

# A Comparative Study of Young Children's Physical Activity in Finnish and Taiwanese Day Care Center

芬蘭與台灣幼兒園幼兒身體活動度之比較研究

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# Research Question

- 2-1 Are there the differences of physical activity level between Finnish and Taiwanese children during general activity frame of their groups?
- 2-2 Are there the differences of physical activity level between Finnish and Taiwanese children during their own activities?
- 2-3. Are there the differences of physical activity level in different objects of attention between Finnish and Taiwanese children?
- 2-4. Are there the differences of physical activity level in diverse distance to the nearest educator between Finnish and Taiwanese children?
- 2-5 Are there the differences of physical activity level between Finnish and Taiwanese children in the diverse nearest educator's activities?
- 2-6 Are there the gender differences of physical activity level between Finnish and Taiwanese children?
- 2-7 Are there the differences of physical activity level for children with special needs and children without special needs?

# Participants

Table 1 Distribution of participants

Type of data	Taiwan	Finland	總計
Day care center	8	48	56
Young children	490	892	1,382

Figure 1: A comparison of Finnish and Taiwanese children's mean physical activity level in general action

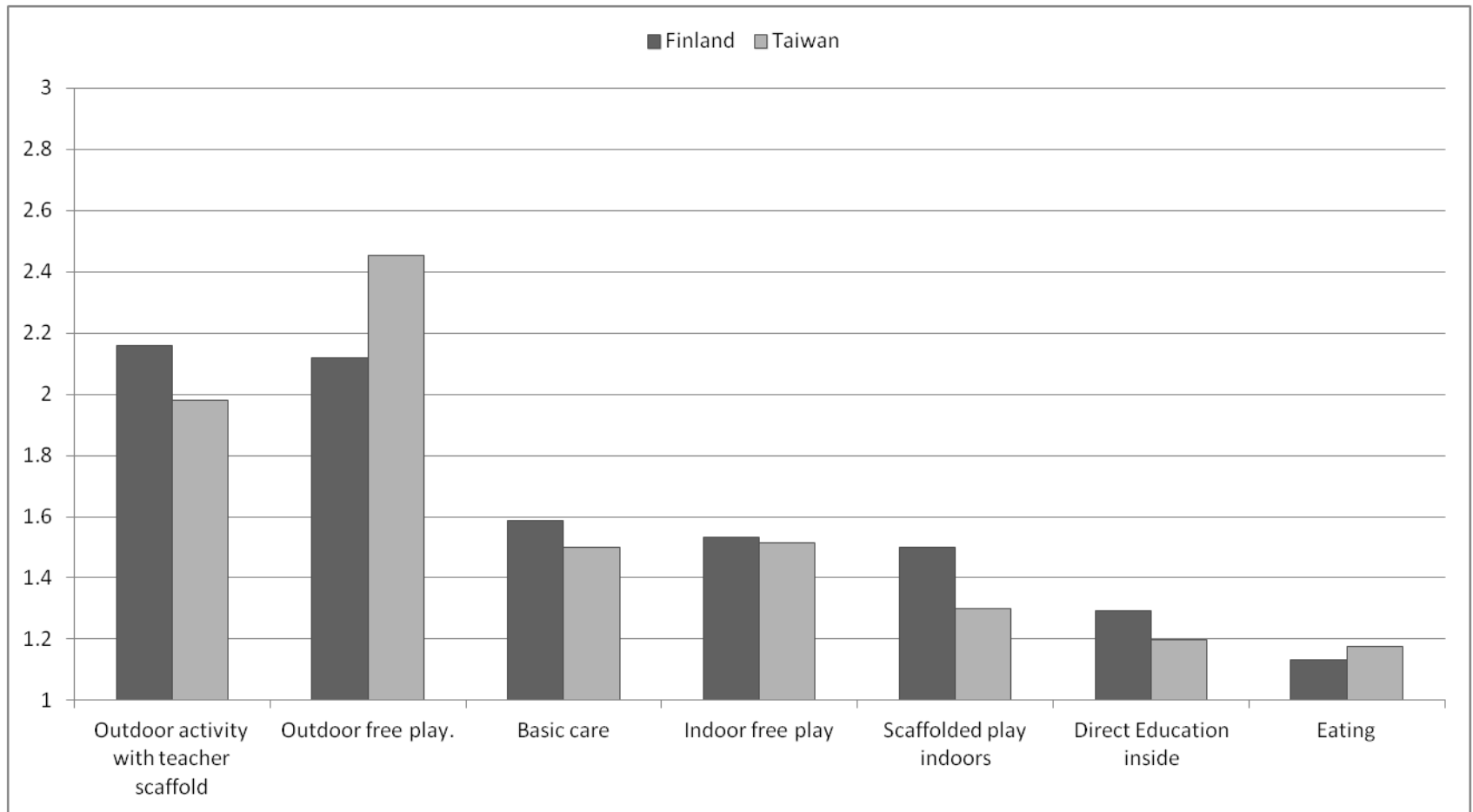


Figure 2. A comparison of Finnish and Taiwanese children's means physical activity level in their own activities

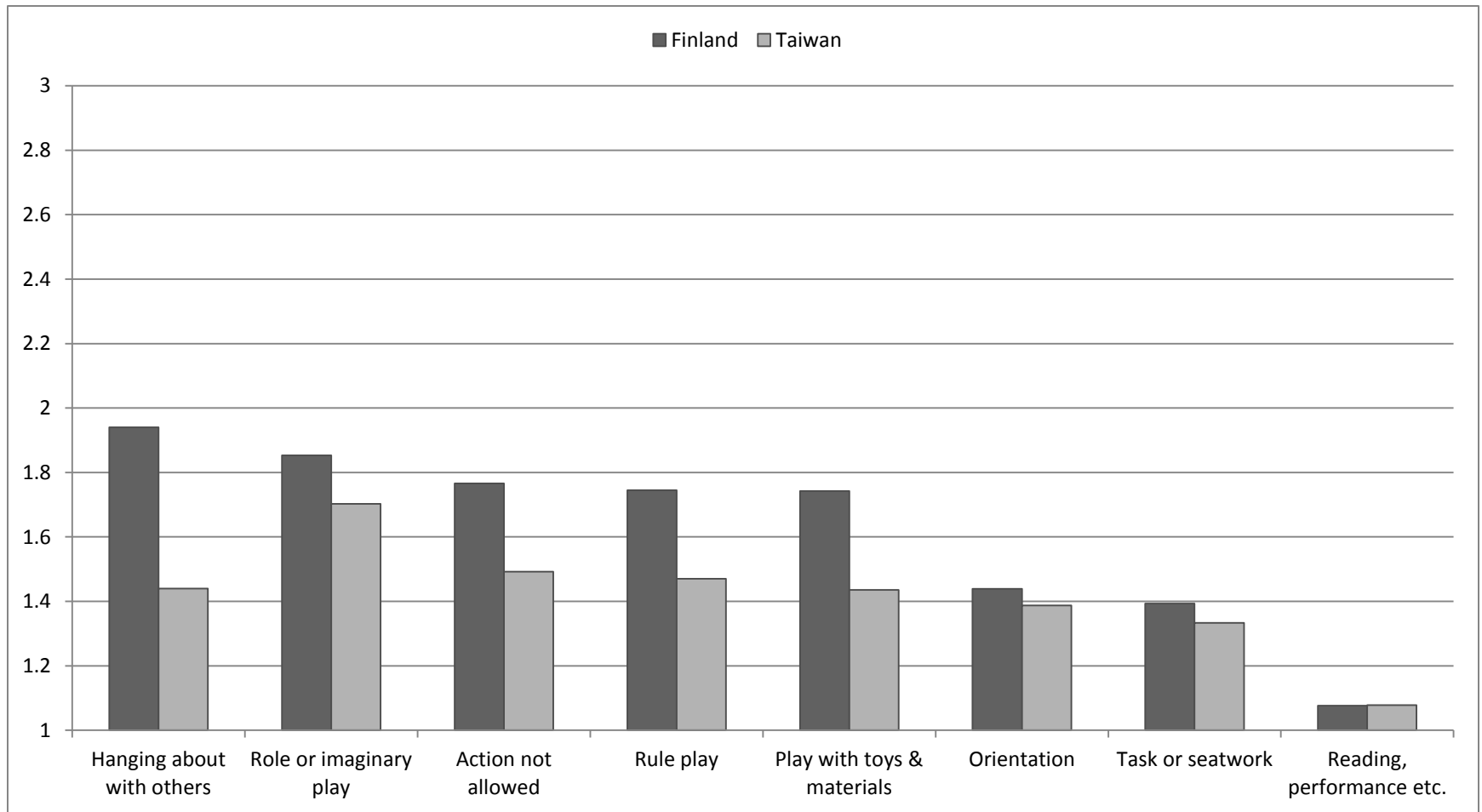


Figure 3. A comparison of Finnish and Taiwanese children's mean physical activity level with different objects of attention

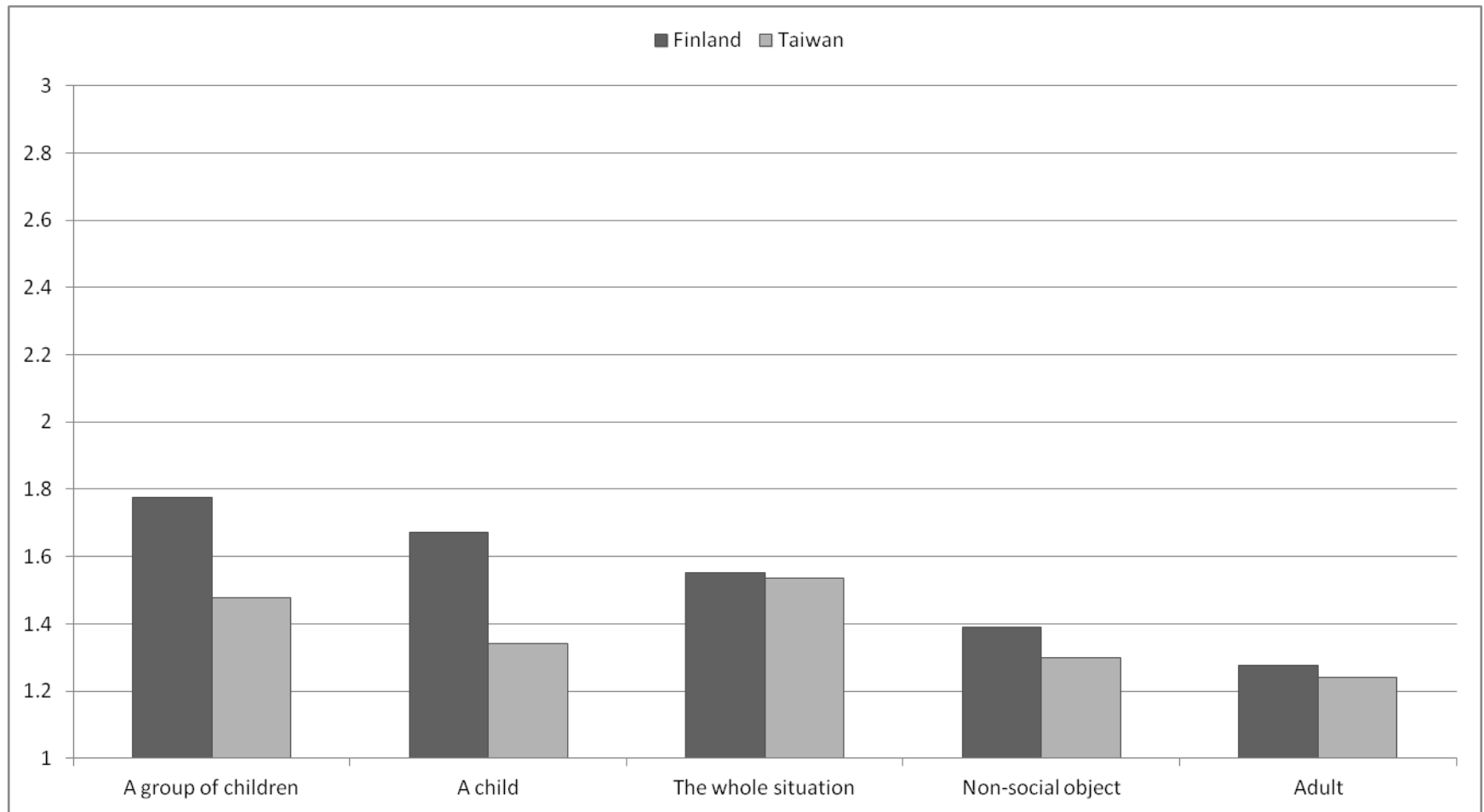


Figure 4. A comparison of Finnish and Taiwanese children's mean physical activity and the distance to the nearest educator

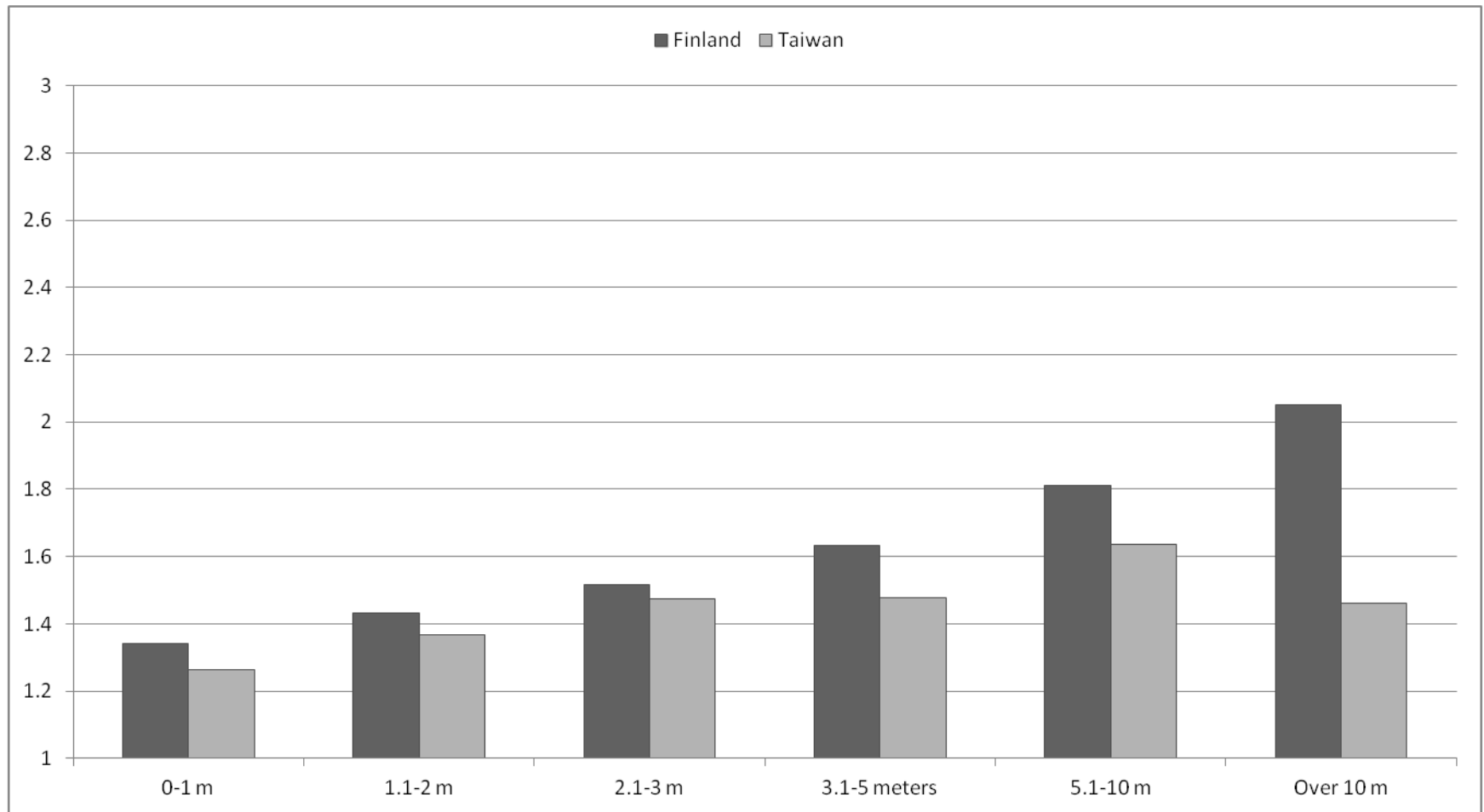


Figure 5. A comparison of Finnish and Taiwanese children's mean physical activity and the nearest educator's activity

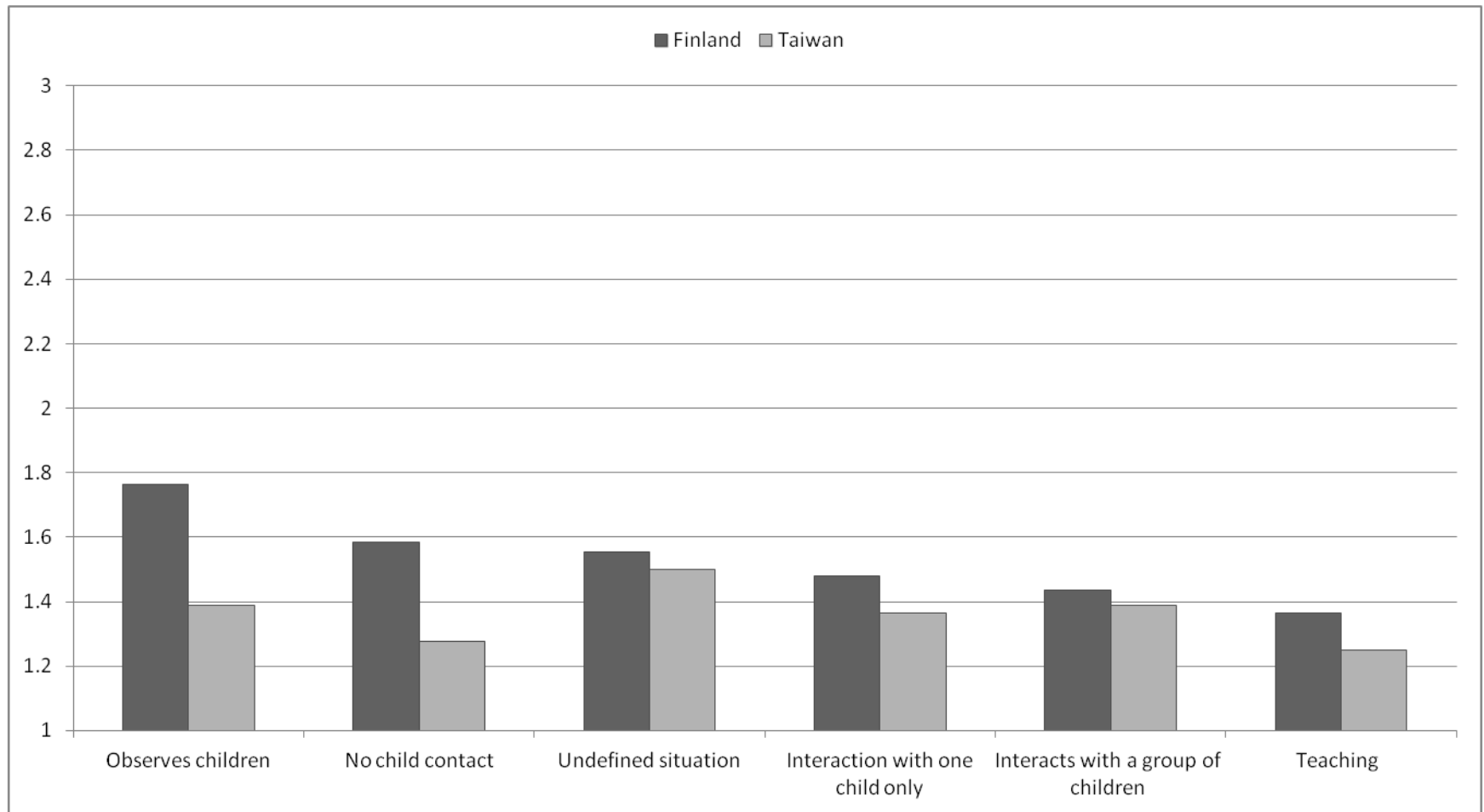




Figure 6. A comparison of Finnish and Taiwanese children's mean physical activity for boys and girls

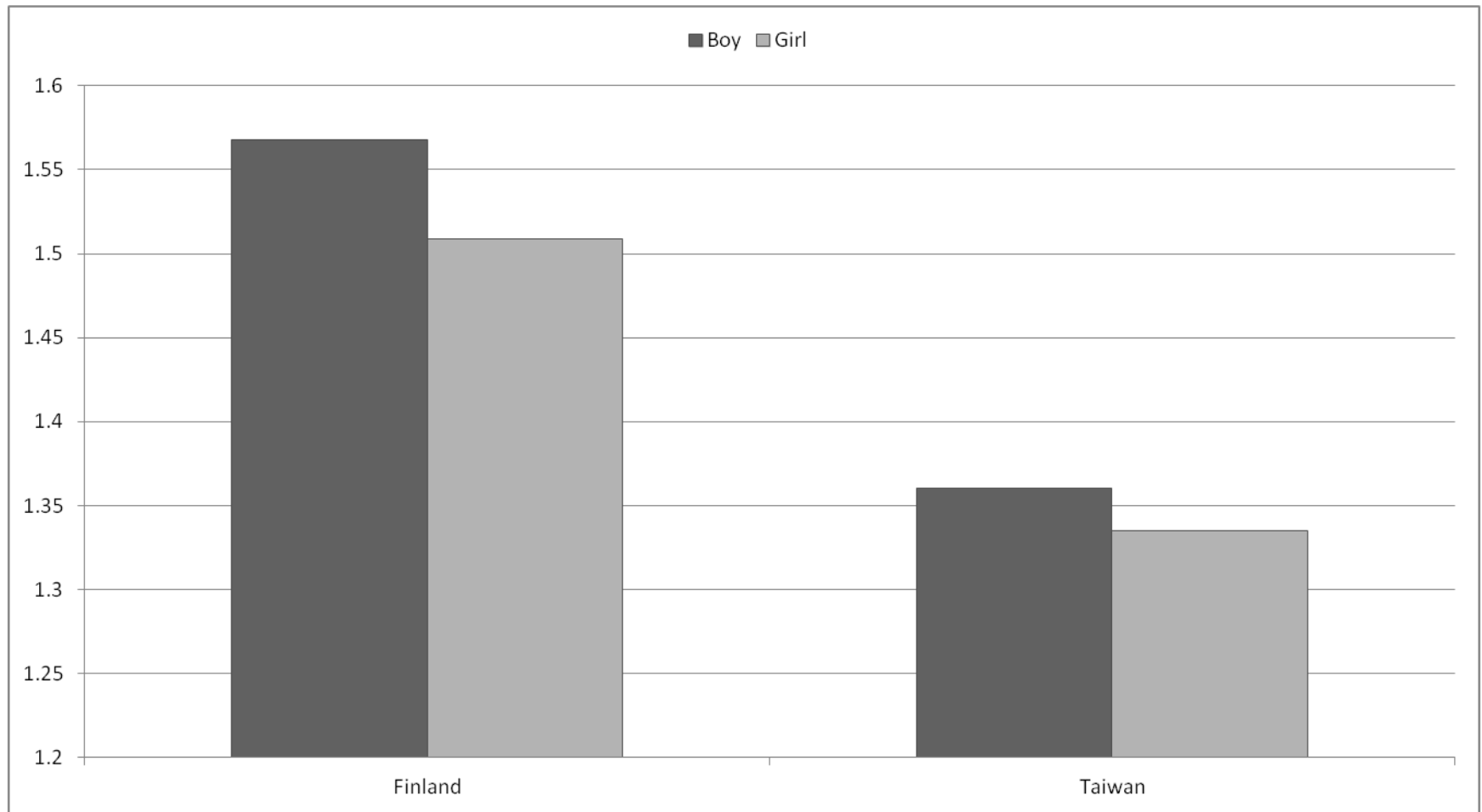
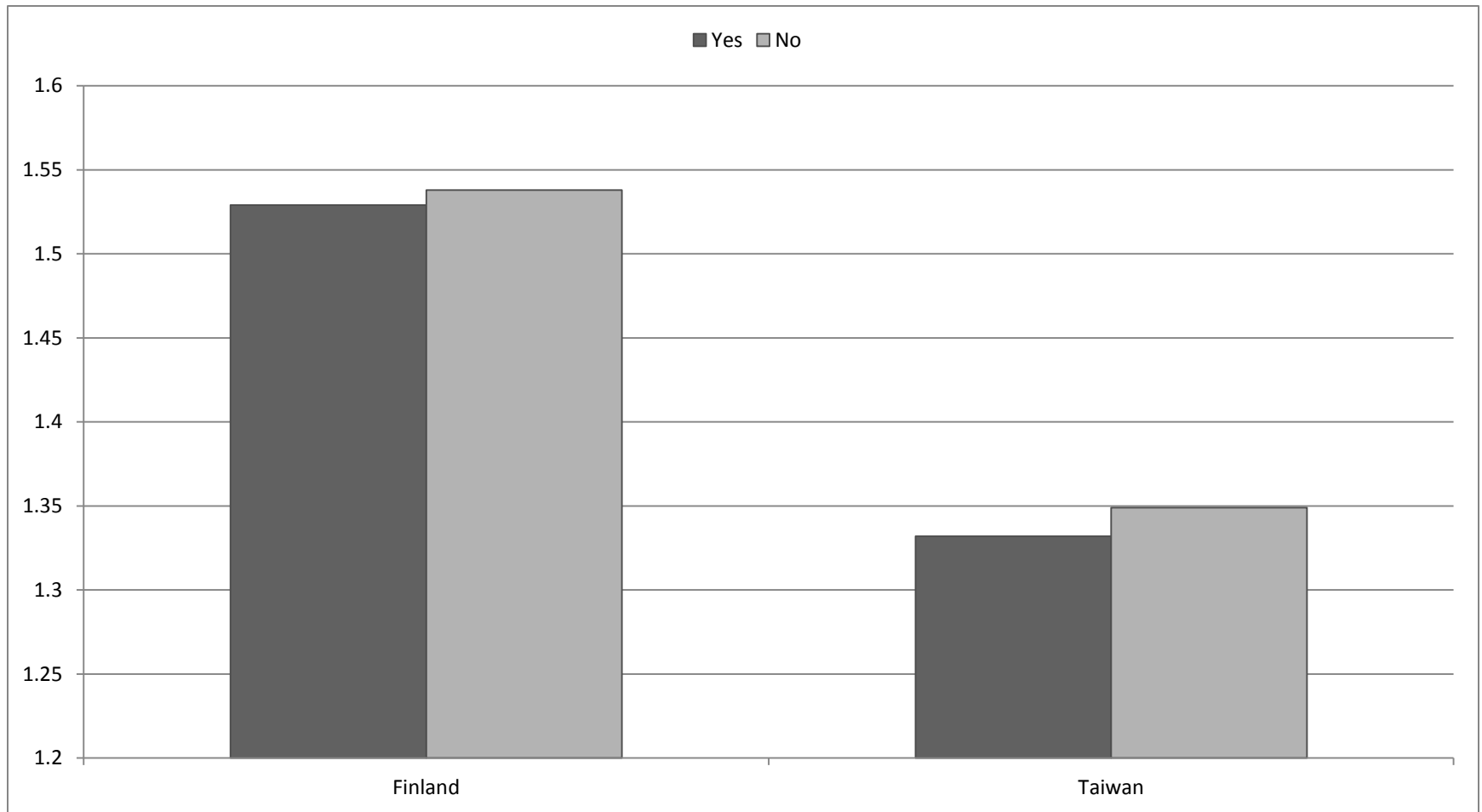


Figure 7. A comparison of Finnish and Taiwanese children's mean physical activity for children with special needs and children without special needs



# Discussion and Reflection

- Enhancing outdoor play and activity
- Promoting indoor activities physically active
- Peers as important mediators for promoting young children's physical activity
- Necessity of physical activity of the children with special needs
- Transforming pedagogy orientation into child-leading pattern

# Discussion and Reflection

- Are children images different?
- Influence of Confucianism
  1. Adopt a strict discipline approach for classroom management (Ho, 1994) .
  2. Construct a unique wen-version(文) of disposition, an anti-physical culture(Yu & Bairner, 2011).