

INDEX

A

Abolitionist Freedom Quilt Projects, 218–219
Academic clubs, 34
Achieve 3000 program, 8
Achievement: benefits of single-sex classrooms to, 38–40; in boy-friendly classrooms, 112, 146–149; gender differences in, 32–38, 167
ACLU, 5
ADHD, 33–34
Advanced Placement (AP) exams, 34
Advisory programs, 245–247
Alexander, D., 180–181, 182, 216–217
Alexander, T., 115–118
All-star lineup activity, 182
Amen, D., 160
American Academy of Pediatrics, 97
Amygdala, 27
Anger: in boy-friendly classrooms, 112; brain chemistry and, 30; helping boys with, 236–238
Apologies, 122–123
Arkansas schools, 11
Arnot, R., 96
Artwork, 176–177
Atlanta Public Schools, 7–8
Attention span, 88, 95, 100

B

Ball toss, 100
Basketball Math, 154, 155
Behavior, student: in boy-friendly classrooms, 90–91, 112, 242–244; brain structure and, 24, 25; gender gap and, 37; hormones' effects on, 30; teachers' reflections about, 57–58, 63. *See also specific behaviors*
Benet, S. V., 181
B.E.S.T. Academy at Benjamin Carson (Atlanta, Georgia), 7–8, 52–53
Biking, to school, 250
Bilek, B., 154–155
Biography projects, 218–219
Biology, 202
Bittinger, C., 166
Block schedules, 11
Bluford book series, 165–166
Boarding schools, 5
Body image: gender gap and, 36; in girl-friendly classrooms, 129–130; girls' stress about, 125; parent's role in, 248
Book clubs, 211
Books: in girl-friendly activities, 208, 209–212; of interest to boys, 161–163

- Books for Boys* (Sullivan), 163
- Boredom, 34, 153, 160
- Boswell, E., 13–14
- Boy-friendly classrooms: achievement tips for, 146–149; advantages of movement in, 93–97; boy energy in, 87–93, 148–149; competition in, 108–111, 149, 154–157; effective teachers for, 112–113; giving instructions in, 149–151; language arts strategies in, 165–180; literacy strategies in, 160–165; mathematics in, 152–157; reflection in, 147–148, 178; sample movement activities for, 95, 97–102; science in, 157–160; social studies strategies in, 180–185; teachers’ observations of, 113–114; technology in, 88, 167–168; tips for teaching in, 86; transition times in, 93, 102, 114, 151–152; use of space in, 92–93, 103–108
- Boyk, K., 225–226
- Boys: achievement gap of, 32–35; attitudes of, about reading, 160–161; benefits of single-sex instruction for, 6–7, 38–40; books of interest to, 161–163; brain chemistry of, 29–31; brain processing of, 27–29; brain structure of, 23–27; definition of technology from, 205–206; effects of gender gap on, 32–35; emotional support for, 238–241; forming relationships with, 232–248; generalizations about, 31; versus girls, in science class, 199–200; motivation of, 147; physiology of, 89–90; in single-sex classrooms, success stories of, 7–13; stereotypes of, 31; technology uses of, 206
- Boys and Girls Learn Differently* (Gurian Institute), 7
- Boys’ Latin School (Maryland), 87–89
- Brain breaks, 88, 89, 98
- Brain buttons, 98–99
- Brain Gym activities, 97–98, 195–196
- Brain, human: advantages of movement and, 95, 102; benefits of single-sex classrooms and, 38–39; boy energy and, 89, 90; chemical differences in, 29–31; importance of water to, 105; processing differences in, 27–29; structural differences in, 23–27; student instruction about, 89
- Brain research, 21–23
- Brain stem, 26
- Brainstorming, 170
- Brizendine, L., 35
- Broshar, K., 195–196
- Bulletin boards, 104
- Bullying, 37, 126–129, 130
- By the Waters of Babylon* (Benet), 181
- ## C
- California schools, 11–12, 182
- Calvert, H., 102
- Carabo, K., 148, 160, 165–166, 210
- Card games, 154
- Carlesso, J., 190
- Carolina Day School (North Carolina), 12–13, 178, 179, 182, 245
- Catholic schools, 11–12
- Celebrations, 131
- Censorship, 171–172
- Center for Career Opportunities, 223
- Cerebellum, 25
- Cerebral cortex, 24–25
- Chadwell, D., 8–9
- Chaney, R., 55–59
- Character building, 230–232
- Christie, A. A., 204–205
- Cinquains, 173–174

- Civil War projects, 217–219
- Class meetings, 225–226
- Classroom environment: benefits of
 single-sex classrooms and, 39; in
 boy-friendly classrooms, 103–108;
 in girl-friendly classrooms, 120–121;
 parents' concerns about, 65–68;
 teachers' reflections on, 62. *See also*
specific classroom features
- Classroom space, 103–108
- Clinton, H., 1
- Cliques, 126–129
- Clubs, for girls, 130
- Coaches, 230, 236
- Coalition groups, 133
- Cohen, I., 98
- Collaborative learning: benefits of
 single-sex classrooms and, 38; in
 girl-friendly classrooms, 119, 133–138;
 soft skill development in, 224; teachers'
 reflections about, 57, 60, 62
- College attendance, 34–35
- College degrees, 33
- College preparatory schools, 11–12
- Communication skills, 224
- Community connections, 245
- Community opposition, 47–48
- Community service projects, 133, 231
- Competitive students: in boy-friendly
 classrooms, 108–111, 149, 154–157; in
 girl-friendly classrooms, 138–139, 196;
 teachers' reflections about, 60
- Computer design, 207, 208
- Concentration Math Game, 195
- Conferences, parent, 247
- Confidence: of boys, in math, 153–154; of
 girls, in science, 201–204
- Cook, R. M., 199–200
- Cooper-Mullin, A., and Coye, J., 211
- Coordinate grid activity, 193–194
- Coretta Scott King Young Women's
 Leadership Academy (Atlanta,
 Georgia), 7–8, 50, 115–118
- Corpus callosum, 26
- Cortisol, 106
- Country card project, 183
- Crespi Carmelite High School
 (California), 11–12, 182
- Criterion-Referenced Competency Test
 (CRCT), 14
- Cross crawls, 99
- Curricula. *See specific subjects*
- Curtis, D., 14–15, 98, 165, 237
- Cyberbullying, 127–129
- ## D
- Dance lessons, 231
- Daniels, P., 87, 244–245
- Darby, A., 55, 234
- Data collection: for creation of same-sex
 program, 46–47, 66, 69–70; in
 project-based classrooms, 159
- Debates, 182
- Decision making, 133
- Dehydration, 106, 248
- Dennison, G. E., 98
- Dennison, P. E., 98
- Desert Heights Elementary School
 (Nevada), 55
- Diamantes, 174–175
- Disagreements, 134–135
- Discipline, 227–228, 242–244
- Discovery-based activities, 202
- Discrimination, 67
- Discussion, classroom: in advisory groups,
 245–246; benefits of single-sex
 instruction to, 6; in boy-friendly
 classrooms, 104, 241; in girl-friendly
 classrooms, 134–135, 212
- Distractions, classroom, 6, 51–52

Dodson, S., 210
Dopamine, 30–31
Double Hands Math Game, 194
Douglas, J., 200
Drama, 228
Drawing, 170, 238, 241

E

Edmunds, S., 176
Edwards, B. R., 181–182
Elementary schools: single-sex program
creation in, 51; success stories of, 9–10
Emotions: benefits of single-sex
classrooms and, 38; brain structure
and, 26–27; in girl-friendly
classrooms, 123, 134; helping boys
with, 236–241
Empathy, 132, 247
Encouragement, 124, 140
Energy Yawns, 99–100
*Enhancing Emotional Vocabulary in Young
Children* (Joseph & Strain), 238
Estrogen, 30
Evening lectures, 247
Exercise. *See* Physical activity

F

Facial expressions, 134
Fantasy Vacation activity, 196–197
Fatherless children, 234
Female scientists, 208
“Fight or flight” response, 26
Flesch-Kincaid Readability scale, 74
Fletcher, R., 171–172
Florida schools, 9–10, 16
Florida Writes test, 16
Football games, 155–156
Fowler, C., 93, 157, 193, 196–197
Frontal cortex, 25
Furniture, 89, 94–95, 104–105

G

Game-oriented activities, 110, 154–57,
194–197
Gender equality, as mission of single-sex
classrooms, 4
Gender gap: current state of, 32; effects of,
32–35; in language arts achievement,
167; parents’ concerns about, 67
Generalizations, making, 31
Girl Scouts, 231
Girl-friendly classrooms: addressing body
image in, 129–130; basic strategies for,
119–120; benefits of, 119; bullying in,
126–129, 130; classroom environment
in, 120–121; collaboration in, 133–138;
competition in, 138–139, 196;
emotions in, 123; examples of,
115–118; handling stress in, 124–125;
increasing self-esteem in, 123–124;
language arts strategies in, 209–216;
leadership in, 131–133; mathematics
strategies in, 188–199; relational
aggression and, 126–129, 130; risk
taking in, 119; sample activities for,
130–131; science strategies in, 199–204;
social studies strategies in, 217–219;
successful teachers in, 139–142;
technology strategies in, 204–208
Girls: achievement gap of, 35–38;
benefits of single-sex instruction for,
6–7, 38–40; versus boys, in science
class, 199–200; brain chemistry of,
29–31; brain processing of, 27–29;
brain structure of, 23–27; challenges
of, 121; code of behavior for,
122–123; definition of technology
from, 205; forming relationships with,
225–232, 244–249; generalizations
about, 31; in single-sex classrooms,
success stories of, 7–13; stereotypes

of, 31; stress of, 124–125; technology
uses of, 206
Girls on the Run group, 130
Global economy, 8
Goldsmith, M., 98
Gossiping, 62
Grade levels, single-sex programs, 47,
51–52
Grading work, 170
Grants, sources of, 204, 219
Great Books for Boys (Odean), 163
Great Books for Girls (Odean), 210, 211
Great Books-Junior Great Books pro-
gram, 211–212
Greene, C., 52–53, 156–157
Greensboro Day School (North Caro-
lina), 181
Gross motor skills, 36
Group dynamics, 135–136
Guest speakers, 208
Gurian Institute, 4, 7
Gurian, M., 163
Guys Read (Scieszka), 163

H

Haley, R., 7
Hannaford, C., 94, 97, 98
Healthy lifestyle, 129–130, 248
Hearing, 29, 150
Helplessness, 140
Hendrix, F., 157–158
Henson, P., 12
High schools, 52
Hinduja, S., 127, 129
Hippocampus, 26–27
Historical fiction, 172
Homework collection, 101
Hook-ups, 99
Hope High School (Arkansas), 11, 166
Hormones, types of, 29–30, 31

Hot Color Game, 152
Housing design, 208
Howell, S., 108–109
Humor, sense of, 91, 113, 223

I

Ide, R., 152
Imagination, 169, 196–197
Imperator activity, 183–185
Impulsiveness, 24, 25
Inquiry-based instruction, 164
Instructions, giving, 149–151, 199, 200
Integrated science, 207–208

J

Jaw, tightened, 99–100
Jensen, D., 55, 59–63
Jensen, E., 98
Joseph, G. E., 238
Journaling, 131, 178–179, 214–215
Jumping rope, 190

K

Kenowa Hills Public Schools (Michigan),
14–15
Kindergarten, 33
King, B., 228–229, 241
Kirstein, J., 150, 192
Krypto game, 154

L

Language arts: in boy-friendly class-
rooms, 113, 165–180; brain structure
and, 27–28, 29; in girl-friendly class-
rooms, 209–216. *See also* Literacy
Language processing, 27–28
Leadership: in girl-friendly classrooms,
131–133; single-sex program creation
and, 49–51
Learning styles, 147

Lectures, 95, 113, 114
LEGO blocks, 199–200
Lesson objectives, 88
Library activities, 164, 211
Lighting, 88, 103
The Links, Incorporated, 7–8
Literacy: benefits of single-sex instruction to, 7; boy-friendly strategies for, 160–165; brain structure and, 27–28; gender gap in, 33; single-sex success stories regarding, 8. *See also*
Language arts
Lofton, M., 13–14, 108
Logistical issues, 48
Losing competitions, 111
Lurito, J., 22

M

MacIsaac, D., 38
Magazines, 129–130
Magnetic resonance imaging (MRI), 23
Making a Good Brain Great (Amen), 160
Male teachers, 234–236
Maloney, J., 63, 162
Mandon, M., 124, 151, 218, 238
Manipulation, 135
Manipulatives, 189, 191, 199
Math facts, 190
Math raps, 198
Math relays, 195
Mathematics: boy-friendly learning strategies in, 152–157; brain structure and, 28–29; girl-friendly learning strategies in, 188–199; integrating science with, 207–208; success stories in, 13–14; teachers' reflections about, 60, 61, 62
McGrath, C., 65, 182
McKew, S., 87, 89

McManus, K., 91
Mechanics, of writing, 169, 170, 213
Media messages, 120, 129–130, 248
Melatonin, 103
Memory, 26–27
Mentoring: advisory groups for, 245; in boy-friendly classrooms, 89, 169; to build community relationships, 250; in girl-friendly classrooms, 202, 230
Michaelos, T., 15–16, 165, 232
Michals, A., 251
Michigan schools, 10–11, 14–15
Middle schools, 51–52
Mindmapping activities, 217
Mlambo-Ngcuka, P., 132
Modeling, 169, 202
Montessori method, 191
Mood, 30
Morgan, M., 49–50
Motivation: of boys, 147, 158; brain chemistry and, 30–31; gender gap and, 34
Movement. *See* Physical activity
MRI (magnetic resonance imaging), 23
Music: in boy-friendly classrooms, 101, 151–152; in girl-friendly classrooms, 197–198

N

National Association for Single-Sex Public Education (NASSPE), 7
National Association of School Psychologists, 126
National Association of State Boards of Education, 67
National Coalition of Girls' Schools, 218
National Girls Collaborative Project, 204
National Science Foundation, 187–188
Natural light, 103
Navajo Origin Legend (Stephen), 180

Neurotransmitters: definition of, 21–22;
types of, 30–31
Nevada schools, 55
New York schools, 16–17
Nina B. Hollis Institute for Educational
Reform, 38
North Carolina schools, 12–13, 94–95,
179, 181
Nutrition, 130–131, 248

O

Obesity, 129–130
Odd Girl Speaks (Simmons), 130
Odean, K., 163, 210, 211
Oklahoma schools, 10
*Once Upon a Heroine: 400 Books for Girls
to Love* (Cooper-Mullin & Coye), 211
100 Black Men of Atlanta, 7
100 Books for Girls to Grow On (Dodson),
210
Optimism, 53
Opt-in programs, 9–10
Organization, classroom, 104
Outdoor classrooms, 107
Oxytocin, 31

P

Pair-share activities, 95
Paper pickup, 101
Papert, S., 158
Parent surveys: for program creation,
69–70; for program evaluation, 74,
80–81
Parents: boy-friendly classrooms and, 87;
building relationships with, 248–250;
in program evaluation, 74, 80–81; in
single-sex program creation, 48, 65–70
Parker, R., 11
Participation, classroom, 6
Patchin, J. W., 127, 129

Pattern activities, 101
Peisner, J., 246
Physical activity: in boy-friendly
classrooms, 93–102, 148–149; brain
structure and, 25; gender gap and, 33;
in girl-friendly classrooms, 130;
importance of, 94
Physical education classes, 96–97
Physical science, 202
Poetry, 173–178
Pollack, W. S., 32
Positron emission tomography (PET), 23
Post, T., 183–185
Principals, 50–51, 53
Problem solving, 119, 124, 153
Project-based learning, 158–160, 208
Promethean Boards, 8
Promislow, S., 98
Prompts, writing, 214–215
Pyeatt, S., 134, 135, 149, 247

Q

Queen Bees and Wannabes (Wiseman),
130
Questioning, 140–141

R

Ramp Up to Advanced Literacy program,
166
Rap activities, 198, 213
Ravitch, D., 45
Reading. *See* Literacy
Reading groups, 212
Reading levels, 74
Recess, 88, 96–97
Recruiting students, 47
Reflection, 147–148, 178
Relational aggression, 37, 126–129, 130
Relationships: with boys, forming,
232–248; brain chemistry and, 31;

- gender gap and, 36, 37; girl-friendly classroom activities, 130; girls' behavior code regarding, 122–123; with girls, forming, 225–232, 244–248; girls' use of technology for, 207; importance of building, 223–224; with parents, building of, 247–250; parents' concerns about, 66–67; quick strategies for building, 222–223
 - Research projects, 159–160, 203
 - Responsibility, 230–232
 - Rest state, 95
 - Rhythm chant, 179
 - Richards, M., 51
 - Risk taking: benefits of single-sex instruction to, 6; gender gap and, 33; in girl-friendly classrooms, 119, 192, 199–201; soft skill development in, 224
 - Ritalin, 34
 - Rite-of-passage events, 249
 - Roberts, D., 16, 202
 - Roberts, J., 16, 191
 - Rodkey, J. A., 9
 - Role models, 202, 210, 230, 234
 - Role-playing activities, 38, 165
 - Roman culture, 184–185
 - Rook, B., 167–168
 - Roosevelt Middle School (Oklahoma), 10
 - Ropes courses, 249
 - Ross, G., 112, 155–156, 194
 - Rote learning, 201
 - Rules, classroom, 149, 227
- S**
- Sarcasm, 223
 - Scanning, brain, 23–27
 - Schedule, 150
 - Science: in boy-friendly classrooms, 157–160; brain structure and, 28–29; in girl-friendly classrooms, 130, 131, 199–204; integrating mathematics with, 207–208; lack of female participation in, 187–188; teachers' reflections about, 61–62
 - Scieszka, J., 163
 - Seating options, 104–105
 - Self-assessment, 136–137
 - Self-esteem: benefits of single-sex instruction to, 6; gender gap in, 36; in girl-friendly classrooms, 123–124, 127
 - Self-management, 6
 - Sensory system, 29, 192–193
 - Serotonin, 30
 - Sgro, B., 12
 - Shame, 242–243
 - Shaywitz, B. A., 22
 - Shaywitz, S. E., 22
 - Sherry, C., 243
 - Silent debates, 182
 - Simmons, R., 130
 - Simon Says Coordinate Grids activity, 193–194
 - Single Hands Math game, 194
 - Single photon emission computed tomography (SPECT), 23
 - Single-sex instruction: benefits of, 5–7, 38–41; examples of success in, 7–13; history of, 4–5; mission of, 4; resurgence of, 4; teacher testimonials for, 13–18; terminology related to, 68
 - Single-sex program, creation of: establishing age groups for, 51–52; frequently asked questions during, 46–49; leadership for, 49–51; parents in, 65–70; teacher selection during, 52–55; teacher training and, 63–65
 - Single-sex program, evaluation of: parent surveys for, 74, 80–81; steps for success after, 82; student surveys for, 74, 75–79

- Skits, 130, 131, 165
- Sleepiness, 103
- Smart Moves* (Hannaford), 94
- Smith, B., 15–16, 241
- Social interaction: parents' concerns
 about, 66–67; to promote writing
 in boy-friendly classrooms, 169;
 single-sex program creation and, 47
- Social justice, 132, 133, 202, 203
- Social studies: boy-friendly strategies in,
 180–185; girl-friendly strategies in,
 217–219
- Soft skills, 223–224
- Songs, 130
- Sousa, D. A., 21
- South Carolina schools, 8–9
- Southside Junior High School, 5
- Spatial processing: brain structure and,
 27–28; in girl-friendly classrooms,
 189–190, 208
- Special education classes, 33
- SPECT (single photon emission computed
 tomography), 23
- Speed Talking activity, 228–229
- Spelling words, 101
- Spellings, M., 1
- Spielhagen, F., 41, 68
- Sports participation, 34, 231, 236
- Squeezing balls, 100–101
- Stabiner, K., 3
- Standardized tests, 15, 16
- Standing desks, 89, 94–95
- Stephen, A. M., 180
- Stereotypes, 31, 113
- Storytelling, 179–180
- Strain, P. S., 238
- Stratford Academy, 112
- Stress: in boy-friendly classrooms, 106;
 gender gap in, 36–37; of girls, 124–125;
 informing parents about, 248
- Stress balls, 88
- Stretching, 101, 102, 148
- Student surveys, 74–79
- Suicide, 33
- Sullivan, M., 163
- Summit School (North Carolina),
 94–95
- Sunlight, 107
- Support groups, for girls, 130
- Surveys: for program creation, 69–70; for
 program evaluation, 74–81
- ## T
- Tables, 105, 155
- Taborosi, P., 16–17
- Teacher training: after program
 evaluation, 82; importance of, 63–65;
 single-sex program creation and, 48
- Teachers: in boy-friendly classrooms,
 112–114; and competitions, 111;
 gender of, 65; in girl-friendly
 classrooms, 139–142; reflections
 from, 55–63; role of, in project-based
 learning, 158; selection of, for
 single-sex program, 52–55; signs of
 caring from, 226–227, 232–234;
 special role of male, 234–236;
 students' feelings about, 64
- Technology: in boy-friendly classrooms,
 88, 167–168; cyberbullying and,
 127–129; in girl-friendly classrooms,
 204–208; single-sex success stories
 regarding, 8
- Temperature, classroom, 106
- Templates, 169
- Temporomandibular joint, 99–100
- Test reviews, 108
- Testosterone: brain structure and, 28;
 description of, 30; effects of, 90
- Tie-tying relay event, 249

Title IX regulation, 5
Tobias, S., 188
Tools, 207
Topics, for writing, 168
Transition time, 93, 102, 114, 151–152
Trivia games, 131
Trueman, T., 163
Turn taking, 101
Tutoring, 169

U

U.S. Department of Education, 5

V

Van Alstyne, R., 191
Verbal skills, 197, 202
Violence, 171–172
Vision, 29
Vocabulary, 238–241
Voice, teacher, 112
Vrooman, M., 10

W

Wall decor, 104
Ward, L. G., 43

Water intake, 88, 105–106, 248
Weidner, K., 153–154, 192, 195
What Stories Does My Son Need? (Gurian & Trueman), 163
When Grizzlies Walked Upright (Modoc legend), 180
White, R., 182
White, S., 213
Willis, J., 133
Winder-Barrow Middle School, 13–14
Wiseman, R., 130
Wolfe Middle School (Michigan), 10–11
Woods, T., 93
Woodward Avenue Elementary School (Florida), 9–10, 16, 38
Word use, 170
Wright, B., 83
Writing. *See* Language arts
Written communication skills, 224
Wycoff, J., 216

Z

Zazzaro, B., 113, 172, 179–180, 228–229, 233
Zazzaro, J., 52, 95, 113, 230