



## *Materials*

- A set of biddable construction documents including permission from the owner to utilize the project
- “Bids”
- Calculators
- Cell phones
- A mentor with bidding experience to add a real-world atmosphere to the bid day.

## *Preparation*

- Determine a project. Look for straight forward, simple projects with approx. 10-15 drawing pages.
- Print plans for each teams and distribute.
- Plan self-perform work activities for your teams - every team has the same self-perform work requirements. Students receive material quotes for each of these items during the bid day.
- Create “mock” quotes for different scopes of work. Try to have 1-3 quotes per trade. The quotes should be very basic with a scope, letter head, number and a name.
- There might be a few trades that have conflicting scopes and exclusions. This forces the students to read the quotes and plug in numbers for missing scopes.

## *Eating & Settling-In (15 min)*

### *Focus (5 min)*

To introduce the bidding process to students.



### *Mini-Lesson/Modeling (20 min)*

- Discuss the bidding process with the students.
- Produce a basic schedule in order to determine general conditions.
- Detail take-offs of self-performing items.
- Provide a quote analysis template and produced a bid-day spreadsheet.

### *Small Group/Independent Work Time (40 min)*

- Separate students into teams.
- Deliver multiple quotes to each team every 10-15 minutes. All of the teams receive the exact same quotes.
- Students look at the quotes and analyze them with their mentors.
- Each team had a designated company "boss." The boss' role was to ask challenging questions. (If possible a mentor familiar with professional bidding procedures will act as the "boss.")
- Students make the final decisions on fees.

### *Presentations/Reflection (15 min)*

- Bid opening- After the bid time expires, bring all teams together for a "bid opening."
- Each team shares their numbers on a white board. While they are writing down the numbers, they should explain how they made their calculations.

### *Closing (10 min)*

Allow students the opportunity to ask questions and talk through what the bidding experience was like while playing this game.

### *Looking to Next Week (5 min)*

Provide a brief overview of what's to come in the next session.

### *Clean-Up (10 min)*