

Boys in Care - Strengthening Boys to pursue Care Occupations - Three Day Training Curriculum

This curriculum is an example for a 3-day workshop for adults (trainers, youth workers, teachers and vocational trainers). It aims to lead through many aspects of the sensitization of gender-sensitive vocational education and the possibility to support boys* in choosing a care occupations. The methods and inputs of this training curriculum can be found in the Boys in Care Manual which is at the homepage “www.boys-in-care.eu”. The workshop is divided in 6 sessions, each day a morning and an afternoon one. The sessions all have a different focus and can be used together or alone.

Day 1 - morning session:

Topic: **Debunking myth about gender**

Time	Aim	Content	Method	Material
00:00	Participants arrive and find a place	Welcoming to the workshop		
00:05	A brief introduction to the model	Participants get to know the purpose of the training workshop, working methods and expected outcomes of the training as well as the schedule of the days	Lecture	Markers, flip chart
00:10	Agree upon work principles: How do we work in the group and what do you need to be good here?	A short discussion with the participants what issues for them are important that they would feel safe, cozy and comfortable in the auditorium. Discuss each principle and make sure that everybody agrees to follow them.	Discussion and collect the most important findings on a flipchart.	Markers, flip chart
00:20	Get to know each other and their current professional	Following the work principles, participants get know each other.	A brief interactive play when trainer invites participants to	

	status	They share their expectations and needs with the group and the trainer.	make small groups of three/four people and introduce each other and discuss on the reason why they are here, what they find interesting and what they expect from this training. The expectations can be collected on moderation cards and be visible for all the participants trough the seminar. The trainers should have all the needs on their minds. Then change the group and again repeat introduction and discussion on another simple topic. The introduction ends when people make three-four rounds and meet all the participants.	
00:35	Recognize gender stereotypes in socialization process	Discussing gender socialization and gender stereotypes by starting from the personal experience of the participants but with a light approach as the questions normally raise issues related to everyday experience, hobbies, preferences and so on.	Method 'Gender Walk'	A board (or ppt presentation) where questions for discussions are presented.
01:10	Break			
01:20	Energizer after the break	For the purpose to maintain group dynamic active, an	Method "Clapping circle": Group is in a circle and gives a	

		energizer could help to achieve this.	clap from one person to the next while saying “yes”. The clap can change direction and can be directed to the other side of the circle.	
01:30	Knowledge transfer: Social construction <i>versus</i> essentialism	Presentation of two approaches about explanation of gender differences: essentialism and social construction.	Lecture from the manual module 3, section 4.	Presentation
02:05	(Self)Reflection	Reflect gender-based preconceptions along everyday work situations; develop alternative ways of acting beyond gendered scripts; self-reflection on gendered assumptions.	Method ‘De-gendering everyday situation’	Paper, pencil, flip chart, markers
02:50	Wrapping-up	Concluding remarks, feedback from the participants to the session.	Making a circle and each participant reflecting about the session.	
03:15	Lunch Break			

Day 1 – afternoon session:

Topic: **Gender-based horizontal segregation in the education system**

Time	Aim	Content	Method	Material
00:00	Welcome back after Lunch break	Checking if everyone is in the room and able to continue to work.		



00:05	Knowledge transfer	Sociological aspects of gender based horizontal segregation in care occupations.	Lecture from the manual module 3.	Paper and pencil for making notes, PP
00:20	(Self)reflection	Identification of own gendered patterns in career counselling.	Method 'From Experiences toward Improvements'	Paper and pencil, flip chart
01:20	Break			
01:35	Knowledge transfer	Presentation of the concept caring masculinity.	Lecture from the manual module 5.	Paper and pencil for making notes, PP
01:50	Gender analysis of informational material about caring occupations for children	Identification of gender stereotypes in existing informational material for children and discussion about unbiased alternatives.	Method 'Occupations through Gender Glasses'	Computer for accessing on-line material sources, PP, paper and pencil, flip chart
02:20	Knowledge transfer	Structural characteristics of care work.	Lecture	Paper and pencil for making notes, PP
02:35	Developing new ideas	Identifying and collecting positive contra-narratives and arguments about care as	Method 'Thinking about Care Out of the Box'	Paper and pencil, flip chart

		(gendered) employment and its social value.		
03:00	Coffee Break			
03:10	Developing Affirmative Statements	Experiencing gender sensitive career counselling in role model game.	Method 'As in Real Life'	Paper and pencil, flip chart
03:30	Wrapping up	Concluding remarks, feedback from the participants, evaluation.	Panel discussion	Evaluation sheets

Day 2 - morning session:

Topic: Challenges **of gender equality in caring occupations**

Time	Aim	Content	Method	Material
00:00	Welcome back on the second day	Participants arrive at the second day. If there are any questions or remarks, they can be sorted out before starting with the seminar content.		
00:10	Learn about gender-based segregation in Europe - introduction	Theoretical input: data on gender-based segregation in Europe.	Lecture and discussion on module 2.	Laptop, beamer.
00:40	Encouraging participants to identify stereotyped and traditional gender constructions in the school textbooks.	Reflection on how gender stereotypes which are present in school textbooks may influence future choices in the choice of jobs and professions.	Method 'Gender stereotypes in school textbooks'	Papers, markers, books depending on the level of school.

01:40	Break			
02:00	Reflecting on how gender stereotypes influence teachers' attitudes and behaviors especially at an unconscious level.	Theoretical input: attitudes and expectations of teachers differentiated according to the gender of the students.	Lecture, discussion on module 2, section 4.	Laptop, beamer.
02:30	Reflecting on how gender stereotypes influence professional choices by boys and girls and how this has changed in the last generations. Improving the knowledge about the variety of professions available in the labor market.	Practical exercises on the relationship between professional choices and gender stereotypes as well as on the changes in the labor market.	Method 'occupations through a gender-based approach'	A flip chart; flip chart papers; markers of different colors; laptop with internet connection, beamer.
03:15	Wrapping up the main inputs of the modules	Concluding remarks, feedback from the participants, evaluation.	Wrapping up	A flip chart; flip chart papers; markers of different colors.
03:30	Lunch Break			

Day 2 – afternoon session:

Topic: **Job orientation with focus on gender**

Time	Aim	Content	Method	Material
00:00	Welcome back after Lunch Break			
00:05	Knowledge transfer	Distinction between job orientation, career orientation, life orientation.	Lecture, module 4 section1.	Paper and pencil for making notes, PP
00:20	(Self)reflection	Shifting gender norms and moving into different occupational choices.	Method 'Men's Work or Women's Work?'	Paper and pencil, flip chart
01:10	Knowledge transfer	Framework for gender sensitive career counselling with a single child.	Lecture, module 4 section 2.	Paper and pencil for making notes, PP
01:30	Break			
02:25	Knowledge transfer	Job orientation with gender and intersectionality.	Lecture module 4 section 3.	Paper and pencil for making notes, PP
02:40	(Self)reflection	Experience of entering someone else's life and struggles.	Method 'Empathy Exchange'	Paper and pencil
02:50	Knowledge transfer	Individual oriented counselling. Introduction of the SODA model.	Lecture module 4 section 3.	Paper and pencil for making

				notes, PP
03:00	(Self)reflection	Role models as life changing and inspiring examples.	Method 'My career inspiration'	Paper and pencil, flipchart
03:30	Wrapping up	Concluding remarks, feedback from the participants, evaluation.	Panel discussion	Evaluation sheets

Day 3 – morning session:

Topic: **Men* and Masculinities**

Time	Aim	Content	Method	Material
00:00	Welcome to Day 3	Clarifying any questions or issues that came up over the last 2 days.		
00:05	Learn about gender and masculinities - introduction	Caring masculinity: What is that? A short theoretical introduction to the concept.	Input and discussion, module 5.	Laptop, Beamer
00:35	Learn about masculinity: stereotypes versus „good practices“.	Masculinity: stereotypes versus „good practices“.	Method 'Real Man'	Pen & paper, Flipchart (for collection of results)
01:15	Break			
01:35	Learn about gender and masculinities - consolidation	Theoretical input on gender, power, intersectionality, caring masculinities and	Input, discussion, module 5.	Laptop, Beamer

		teaching/vocational trainings.		
02:10	Learn about: - Positive effects of Caring Masculinities; - A greater variety of career opportunities; - A differentiated look at career goals; - Advantages of paid care work.	Caring masculinity; gender competence; knowledge of care professions and their relevance and advantages.	Method 'Like in Real Life': activity and discussion	Prepared questions and personality traits according to BiC activities collection (or manual); enough space for the group to line up and walk about 10 steps.
03:00	Lunch Break			

Day 3 – afternoon session:

Topic: **What could gender equality look like?**

Time	Aim	Content	Method	Material
00:00	Welcome back after the break			
00:05	Speaking about movements that already achieved social change. Reflection on how equality can be fought for.	Brainstorming on movements that made the world a more equal place to get inspiration on how change is possible.	Method „It already happend“	Pen & paper, Flipchart (for collection of results)

00:35	Knowledge Transfer	Quick overview on gender equality movements and changes that already happened.	Lecture, module 6.	Laptop, Beamer
00:50	Reflection in 3 steps (by oneself, as a pair and in the group) on what is needed to have a gender-equal society.	Finding aims for the society to offer more gender- equality. Discussion how this could be achieved and what is needed for the change.	Method 'Think - Pair - Share'	Sheet of paper and pencil; cards to write on, flipchart
01:40	Break			
02:00	Collection of aims for every person to take home.	Reflection and aims for very individual to be able to change for more gender equality in society and especially in the work with young people.	Method 'Making your vision real'	Sheet of paper and pencil; cards to write on, flipchart
02:25	Wrapping up and last reflection on the 3 days.	Open questions can be solved, everyone can give a feedback on the content and the methods. Time to say goodbye to each other.	Using the method 'five fingers': Every person can tell by their 5 fingers, how they liked the seminar: 1. Thumb= what I really liked, that was tops; 2. Pointing finger= I want to note, I need to point out; 3. Middle finger: I did not like, was annoyed by; 4. Ring finger: that was really valuable to me, very precious; 5. Little finger: that was too short, not enough of this.	
02:55	Goodbye			