


Link to the second part of the task: <https://sisuloome.e-koolikott.ee/node/21576>

Name of the creator of the material	Tallinn Construction School (Lya Männiste)
Title of the lesson plan / task sheet	<b>Team work in the study of the dressmaker speciality</b>
Targeted 21 <sup>st</sup> century skill	<b>Collaboration</b> (and communication)
Brief description of the competences the students will learn (including, for example, which scientific theory is based on)	The learner gets the experience of team work while acquiring knowledge of the profession
Specialty/target group (if applicable)	Dressmaker. Adaptable for all specialities.
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> <li>• participates in the team's cooperation in solving the task</li> <li>• can name the parts of a sewing machine used by a seamstress</li> </ul>
Tools needed for this lesson plan/ task sheet (if applicable)	A puzzle with the image of a sewing machine (look page 3). If the teacher makes a puzzle by hand, to simplify the work, the picture can be cut out in simpler geometric shapes (eg squares, rectangles, rhombuses, triangles). For individual work with an online task, every learner needs the ability to use a computer with an Internet connection. If this is not possible, the online task is solved face-to-face by displaying the task on the screen from the teacher's computer.
Approximate time to complete the task	The task can be solved as a whole (approx. 40 min) or in parts (approx. 20 min per part)
Suggested more comprehensive methodical guide for doing / carrying out the task (for the teacher or student)	The task is suitable for the first classes of the profession, when you learn about the main machines used in the sewing profession or as an exercise to repeat.
- Recommended literature:	(if necessary) Instruction manual for sewing machines
- Warming up	As a tune-up, the teacher points out the importance of cooperation in life and the world of work.
- Task description for the students	The task consists of two parts, which can be used as a whole or each part separately.  <b>Part 1:</b> Students are divided into teams. The size of the team depends on the size of the puzzle used in the task - it is important that the participants have enough space to act undisturbed. Each team gets pieces of a puzzle on the table, but in this task the teacher does not give a ready-made picture that is formed from the puzzle. Team members need to put together a puzzle without a picture as a model. The teacher is either the "observer" himself, or he can apply the role of "observer" to each team of a student who, at the end of the task, gives the participants feedback on what he noticed in the team's work - who took the leadership role, which of the students was more passive in teamwork, etc. At the end of the task, students can discuss how they felt when solving the task, and the teacher gives summative feedback and recognizes students for active participation.

	<p><b>Part 2:</b> On the picture of the puzzle showed a machine used in the work of a seamstress. Frontally, you learn what parts the machine has and what the functions of a part are.</p> <p>For this, an online task can be used, which students can also do if there are appropriate opportunities working individually or in pairs. Using the same method, the task is also suitable for the learner's independent work (for example, a repetition task).</p>
- Explanation for the students at the start	<p><b>Part 1:</b> A well-functioning team is an important factor in the success of an organization. Working in a team is effective because by involving the knowledge, ideas and skills of different people, teams can find suitable solutions much faster than if a person does it alone. Experiments have shown that good relationships in a team are even more important than good working conditions. Learning together allows you to learn from others and develop together as a group. Good cooperation creates bonds that can develop into friendship.</p> <p>We form teams and you have to put together a picture related to the profession from the puzzle. You will not be given a sample image in advance.</p> <p><b>Part 2:</b> When the picture from the puzzle is ready, we learn the names of the parts of the equipment used in the profession from it and find out what function a part has. Follow the methodological instructions given by the teacher.</p> <p>***</p> <p>If you do the tasks individually, open the task from the web link and follow the instructions there. Open the task buttons one after the other or in the order you like.</p>
- Additional activities for the students	-
- Extra resources for learners	The ability to use a computer with an internet connection is necessary to complete the 2nd part of the task.
- Self-reflection for students	Share with your fellow students what experience you got from solving the task.
- Feedback on the solution (if applicable) / Possibility to check	The online task has an opportunity for student self-checking.
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Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills

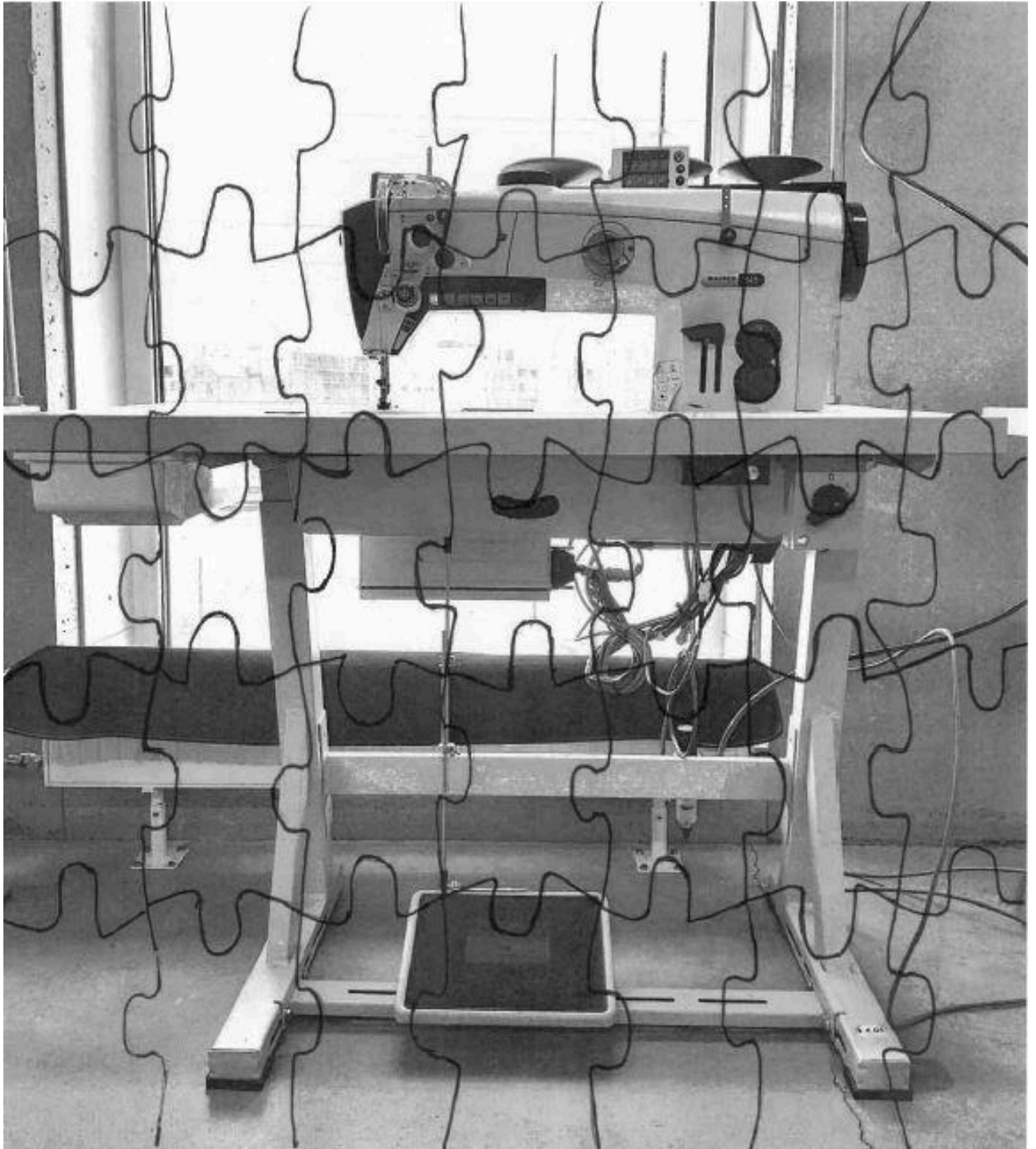


Photo: L.Männiste