

# Teacher Handbook

To accompany the Apprenticeship  
Activity Pack for Year 9

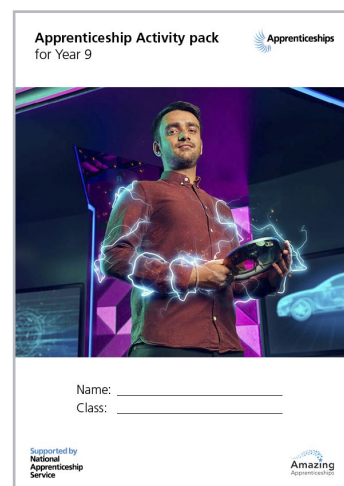
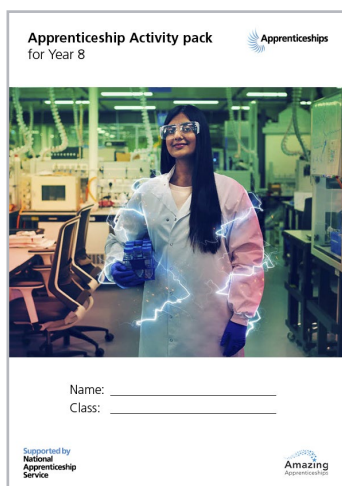
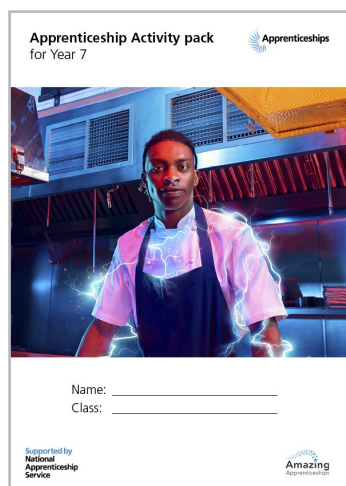


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## Introduction

This Teacher Handbook has been created to support the Apprenticeship Activity Pack for Year 9, 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 9 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](mailto: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><b>Resources you will need</b> A computer, projector and sound to play the video.</p> <ol style="list-style-type: none"> <li>Students should be shown the video within the overall presentation on apprenticeships.</li> <li>Whilst watching the video clip, students should complete the statistics by filling in the gaps with the numbers at the bottom of the page. <b>(See Appendix A)</b></li> <li>As a class, go through the statistics, giving the students a chance to check their answers.</li> <li>Facilitate a class discussion: <ul style="list-style-type: none"> <li>Did any facts surprise you?</li> <li>Which fact attracts you the most?</li> <li>Do you feel inspired to look at apprenticeships as a future option?</li> </ul> </li> </ol>
Real apprentice stories	5	To enable students to hear about the experiences of real apprentices	30 mins	<p><b>Resources you will need</b> A computer, projector and sound to play the video or individual PCs to access the videos on.</p> <ol style="list-style-type: none"> <li>Explain to students that the best way to learn about apprenticeships is to hear from people who are currently undertaking these.</li> <li>Students can either access the videos as a whole class, or can use computers to watch them in small groups via <a href="http://www.amazingapprenticeships.com/apprentices">www.amazingapprenticeships.com/apprentices</a></li> <li>Students should create spider diagrams about what they learn from each real apprentice video.</li> <li>Facilitate a class discussion where students share their findings about the real apprentices they have heard from.</li> </ol>

# Task

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Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Facts about apprenticeships	6	To experience the broad range of apprenticeships on offer to students	25 mins	<ol style="list-style-type: none"> <li>1. Allow students 15 minutes to complete the crossword.</li> <li>2. As a class, go through the clues, giving the students a chance to check their answers. <b>(See Appendix B)</b></li> <li>3. Students should then individually reflect on which of the careers they are most inspired by and why. Students can share their thoughts with a partner.</li> <li>4. Facilitate a class discussion where students are encouraged to share their responses to the final question.</li> </ol>
School subjects can lead to careers	7	To experience the broad range of careers linked to the subjects students study at school	25 mins	<ol style="list-style-type: none"> <li>1. Introduce the activity by explaining that there are many careers linked to the subjects that students study at school.</li> <li>2. Students should use the table to select one place of work for each subject. They should then list as many different job roles that they think belong in this place of work.</li> <li>3. Facilitate a class discussion where students are encouraged to share their ideas with the class.</li> </ol>
Become an entrepreneur part 1: create your own ice cream	8	To work as an apprentice to develop a new product	60 mins	<ol style="list-style-type: none"> <li>1. Introduce the activity by explaining that apprentices often work to develop new products.</li> <li>2. Students should work in pairs or small groups to develop a new healthy ice cream range.</li> <li>3. Students should use the planning diagram on their worksheet to produce a mind map or a poster to explain the thought process in the creation of their product.</li> </ol>

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Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Become an entrepreneur part 2: the pitch	9	To work as an apprentice to pitch a new product	Approx 60 mins	<p><b>Resources you will need</b></p> <p>Optional computer use to create presentation</p> <p>This activity follows on from part 1.</p> <ol style="list-style-type: none"> <li>1. Firstly, introduce the skill of public speaking. This is often assessed in the application stage for apprenticeships</li> <li>2. Students should continue to work in the same groups, to plan and create the pitch and presentation of their new product.</li> <li>3. Students should use the table on the worksheet to plan their presentation.</li> <li>4. Once planned, students should be given time to rehearse their 3-5 minute presentation, ensuring all group members are involved.</li> <li>5. Each group should then present their pitch to the class.</li> </ol> <p><b>Stretch and support</b></p> <p>If appropriate, assign different roles to each group member. These questions are designed to stretch some groups in their thinking:</p> <ul style="list-style-type: none"> <li>• What do you think would be one of the challenges of bringing this new product to market?</li> <li>• What will you do if the product is not successful?</li> <li>• If the product is successful, what would you do next?</li> </ul>

# Task

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Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Employability skills and characteristics	10	To encourage students to understand the employability skills necessary for apprenticeships	30 mins	<p><b>Resources you will need</b> Highlighter</p> <ol style="list-style-type: none"> <li>1. Introduce this activity by explaining that there are many skills and characteristics that apprentices need in order to be successful.</li> <li>2. Students should think of as many as possible and add these to the mind map.</li> <li>3. Students should then highlight the skills and characteristics that they believe they have already developed at school.</li> <li>4. Facilitate a group discussion where students are able to share their answers with the class.</li> <li>5. Students should reflect on the top three employability skills that they believe are necessary for an apprenticeship. Students should state why they believe each skill is essential.</li> <li>6. Allow students an opportunity to share their reflections.</li> </ol> <p><b>Stretch and support</b> Prompt students to consider how they might develop the skills and characteristics that they have not highlighted.</p>
Famous apprentices	11	To introduce celebrities who began their careers as apprentices	20 mins	<ol style="list-style-type: none"> <li>1. Students should read the detail on their worksheet and should try to link each apprenticeship and fun fact to the relevant famous person. (See Appendix C)</li> <li>2. Allow students an opportunity to check their answers.</li> <li>3. Facilitate a class discussion on the following questions <ul style="list-style-type: none"> <li>- Has the success of these individuals made you consider an apprenticeship as a successful career option?</li> </ul> </li> </ol>



# Task

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Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Jobs available through apprenticeships	12	To discover the broad range of job roles available as apprenticeships	30 mins	<b>Resources you will need</b> Individual PCs with internet access.  1. Students should work in pairs to access the Institute for apprenticeships website: <a href="https://www.instituteforapprenticeships.org/apprenticeship-standards/">https://www.instituteforapprenticeships.org/apprenticeship-standards/</a> 2. Students can research whether apprenticeships are available in each career. 3. Students can also find other interesting facts about the application process.
How far is 20 miles?	13	To discover the apprenticeships available within a 20 mile radius of school	30 mins	<b>Resources you will need</b> Individual PCs with internet access.  1. Introduce the activity by explaining that there is often need to travel some miles for our ideal job. 2. In pairs, students should use the 'Find an apprenticeship' website to search the different apprenticeship opportunities available in their area. <a href="https://www.gov.uk/apply-apprenticeship">https://www.gov.uk/apply-apprenticeship</a> 3. Students should follow the directions on their worksheet to complete all tasks. 4. Facilitate a group discussion where students have an opportunity to share their findings with the class.

# Task

## guidance









Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
What makes a 'good' career?	14	To encourage students to reflect on what might motivate them in their future career	30 mins	<ol style="list-style-type: none"> <li>1. Introduce this activity by explaining that different people are motivated by different factors.</li> <li>2. Students should begin by producing a mind map of factors that they believe contribute to a job being classified as 'good'.</li> <li>3. Students should then share their mind map with a partner and they should agree on their top 4 reasons for a career being classed as 'good' and should state why they believe each reason is important.</li> <li>4. Facilitate a class discussion to allow students to share their thoughts and findings.</li> </ol> <p><b>Stretch and support</b> For students who require support, it may be helpful for them to consider:</p> <ul style="list-style-type: none"> <li>- What motivates people to go to work?</li> <li>- What sort of job would you be proud to have and how would you describe that role?</li> <li>- Is a career good if it has a positive impact on people and the environment?</li> </ul>
Think about your future career	15	To encourage students to consider what career they may like in the future	30 mins	<ol style="list-style-type: none"> <li>1. Introduce this activity by explaining that it is never too early to think about what sort of career you may like in the future.</li> <li>2. Students should work independently to answer the three questions in their work booklet.</li> <li>3. After answering the 3 questions, give all students a few minutes to think about a job they may wish to do in the future and why.</li> <li>4. In a sharing exercise, each student should interview 3 other students to ask what job they may like in the future and why.</li> </ol>
Certificate	16	To recognise that students have completed the full activity pack.	5 mins	<ol style="list-style-type: none"> <li>1. Complete the certificates for your students with their name, date, school name and your signature.</li> <li>2. Consider taking a photo of your students holding up their certificates and share with @AmazingAppsUK and @Apprenticeships on Instagram or Twitter.</li> </ol>



# Appendix A

## Facts about apprenticeships

<p>There are apprenticeships in <b>1,500</b>  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!</p>	<p><b>20%</b> 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.</p>
<p>Anyone over the age of <b>16</b> (who has finished Year 11 at school) can start an apprenticeship. </p>	<p><b>51%</b> of apprentices are male in the UK <b>49%</b> apprentices are female in the UK </p>
<p>An apprentice usually works for a minimum of <b>30</b> hours per week. </p>	<p>All apprentices are entitled to the <b>Apprentice National Minimum Wage</b> (this is slightly different to the National Minimum Wage). </p>
<p>Apprentices get at least <b>20</b> days paid holiday per year, plus <b>8</b> bank holidays. </p>	<p><b>12</b> months is the minimum length of all apprenticeship programmes </p>
<p>Since May 2015, over <b>1.7</b> million people have started an apprenticeship in England. This is almost as many people who work for McDonalds (1.9m) across the world!</p>	<p>There are <b>90+</b> different types of apprenticeship within the NHS, including: Paramedic, Nurse Audiologist and Nuclear Medicine Scientist </p>
<p><b>1,500</b> <b>16</b> <b>30</b></p>	<p><b>20</b> <b>1.7</b> <b>20%</b></p>
<p><b>51%</b> <b>49%</b> <b>12</b></p>	<p><b>90+</b> <b>8</b> <b>Apprentice National Minimum Wage</b></p>

# Appendix B

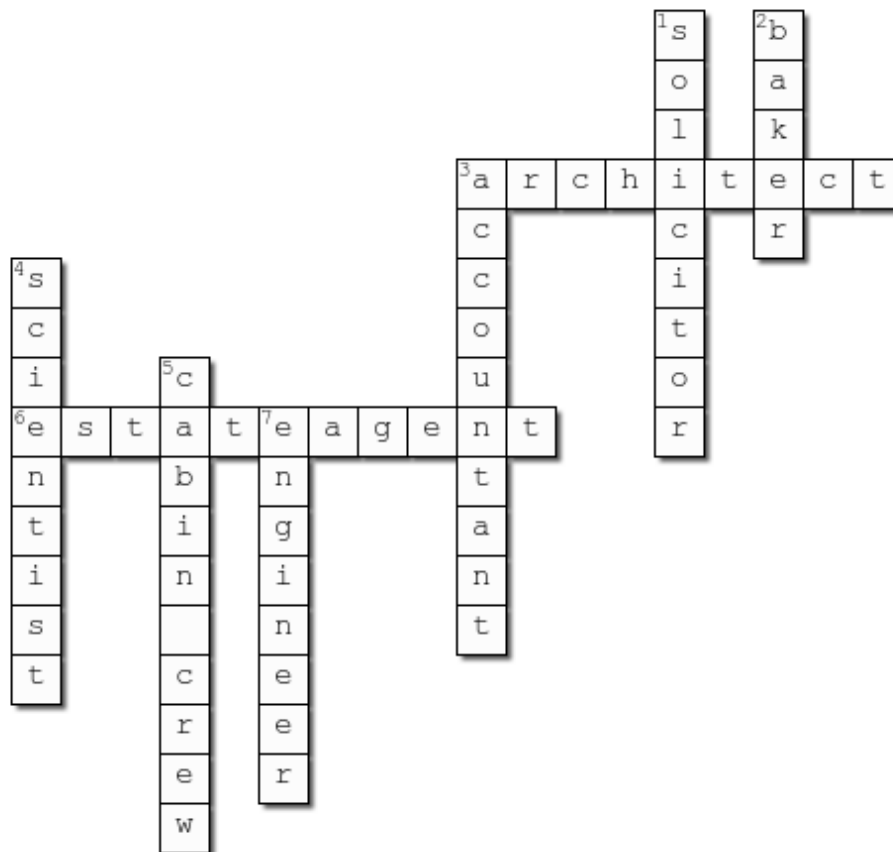
## Apprenticeships crossword

### Down

1. Helps solve legal matters
2. Works with dough
3. Works with the finances of a business
4. Works in a laboratory
5. The team who assists with air travel
7. Designs and builds machines

### Across

3. Helps design buildings
6. Sells property



# Appendix C

## Famous apprentices

Name	Apprenticeship	Fun Fact that belongs to this person
Gordon Ramsay	Advertising	His favourite subject at school was Art
Karren Brady	Football	He grew up wanting to become a professional footballer
David Beckham	Catering	She became the first woman to direct a premier league football club aged 23
Clare Smyth	Hairdressing	He left school with 2 GCSEs in Art and Geology
Jamie Oliver	Catering	He worked on his product line in New York
John Freida	Catering	She became the first female British chef to hold and retain 3 Michelin stars
Stella McCartney	Fashion	She designed team GB's kit for the 2012 Olympics
Sir Ian McKellen	Tailoring	He was Knighted in 1991
Karen Millen	Tailoring	She has stores in UK, USA, Russia, Ireland & Austria
Alexander McQueen	Performing Artss	He was chief designer at Givenchy