

PROJECT GILAS (GENDER-INCLUSIVE LEARNING ACTIVITY SHEETS) FOR LGBTQ STUDENTS

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ABSTRACT

The study determined the extent of accommodations of gender preferences in Physical Education (PE) through Project GILAS (Gender-Inclusive Learning Activity Sheets) based on the gender preferences of junior high school (JHS) students as members of the LGBTQ in a public high school in Pampanga during the School Year 2022-2023. It specifically explored the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences in the school before and after their exposure to LAS; the significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences before and after their exposure to LAS; and the proposal of a teacher's guide for the effective use of LAS for the accommodation of gender preferences for LGBTQ students in PE. The study utilized the true experimental design of quantitative research in preferences in determining the effectiveness of the LAS in accommodating the gender preferences of 13 LGBTQ students as the respondents. Pre- and post-assessments were used as the data gathering tools, wherein the results were analyzed using mean, standard deviation, and t-test. Results indicated that before the LGBTQ students' exposure to LAS, their perceptions regarding the accommodation of their gender preferences in the school were generally negative. Meanwhile, the perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school improved after their exposure to LAS. More so, the data analysis revealed a significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school before and after their exposure to LAS. Also, a teacher's guide was developed to effectively use the LAS in accommodating gender preferences for LGBTQ students in PE, emphasizing the importance of creating an inclusive and supportive learning environment that respects the well-being and success of all students.

Keywords: - Gender-inclusive learning activity sheets, LGBTQ students, junior high school, teacher's guide

1. INTRODUCTION

Though the Philippines continued to improve its track record on gender and development (GAD) initiatives promoting gender equality, both in East Asia and Pacific (EAP) region and even globally [1], the members of the LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Queer) community continued to experience discrimination of various forms.

Despite statutory and regulatory policies promoting gender development and gender equality in the academe, concerns about gender discrimination persist. As a school head, the proponent has observed how LGBTQ teachers lack empowerment in promoting gender-inclusive and responsive classrooms suited to what gender equality upholds. As a result, learners need to be empowered. Though there are existing Child Protection Policy, Child Rights Policy, Gender-Responsive Basic Education Policy, RA No. 11313 (The Safe Spaces Act/Bawal Bastos Law) [2], and other relevant policies and laws, there are still gender-based issues repetitively occurring in schools and at the same time.

Hence, this project intends to develop learning activity sheets (LAS) integrating gender equality concepts in topics/lessons in Physical Education (PE). By doing so, students will feel safer, included, and valued as their rights to expression for gender equality are upheld and promoted. LAS is a supplementary material promoting

independence and learning exploration, ensuring a more self-centered experience for LGBTQ students in molding their understanding of gender inclusiveness using self-learning materials like the LAS. The materials were used as intervention materials based on assessing LGBTQ students on gender inclusiveness in their school, considering their gender preferences. Hence, developing LAS that accommodates the gender preferences of students in teaching PE should be done in a way that avoids reinforcing gender stereotypes and allows for fluidity and flexibility in gender expression. The goal is to provide choices and options that cater to individual preferences while promoting inclusivity and equality for all students.

1.1 Statement of the Problem

The study determined the extent of accommodations of gender preferences in Physical Education (PE) through the use of learning activity sheets (LAS) based on the gender preferences of junior high school (JHS) students as members of the LGBTQ at a public high school in the Division of Pampanga during the School Year 2022-2023.

It specifically answers the following:

1. What is the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences in the school before their exposure to LAS?
2. What is the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences after their exposure to LAS?
3. Is there a significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences before and after their exposure to LAS?
4. Based on the study's findings, what teacher's guide for effectively using LAS to accommodate gender preferences for LGBTQ students in PE may be developed?

1.2 Description of the Problem

The study focused on LGBTQ students selected based on their sexual orientation and gender identity and expression (SOGIE), wherein sexual orientation includes being gay, lesbian, bisexual, and questioning. At the same time, transgender falls under gender identity and expression. In the school where the proponent is stationed, there are a lot of students, especially LGBTQ students, who are observed to be shy, distant, and anxious about how other students treat them. Some experienced bullying based on the initial interviews conducted during the Second grade period's early start. The school must provide a conducive and child-friendly environment where discrimination, bullying, and violence are not tolerated.

Through this project, it is expected that LGBTQ students will feel safer within the school and classroom premises and feel more represented, respected, and cared for. The conduct of the said project was also aligned with the realization of the school's commitment to child protection (DepEd Order 40, s. 2012 [3]), child rights (DepEd Order 31, s. 2022 [4]), and gender responsiveness (DepEd Order 32, s. 2017 [5]). Hence, it is the primordial intention of the study to develop and validate LAS promoting gender inclusion in teaching PE based on the gender preferences of the students as LGBTQ. It primarily focuses on the following areas: (1) the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences in the school before and after their exposure to LAS; (2) the significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of gender preferences before and after their exposure to LAS; and (3) the development of teacher's guide for the effective use of LAS for gender quality in PE. Meanwhile, the conduct of this project was limited only to the identified 13 LGBTQ students at a public high school in the Division of Pampanga during the School Year 2022-2023. They underwent a series of intervention classes containing LAS and other interactive activities (i.e., flexible groupings, immersion activities, reflections, journaling, etc.) throughout the implementation of this project.

The developed LAS in this project significantly benefited the Department of Education (DepEd) in providing inclusive education as RA 10533 [6] promulgated and in providing gender-equality learning environments. More so, the conduct of this project served as an adequate response for the school and its employees in adhering to the provisions of child protection policy, child rights, gender-responsive policy, and other laws and regulations mandating gender development and equality with the bounds of democratic units in the society.

2. REVIEW OF RELATED LITERATURE

On the ground, there are parents and students from minority groups (i.e., LGBTQ) complaining about the lack of equity and inclusivity for students [7] and the prevalence of gender issues in schools and classrooms [8] since the way how schools and teachers foster inclusive learning environments somehow affected the social and emotional development of the learners [9]. Reasons for such include limited knowledge of teachers on inclusivity [8]; hence, there is a constant call for opportunities to promote diversity and inclusivity in the classrooms [10], to use gender-

inclusive and gender-neutral languages [11], and to help educators and students to communicate and interact in comfortable and productive ways [12]. Through gender inclusivity, teachers also help students feel more valued in the classroom [13].

Moreover, it was also noted the need to revisit gender-related policies in schools and, to some extent [12], reframe existing ones [14] for better gender inclusivity. More so, there are calls for more robust gender-expansive commitments beyond the four corners of the schools and classrooms [15]. As mentioned in the literature [16], such can be done by promoting inclusivity efforts for programs supporting the achievement of sustainable development goals (SDGs).

Such issues regarding the accommodation of gender preferences in schools can be alarming for educators. Moreover, few educators receive training on gender-inclusive school policies despite students being disproportionately at risk for various adverse effects on their academics and health outcomes [17]. Also, there are some incidences of school-based gender violence among children [18] and gender inequalities in learning and guidance [19], further undermining children's rights to education [20]. Indeed, there is a need for educators to be trained in making their practices gender-inclusive and gender-responsive. Also, promoting fairness in education can all be positively done [21].

Consequently, the Department of Education (DepEd) has been keen on implementing national GAD policies in basic education. In 2017, the Gender-Responsive Basic Education Policy (DO No. 32, s. 2017 [5]) was institutionalized to align with the GAD mandate outlined in the 1987 Philippine Constitution, RA No. 9710 (Magna Carta of Women/MCW [22]), RA No. 10533 (Enhanced Basic Education Act of 2013/K-12 Law [6]), and the UDHR (Universal Declaration of Human Rights [23]), CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women [24]), and CRC (Convention on the Rights of the Child [25]), among others.

Through the said policy, the DepEd mandated schools to integrate the principles of gender quality, gender sensitivity, gender equality, non-discrimination, and human rights, promoting greater access to quality basic education for all. Hence, since 2017, gender mainstreaming and gender-awareness initiatives have been conducted among schools. More so, the DepEd has recently reiterated strict policy implementation to protect students from student-based violence and discriminate discrimination [26].

However, gender-based discrimination and issues still occur. As a school head, the proponent has observed how LGBTQ students experienced bullying based on their gender identification. Despite the existing Gender-Responsive Basic Education Policy [5], RA No. 11313 or The Safe Spaces Act (Bawal Bastos Law) [2], and other relevant policies and laws, gender-based issues are still repetitively occurring in schools. Indeed, teachers are not empowered enough to uphold gender inclusiveness in their practices, and students are not fully empowered to uphold their rights.

The literature review encapsulates the need to empower educators and learners to uphold and promote gender equality in schools. Also, the literature reveals further the need to develop instructional or learning resources for such causes. More so, as countries pledged to achieve the Sustainable Development Goals, where SDG 5 is about gender equality, it is timely and relevant to conduct a project supporting and introducing measures to address some pressing issues in the goal of every school to provide a gender-responsive and inclusive education for all irrespective of the learners' gender preferences or orientations.

When it comes to gender preferences, the way schools and teachers foster inclusive learning environments can impact students' social and emotional development. Accommodating gender preferences and promoting inclusivity can promote a more positive and supportive student growth environment. Some teachers may need more knowledge about inclusivity, leading to a call for opportunities to promote diversity and inclusivity in classrooms. Providing teachers with training and resources can help them create more gender-inclusive learning environments. More so, the literature reiterated that revisiting and reframing existing gender-related school policies is necessary for better gender inclusivity. This includes considering the needs and rights of all students and addressing any gender-based discrimination or violence that may occur. The literature emphasizes the importance of accommodating gender preferences and promoting gender inclusivity in schools. It calls for creating inclusive learning environments, training educators, reframing policies and implementing national GAD policies to ensure equal access to quality education for all students.

3. METHOD

The study developed LAS responsive to the needs of LGBTQ students for a gender-inclusive and responsive school and classroom environment. In promoting inclusivity and equal participation, a LAS in PE typically includes various activities catering to different interests, abilities, and learning styles. Such activity sheets offer a range of options for

students to engage in physical activities, promoting their holistic development and fostering a positive attitude towards PE.

In developing the LAS, its content was anchored on the lessons in PE 10 [27], particularly in the Second Grading Period on the following most essential learning competencies (MELCs): assesses physical activities, exercises, and eating habits (PE10PF-IIa-h39); critiques (verifies and validates) media information on fitness and physical activity issues (PE10PF-IIb47); and expresses a sense of purpose and belongingness by participating in physical (PE10PF-IIc-h48). During the pandemic, the DepEd promulgated using MELCs as the competency standards in teaching the most essential knowledge, skills, values, and attitudes to be developed among learners in times of emergency [28]. Moreover, the said supplementary materials would highlight activities promoting the accommodation of gender preferences based on the assessment by LGBTQ students. Specific activities included in the developed LAS are the following: mixed-gender sports teams, varied sports choices, skill-based stations, gender-neutral language, and rules, peer teaching, guest speakers and role models, inclusive competitions, open dialogue, cooperative games, fitness challenges, dance and movement, fitness circuits, modified sports, adventure-based activities, self-defense workshops, and health and wellness education.

When conducting a project about the gender preferences of students in PE, it is crucial to consider and address several ethical considerations. These considerations help ensure that the research is conducted ethically and respects the rights and well-being of the participants. Here are some key ethical considerations followed by the researcher: seeking informed consent; maintaining confidentiality of data and anonymity of the respondents' identity; adhering to the principle of voluntary participation; minimizing harm and risks; respecting diversity and inclusion; avoiding stereotyping and bias; and transparency in reporting the results of the survey.

This project utilized the true experimental design of quantitative research in preferences in determining the effectiveness of the LAS in accommodating the gender preferences of LGBTQ students. A pre-test was administered first to all participants to assess their baseline assessment levels on the accommodation of gender preferences in school in the context of PE. This serves as a starting point for comparison with the post-test results. Lastly, a post-test was conducted to measure the changes in the assessment of LGBTQ students.

Meanwhile, this project was limited only to 13 LGBTQ students at a public school in Pampanga during the School Year 2022-2023. They were selected using the stratified sampling technique since they all belonged to the same stratum (group of students belonging to the LGBTQ community). They underwent a series of intervention classes containing LAS and other interactive activities (i.e., flexible groupings, immersion activities, reflections, journaling, etc.) throughout the implementation of this project.

Using the researcher-made survey questionnaire on the accommodation of gender preferences of LGBTQ students in PE serving as pre- and post-assessments, the needed data were gathered for the respondents. The data collected were then analyzed using descriptive statistics (i.e., mean and standard deviation) and inferential statistics (i.e., Dependent Samples T-test).

4. RESULTS

4.1 Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Gender Preferences in the School Before Their Exposure to LAS

Table -1: Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Their Gender Preferences in the School Before Their Exposure to LAS

Items	Mean	Interpretation
1. The PE curriculum, specifically the lesson and academic content, is inclusive of LGBTQ students' gender preferences	1.12	Strongly Disagree
2. LGBTQ students are given the option to participate in activities that align with their gender identity in PE classes	3.37	Strongly Agree
3. PE teachers trained to create a safe and supportive environment for LGBTQ students in PE classes	3.11	Agree
4. LGBTQ students are given options for appropriate changing facilities that respect their gender identity	1.65	Strongly Disagree
5. Sports teams and activities structured to accommodate LGBTQ students' gender preferences in PE	1.60	Strongly Disagree
6. PE classes promote an atmosphere of respect and acceptance toward LGBTQ students	2.05	Disagree
7. LGBTQ students are allowed to choose the gender-specific attire that they feel comfortable wearing during PE classes	1.89	Disagree

8. LGBTQ students are allowed to participate in sports and activities that align with their gender identity	2.49	Disagree
9. There is a mechanism in place to address and address any instances of bullying or discrimination against LGBTQ students in PE	1.60	Strongly Disagree
10. PE teachers are knowledgeable about LGBTQ terminology and issues related to gender preferences	1.65	Strongly Disagree
11. PE classes provide LGBTQ-inclusive resources and materials	2.68	Agree
12. LGBTQ students are allowed to share their gender preferences with teachers and classmates in a supportive environment	2.12	Disagree
13. LGBTQ students' privacy is respected, significantly changing clothes and using comfort rooms during PE classes	1.12	Strongly Disagree
14. LGBTQ students are given access to facilities for students of all gender identities	2.43	Disagree
15. LGBTQ students are encouraged and supported to participate in competitive sports events that respect their gender identity	1.34	Strongly Disagree
16. PE teachers address any concerns or challenges specific to LGBTQ students in PE	1.60	Strongly Disagree
17. PE classes are open to discussions about gender preferences and LGBTQ issues in a respectful manner	1.45	Strongly Disagree
18. PE teachers receive training on addressing the unique needs and challenges of LGBTQ students	2.29	Disagree
19. LGBTQ students are allowed to express their opinions and provide feedback on the accommodation of gender preferences in PE	1.17	Strongly Disagree
20. There are resources available to support LGBTQ students in finding appropriate sports and activities that align with their gender preferences outside of school hours	2.26	Disagree
Composite	1.95	Disagree

Legend: Strongly Disagree (1.00-1.75); Disagree (1.76-2.50); Agree (2.51-3.25); Strongly Agree (3.26-4.00)

On the level of perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school before their exposure to LAS, it can be noted that the respondents disagreed in general (mean=1.95). Among the items, they strongly disagree in terms of: LGBTQ students are given options for appropriate changing facilities that respect their gender identity (mean=1.65); PE teachers are knowledgeable about LGBTQ terminology and issues related to gender preferences (mean=1.65); sports teams and activities structured to accommodate LGBTQ students' gender preferences in PE (mean=1.60); there is a mechanism in place to address and address any instances of bullying or discrimination against LGBTQ students in PE (mean=1.60); PE teachers address any concerns or challenges specific to LGBTQ students in PE (mean=1.60); PE classes are open to discussions about gender preferences and LGBTQ issues in a respectful manner (mean=1.45); LGBTQ students are encouraged and supported to participate in competitive sports events that respect their gender identity (mean=1.34); LGBTQ students are given the opportunity to express their opinions and provide feedback on the accommodation of gender preferences in PE (mean=1.17); the PE curriculum, specifically the lesson and academic content, is inclusive of LGBTQ students' gender preferences (mean=1.12); and LGBTQ students' privacy is respected, significantly changing clothes and using comfort rooms during PE classes (mean=1.12). Meanwhile, they disagreed on the following: the LGBTQ students are allowed to participate in sports and activities that align with their gender identity (mean=2.49); LGBTQ students are given access to facilities for students of all gender identities (mean=2.43); PE teachers receive training on addressing the unique needs and challenges of LGBTQ students (mean=2.29); there are resources available to support LGBTQ students in finding appropriate sports and activities that align with their gender preferences outside of school hours (mean=2.26); LGBTQ students are allowed to share their gender preferences with teachers and classmates in a supportive environment (mean=2.12); PE classes promote an atmosphere of respect and acceptance toward LGBTQ students (mean=2.05); and LGBTQ students are allowed to choose the gender-specific attire that they feel comfortable wearing during PE classes (mean=1.89). Meanwhile, the LGBTQ students only agreed on the following: PE teachers trained to create a safe and supportive environment for LGBTQ students in PE classes (mean=3.11), and PE classes provide LGBTQ-inclusive resources and materials (mean=2.68). Unfortunately, the respondents only strongly agreed on this area: LGBTQ students can participate in activities that align with their gender identity in PE classes (mean=3.37).

4.2 Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Gender Preferences in the School After Their Exposure to LAS

Table -2: Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Their Gender Preferences in the School After Their Exposure to LAS

Items	Mean	Interpretation
1. The PE curriculum, specifically the lesson and academic content, is inclusive of LGBTQ students' gender preferences	3.46	Strongly Agree
2. LGBTQ students are given the option to participate in activities that align with their gender identity in PE classes	3.38	Strongly Agree
3. PE teachers trained to create a safe and supportive environment for LGBTQ students in PE classes	3.62	Strongly Agree
4. LGBTQ students are given options for appropriate changing facilities that respect their gender identity	3.38	Strongly Agree
5. Sports teams and activities structured to accommodate LGBTQ students' gender preferences in PE	3.08	Agree
6. PE classes promote an atmosphere of respect and acceptance toward LGBTQ students	3.15	Agree
7. LGBTQ students are allowed to choose the gender-specific attire that they feel comfortable wearing during PE classes	3.00	Agree
8. LGBTQ students are allowed to participate in sports and activities that align with their gender identity	3.23	Agree
9. There is a mechanism in place to address and address any instances of bullying or discrimination against LGBTQ students in PE	3.23	Agree
10. PE teachers are knowledgeable about LGBTQ terminology and issues related to gender preferences	3.15	Agree
11. PE classes provide LGBTQ-inclusive resources and materials	3.23	Agree
12. LGBTQ students are allowed to share their gender preferences with teachers and classmates in a supportive environment	3.69	Strongly Agree
13. LGBTQ students' privacy is respected, significantly changing clothes and using comfort rooms during PE classes	3.15	Agree
14. LGBTQ students are given access to facilities for students of all gender identities	3.08	Agree
15. LGBTQ students are encouraged and supported to participate in competitive sports events that respect their gender identity	3.62	Strongly Agree
16. PE teachers address any concerns or challenges specific to LGBTQ students in PE	3.00	Agree
17. PE classes are open to discussions about gender preferences and LGBTQ issues in a respectful manner	3.00	Agree
18. PE teachers receive training on addressing the unique needs and challenges of LGBTQ students	2.92	Agree
19. LGBTQ students are allowed to express their opinions and provide feedback on the accommodation of gender preferences in PE	3.38	Strongly Agree
20. There are resources available to support LGBTQ students in finding appropriate sports and activities that align with their gender preferences outside of school hours	3.15	Agree
Composite	3.25	Agree

Legend: Strongly Disagree (1.00-1.75); Disagree (1.76-2.50); Agree (2.51-3.25); Strongly Agree (3.26-4.00)

On the level of perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school after their exposure to LAS, it can be noted that the respondents generally agreed (mean=3.25). Among the items, they strongly agree in terms of LGBTQ students are allowed to share their gender preferences with teachers and classmates in a supportive environment (mean=3.69); PE teachers trained to create a safe and supportive environment for LGBTQ students in PE classes (mean=3.62); LGBTQ students are encouraged and supported to participate in competitive sports events that respect their gender identity (mean=3.62); the PE curriculum, specifically the lesson and academic content, is inclusive of LGBTQ students' gender preferences (mean=3.46); LGBTQ students are given the option to participate in activities that align with their gender identity in PE classes

(mean=3.38); LGBTQ students are given opportunities for appropriate changing facilities that respect their gender identity (mean=3.38); LGBTQ students are allowed to express their opinions and provide feedback on the accommodation of gender preferences in PE (mean=3.38). Meanwhile, the respondents agreed on the following: LGBTQ students are given the opportunity to participate in sports and activities that align with their gender identity (mean=3.23); there is a mechanism in place to address and address any instances of bullying or discrimination against LGBTQ students in PE (mean=3.23); PE classes provide LGBTQ-inclusive resources and materials (mean=3.23); PE classes promote an atmosphere of respect and acceptance toward LGBTQ students (mean=3.15); PE teachers are knowledgeable about LGBTQ terminology and issues related to gender preferences (mean=3.15); LGBTQ students' privacy is respected, significantly changing clothes and using comfort rooms during PE classes (mean=3.15); there are resources available to support LGBTQ students in finding appropriate sports and activities that align with their gender preferences outside of school hours (mean=3.15); sports teams and activities structured to accommodate LGBTQ students' gender preferences in PE (mean=3.08); LGBTQ students are given access to facilities for students of all gender identities (mean=3.08); LGBTQ students are allowed to choose the gender-specific attire that they feel comfortable wearing during PE classes (mean=3.00); PE teachers address any concerns or challenges specific to LGBTQ students in PE (mean=3.00); PE classes are open to discussions about gender preferences and LGBTQ issues in a respectful manner (mean=3.00); and PE teachers receive training on addressing the unique needs and challenges of LGBTQ students (mean=2.92).

4.3 Significant Difference in the Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Gender Preferences Before and After Their Exposure to LAS

Table -3: Significant Difference in the Level of Perceptions of LGBTQ JHS Students Regarding the Accommodation of Gender Preferences Before and After Their Exposure to LAS

Assessment	Mean	SD	t-value	p-value	Remarks	Decision
Pre-assessment	1.95	0.64	-8.83	0.00	Significant	Reject H ₀
Post-assessment	3.25	0.22				

The data on the results on the significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school before and after their exposure to LAS indicate a significant difference (t=-8.83; p=0.00) as the p-value is lower than 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that the perceptions of the LGBTQ JHS students significantly improved after their exposure to the LAS; their gender preferences had been effectively accommodated using the said supplementary learning resources.

4.4 Teacher's Guide for the Effective Use of LAS for the Accommodation of Gender Preferences for LGBTQ Students in PE

Table -4: Teacher's Guide for the Effective Use of LAS for the Accommodation of Gender Preferences for LGBTQ Students in PE

Areas	Activities / Strategies / Measures	Learning Resources Needed to Supplement the LAS	Rationale
Foster an Inclusive Classroom Environment	Establish clear expectations of respect, inclusivity, and non-discrimination from the beginning.	<ul style="list-style-type: none"> • Interactive worksheets on promoting respect, inclusivity, and non-discrimination • Reading materials on LGBTQ terminology, issues, and experiences • Research-based projects on LGBTQ history and activism • Group discussions and role-playing activities on addressing bias and discrimination • Creative projects promoting acceptance and open communication • Guest speakers or community resources • Reflective journaling or self-assessment activities 	By incorporating these learning resources into the LAS, educators can provide engaging and informative experiences for students, helping them develop a deeper understanding of LGBTQ issues, promote acceptance, and cultivate open communication within the learning environment.
	Educate oneself about LGBTQ terminology, issues, and experiences to enhance the understanding and support for LGBTQ students.		
	Promote a culture of acceptance and open communication by addressing any biased or discriminatory behavior promptly and respectfully.		

<p>Use Gender-Inclusive Language</p>	<p>Incorporate gender-inclusive language in all instructional materials, including LAS instructions and prompts.</p> <p>Avoid assumptions about gender by using neutral terms like "students," "athletes," or "participants" instead of gender-specific language.</p>	<ul style="list-style-type: none"> • Guidelines on gender-inclusive language • Examples of gender-inclusive language in LAS • Interactive worksheets on gender-neutral terms • LAS options for diverse preferences, abilities, and comfort levels • Instructional guides on creating alternative versions of LAS activities 	<p>By incorporating these learning resources into the LAS, educators can promote gender-inclusive language, provide diverse activity options, and break free from traditional gender stereotypes in PE. These resources can support a more inclusive and supportive learning environment where all students feel valued and empowered to participate in LAS activities according to their individual preferences and identities.</p>
<p>Customize LAS for Gender Preferences</p>	<p>Develop LAS that offer various activity options to accommodate different preferences, abilities, and comfort levels.</p> <p>Provide alternative versions of LAS activities, allowing students to choose the one that aligns with their gender identity or expression.</p> <p>Design LAS that encompasses a range of physical activities and sports, not limited to traditional gender stereotypes.</p>	<ul style="list-style-type: none"> • Resource libraries with various LAS activities • Case studies and real-life examples 	
<p>Respect Student Privacy and Confidentiality</p>	<p>Ensure student privacy by implementing practices that protect LGBTQ students' personal information and gender identity.</p> <p>Communicate with LGBTQ students privately to address any concerns or specific needs related to their gender preferences.</p>	<ul style="list-style-type: none"> • Guidelines on student privacy and confidentiality • Sample communication scripts for private discussions • Case studies and scenarios on student privacy • Resources on LGBTQ student support networks • Professional development opportunities for educators • Collaborative activities to foster trust and privacy awareness • Resources on legal and policy considerations 	<p>By incorporating these learning resources into the LAS, educators can ensure student privacy, facilitate effective communication, and create a supportive environment for LGBTQ students. These resources can equip educators with the knowledge, skills, and strategies to respect students' confidentiality, address their specific needs, and foster a trusting relationship with LGBTQ students in PE.</p>
<p>Promote Inclusive Physical Activities</p>	<p>Encourage diverse participation by creating mixed-gender teams or individual pairings for activities.</p> <p>Emphasize cooperation, teamwork, and mutual respect among all students during physical activities.</p> <p>Provide opportunities for LGBTQ students to engage</p>	<ul style="list-style-type: none"> • Guidelines for creating inclusive teams • Cooperative games and team-building activities • Discussions on respect and empathy • LGBTQ-inclusive sports events and challenges • Resources on LGBTQ sports organizations and initiatives • Personal narratives and success 	<p>By incorporating these learning resources into LAS, educators can encourage diverse participation, promote cooperation and teamwork, and create a supportive environment where LGBTQ students feel validated and celebrated in PE. These resources provide educators with practical strategies, ideas, and</p>

	in activities that validate and celebrate their identities, such as LGBTQ-themed sports events or inclusive physical challenges.	<ul style="list-style-type: none"> • Inclusive activity modifications 	insights to foster inclusivity and ensure that all students can fully engage in physical activities while embracing their identities.
Professional Development and Training	<p>Engage in ongoing professional development and training opportunities to enhance the knowledge and skills in creating an inclusive environment for LGBTQ students.</p> <p>Collaborate with colleagues and experts to share best practices and resources for accommodating gender preferences in PE.</p>	<ul style="list-style-type: none"> • Professional development workshops and webinars • Online courses and modules • Research articles and publications • Collaboration platforms and networks • Guest speakers and expert presentations • Professional organizations and associations • Online resource libraries and toolkits 	By utilizing these learning resources in the LAS, educators can engage in ongoing professional development, collaborate with colleagues, and access a wealth of knowledge and expertise in creating an inclusive environment for LGBTQ students in PE. These resources empower educators to continuously enhance their skills, share best practices, and stay informed about the latest research and strategies in LGBTQ inclusion.
Regular Communication and Support	<p>Maintain open lines of communication with LGBTQ students, ensuring they feel comfortable discussing any concerns or needs.</p> <p>Work closely with school counselors, LGBTQ support groups, and community resources to provide additional support and resources for LGBTQ students.</p>	<ul style="list-style-type: none"> • Communication guidelines and strategies • LGBTQ-inclusive counseling resources • LGBTQ support groups and organizations • Community resources • LGBTQ-inclusive lesson plans and activities • LGBTQ-inclusive literature and media resources • Professional networks and conferences 	By utilizing these learning resources in the LAS, educators can enhance their knowledge, access support networks, and connect LGBTQ students with additional resources and support. These resources empower educators to foster open communication, collaborate with school counselors and community resources, and create a safe and inclusive environment for LGBTQ students.

As for the development of a teacher's guide for the effective use of LAS for the accommodation of gender preferences for LGBTQ students in PE, it is essential to create an inclusive and supportive learning environment that is crucial for the well-being and success of all students, including LGBTQ individuals. In PE, it is essential to consider and accommodate gender preferences to ensure that every student feels respected, safe, and included. This teacher's guide provides strategies for effectively using LAS to accommodate gender preferences for LGBTQ students in PE.

It is important to note that creating an inclusive PE environment requires ongoing efforts, an open mind, and a willingness to learn and adapt. By using LAS that respect and accommodate gender preferences, educators can provide a safe and inclusive space for LGBTQ students to participate fully in PE and promote their overall well-being.

5. DISCUSSIONS AND CONCLUSIONS

The primary purpose of this project is to determine the extent of accommodations of gender preferences in PE through the use of LAS based on the gender preferences of JHS students as members of the LGBTQ at a public high school in Pampanga during the School Year 2022-2023.

The data presented below are based on the Statement of the Problem (SOP) objectives.

Before the LGBTQ students' exposure to LAS, their perceptions regarding accommodating their gender preferences in the school were generally negative. They strongly disagreed that their gender identity was respected, such as changing facilities, teacher knowledge, sports teams, addressing bullying or discrimination, and discussing LGBTQ issues in PE. They disagreed on access to gender-appropriate facilities, teacher training, support resources, sharing preferences, promoting respect, and attire options. They only agreed on teacher training for a safe environment and providing LGBTQ-inclusive resources. In contrast, they strongly agreed that LGBTQ students should be able to participate in activities aligned with their gender identity in PE classes. These findings highlight the need for improved support and inclusivity for LGBTQ students in the school environment [29], which could be addressed by implementing LAS and related interventions.

Meanwhile, the perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school improved after their exposure to LAS. They generally agreed that their gender identity was better accommodated in various aspects, such as sharing preferences, creating a safe environment, participating in sports events, having an inclusive curriculum, having the option to participate in activities aligned with gender identity, appropriate changing facilities, and expressing opinions. They also agreed on opportunities to participate, addressing bullying or discrimination, LGBTQ-inclusive resources, promoting respect, teacher knowledge, privacy, support resources, structured activities, access to facilities, attire choices, addressing concerns, open discussions, and teacher training. These findings indicate a positive impact of LAS on the perceptions of LGBTQ students, highlighting the importance of implementing such interventions to create a more supportive and inclusive environment for LGBTQ students in PE [30].

More so, the data analysis reveals a significant difference in the level of perceptions of LGBTQ JHS students regarding the accommodation of their gender preferences in the school before and after their exposure to LAS. This finding suggests that using LAS as supplementary learning resources effectively accommodated the students' gender preferences. The LAS intervention positively impacted their perceptions, indicating that their school environment became more inclusive and supportive of their gender identities. The significant difference in perceptions highlights the potential of LAS to promote a more welcoming and accommodating atmosphere for LGBTQ students in the school setting [31].

Also, developing a teacher's guide for the effective use of LAS in accommodating gender preferences for LGBTQ students in PE emphasizes the importance of creating an inclusive and supportive learning environment that respects the well-being and success of all students. By considering and accommodating gender preferences, educators can ensure that every student feels respected, safe, and included. The guide provides strategies for using LAS to effectively accommodate gender preferences and promote an inclusive PE environment, requiring ongoing efforts, an open mind, and a willingness to learn and adapt. Educators can create a safe and inclusive space through inclusive LAS that enables LGBTQ students to participate fully in PE and enhance their overall well-being [32].

Implementing LAS as supplementary learning resources for LGBTQ students in PE has significantly positively impacted their perceptions and experiences regarding accommodating their gender preferences in the school environment. Before their exposure to LAS, LGBTQ students held negative perceptions, indicating a lack of respect for their gender identity in various aspects of PE. However, after their exposure to LAS, their perceptions improved significantly, reflecting a more inclusive and supportive environment that better accommodated their gender preferences. Indeed, implementing LAS as supplementary learning resources and utilizing a teacher's guide for practical use can contribute to a more inclusive and supportive PE environment where LGBTQ students feel respected, safe, and included. These interventions have the potential to positively impact the perceptions and experiences of LGBTQ students, promoting their overall well-being and academic success in PE.

Meanwhile, one limitation of the study is that the perceptions of LGBTQ JHS students were self-reported, which may be subject to social desirability bias or potential inaccuracies in their responses. The participants' willingness to disclose their accurate perceptions and experiences regarding accommodating their gender preferences in the school environment could impact the results. Additionally, the study focused on perceptions before and after exposure to LAS, but it did not assess the long-term effects or sustained changes in attitudes and experiences over time. Further research is needed to evaluate the durability and generalizability of the positive impact of LAS on LGBTQ students' perceptions and experiences in PE.

Moreover, the salient learning from this study is that implementing LAS and related interventions can significantly improve the perceptions of LGBTQ students regarding the accommodation of their gender preferences in the school environment. Before their exposure to LAS, the students had negative perceptions and felt that their gender identity was not respected in various aspects of their PE experience. However, after their exposure to LAS, their perceptions improved significantly, positively impacting their overall well-being and sense of inclusion. These findings underscore the importance of implementing LAS and creating a supportive and inclusive learning environment for LGBTQ students, particularly in PE.

Lastly, future research undertakings should focus on evaluating the long-term effects of implementing LAS and related interventions on the well-being, academic performance, and social integration of LGBTQ students in the school environment. This research should aim to assess the sustained impact of LAS on improving perceptions of gender accommodation and identify additional factors that contribute to a more supportive and inclusive environment for LGBTQ students in PE. Furthermore, exploring the perspectives of teachers and administrators regarding the implementation of LAS and understanding their experiences and challenges would provide valuable insights for future interventions and guide the development of comprehensive strategies to promote inclusivity in schools.

6. ACKNOWLEDGEMENT



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