***When teaching boy and girls together***

**Arrange seating and *your position in the classroom during lecture and activities* to produce the best blend of volume, light, temperature, and opportunity for assistance for each gender**

* Split left and right, or front and back, so boys hear you at full volume, girls at reduced volume; sometimes work from the back so that you can be beside the boys to assist, but also able to turn and be face-to-face with the girls; consider location of the windows and air conditioning vents.

**Teach and allow for note-taking in various formats**, including basic outline, Cornell method, webbing/mapping.

**Have all students take notes on one side of the paper only**, leaving the back side open for questions, related (or not) thoughts, sketches, diagrams, doodles…

**Think in terms of “forest – trees – forest”:** present the big picture/overarching concept, then consider the individual elements that are part of that concept, and wrap up by having students connect the individual items to the larger concept. The best way, probably, to catch all types of learners.

* Girls learn better when they see the whole picture at once, while boys most often do better with one item at a time, but both need to practice fitting the individual “trees” in place to create a coherent “forest” that can lead to deeper understanding. *Someone challenge me on this, as it’s worth discussing.*

**Start with a review activity that counts toward a homework or participation grade** but allows for some motion and discussion between students (something where they could use notes or homework from yesterday to answer the question, so you can check to see who is always trying to ride on someone else’s work).

**Make your lectures more interactive and better “chunked**”, using cold-calling techniques (rather than asking for hands to be raised) and performing a check for understanding for the entire class every 15-20 minutes.

Allow boys space to “write big”, whether on the classroom board or on individual whiteboards; use of individual whiteboards also encourages participation in every question from both genders (you’ll have to control when the whiteboard is “white side up”, though).

**Use competition**, but sparingly and with varying weight given to the group product versus the individual’s work.

**Be willing to use single-gender groups in group work**; just don’t pit them against each other.

**Be okay with some noise, especially during group work**. Boys will talk over each other in increasing volume and both genders will get off topic without supervision and redirection. Better that they learn how to manage group work than never do it – just balance your expectations and grading system accordingly (and allow the girls some distance from the boys’ groups!).

**When providing individual help, use a wider variety of colors with girls** and encourage them to develop their own color-coding scheme where applicable. Keep to mostly bold primary colors with boys but incorporate actions that they must replicate into the help session (hand gestures, finger taps on parts of page, finger counting main points, quick doodle).

***What else?***