



Lifelong Learning Programme

IGIV – Guide

Analytical Tool

Name	The Boys/ Girls in my class/ group
Time	30 minutes to two hours
Target Group	Teachers, pedagogues, disseminators
Material, space, number of rooms if needed etc.	Worksheet, possibly room for group work
Work Area	Project level (work with boys' and girls' groups)
Learning Results	
» <i>Knowledge</i>	More detailed knowledge about the boys and girls in your group you are working with, and possibly their relations among each other. Knowledge about the relationship between individuality and group affiliation.
» <i>Skills</i>	Individualising/ heterogenising the pedagogical viewpoint, making differences visible. Assumed common features (as boys or girls) are relativised.
» <i>Competencies</i>	Learning to understand dynamics within groups, particularly within gender-homogenous groups. Understanding the relations between individuality, group affiliation, homogenisations and the dynamics resulting from them (e.g. pressure to norm-conformity) and learning to productively influence them. A competency to pick up on categories (in this case gender) in their significance, thereby dramatising, but later de-dramatising them by relativisation.
Guide	
» <i>Introduction/ Background information</i>	The participants of the training are supplied with the worksheet "The boys/ girls in my group". They have the task of filling in the worksheet with the names of the boys/ girls of the group they are working with, and to answer the questions in the middle. When



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	<p>introducing the exercise, please stress that it is about directing your viewpoint on individual differences between boys/girls within the group of boys/girls, making relationships within that group visible at the same time.</p> <p>Point out during the introduction that explanations indicating different social positions are desired. But the view on the boys/ girls can also be plainly descriptive, for a start.</p>
<p>» <i>Step by step know-how</i></p>	<p>The questions on the work sheet are:</p> <p>1. Who are the boys or girls? What are their characteristics? This refers to the individual boys/ girls in their individualities.</p> <p>2. What separates the boys or girls? What connects them? This refers to the relationships among the boys in the boys group/ girls in the girls group.</p> <p>The following questions might be helpful in addition (they don't have to be answered individually):</p> <ul style="list-style-type: none"> • Which experiences do the boys or girls have? (Where and how did they grow up, siblings, experiences of exclusion and violence) • How do the boys/ girls present themselves to me? • What interactions exist between boys and girls? • How stable are the friendships within the group? • Do I see hierarchies among the boys/ girls? • Do I have presumptions about the system of hegemonic masculinity (who are the bearers of "hegemonic" masculinity, who are the bearers of "subordinated" masculinity) or of normative femininity (who is a representative of normative femininity, who represents deviant femininity)? • Do I take the different experiences of boys/ girls into consideration? • Who do I notice, who gets how much attention from me? Where are my sympathies directed at? • Which boys/ girls challenge me specifically? What is it about them that challenges me?
<p>Variant</p>	<p>Provide enough time for the analysis – at least 30 minutes. You then either let everyone present their worksheet for the whole group and ask after new insights or thoughts about specific boys/ girls or about group dynamics. Or you divide the group into smaller groups, in which the work of everyone is shared and discussed. Afterwards, special results should be collected in the whole group.</p> <p>Please take time and quietness to reflect on the boys/ girls of your</p>



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	classes and groups and to look closely at how the different boys and girls are and how their relationships are constructed.
Applicability and Limits <i>The following should be pointed out:</i>	
» <i>The optimal size of the group</i>	Maximum of participants 20 Individual work or/ and work in small groups
» <i>The point of time in a certain working process when the method can be used</i>	The participants have to work with specific groups The worksheet is useful for starting up the phase of analysis/ reflection
Source	Author: Bernard Könnecke, developed in the project „Boys work and school“, among others (www.jungenarbeit-und-schule.de)

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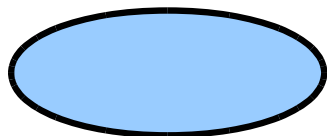
Boys of my group
 1. Who they are? How they are?
 2. What similarities do they have? What separates them?

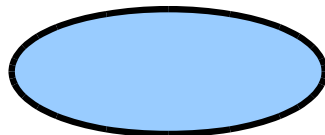
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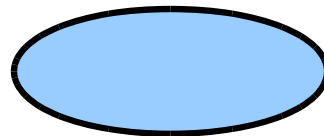


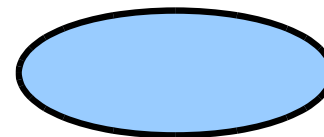
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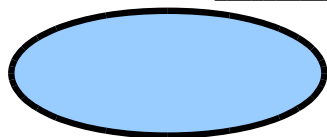
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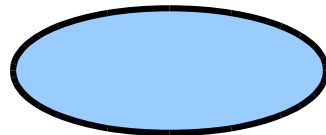


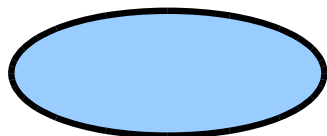


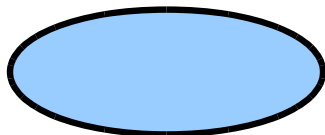


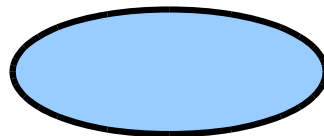


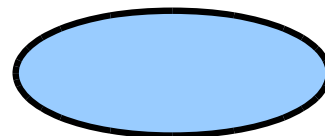


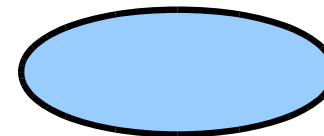


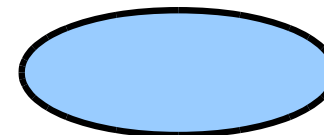


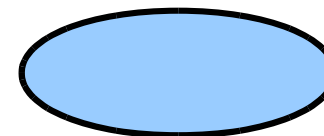












Girls of my group
1. Who they are? How they are?
2. What similarities do they have? What separates them?