

The logo consists of the letters 'NAF' in a bold, green, sans-serif font. The letter 'A' is stylized with a thin green line that loops through it from the top right to the bottom left. The logo is centered within a white circle.

**NAF**

***Low Lift, High Impact:  
Turning NAF Expeditions  
into WBL Activities***

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**WEBINAR**



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## AGENDA

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- What are Expeditions?
- How many are there and what topics do they cover?
- How were they developed?
- How can Expeditions be turned into WBL activities?
- Demo
- Q&A





## WHAT ARE EXPEDITIONS?

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It's a learner-centered  
and career-connected  
authentic project  
learning experience  
that's intended to



energize learners to  
explore careers



inspire imagination  
and innovation





# LEAD YOUR LEARNING FRAMEWORK

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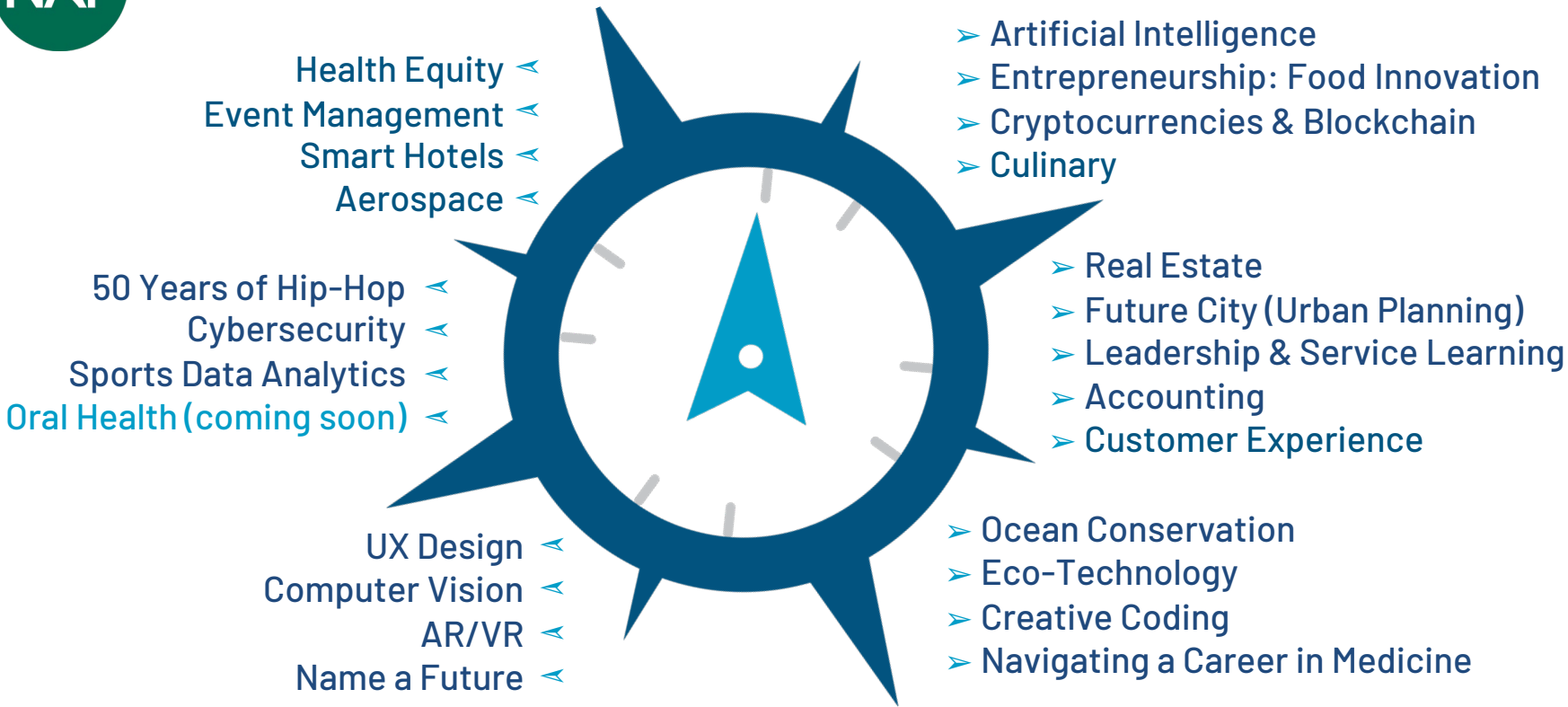
*Expeditions* encourage learners to deepen their knowledge, skills, and career identity through these four phases





# EXPEDITION TOPICS

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# EXPEDITION COLLABORATORS

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# ***EXPEDITIONS & WBL***

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**Expeditions are  
most effective if  
students connect  
with industry  
mentors who can**



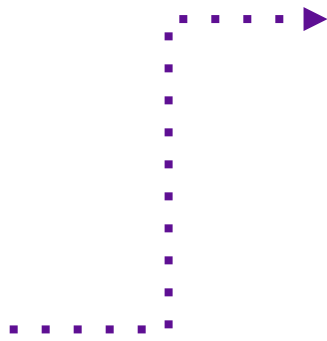
discuss and help identify  
real-world problems



provide direction as they  
ideate and iterate



offer ongoing feedback

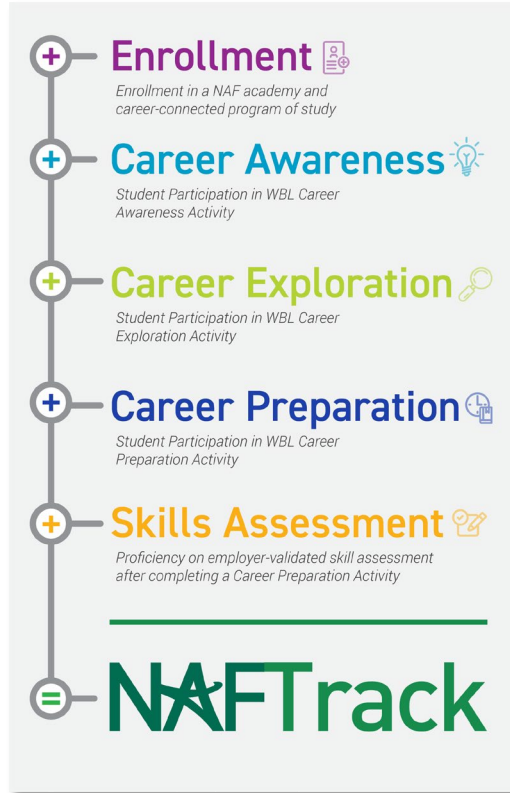




# HOW EXPEDITIONS CAN COUNT AS WBL

## What determines the WBL activity phase:

- Depth of involvement of the mentor(s)
- # of hours for the activity



**Partner  
Engagement  
Project**

**-or-**



**Mentored  
Industry Project**



## HOW EXPEDITIONS CAN COUNT AS WBL: PARTNER ENGAGEMENT PROJECTS

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- Less than 40 hours of total project time
- Mentor/partner provides guidance and feedback but on a limited basis
- Would count as a Career Exploration activity towards NAFTrack Certification





## HOW EXPEDITIONS CAN COUNT AS WBL: MENTORED INDUSTRY PROJECTS

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- At least 40 hours of total project time
- Mentor/supervisor provides thorough guidance and feedback
- Mentor/supervisor completes the Future Ready Skills Assessment
- Would count as a Career Preparation activity towards NAFTrack Certification (would need 2 @ at least 40 hours or 1 @ 80+ hours)

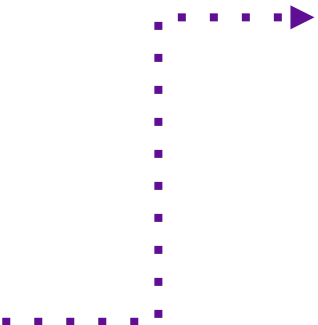




# CONNECTIONS TO THE ACADEMY ASSESSMENT

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**Expeditions support  
these academy  
practices and  
strategic actions  
identified in the AA**



- 1.2.** personalized learning environment
- 2.2.** support for learning\*
- 3.1.** authentic learning experiences
- 3.2.** NAFTrack Certification\*
- 4.1.** WBL\*

*\*if mentors/advisory board members provide support*

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***DEMO***

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# RESOURCES FOR LEARNERS

**FOR LEARNERS: ENGINEERING** 

**REFLECT** Gauge your skills and competencies. Knowing where you excel and where you can improve is a key part of being a learner and professional.

Use this tool to REFLECT on your professional competencies and Future Ready skills. Rate each one as Discovering, Developing, or Doing, and use your ratings as an invitation to STRETCH and grow in these areas. (It's OK to not be perfect at everything but do strive to hone each skill!)

You will rate yourself using this proficiency scale:  
 Discovering - I am learning more about this skill before I develop and do it!  
 Developing - I am working on this skill but still have room to grow.  
 Doing - I excel here and can show what I know!

ENGINEERING PROFESSIONAL COMPETENCIES & FUTURE READY SKILLS				
COMPETENCY & SKILL	DESCRIPTION	PROFICIENCY RATING		
		DISCOVERING	DEVELOPING	DOING
SCIENTIFIC FUNDAMENTALS	• Possesses a strong fundamental understanding of relevant scientific disciplines (e.g., physics, chemistry)			
ADAPTABILITY	• Possesses a strong fundamental understanding of relevant scientific disciplines (e.g., physics, chemistry)			
CREATIVITY	• Devises new ways to carry out tasks, solve problems, and meet challenges			
COMMUNICATION	• Expresses ideas effectively (verbal, non-verbal, and visual) and demonstrate active listening			
TEAMWORK	• Fosters an inclusive environment in which people are involved, valued, and have a sense of ownership			
FOCUS ON RESULTS	• Drive obligation to closure with precision to benefit the organization and every constituent			
EMOTIONAL INTELLIGENCE	• Uses and manages one's own emotions in positive ways to empathize with others, overcome challenges and defuse conflict			

Sources: Raytheon Technologies



student notebook

industry competencies



# RESOURCES FOR EDUCATORS

**IMPLEMENTATION GUIDE**

Welcome to the NAF Expeditions Implementation Guide! This resource equips educators with the necessary tools and strategies to seamlessly incorporate NAF Expeditions into their classrooms, fostering student engagement, critical thinking, and real-world problem-solving skills.

**TEACHER TIPS:** To obtain your copy of this document, go to File > Make a Copy for the Drive version, or go to File > Download to save to your desktop.

You can also view and easily navigate to the contents of this guide, click on the document icon on the far left to expand the outline.

**WHAT IS A NAF EXPEDITION?**

NAF Expeditions are student-led, career-connected projects that align with real-world challenges that professionals in the field are working to solve. They enable learners to identify passion projects and inspire them to imagine innovative solutions to everyday issues and are most beneficial in partnership with career experts.

This opportunity serves as the bridge between classroom and workforce, providing students with valuable skills and experiences that can help them succeed in their future careers - combining hands-on, authentic project learning, with career exploration and preparation. Industry professionals and mentors guide them in the development of skills and offer their feedback.

**WHAT IS AUTHENTIC PROJECT LEARNING?**

Project-based learning (PBL) and authentic project learning (APL) share similarities but differ in their emphasis on authenticity and real-world relevance.

PBL involves students working on a project that focuses on a central question or problem, allowing them to engage in hands-on learning, collaboration, and critical thinking. The project is often designed by the teacher and aligns with academic standards, but it may not necessarily be directly tied to real-world scenarios or contexts.

On the other hand, authentic project learning goes a step further by placing a strong emphasis on real-world authenticity. The projects in authentic PBL are designed to simulate or address genuine problems or situations found in the real world. They are often interdisciplinary.

implementation tools

**RUBRIC**

**NAF EXPEDITION RUBRIC**

The rubric and criteria address the student's presentation of ideas and their communication skills. Use the scoring spectrum to rate the student's presentation. (When you download this rubric, you can adjust it according to your students' needs, learning goals, etc.)

**SCORING SPECTRUM**

<b>EXCELLING</b> 10 points	<b>ACHIEVING</b> 9-8 points	<b>DEMONSTRATING</b> 7 points	<b>DEVELOPING</b> 6-4 points	<b>ATTEMPTING</b> 3-1 points
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CRITERIA	SCORE	COMMENTS
<ul style="list-style-type: none"> <li>Introduces team/self</li> <li>Uses a "hook" to engage audience (e.g., an image, anecdote, startling fact, or quote)</li> </ul>		
<ul style="list-style-type: none"> <li>Provides a summary of the identified problem, challenge, or issue</li> <li>Shows in-depth understanding of the specific problem and a target audience</li> <li>Shows how solution clearly addresses the problem and potential users</li> <li>Creates a solution that is unique or adds to an existing solution in a clever way</li> <li>Supports insights with evidence, details, and/or data</li> </ul>		
<ul style="list-style-type: none"> <li>Uses relevant evidence to support the potential impact of the idea</li> <li>Demonstrates use of an iterative process (refining, prototyping, or testing of idea) and how feedback informed final solution</li> <li>Clearly shows and explains the solution</li> </ul>		
<ul style="list-style-type: none"> <li>Presents in a clear and organized manner that serves the purpose of the message, context, and audience</li> <li>Engages audience through presentation format and visuals</li> <li>Maintains pace, volume, and vitality throughout presentation</li> <li>Uses appropriate word choice and grammar</li> <li>Represents ideas in an imaginative way</li> </ul>		

project rubrics





# WORK-BASED LEARNING RESOURCES

- For Educators
- Overview
- Get Started
- Outcomes Driven
- 6 Future Ready Skills
- Prepare for WBL
- Designing for Impact
- Plan and Implement WBL
- Prepare for Internships
- Tracking for Impact
- Customizable Templates

## MENTORED INDUSTRY PROJECT

**Mentored Industry Projects**

Mentored Industry Projects support student skill development and professional connections through authentic problem solving and mentoring practice. Explore these resources as you implement and facilitate...



## Resource Collection on ASH

### Future Ready Skills Assessment

**Directions**  
Evaluate and provide feedback on your student's skill level and development throughout the experience. Please be objective and candid in your assessment. Your responses will help the student identify their strengths and areas of improvement as they grow professionally.

**PART 1: HIREABILITY FRAMEWORK**  
Rate your student's performance on these key hireability skills. Select the appropriate agreement rating for each statement. If you did not observe a particular skill, please mark as "Neutral" and explain in the comment box. **Your submission of the Future Ready Skills Assessment is also the mechanism by which the student will receive credit for completing the experience.**

Collaboration	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Contributes to the work of the team and supports others					
Actively looks to resolve areas of disagreement or conflict through discussion					

Communication	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Actively listens to understand and asks clarifying questions					
Presents information in an organized manner that serves purpose of message, context, and audience					

Problem Solving	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Unpacks problems into manageable parts					
Generates multiple potential solutions to problems using relevant and factual information to guide decisions					
Identifies new and more effective ways to solve problems					

Initiative & Self-Direction	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrates receptiveness to performance feedback and adapts appropriately					
Stays calm, clear-headed, and unflappable under stress					
Works independently and seeks out information to complete tasks					

*Sample of Future Ready Skills Assessment*



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for all NAF Expeditions

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# ***ACTIVITY***





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