FUTURE CYCLE BREAKERS

CYCLE BREAKER QUEST

SIX PATHWAYS TO POWER

Extended Interpretation & Support Guide

For Teachers, Parents, Counselors & Mentors

A practical guide to understanding student strengths, supporting growth, and turning self-awareness into action.



Recognize strengths. Invite student voice. Support what comes next.

THINK • BUILD • INVEST

From Mindset to Investment

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FIND WHAT YOU NEED

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Start with the student.
Read their report together. Invite their examples before choosing a support strategy.

01 / GETTING STARTED

Purpose of this guide

A practical resource for teachers, parents, counselors, mentors, and Cycle Breaker Quest facilitators.

Six Pathways to Power gives students language for exploring strengths, interests, and ways they contribute. This guide helps adults turn those conversations into meaningful opportunities to practice and grow.

What adults can do with this guide

- Recognize strengths that may not be visible in grades or formal leadership roles.
- Ask students which descriptions fit, which do not, and what examples they can share.
- Choose a manageable growth goal with the student.
- Offer varied roles and experiences so students can develop across all six pathways.

A simple way to begin

Step	Adult action
1. Read together	Invite the student to explain what stands out in their report.
2. Look for evidence	Discuss one real example from school, home, or a project.
3. Choose one practice	Agree on a small action and when to try it.
4. Reflect together	Notice what happened and decide what to repeat or adjust.

Our mission
To inspire young minds to think, build, and invest.

02 / INTERPRETATION

Understanding results responsibly

Treat the result as a reflection of the student's answers at one point in time. Discuss it alongside their own experiences and adult observations. The descriptions in this guide are coaching possibilities, not conclusions about every student who receives a pathway.

Use results to open possibilities

• Say "Your answers highlight…" rather than "You will always be…"

• Ask permission before sharing a student's report or personal reflections with others. Follow your setting's privacy procedures.

• Let students disagree, qualify a description, or offer an example that changes your understanding.

• Use the pathway to suggest an experience, not to decide ability or eligibility.

Keep these boundaries clear

• This is not a diagnosis, a measure of intelligence, or a prediction of career success.

• Do not use results to assign discipline, rank students, or determine access to opportunities.

• Do not infer score thresholds, secondary pathways, or strength rankings that are not provided by the assessment.

• A student's behavior may have many explanations. Ask what happened instead of attributing it automatically to a pathway.

Student voice is essential.
"Which part feels true for you? Which part would you change?" is more useful than telling a student what their result must mean.

03 / GROWTH THROUGH PRACTICE

How strengths grow

A strength is something a student can notice, use, and develop. A pathway highlights a possible starting point; it does not place a ceiling on the student's growth. All students can practice initiative, empathy, idea generation, connection, reasoning, and creative expression.

Notice → Practice → Reflect → Adjust

Move	What it can look like
Notice	Name one specific action: "You asked how your partner reached that answer."
Practice	Create a low-pressure opportunity to try the skill again.
Reflect	Ask what felt useful, difficult, or different this time.
Adjust	Change the strategy or level of support, then try again.

Keep the brain-growth message practical

Neuroplasticity means the brain can change through learning and experience. Use this idea to encourage practice and feedback. Avoid promising that a particular activity, phrase, or report will produce a specific brain change or guaranteed outcome.

When a strength needs balance

Taking action can benefit from a pause. Caring can benefit from a boundary. Generating ideas can benefit from choosing one. Connecting can benefit from speaking up. Reasoning can benefit from testing. Creating can benefit from finishing a first version.

Praise the action, not a permanent label.
"You tried another approach after the first one failed" gives a student something concrete to repeat.

04 / SHARED LANGUAGE

The six pathways at a glance

Pathway	Strength to explore
Go-Getter	Takes initiative, moves ideas forward, and turns goals into action.
Heart Healer	Leads with empathy, supports others, and helps create positive environments.
Spark Starter	Generates ideas, sees possibilities, and brings new thinking that can help a group get excited about what comes next.
Bridge Builder	Connects people, strengthens relationships, and helps groups understand one another and work together.
Logic Leader	Thinks critically, works through problems, and identifies practical solutions.
Creative Driver	Uses imagination and expression to explore possibilities and create something new.

Overlap is expected

Students may recognize themselves in several descriptions. Spark Starter emphasizes generating possibilities and energizing new thinking; Creative Driver emphasizes expressing or making an idea into something new. Go-Getter emphasizes moving a goal into action. These contributions can work together in the same student or team.

Six pathways are not six program stages.
Cycle Breaker Quest has four stages: Awakening, Discovery, Creation, and Financial Literacy. Graduation follows the learning journey.

PATHWAY INTERPRETATION / INITIATIVE AND ACTION

Understanding a Go-Getter

Takes initiative, moves ideas forward, and turns goals into action.

A possible student voice
What is one thing I can do to get started?

Strengths you might notice

- Volunteers to begin or takes a first step.
- Helps turn a broad goal into an action.
- Brings energy to a task and notices opportunities to contribute.

At school

May begin a group task quickly, volunteer for a responsibility, or help a project move from discussion to action.

At home

May organize an activity, start a personal goal, or suggest a practical way to get something done.

A growth opportunity

Moving quickly may leave less time to check directions, listen, or share ownership. Do not assume this happens; ask for an example.

PATHWAY COACHING / PRACTICAL SUPPORT

Supporting a Go-Getter

What adults may misunderstand

Being eager to act does not mean the student wants to take over or already knows every step.

Support to try

- Give a clear goal and let the student choose a first step.
- Build in a brief pause to check the plan and invite another idea.
- Rotate roles so starting, listening, and finishing all get practice.

Avoid this response

Rewarding only speed, assigning every leadership task to the same student, or treating help-seeking as weakness.

Coaching language

- What is the goal, and what is your first step?
- Whose idea have we not heard yet?
- What will tell you that this step is finished?

One small practice

Choose a small school or home task. Have the student name the goal, invite one other idea, and complete a first step.

Ask afterward: How did pausing or listening change your plan?

Possible signs of growth

- Names a goal before acting.
- Invites input without losing momentum.
- Finishes a manageable step and asks for help when needed.

PREVIEW EDITION

Want the full guide?

This preview includes 8 of the guide's 24 pages. The full Extended Interpretation & Support Guide also includes:

- Interpretation and coaching pages for all six pathways
- Talking with students about results, including what to say instead
- Using results at school, at home, and in mentoring
- Connecting strengths to Think → Build → Invest
- Noticing growth over time
- An adult quick-reference chart
- A reusable student support planning page

Schools, partners, and mentors

Contact us to request the full guide or to bring Cycle Breaker Quest to your students.

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