

Alternate Unit Plan

Project / Event Name	Trades Hub -Trades Ambassador Experience (TAE)
Description	Career pathways steps and activities will be explored to allow students a deeper dive exploring the work in the trades and manufacturing fields
Purpose	To assist in the career exploration of Trades and Manufacturing careers to determine if there is an interest in pursuing the myriad of occupations that are under these pathways.
<u>Established Goals</u>; Standards Being Met	CS1 1.0: Students will explore their career interests while focusing on career planning (specifically Trades and Manufacturing) CS1 2.0: Students will identify and practice the skills needed to seek and successfully secure employment.
<u>Essential Question(s)</u> (at the end of this project/event) what people will be able to answer or do	At the end of working with the TAE (Trades Ambassador Experience)] and with the Trades Hub website more generally, student scholars (particularly Gen Z) will have more information to determine if the Trades and manufacturing occupations are a fit for them; students what a day in the life is like for men and women that work in this trade, and the important role that financial planning relates to their career and well being. TAE will equip students with more knowledge in exploring careers and related topics.
Audience	Students, prospective job seekers
Timeline	If a student is interested in working with the TAE with fidelity (articles to be read, <i>A Day in the Life</i> videos, etc TAE would take up to 10 hours if skipping or not completing all, then as little as 3-4 hours. NOTE: ALL videos ALL worksheets are not required.

Materials / Resources Needed	Access to a printer (teacher) Chromebook (or other device such as a iPad) Guest speakers/experts from industry; former students/graduates that have pursued these trades; students studying these trades at the local high school I would recommend students have opportunities to visit industries as well as participate in career exploration with job fair/career fairs organized by school, and also access to college and career readiness sources (or center) in their school. Additional websites to enhance/career research in manufacturing: https://www.careerforcemn.com/ https://www.careeronestop.org/ https://trades-hub.com/resources/what-is-a-trades-manufacturing-career https://www.mynextmove.org/find/browse?c=31; https://www2.deloitte.com/us/en/pages/energy-and-resources/articles/manufacturing-industry-outlook.html
Tools/Equipment Needed	wi-fi in classroom projector
Technology Needed:	IF working at home or in a library/coffee shop, etc. (not in school), students will need to have a secure place to work; Additionally, the students should be able to have a way to communicate with their teacher such as email, messaging in their LMS system (ex. Schoology), etc. A google account is recommended in my opinion.
Who to Involve?	CTE, WBL, Career Explorations Teachers, (also an elective teacher) to work with students and to a degree facilitate their progress, also teacher can readily reach out to the Trades Hub liaisons/facilitators

Learners accommodations/modifications/voices	• Preferential seating as needed (per IEP's, 504's, etc.) and extended time for processing and work • BIPOC inclusive (this lesson IS an equitable lesson plan). • Frequent check-ins (asynchronous or synchronous) • The Trades Ambassador Experience (TAE) component is self paced. Students can work at their own pace alone or may work with a friend • NOTE: This program allows for student voice and choice throughout.
Research/Rationale	They address BIPOC students and women; the current Trades Hub school ambassador/facilitator is BIPOC and someone that is of the Gen Z cohort. The “Day in the Life” videos include BIPOC folks at both work and their homelife In addition to BIPOC, women are included here in roles they have traditionally been underrepresented.
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