

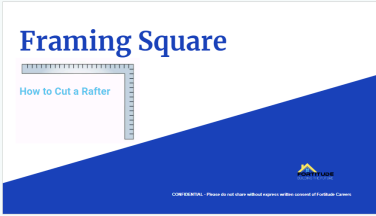

Title: FC Framing Squares - Session 1

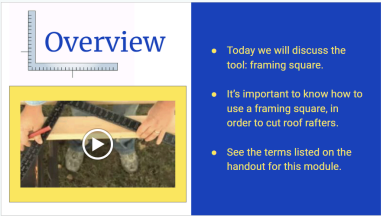
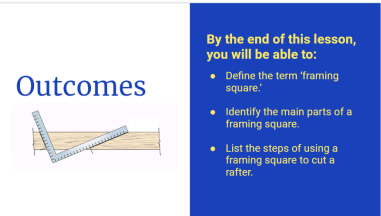
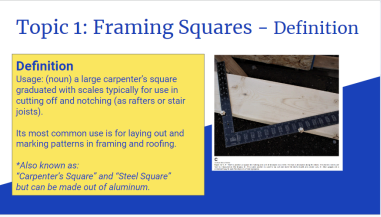
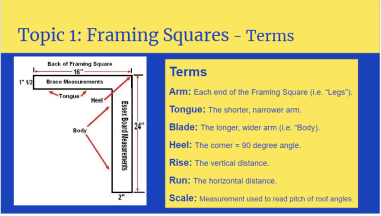
Producer: Pre-work	There are 2 breakout room activities scheduled for this session, on Slides 7 and 14. Collaborate with the Facilitator to decide which participants should be paired together, as they will stay in the same breakout pairs for both activities.
	Prepare the materials for participants to retrieve, if they are not able to provide their own in their vILT location: cardstock paper, scissors, pencil, ruler, piece of wood 1' long.

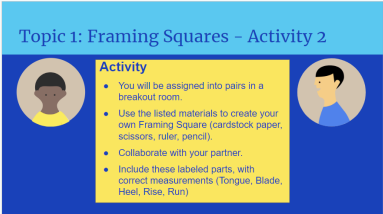
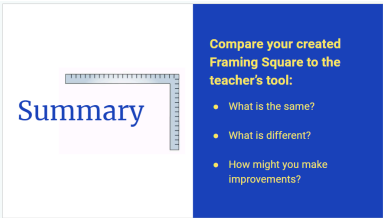
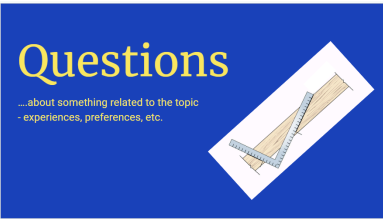
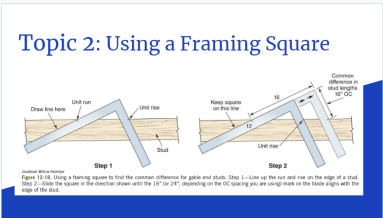
Facilitator Pre-Work:	<p>This guide was developed for the purposes of delivering this course via Zoom, but it can also be used for ILT/in classroom training with the following considerations:</p> <ul style="list-style-type: none">• Breakout room activities will need to be adapted to fit the classroom environment.• Required materials will need to be provided and prepared for each activity in an accessible location.• Questions will be made directly to the participants, rather than by Zoom chat.
	<p>This session contains 2 breakout room activities, where participants need to be paired together. Collaborate with the Producer about which participants should be paired together, as they will stay in the same breakout pairs for both activities.</p>
	<p>Open the PowerPoint file associated with this guide: FC Framing Squares.</p>
	<p>Share the PowerPoint application and ensure that the <i>Zoom Attendees</i> and <i>Chat</i> panels are visible.</p>

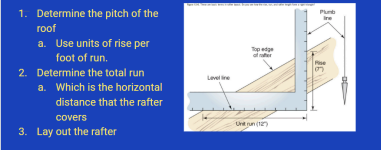
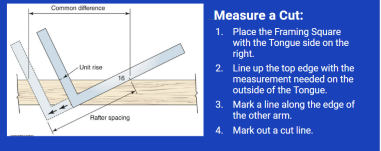
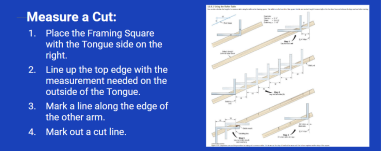
	Aim towards generating a response from the participants at least once every 5 minutes. This will keep participants engaged and will encourage them to follow along closely, in a virtual setting. Examples of these types of responses have been noted, using SAY or ASK.
	.

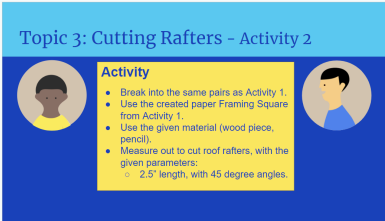
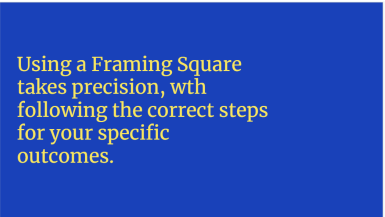
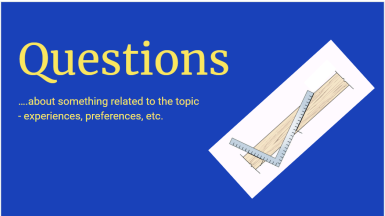

Session #1		
Slides	Approximate Timing	Topic
1-4	8 min	Introduction
5-9	15 min	Framing Squares
10-16	19 min	Using Framing Squares
17-18	3 min	Conclusion
Total:	45 min	

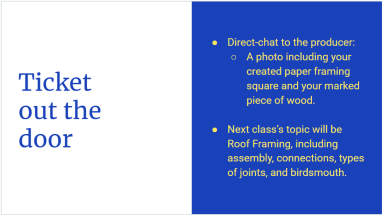
Slide #) Duration	Slide	Facilitator Notes	Producer Notes
1) 1 min.		<p>SAY: Welcome to this 45 minute course on Framing Squares. This session is being recorded and will be available for future review.</p> <p>DO: Hold up an actual Framing Square tool (if available).</p> <p>SAY: We will be learning about this tool called a Framing Square, in order to learn how to cut a roof rafter. Show of hands: who has experience with a Framing Square?</p> <p>DO: Count the number of learners who raised their hand.</p>	<p>DO: Check for facilitator readiness.</p> <p>SAY: Please make sure all your materials are ready.</p> <p>[ADVANCE SLIDE]</p>
2) 2 min		<p>SAY: Let's go over the expectations for this 45-minute course. First, you are expected to remain on-camera and muted, until discussions are opened up by the facilitator. Second, in order to learn the content in a hands-on way, you are expected to actively participate in both whole-class discussions and in paired activities, as we are also all learning together. Third, please type any questions you have into the chat feature, which our producer will monitor. We also have 2 question breaks built into this course. Are there any questions before we start?</p> <p>DO: Answer any questions.</p>	<p>[ADVANCE SLIDE]</p>

<p>3)</p> <p>4 min</p>	 <p>Overview</p> <ul style="list-style-type: none"> • Today we will discuss the tool: framing square. • It's important to know how to use a framing square, in order to cut roof rafters. • See the terms listed on the handout for this module. 	<p>SAY: Let's discuss the important things to know with this tool, especially the terms that are involved with this content.</p> <p>DO: Highlight important parts of each bullet.</p>	<p>[ADVANCE SLIDE]</p>
<p>4)</p> <p>1 min</p>	 <p>Outcomes</p> <p>By the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> • Define the term 'framing square.' • Identify the main parts of a framing square. • List the steps of using a framing square to cut a rafter. 	<p>DO: Read the contents of the slide</p>	<p>[ADVANCE SLIDE]</p>
<p>5)</p> <p>1 min</p>	 <p>Topic 1: Framing Squares – Definition</p> <p>Definition Usage: (noun) a large carpenter's square graduated with scales typically for use in cutting off and notching (as rafters or stair joists). Its most common use is for laying out and marking patterns in framing and roofing. *Also known as: "Carpenter's Square" and "Steel Square" but can be made out of aluminum.</p>	<p>SAY: A Framing Square can go by many names and has many uses. Basically, a Framing Square is a unique tool that calculates the slope and pitch of a roof without using complicated trigonometry. It is a handy tool for carpentry, as it can be used for framing, laying rafters and stairs, used as a straight-edge, finding and establishing right angles, and marking cut-off work. Next, we'll learn the most common terms related to this tool.</p>	<p>[ADVANCE SLIDE]</p>
<p>6)</p> <p>2 min</p>	 <p>Topic 1: Framing Squares – Terms</p> <p>Terms Arm: Each end of the Framing Square (i.e. "Legs"). Tongue: The shorter, narrower arm. Blade: The longer, wider arm (i.e. "Body"). Heel: The corner = 90 degree angle. Rise: The vertical distance. Run: The horizontal distance. Scale: Measurement used to read pitch of roof angles.</p>	<p>DO: Hold up the actual Framing Square tool and indicate on it each part labeled in terms, as you read through this slide.</p> <p>SAY: To practice what we've learned so far, we'll do a hands-on activity next.</p>	<p>[ADVANCE SLIDE]</p>

<p>7)</p> <p>5 min</p>	 <p>Topic 1: Framing Squares – Activity 2</p> <p>Activity</p> <ul style="list-style-type: none"> You will be assigned into pairs in a breakout room. Use the listed materials to create your own Framing Square (cardstock paper, scissors, ruler, pencil). Collaborate with your partner. Include these labeled parts, with correct measurements (Tongue, Blade, Heel, Rise, Run) 	<p>DO: Pass out the materials or have them ready and accessible for learners (whichever works better).</p> <p>SAY: We're going to build our own Framing Square, in pairs. Make sure you include the listed terms in the correct placements.</p>	<p>DO: Activate breakout rooms. [ADVANCE SLIDE]</p>
<p>8)</p> <p>2 min</p>	 <p>Summary</p> <p>Compare your created Framing Square to the teacher's tool:</p> <ul style="list-style-type: none"> What is the same? What is different? How might you make improvements? 	<p>DO: Have your actual Framing Square in a location where pairs may hold their created (paper) Framing Squares against it, to compare. Call up each pair at a time.</p> <p>SAY: What do you notice about your created Framing Square versus this tool?</p>	<p>[ADVANCE SLIDE]</p>
<p>9)</p> <p>5 min</p>	 <p>Questions</p> <p>...about something related to the topic - experiences, preferences, etc.</p>	<p>SAY: Any questions?</p> <p>DO: Answer any questions.</p>	<p>DO: Read any questions from the chat, for the Facilitator to answer. [ADVANCE SLIDE]</p>
<p>10)</p> <p>2 min</p>	 <p>Topic 2: Using a Framing Square</p> <p>Figure 12-18. Using a framing square to find the common difference for gable-end studs. Step 1: Line up the tongue and rise on the edge of a stud. Step 2: Slide the square in the direction shown until the 12" or 24" markings on the OC (raising eye) are aligned with the back edge of the stud.</p>	<p>DO: Indicate on the slide Step 1 versus Step 2 and demonstrate with your actual Framing Square and piece of wood.</p> <p>SAY: You use a Framing Square to find the common difference.</p> <p>DO: Line up the Framing Square with the piece of wood for the</p>	

		<p>rise and the run where you want them. Make the marks as noted.</p> <p>SAY: First, you line up the run and rise on the edge of a stud.</p> <p>DO: Slide the square in the direction needed, lined up,</p> <p>SAY: Second, you slide the square in the direction of the rise, until the mark on the blade aligns with the edge of the stud.</p>	[ADVANCE SLIDE]
<p>11)</p> <p>2 min</p>	<p>Topic 2: Using a Framing Square: Steps</p> 	<p>SAY: Let's look at the steps to use a Framing Square. First, you need to determine the pitch of the roof, which will be expressed in units of rise per foot of run. Second, you will determine the total run, which is the horizontal distance that the rafter covers. Third, you will lay out the rafter for marking.</p>	[ADVANCE SLIDE]
<p>12)</p> <p>2 min</p>	<p>Topic 2: Using a Framing Square: Steps</p> 	<p>SAY: Let's look at the steps to use a Framing Square.</p> <p>DO: Read the steps listed on this slide.</p>	[ADVANCE SLIDE]
<p>13)</p> <p>2 min</p>	<p>Topic 3: Cutting Rafters: Steps</p> 	<p>DO: Move the Framing Square tool against a piece of wood, in the step-up method.</p> <p>DO: Read the steps listed on this slide.</p>	[ADVANCE SLIDE]

<p>14)</p> <p>5 min</p>	 <p>Topic 3: Cutting Rafters - Activity 2</p> <p>Activity</p> <ul style="list-style-type: none"> • Break into the same pairs as Activity 1. • Use the created paper Framing Square from Activity 1. • Use the given material (wood piece, pencil). • Measure out to cut roof rafters, with the given parameters: <ul style="list-style-type: none"> ◦ 2.5" length, with 45 degree angles. 	<p>DO: Pass out the materials or have them ready and accessible for learners (whichever works better).</p> <p>SAY: We're going to use your created paper Framing Square with your same partner, to practice the steps to cut roof rafters.</p>	<p>DO: Activate breakout rooms.</p> <p>[ADVANCE SLIDE]</p>
<p>15)</p> <p>1 min</p>	 <p>Using a Framing Square takes precision, with following the correct steps for your specific outcomes.</p>	<p>DO: Read the slide.</p>	<p>[ADVANCE SLIDE]</p>
<p>16)</p> <p>5 min</p>	 <p>Questions</p> <p>...about something related to the topic - experiences, preferences, etc.</p>	<p>SAY: Any questions?</p> <p>DO: Answer any questions.</p>	<p>DO: Read any questions from the chat, for the Facilitator to answer.</p> <p>[ADVANCE SLIDE]</p>
<p>17)</p> <p>1 min</p>	 <p>Lesson Summary</p> <p>At the end of this lesson, you are able to:</p> <ul style="list-style-type: none"> • Define the term "framing square." • Identify the main parts of a framing square. • List the steps of using a framing square to cut a rafter. <p>You will apply this knowledge in Shop Time tomorrow!</p>	<p>SAY: Let's go over what we've learned so far, with a Framing Square: its definition, its main parts, steps to use it, and how to use it to cut roof rafters. The benefits of all this knowledge include being able to apply it in Shop Time with layout on the plates for our roof plan review.</p>	<p>[ADVANCE SLIDE]</p>

<p>18)</p> <p>2 min</p>	 <p>Ticket out the door</p> <ul style="list-style-type: none"> • Direct-chat to the producer: <ul style="list-style-type: none"> ◦ A photo including your created paper framing square and your marked piece of wood. • Next class's topic will be Roof Framing, including assembly, connections, types of joints, and birdsmouth. 	<p>DO: Read the slide. Allow 2 minutes for submittal of photos and check-off each from a class list.</p>	<p>[END PRESENTATION]</p>
--------------------------------	--	---	--------------------------------------