



Reimagining Physical + Health Education: *Inclusion for Everybody*

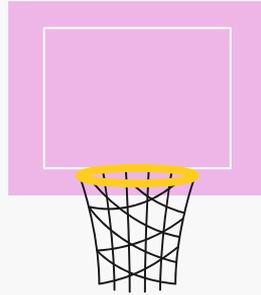
A Deeper look at Inclusive PHE Lesson Design

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Guiding Question

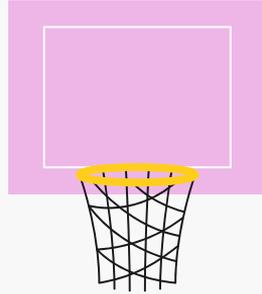
How can we design Physical and Health Education so that every student – regardless of skill, confidence, or body type – feels successful, capable, and included?



“PHE can’t just be about performance – it needs to be about participation, confidence, and joy.” (Government of British Columbia, 2023)



Why We Need to Rethink How We Teach PHE?



- Many generalist/sub teachers lead PHE without specialized training
- Traditional games and methods can exclude students
- **Goal:** Shift from performance → participation, confidence, and joy
- Focus on *belonging* and *accessibility* rather than perfection

“PHE can’t just be about performance – it needs to be about participation, confidence, and joy.” (Government of British Columbia, 2023)



The Foundations of Inclusive PHE



1. Teaching Games for Understanding (TGfU)

Focus on *why*, not just *how*.

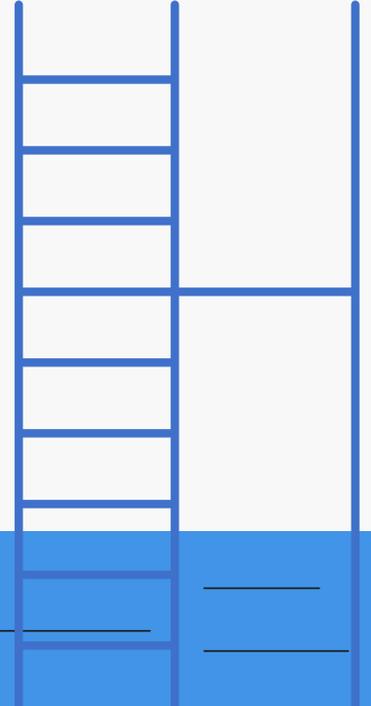
2. Universal Design for Learning (UDL)

Plan for diversity from the start.

3. Physical Literacy for All (PHE Canada, 2021)

Build lifelong confidence and motivation.

Frameworks informing this project include Teaching Games for Understanding (Bunker & Thorpe, 1982), Universal Design for Learning (CAST, 2018), and Physical Literacy for All (PHE Canada, 2021).



TGfU in Practice

*TGfU encourages teachers to help students understand **why** they play before focusing on **how** to perform (Bunker & Thorpe, 1982).*

How it Works:

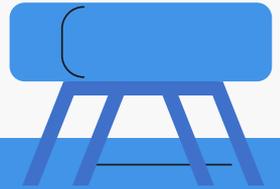
- Start with a game → Introduce key skill → Return to the game
- Focus on tactical understanding over isolated drills
- Perfect for generalist teachers – no need to be a technical expert



Mini-Practicum Example

- Mini practicum during teaching prerequisites at UVic
- Co-taught with two colleagues at a local middle school
- Grade 8 class – 23 students
- Lesson: *Safety Serve and Serving Consistency in Pickleball*

Lesson designed and implemented during UVic PDPP prerequisite mini-practicum (Hopper & Bell, 2019; University of Victoria, 2024).



Phase 1 – Play: *Start With What They Know*

Confidence first, competition second!

- Cooperative warm-up: *Smashdown* (forehand/backhand rally)
- Focused Warm up - Not just Drills
- Modifications were encouraged
- Objective: Build confidence before learning new skills

Physical literacy outcomes support confidence and competence across varied abilities
(PHE Canada, 2021)



Phase 2 – Practice: Safety Serve Task Cards

- Peer coaching pairs (green = coach, red = server)
- Visual task cards with key cues (impact point, follow-through)
- Students could modify ball type and distance
- Emphasis on reciprocal learning and feedback

The First Peoples Principle of Celhcelh—that each person is responsible for their own and others' learning—reinforces the value of reciprocal learning in PHE (FNESC, 2020).

Pickleball Serve

Preparation Set-up Execution Recovery

Safe serve

- Aim mid-court
- Hit high to give you time

Bat hand side foot forward, a stride from back line

Step into serve, paddle back, as gently toss the ball

Swing flat bat at the ball to extend through to target. Aim face to mid-court area.

Always recover behind back-line before ball bounces

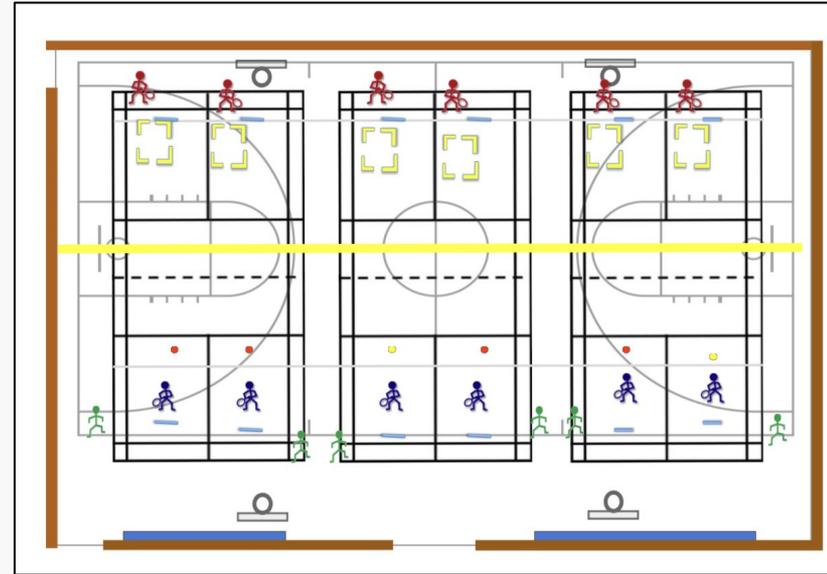
Scan for video

Source: Pickleball 101 he Basic of a Pickleball serve - <https://www.youtube.com/@DicksSportingGoods>



Phase 3 – Practice: *Service Box Consistency*

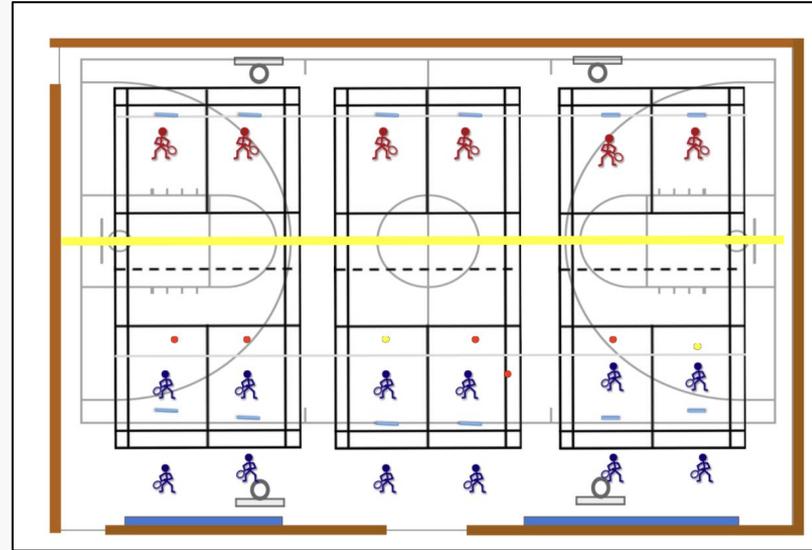
- Groups of three: server, receiver, coach
- Rotating roles promote inclusion and engagement
- Scoring based on accuracy and teamwork
- Modifications: adjustable target size, self-rallies allowed



Phase 4 – Play: *Mini-Monarch of the Court*

- Short games focusing on serving tactics
- Non-monarchs always served; monarchs defended
- Adjustable service lines for varied abilities
- Emphasis on learning through play, not competition

**The modifications kept it fun for everyone –
from beginners to experienced players.**



Phase 5 – Reflect: *Student Voice*

Encouraging reflection connects to the BC Curriculum's emphasis on personal and social responsibility (Government of British Columbia, 2023).

- Self-assessment cards on serve consistency and teamwork
- Encouraged ownership of learning and reflection on effort
- Provided valuable insight for teachers and students alike

<u>Student Self Assessment</u>				
Name: _____ Grade: _____				
Please Circle YES or NO				
I am able to consistently serve into the service box	Yes / No			
I understand how to use force and space to gain more time	Yes / No			
I understand how to use self rally to my advantage	Yes / No			
I am able to maintain a rally	Yes/ No			
I worked well with my peers during the lesson	Yes / No			
How do you feel about pickleball (circle one number):				
1	2	3	4	5
I do not enjoy it		It's okay		I love it



How You Can Use This Approach in Your Own PHE Classes

Strategy	Example	Why It Works
Play–Practice–Play	Modified soccer or basketball drills	Builds understanding and enjoyment
Equipment Choice	Foam balls, smaller nets	Lowers barriers
Task Cards	Visual cues and diagrams	Supports all learners
Role Rotation	Player, coach, observer	Builds teamwork and empathy
Reflection	Exit tickets or checklists	Reinforces growth

UDL and TGFU offer adaptable structures for all educators, not only specialists (CAST, 2018; Bunker & Thorpe, 1982).



Inclusion Is a Design Mindset



- Inclusion = designing with difference in mind
- Every game can be adapted for access and joy
- Goal: Students leave class feeling successful and motivated

Inclusion isn't a separate teaching strategy – it's how we plan, speak, and structure learning. When we design for difference, every student gets to thrive.

References

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