

Guidance for teachers

Overview

These lesson activities have been designed for teachers to help students discover more about the broad range of apprenticeships available. The flashcards provide key facts and images of each of the 12 domestic trades and should act as a guide for further discussion and enquiry.

Preparation

- Use the set of 12 flashcards as provided in the resource toolkit.
- The cards can be placed on the wall, printed out and handed out in groups, or looked at online, depending on your choice of activity.
- Use the Student worksheet templates (provided on the next pages) or adapt these to create your own student worksheet.

Delivery ideas: 3 ways to use the Try a Trade Flashcards and Facts

Below are 3 suggestions of ways to use the flashcards to help engage the students in building their knowledge of domestic trades and to inspire them to learn more about what these roles involve.

Stretch activity/homework idea

If you have more lesson time or would like to set a homework task, you could consider asking students:

- Which of these trades are you the most interested in and why?
- What do you think a typical day is like for each tradesperson?
- What questions would you want to ask someone who is currently an apprentice in one of these trades?
- Which trades do you think have good career progression opportunities and why?

Gatsby Benchmarks

GB1: A stable careers programme
GB4: Linking curriculum learning to careers

Lesson aims:

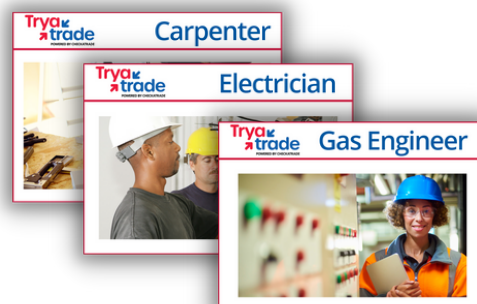
To develop an understanding of domestic trade apprenticeships as a pathway for post-16s.

To increase awareness of the range of domestic trades apprenticeship job roles and levels available

Lesson duration:



These activities are designed to take approximately 10-30 minutes each, depending on the class size.



Flashcard Activity

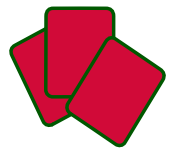
1. Read and guess the job (Suggested time: 10-15 minutes)

If you have the space, this could be delivered as a 'wall-crawl' activity. You could put the flashcards up around the room – with the facts showing (picture face down), give each card a number and ask the students to walk around independently and then write down which job is being described. If you are doing this activity with small groups and phone use is allowed, the answers could be recorded as voice notes and then played back.

To check for feedback - ask the students to support their answers and give reasons why or examples before sharing the correct answers with the group.

**2. Taboo (Suggested time: 15-20 minutes)**

In this activity, the students are only allowed to see the facts on the cards. Ask the students to work in pairs/small groups. Ask them to give out the clues one by one and ask their peers to guess the apprenticeship. You could allocate points based on how many clues were listened to before the student gave the correct answer (e.g. answering on the 1st clue = 20 points, answering on the 2nd clue = 15 points).

**3. Create the facts (Suggested time: 20-30 minutes)**

This activity is the reverse of activity 2 (Taboo). This time the students are not allowed to see the backs of the cards. Allocate two cards per pair/small group and ask them to come up with ideas and suggestions for the key facts about each trade e.g. where they work, things they might do as part of the job/apprenticeship, how much money they could potentially earn. Ask students to support their answers with reasons and examples before you share the correct answers with the group.



Student Worksheet – Read and guess the job

Task: Your teacher has placed cards around the room with key facts about different domestic trades apprenticeships. Write down the name of the job you think each card is describing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Student Worksheet – Create the facts

Task: Your teacher has given you two different images of domestic trades apprenticeship jobs. Work with your partner to write down 5 key facts about the jobs. For example: Where do they work? Indoors/Outdoors? How much money could they potentially earn? What level of qualification will it lead to?

1. Job title:

Key facts:

1. _____
2. _____
3. _____
4. _____
5. _____

2. Job title:

Key facts:

1. _____
2. _____
3. _____
4. _____
5. _____