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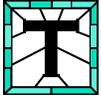
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Orientation Task 1 - ESSENTIAL SKILLS WALL CHART- Recommended



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

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 stained glass 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, 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 Glazier
- 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**
- The top three Essential Skills identified in the Essential Skills Glazier Profile are Document Use, Numeracy and Problem Solving

- It is more important to lead a discussion about why students picked the three Essential Skills they did not whether they picked the skills listed in the profile

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

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

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

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 stained glass.

Facilitator Tips:

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

Answers:

1. What tool do you use to create a score?

The glass cutter is rolled along the glass surface, creating a score.

2. What tool do you use for nipping the edges of the glass?

Another type of pliers known as grozing pliers work by "nipping" the edges of the glass to create the shape necessary for the design.

3. What are the two traditional techniques for joining glass?

There are two traditional techniques used to join pieces of glass together: copper foil & lead came.

4. What do you apply to the copper to make the solder stick?

Flux creates a chemical reaction between the copper and the solder, allowing the solder to bond with the copper. After applying flux, the pieces are ready to be soldered together.

5. What do you use to change the colour of solder?

For special effects, change the color of the solder or lead by using a product called patina. This will change the color to either black (the most common) or copper.

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: Finding Information

Goal:

This task will encourage students to become aware of the stained glass 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 student 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 “**Metal Effects Black Patina Aging Solution**”
 - The PDF “**Metal Effects Black Patina Aging Solution**” is an MSDS for an actual product, however it is not a product that students will be using in this course
 - Ask the stained glass 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 First Aid Measures would you take if you got patina on your skin?
 - **Thoroughly wash with soap and warm water.**
2. If you spilled a small amount of this patina, what cleanup methods would you use?
 - **Soak up small spills with absorbent material.**
3. What general hygiene practices are recommended with this product?
 - **Avoid eye and skin contact. Avoid breathing vapors. Wash hands with soap and warm water before eating, drinking, or using the toilet.**

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 stained glass lesson, after the stained glass 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 stained glass 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 projects

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 their stained glass piece and begin planning their next steps. It will also give them the opportunity to develop skills in giving and receiving feedback.

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

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

Initial Stage Task 3 – STAINED GLASS 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 arts 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 4 – STAINED GLASS DEFINITIONS



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

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use a computer, printer and internet. It will also provide students with the opportunity to make an oral presentation.

Facilitator Tips:

- ✓ Bookmark the websites in this task before delivering the task to students
- ✓ Check-in with each student individually to ensure that they have a definition to present
- ✓ 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
- ✓ You will need to schedule presentation times
 - You will need to schedule a two minute presentation per student
 - You may want to lead by example and present a word and definition yourself

Initial Stage Task 5 – ESSENTIAL SKILLS IN STAINED GLASS – A QUIZ



Document Use, Oral Communication, Numeracy

Thinking Skills: Problem Solving, Decision Making, Critical Thinking, Finding Information

Goal:

This task will provide students with the opportunity to learn about Essential Skills. They will also learn how Essential Skills relates to the work they are doing on their stained glass projects.

Facilitator Tips:

- ✓ Set the timer or monitor the time using a clock
 - You have the option of adjusting the time recommended for this quiz
- ✓ Check this task to make sure students have enough information to proceed
 - You may decide to offer this task later in the course

Answers:

Problem Solving

How did this happen?

The flow of the glass was not checked when the pieces were placed

How might you fix the problem?

You may need to re-cut the piece

Decision Making

Which pattern would be ideal for a second project?

The Tie - There are too many small pieces in the other pattern, which will make it too advanced for a beginner

Critical Thinking

1. **Cord is not burned or crossing the floor in a high traffic area**
2. **The temperature is correct, it has been plugged in**
3. **You have space to work safely**
4. **The tip has been tinned**
5. **Your pieces have been assembled**

Numeracy

The piece is just wide enough at the base. It will likely be too hard to cut – no room for error. This piece is not recommended

Job Task Planning and Organizing

- | | |
|-----------------------------|------------------------------|
| 7. Solder the pieces | 9. Apply patina |
| 6. Apply flux | 8. Add a hook |
| 1. Select the glass | 3. Grind the pieces of glass |
| 4. Foil the pieces of glass | 5. Trim the foil |
| 2. Cut the glass | 10. Apply polish |

Critical Thinking

Name two things that would lead you to believe that your soldering iron is too hot

The glass cracks

Solder drips through to the other side

Solder splatters

Critical Thinking

Evaluate these two pieces of glass

A clown, an abstract, etc.....

Initial Stage Task 6 – COLOUR AND EMOTION



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making

Goal:

This task will provide students with the opportunity to explore how people respond to colour.

Facilitator Tips:

- ✓ Although there are no right or wrong answers, some possible answers are outlined in the chart below

Possible Answers:

Emotion	Colour	Emotion	Colour
Calm, peaceful, serene	blue	Creative	purple
Happy and cheerful	yellow	Joy	yellow
Passion, excitement, love	red	Natural feeling	green
Fear	black	Gloomy	black
Anger	red	Fresh start, new beginnings	green
Light and carefree	orange	Sad	black
Stability	green	Pride	purple

Initial Stage Task 7 – COLOUR IDENTIFICATION

**Document Use, Oral Communication****Thinking Skills: Finding Information**

Goal:

This task will provide students with the opportunity to demonstrate their understanding of primary and secondary colours. It may also provide an opportunity for students to search their Student Notes for answers.

Answers:

- Primary Colours:
 - **Red, Blue and Yellow**
- Secondary Colours
 - **Orange, Purple and Green**

Initial Stage Task 8 – COLOUR WEBSITES



Reading Text, Document Use, Computer Use, Oral Communication

Thinking Skills: Finding Information

Goal:

This task will provide students with a link to two websites that will help them select colours for their project. It will also introduce students to computers, web browsers and websites.

When delivering this task explain the following:

- These colour websites can be used to help find complementary colours
- These sites will be helpful to anyone wanting to work in a job where colour is important, for example, decorators, web designers, artists and painters
- There is no need to purchase anything to use these sites

Facilitator Tips:

- ✓ This is a good task to present to students as an individual assignment so they have something to work on in their spare time
- ✓ This task should be fun, rather than formal

Initial Stage Task 9 – RESPONDING TO COLOUR



Reading Text, Document Use, Writing, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Goal:

This task will provide students with the opportunity to explore how they respond to the colours in two famous paintings. It may also provide an opportunity for them to search their Student Notes for information.

Facilitator Tips:

- ✓ Assist students in finding the information about colour in their Student Notes and provide time for them to read or review this information
- ✓ You can select other pictures if you wish
- ✓ You can use a finished stained glass piece to stimulate further discussions about how colours change what we see and how we feel

Initial Stage Task 10 – SENDING A MESSAGE WITH COLOUR



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to see how people respond to colour.

Facilitator Tips:

- ✓ Although there are no right or wrong answers, some possible answers are outlined in the chart below
 - This answer chart is for your reference only; students may identify other colours
 - The colour they choose is not as important as their explanation for why they chose the colour they did. This means that it is very important to discuss the answers presented in the group

The Message You Want To Convey	The Best Colour Choices
Growing, changing	Green
Movement	Red
Romance	Red
Cold - temperature (e.g. mitts)	Blue
Adventure (e.g. kayak)	Red
Stability (e.g. earth)	Beige, Khakis, Dark Brown
Mystery	Black or Gray
Danger	Red
Celebration	Yellow
Regal	Purple
Power	Black
Relaxed (e.g. canoe)	Blue
Fun	Yellow

Initial Stage Task 11 – GLASS EYE SOFTWARE



Reading Text, Document Use, Oral Communication, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with an introduction to computer aided design software and the internet.

Facilitator Tips:

- ✓ You will need Glass Eye Software installed on the classroom computer. To install a 30 day trial version follow the steps below:
 - Log onto the internet using a web browser and locate the Address Bar in your browser
 - Enter this URL <http://www.dfly.com/>
 - Click on this image:

 - Follow the instructions from there
- ✓ Spend time with this software so you are comfortable before demonstrating
- ✓ Present the software to the students as a group
 - If you have a large group you may want to break into smaller groups for the demonstration
- ✓ Encourage students to use this software whenever they have time available in the class
 - Students can also download the trial version to their home computers

Note: If the stained glass instructor has experience using this software, it may be best to arrange for them to present or co-present this task.

Initial Stage Task 12 – 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:
 1. **4.73**
 2. **22.57**
 3. **1.88**
 4. **0.15**

Initial Stage Task 13 – IMPERIAL TO 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. Online 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)
 1. **11.9 inches x 14.8 inches (x.39)**
 2. **10.2 centimetres (x 2.54)**
 3. **1.5 millimetres (x 25.4)**
 4. **190.5 centimetres (x 30.48 and x 2.54)**

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
$\frac{1}{4}$ inch	0.635 cm	6.35 mm
1 inch	2.540 cm	25.4 mm
2/4 or $\frac{1}{2}$ inch	1.27 cm	12.7 mm
$\frac{3}{4}$ inch	1.905 cm	19.05 mm
1/16 inch	0.157 cm	1.575 mm
1 $\frac{1}{2}$ inch	3.810 cm	38.1 mm
136.5 inches (137.795 by computer)	350 cm	3500 mm

Initial Stage Task 14 – 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. It also provides students with the opportunity to identify largest imperial units.

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:

Largest Imperial Unit:

Imperial Measurement	Largest Imperial Unit
4/16 inches	¼ inch
8/16 inch	½ inch
2/4 inches	½ inch
12/16	¾ inch
14 inches	1' 2"

Initial Stage Task 15 – 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 ordering decimals from largest to smallest. They will also identify which decimal is the largest.

Facilitator Tips:

- ✓ Review the example calculations, 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

Answers:

Step One: Decimal Ordering

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

Step Two: Greater Than Chart

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

Initial Stage Task 16 – 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 “Stained Glass” in “My Documents”
 - Copy the file called “**Conversion Charts**” to the folder you have created
 - An electronic copy of this file can be found on your CD
- ✓ 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 17 – 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

These tasks have been identified as good tasks to present early in the course; however, they can be used at any time.

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 Stained Glass Videos							
Task 4 Stained Glass Definitions							
Task 5 Essential Skills in Stained Glass - Quiz							
Task 6 Colour and Emotion							
Task 7 Colour Identification							
Task 8 Colour Websites							
Task 9 Responding to Colour							
Task 10 Sending a Message with Colour							
Task 11 Glass Eye Software							

Task Selection Chart

Task 12 Rounding Decimals							
Task 13 Imperial to Metric							
Task 14 Reading a Ruler							
Task 15 Ordering Decimals							
Task 16 Printing A File							
Task 17 Working in a Team - Discussion							

Mid Stage Task 1 – GLASS IDENTIFICATION



Document Use, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Goal:

This task provides students with the opportunity to demonstrate their understanding of the various types of stained glass.

Note: You may need to work with the stained glass instructor to present this task.

Facilitator Tips:

- ✓ Depending on your group, you may want to extend the timelines for this task
- ✓ You may want to help students complete 1a and 1b
- ✓ You could also have examples of the various types of glass so students have another resource to use to complete this task

Answers:

Glass Identification Chart

1. ✓Antique	✓Opalescent
2. ✓Baroque	✓Cathedral
3. ✓Cathedral	✓Water Glass
4. ✓Reamy	✓Rough Rolled
5. ✓Wispy	✓Glue Chip
6. ✓Beveled	✓Nuggets
7. ✓Muffle	✓Rondel
8. ✓Opalescent	✓Mottle
9. ✓Glue Chip	✓Seedy
10. ✓Baroque	✓Cathedral

Mid Stage Task 2 – USING A SQUARE – A QUIZ

Document Use, Numeracy

Goal:

This task will allow students to demonstrate their understanding of Squares and right angles.

Answers:

- **C - Test that the corners of your jig are at right angles**
- **False**
- **Right angle:**



Mid Stage Task 3 – 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
 - Some topics will be sensitive depending on the experiences of the group so you may want to make some changes to the scenarios
- ✓ Guide the movement of students in this task – individual – small group – whole group

Mid Stage Task 4 – HOME STUDIO



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 items they will need if they decide to work on stained glass projects 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 stained glass instructor to complete 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 stained glass instructor to review this sheet and add anything they feel is important to include
 - Recreate or print copies of this sheet
- ✓ 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.

Sign Up Sheet – Product Research

Product	Researcher Name
Grinder	
Glass Cutter	
Running Pliers	
Breaker/Grozing Pliers	
Foiler Machine	
Soldering Iron and Stand	
Safety Glasses	
Drawing Tools	
Copper Foil – 1 roll	
Solder – .45 kg (1 pound)	
Flux	
Patina	
Polish	

Mid Stage Task 5 – MAKING YOUR OWN PATTERN – A PROJECT



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

Thinking Skills: Problem Solving, Decision Making, Critical Thinking, Finding Information

Note:

This is a very large task. It outlines an entire stained glass project. This is a task that should be led by the stained glass instructor, with your assistance. Ideally this task is used when there is time in the course for students to design and build a panel. Present this task only after students have completed a sun-catcher and have started their first panel. You may decide to use only a portion of this task.

Goal:

This task will provide students with the opportunity develop their skills in image selection, pattern assessment and design as well as panel building.

When delivering this task explain the following:

- A search for images will need to be done outside of class time

Facilitator Tips:

- ✓ Meet with the stained glass instructor to discuss how you will divide up the responsibilities for delivering this task
- ✓ If you can find an example of a picture that has been used to create a stained glass pattern it will help students understand this task
- ✓ Arrange time for students to assess the images they bring to class
- ✓ Time will be needed in the classes that follow the presentation of this task to actually build the panel

Mid Stage Task 6 – GROUP PROJECT



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

Thinking Skills: Problem Solving, Decision Making, Critical Thinking, Finding Information

Note:

This is a very large task. It outlines an entire stained glass project. This is a task that should be led by the stained glass instructor, with your assistance. Ideally this task is used when there is time in the course for students to work together to complete one stained glass project as a group. You may decide to use only a portion of this task.

Present this task only after students have completed their first project, a sun-catcher. Because this is a group project, students will need to take turns completing the various steps of the project. This means they will need individual projects to work on when they are not working on the group project. Therefore this task should be presented while students are working on their second or third individual projects.

Goal:

This task will provide students with the opportunity to develop their teamwork skills; including decision making and communication. It is also a task that will provide students with the opportunity to learn more about Essential Skills.

Facilitator Tips:

- ✓ Meet with the stained glass instructor to discuss how you will divide up the responsibilities for presenting this task
- ✓ When the group is dividing up responsibilities for this project you will want to ensure that the division is fair and the timelines are realistic
- ✓ As the project progresses, check in regularly with each student to confirm that they are keeping up with their commitments to the team
 - It is important that group members complete their part of the group project on time

- ✓ Check in with the entire group
 - You will need to guide the discussion to help solve any problems that occur
- ✓ When the project is finished, assist students in identifying the Essential Skills they demonstrated during the decision making process
 - An answer sheet is provided below; however the group could select different answers based on their experiences. It is important that students explain their reason for selecting a particular Essential Skill

Possible Answers:

- Decision Making

Decision Making Steps	Circle the Essential Skills Used in this Step			
1. Identify the decisions you will need to make as a group.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information
1. Gather as much information as you can about the decision.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information
2. Identify the outcome you want.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information
3. Identify a list of	Reading	Working with	<u>Thinking Skills</u>	Significant Use

possible options.	Document Use Numeracy Writing Oral Communication	Others Continuous Learning Computer Use	Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	of Memory Finding Information
4. Evaluate, compare, analyze or assess the options.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information
5. Pick an option and start.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information
6. Evaluate the decision.	Reading Document Use Numeracy Writing Oral Communication	Working with Others Continuous Learning Computer Use	<u>Thinking Skills</u> Problem Solving Decision Making Critical Thinking Job task Planning and Organizing	Significant Use of Memory Finding Information

FACILITATOR TASK SELECTION CHART

Mid-Stage Tasks

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

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Glass Identification							
Task 2 Using a Square – A Quiz							
Task 3 Problem Solving							
Task 4 Home Studio							
Task 5 Making Your Own Pattern – A Project							
Task 6 Group Project							

Final Stage Task 1 – PROBLEM SOLVING IN STAINED GLASS



Document Use, Writing, Oral Communication

Thinking Skills: Problem Solving, Critical Thinking, Finding Information, Significant Use of Memory

Note:

If you are uncomfortable with this task, ask the stained glass instructor to assist you.

Goal:

This task will provide students with the opportunity to reflect on the problems they solved in the course.

Facilitator Tips:

- ✓ Ask the stained glass instructor for additional solutions to the problems in the chart

Possible Answers:

Problem Solving Chart

Problem	Solution(s)
1. Your glass pieces are not breaking correctly.	Assess the angle of your cuts, assess your cutter, and assess your pressure and speed.
2. You assess your pieces and notice that the foil is crooked.	Remove the foil and start again or trim the foil.
3. After assembling the first part of your jig you use a square to measure the corner. You find that the corner is not at a 90 degree angle.	Re-adjust the pieces of wood that form the jig until they are at a 90 degree angle and then nail the pieces in place.
4. A piece of glass in your panel cracked as you were soldering.	Remove the piece. Heat the soldered portions of the piece, and gently remove the piece.
5. Your solder is splattering.	Use less flux.

6. You notice the cord of the soldering iron has a burn in it.	Stop using the soldering iron, report the problem to your instructor and use another soldering iron.
7. You assess your panel and find that your soldered seams are too large.	Use your soldering iron to remove the excess solder. Heat the solder that you want to reduce and touch it with the tip of the iron. It will stick to the iron in small bits that you can then remove.
8. You assess your panel and notice that your soldered seams have peaks, ridges and lumps.	Heat up the soldering iron. Move the tip up and down on the solder to remove the peaks. It will smooth out once it's heated through.
9. You find a pattern you love but then you notice the copyright. ©	Read the copyright to see if you can use the pattern for personal use only. Locate the contact information on the pattern and write/email to ask permission.
10. You love stained glass but you don't have the money to set up at home studio.	Find used equipment, take another course, ask your instructor for assistance, share with someone who already has a studio.
11. You notice someone in the class is not working safely and you are worried for them and for yourself.	You could offer suggestions to the person who is not working safely or let your instructor know so that they can address the situation.

Final Stage Task 2 – PRICING MATERIALS



Reading Text, Document Use, Numeracy, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Note:

You will need the assistance of the stained glass instructor to present this task. They will provide pricing information, a list of websites and resources for buying items.

Goal:

This task will provide students with the opportunity to consider the cost of completing a stained glass project. This will give them the information they will need if they want to continue completing stained glass projects.

Facilitator Tips:

- ✓ Have the stained glass instructor provide you with the pricing information students will need to complete this task
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ If your group has strong computer skills they can be given this task as an assignment to work on in pairs
 - If not, you may need to walk through this task as a group
- ✓ As a group, discuss the challenges of selling art including hours of work that can't be billed

Final Stage Task 3 – TECHNICAL SKILLS IN STAINED GLASS - Recommended



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

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:
 - Glazier – home and auto
 - carpet, tile, linoleum, and hardwood floor installers
 - plumber
 - electronics assembler
 - jewelry repair person
 - visual artist
 - painter, decorator, designer
 - mechanic/small engine repair person
 - woodworker /carpenter/cabinet maker
 - hardware and tool salesperson
 - computer repair person

Possible Answers:

- Technical Stained Glass Skills

Skill	Jobs Using the Same Skill
Tools – e.g. pliers, cutters	Glazier (home and auto), carpenter
Solder and Soldering Iron	Electronics assembly, plumbing, jewelry repair, computer repair and assembly
Grinders	Auto body repair, jewelry creator, metal worker
Building jigs and frames	Carpenter, metal worker
Pattern Reading	Builder, production worker, carpenter, plumber, electrician
Use of Colour	Painter, decorator, designer, clothing sales, auto body technician
Motor Coordination / Manual Dexterity	Most jobs – computer work, production work, anything requiring hand eye coordination
Measuring – tape measure, ruler and square	Carpet, tile, linoleum and hardwood floor installers Carpenter, hardware and tool sales
Using chemicals safely e.g. Flux and Patina	Any job where there is MSDS or WHMIS training. E.g. production facilities, kitchens, cleaners

Final Stage Task 4 – 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 at 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 5 – TOP THREE ESSENTIAL SKILLS



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to 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 6 – 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

Final Stage Task 7 – BUILDING YOUR RÉSUMÉ- Recommended Task



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 Glazier 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 to stained glass 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
 - Participated in team decision making
 - Assessed patterns, glass and solder
 - Use a soldering iron safely
 - Built jigs and completed accurate measurements
 - Used hand tools including a glass cutter and pliers
 - Operated a grinder safely

Final Stage Task 8 – 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 and experience working on their own individual projects 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 stained glass 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 stained glass projects. You can also schedule time the week following the stained glass 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 Problem Solving in Stained Glass							
Task 2 Pricing Materials							
Task 3 Technical Skills in Stained Glass	R						
Task 4 Essential Skills Identification							
Task 5 Top Three Essential Skills							
Task 6 Career Research Assignment							
Task 7 Building your Résumé	R						
Task 8 Group Wrap-Up	R						