

Instructor's Guide

Module 11: Tools

What Students Should Gain from this Module

At the end of this module, students should be able to:

- Identify common construction tools

Required Equipment

- An LCD projector and a Windows computer or laptop. The computer should have high speed internet access, a recent version of PowerPoint, an updated Internet browser, and speakers
- Cords for connecting the LCD projector to the computer
- A wireless presenter which allows you to move around the room while controlling the PowerPoint presentation
- A screen visible to all in the room
- If possible, at least one of each of the tools listed in this module

Set Up

- Set up the computer and projector and launch the PowerPoint file
- Set out at least one of each of the tools listed in this module



Note to the Instructor

Instead of a detailed lesson plan, this document provides suggestions for facilitating the activities and using the materials in this module.

Facilitating the Module

Materials and Activities	Notes and Facilitation Suggestions
<ul style="list-style-type: none">• <i>Tools Challenge Handout</i> - a handout to use at the beginning of the module to determine which tools students already know• <i>Tools Book Handout</i> - a handout students can use to follow along with the PowerPoint presentation• <i>Tools Slides</i> - PowerPoint File• <i>Tools Quiz 1</i>• <i>Tools Quiz 2</i>• <i>Tool Identification Bingo Slides</i> - to use for the Bingo	<ul style="list-style-type: none">• Begin the module by distributing a copy of the <i>Tools Challenge Handout</i> to each student and giving students time to work in pairs or small groups to identify the tools they know. Do not have students work on the handout individually as it could be discouraging to students who do not know many of the tools. Encourage students to guess the names of tools they do not know or are not sure of. Giving students time at the outset to identify the tools they know, and guess the names of tools they do not know will help them learn the tools that are new to them.• Give each student a copy of the <i>Tools Book Handout</i> and have them follow along as you use the <i>Tools Slides</i> to show each tool, describe how it is used, and explain any safety considerations for using the tool. Whenever possible, show students the actual tools and provide opportunities for students to examine them on their own.• The <i>Tools Quizzes</i> are provided to give students practice learning the tools. The tools listed in the quizzes include those that students are most likely to confuse with one another.



Materials and Activities	Notes and Facilitation Suggestions
<p>game that serves as the test for this module</p> <ul style="list-style-type: none"> • <i>Tool Identification Bingo Sheets</i> - 24 bingo “cards” students use to play Bingo 	<ul style="list-style-type: none"> • Oregon Tradeswomen, Inc. uses the Bingo game as the test for this module. Give each student one of the <i>Tool Identification Bingo Sheets</i>. Have students work individually to mark off each tool on their card as you present the tools using the <i>Tool Identification Bingo Slides</i>. When students have a “blackout” (all squares on their card are marked off), they should bring their card to you for verification. Students who have incorrectly marked a tool continue playing the game.
<p>Planning to Apply their Learning</p>	<ul style="list-style-type: none"> • Have students reflect on the learning from this module and note in their journal what they have learned that will be useful to them on the job, what they want to remember, tips, etc., and when they have demonstrated grit or a growth mindset.

