

Building the future



# HOW TO... GUIDE

CREATE DIGITAL CONTENT THAT STUDENTS AND TEACHERS WILL LOVE



**40%**

*of young people in education  
experience quality work-related  
encounters.*

**18%**

*children who receive high  
quality work encounters earn up  
to 18% more than counterparts  
who don't.*

HOW TO...



# CREATE A LIVE SITE BROADCAST

Sites are exciting, busy and dangerous, but they're not always accessible and the best bits (top of cranes and deep in tunnels) might not be big enough for more than one or two people at a time. So broadcast live instead! With enough notice, schools can tune in from the safety of the classroom and students can still ask questions and feel involved. And remember, the broadcast doesn't have to be from a construction site – you could share your expertise on existing built environment, too.

1. Periscope is an app for smartphones (iPhones and Android), so first and foremost you'll need a smartphone.
2. Pop to your phone's app store and download Periscope. Set up an account and have a practice with it. If you prefer, you can use YouTube Live. Most schools don't use Facebook.
3. Identify an appropriately exciting site that you want to feature. A couple of considerations are a) the ability to broadcast from one or two locations, as broadcasting while walking can be uncomfortable to watch; and b) the noise on site, because smartphone microphones can only do so much, and it will be a shame to lose your presenter's narrative under crashing and banging.
4. Make sure that you have secured the necessary clearances and consent from any and all clients involved in the project.
5. Check that everyone who will appear on the broadcast is wearing the appropriate PPE – we need to set a good example.
6. Ideally we'd look to schedule your broadcast during the school day, with plenty of notice for teachers. However, this might not always suit the project timescales, so you can broadcast at a time to suit you, and we'll make the video available to students afterwards.
7. Give your broadcast a catchy title before you start filming (you can't add it afterwards). During the broadcast, remember to keep encouraging viewers to add their questions as Periscope/YouTube comments so that you can interact with your live audience.
8. Fame and fortune beckons! Or possibly not... but certainly comments and questions from students

HOW TO...



# CREATE A GUEST BLOG POST

The written word lends itself to stories and ideas that can be read time and time again, by different year groups, different subject specialisms and at different stages of the curriculum.

Share your insights and let students absorb the information and apply it to their own vision of the future.

1. If you're good with words, this could be a fantastic way to engage with students about your expertise, so make sure you chose a project that paints you in the best light.
2. Your blog should be original and informative, and around 700-1000 words in length (short paragraphs or bullet points will make it easier to read).
3. Please remember you are writing for young people, so any technical information should be GCSE level at the most. Ditch the corporate-speak too and stick to telling a good story.
4. Make sure that you have secured the necessary agreement and consent from any and all clients involved in the project.
5. Don't forget to use this opportunity to talk about all the different roles and skills involved, including the qualifications needed. If you can link the various skills back to GCSE subjects, that's even better. Post-16 options are changing so you could talk about your future recruitment strategies in relation to degree apprenticeships or T-levels.
6. Now for the tricky bit – somewhere in your blog post, you need to include the details of work undertaken by a construction organisation elsewhere in the supply chain and completely separate from yours. Of course they can help you with content here, but you need to write this seamlessly into your own account of the project. Let's break down those silos!
7. If this was a really small piece of work and you were the only construction company involved, contact us for a workaround. But don't forget the product suppliers, software companies or PPE manufacturers who make your work possible.
8. Remember to add as many attractive, high quality images as you can with your written document. These blogs often form the starting point for great assembly talks or careers Q&As.

HOW TO...



# CREATE A PODCAST

If you've got some opinions in your organisation that you're just dying to share, podcasting could be the best route for you. It often has more dynamism and feels more natural than a long essay. It also gives young people to understand more about the challenges you solve in business.

But this isn't a 30 minute company advert - stick to the topic you want to discuss!

1. Download Audacity (free audio software) onto a suitable laptop for the best flexibility in recording location. Try this link - <https://sourceforge.net/projects/audacity/>
2. The inbuilt microphone on your laptop might not be very powerful or directional, so get yourself a USB microphone with a stand from Amazon, if you don't already have one (or borrow one from another construction business – in the spirit of the collaboration we're all striving to achieve).
3. Identify the person/people you think are best suited. They should be opinionated and confident, but not blunt or domineering. If it's one specific person who wants to talk, consider having someone else 'interview' them.
4. Pitch some topics to them - all our podcasts are under the broad heading of "Opportunities for Innovation", but underneath that you can discuss any area of construction, or your discipline, or technology tools, or processes and regulations, that you think is ripe for innovation.
5. Make sure your speakers come to the recording prepared (with notes and water, etc.).
6. Record somewhere reasonably free of background noise as we can't edit that out when they're talking.
7. If speakers need to cough/fidget/open a window etc, just make sure they're not talking at the same time, then we can edit it out.
8. Get them talking! 30 minutes maximum is best for listener attention spans, but it can easily be shorter or serialised if your prefer.
9. Contact us when you've got the recording and we'll send a file transfer link, as they're usually MASSIVE files!

HOW TO...



# CREATE WEBPAGES FOR TEACHERS

Of course you already know that schools and pupils are not one big homogenous mass. And tailoring your messages to every conceivable age group, attainment level and curriculum subject is a never-ending challenge. But teachers tailor messages for their students all the time. All day, every day. So create content specifically for them – educated, knowledgeable adults.

1. You'll need the say-so of whomever looks after your company website for this one, so make sure you talk to them nicely. These pages aren't the same as the ones you already have for clients and prospects, although that could be a good starting point for ideas.
2. If your company website is a bit too fancy and structured to allow additional pages or posts, a simple blogsite like Wordpress might be a quick and cheap answer. You can still link to the pages and promote them through your main site and social media channels. Some employers have even created specific sub-brands for their schools engagement material, to get around this challenge.
3. Make sure you've got a compelling Unique Selling Point for your commitment to inspiring the next generation. How are you different? How do you bring your values and ethics to life? What technology do you use in your world that could inspire young minds?
4. You know about the eight Gatsby Benchmarks that all schools are required to use as a framework for their careers provision, right? If not, you might want to just pop online and check those out. Make sure you always link your content to the Gatsby Benchmarks.
5. You don't simply have to use the written word for your Teacher Webpages. What about video? And audio? How about some downloads and some great images?
6. I bet you also have some fantastic talks, seminars and presentations in your business. What about linking in a system like Slideshare so that teachers can see those brilliant Powerpoint presentations, too?
7. And remember to get the basics right as well. When a teacher visits your pages, do they know how to contact the right people? In the right department? In the right office? Would they know where to direct students' questions? Adding specific contact forms will help to make it really clear for them.

HOW TO...



# CREATE CURRICULUM VIDEOS

The National Curriculum sets out the statutory secondary national curriculum, including programmes of study and attainment targets for all subjects at key stages 3 and 4 – that is, secondary school. The National Curriculum particularly highlights English, Maths and Science subjects, with less detail around other subjects. If you feel that Arts, Languages and Humanities are an important part of the work you do, teachers will love you for creating those videos, too.

1. Teachers are required to deliver against these attainment targets, so whatever careers activity you're providing in schools, make sure that it helps them to reach those targets and bring subjects to life. Keep it short, sharp and simple.
2. Gatsby Benchmark 4 highlights the need for schools to link curriculum learning to careers, and this really is the holy grail for schools. But they can't do it without employers.
3. Obviously you'll need some kind of video facility to capture the curriculum video. The camera on your smartphone will do the trick nicely.
4. Download a copy of the National Curriculum document and take some time to understand the attainment targets for each subject. And don't feel you automatically need to link to STEM subjects - what about History, or Art, or English (particularly if your work involves contracts, reports or design).
5. Your video should be a maximum of three minutes long, and it should only cover one core idea or thought or issue. Make sure you demonstrate how one part of your work or your expertise requires knowledge from this school subject.
6. You don't have to capture this content perfectly in one take. Make notes, rehearse, use any props or images that bring the topic to life, and feature people who are confident and knowledgeable.
7. Make your content clear and accessible, keep the corporate promotion to a minimum, and make it as simple and straightforward as you possibly can.
8. Upload your video to YouTube and your Teacher Webpages.

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# CREATE A TEACHER BRIEFING

It's very important for teachers to understand what you're going to be telling their students in advance. Schools get support and presentations from lots of different types of employers, and teachers will need to be able to prepare for your visit. It also means that your commitment of time and effort doesn't get forgotten over the passage of time – teachers can refer back to the briefing and refresh their memory.

1. A simple briefing for teachers about the kind of activity you're going to provide to their students, which of the four educational key stages it relates to, the parts of the curriculum it supports, and the Gatsby benchmarks it helps to deliver will bump you straight to the top of the Christmas card list!
2. Download a copy of the simple Teacher Briefing form from the Resources page of the Built Environment Skills in Schools website ([www.beskillsinschools.co.uk](http://www.beskillsinschools.co.uk))
3. School budgets are always a consideration, and it's important to be clear on the costs to schools involved in any activity you want to deliver. This could be direct costs like subscriptions or entry tickets, or indirect costs like teacher time and use of school resources. If you're able to support schools with a contribution to travel, or lunch, or classroom resources, always make that clear in your Teacher Briefing. Many employers have a commitment to support schools with a high percentage of Free School Meals, but remember you must provide a meal for students if they are to miss it at school as a result of your activity.
4. You probably know that immediately after a 10-minute presentation, listeners only remembered 50% of what was said. By the next day that had dropped to 25%, and a week later it was only 10%. So be sure to include the details of that core 10% in your Teacher Briefing so that it can be restated and reinforced after your activity.
5. If you have a preferred format for your activity, let the teacher know in your briefing. It could be a CV workshop, an enterprise activity, a workplace visit, a careers talk or the opportunity for some work shadowing. But stay flexible in case the teacher has other ideas.
6. Once you've completed your form, send it to the teacher or careers guide at your school in plenty of time for them to read and review it.

HOW TO...



# CREATE A PICTURE GALLERY

The built environment is everywhere and it's very visual. Even if your work is more desk based, think about the equipment you use, the technology you specify and the office environment you work in.

Pictures are a really important way for visually-inclined learners to connect with your stories and experiences.

1. The spectrum of work in construction is broad and daunting to an outsider. Just because it's something you do all day, be careful that you pitch the information at the right level. Photos give everyone the chance to understand your story at their own pace.
2. The average reading age in the UK is 9 years old, and supporting information should always be described for children younger than those you're presenting to. If you don't have a photogenic project to use for your picture gallery, or you're unsure where to start with this approach, using the school building that pupils spend hours in every day could be a great beginning as it helps to embed your information, and makes it more vivid for children who learn kinaesthetically.
3. When you've worked on a fantastic project or been part of an amazing initiative, don't save the glossy promotion photos just for prospects. Publishing a book gives you the opportunity to pull together photographs, quotes, interviews with staff, stories, and information that you can leave with schools for students to refer to and absorb at their own speed.
4. The approved curriculum book list is pretty strict, so you might never make the bestseller list, but these books will be extremely valuable to teachers and pupils. Online or print books are both acceptable formats, and Generation Z are digital natives so online content is a typical feature of their curriculum.
5. Take pictures that make sense to a layperson. Gutters and windowsills are fine for making a point, but they're not always photogenic.
6. Make sure that you have secured the necessary agreement and consent from any and all clients involved in the project.
7. Upload to your Teacher Webpages and save as a PDF file so that schools can view and download.

HOW TO...



# CREATE STAKEHOLDER ENGAGEMENT

Although students are unlikely to be your clients for a project, they might be direct product users' and they will certainly be stakeholders for anything that is happening in their local area, as we are always building for their future. These 'guerrilla stakeholder' students are the future of buildings, places or spaces and their views are important. This inclusion and stakeholder engagement forms part of the citizenship Personal, Social & Health Education that all schools need to provide.

1. This stakeholder engagement could be part of a classroom competition, but make sure you are clear to the students that you want their input, not just free ideas!
2. Please remember you are presenting to young people, so any technical information about the project should be GCSE level at the most. Ditch the corporate-speak, too.
3. Don't forget to use this opportunity to talk about all the different roles and skills involved, including the qualifications needed. If you can link the various skills back to GCSE subjects and Post-16 study pathways, that's even better.
4. Brief them on the project details - perhaps create a section on your Teacher Webpages - with as many details as you're able to provide. Include photos, details of all the stages and specialisms involved, and any artists' impressions of the completed work. It might help to encourage the students to view the location on Google Maps in case they don't already know the area. Store your information and their feedback digitally so it can be accessed and amended as required.
5. Be clear on what you're asking them to focus and comment on. Is it sustainability and Circular Economy? Is it Smart Cities and Smart Buildings for the future? Is it use of public realm or flexible use of spaces? Is it local investment, for employment or housing?
6. Make sure the challenge is also linked to the curriculum wherever possible, and specify any of the Gatsby benchmarks that this helps to deliver.
7. Prepare to be astonished by the calibre of ideas and opportunities that students identify.

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# CREATE CLASSROOM COMPETITIONS

The current education landscape is full of competitions and awards, taking place in schools up and down the country. Starting your own competition from scratch can be an investment of time and resources, but even with a more modest budget you can still be involved and spread the word about careers in construction. Add a theme or a challenge to someone else's existing award, commit to become part of the judging panel, and help demonstrate the importance of the built environment to every part of life and society.

1. Most schools will already be planning activities and timetables for the next academic year. Although there may be opportunities to deliver something last-minute with a school in this academic year, it is always wise to think further ahead and give teachers plenty of notice. As a general rule of thumb, you should offer a clear term between your approach and the date of the activity, but keep the option to be flexible if schools show an interest in bringing things forward.
2. Make sure your competition (or competition thread) has a very clear documented attainment target, with stated parameters and an unambiguous way to win.
3. Teachers need to provide a broad scope of activities and talks for their students, covering many different sectors and targeted to different groups of pupils. Don't get too hung up on the format you want to deliver in schools – instead, give them options for the ways that your competition could help them, and let them choose the style that is best for them at that moment.
4. Encourage your colleagues, clients, supply chains, and friends to contribute information about their roles and projects to give the students as much information and contact as possible. Upload everything to your Teacher Webpages.
5. When you complete the Teacher Briefing for your competition, outline what YOU hope to learn from the competition entries. Clearly state the level and frequency of support that you will be offering to teachers and students, in addition to any resources you will be providing.
6. Don't forget to use this opportunity to talk about all the different roles and skills involved, including the qualifications needed. If you can link the various skills back to GCSE subjects, that's even better.

HOW TO...



# CREATE A 90-SECOND VIDEO

Realtime labour market information provides teachers with average salaries, entry requirements, career progression and future industry trends for careers in all sectors. The information itself is collected by the Office for National Statistics and provides an accurate picture of job roles across the UK, but it can be very dry and schools will rely on employers to relate curriculum subjects to future careers.

1. Get hold of a smartphone (through legal means, ideally) with video capability. If you'd rather use the video recorder on a laptop, that's fine too. Either way, record yourself in front of a clean, blank wall with good lighting.
2. DO NOT talk directly into the camera! It can be too intimidating or uncomfortable for some viewers. You should be looking to the left or right of the camera, but it helps if you've got something specific to look at so you aren't just staring into space. These videos look best when the camera isn't too tight to your face, so perhaps ask a colleague to operate the video, and look towards them.
3. Keep your video short and sweet. The questions below will give you a guide. Make your points succinctly and quickly, i.e. rehearse them first.
4. Record somewhere reasonably free of background noise as that can't be editing out when you're talking. If you need to cough/fidget/look at your notes, just make sure you're not talking at the same time, then we can edit it out.
5. Upload your video to YouTube and link it to the BESS playlist for Teachers. You can also add it to your Teacher Webpages, as introductions to your live site broadcast and blog post, and for additional information in classroom competitions.
  - o Name and current job title
  - o What does that job title mean? (this is a chance to explain technical parts of your role in layman's GCSE-level terms)
  - o Is this what you started out doing? (career progression, opportunities seized, etc)
  - o Who influenced you? (teacher, relative, boss, TV show - whatever tells your story best)
  - o What would I like about construction? (because you don't know the audience, this is purposefully open to your interpretation to promote the industry)
  - o What's the worst thing about your job? (early mornings, on site in the rain... you don't need to be too negative, but students like to hear the truth)
  - o Where to next? (this might be career progression, but could be a big project or emerging technology)

# USEFUL REFERENCES

## Information about Schools

<a href="#">The Careers &amp; Enterprise Company</a>	<a href="http://careersandenterprise.co.uk">careersandenterprise.co.uk</a>
<a href="#">Schools League Tables</a>	<a href="http://compare-school-performance.service.gov.uk">compare-school-performance.service.gov.uk</a>
<a href="#">GCSE 9 to 1 Grades</a>	<a href="http://gov.uk/government/publications">gov.uk/government/publications</a> GCSE Factsheet
<a href="#">Types of School Structure</a>	<a href="http://gov.uk/types-of-school">gov.uk/types-of-school</a>
<a href="#">SEND Schools</a>	<a href="http://gov.uk/children-with-special-educational-needs">gov.uk/children-with-special-educational-needs</a>

## Information about the Curriculum

<a href="#">The UK National Curriculum</a>	<a href="http://gov.uk/national-curriculum">gov.uk/national-curriculum</a>
<a href="#">Enrichment Activities</a>	<a href="http://sec-ed.co.uk/best-practice">sec-ed.co.uk/best-practice</a> Enrichment
<a href="#">Key Stages</a>	<a href="http://theschoolrun.com/what-are-key-stages">theschoolrun.com/what-are-key-stages</a>
<a href="#">Attainment Levels</a>	<a href="http://theschoolrun.com">theschoolrun.com</a> National Curriculum Levels
<a href="#">DBS and Pupil Safety</a>	<a href="http://gov.uk">gov.uk</a> Disclosure and Barring Service

## Information about Careers Guidance

<a href="#">The Gatsby Benchmarks</a>	<a href="http://gatsby.org.uk">gatsby.org.uk</a> Good Career Guidance
<a href="#">The Holland Codes</a>	<a href="http://careerkey.org/choose-a-career">careerkey.org/choose-a-career</a> Holland Codes
<a href="#">Career Development Institute</a>	<a href="http://thecdi.net">thecdi.net</a> Useful Links
<a href="#">Post-16 Options</a>	<a href="http://allaboutschoolleavers.co.uk">allaboutschoolleavers.co.uk</a> Post 16 Options
<a href="#">Teacher CPD</a>	<a href="http://www.careersandenterprise.co.uk">www.careersandenterprise.co.uk</a> Teacher CPD



## DIGITAL CONTENT

Digital content doesn't need to be expensive or complicated to create, but commit some time to planning and rehearsing to ensure it's good quality.



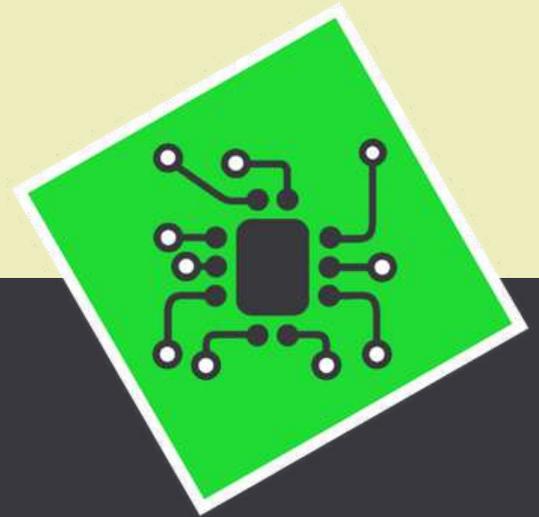
## MULTIMEDIA

Upload large files to existing host platforms like YouTube, Vimeo and Podbean so they can be easily accessed without slowing down your website.



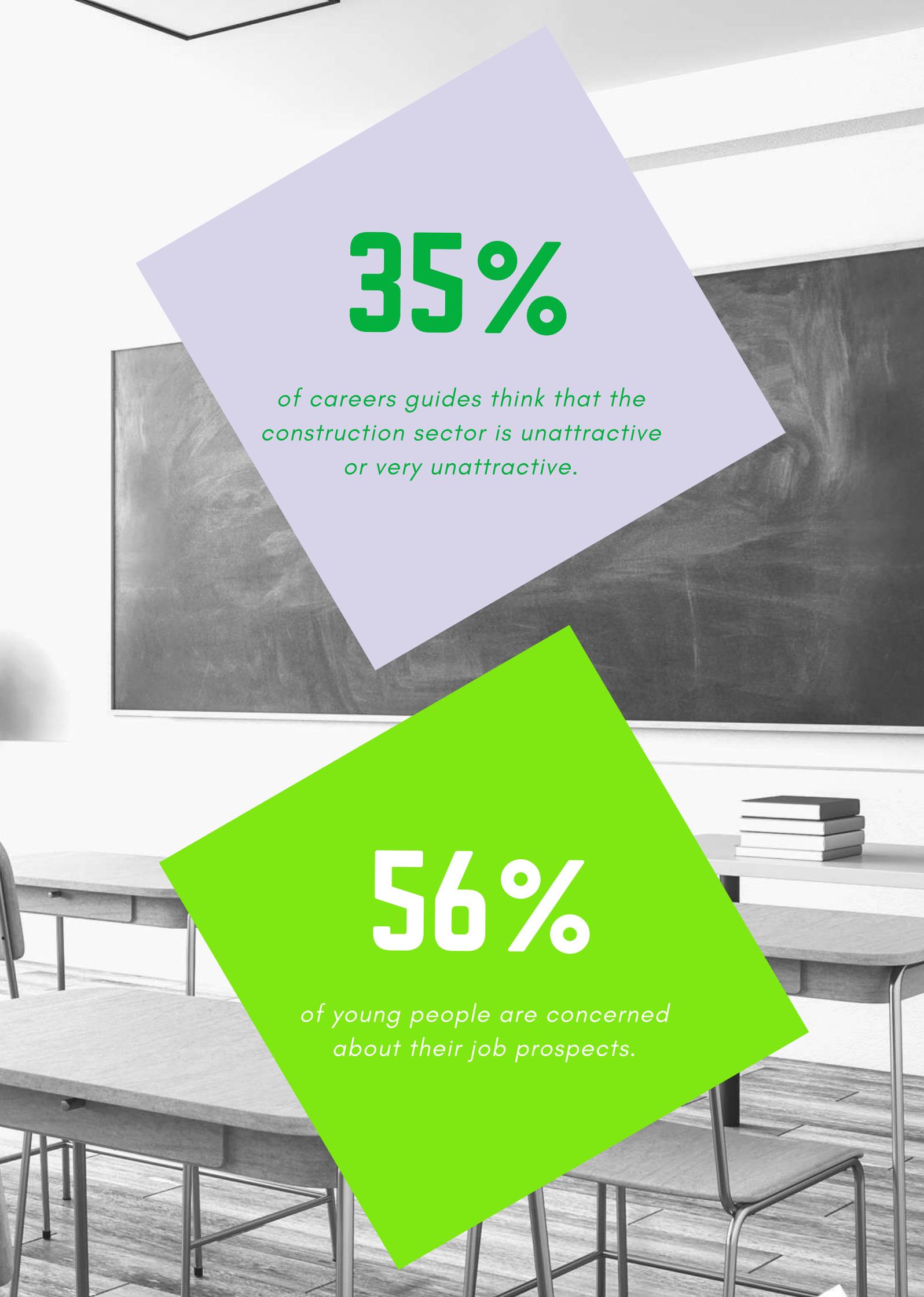
## LOCATION DATA

Wherever possible, link or relate your projects to the local area, and provide Google Map references so that students can understand the location.



## CONNECTIONS

Always include weblinks, references and a call to action in your content so that students and teachers can find out more about you and your work.

A grayscale photograph of a classroom with rows of desks and two large chalkboards. A large, light purple diamond-shaped graphic is overlaid on the upper half of the image, and a large, bright green diamond-shaped graphic is overlaid on the lower half. The text is centered within these shapes.

# 35%

*of careers guides think that the construction sector is unattractive or very unattractive.*

# 56%

*of young people are concerned about their job prospects.*



BESSprogramme



Built Environment Skills in Schools



Built Environment Skills in Schools



Beskillsinschools.co.uk



BESSprogramme

## Built Environment Skills in Schools

BUILDING THE FUTURE



### SCHOOLS

Empowering students as active citizens of the built environment



### APPRENTICES

Empowering apprentices to challenge industry aspirations and beliefs



### EMPLOYERS

Empowering employers to change perceptions of the industry