

## Who wants that job? (50 minutes)

### Industry Participant

#### Ideal Industry Participant:

Someone with a knowledge of careers within the construction and built environment industry and the different routes/pathways that can be taken. The session focuses on making students aware of employment opportunities within the industry and highlighting STEM jobs.

#### Example Job Titles:

HR Manager

Early Careers Managers

### Description

#### What Year Group or Key Stage is the session targeting?

This session should be delivered to KS5 students (Year 12-13)

#### Maximum number of students?

This session would be ideal for 30 students with students working in groups of 4.

#### What is the goal of the session?

For students to identify, explore and understand LMI data related to specific roles and familiarise themselves with various STEM-related roles offered within the construction industry.

### Role of the Industry Participant

The industry participant will deliver the session and manage activities.

### Resource Checklist

USB

Hard copy of PowerPoint

Electronic copy of PowerPoint

Resource 1 – PowerPoint Home or Away

Resource 2 – Case Studies Booklet

Resource 3 – Student Worksheets & answers PowerPoint

### Facilities Required from School

A good sized classroom with computers that have access to the internet which can accommodate 30 students.

## Learning Objectives:

Learners will be able to...

- Identify, explore and understand LMI data related to specific roles
- Familiarise themselves with various STEM-related roles offered within the construction industry

## Gatsby Benchmarks

## National Curriculum Links

Gatsby Benchmark 2: Learning from Career & Labour Market Information (LMI).

Gatsby Benchmark 3: Addressing the needs of each pupil.

Gatsby Benchmark 5: Encounters with employers and industry employees.

English Language: Use discussion in order to learn; they should be able to elaborate and explain their understanding and ideas clearly.

English Language: Write clearly, accurately and coherently, adapting language and style for a range of contexts and purposes.

## Teaching Strategies

Real Life Links: (Cognitive & Affective Domains) Learning & support from built environment industry professionals will encourage confidence and aspiration whilst helping learners recognise transferable skills and qualities that are of value in the world of work.

Visual: (Affective Domain) Printed resources will encourage critical analysis skills.

Collaborative Learning :( Cognitive & Affective Domains) Group work will nurture collaboration & team-work skills.

## Risk Assessment

Check with school regarding their DBS policy.

Duration	Tutor/Industry Participant Activity	Learner Activity	Resources
5 minutes	<p>Slides 1-7: Industry participant to deliver Overview of Construction presentation. This is to provide students with an insight into the industry and information on the range of careers that are available.</p> <p>Edit Slide 3: All About Me</p> <p>After this slide, insert a new slide with images of projects that you and your company have</p>	Students to listen	Resource 1 - Who wants that Job? PowerPoint

	worked on so students can find out more about your work.		
5 minutes	<p>Slides 8-9 : LMI</p> <p>Slide 8: Introduce the lesson – Who wants that Job? Explain that this lesson will introduce Labour Market Information and how it relates to various construction related roles. Using the PPT, give a brief description of what Labour Market Information is</p> <p>Slide 9: Put LMI in a construction context and using Yorkshire &amp; Humber as an example, show what information LMI can provide.</p>		
20 minutes	<p>Slide 10-12: In groups of 5-6, students are to be given one sheet which focuses on one STEM-related role offered within the construction industry.</p> <p>Students are to research the following about the job given and write their findings on the sheet.</p> <ul style="list-style-type: none"> <li>• Information on the Job itself e.g. job description</li> <li>• Pathways</li> <li>• School Subject &amp; Extra Curricular Activities</li> <li>• Skills needed</li> <li>• Labour Market Information</li> </ul> <p>Slide 11: As a class go through the slide and explain how the answer sheet should be completed.</p> <p>Tell the students that at the end of the session students will be asked to present their findings to the others and a vote will be held on what job students like the sound of most.</p>	<ol style="list-style-type: none"> <li>1: Work in groups to research various job roles.</li> <li>2: Listen to peers' input and answer questions.</li> <li>3: Note down findings about the job role.</li> <li>4: Make notes ready to share with the rest of the class.</li> </ol>	<p>Resource 2 – Case Studies Booklet</p> <ol style="list-style-type: none"> <li>1: Computers with internet access to do research</li> <li>2: Paper</li> <li>3: Pens</li> </ol>

20 minutes	<p>Each group reports back on their findings and pitch the job that they have been researching. After each group have presented, hold the class vote.</p> <p>Students will then be signposted to Go Construct, and informed how to find out more about careers they have just heard about and others that might be new to them.</p>	<p>1: Listen to feedback from each group.</p> <p>2: Listen to volunteers' information on their careers pathway and consider using Go Construct to find out more.</p>	Resource 3 – Student Worksheets & answers PowerPoint
------------	---	--	--

To-Do List	
<p><u>Before Session:</u></p> <ul style="list-style-type: none"> <li>• Request that the session take place in a good sized classroom with computers</li> <li>• Go over the session plan</li> <li>• Industry Participant should familiarise themselves with the answer sheets before the session</li> <li>• Print all resources before you arrive to the school</li> <li>• Make sure the relevant files are on a USB/sent to the school contact</li> </ul>	<p><u>After Session:</u></p> <ul style="list-style-type: none"> <li>• Collect in resources at the end of the session if necessary</li> </ul>
Hints & Tips	
<ul style="list-style-type: none"> <li>• Here is the type of question that you may get asked: <ul style="list-style-type: none"> <li>○ What do you do on a daily basis?</li> <li>○ How did you get into your career?</li> <li>○ What do like about your role?</li> </ul> </li> </ul>	
Delivery Management	
<ul style="list-style-type: none"> <li>• The session could be delivered by one industry participant</li> <li>• The teacher will handle behaviour management</li> <li>• Refer to 'How To Contextualise Curriculum' for more guidance on how to deliver this session.</li> </ul>	