
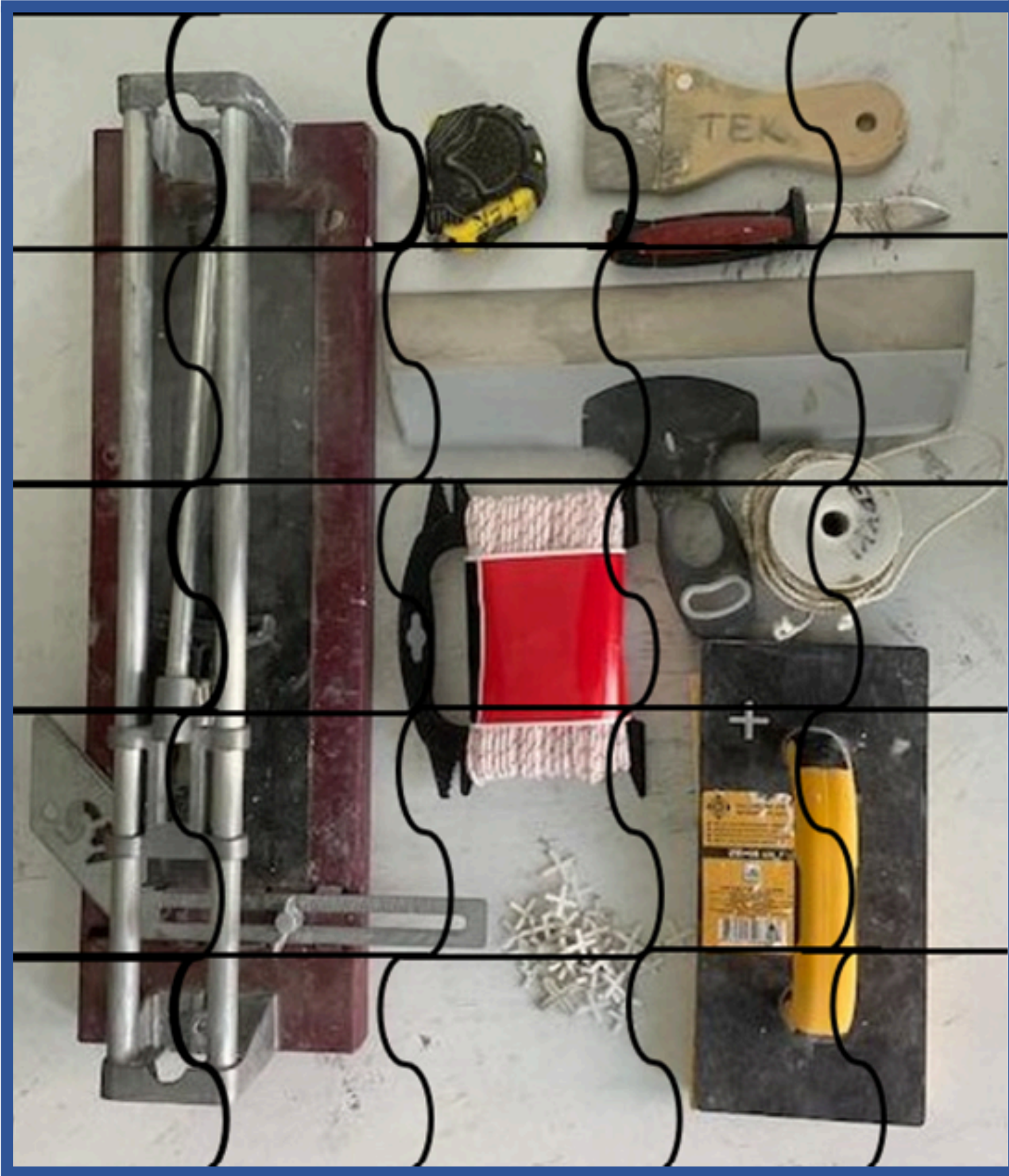


Name of the creator of the material	Tallinn Construction School (Erkki Tikan)
Title of the lesson plan / task sheet	<b>Team work in the study of the tiler specialty</b>
Targeted 21 <sup>st</sup> century skill	<b>Collaboration</b> and communication
Brief description of the competences the students will 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)	Students of tiler specialty
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 tiler's tools</li> </ul>
Tools needed for this lesson plan/ task sheet (if applicable)	A puzzle (or two) with the image of a tiler's tools (look page 3) and 4.
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 lessons of the profession, when you learn about the main tiler's tools used in the tiler's profession (or as an exercise to repeat).
- Recommended literature:	(if necessary) Instruction manuals for using tiler's tools.
- 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	<p>The task consists of two parts, which can be used as a whole or each part separately.</p> <p><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.</p> <p>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.</p> <p>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.</p> <p>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> <p><b>Part 2:</b> The picture of the puzzle(s) put together as a team effort showed the tools used in the tiler's trade. They learn (or repeat) what they are called, what the functions of the tools are and the safety rules when using them.</p>
- Explanation for the students at the start	<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

	<p>learn from others and develop together as a group. Good cooperation creates bonds that can develop into friendship. 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 of the puzzle is ready, we learn (repeat) from it the names of the tools used in the profession and find out what their function is and what are the safety requirements related to their use. Follow the methodological instructions given by the teacher.</p>
- Additional activities for the students	-
- Extra resources for learners	-
- 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	It is also possible to use both parts of the task as independent work for the learner, including the second part for repeating the basic knowledge of the specialty or for self-checking.
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Puzzle 1 (photo: M.Lilleorg)





Puzzle 2 (photo: M.Lilleorg)

