

Learning Activity Proposal:

Objectives:

- To understand the locations and architectural features of government-owned buildings in Central through a field trip and information collection
- To consider the future uses of these buildings within the context of the current heritage conservation policies and measures

Procedures:

- The teacher will make use of the content contained in the CD of this teaching kit to introduce the itinerary and background of the field trip to the students
- Before the field trip, the teacher will divide the students into groups of 6 to 8 and distribute to them the Worksheet
- The teacher will lead the field trip
- Each group will follow the instructions on the Worksheet in collecting information by observation, interviews and photo-taking
- After the field trip, each group will organize and analyse the information collected
- A representative from each group will share their findings with the class for about 6 to 8 minutes
- The teacher will conclude the sharing session



Route 2: Urban Development in the Central District and Conservation of Government-owned Buildings

Worksheet

Names of group members:

Class:

_____	_____	_____
_____	_____	
_____	_____	
_____	_____	

1. Observation and photo record

Each group will observe the neighbourhood and architectural features of each building listed below. Then, fill in the following form and take photos for the record.

Name of building	Characteristics of the neighbourhood	Architectural features
Murray Building		
Central Government Offices Compound		
Court of Final Appeal		
Central Police Station Compound		
Former Police Married Quarters on Hollywood Road		

2. Explore feasible proposals for the adaptive re-use of these buildings

From the findings above, each group will select one of the buildings for an in-depth study and will come up with a proposal for its adaptive re-use.

Our group's choice: _____

1. Reasons for choosing this historic building:

a. _____

b. _____

c. _____

2. The following architectural features must be preserved in the case of adaptive re-use:

a. _____

b. _____

c. _____

d. _____



3. The proposed new function or use for this historic building is:

4. To cope with the new function or use, stated above, the following alterations or additions are proposed:

- a. _____
- b. _____
- c. _____
- d. _____

5. The benefits for the neighbourhood and society after this adaptive re-use are:

- a. _____
- b. _____
- c. _____

6. Concept drawing of the proposal for adaptive re-use:

