

Construction

Entry Level 3: Decorating household goods (T/502/3682)

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Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of standalone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (ACs are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas and useful reference sources.

Guidance for tutors

Unit overview

This unit introduces the hand tools and materials used to decorate household goods, specifically the process of stencilling. It can also act as a 'taster' for basic painting and decorating skills. Due to this, on completion of this unit learners may wish to progress onto Unit 16: Developing construction painting skills.

This unit will provide learners with some experience of the practical skills associated with stencilling, such as cleaning and prepping the surface, cutting the stencil and painting and varnishing, together with any underpinning knowledge required for the tasks.

NOTE: These resource sheets suggest activities that enable learners to prepare for the practical tasks they will need to undertake in this unit. However, the tutor will need to ensure that the assignment chosen will generate suitable evidence to fully meet the assessment criteria. This evidence may be in the form of photographs (of the process and the finished product), observation records or witness statements.

Learning and teaching activities in this unit

Resource sheet 1 - *Tools for the job*

Use this starter stimulus to generate a group discussion about the purposes of decorating household goods. You could bring in a selection of smaller items, such as bread bins, or photographs of traditionally stencilled furniture. The internet, if available, could be used to encourage learners to investigate different patterns. Alternatively, use this image to start a question and answer session. Suitable topics for this could include:

- What tools and materials are required to decorate this?
- Are there any special working practices associated with these tools or materials?
- What are the likely pitfalls in this task?
- What is the outcome of poor preparation, when painting timber?

Use this discussion to determine the existing knowledge of your learners and, once identified, reflect upon their different skills and abilities when allocating subsequent tasks.

Activity 1 - The job I am doing

Before completing this assessment of learning, you may want to engage the learners in a discussion about the specific types of tools that are available. One possible activity is to use the images provided to identify the different types of sandpaper and paint-brushes that exist. A range of samples would help kinaesthetic learners, since they could feel the different types and textures. For visual learners, paint sample charts would be useful in showing degrees of sheen.

You could facilitate a 'discovery activity' by asking your learners to identify fillers and scrapers, from their specific properties, i.e. flexibility, shape, etc. Introduce products showing different stencilling techniques, and ask the learners how the appearance might have been created – brushes or sponges?

You may want to use some reinforcement activities, perhaps on the spelling and pronunciation. You could develop a quiz or charades activity, where learners have to devise a question that describes each particular item. You may want to provide a different list of words, or pictures, to each team.

These suggestions are for the learning activities. In terms of actual evidence requirements, please refer to the Specifications or Centre Guidelines for Assessment.

Resource sheet 2 - What kind of paint?

You could use this starter stimulus as a quiz or competition. For instance, ask your learners to identify all the different types of paint, cleaners and lubricants, within a certain time limit. They could add their own bubbles or organise this information in columns on a separate sheet.

Alternatively, you could begin a question and answer session, with the following questions:

- Are any of these products already familiar?
- Are any of these items not used for decorating household goods?
- Why are they in different forms – dry powder, concentrates, sprays, etc?
- Why do they use different containers – ease of handling, airtight, expense, etc?
- Are there any special storage requirements?
- Why would you use a flam-store?
- What are the consequences of using the wrong kind of paint?

You may want to start with some relatively easy questions, such as icebreakers. Ask questions to specific learners to ensure the whole group is participating and use the subsequent answers to inform your decisions about future tasks or activities.



Stretch activity

For more able learners, future tasks could include setting a small group project, asking learners to research the names, properties and uses of different paints. Learners can present this information back to the rest of the group in the form of a presentation.

Activity 2 - Find the right paint

As well as making learners familiar with different words and how to spell them, these puzzles can be used to teach patience and problem solving skills. Finding the last few words often requires persistence and a methodical approach, so the activity could be used to explore personal learning or thinking skills, especially with reference to employability. Remember as well that word searches are often seen as fun, and this should not be ignored when planning lessons.



Stretch activity

Ask learners to write a few sentences on a separate piece of paper, describing each material they find in the grid in further detail.

Resource sheet 3 - Don't take a risk!

Risk assessment is an important skill that learners need to develop in order to work. Discuss the form shown here and explain the reasons for using it and the information it records. Ask learners to suggest why the information is captured this way and to discuss the process that would be used to prevent the hazards identified from leading to accidents. Encourage learners not only to identify the hazards, but also to explain how accidents may occur from faulty equipment or poor behaviour.

Learners can use this risk assessment as a template for carrying out a risk assessment in their own workplace (for example the workshop they will be working in) and comparing their reports in a group feedback session. Discuss any differences of opinions and ask learners why they might have made these.

There are many other examples of 'Identifying Hazards' in books and on-line. See 'Useful resources' on page 10 for further reading.

Activity 3 – Safety first

When asked what PPE they require, learners will often say, 'boots and gloves'. This activity is about developing a deeper knowledge, so that learners can respond to the question: 'But, what kind of boots or gloves?' Using separate images for individual learners, you could ask them to identify the name and purpose of each item. A brief question and answer session about the appropriateness of each item, would encourage them to think about the wide selection of PPE that is available.



Stretch activity

You may want to encourage a practical application of this knowledge by providing short cases studies and asking the learners to identify the most suitable PPE for each scenario. Using a work-wear website, or a manufacturer's catalogue of PPE, a small group project could be set, where learners have to identify the advantages and disadvantages of each product, as related to an occupational task. You could also ask learners to think about why people might choose to wear toe-protected shoes or trainers in the workplace, instead of boots.

Resource sheet 4 – Staying safe

This starter stimulus is intended to introduce the learners to the sort of changes and improvements they can make to items of furniture and other household goods. Ask learners to discuss what tasks would have been needed to create this from an old piece of furniture and the tools and materials that would have been used. Learners will then need to discuss the safety issues likely to be involved in these tasks. Learners must be able to recognise the importance of working safely.

It is likely that learners will be required to carry out stencilling as part of their work in this unit. It would be useful to supply some additional items for discussion here showing stencilled finishes. Learners can comment on the work carried out and again suggest the processes they will need to follow to achieve this finish.

Activity 4 – Using tools and materials safely

Ask learners to identify the tools and materials seen in the activity. Encourage the learners to think about the hazards of each item, particularly in relation to bad practice and the consequences of 'messing about' with them. Ask learners to think of positive phrases that describe the safe use of these tools.

For learners with low levels of literacy, you may want to provide a glossary of words, from which they can form their own sentences. To

encourage some debate, you might want to include a few 'red herrings' among the words you supply. To promote language skills, you could ask learners to concentrate on one picture in the activity. You can offer one suggestion about its use and then ask the learner to try and think of another, without repeating the first phrase.



Stretch activity

You might suggest the learners create a poster explaining the specific techniques used in decorating household goods. This would be an opportunity for them to research these techniques and also explore how best to communicate their ideas.

Resource sheet 5 - *Keeping things tidy*

This activity is about taking personal responsibility and maintaining a clean and tidy work-area. You could ask the learners to list five reasons why they think this is important, for example: health, safety and welfare, hygiene, workmanship, reputation etc. You could then play devil's advocate and ask them, 'Why do people seem to like working in clutter and chaos?' or 'What is your understanding of 'Efficient Working Practices'?'



Stretch activity

With specific reference to painting and decorating, you could organise small group tasks where they investigate the following:

- Issues around decanting liquids into unmarked containers.
- The outcome of storing brushes incorrectly.
- The consequences of disposing of waste straight into domestic drains.
- Using different solvents to clean spillages.
- The effect of abrasive material on different surfaces.
- The increased costs due to materials being wasted.

Activity 5 - *Clean up job*

This could act as a record of learning from the starter stimulus. To promote literacy skills, encourage the learners to write full sentences instead of key words. It may be necessary to provide a glossary of the correct spellings as a means of helping learners compose their answers.

Although the actual evidence required for the assessment criteria is usually a witness statement, this activity is useful to promote good practice and confirm the learner's understanding and compliance with Health and Safety Regulations.

Resource sheet 6 - Working with others

The starter stimulus could be used to open up a general discussion on appropriate behaviour within a workshop, but more importantly, it is an opportunity for learners to critically examine the consequences of their own actions and behaviour. Case studies can also encourage the development of employability skills such as good communication, working in a team and problem solving.

You may need to read the text out aloud, as well as providing a printed version, for learners with low levels of literacy. For this activity to be effective, you will need to emphasise its reflective nature and encourage the learners to think about what happened and why. Ask learners to compare this example with their own experiences. You could suggest that the learners consider the following points:

- The roles of the different characters and what effect their actions had on each other.
- The purpose of informal review and feedback.
- Carefully listening to instructions.
- Appropriate and timely communication.
- Over-eagerness, anger management and emotional outbursts.
- Awareness of others and sharing resources (both personally and globally).

Activity 6 - Clean up job

This sheet provides a method for the learners to record the outcome of their group's discussion. In the plenary session, you may wish to ask for contributions from each team. To avoid repetitions, you could ask if anyone has anything similar, before moving onto the next group. Try and get the learners, themselves, to explain the benefit of this case study. To encourage further self-development, you could ask them how this self-reflection might improve their opportunities for employment.

Useful resources

Books

Better Homes and Gardens – *Painted Furniture: Decorating Ideas and Projects* (Meredith Books 2001) ISBN 9780696211980

Brett P – *Building Craft Foundation Level 1 & 2 4th Edition* (Nelson Thornes 2011) ISBN 9781408508886

Fearn C – *Basic Skills in Construction Entry Level 3 / Level 1* (Nelson Thornes 2011) ISBN 9781408508770

Hughes P, ed. Ferrett E – *Introduction to Health and Safety in Construction 4th Edition: The handbook for construction professionals and students on NEBOSH and other construction courses* (Butterworth-Heinemann 2011) ISBN 9780080970684

Innes J – *Paint Magic* (Frances Lincoln Ltd 2003) ISBN 9780711214330

McGraw S – *Painting and Decorating Furniture 4th Edition* (Firefly Books 2001) ISBN 9781552093801

Topliss S, Murray-Smith J – *BTEC Entry 3/Level 1 Construction Student Book* (Pearson 2010) ISBN 9781846909207

Wagstaff L – *Furniture Facelifts: A Sourcebook of Ideas, Techniques and Makeovers for Revamping Your Furniture 3rd Edition* (Quadrille 2006) ISBN 9781844005222

Websites

<http://www.routledge.com/>

Companion website, which includes colour posters and on-line animations for Hazards Identification

<http://www.hse.gov.uk/>

Health and Safety Executive

www.labour.gov.on.ca/

Spot the Hazards from Ontario, with answers

<http://www.wiseup2work.co.uk/>

Educational website, full of resources, from IOSH

<http://www.cuttingedgestencils.com/>

Website for stencilling