



Grade 8 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.

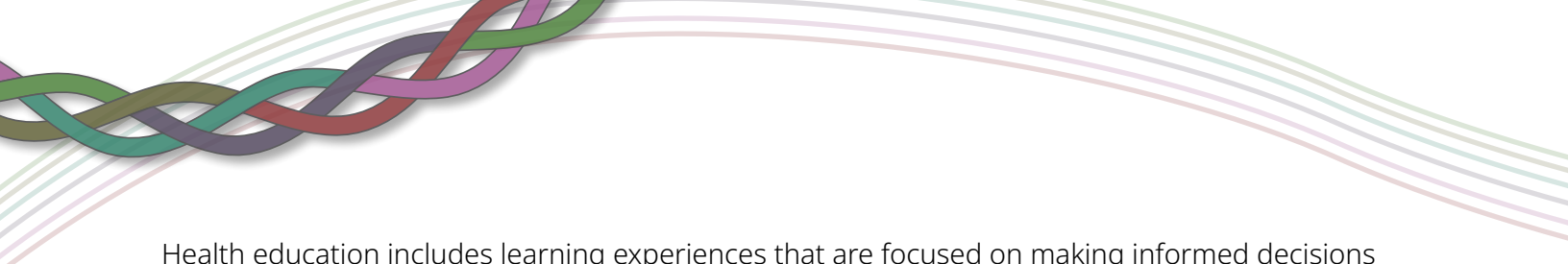
In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **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 8 learners will further develop knowledge related to health and will continue to build decision-making skills to help prevent negative health outcomes. They will learn about the personal factors that influence decision-making, personal boundaries, and ways that power differences may affect one's relationships and decision-making. Learners will examine different ways communities may produce, obtain, transport, and store food and the effects that systemic influences have on individual food choices. They will examine protective and risk factors for substance use/misuse, risks of using a variety of substances, and the spectrum of use. Learners will explore the prefrontal cortex, brain development, neurodiversity, and differences in brain functioning. They will explore the stigma attached to mental health and how to seek help for themselves or others if experiencing persistent mental health struggles. Learners will reflect on privilege, learned attitudes and behaviours, and their impact to find ways to support equity and inclusion. They will further develop their media literacy and relationship building skills, including identifying aspects of healthy online and in-person relationships, developing strategies to communicate online, and examining the effects of sexually explicit media. Learners will begin to develop independence as they investigate personally relevant school and community health supports and resources and engage in opportunities for positive community action. They will also explore lifesaving methods and examine the effects of sustainable practices on community health and well-being.

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.

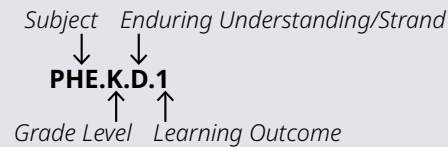
Healthy Communities

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.8.D.1** **Identify the signs of pregnancy, the options if one becomes pregnant** (including parenting, adoption, abortion) **and ways to access testing/care in the community.**
- PHE.8.D.2** **Identify the stages of pregnancy** (e.g., preconception, fertilization, gestation, childbirth) **and the needs of the child and parent for overall health and well-being pre- and post-partum.**

Daily Decisions for Wellness

- PHE.8.D.3** **Recognize that sexual decision-making is personal, based on numerous factors** (e.g., family and personal values; age; mental, emotional and physical development; knowledge of anatomy/STBBIs/ pregnancy/consent; access to and use of contraceptives, safer sex supplies and testing; ability to communicate with one's partner about needs/desires; whether it is the right person and/or time in one's life; how one will feel if the relationship ends; etc.); **and that choices can affect physical, mental and emotional health and well-being.**
- PHE.8.D.4** **Explore the connection between habits adopted during youth and their effect on wellness later in life** (including leading and lagging indicators).

Food and Nutrition

- PHE.8.D.5** **Examine different ways of producing, transporting, obtaining** (e.g., farming, gathering, grocery stores, farmers markets, food banks, etc.) **and storing food safely** (e.g., canning, drying, refrigeration, preservatives, etc.) **in various communities** (including those experiencing inequities).

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- PHE.8.D.6** **Examine the relationship between systemic influences** (including accessibility and availability of food, food environments [such as food and marketing in schools and recreation centres, grocery store configurations], culture, economics, social environment, politics, advertising, media representation, education), **medical dietary needs and personal choices about food and beverages.**

Substances and Patterns of Behaviour

- PHE.8.D.7** **Recognize short- and long-term risks** (e.g., physical, social, emotional, cognitive) **of substance use; including stimulants** (e.g., methamphetamine, cocaine, nicotine, caffeine, prescription stimulants, ecstasy), **depressants** (e.g., benzodiazepines, Rohypnol, barbiturates, alcohol, heroin, fentanyl, oxycodone, ketamine), **hallucinogens** (e.g., psilocybin, LSD, ketamine), **cannabinoids** (e.g., THC, CBD), **anabolic steroids, unauthorized peptides** (e.g., weight loss, muscle growth or anti-aging products) **and others** (e.g., gas, glue, etc.).
- PHE.8.D.8** **Explore the spectrum of use** (e.g., beneficial use, casual use, problematic use, substance use disorder) **for both substances and potentially harmful patterns of behaviour; and the effects** (e.g., physical, social, emotional, cognitive) **that can occur at each stage.**
- PHE.8.D.9** **Analyze protective factors** (e.g., positive self-esteem, strong social supports, parental engagement, academic engagement, positive attitude and beliefs, older age of first use, lower stress levels, positive life experiences, etc.) **and risk factors** (e.g., poverty, discrimination, genetics, family history, etc.) **for substance use/misuse and the development of potentially harmful patterns of behaviour.**

Mental Health and Well-being

- PHE.8.D.10** **Explore neurodiversity and differences in brain functioning** (e.g., ADHD, autism spectrum disorder, dysgraphia, dyslexia, dyscalculia, etc.).
- PHE.8.D.11** **Explore the function and development of the prefrontal cortex** (e.g., time management, attention, flexibility, planning, organization, working memory, task initiation, perseverance, metacognition, self-control, etc.).
- PHE.8.D.12** **Identify societal views about mental health/illness/conditions and addiction; types** (e.g., structural, social, self) **and impacts of stigma; and actions to counteract stigma.**
- PHE.8.D.13** **Explore the significance of persistent low or high mood on health for self and others; and how/where to seek help.**



Strand E: Healthy Relationships

Identity and Expression

- PHE.8.E.1** **Examine how privilege, lack of privilege or unexamined privilege** (e.g., levels of education, wealth, access to resources, attractions, gender, ability, ethnicity, race, religion, health, class, culture, etc.) **of self and others may distort views, limit potential or impact identities.**

Diversity, Equity, and Inclusion

- PHE.8.E.2** **Consider how learned attitudes and behaviours can perpetuate or reduce stigma, discrimination, stereotypes, prejudice and** (conscious/unconscious) **bias; and ways to promote inclusion and equity** (e.g., be aware of own biases, question thinking, create space, critically evaluate, seek multiple perspectives, increase interactions with diverse people, address discrimination, understand intent versus impact, see similarities and learn from differences, practice humility and empathy, etc.).

Relationship Building

- PHE.8.E.3** **Recognize that pornography is not reality; and understand potential harmful effects of viewing sexually explicit media on one's beliefs, actions and relationships** (e.g., contributes to gender-based/sexual violence, can lead to a limited or distorted understanding of relationships/intimacy, reinforces harmful norms and stereotypes about gender and sexual orientation, unrealistic messages about sexuality and sexual behaviours, promotes unrealistic body standards, etc.).
- PHE.8.E.4** **Identify aspects of healthy online and in-person relationships** (e.g., types of communication, personal boundaries and consent, identity, safety, rights and responsibilities, conflict resolution, encountering mistreatment and accessing help, etc.); **and ways to develop, maintain, enhance and restore them.**

Communication and Conflict Resolution

- PHE.8.E.5** **Examine strategies** (e.g., active empathy, set and respect boundaries, manage emotions, etc.) **to safely and respectfully navigate online communication** (e.g., privacy/security of personal information, clarity and context, use of emojis/GIFs/memes, sharing communications, screengrabs, luring, trolling/bullying, unwanted content/contact/conduct, digital footprint, online hate, etc.); **and ways to access support when needed.**



Boundaries, Consent, and Mistreatment

- PHE.8.E.6** **Identify information, motivation and competencies necessary to ask for, set and respect sexual/relational boundaries for safer sex** (including recognizing verbal/non-verbal consent, respecting choices when consent is not given, communicating consent, communication about safer sex practices, image and message sharing, substance use, sharing STBBI status).
- PHE.8.E.7** **Identify how power differences** (e.g., age, gender, sexual identity, physical size, social status, socioeconomic status, immigration status, ethnicity, race, ability, position of authority, etc.) **may affect a person's ability to consent** (e.g., coercion versus agency) **to sexual behaviours, engage in safer sex practices and leave/stay in an unsatisfactory or abusive relationship.**

Strand F: Healthy Communities

Community Connections

- PHE.8.F.1** **Identify school and community health supports and resources** (including for mental, sexual, reproductive and physical health; food and nutrition; clothing; housing; relationships; substances and addictions; physical activity access; counselling; violence; 2SLGBTQIA+ and Indigenous communities); **and how to access them.**
- PHE.8.F.2** **Engage in opportunities for community action, awareness and/or leadership to positively impact 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.).
- PHE.8.F.3** **Explore lifesaving methods** (e.g., CPR/AED, auto-injector, sugar, FAST, inhaler, call 911, etc.) **for various conditions** (e.g., cardiac arrest, severe allergic reaction, diabetic emergency, stroke, asthma attack, choking, seizure, drowning, etc.).

Environmental Health

- PHE.8.F.4** **Explore sustainable practices** (e.g., composting, farming, resource conservation, waste management, controlled burning, sustainable fishing and trapping, etc.) **and technologies** (e.g., solar power, electric transportation, sustainable building materials, compostable materials and packaging, wind energy, etc.); **and how they may affect the health of the environment and future generations.**



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.