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These materials were created to celebrate National Apprenticeship Week. They provide hands on learning highlighting United States Department of Labor (USDOL) Registered Apprenticeships as a career option and expand career awareness of occupations with high demand and high wage in Michigan. The five activities can also be utilized any time of the year for career events. Facilitator guide, activities, survey and additional resources can be found at: <https://www.canr.msu.edu/outreach/App101Facilitator>.



# Apprenticeship Trivia

## **BACKGROUND INFORMATION/BACKGROUND BASICS:**

This is one of five activities in the Apprenticeship 101 series. Determining what to do after high school is a big decision. Exploring and researching a variety of occupations of interest and knowing the education and requirements needed to pursue them is part of the career planning process. This activity introduces individuals to one career path, a registered apprenticeship program, and basic facts surrounding them. An apprenticeship is a job that includes both on-the-job training and classroom instruction under the supervision of an industry professional. A registered apprenticeship is developed in partnership between an employer, training provider and the United States Department of Labor Office of Apprenticeship (USDOL OA) and then registered and approved by the USDOL OA to ensure high standards are met.

## **KEY CONCEPT/EDUCATION SUBJECT/TOPIC:**

Registered apprenticeship facts

## **OVERVIEW/DESCRIPTION:**

Activity 1 is meant to introduce participants to registered apprenticeships, to provide basic information regarding the structure of a registered apprenticeship, and to create a jumping-off point for the Apprenticeship 101 activities. Utilizing prior knowledge, students will compete in a trivia competition for bragging rights.

## **OBJECTIVES/LEARNING OBJECTIVES/SUCCESS INDICATORS:**

After completing this activity, participants will be able to:

- Describe what the registered apprenticeship model is

## **LEARNING & LIFE SKILLS:**

- Problem solving
- Critical thinking
- Self-esteem
- Managing feelings

## **MATERIALS/MATERIALS REQUIRED/SUPPLIES/WHAT YOU'LL NEED:**

- Projector connected to a computer with access to the internet and sound
- Access to Kahoot via personal cell phones or school computers

**AUDIENCE/AGE/GRADE LEVEL/SKILL LEVEL:****Age range**

- 
- Ages 14 to 19

**Skill level**

- 
- Beginner
- 
- 
- Intermediate

**TIME/TIME REQUIRED:**

10 to 15 minutes

**SETTING/SPACE:**

A room with movable tables and chairs and access to the internet.

**PROCEDURE:****Before the activity:**

1. Open a web browser on the projected screen.
2. In web browser, go to facilitator resources at: <https://www.canr.msu.edu/outreach/App101Facilitator> and scroll down to Activity 1 - Apprenticeship Trivia.
3. Open PowToon Video-Activity 1. Verify sound is on.
4. In a second tab on the web browser open Kahoot! Game: <http://bit.ly/Appriv>.
5. Press play in Kahoot! Choose a mode, Classic or Team.

**During the activity:**

1. Play PowToon Video-Activity 1.
2. Navigate to other tab to project the Kahoot! game pin.
3. Instruct participants to utilize cell phones to open the Kahoot! app, or [Kahoot.it](https://www.kahoot.it) in a web browser, and enter the game pin.
4. Instruct participants to type a nickname into the Kahoot! screen and click the "Okay, Go!" button. Their name should display on the screen, and their phone will say, "You're in!"
5. Instruct participants to select the answer they think is correct once the game starts. They will have 20 seconds to choose, but the faster they select the correct answer, the more points they will win.
6. After each question, the correct answer and participant results will be displayed on the screen. Read the Kahoot! question in bold and the corresponding notes after the answer appears in Kahoot!:



**What is an apprenticeship a combination of?**

- #1. An apprenticeship is a paid job that trains a worker to become skilled at that job by combining hands-on work with classroom learning. As an apprentice is learning, they also are applying the lessons in the workplace.

**What makes an apprenticeship registered?**

- #2. A registered apprenticeship is one that is reviewed and approved by the U.S. Department of Labor. There are many benefits to being in a registered apprenticeship, including regularly scheduled wage increases and eligibility for a journeyman's card after the apprenticeship is completed. A journeyman is a worker, skilled in a given building trade or craft. Journeymen are considered competent and authorized to work in that field as a fully qualified employee.

**How many classroom hours are required annually in a registered apprenticeship?**

- #3. Every registered apprentice spends approximately 144 hours yearly in a classroom training environment, learning theory about the job in which they are working. The classroom could be at a community college, a union training center, a room at the job site, university, or at other locations.

**True or False: You do not receive a paycheck during an apprenticeship.**

- #4. False. Apprenticeships are paid jobs where you can earn a paycheck while you learn a specific occupation.

**True or False: Registered apprenticeships are offered within the military.**

- #5. **True.** Apprenticeships are offered in every branch of the armed forces.

**How many occupations have been registered for apprenticeship with the United States?**

- #6. Hundreds of individual jobs, or occupations, have been registered in the United States, and we have thousands of apprentices in Michigan.

**You need a GPA of 3.7868 to be accepted into a registered apprenticeship.**

- #7. No, there are many ways to qualify. Apprenticeships are for anyone who wants to earn a paycheck while they learn their job.

**What is the first thing you need to do to prepare for a registered apprenticeship?**

- #8. All of these items should be addressed as you prepare to apply for a registered apprenticeship.
7. Once you have read the corresponding note for each question, click the Next button on the upper right-hand side of the page to move on to the next question.
8. After each class please close the browser, this will clear the previous players.

**ADAPTATIONS:**

- If group does not have cell phones, they can utilize personal computers or pen and paper to keep track of their answers.

**TALKING IT OVER/CHECK FOR UNDERSTANDING/PROCESSING  
QUESTIONS/REFLECTION QUESTIONS/OTHER THOUGHTS:**

Ask the group the following questions:

- What is something new you learned about apprenticeships?
- Why is it important to know about a wide variety of post-secondary career paths?
- How can you grow your skills to better prepare for an apprenticeship?



# Resume Rescue

## **BACKGROUND INFORMATION/BACKGROUND BASICS:**

This is one of the five activities in the Apprenticeship 101 series. Discovering what you want to do after high school can be a challenge. Writing down your goals, education, experiences, skills and achievements can help you make informed post-secondary school and career choices. A resume is a marketing tool that summarizes a person's background demonstrating how they are uniquely qualified for a position, opening or other opportunity. This activity introduces participants to registered apprenticeship occupations in six career sectors (Skilled and Building Trades, Medical and Health, Automotive, Service and Entertainment, Information Technology, Agriculture and Energy) by reviewing and modifying entry level resumes in each of the career areas.

## **KEY CONCEPT/EDUCATION SUBJECT/TOPIC:**

Resumes for Registered Apprenticeship Industries

## **OVERVIEW/DESCRIPTION:**

Activity 2 is meant to introduce participants to several industries of registered apprenticeships using examples of resumes for each sector. Using a given prompt on the first page, groups will choose words to fill in blanks on an example resume. Once the resume is complete, each group will read "their resume" to the class.

## **OBJECTIVES/LEARNING OBJECTIVES/SUCCESS INDICATORS:**

After completing this activity, participants will be able to:

- Compare and contrast resumes for different occupational industries

## **LEARNING & LIFE SKILLS:**

- Problem solving
- Decision-making
- Critical thinking
- Social skills
- Teamwork
- Communication
- Marketable skills

## **MATERIALS/MATERIALS REQUIRED/SUPPLIES/WHAT YOU'LL NEED:**

- Projector connected to computer with access to the internet and sound
- Handout with list of prompts and corresponding resume
- Writing utensil

**AUDIENCE/AGE/GRADE LEVEL/SKILL LEVEL:****Age range**

- 
- Ages 14 to 19

**Skill level**

- 
- Beginner
- 
- 
- Intermediate

**TIME/TIME REQUIRED:**

10 to 15 minutes

**SETTING/SPACE:**

A room with movable tables and chairs.

**PROCEDURE:****Before the activity:**

1. Open a web browser on the projected screen.
2. In web browser, go to facilitator resources at: <https://www.canr.msu.edu/outreach/App101Facilitator> and scroll down to Activity 2 - Resume Rescue.
3. Open PowToon Video-Activity 2. Verify sound is on.

**During the activity:**

1. Split participants into six groups.
2. Play PowToon Video-Activity 2.
3. Pass out Resume Rescue worksheets so that each group gets a different industry. Each group should have one worksheet to share.
4. Instruct participants to read each prompt and work as a group to come up with a word to fill in the blank. Share that all words will be read to the class in the end. Instruct participants that they should not turn the paper over until the instructor says to. Allow five minutes for students to complete this task.
5. Once groups have completed step four, instruct participants to flip over the worksheet to the back. Participants should copy the words on side one with the corresponding blanks on side two. Allow three minutes to complete this task.
6. Once groups have completed step five, have a representative from each group read their resume to the class.

**ADAPTATIONS:**

- If time allows, brainstorm extra skills, experience, or volunteer projects that could be added to each industry's resume.

**TALKING IT OVER/CHECK FOR UNDERSTANDING/PROCESSING  
QUESTIONS/REFLECTION QUESTIONS/OTHER THOUGHTS:**

Ask the group the following questions:

- What did you learn from doing this activity?
- What experience, skills, and knowledge would you include on a resume for a registered apprenticeship occupation?
- What advice would you give a friend before they write their resume?



# Which Industry Matches Your Personality?

## **BACKGROUND INFORMATION/BACKGROUND BASICS:**

This is one of five activities in the Apprenticeship 101 series. Everyone has interests, abilities, and values that make them unique. Understanding your likes and dislikes can help a person identify a satisfying career. Deciding what kind of career you want to pursue is an important part of the career planning process. This quiz is not intended to be a formal assessment; results are for fun and meant to be a guide for more information. Participants are encouraged to visit a local Michigan Works! office, a school counselor, parent, facilitator or teacher for more information regarding career goals. We encourage participants to explore multiple career paths and participants may show interest in multiple industries in the quiz.

## **KEY CONCEPT/EDUCATION SUBJECT/TOPIC:**

Connecting interests to possible careers available through registered apprenticeship programs

## **OVERVIEW/DESCRIPTION:**

Activity 3 is meant to introduce students to industries that offer registered apprenticeships based on each participant's unique interests. Participants will fill out a quiz based on their likes and dislikes. After the quiz, each participant will then score themselves and read a little bit about which industry may be a good fit for them. Please note, this quiz is not intended to be a formal assessment; results are for fun and meant to be a guide for more information. Participants are encouraged to visit a local Michigan Works! office, a school counselor, parent, facilitator or teacher for more information regarding career goals.

## **OBJECTIVES/LEARNING OBJECTIVES/SUCCESS INDICATORS:**

After completing this activity, participants will be able to:

- Describe one industry that offers a registered apprenticeship

## **LEARNING & LIFE SKILLS:**

- Decision-making
- Critical thinking

## **MATERIALS/MATERIALS REQUIRED/SUPPLIES/WHAT YOU'LL NEED:**

- Projector connected to a computer with access to the internet and sound
- Handout with personality quiz
- Writing utensil

- Optional, computers with access to an internet browser and [ONetOnline.org](https://www.onetonline.org).

**AUDIENCE/AGE/GRADE LEVEL/SKILL LEVEL:****Age range**

- Ages 14 to 19

**Skill level**

- Beginner
- Intermediate

**TIME/TIME REQUIRED:**

10 to 15 minutes

**SETTING/SPACE:**

A room with movable tables and chairs.

**PROCEDURE:****Before the activity:**

1. Open a web browser on the projected screen.
2. In web browser, go to facilitator resources at: <https://www.canr.msu.edu/outreach/App101Facilitator> and scroll down to Activity 3 - Which Industry Matches Your Personality?
3. Open PowToon Video-Activity 3. Verify sound is on.

**During the activity:**

1. Play PowToon Video-Activity 3.
2. Pass out personality quiz handout. Each participant should have one quiz.
3. Instruct participants to read each question and answer by circling which describes them best, either A, B, C, D, or E. Allow 5-10 minutes to complete this step.
4. Once participants have answered each question, instruct them to tally up how many times they marked each letter. The letter marked most will match a registered apprenticeship industry that may be a good fit for them based on identified interests. Allow five minutes for participants to tally their answers and read their results.
5. If participants would like additional information on registered apprenticeships in these fields, encourage them to speak with a guidance counselor or their local Michigan Works! Apprenticeship Success Coordinator.

**ADAPTATIONS:**

- If there is additional time, participants can use [ONetOnline.org](https://www.onetonline.org) to learn more about wage opportunities, skills, and tasks associated with the industry in their results.

**TALKING IT OVER/CHECK FOR UNDERSTANDING/PROCESSING  
QUESTIONS/REFLECTION QUESTIONS/OTHER THOUGHTS:**

Ask the group the following questions:

- What did you learn about yourself in this activity?
- Besides interest, what other factors should you consider when choosing a career?
- Where can you learn more about the industries you are interested in?





# Preparation Pyramid

## **BACKGROUND INFORMATION/BACKGROUND BASICS:**

This is one of the five activities in the Apprenticeship 101 series. Knowing what you want to do and having a plan to get there will increase a person's likelihood of success. Entering a registered apprenticeship is a major commitment for both the apprentice and the employer. For the apprentice, this investment can result in higher wages, a nationally recognized credential, and an opportunity to learn a skill while earning wages. Before an employer devotes time, money, training and expertise to develop an apprentice, they want to make sure the individual is a good investment and fit for the company. Preparing for an apprenticeship can involve many steps including researching careers, developing relevant skills, completing a high school diploma or G.E.D, writing a resume, networking, filling out applications, and interviewing. Registered apprenticeship programs are often competitive so preparation, practice, and perseverance can help you stand out among other applicants.

## **KEY CONCEPT/EDUCATION SUBJECT/TOPIC:**

Preparing for a registered apprenticeship

## **OVERVIEW/DESCRIPTION:**

Activity 4 is meant to reinforce the basic preparation items to be a great candidate for a registered apprenticeship. Utilizing information learned in previous activities, as well as deductive reasoning skills, participants will compete to complete the Preparation Pyramid puzzle first. This activity is done in small groups of 5-6 individuals.

## **OBJECTIVES/LEARNING OBJECTIVES/SUCCESS INDICATORS:**

After completing this activity, participants will be able to:

- Identify and discuss the steps necessary to prepare for a registered apprentice program.

## **LEARNING & LIFE SKILLS:**

- Critical Thinking
- Planning/Organizing
- Communications
- Cooperation
- Conflict Resolution
- Teamwork

## **MATERIALS/MATERIALS REQUIRED/SUPPLIES/WHAT YOU'LL NEED:**

- Projector connected to a computer with access to the internet and sound
- 6 dice
- 6 Preparation Pyramid puzzles

**AUDIENCE/AGE/GRADE LEVEL/SKILL LEVEL:****Age range**

- Ages 14 to 19

**Skill level**

- Beginner  
 Intermediate

**TIME/TIME REQUIRED:**

10 to 15 minutes

**SETTING/SPACE:**

A room with movable tables and chairs.

**PROCEDURE:****Before the activity:**

1. In web browser, go to facilitator resources at: <https://www.canr.msu.edu/outreach/App101Facilitator> and scroll down to Activity 4-Preparation Pyramid.
2. Open PowToon Video-Activity 4. Verify sound is on.
3. Open and set out six different colored bags of puzzle pieces in a place where all participants will be able to access them, such as a central desk or counter.

**During the activity:**

1. Split participants into 6 groups.
2. Play PowToon Video-Activity 4.
3. Pass out 1 die to each group. Instruct groups that the color of the die is their team color.
4. Instruct groups that when the facilitator says go, the first person in the group will roll the die. They will roll until they get a 5. When that person gets a 5, they pass the die to the person on their right and get 1 puzzle piece from the bag that matches their color. They can only pick up 1 puzzle piece at a time, and it can only be from the bag of their color. The next player then rolls until they get a 5. Continue this process until the team has retrieved all of the puzzle pieces from the designated bag. Once all the puzzle pieces have been retrieved, teams will work together to assemble the puzzle. The team that completes their puzzle first wins.
5. Instruct groups to choose one person to start. When all groups are ready, tell them to start. Allow at least 10 minutes for class to complete the activity.

**ADAPTATIONS:**

- If there is additional time, as a class, brainstorm ways to complete each of the steps listed on the preparation pyramid.

**TALKING IT OVER/CHECK FOR UNDERSTANDING/PROCESSING  
QUESTIONS/REFLECTION QUESTIONS/OTHER THOUGHTS:**

Ask the group the following questions:

- What part of the preparation pyramid do you feel is the hardest and why?
- What did you learn about preparing for apprenticeships that will be helpful in your future?
- What classes, activities, or experiences are you involved in that can help prepare you for a registered apprenticeship?
- How is preparing for a registered apprenticeship different and/or the same as preparing for another kind of job?
- What job search methods will you use in the future?



# Apprentice Interviews Video and Survey

## BACKGROUND INFORMATION/BACKGROUND BASICS:

This is one of five activities in the Apprenticeship 101 series. The video is meant to provide the participants some real-life advice or pointers from registered apprentices. Hearing about actual experiences of individuals working as an apprentice can provide a realistic perspective on the work environment, responsibilities, and preparation needed to enter the many career fields portrayed. Having a real-life glimpse of different occupations can help individuals decide what career is a good fit for them. The Michigan State University Extension 4-H Innovation and Growth Grant that funded the Apprenticeship 101 kit creation requires a survey be completed from all who participate.

## KEY CONCEPT/EDUCATION SUBJECT/TOPIC:

Career paths of an apprentice

## OVERVIEW/DESCRIPTION:

Activity 5 is meant to wrap up Apprenticeship 101 activities. Participants will watch a video of registered apprentices talking about their journey and experiences. At the conclusion of the video, participants will take a brief survey of the overall Apprenticeship 101 program to provide feedback. We also ask all facilitators to take a survey at: <https://bit.ly/app101fac>

## OBJECTIVES/LEARNING OBJECTIVES/SUCCESS INDICATORS:

After completing this activity, participants will:

- Learn about real-life experiences of individuals working as an apprentice.

## LEARNING & LIFE SKILLS:

- Communications
- Empathy
- Self-Responsibility

## MATERIALS/MATERIALS REQUIRED/SUPPLIES/WHAT YOU'LL NEED:

- Projector connected to a computer with access to the internet and sound
- Apprentice video
- Access to internet via personal phone or computer to complete survey.

## AUDIENCE/AGE/GRADE LEVEL/SKILL LEVEL:

### Age range

- Ages 14 to 19

**Skill level**

- Beginner
- Intermediate

**TIME/TIME REQUIRED:**

10 to 15 minutes

**SETTING/SPACE:**

A room with movable tables and chairs.

**PROCEDURE:****Before the activity:**

1. Open a web browser on the projected screen.
2. In web browser, go to facilitator resources at: <https://www.canr.msu.edu/outreach/App101Facilitator> and scroll down to Activity 5 - Apprentice Interview Video and Survey.
3. Open PowToon Video-Activity 5. Verify sound is on.
4. The apprenticeship interview video and the student survey link are embedded into the PowToon.

**During the activity:**

1. Play PowToon Video-Activity 5.
2. After the apprenticeship interview portion of the PowToon, push pause on the video to ask the questions in the talking it over section so they can reflect on what they learned.
3. Resume PowToon Video-Activity 5.
4. Have participants complete survey at <https://bit.ly/app101survey> using their phones.
5. We also ask all facilitators to take a survey at: <https://bit.ly/app101fac>

**ADAPTATIONS:**

- Invite a local apprentice to visit your group in person or through online conferencing software such as zoom to share their story providing an opportunity for individuals to ask questions.

**TALKING IT OVER/CHECK FOR UNDERSTANDING/PROCESSING QUESTIONS/REFLECTION QUESTIONS/OTHER THOUGHTS:**

Ask the group the following questions:

- What did you learn from the apprentices featured in the video?
- What additional questions would you like to ask the apprentice?
- What steps could you take to set up an informational interview with an apprentice?
- How else can you learn more about a career as an apprentice?

# Apprenticeship 101 Student Survey

1. What grade are you in? \_\_\_\_\_
2. What county (ie. Macomb) do you live in? \_\_\_\_\_
3. What zip code do you reside in? \_\_\_\_\_
4. What gender do you identify with? \_\_\_\_\_
5. What is your race/ethnicity? \_\_\_\_\_
6. What was your favorite activity (Circle your favorite and tell us why)?
  - a. Apprentice Trivia
  - b. Resume Rescue
  - c. Which Industry Matches Your Personality?
  - d. Preparation Pyramid
  - e. Apprentice Interview Video

Why was it your favorite?

---

7. What was your least favorite activity (Circle your favorite and tell us why)?
  - a. Apprentice Trivia
  - b. Resume Rescue
  - c. Which Industry Matches Your Personality?
  - d. Preparation Pyramid
  - e. Apprentice Interview Video

Why was it your least favorite?

---

8. What was your level of knowledge about apprenticeship **BEFORE** participating in the activities?

<b>Little knowledge</b>					<b>Great knowledge</b>
1	2	3	4	5	

9. What was your level of knowledge about apprenticeship **AFTER** participating in the activities?

<b>Little knowledge</b>					<b>Great knowledge</b>
1	2	3	4	5	

10. Had you ever thought about a registered apprenticeship before participating in these activities? YES NO
11. Would you consider a registered apprenticeship in the future? YES NO
12. Would you recommend an apprenticeship to a friend? YES NO
13. Are you currently in 4-H? YES NO

14. What additional information do you need to pursue an apprenticeship?
- 

THANK YOU!! YOUR FEEDBACK IS IMPORTANT!





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- Kathy Jamieson, Extension Educator, Michigan State University Extension

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- Leslie Fletemier, Apprenticeship Coordinator, Macomb Intermediate School District

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- Tom Nahas, Mad Habit Creative
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## **Editing**

- Megan Ochmanek, Communications Specialist, Macomb County Planning and Economic Development
- Amy Lafnear, Communications Specialist, Macomb County Planning and Economic Development





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# RESUME RESCUE

---

**Help! Our resumes lost some of their words!**

***Please do not flip the page over  
until told to do so by the facilitator.***

**Work as a team to choose one word for each prompt. Once you have chosen eight (8) words, wait for further directions.**

## PROMPTS

---

**1. A name**

---

**2. Something you would farm**

---

**3. Adjective**

---

**4. An activity you do on a farm**

---

**5. Another word for production**

---

**6. Piece of agricultural equipment**

---

**7. Another word for needs**

---

**8. Type of pest**

---

# Agriculture & Energy

🏠 Anytown, MI ☎ 555.555.5555 ✉ jjobseeker@gmail.com

## Career Profile

Skilled farming assistant focused on sustaining small scale \_\_\_\_\_(2) agriculture. Holds \_\_\_\_\_(3) technical skills in order to be responsible for the day to day operation of a farm, including planting, \_\_\_\_\_(4), harvesting and processing the produce.

## Experience

- Inspect orchards or fields to determine crop maturity or condition
- Direct crop \_\_\_\_\_(5) operations, such as planning, tilling, planting, fertilizing, cultivating, spraying, or harvesting.
- Inspect farm or ranch equipment such as \_\_\_\_\_(6) to ensure proper functioning
- Plan crop activities
- Monitor and adjust irrigation systems to distribute water according to crop \_\_\_\_\_(7) and to avoid wasting water
- Organic pest control to maintain \_\_\_\_\_(8)

## Honors / Affiliations

- 2018 Science Fair Winner – First Place: Created irrigation system
- 2019 Young Farmer’s Association Award – Scholarship
- 2019 4-H Youth in Action Award Runner-Up

## Education

### Diploma

*Billings High School*

## Work History

<b>Intern</b> Orton Farms	2019- Present Ortonville, MI
<b>Farm Hand</b> Billings Family Farm	2016- 2019 Ortonville, MI



# RESUME RESCUE

---

**Help! Our resumes lost some of their words!**

***Please do not flip the page over until told to do so by the facilitator.***

**Work as a team to choose one word for each prompt. Once you have chosen eight (8) words, wait for further directions.**

## PROMPTS

1. A name

---

2. Another word for knowledge

---

3. Another word for damage

---

4. Type of car

---

5. Another word for small

---

6. A kind of tool

---

7. A second kind of tool

---

8. Adverb ending in ly

---

(1)

# ***Automotive***

(555) 555-5555

Anytown, MI 48111

*jamesjobseeker@gmail.com*

*linkedin.com/in/JJobseeker*

## **Professional Summary:**

Repair and refinish automotive vehicle bodies and straighten vehicle frames due to accident. Utilize \_\_\_\_\_(2) of machines and tools, including their designs, uses, repair and maintenance.

## **Responsibilities:**

- Inspect cars for structural \_\_\_\_\_(3)
- Apply new finish to restored \_\_\_\_\_(4) body parts
- Fit replacement parts into place to be welded
- Fix, attach, and weld replacement parts into place
- Fill \_\_\_\_\_(5) that cannot be worked out with plastic
- Prime and paint using spray guns and motorized sanders
- Chain or clamp frames and sections to alignment machines
- Remove damaged vehicles using \_\_\_\_\_(6) and \_\_\_\_\_(7)
- Mix hardeners to be used in \_\_\_\_\_(8) damaged areas
- Hammer out or patch dents, dimples, and other body damage

## **Education:**

### **Diploma**

Cass Technical High School

**CTE Student of the Year Award**

*2019*

## **Work Experience:**

**Student Intern, General Motors**

*May 2019 – Present*

Detroit, MI



# RESUME RESCUE

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Help! Our resumes lost some of their words!

*Please do not flip the page over until told to do so by the facilitator.*

Work as a team to choose one word for each prompt. Once you have chosen eight (8) words, wait for further directions.

## PROMPTS

---

1. A name

---

2. Another word for helpful

---

3. Another word for problems

---

4. Something you get in and out of

---

5. Another word for cleaning

---

6. Adjective

---

7. Type of doctor

---

8. Household chore

---

---

# Healthcare Assistant

555.555.5555

Anytown, MI 48111

*jjobseeker@gmail.com*

## Professional Summary

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Provides routine \_\_\_\_\_(2) healthcare to the elderly, or persons with disabilities at the patient's home or in a care facility. Monitors or reports changes in health status. May also provide personal care such as bathing, dressing, and grooming of patient.

## Responsibilities

---

- Maintain records of patient care, condition, progress, or \_\_\_\_\_(3) to report
- Provide patients with help moving in and out of beds, baths, wheelchairs, or \_\_\_\_\_(4) and with dressing and grooming
- Bathing patients
- Care for patients by changing bed linens, washing and ironing laundry, \_\_\_\_\_(5) or assisting with their personal care
- Direct patients in \_\_\_\_\_(6) prescribed exercises
- Administer prescribed oral medications, under the written direction of \_\_\_\_\_(7)
- Perform a variety of duties as requested by client, such as obtaining household supplies or \_\_\_\_\_(8)

## Education

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### Diploma

Great Lakes High School

## Work Experience

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Center Street Home Health Care - Home Health Intern

Traverse City, MI

May 2019- Present



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## **PROMPTS**

1. A name

---

2. Another word for problem

---

3. Adjective

---

4. Verb that means speak

---

5. Software program

---

6. Another word for boss

---

7. Unit of time

---

8. Adjective

---



\_\_\_\_\_ (1)

# ***Information Technology***

(555) 555-5555

jobseeker@gmail.com

Anytown, MI

linkedin.com/in/jobseeker

## **CAREER PROFILE**

---

Provide technical assistance to computer users by answering questions and resolving \_\_\_\_\_ (2) in person or via telephone. Help with computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems.

## **STRENGTHS**

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- Answer user inquiries regarding customer software and hardware operation to resolve problems
- Oversee the daily performance of \_\_\_\_\_ (3) computer systems
- Read technical manuals, \_\_\_\_\_ (4) with users, and conduct computer diagnostics to investigate and resolve problems
- Set up equipment for use, ensuring proper installation of \_\_\_\_\_ (5), operating systems, and appropriate software
- Refer major hardware or software problems to \_\_\_\_\_ (6)
- Maintain records of \_\_\_\_\_ (7) data communication transactions and problems
- Perform minor repairs to equipment
- Modify and customize \_\_\_\_\_ (8) programs for internal needs

## **WORK HISTORY**

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**Intern, Apple**  
Ann Arbor, MI

May 2019 – Present

## **EDUCATION**

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Diploma  
Ann Arbor Pioneer High



# RESUME RESCUE

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## PROMPTS

1. A name

---

2. Another word for preparation

---

3. Another word for supplies

---

4. Something in a restaurant

---

5. Something in a restaurant

---

6. Another word for menu

---

7. Type of party

---




8. A city

---

---

(1)

# Service & Entertainment

 555.555.5555  
 [jjobseeker@gmail.com](mailto:jjobseeker@gmail.com)  
 Anytown, MI  
 [linkedin.com/in/jjobseeker](https://www.linkedin.com/in/jjobseeker)

## **CAREER PROFILE:**

Actively participate in the \_\_\_\_\_(2) and plating of salads, soups, fish, meats, vegetables, desserts, or other foods. Plan and price menu items, orders \_\_\_\_\_(3), and keep records and accounts. Assist waitstaff with presentation and delivery of food to guests with a high level of customer service.

## **SKILLS & ABILITIES:**

- Monitor sanitation practices to ensure that employees follow standards and regulations
- Estimate amounts and costs of required supplies, such as \_\_\_\_\_(4) and \_\_\_\_\_(5)
- Determine how food should be presented and create decorative food displays
- Analyze recipes to assign prices to \_\_\_\_\_(6) items
- Meet with customers to discuss menus for special occasions, such as weddings, parties, or \_\_\_\_\_(7)
- Portion, arrange, and garnish food, and serve food to waiters or patrons
- Inspect and clean food preparation areas, such as equipment, work surfaces, or serving areas to ensure safe and sanitary food-handling practices

## **WORK HISTORY:**

Co-Op, Hyatt Regency

May 2019 to Present

\_\_\_\_\_(8), MI

## **EDUCATION:**

ServSafe Food Server Certification

May 2019

ServSafe Allergen Certification

May 2019

Northridge High School

2019



# RESUME RESCUE

---

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## PROMPTS

---

1. A name

---

2. A word or phrase for fix

---

3. A word for large

---

4. Verb ending in ly

---

5. Adjective

---

6. Something you do in an office

---

7. Type of tool

---

8. A second type of tool

---

(1)

---

# SKILLED & BUILDING TRADES

🏠 Anytown, MI ☎ (555) 555-5555 ✉ jjobseeker@gmail.com

## Career Profile

---

---

Assemble, install, and \_\_\_\_\_(2) products and equipment, ensuring that work is in accordance with relevant codes.

## Experience

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- Convert blueprints into shop drawings to be followed in assembly
- Determine scope of project, assembly sequences, and required methods
- Lay out, measure, and mark dimensions and reference lines on material
- Maintain \_\_\_\_\_(3) equipment, making repairs \_\_\_\_\_(4)
- Test installed work to ensure compatibility and safety of system
- Use logic and reasoning to identify the strengths and weaknesses of solutions
- Use algebra and geometry in production of precision technical plans
- Diagnose malfunctioning systems using testing equipment and hand tools to identify the cause of the \_\_\_\_\_(5) problem
- Advise management on whether continued operation of equipment could be hazardous
- Perform business management duties, such as maintaining records or files, preparing reports, and \_\_\_\_\_(6)
- Adjust tension and position parts using tools such as \_\_\_\_\_(7) and \_\_\_\_\_(8)

## Education

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### General Education Diploma

*Board of Education, Michigan*

## Work History

---

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### Intern

May 2019 - Present

Tradesman International





**ANSWERS: Look at your tally from the front. Each letter aligns with an Apprenticeship pathway - read your results below. If you're interested in getting additional information about a pathway speak with your Teacher, School Counselor, facilitator or Michigan Works! Career Planner.**

### Mostly A's - Service or entertainment industries

Have you considered an apprenticeship in the Service or Entertainment Industry? Multiple career tracks are available for this fast-paced, creative and constantly evolving path. A chef, hospitality manager or sound mixer are examples of people who are willing to work in a multitude of environments, with a large or small team and who can focus on presentation, performance and customer satisfaction.



### Mostly B's - Agriculture or energy industries

You may want to consider a career in the Agriculture or Energy industries. An interest in environmental sustainability or working outside will help guide you through this path. This type of work is growing rapidly, especially in Michigan!



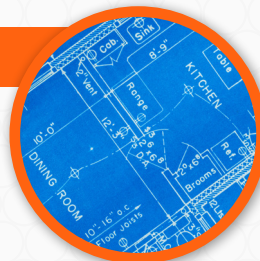
### Mostly C's - Information technology

The possibilities are endless with Information Technology! You may enjoy working with computers, troubleshooting hardware and software, coding or developing apps. Critical thinking, solving problems and developing new ideas are all skills that would be helpful in this career.



### Mostly D's - Building or skilled trades

You're dependable, ethical and analytical. You may enjoy working with your hands, physically demanding projects, and following directions. Someone in the Building or Skilled Trades maintains a safe work environment and may work independently or with a team.



### Mostly E's - Medical or healthcare field

Those who choose an apprenticeship in the Medical or Healthcare field are compassionate, scientific and helpful. They often strive to make life better for others by maintaining their care. Customer satisfaction, protecting privacy, and working well with others are skills that would be helpful in this occupation.



### Mostly F's - Automotive field

You have a need for speed! Cars, trucks and recreational vehicles do not intimidate you. If you're into design, mechanics, or even driving – the automotive industry might be a great avenue to explore. There are many directions you can take in the automotive field and there are countless Registered Apprenticeships to explore. Mechanical skills, patience and a passion for safety and precision are all valuable skills in this field.



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MICHIGAN  
**WORKS!**  
MACOMB/ST. CLAIR

**MISD**

MICHIGAN STATE  
UNIVERSITY | Extension

# APPRENTICESHIP 101

# Preparation Pyramid

**Ace the  
Interview**

**Apply for  
Registered  
Apprenticeships**

**Network**

**Write  
Resume**

**Visit  
Career  
Advisor**

**Practice  
Interviewing**

**Earn High  
School  
Diploma  
or GED**

**Grow  
Your  
Skills**

**Choose  
Career  
Path**

**Research  
Careers**



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