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Orientation Task 1 - ESSENTIAL SKILLS WALL CHART - Recommended



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking, Finding Information

Goal:

This task will provide students with information about Essential Skills. It creates an opportunity for them to reflect on their own learning. It will also open up a group discussion about Essential Skills.

When delivering this task explain the following:

- This task will be used at the end of **every** class
- Everyone will have the opportunity to identify the most important Essential Skill they developed or demonstrated in class

Facilitator Tips:

- ✓ Use this task as a “warm up” for the task called “**Essential Skills Checklist**”
- ✓ Ask for a student volunteer to check off the skills on the chart during the discussion
- ✓ Erase the chart after each class

Note: If this task is presented during the Orientation, it can be used to introduce the nine Essential Skills. It can also be used at the end of the Orientation session to assist students in identifying the Essential Skills they demonstrated during the Orientation. For example, during the Orientation students may demonstrate the skills:

- Reading Text – reading the Student Notes
- Document Use – completing a form or reading a bulleted list in a task
- Oral Communication – participating in a group discussion

In the blacksmithing classes that follow the Orientation you can use this task as an Essential Skills summary at the end of each day.

Orientation Task 2 - ESSENTIAL SKILLS CHECKLIST - Recommended



Reading Text, Document Use, Numeracy, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with information about Essential Skills and create an opportunity for them to reflect on their own learning. This exercise will also provide students with an opportunity to work independently on an assigned task.

When delivering this task explain the following:

- This task is completed individually at the end of each class
- The checklist will help them track the Essential Skills they demonstrated in class
- The checklist covers the entire course
- The checklist includes all nine of the Essential Skills
- The checklist will not cover every Essential Skills example, however there is space to add to the list

Facilitator Tips:

- ✓ Ask students to put this checklist at the back or front of their Student Notes so that it will be easy for them to find at the end of each class
- ✓ You may need to assist students individually with this task
- ✓ This task works well as a follow up to the “**Essential Skills Wall Chart**” task

Orientation Task 3 - ESSENTIAL SKILLS PROFILE REVIEW



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with information about Essential Skills. It will also provide information about the Essential Skills website and Essential Skills profiles. Finally, students are introduced to a resource to use in their career and job search.

When delivering this task explain the following:

- This course is not designed to train you to work as a Blacksmith
- It's not necessary to read the entire profile word for word. Scanning means running your eyes over the text quickly to locate keywords and find specific information needed to complete a task or make a decision.

Facilitator Tips:

- ✓ Offer to help students search the Essential Skills website individually whenever they have spare time
- ✓ If students are not familiar with scanning you could use the task in the Orientation section called “**Scanning**” as an introduction

Answers:

- How could reading Essential Skills profiles help you make a career decision or help you with your job search?

**The discussion might include; finding words to use on a résumé,
researching career options, identifying current skills, identifying skills they
wish to learn**

- It is important to lead a discussion about why students picked the three Essential Skills they did

Orientation Task 4 - GIVING AND RECEIVING FEEDBACK - Recommended

Document Use, Writing, Oral Communication

Goal:

This task will prepare students to give and receive constructive feedback.

When delivering this task explain the following:

- This task is designed to make giving and receiving feedback a bit easier

Facilitator Tips:

- ✓ Once students have created a list of things that will help them give and receive constructive feedback, post the list so that they can refer to it throughout the course

Answers:**Step One – Things to remember when giving and receiving feedback**

- Criticism – usually directed at someone - opinion or judgment of what is wrong or bad about somebody or something, pointing out faults – negative, judgmental, harsh, accusatory, stereotyping, disrespectful and may include put downs
- Constructive Feedback – done with someone – helpful opinions and informative. Not personal

Note: This task can be used on its own or in conjunction with the task called “**Present Your Work Daily**”.

Answers:**Step Two**

- Giving Feedback (some things students may consider):
 - Think about what you want to say before saying it
 - Ask yourself – will it be helpful?
 - Think about how you are feeling – e.g. if you have just had a disagreement with the person, or you are upset about something, wait until you have cooled down
 - Wait until you are asked before you provide your feedback
 - The most important thing is to maintain your relationship with the other person
 - Ask questions first
 - Be respectful
 - Point out the positives
 - Be supportive, direct and specific
 - Offer both positive and constructive feedback
- Receiving Feedback (some things students may consider):
 - Try to be open to hearing feedback from others – think about how you are feeling before responding
 - Listen to what is being said and if you are unsure, ask them to clarify
 - Hear the positives without trying to discredit them
 - Try not to justify or defend your work
 - Move on after you get the feedback – don't spend time worrying
 - Take time to think before you respond
 - Decide how and if you want to use the feedback
 - You may not like what you hear, or agree with what you hear, but you can still say thank you
 - Think about it after

Orientation Task 5 - USING THE INTERNET



Reading Text, Document Use, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use web browsers and search engines. They will also learn to bookmark a website. This exercise also provides students with an opportunity to work independently on an assigned task.

Facilitator Tips:

- ✓ Ask students about their computer skills
 - **Note:** Some students may require more assistance than others with computer related tasks
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the definitions in this task
- ✓ Ask students to work on their own to complete the steps in the task
 - If students have very limited computer skills you may consider working on this task as a group
 - Students can also work in small groups if they prefer
 - If you assign this task, students can work on it whenever they have time and access to a computer (in the classroom or at home)
 - If assigned, follow up with students individually to make sure the task has been completed
- ✓ Ensure that there are sites bookmarked on the classroom computer
- ✓ If possible, have two web browsers available. For example, Firefox and Internet Explorer

Orientation Task 6 - SCANNING



Reading Text, Document Use, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will prepare students to scan written text for information. It will also provide students with information about blacksmithing

Facilitator Tips:

- ✓ Discuss scanning before students begin this task
- ✓ Identify a time limit for completing this task
 - By providing a time limit on this task you will encourage students to scan the material
- ✓ Discuss scanning again after students have completed this task

Answers:

1. In what field did John Deere complete his apprenticeship?

He grew up in Vermont where he received a common school education and served a four-year apprenticeship learning the blacksmith's trade.

2. Why did cast iron plows not work in the Mid West?

The cast-iron plows they had brought with them from the East were designed for the light, sandy New England soil. The rich midwestern soil clung to the plow bottoms, and every few steps it was necessary to stop and scrape the soil from the plow.

3. What was John Deere's vow?

John Deere vowed: "I will never put my name on a plow that does not have in it the best that is in me."

4. How many plows did John Deer produce in 1868?

In 1868, Deere's business was incorporated under the name Deere & Company. By then, the company was producing over 13,000 plows per year in the largest plow factory in the western states.

5. What year did John Deer die?

He continued until his death in 1886.

Orientation Task 7 - ONTARIO SKILLS PASSPORT



Document Use, Oral Communication, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with an opportunity to use a computer and the internet. It will introduce students to a web resource that can help them with their career and job search.

When delivering this task explain the following:

- You may want to return to this site to do an assessment or develop a plan
- You may want to return to this site when you are starting your job search or developing your résumé

Facilitator Tips:

- ✓ Assist students in using the job bank to find job postings for their area
- ✓ Provide some printed examples of job postings as an introduction or as an alternative

Answers:

1. How could you use the information in these sites?

Developing a résumé and cover letter

Finding and identifying transferable skills

Exploring career options

2. How will your knowledge of Essential Skills help you with your job search?

Knowledge of Essential Skills and the information on the job postings can help you highlight your Essential Skills on your résumé and in interviews

Orientation Task 8 - CONTEST



**Reading Text, Document Use, Writing,
Thinking Skills: Critical Thinking**

Goal:

This task will encourage students to become aware of the role blacksmithing plays in their community. It also adds some friendly competition to the course.

Facilitator Tips:

- ✓ You will need to create and print ballots, create a ballot box and buy a prize
- ✓ Present this task early in the course so students can begin their search
- ✓ Set out the draw box and ballots at the start of each class so students can fill them in before the class starts
- ✓ Have the draw and the awarding of the prize on the final day

Example Contest Ballot:

Name:

What You Saw:

The Location:

FACILITATOR TASK SELECTION CHART

Orientation Tasks

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Essential Skills Wall Chart	R						
Task 2 Essential Skills Checklist	R						
Task 3 Essential Skills Profile Review							
Task 4 Giving and Receiving Feedback	R						
Task 5 Using the Internet							
Task 6 Scanning							
Task 7 Ontario Skills Passport							
Task 8 Contest							

Safety Task 1 - MATERIAL SAFETY DATA SHEETS - Recommended



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Finding Information

Goal:

This task will introduce students to Material Safety Data Sheets and the technique of scanning to find information.

Facilitator Tips:

- ✓ If students are not familiar with scanning you could use the task in the Orientation section called “Scanning” as an introduction to this task
- ✓ In addition to printing this task you will need to print a copy of the Material Safety Data Sheet example called “**MSDS Shielding Gas**”
 - The PDF “**MSDS Shielding Gas**” is a MSDS for an actual product, however it is not a product that students will be using in this course
 - Ask the blacksmith instructor for a copy of a MSDS for a product that students will be using in the course
 - Review this additional MSDS with students

Answers:

1. What would you do if this acid came in contact with your skin?
Immediately flush skin with plenty of clean running water for at least fifteen (15) minutes. Remove contaminated clothing and shoes. If irritation persists after washing, get immediate medical attention. Wash clothes before re-use
2. What would happen if you left it on your skin?
Burning, inflammation, blisters.
3. What are the ventilation requirements?
This product should be used in a well-ventilated area at all times. If the hydrochloric acid solution is to be heated or a mist will be generated during product application, then local exhaust ventilation will be necessary.

Safety Task 2 - SAFETY CHECKLIST - Recommended



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Goal:

This task will ensure that students have received the information they need to work safely.

Facilitator Tips:

- ✓ Present this task at the end of the Orientation
- ✓ You can also present this task at the end of the first blacksmith class, after the blacksmith instructor has delivered their safety session

Safety Task 3 - WEB SEARCH



Reading Text, Document Use, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task provides additional information about safety. It also provides students with the opportunity to demonstrate/develop their computer skills.

When delivering this task explain the following:

- It is possible to work on this task at home if you are interested in learning more about safety issues

Facilitator Tips:

- ✓ If you notice that a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task
- ✓ You may want to work with the whole group or have students work in small groups depending on computer availability and your timelines
- ✓ If you assign this task for students to work on independently, make a note to check-in during a future class to confirm that it has been completed

Safety Task 4 - WORKPLACE HEALTH AND SAFETY - Recommended



Reading Text, Document Use, Computer Use

Thinking Skills: Finding Information

Goal:

This task will provide information about general workplace safety. It will also introduce students to online resources.

When delivering this task explain the following:

- This site is designed for people starting out in their working career, however, it will be of interest to seasoned workers also - it is a good overview
- This is a long task so you could consider asking students to:
 - work on this task at home
 - return to this task when they have time available in class

Facilitator Tips:

- ✓ High speed internet access is important for this task
 - Recommend that students select the “Launch high speed” option
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - You could also refer them to the task called “**Using the Internet**” found in the Orientation folder

FACILITATOR TASK SELECTION CHART

Safety Tasks

Note: Although the safety tasks are in a separate section, they should be delivered during the Orientation. This will ensure that students have some safety information before their first blacksmithing lesson. They will also know what to wear to their first class.

Note: Explain to students that this is an introduction to safety. The arts instructor will cover safety in more detail in the first class.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Material Safety Data Sheets	R						
Task 2 Safety Checklist	R						
Task 3 Web Search							
Task 4 Workplace Health and Safety	R						

Initial Stage Task 1 – PROGRESS EVALUATION

**Document Use, Oral Communication, Computer Use****Thinking Skills: Decision Making, Critical Thinking, Finding Information**

Goal:

This task will provide students with the opportunity to evaluate their own progress, set goals and revisit timelines. It also provides a list of activities to choose from if they have any spare time in class.

When delivering this task explain the following:

- This task could be used in every class; therefore it is best if a copy is placed at the front or back of the Student Notes
 - This will make it easier to find

Facilitator Tips:

- ✓ Use this task if students are falling behind schedule
- ✓ Use this task if students are not sure what to do with their spare time
- ✓ Work with students individually on this task if you notice anyone having trouble managing their time
- ✓ Post a list of things students can do if they need a break from their work

Initial Stage Task 2 – PRESENT YOUR WORK – DAILY - Recommended

Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to reflect on the piece they are creating and begin planning their next steps. It will also give them the opportunity to develop skills in giving and receiving feedback.

Note: The task called “**Giving and Receiving Feedback**” in the Orientation section will prepare students for this task. You may want to ask the blacksmith instructor to co-facilitate this task.

When delivering this task explain the following:

- This task is completed at the end of **each** class
- This task uses the list that was developed when the task called “**Giving and Receiving Feedback**” was completed
 - If the task called “**Giving and Receiving Feedback**” was not completed, facilitate a general discussion about giving and receiving feedback before delivering this task
 - If the task “**Giving and Receiving Feedback**” was completed, the list should be posted in the classroom
 - Direct students to this list before starting this task
- If a copy of this task is filed at the front or back of the Student Notes, it will be easier to find at the end of each class

Facilitator Tips:

- ✓ Facilitate this task, ensuring that it is a safe and positive experience for all participants

Initial Stage Task 3 - BC and AD

**Reading Text, Document Use, Numeracy, Oral Communication**

Goal:

This task will provide students with the opportunity to reflect on historical time periods and consider the age of the blacksmith tradition.

Facilitator Tips:

- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction

Answers

- The beginning of the Bronze Age: 3,300 BCE + Current Date
- The start of the Iron Age: 1200 BCE + Current Date
- The end of the Iron Age: 550 BCE + Current Date

Initial Stage Task 4 – TERMS AND DEFINITION MATCHING



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making

Goal:

This task will provide students with an introduction to some of the terms they will use in this course. It is also an opportunity to work with a partner

When delivering this task explain the following:

- You may not know all the words but try to complete the task using the process of elimination
- This is not a test

Facilitator Tips:

- ✓ This will work well as a warm-up exercise
- ✓ Work in partners or as an entire group if you feel this task will be difficult for some students
- ✓ You may need to provide assistance as people work

Terms and Definitions Matching Answers:

<i>Definnition</i>	<i>Matching #</i>	<i>Term</i>
1. A term used to describe rock from which metals can be extracted.	10	Alloy
2. A piece of equipment used to heat metal.	6	Metallurgy
3. A term that describes a metals ability to be liquefied or melted together.	14	Ferrous
4. The process of melting rocks so that the metal separates.	1	Ore
5. A term that means to expand, widen or enlarge.	5	Dilation
6. This term means the study of metals.	7	Contract
7. Shrink or reduce.	3	Fusible
8. A term used to describe something that has the ability to return to its original shape.	12	Welding
9. A term used to describe something that light can't go through.	16	Malleability
10. The result of combining one metal with another metal(s) or non-metallic material(s).	17	Ductility
11. Transmit energy such as heat, light, sound or electricity.	8	Elasticity
12. Joining pieces of metal by melting the metal together.	4	Smelting
13. A substance that is made entirely from one type of atom.	2	Forge
14. A term used to describe metal that contains iron.	15	Fracture
15. To separate an object into two or more pieces by placing stress on the object.	13	Element
16. The ability of something to change shape without breaking or cracking.	9	Opaque
17. The ability of something to stretch without breaking – hammered into thin sheets or drawn into wire.	11	Conduct

Initial Stage Task 5 - BLACKSMITH RESEARCH ASSIGNMENT

**Reading Text, Document Use, Oral Communication, Writing, Computer Use****Thinking Skills: Decision Making, Critical Thinking**

Goal:

This task will provide students with the opportunity to use a number of resources to research information. The research topics will focus on some aspect of blacksmithing. Each student will also present their findings to the group.

Note: There are several research and presentation tasks in this course; they vary in topic, complexity and length. This is the longest and most complex task.

Facilitator Tips:

- ✓ Schedule student presentations
 - Ensure that they have enough time to do their research
- ✓ Discuss the research and presentation steps as a group
- ✓ Offer individual support and guidance
- ✓ Have a list of research topics ready in case the group has trouble brainstorming the topic list
 - E.g. types of metal, blacksmith history, a blacksmith techniques or a blacksmith tools
- ✓ Have a list of resources ready in case the group has trouble brainstorming a list of possible resources
 - E.g. the library, the internet, online blacksmith videos, asking the blacksmith instructor

Presentations:

- ✓ Check-in with each student individually to make sure that they are ready to make their presentation
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task
- ✓ Have students present the information they researched
- ✓ Remind students to take notes as others present

Note: If a student has not completed their research you may want to put the presentations off until the next class. It is important that no group member feels embarrassed if they have not completed their research but it is also important that they do the assigned task. You may need to meet with students privately to identify barriers they may be facing.

Initial Stage Task 6 – GRAMMAR

**Reading Text, Document Use, Oral Communication****Thinking Skills: Decision Making, Critical Thinking**

Goal:

This task is meant to be a fun exercise. Although it provides students with the opportunity to think about nouns and verb, it is more an opportunity to discuss the challenges of learning the English language. It also provides the opportunity for the group to work together on a task.

When delivering this task explain the following:

- This is not a test

Facilitator Tips:

- ✓ This is a good task to use as a warm-up exercise
- ✓ Facilitate this task, as a whole group so that people are not feeling pressure to get the answers correct on their own
- ✓ Discuss the definitions before moving on to the checklist
- ✓ Have people refer back to the definitions to help them complete the checklist
- ✓ You can shorten this task by only printing the first page
 - You can then discuss other homonym examples as a group

Answers:

Word	Type
He forged a piece of steel. He put the steel in the forge to heat it. He kept all of his tools in his forge .	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
She put her tools down . When it's cold she wears a down jacket.	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
They saw a bear in the woods. The ground was bare .	<input type="checkbox"/> Homonym <input checked="" type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
His wound was infected. He wound the bandage tighter.	<input type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input checked="" type="checkbox"/> Homograph/Heteronyms
He finished his first project early. It was tool early to project how long it would take.	<input type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input checked="" type="checkbox"/> Homograph/Heteronyms
Wave your hand. The wave crashed on the shore.	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
He watched the dove at the feeder. He dove for cover.	<input type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input checked="" type="checkbox"/> Homograph/Heteronyms
She led the hike. They removed the lead pipe.	<input type="checkbox"/> Homonym <input checked="" type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
He had to wind up the wire. He stood outside in the wind .	<input type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input checked="" type="checkbox"/> Homograph/Heteronyms
He got his fishing pole . He climbed the hydro pole .	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
They found a bat in the forge. He learned to bat the ball.	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
She bought a pair of work boots. She ate a pear on her break.	<input type="checkbox"/> Homonym <input checked="" type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
He went to the sea to collect shells. She came to see what all the noise was about.	<input type="checkbox"/> Homonym <input checked="" type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms
Row the boat. Knit a row .	<input checked="" type="checkbox"/> Homonym <input type="checkbox"/> Homophone <input type="checkbox"/> Homograph/Heteronyms

Initial Stage Task 7– HAMMER PRACTICE

**Reading Text, Document Use, Numeracy, Oral Communication**

Goal:

This task is an introduction to hammering techniques.

When delivering this task explain the following:

- You will become tired hammering all day so it is important to follow all safety recommendations
- Hammering is not about strength, it's about accuracy

Facilitator Tips:

- ✓ You will need to have the materials ready for this task as well as a classroom large enough for people to hammer safely
- ✓ Review the hammering information found in the safety section of the Student Notes
 - You can do this as a group or direct students to review the section on their own
- ✓ You can present this task as a contest
 - You will need a prize
 - You will need a system for tracking the winners e.g. start when you give a signal and show they are finished by putting their hammer down
- ✓ Recommend people wear ear protection

Initial Stage Task 8 - PLANNING



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

Students will have the opportunity to outline a plan and work as a group.

Note: This task works well as a fun warm up exercise. It can also lead to a group discussion about planning, sketching/drawing and communicating.

Facilitator Tips:

- ✓ Print a copy of the “**Planning Steps Checklist**” found at the end of this file
- ✓ Encourage student to use at least one sketch
- ✓ Discuss the results of missing one of the steps
- ✓ Optional: You could divide the group into two, have each group complete the task and then have them share their results

Answers:

Step Three: Optional discussion topics

Step-by-step instructions can help you communicate with others

Review the Activities sections of your Student Notes

It provides the steps for several projects

This type of exercise can help you work out your thoughts before you begin

It is important to consider all the steps in a project because missing one can be significant

This process could be helpful on the job if you had to train new people

PLANNING STEPS CHECKLIST

Depending on the steps you took, you may not need all the things on this list or need them in the order they are listed here. However, this checklist has been included as a reference point.

Tools: Did you include a:

- | | |
|--|--|
| <input type="checkbox"/> frying pan
<input type="checkbox"/> lid
<input type="checkbox"/> bowl
<input type="checkbox"/> spatula
<input type="checkbox"/> whisk/fork/spoon
<input type="checkbox"/> measuring spoons | <input type="checkbox"/> measuring cups
<input type="checkbox"/> grater
<input type="checkbox"/> knife
<input type="checkbox"/> stove and/or oven
<input type="checkbox"/> clock/timer
<input type="checkbox"/> towel/dishcloth |
|--|--|

Ingredients: Did you include:

- | | |
|--|--|
| <input type="checkbox"/> eggs
<input type="checkbox"/> milk
<input type="checkbox"/> butter/oil
<input type="checkbox"/> cheese | <input type="checkbox"/> mushrooms
<input type="checkbox"/> spices – salt /pepper |
|--|--|

Details: Did you include:

- | | |
|---|---|
| <input type="checkbox"/> the amounts of each ingredient E.g.
2 tbsp butter
12 eggs
<input type="checkbox"/> the stove and/or oven temperature
<input type="checkbox"/> cooking times in minutes | <input type="checkbox"/> sizes for the mushroom pieces
<input type="checkbox"/> information about how to tell if it is done
<input type="checkbox"/> information about how it will look
<input type="checkbox"/> any sketches (steps or end product)
<input type="checkbox"/> safety tips |
|---|---|

Step-By-Step Instructions: Did you include:

- | | |
|--|---|
| <input type="checkbox"/> getting out all the tools
<input type="checkbox"/> cleaning and cutting the mushrooms
<input type="checkbox"/> grating the cheese
<input type="checkbox"/> cracking the eggs
<input type="checkbox"/> adding the milk
<input type="checkbox"/> adding spices
<input type="checkbox"/> beating the egg mixture
<input type="checkbox"/> heating the butter/oil
<input type="checkbox"/> adding the egg mixture | <input type="checkbox"/> setting the timer
<input type="checkbox"/> watching the pan
<input type="checkbox"/> adding cheese
<input type="checkbox"/> flipping the omelet
<input type="checkbox"/> if you were using an oven:
<input type="checkbox"/> when to turn it on
<input type="checkbox"/> what temperature
<input type="checkbox"/> how long
<input type="checkbox"/> checking to see that it is done
<input type="checkbox"/> serving |
|--|---|

TASK 9 - BLACKSMITH - VIDEOS



Reading Text, Document Use, Writing, Computer Use, Oral Communication

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use a computer and the internet. It will also provide them with experience accessing online videos.

When delivering this task explain the following:

- ✓ This task offers two options, however both options are recommended if there is time

Facilitator Tips:

- ✓ This is a good task to present to students early in the course so they can work on it whenever they have time
- ✓ You will need access to a computer with high speed internet
- ✓ Bookmark the links listed in this task before delivering the task to students
 - This gives you the opportunity to check that each link is still active
- ✓ If you have time, you may want to search for additional video links to add to this task
 - Ask the blacksmith instructor if they can recommend any video links
- ✓ If you assign this task for students to work on independently, make sure you check-in to confirm that it has been completed
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task

Initial Stage Task 10 - RUST EXPERIMENT

**Reading Text, Document Use, Numeracy, Oral Communication**

Goal:

This task is just a fun exercise to demonstrate how quickly rust can occur and to draw attention to the need for protecting their finished piece.

Facilitator Tips:

- ✓ Have all the material for this task ready ahead of time
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction

Initial Stage Task 11 - PRINTING A FILE



Reading Text, Document Use, Oral Communication, Computer Use
Thinking Skills: Finding Information

Goal:

This task will provide students with the opportunity to use a computer, printer and MS Word.

When delivering this task explain the following:

- In Word you will find folders and files
 - A file is a document – text file
 - A folder contains a collection of files, grouped together

Facilitator Tips:

- ✓ You will need to set up this task before delivering it to the group
 - Check the version of Microsoft Office installed on the classroom computer (this may change this task considerably)
 - Confirm access to a printer
 - Check that there is a shortcut to “My Documents” on the Desktop
 - Create a folder called “Blacksmith” in “My Documents”
 - Copy the file called **“Printable Metric Conversion Chart and Table”** to the folder you have created
 - An electronic copy of this file called **“Printable Metric Conversion Chart and Table”** can be found in the **“Initial Stage Tasks”** folder
- ✓ Present this task to the whole group
 - It is assumed that if students need this task they have limited computer skills
- ✓ Sit at the computer and have students read out the steps for you to follow
 - You can also ask for a volunteer to demonstrate this task as you read the steps

Note: This task uses a version of Word that may be different than the one you are using. If it looks different on your screen, spend some time with the software until you are able to print a file at least two different ways.

Initial Stage Task 12– DISCUSSION – WORKING IN A TEAM



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will provide students with an opportunity to reflect on their past experiences as a member of a team. This discussion is designed to prepare students to work together.

Facilitator Tips:

- ✓ If you feel it would be helpful, you can have a volunteer keep a list of responses when the group is discussing what is important to them when they are working in a team
 - This list can be posted or photocopied and handed out to the group

Answers:

- Students may state that it is important to them that they all:
 - respect each other's opinions
 - meet deadlines and commitments
 - compromise

FACILITATOR TASK SELECTION CHART

Initial Stage Tasks

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Progress Evaluation							
Task 2 Present Your Work Daily	R						
Task 3 BC and AD							
Task 4 Terms and Definitions Matching							
Task 5 Blacksmith Research Assignment							
Task 6 Grammar							
Task 7 Hammer Practice							
Task 8 Planning							
Task 9 Blacksmith Videos							
Task 10 Rust Experiment							
Task 11 Printing a File							
Task 12 Discussion – Working in a Team							

Mid Stage Task 1 – HEATING METAL

Reading Text, Document Use, Oral Communication

Thinking Skills: Finding Information

Goal:

This task will provide students with the opportunity to use the temperature chart in their Student Notes. It will also reinforce the importance of watching for colour changes in the metal they are heating.

Answers:

- Put the colours in order from 1 (coolest) to 6 (hottest)

1- Dark Red**2 - Cherry Red****3 - Light Red****4 - Orange****5 – Yellow****6 - White**

- You will want the metal to be orange (1000 °C) or yellow (1100 °C)

Colour and Temperature Chart:

	°C	°F
black	426	>800
red	500	932
brown red	550	1022
dark red	680	1256
cherry	800	1472
light red	900	1652
orange	1000	1832
yellow	1100	2012
pale yellow	1200	2192
white	1400	2552

Mid Stage Task 2 - LABEL IMAGE



Reading Text, Document Use, Writing, Oral Communication
Thinking Skills: Critical Thinking

Goal:

Students will have the opportunity to identify tools and equipment in a traditional blacksmith forge. This task also introduces a discussion about safety.

Answers

- Tools and equipment: bellows, forge, chimney, water bucket, coal, anvil, tongs, sledge hammer, cross-peen hammer, punch tools or chisels
- Missing safety items – while they are wearing aprons they are missing goggles, gloves, work boots and long pants and shirts

Mid Stage Task 3 - POEM ANALYSIS



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task introduces the poem “The Village Blacksmith”. It also introduces a discussion about the history of blacksmithing.

When delivering this task explain the following:

- This poem was written a long time ago so the English is old

Facilitator Tips:

- ✓ You have three options for presenting this task
 - Have each person read the poem on their own
 - Read it as a group
 - Listen to it on YouTube
- ✓ Only use this task if you think it will be of interest to your group

Answers: Discussion Points

1. What is the poem about?
 - Daily life of a Blacksmith
 - The qualities of the Blacksmith
2. Would you say the Blacksmith was a role model in his community?
 - Role model – balancing family and work and community
 - The common man
 - Admired/Leader
3. How are the chestnut tree and the Blacksmith similar?
 - Rooted in the community
 - Strength

4. What qualities/traits/values did this Blacksmith demonstrate?

- Strength
- Hard work/worked with his hands
- Didn't owe money
- Single father
- Church going
- Completes his work
- Independent/Modest/Thorough

5. What tools are mentioned?

- Bellows
- Sledge
- Forge
- Anvil

Mid Stage Task 4 - PRICING A FORGE

**Reading Text, Document Use, Numeracy, Oral Communication, Computer Use****Thinking Skills: Decision Making, Critical Thinking, Finding Information**

Goal:

This task will provide students with an opportunity to use the internet to research equipment and prices. It also provides an introduction to product evaluation and price comparison.

Facilitator Tips:

- ✓ You could deliver this task earlier in the course if there is time
- ✓ Work as a group
- ✓ Do a search for these products before delivering this task
 - This will prepare you with some resources ahead of time
 - It will also allow you to experience any challenges students may face

Note: You will need to work with the blacksmith instructor to gather information. They may have web links, catalogues and other resources that they can share.

Mid Stage Task 5 – PROBLEM SOLVING



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Problem Solving, Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to develop their problem solving skills.

When delivering this task explain the following:

- Half the class will look at scenario one and the other half of the class will look at scenario two

Facilitator Tips:

- ✓ Read the scenarios before delivering this task
 - One of the topics may be sensitive if the group has had a similar experience to the one outlined in the task
 - You may want to make some changes to the scenarios or create your own
- ✓ Guide the movement of students in this task between individual work, small group work and the large group discussion

Answers: Discussion Points

- Did you think about your options?
- Did others identify different options?
- What steps did you take to decide on the three options?
- What would you try first?
- Discuss other problems that have come up in the blacksmith course related to the actual metal work
 - What were the solutions?

Mid Stage Task 6 - THINKING SKILLS

**Reading Text, Document Use, Writing, Oral Communication****Thinking Skills: Problem Solving, Decision Making, Critical Thinking**

Goal:

This task will provide students with the opportunity to practice the Essential Skills called “Thinking Skills”

When delivering this task explain the following:

- Thinking Skills include Problem Solving, Decision Making, Critical Thinking, Job Task Planning and Organizing, Significant Use of Memory and Finding Information
- This task will focus on the first three
- When you are answering the Critical Thinking question, consider the words assess, evaluate, compare and analyze.

Possible Answers:

1. Problem Solving:
 - You could share space, find a blacksmith to work for, save for the tools, go to auctions and antique stores, set up your own home blacksmith shop using second hand materials
2. Critical Thinking:
 - Assess the market to determine what people will pay
 - Research the selling price for similar products
 - Evaluate your work
 - Compare your work to the work of your competitors
 - Numeracy: Calculate material costs and Estimate labour costs
 - Evaluate the time it took you to produce the product

3. Decision Making: selling

- At shops e.g. consignment shops
- At shows e.g. Home Shows
- At fairs
- In your home workshop
- On the Internet

Consider:

- Costs, e.g. commission, gas, shipping
- How quickly you can produce the product
- Seasonal sales

Discussion Points

- When you are solving a problem you are also making a decision because you are deciding which solution to use
 - For example, if your car breaks down during this course (problem) you will need to decide whether to find a ride, ride your bike, take the bus or take a taxi (decision)
- You are not always solving a problem when you are making a decision
 - For example, deciding which piece you are going to make in this course is not a problem, it is just a decision
- Critical Thinking is not usually triggered by a problem although you may need to think critically about your options before making a decision.

Note: You could also discuss examples of problem solving, critical thinking and decision making that people have demonstrated in this course.

Mid Stage Task 7– ROUNDING DECIMALS



Reading Text, Document Use, Numeracy

Goal:

This task will provide students with information about rounding decimals. This will prepare them to complete some of the other math related tasks in this course.

Facilitator Tips:

- ✓ Review the example calculation before delivering this task
 - This will prepare you to answer questions from students
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Review the example calculations with students
- ✓ Review the answers with students to ensure that they understand how you arrived at the answer

Answers:

- Round the following numbers to two decimal places:

4.73

22.57

1.88

0.15

Mid Stage Task 8 – IMPERIAL TO SI (METRIC)



Reading Text, Document Use, Numeracy, Computer Use

Goal:

This task will provide students with information about both Imperial and SI (Metric) systems of measurement. Formulas will be provided to help students convert from one system to another. Internet conversion tools are also presented.

Facilitator Tips:

- ✓ Review the formula charts, the example calculations, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Bookmark the link to the internet based conversion tool before delivering this task
 - You may want to find an alternative internet based conversion tool
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Review the example calculations with students
 - Review the answers with students to ensure that they understand how you arrived at the answer
- ✓ Discuss how moving between centimetres to millimetres involves moving the decimal point over one - because it is a unit of 10
 - Use the “**Imperial and SI (Metric) Reference Chart**” to demonstrate this point
- ✓ Discuss that it will be helpful to know that 1 inch = 2.54 cm or 25.4 mm
- ✓ Remind people to watch for directions such as round your answers to three decimal places

Note: Answers may vary depending on rounding. Answers may also vary depending on the method used. For example if a student uses the “**Imperial and SI (Metric) Reference Chart**” their answer will be $\frac{1}{2}$ but if the student uses the “**Formulas for Converting Between SI and Imperial**” their answer will be .5.

Answers:

***Step One:* (First set of Task Steps)**

- Conversion Problems (rounding to one decimal place)

$$\mathbf{.45 \text{ meters} \times 3.3 = 1.5 \text{ feet}}$$

$$\mathbf{4 \text{ inches} \times 2.54 = 10.2 \text{ centimeters}}$$

$$\mathbf{1 \text{ inch} \times 25.4 = 25.4 \text{ millimeters}}$$

$$\mathbf{6 \text{ feet} \times 30.48 = 182.9 \text{ centimetres}}$$

$$\mathbf{+ 3 \text{ inches} \times 2.54 = 7.6 \text{ centimeters}}$$

$$\mathbf{= \text{total of } 190.5 \text{ centimeters}}$$

***Step Three:* (First set of Task Steps)**

- The internet is usually easier but you won’t always have access to a computer
- If your answers are different it may be because of rounding

Step One: (Second Set of Task Steps)

Find the Missing Measurement

Encourage students to use the “**Imperial and SI/Metric Reference Chart**” to find the Imperial measurements.

Inches (Imperial)	Centimetres (Metric/SI)	Millimetres (Metric/SI)
8/16 inch	1.27 cm	12.7 mm
¼ inch	0.635 cm	6.35 mm
1 inch	2.540 cm	25.4 mm
2/4 = ½ inch	1.27 cm	12.7 mm
¾ inch	1.905 cm	19.05 mm
1/16 inch	0.157 cm	1.575 mm
1 ½ inch	3.81 cm	38.1 mm
136.5 inches (137.795 by computer)	350 cm	3500 mm

Mid Stage Task 9 – READING A RULER

**Reading Text, Document Use, Oral Communication, Numeracy**

Goal:

This task will provide students with the opportunity to use a ruler and/or a tape measure. It will introduce students to the differences between Imperial and SI (Metric) measurements.

Facilitator Tips:

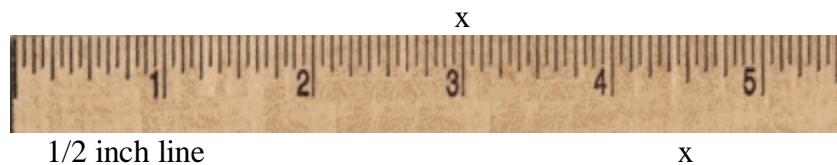
- ✓ Review the charts, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Provide time for students to read the introduction to this task or read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ If you are supplying tape measures or rulers, try to find one dedicated to Imperial and one dedicated to SI (Metric)

Answers:***Step Three:***

- Place an x above the 3 centimeter line
- Extend the 5 millimeter line to the bottom of the ruler
- Place an x under 4.5 centimeters

***Step Four:***

- Place an x above the 3 inch line
- Extend the $\frac{1}{2}$ inch line to the bottom of the ruler
- Place an x under $4\frac{1}{2}$ inches

***Step Five:***

10 mm or 10 cm

75 mm or 5 cm

100 mm or 12 cm

1/4 inch or 3/8 inch

1/3 inch or 1/6 inch

8/16 inch or 3/4 inch

Step Four:

10 mm or 10 cm

75 mm or 5 cm

100 mm or 12 cm

1/4 inch or 3/8 inch

1/3 inch or 1/6 inch

8/16 inch or ¾ inch

Mid Stage Task 10 – ORDERING DECIMALS

**Reading Text, Document Use, Numeracy, Oral Communication**

Goal:

This task will provide students with the opportunity to learn about decimals. They will gain experience in ordering decimals from largest to smallest. They will also identify which decimal is the largest.

Facilitator Tips:

- ✓ Review the example calculations and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Provide time for students to read the introduction to this task or read it as a group
- ✓ Facilitate a group discussion around the introduction

Answers:***Step One: Decimal Ordering***

Whole #	Decimal Point	Tenths	Hundredths	Thousands
1	.	7	0	0
1	.	5	0	0
0	.	7	6	0
0	.	7	1	0
0	.	5	0	0
	.	3	6	9

Step Two:

	Greater than > Less than < Equal to =	
3.5	Equal to	3.50
6.5	Less than	6.67
0.88	Greater than	0.445
0.867	Less than	0.944
0.766	Equip to	0.7660
1.339	Less than	1.39

Step Three:

When would you use decimals in blacksmithing?

- ✓ Measurements in SI (Metric) decimals
- ✓ Reading blueprints
- ✓ Buying materials

Mid Stage Task 11 – HOME WORKSHOP



Reading Text, Document Use, Writing, Numeracy, Oral Communication, Computer Use

Thinking Skills: Decision Making, Critical Thinking, Finding Information

Goal:

This task will provide students with the opportunity to use a computer and the internet. They will research the cost of the various items they will need if they decide to work on blacksmithing at home. They will also have the opportunity to compare products and do minor calculations. Finally, they will present their finding to the group.

Note: You may need to work with the blacksmith instructor to deliver this task.

Facilitator Tips:

- ✓ Post or circulate a product research sign-up sheet at the start of the class
 - ✓ A copy of an example sign-up sheet can be found at the end of this task
 - ✓ Ask the blacksmith instructor to review this sheet and add anything they feel is important enough to be included
- ✓ Remind students to sign their name beside an item on the research sheet before leaving class
 - ✓ If no one signs up to research a particular item, you may want to do the research yourself or ask someone to volunteer to research more than one item
- ✓ Schedule the presentations, ensuring students have time to do their research

Presentations:

- ✓ Check-in with each student individually to ensure they are ready to present
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
- ✓ Have students present the information they researched
- ✓ Remind students to take notes as the other students present

Note: If a student has not completed their research you may want to put the presentations off until the next class. It is important that no group member feels embarrassed if they have not completed their research but it is also important that they do the assigned task. You may need to meet with students privately to identify barriers they may be facing.

- Facilitate the discussion using the Task as your guide e.g.
 - E.g. sources for steel: hardware stores, steel yards, scrap/automotive scrap yards, odds and ends, second hand stores, auctions, make your own - tongs

Sign Up Sheet – Product Research

Product	Researcher Name
Anvil	
Hammers	
Anvil Tools	
Tongs	
Ear Protection	
Safety Goggles	
Gloves	
Traditional Forge	
Gas Forge	

FACILITATOR TASK SELECTION CHART

Mid-Stage Tasks

Some of the tasks in this section will build on things taught in the blacksmith portion of the course and from information presented in the Student Notes; therefore these tasks are best delivered once students have had some experience in the class.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Heating Metal							
Task 2 Label Image							
Task 3 Poem Analysis							
Task 4 Pricing a Forge							
Task 5 Problem Solving							
Task 6 Thinking Skills							
Task 7 Rounding Decimals							
Task 8 Imperial to SI (Metric)							
Task 9 Reading a Ruler							
Task 10 Ordering Decimals							
Task 11 Home Workshop							

Final Stage Task 1 - TECHNICAL SKILLS IN BLACKSMITHING - Recommended

**Reading Text, Document Use, Numeracy, Writing, Oral Communication****Thinking Skills: Critical Thinking**

Note: You may want to introduce this task during the Orientation or on the first day of classes so that students rate their skills before they start the course. They would then need to set this task aside until the final stage of this course when they will revisit the task.

Goal:

This task will provide students with the opportunity to reflect on the course and identify the technical skills they have developed. They will also have the opportunity to evaluate their skill improvement.

Facilitator Tips:

- ✓ Ask students if they can expand on the list of skills already on the chart
- ✓ For your reference: jobs identified in the Orientation section of the Student Notes included: Boilermaker, Ironworker, Metalworker, Die Setter, Metal Fabricator, Machine Operator, Welder, Welder-Fitter, Industrial Maintenance Mechanic, Sheet Metal Worker, Tool & Die Maker, Die Setting and Pattern Maker

Final Stage Task 2 - ESSENTIAL SKILLS IDENTIFICATION

**Document Use, Oral Communication, Writing****Thinking Skills: Decision Making, Critical Thinking, Significant Use of Memory**

Goal:

This task will provide students with the opportunity to reflect back on the course and identify the Essential Skills they developed.

When delivering this task explain the following:

- It is best if this task is completed without looking back in the Student Notes or the Essential Skills checklist

Facilitator Tips:

- ✓ Work through this task before presenting it so that you will be able to make suggestions to the groups
- ✓ Divide the class into two groups and assign a page to each group
- ✓ Move between the two groups and offer help

Final Stage Task 3 - TOP THREE ESSENTIAL SKILLS

**Document Use, Oral Communication****Thinking Skills: Decision Making, Critical Thinking**

Goal:

This task will provide students with the opportunity reflect back on the course and assess the Essential Skills they developed.

Facilitator Tips:

- ✓ It may be helpful to have students think back to the Essential Skills Wall Chart and identify the skills the group selected most often
- ✓ The top three skills the students pick do not need to match the profile
- ✓ Discuss the reasons students selected the skills they did

Final Stage Task 4 - CAREER RESEARCH ASSIGNMENT



Reading Text, Document Use, Writing, Oral Communication, Computer Use

Thinking Skills: Decision Making, Critical Thinking, Finding Information

Note: Depending on your course schedule, you may need to present this task to students earlier in the course so that they have time to do their research.

Goal:

This task will provide students with the opportunity to develop their skills in researching career options, including apprenticeships.

Facilitator Tips:

- ✓ If there is time, invite a guest speaker from an employment counselling organization to talk about career research in detail
- ✓ Bookmark the sites in this task before presenting the tasks to students
- ✓ Spend some time discussing the value of career research
- ✓ Check-in with each student individually to ensure that they have completed their research
- ✓ You may need to assist students with their research
 - If necessary, refer students to the task called “**Using the Internet**” found in the Orientation folder
- ✓ You will need to schedule time for students to present their research
- ✓ Each student will need 2-5 minutes for their presentation

Note: It is still possible to become a Blacksmith apprentice. It is an unregistered apprenticeship which means you can work as a Blacksmith without doing an apprenticeship. However as a registered apprentice you have access to funding and support

- First step is to find an experienced journeyman to provide the training
- Register as an apprentice
- Complete 5,280 hours and be able to demonstrate specific skills to complete a Blacksmith apprenticeship

Final Stage Task 5 - BUILDING YOUR RÉSUMÉ - Recommended

Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to reflect back on the course and identify both the technical skills and Essential Skills they developed. They will also have the opportunity to select a skill and write a description of that skill for their résumé.

Facilitator Tips:

- ✓ You may want to invite a guest speaker from an employment counselling organization to talk about résumés in detail
- ✓ You may need to help students see how the skills in the Essential Skills profile are related to the skills they developed in this course
- ✓ Discuss transferable skills
 - The skills that were developed in this course can be included on their résumé even if they are applying for jobs that seem unrelated blacksmith art. For example, they could say that they “Followed instructions and completed assignments within deadlines”, a skill important in any job
- ✓ Work individually with each person to help them write out one bullet point to add to their current résumé
 - If they finish one point and still have time, ask that they continue writing as many bullet points as they can
- ✓ Ask students to explain their choice and share what they have written

Answers:

- Some example résumé points (The points will depend on the tasks they completed in this course)
 - Read product labels, followed the guidelines and worked safely
 - Researched and compared product prices
 - Participated in team decision making
 - Used tools including ...
 - Measured angles

Final Stage Task 6 - GROUP WRAP-UP - Recommended

**Document Use, Oral Communication****Thinking Skills: Decision Making, Critical Thinking**

Goal:

This task will provide students with the opportunity to reflect on what they have learned in the course. It will also provide the group with the opportunity to say good-bye. Finally, it gives students a chance to evaluate the course.

Facilitator Tips:

- ✓ Students who completed more than one project can present all of their pieces or select just one to present
- ✓ If you have not delivered the “**Building Your Résumé**” task lead a discussion about the skills students may want to add to their résumés
- ✓ Facilitate a discussion about the course; what was learned and possible next steps
- ✓ Encourage each person to share their experience in the group, their experience working on their own individual project and next steps
- ✓ Discuss the Essential Skill called Continuous Learning
 - “Workers participating in an ongoing process of acquiring skills and knowledge”
 - “As part of regular work activity”
 - “From co-workers”
 - “Through training offered in the workplace”
 - “Through off-site training”
- ✓ Why is continuous learning important?
 - It is important to be learning and gaining new skills
 - Employers like to see ongoing learning
 - As you learn new skills you become more marketable
- ✓ Have students complete an evaluation of the course
 - You will need a copy of your agencies evaluation form

FACILITATOR TASK SELECTION CHART

Final Stage Tasks

The tasks in this section are designed to help students reflect on and evaluate their experiences throughout this blacksmithing course. These tasks will also help students identify the skills they have gained that can be transferred to a work situation.

These tasks can be delivered while students are still working on their blacksmithing projects. You can also schedule time the week following the blacksmith portion of the course for students to return to complete these tasks.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Technical Skills in Blacksmithing	R						
Task 2 Essential Skills Identification							
Task 3 Top Three Essential Skills							
Task 4 Career Research Assignment							
Task 5 Building your Résumé	R						
Task 6 Group Wrap-Up	R						