



6 Secrets

for Success in Boys' Learning



TEACHING



BOYS

Strategy Manual

*Insights, Tools and Strategies
to help you get Higher Performance
from the Boys in your class!*

Dr. Edmond J. Dixon

TEACHING BOYS



INTRODUCTION

This manual is part of the **6 Secrets of Boys Learning™** Professional Development program for teachers. It is meant to be used in conjunction with the online portal found at HelpingBoysLearn.com/teaching-boys

It is set out in 6 Modules As you can see above, the foundational strategies of (**Movement, Game, Humor, Challenge, Mastery and Meaning**). Each module of the program follows the same progression:

1. **Insights** – A 6-8 minute video highlighting what neuroscience teaches us about boys and learning.
2. **Review** – A 5 minute fun interactive activity to test your knowledge!
3. **Strategies** – Practical strategies for using the **6 Secrets**, with easy to understand step-by-step explanations
4. **Resources** – Videos, downloadable strategy cards, and worksheets ready for use with your students.

The complete online program should take you a few hours to complete. You are strongly encouraged to complete all of the modules as each one provides important insights, tools and strategies about a different aspect influencing the way your boys learn best. As well, the strategies in this manual will be much easier to follow once you've done the online component.

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TEACHING BOYS



Introduction



Boy's brains wire for movement and perception of movement from their earliest ages. This secret can be used to help a boy:

- Get better understanding
- See learning as fun
- Improve focus
- See himself as a good learner
- Reduce stress at homework time
- Deal with "boring" work

Start by doing your **MOVEMENT** Module online at HelpingBoysLearn.com/teaching-boys

A screenshot of the Teaching Boys website interface. At the top, the "TEACHING BOYS" logo is displayed. Below it is a row of six icons: Movement, Game, Humor, Challenge, Mastery, and Meaning. On the right side, there is a sidebar with the "Helping Boys Learn" logo and a menu. The main content area features a photo of Dr. Ed Dixon with the text "Let's get started with:" and a large "Movement" icon. A red arrow points to the right at the bottom of the main content area.

TEACHING BOYS

Movement Game Humor Challenge Mastery Meaning

Helping Boys Learn

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With Dr. Ed Dixon

Let's get started with:




Movement

Introducing Handy Memory

1. Handy memory uses hand movements and oral language to anchor concepts and foster deeper cognition.
2. A Teacher-created handy memory is good when you want students to remember something in an exact way.
3. When introducing a Handy Memory it is done in “Call and Response” 3 times.
4. After learning it , they need to practice with their partners/groups.

See videos and download resources: HelpingBoysLearn.com/teaching-boys

HANDY MEMORY™

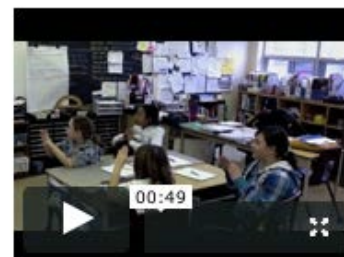
- 1 Teacher-Created** When you want to make sure they learn something in an exact way

- 2 Students repeat 3 times**
- 3 Move & Speak together** Students must speak and move their hands at the same time for maximum effectiveness

- 4 Write definition**
- 5 Student-Created** Students often remember better when they create their own Handy Memory definitions


Need Help? 1-877-746-8963

Gr K-3 students...



Gr 4-6 students...



Gr 7+ students...



Introducing Still Life

What is Still Life? Students use their bodies to make frozen pictures to embody and illustrate the curriculum. It can be done with individuals, groups, or the whole class!

Why does it engage students? It allows them to move and be creative, while at the same time letting them inhabit the curriculum material, understanding it from the inside out. In groups they enjoy the teamwork and collaborative success in engenders.

How does it improve learning? Students create stronger neural connections because they use multiple modalities to learn the material (kinesthetic, emotional, auditory, and visual). It links experiential understanding with oral language and give students an emotional attachment to curriculum. This expression of concepts works as a very effective preparation for oral/written expression.

When can it be used in class? To understand success criteria and build group cohesion, to process ideas and concepts presented by the teacher, and to structure ideas for oral/written presentation.

START BY PRACTICING SILENT GROUPING

Ask students sit in circles, ask them to choose numbers, so that each person in the group has a different number from 1-4 (or 5/6 depending on group size). They are to do this in total silence.

Gr K-3 students...

SILENT GROUPING



INTRODUCING THE STILL LIFE



SILENT GROUPING



INTRODUCING THE STILL LIFE



See videos and download resources:
HelpingBoysLearn.com/teaching-boys

Still Life For Speaking and Thinking

1. Have them get into a Still Life picture. Each person is frozen in a position illustrating a concept, event, or thing.
2. The teacher is the *Highlighter* asking “Who Are You? What Are you doing? Why?”
3. Ask each person in a the group to choose a number between 1-5. Then call out a number. The person with that number steps away from the group and becomes “The Questioner”, who then asks each member of the group each of 3 questions:
 - Who are you?
 - What are you doing? (in the picture)
 - Why?
4. The student being questioned maintains the body position and answers. The Questioner continues until all members of the group have answered and then goes back to his/her original position.

STILL LIFE™



See videos and download resources:
HelpingBoysLearn.com/teaching-boys

Gr K-3 students...
The Questions

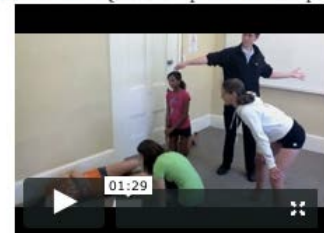


Gr 4-6 students...
The Questions



Gr 7+ students...

Still Life with the Questions implicit in the descriptions



Still Life For Perspective and Writing

By adding a simple “rotation” technique, you can prepare students for more successful writing by giving them multiple perspectives.

1. As a demonstration, ask students from one group to remake their Still Life picture.
2. Once in position, ask them to rotate so that they take the position of another group member next to them.
3. The group should rotate in a circle. (This may be difficult for them at first, but it’s great for group collaboration and sequencing!)
4. After a few rotations, ask all of the groups to reassemble their still life pictures and rotate on your command.
5. Rotating is an important tool in helping students understand curriculum more deeply and take different points of view!

Gr K-3 students...



Gr 4-6 students...



See videos and download resources:
HelpingBoysLearn.com/teaching-boys

TEACHING BOYS



Introduction



Male physiology and the release of testosterone make games an essential learning tool for boys. You can use this secret to have him:

- Sit still to complete work
- Improving his confidence
- Learn to following instructions
- Enhance Concentration
- Avoid distractions
- Making class time focused

Start by doing your GAME Module online at HelpingBoysLearn.com/teaching-boys

TEACHING BOYS

Movement Game Humor Challenge Mastery Meaning

With Dr. Ed Dixon

Let's get started with:

Game

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BACK & FORTH

What is Back and Forth? A partnered learning game where students process curriculum creating a story with alternating words/sentences. It can be used in pairs or small groups.

Why does it engage students? The playful approach reduces fear of learning, while the partnership increases cognitive intensity and attachment to the material being learned.

How does it improve learning? Students create neural connections through mediated understanding, using oral language to bring cognitive intensity to curriculum tasks. The activity reduces knowledge gaps in participants while increasing the commitment and effort involved in the learning.

When can it be used in class? To assess prior knowledge of curriculum topic, process written material that has been read individually and to evaluate level of curricular understanding.

Teacher Demonstrated

1. Choose a student to demonstrate and choose topic that he/she will know well.
2. Create a sentence in which each of you speaks one word at a time alternately.
3. Show this to the class.

Student Practiced

1. Students pair up and try to replicate a sentence you have created
2. Ask them try a few definitions, vocabulary words, etc. from the curriculum.
3. Once they have the hang of it, ask them to create sentences on their own. (They can write these first!)

See videos and download resources: HelpingBoysLearn.com/teaching-boys





INTRODUCING S.P.A.R.K.

To use this powerful interaction of Back and Forth you need to first teach the steps of the S.P.A.R.K cycle to students using **Handy Memory** (p.2)

WORDS

ACTIONS

“S.P.A.R.K.”

-Hands in a circle

“Students Create Sentence”

-Pull words from mouth

“Partner Switch”

-Fingers crossed, hand to side

“All together”

-Hand reaching into the air

“Recite alone”

-Hands hugging body

“Knowledge Written”

-One hand taps head, the other writes

1. Use “Call and Response” to teach it.
2. Make sure they speak and do the actions at the same time.
3. Have them practice with a partner/group.
4. Once they have learned S.P.A.R.K., Demonstrate to use it to quickly learn a concept. An good example is illustrated in the videos below

See videos and download resources: HelpingBoysLearn.com/teaching-boys

Gr 4-6 students...



Gr K-3 students...





USING S.P.A.R.K. WITH THE CURRICULUM

5. Demonstrate to the students how you use the S.P.A.R.K. cycle to quickly learn a concept. A good example is illustrated in the video at right.
6. Allow them to practice together, with a sentence you give them.
7. Have them come up with one of their own and complete the cycle, writing the sentence after going through all of the other steps.
8. Let them check that they know it by saying their sentence with their eyes closed!

See videos and download resources: HelpingBoysLearn.com/teaching-boys

BACK & FORTH™

The S.P.A.R.K Cycle

1 **S**tudents
create sentence

They speak the words or letters alternately!



2 **P**artner switch

Each partner takes turns starting off the sentence



3 **A**ll together!

Say sentence, looking into eyes at the exact same time!



4 **R**ecite alone!

Find someone else to listen alone to the sentence



5 **K**nowledge written

Write down the sentence correctly



Gr K-3 students...



Gr 4-6 students...





BEAT THE CLOCK

Have you ever had the experience of watching a boy “waste time” in class but become very focused when you tell him he won’t be able to go out for recess if he’s not done? Many teachers experience this type of thing. Before I did the brain research I thought that the motivation was in the “recess”, but now I believe just as much motivation is in the “timing”. What I mean is that, because boys release testosterone when they set a goal and achieve it, they love any game that lets them do that. By setting a time restriction on a task, you turn give that task “game possibility” and boys are more attracted to it.

How to use it

1. Get a timer or cell-phone clock
2. Identify the some work to be done—and set the criteria for it’s successful completion.
3. Ask a boy who usually is slow in completing work to set a goal for the class regarding how much he thinks they could complete in a set time (usually 5-10 minutes works at the start)
4. Invite those who are interested to participate in the 10-minute challenge
5. Watch what happens!

Why it works

It again harkens back to our past; successful hunting required intense action at the right time for ancient males, while sustained action with moderate intensity over longer periods of time was essential for the life skills of females. Each gender evolved wiring a brain function to help perform their roles with the most effectiveness, and it means that even today, most boys react well to the stress induced by time restricted tasks. Interestingly enough, research indicates that most girls do not perform better with this type of approach. So making participation in the timed activity is best made invitational for them.



TEACHING BOYS



Introduction



Many people are surprised that this can be a “secret” to a boy’s learning, but once you understand its power you can use it to help a boy:

- Overcoming fear of failure, perfectionism
- Improved focus at homework time
- Listen better
- Increase his attention span
- Use appropriate behaviour in class
- Control impulsiveness

Start by doing your HUMOR Module online at
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TEACHING BOYS

Movement Game Humor Challenge Mastery Meaning

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With Dr. Ed Dixon

Let's get started with:

Humor



HUMOR FOR FOCUS: BRAIN-WRITER#1

What is Brain-Writer? A story is narrated by one student while others create physical visualizations. It can be used in groups of 2-6 participants.

Why does it engage students? Creating a Brain-Writer story is both fun and challenging. The activity has multiple ways of participating for each group member.

How does it improve learning? Students create neural connections by linking experiential understanding with oral language while at the same time gaining an emotional attachment to the curriculum. This strategy helps students consolidate learning in preparation for further oral or written expression.

When can it be used in class? To assess prior knowledge of curriculum topic, to demonstrate processes and multiple connections within curriculum matter, and as a culminating task for lesson/unit evaluation. It is also excellent as pre-writing activity.

1. *Demonstrate for the class with 4 students (or 2 for primary!). One in a chair (Brain-Writer) and three others sitting in a parallel line on the floor beside the Brain-Writer (Visual Images).*
2. *Narrate a story that is familiar to the class, prompting the Brain-Writer to type on an invisible keyboard and repeat what you say. After introducing a character, the Brain-Writer points at a Visual Image who must jump up and become that character.*
3. *The Visual Image cannot do anything or speak, unless the Brain-Writer puts words into that character's mouth.*
4. *Visual Images are called into life as needed.*
5. *Once a story is finished, the group rotates so a new Brain-Writer can tell the story.*

See videos and download resources:
HelpingBoysLearn.com/teaching-boys



Primary Example (2 Students)



Junior Example set-up



HUMOR FOR ENGAGEMENT: BRAIN-WRITER#2

Many people think that using humor means just making boys laugh at anything or allowing them to just be “silly”. Watch the video above to see why that’s not what’s happening in our approach to humor in the class!

Last post we looked at how to set up the activity “Brainwriter”. This activity can leverage humor and movement to engage boys *with* your curriculum. In this post let’s get them practicing with various topics...

PRACTICING WITH THE CLASS

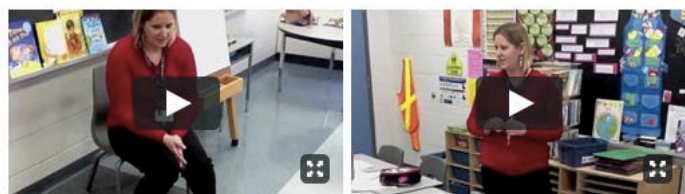
Have students set up in groups exactly the same as the demonstration group. If, because of numbers, there needs to be groups of 2-5, there can just be fewer or more Visual Images in that group. Ask the groups to replicate the story that you created with the demonstration group. At the beginning, do not worry about the story content, emphasize the rules listed on this page:

BRAIN-WRITER RULES

1. *The Brain-Writer controls the story–no others may speak unless words are put into their mouths.*
2. *The Brain-Writer must type first then point to have what they had typed happen.*
3. *Visual Images must come alive in the area near the Brain-Writer–not more than a meter away*
4. *Any normally fast actions (running, jumping, etc.) must be done in “slo-mo”.*

**See videos and download resources:
HelpingBoysLearn.com/teaching-boys**

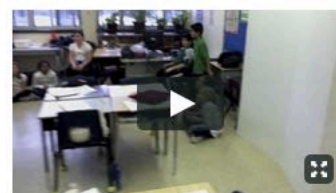
Primary Example



Practicing

Things To Remember

Junior Example



HUMOR & THE CURRICULUM: BRAIN-WRITER #3

So, now that you have seen how to set up Brain-Writer, see examples below of how it can be used in the curriculum...

1. The Brain-Writer may use more than one Visual Image at a time, if need be.
2. Once you believe they can understand and apply the Brain-Writer rules, you can ask the students to make Brain-Writer stories about various curriculum topics.
3. Be clear about what you expect to be represented in the curriculum Brain-Writers. For example: "Illustrate the 4 steps in the water cycle" is better than "show me the water cycle".
4. Make sure to have the students rotate so that everyone has the opportunity to be the Brain-Writer.

BRAIN-WRITER™

1 Describe what you have in your mind

- Brain-Writer types and speaks
- Visual Image sits with no expression

Visual Image Brain-Writer

2 Point to the Visual image

Visual Image is activated and comes alive and displays what Brain-Writer described

3 Only what is narrated can be shown!

- Visual Image does not speak unless Brain-Writer creates words by typing and speaking what is to be said
- When the Brain-Writer says "Return" the Visual Image returns to the expressionless position on the floor

4 Add more Visual Images

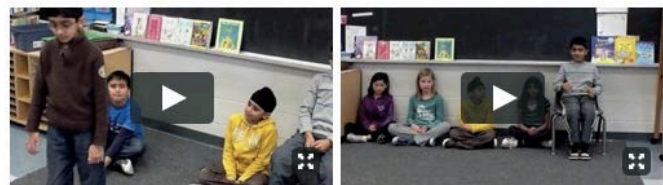
- This allows for more complex narrations in any subject
- Younger children often need more time in pairs before moving to larger groups

5 Rotate and Write!

- Rotate the Brain-Writer so everyone has a chance
- Have students write descriptively about their Brain-Writer

Brain-Writer is also very effective for having students understand the steps in a process, helping them to visualize a formula, or generate ideas for writing!

Primary Example



Junior Example





EXPLORING DIFFERENT TYPES OF HUMOR

FOR YOUNGER BOYS:

Riddles – Young boys love riddles. They are often posed as questions which seem insolvable, but the answer is usually funny! Some fun examples are here: <http://www.funology.com/riddles/>

Pun- Another favourite of young boys, because it plays with words to cause incongruity. Here are some good ones: <http://www.funenglishgames.com/funstuff/funnypuns.html>

Anecdotes – Short humorous stories, usually about yourself or something you have experienced first-hand. Here's a good description of how to keep your story funny: <http://www.wikihow.com/Tell-a-Funny-Story>

FOR OLDER BOYS

Wry /Dry Humor “A person with a wry sense of humor means his humor has wryness. Wryness means twisted, contorted or sardonic. It is not always ironic or negative, but has some of these qualities as well. Wry humor is not suited to everyone's taste”. (from <http://www.ask.com>) It's also often done with a straight face and without obviously looking for a “laugh”—only some people may get the joke. Some good examples of Steven Wright and Bill Cosby are found here (suitable for older boys only)<http://tjhooper.hubpages.com/hub/how-to-be-funny-dry-humor>

Irony – When someone says something but obviously means the opposite; or when the opposite of what one has the right to expect happens. Sometimes it can seem unfair.

Here's a clever cartoon take on irony: <http://theoatmeal.com/comics/irony> A Dr. Suess example is here: http://en.wikipedia.org/wiki/The_Sneetches_and_Other_Stories

Find Live Links at:
HelpingBoysLearn.com/teaching-boys

Self-deprecating/ Self-effacing Humor – This is humor or jokes at one's own expense and is best used by confident, successful boys to put others at ease. If a boy is bullied or has a negative self-image it can be counter-productive, leading to further problems. However, especially for teens who are self-confident, it can be appealing to both adults and members of the opposite sex! <http://www.wikihow.com/Sample/Self-Deprecating-Humor>

Wit – The type of humor that is usually short, to the point and able to respond to a particular situation. The British have a great tradition of this and some examples can be found at: http://wiki.answers.com/Q/What_are_some_examples_of_wit

FOR ALL BOYS:

Satire – “artistic form, chiefly literary and dramatic, in which human or individual vices, follies, abuses, or shortcomings are held up to censure by means of ridicule, derision, burlesque, irony, parody, caricature, or other methods, sometimes with an intent to inspire social reform.” <http://www.britannica.com/EBchecked/topic/524958/satire> Examples can be found here: http://www.ehow.com/how_10043042_teach-children-satire.html

Banter/ Repartee – The ability to have a funny or clever conversation by responding to what another says. Playful and takes two to work well. <http://www.wikihow.com/Have-a-Witty-Conversation>

TEACHING BOYS



Introduction



Boys are forever setting challenges for themselves and you can learn how to use this secret for learning success, specifically helping him to:

- Avoid procrastination
- Set short-term goals
- Stay on task
- Improving study habits
- Becoming Responsible
- Doing more than the minimum

Start by doing your CHALLENGE Module online at HelpingBoysLearn.com/teaching-boys

TEACHING BOYS

Helping **BOYS** Learn

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With Dr. Ed Dixon

Let's get started with: **Challenge**

SETTING A DAILY IN-CLASS CHALLENGE (Informal)

1. Choose some work that students will be doing today (i.e. work from a math text book, research on a project, etc.—any learning task that some specific time is set aside for will do)
2. Once they know what to do, but before they begin write the word “Challenge” on the board.
3. Ask them to come up with a little challenge for themselves related to the work (i.e. getting so many questions done within a timeframe, finding 3 primary sources, etc.). It should be something they can accomplish within the given timeframe and something the THEY choose. Simple is best!
4. Have them write it down somewhere privately.
5. Once the timeframe is up, ask for volunteers to share their challenge and whether they succeeded at it.



CHALLENGE 2

Now we can “formalize” the challenge approach Basically you do the same thing you do with an informal challenge:

1. Choose some work that students will be doing today (i.e. work from a math text book, research on a project, etc—any learning task that some specific time is set aside for will do.
2. Ask them to come up with a little challenge for themselves related to the work It should be something they can accomplish within the given timeframe and something the THEY choose. Simple is best!
3. Once they know what to do, give them the Challenge Sheet and ask them to record it
4. Tell them their sheets can be signed and posted once they meet their challenge.

Blank templates of the Challenge Sheet can be downloaded at the Challenge Module at helpingboyslearn.com/teaching-boys.

MY CHALLENGE GOAL

The student above named hereby sets the following goal which I will achieve for all to see

WRITE THE GOAL HERE:



SIGNED: _____

ON THIS DAY: _____

VERIFIED BY: _____

GOAL REACHED ON: _____

GETTING READY FOR “GREAT CHALLENGES”

You have hopefully tried the informal and formal challenges and are familiar with the Challenge sheet. Now try the following:

1. Take some time and ask the students in your class to think of a “Great Challenge” each students could set for his/her self related to anything you teach them
2. This challenge would be longer than for a class, but perhaps for a week.
3. Use the challenge sheet to have them record it and, if there’s time allow students to share what their challenge is and encourage each other.
4. If possible find a public place to display all of the class challenge sheets—or even make a list of their goals and share them.



Here are some examples of the types of “Great Challenges” students could choose:

- *I will not call out in class all week*
- *I will spend 30 minutes each weeknight reviewing class notes*
- *I will keep my desk organized so I can find what I need in less than a minute!*
- *I will turn in every assignment on time this (week/month)*
- *I will contribute at least 3 class discussions this week*
- *I will ask another student to proofread all of my work before I hand it in*
- *I will ask questions when I don’t understand what to do instead of just sitting there*
- *I will get an A on my Friday Math quiz*
- *My group will get (---) mark on our project by doing each part of it to the best of my ability.*
- *I will be able to say all of the science definitions by (date)*
- *I will help someone else each day this week*

Notice that they are all doable and measurable within a few days or a week...



GENERATING “SMALL WINS”

A boy’s journey on this pathway to take up challenges is a process marked by small “wins” at first. The approach that I find works best in helping a boy to use challenge to learn is to start with those wins that are easily within his reach at home or school. And what happens at home should not be minimized. Helping boys successfully meet learning challenges outside of school improves their ability to accomplish learning in class. In particular, small “wins” in learning challenges are easy to create and build upon. Below are some ideas:

Have the challenge contain elements of movement, game, and humor – As a teacher you don’t have to figure these out. Just include them in the success criteria for the task as a challenge within the assignment. Then let the kids discuss and experiment ways to meet the criteria, considering the following:

- How would you illustrate what you have discovered to someone who does not speak English?
- What would be a funny way that a TV or web commercial could get people to learn the facts you have discovered so they would buy something based on their knowledge? What would that something be?
- When presenting your data, your group will get extra credit if they can connect their presentation to another group’s presentation. The class will vote on the strength and creativity of those connections, and your group will receive credit as follows:

5% – Strong and creative connection

3% – Typical or obvious connection

1% – Weak connection

Build on one accomplishment with challenges for another – When you see a boy or group of boys meet a classroom challenge, make sure you recognize their success and ask them to think of ways that the challenge could be improved for the next class of students. Give them their “downtime” as discussed above, but also ask them to think about how a challenge might be built into the next topic (which you can post online or write on the board). The boys will likely be coming up with new ways to meet the next challenge in no time at all. Some may even prefer *not* to take the downtime and tackle the next task.

TEACHING BOYS



Introduction



This secret is key to helping boys develop long term commitment to learning and the ability to develop his learning potential to the fullest. With it you can help him:

- Taking ownership of his school learning
- Improve organization and time management
- Put his best effort into his work
- Pay attention to detail
- Deal with frustration when working
- Improve his performance on “projects”

Start by doing your MASTERY Module online at HelpingBoysLearn.com/teaching-boys

TEACHING BOYS

Movement Game Humor Challenge **Mastery** Meaning

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With Dr. Ed Dixon

Let's get started with: **Mastery**

THE 5 “WHATS” OF MASTERY

We have seen that boys do not work best in uncertain classroom environments. Mastery is fostered in boys when the pathway is clearly described, it is publically tested & recognized, and self-mastery is demonstrated. They need to know specific things to give them motivated engagement so they use their discretionary effort to attain mastery. The best approach is to identify 5 *What's* for them:

1. **What do they have to do?** – Put this in terms of bullet points (no more than 3).
2. **What does it look like?** – It's best to have a sample of previous work available.
3. **What is the timeline for completion?** – Give them less time than you think they'll need as boys' brains focus better with a sense of urgency. If they need more time, set up a mechanism for requesting that.



4. **What “mastery checks” are required?** - Boys' brains respond well to this approach. It sends the message that learning is a boy's responsibility and can be done without either nagging or coddling. Leave boys alone to get their work done, but establish a system of “mastery checks” with all tasks so that you know the lone rangers in your class do not stray too far from the range. These are usually very short pauses in their work after they have reached certain stages of the task where they show you what they have accomplished thus far. If they have met the criteria for success at that stage, give them a visual cue such as a checkmark. It is even more powerful if this check is placed on a poster or recorded in another public way, as it lets all of the boys in the class know where they stand in progress toward the goal, and this knowledge can spur greater individual effort in completing the task.
5. **What happens when the task is completed?** – Establish consequences for success and failure. Set rewards for successful completion that leverage their need for downtime (video games, board games, time to shoot baskets, kick a ball around, etc.) and make it clear that if they don't succeed in meeting the standard, this downtime will be used to get them up to speed.



THE 5W MASTERY PLAN

This template can be used in any subject area to implement the 5W approach. Both the sample and blank templates can be downloaded at the Mastery Module at helpingboyslearn.com/teaching-boys.

"5 Whats" Assignment Sheet

Assignment Name: **Water Cycle**

Completed by : **John, Jamal, Senzi**

WHAT has to be done (up to 3 bullet points)

- **Introductory Paragraph:** Describe the importance of the water cycle and identify its 4 phases
- **Four Body Paragraphs:** For each phase write a paragraph which describes how it works and why it is important.
- **A closing paragraph which restates the phases and had an interesting closing sentence reflecting something you learned and found interesting.**

WHAT is the timeline for completion?

Tuesday, March 3

WHAT "Mastery Checks" will be required?

- Show outline to teacher by Friday, lunch**
- Show Intro paragraph in rough draft to teacher before starting Body Paragraphs**
- Have a friend edit complete assignment before submitting**

WHAT happens after ?

If completed correctly: **Student will be able to build water cycle demo**

If incomplete: **Student will get extra help to complete assignment at on Tuesday recess.**

NOTES:





MASTERY CREDITS

Mastery credits are designed to leverage “discretionary effort” from boys to try and have them push themselves achieve higher in classroom work. They are optional, but if made appealing, they have boys seeking the “testosterone blast” they get from setting a challenging goal and achieving it. As described in the book the mastery credit must demonstrate creative and interesting practical applications of what was learned during the task.

This can be very open ended and appeal to the students own natural gifts. Examples could be:

- Video-game outline/creation
- Songs/rap
- short, entertaining video
- a presentation to the class or other students / parents/ community
- drawing a picture that is displayed
- an article / interview with the school paper or local community media
- The more public the work is , the better in many cases.



In terms of representing success, there are some neat online tools that can be accessed directly from a Mastery Module at:

helpingboyslearn.com/teaching-boys.

- This one is for parents, but it could be used easily by teachers:

<http://www.kidpointz.com>

- Class Dojo is another online tool that targets classroom behaviour but could also be used in to record mastery credits:

<http://www.classdojo.com>

TEACHING BOYS



Introduction



This essential secret helps a boy develop passion for learning, independence and the resilience to use his own unique talents to reach his potential. It is a vital tool to helping him:

- Complete what he starts
- Hand in work on time
- Work as a good team member
- Deal with setbacks and failure
- Reduce underachieving
- Set Long Term Goals

Start by doing your MEANING Module online at HelpingBoysLearn.com/teaching-boys

TEACHING BOYS

Movement Game Humor Challenge Mastery Meaning

Helping BOYS Learn

Menu Resources

- ▼ Introduction
- Introduction
- ▶ Movement Overview
- ▶ Movement Quiz
- ▶ Movement Medals

With Dr. Ed Dixon

Let's get started with: **Meaning**

MEANING THROUGH “GAMIFICATION”


We know from the Game and Challenge Modules how powerful it games can be for boys. To help them use their own discretionary effort in search of testosterone-based “wins” in your classroom, why not try to have them “gamify” your classroom content? Ask students to think about the material being learned and come up with a game to test the learning. This will require them to gain a deeper understanding of the subject matter and become teachers of the material. It is hard to engage struggling students in the repetition necessary to learn some concepts and skills; however when they are asked to create and play a series of games that accomplish the same goal, they enthusiastically participate.

The template below is a good place to start. It can be downloaded from the Meaning module at helpingboyslearn.com/teaching-boys.

Gamification Design Sheet	
Completed by :	
Topic:	
<i>Instructions: Complete the information below to qualify to create a game for the topic listed above.</i>	
What is the goal of the game? How do you win?	

What knowledge skills must be demonstrated to win? (Try to get at least 3 specific things):	
• _____	
• _____	
• _____	
How will the player demonstrate the required knowledge and skills?	

Are there levels of mastery? What needed to reach each level? (No more than 3)	
LEVEL 1: _____	
LEVEL 2: _____	
LEVEL 3: _____	
Describe how it can be played with various technology (Use back of sheet if necessary):	
Low-tech (In class, without computer, etc.): _____	
Mid-tech (In class, using easy-to use digital or online apps/tools): _____	
High-tech: (Like popular videogames with high-quality graphics, etc.): _____	

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GIVING “PROPS” TO TEAM MEMBERS

When a team succeeds at a task, instead of just having a boy explain what *he* did to achieve success, ask him to explain what the other people contributed and identify why the project could not have been completed without each identified contribution. This template requires a boy to express gratitude and recognize that all accomplishment is rooted in collaboration with others. It also demonstrates that giving praise and recognition is an important part of being a leader. It is recommended that each member of a successful team fill out the sheet and then publicly recognize the others in the group.

The template can be downloaded from the Meaning module at helpingboyslearn.com/teaching-boys

“TEAM RECOGNITION” SUCCESS SHEET	
Completed by:	
What the team accomplished:	
Instructions: <i>Complete the sentences below and then share your “Secrets” for success with the world!</i>	
Here is what I contributed to the team’s success:	

The following people also contributed <i>(provide name for each one and a description of what they did):</i>	
1:	_____
2:	_____
3:	_____
4:	_____
5:	_____
6:	_____
The most important factor for our team to be successful was:	

What we would change next time is:	


OTHER COMMENTS:	



TEACHING OTHERS HOW TO SUCCEED

Meaning is powerfully built for boys when they can be recognized for both success and helping to show others how to get there!. When a boy succeeds in a classroom task, take a moment to ask him to explain how and why he was successful and to describe the challenges he had to overcome along the road to achievement.

The Activity Sheet below can be downloaded from the Meaning module at helpingboyslearn.com/teaching-boys.

"HOW I DID IT!" ACHIEVEMENT SHEET	
Completed by:	
What was achieved:	
<i>Instructions: Complete the sentences below and then share your "Secrets" for success with the world!</i>	
Here is what I accomplished:	
My steps to this accomplishment were:	
1:	
2:	
3:	
My biggest obstacle to my success was:	
I overcame that challenge by:	
The most important thing I learned was:	
People who helped me were:	
If you are going to do something like this, you need to remember:	
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VISUALIZING SUCCESS

A visual map or storyboard of the steps to successful completion of an assignment is very helpful in bringing meaning to his learning as it situates a boy's progress in a way that connects to his visual-spatial abilities.

Here is a template that a boy can use to plan work. In the sample below it is used for science. It can either be used in WORD where students type the stage information—or you can just print out the pdf version and they write it in by hand.

A blank version can be downloaded from the Meaning module at helpingboyslearn.com/teaching-boys.

