

**Curriculum for construction**

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| **Theme/ learning objective** | **Learning objective** |
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| **Career exploration** | * Learn about the various occupations within the construction industry * Post and continuing education and training (opportunities for various certificates) |
| **Job search and CV** | * Learn about the personal qualities that are important within the construction industry * Write your own CV for job-matching at the companies (adapted level) |
| **The role of the job interview** | * Present yourself, your experience and skills to an employer * Answer various relevant questions related to recruitment in the construction industry * Importance of good references and testimonials * Make a good first impression (i.e. shaking hands, eye contact) |
| **Culture, roles and expectations at the workplace** | * Norms and regulations * Take the initiative * Learn what is normal and what is uncommon in working life * Punctuality and arriving late, as well as assessing the impact of this * Indirect communication |
| **Informal rules at the workplace** | * Communication and how to converse during breaks * Clarification strategies – when you do not understand * Working clothes |
| **Employment contracts and wages** | * Taxes, and the consequences of undeclared work * Paycheck * contents of a standard employment contract * rules for working hours, the difference between full-time and part-time positions |
| **Confidentiality** | * What confidentiality means (signing and violating the agreement) |
| **Environment, Health and Safety (EHS)** | * Safety at the construction site * Safety working cloths (helmet, safety shoes, gloves) * Health and construction jobs * Fire prevention and reaction, routines |

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| **Basic skills** | **Milestones** | **Suggestions for authentic documents and methods** |
| **Listening** | * Can get the main point in short, simple messages and instructions at the workplace * Clarification strategies. What should you do when you do not understand? Ask someone with an accent or dialect repeat what they said for clarification. * Can understand common interview questions | * External visits * Video about a job interview * Role-play |
| **Conversations** | * Can present him/herself * Can inform others about basic skills and experience * Spelling out words to avoid misunderstandings * Can use a series of phrases and single sentences to describe own work tasks * English phrases, Norwegian phrases * Courtesy, culture. Greet, ask, answer * Small talk, conversations during breaks. What do you talk about with colleagues during breaks? What can you say/not say to hotel guests? How to speak with your supervisor? * Can repeat messages * Give a short, simple report * Use construction verbs in present tense, past tense and future tense | * Prepare and ask questions to externals, such as the Tax Administration or previous participant * Participants create questions and interview one other * The participants give each other feedback * Performance of own hotel and workplace * Quizlet for practising vocabulary * Language training entirely without using writing * Put words to work assignments when the teacher visits your traineeship * Tell about your own workday, with a point of departure in pictures |
| **Conversations** | * Can exchange direct and simple information * Participate in simple conversations with my colleagues, supervisor and others * Can make appointments * Can converse about work tasks * Give and receive feedback about work tasks * Answer questions * Express yourself positively, showing interest and curiosity * ask about help with and an explanation of the work tasks | * Experience from traineeship * Role-play * Speed dating with job interview questions * Discuss pictures from traineeship/practice * Discuss questions with point of departure such as: *Why do we pay taxes? What personal characteristics are important in the hotel industry?* * Social bingo |
| **Read** | * Read authentic documents at work * Understand signs, symbols etc. at the workplace * Read a traineeship contract * Read an employment contract * Checklists, washing lists * Text messages * Read leave-of-absence application, self-certification of illness form * Can use reading strategies * Can identify and distinguish specific information from a list or a simple overview, on paper and digitally | Reading comprehension tasks, and repeated reading:   * *Fire safety instructions* * *Employment instructions/staff manuals* * *Rules* * *Bulletin boards/Lookup* * *Routines* * *Brochures* * *Contracts* |
| **Write** | * Can fill in various forms and applications (non-conformance, self-certification) * Take notes on checklists, washing lists * Calendar, date, time * Write short notes * CV in CV database * Applications * Write simple messages on paper and SMS * Keep a logbook from a typical day at the traineeship/practice | * Logbook from traineeship/practice * Write text message to your supervisor * Write messages to the programme advisor * Write your own CV * Write text about own traineeship hotel * Write about the pictures from traineeship * Write about picture-tasks (a construction site) |
| **Digital** | * Write a CV in Word or in databases * Find information on internet by using the search box * Navigate around the practice place, find relevant information * Find the workplace location * Stamp in and out | * Worksheets on webpages (A1-B1) * Find answers to questions about the practice company |
| **Math** | * Calculate the time needed to perform a task * Calculate the consumption of amenities and equipment * Assess proportions when using chemicals * Check your paycheck and time sheet | * Time sheets and pay slips * Safety data sheets |

**Other forms of competence**

In addition to the basic skills and the learning, we focus on competence aims that go beyond the actual objectives of the curriculum:

* *Cooperation skills*
* *Service skills*
* *Evaluation skills (assessing own skills and such things as the need for cleaning)*
* *Learning strategies – lifelong learning*
* *Initiative skills*

Disclaimer:

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