



UPSKILLING PUPILS' GAD AWARENESS THROUGH INNOVATIVE IMPLEMENTATION OF GAD-RELATED WRITING (GRW) JOURNAL

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Upskilling Pupils' GAD Awareness through Innovative Implementation of GAD-Related Writing (GRW) Journal

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Abstract

One setting where gender concerns are evident is schools. This is due to a need for more understanding, challenges with application, and insufficient exposure to GAD concepts and principles. Thus, this action research aimed to upskill GAD awareness of Grade 5 pupils at Liba Elementary School for the School Year 2022-2023 by using GAD-Related Writing (GRW) Journal as an intervention. This action research utilized qualitative and quantitative methods using the methodological triangulation technique. The research design employed in the study is descriptive comparative. The primary data sources were the responses from FGD, interviews, surveys, frequency, and mean scores of pretests and posttests. The study's results revealed that the pretest acquired an MPS of 72.85% while the posttest acquired 86.35 with an MPS difference of 13.50. Using paired t-test, the computed T-test value is 5.82, the level of significance 0.05, and the degrees of freedom 15 with its corresponding p-value in two-tailed hypothesis testing is 0.00004. The p-value was less than 0.05, indicating a significant difference between the pretest and post-test scores. These findings corroborated the pupils' perception of using the intervention, implying an improvement in pupils' GAD awareness using GRW Journal. Developing strategic plans is crucial in addressing the issues and challenges of implementing GAD awareness. Henceforth, this study further encouraged to craft strategic pupil activities like GAD-Related Writing (GRW) Journal that would constantly expose them to GAD concepts and principles. In that manner, GAD awareness is being upskilled.

Keywords: *GAD Awareness; GAD-Related Writing (GRW) Journal; Gender Bullying*

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To my husband, Romnick R. Peñonal for always believing in me and for always encouraging me. You always inspire me to always be better in everything that I do. Your unwavering support keeps me going and allows me to do things I thought I couldn't.

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All glory and honor belong to the Almighty God, who is the source of all wisdom and strength and for His bountiful blessings and guidance that He poured upon me.

Context and Rationale

Schools are one environment where gender issues are visible. Several studies show that discrimination against boys and girls takes many different forms, and substantial adjustments are still needed to guarantee equality of opportunities, especially regarding the strategies that should be used. Meeting all of the students' needs presents a challenge for the teachers. Occasionally, educators neglect to consider the gender of their students (Hernandez and Cudiamat 2018, 1135-1141).

Gender is defined by the World Bank (Razavi 2012, 423-437) as socially constructed norms and ideas that dictate how men and women behave. It is a method of examining how societal norms and power structures impact the possibilities and lives of various groups of men and women, therefore it should be considered in development. Comprehending the gender relations and the underlying power dynamics is essential to comprehending an individual's distribution of resources, decision-making capacity, and the ways in which social growth and political processes impact boys and girls in addition to men.

Gender and Development (GAD) is defined by UNESCO, as cited by Sumadsad and Tuazon (2016), as a strategy that seeks to incorporate gender competence and awareness into mainstream development while acknowledging that, because of historical context and sexual inequalities, development efforts may have different effects on men and women. It highlights how crucial it is to use effective gender planning to guarantee that the circumstances that result from development activities are equitable to men and women.

Looking back to the Philippines laws, Republic Act No. 10352 (2013) section 28, otherwise known as "The General Appropriations Act," specifies that in order to comply with the requirements of R.A. No. 9710 (2009), the Magna Carta of Women, the Convention on the Elimination of All Forms of Discrimination Against Women, the Beijing Action Platform for Action, the Millennium Development Goals (2000-2015), the Philippine Plan for Gender-Responsive Development (1995-2025), and the Philippine Development Plan (2011-2016), all government agencies must create a Gender and Development (GAD) Plan that addresses gender issues within the sectors they are responsible for. Furthermore, as required by DepEd Order No. 32, s. 2017, DepEd pledges to incorporate the concepts of gender equality, gender equity, gender sensitivity, non-discrimination, and human rights into the administration and delivery of basic education.

Hernandez and Cudiamat (2018, 1135-1141) emphasized that as educators, parents, and merely mature people, we all understand that there are differences between men and women as well as between boys and girls. Whether the differences are due to nature or nurture is a topic of discussion these days. The nature versus the nurture argument is not pertinent to us as classroom teachers. Teachers' observations of gender inequalities among our students in the classroom are relevant. Moreover, Hernandez and Cudiamat (2018, 1135-1141) observed that a substantial role is played by gender in these daily fights. Teaching coed classrooms is different from teaching just girls' or boys' classes because we still do not fully understand all that is going on in those developing minds. To better meet the requirements of our kids, new research is being conducted, and experts in the field have demonstrated that gender alone does not explain how differently boys and girls learn (Coniglio 2010). When it comes to gender-based instruction, Sax (2017) says it's critical for parents and teachers to realize that the goal is to leverage the knowledge of how boys and girls learn to the benefit of the individual child. It would entail encouraging reading and writing in the classroom using "boy-friendly" books while involving girls in math, science, and technology. Boys and

girls are not supposed to follow separate curricula in gender-based schools. It's not discrimination; it's not favoring one gender over another.

Many studies prove that a lack of awareness of GAD may result from any form of bullying. This should be handled carefully by higher students in Elementary grade because this is the crucial stage in which an individual start to form their gender identity. Students most frequently cite the following factors as bullying causes: physical appearance, race/ethnicity, gender, disability, religion, and sexual orientation (Seldin and Yanez 2019).

Apparently, the teacher-researcher has captured in her anecdotal records that out of 15 Grade 5 pupils at Liba Elementary School, there were 10 or 66.67 % of pupils experienced Gender bullying:

- Calling or tagging male classmates who are using umbrellas and wearing pink dresses as gay.
- Branding school chores for males or females only.
- Threatening or harassing behaviors that are based on gender role expectations include name-calling, insulting, intimidation, and other forms of bullying.

The teacher-researcher finds the incidents as a very crucial issue that needs to be resolved because the Grade 5 pupils clearly manifest symptoms of low awareness of GAD.

Given the studies, theories, gaps, laws, and issues, the researcher was motivated to perform a research study to improve GAD awareness in Grade 5 pupils at Liba Elementary School by using of GAD-Related Writing (GRW) Journal as the intervention.

Innovation, Intervention, and Strategy

The study's theoretical framework was the Social Cognitive Theory of Gender and Development and Differentiation by Bussey and Bandura (1999, 676). According to this view, gender distinction in humans is a basic phenomenon that impacts all facets of peoples' daily lives.

The researcher's suggestion to see gender disparities as the result of social interactions came from a theoretical standpoint. This gives her even more motivation to craft the GAD-Related Writing (GRW) Journal, a cutting-edge resource in scaffolding Gender and Development Awareness

GRW Journal is a researcher-made innovative writing journal promoting the GAD awareness concept. Generally, it is purposely used as an innovative intervention to upskill the GAD awareness of Grade 5 pupils at Liba Elementary School. It is a weekly writing task within five weeks. The response may express their GAD-related writing composition in Bisaya or Tagalog. The teacher will orient the pupils on the concept of gender and development (GAD) conducted during remedial classes or guidance time slot. Hence, the teacher performed an essential role in implementing the GRW Journal. Furthermore, the teacher ensured the completion of the aforementioned weekly task. Likewise, the researcher checked and guided the pupils in writing their paragraphs about GAD-related concepts and issues.

Action Research Questions

Generally, this action research aimed to upskill GAD awareness of Grade 5 pupils at Liba Elementary School for the school year 2022-2023.

Specifically, this study aimed to answer the following questions:

1. What are the factors of Gender bullying as revealed in the FGD?
2. What is the pupil's GAD awareness as revealed in pre-test and post-test result?

3. Is there a significant difference in pupils' GAD awareness between the pretest and posttest results?
4. What is the implication of GRW Journal in upskilling pupils' GAD awareness?

Action Research Method

Research Design

This action research study used qualitative and quantitative methods or mixed-method strategies. The research design used in the study is descriptive comparative. For qualitative approaches, a descriptive-phenomenological study design is employed. Both qualitative and quantitative data were analyzed using the methodological triangulation technique. The primary sources of data were the replies from FGD, interviews, survey questions, frequency, and mean scores of pretests and posttests. These data were tabulated using the Manual R program utilizing Microsoft Excel. When conducting a single study, qualitative and quantitative approaches are frequently combined for pragmatic reasons or to address the concerns of the researcher, who feels that combining both methods can make the study stronger. This mode of inquiry best addresses the research objectives.

Participants and Other Sources of Data Information

Liba Elementary School served as the study's research setting. The main goal of this action research project is to increase Grade V students' awareness of GAD. The researcher employed the technique of purposive sampling. Purposive sampling, occasionally called judgment sampling, is a research method in which the investigators determine necessary information and then look for potential sources of knowledge or experience. This allowed all participants to express their opinions regarding the subject under investigation (Etikan, Musa, and Alkassim 2016, 1-4).

Furthermore, 15 out of 112 participants, or 13.39%, officially enrolled in Liba Elementary School for the School Year 2022-2023. They are purposively selected because these pupils are under the researcher's advisory.

Table 1: Distribution of Participants

Characteristic	Values	Frequency	Percentage
Pupils	Male	12	80%
	Female	3	20%
Total		15	100%

Table 1 shows the distribution of 15 participants by characteristics and sex (male: frequency = 12, percentage = 80 %, and female: frequency = 3, percentage = 20%).

Research Instrument

In determining the factors of bullying, the researcher used an interview guide. The gathered interview responses were validated using a Focus Group Discussion (FGD) facilitated by the researcher and the 10 participants. Typically, 8 to 12 people participate in a focus group, which is led by a trained moderator who facilitates interaction and ensures that the conversation stays on the topic of interest (Stewart and Shamdasani 1998).

Gender-related pretest and posttest worksheets were utilized in determining the pupils' GAD awareness. At the same time, a questionnaire-checklist survey form was used in evaluating the implication of GRW Journal in the pupils' GAD awareness.

Data Gathering Procedure

Calhoun's Action Research Cycle served as the study's action research model. As per Calhoun (1993, 62–65), action researchers go out on a mission to resolve an issue by gathering, arranging, and evaluating information to choose the next course of action. This is a rejuvenating journey that is equally concentrated on self-improvement and enlightenment as it is on solving a particular problem. The trip is never-ending yet is taken on multiple times (Zambo 2007, 1–12). As a result, the researcher will work in the following stages: decide on a topic, gather information, arrange it, evaluate and comprehend it, and then act.

Select Area: The teacher-researcher personally observed and captured some GAD-related issues in her classroom. She shared the incident with her colleagues and found out that it also happened in their class. She reflected and concluded that the captured incidence is symptomatic of poor or low awareness of the GAD concept.

Collect Data: In order to support the teacher-researcher observations and findings about the incident, the teacher-researcher conducted a FGD on typical GAD-related incidental scenarios experienced by students at school, at home, and in the neighborhood. The researcher interviewed the pupils to describe their awareness of GAD-related concepts were employed in this study to corroborate the general concepts formulated from FGD.

Organize Data: The gathered information was arranged by classifying it into qualitative and quantitative information. The results from the FGD and interviews were coded to create the themes and provide the study with qualitative data. On the other side, the survey questionnaire-checklist was used as a research tool to gather quantitative data.

Analyze and Interpret Data: Basically, both qualitative and quantitative data were employed in this investigation. It influenced the researcher to perform a mixed-method approach. The qualitative data from coded responses were collected and consolidated to formulate themes using manual thematic analysis. It was corroborated with quantitative data like frequency count or percentage from the result of the survey questionnaire checklist and the mean percentage score of the pretest and posttest. Manual calculation of the quantitative data in MS Excel format or utilizing SPSS. Since there were diverse sources of data, the methodological triangulation technique was performed to capsule the general themes of our study and the significant difference was interpreted using a T-test.

Take Action: After the series of FGD, interviews, surveys, and pretest on GAD awareness, the teacher-researcher crafted the intervention to bridge the identified gaps of low awareness of GAD. Hence, the teacher-researcher implemented the GRW Journal. The experts' Quality assurance was conducted before utilizing the innovative intervention made by the teacher-researcher. It was implemented for two months. Each version is intended for one month. After the utilization, a posttest will be administered. Another survey was conducted to validate the effectiveness of the GRW Journal. Meanwhile, FGD was conducted again to document participants' perception on the implication of GRW Journal in upskilling GAD awareness.

Ethical issues. To come up with reliable and valid data, the participants were made to understand the importance of their honest responses and the confidentiality of their answers.

It was personally administered by the researchers at the school or home of each participant. Adherence to IATF health protocols and standards, sanitizing hands and assessment materials, and wearing facemasks and face shields were strictly employed.

Likewise, a permission letter was sent to the parents of the pupils. Prior to the completion of the activities, they were fully informed of the goal and timeline.

Moreover, the researchers ensured proper citation of statements and acknowledgment of authors and proponents from published related literature and research studies adopted by this action research to follow the guidelines of Plagiarism.

In addition, proper quotations of speeches from any individuals and news articles from any press institution were also given importance in this study. For referencing, the Chicago Manual format was employed. With this approach, the researchers firmly believed that he/she would arrive at a good research output.

In order to have quality and validity of the research tool, a quality assurance was conducted by the Quality Assurance Team of the proponent school or district which is composed of 3-5 members who are experts in the field and education and sciences.

Lastly, this research paper has undergone an in-depth evaluation from the District Research Committee (DsRCom) and School Division Research Committee (SDRC) to validate and ensure that the content of the study does not contain any violations of social content, child protection policy, and GAD.

Data Analysis

Research question number 1 was answered utilizing the themes from the FGD and interviews from thematic analysis. Research question number 2 and 3 were answered utilizing the mean percentage score. Paired T-test statistic treatment was utilized to determine the significant difference between the result of the pretest and post-test as stated in research question number 3. It means there was a comparison of means before and after the intervention with the same observation in a group; this study used a paired T-test concept. Furthermore, the level of effectiveness was interpreted using descriptive Likert Scale Response options to answer research question number 4.

Likewise, a Cronbach alpha, also known as a coefficient alpha, was used to guarantee the validity and reliability of the questionnaire's items. Heo, Kim, and Faith (2015, 1-9) concluded that irrespective of research designs or settings, the creation and application of instruments with higher C α . For studies that intend to use questionnaire questions for measuring study outcomes, it is necessary to have greater inter-item correlations, or equivalently to increase statistical power.

Results and Discussion

Tables and graphs were utilized in this section to present the findings and results of the investigation. In general, the discussion was made to address the study's research questions.

Factors of Gender Bullying. As the researcher dived into the responses of the student-participants during the FGD, it was revealed that the factors of Gender Bullying came up with low GAD Awareness which were then fused and categorized into three major themes, namely 1) Limited knowledge of GAD concepts and principles, 2) Difficulty in sharing, practicing, and implementing GAD Concepts and principles, and 3) Exposure to GAD concepts and principles.

Table 2: Results of Manual Thematic Analysis for Gender Bullying

Thematic Analysis	Description	Sample Response	<i>f</i>
1. Limited knowledge of GAD concepts and principles	Participants responded that her/his knowledge of GAD was insufficient	<p>"I have little idea about GAD, ma'am."</p> <p>"Gamay ra akong idea about sa mga Gender-related topics."</p> <p>"Pipila lamang ang akong nahibal-an nga topics sama sa mga butang nga kabahin sa babaye ug lalaki."</p> <p>"Akong ikasulti bahin aning gender ug uban pang topics kabahin ani kay maghisgot kini about sa kasarian ug unsay mga kalainan."</p>	3
2. Difficulty in sharing, practicing, and implementing GAD Concepts and principles.	Participants responded that they have difficulty in exercising the GAD concepts and principles because of community, family, and cultural beliefs and practices.	<p>"I have a hard time explaining and teaching them the concept of GAD because of our customs, beliefs, traditions, and practices, ma'am."</p> <p>"Sa akong pagsabot ug gituhuan nga ang mga kalalakihan mao ang masunod sa ilang mga desisyon og mobuhat sila sa gusto nilang buhaton nga wala magpakabana sa mga kababaihan."</p> <p>"Ang akong nasabtan ani nga ang babayi ug lalaki kay nay lain-lain nga trabaho nga naka-assign sa ilaha. Ang dapat para sa lalaki para ra gyud sa lalaki ug ang para sa babaye para ra gyud sa babaye."</p>	5
3. Exposure to GAD concepts and principles.	Participants confessed that they lack study habits because they don't have materials or activity tasks that would expose them to GAD-related topics.	<p>"I need materials to remind me about GAD concepts and principles."</p> <p>"Dili kayo ko ka-explain aning gender nga topic kay kulang akoang kahibalo kay wala akoy mga basihan."</p> <p>"Walay ginapabuhat sa akona aron kanunay ko makahinumdom ug mapraktis nako sa konsepto sa GAD."</p>	7
TOTAL			15

*f – frequency

Table 2 shows that the pupil's low GAD awareness resulted from limited knowledge, difficulty of practices, and exposure to GAD concepts and principles. Using the thematic analysis technique, it was revealed that the coded theme *EXPOSURE* has the highest number of responses from the participants, equivalent to 46.67% or 7 responses. According to Lantacon (2007), the Department of Education should launch the required efforts to raise awareness of gender and development's definition and principles in order to dispel the myth that it is a matter of men and women competing with one another. With 20% or three replies from the study's participants, the coded subject *LIMITED KNOWLEDGE* had the fewest responses of the three themes. According to Sumadsad and Tuazon (2016), the results point to the shortcomings of a number of GAD capacity-building or training initiatives, including gender advocacy, gender sensitivity training, and the dissemination of knowledge and education.

GAD Awareness Pretest and Posttest Result. In order to validate the gender bullying incidence and to corroborate the results of the FGD, the researcher conducted a GAD awareness Pretest. Conversely, however, after the implementation of the GRW Journal, a post-test was conducted to document the participants' improvement in terms of GAD awareness.

Table 3: Mean Percentage Score of Pupils' Pretest and Posttest Result

Participants	No. of Items	Pretest MPS	Qualitative Description	Posttest MPS	Qualitative Description	MPS Difference
15	25	72.85	Did not meet Expectation (DNME)	86.35	Very Satisfactory (VS)	13.50

Table 3 shows the outcomes of the pretest and posttest of the 15 participants in the 25-item test conducted by the researcher before and after the utilization of GRW Journal. It revealed that the pretest acquired an MPS of 72.85% while the posttest acquired 86.35 with a MPS Difference of 13.50. Table 3 clearly reflects that there is a positive increase in the MPS after the utilization of GRW Journal as an intervention of this study.

Significant Difference in Pupils' GAD Awareness between the Pretest and Posttest Results. Table 4 depicts the association between the scores of Grade 5 students before and after the intervention. To evaluate whether the mean difference is significant, the paired t-test concept was applied. Using the computed T-test value of 5.82, the level of significance 0.05, and the degrees of freedom 15, the corresponding p-value in two-tailed hypothesis testing is 0.001. The p-value was less than 0.05, indicating that there was a significant difference between the pretest and post-test scores. This suggests that the disparity in outcomes was not attributable to chance. Other factors could have been at work. The students may have been positioned correctly for the post-test. Furthermore, one factor could be a denotation of a positive improvement in pupils' GAD awareness using GRW Journal as an intervention.

Table 4: Test of Significant Difference in Students' Level of Engagement

Phase	n	mean	sd	df	t-stat	Critical value	p-value	Verbal Description
Pre	15	18.2	2.04	14	5.82	2.145	0.00004	Significant
Post		21.6	1.45					

**Significance at 0.05 level*

Implication of GRW Journal in upskilling pupils' GAD awareness

The researcher floated a survey-descriptive questionnaire checklist to validate and corroborate the results of pupils' significant improvement in terms of GAD awareness as reflected in the significant difference between the pretest and posttest. It was a survey about the participants' perception of the effectiveness of GRW Journal in upskilling GAD awareness. The hypothetical mean ranges used to interpret the data are as follows: 1.00-1.79- Never Effective, 1.80-2.59- Less Effective, 2.60-3.39-Neutral, 3.40-4.19-Effective, 4.20-5.00-Very Effective.

Table 5: Participants' Perception of the effectiveness of GRW JOURNAL in Boosting GAD awareness

ITEMS	Weighted Mean	Quantitative Description
1. The GRW JOURNAL scaffolds pupils to achieve learning objectives in GAD awareness, concepts, and principles.	5.00	Very Effective
2. The intervention tool (GRW JOURNAL) was relevant to what I expected from my teacher as the mentor of my education.	4.93	Very Effective
3. The time allotted for the implementation of the intervention tool (GRW JOURNAL) was sufficient for me to absorb inputs or to accomplish tasks related to GAD concepts.	4.64	Very Effective
4. The organization and sequence of topics/tasks of GRW JOURNAL facilitated my awareness of GAD programs.	4.57	Very Effective
12		
5. The intervention tool (GRW JOURNAL) stimulated my interest in developing my socialization skills.	4.43	Very Effective
6. The intervention tool (GRW JOURNAL) demonstrated mastery of GAD concepts that made me understand the rights of every gender.	4.43	Very Effective
7. The intervention tool (GRW JOURNAL) explained the GAD concepts at my understandable level.	4.43	Very Effective
8. The intervention tool (GRW JOURNAL) is skillfully crafted and planned that aid the Grade 5 pupils in sharing ideas on GAD issues.	4.21	Very Effective
9. The intervention tools (GRW JOURNAL) are appealing to me.	4.21	Very Effective
10. The GRW JOURNAL is engaging, beneficial to students learning, and promotes higher-level thinking skills but with teachers' supervision and scaffolding through the art of questioning.	4.07	Effective
OVERALL MEAN SCORE	4.913	Very Effective

Table 5 shows the results of the participant's perception in the 10-item survey questionnaire on the effectiveness of GRW Journal in upskilling their GAD awareness. The researcher conducted it after the results of the posttest and the implementation of the intervention. The overall mean score acquired a 4.913 weighted mean, quantitatively describing VERY EFFECTIVE. Furthermore, item number 1 states that GRW JOURNAL scaffolds pupils to achieve learning objectives in GAD awareness, concepts, and principles and has the highest number of perceptions with a weighted mean of 5 or VERY EFFECTIVE description. On the other hand, item no. 10 (The GRW JOURNAL is engaging, beneficial to students learning, and promotes higher-level thinking skills but with teachers' supervision and scaffolding through the art of questioning) has the lowest weighted mean of 4.07 but still a positive quantitative description of EFFECTIVE. The results show that the intervention positively develops Grade 5 pupils of Liba Elementary School regarding upskilling GAD awareness.

Conclusion and Recommendations

Bullying and gender issues may stem from students' lack of gender awareness and sensitivity. Although students may always be in school, teachers already include gender and development in their courses during discussions. The habits, beliefs, and conventions of their culture may impact how effectively they retain the GAD concepts

and principles. Gender distinction in humans is a fundamental feature that permeates all aspect of daily life, according to Bussey and Bandura's (1999, 676) Social Cognitive Theory of Gender and Development and Differentiation.

Pupils, therefore, require resources that will raise their gender awareness. The results of the investigation indicate that the majority of participants are unaware of gender-related notions because they lack access to GAD reading resources and activity tasks. The pupils' gender awareness increased to a fully aware level with the use of the GRW Journal materials. Additionally, everyone who took part in the discussion agreed that the GRW Journal is successful in enhancing, deepening, and upskilling gender awareness, which will reduce gender-related violence in the classroom and even in the community. With the help of GRW Journal, it is intended that students will ultimately see the value of appreciating each other's diversity in terms of gender and culture as well as the fact that strengthening one another is preferable to judging it.

Based on the findings, implications, analyses, and conclusions of the study, the following is recommended:

1. To increase students' gender awareness, GRW Journal may be incorporated into the school's strategy, program, and budget.
2. To incorporate gender and development into the learning activities, learning activity sheets may be created using the GRW Journal as a guide.
3. Distributing copies of the GRW Journal to teachers and students may be funded through budgetary allocations made by school administrators.
4. To introduce the teachers to the use of the resources, a school LAC session may be held primarily in developing the art of Questioning during the validation and completion of GRW Journal activity tasks.

Action Plan

Implementation Steps	Responsibilities	Resources	Timeline	Implications
Submit a copy of the Final Research Report to the Division Research Committee	Researcher	3 sets Final Research Report	January 2023, 1st week (Resumption of classes)	SDO archiving of the completed education research
Present findings of the Research Report during SLAC session	Researcher	Laptop Computer LCD Projector	January 2023, last week (End of academic	Teacher-initiated interventions in Quarters 3 & 4 from the lessons learned
Present findings during District conference	Researcher	Laptop Computer LCD Projector	January 2023, last week (end of Quarter 2)	School-based interventions in Quarters 3 & 4 from the lessons learned in the research
Present findings during Division Research Congress	Researcher	e-Research Report copy	As scheduled	Division-recognized research work

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Financial Report

This section approximates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed in Table 6.

Table 6: Research Cost

Deliverables	Particulars	Cost Estimate
1. Encoding of Research Proposal	Encoding Cost	500.00
2. Proposal Reproduction	Printing Cost	500.00
3. Encoding of GRW JOURNAL and Content Validity of Pretest –Posttest Assessment Tools	Encoding Cost	1,000.00
4. Quality Assurance of GRW JOURNAL and Content Validity of Pretest –Posttest Assessment Tools	Load (Wifi), Meals and Snacks	3,000.00
5. Reproduction of Final Output	Encoding and Printing Cost	1,000.00
6. Reproduction of Evaluated Output	Encoding and Printing Cost	1,000.00
7. Tabulation of Results	Encoding Cost, Printing, snacks and meals	3,000.00
8. Conduct of Intervention Briefs, Dissemination, and Training/Workshop	Transportation Allowances, Load (Wifi), meals, snacks, and supplies	3,000.00
	Total	₱ 13,000.00

Appendix A

Interview Guide Question

Dear Respondents,

The undersigned is presently conducting a study entitled “UPSKILLING PUPIL’S GAD AWARENESS THROUGH INNOVATIVE IMPLEMENTATION OF GRW JOURNAL” where you are identified as one of the important contributors to the research.

In this connection, please answer to the best of your ability the questions asked without leaving any item/s unanswered as this is vital to the success of the study.

Rest assured that your responses are kept with highest confidentiality thus you do not have to worry on the possible adverse effect if there is any.

Very truly yours,
Researcher

Instructions: Please answer the following questions with honesty and sincerity. You can express your answer in Bisaya language.

A. Participants common encountered GAD-related issues (Research Question no. 1):

1. What are your factors at home in terms of gender issues?
2. What are your factors at school in terms of gender issues?
3. What are your factors with your neighborhood in terms of gender issues?

B. Implications (Research Question no. 4):

1. How does GRW Journal upskill your GAD awareness?
2. How does GRW Journal affect your socialization skill in terms of GAD is?
3. Why GRW Journal is important in upskilling GAD awareness and writing skills?

Appendix B

Questionnaire-Checklist

Dear Respondents,

Attached herewith is a questionnaire to gather data and/or information for our research work content **“UPSKILLING PUPIL’S GAD AWARENESS THROUGH INNOVATIVE IMPLEMENTATION OF GRW JOURNAL”**.

In this connection, may we solicit your kind indulgence and consideration by answering every question that are important and helpful for the completion of the study. Rest assured that any information you will give be treated with the utmost confidentiality.

Your positive response in this request will be a valuable contribution for the success of the study and will be highly appreciated.

Thank you very much for sharing your precious time and effort.

The Researchers

Instructions: Please use the following scale to state how much you agree or disagree with the following statements and put check (✓) marks in the appropriate level of responses.

- | | | | |
|---|---|----------------|------|
| 5 | - | Very Effective | (VE) |
| 4 | - | Effective | (E) |
| 3 | - | Neutral | (N) |
| 2 | - | Less effective | (LE) |
| 1 | - | Not effective | (NE) |

Participants’ perception of the effectiveness of GRW JOURNAL in boosting GAD awareness

	Level of Effectiveness of the Utilization of GRW JOURNAL				
	VE (5)	E (4)	N (3)	LE (2)	NE (1)
1. The GRW JOURNAL scaffolds pupils to achieve learning objectives in GAD awareness, concepts and principles.					
2. The intervention tool (GRW JOURNAL) was relevant to what I expected from my teacher as the mentor of my education.					
3. The time allotted for the implementation of the intervention tool (GRW JOURNAL) was sufficient for me to absorb inputs or to accomplish tasks related to GAD concepts.					
4. The organization and sequence of topics/tasks of GRW JOURNAL facilitated my awareness of GAD programs.					

5. The intervention tool (GRW JOURNAL) stimulated my interest in developing my socialization skills.					
6. The intervention tool (GRW JOURNAL) demonstrated mastery of GAD concepts that made me understand the rights of every gender.					
7. The intervention tool (GRW JOURNAL) explained the GAD concepts at my understandable level.					
8. The intervention tool (GRW JOURNAL) is skillfully crafted and planned that aid the Grade 5 pupils to share ideas on GAD issues.					
9. The intervention tools (GRW JOURNAL) are appealing to me.					
10. The GRW JOURNAL is engaging, beneficial to students learning, and promotes higher-level thinking skills but with teachers' supervision and scaffolding through the art of questioning.					

Adopted from the Likert scale for the perception count of the effectiveness of the...(2021, May 1). ResearchGate. Retrieved November 2, 2021, from <https://bit.ly/2ZJP9U0>

Appendix C

Pretest / Posttest

Pangalan: _____ **Petsa:** _____

Pagsusulit tungkol sa kasarian at pag-unlad

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na katanungan.

1. Anong ibig sabihin ng "kasarian"?
 - a. Ang pagsasama-sama ng mga tao
 - b. Ang pagkakaroon ng malamig na temperature
 - c. Ang kaugalian, papel, at kilos ng lalaki at babae
2. Saan nararamdaman ang kasarian?
 - a. Sa puso
 - b. Sa utak
 - c. Sa pag-uugali at kilos
3. Sino-sino ang maaaring maging ama o ina?
 - a. Tanging mga lalaki lang
 - b. Tanging mga babae lang
 - c. Ang mga lalaki at babae ay maaaring maging ama o ina
4. Ano ang tawag sa pagkilala ng sariling kasarian?
 - a. Kasarian ng sarili
 - b. Self-awareness
 - c. Identidad ng kasarian
5. Bakit mahalaga ang pagkakaiba-iba ng mga tao?
 - a. Dahil masaya ito
 - b. Dahil ito ay nagbibigay kulay sa mundo
 - c. Dahil ito ay nagpapayaman sa ating kultura
6. Anong ibig sabihin ng "diskriminasyon"?
 - a. Pagkilala sa kasarian ng ibang tao
 - b. Pagiging masama sa ibang tao dahil sa kanilang kasarian
 - c. Pagiging magkaiba ng kasarian
7. Anong ibig sabihin ng "pantay-pantay"?
 - a. Lahat ay magkakapantay
 - b. May mga taong mas mataas at mas mababa
 - c. Mas maganda ang isang kasarian kaysa sa iba
8. Paano natin dapat tratuhin ang ibang tao kahit magkaiba ang kanilang kasarian?
 - a. Dapat nating irespeto at tratuhin ng pareho
 - b. Dapat natin silang biruin at asarin
 - c. Dapat nating silang pabayaang na lang
9. Anong mga gawain ay maaring gawin ng lalaki o babae?
 - a. May mga gawain na ang lalaki lamang ang pwedeng gawin
 - b. May mga gawain na ang babae lamang ang pwedeng gawin
 - c. Maaring gawin ng lalaki o babae ang karamihan sa mga gawain
10. Saan dapat magsimula ang pagbabago para sa pantay-pantay na kasarian?
 - a. Sa paaralan
 - b. Sa pamilya
 - c. Sa gobyerno at Lipunan

11. Paano natin mapanatili ang pantay-pantay na karapatan ng mga tao?
 - a. Sa pamamagitan ng pagtutulungan at pagrespeto
 - b. Sa pamamagitan ng pagmamaliit sa iba
 - c. Sa pamamagitan ng pagpapabaya sa iba
12. Ano ang ibig sabihin ng "stereotipo"?
 - a. Mga simpleng imahe o pananaw tungkol sa mga lalaki o babae
 - b. Tama at totoo palagi ang mga paniniwala tungkol sa kasarian
 - c. Hindi maaaring magbago ang imahe o pananaw sa mga lalaki o babae
13. Anong ibig sabihin ng "pagkilala sa karapatan"?
 - a. Pagsasabuhay sa karapatan ng iba
 - b. Pag-unawa sa mga pangangailangan at dignidad ng ibang tao
 - c. Pagbibigay ng regalo sa ibang tao
14. Bakit mahalaga ang edukasyon tungkol sa kasarian at pag-unlad?
 - a. Dahil ito ay pampalipas-oras lang
 - b. Dahil ito ay nagbibigay kaalaman at pang-unawa sa ating lipunan
 - c. Dahil hindi ito mahalaga
15. Paano natin maaring matulungan ang mga tao na hindi pantay ang pagtrato sa kanila dahil sa kanilang kasarian?
 - a. Dapat nating silang tulungan at suportahan
 - b. Dapat nating silang tawanan
 - c. Dapat nating silang sigawan
16. Anong mga hakbang ang maaring gawin para sa pagpapanatili ng pantay-pantay na karapatan ng mga tao?
 - a. Paggalang at pagtutulungan
 - b. Paggalit at pagsasabi ng masasamang salita
 - c. Pagtatawanan at pag-asa-asar
17. Anong mga kilos ang maaring gawin upang maging mas makatarungan at mas pantay ang ating lipunan?
 - a. Pagiging mabuti at makatarungan
 - b. Pag-aaway at pag-aagawan ng mga bagay
 - c. Pagsisinungaling at pagmamaliit
18. Anong ibig sabihin ng "seksismo"?
 - a. Pagpapahalaga sa mga kasarian
 - b. Pagtatanghal ng malasakit at pagmamahal
 - c. Pagpapabor o pambabastos sa isang kasarian
19. Anong mga paraan ang maaring gawin upang respetuhin ang karapatan ng bawat isa?
 - a. Pagsunod sa kanilang utos
 - b. Pagsasabi ng masasamang salita
 - c. Pag-unawa at pagiging makatarungan
20. Anong mga halimbawa ng gawain sa paaralan na maaring makatulong sa pagpapaunlad ng pantay-pantay na kasarian?
 - a. Pag-aaway at pagtatanggol
 - b. Pagtutulungan at pagkakaisa
 - c. Pagsasabi ng masasamang salita
21. Anong mga responsibilidad natin bilang mga mag-aaral para sa pantay-pantay na kasarian?
 - a. Paggalang sa iba at pagiging mabuting ehemplo
 - b. Pagiging makasarili at pagsisiraan
 - c. Pagiging malupit at masama
22. Paano natin maaring ipakita ang respeto sa kasarian ng iba?
 - a. Pagiging magaspang at mahirap kausapin

- b. Pagtanggap at pag-unawa kahit magkaiba
 - c. Pagtatawanan at pag-aasar
23. Anong mga benepisyo ang makakamtan natin mula sa isang lipunang may pantay-pantay na kasarian?
- a. Pag-aaway at pag-aagawan ng mga bagay
 - b. Mas magandang buhay para sa lahat
 - c. Pagiging masama at masakit sa iba
24. Anong mga hakbang ang maaring gawin para maging isang mabuting kaibigan sa mga kasamahan mo sa paaralan?
- a. Pagiging mabuti, mapagkakatiwalaan, at magalang
 - b. Pagiging masama at mapanira
 - c. Pagtatawanan at pag-aasar
25. Anong mga gawain ang maaring gawin upang ipaglaban ang pantay-pantay na karapatan ng lahat, lalaki man o babae?
- a. Pagsasabi ng masasamang salita
 - b. Pag-aaway at pag-aagawan ng mga bagay
 - c. Pagiging mapagmahal at mapagkalinga

Sagot:

- 1. c
- 2. c
- 3. c
- 4. c
- 5. b
- 6. b
- 7. a
- 8. a
- 9. c
- 10. b
- 11. a
- 12. a
- 13. b
- 14. b
- 15. a
- 16. a
- 17. a
- 18. c
- 19. c
- 20. b
- 21. a
- 22. b
- 23. b
- 24. a
- 25. c

Appendix D

GRW JOURNAL

Pangalan: _____ **Petsa:** _____

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na gawain o katanungan.

Week 1: ANG PAGLALABA

Si Kits ay isang batang masipag. Siya rin ay isang bata masayahin at mapaglaro, na may matataas na marka at madaling makipagkaibigan. Masasabing masaya ang buhay niya, sa piling ng kanyang mga magulang. Ngunit isang araw, dahil sa trabaho ng ama ni Kits, kinailangan nilang lumipat sa ibang lungsod at umangkop sa isang bagong kapaligiran.

Pagdating sa bagong lugar, napagtanto niya na maraming bagay sa kanyang buhay ang magbabago. May nakilala siyang lalaki na nagngangalang Danny. Isang araw, nakita siya ni Danny na naglalaba. “Hoy, bat ka naglalaba, eh trabaho yan ng babae,” sabi ni Danny. “Sa amin, sina ate at nanay gumagawa niya, bakla ka siguro no? pang-aasar na tanong ni Danny na may kasamang tawa.

“Wala sa kasarian ang paglalab. Maari gawain ng babae at lalaki ang paglalaba. Kahit anong gawaing pambahay ay maari mong gawin kung gusto mo makatulong sa iyong pamilya,” ang mahinaong sagot ni Kits.

“Tama ka Kits,” ang pagsang-ayon ni Danny. Mula noon, naglalaba na si Danny.

GAD ay tungkol sa pantay-pantay na oppurtinidad ng bawat tao. Lahat ng kasarian ay Malaya na ipakita ang kanyang kakayanan. Ito ay paggalang sa kakayan ng bawat isa.	
Isulat ang mga pangungusap sa kwento na nagpapakita ng pagpapahalaga sa GAD.	Isulat ang mga pangungusap sa kwento na nagpapakita ng walang pagpapahalaga sa GAD.

1. Sino ang mga tauhan sa kwento?
2. Saang lugar ang pinagyarihan ng kwento?
3. Saan tungkol ang kwento?
4. Nakaranas ka rin ng kapareha sa kwento? Kung oo, isulat ang pagyayari sa loob ng 20- 50 pangungusap .
- 5.Kung wala, ano ang iyong sasabin kung nakaranas o nasaksihan mo ang ganitong pangyayari?

Iniwasto ni:

IRISH A. PEÑONAL
Grade V- Adviser

Pangalan: _____ **Petsa:** _____

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na Gawain o katanungan.

Week 2:

Title: "Ang Paglalakbay ng mga Laruan"

Isang araw, may magkakaibigang mga laruan na sina Teddy Bear, Barbie Doll, at Action Figure. Sila'y palaging magkasama at masaya sa kanilang munting kaharian. Ngunit isang araw, napagtanto nila na may mga bagay tungkol sa kasarian na hindi klaro sa kanilang mundo.

Isang gabi, habang sila'y nag-uusap sa ilalim ng malamalam na bituin, nagkaroon sila ng isang napakahalagang ideya. Naisipan nilang gawin ang isang paglalakbay upang mas lalong maunawaan ang kasarian at ang iba't ibang damdamin ng bawat isa.

Sa kanilang paglalakbay, unang dumaan sila sa Kaharian ng Kasarian kung saan nakatagpo nila si Gender Globe. Ipinakita ni Gender Globe na ang kasarian ay may iba't ibang uri at lahat ay dapat igalang at respetuhin. Binigyan sila ng mga larawan ng iba't ibang uri ng pamilya na nagpapakita ng pagmamahalan at pagkakaunawaan.

Pagkatapos, dumaan sila sa Gubat ng Pangaraw-araw na Kilos. Dito nakilala nila si Empowerment Eagle na nagturo sa kanila kung paano maging malakas at matapang, anuman ang kanilang kasarian. Natutunan nila na ang bawat isa ay may kakayahan na maging kahalintulad ng mga bayani na kanilang hinahangaan.

Sa pagtulak ng kanilang paglalakbay, nakarating sila sa Look-Up Mountain. Dito, nakita nila ang Twinkle Star na nagpapaalala sa kanila na mahalaga ang pagtitiwala sa sarili at pag-unlad ng kanilang mga talento, kasarian man o hindi.

Isang huling pagtigil ang ginawa nila sa River of Friendship. Dito, nakilala nila si Harmony Fish na nagturo sa kanila kung paano maging magkaibigan at magtulungan, anuman ang kanilang kasarian. Natutunan nila na ang pagkakaibigan ay higit sa anumang pagkakaiba.

Pagkatapos ng kanilang paglalakbay, bumalik sila sa kanilang munting kaharian na dala ang maraming kaalaman at pag-unawa sa mga bagay tungkol sa kasarian. Mas naging malapit sila sa isa't isa at naging mas malawak ang kanilang pang-unawa sa mundo.

Mula noon, ang kaharian nila ay naging mas masaya at mas magkakaunawaan, hindi lamang para sa mga laruan kundi para sa lahat ng tao sa paligid nila. Ang paglalakbay na ito ay nagturo sa kanila na mahalaga ang respeto, pag-unlad, pagkakaibigan, at pagmamahal anuman ang kasarian ng bawat isa.

Ang kanilang kuwento ay naging halimbawa sa lahat ng mga laruan, at itinuro nila na ang bawat isa ay espesyal at may halaga, anuman ang kanilang kasarian.

GAD ay tungkol sa pantay-pantay na oppurtinidad ng bawat tao. Lahat ng kasarian ay Malaya na ipakita ang kanyang kakayanan. Ito ay paggalang sa kakayan ng bawat isa.	
Isulat ang mga pangungusap sa kwento na nagpapakita ng pagpapahalaga sa GAD.	Isulat ang mga pangungusap sa kwento na nagpapakita ng walang pagpapahalaga sa GAD.

1. Sino ang mga tauhan sa kwento?
2. Saang lugar ang pinagyarihan ng kwento?
3. Saan tungkol ang Kwento?
4. Nakaranas ka rin ng kapareha sa kwento? Kung oo, isulat ang pagyayari sa loob ng 20- 50 pangungusap.
5. Kung wala, ano ang iyong sasabin kung nakaranas o nasaksihan mo ang ganitong pangyayari?

Iniwasto ni: IRISH A. PEÑONAL
Grade V- Adviser

Pangalan: _____ **Petsa:** _____

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na Gawain o katanungan.

Week 3:

Title: "Si Maya: Lider ng Estudyanteng May Pakialam"

Isang araw sa Paaralang Balintawak, may isang magandang batang babae na nagnangalang Maya. Siya ay isang masipag at matalinong mag-aaral na laging may malasakit sa kanyang kapwa. Sa pagdaan ng mga araw, naging kilala siya bilang lider ng mga mag-aaral.

Si Maya ay hindi takot na ipaglaban ang kanyang mga paniniwala, lalo na pagdating sa mga bagay na may kinalaman sa kasarian. Isang araw, may napansin siyang kakaiba sa kanyang klase. May mga mag-aaral na tila hindi komportable o hindi makasama sa ilang gawain dahil sa kanilang kasarian.

Naisip ni Maya na ito'y isang pagkakataon na magkaroon ng malalimang pag-uusap tungkol sa kasarian. Nag-organisa siya ng isang munting pagpupulong kasama ang kanyang mga kaklase.

"Nais ko lamang malaman kung paano natin mas mapapadali ang pakikisama ng bawat isa," sabi ni Maya, "Dapat ang lahat ay pantay-pantay, walang pinipiling kasarian."

Dahil kay Maya, nagsimula ang mga pag-uusap tungkol sa kasarian. Ipinahayag ng mga mag-aaral ang kanilang mga damdamin at naging mas bukas ang komunikasyon sa kanilang klase.

Isang araw, may nadatnan si Maya na isang mag-aaral na umiiyak sa sulok ng paaralan. Lumapit siya at tinanong kung ano ang nangyari.

"Maya," sabi ng bata, "Napag-usapan namin ang kasarian kanina sa klase. Pero ngayon, parang tinitingnan na ako ng ibang klase-mates ko ng masama."

Pinanghawakan ni Maya ang kanyang balikat at ngiti sa bata. "Alam mo, hindi lahat ay madaling tanggapin ang pagbabago. Pero sa pagdaan ng panahon, makikita rin nila ang halaga ng pagiging bukas at pag-unawa."

Sa mga susunod na linggo, naging mas magaan na ang pakikitungo ng mga mag-aaral sa isa't isa. Dahil kay Maya, natutunan ng lahat na mahalaga ang respeto at pag-unawa sa kahit anong kasarian

Dahil sa kanyang pagiging matatag at malasakit sa kapwa, si Maya ay naging inspirasyon sa buong paaralan. Naging masaya at mas makulay ang bawat araw sa Paaralang Balintawak.

Sa mga simpleng kilos at salita, natutunan ng mga mag-aaral na mahalaga ang pagiging bukas at pagtanggap sa lahat, anuman ang kasarian. Si Maya, ang lider ng mga mag-

aaral, ay nagpatunay na sa simpleng mga hakbang, malaki ang magagawa para sa pagkakapantay-pantay.

Dahil kay Maya, naging mas marami ang nagkaroon ng tapang na ipaglaban ang kanilang mga karapatan at maging inspirasyon sa iba. Siya ay patunay na ang isang bata ay may malaking puwang para maging pag-asa ng kinabukasan.

GAD ay tungkol sa pantay-pantay na oportunidad ng bawat tao. Lahat ng kasarian ay Malaya na ipakita ang kanyang kakayanan. Ito ay paggalang sa kakayan ng bawat isa.	
Isulat ang mga pangungusap sa kwento na nagpapakita ng pagpapahalaga sa GAD.	Isulat ang mga pangungusap sa kwento na nagpapakita ng walang pagpapahalaga sa GAD.

1. Sino ang mga tauhan sa kwento?
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3. Saan tungkol ang Kwento?
4. Nakaranas ka rin ng kapareha sa kwento? Kung oo, isulat ang pagyayari sa loob ng 20- 50 pangungusap.
5. Kung wala, ano ang iyong sasabin kung nakaranas o nasaksihan mo ang ganitong pangyayari?

Iniwasto ni:

IRISH A. PEÑONAL
Grade V- Adviser

Pangalan: _____ **Petsa:** _____

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na Gawain o katanungan.

Week 4:

Title: "Ang Mahiwagang Pista ng mga Talento"

Isang araw sa isang malayong pook, may isang bayan na masayang naghihanda para sa kanilang taunang Pista ng mga Talento. Ito ay isang espesyal na okasyon kung saan ipinagmamalaki ng mga taga-bayan ang kanilang mga kakaibang galing at talento.

Sa bayang ito, may dalawang magkaibigan na sina Mateo at Maria. Magkaiba sila ng kasarian, pero iisa ang kanilang pangarap: ang makamit ang pinakamataas na karangalan sa pista.

Si Mateo ay mahusay sa palakpakang kakaibang uri ng sayaw na tinatawag na "Dumadel." Ito ay subanen na sayaw nagmula sa Lapuyan, Zamboanga del Sur. Ang Haka ay isang paraan ng pagpapakita ng pagsasalamat sa kasaganahang tinatamasa at pagpapahalaga sa kanyang kultura.

Si Maria naman ay mahilig sa sining ng pagsasalita. Mahusay siyang magtanghal at magpatawa. Gusto niyang ipakita sa lahat na hindi lang mga lalaki ang may talento sa pagpapakatawa.

Isang araw, habang nag-aayos sila para sa pista, napansin ni Maria na si Mateo ay medyo kabado. Tinanong niya ito, at sinabi ni Mateo na kahit magaling siya sa Haka, medyo nag-aalinlangan siya dahil isa lang siyang lalaki.

"Tandaan mo, Mateo," sabi ni Maria, "Ang talento ay walang pinipili ang kasarian. Ang mahalaga ay ang pagmamahal at pagtitiwala mo sa iyong sarili."

Dahil sa payo ni Maria, naging mas matapang si Mateo. Pagdating ng pista, nagpakita sila ng kanilang mga natatanging talento. Ibinuhos ni Mateo ang kanyang puso at damdamin sa pagsasayaw ng Haka. Kaagad siyang nakakuha ng malakas na palakpakan mula sa mga tao.

Si Maria naman ay nagtanghal ng kanyang nakakatawang monologo. Sa bawat linya, napapatawa niya ang lahat. Hindi siya natakot na ipakita ang kanyang kakayahan sa harap ng maraming tao.

Sa dulo ng pista, nagkaroon ng parangal para sa mga pinakamagaling na talento. Si Mateo at Maria ay parehong nanalo. Tinalo nila ang kanilang sariling pangamba at nagpatunay na ang kasarian ay hindi hadlang sa pagpapakita ng kanilang galing.

Ang Pista ng mga Talento ay naging hindi lang isang pagkakataon para ipakita ang mga talento, kundi pati na rin ang pagpapakita ng pagmamahal at respeto sa isa't isa, anuman ang kasarian.

Mula noon, ang bayan ay naging mas bukas sa pagtanggap ng iba't ibang talento, at naging halimbawa sila para sa ibang mga pook na dapat ding ipahayag ang kanilang mga talento nang walang pinipili ang kasarian.

Sa pagtatapos ng araw, tandaan natin na ang bawat isa sa atin ay may espesyal na talento na dapat nating ipagmalaki at ipakita sa mundo. Walang hadlang ang kasarian sa pag-unlad at pagpapakita ng galing.

GAD ay tungkol sa pantay-pantay na oppurtinidad ng bawat tao. Lahat ng kasarian ay Malaya na ipakita ang kanyang kakayanan. Ito ay paggalang sa kakayan ng bawat isa.	
Isulat ang mga pangungusap sa kwento na nagpapakita ng pagpapahalaga sa GAD.	Isulat ang mga pangungusap sa kwento na nagpapakita ng walang pagpapahalaga sa GAD.

1. Sino ang mga tauhan sa kwento?
2. Saang lugar ang pinagyarihan ng kwento?
3. Saan tungkol ang Kwento?
4. Nakaranas ka rin ng kapareha sa kwento? Kung oo, isulat ang pagyayari sa loob ng 20- 50 pangungusap.
5. Kung wala, ano ang iyong sasabin kung nakaranas o nasaksihan mo ang ganitong pangyayari?

Iniwasto ni:

IRISH A. PEÑONAL
Grade V- Adviser

Pangalan: _____ **Petsa:** _____

Direksyon: Pakisagot ng buong katapatan ang mga sumusunod na Gawain o katanungan.

Week 5:

Title: "Ang Kwento ni Kiko: Pag-unawa sa Kasarian at Pananampalataya"

Isang araw sa maliit na pook ng Barangay Sining, may isang batang lalaki na nagnangalang Kiko. Si Kiko ay masayahin, matalino, at may malakas na pananampalataya sa Diyos.

Isang araw, nagkaroon sila ng pag-aaral tungkol sa iba't ibang relihiyon at kasarian sa kanilang paaralan. Nag-isip si Kiko ng isang paraan para maipaliwanag ang mga bagay na ito sa mga kaibigan niya.

Sa susunod na pagkakataon, tinawag ni Kiko ang kanyang mga kaibigan sa ilalim ng puno malapit sa kanilang bahay.

"Kaibigan," simulang pahayag ni Kiko, "nais kong ibahagi sa inyo ang isang kwento tungkol sa relihiyon at kasarian. Ang relihiyon ay tungkol sa ating pananampalataya sa Diyos, samantalang ang kasarian naman ay nagtuturo sa atin ng pagkakaiba at pagkakapareho ng lalaki at babae."

"Sa bawat relihiyon, mayroong mga paniniwala at mga patakaran na sinusundan ng mga tao. Ito ay nagtuturo sa atin kung paano maging mabuti at masunurin sa Diyos," paliwanag ni Kiko.

"Tungkol naman sa kasarian, dapat natin maintindihan na may mga pagkakaiba-iba sa katawan ng lalaki at babae, ngunit pareho tayong mahalaga sa Diyos. Ang kasarian ay hindi dapat maging basehan ng pagtangi o pag-aalipusta sa isa't isa," dagdag niya.

Isinalaysay ni Kiko ang kwento ng pagiging bukas-palad ng Diyos sa lahat ng tao, anuman ang kasarian o relihiyon. Ipinakita niya ang halimbawa ni Hesus na nagmahal at nagpahalaga sa lahat ng tao.

Matapos ang kwento, mas naintindihan ng mga kaibigan ni Kiko ang kahalagahan ng pagiging respetuoso sa lahat ng relihiyon at kasarian. Sila'y nagpasalamat kay Kiko sa pagpapaliwanag.

Mula noon, naging mas bukas at mas maunawain ang mga bata tungkol sa mga bagay na ito. Nagkaron sila ng malalim na pag-unawa sa kahalagahan ng paggalang at pagmamahal sa isa't isa.

Sa pagtatapos ng araw, sinabi ni Kiko sa kanilang lahat, "Tandaan natin na ang ating relihiyon at kasarian ay parte lamang ng kung sino tayo. Ang mas importante ay ang pagmamahal at respeto natin sa isa't isa bilang mga taong likas na mahalaga sa mata ng Diyos."

Ang kwento ni Kiko ay naging inspirasyon sa mga bata upang maging mas bukas, mas maunawain, at mas mabuting mga kaibigan sa isa't isa. Ipinakita niya na sa kabila ng mga pagkakaiba, mas importanteng maging magkaunawaan at magmahalan.

GAD ay tungkol sa pantay-pantay na oppurtinidad ng bawat tao. Lahat ng kasarian ay Malaya na ipakita ang kanyang kakayanan. Ito ay paggalang sa kakayan ng bawat isa.	
Isulat ang mga pangungusap sa kwento na nagpapakita ng pagpapahalaga sa GAD.	Isulat ang mga pangungusap sa kwento na nagpapakita ng walang pagpapahalaga sa GAD.

1. Sino ang mga tauhan sa kwento?
2. Saang lugar ang pinagyarihan ng kwento?
3. Saan tungkol ang Kwento?
4. Nakaranas ka rin ng kapareha sa kwento? Kung oo, isulat ang pagyayari sa loob ng 20- 50 pangungusap.
5. Kung wala, ano ang iyong sasabin kung nakaranas o nasaksihan mo ang ganitong pangyayari?

Iniwasto ni:

IRISH A. PEÑONAL
Grade V- Adviser

Appendix E

Informed Assent Form

Title of Study: **Upskilling Pupils' GAD Awareness through Innovative Implementation of GRW Journal**

Researcher/s: **Irish Peñonal**

Study Description. You are being asked to participate in a research study. Before you decide, it is important for you to understand why the research is being done and what your participation will involve. Please read the following information carefully and ask any questions you may have.

Purpose of the Study. The purpose of this study is to *upskill GAD awareness of Grade 5 pupils at Liba Elementary School for the school year 2022-2023.*

Procedures. You will be asked to *participate in this study and answer the questions.*

Risks and Benefits. There are no known risks associated with participating in this study. The benefits of this study include *increasing your gender and development awareness.*

Voluntary Participation. Your participation in this study is entirely voluntary. You may choose to stop participating at any time without any negative consequences. You may also choose not to answer any specific questions or participate in specific activities that you are uncomfortable with.

Confidentiality. Your information will be kept confidential.

Contact Information. If you have any questions or concerns about the study, you may contact *Ms. Irish Peñonal.*

Assent

I have read and understand the information provided in this assent form. I have had the opportunity to ask questions and have received satisfactory answers to my questions. I agree to participate in the study.

Participant:

_____	_____	_____
Name	Signature	Date

Parent/Guardian:

_____	_____	_____
Name	Signature	Date