



### Lesson 8: Field Trip

In this lesson, students carry out a detailed study of an important building in their community.

Support material: Worksheet C6, Surveying Guidelines.



#### Spotlight

Understanding a historic building



#### Key Concepts

Observing. Recording.



#### Activity — Building Study

Visit an important building in your area which is at least fifty years old. There are probably many from which to choose — church, courthouse, market house, theatre, great house, bank, library, museum, railway station . . . The study is carried out in two stages. In Stage 1 the students briefly explore the site and the exterior of the building as a class. In Stage 2 the students split into two groups for more thorough investigations. Group A explores the outside of the buildings. Group B explores the inside. Each Group is broken into 4 Teams, each of which is assigned a particular task. Allow 2 to 3 hours on site.

*Note: This field trip does not involve any measurement of the building, nor does Lesson 9 involve any scale drawings. You/the class may be interested in carrying out a measured survey of the building, allowing time to produce scale drawings and models — perhaps in collaboration with another teacher. The Field Trip would then need to be carried out earlier in the module. The tasks should be modified (see “Surveying Guidelines”) and students would need to bring the equipment listed in the Guidelines.*

#### Teacher preparation.

1. Familiarise yourself with the building. Find out about its history and explore possible lines of enquiry for the students.
2. Check the procedures suggested in Worksheet C6. If necessary, modify them according to the interests/abilities of the class and the size and complexity of the building.
3. Obtain permission for the class visit, organising a guided tour if this is appropriate.
4. Organise Groups and Teams and distribute Worksheet C6 about a week in advance. Keep a record of who is in each Group/Team.

#### Materials

Each student needs to bring: A3 sketch pad, pencil, coloured pencils, ruler, pencil-sharpener, eraser, and (if survey work is going to be done) a copy of “Surveying Guidelines” and the surveying equipment listed in the Guidelines. Bring at least one camera for each Group, more if available.



## Scrapbook, Homework, and Vocabulary File

Remind students to check these requirements on Worksheet C6.

### Cross-Curricular Connections

1. Mathematics — Photograph an interesting and reasonably complex building facade (see “Surveying Guidelines”). Study its geometry and its dimensions. Can you find any mathematical logic in its design?
2. Design/Historical Studies — Is there a hospital in your town? What does it look like? What were the world’s earliest hospitals like? What were these buildings like in Ireland and in other European countries long ago? How have they changed and why?
3. Design — Some buildings (sports stadia, cinemas or museums, for example) are designed to encourage people to move through the building along particular routes or in a particular sequence. Choose a local building, then work out how people move through it. Make a set of simple plans (and sections, if necessary) to explain what you find. (Refer to “Drawing Guidelines”.)
4. Design/Construction Studies/Science — Study the use of natural light in the building you visited or another building which interests you. How does light “flow” through the spaces in the building? Look at where the windows/skylights are, what size they are, what way they face. Do the interior surfaces absorb more light than they reflect, or the other way around?
6. Art, Craft, Design — Design a stained glass window for a church/theatre/town hall.  
or  
Design a decorative plaster ceiling rose.
7. Health and Safety Education/Design — There are now laws about the design of buildings. Imagine that you own a cinema. How would you make sure that it is a safe place, that the air is clean enough, that people won’t trip on the stairs, that the place won’t go on fire, or that if it did, everybody could get out in time? Are there any regulations about this? Talk to your local Fire Officer.
8. Visit your school or local library. Find out about a famous stained glass artist or another craftsperson of your choice. Examples might include Harry Clarke or Evie Hone (stained glass) or the Francini brothers (ornamental plasterwork).
9. Political Studies / Design. Make a comparative study of the parliament buildings of the fifteen EU Member States. To what extent do the size and style of the buildings reflect the history and politics of the countries they belong to?