

APPRENTICESHIPS AND ADVANCED EXPERIENTIAL TRAINING

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SUMMARY

SHORT DESCRIPTION

Students will explore apprenticeship as a possible entry into careers and compare apprenticeship opportunities in the US and Germany.

GOALS

You get to know the students in your partner class.
You can identify skills needed for the top careers of the future.

LANGUAGE GOALS

You can research and report on different careers and skills desired by employers.

DURATION

1-2 weeks

LANGUAGE

English

MATERIALS

Worksheet for all Students: *Apprenticeship and Advanced Experiential Training*

DESCRIPTION

In this activity, students will explore apprenticeship as a possible entry into careers and compare apprenticeship opportunities in the US and Germany.

TEACHER PREPARATION

Teachers from each partner class decide which conferencing tool to use for virtual meetings and plan the session, including procedures, duration, group divisions, and rules for breakout rooms. They should also assign research topics to students or agree on guidelines for letting students choose their own.

CLASS INTRODUCTION

Teachers provide students with information about the project's procedure, duration, and content, explain the task, and share the access details for the conferencing tool.

Material

- Worksheet for all Students: *Apprenticeship and Advanced Experiential Training*
- Students will watch the video on apprenticeships in the US (Gage's Journey)

Note

Students might find it challenging to identify careers that can be entered through apprenticeships, especially in the US, even though many exist. A helpful resource for younger students is the "Additional Apprenticeship Activities" handout from Scholastic.

EXCHANGE

Students will explore how apprenticeships in Germany differ from those in the US, including the structure, requirements, and career pathways. Each group will then prepare a presentation highlighting the pathways to the same career in both countries.

Students can choose careers based on their interests, but teachers may want to ensure a wide variety of careers are covered.

Groups will research the apprenticeship pathway in both countries and create a presentation for the class. They can choose the format—such as a short video, comic, book, PowerPoint, Prezi, A3 poster, or another analogue format (which can be digitized for the virtual meeting, e.g., by taking a photo).

Each presentation should be no longer than three minutes.

REFLECTION

The students reflect on the role of apprenticeship in building work experience on the job, and the many careers that now offer apprenticeships. Students should be able to describe the similarities and differences between the pathways to the same career in each country.

