This course is designed for any teacher to present to students with a minimum of knowledge in the subject. It is recommended, however, that the teacher read over the student package to get an idea about what the students will be undertaking. The guidelines presented in this introduction are merely a starting point for this course. As the instructor presents the course over a period of time, they are encouraged to modify the coursework in anyway which they see fit. It is highly recommended that they indicate any changes to the course in the teacher package, and indicate the author of the changes. This will allow future course instructors to understand their thinking and better present the course.

***Safety***

Safety is the primary consideration of this – and every – CTS module. ***If you feel the students are undertaking or attempting something you feel is decidedly dangerous, stop the activity and contact your administration for further instructions.*** There are several areas of particular concern that must be carefully monitored. You may want to bring in the local fire chief at the start of the semester to go over fire safety. (They like that sort of thing. It looks good on their year-end report.☺)

It is highly recommended – if not vitally important – to organize a visit to the nearest bus garage or service station and have a licensed mechanic perform a full vehicle check and oil change. Set this up with your administrator in advance in order to comply with any insurance concerns.

***Do not encourage students to perform an oil change at home because students may circumvent safety procedures when not supervised***

There is a component where students are encouraged to clean a car and record their process with digital camera/video. This should not cause any safety concerns, unless they require the use of school equipment.

***Marking***

The guidelines presented here are the initial recommendation of the program author and not the final word. If you, as a professional educator, wish to adjust the marking scheme, it is well within your right as the course instructor.

The student manual has the majority of the information in it which students will need to complete the worksheets. The student CD has a few videos which student will have to access as well.

It is possible that you are not familiar or experienced in the area of mechanics. Worksheets can be marked with the master for the majority of the questions. You regularly are going to be asked by the students to check their work. Begin your progress evaluation by asking the student what they have accomplished since the last check point. They should be able to explain what they have just worked on. As you are assessing the student and examining the practical components, make sure you discuss your results with the student and make an effort to understand exactly what you are marking, what the student is expecting and how to best recognize their efforts.

***Materials***

There is a collection of tools that will be accessed by students during the course of the module. It will be up to you to make sure they are returned to the correct spot in appropriate condition. Make sure tools are wiped off and they are functioning properly.

Remember, some of these students are incredibly adept at mechanical tasks and their fine motor skills will eclipse yours. It is possible that the students will be able to leap through some sections in a flash, while others may take them some time. Check their progress on a regular basis – there is a spot to record checks on the bottom of every worksheet – and encourage those who are slugging along to pick it up and issue challenges to those who are moving quickly. If students finish very quickly, and if the weather cooperates and you have the space, these students may be encouraged to clean school vehicles and/or teacher vehicles for extra marks. Check with admin first to make sure it is an acceptable activity.