

Activity name	SPOT THE SKILLS
Activity Descriptor	<ul style="list-style-type: none"> • Spot the Skills is a simple but effective activity designed to test or increase participants' current knowledge of some careers and apprenticeship opportunities in construction. • Participants are given a poster of a construction site showing 12 different occupations found within the construction industry. • They apply their knowledge of construction careers to identify as many of the occupations as possible.
Industry Ambassador Support	<p>Spot the Skills will be greatly enhanced by the support of an Industry Ambassador. Ideally, you should request support from one of the occupations shown on the poster and/or someone who has come through an apprenticeship route. The Industry Ambassador should present their own career story before introducing the activity to the participants. To request Industry Ambassador support please email experience@goconstruct.org</p> <p>If you are an Industry Ambassador leading this activity:</p> <p>Start the activity by delivering a 5–10 minute presentation covering:</p> <ul style="list-style-type: none"> • what sparked your interest in the industry • your career pathway, including your qualifications • your current role and responsibilities • any additional skills and attributes required for your role, e.g. time management, good communication skills, good IT skills and analytical thinking. • your future ambitions • the benefits of working in the construction industry. <p>The presentation can be formal or informal, depending on the situation.</p>
Introducing the Activity	<ul style="list-style-type: none"> • Find out participants' perceptions of the construction industry. • Find out what the participants know about construction. • What is their understanding of an apprenticeship?
Setting the Activity	<ul style="list-style-type: none"> • Distribute one Spot the Skills Colour Poster (without answers) and one Answer Sheet per individual or small group, and an appropriate number of pens. • Ask participants to study the poster to identify as many construction careers as they can and think about whether the career can be entered via an apprenticeship route. • They should write their answers onto the Answer Sheet completing the 'What's the job?' and 'Is it an apprenticeship?' section. The number on the Answer Sheet should correspond with number on the poster. • It is a good idea to run through the completed example with them on the Answer Sheet. • Give the participants 10 mins (suggested time) to complete the Answer Sheet.

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<p>Feeding Back on the Activity</p>	<p>There are two options to consider when feeding back and discussing the answers with the group</p> <p>Option 1 (longer option)</p> <ul style="list-style-type: none"> • Show the Poster Powerpoint Presentation. This shows each of the occupations one at a time, so the Activity Lead can discuss each one before moving onto the next. • The participants can mark their own or another group's answer sheet. • Following the Powerpoint Presentation, you may want to distribute one set of the Job Descriptions Cards per group to generate further discussion around careers/ apprenticeships (optional). <p>Option 2</p> <ul style="list-style-type: none"> • Give each group one set of Job Description Cards which includes the Answer Poster per group. Participants can mark their answers and read about the occupations shown. • If time is limited, or if you are delivering this activity at a careers stand where you may only have a short time with participants, then you can just give them the answer card from the set of job descriptions so that they can see what occupations they already knew about, and learn about others that they didn't know about <p>One of the aims of this activity is to discuss routes into the industry, particularly the apprenticeship route. Whilst discussing the answers you could ask participants which occupation has an apprenticeship entry route. They may realise that there are apprenticeships in all the trade occupations, but they may not know that there is an apprenticeship route for a civil engineer (through the technical apprenticeship route). They also may not realise that some apprenticeships require better grades than others (for example civil engineer and electrician).</p> <p>Note</p> <ul style="list-style-type: none"> • There is a deliberate error in this exercise. A sign on the scaffolding says: "Scaffolding incomplete – do not use"; however, a roofer is working at height on the scaffolding. Also, neither the scaffolder nor the roof sheeter and cladder are wearing a safety harness. • If the groups have all identified the same number of correct answers, you could ask the group to identify a health and safety issue as a tiebreaker.
<p>Concluding the Activity</p>	<ul style="list-style-type: none"> • Ask participants what they have learnt from the activity and if it has changed their views on construction • You may wish to direct them to where they can find out more information about apprenticeships and careers in construction (www.goconstruct.org).