



Heloise Lorimer School

Physical Education and Wellness Course Outline

“Physical education and wellness promote the development of the whole individual and aims to nurture students in their pursuit of a healthy and active life. This subject combines the disciplines of physical education and health/wellness education and, through a healthy school community, promotes the holistic development of students in eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational.

While respecting the diversity of each student’s unique strengths, talents, and goals, physical education and wellness seeks to empower all learners to positively engage with their peers and community. With a healthy mind, body, and spirit, students are empowered to experience success at school, with their families, and in their communities.”

Alberta Education (2023)

Physical Education and Wellness Philosophy:

At Heloise Lorimer School we believe wellness and activity is for all. Everyone is welcome and brings unique talents to our learning environment, which we all benefit from. We strive to promote wellness through shared learning experiences focusing on active living, movement skill development, safety, character development, healthy relationships, healthy eating, growth and development, and financial literacy. We do this by providing learning and activity experiences in a variety of environments. This includes both indoor and outdoor experiences, as well as classroom-based experiences. Activities include cultural activities and games, rhythmic, gymnastic, and expressive activities, individual and group activities, and challenge and adventure activities. Our active living weeks, grade level PE field trips, and other activity related programs such as intramurals and our Walk and Roll to School program serve to bolster our repertoire of offerings to our students.

Through joyful participation, our program will deliver direct activity time and will help students develop the confidence and competence they need to stay well. We know our students come to us with different experiences, interests, and existing knowledge and skillsets. As such, we do our best to individualize and personalize each student's experience to maximize personal growth and development, which serves to better both the health of individual students and their community.

We believe students should be in control of their own bodies. They will never be forced, but always encouraged, to participate in class activities. By approaching learning in this way,

we build trust with students and allow them to learn to take small, smart, and safe risks to find their “just right” level of challenge. This will allow them to feel success and begin to identify their passions and interests, evaluate their areas of strength and areas for growth, and formulate personal wellness-related goals during school and throughout their lifetime.

Students are at the heart of our program and their voices matter. Throughout the year, students may be offered various leadership opportunities such as assisting with gym duties and school events (e.g., The Terry Fox run, preparing equipment for lessons, etc.). Where possible, students may also be asked to contribute their thoughts and opinions on selected activities and school initiatives to help us improve our programming.

We are proud to say that our physical education and wellness program is a pillar of our school-wide Comprehensive School Health approach, which aims to connect the concepts of wellness and education to promote healthy living while maximizing learning. For more information on Comprehensive School Health, please visit

<https://everactive.org/comprehensive-school-health/>

In Physical Education and Wellness, Students Will:

- *Embody active living through learning about how physical activity influences personal and community health and wellness*
 - *Further develop their physical literacy through acquiring and improving upon fundamental movement skills through a variety of developmentally appropriate activities in various environments*
- *Consider how personal and shared experiences, talents and areas for growth influence and contribute to lifelong learning as well as personal and community success*
- *Experience opportunities to practice taking responsibility and safe risks and consider how these decisions impact personal and collective health and wellbeing*
- *Learn about how food interacts with their bodies and examine how factors such as access to food and cultural traditions influence food choices*
 - *Participate in experiences that allow them to understand how communication, collaboration, empathy, and respect can influence problem-solving and conflict resolution*
 - *Discuss the stages of life and how their bodies and brains naturally change over time, while respecting and understanding individual differences*
 - *Describe strategies related to money management and examine how finances can influence personal and collective wellbeing*

To be Successful in Physical Education and Wellness Students Should:

- *Participate actively: show a willingness to try and learn new things, challenge themselves*

- *Contribute to the learning environment: interact positively with and show respect for self, others, equipment, the environment, demonstrate an openness to sharing their ideas, experiences, and talents with others*
- *Stay safe: follow instructions, routines, and safety protocol, dress appropriately*

Clothing and Knights Spirit Wear:

To ensure safe participation, all students are encouraged to wear appropriate clothing, including footwear, for physical activity. They are also asked to take necessary precautions to ensure they stay safe (e.g., removing jewelry and accessories, tying back long hair, etc.). Examples of clothing that allows for safe participation includes: shorts/sweats/track pants without pockets or belt loops, t-shirts/athletic shirts, and non-marking, closed-toed runners. When outdoors, students are expected to dress for the weather as activities will be planned accordingly. Examples include snowpants, gloves/mitts, toques, etc. Layers are key to success when dressing for the weather. For more information on weather-appropriate clothing, visit <https://activeforlife.com/how-to-dress-for-the-weather-in-every-season/>

We also offer Knights clothing to help us build a positive and meaningful school culture.

Knights clothing can be purchased online through the school website at <http://lorimer.rockyview.ab.ca/> via the home page or the physical education page. A variety of clothing options are available, and the store typically opens twice each year.

Absences and Injury:

Parent notification (via email or phone) is required for students to be excused from participation in class for anything more than one class. Excused students are expected to participate with appropriate modifications in whatever way possible (e.g., throwing but not running, dribbling while sitting, etc.).

Please note that being busy due to extracurricular activities, tutoring, and/or other schoolwork are not acceptable reasons for being excused from class. We value your child(ren)s health and want to ensure they use their time in physical education and wellness class as productively as possible.

Additional Programs:

Throughout the year, students in each grade will be participating in off-site activities in alternative environments as part of the curriculum. These activities include, but are not

limited to, active living week(s), grade level physical education field trips, in class programs (e.g., guest instructors), and community activities (e.g., skating at the local rink). These are unique opportunities in which students get the chance to do activities not available to them within the school gymnasium or field. Examples include swimming at Genesis Place and hiking at Big Hill Springs.

Our Walk and Roll to School program, which offers students and the greater school community the opportunity to actively commute to school with school staff, is also open to all students.

This year, students in grades 3, 4, and 5 will also have opportunities to enrich their physical education experience through participation in intramural programs.

Please note that additional programs will be pre-determined for each grade and are subject to change based on various factors such as staff and facility availability. Details will be released to the school community as needed for these programs.

Evaluation and Assessment:

There are ten (Kindergarten to Grade 3) and eleven (Grade 4 and 5) outcomes in the physical education and wellness curriculum. These outcomes, which are summarized above under the *"In Physical Education and Wellness Students Will"* section, all fall within eight organizing ideas, which are as follows: active living, movement skill development, safety, character development, healthy relationships, healthy eating, growth and development, and financial literacy.

For assessment purposes, all outcomes are weighted equally. We will select two outcomes per month as our learning focus and plan activities and assessments accordingly. Details on how/which individual outcomes are assessed will be provided in assignments posted on PowerSchool. Our physical education and wellness long range plans can also be accessed via our school website to preview planned activities for the school year.

Assessment for physical education and assessment is a shared responsibility amongst our team, which typically consists of Mr. Pratt, your child's homeroom teacher, and another homeroom teacher who teaches your child. As such, some assignments may be entered by a combination of teachers, or a single teacher. However, we always work collaboratively to determine student's final grades.

Please note that various assessments will be formative in nature. This means they will be used to help guide future teaching and learning, allowing students time to develop the knowledge, understanding, skills, and procedures related to selected outcomes (typically early in the year). In turn, summative assessments, which serve to capture and demonstrate the culmination of student learning, will also be used (typically later in the

year) to help derive final marks for student report cards. This allows teachers to use their professional judgement to best capture student learning at the culmination of a school year.

As per Rocky View Schools policy, we will aim to provide feedback once per month for each student. All outcomes are assessed on a scale from Limited (requires extensive step by step or one to one support to achieve the outcome) to Mastering (can achieve the outcome independently and does so consistently, often extending their learning beyond the outcome).

Forms of student assessment typically include but are not limited to:

- *Teacher observation/conferences*
 - *Performance tasks*
 - *Self-evaluation*
- *Student responses/demonstrations*
 - *Student reflections*

Please note that given the volume of students that move through physical education and wellness classes each day (over 500), teacher observation will be our primary form of assessment. If you feel an assessment is not valid or accurate, please feel free to contact us with your concerns and we will do our best to provide you with information to support our rationale.

Contact:

We look forward to working with your children and helping them to stay active and well! If you have any questions, concerns, feedback, or success stories, please feel free to email or call anytime at apratt@rockyview.ab.ca/403-945-4135.

Mr. Adam Pratt and the Physical Education team