

Grade 11 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 11 learners will delve deeper into the topics of rights and responsibilities, and their effect on relationships and the community. They will further develop communication and conflict resolution skills, including how to have difficult conversations, ways to overcome communication barriers, and strategies to assert personal boundaries across various relationships. Learners will learn about issues that may arise in the workplace and build skills to assist them as they begin to participate in volunteer and paid work. They will explore the issues of mental health distress, substance use safety, and the impact of financial health on well-being. Learners will discuss and reflect on issues that affect the local and global community, including climate change, food justice, food sovereignty, and food sustainability to determine personally relevant ways one can positively affect and advocate for the health and well-being of all.

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.

* 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

- 
- 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.

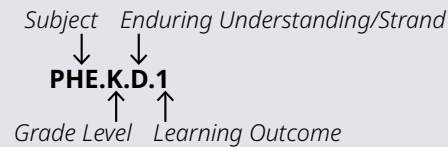
Healthy Communities

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.11.D.1 **Examine privacy, confidentiality and consent rights associated with personal health information, health decision-making and the delivery of healthcare for children and adolescents** (including mature minor).

Food and Nutrition

PHE.11.D.2 **Examine issues** (e.g., needs, barriers, etc.) **related to food justice** (including the effect of food insecurity on households/communities), **food sovereignty and food sustainability** (e.g., feeding large populations, land and water use, animal welfare, food access, etc.) **for local and global communities.**

Substances and Patterns of Behaviour

PHE.11.D.3 **Explore substance** (e.g., traditional Indigenous medicines, prescriptions, over-the-counter medications, etc.) **use safety** (including reading labels, mixing substances, considering side effects, drug interactions, difference between use/misuse, alternatives to substance use, sources of reliable information).

PHE.11.D.4 **Examine broader issues** (e.g., legalization, prohibition, safe consumption sites, drug-free sport, marketing strategies, trafficking, travelling, gang involvement, sexual exploitation, etc.) **related to substance use.**

Mental Health and Well-being

PHE.11.D.5 **Reflect on situations that may cause changes in one's mental health, strategies to promote good mental health and how to seek help for self and others.**

- 
- PHE.11.D.6** **Explore cognitive biases** (e.g., confirmation, anchoring, self-serving, actor/observer, etc.) **and how they impact beliefs and decision-making.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.11.E.1** **Explore the balance of one's right to express values/beliefs/attitudes while considering the rights of, and potential harm to, others.**

Diversity, Equity, and Inclusion

- PHE.11.E.2** **Explore the rights, responsibilities, norms, and laws for interactions** (including between and amongst bosses/supervisors, co-workers, clients/customers) **in the workplace; and ways to contribute to a positive, inclusive work culture.**

Relationship Building

- PHE.11.E.3** **Identify one's social rights and responsibilities in various relationships** (e.g., with family; peers; friends; romantic, intimate, or sexual partners; etc.).

Communication and Conflict Resolution

- PHE.11.E.4** **Develop skills to effectively communicate in the workplace** (e.g., accepting/giving directions, dealing with criticism, presenting, working with opposing personalities, collaborating, email etiquette, etc.).
- PHE.11.E.5** **Explore communication filters and barriers** (e.g., language, age, experience, education level, culture, environment, etc.) **in a variety of relationships.**
- PHE.11.E.6** **Practice initiating and responding** (e.g., consider timing and environment, etc.) **to difficult conversations** (e.g., giving/receiving feedback, making uncomfortable requests, confronting an issue, asking for help, disclosing mistreatment, etc.) **both in-person and using technology** (e.g., phone call, text, email, social media, etc.).

Boundaries, Consent, and Mistreatment

- PHE.11.E.7** **Recognize how gender inequity, gender and sexual norms, stereotypes, power, privilege and/or trauma may affect one's ability to consent and increase the risk of experiencing or perpetrating gender-based violence.**

- 
- PHE.11.E.8** **Practice asking for and giving consent, asserting personal boundaries and showing respect for self and others in a variety of case scenarios reflecting various situations across the lifespan** (e.g., long-term relationships, workplace, community, etc.).

Strand F: Healthy Communities

Community Connections

- PHE.11.F.1** **Investigate occupational health and safety practices** (e.g., working alone; safety orientation; getting home from work at night; WHMIS; working hours; right to know, participate, refusing dangerous work and protection from reprisal; reporting injuries and hazards; harassment policies; creating a positive workplace environment; etc.).
- PHE.11.F.2** **Recognize the impact of financial health on overall health; and identify strategies for financial safety** (e.g., recognize scams, protect a PIN, check statements regularly, know consumer rights, etc.) **and financial health** (e.g., live within means, budgeting, saving, etc.).
- PHE.11.F.3** **Examine sexual, reproductive and gender rights** (e.g. human rights laws, reproduction laws) **and how they can be violated** (e.g., lack of access to: contraceptives, menstrual products, reproductive technology, prenatal services, gender affirming care, critical medications such as PrEP, PEP and emergency contraception; and practices of: genital mutilation, forced sterilization, child marriage; etc.).
- PHE.11.F.4** **Advocate for a personally relevant community health and well-being issue** (e.g., access to clean water, access to healthcare, Truth and Reconciliation, 2SLGBTQIA+ healthcare, human rights, sexual and reproductive rights, food security, accessibility, mental health, the environment, discrimination, addiction, trafficking, etc.).

Environmental Health

- PHE.11.F.5** **Recognize how climate change** (e.g., natural disasters, human-made disasters, etc.) **affects health and well-being; and ways environmental choices can benefit individuals, communities and the Land.**

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.