



SHOBNALL PRIMARY SCHOOL

LEARNING TO LOVE LEARNING



**RAISING ACHIEVEMENTS
THROUGH GENDER**

Despite our Similarities Men and Women Have Many Differences

1. Men and Women have different brains—women have language centres in both sides of their brain. Men's language centres are generally in the left side of the brain. Women have twice as many language centres, making them good communicators.
2. Women are more aware of emotions—they are able to interpret the emotions of themselves and others. They can interpret these through speech and body language.
3. Women are multi-tasking - they can do two or more things at once. Men are mono-taskers and generally complete one task at a time.
4. Men have more specialised brain areas—making them more focused on task, having strengths in visual and mental rotation tasks.





It is important to note that you could have a male brain if you are a woman and a female brain if you are a man. The most highly successful people have the balance of both brains, bringing a variety of skills.

Successful people and successful thinkers are:

- Risk takers
- Good Communicators
- Good Planners and analytical thinkers
- Non stereotypical

Good Equal Opportunities practice in the classroom and in parenting is about being non-stereotypical and learning from each other.

Children And Brain Development

Even from an early age it is easy to see that children develop differently. Experiences of play indicate this. Girls often prefer to play when story making is involved. Boys prefer to play with objects and take things apart. Boys take more risks and enjoy competitions and challenge.

- A typical boy is a 'doer' first and a 'thinker' second.;
- A typical girl is a 'thinker' first and a 'doer' second.

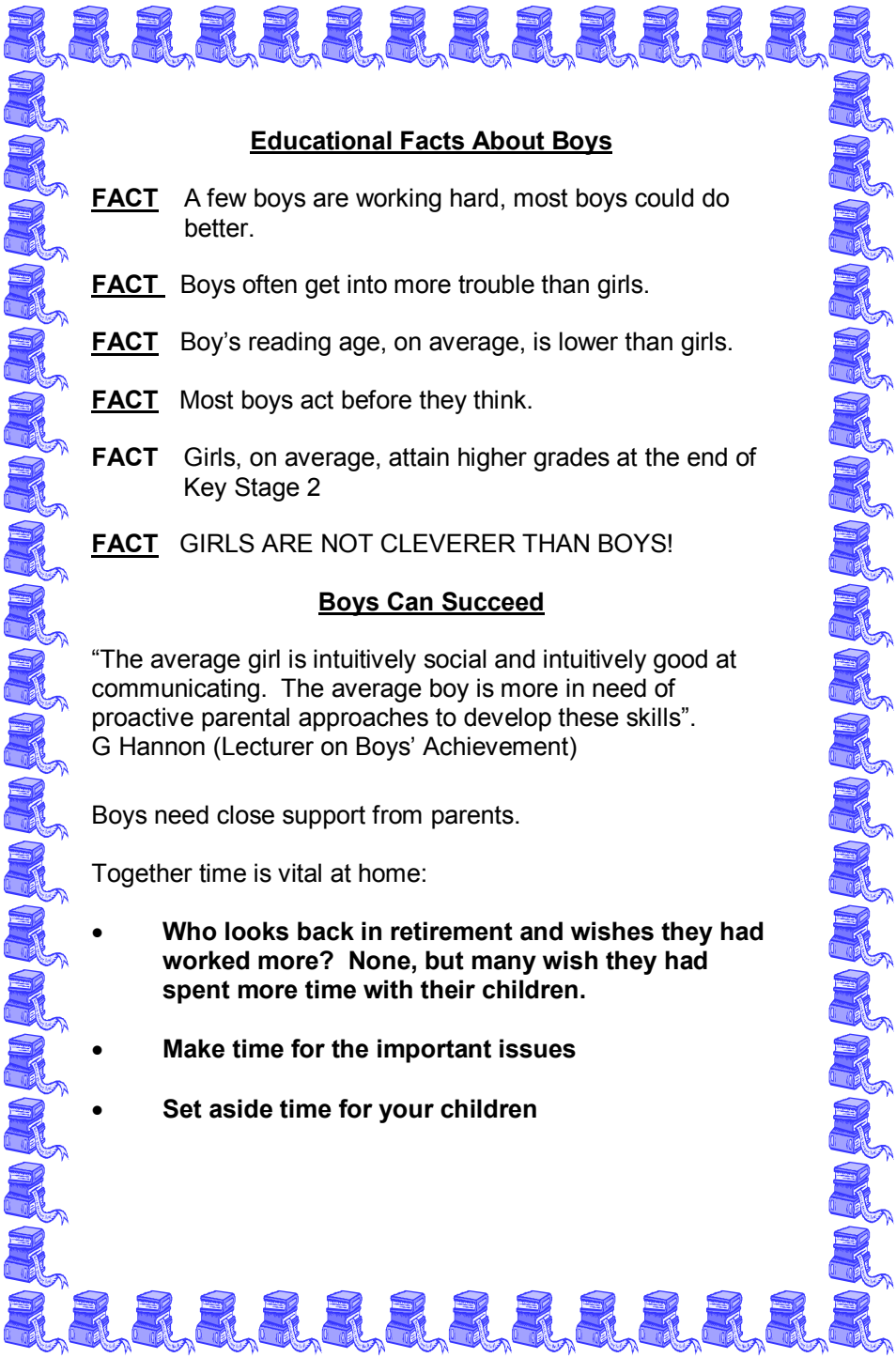
For these reasons a typical boy will have a shorter concentration span than a typical girl.



Approaches Used in School to Develop a Successful Child

1. Wherever possible boys and girls are seated together. This allows children to share skills and creates 'the superbrain'.
2. Children are given opportunities to work in 'talking partners' thereby creating a non-threatening learning environment.
3. Children are asked to respond to problems/questions with 5 answers or reasons. This is 'Go for 5'. This strategy also works in planning and reviewing work. This encourages a more creative approach to thinking.
4. Timed activities and opportunities for challenge are planned into all lessons. This is further enhanced by the use of interactive ICT programmes. This encourages competitive learning, increased motivation and ensures all pupils remain engaged.





Educational Facts About Boys

- FACT** A few boys are working hard, most boys could do better.
- FACT** Boys often get into more trouble than girls.
- FACT** Boy's reading age, on average, is lower than girls.
- FACT** Most boys act before they think.
- FACT** Girls, on average, attain higher grades at the end of Key Stage 2
- FACT** GIRLS ARE NOT CLEVERER THAN BOYS!

Boys Can Succeed

"The average girl is intuitively social and intuitively good at communicating. The average boy is more in need of proactive parental approaches to develop these skills".
G Hannon (Lecturer on Boys' Achievement)

Boys need close support from parents.

Together time is vital at home:

- **Who looks back in retirement and wishes they had worked more? None, but many wish they had spent more time with their children.**
- **Make time for the important issues**
- **Set aside time for your children**



Top Tips For Boy's' Learning

Which of these can you tick?

- | | | |
|-----|--|--------------------------|
| 1. | I help him take pride in what he does | <input type="checkbox"/> |
| 2. | I spend time on helping him plan and research his school work. | <input type="checkbox"/> |
| 3. | I encourage him to work neatly. | <input type="checkbox"/> |
| 4. | I help him stay on task with things at home. | <input type="checkbox"/> |
| 5. | I help him get organised. | <input type="checkbox"/> |
| 6. | I discuss his problems with him. | <input type="checkbox"/> |
| 7. | I encourage him in his reading. | <input type="checkbox"/> |
| 8. | I monitor his homework, and its quality. | <input type="checkbox"/> |
| 9. | I praise him when he does well. | <input type="checkbox"/> |
| 10. | I encourage him to try and reach his targets at school. | <input type="checkbox"/> |
| | TOTAL | <input type="checkbox"/> |

**Compare your score with your son's.
How could you help him?**



Assisting With Learning

PLAN - DO - SHOW - EXPLAIN

Homework

Check with your child's teacher to see if homework is being completed.

Encourage him to:

Plan it—Time, place

Do it—The night, set away from distractions

Show—To you when finished

Explain—Get him to verbally explain it to you

Difficult Subjects

Work on the subject he finds most difficult together.

Together Time

(Especially good from a male family member if possible)

- Make time for the important issues
- Talk to him
- Do fun activities with him
- Read to him
- Tell him you love him
- Learn with him
- Encourage him to explain his work to you in detail
- Support and praise him