



## Cloud Coach | Gateway Prompts – Track 1

Track 1 Gateway Prompts are designed for students who might struggle to write each week, or are struggling to provide responses to you (the mentor) that move the dialogue forward. For these students, graduating high school may or may not be in the future. Track 1 is designed to be shorter than Track 2, focuses mainly on relationship building, and helps you know what to say if you're having a one-sided conversation. You can move between the tracks at any point to find the right message to send your student.

*Note: All students begin Week One in Track 2.*

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<b>Week 2 - Areas of Interest/Passion</b>
<b>Objective</b>
<b>Get to know your student and find out their interests or hobbies.</b>
<b>Following Up from Week 1</b>
<ul style="list-style-type: none"><li>• <u>If your student didn't respond to Week 1:</u> Start your message by sharing that you're excited to be partnering with your student and hope they get a chance to read and respond to your Week 1 message.</li><li>• <u>If your student responded, but the message was short and not related to the prompt:</u> Ask any follow up question you can think of related to what they shared with you. For example, if they shared their name, you might ask if they have a nickname. If they shared that they live in Minneapolis, you might ask if they've always lived there or if they've lived elsewhere.</li></ul>
<i><b>I'm interested in learning more about you. What do you like to do with your free time?</b></i>
<b>Week 2 Talking Points &amp; Tips</b>
<ul style="list-style-type: none"><li>• <u>Share a hobby that you have outside of work:</u> Explain to your student how you practice this hobby and what you like about it.</li><li>• <u>Keep your message to two paragraphs:</u> A short paragraph responding to Week 1 with a follow up question for them to answer, and a paragraph about you and hobbies that ends with the Week 2 Main Question.</li></ul>
<b>Week 2 Main Question</b>
<i><b>I'm interested in learning more about you. What do you like to do with your time outside of school?</b></i>

<b>Week 3 - Future Goals</b>
<b>Objective</b>
<b>Explore your student's ideas about their future.</b>
<b>Follow Up Ideas to Student's Response from Week 2</b>
<ul style="list-style-type: none"><li>• <u>If your student responded, but the message was short and not related to the prompt:</u> Ask any follow up question you can think of related to what they shared with you. For example, if they shared that they don't have any hobbies but they like watching Netflix, you might ask which shows/movies they like to watch.</li><li>• <u>If your student says they don't have any areas of interest:</u> Ask them to share with you what they do once they get home from school. Maybe they have a job, babysit their siblings, play video games, etc. Dig deeper to find out where their time goes.</li><li>• <u>If you didn't get a response:</u> Acknowledge that it can be awkward and difficult to get to know someone new. Share with your student why you are participating in this program.</li></ul>
<b>Week 3 Talking Points &amp; Tips</b>
<ul style="list-style-type: none"><li>• <u>Share Your Story:</u> Tell your student about your dream job when you were growing up. If you didn't end up in that career, what led you to turn in a different direction?</li><li>• <u>Keep your message to two paragraphs:</u> A short paragraph responding to Week 2 with a follow up question, and a paragraph about you and your high school dream job that ends with the Week 3 Main Question.</li></ul>
<b>Week 3 Main Question</b>
<p><i>I'm interested in what life looks like for you after high school. What would be your dream job if you could do anything?</i></p>

Week 4 – Exploring Learning Styles
<b>Objective</b>
<b>Help your student begin to envision learning as a lifelong skill by finding out how they like to learn.</b>
<b>Follow Up Ideas to Student’s Response from Week 3</b>
<ul style="list-style-type: none"><li>• <u>If your student isn’t sure what their dream job is:</u> Ask them if they know what their dream <i>life</i> would look like – where would they like to live? What type of house? Do they want a family?</li><li>• <u>If your student has a vague idea of their dream job:</u> Consider asking them what they like about that area specifically. For instance, if they say they like sports, is it because they enjoy being active, team camaraderie, cheering for favorite teams, etc? Their interest in sports could turn into a career in sports marketing, sports medicine or many other career paths.</li><li>• <u>If you didn’t get a response:</u> Remember there may be outside factors affecting your student’s ability to write. They may be tired, stressed, overwhelmed, or intimidated by the program. Continue to express enthusiasm for participating.</li></ul>
<b>Week 4 Talking Points &amp; Tips</b>
<ul style="list-style-type: none"><li>• <u>Share how you learn and what you like to learn about:</u> Give your student a sense of how you continue to learn. When you need to learn a new skill, what avenues do you take personally and professionally to learn it? Give your student an example of something you recently learned.</li><li>• <u>Pick one soft skill and share how you learned it (or are working on it now).</u> If necessary, share with your student the difference between “soft skills” (interpersonal, character-related) and “hard skills” (technical, expertise-related).</li><li>• <u>Keep your message to three paragraphs:</u> A short paragraph responding to Week 3 with a follow-up question, a paragraph about you how you learn, and a paragraph about a soft skill you learned that ends with the Week 4 Main Question.</li></ul>
<b>Week 4 Main Question</b>
<i><b>I’m interested in finding out how you learn new things. What was the last thing new you learned how to do in school or at home, and how did you learn it?</b></i>

Week 5 - Setting Short-Term Goals
<b>Objective</b>
<b>Help your student identify a short-term goal.</b>
<b>Follow Up Ideas to Student's Response from Week 4</b>
<ul style="list-style-type: none"><li>• <u>If your student shared something they recently learned:</u> Validate how cool it is that they learned that! Share excitement/validate in how they learned it. For example, if they share they learned it through YouTube, you might share a new skill you'd like to learn and how you might use YouTube now that they have suggested it.</li><li>• <u>If your student couldn't think of an example or their message response was not related to the prompt:</u> Ask them which class they do the best in and why they think that is. Is it because of the teacher, the subject, or the type of learning activities?</li><li>• <u>If you didn't get a response:</u> Stay positive! Know that most students do read and internalize their mentor's messages, even if they are not responding. Consider starting with a comment on a recent seasonal, cultural, weather or holiday-related event that a 9<sup>th</sup> grade student would be aware of.</li></ul>
<b>Week 5 Talking Points &amp; Tips</b>
<ul style="list-style-type: none"><li>• <u>Share Your Story:</u> Think back to high school and share a goal that you had at the time. Explain how you followed through. It's okay if the goal seems small to you now (for example, your goal was to learn how to do a flip on your skateboard). They will likely relate to this type of goal.</li><li>• <u>Keep your message to two paragraphs:</u> A short paragraph responding to Week 4 with a follow up question, and a paragraph about a high school goal you had that ends with the Week 5 Main Question.</li></ul>
<b>Week 5 Main Question</b>
<p><b><i>Everyone has goals or things they want to accomplish. Do you have any goals you're working on this semester at school or at home, or anything you're looking forward to finishing?</i></b></p>

Week 6 – Developing Your Personal Brand
What is a Personal Brand?
<p>What comes to mind when you think of your favorite store? Are you impressed with their friendly customer service or ease of access? Does the atmosphere (real or virtual) make you feel comfortable, trendy, safe, known? What do other people think of this place? What is its reputation? Just as products and services communicate who <i>they</i> are through words, actions, sounds, and visuals, you communicate who <i>you</i> are through your everyday interactions with others. This is your Personal Brand.</p> <p>Need a shorter definition? A Personal Brand is everything about yourself that makes an impression on others, i.e. your appearance, behavior, attitude, and quality of work.</p>
Objective
<p><b>Encourage your student to start thinking about what their Personal Brand is.</b></p>
Follow Up Ideas to Student’s Response from Week 5
<ul style="list-style-type: none"> <li>• <u>If your student shared a goal</u>: Validate their goal and offer a suggestion about what the student could do to help achieve their goal. If the goal is very ambitious (become a rockstar, play in the NFL), commend your student for their lofty goal and suggest a reasonable starting point (research free music lessons/apps, lift weights once a week).</li> <li>• <u>If your student was unable to identify a goal</u>: Think back to your conversations in past weeks to see if you might be able to suggest an area of growth. For example, if your student mentioned they like to write, you might ask if they’ve ever considered journaling their thoughts.</li> </ul>
Week 6 Talking Points & Tips
<ul style="list-style-type: none"> <li>• <u>Share your story</u>: Share with your student what a Personal Brand is, then share what <i>your</i> Personal Brand is. How do you show your Personal Brand at work?</li> <li>• <u>Keep your message to three paragraphs</u>: A short paragraph responding to Week 5 with a follow up question, a paragraph defining Personal Brand, and a paragraph about your Personal Brand that ends with the Week 6 Main Question.</li> </ul>
Week 6 Main Question
<p><b><i>What do you think a Personal Brand is? What is your Personal Brand?</i></b></p>

<b>Week 7 - Review Key Themes</b>
<b>Objective</b>
<b>Review the key themes covered during the course of the dialogue. Explore what they have learned from the program.</b>
<b>Follow-Up Ideas to Student's Response from Week 6</b>
<ul style="list-style-type: none"><li>• <u>If your student shared their ideas about Personal Branding</u>: Acknowledge and validate your student's idea of their brand. Highlight any ways you see their brand come through in their writing.</li><li>• <u>If your student did not respond or responded off-topic</u>: Acknowledge what your student said and ask appropriate follow up questions. If they did not respond, continue on to this week's message text.</li></ul>
<b>Week 7 Talking Points &amp; Tips</b>
<ul style="list-style-type: none"><li>• <u>Share what you learned about your student</u>: Point out something positive that you have learned about your student.</li><li>• <u>Share what you learned about yourself</u>: Share something positive that you learned about yourself. This could relate to your role as a mentor or to your home/work life.</li></ul>
<b>Week 7 Main Question</b>
<b><i>We've talked about many different topics during the Cloud Coach program. I'd like to know your thoughts about our time together. Can you think of something you learned about yourself?</i></b>

<b>Week 8 - Validate and Affirm your student</b>
<b>Objective</b>
<b>Acknowledge and validate your student. Express your belief in your student’s ability to achieve their goals and dreams.</b>
<b>Follow Up Ideas to Student’s Response from Week 7</b>
<ul style="list-style-type: none"><li>• <u>If your student responded about something they learned about themselves:</u> Commend your student for being self-reflective and taking something from the experience.</li><li>• <u>If your student did not have a thoughtful response:</u> You can mention how you hope some of the things you talked about will help them in their future.</li><li>• <u>If your student did not respond:</u> Move directly to the Week 8 Lead Statement.</li></ul>
<b>Week 8 Lead Statement</b>
<i><b>I really enjoyed getting to know you through the Cloud Coach program! I know connecting with someone through messages can seem weird at times, and I appreciate you sticking it out and connecting with me. I wish you all the best for the future. Keep up the good work!</b></i>
<b>Week 8 Talking Points</b>
<ul style="list-style-type: none"><li>• <u>Be Specific in your Encouragement:</u> Refer to the information your student shared with you on their interests, goals, challenges and plans.</li><li>• <u>Reinforce the Importance of Sustained Effort:</u> Acknowledge the efforts your student has made and encourage them to continue working hard to achieve goals for a career and other aspects of life.</li></ul>