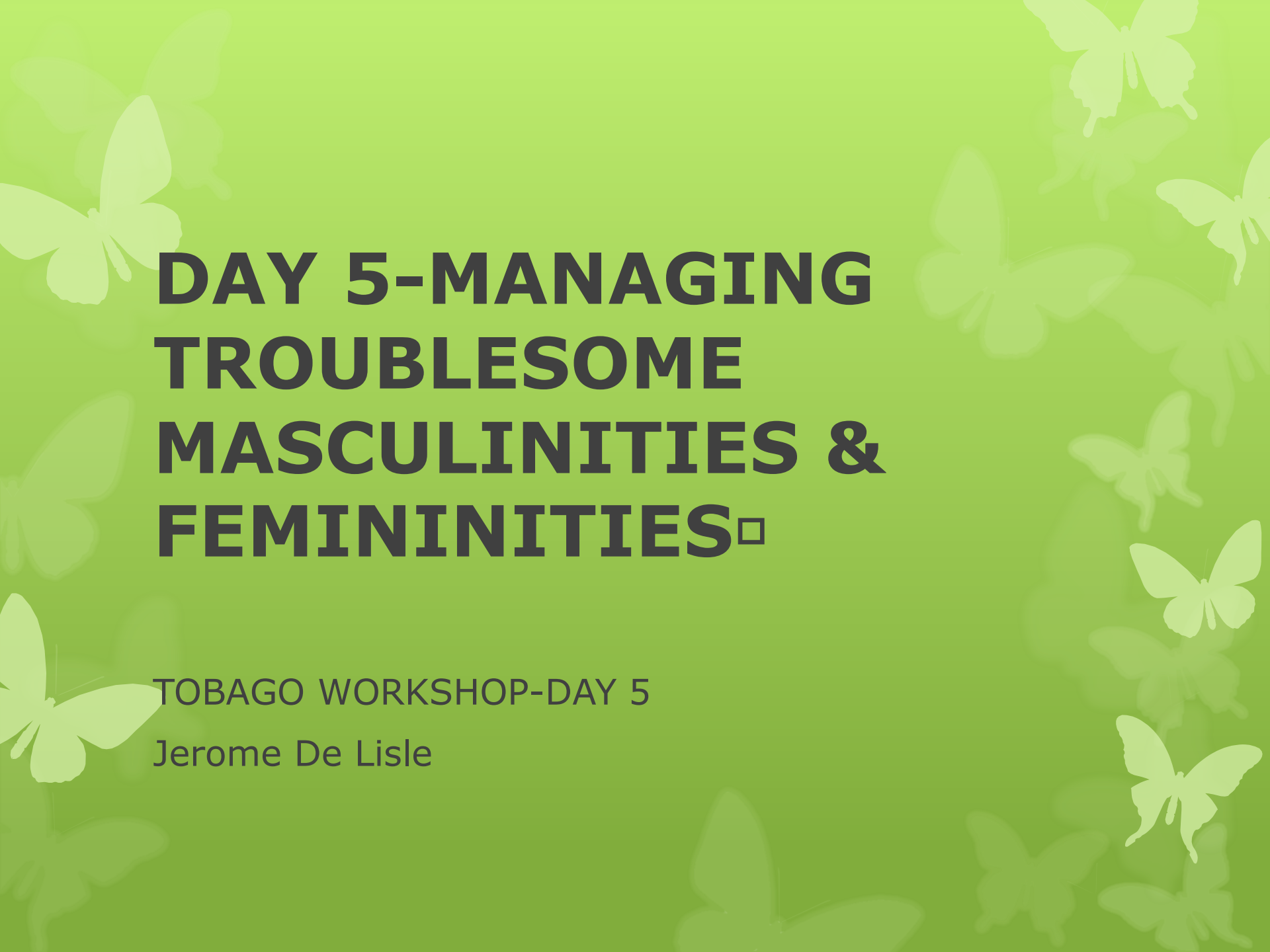




DAY 5-MANAGING TROUBLESOME MASCULINITIES & FEMININITIES□

TOBAGO WORKSHOP-DAY 5

Jerome De Lisle

The trouble with troublesome masculinities

- Is masculinity central to most of the problems men face- mental health, violence and in academic achievement?
- Is the solution, then, reconstructing socialization and male identity?
- Is there an advantage in using a broad masculinity lens or do we benefit by extending our gaze to the family and community economic and social context?
- One way to look at it is that some people's version of maleness locks them into violence and sexual aggression.

The trouble with troublesome masculinities

- Another way is to consider that some young people make more or choices compared with others-many of which are not fixed or locked into some particular version of maleness.
- Helping them, then, is about giving them the skills and making them make better choices.
- Young people do have agency and can act to change their lives and outcomes.
 - See Greig, A. (2009). Troublesome masculinities: Masculinity in trouble. *IDS Bulletin*, 40(1), 69-76.



Troublesome Femininities

- **The tendency to see a causal link between masculinity and achievement has led to the neglect of important issues regarding females; it has made girl issues invisible. Jones and Myhill warned about teachers own conceptions and stereotyping influencing the way they teach.**

- Jones, S., & Myhill, D. (2004). 'Troublesome boys' and 'compliant girls': Gender identity and perceptions of achievement and underachievement. *British Journal of Sociology of Education*, 25(5), 547-561.



Troublesome Femininities

- Jackson identified troublesome femininities, reminding us that constructions of 'problematic' youthful femininities have historically been with us.

- Jackson, C., & Tinkler, P. (2007). 'Ladettes' and 'modern girls': 'Troublesome' young femininities. *The Sociological Review*, 55(2), 251-272.



Gender and School Violence

- **Gender provides an important context for violence in the schools. Violent behavior is far more prevalent in males than in females. In fact, males report being victims of violence 10 to 15% more often than females. When females become violent, it is usually preceded by relation aggression. However, this phenomenon extends to boys as well. Sometimes a bullying interaction can take a dramatic turn from verbal attacks to assault. For example, both the massacres at Columbine High School and at Virginia Tech were preceded by reported incidents of relational aggression towards the perpetrators by their peers. These bullying incidents are important to recognize as risk factors for school violence. In 2001, Anderson and colleagues found that perpetrators of school-associated violent deaths were more likely than victims to have been identified by their peers as having been bullied at school. Practitioners working with students should address bullying early before it erupts in violence.**

- Published in *Encyclopedia of Cross-Cultural School Psychology*, (2010) volume 2, p. 852-854, edited by Caroline S. Clauss-Ehlers. DOI: 10.1007/978-0-387-71799-9_372. Copyright 2010, Springer. Used by permission





Reflection

- To what extent do teachers expect girls to be compliant and boys to be boys (troublesome)**
- Do these expectations result in teacher expectations and Negative student outcomes?**
- Are girls increasingly violent?**
- What violence prevention programmes are available to schools and are these link to the appropriate risk groups?**

Elements of best practice in violence prevention programmes

- comprehensive and multifaceted
- begin in the primary grades and are reinforced across class levels
- are developmentally tailored
- cover appropriate content areas -- information; anger management; social perspective taking; decision making and social problem solving; peer negotiation and conflict management; social resistance skills; active listening and effective communication; and material on prejudice, sexism, racism and male-female relationship
- use interactive teaching techniques
- are culturally sensitive
- and provide teacher training.
- promote a positive school climate
- foster norms against violence

This Doesn't Work

- Segregating anti-social and aggressive children
- Programme too brief
- Programme not supported by positive school climate
- Programme focuses only on self esteem
- Using scare tactics
- Adding programme to an overburdened institutional context



Programmes to enhance emotional competence



- **“Emotional competence” includes expressing emotions that are, or are not, experienced, regulating emotions in ways that are age and socially appropriate, and decoding these processes in self and others.**
- The nature and demands of emotional competence change from preschool to secondary school. In later years managing emotions becomes the key to social success. Peers become more important and there is gossip, amity, social support, relationship talk, self-disclosure, rejection and harassment.
- emotional competence supports social competence, mental health, cognitive development, preacademic achievement, school readiness, and school adjustment

Components of emotional competence

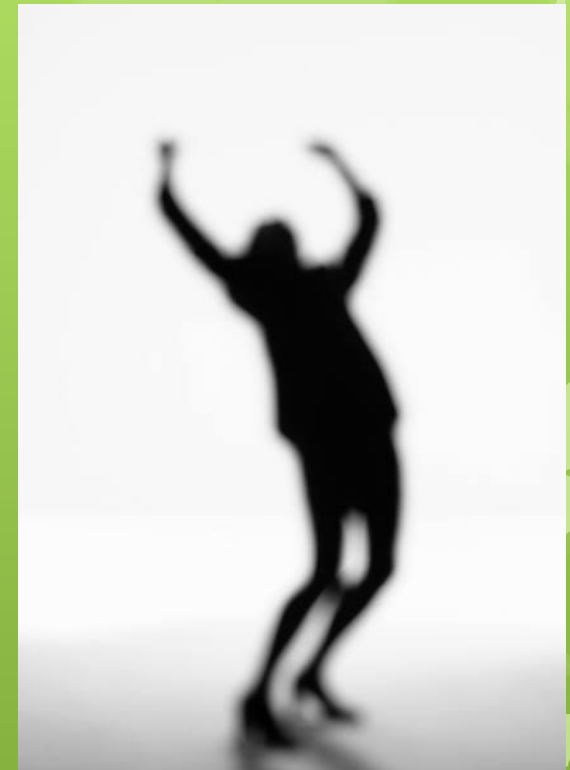


- awareness of emotional experience, including multiple emotions
 - discernment of own, and others', emotional states
 - emotion language usage
 - empathic involvement in others' emotions
 - regulation of own aversive or distressing emotions
 - realization that inner and outer emotional states may differ
 - awareness that social relationships are in part defined by communication of emotions.
- Denham, S. A. (2007). Dealing with feelings: How children negotiate the worlds of emotions and social relationships. *Cognition, Brain, Behavior*, 11(1), 1-48.

Resilience-Helping students at risk overcome adversity

- **What is psychological resilience?**

- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.
- Troubled boys and girls need to be imbued with such a quality.



Sample Non-academic Programmes

- Crisis plan for sudden trauma such as suicide, death, and accidents
- Student assistance teams
- Support groups*
- Peer helper program, including at-risk students as “helpers”
- Individualized career plans
- Individualized counseling*
- Coordination of outside agencies assisting students
- Mentorship programs*
- Programs to help parents better help their children
- Structured Consultations with staff to assist in understanding and helping students