

Philosophy Statement of Teaching Physical Education

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Philosophy Statement:

Throughout my experience in education, from elementary to university, I have always been a part of high level sports and managed to maintain a very active lifestyle outside of school. Hence, my love for physical activity came at a young age, where I played multiple sports year round, including ringette, volleyball and softball. This passion for moving, physical fitness and health drove me to pursue my Kinesiology degree and my Secondary Education degree. As my passion for health continues to grow, I'm always connected back to physical activity, thus this stemmed inspiration to become a physical education (PE) teacher and educate youth in activity.

When teaching PE, I want students' main takeaway to be a positive experience that they can look back on for the rest of their lives with enjoyment. As education about physical literacy (PL) is a gateway to positive engagement in physical activity, it's important for students to make it a part of their lifestyle outside the classroom. PL is a holistic concept that teaches students to develop all domains, thus it nudges towards valuing the importance of holistic health. Caldwell illustrates that more positive health indicators arise with higher PL in children (Caldwell et al., 2020). This point showcases the relationship between PL not only being an outcome of PE, but more significantly a determinant of health. As a future PE teacher, I plan to strive for not only the PE curriculum goals but to educate students on the importance of how being physically literate can perpetuate a healthy lifestyle for the rest of their lives. Ultimately, PL is a gateway into students' understanding of their health and the importance of choosing an active, healthy lifestyle.

Throughout my lesson plan, you'll notice the gradual build up of teaching styles that start at a reproductive learning and work towards a student-centered productive learning. In my lesson, I begin with the command style that leads into the second activity of the practice and

reciprocal styles. Next, activity three has elements of inclusion with self-reflection questions, ending with a formal game that promotes guided discovery through discussion questions. This “chain of decision-making” structure in my lesson plan starts with the teacher's direction, in which it gradually leads to the students developing their skills through their own understanding (Pill et al., 2024). My lesson plan has been thoughtfully curated to go from teacher-led cues, to peer feedback, and ending with student discovery of tactical understanding. In my lesson, I used a spectrum of styles because the non-versus approach allows all learners to develop and each style is valuable in teaching experiences to target various domains of physical literacy (Pill et al., 2024). Moverover, effective teaching must encompass a variety of styles within a lesson to cultivate understanding and learning in the physical, cognitive, social, and affective domains (Pill et al., 2024).

My philosophy of teaching for PE is grounded in the belief all students can develop necessary skills for life in PE including, physical movement competencies, social interaction, motivation, confidence and cognitive development for movement. A key stepping stone to achieving student learning in PE is having an inclusive and supporting environment to foster students' movement journeys. As I highly value developing the whole student, progressivism education philosophy cultivates meaningful connections for students (Martin & Loomis, 2014). Additionally, the constructivist approach allows learning to happen through students' own experiences, which shapes their own understandings and knowledge (Martin & Loomis, 2014). Both philosophies are intertwined in teaching PE to showcase the importance of physical activity and development of skills to make students successful in an active lifestyle. Ultimately, progressivist and constructivist philosophies are the perfect fit for PE teachers who want to ground their teaching in supporting physically literate students.

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Lesson Plan – Volleyball

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PE Lesson Plan

Grade: 8 Physical Education Unit: Volleyball	Lesson: Volleyball Serving Concepts: FMS – Striking (Serving) Dimension: Games	Date: February 13th, 2026 Duration: 60 minutes
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General Outcomes (Alberta Education, 2000) A – Activity <i>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment.</i> C – Cooperation <i>Students will interact positively with others.</i> D – Do it daily .. for Life! <i>Students will assume responsibility to lead an active way of life.</i>	Specific Outcomes (Alberta Education, 2000) Basic Skills —Manipulative; e.g. striking - A8-5 demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance in skills specific to an activity Application of Basic Skills in Games - A8-10 select, combine and perform activity-specific basic skills in a variety of games Teamwork - C8-6 identify and demonstrate positive behaviours that show respect for self and others Goal Setting/Personal Challenge - D8-6 monitor, revise and refine personal goals based on interests and abilities
Student Learning Objectives: ★ Students will perform a volleyball serve over the net to hit a target accurately at various distances. ★ Students will correctly perform basic serving techniques in a variety of volleyball games. ★ Students will demonstrate respectful behaviours (eg: appropriate language, encouragement & listen to teammates ideas) within team games that are positive towards themselves and peers. ★ Students will set specific personal goals based on their current skill abilities.	Equipment (class of ~30 total students): ☐ Whiteboard (write down student outcomes) ☐ Volleyball nets/poles (x2 court setups) ☐ Volleyballs (at least 30 – one for each student) ☐ Cones (~30 small cones for strikerball) ☐ Hula Hoops (~25 hula hoops for battleship)

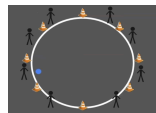
Introduction (5 minutes)

Welcome grade 8 students to the continuation of our volleyball unit! Today we will be focusing on a key aspect of the game by practicing our volleyball serving technique, our accuracy and how to use serving tactics.

(Start Slideshow) Ask students: **Why is serving so important in Volleyball?** Answer: Most players get an opportunity to perform this skill in a game. Additionally, if a player excels at serving they can score an “ace”. Which is used as an effective strategy of manipulating the volleyball with accuracy to place the serve. With this in mind, **what’s one goal you can think for today’s class that you can use for your own serving ability?** For example: serving using proper techniques, serving consistently over the net, serving towards a target or even serving with more speed/power. Pick one of these goals or create your own personal goal to work towards for today’s class. (End Slideshow)

We are first going to start with a fun warm-up of Strikerball to get us energized and ready to use our striking tactics in volleyball. Then we’ll move into some serving basics to learn technique and put that into practice with our accuracy game of Battleship. Lastly, ending with a fun game to implement our skills and strategies into the game of Kings Court.

Warm-up

Activity #1: Striker ball Split the class into groups of six players, then create a circle with cones on either side of the player. Hit the ball on the ground with your hand, but only to other	Time: 7 minutes (PE Game Changers, 2023)	
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players that are not beside you. Players cannot hold, throw or double hit the ball. If a player redirects the ball with their hands, it keeps going in the game. If the ball passes them between their cones or they get hit in the legs below the waist then it counts as a point for the player hitting it.	Transition: Students will clean up their games cones and return balls back to the bin.
Safety Considerations: - Use a dodgeball for this game for safety concerns to reduce the risk of injury - Use gym spacing appropriately so groups aren't too close to each other - Spatial awareness for student to watch of for ball for nearby games	Teaching Style: Command
Teaching Cues: - Low ready position (balanced athletic stance) - Remind students to hit below the waist (emphasis use of a “controlled strick”)	Teacher Questions: “Where are your eyes when striking the ball?” “What does our ready position look like?”

Skill Practice

Video Demo (7 minutes) (**Slideshow** – have one video with underhand serve and one video with overhand serve. Explain cues listed for each serve for students to understand the basics. Leave cues/movement phases up on the screen or whiteboard for student reference when practicing.)

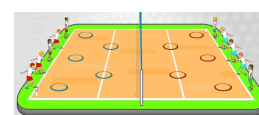
Cues for Serving Technique:

- Underhand serve: - **Preparation phase:** non-dominant foot in front, ball is at waist height
- **Contact phase:** arm is straight and swings like a pendulum
- **Follow-through phase:** hand points to target
- Overhand serve: - **Preparation phase:** non-dominant foot in front, small toss in front
- **Contact phase:** elbow high, hit through the middle of the ball
- **Follow-through phase:** weight goes forward

Activity #2: Serving Practice with a Partner Pair up students and send them to the opposite sides of the volleyball net to practice their serves. At the end of practice, prompt students with peer feedback questions .	Time: 8 minutes Transition: leave one minute at the end of practice to clean up the ball and have a partner chat.
Safety Considerations: - Spatial awareness of volleyball over the net and rolling on the floor - Evenly spacing the partners across net (reduce crowding) - Make sure court is clear before serving	Teaching Style: Command / Practice / Reciprocal
Teaching Cues: - Use controlled force when serving (work on your goal form the start of class) - Use proper serving techniques steps - Cue phrases from skill steps (see above in demo)	Questions for Reciprocal Feedback: “What is one thing your partner did well?” “What is one thing your partner can improve on the next time?”

Lead-up Game

Activity #3: Battleship Start by splitting the class into 2 teams per court (2 courts set up). Then, set up the ships (hula hops) for targets. The goal is to serve the ball over the net and land on a “ship”. If you’re successful, then you go and collect the hoop and bring it back to your team. Everyone continues to serve until one team has	Time: 10 minutes (Prime Coaching Sport, 2024)
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collected all the hula hoops. After a round or two, prompt students to do self-reflection questions. Then, continue with the game till the end of time.	Transition: Ask students to pick up 1 piece of equipment to put away before moving on.
Safety Considerations: - Heads up awareness when serving & retrieving hula hoops - Only serve behind line and an appropriate distance away for teammates - Watch for ball coming cross court or from other games	Teaching Style: Practice / Inclusion / Self-check
Teaching Cues/Modification: - Place “ships” at different distances so all players can try to aim of a target that is suitable and inclusive for their ability - Can add bonus pins to knock over in the corners of the court (for a challenge) - Emphasis on use controlled force and proper serving techniques - Communicate with teammate (positive interactions with teammates) - Look and follow-through to the target your are aiming for (accuracy)	Self-Check Questions: “How many serves hit the target?” “How can you adjust to improve accuracy?” “How can you challenge yourself in the next round?” “Think about a score from 1–5 for your serving accuracy and why?”

Formal Game

Activity #4: Kings Court Make teams of 3 players. The goal of the game is to win the rally and stay on the “Kings” side. The first serve will come from the opposing team. The tactical development piece is to engage at least 2-3 hits before sending it to the other side. If the opposition side loses, they will rotate off onto the sidelines and a new team will jump in. If the King side wins, they stay. Although, if the opposing side wins, they move to the King side, and the previous King team moves off. Start with the 3 v 3 version, then work towards the 6 v 6 version.	Time: 18 minutes  (Kings Court PHYSEDGAMES, n.d.)
Safety Considerations: - If using two courts use heads up awareness other balls rolling on the court - Have spatial awareness for players in sidelines and when rotating in	Teaching Style: Guided Discovery
Teaching Cues/Modification: - Explain rotation pattern so students can exit/enter court quickly - Use teammate communication (eg: “mine”) to avoid collisions - Have positions to develop tactical awareness (add in a setter) - Mandate minimum hits (eg: 2 or 3 to use more players in rally) - Use half court boundaries to make it more challenging to serve	Guided Discovery Question: “What type of serve works best in this game?” “When is accuracy more important than power?” “Where is the open space on the court?” “What did successful servers do differently?” “What changes would you make next time?”

Closure Debrief (5 minutes - Closing Slideshow)

Please sit with your teammates from the Kings Court Game, as we go into discussion about what went well today and what we’ve learned about our serving tactics. Follow the guided discovery questions on the screen (see questions from above; prompt students to share their thoughts about the guided discovery questions) to have a conversation about what serving strategies worked well and how accuracy can be implemented in the game. **Class Discussion time.**

To wrap up the lesson, today we worked on serving accuracy and using our skills in a variety of games. As well, we set a goal at the beginning of class that I would like to revisit. For your own self-reflection, think about: how did today’s class help you improve your serving ability and has your goal changed at all with serving? Thank you so much for participating in class today! If you have any suggestions for next class or any areas you would like to have more time to work on, please let me know. Have a great rest of the day!

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