The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

Design Engineer Construct
Bridging Work 2021

Overview of the project

- Introduction to the project and workbook
- Log on to the online workbook - understand how it works
- Understand the expected project outcomes
- Understand the basics in designing a building

Key words:

- Aspiration
- Users
- Function
- Location
- Form
- Scale




Why is architecture so important to all of us?

Why does it matter if buildings are well designed?

List some basic building types might help us to understand this.


Houses, schools, offices, factories, hospitals, shopping centres, stations, airports, stadiums and in fact most of the buildings in our towns and cities are ALL designed by architects.

The design of buildings has a direct impact on all of the places and spaces in which you spend your life, and most importantly of all, where you and your family live.





Write an essay / report that discusses the effects of building design on human beings.

- Can you think of examples where well designed buildings and structures and high quality architecture would affect our everyday lives?
 - Can good building design make us work harder?
 - Can it improve our health and quality of life and even make us feel happier and behave differently?
 - Why do you think this is?
 - Alternatively, how might a badly designed building make us feel?
- 

Task

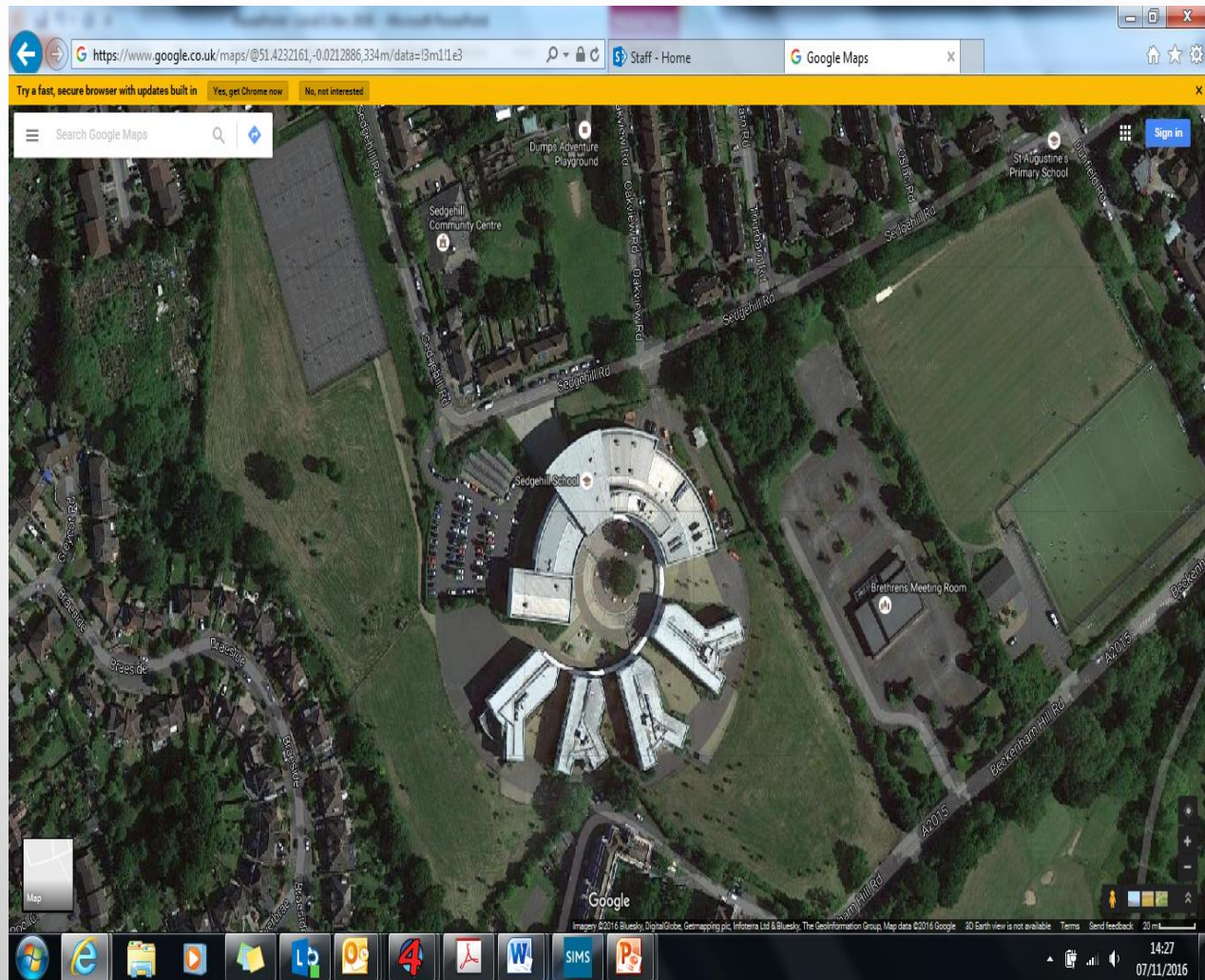
By understanding the value of good design we increase our expectation that all buildings should be of the highest quality possible and best suit the needs of their users. Why should we spend our lives in poor quality buildings that make us feel miserable?

That's why YOU are so important. By working on this project, you can learn about - and appreciate - good design by designing your own building. It is important to understand that your decisions really do matter. This project is an opportunity to express your ideas, use your imagination and create something totally unique that says something about you.

Remember, every single decision you make in relation to the design of your building has an impact on the people that will use it. In this case, that means YOU, your FRIENDS, your FAMILY and your COMMUNITY.

[Drawing and Sketching](#)

- We have an existing school with a spare piece of land on the opposite side of the car-park.
- The school have identified a need for overflow teaching space and have requested enough space to teach two separate classes of 25 pupils each.
- In addition to this primary requirement, it is proposed to extend the usage of the facility by allowing and encouraging the local community to use the building for other activities.
- The stipulation behind the available funds is that the construction and on-going operation of the facility but only exemplifies sustainability but that it does so openly in an effort to teach the local community about such matters.



- What other functions and activities could you use the building for? Think of buildings that you have visited, such as halls or community centres and what goes on in them.
- Each group will have a spokesperson to put forward their suggestions and form a list.

- Creche?
- Preschool?



- Complete a list of facilities/rooms which will be needed in order to accommodate this activities. An example might be that if we are going to serve food and drinks then we need a kitchen

An example list:

- Two Classrooms
- Toilets
- Storage
- Kitchen
- Cleaners Cupboard
- Foyer
- Office

Respond to identified community needs with specific solutions			
What other functions and activities could you use the building for?			
Complete a list of facilities/rooms which will be needed in order to accommodate this activities.			
Design a building layout using the bubble technique *3			

HOW DOES THIS IMAGE AFFECT



HOW DOES THIS IMAGE AFFECT YOU?



HOW DOES THIS IMAGE AFFECT YOU?



How does this image affect you?



SUSTAINABILITY

- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=GTAMNLXBGQC](https://www.youtube.com/watch?v=GTAMNLXBGQC)
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=INLYFERNZQ4](https://www.youtube.com/watch?v=INLYFERNZQ4)

THE CANDIDATE WILL UNDERSTAND ISSUES RELATED TO SUSTAINABILITY
IN CONSTRUCTION PROJECTS:

DEFINE SUSTAINABILITY

Task one

Create a presentation for primary school children to help them understand the meaning of sustainability in the world.

Sustainability			
Progress one Slide one Define the meaning of sustainability			
Progress two Slide 2 Explain ways in which your community can be more sustainable			
Progress 3 Slide 3 Discuss the importance of sustainability in the construction industry			

UNIT 1: SUSTAINABILITY

Learning Intention:

To understand:

- The meaning of sustainability in the built environment sector
- How sustainability affects communities
- How to identify methods of improving sustainability

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

Learning Success Criteria:

Unit 1: Defining a Sustainable Construction Project

1. The candidate will understand issues related to sustainability in construction projects:

- 1.1 define sustainability
- 1.2 identify ways in which sustainability affects the local community
- 1.3 identify the range and depth of knowledge in my local community related to sustainability
- 1.4 present sustainability issues to a relevant audience
- 1.5 identify and communicate ways of improving sustainability in my local community

1.1 DEFINING SUSTAINABILITY...

Learning Intention:

To define sustainability in keeping with a personal interpretation of accepted definitions.

Success Criteria:

- Familiarise yourselves with the range of definitions of sustainability and sustainable development
- Include definitions most used in the global context (e.g. **the Brundtland Report**)
- Those definitions used nationally and locally.
- Define sustainability in the sense of what it means to you personally.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

DEFINING SUSTAINABILITY...

1.1 WHICH OF THE STATEMENTS BELOW ARE CORRECT? DISCUSS WITH YOUR GROUPS.

The ability to continue without lessening, to nourish, to allow to flourish	The ability to continue/maintain into the future	A global society founded on respect for nature, universal human rights, economic justice, and a culture of peace
Development that meets the needs of the present without compromising the ability of future generations to meet their own needs	The human desire to live in harmony with nature and one-another	An attempt to provide the best outcomes for human and natural environments both now and into the indefinite future
Improving our lives without continually increasing the amount of energy and material goods that we consume	The capacity to endure	The desire to maintain and improve the economic, environment and social characteristics of an area so the community can continue to lead healthy, productive, enjoyable lives there

1.1 DEFINING SUSTAINABILITY

Task: Use the resources below as reference to produce your own definition of **Sustainability**

<i>Sustainability statement</i>	<i>True</i>	<i>False</i>
<i>Something that lasts for a long time- maybe forever</i>		
<i>Like a circle- it goes around and all is re-used</i>		
<i>Something that is good for everyone</i>		
<i>An attempt to provide the best outcomes for humans and natural environments</i>		
<i>Sharing what we have with others and not taking more than our share</i>		
<i>Thinking about what you need rather than taking what you want</i>		
<i>Making rules we can all follow</i>		
<i>Making the world a better place for the future</i>		
<i>Repairing our broken products instead of buying new ones</i>		
<i>Recycling our waste</i>		
<i>Only buying products that are made in Taiwan</i>		
<i>Sustainability is not just cleaning up your own room – it's about keeping tidy an even bigger room that belongs to everyone!</i>		
<i>One thing leads to another, then another. Let's make the chain good.</i>		
<i>Taking care of the air, water, land and those who live there</i>		

Remember to look at the glossary!

1.2 IDENTIFYING WAYS IN WHICH SUSTAINABILITY AFFECTS THE LOCAL COMMUNITY...

Learning Intention:

Identify several ways in which sustainability issues affect you local community

Success Criteria:

- Explore ways in which your local community is affected by issues of sustainability.
- Investigate how local systems operate and research the environmental, economic and social health benefits of creating a more sustainable future.
- Investigate the ways electricity, water, sewage treatment, refuse collection and other council services are provided, and how sustainable these services are.

Key words:

- Sustainability
- Environment
- Community
- Recycle

IDENTIFYING WAYS IN WHICH SUSTAINABILITY AFFECTS THE LOCAL COMMUNITY...

1.2

Task 1: Create a brainstorm/ mind map on who is your local community?

Task 2: How are the community affected by sustainability issues?

Task 3: How to create a sustainable future?



1.2 Identifying ways in which sustainability affects the local community...

Sustainability:

The most important place to start once you have established the basic “ingredients” of your building is to think about how you can make it SUSTAINABLE. You discovered what sustainability means in the previous section, remember? How do we apply what we learnt to the design of our classroom? What makes a BUILDING sustainable?

As you begin develop ideas for your design there are five key principles that we have to follow to make sure your building is sustainable. The points outlined below can be used a checklist as your design progresses. There may be a lot of words or phrases that don't make sense so use your wiki to research and understand as you go along.

Generate a branch for your mind-map for sustainability.

1.2 Identifying ways in which sustainability affects the local community...

Climate:

How can we make sure it heats up quickly when we need to use the classroom so the users are not shivering and too cold to concentrate?

How do we make sure it cools down quickly in the summer so the users are not too hot?



Add a branch to your mind-map that focuses on climate

1.2 Identifying ways in which sustainability affects the local community...

How can buildings be designed with sustainability in mind?

- Efficiently using energy, water, and other resources;
- Protecting occupant health and improving employee productivity;
- Reducing waste, pollution and environmental degradation.

TASK: Design a large information board to help **Your Community** identify ways to be more sustainable in their homes.
Think Local, national, global!

Sustainability and the community...

1.4 Present sustainability issues to a relevant audience

Give two ways the built environmental sector can be sustainable

1.

2.

Name three ways your community can be more sustainable in their homes.

1.

2.

3.

- Work Individually
- Use the information gathered to create an information board A3 in size

TASK: Design a large information board to help **Your Community** identify ways to be more sustainable in their homes.
Think Local, national, global!

IDENTIFYING WAYS IN WHICH SUSTAINABILITY AFFECTS THE LOCAL COMMUNITY...

1.2

Sustainability in the home	What should you do	How are you going to do it	Why are you going to do it
Recycling			
Reduce			
Carbon footprint			
Energy			
Sun light			
Insulation			
Double glazing			
Energy			

1.2 Identifying ways in which sustainability affects the local community...

Building Materials

All materials to be sourced as close as possible to the site, ideally within 50 miles.

- Where is the site located?
- What materials are available nearby?
- What materials do you see most of on local buildings?
- What materials are appropriate for this building, its users and the activities within?

List possibilities for building materials and the sourcing of these materials in your mind-map.

1.2 Identifying ways in which sustainability affects the local community...

Produce a branch for the building **custodian** and add key considerations for this particular user.

- *Custodian: a person who has responsibility for or looks after something, such as a museum, school or public building.*

Add ideas for the **learning landscape** for your Eco Classroom.

1.2 Identifying ways in which sustainability affects the local community...

Each of the headings below are very important when designing a successful building, however, if you had to prioritise one of the points which would it be and why?

- Sustainability;
- Climate;
- Building Materials;
- The User (Custodian);
- The Environment (Learning Landscape).

Does the fact that you are designing an Eco Classroom affect this decision?

Sustainability and the community...

- **1.3 Task:** Devise a questionnaire and encourage your community to participate in your research to ensure that a wide range of data is collected.
- Investigate how people feel about sustainability, whether they are adopting measures to be more sustainable and indeed whether they value a more sustainable lifestyle.

TITLE

Sustainability Survey

INTRODUCTION

I am writing a survey about how sustainability is being used within the our community

Could you please answer a few questions and I will take a note of your responses.

RECORD THE ANSWERS BY TALLY

1. Do you feel you adhere to a sustainable lifestyle?

Yes ||||

No |||

How?

- recycling household waste

- solar panels on roof

2. What do you feel, will encourage you to be more sustainable?

Recycling banks ||

Cycling policies |||

3. Do you feel you have enough knowledge on how to be sustainable?

4. Would you attend sustainability classes?

5. What would you like to gain from them?

RANGE OF OPEN AND CLOSED QUESTIONS

ASK AT LEAST 10 PEOPLE THE SURVEY

1.3 IDENTIFY THE RANGE AND DEPTH OF KNOWLEDGE IN MY LOCAL COMMUNITY RELATED TO SUSTAINABILITY...

Learning Intention:

Identify specific aspects of strengths and weaknesses in community environmental behaviour and attitudes.

Success Criteria:

- Devise a questionnaire and encourage their community to participate in their research to ensure that a wide range of data is collected.
- Investigate how people feel about sustainability, whether they are adopting measures to be more sustainable and indeed whether they value a more sustainable lifestyle.
- Enquiries should be made to official figures, councillors and community leaders to investigate sustainable leadership.
- Evaluate strengths and weaknesses in social, economic and environmental behaviour and conditions in the community, and where possible, compare this data with other communities.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

Sustainability and the community...

- 1.3 Devise a questionnaire and encourage your community to participate in your research to ensure that a wide range of data is collected.
- Investigate how people feel about sustainability, whether they are adopting measures to be more sustainable and indeed whether they value a more sustainable lifestyle.

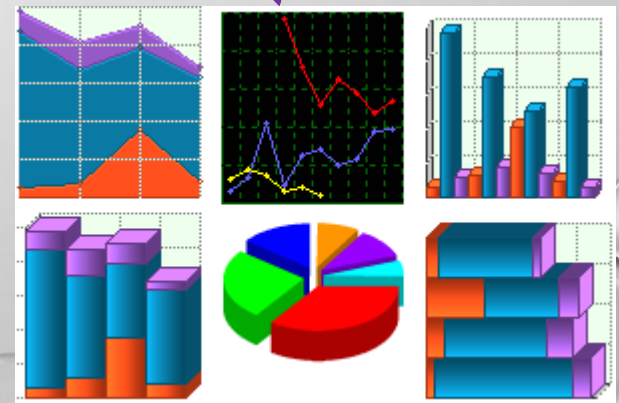
Task: Present the results of your survey

OPEN QUESTIONS

Conclusion Summary

What you did? Why you did it?
What did you hope to find out?
What did you actually find out?
What's been influential and why?
How will these findings affect your work?

CLOSED QUESTIONS



Sustainability and the community...

- 1.3 Enquiries should be made to official figures, councillors and community leaders to investigate sustainable leadership.

Task: Write a letter to your local MP (Nick Raynsford) and Council leader (Angela Cornforth, Mathew Morrow, Rajinder Sehmar, Don Austen, Peter Brooks, Radha Rabadia).

Find out what they personally or locally are doing to promote a sustainable lifestyle

Evaluate strengths and weaknesses in social, economic and environmental behaviour and conditions in the community, and where possible, compare this data with other communities.

http://www.royalgreenwich.gov.uk/news/100010/health_and_social_care

http://www.royalgreenwich.gov.uk/press/article/56/greenwich_residents_set_to_benefit_from_new_improved_leisure_facilities

http://www.royalgreenwich.gov.uk/info/100006/environment_and_planning

1.4 PRESENT SUSTAINABILITY ISSUES TO A RELEVANT AUDIENCE

Learning Intention:

Demonstrate the capacity to make a practical presentation on the subject of sustainability.

Success Criteria:

- Present your findings in an appropriate manner. This can include verbal written and electronic media.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

Sustainability and the community...

1.4 Present sustainability issues to a relevant audience

Give two ways the built environmental sector can be sustainable

- 1.
- 2.

Name three ways your community can be more sustainable in their homes.

- 1.
- 2.
- 3.

Designing your eco-classroom will require you to think about how the building will be sustainable.

Identify one way you could make your community more sustainable through your eco-classroom design

- Work Individually
- Use the information gathered to create an information board A3 in size

TASK: Design a large information board to help **Your Community** identify ways to be more sustainable in their homes.
Think Local, national, global!

1.5 IDENTIFY AND COMMUNICATE WAYS OF IMPROVING SUSTAINABILITY IN MY LOCAL COMMUNITY

Learning Intention:

Communicate methods, strategies and actions that could be used to improve sustainability in the local community..

Success Criteria:

- Devise an appropriate method of communication to educate and encourage their local environment to be more sustainable.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

1.4 PRESENT SUSTAINABILITY ISSUES TO A RELEVANT AUDIENCE

1.5 IDENTIFY AND COMMUNICATE WAYS OF IMPROVING SUSTAINABILITY IN MY LOCAL COMMUNITY

TASK: Using your research create a presentation to help **Your Community** identify ways to be more sustainable in their homes. Think Local, national, global!

As part of your assessment this will be presented in a school assembly

- WORK AS A WHOLE CLASS
- COLLATE YOUR INFORMATION TO PRESENT TO A YEAR 7 ASSEMBLY
- USE THE ONLINE INTERACTIVE WORKBOOK FOR INFORMATION AND THE LINKS...
 - WWW.TECHNOLOGYSTUDENT.COM
 - [HTTP://WWW.THEGUARDIAN.COM/LIFEANDSTYLE/2014/MAR/02/WELCOME-TO-LIVE-BETTER](http://WWW.THEGUARDIAN.COM/LIFEANDSTYLE/2014/MAR/02/WELCOME-TO-LIVE-BETTER)
 - [HTTP://WWW.ROYALGREENWICH.GOV.UK/INFO/100006/ENVIRONMENT_AND_PLANNING](http://WWW.ROYALGREENWICH.GOV.UK/INFO/100006/ENVIRONMENT_AND_PLANNING)
 - [HTTP://WWW.ROYALGREENWICH.GOV.UK/INFO/200105/SUSTAINABILITY](http://WWW.ROYALGREENWICH.GOV.UK/INFO/200105/SUSTAINABILITY)

UNIT 1: COMMUNITY

Learning Intention:

To understand:

- What is meant by the term 'client' and 'community'
- The needs of the client
- The impact of a construction project on the local community
- How to engage communities in the design and planning process
- How a formal meeting should be structured, conducted and recorded

Key words:

- Client
- Community
- Construction
- Planning
- Conduct
- Structure

Learning Success Criteria:

Unit 1: Defining a Sustainable Construction Project

2. The candidate will understand issues related to the local community in construction projects
- 2.1 use a range of methods to discover who lives in my local community and suggest ways to demonstrate results
 - 2.2 engage my community in the design and planning processes of my building project in the role as a 'client'
 - 2.3 respond to identified community needs with specific solutions
 - 2.4 research the impact of a construction project on the local community
 - 2.5 understand how a formal meeting should be constructed, conducted and recorded

2.1 USE A RANGE OF METHODS TO DISCOVER WHO LIVES IN MY LOCAL COMMUNITY AND SUGGEST WAYS TO DEMONSTRATE RESULTS

Learning Intention:

Candidates should be supported to find and use appropriate sources of information to discover the nature of their community.

Key words:

- Demographic

Success Criteria:

- Devise an appropriate method to research **demographic** information.
 - Use web based information such as the UK National Statistics hub via <http://www.statistics.gov.uk/hub/regional-statistics/index.html> or find other local census information from local authority websites and offices.
- * At level 1 they will need structured guidance.*

2.1 USE A RANGE OF METHODS TO DISCOVER WHO LIVES IN MY LOCAL COMMUNITY AND SUGGEST WAYS TO DEMONSTRATE RESULTS

TASK: Use the links below to research who makes up our local community

- [HTTP://WWW.ROYALGREENWICH.GOV.UK/INFO/200088/STATISTICS_AND_CENSUS_INFORMATION](http://www.royalgreenwich.gov.uk/info/200088/statistics_and_census_information)
- [HTTP://WWW.STATISTICS.GOV.UK/HUB/REGIONAL-STATISTICS/INDEX.HTML](http://www.statistics.gov.uk/hub/regional-statistics/index.html)

Carry out a survey/ interviews/
reports

Present your findings as
tables/ graphs



2.2 ENGAGE MY COMMUNITY IN THE DESIGN AND PLANNING PROCESSES OF MY BUILDING PROJECT IN THE ROLE AS A 'CLIENT'

Learning Intention:

Devise an appropriate method to engage their local community to contribute towards a vision for a community eco-classroom.

Key words:

- Client
- Vision
- Community

Success Criteria:

- Devise an appropriate method to engage their local community to contribute towards a vision for a community eco classroom.
- Parents and other family members may be invited to contribute at this stage.
- Devise a social media strategy e.g. using Facebook and Twitter to reach the community.

** This could be linked to the collaborative technologies unit in the ITQ.*

2.2 ENGAGE MY COMMUNITY IN THE DESIGN AND PLANNING PROCESSES OF MY BUILDING PROJECT IN THE ROLE AS A 'CLIENT'



what is meant by the term 'community'?

what is meant by the term 'client' and the needs of the client?

What will the impact of a construction project be on the local community?

How will you engage your community in the design and planning?

Now it is time to design a leaflet to help your community understand your aims of your Eco- Classroom

2.2 ENGAGE MY COMMUNITY IN THE DESIGN AND PLANNING PROCESSES OF MY BUILDING PROJECT IN THE ROLE AS A 'CLIENT'

Totnes Community Wind Farm **DECISION DAY: BE THERE**

12 Noon, Wednesday 13th February, Follaton House



A small price to pay for our children's future.

Is this view without the turbines more important than giving thousands of local people the opportunity to invest in clean, community-owned, renewable energy?

SHDC Councillors meet at 1pm on 13th February to decide the fate of TCWF. Join us from **12 noon at Follaton House** to show your support for this vital community-led initiative.



www.tresoc.co.uk - 01803 867431

empowering the community

Object now to the proposed **Monster 25 Storey Tower Block**

Boundary Estate, Redchurch St, Old Nichol St, Club Row, Chance St and surrounding areas will be affected.

SEND YOUR OBJECTION TO:
simon.ryan@towerhamlets.gov.uk
david.shaw@towerhamlets.gov.uk
planning@towerhamlets.gov.uk

COPY YOUR OBJECTION TO OUR WARD COUNCILLORS:
cllr.kabir.ahmedx@towerhamlets.gov.uk
cllr.anna.lynych@towerhamlets.gov.uk
AbdulC.Mukit@towerhamlets.gov.uk
QUOTE PA/11/00460 AND PA/11/00461

AND INCLUDE YOUR ADDRESS
+ POSTCODE

Find 'ditch the block
on Facebook



'ditch The Block



2.2 ENGAGE MY COMMUNITY IN THE DESIGN AND PLANNING PROCESSES OF MY BUILDING PROJECT IN THE ROLE AS A 'CLIENT'

Write a **Community Blog** encouraging community views, identifying needs and looking for solutions. They will host a meeting and update their blog with the minutes from the meeting

Build your Community!

In this section we're going to talk about the client.

The client is the most important person in the design and function of a building.

- He knows how it will be used.
- She knows who will be using it.
- They know how they want it to look.
- We need to know the needs of our community.



"You need to get the community on your side - to support you! It's a long journey from idea to build! What things do you need to think about?"

Build your Community!

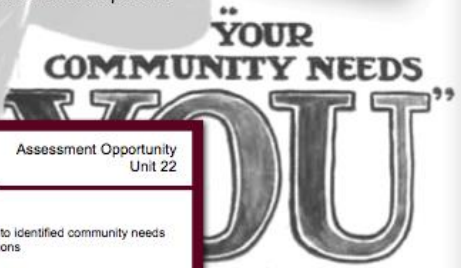
What is a Community? Can you describe your own community?

- How will you encourage the community to express their views about what they need from your classroom design?
- What problems might you encounter (culture, age, language barriers)? How do we overcome these?
- How will you advertise the project and your meetings? Design a leaflet to help your community understand the aims of your Eco Classroom.
- How will decisions be made?

Form a Community Steering Group. You must assign responsibilities, make reports and set agendas.

You can then create a community blog to keep everyone informed and updated.

Client: The person / people / organisation who commission the building project.



Assessment Opportunity
Unit 22

- 2.1 I can respond to identified community needs with specific solutions



2nd COMMUNITY MEETING
MONDAY OCT. 19 6:30pm
THE HOLY ROSARY SCHOOL
 Students of the Corcua Galvan University School Job Hunt to engage People of Homebased and R.Paid Street
 To discover and discuss
 its strengths
 its opportunities
 To create a shared vision

2.2 ENGAGE MY COMMUNITY IN THE DESIGN AND PLANNING PROCESSES OF MY BUILDING PROJECT IN THE ROLE AS A 'CLIENT'

- WHAT IS A VISION?
- WHAT INFORMATION SHOULD A VISION FOR A COMMUNITY ECO-CLASSROOM CONTAIN?

Statement?

Diagrams?

Images?

- Design a social media Page (*facebook*) with ideas on how to create a **vision** for the eco-classroom
- Carry out surveys to gain the communities advice and feedback on the **design** and **planning** of a community eco-classroom.

PRESENT YOUR FINDINGS AS SURVEYS,
TRANSCRIPTS OF THE MEETING OR MINUTES

- Using this information create a vision for your community eco-classroom

2.3 RESPOND TO IDENTIFIED COMMUNITY NEEDS WITH SPECIFIC SOLUTIONS

Learning Intention:

Consider the issues related to accessibility of the meeting with targeted solutions.

Success Criteria:

- Consider how they will engage and include those who may not be able to attend meetings or have access to the internet, e.g. those at work during the day, the elderly, parents with small children, disabled and those who do not speak English.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

2.3 RESPOND TO IDENTIFIED COMMUNITY NEEDS WITH SPECIFIC SOLUTIONS

Identify **alternative** ways to engage the community to participate in your planning and design, consider how to gain views from:

- Who cannot attend meetings
- Who cannot access the internet
- Those who work during the day
- The elderly
- Parents with small children
- Disabled
- Who do not speak English

Symbols?

Translations in
common languages
in the community?

Leaflets?

Public Surveys?

2.4 RESEARCH THE IMPACT OF A CONSTRUCTION PROJECT ON THE LOCAL COMMUNITY

Learning Intention:

Devise and carry out a small scale research exercise to find the impact of their project on the community.

Success Criteria:

- Devise an appropriate method to research impact on the local environment and community.
 - Investigate how to persuade others by building trust and try to empathise,
 - Understanding how different members of the community might react to the project. Will they see it as a useful building, or a white elephant?
 - Provide reasons and justifications, exploring a range of issues.
 - Investigate other similar established community projects through local media and internet research.
- * *At level 1 they will need structured support.*

Key words:

- Impact
- Empathise
- Persuade

2.4 RESEARCH THE IMPACT OF A CONSTRUCTION PROJECT ON THE LOCAL COMMUNITY

- Devise an appropriate method to research the impact on the local environment and community.
- Investigate how to persuade others by building trust and try to empathise,
- Understanding how different members of the community might react to the project. Will they see it as a useful building, or a white elephant?
- Provide reasons and justifications, exploring a range of issues.
- Investigate other similar established community projects through local media and internet research.

Surveys? Facebook comments?
Suggestion box?

Respond to peoples views, take their opinion on board and action on them

If different members have concerns, address them and offer solutions

TASK: Produce a table of the possible **IMPACT** of a construction project and **SOLUTIONS** for the construction project.

Impact	Solutions

2.4 RESEARCH THE IMPACT OF A CONSTRUCTION PROJECT ON THE LOCAL COMMUNITY

- Devise an appropriate method to research the impact on the local environment and community.
- Investigate how to persuade others by building trust and try to empathise,
- Understanding how different members of the community might react to the project. Will they see it as a useful building, or a white elephant?
- Provide reasons and justifications, exploring a range of issues.
- Investigate other similar established community projects through local media and internet research.

Use the internet to research, to look into other similar projects, explain your findings

2.5 UNDERSTAND HOW A FORMAL MEETING SHOULD BE CONSTRUCTED, CONDUCTED AND RECORDED

Learning Intention:

Demonstrate understanding of formal meetings, their structure and the importance of accurate recording.

Success Criteria:

- Set up a mock steering group and assign governing roles and responsibilities.
- Take minutes, and understand why keeping an accurate record and advising stakeholders is critical to the success of the project.
- Establish the aim of the group and prepare a group plan.
- At the end of a meeting, you should set an agenda and agree a method of publicising the minutes to the community.

Key words:

- Sustainability
- Renewable energy
- Indoor Climate
- Insulation
- Carbon footprint
- Reused
- Recycle

2.5 UNDERSTAND HOW A FORMAL MEETING SHOULD BE CONSTRUCTED, CONDUCTED AND RECORDED

In your groups you need to elect each person a job

- Chair person
- Treasurer
- Vice chair
- Secretary

- Appoint a chairperson, vice chair, secretary and treasurer for the Steering Group.
- Who is taking the minutes?
- Introduce the Project and your proposal.
- Establishing the aims of the Steering Group.
- Identify the project stakeholders.
- Establish an outline project plan and responsibilities.
- Set an Agenda for the next meeting.
- Any other business.

Once you have created your steering group you will need to hold a meeting. This is an important part of your project.



You can use your facebook page to advertise the minutes to the general public

Build your Community!

In this section we're going to talk about **the client**.

The client is the most important person in the design and function of a building.

He knows how it will be used.

She knows who will be using it.

They know how they want it to look.

We need to know the needs of our community.



"You need to get the community on your side - to support you!
It's a long journey from idea to build! What things do you need
to think about?"

Build your Community!

What is a Community? Can you describe your own community?

- How will you encourage the community to express their views about what they need from your classroom design?
- What problems might you encounter (culture, age, language barriers)? How do we overcome these?
- How will you advertise the project and your meetings? Design a leaflet to help your community understand the aims of your Eco Classroom.
- How will decisions be made?

Form a Community Steering Group.

You must assign responsibilities, make reports and set agendas.

You can then create a **community blog** to keep everyone informed and updated.

Client: The person / people / organisation who commission the building project.

**“YOUR
COMMUNITY NEEDS
YOU”**

SETTING UP YOUR COMMUNITY STEERING GROUP

You can't do everything on your own!

Your going to need some really strong support from your community to help realise your ambitions. Setting up a Steering Group ensures that everyone works together, shares responsibility and workload, monitors progression of short and long term goals and generally to make sure things stay on track.

Your Group should be made up of people who represent a cross section of your community. Who might that be?

Your first meeting:

- Appoint a chairperson, vice chair, secretary and treasurer for the Steering Group.
- Who is taking the minutes?
- Introduce the Project and your proposal.
- Establishing the aims of the Steering Group.
- Identify the project stakeholders.
- Establish an outline project plan and responsibilities.
- Set an Agenda for the next meeting.
- Any other business.



Unit
criteria
click here



Minutes of Littletown Eco Community Association

Held on Wednesday 5th January 2011, 7-9pm

Present at meeting :

Callum Slinger (Chair), Amie French (Vice Chair), Dan Rollings (Treasurer), Madison Holt (Secretary), Justin Thyme, Ahmed Akhar, Digby Spade, Len De Tenor (Committee members) and 22 members of the Association. Littletown High School staff were also in attendance.

1. Apologies for Absence

Helen Back, Jimmy E. Cricket

2. The Eco Classroom and Community Support

Callum introduced the project and its aims and requested that a survey of the local community be conducted to gauge community support/need for a classroom. Digby Spade will design posters to be displayed in local shops and the medical centre. Amie suggested we use Twitter and Facebook to advertise the survey. All Agreed a good idea. Madison is to approach the local council to gain their support., and initiate discussions with the Local Planning Officer. She will also distribute leaflets to the sheltered housing estate.

Ahmed offered to translate the survey and posters, and also organise a press release. A public meeting is set for Thursday 27th January in the school hall at 7pm.

3. Treasurer's Report

Dan reported a fund of £20000 had been issued by the local council to support the project, and that additional funding would be sourced once the design had been finalised and costed up by the Quantity Surveyor.

4. Fundraising

It was agreed to organise a Spring Fayre and a Summer Ball. Dan was to investigate public funding opportunities. Justin and Len will write a fundraising plan.

5. Any other business

Mr Jones of 17 Smith Street has contacted the school and expressed his concern regarding the project. He has been formally invited to the next public meeting.

7. Date of Next Meeting

Progress meeting is on Wednesday 19th January at 7pm in the school hall.

'Taking the Minutes' is a really important job, carried out by the group's Secretary. Minutes are concise notes taken during your meeting which will remind you what was discussed and agreed and who is going to carry out any actions (jobs). Minutes are a good way of keeping absent members informed about what went on.