

Stereotype-Free: Choose Your Career Freely.
Activities for Elementary School Projects

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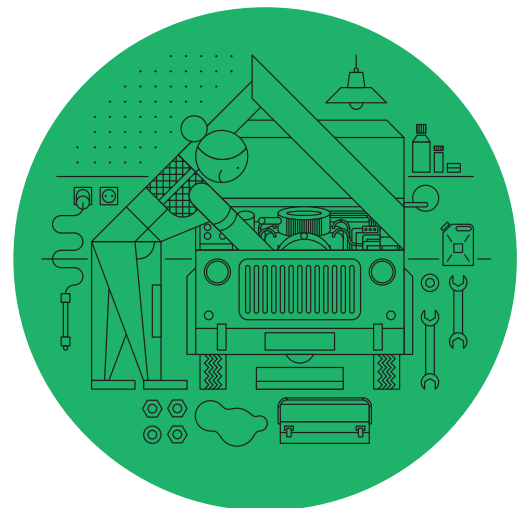
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Activities for Elementary School Projects



Dear readers, we are presenting you with a methodology “cookbook” which you can use to organize career counselling projects which promote equal opportunities for girls and boys. The goal of this publication is to broaden the range of jobs and education programmes girls and boys consider as their potential career options. We hope to liberate the imagination of young people from the constraints of the traditional division of jobs into jobs for men and jobs for women.

The idea that everybody deserves opportunities to put their unique talents to use and to dream freely and without regard to stereotypes about men’s and women’s social roles is fundamental to this book. Studies on decision-making among Czech students show that rather than evaluating their skills and abilities, girls and boys tend to use gender stereotypes to help them choose their future careers (see Jarkovská et al. 2010, Smetáčková 2006, 2007). To reverse this trend, a two-pronged strategy is needed; we have to strengthen career guidance as well as build awareness about the power of gender stereotypes. Better career choices will not only improve the opportunities of girls and boys for self-realization; well considered career choices will also bring employers truly competent workers.

With this publication we hope to promote critical thinking and to help people understand how gender stereotypes affect us. Stereotypes can play a positive role in the society - they organize the world for easier orientation. However, we should use them consciously so that we can actually decide whether we want to act according to their dictate or not.

We see education as a process of broadening our horizons and learning about the important questions we face in today’s

world (such as the issue of the position of men and women in today's Europe). At the same time, education should always provide space for students to discover their own ways. To meet this goal, our book includes activities to help students reflect on gender stereotypes and to defend their own perspectives.

In other words, we seek to facilitate equality between women and men. Our book corresponds with current government strategies and ministerial policy documents (Government Priorities and Procedures to Promote Equality between Women and Men, Ministry of Education Priorities and Procedures to Promote Equal Opportunities for Men and Women).

The materials in this book are aimed at elementary school teachers although they can also be used at secondary schools, children's clubs and other educational institutions for children and youth. Activity descriptions are supplemented by arguments clarifying the fundamental connections between work, career and gender stereotypes.

Most of the activities have been field-tested in seminars with real students and have been adjusted for teachers with different backgrounds so that they could use the activities regardless of knowledge of gender studies.

We hope that our ideas will help to make your school projects more encouraging for students to see their careers free of gender stereotypes, useful and inspiring. We are interested in hearing from you! On behalf of the authors,

Jitka Kolářová

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Goals

1

Identification
Classroom activities about women's and men's lives and jobs that encourage students to recognize gender stereotypes and identify them as such.

2

Breaking Stereotypes
Students work with arguments against viewing men and women as members of one of two groups, each consistently sharing characteristics that are

3

Self-reflection
Students explore their own experience with gender stereotypes and think about the way their gender impacts their personal lives.

4

Strategy Building
Students formulate their personal strategies on how to fight gender stereotypes.

(B) Activities

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Theoretical introduction

Gender (A Brief Definition)

Gender in the Job Market and the Role of School in Career Preparation

How to Use This Book

Gender (A Brief Definition)

The term gender refers to differences between men and women, masculine and feminine. These differences are typically conceived as fixed (unchangeable) and natural. In fact, these categories are constructs. This means they are socio-cultural creations which change with time and vary from culture to culture, unlike biological sex. The concept of gender thus implies that we are not born as women or men but we become men and women as we are socialized by our particular society.

“Gender as a social construct essentially shapes, influences or modifies the qualities and abilities of real men and women, their attitudes, opinions and behaviour to fit the accepted norms for each gender, to typically male or typically female features. This process may result in the impression that all these qualities, abilities, attitudes, opinions and behaviour are perfectly natural. However, what we understand as typically male or female qualities, skills and abilities (...) as well as the behaviour we expect and demand from the members of each sex (actually gender) forms our perception not because they represent an objective reality independent from our minds (a reality provided by God or Nature) but because as people we actively create and interpret this reality and imbue it with specific meanings.”¹

This definition suggests that gender impacts every part of our world. It affects more than what we look like as men or women, more than the way we speak and behave. It defines what activities we undertake, what occupations and hobbies we choose to pursue and the roles we play in the family and the society.

It is also important that we understand that gender is relative - masculinity only makes sense in contrast to femininity, its antithesis. The way we judge the appropriateness of occupations for women or men illustrates the relative nature of gender. For example, we can run into preconceptions about women as construction engineers: “they are not technically minded”, “they cannot be tough”, “women are not strong enough”. These qualities we associate with men. Men, on the other hand, are not allowed to be good nurses and caregivers because “they do not have enough empathy”, “they cannot take care of people as well as women” and “they are not patient enough”. These qualities are considered to be typical for women. What’s more, women’s jobs are considered inferior for men.

We can see that gender encompasses more than differences and stereotypes.² It also refers to inequalities – the masculine and the feminine do not have the same value. This is the fundamental reason why democratic societies need to have a debate on gender.

¹ Maříková, Hana. Gender! Co to znamená? In: SocioWeb [online]. 20. 4. 1982 [cit. 3. 2. 2014]. Dostupné z <www.socioweb.cz/index.php?disp=temata&shw=225&lst=103>.

² Gender stereotypes are oversimplified deeply rooted ideas about women and men, their qualities and social roles. They can help us orient ourselves in the world and plan our life but they can also be limiting.

Gender stereotypes presume that the qualities, abilities, behaviour and other features of men’s and women’s lifestyles are based on biological differences which are completely different from each other. In most areas of social life men and masculinity are considered more valuable than women and femininity.

Gender stereotypes see masculinity and femininity as complementary opposites. Their mutual relationship is based on the need for biological reproduction; masculinity and femininity are indirectly related through sexuality of heterosexual orientation. Gender stereotypes discriminate against people with non-heterosexual orientations.

3

Pavlik, Petr. Gender: introduction to the gender issues. In: Smetáčková, Irena. Gender in School: Handbook for Future and Current Teachers (Gender ve škole: Příručka pro budoucí i současné učitelky a učitele.). Praha: Otevřená společnost, 2006, p. 9.

“In practically all the societies we know gender also represents asymmetry - masculinity is not only understood as dominant; it is the norm which defines femininity (in this context we talk about androcentrism, literally male centeredness). Gender is a power relation; however, it is important to emphasise that power is not held by individuals; it is an essential aspect of social life and an integral part of all

social relations. This is the reason why people with the most power are usually unaware of it. We typically do not realize the privileges we enjoy because we take them for granted. In the context of gender, it is generally true that men as a group hold more power than women as a group. Nevertheless, we also need to realize great power differences are found within each group.”³



Suggested reading

The study of gender and its meaning in different contexts, cultures and institutions constitutes its own field – gender studies. Given the limited space and the specific purpose of this introduction, we will not repeat here what others have already said. Instead, we recommend the following sources in Czech and Slovak for your further study (many of these documents can be found online):

Babanová, Anna, Miškolci, Jozef. Gender Sensitive Education: Where to Begin?: Handbook for Elementary and Secondary School Teachers, published as a part of Equal Opportunities in Teaching Practice project (Genderově citlivá výchova: Kde začít? Příručka pro vyučující základních a středních škol). Praha: Žába na prameni, 2007.

Bosá, Monika, Minarovičová, Katarína. Gender Sensitive Education (Rodovo citlivá výchova). Prešov: EsFem, 2005.

Jarkovská, Lucie, Lišková, Kateřina, Šmídová, Iva. Taking Gender to the Marketplace: Teens Decide About Higher Education (S genderem na trh: rozhodování o dalším vzdělávání náctiletých). Praha: SLON, 2010.

Jarkovská, Lucie. Gender in front of the blackboard. (Gender před tabulí). Praha: SLON, 2014.

Jarkovská, Lucie. Equal Opportunities for Girls and Boys in Education (Rovné příležitosti dívek a chlapců ve vzdělání). Brno: Nesehnutí, 2003.

Minarovičová, Katarína. What You Learn At School About Inequality (Čo sa v škole o nerovnosti naučíš...). In: Cviková, Jana, Juráňová, Jana (ed.). The Pink World and The Blue World (Gender Stereotypes and Their Consequences) (Ružový a modrý svet (rodové stereotypy a ich dôsledky)). Bratislava: Aspekt, 2003.

Renzetti, Claire M., Curran, Daniel J. Women, Men and Society (Ženy, muži a společnost). Praha: Karolinum, 2005.

Skálová, Helena (ed.). Through the Gender Lens: Focus on the Czech Education System (Genderovou optikou: zaměřeno na český vzdělávací systém). Praha: Gender Studies, 2008.

Smetáčková, Irena. Gender in School: Handbook for Future and Current Teachers (Gender ve škole: Příručka pro budoucí i současné učitelky a učitele). Praha: Otevřená společnost, 2006.

Smetáčková, Irena, Vlková, Klára (ed.). Gender in School – Handbook for Civics and Humanities Teachers in Elementary and

Secondary Schools (Gender ve škole – příručka pro vyučující předmětů občanská výchova, občanská nauka a základy společenských věd na základních a středních školách). Praha: Otevřená společnost, 2005.

Smetáčková, Irena. Handbook for Gender Sensitive Career Counselling (Příručka pro genderově citlivé výchovné poradenství). Praha: Otevřená společnost, 2007.

Zormanová, Lucie. Gender in Raising Children and Youth (Gender ve vzdělávání dětí a mládeže). In: Metodický portál RVP.CZ. 2011 [online]. 18. 8. 2011, [cit. 7. 12. 2013]. Available at <<http://clanky.rvp.cz/clanek/c/Z/12857/GENDER-VE-VZDELAVANI-DETI-A-MLADEZE.html>>.

Gender in the Job Market and the Role of School in Career Preparation

School is supposed to provide students with what they need to know for a successful career. However, there are forces in the real job market which continue to perpetuate inequality between women and men. The principal inequalities include:

40%

Employment rate of women with two children (Czech Rep.)¹

95%

Employment rate of men with two children (Czech Rep.)¹

Gender and age-based discrimination in recruiting and promotions.

For example: In the Czech Republic, the employment rate among women with two children is less than 40%. In contrast, 95% of men with two children are employed. The Czech Republic ranks the worst in the EU in this respect.¹ At job interviews, women are frequently asked (illegal) questions about their family status, the number of children, childcare arrangements etc. Only rarely would male parents be asked these questions at job interviews.

Work-life balance, especially between work and family care.

In the Czech Republic, there is a dramatic shortage of part-time jobs and flexible work arrangements (only 5% of the workforce are currently on flexible or part-time contracts). The capacity of kindergartens is also insufficient (in school year 2013/2014, 60 thousand children were turned down by public kindergartens, according to the Ministry of Education). The unavailability of accessible child care options make it difficult for working parents, particularly for women, who tend to be the primary caretakers.

Vertical segregation.

In comparison with men, women are less frequently represented in management.² This trend is known as the glass ceiling, which represents an invisible structural barrier to women's career growth.

Horizontal segregation.

A disproportionate distribution of men and women in different segments of the job market. In the fields of information/communication technologies and construction, women make up only 10% of the workforce. In health care and social work 80% of the workers are women.³ The salaries and the prestige of women's jobs are usually lower than the salaries and the prestige of jobs typically performed by men.

Unequal pay.

According to the Czech Statistical Office,¹ the difference between women's and men's average wages (gender pay gap) is approximately 25%. The gap grows with education level - the higher level of education, the greater difference in pay between female and male workers.

¹ ČSÚ. Focused on Men and Women 2010 [online]. ČSÚ, 2011 [cit. 17. 6. 2012]. Dostupné z <www.czso.cz/csu/2010edicniplan.nsf/p/1413-10>.

² McKinsey & Company. „Women Matter. Unlocking the Full Potential of Women in Czech Business“. Praha: McKinsey & Company, 2011.

³ ČSÚ. Gender: jobs and income [online]. 20. 2. 2014 [cit. 20. 2. 2014]. Dostupné z <www.czso.cz/csu/cizinci.nsf/kapitola/gender_pracemzdy>.

⁴ Smetáčková, Irena, Vlková, Klára. Gender ve škole. Příručka pro vyučující předmětů občanská výchova, občanská nauka a základy společenských věd na základních a středních školách. Praha: Otevřená společnost, 2005, s. 199.

⁵ Jarkovská, Lucie, Lišková, Kateřina, Šmídová, Iva. S genderem na trh. Rozhodování o dalším vzdělání patnáctiletých. Praha – Brno: SLON, 2010.

2 A number of studies recently conducted in the Czech Republic showed that the representation of women in top management is highly disproportionate.

The number of women managers is far from the critical mass of 30%, which would be necessary to utilize the “feminine element” to spark a positive shift in the organizational environment. *Women Matter*, a study by the McKinsey consultancy conducted in 2011 under the full title *Unlocking Women's Full Potential in the Czech Economy* indicates that only 17% of the general managers in the 23 companies included in the study were women. Another 17% of top managers directly responsible to the GMs were also women. The representation of women on the Boards of Directors of these companies (which represent a variety of industries) is only 4%. 16 out of the 23 participating companies

ranked among the 35 biggest companies in the country and seven of these were industry leaders. A more recent survey carried out by Deloitte Corporate Governance Centre in 2013 looked at the top one hundred Czech corporations. This study indicated that women made up only 8% of the Boards of Directors. By leaving women out of management, corporations ignore opportunities for better business in the long run. Research by the McKinsey consultancy (*Women Matter*, 2007) as well as by an organization called Catalyst (*The Bottom Line*, 2004) concluded that the number of women in management positively correlates with market success.

Gender stereotypes in the education system and in the career decisions of young people contribute to all these inequalities. As Irena Smetáčková⁴ showed in her study, career decisions are not simply results of individual choices. Social and cultural forces, including gender stereotypes, play an important role in individual decisions. These factors might have a negative effect on career choices because they might suppress the unique predispositions of concrete individuals in favour of conventional, traditionally acceptable decisions. Moreover, social and cultural forces are hard to resist because we are usually unaware of them.

Choosing a career is one of the primary concerns of adolescence. Although we usually understand career choice as the moment we make a decision about our future occupation, it is a long invisible process upon which our family, school and society exert their influence.

In today's society, in which women and men do not enjoy equal chances to fulfil their potential and to receive appropriate reward for their work, the education system could have a dramatic impact on changing stereotypical ways of thinking, which predetermine the varied and usually unequal social, political and economic roles women and men play.

In the following chapter we are going to outline the reasons why we think it is important to introduce children and youth to equal opportunity issues. We will also say why children and young people need to be supported in selecting the types of education and the kinds of jobs that best fit their dreams and abilities, rather than them choosing careers which meet the stereotypical ideas about what is right for women or men. The social importance of this goal is even greater in the face of the pressure resulting from the last economic recession, which has reshaped the supply and demand in the job market.

Gender in School

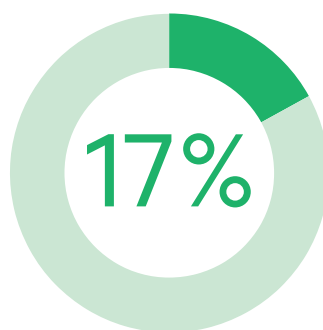
The preconditions of the horizontal segregation of the job market are created in the education system. Quantitative studies carried out at the Masaryk University in Brno⁵ demonstrated that girls in the Czech Republic attain the same level of education as men, only in different fields. The structures of the education system and of the job market are alike; identical gender stereotypes define certain fields as either more suitable for girls or for boys.

Smetáčková⁴ argues that we perceive the pressures in our environment (school, parents, etc.) to conform to gender stereotypes in education as perfectly natural. These stereotypes' seemingly natural quality renders them invisible and “reinforces our views on which subject areas are typical for men or women. It also makes any consideration of unconventional education choices difficult, including choices which do not fit gender stereotypes. Favouring and excelling in certain subjects, family background, the expectations of closest relatives and friends and agreeing with commonly accepted views about what is right for girls and boys represent elements of stereotypical beliefs (which suggest certain choices are natural) found across all school levels. These elements create implicit long-term pressure which shapes us to such an extent that at the moment

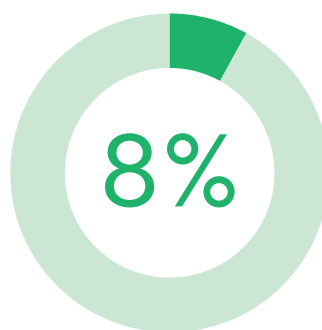
25%

Gender pay gap in the Czech Republic¹

The representation of women among general managers of top 100 Czech companies, McKinsey 2011



The representation of women on the Boards of Directors of top 100 Czech companies, Deloitte 2013



1
[Smetáčková, Irena, Vlková, Klára.](#) Gender ve škole. Příručka pro vyučující předmětů občanská výchova, občanská nauka a základy společenských věd na základních a středních školách. Praha: Otevřená společnost, 2005, s. 207–209.

2
[Bartáková, Helena, Kulhavý, Václav.](#) Rodina a zaměstnání II. Mladé rodiny. Praha: VÚPSV, 2007.

3
[Eurostat.](#) Unemployment statistics [online]. Eurostat [cit. 3. 2. 2014]. Dostupné z <http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Unemployment_statistics>.

4
[Burdová, Jency, Chamoutová, Daniela.](#) Nezaměstnanost absolventů škol se středním a vyšším odborným vzděláním – 2011 [online]. Národní ústav odborného vzdělávání, 2011, s. 6. [cit. 17. 6. 2012]. Dostupné z <www.nuov.cz/uploads/Vzdelavani_a_TP/NZabs_duben2011_pro_www.pdf>.

5
[Nováková, Julie.](#) České školství vs. zahraničí: Podílem vysokoškoláků zaostáváme. In: Finance.cz [online]. 22. 9. 2011 [cit. 17. 6. 2012]. Dostupné z <www.finance.cz/zpravy/finance/326474-ceske-skolstvi-vs-zahranici-podilem-vysokoskolaku-zaostavame/>.

of decision-making we might feel that some life choices are simply not an option for us”.¹

Analysis of questionnaires distributed among students at elementary and secondary schools showed that the popularity of school subjects among girls and boys was very gender influenced: “Boys overwhelmingly prefer physical education, geography and physics. Girls, on the hand, like foreign languages, biology and Czech”.¹ Other research on student attitudes to school and school subjects has come to similar conclusions. Smetáčková’s study also looked at subjectively perceived success in selected school subjects. Girls indicated they were not doing very well in subjects such as mathematics, physics and geography. However, in terms of grade comparison between girls and boys, girls performed better than boys across all subjects.

Selecting a field of study (and thus one’s career) is affected by more than the negative motivation represented by unpopular school subjects. The status and prestige associated with some jobs on the basis of gendered expectations also play an important role in students’ decision-making: “The representation of men and women in specific fields influenced the value respondents assigned to them. In line with gender stereotypes, men were assigned higher status and as a result, men-dominated careers were seen as more prestigious than women-dominated ones. A primarily male student body in a particular education programme brings prestige to the field and attracts more male students”.¹ Gender stereotypes about boys or girls being a better fit for some education programmes than others reinforce these preconceptions and make students actually believe they are essentially better or even predisposed for certain areas of work and study simply because of their gender. Women and girls are typically associated with fields which involve emotions and relationships. Men and boys, on the other hand, are traditionally associated with technical education and logical thinking.¹

As they enter school, the minds of children and youth are already shaped by gender stereotypes. Students usually believe the abilities of girls and boys are different and they enforce these norms in their groups. Real inequalities in the job market, media images and parental expectations strengthen these stereotypes. These factors in combination make promoting equal opportunities by schools very difficult even when school curricula and the government’s strategies in the field of education aim to do so.

The Mutual Connection between Subject Areas and the Future Roles in Jobs and Family

Vertical and horizontal gender segregation in the job market is closely tied to the education system: Bartáková says: “choices of subject fields conditioned by gender reflect the preference patterns of women and girls on one hand and the opportunities in the job market they anticipate being future mothers on the other (...) In this way external factors (structure of the job market and social expectations) are transformed into girls’ motivation and their ‘free choice’ of study areas which will enable them to better balance family and work in the future.”²

As abilities to provide care are not expected or nurtured in boys and men, areas such as education, caretaking and nursing or social services face a lack male work force. The division of roles in the family reflects this reality as well. Boys do not allow much room for childcare in their visions of the future and career. What’s more, employers sometimes discourage or prevent male employees from taking parental leave.

Economic Recession, Gender and Unemployment Among Young People

Youth unemployment caused by the recent economic recession has been an important issue in many European countries. According to Eurostat,² 53% of young people in Spain and 55% in Greece were unemployed in 2012. The following year, the average unemployment among European youth (E-27) was 23%. The statistics for the Czech Republic were 19,5%.

As Burdová and Chamoutová⁴ wrote in their study, the recession led to a dramatic increase in youth unemployment, particularly in some areas: “in contrast to graduates of technology and engineering programmes, students with humanities and business degrees are going to have a harder time finding a job. Companies leave no doubt about who loses their job when they restructure. Administrative workers are the first to go. Engineers are the last.”

6
Vysokeskoly.cz.
Průzkum ukázal dobré
uplatnění absolventů
Masarykovy univerzity.
In: Vysokeskoly.cz
[online]. 7. 5. 2010
[cit. 17. 6. 2012]. Dostupné
z <[www.vysokeskoly.cz/
clanek/pruzkum-ukazal-
dobre-uplatneni-
absolventu-masarykovy-
univerzity](http://www.vysokeskoly.cz/clanek/pruzkum-ukazal-dobre-uplatneni-absolventu-masarykovy-univerzity)>.

7
[Sedláček, Lukáš, Plesková, Kateřina](#) (ed.). *Aktivní otocství*.
Brno: Nesehnutí Brno, 2008.

8
[Hasmanová Marhánková, Jaroslava](#). *Matky samoživitelky a jejich situace v České republice. „Sandwichová generace“ – kombinování práce a péče o závislé členy rodiny (dětí a seniory)*. Praha: Gender Studies, 2011.

9
[Utheim, Linda](#). Uphill Challenge. Příspěvek na konferenci Překročit hranice: Ženy a muži napříč profesemi, 29. 4. 2014. Praha: Gender Studies, 2014.

10
[McKinsey & Company](#). „Women Matter. Unlocking the Full Potential of Women in Czech Business“. Praha: McKinsey & Company, 2011.

11
Companies with the highest numbers of women in top management displayed better financial standing than companies with the fewest women top managers. Companies in which three or more women participated in running the company showed a 35% higher return of equity and a 34% higher total return to stakeholders.

[Catalyst](#). *The Bottom Line* [online]. Catalyst, 2004. [cit. 21. 1. 2014]. Dostupné z <[www.catalyst.org/system/files/
The_Bottom_Line_Connecting_
Corporate_Performance_and_
Gender_Diversity.pdf](http://www.catalyst.org/system/files/The_Bottom_Line_Connecting_Corporate_Performance_and_Gender_Diversity.pdf)>.

There are clear gender aspects to this finding. Popular engineering jobs are men's privilege: the graduate from universities with engineering, production and construction degrees are 75% men and 25% women, according to a study by OECD. Other types of degrees show a reverse trend.⁴ This means that although there are slightly more female than male students at universities, women study subjects and fields which are not considered essential at a time of recession.

The Masaryk University in Brno (among other universities) collect statistics on the careers of its graduates. In 2010, the most successful graduates were students of IT. Their salaries were the highest and they found a job the most quickly. (In the context of the abovementioned OECD study, IT graduates are mostly men). Graduates with teaching or social science degrees (typically women), on the other hand, had a harder time finding a job. The Masaryk University also admitted that their male graduates get hired more easily than female graduates and women's salaries are on average 20% lower than men's salaries.⁶

Individual and Social Contributions

An education system based on gender stereotypes has a major impact on the structure of the job market (and vice versa). The horizontal and vertical gender segregation of the job market means that men hold more prestigious and better paid jobs and occupy higher positions in company hierarchies, resulting in a gender pay gap. Women receive lower salaries and consequently lower unemployment maternity leave benefits and old age pensions. All these factors have a negative impact on the economic situation of women, their children and sometimes their grandchildren. This is called the feminization of poverty, which is obvious especially in older generations.

On the other hand, men are expected to be loyal to their jobs and give their best to their work. Caring for children or old parents, on the other hand, does not fit with this masculine role. Men who opt for parental leave are considered either strange or brave. For women, motherhood and caretaking roles are viewed as normal, common and expected roles in their lives (Sedláček, Plesková 2008). The fact that men are not associated with care then may turn against them in old age. According to a research on the care of elderly parents, it turns out that the “sons and daughters express a greater willingness to provide the care to their mothers. When children are considering assistance to only

one of their dependent parents, mother is preferred five more times than the father.⁸

Nowadays, when the world is recovering from economic recession and the job market demands primarily engineers and people with technical expertise (education usually received by boys) while administrative and caretaking jobs (typically performed by girls) are underfinanced or eliminated, it is particularly important to suppress the effect of gender stereotyping upon career decisions made by youth.

Employment trends also suggest that we are not going to maintain a single profession over the course of our lives (even with different employers as we do today) but that the job market demands are going to require that we change several different jobs over time. This is another reason why we have to stop think about work in terms of their “suitability” for women or men. An example from Norway is exemplary: as a result of a crisis in the Norwegian construction industry many people from the field found employment in the health care industry. They took re-training programmes and discovered their calling in their new jobs.⁹

A number of studies have also shown that diverse teams work more effectively.¹⁰ Finally, research conducted by the Catalyst organization¹¹ showed that gender equality positively correlates with economic productivity¹. Companies supporting equality (not only) between men and women can simply better utilize the potential of all the employees and their long-term productivity, social cohesion and the life standard improves.

Eliminating gender inequalities and levelling the playing field are necessary for us to be able to make free life choices and allow our humanistic society to prosper.

Supporting education and career choices free of gender stereotypes have an impact beyond improving the life conditions of individual girls and boys; it helps the whole society.

As teachers, you can initiate this positive change by leading a discussion with your students about their education and future professional aspirations. The activities included in this book will help your students to understand and reflect on gender stereotypes and thus develop their life potential fully.

Description of Activities



How To Use This Book

This collection of activities was created to help you to plan and implement issues of gender, equal opportunities for girls and boys and career planning and development to your education plans.

106

Worksheet Free: Choose Your Career Freely.
Activities for Elementary School Projects

Activities
that build a strategy building
the judge

17

The Judge

Aims

Developing personal standpoints.
Building arguments. Respecting and
defending arguments different from
one's own opinions. Effective use of
time limits.

Aids

Cards with arguments (as provided in the worksheet), a clock,
a board or a flipchart, writing tools.

Setup

The activity involves the entire class. Arrange a couple of school desks with chairs
in front of the classroom so that they serve as a bench for the jury. Attorneys can
choose whether they speak in front of the jury or stay at their desks.

Procedure

1) Students are assigned roles of
attorneys and jury members. The
number of jury members should be odd
(2 or 3). Attorneys can work individually
or in small groups. Ideally, there is an
even number of attorneys.

2) Attorneys take cards with arguments
which they are going to defend in front
of the jury, whether they personally
agree with them or not. The time limit
for preparation is 2 minutes.

3) When the time limit is up, pairs of
attorneys present opposing arguments
to the jury. They only have one minute
for their presentations. The timer or the
clock should be in open view so that all
the students can see it. The jury can
ask the attorneys follow-up questions.

4) Next comes a 'second round' – the
competing pairs of attorneys have an
opportunity to respond to the argu-
ments presented by their opponents.
Finally, the jury decides which pairs ar-
gued more convincingly. Teacher writes
the jury decisions on the board. It is im-
portant to emphasize that the jury is not
evaluating to what extent they agree with
the presented arguments or whether the
arguments are true or right. They are to
concentrate on abilities of the attorneys
to support their standpoints.

Discussion

Then the whole class discusses the arguments, their own opinions and
the process of argumentation.

- How did the students feel when they were to defend
or vote for an argument they did not agree with?
- Can a statement be convincing but we do not think it is right?
- How did the students feel about the time limits on their preparation
and response? Did they manage to use their time well?
- Was it enough, too long or too short?
- Did any students change their minds in the course of the argument?

Women can be plumbers	Women cannot be plumbers
Men can work in kindergartens	Men cannot work in kindergartens
Equality quota should be introduced in companies and in politics	Equality quota should not be introduced in companies and in politics
Women and men are equally capable of managing a team	Women and men are not equally capable of managing a team
Men can take parental leave	Men cannot take parental leave
Women can do dangerous jobs (firewoman, soldier, police inspector/detective)	Women cannot do dangerous jobs (firewoman, soldier, police inspector/detective)
Women should stay at home with the children	Women should not stay at home with the children
Women should study mathematics and/or physics	Women should not study mathematics and/or physics
Men can be fashion designers or stylists	Men cannot be fashion designers or stylists

17—The Judge

1 Descriptions aim to make activities easier to implement. Activities take approximately one lesson block, i.e. 45 minutes.

The target age group are students at the upper primary school (11-16 years of age) but many of the activities can be explored with older students as well.

2 The descriptions include the activity type (writing/ discussion/role-play)

3 Finally, the descriptions also include a list of materials you will need to carry out the activities and suggestions on how to organize classroom space.

4 You will find photocopiable worksheets after each description.

As teachers you are able to recognize your students' needs and abilities the best. Feel free to adjust the material used in this book according to your classroom and school preferences.

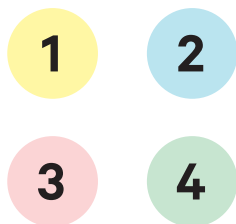
It is designed as a *project day*, a form of education activity common in the Czech Republic,¹ when all the pupils and teachers participate and work on one topic.

The reason why we chose to prepare methodology for this type of enterprise is that project days are very complex activities as they involve students, teachers, counsellors and sometimes the wider community. We hope that our activities will be beneficial for children who need to discuss career choices and gender stereotypes at different ages rather than just right before graduation, and also for the teachers since they hold responsibility for integrating equality and career issues into their subjects whenever there is occasion to do so during the regular school year. The materials in this volume were written especially for teachers who

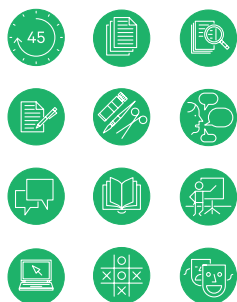
are interested in raising equal opportunity issues in their classrooms but have not had the opportunity to study them in depth or to create their own activities.

The primary target population is elementary school students; the activities should help to promote self-reflection and critical thinking and develop physical, artistic, and dramatic means of expression. As a whole, the activities advance all the key competencies required by the Framework Educational Programmes for Basic Education and refer to a range of subjects, educational areas and cross-curricular subjects such as media education. Some activities involve the parents, the local community or the immediate environment of the school.

Finally, the activities can be used as a



Color coding of the activities and work sheets belonging to the respective individual goals.



Orientation in the individual activities is facilitated by the use of simple icons.

1 Note on the use of language

This publication was written for teachers in Czech schools. The Czech language, in which it was written, makes extensive use of the grammatical gender of nouns as well as of the generic masculine. For example, names of jobs in the areas of health care, housework or administration are only available in feminine forms (nurse, caregiver, cleaner/ janitor, secretary); they do not have any commonly used masculine equivalents. Jobs requiring technical or scientific expertise, on the other hand, have masculine names. In these ways, the Czech language reflects the established gender order and reinforces it.

Many of the activities in this collection aim to highlight this problem and indirectly or directly deal with linguistic issues.

Because English usually does not explicitly express the grammatical gender of nouns, the purpose of some tasks could not be preserved in the English translation. However, we hope that you will be able to modify them to fit your own linguistic context and that our ideas will prove useful to discuss the gender aspects of your culture.

part of a class or school project in regular classroom teaching.

All the authors are experienced teachers or children and youth instructors. Some activities are new, some have been developed by the authors and others have been adapted from other sources. Most of them have been tested in real classrooms.

Activity Goals

There are eighteen activities in this methodology handbook. They relate to four sub-objectives, all of which build on each other.

1) Identification

Students recognize gender stereotypes and learn to identify them.

2) Breaking Stereotypes

Students use arguments which go against the idea that all women or all men share the same (group) qualities and characteristics and that men are essentially different than women. They learn to approach women and men as unique individuals, to understand that men or women might share some predispositions and to carefully notice there are social pressures upon each group (men, women) which may generate shared experiences.

3) Self-Reflection

Students explore their own experience with gender stereotypes and think about the fact they were born as girls or boys impacts their personal lives

4) Strategy Building

Students formulate strategies how to fight gender stereotypes in case they find them uncomfortable.

Planning

This book offers a range of activities to choose from – you do not have to use them all in one session, project or day. However, it is important that children carry out at least one activity from each of the four sections, because the aims of the activities build on each other and further develop the issues. For this reason, you should ensure that students carry out them in order (activity from the Goal 4 section should always come after an activity from Goal 1 section) and that groups of students do not move freely between activity points. We recommend that you plan so that:

- activities meet goals from Goal 1 to Goal 4 respectively,
- a variety of activity types is included.

Each section (Goal) includes several activities which enable teachers to make their own combinations while maintaining the order in which Goals should be reached.

Activities are arranged according to difficulty, starting with the easiest. This should allow teachers and schools to implement them in different sessions (remember to follow the required order - Goals 1 and 2 in one session and Goals 3 and 4 in another, for instance). Spreading activities apart (over several days, for example) should give children time to sort out and react to their new ideas and develop new ideas.

Every activity is concluded with a final discussion. We believe that holding a discussion which reinforces the outcomes of an activity is vital. With this in mind, we included questions to elicit discussion in every activity description. The theoretical introduction at the beginning of this book and the recommended literature will help you navigate the discussion towards gender equality topics.

Teacher's Participation

When you plan your project day or other type of unit, remember to involve your colleagues and the school management. Having the support of the entire team is essential for your project's success.

Gender issues and related topics are always closely tied to the attitudes, opinions and personal lives of teachers, although not everybody is inclined to support discussions about equality. This is one of the reasons why teachers and school managers should be well informed about projects on the topic and motivated to help with implementation. Providing them with information should prevent misinterpretation or downplaying the issues.

In the course of discussions, students may recall derogatory or discriminatory comments or behaviour on the part of teachers or other adults and call for explanations. To assist in these situations, we recommend that school counsellors or class teachers participate in the activities as observers or as support for lead teachers. In these roles, they can provide feedback to the lead teachers. They will also gain insight into the attitudes and opinions of students about career choices and gender equality, which might inform and improve different areas of work in your school.

Activities

Identification

Breaking Stereotypes

Self-Reflection

Strategy Building

1

Identification

The following classroom activities about women's and men's lives and jobs encourage students to recognize gender stereotypes and identify them as such.



TIME: 45 MINUTES
INCLUDING
DISCUSSION



WRITING



DISCUSSION

01

Two Stories¹

Aim

Exposing gender-based preconceptions (in people's views about other people).

Aids

Worksheets - half the students receive copies of *Alexander's Story* and half the students *Alexandra's Story* worksheets, writing tools, board, large piece of paper (A0, flipchart paper, e.g.)

Setup

The first part of the activity takes place in small groups. A students and B students work in several smaller sub-groups divided by As or Bs. To prevent As overhearing discussions of Bs, groups should work far enough from each other (in different rooms or different parts of the room). The next part of the activity – presentation of results – takes place in the classroom again, with everybody present. No modification of classroom space is necessary.

Note

For the activity to be successful, its goal must not be revealed. It is therefore important to use this activity as an opening to similar topics.

Procedure

1) Divide students into groups A and B. Break these groups into sub-groups of 4 to 6 boys and girls in each. If possible, As and Bs should not work in the same room. If this is not possible, try to ensure that groups work in different parts of the classroom so that they cannot hear each other. Students in A groups work with *Alexander's Story* worksheet. Students in B groups work with *Alexandra's Story* worksheet.

The fact that there are two versions of the story (Alexander/Alexandra) should remain undisclosed to the students at this stage so teachers need

to be careful not to reveal it when they assign the task. They can present it as a *Story in which the main character is called Alex* while omitting him or her in the assignment (use gender-neutral language).

2) The task is to read the story and answer the questions at the end in writing.

3) When finished, As and Bs come back together as one class. Groups read their answers and the teacher puts them on the board under headings A and B. The different gender of the main characters becomes clear.

1

Source: [Bošá, Monika](#),
[Minarovičová, Katarína](#). Gender
Sensitive Education (Rodovo
citlivá výchova). Prešov: EsFem,
2005.

Discussion

All the significant differences between the stories A and B should be given attention in the discussion. The point of the activity is that students identify and explore their gender-related preconceptions.

Although the information provided in the storyline was limited, details in the story led students to believe that Alex was a girl or a boy. Which details were they? Contrasting the ways students

interpreted the hints in the story is an important part of the activity because they have certainly built the main character with elements they have added in the process of interpretation.

At the end we clarify what gender stereotypes mean. Students write down the definition of gender stereotype in capitals on the flipchart paper and put it up in the classroom for future reference.

Expanding the discussion

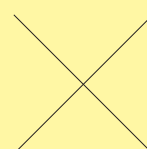
You can lead another discussion on the effect of gender stereotypes upon career building. Do students feel their gender is a limitation for them? Or do their find their gender allows them to do things they would otherwise not be able to do? What would an ideal school be like (a school that would allow students to fully develop their abilities regardless of whether they were girls or boys)?

Gender
Stereotypes

In the course of the activity we discuss the fact that gender stereotypes are a part of our world. What is an easy way to explain this concept? Gender stereotypes are simplified ideas about women and men. For example, they prescribe :

- the right looks for (proper) women or men (short or long hair, skirt or trousers)
- proper behaviour for women or men (to be a good student or to misbehave at school, to study arts or to play football)
- what women or men should feel (preference for romantic or action films)
- how to *think* (you need or need not be good at chess or at physics) etc.

In a world where gender stereotypes would be strictly observed, no boy would be able to cook and no girl would ever play ice hockey. Real people never completely fit gender stereotypes. People who clearly do not fit stereotypes can face ridicule or other barriers.



A

Alexander's Story

Alexander is a twelve-year old boy. Since kindergarten, he has been one of the heaviest-set children in class. He is still a little shy when he speaks in front of the class but he enjoys working in small groups. He has a lot of friends and he is popular because of his good ideas. He can make up fun stories but he has problems with math. He likes the sciences, especially when he can do experiments. He really likes to help other students when they have problems.

After school, he likes to watch TV. He reads a lot of books, especially mystery stories and books about animals. He likes to play with his friends in the park and sometimes he looks after his brother. He helps with the dishes when he is asked.

Alex is not sure what he wants to do when he finishes school but he would like to make enough money to get away with his friends on weekends and to buy music and clothes he likes.

Questions

1) Alex has invited you to his 13th birthday party. What gift will you bring?

2) At the beginning of the school year, Alex needs to choose three clubs from the following options. What is he going to choose?

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Biology | <input type="checkbox"/> Computers | <input type="checkbox"/> Music Band |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Chess | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Singing/Choir | <input type="checkbox"/> Drama/Theatre | <input type="checkbox"/> Pottery |
| <input type="checkbox"/> Football | <input type="checkbox"/> Literature | |

3) Alex has a dream. He wants to buy a second-hand car for his 18th birthday. He has already started to save money. What can he do to make some money?

4) What is Alex going to do when he is thirty?

Alexandra is a twelve-year old girl. Since kindergarten, she has been one of the heaviest-set children in class. She is still a little shy when she speaks in front of the class but she enjoys working in small groups. She has a lot of friends and she is popular because of her good ideas. She can make up fun stories but she has problems with math. She likes the sciences, especially when she can do experiments. She really likes to help other students when they have problems.

After school, she likes to watch TV. She reads a lot of books, especially mystery stories and books about animals. She likes to play with her friends in the park and sometimes she looks after her brother. She helps with the dishes when asked.

Alex is not sure what she wants to do when she finishes school but she would like to make enough money to get away with her friends on weekends and to buy music and clothes she likes.

Questions

1) Alex has invited you to her 13th birthday party.
What gift will you bring?

2) At the beginning of the school year, Alex needs to choose three clubs from the following options. What is she going to choose?

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Biology | <input type="checkbox"/> Computers | <input type="checkbox"/> Music Band |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Chess | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Singing/Choir | <input type="checkbox"/> Drama/Theatre | <input type="checkbox"/> Pottery |
| <input type="checkbox"/> Football | <input type="checkbox"/> Literature | |

3) Alex has a dream. She wants to buy a second-hand car for her 18th birthday. She has already started to save money. What can she do to make some money?

4) What is Alex going to do when she is thirty?



TIME: 45 MINUTES



DRAMA



DISCUSSION

02

Pantomime

(Exploring the unconscious use of gender)

Aims

Noticing the deeply rooted gender stereotypes associated with jobs and understanding the link between stereotypes and language (masculine or feminine job names).

Aids

A set of cards (see worksheet), board, writing tools, large piece of paper (A0, flip-chart paper, e.g.)

Setup

In the first part of the activity, the class is divided into two groups which compete in guessing. The second part of the activity involves a discussion with the entire class. No modification of classroom space is necessary.

Procedure

1) Cut out the worksheet into cards with job titles (*teaching*, cooking, management). To practice a foreign language, we can use the English version of the worksheet (or material in another language).

2) Divide the class into two mixed groups (boys and girls should be represented in each group). A person in the first group takes a card with a job. He/she needs to use pantomime to show the job on the card so that his/her group guesses what it is. The team only has one attempt to guess. If they fail, the other group has a turn. The group that guesses correctly earns a point. If children are shy or if there are many students in the class, two or three students can do sketches to show the

jobs on the cards (patient sees a doctor, doctor examines patient, shop assistant helps customers, etc.).

3) At the end of every turn, put the cards in two piles - women or men, according to the grammatical person spontaneously ascribed by the group. Afterwards, copy the jobs onto the board or flipchart in the same two columns by gender. Children should be unaware of the underlying reason for column organization (that by choosing feminine or masculine job names they assigned a gender to each job). You can also keep a record of cases when children guessed a male job although it was performed by a girl and vice versa. These situations best demonstrate the power of stereotypes.

1

Words defining jobs, titles and social status are sometimes only used in the masculine form (e.g. salesman, chairman).

Until the 1970s, masculine forms were considered the appropriate linguistic means to describe both males and females (the latter of whom don't mind it and who are not harmed by it). However, a vast amount of research and psychological testing has proved that the use of generic masculine affects people's imagination – masculine language conjures up images of men.

The more prestige associated with a title or a job, the more people link it with men.

Language reflects the social reality, reinforces it and justifies it. In other words, we can say that language lobbies for men.

As a result of the widely spread use of the generic masculine in our language, women do not figure in our image of public life. Instead, women are systematically made invisible, which effectively leads to social discrimination in both real and material terms.

Šimotová, Tereza, The Generic Masculine (Generické maskulinum). In: Gender [online]. Not dated. [quoted on June 17, 2012]. Available at <gender.webnode.cz/products/genericke-maskulinum/>.

Discussion

Pantomime acts are followed by a discussion. Disclose the fact that the jobs are listed according to the gender assigned to them by the group which guessed it. In the discussion, ask the following questions:

- Do you have any idea why the jobs are arranged in these two categories?
- Are there jobs which cannot be performed either by women or by men? Why?

- Are there really *women's jobs* and *men's jobs*? What is the reason behind this division?
- Do you know anybody who does a job in the *other* category? Are they good in their job? What obstacles can they run into?
- What did the pantomime look like, actually? What did you emphasize about each job? When you acted it out, did you imagine yourself in the job or somebody else? Was it a man or a woman?

Possible Extension

Economic Factor

You can look at the list from the perspective of wages. Either you ask the students or you state that besides gender, the jobs are also more or less divided according to pay. Discuss these or similar questions.

- Do you have an idea how much money people make in these jobs?
- How do you think it is that *women's jobs* are paid less than men's jobs? Is it fair?
- Do you think that this division makes it possible for women to do *men's jobs* and for men to do *women's jobs*? Why?

Nuances in Meaning

Whether the columns in fact reflect the stereotypical division of jobs into men's and women's or whether they are gender neutral in part is not important. You can always extend the activity by discussing questions such as:

- Do you feel there are differences between male and female cooks?
- Is there a difference between the clients of a female and a male hair dresser?
- What kind of law does a female lawyer practice and how might that be different for male lawyers?

Note on Methodology

It is important not to spend much time describing the activity or explaining it but to encourage children to answer fast and without thinking. This process shows best how we use stereotypes unconsciously and how deeply rooted they are.

If children are too shy to use pantomime, they can describe the jobs in words. This option works better in English because it does usually not use grammatical persons in job names. In Czech, oral descriptions in this activity are highly problematic - children typically speak about themselves or they speak about a specific gender which they determine at the beginning. In oral descriptions, they do not ascribe gender unconsciously as they do in the process of guessing. Sometimes children are also fast to understand the point of the exercise and determine the gender right at the start of their description (by clarifying whether they are talking about a typical man's or a typical woman's job). The teacher must be ready to deal with this situation and address it in discussion. Other times a group can display such a specific culture that children call *women's jobs* with masculine names and vice versa. In these cases, the discussion might include questions such as: *Why did you first indicate that the job is typically performed by men or women? What does this (habit) tell us (about stereotypes?)*.

Finally, we should conclude the discussion by clarifying the terms *sexist language* and *gender neutral language*, while putting special emphasis on the concept of *generic masculine*¹ which makes women invisible. Exploring the male/female images children associate with particular words or the ways gender insensitive language is used in their context (girls vs. students) are good ways to personalize the discussion. Children can talk about their feelings when gender insensitive language is used and consider gender sensitive alternatives.



Hairdresser	Elementary School Teacher	Microbiologist
Architect	Hotel Cleaner	Librarian
Car Racer	Programmer	Lawyer
Truck Driver	Nurse	Member of Parliament
Cook	Journalist	Mechanic
Caretaker in the Home for the Elderly	Zoo Technician	Fashion Designer
Company Manager	Secretary/ /Assistant	Shop Assistant



TIME: 45 MINUTES
INCLUDING



WORK WITH TEXT

03

Eight Occupations

Aims

Presenting eight people who work in jobs unusual for their gender. Critical text analysis.

Aids

Eight worksheets with pictures and biographies, pens.

Setup

The activity begins and concludes with a discussion in the classroom. The analysis of biographies takes place in pairs (one biography/one pair).

Note

For the activity to work properly, the fact that the persons depicted in the worksheets have jobs unusual for their gender must not be revealed to the students. Before the start of the activity, the worksheets must be folded or cut in half.

Procedure

1) The eight occupations in question are written on the whiteboard. For every occupation listed, we write down the ideas of students as to what skills and traits go together with the individual occupations. If the children specify it, we can also write down their guess at gender. These characteristics should remain on the board for the entire duration of the activity for the sake of the closing discussion.

2) The students form eight pairs (or eight groups of three). Each pair or group draws a single folded (or cut) worksheet with a picture of a man or a woman and chooses what they think is the most likely occupation from the list included in the worksheet.

3) Then the students move on to the second part of the worksheet. They compare their guesses against the short biographies and answer a couple of questions. As soon as they find out the name of the person and their real job, they fill it in the worksheets.

4) The activity is concluded with a joint discussions, focused on the ratio of successful/unsuccessful tips and the results of text analysis, interesting observations or answers to the questions in the biographies.

Comparing the ideas about individual occupations before and after the activity could also be interesting.

1

Sources of biographies

Bučková, Michaela. Men in Women's Jobs: Six Open Confessions (Šest otevřených zpovědí, jak muži zvládají typicky ženské profese). In: iDnes.cz/Finance [online]. January 15, 2011 [quoted on December 15, 2013]. Available at <finance.idnes.cz/sest-otevrenych-zpovedi-jak-muzi-zvladaji-typicky-zenske-profese-102-/podnikani.aspx?c=A101123_1487131_zamestnani_hru>.

Hovorková, Kateřina. She Sees Pain, Fear and Death and Still Loves Her Job (Potkává se s bolestí, strachem i smrtí, ale svou práci miluje) In: iDnes.cz / Finance [online]. January 14, 2013 [quoted on January 15, 2014]. Available at <http://finance.idnes.cz/rozhovor-se-zachranarkou-Oy6-/podnikani.aspx?c=A131230_163639_podnikani_kho>.

Our Team (Náš tým). In: Babysitting Břevnov [online]. Not dated [quoted December 15, 2013]. Available at <www.babysitting-brevnov.cz/tym.html>.

Nezvalová, Miroslava. No Time for Flirting in the Cockpit, says Woman Airliner Pilot (V kabině není čas na flirty, říká pilotka dopravního letadla). In: OnaDnes.cz [online]. January 5, 2010 [quoted on January 15, 2014]. Available at <ona.idnes.cz/v-kabine-neni-cas-na-flirty-rika-pilotka-dopravniho-letadla-pau-/spolecnost.aspx?c=A100104_130010_ona_ony_ves>.

Peřinová, Marie. Man with Nurse Credentials (Muž s diplomem zdravotní sestry). In: Infoservis.net [online]. November 6, 2003 [quoted on December 15, 2013]. Available at <www.infoservis.net/art.php?id=1068112556>.

Tombová, Silvie. Woman Priest Says: People Judge Me Unconsciously Sometimes (Lidé mě občas hodnotí s nevědomým předsudkem). In: OnaDnes.cz [online]. July 16, 2009 [quoted December 15, 2013]. Available at <ona.idnes.cz/fararka-lide-me-obcas-hodnoti-s-nevedomym-predsudkem-f9z-/spolecnost.aspx?c=A090714_111543_ona_ony_jup>.

Velikovská, Tereza. Alone Amongst Men! Gotta Keep Cool, says Ice Hockey Referee Svobodová (Sama mezi muži! Hlavně klídek, říká rozhodčí Svobodová). In: Týden.cz [online]. November 24, 2013 [quoted on January 15, 2014]. Available at <www.tyden.cz/rubriky/sport/hokej/sama-mezi-muzi-hlavne-klidek-rika-rozhodci-svobodova_289903.html#UxXZbfldXHQ>.

Discussion

The tone of the discussion should be rather serious. Gender stereotypes are the reason why we usually hold on to an image of the right person for the job.

People's looks, however, tell us nothing about their actual abilities. Our preconceptions may prevent someone with the right predispositions and abilities from getting a job he or she wants just because it is a job typically filled with persons of the other gender. In addition, the job applicant faces distrust and misunderstanding. They might not be able to pursue the careers they desire because recruiters cannot overcome gender stereotypes.

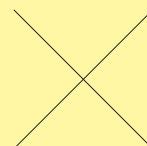
In the discussion, the students should strive to recognize, describe and name the limitations presented by gender preconceptions and look for ways to free themselves from stereotypes when choosing their careers.

- Did students guess correctly?
- Is anybody surprised with their results?
- Why do we associate women rather than men with some jobs and men rather than women with others?
- What qualities, in your opinion, do the workers pictured on the cards display?
- Two of the jobs on the cards have a feminine name (the generic feminine) – the nurse and the caretaker. Why there is no masculine form for these jobs? What would they sound like?

In the activity, students will encounter the term *gender stereotype*. You can use the definition in the box on page 23 (Two Stories).

Note

The biographies are based on real life stories, but details including the names have been modified.¹



1 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

1

Some people might think that because her father was the airport superintendent, the local aviation enthusiasts would make Lucie Francová feel welcome. "I can say it now that my daddy is not with us anymore. He had a rule: Women are only allowed at the airport after dark. To make the pilots happy, I suppose. He was absolutely serious. Since my teenage years I have always tried to show him that I belonged to the airport in daytime. At the end, he gave in and I started my pilot training with him."

What is it like in the cockpit during the flight? Lucie says: "The roles of the captain and the pilot are identical but the captain's salary is higher. The captain is also responsible for the manoeuvres in difficult situations. When one of us flies the aircraft, the other communicates with the control tower, checks the navigation and operates the equipment. We take turns. I like a fair fight against the elements: when the wind blows, the weather is bad and there is air turbulence. Once I was fighting against the wind at landing and the captain left me to my fate. All he did was that he screamed at me hysterically: "How great that we've only got seventy people with us today. We wouldn't have survived with a hundred and fifty passengers throwing up... Another time we got into a storm we hadn't seen on the radar. We suddenly dropped several feet. When the inflight service manager was reporting on the situation on board, he said that he had managed to lie down on the service cart but all the coffee cups had ended up on the ceiling."

Lucie Francová was also asked if she did weight lifting so that she would build strength to stand up to the elements she likes to fight against. She answered: "Every passenger aircraft has power-assisted steering. And the steering systems in large airliners are so sophisticated and easy to turn that they actually have to make the manipulation harder so that the pilot can feel it turn. If you are good, it's quite easy to fly your plane through turbulence."

Questions to think about

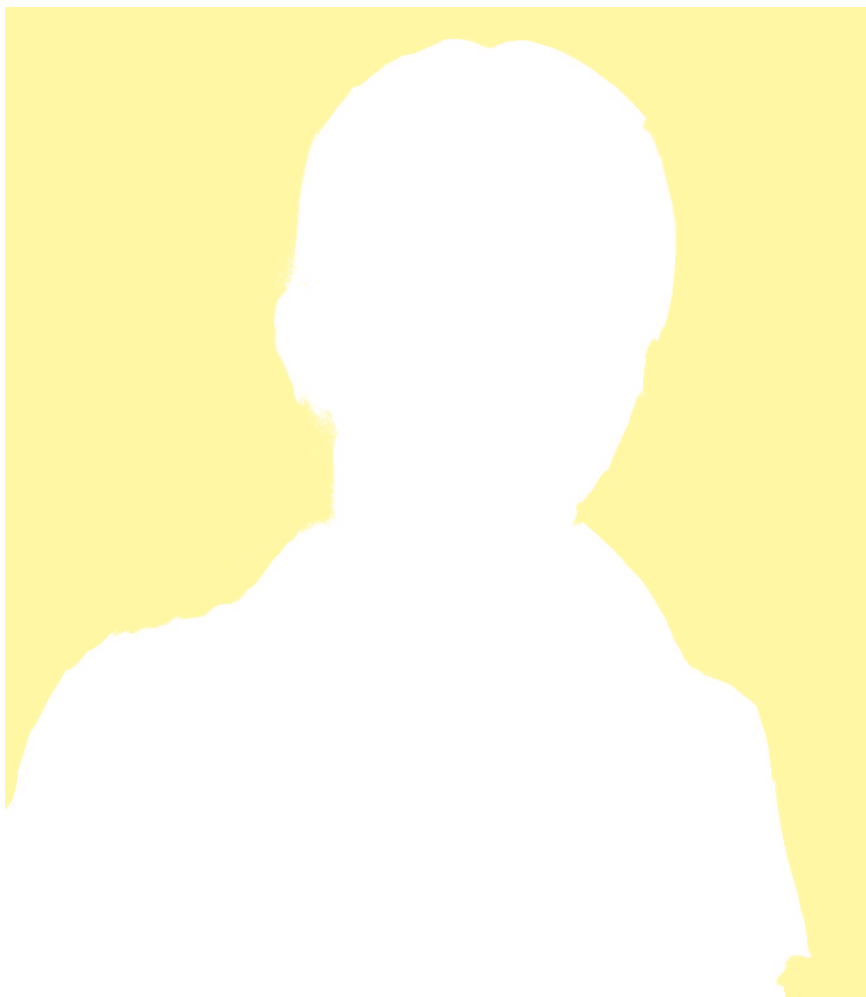
- What is the person's name and job?
How did she end up in this job?
- Does the person experience misunderstanding, ridicule or prejudice because of her job? Underline these situations in the text and try to describe them in your own words.
- How did Lucie feel when she found no support in the family for pursuing her dream job? When Lucie talked about her father ridiculing her for a long time before he finally acknowledged her career choice, the journalist doing the interview made the following comment: "You were well on your way to flying professionally." What might the reporter say if she understood the power of gender stereotypes that used to limit Lucie in her career dreams? Would the reporter make the same comment if she talked to a male pilot remembering being ridiculed by his mother?
- Underline another example of the reporter expressing a gender stereotype. It questions Lucie's ability to fulfil the role of a pilot of a big aircraft because she is of the weaker sex. What did Lucie say to reject the reporter's prejudice?
- Underline the sections in which Lucie says what she loves about her job. Using your impressions from the whole story, try to infer Lucie's skills, abilities and qualities.

2 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

2

Her environment is full of testosterone and hardly a day goes by without foul language. Tereza Sobolová is the only woman among top Czech ice hockey referees. As a line judge she referees men's second highest level league in the Czech Republic. She also acted as the referee at women's ice hockey matches at the Olympic Games in Vancouver in 2010 and 2014 in Sochi.

"It's a men's game. On top of that, referees are not exactly popular in our country," Tereza says about her job. Her nomination as the referee for the Sochi Olympics was a dream-come-true for Tereza, who also works as a sales rep. Participation in the Olympics where everybody including the judges is a part of this celebration of sports represented a goal higher than judging the Czech Extraliga in men's ice hockey. The Extraliga is the highest level ice hockey competition in the Czech Republic and it is the only game which is missing in Tereza's portfolio.

She has been an athlete since her childhood when she used to do figure skating. At the age of fifteen Tereza enrolled in a secondary school with a special sports programme. There she trained in athletics and she often went skating in public ice rinks, where she met some female hockey players who asked her to join them. She was a good skater. In fact, her referee career started at the age of seventeen. In the young women's team she was a forward, but she was also a judge.

What is the first reaction of people who do not know her when they learn she is a line judge in the second highest level men's ice hockey games in the country? "They are usually pretty surprised that a woman can referee men's first hockey league, but I have always got a positive reaction. On the other hand, I have often felt pressure during the game that if I messed up, they were going to say ice hockey was no place for women. That's always really uncomfortable but I can't let it get to me. If you make a mistake, you must be very careful not to make another. I have never let it discourage me from being a referee, though."

Questions to think about

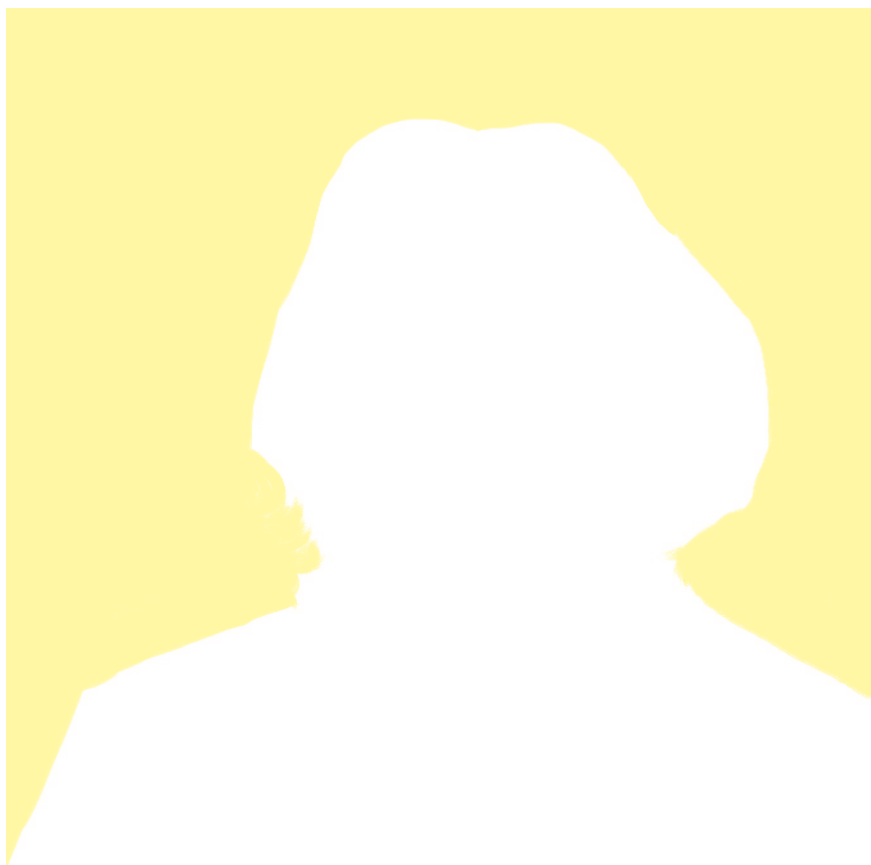
- What is the person's name and job?
How did he end up in this job?
- Does the person experience misunderstanding, ridicule or prejudice because of her job? Underline these situations in the text and try to describe them in your own words.
- How does Tereza feel when in her dream job, people do not judge her on the basis of her abilities but on the basis of a stereotype saying that hockey is no game for women?
- Why does Tereza say that ice hockey is a men's game? What other sports are considered to be men's sports in our society? Why do you think there is no professional women's ice hockey league in the Czech Republic?
- What challenges related to gender stereotypes can a girl meet if she is interested in becoming a professional hockey or football player? Are there any barriers connected with gender stereotyping in sport when it comes to boys? Provide an example.

3 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name _____

Real occupation _____



FOLD OR CUT HERE

3

Aleš Novotný (38) wanted to become a special education teacher in a foster home. Instead, he went to a vocational school for car mechanics because at the time, fixing cars was “a good job”. He did not finish the school out of teenage rebellion.

“I became a hippie, travelled all across Europe, played in a band and helped out in a furniture restoration business,” he recollects. At the end of the 1990’s, Aleš decided he wanted a job he would love and started a distance study for youth instructors and kindergarten teachers. At this time he also worked as a hiking club instructor and did music activities with kids in a kindergarten.

“You’ll be our backwoodsman, you can put all your camp experience to use,” said Kamila Malá, the director of a kindergarten in Prague 10, when she was offering him a job. Aleš accepted: “The wages in public kindergartens are low but I do the job out of my persuasion. I am an idealist, which seems ridiculous to one of the teachers.” Aleš loves the children in his care.

Kamila Malá praises her employee: “Parents really respect a male teacher.” Aleš thinks the main advantage is that he can bring youthful exuberance into the classroom. “Some female teachers watch kids when they play outside but I play zombie with them all out,” adds the teacher, who has yet to have his own children.

Aleš plays in three bands, teaches guitar and works as an instructor in the Bears hiking club, which he used to be a member of when he himself was a child. He has written a book for children titled Good Night Tales.

Questions to think about

- What is the person’s name and job?
How did he end up in this job?
- Does the person experience ridicule, prejudice or misunderstanding because of his job? Describe the situation. Why does his colleague ridicule him even when she does the same job?
- Who is usually the breadwinner in the family in our society? Does Aleš have a family?
- The kindergarten director Malá is trying to say that she is happy with Aleš as a teacher. However, she expresses her compliment by using a gender stereotype rather than personal praise. Underline this part in the story. Try to think of a personal and real compliment for Aleš and his good job. Use the text to help you.
- In the story, Aleš also referred to a gender stereotype. Underline this part in the story. Try to explain the situation. How could have Aleš said it differently when he talked about the advantage he brought to school?

4 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse



Name

Real occupation

FOLD OR CUT HERE

4

Jan Bureš (50) was originally an aircraft mechanic. He also worked as a train driver for five years and as an inspection engineer for eight years. After the Velvet Revolution he decided to start a shoe shop with his wife, a kindergarten teacher.

When the shoe shop was no longer profitable, their daughter had an idea. She was a florist and suggested, "Open a flower shop; I'll help you." Jan and his wife took a course in floristry, and today they compete with each other in whose bouquet is prettier. "We keep track of whose bouquets sell better; we are rivals," they laugh. Jan's wife says that his bouquets show his technical side because they are designed as precisely as if made by a computer.

Jan likes the contrast between floristry and engineering. Floristry is creative and engineering is not, he says, adding that he is grateful to his daughter for the idea. "When I sold shoes, people sometimes took out their frustrations on me. In the flower shop it's different. People are usually in good mood and if they aren't, the atmosphere in the shop has a positive effect on them. Although recently there was a lady who didn't trust me with her bouquet because I was a man. She said she wanted my wife to make it. On the other hand, we do have customers who come back and buy only my bouquets," Jan says.

Questions to think about

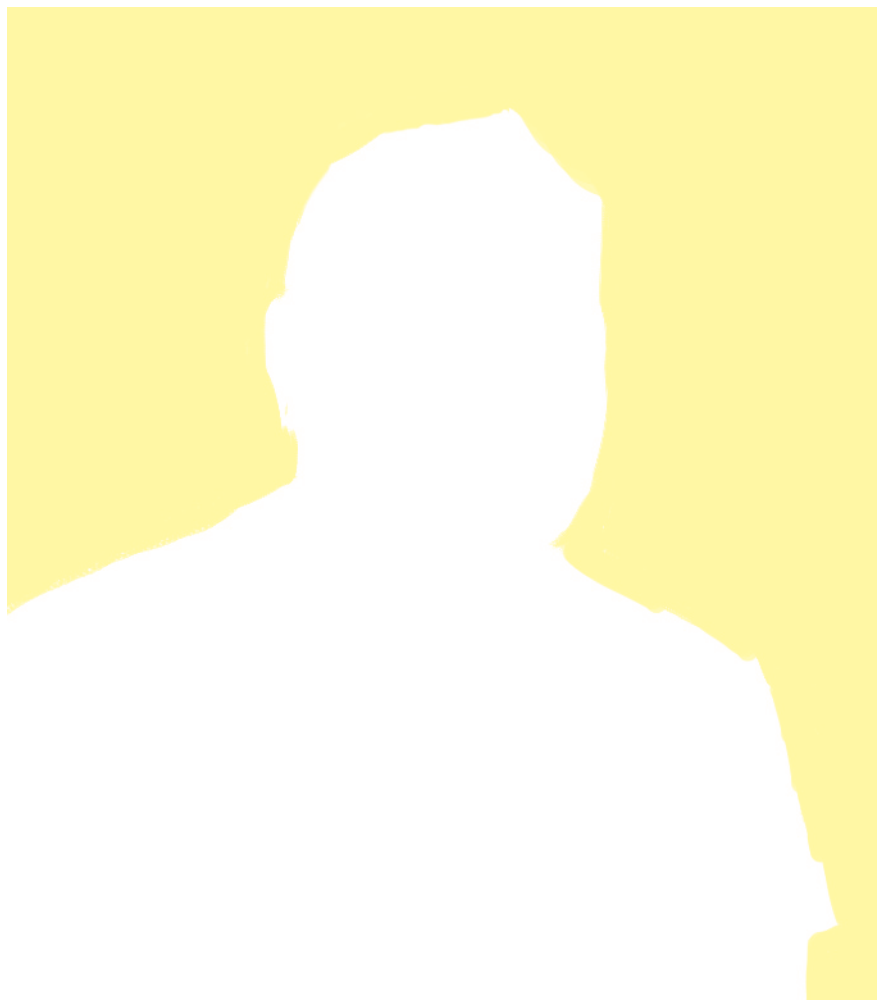
- What is the person's name and job?
How did he end up in this job?
- Does the person experience ridicule, prejudice or misunderstanding because of his job? Describe the situation. Underline the situation in the text. Try to explain why the customer did not want Jan to make her bouquet. Why did she ask his wife to make it even though she did not know either?
- What qualities and interests do we expect men have in our society and what do we expect of women?

5 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

5

There is no other job he would like to do. He studied at a medical school and now he works for the Emergency Medical Service in a town in the Vysočina hills.

Lukáš Strnad talks about his job: “Emergency squads are made up by three people - a driver and two medical workers with special training. In the training they teach us how to determine a diagnosis, provide acute medical care and transport the patient to the hospital. I spend most of my time in the ambulance. Sometimes you need to go out to a case when a young person dies. When our children were small and I had to take care of a little baby that was dying, I had to stop by our house to check on our kids.

I think it's good to have a woman in the ambulance. Women are great listeners. They show more empathy and make hard situations easier to bear. Men, on the other hand, keep their feelings bottled up inside and let them build up. I think the reason why there are so few male nurses is that men are too lazy for the job. Men always want to dominate in some way and in this position they would have to provide service. It's hard to imagine a guy who would volunteer to study at a secondary medical school with the vision that he is going to change the diapers for ill people and wait on patients.”

At the end of the interview, Lukáš got a question about the right title for male nurses. “It should be a medical brother (male equivalent of nurse in Czech, translator's note) but the certificate says ‘a medical sister’ (nurse, a word with female gender in Czech, translator's note). People are often unsure about what to call me when we arrive. Sometimes patients and their families call me doctor or even head doctor. But they always address my female colleagues nurse...

Questions to think about

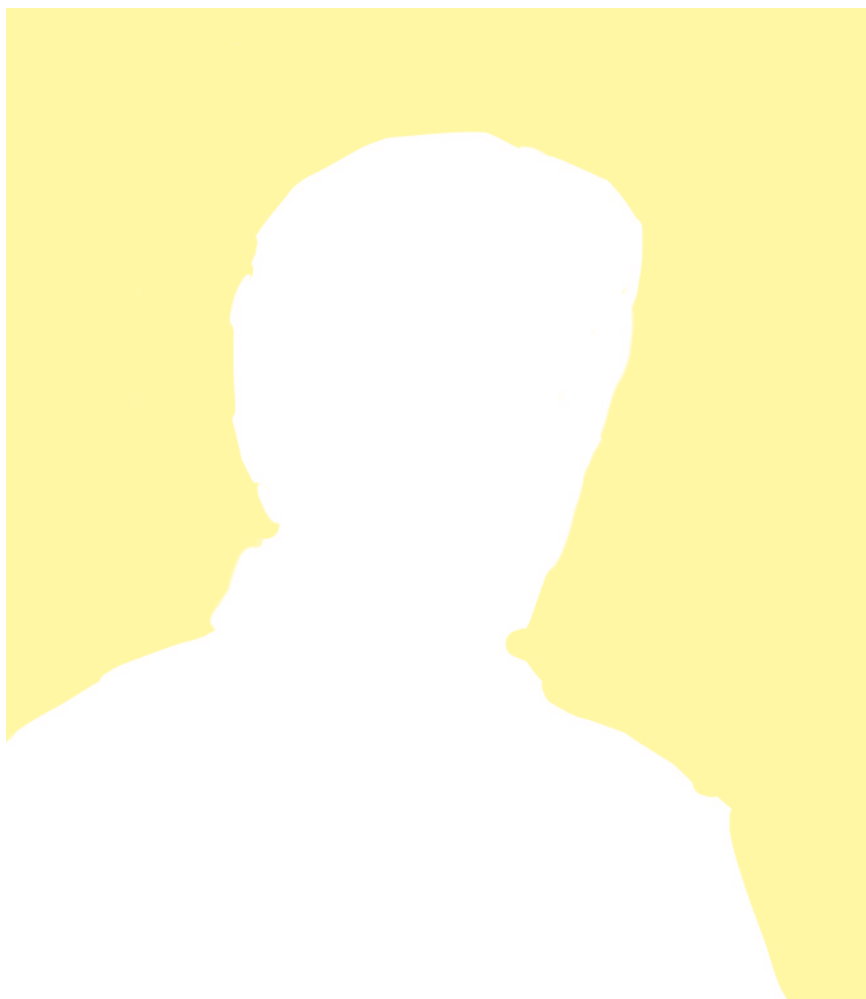
- What is the person's name and job? How did he end up in this job?
- Does the person experience ridicule, prejudice or misunderstanding because of his job? Underline the part where Lukáš talks about people addressing him with the wrong title. Why does it happen?
- Underline the part where Lukáš talks about the reason why there are not enough men in his field. Include the section in which he expresses his opinion about what women do better than men.
- Overall, Lukáš's ideas lead us to believe that he thinks women are better suited for his job than men. Do you think this might mean Lukáš thinks he is not good at his job? What are gender stereotypes and how do they play out in his ideas?
- Lukáš says that there is no other job he would ever like to do. At the same time, he says that he cannot imagine a man who would be willing to study medical school to become a nurse. How do you explain the contradiction? Do you believe you can use this story to clarify the saying the exception proves the rule? What is wrong with this way of thinking? Can exceptions be equal?

6 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

6

Petr Toman runs a babysitting agency. Nevertheless, he studied civil engineering at the Czech Technical University in Prague and feels like an architect and a builder. He does planning and design for some architects and in addition, he watches little children of pre-school age.

He has a lot of experience with children. He was the oldest of five and he has been working as a Scout instructor for a long time. He also spent several months working for a farming family in Switzerland who had four small children. He learnt a lot from this experience.

Petr thinks it is important that little children should have both female and male role models. He is therefore very happy that his company employs both women and men as babysitters, even though parents of small children sometimes state a preference for women. However, male babysitters have been becoming more popular and Petr does not like that there is no masculine name for their job in the Czech language.

He himself has never encountered prejudice or ridicule because of his job. Yet, he admits some people may think babysitting and caregiving is an inferior job, particularly in comparison to engineering and architecture, which he originally studied. To avoid judgment, he is not always open about all of his work engagement – he does not always tell people he does babysitting.

Questions to think about

- What is the person's name and job?
How did he end up in this job?
- Why is the caregiving profession perceived to be inferior to architecture and engineering?
- How would you explain the growing popularity of male babysitters? How has the society changed?
- What preconceptions lead people to believe that women are better caregivers than men? Why do parents of small children sometimes prefer women babysitters?
- In Czech, the name of this profession is nanny (chůva). What should we call men looking after small children? Czech has only masculine or feminine names for the following jobs. Try to invent possible names in the other gender:

caregiver
surgeon
chemist
physicist
beautician
nurse in charge/senior nurse

7 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

7

When she was a child, Markéta Křížková wanted to become a ballerina. As an adult, she worked in a theatre as a wardrobe mistress for some time, but then she changed course and became interested in theology. Today she is in charge of an Evangelical parish in a small town South of Prague. She played an essential role in renovating the parish buildings.

"As a child I used to visit a family that was part Baptist and part Evangelical (Evangelical Church of Czech Brethren) who would always pray before a meal. I also had a girlfriend at school called Lida. She was Catholic and we used to talk about these things. So I have always known that God existed. My grandmother was also religious. She had an influence upon my mother although I was not raised in religion."

What does Markéta think about people's attitudes towards her as a female priest? She says: "Traditionally, the priest was a man who represented authority. This might be the reason why some people have unconscious prejudice against me. I have even experienced a situation when a lady told me at our first shared congregation: "We don't want a woman here, you see." Even in the church I sometimes encounter preconceptions about women's inferiority. Some male colleagues in our church pretend they cannot hear me when I talk to them."

And what is the most important aspect of her job? "The important thing is what you do, not the way you look. And truth is the most important of all. I must believe in everything I say in my sermon, stand up for every word. And I need to speak clearly so that people understand what I want to say whether they are Christians, non-Christians or atheists. We are all concerned with the same issues in life, whether we are priests or flight attendants."

Questions to think about

- What is the person's name and job?
How did he end up in this job?
- We read about a woman who refused to accept Markéta as the parish priest although she had not had a chance to get to know her personally. Try to name all the reasons why the woman was not able to accept Markéta as a priest. How was the woman's decision influenced by preconceptions?
- We read about a woman who refused to accept Markéta as the parish priest although she had not had a chance to get to know her personally. Try to name all the reasons why the woman was not able to accept Markéta as a priest. How was the woman's decision influenced by preconceptions?
- How does Markéta feel when her male colleagues do not respect her as an equal, you think?
- What do you think *gender-based discrimination* means?

8 Try to guess the occupation of this person

- ☐ priest
- ☐ florist
- ☐ caregiver
- ☐ ambulance driver
- ☐ airliner pilot
- ☐ kindergarten teacher
- ☐ ice hockey referee
- ☐ hospital nurse

Name

Real occupation



FOLD OR CUT HERE

8

Johana Bednářová was born in České Budějovice. She studied at the secondary medical school and after graduation, she got a job as a nurse at the emergency department of the intensive care unit at the local hospital. A year later she went to Prague and studied for another year to get a certification in intensive care. In 1995 she got a job with the Emergency Medical Service in her hometown.

She says: "On one hand, I enjoy helping people. On the other hand, I want to learn how to improvise and know what to do in difficult and unpredictable situations. I am good at relaxing, I play the saxophone and dance in my free time (laughter)."

After fifteen years of being a nurse she wanted to grow and was looking for a challenge. When she started at the Service, she was formally employed as an emergency technician as well as an ambulance driver but the management did not seem ready for a female driver. They did not let her drive so a month later she asked to be put on driving shifts. She was informed that she was going to do a test drive with flashing lights on. Although she did well, no opportunities to drive followed. Finally, she had an interview with the Senior Doctor. He asked her if she was really serious about driving and if she was ready to fix the car or other equipment when something goes wrong. "I have been driving the ambulance since that interview. In the beginning I felt that other drivers were looking down on me thinking: a woman at the wheel of an ambulance! But I think they got used to it now. I represented something new because I am the only female driver in the region of South Bohemia."

And how does it feel to drive with the lights flashing? "Same as when the lights are off. I just need to transport the doctor and myself from A to B quickly and safely. I respect driving but I am not afraid of it."

Questions to think about

- What is the person's name and job?
How did he end up in this job?
- Does the person experience misunderstanding, ridicule or prejudice because of her job? Underline these situations in the text with a green pen and try to describe them in your own words.
- What was the impact of preconceptions about women and driving, cars and machines upon Johana's life and career? Use the story to help you.
- Do you think there would be an atmosphere of distrust during the interview with the Senior Doctor if the job candidate were a man?
- Use a red pencil to underline all the words Johana uses to describe herself, her qualities and her abilities. To what extent do her personal qualities and professional skills meet the general criteria for the job of an ambulance driver or an emergency technician?



TIME: 40 MINUTES
INCLUDING
DISCUSSION



WORK WITH
SCIENTIFIC
LITERATURE



WORK WITH
INFORMATION
TECHNOLOGIES



MATHEMATICS

04

How Many Men and Women Can You Find in Encyclopaedias?

Aim

Uncovering the gender bias in a range of popular children's encyclopaedias. Visually presentation of statistical results. Finding information on the internet.

Aids

The selection of children encyclopaedias that present significant figures from various fields of the history of human thought (for example science and technology pioneers, famous writers, painters, musicians etc.).

Setup

The activity requires smaller groups. After the first part, students present the results of their group work and discuss them. No modification of classroom space is necessary.

Preparation

The goal of the activity is to contrast the numbers of men and women in the selected books and to record the results in the form of a simple chart.

To make a stronger argument against gender stereotypes it is helpful to assign different books to different groups.

1

You can find more information on women in medicine in this article. In: Wikipedia [online]. March 18, 2014 [quoted on March 23, 2014]. Available at <http://en.wikipedia.org/wiki/Women_in_medicine>.

Procedure

- 1) Divide students into small groups (a group per book).
- 2) Groups study the books they are assigned and count how many entries describe famous men and how many are dedicated to women. Afterwards the

students calculate the representation of men and women in percentages. Students transfer the percentages into a visual chart (pie chart, bar chart, etc.).

- 3) Groups share their charts and discuss the results.

Discussion

Start the discussion by a detailed look at the results of the students' analyses.

- Why do the books include so few women?
- What barriers might have been faced by women who wished to pursue careers traditionally thought of as only suitable for men?
- How are encyclopaedias made? Who makes them? What criteria do teams of authors take into account when they select who to include?
- How does a person become famous in her/his field? What does she/he need to achieve?
- If there are no women in an encyclopaedia devoted to a particular field, does it really mean that there were no women in the field?

Students are likely to argue that there were no active or successful women because they lacked talent and interest in the fields at hand. They may also argue that women did not use to have access to education and so on. The limitations of gender stereotypes consist in the fact that they depict men and women as homogenous groups which differ from each

other in terms of behaviour and personal qualities and abilities.

Stereotypical ideas usually strongly contradict the actual qualities and abilities of real people. Ideas about the right fields for women or men, their predispositions and their potential for success have changed over the course of history. For a very long time, such ideas prevented women from being active in fields traditionally viewed as men's.

In the discussion, the following points are of importance:

- Are there really no famous women in the fields being discussed? Is it possible that the encyclopaedia authors selected the profiles based on their own stereotypes which made them believe there had been no important women in the respective fields?
- Is it possible to imagine the history of different fields of human activity differently than we are used to? Encyclopaedias are full of names of important men but they overlook women.

Tip

If there is time and students seem interested in the fields discussed, they can use the internet to learn about famous female physicians they can add to the encyclopaedia about famous physicians in history. Students can write encyclopaedia entries for the women in the following list and symbolically insert them in the book.¹

- Merit Ptah
- Agnodice
- Metrodora
- Trota of Salerno
- Hildegard of Bingen

- Patience Miller
- Elizabeth Blackwell
- Maria Montessori
- Virginia Apgar
- Nawal El Saadawi
- Anna Bayerová
- Bohumila Kecková
- Anna Honzáková
- Marie Pešková
- Ludmila Sinkulová
- Vlasta Kálalová-Di Lotti

The names of famous people students discover can be used to create game cards for games such as Memory Game.

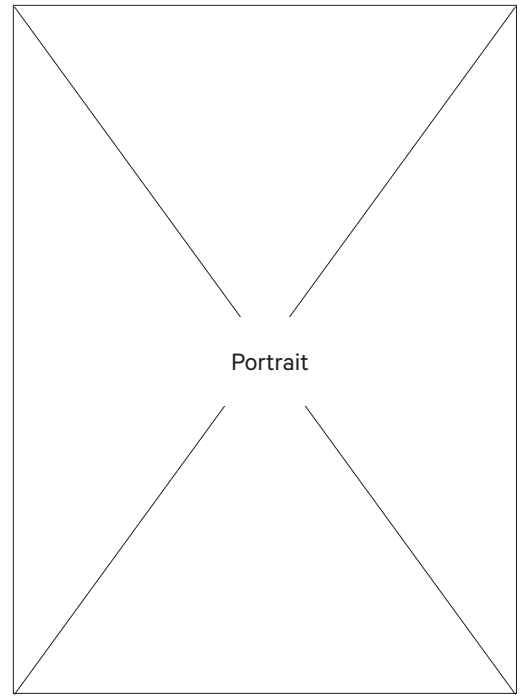
Create a short biography of an interesting woman that you can use to supplement the selection of personalities. Use reputable online resources.

To supplement Famous Physicians, you can use the following suggestions: Merit Ptah, Agnodice, Metrodora, Trota of Salerno, Hildegard of Bingen, Patience Miller, Elizabeth Blackwell, Maria Montessori, Virginia Apgar, Nawal El Saadawi, Anna Bayerová, Bohumila Kecková, Anna Honzáková, Marie Pešková, Ludmila Sinkulová, Vlasta Kálalová-Di Lotti.

Name

Date of birth / death

Brief biography





TIME: 30 MINUTES

UNDERSTANDING
MEDIA

DISCUSSION

05

Men and Women in Advertisement

Aim

Identifying and uncovering stereotypes in depicting men and women of different professions in advertising.

Aids

Worksheets with examples of adverts, flipchart, markers.

Setup

The first part of the activity takes place in small groups. In the second part of the activity, students present the results of their work to the entire class. No modification of classroom space is necessary.

Procedure

1) Divide the class into groups of four or five. Give every group a worksheet with two examples of advertisements.¹

2) The task is to think about the roles women and men play in the adverts. Students should also contrast the two examples. To help them with the process, put the following questions on the board. For more inspiration on how to do gender analysis of advertising, we provide an example below.

- What jobs or activities do the men and women in your adverts do?
- Who is active and who is passive?
- What are the characters trying to achieve?
- Where are they (at home, at work, in an office, in a factory, in a surgery...)?

- Is there a specialist in the advert (a person dispensing advice, sharing scientific knowledge or somebody who can do something others cannot)? If you can see such a person, is it a man or a woman?
- In your opinion, who is the advert for - who is the target audience? Would the advert look differently if it was aiming at people of another age or gender?

3) The group work is planned to take fifteen minutes. The groups use flipchart paper to write down their answers, which they later present to the class. In the course of the presentation, the group first shows the adverts and then describes them in words to the students who are listening. Finally, they present their results.

1

Note to the English translation:
As all the Czech ads used
for analysis here comprise of
both images and words, we
don't provide them here – the
pupils wouldn't understand the
language. Hence, we suggest
that the teacher finds and uses
examples of local/ national
advertisements where women
and men appear.

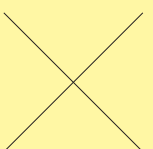
Discussion

At the end, the class and the teacher discuss the following points:

- What emotions do advertisements elicit?
- What qualities do they attribute to women and men?
- What lifestyles do advertisements represent?
- Does advertising work with gender stereotypes? If so, which stereotypes? Is it ethical and correct to use them? Is it right for a society to have rules that ban some types of ads?

Extension

You can present additional advertising material such as short ads from newspapers, the TV or the internet.



2

Breaking Stereotypes

Students work with arguments against viewing men and women as members of one of two groups, each consistently sharing characteristics that are either male or female.



TIME: 45 MINUTES
INCLUDING
DISCUSSION



WORK WITH TEXT



WORK WITH
INFORMATION
TECHNOLOGIES



ENGLISH
COMPREHENSION

06

Aims

Useful Inventions

Uncovering preconceptions about women in science and technology. Searching for information on the internet in English.

Aids

Three sets of ten cards, sufficient number of computers with internet access.

Setup

The activity is designed for individual work or pair work. The final discussion involves the whole class. No modification of classroom space is necessary.

Procedure

1) The point of the activity is to uncover the gender stereotypes which lead us to believe that technology and science are male-dominated fields. It is important that the gender of the inventors is not disclosed to students in advance.

We can introduce the activity with these two questions in the following order: *Do you know any male inventors?* and *Do you know any female inventors?* Students will probably name several male inventors but they will have difficulty recalling any female inventors. Do not comment on the situation and start working with the cards.

2) Lay out the ten cards with pictures of inventions and ask the students to comment on them. Ask questions such as: *What do you think, who invented these objects?* (Students may want to label the inventions man's or woman's invention). *Do the inventions have anything in common?* (The group can think about whether the inventions are useful, practical for everyday life, etc.).

Do not interfere with the discussion except if the students completely omit gender issues. If they do, ask them to consider the gender of each inventor. Put the outcomes of the discussion on the board for later reference.

3) Pairs or individual students draw one of the ten cards with English descriptions. First, they match the description with a picture of the invention. Then they make sure they understand the English text fairly well by using a dictionary or other aids. Finally, they underline the name of the author in red and the English name of the invention in green.

4) Next, ask the following question: *Could you use the internet to find out the whole name of the inventor on your card?* Students search for the name and write it on the card with the picture of the invention in question.

5) When students are finished with internet search, use the third set of cards to double-check the complete names of the inventors. The cards include the names and portraits of the inventors. Presumably, students are going to be surprised to find out that the inventors of all the objects in the game were women. We recommend now going back to the original comments saved on the board. Some questions to elicit discussion are listed below. However, the actual questions students asked or indicated interest in when they worked with the cards would be more relevant to stimulate discussion.

Discussion	<ul style="list-style-type: none"> → Were you surprised that all the inventors were women? → Why did you think some of the objects were invented by men and others by women? → Do you think all the inventions are equally important? If not, which are more and which are less important? Pay attention to the criteria students use to judge importance and usefulness and raise a debate – stimulate a discussion. For instance, some students can say a board game is less important than Kevlar or windshields. <i>The Landlord's Game</i> though was originally designed to educate children about finance and thus help them avoid irresponsible decisions concerning real estate (property, lease, rent, land) and taxes in the future. The stories behind the inventions could also be presented briefly so as to prevent superficial judgment on behalf of the students. 	<ul style="list-style-type: none"> → At school, why do we only learn about mostly male inventions? What could be done about that? → Do you know any Czech female inventors? Where could you find out about them? → How can somebody become an inventor? → What inspires inventors? What gives them ideas? Point out that science typically draws on scientists' personal experience; the experiences we have and the tasks and jobs we do make us think about certain kinds of problems and lead to improvements and inventions. Because men and women in our society usually work in different fields, their experience and perspectives differ; it is therefore important that both genders work in sciences (as well as in other fields).
Note on Methodology	<p>The use of English in this activity will probably make it quite difficult for the students. Keep in mind that the goal is not to translate or fully understand the texts on the cards or on the internet. The goal is to comprehend enough to be able to use the key words for internet research. Besides gender sensitivity, this activity aims to develop the important competency of information literacy. Google Patents, a part of the Google search engine, provides interesting information and historical documents on the patents discussed in the activity.</p> <p>In their work with the internet, students need to observe the following rules:</p> <ul style="list-style-type: none"> → Always enter the green and red key words from their cards into the search engine simultaneously and search in English → Only search within the scope of <i>google.com</i>. The Czech domains <i>google.cz</i> and <i>seznam.cz</i> do not yield relevant information on the inventions discussed in this activity. 	





Kevlar



S. Kwolek was a scientist who invented a new material Kevlar in 1965. Kevlar is very strong, but very light. It is ideal for things like helmets, bulletproof vests, canoes, tires and a lot of other stuff.

Windshield Wipers



Windshield wipers were invented in 1903. M. Anderson didn't like that car and bus drivers had to stop the vehicle very often when it was raining or snowing. They had to clean the windshield, because they couldn't see well. That wasn't very practical, was it?

Stephanie Kwolek



Mary Anderson



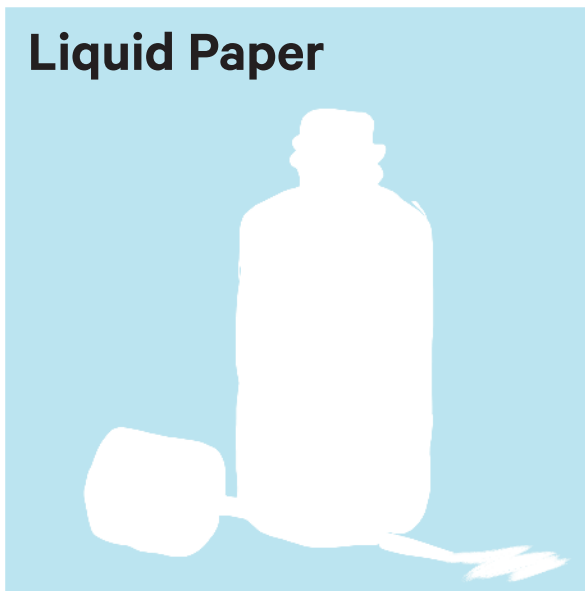


Disposable Diapers



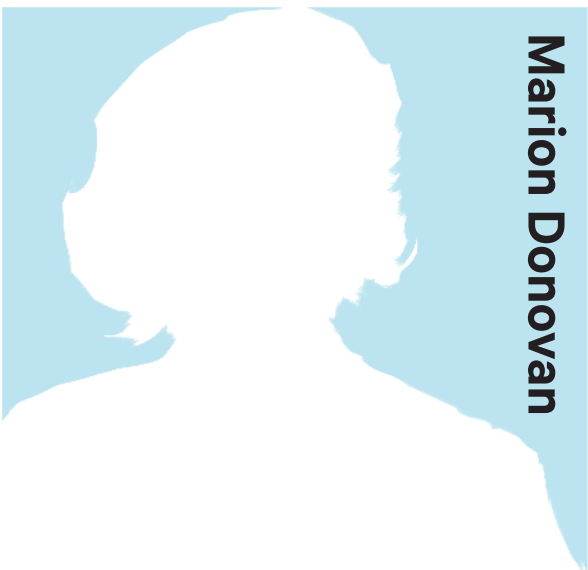
In 1950, M. Donovan created first disposable diapers. The prototype was made from a shower curtain. Later, this invention became very popular, because it saved parents a lot of time.

Liquid Paper



Liquid paper was invented by B. N. Graham in 1951. Graham was a typist and did not want to have mistakes in typewritten texts. So Graham created a new formula that helped to cover the mistakes.

Marion Donovan



**Bette Nesmith
Graham**





Dishwasher



J. Cochrane was rich and had servants to wash the dishes. But they often broke the china while doing the dishes. In 1887, Cochrane decided to create a dishwasher that would do the job instead of people.

Monopoly



The Landlord's Game is the original version of today's very popular game *Monopoly*. *The Landlord's Game* was created many years ago – in 1904 by E. Magie. The game was meant to teach children about real estate business and taxes.

Josephine Cochrane



Elizabeth Magie





Retractable Leash



New York City dog owner M. A. Delaney patented the first retractable leash in 1908. It attached to the collar. The dogs were under control, but at the same time they had some freedom to walk and run.

Foot Pedal Trash Can



L. Gilbreth was an industrial engineer interested in ergonomics. One of Gilbreth's inventions was a foot pedal of the trash can. People could use their feet, not hands, to open a trash can and tidy up! It was more hygienic and also ergonomical.

Mary A. Delaney

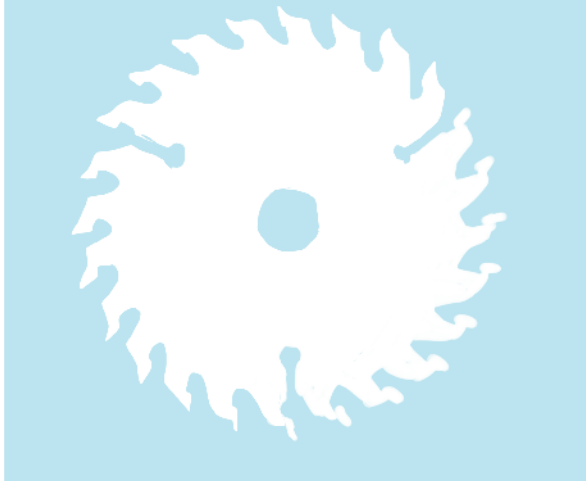


Lilian Gilbreth





Circular Saw



T. Babbitt was a tool maker who invented the first circular saw used in a saw mill. It was in 1813. Before that, people had to cut wood manually, which was very hard and slow. Babbitt came up with an idea how to make their work easier and much quicker!

Paper Bag Machine



M. Knight invented a machine that folded and glued paper to make paper bags with flat bottoms. Before that, people made these bags by hand, because they didn't believe it was possible to build such a machine. Knight proved they weren't right.



Tabitha Babbitt



Margaret Knight

TIME: 30
MINUTES

DISCUSSION

This activity draws on a task published in Gender in School (Qualities Desirable in Different Occupations):

Smetáčková, Irena, Vlková, Klára (ed.). Gender in School - Handbook for Civics and Humanities Teachers in Elementary and Secondary Schools (Gender ve škole - příručka pro vyučující předmětů občanská výchova, občanská nauka a základy společenských věd na základních a středních školách). Prague: Otevřená společnost, 2005.

07

Occupations and Character Traits

Aim

Thinking deeper about the personal qualities typically attributed to women and men and about the occupations which require these traits.

Aids

A copy of the worksheet per group (4 copies), flipchart/board, markers.

Setup

The first part of the activity requires small groups. In the second part of the activity, students present the results of their work to the entire class. No modification of classroom space is necessary.

Procedure

1) Divide the class into four groups – two A-groups and two B-groups. Each A-group gets a copy of the A worksheet and each B-group gets a copy of the B-worksheet.

The A groups will also get a list of personal traits. Their task is to divide the traits into three categories.

- Traits associated with women
- Traits associated with men
- Neutral traits

The B-groups get a list of jobs, which they divide into three similar categories.

- Jobs performed by women
- Jobs performed by men
- Jobs performed by both women and men.

The groups have up to 10 minutes to complete the task.

2) Meanwhile, write both lists (jobs and traits) on the board. Ask the students to nominate a speaker for each group; speakers present the category designations they have determined to other groups. Mark these on the board using W, M, N, for instance.

Discussion

Group work is followed by a discussion about the following questions:

- What personal traits are necessary for the jobs on the list?
- Where could you (not) connect the jobs and the traits? Was there a case when a group identified a male quality which was later assigned to a women's job or vice versa?
- Are there any exclusively male or female characteristics?

- Are all men and women the same? What is your experience? Do you know a woman with traditionally male traits? Do you know a woman who does a man's job or vice versa?
- Can a woman be a good electrician? Can a woman direct a bank? Can a man be a good caregiver? Can a man work as a beautician? What can prevent women and men from doing these jobs?



A

Decisiveness

Physical Strength

Creativity

Negotiation Skills
(ability to come to
an agreement with others)

Manual Dexterity

Knowledge and Erudition

Patience

Empathy

Ability to Work in a Team

Management Skills
(ability to lead other people)

Mark with these letters

(W) Traits associated with women

(M) Traits associated with men

(N) Neutral traits

B

Restaurant Cooking

Company Management

Building Construction

Treating Children (Medical, Healing)

Scientific Work

Assisting Managers

Elementary School Teaching

Surgery

Writing Articles in Daily Press

Mark with these letters

(W)

Jobs performed by women

(M)

Jobs performed by men

(N)

Jobs performed by both women and men

TIME: 30 TO
45 MINUTES

WORK WITH TEXT

DRAWING /
COLLAGE

08

Guidebook to Foreign Countries

Aims

Understanding the interconnectedness of gender roles in different areas of social life. Strengthening critical thinking skills in reference to gender stereotypes. Leading students to view gender equality as one of the fundamental ethical principles of democratic societies.

Aids

One worksheet (page 62) per group (and a blank paper size A4 or A3 for activity extension), colour markers or newspapers, magazines, scissors and glue.

Setup

The first part of the activity takes place in small groups. The second part of the activity is a discussion that involves the whole class. No modification of classroom space is necessary. If you include the activity extension, ensure there is enough space to allow groups to draw or make collages.

Procedure

1) Divide the class into small groups of 3 to 4 children. Ideally, the members of the groups represent diverse perspectives. A diversity of viewpoints should stimulate discussion. To achieve this, either divide the students into groups or use a draw.

2) So that the students have enough room to create artwork and to have space for their discussions, spread groups around the room.

3) Each group gets a copy of the worksheet. The worksheet includes three texts and follow-up questions for the students to answer. The first two tasks take up the most time because students create art (drawing/

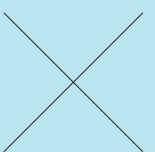
collage and text). If there is not enough time, skip the first two tasks. The time allotment for group work is approximately 10 minutes in the shorter version of the activity (worksheet questions 3-8) or 20 minutes in the extended version (including questions 1 and 2). The next series of questions is designed for a class discussion.

4) When students finish with group work, they come back together. Groups go through the worksheet questions one by one and present their answers and their artwork. Groups can also share information about their process, i.e. to what extent they agreed with their groups.

Discussion	A class discussion ensues after group presentations. It is based on contrasting the answers and artwork by different groups focusing on the types of information in the texts understood to	be important and why (what influenced their impressions?). Conclude the discussion by clarifying the term gender equality.

Gender Equality

We can define gender equality as a situation in which men's and women's life choices are not limited by gender stereotypes in any way, be in in a form of formal barriers or of too strong social expectations. With older students, allow some time for a more detailed discussion between the formal and informal limitations based on gender stereotypes. The goal of the activity is to help students realize the disadvantages gender inequality represents for individuals as well as for the society as a whole.





TIME: AT LEAST
45 MINUTES.
ONE WEEK FOR
PREPARATION



DISCUSSION

09

Speed Dating

Aim

Meeting people who study or work in an area not typical for their gender and interviewing them about what it takes.

Time

Depending on the number children in the group and the number of guests who represent untypical jobs (5 mins task assignment and pairing up students with guests, guest introductions 3 mins each, interviews 3 mins each). Total time allotment: 45 mins minimum, 2 to 3 x 45 mins with more guests. Preparation time: approx. a week.

Aids

One worksheet copy per student.

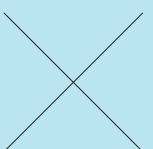
Setup

Arrange the school desks and the chairs to facilitate one-to-one interviews and easy movement of students around the classroom. (If the numbers of guests and students do not correspond, one student can be the 'third wheel' on the 'speed date', i.e. two children interview one guest.) For example, you can arrange the desks (one per guest) in a circle and put a chair in front of every desk. For the final discussion, move the chairs around to create a circle that includes everybody in the room.

Preparation

This activity requires advance preparation in which students can participate. The task is to ask family, friends or acquaintances if they know somebody who does a job or pursues a degree in an area which is not typical for their gender at secondary school or university and invite them to class. You can also approach secondary school and universities in the area and ask them for student or graduate contact information and invite them to class.

Procedure	<p>1) Every guest briefly introduces herself/himself and her/his area of work or study (about 3 minutes). They should mention:</p> <ul style="list-style-type: none"> → What their job/area is. → What they need to know to be able to do it. → How time-consuming it is to work/study in their area. → How flexible it is in terms of place and time demands. → How job candidates/students are selected. → Career growth opportunities. → The nature of relationships in the workplace, etc. <p>2) Next, children pair up with guests to conduct interviews. The time allotment is three minutes per interview. Students</p>	<p>switch interview partners until everybody gets a turn with every guest. Students can use the following questions to guide their interviews and write down the answers in their worksheets. They can also ask other questions based on their own interest.</p> <ul style="list-style-type: none"> → Find out five specific activities your guest does in her/his job/school. → Find out why your guest chose her/his job. → Find out what she/he likes about her/his job the best. <p>3) At the end, everybody sits down in a circle and students share what job/study/degree they would choose for themselves and why. They can also talk about what they found most interesting about the job/study/degree.</p>
Tip	<p>If there is time left, you can conduct further discussion with your guests and give them space to share experience with the children and to answer further questions.</p>	



1

Dornland

Dornland is one of those countries with a culture that dictates a very strict division of jobs between women and men.

This division is supported by a number of local traditions, which play their role from the moment of birth. When a child is born, a celebration is held to confirm whether it is a girl or a boy. From this moment on, girls and boys wear different clothes and colours and play with different toys. In other words, boys and girls are raised toward different lifestyles.

The adults also treat them differently depending on whether they are boys or girls. They encourage boys to be independent and self-confident and girls to obey and to look after others. Girls go to different schools than boys because they need to prepare them for different lifestyles when they grow up.

Tourists in Dornland can be surprised to only see men in public space. When they take a walk, for example, they can only see men in the streets because women are at home looking after children and family. In this country, men are the breadwinners who go to work. Through their jobs, they make decisions about how the society is run. Men and women who attempt to evade this lifestyle are punished; they are condemned by their environment and can even be persecuted by the police.

2

Karmia

Karmia is the neighbouring country to Dornland. In Karmia, the division between men and woman is also very strict and they are raised to do different things in life.

However, unlike in Dornland, women in Karmia are the ones who have to go to work while men look after the household and the family. Karmia girls are supported in getting education from an early age and are encouraged to be active in public life. Adult women work in many different jobs; they manage factories and make decisions as top-level politicians. Women have to make money to secure their families.

Men, on the other hand, stay in their private universe and look after the children and the house. Even if some men or women wanted a different life, they would not be allowed to have it. The law in Karmia prohibits employing men and it says that women must work.

If you go there as a tourist, in the streets and in the services you are going to see mostly women. Women are very independent there and offering help may be taken as an offense.

3

The Nalphy Islands

The Nalphy Islands are not too far from Dornland and Karmia but the culture is entirely different. Of course, the islands are inhabited by both men and women, but this fact is not very important in their life.

From birth, all children are dressed in similar clothes and colours and they do similar things. They can choose activities according to their interests. There are many girls and boys who enjoy math, football and embroidery. Girls and boys can study anything they are interested in, provided they have the right aptitude.

That is why we can see women and men in different jobs when they grow up; women and men work as fire fighters, policemen, beauticians and hospital staff.

Their language is also interesting; like Czech, it uses the neutral gender for the word child - it. It is common for the locals to use this neutral gender until the children are teens, even when they talk to children directly (when they address them). The fact whether somebody is a girl or a boy is really not too relevant.

Group Tasks

- Create a postcard for each country, which shows some traditional or typical situation. Draw the card or make a collage.
- Imagine you are visiting the countries as a tourist. What are you going to experience? Write three messages from each country (like Facebook or Twitter entries) about your experiences of something traditional or typical for the place.
- What country is the most unlike the Czech Republic? Why? What is different?
- What country resembles the Czech Republic the most? Why? What is similar?
- Which country would you choose for your holiday? Why?
- Which country would you like to live in? Why?
- What are the advantages and disadvantages of the division of men or women working either in the public or private areas of life?
- What are the advantages and disadvantages of freedom to choose your own lifestyle and job according to your interests and abilities?

**Three specific activities your guest does
in her/his job or school**

Find out why your guest chose her/his job

Find out what she/he likes about her/his job the best.

Other findings

3

Self-Reflection

Students explore their own experience with gender stereotypes and think about the way their gender impacts their personal lives.



TIME: 45 MINUTES
INCLUDING
DISCUSSION



WORK WITH TEXT



WRITING

10

My Life in 15 Years... and Inside Out¹

Aims

Uncovering the differences between the ways we think about the lifestyles of men and women. Seeing the impact of gender stereotypes upon our life plans and dreams. Considering different options of balancing students' personal and family life and career in the future

Aids

A sheet of paper and four colour pencils per student.

Setup

The first part of the activity is designed for individual work. The other part of the activity is a class discussion. No modification of classroom space is necessary.

Procedure

1) Assign individual task: Students think about what their day might look like when they are thirty years old. You can introduce the task like this:

→ Imagine what your typical day is going to look like in about fifteen years. Write down what you are going to do and describe the experience.

2) The next task is to describe an imagined day in the future if students were another gender. You can say:

→ Imagine that you were a boy/girl instead of a girl/boy. What would your day look like in fifteen years? What would be the same and what would be different from the day you have just described in the first task?

3) Students can write these texts in class or at home in the form of homework. The time limit for both is approximately 10-15 minutes.

4) When the students have finished worksheets, move on to working with the entire class. With the help of a short discussion, identify the areas of life students described in their texts. They have likely mentioned work, family, hobbies and friends.

5) Students use different colours to highlight the different areas of life outlined in the previous stage (e.g. red for work).

1

Inspired by activity *My Life in 15 Years* in published in Smetáčková, Irena (ed.). Handbook for Gender Sensitive Career Counseling (Příručka pro genderově citlivé výchovné poradenství). Praha: Otevřená společnost, 2007.

Discussion

Next, conduct a class discussion, focusing on the differences between the ordinary days of women and men. Point out the influence of gender stereotypes upon the organization of personal, family and work life.

You can start with the following question:

→ Would you like your life to be less or more colourful?

The majority of teenagers say they prefer an interesting life. Follow up by asking students whose lives are more colourful - men's or women's? You can also encourage students to seek ways to add colours to the apparently more monotonous lives and make them more balanced and varied.

In the final discussion, try to discover the reasons why students' lists included certain activities and events – what makes these events important? Why do we count on them to happen in the course of our lives? Finally, ask why boys and girls might emphasize different events or activities.

The point of the activity is to stimulate the students to understand why the expectations girls and boys might have of life are different and think about where these differences in women's and men's lives come from. Are these differential expectations fixed or can they change over time?

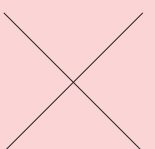
Question the assumption that the natural differences between the sexes justify the differences between women's and men's lifestyles; our personal ideas and dreams are shaped by gender stereotypes. However, be careful not to judge traditional assumptions and gender stereotypes harshly. The goal of the

activity is to display the variety of life choices rather than classify students' preconceptions and life plans as right or wrong.

Finally, use stories of real men and women who live untraditionally to broaden the students' perspectives about the division of labour in the home, for instance (household duties can be shared by all family members so that everybody has time and a fair opportunity to pursue their careers, family and personal lives).

You can use the following questions to facilitate class discussion:

- How would your present life change if you were a boy/girl? What would be the same?
- Who has more responsibility in family life? Whose career usually involves more time and responsibility?
- What are the reasons behind these differences? Can we change this disparity?
- Imagine you would get more homework than the girls/boys in your class just because of your sex. Would you like this division of labour?
- Have you ever had anybody recommend or discourage you from doing something because you were a boy/girl?
- What men's and women's lifestyles are presented by the media, our textbooks and our lives?
- What could be done to make sure that in the future you will have enough time in your day to do your work, be with your family, relax and have fun?
- Suggest part-time work or household help as potential solutions.





TIME: 45 MINUTES
INCLUDING
DISCUSSION



SELF-REFLECTION



DISCUSSION

11

What Do I Want to Know and What Do I Want to Do?

Aims

Understanding the range of skills and tasks different jobs require. Reflecting on one's own career preferences. Arguing for and defending one's career decision.

Aids

One copy of the worksheet from page 73 per student.

Setup

The first part of the activity requires individual work. The second part of the activity consists in small group discussion. The final part of the activity is a class discussion.

Procedure

1) Distribute worksheets and assign the task: Students are to mark one to five options in each of the two columns on the worksheet. The first column lists responsibilities and the other lists jobs representing potential career options.

If students are interested in tasks or jobs not listed, they can write them in the blank space at the bottom of their worksheets. Too many additional skills may cause difficulties in matching them with the right job. Motivate students to make considerate decisions. Carefully monitor the students and discourage attempts to show off or ridicule one's or other's plans and desires. Individual work takes approximately ten minutes.

2) Next, divide students into groups of three to five. Assign the group tasks:

→ Students present their choices and explain them.

→ The group selects a couple of jobs (starting with jobs that were popular among the group members) and discusses the skills and tasks these jobs require. The goal of the discussion is to match all the skills in the left column with jobs that may involve them possibly adding other skills or tasks.

3) Every group presents at least one job they have discussed. The group lists the tasks and skills required for success in this job.

Other groups comment on the presentation, dispute the list or add other tasks or skills.

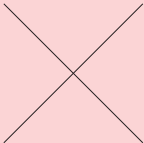
Discussion

In the course of the class discussion, clarifying the right set of skills is the key to success. Although a particular skill may seem to be the main prerequisite, a combination of abilities is necessary to achieve career satisfaction. (For example, a project manager needs to know how to plan but she also needs to be able to cooperate with other people, make decisions quickly and find new solutions.)

In our society, we tend to believe that men master some skills better

(i.e. resolving technical issues) and women are good at others (i.e. showing patience when dealing with people). The class discussion should make clear that most jobs require a combination of skills from both categories – skills associated with men and skills associated with women.

Career decisions based on the social expectations of our gender may result in inadequate preparation for our desired careers.





TIME: 30 TO
45 MINUTES
+ HOMEWORK



RESEARCH



MATHEMATICS

12

Who Takes Care of the Household?

Aims

Reflecting on the division of labour and discovering invisible work in the family. Understanding the connection between housework and career growth opportunities.

Aids

A copy of the worksheet per student, five copies of the worksheet per group, sticky dots or tape, worksheets for final charts

Setup

The first part of the activity requires individual work, ideally in the form of homework. It is important to assign the homework at least a week in advance. However, the activity can be used without homework preparation as well. If this is the case, students can answer questions based on their experience; however, this option is only recommended for students 12 years old and above. In the second part of the activity, students present the results of their work in smaller groups and finally share them with the entire class. No modification of classroom space is necessary.

Procedure

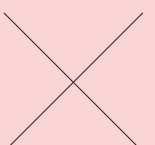
1) Distribute worksheets to students, one per student. In the worksheets, students are to record the amount of weekly time people in their families spend doing the different kinds of housework listed on the sheet. If students like, they can add other jobs at the bottom of the list.

The worksheet table requires that students indicate the total weekly amount of time required for the job in the first column and assign it to different family members in the following columns. (Naturally, these times should add up to the total weekly time amount.) Due to the sensitive nature of this investigation of family life, students do not sign their worksheets.

2) Students fill out their worksheets using the method of direct observation throughout the week. This option requires assigning the task at least a week before completing it in class. Students are to keep daily records and notes in worksheets we provide to them (7 copies) or in their own notebooks. At the end of the week, they put their data into one summary table which is used for the next part of the activity in the classroom.

3) Another option is to ask students to estimate the time amounts in class. The goal of the activity should be met if we use this option with 12 years old students and older because at this age, they can usually estimate time quite accurately.

Procedure	<p>4) After students have filled out the tables, they work in small groups on calculating the statistics for the whole class. To make calculating class averages possible, students display their worksheets around the room (on walls, desks, etc.) so that they are visible to all students.</p> <p>5) So as to avoid conflict, bullying or ridicule, family identities should not be obvious. For the same reason it is important to continually emphasize that it is normal that families have different lifestyles and nobody can judge their customs especially as long as the system works for everybody in the family. Seeing a variety of different models of the division of labour in the household can help students to think about what they might find optimal for their own future families.</p> <p>6) Students are divided into small groups and assigned a person in the family for whom they are to collect data. For example, one group collects statistics for fathers and another for mothers. The groups check every worksheet and calculate the average amount of time the family members spend doing each household chore.</p> <p>7) Next, groups share the results with the whole class and compare the burden of housework among different family members. Attention should also be paid to which jobs are performed by men and which by women.</p> <p>8) Results of the group calculations are best presented in the form of charts, ideally pie charts (portions of the pie representing different family members). In order to create a chart, students need to calculate the percentage amounts of time spent on chores by the members of the family.</p>
Discussion	<p>The final discussion should mention the unequal division of labour between women and men and the impact that may have on their leisure and careers. If both parents wish to pursue their careers, a more fair division of housework is desirable. The discussion may also include ideas on how a better balance can be achieved; e.g. involving children in housework, taking turns with the most time-consuming chores, using external services, lowering the standards of ideal household etc.</p> <p>The conclusions made by the class can also be expressed in charts, in which students show the ideal division of housework. If the charts are drawn on the same sheet of paper as the first charts, they may form a poster <i>How Housework is Divided in Our Families and How We Would Like to Change It</i>, which can be displayed in the classroom.</p>



Imagine you are the person in the middle of the worksheet. Think about what you want to know and what job you would like to do in the future. First read the left column *I Want to Learn How To*. Circle five skills you would like to acquire. Then read the right column titled *I Want My Job to Be* and again, circle five options. If skills or jobs you are interested in are missing, write them at the bottom of the sheet.

I Want to Learn How To

find new solutions to different problems

come to a compromise with others

write interesting and useful texts

write computer programmes

work on improving myself

make other people happy

use my bodily strength

type quickly and well

use foreign languages

repair broken things

heal people

cook well

be patient

build a house

plan events

manage a team

help other people

make decisions quickly

calculate difficult equations

cooperate with other people

find a solution to every problem

not to give up when things do not go well

know the laws and understand what they say

know and understand specialized machinery

teach and motivate people to get better at something

Do you want to learn anything else?

I Want My Job to Be

a nurse

a car mechanic

a programmer

a sales clerk

a nuclear physicist

a journalist

a banker

a clerk

a politician

a doctor

a driver

a pilot

a civil engineer

a teacher

an artist

a lawyer

a police officer

an assistant

an architect

a company director

an athlete

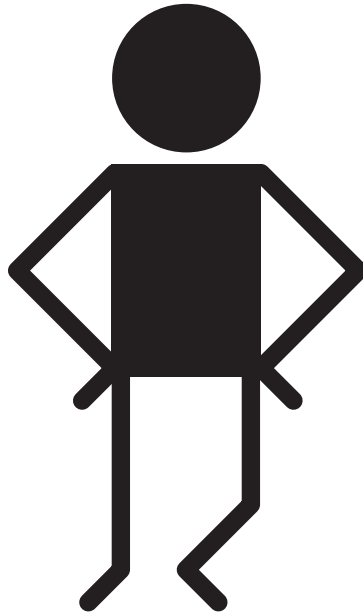
a psychologist

a mechanical engineer

a social worker

a project manager

Is there any other job you would like to do?





Your task is to estimate or to observe the housework people in your family do throughout the week. Write down the total weekly time in the week somebody does the jobs on the list. In the other columns, first write the people living in your house. Then estimate the time they spend on that household chore. If there are chores missing on the list, add them to the list.

Activity	Total hours per one week	People in our family				
		Hours per person				
Cooking						
Grocery shopping						
Vacuuming and mopping floors						
Dusting						
Construction work around house/home						
Entertaining children						
Small repairs						
Taking care of the car						
Washing dishes						
Doing laundry						
Ironing						
Working in the garden						
Helping with homework						
Helping old or ill people in the family						
Paperwork						



TIME: 45 MINUTES
INCLUDING
DISCUSSION



WORK WITH TEXT



PRESENTING
INFORMATION TO
A GROUP

13

My Job is Perfect! (Promoting Jobs)

Aims

Learning about interesting aspects of jobs untypical for the worker's gender. Understanding that career choices should first of all be based on individual skills and interests. Improving the ability to justify one's education and career choice.

Pomůcky

Ten cards with quotes by people doing jobs untypical for their gender.

Setup

The first part of the activity is designed for individual work or pair work. In the second part of the activity, students present the results of their work to the entire class. No modification of classroom space is necessary.

Procedure

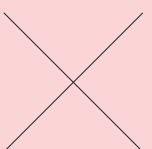
1) Divide students into pairs or groups of three. Distribute cards, one per group. The cards include quotes by different people who work in jobs untypical for their gender. They talk about what they like about their jobs, why they chose them and what makes them happy. Ideally, student pairs/groups consist either of boys or girls. Pairs of boys get cards with men's quotes by men and pairs of girls get cards with women's quotes.

2) The task is to read the quotes and imagine what the jobs are about. Students can use other sources of knowledge and information (such as

the internet or encyclopaedias) to help them describe the jobs. Emphasize that students are to concentrate on the positives of the job, such as its interesting aspects or the potential it offers for personal growth etc. Although it is important to name the difficulties the jobs may involve, encourage students to see how potential negatives are balanced out by the job positives. For example, a position in top management may be stressful and time-consuming but it is well paid. Low-paid jobs may be flexible and so on.

The time allotted to pair work should not exceed ten minutes.

Procedure	<p>3) Every student pair/group presents the job on their card to the class. Set a time limit in advance; consider the total number of students - two to four minutes is usually ideal.</p> <p>4) We recommend you introduce the presentation as a competition for the best 'job advertisement'. When</p>	<p>all students have presented their jobs, they can vote on the winning advertisement. The vote can be carried out in two ways – either by raising hands (which saves time) or with the help of anonymous paper slips (which may prevent students from preferential voting for their friends).</p>
Discussion	<p>The vote is followed by a discussion. There are three stages of the discussion. In the first stage, students reflect on the pair work they had done before 'advertising' the jobs on their cards. These questions can be used to encourage discussion:</p> <ul style="list-style-type: none"> → How was it for you to work in your pair/group? About what did you agree and disagree? → After you had read the quotes, what was your first impression? Did you agree with the quotes? → How do you feel about your 'job advertisement'? What was easy and what was hard about your presentation? <p>In the next stage of the discussion, concentrate on the 'job adverts' and the impressions of the audience. These questions can be used to encourage discussion:</p> <ul style="list-style-type: none"> → Was any of the presented job new to you? Was any of the jobs presented from a new perspective? → What positive sides of the presented jobs appealed to you the most? 	<ul style="list-style-type: none"> → Were you surprised to find out that some of the presented jobs can be done by both women and men? If so, why were you surprised? <p>In the last stage of the activity we discuss attitudes towards jobs untypical for one's gender. You can use the following questions to encourage discussion:</p> <ul style="list-style-type: none"> → What is the reason behind the fact some jobs are mostly done by women and others mostly by men? Can this division have an effect on the form, prestige and working conditions of these jobs? → On what should people base their career decisions? What factors should they take into consideration? → Do you know anybody who works in a job untypical for her/his gender? Is anybody in here thinking about doing an unusual job? How can people support you in making the right decision?
Note	<p>This activity can be modified: students can follow the card model and create new cards promoting untypical jobs (female nuclear physicist, female president, professional male aerobics instructor, father on parental leave etc.). Students can use the internet and other sources of information.</p>	



A Female Car Mechanic



- I still have fun watching people's surprise when I tell them what I do. First they are scared but after a minute, they ask me to look at their car.
- Sometimes we get a client who is angry and stressed out and unpleasant to deal with. The guys are not very good at that; in these situations you feel the tension in the air. But I can take of a client like that; I explain what we can do to fix their problem, how we can help. Then they relax.
- This is a very technical job. You need to understand physics and to have a good imagination so that you can connect the dots and see what the problem might be. I enjoy that. It's like a detective story.
- I get along with my colleagues in the shop just fine. In the beginning they used to tease me but when I got back at them and showed them that there were things about which I knew more than they did, they started to respect me.
- Cars are a combination of the latest technology and the best aesthetics; they also reflect the values of the society, like that some cars are friendly to the environment, for instance. Basically, cars are spectacular in so many ways. You never tire of them!
- It's an amazing feeling when you put your hands on something that's broken and make it work again. It's like helping something, a car in this case, come alive..
- In the shop I wear overalls. But in the evening, when I change into a nice dress and put on jewellery, I enjoy it that much more.
- I start working at half past seven and finish at four. I don't bring work home with me. I have mental space and plenty of time for my family and hobbies.
- Ever since I was a kid I have always enjoyed making things, using my hands. You can see the results of your work.
- Today everybody has a car. But women usually don't know anything about them besides knowing how to drive. Even when they get a flat tire, they need help. I can help myself. What's more, I can help others too. It's happened to me a couple of times that I saw a broken car on the side of the road, so I stopped and asked them if they needed help. They were surprised to see their cars working again.



A Male Nurse



- My job is important and it requires responsibility. The lives of our patients are in our hands.
- Medicine is advancing so quickly and we've got to keep pace with it so we are always learning. You keep training your brain, so you can't get slow.
- The job is physically demanding because we carry patients and things like that. That's 80 kilos of live weight. You need to be fit to be able to do this; you don't need those weightlifting muscles they paint on you in a fitness centre. You've got to have real strength.
- I've always wanted a job that mattered. The world can do without a salesman but people looking after your health, you need them. The feeling that I do something that matters, that I help people, is great.
- We work in shifts. Sometimes you work in the morning, sometimes at night...it's hard but when you get used to it, you see the advantages. When I work night shifts, I have time to run errands, go to the doctor and things like that. I don't have to take time off. I also like the fact this job is full of variety; I couldn't handle an eight to five office job. My work is different every day.
- I think you need social skills because it can be hard to get on with the patients. It's like a kind of diplomacy. But I am good at that. I have a lot of empathy and I am patient.
- All my family and friends know that I have medical education and that I know some doctors. So when they don't feel well, they call me right up. Sometimes it bothers me but usually I am glad to help.

A Female Politician, Member of the Czech Parliament



- My job involves talking to people all the time. I am often at meetings in the Parliament but I also have to go to parliamentary club meetings, party meetings and to the meetings in my precinct. I also receive delegations of people who want to tell me their views on the legislation that is being passed. It is hard to be constantly surrounded by people but it is interesting. You meet many educated and successful people!
- By voting on laws I help to shape the direction in which our country is headed.
- People respect me and I try to deserve it.

- I love the fact that I always meet with people who have class. I always need to look neat and conduct myself in a dignified manner.
- The Parliament building is beautiful and so are other buildings where I usually work. Every day when I walk through the historical city centre and see the Prague Castle, I tell myself I am lucky to work in such a beautiful setting.
- My political decisions give me the opportunity to make use of my education and experience and to express my opinion about what our society should look like.

A Male Cook in a School Canteen



- Unlike adult customers, kids are ruthless – they let you know when they don't like something. I always have to do my best and I enjoy that.
- For a school canteen to work well, you need to juggle three aspects – to cook cheap, healthy and tasty food the kids will like. That's not an easy task. You need to get your head around it and not everybody can do that.
- Cooking is fun and an art. To become a good cook, you need to understand ingredients and cooking procedures, but you also need to be good with your hands and to have imagination. A cook without imagination can't make a good meal.

- Good food is essential to good health. The kids can learn at school that their food needs to be balanced but if the principle is not put to practice, it's no use. I think that the school canteen can help them understand that what they learn about food is true. The canteen is an important part of the school.
- There is a saying 'The way to a man's heart is through his stomach'. We want kids to love school so they've got to love school food.



A Female Truck Driver



- I have always loved travelling and getting to know new places. Now I have a job that takes me all over Europe.
- My job is very independent. I get information about the starting point and the destination. The rest is up to me. I make my own decisions, which suits me.
- I am alone in the cabin but I can always call people when I feel like it. I can also stop by a truck stop where we meet with other drivers and chat. I don't mind being alone; it gives me a chance to think and enjoy the view.
- Because I drive by myself, I can bring somebody along once in a while – a family member or a friend. We can take a trip to Munich, for example.
- I am usually on the road for three or four days and the rest of the week I spend at home. At home, we need to organize well to make sure everything works. But we manage. My husband and the grandmothers look after the kids when I am gone. And when I am at home, I am really a hundred percent present. It's nice that we always look forward to seeing each other. We appreciate each other more.
- The hundred tons on your back gives you a sense of gravity and stature. It might be like riding a horse – the truck is like a big animal that cooperates with you and does what you want it to.
- There are hardly any female truckers. When I was starting out, sometimes I had to listen to remarks and jokes at my expense. But then I was doing the tests and the guys saw me doing a perfect reverse slalom and they shut up. Now they look up to me.



A Male Hairdresser



- They say that clothes make the man. I would change it to 'hair makes the man'. And I do hair!
- It's a great feeling when somebody with a terrible hair comes in and in two hours they leave a different person. You can see them looking confident and happy.
- I have always enjoyed working with my hands – you can see the results of your work.
- I am always moving, always on my feet. I am tired in the evening. My work is like going to the gym. I don't put on weight easily.
- Many people let me do what I like with their hair; they trust my judgment. It's a big responsibility. I am glad they trust me.
- When people go to the hairdresser, they want to relax and get ready for a new stage of their life - a new life with a new hairdo. They tend to confide in me. I need to be a bit of a psychologist.
- Colour and highlights, that's plain chemistry. But to make it work on real hair I need to understand how the colours work, how to mix them and how to pick the right colour. That takes a lot of knowledge.

A Female Factory Director



- I run a factory with 230 employees. I am responsible for getting enough work to keep them busy so that they can bring home a pay check at the end of the month.
 - We make car parts. It's a strictly technology-based operation. And I do need to understand the technical side, otherwise my employees won't respect me. Without it I couldn't do good business either.
 - I make thirty decisions a day; that's not easy. I have to try to learn about the things I make decisions about the most often, but I can't get overwhelmed by too many details. I also need to accept the fact that I am not perfect. When I make a mistake, I have to learn from it and not break down and think that I am incompetent.
- At the beginning, it was hard to be a woman in my position. 85% of my employees are men, including my closest colleagues. And a lot of them believe women will never understand engineering and that women cannot be good managers. I took me a while to convince them that I am the right person for the job.
 - There are times when I have to stay at work till late at night or at weekends. But that's more of an exception. I have implemented new company rules - we don't work more than nine hours a day. I am pushing the idea that people working later than six p.m. can't plan their work to fit regular business hours. Do we really need people who are not even able to that?

A Male Model



- I work as a model at fashion shows and I shoot for magazines. It might not look like it but it is full time work.
 - To be successful as a model, you need more than good looks. I think you need some intelligence to be able to pick the right jobs and to see quickly what the people running the show want from you. You should also be a social person, to get along with people. And you have to have willpower.
 - I can make good money but I know it's not going to last too long. So I save and I study. I study foreign languages and management, which I could make use of if I stay in the modelling business. I could work as an agent.
- Fashion is a business, of course. But you can also see it as an art. Really, it is applied arts, isn't it? I have always thought it was unfair that women's fashion gets so much attention. Why shouldn't men's clothes be available in the same wide range and in as many shops as women's clothes?
 - In my job as a model I get to travel a lot. It's interesting. I see a lot of new places and I really meet a lot of people. Some of them are interesting, such as artists who are interested in fashion or former top athletes who have been working as models. When you talk to them, you broaden your horizons.



A Male Kindergarten Teacher



- I look after 25 kids. To have them under control, to prepare meaningful activities, to keep them interested and to attend to their individual needs, that's all lot of work. If I had 25 employees under me I would be close to a top manager.
- Children are different than adults. They think differently; they are much more spontaneous. With adults, when you don't treat them right, you might not know even know it because they can control themselves. When you don't treat kids right, you get it right back. I think that children are the best barometer of authority.
- I come to work at seven and I finish around half past four. This schedule gives me lots of time for my family, hobbies and friends. When I compare it to people I know, some of whom are lawyers and come home at eight p.m., I win. Work is great but life is more than work.
- At the start of the school year there is always some tension when the parents find out their kids' teacher is a man. I have to meet with them and tell them who I am and why I teach children. After a couple of weeks when they see their kids are fine, the gender of the teacher no longer makes a difference as to how happy they are with the school. They relax.
- Working with children is incredibly interesting and varied. Every day I feel I learn something from the kids. And I laugh all the time because the stuff some of them say no adult could ever come up with. Isn't it a great to have a job when you can laugh half of the day?
- Teaching is very serious and important work. I always tell myself that now I am shaping what kind of people these children become. It's not only watching kids, it's making them who they are.



A Female Rock Musician, a Drummer in a Band



- I am professional musician. I completely devote myself to music, which is what I have wanted all my life. You know that teenager dream that you will be on top of a stage and thousands of fans will be going crazy below it? For me, the dream has come true..
- Music is an incredible means of communication. I hear music everywhere I go - on a walk in the woods, in the bar, in a swimming pool... My experiences and feelings are all musical.
- The drums are a little bit in the background but you can't have a good song without the drums.
- When I was a child, I used to play the guitar and the flute. Then I switched to the piano because I liked how it sets the tone more strongly than the other two instruments. But actually, it wasn't as much about setting the tone but about setting the pace. And when I was fourteen, I happened to walked into a drumming lesson. I was hooked..
- Girls don't usually play drums. I know only six female drummers, I think. I don't understand why we are so few.
- Making a living with music is an adventure. It's not a secure job and you usually work at night. I rehearse during the day and play at night. To do this, you need to be surrounded by understanding people - and neighbours!



TIME: 30 MINUTES



DISCUSSION

14

My Favourite TV Series Character

Aims

Realizing the influence the media has upon our perception of typical female and male qualities.

Aids

Flipchart, writing tools.

Procedure

1) Students choose one of their favourite characters from a TV series (or a film).

2) They have 5 minutes to think about the following questions:

- What does the character look like?
- What qualities does the character have and how does she/he behave?
- Where does she/he work and what are her/his interests?
- What is her/his attitude toward other characters and vice versa?
- What else is interesting about the character, you think? Why do you like her/him?

3) After the reflection, students share their favourite character with the class. The teacher writes down the qualities exhibited by the character in three different columns by gender - men, women, neutral/unclear. (It is not very common to come across neutral characters; when we tested this activity in the field, only the gender of the Little Mole and Pokemons was unclear.)

4) Discuss the qualities of the characters in view of their gender.

Discussion

- Have you noticed the qualities repeatedly displayed by male and female characters?
- What effect does this have on our real lives and the ways we think about typical male and female attributes, jobs and interests?
- Can we fight these images? How can we resist their influence?
- Do you know any exceptions (to gender stereotypes) among the characters of TV series?



4

Strategy Building

Students formulate their personal strategies on how to fight gender stereotypes.



TIME: 45 MINUTES
INCLUDING
DISCUSSION



GAME



DISCUSSION

15

Memory Game: How to Deal with Existential Troubles?

Aims

Realizing that there are a variety of solutions to difficult situations related to balancing personal life and career. Understanding that the social expectations of women and men are flexible rather than fixed and that these expectations can change to accommodate individual needs and interests.

Aids

A copy of the worksheet with complete pairs of cards for each group, a copy of the worksheet with the incomplete pairs, two worksheets with the backsides of the cards, markers, glue for pasting together the front and back sides of the cards, scissors.

Setup

The first part of the activity takes place in small groups, each group sitting around their own desks. The other part of the activity involves the whole class. At this stage, the students should be sitting around a large table so that they can play the Memory game.


Procedure

1) Divide the class into small groups of 3 to 5 students. Distribute copies of the worksheet, which include four pairs of cards. In addition, distribute four unfinished versions of the game (two problems and two solutions to other problems) and four blank cards and markers. Also distribute the sheets with the back sides of the cards.

2) Assign the task: groups are to read the worksheet with the complete set of cards. Using this set as a model, they make the matching cards for the four cards which are missing pairs (either a life situation or a solution). In other words, the group writes two new situations and two solutions on

the blank cards. After that, they cut out all cards and attach their respective back sides to them with glue. Then the group holds a discussion. The entire preparation phase should take 10-15 minutes.

3) When students have finished with group work, they come together around a large table. Put the entire set of cards on top of the table, including the four original pairs from the worksheet and the new cards made by the groups. If there are only a few students in the class, students can play as individuals rather than teams. If there are many students in the class, the original groups now play as teams.





Situation

Lucy is a 30 year-old woman. After university she worked as a programmer. Now she is married and has a three year-old daughter. She is taking maternity leave. Her and her husband's parents live far away so the families only meet four times a year. She would like to go to work because she misses it. She also feels that she is losing contact with the quickly developing field of IT. She has not been able to find a kindergarten for her daughter and therefore cannot start working yet.

Solution

If both parents looking after small children want or have to go to work, they should share childcare responsibilities. This means that both of them could do part-time work, for example. One could go to work three days a week and the other two days a week.

Situation

Both parents have time-consuming jobs so they both get home around eight p.m. Their twelve year-old son Tom has recently got much worse at school and needs help with schoolwork. Both parents are afraid of losing their jobs so they cannot really change their working hours at the moment. They need to keep up their performance and hours for at least another six months.

Solution

Many children need adults to help them with schoolwork at home. If parents cannot help because they either do not understand the material or do not have time, it is a good idea to find a tutor. Parents can hire a home tutor who would give the child regular lessons.

Situation

Eva has three grandchildren whom she looks after every afternoon. She picks them up from school and kindergarten, plays with them and helps them with homework. She loves spending time with them but she feels that she losing touch with her friends. She would also like to use her extensive work experience in some way. At the moment, she has time for nothing else besides the children.

Solution

Looking after children is fun and a good thing to do, but it is also difficult. Everybody needs variety in their life because monotonous routines are boring and demotivating. Childcare should be divided among several adults, family members or caregivers. Part-time or flexible jobs help parents be more involved in everyday childcare.

Situation

Hannah is on parental leave, looking after her two children. Before she had children, she had had a well-paid job. Her partner's job is not as well paid as hers. They have just decided to buy a house and need a mortgage. Hannah's partner pay is not high enough to secure a mortgage for their house.

Solution

Parental leave is usually a women's affair. But fathers can also take parental leave and look after their children during the day. There are many reasons for a man to stay at home: He could build and enjoy a close relationship with his children, take a break from his job and make it possible for his wife to devote herself to her career.

Situation

Solution

A group of friends have decided to start a centre where they can meet and do activities with their children or help each other watch them when one of them needs to do something else.

Situation

Solution

Claire is 28 years old. She graduated from university four years ago and at the moment, she is changing jobs. At the job interview they ask her if she wants to have children in the near future. If yes, they assume that the job is not suitable for her because it is too time-consuming. The company is seeking people who would devote themselves fully to their jobs.

Situation

Solution

The whole family has agreed that it is not right to leave practically all the housework up to one person. If looking after the family and the household takes up all of that person's time, she or he has no time to relax and do something else for fun. That person is then tired, stressed and unhappy, and their dissatisfaction creates tension in the family. This is the reason why all the family members have agreed to take responsibility for the housework and to divide it up. The person who used to be the busiest of all now has at least one night and one afternoon per week for themselves.

Situation

Solution

Tom has been a kids' volleyball coach since secondary school. He has always enjoyed it and he knows he is good at it. He is patient. He can also motivate and engage the children. He decided to become an elementary school teacher and teach children at first grade. However, his parents and his friends tell him it's a bad idea. Teachers do not make much money, the job does not enjoy any recognition and he is going to work with all-female collective. Teaching little children is nothing for men.





Solution

Situation

Solution

Situation

Solution

Situation

Solution

Situation

Solution

Situation

Solution

Situation

Solution

Situation

Solution

Situation





TIME: 45 MINUTES
INCLUDING
DISCUSSION



DRAMA



DEVELOPING
ARGUMENTATION

16

Adele Wants to Be a Car Mechanic!

Aims

Identifying barriers young people might face if they decide to pursue a career untypical for their gender, developing argumentation.

Aids

Three cards with situation descriptions / drama scripts.

Setup

The first part of the activity takes place in small groups, each sitting around their own desk or in chairs arranged in a circle. The other part of the activity is a class discussion.

Procedure

1) The goal of this activity is to give students an opportunity to think about the complications connected with gender stereotypes may present to people who want to pursue careers unusual for their gender.

2) Divide students into three groups. Each group draws a card, which includes a description of a situation and information about the characters. If the number of students in the class is higher than the number of characters/situations, the same situations can be assigned to

more than one group. The differences in dramatizations can be discussed later with the class. If the number of students is lower than the number of characters in the activity, some characters may be left out. It is important to cast the characters which oppose Adele so that the students practice developing opposing arguments.

3) Each group has 10 minutes to study the descriptions and to create their stories.

4) Next, they act them out to the class. The time frame for the acts is

approximately 5 minutes.

Discussion

A young woman called Adele decided to become a car mechanic. However, her family and friends do not understand her decision and are discouraging her. The three situations for student dramatization are designed to elicit discussion about the difficulties people may experience as a result of their unconventional choices.

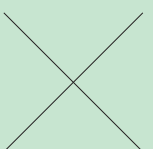
They show Adele speaking to her peers, parents and a potential future employer. Adele's peers are less than understanding; some don't understand her choice and some disagree with it. Adele's mother does not support her choice because of her traditional views on careers (women are not car mechanics). Similarly, prejudice on the part of Adele's potential employer keeps him from giving her the job. This lack of understanding, however, may be based on their lack of experience with people doing jobs unusual for their gender.

The views people hold about

Adele's lack of ability are based on the stereotypical idea that women represent the weaker sex. As such, women cannot do hard physical work in the garage. Also, women are not seen as gifted engineers.

- Why is it unacceptable to judge people on the basis of their gender?
- Why are stereotypes harmful?
- How did Adele's friends, parents and the men in the garage reason against her decision? What stereotypes, if any, did they use in their arguments?
- What did Adele say? Did she use effective arguments?
- Was Adele able to convince them she was capable of doing the job? Why? Why not?

The class discussion should reflect on Adele's situation. No social group supports her in her decision; she is constantly facing disapproval because her choice does not correspond with the traditional image of women and women's jobs. She must always defend herself – first as a qualified car mechanic and a second as a girl and a woman.



1

Why a car mechanic?

Perspective 1
Adele's Friends
(girls and boys)

Read the following instructions and the descriptions carefully. Divide the roles and continue the conversation. Act out the situation.

Adele's dream is to become a car mechanic. Ever since she was a child she has always played with cars; she used to take them apart to see what they looked like from the inside and how they worked. She is an exception among the girls in her class. Now Adele is almost 14 and in her last year of elementary school. She is talking to her friends about what they want to do.

Scene/situation: on a park bench, reading a music magazine

Characters: Adele, John, Caroline, Penny (female)

Character
descriptions

Adele

Adele is thirteen and a half. She likes figuring things out, so she loves taking apart appliances and mechanical toys and putting them together again. She often rides her bike, which she can fix herself. At school, she enjoys physics and P.E. (sports). She is not very good at Czech, particularly not at composition. She is smart and curious but she is not interested in theories. She prefers practical experiments.

She is very direct. She can be persistent but she is reasonable and does not always have to have her way. Her friends are important for her; she does not enjoy being alone too often.

Petra

Penny is fourteen. She loves fashion and spends a lot of time on her stylish looks. She loves combing and styling her hair into extravagant shapes. She has already tested a variety of bright hair colours. Her aunt is a hair dresser. Penny thinks this job is good. Penny wears sexy clothes and boys are attracted to her. Some people say that Penny is a superficial girl, but she thinks she has good taste. She likes beautiful things.

Penny is not very academic. She cannot sit still for too long; she is drawn to life outside the campus walls. She has already got into trouble at home.

She likes to talk and she is very good at Czech and English. She is also good at arts.

Adele is Penny's good friend even though their hobbies are different. Penny thinks it's cool for a girl to be a car mechanic and supports Adele in her career decision.

John

John is fourteen. He likes taking trips. He is a bit of an environmentalist like his parents. He is not completely clear about what he would like to study or what job he would like to do. He is good at chemistry and biology. He has brought interesting plants to school to look after.

Sometimes he takes biking trips with Adele and other schoolmates. He is fun but he is not very enterprising. He does not come up with ideas too often and tends to join others when it comes to it.

He likes Adele but he is almost shocked she is serious about becoming a car mechanic.

Caroline

Caroline is thirteen. When she was little, she wanted to become a princess, then an actress, then a model and now she would like to be an elementary school teacher. The reason why she chose this job is probably because she likes their class teacher and that her mom is a teacher herself.

Caroline is an A-student. She likes studying, she is curious and she enjoys understanding connections between things.

She is quite good at playing guitar; her older brother sometimes brings her with him to band rehearsals in their studio. Caroline's secret dream is to have her own band.

Adele is not Adele's best friend; they have different hobbies and their dreams about the future are different too. Caroline believes that technical fields and jobs are not for girls.

You will make it difficult for yourself!

Perspective 2
Adele's Parents

Read the following instructions and the descriptions carefully: Divide the roles and continue the conversation. Act it out.

Adele's dream is to become a car mechanic. Ever since she was a child she has always played with cars; she used to take them apart to see what they looked like from the inside and how they worked. She is an exception among the girls in her class. She is almost fourteen and in her last year of elementary school. She is applying to secondary schools. She wants to apply to a vocational school – either to the Car Mechanic or Electrical Technician programme. She is quite good at school but she is not an academic type; she wants to go to work. She is discussing her future with the parents.

Scene: in the living room

Characters: Adele, her mom and dad

Character
descriptions

Adele

Adele is fifteen. She often rides her bike, which she can fix herself. A year ago she started to visit her friends in a garage; they take apart engines. Friends used to make fun of her and think she was odd. Now, after a year of Adele keeping at it, they take her seriously.

She is quite good at school but she is not an academic type; she wants to go to work as soon as possible. At school, she enjoys physics and P.E. She is not very good at Czech, particularly not at composition. She is smart and curious but she is not interested in theories.

She is very direct. She can be persistent but she is reasonable; she does not always have to have her way. Her friends are important for her; she does not enjoy being alone too often.

Mother

Adele's mom would like to see her daughter study at a university; she could study law, for instance. Adele's mom did not finish her university because she got pregnant and had a baby. She would like her daughter to be somebody since she herself could not. As a lawyer Adele would at least make good money.

She is not very happy to see Adele hanging out around cars all the time. She thinks that Adele should take more care to look like a girl; she should wear skirts and make up and not just dress in soiled pants and hang out with some guys in a garage. On the other hand, she loves her daughter and wants her to be happy.

Father

Adele is her father's darling. He has always been very happy to play cars and trains with her. Adele's father graduated from transportation school.

Although he expected Adele to be interested in a technical degree, he is afraid that it is not going to be easy for her as the only woman among men. He remembers how much they used to pick on the one girl in their class when he studied transportation science. That girl used to hear it from schoolmates as well as from the teachers. The teachers used to say this field was not for girls and the school was not for her.

So Adele's father is torn apart; he is not sure what advice to give Adele so that she can be successful and happy.

3

Perspective 3
Prospective Employer
(Garage Owner)

Character
descriptions

Miss, we were imagining a man in this position

Read the following instructions and the descriptions carefully: Divide the roles and continue the conversation. Act it out.

Adele's dream is to become a car mechanic. Ever since she was a child she has always played with cars; she used to take them apart to see what they looked like from the inside and how they worked. She graduated from the Electrical Technician programme with As and Bs. Now she is applying for a job in a garage. The garage owner is looking for somebody to fill the position but thinks this is not a job for girls.

Scene: a job interview in an office of a repair shop/garage
Characters: Adele, garage owner, car mechanics team leader

Adele

Adele is twenty. She is looking forward to starting her first real job. Although at school they had internships and she always used to spend half the summer in the garage with her friends, this is different. This is a real job and she is feeling insecure.

Adele knows she has good results with the cars she works on and that she was good at school too. But when she walked through the shop on her way to the office, she saw posters of naked women on the walls and that has thrown her off.

She loves manual work and she is persistent; when something isn't right she works on it until she gets it perfect.

Adele is very nice and friendly but she has her opinions and knows how to get her way.

Garage Owner

He is fifty. He has worked as a car mechanic for many years. Fifteen years ago, he started a small shop and he really cares about its reputation. He wants his clients to be happy with the service; he is result-oriented. This is why he is careful about who he hires for the position. He has never heard about a female car mechanic. When he started

looking, a girl was not who he had in mind. The job of a car mechanic is hard, dirty manual labour, a typical man's job.

The garage owner is always interested in new developments in his field and likes to experiment with products – as long as they work and they are not some marketing hoax. He is not a good manager; he does not know how to lead people and shies away from conflicts among employees. When there are issues among the guys, he leaves it up to the team leader.

Chief Mechanic

He is thirty two and looks like the sexy car mechanic in the advert for jeans. The garage owner is proud of his employee not only because he understands cars but also because he has attracted new female clients.

He leads the car mechanics and the guys like him. He has a sense of humour and he is fair. He also likes challenging people to see how much they can take. He respects them when they pass his personal test.

He has only known one female mechanic – a schoolmate – and she wasn't very good. So he thinks the job is not for girls. What's more, there is only one changing room and one shower in the shop!



TIME: 30 MINUTES



DISCUSSION

17

Arbiter

Aims

Developing personal standpoints. Building arguments. Respecting and defending arguments different from one's own opinions. Effective use of time limits.

Aids

Cards with arguments (as provided in the worksheet), a clock, a board or a flipchart, writing tools.

Setup

The activity involves the entire class. Arrange a couple of school desks with chairs in front of the classroom so that they serve as a bench for the jury. Attorneys can choose whether they speak in front of the jury or stay at their desks.

Procedure

1) Students are assigned roles of attorneys and jury members. The number of jury members should be odd (3 or 5). Attorneys can work individually or in small groups. Ideally, there is an even number of attorneys.

2) Attorneys take cards with arguments which they are going to defend in front of the jury, whether they personally agree with them or not. The time limit for preparation is 3 minutes.

3) When the time limit is up, pairs of attorneys present opposing arguments to the jury. They only have one minute for their presentations. The timer or the

clock should be in open view so that all the students can see it. The jury can ask the attorneys follow-up questions.

4) Next comes a 'second round' – the competing pairs of attorneys have an opportunity to respond to the arguments presented by their opponents. Finally, the jury decides which pairs argued more convincingly. Teacher writes the jury decisions on the board. It is important to emphasize that the jury is not evaluate to what extent they agree with the presented arguments or whether the arguments are true or right. They are to concentrate on abilities of the attorneys to support their standpoints.

Discussion

Then the whole class discusses the arguments, their own opinions and the process of argumentation.

- How did the students feel when they were to defend or vote for an argument they did not agree with?
- Can a statement win if it is convincing but we do not think it is right?
- How did the students feel about the time limits on their preparation and response? Did they manage to use their time well? Was it enough, too long or too short?
- Did any students change their minds in the course of the argument?





Women can be plumbers	Women cannot be plumbers
Men can work in kindergartens	Men cannot work in kindergartens
Equality quota should be introduced in companies and in politics	Equality quota should not be introduced in companies and in politics
Women and men are equally capable of managing a team	Women and men are not equally capable of managing a team
Men can take parental leave	Men cannot take parental leave
Women can do dangerous jobs (firewoman, soldier, police inspector/detective)	Women cannot do dangerous jobs (firewoman, soldier, police inspector/detective)
Women should stay at home with the children	Women should not stay at home with the children
Women should study mathematics and/or physics	Women should not study mathematics and/or physics
Men can be fashion designers or stylists	Men cannot be fashion designers or stylists

TIME: 40
MINUTESWORK WITH
INFORMATION
TECHNOLOGIES

DRAMA

DEVELOPING
ARGUMENTATION

18

Mock Job Interview

Aims

Experiencing the roles of different job seekers, finding information about the interview process, developing argumentation.

Aids

Cards with identities (worksheet), a board or a flipchart, writing tools.

Setup

The first part of the activity takes place in small groups. Ideally, students have computers available to them so that each group can do their own internet research online. Arrange the classroom furniture to resemble a job interview setting. For example, have two desks facing each other and put chairs on each side. Also put two chairs to the side to accommodate job seekers waiting to be interviewed. This setup should be available to each group. The second part of the activity is a discussion involving the entire class.

Procedure

1) Divide students into groups of four.

2) Assign the recruiter roles and offer them role cards to choose from. The cards assign roles and the goals of the interviewer (a male director of a small business, a female director of a large corporation).

Other students take the role cards of job seekers (a mother ending parental leave, a young student, a fifty years-old woman, an experienced male manager). Boys should draw female roles and vice versa.

The roles are only described briefly and students are encouraged to expand the characters as they see fit.

3) Next, students search the internet for information on the job interview process and interview preparation by

both job seekers and recruiters. To narrow their research, students then use the perspectives of their roles. Their research should cover the question whether their character is at-risk of discrimination and whether they are protected by the law (mothers with small children, graduates, people doing unconventional jobs for their gender, foreigners, people in their fifties and sixties). The time limit for this stage is 20 minutes.

4) Once groups collect enough information, they act out the job interviews in front of the class. The time frame for the acts is about 5 minutes.

To achieve the goals of their characters, students should build arguments in their favour by drawing on their own experience (family, friends) as well as on previous equality activities.

Discussion

In the follow-up discussion, students should reflect on process of building the arguments for their characters. We can use the following questions to stimulate discussion:

- How hard was it for the directors to choose the right candidate?
- What type of information was supposed to be essential?
- Was the interview uncomfortable? What impressions did the directors give? Were the directors “objective”? Why yes? Why not? How did you defend yourselves?
- What are the chances of getting a job for people who have just graduated or for single parents? Is it fair?
- What can people do when they are in an unfair situation because they want to do an unusual job? What would you do if you were them?
- Can you imagine yourself doing a job interview, for instance for a summer job?

- In the course of your act, did you discover anything you had not known you needed for a job interview?
- What is discrimination? What are equal opportunities in the job market?
- Was there any discriminatory treatment of any of the job seekers in your mock interview?
- What are recruiters not allowed to ask because it could be discriminatory? Why are these questions discriminatory?
- What happens if you refuse to answer some questions in an interview or in a form?
- What should a CV look like? Should it include your family status, the number of your children, your birth date or your photograph? Why or why not?

Discrimination

Discrimination is treating one person differently than another in comparable situations when the reason behind the treatment is not based on the person's qualities or abilities but on their membership in a particular social group. Discrimination is prohibited in the Czech Republic and in the European Union. The Czech Anti-Discrimination Act has been in force since 2009. It is a law that defines what discrimination is and what constitutes its grounds.

Direct Discrimination

Direct discrimination essentially means treating someone less favourably than another person in a comparable situation because of certain attributes (grounds for discrimination) of who they are. For example, direct discrimination is promoting a man even when

there was an equally qualified woman. Granting subsidized city housing to a white rather than a Roma family is another example of direct discrimination..

Indirect Discrimination

Indirect discrimination basically means that a seemingly neutral decision, treatment, policy or procedure gives some person an advantage over another person because they are treated differently on legally defined grounds of discrimination. For example, an employer's decision not to provide bonuses or benefits to part-time employees constitutes indirect discrimination because part-time workers in the Czech Republic are typically women.

Another example of indirect discrimination is planning business meetings in the evenings when parents with small children are not likely to attend (particularly single parents).

Another type of discrimination is sexual harassment.

Grounds of discrimination include (among others): race and ethnicity, faith and religion, nationality, gender, age, disability, sexual orientation, political affiliation, family status, social background, family responsibilities

When and where does discrimination usually takes place?

- in the job search process (see above)
- in jobs (promotions, pay gaps)
- health care (denying care, different quality of care)
- access to education (admitting students into a programme, assessing student performance)
- access to goods and services (refusing service)
- access to housing (see above)



Situation 1

Employer

Large international corporation seeks Business Director

Interested in a man with sufficient experience

Situation 1

Job Seeker 1

Single mother

39 years old

2 children (5 and 8), University education, Business degree

On parental leave 7 years, prior to leave, she worked in a position which was a higher level than this job for four years

Situation 1

Job Seeker 2

Male, recent graduate

28 years old

University education, Business degree with Honours

No experience in a comparable position (worked in temporary jobs and as assistant)

Situation 1

Job Seeker 3

Male with experience

37 years old

Family, two children (8 and 12), wife is a teacher, secondary education, A levels (maturita)

Different jobs in lower positions than this job

Situation 2

Employer

Babysitting agency in a mid-size town is seeking a nanny

Seeks a friendly woman, education and experience are not essential

Situation 2

Job Seeker 1

Female, lives in the same location as the agency

32 years old

1 child of pre-school age

Studied university to become a teacher but did not finish

Situation 2

Job Seeker 2

Male, from Prague (willing to relocate)

32 years old

Qualified teacher

Experience as club instructor

Situation 2

Job Seeker 3

Female, lives in a nearby town

68 years old

No children

Qualified teacher

Secondary school teacher all her life

Situation 3

Employer

Mid-size business seeks construction workers

Seeking males who work hard for low wages

Situation 3

Job Seeker 1
Female, secondary vocational school graduate (A levels)

25 years old

Married, no children

Hobbies: kick boxing, martial arts

Situation 3

Job Seeker 2

Male, vocational school (no A levels)

23 years old

Single, no children, no work experience

Situation 3

Job Seeker 3

Male, vocational school (no A levels)

51 years old

Extensive experience in the field

Gender Studies NGO

What are we doing?

We are working with children and youth to support their voice and visibility, to help them to become themselves regardless their sex or gender.

We motivate and support women and men to stand against any form of age or sex discrimination.

We provide legal aid and advice for everyone who experienced sex or gender discrimination.

We run public library covering a variety of publications related to feminism, gender studies, women's and men's rights etc.

We provide educational services for employers about the issue of gender equality.

We conduct gender audits in business, organizations and institutions.

We organize academic conferences and publish various academic publications.

We use our positioning to open spaces for discussion about gender, feminism and equal opportunities for women and men.

We raise public awareness by organizing numerous campaigns and educational programs. We actively engage with media.

We run feminismus.cz website

We are members of the Government Council for Equal Opportunities for Women and Men. We actively influence changes in the highest places.