

# GENDER EDUCATION FOR YOUNG CHILDREN

W202005

Hirano Senior High School

Attached To Osaka Kyoiku University

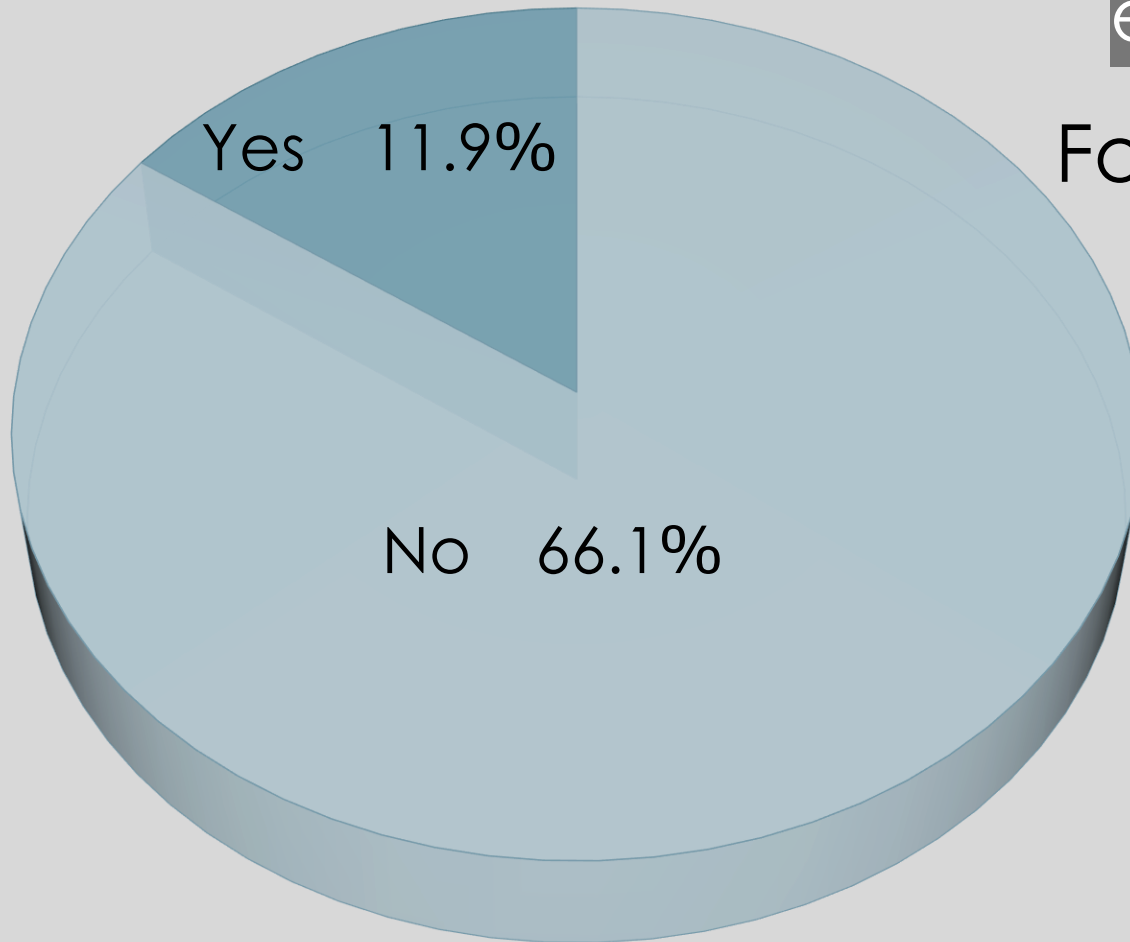
# ★ What is our goal?



We want to tell children about...

- ① Gender has no boundaries.
- ② You can freely choose how to express your sexuality.
- ③ No one can blame your choice.

## ★ Previous research



Q. Have you ever been educated about gender ?

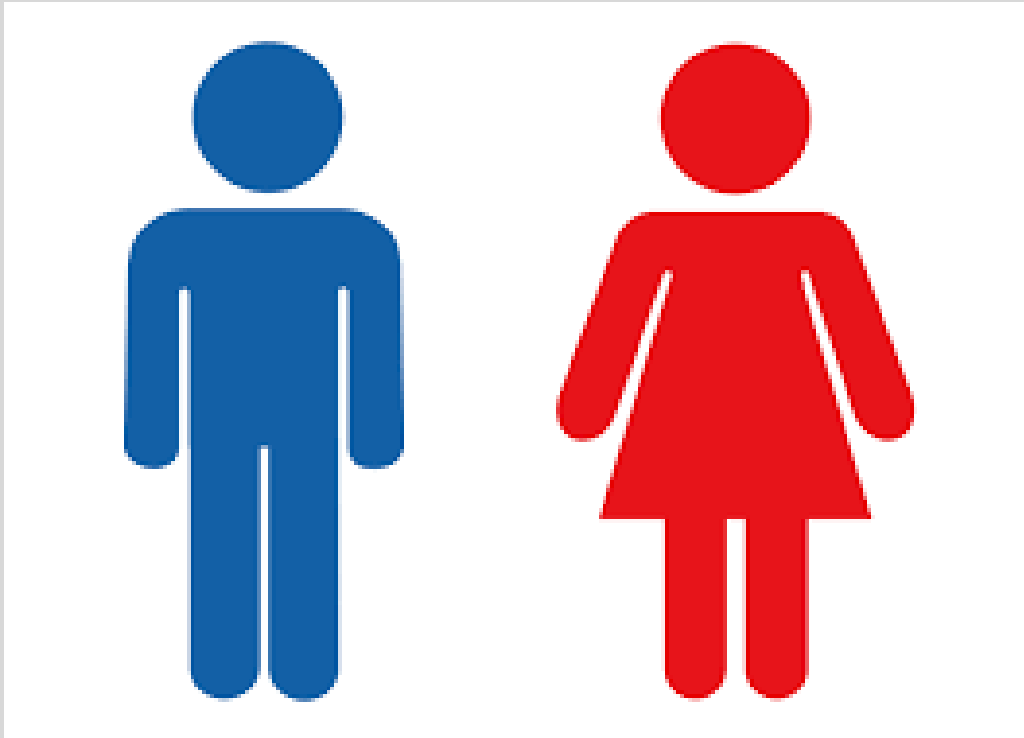
For junior high school students  
( 2 6 1 9 people)



Lack of gender education!!

Approved Specific Nonprofit  
Corporation ReBit

# ★ Previous research



The idea, gender can be divided into two

Acquired in  
early childhood

# ★ In an interview



When they found themselves minorities



「despair」

「I have to lie myself」

「I can not tell anyone」

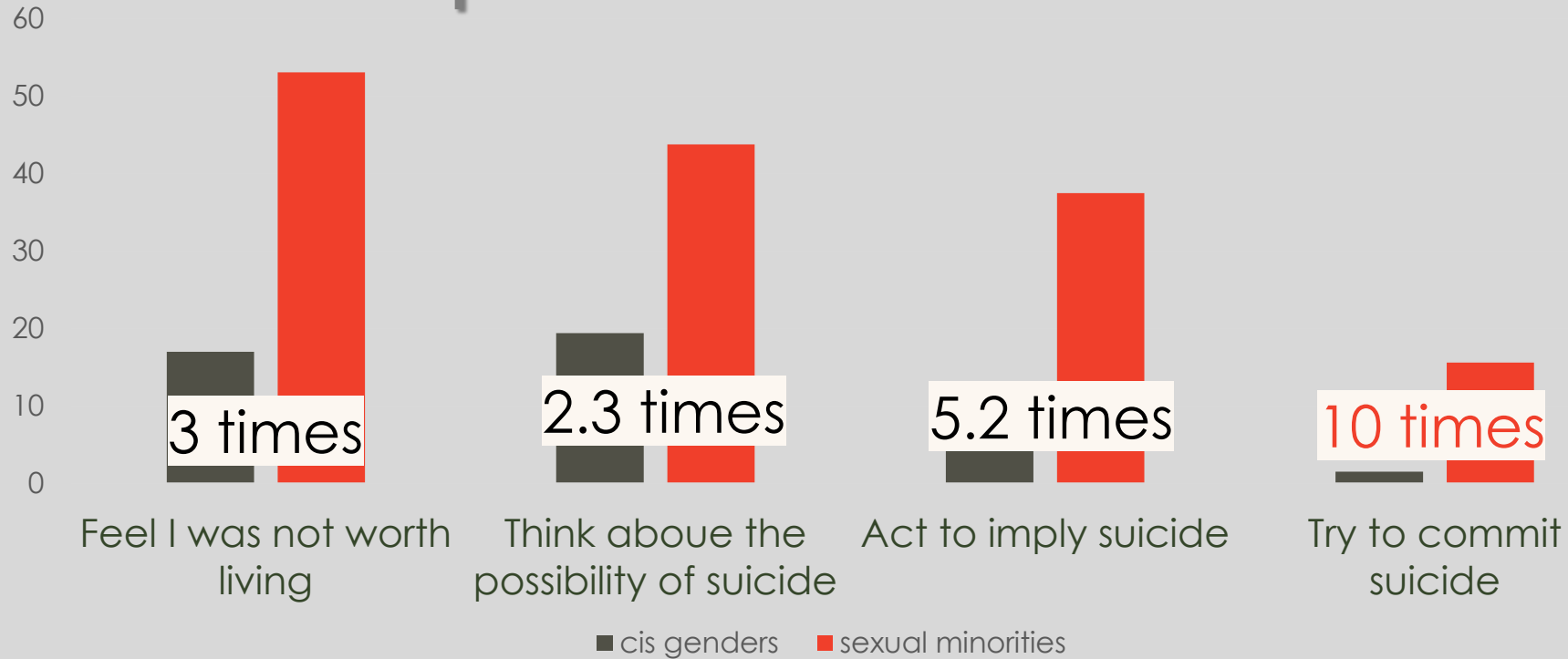
「painful」

「I may be ill」

They denied themselves and were concerned about the reactions of their surroundings. → Social prejudice



# Serious problem



The Ministry of  
Health, Labor, and  
Welfare's Suicide  
Countermeasures  
Promotion Council

Many people think about suicide.

## Predict

- Even if gender education is conducted after junior high school, they already have the value that gender can be divided into two, so the effect of the education is weak. Social prejudice is created.
- This also triggers minorities to deny their existence and think about suicide



Gender education from early childhood is important.

# ★ Action plan



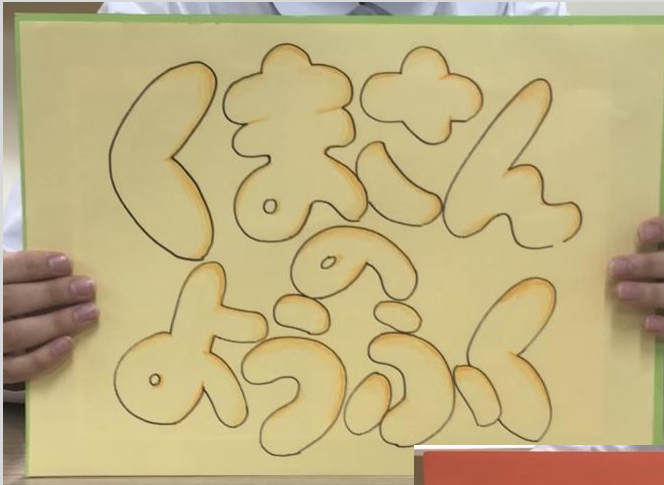
Holding a workshop in which infants and teachers participate together.



- ① We distribute a piece of paper with a picture of a bear. And we also distribute ethical materials such as old clothes cloth and buttons, old leaflets, colored pencils, and drawing paper. Using these materials, let the children work on making clothes for bears.



# ★Action plan



We read aloud the picture-story shows of the bears. In picture story shows, we convey that there are various types of gender and that self-expression is free.

# ★ Action plan



We ask children to make clothes again and make puppets, children would use the work in their daily play and the educational effect would continue.

We are careful not to deny the children's sense of freedom.

## ★ Result



At Kindergarten Attached To Osaka Kyoiku University

We hold a workshop.  
Comparing the first and second works.

- ① The spread of color distribution
- ② The spread of shape distribution
- ③ The children's remarks

## ★ Result



前



後

In addition, the number of clothes with a rainbow motif has increased rapidly.

Before

A lot of boys use blue color  
A lot of girls use pink color

After

Use a variety of colors  
Reduced gender bias

## ★ Result



The bias between boys and girls has decreased significantly.

# ★Result



“It’s not cool unless it’s blue”

“Wearing a skirt is like a girl”



“Is the bear a boy? girl?”

→Tell children that the bear is free-living bear with no fixed gender.



“What kind of clothes the bear was wearing was good.”

“What kind of clothes does the bear want to wear?”

Changes in remarks.  
We were able to tell young children about sexual diversity.

# ★ Proposal to society

## ● Our conclusion

Gender education from early childhood can convey gender diversity.

If we deepen children's understandings of sexual diversity from an early age, the prejudice will decrease. We can create a society where people of all genders can live comfortably.



Suggestion of workshop





# ★References

- 子供の遊びにおけるジェンダー・ディスコースの錯綜  
—— 幼児の「家族ごっこ」の分析より 藤田由美子
- 幼児期における「ジェンダー形成」再考  
—— 相互作用場面における権力関係の分析より 藤田由美子
- 保育所・幼稚園におけるジェンダーをめぐる課題 金子省子 青野篤子
- 絵本で考える性の多様性 水間千恵
- 教材として絵本を検討する  
—— ジェンダー及びエスニシティの視点から読み解く 松村和子
- 多様な性に関する授業がもたらす教育効果の調査報告 特定認定非営利活動法人ReBit





Thank You For Your Attention!!!