

Pathways to Partnerships



PATHWAYS
TO PARTNERSHIPS

GVRA + CILs + LEAs



GRADE
7

PATHWAY TO DREAMS

Empowering Middle School Students
to Achieve Their Career Dreams



Student Resources

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)



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

Name _____

Career Interest Inventory

Inventory Results

Identifying My Career Category

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

Realistic | Artistic | Social | Investigative | Enterprising | Conventional

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

1. _____
2. _____
3. _____

Career Fit

Why These Careers Interest Me

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

Career 1 _____

Why it's a good fit _____

Career 2: _____

Why it's a good fit _____

Career 3: _____

Why it's a good fit _____

My Next Steps



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



SELF-ADVOCACY STEPS

Name _____ Date _____ Grade _____

- ✓ **Identify the problem.** (What do you need?)

- ✓ **Choose the best setting and seek support.** (Where and with whom should you talk? Privately or within a group, in a note or in an email, during or after class)

- ✓ **Be polite, and use appropriate social skills.** (Be respectful; maintain good eye contact; speak without interrupting)

- ✓ **Communicate clearly.** (Be specific about what you need and why you need help.)

- ✓ **Offer an alternative or possible solution.** (For example, you may need a different size reading text or another seat example of a new type of problem.)

Use Your Voice Partner Practice on Next Page





SELF ADVOCACY

PARTNER PRACTICE!

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

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

1

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

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

4

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

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

2

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

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

5

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

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

3

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

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

6

MINDSET MATTERS

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). _____

Communication Counts!

Non-Verbal Communication

Name _____

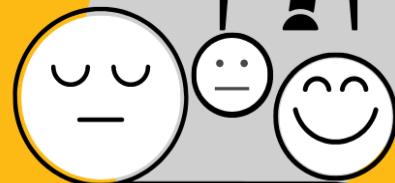
GROUP JIGSAW

Directions: Divide each term below among group members. Students should read the assigned definition silently. When finished, members will explain what their word means, why it's important when communicating, and give an example.

This will give all students an opportunity to explain what they learned to the group, so that everyone understands the full content. It's like putting pieces of a puzzle together to get the whole picture!

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.

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **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,").



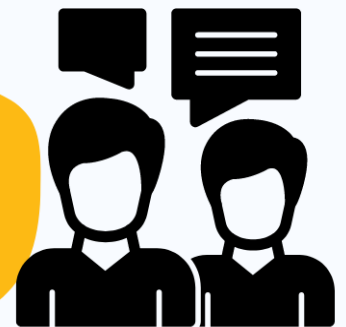
text or message

- 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



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?

Scenario	Team Response
1	
2	
3	
4	
5	
6	
7	
8	

Play 1: "Who Takes the Shift?"

Characters:

- Jordan
- Casey
- Manager
- Narrator

Challenge 1

WHO TAKES THE SHIFT?

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

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

Casey: Well, I worked last weekend, so it's your turn. I'm not giving up my day off again.

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

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

Narrator: The manager overhears the argument and steps in.

Manager: What's going on here?

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

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

Manager: We need to sort this out quickly. The weekend shift is critical for keeping things running smoothly.

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



What's the best way for Jordan and Casey to handle this? How should the manager help them find a fair solution?

Play 2: "The Missing Inventory"

Characters:

- Avery
- Sam
- Assistant Manager
- Narrator

Challenge 2
THE MISSING INVENTORY

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

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

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

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

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

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


Narrator: The assistant manager enters.

Assistant Manager: I've been hearing rumors about missing inventory. What's the story?

Avery: We're short on stock again, and Sam did inventory last night.

Sam: I did everything by the book! This could've happened after my shift.

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



How should Avery and Sam handle the missing inventory situation? What should the assistant manager do to prevent this issue going forward?

•

•

•

Play 3: "Late to the Meeting"

Characters:

- Mia
- David
- Chris
- Narrator

Challenge 3

LATE TO THE MEETING

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

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

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

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

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

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

Narrator: Tension rises as Chris tries to explain while Mia and David look increasingly frustrated.

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



What's the best way for Mia, David, and Chris to resolve this issue? How should they handle Chris being late moving forward to keep the project on track?



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



✓ DO'S

- **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'TS

- **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.



SNEAKER STADIUM

SPORTING GOODS

NOW HIRING

SOCIAL MEDIA INFLUENCER

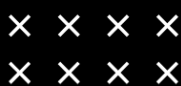
We are looking for a creative and energetic Social Media Influencer to join our sneaker and sports gear store team! As the face of our brand online, you'll help promote the latest sneakers, jerseys, and athletic apparel to our teen audience. You'll be responsible for creating engaging content across 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!



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."

