

1. Educator Name: Sandra Voegtlen
2. School District and School: Wyalusing Area School District; Wyalusing Valley Jr/Sr High School
3. Date(s) of Manufacturing Unit: August 24 - Introduction; August 30 - Path to Careers; September 7 - Manufacturing Sciences & Technology Engineer; September 13 - CNC Machining; September 20 - Machinist; September 27 - How Are Potato Chips
4. Length of lesson or unit: 10 to 20 minutes on each of the above dates
5. Number of students: 75
6. Grade level of students: 12th

Description of Activity:

On Mondays (or if a holiday or technology issue prevented it on Tuesdays) I do Manufacturing Monday with my General English 12 and Technical English 12 classes. As an introduction, I told my students about the externship and showed them a YouTube of the campus [video](#). I told them that we would watch various videos on aspects of manufacturing. As I work with seniors, I wanted to let them know about all of the really interesting educational and employment opportunities in manufacturing.

Every Monday we begin class with a short video that has something to do with manufacturing. After we watch the video, we discuss employment and education, and I also tell them what I saw at P.C.T. that related to each of the videos and pass around the things I made with the various processes while I was there.

These are videos we have watched:

Path To Careers– The Truth About Manufacturing Careers [video](#); A Day in the Life of a... Manufacturing Sciences & Technology Engineer [video](#); What is CNC Machining and How Does it Work? [video](#); MACHINE SHOP TALK Episode #27: A Day in the Life of A Machinist [video](#); How Are Potato Chips Made In Factories? [video](#)

I plan to continue Manufacturing Monday into the future, but I felt that this was enough for you to see what I am doing with the knowledge I gained from the externship.

What elements from your Manufacturing Externship were used in the preparation or delivery of the unit? (i.e. mini mill, PPTs provided, information gathered from discussions or tours, etc.)

In my introduction, I presented them with some of the statistics about manufacturing that we were given on our first day at the externship. I also have tried and am still trying to show them the various types of machines that we were shown while on campus and how these machines are utilized in manufacturing.

How were students engaged with the unit? What hands-on activities occurred?

*The Manufacturing Externship program at Penn College was supported by the
National Science Foundation under Grant No. 1902379.*

Students were engaged through watching the videos, discussing various aspects of the videos' content and passing around the various objects from the externship. They also wrote a short response on the type(s) of manufacturing that interests them.

Explain connections that were created/discussed between manufacturing careers and higher education.

We discuss these connections after every video. I also bring up careers at any time it fits into what I am teaching. One of my personal goals for this year is to have every graduate know what type of work they want to pursue.

How did students respond to the unit?

The students like knowing that we are going to ease into Monday with a quick video and discussion. They seemed to enjoy learning about how items are made and what modern manufacturing is all about.

I have one student who is definitely considering P.C.T. for next year. I have other students who are interested in finding employment with some of our local manufacturing companies.

Were parents involved or aware of the unit? What was their response to the activities?

There was no parent involvement in my unit. However, the Guidance Office was aware of the unit and was very pleased to have students become more aware of employment opportunities in manufacturing.

A goal of this program is to make advanced manufacturing education and information available to high school students. As such, Penn College is attempting to build a repository of activities that can be used across the K-12 environment. In the subsequent pages, please provide additional information on the lesson/units you implemented so that others can implement similar activities in their classrooms. Please be sure to include any material lists, photos/evidence of student work (not of student participants), and any other relevant information required to implement in another school.

*By submitting this form, you acknowledge all information is accurate and correct to the best of your knowledge and you agree to the sharing of this information via publicly accessible websites.