



## Cloud Coach | Gateway Prompts – Track 3

Track 3 Gateway Prompts are designed for students who are accelerated learners. These are students who have already started to plan out their future and career path. For these students, Track 2 might be too basic. Track 3 allows these students to take a deeper dive with you, their mentor, into detailed specifics about their future. At any point, you can move between the tracks to find the right message to send your student.

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

### Table of Contents

**Click to Navigate**

**[Week Two: Areas of Interest/Passion](#)**

**[Week Three: Future Goals](#)**

**[Week Four: Exploring Learning Styles](#)**

**[Week Five: Setting Short-Term Goals](#)**

**[Week Six: Developing Your Personal Brand](#)**

**[Week Seven: Review Key Themes](#)**

**[Week Eight: Validate and Affirm Your Student](#)**

Exchange Week 2 - Aspirations
<b>Objective</b>
<b>Continue to get to know your student and find out their aspirations for the future.</b>
<b>Following Up from Week 1</b>
<ul style="list-style-type: none"> <li>• <u>Validate your student’s thoughts on school:</u> Because you’re on Track 3, your student likely shared that they enjoy school or see the value in it. Validate these thoughts. Share your reaction to their story. Ask a follow up question to gain even more insight into their lives.</li> </ul>
<b>Week 2 Lead Question</b>
<i><b>I’m interested in learning more about you. Do you have aspirations for what you want to do after high school? If so, tell me more about why you’ve chosen this career path. If not, do you have any areas of interest that you’re thinking of pursuing?</b></i>
<b>Week 2 Talking Points</b>
<ul style="list-style-type: none"> <li>• <u>Share your own aspirations:</u> Share with your student more about what you wanted to be in high school. If it’s not related to what you’re doing now, explain the path to lead you to where you are. If you’re doing what you’ve always wanted to do, share examples of when you knew for sure this was the career path for you.</li> </ul>
<b>Week 2 Supporting Questions</b>
<p>Make sure to keep your exchanges conversational by asking <u>at least one question</u> (in addition to the Lead Question). This week, you might ask:</p> <ul style="list-style-type: none"> <li>• What is your favorite sport, movie, or band and why?</li> <li>• If you never had to work in your life, how would you spend your time?</li> <li>• What is the best part about your life right now?</li> </ul> <p><b>Encourage your student to ask questions. Students in this track will get the most value out of getting their questions answered by a business professional.</b></p>

Exchange Week 3 - Future Goals
<b>Objective</b>
<b>Explore your students' specific ideas about their post secondary goals.</b>
<b>Follow Up Ideas to Student's Response from Week 2</b>
<ul style="list-style-type: none"> <li>• <u>Validate your student's career interests:</u> Affirm how cool/exciting/interesting their passion is. If you know a lot about their area of interest, share what you know. Ask follow up questions. For example, if your student wants to go to veterinarian school, you might ask if there's a specific animal they would specialize in.</li> <li>• <u>If your student says they don't have any areas of interest:</u> Consider going back to Track 2 this week. Your student likely could use your help in finding an area of interest.</li> </ul>
<b>Week 3 Lead Question</b>
<b><i>We've been talking about what you want to do in the future. Have you thought about the type of college or post-secondary institution you want to attend after high school?</i></b>
<b>Week 3 Talking Points</b>
<ul style="list-style-type: none"> <li>• <u>Share Your Story:</u> Tell your student more about your post-secondary journey. Be specific – did you go to a private or a public school? Did you stay in the dorms, rent, or stay at home? Did you switch majors at any point? Did you consider going in-state or out-of-state? Were you involved in anything outside of classes?</li> </ul>

(Continues Below)

### Week 3 Supporting Questions

Make sure to keep your exchanges conversational by asking at least one question (in addition to the Lead Question). This week, you might ask:

- What are you looking for in a college? Big, small, rigorous academics, location, weather, sports, etc?
- Where are you in the college search process? Have you started researching or even visiting schools?

**Encourage your student to ask questions. Students in this track will get the most value out of getting their questions answered by a business professional.**

Exchange Week 4 - Exploring Skills Aligned to Goals
<b>Objective</b>
<b>Help your student begin to envision the knowledge, skills, and experiences they will need to succeed.</b>
<b>Follow Up Ideas to Student's Response from Week 3</b>
<ul style="list-style-type: none"><li>• <u>If your student was able to articulate goals and details about their post-secondary education:</u> Acknowledge and validate their goals. Ask follow up questions to help them further picture themselves in the future.</li><li>• <u>If your student isn't sure about college or unable to identify their next steps:</u> Consider going back to Track 2 this week. Your student likely could use your help in picturing their future.</li></ul>
<b>Week 4 Lead Question</b>
<b><i>Now that we've talked about your future career and how you want to get the education you need, what skills do you already have that will help you in this career? What skills are you hoping to develop before you get to college?</i></b>
<b>Week 4 Talking Points</b>
<ul style="list-style-type: none"><li>• <u>Share what it takes to succeed in your career and/or company:</u> Give your student a sense of the knowledge and skills that are necessary for success in your job and/or at your company. In addition to sharing things like the types of educational programs and degrees that are required to enter and succeed in your organization, be sure to highlight "soft skills" like: (1) sticking to tasks through distractions and difficulties and (2) managing time well. If possible give personal examples of how these skills are not always easy but are extremely important.</li><li>• <u>Share any soft skills you picked up in high school (or later):</u> Tell your student about the soft skills that have been useful in your career and life (e.g. teamwork, persistence, flexibility, etc.). If you think it necessary, define "soft skills" for your student.</li></ul>

(Continues Below)

### Week 4 Supporting Questions

Make sure to keep your exchanges conversational by asking at least one question (in addition to the Lead Question). This week, you might ask:

- What skills do you have that make you a good student? Can you imagine yourself using these same skills in the workplace?
- Can you think of a peer (in or out of school) who you respect or admire? What behaviors are they showing that you admire? Do you think these are innate or learned behaviors?

**Encourage your student to ask questions. Students in this track will get the most value out of getting their questions answered by a business professional.**

Exchange Week 5 - Setting Short-Term Goals
<b>Objective</b>
<b>Help your student identify a short-term goal that will support their long term goals. Help your student identify the benefits of achieving their 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 doesn’t know what skills it will take to enter the career path they’ve shared</u>: Two possibilities for responding to your student in this situation are: (1) brainstorm ways your student could learn more about the requirements for success in the career or (2) share what you know (or could find out) about the requirements for success in the career your student has mentioned.</li><li>• <u>If your student knows what skills it will take to enter that career</u>: Acknowledge/validate the skills they mentioned that they already possess. Provide any additional thoughts for consideration on how they could work to develop these skills.</li><li>• <u>Reinforce the importance of soft skills</u>: Suggest soft skills that may be useful in their career or relate to their goals.</li></ul>
<b>Week 5 Lead Question</b>
<i><b>We’ve been talking a lot about the future, now let’s talk about right now. Do you have any goals you’re trying to reach this semester that can help you get closer to the future you want?</b></i>
<b>Week 5 Talking Points</b>
<ul style="list-style-type: none"><li>• <u>Share Your Story</u>: Tell your student about a goal that you achieved in the past that brought you closer to the future you want.</li></ul>

(Continues Below)

### Week 5 Supporting Questions

Make sure to keep your exchanges conversational by asking at least one question (in addition to the Lead Question). This week, you might ask:

- Think ahead to how you will try to achieve your goal. What obstacles do you think you might encounter? How will you handle them?
- A S.M.A.R.T. goal stands for Specific-Measurable-Achievable-Relevant-Timebound. Just by looking at those words, do you think your goal qualifies as a S.M.A.R.T. goal? If not, what would you change?

**Encourage your student to ask questions. Students in this track will get the most value out of getting their questions answered by a business professional.**



## Week 6 Exchange – Developing Your Personal Brand

### What is a Personal Brand?

What comes to mind when you think of your favorite store or service? 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 *they* are through words, actions, sounds, and visuals, you communicate who *you* are through your everyday interactions with others. This is your Personal Brand.

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.

Note: Some schools host a speaker who presents on Your Personal Brand before Cloud Coach begins. This week is a continuation of what was discussed during the presentation.

### Objective

**Encourage your student to start thinking about what their “Personal Brand” is. What skills, attributes, and/or traits do they have (or are developing) that can help them make a positive impression on others?**

### Follow-Up Ideas to Student’s Response from Week 5

- If your student shared a goal: Help your student sharpen their short-term goal(s). For example, if your student says their goal is to “get better grades,” help them identify a particular class in which they would like to do better. The more specific the goal, the better. Make sure to encourage your student to keep you updated with the progress of their goal.
- If your student was unable to identify a goal: 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.
- If you’re not sure where to take the conversation because your student didn’t identify a goal or was unable to articulate anything in past messages to guide your conversation, consider moving back to Track 2 for more support.

<b>Week 6 Lead Question</b>
<b>What do you think a Personal Brand is? What is <i>your</i> Personal Brand?</b>
<b>Week 6 Talking Points</b>
<ul style="list-style-type: none"><li>• <u>Share your story</u>: Share with your student what a Personal Brand is. Talk about how you've developed your personal brand and what goes into creating and maintaining it.</li><li>• <u>Give an example</u> of a person you know or admire who has a particularly strong Personal Brand. What are the qualities of their brand? How did they create their Personal Brand and what challenges do you think they have in maintaining it?</li></ul>
<b>Week 6 Supporting Questions</b>
<p>Make sure to keep your exchanges conversational by asking <u>at least one question</u> (in addition to the Lead Question). This week, you might ask:</p> <ul style="list-style-type: none"><li>• What happens to someone's Personal Brand when they make a mistake or experience failure?</li><li>• Can you think of someone you admire who's made a serious mistake or failed at something? How did they handle it? Did it change the way you think about their Personal Brand?</li></ul> <p><b>Encourage your student to ask questions. Students in this track will get the most value out of getting their questions answered by a business professional.</b></p>

Exchange Week 7 - Review Key Themes
<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>• Acknowledge your student's response on to the previous week's theme of developing a Personal Brand.</li><li>• Failing to reach a goal can be disappointing and discouraging. Ask your student how they cope with mistakes and failures. Is that part of their Personal Brand? Ask your student to share their thoughts on this.</li></ul>
<b>Week 7 Lead Question</b>
<i><b>We've talked about your interests, goals in life, skills for success, and your personal brand. I'd like to know your thoughts about our time together. Can you think of something you learned about yourself?</b></i>
<b>Week 7 Talking Points</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 or work life.</li></ul>

Exchange Week 8 - Validate and Affirm your student
<b>Objective</b>
<b>Acknowledge and validate your student’s reflection on the program. 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>Validate insights your student has gained</u>: If your student identifies one or more conclusions that he or she has reached through the process, 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, over time, you hope they think about the conversation and use some of the things you talked about in their lives. Encourage your student to reflect on this experience in the future.</li> </ul>
<b>Week 8 Lead Statement</b>
<i><b>I really enjoyed getting to know you. I appreciate all you shared with me about your life and goals. I know connecting with someone through writing can seem weird at times, and I appreciate you sticking it out and connecting with me. I hope you enjoyed our discussions as much as I did and 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>Connect Future Goals to Current Actions</u>: Find a way to encourage your student to pursue their goals for the future. Remind them that what they do each day will play a role in whether or not they realize those goals.</li> <li>• <u>Be Specific in your Encouragement</u>: Refer to the information your student shared with you on their interests, goals, obstacles, 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 their goals in 9<sup>th</sup> grade, graduate high school, and accomplish their dreams.</li> </ul>