FOOTPRINTS FOR LEARNING CHARTER ACADEMY
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DOCUMENT P11.0: PHYSICAL EDUCATION & WELLNESS PROGRAMMING (K–12)
Authority: Footprints for Learning Society
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DOCUMENT

OVERVIEW & PHILOSOPHY
The Physical Education and Wellness curriculum utilizes a comprehensive, strengths-based focus designed to develop the whole individual and nurture students in pursuing a healthy, active life. The program promotes the holistic development of individuals and communities across eight dimensions: physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational. As students become physically literate, they develop the motivation, competence, and confidence to take responsibility for their participation in a wide range of physical activities. FLCA empowers learners to positively engage with their peers and community, ensuring that a healthy mind, body, and spirit lay the foundation for success at school, at home, and in future pursuits.

SCHEDULING & DAILY PHYSICAL ACTIVITY (DPA)
To meet Alberta Education requirements and ensure students acquire, understand, and apply health and wellness information, FLCA strategically structures scheduling across three environments:

- **Daily Physical Activity (DPA):** In accordance with provincial mandates, school scheduling ensures that all students in Grades 1 through 9 participate in a minimum of 30 minutes of physical activity each day.
- **Gym Time:** Dedicated gymnasium blocks focus on movement skill development, moderate-to-vigorous physical exertion, cooperative games, and team sports.
- **In-Class Wellness:** Classroom time is utilized to safely explore a range of health topics, including financial literacy, human nutrition, and healthy relationships.
- **Field Trips (Alternative Environments):** Students participate in off-campus outdoor pursuits and aquatics—such as curling, rock climbing, skiing, and hiking—to apply movement skills in alternative environments.

- **Electives:** Middle School students have the opportunity to explore physical activity and wellness in career-based electives.
- **Intramurals:** Middle School students have the opportunity to explore physical activity during lunch break time.
- **Clubs and/or Teams:** Elementary, Middle School, and High School students have the opportunity to train and compete in sports.

ELEMENTARY (K–6) OUTCOMES
Students learn about active living, safety, personal development, and mental health as they mature.

- **Kindergarten:** Perform physical activities for enjoyment, communicate personal boundaries through words and actions, and explore the value of Canadian coins.
- **Grade 1:** Demonstrate safe movement through space, practice words supporting friendship, examine decision-making in food selection, and understand the value of money.
- **Grade 2:** Utilize movement skills across different activities, explore food guidelines, and make decisions regarding saving, spending, and sharing money.
- **Grade 3:** Apply movement elements, resolve conflicts by coming to fair solutions, establish consent for personal safety, and discuss responsible spending.
- **Grade 4:** Develop components of physical fitness, describe changes during puberty, identify credible nutritional sources, and recognize that consent respects the rights of others.
- **Grade 5:** Combine movement skills into patterns, identify positive health practices during puberty, examine consumer choice factors, and respect the acceptance or refusal of consent.
- **Grade 6:** Participate in moderate-to-vigorous training activities, consider diverse opinions in healthy relationships, understand how access affects nutrition, and analyze the risks of borrowing money.

SECONDARY (7–12) PROGRAMMING & EVALUATION
The Grade 7 to 12 program is built upon four interdependent General Outcomes:

- acquiring skills through varied movement activities,
- understanding health benefits resulting from physical activity,
- interacting positively with others, and
- assuming responsibility for an active way of life. Students are expected to demonstrate these outcomes to the best of their individual abilities.

Course Topics & Expectations Units encompass a balanced selection of cooperative games, fitness, individual activities, and team sports. Topics include Running and Fitness, Volleyball, Basketball, Indoor Games, Dance and Yoga, Badminton, Track and Field, Football, Soccer, and Baseball. Classroom attendance is mandatory, and all students are strictly expected and required to change for physical education to ensure safe participation.

High School Evaluation Structure Participation in this program assists students in developing respect for teammates, opponents, and officials, while appreciating their own functional fitness abilities.

Assessment Category	Possible Weighting	Framework Alignment
Engagement, Effort, Attitude	40%	https://curriculum.learnalberta.ca/curriculum/en/area/PDE?id=curriculum-definition-id
Skills Development	25%	https://curriculum.learnalberta.ca/curriculum/en/area/PDE?id=curriculum-definition-id
Leadership	20%	https://curriculum.learnalberta.ca/curriculum/en/area/PDE?id=curriculum-definition-id
Reports & Health Outcomes	15%	https://curriculum.learnalberta.ca/curriculum/en/area/PDE?id=curriculum-definition-id

APPENDIX: Junior High In-Class Wellness Projects

Financial Literacy, Entrepreneurial & Indigenous (FNMI) Connections

To support the holistic development of students across the physical, social, emotional, spiritual, environmental, financial, intellectual, and occupational dimensions, FLCA integrates specific project-based learning into Junior High in-class wellness time. These projects bridge the gap between active living and real-world application.

1. Financial Literacy Projects in Wellness
Understanding how financial decisions impact personal and community well-being is a core component of the wellness curriculum. These projects help students make informed, practical decisions regarding their health and finances.

- **The "Cost of Wellness" Budgeting Project:** Students research and develop a monthly budget that supports an active, healthy lifestyle. They must calculate the costs of gym memberships or sports registrations, compare the prices of nutritious whole foods versus processed fast foods, and analyze the long-term financial benefits of preventative health care.
- **Risk & Credit Analysis:** Building on the Grade 6 outcome of analyzing the risks and benefits of borrowing money, students evaluate case studies of athletes or individuals who used credit or loans to purchase expensive sporting equipment or fitness technology. They must calculate interest rates and determine if the physical benefit outweighs the financial risk.
- **The "Nutrition North" Cost Comparison:** Students compare the cost and accessibility of fresh, nutritious food in urban Alberta versus remote northern or isolated communities. This teaches students how geographical and economic access directly affects nutritional choices and overall community health.

2. Entrepreneurial Projects in Wellness
FLCA's entrepreneurial focus empowers students to create value and innovate within the health and wellness sector.

- **Fitness App or Wellness Brand Pitch:** Students identify a specific wellness problem in their demographic (e.g., lack of sleep, screen-time fatigue, or lack of daily physical activity). They design a prototype for a fitness app, physical product, or lifestyle brand that solves this issue, pitching their business model to the class with a focus on marketing, target audience, and health benefits.
- **Community Tournament Design:** Moving beyond simply playing sports, students take on the role of event managers to plan a community or school-wide active living event (e.g., a 5K charity run or an intramural sports tournament). They must manage logistics, calculate a theoretical budget for equipment and permits, and design a marketing campaign to encourage peer participation.
- **The Meal-Prep Startup:** Students act as nutritional consultants tasked with designing a healthy, balanced, and cost-effective meal-prep service for busy families. They must source credible nutritional information, calculate profit margins, and present a business plan that promotes dietary health and affordability.

3. Indigenous (FNMI) Connections & Ways of Knowing
Integrating Indigenous perspectives into physical education and wellness honors traditional knowledge and promotes a deeply holistic view of health.

- **The Medicine Wheel Wellness Assessment:** Students use the framework of the Medicine Wheel to evaluate their own well-being. Rather than focusing solely on physical fitness, they set

actionable goals to achieve balance across the four quadrants: physical, mental, emotional, and spiritual health.

- **Traditional Games & Land Connection:** Students research, construct equipment for, and participate in traditional Indigenous games (such as *Tatanka Tatanka* or Inuit endurance games). The project includes a study of the games' historical purposes (e.g., survival skills, community building, and environmental stewardship) and requires students to respectfully source materials from the land.
- **Indigenous Financial & Community Wellness:** Students study case studies of Indigenous entrepreneurs and community leaders who balance economic success with communal well-being and environmental sustainability. This project highlights how Indigenous financial empowerment and business models often prioritize giving back to the community and stewarding the land, offering a culturally grounded perspective on occupational and financial health.