

Model of boy-friendly curriculum (*Imms, 2003*)

BOYS NEED CURRICULUM THAT PROVIDES

- A non-competitive school environment
- “Safe” classes that foster discussion
- Tasks that are open-ended and require interchange with others
- Subjects that mandate exploration of “the self”
- Teachers who “facilitate”
- Subjects that accept alternative truths

BOYS NEED CURRICULUM THAT PROVIDES

- Small class sizes
- Pedagogy that counters Katagelophobia
- Skills to enable expression
- A vocabulary to discuss masculinity
- A mandate to explore individuality
- Opportunity to engage “a passion”
- Opportunity to be a risk-taker
- A level playing field between types of masculinities

BOYS NEED CURRICULUM THAT PROVIDES

- A wide variation of courses and activities
- Teachers with “passion”
- “Disciplined freedom”
- Avenues to be impetuous
- A school atmosphere that encourages participation
- Tasks that are “relevant” - can be explored through boys’ culture
- Problem-based learning, (“doing it”)
- Hands-on activities with practical solutions

BOYS NEED CURRICULUM THAT PROVIDES

- Teachers skilled at facilitating boys’ exchange of ideas
- A range of Tools to express ideas
- A range of outcomes to set tasks
- Criticism skills
- A mandate for the expression and an exchange of ideas
- Subjects with “non-binary” epistemologies
- Subjects that are Non-competitive and allow access to boys’ culture

BOYS NEED CURRICULUM THAT PROVIDES

- Freedom for individual interpretation of curriculum tasks
- Freedom to undertake curricular tasks according to personal skills
- Freedom to move between groups
- Freedom to access a range of academic and non-academic activities
- Freedom from pursuing any “ideal” masculinity

