

8



Learning Activity Sheet for PE and Health

Quarter 1

Lesson

2

Learning Activity Sheet for PE and Health Grade 8
Quarter 1: Lesson 2 (Week 2)
SY 2025-2026

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LEARNING ACTIVITY SHEET

Learning Area:	PE and Health	Quarter:	1 st Quarter
Lesson No.:	2	Date:	
Lesson Title/Topic:	Prevention of Gender-Based Issues		
Name:		Grade & Section:	

I. Activity No 2: : *Exploring Gender in Images: Analyzing Bias, Stereotypes, and Discrimination*

II. **Objective(s):** Examine gender representations in images and media, focusing on identifying bias, stereotypes, discrimination and violence.

III. **Materials Needed:** Pen

IV. Instructions:

Analyze the picture critically. Take note of the people, objects, setting, and any other elements present in the picture.



Source: <https://www.flickr.com/photos/unwomenasiapacific/25855966135>



Source: https://www.freepik.com/free-photo/3d-render-man-relax-practice-yoga-meditation_35140097.htm



Source: https://www.freepik.com/free-vector/hand-drawn-stop-homophobia-illustration_18895058.htm



Source: https://www.freepik.com/free-photo/young-child-getting-physical-abuse-from-parent_39427873.htm

After observing each picture, answer the following questions:

1. What do you see in the pictures?
2. What emotions or feelings does the pictures evoke?
3. What do you think is happening in the pictures?
4. What do you think was the purpose or message behind creating this picture?

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Learning Area:	PE and Health	Quarter:	1 st Quarter
Lesson No.:	2	Date:	
Lesson Title/Topic:	Prevention of Gender-Based Issues		
Name:		Grade & Section:	

I. Activity No 6: "Legislation Detective: Unraveling the Gender Legal Case!"

II. Objective(s): Apply knowledge of gender-related laws and policies to real-life situations of discrimination and violence against individuals based on their gender

III. Materials Needed: Pen and paper

IV. Instructions: Carefully read each scenario provided. Determine which gender-related law or policy would be most appropriate to address the situation described in the scenario.

Match each scenario with the corresponding gender-related law or policy by writing the name or code of the law next to the scenario.

Scenarios	Gender-related law or Policy
1. A government agency fails to provide adequate support and resources for programs aimed at empowering women in rural communities.	
2. A company refuses to hire a qualified woman for a job because they believe men are better suited for the role.	
3. A person is sexually assaulted by someone they know, but they hesitate to report it because they fear being blamed or not believed.	
4. A female employee is not given the same salary increase as her male co-workers, even though they have the same job position and performance.	
5. A transgender person is harassed and mocked while walking down the street because of their gender identity.	
6. A pregnant woman is denied promotion at work because her employer assumes she will prioritize her family over her job responsibilities	
7. A student is bullied by classmates, both in-person and online, because of their physical appearance and academic performance.	
8. A woman is physically abused by her partner, but she is afraid to report it because she fears retaliation and further violence	

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Lesson Title/Topic:	Prevention of Gender-Based Issues		
Name:		Grade & Section:	

I. Activity No 6: "Legislative Advocacy: Addressing Gender Bias, Stereotypes, Discrimination, and Violence"

II. Objective(s): Develop critical thinking and problem-solving skills by drafting proposed legislation aimed at addressing gender-related issues.

III. Materials Needed: Pen and paper

IV. Instructions: Individually, draft a proposed law addressing gender-related issues. Consider the title of the act, its descriptions, provisions, and penalties in your draft.

Be creative yet realistic in your proposals, considering the legal and social implications of your proposed legislation.. Use the template below.

Section	Content
1. Title of the Proposed Law	[Insert Title Here]
2. Introduction	Brief overview of the proposed law's purpose and importance in addressing gender issues.
3. Background and Rationale	Explanation of why the law is needed, with supporting data or examples.
4. Definitions	Clear definitions of key terms used in the law
5. Provisions	Specific actions or measures proposed by the law to address gender bias and discrimination.
6. Penalties and Enforcement	Details on penalties for violations and how the law will be enforced.
7. Implementation Plan	Plan for putting the law into action, including timelines and responsibilities.

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I. Activity No 9: : "Agree or Disagree Exploration"

II. Objective(s): Assess understanding of gender-related concepts such as discrimination, bias, stereotypes, violence, and legal frameworks designed to address these issues.

III. Materials Needed: Pen and paper

IV. Instructions: Read each statement carefully. Decide whether you agree or disagree with each statement based on your understanding of gender bias, stereotypes, discrimination, violence, and gender-related laws and policies. Write your answer on the space provided.

_____ 1. Discrimination based on gender identity or sexual orientation is a violation of human rights.

_____ 2. Gender bias is not a significant issue and does not have a pervasive impact on individuals in society.

_____ 3. Stereotypes about gender roles do not limit opportunities for individuals, and they do not influence societal attitudes and behaviors.

_____ 4. Gender-based violence is often provoked by the actions or behaviors of the victim and is not solely the result of gender inequalities.

_____ 5. Promoting diversity and inclusion is key in combating gender-based discrimination and violence

_____ 6. The Anti-Violence Against Women and Their Children Act of 2004 is ineffective in addressing gender-based violence and does not adequately protect victims.

_____ 7. Republic Act No. 6725 plays a crucial role in promoting gender equality by prohibiting discrimination against women in employment and imposing sanctions for violators.

_____ 8. Republic Act No. 10627, the Anti-Bullying Act of 2013, is necessary to protect individuals, especially students, from bullying and harassment in schools and workplaces.

_____ 9. Republic Act No. 11313, the Safe Spaces Act or "Bawal Bastos" Law, is unnecessary and imposes unnecessary regulations on public spaces.

_____ 10. The Magna Carta of Women, despite its challenges in enforcement, provides important provisions for ensuring equal opportunities for women in education, employment, and political participation.