

CONSTRUCTION
FUTURES



**SCHOOL
EXCURSION**

PROGRAM

YEAR 9

***MAKING CONNECTIONS WITH
THE BUILT ENVIRONMENT***



PURPOSE OF ACTIVITY

To enable students to consider how the built environment connects them to place.

As an outcome of this series of activities, students will be able to demonstrate insight into the connection that humans have with the built environment and articulate the reasons for this.

LEARNING ACTIVITY OVERVIEW

This series of learning activities provides students with opportunities to consider what helps humans to feel connected to the built environment and how this is catered for in the construction industry. In doing so, students consider the roles, skills and capabilities that are important in this component of the design and construction processes.

CURRICULUM LINKS

Humanities and Social Sciences P-10 Syllabus

- Geography.
- Geographies of interconnectedness.
- The perceptions people have of place, and how this influences their connections to different places.

English P-10 Syllabus

Interacting with others

Oral presentations

- Formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view.
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes.

General Capabilities – Literacy

Composing texts through speaking, writing and creating element.

- Use language to interact with others.
- Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts.
- Compose spoken, written, visual and multimodal learning area texts.
- Compose and edit longer and more complex learning area texts.

General Capabilities – Numeracy

Using spatial reasoning element.

- Visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes.

General Capabilities – Information and Communication Technology

Investigating with ICT element.

- Define and plan information searches. Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation.
- Locate, generate and access data and information.
- Use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings.
- Select and evaluate data and information.
- Develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources.





LEARNING ACTIVITY

BEFORE VISITING THE CONSTRUCTION FUTURES CENTRE

Students identify the components of their homes and the materials used to construct them:

- roof
- walls (outside and inside)
- floors
- windows; and
- internal fittings (doors, cabinets, kitchen and bathroom fittings).

Students discuss and consider the elements of their home and how and why they feel a connection with it as a building, identifying their favourite rooms and activities to do at home and how the building makes them 'feel at home'.

Students discuss and identify other familiar buildings and infrastructure in their neighbourhood and identify how they use these and how often (e.g. Recreation Centre, Shopping Centre, Church, Roads, Cycleways).

Students identify differences between these buildings and their homes.

Students discuss and make note of roles and/or skills and capabilities that would need to be evident in the construction industry to enable the built environment to be designed and constructed in such a way that creates a sense of connection.

DURING THE VISIT

Students investigate and record the types of construction and construction projects shown in the CFC exhibits and match these to components of the built environment in their local community.

Students rate their level of connectedness to different types of construction they have identified in the CFC exhibits using examples from their local community, using a five-point scale.

Students discuss and give reasons why the built environment makes them feel connected to particular places and use examples from the exhibits to support their reasoning.

Students identify roles and/or skills and capabilities in the construction industry that focus on enabling the built environment to be designed and constructed in such a way that creates a sense of connection.

AFTER THE VISIT

Using the information gathered prior to and during their visit to the CFC, students work in groups to discuss what features of buildings make them feel a sense of connection.

Students identify which building types they would expect to find in a neighbourhood and discuss how buildings contribute to a sense of neighbourhood and belonging.

Individual students focus on one building type found in their local neighbourhood and draft a design plan for an ideal version of that building, identifying elements of the design that they believe will help with a sense of connectedness and giving reasons why.

Students discuss the importance of humans' connection to the built environment and the way that this is created through the processes of design and construction. They identify roles with a main focus on creating a sense of connection and identify the skills, capabilities, training and qualifications required for these roles.

SKILLS RELATED TO THE CONSTRUCTION INDUSTRY

The Construction Futures Centre has identified core skills that relate to careers in the construction industry. As students complete learning experiences before, during and after their visit to the Construction Futures Centre, they should be encouraged to work in ways that enable them to apply and demonstrate these core skills and to identify how these relate to and are applied in roles in the construction industry.

THE CORE SKILLS ARE:

- reading;
- writing;
- speaking;
- listening;
- numeracy;
- technology;
- teamwork; and
- problem solving.

SUGGESTED WEBSITES

www.buildyourcareer.com.au/
www.ctf.wa.gov.au/careers/
www.aapathways.com.au/
www.joboutlook.gov.au/IndustrySpecific
www.designandconstruct.com.au/building
<https://sydney.edu.au/news-opinion/news>
www.beactive.wa.gov.au/index.php
www.phaiwa.org.au/environment-health/



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