



Name: Claire R.

Grade Level: 10 - Sophomore

Years in FIRST: 2

Explain how the student embodies the philosophies of Gracious Professionalism and Coopertition through the FIRST Core Values: Discovery, Innovation, Impact, Inclusion, Teamwork and Fun. Please provide examples.

Claire is a passionate learner. When we began searching for a new driver, she quickly changed her softball schedule to allow her more time to practice. Within a few months, she was driving for a 2023 off-season event, where we finished as finalists. In season, she is dedicated to the improvement of the team—even when it means quickly learning something new. After the team discovered a hindrance to our scoring was time spent at the human player station, she helped add more LED lights to provide real-time feedback to the drive team about the state of the robot and scoring potential. No matter how close we are to competitions or how much work there is to be done, Claire upholds a positive team environment. She is a friend to all and ensures that people's ideas are brought into conversations.

How has the student increased the awareness of FIRST? Describe the student's interests and/or plans to continue to engage with FIRST beyond high school. Please provide examples.

Claire is actively involved in team outreach activities. At our interactive Girl Scouts workshop event her freshman year, she served as the leader of the driving station, teaching all fifteen third graders. Many of the girls commented on how much fun they had with STEM through the stations and noted driving as their favorite. At elementary and middle school shop tours, Claire often helps guide groups, answer questions, and connect young students with the Worthington FIRST pathway. She makes learning fun for younger students, making STEM enjoyable and attainable. Within her school, she participates in PLTW recruiting presentations, resulting in multiple students joining our team this season. While she is still mapping out her future, she knows mentoring an FRC team will be a part of it.

How does the student's individual contribution to the team benefit the whole? Please provide examples.

Claire is always willing to adapt to support the team. When the team needed students for a sponsorship presentation across the state over the summer, Claire quickly stepped up—learning presentation skills and how to communicate with sponsors. Not only did she memorize the content then, but she reflected on the experience later to prepare to help the team grow in the future. When schedule conflicts prevented her from coming into normal meeting times, she would schedule her activities back-to-back and come in after softball practices and games to ensure that she never fell behind. She later entirely reorganized her schedule to improve herself as a driver, focusing more on team success than on the easy choice and allowing us to place the best out of our season at her first event driving.

Describe the students' experience in areas of STEM. This could include but is not limited to skills in engineering, software, CAD, fabrication, etc. Please provide examples.

Claire is on our electrical subteam and is a driver. As a member of the electrical team, she noticed a deficiency in electrically-focused technical training, so she made presentation slides and prepared lessons. This ensured all new members were confident in their electrical abilities entering their first season. She has a strong understanding of fabrication, causing her to uphold a productive and safe environment. In only one week, she helped completely revamp our drivetrain from tank drive to swerve drive, contributing to a nearly twenty-point increase in our EPA between our Week 5 and Week 6 Charged Up regional. Curricularly, she takes a rigorous course load including Project Lead the Way classes, helping her build knowledge to apply in the workshop.

Explain the student's leadership to their fellow team members. How do they motivate others? What is their leadership style? Please provide examples.

No matter how fast the team is moving, Claire always stops to ensure as many people as possible are included and learning new skills. When wiring the PD panel, she ensured that it was done efficiently by delegating within a group of new students, making the electrical day run smoothly. When things get difficult, Claire shines. Approaching a pre-season robot deadline in her first year, Claire stepped up as a leader despite having little prior experience and ensured the robot was finished—guiding her fellow new members along the way. As opposed to simply giving people tasks and supervising them as they're completed, Claire shares responsibility and creates an environment where she is helping her teammates and they are helping her, developing growth and communication across the team.



WorBots 4145

Cultivating a Culture of STEM in Worthington, Ohio

Please share anything else you would like us to know about the student, including academic performance, specialized skills, or additional extracurricular activities.

Claire applies her STEM knowledge to all aspects of her life. She is taking rigorous engineering coursework through the PLTW program. She performs strongly across the board with a 3.83 unweighted cumulative GPA. She is also an active member of the Society of Women Engineers (SWE) Next program at her school and often connects her experience on the WorBots to activities within the group.