



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

Encouraging for skilled crafts – challenging stereotypes and widening career choices

Throughout this unit, you have explored how gender stereotypes develop and how they influence career choices. You have also analysed statistics, research findings and personal experiences related to women and men in skilled crafts.

In this final worksheet, you will use everything you have learned to develop your own ideas for promoting diversity and reducing stereotypes in skilled crafts.

PART A – Why choose a career in skilled crafts? ★

In the previous worksheets, you explored how gender stereotypes can influence career choices. But what makes a career in skilled crafts attractive in the first place?

Skilled crafts offer many different opportunities – regardless of gender. Explore some of the reasons why young people might choose a career in this field and consider how these arguments could help challenge traditional ideas about “men’s jobs” and “women’s jobs”.

Why skilled crafts?

A career in skilled crafts can offer much more than practical work.

For many craftspeople, one of the greatest advantages is fulfilment: they create, repair or improve something and can see the results of their work.

Skilled crafts can also offer secure career prospects and many opportunities to develop professionally. After vocational training, craftspeople can specialise, gain further qualifications or become a master craftsman.

For some, this can even lead to self-employment and the opportunity to run their own business.

Skilled crafts also play an important role in shaping the future, for example through sustainable construction, modern technologies and the energy transition.

With more than 130 skilled crafts professions in Germany, there are opportunities for many different talents and interests. Career choices should therefore be based on skills, interests and personal goals – not on gender stereotypes.

Material A: Why skilled crafts? Source: Adapted from [Deutschland.de](https://www.deutschland.de)

1. EXPLORE

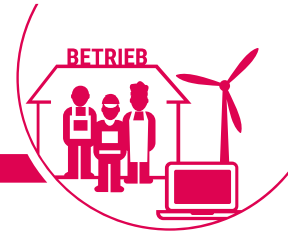
Read Material A.

- Identify the five main arguments for choosing a career in skilled crafts.
- Write down one key phrase from the text for each argument.

2. CHANGE THE PERSPECTIVE

Work with a partner. Think back to the gender stereotypes you explored in Worksheets 1 and 2. Discuss:

- Which arguments from Material A could encourage a young woman to consider a traditionally male-dominated craft?
- Which arguments could encourage a young man to consider a traditionally female-dominated craft?
- Which arguments are attractive regardless of gender?
- Why should interests and abilities be more important than traditional ideas about “men’s jobs” and “women’s jobs”?



3. DISCUSS

Look at the two *Berufsinsider* examples (Material B) and discuss:

- How do Luisa and Felix challenge traditional ideas about “men’s jobs” and “women’s jobs”?
- Why can real craftspeople be convincing role models for young people?
- Which aspects of their career choices could encourage other young people to look beyond gender stereotypes?
- What could make their stories useful for an advertising campaign?

Real-life inspiration

Advertising can tell us why a career might be attractive – but real people can make these opportunities visible.

The *Berufsinsider* series by *Das Handwerk* presents real craftspeople from different professions and gives insights into their work and career paths. Their stories show that interests, talents and professional goals do not have to follow traditional gender roles.

Luisa Buck – Plumber (Klempnerin)

Luisa works in a craft that is traditionally associated with men. Her example shows that technical and practical skills are not a question of gender. As a female role model in a male-dominated field, she can encourage young women to consider careers they might otherwise overlook.

Felix Flechtner – Bespoke Tailor (Maßschneider)

Felix works as a bespoke tailor, a profession that combines craftsmanship with creativity, fashion and design. His example shows that men can also choose careers that may not correspond to traditional ideas of “men’s jobs”. What matters are a person’s interests, talents and professional goals rather than gender expectations.

Two people – two perspectives:

Luisa and Felix have chosen very different career paths, but both examples can help challenge traditional ideas about which jobs are suitable for women or men. Their stories show that career choices should be based on individual strengths and interests rather than gender stereotypes.

Material B: Real-life inspiration. Source: Adapted from [Berufsinsider](#), [Das Handwerk: Luisa Buck](#), [Das Handwerk: Felix Flechtner](#).

4. PREPARE FOR YOUR CAMPAIGN

- Imagine you want to encourage other young people to consider a career in skilled crafts.
 - Choose the three arguments from Material A that you find most convincing.
 - For each argument, briefly explain why it could be effective in a campaign.
- Then choose **one type of role model** you would include:
 - a woman challenging traditional ideas about “men’s jobs” or
 - a man challenging traditional ideas about “women’s jobs”.

Keep your ideas. You will use them later to develop your own image campaign.

PART B – How can different initiatives challenge stereotypes? ★ ★

1. ANALYSE AND COMPARE

Work in groups. Study the campaigns A and B (Materials C and D).

Compare the campaigns regarding:

- target group
- main message
- strategy
- stereotype challenged

Complete the table.



Campaign A: The Femcon Project (UK)



Material C: The Femcon Project. Source: [National Centre for Construction Education & Research](https://www.nccer.org/).

This campaign represents real women working in different construction roles. This campaign's slogan is: "A woman's place is wherever she wants it to be, even in the cab of a 40-Ton bulldozer."

Campaign B: The WEST Campaign (UK)



Material D: Woman in Engineering, Science and Technology (WEST) Campaign. Source: [Westskills](https://www.westskills.org.uk/).

This campaign encourages young people to explore the wide range of careers available in traditionally men dominated areas. It works with videos and stories of people working in the jobs.

Material / Initiative	Target group	Main message	Strategy	Stereotypes challenged
Campaign A				
Campaign B				

2. EVALUATE

- a) Read the statements below. Choose the material or initiative that best matches each statement and justify your choice.
- The campaign ...
- ... presents the strongest female role models.
 - ... uses the strongest visual message.
 - ... challenges stereotypes most effectively.
 - ... addresses the most appropriate target group.
 - ... is most likely to encourage young women to consider skilled trades.
- b) Which initiative would encourage you most? Explain your answer.



PART C – Can more people be encouraged to join skilled crafts? ★ ★ ★

Imagine that the **German Confederation of Skilled Crafts (ZDH)** wants to launch a new campaign in English encouraging more young women to consider a career in men dominated crafts – or for men in female dominated crafts. Your group has been asked to develop a campaign proposal.

1. PLAN YOUR CAMPAIGN

Discuss the following questions.

- Which crafts profession would you like to promote?
- Who is your target group?
- Which stereotypes would you like to challenge?
- Which message do you want people to remember?

2. CREATE YOUR CAMPAIGN

Develop your own campaign. Include:

- a campaign title,
- a slogan,
- a logo or visual idea,
- a poster, flyer or social media post,
- a short campaign description (80 – 120 words),
- three reasons why your campaign would encourage more women (or men) to consider a career in the specific crafts profession.

Use persuasive language and refer to ideas from the previous worksheets. Use evidence from **materials A – C** to support your campaign ideas.

3. PREPARE YOUR PRESENTATION

Prepare a 2 – 3-minute presentation. Explain:

- your campaign idea,
- your target group,
- the stereotypes you challenge,
- why your campaign could make a difference,
- and how your campaign differs from the ideas and communication approaches presented in materials B and C.

PART D – Presentation and Evaluation ★ ★ ★

1. WHILE LISTENING

- Listen carefully to the other groups' presentations.
- Complete the evaluation sheet on the next page.

2. REFLECTION

- Discuss the following questions:
- Which campaign would be most effective and why?
- Which campaign could also be transferred to other economic sectors and professions and why?



Criterion	Excellent	Good	Needs improvement
Creativity			
Persuasive message			
Visual design			
Realistic idea			
Use of english			

PART E – Unit's closure ★ ★ ★

1. FINAL REFLECTION

How has your understanding of gender stereotypes changed since Worksheet 1? Write 3–4 sentences answering this question.

2. FINAL WRITING TASK

Write a short comment (180 – 220 words) answering the question: "Who can contribute most to reducing gender stereotypes and how?" In your comment,

- identify the groups that can help reduce gender stereotypes,
- explain what each group can do to challenge traditional ideas about "men's jobs" and "women's jobs",
- refer to at least two examples from the statistics, campaigns or personal experiences in the unit,
- explain which group you consider most influential and justify your opinion,
- suggest one realistic measure that could promote greater diversity in skilled crafts.

Support your arguments with evidence from the materials.