



Instructor's Guide

Top Careers in Two Years

CONSTRUCTION AND TRADES

Introduction

This Instructor's Guide provides information to help you get the most out of *Top Careers in Two Years: Construction and Trades*. The contents in this guide will allow you to prepare your students before they use the program, assist them as they navigate through the program, and present follow-up activities to reinforce the program's key learning points.

This program is targeted to students in grades 9-12. Its content is appropriate to such curriculum areas as Career and Technical Education, Trade and Industrial Education, and Career Development and Occupational Studies. In addition, the information presented in the program could also be presented in vocational/technical schools or adult education courses.

Learning Objectives

After watching this video program, students will be able to:

- Understand important concepts and skills related to careers in Construction and Trades.
- Describe the particular personal skills, talents, and interests that are the keys to success in various jobs in Construction and Trades.
- Describe what a typical work week encompasses for the various jobs in Construction and Trades.
- List the duties, functions, and responsibilities of various jobs in this cluster.
- Understand how two years or less of appropriate education or experience can aid in job placement and career advancement, and explain what a typical career path could be for various jobs in Construction and Trades.

Educational Standards

This program correlates to all applicable National and State Educational Standards including the NCLB Act. Its content correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee, the National Standards for Life Work, and the National Communication Association's Speaking, Listening, and Media Literacy Standards. The content has also been aligned with the U.S. Department of Education's Public Safety, Law, and Security Career Cluster. On the state standards level, the program correlates to, among others, the Texas Essential Knowledge and Skills (TEKS) for Career Orientation Standards, and the North Dakota Career Development Content Standards.

National Career Standards from the National Occupational Information Coordinating Committee

COMPETENCY IV: Understanding the relationship between educational achievement and career planning. The student will be able to demonstrate how to apply academic and vocational skills to achieve personal goals; describe the relationship of academic and vocational skills to personal interests; describe how education relates to the selection of college majors, further training, and/or entry into the job market; demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements; and describe how learning skills are required in the workplace.

COMPETENCY VI: Skills to locate, evaluate and interpret career information. The student will be able to describe the educational requirements of various occupations; demonstrate use of a range of resources (e.g. handbooks, career materials, labor market information, and computerized career information delivery systems); demonstrate knowledge of various classification systems that categorize occupations and industries (e.g. Dictionary of Occupational Titles); describe the concept of career ladders; describe the advantages and disadvantages of self employment as a career option; identify individuals in selected occupations as possible information resources, role models, or mentors; and describe the impact of population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs. The student will be able to demonstrate skills to locate, interpret, and use information about job openings and opportunities; demonstrate academic or vocational skills required for a full- or part-time job; demonstrate skills and behaviors necessary for a successful job interview; demonstrate skills in preparing a resume and completing job applications; identify specific job openings; demonstrate employability skills necessary to obtain and maintain jobs; demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change); describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training; demonstrate an understanding that job opportunities often require relocation; and demonstrate skills necessary to function as a consumer and manager of financial resources.

National Career Development Standards

1. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation that is essential to choose from a wide variety of substantial postsecondary options, including college.
3. Students will understand the relationship of academics to the world of work, and to life at home and in the community.
4. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.
5. Students will employ strategies to achieve future career success and satisfaction.
6. Students will understand the relationship between personal qualities, education and training, and the world of work.

National Communication Association's Speaking, Listening, and Media Literacy StandardsFundamentals of Effective Communication

- Effective communicators can demonstrate knowledge and understanding of the relationships among the components of the communication process; the variables influencing the effectiveness of the components of the communication process; the various levels of the meanings of messages; the role of personal knowledge and the knowledge of others in the nature and quality of communication; the influence of the individual, the relationship, and the situation on communication choices; the role of communication in the development and maintenance of personal relationships; the role of communication in creating meaning, influencing thought, and making decisions; the role of communication in the democratic process; and the role of personal responsibility in making ethical communication decisions.
- Effective communicators can demonstrate the ability to identify and use communication strategies by taking into consideration individual differences; identify and use communication strategies to enhance relationships and resolve conflict; evaluate the aesthetic and functional value of all types of communication; and show sensitivity to the ethical issues associated with competent and effective communication in society.

Speaking

- The effective speaker can demonstrate knowledge and understanding of the relationships among the components of the speaking process across a variety of contexts; the ability to identify and use effective strategies for formal and informal speaking situations in public, group, work, and personal settings; the ability to use language that clarifies, persuades, and/or inspires while respecting the listeners' backgrounds, including their culture, gender, and individual differences; and the ability to identify and use methods to manage or overcome communication anxiety and apprehension.

Listening

- The effective listener can demonstrate knowledge and understanding of relationships among the components of the listening process across a variety of contexts; the ability to identify and manage barriers to listening; the ability to identify and use different listening skills appropriate for diverse types and purposes of listening; and the ability to receive, interpret, and respond to messages.

Media Literacy

- The effective media participant can demonstrate the effects of the various types of electronic audio and visual media, including television, radio, the telephone, the Internet, computers, electronic conferencing, and film, on media consumers; and the ability to identify and use skills necessary for competent participation in communication across various types of electronic audio and visual media.

Career Cluster from the U.S. Department of Education

This career cluster prepares learners for careers in managing, building, and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

Texas Essential Knowledge and Skills for Career Orientation

Standard 127.12. Analyzes the effect of personal interests and aptitudes upon educational and career planning. Knows how to locate, analyze, and apply career information. Knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. Knows the process used to locate and secure employment. Knows the process of career planning. Knows the importance of productive work habits and attitudes.

North Dakota Career Development Content Standards

1.0 PERSONAL SOCIAL DEVELOPMENT

Acquire the knowledge, attitudes, and interpersonal skills that encourage the understanding and respect of self and others, including: developing understanding of self to build and maintain a positive self concept; developing positive interpersonal skills including respect for diversity; integrating personal growth and change into one's career development; and balancing personal, leisure, community, learner, family, and work roles.

2.0 EDUCATIONAL ACHIEVEMENT AND LIFE-LONG LEARNING

Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, including: attaining educational achievement and performance levels needed to reach personal and career goals; and participating in ongoing, life-long learning experiences to enhance one's ability to function effectively in a diverse and changing economy.

3.0 CAREER MANAGEMENT

Acquire the skills to investigate the world of work in relation to knowledge of self to make informed career decisions, including: creating and managing a plan that focuses on career goals; using a process of decision-making as one component of career development; using accurate, current, and unbiased career information during career planning and management; and mastering academic, occupational, and general employability skills in order to obtain, create, maintain, and / or advance in employment.

Program Overview

The U.S. Department of Labor estimates that nearly seven million people work in construction and about 240,000 new workers each year are needed to keep up with demand. With homes, offices, and automobiles needing continual design and construction, as well as maintenance and repair, it's no wonder why careers in Construction and the Trades are so popular. To provide insight into what life is like in the fields of Construction and Trades, an electrician, a plumber, an HVAC repair technician, an auto service technician, an interior designer, and a mason are all highlighted and interviewed.

Main Topics

Topic 1: Introduction

The program begins with examples of work that have been designed, constructed, or repaired by professionals in Construction and Trades.

Topic 2: Top Careers in Construction

Viewers learn more about how to build a successful career in the field of Construction through interviews with an electrician, a plumber, and an HVAC technician.

Topic 3: Top Careers in Trades

The program continues with three individuals — an auto service technician, an interior designer, and a mason — who have all turned their passions into professions.

Fast Facts

- Actor Harrison Ford and director Larry Wachowski (*The Matrix*) started out as carpenters. Tom Silva, the host of the TV show "This Old House," has been doing carpentry projects since he was a kid.
- Elvis Presley and George Harrison both started out as electricians. Mike Berlin, the head cinematographer on the sitcom "Everybody Loves Raymond," started as an electrician on the set of the TV show "The Munsters."
- In 1938 Douglas "Wrong Way" Corrigan "got lost" flying from New York to California and ended up in Ireland. But did he really get lost? Corrigan, who was also a skilled aircraft mechanic, had recently modified his plane so it could fly across the Atlantic, so many people think he knew exactly where he was headed.
- When comedian Jay Leno isn't cracking jokes, he often works on the vehicles in his prized collection of classic cars; he also pens a column for *Popular Mechanics* magazine.

- The introduction of central air-conditioning, or “man-made weather,” in the 1920s helped turn Miami, Houston, and other Sun Belt cities into boomtowns.
- George Washington worked as a surveyor for a company that explored western lands. Other famous surveyors include Abraham Lincoln, who worked as a surveyor while studying law; and writer Henry David Thoreau, who supplemented his income as a land surveyor.
- The construction of the Panama Canal is still considered an amazing engineering and construction feat. To create the canal, 211 million cubic yards of earth had to be removed. That’s enough dirt to fill more than 70 million pickup trucks.
- A widow’s fear of ghosts turned what could have been a simple construction project into one that lasted 38 years — qualifying California’s Winchester House for the “Longest Continuous House Construction” category in the Guinness World Records. After the death of her husband, the widowed Sarah Winchester (heiress to the Winchester rifle fortune) turned the family’s eight-room farmhouse into a mystery house with closets that opened into blank walls and stairways leading to nowhere. Some think she did so to appease and confuse all the ghosts killed by the “gun that won the West.”
- The world’s largest concrete dam is the Grand Coulee Dam, on the Columbia River in Washington. The dam is 551 feet high and has a crest length of 4,173 feet.

Vocabulary Terms

associate degree: An academic degree awarded by community colleges, junior colleges, business colleges, and some bachelor’s degree-granting colleges and universities upon completion of a course of study usually lasting two years.

auto-cad software: 3D modeling and visualization software that allows the design, visualization, and documentation of ideas.

bachelor’s degree: An undergraduate academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

centrifugal chiller: Equipment that utilizes a vapor compression cycle to chill water and reject the heat collected from the chilled water and from the compressor.

color scheme: A planned combination of colors.

hand tool: A device for performing work on a material or a physical system using only hands. Hand tools can be manually used employing mechanical force, or electrically powered, using electrical current.

HVAC tech: Heating, ventilation, air conditioning, and refrigeration service technician.

interior design: A profession concerned with developing a functional, safe, and aesthetically pleasing space in a building interior space — using walls, windows, doors, finishes, textures, light, furnishings, and furniture.

intern: One who works in a temporary position within an organization, in order to gain on-the-job training and experience, help determine interest in a particular career, create a network of contacts, and/or gain school credit. Interns are usually college or university students, but can also be other adults seeking skills for a new career.

masonry: Anything constructed of materials such as bricks, concrete blocks, ceramic blocks, and concrete.

mentor: Someone who guides, counsels, or teaches another, most often in an occupational setting.

mortar: A mixture of lime or cement, sand, and water used for bonding bricks and stones.

potable water: Raw or treated water that is considered safe to drink.

United States Department of Labor (US DOL): A Cabinet department of the United States government responsible for occupational safety, wage and hour standards, unemployment insurance benefits, re-employment services, and some economic statistics. Many U.S. states also have such departments.

vocational school: Also called a trade school or career college, it is a type of school in which students are taught the skills needed to perform particular jobs.

Pre-Program Discussion Questions

1. What is a trade? List some trades you encounter in everyday life.
2. Are all trades learned in vocational schools? What kinds of trades are learned elsewhere, and what kind of programs would teach the appropriate skills?
3. Do you think most careers in this cluster would typically have 9-to-5 schedules? Why or why not?
4. Would an apprenticeship be important to landing a good job in construction or the trades? Why or why not?
5. How does the economy affect professions in this cluster? How could the day-to-day activities change during an economic downturn?

Post-Program Discussion Questions

1. What prep work and knowledge are key to launching a great career as an electrician?
2. What is potable water? What's a waste line? What's a master's license, and why is it important?
3. What is an HVAC tech? What equipment is used while on the job?
4. In what ways can a two-year degree or equivalent program be helpful for landing a great job in construction or a particular trade? What are typical areas of concentration or subject areas/classes to take?
5. How do you think careers in this cluster have changed in the past five years? 50 years? 100 years? How could they change in the immediate future? In 100 years? What will cause the changes and have the most impact?

Individual Student Projects

- Think of any experience you have had (or someone in your family has had) involving a professional in this cluster — either for a heating, air conditioning, or plumbing repair in the house, or for an unexpected repair in an auto shop. Is there something the professional did well, or was there something that you think could have been improved? If you were in his or her shoes, explain in what ways you would have acted differently to improve overall customer satisfaction.
- Consider your strengths, weaknesses, and interests and list them all in a grid. For which specific profession(s) in this career cluster would each characteristic be ideal? Which professions would be a poor match for the characteristic, and why? Be specific with detailed examples of each characteristic, presenting your opinions in a paper, multimedia presentation, or video. Then, assess which profession stands out as being the best match for your personality and personal characteristics.
- Do you know someone personally who is a professional in Construction or the Trades? If possible, shadow the individual for the day to gain insight into his or her job responsibilities. Then interview the person to understand the full picture, including how the person got started in the field (and advanced in it, if applicable), what particular skills or talents were most essential to be effective in the job, what education the individual had or wished s/he had, and any interesting facts or stories about the job itself. Profile the professional in a paper, video interview, or presentation for the class.

Group Activities

- Divide the class into two teams. Ask each team to research how the various careers in this cluster are similar, and another team to research how they are different. Giving one point for each point made, have a debate to see which team has more points to support its findings.
- The class has just been selected to create a new school from the ground up. What professionals would need to be hired to design and construct the new school? Create an organizational chart with associated responsibilities and tasks.
- Building on the activity above, have the class start hiring the professionals needed to build the new school. Ask the individuals in the class to interview for their favorite jobs. Have them take turns as both interviewees and interviewers. What qualities and personality traits should they have, and what kinds of training or courses should they have taken to prepare for the job? Then, as a class, decide on who would be most qualified and why.

Internet Activities

- Does gender play any role in success and/or advancement in construction and the trades? Has this always been the case? Write a research paper that details how gender has been a factor in the workplace, citing specific examples. Include how you think being a female or male in a particular role will change in the future and the reasons why the changes will occur.
- What is the importance of unions to careers in this cluster? Choose a career, and then use the Internet to trace how, when, and why unions came into being. Write a paper on your findings, and discuss not only what impact they have had on the workforce, but also whether or not you think unions are a good idea, both for the professionals themselves, and for the economy. Support your thesis with specific examples.
- When did interior design become a trade? Research the history of this trade, and explain how television and media have impacted the trade's growth and exposure. How do you think the trade will change in the next 100 years? Present your findings to the class with a multimedia presentation that includes relevant photos.

Assessment Questions

- Q1.** About how many people work in construction jobs today? (Select the best answer.)
- a) 240,000
 - b) 2.4 million
 - c) 700,000
 - d) 7 million
- Q2.** What does HVAC stand for?
- Q3.** Which of the following professions might dig a trench as part of his/her on-the-job responsibilities? (Select all that apply.)
- a) Electrician
 - b) HVAC Technician
 - c) Interior Designer
 - d) Plumber
- Q4.** True or False? An electrician needs various licenses in order to work.
- Q5.** True or False? A plumber goes to school to obtain a bachelor's license.
- Q6.** True or False? An internship is an important way for an individual to break into the field of interior design.
- Q7.** In the program, "immersion" is recommended for those wishing to become auto service technicians. What does this mean?
- Q8.** Match each possible characteristic with the career for which it would be terribly unsuited.
- If I...*
- a) am color-blind and have a shaky hand...
 - b) am not artistic in any way...
 - c) have a bad back and carpal tunnel syndrome in both arms...
 - d) have a sensitive stomach and cannot stand foul odors...
- ...then I should NOT apply to be a(n):*
- 1. electrician
 - 2. interior designer
 - 3. mason
 - 4. plumber
- Q9.** True or False? There are many levels of skill involved when working as a mason, so an individual can work his or her way up the ranks.
- Q10.** Name at least five pieces of equipment that the HVAC technician in the program mentioned he might repair as part of his job.

Assessment Questions Answer Key

Q1. About how many people work in construction jobs today? (Select the best answer.)

- a) 240,000
- b) 2.4 million
- c) 700,000
- d) 7 million

A1. *The correct answer is d.*

Q2. What does HVAC stand for?

A2. *The correct answer is Heating, Ventilation, and Air Conditioning.*

Q3. Which of the following professions might dig a trench as part of his/her on-the-job responsibilities? (Select all that apply.)

- a) Electrician
- b) HVAC Technician
- c) Interior Designer
- d) Plumber

A3. *The correct answers are a and d. An electrician may dig a trench, to lay pipe through which to run wires, while a plumber may dig a trench to lay pipe for the plumbing of a house.*

Q4. True or False? An electrician needs various licenses in order to work.

A4. *This statement is true.*

Q5. True or False? A plumber goes to school to obtain a bachelor's license.

A5. *This statement is false. A plumber goes to school to obtain a master's license.*

Q6. True or False? An internship is an important way for an individual to break into the field of interior design.

A6. *This statement is true.*

Q7. In the program, "immersion" is recommended for those wishing to become auto service technicians. What does this mean?

A7. *This means working in a shop and watching and absorbing how everyone works on a day-to-day basis — that is, being immersed in the environment and picking up on even minute aspects of the job.*

Q8. Match each possible characteristic with the career for which it would be terribly unsuited.

If I...

- a) am color-blind and have a shaky hand...
- b) am not artistic in any way...
- c) have a bad back and carpal tunnel syndrome in both arms...
- d) have a sensitive stomach and cannot stand foul odors...

...then I should NOT apply to be a(n):

- 1. electrician
- 2. interior designer
- 3. mason
- 4. plumber

A8. *The correct answers are 1a; 2b; 3c; and 4d.*

Q9. True or False? There are many levels of skill involved when working as a mason, so an individual can work his or her way up the ranks.

A9. *This statement is true.*

Q10. Name at least five pieces of equipment that the HVAC technician in the program mentioned he might repair as part of his job.

A10. *The HVAC technician mentioned the following six pieces of equipment in the program: heating boilers, centrifugal chillers, rooftop cooling units, ice machines, walk-in freezers, and refrigerators.*

Web Sites

General

- www.bls.gov: U.S. Department of Labor, Bureau of Labor Statistics
- www.careeroverview.com: Career Overview and Research Guide
- www.dol.gov: U.S. Department of Labor
- www.salary.com: Salary.com
- www.nationalbusiness.org: National Business Association
- www.talentzoo.com: Talent Zoo

Carpenter

- www.buildingcareers.org: Home Builders Institute "Make It Happen"
- www.carpenterjobs.com: Carpenter Jobs
- www.getcarpenterjobs.com: Get Carpenter Jobs

Plumber

- www.mcaa.org: Mechanical Contractors Association of America
- www.phccweb.org: Plumbing-Heating-Cooling Contractors Association

Electrician

- www.necanet.org: National Electrical Contractors Association
- www.ibew.org: International Brotherhood of Electrical Workers

Aircraft Mechanic

- www.pama.org: Professional Aviation Maintenance Association
- www.usajobs.opm.gov: USAJOBS — The Federal Government's Official Jobs Site
- www.faa.gov: Federal Aviation Administration

Auto Service Technician

- www.natef.org: National Automotive Technicians Education Foundation
- www.ayes.org: Automotive Youth Educational Systems (AYES)
- www.asecert.org: National Institute for Automotive Service Excellence

HVAC Engineering Technician

- www.acca.org: Air Conditioning Contractors of America
- www.rses.org: The HVACR Training Authority
- www.phccweb.org: Plumbing-Heating-Cooling Contractors Association (PHCC)

Surveyor

- www.acsm.net: American Congress on Surveying & Mapping
- www.surveyingcareer.com: National Society of Professional Surveyors
- www.lsrp.com: Land Surveyor Reference Page

Civil Engineering Technician

- www.ascet.org: American Society of Certified Engineering Technicians
- www.jets.org: Junior Engineering Technical Society
- www.nicet.org: National Institute for Certification in Engineering Technologies

Construction Site Manager

- www.cmaanet.org: Construction Management Association of America
- www.acce-hq.org: American Council for Construction Education
- www.nccer.org: National Center for Construction Education and Research

Interior Designer

- www.asid.org: American Society of Interior Designers
- www.iida.org: International Interior Design Association
- www.idec.org: Interior Design Educators Council

Mason

- www.ncma.org: National Concrete Masonry Association
- www.agc.org: Associated General Contractors of America

Marine Service Technician

- www.abycinc.org: American Boat & Yacht Council
- www.am-tech.org: Association of Marine Technicians
- www.nmma.org: National Marine Manufacturers Association

Additional Resources from www.films.com

A Second Look at Careers

- VHS/DVD/Digital On-Demand
- Viewable/printable instructor's guide online
- Preview clip online at www.filmsmediagroup.com
- Order #: 24604

We've taken 40 occupations from the *Children's Dictionary of Occupations* and brought them to life using real people at work. Students learn about the tools of the trade and the tasks performed on the job. They hear from workers who will tell them how to prepare for each job, including the education and training needed. Best of all, this fast-paced video set encourages students to begin thinking about the future world of work and is an excellent introduction to career days, job fairs, or classroom units on careers. *Careers include* • Aircraft Mechanic • Accountant • Broadcast Technician • Butcher • Carpenter • Chemist • Chiropractor • Dancer • Dentist • EMT • Economist • Farmer • Flight Attendant • Glazier • Home Appliance Repairer • Home Health Aide • Industrial Designer • Information Clerk • Janitor • Judge • Kitchen Worker • Landscape Architect • Lawyer • Mail Carrier • Manicurist • Musician • Nuclear Medicine Technologist • Optometrist • Physical Therapist • Quality Assurance Inspector • Real Estate Agent • Respiratory Therapist • Secretary • Telephone Line Installer • Urban Planner • Vehicle Washer/ Equipment Cleaner • Writer • X-Ray Technologist • Yeoman (Armed Services) • Zoologist. (Two videos, 33 minutes total) © 2000

The Complete Career Clusters

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all applicable standards
- Order #: 36947

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. Correlates to all applicable standards. A Cambridge Educational Production. The 16-part series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance*. (16-24 minutes each) © 2007

Career Clusters Poster Set

- Sixteen 17" x 22" posters
- Correlates to the National Career Development Standards from the National Occupational Information Coordinating Committee
- Order #: 36989

Set includes: Agriculture, Food & Natural Resources; Arts, A/V Technology & Communications; Business, Management & Administration; Architecture & Construction; Education & Training; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing; Government & Public Administration; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; Transportation, Distribution & Logistics. © 2003

Cambridge Career Center

- CD-ROM (Windows and Macintosh)
- Preview clip online at www.filmsmediagroup.com
- Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.
- Order #: 32736

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored *Dictionary of Occupational Titles*) — America's primary source of career information. © 2004

Tools of the Trade

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to all National CTE Organizational Standards (including the provisions of the Perkins Act)
- Viewable/printable instructor's guides online
- Order #: 38974

"A worker is only as good as his or her tools." This six-part series inventories basic trade-specific gear while giving viewers a glimpse of what it's like to be a plumber, a carpenter, a mason, a welder, an electrician, or an automotive technician. Tool use is demonstrated within the context of real-world applications; safety considerations and code concerns are flagged. A comprehensive overview of popular — and profitable! — trades. A Shopware Production. (19-32 minutes each) © 2008

Made with the Trades

- VHS/DVD/Digital On-Demand
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards
- Order #: 32257

This comprehensive series profiles 21 different construction trades, offering a quick, exciting overview of each job that will generate curiosity in young people still making their career choices. In each program, men and women who have recently begun training and working in the industry discuss their jobs, the kinds of training they acquired, and the benefits of their employment. Fast-paced video montages of actual projects will inspire students with just how much is possible in the construction trades. The series includes *Tour of the Trades; Boilermakers; Bricklayers and Stonemasons; Carpenters; Drywallers; Drywall Finishers and Plasterers; Electricians; Elevator Constructors; Glaziers; HVAC & R; Insulators; Iron Workers; Millwrights; Operating Engineers; Painters; Plumbers and Steamfitters; Resilient Flooring Installers; Rodworkers; Roofers; Sheetmetal Workers; Sprinkler Fitters; Terrazzo, Tile, and Marble Workers.* (12-25 minutes each) © 2003

Career Options for Women: Automotive

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Order #: 37652

Meet three women who have embarked on high-powered careers in the automotive industry. This program profiles Linda Simon, a former hairdresser turned truck driver who works in some very tough road conditions; Brenda McWilliams, an auto body technician in a state-of-the-art repair facility; and Danuta Wozniak, who excels as an auto mechanic in a woman-owned shop. Remarks from co-workers and supervisors provide additional layers to the descriptions of each job. (24 minutes) © 2006

Career Options for Women: Aviation

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Order #: 37653

Students will gain inspiration from three courageous women who have entered the aviation field. This program profiles Capt. Tanya Sprathoff, pilot and crew commander of an Aurora CP-140; Isabelle Marsan, an aircraft mechanic who maintains and repairs internal systems on airliners; and Dawn Patterson, an aircraft structures mechanic responsible for aircraft inspection and repair. Interviews with co-workers and supervisors help to create well-rounded descriptions of each job. (24 minutes) © 2006

Career Options for Women: Construction

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Order #: 37654

In this program, three women with rewarding careers in the construction trades describe their work. Menyui Leung is a welder with experience in manufacturing and shipbuilding; Suzy Zaric is a restoration carpenter specializing in damage repair; Luce Gregoire is an electrician who works on lighting and heating equipment. Conversations with co-workers and supervisors add to the descriptions of each job. (24 minutes) © 2006

Career Options for Women: Marine Transportation

- VHS/DVD/Digital On-Demand
- Closed captioned
- Preview clip online at www.filmsmediagroup.com
- Correlates to educational standards and is aligned with textbook data
- Order #: 37669

Students have plenty to gain from hearing the stories of women in the marine transportation field. This program profiles Manon Turcotte, a boat pilot accustomed to busy shipping lanes and port harbors; Gina Gray, a ferry deckhand working her way up to Second Officer; and Louise McGowan, a Canadian naval engineer who maintains shipboard mechanical equipment. Interviews with fellow crewmembers and supervisors help to create well-rounded descriptions of each job. (24 minutes) © 2006