



MEARS

Making People *Smile*



At Mears we are leading the way in recruiting more women into trades to build a diverse workforce.

Mears Apprenticeships

Many of our most senior people started their working life as apprentices. Investing our time and money into apprentices creates a pool of future employees who are trained to work in the Mear's way.

Apprenticeships offer an opportunity to gain practical and theoretical training. Apprentices usually embark upon a two-year course and follow multi-trade schemes or specific trades such as carpentry or electrical skills.

Apprentices work with mentors who guide them throughout their apprenticeship. An apprenticeship leads to a formal and recognised qualification. Mears always tries to find all those who complete our apprenticeships a job, if one is available.

If you have an apprenticeship with Mears, you will be given the opportunity to get involved in some community projects which will give you the opportunity to develop other skills.



A day in the life of...

A Plumber Apprentice

As Apprentice Plumbers, we are given a mentor who provides our on-site supervision. Within Mears, we work on the refurbishment of flats and houses or carry out repairs and maintenance tasks.

Daily and Weekly Tasks

As we learn new things in college, we are given more things to do on site. The range of plumbing tasks may be something simple like stopping a tap from dripping but can include ripping out old pipes and fittings, fitting new bathroom suites, showers and kitchen sinks.

As a Plumber Apprentice you have to be happy working with your hands and not mind getting your hands dirty. We can end up working in all sorts of environments, sometimes it can be really cramped especially if you are fitting a bath or working under a sink.



We learn to work with lots of different tools and equipment in order to cut and bend pipes, unblock toilets and sinks, and solder joints and fittings.

"It is something different and interesting and enables me to be out and about meeting new people".

Michaela Walsh, Heating Engineer

What do you get out of being an apprentice?

If you want to be a qualified Plumber you will have to achieve a National Vocational Qualification Level 2 as a minimum and then work towards Level 3 which will allow you to work on more advanced plumbing systems and with gas. You will earn while you learn lots of new things.



A day in the life of...

An Electrical Apprentice

We carry out electrical installations under the supervision of a qualified Electrician working in empty and occupied properties. We have to have good written and verbal communication skills as we work alongside other trades people.

Daily and Weekly Tasks

We have to work carefully and methodically as we sometimes have to work from technical drawings and wiring plans. The range of electrical tasks include ripping out old cabling and fittings, running cables, wiring fuse boxes, changing fittings, fault finding, maintenance and installing power and lighting, sockets and switches.

What do you get out of being an apprentice?

To qualify as an Electrician, you will need to achieve a Level 3 qualification, which will normally take 3 -4 years. At the end of the



apprenticeship, you will be asked to attend further training to achieve the following qualifications:

- Periodic Inspection and Testing
- 17th edition Wiring Regulations.

Once you have qualified you may be given the opportunity to attend additional training so that you can do specialist work such as installing environmental technology systems like solar panels.

"I wanted a job where I wasn't in the same place every day and love seeing an end product to my work".

Heather Newton, Electrician

"Being an Electrician is not a stereotypical job for females and there are plenty of routes for progression".

Victoria Dempsey, Electrician

A Painter and Decorator

A woman with brown hair, wearing a red polo shirt under white overalls and white gloves, is kneeling on a paved surface. She is using a brush to paint a black metal fence. A paint bucket is on the ground next to her. The background shows green foliage and a paved area.

What advice would you give someone thinking about becoming a Painter and Decorator?

"If you are a creative person and want a job where you use a variety of skills then this could be the right career for you.

You are always out and about and not in the same place all of the time.

There are lots of opportunities to progress and you get a great deal of satisfaction from seeing the work you have completed."



A day in the life of...

A Carpenter

Carpenters in Mears work on the refurbishment of domestic properties or carry out repairs and maintenance tasks. We have to have good co-ordination skills and have an eye for detail. We fix windows and doors

Daily and Weekly Tasks

We fit out kitchens and bathrooms by building the units and cutting the work tops to size. Sometimes we make window frames and hang new doors.

How do you become a Carpenter?

If you want to be a qualified Carpenter you will have to achieve a National Vocational Qualification Level 2 as a minimum and then you can progress to Level 3.



What advice would you give someone thinking about becoming a Carpenter?

"As you are fitting out kitchens and bathrooms, you get the opportunity to work with a variety of trades. I spend a lot of time in people's homes and they are always pleased that I've come as they know that when I've finished I will have fixed or installed something new for them."

Working at Mears

Mears looks for people who share our commitment to working in the community and who really want to make a positive difference to people's lives. Mears is proud of our recruitment history and benefits and we have high staff retention rates.

Benefits of working at Mears include:

- We offer extensive training and UK recognised qualifications in order to give our team members the tools they need to progress in their job.
- All our staff and their families are invited to Annual Fun Days.
- Child care voucher scheme, helping parents with the cost of child care.
- Mears Advantage is a scheme open to all Mears staff allowing them to save money on everything from weekly groceries to the annual family holiday.
- Many roles offer flexible working patterns so we can appeal to a full range of people, mums going back to work, older people and career changers.
- Mears Assist is a confidential hotline open to all employees providing support on a wide range of personal and work related issues.
- Seeing first-hand the impact you have on the lives of the people you support.
- With staff of all ages and walks of life, a job with Mears has a rewarding impact on the lives of others and your own life. With offices across the UK, a job at Mears could be just around the corner.



Our Vision and Values

Our Vision

As a business, our aim is to make a positive difference to the communities we serve.

We do this by improving homes, improving communities and improving lives. Our approach is based on the development of outstanding partnerships with colleagues, clients, customers and the wider communities we serve.

Our Values

We value our customers and communities, putting the needs of our customers at the heart of everything we do.

We value teamwork, supporting each other, sharing ideas and never excluding others.

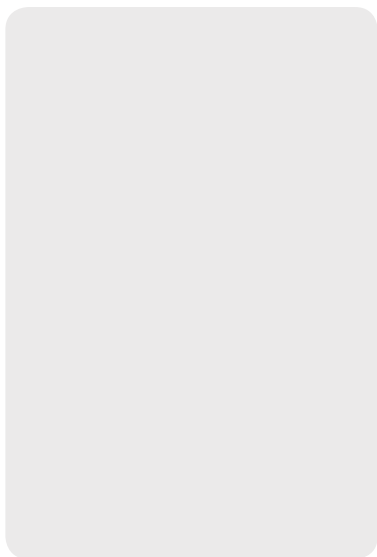
We value personal responsibilities, setting and achieving consistently high standards in our work and our conduct and never adopting a negative attitude.



"There is no age barrier and Mears is in the forefront of breaking stereotypes"

Contact Us

If you would like to know more about opportunities with Mears, the training we offer and our Apprenticeships, please contact:



Or visit our website

www.mearsgroup.co.uk

MEARS

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PAINTING & DECORATING WORKSHOP

Tradeswomen into Maintenance Project

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Lesson Plan

Tradeswomen into Maintenance Project: Painting & Decorating Workshop



KS4 age 14-16 Year 10 & 11 or Adult Learners at Level 1



Introduction

This workshop has been created to support the Schools Toolkit as part of the Tradeswomen into Maintenance Project. The project aims to increase awareness of trade employment and training opportunities and increasing the number of female trade apprentices and operatives in the Social Housing Building Maintenance sector. The workshop is designed to be delivered by Tradeswomen acting as Ambassadors who can give female learners information, advice and guidance on the Repairs and Maintenance sector, roles within the sector and their own experience of being a woman working within the industry.

During the workshop learners will explore the different tasks carried out by a Painter and Decorator. They will work together in groups to complete activities inspired by Painting, Wallpapering and Tiling.

The workshop is designed to build on skills that the learners are developing as part of their existing curriculum. The workshop also aims to demonstrate to the learners how these skills are relevant in the world of work and, in particular, a career within the Social Housing Building Maintenance sector.

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Duration

2 Guided Learning Hours (plus extension activities where required).

Preparation

This workshop will require advance preparation for:

- Resources to facilitate the activities, boards will need to be provided that are approximately 1mx1m (wide enough to be able to match 3 drops of patterned paper) with a socket or light switch attached, please see resources section for listings of materials required.
- Copies of Extension Activity Worksheets should be printed for all learners where needed.
- The classroom will need to be set up to accommodate the various activities. Learners should move from one station / area to the next to practice painting, wallpapering and tiling.

Personal development, behaviour and welfare

Learners are given the opportunity to discuss topics throughout the session in a considered way, showing respect for others ideas and points of view and are given equal turn taking rights. The workshop promotes engagement through varied learning activities and offers opportunities for learners to develop soft skills through teamwork and presentations.

Health and Safety & Safeguarding

In the case of Health and Safety or Safeguarding, any issues must be recorded and reported to the designated person within the school / establishment.

Diversity and Inclusion

The workshop includes a range of individual, sub group and whole group activities. These can be arranged to suit the group and individual learners. Learners should be supported in linking their learning with career choices in Repairs and Maintenance Trades and challenging stereotypes of females working within this sector.

Assessment

Learner achievement should be assessed throughout the workshop, in line with the stated objectives. Discussion at the evaluation stage should also include the different skills the learners used to complete the workshop in order to reinforce learning of what they achieved e.g. construction, communication, teamwork, confidence.



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Links to National Curriculum

Secondary Schools Curriculum

Mathematics

Solve Problems	Learners will solve problems when completing worksheet 4, calculating the area of a room and completing a cost and budget exercise in order to identify the volume and cost of materials required to paint and decorate the area.
Develop use of formal mathematical knowledge to interpret and solve problems, including in financial contexts.	

English

<p>Spoken English</p> <p>Speak confidently, audibly and effectively, including through:</p> <p>working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.</p>	<p>Learners will engage in discussion, sharing ideas within a group whilst completing the Painting and Decorating activities. Learners will take various roles whilst working in groups in order to achieve various paint techniques, apply wallpaper and tiles.</p>
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<p>Spoken English</p> <p>Speak confidently, audibly and effectively, including through:</p> <p>listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation.</p>	<p>Learners will engage in discussion, sharing ideas and experiences throughout the presentations about Social Housing Building Maintenance.</p>
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<p>Writing</p> <p>Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation].</p>	<p>Learners will use information and write about careers within Painting and Decorating and how to enter into the industry when completing worksheet 3.</p>
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Design Technology	
<p>Design</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p>	<p>Learners will design pattern pieces through completion of worksheet 1 mosaic tiling and worksheet 2 wallpaper design.</p>
<p>Make</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Learners will use a wide range of materials when completing the activities on painting, wallpapering and tiling e.g. tools, paint, adhesives, paper and tiles.</p>
Art and Design	
<p>Increase proficiency in the handling of different materials.</p>	<p>Learners will handle different materials that are used in Painting and Decorating e.g. tools, paint, adhesives, paper and tiles.</p>
Adult Core Curriculum	
Numeracy	
<p>N1/L1.3, Number – Whole Number</p> <p>Add, subtract, multiply and divide using efficient written methods.</p>	<p>Learners will use multiplication and subtraction when completing worksheet 4 to calculate the area of a room diagram and the quantity of paint required to decorate it.</p>
<p>N2/L1.11, Number – Fractions, Decimals, Percentages</p> <p>Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages.</p>	<p>Learners will use a calculator to check calculations of area when completing worksheet 4.</p>
<p>MSS1/L1.1, Measures, Shape and Space – Common Measures</p> <p>Add, subtract, multiply and divide sums of money and record.</p>	<p>Learners will extract information and calculate cost of materials when completing worksheet 4 cost and budget of painting a house.</p>

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MSS1/L1.6, Measures, Shape and Space – Common Measures System.	Learners will measure length to complete the workshop activities e.g. length of wallpaper, space for tiling etc. Learners will use appropriate units when measuring and mixing quantities of materials e.g. wallpaper paste/water etc.
MSS1/L1.8, Measures, Shape and Space – Common Measures Work out the perimeter of simple shapes.	Learners will work out the perimeter of a room diagram when completing worksheet 4. Learners will work out the perimeter of a board when completing activities e.g. tiling.
MSS2/L1.2, Measures, Shape and Space – Shape and Space Draw 2-D shapes in different orientations using grids (e.g. in diagrams or plans).	Learners will draw 2d shapes when planning the tile activity on Worksheet 1 Mosaic Tile Design.
HD1/L1.1, Handling Data – Data Extract and interpret information (e.g. in tables, diagrams, charts and line graphs).	Learners will extract information from tables when following instructions e.g. mixing paste etc. Learners will select information from diagrams and tables when completing worksheet 4 cost and budget of painting a house.
Literacy	
SLlr/L1.1, Speaking and Listening – Listen and Respond Listen for and identify relevant information from explanations and presentations on a range of straightforward topics.	Learners will actively listen to presentations on Social Housing Building Maintenance and the range of job roles within this industry. Learners will receive information on the daily duties of a Painter and Decorator.
SLlr/L1.5, Speaking and Listening – Listen and Respond Make contributions relevant to the situation and the subject.	Learners will contribute to group discussions when discussing the tools and materials used in Painting and Decorating.

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SLc/L1.2, Speaking and Listening – Speak to Communicate Make requests and ask questions to obtain information in familiar and unfamiliar contexts.	Learners will request information throughout the workshop in order to clarify understanding of information presented and instructions on how to complete the activities.
SLd/L1.1, Speaking and Listening – Engage in discussion Follow and contribute to discussions on a range of straightforward topics.	Learner will contribute to discussions regarding Painting and Decorating as an employment option and during activities throughout the workshop.
Rt/L1.4, Reading – Text Use organisational and structural features to locate information (e.g. contents, index, menus, subheadings, paragraphs).	Learners will locate information from lists when completing worksheets 3 and 4 selecting products from catalogue items and extracting information about careers in construction.
Ww/L1.1, Writing – Word Spell correctly words used most often in work, studies and daily life.	Learners will correctly spell key words when completing worksheet 3 creating sentences about careers in construction.
Ww/L1.2, Writing – Word Produce legible text.	Learners will produce legible text when completing worksheets.

Delivery

Aims:

The aims of the workshop is to:

Raise awareness of Mears Group PLC, the roles within the Social Housing Building Maintenance sector, opportunities for females and the daily duties of Trade Operatives.

Recognise the skills required to become a Painter and Decorator.

Objectives:

By the end of the session the learner will:

- Receive information about Mears and roles within Social Housing Building Maintenance
- Discuss why buildings are painted and decorated
- Use a range of tools, materials and mediums that are used widely within Painting and Decorating to practice paint techniques and applying wallpaper and tiles.



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Resources

Lesson Plan, Mears Information Booklet, Painter and Decorator Tools, Painter and Decorator Activity Cards.

Worksheets: 1 Mosaic Tile Activity, 2 Wallpaper Design, 3 Careers, 4 Cost and Budget.

It is recommended that for each type of activity there should be resource to support a subgroup of approximately 8, therefore where learners are working on boards then there should be 3 to 4 available at each station.

Painting Activity: wooden boards measuring approximately 1m x 1m with a socket/ light switch attached, paint, brushes/ roller, paint kettle/ tray, sanding block and paper, dusting brush, (equipment for marbling and stencilling, stippling, woodgrain effects if required).

Wallpapering Activity: wooden boards measuring approximately 1m x 1m with a socket/ light switch attached, paste brush, paper hanging brush, wallpaper adhesive, trimming knife, plumb line, pasting table, sponge, tape measure, paper scraper, wallpaper/ lining paper.

Tiling Activity: wooden boards measuring approximately 1m x 1m, tile adhesive, tiles, grout, sponge, spacers, water, gauge rod, batten, pencil, ruler, trowel, notched spreader **(Learners should not practice tile cutting due to health and safety).**

Timing	Activity	Resources	Differentiation
0-10 mins	<p>An Introduction to Mears</p> <p>Ambassador:</p> <p>Introduce yourself</p> <p>Distribute the Mears Tradeswomen into Maintenance Booklet– present the information about Mears, include: who we are, what we do etc...</p> <p>Learners:</p> <p>Actively listen to the information being given</p> <p>Assess learning by:</p> <p>Observation of learners participation, answering any questions, group discussion</p>	Mears Tradeswomen into Maintenance Booklet	Support all learners by using varied levels of language. Use high-order question & answer: why, how & which questions.



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10-20 mins	<p>The Job of a Painter and Decorator</p> <p>Ambassador:</p> <p>Talk to the group about the job of a Painter and Decorator.</p> <p>Talk about a typical working day for a Painter and Decorator.</p> <p>Talk about how women can be Painters and Decorators and the benefits for women joining the trade.</p> <p>Show the learners the tools that a Painter and Decorator uses and talk about how these are used in the different areas within a house that the Decorator maintains.</p> <p>Discuss Health and Safety and how this applies to Painting and Decorating. Where possible show learners Health and safety equipment and PPE.</p> <p>Learners:</p> <p>Actively listen to the information being given, ask questions to aid understanding.</p> <p>Assess learning by:</p> <p>Observation of learners participation, answering any questions, group discussion</p>	<p>Mears Tradeswomen into Maintenance Booklet</p> <p>Painter and Decorator Tools</p> <p>Health and safety equipment, PPE</p>	<p>Support all learners by using varied levels of language. Use high-order question & answer: why, how & which questions.</p>
20-40 mins	<p>Activity</p> <p>Ambassador:</p> <p>Using the Painting Tools and Materials activity cards ask the learners to state what is represented in the picture. Discuss as a group if answers are correct and give examples of how the tools and materials are used.</p> <p>Ask learners to place the activity cards in order of use e.g. preparation tools would be placed before decorating and finishing tools etc.</p> <p>Learners:</p> <p>Participate in group activity discussing the various tools used within painting and decorating. Learners should contribute to decision making as to the order in which the tools are used.</p> <p>Assess learning by:</p> <p>Contribution to group activity and question and answer session. Learners have correctly named and ordered the activity cards.</p>	<p>Painter and Decorator Tools and Materials Activity Cards</p>	<p>Ambassador to take in tools to create discussion around their purpose.</p>



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Tradeswomen into Maintenance Project: Painting & Decorating Workshop



<p>40-110 mins</p>	<p>Activity</p> <p>Ambassador:</p> <p>Set up the room with three stations / areas, each with the appropriate resources for painting, wallpapering and tiling.</p> <p>Advise the learners that they are going to visit each station / area and practice each of the trade activities. At this stage discuss Health and Safety giving the relevant guidance on using the tools and materials to complete the activity. Where Health and Safety equipment will be used ensure all learners are supplied with this.</p> <p>Split the group into three subgroups and give each group a different activity: Painting, Wallpapering or Tiling. Allow the learners to visit each area giving 20 minutes for completion of each activity.</p> <p>Give instructions to each group on how to complete the activity, allowing learners to paint the board and use various techniques, wallpaper and tile the board.</p> <p>Learners:</p> <p>Complete the activity using the resources given and by following instructions.</p> <p>Assess learning by:</p> <p>Learners will have worked individually or in small groups to complete the activity and produce:</p> <ol style="list-style-type: none"> 1. A painted board using various paint techniques. 2. A wallpapered board using the appropriate tools required and finished to a good standard. 3. A tiled board using various materials. <p>Completion of activity, correct use of tools, materials and mediums, working as a team, following instruction.</p>	<p>Painting, Wallpapering, Tiling Activity Materials</p>	<p>Differentiate by time allowed; allowing learners to choose the activity they wish to complete; facilitate just one activity if there is not enough time/ space to set up all 3.</p> <p>Use sockets to paint and wallpaper around to make the task more difficult.</p>
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Lesson Plan

Tradeswomen into Maintenance Project: Painting & Decorating Workshop



	<p>Extension Activity – To be run where learners have completed all three tasks and there is time allowing within the above timescale or where schools would like to extend the duration of the workshop.</p> <p>Ambassador:</p> <p>Using Worksheet 1 ensure resources are available and give each learner a copy of the worksheet. Once they have completed the tiling activity they can then move on to creating a Mosaic Tile Coaster that they can keep.</p> <p>Learners:</p> <p>Follow the instructions and complete the activity creating the Mosaic Coaster.</p> <p>Assess learning by:</p> <p>Completion of Mosaic Tile Coaster.</p>	<p>Worksheet 1</p> <p>Mosaic Tile</p> <p>Materials</p>	<p>Where this is delivered as an extension activity within the workshop, learners may leave out instruction number 1 and simply move straight onto creating their design.</p>
110-120 mins	<p>Evaluation of Session</p> <p>Ambassador:</p> <p>General discussion with group, re-capping on objectives to identify what learning has taken place throughout the session. Discuss the different skills the learners used to complete the activity in order to reinforce learning of what they did e.g. following instruction (speaking and listening), identifying shape and space, communication, confidence building etc.</p> <p>Learners:</p> <p>Participate in group discussion, feedback of what they learned and the skills they used to complete the task.</p> <p>Assess learning by:</p> <p>All learners participate in group discussion and are given turn taking rights.</p>	<p>Lesson Plan</p>	<p>Support all learners by using varied levels of language. Use high-order question & answer: why, how & which questions.</p>



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Extension Activity

The extension activities are available for use where the School requires a session to be delivered over a greater duration of time, to support faster paced learners who have completed the main activity before others, as an alternative to the main activity and used at the Ambassadors discretion or to provide the Teacher with further project work for the group post Mears Activity.

Activity	Resources	Differentiation
<p>Extension Activity</p> <p>Ambassador:</p> <p>Give out the worksheets for learners to complete and check their answers once they have completed.</p> <p>Worksheet 1 Mosaic Tile Activity – Art and Design (construction)</p> <p>Worksheet 2 Wallpaper Design – Art and Design</p> <p>Worksheet 3 Careers – English</p> <p>Worksheet 4 Cost and Budget – Maths</p> <p>Learners:</p> <p>Complete the activities and worksheets.</p> <p>Assess learning by:</p> <p>Completion of activity / worksheets completed correctly.</p>	<p>Worksheets</p>	<p>Differentiate by resource – supply learners with worksheets that are aimed at their interest.</p> <p>Ambassador to offer 121 support where required.</p>

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Summary Sheet

This summary sheet has been designed to simplify the body of the lesson plan for Ambassadors and to be used as a prompt sheet when delivering the session. Ambassadors should ensure they have read and understood the lesson plan prior to delivering the session and are aware of the timescales for each of the activities.

- An Introduction to:
Yourself and any other colleagues / persons supporting the delivery of the workshop.
The aim of the workshop and what the group will be doing.
Mears Group who we are and what we do, the various Trades within Mears.
- Explain to the group about the job of a Painter and Decorator; activities carried out during a typical working day, tools, PPE, H&S and opportunities for females.
- Using the Activity Picture cards ask the group to name the materials and tools and place them in order of use.
- Explain to the group that they will now practice skills in Painting, Wallpapering and Tiling.
- Split the group into 3 sub-groups and allocate each group to an area to carry out one of the activities, support each group in completing the activity ensuring all learners have the correct resources to complete the task.
- Once they have finished they should then move onto the next area until each learner has had an opportunity to complete all 3 activities.
- Allow one hour for the learners to complete the 3 activities and give an additional ten minutes to tidy up at the end of the activity.
- Each group should spend approximately 20 minutes at each area, keep a check on timings and prompt the group when it is time to move to the next activity.
- Worksheets are available for any learners that complete the activities ahead of time and can be completed individually; where required distribute the worksheets.
- Facilitate a general discussion with the group re-capping on what they have done and the information they have been given about the trades, training and employment opportunities within Social Housing Building Maintenance.
- Thank the group for their participation and answer any final questions that the group may have.



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PAINTING & DECORATING WORKSHOP

Mosaic Tile Activity

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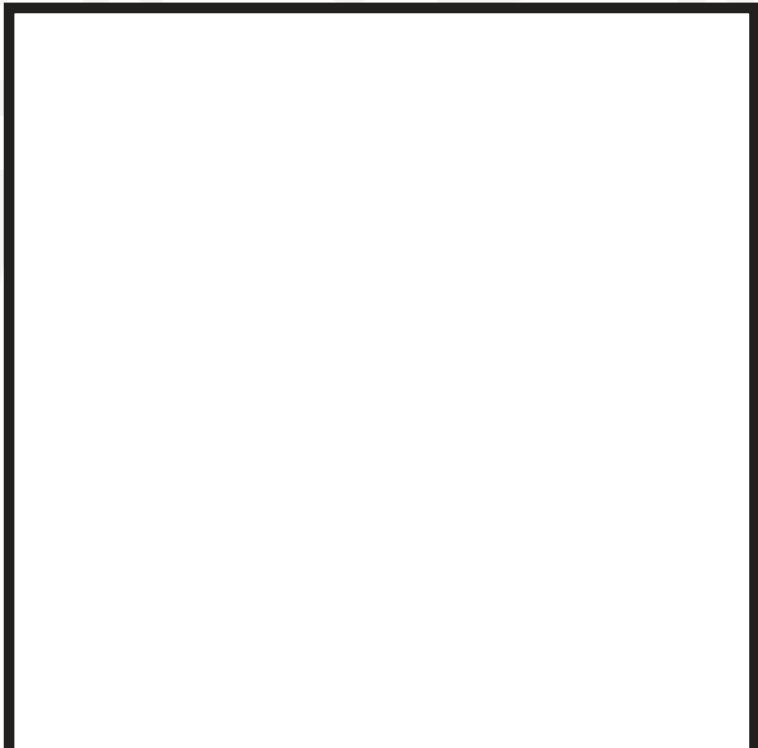
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Mosaic is the art of creating patterns and images by grouping small pieces of coloured glass, stone or other materials. Most mosaics are made of small flat, square pieces of stone or glass of different colours. However some, especially floor mosaics, are made of rounded pieces of stone, these are called, pebble mosaics. Mosaics with patterns and pictures were created in Ancient Greece and Ancient Rome.

You will need:

Mosaic Coaster Template, Coaster Base (piece of material as a base e.g. MDF or Perspex 10 x 10cm), selection of Mosaic Tiles, Adhesive, Tile Grout, Scraper, Sponge, Water, Pencil, Computers (where available), Glue, and Felt.

Activity

1. Research Mosaic works to help inspire your design
 2. Prepare the surface of your base.
 3. Use the square below to create your design.
 4. Once you have done this you will need to transfer it onto your piece of wood or Perspex by reproducing the pattern / shape in pencil or placing the design under the Perspex so you can see where to place the tiles.
- 
5. Place the Mosaic tiles to cover your pattern using different colours and ensuring that the shapes fit together (almost like a jigsaw).
 6. Once you are happy with the place of each tile you should then stick the tiles in place with the Tile Adhesive.
 7. Once the adhesive is dry then you will need to mix the grout and cover the tiles using the scraper.
 8. Once this is complete you should then sponge away the excess grout with water.
 9. Finish by gluing felt pads to the underneath of the coaster to protect surfaces.

PAINTING & DECORATING WORKSHOP

Wallpaper Design

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Wallpaper is used to cover the interior walls of homes and buildings. It is made in long rolls which are hung vertically and occasionally horizontally and bonded with paste. Wallpaper was available before the 1700's and was made by screen and various types of machine printing but most commonly using woodblock printing. The wood block was cut along the grain of the wood using a knife, chisel or sandpaper creating a relief pattern. This would then be pressed onto the paper to produce a pattern. The technique would be repeated until the paper or fabric was covered. Today printing is much quicker with the use of technology and digital printing. Wallpaper can be created with a regular repeating pattern design on rolls or with a large design that covers a set of sheets.

Activity

Create your own wallpaper design in the first square and repeat in the next 3 sections of the grid below producing a pattern. Remember that the sides of your pattern will need to match up with the side of the next square.

PAINTING & DECORATING WORKSHOP

Careers in Painting and Decorating

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Painting and Decorating requires a person to have practical skills and good attention to detail. As a Painter and Decorator within Social Housing Building Maintenance you would work on a variety of domestic properties / homes. Using the internet, research the requirements for a career in this industry and answer the questions below.

Activity

List the main work activities you would be required to carry out as a Painter and Decorator

List the key responsibilities

State the working hours you would be expected to work

Describe the environment that you would be working in

Record on the career ladder what training and qualifications you would need e.g. GCSE, NVQ etc.

6.

5.

4.

3.

2.

1.

PAINTING & DECORATING WORKSHOP

Costing Exercise

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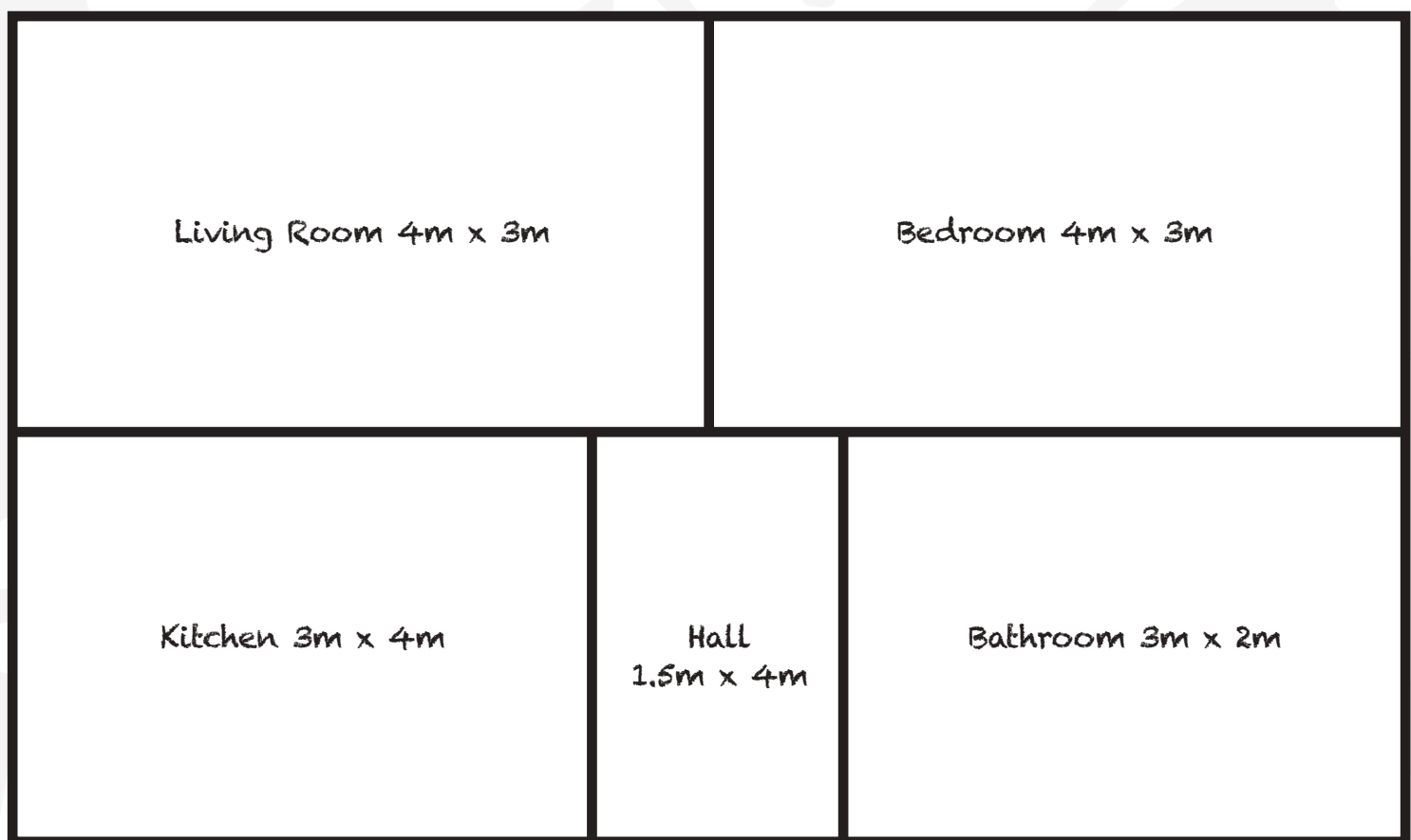
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Part of a Painter and Decorator's job is to measure the size of a room / building and calculate how much materials will be needed.

Activity

You have just started your new job as a Painter and Decorator and are tasked with purchasing the paint for a Bungalow that needs maintenance work.

Look at the plan for the Bungalow (not to scale).



The ceiling height is 2.4 m throughout the property

Work out how much paint you will need to decorate each of the rooms then calculate the overall total of paint required.

You will need to times the Height by the Length of each wall to calculate the total area. Do this for each wall and add the total for each room.

Once you have calculated the total metre squared you will then need to decide how many coats you are going to give each room. Look at the grid to see the condition of each room and how many coats needed. If you need 2 coats you will have to multiply the total metre squared by 2 etc. You will then need to divide the total by the spreading rate which is 11 square metre per litre to calculate the total amount of paint needed.

PAINTING & DECORATING WORKSHOP

Costing Exercise

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Area	Calculations
Living Room Condition: textured ceiling, walls have stains from cigarette smoke Requires 3 coats of paint. 1 coat of stain blocker 2 coats of emulsion	Ceiling Wall 1 Wall 2 Wall 3 Wall 4
Bedroom Condition: smooth ceiling, walls in good condition Requires 1 coat of paint.	Ceiling Wall 1 Wall 2 Wall 3 Wall 4
Kitchen Condition: textured ceiling, walls heavily stained from cooking deposits and grease Requires 1 coat of sealer / stain blocker and 2 coats of paint.	Ceiling Wall 1 Wall 2 Wall 3 Wall 4
Hall Condition: smooth ceiling, walls in good condition Requires 2 coats of paint.	Ceiling Wall 1 Wall 2 Wall 3 Wall 4
Bathroom Condition: smooth ceiling, walls in good condition Requires 1 coat of silk paint.	Ceiling Wall 1 Wall 2 Wall 3 Wall 4

* Assume textured and smooth ceilings have the same spreading rate.

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Costing Exercise

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Now you have calculated the total amount of paint needed, using the internet choose which paints you wish to purchase and calculate the cost for each room (walls only).

Examples of websites to visit: www.homebase.co.uk , www.diy.com, www.wickes.co.uk , www.paint-direct.co.uk , www.dulux.co.uk

Room	Supplier / Shop	Paint Colour, Type and Tin Size	Cost
Living Room			
Bedroom			
Kitchen			
Hall			
Bathroom			

PAINTING & DECORATING WORKSHOP

Costing Exercise

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Choose 1 room within the property, draw the room below and include a door and a window. You can choose the size of the window however once you have done this you must calculate:

- The overall space for the door and window
- How much paint will you now need to deduct from the previous total (walls only)?
- What will be your new total cost?





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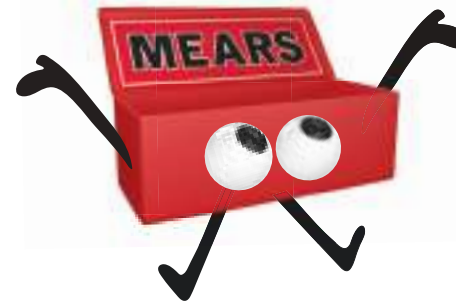


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CERTIFICATE OF PARTICIPATION

Mears Group



Thank you for your outstanding participation on
The Maintenance Trades Workshop

Presented by

Date



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At Mears we are leading the way in recruiting more women into trades so that we build a diverse workforce. Only 1% of trades operatives in the UK are female and we are determined to encourage more women to join Mears and others in the Social Housing sector.

If you would like to know more about Apprenticeships and employment opportunities with us please visit our website: www.mearsgroup.co.uk

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