Michigan’s Work-Ready Transcript:
A statewide, comprehensive learner record of work-ready achievement for presenting meaningful credentials to employers and post-secondary institutions in support of competency-based, lifelong learning, and career-success.

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Michigan House of Representatives
School Aid and Department of Education Subcommittee
March 4, 2020
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Attachment 2: Wayne State University C2 Pipeline + Tallo Certified Resume
Mike Rowe’s Letter to the Last Two Presidents

http://insider.foxnews.com/amp/article/54635

"There's a belief ... in the country that we can cure unemployment by creating opportunity," Rowe said. "The skills gap proves that opportunity alone is not enough to get people employed." – Mike Rowe, Dirty Jobs

Bottom Line:

• Not much changed from 2007 to 2020.
• Despite Michigan’s $100 Million in Marshall Plan for Talent, students don’t have a way of presenting their work-ready skills on their 2020 transcripts.

Employers aren’t asking for our students’ high school transcripts.
The Problem with Educational Software

Education software DOES NOT track by work-ready skills and competencies. Our transcript system, gradebooks, and student information systems meet CURRENT MARKET DEMAND. Unfortunately, K12 innovators only discover the software issues after they are SEVERAL YEARS into their redesign.

Where does the Work-Ready Skills go—especially for After-School and Out-of-School Credentials?
Why Afterschool & Out-of-School Programs

Time and Opportunity Matter

MASP is a coalition of statewide stakeholders with a vision that all Michigan students will have access to the opportunities and experiences to help them be successful in school and as future contributing members of a thriving workforce and community.

Youth spend less than 20% of their waking hours in school and more than 80% in non-school settings (Banks et al., 2007).

Out of school time hours provide significant opportunity to have a positive impact on student’s engagement, experiences and opportunities. Afterschool programs take place during afterschool hours, before school, or during school holidays and the summer. These programs have, in many ways, increased flexibility that can be maximized to provide opportunities for students to engage in career readiness in authentic and engaging settings. For Michigan students to thrive today, they must have opportunities to develop, practice and demonstrate a wide array of skills and abilities.
Each day throughout our state, over 200,000 students are engaging in hands-on, experiential learning through afterschool programs that focus on technology, sciences, arts, and other areas that engage and interest them. Through programs like Youth in Government with the YMCA, First Robotics, Scouting, Renewable Energy Summer Camps at MSU with 4H and exploring career pathways at the C2 Pipeline at Wayne State University kids get excited, develop confidence and develop passions about their learning.

The Jackson Area Manufacturing Association has partnered with schools, community and industry members in the region to create opportunities in afterschool and summer as part of a comprehensive strategy to build a pipeline for manufacturing jobs in the region. These students are learning real skills, competencies and given the opportunity to apply knowledge and master skills learned in the classroom. These programs are helping them develop 21st century skills through opportunities for leadership, teamwork, critical thinking and problem solving.

Students from historically underserved backgrounds and low-income families especially benefit from these programs and help to level the playing field by making these experiences available to students who may otherwise not have access to them during the school day or on their own after school or in the summer.

C2 Pipeline at WSU is a 21st CCLC afterschool program exposing students to careers and awarding badges to students who demonstrate achievement. (Please see Attachment 2 to this briefing document.) They are able to earn a variety of badges aligned with career pathways that demonstrate the skills and experiences gained in the program. Likewise, First Robotics participants have earned over 15,000 badges in Machining, Programming, CAD, Electronics, Engineering Design and Partnerships and Leadership.

We know in our approach to solving some of the tremendous challenges we face in our education system that we need to create opportunities to nourish the whole child. Significant investments are being made in each end of the education spectrum from early childhood through college and career transitions. Investments in afterschool and summer learning programs need to be a documented part of every student’s educational experience.
Supporting and educating students requires acknowledgement of the entirety of their unique skills, abilities and experiences. That acknowledgement of the totality of a student’s competencies provides a currency that is only realized if those skills are seen and presented as a complete picture of the student and recognized.

**First Robotics: 15,000 + badges have been awarded**

Examples of Badge offerings in programs include:

- Machining
- Programming
- Communications
- Leadership
- CAD
- Electronics
- Engineering and Design Entrepreneurship
- Financial Literacy
- Biotech Med
- Forensic Science
- Green Architecture
Michigan Crossroads Council

The Boy Scouts of American and Michigan Crossroads Council is invested in introducing and preparing our Scouts for successful careers, also as lifelong learners. We already provide our Scouts and troops with a platform to track their Scouting experiences and badges digitally through a program called Scoutbook, but how do we enable them to share their achievements and learning with colleges, universities, and employers? A work-ready transcript promises to provide the technology bridge for sharing this good work. It takes a community to help parents raise a child, we're ready -- let's collaborate and get this done!

— Don Shepard, Scout Executive/CEO

Michigan’s Children

For young people who find themselves struggling to graduate in four years due to challenging life circumstances, including students experiencing poverty, foster care, homelessness, or juvenile justice, expanded learning opportunities through afterschool and summer learning programs take on critical importance in helping them build concrete skills, from teamwork to specific professional skills, while connecting them with college and career opportunities. Unfortunately, many of the valuable skills and experiences young people gain in these programs go unrecognized as evidence of their learning because they are not found on a transcript.

— Matt Gillard, President & CEO
The Michigan Seal of Biliteracy

The Michigan Seal of Biliteracy has been created to recognize high school graduates who exhibit language proficiency in English and at least one additional world language. The Seal may be awarded to any student receiving a high school diploma, a high school certificate of completion or a high school equivalency certificate and who has demonstrated Intermediate High proficiency on acceptable world language assessments. The Seal has been created to encourage students to study world languages and embrace their native and heritage languages. The Seal will provide employers with a way to identify individuals with strong language and biliteracy skills. The Seal may serve as an additional tool for colleges and universities to recognize applicants’ language abilities for admission and placement.

It’s about Career Readiness.

In a recent survey of U.S. employers, 66% reported valuing foreign language skills in the hiring process, and 41% reported giving preference to multilingual job candidates (Damari et al., 2017). In Michigan, international trade-related jobs grew 17% from 2004 to 2014 while total employment declined 1% (Business Roundtable, 2015). There is also a growing need for bilingual employees across a wide range of occupations, regardless of educational requirements or salary (New American Economy, 2017). The Michigan Seal of Biliteracy serves as an endorsement to employers that a high school graduate enters the workforce with highly desired skills in more than one language.

Source: [https://www.michigan.gov/mde/0,4615,7-140-81351-456570--,00.html](https://www.michigan.gov/mde/0,4615,7-140-81351-456570--,00.html)
Deploying Work-Ready Transcripts

This project proposes to provide the Michigan Center for Educational Performance & Information (CEPI) with three years of grant funding to establish work-ready transcripts.

Michigan’s Work-Ready Transcript
A statewide, comprehensive learner record of work-ready achievement for presenting meaningful credentials to employers and post-secondary institutions in support of competency-based, lifelong learning, and career-success.

1. Demonstrate Models of Work-Ready Credentials on Existing eTranscript Systems

2. Establish a Comprehensive Learning Record (CLR) infrastructure so any program, school districts, and eTranscript service can deliver work-ready transcripts.
Example 1: Enhanced College Transcript

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Course Title</th>
<th>GEN CRD</th>
<th>PTS R</th>
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<tbody>
<tr>
<td>Fall 1993</td>
<td>College of Business</td>
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<tr>
<td>Business Administration</td>
<td>AEC 101</td>
<td>3.50 A</td>
<td>12.00</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>MGT 412</td>
<td>2.20 A</td>
<td>12.00</td>
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<td>Summer 1994</td>
<td>College of Business</td>
<td></td>
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<td>AEC 201</td>
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Traditional Look with Links to “What was Learned”
Example 2: Competency-Based Transcript

Reimaged & Audience-Specific Rendering
Example 3: Global Experiential Transcript

Visual & Experiential
### Example 4: Talent 2025 – Employability Skills

<table>
<thead>
<tr>
<th>Basic Employability Characteristics</th>
<th>Core Employability Characteristics</th>
<th>Functional Skills</th>
<th>Critical Thinking</th>
<th>Information Skills</th>
<th>Communication</th>
<th>Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug-free</td>
<td>Physical</td>
<td>Work Ethic</td>
<td>Drive</td>
<td>Information Skills</td>
<td>Speaking</td>
<td>Listening</td>
</tr>
<tr>
<td>No criminal record that prohibits employment</td>
<td>Vision, Strength, Endurance, etc.</td>
<td>Adjustment</td>
<td>Analysis and Decision Making</td>
<td>Interpersonal Orientation</td>
<td>Communication</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td>Drug-free and able to pass a drug screen.</td>
<td>Physical abilities related to job performance (color vision for analogue plants, etc.)</td>
<td>Morality, Honesty, and Reliability</td>
<td>Judgment and Decision Making</td>
<td>Information Skills</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Drug-free and able to pass a drug screen.</td>
<td>Physical abilities related to job performance (color vision for analogue plants, etc.)</td>
<td>Dependability, commitment to doing the job correctly and carefully, and being able to work independently</td>
<td>Critical Thinking</td>
<td>Information Skills</td>
<td>Listening</td>
<td>Speaking</td>
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<tr>
<td>Drug-free and able to pass a drug screen.</td>
<td>Physical abilities related to job performance (color vision for analogue plants, etc.)</td>
<td>Personal Goal Setting, trying to succeed at high goals, and staying to be competent in one’s own work.</td>
<td>Quantitative thinking and use of mathematical methods</td>
<td>Information Skills</td>
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Date: March 4, 2020
To: Michigan House Oversight Committee
From: Matt Gillard, President & CEO
RE: Digital Credentialing

Thank you for the opportunity to provide testimony regarding the digital badging pilot. Michigan’s Children is an independent nonprofit dedicated to advocating for public policies in the best interests of children and families, from cradle to career, especially those who face significant challenges. We determine our priorities based on the lived experiences of children, youth, families, and those who serve them, as well as research, data, and policy analysis. During our 2018 youth-led candidate forums, our candidates fielded questions from middle- and high-school aged youth as well as adult education students which touched on the need to prioritize connecting young people with a number of skill-building and expanded learning opportunities.

For young people who find themselves struggling to graduate in four years due to challenging life circumstances, including students experiencing poverty, foster care, homelessness, or juvenile justice, expanded learning opportunities through afterschool and summer learning programs take on critical importance in helping them build concrete skills, from teamwork to specific professional skills, while connecting them with college and career opportunities. Unfortunately, many of the valuable skills and experiences young people gain in these programs go unrecognized as evidence of their learning because they are not found on a transcript.

The IMS Global Digital Credentialing project will help recognize all kinds of learning, including technology skills, teamwork skills, and more, on the transcripts of students. The work being done to make these connections will help increase the employability of Michigan’s growing workforce and help employers identify specific applicant skills. We believe that funding for this pilot is quite appropriate given the system-wide benefits, and potential benefits for educational equity, that this project will incur.

We thank you for the opportunity to share our testimony with your committee, and look forward to continuing to work with our elected officials to make public policy decisions in the best interests of children, youth, and families.
There is no badge available for this. Independent Study consists of tutoring/homework assistance.

### Digital Badges

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<th>Theme/Subject</th>
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### General Session SEL/Soft Skills

At least one activity within a theme/category must be done each Theme/Category. (https://www.exploring.org/activity-library/)

#### General Session

- **Science**
- **Business**
- **Health & Social**
- **Engineering/Technology**

### 2019/2020 C?=Pipeline Pathways

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<th>Business</th>
<th>Health &amp; Social</th>
<th>Engineering/Technology</th>
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<td>Liquid vs. Solids</td>
<td>Ballistics</td>
<td>Physical Properties of Glass</td>
<td>3-D Printing</td>
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<td>Acids and Bases</td>
<td>Physical Properties of Glass</td>
<td>UROV</td>
<td>Forensics Using Simulated Blood</td>
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<tr>
<td>Nuclear Science</td>
<td>Forensic Fire Debris Analysis</td>
<td>Forensic Science</td>
<td>2-D Printing</td>
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<td>Organelle Dissection</td>
<td>Drug Toxicology</td>
<td>Physical Properties of Glass</td>
<td>Bones and Joints</td>
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<td>Owl Pellet Dissection</td>
<td>Forensic Science</td>
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**STEM Lab Activities**

- Ballistics
- Physical Properties of Glass
- UROV
- Forensics Using Simulated Blood
- 3-D Printing
- 2-D Printing
- Bones and Joints

**2019/2020 C² Pipeline Pathways**
Digital Badges are a micro-credentialing tool that illustrates you have achieved a high level of proficiency in your chosen enrichment. The badges will appear on your transcripts, allowing colleges and potential employers to review your accomplishments and acquired skills.

WHAT ARE DIGITAL BADGES?

Each badge has its own set of activities, so time commitment varies. Generally, most badges require at least 10 weeks of participation. See your Site Coordinator for specific badge time requirements.

HOW LONG DOES IT TAKE?

For the badges listed in this catalog, you must first be a registered C2 Pipeline student, enrolled in the Business Pathway.

HOW DO I GET INVOLVED?

For questions about our program, call us at 313-577-1847 or email us c2pipeline@wayne.edu

Visit our home on the web at www.c2pipeline.wayne.edu

Wayne State University

C2 Pipeline is a Wayne State University College of Nursing S.T.E.M. Accredited and Certified Program

Funded by a 21st Century Community Learning Centers Grant through the Michigan Department of Education

Digital Badge Catalog

C2 Pipeline

Wayne State University
Students are assisted in applying to colleges and writing essays for acceptance. They learn how to apply for scholarships, grants and loans. They will also complete the FAFSA, learn how to write an essay for college and prepare their professional profile on LinkedIn. Students will understand how to complete a professional profile on LinkedIn, upload your resume, include a summary, join groups and add projects. The professional section is where students will include their achievements, work experience, and education. Students are assisted in applying for scholarships, grants and loans to colleges and universities, and writing essays for acceptance. They learn how to make these decisions and plan for their financial future.
Digital Badge Catalog

c2pipeline@wayne.edu
313-577-1847 or email us at c2pipeline@wayne.edu
Visit our home on the web at www.c2pipeline.wayne.edu

Digital Badges are a micro-credentialing tool that illustrates you have achieved a high level of proficiency in your chosen enrichment. The badges will appear on your transcript and potentially on your resume, allowing colleges and potential employers to view your accomplishments and acquired skills.

For the badges listed in this catalog, you must first be a registered C2 Pipeline student, enrolled in the Engineering-Technology Pathway. Alert your Site Coordinator that you want to work towards the digital badge that interests you. You can only work on one digital badge in this pathway at a time.

requirements:

- You will need to view your accomplishments and acquired skills in your chosen enrichment.
- Your Site Coordinator will work with you to determine the appropriate pathway for you.
- You must complete all requirements for the badge.

For questions about our program, call us at 313-577-1847 or email us at c2pipeline@wayne.edu.
**3D printing and modeling projects**

Empower students to take chances and make mistakes. Students will be introduced to 3D printing and learn how to create their own print files.

**Students harness the power of the sun by learning about and designing their own solar cars.** Students will also design and test several cars with various propulsion systems. They explore modifications that meet design objectives and improve performance.

**Students are introduced to the science of sound waves, use of industry standard recording equipment, experience with recording software and math involved with beats per minute.** Students will also gain experience with technology used in the growing field of sound.

**Girls Who Code helps girls work together to design and code prototypes and products that address the issues they care about.** Girls Who Code believes that all girls have the power to learn and love computer science.

**Electrical Engineering**

The basic principles of electricity and circuitry will be introduced. Students will learn about proper mechanics and packaging of electronic products. They will also learn the basic elements of electrical engineering while working together to design and build their own projects.

**Podcasts**

Produce podcasts and gain valuable experience in audio engineering through real-world projects. Learn the basics of podcasting, editing and promoting. Students will have the chance to create and improve their own podcast.

**Audio Engineering**

Performance optimization and improve understanding of industry-standard recording equipment. Students will also explore and test how sound waves are used in various fields.

**Alternative Transportation**

Learn how to create and print models and projects using 3D printing and modeling programs. Students will have the chance to explore and create projects that address transportation needs.

**Girls Who Code**

Girls Who Code helps girls work together to design and code prototypes and products that address the issues they care about. Girls Who Code believes that all girls have the power to learn and love computer science.

**Fashion Engineering**

Make technology accessible to everyone. Design and create new clothing and accessories that incorporate technology and fashion design. Students will have the chance to create and improve their own clothing and accessories.

**Computer Science**

Learn about computer science career pathways and how to create interactive experiences using HTML. By understanding how a website works, students will gain valuable experience in web development and programming skills.

**3D Printing & Design**

Introduce students to 3D printing and the ability to design and create physical prototypes of ideas. Students will have the chance to explore and create projects using 3D printing technologies.

**Green Architecture**

Explore the growth and use of renewable energy and green building practices. Students will investigate three types of heat transfer, explore rainwater harvesting systems and water purification systems. They will also explore the use of these systems in real-world applications.

**Bio Tech Med**

Explore the use of bio imaging and medical technologies. Students will be introduced to ways in which medical professionals use and develop new technologies.

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**Digital Badge Catalog**

Wayne State University

**C2 Pipeline**

Pathway: Human Services & Health

**University**

Wayne State University

**how do i get involved?**

Pathway: Health & Human Services

C2 Pipeline is a Wayne State University College of Nursing S.T.E.M. Accredited and Certified Program

Funded by a 21st Century Community Learning Center (CCLC) Grant through the Michigan Department of Education

Visit our home on the web at www.c2pipeline.wayne.edu

For questions about our program, call us at 313-577-1847 or email us at c2pipeline@wayne.edu

**how long does it take?**

For the badges listed in this catalog, you must first be a registered C2 Pipeline student. If you become interested in a particular badge, visit the web page for that badge and, if you are interested, alert your Site Coordinator that you want to work towards earning the badge. Your Site Coordinator will then provide you with more information about the requirements and expectations for that badge.

The badges will appear on your transcripts, allowing colleges and potential employers to review your accomplishments and acquired skills.

**what are digital badges?**

Digital Badges are a micro-credentialing tool that illustrates you have achieved a high level of proficiency in your chosen enrichment.

The badges will appear on your transcripts, allowing colleges and potential employers to review your accomplishments and acquired skills.

Your Site Coordinator can provide you with more information about the requirements and expectations for each badge.

Each badge has its own set of activities, so time commitment varies. Generally, most badges require at least 10 weeks of participation. See your Site Coordinator for specific badge time requirements.

For the badges listed in this catalog, you must first be a registered C2 Pipeline student, enrolled in the Health & Human Services Pathway. Alert your Site Coordinator that you want to work towards earning the digital badge that interests you.

**your blood, my blood**

Students will learn about the science of blood. They will participate in activities that study blood cells, the heart cycle, and even plan and facilitate a blood drive at their school.
Students are introduced to ways in which engineers use science and math to create technology capable of seeing inside the human body—bio imaging. Students will also explore and design prosthetic limbs to improve the quality of life for those with disabilities.

Students are engaged throughout this unit with various activities that explore optical illusions, color perception, color blindness, and diversity of vision across species. After examining the physical structure of the eye and the function of the visual system, students will determine the short-term and long-term effects of alcohol and the physical and chemical properties with which these effects occur. They will also learn how geneticists study differences among humans to explore the role of cancer.

Students who participate in this enrichment will complete hands-on activities to learn about their immune system and how it protects them from infections. They will also learn how geneticists develop practices that can aid the study of human diseases, by examining the relationship between basic science and personal and public health.

Students take on the role of crime scene investigators to solve a murder. They integrate math, science and language arts into the study of forensic science and associated health careers such as pathology and medical examiner. Students will learn the techniques of proper debate, including the true meaning of arguments, cross examination, evidence, fallacy, refutation, resolution and warrant. They learn all of this by completing hands-on projects that could assist them in saving a life.
Digital Badge Catalog

How Do I Get Involved?

What Are Digital Badges?

How Long Does It Take?

Wayne State University

C2 Pipeline

Visit our home on the web at www.c2pipeline.wayne.edu

Contact

Digital Badges are micro-credentials that

display proficiency in your chosen enrichment.

For the badges listed in this catalog, you must first be a registered C2 Pipeline student, enrolled in the Science Pathway.

Each badge has its own set of activities, so view your accomplishments and acquire skills.

The badges will appear on your transcript and

be shown on future employers.

In this pathway at a time, you can only work on one digital badge.

Alert your Site Coordinator that you want to earn rewards. If the badge you have selected is a Pathway Badge, you must first be a registered C2 Pipeline student.

For more information about our program, call us at 313-577-1847 or email us at c2pipeline@wayne.edu.

C2 Pipeline is a Wayne State University

Science Pathway

Certified Program

College of Nursing S.T.E.M. Accredited and

Funded by a 21st Century Learning through the Michigan Department of Education

Certified Program

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Pathway Science

C2 Pipeline

Wayne State University
STEM DEBATE

the spirit of inquiry and mathematical analysis and scientific method.

Science, and most especially science

The environment

STEM BUSTERS

associated with this use

brings together the gifts

the use of action after their

students will understand how

SCIENCE OF ALCOHOL

study of human dreams.

practices that can aid in the

how geniuses develop

human's joy. Why do we mean

students complete activities

HUMAN GENETIC VARIATION

learn how they work.

condition and connection—and.

Your gene family—on-again.

You will investigate the three

through the lens of this event.

and energy

THE ENVIRONMENT

protection and

students learn the principles

STUDENT EXPERIENCE

human brains.

the lens of this event.

students learn the principles

AFTERSCHOOL UNIVERSE

BIO TECHNOLOGY

into the power of other

Green Architecture

Science, and medical examination

such as pathophysiology, forensics

study of forensic science and

this scene and imagine what

FORENSIC SCIENCE

medicine, paper and post.

care with products like Hall

commercial engineers have improved

creating new products that improve

CHEMICAL ENGINEERING

Science and human issues such as

create human tissue cells to study

extend their hands-on

TECHNOLOGY

students will go

innovative solutions for the

students become chemists

students are introduced to the

HOME TECHNOLOGY

those with disabilities.

improve the quality of life for

students will also explore and

human body—bio imaging.

math to shape technology

students are introduced to ways in

BIO TECH MED

series of processes.

science of photography using
digital photography.

possible and applications of

students will learn the many

BASIC PHOTOGRAPHY

complex purposes.

photos that depict each of the

systems of capturing hands-on

and convey each of the body's

students will explore the

ANATOMY IN CLAY

and modeling the universe.

the elements of a realistic connections to

astronomy principles such as the

universe and beyond the solar

AFTERSCHOOL UNIVERSE

SECONDARY HEADING

Lorem ipsum dolor sit amet, consectetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis autem vel eum iriure dolor in hac habitasse platea dictumst. Donec sed odio porta. Morbi semper estSurvive the Elements

There are a few key things to

understand about the

elements that will

help you prepare. Here are

a few tips:

1. Water: Water is essential

for survival. It helps

regulate body temperature,

aid digestion, and carry

nutrients throughout the

body. Make sure to

drink plenty of water.

2. Fire: Fire is crucial for

survival. It can be used

to cook food, warm yourself,

and signal for help. It's

important to have a

fire starter or matches

with you.

3. Air: Air is necessary for

survival. It provides oxygen

for breathing and allows

your body to exchange gases.

Make sure you're in an

area where you can breathe

freely.

4. Soil: Soil is rich in nutrients

that plants need to grow

and produce food. If you're

in a survival situation, try to

find edible plants that can

be grown in the soil.

5. Agriculture: Agriculture is

the practice of cultivating

plants and animals for food.

In a survival situation, try

to find natural resources

that can be used for

survival.

Survival Gear

There are several types of

gear that can help you

survive in the wild.

1. Knife: A knife is a versatile

tool that can be used for

cutting, chopping, and

steering. It's also great for

defending yourself.

2. Map and Compass: A map

and compass are essential

for navigation. They help

you find your way and

stay on course.

3. First Aid Kit: A first aid kit

is crucial for treating

injuries and illnesses.

4. Emergency Blanket: An

emergency blanket can

help you keep warm in cold

weather.

5. Water Filter: A water filter

is essential for safely

drinking water in a

survival situation.

Survival Skills

There are several skills

that can help you

survive in the wild.

1. Fishing: Fishing is a great

way to get food. You can

find fish in rivers, lakes,

and streams.

2. Hunting: Hunting can be

dangerous, but it's a good

way to get food. Be sure

to follow local hunting laws.

3. Foraging: Foraging is the

practice of finding food

in the wild. You can find

plants and insects that are

eating and edible.

4. Building a Shelter: Building

a shelter is crucial for

staying warm and safe.

5. Making Fire: Making fire

is essential for cooking

food and staying warm.

Survival Tips

Here are some tips for

surviving in the wild.

1. Stay calm and focused.

2. Keep your body warm.

3. Stay on course.

4. Stay hydrated.

5. Stay away from danger.

In conclusion, survival

requires preparation and

knowledge. By learning

about the elements and

gear, you can improve your

chances of surviving in the

wild.

References:

http://survivallife.com/survival-tips/


Additional Resources:


Memberships, Extracurricular Activities, and Hobbies

**Voice of the Marching Captains** | *Other* | 2019 - Present
Announcer and voice for the Waterford Kettering Marching Band

**Link Crew Member** | *Other* | Sep 2018 - Jun 2020

**Oakland County Sheriff Cadet Program** | *Other* | 2017 - Present

**Waterford Kettering DECA Program** | *Other* | 2017 - Present

**Varsity Golf Team** | *Other* | 2016 - 2020

**Waterford Kettering Student Council** | *Other* | 2016 - 2017

**Waterford Kettering Volunteer** | *Other* | 2013 - 2015
From 6th to 8th grade volunteered at Waterford Kettering at all sporting events for set up and tear down

**Boy Scouts of America Exploring Program** | *Organization or Club*

Work Experience and Responsibilities

**Lunghamer Chevrolet** | *Porter* | May 2019 - Sep 2019
Worked as a car porter for the service department

**Waterford Kettering High School** | *High School Athletic Announcer* | Sep 2016 - Present
Am the Sports Announcer at all home games at Waterford Kettering high school for football, basketball, soccer and any other events which an announcer is needed

Accomplishments

**Decca State Competition - Top 5** | *Award or Honor* | Issued By: DECA | Issue Date: Mar 2020

**Waterford School District "Select 50"** | *Award or Honor* | Issued By: Waterford Kettering High School | Issue Date: Mar 2020

**Captain Varsity Golf Team** | *Award or Honor* | Issue Date: 2020

**DAR Good Citizen Award and Scholarship** | *Award or Honor* | Issued By: Daughters of the American Revolution | Issue Date: Dec 2019

**DECA Overall Project Finalist Winner** | *Award or Honor* | Issued By: DECA | Issue Date: Jun 2019

**Executive Producer of School's Broadcasting Program** | *Award or Honor* | Issue Date: Sep 2018
Education

Waterford Kettering High School | Expected Graduation: June 2020
Waterford, MI / United States of America

Test Scores

SAT Latest Score: 1010
  • Math: 530
  • Reading And Writing: 480

WORKKEYS Latest Score: -
  • Applied Mathematics: 5
  • Workplace Observation: 5
  • Reading For Information: 5

Badges

CPR/First Aid | C2 Pipeline | Awarded: Oct 2019
Anatomy in Clay | C2 Pipeline | Awarded: Mar 2020
Bio Tech Med (Biomedical Engineering) | C2 Pipeline | Awarded: Mar 2020
Youth Council Leadership Badge | C2 Pipeline | Awarded: Mar 2020
Community Apple Days 2019 | Awarded: Mar 2020
3D Printing and Design | C2 Pipeline | Awarded: Mar 2020
2019 Wayne State Warriors Summer Residential Program | IPE Camp | Awarded: Mar 2020
Lights On Afterschool 2019 | Awarded: Mar 2020
Bio Technology | C2 Pipeline | Awarded: Mar 2020
Chemical Engineering | C2 Pipeline | Awarded: Mar 2020
Computer Science, Code & Beyond | C2 Pipeline | Awarded: Mar 2020

Career Interests

• Broadcast and Sound Engineering Technicians
• Police Officers

Location Preferences

• Michigan