ChrisTmas /// ChrisTmas

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Benefits for Students

Through the pathways model, students experience:

- relevant and engaged learning
- freedom in exploring multiple pathways
 personally meaningful pathways leading to specialized skills
- engagement in their interests or passions
- opportunities to achieve post-secondary credentials while still in senior high school
- · easier transitions from senior high school to post-secondary education or the work force.

Benefits for Educators

Through the pathways model, educators experience:

- more focused organization of CTS courses
- a focused and engaged learner
- greater opportunity for community support.

Benefits for Employers

Through the pathways model, employers experience:

- employees with specialized skills or post-secondary or industry credentials
- motivated and engaged employees.

Program Philosophy and Rationale ©Alberta Education, Alberta, Canada

Career and Technology Studies /3



Table of Contents



- PD Focus Statement
- **Description of Activities** 3
- PIP Timeline of Events
- 5 **Description of End Products**
- Module Long-Range Plans 6
- **10** Reflection Article

PIP Booklet / Joel Heyland 1

PD Focus Statement

> CTS Philosophy & Rationale

For my personal inquiry project
I would like to unwrap the
interdisciplinary nature of
the CTS umbrella by uniting
different clusters towards a
common goal: making and
delivering a touch of Christmas
to young, well deserving
families in our community!

"The CTS Program is an absolutely essential program in today's schools — the range of curricula addressed enhances schools' abilities to meet the needs and varied learning styles of their students, provide tangible and applied learning opportunities, and build real connections with people and businesses in the surrounding community."

- A. Craig Loewen, PhD, Professor & Dean Faculty of Education, University of Lethbridge

Careers and Technology Studies (CTS) was designed to engage students in practical and purposeful learning opportunities, with aims in helping them discover innate interests and career aptitudes. Though the focus on self is an important part of options courses, it is not the sole purpose. Building real connections with people in the surrounding community is part of the vision. One way to foster effective relationships is through service.

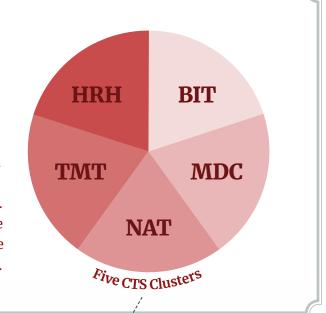
Historically our society has viewed education as a needful step "towards" being able to serve those around you through your chosen field of study. This is especially true in professions that require high level -risk based- decision making. To put simply, we learn in order to serve. This raises a question, is there any type of learning that could be acquired "while" serving. I believe the nature of CTS programming is an appropriate place to challenge this notion. In certain CTS courses, could we not learn "while" serving?

The following proposal spells out what this new paradigm could look like in a typical Albertan public high school. It will explain how a CTS department can work together to:

- * Foster real connections inside and outside of school
- * Pair learning (outcomes) with service (products)
- * Bolster the public's perception of our schools
- * Utilize it's government funded resources in a manner that returns value back to the taxpayers.
- * Foster unity within the CTS department

Description of *Activities*

The ChrisTmaS workshop is a scalable idea. For my PIP project, I will both plan for and produce a prototype gift bag (see sample idea below). This bag will be donated to my PS1 elementary school. They will give the bag to a young family from the community. In the future, I would love to execute this workshop as a CTS body (staff and students).

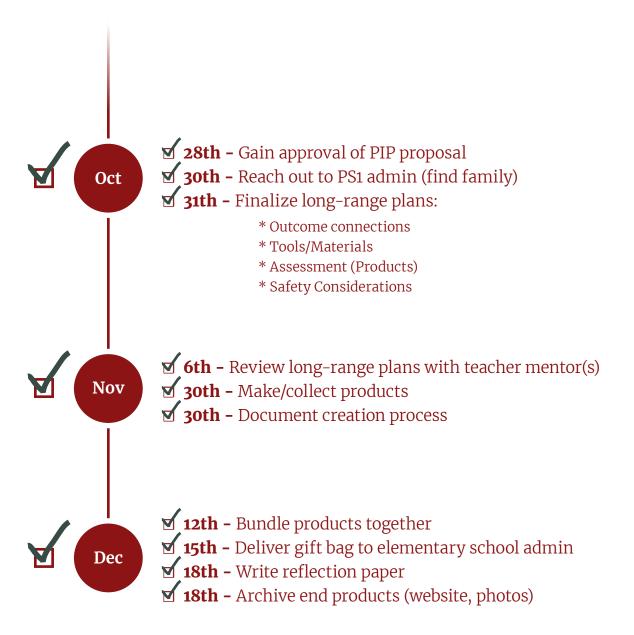




Government Funding (taxes) -> CTS Pathways -> Products to Community

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Timeline of *Svents*



Description of *End Products*

End Product	Description
Observation Notes	I will observe the fabrics, foods, woodshop, and multimedia classes in order to collect needful information for filling out the long-range plans.
✓ Long Range Plans	I will provide simplified long range plans for each of the classes involved in the ChrisTmaS workshop.
✓ Meeting Notes	I will meet with my teacher mentor(s) to review the long range plans (products) and seek feedback.
✓ Sample Gift Bag	I will go through the process of creating a prototype "gift bag" as outlined in the long-range plans. Fellow CTS teachers are welcome to contribute respective products if they so choose (zero pressure!).
✓ Annotated Photos	I will collect and caption photo artifacts relating to both process (making of gift bag) and product (final gift bag/delivering it).
▼ Reflection Article	I will conclude the project by writing a reflective article about what I learned through this project, how it satisfied the focus statement, feedback received, and future adaptations.

Feedback Received:

Change the multimedia module to the print one. We have access to wide format printer/cricut machine. Shop has a module where students can design a CNC file to then upload to the machine. Could produce high quality wood toys in quantity. Products would need to be shelf friendly (preservable foods). Consider making the card/gift tags a contest amongst multimedia courses. Top design will be chosen, printed, and used. A winter themed paper based activities booklet would make a nice addition (makes the bag more interactive). Multimedia or leadership students could each be tasked with adding a page (i.e. "snowduku"). Change the wording from returning value to taxpayers to "giving back to the community." Bag could also promote literacy/numeracy through interactive toys/paper based activities and games.

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Fashion







FAS1060

> Program of Studies

In FAS1060 students use basic sewing skills and techniques to construct a home or personal accessory. FAS1030 (Sewing Fundamentals) is a prerequisite module. Students will have learned the fundamentals of sewing in months leading up to the workshop.

Outcome Connections

Outcomes

Assessments

General Outcomes

- . demonstrate knowledge and skills related to home or personal accessories.
- . apply basic construction skills at an appropriate level in assembling a project.
- . demonstrate safe and proficient use of sewing equipment, pressing equipment, cutting tools and sewing notions.
- **4.** identify copyright restrictions.
- 5. demonstrate basic competencies.
- **6.** make personal connections to the cluster content and processes to inform possible pathways choices.

- Pre-Assessment (P) Formative (F) Summative (S)
- P = Reverse engineer an exampler bag. Write out the steps taken to produce it
- F = Teacher Interviews (review proposal sketches and photo diary progression).
- **F** = Photo diary. (depict the various steps of the project in a how-to
- S = Make a holiday themed drawstring bag (sketch, prepare, and assemble).
- S = Reflection Letter (answer prompts about your experience participating in the workshop).

Materials / Tools

- Sewing machines
- Scissors
- Rotary cutters
- Self-healing cutting mats
- Plastic rulers
- Assorted fabrics
- Nylon drawstring cord
- Sewing thread
- Iron + board
- Bag templates

Safety Considerations

Product: Similar to a storebought product, we could place a removable tag on the drawstring that includes a "choking/suffocation" warning. Babies and toddlers should not be left unattended with drawstring bags.

Process: Standard safety measures should be implemented to reduce sewing related accidents including; abrasions, lacerations, and burns (iron). Day to day instruction will include safety demonstrations.









Bakeware

- ~2 Baking sheets
- ~2 Round cake pans ~1 Square pan
- ~1 Loaf pan
- ~1 Muffin pan (12)

20 Hours

FOD1020/2070

> Program of Studies

In FOD1020 students develop and demonstrate an understanding of traditional and contemporary baking techniques... In FOD2070 Students combine stocks with various thickening agents to produce hearty soups and sauces. Pre-requisite: FOD1010

Outcome Connections

Outcomes

Assessments

General Outcomes

- 1. demonstrate knowledge and skills related to home or personal accessories.
- 2. apply basic construction skills at an appropriate level in assembling a project.
- 3. demonstrate safe and proficient use of sewing equipment, pressing equipment, cutting tools and sewing notions.
- 4. identify copyright restrictions.
- 5. demonstrate basic competencies.
- **6.** make personal connections to the cluster content and processes to inform possible pathways choices.

- Pre-Assessment (P) Formative (F) Summative (S)
- **P** = Guess the ingredients taste test
- **F** = Source appropriate recipes
- S = Make colored icing and put into small containers.
- S = Make sugar cookies and put into parchment cookie sleeves.
- S = Make a just add water soup and put ingredients into containers.

Materials / Tools

- Recipe cards
- Sugarcookie ingredients
- Icing ingredients
- Sprinkles
- Small plastic containers
- Plastic cookie bags
- Ribbon (tie bags)
- Oven Oven mitts
- Food mixer • Baking sheet
- Cookie cutters
- Rolling pins

Safety Considerations

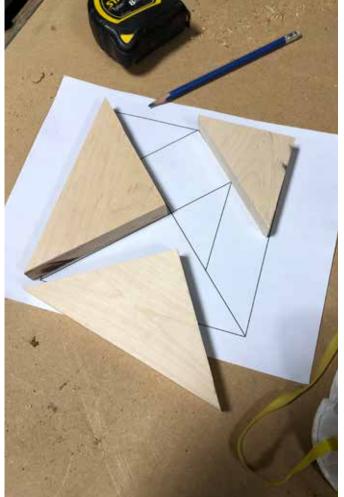
Product: Attach allergy warnings to the tag(s). Seal off and wrap goods stowed in the gift bags. Food items should be room temperature friendly.

Process: Standard safety measures should be implemented to reduce cooking related accidents including; abrasions, lacerations, and burns (stove). Day to day instruction will include safety demonstrations. Food safety protocols including handwashing, glove wearing, hair nets, masks should be adhered to.

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Woodshop







CON1010

> Program of Studies

Students develop basic hand tool and production skills to transform common building materials safely into useful products. If basics have been covered then: Students develop basic shop drawing and estimating skills and apply them to build a product (CON1120).

Outcome Connections

Outcomes

- General Outcomes 1. create a health and safety plan.
- **2.** research common processes and methods of hazard identification, assessment and control specific to the pathway.
- 3. identify and describe the safe use of basic hand tools.
- 4. identify and compare the properties of common materials used in construction activities.
- 5. apply construction processes and skills to produce a product.
- **6.** demonstrate basic competencies.
- 7. make personal connections to the cluster content and processes to inform possible pathways choices.

- Pre-Assessment (P) Formative (F) Summative (S)
- **P** = Match the tool to the job quiz
- F = Bladeless demonstrations
- **S** = Safety log
- F = Product sketches and small group critique
- **S** = Produce a small wood toy (i.e. block puzzle, stacking blocks, animal cut-outs, etc.)
- **F** = Inventory slip (document experience)

Materials / Tools

- Pencils, erasers, paper
- PPE (eyewear, earplugs)
- Computer(s)
- Printers
- Wood
- Work tables
- Clamps

- Wood glue
- Dowel
- Jigsaws/bandsaws
- Miter saw
- Sandpaper
- Child safe paints
- Brushes

Safety Considerations

Product: Product proposals are to be reviewed by the teacher and instructor. Products should be designed with pieces that can't be easily broken, are large enough to avoid being swallowed, have rounded edges. Use child safe wood types (maple), paint/finish to decorate surfaces.

Process: Standard safety measures should be implemented to reduce shop related accidents including; abrasions, lacerations, and burns. PPE should be worn at all times in the shop. No loose accessories or clothes.









COM1165

> Program of Studies

Students are introduced to basic layout and design techniques as well as to various print reproduction processes using a positive or negative master such as digital, offset, screen, vinyl plotting, wide format and laser cutting (Pre-requisite: COM1005)

Outcome Connections

Outcomes

- and applications of layout,
- 2. apply design and printing techniques used in the production
- 3. demonstrate a working
- 4. identify copyright restrictions.
- **5.** present a selection of work completed in this course to an audience.
- work station routines
- 7. demonstrate basic competencies.
- 8. make personal connections to the cluster content and processes to inform possible pathways

F = Presentation File (print

P = Design principles quiz

F = Design proposal sketches

techniques)

Pre-Assessment (P) Formative (F) Summative (S)

General Outcomes

- 1. identify the basic characteristics medium and printing methods.
- of graphic project(s).
- knowledge of WHIMIS.

- 6. apply consistent and appropriate

S = Make holiday card design + matching gift tags

- S = Card/tags gallery walk (Hand in rationale paragraph)
- **F** = Students done early can contribute to a winter themed games/puzzle/paper based activities booklet

Materials / Tools

- Computers
- Wide format printer
- Scanner
- Digital tablets Drawing supplies
- School logos/branding
- Cutting mat + x-acto knives

• Cardstock paper variety

- Hole puncher
- Cricut machine
- Linocut materials

Safety Considerations

Product: . Artwork should follow FOIP standards and be void of religous affiliation. Leave designs to dry for a dew days before bundling in bags.

Process: Begin classes with wrist/hand stretching. Teacher led demonstrations on how to handle linocut materials.

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Conclusion

"The ChrisTmaS Workshop is an excellent example of the nature of teaching, giving back to the community. The idea embodies the notion of a school as the center of a community." (David Platt)

This was one of the most memorable projects I have ever completed. As I reflect on this past year, I am able to see what led to the conception of the ChrisTmaS Workshop idea (see equation below). This idea is a direct reflection of how skills garnered through formal training can respond to present-day societal needs.

Part of the beauty of the workshop idea is it's adaptability and scalability. The idea came too late into the school calendar to implement in full, so only one bag was made and gifted. It would be an honor to one day work with a CTS department to fully execute this workshop with staff and students working in tandem. This new year [2021] would be an appropriate year to use school resources in a manner that just "makes sense".



ChrisTmaS Workshop Benefits:

- + Me to we thinking (benefits community)
- + Practical and meaningful
- + Process & product
- + Alberta high schools are equipped
- + Not competing with other initiatives
- + Helps build relationships with the community
- + Bolsters public perception of our schools
- + Build comradery as a CTS department
- + It is a scalable and repeatable idea
- + Made locally, and with love (handcrafted)
- + Good timing (economic downturn)
- + Numeracy & literacy opportunities (activity booklet)

Alberta University of the Arts (BDes)

Art school is where I learned to marry concepts with aesthetic. Before teaching, I worked in the collaborative field of advertising. I was paid to dream and work with a team to bring them to life.

CTS Curriculum & Instruction (L. Sproule)

This class opened my eyes to the practical and creative potential of the CTS programming. I was able to practice combining pathways from among the 5 clusters to create truly unique courses.

Societal Context of 2020 (COVID-19)

This years economic turmoil has and will continue to impact Lethbridge citizens. This is especially true for the school communities I've been fortunate to serve during my three practicums.



The final gift bag contained the following:

- * Re-useable fabric drawstring bag
 - * Sugar cookie decorating kit
 - * Toy wood puzzle
 - * Handcrafted ink print card
- * Winter-themed activities booklet
- * Chicken noodle soup (food drive)
 - * Crayons and pen

