

SCHOOL WITHOUT STEREOTYPES



Preperation

- ▶ Form three table groups.
- ▶ Write each of the three topics with the questions (see second page) on one poster each. Lay out one poster on each table group.
- ▶ Have pens ready.



Implementation

1. Explain the topics of the World Café and the related questions. Form three groups for three topic tables. Together, select three hosts who will remain at the topic tables during the exchange and give the following groups an overview of the discussion process.
2. Participants discuss the questions at their topic table and write down their ideas on the poster.
3. After 10 minutes each, the groups move to the next table and adds to and comments on the previous group's answers.
4. The results are presented by the individual groups and discussed in the plenary as part of the joint reflection. Derive concrete proposals for action.



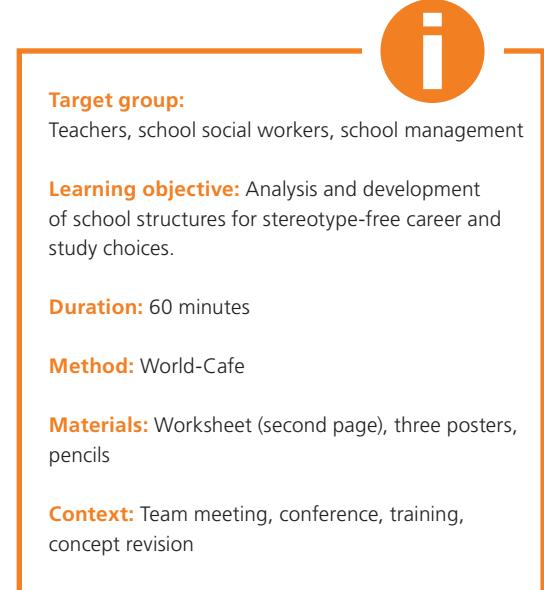
Reflection Suggestions

- ▶ Did you learn anything new about career and study choices at your school at the World Café (e.g., about offerings, materials, methods, etc.)?
- ▶ In which areas is your school well positioned for stereotype-free career and study choices, where is there still need for action?
- ▶ How can the results of the individual topic tables be translated into concrete steps for action?
- ▶ What goals do you derive from the results and what resources are needed to achieve them?



Extensions

Topic expansion: Expand the World Café with another topic table as needed. Formulate a topic and three corresponding guiding questions.



Target group:
Teachers, school social workers, school management

Learning objective: Analysis and development of school structures for stereotype-free career and study choices.

Duration: 60 minutes

Method: World-Cafe

Materials: Worksheet (second page), three posters, pencils

Context: Team meeting, conference, training, concept revision

WORLD CAFÉ – SCHOOL WITHOUT STEREOTYPES

The first question is used to collect essential aspects about a topic. The second question has an analytical character. The third question highlights options for action.

Topic Table 1: Activities for stereotype-free career orientation

1. What activities do we facilitate in the context of career and study choices at our school? Which activities of these support a career choice free of gender stereotypes (e.g. participation in Girls'Day and Boys'Day, visit to a regional company, invitation and reports from "role models" such as trainees, students or parents)?
2. How are these activities received by the students? What feedback is there on the individual activities?
3. What activities can still be carried out to strengthen stereotype-free career and study choices? What resources are needed for this?

Topic Table 2: Stereotype-free (teaching) material for career and study choice

1. What material do we have/use for career and study choices and for career orientation classes?
2. Is the material stereotype-free in terms of language, images, gender stereotypes and role models?
3. What other material is needed to implement stereotype-free career and study choices?

Topic Table 3: Qualification of the teaching staff/school management

1. Which qualification and further education offers can teachers at our school take advantage of (e.g. professional literature, further education, observation)?
2. How high is the satisfaction? Which formats are used most often and with pleasure?
3. Which offers are still needed? What resources are needed for this?