

Method:
Who actually does care work?
Topic of the method:
Get to know caring activities and make them visible. Get to know EHW professions (education, health and welfare). Clarify the individual and social value of caring and EHW professions.
Target group:
Adolescents from 12 years.
Necessary material:
A flipchart and paper; markers in different colours; moderation cards.
Preparation:
Write questions on moderation cards.
Required time:
40 min.
Instructions:
<p>Part 1: Unpaid care work</p> <ul style="list-style-type: none"> - Think about your guardians or other people who care for you: <ul style="list-style-type: none"> o What activities do they do for you or have they done for you? These can be both one-off and everyday activities. o If you like, put yourself in their position and think about what specific activities they do for you and what they have to consider in order to carry out these activities. o Discuss this question with your neighbour and write down the results on moderation cards. - Participants present their results and attach the cards to a pin board. Followed by discussion and reflection questions: <ul style="list-style-type: none"> o What do you notice when you see these activities? o Do you think this is work? Why, why not? o Are these activities paid? o Who performs these activities more often? Men* or women*? Why is that? o What would happen if these activities were no longer carried out by your guardians or others? For example, what would happen if no one did the laundry, the shopping or the cooking? <ul style="list-style-type: none"> ▪ How long would this state of affairs be nice? <p>Part 2: Paid care work</p> <ul style="list-style-type: none"> - Building on the collection of activities: Are there professions that perform these tasks? <ul style="list-style-type: none"> o If no more professions are mentioned, ask in addition: Who cares for young people, old people, people with special needs, people who are ill? o The professions can be collected on a flipchart paper by calling them out. o This collection can be complemented by the EHW professions which can be found in the appendix. - Discussion on the questions: <ul style="list-style-type: none"> o What would happen if people in caring professions would not work anymore, e.g., due to a strike? o Concrete examples: What happens when people in kindergarten, school and hospital no longer work? <p>Part 3: Reflection on the two parts and social contextualisation</p> <ul style="list-style-type: none"> - How important do you think paid and unpaid care work is? - Why do people sometimes get paid for care work and sometimes not? - What is the value of care work in our society? - Does the value and importance of work depend on wages? - Why are there well-paid and poorly-paid professions?

Aim of the method:
The method aims to discuss the concept of work and the value of unpaid and paid care work. This also implies a discussion about the gender division of care work, which implies that women* often do more unpaid care work. Society only functions if care work is done. In addition, care activities that are often invisible in everyday life should be made visible. The concept of EHW professions and the professions that fall under it should be introduced.
What is the significance of the category of gender in this method?
This is to convey that care work, which in most cases is done by women*, is underestimated and not seen.
How does this method broaden the vocational choice spectrum of boys*?
The method does not directly address the issue of vocational opportunities for boys*. However, it is intended to reflect on the value of care work and to explain why this work is so undervalued socially and economically. This is important to give educators a different definition of care work (both unpaid and paid) to pass on to boys. The method aims to promote a different understanding of the concept of care and care work so that it can be indirectly seen as valuing non-traditional behaviours such as boys* doing care work.
To what extent does the method show ways of non-traditional behaviour?
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Follow-up:
This exercise can introduce a general reflection on the concept of care work, so with more specific methods e.g. on the participation of boys*/men* in care work.
Comments, experiences, tips, risks:
<p>Possible risks:</p> <ul style="list-style-type: none"> - Assess the resilience of the group. Depending on the age group, both parts can be done or only one. In addition, it is important to assess which reflection questions can be asked. - The discussion could reinforce the idea that unpaid care work is not really work and that this is acceptable. Therefore, it is important that the facilitator can lead the discussion in a way that reveals the contradiction between this understanding of work and the importance of care work in our societies and the gender implications. It could be added that it can be very nice to take care of other people and that all people need affection to survive. - Trigger for those young people who do not have parents or guardians. Especially when asking the question, make sure that parents are not mentioned, but guardians and other people who care for young people. This leaves room for the young people to choose an appropriate person.
Source: Daniel Holtermann developed for Boys in Care project

Annex: List with a selection of SAHGE professions

Everyday companion	Health and nursing care worker	Orthoptist
Geriatric nurse	Home and family nurse	Physiotherapist
Occupational therapist	Home economist	Podiatrist
Medical Assistant	Home care assistant	Psychotherapist
Maternity nurse	Curative education nurse	Paramedic
Occupational therapist	Kindergarten teacher	Social assistant
Educator	Nursery nurse	Social pedagogical assistant
Nursing assistant	Teacher	Paediatric nurse
Health and paediatric nurse	Speech therapist	Veterinary assistant
Health and nursing assistant	Bath attendant	Dental assistant