

# Physical Literacy – A new focus for Physical Education

## 身體素養 - 學校體育的新焦點

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**Senior Lecturer in Physical Education** at Liverpool John Moores University from 2009 – 2018.  
2009 – 2018 「利物浦約翰摩爾斯大學」體育學系資深講師

**Physical Education Teacher** in four secondary schools 1980 - 2009, during this time he led three departments, a faculty (including PE, Art, Music, Dance and Drama) and a networked community.  
1980-2009先後於四所中學擔任體育教師，期間曾領導三個科、一組教員(包括體育、藝術、音樂、舞蹈和戲劇)以及一個網路社群

Involved in **training PE teachers** and **providing professional development** for over thirty years, in the UK and more recently in India, Brazil and Taiwan.  
過去三十年曾為體育老師提供專業訓練，曾於英國、印度、巴西和臺灣提供服務

Previous **board member** of the Physical Education Association UK Executive Committee.  
曾任「英國體育協會」執行委員會成員

Current **Executive Committee member** of North Western Counties Physical Education Association, Chair of the International Physical Literacy Association. 現任「英格蘭西北區體育協會」執委，「國際身體素養協會」主席

**Written articles, delivered CPD, organised and presented at workshops and conferences** on physical literacy, personal development through PE, ICT in PE and assessment in PE.  
曾於研討會發表並擔任研習講師，主題有「身體素養、體育促進個人發展、資訊融入教學、體育評量」。

**Editor of the Research Matters** section of the AfPE journal, Physical Education Matters.  
於英國體育協會發行的Physical Education Matters期刊中擔任研究事項的編輯者

**External Examiner** for the MA in Physical Education and School Sport at UCLAN.  
曾任英國中央蘭開夏大學體育與運動碩士班之外部口試委員

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(2020.03) 2

# Aims of the Workshop 工作坊的目標

1. To develop an understanding of physical literacy.  
發展對身體素養的了解
2. To consider the importance of philosophy, pedagogy, content and assessment in physical education.  
審視教育哲思、教學法、教學內容和評量在體育中的重要性

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3

## Reflective Practice 反思實踐

**Reflective Practice** - It is essential to review your practice to ensure that you are planning appropriate lessons that reflect the needs of the learners and more importantly are also delivered effectively and in an engaging manner.

**反思實踐**-重新檢視你所實施的，確保你計畫出的適當課程能夠反映學習者的需求，並且能夠在參與的方式下，有效傳達重要訊息

**Plan** - By planning lessons that are appropriate and engaging the outcomes are more likely to be positive.

**計畫**-計畫出適當並且參與結果為正向的課程

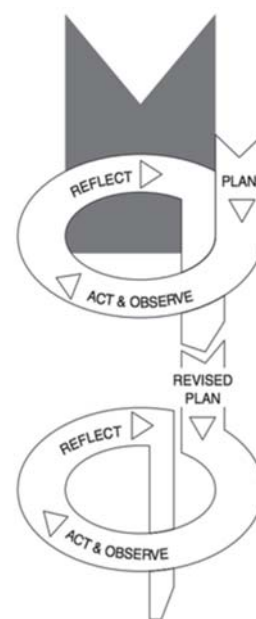
**Act / Observe** - By observing others lessons and having others observing your lessons you will be able to identify strengths and areas for development within your own and others practice. **行動/觀察**-觀察其他人的課程並讓其他人觀察你的課程，你將能夠在自己及與他人的練習中，確定發展的區域和優點

**Reflect** - Systematic reflection in relation to your lessons will allow critical reflections that will inform future practice.

**反思**-對你的課程進行系統性的反思，將會有批判性的反思，促成未來的實施

**Revise** - Revising your planning and delivery as a result of the reflective process will not only improve teaching practice but also improve teacher reflexivity.

**修改**-透過反思的結果來修改你的計畫，不只改善教學成效，也提升反思能力



The diagram above illustrates Kemmis and McTaggart's (2000, p.564) spiral model of action research.

## Current physical education provision in Taiwan/Taipei 體育的現況 (臺灣/臺北)

### Task 1 任務1:

On your table take it in turns to share what you do in your school PE.

輪流分享，在自己的服務學校，你對體育的規劃與作為

- a. How it is organised – content, balance etc.  
它是如何被組織的 – 教學內容的安排與取捨...等
- b. Teaching pedagogies used – effectiveness  
使用的教學法 - 效能
- c. Assessment practices – effectiveness  
評量實施 - 效能
- d. How PE is embraced by pupils, parents, senior leaders and other teaching staff.  
學生、家長、行政和其他教職員如何看待體育

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5

## Observations from my visits to schools in Taipei 我對所拜訪過臺北學校的觀察



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6

## Why PE? 為何要體育?

1. Who was your inspiration as a young person? E.g. PE teacher, parent etc. WHY?  
年輕時，你受到誰的啟發? (如：體育老師、家長等) 為什麼?
2. What is the PURPOSE of PE?  
上體育課的目的是什麼?
3. What is your department's vision?  
你的服務單位有何願景?
4. What does High Quality PE look like?  
高品質的體育，看起來會是什麼樣子?

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7

## Leaving School 離開學校/畢業

What do you want your pupils to have gained from PE upon leaving school? What evidence do you have of impact?

當你的學生畢業時，你希望他們能從體育獲得什麼?  
你用什麼來證明體育對他們的影響?



What would the pupils say you have done for them?

What evidence do they have of impact?

孩子們會如何訴說你對他們的付出? 他們可以如何證明所受

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到的影響?

8

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## Philosophy/Ideology 理念/意識形態

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State your overall philosophy/ideology for physical education, school sport and physical activity experiences from a curricular and extra-curricular point of view.

請分別就「體育課、學校運動團隊、校內以及課外身體活動」等面向，來陳述你的理念/意識形態

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9

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10

# Introduction to Physical Literacy

## 身體素養的入門

- Think of a **'positive experience'** where you were engaged in physical activity.  
回想一件和身體活動參與有關的**正面經驗**
  - How did you feel? 你的感覺如何?
  - Why did you feel that way? 你為什麼會有這樣的感覺?
- Think of a **'negative experience'** where you were engaged in physical activity.  
回想一件和身體活動參與有關的**負面經驗**
  - How did you feel? 你的感覺如何?
  - Why did you feel that way? 你為什麼會有這樣的感覺?
- Think of how you have **affected others** physical activity experiences in a **positive way** e.g. child, relative, client  
想想你對他人的身體活動經驗有何正面的影響? 如: 對孩子、親戚、客戶
  - How did they feel? 他們有何感覺?
  - Why did they feel that way? 他們為何會產生這樣的想法?

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11

Why did you feel that way?  
你為何這樣感覺?

**POSITIVE (正面)**

Rugby 7's Tournament  
第七屆橄欖球錦標賽

How did you feel?  
你有何感覺

Well prepared  
準備好了

Proud  
榮耀

Knew what we were doing  
知道自己在做什麼

Confident  
自信

Comfortable in environment  
自在

Part of a team – valued  
隊伍的一分子 (受重視)

Desire to do my best  
渴望最佳表現

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Why did you feel that way?  
你為何這樣感覺?

## NEGATIVE (負面)

How did you feel?  
你有何感覺

### School Cross Country 學校越野賽跑

No previous  
experience  
第一次

Lack of  
preparation  
沒準備好

Lack of confidence and  
perceived competence  
缺乏自信  
及自我了解



Nervous  
緊張

Unsure  
不確定感

Did not know  
what was  
expected of us  
無所適從

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Why did she feel that way?  
他為何這樣覺得?

## INFLUENCE (影響)

How did she feel?  
他有何感覺?

### Netball 英式籃球

Well  
prepared  
準備好

Knew what she  
was doing  
知道自己在  
做什麼

Comfortable in  
environment  
自在

Desire to do  
her best  
渴望自己的  
最佳表現



Well  
prepared  
有準備

Confident  
自信

Part of a team –  
valued  
團隊的一分子  
受重視

Determined  
堅定

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## What is Physical Literacy 何謂 身體素養

**Physical literacy is our unique disposition to engage in physical activity for life.**

**身體素養是我們從事身體活動時的傾向**

**The root to developing our disposition is our innate and acquired motivation, confidence, physical competence, knowledge and understanding.**

**個人傾向的發展取決於我們的天生及後天習得的動機、自信、身體能力、知識與理解。**

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15

### The term – ‘Physical Literacy’ 專有名詞的選用 「身體素養」

- Our **embodied interaction** with the physical predates language and is so essential that it seems to have never been named. 我們與肉身的實體互動早在語言存在之前就發生了，而且因為太過理所當然，以至於它從未被命名
- Just as we use **symbolic language** as a framework for **communication, reading and writing** to connect with one another, so too we **read, interpret and write** in the **physical realm** through movement.  
正如同我們使用符號語言來進行溝通、閱讀及寫作，並藉此與他人產生連結；我們在身體的領域也透過動作來閱讀、詮釋及表達。
- The concept of **physical literacy** could be described as a metaphor that gives a name to our **innate human capacity for embodied communication with the physical environment**.  
身體素養，可以被描述成一個隱喻，用來代表人類與物理環境進行具深化溝通的與生俱來的能力
- It is accepted that we have a **range of capabilities** such as musical, literary, mathematical, etc., which can be developed throughout life. We all have an **embodied potential** and individuals can develop their unique physical literacy throughout their lives.  
一般來說，我們在一生中會發展並具備各種不同的能力，諸如：音樂的、文字的、數學的……等等。所以，我們皆具有具身化的潛能，所有個體皆能發展他們獨特的身體素養。

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16



Literacy is 'effective interaction with an environment' where we are able to:  
素養即「能與環境有效地互動」，所以我們能夠：

- Challenge ourselves physically in a range of environments  
能夠在各種不同的環境中挑戰/測試自己的身體能力
- Engage in/with different environments/situations  
能夠參與/投入不同的環境/狀況
- Respond appropriately/authentically/rationally  
能夠適當地、真實地、合理地回應環境
- Draw on previous experiences and develop our capability  
能夠吸收先前的經驗並發展我們的能力
- Appreciate and comprehend 能夠欣賞與理解

**It is a process of give and take through interaction, perception and action,  
where we develop ourselves as we interact with the world.  
這是透過互動、知覺和活動來交流的過程，  
讓我們得以透過與這世界互動來達到自我發展**

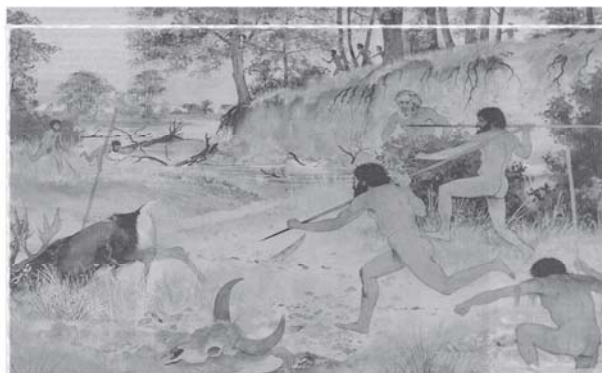
Whitehead, M. (2017) IPLA Forum, Liverpool

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17

## Physical Literacy Past and Present 身體素養的過去與現在

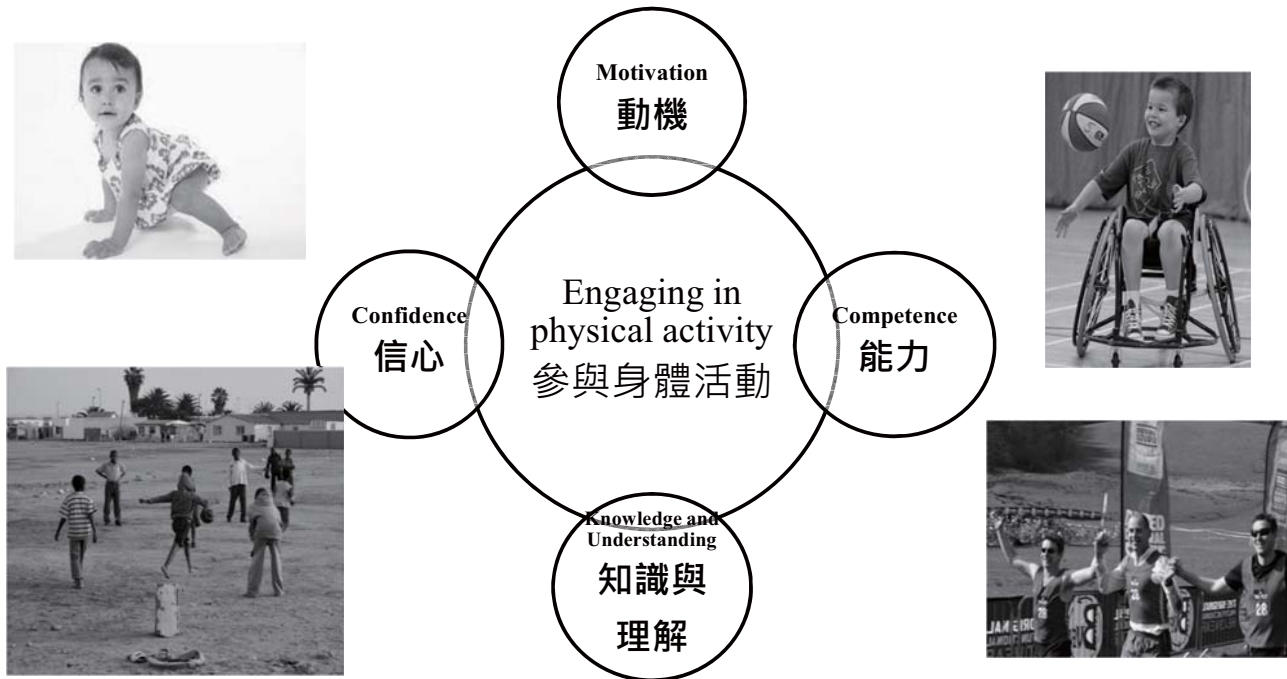
Are we interacting effectively with our environment? 我們和環境有效的互動嗎?  
Is this affecting our health and wellbeing? 這會影響我們的健康和幸福感嗎?



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18

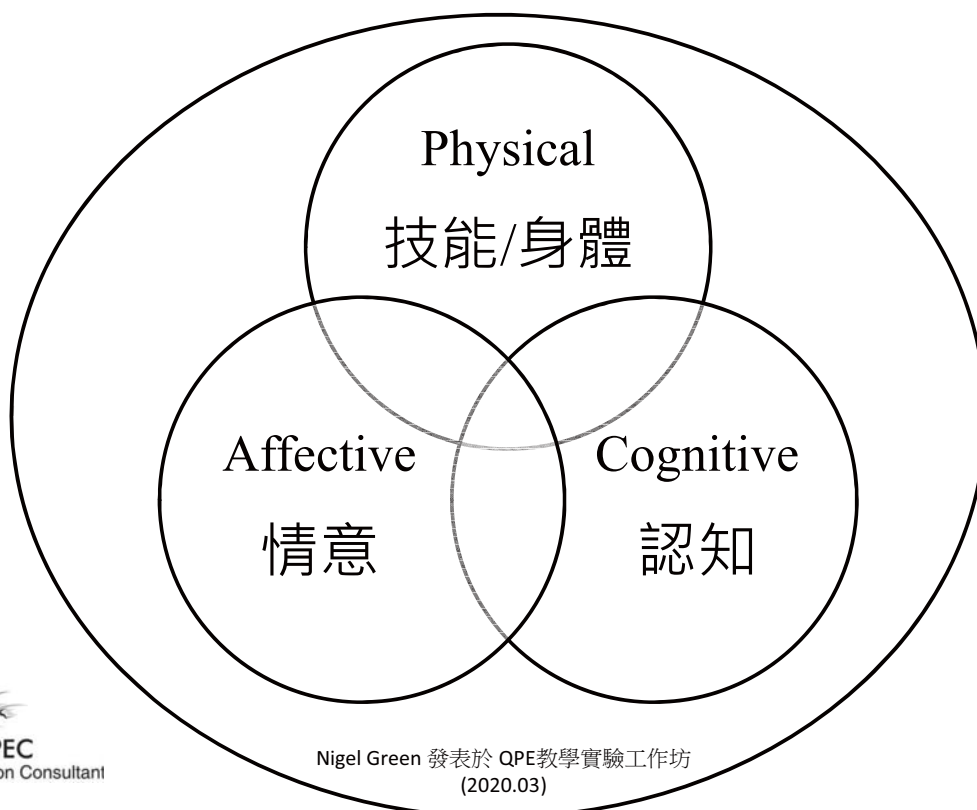
“Physical literacy is the **motivation, confidence, physical competence, knowledge and understanding** to **value** and take **responsibility** for **engagement in physical activities for life**” (IPLA, 2016)  
身體素養是讓個體得以重視、願意從事身體活動，所需的動機、信心、身體能力、知識以及理解



Choosing physical activity for life and treating everyone as an individual.  
選擇終身從事的身體活動，並且將每個人視為具有獨特需求的個體來對待

19

## Holistic Focus and for everyone



# Unique Journey



Physical Literacy  
Throughout the  
Life Course  
人生各階段  
的身體素養



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## The Spiral of Physical Literacy Development (Jurbala, 2015)

Accessed from Sport for Life (2019) Developing Physical Literacy: Building a New Normal for all Canadians

### 身體素養的螺旋性發展

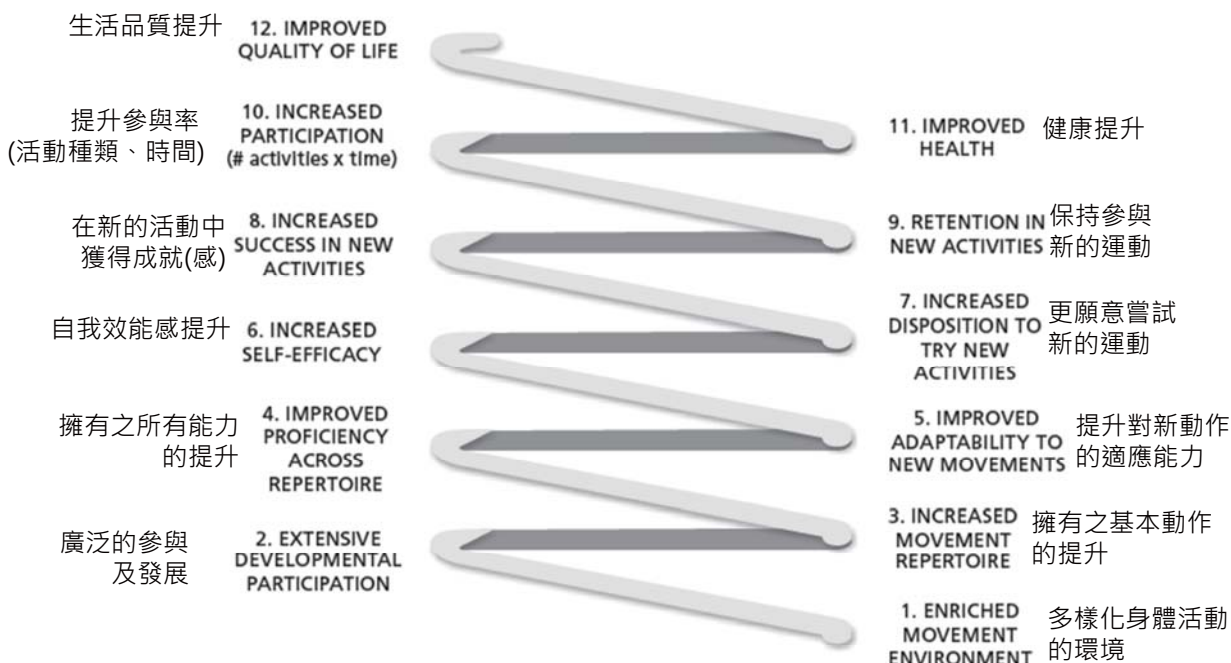
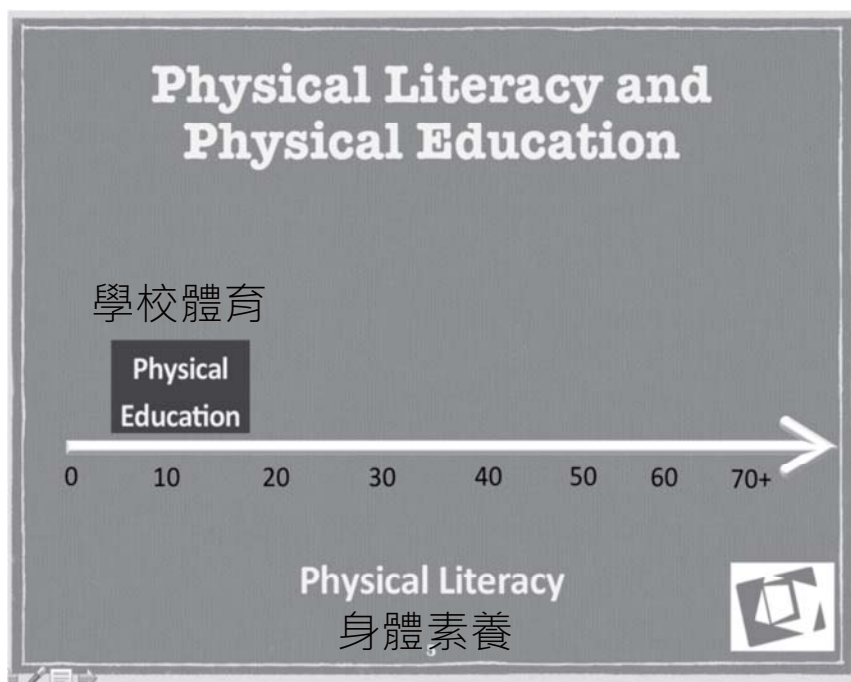


Figure 10: The Spiral of Physical Literacy Development (Jurbala, 2015)  
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23

## Influences on Engagement in Physical Activity 參與身體活動的影響因素

Consider the physical education environment you create in your school.  
想想您的學校提供什麼樣的體育學習環境

動機	信心	身體能力	知識與理解		
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	混淆

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24

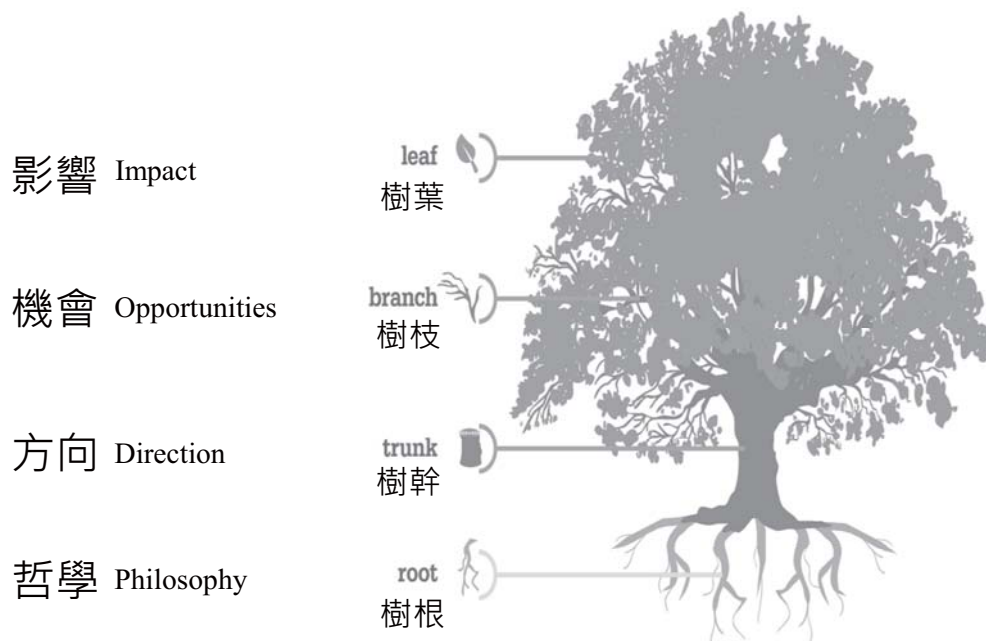
**How and why are you currently engaging in physical activity?**  
**你如何以及為何參與體育活動呢?**

- a. What are your current interactions within physical activity environments? 你現在在身體活動環境中的互動如何呢?
- b. Are you motivated to engage in physical activity? 你對參與體育活動是有動機的嗎?
- c. Are you confident to engage in physical activity? 你對參與體育活動有信心嗎?
- d. Are you competent in a range of physical activities? 在身體活動中你是有能力的嗎?
- e. Do you have sufficient knowledge and understanding to engage in physical activities? 你有足夠的知識與理解去參與體育活動嗎?
- f. Do you value and take responsibility for engagement in physical activity? 對於參與體育活動，你重視且負責任嗎?

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25

**Philosophy - the why that informs the what or the how.**  
**哲學- 指引「做什麼」或「如何做」的「理由」**

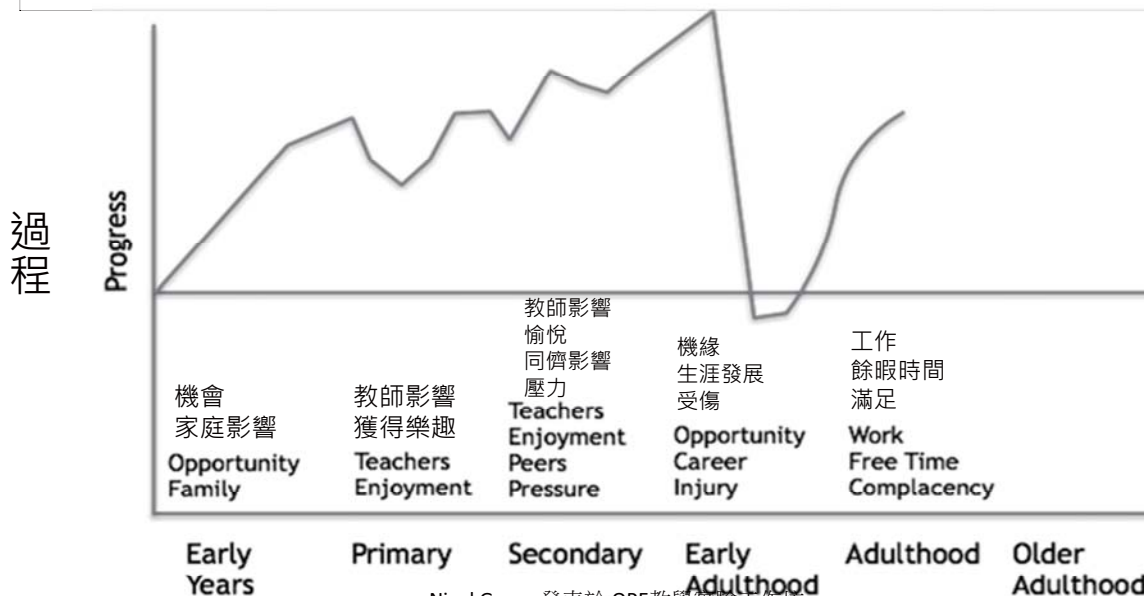


# Underpinning Philosophy 哲學基礎



<b>Monism (一元論)</b>	<b>Existentialism (存在主義)</b>	<b>Phenomenology (現象學)</b>
<p>Our mind and body are inseparable, interconnected and intertwined. Holistic approach that values each attribute equally. 我們的身體和心靈是不可分割的，是相互連結、相互交織的。以全人的取向，平等地評估每個屬性。</p>	<p>Individuals create themselves as they live and interact with their world. Personalised ongoing dialogue between ourselves and our surroundings. 個體在他們生活和與他們的世界互動時創造自己。個體與周圍環境之間的持續對話。 <small>Nigel Green 發表於 OPE 教學實驗工作坊 (2020.03)</small></p>	<p>Individuals perceive the world from their unique perspective based on their previous experience - Subjective. 個體基於他們過去的經驗，以他們獨特的視角看待世界 - 主觀性。</p> <p style="text-align: right;">27</p>

**What have been the significant developments in your physical literacy journey and who or what has influenced you? Reflect on your journey.**  
你自身獨特的身體素養旅程是如何發展的？  
受到誰或什麼的影響？反思你的旅程



**Attributes – What an individual, who is  
developing their physical literacy, looks like.**  
特質 - 正在發展/具有身體素養的人之樣貌

- 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
- C. **Moves efficiently and effectively** in different physical activities  
在不同的身體活動中能有效和有效率的運動
- 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
- 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
- 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
- G. **Knows how** physical activity can improve well-being  
知道身體活動如何促進幸福感
- 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

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29

## Philosophy/Ideology Revisited 重探哲學/意識形態

Reflect on your overall philosophy/ideology for physical education, school sport and physical activity experiences from a curricular and extra-curricular point of view.

請反思你對於「體育課、學校運動團隊、校內以及課外身體活動」等面向的理念/意識形態

Has the understanding of physical literacy changed your thinking in any way?

當你理解身體素養，你的某些想法是否有所不同？

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31

## The Grade 1-12 curriculum: Health and physical education learning area 十二年國教健康與體育學習領域課程綱要

Published May, 2018

### Fundamental Beliefs 基本理念

Health and physical education curriculum aims to cultivate citizens with **knowledge, competency and mentality** about **lifelong physical activity and healthy lifestyle**. Under the vision of “**empowering each child**,” the health and physical education curriculum in 12-year basic education exhibits the following features: **PHYSICAL LITERACY** (健康與體育領域主要在於培養具備健康生活與終身運動知識、能力與態度的健全國民。在「成就每一個孩子」的理念下，12年基本教育的健康與體育課程展現了身體素養的特色)

1. Abiding by the educational principles of being **student-centric** and promoting students' **holistic health**, the curriculum facilitates learning by incorporating real-life scenarios and makes sure **every student participate in physical activities**. **INCLUSIVE** (以學生為主體及全人健康之教育方針，結合生活情境的整合性學習，確保人人參與身體活動。包容性/融合)
2. The curriculum aims to equip students with sufficient life skills to explore and solve problems and to develop **cognitive, affective and psychomotor abilities** and proper **behaviors corresponding to their age** so as to bring out their physical and mental potentials and help them become life-long learners. **PREPARATION FOR LIFE** (運用生活技能以探究與解決問題，發展適合其年齡應有的健康與體育認知、情意、技能與行為，讓學生身心潛能得以適性開展，成為終身學習者。為生活準備)
3. The curriculum aims to help students build a **healthy lifestyle** and develop the ability in everyday physical activity. It fosters students' **sport and culture literacy** including international outlook and **aesthetic appreciation**. All these aim to train students physically and mentally so as to enhance their **competitiveness**. **HEALTHY ACTIVE LIFESTYLES RELEVANT TO CULTURE** (建立健康生活型態，培養日常生活中之各種身體活動能力並具國際觀、欣賞能力等運動文化素養，以鍛鍊身心，培養競爭力。與在地文化相關的健康動態生活型態)

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(2020.03)

32



In order to foster social growth and help citizens live a healthy life, the “12-year basic education health and physical education curriculum” should provide all students with sufficient learning opportunities to achieve the following nine goals: (為了促使社會成長並幫助市民有健康的生活，12年基本教育的健康與體育課程應提供學生足夠的學習機會，達成下列9項目標)

1. to acquire **knowledge and skills** about sport and healthy life and adopt a correct attitude towards them; to **improve competencies** in health and physical education.  
培養具備健康生活與體育運動的知識、態度與技能，增進健康與體育的素養
2. to develop a habit of regular exercise and **healthy lifestyle**. 養成規律運動與健康生活的習慣
3. to cultivate the ability to **solve problems** and to devise and execute a plan in the field of health and physical education.  
培養健康與體育問題解決及規劃執行的能力
4. to be able to take care of oneself and live **independently**. 培養獨立生活的自我照護能力
5. to cultivate the ability to judge and fully utilize the information, products and services related to sport and **healthy life**.  
培養思辨與善用健康生活與體育運動的相關資訊、產品和服務的素養
6. to foster the competencies needed for **aesthetic appreciation** and career preparation related to sport and health so as to enrich one's recreational life and achieve **holistic health**.  
建構運動與健康的美學欣賞能力及職涯準備所需之素養，豐富休閒生活品質與全人健康
7. to develop a sense of **civic responsibility and moral consciousness** that drive one to care for life, society and environment so as to build up a community where people are healthy and sportive.  
培養關懷生活、社會與環境的道德意識和公民責任感，營造健康與運動社區
8. to develop **positive interpersonal relationships** and embrace the spirit of collaboration.  
培養良好人際關係與團隊合作精神
9. to develop cultural literacy and international outlook related to health and physical education.  
發展健康與體育相關之文化素養與國際觀

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(2020.03)

33

**The focus of Physical Education is the development of physical literacy.**

**體育的焦點是發展身體素養**



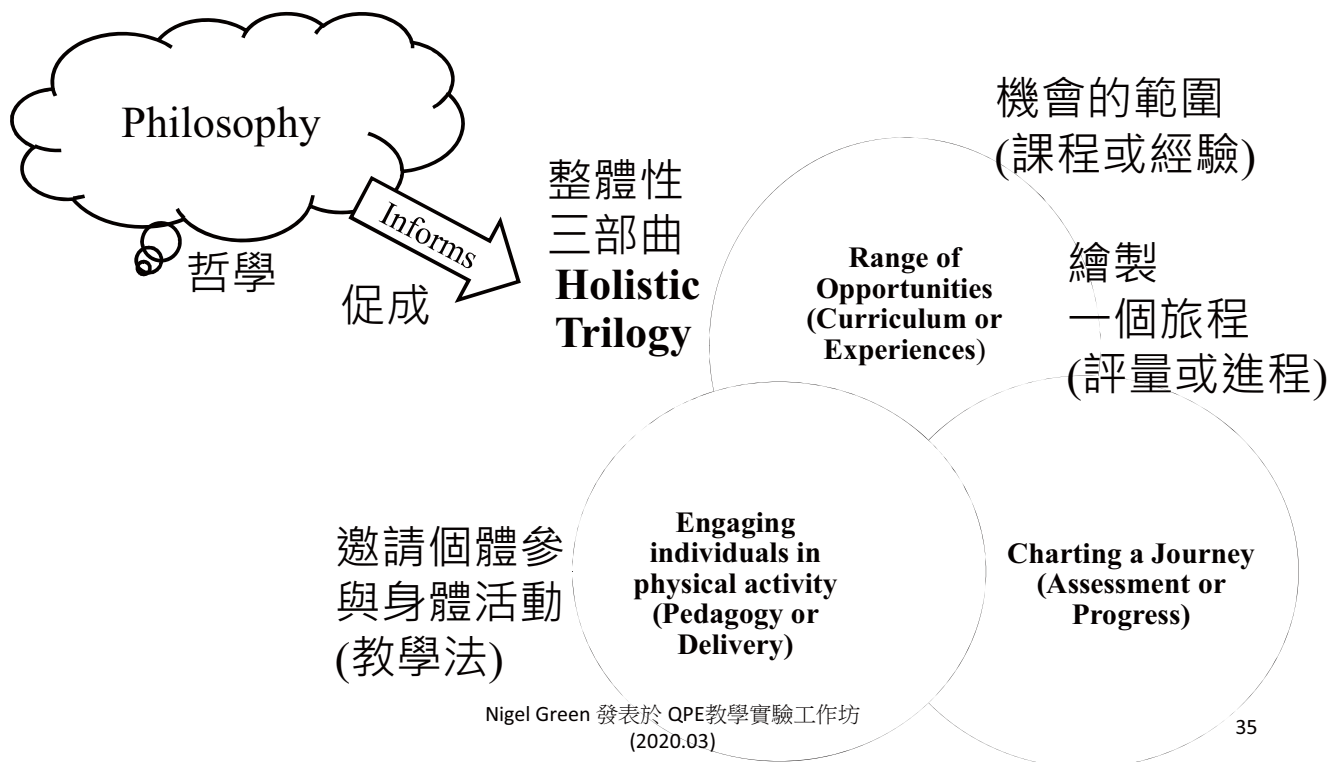
**Nurturing positive attitudes and behaviours towards engagement in physical activities for life.**

**培養積極的態度和行為，以及在生活中參與身體活動。**

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(2020.03)

34

As practitioners,  
how can we nurture the PL journey?  
作為實踐者，我們如何培植身體素養？



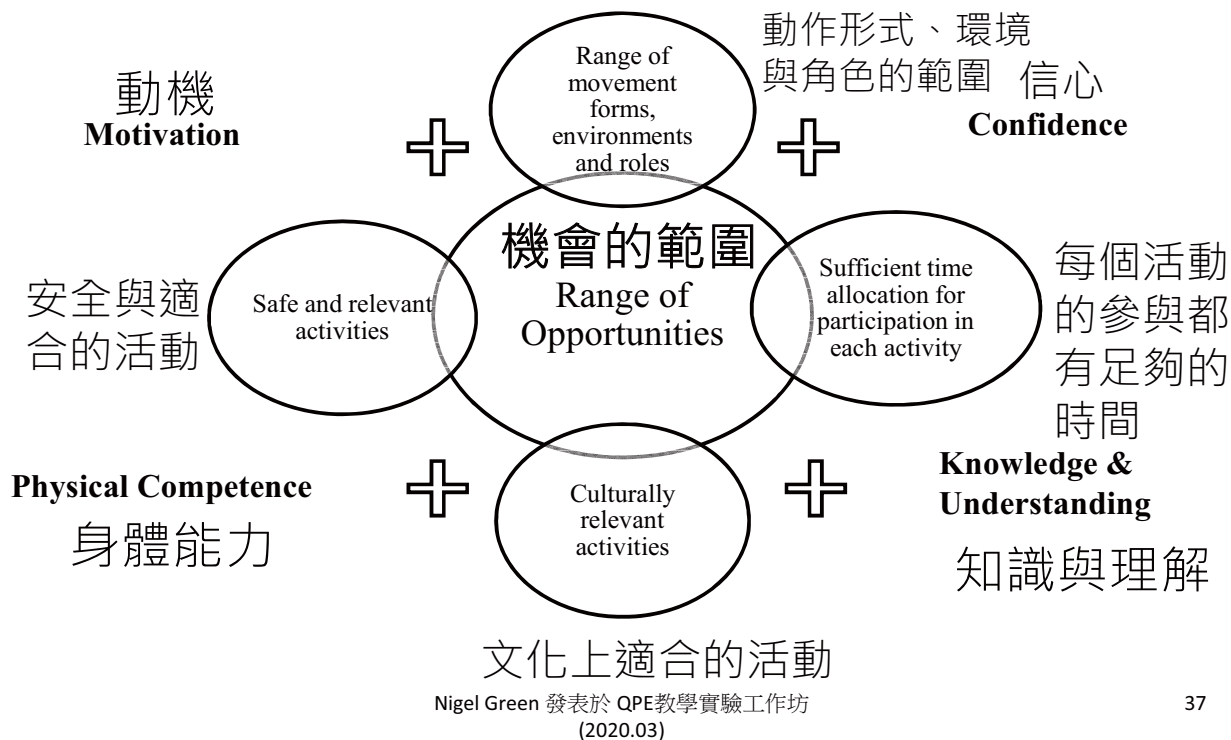
“We teach by creating environments  
for children”

我教學的關鍵在於  
為孩子創造合適的環境

Joyce and Weil (1972)

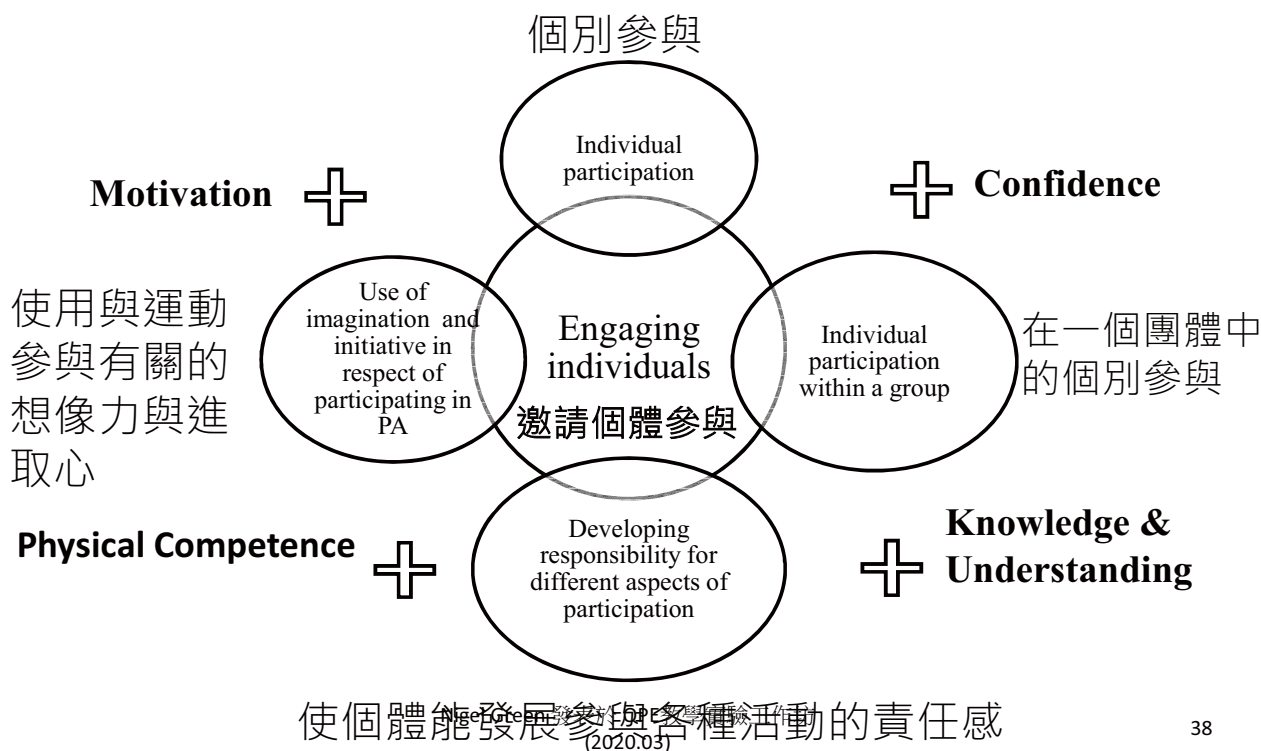
# Range of Opportunities 機會的範圍

Often dependent on the school facilities, staff expertise/interest and government requirements  
通常依賴於學校設施、職員專長/興趣 和政府的要求



37

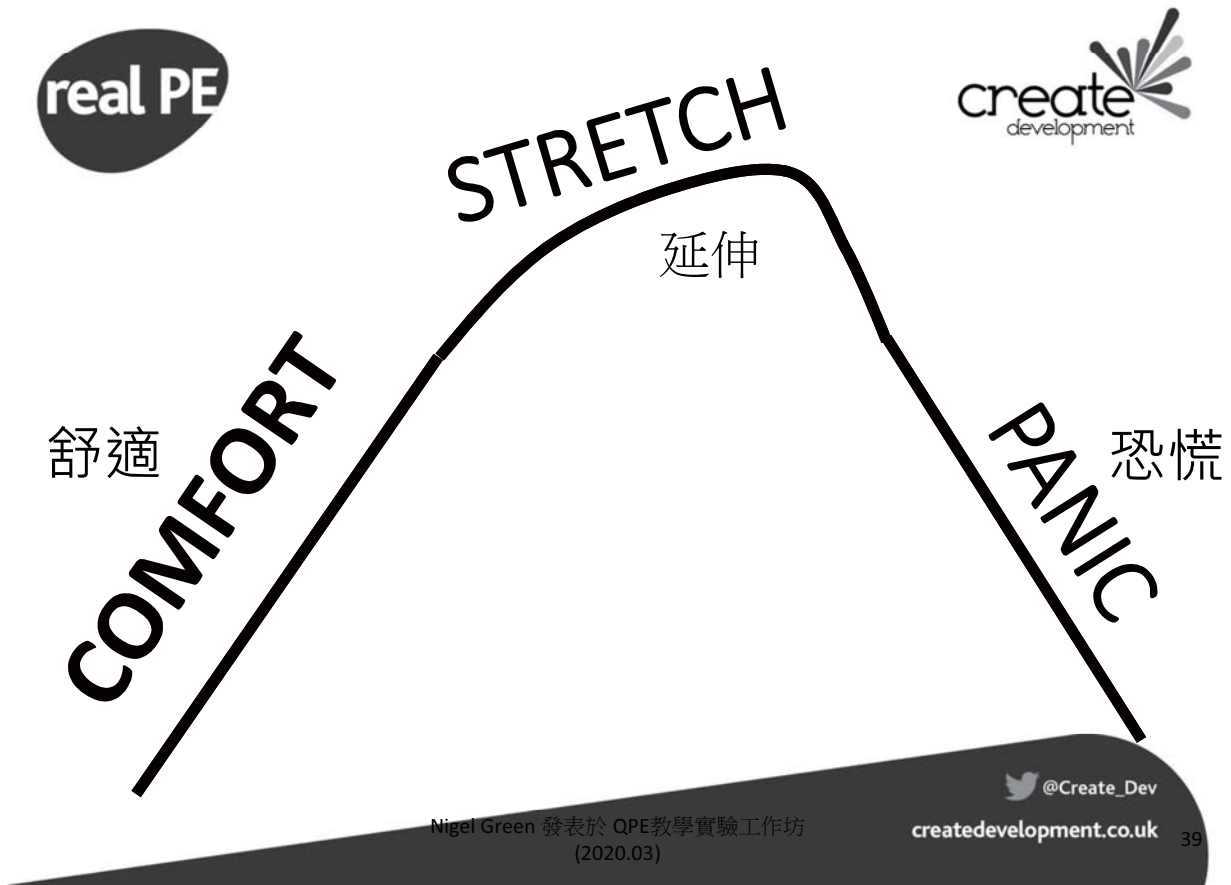
# Engaging Individuals – Pedagogy 邀請個體參與 – 教學法



使個體能發展參與各種活動的責任感

38

# Appropriate Challenge 合適程度的挑戰



## STEPS 策略

CONSIDERATIONS TO MODIFY ACTIVITY 活動修改的考量	
SPACE 空間	Space is changed to make the activity easier or more challenging 改變距離或範圍大小來調整活動的難易度
TASK 活動內容	Task is modified to make the activity easier or more challenging 改變進行方式或內容內容來使活動更簡單或更有挑戰性
EQUIPMENT 器材	Equipment can be changed to make the activity easier or more challenging e.g. different length badminton rackets, smaller or bigger basketballs 改變器材以使活動容易上手或更有挑戰，如：使用不同長度的羽毛球拍、較大或較小的籃球
PEOPLE 人員	Changing the number of people involved will modify the challenge 改變同時進行的人數來調整挑戰性
SPEED 速度	Slowing the activity down or putting more time pressure on will modify the challenge. 減緩活動的速度或增加時間壓力，將改變挑戰的程度

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—整體性

Judgements to be criterion referenced not norm referenced - Ipsative.  
依據標準參照而非常模參照來判斷 – 自比性測驗

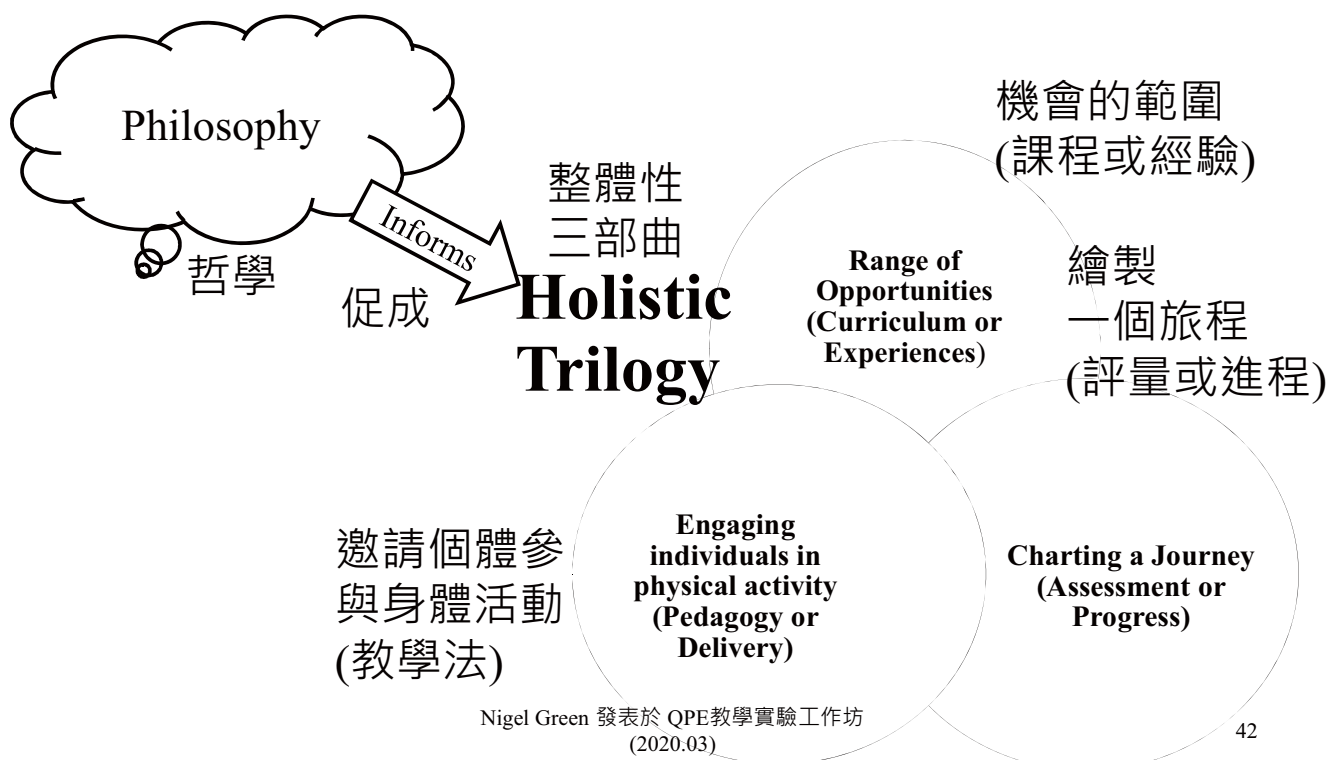
Judgements to reveal changes in a physical literacy journey that could then be used as a guide towards our future challenges.  
能揭示身體素養旅程中的改變之判斷—能被用作為一種導向未來挑戰的指引

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

Recording a journey to support and chart our changing behaviour towards engagement in physical activity.  
記錄發展的旅程，用以支持和描繪我們在參與身體活動時的變化

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(2020.03)

41



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(2020.03)

42

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(2020.03)

43

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(2020.03)

44

## Assessment Strategy 評量策略

What assessment strategies do you currently use?

你現在使用什麼評量策略？

Are your strategies fit for purpose? 你的策略能達成目的嗎？

How does it fit into your schemes of work?

它如何對你的方案發揮作用？

If you need to, how could you modify your assessment and planning processes to be of benefit to children, teachers and parents?

如果需要的話，你如何修正評量和計畫過程，以便對孩子、老師和家長有利？

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(2020.03)

45

## What do you see?



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(2020.03)

46

# Physical Literacy 身體素養：

My disposition towards physical activity  
我從事身體活動的狀態

Not like me	<b>Motivation – I want to take part in physical activity</b> 動機 -- 我想要從事身體活動	Like me
Not like me	<b>Confidence – I feel confident to take part in lots of different physical activities</b> 自信 -- 我對於參加不同身體活動感到有自信	Like me
Not like me	<b>Physical Competence – I am good at lots of different physical activities</b> 身體能力 -- 我擅長很多不同的身體活動	Like me
Not like me	<b>Understanding – I understand why taking part in physical activity is good for me</b> 理解 -- 我了解從事身體活動對自己的好處	Like me
Not like me	<b>Knowledge – I know about physical activities and how to get better at them</b> 知識 -- 在許多身體活動當中，我都能知道如何進步	Like me

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(2020.03)

47

# Physical Literacy 身體素養

My disposition towards  
我從事桌球的狀態：



Not like me	<b>Motivation – I want to take part in this physical activity</b> 動機 -- 我想要從事身體活動	Like me
Not like me	<b>Confidence – I feel confident to take part in this physical activity</b> 自信 -- 我對於參加不同身體活動感到有自信	Like me
Not like me	<b>Physical Competence – I am good at this physical activity</b> 身體能力 -- 我擅長很多不同的身體活動	Like me
Not like me	<b>Understanding – I understand why taking part in this activity is good for me</b> 理解 -- 我了解從事身體活動對自己的好處	Like me
Not like me	<b>Knowledge – I know how to play this activity and how to get better at it</b> 知識 -- 在許多身體活動當中，我都能知道如何進步	Like me

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(2020.03)

48



# Physical Literacy 身體素養

My disposition towards

我從事籃球的傾向：



Not like me	<b>Motivation – I want to take part in this physical activity</b> 動機 -- 我想要從事身體活動	Like me
Not like me	<b>Confidence – I feel confident to take part in this physical activity</b> 自信 -- 我對於參加不同身體活動感到有自信	Like me
Not like me	<b>Physical Competence – I am good at this physical activity</b> 身體能力 -- 我擅長很多不同的身體活動	Like me
Not like me	<b>Understanding – I understand why taking part in this activity is good for me</b> 理解 -- 我了解從事身體活動對自己的好處	Like me
Not like me	<b>Knowledge – I know how to play this activity and how to get better at it</b> 知識 -- 在許多身體活動當中，我都能知道如何進步	Like me

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(2020.03)

49

## Core Tasks – E.G. Basketball

### 核心任務-以籃球為例

	Link	Introduction	Development	Intermediate	Advanced
Core Tasks	<b>Core Task One</b> <ul style="list-style-type: none"> <li>Take part in a warm up with a teacher. (imitation)</li> <li>Demonstrates Individual skills in a practice situation.</li> <li>Demonstrates understanding of how to play a simple game.</li> <li>Suggest what you think you can do well.</li> <li>Suggest how you work in a group situation.</li> </ul>	<b>Core Task Two</b> <ul style="list-style-type: none"> <li>Take part in a warm up with a teacher.</li> <li>Demonstrate your individual skills in a 2 v 1 possession ball situation, moving towards a basket to shoot.</li> <li>Demonstrate your tactical understanding and knowledge of rules in a 4 v 2 or 3 v 3 game.</li> <li>State what you think you do well, and what skills/tactics you need to work on to improve.</li> <li>State how you worked in a group situation.</li> </ul>	<b>Core Task Three</b> <ul style="list-style-type: none"> <li>Warm up appropriately for basketball by yourself.</li> <li>Demonstrate your individual skills in a 2 v 1 or 2 v 2-possession ball situation, moving towards a basket to score.</li> <li>Demonstrate your tactical understanding and knowledge of rules in a 3 v 3 or 4 v 4 game.</li> <li>With a partner, suggest what individual strengths you have and what aspects you need to develop.</li> </ul>	<b>Core Task Four</b> <ul style="list-style-type: none"> <li>Lead a warm up for others.</li> <li>Organise a competition of small-sided games for your class or group.</li> <li>Demonstrate your individual skills in 5 v 5 games.</li> <li>Demonstrate your tactical understanding and umpiring knowledge in a game.</li> <li>Analyse your own and others strengths and suggest aspects that need developing.</li> </ul>	<b>Core Task Five</b> <ul style="list-style-type: none"> <li>Explain how to train appropriately for basketball.</li> <li>Take on a role to assist in your groups' development.</li> <li>Demonstrate your individual skills in the game situation.</li> <li>Demonstrate your tactical awareness and knowledge of rules in a game.</li> <li>Evaluate your own and the opposing teams performance.</li> </ul>

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(2020.03)

51

## Core Tasks – E.G. Basketball

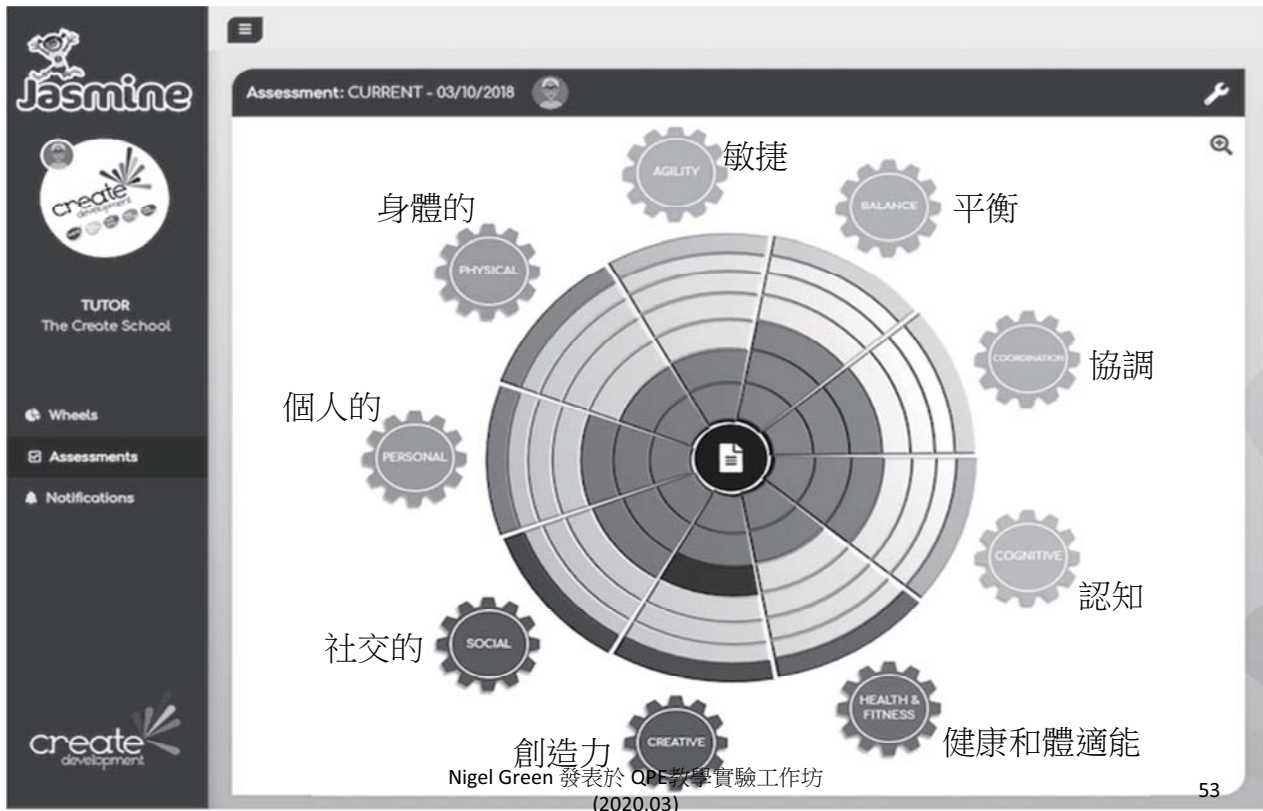
### 核心任務-以籃球為例

	Link 連結階段	Introduction 導入階段	Development 發展階段	Intermediate 中間階段	Advanced 高階階段
Core Tasks  核心任務	<b>Core Task One</b> 核心任務1 <ul style="list-style-type: none"> <li>模仿老師動作進行熱身</li> <li>在練習中展現個人技能</li> <li>知道如何進行簡單遊戲比賽</li> <li>知道並指出自己能做到那些事</li> <li>指出自己能在團隊中發揮何種功能</li> </ul>	<b>Core Task Two</b> 核心任務2 <ul style="list-style-type: none"> <li>與老師一起進行熱身</li> <li>在2打1的持球遊戲中展現個人技能，並朝籃框推進與投籃。</li> <li>展現你對4 v 2或3 v 3比賽戰術的知識與理解。</li> <li>說出你覺得自己表現好的地方，並指出需要改進的技術/戰術運用。</li> <li>說出自己在團隊中如何發揮功用</li> </ul>	<b>Core Task Three</b> 核心任務3 <ul style="list-style-type: none"> <li>自己進行有效的籃球熱身</li> <li>在2 v 1 或2 v 2的持球遊戲中展現個人技巧，並朝籃框推進與投籃得分。</li> <li>展現自己對3 v 3或4 v 4比賽的規則及戰術之理解。</li> <li>與一個夥伴，針對個人優點及需要改進之處提出建議。</li> </ul>	<b>Core Task Four</b> 核心任務4 <ul style="list-style-type: none"> <li>帶領他人熱身</li> <li>替你的班級或小組安排小型的比賽。</li> <li>在5 v 5比賽中展現個人技術。</li> <li>展現你對比賽所需的戰術運用及裁判規則之理解。</li> <li>分析自己與他人的優點，並能指出改進方向。</li> </ul>	<b>Core Task Five</b> 核心任務5 <ul style="list-style-type: none"> <li>解釋如何進行有效的籃球練習。</li> <li>扮演能促進隊伍成長的角色。</li> <li>在比賽情境中展現個人技術。</li> <li>在比賽中展現自己對戰術與規則的認識。</li> <li>評價己方隊伍與對手的比賽表現</li> </ul>

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(2020.03)

52

# Pupil Progress Wheel 學生進步輪



Physical Education Assessment Grades 1 - 8

NAME OF STUDENT ..... STUDENT NUMBER ..... GRADE .....

	PHYSICAL		AFFECTIVE		COGNITIVE	
	PHYSICAL COMPETENCE	HEALTH AND FITNESS	PERSONAL	SOCIAL	COGNITIVE	CREATIVE
10	I move with poise, economy and effectiveness in a wide variety of physical activity environments	I demonstrate the knowledge, skills and engagement in physical activity to achieve and maintain a health-enhancing level of fitness.	I am motivated and committed to engage confidently in co-operative, competitive and/or independent physical activities in a range of environments as part of my daily life.	I take responsibility for my own and others engagement in a wide range of physical activity environments and roles.	I recognise, appreciate and value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	I participate actively and regularly with imagination and creativity in a wide variety of physical activities.
9	I apply and adapt movement skills, patterns, principles and concepts related to a range of physical activities.	I can make connections that relate to how choices and behaviours affect both my own and others health and well-being.	I exhibit responsible and safe personal and social behaviour that respects myself and others in physical activity settings.	I am self-aware and self-assured in communication and interaction in physical activities.	I apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance my ability to participate successfully in those activities.	I demonstrate originality, imagination and creativity in a range of physical activity environments.
8	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	I can involve others and motivate those around me to perform better. I seek advice from a variety of sources to help me improve.	I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different activity situations as they develop.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
7	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play and I can develop methods to outwit opponents.	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

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55

Physical Education Assessment Grades 1 - 8

	PHYSICAL		AFFECTIVE		COGNITIVE	
	PHYSICAL COMPETENCE	HEALTH AND FITNESS	PERSONAL	SOCIAL	COGNITIVE	CREATIVE
6	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	I can link actions and develop sequences of movements that express my own ideas I can change tactics, rules or tasks to make activities more fun or challenging.
5	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can describe how my body changes before and after exercise. I can explain why we need to warm up and cool down.	I know where I am with my learning and I have begun to challenge myself.	I show patience and support others, listening to them about our work. I am happy to show and tell them about my ideas.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
4	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	I try several times if at first I don't succeed and I ask for help when appropriate.	I can help, praise and encourage others in their learning.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.
3	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I am aware of why exercise is important for good health.	I can follow instructions, practise safely and work on simple tasks by myself.	I can work sensibly with others, taking turns and sharing.	I can understand and follow simple rules. I can name some things I am good at.	I can explore and describe different movements.
2	I can move confidently in different ways.	I am aware of the changes to the way I feel when I exercise.	I enjoy working on simple tasks with help.	I can play with others and take turns and share with help.	I can follow simple instructions.	I can observe and copy others.
1	I am starting to move confidently in different ways.	I am becoming aware of the changes to the way I feel when I exercise.	I am starting to work on simple tasks by myself.	I am starting to play with others, take turns and share.	I am starting to follow simple instructions.	I am starting to observe and copy others.

A-Athletics, BD-Badminton, BB-Basketball, C-Cricket, D-Dance, F-Football, FT-Fitness, Fr-Frisbee, G-Gymnastics, H-Handball, M-Martial Arts, P-Play, RPE-Real PE S-Swimming, TT-Table Tennis, V-Volleyball

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56

# IPLA Matrix (IPLA矩陣)

<b>Motivation</b> 動機	Motivated to participate in physical activity. 有動機的去參與身體活動	<b>Physical Competence</b> 身體能力	Movement capacities and movement patterns that constitute the foundation of all movement/physical activity. 組成所有運動/身體的活動基礎的運動能力和運動方式
	Sustained application and engagement. Motivated to apply oneself. 維持努力和參與。有動機的使一個人努力		Movement within a wide range of environments both individually and with others. 在某範圍的環境內，有個人的運動及與他人間的運動
	Motivated to take steps to include physical activity in life my pattern. 有動機的採取步驟去涵蓋生命中自我方式的身體活動		Sensitive perception of and perceptive action in response to physical activity environments. 對於身體活動的環境有敏感的知覺
<b>Confidence</b> 信心	Confident to engage. 有信心的去參與	<b>Knowledge and Understanding</b> 知識與理解	Reflecting and improving performance. 反思並改善執行
	Self perception of ability and belief that progress can be made. 個人對能力的知覺和信念：進步是可以達成的		Planning, interacting and creativity. 計畫、互動和創造力
	Confident to interact and engage with a range of environments. 有信心的參與某範圍的環境並互動		Wellbeing and valuing physical activity. 幸福感並重視身體活動

Nigel Green 發表於 QPE教學實驗工作坊 (2020.03) 57

# IPLA Matrix (IPLA矩陣)

Characteristics of Physical Literacy Journeys	Not Engaging	Developing	Establishing	Maintaining	Empowered/Excelling	
<b>Motivation</b>	Motivated to participate in physical activity. Sustained application and engagement. Motivated to apply oneself.	I do not usually want to engage in physical activity. I do not apply myself fully when engaged in physical activity.	I am physically active because I am starting to enjoy it. I am starting to apply myself during physical activity.	I participate in physical activity for the joy of it and because it is becoming important to me. I do not give up easily and keep going. I am becoming more persistent and resilient.	I maintain being physically active because it is part of who I am and because I value it. I sustain my engagement and involvement in regular physical activity.	I am motivated to try new activities and challenge my capabilities. I am committed to challenge my self in a range of environments.
<b>Confidence</b>	Motivated to take steps to include physical activity in life my pattern. Confident to engage.	I take steps to avoid physical activity. I am not confident to take part in physical activity.	Physical activity is starting to become a part of my life pattern. I am starting to look forward to taking part in physical activity.	Physical activity is becoming an increasingly regular part of my life pattern. I am more confident that I can fulfil the tasks set and that others will support me.	Physical activity is a secure part of my life pattern. I am certain that participation will be rewarding and enhance my self confidence.	I seek new ways to include physical activity in my life pattern. I am confident that, with practice and effort, I can fulfil the challenges set by myself and others.
<b>Physical Competence</b>	Self perception of ability and belief that progress can be made. Confident to interact and engage with a range of environments.	I am not confident that I can make progress in physical activity. I am at ease in only a few physical activity environments.	I am becoming confident that I can make progress in physical activity. I am becoming more at ease engaging in physical activity in varied indoor and outdoor situations.	I am more aware that I have made progress in some activities and that I am becoming confident and capable of making further progress. I look forward to new settings and activities with the increasing confidence that I can engage effectively within these environments.	I know I can have rewarding experiences in physical activities and this enhances my self esteem. I am confident to explore a range of settings, more or less familiar to me, with the assurance that I can respond to the demands they make on me.	I appreciate my movement ability and am confident that I can enhance my expertise and learn from future challenging experiences. I relish new and challenging environments and set myself ambitious goals.
<b>Knowledge and Understanding</b>	Movement capacities and movement patterns that constitute the foundation of all movement/physical activity. Movement within a wide range of environments both individually and with others. Sensitive perception of and perceptive action in response to physical activity environments.	I have a limited movement vocabulary related to a few physical activities. I am able to move effectively in limited movement environments.	I am developing my movement vocabulary associated with a wide variety of physical activities. I am starting to engage a wide variety of physical activity environments both individually and with others.	I am developing general and refined movement patterns and linking them into sequences associated with a range of physical activities. I am making progress by engaging in physical activity in an increasing range of varied environments both individually and with others.	I continue to apply and adapt my movement patterns that form more complex sequences related to the physical activities in which I participate. I continue to engage effectively and efficiently in a variety of physical activity environments both individually and with others.	I am able to move effectively using specific movement patterns in one or more challenging physical activities. I move with poise, economy and effectiveness in a wide variety of physical activity environments.
	R&U - Reflecting and improving performance.	I find it difficult to describe what I am doing well and need to improve on to be make progress.	I can identify movements that I am working on and think about what I need to improve.	I can describe movements I that I am working on, suggesting where I am making progress, and targets that could work towards.	I can evaluate movements that I am working on, identifying where I am being successful, setting realistic targets and devising ways in which I can work towards these targets.	I am perceptive in appreciating all aspects of challenging physical activity environments, anticipating movement needs or possibilities and responding appropriately to these with perception and imagination.
	R & U - Planning, interacting and creativity.	I find it difficult to work by myself or with others in planning and adapting movement sequences and ideas in physical activities.	I can work individually and with others in planning and adapting movement sequences and physical activities, contributing ideas and listening to the views others.	I can work effectively both individually and with others, in a range of settings, creating and refining movement sequences and physical activities, contributing ideas, listening to and respecting the views others.	I can work individually and with others in reflecting on, creating and refining movement sequences and physical activities. I contribute ideas, listening to and respecting the views of others and play my part in different roles in competing and co-operating with others.	I work individually and with others, in challenging physical activity environments, creatively planning my own and others responsibilities in competitive and co-operative situations.
	R & U - Wellbeing and valuing physical activity.	I am not aware of the importance of physical activity for my holistic health and wellbeing.	I am beginning to understand that physical activity helps me to keep well so that I can enjoy life.	I understand that participating in physical activities will have a beneficial effect on my holistic health and provide opportunities for me to thrive in physical activity settings alone and/or with others in a variety of different environments.	I understand that participating in a range of physical activities, will have a positive impact on my holistic health, and enable me to maintain my quality of life.	I recognise, appreciate and value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## Where are your students in relation to this work?

Beginner level	Development level	Intermediate level	Advanced level
<p>Introduce different grips and perform simple familiarisation activities individually. Explain basic rules of game - serving, technique, rotation and scoring. Allow children to play games and modify games to allow success for all. Ensure co-operation and support within groups. Ensure understanding of basic service and general play rules. <i>(Mainly practice model here but could use some reciprocal)</i>. Reflection on progress.</p> <p style="text-align: center;"><b>Henry and Liwen</b></p>	<p>Reminder of different grips and how to perform basic fore and backhand service. <i>(Practice model plus could use self-check)</i>. Reminder of how to score and rotate service in singles and/or doubles games. Play simple singles and/or doubles games. Ask children to demonstrate fore and backhand shots along with fore and backhand serves. Ensure rally's are co-operative when practicing. Ensure scoring and service rotations are correct. Reflection on progress.</p> <p style="text-align: center;"><b>Rest of the Class</b></p>	<p>Reminder of different grips, scoring, serve rotation. <i>(Practice model plus could use self-check)</i>. Playing singles and doubles games as appropriate. Reminder of how to vary serve using fore and back hand and spin. Reminder of how to provide feedback to partners/group to help them improve <i>(Reciprocal)</i>. Starting to set up own practices for improvement (Convergent discovery). Reminder of simple tactics for singles and doubles. Reflection on progress.</p> <p style="text-align: center;"><b>Ching Ping and Nigel</b></p>	<p>Ask children to explain different grips, scoring, serve rotation <i>(use self-check)</i>. Ask children to organise games on their tables - singles and doubles. Ask children to organise practices for serves, using fore and back hand plus varied spin. <i>(Use divergent discovery here)</i>. Ask children to organise practices for fore and back hand shots that utilise varied spin. Ask children to organise games with feedback on performance after each game. <i>(Could use Sport Education Model for this level)</i>. Reflection on progress.</p>
<p>Introduce different serve options - throw serve, bounce and hit or correct serve from throw, to allow all students to start a rally <i>(Inclusion)</i>. Experiment with different fore and back hand serves and explain rules for service in singles and doubles (Convergent Discovery). Set up practice situations for service that allow children to co-operate and help each other improve <i>(Use reciprocal work here)</i>. Check on knowledge of rules for singles and doubles. Play singles and doubles games, applying rules. Reflection on progress.</p>	<p>Experiment with hitting the ball on the top, bottom and sides to serve (Convergent Discovery) Introduce different serve options - fore and back hand and remind of rules for service in singles and doubles. Set up practice situations for service that allow children to co-operate and help each other improve <i>(Use reciprocal work here)</i>. Check on knowledge of rules for singles and doubles. Play singles and doubles games, applying rules. Reflection on progress.</p>	<p>Experiment with using different types of spin on service <i>(divergent discovery)</i> to see what works effectively against opponents and how this impacts on the ball. Consider how to change speed and spin on the ball using both fore and back hand serves <i>(Convergent Discovery)</i>. Provide feedback to partner in relation to success of serve <i>(Reciprocal)</i>. Play games of singles and doubles, applying correct service rules and trying to use variations in spin and speed on service. Reflection on progress.</p>	<p>Experiment with different types of fore and backhand service using different spin, speed, direction and disguise <i>(divergent discovery)</i>. Set up practice situations that focus on the service <i>(Sport Education)</i>, providing feedback to players. Organise both singles and doubles games where there is a focus on tactical serving. Reflection on progress.</p>

Nigel Green 發表於 QPE教學實驗工作坊 (2020.03)

59

## Where are your students in relation to this work?

Beginner level	Development level	Intermediate level	Advanced level
<p>介紹不同握拍方式和分別進行簡單、熟悉的活動。解釋基本的比賽規則-發球、技術、旋轉和計分。讓學生進行比賽和修改式比賽使所有學生產生成就感。確保各小組內相互支持與合作。確保學生理解基本的發球及大體上的規則。(在此主要使用練習式但也可使用互惠式)。在省察中進步。</p> <p style="text-align: center;"><b>Henry and Liwen</b></p>	<p>提醒學生不同的握拍方式及如何表現基本的正、反拍發球。(練習式並可使用自測式。)在單打和/或雙打比賽中提醒學生如何得分和旋轉發球。要求學生展現正反手擊球與正、反手發球。確保學生在對抽練習中合作。確保學生正確地計分和發旋球。在省察中進步。</p> <p style="text-align: center;"><b>Rest of the Class</b></p>	<p>提醒學生不同的握拍方式、如何計分、發旋球。(練習式並可使用自測式。)適當地進行單、雙打比賽。提醒學生如何使用正、反手及旋轉變化不同的發球。提醒學生如何提供回饋幫助隊友/小組進步(互惠式)。開始建立使自己進步的練習(集中式覺察)。提醒學生單、雙打比賽的簡單戰術。在省察中進步。</p> <p style="text-align: center;"><b>Ching Ping and Nigel</b></p>	<p>要求學生解釋不同的握拍方式如何計分、發旋球(使用自測式)。要求學生在小組中安排組織單、雙打比賽。要求學生安排組織使用正、反手加上不同變化的旋轉發球練習。(在此使用擴散式覺察)。要求學生安排組織利用不同變化的旋轉練習正、反手擊球。要求學生組織安排比賽並於每場結束後回饋比賽之表現(在此階段可使用運動教育模式)。在省察中進步。</p>
<p>介紹不同的發球選擇-拋發、彈跳擊球或正確拋發球，讓所有學生開始對打(包含式)。試驗不同的正、反手發球並解釋在單、雙打比賽中的發球規則(集中式覺察)。安排發球練習情境使學生合作並幫助彼此進步(練習式)。檢視學生在單、雙打比賽規則中的知識。應用規則進行單、雙打比賽。在省察中進步。</p>	<p>試驗從球的上方、下方和側邊去發球(集中式覺察)。介紹不同的發球選擇-正、反手並提醒在單、雙打比賽的發球規則。安排發球練習情境讓學生合作並幫助彼此進步(在此使用互惠式)。檢視學生單、雙打比賽規則中的知識。應用規則進行單、雙打比賽。在省察中進步。</p>	<p>試驗運用不同方式的旋轉發球(擴散式覺察)看哪種方式能有效地對抗對手及其如何作用於球上思考如何改變正、反手發球的速度和旋轉(集中式覺察)。提供隊友有關成功發球的回饋(互惠式)應用正確的發球規則並試著運用不同方式的旋轉和速度發球進行單、雙打比賽。在省察中進步。</p>	<p>試驗運用不同的旋轉、速度、方向和假動作進行正、反手發球(擴散式覺察)。安排專注於發球的練習情境(運動教育)。提供球員回饋。組織安排專注於發球戰術的單、雙打比賽。在省察中進步。</p>

Nigel Green 發表於 QPE教學實驗工作坊 (2020.03)

30

60

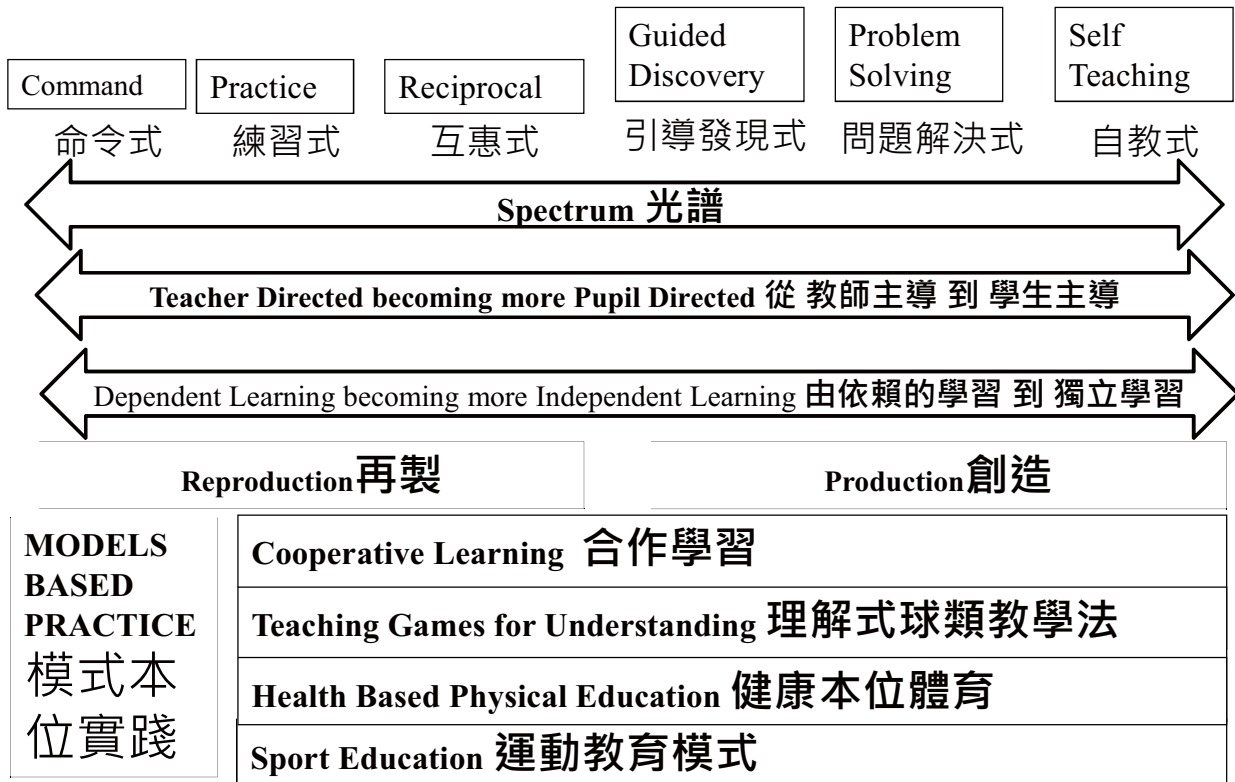
<p><b>Learning Outcomes</b> : 學習結果/學習目標</p> <p><b>Physical (Competence and Fitness)</b> : 身體的 (能力和體適能)</p> <p><b>Affective (Personal and Social)</b> : 情感的 (個人的和社交的)</p> <p><b>Cognitive (Knowledge and Creativity)</b> : 認知的 (知識和創造力)</p>
<p><b>Learning Activities with teaching styles/models</b> : 結合教學法/模式的學習活動</p> <p><b>Initial Engagement</b> –引起動機/引發參與</p> <p><b>Progressive learning activities (Differentiated)</b> –促進進步的學習活動 (差異化教學)</p> <p><b>Conditioned Games</b> -特定條件的比賽</p>
<p><b>Success Criteria linked to learning outcomes</b> : 與學習目標有關的判斷指標</p> <p><b>All must</b> : 所有人都要能...</p> <p><b>Most should</b> : 大部分的人都能...</p> <p><b>Some will</b> : 某些人能夠...</p>

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61

## Lesson Phases (Ang Chen) 教學結構 (陳昂)

1. Engagement 體驗
2. Experiment 實驗
3. Explanation 解釋
4. Elaboration 闡述
5. Evaluation 評鑑



Nigel Green 發表於 QPE教學實驗工作坊 (2020.03)

63





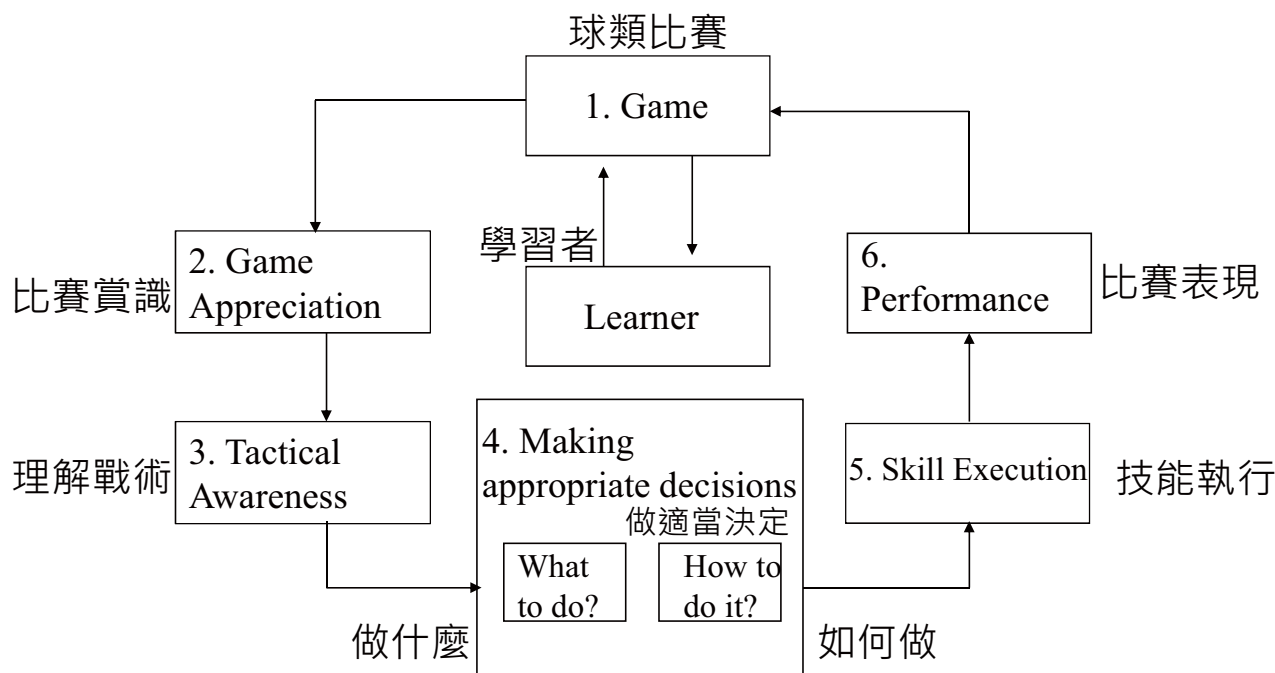
# Teaching Models 教學模式

- Teaching Games for Understanding 理解式教學法
- Sport Education 運動教育模式
- Co-operative Learning 合作學習
- Health Based PE 健康本位體育

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(2020.03)

65

## Teaching Games for Understanding 理解式球類教學法



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(2020.03)

66

## Main Features of Sport Education

# 運動教育模式的主要特色



- ☞ Seasons 運動季
- ☞ Affiliations 運動團隊
- ☞ Formal Competition 正式比賽
- ☞ Culminating Event 決賽時期
- ☞ Keeping Records 記錄保存
- ☞ Festivity 慶典

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## Cooperative Learning 合作學習

Five Elements include 包括五個基礎要素:

1. Positive Interdependence 正向的相互依存
2. Individual Accountability 個人的績效責任
3. Face to Face Interaction 面對面互動
4. Collaborative Group Activity 合作的團體活動
5. Group Reflection 團體反思

## Health Based PE 健康本位體育

HBPE should promote young people to be **健康本位體育應能夠促進年輕人:**

**Habitual movers:** individuals who actively seek regular participation in physical activity in and out of school, and whose end goal is to develop a physically active lifestyle; (習慣性的運動者:個體能在校內外規律地參與身體活動·終極目標是發展身體活動的生活型態)

**Motivated movers:** individuals who show a positive attitude toward physical activity, as well as high levels of perceived competence and effort that lead them to individual challenges; (有動機的運動者:個體對身體活動有正向的態度及高水準的理解能力和努力·引領他們迎向個人挑戰)

**Informed movers:** educated individuals who have the necessary tools to decide how, when and where to perform physical activity, participating safely and effectively, setting individual goals, and knowing the effects of an active lifestyle; (見多識廣的運動者:受教育的個體能具備工具去決定如何、何時、何地去安全有效地參與身體活動、設定個人目標並了解活動生活型態的影響)

**Critical movers:** individuals who can also be called movement promoters, because they can identify good physical activity practices, recognize dangers or barriers to physical activity, and positively influence their own and others' access to a healthy lifestyle (批判的運動者:個體能被稱為運動促進者·因為他們能確定良好的身體活動練習、認識身體活動的危險和阻礙·並且能正向的影響自己和他人通往健康生活型態的途徑)

Nigel Green 發表於 QPE教學實驗工作坊  
(2020.03)

69

## Hippocratic Oath 希波克拉底誓言/醫生誓約-1/2

We will apply, for the benefit of all people, all methods as required to respect, enhance and extend individuals capacities and opportunities for **holistic growth** and development throughout their physical literacy journey.

我們將，為了人類福祉，善用各種方式來提升其能力，提供各種機會來促進其整體性成長，並確保其身體素養旅程朝正向發展。

We will remember that we are not teaching skills, sports, activities or fitness, **we are teaching a human being, an individual**, and are taking into consideration their previous experiences, interests and capabilities.

我們謹記，自己的工作並不僅止於技能、運動項目或體能的傳遞，我們的職責是教人，活生生的個體，因而必須顧及其先備經驗、興趣與能力。

We will empower individuals to grow holistically throughout the life course so that they **value their engagement in physical activity**, and that they can embrace their physical literacy journey.

我們將確保每個人在生命歷程能有全面地發展，使其重視身體活動的參與機會，並踏上身體素養的旅程。

Nigel Green 發表於 QPE教學實驗工作坊 (2020.03)

71

## Hippocratic Oath 希波克拉底誓言/醫生誓約-2/2

We will endeavour to **provide environments that allow individuals to flourish holistically** through their engagement in physical activity, whilst also constantly embracing and extending their physical literacy journey.

我們將努力提供讓孩子在身體參與過程中能全面性茁壯成長的環境，同時讓他們能擁抱並拓展身體素養的旅程。

We will remember the hard won gains of those whose steps we now walk in and will gladly **share our knowledge and experience** with those who will follow.

我們會記得，在這條道路上所艱辛獲得的知識與經驗，我會樂意分享給一齊朝此努力的夥伴

We will **challenge everyone** to go outside of their comfort zone, to **challenge tradition** and explore opportunities that will **encourage everybody everywhere to enjoy being physically active**.

我們會鼓勵每個人離開他們的舒適圈，顛覆自己的固有的行為模式，找尋在任何場所都能享受動態生活的機會。

We will advocate the value of a **physical literacy** focus for all, for the greater benefit of humanity. 我們會擁護身體素養，並且相信他對所有人及促進人類福祉的價值。

Nigel Green 發表於 QPE教學實驗工作坊 (2020.03)

72



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