The Brain at Ease, Energized & Wired
Some ice breakers promote and “nurture empathy by offering children an opportunity to practice taking care of others.” They often give the teacher the chance to “teach skills...of social interest through sharing, listening, inclusion, participation and dialogue,” as well as, “to merge social, emotional, and intellectual learning” (Responsive Classroom, 2003). Some involve movement, giving student the opportunity to reenergize and maintain focus throughout the school day. It is crucial to provide time in school for students to bond with each other and with the teacher. Chemicals released in the brain during such activities aid in promoting calm and maintaining focus.

“They need the encouragement and validation that comes from our best attention to their efforts. They need the safety that comes from the belief that their teacher sees them, knows them. Mutual trust grows from this security.” –Ruth Sidney Charney, author of Teaching Children to Care

“Covering the curriculum is the death of education.” – John Dewey

“I never let my education get in the way of my learning.” – Mark Twain
Puzzle Making

1. In teams, instruct students to select one colored crayon to use as they contribute to a team picture. Instruct them to keep the pictures simple each adding a line or two as they circulate the paper taking turns until you tell them to stop. Then have them cut the picture into as many pieces as there are teammates (ie. four teammates = four puzzle pieces).

2. Instruct students to stand up with one piece of the puzzle in hand. Ask them to circulate around the room to music greeting classmates with a phrase such as, "Glad to meet you," or, "Hi, my name is," trading puzzle pieces with the other students.

3. When the music stops, instruct the students to meet with a classmate who has a puzzle piece that does not match their own. In partners, ask them to answer questions that would promote bonding and a sense of camaraderie.

4. Continue trading puzzle pieces, meeting and talking with classmates for as long as you see fit.
1. Provide each student with **nine post-its**. Instruct each student to list **two of their favorites** from each of the three following categories:

- Favorite foods/snacks
- Hobbies/interests
- Places you've been

2. Provide each student with a placard that has a string attached. Ask them to hang the placard around their necks so that it hangs in front of their chests. Instruct them to affix their **six post-its** to the placard so they are all visible. Then ask them to attach a post-it that has their name on it in the center.

3. Play music and instruct the students to circulate around the room meeting one classmate at a time. At each meeting, they should silently read their classmate's post-its and remove any that they feel describes their favorite foods/snacks, hobbies/interests, or places they've been and attach them to their own placard. Their partner may do the same to their placard, taking post-its that contain shared interests and adding them to their own placard. Students may continue moving, meeting, and "picking stickies" until you instruct them to stop (approximately five-eight minutes). **Note:** Each student must have at least two stickies left to share with the next partner. **Students cannot remove the last two stickies.**

4. Instruct students to return to their teams. In teams, ask students to take turns sharing their stickies. Pile any stickies that the team finds are commonalities in the center of the table.

**Optional Extension:** Teams might then create team names, team mottos, team songs, etc. using their common commonalities.
Brain Gym PACE Exercises

Brain Gym, created by Dr. Paul E. Dennison, Ph.D., is a program used to create a balance between the brain and the body in motion. Techniques in this program are designed to promote balance in the body by maintaining Positive, Active, Clear and Energetic (PACE) learning. They have been used to aid musicians in finding their passion and the ability to express it through music, as well as to aid athletes in finding the focus and calm necessary to perform at a master level. In one session, Carla Hannaford, Ph.D., author of *Smart Moves*, used the PACE exercises to train a soccer team of boys ages fourteen to sixteen who would often “lose their cool” during games, resulting in penalties and overall poor sportsmanship. She focused on three Brain Gym activities: Cross Crawls, Brain Buttons and Hook-ups. She had them practice these exercises before and in the middle of each practice and game. Their dedication to improving their focus and calm during competition resulted in a state championship where onlookers witnessed the team performing their PACE exercises during timeouts to maintain focus. These exercises can be used at any time to enhance anything you do. Because these exercises are most beneficial when practiced regularly, they can be performed at the start of each class.

**Brain Buttons**

- The Brain Buttons (soft tissue under the clavicle to the left and right of the sternum) are massaged deeply with one hand while holding the navel with the other hand.

**Brain Button Benefits:**
**Cross Crawl**

- In this contralateral exercise, similar to walking in place, the student alternately moves one arm and its opposite leg and the other arm and its opposite leg. Because Cross crawl accesses both brain hemispheres simultaneously, this is the ideal warm-up for all skills which require crossing the body's lateral midline.

**Cross Crawl Benefits:**

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**Hook-Ups**

- Hook-Ups connect the electrical circuits in the body, containing and thus focusing both attention and disorganized energy. The mind and body relax as energy circulates through areas blocked by tension. The figure 8 pattern of the arms and legs follows the energy and flow lines of the body. The touching of the fingertips balances and connects the two brain hemispheres.

**Hook-ups Benefits:**

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Adapted with permission from:
Statistical Line-Ups

This activity can be used as an anticipatory set, closure, or throughout a lesson. It is a great way to introduce statistical information to students, as well as to get them to discuss their prior knowledge and new knowledge.

1. Ask students to gather their marker boards, markers, and erasers for this activity. (Slate boards, scrap paper, and clipboards will work as well.) Tell them that with each fact/statistic there will be a numerical answer to the question.
2. After reading each question aloud, instruct students to silently record their best guess as to what number would represent the answer.
3. Once all students have recorded their guesses, instruct them to hold up their marker boards for their classmates to see so as to guide each other to line up in chronological order.
4. Before sharing the answers to the question asked, prompt students to discuss their thinking with a classmate using one of three methods.
   
   **Turn and Talk** - Begin at one end of the line and partner students with a person standing next to them.
   
   **Folded Line** - Fold the line so that the student with the largest number meets with the student with the smallest number.
   
   **Split Line** - Split the line in half and slide one half of the line down so it can align with the other half.

5. Some students might be willing to share their discussions with the group. Don’t hesitate to open the questions for whole class discussion.
6. Finally, reveal the answer to the question and ask for any questions or comments from the class.
The Gendered Brain Line-Up Statistics

Question: What percent of all women in the U.S. hold a bachelor’s degree?

Source: 2010 Census Bureau

Answer:

Question: In 4th grade, what percent of males score higher than girls in math on standardized testing?


Answer:

Question: At the end of high school, what percent of the white sons of college-educated parents scored “below basic” in reading achievement?


Answer:

Question: What percent high school males said they did no homework whatsoever?


Answer:
Question: What percent high school females said they did no homework whatsoever?


Answer:

Question: Between 2000 - 2005, the number of boys from birth to 19 being prescribed ADHD meds grew by what percent?


Answer:

Question: Female performance on writing exams drops by what percent during their menstrual cycle?


Answer:
The Bucket List

This activity will prompt discussion about some of these old and new ideas and get students thinking about their prior knowledge. At the same time, students will get a kick out categorizing statements and placing them in the appropriate bucket.

1. Instruct students to huddle up with their teammates. Place the buckets in front of the group and pile the cards between the two buckets.
2. Taking turns, instruct each team to send one teammate to the Bucket List card pile. He/she must then read the card aloud to the team. The team should discuss the statement and decide into which bucket, True or False, the card should be placed.
3. Continue playing until all of the cards have been read and placed into the buckets.
4. After the game is complete, be sure to go through the buckets used during the game, read each statement aloud, and inform students of whether they were correct in their true/false placement.
5. If you choose to provide a list of the Bucket List statements to your students, prompt them to record corrections to false statements making them correct. Be sure to open partner, team, or class decision with each statement that was categorized incorrectly.
6. Lastly, ask students to find three facts that were most interesting, shocking, or meaningful to them. Ask students to stand and find a partner other than a teammate to discuss why these facts were most important to him/her.
The Gendered Brain Bucket List

1. Women are better equipped to multi-task.

2. The amygdala, or emotion center of the brain, is larger in men.

3. Women are more sensitive to sound.

4. Men’s brains are 10% larger than women’s.

5. Men have stronger abstract spatial abilities.

6. Men’s fight or flight response is faster and stronger than that of women’s.

7. Women use up to 20,000 words, vocal sounds and gestures to communicate daily while men use up to 7,000.

8. Women have up to 30% more connections in their brains.

9. Women’s skin is 10xs more sensitive to touch than men’s.

10. Baby girls spend almost twice as long as boys maintaining eye contact with an adult.

11. Women are better equipped to express emotions using words.

12. Men are better equipped to solve abstract math problems.

13. Women are better equipped to score well on verbal tests and in language arts where grammar, spelling, and writing are involved.
14. Men better remember information for short periods of time when the information is organized into some coherent form, or it is of specific relevance to them.

15. Boys outnumber girls 4:1 in remedial reading classes.

16. Boys are more sexually active, on average, than girls.

17. Males outperform females on trivia games like "Who Wants To Be A Millionaire."

18. More females than males are enrolled in math and science classes.

19. Males are more inclined to hyperactivity disorder.

20. In larger populations, males have a greater amount of testosterone.

I know it's only our second date but I wonder if we have a future... he's cute and smart... I wonder if he likes animals... we'd have adorable kids... is it too soon to ask how many he wants...

Ahhh, nothin' like an ice cold beer.
The book, *Brain Sex*, is one of the first pieces of literature to discuss the differences in the gendered brain (Moir & Jessel, 1997). Using that text as inspiration, many others have begun to research those differences. Although there are many definite differences between the male and female brains, there are some exceptions to the rule which have been termed “Bridge Brains.” These people fall somewhere between the true female and true male brain. An example might simply be a woman who tends toward more “male” type behaviors and feelings when handling situations as well as things she finds interesting.

**The Brain Wiring Test**

This test was playfully designed to indicate the masculinity or femininity of your brain patterns. There are no right or wrong answers - the result is simply an indication of where you might fall on The Gendered Brain spectrum. This may be reflected in your preference of values, behaviors, style, orientations and choices. Note: These questions are not based on scientific research and are meant to be a starting point for discussions regarding gender differences.

*Circle the statement, or record the letter on a Think Pad noting the answer that is most likely to be true for you most of the time.*
1. When a friend comes to you with a problem, you
   a. listen and try to help by offering advice and your continued support
   b. listen, ask pointed questions and determine if he/she needs your support, or help coming up with a solution
   c. try to help solve the problem by analyzing what makes the most sense to you

2. When you are on vacation you
   a. still feel your mind racing even if your body is relaxed
   b. relax if you have nothing stressful going on in your life
   c. can clear your mind and fully relax

3. When you make a final decision, you tend to
   a. ruminate over it and seek approval of others even after the decision has been made
   b. think about the decision you've made and its consequences but don't let it stress you out
   c. stop thinking about it

4. When someone is tapping a pencil you
   a. are bothered by the noise, and may even feel the need to ask him/her to stop
   b. may notice it if there are no other noises, but not be bothered by it
   c. are not bothered by the noise, in fact, you may not have even noticed it
5. When giving or getting directions you prefer to use
   a. landmarks and street names, especially if they are places you’ve been before and can make personal reference to
   b. whatever will get you there quickest
   c. street names, mileage estimates, or mile markers

6. When you are in a crowded place, you find
   a. it easy to carry on a conversation without being distracted
   b. you may be able to carry on a conversation if you are interested in its topic
   c. it difficult to focus on one conversation with so many distractions

7. When it comes to explaining finances, you
   a. prefer to write them down and see them computed on paper
   b. can discuss them without paper and pencil but may have trouble computing them in your head
   c. prefer to discuss them and compute them in your head

8. When it comes to packing the car for a trip you
   a. prefer to pack the bags but have trouble packing so everything fits
   b. depending upon the destination, you can either pack the bags, or the car
   c. prefer not to pack the contents of the bags but can easily pack the car so everything fits well

9. When reading for enjoyment, you prefer to read
   a. fiction, or stories you can relate to
   b. magazines or newspapers
   c. non-fiction or stories that involve action or suspense
10. When playing games, you
   a. enjoy working with others as a team and hope that your team wins
   b. enjoy working cooperatively, but enjoy the competitive aspects as well
   c. only feel satisfied if your team wins

11. While arguing with a loved one, you
   a. can always find the words to express how you feel
   b. can sometimes find the words to describe how you feel but may get distracted if you are matched with a great debater
   c. would rather end the fight, or take a break so you can gather your thoughts

12. When shopping for an item you
   a. go to the mall and search through several stores comparing them to find the one you like best
   b. usually go through a few stores until you find what you are looking for
   c. go to one store and buy the item that is closest to what you need

13. When in a high stress situation, you
   a. think about the consequences of your actions, and usually go with your gut
   b. think about the consequences, test your gut, and go with what makes the most sense
   c. act first and deal with the consequences later
14. When meeting new people, you prefer to interact with them by
   a. talking about your interests and discover what you have in common
   b. listening
   c. participating in your favorite activities and find out who is of a similar ability level

15. When purchasing a used car, the thing you’d most likely do is
   a. look it over for any rust or dents
   b. take it for a ride and see how it runs
   c. lift up the hood and check out the engine

16. When grocery shopping without a list you’d
   a. take longer and both end up with extra items and forget some items
   b. take a little longer but basically get the essentials
   c. get a few items and get out

17. You prefer to play games that
   a. bring people together and make you laugh
   b. test your skills and bring people together
   c. bring out the competitive side of the participants

18. When viewing a TV located in the center of the room, you sit
   a. to the left of the TV
   b. in the center, directly in front of the TV
   c. to the right of the TV
19. When choosing a move to watch, you tend to
   a. seek out ones that you can relate to, laugh at, or cry with
   b. check out the latest hits no matter what the genre
   c. select ones that will get your blood pumping

20. When contemplating a big decision you find that you often
   a. seek advice from as many people as possible through phone calls, emails, and face to face discussions so you feel supported in your final decision
   b. think about the consequences, gather the facts, and go with what you feel is best
   c. participate in activities that allow you to clear your mind so you can make the decision with a clear head

21. When learning something new, you prefer to learn through
   a. class discussions, reading, and hearing personal accounts
   b. reviewing data driven information, reading, and small group discussions
   c. reviewing data driven information, looking at tables and graphs, and reading bulleted lists that stick to the facts

22. While watching a sporting event, you
   a. enjoy the experience and hope your team wins
   b. enthusiastically root for your team's victory, but aren't greatly affected by a win or loss
   c. find yourself overwhelmed with excitement if your team is winning, and anxious if your team is losing
23. You’re invited to a party on the same day of a party you’ve already RSVPed “yes”. You decide to
   a. decline the second invitation
   b. consider attending both
   c. go to the one you’ll have more fun attending

24. At a buffet, you tend to gravitate towards foods that are
   a. sweet
   b. sweet and salty
   c. somewhat salty

25. When playing a board game, you would prefer to play
   a. Scrabble
   b. checkers
   c. chess

26. If given the choice, you prefer to work in
   a. small groups where all of the voices can be heard
   b. either small or large groups as long as progress is made
   c. large groups where one person may lead as the spokesperson

27. You can easily replicate the sound of
   a. a baby crying
   b. an explosion
   c. both a and b
28. While at the nursery looking for flowers, you see a flower and describe its color as
   a. periwinkle
   b. light blue
   c. blue

29. You have the income to purchase a second vehicle to use recreationally, so you invest in
   a. a Mini Cooper convertible
   b. a jeep
   c. a motorcycle

30. If you could change something about yourself, you would like to
   a. take more risks and be more competitive
   b. be more concerned with personal relationships
   c. be a less competitive and more concerned with personal relationships
How to Score the Test

First, add the number of A, B and C responses and use the following table to arrive at your final result.

**For Males**

Number of A’s x 15 points =

Number of B’s x 5 points =

Number of C’s x (-5) points =

Total points = _________________

**For Females**

Number of A’s x 10 points =

Number of B’s x 5 points =

Number of C’s x (-5) points =

Total points = _________________
Scoring Results

0-180
Brains that are "wired" for mainly masculine thinking usually score below 150. The closer to 0 they are, the more masculine their thinking, and the higher their testosterone level is likely to be. These people demonstrate strong logical, analytical, and verbal skills and tend to be disciplined and well-organized. The closer to 0 they score, the better they are at projecting costs and planning outcomes for statistical data, with their emotions hardly influencing them at all. Scores in the minus range are high masculine scores. These scores show that large amounts of testosterone were present in the early stages of the fetal development.

150-300
Brains that are "wired" for mainly feminine thinking will score higher than 180. The higher the number, the more feminine the brain will be, and the more likely the person is to demonstrate significant creative, artistic, and musical talents. They will make more of their decisions on intuition or gut feelings, and are good at recognizing problems using minimal data. They are also good at solving problems using creativity and insight. People who score in this area tend to make act on emotion, but often seek advice, and support from others. In turn, they provide support and guidance to others.

The Overlap, Bridge Brains
Scores between 150-180 show compatibility for both sexes, or a foot in both sexual camps. These people do not show bias for either male or female thinking and usually demonstrate a flexibility in thinking that can be a significant advantage to any group who are going through a problem-solving process. They have the predisposition to make friends with both men and women.
HIGH – FEMININE BRAIN

OVERLAP
(BRIDGE BRAIN)

HIGH – MASCULINE BRAIN
The Brain Study
Roll Call
(Ice Breaker)

Roll Call is a great way to get students to find commonalities and open up to their peers. By allowing time to share how they are feeling and why they are feeling that way, you create opportunities for students to find common ground and better understand each other and where they are coming from.

1. Instruct students to move their chairs so that they form a circle. Each student will be prompted to respond to the "roll call" in turn.

2. As each student is called on, s/he should respond with two things, a number and an emotion. The number represents a rating on a scale from one to ten (ten being the best and one the worst) regarding how they are feeling at that particular moment. Following the rating, students should share their strongest emotion at that moment.

3. Students should then take a moment to explain their rating and emotion. For example, a student might say, "Eight and curious. I am a little tired this morning, so I can’t say I feel like a ten, but I am curious about what we will be doing today, etc."

Alternatives: Students stay in their seats and simply share their number and emotion without explanation. They might also be prompted to meet with a partner or a team to share their number, emotion, and short explanation. They might even be asked to reflect on their number and emotion in a picture and/or writing prompt. The ideas for implementation are endless.

Adapted with permission from:
Gendered brain differences include developmental, structural, chemical, hormonal, functional, and emotional characteristics in the male and female brains. In this portion of the course, you will be introduced to these differences through teacher explanation and research from your course text.

But first, take a moment to think about the everyday differences in men and women. What are the differences between the genders that affect your everyday interactions with friends, family, co-workers, and those you meet daily that are of the same or the opposite sex. In the blank brains below, record some of the parts of the brain that might make the sexes so different. This activity is meant to be fun, stress-free, and even a bit comical.

The Male Brain

The Female Brain
Cause to Pause Journal Topic _________________________________
Location and memory go hand in hand. The brain makes memories of big events including where you were and what you were doing when you experienced them. This is called Episodic Memory. To aid in memory, the following activity will prompt the student to make connections about his/her physical location in the room and the content covered.

1. First, categorize content information into smaller groups since, on average, the brain can only remember seven items, plus or minus two, at once.

2. After discussing each category and the points within it, instruct students to move to another seat in the room bringing their note-taking materials with them to continue taking notes.

3. With each new category, remind students to find a new seat in which to sit as they take notes on the new category.
### Brain Stem

This is the most __________________ part of the brain. It controls the __________________, __________________, and __________________ response. In __________________, the brain stem tells the brain how to respond. In male adolescence, the spinal fluid connecting the brain to the body allows for increased __________________. Thus, __________________ may respond physically and quickly to __________________. The male brain is at __________________ here longer which may cause males to rock in their chairs.

### Cerebellum

This part is known as the "little __________________" and accounts for __________________ of the brain mass. It provides the precise timing and appropriate patterns of skeletal muscle contraction for smooth and __________________ muscle movement and agility. Cognitive functioning in the cerebellum recognizes and predicts __________________ of events so that it may adjust for the complex movements of a limb. This is why one cannot __________________ him/herself. Females have stronger connecting __________________ between brain points therefore better integrating __________________ information that helps guide movement.
Parts of the Brain

Mammalian
Emotion/Affective

Limbic System

This system in the brain is associated with __________________ response. It works to move emotional information to the _________________________________. It can be viewed as a mental __________________ monitor. In __________________, the link to the prefrontal cortex may be __________________ by hormones and a ________________ of developed brain connections. Because ________________ limbic systems points are ________________ active, they have ________________ memory storage and are better at reading emotional cues.

Hypothalamus

This is the “__________________” of the limbic system. It influences ________________________________, rate of heartbeat, and eye pupil size. It controls ________________expression of emotion such as heart ________________, high blood pressure, ________________, and dry mouth. The hypothalamus regulates body temperature, food intake or hunger, water balance or thirst, sleep and wake cycles, and ________________ production. Denser ________________ structures and patterns in males cause them to have a greater and more constant ________________ __________________.
### Hippocampus

This part controls ________________ memory storage. In females, the hippocampus is ________________ and has a ________________ amount of and ________________ neuron transmissions. This results in females having increased memory ________________.

### Amygdala

This part of the brain is especially important in processing ________________ emotions like ________________ and ________________. It is said to recognize fearful facial expressions, assess danger, and elicit a ________________ response. Males have ________________ amygdalas which may cause them to display ________________ and aggressive behavior. Males have difficulty explaining their feelings and need ________________ to process their feelings. Males also remember more negative sensory details in connection with their memories. A ________________ level of activity brings us closer to a state of ________________.

Doing non-emotional tasks, such as organizing a desk, collecting papers, cleaning boards, etc. calms the amygdala.
Parts of the Brain

Neomammilian

Higher Level Thinking

Broca’s Area & Wernicke’s Area

____________________ Area is located in the ___________________ hemisphere of frontal lobe. It is responsible for language ______________. It is more active in the ___________________ brain.

____________________ Area is also located in the ___________________ hemisphere of frontal lobe. It is responsible for speech ______________ and said to link thought and language. It is 18% larger in ________________.

These two parts of the brain form a single system that analyzes incoming and produces outgoing words, sounds, and grammatical structures.

Cerebral Cortex

This part of the brain covers the ___________________ of the cerebrum. If spread out, it covers ___________________ square feet. In ___________________, the cerebral cortex is thicker on the right side making them more ___________________ brain dominant. In ___________________, it is thicker on the left side making them more ___________________ side dominant.
## Cerebrum

This part of the brain is responsible for perception, imagination, judgment and decision-making. It is said to determine
________________________ and ____________________.
________________________ use more volume and particular areas for same task ____________________ their capacity for ____________________. The female cerebrum is said to be active ____________________.

## Corpus Callosum

This part of the brain ____________________ the ____________________ hemispheres of the brain. The corpus callosum is ____________________ in the female brain allowing them to ____________________ coordinate both sides of the brain for one task. Females are therefore better able to ____________________, turn their ____________________ about themselves and others into ____________________ quickly, and verbally communicate those thoughts. Female adolescence increases ____________________ and may account for ____________________ and their tendency to be ____________________.
<table>
<thead>
<tr>
<th>Left Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ______________ hemisphere of the ______________ brain is better developed creating female superiority in ______________, ______________, and all ______________ based learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Right Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________ are better able to utilize the right hemisphere of the brain to work on ______________ problems. Males are ______________ at ______________ relationships because they can ______________ focus through this side of the brain.</td>
</tr>
</tbody>
</table>
A Look at the Brain

Cerebrum
- Wernicke's Area
- Broca's Area
- Hypothalamus
- Amygdala
- Hippocampus
- Limbic system

Cerebral cortex
- Corpus callosum

Cerebellum

Brain stem
## Estrogen

Both males and females possess estrogen but in ____________ amounts. Dominance of estrogen ____________ in female cycles causes menstruation and mood swings. Estrogen ____________ the female brain. Estrogen is much more present in females than in males. It ____________ aggression, competition, self-assertion, and self-reliance.

## Oxytocin

Oxytocin is considered the “__________” hormone because as it is released during an ____________, it tends to make females want to cuddle. Yet in males, because ____________ blocks this hormone, men may choose to ____________.

## Testosterone

While both males and females ____________ testosterone, it is more ____________ present in males. It is the male ____________ drive and ____________ hormone.
The Triune Brain
Arranged from the oldest to the newest

Reptilian (The hindbrain)

Mammalian (The Midbrain)

Neomammalian (The Forebrain)
Brain Break

There is extensive brain research supporting movement in the classroom. Allowing students to stand up and participate in a fun and energizing activity brings more oxygen and glucose to the brain, promotes blood flow throughout the body, and refreshes the students for at least an additional ten minutes of focused time. The gendered brain research also promotes movement primarily for the benefit of boys in the classroom. Consistent psychomotor activity releases stress that can often otherwise result in behavior problems in school.

Throughout this course, you will be asked to participate in Brain Breaks so that you may feel the effects of such activities. Take the time to reflect on your energy before and after each one.

Salt & Pepper

1. Place a line of masking tape in the center of the room running the length of the room. Instruct students to line up on one side of the tape, in a line, facing in the same direction.
2. Explain that one side of the tape is the “salt” side, and the other is the “pepper” side. The students will hop from one side of the tape to the other as you say either, “salt” or “pepper.” You can begin slowly by alternating the words saying, “salt, pepper, salt, pepper, etc.” You can make it more fun and challenging by putting emphasis on the words as you say them in attempt to trick them into hopping to the opposite side before you prompt them to do so. For example, “salt, salt, SALT! pepper.”
Rapid Review

Rapid Review is a great way for your students to learn a study skill that helped many of us get through our college courses. The goal of the activity is to accurately get through as many terms and their definitions as possible before the time is up. The goal is to beat the clock and score as many points as possible. Teams might even want to set a goal and try to beat it for the second round.

5-6 points = fair
7-9 points = very good
10 - 12 points = outstanding

- In teams of four, partner students with their shoulder partners (Side A on one side and Side B on the other) to give and get clues. Distribute a deck of Triune Brain cards to each team.
- The game begins when the teacher starts the three minute clock. Side A chooses the top card. They can read the definition recorded on the card verbatim, give clues from the definition, and/or provide kinesthetic cues to get the opposite side to guess the term. If they chose "verb" they might say, "This is an action word." They might run in place to demonstrate a verb.
- If the opposing side guesses correctly, they can discard that term and the card counts as one point for the team. If they guess incorrectly, they can continue to guess or pass and move to the next card.
- After three minutes, the timer will go off and the Partner sides switch roles.
- Partner scores are counted and may be counted.

Challenge: Add partner scores to create team scores. Add team scores to create class scores. Challenge your students to beat their partner, team, or class scores each time you play!
What could they be reading?
Alibi
(Responsive Classroom, 2003)

1. Instruct the students to sit in a circle. Ask one to volunteer to be the "detective“ for the first round. S/he must leave the room. Ask for another volunteer to be the "criminal“ and yet another to be the "news reporter."

2. As a group, come up with a comical crime that the criminal might have committed. Instruct every member of the class to come up with an alibi. The criminal must come up with two slightly different alibis.

3. The detective then returns to the room. The news reporter then reports the crime that was committed. The detective can begin solving the crime by asking each student, "Where were you when the crime was committed?"

4. In turn, each student states an alibi, for example, "I was grocery shopping," or "I was out with friends."

5. The detective then asks each student to repeat his/her alibi stating again, "Where were you when the crime was committed?" for the second round. This time, the criminal should slightly change his/her alibi. For example, s/he could say, "I was at the dentist," in the first round and, "I was at the doctor's office," during the second round. The detective should listen carefully to determine whose alibi was unreliable. Give the detective three chances to guess who the committed the crime.
Expert Jigsaw

1. In each group, instruct students to read the section they were assigned, meet with their expert groups, and develop key points to teach their teammates upon their return. Expert groups need to state why those key points are important.

2. Instruct experts to return to their teams and Round Robin Share their key points. Each teammate should get an opportunity to share and respond to any questions or comments teammates might have while the other teammates note take or follow along in the textbook.

### The Brain Study

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Designing for the Sexes
Cause to Pause

The Cause to Pause Journal is an opportunity for students to pause and reflect on what they have learned, decide what is noteworthy, and record a bit of information about it.

Double Entry Journal

1. First Entry - Ask students to return record predictions in a journal entry.

2. Provide opportunities for new knowledge to be gained.

3. Double Entry - Instruct students to go back into their journals and create a second entry containing new information. They might correct predictions made in the first entry or simply list or bullet new findings.

Alternatives: This is a great way to get students to record information in two different ways. You might use this type of journal as a hypothesis/conclusion, a prediction/summary, a before/after, or a subjective/objective reflection.

Story of Reflection

This activity can be done independently or as a team. It is a great way to get students to reflect on course content and write creatively at the same time.

1. Instruct students to create a story beginning with the words, “Once upon a time,” and ending with the words, “And they lived happily ever after,” while also incorporating all of their newly gained knowledge.

2. Prompt each student/team to read the story aloud. If the story was written in teams, each teammate should read a portion of the story to the class.
Coffee Break

Coffee breaks are usually a time when people meet to relax and discuss what's on their minds. This activity should be a relaxing one where each student moves at his/her own pace and freely discusses what is on his/her cup. Although academic content is still being discussed, this activity should be fun and stress free. Some of the connections made between students might be far-fetched and comical but they will spark interest in the subsequent part of the lesson and give students an opportunity to stretch their thinking.

1. Distribute the Coffee Break cup cards so that each student gets one (they may be duplicated in large classes). Set the students up in an Inside/Outside Circle (or two concentric circles) so each student is faced with a partner.

2. As students partner, they must first share the word or phrase on their cups. Partners should silently ponder possible connections for the words they’ve shared. For example, one partner might have, “loud noises,” and the other, “bullies.” Partners might infer that loud noises prompt bullies to act, or loud noises might deter bullies from acting. There are no right or wrong connections. The goal is simply to get them interested in words or phrases that will be covered in the next reading.

3. Give partners one minute (30 seconds for each) to discuss possible connections. Once students have met with a peer, move the outside circle so that they are each faced with a new partner.

4. Continue steps 2 & 3 until the circle has made one revolution.

Additional Activity: It may be beneficial to have students complete a Double Entry Journal before and after this activity. Instruct them to complete the first entry prior to discussing words or topics with their classmates, making predictions about what they mean or how they will be used in the lesson. The second entry can be an opportunity for the students to record factual information, correcting their initial thoughts, or assumptions.
Double Entry Journal

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What's In Your Wallet/Purse/Backpack/Locker, etc.?  
(Ice Breaker)

This is a fun way to get your students to open up, literally. Caution: You might want to let students know that you will be doing this activity. They might want to choose something from home to bring in with them or to remove personal items they would prefer not to share.

1. Instruct students to open their wallet, purse, bag, etc. and find three to five things that they would be willing to share with their team or the class. They don’t have to be anything personal, a piece of gum with a story behind it would do just fine. For example, a student might pull out a stick of gum and talk about how they have an obsession with chewing gum and hate that they can’t do it in school, or a keychain that reminds him/her of a special event in his/her life.

2. Each student should take a turn sharing his/her items and telling a little about what each one means to him/her, or how he/she ended up carrying them around. It’s simply an opportunity to get a little more comfortable with each other. It should be stress free and fun!
Designing For the Sexes

Column Note-taking & Sketching

Explain that in addition to taking notes or bulleting information, students should try to sketch visual representations of the information they deem important.

The Great Divide

Separate your class by choice. Prompt students to decide which side of the divide they would like to be on. If the groups are large, further separate them into groups no larger than six. Instruct them to share with their preference group discussing the academic content using the method they commonly preferred.

Salt & Pepper

As instructed in the Brain Break, prompt the students to stand, shoulder to shoulder, in a straight line along one side of the tape running the length of the room. Designate one side of the tape as the “true” side, and the other as the “false” side. As you read each statement aloud, provide Think Time, then say, “Go!” Students either stay in place or hop over the tape, showing their response to the true/false questions.
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Give it a try!

Choose a few symbols, sketches, or pictures that are meaningful to your content area. Practice them in the space below.
1. Female athletic programs receive more school funding than male athletic programs.

2. Boys tend to be louder and more physically aggressive than girls in school.

3. Males outperform girls in advanced science classes such as physics.

4. Girls score slightly higher than boys on SATs & other college entrance exams.

5. More boys attempt suicide than girls.

6. 90% of fathers of children born to teenage girls abandon the girl & child.

7. Girls make up the majority of student government officials, afterschool club leaders, and school community liaisons.

8. Boys are approximately one and one half years ahead of girls in reading and writing competency.

9. Boys make up 20% of the ADHD and ADD diagnoses.

10. The educational system is better organized to match female brain development.
Since our focus has been to create gender-sensitive lessons, it is important to think critically about what the key factors are in creating such a learning experience. Teachers can quickly check their lessons for gender sensitivity by reflecting on whether they have incorporated the three domains of student learning.
The brain appreciates novelty. Creating a paper airplane is a new, hands on way to communicate with classmates, and is something your students are sure to enjoy while sharing and gathering ideas.

1. Instruct students to use a Think Pad or scrap paper to record an idea, new fact they've acquired, key word, etc.
2. Instruct them to follow the following directions to create The Dragon Plane. Line up half of the class on either side of the room. On your count, prompt students to throw the paper airplanes to each other. As an airplane drops nearby, instruct students to pick it up read its contents.
3. Students should then add a new idea, acquired fact, key word, etc. to the paper. After they've added new information, instruct them to refold the airplane and, on your prompting, let the ideas take flight once again.
4. Repeat the activity several times until your students have had a chance to share and gather a few ideas, etc.

Alternative:
1. Ask your students to record a question, the page number where the answer can be found, and their signature.
2. Fold the paper into The Dragon Plane as instructed in the aforementioned instructions and allow students to throw the airplanes to their classmates.
3. When your students retrieve an airplane, they should record their best guess to answer the question.
4. Once they have recorded their best answer, they may return to their text and check on the page number the question's author provided.
5. Next, ask each student to read the question they retrieved aloud to the class and then share their answer. As each answer is given, the question's author should signal whether the answer was correct, incorrect, or partially correct by giving a thumbs up, thumbs down, or thumb sideways.
The Dragon Plane

1. Hold an 8 x 10 paper in portrait orientation.
2. Fold the paper in half, creating a vertical center crease. Then unfold the paper.
3. Using the crease where the paper was folded as a center point, fold the upper corners of the paper inward creating two adjacent triangles, and a point at the top of the paper.
4. Again fold the sides of the paper inward so that they met at the crease made by the first fold. The paper will now have a more acute angle as its point.

5. Flip the paper over so the folds are face down. Take the point of the triangle and fold it down to the bottom of the paper creating a horizontal center crease.
6. Take that same point and fold it back up to the horizontal center crease.

7. Fold the right and left upper corners in to the vertical center crease.
8. Fold the plane in half on the vertical crease.
9. Looking at half of the plane, take the corner and fold it into the vertical center crease once more. Do this on both sides.

10. Open the last pair of folds and they become the wings. Holding the center of the plane where the majority of your folds are located, toss your Dragon Plane into the air.
“When I grow up I want to be a little boy.”

- Joseph Heller, American novelist

“Women always worry about the things that men forget; men always worry about the things women remember.”

– Anonymous

“Women like silent men. They think they are listening.”

– Marcel Achard, French playwright

“To find out a girl’s faults, praise her to her friends.”

– Benjamin Franklin

“There comes a time in every rightly constructed boy’s life when he has a raging desire to go somewhere and dig for hidden treasure.”

– Mark Twain

“A woman can say more in a sigh than a man can say in a sermon.”

– Arnold Haultain, author

“If a woman has to choose between catching a fly ball and saving an infant’s life, she will choose to save the infant’s life without even considering if there are men on base.”

– Dave Barry, Pulitzer Prize-winning author & columnist
Emotional Literacy
Stop & Say Something

(Beers, 1998)
As students read, instruct them to use the strategy "Stop & Say Something" to discuss the content. It is a simple, yet effective, way to get readers to think critically and focus on comprehension and text analysis.

Instruct students to predetermine three or more points where they will stop reading and discuss their content. They can pose a question, concern, or thought regarding their reading.
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Advertising Your Topic: Commercial Presentations

“Please excuse the interruption for an important commercial break...”

Each commercial must include the following concepts:

1. A visual logo
2. A catchy slogan or phrase
3. A jingle
4. A role play where all students play a part
5. Kinesthetic activity to get the audience involved

Planning Space:

Self-Assess: remember to ask yourselves, “Did we CAP our commercial?”
One year of teaching experience is enough to learn that some students will stay with you forever. They are sometimes the ones that challenged you the most or the ones that made your day special. Either way, you can probably recall several things about that student, give many details regarding his/her behaviors, likes and dislikes, friends and enemies, etc. Much can be learned from taking a close look at one student at a time. Since this course is focused on creating environments that will best suit both boys and girls, we can learn a lot from looking at scenarios where both boys and girls seemed to struggle and sometimes fail. As you read the study you were assigned, think about what interventions, accommodations and modifications could have been made for them, and make a prediction about what happened in the end.

Case Study for ______________________

Potential interventions, accommodations, and modifications:

Predicted outcome:
Anne

Last year, Anne had been lively, lighthearted and fun-loving twelve-year-old. This year she was quiet, withdrawn and serious. In addition to being worried about beginning her first year of junior high, she was faced with the repercussions of her parents’ nasty divorce and custody battle. Both parents blamed the other for the divorce and although they attempted to put Anne’s needs first, their anger poured out each time they spoke. As her mother spoke negatively about her father, Anne shrank deeper into the couch and looked as if she were evaporating. Her serious little face grew smaller and more childlike each time her mother spoke.

Anne had lost a noticeable amount of weight in the last three weeks. She wasn’t communicating and was avoiding friends and activities. Her mother assumed her depression came from her father’s actions. She was seeing a psychologist for the custody battle and a therapist for her depressive behavior. Her parents were both pressuring her to “choose” which parent she wanted to live with. Anne could see that both parents wanted her as she was aware that they were trying to “buy” her love with presents. If she lived with her father, she would be starting in a new school where she had no friends. If she lived with her mother, she worried that all of the kids would know her parents had gotten divorced. Feeling pressured and confused, Anne spoke of running away to live with her grandmother.

Her trust for adults was at an all-time low. She was ashamed of the divorce. She had tried unsuccessfully to keep it a secret and had been embarrassed when kindly adults offered sympathy. She avoided her friends because they might bring it up. She was sure that she had the strangest parents in the world.

Adapted from:

Dean

A very athletic boy, Dean held his school’s pull-up record on the Presidential Fitness test. He was a leader and a valued choice on any after school athletic team. It was not unusual for students to ask Dean for help with their math assignments. Although Dean had an IQ score of 138, his school placed its focus on his social/emotional issues, not on his gifted behaviors. He was very frustrated in school and had even thrown a chair at his teacher. Dean’s parents had tried to work with the school district; however, their own problems at home seemingly contributed to some of Dean’s social and emotional issues.

Years ago, after days of observation in Dean’s classroom, a very interesting incident occurred that allowed for further insight to Dean’s abilities. The teacher handed out a math worksheet. Every student sat down and began to do his or her work. The teacher returned to her desk and began her daily paperwork routine. Dean sat back in a corner desk all by himself well away from the teacher. He finished his math worksheet in 10 minutes. The walk to his teacher’s desk to turn in his paper was quite diagnostic. Geometrically, we know that the shortest distance between two points is a straight line.

Dean went to the opposite corner of the room and he picked up some extra pencils. He angled toward the math center and picked up seven wooden sticks; he then stopped two desks over and had a conversation with another student, taking something from her desk. Smiling very sarcastically at the teacher, he put his math paper down on the corner of her desk. She didn’t notice, but he stole two paper clips, a pen, and some rubber bands off her desk. Dean went back in the other direction picking up materials as he went. When Dean returned to his desk, he began to work feverishly below his desk. Dean finished his math paper 10 minutes faster than anyone else in his class. His teacher took his paper to use as the answer key without even looking at it, because she knew he never missed a problem.

So what was Dean doing under the cover of his desk? The students had been studying medieval history in social studies class, and Dean was constructing a catapult. He completed the catapult while his peers were finishing up their math problems. Dean then began to launch spit wads at his unsuspecting peers as they finished the math worksheet. This catapult was a wonderful piece of engineering; it was handheld, concealable, accurate, and it had great range, hurling spit wads from the back of the room as far as the door in front of the classroom.

Matt

Matt came to our attention as a failure in the school system who needed immediate intervention. Matt started his school career as a shy, reserved young boy who earned good grades and never got into trouble. In his middle school years, things became more intense in Matt’s life due to normal developmental processes, cognitive frustration in school, and some emotional frustration at home. He still maintained a normal perspective; playing sports and interacting with his peers. Matt was ahead of the curve cognitively, but he began to trust his teachers less and less and began to slip academically. Discord within the family played a factor, but it was clearly coupled with the increasing demands of school. Matt’s repression of anger over his home situation and his frustration at school began to take its toll and manifest as destructive behaviors. In addition, he lost interest in sports, as they were no longer able to relieve his aggression.

In his room, Matt began to write ominous messages on his walls. Then, he began to include destructive illustration and specific written threats targeting his family and school. His parents were concerned, but thought it was just a phase. Matt changed the way he dressed and the music that he listened to. He soon would not appear in public in anything other than black clothes, and even began to highlight his face with black eyeliner. Matt’s gothic appearance began to intimidate some of his teachers and became a major concern for his parents.

In art class, Matt really allowed his destructiveness to come out. His complex tapestries and painting began to encode veiled threats in symbolism. Matt’s overall emotional health was suddenly in question. Some of his art was so graphic that the art teacher notified a social worker. After further investigation, Matt was questioned about the details in his artwork. Matt offered to translate and verbally stated the encrypted messages in the presence of school authorities. This act of being honest and complying with the principal resulted in Matt’s arrest, as some of the messages encoded in his art were specific threats to teachers.

Prudence

Prudence was sixteen. She could often been seen in jeans, a faded sweatshirt and Birkenstocks, worn to hide her plump figure. Both of her parents worked for a telephone company where they met years prior. They were supportive and proud, but they knew that Prudence was struggling both in and outside of school. Prudence was a compliant student. She never acted out, or got into trouble. Yet she had difficulty handing in assignments on time and often failed quizzes and tests. Overall, her teachers described her as “underachieving.”

Prudence had always had “issues” with food. She mentioned that her mother was always on a diet, and she felt as though she never learned how to eat properly. Although she felt as though her parents were supportive, she didn’t feel as though they truly understood where she was coming from. Her father was quiet and kind toward Prudence, but would often take his frustrations out on her mother. Her mother was always apologizing for everything, even if she wasn’t at fault.

Prudence reflected that would often find herself bingeing when she was stressed. She started bingeing three years ago and now binged twice a day, sometimes three times. She described her binge episodes as a kind of craziness when she fell into a trance and inhaled whatever was around. Her mother added that when she wasn’t bingeing, she was starving herself.

Prudence’s school was in the wealthiest part of town. The population was suburban and homogeneous. Most of the girls had designer clothes, straight white teeth, and beautiful hair. Hardly any of the girls were chubby. Nobody even wore glasses. It was a breeding ground for eating disorders. Prudence joked, “I refuse to play the designer clothes game. I am not a Barbie doll. I’m embarrassed to have bulimia. It’s such a preppy disease.”

Prudence’s health was deteriorating and her parents were concerned about the additional side effects of the eating disorder. Since she was embarrassed about her situation, she begged that her parents not tell her teachers.

Adapted from:

In six words...
Case Study Assignment

Since this course is designed to inspire teachers to see the true differences in gender learning, it is only natural that you take a closer look at the boys and girls in your life. Although the focus of the course is on boys and girls in the classroom, the case studies you will conduct may be about any children your life.

First, choose one boy and one girl to study. Begin by giving a one paragraph profile of each student discussing things like age, learning environment, home life, etc. Please use the Double Entry Journal to observe and reflect on each of them at least once. For each objective (first entry) you should play the role of a video camera simply recording what the student is doing in a given situation. A more subjective (second entry) containing journal responses, thoughts, and reflections about the behavior will follow. During the time between the two weekends of the course, compile this information and then use it to answer the following questions in a one page rationale.

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- What are the children’s strengths and what challenges them?
- How does this child’s gender affect how the child interacts with the world?
- Is the boy/girl a true gender brain or a bridge brain?

You will be required to share your findings. Your case studies will be collected by the instructor as part of your participation grade.

BONUS! This assignment may later be developed into a final project (#6 Case Study) with further documentation on one of the two children chosen.
The Behavioral Mind
Letter Lottery

In this activity, you can use the alphabet to prompt students to think creatively about the course content.

1. Ask your students to choose a letter from the bag.

2. Instruct them to line up in alphabetical order.

3. Tell them to come up with a word beginning with the letter chosen from the bag to sum up the course experience so far.

4. One at a time, have each student shares the word s/he chose along with a short explanation.

Alternative: Randomly distribute the letters to you students. Prompt them to circulate around the room trading letters with every classmate they pass, being sure to politely greet them as they trade. After a minute or so, instruct them to stop and pair up with a partner to share words describing a topic of your choice that begin with the letters they have. This can be used as an ice breaker where students share adjectives describing themselves and/or their opinions.
Steal-A-Seat Review

Musical Chairs is a game that people of all ages will recognize. It is games like this that can be easily translated into a movement activity in the classroom simply by changing the rules a bit and adding some academic content. No one will be eliminated in this game, but the competition for a seat will surely engage them all.

1. Set up the room so that the chairs are in a circle facing out so they can easily be occupied. Remove one chair from the group so that there is one less chair than there are students.

2. Post a question chart on the wall.

3. Play the music and instruct the students to circle around the chairs while the music is playing. At any point, stop the music. Students should quickly try to find a seat to sit in. There should be one student without a chair.

4. The student left standing must choose another student whose chair they will “steal.” The seated student stands, while the standing student sits in his/her seat.

5. The seated student must then turn to the right and ask the student seated next to him/her to choose a question from the chart. The seated student must then attempt to answer the question using the standing student as a coach or guide.

6. Discuss the question and the answer as a class.

7. Ask everyone to stand and play the music again prompting the students to continue circling the chairs. (Do not remove any additional chairs. The game should continue with all students involved.)

8. Continue playing until you feel the class has had a substantial review.
Plot the Plot

(Burke, 2000)

1. After students have read the excerpt, they can use the Plot the Plot form to note the 7 - 10 most important parts, most interesting parts, etc.

2. As they place the story's events horizontally in sequential order on the Plot the Plot, students should also place them vertically by level of "value" marking how the note-worthy parts made them feel on a scale from -5 to +5.

Plot-the-Plot Cinderella

Note: This story’s parts were placed on the plot by how each important event made the reader feel.

Plot the Plot - Guys' Read

+5
+4
+3
+2
+1

-1
-2
-3
-4
-5
Plot the Plot
Thoughts to ponder...

“Do not train boys to learn by force and harshness, but lead them by what amuses them, so that they may better discover the bent of their minds.” - Plato

“Mothers of little boys work from son up to son down!” - Author Unknown

“The spirit is there in every boy; it has to be discovered and brought to light.” - Robert Baden-Powell, soldier

“Some parents say it is toy guns that make boys warlike. But give a boy a rubber duck and he will seize its neck like the butt of a pistol and shout "Bang!"” - George F. Will, columnist

“Nearly every man is a firm believer in heredity until his son makes a fool of himself.” – Author Unknown

“Baseball gives every American boy a chance to excel, not just to be as good as someone else but to better than someone else. This is the nature of man and the name of the game.” – Ted Williams, Baseball Hall of Famer
Every teacher would agree that they are faced with challenging students on a yearly basis. Hopefully, your new knowledge about the gendered brain has provided a new appreciation for why boys and girls act as they do. It might not be that a boy is misbehaving but just trying to manage how his impulsive brain is wired. And, it might not be that a girl is obsessed with social relationships but just trying to manage the flow of hormones that make focusing on other things a second priority.

Any coach will tell you that competing without a game plan is likely to result in failure. Therefore, it is crucial that educators come to the classroom armed with a set of plays or plans of defense when faced with behavioral issues in school.

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Example: *Restlessness & lack of control*

- Teacher may notice that the child:
  - *Hates to sit still, is inattentive, grab/knocks into things, and bumps into people*
  - *Interrupts to talk out of turn, regardless of what the teacher is doing*
  - *Wanders from task to task, jumps from thought to thought*

- Student may notice:
  - *Class takes too long*
  - *The worst thing about school is that everything takes so long*
  - *Words just pop out of my mouth*
  - *Sometimes I just stand up, I can't help it*

- Possible "Could it be...?" questions:
  - "Could it be that you have so much energy, your muscles just need to move?"
  - Could it be that the student has an overactive limbic system?
  - Could it be that the student often has testosterone surges/spikes?

- Game plan:
  - Talk with the student about how s/he feels when he jumps out of his seat.
  - Ask him/her to stop and think when the student is about to say something - practice thinking before speaking
  - Allow opportunities for meaningful movement during class time to maintain focus

Issue #1 ________________________________

- Teacher may notice that the child:

- Student may notice:

- Possible "Could it be...?" questions:

- Game plan:
Issue #2

- Teacher may notice that the child:

- Student may notice:

- Possible "Could it be...?" questions:

- Game plan:

Resource:

Supplemental information can be found in the course text. Please refer to the following sections in *Boys and Girls Learn Differently!* at your leisure.

- Preschool & Kindergarten: Dealing with Aggressive Behavior and Discipline
- Elementary: Discipline & Cruelty, Hazing and Violence
- Middle School: Discipline & Character Education
- High School: In Bonding Section: Discipline & supplemental textbook
Managing Misbehavior

Students of all ages exhibit behavior that is less than desirable in the classroom. What that behavior looks like and the reasons for its occurrences vary for many reasons. In his book, *How the Brain Influences Behavior; Management Strategies for Every Classroom*, Sousa (2009) explains two areas where research teams have begun examining social behavior: stereotyping and attitudes.

**Stereotyping**
With regards to stereotyping, neuroscientists have found that “the brain automatically places people and objects into categories such as 'familiar' and 'foreign' and 'good' and 'bad.' This categorization then biases an individual’s feelings and reactions toward those people and objects” (Sousa, 2009, p. 15). The response to such stimuli takes place in the amygdala. The increased activity in this area of the brain leads to a behavior, either positive or negative based on the categorization in the brain.

**Attitudes**
For years, research has supported the idea that through some amount of conscious reprocessing of information, individuals can change their attitudes. Studies done with patients suffering from amnesia prove this theory to be correct. “Researchers found that people with amnesia show a bigger tendency to change their attitudes when shown a conflict between their attitudes and their beliefs than people without amnesia” (Sousa, 2009, p. 16). Unconsciously, we all react to situations based on prior experiences, preconceived ideas, or because of what we believe. Those who suffer from amnesia have no preconceived ideas, prior memories, or biases to pull from. Therefore, when they are told that a behavior does not support their beliefs, the attitude is much more easily changed. When working toward changing an attitude, emotions (such as pride) stand in the way of success.
Social Stories

"Students with social and emotional behavior problems often have distorted and negative attitudes and stereotypes about family, school, peers, or even themselves...the important point to be made here is that regardless of the basic cause of social misbehavior, most individuals can learn to moderate their behavior through appropriate interventions" (Sousa, 2009, p. 16-17). Interventions can start in the classroom by the teacher motivating students to gain the ability to do the following things:

- Accurately perceive, appraise, and express emotions
- Access or generate feelings on demand, when they can facilitate understanding of themselves or another person
- Understand emotions and the knowledge that derives from them
- Regulate emotions to promote emotional and intellectual growth

Social Stories are one type of intervention that can be used for several purposes:

- To achieve behavioral change
- To reinforce changing to a more appropriate behavior
- To create a positive social impact
- To goal set

Social Stories must include the following items:

- The occurrence of a problem behavior
- The social results of that problem behavior, and/or an alternative behavior or tactic appropriate for the situation
- A strategy for achieving behavioral change
- A reinforcement for changing to more appropriate behavior
- The positive social impact of more appropriate behavior
**Jason's Story**

Jason was a second-grade student who often cursed at other students and was disruptive in the general education classroom. Jason had been identified as a student with behavioral problems and was pulled out of class for support. Jason was, however, often with general education students and his behavior was affecting his interactions with them, often resulting in fights. After some observation, it was clear that most of his cursing was impulsive, and that it most often took place in the afternoon. His teacher decided to use the Social Story strategy to modify this behavior.

---

**Picture Suggestions and Captions for Jason's Social Story**

1. Jason acting tired (head on desk)

2. Jason acting angry at another student

3. Jason and another student pretending to fight

4. Jason sitting at principal’s desk, or other suitable punishment

5. Jason raising his hand for assistance

6. Jason with his head in his desk

7. Picture of Jason raising his hand as his classmates smile at him

Sometimes I get tired and then I might get angry for no reason.

Sometimes I get mad and curse when I’m tired.

When I curse at others, they get mad and we fight.

When I curse, I sometimes get punished.

Instead of getting mad and cursing, I should ask Mr. Anson for help.

Another thing I can do when I get angry is to put my head on my desk.

When I chose to do these things instead of cursing, Mr. Anson gives me a sticker and the class is more fun

---

*Figure 1.8* Here are suggestions for pictures and captions for Jason’s social story designed to reduce his cursing behavior.

---

**Baseline Period** - Data recorded for Jason’s swearing the week before the intervention

**Intervention Period** - Three-week period when Jason used the Social Story as his behavior intervention method

*Figure 1.9* This chart shows the record of Jason’s cursing behavior over the three-week period during the intervention. Although the cursing behavior was not eliminated, it was significantly reduced.

Creating Your Own Social Story

Jason’s example can be applicable at the primary, elementary, and middle school levels. For older students, and students for whom this activity might seem juvenile, this strategy may be used as a way to focus their attention on goal setting and modifying behaviors to reach their goals. The Social Story can be used to take a reflective look at what behaviors or current attitudes one might want to change to meet future goals.

Take a moment to think about your own behaviors and attitudes. Are their things that you’d like to change about how you respond to or think about the world? Take a candid look at yourself. List some of the things you might focus on or use the graphic organizer below to brainstorm behaviors or characteristics you might focus on to create a Social Story for your personal or professional life.

Possible Social Story Topics

- Completion of Master’s Degree
- Quitting a bad habit
- Planning a dream vacation
- Creating a lifestyle change
- Correct an undesirable personal behavior
- Improve a professional or personal relationship
My Social Story

PROBLEM

EVIDENCE
Why is this a problem?

PROBLEM SOLUTION(S)

RESULT(S)
Giants, Wizards and Elves
(Brain Break)

(Responsive Classroom, 2003)

1. Either place a line of tape that runs the length of the room or designate an imaginary line. Separate students into two equal groups. Line each group up, shoulder to shoulder, on one side of the line facing each other. As a class, choose a body posture that will represent a Giant, a Wizard, and an Elf. This game is similar to rock, paper, scissors, but with body movement. Wizards fool Giants, Giants beat Elves, and Elves trick Wizards.

2. Instruct the groups to line up on either sides of the line with their backs to each other. On your prompting, “Giants, Wizards, Elves, Go!” students should turn 180 degrees, strike their poses, and determine which student/side has won the battle. Play a few rounds.
Social Interaction
Textbook Scavenger Hunt

Too often our students blindly search through their texts without really seeing its potential and the resources it provides. This activity is a great way to get your students to familiarize themselves with their textbook, classroom, school, etc. and to make them more accountable for knowing what these things have to offer.

1. On a worksheet, or poster, list items that can be found in the textbook. Some can be for learning purposes (ie., vocab words, chapter reviews, etc.) and others might be for fun (a happy person, something that made you giggle, etc.).

2. Distribute the textbook to your students. Instruct them to skim through the text. Tell them that they will have an opportunity to familiarize themselves with their text through a Scavenger Hunt.

3. Instruct them to use the Textbook Scavenger Hunt worksheet or poster to seek out specific items and record the page numbers where they were discovered.

4. Once everyone has completed the hunt, pair them up and ask them to compare answers and take a look in their texts for each answer given.
**Textbook Scavenger Hunt**

Look through your textbook and find the following items. Record the page number where you discovered each item next to it.

<table>
<thead>
<tr>
<th>Found...</th>
<th>On page...</th>
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<td>A bold faced word</td>
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<td>A large question mark</td>
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<td>A term you are unfamiliar with</td>
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<td>An “educational” word you hear too often</td>
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Textbook Scavenger Hunt

Look through your textbook and find the following items. Record the page number where you discovered each item next to it.

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<td>A word you hear often</td>
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Anticipation Guide

An Anticipation Guide is a quick and easy diagnostic assessment tool used to get students to think about what they might learn before learning takes place. It’s an opportunity for them to think critically about their prior knowledge and make predictions about what the new learning connections might be. It can also be used after a lesson, text reading, or class discussion as a self-assessment tool. Students may take a look back at what they have learned and determine whether their predictions were correct.

Before reading/lesson begins:

- Ask your students to work on the Anticipation Guide independently to make predictions about what they are about to learn. Be sure to take them through the instructions. If appropriate, instruct them to jot down their support for each response on a separate sheet of paper.
- Then have them meet with teammates to discuss their answer and attempt to reach consensus.

After reading/lesson:

- Instruct your students to reassess their Anticipation Guides to determine whether their predictions were accurate and make corrections where necessary.
Anticipation Guide for Social Development

Directions: Rate each statement according to the Strongly Agree/Strongly Disagree continuum, and explain your choice on a separate piece of paper. Then, in your group, discuss each statement, reach consensus on your rating, and circle your team’s choice in a different color.

1. Teachers are not able to teach children to be empathetic.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

2. Social exclusion has more of an academic impact on boys.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

3. Boys are more reluctant to work in small groups.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

4. Teachers need to systematically teach adolescents social skills.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

5. Single-gender groups result in more time on task.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE

6. There is a positive relationship between increased social skills and academic achievement.
   STRONGLY AGREE   AGREE   DISAGREE   STRONGLY DISAGREE
“Great players are willing to give up their own personal achievement for the achievement of the group.” - Kareem Abdul-Jabbar

“None of us is as smart as all of us.” - Author Unknown

“He who is a good ruler must first have been ruled.” - Aristotle
The Name Game
(Brain Break)

1. Instruct students to record his/her name on a Think Pad page. Collect the pages and split the class, and ask them to form two straight lines, one on either side of the room, standing shoulder to shoulder.

2. Place a page on the back of each participant, being careful not to put anyone’s name on his/her own back.

3. On your count, instruct students to attempt to find their name and remove the name tag from the person wearing it. At the same time, each participant should move and twist to prevent their page from being read and removed before finding his/her own name.

4. Once a student finds his/her name, removes the name tag from the person wearing it, and replaces that page with the one from their own back, the students may sit, being saved from being the last one standing.

5. The game continues until there are only a few students still standing.
The Power of Self-Esteem
Grade Level: ____________________

Subject Taught: ____________________

**Do Now Assignment:** Please list three objectives you will be teaching in the near future. See the examples below.

1. I plan on teaching: what a parenthetical phrase is and then have students use it correctly in a sentence.
2. I plan on teaching: the role of a cell membrane in controlling the flow of substances.
3. I plan on teaching: vocabulary words and their definitions.

**I plan on teaching...**

1.

2.

3.
Agreement Circles

This activity can be used as an ice breaker or to promote evaluative thinking on content related topics.

1. Stand in the middle of a large open area. Instruct your students to form a circle around you.

2. One at a time, read the ice breaker-type statements first and then the content-related statements. Warning: Be sure to choose questions that students will feel comfortable answering truthfully.

3. As each statement is read, your students must make a judgment regarding how much they agree with the statement. They must then position themselves in the circle to demonstrate their judgment - the closer to you they are, the more they agree with the statement. Likewise, the further from you they are, the less they agree.
To Use

Attention BINGO

Record a content related word that contains four letters or more in each box below. Pay attention! As the teacher talks, listen for your words. If the teacher says one of your words, or you find one in your reading, cross it off. When you have all of your words crossed off – you've won Attention BINGO!

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**Attention BINGO**

Record a content related word that contains four letters or more in each box below. Pay attention! As the teacher talks, listen for your words. If the teacher says one of your words, or you find one in your reading, cross it off. When you have all of your words crossed off – you’ve won Attention BINGO!

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Sages Share

Consistent and meaningful review is key to aid in memory and retention. Sages Share is an opportunity for students to review the new/old content and determine what they truly know and understand, and what they need a little help reviewing.

1. Instruct students to rip small strips of think pad, or recycled, paper. The strips should be large enough to record a few words.
2. Play thinking music and give students about two or three minutes to record every concept, idea, topic, etc. from the content they can remember. Each strip of paper should contain only one idea. They should work independently and silently.
3. Once they are finished, ask students to spread the pieces of paper over their team tables and discard duplicate ideas keeping only one.
4. On your prompting, instruct students to initial the pieces of paper that contain content they feel they could confidently discuss with, or teach to their fellow teammates. Students should not initial concepts they are unsure of or are confused about.
5. Finally spend about fifteen minutes allowing for an open review session. Students should concentrate on the content they did not initial, asking teammates who did sign the piece of paper to teach them about it. Any pieces of paper that had no signatures (meaning no one felt confident explaining) should be researched as a team by either looking in the course materials or asking the instructor/class for help.

Thoughts to ponder...

“The best judge of whether or not a country is going to develop is how it treats its women. If it’s educating its girls, if women have equal rights, that country is going to move forward. But if women are oppressed and abused and illiterate, then they’re going to fall behind.” - Barack Obama

“Adolescent girls are saplings in a hurricane.” – Mary Pipher, Ph.D., author of Reviving Ophelia

“The rarest thing in the world is a woman who is pleased with photographs of herself.” – Elizabeth Metcalf

“Men aren’t into the talking business; we’re in the fix-it business. From the moment we come out of the womb, we’re taught to protect, profess, and provide. Communicating, nurturing, listening to problems, and trying to understand them without any obligation to fix them is simply not what boys are raised to do. We don’t let them cry, we don’t ask them how they feel about anything, we don’t encourage them to express themselves in any meaningful way beyond showing how ‘manly’ they are. Let a little boy fall off his bike and scrape his knee – see how fast everyone tells him to get up and shake it off and stop all that doggone crying. ‘Be a man,’ we demand. There’s no discussion about how he felt when he hit the ground – nobody’s asking him to talk about whether he’s too scared to get back on the bike and try again. Our automatic response is to tell him to get over it, get back on the bike, and figure out how to ride it so he doesn’t fall again.” - Steve Harvey, author of Act Like A Lady, Think Like A Man

“A smile is an inexpensive way to improve your looks.” – Andy Rooney
Improving Self-Esteem

Throughout a woman’s life, there are many factors that affect the way she “sees” herself. Peers, parents, and the media have a profound effect on whether she has positive self-esteem, or if she tends to see herself as “less than.” “Real Girls, Real Pressure: A National Report on the State of Self-Esteem, commissioned by the Dove Self-Esteem Fund, reveals that there is a self-esteem crisis in this country that pervades every aspect of a girls’ life: her looks, performance in school, and relationships with friends and family members.” The findings of this campaign are staggering. Organizations like Dove, The Girl Scouts of America, and Avon are just a few of many that are focusing on raising awareness of the effects the media and other factors have on girls’ body images, self-esteem, and self-confidence. They are working to make young girls across the country more comfortable in their own skin and to “free the next generation from self-limiting beauty stereotypes.”

Here are some statistics from Dove’s “Beyond Stereotypes” Study to think about:

_____________% of all women wish their mothers had talked to them more often about beauty and body image while growing up

_____________% of all women agree that there is a need to start talking to girls early in life about what real beauty is

_____________% hope they have not passed on feelings of self-doubt or insecurity to their daughters

_____________% of all women avoid certain activities due to feeling bad about their looks

As educators, we wear many hats. Not only are we responsible for providing a full curriculum leaving no child behind, we are faced with the responsibility of contributing to the social, emotional, and physical development and well-being of the boys and girls in our schools. Girls, in particular, especially in middle and high school, are in desperate need of our attention when it comes to self-esteem, self-concept, and confidence. What do you hope for the females in your life?

Real Girls, Real Pressure: A National Report on the State of Self-Esteem
Commissioned: June 2008

Key Findings:

Real Girls, Real Pressure: A National Report on the State of Self-Esteem, commissioned by the Dove® Self-Esteem Fund, reveals that there is a self-esteem crisis in this country that pervades every aspect of a girl’s life including her looks, performance in school and relationships with friends and family members

- Seven in ten girls believe they are not good enough or do not measure up in some way, including their looks, performance in school and relationships with friends and family members

- 62% of all girls feel insecure or not sure of themselves
- 57% of all girls have a mother who criticizes her own looks
- More than half (57%) of all girls say they don’t always tell their parents certain things about them because they don’t want them to think badly of them
- The top wish among all girls is for their parents to communicate better with them, which includes more frequent and open conversations about what is happening in their own lives

- Reality vs. Perception: Low self-esteem significantly impacts girls’ overall feelings about their own beauty

- 71% of girls with low self-esteem feel their appearance does not measure up, including not feeling pretty enough, thin enough or stylish or trendy enough (compared to 29% of girls with high self-esteem)
- 78% of girls with low self-esteem admit that it is hard to feel good in school when you do not feel good about how you look (compared to 54% of girls with high self-esteem)
- A girl’s self-esteem is more strongly related to how she views her own body shape and body weight, than how much she actually weighs

- Girls with low self-esteem are significantly more likely to engage in negative behaviors

- 75% of girls with low self-esteem reported engaging in negative activities such as disordered eating, cutting, bullying, smoking, or drinking when feeling badly about themselves (Compared to 25% of girls with high self-esteem)
  - 61% of teen girls with low self-esteem admit to talking badly about themselves (Compared to 15% of girls with high self-esteem)
- 25% of teen girls with low self-esteem resort to injuring themselves on purpose or cutting when feeling badly about themselves (Compared to 4% of girls with high self-esteem)
- 25% of teen girls with low self-esteem practice disordered eating, such as starving themselves, refusing to eat, or over-eating and throwing up when feeling badly about themselves (Compared to 7% of girls with high self-esteem)

- The self-esteem tipping point: Transition to teenage years results in loss of trust and communication with adults
  - 67% of girls ages 13 – 17 turn to their mother as a resource when feeling badly about themselves compared to 91% of girls ages 8 – 12
  - Only 27% of girls ages 13 – 17 will turn to their father for help when feeling badly about themselves compared to the 54% of girls ages 8-12. (At 16, girls become more likely to seek support from male peers than from their own dads)
  - 65% of girls ages 13 – 17 refrain from telling their parents certain things about themselves to prevent parents from thinking badly about them, compared to the 49% of girls ages 8 – 12

- Parents’ words and actions play a pivotal role fostering positive self-esteem in girls
  - Girls with low self-esteem are less likely to receive praise from either parent and more likely to receive criticism than girls with high self-esteem
  - More than one-third (34%) of girls with low self-esteem believe that they are not a good enough daughter (Compared to 9% of girls with high self-esteem)
  - 93% of girls with low self-esteem want their parents to change their behavior towards them in at least one way (Compared to 73% for girls with high self-esteem)
    - This includes:
      - Wishing to be understood better (Low: 60%, High: 14%)
      - Being listened to more (Low: 52%, High: 18%)
      - Spending more time with them (Low: 43%, High: 15%)

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*About Real Girls, Real Pressure: A National Report on the State of Self-Esteem*

Real Girls, Real Pressure: A National Report on the State of Self Esteem, commissioned by the Dove Self-Esteem Fund, was conducted online among 1,029 girls 8 – 17, and is representative of the U.S. based on census indicators (region, ethnicity and parental education.) An additional 3,344 girls 8 – 17 were surveyed in a targeted study that was conducted in 20 major U.S. cities representative of each DMA based on ethnicity and parental education. The research was conducted by StrategyOne, an applied research consulting firm, in collaboration with Ann Kearney-Cooke, PhD.

Methodology: Interviews averaged 15 minutes and were conducted between May 6 and May 28, 2008 using the online field services of ResearchNow.

*About the Dove Self-Esteem Awareness Measurement*

The Dove Self-Esteem Awareness Measurement was developed to provide an indicator of self-esteem encompassing an overall sense of self-acceptance, confidence and emotional orientation among American girls. Each girl surveyed was assigned a score based on how she rated herself in each of these areas. Based on their individual scores, girls were classified into three groups: high, average and low self-esteem. The high self-esteem group was comprised of girls whose scores fell within the top third of the distribution, the average self-esteem group included girls whose scores fell within the middle third of the distribution and the low self-esteem group included girls whose scores fell within the bottom third of the distribution.

*About Dove*

The Dove mission is to make women feel more beautiful every day by challenging today's stereotypical view of beauty and inspiring women to take great care of themselves. Dove, manufactured by Unilever, is the No. 1 personal care brand nationwide. One in every three households uses a Dove product, which includes beauty bars, body washes, face care, anti-perspirant/deodorants, body mists, hair care and styling aids. Dove is available nationwide in food, drug and mass outlet stores.

1 AC Nielsen (2004)
She’ll think...
She’ll hear...
She’ll see/view...
She’ll create...
She’ll go...
She’ll feel...
She’ll work...
She’ll be supported...
She’ll say...
To Use

Think...

Hear...

Say...

See/View...

Feel...

Create...

Work/Do...

Go/Explore...

Be supported...
With the many academic pressures put on teachers and administrators in school today, a piece of the students we often overlook is their emotional intelligence. Teachers in some areas of the country have no choice but to focus on the emotional well-being of their students. Some are faced with children who have more issues outside of school that we can possibly fathom. Others teach in areas where we assume the emotional needs of the students are being meet and taken care of by adults outside of school. But all too often we are reminded as in places like Columbine and Virginia Tech, that we overlook and assume when we should be more aware of what boys and girls really need.

**Emotional Literacy (Goleman, 1995)**

In the last two decades, the United States juvenile arrest rate doubled as compared to the two preceding decades. Violent crimes, rape, murder, suicide, depression, and teenage pregnancy rates continue to climb at an alarming rate. It is the responsibility of every adult who comes in contact with children to do his/her part to educate our youth about how to handle the struggles they are faced with every day to prevent them from making life altering mistakes. The common thread of educators should be to “raise the level of social and emotional competence in children as part of their regular education - not just something taught remedially to children who are faltering and identified as ‘troubled,’ but a set of skills and understandings essential for every child” (Goleman, 262).
Self-Science Curriculum

The Self-Science Curriculum was designed to educate youth about how to better understand and manage their emotions. The program focuses on twelve key components toward Emotional Literacy. Although it is impractical to think that every teacher can implement an additional curriculum to aid in students Emotional Literacy, it is important to think about those that his/her students need most to be successful in life. Since each person values aspects of self-science differently there is no right or wrong way to organize or prioritize your thoughts regarding this topic. It can be extremely beneficial, however, to discuss and debate what children of both genders are lacking at every age level.

Self-awareness: observing yourself and recognizing your feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings and reactions

Personal decision making: examining your actions and knowing their consequences; knowing if thoughts or feelings are ruling a decision; applying these insights to issues such as sex & drugs

Managing feelings: monitoring “self-talk” to catch negative messages such as internal put-downs; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger and sadness

Handling stress: learning the value of exercise, guided imagery, relaxation methods

Empathy: understanding others’ feelings and concerns and taking their perspective; appreciating the differences in how people feel about things

Communications: talking about feelings effectively; becoming a good listener and question-asker; distinguishing between what someone does or says and your own reactions or judgments about it; sending “I” messages instead of blame
**Self-disclosure:** valuing openness and building trust in a relationship knowing when it's safe to risk talking about your private feelings

**Insight:** identifying patterns in your emotional life and reactions; recognizing similar patterns in others

**Self-acceptance:** feeling pride and seeing yourself in a positive light; recognizing your strengths and weaknesses; being able to laugh at yourself

**Personal responsibility:** taking responsibility; recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments

**Assertiveness:** stating your concerns and feelings without anger or passivity

**Group Dynamics:** cooperation; knowing when and how to lead and when to follow

**Conflict/resolution:** how to fight fair with other kids, with parents, with teachers; the win/win model for negotiating compromise

Stand-N-Sort

1. Separate your students into groups - no more than six to each group.

2. Distribute a stack of academic content cards to each group.

3. Prompt them to read the definition of each topic and, if necessary, discuss and clarify the meaning of each with their teammates.

4. Once they have become comfortable with the topics, ask them to be completely silent, and place the cards, topic-side up, on the tabletop or floor.

5. Instruct them to sort the cards by priority, the top card being most important and the bottom card being the least important.

6. They should continue shifting and reorganizing until they are all content with the prioritization. They must remain silent only moving the cards to express their opinion.

7. After a few moments have passed, allow them to discuss their prioritization and attempt to reach consensus.
Self-concept & Self-esteem

"Self-concept and self-esteem are not the same. Self-concept is what we know about ourselves. Self-esteem is how we feel about ourselves" (Sousa, p. 159). How people act and make decisions is motivated by their self-esteem. Although raising self-esteem does not directly correlate to improved behavior or academic performance, "motivation, achievement, and behavior do improve when self-esteem interventions center on instilling personal responsibility for social behavior and academic performance" (Sousa, p.161). This may be due to the Attribution Theory. This theory describes the connection between students' motivation to succeed and their opinion as to what factors affect their environment and in turn, their success. Students may attribute control over their fate to factors outside themselves over which they feel they exercise little control. It is crucial for educators to teach their students that they truly have control over their own fate and that much is determined by the choices they make. It is challenging for adolescents, especially, to see that the choices they make today may affect them far into the future. The changing hormone levels powerfully affect decision-making and therefore contribute to the overall self-concept and self-esteem of the individual (Sousa, p. 170).

Suitcase Shuffle

Motivating your students to read content related text can sometimes be a challenge. The Suitcase Shuffle is a great way to get students to predict how words from their text might be connected, or “packed, together.

1. Provide your students with a list of words from their upcoming textbook reading assignment.

2. Prompt your students to group, or “pack,” the words into separate suitcases so that each suitcase has a different topic/concept/main idea. Inform students that they must be able to explain why they packed the suitcases as they did.

3. Instruct your students to read the excerpt where the packed words can be found. Be sure to remind them to search for the words as they read.

4. After reading, ask your students to repack their suitcases using a different colored pencil, making any changes based information gathered in their reading assignment.

5. Pair students and instruct them to share their groupings with each other comparing how the words were packed in each student’s suitcase.
**Suitcase Shuffle**

Directions: Read the words below and then decide how they should be grouped. There should be a minimum of **three** words packed in a suitcase.

<table>
<thead>
<tr>
<th>Self esteem</th>
<th>Predictors</th>
<th>Resiliency</th>
<th>Effort</th>
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<tbody>
<tr>
<td>Academic growth</td>
<td>Reconnect</td>
<td>Avoidance</td>
<td>Adverse affect</td>
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<tr>
<td>Charismatic</td>
<td>Influence</td>
<td>Risks</td>
<td>Looping</td>
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<tr>
<td>Engagement</td>
<td>Contracts</td>
<td>Mentoring</td>
<td>Self worth</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Inventory</td>
<td>Competent</td>
<td>Hostile</td>
</tr>
</tbody>
</table>
Directions: Read the words below and then decide how they should be grouped. There should be a minimum of three words packed in a suitcase.

Delivery Driver  Joyous  Climate  Contests
Vasopressin  Rewarding  Humiliating  Addictive
Helicopter parents  Compassion  Hurtful  Honor
Responsibility  Male bonding  Cell phones  Themes
Hierarchial jesting  Food  Umbilical cord  Sex

1.
Directions: Read the words below and then decide how they should be grouped. There should be a minimum of three words packed in a suitcase.
What can we do?

Think for a moment about what you have just learned. It should be clear that one of the most beneficial things we can do as educators is to teach our students about the importance of taking ownership over the things they can control, thinking through the decisions they make and having the confidence to know they can. The question then becomes, how can we teach them this?
Brain Break - Interference

When one team tries to send a message, the other interferes! Warning: This can get noisy!

- Split the class into two teams, A & B. Instruct Team A to play the role of "interference."
- Split Team B in half and instruct the halves to line up on opposite sides of the room. One half of Team B, the Senders, must develop a message (preferably one sentence in length) that they would like to send to the other half of their team, the Receivers.
- Place Team A in the center of the room between the Senders and Receivers.
- On your prompting, the Senders of Team B must attempt to send the message to the Receivers while Team A does whatever they can to create interference.
- After the message is received, or 30 seconds has passed, teams switch roles and the game begins again.
Meaningful Movement
Psychomotor Integration

Take a moment to look back at the three sections of the Triune Brain. In the classroom, we can easily involve all three sections of the Triune Brain by checking to see if we have CAPped our lesson. We’ve discussed many ways to get your students to interact with their content at a higher level; Cognitive. We’ve brainstormed ideas to make the learning environment an emotionally safe one for both boys and girls in the classroom; Affective. Now, we will focus on the primal need of boys and girls to move; Psychomotor.

As our students get older, we concentrate less and less on their need for movement. Sadly, when time constraints play into school scheduling decisions, the first thing to go is recess or playtime. We kid ourselves into believing that middle school and high school students are too old to play. We assume that we, the educators, will be laughed at for implementing games in the classroom. However, brain research tells a very different story. First of all, when school scheduling decisions are being made, we should think about how much time we’d save dealing with discipline and behavior issues if we’d just give them some time to play. The social issues that we are faced with in class might very well be solved during that time as well. Yet because we don’t always have control over the schedule, school grounds, or other factors that would aid in student movement, we need to find meaningful ways to incorporate movement into our classroom environment. Our boys’ brains, especially, will appreciate it.
# Psychomotor Activity Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Incorporation of Academic Content</strong></td>
<td>Academic content is the main factor in the psychomotor activity</td>
<td>Academic content is present and utilized in the psychomotor activity</td>
<td>Academic content is present but underutilized in the activity</td>
<td>There is no academic content present in the activity</td>
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<tr>
<td><strong>Movement is Meaningful</strong></td>
<td>The psychomotor activity incorporates movement for a purpose</td>
<td>There is a connection between the movement and purpose of the activity 75 - 50 % of the time</td>
<td>There is a connection between the movement and purpose of the activity 50 - 25% of the time</td>
<td>There is no connection between the movement and purpose of the activity</td>
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<td><strong>Student Involvement</strong></td>
<td>100% student involvement and engagement throughout the activity</td>
<td>100% student involvement; may be elimination of a student during the activity; but the student can rejoin the activity at some point</td>
<td>Movement activity involves 75 - 50% of the class</td>
<td>Movement activity involves 50% of the class or less</td>
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<tr>
<td><strong>Clear Instructions and Guidelines</strong></td>
<td>All instructions are clear and easy to understand and implement</td>
<td>Students can easily understand the instructions with clarification from the teacher</td>
<td>Teachers need assistance/clarification of instructions to implement the activity</td>
<td>Instructions are not clear, or easily understood or implemented</td>
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<td><strong>Total Score</strong></td>
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Psychomotor Activity

Brainstorming Ideas

Classroom Application/Creation

Additional Ideas
(Ragsdale, 2007)
It is crucial to give your students the opportunity to tell you a little about how they feel in connection with the content you cover or the experiences they have in your classroom. This activity is a great way to get your students to share an abstract reflection of their experiences or the connections they make to your content.

1. Form a circle with your class. Place the miscellaneous materials in the center of the circle on the floor.

2. Ask your students to think about the experience or content pertinent to your classroom/curriculum. Instruct them to choose one of the items in the center of the circle to represent how they feel about it or connect to it.

3. Allow your students the opportunity to explain their thoughts. Be sure to be a student in the circle, finishing with a strong statement about how you feel or what you think about the topic.
Cause to Pause Journal Topic _________________________________

Cause to Pause Journal Topic _________________________________
## Activities List

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<td>Bucket List</td>
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<td>Cause to Pause</td>
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<td>Giants, Wizards, &amp; Elves</td>
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<td>The Great Divide</td>
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<td>Story of Reflection</td>
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