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Jack's Brain, Jill's Brain: Why Gender Differences Matter

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The Upside Down Organization is proud to support The National Youth At Risk Conference!

March 9, 2016 | Savannah, GA

FEATURED PRESENTER:

Shauna King, Ed.S.

“Jack’s Brain, Jill’s Brain: Gender Differences and Why They Matter”

The Three FAST W’s

1. **WHETHER** there are differences in male and female brains...
2. **WHERE** are the differences?
3. **WHY** the differences?

ABOUT YOUR PRESENTER



Shauna King is a passionate speaker and trainer, who is committed to helping teachers keep their skills sharp. She is so committed to this mission that she founded her own professional development organization to support school culture and climate initiatives such as Cooperative Discipline, PBIS, and Restorative Practices.

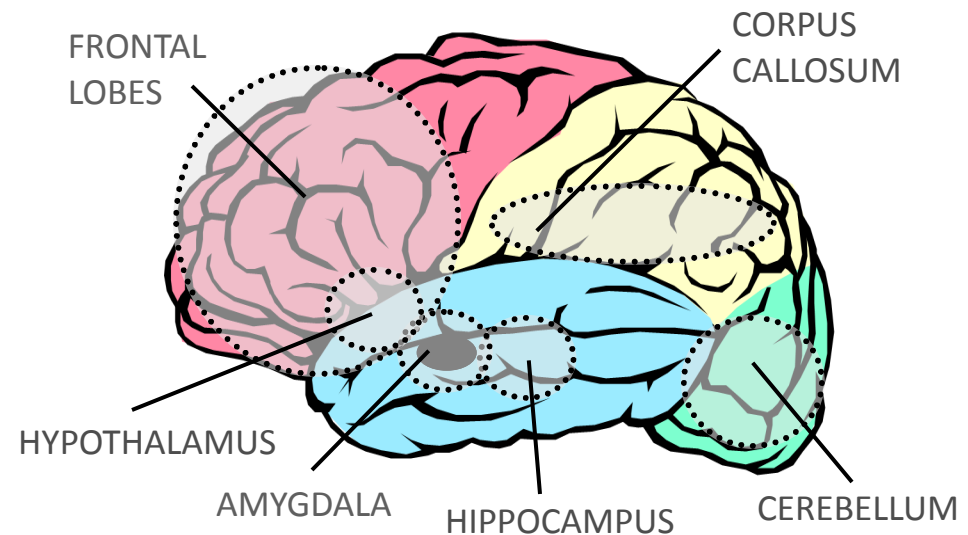
Shauna teaches graduate level courses for LaSalle University and The Regional Training Center. She also serves as a consultant for The University of Maryland’s Positive Schools Center and Anne Arundel County Public Schools. She has worked in various roles in public and non-public school settings, including principal, intervention specialist, peer mediation teacher and classroom teacher.

As a member of The Upside Down Organization’s team of certified presenters, Shauna has traveled nationally presenting on brain-based topics including executive function, poverty and the brain, and gender differences.

Shauna earned a Bachelor of Science in Education from Morgan State University, a Masters of Education from Bowie State University and an Education Specialist degree in Adult Learning from Walden University.

Shauna is a proud wife and mother of two elementary-age children, who are the joy of her life. She is also an active member of her church where she serves on the Leadership Team and as Chairperson of the Drama Ministry.

Basic Brain Anatomy



The Brain Made Ridiculously Simple!

HIPPOCAMPUS The Mail Carrier	AMYGDALA The Palace Guard	HYPOTHALAMUS WIIIFM?	CORPUS CALLOSUM Brooklyn Bridge	CEREBELLUM Mover & Shaker	FRONTAL LOBES Learning to Drive

BRAIN CHEMISTRY

Cortisol – “UH-OH”
Adrenaline – “YIKES!”

VS.

Serotonin – “AHH ...”
Dopamine – “YAHOO!”



These pairs do not play well together ...

“In a global analysis of general intelligence, there is no consequential difference between men and women.”

— Arthur Jensen, *The g Factor* (1998)

HORMONAL DIFFERENCES Between Boys and Girls

GIRLS

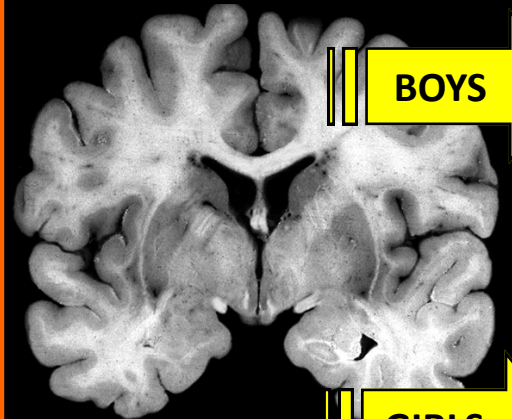
- Estrogen
- Progesterone
- Destabilizes the Amygdala
- Changes Neurotransmitter Levels
- Amplification of Emotions
- Increased Stress and Appetite
- Increased Sex Drive

BOYS

- Testosterone
- Over-stimulates the Amygdala
- Changes Neurotransmitter Levels
- Aggression
- Territoriality, Dominance, Poor Impulse Control
- Increased Sex Drive



BOYS and GIRLS Learn Differently



RECOMMENDED RESOURCES

- Eliot, L (2009), *Pink Brain. Blue Brain.* NY, NY. Houghton Mifflin. Harcourt.
- Gurian, M. and Henley, P. (2001), *Boys and Girls Learn Differently.* San Francisco, CA.: Jossey-Bass.
- Jensen, E. (2004), *Teaching With the Brain In Mind.* Alexandria, VA.: ASCD.
- Sax, L. (2005), *Why Gender Matters.* New York, NY.: Random House.
- Sylvester, R. (2000), *A Biological Brain in a Cultural Classroom.* Thousand Oaks, CA.: Corwin Press.
- Gurman, M. (2003) *Boys and Girls Learn Differently.* San Francisco, CA.: Jossey-Bass
- Brizendine, L. (2006) *The Female Brain.* New York, New York: Morgan Road Books
- www.WhyGenderMatters.com
- [Http://Teacher.Scholastic.com/products/instructor/Mar04_gendergap.htm](http://Teacher.Scholastic.com/products/instructor/Mar04_gendergap.htm)
- www.singlesexschools.org

- Use “shoulder-to-shoulder” approach when possible.
- Seat nearer to the front of the room.
- Competitions and games with time constraints are great.
- Use illustrations, graphs, pictures, symbols to highlight content.
- Encourage debate about abstract ideas, especially moral.
- Plan movement into learning (1 minute x age).
- Incorporate fiddle-diddles, “work” into complex lessons.
- Lists, codes and jargons are cool.
- Confrontation can be OK.

STRATEGIES for BOYS

- Smile and make eye contact.
- Sit in the back of the room; lower tone.
- Add more role plays.
- Get into “practical.”
- Use inductive reasoning, teach deductive reasoning.
- Group it. Try same sex grouping when the boys are around.
- Use manipulatives to teach math/spatial skills.
- Create group problem-solving activities.
- Integrate “hands-on” experiences and journaling.
- Avoid confrontational style.
- Increase “face time.”
- Use cooperative learning frequently.
- Focus girls on thinking about future options, big picture.
- When providing feedback, be discreet and specific.
- *Think, Write, Pair, Share* and *Empathy Card* are the kind of “safe rehearsal” strategies that work well with girls.

STRATEGIES for GIRLS