

# TECH: Manufacturing Technology (Manufacturing) Class

## Summary

New pdf. file in November 2011. Students will participate in a production run that will produce a product.

## Time Frame

5 class periods of 60 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

## Materials

The teacher has the freedom to produce a product of their choice with their classes. In the teacher resources section (of the PDF file) there is an example product described which is a plastic picture frame. The following link will support making that activity.

## Background for Teachers

Teachers have flexibility on what is produced, but the student should leave the classroom with a product in hand. If combined as an activity with Marketing, the student should then at least have something to sell. The images on this document come from a variety of sources. They are either public domain, royalty free, created by the author, or used by arrangement with the copyright holders. No permission is granted for the copying or re-use of any images used in this document, copyrighted or otherwise. Manufacturing Technology©

## Student Prior Knowledge

It is suggested that students read the booklet prior to activity.

## Intended Learning Outcomes

Practice problem solving skills and explore ways to develop independence and take responsibility. Explore the manufacturing technologies used in our world. Explore production systems in the manufacture of a product. Use career information to explore various occupations of personal interest. Identify school courses that support career interests. Students will develop an understanding manufacturing technology and how it applies to their lives. Students will participate in a production run at a designed workstation.

## Instructional Procedures

Look at the teacher resources for a full description of the following: Day 1 : Class reads the booklet with the instructor providing guidance on who reads. Students begin working on questions during the time they are reading. Day 2: The students are asked by the instructor to "Name something that is manufactured" as explained in the teacher resources. Students fill out the Job Application. Papers are handed in and the instructor can review the job applications. The teacher begins the set-up with the time left in class. Day 3: Students are put into position to mass produce a product. Students are given directions on their assigned work stations. This is done in groups, and production begins. Day 4: The

teacher continues showing demonstrating to groups the jobs at the assigned workstations. By the end of the period, the class should be in full production. Day 4 & 5: Finish product for manufacturing. Some teachers could include Marketing at this stage and sell products. Others will finish larger or more complicated projects.

### Strategies for Diverse Learners

This lesson has a PDF link for students only. With the poor reader, non reader or special needs students this pdf. file has capabilities to read the document to them.

### Extensions

If the teacher has somehow managed to complete the production of the product in less than 5 days. A projector and computer connected to a high speed network can be used with the following web site to show clips to the entire class. This is a web site I use when showing students how things are made or explaining manufacturing processes. The web site is full of video on the subject. I use this site with my 9th grade Manufacturing classes. However, the web site has enough material that students could use computers and be directed to watch certain video clips and there would be plenty of information yet that could be covered with students in advanced classes.

### Assessment Plan

Worksheet and class discussion. Visual check of the product that the student leaves with. Students get two separate grades. They receive one grade for manufacturing the product, and another grade for the completed worksheet.

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