“You can drive out nature with a pitchfork, but she will always return.”

Teaching Boys and Girls

“Gender-based teaching with boys is like herding cats.”
Why do gender-based teaching?

- Gain in achievement scores
- Gains in attendance
- Decrease in off-task behavior
- Enhanced self-esteem and self-worth
- Gains are dependent on grade level and age level
Why do gender-based teaching?

In CMS, the baseline for high growth is a score of 1.5. The average growth score in our single-gendered math and language arts classes was 4.56!

That’s impressive growth!

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<thead>
<tr>
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<tr>
<td>8-Boys</td>
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<tr>
<td>8-Girls</td>
<td>100</td>
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Differences in Males

- Boys have shorter attention spans so activities need to be broken down into 10-15 minutes with structure.
- Boys need to have fewer words to follow directions so directions need to be clear and to the point.
- Boys do well in assignments that have clear time limits, specific directions and a structured time format.
- Discipline incidents are reduced in boys’ classrooms if there are clear expectations, structure, and time limits.
- Boys are motivated by competition and time limits, girls are not.
- Boys compete with each other for teacher’s attention.
- Boys interrupt class to gain credibility in eyes of peers.
What does a single-gender all-boys class look like?

Here are some of the strategies I use to meet the needs of middle school boys:
1) I encourage each of "my boys" to move.
2) I increase opportunities for boys to work in pairs.
3) I give simple instructions (less than 4) and a deadline to complete work.
4) I use signals and a strong voice to get attention.
5) I illustrate how to maintain an organized notebook by dividing material into sections.
6) I encourage activities that build or create a product.
7) I collaborate frequently with teachers of single-gender classes to discuss strategies, teaching methods, activities, etc.
8) I attend training on single-gender classrooms.
Boys Class Structure

Class Structure:

- Large Group
  - Introduce focus for the lesson
  - Go over agenda for the day
  - Give a focusing question
  - Content Heavy

- Individual
  - Dive into content
  - Use specifics in text
  - More careful analysis
  - Step-by-step instruction

- Small Group
  - Compare with each other
  - Synthesize information

- Large Group
  - Present analysis to class
  - Challenge answers for more analysis
  - Informed debate
Class Activities for Boys

Class Activities:

- Agree/Disagree
- Movement/Timed Relays
- Debate
- Prove a statement false
- Active games- relays, ball toss
- Engage in active competition
- Small increments of instruction
- Create and build a product
Girls 2011
South Charlotte Middle

Data Driven Divas
Girls

- Girls thrive with these strategies:
  - Collaborative groups
  - Use of manipulatives for math
  - Real life applications
  - Relaxing music
  - Unconditional positive reinforcement
Teachers need to encourage girls to be risk takers

And to Use positive group support during math times

Encourage females to take on leadership roles

Provide a “loving environment” to students to help them in the environment in which they feel insecure (e.g., gym, math, science)

Girls are able to become more comfortable in positions that they had felt insecure – art, music, and gym sports

Girls work in a concentrated way. The subject matter is worked through in half the time used by boys
Girls

- Girls are well prepared
- The girls see the lesson as a shared venture
- The girls listen and show respect when others speak
- The girls are helpful to each other
- The girls personalize everything
What does a single-gender all-girl class look like?

Here are just some of the strategies I use to meet the needs of middle school girls:

1) I encourage each of "my girls" to speak in class.
2) I increase opportunities for girls to work in groups and to participate in class discussions of the material.
3) I give detailed instructions and allow enough time to complete work.
4) I increase the use of color in my flipcharts/presentation of materials to emphasize ideas.
5) I use signals to get attention, rather than raising my voice.
6) I illustrate how to maintain an organized notebook by dividing material into sections.
7) I select literature and/or activities that enable girls to make connections (in some way).
8) I invite speakers that present on information that is relevant to the literature being studied.
9) I collaborate frequently with teachers of single-gender classes to discuss strategies, teaching methods, activities, etc.
10) I attend training on single-gender classrooms.
What the girls say…

“I feel more confident presenting in front of the class now.”

“The teaching style is different and more effective for girls.”

“I can express myself better. I wish we had these classes in high school.”

“My EOG scores improved so much this year!”

“These classes really help build confidence. I really came out of my shell this year.”

“My favorite part of the single gender classes is the fact that you can ask a million questions and no guys can make fun of you.”
Class Structure for Girls:

- Large Group
- Introduce lecture
- Instruct
- Start with abstract
- Small Group
- Explore
- Analyze
- Collaborate
- Large Group
- Publish
- Discuss
- Conclude
Activities for Girls:

- Collaborative paragraph or essay writing
- Proving a statement true
- Progressive analysis-abstract to concrete
- Debate ideas, not people
- Creative writing
- Imaginative poetry-imitate great poetry
- Establishing contemporary connections
References


Websites


http://www.gendereducation.net/?loc=interstitialskip