

# Pathways to Partnerships



PATHWAYS  
TO PARTNERSHIPS

GVRA + CILs + LEAs



## PATHWAY TO DREAMS

Empowering Middle School Students  
to Achieve Their Career Dreams



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 a grant number H421E230027 from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. §§ 1221e-3 and 3474)

# PRE-ETS

## Pre-Employment Transition Services

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 include direct teaching, games, group activities, or using the words in context.

## LESSON PLAN FORMAT

### 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.

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.

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



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.



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.







## 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:

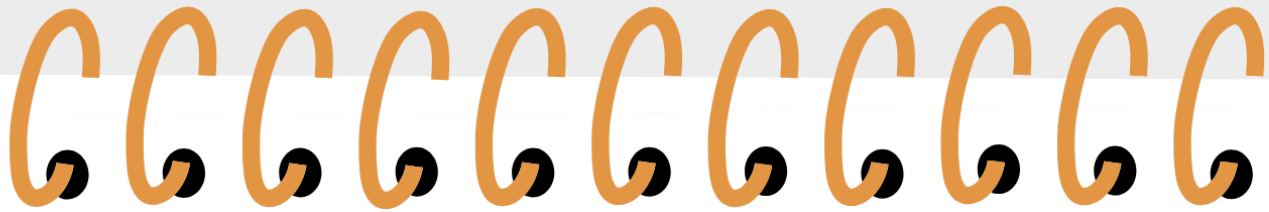
- **Human Knot:** Students stand in a circle, grab hands with two different people across from them, and then try to untangle without letting go.

### 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 (pdf), sticky notes, chart paper, student activity booklet, file folder box with students' individual folders for keeping activities
Vocabulary List	Superhero, Strengths, Passions, Interests
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 (Introduction and Vocabulary)</b></p> <ol style="list-style-type: none"> <li>Begin with a warm welcome and ask students what they think the quote on the first slide means. <b>(Slide 1)</b> Discuss the meaning of a superhero, and ask students if they have a favorite and what makes that superhero unique. <b>(Slide 2)</b></li> <li>Briefly introduce the lesson's goal <b>(Slide 3)</b> and success criteria. <b>(Slide 4)</b></li> <li>Explain that today's lesson is about discovering their own unique "superpowers" (strengths and passions) and discussing their interests.</li> <li>Display <b>slide 5</b> and review the meanings of strengths, passions, and interests, and review with students. (You may want to share your own examples as you are discussing.)</li> <li>Briefly discuss how these activities might relate to their future careers.</li> </ol> <p><b>Activity 2 Superhero Brainstorm</b></p> <ol style="list-style-type: none"> <li>Distribute sticky notes and pens or pencils (if needed) to students.</li> <li>Ask students to think about their personal strengths and write each strength on a separate sticky note (e.g., "I am good at solving problems in math," "I am a great friend").</li> <li>After 3 minutes, ask students to place their sticky notes on the whiteboard or on chart paper under the heading "Our Class Strengths."</li> <li>Discuss the variety of strengths listed, emphasizing that <u>everyone</u> has unique qualities that contribute to their "inner hero."</li> </ol> <p><b>Activity 3: Self-Reflection Mapping</b></p> <ol style="list-style-type: none"> <li>Distribute the "Hero Profile" handout to each student. Sections include strengths, passions, interests, and a heroic goal (one personal goal they want to achieve).</li> <li>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.</li> <li>Walk around the classroom, offering support and encouragement as students complete their profiles and determine a goal.</li> </ol>
Conclusion/Wrap-Up (3-5 minutes)	<p><b>Wrap-Up and Reflection (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Ask for volunteers to share one strength, passion, or interest from their "Hero Profile." <b>(Slide 6)</b></li> <li>Facilitate a brief discussion on how recognizing strengths and passions can help them achieve their goals.</li> <li>Summarize the key points of the lesson: everyone has strengths that make them unique.</li> <li>Tell students to keep their "Hero Profile" in their folder/portfolio as a reminder of their inner hero. and to continue exploring their strengths and passions. These will be shared with parents or guardians at the end of the program. (Make sure to collect these and take the file box with you when you leave. These will need to be brought to each class session to keep all activities in.)</li> <li>CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>
Extras (Use as Needed)	
Extension Activity	As a follow-up, students could create a visual representation of their "Hero Profile" (e.g., a poster or digital slideshow) to share with the class in a future lesson.
Parent Communication	Parent letter to send home with the students at the end of class.



Slide One



Slide Four



Slide Two



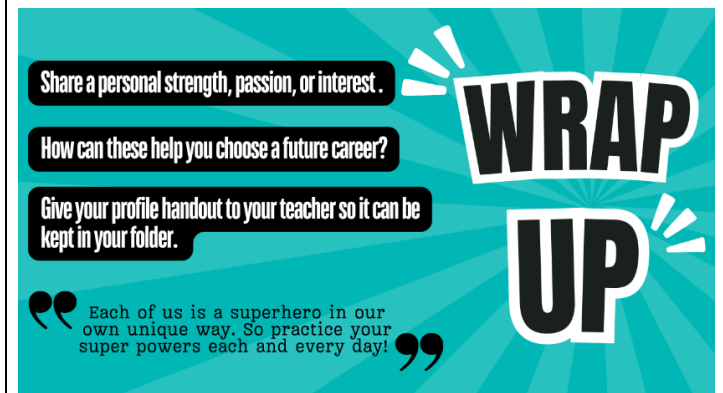
Slide Five



Slide Three



Slide Six





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 HEROIC GOAL

One goal I'd like to achieve



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, 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.

**How You Can Reinforce This 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"> <li>1. Students will identify at least one career category that matches their interests and abilities.</li> <li>2. Students will complete an online career assessment and identify which of the six career categories their results fall into.</li> <li>3. Students will recognize how their unique abilities relate to potential careers.</li> </ol>
Materials Needed	Computers or tablets with internet access (Set up and test the chosen online career assessment on each device.), Projector/screen, Online career assessment (e.g., O*NET Interest Profiler, My Next Move) Career Exploration Worksheet in student activity booklet, Whiteboard and markers
Vocabulary List	Career Categories: realistic, artistic, social, investigative, enterprising, conventional
Lesson Directions	
Community Building (3-5 minutes)	Activity 1 can serve as a community builder.
Lesson Instructions (20-40 minutes)	<p><b>Activity 1 – Warm-up Discussion</b>  <b>Ask students: "What do you want to be when you grow up?"</b></p> <ol style="list-style-type: none"> <li>1. Engage them by encouraging students to share a few ideas.</li> <li>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, including theirs.</li> </ol> <p><b>Activity 2 – Exploring career categories</b></p> <ol style="list-style-type: none"> <li>1. Briefly discuss how different people are drawn to different types of jobs based on their interests and strengths.</li> <li>2. 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., <b>Realistic</b>: mechanic, <b>Artistic</b>: graphic designer, <b>Social</b>: nurse, <b>Investigative</b>: biologist, <b>Enterprising</b>: sales manager, <b>Conventional</b>: accountant).</li> <li>3. Encourage them to think about the skills and interests required for that job.</li> </ol> <p><b>Activity 3 – Online Career Assessment</b></p> <ol style="list-style-type: none"> <li>1. Explain that the online assessment 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.</li> <li>2. Show students how to navigate to the online career assessment site (e.g., O*NET Interest Profiler or My Next Move).</li> <li>3. Read each question aloud (answering questions they may have) and allow students to answer it before moving to the next. This assures all students understand vocabulary they may encounter.</li> <li>4. After completing the survey, students should complete the Career Exploration handout, writing down their top 2-3 career options, and identify which career category (Realistic, Artistic, Social, Investigative, Enterprising, Conventional) those careers fall into.</li> </ol> <p><b>Activity 4 – Group Reflection</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Remind them that everyone’s strengths make them uniquely suited for different career categories, and that there is no "right" or "wrong" category.</li> </ol>
Conclusion/Wrap-Up (3-5 minutes)	<p><b>Wrap-Up and Reflection</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Encourage students to keep thinking about their strengths and interests, and to explore more careers on their own.</li> <li>3. CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>

### Extras (Use as Needed)

Extension Activities	<ol style="list-style-type: none"><li data-bbox="475 275 1578 338">1. Research a Career: Students can choose one of the careers from their assessment results and research more about it (e.g., education needed, daily tasks) within their identified category.</li><li data-bbox="475 338 1578 432">2. Career Presentation: Students can create a mini presentation about a career they're interested in and share it with the class, mentioning which category it belongs to and why it fits them.</li></ol>
Parent Communication	Parent letter to send home with the students at the end of class.

## Slide One



## Slide Five

# CAREER INVENTORY

LET'S FIND YOUR MATCHES!

Go to this web address:  
<https://www.mynextmove.org/explore/ip>

Wait for the instructor's directions before you begin.

## Slide Two

# WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

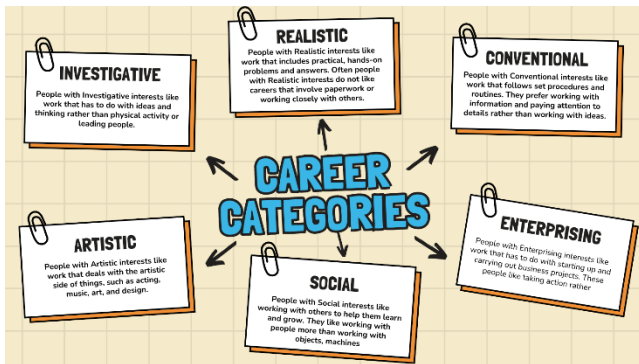
Consider the interests and strengths you identified in the last lesson.

## 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

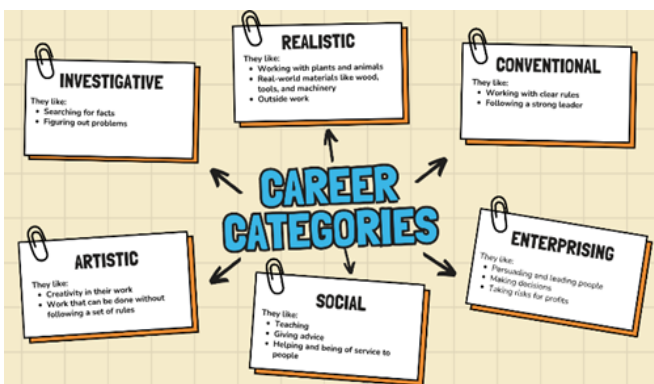


## Slide Seven

# 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 explore more careers on your own!
- Remember to place your handout in your folder, and return to your instructor.

## Slide Four





# 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):



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:**

- **Career Exploration:** 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"> <li>Students will understand what self-advocacy is and why it is important.</li> <li>Students will learn and practice the steps to advocate for themselves in various situations.</li> </ol>
Success Criteria	<ol style="list-style-type: none"> <li>Students can define self-advocacy in their own words.</li> <li>Students can identify situations where self-advocacy is needed.</li> <li>Students can list and explain the steps to advocate for themselves</li> </ol>
Materials Needed	Whiteboard and markers, printed scenario cards (with situations where self-advocacy is needed), "Self-Advocacy Steps" in student activity booklet
Vocabulary List	<ol style="list-style-type: none"> <li>Self-Advocacy: Speaking up for yourself and your needs.</li> <li>Accommodation: A change that helps you work around or overcome a disability.</li> <li>Confidence: Believing in yourself and your abilities</li> </ol>
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 - Introduction to Self-Advocacy and Its Importance</b></p> <ol style="list-style-type: none"> <li>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?" <b>(Slide 2)</b> Allow a few students to share briefly. Review lesson goals <b>(Slide 3)</b></li> <li>Display Self-Advocacy slide: <b>(Slide 4)</b> 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.</li> <li>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.</li> </ol> <p><b>Activity 2 - Steps to Self-Advocacy</b></p> <ol style="list-style-type: none"> <li>Introduce the Steps: Display <b>slide 5</b> and have students turn to the "Self-Advocacy Steps" sheet in their student booklet, and review the steps together.</li> </ol> <p><b>Activity 3 - Scenario Practice</b></p> <ol style="list-style-type: none"> <li>Partner Activity: Divide students into partners and have them use the scenario practice in their booklets to practice advocating in different situations.</li> <li>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.</li> <li>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.</li> </ol>
Conclusion/Wrap-Up (3-5 minutes)	<p><b>Wrap-Up and Reflection</b></p> <ol style="list-style-type: none"> <li>Reflection: Ask students to reflect on the lesson. "Why is self-advocacy important? How can it help you in school and life?"</li> <li>Encourage Sharing: Invite a few students to share their thoughts or a time they might need to use self-advocacy in the future.</li> <li>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.</li> <li>CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>



## Extras (Use as Needed)

Extension Activities	<ol style="list-style-type: none"><li>1. <b>Self-Advocacy Journal:</b> 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.</li><li>2. <b>Role-Playing Videos:</b> Assign students to create short videos where they role-play different self-advocacy scenarios. These videos can be shared with the class and used as a teaching tool for future lessons.</li><li>3. <b>Guest Speaker:</b> 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.</li><li>4. <b>Create a Self-Advocacy Plan:</b> 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.</li></ol>
Parent Communication	<ul style="list-style-type: none"><li>• Parent letter to send home with the students at the end of class.</li><li>• Websites like <a href="http://Understood.org">Understood.org</a> offer free interactive courses on self-advocacy designed specifically for students with learning and attention issues. Also included are videos and information for parents.</li></ul>

Slide One

Slide Five



**Self Advocacy**

Speaking up for Yourself  
Empower Yourself  
Finding Your Voice



**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 Two

Slide Six



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



**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. (handout on back of advocacy steps)

Slide Three

Slide Seven



**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.

**Wrap Up**

**Today's Takeaways**

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

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

# 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



# 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





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 a crucial 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 such as, "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 speaking to 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"> <li>1. Understand how a positive mental attitude affects personal and academic success.</li> <li>2. Recognize the role of failure in learning and how it leads to success.</li> <li>3. Learn why employers value enthusiasm, persistence, and a "can-do" attitude.</li> </ol>
Success Criteria	<ol style="list-style-type: none"> <li>1. Students can explain how mindset impacts their ability to succeed.</li> <li>2. Students identify examples of how failure can lead to improvement.</li> <li>3. Students can express how a positive attitude and enthusiasm are beneficial in school and work.</li> </ol>
Materials Needed	<a href="#">YouTube video clip</a> of Michael Jordan, Mindset Matters in student activity booklet (with partner activities)
Vocabulary List	Positive mental attitude, mindset, failure, persistence, enthusiasm
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 - Warm-Up Discussion:</b></p> <ol style="list-style-type: none"> <li>1. 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. <b>(Slide 2)</b></li> <li>2. Review the lesson’s goals. <b>(Slide 3)</b></li> </ol> <p><b>Activity 2 – Vocabulary Introduction</b></p> <ol style="list-style-type: none"> <li>1. In student booklets, have students look at “Mindset Matters” and display the lesson’s vocabulary: mindset, fixed mindset, growth mindset, resilience, and optimism on <b>slide 4</b> and discuss the meanings with students. (These words and their meanings are also on the top of the handout.)</li> </ol> <p><b>Activity 3 – Michael Jordan Example of growth mindset, optimism, and resilience.</b></p> <ol style="list-style-type: none"> <li>1. Display <b>Slide 5</b> and read the question. 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.</li> <li>2. Show the video (2 min) by clicking the link on the basketball.</li> <li>3. Read the quote on <b>Slide 6</b> 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.”</li> </ol> <p><b>Activity 4 – Mindset Matters Class and Partner Discussion</b></p> <ol style="list-style-type: none"> <li>1. Explain the difference between a fixed mindset and a growth mindset:</li> <li>2. Share how having a growth mindset is important in school, friendships, and future careers.</li> <li>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."</li> <li>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.</li> <li>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.</li> <li>6. Partner Questions: <b>(Slide 7)</b> – Read over the directions for each part on the Mindset Matters page in their booklets.</li> <li>7. Have students work with a partner to complete/discuss each of the three parts.</li> <li>8. After giving the groups time, read over part 1 and discuss why each statement is fixed or growth. Read over parts 2 and 3 and have volunteers share their answers.</li> </ol> <p><b>Activity 5 – Practical Strategies for a Positive Mindset</b></p> <ol style="list-style-type: none"> <li>1. Direct students to look at the “Pathway to Positivity Plan” and read over directions and strategies/tips.</li> <li>2. Discuss practical strategies students can use to build a growth mindset and positive attitude: Self-talk, celebrate small wins, learn from failure, etc.</li> <li>3. Each student should choose 3 strategies they would like to use to help create a growth mindset.</li> <li>4. Write their own positive mindset affirmation, they can use regularly when faced with a challenge.</li> </ol>

<p>Conclusion/Wrap-Up (3-5 minutes)</p>	<p><b>Wrap-Up and Reflection (5 minutes)</b>  <b>Key Takeaways (Slide 8):</b></p> <ol style="list-style-type: none"> <li>1. Summarize: “A positive attitude helps you learn from failure, and that makes you stronger.”</li> <li>2. Remind students that employers look for people who believe in themselves and stay enthusiastic even when they face challenges.</li> <li>3. End with a motivational quote or affirmation: “You can do hard things, and every step forward—even after a failure—is a step toward success.”</li> <li>4. CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>
<p><b>Extras (Use as Needed)</b></p>	
<p>Extension Activities</p>	<ol style="list-style-type: none"> <li>1. <b>Mindset Journaling:</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Prompts could include: <ul style="list-style-type: none"> <li>▪ “What is something that challenged me today, and how did I approach it?”</li> <li>▪ “How did I learn from a mistake this week?”</li> <li>▪ “What is one small step I can take to improve in an area I find difficult?”</li> </ul> </li> </ul> </li> <li>2. <b>Growth Mindset Challenge Board:</b> <ul style="list-style-type: none"> <li>○ Create a challenge board where students complete weekly tasks that encourage a growth mindset. Examples: <ul style="list-style-type: none"> <li>▪ Try something new that you’ve never done before.</li> <li>▪ Identify a skill you want to improve, and practice it for 10 minutes every day for a week.</li> <li>▪ Turn a negative thought into a positive one.</li> <li>▪ Encourage a friend to stay positive during a tough time.</li> </ul> </li> </ul> </li> <li>3. <b>Classroom Posters or Artwork:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>4. <b>Mindset Interviews:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ol>
<p>Parent Communication</p>	<p>Parent letter to send home with the students at the end of class.</p>

### Slide One



### Slide Five



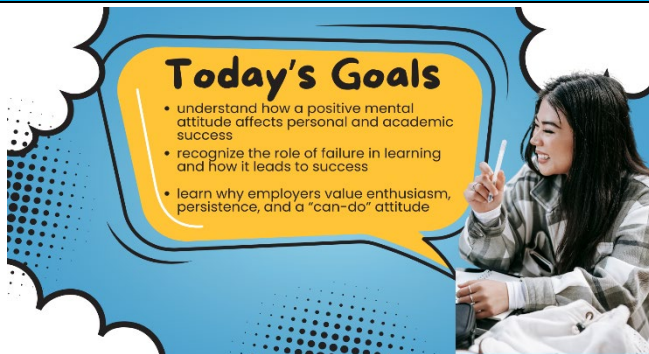
### Slide Two



### Slide Six



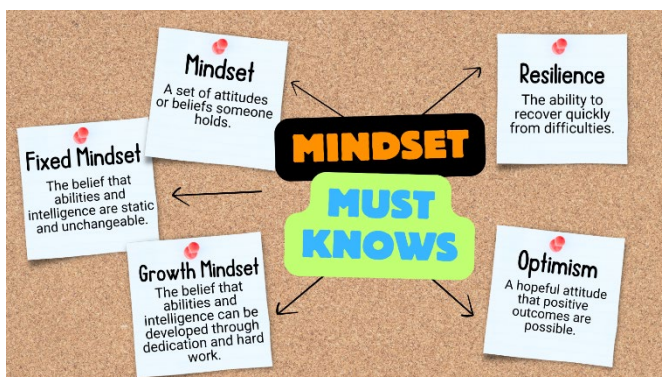
### Slide Three



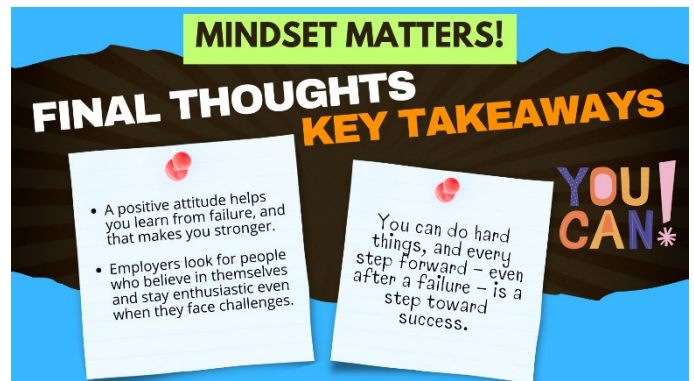
### Slide Seven



### Slide Four



### Slide Eight





# 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). \_\_\_\_\_

\_\_\_\_\_



Dear Parents/Guardians,

Today in class, your child participated in an important lesson focused on developing a positive mental 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 be a stepping stone to success.
- **Success Criteria:** By the end of the lesson, students could explain how mindset impacts their ability to succeed, recognize how failure can lead to improvement, and express why enthusiasm and positivity are beneficial in both school and work.

**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. **Michael Jordan Example:** We discussed Michael Jordan's journey and watched a short video highlighting how his failures ultimately led to his success. 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. **Practical Strategies:** 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 their future careers.

Sincerely,

Pathways to Partnerships Team

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# 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"> <li>Students will understand the importance of professional communication in different settings.</li> <li>Students will identify appropriate communication styles for various scenarios.</li> </ol>
Success Criteria	<ol style="list-style-type: none"> <li>Students can identify formal and informal communication and can apply appropriately.</li> </ol>
Materials Needed	whiteboard markers, pre-made scenario cards (with different communication settings), student activity booklet
Vocabulary List	professional communication, context, formal, informal, tone, audience
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>(Introduction and Warmup)</b></p> <ol style="list-style-type: none"> <li>Display <b>slide 2</b> and read over the quote. Ask students why they think communication is the key to personal and career success.</li> <li><b>Slide 3:</b> Discuss the lesson’s goal, highlighting that communication is one of the top things employers value when looking at hiring employees.</li> </ol> <p><b>Activity 1 (Terms to Know)</b></p> <ol style="list-style-type: none"> <li>On <b>slide 4</b>, discuss each of the six terms to know.</li> </ol> <p><b>Activity 2 (Introduction: Ways We Communicate)</b></p> <ol style="list-style-type: none"> <li>Discuss Different Types of Professional Communication on <b>Slide 5:</b></li> <li>Explain that professional communication includes emails, phone calls, face-to-face conversations, and more.</li> <li>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).</li> </ol> <p><b>Activity 3 (Formal vs Informal, and Adapting Styles) Sentence Sort</b></p> <ol style="list-style-type: none"> <li>Explain the Importance of Adapting Communication Styles on <b>Slide 6.</b></li> <li>Divide students into small groups and give them the baggie of statements. Have them identify which communication is "Formal" and "Informal" and group them together.</li> <li>For example, "Hey, what's up?" would be grouped with Informal and "Hello, how are you?" would be considered formal.</li> <li>Discuss how communication style should change depending on the setting and audience.</li> <li>Collect sentence strips when done.</li> </ol> <p><b>Activity 4 (Non-verbal Communication)</b></p> <ol style="list-style-type: none"> <li>Display <b>slide 7</b>, and ask students if they’ve heard the quote before, and if so, what do they think it means. Is it possible to say the exact same thing, but due to body language or tone, the meaning can change? Talk about examples with students.</li> <li>Divide students in groups of seven. In the student booklet (Communication Matters: Team Talk) have each member of the group select a different type of communication below and read about it to learn more. When finished, members will take turns sharing what they learned:</li> <li>Explain what the word means, why it’s important, and give an example.</li> </ol> <p><b>Activity 5 (Tips for Positive Communication)</b></p> <ol style="list-style-type: none"> <li>In the student booklet, read over Tips for Positive Communication with the class and discuss each one.</li> <li>Display slides 9 and 10, and have volunteers share how they would communicate in each situation.</li> </ol> <p><b>Activity 6 (Email Etiquette)</b></p> <p>Ask: "Have you ever emailed your teacher or principal like you text your friends? (Have volunteers share.) Briefly discuss why we might communicate differently with friends versus professionals.</p> <ol style="list-style-type: none"> <li>Begin with "Two Truths and a Lie" about communication. <b>(Slide 8)</b> <ul style="list-style-type: none"> <li>○ "Emails should always be written in full sentences." (True)</li> <li>○ "You should use emojis in professional emails." (Lie)</li> <li>○ "Slang shouldn’t be used in formal communication." (True)</li> </ul> </li> <li>Ask students to identify the lie and discuss why it is not suitable in professional communication.</li> </ol>

	3. Read over directions in the student booklet "Put Your Skills to the Test" and have students write a sample email. Allow volunteers to share answers.
Conclusion/Wrap-Up (3-5 minutes)	<b>Wrap-Up and Reflection (5 minutes)</b> <ol style="list-style-type: none"> <li>1. <b>Class Discussion:</b> Ask: "What did we learn about professional communication today?" (Slide 9)</li> <li>2. Invite students to share one new thing they learned and how they might use it in real life.</li> <li>3. If time allows, CILs can discuss situations on <b>slides 11 and 12</b> with students. <b>(Optional)</b></li> <li>4. CIL News/Offerings (Share news or opportunities from your CIL.)</li> <li>5. Remember to collect booklets before student leave.</li> </ol>

### Extras (Use as Needed)

Extension Activities	<ol style="list-style-type: none"> <li>1. <b>Professional Communication Journal:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>2. <b>Create a Communication Guide:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>3. <b>Communication Role-Play Workshop:</b> <ul style="list-style-type: none"> <li>○ Organize a role-play workshop where students are given more complex scenarios (e.g., negotiating with a teacher about an assignment deadline or resolving a misunderstanding with a peer). This activity will help them practice nuanced communication skills, such as empathy, persuasion, and conflict resolution.</li> </ul> </li> <li>4. <b>Classroom Debate:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>5. <b>Interview a Professional:</b> <ul style="list-style-type: none"> <li>○ Invite a guest speaker (e.g., a local business owner, teacher, or community leader) to discuss how professional communication is important in their job. After the talk, students can prepare questions and practice their professional communication skills during a Q&amp;A session.</li> </ul> </li> </ol>
Parent Communication	Parent letter to send home with the students at the end of class.



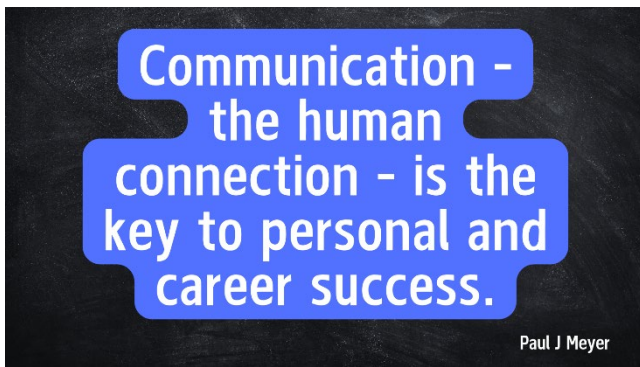
## Slide One



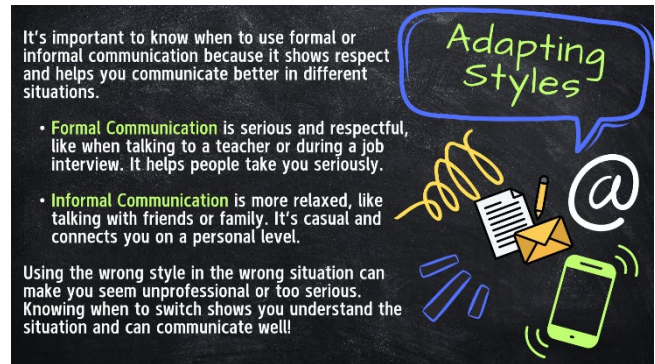
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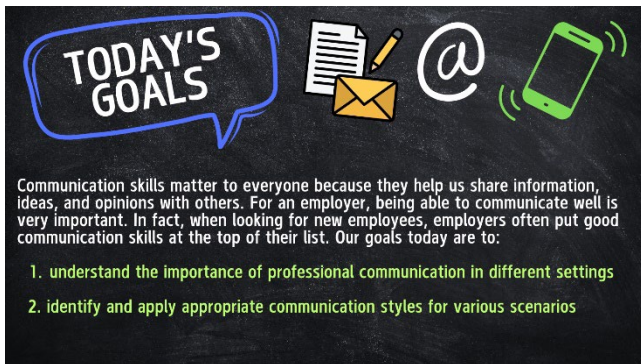
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## Slide Six



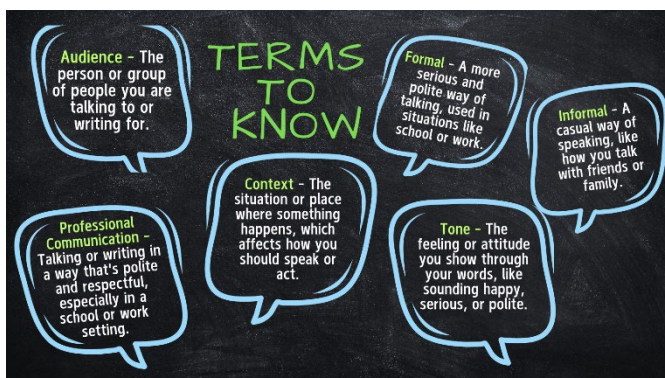
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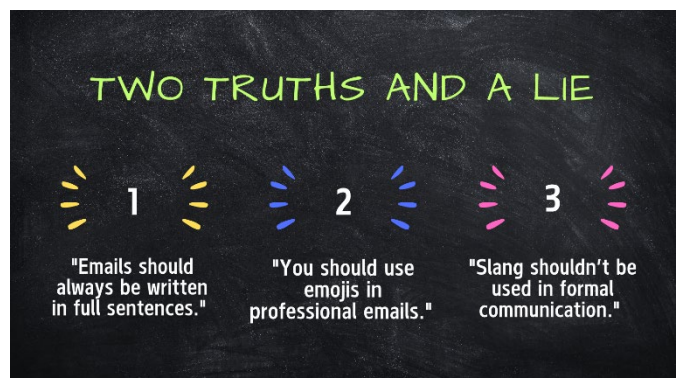
## Slide Seven



## Slide Four

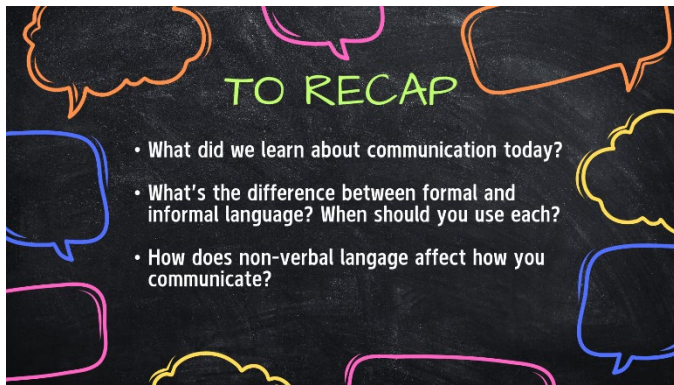


## Slide Eight





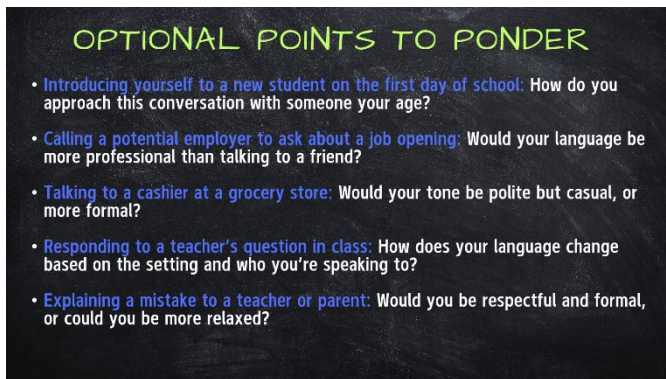
## Slide Nine



**TO RECAP**

- What did we learn about communication today?
- What's the difference between formal and informal language? When should you use each?
- How does non-verbal language affect how you communicate?

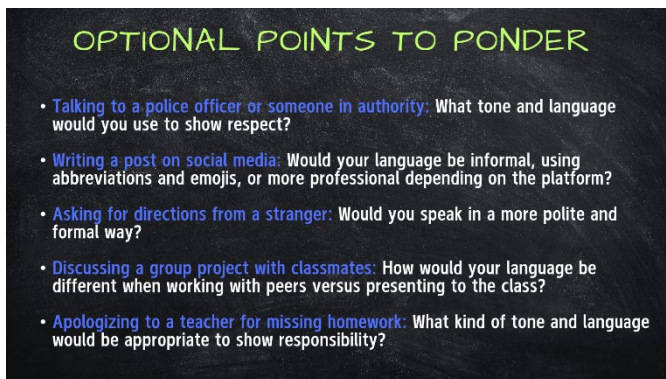
## Slide Ten



**OPTIONAL POINTS TO PONDER**

- **Introducing yourself to a new student on the first day of school:** How do you approach this conversation with someone your age?
- **Calling a potential employer to ask about a job opening:** Would your language be more professional than talking to a friend?
- **Talking to a cashier at a grocery store:** Would your tone be polite but casual, or more formal?
- **Responding to a teacher's question in class:** How does your language change based on the setting and who you're speaking to?
- **Explaining a mistake to a teacher or parent:** Would you be respectful and formal, or could you be more relaxed?

## Slide Eleven



**OPTIONAL POINTS TO PONDER**

- **Talking to a police officer or someone in authority:** What tone and language would you use to show respect?
- **Writing a post on social media:** Would your language be informal, using abbreviations and emojis, or more professional depending on the platform?
- **Asking for directions from a stranger:** Would you speak in a more polite and formal way?
- **Discussing a group project with classmates:** How would your language be different when working with peers versus presenting to the class?
- **Apologizing to a teacher for missing homework:** What kind of tone and language would be appropriate to show responsibility?

# FORMAL OR INFORMAL? CARD SORT

Hello, how are you?

I will see you tomorrow.

Please let me know if you require any assistance.

Could you please assist me with this?

See ya tomorrow!

Thanks a bunch for the gift!

Gonna head out now, bye!

I apologize, but I am unable to attend today.

I will respond to you shortly.

Hey, what's up?

Wanna hang out later?

Thank you very much for the gift.

Can't make it today, sorry.

I slayed it!

Lemme know if you need anything.

I did really well.

Would you like to meet later?

Can u help me with this?

I am leaving now, goodbye

Hello, how are you?

# Communication Counts!

## Non-Verbal Communication

Name \_\_\_\_\_

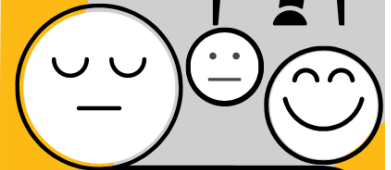
### TEAM TALK

**Directions:** Each member of the group should select a different type of communication below and read about it to learn more. When finished, members will take turns sharing what they learned:

Explain what the word means, why it's important, and give an example.

Tone and Facial Expressions are important because they help show kindness, interest, and confidence when communicating with others. People often respond better to someone who looks and sounds friendly, which can help build good relationships, make others feel comfortable, and improve conversations.

- **Tone:** Speaking in a calm, friendly, and upbeat way shows that you are happy and approachable. Using a gentle, encouraging voice when talking to someone can make them feel valued.
- **Facial expressions:** Smiling, raising your eyebrows to show interest, and nodding while listening are great ways to show you're engaged, friendly, and open to conversation.
- **Movements and Posture:** The way you sit, stand, or walk can tell others a lot about you. How you carry yourself, like your posture and movements, sends messages to those around you. Be relaxed but don't slouch. Instead, have an open posture that signals willingness to listen when someone is speaking.
- **Eye contact:** Looking at someone's eyes is an important way to communicate. Eye contact can show interest, friendship, anger, or attraction. It also helps keep a conversation going. Maintaining eye contact for a few seconds at a time can show confidence and trust.
- **Gestures:** We use our hands to wave, point, or talk with emotion. But be careful - gestures can mean different things in different places, so they might be misunderstood.
- **Personal Space:** Sometimes, people stand too close, making us feel uncomfortable. Everyone needs personal space, but how much space depends on culture, the situation, and how well you know the person. Personal space is usually 2-5 feet or at least an arm's length away.
- **Touch:** We send messages through touch, like a firm handshake, a pat on the back, or a tap on the shoulder. Each type of touch can mean something different. While in our culture, the area on the arm from the elbow to the shoulder is considered acceptable, the best rule, especially in the workplace, is to avoid touching anyone (other than a firm handshake when appropriate).



**Facial Expressions**



**Personal Space**



**Eye Contact**



**Gestures**

# Communication Counts!

## Tips for Professional Communication

Name \_\_\_\_\_

### email

- Start with a polite greeting (e.g., "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 (e.g., "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 (e.g., "Hello, my name is Jamie 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 (e.g., "Could you please explain that again?" or "I'm not sure I understand; could you clarify?").
- Don't be afraid to ask questions if you are unsure.
- Thank the person for their help.

**HELP!**



# 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







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	Student activity booklet, laminated scenarios
Vocabulary List	Punctuality, Responsibility, Perseverance, Attention to detail, Initiative, Teamwork
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 - Introduction to Work Ethic</b></p> <ol style="list-style-type: none"> <li>1. Start by asking students what they think "work ethic" means. Encourage them to share words or phrases that come to mind. <b>(slide 1)</b></li> <li>2. Explain that work ethic refers to a set of values based on hard work and diligence. It includes being reliable, responsible, showing effort, and having a positive attitude toward work. It's important in school, future jobs, and life in general. <b>(slide 2)</b></li> </ol> <p><b>Activity 2 - Vocabulary Introduction (slide 3)</b></p> <p>Key Characteristics of Strong Work Ethic:</p> <ul style="list-style-type: none"> <li>• Punctuality: Being on time and reliable.</li> <li>• Responsibility: Completing tasks without excuses.</li> <li>• Perseverance: Pushing through challenges and not giving up.</li> <li>• Attention to detail: Doing things thoroughly and carefully.</li> <li>• Initiative: Taking action without being asked.</li> <li>• Teamwork: Collaborating well with others.</li> </ul> <p>Ask students if they have observed these traits in someone they know (e.g., a teacher, family member, or coach).</p> <p><b>Activity 3 – Work Ethic Samples</b></p> <p>Sample Scenarios to discuss aloud as a class (lead class discussion) <b>Slide 4</b></p> <ul style="list-style-type: none"> <li>• You’ve been given a group project, but one of your team members isn’t doing their part. How do you handle it?</li> <li>• You are falling behind on a big assignment that’s due in two days. What do you do?</li> <li>• Your coach asks you to practice extra, even though you’re already tired. What’s the best approach?</li> </ul> <p><b>Activity 4 – Work Ethic in Action</b></p> <ol style="list-style-type: none"> <li>1. Break students into small groups. Turn to the page "Work Ethic Scenarios" in the student booklet. Each group will discuss the scenario and will decide how someone with strong work ethic would respond. They will record their answers in their booklet on the Team Think Tank form.</li> <li>2. When everyone has finished call on group volunteers to share their answers. Discuss as a class what was effective and what could be improved.</li> <li>3. Pass out the laminated cards (one to a group) “Ethically What Would You do?” Each group should read their scenario and answer the questions together. A spokesperson from each group should be prepared to share with the class when done.</li> <li>4. Call on each group to share their scenario and their answers and lead the class in a thoughtful discussion about work ethic, and how various responses could lead to positive and negative outcomes. (Collect the laminated cards when done.)</li> </ol>
Conclusion/Wrap-Up (3-5 minutes)	<p><b>Wrap-Up and Reflection (5 minutes) Slide 5</b></p> <ol style="list-style-type: none"> <li>1. What did you learn about work ethic today?</li> <li>2. How can you apply a strong work ethic in school? In future jobs?</li> <li>3. Exit Ticket: Have students write down one way they will improve or demonstrate their work ethic this week.</li> <li>4. CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>

## Extras (Use as Needed)

Extension Activity	<p><b>Work Ethic Journal</b> 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.</p> <p><b>Interview with a Role Model</b> 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 present their findings to the class.</p> <p><b>Work Ethic in the News</b> 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.</p> <p><b>Create a Work Ethic Poster</b> 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.</p> <p><b>Workplace Visit or Guest Speaker</b> Arrange for a virtual or in-person visit to a workplace where students can observe employees demonstrating good work ethic. Alternatively, invite a guest speaker (such as a local business owner or professional) to discuss how work ethic contributes to success in their field.</p>
Parent Communication	Parent letter to send home with the students at the end of class.

## Slide One



## Slide Five

### Wrap-up and Reflection

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



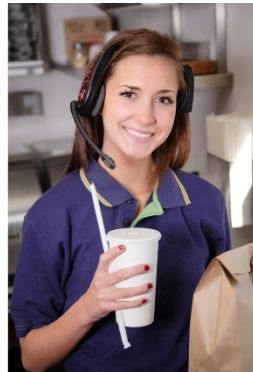
## Slide Two



## 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.



## 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**



# 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 properly, ensuring 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

Jacob stays up late watching TV 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 without citing it. The group presents, and David takes credit for "his" work.

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?

# TEAM THINK TANK

**As a group, talk about the situations in the scenarios, and then answer the following questions for each one:**

- Do you think the student made the right choice?
- Which character traits are involved in the decision the person made? (integrity, punctuality, responsibility, teamwork, initiative, perseverance)
- What are some likely positive and negative consequences of the decision?
- If you don't agree with the decision made, what would your team do differently?

<b>Scenario</b>	<b>Team Response</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	

# Ethically, what would YOU do?

## Academic Integrity

### Scenario:

Your group is working on a research project, and one group member suggests that they should copy information from a website without citing it because they're running out of time. Another member feels this is wrong but is unsure how to address it.

### Questions for Discussion:

- What are the potential consequences of copying information without proper citation?
- How can the group address the issue and ensure all work is original and properly cited?
- What are some alternative solutions to complete the project on time?

## 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 is it appropriate to share sensitive information with an adult?
- How can the group support their friend while respecting their privacy?
- What are the possible outcomes of keeping the information private versus sharing it?

# 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 address this issue but is worried about causing conflict.

### Questions for Discussion:

- How can the group address the lack of contribution in a constructive way?
- What strategies can they use to ensure that everyone participates equally?
- What should they do if the problem continues despite their efforts?

## 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 are the effects of participating in or condoning bullying?
- How can your group member stand up for the classmate in a respectful way?
- What should they do if they feel uncomfortable standing up to the bullies?

# 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:

- What are the ethical considerations of keeping something that doesn't belong to you?
- How should you handle the situation to ensure the phone is returned to its rightful owner?
- What are the steps to take if you don't know who the owner is?

## Honesty with Parents

### Scenario:

You accidentally spill juice on a family book and it's now ruined. You're worried about getting in trouble and are tempted to hide it. Your group is discussing what you should do.

### Questions for Discussion:

- Why is it important to be honest about accidents or mistakes?
- How can you approach your parents and explain what happened?
- What are the potential outcomes of telling the truth versus hiding the mistake?



# Ethically, what would YOU do?

## Cheating on a Quiz

### Scenario:

During a quiz, a student notices that a classmate is peeking at their answers. The classmate asks if they can share their answers because they're struggling and don't want to fail. The student is unsure whether to help them or report the situation.

### Questions for Discussion:

- What are the potential consequences of cheating for both the student and the classmate?
- How can the student handle the situation ethically and responsibly?
- What are some ways to support the classmate without compromising their own integrity or academic standards?

## 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 discuss it with the group.

### Questions for Discussion:

- What are the effects of excluding someone from a group activity?
- How can you advocate for including everyone and promoting inclusivity?
- What should you say to the group to address your concerns and suggest a more inclusive approach?



### **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:

- Being **punctual** and reliable.
- Taking **responsibility** for their actions and tasks.
- Showing **perseverance** when facing challenges.
- Paying **attention to detail** in their work.
- Taking **initiative** without waiting to be told.
- Working well in a **team**.

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	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 - Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>○ Discussion Starter: (Slide 2): Lead class discussion on the skills students will need to succeed in a job, drawing from past lessons as well</li> </ul> <p><b>Activity 2 - Exploring Workplace Qualities (Slides 3 and 4)</b></p> <p>Discuss the types of qualities that are important to an employer.</p> <ul style="list-style-type: none"> <li>● Attitude:           <ul style="list-style-type: none"> <li>○ Discuss: "How does your attitude show up at school and at home?"</li> <li>○ Examples: Being positive even when things are tough, showing enthusiasm in class, being on time for school.</li> </ul> </li> <li>● Image and Appearance:           <ul style="list-style-type: none"> <li>○ Discuss: "Why is how you present yourself important in different areas of life?"</li> <li>○ Examples: Looking neat for a presentation in school, dressing appropriately for different activities at home or in public.</li> </ul> </li> <li>● Communication Skills:           <ul style="list-style-type: none"> <li>○ Discuss: "How do you communicate with friends, teachers, or family members?"</li> <li>○ Examples: Making eye contact when talking, listening actively, speaking kindly.</li> <li>○ 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.</li> </ul> </li> <li>● Job Skills:           <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> <p>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> <p><b>Activity 3 : Connecting Traits to Everyday Life</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm Positive Traits:       <ul style="list-style-type: none"> <li>○ Ask students to identify positive personality traits that are valued in school, at home, or at work (e.g., friendly, dependable, patient).</li> </ul> </li> <li>2. 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"> <li>○ "Being dependable" means showing up for class on time or completing your chores.</li> <li>○ "Being friendly" means you help classmates or family members feel good around you.</li> </ul> </li> </ol>

	<p><b>Activity 4: Workplace Skills (Slide 5)</b></p> <ol style="list-style-type: none"> <li>1. Divide students into small groups and give each group a piece of chart paper.</li> <li>2. Have them draw a chart like the one on slide 5.</li> <li>3. Distribute set of cards with different work habits (They are numbered 1-9.)</li> <li>4. Groups should read each work situation and identify the work habits evident or not evident in the scenario and explain how the behavior impacts the workplace and coworkers. Next, groups should agree on a better way to handle the situation using positive work habits. Once charts have been completed, ask groups to share their answers and discuss with the whole group.</li> </ol> <p><b>4. Reflection (Slide 6)</b></p> <ol style="list-style-type: none"> <li>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?"</li> <li>2. Discussion: If students are comfortable, ask a few to share their reflections with the class.</li> </ol>
<p>Conclusion/Wrap-Up (3-5 minutes)</p>	<p><b>Wrap-Up and Reflection (Slide 7)</b></p> <ol style="list-style-type: none"> <li>1. Summarize the key points: <ul style="list-style-type: none"> <li>o Employers value many of the same qualities you already use at school and home.</li> <li>o Qualities like attitude, communication, and being dependable help you succeed in all areas of life.</li> </ul> </li> <li>2. Encouragement: Remind students that practicing these positive qualities in everyday situations builds habits that will be useful both now and in the future.</li> <li>3. CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>
<p><b>Extras (Use as Needed)</b></p>	
<p>Extension Activity</p>	<p><b>Classroom Work Habit Challenge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Create a chart where students track their actions and reflect on how they aligned with what employers value.</li> </ul> <p><b>Community Guest Speaker:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Classroom Business Simulation:</b></p> <ul style="list-style-type: none"> <li>• Organize a classroom business where students take on different roles (e.g., manager, customer service, cashier).</li> <li>• Throughout the activity, focus on the work habits of attitude, communication, and appearance, and reflect on how they contributed to the "business" success.</li> </ul>
<p>Parent Communication</p>	<p>Parent letter to send home with the students at the end of class.</p>

### Slide One



### Slide Five

#### GROUP ACTIVITY (CHART PAPER)

	Work Habits Not Followed	Negative Impact	How should the situation be handled?
1			
2			
3			
4			
5			
6			
7			
8			
9			

### Slide Two



What skills do you think you'll need to succeed in a job?

### Slide Six

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?"

**REFLECT AND CONNECT**

### Slide Three

**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.

### Slide Seven

#### 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 Four



#### ESSENTIAL QUALITIES

- 40% - Attitude
- 25% - Image and appearance
- 25% - Communication skills (verbal and non-verbal)
- 10% - Job skills



# Workplace Habits

## 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.

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

**Taylor:** (crossing arms) 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) Jordan, this is the third time this week you're late for your shift.

**Anthony:** (yawns) Yeah, I know. Traffic was bad, and I 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) Yeah, yeah, 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. 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) I'll help later. 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) Taylor, 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!

**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. Everyone has 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) Casey, can I see you for a second? Is everything okay?

**Marcus:** (sighs) I'm just tired of customers bothering me with all these questions. I can't get anything else done!



Dear 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 how we present ourselves matters in different situations, such as dressing appropriately for school or taking pride in our appearance at home.
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:**

- **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.
- **Encourage good communication:** Practice active listening with your child during conversations. Encourage them to make eye contact, ask thoughtful questions, and speak kindly.
- **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.
- **Discuss responsibility:** Talk about how being dependable (e.g., 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 Lesson Eight

## 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"> <li>1. Students can explain the purpose of a job interview.</li> <li>2. Students can list 2-3 strategies for preparing for a job interview.</li> <li>3. Students can describe key elements of making a positive impression during an interview.</li> </ol>
Materials Needed	Sample interview questions, mock interview streaming link: <a href="https://youtu.be/ytckc4Gjljo">https://youtu.be/ytckc4Gjljo</a> , “A Tale of Two Interviews” in student activity booklet
Vocabulary List	Interview, resume, qualifications, employer, applicant, strengths, weaknesses (areas for improvement)
Lesson Directions	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 – Introduction Discussion (Review goals on Slide 2)</b></p> <ol style="list-style-type: none"> <li>1. Ask students: “Have you ever applied for something, like a team, club, or competition? How did you present yourself? What would be different if you were applying for a job?”</li> <li>2. Explain: 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. <b>(Slide 3)</b></li> <li>3. Discuss the importance of interviews in getting a job and how they are a way to show your skills and personality.</li> <li>4. Ask students, “What happens in a job interview?”</li> <li>5. Explanation: Define a job interview as a formal meeting between an applicant and a potential employer to discuss qualifications.</li> <li>6. Importance: Explain why interviews are a crucial step in getting jobs and making a good first impression.</li> </ol> <p><b>Activity 2 – Key Terms Introduction (Slide 4)</b></p> <ul style="list-style-type: none"> <li>○ Interview: A formal meeting in which someone is asked questions to determine if they are a good fit for a job.</li> <li>○ Confidence: A feeling or belief in one’s abilities.</li> <li>○ Resume: A document listing or summary of your work experience, skills, and qualifications for a job.</li> <li>○ Qualifications – Skills, education, or experience that make someone suitable for a job.</li> <li>○ Employer – A person or company that hires someone to do a job.</li> <li>○ Applicant – A person who applies for a job.</li> <li>○ Strengths – Positive qualities or skills that make you a good fit for a job.</li> <li>○ Weaknesses/Areas for Improvement – Areas where you can improve but may need additional work or development.</li> </ul> <p><b>Activity 3 – A Tale of Two Interviews (Slide 5)</b></p> <ol style="list-style-type: none"> <li>1. Have students turn to <b>A Tale of Two Interviews</b> in their student booklets and assign parts for each one.</li> <li>2. Read the first interview and second interviews aloud with students and discuss.</li> <li>3. Ask students for feedback. What type of impression did each applicant make? What were strengths and areas for improvement?</li> </ol> <p><b>Activity 4 – Analyzing Mock Interviews</b></p> <ol style="list-style-type: none"> <li>1. Read over the list of Interview “Do’s and Don’ts” from the student booklet, and discuss with students.</li> <li>2. Show the <a href="#">streaming video</a> (between 6 and 7 min) of examples of two students’ interviews for a job, and have students cite examples of do’s and don’ts from their list.</li> </ol>



	<p><b>Activity 5 - Talk the Talk: Ace the Interview!</b></p> <ol style="list-style-type: none"> <li>1. Read over some of the most common interview questions (student booklet) along with accompanying tips.</li> <li>2. Pair students up and have them take turns being the interviewer and the interviewee. Use the sample questions for practice.</li> <li>3. Discussion: After partners have time to practice, ask volunteers to share their experiences and any challenges they faced.</li> </ol>
<p>Conclusion/Wrap-Up (3-5 minutes)</p>	<p><b>Wrap-Up and Reflection (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Reflection: Ask students to write down 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.</li> <li>2. Which part was the hardest (e.g., body language, confidence, answering questions).</li> <li>3. What they would do differently next time?</li> <li>4. Use these reflections to have an open class discussion about improvement and growth in interviewing skills</li> </ol>
<p><b>Extras (Use as Needed)</b></p>	
<p>Extension Activities</p>	<p><b>Dress for Success</b> Activity: Discuss the importance of dressing appropriately for interviews.</p> <ul style="list-style-type: none"> <li>○ Show students examples of interview attire vs. casual clothing.</li> <li>○ 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.</li> <li>○ Have a "dress-up day" where students come dressed as if they were going to a job interview.</li> </ul> <p><b>Panel Interview:</b> Activity: Students act as interview panelists and one student is the interviewee.</p> <ul style="list-style-type: none"> <li>○ Panelists take turns asking questions and assessing the interviewee based on a rubric that includes criteria like confidence, body language, and responses.</li> <li>○ Rotate roles so that every student has a chance to be both the interviewer and the interviewee.</li> </ul> <p><b>Elevator Pitch Challenge</b> Activity: Explain the concept of an elevator pitch—a short, persuasive speech used to introduce oneself.</p> <ul style="list-style-type: none"> <li>○ 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 "class assistant").</li> <li>○ Each student then presents their pitch to the class or in small groups.</li> </ul> <p><b>Interview Feedback Stations:</b> Activity: Set up three feedback stations around the room:</p> <ul style="list-style-type: none"> <li>○ Body Language Station: One student is asked to conduct an "interview" while their partner focuses on observing body language (eye contact, posture, gestures).</li> <li>○ Question Response Station: Focus on the quality of their answers to common interview questions (clarity, confidence, relevance).</li> <li>○ Tone and Clarity Station: Focus on how clearly and confidently students are speaking.</li> <li>○ Feedback: After each mock interview, the observer gives constructive feedback before they rotate roles.</li> </ul> <p><b>STAR Method Practice:</b> Activity: Introduce the STAR method (Situation, Task, Action, Result) for answering behavioral interview questions.</p> <ul style="list-style-type: none"> <li>○ Give students scenarios (e.g., "Tell me about a time when you overcame a challenge") and have them practice using the STAR format in small groups.</li> </ul>
<p>Parent Communication</p>	<p>Parent letter to send home with the students at the end of class.</p>

Slide One



# JOB INTERVIEW TIPS

Slide Five



## A TALE OF 2 INTERVIEWS

You will be reading about two different job interviews. As you are reading, think about what type of impression each applicant makes.

What are their strengths and areas for improvement?

Slide Two

## TODAY'S GOALS

1. Explain the purpose of an interview
2. List several strategies for preparing for a job interview
3. Describe key elements of making a positive impression during the interview.

Slide Six

After reviewing the list of Do's and Don'ts for interviewing, see how many of the items you notice when watching the mock interviews in this video clip.



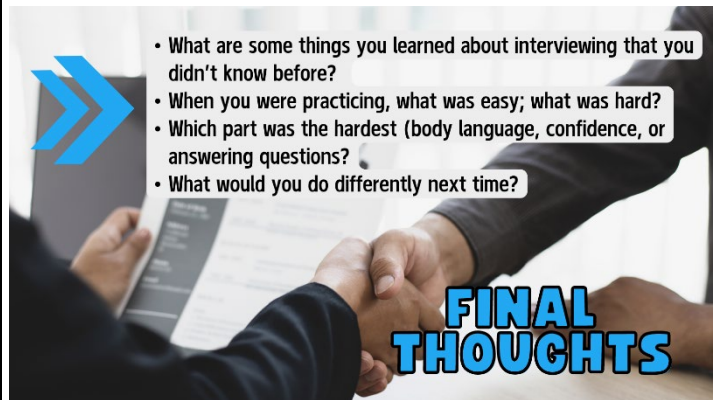
Slide Three

# JOB INTERVIEW

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.



Slide Seven



- What are some things you learned about interviewing that you didn't know before?
- When you were practicing, what was easy; what was hard?
- Which part was the hardest (body language, confidence, or answering questions)?
- What would you do differently next time?

## FINAL THOUGHTS

Slide Four

## IMPORTANT TERMS

**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.





# 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 (e.g., "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 your strengths and how they fit the job. For example, "I'm a hard worker and I love learning new things, so I think I would be a great addition to your team."
- **"How would your teachers or friends describe you?"**
  - Tip: Think about positive things people say about you, like "helpful," "reliable," or "a good listener." Choose qualities that show you're a good fit for the role.
- **"Do you prefer working alone or in a team?"**
  - Tip: Show flexibility by saying you can work well in both situations. For example, "I like working with others because it's fun to share ideas, but I'm also comfortable working alone when I need to focus."
- **Tell me about a time you worked on a team."**
  - Tip: Choose an example from school or sports. Focus on how you contributed and how teamwork helped you achieve success.
- **"What motivates you?"**
  - Tip: Share something that drives you, like improving yourself, helping others, or achieving personal goals (e.g., "I'm motivated by seeing my hard work pay off, like when I study and improve my grades").
- **"Do you have any questions for us?"**
  - Tip: Always ask a question. Good ones include, "What does a typical day look like?" or "What do you like most about working here?"



# INTERVIEW CHEAT SHEET

## Do's and Don'ts When Interviewing



- **Be on time.**
  - Arriving 5-10 minutes early shows you're responsible.
- **Dress neatly.**
  - Even if the job doesn't require formal attire, 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't be late.**
  - Being late can make the interviewer think you're unreliable.
- **Don't give one-word answers.**
  - Explain your answers with examples, and try to keep the conversation going.
- **Don't 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.
- **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.
- **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 say "I Don't Know."**
  - If you're unsure of an answer, try to think of something positive you can say.
- **Don't over-share.**
  - Keep your answers focused on the job or what's relevant to the role.

# A Tale of Two Interviews

## Interview One Characters

Manager  
Sam

## Interview Two Characters

Manager  
Jamie

### Interview One

**Setting:** A small retail store. 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 phone.

**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:** (Taken aback) 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.

### Interview Two

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

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

**Jamie:** (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?

**Jamie:** (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?

**Jamie:** 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?

**Jamie:** 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?

**Jamie:** 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.

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

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

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





**Dear Parent/Guardian,**

Today in class, your child participated in a lesson 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 Lessons Nine and Ten

## EMPLOYER EXPECTATIONS

### “Boss Moves: Who Would You Hire?”

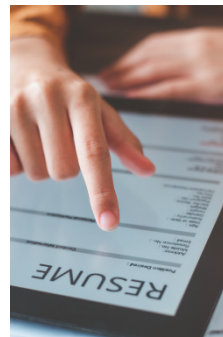
Pre-Lesson	
Pre-ETS Category	Workplace Readiness
Learning Goal(s)	Understand and apply key work habits and skills that employers value. Collaborate in teams to evaluate candidates. Develop decision-making and critical thinking skills by explaining their hiring choice.
Success Criteria	Students can apply 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 pros and cons), Folders for each HR team containing candidate profiles, "Who Would You Hire?" decision worksheet (for each group)
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	
Community Building (3-5 minutes)	Choose from 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><b>Activity 1 - Introduction</b> Review work habits and set up the HR scenario.</p> <ol style="list-style-type: none"> <li>Begin by asking students, "What work habits do you think are most important to employers?" <b>(Slide 2)</b></li> <li>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.</li> </ol> <p><b>Activity 2 – Vocabulary Review (Slides 3 and 4) Review the words below, reminding students of the importance of each when looking at potential employees.</b></p> <ul style="list-style-type: none"> <li>Work ethic: Doing your best and staying committed to a task.</li> <li>Integrity: Doing the right thing even when no one is watching.</li> <li>Leadership: Guiding and helping others to reach a goal.</li> <li>Teamwork: Working well with others to get something done.</li> <li>Problem solving: Finding solutions when things go wrong.</li> <li>Professionalism: Acting respectfully and responsibly in any situation.</li> <li>Mindset/Attitude: How you think and feel about things, which affects how you act.</li> </ul> <p><b>Activity 2 - Group Formation and HR Task Introduction</b> Divide students into small groups and explain their task.</p> <ol style="list-style-type: none"> <li>Divide the class into small groups of 3-4 students, with each group becoming an "HR team."</li> <li>Hand out the folders with candidate profiles and the "Who Would You Hire?" decision worksheet.</li> </ol> <p><b>Activity 3 - Evaluating Candidates</b> HR teams review each candidate and select one to hire.</p> <ol style="list-style-type: none"> <li>Each HR team will review the profiles in their folder, considering the pros and cons of each applicant.</li> <li>Teams should discuss which candidate they think is best for the job based on the work habits they’ve learned about.</li> <li>They must fill out the recommendation sheet with their reasoning.</li> </ol> <p><b>Activity 4 – Group Presentations</b></p> <ol style="list-style-type: none"> <li>Each group will present who they chose and why, focusing on work habits and skills that align with the position.</li> <li>They will share the strengths and weaknesses of their selected candidate(s).</li> <li>Follow up questions to groups: <ul style="list-style-type: none"> <li>What was the most important factor for you in deciding who to hire?</li> <li>Did any of the candidates’ weaknesses concern you? Why or why not?</li> <li>How will your team address the weaknesses of your selected candidate(s) that will help them improve?</li> </ul> </li> </ol>

<p>Conclusion/Wrap-Up (3-5 minutes)</p>	<p><b>Wrap-Up and Reflection (5 minutes)</b> Reinforce the key takeaways.</p> <ol style="list-style-type: none"> <li>1. Conclude by emphasizing that employers often look for a mix of skills and habits, but they also value potential for growth.</li> <li>2. Highlight that no candidate is perfect, but it's important to identify strengths that align with job needs.</li> <li>3. CIL News/Offerings (Share news or opportunities from your CIL.)</li> </ol>
<p><b>Extras (Use as Needed)</b></p>	
<p>Extension Activity</p>	<p><b>Create a Resume for a Candidate:</b></p> <ul style="list-style-type: none"> <li>• Ask students to select one of the candidates from the lesson and create a resume for them. They can focus on the candidate's strengths, experiences, and work habits, helping students better understand how to showcase skills for a potential employer.</li> </ul> <p><b>Career Research Project:</b></p> <ul style="list-style-type: none"> <li>• Have students research different career paths and the work habits or skills required for those jobs. They can present their findings to the class or create a poster showing the qualifications and qualities that employers in various industries value.</li> </ul> <p><b>Mock Hiring Fair:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Guest Speaker/Q&amp;A:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>Additional Resources</p>	<p><b>Interactive Career Exploration Tools:</b></p> <ul style="list-style-type: none"> <li>• My Next Move: (<a href="https://www.mynextmove.org">https://www.mynextmove.org</a>) – A career exploration tool that helps students learn about different jobs, the skills needed, and potential career paths based on their interests.</li> <li>• Career OneStop: (<a href="https://www.careeronestop.org">https://www.careeronestop.org</a>) – A resource to help students discover job options, required skills, and paths for growth in different industries.</li> </ul> <p><b>Books on Work Habits and Careers:</b></p> <ul style="list-style-type: none"> <li>• "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.</li> <li>• "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.</li> </ul>
<p>Parent Communication</p>	<p>Parent letter to send home with the students at the end of class.</p>

## Slide One



## Slide Five



### Who would YOU hire?

#### Evaluating Applicants

1. Teams will read over both Job descriptions (sales clerk and social media influencer) with their teacher.
2. Each HR team will review the profiles in their folder, considering the strengths and challenges of each applicant.
3. Teams should discuss which candidate they think is best for each job based on the requirements of the position and the work habits they've learned about.
4. They must fill out the applicant review form with their reasoning.

## Slide Two



### Who would YOU hire?

Based on our previous lessons, what work habits do you think are most important to employers?

## Slide Six



### Who would YOU hire?

#### Team Recommendations

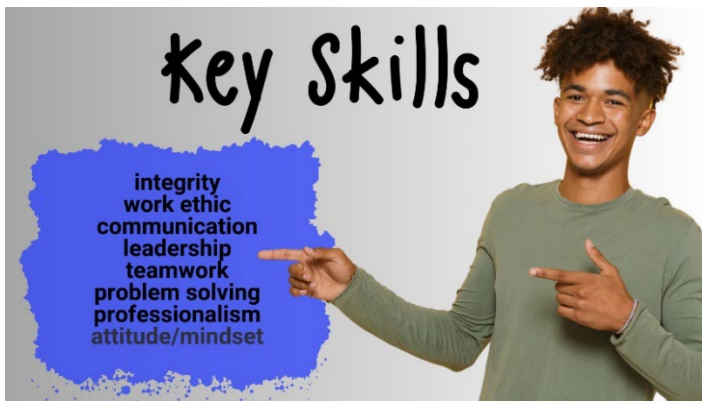
Each team will present who they chose for each position and why, focusing on work habits and skills that align with the position (along with their strengths and areas for improvement).

**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 Three

# Key Skills




- integrity
- work ethic
- communication
- leadership
- teamwork
- problem solving
- professionalism
- attitude/mindset

## Slide Four

# Key Skills

- **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 things, which affects how you act.





# SNEAKER STADIUM

SPORTING GOODS

## NOW HIRING

### SOCIAL MEDIA INFLUENCER

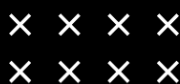
We are looking for a creative and energetic Social Media Influencer to join our sneaker and sports gear store team! As the face of our brand online, you'll help promote the latest sneakers, jerseys, and athletic apparel to our teen audience. You'll be responsible for creating engaging content across various social media platforms (Instagram, TikTok, etc.), building excitement around our products, and helping boost both online and in-store sales.

#### Responsibilities:

- Create original and engaging content (photos, videos, stories) that highlights our latest sneakers and sports gear.
- Regularly post on Instagram, TikTok, and other platforms to promote in-store events, sales, and new arrivals.
- Engage with followers by responding to comments, answering questions, and participating in trends to boost brand visibility.
- Collaborate with the sales team to feature exclusive products and share insights from customer feedback.
- Attend and promote store events, sneaker drops, and other activities that align with the store's brand.

#### Qualifications:

- Strong understanding of popular social media platforms (especially TikTok and Instagram).
- Creative with a knack for creating visually appealing and trendy content.
- Passionate about sneakers, sports gear, and fashion trends.
- Good communication skills and the ability to connect with a teen audience.
- Basic photography and video editing skills are a plus.
- Comfortable on camera, confident in promoting products to a wide audience.
- Knowledge of the latest trends in streetwear, sports, and fashion is a bonus!







# SNEAKER STADIUM

SPORTING GOODS

## NOW HIRING

### SALES CLERK

We're looking for a passionate and friendly Sales Clerk to join our team and help customers find the latest sneakers, sports jerseys, and athletic gear! As a Sales Clerk, you will provide excellent customer service, assist with product recommendations, and maintain a neat and organized store. If you love sneakers, sports, and fashion, this is the perfect job for you!

#### Responsibilities:

- Greet and assist customers as they enter the store, helping them find the sneakers and sporting goods they need.
- Provide knowledgeable advice on different sneaker brands, jersey styles, and other athletic apparel.
- Stay up to date with the latest sneaker drops and sports trends to give customers the best recommendations.
- Process customer purchases at the register and handle cash, card, and mobile payments accurately.
- Help with restocking, arranging displays, and ensuring the store looks clean and organized at all times.
- Address customer questions and resolve any issues to ensure a positive shopping experience.

#### Qualifications:

- Friendly and outgoing personality with a passion for sneakers, sports, and fashion.
- Excellent communication skills and a customer-first attitude.
- Ability to work well in a team and independently in a fast-paced environment.
- Basic math skills for handling transactions at the cash register.
- Flexibility to work evenings, weekends, and during special store events.
- Knowledge of popular sneaker brands and sports gear is a plus!



# Applicant Review Form

**Instructions:** In your HR team, review the candidate profiles. Use this worksheet to help guide your decision on who you would hire. Discuss the strengths and areas for improvement of each candidate and choose one for each position based on their work habits, skills, and potential for growth.

List all Team Members of this Group:

Candidate Name	Strengths	Areas for Improvement	Notes

## Emily Johnson

### Summary of Qualifications:

- **Strengths:** Punctual, highly organized, excels in academic work (Honor Roll student), strong communication skills, and active in Student Council as a secretary. Emily is also a team player and enjoys collaborating on group projects.
- **Areas for Improvement:** Tends to overthink small details, which sometimes slows down her progress. Occasionally struggles to balance schoolwork with extracurricular activities, leading to minor scheduling conflicts.

### References:

- Ms. Greene, Student Council Advisor: “Emily is always on time and follows through on tasks. She’s a strong communicator and helps keep the team organized.”
- Mr. White, History Teacher: “Emily’s commitment to academic excellence is clear. She can improve by finding better ways to manage her workload and not getting stuck on perfection.”



## David Martinez

### Summary of Qualifications:

- **Strengths:** Very creative and a natural problem-solver. David is the captain of the school Robotics Team and enjoys hands-on tasks. He's good at thinking outside the box and is enthusiastic about learning new things. He's also independent and works well without constant supervision.
- **Areas for Improvement:** David sometimes gets distracted easily, especially with tasks he finds uninteresting. He's also had a few issues with meeting deadlines because he takes on too many projects at once.

### References:

- Coach Foster, Robotics Coach: "David's creativity and technical skills are impressive. He needs to focus more on managing his time and keeping track of deadlines."
- Mrs. Yang, Math Teacher: "David's independent nature is great, but he could benefit from working more on following instructions carefully."



## Jasmine Nguyen (pronounced WIN)

### Summary of Qualifications:

- **Strengths:** Jasmine is incredibly detail-oriented and excels in planning and organizing events. She is the head of the school's yearbook committee and manages multiple deadlines effectively. She's also known for her creativity and ability to work well under pressure.
- **Areas for Improvement:** Jasmine can be very hard on herself when things don't go perfectly, which can lead to frustration. She also sometimes has trouble asking for help and prefers to handle everything on her own, which can cause her to feel overwhelmed.

### References:

- Ms. Reed, Yearbook Advisor: "Jasmine is one of the most organized and detail-oriented students I've worked with. She needs to learn to delegate and not be afraid to ask for help."
- Mr. Patel, Art Teacher: "Jasmine is highly creative and handles pressure well, but she could benefit from working more on accepting that things won't always be perfect."





## Sarah Patel

### Summary of Qualifications:

- **Strengths:** Highly motivated and determined, Sarah works a part-time job after school while maintaining good grades. She is dependable and follows instructions well. She's also very good with customer service skills, honed from her job at a local grocery store. Sarah is proactive and often anticipates what needs to be done without being told.
- **Areas for Improvement:** Sarah sometimes takes on too much at once, which causes her to become stressed. Her assertiveness can sometimes come across as being too direct with others, which has led to minor conflicts with peers.

### References:

- Ms. Romero, Grocery Store Supervisor: "Sarah is an outstanding employee—reliable and proactive. I have no doubt she can handle responsibility. She's learning to balance work and rest to avoid burnout."
- Mr. Davis, English Teacher: "Sarah is incredibly determined and hard-working. Her assertiveness, while valuable, could be balanced with more empathy in group settings."



## Kris Prather

### Summary of Qualifications:

- **Strengths:** Chris is a natural leader, serving as the captain of the basketball team. He's great at motivating others and working in teams. Chris is also very responsible—he's often trusted to manage equipment and coordinate practices. He's always willing to help and takes initiative when he sees something that needs to be done.
- **Areas for Improvement::** Chris occasionally struggles with academic work, especially in subjects that don't interest him. He sometimes puts too much focus on sports, which affects his school performance. He is working on finding better balance.

### References:

- Coach Bell, Basketball Coach: "Chris is an incredible leader on and off the court. He's reliable and a great motivator. I would like to see him put the same energy into his academic work."
- Ms. Taylor, Science Teacher: "Chris is hardworking and dependable. With a little more focus on academics, I believe he will succeed both in school and beyond."



# Michael Rivera

## Summary of Qualifications:

- **Strengths:** Michael is a highly determined and resilient individual who doesn't let challenges hold him back. He's actively involved in his school's debate team and excels in public speaking. Michael is known for his strong work ethic, excellent communication skills, and problem-solving abilities. He's also tech-savvy, often using technology to promote the school's kindness club online. His positive attitude and determination make him a great team member, and he consistently finds creative solutions to overcome obstacles.
- **Areas for Improvement:** While Michael is very independent, he sometimes struggles with asking for help when needed, which can lead to frustration. Additionally, he tends to take on too many tasks at once, which can result in feeling overwhelmed.

## References:

- Mr. Brown, Debate Coach: "Michael is one of the most dedicated and passionate students I've ever coached. He has an incredible ability to think on his feet and inspire his teammates. He's learning to seek help when needed."
- Ms. Lopez, English Teacher: "Michael's communication skills are outstanding, and he's always eager to participate in class discussions. His resilience is admirable, but he could benefit from pacing himself and reaching out when he faces challenges."





Dear Parents/Guardians,

During the last two class sessions 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 the 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, you might ask:
    - "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 chore, 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 show 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. Thank you for your continued support in your child's learning journey!

Sincerely,

Pathways to Partnerships Team