

# Physical Literacy in Canada: Best Practice in Physical Education Teaching

## 加拿大的身體素養：體育教學的可能性

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# Mount Royal University

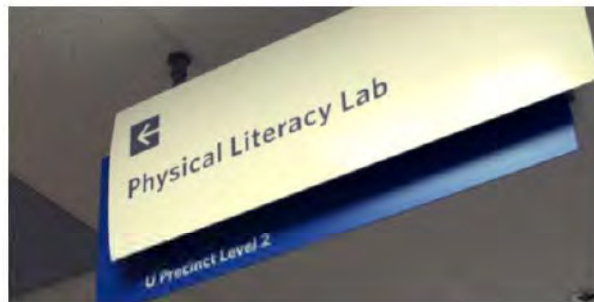
## 皇家山大學



# Mount Royal University 皇家山大學



## Faculty of Health, Community & Education 健康、社區與教育系



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

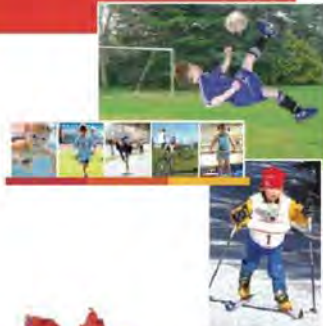


# Calgary, Canada 卡加立，加拿大



## Defining Physical Literacy 定義身體素養

身體素養的發展：  
給父母與0至12歲孩童的手冊



# Defining Physical Literacy

## 定義身體素養



# Defining Physical Literacy

## 定義身體素養

身體素養是... **Physical literacy**  
is the...



...to be **active for life**

使我們得以為了更好的生活品質而動





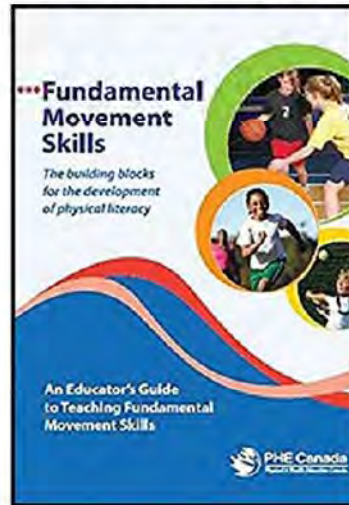
# Defining Physical Literacy

## 定義身體素養

基礎動作技能

身體素養發展的基石

基礎動作技能的教學指南



# Defining Physical Literacy

## 定義身體素養

身體素養教育



# Defining Physical Literacy

## 定義身體素養



# Defining Physical Literacy

## 定義身體素養

身體素養是...

**Physical literacy**  
is the...



身體能力

自信

動機

**Sport for Life** ...to be **active for life**

使我們得以為了  
更好的生活品質而動



# Defining Physical Literacy

## 定義身體素養

**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)

**IPLA** –身體素養是一種動機、自信心、身體能力、知識和理解力，讓個體能夠珍視並且負責任地為了自己的人生而參與身體活動(Whitehead, 2010)



# Physical Literacy in Sport

## 運動領域中的身體素養

加拿大體育  
政策執行



# Physical Literacy in Recreation

## 休閒領域中的身體素養



# Physical Literacy in Recreation

## 休閒領域中的身體素養





## Physical Literacy in Schools 教育 (體育) 領域中的身體素養



## Physical Literacy in Schools 教育 (體育) 領域中的身體素養



# Physical Literacy in Schools 教育 (體育) 領域中的身體素養



# Physical Literacy Collaborations 身體素養的跨域合作



# Physical Literacy Research 身體素養的相關研究

**RESEARCH**

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

加拿大8-12歲兒童身體素養的標準：從RBC學習玩耍---身體素養評估計劃得到描述性與規範性的結果

**RESEARCH**

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

教師培訓與加拿大8-12歲學生身體素質測量之間的關係

**RESEARCH**

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

身體素養的得分與加拿大民眾運動習慣及坐式行為準則之間的關聯

# Physical Literacy Assessment 身體素養的評量

什麼是身體素養？

What is **Physical Literacy?**

身體技能

知識 & 理解力



自信 & 動機

很多機會

Physical Skills • Confidence • Motivation • Lots of Opportunities • Physical Literacy





# Passport for Life 終身護照 (PHE Canada)



# Physical Literacy Play Tools 青少年身體素養評量工具





# Canadian Assessment of Physical Literacy 加拿大身體素養評量 (HALO)



加拿大身體素養評量  
線上數據中心



## Physical Literacy Assessment 身體素養評量



# Societal Issues & Physical Literacy

## 社會議題與身體素養



# Societal Issues & Physical Literacy

## 社會議題與身體素養



# Physical Literacy in Canada

## 身體素養在加拿大



# Physical Literacy in Canada

## 身體素養在加拿大

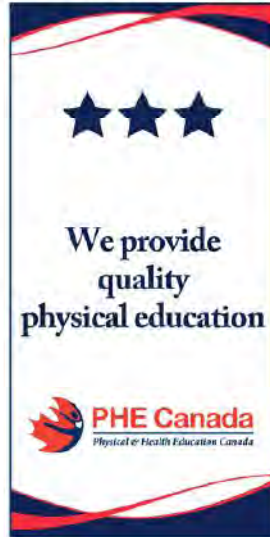




# Physical Literacy in Canada

## 身體素養在加拿大

我們提供高品質  
的體育教育



# Physical Literacy

## 身體素養



<https://www.youtube.com/watch?v=bqMmUsI7kmg>





# Charting the Physical Literacy Journey

## 標記身體素養旅程

Journal of Teaching in Physical Education, 2018, 37, 118-128  
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HOUGHTON MIFFLIN HARCOURT  
 HANCOCK, MA

標記學校體育的  
 身體素養旅程

### Charting Physical Literacy Journeys Within Physical Education Settings

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**William M. Roberts**  
 University of Gloucestershire

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 Mount Royal University

**Richard J. Keegan**  
 University of Canberra

Physical literacy is creating significant interest worldwide due to its historic nature and the potential it has to impact on people's lives. It is underpinning many physical education programs, coaching strategies, health initiatives, and policy-makers' decisions. However, the complex philosophical and holistic nature of the concept has meant that methods used to chart/assess/evaluate progress have been very much dependent on the pedagogues' interpretation of the concept. This paper will provide a review of current practices and issues related to charting/assessing/evaluating 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/assess/evaluate progress.

**Keywords:** assessment, evaluation, measurement, monitoring, pedagogy

The term physical literacy is reported to be generating significant interest worldwide (Dudley, 2015; Robinson & Hantford, 2017; Spangler & Cohen, 2013). Many physical education curricula identify the development of fitness synonymous with physical literacy as a major focus of physical education programs (Lloyd, 2011). Assessment or charting progress in relation to physical literacy is important, so this will help clarify policy-makers' understanding of the concept as well as individuals' appreciation of their own physical literacy journey, and how they might develop physical literacy over time (Vennart & Lloyd, 2016). It is also a crucial way to make the concept of physical literacy tangible to multiple different stakeholders ranging from research leaders to students and curriculum writers as well as coaches, sporting bodies, parents, and, of course, participants in recreation and physical

recreational linear measurement assumptions would be inappropriate. To try to reflect this, the IFLA invokes a "journey" metaphor, perhaps suggesting thoughts of landscapes and different paths through various terrain. As such, each learner in recreation and physical activity contexts may chart their individual journey, but no two will be alike. As Edwards et al. (2010) comment, practitioners who use assessment measures without understanding the concept are at risk of "misunderstanding the key purpose of the concept" (p. 26). They go on to suggest that the complex nature of the physical literacy poses a real challenge for practitioners to operationalize an assessment system. Creative, non-conventional methods of measuring assessing physical literacy are therefore encouraged.

Assessing physical literacy therefore depends how we define it and, in turn, how it is operationalized. This paper is founded on



# Charting the Physical Literacy Journey

## 標記身體素養旅程



# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

### **A.Motivation to be proactive in taking part in physical activity and persevering through challenging situations in physical activity environments**

主動參與身體活動，並且在身體活動情境中遇到困難時能夠堅持。



# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

### **B.Confidence in relation to the ability to make progress in learning new tasks and activities and knowing that these experiences will be rewarding**

在學習新任務和活動時有信心能進步，並且知道這些經驗都將有回報。



# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

### C. Movement with poise and efficiency in a wide variety of challenging situations

在各個富挑戰性的情境中都能平衡而有效率地動作。



# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

### D. Thoughtful perception in appreciating all aspects of the physical environment and responding with imagination and creativity

能細心感知和欣賞周遭環境的每一個面向，並以想像力和創造力回應。





## Physical Literacy Attributes

### 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

#### **E. The ability to work independently in both cooperative and competitive situations**

無論在合作或競爭情況下都能獨立作業。



## Physical Literacy Attributes

### 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

#### **F. The ability to identify and demonstrate effective movement performance**

能辨識和展現有效的肢體動作。





# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

**G. An understanding holistic health, in respect of a balanced lifestyle**  
了解全人健康和平衡的生活方式。



# Physical Literacy Attributes

## 身體素養的特性

The attributes and behaviours related to physical literacy are set out below:  
與身體素養有關的特性和行為如下：

**H. The self-esteem to take responsibility for choosing physical activity for life**  
能自重，以負責任的態度選擇終身的身體活動。



# Physical Literacy

## 身體素養



身體素養評量



# Physical Literacy

## 身體素養

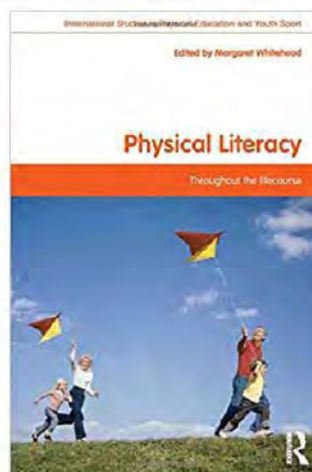


# Physical Education 體育

體育的必要元素

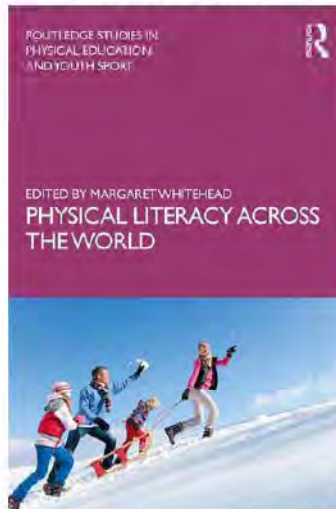


# Physical Literacy Attributes 身體素養的特質





# Physical Literacy 身體素養



# Physical Literacy 身體素養



# Charting Progress 記錄過程

*Any method that charts an individual's progress on their unique physical literacy journey should be based on the following characteristics:*

任何記錄個人在其獨特身體素養旅程當中之進步歷程的方法,都應該強調下列各點:

## Form of judgement 評斷的形式



# Charting Progress 記錄過程

*Any method that charts an individual's progress on their unique physical literacy journey should be based on the following characteristics:*

任何記錄個人在其獨特身體素養旅程當中之進步歷程的方法,都應該強調下列各點:

## Nature of judgement 評斷的本質



## Charting Progress 記錄過程

*Any method that charts an individual's progress on their unique physical literacy journey should be based on the following characteristics:*

任何記錄個人在其獨特身體素養旅程當中之進步歷程的方法,都應該強調下列各點:

## Purpose of judgement 評斷的目的



## Charting Progress 記錄過程

*Any method that charts an individual's progress on their unique physical literacy journey should be based on the following characteristics:*

任何記錄個人在其獨特身體素養旅程當中之進步歷程的方法,都應該強調下列各點:

## Participants 被評人





# Charting Progress 記錄過程

*Any method that charts an individual's progress on their unique physical literacy journey should be based on the following characteristics:*

任何記錄個人在其獨特身體素養旅程當中之進步歷程的方法,都應該強調下列各點:

## Gathering evidence and recording 蒐集與記錄佐證依據



# Charting Progress 記錄過程



# Reflection 反思



# Physical Literacy 身體素養



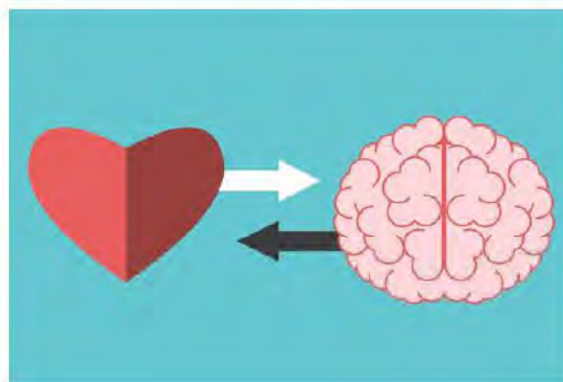
# Practical Applications of Theory: Best Practice in Teaching Physical Education

## 理論的實踐:體育教學的最佳範例



## Motivation

### 動機





# Self-Determination Theory

## 自我決定理論



# Physical Education Motivation

## 上體育課的動機



# Best Practice in Physical Education

## 體育教學的最佳範例

*Use Self Determination Theory (Ryan and Deci research) to maximize the potential of students to become intrinsically motivated and active for life. Specifically, we focus on:*

運用自我決定論 (Ryan與Deci的研究)，提高學生產生內在動機、終身參與活動的可能性。更明確地說，我們專注於下列：

- Relatedness (sense of belonging, nurturing environment)  
歸屬感 (擁有歸屬的感覺、培育的環境)
- Autonomy (student choice, student ownership)  
自主 (學生的選擇、學生的所有權)
- Competence (multiple opportunities to practice/improve/develop skills, self challenge)  
勝任感 (大量練習/進步/發展技能的機會、自我挑戰)



# Best Practice in Physical Education

## 體育教學的最佳範例

*Priority areas to address motivation and confidence:*

引發動機、培養自信的優先事項:

- Building a sense of belonging within the physical education learning environment early and often  
及早並經常在體育學習環境中營造歸屬感
- Ensure all students feel welcome, included, valued and appreciated  
確保每一個學生都感到受歡迎、被包含在內、受重視、被賞識
- Set up the physical education learning environment with activities that promote feeling included and provide a sense of belonging (pre-determined grouping and colour coding equipment)  
營造被包含的感覺和歸屬感的活動, 打造體育的學習環境
- Introducing student choice (offer a variety of equipment choices, activity choices, individual/partner/group choices)

讓學生選擇 (提供多種器材選擇、活動選擇、個人/夥伴/小組選擇)



# Best Practice in Physical Education

## 體育教學的最佳範例

*Addressing physical competence, knowledge and understanding:*

培養身體能力、知識和理解力:

- Build with basic skills and reinforce through multiple activity/game applications (skill acquisition, skill application in a variety of contexts)  
打造基礎技能並透過各種活動/實際比賽予以強化 (習得技能、在各種情境中運用技能)
- Use self-challenge activities to build physical competence  
利用自我挑戰活動來培養身體能力
- Explain the “why” behind the skill to link to student knowledge and understanding  
說明技能背後的原理,好連結到學生的知識與理解力
- Provide maximum “in class” opportunities to develop and utilize skills  
盡最大可能在課堂上提供發展和運用技能的機會



# Best Practice in Physical Education

## 體育教學的最佳範例

*Physical education instructional Tips and Strategies (from SPARK):*

體育教學的秘訣與策略 (SPARK 教學策略, SPARK Instructional Strategies):

- Activity area/boundaries 活動空間/界線
- Equipment distribution 發放器材
- Movement immediately when entering the activity space 一進入活動空間就開始動作
- Efficient transitions between activities/to collect and return equipment/to get into partners or groups 活動與活動之間很有效率地轉場/回收並歸還器材/兩兩或多人一組
- Concise Instructional Cues: The object is...you do that by....  
簡潔的教學指令：今天的目標是...你可以透過什麼達成...(SPARK PE網站)
- Opportunity for student questions once activity begins  
活動開始後,要給學生問問題的機會





# Best Practice in Physical Education

## 體育教學的最佳範例

*Planning a Lesson/unit:*

規劃一課/一個單元:

- Look at curricular outcomes  
預想課程成果
- Consider assessment needs  
考量評量需求
- Build on previous lesson and progress towards next lesson  
承接前一課和進度,並銜接下一課
- Maximize movement time within total class time  
將課堂時間做最大利用,盡量多活動
- Equipment needs, readiness and distribution  
器材需求、準備與分發
- Individual/partner/group activities  
個人/兩人一組/小組活動



# Best Practice in Physical Education

## 體育教學的最佳範例

*Planning a Lesson/unit:*

規劃一課/一個單元:

- Opportunities for student choice 給學生選擇的機會
- Opportunities for developing skill, practicing skills and applying skills (activities/games/challenges)  
給學生發展技能、練習技能和應用技能的機會 (活動/比賽/挑戰)
- Opportunities to enhance student learning through the use of technology  
(ipads/apps/tripods/istabilizers) (BAM video delay app)  
給學生運用科技強化學習的機會 (iPad/App/相機腳架/自拍棒) (「BaM Video Delay」App)
- Is it enjoyable? 課程好玩嗎?
- Assessment: self-assessment (The PE Specialist), Elementary Physical Education Rubric  
評量:自評 (The PE Specialist 網站)、小學體育說明
- Lesson quality Checklists (SPARK PE) 課程品質檢查表 (Lesson quality Checklists) (SPARK PE 網站)



# Best Practice in Physical Education

## 體育教學的最佳範例

*Additional Thoughts:*

其他反思:

•Does the school offer opportunities outside of physical education class to promote physical literacy?  
Before school, at recess breaks, after school, evenings, weekends

學校是否運用體育課以外的時間推動身體素養?第一節課開始以前、中堂下課、放學後、晚上、週末

•Does the school offer opportunities for older students to be leaders for younger students to promote physical literacy? Special events, buddy opportunities,

學校是否有給年齡較長的學生擔任領導人、帶領學弟妹發展身體素養的機會?特殊活動、交朋友

•Does the school utilize technology for motivation and self/peer/group assessment?

學校是否善用科技培養動機,並作為自我/同儕/小組評量的工具?



# Best Practice in Physical Education

## 體育教學的最佳範例

*BASICS:*

B = Boundaries and Routines 界線與例行事項

A = Activity from the Get – Go (ASAPs) 入門活動

S = Start and Stop Signals (music, whistle, clap, freeze)

開始與停止的訊號(音樂、哨音、拍手、原地不動)

I = Involvement by All 納入所有人

C = Concise Instructional Cues “The object of the game is .....

you do that by.... Ready, GO! (80/20 Rule)

簡潔的教學指令「這個遊戲的目標是...

你可以透過什麼達成...預備,開始!(80/20 法則)

S = Supervision and Feedback (3 – 1 Ratio) 監督和回饋(3:1 的比率)



# Best Practice in Physical Education

## 體育教學的最佳範例

Strategies:

策略:

•Pairing and Grouping – minimize transition times, include all students, promote students working with a variety of students

配對與分組:減少過場時間、納入所有的學生、鼓勵學生和不同人共事

•When Before What – When I say “go”, you will find a home and jog on the spot

當、之前、做什麼 (When Before What):當我說「Go」,你會找到家然後原地跑步

•The object it...You do that by... Ready, GO!

目標是...你可以透過什麼達成...預備,開始!

•Activity from the Get-Go – ASAPs 入門活動:ASAPs

•Principles of 3 「3」的原則



## Contact Info

### Contact Information for Presenters

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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 your focus in physical education?**

這是我們對體育的關注嗎？



## 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

動機

信心

身體能力

知識與理解





# The Physical Literacy Journey

## 身體素養之旅

- Everyone has their own unique 'physical literacy journey'.
- 每個人都有自己獨特的“身體素養之旅”。
- The challenge is to engage in varied opportunities throughout life.
- 挑戰在於能終身參與各種機會。
- Progress should be relative to the goals and targets of each individual.
- 進度/進展應該和個人的目標與目的有關。
- The aim is to develop a desire for physical activity for life.
- 目的是為培養生命對身體活動的渴望。



# The Global Reach of Physical Literacy

## 身體素養的全球研究




Vision: A More Active Scotland





# Role of Teacher Education 師培的角色/任務

*Journal of Teaching in Physical Education*, 2018, 37, 299-307  
<https://doi.org/10.1122/jtpe-2018-0128>  
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Human Kinetics   
ARTICLE

## 體育師培在發展和維持身體素養傳給學員的任務 The Role of PETE in Developing and Sustaining Physical Literacy Informed Practitioners

**Michelle Flemons**  
University of Bedfordshire

**Fiona Diffey**  
Cardiff Metropolitan University

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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 crucial 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, multiactivity form. Others have argued that the traditional curricula have a primary focus on physical competence in running, jumping, and balls skills rather than providing experience in a wide range of physical activities including, *inter alia*, those with a focus on aesthetic awareness and those related to outdoor adventure.

