

Grade 10 Health Education Pilot

Course Code

0169

Course Credit

1.0*

ENGLISH Program

* Combined Physical and Health Education

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 10 learners will delve deeper into topics related to wholistic health and well-being and build skills to practice health-promoting behaviours. They will reflect on the importance of sleep, the growing brain, mindfulness strategies, substance use stigma, and risks associated with substance use and impairment. Food literacy skills will continue to be developed by exploring approaches to eating, comparing food labels, creating a meal plan, and preparing a meal. Learners will develop practical skills for managing healthy relationships including the ability to reflect on the health of online and offline relationships. They will also learn ways to promote inclusion of all identities. Learners will acquire basic first aid, CPR, and AED skills. They will make connections between sustainability and community health and engage in advocacy for personally relevant community issues.

Global Competencies in Health Education



Critical Thinking

Critical thinking in health education involves accessing, analyzing and/or evaluating health information, weighing options, and considering personal relevance to make informed health decisions, as well as reflecting on past decisions to support wholistic health and well-being in the future.

Learners

- access, analyze and evaluate health information for validity, and choose appropriate products and services that support healthy living.
- examine how family, community, values, and beliefs influence and inform ideas, behaviours, relationships, and health decisions.
- analyze factors that influence one's wholistic health and wellness.
- reflect on evidence, demonstrating openness and cognitive flexibility, when making decisions about one's health and wellness.
- demonstrate a willingness to reflect on health decisions to reconsider future actions.
- ask personally relevant questions about health and wellness to make informed decisions.
- make healthy decisions, based on experience, personal circumstances, and reliable, valid information.



Creativity

Creativity in health education involves exploring new ideas, experiences, and ways of being to adapt to growth and changes, create plans and goals, and advocate for individual and community health and well-being.

Learners

- are open to engaging in a variety of new experiences to boost health and well-being.
- demonstrate curiosity and open-mindedness in learning about self and others.
- work with others to create unique ways to advocate for and build healthy communities.
- build on the ideas of others in creative ways to enhance health and well-being.
- create plans, set health goals, and adjust and adapt to new contexts or circumstances to enhance health and well-being of oneself and the community.
- reflect on experiences and persevere through difficulties by seeking feedback, resources, and support.



Citizenship

Citizenship in health education involves seeking out and reflecting on diverse perspectives and recognizing one's role in creating a more equitable, inclusive, and sustainable world, enabling learners to make responsible and informed choices that contribute to collective well-being.

Learners

- participate in opportunities for self-understanding and growth as they plan for the future.
- recognize discrimination, principles of equity, and human rights in their world.
- explore the interdependency of self, others, and the natural world, and propose solutions that contribute to their well-being.
- seek out and reflect on diverse viewpoints, experiences, and world views.
- empathize with diverse perspectives to build a stronger, healthier community.
- engage with others and the Land in responsible, respectful, and inclusive ways to create and maintain equitable, healthy relationships.
- contribute to the betterment of the community in culturally responsive ways.
- work with others to find equitable solutions to support diversity, inclusivity, and human rights.
- develop confidence and commit to taking action for a healthier and more sustainable, global community.



Connection to Self

Connection to self in health education involves learning about and reflecting on one's thoughts, values and influences while incorporating new information to make health-enhancing decisions, adapting to life's changes, developing healthy relationships, and setting goals for the future.

Learners

- recognize personal interests, strengths, gifts, and challenges to support positive self-image, self-esteem, and the development of identity.
- come to know factors* that shape their identity.
- examine behaviours, thoughts, feelings, and emotions to better understand oneself in relation to others.
- reflect on past decisions, experiences, and valid information to make decisions that consider one's current situation.
- set attainable, wholistic health and wellness goals that meet one's own needs.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- participate in opportunities for self-understanding and growth as they plan for the future.
- persevere through obstacles affecting personal and community health, and relationships with others.
- demonstrate the ability to adapt to new experiences and information and make changes to meet individual or community needs.
- recognize and embrace their role in lifelong learning, well-being, and well-becoming.



Collaboration

Collaboration in health education involves understanding and developing healthy relationships through positive, inclusive communication, collective problem-solving, and valuing diverse perspectives.

Learners

- value and respect diversity* to promote inclusion and strengthen relationships.
- share perspectives and deepen their understanding of self and others.
- demonstrate that healthy relationships are built upon respect, trust, inclusion, honesty, and equity.
- practice active listening and ask questions of themselves and others.
- build collective problem solving and conflict resolution skills to develop healthy relationships throughout life.
- co-create positive group interactions through social awareness, active participation, cognitive flexibility, and cooperation.
- commit to their part of the collective goal of building healthy communities.



Communication

Communication in health education involves expressing oneself (verbally, non-verbally), understanding others and making sense of health information in a variety of ways so healthy relationships can be developed with oneself, others, and the community.

Learners

- examine thoughts, emotions, feelings, values, and beliefs, to better express their feelings and ideas.
- thoughtfully consider audience, purpose, context, modes, and forms to deepen understanding and effectively share ideas about health.

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- understand how one's expression of their identity may change over time, and in certain situations or environments, and may impact how people see them.
 - use body language, eye contact, and verbal cues to understand others' messages while considering diversity of expression.
 - seek to understand and acknowledge other's feelings and perspectives.
 - recognize how diverse contexts (linguistic, cultural, generational, experiential) can impact and influence understanding.
 - build relationships and deepen understanding through inclusive, respectful language and correct terminology to interact with diverse individuals in a variety of settings and environments.
 - value how inclusive communication strengthens community health and well-being.

Enduring Understandings in Health Education

Healthy Self

Health education guides learners to understand themselves to make informed decisions for a balanced healthy life.

Healthy Relationships

Health education builds learners' healthy communication and relationship skills to make respectful, responsible, informed decisions for themselves, with others and in consideration of others.

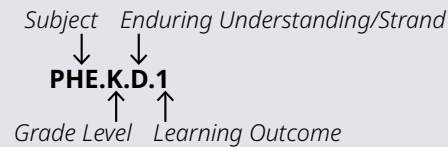
Healthy Communities

Health education provides the knowledge, understanding and skills for learners to make informed decisions that impact community, global and environmental health.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand D: Healthy Self

Daily Decisions for Wellness

- PHE.10.D.1** **Explore the stages of the sleep cycle** (falling asleep, light non-REM sleep, REM sleep, deep non-REM sleep); **ways to promote sleep hygiene** (e.g., put away devices early, create a sleep space and routine, effect of substances, etc.); **and the effect of sleep on overall health.**
- PHE.10.D.2** **Recognize various romantic, intimate and/or sexual relationship structures** (e.g., casual relationships, committed relationships, monogamous partnerships, consensually non-monogamous, online/digital relationships, etc.); **and ways to consider one's emotional readiness for a relationship** (including considering someone else's needs, the ability to compromise and cope with difficult emotions [e.g., rejection, breaking up, dishonesty, lack of trust, jealousy, etc.]).

Food and Nutrition

- PHE.10.D.3** **Connect the social determinants of health** (e.g., income, employment, access to healthcare, education, social inclusion, early childhood development, built environment, etc.) **with the hierarchy of food needs** (enough, acceptable, reliable, on-going access, good tasting, novel, instrumental); **and how both influence food choices and food stories.**
- PHE.10.D.4** **Explore a variety of approaches to eating** (including agricultural groupings, Canada's Food Guide groupings, macro/micronutrient functions, cultural practices).
- PHE.10.D.5** **Compare and contrast nutrition information on food labels and restaurant menus of similar foods to make individual health-promoting decisions.**
- PHE.10.D.6** **Create a one- to three-day meal plan that considers taste, nutrient needs, finances, access, safety, Canada's Food Guide recommendations and social-cultural factors.**

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- PHE.10.D.7** **Develop a plan and prepare a meal that is part of a personal meal plan and meets personal needs** (e.g., taste, satisfying hunger, hydration needs, allergies, ways of eating, religious or cultural needs, Canada's Food Guide recommendations, etc.).

Substances and Patterns of Behaviour

- PHE.10.D.8** **Recognize how different forms of stigma** (e.g., self, social, structural) **are connected with substance use and harmful patterns of behaviour; and steps** (e.g., be aware of attitudes, biases and behaviours; change how substance use is talked about; be respectful, compassionate and caring to those who use substances; use factual information and challenge stereotypes; etc.) **to reduce stigma.**
- PHE.10.D.9** **Explore legal considerations** (e.g., legal age for use, possession laws, consent laws, laws for the impaired operation of a motor vehicle, etc.) **and increased risks** (e.g., loss of impulse control, poor decision-making, psychosis, arrest, overdose, death, vehicle accident, physical harm to self and others, negative social impact, etc.) **associated with substance use and impairment.**

Mental Health and Well-being

- PHE.10.D.10** **Practice skills in mindfulness** (e.g., breathing, staying in the moment, connecting to the senses, etc.), **distress tolerance** (e.g., grounding, putting things into perspective, recognizing circumstances are temporary, etc.) **and emotional regulation** (e.g., movement, muscle relaxation, paced breathing, distraction, etc.).
- PHE.10.D.11** **Investigate how development of the adolescent brain** (e.g., prefrontal cortex, amygdala, individuation, etc.) **affects behaviour, problem-solving and decision-making** (e.g., risky behaviours, heightened emotional response, social connection, etc.); **and impacts of substances and technology on brain development.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.10.E.1** **Recognize the range of gender identities** (including cisgender, transgender, non-binary, Two-Spirit, gender nonconforming, gender fluid), **gender expressions** (e.g., clothing, name, pronouns, hair style, behaviour, mannerisms, voice, cultural variations, etc.), **and attractions** (including queer, lesbian, gay, heterosexual, bisexual, pansexual, asexual, Two-Spirit, romantic); **and ways to promote inclusion and acceptance.**



Diversity, Equity, and Inclusion

PHE.10.E.2 **Examine how stereotypes about romantic, intimate or sexual relationships** (e.g., gender roles/norms, ages, interracial/cultural, attractions, consent, 2SLGBTQIA+, abilities, etc.) **may impact relationships, attitudes and sexual behaviour.**

Relationship Building

PHE.10.E.3 **Examine digital interactions and how one can participate safely, respectfully and legally online** (e.g., recognizing fake news, altered images, phishing scams and unsafe content/contact/conduct; deactivating old accounts; using artificial intelligence; using privacy settings; interacting with and creating posts; sharing images; sharing private information; seeking help such as NeedHelpNow.ca; etc.).

PHE.10.E.4 **Develop skills to critically reflect on the health of personal relationships** (e.g., determine level of happiness, question if needs are being met for everyone involved, examine the influence of peers and media, recognize abusive or unhealthy behaviours, recognize the ebb and flow of relationships, etc.).

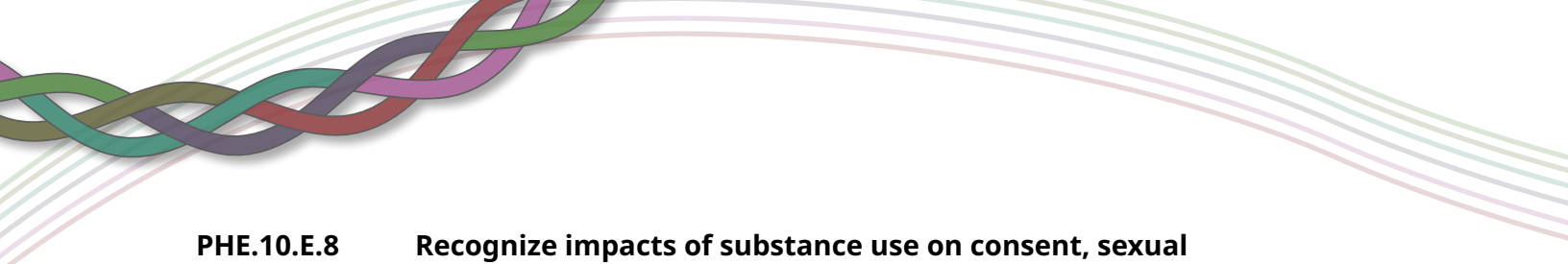
Communication and Conflict Resolution

PHE.10.E.5 **Prepare strategies** (e.g., receiving/rejecting advances, showing affection and love, disagreeing, expressing opinions, making decisions together, attuning to emotions, identifying triggers, taking responsibility, etc.) **that could be used for respectful and healthy communication** (e.g., asking out, breaking up, communicating needs/wants, calling out unhealthy behaviours, sexual health discussions, etc.) **with a romantic, intimate, and/or sexual partner.**

PHE.10.E.6 **Apply conflict resolution strategies** (e.g., collaborating, compromising, avoiding, accommodating, competing, providing options, etc.) **to identified sources of relationship conflict** (e.g., value of money, power and control, values and beliefs, intimacy, etc.) **in case scenarios.**

Boundaries, Consent, and Mistreatment

PHE.10.E.7 **Recognize the rights, laws and ethics** (e.g., taking advantage of someone in a compromising position/situation, age of consent, etc.) **pertaining to sexual consent** (e.g., substances and alcohol; sexual assault; right to self-defence; power and gender dynamics; sexual image sharing; long-term relationships, physiological arousal and silence do not equal consent; etc.).

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- PHE.10.E.8** **Recognize impacts of substance use on consent, sexual interactions and safer sex.**
- PHE.10.E.9** **Practice asking for and giving consent, asserting personal boundaries and showing respect for self and others in a variety of case scenarios** (e.g., taking/posting pictures of others, respecting personal space and information, holding hands, kissing, etc.).

Strand F: Healthy Communities

Community Connections

- PHE.10.F.1** **Acquire basic first aid skills and identify symptoms, risk factors and response strategies for common injuries and medical conditions** (including the administration of an auto-injector and naloxone).
- PHE.10.F.2** **Demonstrate the skills required to perform CPR and use an AED, as specified in a national/provincial program.**
- PHE.10.F.3** **Engage in opportunities for community action, awareness, advocacy and/or leadership to positively impact personally relevant community health and well-being** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, discrimination, 2SLGBTQIA+ healthcare, human rights, food security, addiction, accessibility, mental health, trafficking, the environment, etc.).

Environmental Health

- PHE.10.F.4** **Investigate how sustainable products and packaging** (e.g., health and physical activity items such as equipment, clothing, food, etc.) **can benefit society, the environment and the economy over the entire product lifecycle.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.