

Grade 9 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 9 learners will build skills to navigate the changes that happen upon entering high school. They will build knowledge to support mental health and well-being, explore ways to manage new changes and life circumstances, analyze influences on their identity and self-esteem, and reflect upon their health literacy journey. Learners will develop an understanding of ways to manage risks with substances/patterns of behaviour within their daily life and in the community. They will further their understanding of themselves and healthy relationships through discussions about the growing body, managing risks associated with sexual behaviours, personal readiness for relationships and decision-making, and ways to stay safe online and offline. Water safety factors and strategies will be investigated as part of community safety. Learners will also reflect on inequities within the local and global community and develop skills to advocate for themselves and others.

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.

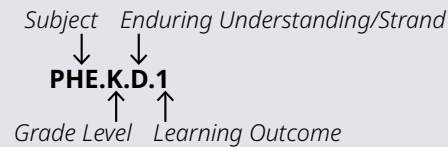
Healthy Communities

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.9.D.1** **Recognize the reproductive structures, functions and corresponding anatomy** (including vulva, inner and outer labia, clitoris, vagina, cervix, uterus, fallopian tubes, ovaries, penis, foreskin, scrotum, testicles, bladder, urethra, vas deferens, erectile tissue) **for all sexes assigned at birth** (male, female, intersex).
- PHE.9.D.2** **Expand personal understandings** (including signs/symptoms, testing, accessing treatments, disclosure) **of sexually transmitted and blood-borne infections (STBBIs) for all types of sexual behaviours** (including vaginal, anal and oral sex behaviours); **misconceptions** (including prevention and transmission); **prevalence; and stigma.**

Daily Decisions for Wellness

- PHE.9.D.3** **Recognize reasons why people engage in** (e.g., reproduction, feelings/emotions, curiosity, pleasure, peer pressure, violence, etc.), **or do not engage in** (e.g., cultural and personal beliefs, values, peer pressure, prevention of pregnancy and STBBIs, disinterest, lack of consent, etc.), **sexual behaviours; and factors that must be considered to determine personal readiness** (e.g., values and beliefs, emotional readiness, possible effects for the relationship, availability of contraceptives, STBBI status, etc.).
- PHE.9.D.4** **Examine factors** (e.g., effectiveness, side effects, methods of use, characteristics, ease of use and access, financial, etc.) **related to various contraceptive methods** (including natural, hormonal, non-hormonal and emergency methods); **and how to access valid information and community supports to help make sexual health decisions.**
- PHE.9.D.5** **Explore ways** (e.g., time management, organizational skills, set boundaries, etc.) **to manage different aspects of life** (e.g., school, personal, leisure time, work, home responsibilities, community, etc.) **given personal circumstances.**



Food and Nutrition

PHE.9.D.6 **Explore the systemic issues of diet culture, body size/shape and weight stigma** (e.g., how food marketing influences food choices and personal relationships with food, how one learns and thinks about food and bodies, etc.); **and the need for body-inclusive and food-neutral marketing.**

Substances and Patterns of Behaviour

PHE.9.D.7 **Explore reasons people choose to use** (e.g., to alter mood, to affect performance in school/work/physical activity, curiosity, want to fit in with others/peer pressure, addiction, etc.) **or not use** (e.g., values, beliefs, reputation, effects, decrease risk of addiction, natural ‘highs’, legalities, etc.) **substances** (including anabolic steroids and other body changing/weight loss products); **misconceptions about their use; and ways to apply a decision-making model to substance use decisions.**

PHE.9.D.8 **Recognize characteristics and symptoms** (e.g., compulsion, cravings, control, consequences [changes in behaviour, negative mental health impacts, gradual social withdrawal, drop in academic performance, etc.]) **of substance use disorders and harmful patterns of behaviour** (e.g., gaming, gambling, etc.); **and ways to support those whose lives are impacted.**

PHE.9.D.9 **Plan ways to maintain the safety of self and others in a social setting where substances are present** (including non-consumption, monitor consumption, do not mix substances, avoid unknown substances, keep beverages in sight, recognize the signs of Rohypnol consumption, use the recovery position when necessary, pre-arrange a person to call in an unsafe situation, arrange a designated driver, take keys away, look out for friends).

Mental Health and Well-being

PHE.9.D.10 **Describe the meaning of the term ‘wellness’** (e.g., dimensions of health, *Mino-Pimatisiwin* [‘the Good Life’], etc.) **and reflect on one’s own health literacy** (including the eight health skills).

PHE.9.D.11 **Examine the Keyes model of mental health** (flourishing or languishing) **and mental illness** (present or absent); **and how both aspects coexist and are independent of one another.**

PHE.9.D.12 **Recognize the influences on** (e.g., treatment by others, experiences, etc.), **and impacts of** (e.g., habits, misinformation, etc.), **conscious** (intentional) **and unconscious decisions** (automatic thoughts and habits); **and how to reflect on automatic thoughts and habits before acting.**



PHE.9.D.13

Recognize factors related to, and the relationship between, stress, anxiety and depression (including causes, signs/symptoms, coping strategies, benefits of physical activity/sleep/food intake/nature, connecting with resources and services) **in self and others.**

Strand E: Healthy Relationships

Identity and Expression

- PHE.9.E.1** **Explore self-esteem** (e.g., looks like/sounds like/feels like), **its influences** (e.g., self-talk, experiences, media, body size/shape and weight stigma, personality, genetics, relationships, identity, etc.) **and ways to work towards self-acceptance** (e.g., being proud of differences, celebrating accomplishments, practicing gratitude, recognizing inherent worth, etc.).
- PHE.9.E.2** **Recognize ways** (e.g., consider permanence of information and privacy settings, be honest about oneself, consider others, proofread, check search engines, etc.) **one could create a positive online identity** (e.g., personal, social, academic, professional, etc.).
- PHE.9.E.3** **Explore how aspects of one's identity** (e.g., values, beliefs, attractions, age, gender identity and expression, talents, strengths, interests, hobbies, preferred learning approaches, personality, ethnicity, race, ability, religion, culture, social groups, role in family, etc.) **and the desire to fit in can influence decision-making** (e.g., relationships, activities, what to wear, academic participation, substance use, mental health, sexual behaviours, physical activity, etc.).

Diversity, Equity, and Inclusion

- PHE.9.E.4** **Recognize and reflect on systemic health-related inequities that exist or have existed across time** (e.g., wages, food security, housing, treatment, healthcare, vaccines, physical activity, occupations, products, education, relationships, access, sexual/reproductive rights, etc.); **and reasons some people in society are, or were, more vulnerable to human rights violations.**
- PHE.9.E.5** **Discuss issues** (e.g., stigma, ableism, stereotypes, accessibility, poverty, workplace/public/activity/health accommodations, housing, inclusion, etc.) **unique to people with a visible or invisible disability; and ways** (e.g., ask what a person or group requires/doesn't require, question current practices, demonstrate empathy, admit missteps and change behaviours/actions, educate oneself and others, etc.) **to advocate for equity.**



Communication and Conflict Resolution

- PHE.9.E.6** **Recognize effects of positive** (e.g., coping skills, resilience, belonging, habits, behaviours, hobbies, interests, etc.) **and negative** (e.g., decreases self-confidence, self-esteem and social closeness; bullying; behaviours; habits and interests; etc.) **peer pressure; and strategies** (e.g., avoid the situation, walk away, say no, make an excuse, use strong body language, suggest a better idea, etc.) **to reduce negative peer influence.**
- PHE.9.E.7** **Differentiate communication styles** (including passive, passive-aggressive, aggressive, assertive, direct, indirect, non-verbal) **and practice ways to be assertive in a variety of situations.**

Boundaries, Consent, and Mistreatment

- PHE.9.E.8** **Examine ways** (e.g., plan ahead, use a buddy system, use safer routes, practice refusal techniques, be aware of surroundings, have a safe adult, use personal protective equipment, etc.) **to protect oneself and others from harm in various situations** (e.g., risk-taking behaviours, online, sexting, social settings, in the community, etc.).
- PHE.9.E.9** **Practice asking for and giving consent, asserting personal boundaries** (e.g., refusal techniques, etc.) **and showing respect** (e.g., accepting other's choices, etc.) **in relationship** (e.g., family, friendship, romantic, etc.) **case scenarios** (e.g., making new friends, ending relationships, participating in sexual behaviours, etc.).
- PHE.9.E.10** **Recognize the online or in-person stages** (luring, grooming, isolation, manipulation and coercion, exploitation) **leading to sexual exploitation or sex trafficking; strategies** (e.g., trust instincts, block users, etc.) **to keep one safe; and ways to get help** (e.g., screenshot conversations, tell a safe adult, contact police, contact Cybertip.ca and NeedHelpNow.ca, etc.).
- PHE.9.E.11** **Develop an understanding of sexual assault** (including what it is, why it happens, victims not being at fault, where to go for help, victim's rights, legalities for a perpetrator and bystander, prevention strategies, dealing with a disclosure).

Strand F: Healthy Communities

Community Connections

- PHE.9.F.1** **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.).



PHE.9.F.2

Investigate environmental, human (e.g., knowledge, attitudes, behaviours) and situational factors that contribute to water, ice and boating incidents and evaluate strategies that reduce risk and support healthy outcomes.

Environmental Health

PHE.9.F.3

Consider impacts of cosmetics, personal care products and cleaning products on one's physical health and the health of the environment.

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.