

CONSTRUCTION
FUTURES



**SCHOOL
EXCURSION**

PROGRAM

YEAR 10

***GETTING TO KNOW THE
CONSTRUCTION INDUSTRY***



PURPOSE OF THE LEARNING ACTIVITY

To enable students to become more familiar with the construction industry and identify personal misconceptions.

As an outcome of this series of activities, students will use research skills to put forward evidence-based information about the construction industry and job roles in construction.

LEARNING ACTIVITY OVERVIEW

Students examine a range of ideas about the construction industry and its value to our society, the range of job roles, and the potential benefits of working in the construction industry. Students develop information products about the construction industry based on their research.

CURRICULUM LINKS

Humanities and Social Sciences P-10 Syllabus

- Questioning and researching.
- Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others.

English P-10 Syllabus - Interacting with others

Oral presentations

- Formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view.
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action.

English P-10 Syllabus - Creating Texts

- Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features.
- Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

General Capabilities

Information and Communication Technology

Investigating with ICT element

- Define and plan information searches.
- Select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation.

General Capabilities

Information and Communication Technology

Investigating with ICT element

- Locate, generate and access data and information.
- Use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings.

General Capabilities - Information and Communication Technology

Investigating with ICT element.

- Select and evaluate data and information.
- Develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources.

General Capabilities

Creative and Critical Thinking

Inquiring – identifying, exploring and organising information and ideas element.

- Pose questions.
- pose questions to critically analyse complex issues and abstract ideas.

General Capabilities

Creative and Critical Thinking

Inquiring – identifying, exploring and organising information and ideas element.

- Organise and process information.
- Critically analyse independently sourced information to determine bias and reliability.

General Capabilities – Literacy

Composing texts through speaking, writing and creating element.

- Use language to interact with others.
- Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts.

General Capabilities – Literacy

Composing texts through speaking, writing and creating element.

- Compose spoken, written, visual and multimodal learning area texts.
- Compose and edit longer and more complex learning area texts.

General Capabilities – Numeracy

Interpreting statistical information element.

- evaluate media statistics and trends by linking claims to data displays, statistics and representative data.



LEARNING ACTIVITY

BEFORE VISITING THE CONSTRUCTION FUTURES CENTRE

Students discuss their current understandings of the construction industry, its value to society and the range of available job roles, and complete a set of statements to reflect these.

Students share their statements reflecting their understandings of the construction industry and discuss what has influenced these, identifying whether their statements are supported by evidence.

Students construct a set of questions related to their statements to be answered on their visit to the CFC. These should include investigation of the role the construction industry plays in supporting Australia's development as a nation, and available job roles and the comparative benefits in relation to other industry sectors.

DURING THE VISIT

Students engage with the exhibits at the CFC in order to answer the questions they have written prior to their visit.

In collecting data, students look for evidence to support or refute their statements and for new information that was not known to them.

Students discuss what they have learned and whether they may need to change their statements.

In relation to job roles in the construction industry, students compare the relative benefits of working in the construction industry, including but not limited to: career pathways, training and development, salaries, and opportunities for work-life balance.

AFTER THE VISIT

Students discuss and reflect on what they learned while at the CFC in relation to the statements they wrote prior to their visit and investigated while at the CFC.

In reflecting on what they have learned, students make notes on the evidence they have gathered and then make amendments and additions to their statements based on the information they have gathered.

Students reframe their original statements into an evidence-based information product (e.g. poster or PowerPoint) highlighting the key features of the construction industry, including employment opportunities, and using data displays and statistics where relevant.

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.business.gov.au/planning/templates-and-tools/industry-factsheets/building
www.buildsoft.com.au/blog/10-statistics-defining-the-australian-construction-industry
www.buildyourcareer.com.au/
www.ctf.wa.gov.au/careers/
www.aapathways.com.au/
www.grattan.edu.au/report/risks-and-rewards-when-is-vocational-education-a-good-alternative-to-higher-education/



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