



Introducing Students to the International Residential Code

This fun, step-by-step activity introduces the codebook to your students in an interactive way.

1. Instruct students to install tabs in their codebook, color coding and identifying the chapter tab with a title or brief description of chapter. Adding tabs helps students focus on the chapters of the book associated with their discipline.
 - x **RED** tabs indicate reference areas
 - o Chapter descriptions, (starting page on vi) are important for students and instructors. These summaries clearly identify what is in each chapter. At this time, students and instructors should focus on the chapters that pertain to the current discipline study. Take time to discuss what each paragraph is describing.
 - o Explain how to use the Table of Contents to locate chapters and chapter sections in the codebook. Discuss the general descriptions of each chapter section.
 - o Review and discuss how the Index assists in location of specific items and terms.
 - x **GREEN** tabs indicate work chapters; Chapters 1-10 should have matching tabs with the chapter number and chapter title.
 - o Chapter 1. **Scope and Administration**
 - o Chapter 2. **Definitions**
 - o Chapter 3. **Building Planning**
 - o Chapter 4. **Footings & Foundations**
 - o Chapter 5. **Floor construction**
 - o Chapter 6. **Wall Construction**
 - o Chapter 7. **Wall Covering**
 - o Chapter 8. **Roof & Ceiling Construction**
 - o Chapter 9. **Roof Assemblies**
 - o Chapter 10. **Chimneys & Fireplaces**

2. Student Quiz

es. Pick a random chapter number and have students explain what that
ue quizzing on the codebook chapters and their contents throughout the

rcise, ask your students what they built. If they say they have constructed
and if not, continue to quiz on the chapters in the codebook

th the program, students should be able to recall basic information about
es to the construction of a building.



5. Once students can recite chapter titles and descriptions, start using the study companion to tackle each chapter. When you begin using the study companion, discuss the keywords in the questions and the best way to find answers in the codebook. At this point, your students should be able to look at a question and determine which chapter the question is referring to. Once they determine the relevant chapter, use the index or table of contents to determine which section may contain the answer. The codebook and study companion are set up to allow the instructor to navigate both books as necessary. The course does not have to start at Chapter 1 and progress through the book. Instructors can customize the HSTT curriculum to their established curriculum and daily work schedule.
6. Teach your students how to highlight only the word associated with the answer in their codebooks. Highlighted areas should draw your eye to a specific word or short statement.
7. As your students complete various sections of the study companion exams, copy questions from various exams, mix up the sheets and give the students a timed practice exam. These quizzes will challenge them to navigate a large portion of their studied material and prepare them for the final exam.
8. All disciplines begin with the material covered in Chapters 1-3, and then move to the specific discipline chapters. Mark out each discipline's chapters with tabs of the same color and identify the chapter with the chapter number and title. As they progress through the codebook and complete a discipline, leave the tabs in place and mark out the next discipline with a different color tab. A student can complete and test out of as many disciplines as they would like annually with no additional fees.
9. Instructors are not required to obtain ICC certifications to teach the program, but are encouraged to study and take the CCE exam to understand the course curriculum and materials. ICC will provide any instructor passing this exam with a Certificate of Completion, which they can display as a challenge for their students. ICC will honor any special policy the schools have in place for students and testing when giving exams. All ICC exams associated with the HSTT are timed, one-hour open book exams.