

## **Student Run Thrift Shop**

### **Thrifty Farmer**

**OBJECTIVE:** Align current workplace learning goals for the 18-21 program to apply functional, academic, technical, and employability skills in a work setting. Align support from the classroom to connect the instructional process to career exploration, ongoing pre-professional development, and career preparation.

Students will be learning how to work cooperatively and improve their skills to follow directions from a supervisor/managers.

Students will have a teacher/staff member present for assistance.

Students will gain skills needed to perform tasks related to customer service and retail.

#### **Purpose:**

The purpose of this program will be to give students a new opportunity to practice their vocational skills. The thrift shop will allow for students to gain “retail experience”, social skills, organizational skills, and the ability to apply critical thinking skills. They will be responsible for cleaning and prepping clothes (wash, dry iron, etc..), designing the store presentation, assisting customers, keeping inventory and finalizing purchases. They will also learn how to read appointments and schedules.

The thrift store will charge a minimal amount for items. The profit will allow for the upkeep of the Thrift store and create funds for new businesses to be created for the student’s WBL practice. The clothing will be from donations from the staff only and will be cleaned before sold. Students will have to make an appointment to shop at the thrift store during school hours, using google forms.

Students will acquire skills such as:

- being able to maintain appropriate behavior in a workplace.
- Work on communication skills
- Gain skills needed for future employment
- Gain skills that can be applied to real-world situations (these are transferable skills that can crossover into various employment and life settings)
- Learning how to use and read a schedule
- Learn how to have conversations with customers/peers, fold clothing, promote sales, etc...
- Practice Money skills
- Practice skills needed for independent living into adulthood

## **NJ standards and goals:**

### **9.1 PERSONAL FINANCIAL LITERACY**

- **9.1.12.A.3** Analyze the relationship between various careers and personal learning goals.
- **9.1.12.A.4** Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt

### **9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

- **9.2.12.C.3** Identify transferable career skills and design alternate career plans.

### **9.3 – Career & Technical Education (CTE) Content Area: 21st Century Life and Careers:**

- **9.3.12.AG-ENV.1** Use analytical procedures and instruments to manage environmental service systems.
- **9.3.12.AG-ENV.5** Use tools, equipment, machinery, and technology common to tasks in environmental service systems.

### **Career Ready Practices**

**CRP1.** Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to improving their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2.** Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts and real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

**CRP4.** Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to maximize the use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals

think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP12.** Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.