

## Avenue Development

### 2 School Challenge



## What is the challenge?

The Sustainable Communities CREST Challenge is an exciting and rewarding team activity where participants must **plan a sustainable housing development**. Free resources available on [www.goconstruct.org/](http://www.goconstruct.org/) Lesson planning and templates included.

**Activity Aims:** CREST Awards aim to raise awareness of Science, Technology, Engineering and Maths (STEM) amongst young people and to highlight which careers in construction are linked to these subjects.

By the end of the project participants should have produced a team proposal for their housing development and an individual reflective report on what they have learned during the process. They should also outline each individual's role within the team and how the roles complemented each other whilst defining and finalising the team's proposal.

Flexibility to be built into curriculum – **what adds most value to the school's curriculum:**

Examples include:

- *Sustainability* – materials design
  - *History* - site
  - *Science* – materials, development
  - *Art* – design / IT
  - *Geography* – where things can be placed/formed
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- 10 students from each school to work as a Project Team to represent each school.
  - Each student that enters the competition will receive a prize for participating.
  - 30 hours to be completed to be awarded the accredited qualification.
  - Each student that completes the challenge will have a guaranteed interview with Kier.

### **Benefits to the school**

- Engaging young people with STEM subjects who are disengaged through standard curriculum activities -
- Quote from CREST teacher: **It's helped the self-esteem for some low achievers for whom it is their major achievement in school".**
- Extra resources through partnership working
- All activities/lessons etc are available and ready for use.
- High profile project that will get a lot of publicity and recognition in the community.
- Will support with employability skills.
- Additional engagement from families
- Engagement with a Priority Sector and Major Employer

### **Benefits to each young person**

- Learn more about specific careers and have at least one of the five quality encounters with an employer to reduce their chance of becoming NEET (as recommended by Education and Employers Taskforce.
- Guaranteed interview with Kier following completion of the CREST challenge
- Increased employability skills
- Increased motivation.
- Develop team working, organisational, research, communications and project managements skills – all of which are transferrable to support with other school work and other careers
- Real experience of the construction industry including raising their awareness of usually unknown careers e.g. quantity surveyor, architect.....
- Families will get involved in the recognition of their completed work.

## Outline Scheme of Work for Preparation Stage (Schools and Partners)

Timescale	Action	Activities	Venue
January 2018	Individual meetings with Schools with Partners	<ul style="list-style-type: none"> <li>• Provide more information for schools</li> <li>• Detail of schedule of work</li> </ul>	At individual schools
February 2018	CITB/STEM Ambassador/Kier/NEDDC meet with schools together	<ul style="list-style-type: none"> <li>• Clarification on which subject to focus on                             <ul style="list-style-type: none"> <li>• Schools to have identified students</li> <li>• Registered each student for the CREST Award - CREST Award entry fees are subsidised by the UK Government – cost to school is £5 per student</li> </ul> </li> <li>• Confirm shoe sizes etc for personal protection equipment for site visit</li> <li>• Schools to have identified individual teacher to lead</li> <li>• Schools to identify time available for the Challenge</li> <li>• Familiarise with resources available</li> <li>• Identify additional support required from partners.</li> </ul>	NEDDC offices, Mill Lane, Wingerworth
March/April 2018	Schools to work with partners as support	<ul style="list-style-type: none"> <li>• Schools to have detailed scheme of work</li> <li>• School to submit scheme of work to Partners via NEDDC ?</li> <li>• Site visits scheduled and risk assessment organised by Kier</li> </ul>	At individual schools

## **The Challenge is set.....**

### **Challenge Day**

- To be held at NEDDC offices September 2018
- A teacher from each school to support?
- Parents can be invited to attend and be involved
- Partners can be on hand to support e.g. Construction Ambassadors, EBP, and CEC etc.

### **Morning - 'Speed dating' session.**

Professionals to sit at tables centred in the middle of the room. Female Kier colleagues will be present to promote the 'traditional male' professions to increase the uptake of females in roles, e.g. civil engineers etc....

Students to move from table to table in one direction and have 10 minutes with each professional, to find out about the different careers / trades.

Professions/Trades representatives going to be available at this session:

- Site Manager / Assistant Site Manager
- Contracts Manager
- Project Manager
- Business Development
- Apprenticeships and Training
- HR
- Accounts
- Estimating
- Technical
- CAD designers
- Admin / Customer Service / Sales
- Quantity Surveyor
- Trades – Plumbing, Electrical, ground works, Carpentry, Brick, Plastering, Painting and Decorating

### **Afternoon – Surprise Group Activities**

For both students and parents

### **Afternoon concludes with the details of The 3 School Challenge**

Abdul Mozzamdar, Early Careers Manager, will explain to students what is involved in the challenge. PowerPoint provided by CITB to be badged up by Keir.

## **The Challenge Begins .....**

October 2019 onwards....

- Scheduled site visits take place
- School teams progress work as part of challenge.
- Scheduled support included

## **Work is Assessed .....**

June 2019 .....

Assessments undertaken by the British Science Association.

To achieve a CREST Award, students have to demonstrate at least 11 of the CREST criteria:

### **Planning the project**

- The students set a clear aim for the project and broke it down into smaller objectives
- The students explained a wider purpose for the project
- The students identified a range of approaches to completing the project
- The students described their plan for how to complete the project and why they chose that approach
- The students planned and organised their time well

### **Throughout the project**

- The students made good use of the materials and people available
- The students researched the background to the project and referenced their sources appropriately

### **Finalising the project**

- The students made logical conclusions and explained the implications for the wider world
- The students explained how what they did affected the outcome of the project
- The students explained what they have learned and reflected on what they could improve

### **Project-wide criteria**

- The students showed understanding of the science behind their project, appropriate to their level
- The students made decisions to direct the project, taking account of ethical and safety issues
- The students showed creative thinking in carrying out the project
- The students identified and overcame problems successfully
- The students explained their project clearly, in both writing and conversation

## **Work is Recognised and Celebrated .....**

### **Presentations – June 2019**

- Group presentation from each of the schools as part of the competition to a judging panel

### **Celebration award - July 2019**

- Families invited
- Announcement of the winning school
- Special presentations
- Certificates of recognition of achievement

### **Publicity**

- Local press
- Partner publications

## **And it doesn't end there!! .....**

### **Employability**

- Accredited qualification and experience included in CVs.
- Every young person that completes the CREST challenge will have a guaranteed interview with Kier.
- UCAS recommends that a young person notes their participation in CREST in their Personal Statements.