

專題講座

KEYNOTE SPEECH II

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**Physical Literacy for a  
Healthier Generation**

主持人  
Moderator

## 周宏室 Hung-Shih Chou

國立體育大學榮譽教授  
臺灣運動教育學會名譽理事長



### 學 歷

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美國喬治亞大學教育博士（課程與教學）  
美國喬治亞大學教育碩士（運動管理學）  
國立臺灣師範大學體育學系學士  
韓國龍仁大學校體育學名譽博士  
韓國國立體育大學校哲學名譽博士

### 經 歷

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前國立體育大學校長  
國立體育大學體育研究所教授  
臺灣運動教育學會首任理事長  
臺灣運動教育學會名譽理事長  
中華民國幼兒體育協會理事長  
臺灣幼兒體育學會理事長  
中華奧林匹克委員會委員  
亞洲太平洋巧固球總會會長

### 專 長 領 域

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運動教育學、體育課程、體育教學、運動管理

### 著 作 發 表

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#### ◇ 專書

周宏室(主編)(2002)。運動教育學研究法。臺北市:師大書苑。  
周宏室(2004)。運動教育學研究法(續)。臺北市:師大書苑。

周宏室(主編)(2005)。Mosston(摩斯登)體育教學光譜的理論與應用。臺北市：師大書苑。

周宏室(主編)(2010)。體育課程與教學專業。臺北市：師大書苑。

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#### ◇ 期刊論文

石偉源、蒲逸惻、黃品榮、周宏室、潘義祥(2017)。後現代思潮下體育技師信念指標之建構及權重分析。體育學報，50(2)，219-232。

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余雅婷、周宏室(2014)。從自律神經觀點探討幼兒動作發展。成大體育，46(1)，34-48。

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張鳳菊、陳清祥、黃永寬、周宏室(2017)。幼兒玩性量表中文版之修訂與信度、效度之驗證。輔大體育，16，17-36。

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劉雅文、盧俊宏、周宏室(2016)。教師行動研究：探索大學生參與舞蹈課程感恩觀念與態度的轉變。文化體育，23，49-64。

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※ 以上資料摘自 <http://www.slhm.ntnu.edu.tw/people/bio.php?PID=9>

主 講 人  
Keynote Speaker

## Dwayne Sheehan

Associate Professor, Department of Health and Physical Education,  
Mount Royal University



### 學 歷

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Ph.D. in Kinesiology - 2011. University of Calgary

M.A. in Educational Leadership / Curriculum Design - 1995. San Diego State University

B.Ed. - 1989. University of Calgary

BPE - Bachelor of Physical Education in Pedagogy - 1987. University of Calgary

### 經 歷

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2008, August - Present. Associate Professor. Health and Physical Education Department, Mount Royal University, Faculty of Health, Community and Education

2014, September - Present. Adjunct Professor. University of Calgary, Faculty of Kinesiology

2015, January - Present. Researcher in Residence. Vivo for Healthier Generations

### 專 長 領 域

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Community health and wellness; physical education technology and innovation; physical literacy and fundamental movement skills in school aged children (ages 6-18); preadolescent postural stability and balance; systematic observational analysis of sport and recreation

### 專 案 計 畫

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Vivo for Healthier Generations, Little Kids Active Learners project - Analysis phase.  
Expected completion June, 2018.

Mount Royal University, Active Office study - Data collection phase. Completed June 2018.

Calgary Public Library, Early Childhood Centres project - Completed June 2018.

Government of Alberta, Object Manipulation Skills Warmup project - Data analysis phase.  
Expected completion January 2019.

Calgary Housing Authority, Child and Youth Motor Proficiency and Physical Activities project - Analysis phase. Completed August, 2018.

Brookfield Residential, Livingston Baseline project. - Completed August, 2018.

Vivo for Healthier Generations, Gen H Play project - \$3million project will commence Nov 1, 2018

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### ◇ Refereed Journal Publications

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Tremblay, M.S., Longmuir, P.E., Barnes, J.D., Belanger, K., Anderson, K.D., Bruner, B., Copeland, J.L., Delisle, N.C., Gregg, M.J., Hall, N., Kolen, A.M., Lane, K.N., Law, B., MacDonald, D.J., Martin, L.J., Saunders, T.J., **Sheehan, D.P.**, Stone, M., Woodruff, S.J. (2018). Physical literacy levels of Canadian children aged 8-12 years: Descriptive and normative results from the RBC Learn to Play CAPL Project. *BMC Public Health*. (In press)



- Law, B., Bruner, B., Scharoun, S., Richards, D., Anderson, K., Gregg, M., Hall, N., Lane, K., MacDonald, D., Saunders, T., **Sheehan, D.P.**, Stone, M., Woodruff, S., Belanger, K., Barnes, J., Longmuir, P., Tremblay, M. (2018). Associations between teacher training and measures of physical literacy among Canadian elementary school students. *BMC Public Health*. 18 (Suppl 2). 1039.
- Green, N.R., **Sheehan, D.P.**, Roberts, W.M., Keegan, R.J. (2018). Charting physical literacy journeys within physical education settings. *Journal of Teaching Physical Education*. (In press)
- Katz, L., Bucholtz, M., Lee, H., Caung, N., **Sheehan, D.P.** (2018). Technology in Physical Education: An Action Plan for Peer-to-Peer Learning. *Technology, Pedagogy and Education*. (In press)
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- Sheehan, D.P.** (2017). An Evaluation of Moderate to Vigorous Physical Activity in an Elementary School QDPE Program. *Physical and Health Education Canada Journal* (Vol. 83(2) pp. 6-30).
- Riffel, T., **Sheehan, D.P.** (2017). Using systematic observation to evaluate physical activity levels and training context in Canadian minor hockey ice hockey practices. *International Journal of Coaching Science* (Vol. 11(1) pp. 3-13).
- Sheehan, D.P.**, Katz, L., Kooiman, B. (2016). Exergaming and physical education: A qualitative examination from the teachers' perspective. *Journal of Case Studies in Education* (Vol. 4 pp. 1 - 14).
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※ 以上資料摘自 <http://www.mtroial.ca/ProgramsCourses/FacultiesSchoolsCentres/HealthCommunityEducation/Departments/HealthandPhysicalEducation/Faculty/dsheehan.htm>



## Physical Literacy for a Healthier Generation

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## Mount Royal University



## Mount Royal University



## Faculty of Health, Community & Education



<https://www.youtube.com/watch?v=0dFG1hCDqcl>



## Physical Literacy

IPLA - "Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (Whitehead, 2010)

英國一身體素養能被描述為重視並負責地參與終身身體活動的動機、自信、身體能力以及知識與理解 (Whitehead, 2010)



## Physical Literacy



## Physical Literacy

The IPLA has over the past two years continued to refine the concept of physical literacy working to improve the **clarity** and **interpretation** of the holistic concept. 在過去兩年內，國際身體素養協會持續地精緻化身體素養的概念，以促進這個整體性概念的釐清與詮釋。

Some issues we have found from our experiences include:  
從我們過去的經驗中找到的一些議題：

1. The holistic nature of the concept 這個概念的整體性本質
2. Awareness of the philosophies that underpin physical literacy 覺察身體素養背後的哲學
3. The life course nature of the concept 這個概念的終身性本質



## Physical Literacy

*Journal of Teaching in Physical Education*, 2019, 38, 237-246  
<https://doi.org/10.1080/02701301.2019.1644444>

Human Kinetics  
Articles

### How Is Physical Literacy Defined? A Contemporary Update

Cara Shearer and Hannah R. Goss  
Liverpool John Moores University

Lowri C. Edwards  
Swansea University

Richard J. Kogan  
University of Canberra

Zoe R. Knowles, Lynne M. Bobby, Elizabeth J. Darden-Myers, and Lawrence Fowlesworth  
Liverpool John Moores University

Physical literacy continues to gain global momentum, yet the definition and underlying concept of physical literacy remain contested in both research and practice. This lack of clarity has the potential to undermine the operationalization of physical literacy. This paper considers the various definitions of physical literacy that are currently adopted internationally. Physical literacy experts identified seven leading groups that have established physical literacy research. Although each group is credited to define the term physical literacy, there are contrasting definitions and interpretations of the concept. Consensus emerges around defining, including the role of physical literacy, the role of physical literacy, the role of physical literacy, the role of physical literacy, and the role of physical literacy. We conclude by recommending that physical literacy should provide a definition, a clear philosophical approach, and transparency with how their actions align with this approach.



## Physical Literacy



<https://www.youtube.com/watch?v=zbqMmUd7kmg>



## Physical Literacy

- Challenge ourselves physically in a range of environments 在一系列的環境中身體地挑戰自身
- Engage in/with different environments/situations 參與不同的環境/情境
- Respond appropriately/authentically/rationally 適切地/真實地/合理地回應
- Draw on previous experiences and develop our capability 利用先前經驗並發展我們的能力
- Appreciate and comprehend 欣賞與了解

It is a process of give and take through interaction, perception and action, where we develop ourselves as we interact with the world.

互動、知覺與行動是一種交換的過程，在這個過程中我們與世界互動來達到自身的發展



## How and why are you currently engaging in physical activity? 目前你如何且為何參與身體活動？

What are your current interactions within physical activity environments?

你目前與身體活動環境的互動為何？

Are you motivated? 你有動機嗎？

Are you confident? 你自信嗎？

Are you competent? 你有能力嗎？

Do you have sufficient knowledge and understanding? 你有足夠的知識與理解嗎？

Do you value and take responsibility for engagement in physical activity? 你重視且盡責地參與身體活動嗎？





## Holistic Concept Designed to Promote Lifelong Physical Activity 促進終身身體活動的整體性概念

Motivation	Confidence	Physical Competence	Knowledge and Understanding	Engage	參與
	Confidence	Physical Competence	Knowledge and Understanding	Apathy	冷漠
Motivation		Physical Competence	Knowledge and Understanding	Anxiety	焦慮
Motivation	Confidence		Knowledge and Understanding	Frustration	挫折
Motivation	Confidence	Physical Competence		Confusion	困惑



VIVO

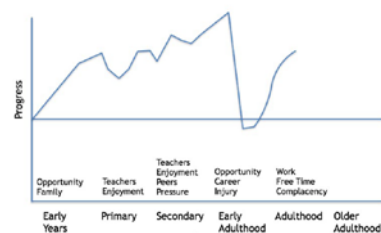
## The Physical Literacy Journey

"Everyone has their own unique 'physical literacy journey'."

"The challenge is to engage in varied opportunities throughout life."

"Progress should be relative to the goals and targets of each individual."

"The aim is to develop a desire for physical activity for life."



VIVO

## The Global Reach of Physical Literacy



VIVO

## What is Physical Education? (什麼是體育?)



Attributes – What an individual, who is developing their physical literacy, looks like.  
(屬性 - 一個正在發展身體素養的人之模樣。)

Is this what we want from PE?(這是我們想要的體育課嗎)



VIVO

Attributes – What an individual, who is developing their physical literacy, looks like.  
(屬性 - 一個正在發展身體素養的人之模樣。)

A. Wants to take part in physical activity (想參與身體活動)

Is this what we want from PE?(這是我們想要的體育課嗎)



VIVO

**Attributes – What an individual, who is developing their physical literacy, looks like.**

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- A. Wants to take part in physical activity (想要參與身體活動)
- B. Has confidence when taking part in different physical activities (有信心參與不同的身體活動)

**Is this what we want from PE? (這是我們想要的體育課嗎)**



VIVO

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- D. Has an awareness of movement needs and possibilities in different physical activities (覺察到不同身體活動中的運動需求和可能性)

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- D. Has an awareness of movement needs and possibilities in different physical activities (覺察到不同身體活動中的運動需求和可能性)
- E. Can work independently and with others in different physical activities (可以在不同的身體活動中獨立操作，或者與他人一起從事身體活動)

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- E. Can work independently and with others in different physical activities (可以在不同的身體活動中獨立操作，或者與他人一起從事身體活動)
- F. Knows how to improve performance in different physical activities (在從事不同的身體活動時，知道如何促進動作表現)

**Is this what we want from PE? (這是我們想要的體育課嗎)**



VIVO

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- F. Knows how to improve performance in different physical activities (在從事不同的身體活動時，知道如何促進動作表現)
- G. Knows how physical activity can improve well-being (知道身體活動如何促進幸福)

**Is this what we want from PE? (這是我們想要的體育課嗎)**



VIVO

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(屬性 - 一個正在發展身體素養的人之模樣。)

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- E. Can work independently and with others in different physical activities (可以在不同的身體活動中獨立操作，或者與他人一起從事身體活動)
- F. Knows how to improve performance in different physical activities (知道在不同的身體活動中，知道如何從運動中表現)
- G. Knows how physical activity can improve well-being (知道身體活動如何促進幸福)
- H. Has the self-confidence to plan and effect a physically active lifestyle (有信心計劃和實現積極的生活方式)

Is this what we want from PE? (這是我們想要的體育課嗎?)



## Role of Teacher Education

*Journal of Teaching in Physical Education*, 2016, 37, 299-307  
doi:10.1080/08925009.2016.1191030  
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Human Kinetics  
EDUCATION

### The Role of PETE in Developing and Sustaining Physical Literacy Informed Practitioners

Michelle Flemmons  
University of Bedfordshire

Fiona Dillley  
Cardiff Metropolitan University

Dominic Cundiffe  
Southampton Solent University

This study discusses teacher preparation in relation to encouraging and empowering future teachers to appreciate the potential and value of adopting physical literacy as the goal of physical education (PE). The study addresses the issue of the role of schools and teacher training programs in developing the next generation of PE teachers entering PE teacher education with respect to thoughts, feelings, perceptions, and beliefs that underpin the concept of physical literacy, and providing high-quality learning experiences that are critical to continuing physical activity throughout the life course for all children, not just those who have a natural aptitude in this area. Many advocates for radical change in PE have repeatedly argued that PE curricula around the world are too focused on a traditional, one-size-fits-all, sport technique based, individualism. Others have argued that the traditional curricula have a primary focus on physical competence in running, jumping, and ball skills rather than providing experience in a wide range of physical activities including, but not limited to, those with a focus on aesthetic awareness and those related to outdoor activities.



## Physical Literacy and Physical Education



## The focus for supporting the development of physical literacy is: (支持身體素養發展的重點是)

Nurturing positive attitudes and behaviours towards engagement in physical activities for life.

培養積極的態度和行為，以及在生活中參與身體活動。



Is this our focus in physical education?  
這是我們對體育的關注嗎?



## Operationalize Physical Literacy by Creating Positive Learning Environments 操作身體素養 創造正向的學習環境 第三節

To consider how positive learning environments can be created in physical education and physical activity environments throughout life.

思考在整個生命歷程中，如何在體育與身體活動中  
創造正向的學習環境



## Operationalize Physical Literacy by Creating Positive Learning Environments 操作身體素養 創造正向的學習環境 第三節

*Journal of Teaching in Physical Education*, 2016, 37, 324-326  
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EDUCATION

### Operationalizing Physical Literacy: Special Issue Editorial

Elizabeth J. Durden-Myers  
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Margaret E. Whitehead  
The University of Bedfordshire

Physical literacy has been described as a "longed for concept" and has in turn gained much interest worldwide. This interest has also given rise to calls for physical literacy to be operationalized, providing clarity and guidance on developing physical literacy informed practice. Operationalizing physical literacy is critical in moving the concept forward by providing "substance to the claims made by physical literacy advocates." This special issue aims to respond to calls for research to "unpack" physical literacy across a number of areas in pursuit of operationalizing physical literacy in practice. Nine articles are included within this special issue.



Operationalize Physical Literacy by Creating Positive Learning Environments  
操作身體素養創造正向的學習環境 第三節

*Journal of Teaching in Physical Education*, 2016, 37, 299-301  
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article

**Physical Literacy From Philosophy to Practice**

Niek Pot  
Windesheim University of Applied Sciences

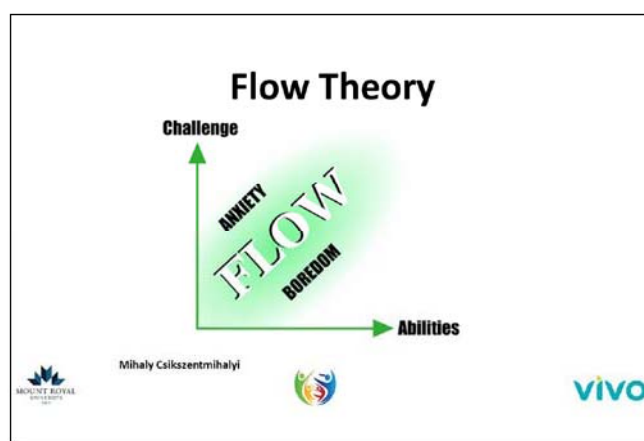
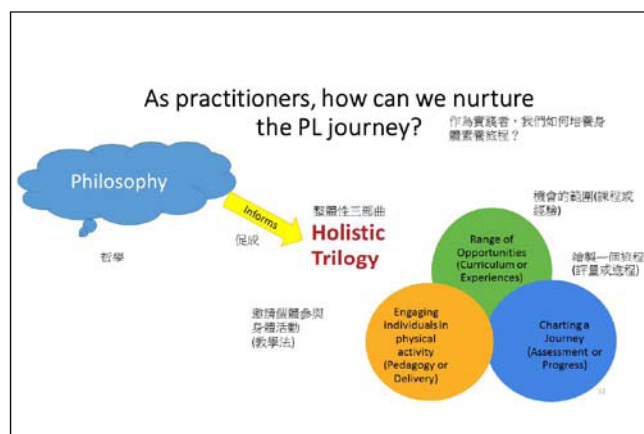
Margaret E. Whitehead  
University of Bedfordshire

Elizabeth J. Darden-Meyers  
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This article aims to give an overview of the philosophical foundations of physical literacy (transmission, contextualisation, and phenomenology) and to discuss how philosophy can be operationalised in physical education practice. When translated into physical education practice, the physical literacy philosophies give credence to the view that, in schools, physical education should not be considered as a subsidiary subject that is needed merely to achieve the stated for the cognitive subjects. The authors also highlight that the context in which activities take place should be challenging, suitable, and adaptable to the individual performance and levels of attainment of the different learners. Often, these contexts go beyond the traditional competitive, sport-centred, drawing on these philosophies, physical education must be learner-centred and provide situations in which learners can discover and develop their individual potential to stay motivated, confident, and competent for engagement in physical activities for life.

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## Engaging Individuals – Pedagogy 邀請個體參與—教學法

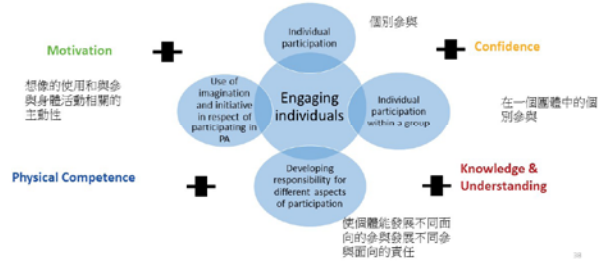
**Holistic  
Trilogy**  
整體性三部曲

邀請個體參與與身體活動  
(教學法)



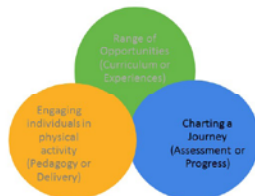
**VIVO**

## Engaging Individuals – Pedagogy 邀請個體參與—教學法



## Charting the Journey 繪製旅程

**Holistic  
Trilogy**  
整體性三部曲



繪製一個旅程  
(評量或過程)



**VIVO**

## To assess or not to assess? 究竟該不該評量

Can we measure the complex variables of life?  
我們能否測量生命中複雜的可變因素?

Robinson and Randall (2016) 'Perhaps in the very act of measuring physical literacy, something is lost'. 'For what gain? Consider this; other noble life course pursuits (e.g. beauty, truth or joy) do not require measurement'.  
有關身體素養評量，也許我們有些事情搞錯了。我們要獲得什麼？想想看，我們的生命歷程中追求的崇高目標（如：美、真理、喜悅）根本不需要測量。

## Charting the Journey 繪製旅程

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### Charting Physical Literacy Journeys Within Physical Education Settings

**Nigel R. Green**  
Liverpool John Moores University

**William M. Roberts**  
University of Cincinnati

**Deeynne Sheehan**  
Mount Royal University

**Richard J. Keegan**  
University of Canberra

Physical literacy is creating significant interest worldwide due to its holistic nature and the potential it has to impact on people's lives. It is a multidisciplinary concept that encompasses physical education, health, and physical activity. However, the complex philosophical and technical nature of the concept has meant that methods used to chart/measure progress have been very much dependent on the pedagogical interpretation of the concept. This paper will provide a review of current practice and issues related to charting/assessing/monitoring progress of an individual's journey. It will go on to highlight considerations that we suggest should be made by any organization developing methods to chart/measure/monitor progress.



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## Charting the Journey 繪製旅程

If we know the range of attributes an individual may demonstrate on their physical literacy journey, then how can we best chart their journey to celebrate progress and support the aim of engaging everyone, everywhere in physical activity for life?

如果我們知道一位個體可能在其身體素養旅程中呈現出的特徵範圍，那麼我們如何能最好地繪製出他們的旅程，以在終身身體活動的任何處境中讚美進步並支持邀請每位個體參與之目標



**VIVO**



## Promoting physical activity beyond the school environment 在學校環境外促進身體活動



43

## Charting the Journey 繪製旅程

As an individual we would like: 作為一位個體，我們傾向：

Judgements to include the affective, physical and cognitive domains – holistic, 包括情意、身體技能、心理動作和認知領域的判斷—整體



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## Charting the Journey 繪製旅程

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Judgements to be criterion referenced not norm referenced - Ipsative, 標準參照而非常模參照的判斷—?



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Judgements to reveal changes in a physical literacy journey that could then be used as a guide towards our future challenges. 能揭示身體素養旅程中的改變之判斷—能被用作為一種導向未來挑戰的指引



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Judgements that are made, to involve and be shared with teachers, practitioners and significant others as appropriate. 能牽涉或被分享於教師、實踐者和重要他人的判斷



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## Charting the Journey 繪製旅程

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Recording a journey to support and chart our changing behaviour towards engagement in physical activity. 記錄一個旅程以支持和描繪我們參與到身體活動中正改變的行為



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## Charting the Journey 繪製旅程

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## Charting the Journey – How? 標記旅程: 如何做?



## 哲學觀對標記身體素養歷程的影響

哲學觀	Implications for charting a Physical Literacy Journey
Monism 一元論	Information captured from across all three domains, affective, physical and cognitive. All procedures designed to promote motivation. 同時從三個面向(情意、技能、認知)來獲得資訊。所有的手段都是用來提升參與者的動機。
Existentialism 存在主義	Information captured in a wide variety of situations including those involving different environments, different physical activity protocols and different relationships to others. Judgements regarding constituent aspects of participation (e.g. techniques) are a relatively small consideration. 從各種不同的情況來獲取資訊。包括對不同環境的涉入、不同的身體活動、與他人所建立的各種關係。有關參與的方式的評價(如技術)並非主要考量。
Phenomenology 現象學	Individuals treated as unique. No comparison made with others. Judgements ipsative, set against previous personal data. 每個人被視為獨特的個體，不與其他他人比較，只跟自己比較。(對自己過去的表現來比較)

## Characteristics of Physical Literacy Journeys 身體素養旅程的特性

Characteristics	不參與 Not Engaging	發展 Developing Establishing 建立	建立 Establishing 浮現	維持 Maintaining Engaging 參與	挑戰 Challenge Empowering 賦權
Motivation 動機		願意去從事生活中的身體活動(engaged to participate in physical activity for life)			
Confidence 自信		有信心去涉入不同種類的身體活動的領域(Confident engagement in a wider range of physical activity environments)			
Competence 能力		能根據環境/條件的需要，而做出有效率的的身體動作(Effective movement in relation to the needs of the physical environment)			
Knowledge and Understanding 知識與理解		以批判角度來鑑賞身體活動的價值與品質(Critical appreciation of the value and quality of physical activity)			

## IPLA Matrix

Characteristic	Not like me 不像我	Like me 像我
1. I want to take part in physical activity 我想要從事身體活動	Not interested in physical activity 對身體活動不感興趣	Interested in physical activity 對身體活動感興趣
2. I feel confident to take part in lots of different physical activities 我對於參加不同身體活動感到有自信	Not confident to take part in physical activity 對參加身體活動沒有自信	Confident to take part in physical activity 對參加身體活動有自信
3. I am good at lots of different physical activities 我擅長很多不同的身體活動	Not good at physical activity 不擅長身體活動	Good at physical activity 擅長身體活動
4. I understand why taking part in physical activity is good for me 我了解從事身體活動對自己的好處	Do not understand why taking part in physical activity is good for me 不了解從事身體活動對自己的好處	Understand why taking part in physical activity is good for me 了解從事身體活動對自己的好處
5. I know how to get better at lots of different physical activities 在許多身體活動當中，我都能知道如何進步	Do not know how to get better at physical activity 不知道如何進步身體活動	Know how to get better at physical activity 知道如何進步身體活動

## Measuring physical literacy/Charting a journey–Scotland 測量身體素養/標記旅程蘇格蘭

Not like me 不像我 像我 Really like me

1. I want to take part in physical activity  
我想要從事身體活動
2. I feel confident to take part in lots of different physical activities  
我對於參加不同身體活動感到有自信
3. I am good at lots of different physical activities  
我擅長很多不同的身體活動
4. I understand why taking part in physical activity is good for me  
我了解從事身體活動對自己的好處
5. I know how to get better at lots of different physical activities  
在許多身體活動當中，我都能知道如何進步

IPLA/2016/2017

## USA

USA - In 2014 SHAPE America revised the National Standards and created Grade – Level Outcomes for K-12 Physical Education. In 2018 SHAPE America used the Standards as the foundation to create PE Metrics which comprises of examples for assessing student performance. 針對幼稚園到12年級訂出不同等級的指標，用以評估學生的學習表現

Based on five standards 基本原則:

1. Demonstrates competency in a variety of motor skills and movement patterns 展現不同的動作技能與形式
2. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance 在動作與表現中運用概念或策略
3. Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness 運用知識促進健康與體能
4. Exhibits responsible personal and social behaviour that respects self and others 展現個人與社會責任
5. Recognises the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction 能辨認身體活動的價值

## Australia

**The Draft Australian physical Literacy Standard** (Australian Institute for Sport)  
身體素養評量標準

Focuses on four aspects - Physical (range of skills and capacities covered), Social, Cognitive and Psychological.

針對四大要素: 身體(各種技能)、社會、認知、心理

Considerable reference to knowledge and understanding of activities some reference to the value of holistic health.

針對知識與理解提供大量的參考資料，同時也提供健康方面的資訊

Not yet decided on assessment tool.

尚未有評量工具

## PHE Canada

**Passport for Life** (PHE Canada) 生活護照

an assessment of physical literacy for improving student learning.

針對身體素養的評估，用來提升學生學習成效

a reflection of each student's physical literacy, 自我評估

a tool that can be used for goal setting, 自我目標設定

a set of standards for physical literacy that promote learning and positive attitudes, 用來檢視自我的學習成效與態度的指標

a resource created through an extensive development process including fundamental exercise science, research, evaluation and consultation. 學習資源



## Sport for Life - Canada

**PLAY Tools** 檢測工具

-PLAYfun is a measure of motor competence, comprehensions and confidence as part of a suite of scales used to assess physical literacy in children and youth – physical competence focus.

-針對動作能力與自信的一套檢測(量表)



## Canadian Assessment of Physical Literacy (CAPL) 加拿大身體素養的評量

Focus on - Object control, balance, locomotor, movement skills, coordination, agility, sequencing. Questionnaire: knowledge and understanding, motivation and confidence – Numerical

技能: 物體控制、平衡、移動性動作、技能、協調、敏捷、動作順序。

問卷: 知識與理解、動機、自信 (數字/量化)



Tremblay et al. BMC Public Health 2018, 18(Suppl 2):1036  
<https://doi.org/10.1186/s12889-018-5891-x>

BMC Public Health

RESEARCH

Open Access

**Physical literacy levels of Canadian children aged 8–12 years: descriptive and normative results from the RBC Learn to Play-CAPL project**

Mark S. Tremblay<sup>1\*</sup>, Patricia E. Longmuir<sup>1</sup>, Joel D. Barnes<sup>1</sup>, Kevin Belanger<sup>1</sup>, Kristal D. Anderson<sup>2</sup>, Brenda Bruner<sup>3</sup>, Jennifer L. Copeland<sup>4</sup>, Christine Delisle Nystrom<sup>5</sup>, Melanie J. Gregg<sup>6</sup>, Nathan Hall<sup>7</sup>, Angela M. Koller<sup>8</sup>, Kirstin N. Lane<sup>9</sup>, Barbi Law<sup>9</sup>, Dany J. MacDonald<sup>1</sup>, Luc J. Martin<sup>1</sup>, Travis J. Saunders<sup>1</sup>, Dwayne Sheehan<sup>9</sup>, Michelle R. Stone<sup>10</sup> and Sarah J. Woodruff<sup>11</sup>



RESEARCH

Open Access

# The relationship between sedentary behaviour and physical literacy in Canadian children: a cross-sectional analysis from the RBC-CAPL Learn to Play study

Travis J. Saunders<sup>1\*</sup>, Dany J. MacDonald<sup>1</sup>, Jennifer L. Copeland<sup>2</sup>, Patricia E. Longmuir<sup>3</sup>, Joel D. Barnes<sup>3</sup>, Kevin Belanger<sup>4</sup>, Brenda Bruner<sup>5</sup>, Melanie J. Gregg<sup>6</sup>, Nathan Hall<sup>7</sup>, Angela M. Kolen<sup>8</sup>, Barbi Law<sup>9</sup>, Luc J. Martin<sup>9</sup>, Dwayne Sheehan<sup>9</sup>, Michelle R. Stone<sup>10</sup>, Sarah J. Woodruff<sup>10</sup> and Mark S. Tremblay<sup>1</sup>



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RESEARCH

Open Access

# A cross-sectional study exploring the relationship between age, gender, and physical measures with adequacy in and predilection for physical activity

Dany J. MacDonald<sup>1\*</sup>, Travis J. Saunders<sup>1</sup>, Patricia E. Longmuir<sup>2</sup>, Joel D. Barnes<sup>3</sup>, Kevin Belanger<sup>4</sup>, Brenda Bruner<sup>5</sup>, Jennifer L. Copeland<sup>6</sup>, Melanie J. Gregg<sup>7</sup>, Nathan Hall<sup>8</sup>, Angela M. Kolen<sup>9</sup>, Barbi Law<sup>9</sup>, Luc J. Martin<sup>9</sup>, Dwayne Sheehan<sup>9</sup>, Sarah J. Woodruff<sup>10</sup> and Mark S. Tremblay<sup>1</sup>



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RESEARCH

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# Associations between teacher training and measures of physical literacy among Canadian 8- to 12-year-old students

Barbi Law<sup>1\*</sup>, Brenda Bruner<sup>2</sup>, Sara M. Scharoun Benson<sup>3</sup>, Kristal Anderson<sup>4</sup>, Melanie Gregg<sup>5</sup>, Nathan Hall<sup>6</sup>, Kirstin Lane<sup>7</sup>, Dany J. MacDonald<sup>8</sup>, Travis J. Saunders<sup>9</sup>, Dwayne Sheehan<sup>10</sup>, Michelle R. Stone<sup>11</sup>, Sarah J. Woodruff<sup>12</sup>, Kevin Belanger<sup>13</sup>, Joel D. Barnes<sup>14</sup>, Patricia E. Longmuir<sup>15</sup> and Mark S. Tremblay<sup>1</sup>



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RESEARCH

Open Access

# Cardiorespiratory fitness is associated with physical literacy in a large sample of Canadian children aged 8 to 12 years

Justin J. Lang<sup>1\*</sup>, Jean-Philippe Chaput<sup>2</sup>, Patricia E. Longmuir<sup>3</sup>, Joel D. Barnes<sup>4</sup>, Kevin Belanger<sup>5</sup>, Grant R. Tomkinson<sup>6,7</sup>, Kristal D. Anderson<sup>8</sup>, Brenda Bruner<sup>9</sup>, Jennifer L. Copeland<sup>10</sup>, Melanie J. Gregg<sup>11</sup>, Nathan Hall<sup>12</sup>, Angela M. Kolen<sup>13</sup>, Kirstin N. Lane<sup>14</sup>, Barbi Law<sup>15</sup>, Dany J. MacDonald<sup>16</sup>, Luc J. Martin<sup>17</sup>, Travis J. Saunders<sup>18</sup>, Dwayne Sheehan<sup>19</sup>, Michelle R. Stone<sup>20</sup>, Sarah J. Woodruff<sup>21</sup> and Mark S. Tremblay<sup>1</sup>



VIVO

RESEARCH

Open Access

# The relationship between physical literacy scores and adherence to Canadian physical activity and sedentary behaviour guidelines

Kevin Belanger<sup>1\*</sup>, Joel D. Barnes<sup>2</sup>, Patricia E. Longmuir<sup>3</sup>, Kristal D. Anderson<sup>4</sup>, Brenda Bruner<sup>5</sup>, Jennifer L. Copeland<sup>6</sup>, Melanie J. Gregg<sup>7</sup>, Nathan Hall<sup>8</sup>, Angela M. Kolen<sup>9</sup>, Kirstin N. Lane<sup>10</sup>, Barbi Law<sup>11</sup>, Dany J. MacDonald<sup>12</sup>, Luc J. Martin<sup>13</sup>, Travis J. Saunders<sup>14</sup>, Dwayne Sheehan<sup>15</sup>, Michelle Stone<sup>16</sup>, Sarah J. Woodruff<sup>17</sup> and Mark S. Tremblay<sup>1</sup>



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## CAPL 2.0

CORRESPONDENCE

Open Access

# Canadian Assessment of Physical Literacy Second Edition: a streamlined assessment of the capacity for physical activity among children 8 to 12 years of age

Patricia E. Longmuir<sup>1,2\*</sup>, Katie E. Gunnell<sup>3</sup>, Joel D. Barnes<sup>4</sup>, Kevin Belanger<sup>5</sup>, Genevieve Leduc<sup>6</sup>, Sarah J. Woodruff<sup>7</sup> and Mark S. Tremblay<sup>8</sup>



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## How can you help your school promote physical literacy? 你如何幫助你的學校促進身體素養？

- Reflect on **your current philosophy** and practice in relation to content, pedagogy and assessment. 反思你目前的哲學觀和與內容、教學法及評量有關的實踐
- Reflect on the **focus of your lessons** in relation to the physical, affective and cognitive domains. 反思你的課堂在身體、情意及認知領域上的焦點
- Reflect on the **range of environments** that you utilise in your teaching and school experiences. 反思你用以發展教學和學校經驗的一定範圍之環境
- Reflect on how you **evaluate your sessions** and engage in peer observations to enhance the quality of teaching. 反思你如何評鑑教學段落和參與到同儕觀察，以增進教學品質



VIVO

## Opportunities To Promote Physical Literacy Within The School Environment 在學校環境中促進身體素養的機會

Physical Activity Before School 上學前的身體活動

Physical Activity During Lunch and Break Times School 午間課間的身體活動

Physical Activity After School 課後的身體活動

High Quality Physical Education 高品質的體育課

Physical Activity Included Within Other Lessons 其他課業中的身體活動

Parents and Events Promoting Physical Activity 發展身體活動的嘉年華會或活動

Topic and Curriculum That Involve Physical Activity 包含身體活動的科目和課程

Strong Sport Club Links and Community Engagement 強化的運動俱樂部連結社區參與

18



身體素養專書

## Physical Literacy Book – Elizabeth Durden-Myers (2018)

- [https://www.amazon.co.uk/Physical-Literacy-Educators-Elizabeth-Durden-Myers/dp/1999909208/ref=sr\\_1\\_2?ie=UTF8&qid=1534148305&sr=8-2&keywords=physical+literacy](https://www.amazon.co.uk/Physical-Literacy-Educators-Elizabeth-Durden-Myers/dp/1999909208/ref=sr_1_2?ie=UTF8&qid=1534148305&sr=8-2&keywords=physical+literacy)



**IPLA**  
INTERNATIONAL PHYSICAL  
LITERACY ASSOCIATION

Physical Literacy – choosing physical activity for life

**Dwayne Sheehan**  
[dpsheehan@mtroyal.ca](mailto:dpsheehan@mtroyal.ca)



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