



# Construction

## Teacher notes

### Activity 1 : Jobs in the sector

**Time:** 15 mins if brainstorming or 45 mins if creating a picture board/word cloud

**Age group:** Key Stage 3, 4

**Gatsby Benchmark:** 2

**CDI Learning outcomes:** 1, 4, 7

#### **Learning outcomes:**

- be able to find relevant labour market information (LMI) and present it in a way to support other students
- to gain an overview of the range of opportunities in a sector

#### **Resources:**

- Construction 'Activity 1: Jobs in the sector' sheet and access to IT and websites
- Local newspapers or materials from skills fairs or talks from local employers can provide useful information
- SACU word cloud, a free Career Quiz showing Careers, UCAS Courses, FE Courses, Apprenticeships, Labour Market Information, Job Vacancies – Spartan Test [https://sacu-student.com/?page\\_id=2850](https://sacu-student.com/?page_id=2850)

#### **Step 1.**

In groups, ask students to list the jobs that can be found in the sector. They could do this using the Construction 'Activity 1: Jobs in the sector' sheet or by creating a picture board/word cloud. The picture board could be used for extension work or homework.

Students use icanbea to add to their list:

<https://www.icanbea.org.uk/app/explore/sectors/building-technical-construction-3/>

<https://www.icanbea.org.uk/app/explore/sectors/design-planning-construction-4/>

<https://www.icanbea.org.uk/app/explore/sectors/facilities-infrastructure-management-51/>

#### **Step 2.**

The following questions could be given out on a card or as a PowerPoint slide for the table to discuss. (This step could also be used as a plenary)

- How have they arrived at their list?
- They know someone working in the industry
- They have seen the job in action (through a work experience placement, TV programme, local news item, Suffolk Skills and Careers Festival etc)

- It's something that they are interested in
- They were on the *Work & Skills in Suffolk* PowerPoint
- Other information

### Step 3.

Students complete their own career cloud. In pairs they discuss the key words and consider the similarities.

## Activity 2 : Research Task

**Time:** 1 hour + time for presentation

The research could be completed over a series of tutor periods, a discrete lesson or for homework. You will need to check if the school has the technology to produce podcasts/ webinars.

**Age group:** from Year 8

**Gatsby Benchmark:** 2

**CDI Learning Outcomes:** 3, 4, 5, 7, 14

### Learning outcomes:

Students can:

- use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years
- identify and evaluate reliable sources of information, advice and support regarding their future education, training and career
- identify the research they need to do into the qualifications or experience necessary for the careers they are interested in

**Resources:** 'Activity 2: Research Task' sheet and access to IT and websites

### Step 1.

Hand out the 'Activity 2: Research Task' worksheet and read it through with the students.

### Step 2.

Ask students to use **icanbea** Industries - *Construction* and other career resources available/provided to answer the questions and use the information to prepare one of the following;

**A report, podcast or webinar for your careers resource centre.**

## Activity 3 : Land Development Challenge

The challenge can be delivered in a variety of ways, through the curriculum, as part of 'drop down' days or over a 2-4-week period.

**Time:** 2 -3 hours

### Learning Objectives

- To help students understand about how the economy functions, including the role of business

- To enable students to understand the issues surrounding sustainable development and its implications for people and environments
- To develop students' communication, discussion, negotiation and presentation skills

**Gatsby Benchmarks:** 2, 4 (Geography, Citizenship, PHSE, English) and 5

**CDI Learning Outcomes:** 3, 5, 6

### **Resources:**

- Copy of the General Briefing Sheet (Activity 3)
- Briefing notes for Developers
- Briefing notes for Local Groups

### **The Activity**

The land next to a village has become available for development. A number of developers have put forward schemes for very different types of development. They have agreed to meet local people to present their plans for consideration. Students take on the roles of developers and local groups in the community to consider the effect of the proposed developments on the environment and the quality of lives.

#### **Step 1.**

Give out and read through the general briefing sheet (*for Activity 3*) with the students.

#### **Step 2.**

Divide students into 9 groups - each group will have a copy of the briefing sheet for their group.

### **Developers**

- Theme Park
- Quarry
- Superstore/Hypermarket
- Industrial Park

### **Local Groups**

- Shopkeepers and trades people
- Parents with young and teenage children
- Older Residence
- Councillors
- Farmers

#### **Step 3.**

Groups of Developers to deliver a 5-minute presentation on their development to the people of Trimswich at the village meeting and persuade them that their development is the one they should support

#### **Step 4.**

Local Groups to consider each development in turn and make a list of things that they are concerned about, then draw up some questions which they want to put to the developer at the meeting

### **Suggestions**

Invite related employers in to discuss what happens from choosing a site to planning and construction **or**

Invite business representatives to work with either the developer groups or the local groups to support discussion, presentations or how to promote challenges

### **If working with business representatives, ensure that they have prior knowledge of the 4 development briefings**

- Theme Park
- Quarry
- Superstore/Hypermarket
- Industrial Park