



# Creating an Even Playing Ground for Male Students

Presented By:

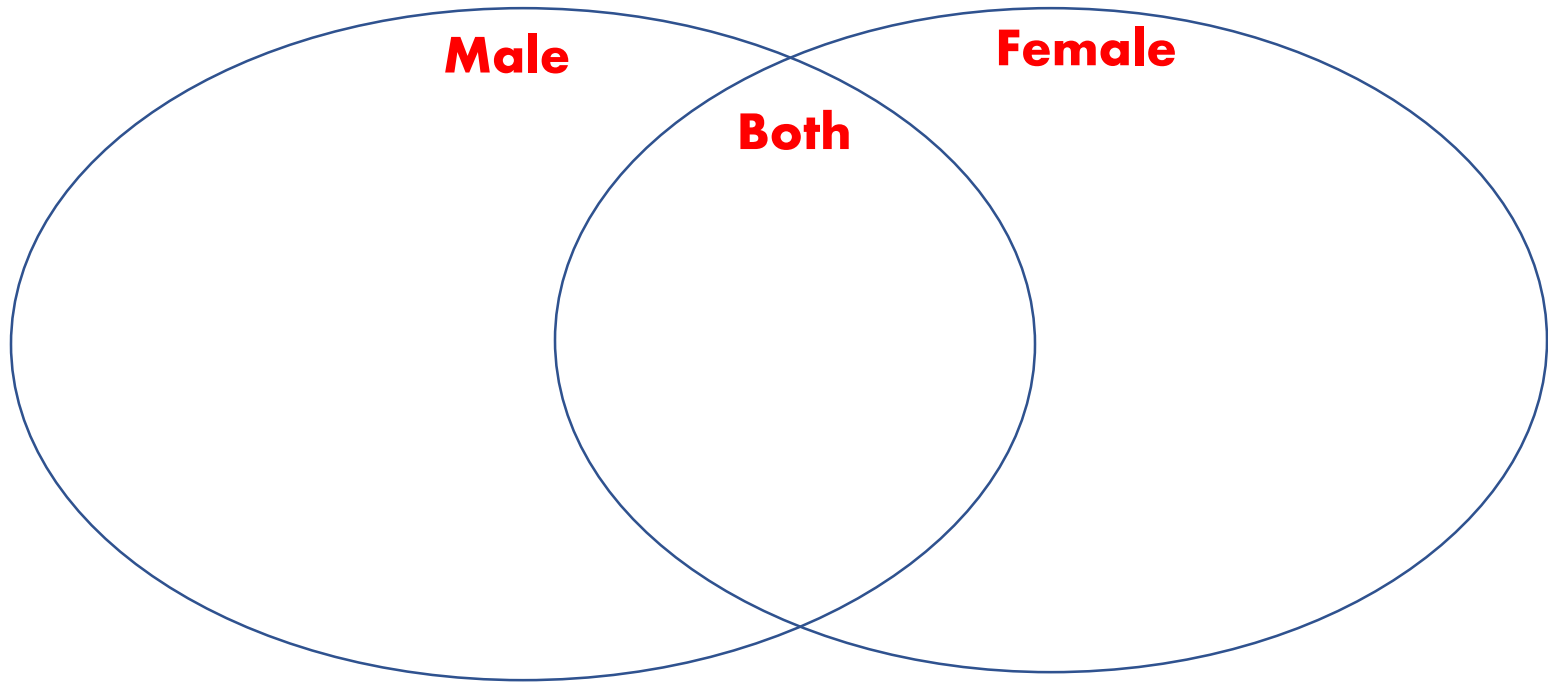
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# “Gender” Context disclaimer

For the purpose of this workshop, let it be understood that any gender related terms used will be for the purpose of referencing traditional gender roles and not, *at any time*, gender identity.

# Partner Activity: Classify the behavior by gender



# Workshop Objectives

1

Understand the impact that traditional perceptions of masculinity have on the behaviors of male students.

Boys are expelled from preschool nearly 5 times more than girls

2

Raise awareness of our own behaviors and how they can impact student success.

3

Identify several best practices that can be implemented in schools and classrooms to increase engagement for all students.

# The Boy Code

## Cultural Expectations for Masculinity

1. Do not cry (no sissy stuff).
2. Do not cower, tremble, or shrink from danger.
3. Do not ask for help when you are unsure of yourself (observe the code of silence).
4. Do not reach for comfort or reassurance.
5. Do not sing or cry for joy.
6. Do not hug your dearest friends.
7. Do not use words to show tenderness and love.



# Impact of the Boy Code

| Early in Life  | Childhood   | Later Adolescence   |
|--|---|---|
| <ul style="list-style-type: none"><li>× Early separation of boys from parents</li><li>× Less likelihood of close relationships</li><li>× Perception that a show of emotion leads to feelings of shame</li><li>× High expectations for physical ability</li></ul> | <ul style="list-style-type: none"><li>× Boys retained 2x as much as girls</li><li>× Boys are diagnosed with various learning disorders at 4 times the rate</li><li>× Boys are nearly 3x as likely to be diagnosed with ADHD (6.4 million boys)</li><li>× Boys earn 2/3 of D's &amp; F's in schools but less than half the A's</li></ul> | <ul style="list-style-type: none"><li>× Boys makeup only 43% of college students</li><li>× 100:549 = the ratio of female to male suicides in the age 15-19 range</li><li>× 100:837 = the ratio of female to male incarcerations in the age 15 to 17 range</li></ul> |

# Others factors contributing to behaviors



**Goal:**  
**Let's reinvent the**  
**commonly held**  
**expectations for**  
**male behaviors**

**Boys will be boys.**

**Boys don't cry.**

**Act like a man.**



## How: Shift focus back to what is within our power to control

### **Beyond Our Control**

- home life
- physiological factors
- boundaries and accountability outside of school

### **Within Our Control**

- positive language
- high expectations
- teach and model self regulation strategies
- invite students to be part of the evaluation and decision making

# Tips to Avoid Implicit Bias

- × Inclusive Materials
- × Inclusive Language
- × Awareness and response
- × Conscious of own behavior
- × Teach tolerance and acceptance
- × Avoid stereotypes
- × Use a range of role models

# Schoolwide Efforts

- × Shared and enforced expectations for behavior
- × Expectations for community building in classrooms
- × Collective belief in capacity
- × Brain-breaks/recess
- × Catering to interests (media center; clubs/activities,etc)
- × Ensuring that experiences are provided to students who do not fit in either role...

# Teacher-student interactions

- × Respect
- × Serving as a model of positive and high expectations
- × Equity in practices
- × Highlighting behaviors that impact emotions
- × Get feedback on classroom culture ([sample survey](#))
- × Understanding how students learn best and planning accordingly
- × Active listening
- × Treating students fairly

# Why do boys really need our help?

## Article jigsaw activity

- × Each table of workshop participants will receive a different color post-it note
- × Each color will be given the same article to read (5 minutes)
- × Colored groups will convene to discuss the article and identify 3 key takeaways (5 minutes)
- × The original groups will come back together and each member will articulate the 3 key points from the articles

# Strategies to promote engagement for all learners:

1. Foster a sense of belonging through shared norms
2. Create classroom community
3. Establish a Growth Mindset
4. Use the classroom environment as a learning tool
5. Integrate kinesthetic activities
6. Provide opportunities for student collaboration

# Fostering a sense of belonging through shared norms



# Classroom Norms

## CLASSROOM NORMS



1. Raise your hand and wait your turn when you have something to say or a question to ask.
2. Treat others like you want to be treated.
3. Be accepting of everyone's differences, thoughts, and opinions.
4. Be respectful of each other's personal space.
5. Keep classroom and materials clean and organized.
6. Be on time, prepared, and ready to learn.

### Classroom Norms

Fifth Grade Writing

#### Furniture:

- Sit somewhere different each day
- Respect furniture (NO ripping, poking, tearing)
- Keep furniture clean

#### Working with Others:

- Use accountable talk (Respectful language)
- Respect other students' writing (Everything stays in room)
- Respect everyone's work environment

#### Organization:

- Keep "EXTRA" items off floor
- Keep portfolios, binders, folders, group bins neat and clean

#### Class:

- Be prepared, read board, follow routines/procedures
- Always think - Make good choices
- Be honest - help others - show kindness
- Accept Criticism of work/treat like family

## Math Class Norms

- Provide explanations and justifications with solutions.
- Make sense of classmates' solutions.
- Communicate when you don't understand or agree.





# Community building activities

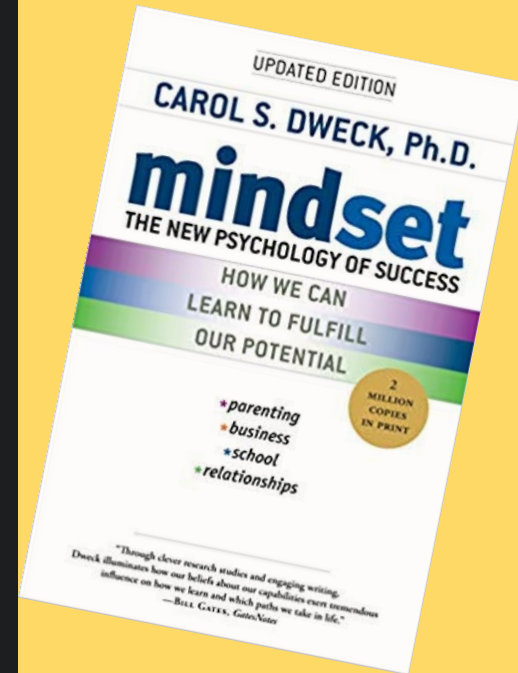


# Community building : Take an active interest in your students' lives

1. Stand at the classroom door at the start and end of class
2. Find out about your students' interests and connect them to discussions or lessons
3. Attend student activities or community events
4. Lead student activities
5. Have lunch with students
6. Allow for correspondence after school (Email, Twitter, etc)
7. Celebrate birthdays
8. Reach out in difficult times

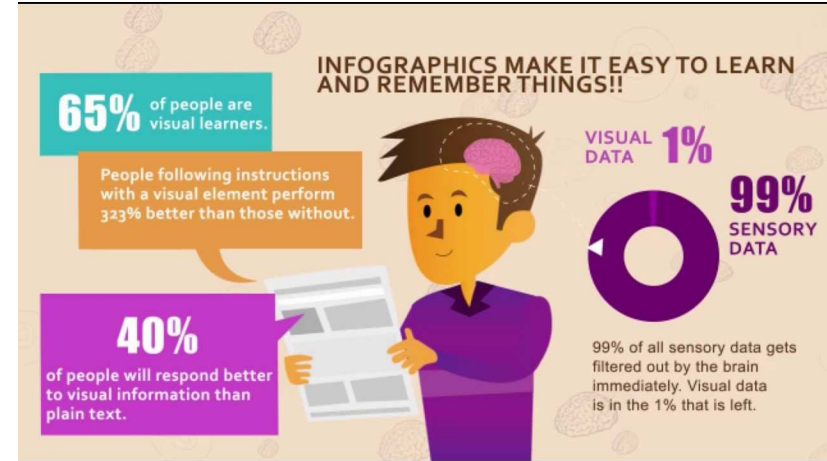
# Managing Motivation : Growth Mindset

| Growth Mindset  |  | Fixed Mindset  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• At first, it's hard but it'll improve</li> <li>• Persistence is key</li> </ul>   | SKILLS  | <ul style="list-style-type: none"> <li>• Rationalise why they can't</li> <li>• Feel stuck with no options</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Creative thinking to find a way</li> <li>• Facing fears with curiosity</li> <li>• An opportunity to be free</li> </ul> | CHALLENGES  | <ul style="list-style-type: none"> <li>• Something to avoid</li> <li>• Could reveal lack of skill</li> <li>• Tend to give up easily</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• There has to be a solution</li> <li>• I can find a way</li> <li>• Bigger mission, long-term focus</li> </ul>           | EFFORT  | <ul style="list-style-type: none"> <li>• It's too hard, I can't find a solution</li> <li>• The effort won't be worth it</li> <li>• Short-term focus &amp; gratification</li> </ul> |
| <ul style="list-style-type: none"> <li>• Useful</li> <li>• Something to learn from</li> <li>• Identify areas to improve</li> </ul>                              | FEEDBACK  | <ul style="list-style-type: none"> <li>• Get defensive</li> <li>• Take it personally</li> <li>• Shut down</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Take responsibility</li> <li>• Accountable for your actions</li> <li>• Reflect, review and go again</li> </ul>         | SETBACKS  | <ul style="list-style-type: none"> <li>• I'm not good enough</li> <li>• Blame others</li> <li>• Get discouraged</li> </ul>   |

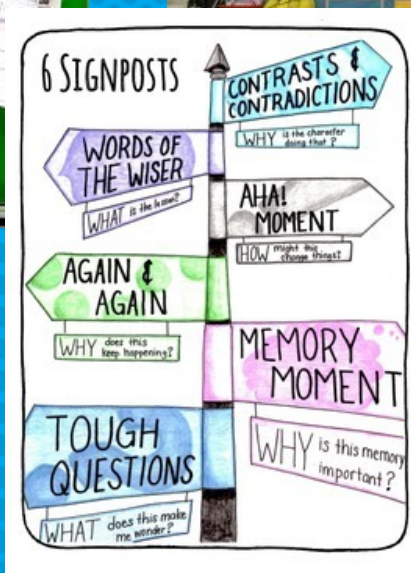
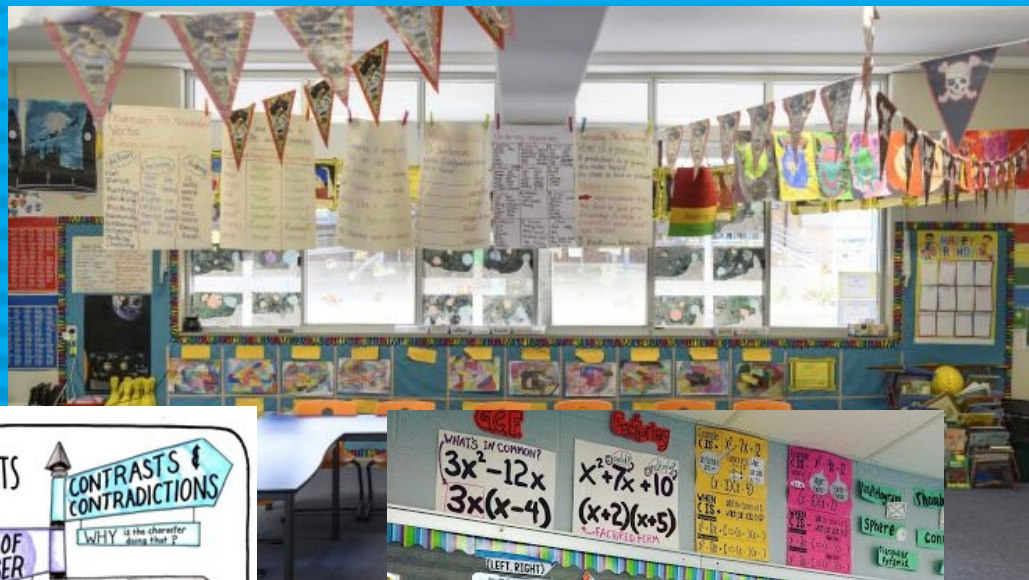


# The Classroom Environment

- × Models of work products (daily)
- × Collaboratively created
- × Accountable talk stems (yearly)
- × Models of student work (marking period/unit)
- × Academic vocabulary (unit-based or content)
- × Infographics for units
- × Data
- × Self-assessment rubrics & checklists
- × Schedule for the day







# Integrating Kinesthetic Activities

## Integrate Movement and touch into Classroom routines

- Brain breaks
- Arts-based teaching strategies
  - Example: act out definitions and summaries
- Use of hands-on materials & manipulatives
- Use of transitions between activities
- Flexible seating
- Acknowledge busy hands
- Yoga or meditation



# The importance of physical engagement

- ★ Increase focus and retention
- ★ Regulate energy
- ★ Integrate physical exercise
- ★ Embed multisensory learning





# More Sample Kinesthetic Activities

- Affinity Groups
- Using gestures to represent key vocabulary words
- Using artwork/visuals to represent concepts
- Playing charades
- Using manipulatives to explore math concepts
- Creating models using various materials
- Working with mathematical tools, such as abacuses and protractors.
- Four corners
- Playing board games
- Combining sports and math activities
- Acting out dramatic performances of historic events
- Gallery wall walks
- Hands-on science experiments
- Gardening indoors or outdoors
- Creating and building machines and technical devices



# Combine Competition with Collaboration

- × Discussion-Based Activities
- × Short term rewards
- × Cooperative Games
- × Individual or Team Goals and recognition

# Student Movement and Freedom



# Flexible Groups

1. Random Grouping
2. Achievement or Ability Grouping
3. Social (Cooperative) Grouping
4. Interest Grouping
5. Task Grouping
6. Knowledge of Subject Grouping
7. Skill/Strategy Grouping
8. Student Choice Grouping
9. Gender Grouping

## PURPOSEFUL GROUPING

### Whole Group Instruction

- \*Introduce skill
- \*Create common language
- \*Model
- \*Synthesize learning at the end of the lesson

### Flexible Small Groups

#### Homogeneous Groups

- skill practice
- remediation
- extension

#### Heterogeneous Groups

- discussion
- projects

#### Student Selected Groups

- extension
- high interest

#### Topic Interest Groups

- jigsaw
- resident expert

### Partners

- \*Specific task/problem to practice recent learning
- \*Prepare for whole group discussion
- \*Partner reading

# Breaking the Boy Code

- Ensure that positive male role models are present (or depicted)
- Encourage emotional expression
- Avoid teasing or taunting
- Avoid shaming language
- Look beyond anger, aggression and rambunctiousness
- Express love and empathy generously
- Create a model of masculinity that is broad and inclusive

# Thanks for joining us!

Any questions?

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# Resources

- × Cleveland, K.P. (2011) *Teaching Boys Who Struggle in School*.
- × Lahey, Jessica. “Stop Penalizing Boys for Not Being Able to Sit Still at School.” *The Atlantic Monthly*. June 18, 2013.
- × Murray, Susan. “*Why Boys Aren’t Learning.*”