



Department of Education
Region X - Northern Mindanao
DIVISION OF CAGAYAN DE ORO
Fr. William F. Masterson, SJ Avenue, Upper Balulang, Cagayan de Oro City

Learning Activity Sheets in Physical Education and Health



SHARED OPTIONS

Senior High Alternative Responsive Education Delivery

Competence. Dedication. Optimism

Preface

It has been elaborated in research and literature that the highest performing education systems are those that combine quality with equity. Quality education in the Department of Education (DepEd) is ensured by the learning standards in content and performance laid in the curriculum guide. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and that inclusively, all individuals reach at least a basic minimum level of skills.

In these education systems, the vast majority of learners have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. This corresponds to the aim of DepEd Cagayan de Oro City that no learner is left in the progression of learning. Through DepEd's flexible learning options (FLO), learners who have sought to continue their learning can still pursue in the Open High School Program (OHSP) or in the Alternative Learning System (ALS).

One of the most efficient educational strategies carried out by DepEd Cagayan de Oro City at the present is the investment in FLO all the way up to senior high school. Hence, Senior High School Alternative Responsive Education Delivery (SHARED) Options is

operationalized as a brainchild of the Schools Division Superintendent, Jonathan S. Dela Peña, PhD.

Two secondary schools, Bulua National High School and Lapasan National High School, and two government facilities, Bureau of Jail Management and Penology-Cagayan de Oro City Jail and Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City, are implementing the SHARED Options.

To keep up with the student-centeredness of the K to 12 Basic Education Curriculum, SHARED Options facilitators are adopting the tenets of Dynamic Learning Program (DLP) that encourages responsible and accountable learning.

This compilation of DLP learning activity sheets is an instrument to achieve quality and equity in educating our learners in the second wind. This is a green light for SHARED Options and the DLP learning activity sheets will continually improve over the years.

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Acknowledgment

The operation of the Senior High School Alternative Responsive Education Delivery (SHARED) Options took off with confidence that learners with limited opportunities to senior high school education can still pursue and complete it. With a pool of competent, dedicated, and optimistic Dynamic Learning Program (DLP) writers, validators, and consultants, the SHARED Options is in full swing. Gratitude is due to the following:

- ❖ Schools Division Superintendent, Jonathan S. Dela Peña, PhD, Assistant Schools Division Superintendent Alicia E. Anghay, PhD, for authoring and buoying up this initiative to the fullest;
- ❖ CID Chief Lorebina C. Carrasco, and SGOD Chief Rosalio R. Vitorillo, for the consistent support to all activities in the SHARED Options;
- ❖ School principals and senior high school teachers from Bulua NHS, Lapasan NHS, Puerto NHS and Lumbia NHS, for the legwork that SHARED Options is always in vigor;
- ❖ Stakeholders who partnered in the launching and operation of SHARED Options, specifically to the Bureau of Jail Management and Penology-Cagayan de Oro City Jail and the Department of Health-Treatment and Rehabilitation Center-Cagayan de Oro City;

- ❖ Writers and validators of the DLP learning activity sheets, to which this compilation is heavily attributable to, for their expertise and time spent in the workshops;
- ❖ Alternative Learning System implementers, for the technical assistance given to the sessions; and
- ❖ To all who in one way or another have contributed to the undertakings of SHARED Options.

Mabuhay ang mga mag-aaral! Ito ay para sa kanila, para sa bayan!

Ray Butch D. Mahinay, PhD
Jean S. Macasero, PhD

Writers:

- | | |
|--------------------------|--------------|
| 1. Jason O. Damulo | Mambuaya NHS |
| 2. Genelou Dawn P. Salon | Lapasan NHS |

Editors/Validators:

- | | |
|-----------------------------------|--------------------------------|
| 1. Jason O. Damulo | Mambuaya NHS |
| 2. Marlon Francis Serena | EPS-MAPEH, CID-Division Office |
| 3. January Gay T. Valenzona, PhD- | LRMDS Coordinator |

Reproduction (LRMDS)

1. Gemma P. Pajayon - Project Development Officer II
2. Lanie M. Signo - Librarian II

JEAN S. MACASERO, PhD
EPS- SHS Coordinator

RAY BUTCH D. MAHINAY, PhD
MT-1 ALS Coordinator

LOREBINA C. CARRASCO
Chief, CID

ALICIA E. ANGHAY, PhD
Assistant Schools Division Superintendent

JONATHAN S. DELA PEÑA, PhD., CESO V
Schools Division Superintendent

PHYSICAL EDUCATION AND HEALTH

Table of Contents

ACTIVITY NUMBER	LEARNING ACTIVITY TITLE	DATE	SCORE	ITEM
1	Nature of Aerobic and Muscle-and-bone strengthening exercises			
2	Exercise Program Design			
3	Fitness and Nutrition			
4	Eating Habits			
5	Benefits of Physical Activity in Managing Stress			
6	Health-Related Fitness			
7	Computation of Individual Training Heart Rate Zone			
8	Cardiovascular Exercise			
9	Observations and Effects of Exercise on the Body Systems			
10	Dehydration, Overexertion, Hypothermia and Hyperthermia			
11	Basic Stretching for Moderate and Vigorous Physical Activity			
12	Emergency Management			
13	School-based Zumba Fitness			
14	Philippine Physical Fitness Test (PPFT)			
15	Designing Individual Exercise Program			
16	Careers Opportunities in Fitness and Health			
17	Community-based Zumba Fitness			

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Nature of Aerobic and Muscle-and-bone strengthening exercises		
Learning Competency :PEH11FH-Ia-1 Distinguishes aerobic from muscle-and-bone strengthening activities		
References :Lualhati Fernando - Calle / Peter Fermin Dajime		LAS No. 1

CONCEPT NOTES

Aerobic exercises defined as any various exercises such as jogging, swimming, cycling or Zumba dance that requires more oxygen in order to sustained the exercises and strengthen the heart and lungs. While **Muscle-and-bone strengthening** or known as "Anaerobic" exercises that are highly intense and it is usually used by athletes to promote strength, speed, power and body builders to build muscle mass. Thus, less oxygen is required.

EXERCISES

The following questions will help you analyze which type of exercises. Encircle the letter that correspond the correct answer.

- Which of the following is NOT a type of anaerobic exercise?
 - Boxing
 - Running sprints
 - Biking sprints
 - Weight training
- What does aerobic refer to?
 - The absence of oxygen
 - How your body uses oxygen
 - With little available oxygen
 - No answer is correct
- Which physical activity is NOT aerobic exercise?
 - Jogging
 - Hip-hop dancing
 - Yoga
 - Jump roping
- What does anaerobic mean?
 - With oxygen
 - An abundance of oxygen
 - The way your body uses oxygen
 - Less oxygen
- Which of the following is TRUE about moderate intensity exercise?
 - An activity that gets you exercising so hard that you can only say a few words
 - An activity that gets you exercising and you can talk and sing easily
 - An activity that gets you exercising hard, but you are still able to talk with ease
 - No answer is correct

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Exercise Program Design		
Learning Competency: PEH11FH-Ib-c-2 Explains how to optimize the energy systems for safe and improved performance.		
References : Lualhati Fernando - Calle / Peter Fermin Dajime		LAS No. 2

CONCEPT NOTES:

PRINCIPLES OF EXERCISE TRAINING

1. **PRINCIPLE OF OVERLOAD** - it means that once your body adapt the exercise must continually work hard in order to achieve optimum fitness level.
2. **PRINCIPLE OF PROGRESSION** - states that the body should experience a gradual increase in workload.
3. **PRINCIPLE OF SPECIFICITY** - states that you have to be specific to your exercise in order to have a better result.
4. **PRINCIPLE OF INDIVIDUALITY** - states that no two persons are the same and their rate of adaptation toward exercise.
5. **PRINCIPLE OF REVERSIBILITY** - The adaptations that take place as a result of training is reversible, while an exercise program requires rest for the body to recover.

EXERCISE: The following exercises are arranged according to the 5 Principles. Complete the following exercises. You may stop when you feel any discomfort.

Girls

1st Set

- _____ 5 Push-Ups
_____ 5 Curl-Ups
_____ 5 Squat press

2nd set

- _____ 7 Push-Ups
_____ 7 Curl-Ups
_____ 7 Squat press

3rd Set

- _____ 9 Push-Ups
_____ 9 Curl-Ups
_____ 9 Squat press

Boys

1st set

- _____ 7 Push-Ups
_____ 7 Curl- Ups
_____ 7 Squat press

2nd Set

- _____ 9 Push-Ups
_____ 9 Curl - Ups
_____ 9 Squat press

3rd Set

- _____ 12 Push-Ups
_____ 12 Curl - Ups
_____ 12 Squat press

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Fitness and Nutrition		
Learning Competency: PEH11FH-Id-3 Relates Health Behaviors (eating habits, sleep and stress management) to health risk factors and PA performance.		
References : Lualhati Fernando - Calle / Peter Fermin Dajime		LAS No. 3

CONCEPT NOTES:

The energy used during exercise comes from various sources, depending on exercise intensity, previous training, and availability of glucose. **FATS** and **CARBOHYDRATES** are broken down and converted into Adenosine Triphosphate (ATP) that contains the energy used for muscular contraction.

EXERCISE 1: HEALTH CHECK

Direction: Mark check on the appropriate box. Answer honestly.

Question	YES	SOMETIMES	NO
1. Do you eat a good breakfast?			
2. Do you experience feelings of hunger during the day?			
3. Do you eat meat?			
4. Do you eat vegetables?			
5. Do you eat fruits?			
6. Do you have trouble falling asleep?			
7. During your wake time, do you feel tired or fatigued?			
8. Do you have headaches after waking up?			
9. Do you take medication or supplement to help you sleep?			
10. Do you have nightmares or repeated bad dreams?			
11. Do you have trouble remembering things?			
12. When you are given unexpected assignment, do you get tense?			
13. When you asked to do something unplanned, do you respond angrily?			
14. Do you feel anxious or frightened about problems that you cannot really describe?			
15. Do you feel that other people do not understand you?			

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Eating Habits		
Learning Competency : PEH11FH-Ie-4 Differentiates types of eating (fueling for performance, emotional eating, social eating, eating while watching tv or sports events)		
References :		LAS No. 4

CONCEPT NOTES

Eating habits refers to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food.

Types of eating habit:

Healthy eating and exercise which means that eating good nutrition can enhance sporting performance.

Emotional eating is defined as overeating in order to relieve negative emotions.

Social eating which means people gathering together to accompanied each other while socially eating.

Multitasking-like "eating while watching television" could lead to excess weight gain due to people are not aware of how much they have eaten.



EXERCISES.

Instructions: Identify which eating habit that describe the following statement.

- _____

- I think about burning up calories when I exercise.
 - Other people think that I am too thin.
 - I am preoccupied with the thought of having fat on my body.
 - Eating with someone else amplifies the hedonic aspects of experience.
 - Disrupt the ability to regulate energy intake and promote overeating.

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Benefits of Physical Activity in Managing Stress		
Learning Competency : PEH11FH-If-5 Recognizes the role of PAs in managing one's stress		
References : https://www.lakeviewhealth.com		LAS No. 5

CONCEPT NOTES

Physical activity can help lower your overall stress levels and improve your quality of life, both mentally and physically. Exercising regularly can have positive effect on your mood by relieving the tension, anxiety, anger, and mild depression that often go hand-in-hand with stress.

EXERCISES

Part 1. Perform a 10-minute brisk-walking

Part 2. Modified Brisk-Walking Feedback Form.

Instructions: Record your responses by checking the appropriate box next to each word.

1. Do you feel like you get a good workout?

Yes ☐ No ☐

2. The brisk-walking routines are:

Too easy ☐ Too hard ☐ Just right ☐

3. Is the Instructor easy to follow?

Yes ☐ No ☐

4. Did you enjoy participating in the brisk-walking activity?

Yes ☐ No ☐

5. Would you recommend brisk-walking exercise in your community?

Yes ☐ No ☐ Maybe ☐

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Health-Related Fitness		
Learning Competency : PEH11FH-Ig-I-6 Self-assesses health-related fitness (HRF), status, barriers to PA participation and one's diet		
References :		LAS No. 6

CONCEPT NOTES

Health-related fitness involves exercise activities that you do in order to try to improve your physical health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.

Cardiovascular endurance is the ability of the heart, lungs and blood vessels to deliver oxygen to your body tissues.

Muscular Strength is defined as the ability of a muscle group to develop maximal contractile force against a resistance in a single contraction.

Flexibility is defined as the range of motion of your joints or the ability of your joints to move freely.

Muscular endurance is the ability of a muscle or group of muscles to sustain repeated contractions against a resistance.

Body composition is used to describe the percentages of fat, bone, water and muscle in the human body

EXERCISES

A. Modified Health-Related Assessment

Station	Component of Physical Fitness	Test	Score
1	Cardiovascular endurance	Jumping jacks	
2	Muscular endurance	Push-ups (Boys)	
		Modified push-ups (Girls)	
3	Flexibility	Sit and Reach	
4	Muscular strength	Pull-ups	
5	Body Composition	Skinfold Calipers	

Name:	Date:	Score:
Subject : Physical Education and Health (H.O.P.E. 1)		
Lesson Title : Computation of Individual Training Heart Rate Zone		
Learning Competency: Sets Frequency, Intensity, Time, Type (FITT) goals based on training principles to achieve and/or maintain Health Related Fitness (HRF).		
References : http://www.active.com/fitness/articles/how-to-calculate-your-training-heart-rate-zones .		LAS No.: 7

CONCEPT NOTES

TRAINING HEART RATE zone is a range that defines the lower and upper limits of training intensities to achieve optimum fitness level and performance.



Steps that will help you calculate your ideal heart-rate training zone:

1. Take your pulse before you get out of bed in the morning in 30 seconds for three (3) successive mornings.
2. Determine your Training Heart rate zone using KARVONEN Formula:

$$THR = RHR + PTI (\%) (220 - PA - RHR)$$

Where:

Resting Heart rate (RHR)

Constant = 220

Percentage Training Intensity (PTI)

Present Age (PA)

Low Intensity Level (LIL) = 60%-70%

Middle Intensity Level (MIL) = 70%-80%

High Intensity Level (LIL) = 80%-90%

EXERCISES

1. Solve the training heart rate zone in Low, Middle and High intensity level using the Karvonen's formula.

Given:

Resting Heart Rate (RHR) : 75 bpm

Present Age (PA) : 17 years' old

Name:	Date:	Score:
Subject : Physical Education and Health (H.O.P.E. 1)		
Lesson Title : Cardiovascular Exercise		
Learning Competency: Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of school.		
References: https://www.cardiovascularexercisedefinition.com		LAS No.: 8

CONCEPT NOTES

Cardiovascular exercise is defined as the ability of the heart, blood cells and lungs to supply oxygen to the working muscle tissues and the ability of the muscles to use oxygen to produce energy for movement. Some examples for cardiovascular exercises are brisk walking, running, jogging, dancing, swimming, biking, climbing stairs and playing sports such as tennis, basketball and soccer.

EXERCISES

Part 1. Perform the following activities.

- Brisk walking for 5 minutes.
- Jog for 10 minutes.
- Zumba for 20 minutes.

Part 2. Modified Cardiovascular Exercise Feedback Form.

Instructions: Record your responses by checking the appropriate box next to each word.

1. Do you feel like you get a good workout?

Yes ☐ No ☐

2. The exercise routines are:

Too easy ☐ Too hard ☐ Just right ☐

3. Is the Instructor easy to follow?

Yes ☐ No ☐

4. Did you enjoy participating in the cardiovascular activity?

Yes ☐ No ☐

5. Would you recommend cardiovascular exercise in your community?

Yes ☐ No ☐ Maybe ☐

Name:	Date:	Score:
Subject :	Physical Education and Health (H.O.P.E. 1)	
Lesson Title :	Observations and Effects of Exercise on the Body Systems	
Learning Competency:	Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participa	
References: https://www.merckmanuals.com/home/fundamentals/exercise-and-fitness/benefits-of-exercise	LAS No.: 9	

CONCEPT NOTES

Exercise physiology is the study of how the body react to physical activity. These reactions include changes in metabolism and in physiology of different areas of the body like the heart, lungs, and muscles, and structural changes in cells.

EXERCISES

Direction: Identify the physiological reaction of the body after engaging the physical activities.

Physical Activities		Physiological Reaction of the Body			
		Normal/not increase in Heartbeat	Increase in Heartbeat	Minimal exertion/energy used	Maximum exertion/energy used
1.	Boxing				
2.	Push ups				
3.	Washing windows				
4.	Swimming				
5.	Dancing				
6.	Stair climbing				
7.	Lifting weights				
8.	Soccer				
9.	Biking				
10.	Jumping rope				
11.	Gardening				
12.	Mountain climbing				
13.	Sweeping				
14.	Yoga				
15.	Basketball				

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Dehydration, Overexertion, Hypothermia and Hyperthermia		
Learning Competency: PEH11FH-Ik-t-10 Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.		
References : Lualhati Fernando - Calle / Peter Fermin Dajime		LAS No. 10

CONCEPT NOTES:

Dehydration is excessive loss of body water. It causes heat exposure, prolonged vigorous exercise, kidney disease, and diseases of the gastrointestinal tract that leads to vomiting or diarrhea.

Overexertion refers to excessive physical and skeletomuscular activities that results in discomfort or injuries.

Hypothermia is a potentially dangerous drop in body temperature/heat, usually caused by prolonged exposure to cold temperatures.

Hyperthermia is when the body temperature rises to level higher than normal. It occurs when someone is overexerting themselves in hot weather.

EXERCISE. Identify the following conditions by checking the appropriate box.

Conditions	True	False
1. Shaking is one way the body produces heat.		
2. If you suspect that someone has hypothermia and emergency help is not available right way, move the person to a warmer location, if possible, and wrap him or her in a warm blanket to stop further heat loss.		
3. Hypothermia affects older people more often than younger people.		
4. The most severe stage of hyperthermia is heat stroke, which can be life threatening.		
5. The first sign the body is overheating is a sudden bout of dizziness called heat syncope.		
6. One common signs of overexertion is dehydration.		
7. Learning proper techniques can cause overexertion.		
8. Lifting heavy objects or working in an awkward position cannot contribute to overexertion.		
9. When a person is severely dehydrated, pure drinking water is the way to rehydrate.		
10. You should aim to drink eight-ounce glasses of water a day		

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Basic Stretching for Moderate and Vigorous Physical Activity		
Learning Competency: PEH11FH-Ik-t-10Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation.		
References : Lualhati Fernando - Calle / Peter Fermin Dajime		LAS No. 11

CONCEPT NOTES:

Stretching is a form of physical exercise in which a specific muscle or tendon (or muscle group) is deliberately flexed or stretched in order to improve the muscle's felt elasticity and achieve comfortable muscle tone.

Two types of stretching:

Dynamic stretching- is a form of active movement that isn't about holding a stretch rather taking your body through ranges of motion.

Static stretching- is the opposite. Its where you hold a stretch for an extended period of time. Thus, a good warm-up should really focus on using dynamic stretches, not static.

EXERCISES: Perform the following dynamic stretches individually.

Activity	Rubrics			
	Not focused; talked to classmates; completed stretches and reps only when she/he wanted; didn't use proper form. (1 point)	Stayed focused somewhat; did not always follow along with the teacher; did not always complete all reps or and proper form. (2 points)	Stayed focused; followed along with the teacher; completed stretches in terms of reps and proper form. (3 points)	Stayed focused; followed along exactly with the teacher; completed all stretches in terms of reps and proper form. (4 points)
Lunge with a Twist				
Knee to Chest				
Hip Stretch with a Twist				
Hip Flexor Stretch				
High Kicks				
Leg Extensor Stretch				
Rolling V-Sits				

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Emergency Management		
Learning Competency: PEH11FH-Ia-t-12Demonstrates proper etiquette and safety in the use of facilities and equipment		
References : Online Sources		LAS No. 12

CONCEPT NOTES:

Emergency Management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters.



Exercise:

At the back of this page, make an emergency management plan in your community.

Name:	Date:	Score:
Subject :	Physical Education and Health (H.O.P.E. 1)	
Lesson Title :	School-based Zumba Fitness	
Learning Competency:	Participates in an organized event that addresses health/fitness issues and concerns.	
References: https://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service/toolkits/organize-fitness-event	LAS No.: 13	

CONCEPT NOTES

GETTING FIT will go a long way toward reducing: cardiovascular disease, diabetes, obesity, osteoporosis, arthritis, and other diseases. One great way to motivate yourself and your neighbors is by organizing a community-wide day of fitness such as aerobics (Zumba), brisk walking, stair climbing, biking, swimming and other health related fitness activities.



EXERCISES

Part 1. Perform Zumba dance workout in 20 minutes' routine.

Part 2. Modified Dance Workout Feedback Form.

Instructions: Record your responses by checking the appropriate box next to each word.

- Do you feel like you get a good workout?

Yes

No
- The dance steps are:

Too easy

Too hard

Just right
- Is the Instructor easy to follow?

Yes

No
- Did you enjoy participating in the Zumba fitness activity?

Yes

No
- Would you recommend Zumba fitness in your community?

Yes

No

Maybe

Name:	Date:	Score:
Subject :	Physical Education and Health (H.O.P.E. 1)	
Lesson Title :	Philippine Physical Fitness Test (PPFT)	
Learning Competency:	Recognizes the value of optimizing one's health through participation in physical activity assessments.	
References: https://www.slideshare.net/rhahraragones_chicote/Philippine-physical-fitness-test	LAS No.: 14	

CONCEPT NOTES

Physical fitness test is a test designed to measure physical strength, agility, and endurance. They are commonly employed in educational institutions as part of the physical education curriculum.



EXERCISES

A. Modified Physical Fitness Test

Station	Component of Physical Fitness	Test	Score
1	Leg Power	Standing Long Jump	
2	Arm Endurance	Push-ups (Boys)	
		Modified push-ups (Girls)	
3	Abdominal Endurance	Knee-bent Curl ups	
4	Speed	100m sprint	
5	Flexibility	Sit and Reach	
6	Arm Strength	Flexed-arm Hang	
7	Balance	Stork Stand	
8	Agility	Box Drill	
9	Coordination	3 Ball Juggle	
10	Reaction Time	Ruler Drop Test	



Name:	Date:	Score:
Subject : Physical Education and Health (H.O.P.E. 1)		
Lesson Title : Designing Individual Exercise Program		
Learning Competency: Displays initiative, responsibility and leadership in fitness activities.		
References: https://www.acs.edu.au/info/recreation-and-fitness/fitness/fitness-leadership.aspx		LAS No.: 15

CONCEPT NOTES

FITNESS LEADERS are people who instruct and/or otherwise facilitate other people to undertake activities intended to improve or maintain individuals level of physical (and sometimes mental) wellbeing. One tried-and-true method to forming a fitness plan that works for you is to apply the FITT Principle. FITT stands for:

- F**requency: _____ of days each week.
- I**ntensity: _____ moderate, or high intensity.
- T**ime: _____ lasts.
- T**ype: _____ do cardiovascular activity (also known simply as 'cardio'), strength training, or a combination of the two.

EXERCISES

A. Design Individualized Exercise Program based on FITT principle.

Component of Physical Fitness	Activity/Exercises	Frequency (Days)	Intensity (Reps/Sets)	Time (Minutes)	Type
Cardiovascular End.	Walk-Jog				
Leg Power	Standing Long Jump				
Arm Endurance	Push-ups (Boys)				
	Modified push-ups (Girls)				
Abdominal Endurance	Knee-bent Curl ups				
Speed	100m sprint				
Flexibility	Sit and Reach				
Arm Strength	Flexed-arm Hang				
Balance	Stork Stand				
Agility	Box Drill				
Coordination	3 Ball Juggle				
Reaction Time	Ruler Drop Test				

Name:	Date:	Score:
Subject : Physical Education 11		
Lesson Title : Career Opportunities in Fitness and Health		
Learning Competency : PEH11FH- Ip-q-16 Realizes one's potential for health-and-fitness related career opportunities.		
References :	LAS No. 16	

CONCEPT NOTES

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



EXERCISES

Pick your health and fitness career options.

1.	Athletic Trainer
2.	Physical Therapist
3.	Medical Assistant
4.	Sports Medicine Aid
5.	Physical Therapy Assistant
6.	Sports Massage Therapist
7.	Sport Fitness Nutritionist
8.	Strength and Conditioning Coach
9.	Exercise Physiologist
10.	Sports Physician
11.	Sports psychologist
12.	Sports Performance Management Specialist
13.	Aerobics/Zumba Dance Instructor

GETTING FIT will go a long way toward reducing: cardiovascular disease, diabetes, obesity, osteoporosis, arthritis, and other diseases. One great way to motivate yourself and your neighbors is by organizing a community-wide day of fitness such as aerobics (Zumba), brisk walking, stair climbing, biking, swimming and other health related fitness activities.



Yes ☐ No ☐

Too easy ☐ Too hard ☐ Just right ☐

Yes ☐ No ☐

Yes ☐ No ☐

Yes ☐ No ☐ Maybe ☐