



Grade 2 Health Education Pilot

ENGLISH Program

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 2 learners will find ways to respect themselves and each other. They will recognize ways to support their growth and development, including habits that support health, hygiene, and illness prevention. They will begin to explore and share diverse recipes as they build food literacy skills. Learners will develop personal strategies to manage emotions and ways to promote the mental health and well-being of self and others. They will begin to recognize characteristics of their own evolving identities and ways to respect the rights, identities, and bodies of others. They will also investigate friendships, including ways to make, maintain, and restore friendships, the benefit of having many diverse friendships, healthy communication and conflict resolution techniques, and ways people can give and receive care. Learners will continue to build strategies and knowledge to keep themselves safe at home, at school, and in the community. They will practice setting boundaries and respecting the boundaries of others. They will recognize environmental factors that may affect the health and well-being of communities.

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

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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.

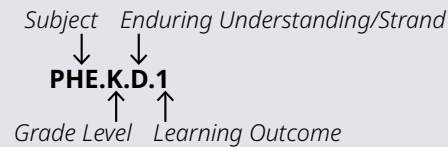
Healthy Communities

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.2.D.1 **Appreciate the diversity of bodies** (including different shapes, sizes, abilities, skin colours, ages, body parts, conditions; and pregnant) **and different cultural views of bodies; and understand it is okay to ask safe grown-ups questions about one's own body.**

PHE.2.D.2 **Recognize factors that support growth and development** (including sleep, nutrition, activity, hydration, learning experiences, protection from injury, self-esteem).

Daily Decisions for Wellness

PHE.2.D.3 **Recognize ways to promote health, hygiene and illness prevention** (e.g., sleeping, physical activity, teeth brushing, flossing, hand washing, bathing/showering, changing clothes, relaxing activities, food, water, smudging, getting vaccinated, taking screen breaks, etc.).

Food and Nutrition

PHE.2.D.4 **Explore a self-selected recipe** (including ingredients, how to measure, method, equipment needed, spaces, safety).

PHE.2.D.5 **Share recipes with a personal, cultural or family story** (including ingredients, flavours, equipment, origin of ingredients).

Substances and Patterns of Behaviour

PHE.2.D.6 **Identify the safe use and handling of medications** (including traditional Indigenous medicines, over-the-counter medications, prescriptions).



Mental Health and Well-being

- PHE.2.D.7** **Recognize basic emotional needs of self and others** (including safety, belonging, recognition, autonomy).
- PHE.2.D.8** **Practice ways to take responsibility for own emotions and actions** (e.g., apology, respect, empathy, resilience, courage, etc.).
- PHE.2.D.9** **Identify body cues** (e.g., tense muscles, increased heart rate, etc.) **and behaviour cues** (e.g., withdrawn, intrusive, impulsive, etc.) **that signal emotions** (e.g., happiness, sadness, anger, fear, surprise, disgust, etc.); **and identify ways to self-regulate.**
- PHE.2.D.10** **Identify ways to promote the mental health and well-being of self and others** (e.g., friendships; shared activities; being in nature/ on the Land; ceremonial, spiritual and/or religious practices; showing gratitude and kindness; etc.).
- PHE.2.D.11** **Recognize that the brain grows in different ways** (e.g., brain cell activation and connections, muscle memory, etc.) **and at different rates from learning and experiences.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.2.E.1** **Recognize characteristics of one's own identity** (e.g., cultures, races, ethnicities, gender(s), names, traditions, abilities, Indigenous spirit names, languages, values, beliefs, responsibilities, body, appearance, roles, interests, experiences, etc.) **and ways to build and support a strong identity** (e.g., define values, make own choices, express opinions, set healthy boundaries, build body positivity, practice positive self-talk, decrease comparison with others, etc.) **for overall well-being.**
- PHE.2.E.2** **Explore how a person's identity changes over time** (e.g., through experiences with different people, activities, interests, etc.).
- PHE.2.E.3** **Appreciate the different aspects of identity in the classroom** (e.g., cultures, races, ethnicities, communities and/or Nations, gender expression, traditions, names, abilities, languages, values, beliefs, roles, responsibilities, bodies, appearances, interests, etc.).

Diversity, Equity, and Inclusion

- PHE.2.E.4** **Recognize the value in having diverse friends** (e.g., abilities, genders, cultures, races, ethnicities, beliefs, interests, experiences, etc.); **and the different types of friendships** (e.g., best friend, classmate, acquaintance, etc.) **that can develop within different settings** (e.g., arts, clubs, music, religious, community, sports, family, etc.).



Relationship Building

PHE.2.E.5 **Identify strategies to make** (e.g., introduce yourself, talk to new people, help others, etc.), **maintain** (e.g., be compassionate, spend time together, share, take turns, respect boundaries, etc.) **and restore** (e.g., resolve conflict, communicate, take ownership, offer/accept apologies, take a break, etc.) **friendships.**

Communication and Conflict Resolution

PHE.2.E.6 **Develop healthy communication techniques that show respect and care for others** (e.g., using I statements, listening, taking turns talking, asking questions, self-regulating, showing empathy, etc.).

PHE.2.E.7 **Practice conflict resolution strategies with peers** (e.g., listening to others, taking turns talking, taking responsibility for one's actions, using encouraging words, apologizing, showing forgiveness, telling them to stop, compromising, waiting and cooling-off, being curious and open-minded, etc.).

PHE.2.E.8 **Recognize different ways people give and receive care and affection in a variety of relationships** (e.g. helping, spending time together, listening, using kind words, hugging, holding hands, kissing, giving gifts, taking care of someone, considering personal boundaries, etc.).

Boundaries, Consent, and Mistreatment

PHE.2.E.9 **Demonstrate consideration for the needs and boundaries of self and others** (e.g., touching, sharing, joining activities, keeping or speaking secrets, taking pictures, etc.).

PHE.2.E.10 **Recognize different types of unsafe situations** (including physical, verbal and emotional abuse; inappropriate touching) **and how to respond** (including tell several safe grown-ups, say no, trust instincts, leave the situation).

Strand F: Healthy Communities

Community Connections

PHE.2.F.1 **Identify different levels** (e.g., positive, negative, low/medium/high) **of risk** (e.g., appliances, tools, fire, poisons, trails/roadways/train tracks, machinery, playgrounds, strangers, animals, weather, water, guns, sharps, ATVs/snowmobiles etc.) **at home, at school and in the community; and strategies to respond** (e.g., call 911, practice evacuations, wear protective equipment, avoid unknown substances, etc.).



Environmental Health

PHE.2.F.2 **Recognize ways environmental factors affect the health of self and others** (e.g., weather, climate, water and air quality, pollution, chemicals, etc.).

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.