

**Teaching Indian Boys**

**Interactive Training Modules**

**Bony Bum Boys**

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# **Teaching Indian Boys**

## **Interactive Training Modules**

**Teaching Indian Boys Self-paced training for teachers**

Created by Michael Auden © 2015

Email: [Michael@michaelauden.com.au](mailto:Michael@michaelauden.com.au)

Web: [www.educatedboy.com](http://www.educatedboy.com)

# Bony Bum Boys

Did you know that boys produce less serotonin than girls do? This can cause them to be more antsy and fidgety when forced to sit still for long periods of time. Serotonin/dopamine dysfunctions cause physical discomfort, anxiety, and panic--what I call "Bony Bum Syndrome".

I am a prime example of the "Bony Bum Syndrome". Even if I'm watching one of my favourite movies, I am constantly moving about the room. I eat breakfast and lunch standing up so I can move my body. Sitting makes me feel imprisoned.

Image a plane flight from Sydney to Perth; the better part of six hours sitting still and not being able to move. That is what the average school day feels like to many boys.

Boys are active learners. In most instances, the act of doing a specific task or lesson is far more beneficial for boys than learning about that task through reading. Boys tend to be visual, tactile learners. They succumb easily to distractions, which makes reading quietly especially difficult. When an adult hands them a book, they may look upon it as some sort of punishment.

# Moving kids do better at school

More **oxygen in the brain increases self-**

**control**, reduces behaviour interventions, creates fun more engaging classes and improves academic performance.

There is a positive correlation with physical activity and the positive impact in terms of academic learning.

**Fidgeting helps teen boys focus.** So just like grown-ups need a cup of coffee before tackling a problem, teen boys may tap their feet, swivel in their chairs or bounce in their seats while their brains are busily figuring out that maths test.

As they work boys spin around in their chairs. They tap their hands and feet and jiggle around.

Everybody moves more when they're concentrating on tasks.

## Why?

Just as adults drink coffee to stay alert during a boring meeting, teen boys jiggle and wiggle to maintain alertness.

Parents naturally wonder why their teen son, who bounces around during school hours, can sit still and play a video game or watch a movie.

Boys will sit very still if the activity is intriguing to them - because they do not have to concentrate.

Many boys are "under-aroused" - their brains do not produce enough dopamine to keep them alert during normal day-to-day activities -- so the boys move around to jiggle or wake their brains and bodies up.

These boys have to move. It can be any kind of movement -- some part of their body, it doesn't even matter what part.

But at some **schools**, such **movement is frowned upon**.

Some of them need to squeeze a ball, some need to tap a pencil while they work. I don't mind. Many boys may be stifled by the sit still, be quiet methods, but when allowed to move a little, they thrive.

# Stand-up Desk

I work at a stand up desk. Over the past two years I have made several so that I can have a choice of room and outlook when I work. Two of them are mounted on casters so I can roll them around the room. One I built on a gas lift chair with wheels. It has a small surfboard as the working surface. I only wish I had one of these during my years at school and university.

The working position resembles a person at a hotel bar. A footrest encourages the teen boy to move his body by changing the resting foot frequently.

Here is a sample of a stand u desk for a boy. It is made with the base of a gas-lift stool, an aluminum case and a skiffle board. All the components were bought from Op Shops for under \$35. Another other option is to get members of your local Men's Shed to make one up for you.



## **Two Page Plan – Bony Bum Boys**

Think of a boy you teach who fidgets non-stop. What is it that annoys you most about his behaviour? Is it the noise, the movement, the distraction, the danger to himself and to others?

How can you build in more movement opportunities into your daily routine?

1.

2.

3.

4.

5.

6.



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