

Knowledge can be rapidly assembled into a construct, recognised or, as we call it, correlated to other phenomena and acted upon almost as if a reflex action. Because we are related to each other by way of human DNA we can share the rapid assembly of constructs with the behaviour of others by making or altering relationships so that phenomena are presented to other people like us as knowledge. This is particularly true if we share environments and social activity with other people. It is the basic mechanics of culture and in the short term it is the basic methodology of any project. It is the way the game can be played and we learn how to do this by a process of being taught and learning to edit for ourselves. The rules of editing are allowing or disapproving of phenomena, making them unwelcome or accommodating them for assimilation. Knowledge results from phenomena being accommodated and assimilated and phenomena exist in the head and outside of the head, in the body and

outside of the body, in other bodies and outside of other bodies. The expression of phenomena may be an expression of knowledge but only to those who know.

Like cultures, projects share knowledge in the form of both assembly of the constructs and appearances of phenomena, especially amongst individuals who become constant to that project. Those who move from one project to another may even share a similar rapidity of assembly of the construct with categories of people. As we see in construction there are particular cultural similarities between all engineers, all architects, all architectural technologists, all builders, but of course each individual still has a unique role. That unique role is the element that can introduce dissent and thus slows down the assembly of constructs and alters the system so as to produce change. Every project, every game is unique in that way but sometimes individuals are not encouraged to think, discouraged from exploration and adventure.

Many projects may share the same morphological construct and constructs with other projects, making it easier for individuals to circulate amongst more than one project using the same protocols in other projects. Skills depend upon a morphological construct, a structured arrangement of constructs and appropriate behaviour, by which we mean appropriate to the game. The individual may become more robotic as we get more and more used to using the same protocols and assembling the same phenomena, as knowledge, into the same constructs and behaving on that basis so that the game acquires a long term place in our behaviour. We become part of the game and the game becomes a system: family life, working life, community life (Lefebvre, 2004).

Construction is a familiar and rapid behavioural response because they