

TEACHING GMRC STRATEGIES FOR ELEMENTARY PUPILS

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Our educational system requires the study of Good Manners and Right Conduct (GMRC), which aims to inculcate morals and values in students from an early age. The incorporation of GMRC into the curriculum is a major step in accomplishing the Department of Education's (DepEd) emphasis on the program's significance in forming the character of Filipino adolescents. According to the DepEd's MATATAG curriculum (2023), GMRC is essential to the social, emotional, cognitive, cultural, patriotic, and physical development of pupils.

Teachers can employ a variety of techniques to teach GMRC to primary school students. The values inculcation technique is one strategy that uses modeling, explanation, and both positive and negative reinforcement to implant desirable values in students (Wabingga et al., 2024). For example, educators might demonstrate the significance of principles like accountability, honesty, and respect by using real-world examples. The value clarification technique is an additional strategy that aids students in identifying and achieving their own ideals. Teachers can teach students to critically examine their beliefs and actions by using role-playing, group discussions, and self-reflection exercises.

Creating a positive learning atmosphere is also necessary for teaching GMRC effectively. Through the use of real-life scenarios, feedback and assistance, community building, and encouragement of involvement, teachers can establish a good and inclusive learning environment. Teachers may foster emotional intelligence and empathy in addition to helping students improve their communication and problem-solving abilities

by doing this. A nurturing learning environment helps foster students' resilience and drive to learn, claim Castro et al. (2010).

Teaching GMRC can be difficult, despite its significance. Among the difficulties teachers encounter include a lack of resources, big class numbers, and a range of student skill levels. If they have the right tools and support, teachers can overcome these challenges and create a positive learning environment. Teacher resilience is essential for handling the difficulties of teaching and fostering student learning, claim Mansfield et al. (2016).

Teachers can also employ games, storytelling, and activities that foster character development and values in addition to these tactics. For instance, educators can utilize picture books that depict virtues like empathy, kindness, and accountability. Additionally, they can include community service initiatives that let students use their values and abilities in authentic situations. Teachers may foster a love of learning and a strong sense of values in their students by making learning enjoyable and interesting.

Furthermore, parental participation is essential for reaffirming the morals and values that are taught in schools. Parents and teachers can collaborate to establish a supportive and cohesive learning environment outside of the classroom (Wabingga et al., 2024). Teachers can guarantee that students are supported in their growth and get consistent messages about values and character by collaborating with parents.

All things considered, instructing primary school students in GMRC calls for a deliberate and careful approach. Teachers may assist students in developing the values and character needed to thrive in life by implementing effective teaching practices, establishing a positive learning environment, and encouraging a sense of community. Giving teachers the assistance and training they need to teach GMRC is essential as the DepEd continues to implement the MATATAG curriculum.

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