



Gender roles in the world of work – analysing and challenging stereotypes

Do gender roles still exist?

We all have ideas about different occupations. Some seem to be “typically male”, while others are often seen as “typically female”. But where do these ideas come from? In this worksheet, you will explore how gender stereotypes develop, how they are reflected in the representation of skilled crafts and how they may influence career choices.

PART A – What do you picture? ★

1. YOUR FIRST IMPRESSION

Look at the different occupations. What comes to your mind? Complete the table individually.

Occupation	My first impression	What comes to your mind? (appearance, workplace, tools, clothing, personality, etc.)
Concreter	☐ Man ☐ Woman ☐ Both	
Bespoke tailor	☐ Man ☐ Woman ☐ Both	
Audiologist	☐ Man ☐ Woman ☐ Both	

2. COMPARE YOUR IDEAS

Work with a partner. Discuss the following questions:

- Which occupations did you imagine similarly?
- Which occupations did you imagine differently?
- Which occupations seemed to trigger the strongest stereotypes?

Write down **two conclusions** and formulate **one hypothesis** about how gender stereotypes develop.

PART B – Where do your ideas come from? ★ ★

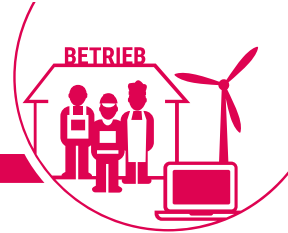
Many people who have never met each other often imagine similar things. Let's explore where these ideas might come from.

1. LOOKING FOR INFLUENCES

- Look back at your answers from Part A.
- Choose the three influences that you think have had the greatest impact on your first impressions.

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|----------------------------------|---|--|---------------------------------|
| ☐ Family | ☐ Television | ☐ Social media | ☐ Other: |
| ☐ Friends | ☐ Film or series | ☐ Books | |
| ☐ School | ☐ Advertisements | ☐ Personal experience | |

- Explain each of your choices in a few sentences.



PART C – Redraw the Balance ★ ★

At what age do children begin to develop gender stereotypes about occupations? **Let's find out.** You will now watch the video **"Redraw the Balance"**.

1. WHILE WATCHING: VIDEO 1

Take notes on the following aspects.

- Which stereotypes are shown?
- How do the children react?
- Which scene had the strongest impact on you?
- Which evidence supports the campaign's message?
- According to the campaigns, how do gender stereotypes about occupations develop?



Video 1: Redraw the Balance

2. WHILE WATCHING: VIDEO 2

The campaign **"Redraw the Balance"** is not the only example of gender stereotypes in the world of work. Similar videos from the German craft sector show people working in occupations that are often associated with the other gender.

Watch the short video carefully and answer the questions in complete sentences.

- What crafts or occupations are shown in the video?
- Who is represented in the video? Describe the people, their roles and the work they do.
- Which gender stereotypes does the video challenge or question? Give specific examples from the video.
- What message does the video communicate about gender and skilled crafts?
- Does the video change your view of the occupation? Explain your answer.
- Compare the video with the campaign "Redraw the Balance". What do the two videos have in common? Is there anything different about their message or approach?



Video 2: Women in craft

3. AFTER WATCHING

Answer the following questions in complete sentences. Support your answers with examples from the campaigns.

- What is the main message of these campaigns?
- How might stereotypes influence people's career choices later in life?

4. LOOKING BACK AT THE TITLE FROM VIDEO 1

- Does the title "Redraw the Balance" reflect the campaign's message? Explain your opinion.

You may consider the following questions:

- What does the title mean?
- Why is it an effective title?
- What should be "redrawn"?

- Write a conclusion.



PART D – Time to redraw the picture ★ ★

In Part C you learned how stereotypes about occupations develop. In this part you will question this idea and look at the positive side: what women achieve in these jobs – and what they bring to them.

- What advantages/ useful skills could women add in craft sector professions? Name at least two positive things.
- What did women achieve in the skilled craft sector? Many women worked successfully as craftswomen – in different countries and at different times. Read the achievements in the table on the next page. Then draw a line from each craftswoman to the achievement that belongs to her.
- Look around! Do you know a woman who works in a craft profession or in a technical job? If yes, ask her about stereotypes and how she overcame them. If you don't know a woman in a craft profession or technical job, research another important woman from this area and present her achievements to the class in a short presentation.

Name	Year	Craft/trade	What she achieved
Alice la Haubergere	1898–1992	Goldsmith	Created the German Football Championship trophy, revived the ancient goldsmithing technique of granulation, and became a professor of goldsmithing in 1956.
Tabitha Babbitt	1779–1853	Carpenter / Cabinetmaker	Completed an apprenticeship in carpentry, became a qualified craftswoman in 1893 and later ran her own carpentry workshop in Copenhagen.
Käthe Paulus	1872–1947	Armourer / Chainmail maker	Worked as a chainmail maker in medieval London, practicing a highly specialised metalworking trade.
Cathrine Horsbøl	1868–1935	Toolmaker	Developed a foldable parachute, patented her design, and produced around 7,000 parachutes during World War I.
Elisabeth Treskow	13th century	Seamstress & Parachute maker	Developed an early circular saw, improving an important tool used in woodworking.