

Literacy and Essential Skills in Industrial Arts

STAINED

GLASS

&

ESSENTIAL

SKILLS

Facilitator's Guide

A project of Literacy Ontario Central South

Canada

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DISCLAIMER:

The materials in this publication have been compiled from sources believed to be reliable and to represent the best current opinions on the subject, as of the publication date. Every effort has been made to ensure the validity of the material. Neither Literacy Ontario Central South nor any quoted sources are responsible for any errors or omissions. They are also not liable for any loss, claim, or demand arising from any use, misuse, or reliance upon the information.

This manual is intended to provide an opportunity for students to learn about the Essential Skills and Stained Glass in both a real life situation and an LBS environment. This manual provides basic guidelines for safe practices inside a literacy setting. Do not assume, therefore, that all necessary warnings, precautionary measures, and legal standards are contained in this document and that other or additional measures may not be required.

The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

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Literacy & Essential Skills in Industrial Arts (L.E.S.I.A.)

PROJECT BACKGROUND

Overview

The L.E.S.I.A. project is an initiative of Literacy Ontario Central South (LOCS); a regional network that supports adult literacy agencies based in City of Kawartha Lakes, Haliburton, Northumberland, Peterborough and Renfrew Counties in Ontario.

With funding received from the Government of Canada's, Office of Literacy and Essential Skills (OLES) LOCS has developed and piloted an Essential Skills curriculum using an industrial arts course delivery model.

The intent of this initiative was to create five different sets of industrial arts-based courses addressing workplace Essential Skills instruction and literacy issues. The courses included stained glass art, blacksmithing, jewellery making, welding art and mosaics.

The course material was designed to engage adult learners who are faced with real or perceived barriers to traditional workplaces or community literacy programs.

The courses that have been developed are flexible and can be adapted to both workplace training environments as well as other learning environments. The material is designed to be easily adaptable for use in a variety of settings across several different sectors and communities. Additionally these courses are an alternative to the training available for traditional occupations. By using the Essential Skills as the core, the skills learned are transferable to other occupations.

This project took a non-traditional approach to Essential Skills instruction. These courses are low-pressure, socially and economically inclusive, and enjoyable, while at the same time, they are relevant to low-skilled employees or adults wanting to enter the workforce.

Project Background

Outcomes

- 1) To increase opportunities available to low-skilled workers and those entering the workforce by offering them the opportunity to participate in Essential Skills training programs relevant to specific occupations, in a less intimidating and more socially inclusive environment than found in traditional programs.
- 2) To increase the capacity of workplace and community organizations to help integrate and address literacy and Essential Skills in an interesting and responsive manner.

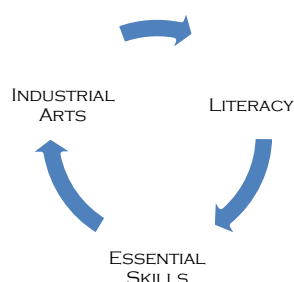
Activities

After an initial research period, each set of course materials was developed and piloted with groups such as at risk youth and adults involved with the Youth Emergency Shelter in Peterborough, clients of the John Howard Society of Peterborough and with employees at a private employer site in our community.

The course material was developed by experienced Essential Skills analysts and editors with on-going revision and development occurring throughout the demonstration phase of the project. Once the pilots were completed and evaluated, these five courses were distributed across Canada and made easily available to all interested parties.

Conclusion

By combining the wealth of experience and material available to support workplace literacy and Essential Skills instruction and the success of industrial arts-based programs/facilities such as The Crucible and The Steelyard organizations in the U.S., we are confident the L.E.S.I.A. project is an extremely innovative and unique way to assist and encourage adult learners as they learn new skills and upgrade existing ones in an interesting, enjoyable manner.



INTRODUCTION TO ESSENTIAL SKILLS

OVERVIEW

Understanding Essential Skills

Essential Skills are the skills that students need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning. These skills are the glue to which everything else sticks.

Who Developed Essential Skills

- Essential Skills were developed by Human Resources and Skills Development Canada
- Approximately 3000 interviews were conducted with employees to begin the development of the profiles starting in 1997
- What they found was that the skills did not differ across different occupations but the complexity levels of the skills did differ

Employability Skills

- Employability Skills were developed by the Conference Board of Canada and are the employers' perspective
- They include a list of critical skills and qualities needed in the workplace

What do Essential Skills do?

- Essential Skills = Enabling Skills
- Help people perform tasks required by their occupation
- Provide a foundation to learn other skills
- Enhance people's ability to adapt to change in the workplace

What are the Essential Skills?

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others

- Thinking Skills
- Computer Use
- Continuous Learning

How are the Essential Skills Defined?

Reading Text

Reading materials in the form of sentences or paragraphs

Document Use

Tasks that involve a variety of information displays in which words, numbers, symbols and other visual characteristics (e.g. lines, colours or shapes) are given meaning by their spatial arrangements

Numeracy

Using numbers and thinking in quantitative terms to complete tasks

Writing

Writing text and writing in documents, such as filling in forms, and non-paper-based writing such as typing on a computer

Oral Communication

Using speech to give and exchange thoughts and information

Working with Others

Employees working with others to carry out their tasks

Thinking Skills

The process of evaluating ideas or information to reach a rational decision. They include six specific skills:

Problem Solving

Addressing problems that require solutions

Decision Making

Deciding between options

Critical Thinking

Assessing, evaluating ideas or information to reach a rational judgment of value

Job Task Planning and Organizing

Planning and organizing tasks

Significant Use of Memory

Memorization of procedures, codes, numbers, remembering information, learning from an experience

Finding Information

Using text, people, databases or systems to find information

Continuous Learning

Workers participating in an ongoing process of acquiring skills and knowledge

Computer Use

Using different kinds of computer applications and other related technical tools

Essential Skills Occupational Profiles

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/understanding_es.shtml

Essential Skills Profiles describe how each of the nine Essential Skills are used by workers in a particular occupation.

Profiles include:

- a brief description of the occupation
- a list of the most important Essential Skills
- example tasks that illustrate how each Essential Skill is applied
- complexity ratings that indicate the level of difficulty, from level 1 (basic) to levels 4/5 (advanced), of the example tasks
- the physical aspects of performing the job and the attitudes that workers feel are needed to do the job well
- future trends affecting Essential Skills

COURSE STRUCTURE

Roles

As we designed and piloted this stained glass course we were able to identify three primary roles that were critical to the successful delivery of the course. These roles include the host organization, the stained glass instructor and the Essential Skills facilitator.

Note: Throughout this guide when the term “arts instructor” is used, it refers to the stained glass instructor. When the term “facilitator” is used it refers to the Essential Skills facilitator. However, in the material provided to students the term instructor is used to refer to both the arts instructor and Essential Skills facilitator.

Course Material

Before delivering this course we recommend that you read this guide, the Student Notes and the Essential Skills Tasks. These documents are all located in electronic format on the accompanying CD. Ideally, everyone involved in delivering this course should take the time to read all of these documents.

1. **The Facilitator’s Guide - Stained Glass** - In this guide you will find sections outlining the roles and responsibilities for each individual/group involved in the delivery of this course. The sections are titled:
 - o Notes for the Host Organization
 - o Notes for the Stained glass Instructor
 - o Notes for the Essential Skills Facilitator

Note: It is assumed that the stained glass instructor will have experience teaching stained glass art so the material in the section of this guide called “**Notes for the Stained Glass Instructor**” includes only the instructional information necessary for leading this course.

“**Facilitator’s Guide - Stained Glass**” can be found electronically on your CD or on the LOCS website at <http://www.locs.on.ca/>.

2. **Student Notes - Stained Glass** – The Student Notes refer to the package of written material provided to students. Students will be asked to read specific sections to prepare for each class. The information in these notes reinforces the information provided by the stained glass instructor. The Student Notes also include an “**Activities**” section outlining the individual steps students will follow as they complete their stained glass project.

In addition to information about stained glass art, the Student Notes also contain information that will help students develop an understanding of Essential Skills.

The “**Student Notes - Stained Glass**” can be found electronically on your CD or on the LOC’s website at <http://www.locs.on.ca/>.

3. **Essential Skills Student Tasks** – The Essential Skills tasks are a series of individual, stand alone activities used in the facilitation of the Essential Skills component of this course. These tasks can be found electronically in the folder called “**Essential Skills Student Tasks**” on your CD or on the LOC’s website at <http://www.locs.on.ca/>.

The tasks have been designed to help students develop their Essential Skills, while at the same time providing them with information about stained glass art. In most cases the tasks will be delivered by the Essential Skills facilitator. The facilitator may not have time to use all the available tasks so they will need to assess each task and select the ones they will use with their group.

The Essential Skills tasks are divided into five categories: Orientation Tasks, Safety Tasks, Initial Stage Tasks, Mid-Stage Tasks and Final Stage Tasks.

To help the Essential Skills facilitator, each task has an accompanying task description available on the CD in a folder called “**Essential Skills Facilitator Notes**”. Each of these task description files will:

- identify the goal of the task
- provide facilitation tips
- provide answer keys

NOTES FOR THE HOST ORGANIZATION

Initial Considerations

Offering this stained glass course is an ideal way of providing students with an opportunity to develop both their technical and Essential Skills.

The goals of the course:

- To help students develop Essential Skills
- To help students develop technical skills for a hobby as well as for work
- To help students develop their artistic and creative abilities
- To give students the opportunity to have fun, meet new people and expand their network of contacts

Before you decide to offer this course there are a number of things to consider

Considerations:

- ➔ What are your reasons for offering this type of course?
 - We recommend reading the Student Notes, tasks and this guide in order to gain a full understanding of the goals of this program
- ➔ What are your internal organizational resources?
 - E.g. space, administrative support
- ➔ What are your staff resources?
 - E.g. staff knowledge of Essential Skills
- ➔ What are the needs of your target group?
 - What goals will your students have?
- ➔ What funding can you access?
 - Will students need to contribute to the course costs?
- ➔ Will participation in this course affect funding for students?
 - E.g. Employment Insurance

Decisions

Once your organization has decided to offer this course, there are decisions that must be made before the start date.

Staffing Decisions:

- ➔ How will you find a stained glass instructor?
- ➔ How will you find an Essential Skills facilitator?
 - An existing staff person could be a good choice for this position if they have a knowledge of Essential Skills and some group facilitation experience

Structure and Format Decisions:

- ➔ What is the ideal group size?
 - Ask your arts instructor for their recommendation
- ➔ How many projects do you want students to complete?
 - The material presented in this course covers four stained glass projects giving you some choices
 - Offer as many projects as your budget and timelines allow
 - Include in your budget the costs for the following

Essential Skills Facilitator	Stained Glass Tools
Stained Glass Instructor	Printing of Tasks
Stained Glass Materials	Location

Scheduling Decisions:

- ➔ How long should this course run?
 - Ask the arts instructor for their recommendations based on group size, group needs and the number of projects being offered
 - Ask the Essential Skills facilitator how many hours they will need to cover the Essential Skills component of this course

➔ What schedule will work best for this course?

- Do you want to offer the course full-time, part-time, evenings or weekends?
- When are your students available?
- How long will each class last?
- What is the facilitator, instructor, student and studio availability?
- What are the funding implications of your proposed schedule?

Scheduling Example

This course can be delivered full-time, part-time, weekends or evenings. The material can be delivered in any manner that works for the host organization, the instructor, facilitator and students.

Below you will find an example of a course schedule. You are not limited to this schedule, it is only one option.

You will have a better idea what type of schedule will work for your group once you have read all of the course material and assessed the needs of your students.

Example One: 9 Day Schedule

In the example below the Essential Skills tasks are presented in three half-day sessions in week one. Once the stained glass instruction begins, only the last half hour of each day is spent on Essential Skills.

You will see that students are scheduled to return for a half-day the week after the stained glass portion of the course ends. This gives students time to complete the tasks related to career exploration.

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	1 p.m. – 5 p.m.			Orientation & Essential Skills Tasks	Essential Skills Tasks	Essential Skills Tasks
Week 2	9 a.m. – 12 noon	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction
	12 noon - 12:30 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
	12:30 p.m. - 4:30 p.m.	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction	Stained Glass Instruction
	4:30 p.m. – 5 p.m.	Essential Skills Tasks	Essential Skills Tasks	Essential Skills Tasks	Essential Skills Tasks	Essential Skills Tasks
Week 3	1 p.m. – 5 p.m.	Essential Skills Tasks				
Total Hours of Essential Skills 18.5						
Total Hours of Stained Glass Instruction: 35						
Total Course: 53.5 Hours						

Administration

As the host organization you will be responsible for setting up and administering the program.

Administrative Responsibilities:

- ➔ Hire an arts instructor and an Essential Skills facilitator
- ➔ Review the course with the instructor and the facilitator
 - Provide Essential Skills training if needed
- ➔ Market the course – samples of flyers are on the CD
- ➔ Set up a referral and registration system
- ➔ Create a list of supplies and materials students will need to bring to the course
- ➔ Create a list of appropriate clothing to recommend to students
 - The arts instructor can help you create these lists
- ➔ Identify who will be responsible for purchasing and picking up tools and materials
 - E.g. will it be the host organization, the students, the arts instructor or the facilitator?
- ➔ Register students – informing them of:
 - the dates, times and location of the course and the Orientation session
 - goals of the course
 - what to wear and what to bring to their first class (supply and clothing list)

NOTES FOR THE STAINED GLASS INSTRUCTOR

Preparing

As a stained glass instructor it is likely that you have already developed your own style and system for teaching students. While we don't ask that you make any changes to how you teach, we do ask that you read the Student Notes, the tasks and this guide before you begin teaching this course.

Note: If your timelines are tight we recommend that, at a minimum, you read the Student Notes, this section of the guide, as well as the section called “**Introduction to Essential Skills**”.

By reading the Student Notes and the guide you will be able to:

- ➔ identify anything that differs significantly from what you teach
 - If you do something different than what is suggested in the Student Notes, please discuss the differences with the Essential Skills facilitator and be prepared to explain the differences to students
- ➔ identify additional information and resources you think students would find helpful
 - For example, websites and video links
 - Inform the Essential Skills facilitator of your recommendations
- ➔ offer any suggestions you think will be helpful to the host organization and the Essential Skills facilitator

Student Notes

The Student Notes will reinforce the information the stained glass instructor will present. The notes will also create a link between Essential Skills and stained glass art.

Essential Skills

A list of Essential Skills has been included under every section heading in the Student Notes. The list includes the Essential Skills students would demonstrate if they completed the steps outlined in that particular section. The list also includes the Essential Skills students will use as they read the material in the Student Notes.

The following image is an example of an Essential Skills list from the Student Notes. If students read and complete the steps outlined in that section of their notes they will be using the following skills:

- reading
- using a document
- thinking critically
- making a decision

Therefore these Essential Skills are included in the list.

Essential Skills List Example:

PATTERN SELECTION



Reading Text, Document Use

Thinking Skills: Critical Thinking, Decision Making

Even though you won't need to lead the Essential Skills part of the course, it is important that you develop a basic understanding of these nine skills. In order to be comfortable with Essential Skills we recommend that you read the “**Introduction to Essential Skills**” section of this guide and visit the following website.

http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

Activities

At the end of the Student Notes you will find a section called “**Activities**”. This series of checklists has been designed to provide students with a step-by-step guide for creating their stained glass sun-catcher and panel.

Please read the “**Activities**” section of the Student Notes and identify any changes you would recommend. Make a note of the changes so you can point them out to the Essential Skills facilitator and the students.

Encourage students to use these checklists as they work. You may also be able to think of other ways to use the “**Activities**” section.

Working with Others

As the stained glass instructor you will be asked to work closely with staff from the host organization and with the Essential Skills facilitator.

Work with the Host Organization:

- ➔ Discuss plans with the host organization
- ➔ Set and confirm the schedule, location, budget and number of projects
 - You have four possible projects to choose from, including a sun-catcher, a panel, a panel using a pattern designed by students and a group project
 - Let the organization know the amount of instruction time you will need
 - Discuss the length of time you will need to prepare
 - For example, you will need time to read the Student Notes, the tasks and this guide
- ➔ Discuss space, material and tool needs
- ➔ Identify responsibility for both the costs and the purchases

Work with the Essential Skills Facilitator:

- ➔ Discuss the Essential Skills tasks with the Essential Skills facilitator
- ➔ Ask the Essential Skills facilitator for assistance in learning about Essential Skills
- ➔ Scan the Essential Skills tasks before the course begins
- ➔ Identify any task that you would like to lead or assist with
- ➔ Discuss the class schedule
 - For example, you will want to know when the facilitator will be delivering the Essential Skills component of the course
- ➔ Attend the Orientation session

Personal Touch

You can bring your own personal touch to this course.

- ➔ Bring examples of your work to show the group
- ➔ Demonstrate tools and equipment not being used in this course, but could be used by students in future projects
- ➔ Provide shopping tips for materials and tools
- ➔ Present example patterns and images that could be used for stained glass projects
- ➔ Present additional tips and techniques
- ➔ Recommend videos, websites and books students can access

Delivering the Course

The following lists have been designed to outline your role in the delivery of this course.

In the Orientation:

- ➔ Introduce yourself
- ➔ Introduce stained glass art
- ➔ Introduce the project(s)

In the First Class:

- ➔ Present an introduction to safety
- ➔ Provide course timelines and goals
- ➔ Offer students the opportunity to practice making cuts before they begin their project
 - Provide scrap glass
 - Demonstrate cutting tools and techniques
- ➔ Provide copyright free patterns for students to choose from

- ➔ Have a selection of glass for students to choose from
- ➔ Have materials and tools ready for students to complete their stained glass project

At the Start of Each Class:

- ➔ Ask the group how they are feeling about their work to-date
- ➔ Ask if they have any questions from the last class
- ➔ Discuss the goals for the class
- ➔ Mention that they may all be at a different place in their projects
- ➔ Check that everyone is wearing appropriate clothing

During Each Class:

- ➔ Have a selection of glass for students to choose from
- ➔ Have materials and tools ready for students to complete their stained glass projects
 - Have enough tools available so that all the students in the group will be able to work on some portion of their projects
- ➔ Refer to the Student Notes that cover the steps they will be working on in class
- ➔ Guide students as they work on their project
 - Recommend students use the “**Activities**” section of their Student Notes as they work
- ➔ Encourage students to make notes as you are presenting
- ➔ Observe students to ensure that they are working safely

Ending Each Class:

- ➔ Tell students what they will be working on in the next class
- ➔ Discuss the number of classes/hours left in the course
- ➔ Provide students with a list of materials they will need to bring to the next class

Note: If the Essential Skills Facilitator is using the task called “**Present Your Work Daily**”:

- Discuss this task with the Essential Skills facilitator
- Discuss how you could participate in or lead this task

NOTES FOR THE ESSENTIAL SKILLS FACILITATOR

Introduction

This course has been designed with the assumption that you, the Essential Skills facilitator, will be with the group at all times. You will be responsible for organizing and facilitating an Orientation and Safety session. Your main role in the group will be to select and facilitate the Essential Skills tasks. You will also be responsible for leading casual discussions and pointing out the Essential Skills being demonstrated as students work on their stained glass.

Essential Skills Facilitator - Roles and Responsibilities

The following series of checklists have been designed to guide you through the set up and facilitation of the Essential Skills component of this course.

Administration:

- ✓ Order Essential Skills Publications from:
http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/tools_apps.shtml
 - Order enough to present a copy to each student
- ✓ Have the wall chart enlarged, printed and laminated
 - An example of a wall chart can be found on the CD
 - This wall chart should be posted and used to guide in-class Essential Skills discussions
 - This wall chart is needed for the task called “**Essential Skills Wall Chart**”

Course Preparation:

- ✓ Meet with the arts instructor prior to the start of the course
- ✓ Meet with host organization representatives
- ✓ Review the strengths and needs of the students who have registered for the course
- ✓ Read this guide
- ✓ Read all of the Student Notes
- ✓ Read all the Essential Skills tasks
- ✓ Select the tasks you want to deliver in this course
 - The section of this guide called “**Selecting Essential Skills Tasks**” will help you assess and select the tasks to deliver to your group
- ✓ Print all forms needed for the course – e.g. attendance forms
- ✓ Check that there is a first aid kit/fire extinguisher and recycle bin available in the class
- ✓ Ensure that there will be a computer with internet access available in the class (preferably high speed)
- ✓ Organize and deliver an Orientation session prior to the start of the course
 - For a more detailed description of the Orientation session, see the section in this guide called “**Delivering an Orientation Session**”
- ✓ Bookmark the websites that students will need for this course
 - You will find these sites in the Student Notes and tasks

Note: Bookmarking links:

- ✓ Open an electronic copy of the Student Notes on the classroom computer, scroll until you find a link, click to open the website, then bookmark the site
 - Continue to the next link in the notes and repeat these steps
 - You will also want to follow these steps with any task that contains a link

- ✓ Identify any links that no longer work, find replacements and make a note to inform students
- ✓ You can also create your own list of links to present to students
 - Ask the arts instructor if they have any links they would recommend

The following checklist outlines the things you will want to consider as you begin each class.

Each Class:

- ✓ Check-in with the group at the start of each class
- ✓ Ask if there are any questions before the class begins
- ✓ Facilitate the Essential Skills tasks you have selected during the time you have scheduled for the Essential Skills component of the course
- ✓ Assign students a section of the Student Notes to read in class
 - Reading the Student Notes is an important part of this course and should be encouraged during class

Note: Some students may prefer to read at home, or between classes. This may be an indication there is an issue with reading.

Discussion Topics:

In addition to leading the tasks you will also want to initiate informal discussions about Essential Skills and technical skills. This can be done as people work on their stained glass projects.

- ✓ Identify the Essential Skills students demonstrate in class
 - Students will demonstrate skills as they work on their stained glass project, complete the tasks and read the Student Notes
 - Point out these skills as they are demonstrated. For example, if a student makes a decision, identify it as “Decision Making”. This may lead to a group discussion about the steps they took
 - Pointing out these skills will help to reinforce the concept of Essential Skills
- ✓ Identify the technical skills demonstrated in class
- ✓ Try to link the skills (Essential Skills or technical skills) students demonstrate to the workplace

Essential Skills in the Student Notes

As the Essential Skills facilitator you will be the resource person for both the students and the arts instructor. This includes introducing Essential Skills, highlighting Essential Skills in the material and helping students understand how they will transfer these skills to the workplace.

You will find a list of Essential Skills under each section heading in the Student Notes.

Essential Skills List - Example:

PATTERN SELECTION



Reading Text, Document Use

Thinking Skills: Critical Thinking, Decision Making

These Essential Skills lists include all the skills students would demonstrate if they completed the steps outlined in that particular section of their Student Notes. For example, if the notes in the section describe the steps student will take to select a pattern, the Thinking Skill “Decision Making” will be listed.

Note: You will notice that the Essential Skills Job Task Planning and Organizing and Working with Others are not included in any of the lists. We decided that those skills are inherent in the very nature of the course. Working with Others is utilized throughout and Job Task Planning and Organizing is the basic premise of this course.

These lists also include all the Essential Skills students will use as they read the material in their Student Notes. For example, if they are asked to read more than two sentences in a section, the Essential Skill “Reading Text” is listed. If they are asked to read a bulleted list, the Essential Skill “Document Use” has been included in the list.

Before you begin facilitating, read the Student Notes. Take time to identify the link between the Essential Skills in each list and the material covered in the section. This will prepare you to discuss these skills with students. It will also prepare you to answer any questions students may have about these skill lists.

Essential Skills in the Tasks

The tasks in this course have been designed to help students develop their Essential Skills, while at the same time providing them with information that will help them complete their stained glass projects.

Some of the tasks are designed specifically as:

- ✓ Essential Skills tasks
- ✓ warm-up exercises
- ✓ a launch for group discussions
- ✓ team building exercises
- ✓ stained glass art skill building exercises

At the top of each task, you will find a list of Essential Skills that students will demonstrate by completing the steps in the task. The Essential Skills lists in the tasks look the same as the Essential Skills lists in the Student Notes.

Essential Skills List - Example:

SCANNING



Reading Text, Document Use, Writing

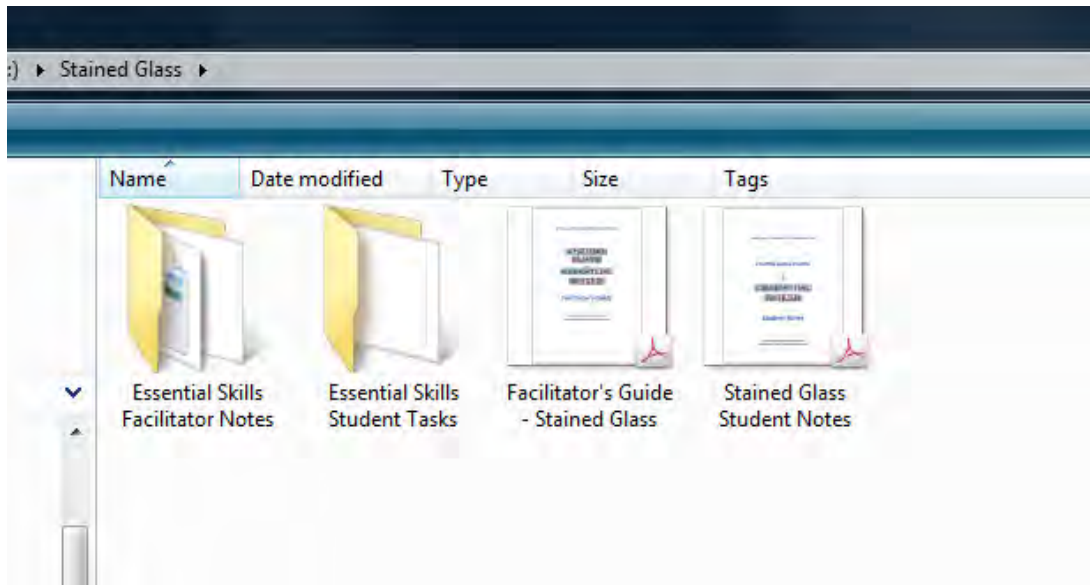
Thinking Skills: Decision Making, Critical Thinking

Each Essential Skills list includes skills students will demonstrate as they complete the steps outlined in the task. These lists also include the Essential Skills students will use as they read through the task.

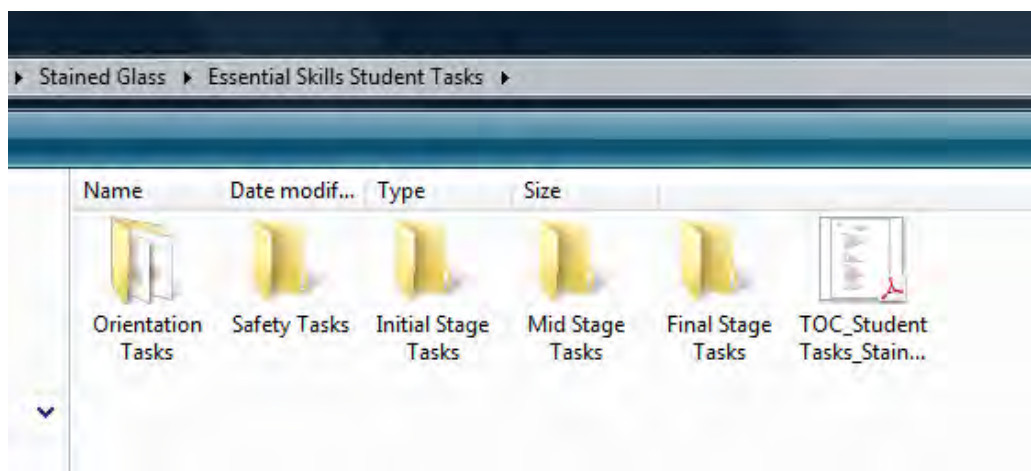
As you prepare to deliver a task, take time to review the Essential Skills lists. Try to identify for yourself where in the task each of the skills will be demonstrated. This will prepare you to discuss these skills with students. It will also prepare you to answer any questions students may have about these skill lists.

Where to Find the Essential Skills Student Tasks

You will find electronic copies of the “**Essential Skills Student Tasks**” on the accompanying CD or on the LOCS website at: <http://www.locs.on.ca/> (as shown in the image below).

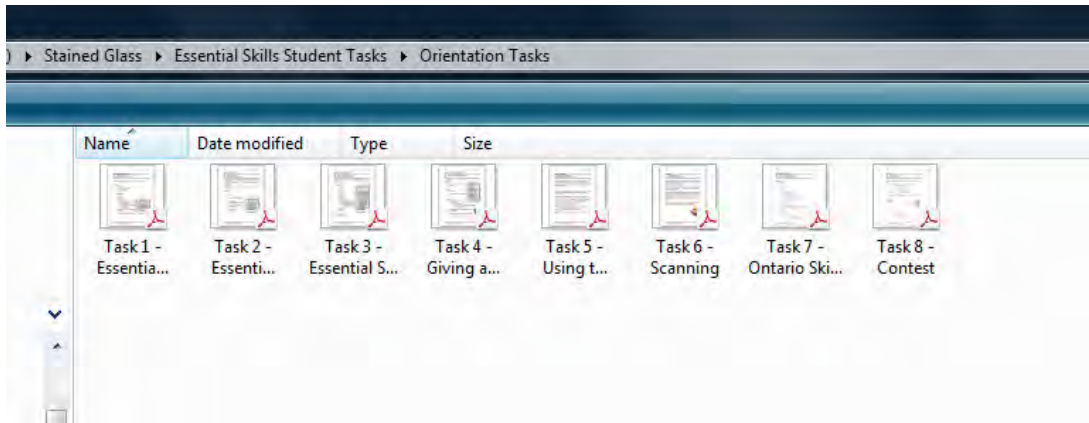


In the “**Essential Skills Student Tasks**” folder you will find additional folders organizing all of the individual tasks files as shown in the image below.



In the “**Essential Skills Student Tasks**” folder you will also find a file called “**Table of Contents Student Tasks - Stained Glass**”. This lists all of the tasks in this course.

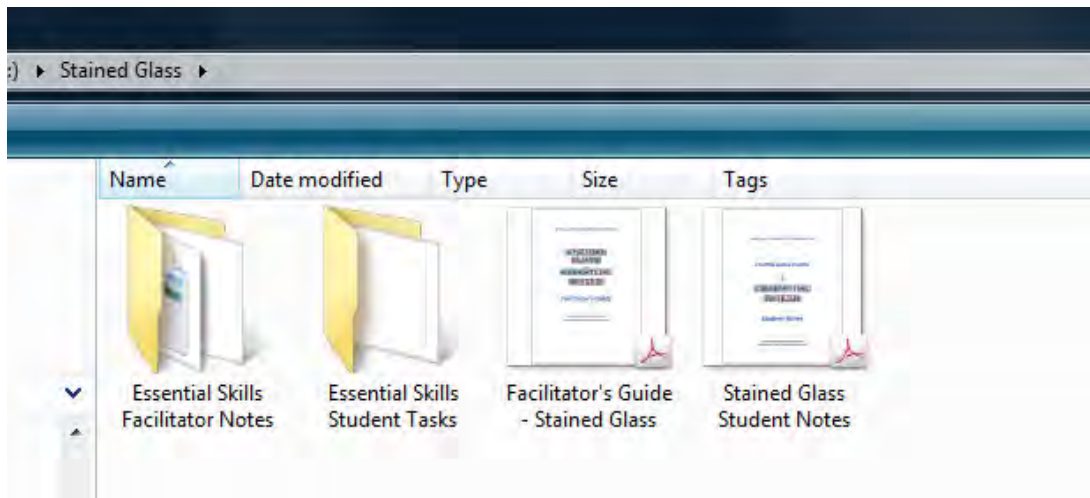
Within these folders you will find the individual tasks. These are the tasks you will use for this course. The following image shows two of the task files in the Orientation folder.



Note: Each task has been numbered. The numbers do not represent any recommended order for delivering the task or any ranking in terms of the priority a task has in this course.

Where to Find the Facilitator Notes for the Essential Skills Tasks

You will find electronic copies of the “**Essential Skills Facilitator Notes**” on the accompanying CD or on the LOCS website at: <http://www.locs.on.ca/> (as shown in the image below).



In the “**Essential Skills Facilitator Notes**” folder you will find information that will help you facilitate each individual task. Each file identifies the goal of the task as well as answers, discussion points and resource material you will need to facilitate the task.

Selecting Essential Skills Tasks

In each of the “**Essential Skills Student Tasks**” sub folders you will find a file called “**Facilitator – Task Selection Chart**” that includes a list of all the tasks found in that section.

How to Use the “Facilitator-Task Selection Chart”:

Tasks	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use

- ✓ **Recommended:** If a task is recommended it will have an R in this column. Tasks are recommended because they will help students develop a better understanding of Essential Skills. Some of the Final Stage tasks are also recommended because they are designed to help students apply what they have learned in the course, to their career/job search
- ✓ **Time:** Read through each task and estimate the amount of time you think your group will need to complete the steps
 - You can shorten a task by presenting only a portion of it or you can lengthen a task by preparing additional steps, materials or discussion points
- ✓ **Individual/Group/Both:** There is a recommended facilitation style for each task. For example, some tasks are identified as large group tasks, others are designed for groups of two or three and some lend themselves to individual work. It's best to select a balance of individual and group tasks
- ✓ **Follow Up Required:** If the task is assigned to students to work on independently, follow up may be required to ensure the task has been completed
- ✓ **Covered in Class:** Some tasks will be based on information provided in the Student Notes and/or in class by the **arts instructor**. Before presenting a task, determine whether students have the background information they need to complete it successfully
- ✓ **Adaptations:** Will you need to make any changes to the task?
- ✓ **Use:** Identifies the tasks you plan to deliver to your group

Note: You will need to select tasks to fill the time you have available. It will be important to know your schedule. For example, do you need to select tasks to fill a one hour time slot or do you need enough tasks to fill a three hour block of time?

Steps for Selecting Tasks:

- ✓ Review the Student Tasks
- ✓ Review the task description for each task
- ✓ Complete the Task Selection Chart
 - Once you get to know your group you may want to add or remove some tasks

Before Delivering a Task:

- ✓ Work through the tasks you have selected and record your answers
 - This will help you prepare for any questions students may have
- ✓ Check your answers with the corresponding file in the “**Essential Skills Facilitator Notes**” folder
- ✓ Print enough copies of the tasks for each of your students
- ✓ Have additional tasks available
- ✓ Prepare all of the materials needed to complete the task
 - Each task outlines a list of things students need. The list begins with “**YOU WILL NEED:**”

Delivering Essential Skills Tasks

Once you have selected and printed the tasks:

- ✓ Provide each student with a copy of the task
- ✓ Discuss the instructions outlined in each task, as a group
- ✓ Answer any questions students have and provide clarification
- ✓ Assist students in completing the task
- ✓ Facilitate discussions using the task as your guide

Delivering an Orientation Session

It is recommended that you host an Orientation session for students before the actual stained glass art portion of the course begins. Ideally this session should be delivered the week prior to the start of the course. The Orientation can be delivered as a half-day or full-day session, depending on the needs of your group and the number of Essential Skills tasks you want to present. This session should be a minimum of three hours in length.

This session will include an introduction to stained glass art, Essential Skills and safety. You may even consider inviting guest speakers, for example, an Essential Skills specialist or a glazier.

Benefits of hosting an Orientation session:

- ✓ Students meet and become comfortable as a group
- ✓ Students have the opportunity to read the Orientation and Studio Safety sections of their Student Notes
- ✓ Students learn about Essential Skills before they begin the course
- ✓ Students learn about stained glass safety
 - The safety information in the Student Notes is not designed to replace the safety instruction that the arts instructor will provide in the first class
- ✓ Students have the chance to gather the supplies and appropriate clothing before their first stained glass class

Setting up an Orientation

Administration and Preparation:

- ✓ Decide on the length of time you will need for the Orientation
- ✓ Select the Orientation and Safety tasks you will use with the group
- ✓ Create an agenda for your session
- ✓ Decide if you will expand on the material presented in the Student Notes
- ✓ Decide whether to include guest speaker(s) and extend the necessary invitations
- ✓ Gather materials and print tasks and Student Notes
- ✓ Schedule the Orientation the week prior to the start of the stained glass course
 - Ensure students are contacted to confirm the time and location
- ✓ Invite the stained glass instructor and a representative from the host organization to attend the Orientation

Facilitating an Orientation

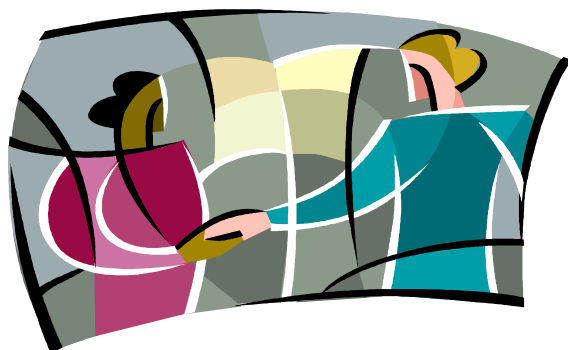
Introduction:

- ✓ Introduce yourself, including your background
 - Introduce the arts instructor
 - If a representative from the host organization attends the Orientation they may want to lead the introductions
- ✓ Have each student introduce themselves
- ✓ Introduce the course and the project they will be completing
 - The arts instructor can talk about the stained glass portion of the course and you can introduce the Essential Skills component of the course
- ✓ Introduce the goals of the course
 - The goals of this course are listed on the first page of the Orientation section in the Student Notes
- ✓ Explain that this is not a pass/fail type of course
- ✓ Confirm the dates, times and schedule for the course
- ✓ Review attendance requirements
- ✓ Provide a contact number for students to call if they are unable to attend class
- ✓ If the Orientation is held in the same location as the stained glass course, provide a tour of the facility to locate:
 - the first aid kit and fire extinguisher
 - the exits and washrooms
- ✓ Discuss breaks, smoking locations and other housekeeping items
- ✓ If the Orientation is not held in the same location as the course, you will need to revisit these steps on the first day of class

During the Orientation:

- ✓ Hand out a copy of the Student Notes to each student
- ✓ Discuss how the Student Notes are set up
- ✓ Review the Table of Contents
- ✓ Have students find the Orientation section of their Student Notes
- ✓ Explain that the Student Notes:
 - are designed to complement what will be taught by the arts instructor
 - include information, tips and a list of Essential Skills
- ✓ Review and discuss the “**Activities**” section at the end of the Student Notes
 - This series of checklists provides a step-by-step guide for creating a stained glass sun-catcher and panel
 - Recommend that students keep this guide open as they work so they can check their progress and identify their next steps
- ✓ Discuss the Studio Safety section and review the “**Avoiding Injury – Summary Chart**”
 - Point out that this chart is an example of Document Use
- ✓ Discuss the expectations around the Student Notes
 - Sections of the Student Notes will be assigned at the start of each class
 - Students are expected to read the assigned sections during class or before the next class
 - Students can record their own notes on these Student Notes
- ✓ Send the Student Notes home at the end of the Orientation
 - Some students will want to start reading before the first stained glass class
 - You may want to ask students to review the Orientation and Safety sections of their Student Notes or you may want to assign another section of the notes for them to read before the first class

- ✓ Introduce Essential Skills
 - Introduce the term Essential Skills
 - Use the Essential Skills information in the Orientation section of the Student Notes to guide the discussion
 - Explain the list of Essential Skills under each heading
 - Select an Essential Skills list from the Student Notes to examine and discuss as a group
 - Provide any Essential Skills publications you have available
- ✓ Discuss expectations around the Essential Skills tasks and explain that the tasks:
 - will be delivered at a specific time each day e.g. the first hour of each class
 - will be handed out separate from the Student Notes
 - will be a mix of individual, small and large group activities
 - will provide them with an opportunity to develop their Essential Skills
 - can be done in class but they may need, or want, to work on some of the tasks between classes
- ✓ Present and facilitate the Orientation and Safety tasks you have selected for your group
 - These tasks can be found in the electronic folder called “**Essential Skills Student Tasks/Orientation Tasks**” and the folder called “**Essential Skills Student Tasks/Safety Tasks**”.



We hope you enjoy offering this stained glass course to your students.

Best of luck.