



PLANNING A **CONSTRUCTION CAREERS SESSION**

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PLANNING A CONSTRUCTION CAREERS SESSION

INTRODUCTION

What is it?

This resource pack is designed to help CIOB members design and deliver interactive careers sessions on the construction industry to young people in schools.

Session aims

These sessions are aimed at 14–19 year old students and are designed to encourage them to consider a career in construction. More specifically, these sessions aim to:

- Give young people a sense of the range of different careers and roles within the construction sector
- Highlight the benefits of working within the sector
- Dispel any myths young people and career advisers may have about working in construction
- Emphasize that diversity is welcome in the sector
- Encourage young people to visit the CIOB website or Instagram channel (@meconstruction), other available online resources to find out more about the industry.

How to use this resource pack

This is aimed at CIOB members who plan to deliver a careers session/presentation in a school.

We advise you to read this whole pack before planning your session, then to adapt (where appropriate) and use the relevant resources.

This document includes advice on planning and structuring your session and gives an overview of a number of activities you could include.

Once you've decided which activities you'd like to include, read over the facilitator's notes and student handouts. Note any other materials or preparation necessary for the activity.

On the day bring:

- The facilitator's notes
- Students handouts
- Your notes and visual aids for your presentation
- Any additional materials needed.

WHAT'S INCLUDED?

This pack includes:

1. Planning a construction careers session (this document)
2. Icebreaker – Find your match – facilitator's notes
3. Icebreaker – Find your match – student handouts
4. Construction Career Paths – facilitator's notes
5. Construction Career Paths – student handouts
6. Build a tower – facilitator's notes
7. Scenario – Fantasy Schools facilitator's notes

HOW TO PLAN A SESSION

Up to one month before

Clarify the following with the teacher/school:

1. A date and time for your session.
2. Length of the session.
3. What the teacher expects/wants to achieve.
4. The student group you will be addressing:
 - How many students
 - Their age/year group
 - Level of prior subject knowledge
 - Any special needs.
5. The type of room you will be presenting in and what kind of equipment is available. Make sure the space and classroom set up is suitable for the activities you've planned.
6. Whether a teacher or other member of staff will be present for your session and what their role will be.
7. Provide information on you, your role and the company so the teacher can introduce you/brief students in advance.

8. Check if it will be possible to take photos, during the session for sharing on social media (parental permission is needed for any photos of those under 16). Some schools may allow the activity (not the young people) to be photographed. Some may not allow cameras at all.

Up to one week before

1. Put together your session plan; decide which activities to include.
2. Adapt any activities and timings as needed.
3. Write your presentation.
4. Prepare/adapt any resources.
5. Let the teacher know if you need car parking space or have any access requirements.
6. Agree in writing the exact details of the visit.

Final week

Rehearse your presentation.

On the day

Arrive early to check that everything is working and set up for the session.

RESOURCES IN SCHOOLS

You will need to check with each specific school. However, here are some guidelines on what to expect:

- Every classroom should have a whiteboard and pens
- Most classrooms will have a computer, internet access and a PowerPoint projector and screen
- Access to mobile devices such as tablets is increasingly common. However, please check with the school before designing any activities using such devices
- If using digital resources, take back ups in case the technology fails
- Bear in mind whether any other equipment will be needed, such as pencils and paper, or whether you can bring your own supply
- Print and take concise evaluation forms for students and staff to complete on the day of the visit, for valuable feedback on the presentation or workshop, or you can also choose to do live feedback.

STRUCTURING A SESSION

The amount of time you have for your session will vary and needs to be checked with the school. However, school lessons are typically around 40 minutes, or 80 minutes for double sessions.

It's important to give your session a clear and logical structure and to include a couple of different activities to keep a fairly fast pace.

We suggest that you start with one of the icebreaker activities, then go into your presentation with Q&A and, if you have time, finish with a more involved group activity. On the next page is a template to help you plan your session once you have the relevant information from the school.

Date and time:

Duration of presentation:

Presenters:

Teachers/staff present:

Number and age group of students:

Prior knowledge:

Learning objectives:

Special requirements:

Room and layout:

Resources available:

Resources to bring:

Notes:

SESSION TIMINGS

TIME	ACTIVITY	RESOURCES

TIPS ON ENGAGING WITH YOUNG PEOPLE

We have included a range of interactive activities to help you design a well-structured and varied session that will engage with young people and keep their attention.

Those in years 12–13 (16–19 year-olds) will often behave similarly to adults. However, even adults get restless and lose focus if they get bored. Those in younger age groups (14–16) may be more easily distracted.

Planning

Include a variety of activities to cater to students with different learning styles and interests.

Each activity will specify a suggested group size, but you can adapt this your group. The younger age group (14–16) may work better in pairs or smaller groups.

On the day

Here are some tips to help you communicate effectively and hold students' interest:

Introductions/setting up the session

- Teachers should be on hand to introduce you; wait for silence before addressing the students
- Start with a confident and clear introduction to yourself, the session content and objectives. Make it clear that there will be time for the students to ask questions.

During your presentation

- Use everyday language, avoid any industry jargon and explain any abbreviations; however, don't talk down to the young people
- Keep your presentation short and engaging and non technical
- You may find it easier to deliver your presentation then take questions after. If there are interruptions to your presentation, pause and use hand signals to request silence. Remind the students that there will be opportunities to ask questions at the end of the session
- Ask students to raise their hands if they want to ask a question or speak.

Handling group work

- Outline, or ask students to suggest, up to three good ground rules for collaborative group work i.e. only one person speaking at a time, listening to the person speaking, giving everyone a chance to contribute etc.
- Circulate among the groups during the activity to keep students on track
- Have a couple of 'extension' tasks or discussion points in mind for groups that finish early.

Closing the session

- Bring the session to a close thanking the students and teachers for their time.
- Make sure you leave behind, with the teacher, a full set of any resources you have provided and links to additional resources they may find helpful.

YOUNG PEOPLE AND THE CONSTRUCTION INDUSTRY

The CIOB and the Construction Youth Trust commissioned qualitative research in 2016 to better understand young people's current perceptions of the construction industry.

This research found that the young people who participated had largely positive perceptions of the construction sector, often informed by real world interactions, TV shows and developments going on around them. Young people's most positive associations focused on:

- Construction as a force for change, working towards the greater good
- Variety and diversity
- Using the latest technology and working in an innovative environment.

Unsurprisingly, social media was identified as the most important channel for this age group, with parents and teachers as the most important influencers.

These resources have been developed with this research in mind.

KEY MESSAGES

Below are some key messages to communicate to young people about the construction industry. These have been developed following testing with young people.

Message 1: Legacy/social contribution

Whatever your role in construction, you'll play a part in constructing buildings and infrastructure for people to use and enjoy for years to come, whether it's a new school, hospital, homes, office buildings or national rail network.

Message 2: Variety, technology, innovation, future focus

When you work in construction, every project is unique. You'll also have the chance to develop transferable skills and use cutting edge technology and innovative techniques.

Message 3: Diverse workforce, international

Over two million people work in UK construction; the industry recognises that high-quality professionals come from all walks of life. Construction professionals are in demand all around the world.

CAREERS PRESENTATION FACILITATOR'S NOTES

SUMMARY OF ACTIVITY

Give a short presentation and Q&A about your role in construction, what it involves and how you got into the industry.

LEARNING OBJECTIVES

- Spark students' interest in the construction industry
- Help them understand what it's like to work in the industry
- Students understand some common paths to enter the industry.

AGE GROUP

14–19

GROUP SIZE

6+

LENGTH

10–30 minutes, including 5–10 minute presentation and 5–15 minutes for questions.

PREPARATION

Write and rehearse your presentation. Prepare any visual aids or props.

Tip: why not bring in a prop related to your job and get the students to guess what it is or what your job is from the prop? Check with the school that the prop meets health and safety requirements first.

RESOURCES

- Presentation notes
- FAQ document.

Optional:

- PowerPoint presentation
- Job-related props.

CAREERS PRESENTATION SUGGESTED TIMINGS

2 MINS	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Introduce yourself • Give an overview of your position • Give an overview of the company you work for.
2 – 4 MINS	<p>YOUR ROLE</p> <ul style="list-style-type: none"> • Describe what your role involves and what that looks like on a day-to-day basis • What do you love about your job? Rewards and benefits • What are the biggest challenges?
2 – 4 MINS	<p>CAREER PATH</p> <ul style="list-style-type: none"> • What sparked your interest in the industry? • How did you get into construction? What qualifications did you get (if any) and what experience did you get to prepare you for your current role? • What does the career path look like? Where do you see your career going?
2 – 4 MINS	<p>ADVICE</p> <ul style="list-style-type: none"> • What kinds of people would enjoy your job? • What are the main skills and qualities you need to succeed in your job? • What advice would you give to someone looking to start a career in construction?
5 – 15 MINS	<p>Q & A</p> <p>Give students the opportunity to ask any questions.</p>

CONSTRUCTION INDUSTRY FACTS, FIGURES AND FAQs

You should be able to answer most questions from the students based on your own experience. However, below are some standard answers to common questions, including the latest figures at the time of writing.

Note: For detailed construction forecasts 2017–2021 go to the Construction Skills Network report at: <http://www.citb.co.uk/research/construction-skills-network>

1. Why should I work in construction?

- Whatever your role in construction, you'll play a part in constructing buildings and infrastructure for people to use and enjoy for years to come
- Every project is unique and you'll also have the chance to develop or use cutting edge technology and innovative techniques
- Construction is a large and diverse industry with opportunities to work all over the world
- Construction has a skills shortage and there are many well paid jobs available to young people
- The industry welcomes young people and your employer may help to pay for your ongoing education
- If you are not sure what you'd like to do – the construction sector is a good place to start as you learn many transferable skills.

2. How can I make an impact/contribute to society while working in construction?

Whatever your role in construction, you'll play a part in constructing buildings and infrastructure

for people to use and enjoy for years to come, whether it's a new school, hospital, commercial building or national rail network.

Protecting the environment and ensuring sustainability is an important part of any construction project and there are specific career paths focused on this.

3. What kinds of career paths/jobs are available?

Mention that there's a wide variety of different types of jobs in construction, including both management and trade roles and give some examples e.g. construction/project management, planning, surveying, design.

4. What kind of salary can I expect?

The amount you earn in the industry will depend on your exact role, your skills and experience and the company you work for.

However, as a construction manager you can expect to start on around £27,000 to £33,000 per year, with more experienced managers earning £35,000 to £50,000 and more.¹

5. What are the latest trends?

The construction industry is always developing and using innovative techniques, technologies and materials to create, survey and maintain buildings that are smart, sustainable and energy efficient.

¹National Careers Service website, accessed 13 January 2017 13.32
<https://nationalcareersservice.direct.gov.uk/job-profiles/construction-manager>

CONSTRUCTION INDUSTRY FACTS, FIGURES AND FAQs (CONT.)

You could mention techniques such as:

- Building Information Modelling (BIM)
- Using aerial drones to survey and analyse building
- Innovations to help ensure buildings are sustainable and environmentally friendly
- New materials and ways of working.

6. How many people are employed in the industry?

There are around three million construction workers in the UK, making it one of the country's biggest employers.

Construction is big business and continues to grow. It is predicted that the industry will need an additional 179,000 people over the next 5 years.²

7. How can I get into the industry? What qualifications do I need?

There are many ways you can get into construction, and the industry welcomes everyone from newcomers to people with some experience and career changers. Some common ways to enter the industry are:

- Degrees/HND/HNC in construction
- Non-construction degrees
- Apprenticeships
- NVQs.

Emphasize that getting an honours degree is just one of the routes to a fulfilling career in

construction. You can also get qualifications while earning by doing an apprenticeship or studying for an NVQ. See: www.ciob.org/Apprenticeships

8. Is it a good place for women/people from ethnic minorities to work?

Emphasize that there's a place for everyone in the construction sector.

9. How many women work in construction?

Over 320,000 women work in construction in the UK. Women make up around 14% of construction professionals, including 12% of all Civil Engineers and 18% of all Architects.³

92% of all females in the construction industry work in professional careers e.g. Architects, Civil Engineers, and Quantity Surveyors.

10. Are construction sites safe?

The UK construction industry is the safest in Europe. Everybody has a role to play in taking responsibility for Health & Safety.

Supporting evidence:

The UK consistently has one of the lowest rates of fatal injury across the EU. In 2007, only 1.8% of UK workers reported an injury occurring at work that resulted in sick leave.

Data Source: <http://www.hse.gov.uk/statistics/european/european-comparisons.pdf>

²2017–2021 Construction Skills Network Report, CITB, October 2016

³Labour Force Survey Construction 4 quarter average 2013–2014.

ABOUT THE CIOB

The Chartered Institute of Building is at the heart of a management career in construction.

We are the world's largest and most influential professional body for construction management and leadership. We have a Royal Charter to promote the science and practice of building and construction for the benefit of society, and we've been doing that since 1834. Our members work worldwide in the development, conservation and improvement of the built environment.

We accredit university degrees, educational courses and training. Our professional and vocational qualifications are a mark of the highest levels of competence and professionalism, providing assurance to clients and other professionals procuring built assets.



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