

## Hidden Careers (50 minutes)

### Industry Participant

#### Ideal Industry Participant:

This session requires a wide range of industry participants, from skilled tradespeople to professionals. The session aims to educate students on the breadth of career opportunities and the diversity of professionals in the Built Environment sector, including women and BAME. Industry participants who are relatable to young people and/or who challenge career stereotypes are ideal. It would be helpful if industry participants could inform the students about potential pathways into their occupation and how the subjects taught at school relate to their career.

#### Example Job Titles:

Engineer

Human Resource Specialist

Architect

Administrative Assistant

Quantity Surveyor

Finance Assistant

Health and Safety Officer

#### Number of Volunteers:

5 volunteers minimum (2 minimum with STEM-related background)

### Description

Students attempt to guess the careers of 5 industry professionals who work in a variety of different built environment careers. Students will do so by interviewing each professional in groups, asking yes-or-no questions (suggestions provided) to glean as much useful information as they can in 5 minutes. Afterwards, each volunteer will reveal whether the students guessed correctly, and talk about their careers and how they got into them.

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

This session should be delivered to KS4 & KS5 students (Year 10 – 13)

#### Maximum number of students?

This session would be ideal for 30 – 50

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

For students to learn about careers that they may not know exist. Students will be provided with a list of careers to guess from. This list of careers will be twice as long as the

number of volunteers so the students cannot use a process of elimination to work out the 'answers'.

### Role of the Industry Participant

The industry participants will provide information on their current role, career path and potential routes for a young person interested in their particular occupation. The individuals will be answering questions from groups of students, mainly based on their roles and responsibilities and what best path to take to be successful. All industry participants will be required for the full session.

### Resource Checklist

USB  
Hard copy of PowerPoint  
Electronic copy of PowerPoint  
Resource 1 - Hidden Careers Student booklet  
Resource 2 - Hidden Careers PowerPoint  
Resource 3 - Hidden Careers List of Possible Careers

### Facilities Required from School

- Room large enough to fit 30 – 50 students
- At least 5 tables with 5 – 10 chairs at each table

### Learning Objectives:

Learners will be able to...

- Familiarise themselves with various careers including STEM-related roles
- Make connections between their school subjects and the various career paths within the construction sector and how to make the decisions to help them achieve those goals
- Understand the progression routes into and from different roles

### Gatsby Benchmarks

Gatsby Benchmark 2: Learning from Career & Labour Market Information (LMI)  
  
Gatsby Benchmark 5: Encounters with employers and industry employees.

### National Curriculum Links

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: Students will listen to professionals and will be encouraged to link their current school subjects and various careers/professions.

Visual: Prompt questions will be provided and an introductory PowerPoint will be delivered.

Auditory: Students will listen to built environment professionals. Students will also have the opportunity to hear questions from their peers, encouraging collaborative learning.

### Risk Assessment

Check with school regarding their DBS policy.

Duration	Tutor/Industry Participant Activity	Learner Activity	Resources
5 minutes	<p>1: Industry Participant to explain that the objective of the session is to expose students to a range of different career paths and roles within the construction and built environment sector and better understand what each of them do.</p> <p>2: Hand over to the volunteers to introduce themselves, but remind them not to reveal their jobs.</p> <p>3: Give a brief description of the jobs of each volunteer. E.g. if there is a QS there, explain briefly what a QS does.</p>	Listen and observe	
5 minutes	<p>Slides 1-6: 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 2: All About Me</p> <p>After this slide, insert a new slide with images of projects that you and your company have worked on so students can find out more about your work.</p>	Listen and observe	Resource 2 – Hidden Careers PowerPoint
30 minutes	1: Industry participant to explain the rules of the session and explain that in groups of 5-6, students will take turns to interview the volunteers (industry professionals).	<p>1: Work in groups to interview industry volunteers.</p> <p>2: Listen to volunteers' answers and peers' questions.</p>	<p>Resource 1 – Hidden Careers Student Workbook</p> <p>Resource 3 – Hidden Careers List of Possible</p>

	<p>2: Students will spend 5-6 minutes with each one, using the sheet of yes-or-no questions as a guide. The volunteers (industry professionals) will move from table to table after each slot.</p> <p>3: Volunteers to note that although they are responding to yes/no questions, they can expand on their answers to a certain extent. This is so that the students' learning about different careers is not inhibited. For example, to the question "Do you spend most of your time in an office?" volunteers could say yes and explain (for example) that they spend 80% of their time in an office and 20% on site. However, volunteers should not be drawn into answering open-ended questions.</p> <p>4: The students' task is to gather information and guess the career of each volunteer, working from a list of job titles provided on a separate sheet (Resource 3).</p> <p>This list will need to be customised depending on which volunteers are there on the day. Also on this list, have more careers than there are volunteers so students cannot use a process of elimination to guess.</p> <p>5: The students will make a group decision and guess the each volunteers' career at the end of each 5-6 minute slot, and each industry volunteer will mark down each group's guess.</p>	<p>3: Note down findings about each volunteer's career.</p> <p>4: Make an educated guess on what each volunteer's career is.</p>	Careers – 2/3 copies per table
10 minutes	1: The volunteers each report back on how accurate each	1: Listen to feedback from the industry volunteers.	

	<p>group's guessing was, and each reveal what their job is.</p> <p>2: To add a competitive element to the session, facilitators should tally scores for each group, giving a point for each correct guess. Then, a winning team can be chosen and small prizes could be given.</p> <p>3: Students will then be signposted to Go Construct, and informed how to find out more about careers they have just found out about.</p> <p>Industry participant to round up the session, thank the industry participants (volunteers) and students for their involvement.</p>	<p>2: Listen to volunteers' information on their careers and consider using Go Construct to find out more.</p>	
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To-Do List	
<p><u>Before Session:</u></p> <ul style="list-style-type: none"> <li>• Request that the session take place in a room that can hold 30 – 50 students</li> <li>• Adapt resources so cover relevant list of career roles e.g. the careers of your vols</li> <li>• Make sure the relevant files are on a USB/sent to the school contact</li> <li>• Check that the email confirming the industry participant(s) availability and all the necessary information e.g. directions, timings etc</li> <li>• Go over the session plan</li> <li>• Print all resources before you arrive to the school</li> </ul>	<p><u>After Session:</u></p> <ul style="list-style-type: none"> <li>• Collect in resources at the end of the session</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 in your current position?</li> <li>○ What are your roles and responsibilities in your current position?</li> </ul> </li> </ul>	

- What do you love about your profession?
- What are the challenges in your profession and/or current role?
- How do I become a (insert role)?

#### Delivery Management

- Refer to 'How To Contextualise Curriculum' for more guidance on how to deliver this session.
- This session requires at least 5 industry participants.
- The teacher is responsible for implementing the school's behaviour management policy.