

# 專題講座 IV

## Creating Learning Experiences to Foster Physical Literacy

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## Speaker/主講人

### Margaret Whitehead 博士

Margaret Whitehead 博士曾在學校教授體育，並在劍橋大學哈默頓學院講課。她設計、領導和教授體育初等師資培育。1998 - 2000 年 Margaret Whitehead 博士曾擔任英國體育教育協會（PEAUK）理事長。



Margaret Whitehead 博士研究教育哲學，並於 1987 年獲得博士學位，研究存在主義意涵和體育教育實踐現象學。2000 年從英國貝德福的德蒙福特大學(現為貝德福大學)的全職工作退休，回歸研究領域。

Margaret Whitehead 博士現在是國際身體素養協會（IPLA）理事長、現任貝德福德體育老年學生會主席、貝德福德郡大學客座教授，也是一位體育教學顧問。

Margaret Whitehead 博士致力於體育初等師資培育，講授教材教法，並為許多關於體育教學相關書籍作出貢獻。最近幾年，她發展了身體素養的概念，並在許多國際研討會和學術會議上推廣身體素養的概念。

※以上資料摘自：《Physical Literacy: Throughout the Lifecourse by Margaret》  
<https://www.physical-literacy.org.uk/about/structure/>

# Creating learning experiences to foster physical literacy

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with Len Almond

## Abstract

This paper was published in Physical Education Matters Vol 8 No1. The purpose of the paper was to translate broad recommendations concerning pedagogy into specific elements of practitioner practice. While it is addressed to teachers, all the recommendations are equally pertinent to all practitioners including coaches and those working in the leisure industry.

## Introduction

In previous articles (PEM Spring 2012 and Summer 2012) we discussed the nature of the concept of physical literacy and the value to every individual of making progress on their physical literacy journey. In the last article (PEM Winter 2012) we took a broad view of the implications for teaching of working to a goal of fostering physical literacy in all learners. This article develops from both our second and third articles and looks at how we can engage with learners in our teaching. At the end of the second paper we proposed that to make progress on their physical literacy journey, individuals need to have a number of key experiences. While these recommendations hold true for practitioners working with people of all ages, the focus was particularly on secondary school learners.

We identified these learner experiences as those that:-

- are rewarding and enjoyable, thus enhancing motivation
- have a positive effect on learners' self confidence and self worth
- enable learners to experience progress and success in a wide range of purposeful physical pursuits and in the effective employment of specific movement patterns
- empower learners to make decisions in respect of their involvement in purposeful physical pursuits
- enable learners to appreciate the value of physical activity for lifelong health and well-being
- energise learners to be proactive in their participation in physical activity

As a whole it is suggested that the characteristic that unites all these experiences for the learner is a sense of an enabling engagement in physical activity. In this article we will discuss principles underlying the creation of each of these six experiences and suggest teacher characteristics and teaching approaches that are likely to be successful in respect to each of these. In conclusion we will return to the concept of engagement and propose that physical literacy will be more likely to be fostered if teachers adopt both a pedagogy of engagement, that is learner focused, and a self-reflective approach in which monitoring the effectiveness of teaching becomes a key component.

### **Experiences that are rewarding and enjoyable and thus enhance motivation**

To provide learners with experiences that are rewarding and enjoyable and thus enhance motivation, teachers create a positive and encouraging ethos throughout all lessons. The teaching environment is stimulating and attractive. Wall displays engender interest in physical activities, include a wide variety of examples of performers and performances, and are changed regularly. Good organization, the sharing of the intentions of the session and clear instructions throughout, engender a feeling of security. Appropriately varied tasks and expectations, together with supportive praise and guidance that differentiates between the needs of learners, confirms that all learners can succeed. The teacher's presentation is lively and varied, thus engaging learners' interest. Learners look forward to lessons, anticipating positive experiences. Carefully planned lessons and enthusiastic teaching ensures that all learners can experience the satisfaction of success – which is key to fostering motivation.

***This experience is likely to be realised where teachers:-***

- *are enthusiastic and encourage all learners*
- *conduct lessons that are purposeful, lively and varied*
- *adopt a 'can do' approach with each learner*
- *ensure tasks are within reach of learners*
- *use praise as appropriate with all learners*
- *select and use the most appropriate feedback to each individual*
- *facilitate learning by e.g. good organisation, clearly explained learning episodes, differentiation, thus giving sufficient time for progress to be made by all*

### **Experiences that have a positive effect on learners' self confidence and**

## **self-worth**

To provide learners with experiences that have a positive effect on their self confidence and self-worth as a result of participation on physical activity, teachers provide opportunities for all learners to come to terms with their individual potential and to have their achievements recognized by the teacher. The teacher has high but realistic standards. Above all the learners feel secure in the situation, knowing that challenges will be within in their grasp and that the teacher will acknowledge their efforts and their progress, however small. Importantly learners feel included at all times and know that they are valued. They have experiences that endorse their self-worth and develop their self awareness and pride in their personal performance and potential. This requires that the teacher knows every learner well and takes time to interact with each pupil. The teacher judges learners' progress from the standpoint of an individual's previous achievements, rather than in comparison with the performance of others. Progress will be celebrated alongside achievement.

To promote learners' ability to work with and empathise with others the teacher provides opportunities for learners to engage with others in a variety of group situations. Such work, demanding particular sensitivities and social skills is carefully planned, perceptively supervised and as appropriate, is subject to feedback that re-enforces effective interaction. The respect shown to all learners by the teacher sets the example to the learners in their interaction with each other. Mutual support and constructive help is the norm. The atmosphere of lessons shows care and trust between all involved. Behaviour that is insensitive, demeaning, selfish or aggressive is totally unacceptable, while behaviour that shows a co-operative spirit and a caring, supportive attitude to others is re-enforced and praised. Teachers establish an ethos of fairness and trust in all aspects of lessons.

***This experience is likely to be realised where teachers:-***

- *ensure that they know all learners as individuals, both by name and in respect of where they are on their physical literacy journey*
- *adopt a caring, empathetic approach with all learners*
- *ensure that each learner feels valued and is included at all times*
- *ensure that all learners experience success, being challenged as appropriate*
- *are optimistic and have high, but realistic standards*
- *recognise and reward effort, progress and achievement*
- *enable learners to develop self awareness and pride in their personal performance*
- *adopt ipsative assessment*
- *ensure that learners respect each other and are encouraging and supportive of other class members*

**Experiences that enable learners to make progress and have success in a wide range of purposeful physical pursuits with the effective employment of specific movement patterns**

To provide learners with experiences that enable them to make progress and have success in a wide range of purposeful physical pursuits with the effective employment of specific movement patterns, demands careful thought and planning on the part of the teacher. Essential to the promotion of learners' progress in achieving the attribute of physical literacy that refers to their ability to 'read' the environment and respond with fluency and intelligence, teachers ensure that learners become familiar with, and are able to participate effectively in, activities that cover all Movement Forms (See Whitehead et al 2010 and Capel and Whitehead (Ed) 2013). Teachers appreciate that each Form provides a unique experience of embodied interaction with the world and offers particular challenges in respect of deploying movement patterns.

Integral to experiences of participation in the range of Movement Forms is the progressive mastery of movement patterns from general through refined, to those specific to a particular pursuit.

Attention to promoting physical competence and confidence is at the heart of teachers' interaction with learners. Through the use of a range of imaginative challenges, tasks, situations, practices and applications the teacher guides the learners to be ever more secure in their employment of movement patterns. (See Whitehead et al 2010) All learners should be encouraged to move beyond the known into experiences that demand new thinking and focused application. Learners need time to practise and refine what they are learning, thus providing the opportunity for real progress and for movement patterns to be established, remembered and applied on future occasions. The teacher is observant and skilful in articulating meaningful and productive feedback to learners. Assessment for learning is used.

Importantly teachers realise that they need to plan sufficient time for learners to make progress in, and understand fully, the nature of an activity.

***This experience is likely to be realised where teachers:-***

- provide opportunities for learners, within the curriculum and in extra-curricular time, to engage in purposeful physical pursuits that exemplify all Movement Forms
- involve learners in progressive challenges both in respect of reaching personal movement goals and in working with others in co-operative and competitive movement contexts
- devote sufficient time to any purposeful physical pursuit for learners to make progress
- work with learners as individuals, using a mastery approach in developing specific movement patterns
- use an assessment for learning approach in their feedback
- deploy astute observation skills and the ability to describe movement, this founded on a sound knowledge of the constituents of movement and the way these combine to form movement patterns



## **Experiences that empower learners to make decisions in respect of their involvement in purposeful physical pursuits**

To provide learners with experiences that empower them to make decisions in respect of their involvement in purposeful physical pursuits teachers establish an ethos of shared learning in all lessons. While the teacher remains responsible for the work every opportunity is taken, as appropriate, for the learners, to play a part in selecting tasks within lessons, including evaluating their own movement learning and in planning lessons and Units of Work. The teacher encourages learners to ask questions and to engage in discussion concerning the learning challenges. Open ended tasks are set, as appropriate, giving learners freedom to explore in their own way, and calling on them to think for themselves. Opportunities are provided, as appropriate, for learners to select the level of challenge they take up. Teachers share with learners the constituents of movement and how these are combined to create effective performance. Using this understanding learners are encouraged to evaluate their own performance, in other words to take ownership of their own learning, setting their own targets and engaging in self-evaluation. Learners begin to appreciate that it is ultimately their responsibility to monitor and improve their work. In this way, they are learning to be more independent and take responsibility for their own progress – both abilities that are important for all learners to acquire.

Teachers involve learners, as appropriate, in discussion concerning the goals to be achieved in a lesson or Unit and how these goals might be realised. Learners are also involved in reflective debate about the effectiveness of these plans in reaching the intended goals. In this way learners are to be given opportunities to make choices and exercise their independence, secure in the knowledge that the teacher will respect their contributions and ideas, and guide them as appropriate. All the elements mentioned in this section are characterised by learners having a voice in decision making and thus experiencing a sense of ownership of the programmes they are following. It would follow logically from this level of class involvement, for the teacher to lead debate onto how learners can extend their participation in activities outside school and after schooling is completed.

***This experience is likely to be realised where teachers:-***

- *encourage learners to ask questions*
- *engage in discussion with learners*
- *present open ended tasks and problem solving situations which require learners to think for themselves*
- *work to enable learners to self-assess and thus enable them to take responsibility for their own learning*
- *allow learners to select tasks and challenges on which to work*
- *involve learners in planning aspects of lessons*
- *involve learners in planning Units or work*
- *involve learners in reflecting on the outcomes of lessons and Units of work*
- *respect and act on learners' views*

**Experiences that enable learners to appreciate the value of physical activity for lifelong health and well-being**

To provide learners with experiences that enable them to appreciate the value of physical activity for lifelong health and well-being, teachers take the opportunity to highlight the effects of exercise on the body and to discuss the wide health benefits of exercise. Appropriate situations are created in which learners are called on to recognise, reflect on and discuss the way that movement challenges draw on and develop the functioning of their body systems. Learners are involved in reflective debate concerning the wide range of positive effects of an active lifestyle with reference to their flourishing in the broadest sense. This debate is very often conducted from the standpoint of learners' own experiences. Learners may keep a diary which both records their involvement in physical activity out of curriculum time and encourages them to reflect on these experiences. Topics such as the importance of appropriate eating habits and sleeping patterns are also addressed, as appropriate.

The knowledge and understanding gained in these experiences ensures that learners recognize that being active is an important priority IN their lives as well as FOR their lives. Furthermore pupils appreciate that the benefits of exercise extend beyond their embodied dimension such as its impact on mental health,

social well being, as well as on the overall quality of life. In short, learners come to appreciate that involvement in purposeful physical pursuits can enrich their lives.

Teachers interact with sensitivity with learners, helping individuals identify where their interests might be in relation to participation in purposeful physical pursuits. Class discussion could also cover the availability of local facilities where different purposeful physical pursuits are taking place.

***This experience is likely to be realised where teachers:-***

- *plan lessons so that learners can experience and recognise the wide ranging health benefits of activities*
- *encourage learners to reflect on and discuss the effect of exercise on their various body systems*
- *encourage learners, as appropriate, to be alert to current medical thinking on the benefits of exercise, such as the concept of 'exercise as medicine'*
- *engage learners in debates that re-enforce the wide ranging benefits of an active lifestyle*
- *listen to and respond sensitively to learners' views and experiences*

**Experiences that energise learners to be proactive in their participation in physical activity**

We suggest that if learners have the foregoing five experiences that they will be energised to take part with drive and enthusiasm in purposeful physical pursuits within the school and beyond. Teacher encouragement will ensure learners are motivated to be involved. Teacher attention to the learners as individuals will promote their movement competence and self confidence. Teacher discussion of key areas of knowledge and understanding, as well as the opportunities given to learners to make decisions and to take responsibility for their own participation and progress, will lay the ground for thoughtful and constructive consideration concerning future participation on the part of each individual.

***Learners are likely to be energised to participate in the future where teachers:-***

- ensure that involvement in purposeful physical pursuits is a positive and rewarding experience
- ensure each individual makes progress
- engage learners in lively/dynamic movement challenges
- encourage learners to reflect on their experiences and discuss approaches to maintaining active participation throughout life

We suggest that in this case, teachers have been involved in using a pedagogy of engagement. A pedagogy that has the learner at its heart; a pedagogy that is critically reflected on by the teacher to evaluate how successful it is being in energising all learners to take part in purposeful physical pursuits. The ability on the part of the learners to have this positive pro-active attitude to physical activity will depend, to a great extent, on their confidence and ability to act independently. These are important qualities as they may meet indifference or opposition to their views from peers and family and have to stand their ground to justify their commitment.

This is the goal of physical education – to ensure that every learner has the motivation, confidence, physical competence, knowledge and understanding to value physical activity and to take the responsibility to develop and establish an active lifestyle, in other words to be physically literate.

A pedagogy of engagement is a teacher's tool to achieve this goal. The heart of this enterprise is to provide those experiences that engender a love of being active: an attitude that sees participation as a rewarding, fulfilling and enriching experience. While this attitude is informed by knowledge and understanding of the far reaching benefits of an active lifestyle, the profound satisfaction of participation is founded, crucially, on the quality of experience of each learner.

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