



PE 1 – Physical Activities Towards Health and Fitness 1 (PATHFit 1)
Movement Competency Training

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- a. Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- b. Observe strict implementation of the laws as well as the policies and regulations of the University
- c. Acquire with urgency state-of-the-art resources for its service areas
- d. Bolster the relationship of the University with its local and international customers and partners
- e. Leverage the qualifications and competences in personnel action and staffing
- f. Evaluate the efficiency and responsiveness of the University systems and processes

INSTITUTIONAL OUTCOMES (IO)

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region
- c. Strengthen local and international collaborations and partnerships for borderless programs
- d. Develop a research culture among faculty and students
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards
- f. Promote research-based information and technologies for sustainable development
- g. Enhance resource generation and mobilization to sustain financial viability of the university

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES (CMO 46 s. 2012)

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. discuss the current developments and advancements in the specific field of practice;	✓	✓					✓
b. demonstrate independently the 21 st century competencies and skills;	✓	✓		✓			✓
c. work collaboratively in multi-disciplinary and multi-cultural groups;	✓		✓	✓	✓		
d. exhibit professional, social and ethical accountability;	✓	✓	✓	✓	✓		
e. preserve Filipino historical and cultural heritage;	✓	✓	✓	✓	✓		
f. generate new knowledge through data-driven research and development projects; and				✓	✓	✓	✓
g. participate actively in the national, regional and local development plans.	✓	✓	✓	✓	✓	✓	✓

COURSE CODE	PE 1
COURSE TITLE	Physical Activities Towards Health and Fitness 1 (PATHFit 1) Movement Competency Training
3 PREREQUISITE	None
4 CREDITS	2 units

5 COURSE DESCRIPTION

This course reintroduces the fundamental movement patterns that consist of non-locomotor and locomotor skills, which are integrated with core training to meet the demands of functional fitness and physical activity performance. Emphasis will be on exercise regression and progression for the enhancement of fitness and the adaptation of movement competencies to independent physical activity pursuits. In conjunction with fitness and wellness concepts, exercise and healthy eating principles, periodic evaluation will be conducted of one's level of fitness and physical activity, as well as eating patterns to monitor one's progress and achievement of personal fitness and dietary goals. (CMO 39, s.2021)

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)	a	b	c	d	e	f	g
At the end of the course, a student can:							
Active and Healthy Living							
a. participate in moderate to vigorous physical activities (MVPA) in accordance with national and global recommendations on physical activities for health;	✓	✓	✓	✓	✓	✓	✓
b. adapt movement competencies to independent physical activity pursuits that are health-enhancing and personally rewarding;	✓	✓	✓	✓	✓	✓	✓
c. monitor progress and evaluate achievement of personal fitness and dietary goals;	✓	✓	✓	✓		✓	✓
d. practice empathy, fair play; show respect for different abilities (i.e., diversity) through interpersonal communication skills and emotional regulation during PA participation;	✓	✓	✓	✓	✓	✓	✓
e. apply basic tactics in sports (e.g. defense, offense, transition) in game situation;	✓	✓	✓	✓	✓	✓	✓
Advocacy and Action							
f. devise, apply and assess a range of strategies (i.e., exercise program design; goal-setting; periodic evaluation) to improve one's physical activity performances and those of others;	✓	✓	✓	✓	✓	✓	✓
g. enhance and advocate for one's personal and others' fitness, safety and wellness through physical activity participation and/or leadership; and	✓	✓	✓	✓	✓	✓	✓
h. promote practical and creative interventions that will create community connection and contribute to the health and wellness of the school community and its periphery.	✓	✓	✓	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
		At the end of the lesson, a student can			a,b,c,d,,f,g
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System, and	a. discuss the University VMGO, classroom policies, course overview, requirements and grading system b. familiarize the class policies, course	Activity • Group Activity Each group will name successful SKSU graduates and their present affiliations. They	• Written Output of the Group Activity	

	Pre-Exercise Screening	<p>requirements and grading system</p> <p>c. identify their medical issues that could increase their chance of experiencing a negative event while engaging in physical activity</p>	<p>will then decide how they are going to introduce their identified graduate.</p> <ul style="list-style-type: none"> • Individual Activity Each student will scan the QR code of PAR-Q + (Physical Activity Readiness Questionnaire) <p>Analysis</p> <ul style="list-style-type: none"> • Presentation of Output Each group will select their manner of presentation i.e. it could either be by role playing, poem recitation, song rendition, etc. <p>Abstraction</p> <ul style="list-style-type: none"> • Class Discussion Presentation of the VMGO, course syllabus <p>Application</p> <ul style="list-style-type: none"> • Road Mapping Students will interview a successful graduate and make a road map of success 	<ul style="list-style-type: none"> • Completed PAR-Q + Form Each students will present the result of their PAR-Q+ and the class will analyze the result. • Actual Performance (Presentation) • Graded Recitation • Road Map of Success The students will interview successful SKSU graduates and trace the graduate's journey from being a student up to present. 	
2	Chapter 1: Fitness and Wellness Concepts <ul style="list-style-type: none"> 1.1 Wellness 1.2 Physical Fitness 1.3 Importance of Physical Fitness Assessment 	<p>a. explain the different dimensions of wellness and its significance in attaining a better quality of life;</p> <p>b. distinguish skill-related from health-related fitness components; and</p> <p>c. expound on the importance of tests for measuring different fitness components.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Knowledge Check The students will answer the pretest. <p>Analysis</p> <ul style="list-style-type: none"> • Facilitate the class discussion and ask the students to analyze the health and skill related fitness. <p>Abstraction</p> <ul style="list-style-type: none"> • Guided Discussion <p>Application</p> <ul style="list-style-type: none"> • Media at Home Students will scan the QR code and watch the videos at home: <ul style="list-style-type: none"> a. Learn the 11 Fitness Components! PE Buddy b. The Eight Dimensions of Wellness • Think Test! 	<ul style="list-style-type: none"> • Individual/Group Participation • Graded Recitation 	a,b,c,d,f,g

		<ul style="list-style-type: none"> • Perceived Wellness Level • 8 Dimensions of Wellness in our Daily Lives • Learn from the Experience 	<ul style="list-style-type: none"> • Activity Worksheet 1: Think Test! <p>The Students will answer the Reflective Essay and Identification.</p> <ul style="list-style-type: none"> • Activity Worksheet 2: Individual discussion on their wellness rating. • Role Playing/Pantomime (By Group) • Field Interview <p>The students will interview their parents, friends, or classmates about their own experiences participating in an exercise program.</p>		
3	Chapter 2: Achieving a Healthy and Active Lifestyle <ul style="list-style-type: none"> 2.1 Physical Activity and Exercise 2.2 Benefit of Physical Activity 2.3 Ways in Strengthening Immune System <ul style="list-style-type: none"> 2.3.1 Healthy Eating Habits 2.3.2 Having Enough Sleep 2.3.4 Staying Active 2.4 Promoting Incidental Physical Activities 	<ul style="list-style-type: none"> a. demonstrate an understanding of the impact of physical activity in various nations; b. evaluate the healthy eating habits based on the recommended dietary guidelines; and c. increase engagement in incidental physical activities. 	<p>Activity</p> <ul style="list-style-type: none"> • Knowledge Check The students will scan the QR code. <p>Analysis</p> <ul style="list-style-type: none"> • Facilitate the class discussion about the topics: Physical Activity and Exercise, Benefits of Physical Activity, Ways to Strengthen Immune System and Promoting Incidental Activities. <p>Pair-Sharing By pair, students will share with each other their daily food intake.</p> <p>Activity Implementation by partner, by group and individual about 1 week incidental activities.</p> <p>Abstraction</p> <ul style="list-style-type: none"> • Guided Discussion <p>Application</p> <ul style="list-style-type: none"> • Media at Home 	<ul style="list-style-type: none"> • The students will determine their perceived physical activity level using the International Physical Activity Questionnaire (IPAQ) and share their result to the class. • Activity Worksheet 3: Think Test The student will discuss to their partner the importance of physical activity and their tips on how to follow the recommended daily food intake for Filipinos. • Activity Worksheet 4: My Daily Food Intake • Performance Tasks 2: Promoting Incidental Activities 	a, b, c, d, e, f, g

		<p>Students will scan the QR code to watch the videos at home:</p> <ul style="list-style-type: none"> ○ Exercise vs Physical Activity A Review ○ Pinggang Pinoy AVP ○ Three ways to be more active ○ What if You Quit Eating Sugar for 30 DAYS ● Promoting Incidental Physical Activity 	<ul style="list-style-type: none"> ● Graded Recitation ● 1 week Meal Plan The students will accomplish the "My Daily Food Intake" ● Individual Narrative Report and Group Video Summary 	
-6	<p>Chapter 3: Self-Testing Activities</p> <p>3.1 Importance of Physical Fitness Assessment</p> <p>3.2 Things to Consider in Facilitating Self-Testing Activities</p> <p>3.3 Self-Testing Activities for Health-Related Physical Activities</p> <p>3.4 Self-Testing Activities for Skill-Related Physical Fitness</p>	<ul style="list-style-type: none"> a. determine the appropriate tests to assess the different fitness components, b. demonstrate proper testing protocols and safety guidelines, c. collect baseline information (pre-test score) for reference in creating exercise plans d. recognize personal strength and accept weaknesses as a result of the tests 	<p>Activity</p> <ul style="list-style-type: none"> ● Knowledge Check Students will answer the Pre-test <p>Analysis</p> <ul style="list-style-type: none"> ● Facilitate a class discussion where students share their ideas and observation about the factors affecting physical fitness performance or results. <p>Abstraction</p> <ul style="list-style-type: none"> ● Class Discussion Engage students in discussions <p>Application</p> <ul style="list-style-type: none"> ● Media at Home Students will scan the QR code in order to watch the video on how to perform the following Fitness Testing Activities <p>Health-Related Fitness</p> <ul style="list-style-type: none"> ➢ How to Perform the Modified Sit and Reach ➢ How to Perform the Zipper Test ➢ How to Perform the Step Test ➢ How to Perform the Flexed Arm Support ➢ How to Perform the Curl Ups <p>Skilled-Related Fitness</p> <ul style="list-style-type: none"> ➢ Stork Balance Test ➢ Alternate hand -WallToss Tes 	<ul style="list-style-type: none"> ● Individual/Group Participation ● Activity Worksheet 5: Think Test ● Graded Recitation ● Performance Task 3 Self-Testing Activity: Health Related Fitness Tests ● Performance Task 4

<p>4.5.4 Flexibility Exercise</p> <p>4.5.5 Exercise Prescription Guidelines</p> <p>4.5.6 Contraindicated Exercises</p> <p>4.5.7 Do's and Don'ts for Stretching Exercises</p> <p>4.6 Muscular Fitness</p> <p>4.6.1 Volume of Resistance Exercise</p> <p>4.6.2 Rate of Progression</p> <p>Resistance Exercises</p> <p>4.7 Exercise Prescription Guidelines</p>		<ul style="list-style-type: none"> • Media at Home Students will scan the QR code in order to watch the video and answer the following questions. 	<ul style="list-style-type: none"> • Graded Recitation • Recitation about: Principles of Training and Overload, Quick guide to heart rate training, The BEST exercise for low back pain according to research 	
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MIDTERM EXAMINATION

9-10	<p>Chapter 5: Fundamental Movements</p> <p>5.1 Non-Locomotor Movements</p> <p>5.2 Locomotor Movements</p> <p>5.3 Manipulative Movements</p>	<p>a. discuss the understand the fundamental movement skills in the tertiary education curriculum and their relationship to sports performance;</p> <p>b. demonstrate the correct movement patterns relative to the non-locomotor movements locomotor movements, manipulative skills as applicable to games and sports;</p> <p>c. improve their communication skills by participating in activities or games, communicating well with others, and expressing their ideas and emotions appropriately;</p> <p>d. identify and appreciate the importance of fundamental movement skills as a foundation of athletic ability; and,</p> <p>e. shows a moving pattern using learned movement techniques, and display coordination using equipment, body parts, and music.</p>	<p>Activity</p> <ul style="list-style-type: none"> • Knowledge check Students will answer the pre test Discussion <ul style="list-style-type: none"> - Locomotor movement - Non locomotor movement - Manipulative skills <p>Analysis</p> <ul style="list-style-type: none"> • Pair-Sharing By pair, students will share non-locomotor movements locomotor movements, manipulative movements <p>Abstraction</p> <ul style="list-style-type: none"> • Guided Discussion <p>Application</p> <ul style="list-style-type: none"> • Individual and by-pair performance using a rubric to assess quality of participation. 	<ul style="list-style-type: none"> • Individual and group participation The students will identify the locomotor and non-locomotor movements as well as the manipulative skills. • By pair, the students will execute the locomotor and non-locomotor skills and • Activity worksheets 7 and 8 • Performance task 6a, 6b, 7a, 7b, 7c, and 8 <p>Partners will be the one to rate their performances using the rubric.</p>	a, b, f, g
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	<p>Chapter 6: Basic Strength Training and Home-Based Exercises</p> <p>6.1 Health Benefits of Muscle Fitness Exercises</p> <p>6.2 Basic Guidelines for A Safe and Effective Muscular Strength Training Exercises</p> <p> 6.2.1 Upper Extremity</p> <p> 6.2.2 Lower Extremity</p> <p> 6.2.3 Core Exercises</p> <p>6.3 Other Training Methods and Types of Equipment</p> <p>6.4 Physical Activities at Home</p>	<p>a. recognize the different physical activities and exercises at home and its benefits</p> <p>b. apply the basic guidelines for a safe and effective physical activity engagement; and locomotor movements, manipulative movements</p> <p>c. execute properly the different exercises with competence.</p>	<p>Activity</p> <ul style="list-style-type: none"> Knowledge check Students will answer the pretest. <p>Analysis By group, students will share Basic Strength Training and Home-Based Exercises</p> <p>Abstraction Guided Discussion</p> <p>Application Group performance using a rubric to assess quality.</p> <p>Media at home Students will scan the QR-code in order to watch the video's on how to perform on how to use with apparatus/ Machine and alternative equipment in a home base exercise.</p>	<ul style="list-style-type: none"> Individual activity <ul style="list-style-type: none"> Each student will share their home-based exercise to the group and they will combine it all together to be presented in the class. Class discussion Performance Tasks: Exercise work out Skill demonstration <p>The students will execute the activity worksheets 9, Exercise Work out and Skills Demonstration</p> <ul style="list-style-type: none"> Individual graded recitation 	a, b, f, g
15-18	<p>Chapter 7: The Fitness Challenge</p> <p>7.1 The Fitness Challenge</p> <p>7.2 Setting the Smart Goals</p> <p>7.3 Suggested Fitness Workouts</p> <p>7.4 Implementation of Fitness Plan</p> <p>7.5 Submission of Documentary Requirements</p>	<p>a. apply MFIT formula and basic principles on the creation of exercise program.</p> <p>b. integrate the smart goals in developing the comprehensive fitness plan; and</p> <p>c. perform exercise workout that are relatively safe to perform.</p>	<p>Activity</p> <ul style="list-style-type: none"> Focus Group Discussion Students will discuss of the basic principles on the creation of exercise program which integrated with the fitness challenge, smart goals and fitness workouts. Individual Performance Perform exercise workout that are relatively safe to perform. <p>Analysis</p> <ul style="list-style-type: none"> Group Sharing By group, students will share with each other their reflection about the integrate the smart goals in developing the comprehensive fitness plan <p>Abstraction</p> <ul style="list-style-type: none"> Guided discussion and creation of the fitness plan. 	<ul style="list-style-type: none"> FGD: Consultation Practical Activity: Individual Performance Graded Recitation Class discussion 	a, b, c, d, f, g

		Application • Implementation of the comprehensive fitness plan with the application of MFIT formula.	• Final Performance Task: Comprehensive Fitness Plan	
FINAL EXAMINATION				

Total No. of Hours : 36

8 COURSE REQUIREMENTS AND COURSE POLICIES

Each student is required to:

COURSE REQUIREMENTS

1. attend at least 80% of the class hours;
2. submit accomplished assignments, problem sets and a mini-research project;
3. prepare a comprehensive fitness plan;
4. participate in practical activities
5. discuss an assigned topic to report and participate in class discussions; and
6. pass the major exams (midterm and final)

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Pre-Exercise Training: All students should submit their Physical Activity Readiness Questionnaire (PARQ) in order to identify whether or not ready to begin a new exercise routine safely.

Dress and Grooming Code: All students are required to wear their prescribed P.E uniform with rubber shoes.

Accessories: Using of accessories are prohibited for safety purposes.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance.

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade	
Midterm Examination	50%
Quizzes /Assignment	20%
Performance/Projects	20%
Attendance	10%

Final Term Grade	
Final Term Examination	50%
Requirements/Projects	40%
Attendance	10%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
TOTAL	100%

TOTAL

100%

RUBRIC INDIVIDUAL AND GROUP PERFORMANCE TASKS

RUBRICS FOR ROLE PLAYING

Criteria	Excellent 4	Good 3	Adequate 2	Basic 1
Group Cooperation	Always willing to cooperate with the group during tasks presentation.	Usually willing to cooperate with the group during assigned tasks and presentation.	Sometimes willing to cooperate with the group during assigned tasks and presentation.	Rarely willing to cooperate with the group during assigned tasks and presentation
Presentation and perspective	Convincing connections of character's role, feelings, and motives.	Competent connections of character's role, feeling, and motives	Adequate connections of character's role, feeling, and motives	Limited connections of character's role, feeling, and motives
Non-verbal cues (voice, eye and body, movement, props, costume)	An impressive diversity of non-verbal cues was used in an excellent way.	Good diversity of non-verbal cues was used in an excellent way.	An acceptable diversity of non-verbal cues was used in an excellent way.	Limited diversity of non-verbal cues was used in an excellent way.

10 REFERENCES

- Legal Basis CHED Memorandum Order No. 39, Series of 2021
- Textbooks Camarador, R., Mantala, J., Camarador, I., Serrano III, J.A. (2022). Movement Competency Training: A Task-Based Reference for Physical Activity Toward Health and Fitness 1
- Online References [CMO-No.-39-s-2021.pdf \(ched.gov.ph\)](http://CMO-No.-39-s-2021.pdf (ched.gov.ph))

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