

## BIG IDEAS

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.

Trying a variety of physical activities can increase our chances of being 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.

Understanding the factors that influence our health empowers us to take action to improve it.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Physical literacy</b></p> <ul style="list-style-type: none"> <li>• Refine and apply movement skills in a variety of physical activities and environments</li> <li>• Apply and refine a variety of movement concepts and strategies in different physical activities</li> <li>• Apply methods of monitoring and adjusting exertion levels in physical activity</li> <li>• Demonstrate safety, fair play, and leadership in physical activities</li> <li>• Identify and participate in preferred types of physical activity</li> </ul> <p><b>Healthy and active living</b></p> <ul style="list-style-type: none"> <li>• Participate in physical activities designed to enhance and maintain health components of fitness</li> <li>• Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in physical activities</li> <li>• Plan ways to overcome potential barriers that affect participation in physical activities</li> <li>• Critically analyze and explain health messages and investigate their potential influences on health and well-being</li> <li>• Pursue personal healthy-living goals by setting goals, planning how to achieve them, and reflecting on ongoing progress</li> <li>• Analyze how health-related decisions, such as those related to healthy eating, substance use, and sexual health, support the achievement of personal healthy-living goals</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• proper technique for movement skills</li> <li>• movement concepts and strategies</li> <li>• ways to monitor and adjust physical exertion levels</li> <li>• health benefits of different physical activities</li> <li>• how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, games, and outdoor activities</li> <li>• training principles to enhance personal fitness levels, including the FITT principle, SAID principle, and specificity</li> <li>• healthy sexual decision making</li> <li>• potential short- and long-term consequences of health decisions, including those involving physical activity, healthy eating, sleep routines, and technology</li> <li>• sources of health information and their trustworthiness</li> <li>• basic principles for responding to emergencies</li> <li>• strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings</li> <li>• consequences of bullying, stereotyping, and discrimination</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Social and community health</b></p> <ul style="list-style-type: none"> <li>Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitative situations</li> <li>Analyze strategies for responding to discrimination, stereotyping, and bullying</li> <li>Develop skills for maintaining healthy relationships and responding to interpersonal conflict, including communication skills, negotiation strategies, and conflict resolution techniques</li> <li>Critically analyze the impacts of technology and other factors on individual and community health</li> <li>Create strategies for promoting the health and well-being of the school and community</li> </ul> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"> <li>Evaluate and explain strategies for promoting mental well-being, and explore issues related to substance use</li> <li>Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence</li> <li>Explore and describe factors that shape personal identities, including social and cultural factors</li> <li>Describe the relationship between physical activities, mental well-being, and overall health</li> </ul>	<ul style="list-style-type: none"> <li>physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours</li> <li>signs and symptoms of stress, anxiety, and depression</li> <li>influences of physical, emotional, and social changes on identities and relationships</li> <li>strategies for goal-setting and self-motivation</li> </ul> <p><b>Note:</b> 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. Refer to ministry policy regarding opting for alternative delivery: <a href="http://www.bced.gov.bc.ca/policy/">http://www.bced.gov.bc.ca/policy/</a></p>