

**Think Construction Toolkit**

Careers in construction lessons for students aged 14–19

**Plan 2 – Session Facilitator**

**Find your match**

**Standard lesson - 1 hour**

Each construction project is unique.

## Resources required:

- Computer and internet access for the students (individually or one between two where possible)
- Find your match game cards (choose either set 1 or set 2 with 5 pictures, 5 name cards and 20 facts per table)
- Post-it notes
- Think Construction Toolkit: Construction careers playlist

## Learning objectives

Tap into students' existing knowledge about buildings and infrastructure

Learn and research key facts about iconic buildings in their structure and use

See stretch – Further research and consideration of these and other buildings and/or roles

## Facilitator's notes – 1/2

### Summary of core activity

Students relate the construction industry to buildings or structures they may know

S1 – Group work to match the names of structures with pictures and facts (4 facts per picture). Groups choose a 'favourite fact' to feed back to class

S2 – In group or pairs, students research new facts about a building they each choose. They explain their choice and feed back to class

### S1 game preparation and set-up

Select game cards from the two sets available. Based on your own preference, you can choose either set, or depending on the class size, you may choose to use both sets for variation amongst the class. Students may find set 1 a little easier, so you may wish to use this for a younger age group. Print and cut

Print the reference and answer sheet

Allocate 1 set (5 pictures, 5 name cards and 20 fact cards) to each group and lay face down. Students have to match and arrange pictures to names and facts. There are 4 facts per picture

Allocate 15-20 mins. First to finish raises hands for checking (Groups can mark one another). Others continue to finish

Students move onto S2. Allocate 15-20 mins

Finish with S1 and S2 plenary feedback and discussion and vote for favourite building overall

## Introduction:

Let's look at some iconic structures in our built environment and what goes into creating them.

## 10 minutes

**In plenary** (or pre-session)

- Watch the video **Think Construction: Careers in construction** [here](#)
- Watch the video **Explore construction: Build an exciting future** [here](#)
- Study the **CIOB membership spectrum** [here](#)
- How many **different roles** did you identify?
- What **one** thing **surprised** or **interested** you from the videos?

## 35 minutes

**Base session S1: In groups**

- From the cards on your table, match the name of the structure with the right picture and facts. Arrange them side-by-side
- Each picture has 4 fact cards and one name card
- **The first group with all correct matches wins!**
- Agree **one "favourite fact"** to feed back to the class. Give reasons for your choice

**Base session S2:** (Also pre or post session activity)

- Use the internet to research **two new facts** about a building from this set **OR** from one you choose
- Working in pairs, **explain to your partner about your building** and the reason you chose those facts
- Prepare to feed back to the class about **your partner's choice** of building and facts

## 15 minutes

**S1: In plenary** (or pre-session)

- Groups describe their **favourite fact choice** to the class. Post-it to the wall

**S2: In plenary** (or pre-session)

- S2 pairs **describe their partner's choice**. Post-it to the wall
- Everyone votes on their **favourite facts** and building

## Introduction:

Let's look at some iconic structures in our built environment and what goes into creating them.

- Watch the video **Think Construction: Careers in construction** [here](#)
- Watch the video **Explore construction: Build an exciting future** [here](#)
- Study the **CIOB membership spectrum** [here](#)
- How many **different roles** did you identify?
- What **one** thing **surprised** or **interested** you from the videos?

### Task 1:

- **Work in groups**
- From the cards on your table, match the name of the structure with the right picture and facts. Arrange them side-by-side
- Each picture has 4 fact cards and one name card
- **The first group with all correct matches wins!**
- Agree **one "favourite fact"** to feed back to the class. Give reasons for your choice

### Task 2:

- **Work in pairs**
- Use the internet to research **two new facts** about a building from this set **OR** from one you choose
- Working in pairs, **describe the building and facts** to your partner and reasons for your choice
- Prepare to feed back to the class about **your partner's choice** of building and facts

### Task 1 – Feedback:

Describe your **fact** to the class

Post-it to the wall

### Task 2 – Feedback:

Pairs **describe each others' choice to class**

Post-it to the wall

All vote for your favourite building

## Facilitator's notes – 2/2 (Stretch substitutions)

These are optional stretch substitutions for base session S2 (Task 2) in 'Find your match'

### Stretch session 16-19 is intended for older students (Task 3a)

Requires students to research a building of their choice and identify facts about it in four categories: science and technology, environment, social/economic and design. They may find the 'Find your match' game reference and answer sheet helpful

### Subject specific adaptation (Task 3b)

Requires students to refer to the CIOB membership spectrum and Think Construction Toolkit: Construction careers playlist and identify a role that might relate to the subject of the class then test their first idea about that role against what they learn from the film

They are then asked to relate the characteristics of the role to their chosen building and think about the part played in its construction

35 minutes is allocated to the two tasks in each combination

Older students may do Task 3a more quickly. If necessary, adjust to allow more time for Task 3b

## Introduction:

Let's look at some iconic structures in our built environment and what goes into creating them.

### 10 minutes

**In plenary** (or pre-session)

- Watch the video **Think Construction: Careers in construction** [here](#)
- Watch the video **Explore construction: Build an exciting future** [here](#)
- Study the **CIOB membership spectrum** [here](#).
- How many **different roles** did you identify?
- What **one** thing **surprised** or **interested** you from the videos?

### 35 minutes

**Stretch session (16–19): in groups**

- Research a local, famous or favourite building (real or fictional)
- Identify and share **one fact** about it in **EACH category**:  
a) science and technology b) environment c) social/economic d) design

**Subject specific adaptation: in groups**

- From the **CIOB membership spectrum** and **Think Construction Toolkit: Construction careers playlist** choose **one role** that fits with the subject you are studying
- Watch the **video featuring that role** [list [here](#)] and write down **one thing** that a) **supports** and b) **challenges** your first idea about the role
- Linking back to your chosen building suggest **two reasons why** this role is important in building it

### 15 minutes

- Describe your findings to class, giving reasons
- Pin or Post-it to the wall with a picture of your building
- Each person votes on their favourite building by adding a Post-it to it

## Introduction:

Let's look at some iconic structures in our built environment and what goes into creating them.

- Watch the video **Think Construction: Careers in construction** [here](#)
- Watch the video **Explore construction: Build an exciting future** [here](#)
- Study the **CIOB membership spectrum** [here](#)
- How many **different roles** did you identify?
- What **one** thing **surprised** or **interested** you from the videos?

### Task 3a:

- **Work in groups**
- Research a local, famous or favourite building (real or fictional)
- Identify and share **one fact** about it in **EACH category**:  
a) science and technology b) environment c) social/economic d) design

### Task 3b:

- **Work in groups**
- From the **CIOB membership spectrum** and **Think Construction Toolkit: Construction careers playlist** choose **one role** that fits with the subject you are studying
- Watch the **video featuring that role** [[list here](#)] and write down **one thing** that a) **supports** and b) **challenges** your first idea about the role
- Think back to your favourite building. Offer **two reasons why** this role is important in building it

### Task 3a – Feedback:

- Describe your findings to the class, giving reasons

### Task 3b – Feedback:

- Pin or Post-it to the wall with a picture of your building

All vote for your favourite building

## Copyright Information and External Sources

This document (including any enclosures and attachments) has been prepared for the exclusive use and benefit of the addressee(s) and solely for the purpose for which it is provided. Unless we provide prior written consent, no part of this document should be used, distributed or reproduced by any third party. We do not accept any liability if this document is used for an alternative purpose from which it is intended, nor to any third party in respect of this document.

All case study videos shown in the Think Construction Toolkit: Construction careers playlist have been created by CIOB members. All content is owned by content creators and all views outlined within are their own, with permission granted for CIOB use as part of this toolkit.

Additional video sources used:

- The CIOB (30 Jul 2024) Think Construction: Animated video on careers in construction. Available at: <https://www.youtube.com/watch?v=b7XT1eNpBQ8&list=PLLtLm1g49pKU538o3TrUOkht862pxABRx&index=11> (Accessed: July 2024)
- Go Construct (5 Dec 2023) Explore construction: Build an exciting future. Available at: <https://www.youtube.com/watch?v=fckscx38Ohw> (Accessed: June 2024)
- The CIOB (26 Jul 2022) CIOB membership spectrum. Available at: <https://www.youtube.com/watch?v=0JD7f--JXOw> (Accessed: June 2024)

**Further information can be found at:**  
**[www.ciob.org/think-construction](http://www.ciob.org/think-construction)**