

# Pathways to Partnerships



PATHWAYS  
TO PARTNERSHIPS

GVRA + CILs + LEAs



GRADE  
7

## PATHWAY TO DREAMS



2025 Student Resources

THIS BOOK BELONGS TO:

# 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?

# 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	<b>Total</b> <input type="text"/>
<b>Realistic checks =</b>		
<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	<b>Total</b> <input type="text"/>
<b>Investigative checks =</b>		
<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	<b>Total</b> <input type="text"/>
<b>Artistic checks =</b>		
<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	<b>Total</b> <input type="text"/>
<b>Social checks =</b>		
<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	<b>Total</b> <input type="text"/>
<b>Enterprising checks =</b>		
<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	<b>Total</b> <input type="text"/>
<b>Conventional checks =</b>		

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
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>

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):



# 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





# 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

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

**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). \_\_\_\_\_



# 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):

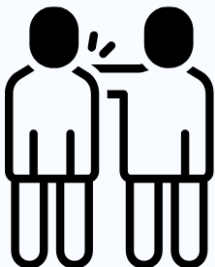
Looking at someone when they talk shows you're interested and paying attention. Eye contact can also show that you're being honest and confident. You don't need to stare—just look at them for a few seconds at a time.



### 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."

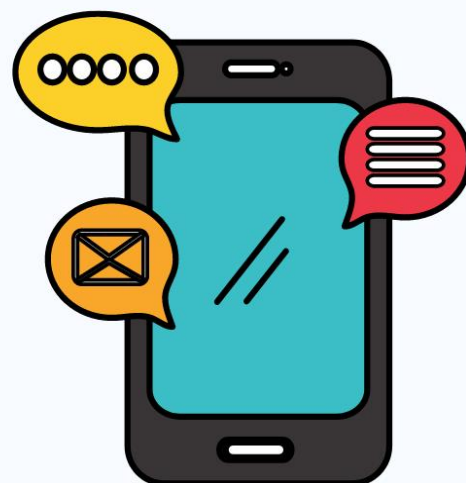
# Put Your Skills to the Test!

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



## 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.

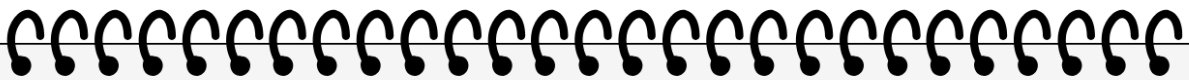
**Manager:** What's going on here?

**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.

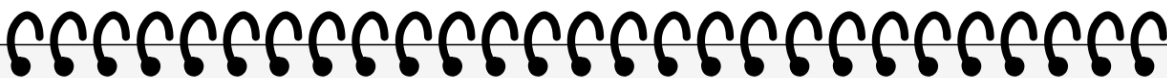
**Narrator:** The assistant manager enters.

**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.

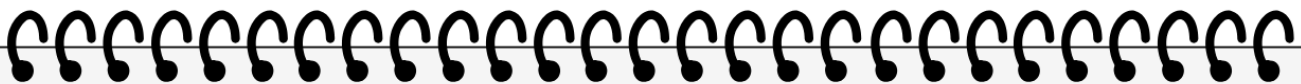
**Josh:** I'm sorry, but I had an emergency this morning. It won't happen again.

**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?



# A Tale of Two Interviews

Which student nailed the interview?

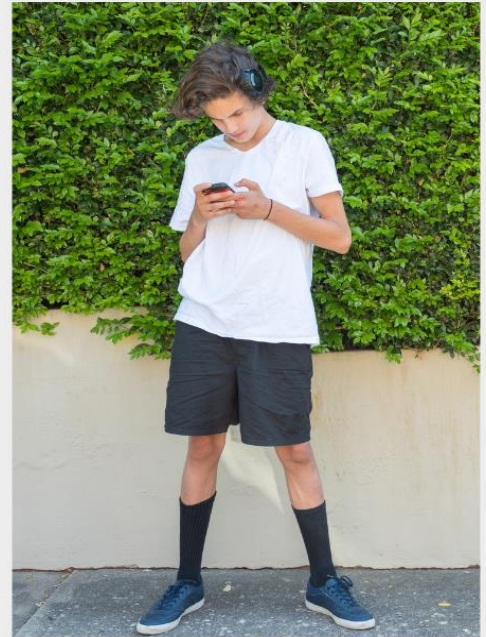
## INTERVIEW 1 CHARACTERS

**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



### 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?"

# 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?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# 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!).

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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

## Summary of Resume and References

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

## Summary of Resume and References

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 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.)

# 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?

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