

Teamwork in the study of the welder specialty

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Title of the lesson plan / task sheet	Team work in the study of the welder specialty
Targeted 21 st century skill	Collaboration 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 teamwork while acquiring knowledge of the profession
Specialty/target group (if applicable)	Students of welder specialty
Learning outcome(s) for the vocational profession	Student: <ul style="list-style-type: none"> • participates in the team's cooperation in solving the task • can name the parts of a welding machine
Tools needed for this lesson plan/ task sheet (if applicable)	A puzzle with the image of a welder machine (look page 3).
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 machines used in the welder profession (or as an exercise to repeat).
- Recommended literature:	(if necessary) Instruction manual for welder-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	<p>The task consists of two parts, which can be used as a whole or each part separately.</p> <p>Part 1: 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. 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>Part 2: On the picture of the puzzle showed a machine used in the work of a welder. Frontally, you learn what parts the machine has and what the functions (and occupational safety requirements) of a every part are.</p> <p>The part two of present task is also suitable for the learner's independent work (for example, a repetition task).</p>
- Explanation for the students at the start	Part 1: 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


	<p>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. 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>Part 2: 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 every part has and what are the safety requirements for 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 or write down individually which knowledge-experiences will support you in the future.
- 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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