**Shape

Description automatically generated with medium confidenceArea of Learning: PHYSICAL AND HEALTH EDUCATION Grade 10**

**BIG IDEAS**

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| Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our **goals**. |  | Trying a variety of **physical activities** can increase the likelihood that we will be active throughout our lives. |  | Healthy **choices** influence, and are influenced by, our physical, emotional, and mental well-being. |  | Personal **fitness** can be maintained and improved through regular participation in physical activities. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Physical literacy   * Refine and apply movement skills in a variety of physical activities and environments * Apply and refine movement concepts and **strategies** in different physical activities * Apply methods of monitoring and adjusting exertion levels in physical activity * Demonstrate safety, fair play, and leadership in physical activities * Identify and participate in preferred **types of physical activity** * Identify and explain **motivational factors** influencing participation in physical activities   Healthy and active living   * Participate in physical activities designed to enhance and maintain **health components of fitness** * Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities * Plan ways to overcome potential **barriers** to participation in physical activities * Analyze and explain how **health messages** might influence health and well-being * Identify and apply strategies to pursue personal healthy-living goals * Reflect on outcomes of personal healthy-living goals and assess the effectiveness  of various strategies * Analyze how **health-related decisions** support the achievement of personal  healthy-living goals | *Students are expected to know the following:*   * proper technique for movement skills * **movement concepts** and **strategies** * ways to **monitor and adjust physical exertion levels** * health benefits of physical activities * **individual and dual activities, rhythmic activities, games**, and outdoor activities * training principles, including the **FITT principle**,  **SAID principle**, and **specificity** * **healthy sexual decision making** * potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology * **sources of health information** * basic principles for **responding to emergencies,** including **Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) learning** * **strategies to protect themselves and others**  from potential abuse, exploitation, and harm in a variety of settings * consequences of bullying, stereotyping, and discrimination |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Social and community health   * Propose strategies for **avoiding and responding** to potentially unsafe, abusive,  or exploitative situations * Analyze strategies for **responding** to discrimination, stereotyping, and bullying * Develop **skills** for maintaining healthy relationships and responding to  interpersonal conflict * Analyze the potential effects of **social influences** on health   Mental well-being   * Evaluate and explain strategies for **promoting mental well-being** * Explore **factors** contributing to substance use * Create and evaluate strategies for managing physical, emotional, and social **changes** during puberty and adolescence * Explore and describe factors that shape **personal identities**, including social  and cultural factors * Describe the relationships between physical activities, mental well-being,  and overall health | * physical, emotional, and social aspects of **psychoactive substance** use and potential behaviours * **signs and symptoms** of stress, anxiety, and depression * influences of **physical**, **emotional**, and **social** changes on identities and relationships * strategies for goal-setting and self-motivation   Note: Some of the learning standards in the PHE curriculum address topics that some students  and their parents or guardians may feel more comfortable addressing at home. Detailed information about opting for alternative delivery can be found on the [Ministry policy website](https://www2.gov.bc.ca/gov/content?id=0769595F218E4248939E938933774EA4). |