

TVL SMAW: CHANGING ORDINARY LANDSCAPES

by:

Rafael A. Ramel

Teacher III

One of the strands under the Technical-Vocational-Livelihood (TVL) track has been changing the ordinary landscapes in many institutions in the country since the implementation of the curriculum, and that is the Shielded Metal Arc Welding (SMAW). From eco-parks to creating projects that support proper waste segregation, students under this strand have proven that they can contribute to school spaces' aesthetic development and leave a greener institution's footprint.

SMAW students can do tasks and projects with very little assistance (Romagosa, 2020), which is probably the main reason why most projects in the school are given to them. Perhaps one of the most common projects that SMAW students lead is beautification activities that develop parks and study spaces inside schools. Their capacity goes beyond just welding and transcends to the skills in the construction field. It is becoming common for students under the said strand to build park chairs, repair school fences, put signages, and build concrete patios for other students to utilize. Eco parks are improved through collaborative efforts from SMAW students. Even in designing landscapes for schools, the capacity of these learners is immeasurable. They could transform unused spaces into multipurpose avenues where learning outside could be possible.

Unsurprisingly, students under SMAW also create projects focused on protecting the environment. Garbage segregation cages and other waste management sections in the schools are commonly created through the skills of SMAW students, proving that their welding skills benefit both the school and the environment. Additionally, SMAW

students' skills can make income-generating projects for the institution (Baguio Mainland Courier, 2022). In such a way, schools gain some extra funds while putting the students' learning into practice and enabling them to experience work-based education as preparation for employment. In Mountain Province, SMAW students fabricated steel doors, which are used in buildings where doors are damaged, proving that these learners can do practical projects with the support of the schools.

Moreover, SMAW students can also address their own materials and equipment needs. Grill (2024) suggested that students can do numerous projects under SMAW, which could be beneficial for them, too. For example, they can build welding tables, storage for rods, cages for welding machines, and mounting tables for metals, to name a few. Even if there is a delay in supplies for the materials, in some cases, students may transform their workspaces into a complete package through their acquired skills.

Just like how limitless the opportunities for them at work could be, SMAW students have immeasurable projects that they can do that will benefit them and the school as well. From income-generating projects to school repairs and changing landscapes for shared spaces, the theory to practice scheming in this strand will remain impactful and will always create a legacy to leave in their respective educational institutions.

References:

- Romagosa, K. (2020). Level of Capability of Grade 12 Smaw (Shielded Metal Arc Welding) Students at Subic National High School. Retrieved 04 February 2024 from <https://www.scribd.com/document/476367451/Kim-SMAW-doc>
- Baguio Mainland Courier (2022). Mt Data NHS TVL gets support. Retrieved 04 February 2024 from <https://www.baguiomidlandcourier.com.ph/mt-data-nhs-tvl-gets-support/>

Grill, J. (2024). 20 High School Welding Project Ideas. Retrieved 04 February 2024 from <https://weldguru.com/high-school-welding-projects/>