AllAboutSchoolLeavers.co.uk
Apprenticeship Activity Pack

Fun apprenticeship-related activities and careers guidance lesson plans to be used in secondary schools

In association with: CGI
Welcome

To celebrate National Apprenticeship Week 2017, we've created this pack of teaching resources. In it, you'll find quick apprenticeship activities that can be used during lessons as starters or plenaries. These can also be used in PSHEE lessons, tutor periods and one-off careers guidance sessions.

You'll also find a selection of individual exercises to be used in English, maths and history lessons, as well as two complete careers guidance lesson plans.

These resources can be used throughout the entire academic year as a way of educating your students about apprenticeships and school leaver programmes.

The activities are designed to incorporate into your lesson plans as you see fit: some are more substantial; others will take less than 10 minutes to complete. It's up to you how you want to use them. Be our guest!
Contents

General Activities

Activity 1: True or False? 5 - 7
Activity 1: True or False? – Answer Sheet 8 - 9
Activity 2: Old or Modern? 10 - 12
Activity 2: Old or Modern? – Answer Sheet 13 - 14

History Activity

Activity 3: Test your Apprenticeship History Knowledge 16 - 18
Activity 3: Test your Apprenticeship History Knowledge – Answer Sheet 19

Maths Activity

Activity 4: Higher Apprenticeships in Numbers 21
Activity 5: Increase in Apprenticeships 22

English/Careers Lesson Activity

Activity 6: Writing a Cover Letter – Teacher Instruction Sheet 24
Activity 6: Writing a Cover Letter 25

Lesson Plans

Complete the Career Test & Career Exploration 31 - 38
General Activities

These short and snappy activities can be employed in any lesson. They are designed for use at the start of a lesson or towards the end. Think of them as starters or plenaries with an apprenticeship twist!

These activities can also be worked into the following:

- PSHEE lessons;
- Tutor periods;
- Optional careers guidance sessions for sixth form students (i.e. during free periods).
Activity 1: True or False?

This exercise aims to show the wide range of careers that can be accessed through an apprenticeship or school leaver programme, and counter the notion that apprenticeships are just for those interested in engineering, hairdressing or construction roles.

**Age group(s):** 14-18

**Key Stage(s):** PSHEE: Key Stage 4 – Economic Well-being & Financial Capability

Post-16 – Careers Information, Advice & Guidance

Activity 2: Old or Modern?

This exercise is designed to give students a sense of how apprenticeships have evolved over time, as well as intriguing them with some really grisly medieval apprenticeships!

**Age group(s):** 14-18

**Key Stage(s):** PSHEE: Key Stage 4 – Economic Well-being & Financial Capability

Post-16 – Careers Information, Advice & Guidance

Both of these activities are quizzes, not tests. They should be used as a fun way for your students to find out more about apprenticeships. Your students will not need access to the internet or other resources to complete the exercise. They will just need a pen and an inquisitive mind to get the most out of the activity.
**Activity 1: True or False?**

Can you do this job with an apprenticeship or school leaver programme?

Do you know what careers you can do with an apprenticeship or through a school leaver programme?

Fill out the table below, ticking the “true” box if you think you can access the profession through an apprenticeship and the “false” box if you think you can’t. You might be surprised…

<table>
<thead>
<tr>
<th>Can I do this job with an apprenticeship or school leaver programme?</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Designer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporated Engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralegal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chartered Accountant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Plumber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textile Designer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estate Agent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chef</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUICK FACT:**

Did you know that a Degree Apprenticeship is the only type of apprenticeship that leads to a Level 6 or 7 qualification; the equivalent of a full bachelor’s and master’s degree?
### Activity 1: True or False? – Answer Sheet

Can you do this job with an apprenticeship or school leaver programme?

<table>
<thead>
<tr>
<th>Can I do this job with an apprenticeship or school leaver programme?</th>
<th>True</th>
<th>False</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Designer</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporated Engineer</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paralegal</td>
<td>✓</td>
<td></td>
<td>Law firms like Kennedys, DWF and Plexus offer legal services apprenticeships. There's even a new higher apprenticeship in legal services.</td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td>✓</td>
<td>There is no doctor apprenticeship, although there are healthcare assistant roles accessible through apprenticeships.</td>
</tr>
<tr>
<td>Chartered Accountant</td>
<td>✓</td>
<td></td>
<td>Most of the big accountancy firms now have school leaver programmes that enable school leavers to gain chartered accountancy status</td>
</tr>
<tr>
<td>IT Manager</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Consultant</td>
<td>✓</td>
<td></td>
<td>Traditionally the reserve of graduates, PwC now offers a management consulting higher apprenticeship.</td>
</tr>
<tr>
<td>Sales Consultant</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td>Available</td>
<td>Remarks</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>✓</td>
<td>There is no teacher apprenticeship, although there are apprenticeships for teaching and classroom assistants.</td>
<td></td>
</tr>
<tr>
<td>Office Manager</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plumber</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barrister</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Assistant</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textile Designer</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estate Agent</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chef</td>
<td>✓</td>
<td>Jamie Oliver started out as an apprentice chef!</td>
<td></td>
</tr>
</tbody>
</table>

**QUICK FACT:**

By 2020, the UK government aims to create a whopping three million apprenticeships.
Activity 2: Old or Modern?

British apprenticeships now and then

Apprentices have been around FOREVER. Did you know there were apprentices in Ancient Egypt?

Many modern apprenticeships are completely unique to this century; others can trace their roots back hundreds of years. There are also apprenticeships that did exist in the past (we're talking hundreds of years ago) but aren't around today. Below you'll find examples of modern and really old apprenticeships. All you need to do is match up the job title with the description.
Match the apprenticeships up with the job description

1. Fuller's apprentice
2. Apprentice farrier
3. Trainee quantity surveyor
4. Apprentice pin-maker
5. Apprentice fabricator
6. Apprentice social digital assistant
7. Apprentice dental nurse
8. Gong-scourer's boy

(a) I sharpen thin bits of wire and wrap another bit of wire round one end. People then use my product to fasten their clothes together.

(b) I go into rich peoples' cesspits and scoop out human waste from the narrowest and hardest to reach parts of the pit.

(c) I'm involved in all aspects of patient care, such as getting the appropriate instruments ready, mixing materials and ensuring patient comfort. I might tidy the surgery and sterilise all of the instruments.

(d) I make and fit shoes for horses, based on the needs and requirements of individual horses.

(e) I tread cloth about in barrel with a mixture of other people's stale urine and ground clay.

(f) I manufacture metal structures and equipment from raw materials such as metal plate, tube and sectional metals.

(g) I implement social media strategy, using Facebook, Twitter, blogging and other sites to interact with customers and manage my company's presence.

(h) When I qualify, I'll be responsible for calculating, estimating, managing and refining all monetary costs and expenditures associated with a construction project

That was tough! Did you get them all right? Check with your teacher.
Finally, can you tell the modern apprenticeships apart from the historical apprenticeships? There’s one apprenticeship that has been around for hundreds of years and is still around today. Can you guess which one it is? Put the apprenticeships in the right column.

<table>
<thead>
<tr>
<th>Apprenticeships now</th>
<th>Apprenticeships in the past</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**QUICK FACT:**

A Higher Apprenticeship functions pretty much like other apprenticeships in the sense that it will give you a mix of on and off-the-job training. However, these apprenticeships are designed to equip you with more advanced skills and qualifications than an Intermediate or Advanced Apprenticeship.
Activity 2: Old or Modern? – Answer Sheet

British apprenticeships, now and then:

1. Fuller's apprentice
   (e) I tread cloth about in barrel with a mixture of other people's stale urine and ground clay.

2. Apprentice farrier
   (d) I make and fit shoes for horses, based on the needs and requirements of individual horses.

3. Trainee quantity surveyor
   (h) When I qualify, I'll be responsible for calculating, estimating, managing and refining all monetary costs and expenditures associated with a construction project.

4. Apprentice pin-maker
   (a) I sharpen thin bits of wire and wrap another bit of wire round one end. People then use my product to fasten their clothes together.

5. Apprentice fabricator
   (f) I manufacture metal structures and equipment from raw materials such as metal plate, tube and sectional metals.

6. Apprentice social digital assistant
   (g) I implement social media strategy, using Facebook, Twitter, blogging and other sites to interact with customers and manage my company's presence online.

7. Apprentice dental nurse
   (c) I'm involved in all aspects of patient care, such as getting the appropriate instruments ready, mixing materials and ensuring patient comfort. I might tidy the surgery and sterilise all of the instruments.

8. Gong-scourer's boy
   (b) I go into rich peoples' cesspits and scoop out human waste from the narrowest and hardest to reach parts of the pit.
**Modern apprenticeships:**
Trainee quantity surveyor  
Apprentice social digital assistant  
Apprentice dental nurse  
Apprentice fabricator

**Past apprenticeships:**
Fuller's apprentice  
Apprentice pin-maker  
Gong-scourer's boy

**Past and present apprenticeship:**
Apprentice farrier
History Activity

This activity is designed to incorporate into a history lesson, although it can also be used in careers guidance session.

Activity 3: Test your Apprenticeship History Knowledge

A fun, multiple-choice history quiz. To be used in history lessons to celebrate apprenticeships through the ages.

Age group(s): 14-18

Key Stage(s): History: Key Stage 4

English: Post-16 (A-level or equivalent)

This activity is a quiz, not a test. It should be used as a fun way for your students to find out more about apprenticeships. Your students will not need access to the internet or other resources to complete the exercise. They will just need a pen and an inquisitive mind to get the most out of the activity.
Activity 3: Test your Apprenticeship History Knowledge

The Ultimate Apprenticeship History Quiz

Put your knowledge of apprenticeships to the test with this history quiz! How many can you get right? If you don't know the answer, take a guess!

1. If you were an apprentice in the medieval times, what condition would be part of the apprenticeship agreement with your master?

(a) To never wear a wig
(b) To never hang around in pubs
(c) To always keep your shoes clean

2. What law did Queen Elizabeth I pass in London in 1590-95?

(a) That apprentices were not allowed to play football
(b) That apprentices had to be paid a minimum wage
(c) That apprentices always had to be smartly dressed

3. Where does the phrase “learning the ropes” originate from in the 18th century?

(a) Rope-makers, teaching apprentices their trade
(b) Apprentices at sea learning to climb the rigging and work the sails
(c) Feeling ropey after a day of learning a trade

4. How long would an apprenticeship normally last in medieval times?

(a) Usually two years, sometimes up to five years
(b) Usually five years, sometimes up to seven years
(c) Usually seven years, sometimes up to 10 years
5. What year were apprenticeships first regulated regarding duration and working conditions?
(a) 1563
(b) 1867
(c) 1978

6. Before the 18th century, apprentices were:
(a) Male
(b) Female
(c) Both

7. What did the 1563 Statute of Apprentices declare?
(a) That it was illegal to employ an apprentice under the age of 10
(b) That it was illegal to enter a trade unless you’d been an apprentice
(c) That it was illegal for an apprentice to work more than 12 hours a day

8. What was an apprentice named Parker fined for doing in the Royal Worcester porcelain factory in 1858?
(a) Mouse hunting during work time
(b) Stealing a porcelain plate
(c) Climbing on the factory equipment
9. What disgusting job did a fuller's apprentice have to do before the advent of fuller's earth?

(a) Pick lice from customers' hair
(b) Paddle in a bucket of old urine and ground up clay to tighten up wool
(c) Clear out posh people's cesspits before the introduction of the sewers

10. According to one source, Victorian dressmakers in the second or third year of their apprenticeship could earn up to £25 a year. What would their equivalent annual earnings be today?

(a) Around £14,700
(b) Around £10,250
(c) Around £25,350

Ask your teacher for the answers! How many did you get right?

0 = Better luck next time! You are a fresh-as-a-daisy newbie apprentice.
1-3 = Not bad! You are a first year apprentice just starting to learn the trade.
4-6 = Well done! You are an Improver and a couple of years into your apprenticeship.
7-9 = Excellent work! You are a senior apprentice at the top of your game.
10 = Amazing! All hail the Apprentice Master!
**Activity 3: Test your Apprenticeship History Knowledge – Answer Sheet**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(b)</td>
<td>The parents or guardians of a young person would agree with a Guild's Master craftsman the conditions and rules for an apprenticeship, which would bind the young person for the duration of the programme.</td>
</tr>
<tr>
<td>2</td>
<td>(a)</td>
<td>They wouldn't have been able to do very much of any pastime, as at this point no wage had to be paid to an apprentice since the technical training was provided in return for the labour given.</td>
</tr>
<tr>
<td>3</td>
<td>(b)</td>
<td>Boys often went on board as captains' or other officers' servants.</td>
</tr>
<tr>
<td>4</td>
<td>(c)</td>
<td>An Apprenticeship Indenture was a legal document binding a child (usually around the age of 12 or 13 but sometimes as young as seven) to a master or mistress for seven or more years.</td>
</tr>
<tr>
<td>5</td>
<td>(a)</td>
<td>The Statute of Artificers, introduced by the parliament of Elizabeth 1st in 1563, made it illegal for anyone to “exercise any art, mystery or occupation now used or occupied within the realm of England and Wales except he shall have been brought up therein seven years at the least as an apprentice”.</td>
</tr>
<tr>
<td>6</td>
<td>(c)</td>
<td>From 1601, 'parish' apprenticeships under the Elizabethan Poor Law came to be used as a way of providing for poor, illegitimate and orphaned children of both genders alongside the regular system of skilled apprenticeships.</td>
</tr>
<tr>
<td>7</td>
<td>(b)</td>
<td>Before the introduction of this legislation, apprenticeships were regulated by the guilds of trades and craftsmen.</td>
</tr>
<tr>
<td>8</td>
<td>(a)</td>
<td>‘Parker', was repeatedly fined for causing havoc at work. In his most outrageous act in 1958, the apprentice was fined three pence for 'letting off fireworks in shop'.</td>
</tr>
<tr>
<td>9</td>
<td>(b)</td>
<td>Fulling, also known as tucking or walking, is a step in woolen cloth-making which involves the cleansing of cloth (particularly wool) to eliminate oils, dirt, and other impurities, and making it thicker.</td>
</tr>
<tr>
<td>10</td>
<td>(a)</td>
<td>That's more than about 20% of the UK's workers, who earn less than £10,000 a year.</td>
</tr>
</tbody>
</table>
Maths Activities

These activities are designed for use in Key Stage 4 maths lessons.

Activity 4: Higher Apprenticeships in Numbers

This maths exercise is for Key Stage 4 students studying cumulative frequency. Using the apprenticeship data supplied, students are asked to create a cumulative frequency diagram.

Age group(s): 14-16

Key Stage(s): Mathematics: Key Stage 4 – Handling Data

Activity 5: Increase in Apprenticeships

This maths exercise is for Key Stage 4 students studying percentage increase. Using the apprenticeship data supplied, students are asked to complete a percentage increase table.

Age group(s): 14-16

Key Stage(s): Mathematics: Key Stage 4 – Number & Algebra
Activity 4: Higher Apprenticeships in Numbers

Cumulative Frequency Activity Sheet

3,700 people (aged 16-31) started a Higher Apprenticeship in the UK in 2011-12. The table below shows how many people from different age groups started these schemes.*

1. Using this apprenticeship data, complete the following cumulative frequency table:

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Cumulative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>290</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>20-21</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>22-23</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>24-25</td>
<td>540</td>
<td></td>
</tr>
<tr>
<td>26-27</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>28-29</td>
<td>420</td>
<td></td>
</tr>
<tr>
<td>30-31</td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a cumulative frequency diagram using the data in your table.

3. Find the median.

4. Find the lower and upper quartiles. Estimate the interquartile range.

* This data is interpreted and adapted from official government data published by The Data Service.
## Activity 5: Increase in Apprenticeships

### Percentage Change Activity Sheet

As you can see from the data below, the number of young people starting apprenticeships in England has been increasing almost every year since 2006. After a slight dip in 2013/14, numbers are rising yet again.*

Using a calculator, work out the percentage change in apprenticeship starts each year from 2006/7 to 2015/16.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Apprenticeship Starts in England</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07</td>
<td>184,400</td>
</tr>
<tr>
<td>2007/08</td>
<td>224,800</td>
</tr>
<tr>
<td>2008/09</td>
<td>239,900</td>
</tr>
<tr>
<td>2009/10</td>
<td>279,700</td>
</tr>
<tr>
<td>2010/11</td>
<td>457,200</td>
</tr>
<tr>
<td>2011/12</td>
<td>502,500</td>
</tr>
<tr>
<td>2012/13</td>
<td>510,200</td>
</tr>
<tr>
<td>2013/14</td>
<td>440,400</td>
</tr>
<tr>
<td>2014/15</td>
<td>499,900</td>
</tr>
<tr>
<td>2015/16</td>
<td>509,400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 2006/07 to 2007/08</td>
<td>%</td>
</tr>
<tr>
<td>From 2007/08 to 2008/09</td>
<td>%</td>
</tr>
<tr>
<td>From 2008/09 to 2009/10</td>
<td>%</td>
</tr>
<tr>
<td>From 2009/10 to 2010/11</td>
<td>%</td>
</tr>
<tr>
<td>From 2010/11 to 2011/12</td>
<td>%</td>
</tr>
<tr>
<td>From 2011/12 to 2012/13</td>
<td>%</td>
</tr>
<tr>
<td>From 2012/13 to 2013/14</td>
<td>%</td>
</tr>
<tr>
<td>From 2013/14 to 2014/15</td>
<td>%</td>
</tr>
<tr>
<td>From 2014/15 to 2015/16</td>
<td>%</td>
</tr>
</tbody>
</table>
English Activity

This activity is designed for use in Key Stage 4 and Post-16 English lessons, but can just as easily be used in a careers lesson.

Activity 6: Writing a Cover Letter

This activity is aimed to help students develop their persuasive and letter-writing skills by setting them the very real task of writing a cover letter for an apprenticeship or school leaver programme. It can be incorporated into a lesson plan as you see fit.

Age group(s): 14-18

Key Stage(s): English: Key Stage 4 - Writing (Composition)

PSHEE: Key Stage 4 – Economic Well-being & Financial Capability

English: Post-16 (A-level or equivalent)
Activity 6: Writing a Cover Letter – Teacher Instruction Sheet

Persuasive writing: constructing a cover Letter

This activity is aimed to help students develop their persuasive and letter-writing skills by setting them the very real task of writing a cover letter for an apprenticeship or school leaver programme.

They’ll need to write a cover letter to the recruiter (e.g. you) convincing them that they are the right person for the job.

Useful resources:

Students can use the cover letter advice on AllAboutSchoolLeavers.co.uk (www.allaboutschoolleavers.co.uk/articles/article/40/school-leaver-cover-letter or www.allaboutschoolleavers.co.uk/articles/article/13/apprenticeship-cover-letter) or printouts of the aforementioned articles as guides.

Guidelines:

- Students should be made aware of the function and standards of a cover letter. You can use this article as a guide: www.allaboutschoolleavers.co.uk/articles/article/164/dos-and-don-ts-cover-letter-grammar-wording

- The cover letter should be one side of A4 and ideally shorter than 400 words.

- Discuss which types of persuasive language would be appropriate in this situation: power of three, emotive language, rhetorical questions, command, direct address, exaggeration, alliteration, superlatives, statistics.

- Ask students to identify the key competencies looked for in each job advert and shortlist three or four qualities they’ll want to demonstrate in their cover letter. Encourage them to use real examples of times when they have shown these qualities.

- Go through any terms in the job adverts that might cause confusion.

QUICK FACT:

Nationally recognised apprenticeships must follow an accredited framework – these are used by colleges, employers and training providers to make sure that all apprenticeship programmes are delivered consistently and to national standards.
Activity 6: Writing a Cover Letter

Flexing your persuasive writing skills

Cover letters are incredibly important. When you apply for a job and they don't have an online application form, you'll send in a cover letter accompanying your CV. Cover letters used to be mainly paper documents, but now most cover letters are sent via email to companies.

A cover letter is your case for why they should offer you the job. It's your written response to the job advert and you need to persuade the company to take you on. The best way to get good at writing cover letters is to practise. So here's your task:

Write a cover letter in response to one of the job adverts supplied with this sheet OR create your own job advert and write a cover letter applying to the role.

Here are some pointers:

- You can use [www.allaboutschooleavers.co.uk/articles/article/40/school-leaver-cover-letter](http://www.allaboutschooleavers.co.uk/articles/article/40/school-leaver-cover-letter) or [www.allaboutschooleavers.co.uk/articles/article/13/apprenticeship-cover-letter](http://www.allaboutschooleavers.co.uk/articles/article/13/apprenticeship-cover-letter) for advice on how to write a cover letter.

- Your cover letter shouldn't be longer than a side of A4.

- Before you start. Look at the job advert and identify three or four keys things that the company is looking for. Think about how you can show that you have these qualities in your cover letter. Also think about why you would want to work for that company in particular.

- Example structure for your cover letter:
  - As it is a formal letter, your address and the name and address of recipient should be at the top of the letter. Start the letter with “Dear” followed by the name of the person you are writing to.
  - **First paragraph:** Tell the employer who you are (e.g. “I’m a GCSE student at XYZ school”) and why you are writing. Mention the role you are applying to and give a unique reason why you'd be great for it.
  - **Second paragraph:** Tell the company why you want to work for them. Try to come up with a reason that sounds genuine and unique.
- **Third paragraph:** This is where you can show them that you have the skills and qualities to do the job. Demonstrate your employability by drawing on examples from your extra-curricular activities, e.g. being in a sports team, part-time work or Young Enterprise. Explain how the skills you have developed can be transferred to the workplace.

- Sign off the letter with “Yours sincerely” if it's being sent to a named person; “Yours faithfully” if you haven't addressed it to a particular person.
Job Advert 1

Degree Apprenticeship in IT or Business @ CGI

Our Degree Apprenticeship offers you the chance to study for a degree, whilst working and earning a salary with all tuition fees paid for. It's a great way of starting your career early and earning a good salary, whilst still gaining an academic qualification and support from a large company.

You don't necessarily have to have a business or IT related A-level/BTEC or equivalent, but you will need a keen interest in these areas. We are looking for enthusiastic, highly motivated and driven individuals with a passion for business or IT.

Applicants need to be:

- Able to communicate clearly, articulately and persuasively;
- Able to demonstrate knowledge and understanding of current business issues and technology trends
- Able to work as part of a team and contribute to their team's success;
- Open minded and able to adapt to changing priorities/workloads
- Able to demonstrate self-motivation and good time management skills;
- Honest and courageous
- Curious, keen to learn and willing to share knowledge
- Able to build and sustain relationships

CGI have offices nationwide and have some big household names amongst their clients. We're a global company, so you'll benefit from the wide range of resources and experiences a company our size can offer as well as the local support you will receive from the student community. You will work on our real live projects meaning you can shape and develop your career choosing different roles and career paths and across our different business units.

You can apply to the scheme online, via the CGI website: https://www.cgi-group.co.uk/careers
Job Advert 2

Teaching Assistant Apprenticeship @ Verygoode Primary School

The job will involve:

- Setting up equipment and getting things ready for lessons
- Helping pupils who need extra support to complete tasks
- Listening to children
- Helping the teacher to maintain records
- Helping with school activities, sports events and outings

During the apprenticeship, you will work towards elements of your NVQ including:

- Providing support for learning activities
- Supporting children's development
- Helping to keep children safe
- Contributing to positive relationships
- Providing effective support for your colleagues
- Learning Method and Assessment

Verygoode is a small primary school. The school has developed physically and academically over the past few years. We are currently a lead school in literacy for teacher training students and a leading school in assessment for learning. Our aim is to create a secure and enjoyable environment where children become successful learners, confident individuals and responsible citizens through a broad, enriched, creative curriculum.

All cover letters should be sent to Mark Smith, Head Teacher at Verygoode Primary School.
Job Advert 3

Multi Activity Instructor Apprentice @ Deerhall Lake and Activity Centre

The post will require you to be an apprentice multi activity instructor - mainly supporting and delivering water and land based activities. You may be required to assist/deliver sessions in team development, football, orienteering, badminton, archery, climbing, high ropes, water sports and other activities that the centre requires.

Applicants will need to demonstrate:

- A highly developed sense of responsibility
- An ability to communicate with and motivate a wide range of people
- An ability to work well in a team
- Plenty of enthusiasm
- A passion for sport and outdoor activities

The Deerhall Lake and Activity Centre prides itself on providing excellent outdoor and sporting activities in a safe and secure environment. We have been running outdoor pursuits for schools, colleges, youth and corporate groups since 1980.

All staff members are extremely passionate about the great outdoors and sport, and are completely dedicated to ensuring you have the most exhilarating and rewarding time imaginable. We are proud to offer a friendly, flexible service and tailor all our programmes to meet the specific needs of each and every group.
Lesson Plans

Lesson One: Complete the Career Test

The objective of Lesson One is to help students understand which industries are a good match for their personality, skills and interests. Students will be invited to complete our free Career Test using MyCareerSpringboard.org, which is designed to act as a catalyst for further career exploration.

Age group(s): 14-18

Key Stage(s): PSHEE: Key Stage 4 – Economic Well-being & Financial Capability

Post-16 – Careers Information, Advice & Guidance

Lesson Two: Career Exploration

The objective of Lesson Two is to help students explore the industries that are a good match for their personality, skills and interests in more detail. Students will be invited to explore the sectors they have chosen using our interactive Career Exploration Tool on MyCareerSpringboard.org.

Age group(s): 14-18

Key Stage(s): PSHEE: Key Stage 4 – Economic Well-being & Financial Capability

Post-16 – Careers Information, Advice & Guidance
## LESSON ONE: COMPLETE THE CAREER TEST // LESSON PLAN

### Time needed...

| 50 minutes |

### Lesson objective...

To help students understand which industries are a good match for their personality, skills and interests. The Career Test is designed to act as a catalyst for further career exploration.

### Requirements / Resources...

- **Students work individually** in this lesson.
- Each student will need their own **computer with internet access**.
- The teacher will need their own computer with internet access.
- Students will need an **email address** in order to **register**.
- Students will need a **pen** to note down their **login details for future lessons**.

### Optional resources...

- A **projector** connected to the teacher’s computer, so students can be guided through the registration, career test and results page step-by-step.

### INTRODUCTION (10 MINUTES)

- **Quick Q&A** – Start by asking your students if they know what they want to do with their career. It’s likely that some will have ideas and the rest of the class won’t have a clue.
- **Explain** the importance of thinking about your career options before you leave school. Visit AllAboutSchoolLeavers' School Leaver Insights page for examples of young people who have done this: [www.allaboutschooleavers.co.uk/news/school-leaver-insights](http://www.allaboutschooleavers.co.uk/news/school-leaver-insights)
- **Introduce MyCareerSpringboard** and briefly explain how the Career Test works.

### REGISTRATION (5 MINUTES)

- Ask students to go to [www.mycareerspringboard.org](http://www.mycareerspringboard.org)
- Instruct students to enter their name and email address, and click the ‘Go’ button.
- Give students a few minutes to follow the onscreen instructions and complete the registration process.
- **Instruct students to make a note of their login details**, i.e. their email address and password for future lessons.

### Discussion points...

- **Explain the advantages of MyCareerSpringboard being on the internet**, i.e. if they have an internet connection, students can login to the website at home whenever they want.
COMPLETE THE CAREER TEST (25 MINUTES)

- Once the students have completed the registration process, **the test will begin automatically**.
- Instruct the students to **read each question carefully** before **choosing one answer** and clicking ‘Next’.
- Students can go back if they make a mistake.
- The test should take **between 15 and 25 minutes for each student**, depending on individual ability.

**Discussion points...**

- **Explain the importance of finding** a career that is **a good match** for your personality, skills and interests.
- **Give examples of skills, interests and personality traits** that might influence your suitability for a certain career.

RESULTS (10 MINUTES)

- Once the students have completed the Career Test, they will land on the **Results page**, where they will be shown how each sector matches up to their personality, skills and interests.
- Instruct the students to **read the sector overviews** of the industries that interest them the most.
- Students must then **choose the sectors** that they want to explore in more detail.
- They must select **at least one**, and a **maximum of five**.
- Once they have chosen their sectors, instruct them to **click on the ‘Go’ button**.
- Students will land on the **Career Exploration page**. At this point, ask them to close their web browser.

**Discussion points...**

- **Explain** the importance of being recommended a ‘sector’ to explore, rather than a very specific occupation. This could lead to looking at careers they might never have even heard of.
- **Explain** the importance of exploring each sector in more detail, which is something students will do in **Lesson Two**.

HOMEWORK (15 MINUTES)

- Instruct students to think about their personality traits, skills and interests. Ask them to write down five reasons why they think the sectors they have chosen are a good match for them.
- If possible, they should take a look at AllAboutSchoolLeavers’ online Industries section at [www.allaboutschoolleavers.co.uk/industries](http://www.allaboutschoolleavers.co.uk/industries) which outlines industries and sub-categories of these in more detail, along with suggestions of related apprenticeships and school leaver programmes.
LESSON ONE: STUDENT INSTRUCTIONS

Time needed...  50 minutes

Lesson objective... To help you understand which industries are a good match for your personalities, skills and interests.

What do you need?
- You will need your own computer with internet access.
- You will need an email address in order to register.
- You will need a pen to note down your login details for future lessons.

My login details...
- Email:
- Password:

STEP ONE: REGISTER
- Go to www.mycareerspringboard.org
- Enter your name and email address, and click the ‘Go’ button.
- Follow the onscreen instructions and complete the registration process.
- Make a note of your login details, i.e. your email address and password.

STEP TWO: COMPLETE THE CAREER TEST
- Read each question carefully before choosing one answer and clicking ‘Next’.
- You can go back if you make a mistake.
- The test should take between 15 and 25 minutes.

STEP THREE: RESULTS
- Once you have completed the Career Test, you will be shown how each sector matches up to your personality, skills and interests.
- Read the sector overviews of the industries that interest you the most.
- Choose the sectors that you want to explore in more detail. You can select a maximum of five, and you must select at least one.
- Once you have chosen your sectors, click on the ‘Go’ button.
- You will land on the Career Exploration page. At this point, close your web browser.

HOMEWORK
- Think about your personality traits, skills and interests. Write down five reasons why you think the sectors you’ve chosen are a good match for you. If possible, look at AllAboutSchoolLeavers' Industries section www.allaboutschoolleavers.co.uk/industries which outlines industries and sub-categories of these, along with suggestions of related apprenticeships and school leaver programmes.
# LESSON ONE: HOMEWORK

Why are these sectors a good match for your personality, skills and interests?

1) Write down the names of the sectors that interest you.
2) Explain why you think they are a good match for your personality, skills and interests.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON TWO: CAREER EXPLORATION // LESSON PLAN

**INTRODUCTION (10 MINUTES)**
- Explain the importance of exploring your career options in more detail.
- Briefly explain how the Career Exploration tool works.
- Collect students' homework from the previous lesson.

**LOGIN (5 MINUTES)**
- Ask your students to go to www.mycareerspringboard.org.
- Instruct students to click the ‘Student Login’ button.
- Give students a minute to follow the onscreen instructions and login to MyCareerSpringboard.
- Students will automatically be redirected to the Career Exploration page. If they are not, and are still on the Results page, instruct them to choose the sectors they want to explore and click the ‘Go’ button.

**EXPLORE SECTORS (35 MINUTES)**
- Once the students have logged in and are on the Career Exploration page, they will see the sectors they selected in the previous lesson.
- Explain the structure of the Career Exploration tool and the different types of information they can access, i.e. Overviews, Career Paths, Occupations and Videos.
- Allow students the freedom to explore each sector they have chosen in greater detail. They can read sector overviews, explore different career paths, read occupational...

**Lesson objective...**
To help students explore the industries which match their personality, skills and interests in more detail.

**Time needed...**
50 minutes

**Requirements / Resources...**
- Students work individually in this lesson.
- Each student will need their own computer with internet access.
- The teacher will need their own computer with internet access.
- Students will need their login details from the previous lesson.

**Optional resources...**
- A projector connected to the teacher's computer, so students can be guided through the login and career exploration page step-by-step.
- Headphones for students, which can be hooked up to the computer when they are watching career videos.

**Optional resources...**
- A projector connected to the teacher's computer, so students can be guided through the login and career exploration page step-by-step.
- Headphones for students, which can be hooked up to the computer when they are watching career videos.
profiles and watch videos; all of which are specific to the sectors they have chosen to explore.

- If students want to explore a different sector to the ones they have already selected, they can simply click on the name of the sector in the menu at the bottom of the page.
- Once students have finished exploring the different sectors, instruct them to make their final sector selections and click on the 'Finished? Click here' button.
- Students will land on the homepage of AllAboutCareers.com

Discussion points...

- **Explain the importance of using this information as a point from which to take the next step in your career**, i.e. looking at university courses and searching for school leaver programmes and apprenticeships. Take a look at AllAboutSchoolLeavers' School Leaver Options section [www.allaboutschooleavers.co.uk/school-leaver-options](http://www.allaboutschooleavers.co.uk/school-leaver-options) which details all sorts of apprenticeships, school leaver programmes and other options like further education college.

- **Explain the importance of keeping up-to-date** with the latest industry developments, careers advice and job opportunities. The National Apprenticeship Service ([www.getingofar.gov.uk](http://www.getingofar.gov.uk)) and AllAboutSchoolLeavers' Jobs page ([www.allaboutschooleavers.co.uk/jobs](http://www.allaboutschooleavers.co.uk/jobs)) can help with keeping up to date on opportunities, and AllAboutSchoolLeavers' News page features the latest developments in the world of school leaver options: [www.allaboutschooleavers.co.uk/news](http://www.allaboutschooleavers.co.uk/news)

---

**HOMEWORK (20 MINUTES)**

- Instruct students to write down the five career paths and five occupations that they are most interested in. Ask them to briefly explain their choices.
LESSON TWO: STUDENT INSTRUCTIONS

<table>
<thead>
<tr>
<th>Time needed...</th>
<th>Lesson objective...</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>To help you explore the industries which match your personality, skills and interests in more detail.</td>
</tr>
</tbody>
</table>

What do you need?
- You will need your own computer with internet access.
- You will need your login details from the previous lesson.
- You will need to use headphones (if instructed to by your teacher) when you are watching career videos.

STEP ONE: LOGIN
- Go to www.mycareerspringboard.org
- Click the ‘Student Login’ button.
- Follow the onscreen instructions and complete the login process.

STEP TWO: EXPLORE SECTORS
- You are now on the Career Exploration page of MyCareerSpringboard.
- This is your chance to explore the sectors you have chosen in more detail.
- You can read sector overviews, explore different career paths, read occupational profiles and watch videos; all of which are specific to the sectors you have chosen to explore.
- If you want to explore a different sector to the ones you have already selected, simply click on the name of the sector in the menu at the top of the page.
- Once you have finished exploring the different sectors, make your final sector selections and click on the ‘Finished? Click here’ button.
- You will land on the Noticeboard Welcome Page. At this point, close your web browser.

HOMEWORK
- Write down the names of the five career paths and five occupations that interest you the most. Briefly explain your choices.
**LESSON TWO: HOMEWORK**

**Why are you interested in these career paths and occupations?**

1) Write down the names of the five career paths and five occupations that interest you the most.

2) Explain why you’re interested in these. Are you interested in the occupation Graphic Designer because you enjoy being creative? Or in the Financial career path because you enjoy maths?

<table>
<thead>
<tr>
<th>Career Paths</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupations</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>