



Physical and Health Education 8

Course outline

Course Overview

Physical and Health Education (PHE) is designed to develop educated students who have the knowledge, skills, and understandings to be safe, active, and healthy citizens throughout their lives. The PHE curriculum emerges from two areas of learning, physical education and health education, that are brought together in order to promote and develop all aspects of well-being.

The physical education component focuses on the development of physical activity and physical literacy with the completion of a monthly log. The health education component focuses on the development of knowledge, skills, and attitudes related to health literacy in the areas of healthy and active living, social and community health, and mental well-being. An underlying principle of the PHE8 curriculum is that students must be active in creating, assessing, and applying what they learn to their daily lives.

Course Content and Suggested Timeline

Each health unit consists of three to four lessons that develop a *big idea*. The big ideas consist of the key concepts important in an area of learning. They represent what students will understand at the completion of the curriculum. The big ideas are intended to endure beyond a single grade and contribute to future understanding.

Lessons consist of online readings and videos. After each lesson, students demonstrate their understanding by completing short online activities and written assignments. Students should plan to complete one health lesson and assignment or activity per week.

In addition to the health units, students will complete a monthly reflection (for 5 months) with their Daily Physical Activity (DPA) log demonstrating their physical literacy and active living development. The DPA logs should be submitted at the end of each of five months along with photos, videos, certificates, or other evidence showing their efforts in physical growth and development.

The core competencies in communication, thinking, and personal and social skills will be emphasized as part of students' physical and health development. Students will **communicate** their learning and ideas and apply **thinking skills** while they transform content into new understandings and habits of mind. They will understand **personal and social** responsibility as they explore what they need to thrive as individuals to care about the health and safety of themselves and others, and work toward positive skills and attitudes about healthy and active living.

*Click [HERE](#) to access the BC Curricular Learning Standards for Physical and Health Education 8.

Unit 1: Let's Get Physical (Physical Literacy & DPA Logs)

Big Idea: Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Students will:

- develop fundamental movement skills in a variety of physical activities and environments
- develop a variety of movement concepts and strategies in different physical activities
- develop safety, fair play, and leadership in physical activities
- identify and describe preferred types of physical activity

Unit 2: Do It For Life

Big Idea: Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.

Students will:

- participate daily in physical activity designed to enhance and maintain health components of fitness
- describe how their participation in physical activities can influence their health and fitness
- develop strategies for promoting healthy eating choices in different settings
- identify and apply strategies to pursue personal healthy-living goals

Unit 3: Team Up

Big Idea: Healthy relationships can help us lead rewarding and fulfilling lives.

Students will:

- propose strategies for developing and maintaining healthy relationships
- create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence
- propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- explore and describe the impact of transition and change on identities

Unit 4: I Hear You

Big Idea: Healthy choices influence our physical, emotional, and mental well-being.

Students will:

- assess factors that influence healthy choices and their potential health effects
- identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- describe and assess strategies for promoting mental well-being, for self and others
- describe and assess strategies for managing problems related to mental well-being and substance use, for others

Unit 5: We're All In This Together

Big Idea: Advocating for the health and well-being of others connects us to our community.

Students will:

- identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- propose strategies for responding to discrimination, stereotyping, and bullying
- create strategies for promoting the health and well-being of the school and community

Assessment

| | |
|---------------------|-----|
| DPA Logs | 50% |
| Hand-In Assignments | 30% |
| Online Activities | 20% |

Course Materials

Students are expected to create their own plan for daily physical activity. Besides daily activity around the home, students are encouraged to register for gym/swim passes, recreational sports, and other organized activities in their community.

All materials for the health units are provided in the course.

Communication

Students and parents can contact the teacher through email, phone, and messaging within the Moodle course. The teacher will contact students regularly to give feedback on course work to support learning and help students improve. Regular internet access is, therefore, required for this course. It is critical that students and their parent(s) have an active email address that they check often. Both students and parents will be emailed regular progress reports to keep you up to date on how you are developing through the course.

When students are falling behind

When students fall behind, the course teacher will email or call the student and their parents. Together we will create a plan to help the student work through the course successfully.

Students should let the course teacher know when they are struggling with course content. The teacher will provide appropriate help or strategies to support learning. The teacher provides regular feedback on assignments, which the student is expected to use to develop their skills and improve their learning.

If a student is falling behind in a manner where it does not appear they will complete the course within the year, will be sent reminder emails. Without a response or renewed efforts in the course, the student may be assigned an 'F' or withdrawn. Should they begin actively working in the course, they may be given an alternate completion date.

Expectations

- ❖ Contact your teacher when help is needed (messaging, email, phone)
- ❖ Review and act on feedback from assignments
- ❖ Work to complete the course in a timely manner
- ❖ Communicate respectfully
- ❖ Review bimonthly progress reports

Reporting to Parents

Progress reports are emailed to students and parents monthly for each course. Parents and students always have access to 'live' progress reports. Students can view by clicking on the blue "A+" icon on their myEBUS Dashboard, and parents can log in to the "[Parent Portal](#)".

Click [HERE](#) to view our reporting policy online.

Contacting Your Teacher

Please see current contact information on the course page.