

Pathways to Partnerships



PATHWAYS
TO PARTNERSHIPS

GVRA + CILs + LEAs



GRADE
7

PATHWAY TO DREAMS

Empowering Middle School Students
to Achieve Their Career Dreams



2025-2026 Pre-ETS Curriculum

10 Pre-ETS Lessons

Introduction to the Pathway to Dreams

Pre-ETS Scope and Sequence for Middle School Students

Overview

Welcome to **Pathway to Dreams**, the Pre-Employment Transition Services (Pre-ETS) program designed specifically for students with disabilities in grades 6-8. The program's purpose is to introduce students to soft skills essential for school and workplace readiness, to set goals and explore career choices, and to learn self-advocacy. Each lesson is designed to be engaging, informative, and adaptable, ensuring that all students, regardless of their learning needs, can benefit from this valuable experience.

Program Structure

Lessons are designed to be completed within 30 minutes but can be extended to 45 minutes to allow for deeper exploration and practice. The lessons incorporate a Universal Design for Learning (UDL) framework to accommodate diverse learning styles and needs. This ensures that every student has equitable access to the content and can participate fully in the learning experience.

Using this structure helps meet the needs of all students by providing multiple means of engagement, representation, and action/expression. This approach is crucial in special education settings, where students have varying abilities, backgrounds, and learning preferences. Throughout the program, instructional lessons will:

- Engage students by offering various ways to participate in lessons.
- Represent information in multiple formats (e.g., visual, auditory, tactile) to cater to different learning styles.
- Allow students to express what they know through different means (e.g., writing, speaking, role playing, discussing).

Sample Accommodations

To ensure that all students can successfully participate in and benefit from the lessons, the following are sample accommodations for an inclusive setting that can be utilized as appropriate:

- Extended time for completing tasks or assignments.
- Mini-Breaks during lessons to prevent fatigue.
- Use of fidget tool
- Visual aids (pictures, etc.)
- Auditory supports like recordings or text-to-speech tools.
- Peer assistance or small group work to provide additional support.
- Alternative seating arrangements to reduce distractions.
- Use of technology (e.g., tablets, laptops) to assist with learning tasks.
- Modified materials (e.g., simplified text, larger print) to meet individual needs.
- Frequent check-ins and feedback to monitor progress and understanding.

Incorporating these accommodations will create an inclusive and supportive learning environment where every student can thrive and develop the skills necessary for future success.

The contents of this curriculum were developed under grant H421E230027 from the U.S. Department of Education (Department). The Department does not mandate or prescribe practices, models, or other activities described or discussed in this document. The contents of this planner may contain examples of, adaptations of, and links to resources created and maintained by another public or private organization. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. The contents of this curriculum do not necessarily represent the policy of the Department. This publication is not intended to represent the views or policy of or be an endorsement of any views expressed, or materials provided by any Federal agency. (EDGAR 75.620)

PRE-ETS

Pre-Employment Transition Services

LESSON PLAN FORMAT

Pre-ETS lessons are designed to be completed within 30 minutes but can be extended to 45 minutes to allow for deeper exploration and practice. The lessons incorporate a Universal Design for Learning framework to accommodate diverse learning styles and needs. This ensures that every student has equitable access to the content and can participate fully in the learning experience. Lessons will start with a brief 3-5 minute community meeting followed by an introduction to vocabulary. Lesson directions are included along with any necessary resources and include engaging, relevant hands-on experiences for students to apply their skills.

1 COMMUNITY MEETINGS

Each Pre-ETS lesson will begin with a brief community meeting. Instructors may choose from the list of suggested activities or can use a community builder of their own. Starting the class with these activities is important because it builds connections between the teacher, the CIL's, and the students.

2 VOCABULARY

Vocabulary terms will be taught in each lesson to help students understand key terms and concepts, ensuring they can fully engage with the material. Techniques are included and may might include direct teaching, games, group activities, or using the words in context.

3 LESSON DIRECTIONS

All lessons have step-by-step directions, and include accompanying handouts, activities, URL's, and slides. Thumbnails of the lesson's slides are added after the directions and will be accessible electronically in a pdf format. Parent letters for each day's instruction will share what students learned and will suggest ways families can reinforce these skills at home.

4 CONCLUSION

This part of the lesson involves summarizing what has been learned, reviewing key points, and providing opportunities for students to reflect on their learning. It might include a quick assessment or discussion to ensure comprehension before moving on. Additionally, this time will be used for a representative from the Center for Independent Living (CIL) to talk about the offerings at their center, providing students with valuable information and resources to support their independence and inclusion.

5 EXTENSIONS & RESOURCES

This section suggests additional activities or materials that students can explore to deepen their understanding of the lesson's content. Extensions might include projects, reading assignments, or multimedia resources, while resources can be websites, books, or other reference materials.



COMMUNITY MEETINGS



1

Starting Strong With Community Meetings

Each Pre-ETS lesson will begin with a brief community meeting. Instructors may choose from the list of suggested activities or can use a community builder of their own. Starting the class with these activities is important because it builds connections between the teacher, the CIL's, and the students.

4

A typical community meeting may include greetings, sharing or short activities.

Any of these can be used to begin the class and should be brief in nature. Since the lessons in this curriculum are designed for 30-45 minutes, it is recommended that community meetings be no more than 3-5 minutes.

friends

2

The primary goals of community meetings are to:

- enhance emotional awareness.
- build trust and psychological safety.
- address social-emotional needs to boost academic engagement.
- create a sense of connection and community.
- promote collaboration and teamwork.



5

Ideas for Community Meetings

Greetings: Begin with engaging ways for students to greet each other, such as handshakes, fist bumps, songs, and chants. Ensure every student feels acknowledged as the class starts.

Sharing: "Sharing" can take various forms, such as questions of the day, partner turn-and-talks, or opportunities for volunteers to share their thoughts. Here are some prompt ideas:

Activities: Activities can include games, songs, dances, or discussions. Activities can be content-related or purely for fun. Use guiding questions to prompt reflection or discussion, connecting it meaningfully to the curriculum.

3

Implementing Community Meetings in the Classroom

Community meetings help students feel supported and establish a positive start to the class. These meetings can include:

- Daily greetings
- Quote of the day
- Emotions check-in
- Compliment sharing
- Gratitude sharing

GOOD TIMES





MIDDLE SCHOOL COMMUNITY MEETING ACTIVITIES

QUICK ICEBREAKERS:

- **Two Truths and a Lie:** Each student shares three statements about themselves—two true and one false. The class guesses which one is the lie.
- **Favorite Things:** Each student shares their favorite book, movie, food, or activity.
- **Would You Rather?** Middle schoolers love these! Pose a fun “Would you rather?” question and have students choose and explain their choice.
 - Would you rather have a job you love but make little money or a job you dislike but make a lot of money?
 - Would you rather be able to rewind time or fast forward time?
 - Would you rather have a bad haircut or a bad dye job?
 - Would you rather do most of the talking or most of the listening?
 - Would you rather live in a world without music or in a world without cell phones?
 - Would you rather never have to do homework again or never take tests again?
 - Would you rather be the best athlete or have the best grades?
 - Would you rather be the star player on a losing sports team or sit on the bench on a winning sports team?
 - Would you rather know what will happen in the future or be surprised by what happens?
 - Would you rather remember everything you see or everything you hear?

EMOTIONS CHECK-IN:

- **Emoji Rating:** Students rate their current mood using emojis and briefly explain why they chose that emoji.
- **Color Code:** Students pick a color that represents their mood and share why they chose that color.

GRATITUDE AND COMPLIMENTS:

- **Attitude of Gratitude:** Each student shares one thing they are grateful for.
- **Compliment Chain:** Students give a compliment to the person next to them, ensuring everyone receives and gives one compliment.

MINDFULNESS AND COPING STRATEGIES:

- **Deep Breathing:** Guide students through a quick deep-breathing exercise to help them start the day calmly.
- **Positive Affirmations:** Have students share or write down a positive affirmation for the day.

QUICK GAMES:

- **Simon Says:** A quick round of Simon Says to get students moving and engaged.
- **Charades:** Have students act out a word or phrase for the class to guess.

TEAM BUILDING:

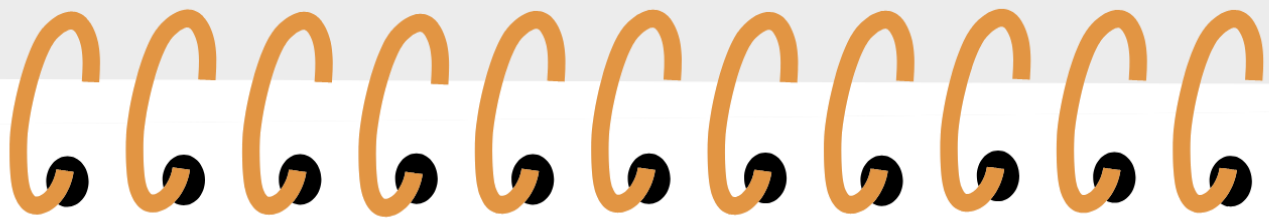
- **Human Knot:** Students stand in a circle, grab hands with two different people across from them, and then try to untangle without letting go.

CREATIVE EXPRESSION:

- **Quick Draw:** Give students a prompt and one minute to draw something related to it. Share and compare drawings.

STORY STARTERS:

- Provide the beginning of a story and have students take turns adding one sentence at a time to continue it.



MIDDLE SCHOOL COMMUNITY MEETING ACTIVITIES

DISCUSSION PROMPTS:

- **Question of the Day:** Pose an interesting question and have students share their thoughts in a quick turn and talk or group share.
 - What can you NOT live without?
 - If you could invent one thing, what would it be?
 - If you could design a new app, what would it do?
 - If you were in charge and could make one rule, what would it be?
 - Who do you admire the most and why?
 - What's the kindest thing anyone ever did for you?
 - What book have you read for fun?
 - If you created a meme about yourself, what would it be?
 - If you could be someone else, who would you choose?
 - What is something you are really good at that people at school don't know about?
 - What career do you want when you grow up?
 - What is your favorite movie of all time?
 - If your friend assigned an emoji to represent you, what would it be?
 - Would you rather visit the past or the future?
 - Of everything you want to achieve, what do you think will be the hardest?

REFLECTION AND GOAL SETTING:

- **Reflect and Share:** Students reflect on one achievement from the previous day and share it with the class.
- **Goal Setting:** Each student sets a small, achievable goal for the day and shares it with the class.

FUN FACTS AND LEARNING:

- **Trivia:** Ask a fun trivia question related to a subject the class is studying.
- **Fun Fact:** Share an interesting fact and have students share their thoughts or related knowledge.

Seventh Grade Lesson One

PERSONAL STRENGTHS AND INTERESTS

“Unleash Your Inner Hero: Discover Your Strengths and Passions”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goal(s)	Students will identify their personal strengths, passions, and interests.
Success Criteria	Completion and sharing of Hero Profile
Materials Needed	Slides, sticky notes, chart paper, “Uniquely Me” (page 2) and Hero Profile (page 3) in student activity booklet
Vocabulary List	Superhero, Strengths, Passions, Interests
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 (Introduction and Vocabulary)</p> <ol style="list-style-type: none"> (Slide 1) Begin with a warm welcome and ask students what they think the quote on the first slide means. Discuss the meaning of a superhero and ask students if they have a favorite and ask what makes that superhero unique. (Slides 2, 3) Have students turn to page 2 in their booklet, and read it aloud with them. Explain that everyone has abilities and disabilities/challenge (differences in what they can do easily and what they may find more difficult.) This helps us understand that all people have strengths and challenges, even if they don’t have a diagnosed disability. (Slides 4, 5) Introduce the lesson's goal (Slide 4) and success criteria. (Slide 5) Explain to students that today's lesson is about discovering their own unique "superpowers" (strengths and passions) and discussing their interests. (Slide 6) Vocabulary: Review the meanings of strengths, passions, and interests with students. (You may want to share your own examples as you are discussing.) Discuss how these activities might relate to their future careers. <p>Activity 2 (Sticky Note Strength Wall)</p> <ol style="list-style-type: none"> Distribute sticky notes and pens or pencils (if needed) to students. Ask students to think about their personal strengths and write each strength on a separate sticky note (such as "I am good at solving problems in math," "I am a great friend"). They may want to include an illustration or symbol that represents their strength. After 3 minutes, ask students to place their sticky notes on the whiteboard or on chart paper under the heading "Our Class Strengths." Discuss the variety of strengths listed, emphasizing that <u>everyone</u> has unique qualities that contribute to their "inner hero." <p>Activity 3: (Self-Reflection Mapping)</p> <ol style="list-style-type: none"> Have students look at the "Hero Profile" on page 3 of the student booklet and review the directions with them. Sections include strengths, passions, interests, and a goal (one personal goal they want to achieve this school year). Ask students to complete their profile, reflecting on their strengths, passions, and interests. Encourage them to think about activities they enjoy and what they are good at doing. Walk around the classroom, offering support and encouragement as students complete their profiles and determine a goal and any support needed.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (5 minutes)</p> <ol style="list-style-type: none"> (Slide 7) Ask volunteers to share one strength, passion, or interest from their "Hero Profile." Facilitate a brief discussion on how recognizing passions can help them achieve their goals. Summarize the key points of the lesson: everyone has strengths that make them unique. Tell students to continue exploring their strengths and passions. Remember to collect student booklets before they leave.

CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
Extras (Use as Needed)	
Extension Activities	<ol style="list-style-type: none"> 1) Strength Snapshot: Students write down one strength or interest they noticed about themselves this week and one way they used it. 2) Interest Interviews: In pairs, students ask each other: <ol style="list-style-type: none"> a) "What's something you're good at?" b) "What's a hobby or activity you enjoy?" Then report one thing they learned about their partner. 3) Strengths/Interests Collage: Students use magazine cutouts, drawings, or words showing personal strengths and interests. When done, share with the class or display on wall. 4) 3-2-1 Quick Jot: Students jot down the following and share with a partner (or can volunteer to share with the class). <ol style="list-style-type: none"> a) 3 strengths they feel confident about b) 2 interests they want to explore more c) 1 skill they'd like to build

Slide One



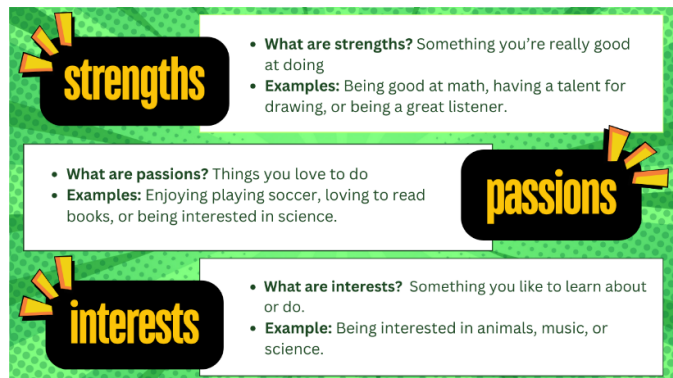
Slide Five



Slide Two



Slide Six



Slide Three



Slide Seven



Slide Four



Uniquely Me!

Everyone has **abilities** (what they can do easily) and **disabilities** (what they may find more difficult). This helps us understand that all people have strengths and challenges, **even if they don't have a diagnosed disability**.

Everyone is different, and that's a great thing! We all have things we're good at and things we need help with, and that's what makes our world so interesting!



ABILITIES

These are things a person is good at or finds easy to do.

Examples:

- One student may be great at drawing or art.
- Another might be really good at solving math problems.
- Someone else may be a fast runner or an amazing guitar player.



WHY IT MATTERS

Recognizing that everyone has different abilities, disabilities, and challenges helps us be more understanding and inclusive. We all need help sometimes, and we all have something unique to offer.

DISABILITIES OR CHALLENGES



These are things a person may find harder to do, especially without support. Some people have disabilities or challenges that affect how they learn, move, see, hear, or understand things.

Examples:

- A student with dyslexia may have trouble reading but may be amazing at building things.
- A student who uses a wheelchair may have a hard time climbing stairs but be great at writing stories.
- Someone with autism may struggle with social situations but have a strong memory or knack for details.





Name _____

PROFILE

Directions: Complete the profile below by listing your strengths, passions, and interests, and one goal you'd like to achieve.

My Strengths

Things I'm good at doing

My Interests

Things I would like to learn about or do

My Passions

Things I love doing

My Goal

Something I plan to accomplish
or to improve this year

What kind of support do you need to achieve your goal?



Lesson One: Identifying Strengths

Dear Parents and Guardians,

Today, your child participated in an engaging lesson titled "**Unleash Your Inner Hero: Discover Your Strengths and Passions.**" The goal of this lesson was to help students identify and understand their personal strengths and interests through self-reflection and interactive activities.

What We Did Today:

1. **Superhero Brainstorm:** Students started by brainstorming their personal strengths, such as skills, talents, and positive attributes. They wrote these on sticky notes and shared them with the class. This activity highlighted the unique qualities each student brings to our classroom community.
2. **Strengths and Passions Mapping:** Students filled out a Hero Profile, where they reflected on their strengths, passions, and interests, challenges, and set one personal goal they would like to achieve. This exercise encouraged them to think deeply about what makes them unique and what they enjoy doing.
3. **Sharing and Discussion:** Students had the opportunity to share their strengths and passions with the class. They will use what they learned today in the next session to explore careers that reflect their interests.

Ways to Support Learning at Home:

1. **Encourage Reflection:** Ask your child to discuss the strengths and passions they identified in their profile and why they chose them. Encourage them to think of other strengths or interests they might have forgotten to include.
2. **Celebrate Strengths:** Highlight and praise your child's strengths and positive qualities regularly. This helps reinforce their self-confidence and sense of self-worth. Share your own strengths and passions with your child, demonstrating that everyone has qualities that make them unique.
3. **Support Their Passions:** Provide opportunities for your child to explore their interests. Whether it's a hobby, a new activity, or a project, supporting their passions helps them develop their skills and enjoy what they love doing. Engage in activities together that align with their interests. This can be a great way to bond and show support for their passions.
4. **Set Goals Together:** Help your child set achievable goals based on their strengths and interests. Discuss steps they can take to work towards these goals and celebrate their progress along the way.

Thank you for supporting your child's journey to discovering their inner hero. By encouraging their strengths and passions at home, you are helping them build a strong foundation for personal growth and self-confidence.

If you have any questions regarding curriculum or would like more information about today's lesson, please feel free to contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Two

CAREER INVENTORY

“Ready to Dream Big? Exploring Your Ideal Career”

Pre-Lesson	
Pre-ETS Category	Job Exploration
Learning Goal(s)	Students will explore different career options, understand how their strengths and interests align with career categories, and complete an online career assessment.
Success Criteria	<ol style="list-style-type: none"> 1. Students will identify at least one career category that matches their interests and abilities. 2. Students will complete an online career assessment and identify which of the six career categories their results fall into. 3. Students will recognize how their unique abilities relate to potential careers.
Materials Needed	Career Survey (page 4) Career Exploration Worksheet (page 5) in student activity booklet, Whiteboard and markers
Vocabulary List	Career Categories: realistic, artistic, social, investigative, enterprising, conventional
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Activity 1 can serve as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 – Warm-up Discussion</p> <p>Ask students: "What do you want to be when you grow up?"</p> <ol style="list-style-type: none"> 1. (Slide 2) Encourage students to share a few ideas. 2. Explain that today's lesson is about discovering careers that match their strengths and interests (refer to last lesson). Emphasize that everyone has unique talents, and there are careers for all kinds of abilities and interests, including theirs. <p>Activity 2 – Exploring career categories</p> <ol style="list-style-type: none"> 1. Briefly discuss how different people are drawn to different types of jobs based on their interests and strengths. 2. (Slides 3 and 4) Introduce the idea that career categories help organize jobs so it's easier to see which ones might be a good fit. Review the meanings of the six career categories from O*Net; citing examples of each: (e.g., Realistic: mechanic, Artistic: graphic designer, Social: nurse, Investigative: biologist, Enterprising: sales manager, Conventional: accountant). 3. Encourage them to think about the skills and interests required for that job. <p>Activity 3 - Career Inventory</p> <ol style="list-style-type: none"> 1. (Slide 5) Explain that the Career Inventory is like a fun quiz that helps match their interests with different careers, and that it will also show them which of the six career categories they are most aligned with. 2. Ask students to turn to the inventory on page 4 in their booklets. 3. Read each question aloud (answering questions they may have) and allow students to answer it before moving to the next. This ensures all students understand vocabulary they may encounter. Explain how they count the checks and write the numbers on the side, then the top 3 are written at the bottom. <p>Activity 4 – Career Interest Summary</p> <ol style="list-style-type: none"> 1. After completing the survey, students should complete the Career Exploration Summary (page 5 in student booklet), writing down their top 2-3 career options, and identifying which career category (Realistic, Artistic, Social, Investigative, Enterprising, Conventional) those careers fall into. <p>Activity 5 – Group Reflection</p> <ol style="list-style-type: none"> 1. (Slide 6) Ask students to share some of the careers that matched their interests and identify which category those careers belong to. Encourage students to explain why they feel that category fits them. 2. Remind them that everyone's strengths make them uniquely suited for different career categories, and that there is no "right" or "wrong" category.

Conclusion/Wrap-Up (3-5 minutes)	Wrap-Up and Reflection <ol style="list-style-type: none"> 1. (Slide 7) Summarize the key points: Careers are connected to what we're good at and what we enjoy. Today, we started exploring possible career paths and identified which career categories fit us best. 2. Encourage students to keep thinking about their strengths and interests, and to explore more careers on their own. Explain that they can find out more by checking out books in the library or visiting O*NET. 3. Remember to collect student booklets before they leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)

Extras (Use as Needed)	
Extension Activities	<ol style="list-style-type: none"> 1. Speed Interview Partner Swap: Pair up and ask, "What is your dream job? What's one reason you'd want that job?" then swap partners every minute. 2. Would You Rather; Career Edition: Quick rounds of "Would you rather work indoors or outdoors?" "Talk to people all day or work solo?" ... etc. 3. 2-Minute Career Elevator Pitch: Have volunteers describe why they'd choose a specific job in 2 minutes or less. 4. Research a Career: Students can choose one of the careers from their assessment results and research more about it on O*NET (e.g., education needed, daily tasks) within their identified category. 5. Career Presentation: Students can create a mini presentation (multimedia or drawing) about a career they're interested in and share it with the class, mentioning which category it belongs to and why it fits them.

Slide One



Slide Five

CAREER INVENTORY

LET'S FIND YOUR MATCHES!

Turn to **PAGE 4** in your booklet.

Wait for the instructor's directions before you begin.

Slide Two

WHAT IS YOUR DREAM JOB?

What kind of job or career would you like when you're older?

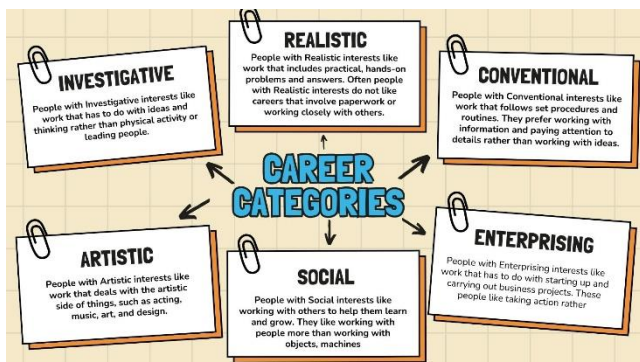
Consider the interests and strengths you identified in the last lesson.

Slide Six

REFLECT & CONNECT

- What are some of the careers that matched your interests?
- Which categories do those careers belong to?
- Why do you feel that category fits you?

Slide Three



Slide Seven

WRAP UP

- Careers are connected to what we're good at and what we enjoy.
- Today, we started exploring possible careers and identified which career categories fit us best.
- Remember, you can continue to explore more careers on your own! Check out your school or local library for related books, or visit <https://www.onetonline.org/> online.

Slide Four



O*NET INTEREST PROFILER SHORT FORM



Read the 60 work activities below. Place a check in the box by the activities you would like to do. **Do not** think about how much education/training is needed or how much money you will make! Count the number of checks for each shaded section and write that total in the box to the right of each section. These are your scores for each interest area.

<input type="checkbox"/> Build kitchen cabinets <input type="checkbox"/> Lay brick or tile <input type="checkbox"/> Repair household appliances <input type="checkbox"/> Raise fish in a fish hatchery <input type="checkbox"/> Assemble electronic parts	<input type="checkbox"/> Drive a truck to deliver packages to offices and homes <input type="checkbox"/> Test the quality of parts before shipment <input type="checkbox"/> Repair and install locks <input type="checkbox"/> Set up and operate machines to make products <input type="checkbox"/> Put out forest fires	Total <div></div>
Realistic checks =		
<input type="checkbox"/> Develop a new medicine <input type="checkbox"/> Study ways to reduce water pollution <input type="checkbox"/> Conduct chemical experiments <input type="checkbox"/> Study the movement of planets <input type="checkbox"/> Examine blood samples using a microscope	<input type="checkbox"/> Investigate the cause of a fire <input type="checkbox"/> Develop a way to better predict the weather <input type="checkbox"/> Work in a biology lab <input type="checkbox"/> Invent a replacement for sugar <input type="checkbox"/> Do laboratory tests to identify diseases	Total <div></div>
Investigative checks =		
<input type="checkbox"/> Write books or plays <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Compose or arrange music <input type="checkbox"/> Draw pictures <input type="checkbox"/> Create special effects for movies	<input type="checkbox"/> Paint sets for plays <input type="checkbox"/> Write scripts for movies or television shows <input type="checkbox"/> Perform jazz or tap dance <input type="checkbox"/> Sing in a band <input type="checkbox"/> Edit movies	Total <div></div>
Artistic checks =		
<input type="checkbox"/> Teach an individual an exercise routine <input type="checkbox"/> Help people with personal or emotional problems <input type="checkbox"/> Give career guidance to people <input type="checkbox"/> Perform rehabilitation therapy <input type="checkbox"/> Do volunteer work at a non-profit organization	<input type="checkbox"/> Teach children how to play sports <input type="checkbox"/> Teach sign language to people who are deaf or hard of hearing <input type="checkbox"/> Help conduct a group therapy session <input type="checkbox"/> Take care of children at a day-care center <input type="checkbox"/> Teach a high-school class	Total <div></div>
Social checks =		
<input type="checkbox"/> Buy and sell stocks and bonds <input type="checkbox"/> Manage a retail store <input type="checkbox"/> Operate a beauty salon or barber shop <input type="checkbox"/> Manage a department within a large company <input type="checkbox"/> Start your own business	<input type="checkbox"/> Negotiate business contracts <input type="checkbox"/> Represent a client in a lawsuit <input type="checkbox"/> Market a new line of clothing <input type="checkbox"/> Sell merchandise at a department store <input type="checkbox"/> Manage a clothing store	Total <div></div>
Enterprising checks =		
<input type="checkbox"/> Develop a spreadsheet using computer software <input type="checkbox"/> Proofread records or forms <input type="checkbox"/> Install software across computers on a large network <input type="checkbox"/> Operate a calculator <input type="checkbox"/> Keep shipping and receiving records	<input type="checkbox"/> Calculate the wages of employees <input type="checkbox"/> Inventory supplies using a hand-held computer <input type="checkbox"/> Record rent payments <input type="checkbox"/> Keep inventory records <input type="checkbox"/> Stamp, sort, and distribute mail for an organization	Total <div></div>
Conventional checks =		

In the boxes below, write the names of the interest areas with the three highest scores. The first box is your highest or primary interest. If there are ties, choose the interest with activities that you think are the best fit for you.

1	2	3
<div></div>	<div></div>	<div></div>

Name _____

Career Interest Inventory

Inventory Results

Identifying My Career Category

Based on your results, identify which of the following career categories your top careers fall into. Circle the categories that apply to your results.

Realistic | Artistic | Social | Investigative | Enterprising | Conventional

Write down the top 2-3 careers suggested by the online assessment:

1. _____

2. _____

3. _____

Career Fit

Why These Careers Interest Me

For each career you listed, explain why it seems like a good fit for you (e.g., matches my interest in helping people, allows me to work with technology):

Career 1 _____

Why it's a good fit _____

Career 2: _____

Why it's a good fit _____

Career 3: _____

Why it's a good fit _____

My Next Steps



What's one thing you can do next to learn more about a career that interests you? (e.g., research online, talk to someone in that field, explore related school subjects):



Lesson Two: Career Exploration

Dear Parents/Guardians,

Today in class, your child participated in a **career exploration** lesson designed to help them understand their strengths, interests, and how these relate to potential future careers. This lesson is part of our ongoing effort to support students in thinking about their future goals and the skills they can build to achieve them.

What We Learned: Students learned about different types of careers and how they can be grouped into six categories: Realistic, Artistic, Social, Investigative, Enterprising, and Conventional. Each student completed an online career assessment, which provided personalized career suggestions based on their interests.

- **Self-Reflection:** Students identified their own strengths and interests, then matched them with careers that might be a good fit. They also learned how these careers align with the six career categories mentioned above.
- **Goal Setting:** Students considered what steps they can take next to explore careers further, such as researching more about a specific job or talking to someone in that field.

How You Can Support Your Child at Home:

Here are a few ways you can help reinforce what your child learned today:

1. **Talk About Careers:** Have a conversation with your child about your own career path and the jobs you've had. Ask them to share what they discovered in class and what careers interest them. You can also talk about the six career categories and ask them which category they think fits them best.
2. **Explore Together:** Spend some time together researching one of the careers your child is interested in. Look for videos, articles, or books that explain more about what people do in that job. Discuss what skills are needed and how your child can start developing those skills now.
3. **Visit a Workplace:** If possible, arrange for your child to visit a workplace related to one of their career interests. Whether it's a family member's office, a local business, or a virtual tour, seeing a job in action can be very inspiring.
4. **Encourage Strength Building:** Help your child identify activities they can do at home or in the community that build on their strengths and interests. For example, if they are interested in a career in technology, encourage them to explore coding games or tech-related projects.
5. **Support Their Interests:** Encourage your child to participate in school activities, clubs, or hobbies that align with their career interests. These experiences can help them learn more about themselves and what they enjoy doing.

We're excited to help your child discover their unique strengths and interests and how these can shape their future career path. Thank you for your support in reinforcing these important lessons at home. If you have any questions regarding the curriculum or would like more resources to continue these conversations, please feel free to reach out to your child's principal.

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Three

SELF-ADVOCACY

“Empower Yourself! Finding Your Voice”

Pre-Lesson	
Pre-ETS Category	Self-Advocacy
Learning Goal(s)	<ol style="list-style-type: none"> 1. Students will understand what self-advocacy is and why it is important. 2. Students will learn and practice the steps to advocate for themselves in various situations.
Success Criteria	<ol style="list-style-type: none"> 1. Students can define self-advocacy in their own words. 2. Students can identify situations where self-advocacy is needed. 3. Students can list and explain the steps to advocate for themselves
Materials Needed	Whiteboard and markers, printed scenario cards (with situations where self-advocacy is needed), "Self-Advocacy Steps" on page 6 in the student activity booklet and “Partner Practice” on page 7 .
Vocabulary List	<ol style="list-style-type: none"> 1. Self-Advocacy: Speaking up for yourself and your needs. 2. Accommodation: A change that helps you work around or overcome a disability. 3. Confidence: Believing in yourself and your abilities
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 - Introduction to Self-Advocacy and Its Importance</p> <ol style="list-style-type: none"> 1. (Slide 1) Begin with a Question: "Has there ever been a time when you felt like you needed help but weren't sure how to ask for it?" 2. (Slide 2) Allow a few students to share briefly. 3. (Slide 3) Review lesson goals. 4. (Slide 4) Display Self-Advocacy slide. Explain that self-advocacy means speaking up for yourself, knowing what you need, and how to get it. Emphasize that it's especially important for students with challenges or disabilities to advocate for their needs in school, at home, and in the community. 5. (Slide 5) Review what confidence and accommodation mean. Discuss Importance: Explain that self-advocacy helps you become more independent, confident, and successful. It also ensures that you get the help and accommodations you need to succeed. <p>Activity 2 - Steps to Self-Advocacy</p> <ol style="list-style-type: none"> 1. (Slide 6) Introduce the Steps: Have students turn to the "Self-Advocacy Steps" sheet (in their student booklet on page 6), and review the steps together. <p>Activity 3 - Scenario Practice</p> <ol style="list-style-type: none"> 1. Slide (7) Partner Activity: Divide students into partners and have them use the scenario practice (in their booklets on page 7) to practice advocating in different situations. 2. Role-Playing Challenge: Afterwards, Give each small group a copy of self-advocacy challenges, with one student playing the role of the advocate and others playing roles such as a teacher, parent, or peer. Encourage them to use the self-advocacy steps discussed earlier. 3. Group Share: After each group performs, discuss what they did well and what they could improve. Emphasize the importance of staying calm, being clear, and not giving up.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection</p> <ol style="list-style-type: none"> 1. (Side 8) Reflection: Ask students to reflect on the lesson. "What is self-advocacy? Why is self-advocacy important? How can it help you in school and life?" 2. Encourage Sharing: Invite a few students to share their thoughts or a time they might need to use self-advocacy in the future. 3. Summarize the Key Points: Self-advocacy is about knowing what you need and speaking up for yourself. Remind them to use the steps they learned whenever they face a situation where they need to advocate for themselves. 4. Remember to collect student booklets before you leave.

CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
---------------	---

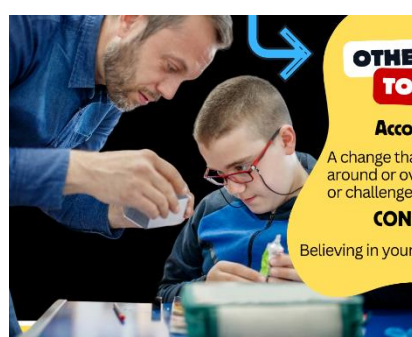
Extras (Use as Needed)	
Extension Activities	<ol style="list-style-type: none"> 1. Create a Self-Advocacy Plan: Have students create a personalized self-advocacy plan. This plan could include their strengths, needs, potential challenges, and the steps they will take to advocate for themselves in different situations. 2. Self-Advocacy Journal: Have students start a self-advocacy journal where they can write about situations they face that require self-advocacy. Encourage them to document how they approached each situation and reflect on what they learned. 3. Guest Speaker: Invite a guest speaker, such as a disability advocate or a person with a disability who successfully advocates for themselves, to talk to the class about their experiences and strategies for self-advocacy. 4. Strength + Need Cards: Students write one thing they're good at and one thing they need help with (on paper, a blank page in their booklet or an index card if available). Pair up with a partner and share. Work together to discuss solutions or tools for what they need help with.
Parent Extension	Websites like Understood.org offer free interactive courses on self-advocacy designed specifically for students with learning and attention issues. Also included are videos and information for parents.

Slide One



Self Advocacy
Speaking up for Yourself
Empower Yourself
Finding Your Voice

Slide Five




OTHER WORDS TO KNOW

Accommodation:
A change that helps you work around or overcome a disability or challenge.

CONFIDENCE:
Believing in yourself and your abilities

Slide Two



Has there ever been a time when you felt like you needed help, **but weren't sure how to ask for it?**

Slide Six



SELF ADVOCACY STEPS

1. **Identify the problem.** (What do you need?)
2. **Choose the best setting and seek support.** (Where should you talk? Privately one to one, or within a group, in a note or email, during or after class)
3. **Be polite, and use appropriate social skills.** (respectful, good eye contact, speak without interrupting)
4. **Communicate clearly.** (Be specific about what you need and why.)
5. **Offer an alternative or possible solution.** (For example, you may need a different size reading text or another seat example of a new type of problem.)

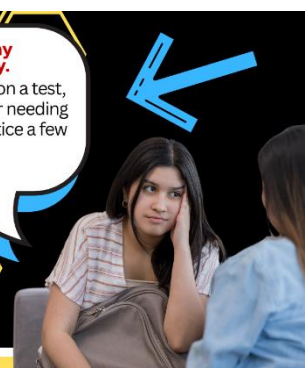
Slide Three



Today's Goals

1. I can explain the meaning of self-advocacy.
2. I know when self-advocacy is needed.
3. I can explain steps to advocate for myself.

Slide Seven



Think about a time you may need to use self-advocacy.
This could be asking for extra time on a test, requesting a quiet space to work, or needing help with a specific task. Let's practice a few samples with partners.
(Page 7 in your booklet)

Slide Four

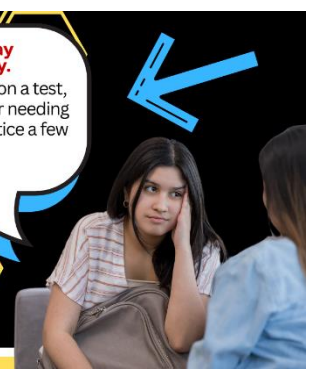


SELF ADVOCACY WHAT'S THAT?

SELF ADVOCACY MEANS:

1. speaking up for yourself
2. knowing what you need
3. and knowing how to get it

Slide Eight



Today's Takeaways

1. What is self-advocacy?
2. Why is self-advocacy important?
3. How can it help you in school and life?



SELF-ADVOCACY STEPS

Name _____ Date _____ Grade _____

- ✓ **Identify the problem.** (What do you need?)
- ✓ **Choose the best setting and seek support.** (Where and with whom should you talk? Privately or within a group, in a note or in an email, during or after class)
- ✓ **Be polite, and use appropriate social skills.** (Be respectful; maintain good eye contact; speak without interrupting)
- ✓ **Communicate clearly.** (Be specific about what you need and why you need help.)
- ✓ **Offer an alternative or possible solution.** (For example, you may need a different size reading text or another seat example of a new type of problem.)

Use Your Voice Partner Practice on Next Page



Have students partner up and practice role playing the situations. (In their student booklets) You can also discuss these aloud as a class (guided practice as needed).



SELF ADVOCACY

PARTNER PRACTICE!

Situation: You have a food allergy and you are unsure if the school cafe has another option.

Role-Play: Practice asking the cafeteria server, "I have a food allergy. What are my options? Are there other choices available?"

1

Situation: You're in the learning commons and can't reach a book on a high shelf. You need help but feel shy about asking.

Role-Play: Practice approaching media specialist or staff member and saying, "Excuse me, could you help me reach a book on a high shelf? I can't reach it."

4

Situation: You have a condition that requires frequent breaks, but your coach doesn't seem to notice when you need one.

Role-Play: Practice saying, "Coach, I need to take a quick break. I have a condition that requires me to rest more often."

2

Situation: You're struggling to understand a new math concept that was taught in class today. You feel lost and are worried about an upcoming test.

Role-Play: Practice approaching the teacher after class and saying, "I'm having trouble understanding the new concept we learned today. Can we go over it again, or is there additional material I can review?"

5

Situation: You have a reading disability and need extra time on your English exam. You notice that the substitute hasn't mentioned anything about accommodations for the test.

Role-Play: Practice speaking with the teacher before the exam and saying, "I wanted to remind you that I have a reading accommodation and need extra time on the test. Can we arrange that?"

3

Situation: Your friends want to go to a trampoline park that you know could be harmful to you because of your medical condition. They keep encouraging you to join in, despite your concerns.

Role-Play: Practice responding, "I really want to hang out with you, but that activity isn't safe for me because of my medical condition. Can we find something else fun to do that we can all enjoy safely?"

6

Cards are in groups of six baggies. These scenarios are more challenging because students determine how to advocate in the situation. Again, these are meant to be done in groups or with partners but can be discussed aloud as well. You can either divide the task cards with one or two per group, or you can give them the baggy with all 6 cards depending on time.)



SELF ADVOCACY CHALLENGES

Situation: You have a lot of work left to do in class and need a quiet space to finish, but your classmates are being noisy.

Challenge: You need to advocate for a quieter environment or a different space to concentrate on your assignments. What can you say?

1

Situation: You're having difficulty with a particular skill or technique on your sports team, and you feel you need extra practice or instruction.

Challenge: You need to ask your coach for additional help or alternative drills that can help you improve. What can you say?

4

Situation: Your club needs to raise money for a project, and you have a creative fundraising idea that you believe could work well. However, you're unsure how to propose it to the group.

Challenge: You need to explain your idea clearly, share the benefits, and ask for the group's support to implement it. What can you say?

2

Situation: You have a group project, but your group members are not considering your needs when dividing tasks.

Challenge: You need to speak up and work with your group to divide tasks that accommodates your abilities. What can you say?

5

Situation: You need to use the restroom more frequently because of a medical condition, but the teacher has a strict policy on leaving class.

Challenge: You need to explain your condition to the teacher and ask for a bathroom pass or exception to the rule. What can you say?

3

Situation: You're struggling with learning the parts of a cell in science, but your teacher doesn't realize how much extra support you need.

Challenge: You need to request a meeting with your teacher to discuss your struggles and ask for additional resources or tutoring. What can you say?

6



Lesson Three: Self Advocacy

Dear Parents/Guardians,

Today in class, your child participated in an important lesson about **self-advocacy**. This lesson was designed to help students understand what self-advocacy means and why it is an important skill, especially for students with disabilities. We discussed how self-advocacy involves recognizing your own needs, knowing your rights, and effectively communicating to ensure those needs are met. Students explored various scenarios they might face at home, in school, with friends, and in extracurricular activities where self-advocacy could be necessary.

What we learned:

1. **What is Self-Advocacy?**

Students learned that self-advocacy is the ability to speak up for themselves, express their needs, and ask for help when needed.

2. **Steps to Self-Advocacy:**

- Identify the problem.
- Choose the best setting and seek support
- Be polite and use appropriate social skills.
- Communicate clearly.
- Offer an alternative or possible solution.

3. **Practicing Self-Advocacy:**

Through various scenarios, students practiced thinking about how they could advocate for themselves in real-life situations. These scenarios included challenges they might face at home, in school, with friends, and during extracurricular activities.

How You Can Support Self-Advocacy at Home:

Here are a few ways you can help your child continue developing self-advocacy skills at home:

1. **Encourage Open Communication:**

Create a space where your child feels comfortable sharing their needs or concerns. Ask open-ended questions like, "Is there anything at school or home that you need help with?" or "How can we support you better?"

2. **Discuss Their Strengths and Needs:**

Have regular conversations about your child's strengths and areas where they may need support. Encourage them to reflect on how they can use their strengths to advocate for themselves in different situations.

3. **Role-Play Scenarios:**

Practice self-advocacy skills through role-playing common scenarios your child may encounter. For example, practice how they would ask a teacher for extra help, or how they would speak to a coach about needing a break during practice.

4. **Set Goals Together:**

Help your child set specific self-advocacy goals, such as speaking up in class when they don't understand something or asking for a particular accommodation. Celebrate their successes in reaching these goals.

5. **Encourage Independence:**

Encourage your child to take the lead in situations where they can advocate for themselves, such as asking their teacher about assignments or communicating with friends about their needs.

We believe that teaching self-advocacy is a powerful way to help students develop confidence, independence, and the ability to navigate challenges both in and out of school. By working together, we can help your child become a stronger self-advocate.

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Four

ATTITUDE/MINDSET

“The Power of Positive Vibes: Mastering Your Mindset”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	<ol style="list-style-type: none"> 1. Understand how a positive mental attitude affects personal and academic success. 2. Recognize the role of failure in learning and how it leads to success. 3. Learn why employers value enthusiasm, persistence, and a "can-do" attitude.
Success Criteria	<ol style="list-style-type: none"> 1. Students can explain how mindset impacts their ability to succeed. 2. Students identify examples of how failure can lead to improvement. 3. Students can express how a positive attitude and enthusiasm are beneficial in school and work.
Materials Needed	<ol style="list-style-type: none"> 1. TedEd video clip of Steven Claunch 2. YouTube video clip of Michael Jordan, 3. Mindset Matters (article) in student activity booklet, page 8 4. Mindset Matters in student activity booklet, page 9 (with partner activities) 5. Pathway to Positivity (tips/plan) in student activity booklet, page 10
Vocabulary List	mindset, growth mindset, fixed mindset, resilience, optimism
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum's list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 - Warm-Up Discussion:</p> <ol style="list-style-type: none"> 1. (Slide 2) Ask students to think of a time when they faced a challenge and how their attitude helped them get through it. Have volunteer share examples. 2. (Slide 3) Review the lesson's goals. <p>Activity 2 – Vocabulary Introduction</p> <ol style="list-style-type: none"> 1. (Slide 4) In student booklets, have students look at “Mindset Matters” on p. 9 in their booklet. Display the lesson's vocabulary: mindset, fixed mindset, growth mindset, resilience, and optimism on slide 4 and discuss the meanings with students. (These words and their meanings are also on the top of the handout.) <p>Activity 3 – Steven Claunch and Michael Jordan (Examples of growth mindset, optimism, and resilience.)</p> <ol style="list-style-type: none"> 1. (Slide 5) Have students turn to page 8 in their booklets. Read the brief introduction to Steven Claunch. Watch the video (by clicking the link on the slide) and lead a discussion on Steven's mindset. Talk about how a growth mindset along with his resilience helped lead to his success as a basketball player, even though he had a physical disability. (Ask students how the comment Steven's dad made also motivated him to work hard and to be resilient.) 2. (Slide 6) Go back to page 8 in the student booklet and read the brief introduction to Michael Jordan. Play the video clip (linked on the slide). Review MJ's accomplishments and ask students how he can be considered the greatest basketball player of all time even though he was cut from his high school basketball team for not being talented enough. Explain how MJ's growth mindset contributed to being known as the GOAT (Greatest of All Time). 3. (Slide 7) Read the quote on and ask students what they think it means when Jordan says “I've failed over and over and over again in my life. And that is why I succeed.” <p>Activity 4 – Mindset Matters Class and Partner Discussion</p> <ol style="list-style-type: none"> 1. (Slide 8) Remind students again of the difference between a fixed mindset and a growth mindset: 2. Explain that having a growth mindset is also important in school, friendships, and future careers. 3. Fixed mindset: "I'm just not good at math, and I'll never be." Growth mindset: "I can improve my math skills with practice." 4. Employers Want Enthusiasm and a 'Can-Do' Attitude: Explain that employers look for workers who don't just have skills, but who are also positive, enthusiastic, and willing to keep trying. They want to hire someone who believes they can do the job and brings good energy.

	<ol style="list-style-type: none"> 5. Tie this to school: Teachers, coaches, and employers all want to see you give your best effort, and a positive attitude helps you do that. 6. (Slide 8) Partner Questions: – Read over the directions for each part on the Mindset Matters page in their booklets on page 9. 7. Have students work with a partner to complete/discuss each of the three parts. 8. After giving the groups time, read over part 1 and discuss why each statement is fixed or growth. <p>Activity 5 – Practical Strategies for a Positive Mindset</p> <ol style="list-style-type: none"> 1. Direct students to look at page 10 in their booklets, “Pathway to Positivity Plan,” and read over directions and strategies/tips. 2. Discuss practical strategies students can use to build a growth mindset and positive attitude: Self-talk, celebrate small wins, learn from failure, etc. 3. Each student should choose 3 strategies they would like to use to help create a growth mindset. 4. Write their own positive mindset affirmation, they can use regularly when faced with a challenge.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (5 minutes)</p> <p>Key Takeaways (Slide 9):</p> <ol style="list-style-type: none"> 1. Summarize: “A positive attitude helps you learn from failure, and that makes you stronger.” 2. Remind students that employers look for people who believe in themselves and stay enthusiastic even when they face challenges. 3. (Slide 9) End with the motivational quote or affirmation: “You can do hard things, and every step forward—even after a failure—is a step toward success.” 4. Remember to collect student booklets before you leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
Extras (Use as Needed)	
Extension Activities	<ol style="list-style-type: none"> 1. Mindset Journaling: <ul style="list-style-type: none"> o Encourage students to keep a “Mindset Journal” where they reflect on their daily experiences, especially challenges or setbacks, and write about how they can apply a growth mindset. o Prompts could include: <ul style="list-style-type: none"> ▪ "What is something that challenged me today, and how did I approach it?" ▪ "How did I learn from a mistake this week?" ▪ "What is one small step I can take to improve in an area I find difficult?" 2. Growth Mindset Challenge Board: <ul style="list-style-type: none"> o Create a challenge board where students complete weekly tasks that encourage a growth mindset. Examples: <ul style="list-style-type: none"> ▪ Try something new that you’ve never done before. ▪ Identify a skill you want to improve, and practice it for 10 minutes every day for a week. ▪ Turn a negative thought into a positive one. ▪ Encourage a friend to stay positive during a tough time. 3. Classroom Posters or Artwork: <ul style="list-style-type: none"> o Have students create posters or digital art that reflect key concepts from the lesson, such as “Failure Leads to Success,” “I Can Do Hard Things,” or “Growth Over Fixed.” These can be displayed in the classroom or digitally shared. 4. Mindset Interviews: <ul style="list-style-type: none"> o Students interview family members or friends about a time when they failed but later succeeded. They can present these interviews to the class or create a booklet of stories that highlight resilience and persistence.

Slide One



Slide Five

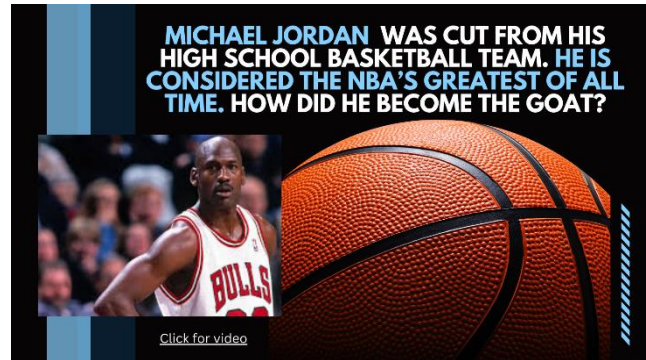


Steven Claunch was born without fingers on one hand and has one leg that is shorter than the other. Even with these challenges, he became a great basketball player. He shares how obstacles can help you grow stronger and even inspire others.

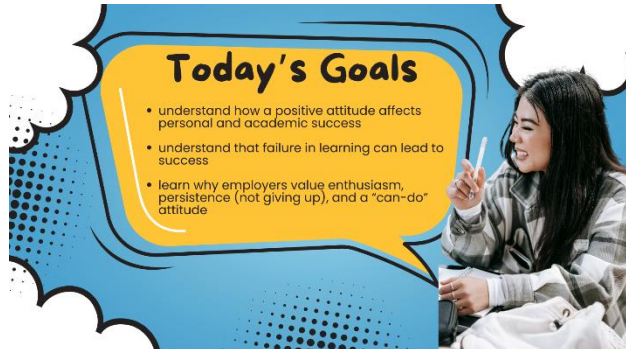
Slide Two



Slide Six



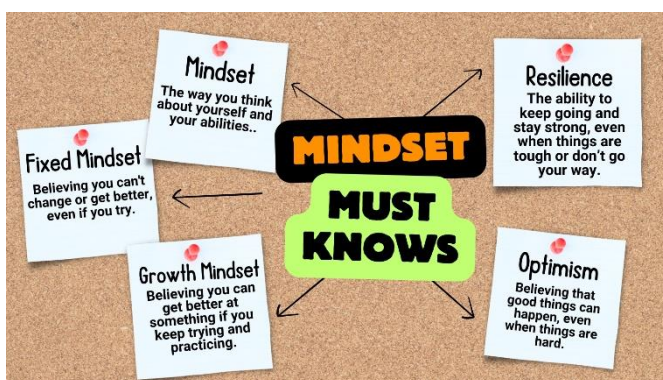
Slide Three



Slide Seven



Slide Four



Slide Eight



Slide Nine

MINDSET MATTERS!

FINAL THOUGHTS

KEY TAKEAWAYS

- A positive attitude helps you learn from failure, and that makes you stronger.
- Employers look for people who believe in themselves and stay enthusiastic even when they face challenges.

You can do hard things, and every step forward ~ even after a failure ~ is a step toward success.

**YOU!
CAN!**

MINDSET *Matters*

Today you will see two short videos about how two athletes overcame challenges by keeping a positive mindset. They did not let their struggles define them, rather they used their mistakes and failures as opportunities to grow and to improve. They learned that a growth mindset was a key to success.

Steven Claunch was born without fingers on one hand and has one leg that is shorter than the other. Even with these challenges, he became a great basketball player. He shares how obstacles can help you grow stronger and even inspire others



Michael Jordan is known as one of the greatest basketball players of all time, but he faced many challenges along the way. In high school, he was cut from the varsity basketball team, which made him work even harder to improve. Instead of giving up, he used that failure as motivation to practice more and push himself. Jordan believed in never giving up and always giving his best. He said, "I've failed over and over and over again in my life. And that is why I succeed." His mindset of hard work, confidence, and learning from failure helped him overcome obstacles and reach his goals.

MINDSET MATTERS

Mindset Must-Knows

1. **Mindset:** A set of attitudes or beliefs someone holds.
2. **Fixed Mindset:** The belief that abilities and intelligence are static and unchangeable.
3. **Growth Mindset:** The belief that abilities and intelligence can be developed through dedication and hard work.
4. **Resilience:** The ability to recover quickly from difficulties.
5. **Optimism:** A hopeful attitude that positive outcomes are possible.

Pair and Share: Work with your partner to complete each part.

1 Part 1: Growth vs. Fixed Mindset

Read each statement with your partner. Circle the statements that show a growth mindset (a belief that you can improve through effort):

- I can't do this.
- I need to try different strategies to see what works best.
- This is too hard. Forget it!
- I already know everything I need to know.
- I'll never be good at this.
- Mistakes are okay; I can learn from them.
- If I practice my solo daily, I know I'll improve.
- I made a 55 on my test, and now my average is ruined!
- I'll never be as good as they are!
- It's not worth trying if I know I'm not going to make the team anyway!
- Some people are born smart. I'm not one of them.
- Setbacks don't define me—they teach me.

2 Part 2: Reflect on Your Own Mindset

Think about a time when you struggled with something at school, home, or during an activity. Discuss the following with your partner:

- What was the challenge you faced?
- How did you feel when you first faced the challenge?
- Did you have a fixed mindset or a growth mindset?
 - I had a fixed mindset because:
 - I had a growth mindset because:


3 Part 5: Enthusiasm and Employers

Employers like to hire people who show enthusiasm and have a positive attitude. Coaches want players who are coachable and contribute positively to the team. Write down 2 ways you could show a positive attitude in school or at work:

- 1.
- 2.

PATHWAY TO POSITIVITY!

These tips and reminders can help you develop a growth mindset and feel more confident when facing challenges!

- 
- **Struggling is okay** – Everyone struggles sometimes. It helps you learn and grow.
 - **Face challenges head-on** – Try new things, and be excited to learn new skills and ideas, even if they're tough at first. Don't shy away from tough tasks; they make you stronger.
 - **Add "yet" to your thinking** – If something's hard now, just remember you'll get it with time. If you can't do something, just remind yourself you can't do it YET.
 - **Tough tasks make your brain grow** – It's okay to make mistakes. Making mistakes means you're trying, and that's how you improve. The harder the challenge, the more your brain learns.
 - **Celebrate fixing mistakes when you make them.** – Mistakes help you get better, so celebrate when you fix them.
 - **Set goals for yourself** – Small goals help you see how much you're improving over time.
 - **Check your mindset** – Think about whether you believe you can improve, and remind yourself you can.
 - **Notice your progress** – Look at how much you've already improved. It shows your hard work is paying off.
 - **Learn from others' success** – See how others reached their goals by working hard, and let it inspire you.
 - **Ask for feedback** – Feedback helps you grow, so don't be afraid to ask for it.
 - **Be kind to yourself** – Don't be hard on yourself when things are difficult. Learning takes time.

After reading over the tips above, choose three strategies you want to try to improve your mindset.

MY
PLAN



1.
2.
3.

Challenge: Growth Mindset Affirmation

Write your own positive mindset affirmation. This is something you can say to yourself when things get hard:

"I can (write your goal) _____

because (write your positive mindset reminder). _____



Lesson Four: Attitude and Growth Mindset

Dear Parents/Guardians,

Today in class, your child participated in an important lesson focused on developing a **positive attitude and mindset**, which is a key component of workplace readiness and personal success.

Lesson Overview:

- **Learning Goal:** Students learned how a positive mental attitude affects both personal and academic success, and why employers value enthusiasm, persistence, and a "can-do" attitude. They also discussed how failure can lead to success.

What We Did in Class:

1. Students shared personal experiences where their attitude helped them overcome challenges.
2. We introduced terms such as *mindset*, *failure*, *persistence*, and *enthusiasm*. Students learned the difference between a fixed and growth mindset.
3. We discussed two athletes: Steven Klaunch and Michael Jordan. We watched short videos on each highlighting how a growth mindset along with past failures led to their successes. This helped illustrate the importance of resilience and optimism.
4. Students worked with a partner to discuss examples of fixed vs. growth mindset and brainstorm strategies for maintaining a positive attitude.
5. Students created a "Pathway to Positivity Plan" where they identified strategies they can use to maintain a positive mindset in school and life.

How You Can Help at Home:

- **Encourage Growth Mindset Conversations:** Talk to your child about times when they faced challenges and discuss how their attitude affected the outcome. Emphasize that learning from mistakes or setbacks can make them stronger and more successful in the long run.
- **Celebrate Small Wins:** Encourage your child to celebrate progress, no matter how small, and remind them that persistence is key to improvement.
- **Positive Self-Talk:** Help your child practice positive self-talk, especially during difficult moments. Phrases like "I can do this" or "I will get better with practice" can boost their confidence.
- **Model Enthusiasm and Optimism:** Show enthusiasm in your own daily tasks and challenges. This can be a powerful example for your child and helps reinforce the idea that a positive attitude can lead to success in any area of life.

Thank you for your support as we continue helping students develop the skills they need for success both in school and in their future careers.

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Five

PROFESSIONAL COMMUNICATION

“Communication Counts! Can You Flip the Switch?”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	<ol style="list-style-type: none"> Students will understand the importance of professional communication in different settings. Students will identify appropriate communication styles for various scenarios.
Success Criteria	<ol style="list-style-type: none"> Students can identify formal and informal communication and can apply appropriately.
Materials Needed	<ol style="list-style-type: none"> whiteboard markers pre-made scenario cards (with different communication settings) student activity booklet (pages 12-15)
Vocabulary List	professional communication, context, formal, informal, tone, audience
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>(Introduction and Warmup)</p> <ol style="list-style-type: none"> (Slide 2) Read the quote, and ask students why they think communication is the key to personal and career success. (Slide 3) Review the lesson’s goal, highlighting that communication is important to success in life. <p>Activity 1 (Terms to Know)</p> <ol style="list-style-type: none"> (Slide 4) Discuss each of the six terms to know. <p>Activity 2 (Ways We Communicate)</p> <ol style="list-style-type: none"> (Slide 5) Talk with students about the different “Ways We Communicate”. Explain that professional communication includes emails, phone calls, face-to-face conversations, and more. Provide examples of situations where each type of communication is used (e.g., emailing a teacher, ordering at a restaurant, speaking in a job interview). <p>Activity 3 (Communication Counts)</p> <ol style="list-style-type: none"> In the student booklet on page 13, explain the importance of adapting communication styles (sometimes called flipping the switch or switching code) and read Tips for Positive Communication with the class and discuss each one. <p>Activity 4 (Formal vs Informal, and Adapting Styles) Sentence Sort</p> <ol style="list-style-type: none"> (Slide 6) “Formal or Informal; Do YOU Know the Difference” Divide students into small groups and give them a group of statements (in baggies). Have them identify which communication is “Formal” and “Informal” and group them together. For example, “Hey, what’s up?” would be grouped with Informal and “Hello, how are you?” would be considered formal. Discuss how communication style should change depending on the setting and audience. Collect sentence strips when done. Adaptation: Read each statement, and have students hold up a formal or informal card which can be distributed beforehand). <p>Activity 5 (Non-verbal Communication)</p> <ol style="list-style-type: none"> (Slide 7) Read the quote by Marlee Matlin and discuss the meaning. (So much of how we communicate is not by speaking.) (Slide 8) Verbal vs Non-Verbal. Point out to students that approximately 93% of the way we communicate is non-verbal (not speaking) which is why it’s important that we pay attention to our tone, body language, etc. (Slide 9) Have students turn to page 12 in their booklets and review the types of non-verbal communication. (Slide 10) While tone is attached to words, often it’s the tone – not the words – that carry more meaning. Direct students to turn to page 14 in their student booklets. Read each sentence and call on a volunteer to pick one of the tones/emotions and to call on a classmate to say/read it in that manner.

	<p>5. Ask if students if they have ever been misunderstood by the tone they used or by their body language. Discuss how tone can completely change the meaning of a statement and how important it is to be mindful of this and to communicate appropriately.</p> <p>Activity 6 (Email Etiquette) If time allows...If not, skip to slide to wrap up.</p> <ol style="list-style-type: none"> 1. Ask students if they've ever emailed their teachers or principal like they texted their friends? Such as "Hey, do you have my paper graded yet?" (Have volunteers share.) Briefly discuss why we might communicate differently with friends versus professionals. 2. (Slide 11) Begin with "Two Truths and a Lie" about communication. <ul style="list-style-type: none"> o "Most communication is verbal. (Lie) o "You should not use emojis in professional emails." (True) o "Slang like "IDK" shouldn't be used in formal communication." (True) 3. Ask students to identify the lie and discuss why 2 and 3 are not suitable in professional communication. 4. Read over directions in the student booklet "Put Your Skills to the Test" on page 15 of the student booklet, and have students write a sample email. Allow volunteers to share answers.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Recap (5 minutes)</p> <ol style="list-style-type: none"> 1. (Slide 11) Invite students to share one new thing they learned and how they might use it in real life. 2. Ask them how formal and informal language are different and when they should use each. 3. Encourage volunteers to explain how non-verbal language affects their communication. 4. Remember to collect booklets before students leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)

Extras (Use as Needed)

Extension Activities	<ol style="list-style-type: none"> 1. Professional Communication Journal: <ul style="list-style-type: none"> o Have students keep a journal for one week, recording different communication scenarios they encounter. They should note the type of communication (email, text, conversation), the audience, and how they adjusted their communication style. At the end of the week, ask them to reflect on what they learned about effective communication. 2. Create a Communication Guide: <ul style="list-style-type: none"> o Students can work in small groups to create a "Communication Guide for Middle School Students." This guide should include tips for writing professional emails, making phone calls, and speaking in different contexts. The guide can be shared with other classes or used as a resource in the classroom. 3. Classroom Debate: <ul style="list-style-type: none"> o Host a classroom debate on a topic relevant to the students' interests. Emphasize the importance of clear and respectful communication, active listening, and using facts to support their points. This activity helps students practice speaking clearly and persuasively in front of an audience. 4. Interview a Professional: <ul style="list-style-type: none"> o Invite a guest speaker (e.g., a local business owner, teacher, or community leader) to discuss why professional communication is important in their job. After the talk, students can prepare questions and practice their professional communication skills during a Q&A session.
----------------------	--

Slide One



Slide Two

**"TO SUCCEED IN LIFE, YOU NEED TWO THINGS:
A GOOD ATTITUDE
AND GOOD COMMUNICATION."**

Author Unknown



Slide Three



TODAY'S GOALS

- Learn why good communication is important in different places, like work or school.
- Practice using the appropriate way to talk and listen in different situations.

Slide Four

WORDS TO KNOW



- 1 Audience** – The person or people you are talking to or writing for.
- 2 Professional Communication** – Speaking or writing in a kind and respectful way, especially at school or work.
- 3 Context** – Where and when something happens, which helps you decide how to talk or act.
- 4 Tone** – The way your voice or words show how you feel, like happy, serious, or excited.
- 5 Formal** – A serious and polite way of talking, used in places like school, work, or with adults.
- 6 Informal** – A relaxed way of talking, like when you're with friends or family.

Slide Five

Texting
Sending short messages through a phone or app. You should use complete sentences and be respectful, especially when texting teachers or adults.

Social Media (Online)
Communicating on platforms like Instagram or messaging apps. It's important to be polite and think about how your words may be read by others.

Face-to-Face
This is when you talk directly to someone, like having a conversation in person. It's important to use a clear voice, good body language, and listen carefully.

Body Language
How you use your face, hands, and body to show what you mean without words. For example, nodding your head can mean "yes," and crossing your arms might show you're upset.

Email
Writing a formal message online, often used for school or work. Emails should be polite, with clear language, proper greetings, and a respectful closing.

Cell Phone
When you can't talk in person, phone calls let you communicate using your voice. You need to speak clearly and politely because the other person can't see your face or body language.

Ways We COMMUNICATE

Slide Six

FORMAL?

INFORMAL?

Do YOU know the difference?

Slide Seven

"THE POWER OF COMMUNICATION LIES IN UNDERSTANDING, NOT IN THE ABILITY TO SPEAK."

– MARLEE MATLIN

a deaf actress and advocate



Slide Eight

DID YOU KNOW?

How much communications is **Verbal** (speaking) vs. **Nonverbal** (body language)

Experts say that most of what we communicate is nonverbal – that means through things like tone of voice, facial expressions, body language, and gestures, not just the words we say.

Why it's important:

Even if you say something kind, if your face looks angry or your voice sounds rude, the other person might not believe your words. So, it's super important to make sure your tone and body language.



- **7% Words** (what you say)
- **38% Tone of voice** (how you say it)
- **55% Body language** (your face, hands, posture)



Slide Nine

NON-VERBAL

Page 12 in your booklet

- Tone (HOW you say it)
- Movement and Posture
- Gestures
- Touch



- Facial Expressions
- Eye Contact
- Personal Space



Slide Twelve

FINAL THOUGHTS



1 What did we learn about communication today?

2 What's the difference between formal and informal language? When should you use each?

3 How does non-verbal language affect how you communicate?

Slide Ten

IT'S NOT WHAT YOU SAID;
IT'S HOW YOU SAID IT!



Nice boots!

I have a question.

Can I get some help?

Did you get a haircut?

I really liked the end of the story.

Slide Eleven

TWO TRUTHS AND A LIE

?

?

?

1

2

3

"Most communication is verbal (talking)."

"You should not use emojis in professional emails."

"Slang like 'IDK' shouldn't be used in formal communication."

?

?

Non-Verbal Communication

Communicating without Talking

TONE

Tone (How You Say It):

The way you say something is just as important as the words you use. If you speak in a calm, kind, and friendly voice, people will think you are nice and easy to talk to. A gentle voice can help others feel respected and heard..



FACIAL EXPRESSIONS

Facial Expressions (What Your Face Shows):

Your face shows how you feel. Smiling, raising your eyebrows to show interest, and nodding while someone is talking are great ways to show you're paying attention and being friendly.

MOVEMENTS AND POSTURE

Movements and Posture (How You Sit, Stand, and Move):

How you hold your body sends a message. Standing or sitting up straight shows you're paying attention. Try not to slouch. Keep your arms relaxed and open to show that you're listening and ready to talk.



GESTURES

Gestures (Hand and Body Movements):

We use our hands to wave, point, or show how we feel. These movements can help people understand what we're saying. But remember—some gestures mean different things in other places, so be careful how you use them.



EYE CONTACT

Eye Contact (Looking at Someone's Eyes):

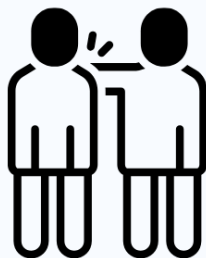
Looking at someone when they talk shows you're interested and paying attention. Eye contact can also show that you're being honest and confident. You don't need to stare—just look at them for a few seconds at a time.



TOUCH

Touch (Using Your Hands to Communicate):

Touch can send a message too, like a handshake or a pat on the back. But not everyone likes to be touched. It's usually best not to touch others unless it's something polite, like a handshake, and only when it's the right time.



PERSONAL SPACE

Personal Space (How Close You Stand):

People like to have space around them. Standing too close might make someone feel uncomfortable. A good rule is to stay about an arm's length away, unless it's someone you know really well.



Communication Counts!

Tips for Professional Communication

email

- Start with a polite greeting (e.g., "Dear Mr. Smith," or "Hi, Mrs. Johnson,").
- Be clear (and to the point) about why you are writing.
- Use complete sentences and check your spelling and grammar.
- End with a polite closing (like "Sincerely," or "Thank you,").



text or message

- Use full words and sentences (avoid slang or abbreviations).
- Be polite and get to the point quickly.
- End with a "Thank you" or "Looking forward to your response."



face to face

- Make eye contact and smile.
- Use a polite tone and be respectful.
- Listen carefully and don't interrupt.
- Ask questions if you don't understand something.



phone

- Introduce yourself first (such as "Hi, my name is Austin Parker,").
- Speak clearly and slowly.
- Explain why you are calling and what you need.
- Thank the person for their time at the end of the call.



Ask for help

- Be polite and specific ("Could you please explain that again?" or "I'm not sure I understand; could you explain it in another way?").
- Don't be afraid to ask questions if you are unsure.
- Thank the person for their help.

HELP!

It's not WHAT you said.
It's HOW you said it!

Tone or Emotions

- 
- Excited
 - Bored
 - Angry
 - Sad
 - Sarcastic
 - Nervous
 - Happy

- 
- 
- Confused
 - Tired
 - Proud
 - Embarrassed
 - Annoyed
 - Surprised
 - Friendly
 - Shy

"I'm fine."

"You got your hair cut."

"Whatever you say."

"That's great."

"I can't believe it."

"Thanks a lot."

"I guess that's okay."

"You're really here."

"We're done."

"That's my seat."

"Do I have to?"

"Let's go."

"Wait a minute."

"I didn't know that."

"You always do that."

"It's up to you."

"They won at the last minute."

"Is that a new outfit?"

"The cafeteria is serving
broccoli and PB&J again."

FORMAL

Language



FORMAL

Language





Put Your Skills to the Test!

Name _____ Date _____

Think about it.

Why are the email tips below important?

- Start with a polite greeting ("Dear Mr. Smith," or "Hello, Mrs. Johnson,").
- Be clear and concise about why you are writing.
- Use complete sentences and check your spelling and grammar.
- End with a polite closing ("Sincerely," or "Thank you,").



Directions: Write a short email to your teacher asking for help with a homework assignment. Use the email tips above! Remember that communication is key! Being clear, polite, and professional will help you succeed in any situation.



New Message



To _____

Subject _____

SEND





Lesson Five: Communication

Dear Parents and Guardians,

Today in class, we had an engaging lesson on the importance of **professional communication**. Our 7th-grade students learned about the different ways we communicate in various settings, such as school, home, and the workplace. We explored how using the right communication style can help them express themselves clearly and respectfully in any situation.

What We Learned:

- **Types of Communication:** Students learned about different forms of communication, such as emails, phone calls, face-to-face conversations, and texting.
- **Context Matters:** We discussed how communication style should change depending on the audience and setting. For example, how we speak to a teacher might differ from how we talk to a friend.
- **Communication Tips:** We reviewed practical tips for each type of communication, such as using a polite tone, starting emails with a greeting, and asking for clarification when needed.

How You Can Support Learning at Home:

To help reinforce these communication skills at home, here are a few activities you can try:

1. **Practice Emails:** Encourage your child to write a practice email to you or another family member. They can ask for permission to do something or request help with a chore. Guide them to use a polite greeting, clear language, and a respectful closing.
2. **Role-Playing:** Role-play different scenarios with your child, such as calling a doctor's office to make an appointment or asking a teacher for help with an assignment. This can help them practice speaking clearly and using a polite tone.
3. **Family Conversations:** During family meals, take turns speaking about a topic. Encourage your child to practice listening carefully, making eye contact, and speaking respectfully.
4. **Texting Practice:** When your child sends a text, encourage them to use complete sentences and proper grammar, especially when messaging adults or professionals. This helps build good habits for more formal communication.
5. **Discuss Different Situations:** Talk with your child about different situations where they might need to adjust their communication style. Discuss what is appropriate in a casual setting with friends versus a more formal setting, like a classroom or a job interview.

By practicing these skills, students will become more confident and effective communicators, which will benefit them in school, future jobs, and personal relationships.

Thank you for supporting your child's learning and development. If you have any questions or would like additional resources, please feel free to contact your child's principal.

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Six

WORK ETHIC

“Level Up Your Life! Work Ethic: The Secret Sauce of Success!”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	Students will understand the concept of work ethic and its importance in school and future careers.
Success Criteria	Students will identify characteristics of a strong work ethic and apply them through various situations.
Materials Needed	Laminated scenarios
Vocabulary List	Punctuality, Responsibility, Perseverance, Attention to detail, Initiative, Teamwork
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 - Introduction to Work Ethic</p> <ol style="list-style-type: none"> (Slides 1, 2) Start by asking students what they think "work ethic" means. Encourage them to share words or phrases that come to mind. Explain that work ethic means doing your best, showing up on time, and finishing what you start, even when it’s hard. It’s about having a good attitude toward school, jobs, or any responsibility. <p>Activity 2 - Vocabulary Introduction (slide 3)</p> <ol style="list-style-type: none"> (Slide 3) Introduce characteristics of strong work ethic. Ask students if they have observed these traits in someone they know (like a teacher, family member, or coach). <p>Activity 3 – Work Ethic Samples</p> <ol style="list-style-type: none"> (Slide 4) Read the sample scenarios to discuss aloud as a class (lead class discussion). <ul style="list-style-type: none"> You’ve been given a group project, but one of your team members isn’t doing their part. How do you handle it? You are falling behind on a big assignment that’s due in two days. What do you do? Your coach asks you to practice extra, even though you’re already tired. What’s the best approach? (Slides 5-8) Lead the class through the 4 practice work ethic scenarios before giving them group cards. You have 4 additional scenarios in the student booklet if time allows or if you need extra. (page 36 in student booklet) <p>Activity 4 – Work Ethic in Action</p> <ol style="list-style-type: none"> (Slide 9) Display the Team Talk directions while students are working in their groups. Break students into small groups or partners. Distribute laminated “Work Ethic Scenario” cards. There are 6 of each, so you can give groups all six, or assign certain ones to certain groups as appropriate. Each group will discuss the scenario(s) and will decide how someone with a strong work ethic would respond. When everyone has finished, call on each group to share their scenario and their answers and lead the class in a thoughtful discussion about work ethic. Talk about how various responses could lead to positive and negative outcomes. (Collect the laminated cards when done.)
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (5 minutes) Slide 10</p> <ol style="list-style-type: none"> What did you learn about work ethic today? How can you apply a strong work ethic in school? In future jobs? What is one way you will improve or demonstrate your work ethic this week? Remember to collect student booklets before you leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)

Extras (Use as Needed)

Extension Activities

Work Ethic Journal

Ask students to keep a journal for a week, reflecting daily on how they demonstrated a strong work ethic in school, at home, or during extracurricular activities. They should note specific actions, challenges faced, and how they overcame them.

Interview with a Role Model

Have students interview a family member, teacher, coach, or mentor about how they demonstrate a strong work ethic in their job or life. They can ask questions about the importance of work ethic, challenges, and advice for developing good habits. Students can share their findings to the class.

Work Ethic in the News

Assign students to find news articles or stories where strong work ethic has played a role in someone's success. They can share these stories in small groups or present them to the class, discussing how work ethic made a difference in the outcome.

Create a Work Ethic Poster

Have students design posters that showcase the characteristics of a strong work ethic (punctuality, perseverance, responsibility, etc.). Display these around the classroom or school as reminders.

Slide One



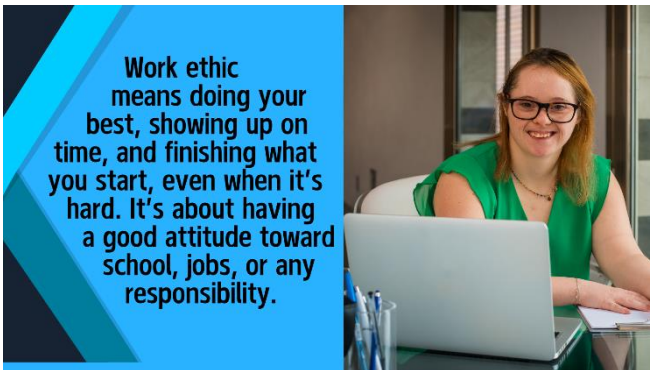
Slide Five

Scenario 1

Ryan works at a grocery store where he's responsible for restocking and checking for expired items. Even though it's almost time to go home, Ryan takes the time to check for expired products and finish his task correctly, to make sure the store stays organized and safe for customers.

Did Ryan make the right choice?

Slide Two



Scenario 2

Jake stays up late scrolling through his social media and feels exhausted the next morning. He promised to help his neighbor mow the lawn for extra cash, but now doesn't feel like going. He texts his neighbor that he's too tired and skips the job.

Did Jake make the right choice?

Slide Three

KEY TERMS

- **Punctuality:** Being on time and reliable.
- **Responsibility:** Completing tasks without excuses.
- **Perseverance:** Pushing through challenges and not giving up.
- **Attention to detail:** Doing things thoroughly and carefully.
- **Initiative:** Taking action without being asked.
- **Teamwork:** Collaborating well with others.



Scenario 3

Sydney works part-time at a grocery store and her friends invite her to a concert. Even though it's during her shift, she tells her friends she can't go because she has a responsibility to her job and doesn't want to lie to her boss.

Did Sydney make the right choice?

Slide Four

- You've been given a group project, but one of your team members isn't doing their part. How do you handle it?
- You are falling behind on a big assignment that's due in two days. What do you do?
- Your coach asks you to practice extra, even though you're already tired. What's the best approach?

**WORK
ETHIC
WARM-UP**

Scenario 4

Mia realizes she forgot to complete her math homework. Her classmate offers to let her copy their answers, but Mia decides not to cheat and tells the teacher she didn't finish the assignment, accepting the consequence.

Did Mia make the right choice?

Slide Nine



TEAM TALK

As a group, talk about the situations in the scenarios your instructor gave you, and answer the questions. Groups should be ready to share their answers with the class.

Slide Ten

Wrap-up and Reflection

- What did you learn about work ethic today?
- How can you apply a strong work ethic in school? In future jobs?
- What is one way you will improve or demonstrate your work ethic this week?



Work Ethic Scenarios

Scenario 1

Ryan works at a grocery store where he's responsible for restocking and checking for expired items. Even though it's almost time to go home, Ryan takes the time to check for expired products and finish his task correctly, to make sure the store stays organized and safe for customers.

Did Ryan make the right choice?

Scenario 5

Jamal accidentally breaks his sister's phone. Instead of telling her and offering to pay for repairs, he hides it and hopes no one will notice.

Did Jamal make the right choice?

Scenario 2

Jake stays up late scrolling through his social media and feels exhausted the next morning. He promised to help his neighbor mow the lawn for extra cash, but now doesn't feel like going. He texts his neighbor that he's too tired and skips the job.

Did Jake make the right choice?

Scenario 6

Jasmine arrives five minutes late to her part-time job. Instead of asking a coworker to clock her in early, she clocks in for the actual time she arrived and apologizes to her boss for being late.

Did Jasmine make the right choice?

Scenario 3

Sydney works part-time at a grocery store and her friends invite her to a concert. Even though it's during her shift, she tells her friends she can't go because she has a responsibility to her job and doesn't want to lie to her boss.

Did Sydney make the right choice?

Scenario 7

In a group project, Tyrique is responsible for researching part of the assignment. He feels it's too much work and copies content from an online source and takes credit for writing it.

Did Tyrique make the right choice?

Scenario 4

Mia realizes she forgot to complete her math homework. Her classmate offers to let her copy their answers, but Mia decides not to cheat and tells the teacher she didn't finish the assignment, accepting the consequence.

Did Mia make the right choice?

Scenario 8

Morgan works at a fast-food restaurant, and her boss asks her to stay an extra hour because the team is shorthanded and overwhelmed. Even though she's tired, Morgan agrees to stay and help her coworkers, knowing it will make their shift easier.

Did Morgan make the right choice?

Ethically, what would YOU do?

Academic Integrity

Scenario:

Your group is working on a research project, and one group member suggests that they should just copy information from a website and pretending they wrote it themselves because they're running out of time. Another member feels this is cheating but isn't sure how to address it.

Questions for Discussion:

- What can happen if you copy someone's work without giving them credit?
- How can your group fix this and make sure all the work is your own and gives credit where it should?
- What are some other ways to finish the project on time without copying?

Sharing Sensitive Information

Scenario:

A friend shares with your group that they are struggling with a personal issue, like a family problem or feeling anxious about school. One group member is unsure if they should tell a teacher or keep it private.

Questions for Discussion:

- When should you tell an adult something private or serious about a friend?
- How can your group help your friend without sharing too much of their private business?
- What could happen if you keep it a secret, and what could happen if you tell an adult?

Ethically, what would YOU do?

Fairness in Group Work

Scenario:

In a group project, one member isn't contributing to the work and other members are frustrated. The group wants to say something but is worried about causing problems. Plus, they don't want the group member to be mad.

Questions for Discussion:

- How can the group talk about someone not helping without being mean or hurtful?
- What can the group do to make sure everyone helps out and does their part?
- What should they do if the problem keeps happening even after they tried to fix it?

Peer Pressure or Bullying

Scenario:

During lunch, a group of students is making fun of a classmate who is different from the rest. One of your group members wants to join in to fit in with the group but knows it's wrong.

Questions for Discussion:

- What can happen if you join in or don't stop bullying when you see it?
- How can someone stand up for a classmate without being rude or causing more problems?
- What should you do if standing up to bullies makes you feel nervous or uncomfortable?

Ethically, what would YOU do?

Finding Lost Property

Scenario:

You find a phone on the school bus. It's clearly valuable, but there's no one around to claim it. You're tempted to keep it but also know it's not yours.

Questions for Discussion:

- Is it okay to keep something that doesn't belong to you if you find it? Why or why not?
- How should you handle the situation to make sure the phone is returned to its owner?
- What are the steps to take if you don't know who the owner is?

Working on a Poster

Scenario:

You're working on a poster in class. You feel tired and want to rush through it, but you know it's not your best work.

Questions for Discussion:

- What may happen if you rush through instead of giving your best?
- Why should you try your best even when you feel tired or don't want to?
- How can finishing your work carefully help you learn more?
- What are some ways you can stay motivated to do good work?

Ethically, what would YOU do?

Cheating on a Quiz

Scenario:

During a quiz, a student notices that a classmate is looking at their answers. The classmate asks if they can share their answers because they don't know all the answers and don't want to fail. The student isn't sure whether to help them or report the situation.

Questions for Discussion:

- What are the possible consequences of cheating for both the student and the classmate?
- How can the student handle the situation ethically and responsibly?
- How can you help a classmate without breaking the rules or hurting your own learning?

Including Others

Scenario:

A group of friends is planning a weekend outing and decides to leave out a new student who hasn't made many friends yet. You're uncomfortable with this decision and want to talk to the group about it.

Questions for Discussion:

- What happens when someone gets left out of a group activity?
- How can you speak up to make sure everyone gets a chance to join in?
- What could you say to your group to help include others and be fair?



Lesson Six: Work Ethic

Dear Parents/Guardians,

Today in class, your child participated in a lesson focused on the importance of **work ethic**. This lesson is part of our ongoing effort to help students develop skills that will benefit them in school, future careers, and life in general.

What We Learned:

Students explored the concept of **work ethic**, which refers to a set of values centered on hard work, responsibility, and perseverance. We discussed the characteristics of a strong work ethic, such as:

- **Punctuality:** Being on time and reliable.
- **Responsibility:** Completing tasks without excuses.
- **Perseverance:** Pushing through challenges and not giving up.
- **Attention to detail:** Doing things thoroughly and carefully.
- **Initiative:** Taking action without being asked.
- **Teamwork:** Collaborating well with others.

Through group discussions centered around scenarios, students applied these ideas to real-world scenarios and practiced making decisions that demonstrate a strong work ethic.

How You Can Help at Home:

To reinforce these lessons at home, here are some activities you can do together:

1. **Set Personal Goals Together**
Help your child set a specific goal for school or a home responsibility (such as completing homework, helping with chores, or finishing a project). Encourage them to work toward this goal with persistence and responsibility, even when it's challenging.
2. **Discuss Role Models**
Talk about people you know (family members, coaches, community leaders) who demonstrate a strong work ethic. Ask your child to reflect on what they admire about these individuals' dedication and effort.
3. **Encourage Responsibility**
Give your child small, manageable tasks at home that they can be responsible for, such as taking care of a pet, helping with dinner, or organizing their room. Praise their efforts when they show initiative or complete the task without reminders.
4. **Reflect on the Day**
At the end of the day, ask your child to share one example of how they demonstrated work ethic at school or home. What went well? What could they improve? This daily reflection helps them build awareness of their actions and habits.

We appreciate your support in helping your child develop these important life skills. With a strong work ethic, they'll be better prepared for both academic success and future opportunities.

Thank you for being a part of this learning journey!

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Seven

ESSENTIAL WORKPLACE SKILLS

“Skills to Pay the Bills: Essential Workplace Know-How”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	Students will understand the qualities employers value most and explore how these work habits align with their behaviors at school and at home.
Success Criteria	Students can identify workplace skills employers want and can explain how these habits align with behaviors at school/home.
Materials Needed	Chart Paper, Markers, student activity booklet, workplace habit cards
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 - Introduction (5 minutes)</p> <ol style="list-style-type: none"> (Slide 2) Discussion Starter: Lead class discussion on the skills students will need to succeed in a job, drawing from past lessons as well. <p>Activity 2 - Exploring Workplace Qualities (Slides 3 and 4)</p> <ol style="list-style-type: none"> Discuss the types of qualities that are important to an employer. <ul style="list-style-type: none"> Attitude: <ul style="list-style-type: none"> Discuss: "How does your attitude show up at school and at home?" Examples: Being positive even when things are tough, showing enthusiasm in class, being on time for school. Image and Appearance: <ul style="list-style-type: none"> Discuss: "Why is how you present yourself important in different areas of life?" Examples: Looking neat for a presentation in school, dressing appropriately for different activities at home or in public. Communication Skills: <ul style="list-style-type: none"> Discuss: "How do you communicate with friends, teachers, or family members?" Examples: Making eye contact when talking, listening actively, speaking kindly. Connect to work: Good communication helps you work better with others, whether it’s in school or at home, and employers value it in the workplace. Job Skills: <ul style="list-style-type: none"> Briefly explain that specific skills (like math or reading) are important, but that employers care about how well you use those skills while also working well with others and staying positive. Explain: Employers care not just about how well you can do a specific task, but how you behave, how you work with others, and how reliable you are. These are qualities that show up in all areas of life - at school, at home, and eventually at work. Our goal today is to see how these qualities and habits are valuable everywhere, not just at work. <p>Activity 3: Connecting Traits to Everyday Life</p> <ol style="list-style-type: none"> Brainstorm Positive Traits: <ul style="list-style-type: none"> Ask students to identify positive personality traits that are valued in school, at home, or at work (e.g., friendly, dependable, etc.). Discussion: Explain that these traits are valued because they show you can be trusted and helpful in many areas of life. For example: <ul style="list-style-type: none"> "Being dependable" means people can count on you to do what you say you will do. (showing up on time, and finishing tasks without needing reminders). "Being friendly" means acting kind, helpful, and caring toward others (making people feel welcome and included).

	<p>Activity 4: Sample Workplace Habits</p> <p>1. (Slide 4) Although there are many work habits employers see as valuable there are five that are at the top of the list. Introduce the five definitions on slide four: time management, teamwork, adaptability, punctuality, problem solver. These are important at school, on the ball field, at home.</p> <p>Activity 5: Workplace Roleplay (Laminated cards)</p> <ol style="list-style-type: none"> 1. Divide students into small groups. 2. Distribute a set of laminated cards with different work scenes. (They are numbered 1-9.) Assign groups a card number (or more) to read. 3. Groups will roleplay their assigned work situation and identify the work habits evident or not evident in the scenario. As a group they will decide how the behavior impacts the workplace and coworkers. Next, groups should agree on a better way to handle the situation using positive work habits, and rewrite the script. When groups are ready, ask groups to act out both the original workplace scenario and their second, improved version. <p>Activity 6: Workplace Challenges (If time permits)</p> <ol style="list-style-type: none"> 4. If time permits, students (either individually or in partners or small groups) can read and complete challenges 1-3 on pages 16-18 in the student booklet. You could also read these aloud as a teacher-led activity depending on the needs of the class. <p>Reflection (Slide 5)</p> <ol style="list-style-type: none"> 1. Prompt: "Think about one quality that you show at school or home that an employer might value. How does this quality help you in your everyday life? How might it help you in a job one day?" 2. Discussion: If students are comfortable, ask a few to share their reflections with the class.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (Slide 6)</p> <ol style="list-style-type: none"> 1. Summarize the key points: <ul style="list-style-type: none"> ○ Employers value many of the same qualities you already use at school and home. ○ Qualities like attitude, communication, and being dependable help you succeed in all areas of life. 2. Encouragement: Remind students that practicing these positive qualities in everyday situations builds habits that will be useful both now and in the future. 3. Remember to collect student booklets before you leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
Extras (Use as Needed)	
Extension Activities	<p>Classroom Work Habit Challenge:</p> <ul style="list-style-type: none"> • Over a week, challenge students to demonstrate key work habits (e.g., positive attitude, organization, or good communication) in their daily schoolwork or behavior at home. • Create a chart where students track their actions and reflect on how they aligned with what employers value. <p>Community Guest Speaker:</p> <ul style="list-style-type: none"> • Invite a local business owner or HR professional to talk to the class about the work habits they look for in employees. Students can prepare questions to ask about how these qualities relate to their schoolwork or home life. <p>Classroom Business Simulation:</p> <ul style="list-style-type: none"> • Organize a classroom business where students take on different roles (e.g., manager, customer service, cashier). • Throughout the activity, focus on the work habits of attitude, communication, and appearance, and reflect on how they contributed to the "business" success.

Slide One



Slide Five

REFLECT AND CONNECT

- Think about one quality that you show at school or home that an employer might value.
- How does this quality help you in your everyday life?
- How could it help you in a job one day?"



Slide Two



Slide Six



WRAP-UP

- Employers value many of the same qualities you already use at school and home.
- Qualities like attitude, communication, and being dependable help you succeed in all areas of life.
- Practicing these positive qualities in everyday situations builds habits that will be useful both now and in the future.



Slide Three



Slide Four

TIME MANAGEMENT

Using time wisely to complete tasks efficiently.

ADAPTABILITY

The ability to adjust to new situations or changes

PUNCTUAL

On time

TEAMWORK

Working well with others to achieve a common goal.

PROBLEM SOLVING

Finding solutions when challenges arise.

Workplace Habits (Task Cards)

Characters:

- Taylor (teen worker)
- Manager
- Coworker

1

Manager: (checking the schedule) Taylor, I know you're scheduled for the front desk, but we're short-staffed in the kitchen today. Can you help out there for a couple of hours?

Taylor: (irritated) That's not my job. I don't like working in the kitchen. It's too hot!

Coworker: (encouraging) It's just for today. We could really use your help.

Taylor: (shaking head) Nope. I signed up for the front desk, not kitchen duty. Why can't someone else do it?

Characters:

- Jordan (teen worker)
- Coworker
- Manager

2

Jordan: (stressed) This machine isn't working, and I don't know how to fix it. I'm just going to leave it and hope someone else can figure it out.

Coworker: (trying to help) Did you try restarting it? Or maybe check the manual?

Jordan: (frustrated) No, I don't want to mess with it. It's too complicated.

Manager: (walking by) Jordan, is everything okay with the machine?

Jordan: (hesitant) Uh... yeah, it's fine. Someone else can handle it.

Characters:

- Alex (teen worker)
- Coworker
- Manager

3

Manager: (looking at Alex's outfit) Alex, are you aware of the dress code? We're supposed to wear uniforms and keep things professional.

Alex: (defensive) Yeah, but it's just a part-time job. No one cares what I wear.

Coworker: (whispering) Customers do notice. It's kind of important, especially since we're the first people they see.

Alex: (shrugging) Whatever. If they don't like it, that's their problem.

Workplace Habits

Characters:

- Anthony (teen worker)
- Supervisor
- Customer

4

Supervisor: (frustrated) Anthony, this is the third time this week you're late for your shift.

Anthony: (yawns) Yeah, I know. Traffic was bad, and I was on my phone late and didn't sleep well.

Customer: (waiting) Excuse me, are you going to help me with my order?

Anthony: (annoyed) Just a minute, I'm talking to my boss.

Characters:

- Kai (teen worker)
- Supervisor
- Coworker

5

Supervisor: Kai, I need you to stack those boxes in the back, like I showed you—heavy ones on the bottom.

Kai: (nodding but distracted) I got it.

Coworker: (glances over) Kai, you're stacking them wrong. Didn't the boss say to put the heavy ones on the bottom?

Kai: (shrugs) Whatever. I don't think it has to be stacked like that. It's faster this way.

Characters:

- Blake (teen worker)
- Coworker
- Manager

6

Coworker: (carrying heavy boxes) Blake, can you give me a hand? We're behind on restocking.

Blake: (sitting, playing on phone) Hold up; I'm texting my girlfriend. It's not going to take that long!

Manager: (walks by) Everything going okay here?

Coworker: (hesitates) Uh, sure... we're a little behind, but I think we'll catch up.

Workplace Habits

Characters:

- Kierra (teen worker)
- Supervisor
- Coworker

7

Supervisor: (looks at clock) Kierra, where were you yesterday? You missed your shift without calling in.

Kierra: (casually) Oh, I just wasn't feeling it, so I stayed home.

Coworker: (surprised) You didn't tell anyone? I had to cover for you, and I missed my game!

Kierra: (shrugs) I didn't think it would be a big deal. I knew you had my back!

Characters:

- Riley (teen worker)
- Coworker
- Manager

8

Riley: (grumbling) Ugh, I hate doing the cleaning tasks! Why do I always get stuck with this?

Coworker: (calmly) It's part of the job. We all have to do it.

Riley: (rolling eyes) Well it's gross, and I shouldn't have to do it. I don't get paid enough!

Manager: (hearing the complaints) Riley, is there a problem?

Riley: Yeah, I'm living the dream!

Characters:

- Marcus (teen worker)
- Customer
- Manager

9

Customer: (politely) Excuse me, can you help me find where the shampoo is?

Marcus: (annoyed) Ugh, I guess... it's somewhere over there. (waves hand vaguely)

Customer: I still don't see it.

Marcus: Well if you don't see it, we must not have any.

Manager: (overhearing) Marcus, can I see you for a second? Is everything okay?

Marcus: (sighs) I'm just tired of customers bothering me with all these questions. It's a constant interruption, and I can't get anything else done!

Play 1: "Who Takes the Shift?"

CHALLENGE 1

Characters:

- Jordan
- Benton
- Manager
- Narrator

WHO TAKES THE SHIFT?

Narrator: Two employees at a grocery store are arguing about who should cover the weekend shift.

Jordan: I can't work this weekend. I already made plans with my family!

Benton: Well, I worked last weekend, so it's your turn. No way I'm giving up my day off again.

Jordan: That's not right! I always end up covering weekends. You should take it this time.

Benton: But I already did my part. You knew the schedule changes from week to week.

Narrator: The manager overhears the argument and steps in.

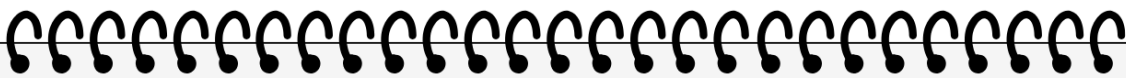
Manager: What's going on here?

Jordan: Benton's refusing to cover the weekend shift even though I did it last time.

Benton: I already worked last weekend! It's Jordan's turn.

Manager: We need to sort this out quickly. The weekend shift is busy and is extremely important for keeping things running smoothly.

Narrator: The manager is waiting for them to resolve the situation.



What's the best way for Jordan and Benton to handle this?

How should the manager help them find a fair solution?

Play 2: “The Missing Inventory”

CHALLENGE 2

Characters:

- Avery
- Sam
- Assistant Manager
- Narrator

THE MISSING INVENTORY

Narrator: In a grocery store, two employees, Avery and Sam, notice that inventory is missing. They begin discussing who’s responsible.

Avery: I just checked the stockroom, and we’re short on several items. Weren’t you supposed to do inventory last night?

Sam: I did, but everything seemed fine when I left. Maybe someone else messed with it after I clocked out.

Avery: I don’t know about that. The manager will want to know why this keeps happening.

Sam: Are you suggesting I didn’t do my job? That’s not fair.

Avery: I’m just saying that you were the last one here.

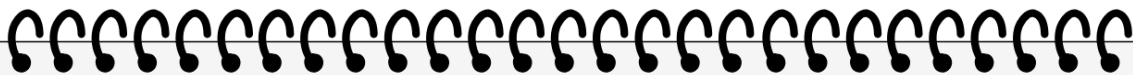
Narrator: The assistant manager enters.

Assistant Manager: I’ve been hearing rumors about missing inventory. We are short on paper towels and dried dog food along with several other things. What’s the story?

Avery: I know we’re short on several stock items again, and Sam did inventory last night.

Sam: I did everything exactly right! This could’ve happened after my shift.

Assistant Manager: We need to get to the bottom of this and figure out why this keeps happening. Any ideas on how we can avoid this in the future?



How should Avery and Sam handle the missing inventory situation?

What should the assistant manager do to prevent this issue going forward?

Play 3: "Late to the Meeting"

CHALLENGE 3

Characters:

- Mia
- Quinton
- Josh
- Narrator

LATE TO THE MEETING

Narrator: Three employees, Mia, Quinton, and Josh, are preparing for a big presentation. However, Josh has arrived late, and the group is frustrated.

Mia: Josh, you're late again. We've been waiting for 20 minutes!

Quinton: This is the third time this week. We can't keep delaying these meetings because you're not on time.

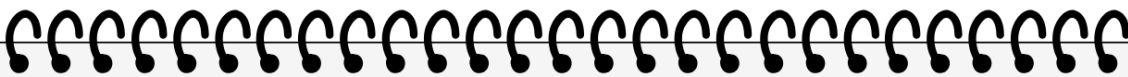
Josh: I'm sorry, but I had an emergency this morning. It won't happen again.

Mia: That's what you said last time. We need to be able to rely on you if we're going to get this presentation done.

Quinton: It's affecting the whole team. If you're not here on time, we're behind schedule.

Narrator: Tension rises as Josh tries to explain while Mia and Quinton look increasingly frustrated.

Josh: I know, I'm really sorry. I'll stay late to make up for the time if I have to.



What's the best way for Mia, Quinton, and Josh to resolve this issue?

How should they handle Josh being late moving forward to keep the project on track?



Lesson Seven: Essential Workplace Skills

Parents/Guardians,

Today in class, your child participated in a lesson focused on the **essential qualities that employers look for** in potential employees. While the lesson was framed around the workplace, we emphasized how these qualities such as attitude, appearance, communication skills, and job-related skills are valuable in everyday life at school and at home.

What We Learned:

1. **Attitude:** We discussed why having a positive attitude is the most important quality employers value, and how this attitude affects not only success at work but also at school and in family life.
2. **Image and Appearance:** Students explored why the way we present ourselves matters in different situations, such as dressing appropriately for school.
3. **Communication Skills:** We talked about the importance of communicating well, both verbally and non-verbally, whether it's through speaking clearly, listening actively, or showing kindness to others.
4. **Job Skills:** While specific skills like math or writing are important, we learned that employers value how well we use these skills while working with others and staying positive.

Through activities like matching work habits to everyday situations and role-playing scenarios, students practiced recognizing how these traits show up in their own lives.

How You Can Reinforce This at Home:

1. **Talk about attitude:** Ask your child how they keep a positive attitude when things get tough. Share examples of when you've used a positive attitude to overcome challenges.
2. **Encourage good communication:** Practice active listening with your child during conversations. Encourage them to make eye contact, ask thoughtful questions, and speak kindly.
3. **Model the importance of appearance:** Help your child understand when and why it's important to present themselves well, whether it's for a school event or just helping with household tasks.
4. **Discuss responsibility:** Talk about how being dependable (completing chores or homework on time) is a skill that's valuable both at home and in the workplace.

We hope this lesson helps your child recognize the importance of these life skills and how they can be applied in everyday situations. Thank you for your support in helping reinforce these qualities at home!

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lessons Eight and Nine

JOB INTERVIEW SKILLS

“The Interview Playbook: Strategies for Success”

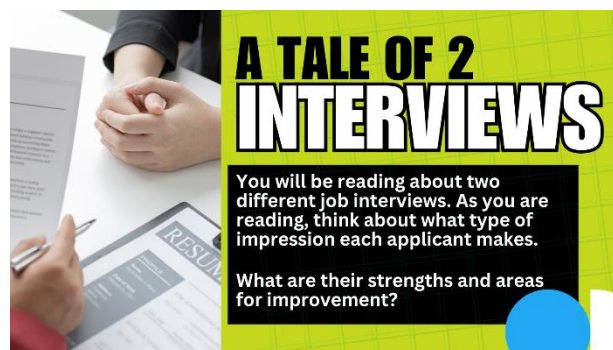
Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	Students will understand the basics of job interviewing skills, including how to prepare for an interview, answer common questions, and make a positive impression during a job interview.
Success Criteria	<ol style="list-style-type: none"> 1. Students can explain the purpose of a job interview. 2. Students can list 2-3 strategies for preparing for a job interview. 3. Students can describe key elements of making a positive impression during an interview.
Materials Needed	Pages 20-25 in student booklet and video of two interviews (also linked on slide 6)
Vocabulary List	Interview, resume, qualifications, employer, applicant, strengths, weaknesses (areas for improvement)
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum’s list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 – Introduction Discussion</p> <ol style="list-style-type: none"> 1. (Slide 2) Ask students if they have ever applied for something, like a team, club, or competition. How did you present yourself? What would be different if you applied for a job? Review the goals of the lesson. 2. (Slide 3) Explain that a job interview is a chance for an employer to get to know you and decide if you are the best fit for their team. It’s also a time for you to get to know the employer and more about the company to see if it’s a good fit for you. 3. Discuss the importance of interviews in getting a job and how they are a way to show your skills and personality. 4. Ask students what they think happens in a job interview. 5. Define a job interview as a formal meeting between an applicant (person applying for the job) and a potential employer to discuss qualifications. 6. Explain why interviews are a crucial step in getting jobs and making a good first impression. <p>Activity 2 – Review Key Terms Introduction (Slide 4)</p> <ul style="list-style-type: none"> ○ Interview: A formal meeting in which someone is asked questions to determine if they are a good fit for a job. ○ Confidence: A feeling or belief in one’s abilities. ○ Resume: A document listing or summary of your work experience, skills, and qualifications for a job. ○ Qualifications – Skills, education, or experience that make someone suitable for a job. ○ Employer – A person or company that hires someone to do a job. ○ Applicant – A person who applies for a job. ○ Strengths – Positive qualities or skills that make you a good fit for a job. ○ Weaknesses/Areas for Improvement – Areas where you can improve but may need additional work or development. <p>Activity 3 – A Tale of Two Interviews (Slide 5)</p> <ol style="list-style-type: none"> 1. Have students turn to A Tale of Two Interviews in their student booklets to pages 20 and 21 and assign parts for each one. 2. Read the first interview and second interviews aloud with students and discuss. 3. Ask students for feedback. What type of impression did each applicant make? What were strengths and areas for improvement? <p>Activity 4 – Analyzing Mock Interviews (Slide 6)</p> <ol style="list-style-type: none"> 1. Read over the list of Interview “Do’s and Don’ts” from page 22 in the student booklet, and discuss with students. 2. (Slide 6) Click the link and show the streaming video (between 6 and 7 min) of examples of two students’ interviews for a job, and have students find examples of do’s and don’ts from their list.

	<p>Activity 5 – Partner Up: Ace the Interview!</p> <ol style="list-style-type: none"> 1. Direct students to page 23 in their student booklets. Explain that the “Cheat Sheet” includes questions that are commonly asked. Take time to go over them (along with tips for success beneath each one). 2. On page 25 of the student booklet, review the preparation for a mock interview. Students can select between two job choices (Chick-fil-A and Walmart) and will write down the one they plan to interview for. Next they will jot down answers for the 5 questions that will be asked. 3. Once students have completed page 25, pair them up and have them take turns being the interviewer and the interviewee. 4. The interviewer will read the questions on page 24 in the student booklet. The student being interviewed can initially use the notes they wrote on page 25, but the goal is for the two to practice and eventually be able to answer without using them. They should also focus on a firm handshake, eye contact, posture, and enthusiasm. 1. After partners have had time to practice, ask volunteers to conduct their mock interviews for the class. Ask them to share their experiences and any challenges they faced.
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (Slide 7)</p> <ol style="list-style-type: none"> 1. Ask students to share one thing they learned about interviewing that they didn’t know before. Discuss a few of their reflections as a group, focusing on what was easy, what was hard, and how they felt when being interviewed. 2. Which part was the hardest (e.g., body language, confidence, answering questions). 3. What would they do differently next time? 4. Use these reflections to have an open class discussion about improvement and growth in interviewing skills. 5. Remember to collect student booklets before you leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
Extras (Use as Needed)	
Extension Activities	<p>Dress for Success Activity: Discuss the importance of dressing appropriately for interviews.</p> <ul style="list-style-type: none"> ○ Show students examples of interview attire vs. casual clothes. ○ Have students create "interview outfit" collages by cutting out images from magazines or online sources, discussing why these choices are appropriate or not for specific job roles. ○ Have a “dress-up day” where students come dressed as if they were going to a job interview. <p>Elevator Pitch Challenge Activity: Explain the concept of an elevator pitch (a short, persuasive speech used to introduce oneself).</p> <ul style="list-style-type: none"> ○ Give students 1-2 minutes to prepare a quick pitch about why they would be a great fit for a specific job (this could be any job, even something like student council president or classroom assistant). ○ Each student then presents their pitch to the class or in small groups. <p>Interview Feedback Stations: Activity: Set up three feedback stations around the room (assessing different things):</p> <ul style="list-style-type: none"> ○ Body Language Station: One student is asked to conduct an "interview" while their partner focuses on observing body language (eye contact, posture, gestures). ○ Question Response Station: Focus on the quality of their answers to common interview questions. ○ Tone and Clarity Station: Focus on how clearly and confidently students are speaking. ○ Feedback: After each mock interview, the observer gives constructive feedback before they rotate roles.

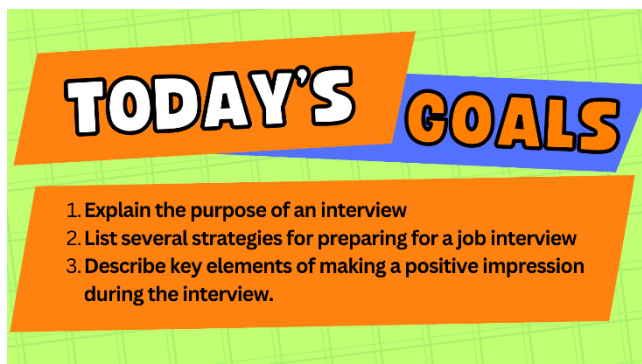
Slide One



Slide Five



Slide Two



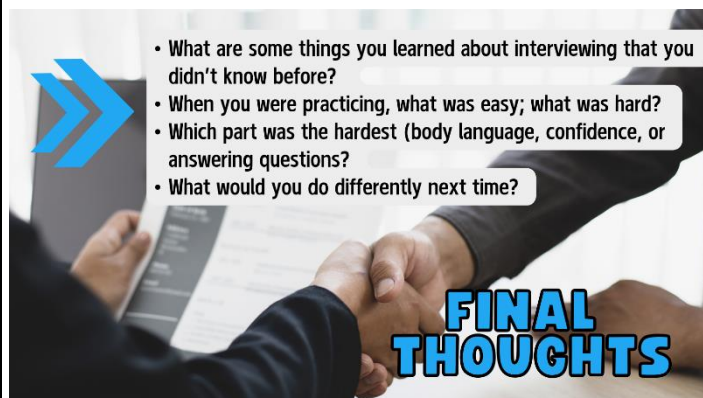
Slide Six



Slide Three



Slide Seven



Slide Four



A Tale of Two Interviews

Which student nailed the interview?

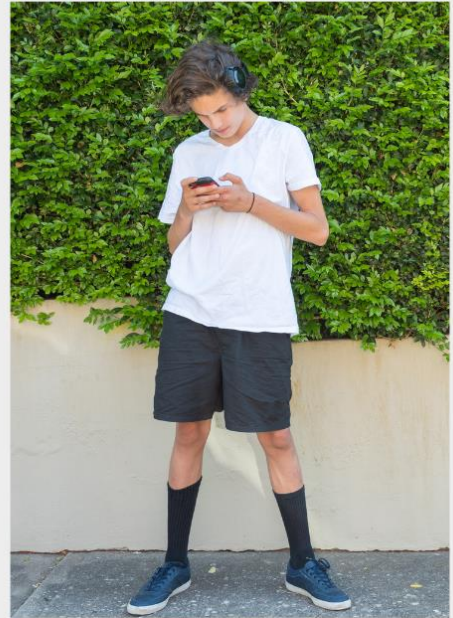
INTERVIEW 1 CHARACTERS

Manager
(of Costco Wholesale Store)

Sam
(student applying for a summer job)

Setting: A small office at Costco. The Manager is sitting behind a desk. Sam, a teenager, walks in, chewing gum and dressed in shorts and a ripped t-shirt. He's on his cell phone.

INTERVIEW 1 SETTING



Manager: (Looking up from paperwork) Hi, are you here for the interview?

Sam: (Barely glancing up from phone) Uh, yeah, hold up, let me finish this text. Okay, you can go ahead.

Manager: (Pause) Alright, well, let's get started. Can you tell me why you want to work here?

Sam: (Shrugs) Well, I really don't want to work, but my mom told me to get a job, and, like, this place is close to my house, so I guess I'm good with it.

Manager: Okay... what experience do you have that would be useful for this job?

Sam: (Still looking at phone) I dunno. I worked at some hardware store, but it was taking my chill time on the weekends, so I quit.

Manager: (Slightly frustrated) I see. How would you handle a difficult customer?

Sam: (Laughs) Bruh, I'd probably just ignore them, unless they got in my face. Then I might need to take it outside.

Manager: (A little shocked) Uh, no, that's not the best way to handle it. Do you have any questions for me about the position?

Sam: (Yawns) Nah, Dude, I'm good. When do I start?

Manager: (Sighs) We'll... let you know.

A Tale of Two Interviews

Which student nailed the interview?

INTERVIEW 2 CHARACTERS

Characters:

- Manager (of Costco Wholesale Store)
- Caleb (student applying for a summer job)

Setting: The same retail store, Costco. The Manager is sitting behind a desk. Caleb, a teenager, walks in, dressed neatly and smiling politely.

INTERVIEW 2 SETTING



Manager: (Looking up from paperwork) Hi, you must be Caleb, right?

Caleb: (Smiling) Yes, that's me. It's great to meet you, thanks for seeing me today.

Manager: (Nods) Thanks for coming in. So, why do you want to work here?

Caleb: (Sits up straight) I've always liked this store, and I'm really interested in learning more about retail. I think working here would help me develop my customer service skills, and I'd enjoy being part of the team.

Manager: (Impressed) That's great to hear! What experience do you have that would help you in this role?

Caleb: I don't have a lot of work experience yet, but I've volunteered at a community center, helping organize events and working with people of different ages. I'm also a quick learner and very reliable.

Manager: (Nods) Good to know. How would you handle a difficult customer?

Caleb: I'd stay calm, listen to their concerns, and try to solve the issue politely. If I couldn't, I'd ask a manager for help.

Manager: (Smiling) Excellent answer. Do you have any questions for me?

Caleb: Yes, I'd love to know more about the training process and what a typical day on the job looks like.

Manager: (Smiling) I'm glad you asked. We have a structured training program, and a typical day involves helping customers, restocking, and working with the team. You seem like a great fit for this role.

Caleb: (Enthusiastically) Thank you! I'd really love the opportunity to work here.

Manager: We'll be in touch soon. Thanks again for your time, Caleb.

Caleb: (Smiling) Thank you! I look forward to hearing from you.

INTERVIEW CHEAT SHEET

Do's and Don'ts When Interviewing



✓ DO'S

- **Be on time.**
 - Arriving 5–10 minutes early shows you're responsible.
- **Dress neatly.**
 - Even if the job doesn't require formal clothes, looking presentable helps make a positive first impression.
- **Make eye contact and smile.**
 - This shows that you're confident and engaged in the conversation.
- **Be polite and respectful.**
 - Greet the interviewer with a firm handshake and use good manners throughout the interview.
- **Prepare examples.**
 - Use examples from school, activities, or personal experiences to back up your answers.
- **Research the company.**
 - Know what the company does, and be ready to explain why you want to work there.
- **Ask thoughtful questions.**
 - Show that you're interested in the position by asking questions about the job or the company.
- **Prepare ahead of time.**
 - Practice answering these questions with a friend or family member.
- **Stay calm.**
 - If you don't know the answer to a question, it's okay to take a moment to think.
- **Show enthusiasm.**
 - Smile and express interest in the job.
- **Send a thank you.**
 - After the interview, send a short thank-you note to show appreciation for their time.

✗ DON'TS

- **Don't be late.**
 - Being late can make the interviewer think you're not dependable.
- **Don't give one-word answers.**
 - Explain your answers with examples..
- **Don't trash anyone or speak negatively about past experiences.**
 - If asked about a tough situation or job, stay positive and focus on what you learned.
- **Don't interrupt the interviewer.**
 - Always listen carefully and wait until they finish speaking before you respond to the question.
- **Don't forget to turn off your phone.**
 - Phones can be a big distraction during an interview. Make sure yours is on silent or off. (and put away if possible)
- **Don't be unprepared.**
 - Know about the job and practice answering common interview questions ahead of time.
- **Don't fidget or slouch.**
 - Sit up straight and avoid nervous habits like playing with your hair or tapping your feet.
- **Don't stay silent if you don't know the answer.**
 - If you're unsure of an answer, try to think of something positive you can say, or say I haven't had experience with that but I would love to learn more about it.
- **Don't ramble or say too much (especially off-topic).**
 - Keep your answers focused on the job or what's important to the role.

INTERVIEW CHEAT SHEET

Sample interview Questions



- **"Tell me about yourself."**
 - **Tip:** Focus on your interests, strengths, and why you're excited about the opportunity.
 - **"Why do you want to work here?"**
 - **Tip:** Show that you've researched the company. Mention what excites you about the job.
 - **"What are your strengths?"**
 - **Tip:** Choose 1-2 strengths that relate to the job, and give examples of how you've used them.
 - **"What is a weakness you are working on?"**
 - **Tip:** Be honest but also mention how you are improving. For example, "I'm working on getting better at time management by using a planner."
 - **"Where do you see yourself in five years?"**
 - **Tip:** Share goals that show you're motivated and excited about future growth.
 - **"Tell me about a time you faced a challenge and how you handled it."**
 - **Tip:** Use an example from school or personal experience. Focus on how you solved the problem.
 - **"What do you like to do in your free time?"**
 - **Tip:** Be honest. Mention hobbies, clubs, or activities that show your personality and skills (such as, "I love playing soccer because it teaches me teamwork and dedication").
 - **"What are you most proud of?"**
 - **Tip:** Share an achievement that shows your hard work, like finishing a big project, improving your grades, or learning a new skill.
 - **"How do you handle stress or pressure?"**
 - **Tip:** Give an example of a stressful situation (like preparing for an exam) and how you stayed calm, organized, and focused.
- **"Why should we hire you?"**
 - **Tip:** Talk about what you're good at and how it helps the job. Example: "I work hard and I like learning new things. I think I'd be a great part of your team."
 - **"How would your teachers or friends describe you?"**
 - **Tip:** Think about what nice things people say about you, like "kind," "helpful," or "a good team player." Pick ones that show you'd do well in the job.
 - **"Do you prefer working alone or in a team?"**
 - **Tip:** Say you can do both. Example: "I like working with others to share ideas, but I can also work alone when I need to stay focused."
 - **"Tell me about a time you worked on a team."**
 - **Tip:** Talk about a time at school, in a club, or on a sports team. Say what you did and how the group worked together to get things done.
 - **"Do you have any questions for us?"**
 - **Tip:** Always ask something!
 - Good questions:
 - "What is a normal day like here?"
 - "What do you like most about your job?"
 - "What are you looking for?"

PARTNER UP!

ACE THE INTERVIEW

Preparing for a Practice Interview



Directions

- Select a Job Choice below and write it on the line.
 - Chick-fil-A cashier
 - Walmart salesperson (in the sporting section)

The job I am interviewing for is:

- Write down or think about how you would answer each of the five questions on this page.
- Be prepared to practice these answers with a partner.

Tell me about a time you worked well with others.



Tell me about yourself.

What is something you're good at?

Why do you want to work here?

Do you have any questions for me?

- _____
- _____
- _____
- _____
- _____

PARTNER UP! **ACE** THE INTERVIEW

Preparing for a Practice Interview



Practice These 5 Questions with a Partner:

With your partner, take turns being the **Interviewer** and the **Job Applicant**. If your partner gets stuck answering the question, read the tip to help encourage him or her. If your partner is still stuck, read the example for ideas.

(Make sure to ask which job your partner is applying for.)

- **"Tell me about yourself."**
 - **Tip:** Say what you like and what you're good at.
 - **Example:** "I like helping people and I'm good at staying organized."
- **"Why do you want to work here?"**
 - **Tip:** Say something you like about the job.
 - **Example:** "I like working with people and I think this job would be fun."
- **"What is something you're good at?"**
 - **Tip:** Pick one or two things you do well.
 - **Example:** "I'm a good listener and I work hard."
- **"Tell me about a time you worked with others."**
 - **Tip:** Talk about a time you were on a team at school or in a group.
 - **Example:** "In class, I worked with friends on a science project. We helped each other and finished it on time."
- **"Do you have any questions for me?"**
 - **Tip:** Always ask something!
 - **Example:** "What will I do on the job each day?" or "What do you like about working here?"



Lessons Eight and Nine: Interviewing

Dear Parent/Guardian,

During the last two class sessions, your child participated in lessons about **job interviewing skills**, which will be valuable for their future career and personal growth. Here's a quick overview of what we covered:

What We Learned:

- **The Purpose of a Job Interview:** Students learned why interviews are important and how they allow employers to determine if someone is the right fit for a job.
- **Key Interview Skills:** We discussed the importance of clear communication, professional body language, and displaying confidence during an interview.
- **Common Interview Questions:** Students practiced answering typical questions like "Tell me about yourself" and "What are your strengths?"
- **Mock Interviews:** Students paired up to participate in practice interviews, focusing on their body language, verbal responses, and overall presentation.

How You Can Help at Home:

Here are a few activities you can do with your child to reinforce these skills:

1. **Practice Interview Questions:**
 - Ask your child to answer common interview questions like "Why would you be a good fit for this job?" or "How do you handle challenges?" Provide feedback on their answers and body language.
2. **Role-Play Interviews:**
 - Set up a fun role-play scenario where you are the interviewer and your child is applying for a "job" at home (such as family chef, event planner, or household manager). This will help them get comfortable answering questions and practicing their skills in a low-stakes environment.
3. **Watch Job Interview Videos:**
 - Find age-appropriate videos online that show examples of good and bad interviews. Talk about what the interviewees did well and what they could have improved and ask your child to share their thoughts.
4. **Build Confidence:**
 - Encourage your child to recognize and express their strengths. Building confidence in their abilities will help them feel more comfortable in interview situations, whether for a job, a school project, or a future leadership role.

We appreciate your support as we help prepare your child for future opportunities!

Sincerely,

Pathways to Partnerships Team

Seventh Grade Lesson Ten

EMPLOYER EXPECTATIONS

“Boss Moves: Who Would You Hire?”

Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	<ol style="list-style-type: none"> 1. Understand and apply key work habits and skills that employers value. 2. Collaborate in teams to evaluate candidates. 3. Develop decision-making and critical thinking skills by explaining their hiring choice.
Success Criteria	Students can apply their understanding of work habits and critical thinking to make a hiring decision while defending their selection.
Materials Needed	Candidate profiles (each with a mix of positives and areas for growth) Folders for each HR team containing candidate profiles, "Applicant Review Form" in the student activity booklet, p.27
Vocabulary List	Work habits: Regular patterns of behavior that show how someone approaches their work. Employer: A person or organization that hires people. Candidate: A person applying for a job. Human Resources (HR): The department responsible for hiring and managing employees
Lesson Directions	
Parent Letter	Distribute parent letters (or have a volunteer do it) at the beginning of class. Ask students to put these in their backpacks or notebooks to take home and give to their parents.
Community Building (3-5 minutes)	Choose from the curriculum's list of ideas, or use the discussion of the quote in activity 1 as a community builder.
Lesson Instructions (20-40 minutes)	<p>Activity 1 - Introduction Review work habits and set up the HR scenario.</p> <ol style="list-style-type: none"> 1. (Slide 2) Begin by asking students, "What work habits do you think are most important to employers?" 2. Explain that today they will act as HR teams, responsible for deciding who to hire for a job based on the candidates' strengths and weaknesses. <p>Activity 2 – Vocabulary Review (Slides 3 and 4) Review the words below, reminding students of the importance of each when looking at potential employees.</p> <ul style="list-style-type: none"> • Work ethic: Doing your best and staying committed to a task. • Integrity: Doing the right thing even when no one is watching. • Leadership: Guiding and helping others to reach a goal. • Teamwork: Working well with others to get something done. • Problem solving: Finding solutions when things go wrong. • Professionalism: Acting respectfully and responsibly in any situation. • Mindset/Attitude: How you think and feel about yourself and other things, which affects how you act. <p>Activity 3 - Group Formation and HR Task Introduction Divide students into small groups and explain their task.</p> <ol style="list-style-type: none"> 1. (Slide 5) Divide the class into small groups of 3-4 students, with each group becoming an "HR team." 2. (Slide 6) Have students turn to page 27 in their booklets. Read over the job description/posting for the sales assistant at Sneaker Stadium. Talk about the responsibilities of the job and the qualifications the employer is looking for. 3. Hand out the folders with candidate profiles.. <p>Activity 3 - Evaluating Candidates HR teams review each candidate and select one to hire.</p> <ol style="list-style-type: none"> 1. Each HR team will review the profiles in their folder, considering the pros and cons of each applicant. There are 10 folders with all 4 candidate profiles. (These are also located in their booklets on pages 28-31 for reference if needed.) Adaptations: You can limit groups to 2 or 3 applicants if time is an issue by reducing the number of candidates in the folder. You can also assign different groups a mixture of different applicants, or you can also read over these together and do this activity as a whole group.

	<ol style="list-style-type: none"> (Slides 7 and 8) Teams should discuss which candidate they think is best for the job based on the work habits they've learned about. They must fill out the recommendation sheet with their reasoning. <p>Activity 4 – Group Presentations</p> <ol style="list-style-type: none"> (Slide 9) Each group will present who they chose and why, focusing on work habits and skills that align with the position. They will share the strengths and weaknesses of their selected candidate(s). Follow up questions to groups: <ul style="list-style-type: none"> What was the most important factor for you in deciding who to hire? Did any of the candidates' areas for growth or challenges concern you? Why or why not? How will your team address the weaknesses of your selected candidate(s) that will help them improve?
Conclusion/Wrap-Up (3-5 minutes)	<p>Wrap-Up and Reflection (5 minutes) Reinforce the key takeaways. (Slide 10)</p> <ol style="list-style-type: none"> Conclude by emphasizing that employers often look for a mix of skills and habits, but they also value potential for growth. Highlight that no candidate is perfect, but it's important to identify strengths that align with job needs. Remember to collect student booklets before you leave.
CIL Share-out	CIL News/Offerings (Peer mentors will share news or opportunities from their CIL.)
Extras (Use as Needed)	
Extension Activity	<p>Career Research Project:</p> <ul style="list-style-type: none"> Have students research different career paths and the work habits or skills required for those jobs. Next, create a poster or multimedia presentation showing the qualifications and qualities that employers in various industries value. <p>Mock Hiring Fair:</p> <ul style="list-style-type: none"> Set up a mock hiring fair where students can role-play as both employers and job applicants. They can prepare their own profiles, practice answering questions, and decide which applicant to hire based on a real-world scenario. <p>Guest Speaker/Q&A:</p> <ul style="list-style-type: none"> Invite a professional from the community (e.g., HR manager, business owner) to talk to the students about what they look for when hiring employees. Students can prepare questions based on what they learned in the lesson and gain insights from a real-world perspective.
Additional Resources	<p>Interactive Career Exploration Tools:</p> <ul style="list-style-type: none"> My Next Move: (https://www.mynextmove.org) – A career exploration tool that helps students learn about different jobs, the skills needed, and potential career paths based on their interests. Career OneStop: (https://www.careeronestop.org) – A resource to help students discover job options, required skills, and paths for growth in different industries. <p>Books on Work Habits and Careers:</p> <ul style="list-style-type: none"> "What Color is Your Parachute? For Teens" by Carol Christen and Richard N. Bolles – A guide for teens on how to find meaningful work based on their strengths, interests, and values. "The 7 Habits of Highly Effective Teens" by Sean Covey – This book helps students build strong habits for success in both school and future careers.

Slide One



Slide Five



Slide Two



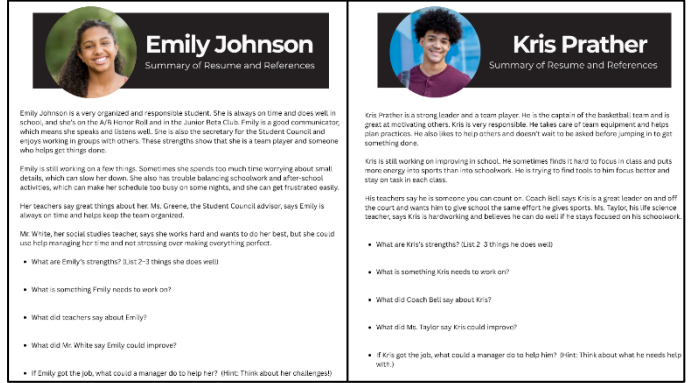
Slide Six



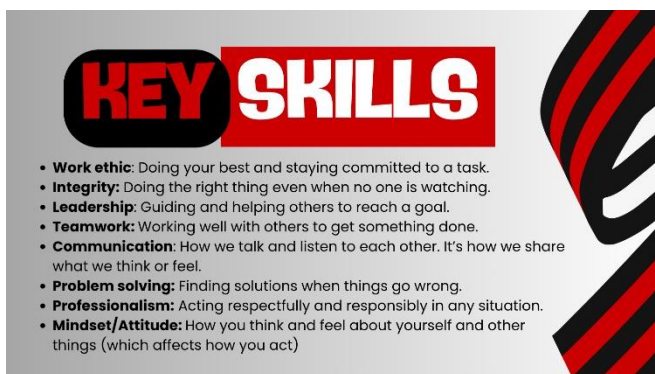
Slide Three



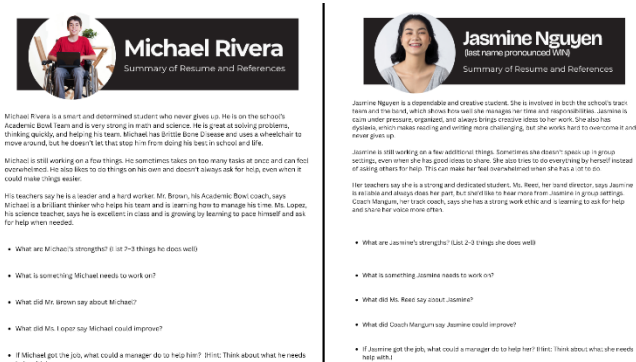
Slide Seven



Slide Four



Slide Eight



Slide Nine

Applicant Review Form

You and your team are part of the Human Resources Team. That means you get to help choose who gets the job at Greener Stadium!

Directions: Here's what to do:

Step 1: Look at the People Who Want the Job

Read each person's profile (this tells you about their skills, work habits, and personality).

Step 2: Use This Form to Help You Decide: For each person, write the following:

- **Name:** Who is this person? Write their name.
- **Strengths:** What are they good at? What do they do well that would help in the job?
- **Needs Work:** Is there something they might not be so good at? What could be hard for them?
- **Notes:** Would they be a good teammate at Greener Stadium? Why or why not? What could a manager do to help them if they get the job?

Step 3: Make Your Choice: Talk with your group and pick one person for the job.

- Be ready to share.
- Who you choose
- Why you chose them
- How you think they can grow and do well in the job

Remember! There's no perfect person, but you want someone who can work hard, learn, and be a great part of the team.

Candidate's Name	Strengths	Needs Work	Notes

Who would YOU hire?

Team Recommendations

Each team will present who they chose for each position and why, focusing on work habits and skills that align with the position (along with their strengths and areas for improvement).

Follow up questions to groups:

1. What was the most important factor for you in deciding who to hire?
2. Did any of the candidates' weaknesses concern you? Why or why not?
3. How will your team address the weaknesses of your selected candidate(s) that will help them improve?

Slide Ten

JOB-READY RECAP

Employers don't expect you to be perfect. They look for people who know their strengths and are **working to grow and improve**. Showing both what you're good at and how you're trying to get better can help you stand out when applying for a job.





SNEAKER STADIUM

SPORTING GOODS

NOW HIRING

SALES ASSISTANT

Sneaker Stadium is looking for someone friendly and excited to help customers find cool sneakers, sports jerseys, and other athletic gear! As a sales assistant, you will help people shop, keep the store neat and organized, and share your love for sneakers and sports. If you like sports and being around people, this job may be right for you!

Responsibilities: (What You'll Do)

- Greet customers and help them find what they need in the store.
- Talk to people about sneakers, jerseys, and other sports clothes.
- Learn about new sneakers and sports styles to help shoppers.
- Take payments with cash, cards, or phones.
- Help stock shelves and put new items on display.
- Keep the store neat and clean.
- Answer questions and help fix any problems shoppers may have.

Qualifications: (What We're Looking For)

- A cheerful and helpful person who loves sneakers, sports, and fashion.
- Someone who is good at talking and listening to others.
- A team player who can also work on their own.
- Someone who can do simple math when taking payments.
- Ready to work on weekends or evenings if needed.
- Knows about sneakers and sports gear (Bonus!).

x x x x
x x x x

Applicant Review Form

You and your team are part of the Human Resources Team. That means you get to help choose who gets the job at Sneaker Stadium!

Directions: (Here's what to do)

Step 1: Look at the People Who Want the Job

Read each person's profile (This tells you about their skills, work habits, and personality).

Step 2: Use This Form to Help You Decide: For each person, write the following:

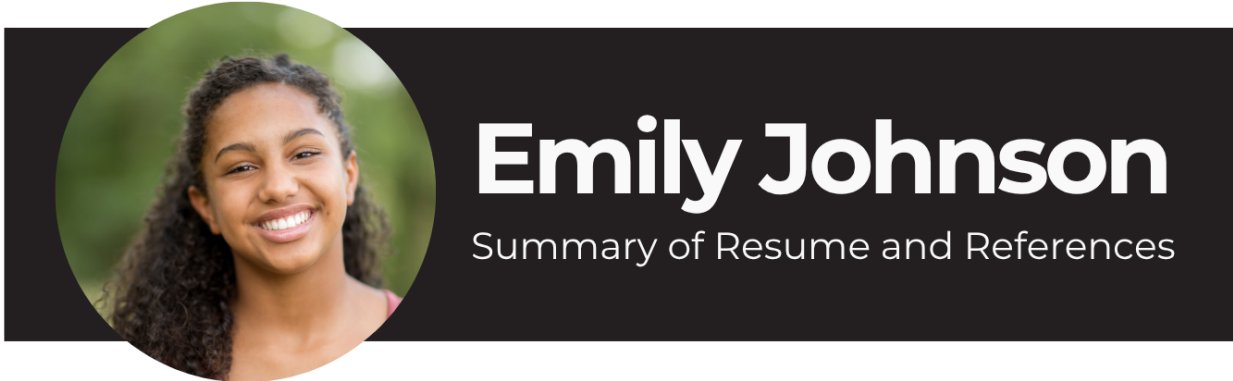
- **Name:** Who is this person? Write their name.
- **Strengths:** What are they good at? What do they do well that would help in the job?
- **Needs Work:** Is there something they might not be so good at yet? What could be hard for them?
- **Notes:** Would they be a good teammate at Sneaker Stadium? Why or why not? What could a manager do to help them if they get the job?

Step 3: Make Your Choice: Talk with your group and pick one person for the job.

- Be ready to share:
- Who you chose
- Why you chose them
- How you think they can grow and do well in the job

Remember: There's no perfect person, but you want someone who can work hard, learn, and be a great part of the team!

Candidate's Name	Strengths	Needs Work	Notes



Emily Johnson is a very organized and responsible student. She is always on time and does well in school, and she's on the A/B Honor Roll and in the Junior Beta Club. Emily is a good communicator, which means she speaks and listens well. She is also the secretary for the Student Council and enjoys working in groups with others. These strengths show that she is a team player and someone who helps get things done.

Emily is still working on a few things. Sometimes she spends too much time worrying about small details, which can slow her down. She also has trouble balancing schoolwork and after-school activities, which can make her schedule too busy on some nights, and she can get frustrated easily.

Her teachers say great things about her. Ms. Greene, the Student Council advisor, says Emily is always on time and helps keep the team organized.

Mr. White, her social studies teacher, says she works hard and wants to do her best, but she could use help managing her time and not stressing over making everything perfect.

- What are Emily's strengths? (List 2–3 things she does well)
- What is something Emily needs to work on?
- What did teachers say about Emily?
- What did Mr. White say Emily could improve?
- If Emily got the job, what could a manager do to help her? (Hint: Think about her challenges!)



Kris Prather is a strong leader and a team player. He is the captain of the basketball team and is great at motivating others. Kris is very responsible. He takes care of team equipment and helps plan practices. He also likes to help others and doesn't wait to be asked before jumping in to get something done.

Kris is still working on improving in school. He sometimes finds it hard to focus in class and puts more energy into sports than into schoolwork. He is trying to find tools to help him focus better and stay on task in each class.

His teachers say he is someone you can count on. Coach Bell says Kris is a great leader on and off the court and wants him to give school the same effort he gives sports. Ms. Taylor, his life science teacher, says Kris is hardworking and believes he can do well if he stays focused on his schoolwork.

- What are Kris's strengths? (List 2–3 things he does well)
- What is something Kris needs to work on?
- What did Coach Bell say about Kris?
- What did Ms. Taylor say Kris could improve?
- If Kris got the job, what could a manager do to help him? (Hint: Think about what he needs help with.)



Michael Rivera

Summary of Resume and References

Michael Rivera is a hardworking and determined student. He doesn't let challenges stop him and always finds ways to solve problems. Michael is a great public speaker and is on the debate team at school. He also helps promote his school's kindness club using technology. He is known for his strong communication skills, positive attitude, and creativity. He works well with others and never gives up when things get tough.

Michael is still working on a few things. He likes to do things on his own, but sometimes he doesn't ask for help even when he needs it. He also tries to take on too many tasks at once, which can make him feel overwhelmed.

His teachers say he's an amazing student. Mr. Brown, his debate coach, says Michael is a quick thinker who inspires his teammates and is learning to ask for help. Ms. Lopez, his English teacher, says he's a great communicator and very strong, but he needs to slow down and ask for support when things get hard.

- What are Michael's strengths? (List 2–3 things he does well)
- What is something Michael needs to work on?
- What did Mr. Brown say about Michael?
- What did Ms. Lopez say Michael could improve?
- If Michael got the job, what could a manager do to help him? (Hint: Think about what he needs help with.)



Jasmine Nguyen is a dependable and creative student. She is involved in both the school's track team and the band, which shows how well she manages her time and responsibilities. Jasmine is calm under pressure, organized, and always brings creative ideas to her work. She also has dyslexia, which makes reading and writing more challenging, but she works hard to overcome it and never gives up.

Jasmine is still working on a few additional things. Sometimes she doesn't speak up in group settings, even when she has good ideas to share. She also tries to do everything by herself instead of asking others for help. This can make her feel overwhelmed when she has a lot to do.

Her teachers say she is a strong and dedicated student. Ms. Reed, her band director, says Jasmine is reliable and always does her part, but she'd like to hear more from Jasmine in group settings. Coach Mangum, her track coach, says she has a strong work ethic and is learning to ask for help and share her voice more often.

- What are Jasmine's strengths? (List 2–3 things she does well)
- What is something Jasmine needs to work on?
- What did Ms. Reed say about Jasmine?
- What did Coach Mangum say Jasmine could improve?
- If Jasmine got the job, what could a manager do to help her? (Hint: Think about what she needs help with.)



Lesson Ten: Employer Expectations

Dear Parents/Guardians,

In this last class session of the Pathway to Dreams curriculum, your child participated in an engaging lesson called "**Who Would You Hire?**", where they had the opportunity to step into the role of a Human Resources (HR) team. The purpose of this activity was to help students apply their understanding of the **work habits and skills that employers look for when hiring**.

What We Did in Class:

- **Teamwork and Critical Thinking:** Students were divided into small Human Resource (HR) teams and given profiles of fictional high school job candidates. Each candidate had strengths and areas for improvement, and students had to evaluate which person they would hire for a job.
- **Work Habits and Skills:** Students reviewed important work habits like punctuality, communication, problem-solving, organization, and teamwork. They learned that while no candidate is perfect, employers often look for potential, positive attitudes, and a willingness to grow.
- **Decision-Making:** Students had to collaborate with their group to make a hiring decision and explain their choice. They discussed the strengths and weaknesses of each candidate and practiced making thoughtful decisions based on work-related skills.

You can reinforce these lessons by engaging your child in discussions and activities that connect classroom learning to everyday situations. Here are a few ideas:

1. Talk About Work Habits:

- Ask your child what work habits they think are most important in a job. Encourage them to think about how these habits can be applied at home and in school. For example:
 - "What do you think makes someone a good team player?"
 - "How can you practice being more organized at school or at home?"

2. Discuss Real-World Job Experiences:

- Share your own work experiences or talk about jobs in your community. Discuss the qualities that employers value and how people develop those skills over time. You can ask:
 - "What kinds of skills do you think are needed for different jobs?"
 - "How do you think employers decide who to hire?"

3. Encourage Responsibility at Home:

- Assign your child small responsibilities, like managing a weekly task or responsibility, planning a family activity, or organizing a project. This helps them practice important skills like time management, communication, and problem-solving, which are essential in any job.

This lesson was designed to help students understand that success in a job isn't just about having skills, but also about being willing to learn, grow, and demonstrate a positive attitude. By having conversations at home, you can help reinforce these important lessons and support your child as they continue to develop work habits that will benefit them both in school and in their future careers.

We have enjoyed getting to know your child throughout this program, and we appreciate your continued support in your child's learning journey!

Sincerely,

Pathways to Partnerships Team

Glossary of Lesson Vocabulary Words

Lesson 1 – Strengths, Interests, Passions

- **Strength:** Something you're really good at doing
- **Passion:** Things you love to do
- **Interests:** Something you like to learn about or do

Lesson 2 – Career Inventory

- **Artistic:** People with Artistic interests like work that deals with the artistic side of things, such as acting, music, art, and design.
- **Conventional:** People with Conventional interests like work that follow set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas
- **Enterprising:** People with Enterprising interests like work that has to do with starting up and carrying out business projects.
- **Investigative:** People with Investigative interests like work that has to do with ideas and thinking rather than physical activity or leading people.
- **Realistic:** People with Realistic interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others.
- **Social:** People with Social interests like working with others to help them learn and grow. They like working with people more than working with objects, machines

Lesson 3 - Self-Advocacy

- **Self-Advocacy:** speaking up for yourself; knowing what you need and how to get it
- **Accommodation:** A change that helps you work around or overcome a disability or challenge.
- **Confidence:** Believing in yourself and your abilities

Lesson 4 – Mindset/Attitude

- **Mindset:** The way you think about yourself and your abilities
- **Fixed Mindset:** The way you think about yourself and your abilities
- **Growth Mindset:** Believing you can get better at something if you keep trying and practicing.
- **Optimism:** Believing that good things can happen, even when things are hard.
- **Resilience:** The ability to keep going and stay strong, even when things are tough or don't go your way

Lesson 5 - Communication

- **Audience** – The person or people you are talking to or writing for.
- **Professional Communication** – Speaking or writing in a kind and respectful way, especially at school or work.
- **Context** – Where and when something happens, which helps you decide how to talk or act.
- **Informal** – A relaxed way of talking, like when you're with friends or family.
- **Formal** – A serious and polite way of talking, used in places like school, work, or with adults.
- **Tone** – The way your voice or words show how you feel, like happy, serious, or excited

Lesson 6 - Work Ethic

- **Punctuality:** Being on time and reliable.
- **Responsibility:** Completing tasks without excuses.
- **Perseverance:** Pushing through challenges and not giving up.
- **Attention to detail:** Doing things thoroughly and carefully.
- **Initiative:** Taking action without being asked.
- **Teamwork:** Collaborating well with others

Lesson 7 - Workplace Skills

- **Time Management:** using time wisely to complete tasks efficiently
- **Adaptability:** the ability to adjust to new situations or changes
- **Punctual:** on time
- **Teamwork:** working well with others to achieve a common goal
- **Problem Solving:** Finding solutions when challenges arise

Lessons 8/9 - Interviewing

- **Interview:** A formal meeting in which someone is asked questions to determine if they are a good fit for a job.
- **Confidence:** A feeling or belief in one's abilities.
- **Resume:** A document listing or summary of your work experience, skills, and qualifications for a job.
- **Qualifications** – Skills, education, or experience that make someone suitable for a job.
- **Employer** – A person or company that hires someone to do a job.
- **Applicant** – A person who applies for a job.
- **Strengths** – Positive qualities or skills that make you a good fit for a job.
- **Weaknesses/Areas for Improvement** – Areas where you can improve but may need additional work or development.

Lesson 10 - Who Would You Hire?

- **Work ethic:** Doing your best and staying committed to a task.
- **Integrity:** Doing the right thing even when no one is watching.
- **Leadership:** Guiding and helping others to reach a goal.
- **Teamwork:** Working well with others to get something done.
- **Communication:** How we talk and listen to each other. It's how we share what we think or feel.
- **Problem solving:** Finding solutions when things go wrong.
- **Professionalism:** Acting respectfully and responsibly in any situation.
- **Mindset/Attitude:** How you think and feel about yourself and other things (which affects how you act)

Folders of laminated green checks and red Xs are located in your teacher materials. These can be used to distribute to students as a gauge for understanding while teaching. If you are asking questions (for example: appropriate communication for a situation – yes or no), students can hold up green for affirmative and red for NO.



