

8



# Learning Activity Sheet for PE and Health

Quarter 1

Lesson

1

**Learning Activity Sheet for PE and Health Grade 8**  
**Quarter 1: Lesson 1 (Week 1)**  
**SY 2025-2026**

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**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	PE and Health	<b>Quarter:</b>	1 <sup>st</sup> Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Healthy and Positive Sexuality</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No1 : Preliminary Assessment**

**II. Objective(s):** Demonstrate understanding on key terms related to gender and sexuality, as well as examples of gender identity, sexual orientation, and gender expression.

**III. Materials Needed:** Pen

**IV. Instructions:**

I. Carefully read the following questions and write the letter of the correct answer on the answer sheet.

\_\_\_\_\_ 1. What is the term used to describe a person's internal sense of their own gender, which may be different from the sex assigned to them at birth?

- a. Gender
- b. Sexual orientation
- c. Gender identity
- d. Biological sex

\_\_\_\_\_ 2. Which of the following is an example of a sexual orientation?

- a. Male
- b. Female
- c. Heterosexual
- d. Transgender

\_\_\_\_\_ 3. Which term is used to describe a person who experiences little or no sexual attraction to others?

- a. Heterosexual.
- b. Homosexual
- c. Asexual
- d. Pansexual

\_\_\_\_\_ 4. Which of the following is an example of gender expression?






- a. Sexual orientation
- b. Gender identity
- c. Clothing and mannerisms
- d. Biological sex

\_\_\_\_\_ 5. What does the acronym LGBTQ+ stand for?

- a. Lesbian, Gay, Bisexual, Transgender, Queer, and more
- b. Love, Gender, Bisexual, Transgender, Queer, and more
- c. Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning
- d. Love, Gender, Bisexual, Transgender, Queer, and Questioning

II. Matching Type:

Match the colors of the LGBT flag from Column A to their meanings in Column B.

Column A	B. Column B
<p>_____1. Red</p> 	<p>A. Healing and Friendship            B. Serenity and Nature            C. Harmony and Artistry            D. Spirit and Gratitude            E. Vitality and Energy            F. Life and Sexuality</p>
<p>_____2. Orange</p> 	
<p>_____3. Yellow</p> 	
<p>_____4. Green</p> 	
<p>_____5. Blue</p> 	

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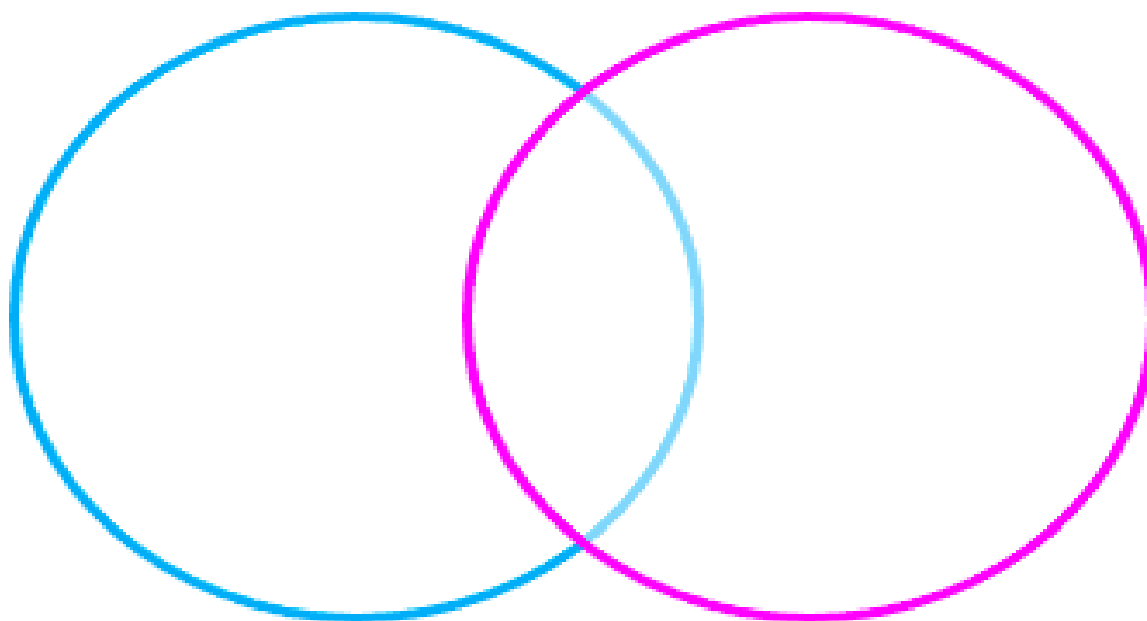
**I. Activity No 2: Gender Match-Up: Male vs. Female"**

**II. Objective(s):** Utilize a Venn diagram to illustrate the roles traditionally associated with males and females.

**III. Materials Needed:** Pen

**IV. Instructions:**

Using the Venn diagram as shown below, write the roles played by male and female in the space provided. In the space where the two circles meet, write the common roles played by both. Where they don't join, write their specific roles. Choose the specific roles from the box below.



Cooking  
Playing with dolls  
Babysitting  
Playing baseball  
Having long hair  
Having a tattoo  
Crying  
Taking ballet lessons  
Cleaning the house  
Changing a diaper

kissing mom/dad  
Riding a bike  
Singing in public  
Dancing  
Wearing an earring  
Washing dishes  
Wearing jewelry  
Joining a rock band  
Inviting a person on a date  
Fixing a broken faucet

Process Question:

1. How did you decide which roles to assign to males and females in the Venn diagram?
  
  
  
  
  
  
  
  
  
  
2. Did you encounter any challenges or disagreements when determining the common roles shared by both genders?
  
  
  
  
  
  
  
  
  
  
3. Were there any roles that you initially thought would be gender-specific but later realized could be shared by both genders

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**I. Activity No 5: Gender Guess Who: Spot the Distinction!****II. Objective(s):** Identify the characteristics of male and female.**III. Materials Needed:** Pen**IV. Instructions:**

Draw ♂ if the statement describes the characteristic of a male and ♀ if its for female.

- \_\_\_\_\_ 1. Can produce sperm.
- \_\_\_\_\_ 2. Can give birth.
- \_\_\_\_\_ 3. Has a penis/scrotum/testicles
- \_\_\_\_\_ 4. Has XY chromosomes.
- \_\_\_\_\_ 5. Has ovaries.
- \_\_\_\_\_ 6. Has a higher level of testosterone.
- \_\_\_\_\_ 7. Has estrogen and progesterone.
- \_\_\_\_\_ 8. Has XX chromosomes.
- \_\_\_\_\_ 9. Has an Adam's apple.
- \_\_\_\_\_ 10. Menstruates

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**I. Activity No2: Activity: Gender and Sex Term Tease: Cracking the Code**

**II. Objective(s):** Apply understanding of key related to gender identity, sexual orientation, and LGBTQ+ issues.

**III. Materials Needed:** Pen and crossword puzzle

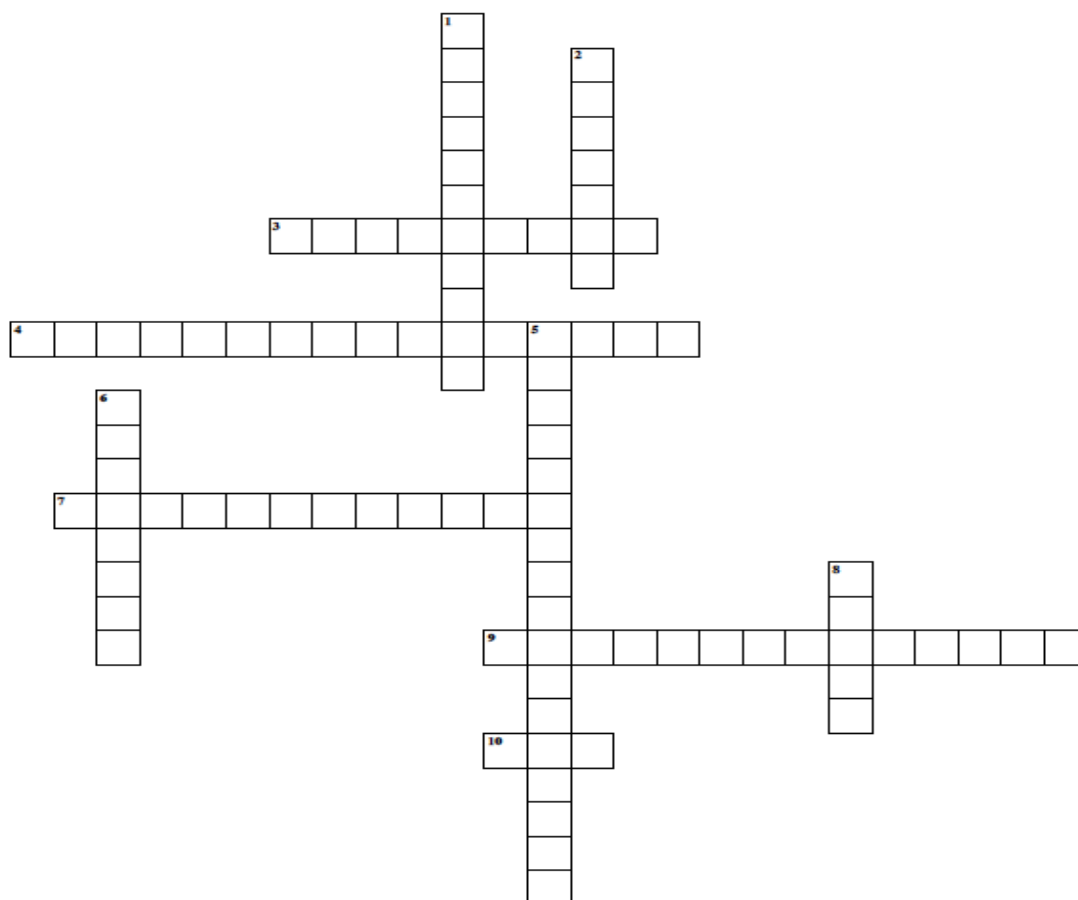
**IV. Instructions:**

Carefully read each clue provided in the puzzle.

Use your knowledge of gender identity, sexual orientation, and LGBTQ+ terminology to fill in the corresponding answers.

Pay attention to the number of letters in each answer and the intersecting clues to help you solve the puzzle.

## Gender and Sex Term Tease: Cracking the Code





ACROSS	DOWN
<p>[3] Refers to individuals who are attracted to people regardless of their gender identity or biological sex.</p> <p>[4] How someone outwardly presents their gender through behavior, appearance, and other characteristics.</p> <p>[7] Individuals who are romantically or sexually attracted to people of the opposite gender.</p> <p>[9] Individual's internal sense of their gender, whether male, female, both, neither, or somewhere else on the gender spectrum.</p> <p>[10] Term used to describe individuals who are romantically or sexually attracted to people of the same gender.</p>	<p>[1] Refers to individuals whose gender identity differs from the sex they were assigned at birth. This may include individuals who identify as male, female, both, neither, or another gender altogether. They may undergo social, legal, or medical transition to align their gender expression with their gender identity.</p> <p>[2] Refers to a woman who is romantically or sexually attracted to other women.</p> <p>[5] Refers to an individual's enduring pattern of romantic, emotional, or sexual attraction to others, based on their gender or genders. It can include attractions to the same gender (homosexuality), the opposite gender (heterosexuality), or multiple genders (bisexuality, pansexuality), among others.</p> <p>[6] Refers to a sexual orientation where individuals are attracted to both men and women, forming relationships with people of any gender.</p> <p>[8] umbrella term used to describe individuals who do not identify as exclusively heterosexual or exclusively homosexual. It can encompass a wide range of sexual orientations and gender identities that fall outside of societal norms.</p>

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**I. Activity No8: : "Empowering All: Setting Goals for Inclusive Communities"**

**II. Objective(s):** Foster empathy and understanding of the diverse perspectives and experiences within these communities.

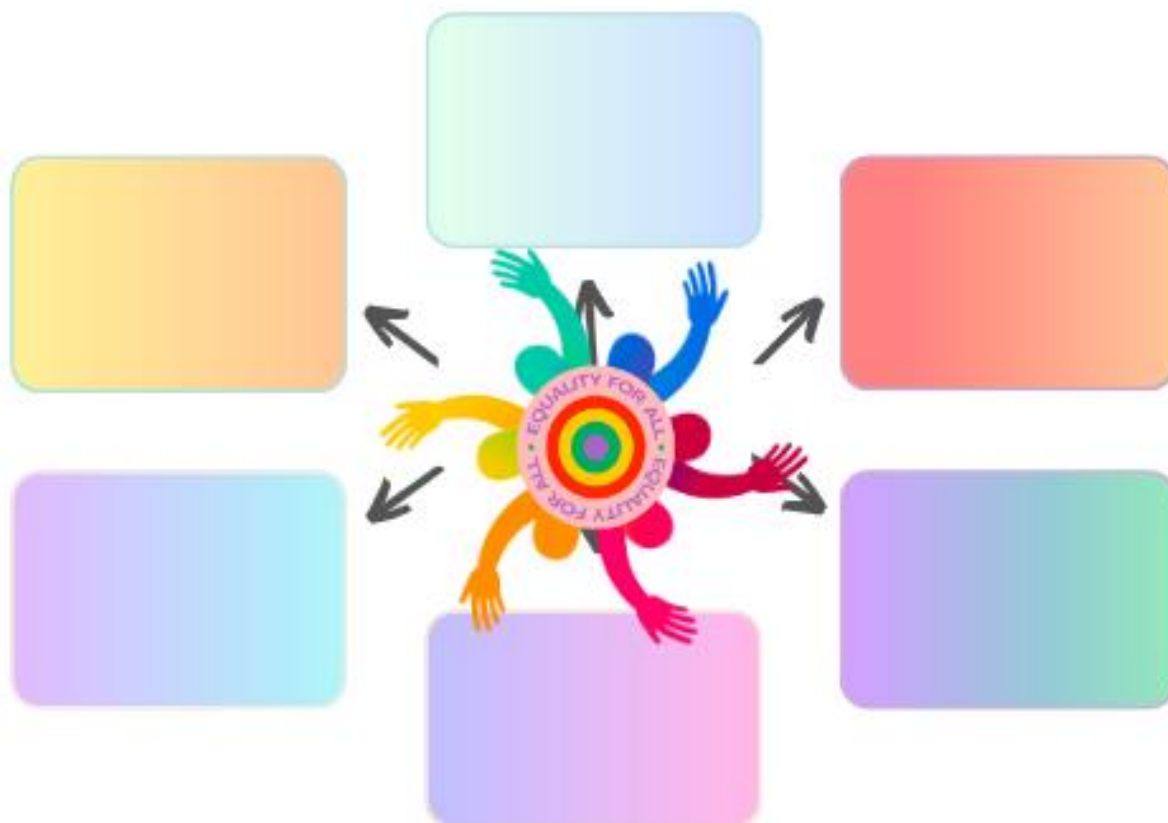
**III. Materials Needed:** Pen and graphic organizer

**IV. Instructions:**

Examine the graphic organizer carefully.

Think about the aspirations and objectives that individuals within each community should strive to achieve.

Write down specific goals in the corresponding sections of the organizer.



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**I. Activity No. 10: : Gender Diversity Awareness Poster Campaign**

**II. Objective(s):** Promote acceptance and respect for gender diversity in their everyday lives.

**III. Materials Needed:** Art materials for poster making such as markers, colored pencils, paper, and any other materials that may be needed

**IV. Instructions:**

- Ask the students to provide art materials such as markers, colored pencils, paper, and any other materials they may need.
- Instruct them to design a poster that celebrates gender diversity, promotes acceptance, and encourages respect for all genders.
- Encourage creativity and inclusivity in their designs.
- They must include message or slogans to their poster. Encourage students to use language that is inclusive and respectful of all gender identities.

<b>POSTER RUBRIC</b>					
<b>CATEGORY</b>					<b>SCORE</b>
<b>CONTENT</b>	Details on the poster capture the important information about the topic and increase the audience's understanding	Details on the poster include important information but the audience may need more information to understand	Most requirements present, text contains some inaccuracies or lacks organization or impact, inappropriate or missing values.	Requirements missing poorly written inaccurate or insufficient text and visuals.	
<b>DESIGN</b>	Followed layout sample, logical and easy to read text and visuals, neatly designed layout compliments content	Followed layout sample, logical text and visual that are neat and easy to understand.	Followed layout sample, somewhat disorganized.	Did not follow layout sample disorganized hastily and carelessly planned.	
<b>CREATIVITY</b>	Pleasing use of color, shapes, symbols and other graphic elements captures viewers' attention and interest.	Good use of color and eye catching graphic elements.	Graphics have clustered appearance are sparse (too much empty space)	Little constructive use of color or graphic elements	
<b>VISUAL APPEAL</b>	Incorporate unique and pertinent ideas design elements, visual or text that make the poster stand out.	Contains some unique or imaginative elements.	Contains some good, although not entirely original elements.	No evidence or creativity	
<b>TOTAL</b>					

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**I. Activity No. 11: : *Pledge Power: Crafting a Culture of Respect and Support***

**II. Objective(s):** Foster empathy and understanding of the diverse perspectives and experiences within the communities.

**III. Materials Needed:** Pen and pledge form

**IV. Instructions:**

Use the provided template to draft your Pledge of Commitment.

Reflect on what healthy and positive sexuality means to you and how you can contribute to creating a supportive environment.

Consider aspects such as respecting boundaries, promoting consent, combating stigma and discrimination, and fostering inclusivity and support for all individuals, regardless of gender or sexual orientation.

**Pledge Form**

I, [ \_\_\_\_\_ ] pledge to promote healthy and positive sexuality  
by:

your name

1. I will educate myself and others about ....

2. I will treat everyone with....

3. I will support individuals in....

4. I will stand up against

5. I will be an advocate for ....

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**I. Activity No. 11: : *Pledge Power: Crafting a Culture of Respect and Support***

**II. Objective(s):** Assess understanding on key concept such as sex, gender identity, gender expression, sexual orientation, equality, respect, acceptance, and their interrelationships.

**III. Materials Needed:** Pen and paper

**IV. Instructions:**

Read each statement carefully. Write "**True**" if you believe the statement is correct and "**False**" if you believe the statement is incorrect.

\_\_\_\_\_ 1. Sex is solely determined by biological characteristics such as chromosomes and reproductive organs.

\_\_\_\_\_ 2. Gender identity refers to an individual's personal sense of being male, female, both, neither, or somewhere along the gender spectrum.

\_\_\_\_\_ 3. Gender expression is the process of identifying and acknowledging one's sexual orientation.

\_\_\_\_\_ 4. Sexual orientation refers to an individual's romantic, emotional, or sexual attraction to others.

\_\_\_\_\_ 5. Sexuality encompasses an individual's understanding and acceptance of their own gender identity and sexual orientation.

\_\_\_\_\_ 6. Promoting equality, respect, and acceptance is irrelevant to building a healthy and positive sexuality.

\_\_\_\_\_ 7. Respect for diversity in gender identity and sexual orientation is essential for creating an inclusive and supportive environment.

\_\_\_\_\_ 8. Discrimination and prejudice based on gender or sexual orientation have no impact on individuals' sexual health and well-being

\_\_\_\_\_ 9. Emphasizing equality in relationships helps foster mutual respect and consent, contributing to a healthier sexual environment.

\_\_\_\_\_ 10. Acceptance of one's own and others' sexual orientation and gender identity is unrelated to promoting a positive sexual culture.