



Boys in Care – Toolkit of methods with a focus on gender sensitive educational and vocational counselling of boys* and the broadening of career choices of boys* for care occupations.

Dear Readers,

to broaden the career choices of boys* in terms of social, educational or caring jobs, it requires that teachers, vocational councilors and youth workers can assist them in the job orientation phase in a gender sensitive manner. This toolkit offers methods that can be used in various settings of pedagogical and vocational work with (not only) male* kids and young people.

The toolkit of the project “Boys in Care – Strengthening Boys to pursue Care Occupations (BiC)” contains exercises and methods in which the connection of gender, social role and occupations or activities are made clear in a practical way, in which stereotypes are questioned and new possibilities can be shown or be practised.

In many methods the central figure plays care work, as a collection of occupations in the social field (e.g. nursing, teaching, social professions or praxis). Occupations in this field, which are until now mostly carried out by women*, often play not or only a marginal role in the focus of occupational choices of boys*.

Additionally, the exercises reflect the international context of generating this toolkit during the EU project “Boys* in Care”. Not all of the assumptions and initial ideas (such as stereotypes about Care work and gender), which are shown in the methods, are apply to all the countries in the same way. The methods are based on different focuses and can be applied depending on the requirements: Gender stereotypes, masculinity norms, caring masculinities, gender roles, socialization and occupational counseling.

The toolkit has two target groups. On the one hand the methods are aligned for the sensibilization for people who work with kids and young people. Teachers, vocational trainers, youth workers are being invited to reflect on society and gender to improve the gender sensitive mentoring of young people (eg. in the phase of job orientation). These can be used by trainers who work with this target group of adults in these jobs.

On the other hand, are many of the methods directed at the use with groups of young people themselves (for example in school contexts). The methods should assist teachers, vocational councilors and youth workers to fight against gender stereotypes and to support young people – no matter the gender – in their personal development. The focus lies therefor in drawing a positive and emancipated picture on the often unseen Care Work and to encourage and support young men* and boys* in their choice for a care job.

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The EU-Project “Boys in Care Work - Strengthening boys* to pursue care occupations”

The project was carried out by six project partners: Dissens - Institut für Bildung und Forschung e.V (Germany), Verein für Männer und Geschlechterthemen Steiermark (Austria), Center of Women’s Studies and Policies (Bulgaria), Istituto degli Innocenti (Italy), Center for Equality Advancement (Lithuania) and The Peace Institute (Slovenia). The project was funded by the European Commission and several co-financing institutions and took place over the timespan of April 2017 to September 2019. The project aims at explicitly naming boys* as a driving force and target group in the desegregation of educational and vocational choices with a focus on care professions. Further it aims at developing, implementing and disseminating tools for teachers and vocational counsellors to be able to support boys* in their atypical vocational choices. As part of the project the following materials have been developed:

- Online toolkit for gender sensitive educational and vocational counselling,
- Gender sensitive online informational material,
- Training courses for teachers and vocational counsellors,
- Manual, oriented on the needs of teachers and vocational counsellors

Further information about “Boys in Care”



<http://www.boys-in-care.eu/>

<https://www.facebook.com/Boysincarework/>

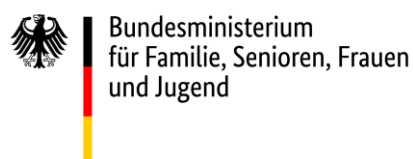
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The methods are marked for which target group they can be used:

☺= for young people/ students in school, ☼= for adults, especially with occupations in the field of pedagogy, vocational training or youth work.

The tool kit is divided into five theme blocks:

1. Reveal Gender Stereotypes:
 - 1.1. De-gendering everyday situations☼
 - 1.2. Gender Organization in school ☼
 - 1.3. Gender Walk ☼☺
 - 1.4. Gender Boxes☼☺
 - 1.5. Real Men ☼☺
 - 1.6. The Boys*/Girls* in my class/group ☼
 - 1.7. Genderstereotypes in Schoolbooks☼
 - 1.8. Waking up in another gender ☼
2. Care Work:
 - 2.1. One day in life☼
 - 2.2. Care is Cool – Thinking Care out of the box ☼
 - 2.3. Opinion Barometer about Care and Housework ☺
 - 2.4. Family-Check☺
 - 2.5. The Jobmaster-Quiz ☺
3. Gender and Occupations:
 - 3.1. Gendered Notions and Professions ☼☺
 - 3.2. List of Professions☺
 - 3.3. Men* in payed Care Work – Like in real life☺
 - 3.4. Norms and Expectations ☼☺
 - 3.5. Occupation through gender glasses ☼
 - 3.6. Social Barometer on Gender & Jobs ☼☺
 - 3.7. Men's*work or women's*work? ☼☺
 - 3.8. My career Inspiration ☼☺
 - 3.9. Boys* in Careset ☺
4. Options for action and visions for the future:
 - 4.1. From Experience to Improvement ☼
 - 4.2. Typical Day at the Age of 30 ☺
 - 4.3. Empathy Exchange ☼☺
 - 4.4. Inspiring social Movements ☼☺
 - 4.5. Think-Pair-Share ☼☺
 - 4.6. Making your vision real ☼
 - 4.7. Headstand ☼☺
 - 4.8. What would be if...? ☼☺

1 Content

1.1	One day in life	5
1.1	CARE IS COOL / THINKING OF CARE OUT OF THE BOX	8
1.2	De-gendering everyday situations	10
1.3	FROM EXPERIENCES TO IMPROVEMENTS	13
1.4	Gender organization in school.....	15
1.5	Gender Walk	17
1.6	Gender Boxes	19
1.7	Gendered notions and professions.....	22
1.8	List of Professions	25
1.9	Men* in paid care work - Like in real life.....	28
1.10	Opinion Barometer about Care and Housework.....	32
1.11	Norms and Expectations.....	35
1.12	Occupation through gender glasses	37
1.13	Social Barometer on Gender & Jobs	39
1.14	The Boys*/ Girls* in my class/ group	41
1.15	The Job Master-Quiz	44
1.16	Typical Day at the Age of 30	48
1.17	Waking up in another gender	50
1.18	Gender stereotypes in schoolbooks	53
1.19	Occupations through a gender-based approach.	55
1.20	Men's* Work or Women's* Work?.....	59
1.21	Empathy Exchange	61
1.22	My career inspiration.....	63
1.23	REAL MEN	65
1.24	Inspiring social Movements.....	67
1.25	Think – Pair - Share	69
1.26	Headstand	71
1.27	What would be, if ...?.....	72
1.28	Making your vision real.....	74
1.29	Boys in Care Cardset	77

Method:
1.1 One day in life
Topics of the method:
Work, unpaid work, value of care.
Target group:
Adults (in our case occupational counsellors, teachers, youth workers). The method can also be used with youth workers.
Necessary material:
<p>A flip chart and flip chart papers; markers of different colours; couple cards (describing the family situation of a couple): in the original exercise couple cards represent different situations of husband and wife (e.g. Both husband and wife are in full-time employment; the husband works full time, while the wife looks after the house and children; the wife works full time, the husband is seeking work; both husband and wife are in full-time employment and they have two children aged 3 and 7.)</p> <p><i>Note:</i> The example presupposes a heterosexual norm, therefore the cards should be changed to a plurality of family forms (e.g. homosexual couples or other family arrangements). More information can also be added relating to social class or other social categories that are considered relevant in relation to this topic.</p>
Preparation:
Preparation of couple cards.
Time (How much time is needed?):
60 min
Implementation and limits:
<p><u>Number of participants:</u> 6-20. <u>Rooms:</u> 1 room (not too small). <u>Situation:</u> the exercise requires some concentration, but is relatively easy to understand.</p>
Instructions:
<ul style="list-style-type: none"> • As a group, brainstorm all the elements they feel are important to define work and write these on flip chart. • Ask group to select the most important elements to reach a group definition. Write this group definition on the flipchart. • Divide group into subgroups (depending on the total number of participants) • Give each group two pieces of flip chart paper. Each group draws a line down the centre of the page. They write the 24-hour clock on both papers so they have two complete 24-hour clocks. • Give each group a different couple card • Ask groups to fill in the activities performed by member of the couple for every hour of the day. (They could use a different coloured pen for the man and for the woman). • Once completed, ask groups to label their charts in the following way: <ul style="list-style-type: none"> ○ Put a plus sign if it fits the group's definition of work. ○ Put a minus sign if it is not work. ○ Put a question mark for those activities you are unsure about. ○ Circle any activities on the list for which someone receives money.

- Groups write the couple being represented on their chart and stick them to the wall.
- Participants walk round and compare the different charts and consider what differences they notice between the man's day and the woman's day on each chart and the differences they notice between the different charts.
- In the original groups participants discuss the following questions:
 - What percentage of the items listed can be defined as work?
 - What percentage of the items listed as work are circled as paid work?
 - How much do you calculate it would cost to hire someone to perform the tasks listed as unpaid work?
 - Did listing all the activities for a day cause you to alter your definition of work?
 - Are all the tasks you classified as 'work' unpleasant or difficult?
 - Are all the activities you listed as 'not work' pleasant or fun?
 - What does it mean to say 'My wife or my mother, sister, daughter' doesn't work?
 - What definition of 'work' is implied by this statement? Is it the same as your definition?
 - How did the different scenarios affect the type and amount?
- Conclusions. The whole group is re-formed and the facilitator asks to comment on the most striking finding of this exercise (something did they not expect, how they changed their understanding of work).

Aims of the method:

The method aims at discussing the concept of work and the value of unpaid care work. This also implies a discussion about the gendered division of work and care which implies that often women** perform more unpaid care work. It also aims to reflect on how the gender division of care may change depending on different family situations. (family members having a paid job, presence of children, social class etc).

What significance does gender have in this method?

This method aims at understanding how gender norms lead to a situation in which care work, which is normally performed by women**, is not valued.

How does the method broaden the ideas on vocational possibilities of boys*?:

The method does not directly tackle the issue of vocational possibilities of boys*. However it is meant to reflect on the value of care work and why this typology of work is not socially and economically valued as it should be. This is important in order to provide educators with a different definition of work and care work (both unpaid and paid) that they can transmit to boys*.

To what extent does the method highlight paths of non-traditional behaviour?

The method aims to promote a different understanding of the concept of work and care, so indirectly it can be regarded as valuing non-traditional behaviours such as boys* performing care work.

Variations:

As already indicated couple cards can be varied.

Aftermath:

This exercise introduces a reflection on the concept of work and care, so it can be followed by more specific methods about boys*' involvement in care work.

Comments, experiences, tips, risks:

Possible risks: the discussion reinforces the idea that unpaid care work is not really work and that this is acceptable. Therefore, it is important that the facilitator is able the discussion in a way which unveils the contradiction of this understanding of work and the importance of care work in

our societies as well as the gender implications.

Sources of the method:

Amnesty International. Making rights a reality. Gender Awareness Workshops. 2004 (available online)

Method:
1.1 CARE IS COOL / THINKING OF CARE OUT OF THE BOX
Topics of the method:
Sensitizing, changing (own) stereotyped perceptions, changing social values about care and developing positive aspects of care: as a social value; as work; as gendered activity.
Target group:
Occupational counsellors, teachers, youth workers.
Necessary material:
Sheet of paper and pencil; cards to write on.
Time:
Up to 120 min.: introduction 30', individual work 15', small groups 30', plenary 45'.
Implementation and limits:
<u>Number of participants: 4 - 20</u>
<u>Rooms: A room big enough for working in small groups or additional room</u>
<u>Situation (Time of the day/atmosphere/concentration): Participants should not be too tired to think.</u>
Instructions and procedure:
<ul style="list-style-type: none"> • Introduction in the method should not only include instruction what participants will do, but also a brief discussion of the dominant perceptions of care in three respects and motivate participants to think about counter arguments: <ul style="list-style-type: none"> • Care as a social value: Care is not socially valued; • Care as work (profession, employment): Care work is a bad job including hard work and low salary; • Care as gendered activity: Care is a natural activity for girls* and women*, but odd for boys* and men*. • Individual work (15'): each participant develops one counter argument for each section (social value, work, gender). • Group work (30'): participants share their positive perceptions of care in all three sections, discuss them and write them on the cards. • Plenary work (45'): facilitator collects the cards and systematizes them along the tree sections, after that the plenary discussion follows.
Aims of the method:
The method do not intend to negate dominant perceptions (because they are true), but aims at developing counter-discourse about care in the sense that it opens up positive alternatives of how to perceive and value care socially, professionally and as a gender neutral activity appropriate also for boys* and men*.
What significance does gender have in this method?
The method not only questions the stereotype that care is a female domain, but also develops new perspectives on why boys* and men* are as suitable for care as girls* and women*; on how men*, women*, care receivers (children, elderly, disabled, sick) and society in general can benefit from de-gendering care etc.
How does the method broaden the ideas on vocational possibilities of boys*?
The method develops new positive perceptions of care as an important social value, prospective

field of work and a gender-neutral activity which can be used in counselling to empower boys* in following their atypical choice or even to motivate them to choose further education in care.

To what extent does the method highlight paths of non-traditional behaviour?

The method promotes care as a valuable and prospective domain and opens up a positive alternative vision of what means to be a care worker.

Comments, experiences, tips, risks:

Strengthening gender stereotypes and perceptions of complementarity of sexes in discussion why men* are equally suitable for care as women*. However, this can be considered as very useful for discussion and for pointing out that this is not the right way to pursue in gender desegregation of care.

Reality check: avoiding negation of existing negative aspects of care (bad working conditions, undervaluation, feminization, and rationalization). The question is how to face positive aspects of care with reality of care.

Cooptation: taking negative development in care (for instance robotization of care or entrepreneurial and 'new public management' directions in care) as the arguments for attracting boys*.

Sources of the method:

Developed by Majda Hrženjak, for the purpose of BIC project.

Method:
1.2 De-gendering everyday situations
Topics of the method:
Reflect gender based preconceptions along everyday work situations; develop alternative ways of acting beyond gendered scripts; self-reflection on gendered assumptions.
Target group:
Adults working with children and youths (teachers, social workers, career counsellors, etc.).
Necessary material:
Copies of the everyday work situations and tasks (enough for each person per small group), enough chairs/tables to be able to work in small groups in different corners of the room.
Time:
40 - 70 min. depending on how long the groups want to discuss.
Implementation and limits:
<u>Number of participants:</u> variable, depending on how many small groups you make. <u>Rooms:</u> 1 big room or enough small rooms to be able to work in groups. <u>Situation:</u> The method is useful in groups who already know one another and have build some trust to be able to reflect about the own behaviour.
Instructions and procedure:
<ul style="list-style-type: none"> · Make small groups of 2-4 people each. It is possible to ask if participants would rather be in a gender-mixed or non-mixed group. · All small groups get the following tasks: Start at your table with the situation given and discuss the following questions/tasks: <ul style="list-style-type: none"> ○ What gendered preconceptions are presented, that restrain children and youth in their individual development? ○ What are possible alternative ways to deal with the situation, e.g different wording. If you are satisfied with the outcome of your debate, move on to the next table, if there is still another group there, get the paper with the example and discuss somewhere else. It is not about crossing of as many situations as possible, but rather about in-depth discussions and explore alternative ways of acting. · Possible questions for a discussion and evaluation in the plenary: <ul style="list-style-type: none"> ○ What did you notice? ○ Which of these situations do you recognize from your everyday work activities? ○ How can the situations be handled in a different manner?
Example Situations:
<p>Situation 1: After a canoeing-trip your colleague comes into the room and says: “I need four strong boys!”</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> · What messages do the boys* in the group receive? Do all boys* receive the same message? · What message do the girls* receive? · What gendered preconceptions are presented, that restrain children and youth in their individual development?

Find alternatives, e.g. a different wording.

Situation 2:

A girl comes to you and tells you that she is very happy, as she is in love. You reply: “That is great! What is his name?”

Discuss the following questions:

- What messages does the girl* receive?
- What messages girls* receive who listen to the conversation?
- What messages do boys* receive who listen to the conversation?
- What gendered preconceptions are presented, that restrain children and youth in their individual development?

Find alternatives, e.g. a different wording.

Situation 3:

A boy* comes to you crying and says he has been pushed by another child. Your colleague replies: “You are a boy, you have to fight back!”

Discuss the following questions:

- What messages does the boy* receive?
- What message do other boys* receive?
- What messages do girls* receive?
- What gendered preconceptions are presented, that restrain children and youth in their individual development?

Find alternatives, e.g. a different wording.

Situation 4:

During a discussion about a mandatory internship a boy* says he will do an internship as a carpenter and the teacher replies “That is a real man’s job!”

Discuss the following questions:

- What messages does the boy* receive?
- What message do the other boys* in the class receive?
- What messages do girls* receive?
- What gendered preconceptions are presented, that restrain children and youth in their individual development?

Find alternatives, e.g. a different wording.

Situation 5:

When talking about career choices a boy* says he wants to stay at home and take care of the children, you reply “And who will feed your family?”

Discuss the following questions:

- What messages does the boy* receive?
- What message do the other boys* listening to the conversation receive?
- What messages do girls* listening to the conversation receive?
- What gendered preconceptions are presented, that restrain children and youth in their individual development?

Find alternatives, e.g. a different wording.

Aims of the method:

The method aims at reflecting gendered preconceptions in everyday work situations. Based on everyday work situations (that can be given or developed on the spot) the participants can discuss and reflect what gendered ascriptions are inherent in everyday work situations. Based on this

alternative ways of acting can be created, which do not contain gendered preconceptions.

What significance does gender have in this method?

The method's intent is to facilitate a reflection of gender and assumptions about gender and open up a discussion to find alternative ways of action, which do not reproduce the gendered view as presented in the examples.

How does the method broaden the ideas on vocational possibilities of boys*?

Depending on the examples chosen/added this method can address how boys* and girls* are limited by gendered expectations in their career choices and how this limits their individual development. For this more examples like example 4 and 5 can be added, depending on the context. This can help professionals to adapt their everyday work activities to be more inclusive for all vocational choices of boys* and let them be seen as equally important/meaningful.

To what extent does the method highlight paths of non-traditional behaviour?

As participants should reflect on alternative ways of action the method is directly asking how to not reproduce preconceptions and thus further the opportunities of behaviour available.

Variations:

The method could be modified by using different examples, e.g. collected beforehand in a discussion with the participants from their everyday experience. Also the number of situations can be decreased /expanded, according to the group size.

Comments, experiences, tips, risks:

A lot of participants usually say that through these concrete examples they are sensitized about the words they use and which effects they have. Participants can show feelings of shame, anger or resistance, if they feel like they have been "caught". As facilitators you should be prepared on this kind of reaction. This is also a reason why it can be good to use this method in a group that already is familiar and comfortable with one another.

Sources of the method:

In German language printed the method can be found in:

Könnecke, Bernard/Laumann, Vivien/Hechler, Andreas (2015): Methode: Praxissituationen entgeschlechtlichen. In: Hechler, Andreas/Stuve, Olaf (2015) (Hrsg.): *Geschlechterreflektierte Pädagogik gegen Rechts*. Opladen/Berlin/Toronto: Verlag Barbara Budrich, 73-78.

The idea and first conception of the method by Bernard Könnecke within the project *Geschlechterreflektierte Arbeit mit Jungen an der Schule* (www.jungenarbeit-und-schule.de/) entwickelt (Könnecke 2012). It was then further developed by several employees of *Dissens – Institute for Education and Research*, amongst others in the Projects *Rechtsextremismus und Männlichkeit(en)/Vielfalt_Macht_Schule* (www.vielfaltmachtschule.de; Laumann/Stützel 2015) and *Geschlechterreflektierte Neonazismusprävention* (<http://dissens.de/gerenep/>). Thanks go to Sam Tsemeu for suggestions on the development of the examples.

Könnecke, Bernard (2012): *Geschlechterreflektierte Jungenarbeit und Schule*. In: Dissens e. V. u. a.: *Geschlechterreflektierte Arbeit mit Jungen an der Schule*. Berlin: Eigendruck, S. 62-71.
Laumann, Vivien/Stützel, Kevin (2015): „Dann bin ich ja gar nicht mehr authentisch“ – Die Gefahr von Verkürzungen in der pädagogischen Rechtsextremismusprävention. In: Hechler, Andreas/Stuve, Olaf (Hrsg.): *Geschlechterreflektierte Pädagogik gegen Rechts*. Opladen/Berlin/Toronto: Verlag Barbara Budrich, 135-150.

Method:
1.3 FROM EXPERIENCES TO IMPROVEMENTS
Topics of the method:
<p>This method can be adjusted from the content point of view and for various target groups.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Sensitising on the topics of perceptions, gender stereotypes, sharing and reflecting own experiences (at work and in everyday life), • Encouraging participants to become more active in thinking and in practice (work, everyday life), • Empowering participants to do something in order to reach the aim or positive changes (from more sensitive gender perspective). <p>Skills:</p> <ul style="list-style-type: none"> • Reflection of one owns behaviour, as well as that of others, and the organisational structures they work in e.g. schools, • Proactive approach to solve the recognized problems in certain area.
Target group:
Occupational counsellors, teachers, youth (non-formal) educators.
Implementation and limits:
<p><u>Number of participants:</u> 6 – 30.</p> <p><u>Rooms:</u> 1 - 2 (if 1, there must be some space for working in small groups).</p>
Situation:
The method can be applied to people with different experiences – for example in this case the counsellors in schools or teachers (and parents) who will somehow be involved in the children’s (with focus on boys*) occupational decision-making process.
Necessary material:
Flip chart, papers and markers.
Time:
60 min. (it can be more or less – depends on the deeper discussion and number of participants).
Instructions and procedure:
<ul style="list-style-type: none"> • Small groups – at least 4 persons in 1 group (20 min.). Write down on the flip chart papers: identify the problems that you encounter on counselling or support when focusing on the choice of professions. What problems do you encounter? What obstacles do you encounter in practice as counsellors or as parents? What kind of restrictions do you see specifically in the field of counselling for boys* to choose care professions? • Plenary (10 min.). In one group, we collect together ALL problems listed (read them out loud). Facilitator lead the process in order to select five of the most important (key) problems and write them on the "flip chart". • Plenary (15 min.). Find solutions to identify the most important key issues. What solutions do you propose? Where do you see solutions to these key problems you identified? Let's go step by step - firstly, the solutions for the first identified key problem etc. • Plenary (10 minutes). Who can participate in solving problems or who can influence the solution of these problems? Again, let’s start with searching the solutions for the firstly identified problem etc.

- Plenary (5 minutes). What can I do as part of my work or in the position on which I am working as the next step towards the realization of the proposed solution? What can be my contribution to the proposed solution?

Aims of the method:

The method encourages participants to become more active in thinking and in practice (work, everyday life) and empowers participants to do something in order to reach the aim or positive changes (from more sensitive gender perspective). The participants will not only share their experiences but search for the improvements and solutions how to reach better circumstances.

What significance does gender have in this method?

Maybe the participants will share their experiences with gender stereotypes and the solutions how to overcome them will be thought through together in the group.

How does the method broaden the ideas on vocational possibilities of boys*?

The method develops different highlights in perceptions on the basis of experiences and obstacles for boys* in decision-making for care professions in order to find the improvements for the future challenges which can be used in counselling to empower boys* in following their atypical choice or even to motivate them to choose further education in care.

To what extent does the method highlight paths of non-traditional behaviour?

The method highlights paths of non-traditional behaviour in the sense that hopefully some counsellors would overcome their own gender stereotypes in this field.

Variations:

The method could be modified in various topics. It is important to keep the following stages in the process: identification of problems; finding the solutions (what should be done in order to improve the current situation); who should implement the identified solutions and how can I participate to make it happen?

Comments, experiences, tips, risks:

Timeframe is important - a moderator needs to keep an eye on the time. Moreover, the redistribution of time is extremely relevant in order to manage the timeframe for all stages of the process. Strengthening gender stereotypes and perceptions of complementarity of sexes in discussion why men* are equally suitable for care work as women*.

Sources of the method:

Developed by Mojca Frelih, for the purpose of BIC project (Peace Institute).

Method:
1.4 Gender organization in school
Topics of the method:
Identifying and changing gender norms in teaching and in the school organization.
Target group:
Adults (in our case occupational counsellors, teachers). The method can also be used with youth workers.
Necessary material:
A flip chart; flip chart papers; markers of different colours.
Preparation:
The facilitator can prepare a handout with data and information about gender segregation in the education/vocational training.
Time:
Around 90 min.
Implementation and limits:
<u>Number of Participants:</u> 6 – 20. <u>Rooms:</u> 1 room (not too small). <u>Situation:</u> the exercise requires some concentration and availability to reflect on personal and professional behaviour.
Instructions and procedure:
<ul style="list-style-type: none"> The facilitator first introduces some data and concepts about gender segregation in the school and vocational choices (this part may not be necessary if the subject has already been addressed in previous methods or it can be done at the end of the session if the facilitator prefers to start from the discussion of teachers/vocational counsellors' experiences). Division of the group into subgroups of about 4/6 people. The group discusses the following questions and writes on a flip chart the most relevant points emerged: <ul style="list-style-type: none"> Expectations towards boys*/girls* <ul style="list-style-type: none"> Which characteristics do you like in boys* and girls*? Are there any differences? Do you “reward” or “punish” boys* and girls* for the same things? What do you expect and request from boys* and girls*? Are there any differences? In relation to the subject that you teach do you generally expect boys* and girls* to have different attitudes and outcomes? How do you react to boys* / girls* who have a gender non-conforming behaviour? Gender organization in the school <ul style="list-style-type: none"> How many women*/men* are present in the school? In which roles? Do you think that the opinion of male/female teachers is taken into account in the same way by the school board? Have you noticed any difference in the way boys*/girls* occupy the different spaces in the school and (if present) in the choice of extra-curricular activities? The subgroups re-join together and discuss their findings in the large group. The most

relevant issues emerged are marked on a flip chart and proposals for change (if any) are noted and discussed.
Aims of the method:
The method aims at reflecting on gender norms, especially unconscious and hidden ones that are present in the school environment and in teachers /vocational counsellors' behaviour and choices. Specifically, it aims to prompt a reflection on how teachers may unconsciously have different attitudes towards girls* and boys* also in relation to school/professional choices thus reinforcing gender segregation in this area.
What significance does gender have in this method?
This method aims at understanding how gender norms may be hidden in the expectations that teachers /vocational counsellors have towards boys*/girls*, thus reinforcing gender segregation in the area of education. It also aims to reflect on how gender norms may be reflected in the school organization.
How does the method broaden the ideas on vocational possibilities of boys*?
This method aims at tackling one of the elements which are conducive of gender segregation in education and vocational training, namely teachers' and vocational counsellors' attitudes. Therefore, it promotes the possibility of broadening vocational possibilities of boys* by not stigmatising those who decide to choose non-traditional school/vocational paths.
To what extent does the method highlight paths of non-traditional behaviour?
The method aims at reflecting on how teachers may encourage traditional behaviours, thus reflecting on the importance that, on the contrary, they allow boys*/girls* to choose on the basis of their attitudes and preferences instead of social expectations.
Variations:
The questions to be discussed can be made more specific depending on the typology of school/youth club involved.
Aftermath:
The method can be followed by the organization of a plan through which teachers/vocational counsellors commit themselves to promote a kind of teaching and a curriculum which avoids gender stereotypes and promotes students' personal abilities and skills.
Comments, experiences, tips, risks:
The main risk is that teachers/vocational counsellors are not ready to recognise their own prejudices, or they feel personally under scrutiny therefore they are not willing to really reflect on their own behaviour. In order to avoid such risk it is important that the facilitator explains that the scope of the exercise is not to judge teachers' behaviours, but to reflect on how gender norms are so pervasive that some of our behaviours might unconsciously reflect those norms. Therefore the focus is to reflect on how to recognise those behaviours and eventually change them and not on judging them.
Sources of the method:
Adaptation from the exercise "gender organisation in residential care facility" from the Alternative Future project.

Method:
1.5 Gender Walk
Topics of the method:
Gender stereotypes and gender socialization.
Target group:
Adults (in our case occupational counsellors, teachers, youth workers). The method can also be used with youth workers.
Necessary material:
A board (or ppt presentation) to show the questions (optional).
Time:
Around 45 min..
Implementation and limits:
<u>Number of participants:</u> 6 - 20 (depending on the size of the room) <u>Rooms:</u> 1 room not too small and as empty as possible (it is necessary to have a space where people can move easily so put tables, chairs on the sides of the room) <u>Situation:</u> this can be regarded as a warm-up exercise to be done at the beginning of the session.
Instructions and procedure:
<ul style="list-style-type: none"> · Explain to participants that when you say the word ‘walk’ they should to walk around the room as fast as possible but without bumping into anyone. When you shout ‘stop’ they are to stand one in front of the other in couples. · Explain that you will call out a sentence which they can discuss in that pair for two minutes in total. At the end of the two minutes you will say ‘Walk’ again and they can walk around the room again until you shout ‘stop’ and call out the second statement and so on. <p>Statements to be used:</p> <ul style="list-style-type: none"> • Something typical of my gender that I like doing. • Something typical of my gender that I don’t like doing. • Something not typical of my gender that I like doing. • Something not typical of my gender that I would like to be able to do without judgment. • Something I hope will happen during the workshop series (optional).
Aims of the method:
The method aims to discuss gender socialization and gender stereotypes by starting from the personal experience of the participants but with a light approach as the questions normally raise issues related to everyday experience, hobbies, preferences and so on. It aims to introduce a reflection on how gender socialisation can limit people’s experiences, activities and life choices. It starts from people’s experiences and only later in the discussion the facilitator can introduce some explanations/reflections on how gender operates by indicating what is supposed to be an appropriate behaviour/activity for men* and for women*. The discussion can also lead to a reflection about the consequences for those people who violate these gender codes (which can go from disapproval, being considered weird, inappropriate, to more serious consequences of being criticised, ostracised, bullied and so on).
What significance does gender have in this method?
Gender is central to this method which is aimed precisely at adopting a gender sensitive

perspective when analysing everyday activities.
How does the method broaden the ideas on vocational possibilities of boys*?
The method does not directly tackle the issue of vocational possibilities of boys*. It is meant as a first exercise to reflect on gender socialisation to which more specific exercises on vocational possibilities should follow. However, it is possible that during the discussion among the issues raised by participants there are examples concerning work/job situations that can be helpful to discuss how gender influences choices in work.
To what extent does the method highlight paths of non-traditional behaviour?
By asking participants examples of behaviours which are not conforming to a traditional understanding of gender norms.
Variations:
It could be modified by asking a similar typology of questions but in relation to work/job. (e.g. a job not typical of my job that I would have liked to do).
Aftermath:
After this warm-up about personal behaviour in terms of gender, more specific exercises about how gender affects the choice of educational and work choices should be carried out.
Comments, experiences, tips, risks:
<p>Possible risks:</p> <ul style="list-style-type: none"> • the discussion reinforces the idea that some behaviour/activities are typical of just one gender, so confirming the validity of gender traditional norms (although it never happened to me in my experience). • participants raise very personal situations that have caused them pain and that the facilitator has difficulty to handle or that could expose the participant too much (so the facilitator could suggest that they continue talking about the specific instance separately when the workshop is over).
Sources of the method:
Amnesty International. Making rights a reality. Gender Awareness Workshops. 2004 (available online)

Method:
1.6 Gender Boxes
Topics of the method:
Make participants reflect upon their approach to gender as such and their own gender in particular; enhance understanding that gender is not only about women*'s issues and that it is not a static issue to be discussed along the dichotomy male-female or man*-woman*; encourage to reflect on socially-constructed nature of gender roles.
Target group:
Young people. The method is developed to teachers and vocational counsellors to work with young people.
Implementation and limits:
Number of participants: 15-20.
Necessary material:
Popular (entertainment) magazines rich in advertisements and pictures, paper boxes (or flipchart), markers, scissors, glue or scotch.
Preparation:
A handout with the questions for discussion should be prepared.
Time:
60 min.
Rooms:
The room should be big enough for the groups to work in teams and complete the task without too much interacting between the groups.
Instructions and procedure:
<ul style="list-style-type: none"> • Compose small groups of 4-5 people each. • 2 groups will be working on issues of female stereotypes and 2 groups with the issues of male stereotypes. • Each group should get a set of magazines, look through them and cut the selected pictures and/or phrases which participants consider the most resemble the stereotypes of women* and men* in society (depending which box they have to decorate). Participants should decorate a box given to the group (or it could be flipchart which is used by the group to make the billboard). The group which deals with female stereotypes should have headings WOMAN on the box/billboard. The group which deals with male stereotypes should have heading MAN on the box/billboard. (20 min) • When the boxes /billboards will be ready each group will present the stereotypes they identified and compare how similar or different aspect the groups highlighted. (10) • Then all participants will be asked to discuss how the gendered stereotypes impact on the understanding of gendered norms, roles and expectations for girls* and boys* (gender boxes). • Questions for discussions: <ul style="list-style-type: none"> • How should a young woman* look and behave in order to be popular in society? • How should a young man look and behave in order to be popular in society • How are the attitudes about “real” woman* and man* constructed? How do we learn about expectations and roles of women* and men* in society? How does our society

- construct the “gender box” for girls* and boys*?
- What happens when a girl or boy* does not fit into “gender box”?
- What are the consequences to not fit to norms in gender box? How do peers, teachers, parents and society behave to those who might be considered as “unfit”?
- To sum, what are pluses and minuses of being in the “gender box”?

Aims of the method:

This method is suitable to explore gender stereotypes and stereotypical representation of gender roles which are constructed by popular culture, their negative impact on girls*’ and boys*’ choices, expectations and lives.

What significance does gender have in this method?

By applying this method, the exercise addresses gender stereotypes and their negative impact on girls*’ and boys*’ everyday lives, roles and choices. It also gives insight to understand the link between gender socialisation and gender inequalities and raises challenges to overcome “accepted” and “normalised” belief about femininity and masculinity.

How does the method broaden the ideas on vocational possibilities of boys*’?

The facilitator can start a discussion on impact of gender stereotypes for boys*’ and girls*’ vocational choices. It shows how we learn about gender roles through socialisation. The kind of examples about what is a “real” woman* or man* that one finds in advertising or youth magazines can be found in many other areas of life, as well. The conclusion could lead to the students’ acknowledgement that no matter how much pressure they are under to conform, they and their peers have the right to ‘live outside the box’.

Variations:

The method could be modified by doing a bit different steps when the “gender boxes” are composed.

Prepare an empty ‘dart board’ on a flip chart beforehand. This will be used to ‘plot’ participants’ scores:

- Ask the participants to mark on the ‘Scale of percentages’ the degree to which they think they fit in the box. (0 = outside the box, 100 = completely in the box).
- Ask the class to reflect on the scores.
- Discuss how they feel about fitting or not fitting the gender box.

Reflect on the ‘dart board’ with the class scores:

- What do you observe?
- How do you feel about not fitting in the box?
- How do you feel about sometimes having to conform so you fit in the box?
- How do you feel about others who do not fit in the box?

Expected outcome and activity wrap up:

- The most students, if not everyone in the group, will see themselves as living outside the box i.e. far from the centre of the target.
- Conclude the activity by saying that no matter how difficult it is not to conform, students have the right to stay outside the box; to be valued and respected for who we are and we have the responsibility to value and respect others.

Comments, experiences, tips, risks:

This method:

- provides the possibility to start discussions and explore the beliefs concerning what it means to be a boy* or a girl* in the society they live in.

- facilitate the debates about segregation of professions along gender lines and limits for professional choices due to negative impacts of stereotypes.
- can help to identify how socialization and institutions construct norms of femininity and masculinity and challenges to change them and to show how overly present they are.

Sources of the method:

Mediterranean Institute of Gender Studies (2012). *Youth4Youth: A manual for Empowering young people in preventing gender-based violence through peer education*.

www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf

Van der Veur, D., Vrethem, K., Titley, G., Tóth, G. (2007). *Gender Matters. A manual on addressing gender-based violence affecting young people*. Council of Europe.

<http://eycb.coe.int/gendermatters/>

Method:	
1.7 Gendered notions and professions	
Topics of the method:	
Enhance understanding about socialization process and its impact on construction of “feminine” and “masculine” characteristics; how ranking of professions is linked to gender stereotypes; encourage reflection on how gendered norms and stereotypes construct perception about professions and their division to “feminine” and “masculine”.	
Target group:	
Teachers and vocational counsellors who work with young people, also young people directly.	
Implementation and limits:	
Number of participants: 15-18.	
Necessary material:	
3 packages of cards: each card contain one characteristic (the list is provided below). One package should contain 20 cards. 3 envelopes with 20 cards in each should be prepared.; flipcharts; short description for Group A, B and C instructing each group to complete the exercise (total: 3 descriptions).	
Preparation:	
Package of cards	
Dependent	Independent
Emotional	Rational
Objective	Subjective
Submissive	Dominant
Passive	Active
Having leadership skills	Obedient
Ambitious	Not ambitious
Hesitates a lot	Make decisions quickly
Competent	Incompetent
Delicate	Direct

Group A. Instructions to complete exercise:

Divide flipchart into 2 sections: Heading: Feminine and Masculine:

Some characteristics in the package are likely to be associated to femininity, others – to masculinity. Please, distribute the given cards along gender lines. Please, do it fast and without long debates.

Group B. Instructions to complete exercise:

Divide flipchart into 2 sections: Heading Positive (desirable) and Negative (undesirable):

Some characteristics in the package are likely to be associated more as positive (wanted), others – as negative (unwanted). Please, distribute the given cards along positive/negative line. Please, do it fast and without long debates.

Group C. Instructions to complete exercise

Divide flipchart into 2 sections: Heading Care professions and Technical/Engineering professions:

Some characteristics in the package are likely to be associated more care professions, others – to technical/engineering professions. Please, distribute the given cards along care/technical professions line. Please, do it fast and without long debates.

Time:

60 min..

Instructions and procedure:

- Divide the whole group to three smaller groups (A, B, C).
- Each group should receive an envelope with 20 cards.
- Each group should get the prepared flipchart divided into two parts.
- Each group should get the instructions how to complete the task.
- Each group should have enough space to complete the task without possible contact or observation by the other groups.
- The task should be completed fast without long debates within the group (up to 10 min.).
- When the task will be completed in the groups, then all groups gather together.
- Please divide the board into two parts and write on the one part “Feminine” and on the other “Masculine”. Ask the group A to read how they divided given characteristics and write them on the board respectively.
- Then ask the group B to assign “positive” or “negative” marker to each written characteristics on the board with eater a + or a –.
- Finally, ask the group C to provide their insights about how they distributed given characteristics along care and technical professions;
- When everything will be completed, summarise the findings: how much “positives” and “negatives” were attached to care professions? Femininity? Technical professions? Masculinity?

- Reflections:
 - What results did you get?
 - Is anything that surprised you? What results were unexpected? Why?

The general tendency is that “female” part of the flipchart more often might be “marked” with negative signs (-), and masculine – with positive (+). The questions for discussion could be following:

- What participants think about the different signs in the female and masculine parts?
- Why and how do these differences occur?
- What do you think about distribution of characteristics along gender lines: whether this distribution reflects upon reality or shows how stereotypes construct the notions about femininity and masculinity?
- How do we know gender stereotypes?
- How do gender stereotypes impact on our notions about men* and women*? How do they impact on choices of professions?
- What can we do to overcome negative consequences of gender stereotypes?

Aims of the method:

This method is suitable to explore how the process of socialisation affects our notions about women* and men*. It also shows how stereotypes might limit professional choices of girls* and boys*.

What significance does gender have in this method?

This method address gender stereotypes and their negative impact on girls*’ and boys*’ everyday lives and professional choices. It also gives insight to understand the link between gender socialisation and gender inequalities and raises challenges to overcome “accepted” and “normalised” beliefs about femininity and masculinity.

How does the method broaden the ideas on vocational possibilities of boys*?

This method can facilitate discussions on impact of gender stereotypes for boys*’ vocational choices and identify the ways how to challenge the norms and beliefs in order to promote choices for boys* to untypical professions.

Comments, experiences, tips, risks:

This method provides the possibility to discuss and explore the beliefs concerning what it means to be a boy* or a girl in the society they live in; facilitate the debates about segregation of professions along gender lines and limits for professional choices due to negative impacts of stereotypes; can help to identify how socialization and institutions construct norms of femininity and masculinity and challenges to change them.

Its also important to make clear, that some professions (more care professions) are associated negatively and to make them look better but honestly tell about the ups and downs.

Sources of the method:

Mediterranean Institute of Gender Studies (2012). *Youth4Youth: A manual for Empowering young people in preventing gender-based violence through peer education*.

www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf

Van der Veur, D., Vrethem, K., Titley, G., Tóth, G. (2007). *Gender Matters. A manual on addressing gender-based violence affecting young people*. Council of Europe. <http://eycb.coe.int/gendermatters/>

Method:
1.8 List of Professions
Topics of the method:
Gender segregation in professions.
Target group:
Young People aged 12 (2 nd year of the lower-secondary school) and older.
Necessary material:
A table with the list of professions (see appendix 1); a table about the motivations of the choices in professions (see appendix 2); a flip chart and flip chart papers; markers of different colours.
Preparation:
Preparation and copies on the tables.
Time:
Around 120 min.
Implementation and limits:
<u>Number of participants:</u> 6 – 30.
<u>Rooms:</u> 1 room
<u>Situation:</u> the exercise requires some concentration but is relatively easy to understand.
Instructions and procedure:
<ul style="list-style-type: none"> • Introduce the first exercise by showing the table of professions (annex 1). The list of professions can be made shorter or longer according to the needs of the group and the time at disposal. The table should be initially filled out individually by the participants. For each profession on the list, the participant should indicate whether this job: <ul style="list-style-type: none"> • Could be part of one's own possible professional choices. • Corresponds to one's professional desire a lot. • Does absolutely not correspond to one's professional desire. <p>It is essential that the motivation of the answer is always given. Urge the young people not to stop at the simple "I do not like", "I do not care" but give a short definition of why (e.g., "I do not like it because it is manual and heavy", "impossible because it requires a training which is too long").</p>
<p>First exercise: professions and stereotypes related to gender</p> <ul style="list-style-type: none"> • Divide the participants into small groups (of 5/6 people) and let them present the results of the exercise. Ask them to also explain the reasons for their choices. (in order not to make the discussion in plenary, a narrower range of jobs can be identified on which the groups have worked). • Discussion in plenary: invite the participants to bring out the factors that hinder or facilitate the choice of one job over another; help them to reflect on the value that the gender dimension assumes in this context.
<p>Second exercise: the professions that interest me. (This second exercise should be done a few days after the first one.)</p> <ul style="list-style-type: none"> • Ask participants to look at the 1st table that they have filled out some days before (some repositions are possible) and to identify recurring terms and adjectives in the answers

given. Then invite them to list them in the three identified areas (see annex 2) and determine a list of 3 to 5 professions that respond to the criteria identified.
(This exercise can be resumed at the beginning of the third year for the choice of the scholastic - educational path).

Aims of the method:

The method aims at discussing the motivations on which young people found their like or dislike to several professions and how this is related to gender norms. It can be used to introduce the issue of a gender sensitive vocational training and to work specifically with boys* in relation to care professions.

What significance does gender have in this method?

This method aims to give the students a different view on professions and to learn more about their own needs and preferences. It can also help to understand how gender norms influence the choice of the students in their decision to opt for a profession.

How does the method broaden the ideas on vocational possibilities of boys*?

The method can be used to tackle the issue of vocational possibilities of boys* and to broaden their perspectives by reflecting on the motivations which are given by them and by proposing a larger spectrum of possible professions.

To what extent does the method highlight paths of non-traditional behaviour?

The method aims to reflect on the possibility that students may undertake non-traditional paths in their future professions.

Variations:

It can also be used as a method to have a one-on-one talk about the future profession between one student and a teacher.

Aftermath:

This exercise can be followed by more specific sessions of vocational orientation.

Comments, experiences, tips, risks:

Possible risks: the discussion reinforces the prejudices that participants have about suitable jobs for their gender.

It is important that the facilitator/teacher is able to lead the discussion in a way which discusses the gendered assumptions about job segregation and present students with more options than those that they have initially chosen.

Sources of the method (Where does it come from?):

School project “Oltre il genere” (Beyond gender), Varese province, Italy
<http://www.provincia.va.it/ProxyVFS.axd/null/r45857/Percorso-Oltre-il-genere-doc?ext=.doc>.
 (website in Italian)

Annex 1

1.8.1.1 List of professions			
	----- Motivation of the choice -----		
Professions	Impossible!	Maybe?!	Yes please!
Social worker			
Nurse			
Lawyer			

Engineer			
Doctor			
Teacher			
Kindergarten teacher			
Psychologist			
Educator			
Journalist			
Interpreter/translator			
Chemistry and biology technician			
Pilot			
Chef			
Electrician			
Beautician			
Mechanical			
Dental			
Midwife			
Pilot			
Policewo*man			
Accounting clerk			
Technical / computer science			
Stylist			
Firefighter			
Dentist			
Graphic designer			

Annex 2

Motivation of the choice		
Indicate the most recurrent terms and motivations		
Impossible	Why not?	Yes please!
Try to identify the professions that respond to the identified criteria		
And now find the documentation / information necessary to have more elements of knowledge about the chosen professions		

Method:
1.9 Men* in paid care work - Like in real life
Topics of the method:
Caring masculinity; gender aspects; benefits in and better knowledge about care occupations.
Target group:
12 years and older.
Implementation and limits:
Number of participants: 10 -15.
Situation:
This method fits in any situation and time of the day. It only needs space and time to reflect afterwards.
Necessary material:
Sheets with questions and characters; whistle, drum, anything making a welcoming sound (optional).
Preparation:
Trainers should have information about care occupations and professions. Bring the handout with the questions & statements (see below, A) with you. Cut the role cards (description of each character, see below, B) on a single sheet and bring it with you.
Time:
50 min. or more.
Rooms:
One room. Big enough that each participant can move forward (maximum: circa 15 steps).
Instructions and procedure:
<ul style="list-style-type: none"> • Make sure that each person gets a character (Role card, see below: A) without telling the others about it. • Give the participants time to slip into the character. • Tell the group to line up, as if they would start running a marathon. • Everyone should stay by her*himself without chatting to others. It is important that they stay next to each other. • Tell the group, that you will ask questions and announce some questions & statements (see below: B). • If the character (not the real person) would answer the question with “yes”, go one step forward. • Make clear, that the participants make fair regular steps and not huge steps. • If the characters are unsure, or if they have to answer the questions with “no”, they have to stay where they are. • Make clear, that everyone feels able to decide to step forward as their character would do so. • Ask until you finished all the questions, until you see the group is feeling uncomfortable, or if a person reaches the end of the room.
Note: If you like, you can use a whistle, drum, gong, etc. before asking the next question.

Aims of the method:
<p>The method aims to show, that different people have different opportunities in connection with their work. The difference between the people who can move forward and who stay at one place should be obvious at some point and can be talked about in the reflection. This can then show:</p> <ul style="list-style-type: none"> • Positive effects of caring masculinities; • A larger variety of occupational choices; • A sophisticated view on career aims; • Benefits of paid care work. <p>But the method should not be used to talk young people into something or neglect also the negative aspects of payed Care Work. There are many very prekary conditions the participant should be informed about.</p>
What significance does gender have in this method?
<p>Gender aspects and gender gap are central aspects of this method. Participants can experience positive and negative aspects from different kinds of occupations. The method can help breaking with the idea of so-called female- and male occupations. It helps participants to understand gender sensitive aspects.</p>
How does the method broaden the ideas on vocational possibilities of boys*?
<p>While being the character, the participants can experience different aspect around care work. Reflecting together after the method, the participants can hear from the others, how they felt, plus get more ideas of how different occupations can be.</p>
To what extent does the method highlight paths of non-traditional behaviour?
<p>The method supports individuals on decision making on occupations and gives ideas of different family lifestyles.</p>
Variations:
<p>It is possible to extend the characters and occupations. Plus, it is always possible to set a different focus, with asking other questions. E.g. if you want to set the focus more on gender aspects, create questions focusing more on gender aspects. This method is quite variable, but modification works better with experience with the exercise.</p>
Aftermath:
<p>This method should always finish with reflecting on what the people experienced and how they felt about it. Do not end the method without ending clearly (asking participants to leave their role) and checking how people feel.</p> <p>The participants should understand why some people were able to step in front and others were not. It is important to honestly reflect the advantages and disadvantages of payed Care Work together. The trainers should have information about the conditions regarding full- and part time jobs in this area and speak about social situations depending on the status and payment of these jobs.</p>
Comments, experiences, tips, risks:
<p>If you feel like the room, the time or the group is not appropriate for the method, do not use it. Pushing the method through might change the group's motivation/morale for the worse. Always keep an eye on how participants feel being the character. Make sure to give clear instructions and after finishing the method, make a clear-cut and transformation between the characters and the participants. That helps reflecting on experiences.</p>
Sources of the method (Where does it come from?):
<p>https://www.dissens.de/isgp/docs/isgp-wie-im-richtigen-leben.pdf</p>

A) Role cards / character descriptions

26 years old, male, Elderly nurse has a wife and 2 kids, refugee, works two times a month on weekends, flexible working times, working in a team.	30 years old, male, Nurse working on an intensive care unit, team leader, single and one child, works two times a month on weekends, flexible working times.
42 years old, male, Street worker, three kids, single dad, flexible working times.	23 years old, male, Physiotherapist, single, works Mon-Fri, part-time.
50 years old, male, Primary school teacher, homosexual, single, no kids, working Mon-Fri mostly in the morning.	28 years old, male, Carer for disabled people, has a wife, four kids, works two times a month on weekends, flexible working times.
38 years old, male, Farmer, has a wife, three kids. Working every day a week.	47 years old, female, Bank manager, migrant, has a wife, three children. Flexible working times, has to be reachable at all time.
56 years old, female, Shop assistant, has a husband, two kids. Working Mon-Sat. Different shifts, fulltime.	54 years old, female, Self-employed motorcar mechanic, single. Flexible working times, different shifts.
47 years old, male, School social worker, migrant, single. Working Mon-Fri mostly in the morning, part-time.	36 years old, male, Kindergarten teacher, migrant, has a wife, 4 kids. Working Mo-Fri mostly in the morning.
27 years old, female, Self-employed psychotherapist, single. Flexible working times	19 years old, female, Social assistant, single, one child. Works two times a month on weekends, flexible working times.
26 years old, male, Midwife, has a husband, two kids. Works two times a month on weekends, flexible working times.	23 years old, female, Occupational therapist, single. Works Mon-Fri, 9 to 5.
55 years old, female, Doctor working in a hospital, single mom, 3 kids, works two times a month on weekends, flexible working times.	...

B) Questions and Statements:

1. I can spend enough time with my family.
2. I work together with people.
3. I can take to opportunity of parental leave easily.
4. I work in a team.
5. I work together with my colleagues.
6. I have the possibility for a good career.
7. I work in a safe job.

8. I got enough free time.
9. I am flexible in planning my day.
10. I can change my job easily.
11. I can easily work in a foreign country.
12. I can easily work in another city.
13. I can teach people things.
14. I can help other people.
15. I can combine my job with sports.
16. I am not depending on myself.
17. I'm able to make plans for the future because I have a secure job.
18. It is no problem to have a sick leave, if my partner or kids are ill.
19. I can be creative at work.
20. I can play games at work.
21. I can help people.
22. People may be grateful for my help.
23. I can spend enough time with friends.
24. I can go easily on holidays.
25. I can learn new things at work.
26. I can bring in new ideas at work.
27. A thought experiment: You are in the year 2025. Machines do most of the work but my work is still needed.

Method:
1.10 Opinion Barometer about Care and Housework
Topics of the method:
Enhance understanding about sharing of care responsibilities in family and gender stereotypes about roles in family.
Target group:
11-13 years old.
Implementation and limits:
Number of Participants: 20-25.
Situation:
It can be an advantage, if the facilitator knows the students already (the tutor or the class leader teacher).
Necessary material:
<ul style="list-style-type: none"> • paper sheets 150/50 cm: “yes/I agree” and “no/I disagree”. • markers in diverse colors.
Preparation:
<p>It is necessary to prepares in advance a number of statements on separate sheets of paper. The statements are as follows:</p> <ul style="list-style-type: none"> • Dish washing is not a job for men*, it is a job only for women*. • Repairing the car is a men*'s work and young women* should not do it. • A good parent satisfies all their children's wishes. • Children should live with their mother and father – otherwise they won't learn how men* and women* should behave. • Only the father is the “bread winner” – he earns the money. • The father is the most important member of the family – he earns the money and, therefore, should take the important decisions. • The mother is the most important member of the family because she knows how to bring up the children and keep the family together, therefore, she should take the important decisions.
Time:
45 min.
Rooms:
Class room
Instructions and procedure:
<ul style="list-style-type: none"> • The teacher makes an introduction (5 min) about what “family” can mean. He*she explains that there are different types of families – with children or without, two or more parents taking care, one parent who takes care alone of the children, grandparents living in same household etc. The important is not how many members it has, but what are the relationships between them, because normally in the family people are taking care for one another, they love and respect each other. Care in the family is related to some duties that are shared sometimes fair, sometimes not so much.

- After the introduction the teacher explains the method (30 min):
 - I will read out some statements and I invite you to think about it an position yourself to the signs that say “yes/I agree” or “no/I disagree”. You can chose your position on the spectrum in between those two.
 - Please listen to each other and be patient and respectful to the opinions of all other students.
 - Instructions: After seeing and hearing the statements, read by the teacher, the students may choose to go to the left or to the right if they agree or disagree with them or may stay in the middle in case they hesitate.
- After each statement the teacher should ask the students to motivate their choices in order to stimulate a discussion between them. The role of the teacher is of a facilitator, who does not impose his*her own opinion or give examples from his*her own life experiences. The idea is to create a safe space, where students may explain their opinions frankly without being blamed.
- Summarising the game (5 min) and congratulate the students for their tolerance and frankness. Explain them that the discussion makes clear that:
 - It is farer to distribute the duties at home in such a way that all family members have free time as well, which they can spend together or enjoy themselves with things they find interesting. Men* and women*, boys* and girls* have equal rights and this equality should start from the family. This means, that all family members should have equal responsibilities for the kids and the housework.
 - Nowadays life has changed a lot and we should not make such strict division of male and female jobs. All jobs are equally good and respectable. Housework and cleaning could be done by the girls* as well as by the boys*. It is not fair to leave it only to our mothers, sisters and grandmothers as they are busy with work or study just like our fathers, brothers and grandfather.

Aims of the method:

The participants will have the chance to discuss in a safe space what are their believes about gender roles in families. They will be provided with a tool to explore distribution of household and care responsibilities in their own families and gather testimonies about real time use.

What significance does gender have in this method?

This method addresses stereotypes about gender roles in care and in families.

How does the method broaden the ideas on vocational possibilities of boys*?

The method will show that care is not only female field, sharing responsibilities of care at home is good start to overcome at early age barriers to choose later profession which is related to care.

To what extent does the method highlight paths of non-traditional behaviour?

The method is entirely dedicated to discussing and confronting statements, which are based on traditional behaviours in family. Frank discussion on the topic can open space for reflection what is fair in contemporary life of families and respect and love in family which is far more important than stereotypical roles.

Variations:

Depending on the size of the group – statements for discussion might be more or less than seven.

Aftermath:

Participants could be asked to observe their family for a week and do a small research – a time use survey. They should only fill in the table below which will give them very clear picture about distribution of family responsibilities in their own families, which will be discussed at the next

lesson. The task is to observe carefully family for one week and calculate how the adults and the children, living together in the family (in one household) distribute their time. Participants have to make a simple table for every day and calculate the results for the whole week:

Hours on Monday for	Mom	Dad	Granma	Grandpa	Sister / Brother	Me
Work/study							
Cleaning, washing, cooking							
Small repair work in the house and/or in the car							
Care Work or care for children							
Rest - television, books, cinema, hobby, meetings with friends.							
Sleep							

It is good to plan two timeslots on that subject. The first one may start with the described game and discussion, which is good to continue after students present their small-time surveys and discuss them in class.

Comments, experiences, tips, risks:

The only risk is the discussion to go out of the topic. The role of the teacher should be to bring it back. It is very important that the rules about common respect will be followed. Sometimes students do not want to disclose family situations where there is violence or difficult relationship between parents, so the teacher should pay attention how to calm down the emotions and direct the conversation on the ways of sharing of care responsibilities, nevertheless of the gender.

Sources of the method:

The method is developed by Magdanela Delinesheva, Roza Dimova and Tatyana Kmetova (Centre of Women's Studies and Policies) under the Project "Equal at School – Equal in Life", financed by the **European Youth Foundation** to the **Council of Europe** in the framework of the "**All Different, All Equal**" European Youth Campaign for Diversity, Human Rights and Participation in 2007. More about the lesson:

<http://www.cwsp.bg/en/htmls/page.php?category=500&id=910>

More about the project: <http://www.cwsp.bg/en/htmls/page.php?category=504&id=899>

Method:
1.11 Norms and Expectations
Topics of the method (Which topics are raised?):
Sensitize on the topics of perception, expectations and limitations young people face in their choices due to gendered norms; enhance understanding of how gender norms are linked to young people's lives experiences of inequality and discrimination.
Target group:
Young people.
Implementation and limits:
Number of participants:15-20.
Necessary material:
Markers for each participant; 5 big flipcharts; handouts with the questions for discussion.
Preparation:
A handout with the questions for discussion should be prepared.
Time:
60 min.
Rooms:
The room should have a wall that 5 flipcharts could be stuck on the wall with a tape.
Instructions and procedure:
<ul style="list-style-type: none"> • Hang 5 flipcharts on the wall. • Each flipchart should have one title that symbolises the environment/structure which makes an impact on girls* and boys* socialization, produce 'accepted' or "normalised" beliefs about masculinity and femininity: SCHOOL, FAMILY, SOCIETY, FRIENDS, PARTNER • Each flipchart should be divided into two parts by a vertical line: one part should be marked "Women*", the other "Men*". • Ask each participant individually to think about the main factors which describe the expectations of girls* and boys* in each environment (structure) and write-in these expectation on each flipchart in a respective part. (10 min) • When the participants will finish the writing their thoughts into flipcharts, the moderator will divide the participants into 5 groups. <ul style="list-style-type: none"> • Each group should discuss the content of an assigned environment on the flipchart (15 min). • What difference do you identify between girls*'and boys*' expectations and norms in a concrete environment? • How these expectations and norms can impact on girls* and boys*' vocational choice? • What should be done to overcome the pressures experienced by young people to conform the expectations about femininity and masculinity? • Each group should provide the summary of the group discussions (25min). • Reflection on the results of the findings about expectations and norms of femininity and masculinity and their impact on professional choices (10 min). The following points offer some suggestions for reflecting on results of working group: <ul style="list-style-type: none"> • Compare how gender norms and expectation differ/or do not differ according to the

context.

- What challenges for women* and men* occur when they follow these norms?
- How non-traditional professional choices can have an impact changing gendered norms?
- What does it mean for people who can not or do not want to follow these norms?

Aims of the method:

This method is suitable to explore gender norms and societal expectations which create beliefs about what it means to be a boy* or a girl* in the society they live in. It also assists to recognise how these beliefs affect the professional choices and limit these choices for women* and men*.

What significance does gender have in this method?

By applying the method described in this exercise, the facilitator addresses gender stereotypes and their negative impact on girls*' and boys*' everyday lives and professional choices. This exercise also gives insight to understand the link between gender socialisation and gender inequalities and raises challenges to overcome "accepted" and "normalised" belief about femininity and masculinity.

How does the method broaden the ideas on vocational possibilities of boys*?

This method can facilitate discussions on impact of gender stereotypes for boys*' vocational choices and identify the ways how to challenge the norms and beliefs in order to promote choices for boys* to untypical professions.

Comments, experiences, tips, risks:

This method provides the possibility to start a discussion and explore the beliefs concerning what it means to be a boy* or a girl in the society they live in; facilitate the debates about segregation of professions along gender lines and limits for professional choices due to negative impacts of stereotypes; can help to identify how socialization and institutions construct norms of femininity and masculinity and challenges to change them.

Sources of the method:

Van der Veur, D., Vrethem, K., Titley, G., Tóth, G. (2007). *Gender Matters. A manual on addressing gender-based violence affecting young people*. Council of Europe
<http://eycb.coe.int/gendermatters/>

Mediterranean Institute of Gender Studies (2012). *Youth4Youth: A manual for Empowering young people in preventing gender-based violence through peer education*.
www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf

Method:
1.12 Occupation through gender glasses
Topics of the method:
Gender sensitive approach in analysis of the representations of occupations and reflection about own stereotyped attitudes and perceptions on occupations through gender glasses.
Target group:
This method is developed for teachers, occupational counsellors, workers at employment offices.
Necessary material:
Flip chart, marker, computer and projector, handouts, copies of material for analysis.
Preparation:
Handout with following questions: <ul style="list-style-type: none"> • What is the main message of the audio and visual material? • Whom does the material address? In what way? • How are the following occupations represented: kindergarten teachers, nurse? • How is gender represented in these materials? • How should the material address boys* in order to foster boys* for care occupations? (for example, kindergarten teacher, nurse).
Time:
90 min.
Implementation and limits:
<p><u>Number of Participants:</u> 5-20.</p> <p><u>Rooms:</u> 1 (spacious room, so participants can work in smaller groups)</p> <p><u>Situation:</u> The method can be exercised during the workshop, preferably in the first part, when there is more concentration, since the method opens up space for deepened discussion on gendered perceptions of occupations and social influences and the roles of school, parents, friends, social and gendered norms on pupils occupational orientation/choices.</p> <p>The method is based on the analysis of material about occupational orientation gathered for Boys* in Care project. Participants first have the opportunity to watch some of the material (audio and other material from schoolbooks/manuals for teachers) and then analyses the material through discussions in smaller groups and then together in a plenary session.</p>
Instructions and procedure:
<ul style="list-style-type: none"> • The method encourages participants to reflect on occupations through the perspective of gender and address gender stereotypes and gendered perceptions in relation to occupations. (10 minutes); Ask the participants to watch/listen to the material: <ol style="list-style-type: none"> a) United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers: https://www.bls.gov/ooh/education-training-and-library/child-care-and-elementary-school-teachers.htm b) Occupational Video - Early Childhood Educator, Government of Alberta, Canada: https://www.youtube.com/watch?v=9DJzMTQjsOA (app. 15 minutes); • Individual work: Participants get handouts with questions: <ul style="list-style-type: none"> ○ What is the main message of the audio and visual material?

- Whom does the material address? In what way?
- How are the following occupations represented: kindergarten teachers, home-based carer?
- How is gender represented in these materials?
- How should the material address boys* in order to foster boys* for care occupations? (for example, kindergarten teacher, home-based carer)?
- Taking notes and writing answers (app. 15 minutes).
- Work in smaller groups: Participants share their answers and decides who will report main conclusion to the whole group in the plenary session (10 minutes).
- Plenary session: Collect the answers from all groups and write them on flip chart. Discuss the main conclusions and innovative ways on how to foster boys* for care occupations. (30 minutes).

Aims of the method:

The aim of the method is to reflect on occupations through the gender sensitive perspective and is suitable for groups of teachers, occupational counsellors and workers at employment offices, to reflect and to develop ways, how they could through their professional work foster boys* for care professions (and girls* for professions in science, ICT).

What significance does gender have in this method?

The method enables participants to reflect on gendered norms and stereotypes related to representations of occupations. Further, the method addresses also own perceptions, stereotypes about genders. The goal is to reflect how their own work with young people about occupational orientation could be developed in a more gender sensitive way.

How does the method broaden the ideas on vocational possibilities of boys*?

The analysis of the material directly points to the gendered representations of occupations and with a discussion new ideas and ways how to foster boys* for care professions can be developed.

To what extent does the method highlight paths of non-traditional behaviour?

With gender sensitive approach in analysis of audio-visual material about representations of occupations and by showing different material of occupational representations, for example, the video film about kindergarten teacher in Austria, the method encourages participants to think of occupations through gender sensitive glasses.

Variations:

The material for analysis depends on the choice of workshop moderator and can vary from country to country.

Comments, experiences, tips, risks:

The risk of strengthening gender stereotypes in relation to care and care related occupations. Question might arise, why do we need men* in care professions? It might be good idea to have short input about gender stereotypes together with the introduction of the method.

Sources of the method:

The method was developed by Živa Humer (Peace Institute) for Boys in Care Professions project.

Method:
1.13 Social Barometer on Gender & Jobs
Topics of the method:
Intro into the topic, exchange of positions, getting to know positions within the group, starter for reflection.
Target group:
14 years and older.
Implementation and limits:
Number of participants:10 - 15.
Situation:
Starter for a seminar.
Necessary material:
Room with enough space (for 10 participants: minimum 6m x 2.5m, better a bit more), theses (see below); paper sheets: one saying “YES” (“agree”), the other saying “NO” (“disagree”), tape.
Time:
Flexible between 15 and 60 minutes, depending on number of questions and mood of participants.
Rooms:
One room. Big enough that each participant can move forward (maximum: circa 15 steps).
Instructions and procedure:
<ul style="list-style-type: none"> • Pin the “YES/NO” paper sheet on opposite sides of the room, clear the space in between. It is best to have a relatively long walk in between (like minimum 5m for 10 participants). • Ask the group to stand up, while you explain: “The following activity is meant to get to know your personal view on the topic. It is not (yet) for a controversial discussion, which can take place after the activity. It is just for you to take a stand on your opinion, get to know the opinions of the others, and think about these. I will read a number of sentences, and you are asked if you agree or not. After every sentence (or thesis), you have to decide if you agree – then you walk towards the “YES” or disagree (walk towards “NO”). The stronger you agree, the closer you go to the “YES” and vice versa. There is an invisible line in the middle, meaning you are neutral, neither yes nor no. Take a stand wherever you feel most comfortable. When everybody is positioned, I will ask some of you for their opinion, ‘Why are you standing there?’ Please give your reasons comprehensively, in 2-3 sentences maximum, before we turn to the next thesis.” • The instructor should prepare minimum 3 theses, better 5-6. The number very much depends on the group atmosphere. Read the 1st thesis, ask the participants to take “their” position. Interview a few of them (about 3). Make sure they do not respond to each other and start a controversial dynamic. • After 3 to 5 answers another round begins. Start over by reading another thesis. Interview different people now. • After the last thesis you ask the group to sit down again.
Aims of the method:

Step into the topic, exchange of positions about gender roles, critical reflection of gender segregated jobs, benefits of Care Jobs.

What significance does gender have in this method?

Gender aspects and gender gap are central aspects of this method. Participants can experience positive and negative aspects from different kinds of occupations. The method can help breaking with the idea of so-called female- and male occupations. It helps participants to understand gender sensitive aspects.

How does the method broaden the ideas on vocational possibilities of boys*?

Boys* can experience different aspect around care work. Benefits of Care profession will become visible. Traditional model of distribution of paid and unpaid work between the genders will be critically reflected.

To what extent does the method highlight paths of non-traditional behaviour?

The method asks the participants to reconsider their ideas about some social topics connected to gender. I can help to reflect on things we take as “normal” but are highly gendered.

Variations:

It is always possible to set a different focus, with providing other statements. E.g. if you want to set the focus more on gender aspects, create questions focusing more on gender aspects. This method is quite variable, but modification works better with experience with the exercise.

Aftermath:

You should do a reflection on the method when everybody is sitting down again. You can start the reflection with the open question “How did you like the activity? ”or “What was new/surprising to you?” You can then open the space for a discussion. Make sure that you provide information on the issues of each thesis and question stereotypes of the participants.

Comments, experiences, tips, risks:

- The ideal group size is 10 to 16. Less than 6 or more than 17 might not make sense.
- The instructor should maintain a moderate, neutral position.
- Nobody is obliged to give reasons for their position (but should be encouraged to do so).
- The activity structure is open to many overall (potentially controversial) topics, depending on your theses, from organizational development to political topics.

Sources of the method:

Blum, H., Knittel, G.: Training zum gewaltfreien Eingreifen gegen Rassismus und rechtsextreme Gewalt. Köln 1994 (Training on non-violent intervention against racism and right-wing extremist violence. Cologne 1994).

Theses:

- Men* chose their profession according to salary, while women* do so according to social impact.
- Caring is more natural for women* than for men*.
- Men* as educators have no fundamentally different working style than women*. (Variation: Male nurses care differently than female nurses.)
- Boys* need more male educators.
- Many male nurses are affected by the prejudice of being gay.
- Caring profession offer secure conditions.
- Men* in caring professions have better opportunities for work-life-balance than those in non-caring jobs.
-

Method:
1.14 The Boys*/ Girls* in my class/ group
Topics of the method:
Diversity of boys*/girls* in a certain group, make differences visible; reflect on relationships between children/youth and own relationship to them.
Target group:
People who work with a set group of youth for a while.
Necessary material:
Enough copies of the worksheet (see the annex).
Preparation:
Make enough copies of the worksheet according to the group size.
Time:
30 – 120 min.
Implementation and limits:
<u>Number of participants:</u> 20 <u>Rooms:</u> If small group work is intended it is a good idea to have several rooms.
Instructions and procedure:
<ul style="list-style-type: none"> • The participants of the training are supplied with the worksheet “The boys*/ girls* in my group”. They have the task of filling in the worksheet with the names of the boys*/ girls* of the group they are working with, and to answer the questions in the middle. When introducing the exercise, please stress that it is about directing your viewpoint on individual differences between boys*/girls* within the group of boys*/girls*, making relationships within that group visible at the same time. • Point out during the introduction that explanations indicating different social positions are desired. But the view on the boys*/ girls* can also be plainly descriptive, for a start. • The questions on the work sheet are: <ul style="list-style-type: none"> • Who are the boys* or girls*? What are their characteristics? • This refers to the individual boys*/ girls* in their individualities. • What separates the boys* or girls*? What connects them? • This refers to the relationships among the boys* in the boys* group/girls* in the girls* group. • The following questions might be helpful in addition (they don’t have to be answered individually): <ul style="list-style-type: none"> • Which experiences do the boys* or girls* have? (Where and how did they grow up, siblings, experiences of exclusion and violence). • How do the boys*/ girls* present themselves to me? • What interactions exist between boys* and girls*? • How stable are the friendships within the group? • Do I see hierarchies among the boys*/ girls*? • Do I have presumptions about the system of hegemonic masculinity (who are the bearers of “hegemonic” masculinity, who are the bearers of “subordinated” masculinity) or of normative femininity (who is a representative of normative femininity, who represents deviant femininity)?

- What future perspectives do the boys*/girls* have? How are careers, vocational choices and care work thought in their future?
- Do I take the different experiences of boys*/ girls* into consideration?
- Who do I notice, who gets how much attention from me? Where are my sympathies directed at?
- Which boys*/ girls* challenge me specifically? What is it about them that challenge me?

Aims of the method:

Learning to understand dynamics within groups of boys*/girls*, particularly within gender-homogenous groups. Understanding the relations between individuality, group affiliation, homogenizations and the dynamics resulting from them (e.g. pressure to norm-conformity) and learning to productively influence them.

What significance does gender have in this method?

The homogenization of groups based on gender is questioned by this method and it opens up a space to see the diversity and difference between individual children/youth, which might not be as easy to see in everyday activities. Also, the method gives space to reflect on the own relationship with children/youth and how this is modelled by certain patterns or expectations.

To what extent does the method highlight paths of non-traditional behaviour?

The method also heightens the sensibility for the different paths of non-traditional behaviors which many boys* already try to live and which need to be supported.

Variations:

Provide enough time for the analysis – at least 30 min. You then either let everyone present their worksheet for the whole group and ask after new insights or thoughts about specific boys*/ girls* or about group dynamics. Or you divide the group into smaller groups, in which the work of everyone is shared and discussed. Afterwards, special results should be collected in the whole group. Please take time and quietness to reflect on the boys*/ girls* of your classes and groups and to look closely at how the different boys* and girls* are and how their relationships are constructed.

Sources of the method:

Author: Bernard Könnecke, developed in the project „Jungenarbeit und Schule“, among others (www.jungenarbeit-und-schule.de)

Further developed in the project “Implementation Guidelines for Intersectional Peer Violence Preventive Work” (www.igiv.dissens.de)

Boys of my group
 1. Who they are? How they are?
 2. What similarities do they have? What separates them?

Girls of my group
 1. Who they are? How they are?
 2. What similarities do they have? What separates them?

Method:
1.15 The Job Master-Quiz
Topics of the method:
Benefits in care occupation, caring masculinity, gender aspects.
Target group:
12 years and older.
Implementation and limits:
Number of participants: 4 - 20.
Situation:
This method fits in any situation and time of the day. It works as a closing method.
Necessary material:
Blackboard, poster or flipchart, something to write e.g. pens; Something to throw (e.g. ball); handouts.
Preparation:
Sheets with questions; plain sheets of paper; pens, a watch.
Time:
20 min.
Room:
Big enough to build teams.
Instructions and procedure:
<ul style="list-style-type: none"> • Write the raster of points on the blackboard, poster or flipchart. Be aware, that the fields should be big enough to score with the Ball. • Split into small teams. • Ask each team to find a name for the team. • Write down the names of the groups and keep some space for counting the points. • Each group gets one sheet with the questions on, a pen and some sheets of paper to write on. • On the sheet with the questions on, the participants see how much points worth each question is. • One member of team X throws the ball towards the point-raster (which is on the blackboard). If the ball hits for example the field with the number A20 on, the facilitator reads the question A20 and team X has to answer it. The other team(s) have to decide if team X gets the points. In this situation it needs a moderator. The Number which got hit says how many points the question is worth, e.g. A20 means 20 points. • The group with the most points wins. After a question was answered cross it on the board. <p><i>Necessary to mention.</i> The roles in the team change: Each person asks the question, throws the ball, etc. at least once. The whole group has to answer the questions (except the question says something else).</p> <p>1st Tip: You could change the order of asking the teams. You start e.g. with group X, then Y, then Z. Next round you start with Z or Y. Makes the quiz more spontaneous.</p> <p>2nd Tip: It is up to you, if you set a time-limit for each or some questions. Many times, it makes</p>

sense.
Aims of the method:
Reflecting on jobs, gender aspects; getting new ideas on jobs; Positive effects of carrying masculinities. A larger variety of occupational choices. A sophisticated view on career aims. Benefits of paid care work. Fairness in working together in teams and giving points to other teams.
What significance does gender have in this method?
Gender aspects and gender gap are central aspects of this method. Participants can experience positive and negative aspects from different kinds of occupations. The method can help breaking with the idea of so-called female- and male occupations. It helps participants to understand gender sensitive aspects.
How does the method broaden the ideas on vocational possibilities of boys*?
The boys* get ideas on different jobs and reflect on occupations, life-work balance, work-family balance.
To what extent does the method highlight paths of non-traditional behaviour?
The method supports individuals on decision making on occupations and gives ideas of different family lifestyles and ways of working.
Variations:
The quiz can be modified in finding new and/or specific questions and creative ways to play it.
Aftermath:
Suits with every method. Can be good to finish the workshop before the closing reflecting round.
Comments, experiences, tips, risks:
It can happen that participants only focus on winning and not on the topic itself. Just keep an eye on it. There is always a risk on producing (new) stereotypes, so be aware of a good moderation.

Questions:

A20 Name four jobs you think they are typical for women*! Give a reason why you think so!

A40 You are becoming a dad and want to have a parental leave. Where can you get informations and support?

A60 Name six jobs in social work!

A80 What means gender pay gap?

A100 Ask a person of your team for a role-playing game: You are a woman* at a job interview.

Questions afterwards: What was easy? What was hard?

B20 Name four jobs you think they are typical for men*! Give a reason why you think so!

B40 Find five examples for unpaid work!

B60 Make an interview with one team-member: Pro and contra on social occupations!

Questions afterwards: What was easy? What was hard?

B80 Discuss in the group: Pro and contra on working part-time as a man.

B100 Ask a person of your team for a role-playing game: You are a man at a job interview.

Questions afterwards: What was easy? What was hard?

C20 Name six jobs in health care!

C40 What means care occupations? Give a definition and one example!

C60 Make an interview with one team-member: Pro and contra on healthcare occupations!

Questions afterwards: What was easy? What was hard?

C80 Discuss in the group: Pro and contra of sharing the work in the household.

C100 Discuss in the group: Why do you think there is a difference between typical jobs for men* and women* and where does it come from?

D20

D40

D60

D80

D100

A20	B20	C20	D20
A40	B40	C40	D40
A60	B60	C60	D60
A80	B80	C80	D80
A100	B100	C100	D100

Method:
1.16 Typical Day at the Age of 30
Topics of the method:
Helps to reflect on the own expectations for the future and future life plans concerning work and relationships.
Target group:
Youth and children from 12 years and upwards.
Necessary material:
Pens and paper.
Preparation:
Think about which questions to ask the group you are working with.
Time:
Approx. 45 min., depending on group size.
Implementation and limits?
<u>Number of participants:</u> 6-10; <u>Rooms:</u> one room; <u>Situation:</u> The group should already know one another a little and have some trust for each other.
Instructions and procedure:
<ul style="list-style-type: none"> • Hand out pen and paper to all participants. • The participants should sit in a relaxed position and if they want to, they can close their eyes. • The facilitators now pose some questions about an imagined future of the young people when they are 30 years old: <ul style="list-style-type: none"> • When do you get up? • Where do you go? • Who sits next to you? • Are you alone? • Where and what do you eat for breakfast? • Where do you spend most of you time outside the house? • How do you have/earn money to live? • Who do you spend time with? • Do you have children? • How much time daily do you spend on taking care of your children? • Etc. • The more questions the facilitator asks, the more detailed the participants vision of the future is going to be. • Following-up the results can be presented to the other participants and a discussion about the method can be initiated by the following questions: <ul style="list-style-type: none"> • Is this a nice or not so nice perspective for your future? • What did you find interesting, surprising or new about the perspectives of the other participants? • Do you think you can achieve what you long for and what do you need for this? (in the sense of education, job experience, financial support, social environment, etc.).

Aims of the method (What shall the participants achieve?):

The method aims to raise awareness amongst young people about their perspectives on their own future and what they imagine their life is going to be like. This can be a foundation to question stereotypical ideas about the world of work and care and can help the participants to get a clearer image of their ideas and perspectives.

To what extent does the method highlight paths of non-traditional behaviour?

Depending on the raised questions the method can produce questions on how care work is distributed and what kind of professions the participants aspire to. There is a possibility to, for example, question the sole-breadwinner model and make ambiguities, that young people have about their expected role, accessible.

Comments, experiences, tips, risks:

Before starting with the method, it can be a good idea to make it clear, that the perspectives the participants frame should be realistic. They should not look like: Waking up at 11am to buy a castle, 12 PM flying to New York with private Jet to record a new Hip-Hop-Album, and so on. It is possible that after the methods the participants express fear for their future (e.g. through illness, unemployment, war, etc.)

Sources of the method:

Miguel Diaz and Rolf Tiemann (2006): Methoden zur Förderung sozialer Kompetenzen und zur Berufs-und Lebensplanung von Jungen. Ein Reader für die soziale Gruppenarbeit mit Jungen erstellt vom Bremer Jungen Büro und dem Projekt Neue Wege für Jungs. N.N.: N.N., 31-32.

Method:
1.17 Waking up in another gender
Topics of the method:
Sensitize on the topics of perceptions, agency, resources and restrictions people face because of Gender or sexual orientation; further an understanding of dichotomous and stereotypical ascriptions according to gender as well as gendered power structures; reflection of one owns behaviour, as well as that of others, and the organizational structures we work in e.g. schools.
Target group:
Adults of different professions. So far has been used with teachers and social workers, but can be used for other target groups as well.
Necessary material:
Handout, movable wall, cards to write on.
Preparation:
Handouts for all participants: <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You are a person with</p> <ul style="list-style-type: none"> • another gender • another sexual orientation. </div>
Time:
In total 120-150 min.: introduction 15', individual work 15', small groups 45', plenary 60'
Implementation and limits:
<u>Number of participants:</u> 4-20. <u>Rooms:</u> 1 + extra rooms for small group work. <u>Situation:</u> The group should already have built some trust with one another.
Instructions and procedure:
<ul style="list-style-type: none"> • Introduction and presentation of the method (approx. 15'). The method specifically strives for participants to imagine the changes one could experience in another gender or with another sexual orientation specifically in the own field of work. To prevent a possible dichotomization the formulation should be “waking up in another gender” and not the other gender. • Individual work (approx 15'). Ask participants to imagine (in a playful manner) tomorrow they wake up and everything is as always, just they them-self have changed. Ask them to choose one of the options in the hand out and take 10 min. to answer the following questions as honestly as possible: <ul style="list-style-type: none"> • What would change in your field of work? • How do your colleagues react? • How do your pupils react? • Do you yourself behave differently? • Do you think you would have more or less influence amongst your colleagues or in class? • How do you feel while performing your work activities? • Where does your situation improve or worsen? • If you want to, you can also think about changes in the public as well as private

area.

- After finishing the individual work participants come together in a small (with max. 4 persons) groups as homogenous as possible and discuss their impressions and imaginations (approx. 45’).
- Plenary (approx 60’). Collect the results and cluster them with the help of cards on a movable wall along the lines of the questions of the handout that were chosen:
 - Column: Chosen gender (male, female, others)/chosen sexual orientation
 - Row: Changes with colleagues, clients, myself, do I have more or less influence? Where does my situation improve/worsen?

Aims of the method:

The method *waking up in another gender* is suitable for groups to reflect on one’s own options of agency, as well as those of others. A goal is to reflect how the own work is dependent on gendered structures and conditions in the proper field of work as well as the gendered perceptions of oneself and others.

What significance does gender have in this method?

This method addresses power relations along gendered lines and how gender influences everyday activities due to our own behaviour and perceptions as well as that of others. The method opens up a space to reflect about these dynamics and become more empathetic for the situation of other people, as well as to be able to reflect on stereotypes people hold about people of different genders as well as sexual orientations.

Variations:

Other intersectional categories can be chosen, such as religion or social background.

Comments, experiences, tips, risks:

Often in our daily life we do not differentiate what are physical and social markers of sex or gender. The method is suited to quickly delve into discussions on how people feel in situations and the own perception of oneself as well as the situation and conditions of others. It calls for a playful imaginative view on the own situation including its possibilities and constraints, as we fantasize what will be better or worse in the new situation. Often the constraints felt in one’s own life will be projected on the freedoms of other groups, e.g. “Finally for once I do not have to care about what I wear.” By doing this there is a tendency to put perceived behaviour into more stereotypical categories, as being either perceived as male or female behaviour, as a woman* I am like this (and not different), as a man* I am like this (and not different). It can be a difficult task to accept these stereotypes as our given material, which we as trainers also are trying to access with this method, and thus be able to work with them without becoming moralizing or paternalistic. This necessitates good skills to be able to cope with ambiguities, both by the trainers as well as the participants. It is not so much about the stereotypes themselves as about being able to perceive them as and talk about them as stereotypes and not as a perceived reality or truth.

The method stimulates discussion around bodies and gender: the participants often switch between physical markers and social situations. This can be used to start a deeper conversation on the embodiment of gender and gendered behaviour. It can help to uncover the gendered structures of organizations and be able to talk about them. The method necessitates to keep different levels in mind: The organizational structure of the workplace, the colleagues, the pupils. An outcome can for example be, that as a man/woman there are more problems with the colleagues than with the pupils. The method can be broadened intersectionally. We have added the layer of *waking up in another sexual orientation*. Often participants also choose this option, which was very interesting in the plenary discussion, especially in the discussion about differences and similarities of the impact of gender and sexual orientation.

Sources of the method:

Oral source. The method was further developed in the projects *Dialogue Between the Genders*, *GemTrEx – Gender Mainstreaming for Trainers and Expert* and *Jungenarbeit und Schule (Boyswork and school)*.

Method:
1.18 Gender stereotypes in schoolbooks
Topic:
Making gender stereotypes in schoolbooks visible.
Target group:
Teachers, occupational counsellors, youth (non-formal) educators.
Situation:
The method can be applied to people with different experiences – for example in this case the counsellors in schools or teachers who will somehow be involved in the children’s occupational decision-making process (e.g. with focus on boys*).
Necessary material:
Papers, markers, books depending on which are used in the school.
Time:
At least 60 minutes (it can be extended to 2 hours)
Rooms: classrooms
<p>Instructions and procedures:</p> <ul style="list-style-type: none"> • Analysis of four variables presented in school textbooks of different publishers: <ul style="list-style-type: none"> ○ gender of main characters ○ professions of characters ○ “male” and “female” spaces ○ Adjectives to describe boys*/men* and girls*/women* • After dividing the class in small groups, they should analyse the book in four different steps: <ul style="list-style-type: none"> ○ Step 1. Quantitative analysis of the characters of the stories presented in the books, identifying how many male and female characters are shown and which is their role in the story. ○ Step 2. Identification of the professions of the main characters. Quantitative and qualitative analysis: in which professions are male and female characters represented? Are boys* and men* represented doing any care activity both at home/in the family, and in professions? ○ Step 3. Analysis of the adjectives related with each character. Which adjectives are used for female or male characters only? Which are used for both? Which model of masculinity emerges from these adjectives? ○ Step 4. Analysis of the spaces where these characters are represented. In which spaces are male and female characters located? Are they open or closed? Which typology? • Once you have collected all the information and you have divided them by gender on a poster, retrace each step asking if they have some questions. • From their questions, start a debriefing in order to create a new imagination with positive male/female role models not dependent of gender.
Aims of the method:
The method encourages participants to identify stereotyped and traditional gender constructions in the school textbooks, thus reflecting on how a rigid division of gender roles may limit future perspectives of boys* and girls*.
What significance does gender have in this method? Does the method open up to a gender sensitive perspective?
Identifying stereotyped constructions of masculinity and femininity which are represented in school textbooks is the first step towards a reflection on how school and didactic material have a profound influence on the construction of students’ personality as well as in their future school and career choices. On this basis teachers and vocational counsellors can elaborate different didactic

materials which propose a more gender equal representation of boys*/men* and girls*/women* in the private sphere as well as in the world of professions.
How does the method broaden the ideas about vocational possibilities for boys*?
This method aims at reflecting on the influence that role models displayed in school text books have on boys* and girls* in their choice of future careers. For instance, if no men* are portrayed in care occupations, this will have a negative impact in broadening the perspectives of boys* in this area (and vice versa).
To what extent does the method highlight paths of non-traditional behaviour?
The method aims at reflecting on how text books may encourage traditional behaviour based on gender stereotypes, thus reflecting on the importance that, on the contrary, they promote different models of masculinity and femininity allowing boys*/girls* to act and choose on the basis of their attitudes and preferences instead of social expectations.
Variations:
The method can be adapted to school texts of different typologies of schools or other educational material as films or media.
Aftermath:
The method can be followed by the organization of school meetings in which to discuss the selection of textbooks and didactic material which promote gender equality and which include models of caring masculinities.
Comments, experiences, tips, risks:
The main difficulty relates to the fact that teachers may not be free to select textbooks or that they might not be able to identify textbooks which promote gender equal models, therefore the risk is that of producing feelings of frustration. However, this can be avoided through giving tips on how to use those texts (by adopting a critical attitude on them and asking the students to reflect on them) as well as adding additional material. Moreover, it is possible to advocate for a meeting with publishers to sensitize them on the matter.
Sources of the method:
Biemmi Irene. (2010). Educazione sessista. Stereotipi di genere nei libri delle elementari. Torino: Rosenberg & Sellier.

Method:

1.19 Occupations through a gender-based approach.

Topic:

The choice for a future occupation through

Target group:

Students in middle or high school. Also with people who work with children and youth to change the perspective on vocational choices.

Situation:

The method can be applied to students from different schools.

Necessary material:

Papers, markers, posters, computer with Internet connection; online repertoires of occupations (www.sorprendo.it is an example of an Italian repertoire); work sheets: “the tree of professions” (attached), “I like it why ...” and a list of professional sectors and professional figures.

Time:

Two meetings are suggested at 2 hours each.

Rooms:

Classrooms.

Instructions and procedures:

First meeting:

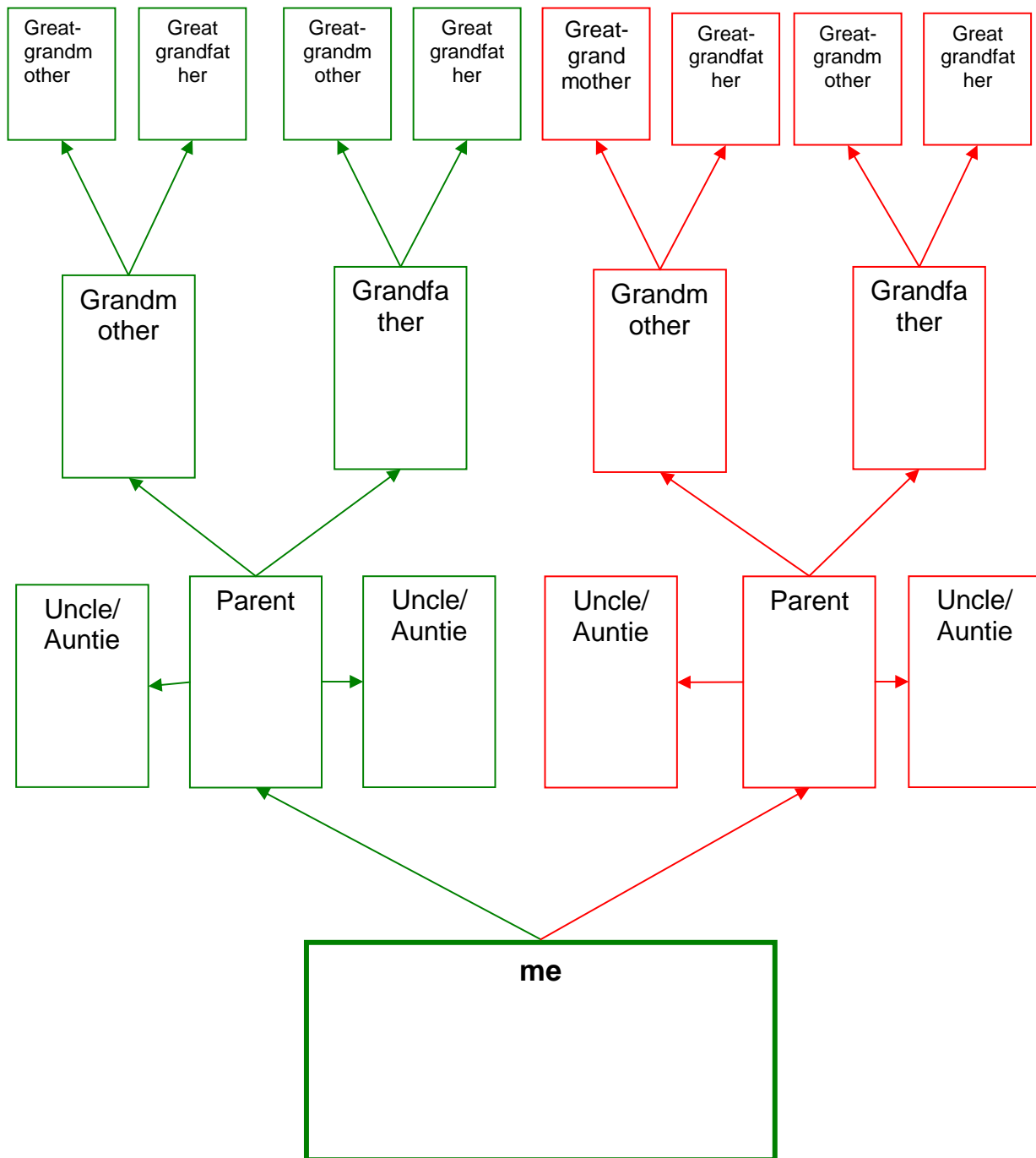
- Step 1. Each student fills out the work sheet “the tree of professions”. With all the students, facilitators will create a list of the professions and will divide them in relation with the person of the generational tree they are related to. Discussions about how the professions have changed, the differences between genders, and the difference of professions between father/grandfather/great-grandfather and mother/grandmother/great-grandmother.
- Step 2. Aim: Improve the knowledge of the occupational areas and of the professional figures that are placed in the world of work.
- The class is divided into groups of four and the “professional sectors and professional figures” work sheet is distributed. Each group is asked to insert the figures within the individual occupational areas according to a logic shared by the group. Students are requested to ask questions about profiles that they do not know and provide information, also referring to a subsequent consultation of professional online directories. The list of professions can be modified.
- The professions are divided in four categories: the ones I like, the ones I do not like, the ones I do not know enough about, and ones I could be interested in. After that, the work sheet “I like it why ...” is distributed and we invite each student to explain why they like that profession. Facilitators promote a reflection on how gender influences the student’s motivations. Facilitators also suggest for students to consult professional directories online at home alone or with their parents.

Second meeting:

- Step 1. The meeting begins by taking up the work sheet “list of professional figures” and facilitators ask students if among those there are some that are NOT suitable for boys*/girls*. Write the professions on the blackboard in two columns and ask students to motivate the answer. Space is left for debriefing and facilitators write down the motivations. It is proposed to deepen the discussion on professions by examining (from the online forms) skills, knowledge, and necessary training paths, helping to reflect on the value that gender bias can assume.
- Step 2: Facilitators invite students to take the work sheet “I like it why...” and to add considerations stemming from the previous discussion.
- At this point facilitators ask those who have interviewed a worker to share the information they have collected (as an additional task students may be asked to interview people they know who carry out different jobs). The group tries to understand if the information that comes from the testimony corresponds or not to what is read in the grids of the repertoires of the professions. This observation can be useful to underline transformations that have affected some professional figures (an

acquaintance who is a nurse without having taken a degree in nursing, a skilled worker who entered the factory at fourteen...) and to explain the rise of the levels of training required to enter the labour market.

- Finally, one or two videos are shown among the tools presented in the website of the Boys* in Care project where men* in care professions are interviewed. Then information is collected and related to the feelings that the interviews brought up. Some questions are then asked of the students: for example:
 - Does the interviewed man seem happy with the work he does?
 - Would you like to find, when you are a parent, a male educator in your children's kindergarten?
 - What would you say if your son*/brother* asked you for advice in choosing a nursing profession?



Aims of the method:

Understand how society has changed with respect to professions, promote awareness of occupational areas and professional figures, increase awareness of stereotypical attitudes and perceptions in relation to gender, favour the possibility of choosing one's own objective in the light of new information, to being freer from gender stereotypes.

What significance does gender have in this method? Does the method open up to a gender sensitive perspective?

By applying this method, the exercise addresses gender stereotypes and their negative impact on girls* and boys* professional choices.

How does the method broaden the ideas about vocational possibilities for boys*?

The method can be used to tackle the issue of vocational possibilities of boys* and to broaden their perspectives by reflecting on the motivations which are given by them and by proposing a larger spectrum of

possible professions.
To what extent does the method highlight paths of non-traditional behaviour?
The method aims to reflect on the possibility that boys* and girls* may undertake non-traditional paths in their future professions.
Variations:
It can be done with a group of boys* only (or girls* and boys*).
Aftermath:
This exercise can be followed by more specific sessions of vocational orientation.
Comments, experiences, tips, risks:
Possible risks: the discussion reinforces the prejudices that boys* and girls* have about suitable jobs for their gender. It is important that the facilitator/teacher is able to lead the discussion in a way which discusses the gendered assumptions about job segregation and present students with more options than those that they have initially chosen.
Sources of the method:
Adaptation by Donatella Allori of the School project “Oltre il genere” (Beyond gender), Varese province, Italy http://www.provincia.va.it/ProxyVFS.axd/null/r45857/Percorso-Oltre-il-genere-doc?ext=.doc (Website in Italian)

Method:
1.20 Men's* Work or Women's* Work?
Topics of the method:
To discover and discuss standardized gender roles and persistent gender stereotyping, with its implications in terms of career opportunities.
Target group:
Target group: 10 - 16 years of age. Teachers, trainers, counsellors – everybody working with young people.
Implementation and limits:
Work with a single child/student, or with a group of 5 to 15 participants.
Necessary material:
Paper and pens for all participants. Flipchart for the facilitator (for the group work).
Preparation:
Occupation checklist for all participants (see below).
Time:
60 to 100 min.
Rooms:
No recommendation.
Instructions and procedure:
Step by step process (30 up to 60 min): <ul style="list-style-type: none"> • Ask student/s to define occupations (10 minutes) • Hand out copies of “Occupational list” to each student. Read the listed occupations and describe any jobs students might not be familiar with. • Student/s fill out the checklist (20 minutes), matching jobs and careers to “male*”, “female*”, and “both”. • Ask student/s how and why they answered the way they did. If in a group, write the results on the flipchart. Ask the student/s to explain why they made their selections. • Debriefing/Discussion (30 to 40 minutes): Ask participant/s to discuss and to share: <ul style="list-style-type: none"> ○ which group has the largest number – “male*”, “female*”, or “both”; ○ why some jobs are traditionally gender designated; ○ what kind of research we can do to better understand the nature of the listed occupations, e.g. in terms of opportunity, availability, skills required, etc.; ○ find out the areas of controversy; if working in a bigger group, assign smaller groups to research those areas; etc.
Aims of the method:
Participants identify and analyse/reflect about traditional career paths. Participants recognize non-traditional career opportunities. Participants are open to listen to all viewpoints and are able to develop independent thinking regarding gender roles.
What significance does gender have in this method? Does the method open up to a gender sensitive perspective?
Gender stereotypes in career choices will be discussed and reflected.
How does the method broaden the ideas about vocational possibilities of boys*?

By reflecting stereotypes, the gendered character of jobs is made visible. Non-traditional career choices are a particular part of the exercise.

To what extent does the method highlight paths of non-traditional behaviour?

Traditional and stereotypical gender roles and ways they influence career choices will be reflected; they become visible as contradicting individuals' interests and as subject to change.

Variations:

There are options to continue activities based on the first experience in different ways, e.g.:
Ask student/s to choose one occupation and to write a short research paper about.

Sources of the method:

Activity from: Gender Equity Activity Booklet - Alaska Department of Education:
https://education.alaska.gov/tls/cte/docs/nto/gender_equity.pdf

Method:
1.21 Empathy Exchange
Topics of the method:
Intersectionality, diversity, exclusion/inclusion.
Target group:
Target group: 14 years and more. Teachers, trainers, counsellors – everybody working with young people.
Implementation and limits:
5-15 participants.
Necessary material:
Paper and pens for all participants.
Preparation:
No preparation necessary.
Time:
50 - 80 min.
Rooms:
No recommendation.
Instructions and procedure:
<p>Step by step process:</p> <ul style="list-style-type: none"> • Writing about “unfair treatment” (10 minutes): Participants are divided into small groups of four or five and asked to “write about one way you have been treated unfairly in your life.” • Reading each other’s response cards in the group (5 minutes): Response cards are shuffled anonymously and distributed. No one receives his or her own response card. If that happens shuffle again. • The facilitators participate and speak first, modelling personal sharing (5 min). • Being “in their shoes” - work in the group (30 min): Participants read the descriptions, express how they would have felt being “in their shoes,” and talk about what else they would want to know about the situation. • Debriefing/Discussion (30 minutes): Ask participants to discuss and to share their reactions to the experience of entering someone else’s life and struggles; <ul style="list-style-type: none"> ○ what they have learned from that experience; ○ are they aware of diverse experiences of mistreatment; ○ are they aware of complexity of personal identity; ○ do they feel empathy to such an experience? • At the end it is important to reflect together with all the participants by asking some questions to their answers. It is important to make clear, that some of the situations can also be structural discrimination. It’s important to name it and to explain how people suffer systematically from it.
Aims of the method:
<p>Participants reflect on entering someone else’s life and experience. Participants gain an understanding of other's problems, of common threats of mistreatment, of diversity and exclusion. Participants gain experience in giving and receiving emphatic responses to real stories of mistreatment and injustice.</p>

What significance does gender have in this method? Does the method open up to a gender sensitive perspective?
Gender stereotypes might be discussed and reflected.
How does the method broaden the ideas about vocational possibilities of boys*?
By reflecting stereotypes, the gendered character of activities (also jobs) is made visible. Non-traditional career choices can be made a particular part of the exercise.
To what extent does the method highlight paths of non-traditional behaviour?
Traditional and stereotypical ways of femininity and masculinity can be reflected; they become visible as contradicting individuals' interests and as subject to change.
Sources of the method:
Activity from the Buy Your Opportunity Workshop, by Jonathan Kodet and Dia Mason (American Psychological Association), based on an experimental exercise developed by Paulo Freire https://www.apa.org/pi/ses/resources/publications/opportunity-workshop-kodet.pdf
Further reading:
Kodet, Jonathan; Mason, Dia A. (2017). Buy your opportunity: An experiential consciousness-raising workshop addressing economic inequality and meritocracy. <i>Radical Pedagogy</i> , 14(1), pp. 89-103

Method :
1.22 My career inspiration
Topics of the method:
Role models, personal accomplishments, non-traditional career choices.
Target group:
14 years and more. Teachers, trainers, counsellors – everybody working with young people.
Implementation and limits:
Individual work.
Necessary material:
Paper and pen for the participant.
Preparation:
No preparation necessary.
Time:
60 min.
Rooms:
No recommendation.
Instructions and procedure:
<p>Step by step process:</p> <ul style="list-style-type: none"> • Writing about someone with the job and life the participant admires (30 minutes): <ul style="list-style-type: none"> ○ What values, beliefs and ideals does the person live by? ○ What does the person do for a job? ○ How did the person get into their career or get the skills they needed? ○ What achievement(s) is the person proud of? ○ What challenges did the person overcome to get where they are? ○ How did the person overcome their challenges? ○ What qualifications do the person have? ○ What are some of the persons' daily routines? ○ Who helped the person? ○ What skills or personal qualities do you like to have as well? ○ What can you learn from the person? • Discussion (30 minutes): Ask participant to discuss and to share: reactions to the experience of entering someone else's life and struggles; <ul style="list-style-type: none"> ○ What have you learned from that experience and research? ○ Are you aware of what is needed to follow the same challenges? ○ Are you aware of the complexity of the personal identity of your role model? ○ Do you understand better what is behind this successful career and are you ready to follow the same path? What do you need to do that?
Aims of the method:
<p>Participants reflect someone's life, experience and achievements they want to imitate. Participants gain an understanding of efforts needed and challenges they might have to overcome if they choose the same life and career. Participants self-reflect not only on the achievements of the role model but on the developments of their career path.</p>

What significance does gender have in this method? Does the method open up to a gender sensitive perspective?
Gender stereotypes might be discussed and reflected. They can also be brought up by the facilitator by asking: What has this idea of your role model to do with gender?
How does the method broaden the ideas about vocational possibilities of boys*?
By reflecting stereotypes, the gendered character of activities (also jobs) is made visible. Non-traditional career choices can be made a particular part of the exercise.
To what extent does the method highlight paths of non-traditional behaviour?
Traditional and stereotypical ways of femininity and masculinity can be reflected; they become visible as contradicting individuals' interests and as subject to change.
Sources of the method:
Careers New Zealand: My career inspiration – exercise. Available at: https://www.careers.govt.nz/plan-your-career/get-ideas-for-your-career/how-to-get-ideas-for-your-career/#cID_7748

Method:
1.23 REAL MEN
Topics of the method:
Masculinities, ideals and gender stereotypes.
Target group:
12 years and more. Teachers, trainers, counsellors – everybody working with boys*.
Implementation and limits:
5-20 participants.
Necessary material:
Paper and pens for all participants
Preparation:
No preparation necessary, could be an opener.
Time:
40 min (depends on the size of the group).
Rooms:
No recommendation.
Instructions and procedure:
<p>Step by step process:</p> <ul style="list-style-type: none"> • Writing about “men in general” (5 minutes): • Hand out sheets of paper and pens to each participant. Ask them to number the two sides of the paper with 1 (front side) and 2 (back side). • Ask the participants to think about societal ideas about and expectations of men* and write them down on page 1 (5 minutes). <ul style="list-style-type: none"> ○ “How do we picture men* in general, what does the society think about men*? What is the dominant concept of masculinity? Which characteristics are typical for this concept? Please describe this on the first page.” • Writing about a man* I like (5 minutes): Ask the participants to think about a male person they like and to describe this person on page 2 (5 minutes). <ul style="list-style-type: none"> ○ “Now please think of a male person from your group of friends, or your family, or from work, or anywhere else that you like very much. Please describe on page 2 why you like him.” • Reading each other’s ideas (5 min): Ask the participants to now take their paper and form a ball and throw it around to someone who wants to catch it and read it. This way, participants read each other’s ideas. Repeat throwing several times (it’s fun☺). • Forming groups of two and talking about masculinity concepts (10 min). • Ask the participants to now find a partner (ideally someone they do not know very well) and talk for 10 minutes about the following questions: <ul style="list-style-type: none"> ○ Are the characteristics we listed on page 1 the same that we listed on page 2? ○ Where are they similar, where do they differ? ○ What can it mean when they are different? • Discussion (15 minutes): Ask participants to share what they have learned from writing, reading and discussing their ideas about “men* in general” and “a man* I like”. During the discussion, you could talk about: <ul style="list-style-type: none"> ○ “Typical” vs. real-life masculinity (embodying societal concepts, costs to men* of attempting to strictly adhere to dominant expectations of masculine ideology).

- Changing ideas of masculinity over time and differences in different societies.
- Hegemonic masculinity vs. devalued forms of masculinities (masculinity that is most dominant at any given time, few men* are able to live up to the “ideal”).
- Diversity within masculinities (e.g. in relation to social class, age, family status, ethnic identity, immigration status).
- Caring masculinities (self-concepts & societal structures that make it possible/impossible for men* to embrace and enact values of care in their private and working lives).
- Masculinities and vulnerability.

This method should always finish with reflecting on what the people experienced and how they felt about it. You can use the following questions to start a reflection:

- What do you think of the result?
- What was surprising/ not surprising for you?
- Why do the two side differ so much/why not?
- What do you think that makes with boys*/men*?
- What would you change if you could?

Aims of the method:

Participants gain an understanding of the diversity of masculinities.
 Participants reflect on the work it takes to perform and embody gender stereotypes.
 Participants reflect on the characteristics of a hegemonic form of masculinity and how it can change.
 Caring Masculinity becomes evident with time, participants reflect about characteristics they like about the men* they know (side 2) – usually these aspects are relational, emotional and personal parts. Message: ‘Real Men’ are usually men* who care for others.

What significance does gender have in this method? Does the method open up to a gender sensitive perspective?

Stereotypes and masculinity ideals are discussed and reflected.

How does the method broaden the ideas about vocational possibilities of boys*?

By reflecting hegemony and stereotypes, the gendered character of activities (also jobs) is made visible. Care is a particular part of the exercise.

To what extent does the method highlight paths of non-traditional behaviour?

Traditional and stereotypical ways of masculinity are reflected; they become visible as contradicting individuals’ interests and as subject to change.

Sources of the method:

Variation of an idea from: Bissuti, Romeo/Wöfl, Georg (2011): Stark aber wie? Methodensammlung und Arbeitsunterlagen zur Jungenarbeit mit dem Schwerpunkt Gewaltprävention, Bundesministerium für Unterricht, Kunst und Kultur (Abteilung GM/Gender und Schule), Vienna, 2nd Edition, <http://www.eduhi.at/dl/starkaberwiebroschre2011inte.pdf>

Method:
1.24 Inspiring social Movements
Topics of the method:
Finding examples of social movements, which had a vision and made society a better place .
Target group:
Pupils of 12 years and more. Vocational counsellors, teachers, youth workers – everybody working with young people.
Necessary material:
Sheet of paper and pencil; cards to write on.
Time:
Up to 30 min.: introduction 2', small groups 10', plenary 18'
Implementation and limits:
Number of participants: 6 – 25. Rooms: A room big enough for working in small groups or additional rooms. Situation (Time of the day/atmosphere/concentration): Participants should not be too tired to think.
Instructions and procedure:
<ul style="list-style-type: none"> • Introduction: Please have a little chat with your neighbour and answer the following question: <ul style="list-style-type: none"> ○ Do you know any social movements which had a vision and changed societies for the better? ○ What was the vision and what did the people do? You have 10 Minutes. • After the 10 Minutes the facilitator collects the social movements and visions on a flipchart. • Now you can start a discussion on the movements. All participants should start from the same knowledge so please (let) explain the things some of them might not know. Make sure everybody know what the movement wanted to achieve. • Try to make the participants think what the movements have to do with them personally. You can also bring up some idea concerning gender and social movements for equality. • You can use the following questions: <ul style="list-style-type: none"> ○ What do these groups achieve? ○ How did they do it? ○ Why do you think that was necessary? ○ What would you fight for? What would be worth breaking the rules? ○ What would you need to do that? ○ What do these movements do to a society? What would be without them?
Aims of the method:
The method intends to look for examples where people acted according to visions and made social change possible.
What significance does gender have in this method?
The method focusses on good examples of social movements and there can be examples of gender equality movements.
How does the method broaden the ideas about vocational possibilities of boys*?
The method is more broadly about how to act for change. This can be applied to gender equality and strengthening boys* for pursuing care occupations in further discussions.
To what extent does the method highlight paths of non-traditional behaviour?
The method can show that if you follow your vision and do not repeat traditional behaviour, social change

is possible.

Comments, experiences, tips, risks:

Make sure, that you know some examples if the participants don't know any: Civil rights movement in the USA, women rights movement or the anti-nuclear movement in Germany.

Sources of the method:

Developed by Daniel Holtermann, for the purpose of the *Boys in Care* project.

Method:
1.25 Think – Pair - Share
Topics of the method:
Finding foundation of a society with gender equality.
Target group:
Pupils of 14 years and more. Vocational counsellors, teachers, youth workers – everybody working with young people.
Necessary material:
Sheet of paper and pencil; cards to write on, flipchart.
Time:
Up to 50 min.: introduction 5', individual work 10', small groups 15', plenary 20'
Implementation and limits:
Number of participants: 6 – 25. Rooms: A room big enough for working in small groups or additional rooms. Situation (Time of the day/atmosphere/concentration): Participants should not be too tired to think.
Instructions and procedure:
<p>Introduction: This method has three parts: Think – Pair – Share.</p> <ul style="list-style-type: none"> • Think (10 min): Individual work. If you like, take notes on the following questions: <ul style="list-style-type: none"> ○ What would a society with gender equality look like? ○ What are important basic principles of a society with gender equality? ○ What would be the biggest changes in comparison to the society we live in now? • Pair (15 min): Exchange with other participants about their answers. Collect similarities on cards. Please collect only one similarity per card. • Share (25 min): Collect the cards in the plenary situation on a flipcharts. Ask if they are understandable. • Afterwards discussion about similarities and differences in what the participants wrote. Try to make sure that the participant understand that gender equality is no easily achieved and that it need work of all members of society. You can use the following question for a reflection: <ul style="list-style-type: none"> ○ Why is there no gender equality yet? ○ Why is it so difficult to achieve? ○ What would you personally need to change in your behaviour to make it better? ○ What would be things everybody has to change? ○ Do you know examples where things in society have changed profoundly?
Aims of the method:
The method intends to make the individual vision of a gender equal society clearer and find similarities between the visions.
What significance does gender have in this method?
The method focusses on gender equality.
How does the method broaden the ideas about vocational possibilities of boys*?
In a society with gender equality it's probably normal to work as a boy in a care profession.
To what extent does the method highlight paths of non-traditional behaviour?
The method can show that you can create your vision and that can include non-traditional behaviour.
Comments, experiences, tips, risks:

Make sure that the participant see how difficult it is to change structures so old and historically manifested but to encourage to start changing by themselves.

Sources of the method:

Developed by Riccarda Eggemann and Daniel Holtermann, for the purpose of the *Boys in Care* project.

Method:
1.26 Headstand
Topics of the method:
Finding ways of how to make gender equality reality in society.
Target group:
Pupils of 14 years and older. Vocational counsellors, teachers, youth workers – everybody working with young people.
Necessary material:
Flipchart and flipchart markers.
Time:
Up to 25 min.: working with negative statements 10', reformulating into positive ones 15'.
Implementation and limits:
Number of participants: 6 – 25. Rooms: A room big enough for working in small groups, or additional rooms.
Instructions and procedure:
<ul style="list-style-type: none"> • Introduction: Plenary situation. • Discuss with the person next to you the following question: <ul style="list-style-type: none"> ○ What can society do to enforce gender <u>inequality</u>? (5 min.) • Collection of all the answers to the question on a flipchart. (5 min.) • For every statement find the opposite and write it next to the negative statement. (15 min.) • Afterwards discussion, where the participants can share their doubts about the chance to really change things. You can use the following questions to get into a reflection: <ul style="list-style-type: none"> ○ Which of the positive statements could become true? Which ones not? Why? ○ What is most important to you? Where would you not do any compromise? ○ What is needed to do these things? ○ What can you personally do? What should everybody do? ○ Why is it easy/hard to believe in these things to change?
Aims of the method:
Identify what society could do better in terms of gender equality.
What significance does gender have in this method?
The method focusses on gender equality.
How does the method broaden the ideas about vocational possibilities of boys*?
If there is more gender equal in society, there should be more vocational possibilities for boys*.
To what extent does the method highlight paths of non-traditional behaviour?
Gender equality means that traditional gender boxes don't play a role anymore. So non-traditional behaviour is more likely to happen.
Comments, experiences, tips, risks:
Make sure, that you find at least one positive for every negative statement.
Sources of the method:
Developed by Riccarda Eggemann and Daniel Holtermann, for the purpose of the <i>Boys in Care</i> .


Method:
1.27 What would be, if ...?
Topics of the method:
Making an imaginary journey to a visionary future where you can find gender equality. See that this future is not too far. Learn to see how it feels and how it would be.
Target group:
Pupils of 12 years and more. Vocational counsellors, teachers, youth workers – everybody working with young people.
Necessary material:
Sheet of paper and pencils for the participants.
Time:
Up to 30 min.: introduction 2', journey 15', reflection 13'
Implementation and limits:
Number of participants: 6 – 20. Rooms: A room big enough for working with the whole group.
Instructions and procedure:
<p>Introduction: This is an imaginary journey. So if you like, relax and take a pen to answer a few questions. I will guide you into a scenario and will ask some questions, you can answer if you like to. Your answers will be for yourself and later only be shared if you want.</p> <p>Scenario: "Imagine coming home today, going to bed someday, and finally falling asleep. And while you sleep, a miracle happens, a good "fairy" appears, and in the world where you wake up, gender and the resulting gender inequalities and limiting gender boxes no longer play a role. How would you recognize that the next day? What would be different than otherwise?"</p> <p>Questions:</p> <ul style="list-style-type: none"> ○ What would you wear? ○ How would you do your hair? ○ What would your daily routine look like? ○ Who would do the housework? ○ Who would take care of the children? ○ How would your relationship with others look like? ○ Which professions would have a high reputation? ○ What would your work look like? ○ How much time would you spend at work, how much time would you have for free time, caring and for other activities? <p>Closing of the journey: Coming back from the future to this place in this time. If you like, feel your feet and where they are touching the ground. And with your next deep breath you are back in the here and now.</p> <p>Discussion: What do you take from this journey, what was new?</p>
Aims of the method:
Experiencing and feeling a vision of gender equality.
What significance does gender have in this method?
The method focusses on gender equality.
How does the method broaden the ideas about vocational possibilities of boys?
The method tries to widen the restrictive gender limitations and formulates a positive Vision.

To what extent does the method highlight paths of non-traditional behaviour?
Opens space for new possibilities.
Comments, experiences, tips, risks:
It's good to focus during the journey on the emotions. The method doesn't suit every group. Depends on the will to vision. It is good rather to call it "thought experiment" instead of "visionary journey". This framing usually brings less resistance. If you have the feeling the method isn't fitting to the group, just move on to the next. This method doesn't work so well with persons who don't experience restrictions through gender norms and are therefore in privileged positions.
Sources of the method:
Developed by Daniel Holtermann, for the purpose of the <i>Boys in Care</i> project

Method:		
1.28 Making your vision real		
Topics of the method:		
Finding ways about how to put gender equality visions into daily practice.		
Target group:		
Vocational counsellors, teachers, youth workers.		
Necessary material:		
Sheet of paper and pencils for the participants, flipchart.		
Time:		
Up to 25 min.: introduction 5', individual work 10', reflection 10'		
Implementation and limits:		
Number of participants: 6 – 20. Rooms: A room big enough for working in small groups or additional rooms.		
Instructions and procedure:		
Introduction: This method supports you to put your vision of gender equality into daily practice. Please copy the table and fill it out. What can you do to make your vision come true, in the short-term and mid-term, on an individual level and in your pedagogic work?		
	Short-term (until next week)	Mid-term (after that)
On an individual level (my behaviour and attitudes)		
In my pedagogic work:		
After the individual work on the table, you can ask if anybody wants to share something with the big group. It is nice if the participants can get ideas from the others which they could implement in their lives and work as well. Maybe its nice to write it down to be seen for everybody. Its also possible that the participants write down their ideas in the table and take them with them on a little nice card to always be remembered on what they wanted to change.		
Aims of the method:		
Finding ways to make your vision come true.		
What significance does gender have in this method?		
The method focusses on gender equality.		
How does the method broaden the ideas about vocational possibilities of boys?		
The method focusses on how to put ideas into practice.		
Comments, experiences, tips, risks:		
It's good to share the ideas of the participants at the end. The method is suitable as a method following other inputs, methods or discussions about gender.		
Sources of the method:		
Developed by Daniel Holtermann, for the purpose of the <i>Boys in Care</i> project.		

1.29 Boys in Care Cardset

1




LUI'S STAFF BOARD

LUI

Which job has this person?

1



Lui is a male nurse.
In Austria, approximately 16.500 men were employed in health care and nursing professions in 2016

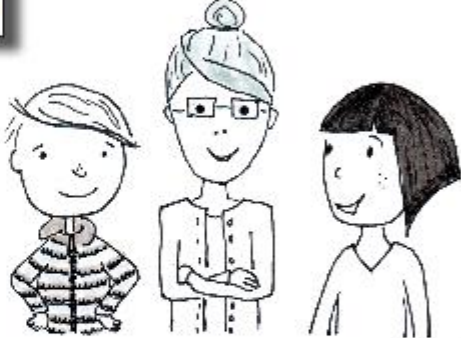
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Kindergarten

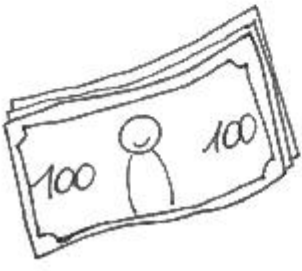
Is it okay for men to work in kindergarten?

3



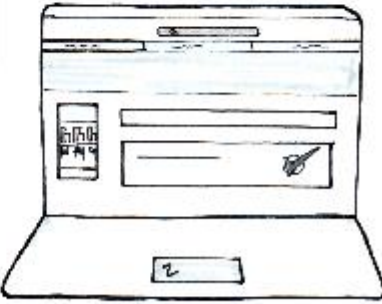
Yes.
Many parents as well as kindergarten teachers appreciate diversity in the kindergarten team

5



How much can I earn in the social sector?

5



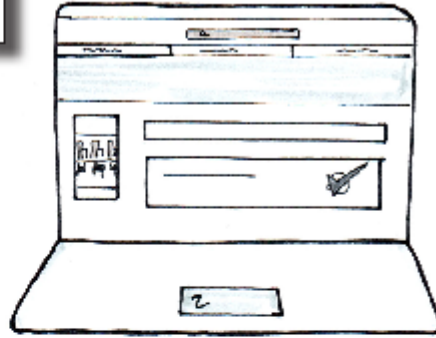
That depends on your work experience and your professional expertise. In the first year you will earn between €1.540,- and €2.785,- gross salary according to the collective agreement

2



How much does a nurse earn?

2



The Austrian collective agreement provides a monthly salary of EUR 2.023,00 for nurses in their first year of work

4



Can men become midwives at all?

4



So far there are only a few male midwives, but that doesn't have to stop you if you are interested in this profession

6

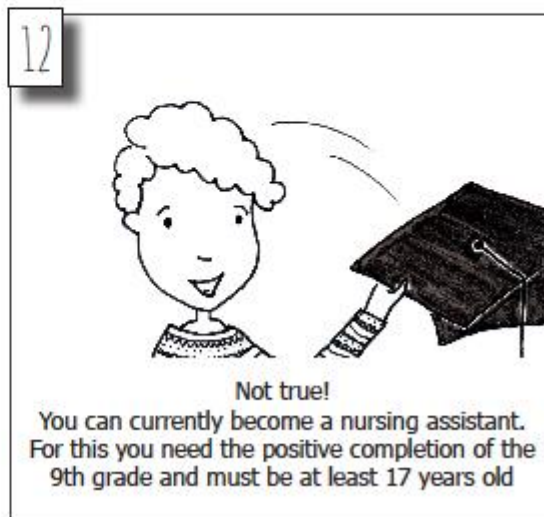
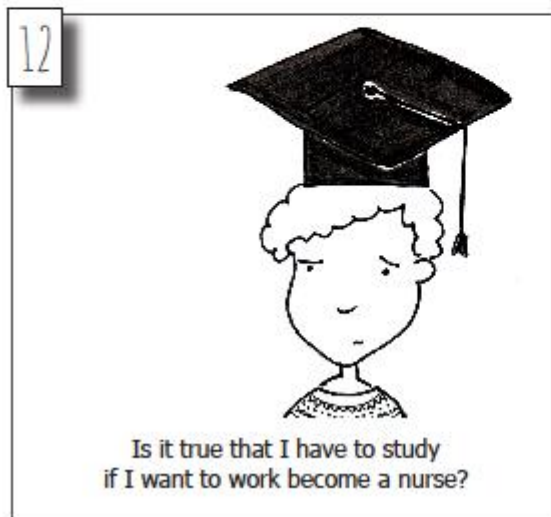
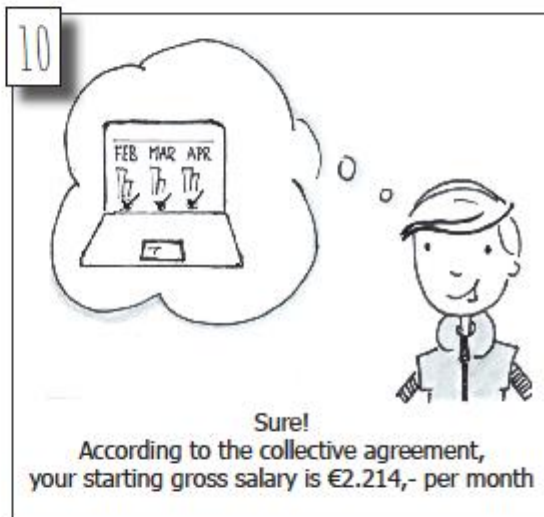
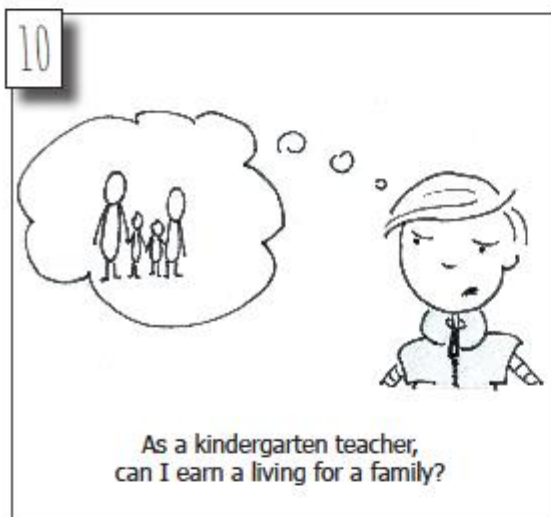
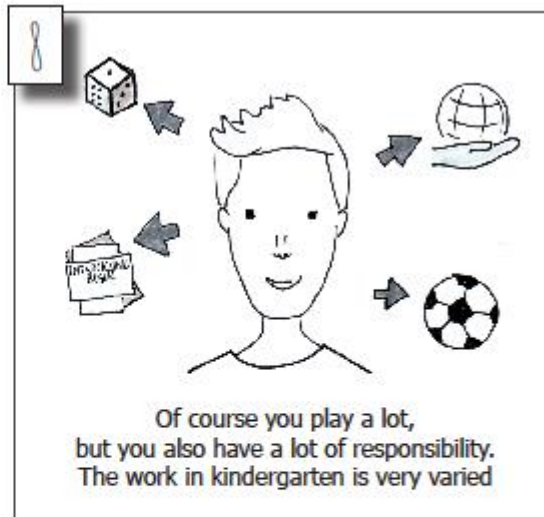


Isn't the work as a geriatric nurse boring and always the same?

6



That always depends on your attitude. But working with people is different every day, even if the tasks are similar



7

Am I a 'real man' when I work in a social profession?

7

In 2016, almost 22.000 men and 62.000 women worked in the social sector. Social work has nothing to do with gender. The important thing is that you enjoy doing your job

9

Do my friends find me uncool when I become a teacher?

9

In most cases, friends want the best for you and will certainly be happy with you if you like your job

11

Can't women take better care of small children than men?

11

People who like to work with children can usually also take good care of them. This has nothing to do with gender. It is important that you feel competent and comfortable in your job