

Applied Skills Assistant 12 Board Approved Course Submission

District Name: Abbotsford

District Number: 34

Developed by: Bonnie Smith, Clayton Radons

Date Developed: January 2005

School Name: Robert Bateman Secondary

Principal's Name: Jim Callaghan

Board/Authority Approval Date: MARCH 7/05

Board/Authority Signature: 

Course Name: Applied Skills Assistant

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): B average in Junior Level of Subject Area or permission of instructor

Special Training, Facilities or Equipment Required: Applied Skills Classroom/Lab.

Course Synopsis:

This is a participatory course that prepares and motivates students to provide assistance to others in their schools and communities. Students will work under the supervision of the Applied Skills Teacher or mentor to provide the assistance to students as individuals and/or small groups in a variety of learning activities and contexts. Students will provide assistance in various Applied Skills classes such as: Food Studies, Textile Studies, Woodwork, Automotive and Power & Energy. Students will develop instructional skills, communication skills, interpersonal relations, leadership skills, teamwork, and conflict management. Students will apply their skills in Tutoring and Mentoring Roles and acquire an appreciation of the importance of lifelong learning and helping others.

Rationale:

This course has been designed to provide practical experiences in developing the student's interpersonal skills and field-related skills as they relate to working with students in an applied skills area in the school. The skills learned from this will benefit the student in terms of leadership skills, ability to work in groups and interact with all types of individuals.

Organizational Structure:

<u>Unit/Topic</u>	<u>Title</u>	<u>Time</u>
Unit 1	Health and Safety	10
Unit 2	Instructional Skills	5
Unit 3	Communication Skills	5
Unit 4	Leadership Skills	5
Unit 5	Practicum/Field Experience	95
<u>Total Hours</u>		120

Unit/Topic/Module Descriptions:

Unit 1: Health and Safety

Overview:

The purpose of this unit is to provide the student with an opportunity to learn and review essential foundation skills. This unit reinforces personal and classroom safety practices as they relate to a high school setting.

Curriculum Organizers and Learning Outcomes

It is expected the student will be able to:

- ◆ Understand the value of safe working practices
 - ◇ Research material from the library and Internet (www.worksafefbc.com) to increase awareness of safety in lab situations.
- ◆ Demonstrate safe working procedures with machinery and equipment
 - ◇ Study classroom resources and course material given to students to become proficient in the use of various pieces of equipment
- ◆ Identify and correct potentially hazardous situations
 - ◇ Under guidance from the teacher and using information learned above, identify and correct students acting in an unsafe manner in the classroom
- ◆ Instruct individuals or small groups of students in safe working practices
 - ◇ Under instruction from the teacher and with information learned above, demonstrate safe use of the equipment to individuals or in a small group setting

Unit 2: Instructional Skills

Overview:

The purpose of this unit is to focus on teaching skills. The information gained is intended to help students become more effective in working with individuals. This unit contains an overview of teaching techniques.

Curriculum Organizers and Learning Outcomes

It is expected the student will :

- ◆ Learn basic instructional skills
 - ◇ Learn how to use instructional skills such as: questioning techniques, reinforcement, reviewing, application, etc.
- ◆ Discriminate between different types of assistance
 - ◇ Learn the various types of assistance including: hand-over-hand, verbal, non-verbal, etc.
- ◆ Use reinforcement to improve student response
 - ◇ Practice positive reinforcement through review, compliments, etc.
- ◆ Identify and list types of reinforcement
 - ◇ Use course materials to research the different types of reinforcements that are successful with students at this level.
- ◆ Demonstrate varying amounts of assistance
 - ◇ Use discretion in knowing how much assistance to give students.

Unit 3: Communication Skills

Overview:

The purpose of this unit is to develop written, verbal, and presentation skills. Establishing effective, personal communication is important to all human interaction. Students should understand how to apply key components of effective personal communication in a service setting.

Curriculum Organizers and Learning Outcomes

It is expected the student will:

- ◆ Communicate ideas and observations clearly and effectively
 - ◇ Use a variety of communication tools (verbal and non-verbal) to communicate response to activities to classroom staff.
- ◆ Collaborate with others to solve problems and make decisions
 - ◇ Understand that collaboration with the teacher is of utmost importance when making decisions.

- ◆ Organize information from a variety of sources
 - ◇ Demonstrate how to take information from a variety of sources (written, oral) and synthesize that information into a practical and useable form.
- ◆ Present information to a small group, whether written, and/or visual
 - ◇ Become comfortable presenting information, gleaned from research assignments and other ideas, to a small group.
- ◆ Understand how people communicate verbally and non verbally
 - ◇ Do some work based on course handouts related to verbal and non-verbal communication.
- ◆ Practice active listening skills, including checking perception and information
 - ◇ Be willing to ask for clarification regarding information that might be unclear, thus practising active listening skills.
- ◆ Able to recognize, understand and respond appropriately to other people's feelings
 - ◇ Practice understanding and subsequently responding appropriately to others' feelings
- ◆ Use appropriate conflict resolution strategies
 - ◇ Do some reading and research from course materials on a variety of conflict resolution strategies.
- ◆ Respond with effective feedback
 - ◇ Understand how to give appropriate feedback when requested by others in the work environment

Unit 4: Leadership Skills

Overview:

Students will contribute to a positive climate in the classroom and the school community. The course will encourage development in areas of social responsibility and leadership. These leadership skills will allow students to initiate, develop, and organize in other areas of their life.

Curriculum Organizers and Learning Outcomes

It is expected the student will:

- ◆ Take initiative within established classroom routines
 - ◇ Be actively involved in assisting the students within set routines, but without needing constant instruction.
- ◆ Demonstrate social responsibility
 - ◇ Show responsibility by involving oneself in a mature way within the social and community environment.

- ◆ Contribute to the successful learning environment of the school
 - ◇ Be a positive member of the school community, demonstrated in appropriate behaviour and academic responsibility.
- ◆ Lead by example and model positive behaviours and work habits
 - ◇ Be involved with the students as a mentor, showing them a positive role model in their behaviours and practices.
- ◆ Mentor other students
 - ◇ Work closely with individual students in the role of a mentor
- ◆ Share knowledge and insights with peers and classroom staff
 - ◇ Be willing to share information and insights gleaned with classroom staff, sometimes informally and other times in a formal report type manner.

Unit 5: Practicum/Field Experience

Overview:

Students will work under the leadership of the Applied Skills teacher and will assist students in a number of lab situations which may include all or some of the following types of instruction: verbal, written, visual, and hands-on. Students will demonstrate the skills and knowledge attained in the above units within the context of the practicum experience.

Curriculum Organizers and Learning Outcomes

It is expected the student will:

- ◆ Develop an understanding of individual student needs
 - ◇ Students will come to understand some elements of students needs through practical experience in working with the students in a variety of learning settings
- ◆ Demonstrate effective teaching skills
 - ◇ Students will use their theoretical study of teaching skills in a practical setting, both in integrated and non-integrated settings
- ◆ Demonstrate people helping skills and attitudes through practical experience and regular teacher feedback
 - ◇ Students will show positive skills and attitudes while working with students
- ◆ Demonstrate the ability to track student progress by analyzing student activities with regard to successes and challenges
 - ◇ Students will use practical ways to track student progress and will communicate that progress to the teacher
- ◆ Demonstrate the ability to use the analysis of student progress to suggest strategies for future learning
 - ◇ Students will use student progress tracking to suggest strategies that will be

successful in the future.

- ◆ Reflect on their personal growth as it relates to working with Applied Skills students
 - ◇ Students will write journal entries which will indicate areas of personal growth, questions, and responses to activities going on daily.
- ◆ Demonstrate an ability to transfer theory to practical application
 - ◇ Students will apply the information they learned in theoretical study in practical ways
- ◆ Demonstrate flexibility in adapting to the needs of individual students and fluctuating environments
 - ◇ Students will be willing to show flexibility. This will be evidenced in their willingness to change their regular routines upon request of the teacher.
- ◆ Maintain confidentiality
 - ◇ Students will, at times, be privy to personal information related to students in the classroom. This information will be kept in confidence by students involved in this course.
- ◆ Develop personal confidence in a leadership role with Applied Skills students
 - ◇ Students will be given opportunities to show leadership abilities in the way in which they work with students.
- ◆ Be able to work cooperatively with students and school personnel
 - ◇ Students will show a cooperative attitude when working with the students.
- ◆ Be an active team member within the classroom
 - ◇ Students will be encouraged to be actively involved in the classroom activities.

Instructional Components:

- ◇ direct instruction: eg. Identify and correct potentially hazardous situations
- ◇ indirect instruction: eg. Use appropriate conflict resolution strategies
- ◇ interactive instruction: eg. Collaborate with others to solve problems and make decisions
- ◇ experiential learning: eg. Students will come to understand some elements of students needs through practical experience in working with the students in a variety of learning settings
- ◇ independent instruction: eg. Work closely with individual students in the role of a mentor
- ◇ modelling: eg. Lead by example and model positive behaviours and work habits
- ◇ individual (student) presentation: eg. Present information to a small group, whether written, and/or visual
- ◇ group work
- ◇ observation
- ◇ feedback forms

Assessment Component:

- 50% of the grade will be based on daily evaluations.
 - A daily mark based on a pre-established rubric, will be assigned according to instructional leadership and communication skills demonstrated by the student.
 - A summative final evaluation will be given by the teacher.
- 40% of the grade will be based on student performance during Applied Skills activities.
 - Students will be required to demonstrate learning of the stated objectives of the skills modules outlined previously.
 - Students will demonstrate learning through essays, projects, posters, and/or oral presentations (summative evaluation).
- 10% of the grade will be based on a joint instructor/student evaluation of the student's leadership roles and experiences during the semester
 - The use of log books and personal reflections on individual growth and learning will facilitate formative evaluation and direct feedback from the instructor.
 - Marks will be given throughout the term as a way to provide formative evaluation and the basis of their overall summative evaluation.

Learning Resources:

A variety of teacher resources/texts on Applied Skills development (will vary according to the specific area of Applied Skills)

Internet websites such as:

- www.healthandsafetycentre.org
- WCB web pages
- articles on Cooperative Learning - these websites offer short articles on cooperative learning that the Applied Skills Assistant would most likely read.

Additional Information: