

**Using the KLWS chart:** Have students use this graphic organizer to indicate what they **K**now about the episode topic, what they **W**ant to know about the episode topic, what they **L**earned about the episode topic, and what they **S**till have questions about.

As optional extensions, consider including **I**mportance (why is this information important?), **A**ctions (what actions will I take?), and **R**esources (what resources do I need and how will I find them?).

### Steps:

- 1. Pre-viewing:** Share with students that they will be watching the next episode of The Career Center. Let them know that they will be using a KLWS chart to organize relevant information they gather from the episode and class discussions. Review how to use this organizer as needed. Have students complete the sections of the graphic organizer related to what they **KNOW**, and what they **WANT TO KNOW** about the topic of building trades. Invite students to turn and talk with a shoulder partner to share what they have recorded. After students have had time to discuss, have volunteers share items from their **KNOW** and **WANT TO KNOW** lists, and create a whole class artifact capturing these comments.  
Note: it's possible that students will have some misconceptions about the topic at this time. Accept all answers, and provide time for students to revisit these ideas after viewing the episode.
- 2. During viewing:** Have students add what they are **LEARNING** about building trades. Students may also find they **STILL HAVE QUESTIONS** during viewing, so encourage them to add those to their organizer.
- 3. Post-viewing:** Have students add any additional notes in the **LEARNED** and **STILL HAVE QUESTIONS** sections of their organizers. Invite students to discuss what they've recorded in pairs or small groups before sharing in a whole group discussion. Encourage students to revise any previously held misconceptions.  
Note: for any lingering questions, consider having students research answers on their own and bring back their findings to the whole group.



**KNOW**

**WANT TO KNOW**

**LEARNED**

**STILL HAVE QUESTIONS**

**Overview**

Building trades professionals work in a variety of areas that are a key component in building construction. These can include, but are not limited to: carpentry, bricklaying, plumbing, etc.

**Example Careers**

- Building Systems Technician
- Carpentry
- Drywall and Ceiling Tile Installers
- Electrical
- HVACR
- Masonry
- Painting
- Plumbing
- Welding

**Useful Skills and Abilities**

- Communication
- Collaboration
- Critical Thinking
- Creativity
- Initiative
- Productivity
- Social Skills

**Common Responsibilities for Careers in the Building Trades**

- Coordinate with contractors
- Create estimates and quotes for a given job
- Evaluate bids and oversee projects
- Go on service calls
- Operate different kinds of equipment and tools
- Maintain, repair and diagnose equipment
- Troubleshoot and problem solve on the spot

**Career Pathways and Salaries**

Career opportunities within the building trades will vary based on education, experience, and training. Most positions require a minimum of a high school diploma or equivalent, with additional required training and certifications likely.

A high school diploma or equivalent is required to become an electrician, for example, and it is commonly followed by an apprenticeship or journeyman training program that could take 4 - 5 years resulting in a license or certification. A high school diploma or equivalent is also required to get into carpentry. Similar to becoming an electrician, it is common for carpenters to learn on the job and through apprenticeship or journeyman programs.

Salaries in the building trades will vary based on education level and experience:

- Electrician = \$37,000 - \$99,000 annually
- Carpenter = \$31,000 - \$80,000 annually
- HVACR = \$48,000 median salary
- Welder = \$47,000 median salary
- Millwright = \$59,000 median salary
- Plumber = \$36,000 - \$99,000 annually

**Videos & Digital Resources**

- [Construction Management](#)
- [Journeyman Carpenter](#)
- [Welding](#)
- [Pipefitting and Plumbing](#)
- [Masonry](#)
- [Skilled Trade Fields](#)

**Extension Activities**

- [Brainstorming Activity](#) (10 - 15 min)
- [Research](#) (60 - 90 min)
- [Community Connection](#) (45 - 60 min)

**Michigan and National Organizations**

- [National Association of Home Builders](#)
- [Michigan Statewide Carpenters & Millwrights Joint Apprenticeship & Training Fund](#)
- [Michigan Regional Council of Carpenters and Millwrights](#)
- [Michigan Construction Careers](#)
- [Michigan Chapter of the National Electrical Contractors Association](#)
- [Michigan Air Conditioning Contractors Association](#)
- [American Welding Society - Detroit Section](#)
- [Michigan Building and Construction Trades Council](#)

**Degree, Certificate, & Apprenticeship Programs\***

- [Michigan Construction Careers](#)
- [Workforce Development Institute](#)
- [Michigan Apprenticeship Steering Committee, Inc](#)
- [Detroit At Work](#)
- [Oakland Community College](#)
- [Ferris State University](#)
- [Grand Rapids Community College](#)
- [Washtenaw Community College](#)
- [Delta College](#)

\*NOTE: this is not an exhaustive list, but rather a starting point for interested individuals.

## Brainstorming

**Purpose:** To have students begin thinking about the various careers associated with the field of building trades.

**Overview:** Students will work in pairs/trios to brainstorm as many careers as they can that are associated with building trades.

**Materials:**

- [Brainstorming Graphic Organizer](#).
- Chart paper for class list of careers.

**Procedure:**

1. Have students work in pairs/trios for the first part of this activity.
2. Emphasize that there are many career options to choose from within the field of building trades. Invite groups to work collaboratively to think of as many building trades-related careers as they can. Have them add these to their Brainstorming Graphic Organizer. Students shouldn't feel limited by the number of circles on their organizer; if they need to add more branches to their web, they can!
3. After about 5 - 7 minutes, bring the class together for a whole group discussion. Invite each group to share one of the careers from their graphic organizer. Begin generating a class list on chart paper or on the board as groups share out. After each group has shared a career, invite each group to share another career that hasn't been mentioned yet. Do this until there are no new careers to add to the list.
4. Save the class list of careers for the [Research Activity](#).

Adapted from RealityWorks RealCare Program for Career Exploration

## Research Activity

**Purpose:** To have students learn more about careers in building trades through research.

**Overview:** Students will work in pairs to research two careers in building trades and present their findings to the whole class in a brief presentation.

**Materials:**

- Class-generated list of building trades careers.
- Library and internet resources.
- [Career Exploration Graphic Organizer](#).

**Procedure:**

1. Have students work in pairs for this activity.
2. Using the class-generated list of building trades careers from the brainstorming session, have pairs select two of the building trades careers to research further. It's alright if more than one group shares a career, but make sure each career is represented at least once.
3. Using the [Career Exploration Graphic Organizer](#), have pairs research their career choices. Helpful online resources include:
  - a. [U.S. Bureau of Labor Statistics](#)
  - b. [U.S. Bureau of Labor Statistics Occupational Outlook Handbook](#)
  - c. [CareerOneStop](#)
  - d. [O\\*NET OnLine](#)
4. Have pairs complete their research in class or for homework before having them prepare and present a short, 5 - 7 minute presentation. Their presentations should include, but not be limited to, the information from their graphic organizer.

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## Community Connection

**Purpose:** To hear first-hand from professionals who work in the building trades in various capacities.

**Overview:** Arrange a panel discussion or short-term interactions with local business and community leaders in the building trades.

**Materials:**

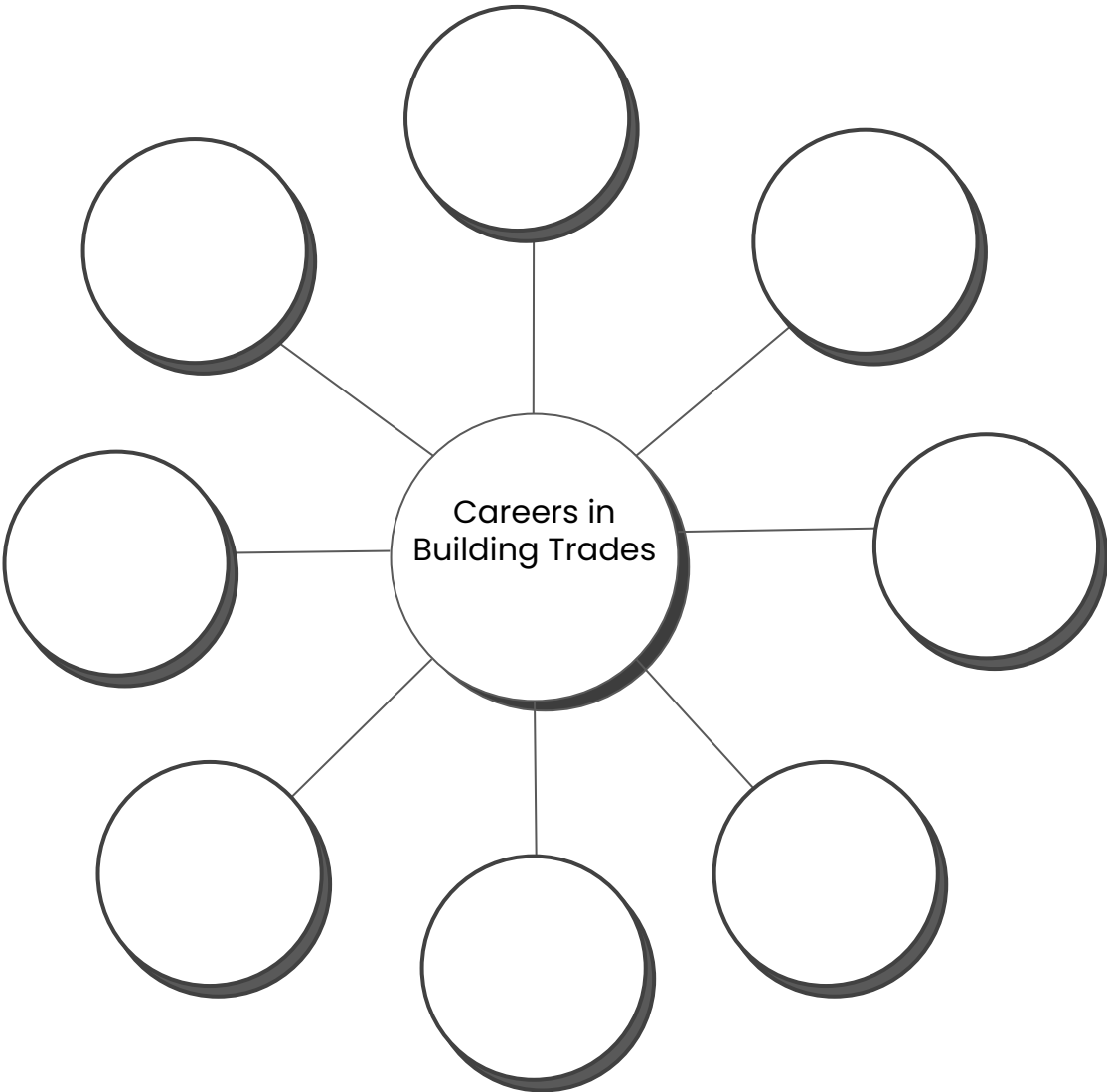
- 3 - 5 local professionals who work in a variety of building trades careers.
- Student-derived questions.

**Procedure:**

1. Reach out to local professionals from various aspects of building trades (e.g. electrical, plumbing, carpentry, project manager, building maintenance, etc.), inviting them to attend a Q & A discussion in your class (in person or virtually).
2. Prior to the discussion, have students compile a list of relevant questions to ask the panel of guests. You can find some [sample questions here](#) to help students get started in generating a list.
3. On the day of the guest speaker event, invite students to ask questions of the panel members.
4. After the guest speaker event, provide space for students to reflect and debrief. Sample student [reflection questions can be found here](#).

Adapted from RealityWorks RealCare Program for Career Exploration

**Brainstorming Graphic Organizer**





**Career Exploration Graphic Organizer**

	Career 1	Career 2
Degree or licenses required		
Length of time to complete training or earn degrees		
Average starting salary per year/average hourly wage		
Job outlook		
5 skills needed for this job		
Description of the job setting		
What are the primary job duties?		
Do you work alone or with people?		
What needs or wants does this occupation fill?		
What is one thing an employer would expect from someone in this position?		
What kinds of people are likely to be successful in this career?		

**Sample questions for a guest speaker:**

- Describe some of the kinds of decisions you have to make on a day-to-day basis.
- What are some misconceptions about your work?
- What makes your job exciting?
- What makes your job challenging?
- What are the biggest opportunities in this field right now?
- What advice do you have for someone who wants to get into this field?

**Sample student reflection questions:**

- How has your understanding about this career changed?
- What did you realize about yourself as you learned about this career?
- What have you learned about your community as it relates to opportunities in this career area?
- In what ways did learning about this field give you a new perspective, challenge your point of view, or introduce you to new ideas, skills, or information?
- What has this experience taught you about your criteria for an ideal job or career that you hadn't realized previously?
- How do you think what you learned will be useful for you in a professional setting (whether related to this particular career or another career)? Why do you think it will be useful in these ways?