

BUILDING ENERGY TECHNOLOGIES BRIDGE PROGRAM CURRICULUM

WEEK: 1.1

CONTEXT: Course Overview

OBJECTIVES

- Introduce students to the course
- Highlight basic skills focus
- Hand out and review course materials

MATERIALS

- Course syllabus
- Course textbook - Green Building Guidelines 5th Addition
- Green jobs overview
- “Different Shades of Green” PDF

ACTIVITY A

Course Introduction

***Instructor’s Notes:** Above all else, students should understand that this course is intended to help them improve their basic skills in preparation for entry into the Building Energy Technologies program at Wilbur Wright College. As a secondary objective, students will also enhance their marketability and careers in green building. Over the next 16 weeks, students will be challenged to improve their basic skills across reading, writing, and math while learning about the cornerstones of green building. In addition to basic skills enhancement, students will learn how to work in teams, sharpen their computer skills, and learn how to proactively seek out opportunities in the green economy.*

- ^a Hand out syllabus to students and review the major content areas with them. Explain the structure of the course in terms of **duration, expectations, and anticipated outcomes.**
- ^a Make it known that while students will have minimal responsibilities outside of class, their efforts during the course will determine their performance on the COMPASS exam. So while minimal homework will be assigned, students are still expected to participate in active learning outside of class.
- ^a Read the most critical portions of the syllabus with the class.
- ^a Also introduce students to the BET Program at Wilbur Wright College. Explain to them how Instituto’s bridge program will prepare students to engage the challenging coursework awaiting them at Wright College.
- ^a Once the bridge and BET Program have been introduced, draw students a timeline from Day One to BET graduation. Give them an opportunity to think about this time requirement and answer any questions they might have:

WHITEBOARD



ACTIVITY B

Green Jobs Overview – “segments of the green economy”

Instructor’s Notes: *By the end of today, students should have a better understanding of what it means to work in the green building industry. People new to the field may have difficulty pinpointing what “green” actually means and which segments of the economy it applies to. This activity will help students realize that green spans a range of different segments in the economy. Furthermore, while their core experience may be in construction, students should also understand that “green” credentials could be useful in making horizontal career moves across the green spectrum of jobs.*

- ^a Ask students to spend five minutes answering the following question with the person sitting next to them: *What is the green economy and where can you see it?* Have them write down their response on a piece of paper. If students are stuck, help them to brainstorm around the following categories: ENVIRONMENT, EFFICIENCY, ENERGY, and RECYCLING.
- ^a Have each group read their definitions out loud. You will probably hear varying descriptions outlining different types of jobs in power generation, manufacturing, etc.
- ^a Once each group has had the opportunity to read their descriptions, explain that each group is partially correct since the term “green” encompasses a broad range of activities.
- ^a Distribute page 10 of the “Different Shades of Green” Document entitled “The Fifteen Segments of the Core Green Economy”.
- ^a Review with them how jobs in the green economy can span across many industries including transportation, agriculture, recycling & waste, etc.
- ^a Now, ask them to identify which segment(s) they believe the IDPL Green Pathway fits into. Engage them in a serious conversation around the different green segments and their descriptions.

ACTIVITY C

Course Textbook Review – Kibert Text

Instructor’s Notes: *Sustainable Design and Construction is the textbook used in the introductory course for the BET program - Building Energy Systems Fundamentals: Basic Design and Operation / Environmental Technology 1 0 4. The content will most likely be challenging for the students but they should also understand that it will be their responsibility to familiarize themselves with the material. Some of the concepts might already be familiar for those with prior construction experience. The biggest challenge will be to interpret and comprehend the text, given the students level of English proficiency and depth of the text book content.*

- ^a Distribute the textbook and ask students to take 15 minutes to skim the chapters and review the table of contents. Have them pay close attention to the chapters of the book.
- ^a Explain that the group will cover one chapter every week. Reading comprehension assignments will be given to participants and reviewed on a weekly basis.
- ^a Distribute reading comprehension questions for **Chapter One**.

HOMEWORK: Read Chapter One of the Kibert book; answer reading comprehension questions