



Booklet on building controls activities and games

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Instructions

This booklet is designed to give trainers /managers/ cluster or branch organisers some ideas for kick starting training in building controls.

This booklet has ideas for:

- Introductions – icebreakers
- Energisers – to put some new energy onto the middle of a training session.
- Closers – ideas to finish off with.

Introductions

Navigating your way around legislation

Take a copy of the Building Act 2004 look for a table of contents in this legislation. Use the Quick reference guide as a tool to look up sections of the Act in relation to a topic (e.g. Building Warrants of Fitness, consents)

Mind Map

Mind map what you already know about building controls. Draw a circle in the middle of a page, in the middle of that put the words building controls. Now think about all the things you already know or have experienced to do with Local Councils, Building Act, Building Permits, Building consents, the Department of Building & Housing, Licensing or anything else to do with building controls.

Quizzes, Word Puzzles

Have participants complete one of the quizzes also on our website www.boinz.org.nz.

Find Someone Who Has

The purpose of this activity is to get students meeting everyone in the room in time and introducing themselves. This activity is sometimes known as a Scavenger Hunt. To find someone who has worked in the Council for less than one year. Who has worked in the Council for more than 10 years? Who has been a plumber in a previous life? Someone who lives on the North Island and the South Island. Who has issued a notice to fix? Who has done a building inspection or plumbing inspection? Who has drawn plans, who have written specifications? Who has built their own or a family member's house. Who has worked on a building project within the last 12 months?

Think of a Time

Think of a time when you or someone you knew took out a consent for a building. Find a partner and take two minutes to discuss that experience. What have you learnt?

Energisers

Take a Tray

Take a tray of building, plumbing items, lay on to a tray with a towel over the top. Ask students to come around the items. Inform the students that once you raise the towel they will have 30 seconds with which to remember as many items as they can on the tray. The objective of this exercise is for students to familiarise themselves with new equipment, tools and products. It will also increase their memory recall of objects.

Use of Check Lists

Take 3 to 5 different types of check lists. Using Activity 1 Taking a Tray you will distribute various Check Lists amongst the students. Get the students to record what they have seen. Discuss the benefits of using different Check Lists.

The Eligibility and Accuracy of Record Keeping

This activity is designed to make students aware the need for Eligibility and Accuracy when Record Keeping.

Take a piece of text either from a newspaper or a book related to building construction. Distribute the text to the students asking them to note the key points of who, what, where, when and how they review the activity and the amount of eligibility and accuracy with which the students were able to record them information.

Ten Steps

Take the ten steps playing cards which outline the ten steps of the building control process. Distribute them amongst the students and ask them to recreate the ten steps from their own knowledge and order sequence 1 to 10.

Card Games

Use the jargon or glossary cards. Get students to test each other on the understanding of the legal terms and phases from the Acts of the Building Code and compliance documents.

Closers

To Do List

Get the students to write a TO DO LIST based on the course and the information they have learnt to date. Once they have completed their TO DO LIST get them to crib A, B, C, priority to each of items, then clip the A's and make that the urgent TO DO LIST.

One Thing I will Try

Ask students to spend a couple of nights reviewing what they have done over the course and one new thing they have learnt on the course that they will try and take it back to the work place. Let them discuss with their peers and share to the rest of the group.

Use It or Lose It

Remind students about the amount recall after training and how it is lost unless it is used. Ask students to brain storm strategies on how they might use the learning they have gained so that they can apply it into their work place.

Where to Now

Now that students have completed the course, ask them "Where to Now". Remind them of sources of information and material they may be able to gain from websites, books, conferences, other training sessions that are available that you know about. Ask students what other information they are aware of they can share with each other that may be useful. Remind them of different professional organisations that could belong to, which they could keep themselves up to date.

The Most Useful Thing

Ask students to recall "The Most Useful Thing" they have learnt on the course and share that with the rest of the group.