



## **Factors in Career Programs Video Series**

### **Video 4: Trades & Construction**

In this video we hear from Pedro Galaviz and Gabbie Alonzo about their work in construction and trades. Galaviz is a council representative for Carpenters Local 279 and Alonzo is a carpenter's apprentice in the same union.

#### **Students Will Be Able To**

- Define “verbal” and “non-verbal” communication, and demonstrate understanding by providing examples.
- Identify important workplace skills by citing evidence from the video.
- Demonstrate effective communication skills during mock interviews conducted with peers.

#### **Lesson** (50 minutes; grades 6+)

To begin the lesson, ask for volunteers to explain the difference between verbal and non-verbal communication. Once several students have answered, affirm correct responses and examples, and reinforce the following: verbal communication includes any communication that uses words to share information with others – spoken and written. Non-verbal communication includes facial expressions, gestures, volume or tone of voice, body language and more.

Introduce the video and review the remaining key vocabulary word(s) with your students. Tell students to listen for the skills the interviewees say are important in their work.

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

Following the video, ask students which skills the interviewees identified as important to their work. In addition to communication, the interviewees cite math skills and foreign language skills. Facilitate a classwide discussion about why these skills are useful. Ask students to think back to the previous lesson and ask which, if any, of these skills is transferable.

#### **What You'll Need**

Hudson Valley Career Program Video Series

[Video 4](#)

Projector or screen-sharing platform

Computer and internet connection

#### **Key Vocabulary**

Carpenters Local 279; union; apprenticeship (see page 2)

#### **Time**

5 minutes

4 minutes

21 minutes

5 minutes

Revisit the “Communication in the Workplace” portion of the video (13:10) and review with the students the ways to improve verbal and non-verbal communication (below):

5 minutes

**Verbal:**

- Check understanding
- Proofread
- Active listening

**Non-verbal:**

- Check in with yourself
- Be aware of your surroundings
- Ask for feedback

With the time remaining, pair students so that they can take turns practicing verbal and non-verbal communication skills in an interview setting. (Alternatively, this can be done as a small group or collaborative class-wide exercise.) Have students ask one another the questions below. Respondents should base their answers on their profession of interest. Ask the interviewer to pay close attention to the interviewee’s words, tone, volume, eye contact, and other verbal and non-verbal indicators. Afterward, ask students to provide one another constructive feedback on what they observed.

10 minutes

Sample interview questions:

- How did you develop your interest in this field?
- How did you learn more about this interest?
- Who helped teach you what you know?
- Whom do you admire in this field?
- What skills or expertise would you bring to this field?

**Lesson Extender**

Once the students complete their interviews, have them practice their verbal communication skills by writing letters to their partners/peers with suggestions on how to improve their verbal and non-verbal communication. Encourage students to deliver the opportunities in a positive and productive manner, based on observations from the interview exercise.

**Key Vocabulary**

Carpenters Local 279 – Dutchess County-based carpentry union with jurisdiction in Westchester, Putnam, Rockland, Orange, Sullivan, Ulster and Columbia counties.

Union – An organized group of workers who unite to make decisions about conditions affecting their work.

Apprenticeship – A system for training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study.

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