

Build a Home, Build a Career – Teaming Up For Business

Young people deserve to have:

- ✓ High academic, analytical and life skills
- ✓ Educational, career and economic opportunities
- ✓ The opportunity to enter the workforce with a chosen career path

Title: *Build a Home, Build a Career – Teaming Up For Business*

Purpose: *Build a Home, Build a Career – Teaming Up For Business* is a classroom-based career awareness partnership mentoring program that is designed to:

- ✓ Establish partnerships that join industry professionals with educators and students at the middle, secondary and post-secondary school levels
- ✓ Adapt to any of the core subject areas – English/Language Arts, math, science and social studies
- ✓ Integrate academic standards for the core subject areas with the career awareness mentoring sessions
- ✓ Use a peer team approach – in an academic setting – to learn about (the business of) the residential construction industry
- ✓ Expose middle, secondary and post-secondary students to industry professions and the professionals who do the job
- ✓ Invite parents to learn about options for career paths from industry professionals and the students

Partners: Education/Industry

Today's job market requires young people to have more analytical reasoning ability and a broader skill base. The *Build a Home, Build a Career – Teaming Up For Business* program integrates academics and career awareness by exposing youth to the 150+ occupations related to the residential construction industry.

Education Partners

School District
2-year and/or 4-year College or University

Industry Partners

Home Builders Institute
Home Builder Association & its membership

Theme: Career Awareness

The *Build a Home, Build a Career* – Teaming Up For Business program is a partnership process that brings together education and industry to stimulate interest in the residential construction industry and related fields while increasing student learning.

Goal:

Integrate career awareness for the residential construction industry with core subjects (English, math, science and/or social studies) through an education/industry partnership peer-mentoring program.

Objectives:

Mentors will demonstrate leadership skills by facilitating weekly sessions.

Mentors will prepare a written report by summarizing the weekly activities.

Mentees will demonstrate note-taking skills by completing journal entries for each team session.

Mentees will be able to identify a minimum of five professions affiliated with the residential building industry.

Mentees will write and present a one-minute presentation.

Mentees will prepare a written contrast of industry professions based on guest speaker information.

Industry professionals will provide four informational sessions for students.

Format: It's exciting... it's educational... it's fun... and it's easy to implement!

Typically, a traditional school-based mentoring program is a one-on-one (volunteer to student) formal or informal session held on school property. The *Build a Home, Build a Career* –Teaming Up For Business program puts a twist on the traditional and on group school-based mentoring. It is unique because it uses an interactive peer team approach, as part of a classroom lesson in a core subject area, to provide career awareness mentoring. Teaming is the base of the format:

- ✓ Two team leaders a college student and a high school student – mentors
- ✓ The class is divided into teams of four or five students – mentees

Grade level: Middle School 6th, 7th and 8th grades

Length of program: Eight weeks

Length of session: One hour

Compatible subjects: English/Language Arts, Math, Science & Social Studies

Eligible participants: Middle school students of faculty who teach any of the compatible core subjects (the program is designed to have the entire class participate)
High school and 2-or 4-year college/university students who meet the mentor eligibility requirements

Structure:

Team Leader Mentors:

One high school student and one college/university student function as team leader mentors. The team leaders facilitate the activities for their team of 4 to 5 students. To ensure that the quality of the program is maintained and consistent, leaders are given an Activity Packet that outlines the curriculum for each week of the program.

Team leader responsibilities include but are not limited to the following:

- ✓ Attending all orientation/training sessions scheduled for mentors
- ✓ Facilitating weekly team activities
- ✓ Completing reporting forms on weekly team activities
- ✓ Functioning as a positive role model for mentees

Recommendation: The program design allows for setting up the appropriate criteria to enable mentors to receive credit for participation.

The classroom teacher, when they deem it appropriate, should interact with mentors to render encouragement, and/or give hints for building a better rapport with the team members.

Team Leader Eligibility: Students who are participating in the program, as mentors, must be recommended by a teacher or advisor. See page 4 Components for more detail.

Team Member Mentees

6th, 7th, or 8th grade classes of middle school students participate in the program as mentees. The program is designed to engage all students (honors and special needs) in the team mentoring process. The class is divided into teams of 4 to 5 students depending on the number of class members. Each team of mentees has two mentors to facilitate their sessions.

Team member responsibilities include but are not limited to the following:

- ✓ Adhere to guidelines for behavior established in the orientation
- ✓ Actively participate in team discussions
- ✓ Bring their journal to every session
- ✓ Complete all assignments as requested
- ✓ Make sure all field trip consent forms are signed by parent/guardian and returned in a timely manner

Recommendation: The program design allows the classroom teacher to set up criteria to grade students based on participation. All academic activities are based on Academic Standards for the specific core subject.

Guest Speakers

Education/industry partnership programs are catalysts for change in the way students perceive the homebuilding industry, and an inspiration to consider their career options in this field.

The use of guest speakers from the local Home Builder Association (HBA) membership of builders and associates allows the students to get a full spectrum of career options. These professionals include builders, developers, contractors, subcontractors and those from related fields in the industry.

Classroom speakers will receive an information packet specifically designed for use with the *Build a Home, Build a Career – Teaming Up For Business* program.

Components: The program is designed to enhance classroom learning without adding additional responsibilities for the classroom teacher. The following information is based on mentoring for a single 6th, 7th, or 8th grade class:

Target Audience: Middle School class

Program Partners: Education Partners
Industry Partners

Program Monitor: Program Director (teacher)

Mentors: 1 College/University student
NAHB Student Chapter member from 2- or 4-year college/university

1 High School student
NAHB Student Chapter member or a student participating in the high school Architecture & Construction program

Mentees: 25 students (class size approximate)

Guest Speakers: 4 (minimum) HBA members and associate members

Sample Mentoring Curriculum – English Class:

Mentor Activity Packets will contain specific instructions with suggested techniques for delivery. This, along with the training sessions will help to ensure that mentees are receiving accurate knowledge about the industry and good directions for academic activities.

The Activity Packet, which outlines the curriculum for each week will be distributed and explained to mentors during the orientation training sessions. Activities are designed with easy to follow mentee worksheets to support and enhance specific Academic Standards for English.

Each mentee will be provided with a journal. As evidenced in the weekly activity, the journal is essential to the mentoring sessions and is a “must have” for each mentee at every session.

Following is a sample eight-week program:

WEEK ONE

As part of the mentor orientation and training the project director or designee will identify individuals from the group of mentors to conduct the opening session for the participating class.

As students will learn, working within the parameters of a contract is a way of life for many who desire construction as a profession. The “contract” that is signed by each team, mentors and mentees, is a Team Charter. The Charter form, class policies and detailed instructions for use are included in the mentor’s Activity Packet.

Example – Session Activity:

Class Orientation by designated team leaders.

Team Selection (teacher recommendations are solicited prior to first session).

Signing of Team Charter, review and distribution of team policies, select team name.

Distribution of student journals – teams are advised that they should start immediately to make a word list (with definitions) that is specific to residential construction (construction language – mentors will supply words for the list throughout the session).

Team leaders facilitate discussion on definition of builder/developer – good listeners will add several words to their word list.

Students complete the residential construction industry questionnaire.

Assignment

Each team member prepares a one-minute talk on his/her initial perception of residential construction. Students will be given a specific format to follow. Presentations are limited to one minute. The talks are presented during week two.

WEEK TWO

Example – Session Activity

Each team member delivers his/her one-minute talk to the entire group (assignment from week one).

Team leaders facilitate a discussion on industry occupations (information provided in the mentor packet:

WEEK THREE

Example – Session Activity

Guest speaker(s)

Speaker Q&A

Each team is given a specific set of questions to ask each speaker - team leaders ensure that the questions are asked each week (e.g. designate team member responsible for asking the questions – rotate each week).

To reinforce the importance of mentees recording the guest speaker responses to team questions in their journals each week, team leaders will facilitate a discussion based on team members journal notes (e.g. types and size of companies/businesses, types of occupations, salary ranges, etc. – questions will be different for each team).

Partners organize a parent night

Parents are an essential part of the student's career planning process. Therefore, it is important for parents to know and understand the vast array of career opportunities that the residential construction industry has to offer.

Discussion topics:

- ✓ occupations related to residential construction
- ✓ types of classes that are required in secondary and post-secondary

Each team will select a member to deliver their one-minute talk on the industry (see week one and two) Criteria for selection will be defined in the Activity Packet.

WEEK FOUR

Example – Session Activity

Field Trip – visit student house build project

If the school district does not have a house build project for high school students, arrange with the HBA to visit a home under construction by one of their members.

Each team gets activity sheets that are related to the various functions that go into home building (e.g. builder/developer, subcontractors, marketing, etc.) Team discussion is facilitated by the Team Leaders on their specific team topic.

WEEK FIVE

Example – Session Activity

Guest speaker(s)

Speaker Q&A

Using journal entries each team develops a vocabulary list (minimum of 15 words and must have definitions written in the journal to use the word on the list) of words that are specific to the industry (give winning team members a prize – construction related paraphernalia).

WEEK SIX

Example – Session Activity

Guest speaker(s)

Speaker Q&A

Using a vocabulary list from the Activity Packet team leaders for each team facilitate the writing of a thank you letter to guest speakers. The best letter is used as a thank you to the guest speakers. (Teacher judges)

WEEK SEVEN

Example – Session Activity

Guest Speaker(s)

Speaker Q&A

Each team member (includes team leaders) makes a list of at least five jobs that he/she would want to pursue in the industry.

Assignment

Each team member (using his/her journal notes) writes a one-page comparison of how the guest speakers answered the questions specific to their team.

WEEK EIGHT

Example – Session Activity

Team leaders facilitate discussion of week seven writing assignment.

Each team member identifies one job from the week seven list and briefly states why they chose that profession.

A member of each team presents their total list to the whole group to identify the variety (or lack of variety) in selecting professions within the industry.

Students complete the residential construction industry questionnaire.

Standards

Activities are aligned with the Academic Standards for English/Language Arts in Grades 6, 7 & 8.

- ✓ Reading - Word Recognition, Fluency, and Vocabulary Development (Vocabulary & Concept Development)
- ✓ Writing Process
- ✓ Writing Applications
- ✓ Listening & Speaking