



Republic of the Philippines
SULTAN KUDARAT STATE UNIVERSITY
ACCESS, EJC Montilla, 9800 City of Tacurong
Province of Sultan Kudarat



PE 3 – Physical Activities Towards Health and Fitness 1 (PATH-Fit 3)
Pickleball

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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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

5 COURSE DESCRIPTION

This course is designed to educate learners about the basic concepts of pickleball. It intends to provide a strong foundation in the skills and basic knowledge necessary to play pickleball on a recreational level. Students will get an introduction to the game's rules, techniques, and etiquette through a combination of theoretical instruction and practical experience.

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

| Course Learning Outcomes (CLO) | Program Outcomes | | | | | | |
|--|------------------|---|---|---|---|---|---|
| | a | b | c | d | e | f | g |
| At the end of the course, a student can: | | | | | | | |
| Active and Healthy Living | | | | | | | |
| a. apply all the knowledge, skills and strategies in playing Pickleball as a recreational physical activity; | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| b. execute the different kinds of shots suitable in different game situations; and | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| c. display and promote positive behavior towards teammates, opponents, officials, and teachers | ✓ | ✓ | ✓ | ✓ | | | ✓ |

7 COURSE CONTENTS

| WEEK | CONTENT | INTENDED LEARNING OUTCOMES (ILOs) | TEACHING AND LEARNING ACTIVITIES (TLA) | OUTCOMES-BASED ASSESSMENT (OBA) | COURSE LEARNING OUTCOMES (CLOs) |
|------|--|--|--|---|---------------------------------|
| 1 | Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System, and Pre-Exercise Screening | At the end of the lesson, a student can a. discuss the University VMGO, classroom policies, course overview, requirements and grading system b. familiarize the class policies, course requirements and grading system c. identify their medical issues that could increase their chance of experiencing a negative event while engaging in physical activity | Activity <ul style="list-style-type: none"> Individual participation in the orientation can be assessed through the inquiries and participation during the discussion. Abstraction <ul style="list-style-type: none"> Class Discussion Presentation of the VMGO, course syllabus Application <ul style="list-style-type: none"> Students will give time to memorize the SKSU VMGO. | <ul style="list-style-type: none"> Students will ask questions and will participate in the discussion. Actual Performance (Presentation) Graded Recitation Students will give time to memorize the SKSU VMGO. | a, b, c, d, g |

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| | Topic 2: Introduction to Pickleball: An Overview Desired Learning Outcomes. | <p>At the end of this lesson, the students are expected to:</p> <ol style="list-style-type: none"> 1. describe the nature, origin and characteristics of Pickleball. 2. explain the importance of offering Pickleball in Physical Education curriculum; and 3. discuss the facilities and equipment needed as well as the different terminologies used in playing the game. | <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 origin, characteristics of pickleball. <p>Abstraction</p> <ul style="list-style-type: none"> • Guided Discussion <p>Application</p> <ul style="list-style-type: none"> • Individual participation in class group presentation using a rubric to assess quality of participation. | <ul style="list-style-type: none"> • Individual Participation • Graded Recitation • Activity 1. Students will research about the history of pickleball in the Philippines and its progress. | a, b, c, d, g |
| 3 | Topic 3: Foundation Skills in Pickleball 3. 1. Body conditioning 3. 2. Basic Grip 3.3. Basic Stances | <p>At the end of this lesson, the students are expected to:</p> <ol style="list-style-type: none"> 1. show proper knowledge on creating and performing warm-up and conditioning exercises. 2. perform the different essential skills in Pickleball properly; and 3. demonstrate positive behavior such as; teamwork, patience and camaraderie among themselves. | <p>Activity</p> <ul style="list-style-type: none"> • Knowledge Check <p>Analysis</p> <ul style="list-style-type: none"> • Facilitate the class discussion about the basic skills in Pickleball. <p>Abstraction</p> <ul style="list-style-type: none"> • Guided Discussion <p>Application</p> <ul style="list-style-type: none"> • Students will be in group. Students will perform the conditioning exercises before performing the basic skills in Pickleball. | <ul style="list-style-type: none"> • Individual Participation • Graded Recitation • Group Activity Student will perform the ball conditioning. The groups will perform the three drills and after that will be scored by group. | a, b, c, d, g |
| 4 | Topic 4 Fundamental Skills in Pickleball 4.1. Fundamental Techniques 4.2. Volley Serve 4.3. Drop Serve 4.4. Dink Shot | <p>At the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. discuss the importance of volleying the ball, drop, dink and importance of ground stroke and its mechanics. 2. demonstrate the correct mechanics and good form of the volleying ball, dropping, dink and good form of a ground stroke; and | <p>Activity</p> <ul style="list-style-type: none"> • Demonstration of Serve (Volley Shot and Drop Shot, Dink, and Ground Stroke). <p>Analysis</p> | <ul style="list-style-type: none"> • Individual Participation | |

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| | 4.5 Ground Stroke | <p>3. apply the volley shots, drop, dink and ground stroke in a recreational pickleball game.</p> <p>4. show interest and enthusiasm to perform groundstrokes with correct target and focus.</p> | <ul style="list-style-type: none"> Facilitate the class discussion about the basic skills in Pickleball. <p>Abstraction</p> <ul style="list-style-type: none"> Guided Discussion <p>Application</p> <p>Students will be group in two based on the availability of the court and equipments.</p> <p>Students will perform individually the basic skills in Pickleball.</p> | <ul style="list-style-type: none"> Graded Recitation and Participation <p>Application</p> <ul style="list-style-type: none"> Individual Activity <p>Students will</p> <p>Student will perform the basic skills in Pickleball.</p> <p>Students will perform individually the basic skills in Pickleball.</p> | |
| 5-6 | Topic 5: Rules and Regulations in Pickleball 5.1. Section 4 - The Serve, Service Sequence, And Scoring Rules. 5.2. Section 5 - Service And End Selection Rules 5.3. Section 6 - Line Call Rules 5.4. Section 7 - Fault Rules..... | <p>a. Explain the importance of executing the serve.</p> <p>b. demonstrate proper volley serve and drop serve.</p> <p>c. Demonstrate positive behavior such as patience and camaraderie among themselves.</p> <p>d. recognize personal strength and accept weaknesses after the performance.</p> <p>e. Students can apply and demonstrate the different interpretation of the game.</p> <p>f. The students can demonstrate the interpretation of the rules.</p> | <p>Activity</p> <ul style="list-style-type: none"> Knowledge Check <p>Analysis</p> <ul style="list-style-type: none"> Facilitate a class discussion where students share their ideas and observation about basic skills and rules about serving, sequence, and position of the player. <p>Abstraction</p> <ul style="list-style-type: none"> Class Discussion <p>Engage students in discussions.</p> <p>Application</p> <ul style="list-style-type: none"> Using a scenarios students will make decisions based on the rules discuss followed by reflection on their choices. Teacher will demonstrate and ask the students if its right or wrong. | <ul style="list-style-type: none"> Individual/Group Participation <p>Activity</p> <ul style="list-style-type: none"> Group Activity. <p>Students will ask if the scenario and demonstration right and wrong based on the content of the discussion.</p> | a, b, c, d,g |
| MIDTERM EXAMINATION | | | | | |

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| | <p>Topic 6: Rules and Regulations in Pickleball</p> <p>6.1. Section 8 - Dead Ball Rules 6.2. Section 9 - Non-Volley-Zone Rules. 6.3. Section 10 - Time-Out Rules 6.4. Section 11 - Other Rules. 6.5. Section 12 - Sanctioned Tournament Policies 6.6. Section 13 - Tournament Management and Officiating.</p> | <p>a. Discuss the rules in playing pickleball and analyze each rules. b. Demonstrate positive behavior such as patience and camaraderie among themselves. c. recognize personal strength and accept weaknesses after the performance. d. Students can apply and demonstrate the different interpretation of the game. e. The students can demonstrate the interpretation of the rules.</p> | <p>Activity</p> <ul style="list-style-type: none"> Knowledge Check <p>Analysis</p> <ul style="list-style-type: none"> Focus Group Discussion <p>Facilitate the discussion about: Section 8 - Dead Ball Rules Section 9 - Non-Volley-Zone Rules. Section 10 - Time-Out Rules Section 11 - Other Rules. Section 12 - Sanctioned Tournament Policies Section 13 - Tournament Management and Officiating</p> <p>Abstraction</p> <ul style="list-style-type: none"> Guided Discussion <p>Application</p> <ul style="list-style-type: none"> The students can demonstrate the interpretation of the rules. | <ul style="list-style-type: none"> Individual/ Participation Class Discussion <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 Activity: Students will demonstrate and perform the rules and regulations | a, b, c, d, e, f, g |
| 10-11 | Playing Singles | <p>At the end of this lesson, the students are expected to:</p> <ol style="list-style-type: none"> elaborate the benefits of playing singles' match. implement the basic rules and scoring of the game with ease and confidence; and | <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 | <ul style="list-style-type: none"> Individual and group participation The students will identify the locomotor and non-locomotor movements as | a, b, f, g |

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| | | c. demonstrate Pickleball etiquette and sportsmanship on and off the game. | <ul style="list-style-type: none"> - 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. | <p>well as the manipulative skills.</p> <ul style="list-style-type: none"> • 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> | |
| 11-14 | <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</p> <p>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</p> <p>By group, students will share Basic Strength Training and Home-Based Exercises</p> <p>.</p> <p>Abstraction</p> <ul style="list-style-type: none"> Guided Discussion <p>Application</p> <p>Group performance using a rubric to assess quality.</p> <p>Media at home</p> <p>Students will scan the QR-code in order to watch the video's on how to perform</p> | <ul style="list-style-type: none"> • Individual activity • 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,</p> | a, b, f, g |

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| | | | on how to use with apparatus/ Machine and alternative equipment in a home base exercise. | Exercise Work out and Skills Demonstration <ul style="list-style-type: none"> • Individual graded recitation | |
| 15-18 | Chapter 7: The Fitness Challenge 7.1 The Fitness Challenge 7.2 Setting the Smart Goals 7.3 Suggested Fitness Workouts 7.4 Implementation of Fitness Plan 7.5 Submission of Documentary Requirements | a. apply MFIT formula and basic principles on the creation of exercise program. b. integrate the smart goals in developing the comprehensive fitness plan; and c. perform exercise workout that are relatively safe to perform. | Activity <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. Analysis <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 Abstraction <ul style="list-style-type: none"> • Guided discussion and creation of the fitness plan. Application <ul style="list-style-type: none"> • Implementation of the comprehensive fitness plan with the application of MFIT formula. | <ul style="list-style-type: none"> • FGD: Consultation • Practical Activity: Individual Performance • Graded Recitation • Class discussion • Final Performance Task: Comprehensive Fitness Plan | a, b, c, d, f, g |

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. participate the practical activities
4. discuss an assigned topic to report and participate in class discussions; and

COURSE POLICIES

5. demonstrate the basic skills
6. application of skills in game
7. pass the major exams (midterm and final)

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.

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 | 40% |
| Performance Task/Project | 30% |
| Written Works | 20% |
| Attendance | 10% |
| TOTAL | 100% |

| Final Term Grade | |
|--------------------------|-------------|
| Final Term Examination | 40% |
| Performance Task/Project | 30% |
| Written Works | 20% |
| Attendance | 10% |
| TOTAL | 100% |

| FINAL GRADE | |
|------------------|-------------|
| Midterm Grade | 50% |
| Final Term Grade | 50% |
| 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. |

REFERENCES

| | |
|-------------------|---|
| Legal Basis | CHED Memorandum Order No. 39, Series of 2021 |
| Textbooks | Boto-Montillano, V., Yasol-Vicente, J., Anajao, J., & Camarador, R. A. (2024). <i>FUNDamentals of PICKLEBALL: A handbook for Physical Education Teachers and Students</i> (1st ed.). IM INNOVATOVE BOOK PUBLISHING HOUSE. |
| Online References | CMO-No.-39-s-2021.pdf (ched.gov.ph) Scribd. (n.d.) Pickleball learning module. https://www.scribd.com/document/724211130/Pickleball-Learning-Module?fbclid=IwY2xjawFwwV5leHRuA2FlbQlxMAABHZ2xkKpZGixqqQx_Xsz7V2lWhGaTRRvwIN1MQbc42NcYYVxHBTbl7HYbmw_aem_kVokmVPycI5-HN-UDNVg |

Prepared by:

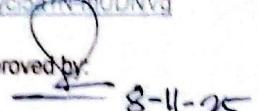

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2025 -08- 11

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