



# Apprenticeship and Recruitment Resources

## Teacher Guide

June 2021



# Introduction

The resources have been created by a partnership project. The materials are for use in schools to inform and help students through understanding soft skills, learning about apprenticeships, supporting applications for jobs and apprenticeships and helping them to stay positive and motivated throughout the job search process. They will also help them understand and improve their communication skills as well as provide guidance for having a positive impact during online interviews as these are becoming so much more common.

The team behind the resources include members of staff from Portsmouth University, Southampton City Council and Aspire Learning and Development, representing the ALPHI network and the ASK project.

The investors behind the resources are the Southern Universities Network, University of Portsmouth and Solent Apprenticeship Hub.

We are delighted to include some case studies provided by local employers and their apprentices. These include Portsmouth City Council, Zurich Insurance, BAE Systems, Mayfield School, SETA and DP World. Our thanks go to all who gave time to support these case studies.

# ABOUT THIS RESOURCE

This booklet has been designed to guide you through the various lessons and activities so that you can present them to your students with ease. It includes the learning objectives of each lesson, as well as brief instructions on the different activities.

The resources were developed with a particular year group or groups in mind. The resources should be most relevant to those groups, but we recognise that there may be value in any of the resources across all year groups.

All resources are hosted on Articulate Rise and are accessible by a simple link. The students will need to access the links using a computer with audio capacity.

# Content

There are 6 modules in total. The first 4 have an apprenticeship emphasis. The second 2 are generic and designed to support recruitment and selection. Each module has its own link. Copy the link and share with students. Click on the link to access each resource.

## Modules 1-4

- Year 7/8: What are soft skills and why are they so important for apprenticeships?

Click on the link to access this resource: [Yr 7/8](#)

- Year 9/10: Developing soft skills for apprenticeships and jobs

Click on the link to access this resource: [Yr 9/10](#)

- Year 11: Interview Skills

Click on the link to access this resource: [Yr 11](#)

- Year 12/13: Positivity, confidence and resilience in your job search

Click on the link to access this resource: [Yr 12/13](#)

## Modules 5 and 6

- Communication skills and body language

Click on the link to access this resource: [Communication skills and body language](#)

- Presenting your best self online

Click on the link to access this resource: [Presenting your best self online](#)

The following pages provide an overview of each module

## Year 7/8 - What are soft skills and why are they so important for apprenticeships?

### **Learning objectives:**

- Understand what soft skills are, why they are important and which soft skills you already have
- Consider how to develop soft skills, these are often through our hobbies or activities we enjoy doing
- Think about what soft skills are important for different apprenticeships and jobs

### **Section 1. Introduction to apprenticeships**

In this section there is some brief text for you to read and then a video explaining what apprenticeships are.

### **Section 2. Your Soft Skills**

A brief introduction followed by images of hearts with hotspots. Click on each hotspot to look at the definitions of different soft skills. After this, there is an image of a brain, please do the same. There is also a stretch activity that could be done if you feel you have time or set this as an extension to this lesson.

### **Section 3. What are soft skills?**

This section contains a video that further explains what soft skills are and why they are important, especially for future careers.

### **Section 4. Highlighting how hobbies can build soft skills**

This section contains a card sorting activity, students must move the card with the skill on to the hobby they think uses this skill. There are 4 sets of cards in this activity. There is then an answer table.

### **Section 5. I want to be... an apprentice**

In this section, there are several examples of young people discussing what they want to do and which skills this will involve. Click on the sound button to listen to them as well as read. This is followed by a quiz to test learning about what has been said.

### **Section 6. What soft skills have I developed from the hobbies and interests I have?**

Students will read through the text before sorting the different hobbies into the correct section of the Venn Diagram. They should take a picture/print screen of this. There is also a stretch activity where students can think about why their hobby has developed the particular skill.

### **Section 7. How can I develop my soft skills further?**

Students can go through the activity by clicking on their answers to the questions onscreen, this will give them advice for developing their teamwork and communication skills further.

### **Section 8: Summary**

## Year 9/10 - Developing soft skills for apprenticeships and jobs

### **Learning objectives:**

- Exploring soft skills and why they are important
- Considering which soft skills employers might be looking for
- Identifying the soft skills that are important for different apprenticeships
- Thinking about how you can develop soft skills further

### **Section 1. Introduction**

### **Section 2. What are soft skills and why are they important?**

This section contains a video for students to watch that will explain what soft skills are and why they are important.

### **Section 3. What soft skills are apprenticeship employers looking for?**

In this section, students will have to look at job adverts for apprenticeships and decide which soft skills they are asking for. There is an example of this first, then a multiple-choice quiz for each advert. The answers are in a table underneath, as well as links to more information on the apprenticeships being advertised.

### **Section 4: What are your areas for development?**

This section contains a quiz, students click on the answers to the questions, this will give them hints and tips on how to improve particular skills and advice on which hobbies they should be considering. There is then an action plan template for them to save/print and fill out so they can work out which soft skills they want to improve on and how they will do this.

### **Section 5: Summary**

## Year 11 - Interview Skills

### Learning objectives:

- Understand the STAR method and how to use it to give “killer” answers to interview questions
- Knowing how to prepare answers for likely interview questions
- Analyse answers to interview questions, so you know what a GREAT answer looks like
- Hear from employers in the local area to get insider knowledge on what they will be looking for in potential candidates

### Section 1. What are interviews?

Students will read through a brief explanation of an interview before watching a video that gives advice on how to prepare for an interview.

### Section 2. Getting to know the STAR method

There is a diagram to explain what the STAR method is and then a series of true or false questions based on example interview answers. Students must tick the box they think is correct.

### Section 3. Guessing which interview questions you will be asked

This activity contains several examples of job adverts, after looking at the example students must work out which soft skills the organisation is looking for and answer the multiple-choice questions. There is then another question that asks them to work out which questions they think they will be asked from the skills required. These progressively get harder as there are fewer hints.

### Section 4: Knowing what strong interview answers look like

Students listen to the answers to different interview question and consider whether it is a strong answer, as well as whether it used the STAR method. There is text under every sound bite to help them with this.

### Section 5: Employers and apprentices talking about the skills they need for their apprenticeship

This section is an animated video using examples from local case studies we have created to give hints and tips on the interview process. The animated characters are voiced over so the students will need to listen to it.

### Section 6: Case studies

This section contains several case studies from local apprentice employers and apprentices that discuss their backgrounds, the recruitment process and other useful information on the company or the individual.

### Section 7: Summary

## Year 12/13 - Positivity, confidence and resilience in your job search

### **Learning objectives:**

- Understanding the meaning of confidence, resilience, positivity and motivation and why these are important when job searching.
- Learning more about the application process, especially that of apprenticeships.
- Learning how to properly structure your job search to maximise your results.
- Know how to stay resilient, positive, motivated and confident throughout job searching.

### **Section 1. What is resilience, positivity, confidence and motivation**

This section contains a card sorting activity where students must match the word to the definition.

### **Section 2. What a resilient, confident, motivated person looks like**

There is an image, click on the hotspots to see the different traits and their definitions. There is then a video explaining resilience, as an addition there is a further video as an extension exercise.

### **Section 3: Introduction to applying for apprenticeships**

This section shows the students 2 videos, one on applying for an apprenticeship the other on applying for a degree apprenticeship. It also has links to websites that can be used to find apprenticeships.

### **Section 4: Why are resilience, motivation, confidence and positivity important in job searches?**

There are true and false questions for the students to answer, there are also some helpful hints.

### **Section 5: How confident are you about your job search?**

This section has sliders, students can move these to reflect how they are currently feeling. They should then screenshot/save this to refer to it at the end.

### **Section 6: Application timeline on how to improve resilience, confidence, motivation and positivity**

This section takes the student through several timelines: preparation for job search, searching for jobs, writing an application form, interview and dealing with rejection. There are videos and infographics throughout this. It can be tackled as one resource or students may be directed to appropriate sections.

### **Section 7: Tips for boosting confidence, resilience and positivity**

This section has different tips for boosting and maintaining these traits.

### **Section 8: Top tips for building resilience**

This section contains a summary, refers back to the slider activity and a video on improving your job search mindset.

# Communication skills and body language

## Learning objectives:

- Learn about different aspects of communication
- Understand the importance of body language
- Prepare to have impactful conversations throughout the recruitment process

## Section 1. Communication Skills

This section contains information on communication skills - listening skills and speaking skills. There is a multiple-choice quiz and a video on active listening which is followed by a multiple-choice quiz.

## Section 2: Body language

Firstly, there is an image of good body language in an interview with hotspots. Click on the hotspots to find out more about the different aspects of body language. There is then the same but with a bad example. After this, there is an infographic with body language to avoid.

## Section 3: The art of conversation

This section introduces small talk, there is then a video on interview small talk followed by a true or false quiz. Next, there are tips on mingling and good topics for ice breakers. There is then an infographic explaining small talk topic 'dos' and 'don'ts'.

## Section 4: Summary

## Presenting your best self online

### Learning objectives:

- To understand why it is important to make an effort for (online) job interviews
- To know how to prepare yourself for an online interview
- To think about what your environment, outfit and presentation says about you

### Section 1. Introduction

This section discusses why first impressions are important.

### Section 2: Presenting virtually

There is an image of a girl at a laptop, click on the hotspots to find out about the correct ways to set up for an online interview. There is then an activity where students guess the order of which backgrounds are best, followed by images of different styles of clothing, from casual to smart. Next, there are cards that explain what the colours you wear say about you.

### Section 3: Levels of influence

There are 4 images of men and 4 images of women, each ranging from business professional dress to smart casual. The headings explain what role they are dressed for. There are then 10 top tips to follow to prepare yourself for an online interview.

### Section 4: Summary