



Factors in Career Programs Video Series Video 6: Manufacturing

In this video we hear from Cindy Allyn, who is the creator of a line of natural skincare products and the owner of a Hudson Valley-based business. We also hear from Michael Esposito, owner of a packaging manufacturing company, and his team members Brenda and Jasmine.

Students Will Be Able To

- Define “manufacturing” and discuss examples of local manufacturing after watching the video.
- Identify trends in the manufacturing industry and analyze how they might impact the workforce.
- Write a 30-second elevator speech and deliver it during a think-pair-share.

Lesson (50 minutes; grades 6+)

To begin the lesson, ask students to define the term “manufacturing.” Ask them for examples of manufacturing here in the Hudson Valley. After several responses, define manufacturing. Ask whether anyone knows someone who works in the manufacturing industry.

Introduce the video and ask students to pay close attention to the industry trends the interviewees discuss.

View the Hudson Valley Career Program Video Series video with your students.

Following the video, ask students to recount what manufacturing trends the interviewees identified (12:50). Some include: automation; reuse and recycling; shopping locally; and maker movements. With these trends in mind, discuss with students what the future of manufacturing might mean for them and their job prospects.

After the discussion, ask students to write a 30-second “elevator speech.” As we saw in the video, elevator speeches come in handy in interviews, and should tell your audience who

What You’ll Need

Hudson Valley Career Program Video Series

[Video 6](#)

Projector or screen-sharing platform

Computer and internet connection

Job Search Plan folder from previous lesson

Key Vocabulary
manufacturing
(see page 2)

Time

5 minutes

2 minutes

25 minutes

5 minutes

5 minutes

you are and what skills you have, what your goals are and what you can do for the company to which you're applying. A 30-second elevator speech should be less than 100 words in length. The following can be used as a model for students:

"Hello. My name is [your first and last name], I'm a [freshman, sophomore, etc.] at [school name]. I'd like to say I'm [three characteristics about yourself], and I've demonstrated this through [2-3 sentences about your experiences in school, clubs, and work]. I think these skills are applicable to [company name/position] because [provide 1-2 sentences how it specifically applies to the company/position]."

In the time remaining, pair students with partners to practice their elevator speeches. They should take turns reading their speeches and critiquing each other's delivery. Students should edit their work and continue taking turns until they no longer need to read their speeches from paper or screens.

Lesson Extender

Ahead of the final video, have students organize their "Job Search Plan" folders. In them, they should have: SMART Goals from lesson 1; research notes from lesson 2; draft resumes from lesson 3; and a list of references and at least one letter to a potential reference from lesson 5. Ask them to continue working on their resumes or, if their resumes are complete, have them complete and send three letters to potential references.

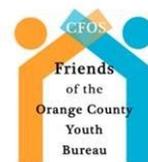
Key Vocabulary

Manufacturing – The making of articles on a large scale using machinery; industrial production.

8 minutes

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