

INFLUENCERS

YEAR 8 APPRENTICESHIP ACTIVITY PACK

**The teacher handbook to be used in conjunction
with the year 8 student activity pack.**

Introduction

Introduction

This Teacher Handbook has been created to support the Apprenticeship Activity Pack for Year 8, which can be downloaded free of charge from www.apprenticeships.gov.uk/influencers/student-activity-packs

It forms part of a series of apprenticeship resources for Key Stage 3 students.



Interactive activities designed to inform year 7 students about apprenticeships.



Interactive activities designed to inform year 8 students about apprenticeships.



Interactive activities designed to inform year 9 students about apprenticeships.



Who is the Apprenticeship Activity Pack for Year 8 suitable for?

The pack has been designed with all students in mind. It contains a mix of apprenticeship-themed 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.

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Meet the apprentice	4	To enable students to read the story of an apprentice. To encourage students to reflect on the benefits of apprenticeships.	30 mins	Resources you will need A highlighter pen <ol style="list-style-type: none">1. Students should individually read through Charlotte's story.2. In pairs, the students can highlight where they feel the benefits of an apprenticeship are mentioned.3. Students should reflect independently on the final activity - what is the most inspirational reason to be an apprentice?4. Facilitate a class discussion to encourage all students to share what they believe are the most inspirational reasons to be an apprentice.

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Apprenticeship anagrams	5	To introduce students to the range of careers that can be started as an apprentice	25 mins	<ol style="list-style-type: none"> 1. Students should work through the anagrams and use the clues to help decipher the careers. (See Appendix B) 2. Provide the opportunity for students to check through their responses. 3. Ask the students to discuss in pairs, which of the careers would they most like to have and why. 4. Facilitate a class discussion where students can contribute their responses. <p>Stretch and support If students are struggling, the answers are in the box at the bottom of the page.</p>
Which apprentice am I?	6	To introduce students to the job descriptions of careers that can be started as apprenticeships	20 mins	<ol style="list-style-type: none"> 1. Introduce the activity by explaining that there are many apprenticeships available in job roles that the students may have not heard of. 2. Students should read through the list of 15 careers and try to match these to the descriptions below. (See Appendix C) 3. Give students the opportunity to check through their responses.
Logo Quiz	7	To experience the broad range of well-known companies offering apprenticeships	30 mins	<ol style="list-style-type: none"> 1. Students should work in pairs to identify as many companies as possible from the logos. 2. Allow 15 minutes and then go through the answers as a whole class. (See Appendix D) 3. Students should then individually reflect on which company they would like to work for and why. 4. Facilitate a class discussion where students are encouraged to share their responses to the final question. <p>Stretch and support This logo activity will work well as a competition.</p>

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
The ABC of careers	8	To encourage students to think of a range of careers through this alphabet activity	30 mins	<ol style="list-style-type: none"> 1. Allow students 15 minutes to write down as many careers or job roles as possible that begin with each letter of the alphabet. 2. Introduce the star scoring to the students. A letter with 1 star = 1 point. A letter with 2 stars = 2 points etc. 3. This activity can be turned into a competition where the aim is to score the highest number of points in the 15 minutes. 4. As a class, go through the responses, giving the students a chance to share and score their answers. 5. Refer to the A-Z of apprenticeships which can be downloaded from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/799897/A_to_Z_of_apprenticeships.pdf <p>Stretch and support For students who require stretch, encourage them to attempt the letters with 3 stars first. For students who require support, encourage them to attempt the letters with 1 star first, or pair students up for more support.</p>
Apprentices in their own words	9	To enable students to learn from the experience of real apprentices	Approx. 25 minutes	<p>Resources you will need A computer, projector and sound to play videos.</p> <ol style="list-style-type: none"> 1. This activity will require students to have access to the real apprentice videos found at www.apprenticeships.gov.uk/apprentices/real-stories 2. Students can watch these individually in a computer room or as a whole class. 3. The length of the activity depends on how many videos are watched. 4. As students watch the videos, they should note down what they have learnt from hearing the real apprentice stories. 5. Students should then work in pairs to discuss their answers to the two questions: <ul style="list-style-type: none"> - Why did they choose an apprenticeship? - What do they enjoy most about being an apprentice? 6. Facilitate a class discussion where students can share their responses.

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Apprenticeships that help others	11 - 12	To enable students to consider careers that help others and the skills needed for these roles	30 mins	<ol style="list-style-type: none">1. Introduce the activity by explaining that there are many apprenticeships available that lead to occupations focused on helping people.2. Students should complete the mind map, thinking of as many careers as possible that serve/help others.3. Provide an opportunity for students to share their ideas.4. The next activity focuses on the skills required to do a job that helps others. Students should read through the list of skills and should think of why this skill is necessary in helping others.5. Facilitate a class discussion where students can share and discuss their responses to this activity.
Be creative: apprenticeship poem	12	To raise awareness of apprenticeships in your school community	60 mins	<p>Resources you will need Paper, coloured pens, possible PC use.</p> <ol style="list-style-type: none">1. Students will need to work in pairs or in small groups for this activity to produce a poem poster to raise awareness of apprenticeships.2. Explain to the students what an acrostic poem is.3. Students should use their worksheet to plan their acrostic poem4. Students should then work to design a poster. Encourage students to be creative in their approach. `5. Photograph the displays/posters and share with @Apprenticeships on Twitter.

Task guidance

Instructions and guidance for each task

Task	Page	Purpose	Duration	Instructions
Be inventive: smoothie challenge Homework activity	13	To develop research skills and to invent a new flavour of smoothie	20 mins	Resources you will need 5 family members/friends to survey <ol style="list-style-type: none">1. This activity is intended as a homework task. Introduce the activity by explaining that apprentices often work to invent new products. Students will be tasked with inventing a new flavour of smoothie.2. Explain why market research is important. Students will need to conduct a survey of 5 relatives/friends.3. Based on their market research, they should state the proposed cost and flavour of their newly invented smoothie. Stretch and support <ul style="list-style-type: none">• If students are unable to survey family members, perhaps some fellow students could be identified for them to survey.• Encourage students to have a go at making their smoothie in the kitchen, with the help of a responsible adult.
Certificate	14	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.

Appendix B

Apprenticeship anagrams

Anagram	Clue	Answer
ECHREAT	I work with young people	Teacher
TALNED ERSUN	I work in healthcare	Dental Nurse
FEIMDIW	I help deliver babies	Midwife
PEDICRAMA	I work in emergency services	Paramedic
CHECTIRAT	I help design buildings	Architect
TOLIP	I work in travel	Pilot
RANYIEREVT ERSUN	I look after animals	Veterinary Nurse
TORUNAJISL	I report the news	Journalist
RKBAE	I create dough based products	Baker
AINCB WRCE	I help provide safe air travel	Cabin Crew
ILIVC EEGINERN	I help construct roads & bridges	Civil Engineer
SERDSEHIRAR	I style people's hair	Hairdresser
HTIBLSMACK	I work with metal	Blacksmith
TSOLRFI	I work with flowers	Florist
THUOY REKORW	I work with young people to engage them to make positive life choices	Youth Worker

ARCHITECT
CIVIL ENGINEER
MIDWIFE
DENTAL NURSE
HAIRDRESSER

TEACHER
PARAMEDIC
BLACKSMITH
CABIN CREW
BAKER

VETERINARY NURSE
YOUTH WORKER
PILOT
JOURNALIST
FLORIST

Appendix C

Which apprentice am I?

**PARAMEDIC
PROJECT MANAGER
SOFTWARE DEVELOPER
CIVIL ENGINEER
ADULT CARE WORKER**

**CHEF DE PARTIE
FIRST OFFICER PILOT
MARITIME CATERER
HAIR PROFESSIONAL
ARCHITECT**

**JUNIOR JOURNALIST
VETERINARY NURSE
WATCHMAKER
TEACHER
DENTAL NURSE**

1. I provide expert care for sick animals and help to educate owners on how to maintain the health of their pets.
I am a **VETERINARY NURSE**
2. I am responsible for the end to end delivery of projects. I have to make sure all work is completed within budget, on time and to a high standard. My job title is **PROJECT MANAGER**
3. I provide care for vulnerable adults within their own homes, day care centres, residential and nursing homes.
I work as an **ADULT CARE WORKER**
4. I am responsible for a specific part of a professional kitchen. Sometimes I am in charge of fish or sauces.
I am a **CHEF DE PARTIE**
5. I work on a ship in the hospitality services department. I work as a **MARITIME CATERER**
6. I design new buildings and help to redesign existing buildings. I am an **ARCHITECT**
7. I contribute to the creation and management of structures such as roads and bridges, that help to improve the way the UK functions. I am a **CIVIL ENGINEER**
8. I create news items using a combination of words, pictures and moving images.
I work as a **JUNIOR JOURNALIST**
9. I service quartz and mechanical watches. I am a **WATCHMAKER**
10. I build and test simple, high-quality code for software. I am a **SOFTWARE DEVELOPER**
11. I educate young people to achieve the highest possible standards.
My job title is a **TEACHER**
12. I provide hair cutting and styling services for men and women. I work as a **HAIR PROFESSIONAL**
13. I assist dental health professionals, providing chair side support and a high level of patient care.
I am a **DENTAL NURSE**
14. I provide high quality and compassionate care in emergency situations, responding to the needs of service users and carers across the lifespan. I work as a **PARAMEDIC**
15. I support the aircraft Commander and assist her/him in the safe and efficient conduct of the flight.
My job title is a **FIRST OFFICER PILOT**

Appendix D



Dunelm



Royal Mail



BT



Arts Council England



Bentley



House of Commons



NHS



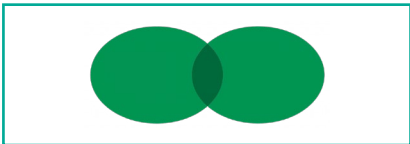
Amazon



RSPCA



ITV



Specsavers



Nestlé



TFL



Pret a Manger



Royal Airforce Engineering

More information on
apprenticeships:

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