



1. Educator Name: Mark Wydareny
2. School District & School: Blairsville/Saltsburg SD: Blairsville HS
3. Date(s) of Manufacturing Unit: started week of February 22, 2021
4. Length of lesson or unit: 8 class sessions total for the Careers Unit; 1 session for Manufacturing component
5. Number of Students: 72 total
6. Grade level of students: 9th grade

Description of Activity

Advanced manufacturing career exploration presentation as a part of a Careers Unit.

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

- robot assembled during externship
- photos, videos, and narrative from the industry tours we took
- photos and videos from the Penn College schools & campus tour
- links to topics discussed throughout the Penn College externship
- Mike Rowe TED Talk
- videos from deeplocal's website

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

As I presented materials, videos, photos and examples, students completed an accompanying digital worksheet. Since I teach English Language Arts, the only hands-on activity was that they could operate my robot from the externship. I encountered some struggles with it - the robotics instructor is working to remedy those bugs.

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

Students completed an online Meyers-Briggs Type Inventory which helped them determine their core competencies. From that, they completed a Google Form/Survey that I created to compare their own results with those of classmates. They also completed a Career Exploration survey at PA Career Zone which provided them with coursework/education requirements and links.

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How did students respond to the unit?

Favorably, for certain. They were surprised to learn that the demand for employees in the manufacturing sector has increased so much in the past several years.

I was pleasantly surprised by the positive responses I received from exposing students to careers in manufacturing. I provided them with links to many resources to explore and moved about the room to monitor / provide guidance and feedback. Some were excited to discuss with their folks, but then bummed because their parents insisted that they will be going to college anyway.

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

I urged students to share the presentation and resources with their parents. A handful of students told me that they did have a discussion with a parent about the increasing demand in skilled trades careers and that their parents were surprised by this. Several students' parents work in such careers, but most parents seem to be pushing their children to go to college. I wish they would be more open-minded and allow their children to forge their own paths.

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.