

PHED 10 Summer - Course Plan

Course Description

This PHED course follows the following Big Ideas:

- 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.

PHED 10 is a mandatory 4-credit course taken to satisfy provincial graduation requirements.

This PHED 10 online course consists of theory and activity assignments which comprise 5 units. Students are required to complete activity charts with goal setting, one fitness assessment (done at home) and various theory assignments.

All assignments can be completed at home, with no requirement to attend in person.

The following is a sample list of activities within the course:

Unit 1

- Personal Goal Setting
- Active Living
- Week 1 – Active Lifestyle Chart (detailed activity recording, goal setting, weekly totals chart)
- Fitness Assessment
- Choices
- Safety

Unit 2

- Warm-up and Cool-down
- Community Programs
- Warm-up and Cool-down Video

- Week 2 Active Lifestyle Charts (detailed activity recording, goal setting, weekly totals chart)
- Nutrition
- Heart Rate
- First Aid

Unit 3

- Stress
- Create a Workout
- Nutrition Labelling
- Misleading Health and Fitness Claims
- Technique for Common Exercises
- Body Image and Self Esteem
- Week 3 – Active Lifestyle Chart (detailed activity recording, goal setting, weekly totals chart)

Unit 4

- Discrimination in Sport
- Sports Injuries
- Anatomy – Muscular System and Exercises
- Activity Video
- Sportsmanship
- Indigenous Athletes
- Week 4 – Active Lifestyle Charts (detailed activity recording, goal setting, weekly totals chart)

Unit 5

- Week 5 – Active Lifestyle Charts (detailed activity recording, goal setting, weekly totals chart)
- Summary of your Active Lifestyle Plan

How will your mark be calculated?

Activity Charts/Goals	40%
Fitness Assessments	10%
Assignments	50%

Student Expectations:

- Contact the teacher by messaging in the course or by email when help is needed or questions arise
- Be actively engaged and submitting work on a regular basis
- Inform the teacher when they will be inactive for two or more weeks
- Be aware that if they are inactive (not submitting work) in a course for four or more weeks they may be removed from that course
- Actively participate and record physical activity as laid out in the course
- Check their email and messages in the course on a frequent basis
- Cite all sources properly
- Answer in their own words

Please see below for the BC Ministry of Education curriculum for PHED 10 or click on the following link:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/10/core>

BC Ministry of Education Curriculum:

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Physical literacy</p> <ul style="list-style-type: none"> • 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 <p>Healthy and active living</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • 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 	<p>activity, healthy eating, sleep routines, and technology</p> <ul style="list-style-type: none"> • sources of health information • basic principles for responding to emergencies • strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings • consequences of bullying, stereotyping, and discrimination
---	---

Curricular Competencies	Content
<p>Social and community health</p> <ul style="list-style-type: none"> • 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 <p>Mental well-being</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <p>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</p>

- 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

found on the [Ministry policy website](#).