



Scheme for Learning Lessons 1-2



GLH: 2

Learning Outcome:

C1. Discuss and allocate project team roles and responsibilities:

- A clear and concise list of team members and their roles
- Appropriate use of language
- Reference to the key responsibilities of each team member

Student Activity	Teacher Guidance
Students produce a document that allocates roles that focus on different aspects of the school's design. For example, some students can work on the interior design while some can work on the building envelope, and others on the landscape. Students should think about the project team and learn about these professions.	Each of the following disciplines needs to be considered: Architect, Architectural Technologist, Structural Engineer, Civil Engineer, Building Services Engineer, Facilities Manager, Interior Designer, Landscape Architect, Project Manager & Quantity Surveyor. A degree of guidance about these roles can be provided, especially from industry supporters.

 KEY CONCEPT, <i>Related Concepts</i> & <u>Global Context</u>	 Resources
<ul style="list-style-type: none"> <input type="checkbox"/> COMMUNITIES <input type="checkbox"/> <i>Collaboration</i> <input type="checkbox"/> <i>Perspective</i> <input type="checkbox"/> <u>Fairness and development</u> 	<ul style="list-style-type: none"> <input type="checkbox"/> Pens <input type="checkbox"/> Paper <input type="checkbox"/> IT Optional: <input type="checkbox"/> Word/ PowerPoint

IB MYP DESIGN Year 3 AC Strand
<p>Criterion A: Inquiring and analysing</p> <p>Aii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem.</p> <p>Aiv. develop a design brief, which presents the analysis of relevant research.</p>