



Gender roles in the world of work – analysing and challenging stereotypes

Erwartungshorizont – Worksheets 1–3

WORKSHEET 1 – Do gender roles still exist?

PART A – What do you picture?

1. Your first impression

Individuelle Antworten; mögliche Beispielantworten:

- Possible stereotypical associations: concreter → man; bespoke tailor → woman; audiologist → both.
- Possible associations: concreter – construction site, concrete, protective clothing, heavy machinery; bespoke tailor – fabrics, made-to-measure clothing, creativity; audiologist – hearing tests, counselling, technology, medical practice.

2. Compare your ideas

Individuelle Antworten; mögliche Beispielantworten:

- Similar ideas: several students associate technical or physically demanding occupations mainly with men.
- Different ideas: some students associate bespoke tailoring and audiology with both genders.
- Strongest stereotypes: usually the concreter; accept other well-reasoned judgements.

Two possible conclusions:

- people can have similar ideas about occupations
- gender stereotypes influence how occupations are perceived.

Possible hypothesis:

- repeated representations in families, schools, the media, advertising and everyday life shape ideas about occupations from an early age

PART B – Where do your ideas come from?

1. Looking for influences

- Drei Einflüsse werden ausgewählt und jeweils nachvollziehbar erklärt.

Mögliche Erklärungen:

- Family: observed division of roles within the family or circle of acquaintances.
- Television, films/series, social media, books or advertisements: repeated representation of particular occupations as belonging to one gender.
- Friends or school: expectations and encouragement from peers, teachers or subject choices.
- Personal experience: real encounters can confirm or challenge stereotypical ideas.

PART C – Redraw the Balance

1. While watching: Video 1

- Video 1 shows that children often associate technical, skilled-craft or firefighting occupations with men.
- Many children are surprised when they meet women in these occupations and reconsider their first impression.
- Individuelle Antworten, mögliche Beispielantwort:
The strongest impact may come from the moment when the children redraw their pictures or compare the images before and after; accept well-reasoned individual responses.



- d) Evidence for the campaign message: the initial drawings and statements are stereotypical; real female role models change the children's ideas.
- e) According to the campaign, stereotypes develop through repeated social images and expectations; they are not innate.

2. While watching: Video 2

- a) These occupations can be clearly identified in the video: stained-glass artist, baker, glassblower, seamstress, photographer.
- b) The video represents women working as skilled craftspeople. They are shown as active professionals who use tools, work with materials and carry out practical tasks. One woman is shown working at a workshop bench, while another woman is working on a construction site. The women are presented as competent and confident in their professional roles.
- c) The video challenges the stereotype that skilled crafts and technical work are mainly suitable for men. It shows women using tools and working in workshops or on construction sites. It also questions the idea that women are not strong, skilled or confident enough for practical occupations. The slogan "Handwerk kann alles. Frauen erst recht." directly challenges the traditional idea that some crafts are "men's jobs".
- d) The video communicates that women can work successfully in every area of skilled crafts. Their abilities, interests and professional competence are more important than their gender. The slogan emphasises that women are not only able to work in skilled crafts but can also make an especially strong contribution.
- e) Individuelle Lösungen, mögliche Beispiellantwort:
The video does not completely change my view, but it reinforces the idea that women and men should have the same opportunities in skilled crafts. I already believed that women can work in technical occupations, but the video presents convincing examples of women doing this successfully.
- f) Both videos challenge gender stereotypes about occupations and show that traditional ideas about "men's jobs" and "women's jobs" can change. They use visual examples and role models to question the assumption that certain occupations belong to only one gender.
However, the approaches are different. "Redraw the Balance" focuses especially on children's early ideas about occupations. It shows that children often imagine technical jobs as male jobs and can change their ideas after meeting female role models. The German craft video focuses directly on women working in skilled crafts. Its positive slogan, "Handwerk kann alles. Frauen erst recht.", presents women as confident and capable professionals and encourages more women to consider careers in skilled crafts.

3. After watching

- a) Main message: gender stereotypes about occupations are learned early, but they can be changed through diverse role models and new representations.
- b) Stereotypes can limit career aspirations: girls may avoid technical occupations, while boys may avoid social, healthcare or creative occupations.

4. Looking back at the title from video 1

Individuelle Lösungen, mögliche Antwort:

"Redraw the Balance" refers literally and symbolically to redrawing images of occupations and creating a more balanced distribution of opportunities.



PART D – Time to redraw the picture

- a) Possible contributions of women: technical competence, practical craft skills, creativity, accuracy, problem-solving skills, teamwork and new perspectives.

Individual qualifications are decisive; skills are not tied to gender.

b)

Name	Year	Craft/trade	What she achieved
Alice la Haubergere	13th century	Armourer / Chainmail maker	Worked as a chainmail maker in medieval London, practicing a highly specialised metalworking trade.
Tabitha Babbitt	1779–1853	Toolmaker	Developed an early circular saw, improving an important tool used in woodworking.
Käthe Paulus	1868–1935	Seamstress & Parachute maker	Developed a foldable parachute, patented her design, and produced around 7,000 parachutes during World War I.
Cathrine Horsbøl	1872–1947	Carpenter / Cabinetmaker	Completed an apprenticeship in carpentry, became a qualified craftswoman in 1893 and later ran her own carpentry workshop in Copenhagen.
Elisabeth Treskow	1898–1992	Goldsmith	Created the German Football Championship trophy, revived the ancient goldsmithing technique of granulation, and became a professor of goldsmithing in 1956.

- c) Individuelle Recherche oder Interviewantwort; eine Frau aus einem handwerklichen oder technischen Beruf wird vorgestellt.

Erwartet werden Beruf, Tätigkeit/Leistung, Umgang mit Stereotypen und eine nachvollziehbare Präsentation.



WORKSHEET 2 – Do job stereotypes affect the choice of career?

PART A – Who chooses which jobs?

1. Observe

a) and b) Students analyse both charts systematically and identify the most important patterns shown in the data. Students should recognise that:

- women account for approximately 70–75% of employees in education and health and social work in the United Kingdom;
- men represent approximately 84% of employees in construction and around 72% in manufacturing;
- the proportion of female apprentices has increased in all four skilled trade sectors in Germany between 2005 and 2024;
- despite this progress, women remain clearly underrepresented in construction trades (2% → 5%) and skilled industrial trades (3% → 7%);
- health trades and personal services continue to have the highest proportions of female apprentices.

2. Compare

- Selected economic sectors dominated by men: Manufacturing, building and construction, industrial services
- Selected economic sectors dominated by women: human health and social work, health care crafts, crafts for personal services
- Similarity: both countries show gendered patterns in occupational sectors, with construction and technical work more male-dominated.
- Focus on Germany: In every craft sector the number of women working there increased slowly over the last two decades, except for the sector “crafts for personal services”, there it decreased significantly.

3. Predict

Individuelle Antworten, möglichen Beispielantworten:

- Hypothesis 1: gender stereotypes and social expectations will continue to influence the distribution in construction and technical sectors, although the proportion of women may rise gradually.
- Hypothesis 2: health-related or personal-service sectors will remain more female-dominated unless career guidance, role models and recruitment practices change.

PART B – Why does the gender gap exist?

1. Analyse

a)

Aspect	Material C – woman in construction	Material D – men as hairdressers
Main issue(s)	Being taken less seriously in a male-dominated sector; outdated views of women in construction.	Hairdressing associated with women; men may be pushed towards barbering.
Challenges	Proving competence to experienced male project teams.	Overcoming the idea that styling hair is mainly a female activity.
Structural barriers	Male-dominated teams and workplace expectations.	Gendered role allocation and a female-dominated occupational image.



Stereotypes	Women need to be more like men to succeed; men are more capable or experienced.	Women are more creative/better suited; barbering is more masculine.
Consequences	Delayed recognition and pressure to prove oneself.	Men may avoid hairdressing or work in less visible roles.

b) Which gender stereotypes does each person or group face?

Possible solutions:

Material C - women in construction:

- Construction is seen as a traditionally male occupation.
- Men are often expected to be more experienced or technically capable.
- Women are expected to be less suited to physically demanding or technical work.
- Women may be expected to behave more like men in order to succeed in construction.

Material D - men as hairdressers:

- Hairdressing is often seen as a traditionally female occupation.
- Women are sometimes considered more creative or naturally better at styling hair.
- Men who are interested in hairdressing may be expected to choose barbering because it is seen as more masculine.
- Male hairdressers may be viewed as less typical than female hairdressers.

How does the stereotype affect how they are perceived by others?

Possible solutions:

Material C - women in construction:

- Tiarna was initially not taken seriously by male project teams.
- Her male colleagues seemed to assume that she was less experienced or less competent.
- She had to prove her knowledge and professional ability before receiving full recognition.
- Her gender was considered relevant even though her performance should have been the main criterion.

Material D - men as hairdressers:

- Men may not be perceived as typical hair stylists.
- They may be considered less creative or less suitable for styling hair.
- Clients or colleagues may expect them to work as barbers rather than hairdressers.
- In salons, men may be more likely to work in less visible roles instead of directly styling clients' hair.

What difficulties or barriers can result from these expectations?

Possible solutions:

Material C - women in construction:

- Women may have to work harder to prove their competence.
- They may not be taken seriously by colleagues or customers.
- Male-dominated teams and outdated attitudes can make it difficult to gain recognition.
- Women may feel pressure to behave like men in order to succeed.
- These experiences can discourage other women from entering construction.

Material D - men as hairdressers:

- Men may avoid hairdressing because it is seen as a female occupation.
- They may choose barbering instead, even if their interests lie in hairdressing.
- Men may receive fewer opportunities to work directly with clients.
- They may be assigned less visible roles in salons.



- The stereotype can limit their career choices and professional development.

Are there also positive developments or ways of challenging these stereotypes?

Possible solutions:

Material C - women in construction:

- Tiarna uses the challenges as motivation and demonstrates her professional competence.
- Her successful career provides a positive role model for other women.
- Her example shows that women can achieve their goals in construction.
- Performance and professional results should be more important than gender.
- More female role models and mixed-gender teams can challenge traditional ideas.

Material D - men as hairdressers:

- The number of male hairdressers has increased in recent years.
- Men can challenge stereotypes by working successfully as hairdressers and stylists.
- Equal visibility of male and female professionals can broaden people's ideas about the occupation.
- Inclusive training and fair opportunities can support greater diversity.
- Hairdressing and barbering should be open to everyone, regardless of gender.

c) Mögliche Antworten:

- The experiences described in the materials may also be relevant to Germany because construction and many technical occupations are still often associated with men.
- Women in German skilled crafts may also be underestimated, especially when working in male-dominated teams.
- They may have to prove their technical knowledge and practical skills more strongly than men.
- Men entering traditionally female-dominated occupations may also face doubts about their suitability or masculinity.
- Gender stereotypes can influence career guidance, family expectations, recruitment and workplace culture in Germany as well.
- The exact experiences may differ because countries have different labour markets, training systems and workplace regulations.
- Germany also has positive developments, such as campaigns, female role models and initiatives that encourage young people to choose occupations according to their interests and abilities.
- Overall, the materials cannot be transferred to Germany in every detail, but they illustrate problems and patterns that may also occur in the German skilled crafts context.

2. Discuss

Mögliche Lösungen:

What similarities can you identify between the experiences described in materials C and D?

- Both women and men are discouraged from occupations traditionally associated with the other gender.
- Their professional abilities may be questioned because of their gender.
- Gender stereotypes can influence how colleagues, employers and customers perceive them.
- Both materials show that stereotypes can limit career choices and professional opportunities.
- Positive role models and successful experiences can help challenge these stereotypes.

In what ways are the stereotypes faced by men and women different?

- Women in construction are often seen as less physically strong, less experienced or less technically capable.
- Men in hairdressing may be seen as less creative or less naturally suited to styling hair.
- Women may have to prove that they can succeed in a male-dominated occupation.
- Men may feel pressure to choose a more masculine occupation, such as barbering.
- The stereotypes differ in content, but both can question a person's professional suitability.



Why might a man be discouraged from entering a traditionally female-dominated occupation?

- He may fear being judged as unmasculine.
- Family, friends or society may expect him to choose a traditionally male occupation.
- He may believe that hairdressing is mainly suitable for women.
- He may worry about negative reactions from colleagues or customers.
- He may choose a related occupation, such as barbering, because it is perceived as more masculine.

Why might a woman be discouraged from entering a traditionally male-dominated occupation?

- She may believe that she lacks the physical strength or technical ability required.
- Family, teachers or friends may discourage her from choosing a male-dominated occupation.
- She may fear not being taken seriously by colleagues or customers.
- She may expect a male-dominated workplace to be unfriendly or discriminatory.
- A lack of female role models may make the occupation seem unsuitable or inaccessible.

Do gender stereotypes necessarily lead to discrimination, or can they also influence people in more subtle ways?

- Gender stereotypes do not always lead to direct discrimination.
- They can influence career advice, expectations and the way people judge applications or performance.
- Young people may avoid certain occupations because they do not see people of their gender represented there.
- Colleagues may unconsciously give men and women different tasks or levels of responsibility.
- Stereotypes can influence self-confidence and career choices without anyone openly expressing prejudice.

3. Evaluate

- Erwartet wird eine 100–120-Wörter-Erklärung mit statistischer und persönlicher Evidenz aus mindestens zwei Materialien.
- Zentrale Verbindung: Statistiken zeigen ungleiche Verteilung; Materialien C und D liefern mögliche soziale und strukturelle Erklärungen.
- Women: underrepresentation in construction and technical work, less recognition and male-dominated working environments.
- Men: possible devaluation or pressure to move into other tasks in an occupation associated with women.
- Einschränkung: Die Materialien belegen Zusammenhänge und Erfahrungen, erklären die statistischen Muster aber nicht vollständig.

Mögliche Beispiellösung:

The experiences described in the texts help explain the statistical patterns shown in the previous materials. The statistics demonstrate that women remain underrepresented in many technical skilled trades, while the reports explain some of the reasons behind these figures. Material C shows that stereotypes discourage some girls from considering construction careers. Material D illustrates that this is not only a problem women have, but that it also may consider men working in female dominated jobs. They also face stereotypes. Together, the statistics and personal experiences suggest that career choices are influenced not only by personal interests but also by social expectations, workplace culture and gender stereotypes.

PART C – To what extent do job stereotypes affect career choices?

A successful comment should:

- answer the guiding question directly;
- summarise the most important findings from the worksheet;
- integrate evidence from at least two materials;
- demonstrate logical argumentation;
- present a justified personal opinion;



- conclude with a clear overall judgement.

Mögliche Beispiellösung:

The materials suggest that job stereotypes still influence career choices, although the situation is gradually changing. The statistics show that women remain underrepresented in many technical skilled trades, while research explains that career choices are influenced by family, school and gender stereotypes. The interview also demonstrates that some women still experience prejudice when entering construction. In my opinion, stereotypes continue to affect career choices, but they are only one of several influencing factors. Encouraging young people to choose careers according to their interests and abilities rather than traditional expectations could help create a more inclusive labour market.



WORKSHEET 3 – Encouraging for skilled crafts – challenging stereotypes and widening career choices

PART A – Why choose a career in skilled crafts?

1. Explore

a) Students identify the following five central arguments from Material A:

1. Fulfilment / meaningful work

craftspeople create, repair or improve something; they can see the direct results of their work; practical work can therefore provide a sense of achievement and fulfilment.

2. Secure career prospects and professional development

skilled crafts can offer secure career prospects; craftspeople have opportunities to develop professionally; after vocational training, they can specialise or gain further qualifications; becoming a master craftsman is one possible career step.

3. Self-employment / independence

a career in skilled crafts can lead to self-employment; craftspeople may have the opportunity to run their own business; this can provide greater professional independence and responsibility.

4. Shaping the future

skilled crafts contribute to sustainable construction; craftspeople work with modern technologies; skilled crafts play a role in the energy transition; young people can therefore contribute to important future developments through their work.

5. Different opportunities for different talents and interests

Germany offers more than 130 skilled craft professions; skilled crafts provide opportunities for people with different abilities and interests; career choices should be based on individual skills, interests and goals rather than gender stereotypes.

b) individuelle Lösungen, Possible key phrases include:

- “can see the results of their work”
- “secure career prospects” / “develop professionally”
- “self-employment” / “run their own business”
- “shaping the future”
- “different talents and interests”

2. Change the perspective

a) Individuelle Antworten, mögliche Beispielantworten:

- secure career prospects and opportunities for further qualifications may make technical or construction-related occupations attractive;
- meaningful and practical work may appeal to women just as much as to men;
- opportunities for self-employment and professional advancement show that women can build long-term careers in these fields;
- contributing to sustainability, technology or the energy transition may appeal to young women interested in shaping the future;
- traditional ideas about “men’s jobs” should not prevent women from choosing an occupation that matches their abilities and interests.

b) Individuelle Antworten, mögliche Beispielantworten:

- fulfilment and meaningful work are equally relevant to male career choices;
- creative, service-oriented or people-centred occupations should not automatically be regarded as “women’s jobs”;
- career development, independence and self-employment can also make such occupations attractive to men;
- young men should choose professions according to their individual strengths and interests rather than expectations about masculinity.



c) Individuelle Antworten, mögliche Beispielantworten:

Students may identify all five arguments as potentially gender-neutral. Particularly relevant are:

- fulfilment;
- job security;
- professional development;
- self-employment;
- contributing to future developments;
- matching a profession to individual talents and interests.

3. Discuss

a) Individuelle Antworten, mögliche Beispielantworten:

Luisa works in a craft traditionally associated with men; her example challenges assumptions that technical and practical skills are linked to gender; she makes women visible in a male-dominated field; her career path may encourage young women to consider occupations they might otherwise overlook.

b) Individuelle Antworten, mögliche Beispielantworten:

Felix works in a profession combining craftsmanship with creativity, fashion and design; his example can challenge traditional ideas about what counts as a typical “men’s job”; his career choice illustrates that interests, talents and professional goals can be more important than gender expectations; students should not be required to claim that bespoke tailoring is statistically female-dominated, as the material does not establish this.

c) Individuelle Antworten, mögliche Beispielantworten:

Both examples make non-traditional career choices more visible and concrete; real craftspeople can be more relatable and credible than abstract advertising claims; their stories may help young people identify with career paths beyond traditional gender expectations; the two examples provide contrasting perspectives and support the idea that career choices should be based on strengths, interests and goals.

d) Individuelle Antworten, mögliche Beispielantworten:

Authentic personal stories and real people; identification with role models; visible examples of challenging traditional gender expectations; emotional appeal and credibility; positive presentation of opportunities, skills and achievements; a direct connection between the campaign message and real career paths.

4. Prepare for your campaign

a) Individuelle Lösungen

Possible examples

- Fulfilment: Young people may be attracted by the opportunity to create something themselves and see concrete results.
- Career opportunities: Showing that vocational training can lead to further qualifications and professional advancement may challenge the idea that skilled crafts offer limited career prospects.
- Shaping the future: Connecting skilled crafts with sustainability, technology and the energy transition may make the sector particularly attractive to young people interested in future-oriented work.
- Other well-supported choices are equally acceptable.

b) Students choose either a woman challenging traditional ideas about “men’s jobs” or a man challenging traditional ideas about “women’s jobs”. The selected role model should:

- fit the target group and campaign message;
- visibly challenge a traditional gender stereotype or expectation;
- appear authentic and relatable;



- demonstrate that skills and interests are more important than gender;
- support at least one of the arguments selected from Material A.

PART B – How can different initiatives challenge stereotypes?

1. Analyse and compare

Material / initiative	Target group	Main message	Strategy	Stereotype challenged
Campaign A – The Femcon Project	Young people, especially girls and young women interested in construction.	A woman's place is wherever she wants it to be; women belong in construction.	Real women, videos and stories from construction roles.	Construction and heavy equipment are not exclusively male.
Campaign B – WEST Campaign	Young women and other young people considering engineering, science and technology.	Women can work in technical and engineering occupations.	Strong visual poster, real female role model and direct campaign appeal.	Women do not belong in engineering, science or technical work.

2. Evaluate

- a) Individual evaluation: choice of campaign must be justified by role model, visual message, target group, strategy and likely impact.

Mögliche Beispiellösungen:

- Strong female role models: Campaign A offers multiple real women and roles; Campaign B offers a concentrated, memorable visual role model.
- Strongest visual message: Campaign B's poster is highly immediate; alternative well-supported choices acceptieren.
- Most effective challenge: the initiative that combines authentic representation, a clear slogan and a relevant target group.
- Addresses the most appropriate target group: Campaign A addresses young people, especially girls and young women interested in construction; Campaign B addresses young women considering engineering, science and technology; both choices are acceptable if well justified.
- Most likely to encourage young women to consider skilled trades: Campaign A directly presents women in construction roles and may therefore make skilled trades appear more accessible; Campaign B is also acceptable because its strong visual message and female role model can motivate young women to enter technical occupations.

- b) Individuelle Antworten

PART C – Can more people be encouraged to join skilled crafts?

1. Plan your campaign

Individuelle Lösungen

2. Create your campaign

Individuelle Lösungen



Students create their own campaign consisting of:

- campaign title;
- slogan;
- logo or visual concept;
- poster, flyer or social media post;
- campaign description (80–120 words);
- three reasons why the campaign could encourage more women to enter skilled trades.

Mögliche Beispiellösung:

Our campaign encourages girls to explore technical careers without being influenced by traditional gender stereotypes. We want young people to choose careers based on their interests and abilities rather than social expectations. Our campaign uses authentic female role models and positive messages to demonstrate that skilled trades offer exciting career opportunities for everyone. By increasing visibility and promoting equal opportunities, we hope to encourage more girls to consider apprenticeships in technical professions.

3. Prepare your presentation

Presentation lasts 2–3 minutes and explains idea, target group, stereotype, expected effect and difference from Materials B and C.

PART D – Presentation and Evaluation

1. While listening

Evaluation is based on the evidence in the presentations and includes a justified judgement.

Criterion	Excellent – possible indicators	Good / needs improvement
Creativity	Original, memorable idea; clear connection to stereotype reduction.	Partly original or insufficiently connected.
Persuasive message	Clear slogan, relevant reasons and convincing evidence.	Message understandable but general or weakly supported.
Visual design	Readable, purposeful and target-group appropriate.	Some effective elements; clarity or relevance limited.
Realistic idea	Feasible campaign, target group and medium.	Generally feasible but important details missing.
Use of English	Clear, appropriate vocabulary and mostly accurate language.	Meaning understandable; frequent errors or limited vocabulary.

2. Reflection

- Individuelle Antworten, Most effective campaign: judgement is supported by target-group fit, clarity, authenticity, visual impact and feasibility.
- Individuelle Antworten, Transferability: approaches using diverse role models, real stories and clear messages can be adapted to other sectors and professions.



PART E – Unit's closure

1. Final reflection

- Three to four sentences show a change from seeing occupations as gendered to recognising stereotypes as learned and changeable.
- Reference to at least one campaign, statistic or personal experience strengthens the reflection.

Mögliche Beispiellösung:

At the beginning of the unit, I realised that I also had some stereotypical ideas about different occupations. During the lessons, I learned that these stereotypes often develop during childhood and may influence career choices later in life. I also discovered that organisations are actively trying to encourage more women to enter skilled trades. Today, I believe that people should choose careers according to their interests and abilities rather than traditional gender roles.

2. Final writing task

Erwartet wird ein 180–220-Wörter-Kommentar zur Frage, wer Geschlechterstereotype am stärksten reduzieren kann und wie.

- Relevant groups: families, schools, media, employers, professional organisations, policymakers and young people themselves.
- Actions: diverse role models, unbiased career guidance, inclusive recruitment, fair workplace policies and realistic campaign representation.
- At least two unit examples are used, for example the UK/Germany statistics, Tiarna's experience, men in hairdressing, Luisa, Felix, Femcon or WEST.
- A clear judgement identifies the most influential group and explains why.
- One realistic measure is proposed, such as sustained school career guidance with diverse craft role models and employer contact.

Mögliche Beispiellösung:

Many groups can help reduce gender stereotypes in the world of work. Families and schools can encourage children to choose subjects and careers according to their interests and abilities instead of their gender. The media and advertising industry should show women and men in a wider range of occupations. Employers can offer fair recruitment, inclusive workplaces and equal opportunities for training and promotion. Young people can also challenge stereotypes by questioning traditional expectations and supporting classmates who choose an unusual career.

In my opinion, schools and the media are the most influential groups because they shape ideas at an early age and reach many young people. The campaign "Redraw the Balance" shows that children often imagine technical occupations as male jobs, but their ideas can change when they meet female role models. Tiarna's experience in construction also demonstrates that women may initially not be taken seriously in male-dominated workplaces. At the same time, Luisa Buck challenges the idea that plumbing is a man's job, while Felix Flechtner shows that men can choose bespoke tailoring.

One realistic measure would be to introduce regular career-orientation events with diverse craft professionals. Young people could meet women and men from different skilled trades, ask questions and try practical activities. This would make a wider range of careers visible and help reduce stereotypes before students choose an apprenticeship.