

Goodwill Job Training and Education Program

Youth Aerospace Program

Summer Participant Manual

2017 Version



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Youth Aerospace Program Overview

Purpose:



The Youth Aerospace Program wants to put you on the pathway towards a well-paying career in the aerospace Industry. The goals of the program are for you to:

- Complete High School
- Enter Everett Community College in an Aerospace or Advanced Manufacturing pathway
- Complete a 1 year certificate in Aerospace or Advanced Manufacturing (that we will help fund – you can enter the workforce immediately with this credential and/or cover the expenses on your own to complete a two-year associate's degree)
- Obtain a well-paying job in a career related to your certificate

This program will be spread out over two years with time spent at Goodwill, Everett Community College, local aerospace companies, and other community partners that want to help you to succeed.

Time Commitment during Year 1:

During the summer	During school year:
<ul style="list-style-type: none">• July 10, 2017- September 3, 2017• 8 weeks• Monday -Friday 9:00am-5:00pm• In-class workshops, industry tours, career explorations at AMTEC, special projects, field trips, and fun activities (including an overnight camp)• Breakfast and lunch provided	<ul style="list-style-type: none">• Two to three Saturdays every month• Also during school breaks (Winter, Spring, etc.) 1-3 days per break• Workshops• Field trips and fun activities• Lunch provided

In Year 1 of the program you will learn about:

- Opportunities available in the aerospace industry
- Soft skills and attitudes to be successful in work and life
- How to be a good steward for your community and environment
- Learn how to network, work in a team, and behave like a professional
- How to work with a team to create your own business plan
- How to apply, navigate, and get funding for college
- How to be successful in high school

YAP 5 Summer Intensive Schedule*

Team-Building

		7/10	7/11	7/12	7/13	7/14
Week 1	9:00-1:00	Real Talk / Who are you?	Goal Setting & Decision Making	Valuing Diversity	Ropes Program at Waterhouse + Team Reflection	Intro to Civic Engagement – Hibulb Tour
	1:00-5:00	Team Building/ Get to know you games	Tulalip Service (Admin)	Giving Diversity a Voice		Tulalip Service (Admin)

Civic Engagement

		7/17	7/18	7/19	7/20	7/21
Week 2	9:00 - 1:00	Greenpoint Tour (Jim – jim.degroot@greenpnt.com)	Civic Participation	Project Homeless Connect 11a -3pm	Boeing Tour	WESTON HS – Pen Fab Project w/ Networking
	1:00 - 5:00	Tulalip Service (Hatchery)	What's Good in Your Hood	Civic Engagement Presentation	Future of Flight: Drones	Weston Service Learning

Vocational Exploration

		7/24	7/25	7/26	7/27	7/28
Week 3	9:00-3:00	Washington Business Week – Manufacturing Week; July 23-28 at Pacific Lutheran University, leaving Sun, July 23 at 10am, staying overnight in dorms, and returning Saturday, July 29 th at 12:30pm. Student will work on teams to design and develop a new manufacturing tool to advance the industry.				
	1:00-5:00					

Vocational Exploration

		7/31	8/1	8/2	8/3	8/4
Week 4	9:00-3:00	No Class – Enjoy your day off!	Resumes	Cover Letters	Dress for Success & Interviewing Skills	WESTON HS – Pen Fab Project w/ Social Etiquette
	1:00-5:00		AMTEC Project 1	AMTEC Project 2	AMTEC Project 3	Weston Service Learning

Vocational Exploration

		8/7	8/8	8/9	8/10	8/11
Week 5	9:00-1:00	NCRC / Email Etiquette	Online Image and Decoding Media	Umbra Cuscineti Tour	60 second commercial	AMT tour (confirmed - gogden@amtnw.com) Need to leave 8:45a
	1:00-5:00	AMTEC Project 4	AMTEC Project 5	HH-Service Learning	HH- Service Learning	HH - Service Learning

Housing Hope – Building Shelter

Self-Sufficiency		8/14	8/15	8/16	8/17	8/18
Week 6	9:00-1:00	Self-Advocacy and Responsibility	Financial Literacy P1	Financial Literacy P2	Future of Flight: 3D Printing	WESTON HS – Pen Fab Project w/ Public Speaking
	1:00-5:00	College Readiness: What you need to know + EVCC Tour	Nutrition and Healthy Living	Self-care – Student select afternoon	Future of Flight: Robotics	Weston Service Learning

Synthesis		8/21	8/22	8/23	8/24	8/25
Week 7	9:00-1:00	AeroBiz Week – Students will build on their Manufacturing Week experiences to form teams. They will start their own Aerospace company and develop a new product/tool/machine for the industry. Their work will be seen and judged by local Aerospace Manufacturing industry professionals. Awards will be given for winning businesses, designs, and presentations.				
	1:00-5:00					

Reflection		8/28	8/29	8/30	8/31	9/1
Week 8	9:00-1:00	President's Reception / AeroBiz presentations and contest	High School Success	Youth Retreat: Cascades Camp		Focus Group
	1:00-5:00		Reflection & Goal Setting			Exit Survey

Key:

	Life and Workplace Skills @ Goodwill
	Aerospace Industry Tours
	Advanced Manufacturing projects and explorations
	Special Projects and Events
	Service Learning

Service Projects: 35 hours of service learning doing the following

Tulalip Natural Resources – (10 hours) helping the Tribes with projects to protect natural resources

Project Homeless Connect – (4 hours) volunteering time with tasks supporting this special event as a one-stop-shop service for Snohomish County residents experiencing homelessness

Weston High School – (11 hours) completing a service project at Weston High School as a thank you for training students on the pen fabrication project.

Housing Hope – (10 hours) spending three afternoons helping a family on the finishing touches of their new home in Monroe.

***- Schedule is tentative and is subject to change based on availability, need, and inclement weather**

Rule Makers

Divide students into groups of 3-5 students.

1. Each group is to create a comprehensive list of Classroom Rules for success. These rules should be written down in each group. Each group should include at least 5 rules.
2. Each group will report to the class their list of rules and why they chose those rules.
3. The class will then vote on the 5 rules that are essential for success as a student. Try to get each person in the class to participate in deciding on the 5 rules. These 5 rules will be published in the classroom and the class will have to follow these rules throughout the life of the program.

Classroom Rules

Be on time to class
Come to class prepared
Turn off cell phones and other electronic devices
No headphones in ears or around neck
Clean up after yourself
Be courteous to classmates, instructors, and quest speakers
Do not use derogatory language and be mindful of your language in general
Accept the differences between us and find common ground
Behavior that disrupts other's learning is not allowed
Help each other as much as possible
Harassment or abuse of others is not allowed
Let everyone have a chance to speak
Speak the common language amongst the group, it's the polite thing to do
Illicit or unlawful use of the Internet is not allowed
No using of alcohol, cigarettes or controlled substances
No discussing religion or politics
Parking in the 3rd row back or further
Treat others the way you want to be treated

21st Century Skills

Why are you here?

This program lasts for the two years and is going to take up a lot of your time and energy. You are going to meet a lot of new people, experience interesting things, and think a lot about your future.

Why are you here?

Take a few minutes and think of a couple of reasons why you are taking part in this program.

Get ready to share one reason why you are here with the class.

Debrief:

How did you feel listening to other people's reasons?

What similarities and differences did you notice?

What can you do to get what you want out of the program?

What can you do to get what you want out of the next year?

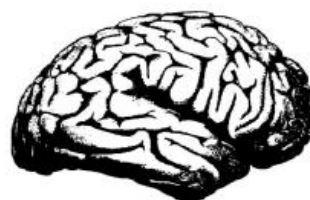
Resiliency and Learning

During this program you are going to have many new experiences and learning opportunities. Some of these experiences and opportunities may feel very comfortable for you and others may feel challenging. We want the students who participate in this program to see these challenging moments as opportunities for growth and learning. In other words, we want you to be resilient!

Activity:

Take some time to read pages 7-9. When you are finished, answer the questions at the end of the passage.

YOU CAN GROW YOUR BRAIN



Research Shows the Brain Can Be Developed Like a Muscle¹

Many people think of the brain as a mystery. We don't often think about what intelligence is or how it works. And when you do think about what intelligence is, you might think that a person is born either smart, average, or dumb—either a “math person” or not—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. Scientists have been able to show just how the brain grows and gets stronger when you learn. Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say “Use it or lose it!”

But most people don't know that when they practice and learn new things, parts of their brain change and get larger, a lot like the muscles do. This is true even for adults. So it's not true that some people are stuck being “not smart” or “not math people.” You can improve your abilities a lot, as long as you practice and use good strategies. Inside the outside layer of the brain—called the cortex—are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network.

¹ Accessed from

<http://www.seattlecentral.edu/faculty/jwright/math91/handouts/you%20can%20grow%20your%20brain%20article.pdf> on 4/29/14

Communication between these brain cells is what allows us to think and solve problems. When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do— like speaking a foreign language or doing algebra—become easier. The result is a stronger, smarter brain.

How Do We Know That The Brain Can Grow Stronger?

Scientists started thinking the human brain could develop and change when they studied adult animals' brains. They found that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages. While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with other animals. These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys. The adult animals who were exercising their brains by playing with toys and each other were also “smarter” —they were better at solving problems and learning new things.

Can Adults Grow Their Brains?

Scientists have recently shown that adults can grow the parts of their brains that control their abilities—like the ability to do math or even to juggle. In one study, scientists found a group of adults who were not jugglers. They taught half how to practice juggling in the right way. These people practiced for a long time and got much better at juggling. The other half didn't practice, and didn't get better.

Next, the scientists used a brain scanner to compare the brains of the two groups of people. They found that the people who learned how to juggle actually grew the parts of their brains that control juggling skills—the visual and motor areas. Their brains had changed, so they actually had more ability. This was surprising because these people said before the study that they couldn't juggle—just like some people say they're “not good at math.” But when they learned good strategies for practicing and kept trying, they actually learned and grew their brains. This can happen because learning causes permanent changes in the brain. The jugglers' brain cells get larger and grow new connections between them. These new, stronger connections make the juggler's brain stronger and smarter, just like a weightlifter's toned muscles.

A Formula for Growing Your “Math Brain”: Effort + Good Strategies + Help from Others

Scientists have also found that learning to juggle is a lot like getting better at math. When people learn and practice new ways of doing algebra or statistics, it can grow their brains—even if they haven't done well in math in the past. Strengthening the “math” part of your brains usually happens when you try hard on challenging math problems. But it's not just about effort.

You also need to learn skills that let you use your brain in a smarter way. If you use a bad strategy, you may not learn—even if you try hard. A few people study for math by doing the same set of easy problems and skipping the hard ones, or just re---reading the textbook, because it feels easier. Yet when it comes time to do the test, they don't do well because they didn't work on problems that stretched their brains and taught them new things. When this happens, they may even say "I'm just not smart at math."

But the truth is that everyone can become smarter at math if they practice in the right way. If a weight lifter watched other people exercise all day long, he wouldn't get any stronger. And if someone tried to learn how to juggle by just reading a book about juggling, they wouldn't learn. You actually have to practice the right way— and usually that means the hard way—to get better at something. In fact, scientists have found that the brain grows more when you learn something new, and less when you practice things you already know. This means that it's not just how much time and effort you put in to studying math, but whether, when you study, you learn something new and hard. To do that, you usually need to use the right strategies. People often learn those good strategies from others, like teachers or students who do well. Luckily, strategies are easy to learn if you get help.

The Truth about "Smart" and "Dumb"

People aren't "smart" or "dumb" at math. At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain "muscles" have gotten stronger. This is true even for adults who have struggled for a long time to learn something. Dr. Wittenberg, a scientist from Wake Forest University, said "We used to think adults can't form new brain connections, but now we know that isn't true... The adult brain is like a muscle, and we need to exercise it." People who don't know this can miss out on the chance to grow a stronger brain. They may think they can't do it, or that it's too hard. It does take work to learn, just like becoming stronger physically or becoming a better juggler does. Sometimes it even hurts! But when you feel yourself get better and stronger, you realize that all the work is worth it!

References:

A similar version of this article was written by Lisa Blackwell and can be downloaded from:

www.brainology.us/websitemedia/youcangrowyourintelligence.pdf

Blackwell, L. A., Trzesniewski, K. H., & Dweck, C. S. (2007). Theories of intelligence and achievement across the junior high school transition: A longitudinal study and an intervention. *Child Development*, 78, 246---263.

Driemeyer, J., Boyke, J., Gaser, C., Buchel, C., May, A. (2008). Changes in Gray Matter Induced by Learning—Revisited. *PLoS One*, 3, e2669. doi:10.1371/journal.pone.0002669.

Nordqvist, C. (2004, Feb 1). "Juggling makes your brain bigger – New Study." Retrieved from <http://www.medicalnewstoday.com/releases/5615.php>

Think about the article that you just read. What are the reasons why scientists say that people's ability can grow and get better with effort and practice?

Think about an example from your own life. What is something you weren't good at at first? Then you practiced it using a good strategy and became really good at it. Write about it and explain how you became good at it. (10 minutes)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Goal Setting *“A goal is just a dream with a deadline.”*

You can set goals for many areas of your life, including:

- Career
- Education
- Social, including Personal/Family life
- Health
- Financial
- Community
- Spiritual/Religious

Types of Goals

Short-Term: 3 months – 1 year

What are some examples of a short-term goal?

Long-term: 1+ year

What are some examples of long-term goals?

Remember: short-term goals are often steps to long-term goals!

You can break goals into smaller action steps

- Decide which tasks you need to do to reach your goal
- Checking off small tasks that lead to goals will help you see your progress and keep you from getting discouraged!
- You may not know all the steps you need to take to reach your goals; you can make changes later

Activity

Working with a group, choose a goal and practice breaking it down into smaller steps.

Goal:
•
•
•
•
•

Smart Goals

Using SMART goals will help evaluate your success.

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

You can even add **ER** to **SMART** goals and make them **SMARTER** goals. The **E** stands for Evaluate, and the **R** stands for Reevaluate. Goals don't stand still and are not set in stone, so you need to go back from time to time and see how you are doing!

Getting What You Want

SMART goals may seem a bit complicated, but you use these ideas all of the time. Think about the last time you really wanted something. How did you make it happen? How long did it take?

Imagine this situation. There is a manager at Giddens Industries, an aerospace company, you don't really know that well, but you think they would be a great contact to make. You'd like to get to know them to improve your chances of being hired in their aerospace company.

What things would you do to get to get to know this person better?

How would you know if it was working?

How realistic is it that you could get to know this person better?

How would your life be better if you knew this person?

How long would you give yourself to know if it was working or not?

Getting what you want often takes a lot of thought, planning, and persistence. You have to act to get what you want. This process is called goal setting.

My Goals

Take some time to think of your goals in the following five areas. Don't worry if you don't know exactly what they are right now. You'll have the next 9 weeks to think them over.

- High School Goal
- College Goal
- Career Goal
- Personal Goal
- Environment or Community Goal

Decision Making

Reaching the goals you just set are all about making decisions that lead down the right path.

Your past is outside of your control, but your future is about the choices you make. Choices about who you are, who your friends are, how you take care of your body, how you spend your money, and how you spend your time will determine your future. Every decision you make has consequences. The choices you made in the past will affect your future, but nothing is set in stone.



“You are free to choose, but the choices you make today will determine what you will have, be, and do in the tomorrow of your life.” —ZigZiglar

Autobiography in Five Short Chapters

By Portia Nelson

I: I walk down the street.
There is a deep hole in the sidewalk
I fall in.
I am lost ... I am helpless.
It isn't my fault.
It takes me forever to find a way out.

II: I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place
but, it isn't my fault.
It still takes a long time to get out.

III: I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in ... it's a habit.
My eyes are open
I know where I am.
It is my fault.
I get out immediately.

IV: I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V: I walk down another street.

Poem Debrief:

What is your impression of this poem?

What do you think is the lesson from this poem?

Do you or people you know keep falling in the same hole over and over again?

What is your hole?

What choices are you making to walk down another street?

Where are you? “At Risk” or “In Risk”?

Being at “at risk” relates to things that outside of your control like where you live or your family’s income. Putting yourself “in risk” is about the choices you make.

What is “At Risk”? How can you get out of it?

What is “In Risk”? How can you get out of it?

Peer Pressure

Being a teenager is not easy. People are always trying to tell you what to do. This could be people like teachers, parents, or other adults, but also people who are your same age. There is pressure to be cool, to fit in, to look smarter, tougher, prettier or whatever.

Activity: What is the Peer Pressure Top 10?

Working in groups, brainstorm the top ways that you or teens in general feel peer pressure. Next try to think of an example when and where each rule plays out.

Pressure	When / Where does it play out?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Who / Where do these pressures come from?

How can these pressures force your decision making?

How can you follow your goals and still fit in?

Cost Benefit Analysis

When struggling with a difficult choice, it is helpful to sit down and think. Cost Benefit Analysis is a technique to help you make a decision between two or more choices. It could be going out with your friends vs. staying home and studying, looking for work now vs. getting more training, or eating out vs. eating in, or giving in to peer pressure vs. not giving in. All decisions are going to have costs and benefits.

Example: A neighbor on the other side of town has asked you and your friend to help him move this week. He needs a couple people to help move some of the boxes and furniture. He is willing to pay you and your friend \$15 per hour. You already made a commitment to be a member of the Goodwill Youth Aerospace program. You know that move has to be during the week and you would have to miss the Goodwill Youth Aerospace program workshops and field trip.

Remember, when you think about the costs and benefits, don't just think about yourself. Think about your family and community as well.

	Moving	Goodwill Aerospace Program
Benefits		
Costs		

Activity: Working with a group, think of another example with two choices. Analyze the costs and benefits of each choice. Be prepared to give a short presentation to the group.

1. Describe the Situation:
2. Why is it a difficult decision?
3. Use the table to figure out the costs and benefits of each choice

	Choice 1:	Choice 2:
Benefits		
Costs		

What is your decision?

Social Etiquette

Presenting yourself professionally and respectfully to adults is key to getting what you want. We are going to cover some strategies and techniques to help you improve your social etiquette.

Etiquette and Culture

What is etiquette?

Where does etiquette come from?

What is culture?

Benefits of Etiquette

- Helps you get what you want
- Improves business and social interactions
- Shows confidence
- Shows respect

Treating people with respect is the core of social etiquette.

Messages

What messages are you sending? – Look at the following pictures and write down what message each person is sending.







Different messages mean different things to different audiences

Personal Appearance	Body Language	Communication
<ul style="list-style-type: none"> • Skin • Hair • Nails • Teeth • Shoes • Clothing • Jewelry 	<ul style="list-style-type: none"> • Way of Sitting • Way of Standing • In a group • Alone • Gestures 	<ul style="list-style-type: none"> • Words used • Volume of voice

Etiquette Strategies

Using these four strategies, you can improve your etiquette and help make a better first impression.

- Introducing Yourself
- Addressing Others Respectfully
- Using Polite Speech
- Improving Your Conversation Skills

Introducing Yourself

Introductions are very important. There is never a second chance to make a first impression.

1. Look at the person directly.
2. Determine if the time is appropriate.
3. Ask permission to introduce yourself. “Mrs. Smith, may I introduce myself?”
4. State the reason for the introduction
5. Shake the person’s hand
6. Say, “It’s nice to meet you.”

Addressing Others Respectfully

When addressing authority or someone older than you should:

- Call them by their last name and the title of Mr. , Ms. or their professional title like Doctor, Principal, Chief
- Only use the first name if:
 - you are introduced to an older person, and are given their first name, you are to put ‘Ms.’ or ‘Mr.’ in front of their first name. (ex: Mr. Rob or Ms. Rebecca)
 - the person indicates it’s ok to use their first name only

Polite Speech

Using polite speech is a great way to make a good impression. Look at the words and phrases below and think of a more polite way to say them.

1. Wassup
2. Hey man
3. Gimme that
4. That's what's up. / Good lookin out.
5. Gimme a?
6. My bad
7. Yo, watch out.

Conversational Skills

Starting a conversation:

- Look at the person or persons you want to talk with.
- Address the people by their name.
- Try to add information to the conversations.
- Look at the people while talking.
- Be aware of their body language and facial expressions.
- Be active and engaged while conversing.

Conversations with people you don't know

- Stick with "safe" topics like news, weather, sports, school, current event
- Find a common point (hobbies, interests, where you are from, etc.)
- Avoid topics like sex, politics, and religion
- Don't use slang and curse words

Formal vs. Informal

What is formal?

What are some formal situations?

What is informal?

What are some informal situations?

What makes a situation formal or informal?

Identify the Situation

Read the following situations and answer each of the four questions.

Situation 1: You and some friends are going to the mall on the weekend. You plan on going to the food court and getting some lunch and hanging out. You heard that the B/E Aerospace might be hiring for part time jobs at the mall as well, and you'd really like to work there because they have a good reputation in the aerospace community.

1. Is it Formal vs. Informal? Why?
2. What kind of social interactions are necessary?
3. What kind of personal appearance is needed?
4. What kind of language is needed?

Situation 2: There is a Goodwill Awards Celebration at the Sheraton. It is taking place around 7 PM and many of your local community members, friends, and Goodwill staff will be there.

1. Is it Formal vs. Informal? Why?
2. What kind of social interactions are necessary?
3. What kind of personal appearance is needed?
4. What kind of language is needed?

Situation 3: There is a school dance. There is going to be a DJ, drinks, and snacks. Everyone is planning on going.

1. Is it Formal vs. Informal? Why?
2. What kind of social interactions are necessary?
3. What kind of personal appearance is needed?
4. What kind of language is needed?

Situation 4: You and your friends ride the public bus to school every morning together. It is always one of your favorite times of the day because you can catch up on all the gossip or listen to music. Being the morning, the bus is always crowded with people headed to work.

1. Is it Formal vs. Informal? Why?
2. What kind of social interactions are necessary?
3. What kind of personal appearance is needed?
4. What kind of language is needed?

Your Online Image

Just like social etiquette and self-presentation are important for how you are perceived in person or face to face, the way you use the internet or social media tells others a lot about who you are. As media and communication becomes more interactive, you need to be aware of how you protect your privacy and information and cultivate your online image.

- What websites or apps do you use most often? Why?
- What are the different ways you interact online? Are they formal or Informal?
- How much personal information do you leave online?

i>clicker Quiz: Here are some questions from a recent nationwide survey. We are going to compare our answers with their results.

When you use social media, apps, or the internet....?

- Have you ever posted a photo of yourself online?
- Do you use your real name when you post online?
- Do you share your birthday?
- Do you share your school's name?
- Do you share what town you live in?
- Do you share your relationship status?
- Do you share your cell phone number?
- Do you share your email address?
- Do you post videos of yourself online?
- Do you share your interests?

Discussion

What are these questions getting at?

How are things different than they were for people your parents' age?

Choose Your Own Adventure

Working in groups choose one of the following activities.

1. Congratulations! Goodwill just hired you to teach a group of new middle school students how to be safe and smart online. Before you start, they want to know what are going to do.
 - a. What topics would you cover? (social media, downloading, cyber bullying, etc)
 - b. How would you teach these topics?
 - c. Act out / demo one example of what you do
2. Something you did online during your teens that had a big impact on you in the future. Your 25 year old self wants to send you a message from the future.
 - a. What happened? - Good or bad? Did it help you get (or not get) a job later? Did your future boyfriend/girlfriend see something that.....?
 - b. What is the lesson you learned?
 - c. What advice do you have for your current self?
 - d. Make a short video message
3. Explore the videos on the website below. Choose 1 of the websites or videos to show the class. Tell the class why you chose the website or video, and what information or insights it has to offer.

<http://www.commonsensemedia.org/video/educators/student-videos>
4. Develop the 10 Commandments “e”-etiquette. Feel free to use language like “Thou shall not”.

Debriefing Questions

- How did you feel about this exercise?
- What kind of stories did you hear in your group?
- What similarities and differences did you notice between the presentations?
- What are some of the main ideas that came from the presentations?
- How will you use this information in the future?

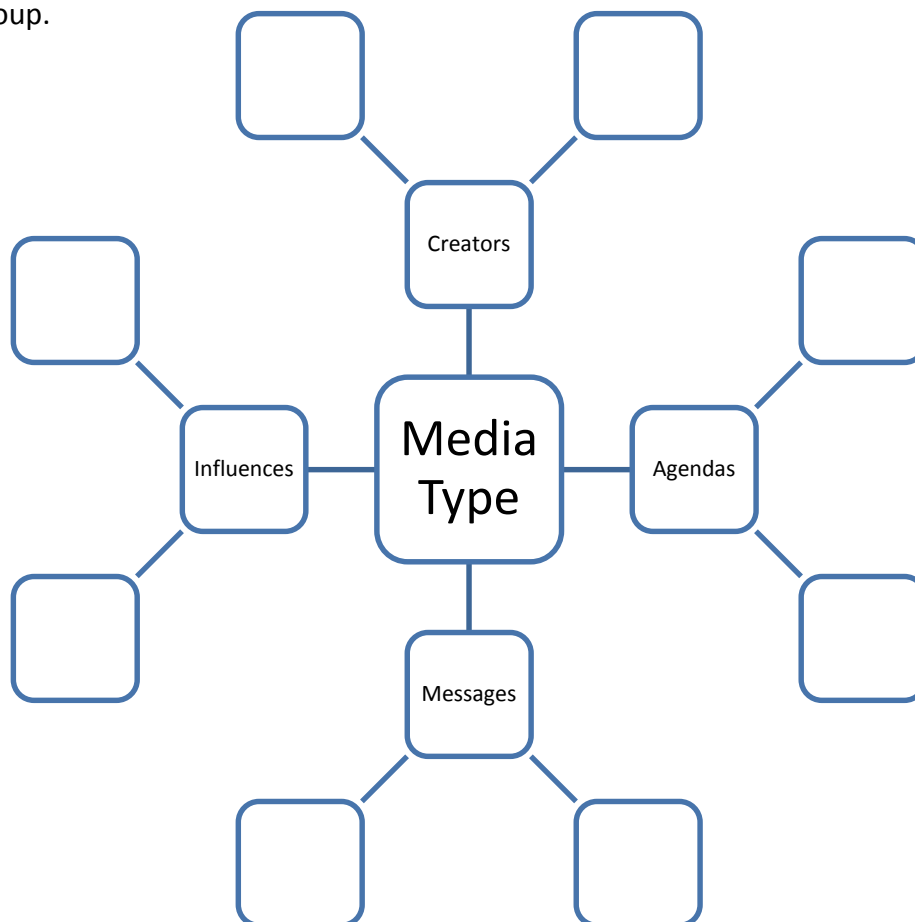
Decoding Media

Every day we are confronted with thousands of advertisements, images, sound bytes, video clips, or news stories trying to capture our attention and influence our behavior. Some of these influences may be for your benefit, and others just might want the dollars out of your pocket. Being able to decipher the messages and how they impact our daily lives, choices, goals, and vision of ourselves is crucial skill in this day in age.

- What is media?
- What kind of media do you consume on daily basis?
- Who created the media you consume?
- What is their agenda?
- What messages is it sending?
- How does the media influence the decisions you make about your life? Conscious or Unconscious?

Media Bubble Activity:

Take an example of certain type of media that you consume every day and answer the last 4 questions above. On the following page draw a bubble diagram like the one below with your answers. If you need more bubbles, feel free to add them. Be prepared to share your answer with the group.



My Media Bubble

Create your own media bubble below:

Valuing Diversity

This classroom is a picture of diversity. We all have many different parts of who we are that are seen and unseen. We must be able to work with each other and respect each other's differences so that we can have a place where all voices can be heard and valued for their contribution

Activity: Crossing the Line

Purpose: To get a better understanding of the diversity within our class.

Directions:

1. Answer the questions on the handout as honestly as possible.
2. The instructor will then collect all of the papers and mix them up.
3. The instructor will return the papers to different students.
4. The instructor will read the statements one at a time.
5. If the answer on your paper is yes, step into the center.

Remember this activity is anonymous, so answer as honestly as you can and don't share your answers with other people.

Discussion:

What did you think about this activity?

What kind of patterns or similarities did notice?

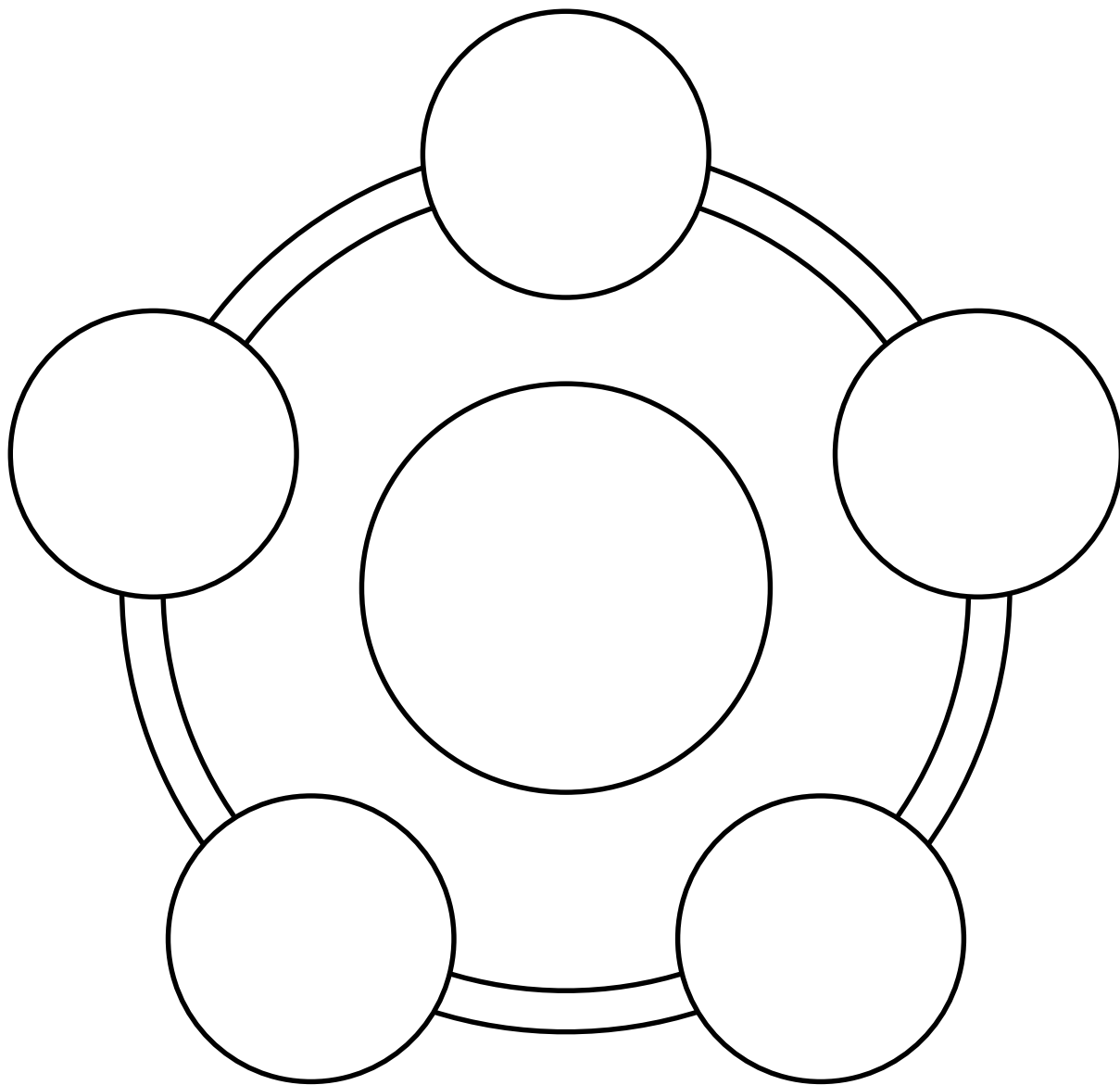
What kind of differences did you notice?

What did you learn?

My Diversity

Everyone has many different identities. These identities can come from many different things, like the place where you come from, or the experiences you have had in your life, among other things. These may be groups you have chosen to join, or groups that you have not chosen to join.

In the large middle circle write your name. In the outside circles write five important aspects about you that make you who you are. They may be different cultures that you belong to, groups that you are a part of, or identities that you have.



Choose one or two of the aspects from above and think about where you learned them. (From parents, friends, school, internet, yourself etc.?)

Get together with a group and share a story about when or how you learned this one aspect of your diversity.

Where I'm From

Where I'm From
By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

I am from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know- it-alls
and the pass- it-ons,
from perk up and pipe down.
I'm from He restoreth my soul
with cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures.
a sift of lost faces
to drift beneath my dreams.
I am from those moments --
snapped before I budded --
leaf- fall from the family tree.

Where do you think the poet is from?

What kind of things does she use to talk about where she is from?

What does the poet remember about her past?

Where I'm From Poem Activity

To help us get a better understanding of each other, we are going to write a "Where I'm From" poem.²

Guidelines:

- Write a 3-5 verse poem
- Use "I am from..." as the first line in each verse.
- Work in different parts of your home, history, neighborhood, traditions, names, sayings, special words
- Using words that aren't English is OK!

Step 1: Use this table to brainstorm the different words you will use to describe where you are from.

Items from around your home	Big Events in your life	Things from around your neighborhood	Traditions	Other
Special Foods	Special Music	Sayings or Proverbs	Names	

Step 2: Share your lists with a few other students to get some more ideas.

Step 3: Write your Poem on the next page

Step 4: Share with your class mates

² Adapted from Rethinking Our Schools Volume 2 pgs. 6-10

Where I'm From

By

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Giving Diversity a Voice

Giving diversity a voice means creating a space where people who are different from each other feel safe expressing themselves and know that their ideas and opinions are valued. This kind of space is not familiar to most of us. It is often easier to think of places where diversity is not given a voice.

Still I Rise

By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops.
Weakened by my soulful cries.

Does my haughtiness offend you?
Don't you take it awful hard
'Cause I laugh like I've got gold mines
Diggin' in my own back yard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise
I rise
I rise.

Will the poet allow her voice to be taken away?

Denying a Voice: Bullying

When people are bullied they are denied a voice by others.

What is bullying?

Check In:

Bullying is a problem in my school.	A) True B) False
I have been bullied.	A) True B) False
I have been a bully.	A) True B) False
I have been a bystander.	A) True B) False
How safe does it feel at your school?	A) Not Safe B) Somewhat Safe C) Safe D) Very Safe
How often do “bystanders” step into stop bullying?	A) Never B) Sometimes C) Usually D) Always

Bullying Facts:



BULLYING BY THE NUMBERS

160,000—Estimated number of U.S. students who skip school daily to avoid being bullied

32%—Students who report being bullied at school during the school year

86%—Gay or lesbian students who report being bullied

70%—Teachers surveyed who say that educators “almost always” intervene when bullying occurs

35%—9th graders who believe their teachers are interested in trying to stop bullying

66%—Bullying victims who believe school professionals responded poorly to the bullying they observed

10–20%—Bystanders who provide any real help

Video

We are going to watch a video called “Bullied” which shows the effects on bullying on a teenager and what he did about it.

Discuss these questions in a small group.

- What does bullying look like? (Is it always physical?)
- Why does bullying happen?
- Where does someone learn to be a bully?
- Who usually gets bullied at your schools?
- What are the effects on someone who is bullied?

Goodwill is a No Bullying Zone. Bullying will not be tolerated.
If someone is being bullied, it is your responsibility to try to
stop it and/or notify Goodwill Program staff.

My Name is not “Those People” Poetry Assignment

Maybe you have been bullied. Maybe you have been stereotyped. Maybe you have been discriminated against. This activity is a chance for you speak up and to tell who you are.

Video

This is a video presentation of the poem, “My name is not Those People” by Julia Dinsmore.

Activity: Group Poem.

Please use the poem from the video as a guide and write one verse. The first line of the verse is *My name is not “_____”*, and in the next few lines write about who you really are.

My name is not

As a class

First we will say “My name is not those people” in unison. Next we will each read our verse. At the end we will say, “So as you can see, my name is not those people.”

Debrief

What was it like writing your verse?

What was it like it hearing the whole poem together?

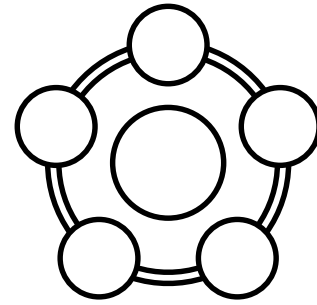
What did you notice about the different verses?

What did you learn about your classmates?

What is the main lesson from the activity?

Looking Through Different Lenses

We can refuse to have our voice taken away, but how do we avoid taking someone else's voice? This is often called stereotyping or discriminating. Do you remember the different parts of your diversity?



The different parts of your diversity are like a set of glasses. You see the world through these glasses. Everybody else sees the world through their glasses!

What does this mean?



These glasses help you see, but your glasses may also make you blind.

What does this mean?

Scenario: What do your glasses tell you?

Who do you want to sit next to on the bus? Why?

- An older man with a beard who is talking
- A young man listening to an iPod
- A woman with two small children
- A man with a suit and tie carrying a briefcase
- A woman with many tattoos who is reading a book
- Three young men who are sitting quietly together

Where did you get the information from to make your choice?

In the activity above you were forced to make an assumption. Let's think a little more about assumptions.

Why people make assumptions

- Everyone makes assumptions!
- Quick and easy
- There is so much information to process
- To protect themselves
- It can be useful

What are some examples of when assumptions are useful?

Why can assumptions be a problem?

- If you select bad information, then you make bad choices.
- Your beliefs, values, and experiences may not lead you to the truth.
- They are subconscious; you don't even realize that you are making them.
- Some people get unfair benefits just because of their appearance or background
- Hurts your relationship with others
- Affects your work performance
- It's illegal in the workplace!
- Discrimination, Stereotyping

What are some examples of discrimination and stereotyping?

How do avoiding assumptions, stereotyping, and discrimination benefit you?

- Better decision-making
- Better relationships with people who are different from you
- Able to learn new ways of thinking
- Improved leadership skills
- Improved adaptability and flexibility

Ensuring a Voice for Everyone

Below are steps you can take to strengthen relationships with people from a background different from yours. Work with a team, and think about an example of how you would use this tip in real life.



Tips:	Example:
Speak up when you see someone's voice being taken away	
Do not assume why people do what they do.	
Adapt your communication style.	
Do not generalize.	
Check for understanding.	
Do not blame others – LEARN from the experience.	
Avoid offensive situations and language.	
Expect misunderstandings.	
Be willing to change.	
Step outside your comfort zone.	
Other:	

How Money Works

Money is an important factor in your daily life. It gives you choices or options, whereas lack of money can take these choices and options away. If you can learn to control money, it won't control you.

What is Money?

Think of the first thing that comes to mind when you hear the word MONEY. Why do you think this?

Where Do Your Spending Habits Come From?

There are many reasons why people spend money. Let's investigate some of the reasons why different people spend money differently.

Why do you spend like you do?

Just like most things in life, the way you deal with or spend money comes from somewhere. You may have watched people make money mistakes.

Who has been good money influence? Or a bad one? Why?

Who did you learn about money from?

What does the media want you to buy?

Activity: Needs or Wants

Imagine you had \$2,500 to spend today or it would disappear. What would you buy? Is it a need or a want?

What?	Need or Want?

What things did you choose to not spend money on? Why?

Activity: What are your biggest influencers?

Create a list of 10 different factors that influence your spending. These can be people like family, friends, classmates, or certain celebrities or they could also be things like movies, music, religion, morals, or your personal money situation. After you are finished making your list go through and rank the different things on the list from 1-10. The #1 ranking will be your biggest influencer, and the #10 will be smallest influencer.

Influencer	Ranking

What does this exercise tell you about your spending habits?

Additional Questions to Consider:

- How do limited financial resources affect the choices people make?
- Does the influence of peer pressure affect purchasing decisions (e.g., fashion, acceptance from others, and need for latest gadget)?
- What is the impact of marketing and advertising on purchasing decisions?
- Do emotions play a role when making financial decisions?
- What are some personal values that affect financial choices (e.g., home ownership, work ethic, charity, civic virtue)?

Setting Money Goals

How do goals, decision-making, and planning affect personal financial choices and behaviors?

- What are short-term and long-term financial goals?
- What are some advantages of designing and following a personal financial plan?

Activity: Design a Plan

Think about a goal you have related to money. How would you plan to reach this goal?

What is the goal?	
How much money do you need?	
How long do you think it will take for you to save the money?	
How will you save the money?	

Budgeting and Money Management

One of the first steps to achieving your money goals is to make a plan. This plan is called a budget. Your first budget is a snapshot of your current financial situation. Before you decide how much to save or how much more you need to earn, you need to know where your money is going now. After creating this first budget, you can use a budget daily, weekly, or monthly to keep track of your spending and set spending and saving goals.

A budget is useful only if you are honest about what you write down! Even if you don't like what you see, don't write down imaginary numbers. You need to figure out all of the money coming in and all of the money going out. Once you figure out what your income and expenses are, make savings a part of your monthly budget!

What role does planning and maintaining a balanced budget play?

1. How do you develop, monitor and evaluate a personal budget?
2. What are the costs and trade-offs of using a budget?
3. What are some social and personal consequences of not following a budget?
4. What are some of the various tools available for keeping track of budgets (e.g. envelope systems, computer programs, and paper tracking)?
5. How does a major purchase have an impact on a budget (e.g. automobile, housing)?

Family Budgeting Practice Worksheet

Mr. and Mrs. Williams and their two children live in Marysville. Mr. Williams works at Universal Aerospace where he earns a take-home pay of \$1,500 a month. Mrs. Williams is a composite technician for B/E Aerospace. Her take-home pay is \$1,700 a month.

The family's expenses are as follows:

- ❑ Fixed Expenses: \$1,100 a month for rent, \$200 a month for a car payment, \$840 a year for car insurance, \$240 a year for renter's insurance, \$480 a year for life insurance, and \$200 a month for savings.
- ❑ Estimated Variable Expenses: \$250 a month for utilities, \$425 a month for food, \$150 a month for work clothing, \$100 a month for health and personal care, \$50 a month for gifts and contributions, and \$250 a month for transportation.

Using the above information, prepare a monthly budget for the Williams family on the budget form below.

Yearly expenses must be divided by 12!!!

Williams Monthly Budget

Income	\$	Expenses	\$
Mr. Williams paycheck		Fixed Expenses	
Mrs. Williams paycheck		Rent	
		Car Payment	
		Car Insurance	
		Renter's Insurance	
		Life Insurance	
		Savings	
		Variable Expenses	
		Utilities	
		Food	
		Work Clothing	
		Health and Personal Care	
		Gifts and Contributions	
		Transportation	
Total Income =		Total Expenses =	

How much money does the Williams family have any money left over at the end of the month?

What could they do with this money?

Using Your Money Wisely

Now that you have a better understanding of how money impacts your daily life, let's focus on how to use your money wisely.

Your First Check

You are about to receive your first check from Goodwill. This means you are going to have some choices.

How are you going to use this check?

Do you have a bank account?	Yes	No
If yes, are you going to put some money into the bank?	Yes	No
Are you going to cash it?	Yes	No
Are you going to spend it on yourself?	Yes	No
Are you going to save it for your future?	Yes	No
Are you going to give some to your family for bills?	Yes	No
Are going to share it with your friends?	Yes	No

Savings Challenge

Goodwill wants to help you save money! Saving money will help you achieve your goals. So we are offering a saving challenge. If you have saved at least \$200 before June 1st, 2016, Goodwill will match your savings up to \$200! You will have to have bank statements showing that you saved the money. Your instructor will give you a detailed Savings Challenge Agreement.

How do you think you will do it?

We are going to learn a lot more about using your money today. If you need a bank account, use the information on the upcoming pages to help you make the best choice.

Understanding Paychecks

Did you know that the money you get in a normal paycheck is much less than your wage multiplied by the amount of hours you work? For example if you work 8 hours for \$10/hr., you'd think you would get \$80 right? Wrong!

This \$80 dollars is called your **gross pay**. The money you actually get is called your **net pay** or **take-home pay**. So where does all of the other money go?

The dollars and cents taken out of your check are called **deductions** or **withholdings**. They are taken out for income taxes, Social Security, Medicare, health insurance, worker's compensation, retirement plans, etc., and can add up to a big chunk of your paycheck.

So if you subtract all of the **deductions** from the **gross pay** you get the **net pay**.

$$\text{Gross Pay} - \text{Deductions} = \text{Net Pay}$$

Paystub Example:

HOURS			EARNINGS		
	Regular	O/T	Regular	Overtime	Gross Pay
T/P	40	6	\$240.00	\$54.00	\$294.00
YTD			\$960.00	\$135.00	\$1095.00
DEDUCTIONS					
	Social Security	Medicare	Federal W/H	State W/H	Net Pay
T/P	\$18.23	\$4.26	\$29.00	\$10.80	\$231.71
YTD	\$67.89	\$15.88	\$102.00	\$32.00	\$877.23

T/P = This pay period YTD = Year to Date W/H = Withheld

1. What is the difference between gross pay and net pay?
2. What percentage of gross pay is taken by deductions?
3. What tax on this paystub does not exist in Washington State?

*In this program, you receive a **stipend** from Goodwill. A stipend is different from hourly wage or monthly salary. It is provided to help support you during your training and no taxes will be withheld, but you will need to report this income when you file your taxes.*

Banking Basics

Part of any good money management plan involves using the banking system.

Advantages of Using a Bank

What are some advantages of using a bank?

What are some disadvantages of using a bank?

When do you use these types of accounts or services? Work with a partner to fill in the table.

Savings Account
Checking Account
Certificates of Deposit (CD)
Debit Card
Credit Card
Loans
Investments

Choosing a Bank

When choosing a bank or a credit union, you should choose a place that meets your needs.

- Is it convenient?
- Does it have banking products and services that you need?
- What are the fees like?
- How is the customer service?

These are all questions you need to ask before choosing a bank. If you are going to trust a bank with your money, then it better meet your needs!

Activity: Banking Comparisons

Check out the information on the next few pages about these banks and credit unions: Bank A, Bank B, Credit Union A, Bank C, and Credit Union B, and find the answers to the questions below.

	Bank A	Bank B	Bank C	Credit Union A	Credit Union B
What is the cost for a basic checking account?					
What is the interest rate for the savings accounts?					
What was the minimum balance required for a savings account?					
Do they offer online bill pay?					
Do they offer youth checking?					
What is the fee for using a different bank's ATM?					

Where would you choose to bank and why?

Bank A

Cost For A Basic Checking Account	Minimum of \$25.00
Interest Rate for Savings Account	0.01%
Minimum Balance Required for a Savings Account	Minimum opening balance of \$25.00
Offers Online Bill Pay?	Yes.
Fee for use of outside banking centers	Non- Bank A ATM (in the US) - \$5.00 Fee
Does this bank offer checking services for youth?	Yes; ages 13-17 with parent that is a Bank A member & college students ages 17-24
Banking Centers in Seattle, WA:	30
ATMs in Seattle, WA:	30

Bank B

Cost For A Basic Checking Account	Minimum of \$25.00
Interest Rate for Savings Account	0.01%
Minimum Balance Required for a Savings Account	Minimum opening balance of \$25.00
Offers Online Bill Pay?	Yes.
Fee for use of outside banking centers	Non- Bank B ATM (in the US) - \$2.00 Fee
Does this bank offer checking services for the youth?	No. 18 and up
Locations	50
ATMs	50

Bank C

Cost For A Basic Checking Account	Minimum of \$0
Interest Rate for Savings Account	0.20%
Minimum Balance Required for a Savings Account	Minimum opening balance of \$0
Offers Online Bill Pay?	Yes.
Fee for use of outside banking centers	Non-Bank C ATM (in the US) - \$2.00 Fee
Does this bank offer checking services for the youth?	No; must be 18 and up
Locations	7
ATMs	1

Credit Union A

Cost For A Basic Checking Account	Minimum of \$0
Interest Rate for Savings Account	0.10%
Minimum Balance Required for a Savings Account	Minimum opening balance of \$0
Offers Online Bill Pay?	Yes.
Fee for use of outside banking centers	Non-Credit Union A ATM (in the US) - \$2.00 Fee
Does this bank offer checking services for the youth?	Yes; Members 14 and up
Locations:	2
ATMs	25

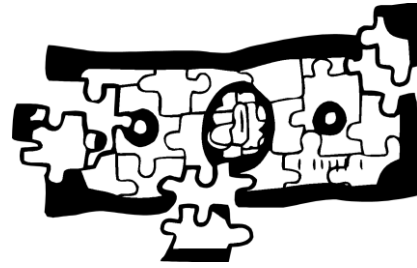
Credit Union B

Cost For A Basic Checking Account	Minimum of \$0
Interest Rate for Savings Account	0.15%
Minimum Balance Required for a Savings Account	Minimum opening balance of \$5.00
Offers Online Bill Pay?	Yes.
Fee for use of outside banking centers	Non-Credit Union B ATM (in the US) - \$0 Fee
Does this bank offer checking services for the youth?	Yes; youth checking
Locations:	5
ATMs:	210

For up to date information on different products, services, and fees that different banks credit unions offer, check out the websites of the different banks or credit unions, www.bankrate.com, or www.findabetterbank.com.

What is Credit?

How do these four words fit together?



Credit

Loan

Debt

Interest

What to Watch Out For

Have you ever heard of these things on the radio or on TV? Do you know what they mean or how they work?

- Pay Day Loans
- Rent-to-Own
- No Money Down
- No Payments Until “X Date”
- Zero Interest Until “X Date”
- Predatory Lending

Are there any others that you have heard about but aren’t sure what they mean?

Career Readiness

Career Exploration

How well do you know yourself?

How much do you know about the different opportunities available to you?

Job vs. Career

Write down the definitions for each of the following words.

Job:

Career:

How do you decide on a career?

We are going to cover these four strategies to help you start thinking about your career.

- Recognize your skills and abilities
- Know what kinds of jobs and careers are available in the aerospace industry
- Consider what education is needed for different aerospace jobs and careers
- Do research

Self-Assessment

1. In the table, circle any activities that are of interest to you.
2. Count the number of circled activities in each column and write the totals in the spaces provided.
3. Identify your top three areas of interest (the three columns with the highest number).
These are your interest codes.
4. Compare your codes to the definitions on the following page.

R	I	A	S	E	C
Fix mechanical things	Work on a scientific project	Sketch, draw or paint	Work as a volunteer for a charity	Operate my own business	Operate office machines
Take a Woodworking class	Study the stars through a telescope	Play in a band or orchestra	Help others with their personal problems	Serve as an officer of a group	Computer business figures
Take an Auto Mechanics class	Solve a mathematical problem	Create photographs	Work as a speech therapist	Supervise the work of others	Take an Accounting class
Work outdoors	Investigate a crime scene	Take an Art class	Work as a nurse	Lead a group to accomplish a goal	Take a Commercial Math class
Operate motorized machines or equipment	Read scientific books or magazines	Act in a play	Teach children	Read business magazines or articles	Work in an office
Build things	Do a lot of thinking	Design fashions	Teach or train others	Meet important people	Write a business letter
Work alone	Use a microscope	Design interiors	Lead a group discussion	Give a talk or speech	Use a computer
Tend/Train animals	Do complicated calculations	Read fiction, plays or poetry	Play a team sport	Sell things	Keep accurate records
Pitch a tent	Understand physics laws and theories	Attend concerts, the theater, or an art exhibit	Help others resolve a dispute	Promote or spread an idea	Be responsible for details
Solve mechanical puzzles	Interpret formulas	Work on crafts	Participate in a meeting	Win a leadership or sales award	Type or use word processing software
Plant a garden	Learn about a new subject area	Work according to your own rules	Are good with words and talking to people	Take on a lot of responsibility	Work with numbers
Read a blueprint	Use computers	Use your imagination to do something original	Work with young people	Participate in a political campaign	Be very well organized
Play a sport	Perform lab experiments	Write stories and poetry	Plan and supervise an activity	Convince people to do things your way	Set up a system for doing something and stick to it
Total # Circled _____	Total # Circled _____	Total # Circled _____	Total # Circled _____	Total # Circled _____	Total # Circled _____

What Does Your Interest Code Mean?

The interest codes – R, I, A, S, E, C – are described below. These codes can help you identify the type of job and work environment that best fits with your interests and strengths.³ Aerospace and Advanced Manufacturing jobs are classified as some combination of the R, I, and C codes.

R = Realistic: Building, repairing, working outdoors

This category contains jobs for people who like to work within **realistic work environments** and prefer activities that are **practical and concrete**. People who work in these jobs have interests that are likely to involve mechanical and physical activities. People who score high on this theme prefer dealing with things rather than with ideas or people. They often seek careers relating to **nature and the outdoors, mechanics, athletics, skilled trades, construction or military service**.

People who have a high Realistic rating are often described as frank, genuine, honest, hands-on, natural, and practical.

I = Investigative: Researching, analyzing, inquiring

This category contains jobs for people who like to do their work within **investigative environments** and prefer activities that are **scientific and intellectual**. Their interests include reading technical articles and solving challenging problems. People who work in these jobs enjoy gathering information, uncovering new facts or theories and analyzing as well as interpreting data. They often seek careers relating to **science, math, academic research, medical facilities, health, or computer-related industries**.

People who have a high Investigative rating are often described as analytical, thoughtful, curious, independent, methodical, and logical.

A = Artistic: Creating or enjoying art, drama, music, writing

This category contains jobs for people who like **artistic environments**, value visual qualities, and like opportunities for self-expression. They prefer **unstructured and flexible environments** and often seek work relating to art, music, drama, writing, cooking, library science, and museum work.

People who have a high Artistic rating are often described as creative, imaginative, expressive, non-conforming, and original.

³ . The definitions are from a publication from the Workforce Training and Education Coordinating Board, “Where Are You Going?” which can be found at the following website:

http://www.workforceexplorer.com/admin/uploadedPublications/9109_2008CareerGuideWeb.pdf

S = Social: Helping, instructing, care giving

This category contains jobs for people who like **social environments** and prefer activities that involve working with people to inform, train, cure, or develop them in some way. They **like working in groups, sharing responsibilities, and communicating with others**. They often seek careers relating to education, healthcare, psychology, social work and counseling.

People who have a high Social rating are often described as cooperative, generous, patient, responsible and understanding.

E = Enterprising: Selling, managing, persuading

This category contains jobs for people who feel comfortable being in an **enterprising (inventive) environment** and enjoy **influencing, leading, or managing others**. They enjoy persuading others to see their viewpoint and prefer social tasks where they can assume leadership. They often seek careers relating to **business management, sales or politics, management or law**.

People who have a high Enterprising rating are often described as adventurous, ambitious, take charge, optimistic, and sociable.

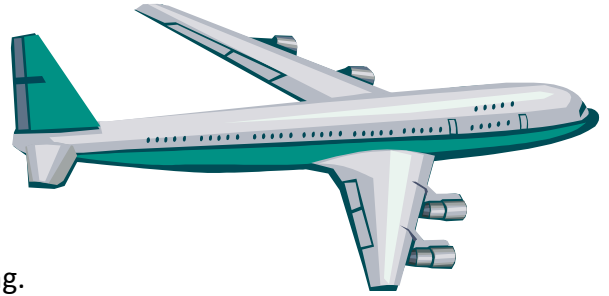
C = Conventional: Accounting, organizing, processing data

This category contains jobs for people who prefer working within a **conventional (predictable) environment** and enjoy **organized activities** requiring attention to accuracy and detail, often associated with office work, often taking direction from others. They likely seek work relating to **financial institutions, accounting firms, data management, or clerical activities**.

People who have a high Conventional rating are often described as conforming, conscientious, efficient, rule-oriented, and practical.

Aerospace Career Exploration

Brainstorm: How many different jobs does it take to make an airplane?



Working in groups, try to think of all of the different jobs.

Here are some categories to help you get some ideas going.

- Interior
- Exterior
- Electrical
- Mechanical
- Flight
- Landing

How would you get these jobs?

Choosing a Career

What are some good reasons to choose a career?

Education and Careers

Different careers require different education. More education means more choices.

What are other benefits of more education?

Activity:

Use the cards to match the different careers to the different levels of education. When you are done, write the answers in the space below.

1. Aerospace Engineers
2. Aircraft Assemblers
3. Machinists
4. Welders
5. Aircraft Mechanics & Service Technicians
6. Mechanical Drafters
7. Materials Scientists
8. Quality Control Inspectors & Testers
9. Manufacturing Engineering Technologists
10. Industrial Engineers
11. Painters
12. Electrical & Electronic Assemblers
13. Purchasing Agents
14. Computer Engineers (Hardware/Software/Systems)
15. Human Resources Specialists

Wages for Aerospace Related Jobs

Job	Lower End Pay	Mid-Level Pay
Painters	\$12.71	\$28.07
Aircraft Assemblers	\$16.24	\$23.06
Machinists	\$14.35	\$24.41
Welders	\$10.14	\$17.36
Quality Control Inspectors/ Testers	\$14.81	\$28.12
Electrical & Electronic Assemblers	\$11.02	\$15.95
Aircraft Mechanics & Service Technicians	\$17.50	\$27.21
Mechanical Drafters	\$24.44	\$36.50
Manufacturing Engineering Technologists	\$24.00	\$29.95
Industrial Engineers	\$30.68	\$42.46
Purchasing Agents	\$21.71	\$35.16
Computer Engineers	\$36.70	\$50.69
HR Specialists	\$19.56	\$31.70
Aerospace Engineers	\$34.82	\$48.15
Materials Scientists	\$22.58	\$42.78

Washington State Aerospace Industry Facts⁴:

- 800 Aerospace-related companies
- 123,000 Direct Aerospace Jobs
- 209,300 Indirect Aerospace Jobs
- \$5.45 billion: Industry-related wages
- \$83,370 (average annual salary)

Discussion

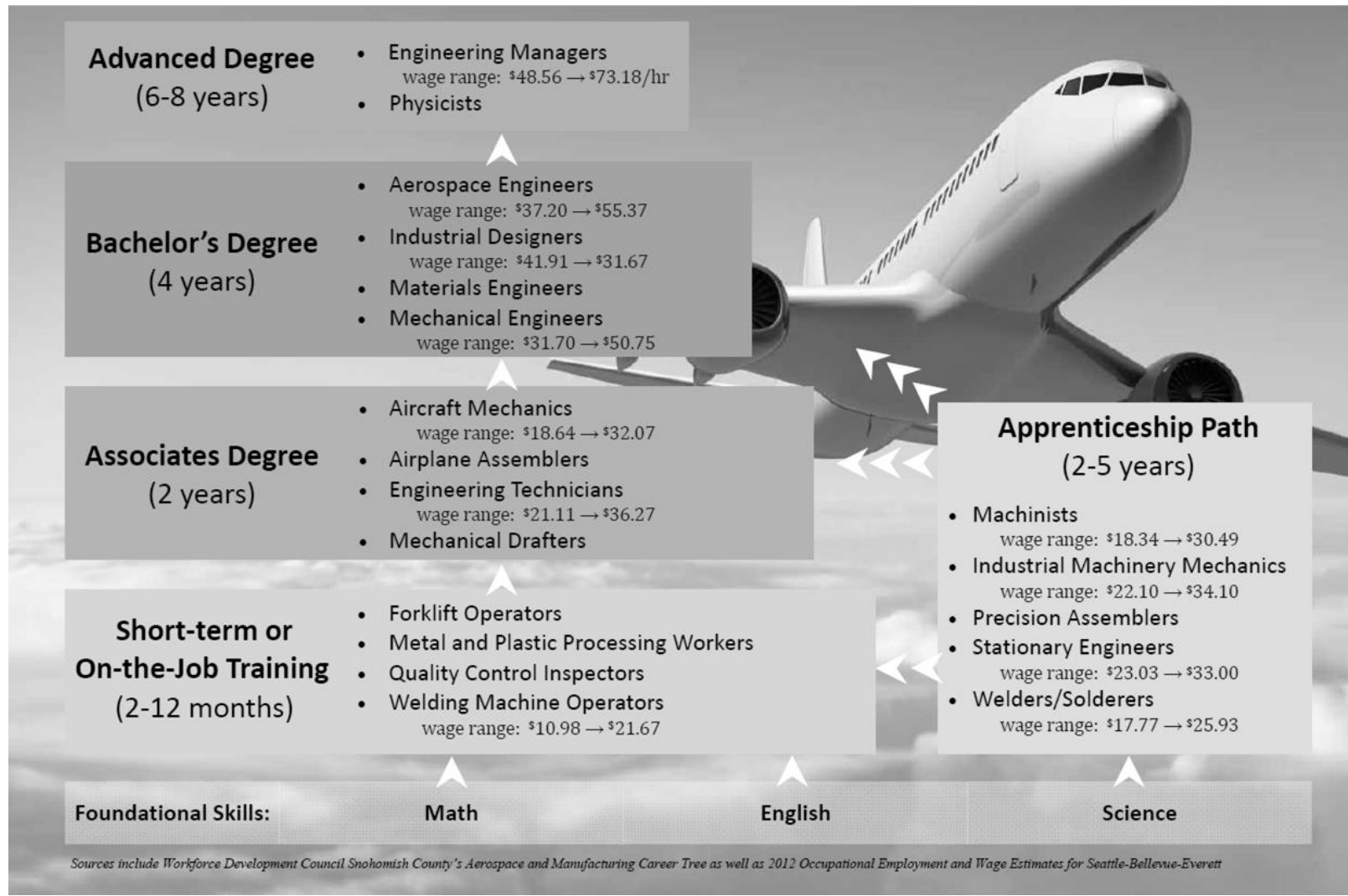
What do you think about this information?

What would you do with an extra 600 or 1000 per week?

⁴ Accessed from <http://businessclimate.com/washington-economic-development/magazine?page=29>

Career Pathways

- A series of education/training steps + jobs in a specific field
- Each step builds on the other to help you advance into better jobs in that field
- Start at any level of education or training (i.e. high school or entry-level job)
- Pathways are shown on maps so you can see how one step leads to the next



Everett Community College: Aerospace and Advanced Manufacturing

Everett Community College offers a number of pathways toward technical careers, using stackable certificates and degrees. The first level, for students seeking entry into the technical world would be the Manufacturing Pre-Employment Certificate, a credential that would allow one to work in entry-level manufacturing. The next level up would be to take classes leading to a Skills-Oriented Certificate. And for those seeking a higher level of education, and the job skills and responsibilities that go with it, EvCC offers skills-oriented ATA Degrees.

Everett Community College offers a two-year degree as well as a certificate of proficiency that can be completed in two quarters. Both are designed to prepare students for immediate employment in the manufacturing industry.

Everett Community College: Aerospace/Advanced Manufacturing Website

Go to this website to research the different aerospace 'tracks' available at Everett Community College: <http://www.everettcc.edu/programs/aamc>

Program Information: Pre-employment Manufacturing Certificate

The Manufacturing Pre-Employment Certificate is a one-quarter, 12-credit optional pathway within the ATA degree. This certificate may be considered as stand-alone credential for people seeking to enter the manufacturing field, or as part of a stackable set of certificates and degrees in the EvCC Advanced Manufacturing Program.

This course serves as an introduction to manufacturing. The knowledge and skills acquired in this course are required for entry level positions in diverse workplace scenarios with special emphasis on aerospace. Skills learned in this program are taught using applied methods where training is practical and hands-on. Course content includes a survey of mechanical concepts, precision measurement, blueprint reading, quality assurance, workforce skills/communication, ergonomics, lean manufacturing, and sustainable business practices. The student will also be introduced to the advanced manufacturing fields of composites, aviation, machining, technical design (CAD), and welding.

Program Certificate Outcomes:

- *Understand and solve basic technical mathematical problems*
- *Communicate orally and in writing about technical activities*
- *Be prepared for successful employment*
- *Understand and work with entry level technical and mechanical systems*
- *Perform work using basic computer skills*
- *Meet industry requirements for safety and first aid*

Career Opportunities: Pre-employment Manufacturing Certificate

Graduates of this program will be prepared to work in entry-level positions in companies of different sizes, from a four-person shop to large aerospace companies. Upon completion of this course, it is recommended that students continue to build skills in another Advanced Manufacturing program to increase employment opportunities.

Program Information: Precision Machining

The Principles of Precision Machining Certificate is a two-quarter, 40-credit sequence of the technical core classes of the ATA degree. This certificate may be considered a stand-alone credential for people seeking to enter the Precision Machining field, or as part of a stackable set of certificates and degrees in the EvCC Advanced Manufacturing Program leading to a degree in Precision Machining.

Students will develop skills in applied machining including basic programming, set up and operation of CNC machine tools, technical mathematical problems for the machine trade utilizing algebra, geometry and trigonometry to solve shop math formulas and accurately determine tolerances, basic and advanced blueprint reading, conventional lathe and mill operations, small shop tools and operation, shop safety and teamwork.

Career Opportunities: Precision Machining

Graduates of the precision machining program may work in companies of different sizes, from a four-person shop to large aerospace companies. Employment of machinists is projected to grow 35 percent by 2022. Employers are expected to continue needing machinists who have a wide range of skills and are capable of performing modern production techniques and almost any task in a machine shop. Manufacturers will continue to rely heavily on skilled machinists as they invest in new equipment, modify production techniques, and implement product design changes more rapidly.

Opportunities for machinists should be excellent as employers continue to value the wide-ranging skills of these workers. Some of the job titles for machinists include Machinist, Tool Room Machinist, Machine Operator, Machine Repair Person, Automation Technician, Gear Machinist, and Set-Up Machinist. 90 percent of EvCC precision machining graduates are hired within 30 days.

To prepare students for these careers, the curriculum was designed to meet these program outcomes:

- Solve technical mathematical problems
- Read and understand basic engineering drawings
- Understand and utilize machine technology
- Write programs and setup CNC machines
- Operate and perform maintenance on CNC machines
- Document technical activities in written and verbal reports
- Be prepared for successful employment

Program Information: Aerospace Composite Technician

The Aerospace Composite Technician certificate is a two-quarter program designed to prepare students to fabricate, assemble, and repair composite materials on aircraft. The knowledge and skills gained through this 31 credit program are those required for entry-level positions as composite technicians. The certificate also provides an opportunity for existing aircraft mechanics and service technicians to expand their education in the field of composite assembly and repair. This certificate may be considered a stand-alone credential for people seeking to enter the composite field, or as part of a stackable set of certificates and degrees in the EvCC Advanced Manufacturing Program leading to a degree in Precision Machining.

The certificate satisfies the eligibility requirement for the IAM/Boeing Apprenticeship program for a Blue Streak Mechanic. Blue Streak Mechanics fabricate details and assemblies by hand or other mechanical means to support production and/or airline AOG or critical spares requirements.

Career Opportunities: Composite Technicians

The knowledge and skills gained through this program are required for entry-level positions as composite technicians. Some of the careers where composite technical skills can be applied include repair technician, fabricator and parts designer. Composites can be applied in many other fields beyond aerospace, including transportation, sports, sporting goods, medical and power generation.

To prepare students for these careers, the curriculum was designed to meet these program outcomes:

1. Solve technical mathematical problems (such as fiber resin ratio)
2. Learn basic hand skills for the layup of composites materials using fiberglass, carbon fiber, epoxy and polyester resin
3. Design molds and forms for the layup of fiberglass and carbon fiber materials
4. Build and vacuum bag composite materials for room temperature cure and oven cure materials
5. Create projects in composite materials showing how surface energy is increased and decreased
6. Design for producibility and manufacturing ease
7. Document technical activities in written and verbal reports
8. Be prepared for successful employment

Program Information: Welding and Fabrication

The welding and fabrication program offers a wide variety of classes to meet the needs of students whose goals range from those seeking employment in the Metal Trades Industry to the home hobbyist. Classes are offered both days and evenings. We teach all major welding and cutting processes, including: SMAW, GMAW, FCAW, FCAW-S, GTAW, OAC, PAC; welding on mild steel, stainless steel and aluminum; hand and machine torch cutting; and field welding techniques. Extensive classes in Blueprint Reading, Layout and Metallurgy are offered. W.A.B.O. state welding certification tests are available to our students and to the public by appointment.

The emphasis in the Welding Program is not only on welding skills, but also on fabrication techniques, which is a unique feature of the EVCC program. This series of classes includes Heavy Plate Fabrication, Sheetmetal Fabrication, Pipefitting and Pipe systems Fabrication, Structural Steel Fabrication, and Field-Welding techniques.

The first level, for students seeking entry into the technical world would be the Manufacturing Pre-Employment Certificate, a credential that would allow one to work in entry-level manufacturing. The next level up would be to take classes leading to a skills-oriented certificate and a ATA degree.

Welders may find employment in places such as: manufacturing and repair shops, shipbuilding yards, the aerospace industry, construction of buildings, bridges and other structures; also joining pipes for pipelines, power plants, refineries and the high-tech sector using CNC controlled equipment. Welders can advance to more skilled jobs with additional training and experience. Opportunities exist to become supervisors, inspectors and instructors.

Program Information: Aviation Maintenance Technicians

Aviation Maintenance Technicians, also known as aircraft (A&P) mechanics, are responsible for keeping aircraft in peak condition. They perform regularly scheduled inspections and maintenance, as required by the Federal Aviation Administration (FAA).

Besides routine maintenance and inspections, work for Aviation Maintenance Technicians involves repairs, replacement of parts, and use of precision tools, troubleshooting for potential problems and finally testing of equipment following repairs to ensure that work has been done properly and within prescribed safety limits.

At large facilities or in aircraft assembly plants, many technicians specialize in preventative maintenance and in specific parts of the maintenance process. At smaller facilities, technicians are required to work on many types of aircraft and must be able to do all phases of the maintenance process.

Career Opportunities: Aviation Maintenance Technicians

The employment outlook for aircraft mechanics is favorable, and is projected to grow about as fast as the average for all occupations. Most job openings for aircraft mechanics will stem from replacement needs. Each year, as mechanics transfer to other occupations or retire, several thousand job openings will arise. Aircraft mechanics have a comparatively strong attachment to the occupation, reflecting their significant investment in training and a love for aviation. However, because aircraft mechanics' skills are transferable to other occupations, some mechanics leave for work in related fields.

The majority of aviation maintenance technicians work for airlines, repair stations or overhaul/maintenance facilities. Some, a small number, work for the Federal Government at facilities in several metropolitan areas located throughout the country. Most others work for independent repair shops or companies that operate their own airplanes for transporting executives and/or cargo. Some are self-employed.

Opportunities for advancement to positions as foremen, supervisors and inspectors are available to qualified airframe and powerplant maintenance technicians, particularly those who hold an associate degree in addition to their FAA ratings.

General Information: Technical Design Program

The Technical Design program is designed to provide skills and knowledge in a variety of computer aided design (CAD) software including CATIA version 5, Solid Works and AutoCAD. Skills learned in this program are taught using applied methods where training is practical and hands-on.

Career Opportunities: Technical designers

Technical designers use Computer Aided Design (CAD) in industry for a number of purposes and may do this in the traditional two-dimensional world or in the more revealing three-dimensional world. For example, the floor layout of a manufacturing plant might be made from a bird's eye view perspective, which might be best served with a 2-D plan view. Or, the swing path of a curved door might be best modeled in 3-D so the opening and closing path can be viewed from many perspectives - to more clearly see potential interferences.

Beginning salaries in CAD range from \$30,000 to \$45,000 per year, while more experienced technical designers will receive salaries from \$45,000 to \$60,000 per year. To prepare students for these careers, the curriculum was designed to meet these program outcomes:

- Solve technical mathematical problems
- Utilize basic engineering graphics with 2D CAD
- Create multi-view drawings using 2D and 3D CAD
- Create assembly drawings from 3D models
- Create complex surfaced part models using 3D CAD
- Design for producability and manufacturing ease
- Document technical activities in written and verbal reports
- Be prepared for successful employment

Doing Research

A great place to research career information is My Next Move. It is a website that is run by the United States Department of Labor. It has a lot of information about job duties, job skills, training, wages, and job outlook. It can be very helpful when creating a resume.



1. On the internet, type this address, <http://www.mynextmove.org/>, into the address bar at the top of the page.
2. Type in a job title, key word, or skill into the search box that you want more information about. Or, select "Manufacturing" from the "Browse By Industry" section.
3. Read about the necessary skills needed, job duties, earnings, and job outlook



Other Internet Job and Career Resources

www.onetonline.org – O*Net is the place to go for more detailed national information on skills and requirements for specific jobs.

www.workforceexplorer.com – Workforce Explorer has Washington specific information related to job growth, wages, top employers in the state as well as career tools and assessments.

www.go2worksource.com – WorkSource is a Washington job search and career information website.

Let's check these websites out!

Aerospace Career Exploration Presentation

We have looked at some ways to do career research. So let's put the knowledge into action!

Project Goal:

To create a presentation that helps explain an aerospace job to the class

Project Description:

Working with a partner, go online and use the different career exploration websites to create a presentation about one job. You can use the job listings on the previous page. Use PowerPoint to create your presentation. Find pictures and graphics on the internet to make your presentation more visually appealing.

Your presentation must answer the following questions.

- What is the job?
- What are the duties?
- What is the job setting?
- Work alone or with people?
- What kind of equipment is used?
- What is the salary?
- Are there many jobs?
- What are some local businesses with the job?
- What education and/or training are required?
- Where can you get this education or training in Snohomish County?

Ground Rules

1. Both team members must speak during the presentation!
2. Every team has to choose a different job.

Career Exploration on the Internet

Use this sheet to write down your answers while you are doing research.

Questions:	Answers
Job	
What are the duties?	
What is the job setting?	
Work alone or with people?	
What kind of equipment is used?	
What is the salary?	
Are there many jobs?	
What are some local businesses with this job?	
What education and/or training are required?	
Where is this education or training?	

Aerospace Company Exploration Presentation

Did you know that the Snohomish County is the home to some of the innovative and successful aerospace and advanced manufacturing companies in the world? These companies provide thousands of good paying jobs and living in this region give you a unique opportunity to take advantage. All of you have probably heard of Boeing, but there are lots of other companies too. Here is a list of some of them. Do you know what they do?

- C&D Zodiac
- AMT
- Bowman Manufacturing Company
- Aviation Technical Services
- UTC Aerospace Systems
- Greenpoint Products & Services
- Universal Aerospace
- B/E Aerospace
- Aerojet Rocketdyne
- Giddens Industries
- Jamco America

Project Goal:

Choose one of the companies above and create a presentation that gives an overview to the class

Project Description:

Working with a partner, go online and find the company website and other internet resources to create a presentation about this company. Use PowerPoint to create your presentation. Find pictures and graphics on the internet to make your presentation more visually appealing.

Your presentation must answer the following questions.

- What is the company?
- What product or service do they sell?
- What is their slogan or tag line?
- What is this company's brand or image?
- What is the history of the company?
- Who are this company's competitors?
- How many people work for this company?
- What kinds of jobs does this company have?

Ground Rules

1. Both team members must speak during the presentation!
2. Every team has to choose a different job.

Aerospace Company Presentation Worksheet

Use this sheet to write down your answers while you are doing research.

Questions:	Answers
Company	
Product / Service	
Slogan / Tagline	
Brand / Image	
History	
Competitors	
# of People	
Kinds of Jobs	

Bonus Question

What are some of the other top employers in the area outside of the aerospace and advanced manufacturing?

Networking

Networking is probably your best strategy for getting a job. Have you ever heard, “It’s not what you know, it’s who you know.”? This is true, especially when it comes to a job search. Networking means going out into the community and talking to people who you know or maybe even don’t know that can give you advice or information about jobs or potential opportunities. Just like most things, to be good at networking you need to be prepared. First let’s think of who is in your personal network.



Your Personal Network

Directions: List the names (or identities) of people you already know who might be able to tell you about job openings, or at least give you names of other people to talk to.

Neighbors

Family Members

Personal Friends

Religious Community Members

Friends’ Parents

Employees of Stores or Offices that I Visit

Acquaintances that I see at School, Parties, Weddings, or Social Events

Other

Directions: Looking over the list of people above, circle those who may have a broad Personal Network of their own. These people are most able to give you additional contacts for your job search.

Networking Basics – Getting Started

- Look them in the eye
- Give a firm handshake (no dead fish, no test of strength!)
- Greet them by name
- Say your name slowly when introducing yourself
- Smile

Networking Rules to Live By

- Your handshake defines you
- Conversation starters
- The Golden Question –Five F’s!
 - Family/Friends
 - Favorites
 - Future
 - Fun
 - From

Networking Etiquette

- Proper Introductions
 - Say the name of the most important person first, then the name of the person being introduced, “Mr. Obama, this is Brutus Buckeye.”
 - Introduce people in the following order:
 - Younger to older
 - Non–official to official
 - Junior executives to senior executive
 - Colleague to customer
 - Clarify your relationship with the person, for example: “Jeff works at Home Depot in the Tukwila location”
- The Business Card
 - Ask for a business card. This will show your interest and provide you with contact information.
 - When presented with one, hold it and look at it; do not put it right away.
- Entering or Leaving a Conversation
 - Entering
 - Wait for a natural break
 - Establish eye contact to gain an invitation
 - Try not to jump in right away
 - Leaving
 - Wait for a natural break
 - “I’d like to catch up with you more later”
 - “I just saw my friend...”

Eating and Networking at an Event

- **Do's:**
 - Enjoy a small bit of food or drink to help you relax
 - Use your napkin
 - Know your level of comfort with eating, talking, and standing at the same time
 - Be extra careful to avoid spills on your clothing – You know which foods are messy!
- **Don'ts**
 - Avoid talking with food in your mouth
 - Don't overfill your plate – This isn't a meal!
 - Don't overfill your hands – Remember if you are holding a drink and plate of food, how will you shake hands?
 - Try not to camp out in front of the food.
 - If the food is not to your liking, avoid making comments, sniffing, or disgusted faces.
 - Don't stash food to take home

Activity - In groups of 3 -5, practice introducing yourself as if you were at a networking event!

**Remember!!! - Handshakes (if feasible), Establish good eye contact,
Repeat/remember names, Asking (and answering) your golden questions,
Entering and leaving a conversation**

Body Language Tips:**Handshake**

Give a nice firm handshake that last about 3 seconds when you introduce yourself. It shows confidence. Use your right hand. Don't grab with both hands. Do not shake too firmly or too weakly.

Eye Contact

Looking a person in the eye indicates confidence, openness and honesty. Make brief eye contact with the interviewer. Keep your head up and maintain a pleasant facial expression during the interview.

Voice

Your voice should be clear and loud enough to hear across a room. Practice speaking clearly, pronouncing words correctly and using proper grammar. Breathing deeply can add a stable quality to your voice. Drinking tea with lemon can clear your throat.

Facial Expressions

A slight smile and open eyes convey the impression of intelligence, alertness and friendliness. Practice the look in front of the mirror.

Posture

Walk tall, sit forward in your chair, hold your head up, and keep your back and shoulders straight. Be aware of how you are sitting and standing, without being rigid.

Mannerisms

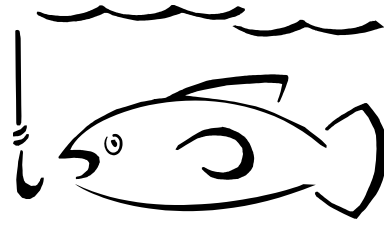
Be aware of nervous behavior you may fall into. Avoid tapping your fingers, playing with your hair, wiggling your feet, twisting your hands, etc. Use your hands to emphasize what you are saying, but don't be too wild with your gestures.

Attitude

Your body language "speaks loudly". Think about what message you want to convey and practice using your body language to send positive messages.

Your Sixty Second Commercial

Your Sixty Second Commercial is a networking tool to help you be remembered. You want to **hook** the person who you are talking to!



Activity: Create a Sixty Second Commercial

Guidelines:

- Summary of who you are
- Memorable and makes you stand out from the rest of the crowd
- Demonstrates your good qualities (hard worker, team player, sense of humor, etc.)
- No more than 60 seconds
- Needs to be appropriate – not sad, gross, weird
- Needs to be true

You are going to use this at the President's Reception

1st Draft

Activity: What's my Impression?

We are going to video tape your Sixty Second Commercial so that you can see first-hand what kind of impression you are making?

Watch yourself and rate yourself in the following categories:

(1 being the bottom and 10 being the top)

Your Confidence Level	1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Your Body Language	1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Your Voice Projection	1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Overall Impression	1.....2.....3.....4.....5.....6.....7.....8.....9.....10

What could you do to improve your 60 Second Commercial?

Final Draft

Dressing for a Great First Impression

Job search and interviewing require you to make an excellent first impression. A lot of this impression has to do with your appearance.

Different jobs require different looks and you don't want to show up for a job interview to be a carpenter wearing a three piece suit.

Here are a couple of rules to go by:

1. Watch out for what other people are wearing on the job and take it up a few notches.
2. Try not to stick out too much with things like jewelry, perfume/cologne, and revealing/flashy clothes. It's not a fashion show or a night out at the club. It's a job!

	What would you wear to this interview?
Construction Worker	
Personal Trainer	
Bank Teller	
Waiter	
Shipping and Receiving Clerk	

Assembling a Basic Formal or Interview Outfit

Looking your best for an interview is one of the best ways to make a great first impression. Use the chart below to find out what you have and what you need for a great interview look.

<u>Women's Items</u>	Need This?	Have This?
Solid Color Pants or Skirt (grey, navy, black, camel) not tight; skirt length no shorter than at the knee		
White or blue long-sleeve blouse; no sheer (see-through) fabrics; no low necklines		
Shoes: low heel; color coordinated with outfit		
Pantyhose in a natural shade (3 pairs)		
Portfolio or briefcase		
Plain gold or silver earrings (studs or small hoops)		

<u>Men's Items</u>	Need This?	Have This?
Solid color dress pants (dark blue or dark grey)		
Long-sleeve shirt in white or blue		
Coordinating tie, NO flashy patterns or cartoon characters		
Black or Brown Belt		
Black or Brown leather shoes		
Black or Blue socks (3 pairs)		
Portfolio or briefcase		

Now that you have a good idea of what you need, go to the Goodwill and put together an interview outfit.

Head to Toe

This video provides some great tips about how to dress to make an excellent impression.

Look Your Best Head To Toe!

Name 5 tips you learned in the video about grooming and dressing for the workplace.

Your Gift Wrapping

The video referred to your image as “gift wrapping.” Describe YOUR everyday “gift wrapping.”

Using the tips you learned in the video, what will YOU have to improve upon in your “gift wrapping” to be the best possible you in the workplace? What improvements can you make?

What Color Is Your Wardrobe?

Name 3 classic colors to build a professional wardrobe.

How can you build a wardrobe inexpensively using one or two of these colors?

Service Learning

Service Learning Activities:

This summer you are going to participate in service learning activities with a variety of local non-profits: ***Tulalip Tribes, Housing Hope, and Marysville Parks and Recreation.***

Tulalip Tribes: (July 13-22, MTW 1-4pm)

The Tulalip (pronounced Tuh'-lay-lup) Tribes, along with many other regional tribes, were a signatory to the 1855 Treaty of Point Elliott. The tribal population is about 4,000 and growing, with 2,500 members residing on the 22,000 acre Tulalip Indian Reservation located north of Everett and the Snohomish River and west of Marysville, Washington.

The Tulalip Tribes contribute extensively to community non-profits, \$26 million over 15 years. In 2007 they awarded more than \$2.2 million to more than 200 charitable causes. While the Tribes are required by their gaming compact to donate 1.5 percent of the net proceeds from their casinos, that contribution only represents about 1/3rd of the total Tribal outlay to charitable causes.

Tulalip Tribes will train you to complete the following service learning projects, you will:

- *-Spray paint stencil storm drain warnings*
- *-Build rain gardens*
- *-Learn about wetlands and pollution*
- *-Assist fisherman in data collection*
- *-Collect salmon ear bone samples to sample DNA*
- *-Clean salmon hatchery*
- *-Participate in large restoration project*

Housing Hope: (July 27-28, MTW 1-4pm)

Families are the fastest growing segment of the homeless population in Snohomish County. In November 2008, more than 2,000 households were on the housing waiting list for urgent need for housing. Additionally, more than 27,000 households in Snohomish County are only one paycheck away from needing housing assistance. Housing Hope's programs are expanding rapidly, but the need for affordable housing continues to grow.

Housing Hope offers the opportunity to break this cycle, providing a safe and decent place to live and critical support services. It takes time to regain hope and build the skills to succeed. The families in Housing Hope programs work hard at shedding behaviors that aren't working and learn skills they will need to succeed. Housing Hope programs offer appropriate support at each step of the process. Each family works on all the homes within the Group and no one moves in until all the homes are completed in the Group.

Housing Hope will train you at their field sites to complete the following service learning projects, you will:

- *-Help homeless families build and move into their new homes*
- *-Assist in site cleanup*
- *-Paint houses and surrounding structures*
- *-Landscape around homes*
- *-Learn about Energy Star Certified Homes*
- *-Take a tour of the Housing Hope Campus*

Marysville Parks and Recreation: (August 3-5, 1-4pm/ August 10-12, 9:30-12:30am)

The Marysville Parks and Recreation Department's focus is to enhance quality of life by providing beautiful parks, open spaces and exceptional recreational and athletic programs. The department has a long history of providing the public with exceptional parks and services for children, families and individuals by providing a safe and fun environment for everyone to experience. A wide variety of recreation and athletics classes, camps, leagues, trips and tours are available year-round to cater to the active and creative spirit in everyone.

Marysville Parks and Recreation will train you in the park-based environmental necessary to complete the following service learning projects, including:

- *-Trail work*
- *-Tool safety*
- *-Graffiti eradication*
- *-Environmental stewardship skills*
- *A STEM (Science, Technology, Engineering, Math) related project and/or a GIS (Geographic Information System) mapping project.*

What's Good in Your Hood?

Your neighborhood or community is the place where you live your life. Do you ever stop and think about “What’s good in your hood?” During this program we are going to spend time thinking about this question.



If your neighborhood or community was a glass of water, is it half full or half empty?

Activity: Group Brainstorm

Working as a group, brainstorm the things that are “Good in Your Hood” and the things are “Not-so-Good in Your Hood.” Use the space below to write your answers.

Good in Your Hood	Not-so-Good in Your Hood

Discussion:

What ideas did your group have in common?

What ideas did your group have some disagreement over?

How do you feel? Is your “Hood” still half full or half empty?

Community Walk

We are going to take a walk in the community right around Goodwill to get a feeling for what is around us. Use the table below to write what you see and describe it. Next write down whether it is living or non-living, then whether it is natural, human-made, or trash.

What it is it	Describe It	Living or Non-Living	Natural, Human-Made, or Trash
<i>Ex: Pigeon</i>	<i>A bird that eats things out of the parking lot</i>	<i>Living</i>	<i>Natural</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			

Discussion:

What did you find?

Did it surprise you?

What did you notice about the living things?

What did you notice about the non-living things?

What did you notice about the human-made things?

What did you notice about the natural things?

What feelings did you have walking around the neighborhood?

What kind of things would you more / less of in the neighborhood?

How would you describe the neighborhood?

What's good in this hood?

What's not so good in this hood?

What is the Environment?

When you hear the word environment, what comes to mind? Use the space below to draw a picture of what comes to mind.

**Discussion:**

- What things did you draw?
- What things were made by nature?
- What things were made by humans?
- How do these things make you feel?
- How do you interact with what you drew on a day to day basis?
- How is the environment part of your community?

Knowing Your Community

Your community is a combination of the people, places, businesses, and geography among other things. Using your own knowledge, the maps around the room, and other resources answer the questions on this list. Some questions on this list will have the same answers for everyone and some questions will have different answers.

1. What is the name of a river near Marysville?
2. What is name of the closest park to your house?
3. What is the body of water that connects the Puget Sound to the Pacific Ocean?
4. What are the names of four lakes in or near Marysville?
5. Where are the farms near Marysville located?
6. What direction from Marysville are the Olympic Mountains?
7. What direction from Marysville are the Cascade Mountains?
8. What bus routes stop near to where you live?
9. Where do people go to have a good time in your neighborhood?
10. What are the names of local Native American Tribes in the area?
11. Where is Paine Field?
12. What county is Marysville in?
13. What are 5 places to get food near where you live?
14. What counties are north and south of Marysville?
15. What part of your neighborhood or city do people generally avoid?
16. What are 5 local places with names that come from a Native American language?
17. What is the name of one national park that is near Marysville?
18. What is the capital of Washington State?
19. What are two counties that border Canada?
20. What is your favorite place in your neighborhood or city?
21. Where is the nearest aerospace business to where you live?

What is my footprint?

Your footprint is the effect that you have on your environment and community. Your footprint can be positive in some ways and negative in others.

Being a strong and participating community member is an important part of this program. To have a “Good Hood” we all need to work together and contribute to the greater good. As part of this vision, we are going to be working in local parks in order to have positive footprint in our local community and environment.



Activity: My Footprint

If you leave a mark on your community, what would it be? Imagine a logo on the bottom of your foot print, wherever you go you will leave this logo behind. What word or image would you like to be your logo? Why?

Use the image on the next page to design your footprint. Be prepared to explain your footprint to your classmates.





Civic Participation

Are there issues in your community that are important to you? Do you feel like you have no control over what happens in your community? We are going to take a look what civic participation means and how it works. Let's start with some questions.

What is civic participation?

Why is civic participation important?

What are some examples of civic participation?

What are some examples of times when civic participation created change?

What is an example of when civic participation happened **in your community**?

Perspective Taking

Many issues have solutions that seem simple at first, but as you dive deeper into the issue things become more complicated. Often there are more than two sides to an issue.

Example Scenario: Homeless Youth Open a Free Food Program

The University District near the University of Washington, better known as the U district, attracts many of Seattle's homeless youth because three youth shelters and other services are located in the neighborhood. The one service that is not available to youth in the U district is a place to get a free hot meal. The only "Soup Kitchen" that serves youth is across town. A once thriving U district Greek restaurant was forced to close its doors when the owner suddenly died. Several of the youth staying in the shelter thought it would be a good idea to form a collective to run a free meal program at that location. The widow of the former owner gave them the keys and her blessing to run the meal program at the site until the lease her husband had ran out in six months. The youth agree to raise money through donations and get the food to prepare meals from the local food banks.

One month later the *Youth for Food* program opened its doors. Right away many of the businesses on the block wanted the soup kitchen to close down. Some said it was bad for the neighborhood, others said it attracted a bad element, still others called the police and the health department saying the collective didn't have a valid lease or food handlers permits.

The free food kitchen shared a back fence with an elderly couple who had lived in the neighborhood for 37 years. They loved and knew the merchants and shop owners on the block and had never had any trouble with the youth in the neighborhood. After the free food program opened there were numerous incidents of strangers using their back yard for a toilet and their home was broken into twice.

In its first month of operation the food program served over 300 hot meals a day. For many of the youth who came there to eat it was their only meal of the day. Youth who ran the program did admit that some of the kids who came for meals would hang out, panhandle, and do drugs.

Questions to Consider

- Who are the people in the community affected by the opening of the free food program?
- What impact does the opening of the free food program have on the community?
- What can the youth do to try to keep the food program open?
- What steps could the community take to shut down the free food program?
- Is there room for compromise that would make the community happy and keep the program open?

Civic Participation Methods

	What does this mean?
Petition	
Boycott	
“Buy”cott	
Demonstration	
Coalition	
Referendum	
Community Meeting	
Stakeholder Engagement	
Advocacy	
Fundraising	
Volunteering	
Canvassing	
Voting	
Campaign Contributions	
Writing / Blogging / Tweeting	
Contacting the Media	

Working in groups, choose 5 methods, and think how you would use them if you wanted to get involved in the scenario about the homeless youth food program.

Method	What would you do?
1.	
2.	
3.	
4.	
5.	

Exploring a Community Issue

We are going to explore a community issue in order to get a better understanding of how different perspectives come into play and to explore ways to take action and be a part of the solution.

Issue: Youth Homelessness

How do you define homeless?

What are some systemic causes of youth homelessness?

What are some of the personal causes for youth homelessness?

What are the most common types of sleeping accommodations used by homeless youth?

Analyzing the Issue:

Who are the different stakeholders?

What is the impact of this issue on the community?

Who benefits from the way things are now? If things change?

Who pays the cost the way things are now? If things change?

Taking Action

List three things that homeless youth can do for themselves to help end homelessness.

What can government do to end youth homelessness?

How could you take a stand against youth homelessness?

Brainstorm with a group of 3-4.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

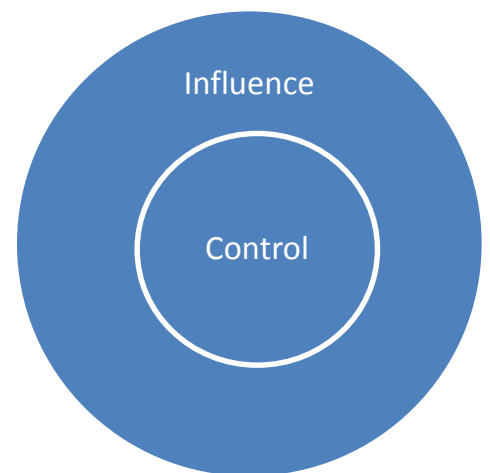
Making Change Happen

Making change happen is about power, control, influence, and lots of hard work. Making big changes like stopping pollution, preventing gun violence, or improving education are very difficult because powerful people or groups often have their own interests.

What is power?

Where does power come from?

This is your circle of control. As your circle of control grows larger, so does your circle of influence. As these circles grow larger, so does your power to make change.



Who do you control?

Who do you have influence over?

How can you gain more influence?

How can you affect what happens outside of your circle of influence?

Activity: Making Change

Working as a group, go through the following steps. Write each of your answers on a piece of flip chart paper. Your group will present your answers to the class.

In Groups

1. As a group, brainstorm answers to this question,

What is something that would make your community a better place?

2. Choose one idea as a group that you all think is the most important.

Frame the Issue:

We should have (more/less) _____ in our community.

3. What do you know about this issue?

What is the cause of this issue?

Who does this issue affect?

Who would benefit from a change?

Who benefits from the current situation?

Who has influence over the situation? (government, community organizations, businesses, powerful people)

What supports or created the current situation? (laws, profits, traditions)

Decide what actions around this issue you could take to make your community better.

Would this solve the problem?

How much of an impact do you think you could make? Why?

4. Who or what could make the change more possible?

What ways could you increase your influence?

What people or groups would you need on your side?

What would you do?

5. How will you know the issue is solved?

Civic Participation: Guest Speaker

We are going to welcome a community member into the classroom. They will be able to offer more insight into efforts being made to improve the community.

Questions:

Read the biographical materials provided by your instructor. Working in groups, prepare some questions for the guest speaker.

1.

2.

3.

4.

5.

Notes:

Debrief:

What was your impression of the guest speaker?

How well did the guest speaker answer your questions?

What was the most interesting thing you learned from the guest speaker?

What new ideas do you have for ways to be involved in your community?

College Readiness

What are you thinking about College?

Teachers are probably trying to tell you about college all of the time, but what are you thinking about college?

Activity: What Are You Thinking Skit

Imagine you are hanging out with friends after class, after school, or on the weekend and the topic of college comes up. What are you talking about? In groups of 4-5, create a skit about what you are saying to each other.

- Consider things you are excited about, worried about, have heard from others, etc.
- Everyone must talk in the skit!

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

What Are You Thinking Debrief

What kind of things did the different groups talk about in their skits?

Were there similarities?

Were there differences?

What did you find out from the skits?

Hear Us Out

This movie called “Hear Us Out” shows local teens talking about college. They all have different experiences and insights into college.

Is college in your future?

What motivates you?

What weighs you down?

What can you do now to get ready?

Education = Self-Investment

A high school diploma or GED used to be enough to get you a good job. Not any more, check this out:

- By the end of the decade, 2 of 3 jobs will require education or training more than a high school diploma or GED.
- Even with the economy being so bad, lots of jobs go unfilled because employers can't find someone with right skills.
- More education and training lead to more money, more opportunities, and more control over your life and your family's future.
- A person who completes a 1 year certificate earns about \$32,000/year on average:
 - \$1700 more per year than a person with only a HS Diploma
 - \$2700 more per year than a person with only a GED
 - \$8500 more per year than a person with no GED / HS diploma
- A person who completes an AA earns about \$39,000/year on average
- A person who completes a BA earns about \$50,000/year on average

Instructor College Stories

Everyone has a different experience with college. Check out what some of your instructors have to say about their experience. Write down any questions you want to ask.

High School vs. College Expectations

The rulebook changes from high school to college. Here some tips to help make the adjustment.

Rules

K-12	College
Time structured by others	Manage your own time
Need permission to do extracurricular activities	You decide participation in extracurricular activities
Class schedule is set, same hours each day	Class schedule varies daily, may have hours between classes
Classes arranged for you	Arrange your own schedule
<i>Principle: Schedule and participation is decided by others</i>	<i>Principle: Schedule and participation is decided by you, you take responsibility for what you do/don't do</i>

Classes

K-12	College
Little studying outside of class, ~0-2 hrs./wk.	Study at least 2 hrs. outside class for each class hour
Each class same amount of time: 50min-1hr long	Classes range from 50 min to 3 hrs. long
<i>Principle: Most class material is covered in class and schedule is largely the same each day and semester.</i>	<i>Principle: Class material may be only partially covered in class, requiring more outside studying; schedule may differ each day and quarter.</i>

Teachers

K-12	College
Teachers check completed hw (for the most part!)	Instructors don't always check hw (use tutors!)
Teachers available to talk before, during, after class	Instructors expect you to attend office hours
Teachers can give you info you missed from absences	Must get missing info from classmates
Teachers remind you of assignments & due dates	Expected to read, save & use course syllabus
Teachers carefully check attendance	Instructors may not take attendance

Tests and Grades

K-12	College
Many tests that cover small amounts of material	Few tests, cumulative, cover large amounts of material
Makeup tests are often available	Makeup tests rarely an option, need to request
Teachers may conduct review sessions	Instructors may not have review sessions
Grades given for most assignments	Grades may not be given for all assignments
Good hw grades may raise grade when tests are low	Grades on tests/papers make up most of grade
Pass w/D or higher=graduate	GPA below 2.0 (C) = probation

College: What you need to know

Applying for College

Testing Requirements

- Compass Test
- SAT / ACT

Differences between applying at Community College vs. 4 Year College or University

Differences between applying at Community College vs. 4 Year College or University

- Community College
 - All students are accepted into the school
 - Apply to school – specific high-demand programs require separate application
 - Able to apply at any time
- 4 Year College and University
 - Apply to the school and declare a major – some programs require separate applications
 - Only accept limited numbers of students
 - Applications due early in the year for a fall start
 - Application process may involve essays, letters of recommendations, and interviews

Education Options

Short Term Certificate

- Community & Technical Colleges, Vocational Training Schools
- 1-2 Qtrs. (3-6 months)
- Tied to entry-level jobs
- Examples: Emergency Medical Technician, Nursing Assistant, Office Assistant, Bank Teller

1 Year Certificate

- Community & Technical Colleges, Vocational Training Schools
- 3-4 Qtrs. (9-12 months)
- Tied to entry-level jobs
- Examples: Pharmacy Technician, Medical Assistant, HVAC Technician

2 Year Associate's Degree

- Community & Technical Colleges
- 5-7 Qtrs., 15-21 months
- Tied to mid-level support, specialized jobs OR Transfer Degrees
- Examples: Reg. Nurse, Preschool Teacher, Accountant, Real Estate

4 year Bachelor's Degree

- Colleges & Universities, some Comm. Colleges
- 12+ Qtrs. (6+ if start w/ 2-yr transfer degree)
- Tied to higher level professional & mgmt. jobs
- Examples: Journalist, CPA, Programmer, Sales Manager

2 Years vs. 4 Years

Community College Facts

(ex: Seattle Central Community College, Renton Technical College)

- Certificates – 1 quarter, 2 quarter, 4 quarter
- Associates Degree (AA or AAS)
- Lower Cost per credit than 4 year college or university
- Students of all ages

4 Year College or University Facts

(ex: University of Washington, Seattle University)

- Public and Private
- Private more expensive (around 2-4 times more per credit)
- Bachelor's Degree (BA or BS)
- Have Master's and Doctoral Programs
- Students are generally younger in BA programs

Paying for College

Worries about money shouldn't keep you from going to college. There are many different options for paying.

- Grants
- Scholarships
- Loans

Getting this money takes planning and preparation. From the FAFSA to scholarship applications, Goodwill can help you!

College Vocab Jeopardy

Getting ready for college is like learning a whole new language. We are going to play to Jeopardy to see what you already know. Below are the answers for the Jeopardy game.

1. Add / Drop Date	
2. Admissions	
3. Advisor	
4. Associate's Degree	
5. Bachelor's Degree	
6. Certificate	
7. COMPASS	
8. Credit	
9. Distance Learning	
10. Doctoral Degree	
11. FAFSA	
12. Financial Aid	
13. Grants	
14. Loans	
15. Major	
16. Master's Degree	
17. Personal Statement	
18. Prerequisite	
19. Recommendation Letter	
20. Registrar	
21. SAT	
22. Scholarships	
23. Syllabus	
24. Transcript	
25. Tuition	
26. Work Study	

High School Success

High School Progress Meeting

The Case Manager/college Navigator is a year-round resource to help you complete high school and plan for college and a career.

The Case Manager/college Navigator will have records of your:

- High school classes attended
- Progress towards graduation
- Attendance
- Grades
- Disciplinary issues

The Case Manager/college Navigator will help you:

- Complete an Individual Education and Career Plan
- Start your High School and Beyond Plan
- Stay on track to graduate
- Explore future education options

Do you have any specific questions for your Academic advisor?

1.
2.
3.
4.
5.

Reflection and Goal Setting Presentation

Assignment Part 1: Read through your journal entries from the last 9 weeks and pick out some of the major themes.

How has your thinking changed?

What new opportunities do you see for yourself?

What new strengths have you discovered in yourself?

Assignment Part 2: Using the goal setting sheets on the following pages, set some goals for the next year. You will need to show these goals to your Academic Advisor.

Assignment Part 3: Give a 5-10 minute presentation about your reflections and goals. Use PowerPoint, music, art, and/or the internet to express yourself creatively.

High School Success Goal

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to help you achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Potential Obstacles	Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

Steps	Target Date	Completed

College Readiness Goal

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to help you achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Potential Obstacles	Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

Steps	Target Date	Completed

Life Goal

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to help you achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Potential Obstacles	Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

Steps	Target Date	Completed

Service Learning Goal

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to help you achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Potential Obstacles	Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

Steps	Target Date	Completed

Career Exploration Goal

Goal:

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Do you have the resources to help you achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your life?*

Timely: *When will you achieve this goal?*

This goal is important because:

The benefits of achieving this goal will be:

Potential Obstacles	Potential Solutions

Who are the people you will ask to help you?

Specific Action Steps: *What steps need to be taken to get you to your goal?*

Steps	Target Date	Completed

Projects

AeroLabs

During the program, we are going to do a series of hands-on projects called AeroLabs. These projects will give you a chance learn and practice new skills.

Introduction to PLC's and Robotics

In this project we will be introduced to the concept of programmable logic controllers (PLC). The idea of a PLC is to familiarize yourself with both the computing world and electronics world. Your task will be to code your first program on the computer using a coding language similar to C. You will then be tasked to follow a wiring schematic to complete a circuit. The code that you write will affect the circuit that you made. If done correctly, you will be able to see how your code affects the circuit and how your code can change what that circuit is capable of doing.

We will cover topics that include, but not limited to:

- PLC's
- Inputs/Outputs
- Voltage
- Resistance
- Current
- Ohm's Law
- LED's
- Compiling

Introduction to Magnets and Motors (with a side of CNC)

In this project we will get a depth of knowledge in magnets and motors. Magnets are either permanent or they are electric magnets that can have their polarities change. The idea of polarity changing is the magic of a DC electric motor. After we make an electromagnet, we will make an electric motor. The motor kit will be assembled from a sheet of 1/4 plywood cut out on a CNC machine. You will get to cut your own motor on the CNC, but we won't go into too much detail on the CNC machine. The kit will make a working motor that can be used for things like fans, pulleys, wheels, gears, etc. If time allows we will add instruction about that mathematics involved with gears and how they alter power.

We will cover topics that include, but not limited to:

- Commutator
- Stator
- Permanent magnet
- Electromagnet
- Armature
- Brushes
- Direct Current Motor
- CNC Home
- Enameled Wire

Engineering and Bridges

This project will create a knowledge base about trusses and their uses in engineering. Trusses get used in airplanes, bridges, skyscrapers, homes, and many other applications where strength to weight are a concern. We will be constructing a bridge in a small group that has to follow design rules and will be strength tested. The rules are quite simple, but the technique and skill required to make a strong bridge is advanced. The bridge must span 30 inches and weigh only 200 grams which is just under 1/2 pound. Any materials are all allowed as long as the material chosen has no prehardened glue in it. Due to the time constraint of 2 days, I will be providing techniques and materials that have proven successful for groups that have 2-3 weeks. We will cover topics that include, but not limited to:

- Truss
- Girder
- Suspension
- Gusset
- Members and Joints
- Compression
- Tension
- Torsion
- Shear
- Static
- Dynamic

Reflection

Reflection Journal

The purpose of the reflection journal is for you to take a daily look at your goals, tasks, and reflections for the week. Answer the questions on this page and then use the extra space on the next pages to free write. There will also be room for you to write about your experiences from the Seattle Parks and field trips.

Week 1

Goal Setting:

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Question Ideas

What is your impression of the program so far?

What have you learned this week?

What are some fears that you have about the program?

What are some hopes that you have for the program?

What has been the most challenging this week?

How does it feel to set goals for the future?

What decisions are difficult to make in your life now?

How connected do you feel to the natural environment in your everyday life?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Tulalip Volunteer Activity Reflection

What happened during your time at Tulalip this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 2

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

What did you learn about your Multicultural Self?

What was it like to write a poem about yourself?

How can you help people who are being bullied?

What new things are you learning about the environment?

How much more connected do you feel to the local environment?

[illegible]

[illegible]

Housing Hope Volunteer Activity Reflection

What happened during your time with Housing Hope this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 3

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

What keeps you motivated to be part of the program?

What are your best characteristics as a team member?

How can you be a good community member?

What did you learn about civic participation?

What issues in your community are important to you?

[illegible]

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Housing Hope Activity Reflection

What happened during your time with Housing Hope this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 4

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

What are your feelings related to college?

How did the class change your views about college?

What did you think about the colleges that you visited?

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[illegible]

Parks Reflection

What happened during your time in the parks this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 5

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

What is your relationship with money?

How can you use the information from this week to help reach your goals?

What career presentations were interesting for you? Why?

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[illegible]

Tulalip Volunteer Activity Reflection

What happened during your time at Tulalip this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 6

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

How do feel about the career opportunities available to you?

What career and company presentation were interesting for you?

What kind of jobs would you like to do?

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Parks Reflection

What happened during your time in the parks this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 7

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

How comfortable do you feel talking to people you don't know?

What did it feel like when you put on your Dress for Success outfit?

[illegible]

[illegible]

Volunteer Activity Reflection

What happened during your time volunteering this week?

Did you learn something new?

How did you challenge yourself?

How did you make the community a better place?

How were you a good team member?

Field Trip Reflection and Discussion

Field Trip Location:

What did you think about this field trip?

What was the most interesting thing about this field trip?

What information from this field trip will you share with friends or family?

What jobs did you see people doing on this field trip?

What kind of training do you think you would need to do these jobs?

What sort of product or service is this place providing the community?

Week 8

Goal Setting:

How successful were you at achieving your goals and tasks from last week? (Circle One)

Not Successful

Somewhat Successful

Successful

Why?

What are some goals or tasks that you have for the next week?

1.
2.
3.

Free Writing Questions

How ready do you feel for school to start?

How was your overnight trip experience?

How have you challenged yourself this summer?

What has been the most valuable learning experience this summer?

What are some of the best memories from this summer?

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Contact Info

