





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:

- 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.

 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. <u>https://doi.org/10.1111/j.1467-8624.2010.01564.x</u>
 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. <u>https://doi.org/10.1111/cdev.12864</u>

									Key Skills ar	nd Concepts							
	PRCOND		Brain Builders itive-Function		Unit 1	Growth Mind	lset & Goal-S	etting	Unit 2: E	Emotion Mana	gement	Unit 3: I	Empathy & Ki	indness	Unit 4	4: Problem-So	lving
	Second Step Kindergarten					ps us learn	e with	are part of learning	n contextual and	ing as an emotion-	idult for help as an egy	others	ŝ	n say or do to	feel calm before		king turns, and oblems
	British Columbia Physical and Health Education Curricular Competencies Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps and stay safe	Recognize that skills improve practice and effort	Understand that mistakes a	Identify familiar feelings from behavioral cues	Name and apply slow breathing as management strategy	Name and apply asking an adult for help emotion-management strategy	Recognize the kind acts of c	Recognize their own kind acts	Demonstrate things they can show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, sharing their solutions to problems
	Learning Standards																
hysical Literacy	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments																
Physical Literac	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																
ĝu	Participate daily in physical activity at moderate to vigorous intensity levels																
tive Livi	Identify opportunities to be physically active at school, at home, and in the community																
Ind Act	Identify and explore a variety of foods and describe how they contribute to health																
althy a	Identify opportunities to make choices that contribute to health and well-being																
Ĥ	Identify sources of health information																
ld Iealth	Identify and describe a variety of unsafe and/or uncomfortable situations																
ocial an nunity H	Develop and demonstrate respectful behaviour when participating in activities with others				~	~						~	~	~	~	~	 ✓
S Comn	Identify caring behaviours among classmates and within families											~	~	~			
l Ing	Identify and describe practices that promote mental well-being						~	•		~	~	~	~	~			
Mental /ell-Beir	Identify and describe feelings and worries								✓	~	~	~	~	~	~	~	~
5	Identify personal skills, interests, and preferences							~									

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									Key Skills an	nd Concepts							
	PRCOND		Brain Builders tive-Function		Unit 1:	Growth Minc	lset & Goal-Se	etting	Unit 2: E	Emotion Mana	gement	Unit 3: I	Empathy & K	indness	Unit 4	: Problem-So	lving
	second Step						with		and	arise from a	ategies of slow . help	it feel when	es	are better than	calm before	a or	accidents
	Grade 1						rove wi	luage	itextua	would	nent str dult for	se migh ness	n respo	d acts a	s to feel	ıt blam	
	British Columbia Physical and Health Education Curricular Competencies		memory	control	ention	Manage distractions	Recognize that skills improve practice and effort	Use growth mindset language	ldentify feelings from contextual behavioral cues	Infer a likely emotion that would arise particular situation	Apply emotion-management strategies counting and asking an adult for help	ldentify 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 others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame name-calling	Demonstrate how to recognize and make amends
	Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory (Focus attention	Manage	Recogniz practice (Use grow	ldentify fe behaviora	Infer a lik particula	Apply em counting	ldentify h shown or	ldentify w to scenar	Recogniz others in	Manage : solving p	State the name-ca	Demonst and make
	Learning Standards					_		_									
le y	Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments																
hysica	Describe the body's reaction to participating in physical activity in a variety of environments																
g Literacy	Develop and demonstrate safety, fair play, and leadership in physical activities																
iving	Participate daily in physical activity at moderate to vigorous intensity levels																
stive L	Identify opportunities to be physically active at school, at home, and in the community																
and Ac	Identify and explore a variety of foods and describe how they contribute to health																
althy a	Identify opportunities to make choices that contribute to health and well-being																
Ĕ	Recognize basic health information from a variety of sources																
ld Jealth	Describe ways to prevent and respond to a variety of unsafe and/or uncomfortable situations																
ocial an iunity F	Develop and demonstrate respectful behaviour when participating in activities with others				~	~						~	~	~	~	~	
Scomm	Identify caring behaviours among classmates and within families											~	~	~			
tal eing	Identify and describe practices that promote mental well-being							~			•	~	~	~			
Ment II-B	Identify and describe feelings and worries							~	~	v	~	~	V	 ✓ 	~	 Image: A start of the start of	V
2 ×	Identify personal skills, interests, and preferences						v	~									

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	COND		rain Builder ve-Functior		Unit 1: G	Growth Mind	dset & Goal-	Setting	Unit 2: E	motion Mana	agement	Unit 3: E	mpathy & K	indness		Unit 4	: Problem-S	olving	
	second Step					_	hile art of learning	th practice,	ontextual and	differently	an		hem identify ndness	7	calm before	e or	IJ	work better	
	Grade 2				uage	its with	nges w s are pa	ove wi	from c	n feel c	hts as ategy		nelps t hers ki	rm kind	to feel	t blame	ons to	solutions v situation	spu
	British Columbia Physical and Health Education Curricular Competencies Second Step [®] Elementary Digital Program	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	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 emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform acts for others	Manage strong emotions to feel solving problems	State the problem without blame or name-calling	Generate their own solutions to given problem	Recognize that some solu than others in a given situ	Apply ways to make amends
		Att	Ň	L L	N	Re hel	Pe	Re eff	lde	Re abo	Ap em	De	Re wh	Ap act	Ma sol	Stan	Ge giv	Re tha	Ap
ysical Literacy	Learning Standards Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments																		
cal Literacy	Apply methods of monitoring exertion levels in physical activity																		
Physical Litera	Develop and demonstrate safety, fair play, and leadership in physical activities																		
	Identify and explain factors that contribute to positive experiences in different physical activities																		
e	Participate daily in physical activity at moderate to vigorous intensity levels																		
nd Acti ng	Identify and describe opportunities to be physically active at school, at home, and in the community																		
א אר Livii	Explore strategies for making healthy eating choices																		
Health	Describe ways to access information on and support services for a variety of health topics																		
	Explore and describe components of healthy living																		
l ealth	Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations																		
ial and nity He	Develop and demonstrate respectful behaviour when participating in activities with others	•	~	✓									~	~		~	~	~	~
Soc	Identify and describe characteristics of positive relationships																		
Com	Explain how participation in outdoor activities supports connections with the community and environment																		
Ď	Identify and apply strategies that promote mental well-being				✓	✓					✓		~	~	~	~			 ✓
/lental /II-Beir	Identify and describe feelings and worries, and strategies for dealing with them					~			~	~	~	~	~	•	•	~	~	~	~
Ke	Identify personal skills, interests, and preferences and describe how they influence self-identity																		

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	COND	Brain Bu	ilders (Execu	utive-Functi	on Skills)		: Growth Miı Goal-Settin		Unit 2: Ei	motion Mana	agement	Unit 3: E	mpathy & K	indness		Unit 4	Problem-Sc	lving	
	second Step						ith practice, ng a new way	to get	of emotions	ons with	emotion-	ke friends and	may prefer to ways	ognize Iess in	l calm before	le or	each person	a problem	
	Grade 3					n can	rove w nd tryi	r how	bose	emotic	as an	lps ma	people	aat rec e kindr	to fee	ıt blam	needs of	ions to	
	British Columbia Physical and Health Education Curricular Competencies Second Step [®] Elementary Digital Program	tion	Working memory	nhibitory 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 better at a skill	escribe the role and purpose of emotions	ldentify and label similar emotions with different intensity levels	Recognize taking a break management strategy	ldentify how kindness helps make friends strengthen relationships	Recognize that different people may prefer 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 name-calling	Restate the wants and ne in a problem situation	enerate their own solutions t	Pick the best solution
		Attention	Work	Inhibi	Cogn	Unde grow	Reco	Make bette	Desci	ldenti differ	Reco	ldenti stren	Reco be sh	Demo that p differ	Mana solvin	State name	Resta in a pi	Gene	Pick t
	Learning Standards																		
	Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments																		
reiacy	Apply a variety of movement concepts and strategies in different physical activities																		
2 I	Apply methods of monitoring exertion levels in physical activity																		
2 In your	Develop and demonstrate safety, fair play, and leadership in physical activities																		
	Identify and explain factors that contribute to positive experiences in different physical activities																		
ß	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																		
מונווץ מ	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																		
lealth	Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations									~									
unity F	Describe and apply strategies for developing and maintaining positive relationships											~	~	~	~	~	~	~	~
Comm	Explain how participation in outdoor activities supports connections with the community and environment																		
bu	Identify and apply strategies that promote mental well-being									v	~	 ✓ 	~	~	~				
ell-Bei	Describe physical, emotional, and social changes as students grow older																		
3	Describe factors that influence mental well-being and self-identity																		

Physical Literacy

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Learning Standards Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments Apply a variety of novement concepts and strategies in different physical activities Image: Content of	problem based on others' points Pick a solution that is safe, resp could work for everyone
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Image: physical activities physical activities image: physical activity image: physical ac	
Participate daily in physical activity at moderate to vigorous Image: Construint of the construct of the const	
intensity levels intensity levels <th< td=""><td></td></th<>	
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	
and well-being	
Identify and describe factors that influence healthy choices	
Examine and explain how health messages can influence behaviours and decisions	
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	· ·
caring environment	· ·
Describe and assess strategies for promoting mental well-being	
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	

										Key Ski	ills and Cor	ncepts								
	Cecond	Brain Buil	ders (Exec	utive-Funct	ion Skills)	Unit 1: G	rowth Minc	lset & Goal-	Setting	Unit 2: En	notion Man	agement	Unit 3: Ei Kind	mpathy & ness		L	Jnit 4: Prob	em-Solving		
	second Step					e a plan to	roadblocks			cause them	rategies they nem	that cause	als use y better	king to I solution	calm before	ig and from olved	s)ple's	olutions to a of view	ctful, and	iom they the problem
	Grade 5					nd mak	ntify ro	work	oals	ngs that tions	ment st ell for th	uations	individu mmunit	ctive-ta ootentia	to feel	t blamir ople inv	e all peo eration	nes of so points	e, respe	with wh vork on
	British Columbia Physical and Health Education Curricular Competencies Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	ldentify a personal goal and make reach the goal	Monitor progress and identify	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that to experience strong emotions	ldentify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cau strong emotions	ldentify and analyze how individuals use empathy to make their community bette	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	e the problem withou perspectives of all pe	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	ldentify when, where, and with whom they think it would be best to work on the problem
		Atte	Wor	lihnl	Cog	Ider read	Mor	Moc arou	Refl	Rec to e	lder curr	Anti stro	lder emp	Use ider with	Mar solv	Stat	Ger	Eval prok	Pick	lder thin
	Learning Standards																			
	Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments																			
iteraci	Develop and apply a variety of movement concepts and strategies in different physical activities																			
sical L	Apply methods of monitoring and adjusting exertion levels in physical activity																			
Phys	Develop and demonstrate safety, fair play, and leadership in physical activities																			
	Identify and describe preferred types of physical activity																			
	Participate daily in physical activity designed to enhance and maintain health components of fitness																			
ve Living	Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community																			
ıd Acti	Analyze and describe the connections between eating, physical activity, and mental well-being																			
ıy ar	Describe the impacts of personal choices on health and well-being																			
Health	Describe strategies for communicating medical concerns and getting help with health issues																			
	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals																			
alth	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations																			
al and ity Hea	Describe and assess strategies for responding to discrimination, stereotyping, and bullying																			
Socia mmun	Describe and apply strategies for developing and maintaining healthy relationships															~	~	✓	✓	v
ů	Describe and apply strategies that promote a safe and caring environment												~	~		~	~	~	~	v

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Ke	/ Skill	s and	Conce	pts

										Key Sk	ills and Co	ncepts								
	COND	Brain Bui	ilders (Exec	utive-Funct	ion Skills)	Unit 1: G	rowth Mino	dset & Goal-	Setting	Unit 2: Er	motion Man	agement	Unit 3: Ei Kind	mpathy & ness			Jnit 4: Prob	em-Solving		
	Step					œ a plan to	adblocks			it cause them	strategies they them	s that cause	uals use ity better	perspective-taking to and a potential solution unity	s to feel calm before	ing and from volved	ople's	solutions to a s of view	ectful, and	hom they the problem
	Grade 5					ind mak	entify ro	work	re goals	things the emotions	ement s vell for t	tuation	individ	ective-t potenti	s to feel	ut blam sople in	ke all pe eration	nes of s s' points	e, respe	, and with whom t t to work on the p
	British Columbia Physical and Health Education Curricular Competencies		nemory	control	flexibility	personal goal a goal	progress and ide	olan to move or adblocks	futu	unique trong (ldentify emotion-management strategie currently use that work well for them	and plan for si otions	Identify and analyze how individuals use empathy to make their community bette	tthy and perspe problem and a ir community	Manage strong emotions solving problems	State the problem without blaming and from the perspectives of all people involved	Generate solutions to take all pe perspectives into consideration	Evaluate possible outcomes of solutions problem based on others' points of view	Pick a solution that is saf could work for everyone	ldentify when, where, and think it would be best to
	Second Step [®] Elementary Digital Program	Attention	Working m	Inhibitory	Cognitive	ldentify a perso reach the goal	Monitor pi	Modify a plan to r around roadblock	Reflect to inform	Recognize the t to experience s	ldentify en currently u	Anticipate and pla strong emotions	ldentify ar empathy t	Use empathy and p identify a problem (within their commu	Manage s solving pro	State the perspe	Generate	Evaluate p problem b	Pick a solu could worl	ldentify wh think it wo
	Learning Standards																			
gnie	Describe and assess strategies for promoting mental well-being, for self and others										~	~	~	~	~	✓				
Vell-Being	Describe and assess strategies for managing problems related to mental well-being and substance use, for others										~	~			✓	~	~	~	✓	~
intal M	Explore and describe strategies for managing physical, emotional, and social changes during puberty										~	~								
M	Explore and describe how personal identities adapt and change in different settings and situations																			

								Key	Skills and Con	cepts	
	- 000410		Unit 1: Mind	sets & Goals		Unit 2:	Recognizing B	ullying & Hara	ssment	Unit 3: Thou	ghts, Emotions
	Grade 6 British Columbia Physical and Health Education Curricular Competencies	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	create plans to achieve personal goals	progress toward goals	e common types of bullying	Understand the negative impacts of bullying	le the best upstander strategy ation	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
	Second Step [®] Middle School Digital Program	Recogniz	Jndersta	Set and c	Monitor progres	Recognize	Jndersta	Determine the k for a situation	Apply res In upsta	Assess w	Jndersta lecision-
	Learning Standards	ЦС		0)	2	LL .			4 6	4	<u>ه ر</u>
	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments										
eracy	Develop and apply a variety of movement concepts and strategies in different physical activities										
Physical Literacy	Apply methods of monitoring and adjusting exertion levels in physical activity										
Phys	Develop and demonstrate safety, fair play, and leadership in physical activities										
	Identify and describe preferred types of physical activity										
Ð	Participate daily in physical activity designed to enhance and maintain health components of fitness										
Active Living	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										
y and	Describe the impacts of personal choices on health and well-being										
Healthy	Analyze health messages and possible intentions to influence behaviour										
-	Identify, apply, and reflect on strategies used to pursue personal healthy-living goals										
alth	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations										
Social and numity Hea	Describe and assess strategies for responding to discrimination, stereotyping, and bullying						~	✓	✓		
Soci	Describe and apply strategies for developing and maintaining healthy relationships										
ပိ	Explore strategies for promoting the health and well-being of the school and community						~	~	~		
eing	Describe and assess strategies for promoting mental well-being, for self and others						✓	✓	~		~
Vell-B	Describe and assess strategies for managing problems related to mental well-being and substance use, for others										
Mental Well-Being	Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence										~
Σ	Explore and describe how personal identities adapt and change in different settings and situations										

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ons	& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	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
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									Key Skills a	nd Concepts							
			Unit 1: Minds	sets & Goals		Unit 2: F	Recognizing B	ullying & Hara	assment	Unit 3:	: Thoughts, En	notions & Dec	cisions	Unit 4: Ma	naging Relatio	nships & Soc	al Conflict
	second Step	are common	s can help the	portunities	use If-Then	and understand	ment on unity	e protected	ities to create a nent	that influence		strategies		te to an	es of the people	ution process	spue
	Grade 7	llenges	w things	ldo guir	and	iment a ng	harassi commi	its to be	oonsibil nvironm	otions	ghts	ent stra	ts	contribute	perspective	ct resol	ake ame
	British Columbia Physical and Health Education Curricular Competencies Second Step [®] Middle School Digital Program	Recognize that social challenges and get better in time	Understand that trying new brain grow and change	Interpret mistakes as learning opportunities	ldentify roadblocks to goals Plans to respond to them	Recognize types of harassment how they differ from bullying	Understand the impact of harassment individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities harassment-free school environment	ldentify the underlying emotions unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-manageme across contexts	Reframe unhelpful thoughts	ldentify the actions that co escalating conflict	Describe the different per involved in a conflict	the four-step conflic	esponsibility and ma
		Reco and g	Unde brain	Interp	Identi Plans	Reco how t	Unde	Unde from I	Unde	ldenti unhel	Reco	Apply acros	Refra	Identi escala	Desci involv	Apply	Take r
	Learning Standards																
	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments																
teracy	Develop and apply a variety of movement concepts and strategies in different physical activities																
ical Li	Apply methods of monitoring and adjusting exertion levels in physical activity																
Phys	Develop and demonstrate safety, fair play, and leadership in physical activities																
	Identify and describe preferred types of physical activity																
	Participate daily in physical activity designed to enhance and maintain health components of fitness																
Living	Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness																
tive	Investigate and analyze influences on eating habits																
and Ac	Identify factors that influence healthy choices and explain their potential health effects																
thy	Assess and communicate health information for various health issues																
Heal	Identify and apply strategies to pursue personal healthy-living goals																
	Reflect on outcomes of personal healthy-living goals and assess strategies used																
alth	Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations																
al and ity Hea	Describe and assess strategies for responding to discrimination, stereotyping, and bullying						~	~	•								
Socia	Describe and apply strategies for developing and maintaining healthy relationships														~	~	¥
Co	Explore strategies for promoting the health and well-being of the school and community						~	~	✓								
eing	Describe and assess strategies for promoting mental well-being, for self and others						~	~	v			~	~				
Well-B	Describe and assess strategies for managing problems related to mental well-being and substance use, for others																
ental \	Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence											~	~				
Σ	Explore the impact of transition and change on identities																

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Key Skills and Concepts

									ia Concepts		
	PCOND		Unit 1: Mind	sets & Goals		Unit 2	: Recognizing B	ullying & Haras	sment	Unit 3: Thou	ghi
	Grade 8	ing sensitive topics	of their identity,	develop an interest	success and plan	issment	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	t to disrupt e to bullying and	ss and anxiety	
	British Columbia Physical and Health Education Curricular Competencies	Follow norms when discussing	ldentify important aspects c including interests	strengths to	roadblocks to	Recognize bullying and harassment	e that social and e intribute to bullyin	e how social and e intribute to bullyin hool	Prepare to take action to dis factors that contribute to bu harassment at school	Recognize the signs of stress and anxiety	
	Second Step [®] Middle School Digital Program	Follow no	ldentify in including	Apply personal	Anticipate I strategies t	Recognize	Recognize factors cc	Recognize factors cc in their sc	Prepare to factors th harassme	Recogniz	
	Learning Standards										
	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments										
iteracy	Develop and apply a variety of movement concepts and strategies in different physical activities										
Physical Literacy	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										
ł	Participate daily in physical activity designed to enhance and maintain health components of fitness										
iving	Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness										
nd Active Living	Develop strategies for promoting healthy eating choices in different settings										
and Ac	Assess factors that influence healthy choices and their potential health effects										
Healthy	Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour										
Ť	Identify and apply strategies to pursue personal healthy-living goals										
	Reflect on outcomes of personal healthy-living goals and assess strategies used										
alth	Propose strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations										
Social and munity He	Propose strategies for responding to discrimination, stereotyping, and bullying						~	~	~		
Soc	Propose strategies for developing and maintaining healthy relationships										
Com	Create strategies for promoting the health and well-being of the school and community						v	~	~		

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ts, Emotions	& Decisions	Unit 4: Managing Relationships & Social Conflict			
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	
		~	~	~	

Key Skills and Concepts

second step		Unit 1: Mindsets & Goals			Unit 2: Recognizing Bullying & Harassment			Unit 3: Thought			
		sensitive topics	their identity,	develop an interest	ss and plan	nent	ironmental and harassment	environmental ng and harassment	ot ng and	and anxiety	
	Grade 8	ussing ts of th	entify important aspects o cluding interests pply personal strengths to nticipate roadblocks to suc	succe	Recognize bullying and harassment	Recognize that social and envir factors contribute to bullying a	Recognize how social and envir factors contribute to bullying a in their school	Prepare to take action to disrupt factors that contribute to bullying harassment at school	Recognize the signs of stress a		
British Columbia Physical and Health Education Curricular Competencies Second Step [®] Middle School Digital Program		Follow norms when discussing		important g interests						roadblocks t to overcome	
Learning Standards											
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										
Σ	Explore and describe the impact of transition and change on identities				v						

ts, Emotions & Decisions		Unit 4: Managing Relationships & Social Conflict			
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	
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