

CONSTRUCTION
FUTURES



**SCHOOL
EXCURSION**

PROGRAM

YEAR 11

MAKING YOUR WAY



PURPOSE OF THE LEARNING ACTIVITY

To provide students with an opportunity to assess career pathways in the construction industry.

As an outcome of this series of activities, students will be able to identify roles in the construction industry that may be of interest to them and the pathways to accessing those roles.

LEARNING ACTIVITY OVERVIEW

Students identify roles in the construction industry with which they feel they have affinity and identify how these roles match their dispositions and attributes.

CURRICULUM LINKS

Students in Year 11 typically undertake specialised programs of study. This sequence of learning activities has been designed to accommodate the learning focuses of a range of students and can be addressed from a number of different curriculum perspectives.

The main purpose of these activities is to provide students with a meaningful context in which to examine and discuss a range of roles in the construction industry and to assess how elements of supply and demand impact the availability of these roles.

Teachers are advised to use the curriculum links as a guide to ensuring these activities support their planned learning and teaching programs.

And overarching learning focus can be drawn from the **General Capabilities** that are part of the Australian Curriculum.

These activities can be implemented in the context of the **Career and Enterprise ATAR Course, Year 11**, focusing on:

Unit 2 – Learning to learn the need for ongoing self-assessment when responding to change, including:

- Personal life; and
- Professional life.

For students not studying the **Career and Enterprise ATAR Course**, the following curriculum links are relevant.

Construction Industries VET Industry Specific Workplace learning

- Develop positive attitudes towards work.
- Apply skills acquired in an industry context.
- Develop additional employability skills and knowledge.
- Actively engage with industry.

English Year 11 Unit 1

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts;
- drawing on a range of technologies;
- combining visual, spoken and written elements where appropriate;
- using evidence-based argument;
- using appropriate quotation and referencing protocols
- using strategies for planning, drafting, editing and proofreading; and
- using accurate spelling, punctuation, syntax and metalanguage.





LEARNING ACTIVITY

BEFORE VISITING THE CONSTRUCTION FUTURES CENTRE

Students use their personal knowledge to compile a list of potential jobs and careers in the construction industry.

Once individuals have completed their lists, students work in groups to share and update their lists if necessary.

Students also speculate on how they might be able to access careers in the construction industry and what career progression may be possible.

DURING THE VISIT

While at the CFC, students engage with exhibits focusing on the range of careers in the construction industry.

Students use what they learn to complement the lists of jobs they prepared prior to their visit and potential career pathways.

Students also identify jobs that they feel they have an affinity with now and jobs that they feel they might like to access during the course of their careers in five, 10 and 20 years time.

AFTER THE VISIT

Students use the information they gathered from the CFC to create lists of their own attributes in relation to a job and career pathway for which they feel they have the greatest affinity.

Students then assess what changes are likely to occur in their lives that may impact their affinity for the job and career pathway and what they will need to do to ensure they remain competitive for the job and career pathway both professionally and personally.

Students draw conclusions about processes that will support them to engage in ongoing self-assessment.



SKILLS RELATED TO THE CONSTRUCTION INDUSTRY

The Construction Futures Centre has identified core skills that relate to careers in the construction industry. As students complete learning experiences before, during and after their visit to the Construction Futures Centre, they should be encouraged to work in ways that enable them to apply and demonstrate these core skills and to identify how these relate to and are applied in roles in the construction industry.

THE CORE SKILLS ARE:

- reading;
- writing;
- speaking;
- listening;
- numeracy;
- technology;
- teamwork; and
- problem solving.

SUGGESTED WEBSITES

www.buildyourcareer.com.au/
www.ctf.wa.gov.au/careers/
www.aapathways.com.au/
www.joboutlook.gov.au/Industry
www.designandconstruct.com.au/
www.graduatecareers.com.au/



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