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## Physical education and health

Sports, outdoor life and different forms of exercise and recreation are of great importance for both individual and public health. The subject of physical education and health nurtures a cultural heritage of physical activities and outdoor experiences. It provides opportunities to experience and understand the importance of physical activities and their relationship with well-being and health. Skills in and knowledge of physical activities and how various lifestyle factors impact human health is fundamental in enabling people to be able to take responsibility for their health.

### Aim of the subject

Teaching in the subject of physical education and health should aim at helping students develop their physical ability, and the ability to plan, carry out and assess a variety of physical activities that promote all-round physical capacity. In addition, teaching should help students develop their interest in and ability to use different physical activities, outdoor environments and nature as a source of well-being. Teaching should lead to students developing knowledge of how their own bodies function at work, and the importance of lifestyle and of the consequences of physical activity and inactivity. Through teaching, students should be given the opportunity to develop knowledge of managing safety and emergency procedures for physical activities. Teaching should also help students develop their health and environmental awareness, and an interest in working with health issues in working life and society.

Teaching should consist of physical activities designed in such a way that everyone can participate and develop based on their individual circumstances. It should help students develop their ability to adapt physical activities based on their needs, aims and goals. Teaching should relate experiences of physical activities to facts and theories.

Teaching should raise awareness and challenge stereotypes of what is considered to be masculine and feminine, and inform about the consequences of different body ideals. It should also address other issues of ethics and morality related to participation in sport.

Teaching in the subject of physical education and health should give students the opportunities to develop the following:

- 1) The ability to plan and carry out physical activities which consolidate and further develop physical ability and health.
- 2) The ability to carry out and adapt time spent outdoors to different conditions and environments.
- 3) Knowledge of the importance of physical activities and experiences from nature for physical ability and health.

- 4) The ability to handle safety and emergency situations related to physical activities.
- 5) Knowledge of cultural and social aspects of physical activities and experiences from nature.
- 6) The ability to take an ethical stand on issues of gender patterns, gender equality and identity in relation to the performance of exercise and sport.
- 7) Knowledge of the demands different situations place on the ergonomic adaptation of movement. The ability to ergonomically adapt their movements to different situations, and to assess how environments can be ergonomically adapted to people.

## Courses in the subject

- Physical education and health 1, 100 credits, which builds on knowledge from the compulsory school or equivalent.
- Physical education and health 2, 100 credits, which builds on the course physical education and health 1.
- Physical education and health 1 – specialisation, 100 credits.
- Physical education and health 2 – specialisation, 100 credits, which builds on knowledge from the course physical education and health 1 – specialisation.

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## Physical education and health 1

The course physical education and health 1 covers points 1–7 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- The importance of physical activity and lifestyle for physical ability and health.
- Exercise, sports and outdoor activities which develop all-round physical ability.
- Training methods and their effects, such as training fitness and coordination.
- Movement to music and dance.
- Outdoor environments and nature as arenas for physical activity and recreation.
- Methods and equipment for outdoor activities.
- Safety in connection with physical activity and outdoor activities.
- Methods in the event of injuries and emergencies, such as emergency procedures for bleeding and near drowning incidents.
- Impact of diet, drugs and doping substances on health and performance.
- Stress management and mental training.
- Work and study environments: interaction between the demands of different situations and people with regard to ergonomic aspects, such as physical balance and lifting techniques.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can with good quality of movement perform a range of activities that improve physical ability. In connection with this, students describe **in basic terms** the importance of activities and lifestyle for physical ability and health.

Students can assess their own development needs with regard to physical ability and can **with some certainty** choose areas and methods for training, take active responsibility for their implementation, and make **simple** assessments to evaluate results. Students show when carrying out sports, exercise and outdoor activities due

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regard for their own safety and that of others, and can **in consultation** with their supervisor take appropriate measures in the event of injury or emergency situations.

Students can carry out activities in natural environments with good quality of movement. In addition, students can **in basic terms** discuss outdoor life, exercise and sports as social and cultural phenomena, and **in basic terms** describe how different lifestyles and body ideals are expressed in training activities, outdoor life and society.

Students can **in basic terms** give an account of the requirements that different situations place on ergonomic adaptation of movement. Students can **with some certainty** adapt their movements ergonomically to different situations, and **in basic terms** discuss how their work and studying environments can be adapted. When students consult with their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **with certainty** and with good quality of movement carry out a range of activities that improve physical ability. In connection with this, students can **in detail** describe the importance of activities and lifestyle for physical ability and health. **The description contains explanations related to relevant theories.** Students can assess their own development needs as regards physical ability, and can **with some certainty** choose areas and methods for **regular** training, take active responsibility for their implementation, and with **balanced** assessment evaluate results. Students show due regard for their own safety and that of others, and can **after consultation** with their supervisor take appropriate measures in the event of injury or emergency situations.

Students can **with certainty** and with good quality of movement carry out activities in natural environments. In addition, students can **in detail** discuss outdoor life, exercise and sports and social and cultural phenomena, and **in detail** describe how different lifestyles and body ideals are represented in training activities, outdoor life and society.

Students can **in detail** give an account of the requirements that different situations place on ergonomic adaptation of movement. Students can **with some certainty** adapt their movements ergonomically to different situations, and **in detail** discuss how their work and studying environments can be adapted.

When students consult their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **with certainty** and with good quality of movement carry out a range of activities, **also of a complex nature** that improve physical ability. In connection with this, students can **in detail and in a balanced way** describe the importance of activities and lifestyle for physical ability and health. **The description contains explanations related to relevant theories.**

Students can assess their own development needs as regards physical ability, and **with certainty** choose areas and methods for **regular** training, take active responsibility for their implementation, and with **balanced** assessment evaluate results **in relation to theories on training methods. In addition, students can adapt their training to changes in conditions.** Students show when carrying out sports, exercise and outdoor activities due regard for their own safety and that of others, and can **after consultation** with their supervisor take appropriate measures in the event of injury or emergency situations.

Students can **with certainty** and good quality of movement carry out activities in natural environments. In addition, students can **in detail and in a balanced way** discuss outdoor life, exercise and sports and social and cultural phenomena and **in detail and in a balanced way** describe how different lifestyles and body ideals are represented in training activities, outdoor life and society as a whole.

Students can **in detail and in a balanced way** give an account of the requirements that different situations place on ergonomic adaptation of movement. Students can **with certainty** adapt their movements ergonomically to different situations, and **in detail and in a balanced way** discuss how working and studying environments can be adapted to people's needs.

When students consult their supervisor, they can **with certainty** assess their own ability and the demands of the situation.

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## Physical education and health 1 – specialisation

The course physical education and health 1 – specialisation covers points 1–3 under the heading Aim of the subject, with special emphasis on points 1 and 5–6. The course covers specialisation in the selected sport.

### Core content

*Teaching in the course should cover the following core content:*

- Rules, techniques and tactics in the selected sport.
- Planning, implementation and analysis of training programs for the selected sport.
- How the chosen sport develops physical ability.
- Sport selected from a health perspective.
- Organization and history of the selected sport.
- Organization of activities for children in the selected sport.
- Cultural and social aspects of the selected sport.
- Ethics and morals in relation to the selected sport.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can with good quality of movement practice the selected sport in accordance with its rules, techniques and tactics. In connection with this, students can **in basic terms** describe how the sport is organised and its nature, and what demands practising the sport imposes on physical ability. On this basis, students can **with some certainty** assess their own development needs with regard to physical, technical and tactical ability, and can **in consultation** with their supervisor plan programs for regular training, and actively take responsibility for carrying these out. In addition, students can with **simple** assessments evaluate the results of their training.

Students can **in basic terms** discuss the importance of the chosen sport for the development of physical ability, health and well-being.

Pupils can **in basic terms** describe the risk factors in relation to training and practice of the sport. In practising their sport, students take into account their own safety and that of others.

Students can **in consultation** with their supervisor plan, organise and assess **simple** activities for children and youth in the selected sport.

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Students can **in basic terms** discuss social and cultural aspects of the selected sport, and questions about gender patterns, body ideals and ethics of relevance to the selected sport.

When students consult with their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **with certainty and** with good quality of movement practise the chosen sport in accordance with its rules, techniques and tactics. In connection with this, students can **in detail** describe how the sport is built up and its nature, and also what demands performance of the sport imposes on physical ability. On this basis, students can **with some certainty** assess their own development needs in relation to physical, technical and tactical ability and **after consultation** with their supervisor plan programs for regular training, and take active responsibility for carrying these out. In addition, students can in **balanced** assessments evaluate the results of their training.

Students can **in detail** discuss the importance of the chosen sport for the development of physical ability, health and well-being.

Students can **in detail** describe the risk factors in relation to training and practice of the sport, **and adapt training and practice to minimising risks**. In practising their sport, students take into account their own safety and that of others.

Students can **after consultation** with their supervisor plan, organise and assess **adapted** activities for children and youth in the selected sport.

Students can **in detail** discuss social and cultural aspects of the selected sport, and questions about gender patterns, body ideals and ethics of relevance to the selected sport.

When students consult with their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **with certainty** and with good quality of movement practise the chosen sport in accordance with its rules, techniques and tactics. In connection with this, students can **in detail and in a balanced way** describe how the sport is built up and its nature, and what demands performance of the sport imposes on physical capacity. On this basis, students can **with certainty** assess their own development needs with regard to physical, technical and tactical ability, and can **after consultation** with their supervisor plan programs for regular training, and actively take responsibility for carrying these out. In addition, students can with **balanced** assess-

ments evaluate the results of their training **in relation to theories on training methods**.

Students can **in detail and in a balanced way** discuss the importance of the chosen sport for the development of physical ability, health and well-being.

Students can **in detail and in a balanced way** describe risk factors in connection with training and practice of the sport, **and adapt training and practice to minimising risks**. In practising their sport, students take into account their own safety and that of others.

Students can **after consultation** with their supervisor plan, organise and assess **adapted** activities for children and youth in the selected sport.

Students can **in detail and in a balanced way** discuss social and cultural aspects of the selected sport, and **in detail and in a balanced way** questions about gender patterns, body ideals and ethics of relevance to the selected sport.

When students consult their supervisor, they can **with certainty** assess their own ability and the demands of the situation.



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## Physical education and health 2

The course physical education and health 2 covers points 1–7 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Experience based outdoor physical activity such as paddling, climbing, riding, orienteering, outdoor life and geographically located activities such as skiing.
- Physiological and psychological effects of training and physical activity.
- Music, rhythm and dance as sources of inspiration for developing physical ability.
- Basic concepts of health. Health promoting working methods and how they can be documented.
- Risk factors associated with physical activities, such as over-training and injuries related to sport and physical exercise.
- Sports, dance and physical exercise as social phenomena and as social and cultural tools.
- The impact of various body ideals on people, such as eating disorders and doping.
- Interaction between the demands of different situations and human beings from ergonomic perspectives.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can with good quality of movement perform a range of activities that improve physical ability. In connection with this, students can **in basic terms** describe the physiological and psychological significance of activities with reference to physical ability and health.

Students can **in basic terms** describe the meaning of health promoting working methods. On this basis, students can assess their own development needs as regards physical ability, and **with some certainty** select and plan areas and methods for regular training, take active responsibility for their implementation, and make **simple** assessments of results in relation to theories on training methods. When carrying out sports, exercise and outdoor life activities, students take into account

their own safety and that of others, and can **in basic terms** describe the risk factors associated with physical activities.

Students can carry out outdoor activities, exercise and sports with good quality of movement. In addition, students can **in basic terms** discuss outdoor life, exercise and sport as social and cultural phenomena, and **in basic terms** describe the significance of social factors for physical activities, lifestyle and health.

Students can **in basic terms** describe the impact of body ideals on people's health. In addition, students can **in basic terms** describe how settings can be adapted to the conditions people face.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **with certainty** and with good quality of movement carry out a range of activities that improve physical ability. In connection with this, students can **in basic terms** describe the physiological and psychological significance of the activities for physical capacity and health.

**Students can give an account of basic health concepts** and **in detail** describe the meaning of health promoting working methods. On this basis, students can assess their own development needs as regards physical ability, and **with some certainty** select and plan areas and methods for regular training, take active responsibility for their implementation, and make **simple** assessments of results in relation to theories on training methods. **Where necessary, students can adapt their training to changes in conditions.** When carrying out sports, exercise and outdoor life activities, students take into account their own safety and that of others, and can **in detail** describe the risk factors associated with physical activities. Students can **with certainty** and with good quality of movement carry out outdoor life activities, exercise and sport. In addition, students can **in detail** discuss outdoor life, exercise and sport as social and cultural phenomena, and **in detail** describe the significance of social factors for physical activities, lifestyle and health. Students can **in detail** describe the impact of body ideals on people's health. In addition, students can **in detail** describe how settings can be adapted to the conditions people face.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **with certainty** and with good quality of movement carry out a range of activities, **also of a complex nature** that improve physical ability. In connection with this, students can **in detail and in a balanced way** describe the physiological and psychological significance of the activities for physical ability and health.

**Students can give an account of basic health concepts** and **in detail and in a balanced way** describe the meaning of health promoting working methods. On

this basis, students can assess their own development needs as regards physical ability, and **with certainty** select and plan areas and methods for regular training, take active responsibility for their implementation, and make **balanced** assessments of results in relation to theories on training methods. **Where necessary, students can adapt their training to changes in conditions.** When carrying out sports, exercise and outdoor life activities, students take into account their own safety and that of others, and can **in detail and in a balanced way** describe the risk factors associated with physical activities.

Students can **with certainty** and with good quality of movement carry out outdoor life activities, exercise and sport. In addition, students can **in detail and in a balanced way** discuss outdoor life, exercise and sport as social and cultural phenomena, and **in detail and in a balanced way** describe the significance of social factors for physical activities, lifestyle and health.

Students can **in detail and in a balanced way** describe the impact of body ideals on people's health. In addition, students can **in detail and in a balanced way** describe how environments can be adapted to the conditions people face.

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## Physical education and health 2 – specialisation

The course physical education and health 2 – specialisation covers points 1 and 3–6 under the heading Aim of the subject, with special emphasis on points 1 and 5–6. The course covers specialisation in the selected sport.

### Core content

*Teaching in the course should cover the following core content:*

- Advanced coverage of techniques, tactics and measuring techniques in the selected sport.
- Factors affecting competition activities.
- Assessment, adaptation and carrying out training programs for the selected sport.
- Different perspectives on the performance of selected sports with regard to how physical capacity can be developed in the present and the future.
- The selected sport from a societal perspective.
- The selected sport from an internationalisation and diversity perspective.
- Different perspectives on opportunities for the selected sport to attract new participants.
- In-depth perspectives on some of the areas of ethics, morals and gender patterns in relation to selected sports.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can with good quality of movement practice the selected sport in accordance with its rules, techniques and tactics. In connection with this, students can **in basic terms** describe how techniques and physical performance can be measured and documented. On this basis, students can **in basic terms** give an account of their own and others' development needs regarding physical, technical and tactical ability in their chosen sport, both in the present and for the future.

Students can **in consultation** with their supervisor plan training programs and preparations for competition in the chosen sport on the basis of people's different circumstances. In addition, students take active responsibility for implementing these and can with **simple** assessment evaluate the results of their training and preparations for competition.

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Students can **in basic terms** describe risk factors associated with training and competitions. In practising their sport, students take into account their own safety and that of others.

Students can **in basic terms** discuss the meaning of their chosen sport with regard to diversity, and **in basic terms** describe how new groups can be reached. Students can **in basic terms** discuss issues in-depth in some of the areas regarding gender affiliation, ethics and morals in relation to the chosen sport.

When students consult their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students can **with certainty** and with good quality of movement practise the chosen sport in accordance with its rules, techniques and tactics. In connection with this, students can **in detail** describe how the techniques and physical performance can be measured and documented. On this basis, students can **in detail** give an account of their own and others' development needs regarding physical, technical and tactical ability within the chosen sport, both now and in the future.

Students can **after consultation** with their supervisor plan **specifically adapted** training programs and preparations for competition in the chosen sport on the basis of people's different circumstances. In addition, students take active responsibility for implementing these and can with **balanced** assessment evaluate the results of their training and preparations for competition.

Students can **in detail** describe risk factors associated with training and competitions. In practising their sport, students take into account their own safety and that of others.

Students can **in detail** discuss the meaning of their chosen sport with regard to diversity and **in detail** describe how new groups can be reached. Students can **in detail** describe in-depth questions in some of the areas regarding gender affiliation, ethics and morals in relation to the selected sport.

When students consult their supervisor, they can **with some certainty** assess their own ability and the demands of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can **with certainty** and with good quality of movement practise the chosen sport in accordance with its rules, techniques and tactics. In connection with this, students can **in detail and in a balanced way** describe how techniques and physical performance can be measured and documented. On this basis, students can **in detail and in a balanced way** give an account of their own and others'

development needs regarding physical technical and tactical ability in their chosen sport, both in the present and for the future.

Students can **after consultation** with their supervisor plan **specifically adapted** training programs and preparations for competition in the chosen sport on the basis of people's different circumstances. In addition, students take active responsibility for implementing these and can with **balanced** assessment evaluate the results of their training and preparations for competition **in relation to the theories on training methods**.

Students can **in detail and in a balanced way** describe risk factors associated with training and competitions. In practising their sport, students take into account their own safety and that of others.

Students can **in detail and in a balanced way** discuss the meaning of their chosen sport with regard to diversity and **in detail and in a balanced way** describe how new groups can be reached. Students can **in detail and in a balanced way** describe questions in-depth in some of the areas regarding gender affiliation, ethics and morals in relation to the selected sport.

When students consult their supervisor, they can **with certainty** assess their own ability and the demands of the situation.