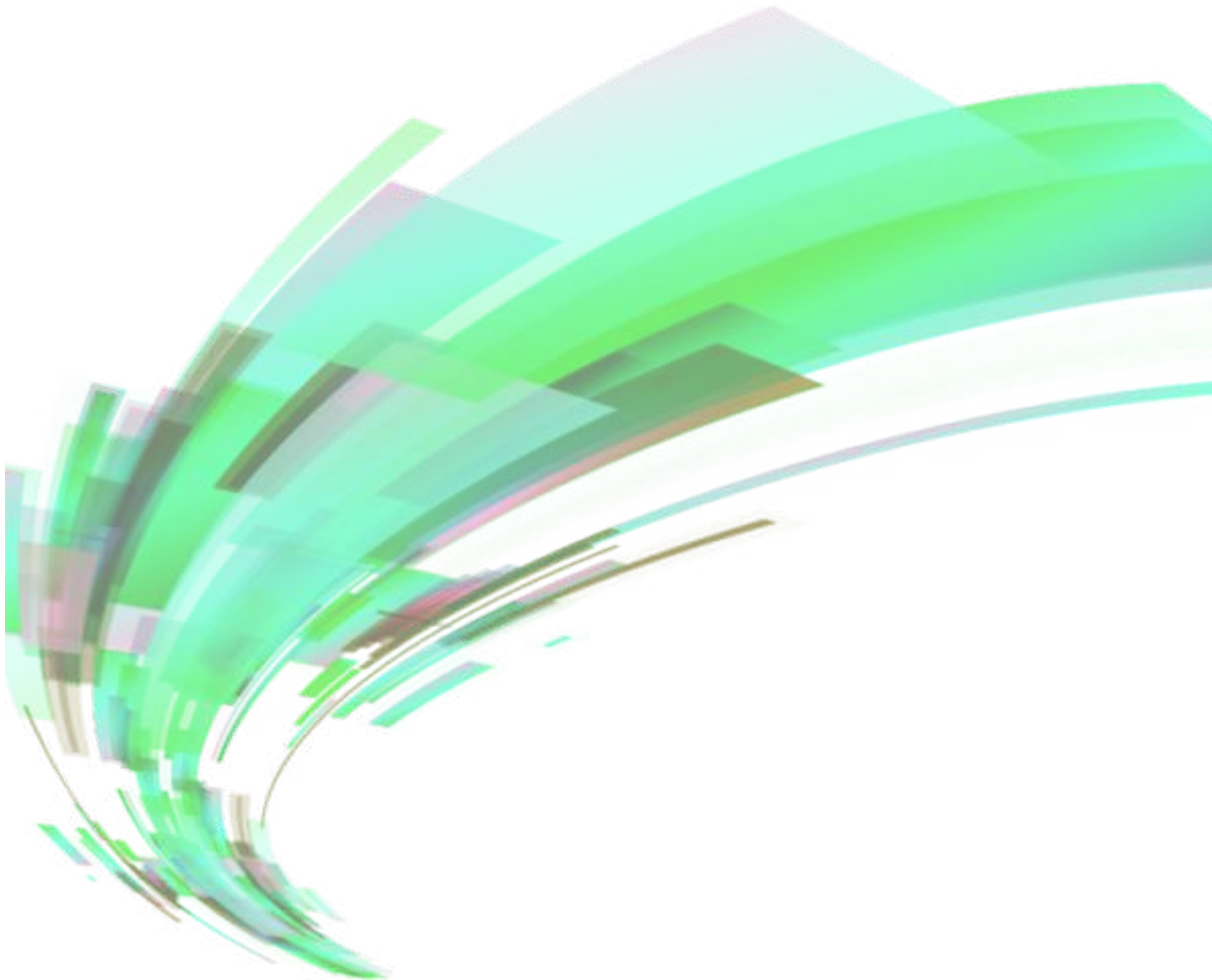
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What did you learn about connecting talent to purpose?
  2. What's one way you can apply your talent in real life?



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down one **next step** for using their talent.
  - Examples:
    - *"I will look for volunteer opportunities that match my skills."*
    - *"I will research careers related to my interests."*
- **Closing Message:**
  - *"Your talents have purpose—find ways to use them to make a difference!"*



## | Lesson 20: Attendance, Punctuality & Professionalism

### **Objective:**

Students will explore why attendance, punctuality, and professionalism matter, reflect on the personal impact of consistency, and commit to behaviors that build reliability.

---

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Being professional doesn't just mean wearing nice clothes — it means being dependable. Showing up, being on time, and following through are superpowers."

---

### **2. Icebreaker – "Would You Hire Me?" (10 min – Interactive Game)**

#### **Instructions:**

- Read out brief fictional scenarios (e.g., "Jordan shows up 15 minutes late to their shift twice a week.").
  - Students move to one side of the room if they'd hire that person, and the other side if they wouldn't.
  - Facilitate quick discussion: What behaviors help or hurt professionalism?
- 

### **3. Exploratory Exercise – What Does It Mean to Be Professional? (20 min)**

#### **Framing Question:**

Why do attendance and punctuality matter, and how do they affect your future?

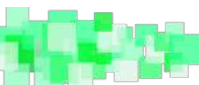
#### **Reference Option 1 – Article**

Title: "Punctuality and Attendance at Work: Definition and Tips"

Source: Indeed.com

Link: <https://www.indeed.com/career-advice/career-development/punctuality-and-attendance>





## Reference Option 2 – Video

Title: “The Importance of Good Attendance at Work” (2:30)

Source: YouTube – Career Videos

Link: [https://www.youtube.com/watch?v=Dbxs\\_XI-eIY](https://www.youtube.com/watch?v=Dbxs_XI-eIY)

### Instructions:

- Half the class reads the article, half watches the video.
- Small groups then answer:
  - What are 3 signs of professionalism?
  - What’s one way being late affects others?
  - What can you do if you're going to be late or absent?

### Discussion Prompt:

“What does it say about someone when they always show up on time? What does it say when they don’t?”

---

## 4. Expression Exercise – “Professional Power Chart” (20 min – Self-Audit & Planning)

### Instructions:

- Students complete a worksheet that asks:
  - How many times were you late or absent in the last 2 weeks?
  - What caused it (e.g., transportation, oversleeping)?
  - What’s one step you can take to be more consistent?
- Then, they write a “professional promise”: \_“I will show up on time to \_\_\_\_\_ by doing \_\_\_\_\_.”

### Optional Add-on:

Create a class “Wall of Commitments” — students post their pledges anonymously or with pride.

---

## 5. Review – “3 Ps Popcorn” (5 min – Fast-Facts Recap)

### Instructions:

- Students “popcorn” shout answers to:
  - What’s one way to show professionalism?
  - What’s one thing that helps you be on time?
  - Why is attendance important?

Facilitator writes answers on the board.

---

## 6. Reflection – “Am I Dependable?” (5 min)

### Prompt:

Write or speak a response to:

“If a future employer called my teacher today and asked, ‘Can I count on them?’ — what would they say, and why?”

### Closing Message:

“Your reputation starts now. People may forget what you say — but they remember if they could count on you.”

## | Lesson 21: Managing Conflict in the Workplace

### **Objective:**

Students will explore how to recognize, respond to, and resolve conflict in professional settings using practical strategies that protect their integrity, strengthen relationships, and reduce workplace stress.

---

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Conflict doesn't mean failure — it means there's a difference that needs a solution. The way you respond can set you apart as a leader. Let's practice keeping cool, speaking up, and working through tough situations professionally."

---

### **2. Icebreaker – "React or Respond?" (10 min – Movement Game)**

#### **Instructions:**

- Create two zones in the room: "React" and "Respond."
- Read scenarios aloud:
  - "A co-worker takes credit for your idea."
  - "Your manager speaks to you with an attitude."
  - "A teammate keeps interrupting you during a meeting."
- Students move to the zone based on how they might act: react (impulsive) or respond (intentional).

#### **Debrief Prompt:**

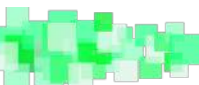
"What's the difference between reacting and responding?"

---

### **3. Exploratory Exercise – Understanding Conflict & Solutions (20 min)**

#### **Framing Question:**

How do I keep my cool and communicate clearly when things go wrong at work?



## Reference Option 1 – Article

Title: “How to Handle Workplace Conflict”

Source: Indeed

Link: <https://www.indeed.com/career-advice/interviewing/handle-conflict-in-workplace>  
Job Search | Indeed+1Verywell Mind+1YouTube+2Job Search | Indeed+2YouTube+2

## Reference Option 2 – Video

Title: “Office Politics – How to Deal with Difficult People at Work” (5:00)

Source: YouTube – Linda Raynier

Link: <https://www.youtube.com/watch?v=rqOBH0dZpbY>  
Wikipedia+9YouTube+9YouTube+9

### Instructions:

- Divide into two groups.
- One reads the article, one watches the video.
- Each group identifies:
  - 2 types of conflict that show up in jobs
  - 3 tips for resolving conflict without fighting
  - 1 phrase you can use to stay calmJob Search | Indeed+1Job Search | Indeed+1

### Discussion Prompt:

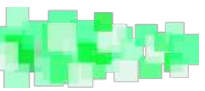
“What happens when you avoid conflict completely? What happens when you go too far?”

---

## 4. Expression Exercise – “Workplace Roleplay Challenge” (20 min – Skit & Solution)

### Instructions:

- In groups of 3–4, students receive or create a mini conflict scene:
  1. Late coworker affects your schedule
  2. Someone is being disrespectful on the job
  3. A supervisor criticizes you unfairly
- Each group acts out:
  1. The conflict
  2. A poor response



### 3. A professional resolution

**Facilitator Tip:**

Encourage students to use “I” statements and active listening in the positive response.

---

### 5. Review – “Fix It Fast” (5 min – Solution Flash Round)

**Instructions:**

Call out quick conflict scenarios. Students raise hands to suggest:

- A professional way to respond
  - A sentence that keeps things respectful
  - When to bring in a supervisor
- 

### 6. Reflection – “When I Stay Calm, I...” (5 min)

**Prompt:**

Write or say:

- “The last time I stayed calm in a tense situation, I...”
- “One way I’ll handle conflict better next time is...”

**Closing Message:**

“Conflict is inevitable — but so is growth. Every time you keep your cool and speak with respect, you earn trust and build character.”

## | Lesson 22: Leadership Styles & Effective Supervision

### Objective:

- Teach students **different leadership styles** and how they impact team dynamics.
- Develop **peer-supervision skills** through interactive games and discussions.
- Use **literary and video sources** to reinforce leadership concepts.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Great leaders understand their strengths and know how to motivate others. Today, we'll explore different leadership styles and how they affect teams."*

---

### 2. Icebreaker: "Leadership Match-Up" (10 min – Movement Activity)

- **Setup:**
  - Place **leadership style descriptions** (e.g., *Coach, Visionary, Democratic, Autocratic, Servant Leader*) on posters around the room.
  - Give each student a **scenario card** describing a work situation (e.g., *A team is struggling to meet a deadline. How should the leader respond?*).
- **Instructions:**
  - Students **walk to the leadership style** they think is the best approach for their scenario.
  - **Discussion:** Each group **explains why** they chose that leadership style.
- **Debrief Discussion:**
  - *"Which leadership style felt most natural to you?"*
  - *"How does leadership style affect the success of a team?"*

---

### 3. Exploratory Exercise: What Makes a Great Supervisor? (20 min)

- **Framing Question:** *What skills and qualities make someone an effective leader and supervisor?*
- **Literary/Video Source Recommendation:**

- Watch: **"What It Takes to Be a Great Leader" by Simon Sinek (TED Talk)** (*Explores how trust and communication make strong leaders.*)
- Read: **Excerpt from "The 7 Habits of Highly Effective People" by Stephen Covey** (*Discusses leadership habits that foster teamwork.*)
- **Activity Steps:**
  - **Small Group Discussion:**
    - "What did you learn about leadership from the video or reading?"
    - "Which leadership habit or strategy do you want to develop?"
  - 1. **Leadership Skills Brainstorm:**
    - Students list **five essential qualities of a great supervisor.**
    - Groups create a **mini-poster** explaining why those skills matter.

#### 4. Expression Exercise: The "Supervisor Challenge" (20 min – Team Activity)

- **Framing Statement:** "Now, let's put your leadership skills to the test!"
- **Activity:**
  - **Scenario:** Each group must **assign roles** (supervisor, employees, clients) and act out a workplace challenge.
  - Example Scenarios:
    - A conflict between two team members.
    - An employee who is late and unmotivated.
    - A project that is behind schedule.
  - **Discussion:** Each group reflects on:
    - "What leadership approach did you use?"
    - "How did the supervisor resolve the challenge?"

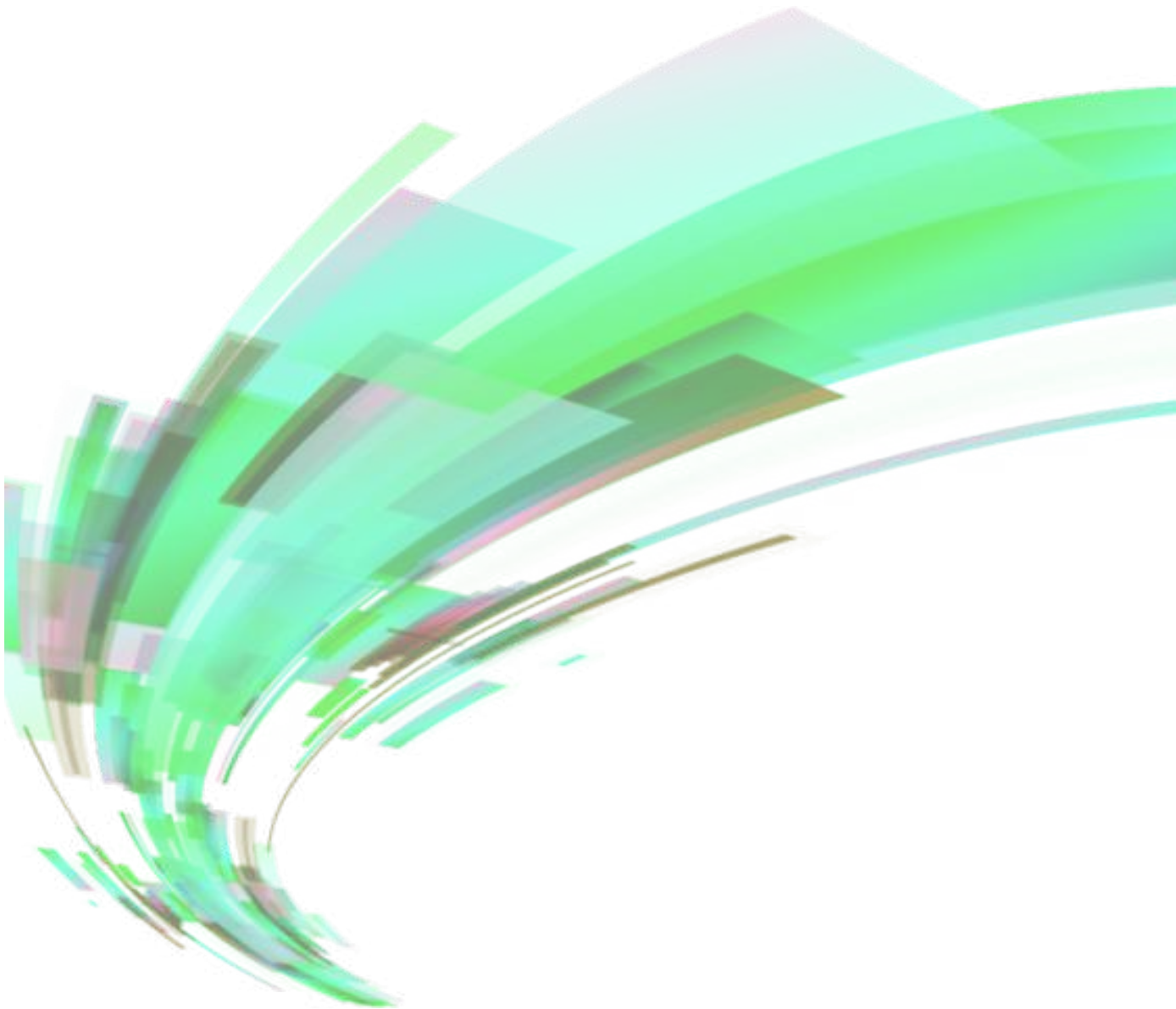
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What is the most important quality of a great supervisor?
  2. How can leadership styles help or hurt a team?



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
    - Students **write down one leadership skill** they want to improve.
    - Examples:
      - *"I will work on giving clear instructions."*
      - *"I will practice resolving conflicts calmly."*
  - **Closing Message:**
    - *"Being a great leader takes practice—keep developing your skills!"*
- 



## | Lesson 23: Managing Teams & Solving Problems

### Objective:

- Teach students how to **manage teams effectively and solve workplace challenges**.
- Develop **conflict resolution and problem-solving skills** through interactive exercises.
- Use **literary and video sources** to reinforce strategies.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Leadership isn't just about giving directions—it's about solving problems and making sure your team works well together. Today, we'll learn how to manage challenges as a leader."*

---

### 2. Icebreaker: "Blindfolded Teamwork Challenge" (10 min – Movement Activity)

- **Setup:**
  - Students are divided into **small teams**.
  - One **student is blindfolded** and must complete a simple task (e.g., stacking cups, moving an object) while the rest of the team **gives verbal instructions**.
- **Debrief Discussion:**
  - *"What made this challenge difficult?"*
  - *"How important was clear communication?"*

---

### 3. Exploratory Exercise: How Do Leaders Handle Team Challenges? (20 min)

- **Framing Question:** *What strategies help leaders manage workplace conflicts and challenges?*
- **Literary/Video Source Recommendation:**
  - *Watch: "The Power of Conflict for Building Better Teams" by Liane Davey (TED Talk) (Explores how handling conflict correctly strengthens teams.)*

- *Read: Excerpt from "Dare to Lead" by Brené Brown (Discusses how vulnerability and trust create strong leaders.)*
- **Activity Steps:**
  - **Small Group Discussion:**
    - *"What did you learn from the video or reading?"*
    - *"How do great leaders solve conflicts?"*
  - 1. **Problem-Solving Strategies List:**
    - Each group lists **three common workplace problems** and **three strategies** to solve them.

#### 4. Expression Exercise: Workplace Problem-Solving Role-Play (20 min – Team Challenge)

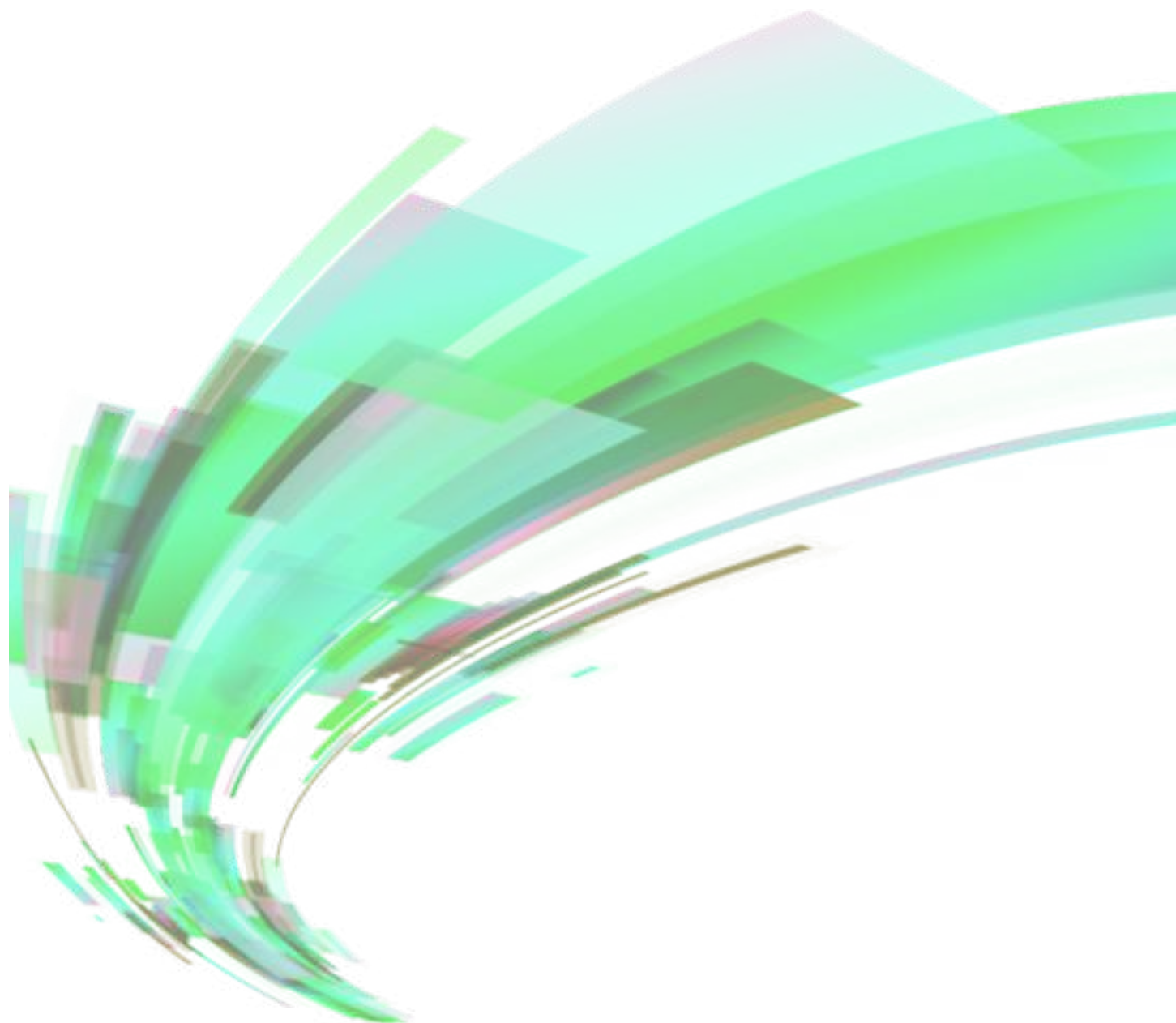
- **Framing Statement:** *"Let's practice handling real workplace challenges!"*
- **Activity:**
  - Students **split into small teams**.
  - Each team gets a **workplace challenge scenario** (e.g., an employee is not meeting deadlines, a team disagreement arises).
  - Teams have **5 minutes to discuss** and **role-play a resolution**.
  - After each performance, the class **analyzes what went well** and **suggests improvements**.
- **Whole Group Reflection:**
  - *"What was the most effective conflict resolution strategy?"*

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What is one leadership skill that helps teams work better?
  2. How can conflict make teams stronger instead of weaker?

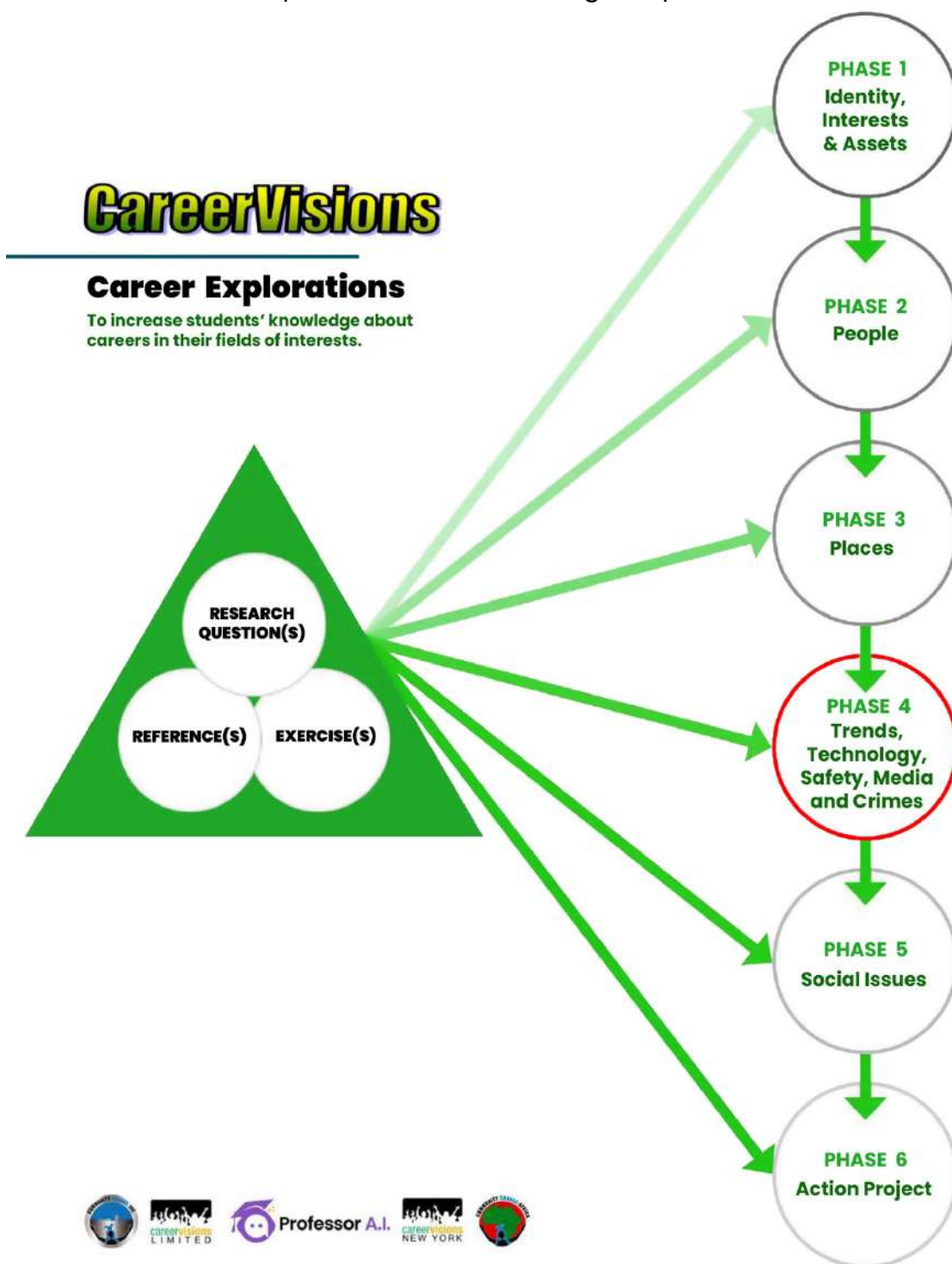
## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes down one leadership challenge** they want to improve.
  - Examples:
    - *"I will listen more before making decisions."*
    - *"I will be patient when giving feedback."*
- **Closing Message:**
  - *"Good leaders don't avoid problems—they solve them. Keep practicing your leadership skills!"*



## Phase 4: Exploring College Opportunities & Campus Life

Immersing students in researching college environments, understanding the admissions process, and discovering campus resources.



## | Lesson 24: Navigating College Search Tools

### Objective:

- Teach students how to **use online resources to research colleges**.
- Help students **compare colleges based on academic programs, financial aid, and student life**.
- Introduce **literary and video sources** to provide insights into the college selection process.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Choosing a college is an exciting but big decision. Today, we'll explore online tools that can help us find the best school for our goals and needs."*

### 2. Icebreaker: "College Scavenger Hunt" (10 min – Movement Activity)

- **Setup:**
  - Create a **list of key college research facts** (e.g., *Find a school with a great nursing program, Find a college with an esports team, Find a college where you can study abroad*).
- **Instructions:**
  - Students **use Chromebooks, tablets, or smartphones** to search for answers.
  - They must **move to different parts of the room** as they find each answer.
  - First team to **complete the scavenger hunt wins!**
- **Debrief Discussion:**
  - *"What was the easiest and hardest part of the search?"*
  - *"What new schools did you discover?"*

### 3. Exploratory Exercise: What Should I Look for in a College? (20 min)

- **Framing Question:** *What factors matter most when choosing a college?*
- **Literary/Video Source Recommendation:**



- Watch: **"How to Choose a College That's Right for You"** by CollegeBoard (YouTube video) (*Explains factors like cost, location, and academic fit.*)
- Read: **"The Fiske Guide to Colleges"** (book excerpt) (*Offers detailed insights into college cultures.*)

- **Activity Steps:**

1. **Small Group Discussion:**
  - "What did you learn from the video or book?"
  - "What factors are most important to you in choosing a college?"
2. **College Must-Haves List:**
  - Students create a **personalized checklist** of what they want in a college.
  - Categories include: **Academics, Campus Life, Support Services, Cost, and Location.**

#### 4. Expression Exercise: "Design Your Dream College" (20 min – Creative Activity)

- **Framing Statement:** *"If you could create the perfect college, what would it look like?"*
- **Activity:**
  - Students **work in small groups** to design a fictional university.
  - Each group creates a **name, mascot, and key features** (e.g., *special programs, dorm life, student activities*).
  - **Presentation:**
    - Groups **present their dream colleges** to the class.
- **Whole Group Reflection:**
  - "Which features stood out the most?"
  - "What features will you look for when researching real colleges?"

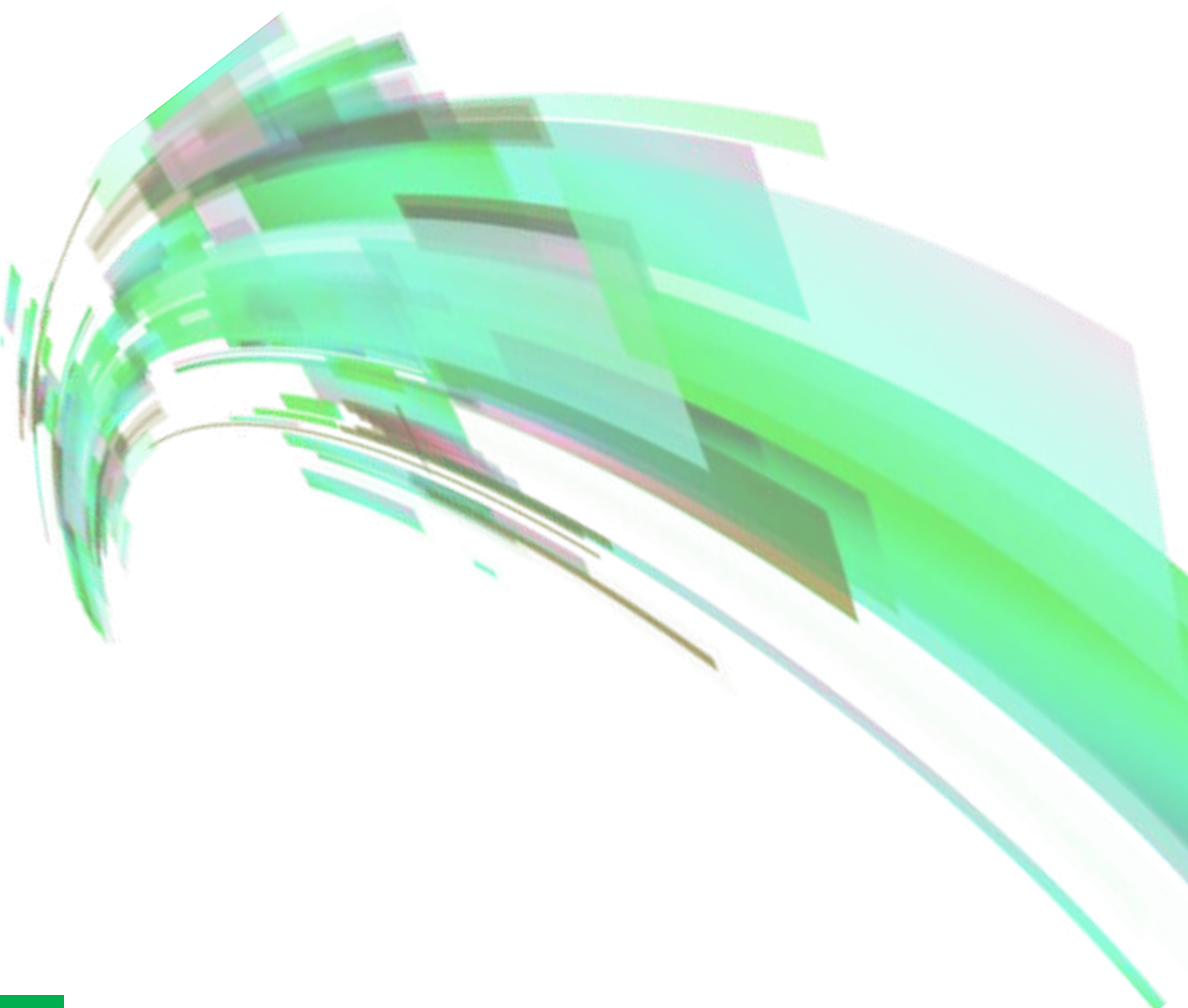
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What are the most important things to consider when researching colleges?
  2. How can online tools help make the search easier?



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes or shares one action step** they will take in their college research.
  - Examples:
    - *"I will create a list of five colleges to research this week."*
    - *"I will explore scholarship options on CollegeBoard."*
- **Closing Message:**
  - *"Your future is in your hands—use these tools to find the right college for you!"*



## | Lesson 25: Finding the Right College Fit

### Objective:

- Help students identify the factors that matter most when selecting a college.
- Teach students how to compare schools using digital research tools.
- Introduce **literary and video sources** to provide insights into the college selection process.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Choosing a college is about finding the best fit for you—academically, socially, and financially. Today, we'll learn how to explore colleges and compare them based on what matters most to you."*

---

### 2. Icebreaker: "College Sorting Game" (10 min – Movement Activity)

- **Setup:**
  - Label different parts of the room with **college preference categories**, such as:
    - **Big Public University vs. Small Private College**
    - **Urban Campus vs. Rural Campus**
    - **Liberal Arts vs. STEM-Focused**
    - **Highly Competitive vs. Open Admission**
- **Instructions:**
  - The facilitator reads a **college-related statement**, and students move to the side of the room that best matches their preference.
  - After each round, students **pair up and discuss** their choice.
- **Debrief Discussion:**
  - *"What factors stood out as most important to you?"*
  - *"Did anything surprise you about your choices?"*

---

### 3. Exploratory Exercise: What Should I Look for in a College? (20 min)

- **Framing Question:** *What factors are most important when choosing a college?*

- **Literary/Video Source Recommendation:**
  - *Watch: "How to Choose a College That's Right for You" by CollegeBoard (YouTube Video)* (Explains factors like cost, location, and academic fit.)
  - *Read: Excerpt from "The Fiske Guide to Colleges"* (Offers detailed insights into different college cultures.)
- **Activity Steps:**
  0. **Small Group Discussion:**
    - "What did you learn from the video or book?"
    - "What factors matter most to you in choosing a college?"
  1. **College Must-Haves List:**
    - Students create a **personalized checklist** of what they want in a college.
    - Categories include: **Academics, Campus Life, Support Services, Cost, and Location.**

#### 4. Expression Exercise: "College Comparison Challenge" (20 min – Digital Research Activity)

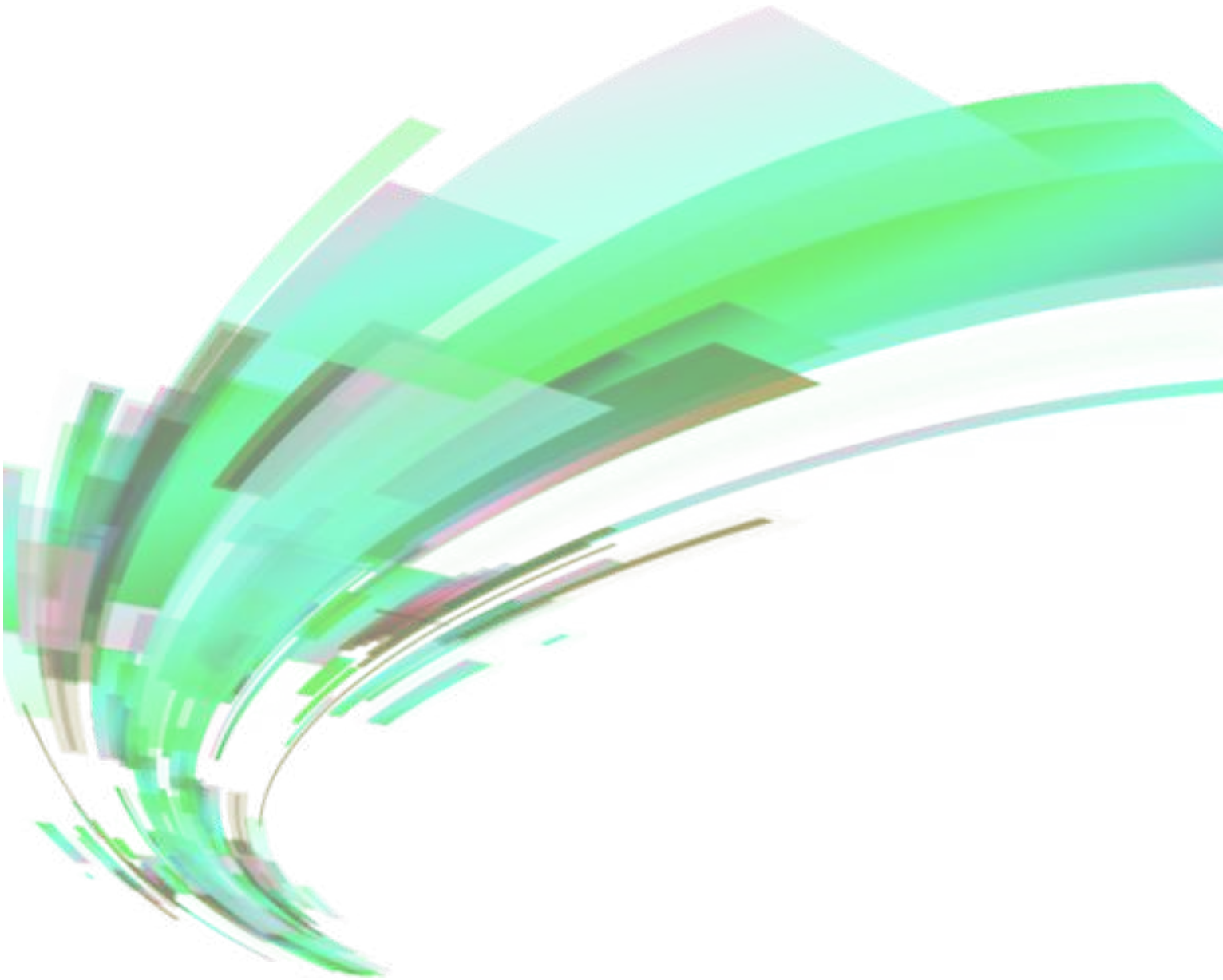
- **Framing Statement:** "Now that we know what we're looking for, let's compare real colleges!"
- **Activity:**
  - Each student picks **two colleges** they are interested in and uses an online tool (e.g., **BigFuture, College Board, Niche, or College Navigator**) to compare them.
  - They create a **Venn Diagram** or **T-chart** comparing:
    - **Academic programs**
    - **Cost & financial aid options**
    - **Campus culture & student life**
- **Pair & Share:**
  - Students **pair up and explain their comparisons** to a classmate.

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What is the most important factor for you in choosing a college?
  2. What online tools were most helpful in comparing schools?

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one next step** in their college search.
  - Examples:
    - *"I will research three more colleges this week."*
    - *"I will schedule a virtual campus tour."*
- **Closing Message:**
  - *"The more research you do, the more confident you'll be in making the right college choice!"*



## | Lesson 26: Understanding College Costs & Financial Aid

### Objective:

- Teach students how to research college costs and financial aid opportunities.
- Help students compare **scholarships, grants, loans, and work-study options**.
- Introduce **literary and video sources** for financial aid guidance.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"College can be expensive, but financial aid and scholarships can make it affordable. Today, we'll learn how to research college costs and funding options."*

---

### 2. Icebreaker: "Would You Rather: College Edition" (10 min – Movement Activity)

- **Setup:**
  - Create **"Would You Rather"** financial aid choices, such as:
    - **Attend a college with a full scholarship but far from home OR a college nearby with no scholarship?**
    - **Take out student loans for a dream school OR attend a tuition-free state college?**
    - **Work part-time in college OR take out a small loan to cover costs?**
- **Instructions:**
  - Students move to the side of the room representing their choice and **explain their reasoning** to a partner.
- **Debrief Discussion:**
  - *"What trade-offs are most important when paying for college?"*

---

### 3. Exploratory Exercise: How Do People Pay for College? (20 min)

- **Framing Question:** *What are the best ways to afford college?*
- **Literary/Video Source Recommendation:**

- Watch: "Understanding Financial Aid" by Federal Student Aid (YouTube Video) (Explains FAFSA, grants, and loan options.)
- Read: Excerpt from "Paying for College Without Going Broke" by Kalman Chany (A guide to maximizing financial aid.)

- **Activity Steps:**

- **Small Group Discussion:**

- "What did you learn about financial aid?"
- "What are the smartest ways to pay for college?"

- 1. **Financial Aid Research Challenge:**

- Students use **FAFSA.gov**, **Scholarship.com**, or **CollegeBoard** to find **three scholarship opportunities** they could apply for.

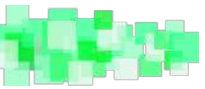
#### 4. Expression Exercise: "Create a College Budget Plan" (20 min – Research & Math Activity)

- **Framing Statement:** "Let's calculate the real cost of attending college!"
- **Activity:**
  - Students **choose a college** and use online calculators to estimate:
    - **Tuition & Fees**
    - **Housing & Food**
    - **Books & Personal Expenses**
  - They compare it to **scholarship & grant opportunities** and estimate potential loan amounts.
- **Pair & Share:**
  - Students discuss their findings and consider ways to **reduce college costs**.

#### 5. Review: "Key Takeaways" (5 min)

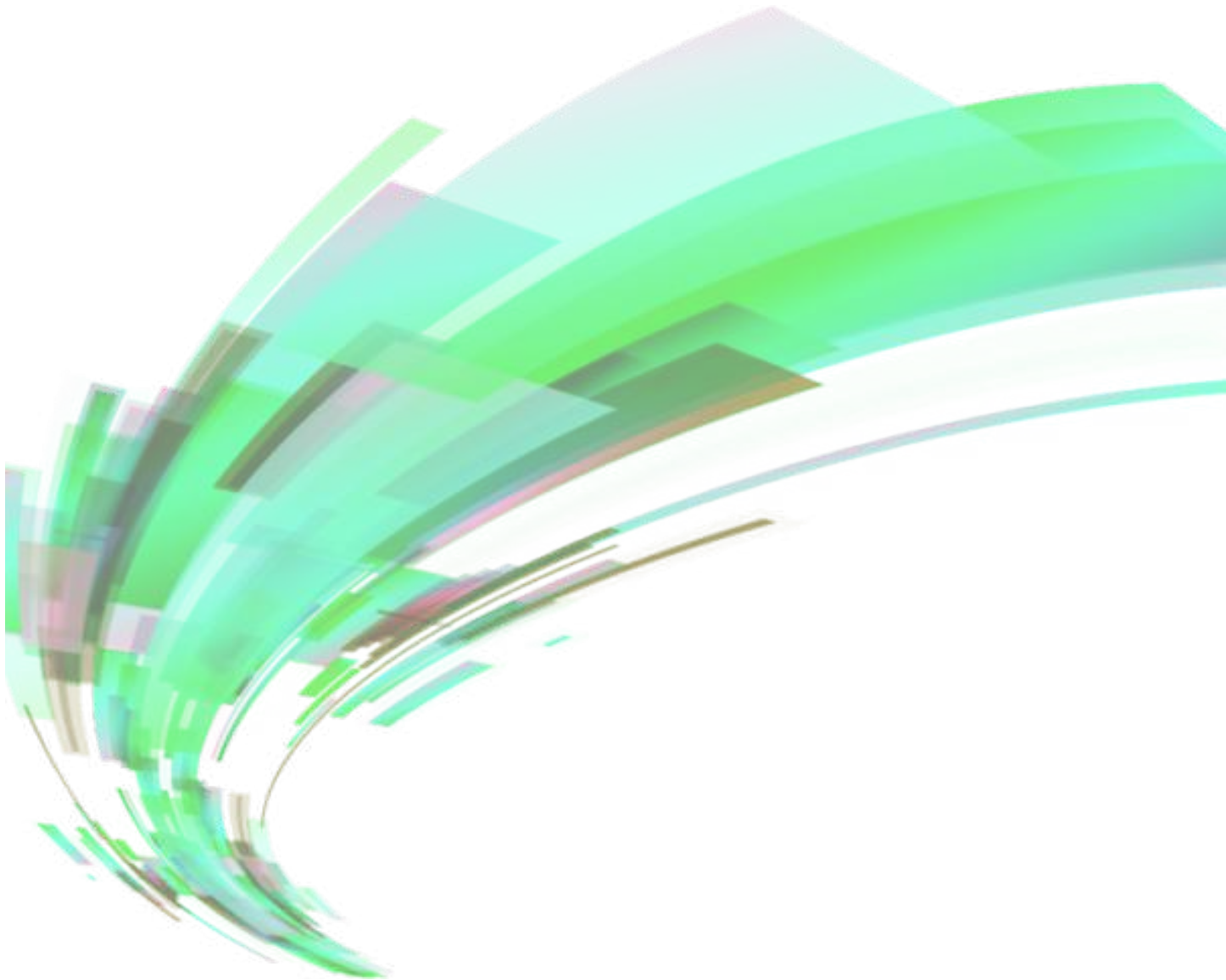
- **Facilitator prompts:**
  1. What is the most important thing to consider when planning for college costs?
  2. What financial aid options are you most interested in?





## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one financial step** they will take.
  - Examples:
    - *"I will talk to my family about financial aid."*
    - *"I will apply for three scholarships this month."*
- **Closing Message:**
  - *"College costs can seem overwhelming, but with research and planning, you can make it work!"*



## | Lesson 27: Understanding the College Admissions Process

### Objective:

- Teach students the **major steps in the college application process**.
- Help students develop a **timeline for deadlines and tasks**.
- Introduce **literary and video sources** to provide insights into the application process.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"The college application process may seem overwhelming, but breaking it down step by step makes it easier. Today, we'll map out everything you need to do to apply to college!"*

---

### 2. Icebreaker: "Application Timeline Relay Race" (10 min – Movement Activity)

- **Setup:**
  - Write **key college application steps** on index cards (e.g., *Research colleges, Take the SAT/ACT, Request recommendation letters, Complete FAFSA, Submit applications*).
  - Place the **cards on one side of the room** and create **two teams**.
- **Instructions:**
  - One student from each team **runs to grab a card**, returns to their team, and **places the step in order on a timeline**.
  - The next student runs and does the same until all steps are placed in order.
  - **First team to correctly order all steps wins!**
- **Debrief Discussion:**
  - *"What step do you think will take the most time?"*
  - *"What surprised you about the process?"*

---

### 3. Exploratory Exercise: What Are the Steps to College Admission? (20 min)

- **Framing Question:** *What does a strong college application include?*
- **Literary/Video Source Recommendation:**



- Watch: **"College Admissions 101: The Process Explained"** by Khan Academy (YouTube Video) (Step-by-step breakdown of the admissions process.)
- Read: **Excerpt from "The Truth About College Admission"** by Brennan Barnard (Advice from admissions officers on making applications stand out.)
- **Activity Steps:**
  - **Small Group Discussion:**
    - "What did you learn about the admissions process?"
    - "What step do you feel most prepared for? Least prepared for?"
  - 1. **Personalized Admissions Checklist:**
    - Students create a **checklist** of tasks they need to complete for their college applications.

#### 4. Expression Exercise: "Mapping My Admissions Timeline" (20 min – Interactive Activity)

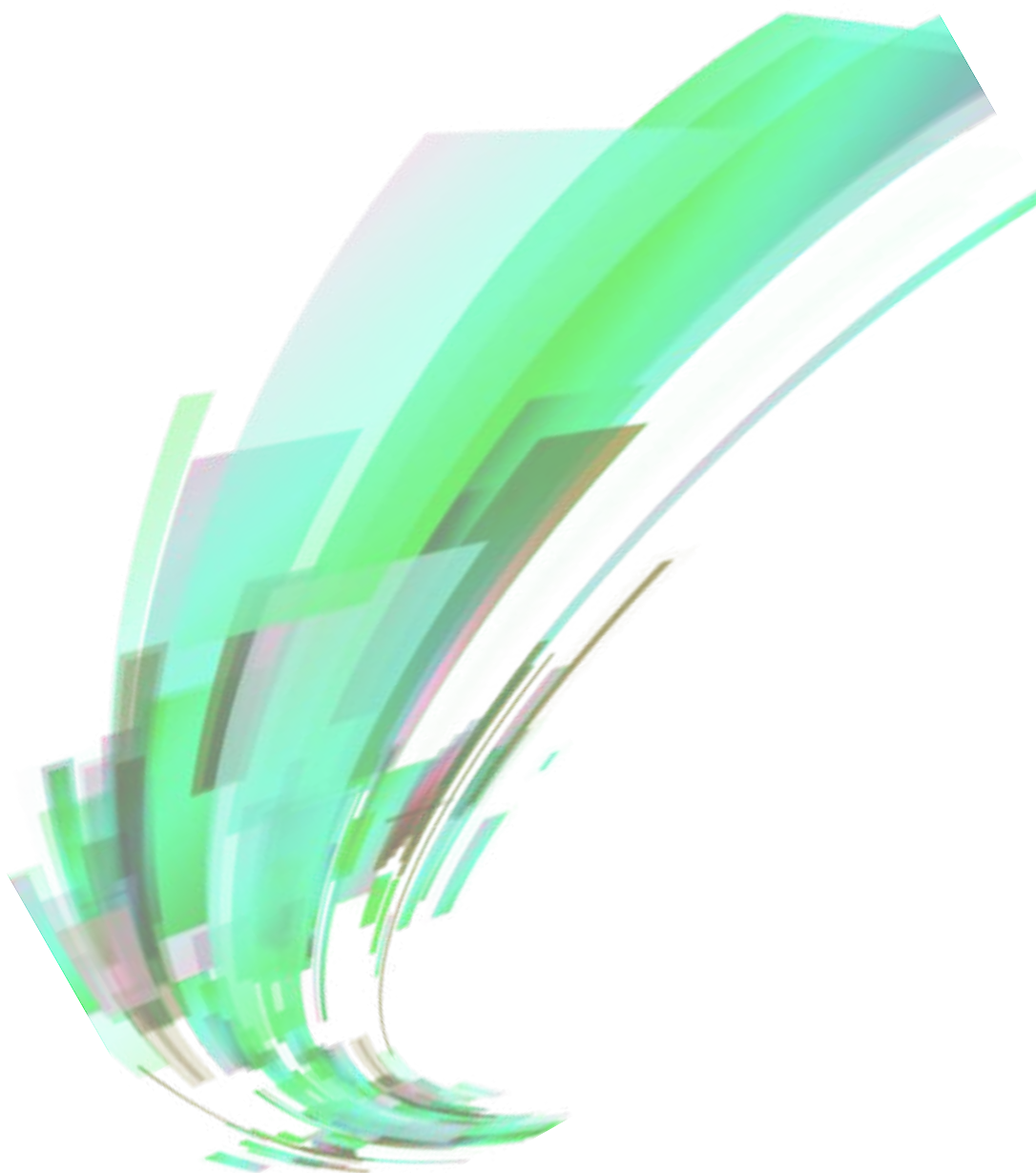
- **Framing Statement:** "Let's create a plan to stay on track with applications!"
- **Activity:**
  - Students **create a timeline** for their college application process using a poster or digital tool.
  - Must include:
    - College research deadline
    - SAT/ACT test dates (if applicable)
    - FAFSA & scholarship deadlines
    - Application submission deadlines
- **Pair & Share:**
  - Students **compare timelines** with a partner and discuss challenges.

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What is the most important step in the application process?
  2. What deadlines do you need to keep track of?

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one action step** to complete this week.
  - Examples:
    - *"I will create a list of schools I want to apply to."*
    - *"I will talk to my school counselor about deadlines."*
- **Closing Message:**
  - *"Start early and stay organized—the key to a successful application process!"*



## | Lesson 28: Writing a Standout College Essay

### Objective:

- Help students craft a **compelling personal statement**.
- Teach students how to **structure and refine their essays**.
- Introduce **literary and video sources** to provide expert advice on essay writing.

### 1. Welcome (1 min)

- **Facilitator's Message:**
    - *"Your personal statement is your chance to stand out! Today, we'll learn how to tell your story in a way that makes colleges take notice."*
- 

### 2. Icebreaker: "Story in a Snap" (10 min – Movement Activity)

- **Setup:**
    - Write **college essay prompts** on slips of paper (e.g., *Describe a challenge you've overcome*, *What inspires you?*, *What's a defining moment in your life?*).
  - **Instructions:**
    - Students **pick a prompt**, stand in a circle, and take **30 seconds** to tell a quick version of their story.
    - The next person **builds on their own response** with a new take.
  - **Debrief Discussion:**
    - *"Which stories stood out?"*
    - *"How can storytelling make your essay more compelling?"*
- 

### 3. Exploratory Exercise: What Makes a Great College Essay? (20 min)

- **Framing Question:** *What do admissions officers look for in a personal statement?*
- **Literary/Video Source Recommendation:**
  - **Watch: "How to Write a Great College Essay" by The Princeton Review (YouTube Video)** (*Breaks down do's and don'ts of essay writing.*)

- Read: "On Writing the College Application Essay" by Harry Bauld (*Tips from an admissions insider.*)
- **Activity Steps:**
  - **Small Group Discussion:**
    - "What makes a college essay powerful?"
  - 1. **Essay Outlining:**
    - Students **outline their essay** using the structure:
      - **Hook:** An engaging opening
      - **Challenge or Experience:** What they've learned
      - **Reflection:** How it shaped them

#### 4. Expression Exercise: First Draft Writing Sprint (20 min – Writing & Sharing)

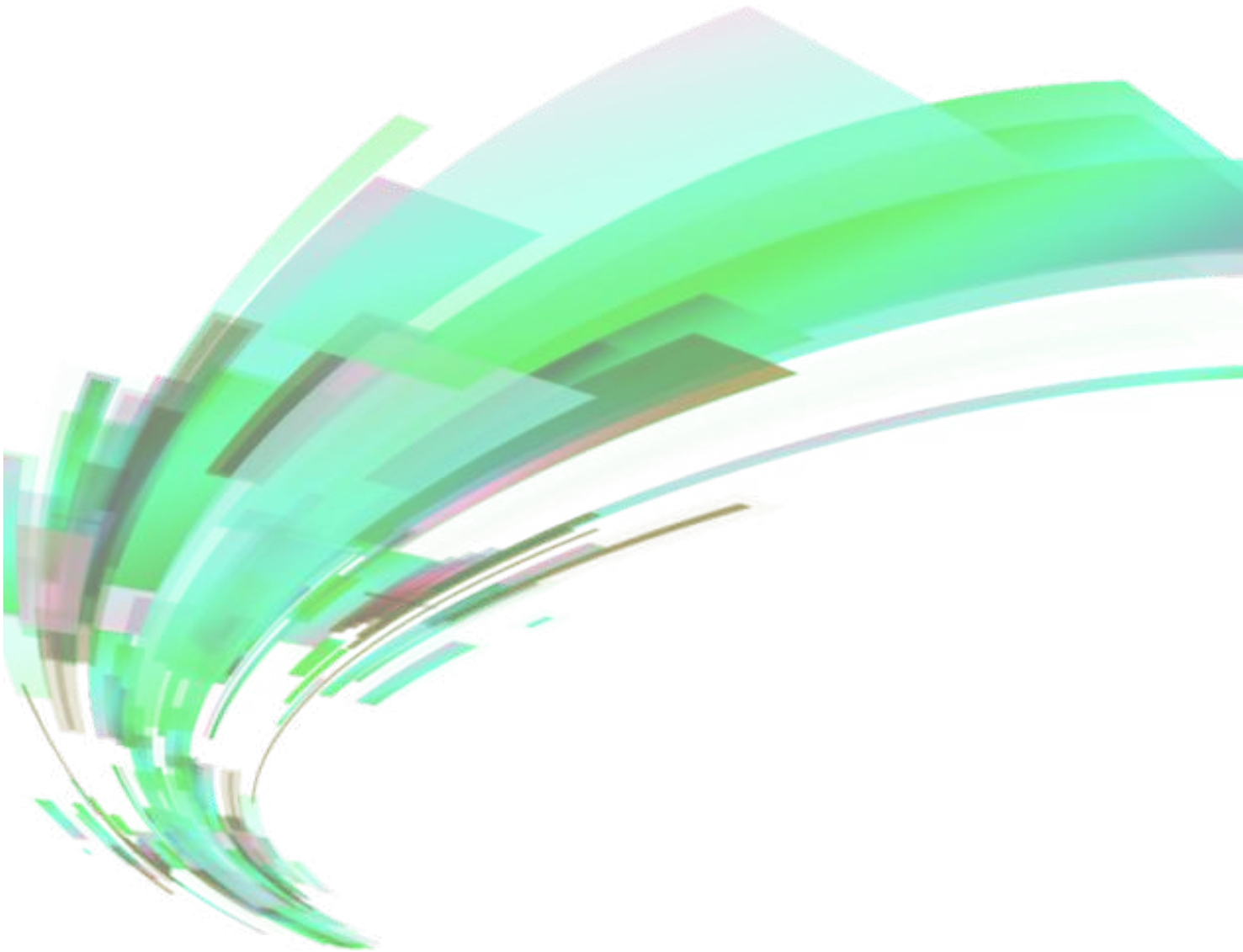
- **Framing Statement:** "Let's start writing! Don't worry about perfection—just get your ideas down."
- **Activity:**
  - Students **write the first paragraph** of their personal statement.
  - **Peer Feedback:**
    - Students **swap essays with a partner** and give feedback.
  - **Revision Time:**
    - Students **revise their opening paragraph** based on feedback.

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What makes a college essay stand out?
  2. What's the most challenging part of writing your essay?

## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one next step** for improving their essay.
  - Examples:
    - *"I will add more personal details to my story."*
    - *"I will revise my hook to make it stronger."*
- **Closing Message:**
  - *"Your story matters—make sure you tell it in a way that is unique to you!"*



## | Lesson 29: Securing Strong Letters of Recommendation

### Objective:

- Teach students how to **ask for and receive strong letters of recommendation**.
- Develop skills for **writing a "brag sheet"** to help recommenders.
- Introduce **literary and video sources** to provide insights on requesting recommendations.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"A great recommendation letter can make a big difference in your application. Today, we'll learn how to request strong letters that highlight your strengths."*

### 2. Icebreaker: "Who Would You Ask?" (10 min – Movement Activity)

- **Setup:**
  - Label three parts of the room:
    - **Teacher Recommendation**
    - **Coach/Employer Recommendation**
    - **Community Leader Recommendation**
  - Read scenarios aloud (e.g., *"You need a recommendation that speaks to your leadership skills."*).
- **Instructions:**
  - Students **move to the part of the room** representing the best recommender for the scenario.
  - Discuss **why they made their choice**.
- **Debrief Discussion:**
  - *"Who would you ask for a recommendation, and why?"*

### 3. Exploratory Exercise: What Makes a Strong Recommendation Letter? (20 min)

- **Framing Question:** *How can you ensure a teacher or mentor writes you a great recommendation?*

- **Literary/Video Source Recommendation:**
  - Watch: **"How to Ask for a Recommendation Letter" by College Essay Guy (YouTube Video)** (*Explains what to do before, during, and after asking for a letter.*)
  - Read: **Excerpt from "College Admission Essentials" by Ethan Sawyer** (*Provides a guide to securing strong recommendations.*)
- **Activity Steps:**
  - 0. **Small Group Discussion:**
    - "What should you include in a recommendation request?"
  - 1. **Creating a Brag Sheet:**
    - Students write a **list of achievements, skills, and goals** to help their recommenders write a strong letter.

#### 4. Expression Exercise: Writing a Recommendation Request Email (20 min – Writing & Role-Playing)

- **Framing Statement:** "Let's practice requesting a recommendation professionally!"
- **Activity:**
  - Students draft an **email to a teacher or mentor** requesting a letter of recommendation.
  - Include:
    - **A polite greeting**
    - **Why they are asking this person**
    - **Key points the letter should highlight**
  - **Pair Feedback:**
    - Students **swap emails** and provide feedback.

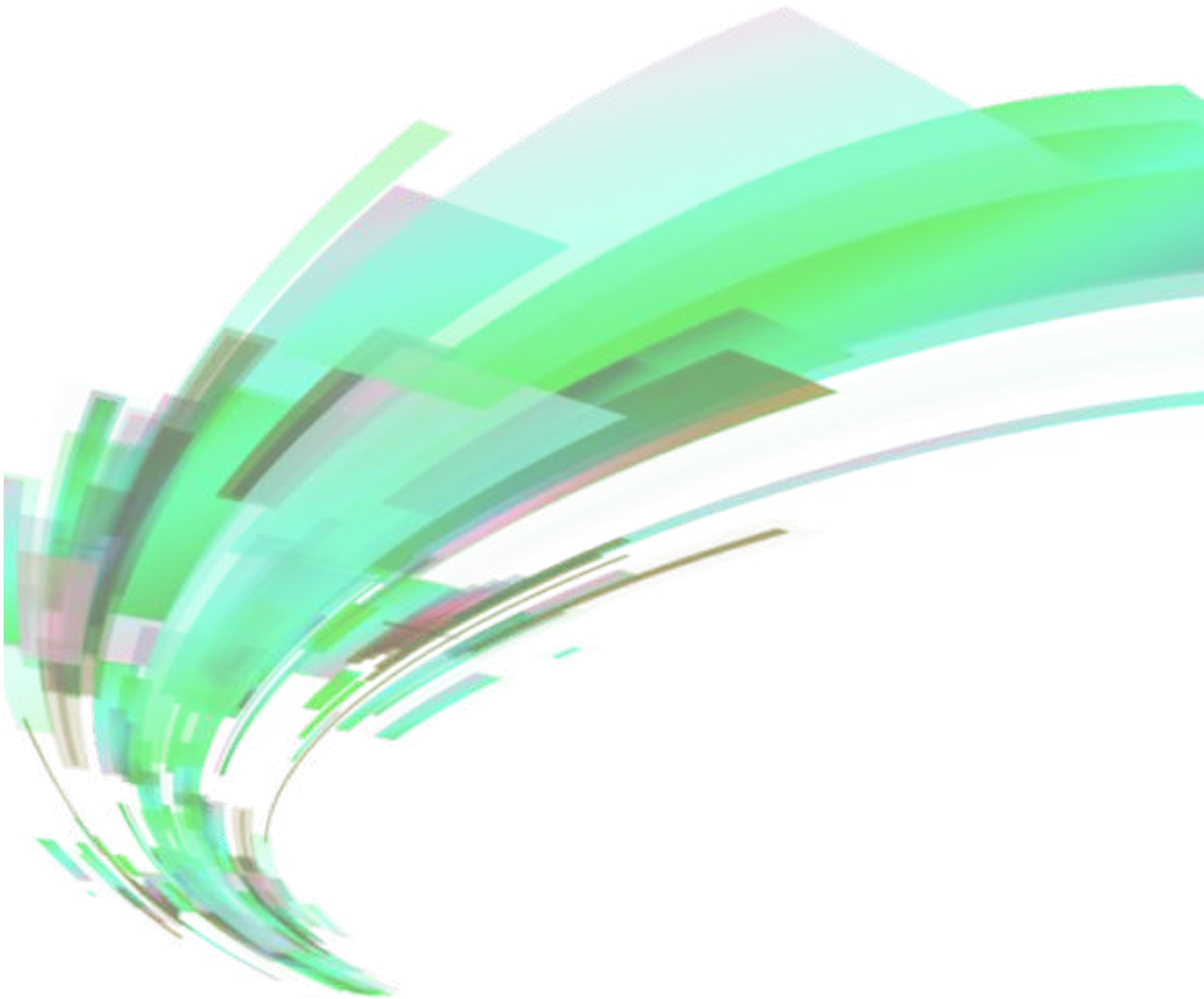
#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What should you do before asking for a recommendation?
  2. How can you ensure a strong, detailed letter?



## 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student writes down **one step** they will take to secure a recommendation letter.
  - Examples:
    - *"I will ask my favorite teacher for a recommendation next week."*
    - *"I will write my brag sheet before requesting letters."*
- **Closing Message:**
  - *"A strong recommendation letter can open doors—make sure you prepare for it!"*

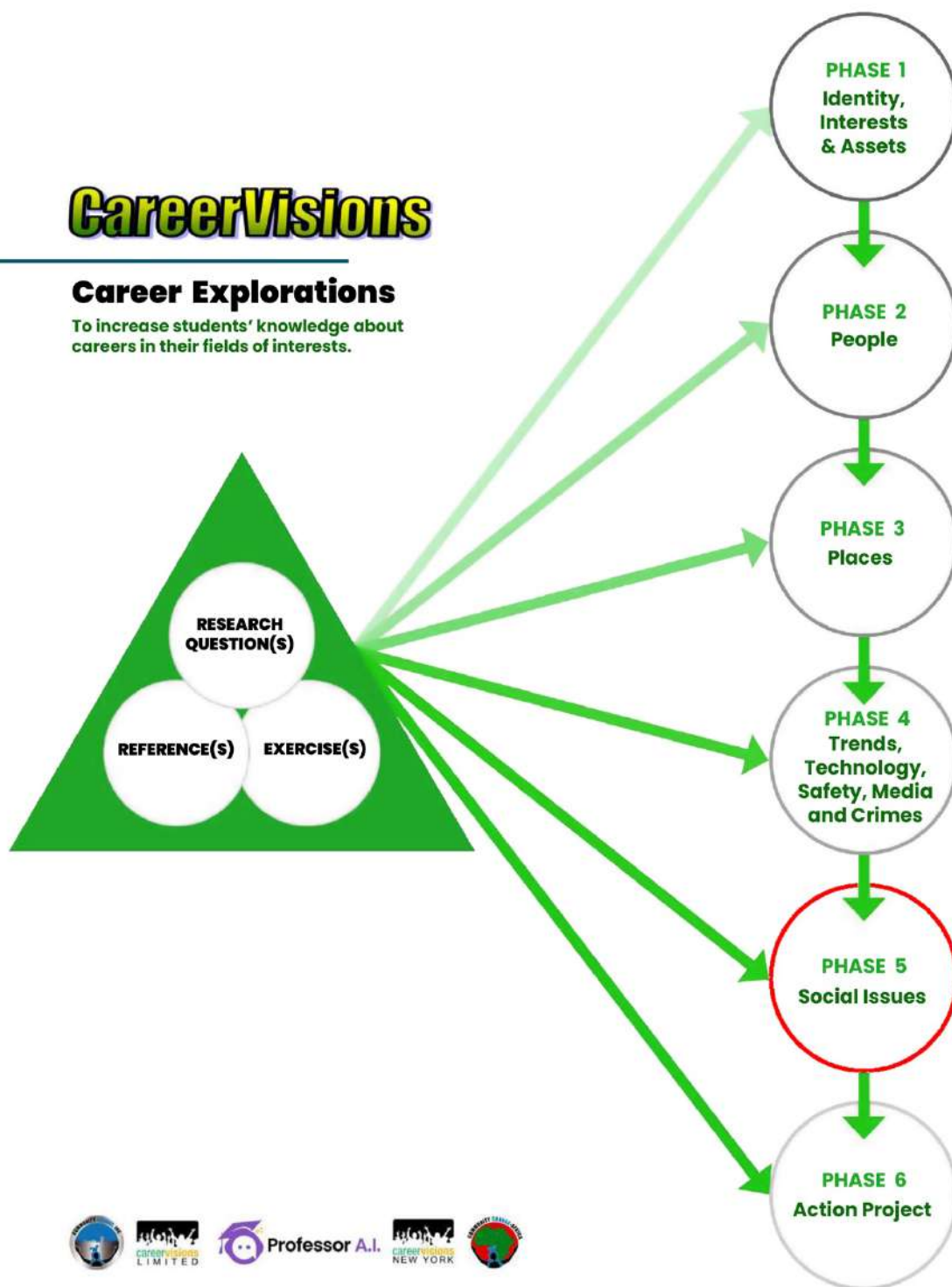


## Phase 5: Pulling it All Together: Financing Education & Mastering Academic Success.

### CareerVisions

#### Career Explorations

To increase students' knowledge about careers in their fields of interests.



Professor A.I.



## | Lesson 30: Mastering College & Scholarship Interviews

### Objective:

- Teach students how to **confidently answer common interview questions**.
- Help students develop **strong body language and speaking skills**.
- Introduce **literary and video sources** on interview techniques.

### 1. Welcome (1 min)

- **Facilitator's Message:**
  - *"Interviews can feel nerve-wracking, but with practice, you can make a great impression. Today, we'll work on answering questions with confidence!"*

### 2. Icebreaker: "First Impressions Count" (10 min – Movement Activity)

- **Setup:**
  - Students pair up and **introduce themselves to as many people as possible** in 2 minutes.
  - Each introduction must include:
    - **A confident greeting**
    - **A fun fact about themselves**
- **Debrief Discussion:**
  - *"What made some introductions more memorable than others?"*
  - *"What are the key elements of a strong first impression?"*

### 3. Exploratory Exercise: What Makes a Strong Interview? (20 min)

- **Framing Question:** *What are the do's and don'ts of a great interview?*
- **Literary/Video Source Recommendation:**
  - **Watch:** "How to Ace a College Interview" by The Princeton Review (YouTube Video) (Covers top tips for answering questions.)
  - **Read:** "Interview Like a Pro" by Mary Greenwood (Discusses strategies for professional, confident interviews.)
- **Activity Steps:**

O. **Small Group Discussion:**

- *"What makes an interview answer strong?"*

1. **Crafting Strong Responses:**

- Students write **a strong response** to one common college interview question.

#### 4. Expression Exercise: College Interview Role-Play (20 min – Interactive Activity)

- **Framing Statement:** *"Let's practice answering real interview questions!"*
- **Activity:**
  - Students **pair up** and take turns being the interviewer and interviewee.
  - Questions include:
    - *"Tell me about yourself."*
    - *"Why do you want to attend this college?"*
    - *"Describe a challenge you've overcome."*
  - **Whole Group Reflection:**
    - *"What did you notice about strong answers?"*

#### 5. Review: "Key Takeaways" (5 min)

- **Facilitator prompts:**
  1. What is the most important thing to remember in an interview?
  2. How can body language and tone affect your confidence?

#### 6. Reflection: "One Step Forward" (5 min)

- **Activity:**
  - Each student **writes down one interview goal** they will work on.
  - Examples:
    - *"I will practice speaking more slowly and clearly."*
    - *"I will prepare answers to three common questions."*
- **Closing Message:**
  - *"Confidence comes with practice—keep preparing, and you'll be ready for any interview!"*

## | Lesson 31 – College Funding Options

### Objective:

Equip students with knowledge about various college funding sources, including scholarships, grants, loans, and work–study programs, and guide them in identifying options that align with their personal circumstances.

### 1. Welcome (1 min)

#### Facilitator’s Message:

"College can be expensive, but there are numerous resources available to help you afford it. Today, we'll explore different ways to fund your education and take the first steps toward making college a reality."

### 2. Icebreaker – “Money Moves: Would You Rather?” (10 min – Movement Activity)

#### Instructions:

- Designate two areas in the room as "Option A" and "Option B."
- Read aloud a series of "Would you rather..." questions related to college funding.
- Students move to the area that represents their choice and share their reasoning with peers.

#### Sample Questions:

- Would you rather...
  - Receive a full scholarship to a college far from home (A) or
  - Attend a local college with partial financial aid (B)?
- Work part-time during college (A) or
  - Take out student loans to cover expenses (B)?
- Apply for multiple small scholarships (A) or
  - Focus on securing one large scholarship (B)? Huron Daily Tribune+7AP News+7Wikipedia+7

#### Debrief Discussion:

- What factors influenced your choices?

- How do personal circumstances affect decisions about funding college?  
[Wikipedia+4Wikipedia+4collegesavingsfoundation.org+4](https://www.collegesavingsfoundation.org/)

### 3. Exploratory Exercise – Understanding Financial Aid Options (20 min)

#### Framing Question:

What are the different types of financial aid available, and how can they help you pay for college? [https://www.hesc.ny.gov/find-aid-you-need?utm\\_source=chatgpt.com](https://www.hesc.ny.gov/find-aid-you-need?utm_source=chatgpt.com)

#### Article Reference:

**Title:** "Types of Financial Aid for College"

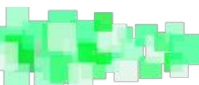
**Source:** BigFuture (College Board)

**Link:** <https://bigfuture.collegeboard.org/pay-for-college/get-help-paying-for-college/different-types-financial-aidBigFuture>

#### Instructions:

- Read the article together or in small groups.
- Identify and discuss the main types of financial aid: grants, scholarships, loans, and work-study.
- Create a comparison chart highlighting key features:

Type of Aid	Repayment Required?	Eligibility Criteria	Source
Grants	No	Financial need	Federal/state governments, colleges
Scholarships	No	Merit-based or specific criteria	Various organizations
Loans	Yes	Varies; creditworthiness	Federal/private lenders



Work-Study	No	Financial need	Federal government
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### Discussion Questions:

- Which type of aid seems most accessible to you, and why?
- What steps can you take to pursue these financial aid options?

---

## 4. Expression Exercise – “Funding Fit Game” (20 min – Matching & Planning Activity)

### Part 1 – Match Game:

- Provide students with fictional student profiles, each with unique backgrounds and goals.
- In groups, students determine the most suitable financial aid options for each profile and justify their choices.

### Sample Profile:

- Name: Alex
- Background: 3.5 GPA, interested in engineering, comes from a low-income household, participates in community service.

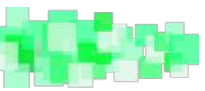
### Discussion:

- What types of financial aid would best support Alex's college journey?
- Why are these options appropriate for Alex's situation?

### Part 2 – Personal Planning:

- Students complete a worksheet outlining:
    - Their academic and career interests
    - Potential colleges or programs
    - Financial aid options they plan to explore
    - Questions they have about the financial aid process
- [https://www.hesc.ny.gov/find-aid-you-need?utm\\_source=chatgpt.com](https://www.hesc.ny.gov/find-aid-you-need?utm_source=chatgpt.com)





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## 5. Review – “College Money Moves Cheat Sheet” (5 min)

### Facilitator Summary:

- Recap the key points about each type of financial aid.
- Encourage students to share one new piece of information they learned.

### Visual Aid:

- Create a poster or slide summarizing the main financial aid options, their characteristics, and tips for application.

---

## 6. Reflection – “Next Step, Real Step” (5 min)

### Prompt:

- Write down one actionable step you will take this week to move closer to securing college funding.

### Examples:

- "Research local scholarships and note their deadlines."
- "Schedule a meeting with my school counselor to discuss financial aid."
- "Start drafting a personal statement for scholarship applications."

**Closing Message:** "Understanding and accessing financial aid is a crucial part of your college journey. By taking proactive steps now, you're investing in your future and opening doors to new opportunities."

## | Lesson 32 – Scholarship Search & Budgeting Challenge

### **Objective:**

Equip students with effective strategies to search for scholarships and understand budgeting principles to manage college expenses.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Scholarships are a powerful tool to fund your education. Today, we'll explore how to find scholarships that fit you and learn budgeting skills to manage college costs effectively."

---

### **2. Icebreaker – "Scholarship Scavenger Hunt" (10 min – Movement + Digital/Printed Activity)**

#### **Instructions:**

- Prepare 6–8 printed or digital scholarship descriptions (varying types and criteria).
- Place them around the room or provide them digitally.
- Students circulate, noting:
  - Scholarship name
  - Eligibility criteria
  - Award amount

#### **Debrief Questions:**

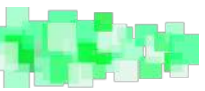
- Which scholarship interests you most, and why?
- What common eligibility criteria did you notice?

---

### **3. Exploratory Exercise – How to Search & Apply for Scholarships (20 min)**

#### **Framing Question:**

Where can I find scholarships that align with my background and interests?



## Article Reference Options:

1. **Title:** "Top 10 Scholarships Every High School Senior Should Know About"  
**Source:** National Society of High School Scholars (NSHSS)  
**Link:** <https://www.nshss.org/resources/blog/blog-posts/top-10-scholarships-every-high-school-senior-should-know-about/>

### Instructions:

- Divide students into pairs; assign each pair one of the articles.
- Each pair reads their article, highlighting key strategies for finding and applying for scholarships.
- Pairs share their findings with the class.

### Discussion Questions:

- What new strategies did you learn for finding scholarships?
- How can you apply these strategies to your scholarship search?

---

## 4. Expression Exercise – “College Budget Challenge” (20 min – Team Game)

### Setup:

- Divide students into small groups.
- Provide each group with a fictional student profile, including:
  - Intended college
  - Estimated tuition and expenses
  - Scholarships/grants awarded

### Challenge:

- Groups calculate the remaining costs after scholarships/grants.
- Develop a budget plan to cover remaining expenses (e.g., part-time work, additional scholarships, cost-cutting measures).
- Each group presents their budget plan to the class.

---

## 5. Review – “Scholarship & Budget Cheat Sheet” (5 min)

### Facilitator Summary:

- Recap key points about scholarship searching and budgeting strategies.
- Encourage students to share one tip they found most useful.

### Create a shared checklist of student-generated tips:

- "Start searching for scholarships early."
- "Keep track of application deadlines."
- "Tailor your application essays to each scholarship."

## 6. Reflection – “Money Moves I’ll Make” (5 min)

### Prompt:

Write down one actionable step you will take this week to advance your scholarship search or budgeting plan.

### Examples:

- "Research local community scholarships."
- "Draft a personal statement for scholarship applications."
- "Create a spreadsheet to track scholarship deadlines."

### Closing Message:

"Securing scholarships and managing your budget are crucial steps toward achieving your educational goals. Start early, stay organized, and believe in your potential."

## | Lesson 33 – Step-by-Step FAFSA & Financial Aid Workshop

### **Objective:**

Equip students with a clear understanding of the FAFSA process, including preparation steps, application procedures, and how to address special financial circumstances.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Completing the FAFSA is a crucial step toward securing financial aid for college. Today, we'll break down the process to make it manageable and ensure you're prepared to take this important step."

### **2. Icebreaker – "FAFSA Fact or Fiction" (10 min – Movement Game)**

#### **Instructions:**

- Designate two areas in the room: "Fact" and "Fiction."
- Read aloud statements about the FAFSA; students move to the area they believe represents the correct answer.
- After each statement, discuss the correct answer and provide a brief explanation.

#### **Sample Statements:**

- "You must pay a fee to submit the FAFSA." (Fiction)
- "Only students with high GPAs are eligible for financial aid." (Fiction)
- "The FAFSA can help you access grants, loans, and work-study opportunities." (Fact)

### **3. Exploratory Exercise – Understanding the FAFSA Process (20 min)**

#### **Framing Question:**

What steps are involved in completing the FAFSA, and how can I prepare effectively?



## Article Reference Options:

1. **Title:** "6 Things Students Need Before They Fill Out the FAFSA® Form"  
**Source:** Federal Student Aid  
**Link:** [https://studentaid.gov/articles/things-you-need-for-fafsa/Federal Student Aid+7Federal Student Aid+7Federal Student Aid+7Federal Student Aid+2Wikipedia+2Federal Student Aid+2](https://studentaid.gov/articles/things-you-need-for-fafsa/Federal%20Student%20Aid+7Federal%20Student%20Aid+7Federal%20Student%20Aid+7Federal%20Student%20Aid+2Wikipedia+2Federal%20Student%20Aid+2)
2. **Title:** "What Should I Do if I Have Special Financial Circumstances?"  
**Source:** Federal Student Aid  
**Link:** [https://studentaid.gov/help/reporting-special-financial-circumstances Federal Student Aid+6Federal Student Aid+6Federal Student Aid+6Federal Student Aid+2Federal Student Aid+2Wikipédia,l'encyclopédie libre+2](https://studentaid.gov/help/reporting-special-financial-circumstances/Federal%20Student%20Aid+6Federal%20Student%20Aid+6Federal%20Student%20Aid+6Federal%20Student%20Aid+2Federal%20Student%20Aid+2Wikipédia,l'encyclopédie libre+2)

### Instructions:

- Divide students into pairs; assign each pair one of the articles.
- Each pair reads their article, highlighting key points and steps.
- Pairs share their findings with the class, focusing on practical tips and important considerations.

### Discussion Questions:

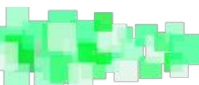
- What are the essential items needed before starting the FAFSA?
- How can students with special financial circumstances ensure their FAFSA reflects their current situation?

---

## 4. Expression Exercise – “FAFSA Readiness Checklist” (20 min – Personal Planner Activity)

### Instructions:

- Provide students with a checklist template to assess their readiness for completing the FAFSA.
- Checklist items include:
  - Creating an FSA ID
  - Gathering necessary documents (e.g., Social Security number, tax information)
  - Listing potential colleges
  - Identifying any special financial circumstances
  - Setting a target date to complete the FAFSA



### Optional Activity:

- Students pair up to discuss their checklists and offer mutual support in areas where they may need assistance.
- 

## 5. Review – “The FAFSA Flow” (5 min)

### Facilitator Summary:

- Recap the key steps in the FAFSA process:
  1. Create an FSA ID
  2. Gather necessary documents
  3. Complete and submit the FAFSA
  4. Review the Student Aid Report (SAR)
  5. Respond to any follow-up requests from colleges

### Discussion Prompt:

- “Which step do you feel most confident about, and which step do you need more information on?”
- 

## 6. Reflection – “My FAFSA Action Plan” (5 min)

### Prompt:

Write down one specific action you will take this week to move forward with your FAFSA application.

### Examples:

- “I will create my FSA ID.”
- “I will gather my family’s tax information.”
- “I will schedule a meeting with my school counselor to discuss special circumstances.”

### Closing Message:

“Completing the FAFSA is a significant step toward achieving your college goals. With preparation and support, you can navigate this process successfully and access the financial aid you deserve.”



## | Lesson 34 – Study Skills & Creative Organizational Strategies

### Objective:

Equip students with effective study techniques and organizational strategies to enhance academic performance and manage responsibilities efficiently.

### 1. Welcome (1 min)

#### Facilitator's Message:

"Mastering study skills and staying organized are key steps toward academic success. Today, we'll explore practical methods to help you study smarter and keep your school life in order."

---

### 2. Icebreaker – "What Kind of Learner Are You?" (10 min – Movement Activity)

#### Instructions:

- Place four signs in different corners of the room labeled: Visual, Auditory, Reading/Writing, Kinesthetic.
- Read statements aloud (e.g., "I remember best when I see diagrams").
- Students move to the corner that aligns with their preferred learning style.

#### Debrief:

- Discuss how understanding one's learning style can inform effective study habits.

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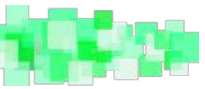
### 3. Exploratory Exercise – Smart Study Habits (20 min)

#### Framing Question:

What study strategies can help me learn more effectively?

#### Article Reference Options:

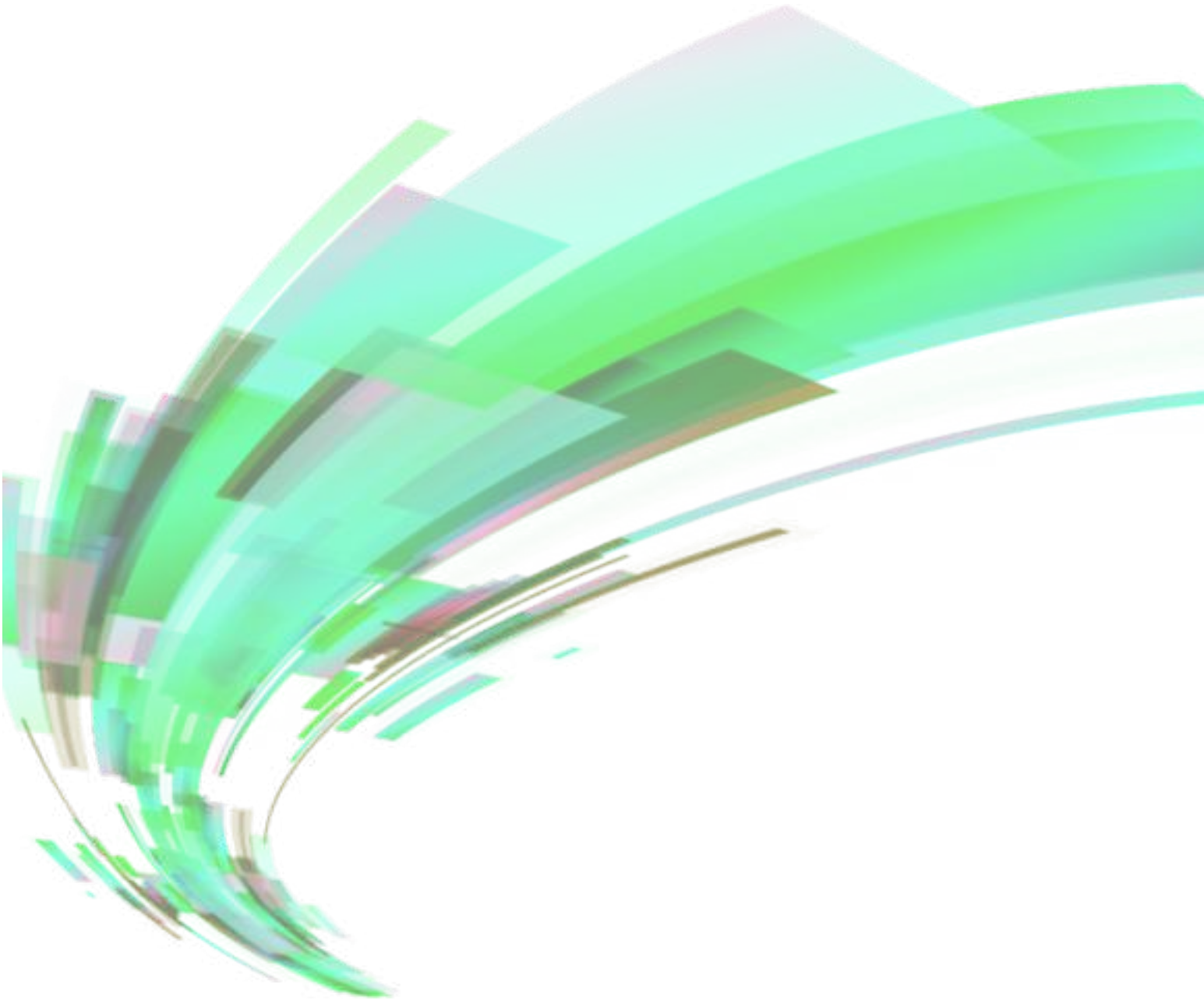
1. **Title:** "Crunch Time: Don't Study Without These 8 Tips"  
**Source:** Oxford Learning  
**Link:** <https://www.oxfordlearning.com/crunch-time-dont-study-without-these-8-tips/>



2. **Title:** "5 Tips to Keep Schoolwork Organized"

**Source:** Scholastic

**Link:** <https://www.scholastic.com/parents/school-success/homework-help/school-organization-tips/5-ways-to-help-your-child-stay-organized.html>



### Instructions:

- Divide students into small groups; assign each group one of the articles.
- Each group reads their article and identifies:
  - Two new study strategies they find useful.
  - How they can adapt these strategies to their personal study routines.

### Discussion Prompts:

- Which study tip do you think will be most effective for you, and why?
- How can you implement this strategy in your daily study habits?

## 4. Expression Exercise – “Planner Remix” (20 min – Creative Design Project)

### Supplies Needed:

Paper, markers, stickers, or digital tools like Google Slides or Docs.

### Instructions:

- Students design a personalized planner page that includes:
  - A weekly to-do list.
  - Sections for goals or affirmations.
  - Time blocks for study Lessons, breaks, and extracurricular activities.
  - A color-coding system or creative elements like doodles.

### Optional Share:

Students can present their planner designs to the class, highlighting features they're excited to use.

## 5. Review – “Study Skill Speed Round” (5 min)

### Game Format:

Facilitator presents scenarios (e.g., “You have a test tomorrow and haven't started studying”).

### Student Response:

Students quickly suggest study strategies discussed earlier that would be effective in each scenario.

### Facilitator Action:

Compile a “Top 5 Study Tips” list based on student input.

## 6. Reflection – “Plan to Succeed” (5 min)

### Prompt:

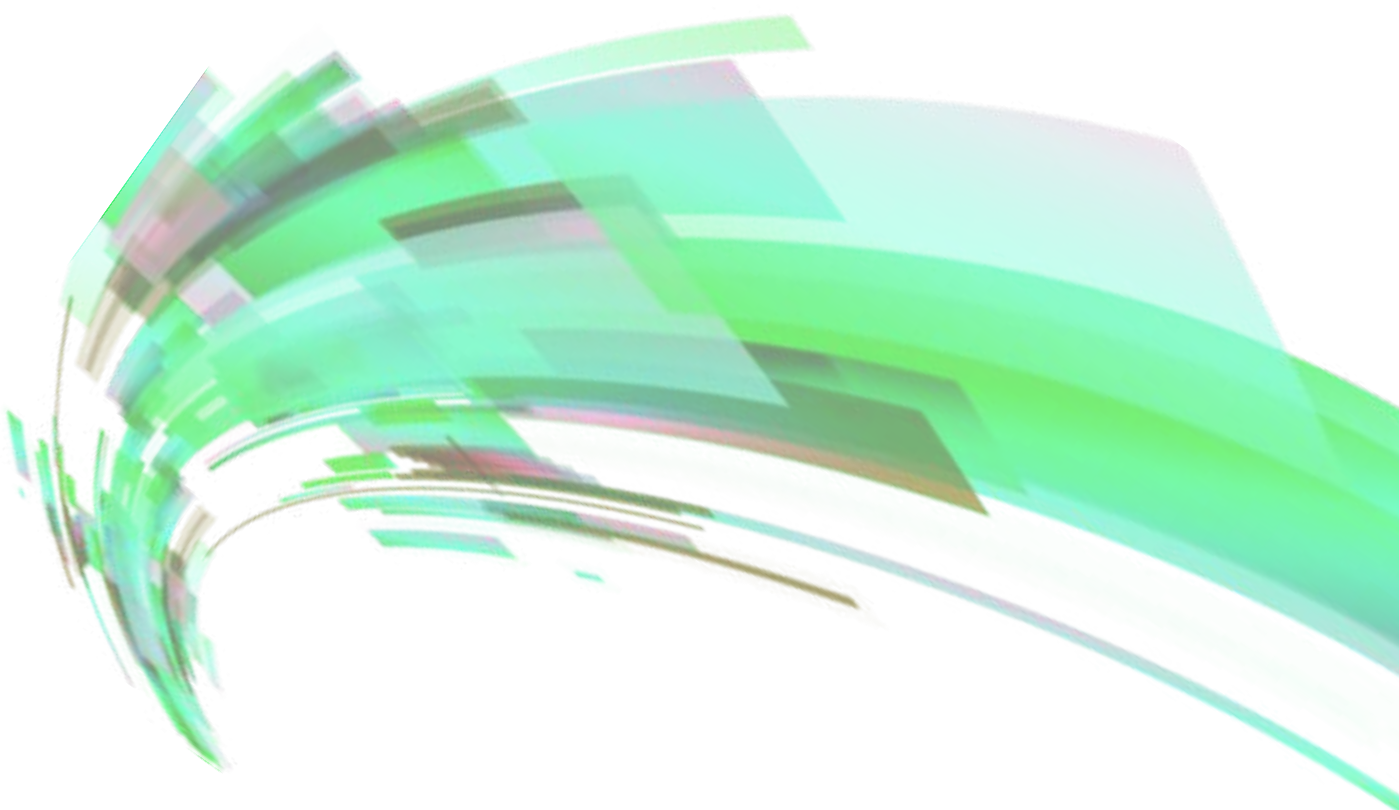
Write down one specific change you will make to your study or organizational habits this week.

### Examples:

- "I will dedicate 30 minutes each evening to review my notes."
- "I will use a color-coded system to organize my assignments."
- "I will set specific goals for each study Lesson."

### Closing Message:

"Implementing effective study habits and staying organized can transform your academic experience. Start with small changes, and you'll see significant improvements over time."



## | Lesson 35 – Time Management & Personal Planning

### Objective:

Equip students with effective time management strategies and personal planning skills to enhance academic performance and manage responsibilities efficiently.

### 1. Welcome (1 min)

#### Facilitator's Message:

"Mastering time management and personal planning are key steps toward academic success. Today, we'll explore practical methods to help you use your time wisely and keep your school life in order."

---

### 2. Icebreaker – "The Clock Game" (10 min – Movement Activity)

#### Instructions:

- Place large paper clock faces around the room, each labeled with a different daily activity (e.g., school, sleep, phone time, eating, commuting, free time).
- Students write how many hours they spend on each activity per day next to each clock.

#### Debrief Questions:

- "Which activity takes up the most of your day?"
- "Where could you find more time for rest, work, or goals?"

---

### 3. Exploratory Exercise – Time Management Tactics (20 min)

#### Framing Question:

How can I better manage my time to meet my goals and reduce stress?

#### Article Reference Options:

1. **Title:** "10 Time Management Tips for Students"  
**Source:** GradePower Learning  
**Link:** <https://gradelearning.com/resources/study-skills/10-time-management-tips-students/>

2. **Title:** "8 Time Management Tips for Students"

**Source:** Harvard Summer School

**Link:** <https://summer.harvard.edu/blog/8-time-management-tips-for-students/>

**Instructions:**

- Divide students into small groups; assign each group one of the articles.
- Each group reads their article and identifies:
  - Two time-wasters they struggle with.
  - One strategy they're excited to try (e.g., to-do lists, time blocking, prioritizing).

**Discussion Prompts:**

- "Which tip do you think will help you most right now?"
- "How can better time management help you reach your academic or personal goals?"

#### 4. Expression Exercise – "Design Your Daily Flow" (20 min – Personal Planning Project)

**Instructions:**

Each student creates a visual or digital "Ideal Day" schedule, including:

- Wake-up time & bedtime.
- School hours.
- Homework/study Lessons.
- Meals.
- Chosen "me time" (fun, hobbies, quiet time).
- Goal block (time set aside for progress toward a personal or school goal).

Encourage creativity! Students can use:

- Color-coded blocks.
- Symbols (stars for goal time, hearts for rest time).
- Doodles and affirmations.

**Optional Share:**

Volunteers present their ideal day and describe what time of day they feel most focused and productive.

## 5. Review – “Beat the Clock” (5 min – Game Format)

### Instructions:

Rapid-fire quiz: Facilitator calls out common student challenges.

Examples:

- “You have a test tomorrow and forgot to study — what do you do?”
- “You’ve been on your phone for 2 hours — what’s your next move?”
- “Your goal is to write a scholarship essay — when will you do it?”

Students respond using time management strategies from the lesson (e.g., “set a timer,” “prioritize,” “plan ahead”).

---

## 6. Reflection – “Time is Power” (5 min)

### Prompt:

Write down a personal goal and when (this week) you’ll make time for it.

Examples:

- “Finish a homework assignment by 6 p.m. on Tuesday.”
- “Spend 30 minutes researching a career on Thursday.”
- “Take 15 minutes to journal or reflect every night this week.”

### Closing Message:

“Time is one of your most valuable resources. When you use it with intention, it becomes a superpower — one that helps you protect your dreams and move toward success.”

## | Lesson 36 – Academic Success, Study Skills & Time Management

### **Objective:**

Equip students with effective study habits and time management strategies to enhance academic performance and manage responsibilities efficiently.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Mastering study skills and time management are key steps toward academic success. Today, we'll explore practical methods to help you study smarter and manage your time effectively."

---

### **2. Icebreaker – "What's Working?" (10 min – Pair/Group Share Activity)**

#### **Instructions:**

- In pairs or small groups, students discuss:
  - One strategy or habit that has helped them recently.
  - One area they wish to improve.

#### **Facilitator Summary:**

Compile a list of common challenges and strengths shared by the group.

---

### **3. Exploratory Exercise – Mapping Academic Success (20 min)**

#### **Framing Question:**

What habits and mindsets lead to academic success, and how can I adopt them?

#### **Article Reference Options:**

1. **Title:** "8 Habits of Highly Successful Students"  
**Source:** College Info Geek  
**Link:** <https://collegeinfogeek.com/8-habits-highly-successful-students/>  
[College Info Geek+6College Info Geek+6YouTube+6](#)
2. **Title:** "Top 10 Study Tips"  
**Source:** Youth Central – Government of Victoria



**Link:** <https://www.youthcentral.vic.gov.au/study/studying-and-exams/top-10-study-tipsSMCCCD+10youthcentral.vic.gov.au+10Springfield Renaissance School+10>

### Instructions:

- Assign an article to each pair or small group.
- Each group identifies:
  - Three success habits mentioned.
  - One habit they already practice.
  - One habit they aim to develop.
- Groups share their findings with the class; facilitator compiles a list of "class success goals."

## 4. Expression Exercise – “Design Your Daily Flow” (20 min – Personal Planning Project)

### Instructions:

- Each student creates a visual or digital "Ideal Day" schedule, including:
  - Wake-up time and bedtime.
  - School hours.
  - Homework/study Lessons.
  - Meals.
  - Personal time (hobbies, relaxation).
  - Time allocated for personal goals.
- Encourage creativity with color-coding, symbols, and affirmations.

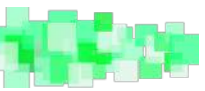
### Optional Share:

Students can present their schedules and discuss their most productive times of the day.

## 5. Review – “Beat the Clock” (5 min – Game Format)

### Instructions:

Facilitator presents scenarios (e.g., "You have a test tomorrow and haven't started studying").

**Student Response:**

Students suggest time management and study strategies applicable to each scenario.

**Facilitator Action:**

Compile a "Top 5 Study Tips" list based on student input.

---

**6. Reflection – "Time is Power" (5 min)****Prompt:**

Write down a personal academic goal and schedule a specific time this week to work on it.

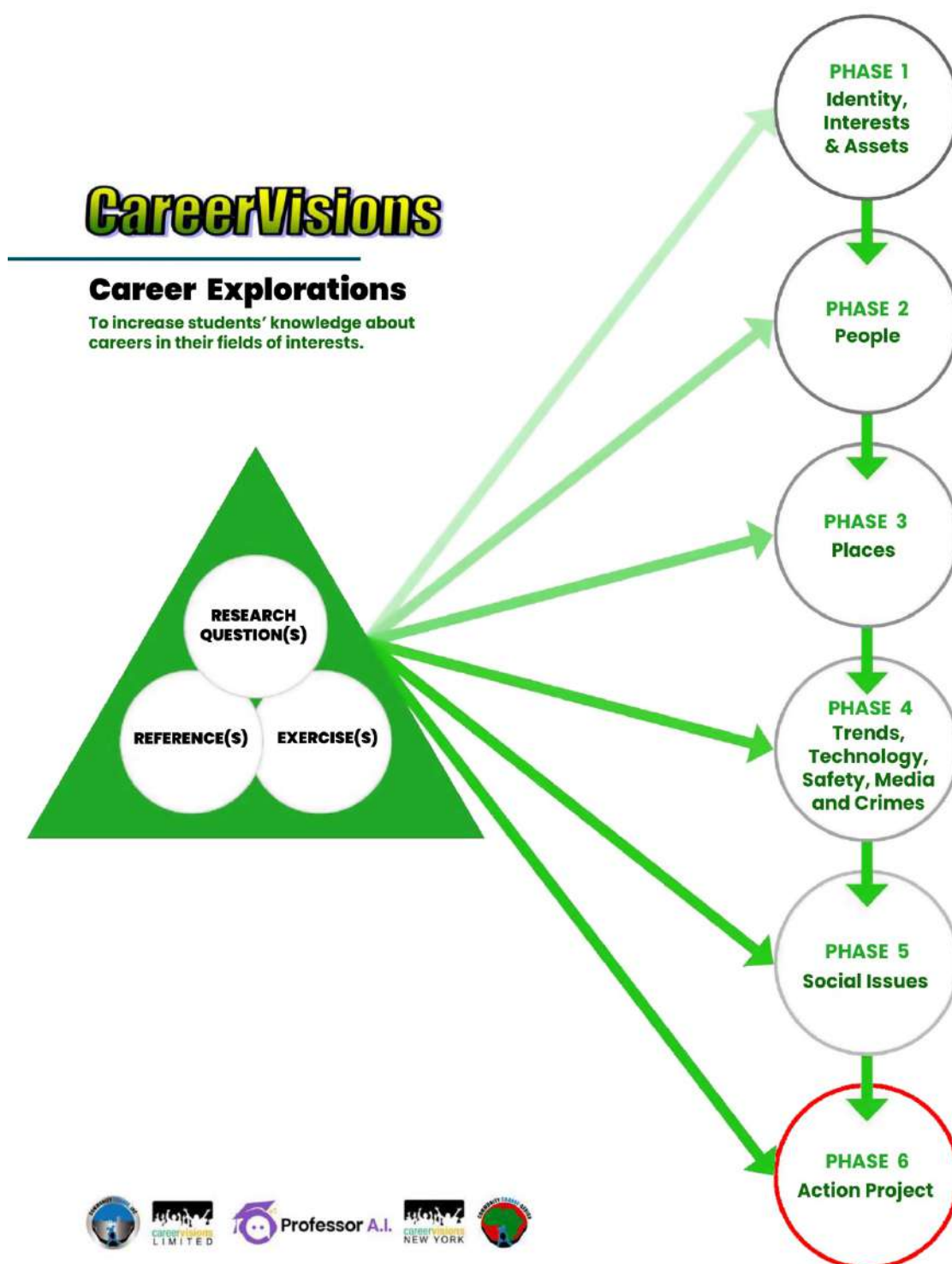
**Examples:**

- "Review math notes for 30 minutes on Wednesday evening."
- "Complete English essay draft by Friday afternoon."
- "Organize study materials on Saturday morning."

**Closing Message:**

"Effective study habits and time management empower you to take control of your academic journey. Implementing these strategies will lead to improved performance and reduced stress."

Phase 6: Action Project: culminates in an action project that synthesizes learning with community engagement.



## | Lesson 37 – Stress Management, Resilience & Creative Expression

### **Objective:**

Equip students with effective stress management techniques and resilience-building strategies to enhance emotional well-being and academic performance.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Understanding how to manage stress and build resilience is crucial for navigating life's challenges. Today, we'll explore practical methods to help you cope effectively and express yourself creatively."

---

### **2. Icebreaker – "Name That Feeling" (10 min – Movement + Reflection Game)**

#### **Instructions:**

- Label four corners of the room: "Overwhelmed," "Focused," "Tired," and "Motivated."
- Read common stress scenarios (e.g., "It's the night before a big test and your Wi-Fi goes out.")
- Students move to the emotion that best matches their response and briefly share why.

#### **Debrief:**

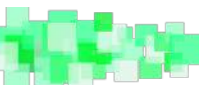
- "What feelings come up most during the school week?"
- "What helps you shift into a better mindset when you're overwhelmed?"

---

### **3. Exploratory Exercise – Understanding Stress and Resilience (20 min)**

#### **Framing Questions:**

- What causes stress, and how does it affect us?
- What does it mean to be resilient?



## Article Reference Options:

1. **Title:** "What Is Stress?"  
**Source:** Nemours KidsHealth  
**Link:** <https://kidshealth.org/en/teens/stress.html>
2. **Title:** "Developing Resilience"  
**Source:** Kids Helpline Australia  
**Link:** <https://kidshelpline.com.au/teens/issues/developing-resilience>

### Instructions:

- Assign one article to each pair or small group.
- Each group identifies:
  - Three causes of stress.
  - Two healthy coping strategies.
  - One way they've demonstrated resilience.

### Discussion Prompts:

- "What surprised you about how stress works?"
- "How have you bounced back from tough times?"

---

## 4. Expression Exercise – "The Resilience Collage" (20 min – Creative Art Project)

### Instructions:

- Students create a mini-poster or digital collage titled: **"What Keeps Me Going."**
- Sections include:
  - Things I'm proud of.
  - People or memories that inspire me.
  - My go-to calming activity.
  - A personal mantra or affirmation.

### Optional Share:

- Students can explain one part of their collage to the class or in pairs.

---

## 5. Review – "Stress Survival Tools" (5 min – Group Recap)

**Facilitator writes and categorizes responses into three buckets:**

- Quick fixes (e.g., breathing, music, movement)
- Mindset tools (e.g., positive self-talk, reframing)
- Long-term strategies (e.g., journaling, seeking support, planning)

**Ask:**

- "Which one will you use this week?"
- "What's one new stress tool you didn't know before?"

## **6. Reflection – "I Am Still Standing" (5 min)**

**Prompt:**

Write or speak a one-sentence affirmation that reflects your strength.

**Examples:**

- "Even when I'm stressed, I still show up."
- "I've made it through harder days."
- "I may bend, but I don't break."

**Closing Message:**

"Being resilient doesn't mean never feeling stressed — it means finding the strength to keep going and using your creativity and voice to rise again."

## | Lesson 38 – Enhancing Soft Skills Through Interactive Games

### Objective:

Students will develop key soft skills—such as communication, teamwork, leadership, and problem-solving—through interactive, collaborative games and reflection.

### 1. Welcome (1 min)

#### Facilitator's Message:

"Soft skills are essential for success in school, work, and life. Today, we'll strengthen these skills through fun and engaging activities that promote collaboration and creativity."

---

### 2. Icebreaker – "The Human Knot" (10 min – Physical Activity)

#### Instructions:

- Have students stand in a circle. Each person reaches across to grab the hands of two different people.
- Without letting go, the group works together to untangle the "knot" into a circle again.

#### Debrief Questions:

- "What strategies did you use to solve the problem?"
- "How did communication and teamwork play a role?"

---

### 3. Exploratory Exercise – Soft Skills in Action (20 min)

#### Framing Question:

How can interactive games help us develop essential soft skills?

#### Article Reference Options:

1. **Title:** "12 Free Soft Skills Training Activities and Games"  
**Source:** Symonds Research  
**Link:** <https://symondsresearch.com/soft-skills-activities/Wikipedia+4symondsresearch.com+4Modern Training Solutions+4>

2. **Title:** "17 Fun Team Building Activities for Kids in Your Classroom"

**Source:** Prodigy Education

**Link:** <https://www.prodigygame.com/main-en/blog/team-building-activities-for-kids> Prodigy Game

**Instructions:**

- Divide students into small groups.
- Assign each group one activity from the articles above.
- Groups engage in the activity, focusing on the soft skills being utilized.

**Discussion Prompts:**

- "Which soft skills were most important in this activity?"
- "How can you apply these skills in real-life situations?"

#### 4. Expression Exercise – "Design Your Own Game" (20 min – Creative Project)

**Instructions:**

- In pairs or small groups, students design a simple game that promotes one or more soft skills.
- They must outline:
  - The objective of the game.
  - Rules and materials needed.
  - The soft skills it aims to develop. [https://www.wired.com/story/games-play-evolution-social-connection/?utm\\_source=chatgpt.com](https://www.wired.com/story/games-play-evolution-social-connection/?utm_source=chatgpt.com)

**Optional Share:**

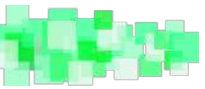
- Groups present their games to the class and explain the intended soft skills outcomes.

#### 5. Review – "Soft Skills Showdown" (5 min – Quiz Game)

**Instructions:**

- Prepare a quick quiz with scenarios requiring soft skills.
- Students answer questions like:
  - "What would you do if a team member isn't contributing?"





- "How do you handle a disagreement in a group project?"

**Facilitator Action:**

- Discuss the answers, highlighting effective soft skills strategies.

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**6. Reflection – “My Soft Skills Plan” (5 min)**

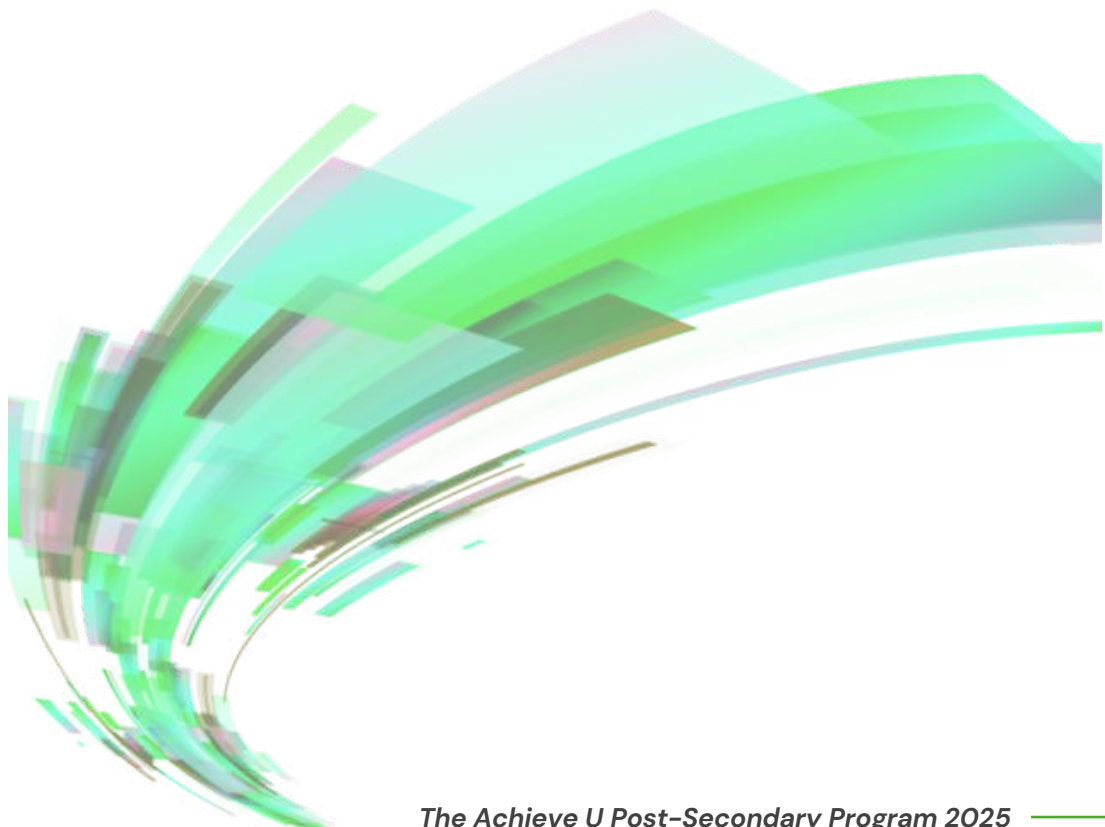
**Prompt:**

- Write down one soft skill you want to improve and a specific action you will take to develop it.

**Examples:**

- "I will practice active listening by summarizing what my peers say during discussions."
- "I will take on a leadership role in our next group project."

**Closing Message:** "By actively engaging in these activities, you've taken steps to enhance your soft skills, which are crucial for personal and professional growth."



## | Lesson 39 – Career Exploration, Pathways & Creative Expression

### **Objective:**

Students will explore a range of career paths and express their future aspirations through creative, interest-based presentations.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"You don't have to know exactly what you want to do in life — but knowing your passions, skills, and options is the first step. Today, we'll explore real career pathways and create something that reflects your future self."

---

### **2. Icebreaker – "Career Speed Round" (10 min – Movement + Think Fast Game)**

#### **Instructions:**

- Create two rows of chairs facing each other.
- Students rotate every 30 seconds and answer a career-themed question with a partner:
  - "If money didn't matter, what job would you do?"
  - "Who's someone whose job you admire?"
  - "What's one skill you're really good at?"

#### **Debrief:**

"What answers surprised you?"

"Did you hear any job ideas you'd never considered before?"

---

### **3. Exploratory Exercise – What Careers Match Me? (20 min)**

#### **Framing Question:**

What careers align with my strengths, interests, and personality?

#### **Article Reference Options:**

1. **Title:** "Interest Assessment"  
**Source:** CareerOneStop (U.S. Department of Labor)

**Link:**

<https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>  
[Midland Reporter-Telegram+13CareerOneStop+13CareerOneStop+13](#)

### Instructions:

- Option A: Take the short CareerOneStop quiz to generate a list of potential careers.

### Guided Questions:

- What education or training does this job require?
- What does a typical day look like?
- What's the average salary?
- Why do you find this job interesting?

## 4. Expression Exercise – “Future Me Zine” (20 min – Creative Project)

**Instructions:** Students design a mini-zine (or trifold brochure/poster) titled “**Meet Future Me**” using art supplies or digital tools. Include:

- Job title & description
- Why I chose this path
- My skills & talents that match
- A future quote from “me”
- One challenge I’ll overcome to get there
- Image (drawing, magazine cutout, or digital graphic)

### Optional Share:

Students present their zine or brochure in a 1-minute gallery walk.

## 5. Review – “Career Buzzwords” (5 min – Word Game)

**Instructions:** Call out buzzwords from the career world (e.g., resume, training, mentor, degree, certificate). Students shout back what it means or give an example.

Create a visual word wall of the top 5 terms students found most useful.

## 6. Reflection – “One Thing I Know Now” (5 min)

### Prompt:

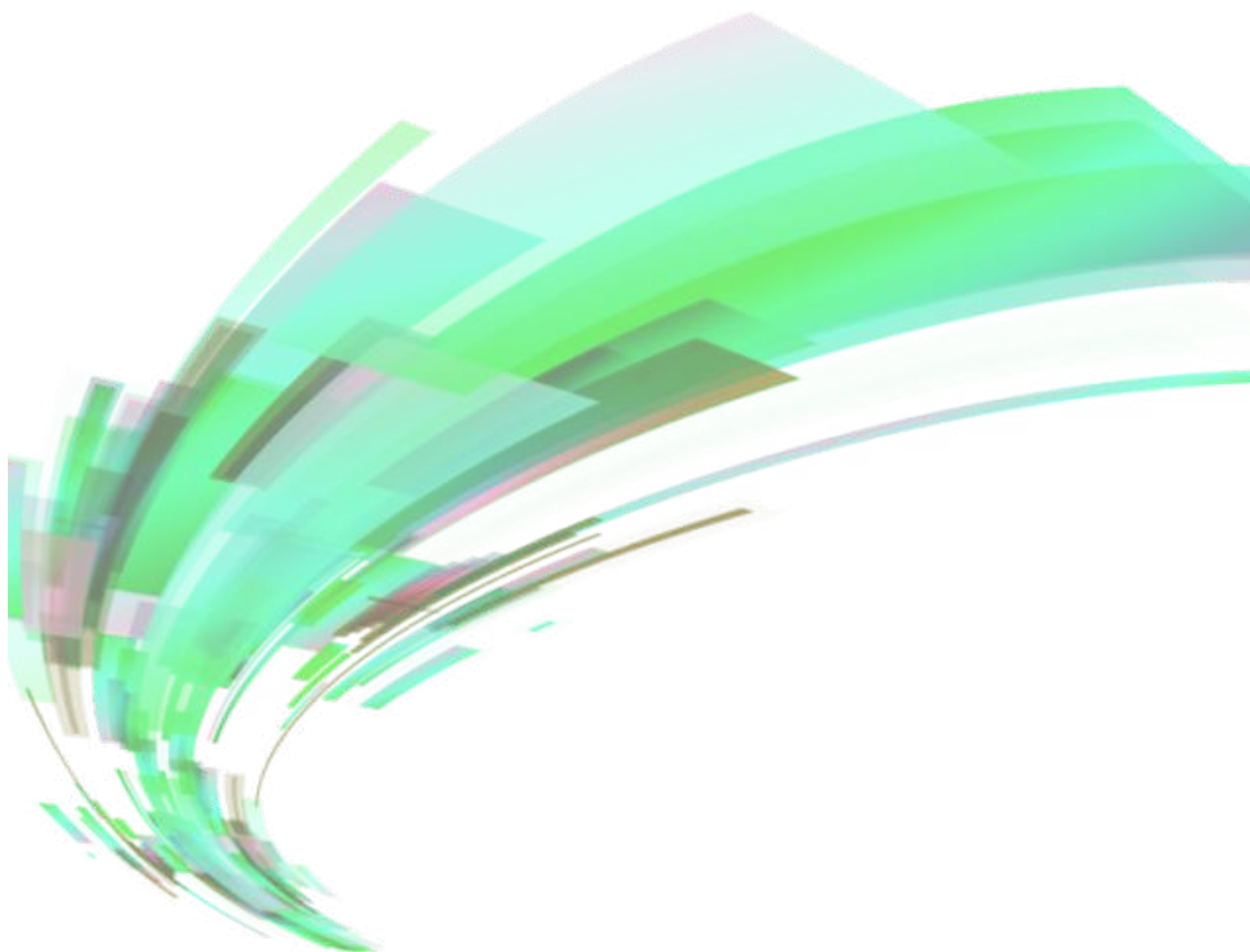
Write or speak one new thing you know about yourself or your future after today's Lesson.

### Examples:

- "I like helping people, so I'm thinking about nursing."
- "I learned that I don't have to go to a 4-year college to have a good job."
- "Now I want to interview someone in the career I picked."

### Closing Message:

"You don't have to have it all figured out — but the more you learn about yourself, the closer you get to a future that fits."



## | Lesson 40 – Entrepreneurship & Innovation: Shark Tank Challenge

### **Objective:**

Students will refine, pitch, and present a creative business or project idea that highlights their entrepreneurial thinking, teamwork, and communication skills.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Great entrepreneurs don't just dream — they build. Today, you'll work with your team to refine your business idea and pitch it like a pro. Whether it's a product, a service, or a cause, your idea could change the world."

### **2. Icebreaker – "Pitch Me This" (10 min – Improv Game)**

#### **Instructions:**

- Present students with random everyday objects (paperclip, shoelace, empty cup, etc.).
- One by one, each student must "sell" the object to the class using a creative pitch (30–60 seconds).

#### **Debrief Questions:**

- "What made a pitch interesting or convincing?"
- "How did creativity help make the product feel valuable?"

### **3. Exploratory Exercise – What Makes a Great Pitch? (20 min)**

#### **Framing Question:**

What elements make a product pitch clear, exciting, and persuasive?

#### **Article Reference Options:**

1. **Title:** "How to Make a Compelling Pitch"  
**Source:** Harvard Business Review

**Link:** <https://hbr.org/2023/08/how-to-make-a-compelling-pitch> Harvard Business Review+1 Harvard Business Review+1

2. **Title:** "How to Write a Business Plan for a Small Business"

**Source:** Bplans

**Link:** <https://www.bplans.com/business-planning/how-to-write/> YouTube+14 Harvard Business Review+14 Latest news & breaking headlines+14

### Instructions:

- Assign each article to small groups or pairs.
- Students highlight:
  - The 4–5 must-have parts of a pitch (e.g., problem, solution, market, team, ask)
  - One tip that surprised or inspired them

### Discussion Prompts:

- "What's one way to grab the judges' attention right away?"
- "How do you make a business idea feel real and achievable?"

## 4. Expression Exercise – "Shark Tank: Final Pitch Prep" (20 min – Team Project)

### Instructions:

- In small groups (from previous Lesson or newly formed), students:
  - Finalize a business idea or product name
  - Prepare a 1–3 minute pitch that includes:
    - Problem they're solving
    - What they're offering (product/service)
    - Who it helps
    - What makes it different
    - What resources or support they would need
- Use index cards, Google Slides, or poster paper if available

**Optional Twist:** Assign student "Sharks" as judges to give positive feedback and ask follow-up questions.

## 5. Review – “Pitch Recap” (5 min)

### Instructions:

- Invite each group to give a one-sentence version of their pitch.
- Facilitator or classmates highlight strengths: clarity, confidence, creativity.

**Prompt:** “What was one group’s idea you’d invest in and why?”

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## 6. Reflection – “CEO Energy” (5 min)

### Prompt:

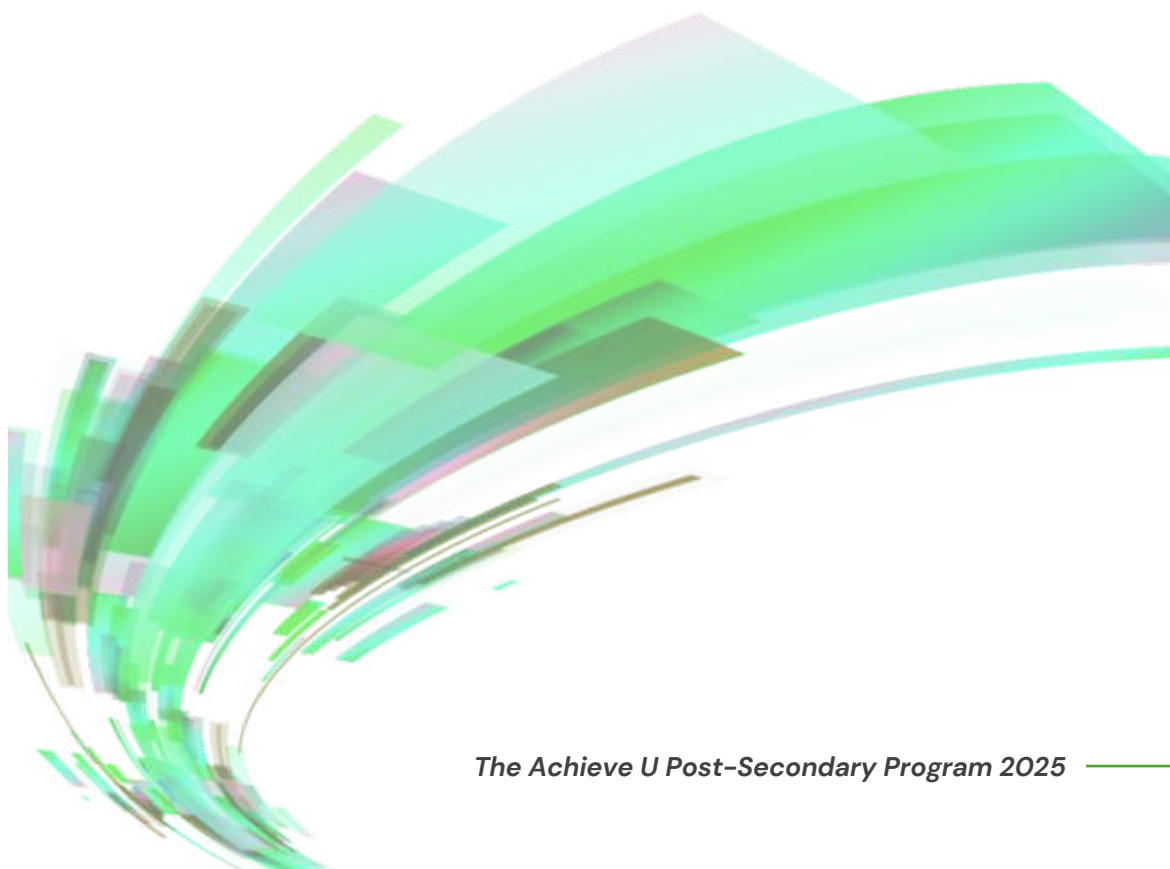
Write a short affirmation or future vision statement.

### Examples:

- “One day, I’ll own my own brand.”
- “I have ideas worth building.”
- “When I see a problem, I see a solution.”

### Closing Message:

“Entrepreneurs aren’t just business owners — they’re change-makers. Keep your idea alive, build on your voice, and never stop innovating.”



## | Lesson 41 – Vision, Identity & Goal Setting Recap

### Objective:

Students will reflect on their growth, clarify their personal and academic vision, and set short- and long-term goals using creative tools and group discussion.

### 1. Welcome (1 min)

#### Facilitator's Message:

"You've explored who you are, what you value, and where you want to go. Today we'll bring all that together and create a blueprint to guide your next steps — not just for school, but for life."

---

### 2. Icebreaker – "Identity Walk" (10 min – Movement + Sharing)

#### Instructions:

- Around the room, post signs labeled: "Dreamer," "Planner," "Creative," "Leader," "Builder," "Healer," "Explorer," "Connector," and "Innovator."
- Ask students to walk to the identity that best describes who they are today — not who they want to be, but who they already are.
- Invite 1–2 students at each station to share *why* they chose it.

#### Debrief:

- "Was it easy or hard to choose?"
- "Have you always seen yourself that way?"

---

### 3. Exploratory Exercise – Revisiting Vision & Goal Setting (20 min)

#### Framing Question:

How can I build a meaningful plan that reflects who I am and what I want?

#### Article Reference Options:

1. **Title:** "How to Set Powerful Personal Goals"  
**Source:** Mind Tools  
**Link:** <https://www.mindtools.com/abrpblz/how-to-set-powerful-personal-goals>



2. **Title:** "Teaching Middle Schoolers How to Write SMART Goals"  
**Source:** Project School Wellness  
**Link:** <https://www.projectschoolwellness.com/teaching-middle-schoolers-how-to-write-smart-goals/>
3. **Title:** "How High School Students Can Set — and Accomplish — Their Goals"  
**Source:** Harvard Summer School  
**Link:** <https://summer.harvard.edu/blog/how-high-school-students-can-set-and-accomplish-their-goals/>

### Instructions:

- In pairs or small groups, students review one article.
- Discuss the steps of creating a vision statement and/or SMART goals.
- Ask:
  - What's a goal you've accomplished this semester?
  - What's a new goal you want to work toward?

## 4. Expression Exercise – "Vision Board 2.0" (20 min – Art/Design Project)

### Instructions:

Students create a new or updated vision board reflecting:

- Who they are now
- A quote or phrase that defines their current mindset
- One big dream they want to hold onto
- Three SMART goals (school, personal, and future)

### Materials:

Paper, magazines, scissors, glue, markers — or use Google Slides/Jamboard for a digital version.

### Optional Share:

Gallery walk or share one piece of the board that is especially meaningful.

## 5. Review – "My Growth Map" (5 min)

### Facilitator Prompt:

- "In what ways have you grown during this program?"



- "What's something you now believe about yourself that you didn't before?"

Create a class "Growth Wall" with index cards showing students' responses.

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## 6. Reflection – "The Vision I'm Walking Toward" (5 min)

### Prompt:

Finish the sentence:

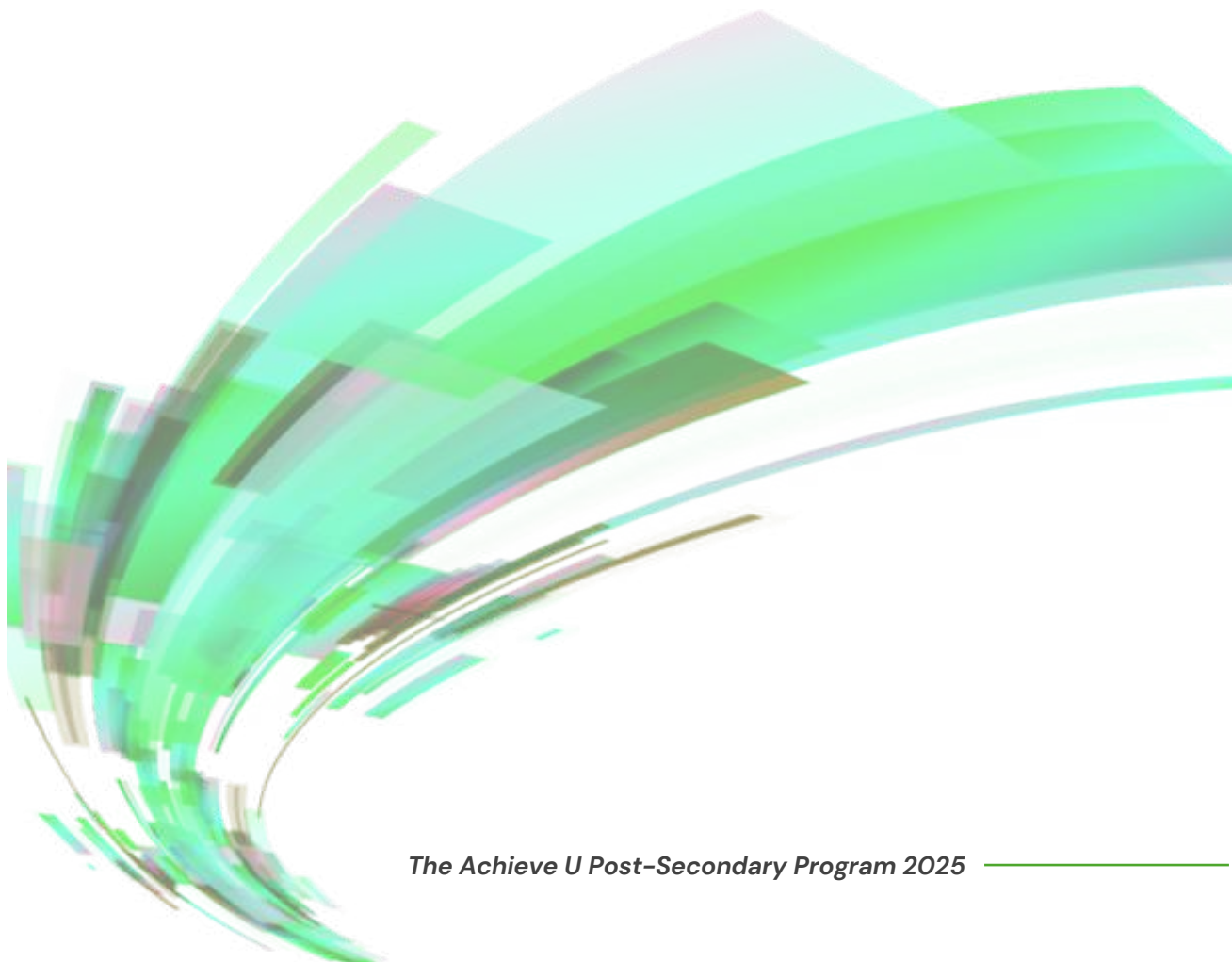
- "The vision I'm walking toward is..."
- "And one step I'm going to take is..."

### Examples:

- "The vision I'm walking toward is becoming a community leader."
- "And one step I'm going to take is volunteering at the local shelter."

### Closing Message:

"Your journey is unique, and every step you take brings you closer to your goals. Keep reflecting, keep planning, and keep moving forward."



## | Lesson 42 – CareerVisions Lesson Plan: Finding the Right Job for Me

### **Objective:**

Students will learn how to search for part-time, seasonal, or entry-level jobs using both online and in-person methods, while also practicing how to evaluate opportunities based on fit, values, and accessibility.

### **1. Welcome (1 min)**

#### **Facilitator’s Message:**

“Jobs don’t always come to you — sometimes you have to know where and how to look. Today, we’re going to explore smart ways to search for jobs that fit who you are and what you need.”

### **2. Icebreaker – “My Dream Job (For Now)” (10 min – Movement + Quick Share)**

#### **Instructions:**

- Post signs labeled: “I want a job that pays,” “I want a job that teaches,” “I want a job that’s fun,” “I want a job that helps people.”
- Students go to the sign that speaks most to them and share what kind of job fits that desire.

#### **Debrief Prompt:**

“What’s one non-negotiable thing you want from your first job?”

### **3. Exploratory Exercise – Where Do I Find Jobs? (20 min)**

#### **Framing Question:**

What are the most reliable and safe ways to find a job?

#### **Reference Option 1 – Article**

**Title:** “How to Find a Job as a Teenager (Plus Benefits and Job Types)”

**Source:** Indeed

**Link:** <https://www.indeed.com/career-advice/finding-a-job/how-to-find-job-as-teenagerScience of People>

## Reference Option 2 – Video

**Title:** “How To Get A Job As A Teen | Applying & Interview Tips” (11:29)

**Source:** YouTube – Localblackchild

**Link:** <https://www.youtube.com/watch?v=5ZS-AIPpfVOYouTube+1YouTube+1>

### Instructions:

- Half the class reads the article, the other half watches the video.
- Then in small groups, answer:
  - Where can teens legally work in New York?
  - What are the safest job search websites or platforms?
  - What’s one red flag that a job might be a scam?[Science of People+1Job Search | Indeed+1](#)

### Facilitator Tip:

Highlight resources like:

- School bulletin boards
- Work permit info
- Youth summer job programs
- Community orgs or workforce centers [Science of People+4Job Search | Indeed+4Job Search | Indeed+4](#)

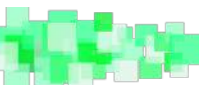
## 4. Expression Exercise – “My Job Hunt Plan” (20 min – Planning Activity)

**Instructions:** Students create a “Job Hunt Plan” that includes:

- 2–3 places or websites where they’ll search for jobs this week
- 1–2 people they’ll ask for help or advice
- A list of 3 jobs they’re interested in (entry-level, near public transit, aligned with their goals)
- 1 email or phone call they’ll make for a lead [investopedia.com](https://www.investopedia.com)

### Optional Add-on:

Students mock-create a job alert on Indeed or other platforms with guidance.



---

## 5. Review – “Job Hunt Speed Round” (5 min – Knowledge Check)

### Prompt:

Quickly call out questions — students raise hands and answer:

- Name one safe job site.
- Who can help you review your application or resume?
- What’s one job you can apply for as a teen?
- What’s one sign a job might be a scam?

---

## 6. Reflection – “The Job I Want to Try First Is...” (5 min)

### Prompt:

Write or speak:

- “The job I want to try first is \_\_\_\_\_ because \_\_\_\_\_.”
- “One step I’ll take toward that job this week is \_\_\_\_\_.”

### Closing Message:

“Your first job doesn’t have to be your last job — it just has to be your next step. Be intentional, be bold, and keep showing up for yourself.”

## | Lesson 43 – CareerVisions Lesson Plan: Planning the CareerVisions Bazaar

### **Objective:**

Students will plan and prepare for the CareerVisions Bazaar, a creative event where professionals are invited to "sell" their careers and students present interactive showcases (not read-alouds) to demonstrate mastery of the careers they've researched.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"You've explored careers. Now it's your turn to promote them like pros. The CareerVisions Bazaar is your opportunity to showcase everything you've learned — not through reading a paper, but by performing, creating, or presenting like a leader."

### **2. Icebreaker – "Career Carnival" (10 min – Improv Activity)**

#### **Instructions:**

- Ask each student to quickly pick a career they've studied.
- In 30 seconds or less, they must "pitch" that career like they're at a carnival booth (no reading allowed).
  - Example: "Step right up! Want to get paid to heal, inspire, and save lives? Become a nurse today!"
- Encourage use of props, gestures, or taglines.

#### **Debrief:**

What caught your attention? What made it memorable?

### **3. Exploratory Exercise – What Makes a Great Showcase? (20 min)**

#### **Framing Questions:**

- What makes an audience engaged and interested?
- How can I present my knowledge in a way that shows mastery — without reading?

## Reference Option 1 – Article

**Title:** “10 Presentation Ideas That Will Radically Improve Your Presentation”

**Source:** Science of People

**Link:** <https://www.scienceofpeople.com/presentation-ideas/Science of People>

## Reference Option 2 – Article

**Title:** “7 Interactive Presentation Ideas to Keep Your Audience Hooked”

**Source:** SlideUpLift

**Link:** <https://slideuplift.com/blog/7-interactive-presentation-ideas-to-keep-your-audience-hooked/Reddit+14SlideUpLift+14Reddit+14>

### Instructions:

- Break into groups. Each group reads one of the references.
- Identify:
  - 3 ways to make a presentation fun or hands-on
  - 1 thing that makes a presentation boring
  - 1 creative idea for their booth or performance

## 4. Expression Exercise – Bazaar Planning Stations (20 min – Group Work)

### Instructions:

Set up workstations with supplies and prompts:

#### Station A – Booth Design

- How will your table or booth look?
- What props, visuals, or interactive elements will you include?

#### Station B – Performance/Presentation

- Will you use a skit? Poem? Song? Infographic? Live demo?
- How will you show mastery without reading?

#### Station C – Professional Invitations

- Brainstorm a list of careers you want professionals to represent
- Draft creative invitations or email outreach to local professionals

### **Deliverables:**

Each group creates a Mini Pitch Board that outlines their presentation and booth plan for the CareerVisions Bazaar.

## **5. Review – “Show Don’t Tell Challenge” (5 min)**

### **Instructions:**

Call on students and ask:

- “What’s the career you’re promoting?”
- “Tell me one thing you’ll do (not say) to show what you’ve learned.”

### **Example:**

- “I’m creating a game that teaches financial planning.”
- “We’re building a ‘crime scene’ for students to solve with forensic clues.”
- “I’ll act out a customer service meltdown and how an HR rep would respond.”

## **6. Reflection – “If This Was My Job, I’d...” (5 min)**

### **Prompt:**

- “If you were hired to run a real career fair, how would you make it powerful, fun, and inspiring?”
- “How will you make your audience excited to learn more about the career you’re presenting?”

### **Closing Message:**

“You’re not just presenting a career — you’re bringing it to life. Make it unforgettable.”



## | Lesson 44: Community Engagement, Family Involvement & Celebration

### **Objective:**

Celebrate students' progress and learning by allowing them to showcase their work, reflect on their growth, and strengthen community and family connections through presentations, performances, and gratitude-sharing.

### **1. Welcome (1 min)**

#### **Facilitator's Message:**

"Today is not just the end of our Lessons — it's a celebration of everything you've built, shared, and grown into. Let's honor your journey, your voice, and your vision for the future."

---

### **2. Icebreaker – "Thank You Circle" (10 min – Community Builder)**

#### **Instructions:**

- Arrange students in a circle.
- Each person turns to the person on their left and says one thing they're grateful for from this program or something they learned from that person.
- Go all the way around.

#### **Facilitator Tip:**

You may go first to model sincerity and keep the tone warm and reflective.

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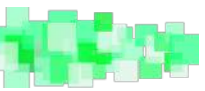
### **3. Exploratory Exercise – Showcase Preparation & Practice (20 min)**

#### **Framing Question:**

What am I most proud of from this program, and how can I share it with others?

**Instructions:** Students choose one of the following for their presentation:

- A pitch or project from the Shark Tank Challenge
- A personal SMART goal and how they'll reach it
- Their "Future Me" career zine
- A vision board or collage



- A dramatic reading, rap, or performance from earlier Lessons

Support students in preparing:

- A 1–2 minute explanation or creative presentation
- Practice with a peer or coach for confidence

#### 4. Expression Exercise – “Community Showcase” (20 min – Presentations)

##### Instructions:

Facilitate a relaxed, encouraging space for students to present their work to:

- Peers
- Staff or invited guests
- Family members (if present or virtually invited)

##### Optional Add-ons:

- Student-hosted segments
- DJ or music playlist in between
- Certificate presentation or photo wall

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#### 5. Review – “Celebration Slideshow” or Recap Activity (5 min)

##### Options:

- Show a quick slideshow of photos from the program
- Use a digital whiteboard to list:
  - What we learned
  - What we created
  - What we’re walking away with

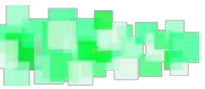
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#### 6. Reflection – “Letter to Future Me” (5 min)

##### Prompt:

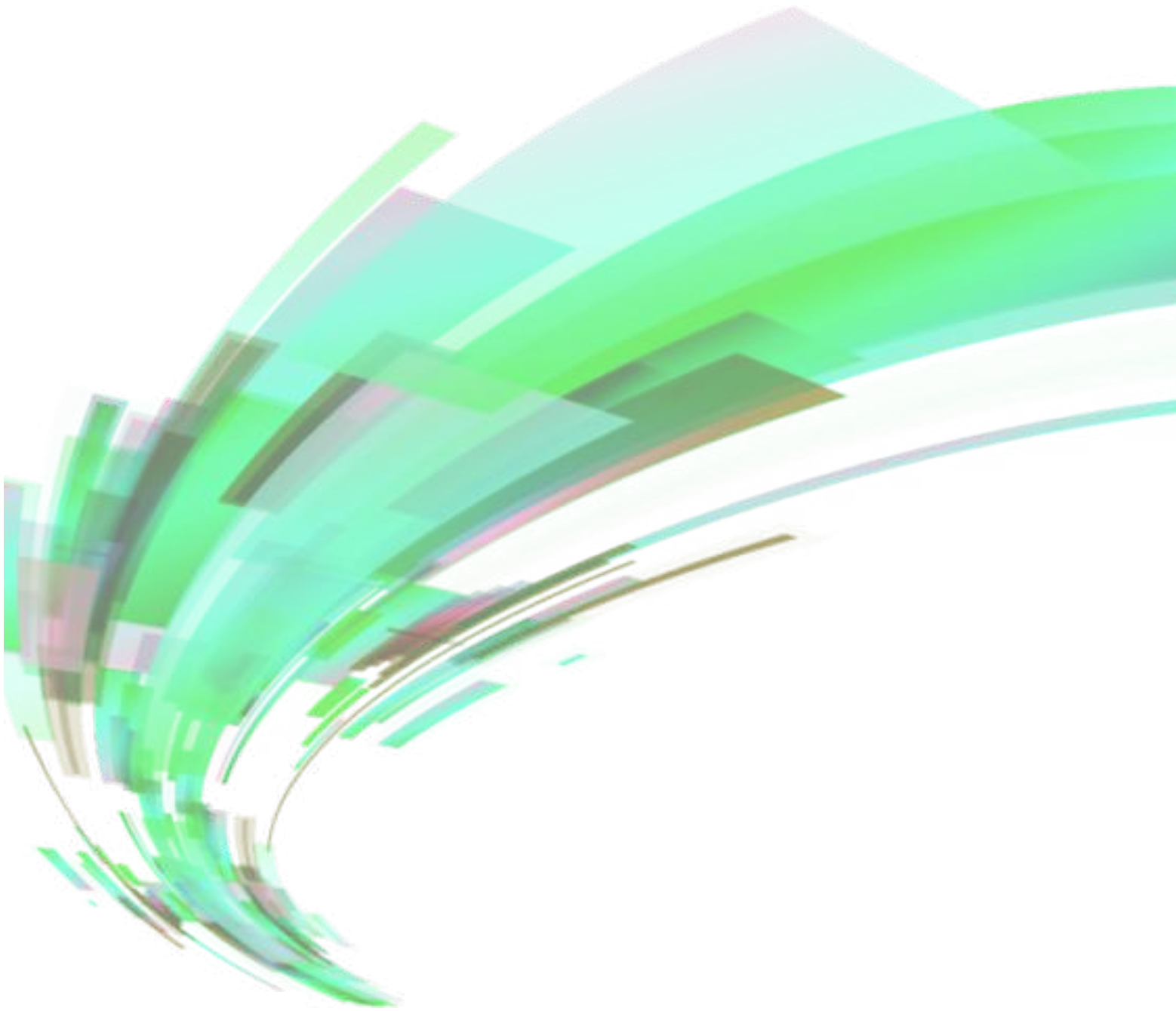
Write a letter to yourself 6 months or 1 year from now. Include:

- Something you’re proud of
- A goal you want to stick with
- A reminder of what you’ve learned about yourself



**Closing Message:**

“Never forget that the person you are becoming is already inside you. You’ve already taken the first step — now keep going.”





## APPENDIX I: TIP SHEETS

## Phase 1 Tipsheet – Identity, Interests & Assets

**Theme:** *Discovering Who You Are*

### Research-Based Tips

#### 1. Explore Your Strengths Using Multiple Modalities

Self-exploration through journaling, art, and discussion allows youth to understand their identities more holistically. Tools like identity maps, timelines, and expressive activities help them externalize and make sense of their internal world.

→ Zimmerman, B. J. (2013). *Becoming a self-regulated learner: An overview. Theory Into Practice*, 41(2), 64–70.

#### 2. Link Passions to Purpose

Youth who identify a “spark”—a core interest or strength—report stronger motivation, resilience, and life satisfaction. Facilitators should create opportunities for students to explore and connect these sparks to possible life paths.

→ Benson, P. L. (2006). *Sparks: How parents can ignite the hidden strengths of teenagers*. San Francisco, CA: Jossey-Bass.

#### 3. Use the Power of Reflection

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), reflection fosters self-awareness and emotional intelligence, which are essential for both academic success and mental well-being.

→ Collaborative for Academic, Social, and Emotional Learning. (2020). *SEL framework: What are the core competencies?* <https://casel.org>

### Helpful Websites

- VIA Character Strengths Survey  
<https://www.viacharacter.org>  
→ Take a free, research-backed strengths survey to identify your top values and traits
- Big Future by College Board  
<https://bigfuture.collegeboard.org>  
→ Explore careers and colleges based on your interests, strengths, and goals

- 16 Personalities  
<https://www.16personalities.com>  
→ Personality assessment based on the Myers–Briggs framework
  - Mind Tools: Self-Assessment Library  
[https://www.mindtools.com/pages/main/newMN\\_TED.htm](https://www.mindtools.com/pages/main/newMN_TED.htm)  
→ Evaluate your skills, values, and learning styles through a wide range of tools
- 

## New York City–Based Resources & Agencies

- The Door NYC  
<https://www.door.org>  
→ Offers NYC youth services in education, employment, identity, and arts programs
- Urban Assembly  
<https://www.urbanassembly.org>  
→ Operates in NYC public schools, providing Social Emotional Learning (SEL) and career readiness
- New York Public Library (NYPL)  
<https://www.nypl.org>  
→ Provides youth programs, digital learning labs, and personal development resources
- Youth Development Institute (YDI)  
<https://www.ydinstitute.org>  
→ Trains youth workers and supports programs that help young people build identity, agency, and purpose

## Phase 2 Tipsheet – Interpersonal Skills, Leadership & Personal Branding

**Theme:** *Developing Self-Awareness in Relationship to Others*

### Research-Based Tips

1. **Strong Communication Begins with Active Listening**

Active listening—fully focusing, understanding, and responding to others—is the foundation of all interpersonal skills. Youth who develop active listening show improved peer relationships, empathy, and conflict resolution.

→ *Brownell, J. (2012). Listening: Attitudes, principles, and skills (5th ed.). Pearson.*

2. **Leadership Is a Set of Skills, Not a Personality Trait**

Research shows that leadership skills like decision-making, collaboration, and self-regulation can be taught and practiced, regardless of personality type or background.

→ *Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. The Leadership Quarterly, 22(3), 459–470.*

3. **Personal Branding Builds Confidence and Digital Presence**

Creating a positive, consistent personal brand helps young people showcase their values and goals—especially online. It fosters digital literacy and intentional communication.

→ *Labrecque, L. I., Markos, E., & Milne, G. R. (2011). Online personal branding: Processes, challenges, and implications. Journal of Interactive Marketing, 25(1), 37–50.*

### Helpful Websites

- **MindTools – Communication Skills**

<https://www.mindtools.com/cawh8bu/communication-skills>

→ Tools to develop listening, public speaking, and interpersonal communication



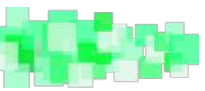
- **The Muse – Personal Branding 101**  
<https://www.themuse.com/advice/the-first-step-to-building-your-personal-brand>  
 → How to create and manage your online presence and personal brand
- **DoSomething.org – Youth Leadership Campaigns**  
<https://dosomething.org>  
 → Youth-led action and advocacy campaigns for community impact

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## New York City-Based Resources & Agencies

- **The Leadership Program NYC**  
<https://www.tlpnyc.com>  
 → Offers leadership development, conflict resolution, and Social Emotional Learning (SEL) programming across NYC schools
- **NYC Service – Youth Leadership Council (YLC)**  
<https://www.nycservice.org/youth-leadership-councils>  
 → Engages youth in civic leadership and local policy change across city agencies
- **Urban Word NYC**  
<https://www.urbanwordnyc.org>  
 → Offers spoken word, poetry, and public speaking workshops that foster youth voice and leadership
- **New York Edge**  
<https://www.newyorkedge.org>  
 → Provides enrichment programs, debate, and digital citizenship skills for NYC students





## Phase 3 Tipsheet – Professionalism

**Theme:** *Building Your Identity for Career Advancement*

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### Research-Based Tips

**1. Define Your Personal Brand Vision**

Establish a long-term personal brand vision by identifying your core values and unique strengths. This clarity helps in aligning your actions with your career goals.

→ Glavas, D. (2023). *Personal Branding for Students*. Medium. Retrieved from <https://medium.com/@dianneglavas/personal-branding-for-students-3e14d1a32af2>

**2. Leverage Digital Platforms Effectively**

Utilize platforms like LinkedIn to showcase your skills, achievements, and professional interests. A strong online presence can open doors to networking and job opportunities.

→ University of Minnesota. (n.d.). *Your Personal Brand*. Retrieved from <https://cla.umn.edu/undergraduate-students/career-services/getting-job-or-internship/your-personal-brand>

**3. Engage in Continuous Learning and Networking**

Attend workshops and training sessions to enhance your skills and expand your professional network. Engaging with communities in your field can lead to mentorship and career growth.

→ The Knowledge Academy. (n.d.). *Personal Branding Masterclass*. Retrieved from <https://www.theknowledgeacademy.com/us/courses/digital-marketing-courses/personal-branding-masterclass/new-york/>

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### Helpful Websites

- **Harvard Summer School – Building Your Personal Brand**

<https://summer.harvard.edu/blog/prepare-for-college/how-to-build-your-personal-brand-in-high-school/>

→ Offers guidance on crafting a personal brand during high school to prepare for college and career success.

- **Pace University Career Services – Building Your Personal Brand**

<https://careerservices.pace.edu/experiences/building-your-personal-brand/>

→ Provides resources and tips for developing and showcasing your personal brand effectively.

- **General Assembly – Personal Branding Workshop**

<https://generalassembly.ly/education/personal-branding-with-smashing-brands/new-york-city>

→ Offers workshops focused on personal branding strategies and digital presence enhancement.

## New York City-Based Resources & Agencies

- **Fordham University – BrandUp!: The Superpower of Personal Branding**

<https://www.fordham.edu/summer-session/pre-college-programs/summer-leaders-academy/program-and-activities/immersion-5/brandup-the-superpower-of-personal-branding/>

→ A summer program designed to help high school students master personal branding and leverage their digital presence.

- **The Knowledge Academy – Personal Branding Masterclass**

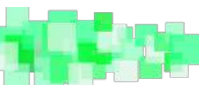
<https://www.theknowledgeacademy.com/us/courses/digital-marketing-courses/personal-branding-masterclass/new-york/>

→ Offers a comprehensive course on personal branding, covering strategies for online presence and career advancement.

- **General Assembly – Personal Branding with Smashing Brands**

<https://generalassembly.ly/education/personal-branding-with-smashing-brands/new-york-city>

→ Provides hands-on experience in building personal branding skills through interactive workshops.



## Phase 4 Tipsheet – Exploring College Opportunities & Campus Life

**Theme:** *Navigating the Path to Higher Education*

---

### Research-Based Tips

**1. Evaluate College Fit Beyond Academics**

When selecting a college, consider factors such as campus culture, support services, and extracurricular opportunities to ensure a well-rounded fit.

→ *National Association for College Admission Counseling. (n.d.). Determining the Right Fit. Retrieved from <https://www.nacacnet.org/determining-the-right-fit/>*

**2. Utilize Comprehensive College Search Tools**

Employ tools that allow filtering by various criteria like location, majors, and campus life to find colleges aligning with your preferences.

→ *College Board. (n.d.). BigFuture College Search. Retrieved from <https://bigfuture.collegeboard.org/college-search>*

**3. Leverage Digital Resources for In-Depth Research**

Access online platforms offering virtual tours, student reviews, and detailed college profiles to gather comprehensive information.

→ *National Center for Education Statistics. (n.d.). College Navigator. Retrieved from <https://nces.ed.gov/collegenavigator/>*

---

### Helpful Websites

- **BigFuture by College Board**

<https://bigfuture.collegeboard.org/college-search>

→ Search over 4,300 colleges by various criteria to find your best fit.

- **College Navigator by NCES**

<https://nces.ed.gov/collegenavigator/>

→ Provides detailed information on colleges, including programs, costs, and graduation rates.

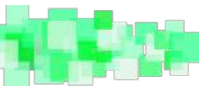
- **Niche**

<https://www.niche.com/colleges/>

→ Offers college rankings, reviews, and statistics to aid in your decision-making process.

- **College Scorecard by U.S. Department of Education**

<https://collegescorecard.ed.gov/>



→ Compare colleges based on cost, graduation rate, and post-college earnings.

---

## New York City–Based Resources & Agencies

- **CUNY (City University of New York)**  
<https://www.cuny.edu/>  
→ Explore a wide range of programs across multiple campuses within NYC.
- **SUNY (State University of New York)**  
<https://www.suny.edu/>  
→ Offers diverse academic programs throughout New York State.
- **NYC College Line**  
<https://nyccollegeline.org/>  
→ A comprehensive resource for NYC students navigating the college process.
- **Expanded Horizons College Success – Henry Street Settlement**  
<https://www.henrystreet.org/programs/youth/expanded-horizons/>  
→ Provides free afterschool programming with an emphasis on college and internship readiness, SAT preparation, individualized guidance through the college and financial aid process, and academic support throughout high school and college.



## Phase 5 Tipsheet – Financing Education & Academic Success

**Theme:** *Empowering Students with Financial Literacy and Academic Strategies*

### Research-Based Tips

#### 1. Create and Maintain a Realistic Budget

Developing a budget helps students track income and expenses, ensuring they live within their means and allocate funds appropriately for necessities and savings.

→ *National Association of Student Financial Aid Administrators. (n.d.). 10 Tips for Financial Literacy Month. Retrieved from [https://www.nasfaa.org/10\\_tips\\_for\\_financial\\_literacy\\_month](https://www.nasfaa.org/10_tips_for_financial_literacy_month)*

#### 2. Understand the Types of Financial Aid Available

Familiarize yourself with various financial aid options, including grants, scholarships, work-study programs, and loans, to make informed decisions about funding your education.

→ *Federal Student Aid. (n.d.). Types of Aid. Retrieved from <https://studentaid.gov/understand-aid/types>*

#### 3. Develop Effective Study Habits

Implementing structured study schedules, setting achievable goals, and utilizing active learning techniques can enhance academic performance and reduce stress.

→ *University of North Carolina at Chapel Hill Learning Center. (n.d.). Studying 101: Study Smarter Not Harder. Retrieved from <https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/>*

### Helpful Websites

- **Federal Student Aid**

<https://studentaid.gov/>

→ Comprehensive information on federal financial aid programs, including application processes and repayment options.

- **College Scorecard**

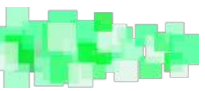
<https://collegescorecard.ed.gov/>

→ Tool for comparing colleges based on cost, graduation rates, and post-college earnings.

- **NYS Higher Education Services Corporation (HESC)**  
<https://www.hesc.ny.gov/>  
 → Information on New York State grants, scholarships, and loan forgiveness programs.
- **Mint by Intuit**  
<https://mint.intuit.com/>  
 → Personal finance app for budgeting, tracking expenses, and managing money effectively.

## New York City–Based Resources & Agencies

- **NYC College Line**  
<https://nyccollegeline.org/>  
 → A comprehensive resource to help NYC students navigate the college process, including financial aid guidance.
- **CUNY Financial Aid**  
<https://www.cuny.edu/financial-aid/>  
 → Information on financial aid options available to students attending City University of New York institutions.
- **SUNY Financial Aid**  
<https://www.suny.edu/smarttrack/>  
 → Resources and tools for understanding and managing college finances for State University of New York students.
- **Henry Street Settlement – Expanded Horizons College Success Program**  
<https://www.henrystreet.org/programs/youth/expanded-horizons/>  
 → Offers college counseling, financial aid assistance, and academic support to NYC high school students.



## Phase 6 Tipsheet – Action Project: Community Leadership & Final Showcase

**Theme:** *Synthesizing Learning Through Community Engagement and Leadership*

---

### Research-Based Tips

**1. Engage in Community-Based Learning**

Participating in community projects enhances students' understanding of societal issues and fosters civic responsibility.

→ Billig, S. H. (2000). *Research on K-12 school-based service-learning: The evidence builds*. *Phi Delta Kappan*, 81(9), 658–664.

**2. Develop Leadership Skills Through Service**

Service activities provide practical experiences that help students develop essential leadership skills such as communication, problem-solving, and teamwork.

→ Youniss, J., & Yates, M. (1997). *Community service and social responsibility in youth*. University of Chicago Press.

**3. Reflect to Deepen Learning**

Structured reflection during and after service projects helps students connect their experiences to academic content and personal growth.

→ Eyler, J., & Giles, D. E. (1999). *Where's the learning in service-learning?* Jossey-Bass.

---

### Helpful Websites

- **Youth Service America (YSA)**

<https://ysa.org/>

→ Offers resources and tools to help youth lead community service projects.

- **DoSomething.org**

<https://www.dosomething.org/>

→ Provides a platform for young people to participate in campaigns that make a difference.

- **GenerationOn**

<https://www.generationon.org/>

→ Encourages youth to engage in service and leadership opportunities.



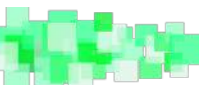
## New York City-Based Resources & Agencies

- **NYC Service – Youth Leadership Councils (YLCs)**  
<https://www.nycservice.org/youth-leadership-councils>  
 → Empowers youth to influence policy and practice in their communities.
- **The Door – Youth Leadership Programs**  
<https://door.org/youthleadership/>  
 → Offers programs that help young people develop leadership skills and engage in community service.
- **Coro New York – Youth Leadership Academy**  
<https://coronewyork.org/youth-leadership-academy/>  
 → Provides high school students with leadership training and civic engagement opportunities.
- **Publicolor**  
<https://publicolor.org/>  
 → Engages youth in transforming their communities through design-based projects.



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## APPENDIX II: WORKSHEETS



## Phase 1 – Lesson 1 Worksheet

**Title:** *Welcome & Program Introduction*

### Exploratory Exercise: “What Brought Me Here?”

In this activity, students reflect on their personal motivations for joining the program.

#### Directions:

Respond to each prompt below. Draw lines, arrows, or images if you prefer a visual format.

1. What are 3 things you're hoping to learn or do in this program?  
○ \_\_\_\_\_  
○ \_\_\_\_\_  
○ \_\_\_\_\_
2. Circle all that apply:  
☐ I'm curious about careers  
☐ I want to build confidence  
☐ I want to earn money  
☐ I want to make better choices  
☐ I want a fresh start
3. Write or sketch:  
“If this program was a door, what kind of door is it? Where does it lead?”

---

### Word Puzzle: Welcome Word Scramble

Unscramble each word related to new beginnings and discovery.

1. OGLA → \_\_\_\_\_
2. DFEILNITYI → \_\_\_\_\_
3. MOEDTIVANI → \_\_\_\_\_
4. TREESTNI → \_\_\_\_\_
5. SRADOGL → \_\_\_\_\_

Bonus: Use at least 3 of the words in a sentence about your future.

---



## Phase 1 – Lesson 2 Worksheet

**Title:** *Exploring Personal Identity*

### Exploratory Exercise: “My Identity Circles”

Create a set of **concentric circles** (like a target). In each ring, write parts of your identity:

- **Center Circle** = Your name
- **1st Ring** = Family, culture, home language
- **2nd Ring** = Hobbies, passions, personality traits
- **3rd Ring** = Groups you belong to (e.g., school, neighborhood, religion)

Use words, drawings, colors, or symbols — this is *your* story.

Reflection Questions:

- What parts of your identity are most important to you?
- What do you think people notice first about you?
- What do you wish they noticed more?

## Word Puzzle: Identity Word Match

Match the word to its definition:

- A. Culture
- B. Personality
- C. Value
- D. Background
- E. Strength

Word	Definition
---	Where you come from, including history and experiences
---	What makes you <i>you</i> in how you think, act, and feel
---	Something that is important to you (like honesty or creativity)
---	Traditions, language, and customs you inherit from your community
---	A skill or quality you do really well

## Phase 1 – Lesson 3 Worksheet

**Title:** *Setting Personal & Academic Goals*

### Exploratory Exercise: “My Goal Ladder”

Think of a goal — something you want to achieve this month or this year.

Now draw or label a **5-step ladder**. Each step is a small action that will help you reach your goal.

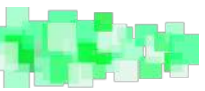
**Top of the ladder = your goal**

**Bottom = where you are now**

**My Goal:** \_\_\_\_\_

Step	What I need to do
5	_____
4	_____
3	_____
2	_____
1	_____

**Reflection:** What’s one step I can take *today* to move up this ladder?



## Word Puzzle: Goal-Oriented Word Search

Find these 6 words in the puzzle:

**FOCUS, PLAN, ACTION, STEPS, DREAM, TIME**

DPLANABG

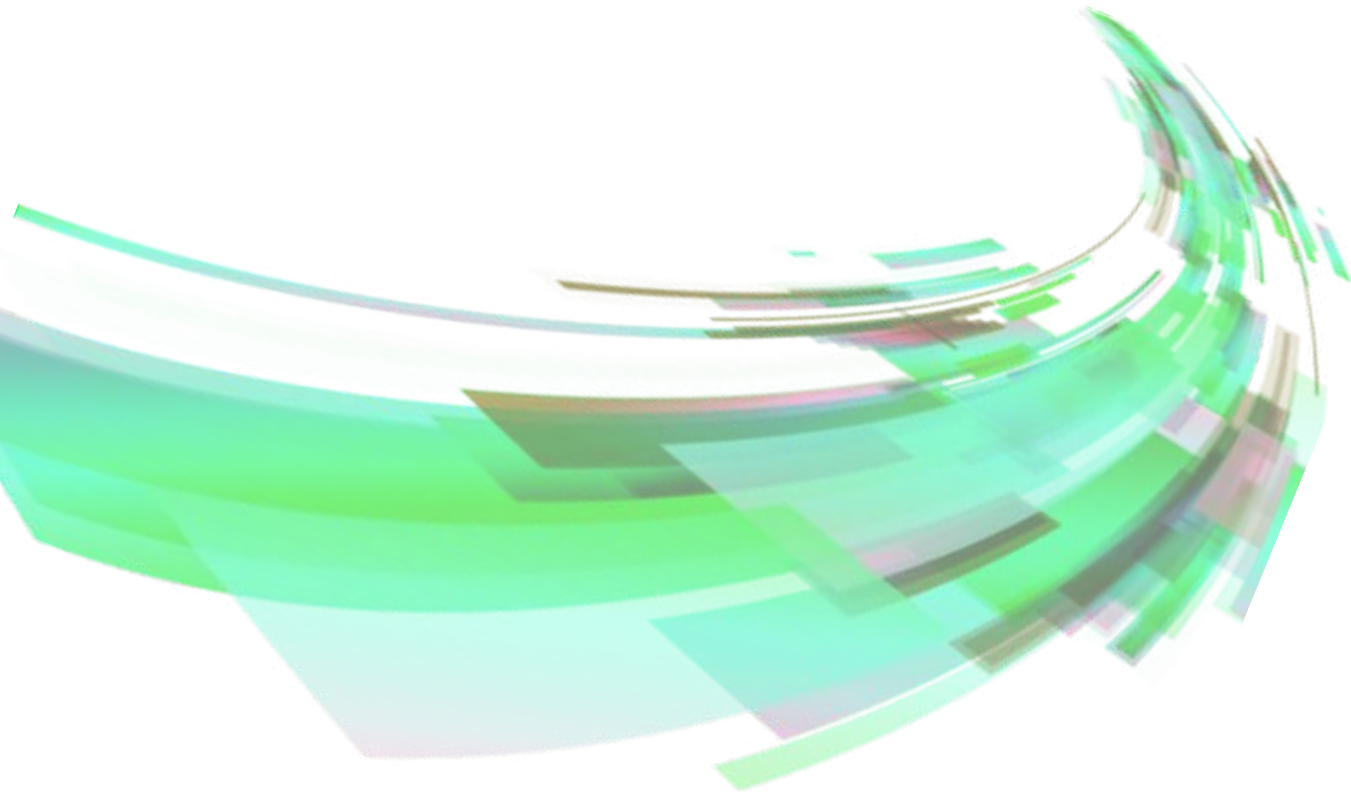
RESTEPSO

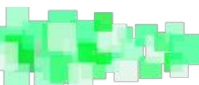
ECTIONCA

AIDREAML

MFOCUSTS

Circle the word that feels most important for you right now.





## Phase 1 – Lesson 4 Worksheet

**Title:** *Turning Goals into Action*

### Exploratory Exercise: “Obstacle Breakers”

Think of a goal you want to achieve.

Now list 3 things that might get in the way (obstacles), and then come up with 3 ways to overcome them (solutions).

Obstacle	Breakthrough Strategy
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Now answer:

- Who can help me stay focused?  
\_\_\_\_\_
- What will I tell myself when it gets hard? \_\_\_\_\_

### Word Puzzle: Action Verbs Crossword

Use the clues to fill in each blank with a **verb that helps you take action**:

1. To work toward something step-by-step → \_ \_ \_ \_
2. To believe in yourself → \_ \_ \_ \_ \_
3. To start doing something → \_ \_ \_ \_ \_
4. To fix a problem → \_ \_ \_ \_ \_

*Bonus:* Write a sentence using at least two of the action verbs above.

## Phase 1 – Lesson 5 Worksheet

**Title:** *Exploring Strengths & Interests Through Creativity*

### Exploratory Exercise: “Me on a Page”

Use this space to **visually express** who you are and what you love. You can use:

- Words
- Drawings
- Collage or cut-out images (if available)
- Symbols and colors

Include at least 3 of the following:

- A strength you’re proud of
- An interest or hobby
- Something you want to improve
- A place or person that inspires you
- A dream you have

Label each part of your page: “This shows my \_\_\_\_.”

### Word Puzzle: Strengths & Interests Decoder

Unscramble these strength-related words:

1. ECITAVRIE → \_\_\_\_\_
2. DEETRINEMDN → \_\_\_\_\_
3. YAGINMRINAG → \_\_\_\_\_
4. EBSNOLTAIRP → \_\_\_\_\_
5. GIVNOL → \_\_\_\_\_

Bonus: Use 2 of your unscrambled words in a sentence that describes YOU.



## Phase 1 – Lesson 6 Worksheet

**Title:** *Vision Boarding for the Future*

### Exploratory Exercise: “Design Your Future”

Sketch or plan your **personal vision board** below. It should include:

- A career you want to explore
- A skill you want to master
- Something or someone you want in your life
- A quote or phrase that motivates you
- Where you want to live or travel

**Add labels, keywords, and symbols to explain your board.**

Don't worry about artistic skill — focus on vision and meaning.

Optional: Create this digitally using Canva or Google Slides.

### Word Puzzle: Vision Board Rhyme-Time

Find the rhyming pairs related to vision and success:

1. Plan – \_\_\_\_\_
2. Goal – \_\_\_\_\_
3. Dream – \_\_\_\_\_
4. Win – \_\_\_\_\_
5. Rise – \_\_\_\_\_

Now choose one of your rhymes and write a mini mantra:

“I have a \_\_\_\_\_ and I will \_\_\_\_\_!”

## Phase 1 – Lesson 7 Worksheet

**Title:** *Mapping Your Pathway to Success*

### Exploratory Exercise: “My Success Map”

Draw your own **roadmap** from where you are now to where you want to be.

Include:

- Your current location (Today)
- 3–4 “checkpoints” along the way (milestones, accomplishments, support systems)
- Your destination (a goal, career, or life vision)

Label each part of your journey:

“This stop represents...” or “Here I’ll learn...”

Reflection prompts:

- What’s your next move?
- What could throw you off course — and how will you adjust?

### Word Puzzle: Path to Success Maze

Help the word “**SUCCESS**” find its way through the maze of distractions.

Find a path through these words by circling only positive progress steps:

FEAR PLAN DOUBT  
LEARN GROW QUIT  
ASK FAIL TRY  
REST RISK SUCCESS

Circle your path to “**SUCCESS**”

Then answer: Which word above motivates you the most?

## Phase 1 – Lesson 8 Worksheet

**Title:** *Overcoming Obstacles on Your Journey*

### Exploratory Exercise: “Challenge to Champion”

Think of a challenge you've faced or are facing. Complete the chart below:

My Challenge	How It Makes Me Feel	What I Can Do About It	Who Can Help?

Now choose a positive **“Champion Word”** (ex: Brave, Focused, Unstoppable, Creative).

Write it big and bold. This is your power word when things get hard.

Optional: Turn it into a mini poster or affirmation card.

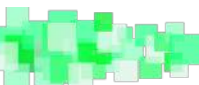
### Word Puzzle: Build-A-Word – Strength From Struggle

From the word **“PERSEVERANCE”**, make as many 3+ letter words as you can.

Example: serve, peace, scan

How many words did you find? \_\_\_\_\_

Pick one word and explain how it relates to your growth:



## Phase 2 – Lesson 9 Worksheet

**Title:** *Telling Your Story – Writing a Compelling Personal Statement*

### Exploratory Exercise: “My Story, My Statement”

Use the prompts below to draft the **core message** of your personal statement.

1. **Who are you?**  
(Pick 3 words that describe you): \_\_\_\_\_
2. **What experience shaped you most?**  
\_\_\_\_\_
3. **What challenge have you overcome? What did it teach you?**  
\_\_\_\_\_
4. **Why are you applying for this opportunity (school, program, etc.)?**  
\_\_\_\_\_
5. **What do you want the reader to remember most about you?**  
\_\_\_\_\_

Now summarize it in 3–5 sentences:

“I am someone who...” → “My goal is...” → “Here’s what I bring...”

---

### Word Puzzle: Statement Sentence Builder

Use each word once to form a powerful sentence about yourself:

**Words:**

strength · passion · goal · purpose · learn · grow

“My \_\_\_\_\_ is to \_\_\_\_\_ and \_\_\_\_\_ with  
\_\_\_\_\_ and \_\_\_\_\_.”

---

## Phase 2 – Lesson 10 Worksheet

**Title:** *The Power of a Strong Recommendation Letter*

### Exploratory Exercise: “Help Me Help You!”

Imagine you’re asking a teacher, coach, or mentor for a recommendation letter.

Your job is to make it easy for them to talk about your strengths.

Fill in the info below:

**Name of recommender:** \_\_\_\_\_

**How do you know them?** \_\_\_\_\_

**What do you want them to highlight about you?**

**Top 3 strengths or achievements they should mention:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What are your goals, and how does this opportunity support them?**

Now write or record a **practice email or conversation opener** asking for the letter.

### Word Puzzle: Fill-the-Blank Letter Formula

Choose the best word from the list to complete each sentence:

Words: reliable · creative · leader · respectful · hardworking

“I recommend \_\_\_\_\_ because they are one of the most \_\_\_\_\_ students I’ve had.”

“They are both \_\_\_\_\_ and \_\_\_\_\_, and they consistently show up prepared.”

“Any program would benefit from someone so \_\_\_\_\_.”



## Phase 2 – Lesson 11 Worksheet

**Title:** *Building a Resume That Tells Your Story*

### Exploratory Exercise: “Build My Resume Blocks”

Let’s draft your first resume — one block at a time.

#### Block 1 – Contact Info

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

#### Block 2 – Education

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Honors or Clubs: \_\_\_\_\_

#### Block 3 – Experience

Any jobs, volunteer roles, or responsibilities?

---

#### Block 4 – Skills & Strengths

Write 3 things you’re good at (can include people skills, tech, creative work, etc.):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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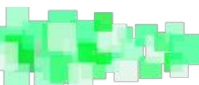
#### Word Puzzle: Resume Keyword Challenge

Cross out the words that **don’t belong** on a professional resume:

dependable • selfie • cashier • dog filter • organized • prompt • sillyhead • team player

Words to keep: \_\_\_\_\_

Bonus: Use 2 resume-worthy words in a sentence about yourself!



## Phase 2 – Lesson 12 Worksheet

### Exploratory Exercise: “My Networking Tree”

Draw a tree with **you** at the base.

Then, on the branches, list:

- 3 people you know who can support your growth (teachers, coaches, neighbors, etc.)
- 3 people you’d *like* to meet (professionals, mentors, etc.)
- 3 ways you can make new connections (email, events, mutual friends)

### Root Questions:

- What makes someone worth connecting with?
  - What makes YOU someone people want to connect with?
- 

### Word Puzzle: Conversation Starter Mix-Up

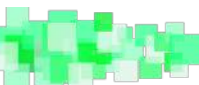
Unscramble the following phrases you could use to start a professional convo:

1. OHI YM NEMA IS... → \_\_\_\_\_
2. TAHN UYO RFO ONIMC... → \_\_\_\_\_
3. NAC I KSA UYO OBTAU...? → \_\_\_\_\_
4. TAHW OYD UYO OD...? → \_\_\_\_\_

Now write your own one-sentence networking intro:

“Hi, I’m \_\_\_\_\_, and I’m interested in \_\_\_\_\_.”

---



## Phase 2 – Lesson 13 Worksheet

**Title:** *Thinking on Your Feet – Improv for Communication*

### Exploratory Exercise: “Quick Think Challenge”

Practice your **on-the-spot communication** by responding to these fun prompts. You have **30 seconds** per answer. Respond out loud or in writing.

1. You just invented a time machine. What year do you go to and why?  
\_\_\_\_\_
2. You’re interviewing for your dream job and asked, “What’s your superpower?”  
\_\_\_\_\_
3. You have to teach a class about something you love. What is it?  
\_\_\_\_\_
4. Finish the sentence:  
“If I had 60 seconds to inspire a room full of people, I’d say...”  
\_\_\_\_\_

Bonus: Practice one aloud in front of a partner or mirror.

---

### Word Puzzle: Rapid Response Riddle

Can you come up with a word that fits ALL THREE clues?

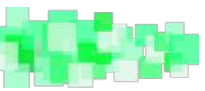
- Starts with C
- Is something you need when speaking to others
- Rhymes with “evidence”

Answer: \_\_\_\_\_

Write your own quick riddle for a classmate to solve.

---





## Phase 2 – Lesson 14 Worksheet

### Exploratory Exercise: “Relationship Web”

Draw yourself in the center of a page.

Then create a **web** of 6 people you know (or want to know) who can help you grow.

Label each line with:

- How you know them
- What value they bring
- What you can offer in return (skills, support, appreciation)

Reflection:

- What’s one relationship you want to strengthen?
- What can you do to take the first step?

---

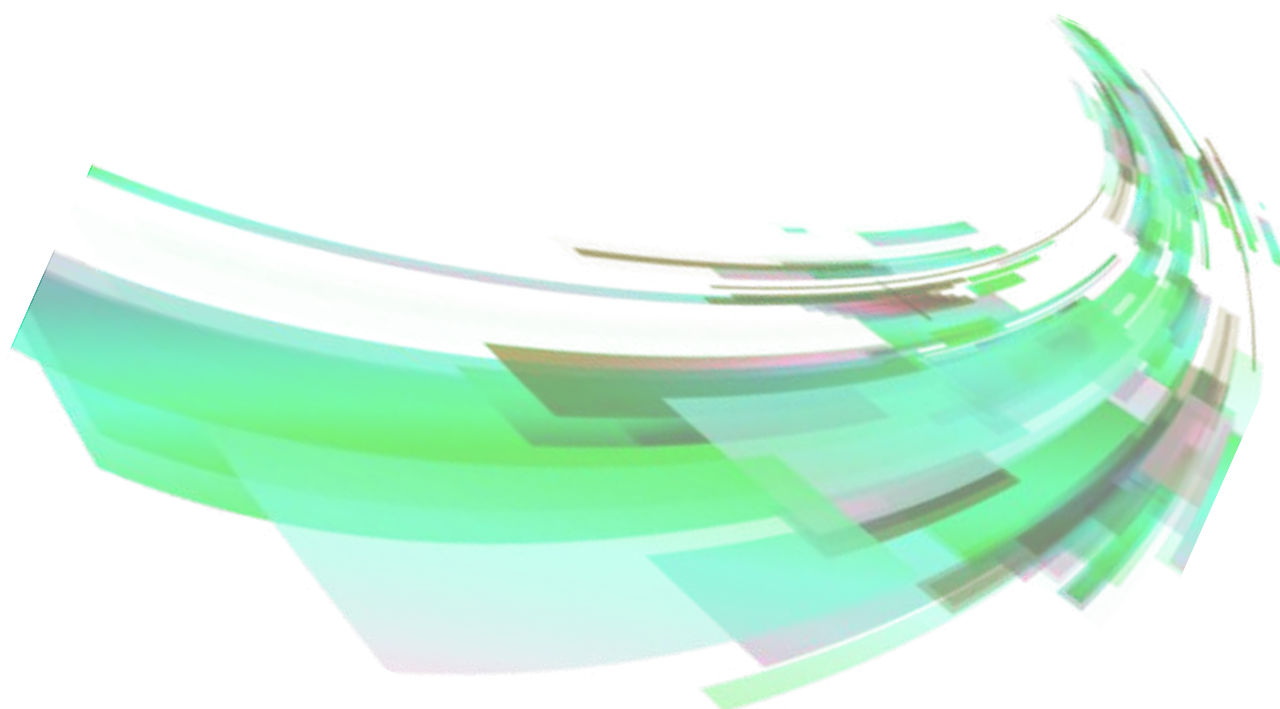
### Word Puzzle: Relationship Match-Up

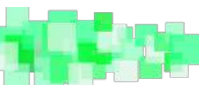
Match each term to its definition:

- A. Mentor
- B. Peer
- C. Contact
- D. Reference
- E. Network



Term	Definition
---	A person who guides you and shares advice
---	Someone in your same age group or position
---	Someone you know and might ask for help or opportunity
---	A person who can speak about your skills to others
---	A group of people connected to each other professionally





## Phase 2 – Lesson 15 Worksheet

**Title:** *Listing Strong References That Represent You Well*

### Exploratory Exercise: “Reference Ready”

Complete your **Reference Sheet** by choosing the right people to speak on your behalf.

#### 1. Who knows your work ethic and strengths?

Name: \_\_\_\_\_

How do they know you? \_\_\_\_\_

What do you want them to highlight? \_\_\_\_\_

#### 2. Who has seen your growth or leadership?

Name: \_\_\_\_\_

How do they know you? \_\_\_\_\_

What do you want them to say about you? \_\_\_\_\_

#### 3. What’s one quality all your references have in common?

---

Bonus: Draft a message/email you’d send to thank a reference.

---

### Word Puzzle: Reference Word Ladder

Start with the word “**TRUST**” and change **one letter at a time** to create new words. Each word must relate to professional character or relationships.

Example: TRUST → TRUSS → TRUSS → CRISP...

Try to build a ladder of 4–6 words:

1. TRUST

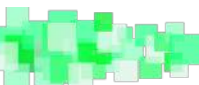
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

---



## Phase 2 – Lesson 16 Worksheet

**Title:** *Mastering Interviews with Confidence*

### Exploratory Exercise: “Interview Me!”

Answer these **mock interview questions** in writing or practice with a partner.

1. Tell me about yourself. \_\_\_\_\_
2. What’s a strength you bring to this opportunity? \_\_\_\_\_
3. Tell me about a challenge you overcame. \_\_\_\_\_
4. Why should we pick you? \_\_\_\_\_

Reflection: Which question was hardest? Which one felt easiest?

---

### Word Puzzle: STAR Method Fill-In

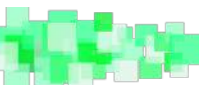
The STAR method helps you answer behavioral interview questions.

Fill in the meaning of each letter:

- **S** = \_\_\_\_\_ (What was the situation?)
- **T** = \_\_\_\_\_ (What task were you responsible for?)
- **A** = \_\_\_\_\_ (What action did you take?)
- **R** = \_\_\_\_\_ (What result came from it?)

Now, create your own STAR story using something you’ve done at school, home, or in the community.

---



## Phase 2 – Lesson 17 Worksheet

**Title:** Dress for Success – Interview & Workplace Readiness

### **Exploratory Exercise: “How Should I Dress for Success?”**

Read or watch one of the resources below:

- **Article:** What to Wear to an Interview: High School Edition –  
<https://www.indeed.com/career-advice/interviewing/what-to-wear-to-an-interview-teenager>
- **Video:** Job Interview Outfits for Teens –  
<https://www.youtube.com/watch?v=PXi5sOc1vx0>

**In pairs, answer the following:**

1. What are 3 basic do’s and don’ts for interviews?
  - Do:
  - Don't:
2. What’s one way to create a clean, confident look with limited clothes?
3. What’s the difference between dressing for an interview vs. a casual job?

### **Expression Exercise: “Design My Look”**

Sketch or describe your outfit for:

- An interview for a job you're interested in
- Your first day at that job

Label your outfit items (e.g., black slacks, plain sneakers, collared shirt):

- Items I already own:
- One item I might need to borrow or buy:

**Optional:** List ideas for affordable/free wardrobe access (school closet, donation center, thrift shop):

## Review: Interview Outfit Checklist

Check Yes or No:

- ☐ Yes ☐ No – My outfit is clean and wrinkle-free
- ☐ Yes ☐ No – My shoes are closed-toe and clean
- ☐ Yes ☐ No – I'm not wearing any strong scents or flashy jewelry
- ☐ Yes ☐ No – I would feel comfortable and confident wearing this in front of a manager

## Reflection: "How I Want to Be Seen"

Complete the following sentences:

1. When I walk into an interview or workplace, I want people to think \_\_\_\_\_.
2. One small thing I can do to show confidence is \_\_\_\_\_.

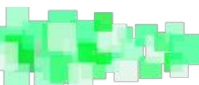
## Word Puzzle: Professional Appearance Word Match

Match each word with the correct definition:

- A. Business Casual
- B. Grooming
- C. Professionalism
- D. Attire
- E. First Impression

## Word Definition

- \_\_\_ The clothes you wear for a specific setting or event
- \_\_\_ The process of keeping hair, nails, and hygiene in check
- \_\_\_ The perception someone forms of you within the first few seconds
- \_\_\_ A dress code that is neat but not formal
- \_\_\_ Behaving in a responsible and respectful manner



## Phase 3 – Lesson 18 Worksheet

### Exploratory Exercise: “LinkedIn Starter Kit”

Pretend you’re building a **LinkedIn-style profile**. Fill out each section below:

1. **Professional Headline**

(Example: High School Student | Future Business Leader | Creative Thinker)

→ \_\_\_\_\_

2. **Summary Statement**

Who you are, what you’re interested in, and what you’re working on.

→ “I’m a \_\_\_\_\_ student passionate about \_\_\_\_\_ and exploring \_\_\_\_\_.”

3. **Experience**

List 1–2 roles you’ve held (real or school-based):

- \_\_\_\_\_ -
- \_\_\_\_\_ -

4. **Skills**

List 3 skills you’re proud of:

- \_\_\_\_\_ -
- \_\_\_\_\_ -
- \_\_\_\_\_ -

Optional: Record or present your “About Me” as a 30-second elevator pitch.

---

### Word Puzzle: Profile Phrase Builder

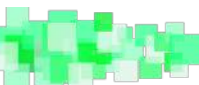
Use the words below to build a professional “elevator pitch”:

**Words:**

leader · growth · explore · community · passion · learner · focus

“I am a \_\_\_\_\_ with a passion for \_\_\_\_\_ and a focus on \_\_\_\_\_.”

Bonus: Add one word of your own to personalize it!



## Phase 3 – Lesson 19 Worksheet

### Exploratory Exercise: “My Career Collage”

Choose one career path you’re curious about. Then answer:

- Career Name: \_\_\_\_\_
- What excites you about it? \_\_\_\_\_
- What skills are needed? \_\_\_\_\_
- Where do people in this career work? \_\_\_\_\_
- What’s a challenge they might face? \_\_\_\_\_

Now sketch or build a digital **Career Collage** — include:

- Symbols or images
- A quote from someone in that field
- An outfit/tool used in the job
- A drawing of YOU doing that work

Reflection: What’s one step you could take today to explore this path?

---

### Word Puzzle: Career Path Riddle

What career am I?

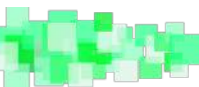
- I work with numbers and data
- I help people manage their money
- I may work in banks or as a CPA
- I rhyme with “financier”

Answer: \_\_\_\_\_

Now write a riddle for your **dream job** using clues like this!

---





## Phase 3: Lesson 20 Worksheet

*Attendance, Punctuality & Professionalism*

### Part 1: Make It Real – Professionalism in Practice

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from the article or video to respond to the questions below.

1. List three signs of professionalism mentioned in your resource:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What is one way being late can affect a team or workplace?

---

3. If you're going to be late or absent, what's a responsible thing to do?

---

4. In your own words:

What message do you send to others when you're consistently on time?

---

### Part 2: Power Puzzle – My “Professional Power Chart”

**Instructions:** Reflect on your own habits and create a plan to build your dependability.

Self-Audit Prompt	Your Answer
How many times were you late in the past 2 weeks?	_____ times
How many times were you absent?	_____ times
What caused it most often? (Circle or write)	Oversleeping? Transportation? Motivation? Other?: _____
One step I will take to be more consistent:	_____ _____
My "Professional Promise" Statement:	I will show up on time to _____ by doing _____.

---

### Optional Add-On: Wall of Commitments

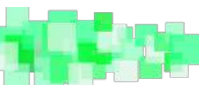
Cut out your "Professional Promise" and post it on the class wall to motivate yourself and others.

---

### Quick Reflection Prompt:

If an employer called your teacher and asked, "Can I count on this student?" — what would they say, and why?

### My Response:



## Phase 3: Lesson 21 Worksheet

### *Managing Conflict in the Workplace*

#### Part 1: Make It Real – Conflict & Resolution Practice

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Use what you learned from the article or video to answer below.

1. List 2 types of conflict that show up in the workplace:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Write down 3 tips for resolving conflict without a fight:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. What is 1 phrase you can use to stay calm and professional?  
" \_\_\_\_\_ "
4. In your own words:  
What happens when someone avoids conflict completely?

---

What happens when someone overreacts or explodes?

---

#### Part 2: Power Puzzle – Conflict Codebreaker

**Instructions:** Below is a secret message about resolving conflict. But the key words have been scrambled and mixed into the sentence.

Your job: Unscramble the **BOLD** words, then rewrite the sentence with the correct version!

---

##### Conflict Code Sentence #1

"To deal with *flcotcni*, I try to *sipktne* and listen with *psecert*."

→ unscrambled words: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



✓ Rewrite the sentence with the correct words:

---

### Conflict Code Sentence #2

"If someone is angry, I use *mca* words and *osinhpaiem* to understand them."

→ unscrambled words: \_\_\_\_\_, \_\_\_\_\_

✓ Rewrite the sentence with the correct words:

---

### BONUS CHALLENGE – Secret Phrase Reveal

Use the first letter of each unscrambled word from both sentences. Rearrange them to form a powerful phrase about communication.

Your secret phrase: \_\_\_\_\_

**Hint:** It's something every great professional shows in conflict.





## Lesson 22 Worksheet

### *Leadership Styles & Effective Supervision*

---

#### Part 1: Make It Real – What Makes a Great Leader?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Reflect on what you learned from the video or reading and apply it to real leadership situations.

1. What's one key lesson about leadership from the video or article?

---

2. Which leadership habit or strategy do you want to develop most, and why?

---

3. List five qualities of a great supervisor:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Why do these leadership qualities matter in real life or at work?

---

## Part 2: Power Puzzle – “Leadership Logic Grid”

**Instructions:** Match each *leadership style* to the best workplace situation. Use logic and reasoning — and only use each style once!

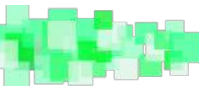
Leadership Styles	Work Situations
A. Autocratic	1. A creative team needs freedom to explore new ideas.
B. Democratic	2. A team is behind schedule and needs firm direction.
C. Visionary	3. The team is stuck and needs a clear, inspiring goal.
D. Servant Leader	4. Team members want to feel heard before decisions.
E. Coach	5. An employee needs support and growth opportunities.

**Match them below:**

- A → \_\_\_\_
- B → \_\_\_\_
- C → \_\_\_\_
- D → \_\_\_\_
- E → \_\_\_\_

✓ **Bonus:** Which leadership style felt most like YOU today?

---



### Quick Reflection: "One Step Forward"

Write one leadership skill you want to improve — and how you'll do it.

Example: "I will improve how I handle feedback by listening fully before responding."

#### My commitment:

"I will improve \_\_\_\_\_  
by \_\_\_\_\_."



## Lesson 23 Worksheet

### Managing Teams & Solving Problems

#### Part 1: Make It Real – Team Challenges & Solutions

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Reflect on today's lesson and complete the prompts below.

1. What's one lesson about conflict or leadership you took from the video or reading?
2. List three common team problems that leaders might face:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. What are three strategies leaders can use to solve workplace problems?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Think back to your team's role-play. What worked well, and what could have been better?

#### Part 2: Power Puzzle – Conflict & Collaboration Word Chain

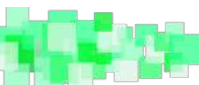
**Instructions:** Start with the word TEAM. Then, build a word chain using only words related to leadership, workplace dynamics, or teamwork. Each word must start with the last letter of the word before it.

**Example:** TEAM → Motivation → Negotiation → Networking...

**Start with:**

TEAM → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ →  
 \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_





## Phase 4 – Lesson 24 Worksheet

**Title:** *Navigating College Search Tools*

**Exploratory Exercise:** “My College Wishlist”

Visit one of the college search websites listed below:

- <https://bigfuture.collegeboard.org/college-search>
- <https://nces.ed.gov/collegenavigator/>
- <https://collegescorecard.ed.gov/>
- <https://www.niche.com/colleges/>

**Fill in your personal college wishlist:**

College Name	Location	Major of Interest	What I Like About It

**Reflection:**

- What matters most to you in a college (all that apply):  
☐ Size ☐ Location ☐ Programs ☐ Cost ☐ Sports ☐ Support Services
- What's one thing you *learned* about college search tools today?

## Word Puzzle: College-Ready Word Match

Match the college-related word to its definition:

- A. Admissions
- B. FAFSA
- C. Campus
- D. Major
- E. Credits

Word	Definition
---	The subject you focus on in college (like Nursing or Art)
---	The official college environment (buildings, dorms, etc.)
---	The number used to track progress toward graduation
---	The office or process for getting into a college
---	The form to apply for federal student aid

## Phase 4 – Lesson 25 Worksheet

### Exploratory Exercise: “College Fit Profile”

Draw or list the “must-haves” for your ideal college.

- ☐ City or small town?
- ☐ Big campus or close-knit?
- ☐ Hands-on learning or lectures?
- ☐ Near home or far away?

Fill in your **College Fit Profile**:

- I want to study: \_\_\_\_\_
- I learn best when: \_\_\_\_\_
- I want a college that offers: \_\_\_\_\_
- Support I’ll need in college: \_\_\_\_\_

Now choose **1 college** and explain:

Why might this school be a good fit for YOU?

### Word Puzzle: 5 Clues, 1 College Word

Guess the word based on these clues:

1. Starts with **C**
2. You visit it on a tour
3. You might live there
4. It has classrooms, cafeterias, and lounges
5. It sounds like “camping” but it’s not

Answer: \_\_\_\_\_

Bonus: What’s one thing you want to see on your first campus visit?

## Phase 4 – Lesson 26 Worksheet

### Exploratory Exercise: “Show Me the Money”

Use these websites to search for scholarships:

- <https://www.fastweb.com>
- <https://www.scholarships.com>
- <https://bigfuture.collegeboard.org/scholarship-search>

Find & list 2 scholarships you could apply for:

Scholarship Name	Amount	Requirement/Deadline

**Now complete a mini budget.**

Let’s say your college tuition is \$6,000/year.

You earn \$1,000 from a job and win a \$2,500 scholarship.

How much more do you need? \$\_\_\_\_\_

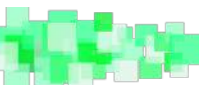
What’s one thing you can *do now* to prepare financially for college?

### Word Puzzle: Money Math Riddle

Use the clues to figure out this financial term:

- I can help pay for college
- You don’t have to pay me back
- I’m often based on your story or talent
- You usually apply with an essay
- I rhyme with *fellowship*

What am I? \_\_\_\_\_



## Phase 4: Lesson 27 Worksheet

### *Understanding the College Admissions Process*

#### Part 1: Make It Real – My College Admissions Checklist

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use the video or reading and today's discussion to build your personal understanding of the admissions process.

1. List five major steps in the college admissions process:

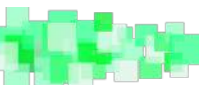
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Which step do you feel most prepared for?

- 
3. Which step do you feel least prepared for?

- 
1. Based on what you learned, write your own College Application Checklist below:

- Research colleges by: \_\_\_\_\_
  - Take the SAT/ACT (if needed) by: \_\_\_\_\_
  - Ask for recommendation letters by: \_\_\_\_\_
  - Submit FAFSA and scholarship forms by: \_\_\_\_\_
  - Submit applications by: \_\_\_\_\_
-



## Part 2: Power Puzzle – College Path Word Maze

**Instructions:** Follow the path of letters to find the 7 hidden college admissions words in the maze below. You can only move up, down, left, or right — no diagonals!

**Find words like:** FAFSA, ESSAY, RESEARCH, DEADLINE, TRANSCRIPT, SAT, APPLY

mathematica

CopyEdit

S T A P L I C A T I O N

A A R D E A D L I N E F

T P P L Y R E C S S A Y

S R T R A N S C R I P T

F S H A C O L L E G E R

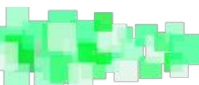
List the words you found:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Quick Reflection – One Step Forward:

What is one action step you will take this week for your college journey?

"I will \_\_\_\_\_."



## Phase 4 – Lesson 28 Worksheet

### *Writing a Standout College Essay*

---

#### Part 1: Make It Real – Drafting a Powerful Personal Statement

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from the video or reading to begin outlining and drafting your personal statement.

1. What's one thing admissions officers look for in a personal statement?

- 
2. Write a quick outline for your college essay:

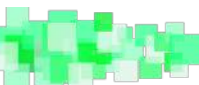
- Hook (opening): \_\_\_\_\_
- Challenge or Experience: \_\_\_\_\_
- Reflection (how you grew): \_\_\_\_\_

3. Now write the first paragraph of your essay draft:

(Don't worry about making it perfect—just get your story started!)

- 
- 
- 
- 
- 
4. Swap with a partner. Use these three questions to give feedback:

- What part grabbed your attention?
  - Where could they add more detail?
  - What sentence felt the most powerful?
-



## Part 2: Power Puzzle – Hook Builder Word Scramble

**Instructions:** Unscramble the words below. Each word is related to techniques that help hook readers in a college essay. After solving, write a one-sentence hook using at least two of the words.

### Word Scramble List:

1. YRTOS (\_\_\_\_): What your essay should tell
2. OKOH (\_\_\_\_): Grabs the reader's attention
3. SLERANOEP (\_\_\_\_): What makes your voice unique
4. CDTIEAL (\_\_\_\_): Specifics that bring your story to life
5. RYFIAECLNTI (\_\_\_\_): The emotion your hook should spark

✓ **Now, write your own one-sentence HOOK using at least 2 of the above words:**

" \_\_\_\_\_ "

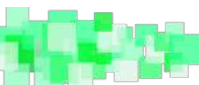
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### Quick Reflection – "One Step Forward"

What is one next step you'll take to improve your essay?

"I will \_\_\_\_\_."





## Phase 4 – Lesson 29 Worksheet

### *Securing Strong Letters of Recommendation*

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#### Part 1: Make It Real – Brag Sheet + Recommendation Request

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use today's lesson and resources to complete both sections below.

---

#### **A. My Brag Sheet (for Recommenders)**

List accomplishments, qualities, and goals that would help someone write a strong letter for you.

- 3 Strengths or Skills:
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
    - 3. \_\_\_\_\_
  - 2 Achievements You're Proud Of:
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - 1 Future Goal You Want Them to Highlight:  
\_\_\_\_\_
- 

#### **B. Draft Your Email Request for a Recommendation Letter:**

Include a polite greeting, explain why you're asking them, and mention what you'd like them to highlight.

Dear \_\_\_\_\_,



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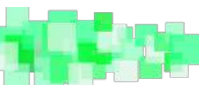
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Thank you for considering this.  
Sincerely,

---

---





## Part 2: Power Puzzle – Recommendation Relay

**Instructions:** Put these steps for securing a strong recommendation in the correct order. Write numbers 1–6 in the boxes next to each.

Order	Action Step
-------	-------------

- |     |   |
|-----|---|
| [ ] | Send a thank-you note after your recommender submits the letter |
| [ ] | Identify someone who knows your strengths well                  |
| [ ] | Politely ask in advance and provide your brag sheet             |
| [ ] | Make sure they know your deadlines and where to send the letter |
| [ ] | Follow up with a reminder (if needed, before the deadline)      |
| [ ] | Reflect on what you'd like them to highlight about you          |

✓ Bonus: What's one step from the list above that you think students often forget?

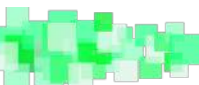
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### Quick Reflection – “One Step Forward”

What is one action step you'll take this week to get a strong letter of recommendation?

“I will \_\_\_\_\_.”



## Phase 5 – Lesson 30 Worksheet

### *Mastering College & Scholarship Interviews*

---

#### Part 1: Make It Real – Strong Responses & First Impressions

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use today's discussion and resources to answer the prompts below.

1. What are three elements of a strong first impression?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Choose one of the common interview questions below. Write your best answer.
  - "Tell me about yourself."
  - "Why do you want to attend this college?"
  - "Describe a challenge you've overcome."

My question: \_\_\_\_\_

My response:

---

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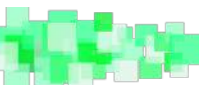
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3. What is one way body language can help or hurt your interview performance?

---

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## Part 2: Power Puzzle – Interview Response BINGO

**Instructions:** Below is a BINGO grid filled with traits or phrases that show up in great interviews.

As you practice interviews with classmates, check off squares when you hear those elements.

Try to get BINGO (a row, column, or diagonal)!

Confident voice      Shared a goal      Asked a question

Smiled or laughed      Paused before answering      Spoke clearly

Gave a real story      Made eye contact      Thanked the interviewer

✓ Bonus: What three BINGO squares came up most often in your class?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

✓ Secret Tip: Which one do YOU want to use more often in real interviews?

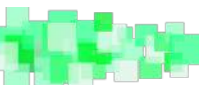
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### Quick Reflection – “One Step Forward”

Write one goal you have for future interviews:

“I will \_\_\_\_\_.”



## Lesson 31 Worksheet

### College Funding Options

#### Part 1: Make It Real – Financial Aid Knowledge & Planning

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from today's article, video, and class discussion to complete the questions below.

1. Complete the chart comparing types of financial aid:

Type of Aid	Repayment Required?	Eligibility Criteria	Source
Grants			
Scholarships			
Loans			
Work-Study			

2. Which type of aid feels most accessible or realistic to you right now, and why?

3. Complete your own college funding plan:

- My academic/career interests: \_\_\_\_\_
- Colleges or programs I'm exploring: \_\_\_\_\_
- Financial aid I will apply for: \_\_\_\_\_
- Questions I have about the process: \_\_\_\_\_

## Part 2: Power Puzzle – Funding Fit Riddle Match

**Instructions:** Match each fictional student with the type of aid that best fits their situation. Then write the letter of the aid type next to the student.

### Aid Options:

- A. Merit-Based Scholarship
- B. Federal Grant
- C. Private Student Loan
- D. Work-Study Job

### Student Profiles:

1. Maria volunteers at her church, has a 3.9 GPA, and is applying to top-tier schools.  
→ \_\_\_\_\_
2. Tyrese works weekends, has limited savings, and qualifies for free/reduced lunch.  
→ \_\_\_\_\_
3. Lena doesn't qualify for need-based aid, but her parents can't fully cover tuition.  
→ \_\_\_\_\_
4. Jamal wants to earn money while studying and doesn't want to take out loans.  
→ \_\_\_\_\_

## Phase 5 – Lesson 32 Worksheet

### Scholarship Search & Budget Challenge

#### Exploratory Exercise: “Scholarship Hunt & Smart Budget”

#### Part 1: Scholarship Search

Use any of these sites:

- <https://www.fastweb.com>
- <https://bigfuture.collegeboard.org>
- <https://www.scholarships.com>

Find **2 scholarships** you could apply for.

Scholarship Name	Amount	Who It's For

#### Part 2: Simple Budget

You earn \$500/month at a part-time job.

Your expenses are:

- \$100 phone
- \$60 MetroCard
- \$150 food/snacks
- \$30 school supplies

How much do you have left to save? \$\_\_\_\_\_

What could you do with that money?

---



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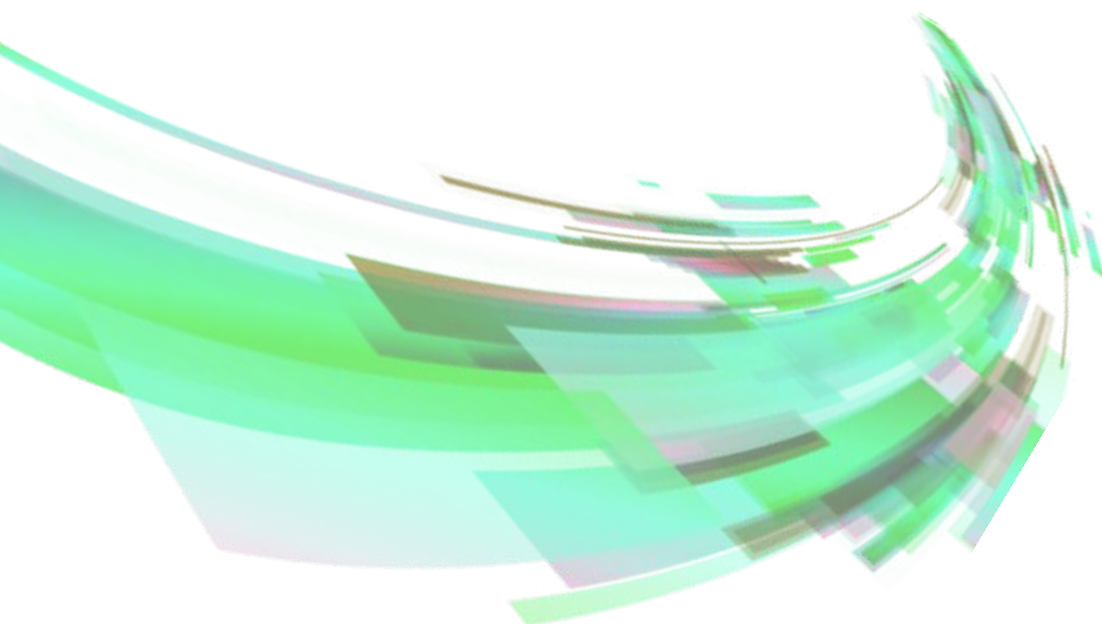
## Word Puzzle: Budget Word Match

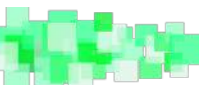
Match the financial term to what it means:

Word	Definition
Budget	A. Money left after paying expenses
Expenses	B. Plan for how you'll use your money
Savings	C. What you spend money on
Balance	D. Money you set aside for the future

### Answers:

Budget → \_\_\_ | Expenses → \_\_\_ | Savings → \_\_\_ | Balance → \_\_\_





## Lesson 33 Worksheet

### Step-by-Step FAFSA & Financial Aid Workshop

---

#### Part 1: Make It Real – FAFSA Readiness & Planning

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from the articles and class discussion to assess your FAFSA readiness.

---

#### 1. FAFSA Readiness Checklist

Check off what you've completed or plan to do:

- ☒ I have created or plan to create an FSA ID.
  - ☒ I have gathered (or will gather) the following:
    - My Social Security number
    - My parents'/my tax information
    - My list of potential colleges
      - ☒ I've identified any special financial circumstances (if applicable).
      - ☒ I've set a target date to complete the FAFSA: \_\_\_\_\_
- 

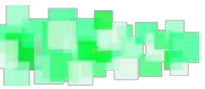
#### 2. Answer the following questions:

a. What is one thing you *must* have before starting the FAFSA?

---

b. What is one way to ensure special financial circumstances are reflected in your FAFSA?

---



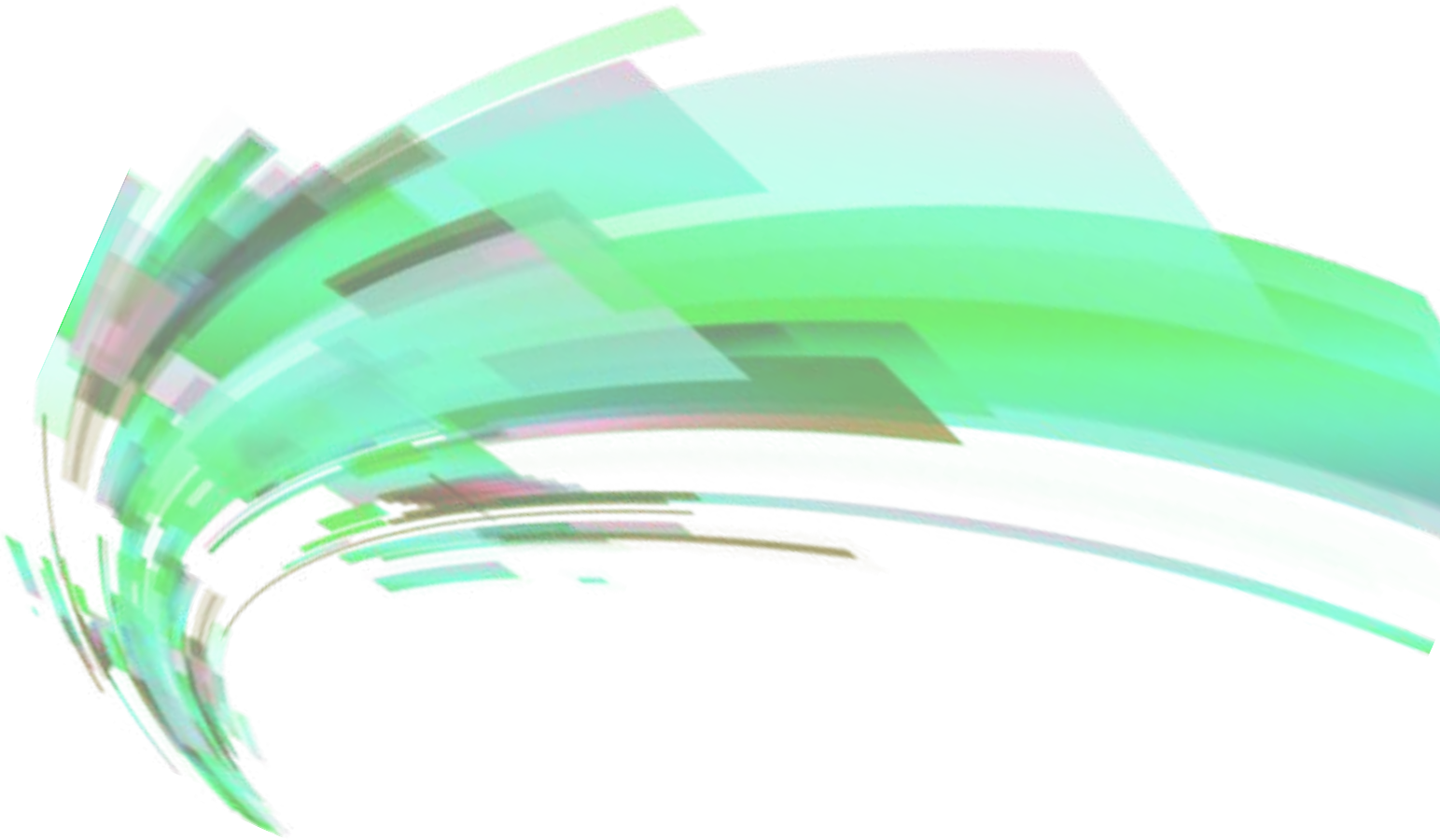
c. What's one step you feel confident about?

---

d. What's one step you still need help with?

---

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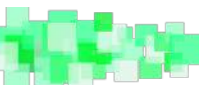


## Part 2: Power Puzzle – FAFSA Flow Decoder

**Instructions:** The steps to completing the FAFSA are listed below, but they're out of order. Match the correct sequence by placing numbers 1–6 in the left column.

Order	FAFSA Step
[ ]	Review your Student Aid Report (SAR) for accuracy
[ ]	Submit your FAFSA form online
[ ]	Create your FSA ID
[ ]	Respond to any follow-up requests from the colleges you applied to
[ ]	Gather documents (SSN, tax forms, college list, etc.)
[ ]	Log in at fafsa.gov and complete the application

✓ Bonus Question: Which step above would you tell a friend *not to forget* and why?



## Phase 5 – Lesson 34 Worksheet

### Exploratory Exercise: “Plan My Study Life”

Use the grid below to block out how you’ll manage your time for **one weekday**.

Time	Activity
7am–9am	
9am–12pm	
12pm–3pm	
3pm–6pm	
6pm–9pm	

- When is your best time to study? \_\_\_\_\_
- What’s something that distracts you? \_\_\_\_\_
- What’s one strategy you can use to stay focused? \_\_\_\_\_

### Word Puzzle: Time Tools Crossword Clues

What tool or strategy fits each clue?

1. You write your assignments here → \_\_\_\_\_
2. You use this to check the time → \_\_\_\_\_
3. A method where you study for 25 minutes, then break → \_\_\_\_\_  
**Technique**
4. Keeps you on track → \_\_\_\_\_ **list**



Bonus: What's your favorite way to stay organized?

---



## Lesson 35 Worksheet

### *Time Management & Personal Planning*

#### Part 1: Make It Real – Design Your Daily Flow

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Reflect on today's discussion and begin planning your best-use-of-time day.

1. What are two time-wasters you noticed in your own schedule?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What's one time management strategy you want to try? Why?

3. Design Your Ideal Daily Schedule

*Use color blocks, symbols, or bullet points to map out your day.*

- Wake-up time: \_\_\_\_\_
- Bedtime: \_\_\_\_\_
- School hours: \_\_\_\_\_
- Homework/study time: \_\_\_\_\_
- Meals: \_\_\_\_\_
- Me Time (hobbies, quiet time, etc.): \_\_\_\_\_
- Goal Block (time to work toward a dream or goal): \_\_\_\_\_

Optional symbols:

★ = goal time    ❤️ = rest/hobby    📖 = study    🤝 = social

#### 4. Reflection Question:

What time of day do you feel most focused and why?

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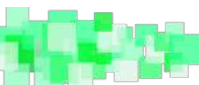
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### Part 2: Power Puzzle – Time Tracker Maze

**Instructions:** Below is a daily time-use puzzle. Your goal is to reach your end-of-day “Goal Completed” block using the most efficient time management path. Circle ONE action per row. You must make it to the bottom!

Morning	Midday	Afternoon	Evening
<input type="checkbox"/> Hit snooze 3x	<input type="checkbox"/> Worked ahead on assignment	<input type="checkbox"/> Scrolled social media for 1 hour	<input type="checkbox"/> Read 10 pages of a book
<input type="checkbox"/> Woke up early	<input type="checkbox"/> Asked teacher for help	<input type="checkbox"/> Used planner to schedule tasks	<input type="checkbox"/> Started scholarship essay
<input type="checkbox"/> Missed bus	<input type="checkbox"/> Skipped lunch to cram	<input type="checkbox"/> Watched TV during study time	<input type="checkbox"/> Went to sleep early





## Lesson 36 Worksheet

*Academic Success, Study Skills & Time Management*

---

### Part 1: Make It Real – Habits, Challenges & Planning

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use today's group discussion and readings to reflect and create your personal academic success plan.

---

1. Reflection: What's one study strategy that's working well for you right now?

---

2. What's one area you'd like to improve in your academic habits?

---

---

3. From today's article, list three habits of successful students:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Which habit are you already practicing?

---

5. Which habit will you try this week — and how?

---

---

## Part 2: Power Puzzle – Study Skill Shuffle

**Instructions:** Match each shuffled habit description on the left to the correct academic habit on the right. Draw lines or list the matches below.

Shuffled Habit Descriptions	Academic Habits
A. Break your study blocks with rest to stay fresh	1. Time blocking
B. Create a visual calendar of your week's tasks	2. Spaced repetition
C. Spread review sessions over several days	3. Active recall
D. Use practice tests or flashcards to learn	4. Weekly planning
E. Assign specific times for your classes and homework	5. Pomodoro technique

✓ Your Matches (A–E → 1–5):

A → \_\_\_ B → \_\_\_ C → \_\_\_ D → \_\_\_ E → \_\_\_



## Phase 6 – Lesson 37 Worksheet

*Stress Management, Resilience & Creative Expression*

---

### Part 1: Make It Real – Understanding Stress & Resilience

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Read your assigned article with your group. Use what you learn to complete the questions below.

1. List 3 causes of stress mentioned in the article:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What are 2 healthy ways to cope with stress?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. Describe one way you've shown resilience in your life:

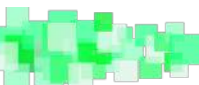
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4. What surprised you most about how stress works or how we recover from it?

---

---



## Part 2: Power Puzzle – “My Resilience Collage (Written)”

**Instructions:** Instead of making a visual poster, complete each section of this written collage to reflect your inner strength and support system.

Section	Your Response
Something I’m proud of	-----
A memory or person who inspires me	-----
My go-to calming activity	-----
My personal mantra or affirmation	-----



## Lesson 38 Worksheet

### *Enhancing Soft Skills Through Interactive Games*

---

#### Part 1: Make It Real – Soft Skills in Action

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from today's activities and group discussions to complete the following:

---

1. List 3 soft skills that were used in your group's activity:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

---

2. How did your group show teamwork and communication during the activity?

---

---

---

3. Choose one real-world situation where you could use these skills. What would you do differently now?

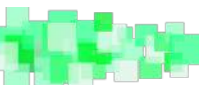
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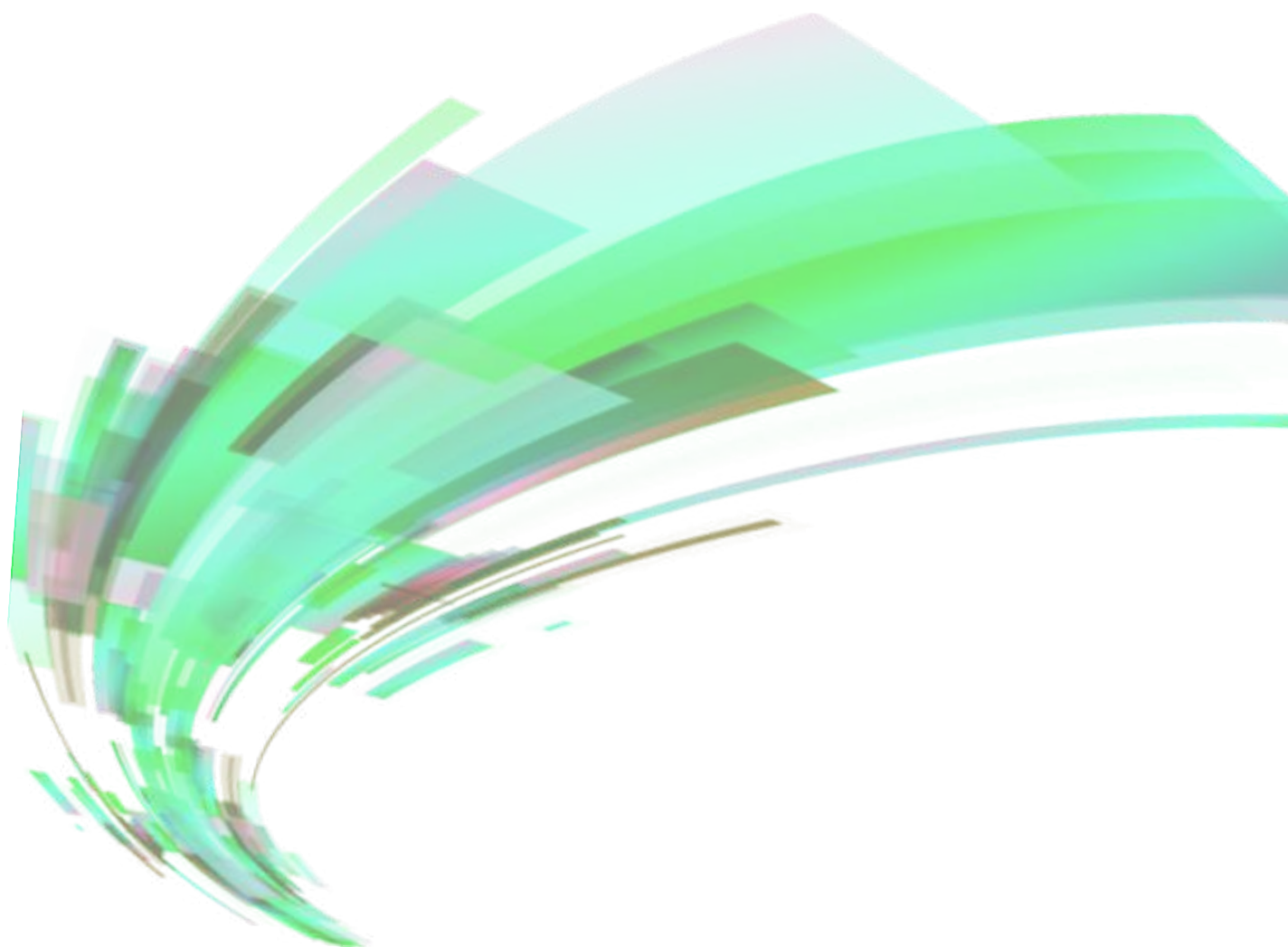
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4. Create Your Own Soft Skills Game

Design a game that teaches one or more soft skills. Include the following:



- Name of Game: \_\_\_\_\_
  - Objective of the Game: \_\_\_\_\_
  - Rules/Materials Needed: \_\_\_\_\_
  - Which soft skills will players practice? \_\_\_\_\_
- 



## Part 2: Power Puzzle – Soft Skills Scramble Grid

**Instructions:** Find and circle at least 5 soft skills hidden in the grid below. Words may appear forward, backward, vertical, or horizontal.

Then, match each one with the correct definition in the space below.

T E A M W O R K L R

R E S I L I E N C E

U I C O M M U N I C

S E M P A T H Y S E

T I M E M A N A G E

C R E A T I V I T Y

Words to find (5 of these are hidden):

- Communication
- Teamwork
- Empathy
- Resilience
- Creativity
- Time Management

✓ Now, match and define 3 of the soft skills you found:

a. Skill: \_\_\_\_\_

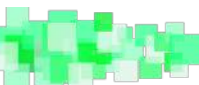
Definition: \_\_\_\_\_

b. Skill: \_\_\_\_\_

Definition: \_\_\_\_\_

c. Skill: \_\_\_\_\_

Definition: \_\_\_\_\_



## Phase 6 – Lesson 39 Worksheet

### *Career Exploration, Pathways & Creative Expression*

---

#### Part 1: Make It Real – Discovering Your Career Fit

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you explored in today's quiz and activities to complete the following:

---

1. If money didn't matter, what job would you want to do — and why?

---

2. Based on today's interest quiz or discussion, list two careers that match your skills or interests:

a. \_\_\_\_\_

b. \_\_\_\_\_

3. Pick one career from above. Answer the following about it:

- What education or training is required?  
\_\_\_\_\_
- What does a typical day look like in this job?  
\_\_\_\_\_
- What's one reason this career interests you?  
\_\_\_\_\_

---

4. Design Your "Future Me Zine" (Quick Notes Before You Create It):

- Career Title: \_\_\_\_\_
- Why I Chose This Career: \_\_\_\_\_



- My Strengths That Match: \_\_\_\_\_
- Future Quote from Me: " \_\_\_\_\_ "
- One Challenge I'll Overcome: \_\_\_\_\_
- I will include a visual, drawing, or graphic that represents my future career.

✓ When ready, create your zine using paper or digital tools!

## Part 2: Power Puzzle – Career Path Decoder Grid

**Instructions:** Match each career buzzword to its correct description.  
Write the letter of the buzzword next to the correct description.

### Buzzwords:

- A. Resume
- B. Certificate
- C. Mentor
- D. Degree
- E. Training

#	Career Term Description	Buzzword
1	A person who gives you guidance and support	
2	A document that lists your education and experience	
3	Something you receive after learning a specific skill	
4	Practice or instruction that helps you do a job better	
5	An academic qualification earned at a college or university	



## Phase 6 – Lesson 40: Make It Real – Your Pitch Blueprint

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use today's activities, resources, and team discussion to build your final pitch plan.

---

1. What's your business or product idea?

---

2. What problem does it solve? Why does that matter?

---

3. What makes your idea unique?

---

4. Who is your target audience or customer?

---

5. What would you ask for from the "Sharks"?  
(e.g., funding, materials, platform, space)

---

6. Write a one-sentence version of your pitch (your "hook"):

---

---

## Part 2: Power Puzzle – Pitch Builder Puzzle

**Instructions:** Below are six parts of a successful pitch — but they’re scrambled! Number them in the correct order (1 = first thing you say in your pitch, 6 = last thing). Then match each part with its real-world purpose.

#	Pitch Part	What It Does
[ ]	Describe your product/service	A. Shows the judges you’re serious and prepared
[ ]	Share a relatable problem	B. Gets the listener’s attention right away
[ ]	Explain how your idea solves the problem	C. Proves your idea has value and direction
[ ]	Say what makes your idea different or better	D. Builds emotional connection
[ ]	Make your “ask” (what you need)	E. Helps people visualize the solution
[ ]	Start with a strong hook or story	F. Makes you stand out in a competitive market



## Lesson 41 Worksheet

### *Vision, Identity & Goal Setting Recap*

---

#### Part 1: Make It Real – Who I Am & Where I’m Going

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What identity best describes you today (choose one):

- ☐ Dreamer   ☐ Planner   ☐ Creative   ☐ Leader   ☐ Builder  
☐ Healer   ☐ Explorer   ☐ Connector   ☐ Innovator

Explain why you chose that identity:

---

---

2. What is one personal or academic goal you’ve accomplished recently?

---

---

3. Create three SMART goals — one for each category below:

*(Make sure your goals are Specific, Measurable, Achievable, Relevant, and Time-bound.)*

- School Goal: \_\_\_\_\_
- Personal Growth Goal: \_\_\_\_\_
- Future/Career Goal: \_\_\_\_\_

---

4. Write a quote or phrase that reflects your mindset right now:

“ \_\_\_\_\_ ”

## Part 2: Power Puzzle – Identity-to-Action Word Path

**Instructions:** Below are 6 identities from today’s Icebreaker and 6 actions. Draw a line from each identity to the action that could help that type of person move toward their vision.

Identity	Action
Dreamer	A. Create a weekly study calendar
Leader	B. Organize a student event or club
Builder	C. Apply for a hands-on internship
Healer	D. Join a peer support or volunteer group
Innovator	E. Start a blog or pitch a new idea
Planner	F. Draft a 1-year vision and goals map

✓ Bonus: Which identity-action combo feels most like you? Why?

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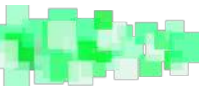
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Quick Reflection – “The Vision I’m Walking Toward”

Complete the prompts below:

The vision I’m walking toward is

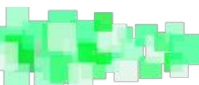
“-----”



And one step I'm going to take is

"-----"





## Lesson 42 Worksheet

### *Finding the Right Job for Me*

---

#### Part 1: Make It Real – My Job Search Blueprint

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Instructions:** Use what you learned from today's article/video and group discussion to complete your job search plan.

---

1. What kind of job are you looking for *right now* (check one or more)?

☐ Pays well    ☐ Builds skills    ☐ Fun to do    ☐ Helps others

Explain your choice:

---

---

2. Where can teens legally work in NYC? (List 2 examples):

a. \_\_\_\_\_

b. \_\_\_\_\_

3. What's one safe website or resource for job searching?

---

4. What's one red flag that might mean a job posting is a scam?

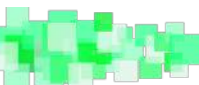
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5. My Job Hunt Plan

- Three jobs I'm interested in right now:

1. \_\_\_\_\_



- 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - Two job search platforms or locations I'll check this week:
    - 1. \_\_\_\_\_
    - 2. \_\_\_\_\_
  - One person I will ask for help or advice: \_\_\_\_\_
  - One outreach step I'll take (email, phone call, DM): \_\_\_\_\_
- 

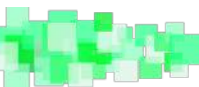
## Part 2: Power Puzzle – Job Search Tactic Sort

**Instructions:** Below are job-seeking actions. Decide if each one is a “Best Practice” or a “Red Flag”. Write BP or RF in the blank next to each.

Action	BP / RF
Applying through school or city youth programs	
Sending money to apply for a job	
Asking your teacher or counselor for feedback	
Responding to a job post with no company name	
Visiting a business in person to ask about openings	
Taking a job that won't give you a schedule in writing	

✓ **Bonus Question:** Which tactic do you want to use this week — and why?





## Lesson 43 Worksheet

### *Planning the CareerVisions Bazaar*

Culminating Project – Career Fair Showcase & Peer Leadership

---

#### Part 1: Make It Real – Bring Your Career to Life!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

1. What career are you promoting at the CareerVisions Bazaar?

---

2. What makes this career exciting or important to YOU?

---

3. Showcase Planning

✓ Booth Design Ideas (visual + interactive):

- Props or items I'll bring: \_\_\_\_\_
- Visuals I'll include (posters, infographics, etc.): \_\_\_\_\_
- How my booth will invite people to interact: \_\_\_\_\_

✓ Performance/Presentation Ideas:

- Type of presentation: ☐ Skit ☐ Poem ☐ Demo ☐ Game ☐ Art
- One thing I'll do (not say) to show what I've learned:  
\_\_\_\_\_

✓ Professional Guest Brainstorm:

List 2–3 careers you'd like professionals to represent at the Bazaar:

a. \_\_\_\_\_



b. \_\_\_\_\_

c. \_\_\_\_\_

---

#### 4. Mini Pitch Board Summary

Use the space below to outline your group's plan:

- Career: \_\_\_\_\_
- Booth Features: \_\_\_\_\_
- Presentation Style: \_\_\_\_\_
- Why It Will Stand Out: \_\_\_\_\_

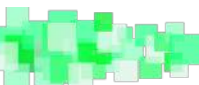


## Part 2: Power Puzzle – Showcase Sort & Spark

**Instructions:** Sort each statement into the right category by writing E for *Engaging* or B for *Boring*. Then, circle two that you want to avoid or improve in your own presentation.

#	Presentation Trait	E / B
1	Reading directly from a paper	
2	Acting out a scene that shows the job in action	
3	Using a monotone voice with no eye contact	
4	Letting visitors “try” part of the career activity	
5	Handing out a flyer and standing silently	
6	Telling a funny story from someone in the field	

✓ Circle 2 “B” options above that you want to make sure you avoid — or flip into something exciting.



## Lesson 44 Worksheet

*Community Engagement, Family Involvement & Celebration*

Closing Project – Reflection, Presentation & Vision

---

### Part 1: Make It Real – Celebrate & Showcase

Name: \_\_\_\_\_ Date: \_\_\_\_\_

---

1. What is one thing you're most proud of from this program?

---

2. Which project, goal, or creation are you sharing today?

☐ Career Zine

☐ SMART Goal & Progress

☐ Vision Board

☐ Shark Tank Pitch

☐ Performance or Rap

☐ Other: \_\_\_\_\_

Write a short sentence you might say during your presentation to introduce it:

"Hi, I'm \_\_\_\_\_ and today I'm sharing \_\_\_\_\_ because  
\_\_\_\_\_."

---

3. Who is one person you hope will see or hear your work today — and why?

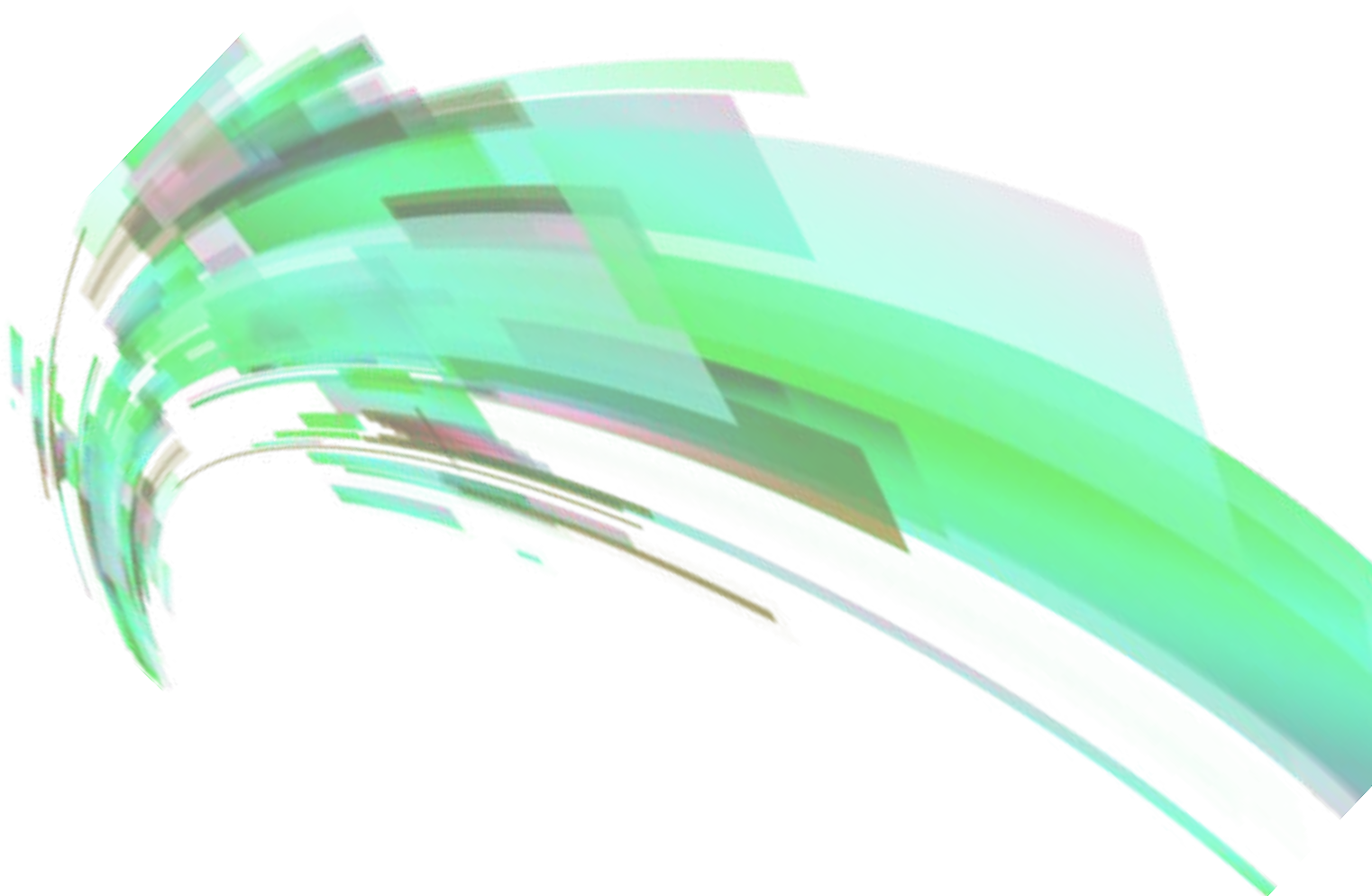
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4. What message do you want your audience to remember after your presentation?



---

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## Part 2: Power Puzzle – Gratitude Ripple Grid

**Instructions:** Think back on this program and fill in the grid below by completing each ripple. Then reflect on how gratitude and growth are connected.

Ripple	Your Response
Someone I want to thank and why:	_____
A moment that made me feel creative:	_____
Something I learned about myself:	_____
A way I helped or supported someone:	_____
A strength I want to keep building:	_____

Bonus: How can showing gratitude help you stay motivated in the future?

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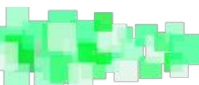
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### Reflection – Letter to Future Me

Write a letter to yourself 6 months from now. Include:

- Something you're proud of
- A goal you want to stick with
- A reminder of what you've learned about yourself

---



## Phase 6 – Bonus Worksheet

**Title:** *Reflection, Celebration & Closing Circle*

### Exploratory Exercise: “Looking Back, Moving Forward”

Use the prompts below to reflect on your CareerVisions journey:

1. **One thing I learned about myself:** \_\_\_\_\_
2. **One challenge I overcame:** \_\_\_\_\_
3. **One new skill or interest I discovered:** \_\_\_\_\_
4. **Someone who inspired me:** \_\_\_\_\_
5. **One goal I’ll carry with me into the future:** \_\_\_\_\_

Draw or write your own “**Certificate of Growth**” — what would it say?

“Awarded to \_\_\_\_\_ for showing \_\_\_\_\_ and growing in  
\_\_\_\_\_.”

---


### Word Puzzle: Reflect-Acronym

Create an acronym using the word **G.R.O.W.T.H.** — each letter stands for something you’ve gained.

- G = \_\_\_\_\_
- R = \_\_\_\_\_
- O = \_\_\_\_\_
- W = \_\_\_\_\_
- T = \_\_\_\_\_
- H = \_\_\_\_\_

Celebrate your growth — you did it!

---



## APPENDIX III: PHASE ASSESSMENTS



## Phase 1: Assessment – Identity, Interests & Assets

**Instructions:** Answer each question as honestly and clearly as you can.

### Section 1: Check What You Know (Multiple Choice)

1. Which of the following best describes a *personal asset*?
  - ☐ A phone or laptop
  - ☐ A personal strength or skill
  - ☐ A social media account
  - ☐ Your favorite celebrity
2. What's the purpose of creating a vision board?
  - ☐ To show off
  - ☐ To plan your outfits
  - ☐ To visualize your goals and dreams
  - ☐ To track how much money you've saved
3. "Interests" are things you:
  - ☐ Avoid
  - ☐ Are curious about or enjoy doing
  - ☐ Are forced to do
  - ☐ Keep secret

### Section 2: Short Answer

4. List 2 things you learned about yourself during this phase:
  - \_\_\_\_\_
  - \_\_\_\_\_
5. What is one strength or talent you're proud of?  
\_\_\_\_\_
6. Describe one goal you set for yourself this phase.  
\_\_\_\_\_

### Section 3: Reflect

7. Circle the one word that best describes how you feel after Phase 1:  
☒ Empowered ☒ Confused ☒ Curious ☒ Excited ☒ Neutral
8. What's one thing you want to keep building on from Phase 1?  
\_\_\_\_\_

## Phase 2: Assessment – Interpersonal Skills, Leadership & Personal Branding

**Instructions:** Answer all questions honestly. There are no wrong answers — just real ones.

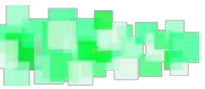
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### Section 1: Check What You Know (Multiple Choice)

1. What is a *personal brand*?
    - ☐ A type of clothing
    - ☐ The way people see and remember you
    - ☐ Your favorite celebrity's identity
    - ☐ A social media platform
  2. What is one key quality of a strong leader?
    - ☐ Being loud
    - ☐ Always being in charge
    - ☐ Listening and guiding others
    - ☐ Doing all the work alone
  3. A professional reference should be someone who:
    - ☐ Is your friend from TikTok
    - ☐ Can speak about your strengths and work ethic
    - ☐ Follows your Instagram
    - ☐ Gave you a ride once
- 

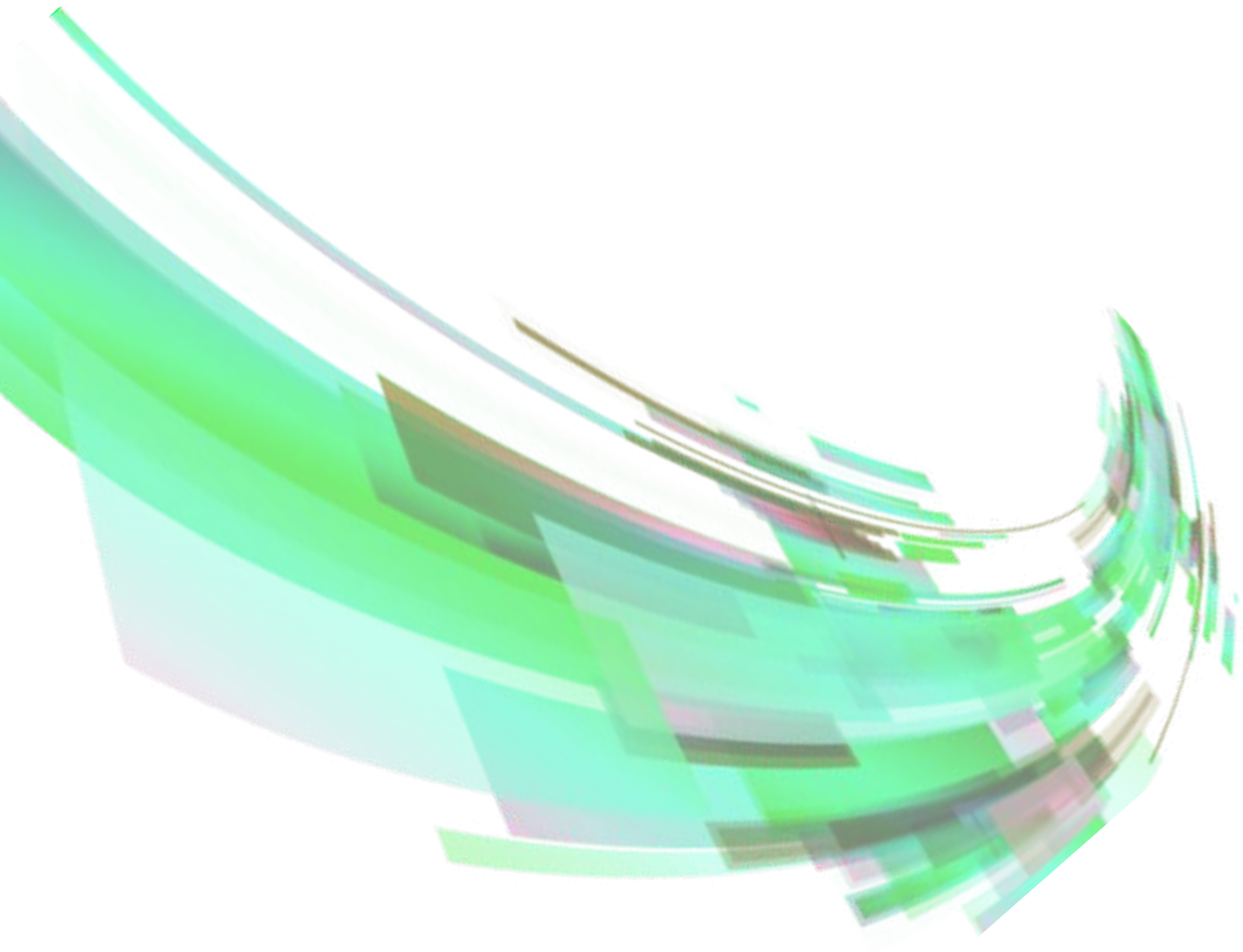
### Section 2: Short Answer

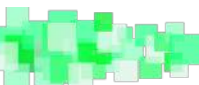
4. What is one way you've practiced leadership during this phase?  
\_\_\_\_\_
  5. Describe a moment when you used communication skills to work with others:  
\_\_\_\_\_
  6. In your own words, explain why building a personal brand is important.  
\_\_\_\_\_
-



### Section 3: Reflect

7. Circle how confident you feel in networking or speaking professionally:  
☐ Very confident ☐ Somewhat confident ☐ Not confident yet
  8. Write a one-sentence personal “elevator pitch” that tells someone who you are:  
“Hi, I’m \_\_\_\_\_, and I  
\_\_\_\_\_.”
- 





## Phase 3 Assessment – Exploring College Opportunities & Campus Life

**Instructions:** Think carefully and respond based on what you’ve learned.

---

### Section 1: Check What You Know (Multiple Choice)

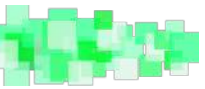
1. What is *FAFSA* used for?
    - ☐ Applying to college
    - ☐ Finding scholarships
    - ☐ Getting federal financial aid
    - ☐ Choosing a roommate
  2. What is one factor to consider when choosing a college?
    - ☐ How many parties are on campus
    - ☐ Location, programs, and cost
    - ☐ How far it is from home
    - ☐ If they have free lunch
  3. A *college major* is:
    - ☐ A teacher at the college
    - ☐ A campus building
    - ☐ The main subject you study
    - ☐ A required book
- 

### Section 2: Short Answer

4. List 2 colleges or programs you explored during this phase:
    - \_\_\_\_\_
    - \_\_\_\_\_
  5. Name one resource or service you’ll look for on a college campus:  
\_\_\_\_\_
  6. What is something new you learned about how to *pay for college*?  
\_\_\_\_\_
- 

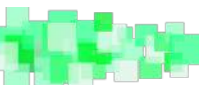
### Section 3: Reflect

7. How confident do you feel about navigating college life?
  - ☒ Very ☐ Somewhat ☐ Not yet



8. Complete the sentence:  
"The college that fits me best is one that  
\_\_\_\_\_."





## Phase 4: Assessment – From Personal Branding to Professional Success

**Instructions:** Show what you know and how you’ve grown. Be real. Be clear.

---

### Section 1: Check What You Know (Multiple Choice)

1. A *resume* is:
  - ☐ A flyer for a product
  - ☐ A list of your skills, education, and experience
  - ☐ A social media post
  - ☐ A letter from a friend
2. What should a personal brand do?
  - ☐ Copy a celebrity’s vibe
  - ☐ Show off your clothes
  - ☐ Reflect your strengths, values, and goals
  - ☐ Change every day
3. A professional online profile (like LinkedIn) should:
  - ☐ Be private
  - ☐ Include silly memes
  - ☐ Highlight your skills and goals
  - ☐ Use emojis only

### Section 2: Short Answer

4. Write one sentence that shows your personal brand:  
“I am someone who \_\_\_\_\_.”
5. Name two things you’d include in a personal or professional portfolio:
  - \_\_\_\_\_
  - \_\_\_\_\_
6. What’s one way social media can help your goals — and one way it can hurt?

**Help:** \_\_\_\_\_

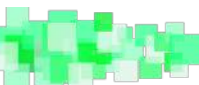
**Hurt:** \_\_\_\_\_

---

### Section 3: Reflect

7. How ready do you feel to share your brand with the world?  
☐ Very ☐ Somewhat ☐ Not yet
8. Complete the sentence:  
 "One thing I'll do to improve my professional brand is  
 \_\_\_\_\_."





## Phase 5: Assessment – Financing Education & Academic Success

**Instructions:** Answer thoughtfully. This is about making smart moves for your future.

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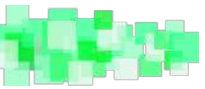
### Section 1: Check What You Know (Multiple Choice)

1. What is a *scholarship*?
    - ☐ A loan you repay
    - ☐ Free money for school, usually based on merit or need
    - ☐ A way to drop out
    - ☐ Something only rich people get
  2. What's the best reason to complete the FAFSA early?
    - ☐ To avoid it
    - ☐ So you can be first in line for aid
    - ☐ So your parents don't bother you
    - ☐ To avoid paying back money
  3. Which of these is an example of a **fixed expense**?
    - ☐ Monthly MetroCard
    - ☐ Snack money
    - ☐ Movie tickets
    - ☐ Random shopping
- 

### Section 2: Short Answer

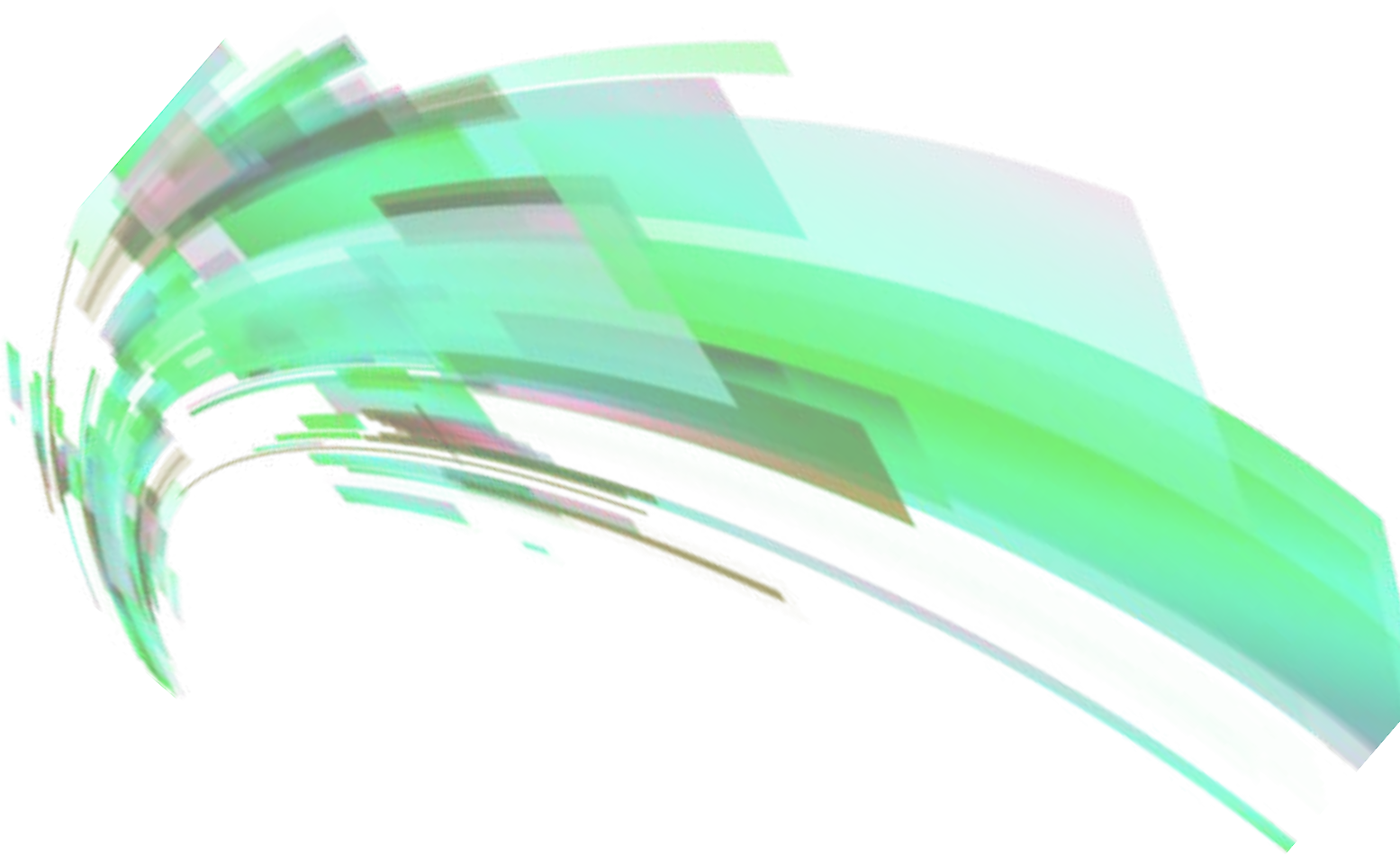
4. List one *grant* or *aid source* you learned about during this phase:  
\_\_\_\_\_
  5. Create a mini budget. You have \$100. Name 3 ways you'd use or save it:
    - \$\_\_\_\_\_ for \_\_\_\_\_
    - \$\_\_\_\_\_ for \_\_\_\_\_
    - \$\_\_\_\_\_ for \_\_\_\_\_
  6. What's one strategy you use (or will use) to manage your time better?  
\_\_\_\_\_
-

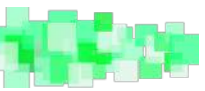




### Section 3: Reflect

7. How confident are you about affording college or a future goal?  
☐ Very ☐ Somewhat ☐ Not yet
8. Complete the sentence:  
"Managing my money well will help me \_\_\_\_\_."
- 





## Phase 6: Assessment – Action Project & Final Showcase

**Instructions:** Reflect, share, and show what you’ve learned through your final project.

---

### Section 1: Check What You Know (Multiple Choice)

1. What’s the purpose of a *showcase* event?
    - ☐ To grade your appearance
    - ☐ To display and celebrate your learning and skills
    - ☐ To hang out
    - ☐ To sell products for fun
  2. Which of the following is a good way to give feedback?
    - ☐ “You’re bad at this.”
    - ☐ “That was fine, whatever.”
    - ☐ “I liked \_\_\_\_, and maybe try \_\_\_ next time.”
    - ☐ Ignore the person
  3. What’s a benefit of reflecting at the end of a project?
    - ☐ You get more homework
    - ☐ You build self-awareness and growth
    - ☐ You get to brag
    - ☐ You don’t have to do anything
- 

### Section 2: Short Answer

4. What did you present or create for your final showcase?  
\_\_\_\_\_
  5. What’s one thing you’re most proud of from your project?  
\_\_\_\_\_
  6. What’s one piece of feedback you received — and how did you use it?  
\_\_\_\_\_
-

### Section 3: Reflect

7. Circle one word that describes how you feel about completing this program:  
☐ Accomplished ☐ Empowered ☐ Inspired ☐ Motivated ☐ Unsure
8. Write a message to your future self:  
 "Remember what you learned about \_\_\_\_\_. Keep \_\_\_\_\_."



## Community Change, Inc.'s clients include:

Arts Westchester	NYC Department of Education -
Children of Promise	McKinney Vento Initiative
Claremont Neighborhood Centers	NYC Department of Education
Community Word Project	New York State Office of
Concrete Safaris	Children & Family Services
Development Without Limits	New York City Department of
Digital Age Learning	Cultural Affairs
Ellenville Central School District	New York City Department of
Fallsburg Central School District	Youth & Community Development
Global Writes	NYS Department of Education
Good Shepherd Services	New Yorkers for Children
Greater Ridgewood Youth Council	Pace University
Hunter School of Social Work	Phipps Neighborhoods
Kingston City School District	Purchase College - State University
Lehman College	of New York
Lehman College Arts Gallery	Salvadori Centers
Monticello School District	Steer for Student Athletes
Middle School 80	The DreamYard Project
Mt. Vernon Youth Bureau	Ulster County Youth Bureau
Nepperhan Community Centers	Westchester County Youth Bureau
New Rochelle Youth Bureau	White Plains Youth Bureau
New York City Administration for	Yonkers Public Schools District
Children's Services (ACS)	

For more information  
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