

CONSTRUCTION  
FUTURES



**SCHOOL  
EXCURSION**  
PROGRAM

**YEAR 10**

***BUILDING A HOUSE***



## PURPOSE OF THE LEARNING ACTIVITY

To enable students to learn about the processes and roles involved in building a house and assess the factors that influence purchasing decisions when buying a house.

As an outcome of this series of activities, students will be able to:

- Identify the key processes involved in the process of building a house along with relevant job roles.
- Assess and identify factors that influence house purchasing decisions and identify roles and skill sets in the construction industry relevant to the interaction between design and consumer behaviours.

## LEARNING ACTIVITY OVERVIEW

Students research factors that influence house purchasing behaviours and identify how these are factored into home design and construction, examining the relevant roles and skills in the construction industry.

## CURRICULUM LINKS

### Humanities and Social Sciences

#### P-10 Syllabus

##### Economics and Business.

- Factors that influence major consumer financial decisions (e.g. price, availability and cost of finance, marketing of products, age and gender of consumers, convenience, ethical and environmental considerations) and the short-term and long-term consequences of these decisions.

#### Mathematics P-10 Syllabus

##### Number and Algebra.

- Real Numbers.
- Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems.

#### 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 to influence a course of action.

#### English P-10 Syllabus

##### Creating Texts.

- Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features.
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

### 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.

### General Capabilities

#### Information and Communication

##### Technology

##### Investigating with ICT element.

- 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.

### General Capabilities

#### Information and Communication

##### Technology

##### Investigating with ICT element.

- 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 examine a range of advertisements for new homes and list the major selling points, for example:

- cost;
- space/size;
- environmental sustainability;
- energy efficiency; and
- comfort and luxury.

Students share and discuss their lists, adding and adapting their own lists as they learn from each other.

Students ask relatives or friends who own a home what their major reasons were for making the purchase and note the responses. This information is shared across the group to provide a broader sample.

### DURING THE VISIT

While at the Construction Futures Centre, students interact with the exhibits to identify key stages in the process of designing and building a home, along with the job roles involved at each stage.

Students also interact with exhibits to discover information that either supports or refutes the conclusions they have drawn about the reasons people make decisions when buying a home and what influences these decisions.

As they do so, students refine their lists of selling points and then classify these and give each classification a weighting to indicate their understanding of the importance of each consideration.

**Classifications may include:**

- cost;
- environmental factors;
- comfort and luxury; and
- internal space.

Students identify roles in the construction industry related to home design, construction and marketing and identify the relevant skills, training and qualifications required for these roles.

Students conclude their visit by comparing their findings.

### AFTER THE VISIT

Students create flow charts illustrating the key stages in home design and construction and the job roles associated with each stage.

Using the information collated and analysed from their visit to the Construction Futures Centre, as well as the market research they did on influences on house buying prior to their visit, students discuss and argue the relative merits of the key things that influence house purchases.

Based on what they have learned before and during their visit to the Construction Futures Centre, students draw up weighted 'ideal' lists of criteria to consider when purchasing a house.

Students then create magazine advertisements for homes that meet their criteria with text describing the key selling points.

# 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.reinsw.com.au/Web/Posts/Latest\\_News/201707/Seven\\_factors\\_that\\_influence\\_home\\_buyers.aspx](http://www.reinsw.com.au/Web/Posts/Latest_News/201707/Seven_factors_that_influence_home_buyers.aspx)  
[www.pdfsemanticscholar.org/ff37/7bd7c5df372139d2e1a5851cc539fa2a1f1e.pdf](http://www.pdfsemanticscholar.org/ff37/7bd7c5df372139d2e1a5851cc539fa2a1f1e.pdf)  
[www.buildyourcareer.com.au/](http://www.buildyourcareer.com.au/)  
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