



Career Foundations



SESSION 2: RECOGNIZING TRUTH AND AVOIDING TRAPS

SESSION 2 DETAILS

DURATION

90 MINUTES

DELIVERY FORMAT

IN-PERSON

DELIVERY METHODS

SLIDE DECK
GROUP DISCUSSIONS
HANDS-ON ACTIVITY
WRITTEN RESPONSE

BACKGROUND

Participants in the Crossroads course often arrive at this stage carrying a mix of hope, fear, discouragement, and uncertainty. All participants who enter are homeless and unemployed. Many are navigating a lack of direction, while also managing trauma-related personal stressors that affect confidence and decision-making.

Session 2 builds on the foundation of Session 1 by focusing on internal readiness. Before participants can effectively explore options, build resumes, or practice interviewing, they must first recognize and address thought patterns that quietly limit or prevent forward movement. This session introduces a structured, supportive way to identify and reframe unhelpful thinking.

PROBLEM

Despite motivation to move forward, participants experience internal barriers such as:

- Fear of failure or rejection
- Shame related to past decisions or work history
- Comparison with others
- Avoidance of hope as a form of self-protection

These thought patterns often feel “true” to participants, even when they restrict growth. If left unaddressed, they can interfere with engagement in later career development activities, including skills identification, resume writing, and interviewing.

PROGRAM GOAL ALIGNMENT

The Crossroads course is designed to help participants move forward with clarity, confidence, and intentional action. Session 2 supports this mission by strengthening participant’s ability to:

- Recognize internal barriers that affect career decision-making
- Develop healthier, forward-focused thinking patterns
- Increase emotional and mental readiness for future career tasks

This session directly supports later program components by improving follow-through, confidence, and resilience.

SESSION GOALS

By the end of Session 2, participants will:

- Normalize mixed emotions associated with career crossroads
- Practice discernment between thoughts that keep them stuck and those that support forward movement
- Identify common thinking patterns that interfere with progress
- Begin reframing at least one unhelpful thought into a more constructive, truth-based frame

TRAINING FORMAT

DELIVERY METHOD	Instructor-Led, In-Person Training
DURATION	90 Minutes
GROUP SIZE	Up to 8 participants
INSTRUCTIONAL APPROACH	Slide deck, Group activity, Whole-Group discussion, Individual reflection activities in participant guide

MATERIALS NEEDED

- Session 2 Slide Deck
- Projector or Screen with Adapter/Connection Cord
- “Truth or Trap” cards
- Whiteboard and Dry Erase Markers
- Pens and Colored Pencils
- 1 Participant Guide Per Learner

FACILITATOR NOTES

Learning Environment

- The area is spacious with tables for break-out sessions, and consists of an executive conference table that seats 8 individuals comfortably. The chairs are rolling swivel office chairs.
- At the head of the table there is a wall-mounted white board with markers, a screen for a projector, and a podium. There is also a 2-sided, rolling white board.

Before the Session

- Make sure the technology you need is **available** and **compatible** with any device you plan to use, and all cords needed are present.
- Sign up in advance for the room or area you will use.
- Ask if more participants have signed up for the class.

During the Session

- This session focuses on thoughts, not personal stories.
- Participants are never required to share personal experiences.
- The facilitator's role is to guide recognition and reframing, not to counsel or correct.
- Emotional safety and containment are priorities throughout the session.

After the Session

- Send follow-up email to participants

SLIDE 1 — REACH FORWARD (5 MIN)

Purpose: Welcome learners, open in prayer, activate prior learning from Session 2 homework, and frame today's focus.

SAY

“Welcome, everyone. I’m really glad you’re here. Before we begin, let’s open with prayer.”

Pray an opening prayer.

“Today is not about choosing a career or fixing everything in your life. It’s about clearing internal roadblocks that make moving forward harder than it needs to be. And just a reminder: there’s no pressure to share personal details. We’re working with thoughts, not stories.”

DO

Welcome the group and review Norms

- Norms (briefly):
 - We come prepared.
 - We start and end on time.
 - We keep it respectful
 - We share thoughts, not trauma details.

Activation:

“Before we jump in, I’m going to do a quick homework check-in. You were given the task to do share one of the following from your homework assignment:

- One helpful takeaway
- One question you have
- One verse that stood out
- One sentence you underlined or wrote down”

Ask individual participants to share until everyone has had an opportunity.

Transition

“Thank you. That’s a great lead-in because today we’re going to focus on the thoughts underneath our actions. The thoughts that push us forward, and the thoughts that quietly keep us stuck.”

SLIDE 2 — MIXED FEELINGS (5 MIN)

Purpose: Normalize emotional conflict and connect it to job-search behaviors and mindset.

Materials: Whiteboard; marker

SAY

“Before we talk about attitude, we need to name something real: at a crossroads, it’s normal to feel more than one thing at the same time. You might feel: hopeful and afraid; motivated and overwhelmed; ready for change and unsure how to start. This matters because fear and overwhelm affect how we think, decide, and act. It will affect job searching.”

DO

On the whiteboard, draw a vertical line to create 2 columns:

- Left column header: FEAR / OVERWHELM LOOKS LIKE...
- Right column header: HEALTHIER ATTITUDE LOOKS LIKE...

“I want everyone to contribute one answer today. No exceptions. To keep this safe and simple, you are not sharing your story—you are describing what this often looks like for people.”

Ask (and capture 3–5 examples each column)

Left Column: Fear/Overwhelm

- “What does fear look like during a job search?”
- “What does overwhelm cause people to do?”
- “What does it lead to—avoidance, shutting down, procrastinating, quitting too early?”

Right Column: Healthier Attitude

- “What would a healthier attitude look like instead?”
- “What would forward movement look like—even if it’s small?”
- “What does a person do when they’re nervous but still moving?”

Quick Note

If answers start turning into personal details, redirect with: “Thank you. Let’s keep this focused on the pattern, not the story.”

Transition

“Good. Now that we can see what fear looks like—and what forward movement looks like—we’re ready for the key point: attitude doesn’t change what happened... but it affects what happens next.”

SLIDE 3 — ATTITUDE & DIRECTION (9 MIN)

Purpose: To help participants recognize the connection between internal states (fear, overwhelm, uncertainty) and external behaviors related to career decision-making. This slide shifts the focus from emotions alone to observable actions, preparing participants to examine the thoughts that influence those actions.

Materials: Whiteboard; 2 marker colors (one for each column)

SAY

“Attitude doesn’t erase what’s already happened to us, but it does influence what we do next: how we make decisions; whether we take steps forward; or whether we freeze. Today isn’t about forcing a positive attitude. It’s about noticing when certain thoughts are steering our decisions in ways that don’t help us move forward.”

DO

On the whiteboard, draw a vertical line to create 2 columns:

- Left column header: Keeps Me Stuck
- Right column header: Moves Me Forward

Ask (and capture 3–5 examples each column)

Left Column: Keeps Me Stuck

- “When fear or overwhelm are in control during a job search, what does that look like in real life?”

(Examples if they stall: avoiding applications, procrastinating, assuming rejection, not following up)

Right Column: Moves Me Forward

- “What does forward movement look like, even when confidence is low?”

(Examples: taking one step (baby steps matter), asking for help, trying again, showing up prepared)

Facilitator Feedback

Affirm contributions without evaluating the person:

- “That’s a real example.” / “That makes sense.”

Clarify and tighten vague responses with a follow-up:

- “Say that a little more specifically. What does that look like in actions?”

Redirect if responses drift personal or off-topic:

- “Thank you. Let’s keep this focused on the pattern, not the story.”

Reframe misconceptions by returning to the goal of the activity:

- “Let’s test it with our question: Does that thought lead to action or shutdown?”

Offer a stronger version when a response is close but incomplete:

- “Yes—and one way to say it as a forward-moving truth could be...”

If someone gives a weak or “stuck” answer in the forward column:

- “Good start. Let’s make it practical. What’s one small action that would count as forward movement?”

If someone gives a “toxic positivity” answer such as “Everything happens for a reason,” or “God won’t give you more than you can handle” (one that makes others feel that they are weak for struggling):

- “That’s a great goal. Let’s bring it down to something someone could do even on a hard day.”

If someone says something inaccurate or unhelpful such as “Just stop being scared”:

- “I hear that. Let’s rewrite it into something realistic—what would ‘moving forward’ look like even with fear present?”

If participants stall:

- “I’ll give you two examples to get us moving, then I want to hear your ideas.”

Transition

“What we’re seeing here is that it’s often not our circumstances that stop us; it’s the thoughts driving our decisions and actions. Some of those thoughts help us move forward. Others quietly keep us stuck. That’s what we’re going to work with next.”

SLIDE 4 — INTRODUCING DISCERNMENT (5 MIN)

Purpose: To introduce the core skill of discernment by helping participants practice distinguishing between thoughts that support forward movement and thoughts that keep them stuck. This slide it to transition from discussion to guided practice.

Materials: Whiteboard with column titles still listed for Truth or Trap activity

SAY

“God’s Word is true and trustworthy. Thoughts, beliefs, or conclusions that conflict with Scripture, no matter how familiar or understandable, are considered traps because they ultimately lead away from freedom, clarity, and forward movement.”

“Many unhelpful thoughts develop during difficult seasons as a way to cope or survive. Recognizing them as traps is not about blame; it’s about choosing what we allow to lead us forward.”

Transition

“With that foundation in mind, we’re going to look at some common thoughts and practice deciding which ones align with truth and which ones quietly pull us away from it.”

SLIDE 5 — MODELING TRUTH (8 MIN)

Purpose: To model what a truth-aligned, forward-moving thought looks like before participants evaluate more challenging statements.

Materials: Whiteboard with column titles still listed; First 2 Truth or Trap cards (truth statements)

Quick Note

The first two statement cards are intentionally written as TRUTH statements. They are used to anchor the activity, model discernment, and prepare participants to evaluate future statements in the activity. Importantly, starting with truth statements clarifies what a forward-moving thought sounds like.

DO/SAY

Hold up statement card: “I can take one step forward even if I don’t see the whole path.”

“As a group, decide whether this thought keeps someone stuck or helps them move forward.”

- Does this align with Scripture?
- Does it reflect God’s truth, character, and purposes?
- Does it contradict what the Bible teaches, even subtly?

Place the card under Moves Me Forward.

Why This Is a Truth:

- Encourages action without requiring certainty
- Reflects realistic forward movement
- Counters paralysis caused by fear or overwhelm

Hold up statement card: "The truth can set me free."

Ask:

- "Why does this thought support forward movement?"
- "What kind of freedom is this pointing toward?"

Place the card under Moves Me Forward.

Why This Is a Truth:

- Emphasizes clarity over avoidance
- Supports awareness without shame

SLIDE 6 — IDENTIFYING TRAPS (17 MIN)

Purpose: To help participants practice recognizing common thought patterns that conflict with scripture and interfere with forward movement.

Materials: Whiteboard with column titles still listed; Remaining Truth or Trap cards (trap statements)

SAY

"Now that we've heard what truth-aligned, forward-moving thoughts sound like, we're going to look at some thoughts that don't align with Scripture. Many of these thoughts make sense when we're stressed or overwhelmed, but that doesn't mean they're reliable guides. Our goal here is simply to recognize them, not to fix them yet."

DO

Hold up the next statement card and read it aloud.

Ask:

- "Does this thought help someone move forward—or keep them stuck?"
- "Does this align with Scripture, or does it conflict with what God's Word teaches?"

Allow brief discussion.

Place the card under Keeps Me Stuck.

Ask one follow-up question (choose one):

- “Why might this thought feel true?”
- “What does this thought usually lead someone to do—or not do?”

Repeat for all remaining trap cards.

Quick Note

Keep discussion focused on the statement, not personal stories.

Do not rush to reframe yet. There’s nothing wrong with silence while participants decide how to answer the question. You **can** restate a question.

As cards are placed, listen for repeated themes such as:

- Fear of failure
- Shame about the past
- Hopelessness
- Avoidance
- Comparison

These patterns will be used in the next slide.

Transition

“When we step back, we can see that these thoughts aren’t random—they follow patterns. Next, we’re going to choose a couple of these and practice replacing them with truth.”

SLIDE 7 — REWRITING TRUTH (12 MIN)

Purpose: To introduces reframing as a skill rather than an emotional exercise.

Materials: Whiteboard with column titles still listed; 1-2 identified Trap cards; “Thoughts That Move Me Forward” section in participant guide

SAY

“Recognizing a trap is important, but it’s not the end of the process. Scripture doesn’t just help us identify what’s untrue—it gives us truth to replace it. Now we’re going to practice taking one of the thoughts we identified and rewriting it so it aligns with God’s truth and supports forward movement.”

DO

Choose one trap card from the board and read it aloud.

Write the trap statement on the left side of the whiteboard.

Ask:

- “Why does this thought conflict with Scripture?”
- “What does God’s Word say that challenges this thought?”

As participants respond, help them shape a replacement truth. Write the replacement truth on the right side of the board.

Repeat with one additional trap if time allows.

Quick Note

The following is an example for reference.

Trap Thought: “I’ve messed up too much to move forward now.”

Why This Is a Trap:

- Centers identity on past failure
- Contradicts Scripture about redemption and renewal
- Leads to hopelessness and inaction

Replacement Truth: “My past does not disqualify me from what God is doing now. God works redemption and new beginnings.”

Scripture Support:

- Isaiah 43:18–19 “Forget the former things; do not dwell on the past. See, I am doing a new thing...”
- 2 Corinthians 5:17 “If anyone is in Christ, she is a new creation

Guide participants to complete the “Thoughts That Move Me Forward” section of their guide.

Say: “Before we move into individual reflection, this handout helps you practice noticing the difference between thoughts that move someone forward and thoughts that keep someone stuck. You’re not reframing your own thoughts yet, just practicing discernment.”

This should be completed silently.

Transition

“As we do this, patterns start to emerge—not just in the traps, but in the truths that replace them. Next, we’re going to step back and name some of those patterns.”

SLIDE 8 — PATTERN AWARENESS (7 MIN)

Purpose: To help participants recognize recurring themes in unhelpful thinking and truth-aligned reframes in preparation of personal reflection.

Materials: Whiteboard and marker

DO/SAY

Point to the cards under Keeps Me Stuck.

Ask: “What themes do you notice across these thoughts?”

As participants respond, write theme words or short phrases (not full sentences).

Examples:

- Fear of failure
- Shame about the past
- Avoidance
- Comparison
- Hopelessness

Then ask: “What themes do we notice in the replacement truths we practiced?”

Write responses next to the first list for comparison.

Examples:

- Hope
- Perseverance
- Trust
- Growth
- Freedom

Transition

““Seeing patterns helps us respond more intentionally. Next, you’ll have a chance to begin applying this for yourself—quietly and at your own pace.”

SLIDE 9 — FRAME IT (8 MIN)

Purpose: To give participants protected time to begin applying the reframing skill individually, using the worksheet as a guided tool.

Materials: “Face It. Name It. Reframe It.” handout for each participant; pens

SAY

“You are going to have a few minutes to work on the ‘Face It. Name It. Reframe It.’ section in your guide.

If it’s helpful, there are scripture verses in your guide you can refer to as you work. You don’t need to quote them or pick the ‘right’ one—they’re just there as a resource.”

DO

Invite participants to work silently.

Circulate quietly (don’t hover or let one person monopolize your time).

If someone looks stuck, offer one of these prompts:

- “You can pick any thought from today—even one we didn’t talk about.”
- “It’s okay to write a partial sentence.”

Transition

““Seeing patterns helps us respond more intentionally. Next, you’ll have a chance to begin applying this for yourself—quietly and at your own pace.”

SLIDE 10 — WRAP-UP (3 MIN)

Purpose: To improve retention of the information, assess participant understanding, and prepare participants for homework and the next session.

SAY

“Today wasn’t about fixing everything—it was about noticing what guides our thinking and learning how to respond with truth. Next time, we’ll begin identifying strengths and skills you already have, and how they can be used moving forward. There’s nothing to prepare ahead of time. We’ll work through it together.

DO

Thank participants for attending.

Clearly dismiss class before talking to a participant individually.

A LOOK AHEAD

Session 3: Discovering Strengths and Skills

In Session 3, participants will shift from internal readiness to personal capability. Building on the mindset work from Session 2, the focus will move toward identifying skills, strengths, and experiences that can be used in the workplace—whether gained through employment, volunteering, caregiving, education, or life experience. Participants will begin recognizing what they bring with them into the job search, even if they do not yet see themselves as skilled or qualified.

The King's Daughter's Ministry

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Session 2

RESOURCES

Scripture for Truth and Discernment

The verses below are provided as a resource to help you reflect, reframe, and return to truth when unhelpful thoughts arise. You do not need to memorize or quote these verses.

Scripture About Truth

"Your word is truth." *John 17:17*

"You will know the truth, and the truth will set you free."
John 8:32

Scripture About Thoughts

"We take captive every thought to make it obedient to Christ." *2 Corinthians 10:5*

"Whatever is true... think about such things."
Philippians 4:8

Scripture About Moving Forward

"Forget the former things; do not dwell on the past. See, I am doing a new thing." *Isaiah 43:18–19*

"Though the righteous fall seven times, they rise again."
Proverbs 24:16

Scripture About Strength and Perseverance

"I can do all things through Christ who strengthens me."
Philippians 4:13

"Those who hope in the Lord will renew their strength."
Isaiah 40:31



Thoughts That Move Me Forward

Recognizing and Reframing Unhelpful Thinking

Scripture defines truth. Thoughts that conflict with Scripture are traps. This worksheet helps you think through statements you might believe or hear. For each statement below, check whether you think it's a TRUTH or a TRAP. Then write what truth you could replace it trap with.

Statement	Keeps Me Stuck	Moves Me Forward	Reframe with Biblical Truth
I'll never change.	<input type="checkbox"/>	<input type="checkbox"/>	
It's safer not to hope too much.	<input type="checkbox"/>	<input type="checkbox"/>	
If I set boundaries, people will leave me.	<input type="checkbox"/>	<input type="checkbox"/>	
I'm too broken to be used by God.	<input type="checkbox"/>	<input type="checkbox"/>	
Other people have more options than I do.	<input type="checkbox"/>	<input type="checkbox"/>	

Notes/Reflections



Face It. Name It. Reframe It.

Today is about learning to notice which thoughts guide your decisions and practicing how to respond with truth when unhelpful thoughts show up. Think about a thought, belief, or message that came up for you during the Truth or Trap activity.

This might be a sentence you:

- Tell yourself often
- Hear in stressful moments
- Notice when you feel stuck or discouraged

Write the thought here:

How does this thought affect your ability to move forward?

When this thought shows up, what usually happens next?

- I freeze or avoid
- I feel discouraged or overwhelmed
- I give up too quickly
- I get anxious or tense
- I become overly self-critical
- Other:

This does not have to feel natural yet. New frames take practice.



COMPLETE THIS SENTENCE:

Instead of telling myself,

I am choosing to practice the truth that

Write a scripture verse that supports this truth.

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In the provided frame, draw a symbol, the scripture verse, or phrase to represent this truth. Include the scripture reference.

Color and cut out your framed truth and place it somewhere you will see it when that old thought shows up.





**I CAN TAKE ONE
STEP FORWARD EVEN
IF I DON'T SEE THE
WHOLE PATH.**



**THE TRUTH CAN
SET ME FREE**



**I'LL NEVER
CHANGE**



**IF I TRY AND FAIL,
IT JUST PROVES
I'M NOT CAPABLE.**



**MY PAST
MISTAKES DEFINE
WHAT I'M ABLE TO
DO NOW.**



**IF I STEP OUT OF MY
COMFORT ZONE,
SOMETHING BAD
WILL HAPPEN.**



**OTHER PEOPLE
HAVE MORE
OPTIONS THAN I DO.**



**IT'S SAFER NOT TO
HOPE TOO MUCH.**