

Teacher Handbook

To accompany the Apprenticeship
Activity Pack for Year 7

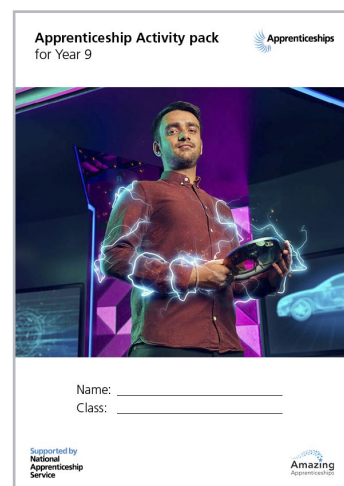
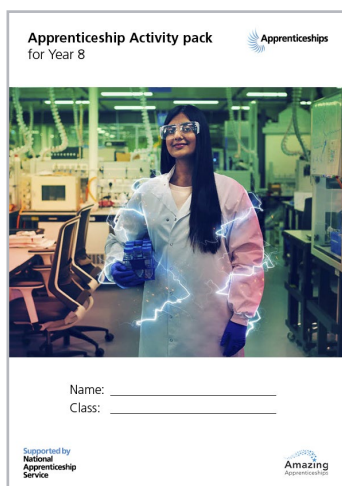
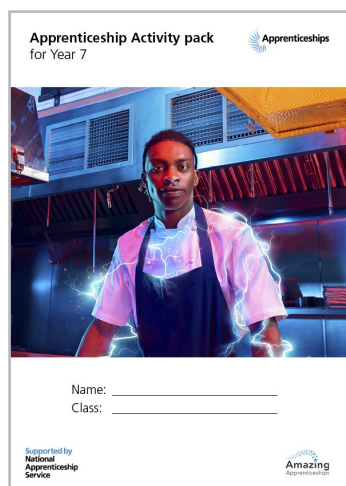


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National
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The logo for Amazing Apprenticeships, featuring a stylized blue starburst icon above the word "Amazing" in a bold, sans-serif font, with "Apprenticeships" in a smaller font below it.

Introduction

This Teacher Handbook has been created to support the Apprenticeship Activity Pack for Year 7, which can be downloaded free of charge from <https://amazingapprenticeships.com/resources>. It forms part of a series of apprenticeship resources for Key Stage 3 students.



Who is the Apprenticeship Activity Pack for Year 7 suitable for?

The pack has been designed with all students in mind. It contains a mix of apprenticeship-themes activities that aim to inspire students to want to find out more about apprenticeships.

How does the Activity Pack work?

You have a few options of how to use it with your pupils:

1. You can download and print the whole pack and issue your class with copies
2. You can download the interactive version and provide it to students electronically for them to complete
3. You can select certain tasks and activities and share these with the class as you wish

What does the teacher need to do?

Firstly, it is advised that you deliver the Apprenticeship Presentation (slides and script are provided) to your students either as a whole year group, or individual class. Then, they will be ready to start working through the activities within the pack.

We have provided you with a breakdown of each of the tasks and some instructions for classroom delivery and facilitation. The tasks and activities are designed to be very easy to understand and adaptable to the needs of your class.

Further help and advice

Should you require any further help or advice in using the Activity Pack with your pupils, please contact the Amazing Apprenticeships team: hello@amazingapprenticeships.com

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Facts about apprenticeships	4	To introduce key apprenticeship facts to the students	15 mins	<p>Resources you will need</p> <p>A computer, projector and sound to play the video.</p> <ol style="list-style-type: none"> Students should be shown the video within the overall presentation on apprenticeships. Whilst watching the video clip, students should complete the statistics by filling in the gaps with the numbers at the bottom of the page. (See Appendix A) As a class, go through the statistics, giving the students a chance to check their answers. Facilitate a class discussion: <ul style="list-style-type: none"> Did any facts surprise you? Which fact attracts you the most? Do you feel inspired to look at apprenticeships as a future option?
Test your knowledge	5	To check understanding of the key facts about apprenticeships	20 mins	<ol style="list-style-type: none"> Students should read through the statements and should tick if they think the statements are true, false or they are not sure. As a class, go through the statements, giving students a chance to share their answers. Use the teacher notes to expand on each statement. (See Appendix B) Encourage students to reflect on what they have found out about apprenticeships so far. Ask them to use the spider diagram to list all of the benefits of an apprenticeship that they can think of.
Logo Quiz	6	To experience the broad range of well-known companies offering apprenticeships	30 mins	<ol style="list-style-type: none"> Students should work in pairs to identify as many companies as possible from the logos. Allow 15 minutes and then go through the answers as a whole class. (See Appendix C) <p>Stretch and support</p> <p>This logo activity will work well as a competition.</p> <ol style="list-style-type: none"> Students should then individually reflect on which company they would like to work for and why. Facilitate a class discussion where students are encouraged to share their responses to the final question.

Task

guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Meet Alexandra the apprentice	7	To learn about the experience of a real-life apprentice	20 mins	<ol style="list-style-type: none"> 1. Students should read through Alexandra's story about her experience as an apprentice. 2. Use the words in the word-bank to fill in the gaps in the text. 3. As a class, read the text through, giving students a chance to share their answers. (See Appendix D)
Apprenticeship word search	8	To inform students of 15 of the different apprenticeship job roles that are available	30 mins	<ol style="list-style-type: none"> 1. Allow students 15 minutes to complete the word search. 2. Display the word search using a projector. 3. Ask students to go to the screen to show where they found each job role in the activity 4. Discuss with the class if they have heard of all of those job roles. Are there any that we should look up / research further? (See appendix E) <p>Stretch and support Students could share what they think each job involves.</p>
Think about apprenticeships	9	To encourage students to take time to reflect on apprenticeships	30 mins	<p>Resources you will need A range of colouring pens, pencils or crayons</p> <ol style="list-style-type: none"> 1. Introduce the activity by explaining that the benefits of colouring include reducing anxiety, lifting your mood and aiding relaxation. 2. Direct students to the three thought bubble reflective questions that are on the sheet. 3. Allow students 30 minutes to complete this colouring and reflection activity. 4. Encourage students to photograph their attempts and to share their picture with @AmazingAppsUK and @Apprenticeships on Instagram or Twitter.

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Match the job role to the description	10	To learn more about the job titles and job descriptions available as apprenticeships	20 mins	<ol style="list-style-type: none"> 1. Explain to students that there are over 1,500 different apprenticeship job roles available. 2. Students should read through the job descriptions in the left column and attempt to match these to the job roles in the right column by drawing a line. 3. Ask students which job role they would most like to have and why. 4. As a class, go through the correct pairings, giving the students a chance to check their answers. (See Appendix F)
Create your own apprenticeship poster	11	To design and create a poster to raise awareness about apprenticeships	90 mins	<p>Resources you will need Paper for each group, Internet access for each group, Scissors, Glue</p> <ol style="list-style-type: none"> 1. Divide the class into groups who will work together to create a poster. 2. If appropriate, assign different roles to each group member. E.g. Time keeper, artistic designer, researcher, note taker, group leader. 3. Each group should produce a mind map of local employers and pick one of these. 4. Groups should use the internet to ensure that their chosen employer offers apprenticeships. 5. Students should then use the website to complete the factsheet. 6. Once the group have researched all necessary information, they should work together to create a poster to display all the information. 7. Photograph the displays/posters and share with @AmazingAppsUK and @Apprenticeships on Instagram or Twitter. <p>Stretch and support Facilitate a group discussion to measure your students' understanding:</p> <ul style="list-style-type: none"> • What apprenticeships does your chosen employer offer? • Were you already aware of these roles? • What do you think are the benefits to the employer? • Which employer might you like to work for?

Task

guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Real apprentice stories	12	To enable students to hear about the experiences of real apprentices	30 mins	<p>Resources you will need</p> <p>A computer, projector and sound to play the video or individual PCs to access the videos on.</p> <ol style="list-style-type: none"> 1. Explain to students that the best way to learn about apprenticeships is to hear from people who are currently undertaking these. 2. Students can either access the videos as a whole class, or can use computers to watch them in small groups via www.amazingapprenticeships.com/apprentices 3. Students should create spider diagrams about what they learn from each real apprentice video. 4. Facilitate a class discussion where students share their findings about the real apprentices they have heard from.
Who works here?	13	To consider the employment opportunities in different workplaces	30 mins	<ol style="list-style-type: none"> 1. Introduce the task by explaining the three different workplaces. There will be different job roles associated with each workplace. 2. Students can work independently or in pairs to think of as many job roles as possible who work in a train station, hospital and leisure centre. Allow 10 minutes for this activity. 3. Facilitate a class discussion to encourage students to share their findings with the group. 4. Ask students to individually reflect on which workplace they would like to work in and why. 5. Facilitate a class discussion where students are encouraged to share their responses to the final question. 6. Job role examples: <p>Train station: Station Change Co-ordinator, Facilities Manager, Cafe Assistant/Barista, Train Planning, Lighting Camera Operator</p> <p>Hospital: Receptionist, Dietitian, Theatre support work, ICT, Project management</p> <p>Health records and patient administration</p> <p>Leisure centre: Fitness instructor, Gymnastics coach, Leisure attendants, Accounts, Class instructors, Business development</p>

Task

guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
What skills will you need?	14	To consider the necessary employability skills for a chosen career path	40 mins	<p>Resources you will need</p> <p>Highlighter pen/pen to underline Red, yellow and green pen/pencils.</p> <ol style="list-style-type: none"> 1. This activity will require all students to think of a job they might like to have in the future. Allow all students time to think of this and to complete their response in the first box. 2. Read through the list of employability skills that are present on the page. Facilitate a class discussion to ensure understanding of all skills. 3. Students should read through the list and highlight/underline the skills that are necessary to their chosen job. 4. In the final activity, students should list the 7 skills necessary for their chosen job role. They should colour code these jobs using the following code: GREEN = I'm good at this currently YELLOW = I'm working on this RED = I need to develop this skill in the future 5. Students should be encouraged to share their thoughts and reflections in a class discussion. <p>Stretch and support</p> <ul style="list-style-type: none"> • Can students think of any additional employability skills that are not on the list that they believe are necessary for their chosen career? • Can students think of any ways they can develop the skills that have been identified as red or yellow. Just because they don't have these now, this doesn't mean they can't develop them in the future.

Task


guidance


Instructions and guidance for each task


Task	Page	Purpose	Duration	Instructions
Interview someone you know	15	To interview a family member or someone they know to discover their career journey	20 mins	<p>Resources you will need Work booklet to be taken home.</p> <ol style="list-style-type: none"> 1. This activity is designed as a 20 minute homework task. 2. Students should select a family member or someone that they know (this should be an adult) and interview them using the sheet for guidance. 3. This is an opportunity for the student to take their apprenticeship pack home and so encourage students to share the activities with their parent/carer/another adult. 4. Students should be given a deadline by which to complete this activity so that they are prompted to bring their booklet back to school and to share their findings. 5. Facilitate a class discussion about the findings from the interviews. <p>Stretch and support If students are unable to interview a family member, perhaps a member of staff could be identified for them to interview.</p>
Certificate	16	To recognise that students have completed the full activity pack.	5 mins	<ol style="list-style-type: none"> 1. Complete the certificates for your students with their name, date, school name and your signature. 2. Consider taking a photo of your students holding up their certificates and share with @AmazingAppsUK and @Apprenticeships on Instagram or Twitter.


Appendix A

Facts about apprenticeships

There are apprenticeships in **1,500**  job roles covering more than 170 industries. That's as many job roles as there are different types of fish in The Great Barrier Reef!

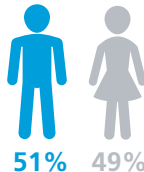
Anyone over the age of **16** (who has finished Year 11 at school) can start an apprenticeship. 


An apprentice usually works for a minimum of **30** hours per week. 


Apprentices get at least **20** days paid holiday per year, plus **8** bank holidays. 


Since May 2015, over **1.7** million people have started an apprenticeship in England. This is almost as many people who work for McDonalds (1.9m) across the world!

20% of an apprentice's paid time is off-the-job. This is when you learn and develop in your role. 20% is equivalent to one day a week.

51% of apprentices are male in the UK
49% apprentices are female in the UK 

All apprentices are entitled to the **Apprentice National Minimum Wage** (this is slightly different to the National Minimum Wage). 

12 months is the minimum length of all apprenticeship programmes 

There are **90+** different types of apprenticeship within the NHS, including: Paramedic, Nurse Audiologist and Nuclear Medicine Scientist 

1,500
16
30

20
1.7
20%

51%
49%
12

90+
8
Apprentice National Minimum Wage

Appendix B

Test your knowledge

Apprenticeship Statements	True	False	Not sure
An apprenticeship is usually a full-time job	✓		
As an apprentice you spend 50% of your time working and 50% studying		✓	
There are around 1,500 apprenticeships in over 170 industries	✓		
Apprentices aren't allowed paid holiday		✓	
You have to be 16 or over to start an apprenticeship	✓		
As an apprentice you will be paid a salary	✓		
As an apprentice, you get real experience of the workplace	✓		
As an apprentice, you will be doing a real job and have responsibilities	✓		

Appendix C

Logo quiz



HSBC



Royal Mail



BT



Lloyds Banking Group



Bentley



ENERGY

EDF Energy



NHS



Amazon

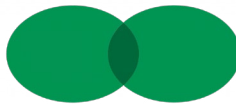


RSPCA



BE THE BEST

The Army



Specsavers



Hovis



TFL



Unilever



Tui

Appendix D

Meet Alexandra the apprentice

ABOUT ME

Hi, I'm Alexandra Neale and I live in London. I am currently a degree apprentice with **Millwall Football Club**, which means I work for 4 days a week, I get **paid** and my employer pays for me to go to **university** on a Friday. A fun fact about me is that I have two **cats** – one is called Chicken!



MY APPRENTICESHIP

Millwall Football Club has quite a small team of office employees. My job is 'Conference & **Events** Business Development Executive' and I get to move around to different **departments** and learn about lots of **roles** and skills in each of these. I have been able to work in Events, Marketing and Commercial departments.

WHY I CHOSE TO BE AN APPRENTICE

There is no 'typical day' for me and I **love** this about my apprenticeship. It is so varied and exciting. I really enjoy having the distinctive working environment of the football stadium. It's not like a **typical** office block which makes it quite an exciting place to work!

HIGHLIGHTS

I really enjoy working at different events, such as the End of Season Dinner which is a celebration of the season for players and fans. These are really unique to the **football** industry and therefore provide a varied working experience. Another highlight since starting my apprenticeship was helping to organise the '**Big Sleepover**', which was a charity event allowing fans to sleep on the pitch overnight, watch movies and enjoy various games, to fundraise for Crisis, a **charity** for homeless individuals.

THE FUTURE

One of my career goals is to progress to a level of **management**. I would like to be able to apply everything I have **learnt** through my degree apprenticeship to my own team. I would really recommend doing an apprenticeship! I feel it helps you stand out from the crowd in the job market. Gaining experience, as well as a qualification, means I can put into **practice** everything I am learning. There are so many apprenticeships out there, covering a range of interests, meaning there is something for everyone!

university
management
cats
Events
departments

Millwall Football Club
love
typical
charity
'Big Sleepover'

learnt
roles
practice
football
paid

Appendix E

Apprenticeship word search

E	T	X	F	T	N	B	O	W	O	V	G	R	X	L	X	A	L	F	S	K	T	K	U	Y
H	I	Q	J	N	W	J	E	K	E	Z	E	A	A	M	W	H	E	B	O	F	S	Q	H	P
A	P	B	S	H	E	R	C	L	C	N	F	B	Y	F	X	L	M	A	C	R	I	B	C	V
T	S	C	P	E	C	Z	M	T	I	N	S	P	P	U	V	Z	Y	K	I	O	P	K	D	W
F	N	H	Q	M	D	A	T	A	S	C	I	E	N	T	I	S	T	E	A	T	A	T	M	L
M	U	E	I	N	Y	W	R	E	I	V	I	Q	R	D	X	M	N	R	L	I	R	S	B	N
F	I	B	G	O	S	T	K	E	T	H	G	I	F	E	R	I	F	F	W	C	E	M	I	M
A	A	D	K	A	L	U	N	R	T	N	A	T	S	I	S	S	A	N	O	I	H	S	A	F
C	M	X	W	A	E	T	L	G	Z	E	K	H	L	J	J	D	X	C	R	L	T	X	N	C
X	V	A	M	I	I	T	A	T	A	R	C	H	I	T	E	C	T	D	K	O	Y	I	E	X
U	V	I	U	S	E	C	A	C	A	O	J	A	R	V	K	I	P	U	E	S	T	Q	P	D
Q	N	F	T	Z	Z	E	G	T	E	N	U	R	B	E	H	B	A	V	R	E	U	D	X	F
A	F	Q	N	J	H	G	O	Q	S	P	T	D	P	V	A	Z	C	J	U	Z	A	N	E	F
H	A	L	E	J	E	D	A	E	V	E	B	T	U	R	X	L	F	K	Z	S	E	L	V	O
M	A	N	U	F	A	C	T	U	R	I	N	G	E	N	G	I	N	E	E	R	B	U	X	P

Appendix F

Match the job to the role description

Job description	Job role
Coaching clients (on a one to one and small group basis) towards their health and fitness goals	Junior Journalist
Working on board ships and vessels preparing, cooking and baking various dishes for passengers and/or crew	Chartered Town Planner
Shaping the places we live in by balancing the needs of people and businesses for homes, jobs, local facilities & open spaces with impacts on the wider environment	Police Constable
Creating news items using a combination of words, pictures and moving images	Accountant
Providing support & assistance to help with the delivery of content for TV or radio shows	Personal Trainer
Providing financial information and advice to different organisations	Maritime Caterer
Upholding law and order through the detection, prevention and investigation of crime	Broadcast Production Assistant