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Orientation Task 1 - ESSENTIAL SKILLS WALL CHART- Recommended

**Document Use, Oral Communication****Thinking Skills: Decision Making, Critical Thinking, Finding Information**

Goal:

This task will provide students with information about Essential Skills. It creates an opportunity for them to reflect on their own learning. It will also open up a group discussion about Essential Skills.

When delivering this task explain the following:

- This task will be used at the end of **every** class
- Everyone will have the opportunity to identify the most important Essential Skill they developed or demonstrated in class

Facilitator Tips:

- ✓ Use this task as a “warm up” for the task called “**Essential Skills Checklist**”
- ✓ Ask for a student volunteer to check off the skills on the chart during the discussion
- ✓ Erase the chart after each class

Note: If this task is presented during the Orientation, it can be used to introduce the nine Essential Skills. It can also be used at the end of the Orientation session to assist students in identifying the Essential Skills they demonstrated during the Orientation. For example, during the Orientation students may demonstrate the skills:

- Reading Text – reading the Student Notes
- Document Use – completing a form or reading a bulleted list in a task
- Oral Communication – participating in a group discussion

In the mosaic classes that follow the Orientation you can use this task as an Essential Skills summary at the end of each day.

Orientation Task 2 – ESSENTIAL SKILLS CHECKLIST – Recommended



Reading Text, Document Use, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with information about Essential Skills and create an opportunity for them to reflect on their own learning. This exercise will also provide students with an opportunity to work independently on an assigned task.

When delivering this task explain the following:

- This task is completed individually at the end of each class
- The checklist will help them track the Essential Skills they demonstrated in class
- The checklist covers the entire course
- The checklist includes all nine of the Essential Skills
- The checklist will not cover every Essential Skills example, however there is space to add to the list

Facilitator Tips:

- ✓ Ask students to put this checklist at the back or front of their Student Notes so that it will be easy for them to find at the end of each class
- ✓ You may need to assist students individually with this task
- ✓ This task works well as a follow up to the “**Essential Skills Wall Chart**” task

Orientation Task 3 – ESSENTIAL SKILLS PROFILE REVIEW



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with information about Essential Skills. It will also provide information about the Essential Skills website and Essential Skills profiles. Finally, students are introduced to a resource to use in their career and job search.

When delivering this task explain the following:

- This course is not designed to train you to work as a Tiler
- It's not necessary to read the entire profile word for word. Scanning means running your eyes over the text quickly to locate keywords and find specific information needed to complete a task or make a decision.

Facilitator Tips:

- ✓ Offer to help students search the Essential Skills website individually whenever they have spare time
- ✓ If students are not familiar with scanning you could use the task in the Orientation section called "**Scanning**" as an introduction

Answers:

- How could reading Essential Skills profiles help you make a career decision or help you with your job search?
 - **The discussion might include; finding words to use on a résumé, researching career options, identifying current skills, identifying skills they wish to learn**

- The top Essential Skills identified in the Essential Skills Tilesetter Profile are Document Use, Problem Solving and Job Task Planning and Organizing
 - It is more important to lead a discussion about why students picked the three Essential Skills they did not whether they picked the skills listed in the profile

Orientation Task 4 – GIVING AND RECEIVING FEEDBACK – Recommended



Document Use, Writing, Oral Communication

Goal:

This task will prepare students to give and receive constructive feedback.

When delivering this task explain the following:

- This task is designed to make giving and receiving feedback a bit easier

Facilitator Tips:

- ✓ Once students have created a list of things that will help them give and receive constructive feedback, post the list so that they can refer to it throughout the course

Answers:**Step One** – Things to remember when giving and receiving feedback

- Criticism – usually directed at someone - opinion or judgment of what is wrong or bad about somebody or something, pointing out faults – negative, judgmental, harsh, accusatory, stereotyping, disrespectful and may include put downs
- Constructive Feedback – done with someone – helpful opinions and informative.
Not personal

Note: This task can be used on its own or in conjunction with the task called “**Present Your Work Daily**”.

Answers:**Step Two**

- Giving Feedback (some things students may consider):
 - Think about what you want to say before saying it
 - Ask yourself – will it be helpful?
 - Think about how you are feeling – e.g. if you have just had a disagreement with the person, or you are upset about something, wait until you have cooled down
 - Wait until you are asked before you provide your feedback
 - The most important thing is to maintain your relationship with the other person
 - Ask questions first
 - Be respectful
 - Point out the positives
 - Be supportive, direct and specific
 - Offer both positive and constructive feedback

- Receiving Feedback (some things students may consider):
 - Try to be open to hearing feedback from others – think about how you are feeling before responding
 - Listen to what is being said and if you are unsure, ask them to clarify
 - Hear the positives without trying to discredit them
 - Try not to justify or defend your work
 - Move on after you get the feedback – don't spend time worrying
 - Take time to think before you respond
 - Decide how and if you want to use the feedback
 - You may not like what you hear, or agree with what you hear, but you can still say thank you
 - Think about it after

Orientation Task 5 – USING THE INTERNET



Reading Text, Document Use, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use web browsers and search engines. They will also learn to bookmark a website. This exercise also provides students with an opportunity to work independently on an assigned task.

Facilitator Tips:

- ✓ Ask students about their computer skills
 - **Note:** Some students may require more assistance than others with computer related tasks
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the definitions in this task
- ✓ Ask students to work on their own to complete the steps in the task
 - If students have very limited computer skills you may consider working on this task as a group
 - Students can also work in small groups if they prefer
 - If you assign this task, students can work on it whenever they have time and access to a computer (in the classroom or at home)
 - If assigned, follow up with students individually to make sure the task has been completed
- ✓ Ensure that there are sites bookmarked on the classroom computer
- ✓ If possible, have two web browsers available. For example, Firefox and Internet Explorer

Orientation Task 6 - SCANNING



Reading Text, Document Use, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will prepare students to scan written text for information. It will also provide students with information about mosaics.

Facilitator Tips:

- ✓ Discuss scanning before students begin this task
- ✓ Identify a time limit for completing this task
 - By providing a time limit on this task you will encourage students to scan the material
- ✓ Discuss scanning again after students have completed this task

Answers:

1. How far back can they date mosaic art?
Mosaic art dates back 4,000 years.
2. What do you call individual mosaic pieces?
Individual pieces, called tessera.
3. Why do archeologists study ancient mosaics?
Studying ancient mosaics reveals historical events.
4. What are the three basic mosaic techniques
The three basic working techniques are the direct method, the indirect method and the double indirect method.
5. What size of project should you start with?
If you want to make your own mosaic, start with small projects before advancing to a full-wall mosaic.

Orientation Task 7 – ONTARIO SKILLS PASSPORT



Document Use, Oral Communication, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with an opportunity to use a computer and the internet. It will introduce students to a web resource that can help them with their career and job search.

When delivering this task explain the following:

- You may want to return to this site to do an assessment or develop a plan
- You may want to return to this site when you are starting your job search or developing your résumé

Tips:

- ✓ Assist students in using the job bank to find job postings for their area
- ✓ Provide some printed examples of job postings as an introduction or as an alternative

Answers:

1. How could you use the information in these sites?
 - **Developing a résumé and cover letter**
 - **Finding and identifying transferable skills**
 - **Exploring career options**
2. How will your knowledge of Essential Skills help you with your job search?
 - **Knowledge of Essential Skills and the information on the job postings can help you highlight your Essential Skills on your résumé and in interviews**

Orientation Task 8 – CONTEST



Reading Text, Document Use, Writing

Thinking Skills: Critical Thinking

Goal:

This task will encourage students to become aware of the mosaics in their community. It also adds some friendly competition to the course.

Facilitator Tips:

- ✓ You will need to create and print ballots, create a ballot box and buy a prize
- ✓ Present this task early in the course so students can begin their search
- ✓ Set out the draw box and ballots at the start of each class so student can fill them in before the class starts
- ✓ Have the draw and the awarding of the prize on the final day

Example Contest Ballot:

Name:

What You Saw:

The Location:

FACILITATOR TASK SELECTION CHART

Orientation Tasks

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Essential Skills Wall Chart	R						
Task 2 Essential Skills Checklist	R						
Task 3 Essential Skills Profile Review							
Task 4 Giving and Receiving Feedback	R						
Task 5 Using the Internet							
Task 6 Scanning							
Task 7 Ontario Skills Passport							
Task 8 Contest							

Safety Task 1 – MATERIAL SAFETY DATA SHEETS – Recommended



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Finding Information

Goal:

This task will introduce students to Material Safety Data Sheets and the technique of scanning to find information.

Facilitator Tips:

- ✓ If students are not familiar with scanning you could use the task in the Orientation section called “Scanning” as an introduction to this task
- ✓ In addition to printing this task you will need to print a copy of the Material Safety Data Sheet example called “**MSDS Dry Pack Grout**”
 - The PDF “**MSDS Dry Pack Grout**” is a MSDS for an actual product, however it is not a product that students will be using in this course
 - Ask the mosaic instructor for a copy of a MSDS for a product that students will be using in the course
 - Review this additional MSDS with students

Answers:

1. What First Aid Measures would you take if you got grout on your skin?
 - **Clean area of contact thoroughly using soap and water. If irritation, rash or other disorders develop, get medical attention immediately.**
2. If you spilled this grout product, what cleanup methods would you use?
 - **Use appropriate protective equipment. Avoid contact with material. Dampen material with water to control dusting. Scoop up and transfer to appropriate container for disposal. Flush spill area with water.**
3. What respiratory protection do you need with this product?
 - **Wear appropriate, properly fitted NIOSH/MSHA approved dust respirator where airborne concentrations are expected to exceed exposure limits indicated on the MSDS. Follow manufacturer's directions for respirator use.**

Safety Task 2 - SAFETY CHECKLIST – Recommended



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Goal:

This task will ensure that students have received the information they need to work safely.

Facilitator Tips:

- ✓ Present this task at the end of the Orientation
 - You can also present this task at the end of the first mosaic class, after the mosaic instructor has delivered their safety session

Safety Task 3 - WEB SEARCH



Reading Text, Document Use, Computer Use

Thinking Skills: Decision Making, Finding Information

Goal:

This task provides additional information about safety. It also provides students with the opportunity to demonstrate/develop their computer skills.

When delivering this task explain the following:

- It is possible to work on this task at home if you are interested in learning more about safety issues

Facilitator Tips:

- ✓ If you notice that a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task
- ✓ You may want to work with the whole group or have students work in small groups depending on computer availability and your timelines
- ✓ If you assign this task for students to work on independently, make a note to check-in during a future class to confirm that it has been completed

Safety Task 4 - WORKPLACE HEALTH AND SAFETY



Reading Text, Document Use, Computer Use

Thinking Skills: Finding Information

Goal:

This task will provide information about general workplace safety. It will also introduce students to online resources.

When delivering this task explain the following:

- This site is designed for people starting out in their working career, however, it will be of interest to seasoned workers also - it is a good overview
- This is a long task so you could consider asking students to:
 - work on this task at home
 - return to this task when they have time available in class

Facilitator Tips:

- ✓ High speed internet access is important for this task
 - Recommend that students select the “Launch high speed” option
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - You could also refer them to the task called “**Using the Internet**” found in the Orientation folder

FACILITATOR TASK SELECTION CHART

Safety Tasks

Note: Although the safety tasks are in a separate section, they should be delivered during the Orientation. This will ensure that students have some safety information before their first mosaic lesson. They will also know what to wear to their first class.

Note: Explain to students that this is an introduction to Safety. The arts instructor will cover Safety in more detail in the first class.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Material Safety Data Sheets	R						
Task 2 Safety Checklist	R						
Task 3 Web Search							
Task 4 Workplace Health and Safety	R						

Initial Stage Task 1 - PROGRESS EVALUATION

**Document Use, Oral Communication, Computer Use****Thinking Skills: Decision Making, Critical Thinking, Finding Information**

Goal:

This task will provide students with the opportunity to evaluate their own progress, set goals and revisit timelines. It also provides a list of activities to choose from if they have any spare time in class.

When delivering this task explain the following:

- This task could be used in every class; therefore it is best if a copy is placed at the front or back of the Student Notes
 - This will make it easier to find

Facilitator Tips:

- ✓ Use this task if students are falling behind schedule
- ✓ Use this task if students are not sure what to do with their spare time
- ✓ Work with students individually on this task if you notice anyone having trouble managing their time
- ✓ Post a list of things students can do if they need a break from their mosaic

Initial Stage Task 2 - PRESENT YOUR WORK - DAILY



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to reflect on the mosaic they are creating and begin planning their next steps. It will also give them the opportunity to develop skills in giving and receiving feedback.

Note: The task called “**Giving and Receiving Feedback**” in the Orientation section will prepare students for this task. You may want to ask the mosaic instructor to co-facilitate this task.

When delivering this task explain the following:

- This task is completed at the end of **each** class
- This task uses the list that was developed when the task called “**Giving and Receiving Feedback**” was completed
 - If the task called “**Giving and Receiving Feedback**” was not completed, facilitate a general discussion about giving and receiving feedback before delivering this task
 - If the task “**Giving and Receiving Feedback**” was completed, the list should be posted in the classroom
 - Direct students to this list before starting this task
- If a copy of this task is filed at the front or back of the Student Notes, it will be easier to find at the end of each class

Facilitator Tips:

- ✓ Facilitate this task, ensuring that it is a safe and positive experience for all participants

Initial Stage Task 3 - MOSAIC VIDEOS



Reading Text, Document Use, Writing, Computer Use, Oral Communication

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use a computer and the internet. It will also provide them with experience accessing online videos.

When delivering this task explain the following:

- This task offers two options, however both options are recommended if there is time

Facilitator Tips:

- ✓ This is a good task to present to students early in the course so they can work on it whenever they have time
- ✓ You will need access to a computer with high speed internet
- ✓ Bookmark the links listed in this task before delivering the task to students
 - This gives you the opportunity to check that each link is still active
- ✓ If you have time, you may want to search for additional video links to add to this task
 - Ask the arts instructor if they can recommend any video links
- ✓ If you assign this task for students to work on independently, make sure you check-in to confirm that it has been completed
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task

Initial Stage Task 4 - MOSAIC DEFINITIONS



Reading Text, Document Use, Computer Use, Writing, Oral Communication

Thinking Skills: Decision Making, Finding Information

Goal:

This task will provide students with the opportunity to use a computer, printer and internet. It will also provide students with the opportunity to make an oral presentation.

Facilitator Tips:

- ✓ Bookmark the websites in this task before delivering the task to students
- ✓ Check-in with each student individually to ensure that they have a definition to present
- ✓ If a student is having trouble with this task you may want to offer one-to-one assistance
 - There is a task called “**Using the Internet**” found in the Orientation folder that you may want to use as an introduction to this task
- ✓ You will need to schedule presentation times
 - You will need to schedule a two minute presentation per student
 - You may want to lead by example and present a word and definition yourself

Initial Stage Task 5 - THE WHOLE IS GREATER



Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will provide students with an introduction to mosaic art by opening up a discussion about how individual pieces of a mosaic work together to create a large overall picture.

Facilitator Tips:

- ✓ Lead a discussion about the expression “The whole is greater than the sum of its parts”

Answers:

- ✓ What does this mean?
 - **In current day usage it describes how individual parts combine to create something greater than any one of the individual parts on their own**
 - **Mosaic tiles on their own are just small individual pieces, but when combined they create a larger image**
 - **Break the mosaic apart and you are back to the individual pieces**
- ✓ Everyday examples:
 - **A company is greater than each individual employee (a work crew)**
 - **The team will produce a better result than a person working on their own toward the same goal**
 - **The team is stronger together than any individual is on their own**
 - **The band is greater than each individual musician**
 - **A car is more than the individual parts**
 - **Our bodies are more than the individual organs**

Initial Stage Task 6 - MAGIC EYE



Reading Text, Document Use

Goal:

This task will provide students with the opportunity to learn about mosaics through Stereograms. It also introduces the idea of looking at a project through “softened eyes”.

When delivering this task explain the following:

- This task is meant to be fun however it may take a while to master
- It is an example of how you can see things differently with “softened eyes”
- It is also an example of how small pieces can combine to create a larger image, or in this case a hidden image

Facilitator Tips:

- ✓ Find the electronic version of the “**Magic Eye Image**” in the “**Initial Stage Tasks**” folder
 - Print copies for each student using a colour printer
- ✓ If you have not used Magic Eye images before, spend some time practicing until you can see the three dimensional image yourself
- ✓ If you would like to use a different Stereogram, you can order/buy a book or search the library or the internet for Magic Eye images
 - The images in the Magic Eye books will be a higher quality
- ✓ Find the electronic version of the “**Magic Eye Results**” in the “**Initial Stage Tasks**” folders
- ✓ This can take some time to learn. If students get frustrated, take a break; have them return to the image when they can find a quiet place to work
 - If you think it may help, you can show students the “**Magic Eye Results**”, which shows the 3D image they will see

Initial Stage Task 7 - OPUS



Document Use, Oral Communication

Thinking Skills: Critical Thinking, Finding Information

Goal:

This task will reinforce the information in the Student Notes outlining the different types of Opus used by mosaic artists.

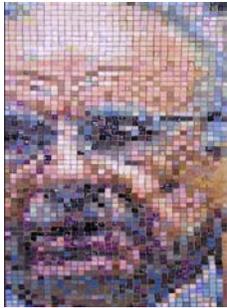
Facilitator Tips:

- ✓ Spend some time becoming comfortable with these terms before delivering this task

Note: If you are not comfortable with the terminology in this task, you can ask the mosaic instructor to present or co-present.

Answers:

<p>OPUS REGULATUM: the tesserae are laid out in a regular grid, both horizontally and vertically. It was a Roman technique and was used to fill in large expanses of background.</p>		<p>OPUS SECTILE: one tessera forms a complete shape. For instance, if a fish is made from one piece of glass, it is considered opus sectile.</p>	
<p>OPUS TESSELLATUM: tesserae are applied in straight rows, either horizontally or vertically and stacked on one another, like laying bricks. It is important that none of the tesserae line up across both of the rows.</p>		<p>OPUS PALLADIANUM: pieces are placed randomly, this technique is also known as "crazy paving." In this laying of tesserae, it is especially important to keep the interstices (gaps or grout lines) even between the tiles.</p>	
<p>OPUS VERMICULATUM: this opus outlines the shape of the mosaic motif or main object to create a halo/aura effect, which highlights the design and gives it a bit more energy. Vermis is the Latin word for worm.</p>		<p>OPUS CLASSICUM: this technique combines opus tessellatum with opus vermiculatum. This technique creates a very strong, sharp and clear image.</p>	

<p>What style is this?</p> <p>OPUS REGULATUM</p> 	<p>What style is this?</p> <p>OPUS REGULATUM – Same style as previous picture but different outcome based on colour and tile placement.</p> 
<p>Andamento: How did the artist create movement in this mosaic?</p> <p>Distance between waves, colour, number of tiles, spacing</p> 	

Initial Stage Task 8 - CONCAVE AND CONVEX



Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will reinforce the information in the Student Notes that outlines the techniques for making concave and convex cuts.

When delivering this task explain the following:

- You can take a square tile and create concave and convex shapes using a tile nipper
- The techniques used by Escher in the Concave Convex image are the same techniques used by people who design video games

Facilitator Tips:

- ✓ You may want to have a prize to present
- ✓ You can discuss these shapes further by asking the group for other examples
- ✓ Ask the mosaic artist to demonstrate techniques for achieving convex and concave shapes
 - You may want to mention that cutting these shapes will take practice.
Students may not need to make these cuts for their first project but it is a good opportunity to practice
- ✓ Lead a discussion about the Escher image

Answers:

 <p>Convex</p>	 <p>Convex</p>
 <p>Concave</p>	 <p>Concave</p>
 <p>Convex</p>	 <p>Convex</p>
 <p>Concave</p>	 <p>Concave</p>

Initial Stage Task 9 - CREATING MOVEMENT IN MOSAICS



Document Use, Oral Communication, Writing

Thinking Skills: Critical Thinking

Goal:

This task will provide students with the opportunity to assess mosaic pieces and consider how the artist created movement. It also introduces the word Andamento as well as Adjectives and Nouns.

Facilitator Tips:

- ✓ If no one volunteers to take notes you may need to offer to do this for the group
- ✓ Ask the mosaic artist if they would like to bring in examples of their work to discuss

Note: If you are not comfortable delivering this task, you can ask the mosaic instructor to present or co-present.

Answers:

- Possible Adjectives – **current, swirly, wavy, chunky, smooth, graceful, strong, sharp, crisp, straight, pointy, flat, jagged and round**
- Movement is created by - **shape, texture, colour and angles**

Initial Stage Task 10 - COLOUR THEORY



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will introduce students to basic colour theory. It also opens up a group discussion about colour.

Facilitator Tips:

- ✓ Provide time for students to read the introduction to this task or read it as a group
- ✓ Facilitate a group discussion around the introduction including
Primary/Secondary/Tertiary colours
- ✓ Have a wide selection of tesserae for students to use
- ✓ To enhance this task you could have some finished mosaics to discuss. Also a colour wheel, colour chips from a paint store, or anything else you think could stimulate a group discussion about colour

Initial Stage Task 11 - USING COLOUR



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Critical Thinking

Goal:

This task will provide students with an opportunity to assess two different mosaics. The discussion will introduce students to the messages, moods and emotions that colours create.

Facilitator Tips:

- ✓ You may need to help people divide into two groups
- ✓ You may need to move between the two groups helping students with these tasks
- ✓ Take some time to prepare your own answers to the questions in the task so you can lead the discussion

Answers:

- Group One:
 - Why do you think the artist used black?
 - **Death is associated with black also evil, scary, sadness, mourning - death, dark, scary, negative**
 - How would it change if they used yellow, blue and green?
 - **It would be fun, cartoon like, lighter**
- Group Two:
 - Why do you think the artist used these colours?
 - **Fun, lively, daytime, southern, hot, connected, happy, light, party, excited**
 - How would it change if they used dark colours?
 - **Night, sad music, cold,**
 - **You would imagine hearing different music when you look at the image**

Initial Stage Task 12 - COLOUR WEBSITES



Reading Text, Document Use, Computer Use, Oral Communication

Thinking Skills: Finding Information

Goal:

This task will provide students with a link to two websites that will help them select colours for their mosaic. It will also introduce students to computers, web browsers and websites.

When delivering this task explain the following:

- There is no need to purchase anything to use this site
- These websites can be used to help find complementary colours
- These sites will be helpful to anyone wanting to work in a job where colour is important, for example, decorators, web designers, artists and painters

Facilitator Tips:

- ✓ This is a good task to present to students as an individual assignment so they have something to work on in their spare time
- ✓ This task should be fun, rather than formal

Initial Stage Task 13 - MAKE A MOSAIC - WEBSITE



Reading Text, Document Use, Computer Use, Oral Communication

Thinking Skills: Decision Making

Goal:

This task will introduce students to mosaics, geometric patterns and colour combinations. It will also introduce students to computers, web browsers and websites.

Facilitator Tips:

- ✓ This is a good task to present to students as an individual assignment so they have something to work on in their spare time
- ✓ Present this site to the whole group if students are uncomfortable with computers and/or websites
- ✓ This task should be fun, rather than formal

Initial Stage Task 14 - FOUND ITEM ASSIGNMENT



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking, Decision Making, Finding Information

Goal:

This task will provide students with an opportunity to think about creating a non-traditional mosaic. They will also gain tips for cutting costs on future mosaics. Students will have a chance to work independently on their research. They will have the opportunity to present their research to the group.

When delivering this task explain the following:

- A portion of this task must be done outside of class time

Facilitator Tips:

- ✓ If students are concerned that they won't have time to work on this task outside of class time, they may want to leave class a few minutes early
- ✓ You may also want to complete this task- leading by example
- ✓ You may need to help students find information about found items by looking in their Student Notes (there is a section called "Found Items")
- ✓ Schedule a time for students to present
 - Each student will need about 2 minutes to present

Note: If you are not comfortable delivering this task, you can ask the mosaic instructor to present or co-present.

Initial Stage Task 15 - ROUNDING DECIMALS

Reading Text, Document Use, Numeracy

Goal:

This task will provide students with information about rounding decimals. This will prepare them to complete some of the other math related tasks in this course.

Facilitator Tips:

- ✓ Review the example calculation before delivering this task
 - This will prepare you to answer questions from students
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Review the example calculations with students
- ✓ Review the answers with students to ensure that they understand how you arrived at the answer

Answers:

- Round the following numbers to two decimal places:
 1. **4.73**
 2. **22.57**
 3. **1.88**
 4. **0.15**

Initial Stage Task 16 - IMPERIAL TO METRIC



Reading Text, Document Use, Numeracy, Computer Use

Goal:

This task will provide students with information about both Imperial and SI (Metric) systems of measurement. Formulas will be provided to help students convert from one system to another. Internet conversion tools are also presented.

Facilitator Tips:

- ✓ Review the formula charts, the example calculations, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Bookmark the link to the internet based conversion tool before delivering this task
 - You may want to find an alternative internet based conversion tool
- ✓ Provide time for students to read the introduction to this task or you can read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Review the example calculations with students
- ✓ Review the answers with students to ensure that they understand how you arrived at the answer
- ✓ Discuss how moving between centimetres to millimetres involves moving the decimal point over one - because it is a unit of 10
 - Use the “**Imperial and Metric Reference Chart**” to demonstrate this point
- ✓ Discuss that it will be helpful to know that 1 inch = 2.54 cm or 25.4 mm
- ✓ Remind people to watch for directions such as Round your answers to three decimal places.

Note: Answers may vary depending on rounding. Answers may also vary depending on the method used. For example if a student uses the “**Imperial and SI (Metric) Reference Chart**” their answer will be $\frac{1}{2}$ but if the student uses the “**Formulas for Converting Between SI and Imperial**” their answer will be .5.

Answers:

Step One:

- Conversion Problems (rounding to one decimal place)
 1. **11.9 inches x 14.8 inches**
 2. **10.2 centimetres**
 3. **1.5 millimetres**
 4. **190.5 centimetres**

Step Three:

- The internet is usually easier but you won't always have access to a computer
- If your answers are different it may be because of rounding

Step One:

- Find the Missing Measurement
 - Encourage students to use the chart to find the “Imperial and SI/Metric Reference Chart” to find the Imperial measurements.

Inches (Imperial)	Centimetres (Metric/SI)	Millimetres (Metric/SI)
8/16 inch	1.27 cm	12.7 mm
¼ inch	0.635 cm	6.35 mm
1 inch	2.540 cm	25.4 mm
2/4 or ½ inch	1.270 cm	12.7 mm
¾ inch	1.905 cm	19.05 mm
1/16 inch	0.157 cm	1.575 mm
1 ½ inch	3.81 cm	38.1 mm
136.5 inches	350 cm	3500

Initial Stage Task 17 - READING A RULER

Reading Text, Document Use, Oral Communication, Numeracy

Goal:

This task will provide students with the opportunity to use a ruler and/or a tape measure. It will introduce students to the differences between Imperial and SI (Metric) measurements. It also provides students with the opportunity to identify largest imperial units.

Facilitator Tips:

- ✓ Review the charts, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Provide time for students to read the introduction to this task or read it as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ If you are supplying tape measures or rulers, try to find one dedicated to Imperial and one dedicated to SI/Metric

Answers:

- Largest Imperial Unit

Imperial Measurement	Largest Imperial Unit
4/16 inches	¼ inch
8/16 inch	½ inch
2/4 inches	½ inch
12/16	¾ inch
14 inches	1' 2"

Initial Stage Task 18 - ORDERING DECIMALS



Reading Text, Document Use, Numeracy, Oral Communication

Goal:

This task will provide students with the opportunity to learn about decimals. They will gain experience in ordering decimals from largest to smallest. They will also identify which decimal is the largest.

Facilitator Tips:

- ✓ Review the example calculations, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Provide time for students to read the introduction to this task or read it as a group
- ✓ Facilitate a group discussion around the introduction

Answers:

Step One:

- Decimal Ordering

Whole #	Decimal Point	Tenths	Hundredths	Thousandths
1	.	7		
1	.	5		
0	.	7	6	
0	.	7	1	
0	.	5	0	0
0	.	3	6	9

Step Two

- Greater Than Chart

	Greater than > Less than < Equal to =	
3.5	Equal to	3.50
6.5	Less than	6.67
0.88	Greater than	0.445
0.867	Less than	0.944
0.766	Equal to	0.7660
1.339	Less than	1.39

Initial Stage Task 19 - PRINTING A FILE



Reading Text, Document Use, Oral Communication, Computer Use

Thinking Skills: Finding Information

Goal:

This task will provide students with the opportunity to use a computer, printer and MS Word.

When delivering this task explain the following:

- In Word you will find folders and files
 - A file is a document – text file
 - A folder contains a collection of files, grouped together

Facilitator Tips:

- ✓ You will need to set up this task before delivering it to the group
 - Check the version of Microsoft Office installed on the classroom computer (this may change this task considerably)
 - Confirm access to a printer
 - Check that there is a shortcut to “My Documents” on the Desktop
 - Create a folder called “Mosaic” in “My Documents”
 - Copy the file called “**Printable Metric Conversion Chart and Table**” to the folder you have created
 - An electronic copy of this can be found in the “**Initial Stage Tasks**” folder
- ✓ Present this task to the whole group
 - It is assumed that if students need this task they have limited computer skills
- ✓ Sit at the computer and have students read out the steps for you to follow
 - You can also ask for a volunteer to demonstrate this task as you read the steps

Note: This task uses a version of Word that may be different than the one you are using. If it looks different on your screen, spend some time with the software until you are able to print a file at least two different ways.

Initial Stage Task 20 - DISCUSSION – WORKING IN A TEAM



Reading Text, Document Use, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will provide students with an opportunity to reflect on their past experiences as a member of a team. This discussion is designed to prepare students to work together.

Facilitator Tips:

- ✓ If you feel it would be helpful, you can have a volunteer keep a list of responses when the group is discussing what is important to them when they are working in a team
 - This list can be posted or photocopied and handed out to the group

Answers:

- Students may state that it is important to them that they all:
 - **respect each other's opinions**
 - **meet deadlines and commitments**
 - **compromise**

FACILITATOR TASK SELECTION CHART

Initial Stage Tasks

These tasks have been identified as good tasks to present early in the course; however, they can be used at any time.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Progress Evaluation							
Task 2 Present Your Work Daily	R						
Task 3 Mosaic Videos							
Task 4 Mosaic Definitions							
Task 5 The Whole is Greater							
Task 6 Magic Eye							
Task 7 Opus							
Task 8 Convex and Concave							
Task 9 Creating Movement in Mosaics							
Task 10 Colour Theory							
Task 11 Using Colour							

Task Selection Chart

Task 12 Colour Website							
Task 13 Make a Mosaic -Website							
Task 14 Found Item Assignment							
Task 15 Rounding Decimals							
Task 16 Imperial to Metric							
Task 17 Reading a Ruler							
Task 18 Ordering Decimals							
Task 19 Printing a File							
Task 20 Working in a Team - Discussion							

Mid Stage Task 1 - GROUT COLOUR



Document Use, Computer Use, Oral Communication

Thinking Skills: Finding Information, Critical Thinking

Goal:

This task provides students with the opportunity to see the power grout colour has on a finished mosaic. This site demonstrates the value of doing a grout study. It will also introduce students to computers, web browsers and websites.

Facilitator Tips:

- ✓ Bookmark this site before delivering the task to students
- ✓ You may want to ask the mosaic instructor to demonstrate a grout study or show the group an example of a finished grout study

Mid Stage Task 2 - TILE CALCULATION



Reading Text, Document Use, Numeracy, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will provide students with the formula for calculating the area of a square or rectangle and calculating square footage. They will also have the opportunity to estimate the number of tiles they would need to buy to complete a project.

Facilitator Tips:

- ✓ Review the formulas, example calculations, the problems and answers before delivering this task
 - This will prepare you to answer questions from students
- ✓ Be aware that this task may be a review for some students
- ✓ Students with limited math skills may need one-to-one assistance
- ✓ Read and discuss the formulas and the example calculations with the group
- ✓ Draw attention to the fact that the numbers of tiles for the project is an estimate
- ✓ Have square and rectangle substrates available for students to measure
 - You can either measure the substrates the students are using for their in-class project or you can have other substrates available for them to measure
 - If you have a variety of sizes it will be more of a challenge

Note: You can also decide to complete this task as a group using one substrate

Answers:

- Have students present their results
- Discuss why you would need less tiles if you were to cut them
 - **You will have a greater number of pieces if you cut them, so there will be more grout lines. If you have more grout lines, you will need fewer tiles**
- Would you need more grout for a mosaic made with pieces 4 mm (1/8 of an inch) thick or 8 mm (1/4 inch thick)?
 - **You need more grout with 1/4 inch thick tiles because they are thicker than 1/8 inch tiles; therefore the grout lines are deeper. You will need more grout to fill the grout lines**

Mid Stage Task 3 - PHOTOSHOP



Document Use, Oral Communication, Computer Use

Thinking Skills: Decision Making, Finding Information, Critical Thinking

Goal:

This task will provide students with an introduction to Photoshop. It will also demonstrate that mosaics are images made up of smaller pieces.

When delivering this task explain the following:

- You do not need Photoshop to do mosaic art but this is an example of how it could be used
- This task is designed to show how a picture can be created with small pieces
- It is possible to buy software to help you create mosaics; however some people find that it takes the fun and creativity out of the process. In some cases the software shows you where to place the pieces which makes it more like a puzzle.
- Would want to use software to help you with your mosaic?

Facilitator Tips:

- ✓ You will need to set up this task before delivering it to the group
 - Check that you have Photoshop installed on the classroom computer
 - Check the version of Photoshop
 - This task uses a version of Photoshop that may be different than the one you are using. Spend some time with the software before delivering this task
 - Check that there is a shortcut to “Photoshop” on the Desktop

- Create a folder called “Photoshop Images” in My Documents and transfer the two Photoshop Pictures included in the electronic file “**Mid Stage Tasks**”
 - You could also search the internet or use your own pictures
 - Use pictures that have a large central image
 - Use images that are compatible with Photoshop e.g. .jpg
- ✓ Present this to the group rather than assigning it to students
- ✓ Have students read out the steps as you work on the computer
 - You can also ask for a volunteer to demonstrate this task as you read the steps

Mid Stage Task 4 - PROBLEM SOLVING



Reading Text, Document Use, Oral Communication, Writing

Thinking Skills: Problem Solving, Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to develop their problem solving skills.

When delivering this task explain the following:

- Half the class will look at scenario one and the other half of the class will look at scenario two

Facilitator Tips:

- ✓ Read the scenarios before delivering this task
 - One of the topics may be sensitive if the group has had a similar experience to the one outlined in the task
 - You may want to make some changes to the scenarios or create your own
- ✓ Guide the movement of students in this task between individual work, small group work and the large group discussion

Mid Stage Task 5 - IMAGE ENLARGEMENT



Document Use, Numeracy

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with a technique for enlarging an image using a grid system.

When delivering this task explain the following:

- This task can be used to enlarge a whole image or just a portion of an image
- For more information on patterns, use the Table of Contents in the Student Notes to find the section called “**Patterns and Substrates**”

Facilitator Tips:

- ✓ Work through this task before delivering it to the group so you are ready to answer questions students may ask
 - For more information use the internet to search “Image enlargement using a grid”
- ✓ This task may be challenging for some students
- ✓ Only use this task if you are comfortable and you think the students will be comfortable with the steps
- ✓ This task may be time consuming
- ✓ As an alternative, you can demonstrate the use of a photocopier to enlarge images

Mid Stage Task 6 – PLUMB BOB AND LEVELS



Reading Text, Document Use, Numeracy, Oral Communication

Thinking Skills: Critical Thinking

Goal:

This task will provide students with the opportunity to use a plumb-bob and a level.

Facilitator Tips:

- ✓ If necessary you can practice using a plumb-bob and level before delivering this task
- ✓ Work on this task as group
- ✓ Remind people to work safety
- ✓ Have a sheet of wall tiles from a building supply store to use as an example

Mid Stage Task 7 - TYPES OF REFLECTION



Reading Text, Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking, Finding Information

Goal:

This task will provide students with information that will help them consider reflection and angles when they are making decisions about tile placement on their mosaics.

Note: This information may be more advanced than most beginners will need, however it will introduce the topic for future project considerations.

Facilitator Tips:

- ✓ Bookmark the websites in this task before presenting
- ✓ Provide time for students to read the introduction to this task or read it together as a group
- ✓ Facilitate a group discussion around the introduction
- ✓ Work on this task as group
- ✓ Direct people to their Student Notes for more information about tile placement in the section called “**Using Light**”
- ✓ Discuss the effect of using mosaic tiles that are shiny
- ✓ Discuss using tiles that are dull
- ✓ Discuss where people will be hanging their mosaic
 - What will the light source be?

Answers:

- Step One: **Specular Reflection**
- Step Two: **Diffuse Reflection**
- Step Three: **Specular and then Diffuse**

FACILITATOR TASK SELECTION CHART

Mid-Stage Tasks

Some of the tasks in this section will build on things taught in the mosaic portion of the course and from information presented in the Student Notes; therefore these tasks are best delivered once students have had some experience working with mosaic art.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Grout Colour							
Task 2 Tile Calculations							
Task 3 Photoshop							
Task 4 Problem Solving Scenarios							
Task 5 Image Enlargement							
Task 6 Plumb Bobs and Levels							
Task 7 Types of Reflection							

Final Stage Task 1- PRICING ITEMS

**Document Use, Oral Communication, Numeracy, Computer Use****Thinking Skills: Finding Information**

Note: You will need the assistance of the mosaic instructor to present this task. They will provide you with pricing information and a list of websites or local stores where students can buy mosaic items.

Goal:

This task will provide students with the opportunity to consider the cost of completing a mosaic project. This task will also give them the information they will need to continue creating mosaics on their own.

Facilitator Tips:

- ✓ Students with limited math skills may need one-to-one assistance
- ✓ If your group has strong computer skills they can be given this task as an assignment, to work on in pairs. If not, you may need to walk through this task with the whole group

Final Stage Task 2 - TECHNICAL SKILLS IN MOSAIC ART



Reading Text, Document Use, Oral Communication, Numeracy, Writing

Thinking Skills: Critical Thinking

Note: You may want to introduce this task during the Orientation or on the first day of classes so that students rate their skills before they start the course. They would then need to set this task aside until the final stage of this course when they will revisit the task.

Goal:

This task will provide students with the opportunity to reflect on the course and identify the technical skills they have developed. They will also have the opportunity to evaluate their skill improvement.

Facilitator Tips:

- ✓ Ask students if they can expand on the list of skills already on the chart
 - For your reference: jobs identified in the Orientation section of the Student Notes included: tilesetter, glazier – home and auto, carpet, tile, linoleum or hardwood floor installers, jewelry repair, painter, decorator or designer, woodworking/carpentry/cabinet making, hardware and tool sales, assembly, marble cutter - head stones/counter top, bricklayer

Final Stage Task 3 - ESSENTIAL SKILLS IDENTIFICATION



Document Use, Oral Communication, Writing

Thinking Skills: Decision Making, Critical Thinking, Significant Use of Memory

Goal:

This task will provide students with the opportunity to reflect back on the course and identify the Essential Skills they developed.

When delivering this task explain the following:

- It is best if this task is completed without looking back in the Student Notes or at the Essential Skills checklist

Facilitator Tips:

- ✓ Work through this task before presenting it so that you will be able to make suggestions to the groups
- ✓ Divide the class into two groups and assign a page to each group
- ✓ Move between the two groups and offer help

Final Stage Task 4 - TOP THREE ESSENTIAL SKILLS



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity reflect back on the course and assess the Essential Skills they developed.

Facilitator Tips:

- ✓ It may be helpful to have students think back to the Essential Skills Wall Chart and identify the skills the group selected most often
- ✓ The top three skills the students pick do not need to match the profile
- ✓ Discuss the reasons students selected the skills they did

Final Stage Task 5 - CAREER RESEARCH ASSIGNMENT



Reading Text, Document Use, Writing, Oral Communication, Computer Use

Thinking Skills: Decision Making, Critical Thinking, Finding Information

Note: Depending on your course schedule, you may need to present this task to students earlier in the course so that they have time to do their research.

Goal:

This task will provide students with the opportunity to develop their skills in researching career options, including apprenticeships.

Facilitator Tips:

- ✓ If there is time, invite a guest speaker from an employment counselling organization to talk about career research in detail
- ✓ Bookmark the sites in this task before presenting the tasks to students
- ✓ Spend some time discussing the value of career research
- ✓ Check-in with each student individually to ensure that they have completed their research
- ✓ You may need to assist students with their research
 - If necessary, refer students to the task called “**Using the Internet**” found in the Orientation folder
- ✓ You will need to schedule time for students to present their research
 - Each student will need 2-5 minutes for their presentation

Final Stage Task 6 - BUILDING YOUR RÉSUMÉ



Document Use, Oral Communication, Writing

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to reflect back on the course and identify both the technical skills and Essential Skills they developed. They will also have the opportunity to select a skill and write a description of that skill for their résumé.

Facilitator Tips:

- ✓ You may want to invite a guest speaker from an employment counselling organization to talk about résumés in detail
- ✓ You may need to help students see how the skills in the Tilesetter profile are related to the skills they developed in this course
- ✓ Discuss transferable skills
 - The skills that were developed in this course can be included on their résumé even if they are applying for jobs that seem unrelated mosaic art. For example, they could say that they “Followed instructions and completed assignments within deadlines”, a skill important in any job
- ✓ Work individually with each person to help them write out one bullet point to add to their current résumé
 - If they finish one point and still have time, ask that they continue writing as many bullet points as they can
- ✓ Ask students to explain their choice and share what they have written

Answers:

- Some example résumé points (The points will depend on the tasks they completed in this course)
 - **Read product labels, followed the guidelines and worked safely**
 - **Researched and compared product prices**
 - **Wrote notes and emails to team members**
 - **Participated in team decision making**
 - **Used hand tools including a glass cutter and pliers**

Final Stage Task 7 - GROUP WRAP-UP



Document Use, Oral Communication

Thinking Skills: Decision Making, Critical Thinking

Goal:

This task will provide students with the opportunity to reflect on what they have learned in the course. It will also provide the group with the opportunity to say good-bye. Finally, it gives students a chance to evaluate the course.

Facilitator Tips:

- ✓ Students who completed more than one project can present all of their pieces or select just one to present
- ✓ If you have not delivered the “Building Your Résumé” task lead a discussion about the skills students may want to add to their résumés
- ✓ Facilitate a discussion about the course; what was learned and possible next steps.
- ✓ Encourage each person to share their experience in the group, experience working on their own individual project and next steps
- ✓ Discuss the Essential Skill called Continuous Learning
 - “Workers participating in an ongoing process of acquiring skills and knowledge”
 - “As part of regular work activity”
 - “From co-workers”
 - “Through training offered in the workplace”
 - “Through off-site training”
- ✓ Why is continuous learning important?
 - It is important to be learning and gaining new skills
 - Employers like to see ongoing learning
 - As you learn new skills you become more marketable
- ✓ Have students complete an evaluation of the course
 - You will need a copy of your agencies evaluation form

FACILITATOR TASK SELECTION CHART

Final Stage Tasks

The tasks in this section are designed to help students reflect on and evaluate their experiences throughout this mosaic course. These tasks will also help students identify the skills they have gained that can be transferred to a work situation.

These tasks can be delivered while students are still working on their mosaic projects. You can also schedule time the week following the mosaic portion of the course for students to return to complete these tasks.

Task	Recommended	Time	Individual / Group / Both	Follow Up Required	Covered in Class	Adaptations	Use
Task 1 Pricing Items							
Task 2 Technical Skills	R						
Task 3 Essential Skills Identification							
Task 4 Top Three Essential Skills							
Task 5 Career Research Assignment							
Task 6 Building your Résumé	R						
Task 7 Group Wrap-Up	R						