



ALIGNMENT CHART

British Columbia Physical and Health Education Curricular Competencies

- **Second Step® Elementary Digital Program**
- **Second Step® Middle School Digital Program**

About Second Step® Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet British Columbia Physical and Health Education Curricular Competencies

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the British Columbia Physical and Health Education Curricular Competencies. Boxes are checked to indicate that the Second Step digital programs meet a given competency within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the competency through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the competencies.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps us learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing their solutions to problems

Learning Standards

Competencies	Learning Standards															
	Physical Literacy	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments														
		Describe the body's reaction to participating in physical activity in a variety of environments														
		Develop and demonstrate safety, fair play, and leadership in physical activities														
	Healthy and Active Living	Participate daily in physical activity at moderate to vigorous intensity levels														
		Identify opportunities to be physically active at school, at home, and in the community														
		Identify and explore a variety of foods and describe how they contribute to health														
		Identify opportunities to make choices that contribute to health and well-being														
	Social and Community Health	Identify sources of health information														
		Identify and describe a variety of unsafe and/or uncomfortable situations														
Develop and demonstrate respectful behaviour when participating in activities with others					✓	✓					✓	✓	✓	✓	✓	
Mental Well-Being	Identify caring behaviours among classmates and within families										✓	✓	✓			
	Identify and describe practices that promote mental well-being					✓	✓		✓	✓	✓	✓				
	Identify and describe feelings and worries							✓	✓	✓	✓	✓	✓	✓	✓	
	Identify personal skills, interests, and preferences						✓									



Grade 1

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Identify ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends

Learning Standards

Competencies	Learning Standards														
	Physical Literacy	Healthy and Active Living	Social and Community Health	Mental Well-Being	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting	Unit 2: Emotion Management	Unit 3: Empathy & Kindness	Unit 4: Problem-Solving	Brain Builders (Executive-Function Skills)	Unit 1: Growth Mindset & Goal-Setting	Unit 2: Emotion Management	Unit 3: Empathy & Kindness	Unit 4: Problem-Solving	
Physical Literacy	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments														
	Describe the body's reaction to participating in physical activity in a variety of environments														
	Develop and demonstrate safety, fair play, and leadership in physical activities														
Healthy and Active Living	Participate daily in physical activity at moderate to vigorous intensity levels														
	Identify opportunities to be physically active at school, at home, and in the community														
	Identify and explore a variety of foods and describe how they contribute to health														
Social and Community Health	Identify opportunities to make choices that contribute to health and well-being														
	Recognize basic health information from a variety of sources														
	Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations														
Mental Well-Being	Develop and demonstrate respectful behaviour when participating in activities with others				✓	✓				✓	✓	✓	✓	✓	✓
	Identify caring behaviours among classmates and within families									✓	✓	✓	✓		
	Identify and describe practices that promote mental well-being									✓	✓	✓	✓		
Mental Well-Being	Identify and describe feelings and worries									✓	✓	✓	✓	✓	✓
	Identify personal skills, interests, and preferences									✓	✓				



Grade 2

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts																	
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends

Learning Standards																		
Competencies	Physical Literacy	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments																
		Apply methods of monitoring exertion levels in physical activity																
		Develop and demonstrate safety, fair play, and leadership in physical activities																
	Healthy and Active Living	Identify and explain factors that contribute to positive experiences in different physical activities																
		Participate daily in physical activity at moderate to vigorous intensity levels																
		Identify and describe opportunities to be physically active at school, at home, and in the community																
		Explore strategies for making healthy eating choices																
	Social and Community Health	Describe ways to access information on and support services for a variety of health topics																
		Explore and describe components of healthy living																
		Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations																
	Mental Well-Being	Develop and demonstrate respectful behaviour when participating in activities with others	✓	✓	✓							✓	✓		✓	✓	✓	✓
		Identify and describe characteristics of positive relationships																
		Explain how participation in outdoor activities supports connections with the community and environment																
		Identify and apply strategies that promote mental well-being				✓	✓				✓		✓	✓	✓	✓		✓
	Mental Well-Being	Identify and describe feelings and worries, and strategies for dealing with them					✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify personal skills, interests, and preferences and describe how they influence self-identity																		



Grade 3

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts																	
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution

Learning Standards																	
Competencies	Physical Literacy	Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments															
		Apply a variety of movement concepts and strategies in different physical activities															
		Apply methods of monitoring exertion levels in physical activity															
		Develop and demonstrate safety, fair play, and leadership in physical activities															
		Identify and explain factors that contribute to positive experiences in different physical activities															
	Healthy and Active Living	Participate daily in physical activity at moderate to vigorous intensity levels															
		Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community															
		Explore and describe strategies for making healthy eating choices in a variety of settings															
		Describe ways to access information on and support services for a variety of health topics															
		Explore and describe strategies for pursuing personal healthy-living goals															
	Social and Community Health	Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations															
		Describe and apply strategies for developing and maintaining positive relationships										✓	✓	✓	✓	✓	✓
Explain how participation in outdoor activities supports connections with the community and environment																	
Mental Well-Being	Identify and apply strategies that promote mental well-being																
	Describe physical, emotional, and social changes as students grow older										✓	✓	✓	✓			
	Describe factors that influence mental well-being and self-identity																



Grade 4

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion-management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for oneself when solving a problem	State the problem without blaming and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone

Learning Standards

Competencies	Learning Standards																		
	Physical Literacy	Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments																	
		Apply a variety of movement concepts and strategies in different physical activities																	
		Apply methods of monitoring exertion levels in physical activity																	
		Develop and demonstrate safety, fair play, and leadership in physical activities																	
		Identify and describe preferred types of physical activity																	
	Healthy and Active Living	Participate daily in physical activity at moderate to vigorous intensity levels																	
		Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community																	
		Explain the relationship of healthy eating to overall health and well-being																	
		Identify and describe factors that influence healthy choices																	
		Examine and explain how health messages can influence behaviours and decisions																	
	Social and Community Health	Identify and apply strategies for pursuing personal healthy-living goals																	
		Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations																	
Describe and assess strategies for responding to discrimination, stereotyping, and bullying																			
Describe and apply strategies for developing and maintaining positive relationships										✓	✓	✓		✓	✓	✓	✓	✓	
Mental Well-Being	Describe and apply strategies that promote a safe and caring environment									✓	✓	✓		✓	✓	✓	✓	✓	
	Describe and assess strategies for promoting mental well-being								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Describe and assess strategies for managing problems related to mental well-being and substance use								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Explore and describe strategies for managing physical, emotional, and social changes during puberty								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Describe factors that positively influence mental well-being and self-identity																		



Grade 5

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem

Learning Standards

Competencies	Learning Standards																			
	Physical Literacy	Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments																		
		Develop and apply a variety of movement concepts and strategies in different physical activities																		
		Apply methods of monitoring and adjusting exertion levels in physical activity																		
		Develop and demonstrate safety, fair play, and leadership in physical activities																		
		Identify and describe preferred types of physical activity																		
	Healthy and Active Living	Participate daily in physical activity designed to enhance and maintain health components of fitness																		
		Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community																		
		Analyze and describe the connections between eating, physical activity, and mental well-being																		
		Describe the impacts of personal choices on health and well-being																		
		Describe strategies for communicating medical concerns and getting help with health issues																		
	Social and Community Health	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals																		
		Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations																		
Describe and assess strategies for responding to discrimination, stereotyping, and bullying																				
Describe and apply strategies for developing and maintaining healthy relationships																		✓	✓	
	Describe and apply strategies that promote a safe and caring environment																✓	✓		



Grade 5

British Columbia Physical and Health Education Curricular Competencies

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving						
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem	
Learning Standards																					
Competencies	Mental Well-Being	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														✓	✓	✓	✓	✓	✓
		Explore and describe strategies for managing physical, emotional, and social changes during puberty													✓	✓					
		Explore and describe how personal identities adapt and change in different settings and situations																			



Grade 6

British Columbia Physical and Health Education Curricular Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts														
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict			
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict

Learning Standards

Competencies	Learning Standards	Key Skills and Concepts													
		Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions & Decisions	Unit 4: Managing Relationships & Social Conflict										
Physical Literacy	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments														
	Develop and apply a variety of movement concepts and strategies in different physical activities														
	Apply methods of monitoring and adjusting exertion levels in physical activity														
	Develop and demonstrate safety, fair play, and leadership in physical activities														
	Identify and describe preferred types of physical activity														
Healthy and Active Living	Participate daily in physical activity designed to enhance and maintain health components of fitness														
	Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness														
	Explore and plan food choices to support personal health and well-being														
	Describe the impacts of personal choices on health and well-being														
	Analyze health messages and possible intentions to influence behaviour														
Social and Community Health	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals														
	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations														
	Describe and assess strategies for responding to discrimination, stereotyping, and bullying				✓	✓	✓								
	Describe and apply strategies for developing and maintaining healthy relationships										✓	✓	✓	✓	
Mental Well-Being	Explore strategies for promoting the health and well-being of the school and community				✓	✓	✓								
	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														
	Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence									✓	✓				
	Explore and describe how personal identities adapt and change in different settings and situations										✓				



Grade 7

British Columbia Physical and Health Education Curricular Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts															
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict			
Recognize that social challenges are common and get better in time	Understand that trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends

Learning Standards

Competencies	Learning Standards															
	Physical Literacy	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments														
		Develop and apply a variety of movement concepts and strategies in different physical activities														
		Apply methods of monitoring and adjusting exertion levels in physical activity														
		Develop and demonstrate safety, fair play, and leadership in physical activities														
		Identify and describe preferred types of physical activity														
	Healthy and Active Living	Participate daily in physical activity designed to enhance and maintain health components of fitness														
		Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness														
		Investigate and analyze influences on eating habits														
		Identify factors that influence healthy choices and explain their potential health effects														
		Assess and communicate health information for various health issues														
		Identify and apply strategies to pursue personal healthy-living goals														
		Reflect on outcomes of personal healthy-living goals and assess strategies used														
	Social and Community Health	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations														
Describe and assess strategies for responding to discrimination, stereotyping, and bullying								✓	✓	✓						
Describe and apply strategies for developing and maintaining healthy relationships													✓	✓	✓	
Explore strategies for promoting the health and well-being of the school and community								✓	✓	✓						
Mental Well-Being	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															
	Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence										✓	✓				
	Explore the impact of transition and change on identities															



Grade 8

British Columbia Physical and Health Education Curricular Competencies

Second Step® Middle School Digital Program

Key Skills and Concepts													
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict		
Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ

Learning Standards

Learning Standards													
Competencies	Physical Literacy	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments											
		Develop and apply a variety of movement concepts and strategies in different physical activities											
		Apply methods of monitoring and adjusting exertion levels in physical activity											
		Develop and demonstrate safety, fair play, and leadership in physical activities											
	Healthy and Active Living	Identify and describe preferred types of physical activity											
		Participate daily in physical activity designed to enhance and maintain health components of fitness											
		Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness											
		Develop strategies for promoting healthy eating choices in different settings											
		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											
		Identify and apply strategies to pursue personal healthy-living goals											
	Social and Community Health	Reflect on outcomes of personal healthy-living goals and assess strategies used											
		Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations											
		Propose strategies for responding to discrimination, stereotyping, and bullying						✓	✓	✓			
		Propose strategies for developing and maintaining healthy relationships									✓	✓	✓
			Propose strategies for promoting the health and well-being of the school and community						✓	✓	✓		



Grade 8

British Columbia Physical and Health Education Curricular Competencies

Second Step® Middle School Digital Program

		Key Skills and Concepts													
		Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions			Unit 4: Managing Relationships & Social Conflict		
		Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
Learning Standards															
Competencies	Mental Well-Being	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					✓	✓	✓				✓	✓	✓
		Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence									✓	✓			
		Explore and describe the impact of transition and change on identities				✓									