



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OF NEGROS ORIENTAL  
REGION VII

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



# Physical Education And Health 2

## Quarter 2 – Module 4: Weeks 7 & 8 Career Opportunities in Health and Fitness



GOVERNMENT PROPERTY  
NOT FOR SALE

**Physical Education and Health 2 – Grade 11**  
**Alternative Delivery Mode**  
**Quarter 2 – Module 4: Proper Etiquette and Safety in the Use of Facilities and Equipment**  
**First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

**Writer:** Myra Acero Umbac

**Editors:** Jonilo G. Jainar, Jaymar R. Kinkito, Maria Teresa S. Bernal

**Reviewers:** Ian John Emmanuel T. Tubio, Bethel- Anne S. Parco  
Celene June Brendan J. Dumagan,

**Illustrator:** Name

**Layout Artist:** Name

<b>Management Team:</b> Senen Priscillo P. Paulin, CESO V	Rosela R. Abiera
Fay C. Luarez, TM, Ed.D., Ph.D.	Maricel S. Rasid
Nilita L. Ragay, Ed., D.	Elmar L. Cabrera
Jenith C. Cabajon	

Printed in the Philippines by \_\_\_\_\_

**Department of Education –Region VII Schools Division of Negros Oriental**

Office Address: Kagawasan, Ave., Daro, Dumaguete City, Negros Oriental  
Tele #: (035) 225 2376 / 541 1117  
E-mail Address: negros.oriental@deped.gov.ph

# **Physical Education And Health 2**

**Quarter 2 –Module 4: Week 1 & 2  
Proper Etiquette and Safety in  
the Use of Facilities and  
Equipment**



# Introductory Message

For the facilitator:

Welcome to the Physical Education and Health 2- Grade 11 Alternative Delivery Mode (ADM) Module on Proper Etiquette and Safety in the Use of Facilities and Equipment!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.










As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.



For the learner:

Welcome to the PE and Health 2 Alternative Delivery Mode (ADM) Module on Proper Etiquette and Safety in the Use of Facilities and Equipment!!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <b><i>What I Need to Know</i></b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <b><i>What I Know</i></b>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <b><i>What's In</i></b>	This is a brief drill or review to help you link the current lesson with the previous one.
 <b><i>What's New</i></b>	In this portion, the new lesson will be introduced to you in various ways; a story, a song, a poem, a problem opener, an activity or a situation.
 <b><i>What is It</i></b>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <b><i>What's More</i></b>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <b><i>What I Have Learned</i></b>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <b><i>What I Can Do</i></b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <b><i>Assessment</i></b>	This is a task which aims to evaluate your level of mastery in achieving the learning

	competency.
 <b>Additional Activities</b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <b>Answer Key</b>	This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



## *What I Need to Know*

The health and fitness field offers many career opportunities. Individuals interested in helping others maintain their physical well-being may pursue degree and certification programs in this field of interest.

If you're interested in your physical well-being as well as that of others, you may consider an education in health and fitness. If you want to be of help in improving public nutrition standards, helping people recover their fitness after an injury, or just improving a person's overall wellness, a career in health and fitness may be right for you. Degree and certification programs are available in fields such as namely nutrition, athletic training, physical therapy and fitness trainers. These training can lead to careers as nutritionists, fitness trainers, personal trainers and aerobics instructors or coaches.

In this field, one must be outgoing, in good health, organized, have good communication skills, and able to motivate others. Meanwhile, other career opportunities await students inclined to health and fitness. They can pursue a career in the fields of Professional athlete, Physical education instructor, Sports trainer and Athletic coach.

### **LEARNING COMPETENCY:**

Organizes fitness event for a target health issue or concern.

**PEH11FH-lo-t-17**

At the end of the module, you should be able to:

1. Identify the potential career for health and fitness;
2. Realize one's potential in a health and fitness career;
3. Create a fitness event for a particular health issue.



# What I Know

**Direction:** In the box below are the ten different career opportunities in health and fitness. They are written horizontally and vertically. Find the words and write it in your PE and Health notebook.

P	R	O	F	E	S	S	I	O	N	A	L	A	T	H	L	E	T	E
E	Q	U	I	X	U	I	N	U	U	T	T	T	H	E	M	E	A	F
I	N	G	T	P	R	E	S	R	T	H	U	H	R	A	F	I	R	I
N	T	M	N	N	V	P	I	S	R	L	O	L	O	R	R	U	N	T
S	O	A	E	S	I	F	D	B	I	E	Y	E	U	T	N	U	T	N
T	M	G	S	I	Q	I	E	L	T	T	F	T	G	O	L	N	B	E
R	Y	P	S	V	O	A	A	V	I	I	O	I	H	F	W	L	U	S
U	E	O	I	E	R	M	N	O	O	C	G	C	T	M	O	I	R	S
C	A	U	N	B	N	A	D	S	N	C	N	T	H	I	R	K	G	T
T	O	S	T	U	O	Z	O	Y	I	O	I	R	E	N	N	E	E	R
O	T	H	R	Y	W	I	U	P	S	A	K	A	R	E	P	L	R	A
R	I	O	U	L	T	N	T	O	T	C	N	I	A	U	V	Y	F	I
O	H	X	C	G	H	G	U	M	O	H	I	N	I	S	E	G	R	N
M	S	E	T	T	K	S	S	S	O	I	H	E	N	E	R	N	I	E
A	E	R	O	B	I	C	S	I	N	S	T	R	U	C	T	O	R	R
S	P	O	R	T	S	T	R	A	I	N	E	R	C	U	W	X	P	S
P	H	Y	S	I	C	A	L	T	H	E	R	A	P	I	S	T	E	Y

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Pick and Match

*Directions:* Below are images of the different careers in health and fitness. Name it and describe each. Write your answer in your PE and Health notebook.



\_\_\_\_\_ 1.  
<https://creativecommons.org/licenses/by/2.0/>

\_\_\_\_\_ 2.

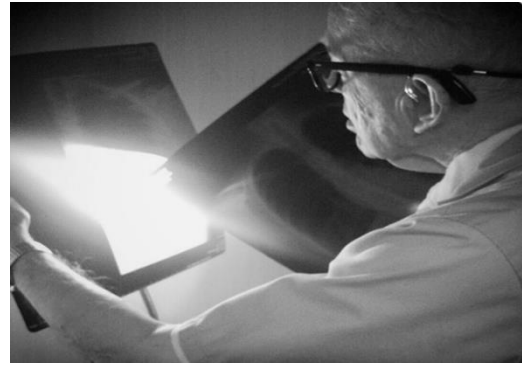


<https://creativecommons.org/licenses/by/2.0/>



\_\_\_\_\_ 3.

<https://creativecommons.org/licenses/by-nc-nd/2.0/>



\_\_\_\_\_ 4.

<https://creativecommons.org/licenses/by/2.0/>

\_\_\_\_\_ 5.

<https://creativecommons.org/licenses/by/2.0/>



### Think and Match!

*Directions:* List down at **ten** things that interest you. Think of the different career opportunities suited for those interests. Copy the table and answer this in your PE and Health notebook.

INTEREST	CAREER



## ***What's New***

Processing Questions:

1. Which among those interests takes most of your time? Why?  
\_\_\_\_\_  
\_\_\_\_\_
2. Does it fascinate you? How?  
\_\_\_\_\_  
\_\_\_\_\_
3. Do you think it will be your stepping-stone for your future career? Why?  
\_\_\_\_\_  
\_\_\_\_\_



## ***What is It***

Oftentimes we ask other people about what their interest is because somehow, we want to know what track they want to take. What interests us now will indeed be the stepping-stone for our future career. In choosing a career, it should be something that fascinates and interests us. Though you may face challenges along the way, it would be easier for you to succeed knowing that you want what you are doing.

There are many career opportunities in health and fitness. Depending on their interest, one may pursue a career in professional athletics, nutrition, or fitness.

So, for now, prepare yourself for what career you would like to take. Choose what interests you and pursue it.



## ***What's More***

### **Event for the Issue**

*Directions:* Due to the rise of modern technology, the lifestyle of many teenagers has become sedentary, increasing their risk of being overweight and obese. The activity below will improve their awareness and motivate them to change their lifestyle for the better.

1. Create a 4-minute Zumba exercise fitted for teenagers.
2. Record it using your cellphone and submit to your teacher online if possible.
3. The Zumba exercise will be graded by the teacher using the rubrics below.

<b>CRITERIA</b>	
	<b>Rating</b>
Timing	5
Coordination	5
Music	5
Attitude	5
<b>TOTAL</b>	20

**Draw yourself 10-years from now.** Imagine yourself working in a health and fitness-related field. Describe your illustration by answering the guide questions below. Do this on a short bondpaper.

- What type of health and fitness-related professional are you?
- What roles are you performing based on your chosen health and fitness career?
- What are your contributions to the community?

Your output will be graded according to the following rubrics:

	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>Clarity and Neatness</b>	All elements are clearly written and drawn	Most elements are clearly written and drawn	Some elements are clearly written and drawn	Few elements are clearly written and drawn
<b>Originality and Creativity</b>	The student has created their own design	The student has created own design; some originality is shown	The Student adapts others' ideas to create own design; very little originality shown	Creative, but no originality is shown
<b>Content</b>	The description is comprehensive, accurate, and complete. Key points are clearly, explained, and well supported.	The description is accurate and complete. Key points are stated and supported.	The description is not comprehensive or completely stated. Key points are addressed but not well supported.	The description is partial or incomplete. The key points are not clear.
<b>Spelling and Grammar</b>	No spelling or grammatical mistakes.	One to two spelling or grammatical mistakes	Three to nine spelling grammatical mistakes	Ten or more spelling and grammatical mistakes
<b>TOTAL</b>				



## What I Have Learned

Complete the following sentences. Answer in your PE and Health notebook.

I have learned that \_\_\_\_\_.

I have realized that \_\_\_\_\_.

I will apply \_\_\_\_\_.



## What I Can Do

Draw a cartoon strip that shows at least one contribution of health and fitness-related career professionals in our community. Use *1/8 illustration board* for your output. Your output will be graded according to the following rubrics:

CATEGORY	4	3	2	1
<b>Clarity and Neatness</b>	Comic Strip is easy to read and all elements are clearly written and drawn.	Comic Strip is easy to read and most elements are clearly written and drawn.	Comic Strip is somewhat easy to read and some elements are clearly written and drawn.	Comic Strip is hard to read and few elements are clearly written and drawn.
<b>Spelling &amp; Grammar</b>	No spelling or grammatical mistakes in a comic strip with at least thirty lines of text.	No spelling or grammatical mistakes in a comic strip with at least twenty-five lines of text.	One to three spelling or grammatical errors in the comic strip and at least twenty lines of text.	More than four spelling and/or grammatical errors in the comic strip and/or less than twenty lines of text.
<b>Required Elements</b>	Comic Strip includes all required elements as well as a few additional elements.	Comic Strip includes all required elements and one additional element.	Comic Strip includes all required elements.	One or more required elements is missing from the comic strip.
<b>Cooperation</b>	Worked cooperatively with partner all the time with no need for teacher intervention.	Worked cooperatively with partner most of the time with no need for teacher intervention.	Worked cooperatively with partner some of the time with little need for teacher intervention.	Did not work cooperatively with partner.
<b>Use of Time</b>	Used time wisely.	Used time wisely most of the time.	Used time wisely some of the time.	Wasted time in class.

Source: <http://communications2008.blogspot.com/2010/10/comic-strip-rubric.html>



## Assessment

Direction: Match column A with column B. Write the letter that corresponds to your answer in your PE and Health notebook.

### Column A

1. A person whose job is to advise on what you should eat to remain healthy
2. Someone who leads instructs, and motivates individuals or groups in exercise activities.
3. A person that leads and instructs individuals and groups through various exercise activities. They may work one-on-one offering insight, direction, and even motivation into workout routines. They may also lead group classes through rigorous exercise activities to get people fit.
4. Movement experts who improve quality of life through prescribed exercise, hands-on care, and patient education.
5. A person that works with medical professionals, coaches, and athletes to ensure that players are ready to play, maintain proper diets, and receive proper treatment in the event of illness or injury.
6. People with natural talent, stamina, and competitive drive. They have excellent reflexes and coordination and are well disciplined when it comes to rigorous practice and training.
7. A person qualified to train, instruct, and work with athletes to prepare them for competition.
8. A person who teaches Physical Education.

### Column B

- A. athletic coach
- B. physical therapist
- C. nutritionist
- D. aerobics instructors
- E. PE instructor
- F. teacher
- G. professional athlete
- H. teacher aid
- I. athletic trainers
- J. fitness trainer



## Additional Activities

Write a 200-word essay about the importance of health and fitness-related career professionals in your community. Write your essay in your PE and Health notebook. Your output will be graded according to following rubrics:

	<b>BEGINNING</b> (0 pts.)	<b>DEVELOPING</b> (4 pts. )	<b>APPROACHING PROFICIENCY</b> (6 pts. )	<b>PROFICIENT</b> (8 pts. )	<b>ADVANCED</b> (10 pts. )
	Did not answer question.	Answers are partial or	Answers are not comprehensiv	Answers are accurate	Answers are comprehen

<b>Content</b>		incomplete. Key points are not clear. Question not adequately answered.	or completely stated. Key points are addressed, but not well supported.	and complete. Key points are stated and supported.	sive, accurate and complete. Key ideas are clearly stated, explained, and well supported.
<b>Organization</b>	Did not answer the question.	Organization and structure detract from the answer.	Inadequate organization or development. Structure of the answer is not easy to follow.	Organization is mostly clear and easy to follow.	Well organized, coherently developed, and easy to follow.
<b>Writing Conventions</b>	Did not answer the question.	Displays over five errors in spelling, punctuation, grammar and sentence structure.	Displays three to five errors in spelling, punctuation, grammar and sentence structure.	Displays one to three errors in spelling, punctuation, grammar and sentence structure.	Displays no errors in spelling, punctuation, grammar and sentence structure.

Source: <http://negorlrnds.weebly.com/senior-high.html>



# Answer Key

**TRY THIS**

1. PROFESSIONAL ATHLETE	5. ATHLETIC COACH
2. PE INSTRUCTOR	4. NUTRITIONIST
3. FITNESS INSTRUCTOR	3. FITNESS INSTRUCTOR
6. ATHLETIC TRAINER	8. AEROBICS INSTRUCTOR
7. FITNESS TRAINER	9. SPORTS TRAINER
10. PHYSICAL THERAPIST	

**PICK and MATCH**

1. FITNESS INSTRUCTOR	(students may have different explanation)
2. PHYSICAL THERAPIST	
3. NUTRITIONIST	
4. PROFESSIONAL ATHLETE	
5. ATHLETIC COACH	

**Think and Match!**  
(students may have different explanation)

**Event for the Issue**  
(students may have different explanation)

(video submitted by students)

**ASSESS**

1. C	
2. D	
3. J	
4. B	
5. I	
6. G	
7. A	
8. E	

Additional activities  
Essays will vary

## References

Department of Education (2014). *Physical Education & Health Learner's Material 9*. Pasig City: Department of Education.

Cawan, Kriza Gia R.2016. *DIWA Senior High School Series: Physical Education and Health*. Makati City: DIWA LEARNING SYSTEMS INC.

<http://definitelylibrarian.blogspot.com/2013/09/mahlap-forum-fit-or-fat-how-to-have.html>

[digostoday.com](http://digostoday.com)

[donboscoanlubang.edu.ph](http://donboscoanlubang.edu.ph)

[www.doh.gov.ph](http://www.doh.gov.ph)

[www.girodepilipinas.com](http://www.girodepilipinas.com)

[www.iligan.gov.ph](http://www.iligan.gov.ph)

[www.milo.com.ph](http://www.milo.com.ph)

[www.philstar.com](http://www.philstar.com)

[www.upm.edu.ph](http://www.upm.edu.ph)

[www.valenzuela.gov.ph](http://www.valenzuela.gov.ph)

[action@deped.gov.ph](mailto:action@deped.gov.ph)



**For inquiries or feedback, please write or call:**

Department of Education – Schools Division of Negros Oriental  
Kagawasan, Avenue, Daro, Dumaguete City, Negros Oriental

Tel #: (035) 225 2376 / 541 1117

Email Address: [negros.oriental@deped.gov.ph](mailto:negros.oriental@deped.gov.ph)

Website: [lrmds.depednodis.net](http://lrmds.depednodis.net)

