

Grade 12 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.

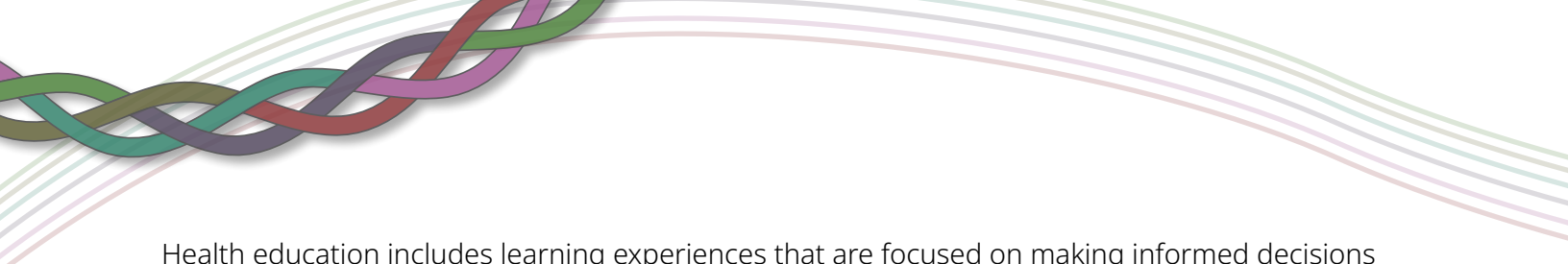
In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **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 12 learners will prepare to navigate life beyond high school. They will develop skills to plan for, manage, and cope with social, physical, cognitive, sexual, and reproductive changes as one ages. Learners will build skills to help them make healthy decisions and set health goals as they manage multiple personal roles and responsibilities in adulthood. They will learn how and where to access valid information, products, and services in the community, including the Manitoba healthcare system and the various service providers that learners will need to interact with regularly in the future. Learners will reflect on their health literacy journey, different dimensions of wellness, and ways that they can be a positive advocate in their communities beyond high school.

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.

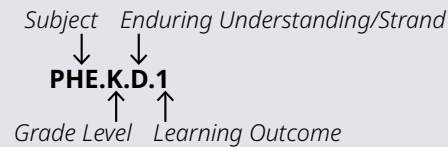
Healthy Communities

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

Growth and Development

- PHE.12.D.1** **Explore sexual and reproductive changes and issues** (e.g., infertility, menopause/andropause, STBBIs, miscarriage, vasectomy, hysterectomy, pregnancy/reproduction, hormones, cysts, etc.) **across the lifespan, their possible impacts on overall wellness and ways** (e.g., reproductive technologies, support groups, gender-affirming healthcare, financial considerations, testing, etc.) **to manage these changes and issues.**
- PHE.12.D.2** **Explore physical and cognitive changes** (e.g., recovery from major injuries; hearing loss; hair loss; less skin elasticity; unforeseen illness; changes in body composition, metabolism, memory, communication; prefrontal cortex development; etc.) **across the lifespan** (including ageing and death), **their possible impacts on overall wellness and ways to manage these changes** (e.g., support groups, available community resources, etc.).
- PHE.12.D.3** **Examine factors to be considered when becoming a parent** (e.g., personal/partner's beliefs and priorities, available ways to become a parent [surrogacy, adoption, foster, IVF, natural], age [early/late childbearing factors/concerns], prenatal health, unplanned pregnancies, childcare options, financial and legal responsibilities, health effects, lifestyle and relationship changes, etc.); **and reasons one may choose not to become a parent.**

Daily Decisions for Wellness

- PHE.12.D.4** **Reflect on one's personal health literacy journey** (e.g., dimensions of health, *Mino-Pimatisiwin* [‘the Good Life’], the eight health skills).
- PHE.12.D.5** **Recognize uncontrollable health risk factors** (e.g., age, family/medical history, race, sex assigned at birth, personal circumstances, etc.) **and controllable lifestyle behaviours** (e.g., regular physical activity, nutrition, avoiding harmful substances, limiting high sugar beverages, early-detection testing, etc.) **to prevent and/or manage chronic**



conditions (e.g., depression, anxiety, diabetes, obesity, heart disease, gastrointestinal conditions, etc.) **and support overall health and well-being.**

PHE.12.D.6 **Plan for ways to use leading health indicators** (e.g., sleep quality, resting heart rate, blood work, nutrient intake, reducing sedentary behaviours) **and other forms of motivation** (e.g., immediate health benefits, goal-setting, gamification, social reinforcement, etc.) **to develop health-promoting habits that can prevent/postpone lagging health indicators** (e.g., hypertension, arterial plaque, bone density, sun damage, hearing loss).

PHE.12.D.7 **Explore ways** (e.g., goal-setting, prioritizing, budgeting, etc.) **to manage multiple personal roles** (e.g., student, parent, partner, friend, caregiver to a family member, worker, volunteer, teammate, etc.) **and responsibilities in adult life.**

Food and Nutrition

PHE.12.D.8 **Explore how foods can meet personal, social, cultural/traditional and nutrient needs of people for lifelong health and well-being; and ways to balance needs with food access.**

PHE.12.D.9 **Plan a week of meals for living independently** (including a budget and shopping list) **using key considerations** (including food access, food allergies and intolerances, food safety, personal/cultural preferences, minimizing waste, Canada's Food Guide food groupings, key nutrients [e.g., calcium, fibre, iron for vegetarians]).

Substances and Patterns of Behaviour

PHE.12.D.10 **Apply a decision-making model to substance use** (e.g., vaping, cannabis, alcohol, anabolic steroids and other body changing/weight loss products, etc.) **and potentially harmful patterns of behaviour** (e.g., gaming, gambling, shopping, unauthorized use of medical products, etc.).

Mental Health and Well-being

PHE.12.D.11 **Develop resiliency strategies** (e.g., change the narrative, connect with others, deal with the issue, be optimistic and flexible, practice self-care, stay in the present, etc.) **to cope with stressful life changes or events** (e.g., transitioning to post-secondary or vocational school, workplace issues, travel, volunteer work, lifestyle, serious illness, loss, etc.) **that may impact one's mental health** (including anxiety or depression).

PHE.12.D.12 **Reflect on the spiritual dimension of wellness** (including "the great questions of life": Where do I come from? Who am I? Why am I here? Where am I going? – Senator Murray Sinclair).



Strand E: Healthy Relationships

Identity and Expression

PHE.12.E.1 **Describe events** (e.g., employment, relationships, children, pets, education, travel, change of residence, etc.) **or times of life** (e.g., childhood, preteen, teenager, adulthood, midlife, retirement, old age, etc.) **that may precipitate a change in personal and/or social identity; and how one's identity may change.**

Diversity, Equity, and Inclusion

PHE.12.E.2 **Explore similarities and differences in social norms** (e.g., folkways, mores, taboos, laws, etc.) **in society** (e.g., across cultures, countries, generations, etc.); **and health benefits of learning from, engaging with and celebrating diversity.**

Relationship Building

PHE.12.E.3 **Investigate social changes that can occur at each life stage; and strategies** (e.g., reach out, join interest groups, practice gratitude, etc.) **to promote one's social health during major life changes** (e.g., graduation, moving out, choosing to start a family or not, etc.).

Communication and Conflict Resolution

PHE.12.E.4 **Determine ways** (e.g., research and prepare questions in advance, be honest, ask follow-up questions, ask for an interpreter, bring a trusted friend to record specifics, understand rights, etc.) **to communicate effectively with service providers** (e.g., health care providers, post-secondary institutions, financial institutions, law enforcement, etc.).

Boundaries, Consent, and Mistreatment

PHE.12.E.5 **Examine social factors and attitudes** (e.g., gender inequity; misogynistic beliefs; gender norms; systems of oppression such as racism, homo/bi/transphobia, cis/heteronormativity, ableism; etc.) **that contribute to gender-based violence.**



Strand F: Healthy Communities

Community Connections

- PHE.12.F.1 Investigate how to access the healthcare and mental healthcare systems in Manitoba** (e.g., obtaining a MB health card; accessing insurance; finding a family doctor/dentist/optometrist/physiotherapist/counsellor; knowing when to use and where to find urgent care, the emergency room and private clinics; accessing medications and vaccinations; making blood donations; support programs; etc.); **and available resources and supports** (e.g., virtual healthcare, phone/online supports, interpreters, etc.).
- PHE.12.F.2 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.12.F.3 Examine issues** (e.g., safety, general maintenance, cleanliness, harmful emissions, air quality, pests, etc.) **related to the health of one's living accommodations.**

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.