



# Try Something Different; Be a Modern Apprentice for the Day:

## Challenging Gender Stereotypes Project



# Overview of the project

An opportunity for pupils to spend a day with a local employer as a Modern Apprentice. To learn about the variety of interesting careers in heavily segregated industries; helping pupils to consider gender atypical career choices and the apprenticeship pathway.

This is most suitable for pupils in S3-S6 due to health and safety requirements.

The pupils replace one school day with work experience as a Modern Apprentice. The industries involved are those that have a pronounced gender imbalance including engineering, tech, built environment, and health and social care and early years education.

Employers will be able to give pupils an insight into the opportunities in these roles and career pathways many of which are growth sectors with skill shortages, this could enable them to tap into a more diverse and bigger pool of applicants for future vacancies that they have.

## Step 1 - Identify local partners and stakeholders

- Identify schools to participate (Marketplace may be a useful tool for this).
- Brief key partners on the reason for doing this and gain their support.
- Identify key partners e.g., DYW, SDS careers advisers, the Council.
- Identify work placement opportunities.
- Consider if the pupils will need any additional support such as expenses, Personal Protective Equipment (PPE).
- Agree how or who will provide this.
- Agree timelines with all partners.

### Step 1 - Supporting Resources

- Make connections with schools and colleges via **Marketplace**

## Step 2 - Preparation for the event

- Review and tailor promotional documents required for the project.
- Confirm placement opportunities and locations
- Plan for post-event publicity and follow up- activity. E.g., press photos, media articles.

### Step 2 - Supporting Resources

- **Example of a local media article for Shetland Times**
- **Example SDS case study**

### Step 3 - Recruiting Pupils

- Brief key school staff to encourage participation and how this could be used in subjects or in other ways in the school after the day.
- Advertise the opportunity to parents and pupils.
- Send out application forms to pupils
- Ask if any reasonable adjustments are required.
- Consider making contingency plans in the case of pupils withdrawing. E.g., reserve list.

### Step 3 - Supporting Resources

- Example Facebook Advertisement

### Step 4 - Confirm Placement Details

- Agree placement details and main contact.
- Match pupils to placements.
- Notify pupils of their placement details.
- Organise any relevant PPE and H&S details.
- Send out consent forms.

### Step 4 - Supporting Resources

- Work Placement Support



## Step 5 - Day of the Event

- Confirm attendance of pupils at their placement with the school.
- Arrange media/ photographers if they are to be involved.
- Where expenses have been agreed, ensure pupils are aware of that arrangement.
- Consider if you require pupils to make a short video of their experience or if they are to interview people about their job role to present to other pupils back at school.

### Step 5 - Supporting Resources

- [Example employer video](#)

## Step 6 - Post Event Activity

- Thank schools and partners for their support. Sharing links to any videos, case studies/ media articles.
- Evaluate the event including views of participating pupils and relevant partners.
- Consider developing a post-event case study to inspire other pupils.
- Make SDS aware of the project and how useful this resource has been by emailing [diversity@sds.co.uk](mailto:diversity@sds.co.uk)
- We would like to know where and when Try Something Different is being delivered. We are also keen to receive feedback, your advertising materials and case studies to enable us to share practice and improve the guide.
- It would be useful to know what follow up work happened in schools to maximise the impact of the experiences or to support individuals interested in entering one of these segregated industries. For example, pupils could be asked to make short videos of their workplace, or task, or interview someone in an atypical role. Or put on a display or do an input for parents and other pupils about their experiences.

## Step 7 - Planning for the Next Steps for Pupils

- If pupils are inspired to consider atypical occupations, they may need help and support to move their plans forward.
  - Work experience.
  - Advice on subject or course choices.
  - Help to identify employers to apply to.
  - Employability support: CVs, interview practice, completing on-line applications; aptitude tests and recruitment processes.
  - Mentoring from a role model.



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