

Introducing Gender Equality in the Lower Grades

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The second part addresses the issue of declining academic performance among students, arguing that no single individual or group should be blamed. Instead, it highlights the collective responsibility of teachers, schools, parents, and learners. Effective teaching strategies, adequate learning resources, parental support, and student accountability are all essential factors in improving educational outcomes. The article concludes that through collaboration, commitment, and shared responsibility, both gender equality awareness and improved academic performance can be achieved, leading to holistic student development.

All humans are born equal no matter their gender. It is our duty to make sure that women and men have equal opportunities and rights in every part of life.

Gender in general is the range of characteristics pertaining to, and differentiating between masculinity and femininity. Depending on the context, these characteristics may include biological sex (i.e. the state of

being male, female or an intersex variation), sex-based social structures (i.e. gender roles), or gender identity. Most cultures use a gender binary, having two genders (boys/men and girls/women); those who exist outside these groups fall under the umbrella term non-binary or genderqueer. Some societies have specific genders besides “man” and “woman” , such as the hijras of South Asia; these are often referred to as third genders (and fourth genders, etc.) Gender equality is achieved when men and women enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviors, aspirations and needs of women and men are equally valued and favored. Gender equality is not only a fundamental human right but a necessary foundation of a peaceful, prosperous and sustainable world.

GENDER EQUALITY maybe a high-sounding term for children of the kindergarten to third grade. But the quality of life in the future depends upon beginning early to understand how each person is an integral part of their community. Teachers are aware of this importance. The teacher should introduce this concept at the level of the child’s understanding, maybe in a small segment, one at a time.

Since gender equality has assumed growing importance lately, our children in the primary grades should be involved in activities on this subject,

meaningful to them and suitable as a foundation for their further understanding.

In the lower grades, the activities to be planned should be preferably be first-hand experiences on such topics like 1) Proper Health/Grooming, 2) School Rules & Regulations including Directional signages posted in conspicuous places like “This way to the “HE/MALE, SHE/FEMALE comfort room, 3) Gender Awareness/Equality to be integrated in their lessons, 4) Boys’ and Girls’ Rights/Children’s Rights, and 5) Child Protection Policy/Anti-bullying Act

It is said that the school is the first place to demonstrate to young children how they may avail themselves of gender-friendly and respectful environment. Has the school a source of full protection against bullying? Young children need many opportunities to integrate an consolidate school activities with those in the home. Most of the topics mentioned are learned in school but it is practically noted that the first learnings in school but it is practically noted that the first learnings were already taught at home.