

# 芬蘭與台灣幼兒園幼兒身體活動度之比較研究

汪麗真/長庚科技大學

Jyrki Reunamo/芬蘭赫爾辛基大學

李慧娟/慈濟大學

## 摘要

本研究主要目的在比較芬蘭與臺灣幼兒園幼兒身體活動度之現況，研究者觀察與記錄 1,438 位 1-6 歲幼兒身體活動度。研究結果如下: 1)當班級進行老師鷹支持之戶外遊戲、基本保育、老師鷹架之室內遊戲和教師指導式教學活動時，芬蘭幼兒身體活動度高於台灣幼兒( $p<0.01$ )，當班級活動是進行戶外自由遊戲與用餐時段，臺灣幼兒身體活動度高於芬蘭幼兒 ( $p<0.01$ )； 2) 芬蘭幼兒在進行下列活動時，其身體活動度明顯高於臺灣幼兒：與同儕閒晃、玩角色扮演或想像遊戲、被禁止行為、玩規則遊戲、玩玩具等( $p<0.01$ )； 3)當幼兒主要注意力在一群幼兒身上、一位幼兒或非社會性目標，芬蘭幼兒身體活動度明顯高於台灣幼兒( $p<0.01$ )，當成人是幼兒主要關注目標時，幼兒身體活動度低 (芬蘭  $M=1, 28$ ；台灣  $M=1, 24$ )；4) 當最近成人正在觀察幼兒(芬蘭  $M=1, 76$ ；芬蘭  $M=1, 39$ )及在不確定情境(芬蘭  $M=1, 56$ ；芬蘭  $M=1, 5$ )下，幼兒出現較高身體活動度。研究者依據研究發現提出下列建議：教師需要正視戶外活動對提高幼兒身體活動度價值，室內活動課程需要給予幼兒較大空間與自由度施展肢體活動，幼兒園需要調整每日作息與課程安排等，以改善幼兒之身體活動度。

**關鍵字：**身體活動、幼兒、芬蘭、台灣、觀察

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

Li-Chen Wang/Chang Gung University of Science and Technology

Jyrki Reunamo/ University of Helsinki

Hui-Chun Lee/ Tzu-Chi University

## **Abstract**

This study compared physical activity of Finnish and Taiwan children in day care center. The participants were 1,438 young children, aged 1-6 year olds. Children's physical activity were observed and recorded. Key findings: 1) Finnish children significantly had higher physical activity level than Taiwanese children when general activity fame of their groups were carrying on outdoor activity with teacher scaffolding, basic care, scaffolding play indoor, and direct education( $p<0.01$ ). Taiwanese children demonstrated a higher physical activity level only in outdoor free play and eating situation ( $p<0.01$ ). 2) Finnish children's mean values of physical activity level were active physically than their Taiwanese peers including their action of hanging about together with others, role play or imaginary play, action not allow, rule play, and play with toys and materials( $p<0.01$ ). 3) Finnish children's physical activity level was higher than their Taiwanese counterparts while their objects of attention focus on a group of children, a child, and no-social object( $p<0.01$ ). The physical activities dropped as an adult was a focus object of the child (Finland  $M=1, 28$ , Taiwan  $M=1, 24$ ). 4) Children presented a higher level of physical activity when the nearest educator's activity was to observe children (Finland  $M=1, 76$ , Taiwan  $M=1, 39$ ) and in undefined situation (Finland  $M=1, 56$ , Taiwan  $M=1, 5$ ). The findings provide concrete reflections for early childhood teachers regarding which factors they can improve to facilitate young children's physical activity.

**Keywords:** Physical activity, Young children, Finland, Taiwan, Observation