



PATHFIT 2 – EXERCISE – BASED FITNESS ACTIVITIES

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

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.	✓	✓	✓	✓	✓	✓	✓

1 COURSE CODE PATHFIT 2
 2 COURSE TITLE Exercise-based Fitness Activities
 3 PREREQUISITE None
 4 CREDITS 2 units

5 COURSE DESCRIPTION

The course builds on the Movement Competency Training course which focused on the fundamental movement patterns and core training. Based on the primary movements (squat, hinge, lunge, vertical push and pull, horizontal push and pull), fitness training starts with body weight training to improve balance, coordination, endurance and flexibility, then progresses to training for core strength and power, with or without resistance training equipment. Emphasis is on exercise progression and regression for the enhancement of skill-related fitness components in preparation for and/or in conjunction with vigorous physical activities, such as sports participation.

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:							
a. Relate and express the VMGO of the University	✓	✓	✓	✓	✓	✓	✓
b. Discover different exercise workouts that are best suitable to an exercise program	✓	✓	✓	✓	✓	✓	✓
c. Display movement competence using a variety of exercise	✓	✓	✓	✓	✓	✓	✓
d. Design, plan, implement, and evaluate a personal exercise program	✓	✓	✓	✓	✓	✓	✓
e. Demonstrate appreciation on the importance of regular engagement in moderate to vigorous exercise	✓	✓	✓	✓	✓	✓	✓

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 <i>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System</i>	At the end of the week, the students are expected to: discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system	Oral Recitation of VMGO	a
2-4	Chapter 1. Motor Skills (Exercises) 1.1 Foundation of motor skills 1.2 Exercises program 1.3 Importance of safety guidelines in performing fitness exercises 1.4 Components of Physical Education 1.5 Physical Education and	At the end of the chapter, the students are expected to 1.1 Illustrate their knowledge regarding the foundation of motor skills achieved through core training 1.2 Explain the importance of variety of exercise programs to maintain and enhance cardiorespiratory and musculoskeletal fitness	Discuss the foundation of motor skills; importance of exercise programs; exercise principles; safety guidelines and relevance of health -related fitness components Lecture Demonstration	<ul style="list-style-type: none"> • Skills Performance Test • Multiple Choice • Essay 	b, c, d, e

	Health Safety Guidelines	<p>1.3 Specified the reasons of goal setting and application of the exercise principles in enhancing their fitness.</p> <p>1.4 Explain the significance of safety guidelines in performing fitness exercises</p> <p>1.5 Perform examples of skill related components of physical fitness</p> <p>1.6 Illustrate the relationship between nutrition and physical activity engagement</p> <p>1.7 Specify the reasons why it is important to observe basic principles in beginning a fitness program</p> <p>1.8 Explain the relevance of health-related fitness component</p> <p>1.9 Compare and contrast their physical activity on personal fitness and dietary goals(nutrition) to monitor their progress and achievement.</p>		
5-8	<p>Chapter 2. Movement Enhancement (Movement Patterns, Exercise Based)</p> <p>2.1 Physical Activity and Nutrition</p> <p>2.2 Basic principle for beginning a Fitness Program</p> <p>2.3 Nutrition</p> <p>2.4 Body Planes</p> <p>2.5 Type of Joint Movements</p> <p>2.6 Body Posture</p> <p>2.7 Types of Stretching</p>	<p>At the end of the chapter the students are expected to:</p> <p>2.1 Define Nutrition and identify the benefits of suggested food pyramids</p> <p>2.2 Illustrate the relationship between nutrition and physical activity engagement</p> <p>2.3 Specify the reasons why it is important to observe basic principles in beginning a fitness program</p> <p>2.8 Describe the different body planes</p> <p>2.9 Explain the significance of having a good posture</p> <p>2.10 Demonstrate the different types of joint movements</p>	<p>Explain and elaborate nutrition in relation to Physical Activity; Body Planes; Joint Movements , body posture; and types of Stretching</p> <p>Lecture</p> <p>Demonstration</p>	<ul style="list-style-type: none"> • Individual participation in class discussion. • Multiple Choice • Essay • Skills Performance Test <p>b, c, d, e</p>

		2.11 Perform the different types of stretching			
9			MIDTERM EXAM		
10-12	Chapter 3. Physical Activity Readiness 3.1. PARQ 3.2 Body Mass Index 3.3 Principles of Training 3.4 FITT Principle	At the end of the Chapter, the students are expected to: 3.1 take the PAR Test and determine their readiness 3.2. Determine their BMI 3.3 Understand the Principles of Training FITT Principle	Administer the Physical Activity Readiness Questionnaire; and measure the students individual BMI	Individual Participation Multiple Choice Skills Performance Test	b, c, d, e
13-14	Chapter 4. Exercise-based Fitness Prescription 4.1 Exercise Based and Classification of Exercise 4.2 Phases of Exercise 4.3 Personal Physical Fitness 4.4 Flexibility and Mobility 4.5 Basic Strength Exercise and variables of Training	At the end of this Chapter the students are expected to: 4.1 Demonstrate an understanding of the exercise regimen and its application to the designed exercises; 4.2 Design individual and group exercises for fitness development; 4.3 Complete prescribed exercises both at home and in class; 4.4 Value and enjoy the various exercises with peers	Discuss the classification of exercise; phases of exercise; flexibility and mobility. Demonstrate different exercises.	Individual Participation Skills Performance Test	b, c, d, e
15 - 17	Class Practicum	At the end of the week, the student is expected to perform their individual/group training program	Facilitate class practicum	Skills Performance Test	b, c, d, e
18		FINAL EXAMINATION / CULMINATION ACTIVITY			

Total No. of Hours : 36

- COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

Each student is required to:

1. Wear complete PE uniform (with rubber shoes and socks);
2. Have a separate notebook for lectures;
3. Bring water bottles for hydration and observe proper hygiene;
4. discuss an assigned topic to report and participate in class discussions; and
5. 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.

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

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Grading System:

1. Examinations (mid and final terms)	50 %
2. Practicum/class participation/requirements/projects	30 %
3. Quizzes/Assignments	20 %
Total	100%

Rubric for Group Exercises Performance

Criteria	Excellent (10-9 points)	Good (8-7 points)	Satisfactory (6-5 points)	Needs Improvement (4-1 points)
Teamwork & Collaboration	All members actively participated, communicated effectively, and supported each other throughout the exercise.	Most members contributed and communicated well, but there were minor lapses in teamwork.	Some members were engaged, but teamwork was inconsistent, with occasional conflicts or lack of coordination.	Little to no teamwork observed, with members working individually or experiencing frequent conflicts.
Execution of Exercise	The group performed the exercise with precision, correct technique, and adherence to guidelines.	The exercise was mostly well executed, with minor mistakes in technique or form.	The exercise was completed but with noticeable errors in technique or adherence to instructions.	The exercise was performed incorrectly, with major errors in technique and failure to follow instructions.

	Excellent (10-9 points)	Good (8-7 points)	Satisfactory (6-5 points)	Needs Improvement (4-1 points)
Effort & Engagement	All members showed enthusiasm, effort, and full engagement throughout the activity.	Most members displayed good effort and engagement, but some were less active.	Some effort was made, but engagement varied; some members were passive.	Minimal effort and engagement were observed, with members being unmotivated or disengaged.
Creativity & Adaptability	The group demonstrated creative approaches to the exercise and adapted well to challenges.	Some creativity and adaptability were shown, though responses to challenges were slightly delayed.	Limited creativity and adaptability; the group struggled with challenges.	No creativity or adaptability shown; the group was unable to overcome obstacles effectively.
Time Management	The group efficiently managed time, completing tasks promptly without rushing.	The group managed time well but had minor delays or rushed moments.	Time was not used efficiently, with delays affecting performance.	Poor time management led to an incomplete or rushed exercise.
Overall Presentation & Communication	Instructions were followed accurately, and the group clearly explained or demonstrated their exercise with confidence.	The group communicated well and mostly followed instructions, with minor lapses.	Communication was unclear, and instructions were not always followed correctly.	Instructions were ignored or misunderstood, leading to an ineffective presentation.

Scoring Guide:

- 50-45 points – Excellent Performance
- 44-35 points – Good Performance
- 34-25 points – Satisfactory Performance
- 24 and below – Needs Improvement

10 REFERENCES

References: • Five safety guidelines for exercising. (2017, November 21). Healthy Living. <https://healthyliving.azcentral.com/five-safety-guidelines-exercising-1339.html> • Richards, L. (2020, April 1).

Cardio for weight loss: What to know. <https://www.medicalnewstoday.com/articles/cardio-to-lose-weight#summary>

<https://studylib.net/doc/26237044/pathfit-2-exercise-based-1->

<https://www.verywellfit.com/physical-activity-readiness-questionnaire-3120277>

Book: • Ballecer M., Solmeran E., Reyes M., & Ignacio, R. III, 2023. Physical Activities Towards Health and Fitness 2 Exercise-Based Activities, 2023. ISBN 978-621409-206-2

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