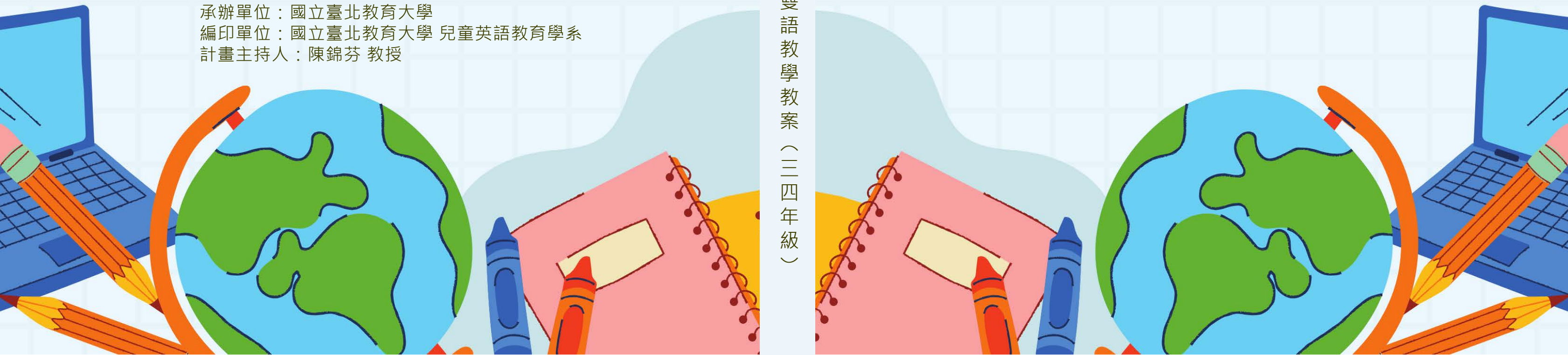


綜合活動 雙語教學教案 (三四年級)

國民中小學部分領域課程雙語教學實施計畫

綜合活動雙語教學教案（三四年級）

主辦單位：教育部國民及學前教育署
承辦單位：國立臺北教育大學
編印單位：國立臺北教育大學 兒童英語教育學系
計畫主持人：陳錦芬 教授



Unit 主題

Objectives 教學目標

Content 教學內容

Vocabulary 學科字彙

1

自我探索 與成長

1. 能分享自己參與興趣專長相關活動的感覺並透過課堂中經驗分享、討論了解興趣與專長間的差異。
2. 能進一步對自己的興趣或專長進行探索或反思。
3. 能實際參與興趣專長體驗活動並透過課堂分享、討論，了解自己的興趣或專長。
4. 能從體驗活動中，探索自己的興趣或專長，進而了解自己的興趣。

- 一. 認識興趣
 1. 興趣影片欣賞
 2. 討論自己的興趣
 3. 興趣賓果猜一猜
- 二. 玩興趣
 1. 分享自己的興趣
 2. 調查同學的興趣
- 三. 興趣體驗站
 1. 探索可能的興趣
 2. 不同的興趣類別
 3. 興趣體驗站
- 四. 我是冠軍
 1. 繪本教學
 2. 烘焙界冠軍
 3. 成功的關鍵
 4. 薑餅屋製作大賽

draw
paint
dance
read
bake
play
listen
jog
run
swim
watch
ride

2

自主學習 與管理

1. 分享自己參與過的活動。
2. 探索並察覺自己的興趣。
3. 了解達人發展興趣的背景故事或成功過程。
4. 擬定具體方法發展興趣或專長並實踐。

- 一. 大放異彩
 1. 探索興趣(1)
 2. 探索興趣(2)
 3. 達人的故事(1)
 4. 達人的故事(2)

interest
activity
difficulty
club
short-term plan
long-term plan
Solve the problem

Unit 主題

Objectives 教學目標

Content 教學內容

Vocabulary 學科字彙

3

尊重與 珍惜生命

1. 分享生活事件、認識自己及他人的情緒。
2. 能分辨情緒讓自己感受舒服或不舒服。
3. 透過情緒溫度計表達情緒強度。
4. 能理解教師雙語教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師提問。
5. 能參與小組討論與同學合作並充分表達想法。

一. 情緒表達與溝通

1. 友情紅綠燈
2. 情緒調色盤
3. 情緒管理
4. 我的壓力
5. 面對壓力和減緩壓力

happy
sad
hard-working
angry
frustrated
friendships
worried
confused
nervous
stressed
bored
scared
ask
behaviors

4

人際互動 與經營

1. 能說出男生和女生的不同處。
2. 能說出男生和女生的相同處，進而發現喜好和興趣不分男女。
3. 能觀察校園中設備、制服等是否有性別差異處。
4. 能說出家中對自己的性別期許。
5. 能尊重不同性別。

一. 男女不一樣？

1. 男女大不同
 2. 男女都一樣
 3. 校園中的男生和女生
- #### 二. 家裡的期待
1. 性別刻板印象
 2. 性別不平等
- #### 三. 多元尊重
1. 性別平等
 2. 性別不受限

boy
girl
bedroom
like
restroom
uniform

5

團隊合作 與領導

1. 參與團隊活動，體會團隊合作意義。
2. 關懷團隊成員、遵守團隊紀律並展現負責態度。
3. 能傾聽並尊重團隊夥伴不同的想法。
4. 能參與團隊行動完成團體目標。

一. 最佳拍檔

1. 最佳夥伴
 2. 破冰遊戲
 3. 翻轉魔毯
- #### 二. 我們想要的班級
1. 行動秘笈
 2. 班級圖像

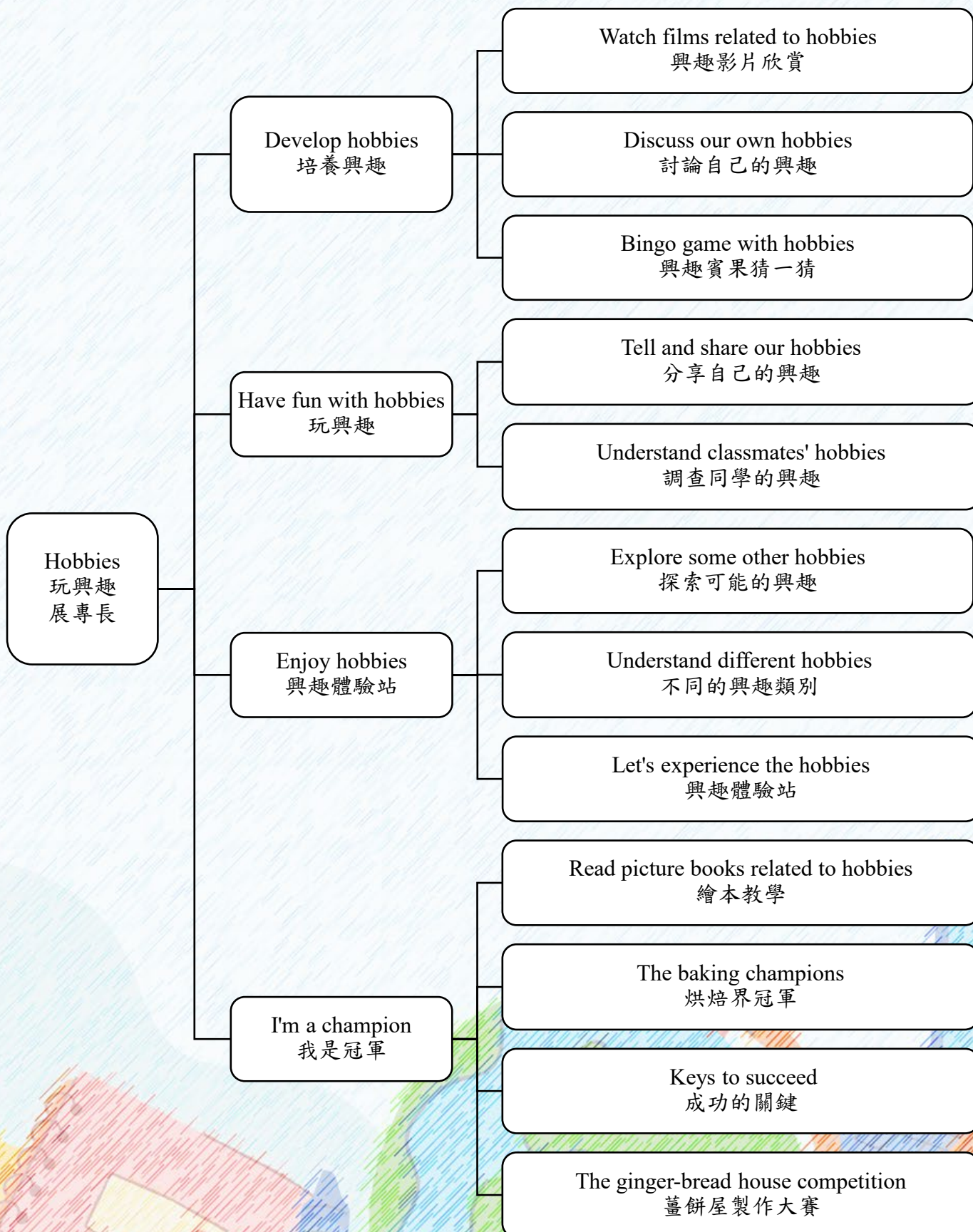
teamwork
respect
best
partner
polite
Think and tell.
safe
care

綜合活動課程三四年級雙語教學教案 目錄

主題		教案名稱	撰寫學校	頁碼	
1	自我探索 與成長	Unit 1-1	玩興趣展專長	宜蘭縣五結鄉中興國民小學	1
		Unit 1-2	興趣專長大探索	宜蘭縣宜蘭市凱旋國民小學	10
		Unit 1-3	為自己加油	宜蘭縣五結鄉中興國民小學	21
		Unit 1-4	自我的探索	宜蘭縣宜蘭市凱旋國民小學	27
2	自主學習 與管理	Unit 2-1	大放異彩	臺南市東區勝利國民小學	34
3	尊重與珍 惜生命	Unit 3-1	情緒表達與溝通	嘉義市東區宣信國民小學	40
		Unit 3-2	情緒大不同	宜蘭縣宜蘭市凱旋國民小學	46
		Unit 3-3	情緒管理精靈	宜蘭縣五結鄉中興國民小學	52
4	人際互動 與經營	Unit 4-1	探索生活	嘉義市東區宣信國民小學	66
		Unit 4-2	家族休閒總動員	臺南市東區勝利國民小學	78
		Unit 4-3	溝通交流道	臺南市東區勝利國民小學	83
5	團體合作 與領導	Unit 5-1	加入幸福新班級	宜蘭縣五結鄉中興國民小學	91

單元架構

Unit 1-1 玩興趣展專長



主題名稱	玩興趣展專長	教學設計者	宜蘭縣五結鄉中興國民小學 藍培綸	
學習對象	三年級一學期	學習節次	6 節課(240 分鐘)	
學習內容	1. 認識興趣：興趣影片欣賞、討論自己的興趣、興趣賓果猜一猜 2. 玩興趣：分享自己的興趣、調查同學的興趣 3. 興趣體驗站：探索可能的興趣、不同的興趣類別、興趣體驗站 4. 我是冠軍：繪本教學、烘焙界冠軍、成功的關鍵、薑餅屋製作大賽			
學習表現	能力指標 1-2-2 參與各式各類的活動，探索自己的興趣與專長。			
學習目標	1. 能分享自己參與興趣專長相關活動的感覺，並透過課堂中的經驗分享、討論了解興趣與專長間的差異。 2. 能進一步對自己的興趣或專長進行探索或反思。 3. 能實際參與興趣專長體驗活動，並透過課堂中的分享、討論，了解自己的興趣或專長。 4. 能從體驗活動中，探索自己的興趣或專長，進而了解自己的興趣。			
教學方法	討論教學法、分組合作學習、練習法			
教學資源	影片、ppt、興趣字卡、白板、學習單			
學科英語詞彙	draw/drawing (用鉛筆類), paint/painting(用筆刷), dance/dancing, sing/singing, read/reading, write/writing, bake/baking, play/playing Chinese chess (Xianqui) 下象棋, play/playing poker cards, listen/listening to music, jog/jogging, run/running, swim/swimming, watch/watching TV, go shopping, ride/riding a bike, play/playing the piano (以下為學校特色社團 School Clubs) play/playing diabolo 扯鈴, play/playing badminton 打羽球, play/playing the violin/Chinese zither(guzheng) 彈古箏, rollerblade/rollerblading 溜直排輪, push/pushing hands exercise (Tui Shou)推手, do/doing Taekwondo 跆拳道			
學科英語句型(視教材內容)	- What's your hobby? What do you like to do? I like to draw. / I like drawing. - What are you good at? I'm good at drawing. I'm not good at dancing. - Do you like to dance? Yes, I do. I like it very much. No, I don't. I don't like it. Why?			
教學單元一：認識興趣			教學資源	評量
第一節	一、引起動機 (5') 老師以自己的興趣作為範例，並跟同學介紹自己的興趣。 請學生看一段教學影片，請找出 Snake 的興趣是什麼？		影片	小組合作討論發表與聆聽

二、發展活動

活動一：興趣影片欣賞 (15')

老師介紹不同的興趣影片，網路資源如下：

1. Words about Hobby

<https://youtu.be/N1o4oOXLOZc>



2. Hobbies Vocabulary

<https://youtu.be/X6Rm5J1wu2c>



3. Hobbies and Interests-What do you like doing?

<https://youtu.be/N1o4oOXLOZc>



4. Hobbies--What do you like to do?

<https://youtu.be/tYNap8gVnK4>



5. What Do You Like To Do?

<https://youtu.be/nddRGDEKxA0>



6. What do you like to do?

<https://youtu.be/gH89yUhIAV0>



7. What's your hobby? What Do You Like to Do?

<https://youtu.be/90LfcLAjLiI>



8. What Is Your Hobby?

<https://youtu.be/MjIvzM8WHmA>



活動二：討論自己的興趣 (5')

1. 你的興趣是什麼呢？

T: What about you? What's your hobby?

2. 興趣的種類很多，我們先來認識比較常見的興趣的單字。

T: There are many types of hobbies. Let's start by learning some common hobby vocabulary reading, playing table tennis, playing basketball, and drawing.

3. 有哪些是你的興趣但是沒有列出來的，畫或寫在小白板上。

T: Are there any hobbies that you have but are not listed? Please draw or write them on your whiteboard

4. 老師接著加入學校社團的活動與其他簡報上沒有列出來的。

T: We have listed our school clubs.

There are some more that you would like to know about your hobbies.

影片
PPT
興趣
字卡

討論
發表
問答
能說
出自
己課
餘時
間喜
歡做
的活
動

水壺

牆上
海報

白板
白板
筆
白板
擦

賓果
紙

<p>活動三：興趣賓果猜一猜 (20')</p> <p>發下每人一張 4x4 格的賓果紙，請學生寫下 16 個號碼，請一位同學上台表演動作，讓同學們猜他們喜歡的興趣是什麼，猜對表演者動作的人才可以圈出表演者的號碼。</p> <p>T: You will get a piece of Bingo paper and write down numbers from 1 to 16. Let's play charades with the class and guess what the hobbies are. Use this sentence pattern: "What does he/she like to do?" to ask. And answer using this sentence pattern: "He/She likes to ____." Whoever correctly guesses the hobbies can circle the performers' numbers. The person who gets two lines says Bingo.</p> <p>三、綜合活動</p> <p>教師統整並鼓勵學生，可嘗試各種興趣活動且享受活動，才能了解自己的興趣並樂於其中。</p> <p>T: We can try different hobbies and find out what we like to do and enjoy doing.</p> <p style="text-align: center;">~~第 1 節結束~~</p>		
<p>教學單元二：玩興趣</p>	<p>教學資源</p>	<p>評量</p>
<p>第二節</p> <p>一、引起動機 (10')</p> <p>1. 詢問小朋友，在課餘時間他們喜歡做什麼？這個活動吸引他的地方在哪裡？做這個活動對他有什麼好處嗎？(提示：身體上的與心理上的影響皆可)</p> <p>Teacher:</p> <p>(1) What do you like to do after school/in your free time? (2) Why do you like it? (3) What is it good for you to do it? (4) Is it good for your body (physically) or your mind (mentally)?</p> <p>Students:</p> <p>(1) I like to draw. / I enjoy drawing. (2) It makes me feel happy. / It helps me relaxed. (3) I can exercise. / It makes me feel calm. (4) It is good for my body (physically) / for my mind (mentally).</p> <p>2. 總結學生發表的內容，並說明以上這些讓我們樂於主動去學習、注意的事情，稱為興趣。</p> <p>activities we do after school or during our free time. The activity that makes us want to keep learning or pay more attention to is called a "Hobby". The thing we like to do is also called a "Hobby".</p>	<p>PPT</p>	<p>討論發表與聆聽</p> <p>自評能覺察此興趣對自己身體上的與心理上的影響</p>

二、發展活動

活動一：分享自己的興趣

1. 請學生將以下問題的答案畫出或寫在白板上。(5')

- (1) 我的興趣是什麼?
- (2) 這個興趣對我的身心有什麼好處或樂趣在哪裡?
- (3) 平時什麼時間會做這件事?

T: Please draw or write down your hobby on the whiteboard.

- (1) What's my hobby? My hobby is listening to music.
- (2) This hobby is good for me. It makes me feel relaxed/calm.
- (3) When do you do this? I listen to music on the weekends.

2. 老師挑選三位同學發表他所寫的內容。(5')


T: Who would like to share their hobby?

Ss: I want to share my hobby.

活動二：調查同學的興趣

1. 老師接著說明要進行班上同學們興趣的調查。首先發下學習單，請每個學生先向組員分享自己的興趣，接著拿學習單向兩位同學進行分享與調查。

(15')

What is your hobby? 

My name is _____.	My name is _____.
My hobby is _____.	My hobby is _____.
My name is _____.	My name is _____.
My hobby is _____.	My hobby is _____.

T: Now we are going to do a survey. Please tell your partner about your hobby and ask two friends what they like to do.

Ss: I like dancing. How about you? What do you like to do? What is your hobby?

2. 統計學生的興趣，並請有共同興趣的同學站在一起並互相空氣擊掌。

詢問為何他們喜歡的原因?(5')

T: Let's see how many of you have the same hobbies. Those who have the same hobby, please stand together and give each other an air high-five.

Why do you like this hobby?

白板
白板
筆
白板
擦

學習
單

實作
能畫
或寫
出
自己
的興
趣
自
評
能
覺
察
興
趣
對
自
己
的
好
處

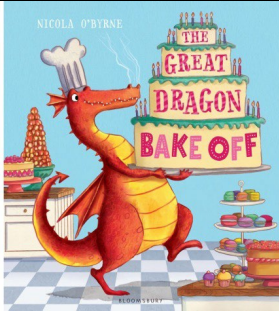
實作:
能分
享並
調查
同學
的興
趣。

問答
能將
興趣
做分
類。

自評
能覺
察興
趣對
自己
的幫
助並
能結
交好
友

<p>三、綜合活動：</p> <p>教師總結：</p> <p>無論是哪一類的興趣，只要是正向的，不但可以讓你的生活更精采，也可以幫助你紓解壓力，有時還能因為共同的興趣而結交到志同道合的朋友。</p> <p>T: No matter what kind of hobbies you like, if they are positive, they can help your life better and release your pressure stress. Sometimes hobbies can even help you make new friends.</p> <p>～～第2節結束～～</p>		
<p>教學單元三：興趣體驗站</p>	<p>教學資源</p>	<p>評量</p>
<p>第三節&第四節</p> <p>一、引起動機 (5')</p> <p>請學生說出班上同學曾經提過的興趣有哪一些？</p> <p>T: We have asked some friends about their hobbies, please tell us what they are.</p> <p>Ss: They like dancing, cooking, drawing, playing video games, swimming, playing badminton, and so on.</p> <p>二、發展活動</p> <p>活動一：探索可能的興趣 (5')</p> <p>1. 老師請學生探索可能的興趣，請學生寫出可能可以發展的興趣。</p> <p>2. 小組討論後請學生發表。</p> <p>T: What other things do you like? What do you want to try? What hobbies do you want to try? Please write down what hobbies you like. They might become your hobbies.</p> <p>Ss: I like dancing/cooking/drawing.</p> <p>活動二：不同的興趣類別 (15')</p> <p>1. 老師提供不同的興趣選擇，讓學生知道還有其他不同的興趣類別。</p> <p>T: We are going to experience different kinds of hobbies. They are _____.</p> <p>活動三：興趣體驗站 (40')</p> <p>老師分靜態與動態共八關活動讓學生體驗：靜態有直笛、跳棋與象棋類、繪畫、縫紉；動態有跳繩、扯鈴、籃球、羽球，作為興趣體驗站，讓學生體驗這八種不同的興趣。</p> <p>(1) 興趣體驗站一：靜態的活動</p> <p>Static activity: playing the recorder, playing checkers/Chinese chess, drawing/painting and sewing.</p> <p>(2) 興趣體驗站二：動態的活動</p> <p>Dynamic activity: playing jumping rope, playing diabolo, playing basketball, and playing badminton</p>	<p>興趣圖卡</p>	<p>討論發表與聆聽</p> <p>問答能將興趣做分類</p> <p>實作能體驗各種的興趣</p> <p>自評能覺察自己體驗不同興趣的喜好</p>

<p>T: We are going to try different kinds of hobbies. They are either static or dynamic. There are eight stations with two different categories of hobbies. One is static and the other is dynamic. For static activities, there are playing the recorder, playing checkers/Chinese chess, drawing/painting, and sewing. The other is dynamic activities. There are playing jumping-rope, playing diabolo, playing basketball, and playing badminton.</p> <p>三、綜合活動 (5')</p> <p>老師鼓勵學生培養多元的興趣,多方探索,找到自己的興趣,增加生活的精采度。</p> <p>T: There are many more interesting things out there for you to explore. You can try as many as you can and find out your hobbies to make your life more fun and colorful.</p> <p>～～第 4 節結束～～</p>		
<p>教學單元四：我是冠軍</p>	<p>教學資源</p>	<p>評量</p>
<p>第五節&第六節</p> <p>一、引起動機 (5')</p> <p>老師播放繪本影片暖身《字的收集家》The Word Collector</p>   <p>網路資源 The Word Collector https://youtu.be/gmqTgDoWOC8</p> <p>提問學生喜歡收集任何物品嗎?除了硬幣、漫畫書、玩具車以外,還有什麼可以收藏呢?有些人的興趣是集郵,有些人喜歡收集石頭,傑洛姆跟別人不一樣,他最喜歡的收集很特殊的物品,看看傑洛姆喜歡收集什麼?</p> <p>T: What do you like to do? Do you like to collect anything? Ss: I like reading. I like writing. I like collecting toy cars. T: Do you like collecting stamps, patches, comic books, or coins? Let’s see what this boy, Jerome likes to collect.</p> <p>二、發展活動 (5')</p> <p>活動一：繪本教學《恐龍烘培王》 The Great Dragon Bake Off</p> <p>提問學生玩興趣之後,是否可以變成專長?藉著介紹繪本 The Great Dragon Bake Off, 只要相信自己,再兇猛的龍也可以當超級烘培王!</p> <p>網路資源: https://youtu.be/d3mZHTeJm1E</p>	<p>影片 興趣 圖卡</p> <p>教學 影片/ 繪本/ 簡報</p>	<p>討論 發表 與聆 聽</p> <p>問答 能回 答繪 本問 題。</p>



T: This special dragon, Flamie, unlike other dragons at the academy, doesn't like to eat people. He not only just likes to bake but is also very good at it. What are you good at?

活動二：烘焙界冠軍美國《蛋糕天王 Buddy》與台灣吳寶春 (10')

老師介紹各界專長與興趣結合成功的人物。

✓ 美國《蛋糕天王 The Cake Boss》Buddy:

首先介紹美國《蛋糕天王 The Cake Boss》Buddy: 此位從小跟著爸爸烘焙, 專長與興趣結合成功, 經由比賽更有名的人物, 看他的團隊如何創紀錄, 搭出 13 呎高的薑餅屋!

T: I'm going to introduce this Cake Boss to you. His name is Buddy. He loves baking. He has baked cake with his dad since he was a kid. He won a baking contest. He is Cake Boss. See Buddy Valastro's 13-Foot-Tall Gingerbread House. <https://youtu.be/5q3uUPswjwQ>

✓ 從不識字到成為世界冠軍: 台灣吳寶春

<https://youtu.be/FAFcgU832LY>

✓ 學校社團羽球社相關名人: 世界羽球后戴資穎

<https://youtu.be/nHXv3MtSocs>

活動三：成功的關鍵 (5')

老師請學生將這些人物的成功關鍵小組討論後寫在小白板, 小組上台分享。

T: Why are they successful? Please write down your answers on the whiteboard and share with us.

Ss: They love doing it. They work very hard. They didn't stop when they failed.



教學
影片/
網路
影片/
簡報

教學
影片/
簡報/
獎狀

實作
體驗
製作薑餅屋
的興趣

活動四：薑餅屋製作大賽 (50')

預告準備，進行薑餅屋製作大賽 Gingerbread House Making Contest



三、綜合活動(5')

老師歸納本節課重點,鼓勵學生將專長與興趣作結合,未來找到適合自己的工作。

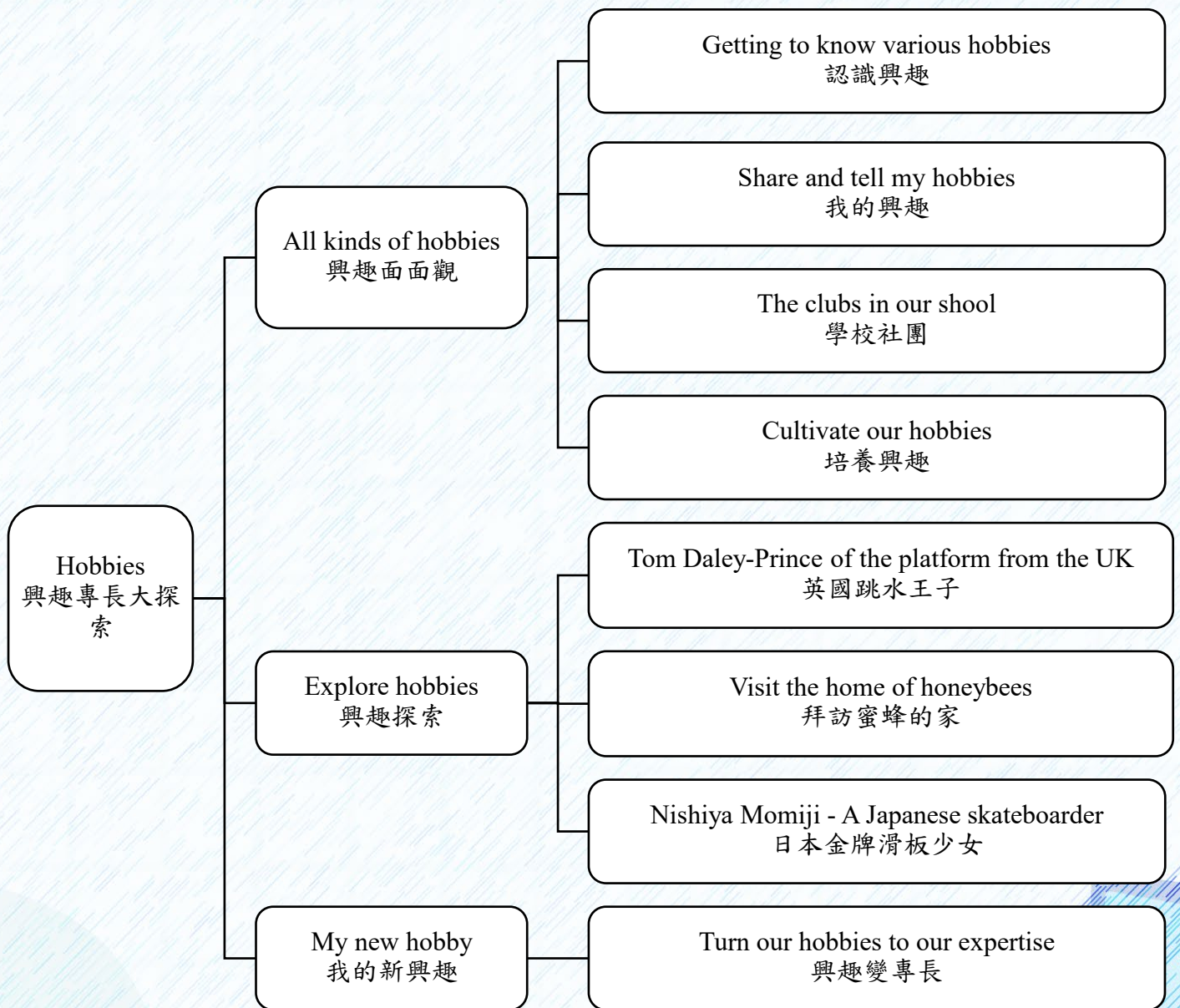
T: These are the stories of people who combine their hobby with their expertise.
Find out your down hobby and your expertise.

~~第6節結束~~

自評
能覺
察自
己的
興趣
與
專長
的不
同

單元架構

Unit 1-2 興趣專長大探索



主題名稱	興趣專長大探索	教學設計者	宜蘭縣宜蘭市凱旋國民小學 簡孟芳
學習對象	四年級上學期	學習節次	10 節課(400 分鐘)
學習內容	<p>【綜合領域】 Aa-II-1 自己能做的事。 Aa-II-2 自己感興趣的人、事、物。 Aa-II-3 自我探索的想法與感受。 Aa-III-1 自己與他人特質的欣賞及接納。 Aa-III-2 對自己與他人悅納的表現。 Ba-II-1 自我表達的適切性。 Ba-II-2 與家人、同儕及師長的互動。 Ba-II-3 人際溝通的態度與技巧。 Ba-III-3 正向人際關係的建立。</p> <p>【英語領域】 Ac-II-7 簡易的教室用語 Ac-II-8 簡易的生活用語</p>		
學習表現	<p>【綜合領域】 1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 1a-III-1 欣賞並接納自己與他人。 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。 2a-III-1 覺察不同性別的互動方式，並運用同理心增進人際關係。</p> <p>【英語領域】 1-II-8 能聽懂簡易的教室用語。 1-II-9 能聽懂簡易的日常生活用語。 1-II-10 能聽懂簡易句型的句子。</p>		
學習目標	設計理念 藉由學習經驗引導兒童察覺自己的興趣及專長，透過探索活動，引導兒童如何在生活中運用自我的興趣與專長，並透過觀念的釐清，分辨興趣與專長的異同。		
教學方法	討論教學法、分組合作學習、練習法、實作		
教學資源	PPT/Worksheet/YOUTUBE/iPAD		
學科英語詞彙	1. 興趣: hobby/ hobbies, favorite activities, playing online games, swimming, reading, playing games, playing with 3Cs, playing table tennis, playing football/soccer, drawing, talking to friends, running, biking, playing basketball, playing badminton, doing/playing sports, doing needle felting, playing music, playing sports, running, cooking, baking, gardening, weightlifting, gymnastics 2. 形容詞: calm, fun, happy, artistic, strong, musical, good, gentle 3. Bees: insects, legs, body parts, honey, nectar and pollen, beehive, honeycomb, a beekeeper 4. Teamwork: manager, timekeeper, recorder, reporter.		
學科英語句型(視教材內容)	I like _____. / I feel _____. / I am good at _____. He / She likes _____. He / She feels _____. My name is _____ from team _____. Today I am going to show you how _____ became an expert in _____.		

教學單元一：興趣面面觀

教學
資源

評量

活動一、認識興趣

第一節

1. 教師自我介紹並分享自己暑假做的活動，並問問學生暑假做了那些活動。(10')

Ms. Chien watched Olympics, went on a trip...

What did you guys do during the summer break?

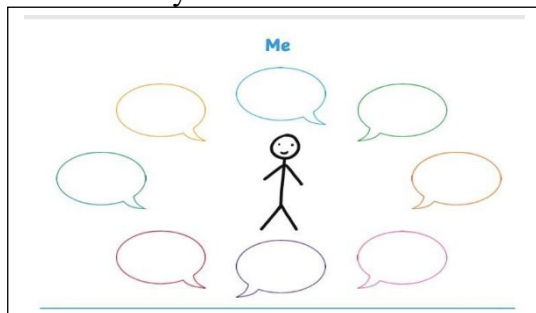
2. 介紹本學期綜合課的上課方式。(3')

Ms. Chien 的綜合課，是雙語的，英語及中文，老師用英語問時，你可以用英語或中文回答，老師用中文問時，你可以用英語或中文回答，用你想用的語言，學期末，我們會有綜合評量你的雙語能力。

3. 學生介紹自己，教師將問題及回答方式投影，引導學生逐題完成 (Me 學習單)。(27')

Think about yourself and write down eight things about yourself.

- Tell Ms. Chien your name.
- What's your favorite color?
- What do you like eating?
- What do you enjoy doing?
- What are you scared of?
- Do you have a brother or a sister?
- Use an adjective to describe yourself.
- What do you look like?



~~第一節課結束~~

PPT/
Me
Works
heet

聆聽/
發表/
實作

活動二、我的興趣

第二節

一、引起動機

1. 老師以自己的興趣作為範例，並跟同學介紹自己的興趣。(5')

I like gardening. After school, I go home and look around my garden first. Then I water my plants before I enter the house.

Gardening gives me a break from school.

I feel calm when I am looking at my plants.

2. 請學生看一段影片 <https://reurl.cc/5pAxxG> 由影片中了解興趣的定義，並請找出影片 Snake 的興趣是什麼？(10')



PPT/
You
Tube


聆聽/
發表

<p>Now we are going to watch a video to find out what Snake's hobby is. What is a hobby? Can anyone tell me? Let's hear from the students. What does a hobby mean? A hobby is an activity you do in your free time.</p> <p>二、發展活動</p> <p>活動一：你的興趣是什麼呢？</p> <p>What about you? What's your hobby?</p> <p>1. 興趣的種類很多，上週老師從你們的學習單中，整理了出你們興趣單字。 我們來看看你們的興趣有那些？ (15')</p> <p>Hobbies could be very different. I know your hobbies from the worksheet we did last week and I have created PPT presentations to show you what they are.</p> <p>2. 興趣猜一猜：3張圖猜一個興趣 (10')</p> <p>Look at the three pictures and do your best to guess what hobby it is based on them.</p> <p>三、統整活動</p> <p>教師統整並鼓勵學生，可嘗試各種興趣活動且享受活動，才能了解自己的興趣並樂於其中。</p> <p style="text-align: center;">～～第二節課結束～～</p>		
<p>活動三、學校社團</p> <p>第三節</p> <p>一、引起動機</p> <p>1. 複習上節課興趣的單字 (5')</p> <p>2. 猜猜這是誰：教師把學生的 Me Worksheet 上名字蓋住這學生猜一猜學習單的主人。</p> <p>Now you're going to guess who this is. He loves _____. He enjoys _____.</p> <p>Students look at the ppt presentation and guess whose worksheet this is. Let's see if how well you know your classmates.</p> <p>二、發展活動</p> <p>1. 學校也提供了 10 個社團，培養學生們的興趣，老師現在要介紹學校本學期開的社團活動，看看這些社團有沒有你有興趣的、有沒有打算報名那些社團。(15')</p> <p>Do you know there are ten school clubs this semester? Let's look at the list. Are you interested in any one of them? Have you joined any one of them? Can anyone share with us what these clubs do?</p> <p>2. 一較高下：興趣 Kahoot (14')</p> <p>Now I am going to put you into a group of four. You will take turns answering the questions, but you must help each other. Send one student from your team to get one I-pad. Now please click on Kahoot. Please think of a name for your team and enter Kahoot using your team's name. Here is the code.</p>	<p>PPT/ iPads</p>	<p>聆聽/ 發表/ 實作</p>


<p>三、統整活動</p> <p>學校提供了我們 18 個社團，讓我們在課餘時間培養我們的興趣及放鬆我們的情緒，小朋友可以參與社團發掘自己的多元興趣及喜好。</p> <p>～～第三節課結束～～</p>		
<p>活動四、培養興趣</p> <p>第四節</p> <p>一、引起動機</p> <p>老師介紹自己的另一項新興趣，興趣及成就感是可以培養的，以老師的書法為例。(10')</p> <p>Ms. Chien also enjoys writing with this pen. Do you know what hobby I have? Look at my calligraphy. Is it zhuànshū (篆書), xíngshū (行書), cǎoshū (草書/草书), Lishū style (隸書), Kǎishū (楷書). (Use ppt presentations to show them the styles)</p> <p>Yes, it is Kaishu. Ms. Chien is not good at it. I like doing it in my free time on the weekends. I feel great when my calligraphy looks good. I want to make my writing better. I tell myself to practice every Saturday for 2 hours. Do you like to give it a try?</p> <p>二、發展活動</p> <p>1. 分享興趣 (25')</p> <p>You're going to complete the hobby worksheet. Now let's read through the questions together.</p> <ul style="list-style-type: none"> - What's your hobby? - How does your hobby make you feel? - How long a week do you spend on your hobby? - 你的興趣對你的生活是否有改變。 - 你的興趣對你的人際關係與個人能力是否有改變? - 你的家人贊同你的興趣嗎? 為什麼? 你怎麼做? <p>Next, please talk to your partner about your answers and write down what you hear from your partner. After that, you will share with the whole class what you hear from your partner. Now Ms. Chien is going to show you how to do it.</p> <p>三、統整活動(5')</p> <p>教師總結:</p> <p>無論是哪一類的興趣，只要是正向的，不但可以讓你的生活更精采，也可以幫助你紓解壓力，有時還能因為共同的興趣而結交到志同道合的朋友。</p> <p>～～第四節課結束～～</p>	<p>PPT/ Worksheets</p>	<p>聆聽/ 發表/ 實作</p>
<p style="text-align: center;">教學單元二: 興趣探索</p>	<p>教學資源</p>	<p>評量</p>
<p>活動一、英國跳水王子</p> <p>第五節</p> <p>一、引起動機 (10')</p>		

<p>1. 英國跳水王子的興趣: https://youtu.be/KaAb3qh9Qwg (6')</p> <p>Do you know Tom Daley? He is an Olympic champion in diving. Do you know what his hobby is? Now we are going to watch a video about his hobby. What does he like to do? What's his hobby? Answer: Knitting</p> <p>2. 小朋友, 我們來看看除了你們的興趣, 老師的興趣以外, 還有哪些興趣是很受歡迎的? Now we're going to watch a video to see other popular hobbies.</p> <p>二、發展活動</p> <p>教師介紹目前新穎的興趣。(8')</p> <p>blogging, vlogging, writing, doing yoga, learning languages, cooking, baking, making origami, knitting, playing board games, fishing, hiking, camping, birdwatching, speedcubing, skateboarding.) Now I'm going to show you some of the very popular hobbies around the world.</p> <p>1. What hobby is this? (2')</p> <p>Guess what the hobby is behind the shadow.</p> <p>2. 請小朋友想想, 還有那些興趣我們班上同學沒有寫, 但其實也有趣的。(2')</p> <p>3. A frog origami 製作 (18')</p> <p>-Today we're going to make a frog origami -And see whose frog will jump farther.</p> <p>三、統整活動(2')</p> <p>小朋友你喜歡 origami 嗎? 有時沒有透過網路及書籍我們也可以學到很多有趣的事務。並說明下次上課會進行蜜蜂飼養的協同教學。</p> <p style="text-align: center;">~~第五節課結束~~</p>		<p>PPT/ You Tube/ Colored Paper</p> <p>聆聽/ 發表/ 實作</p>
<p>活動二、拜訪蜜蜂的家</p> <p>第六節</p> <p>一、引起動機(13 mins)</p> <p>1. 蜜蜂影片 https://youtu.be/ta154f5Rp5Y</p> <p>How much do you know about bees? Are you a bee master? Or do you know nothing about bees? Now we're going to watch a video about bees. When you watch it, please find the answers to the questions.</p> <p>(1) How many legs does a bee have? (2) How many body parts does a bee have?</p>		<p>PPT/ You Tube/ Worksheet</p> <p>聆聽/ 發表/ 實作</p>

<p>(3) How many wings does a bee have? (4) How many times do you hear the words, nectar, and pollen?</p> <p>2. 蜜蜂學習單 (27')</p> <p>First, Ms. Chein is going to go through the questions with you and later you're going to ask the beekeeper (Dean Lee) if they are true or false. Next, you will have the opportunity to write your own questions that you want to ask Dean Lee to find out more about bees. (Possible questions could be: Why do we need bees? Do we have enough bees? How can we help bees? How do bees pick their queen? What do bees eat? How long do bees live? How many kinds of bees are there in a beehive? Etc.) The last part of the worksheet is your homework. Share with me what you have learned today and if you think it is interesting to be a beekeeper.</p> <p>三、統整活動 (2')</p> <p>接觸及多嘗試不同的活動能夠幫助我們認識不同的事物及開發我們的興趣。</p> <p style="text-align: center;">~~第六節課結束~~</p>		
<p>第七節</p> <p>一、引起動機(5'): 說明今日蜜蜂拜訪行程，並請學生帶著自己學習單的問題，訪問蜜蜂主人。 Today we're going to visit Dean Lee's bees. He's going to show us how he keeps the bees and what he knows about bees. Please take your worksheet with you and find out the answers during today's visit.</p> <p>二、發展活動(20') 拜訪蜜蜂的家: 李主任會說明他的養蜂經驗及、蜜蜂保育、以及如何成為一位養蜂人。 Dean Lee is going to show us his beehives. You're going to meet the queen, see the bees and taste the honey they make. After that, ask Dean Lee your questions and later we'll return to the classroom where you can complete the worksheet.</p> <p>三、統整活動 (15') 請學生完成學習單。 You have 10 mins to complete your worksheet. Can anyone share with us what you have learned today?</p> <p style="text-align: center;">~~第七節課結束~~</p>	Works heet	聆聽/ 發表/ 實作
<p>活動三、日本金牌滑板少女</p> <p>第八節</p> <p>一、引起動機 (10')</p>		

<p>上週李主任讓我們看到他將興趣變成他的專業，當起養蜂人家，每年還能自產蜂蜜送人，現在來看看另一個日本金牌滑板少女(13-year-old Momiji Nishiya)影片。影片後提問專長與興趣是否相同？</p>  <p>https://youtu.be/p5rkGowHzvc</p> <p>Last week we visited bees and now we know how Dean Lee turned his interest into something he is good at? Now we're going to watch another video.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - What is Momiji Nishiya good at? - Do you think hobbies are something you are naturally good at? Or... <p>二、發展活動 (25')</p> <p>1. 發給每位學童數張小紙片，學童寫出自己與組員的專長，並交給對方。 Please write down what you're good at and what your teammates are good at on the paper. I will show you how to do it now.</p> <p>2. 小組討論: 討論後請小朋友上台報告。 - 請小朋友選出各組的經理、紀錄、記時及報告人員。</p> <p>Time for sharing. You're going to pick a manager who helps his/her teammates and makes sure everyone talks. A timekeeper who ensures the team sticks to the time limit. A recorder who takes notes of the ideas and a reporter who reports your discussions to the teacher and the other students. I'll give you three minutes to decide on the roles.</p> <p>- 你認為自己有什麼專長? 和組員寫給你的相同嗎? 為什麼?</p> <p>What do you think you are good at? Is it the same as what your teammates wrote for you? Why or why not? You're going to share what you're good at by saying, "I am good at _____."</p> <p>- 你怎麼發現你的專長? 在參加哪些活動時有什麼好表現?</p> <p>- 小組報告: When you're here at the front, please tell us, "My name is _____. I am the reporter from team." When you finish, please say, "thank you for listening."</p> <p>三、統整活動(5')</p> <p>教師統整各組的報告及意見補充。</p> <p style="text-align: center;">~~第八節課結束~~</p>	<p>You Tube/ 小紙片/ PPT</p>	<p>聆聽/ 發表/ 實作/ 小組 合作</p>
<p>活動四、台灣奧運選手</p> <p>第九節</p> <p>一、引起動機 (5')</p> <p>林昀儒打球影片。</p> <p>Who is the boy in the video? What is he doing in the video?</p> <p>Is he good at playing table tennis? Is he an 專家 (expert) in table tennis?</p> <p>Today you're going to read more about those Olympic experts.</p>	<p>PPT/ Readings/ 4 colors of post-it/</p>	<p>聆聽/ 發表/ 實作/ 小組 合作</p>

<p>二、發展活動：奧運選手達人報告。</p> <p>1. 教師事先準備，林昀儒、戴資穎、郭焯淳、李智凱、李洋及王齊麟的報導資料。</p> <p>2. 分組閱讀及討論。</p> <p>- Who is going to be the manager, timekeeper, recorder, and reporter? (5')</p> <p>- Explain the questions: (6')</p> <p>a. 這位達人的興趣及專長是什麼，為什麼會接觸這方面的興趣及專長，如何培養？</p> <p>b. 在培養專長過程中，曾遇過什麼困難？如何突破？</p> <p>c. 具備這個專長對個人的人生有什麼改變，在哪些方面得到成就感？</p> <p>d. 這位達人給我們的建議。</p> <p>e. 你們小組同學對報告中的達人的感想？</p> <p>- After reading and taking notes, you will work out the best answers to each question from your notes. When you are talking and discussing, remember your assigned roles.</p> <p>3. Assign the readings. (6')</p> <p>Hand out the articles and sticky notes (using four colors):</p> <p>Everyone needs to find out the answers in their article and takes notes.</p> <p>The teacher will show them an example.</p> <p>4. Reading and note-taking time (10')</p> <p>5. Discussion: Students work in groups to find out the best answers and make a poster for their reports. (18')</p> <p>Each team will have five minutes to report their answers.</p> <p>6. Practicing time: Students practice reporting. (5')</p> <p>Guiding sentences</p> <p>- Introduce themselves in English. My name is _____ from Team _____. Today we are going to show you how became an expert in (table tennis, badminton, weightlifting, gymnastics).</p> <p>- Thanks for your attention.</p> <p>7. Reporting time (20')</p> <p>三、綜合活動 (5')</p> <p>教師歸納統整。</p> <p style="text-align: center;">～～第九節課結束～～</p> <p>參考資料來源</p> <p>- 林昀儒:</p> <p>https://www.businessweekly.com.tw/focus/blog/3007354</p> <p>https://www.cheers.com.tw/article/article.action?id=5099882</p> <p>https://www.cw.com.tw/article/5096812</p> <p>https://www.ttshow.tw/article/82807</p> <p>- 戴資穎</p> <p>https://www.redbull.com/tw-zh/athlete/red-bull-badminton-athlete-tzu-ying-tai</p>	<p>A3 paper</p>
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<p> https://reurl.cc/EROly1 https://www.redbull.com/tw-zh/tai-s-six-secrets https://reurl.cc/zNmRLV https://reurl.cc/0XY0e6 - 郭焯淳 https://www.cw.com.tw/article/5117589 https://reurl.cc/vW9Ob1 https://www.bbc.com/zhongwen/trad/chinese-news-57983555 https://www.parenting.com.tw/article/5072279 - 李智凱 https://reurl.cc/KQVYze https://www.elle.com/tw/entertainment/voice/g37469426/chih-kai-lee-interview/ https://www.gvm.com.tw/article/81739 https://www.marieclaire.com.tw/entertainment/story/59934 https://www.cw.com.tw/article/5117554 - 李洋及王齊麟 https://www.bnext.com.tw/article/64327/badminton-wcl-father- https://www.storm.mg/lifestyle/3863471?page=3 https://reurl.cc/vW9Oja </p>		
<p>教學單元三：我的新興趣</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一、興趣變專長</p> <p>第十節</p> <p>一、引起動機 (5')</p> <p>從不識字到成為世界冠軍：台灣吳寶春 https://youtu.be/FAFcgU832LY</p> <p>二、發展活動：(30')</p> <p>興趣變專長 (配合期末表演)</p> <ol style="list-style-type: none"> 成立班上專長學習小組，依學童的興趣及意願分配各組組員名單，每組四~五人，選出達人組長。 There will be 4 ~5 students in a studying group and choose a leader to help. 每人一張專長培養計畫與實踐記錄學習單。 Everyone will have a worksheet. 指導學童與同組組員、組長討論專長培養計畫。 Now you're going to talk with your teammates to work out your studying plan. 學童分組討論後訂下各組學習目標與做法，並派員上台報告。 Now it's time for you to show us your plan. Introduce yourself, my name is _____. This is our plan. 教師指導學生完成計畫，填寫自己的目標及做法，每週一定要訂定一個目標，由達人組長驗收，並將學習情形及自己的感想記錄在實踐紀錄表。 	 <p>專長 培養 計畫 與實 踐紀 錄學 習單</p>	<p>聆聽/ 發表/ 實作/ 小組 合作</p>

Now you're going to complete your own plan. Give yourself a goal every week and have the leader in your team help you check.

6. 教師提醒學生，這些紀錄表及學習成果將在期末發表會上呈現。

三、綜合活動(5')

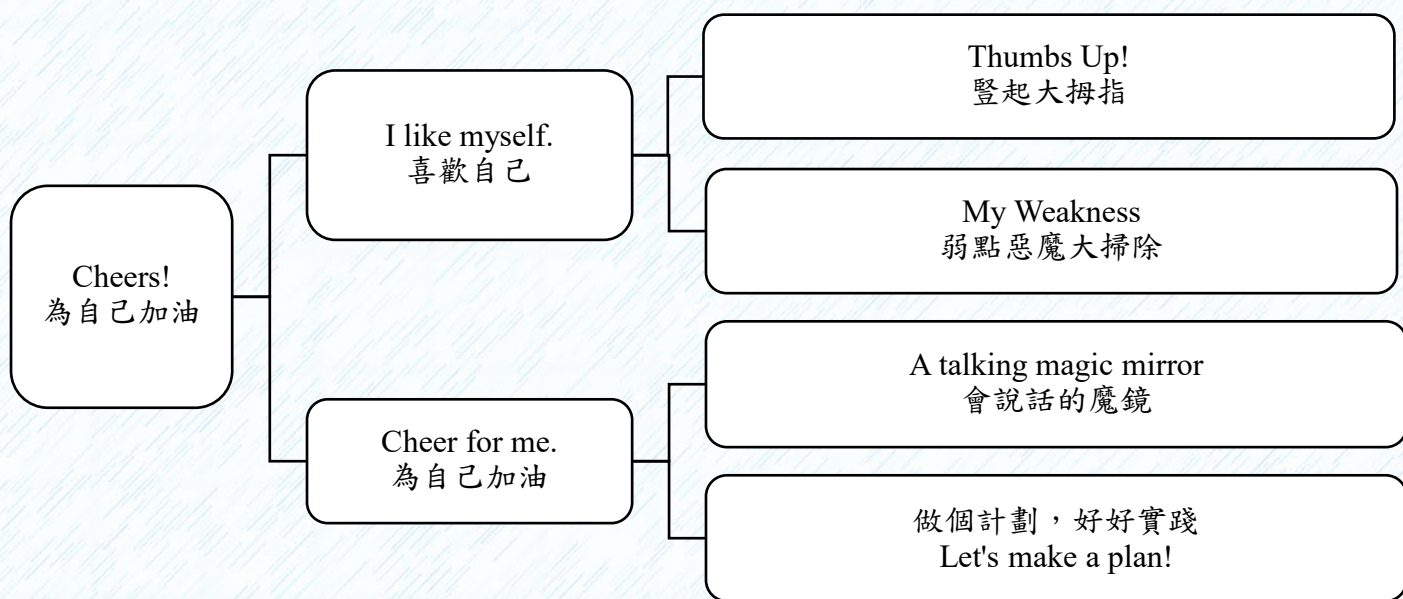
每個人都有自己的興趣和專長，現在我們知道如何做可以把興趣變專長，請學生們在實踐計畫的過程相鼓勵及互相學習，請大家運用各種方式，在學期中持續發展自己的興趣和專長，並在期末發表會時和大家分享。

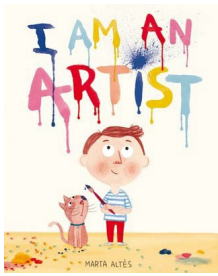

At the end of this semester, we're going to make a great show together. You're going to show us what you're good at.

~~第十節課結束~~

單元架構

Unit 1-3 為自己加油



主題名稱	為自己加油	教學設計者	宜蘭縣五結鄉中興國民小學 藍培綸	
學習對象	三年級一學期	學習節次	2 節課(80 分鐘)	
學習表現	能力指標 1-2-1 欣賞並展現自己的長處，省思並接納自己。			
學習目標	1. 藉由經驗分享，分享自己的進步中認識自己。 2. 認識他人眼中的自己，面對自己的缺點、短處。			
教學方法	討論教學法、分組合作學習			
教學資源	圖字卡、教學影片、繪本、簡報、學習單			
學科英語詞彙	nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful 愛助人的, outgoing 外向的, active 主動的, brave 勇敢的			
學科英語句型(視教材內容)	<ul style="list-style-type: none"> - What kind of person do you think you are? I'm _____. My strength/weakness is _____. - How can you be better? I can try to _____. I'm/You're..... - How can I be better? I'm too naughty/noisy/shy/quiet. You can try to be nice/kind/quiet/brave/active. - Learn to change. - Accept our weaknesses. - Find our new strengths. 			
教學單元一: 喜歡自己			教學資源	
<p>第一節</p> <p>一、引起動機 (10')</p> <p>繪本教學《我是藝術家》(I Am an Artist)</p> <p>提問曾經做過什麼事想讓家人稱讚，卻得到相反的回應嗎?介紹有趣的繪本：男孩自覺是藝術家，跟他媽媽一樣，但他眼中的得意藝術創作，卻讓媽媽十分的崩潰。我們自己覺得是什麼樣的人，其他人也覺得這樣嗎?</p> <p>T: Have you ever done something to get your parents' attention, but it didn't turn out well? This boy believes he's an artist like his mom, and he wants to surprise her with an impressive artwork. How do you think his mom will react?</p> <p>網路資源影片：https://youtu.be/K3Cu6XJyww</p> <div style="display: flex; align-items: center;">   </div>			圖字卡/ 教學影片/ 繪本/ 簡報	發表/ 小組討論 學習單 發表 討論 發表 與聆聽

二、發展活動

活動一：豎起大拇指 Thumbs UP!! (15')

1. 老師問學生：你覺得自己是什麼樣的人呢？

T: What kind of person do you think you are?

S: I'm _____.

2. 請學生輪流發表，教師邊說邊呈現圖卡和字卡，並請學生跟著複述，形容詞如下：nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful, outgoing, active, brave

3. 接著，教師發下學習單，請學生勾選符合自己的特質。



4. 完成學習單後，請學生在小組內發表，在同組內若有相同特質的圈起來。

活動二：接納自己 My Weaknesses 弱點惡魔大掃除 (10')

1. 播放《美國達人秀》影片，介紹患有自閉症的盲人鋼琴家 Kodi Lee 贏得冠軍的歷程。

“Golden Buzzer: Kodi Lee Wows You”

<https://youtu.be/DAPkOxRnh4c>

2. 提問若遇到自己不擅長的事情或無法改變的弱點，該如何做？

3. 如果有缺點或弱點沒辦法改變，還可以怎麼做？

4. 發下「My Weaknesses 弱點惡魔大掃除」學習單，請學生思考自己的弱點，與其因應之道。

T: My weakness is too shy. How can I be better?

S: You can try to talk to people first.



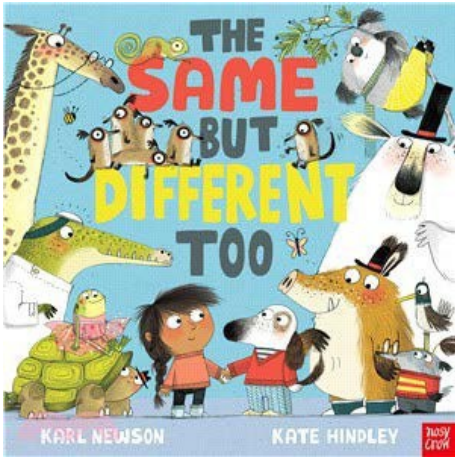

中興國小「綜英玩很大」
Class 班級 _____ Chinese Name 中文名 _____ English Name 英文名 _____

My Weaknesses 弱點惡魔大掃除!

自己的弱點好像是個「小惡魔」，會搞亂我們的
生活。你可以為自己的弱點做哪些改變呢？
你已經做了「小惡魔」哪些事？這些弱點對身體有什麼影響？

弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____	弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____
弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____	弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____
弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____	弱點名稱: _____ 產生原因: _____ 解決方式: _____ 解決時間: _____

小惡魔: _____ 記得把它吃掉! 小惡魔不會永遠搞亂我們的!

<p>三、綜合活動 (5')</p> <p>老師統整本節課重點，鼓勵學生遇到自己不擅長的活動或發現自己的短處時，可以藉由事先練習或請教他人方式學習，可以學習成功的身障人士如 Kodie Lee 等人努力向上的作法，勇敢面對自己的短處，甚至將短處轉換為長處，學著正面思考努力不懈！</p> <p>T: We all have weaknesses. What's your weakness? It's important to know your weakness, face your weakness and try to change it. Learn from other people.</p> <p>Here are the tips: Say "Yes, I can!"</p> <ol style="list-style-type: none"> (1). Learn to change. (2). Accept our weaknesses. (3). Find our new strengths. <p style="text-align: center;">~~結束~~</p>		
<p>教學單元二: 為自己加油</p>	<p>教學資源</p>	<p>評量</p>
<p>第二節</p> <p>一、引起動機 (5')</p> <p>繪本教學《相同，但也不同》(The Same, but Different Too!)</p> <p>藉由繪本標題 The Same, but Different Too 裡引導學生說出 the same, different 的中文意思：老師舉例 blue, yellow 兩字，兩字相同點(the same) 都是顏色 color、不同點(different)是，一個是藍色 blue，一個是黃色 yellow，由此探領繪本 The Same, but Different Too! 裡的你與我的異同之處。</p> <p>如：I'm friendly, you are gruff.</p> <p>網路資源影片：https://youtu.be/hDuTr8au24c</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">  </div> </div> <p>T: What color is this? It's yellow and blue. Yellow is a color. Blue is a color. What do they have in common? COLOR. One is yellow, one is blue. They are different. We are going to read this reader "The Same, but Different Too!" to explore similarities and differences.</p>	<p>圖字卡/教學影片/繪本/簡報</p> <p>簡報/學習單/便利貼</p>	<p>發表/小組討論</p> <p>學習單發表討論發表與聆聽</p> <p>問答：能回答繪本問題。</p>

二、發展活動

活動一：「會說話的魔鏡」(15')

1. 發下「What kind of person do you think you are?」學習單，你覺得自己是什麼樣的人呢？請學生勾出自己的特質。



T: What kind of person do you think you are? What is your personality type?

S: I'm _____.

2. 將學生分組，分配每三位同學寫下同一組一位學生的特質，將便利貼給那位同學，貼在學習單 What do my friends think about me? 的欄位裡。
3. 老師引導學生進行學習單上自己勾選的特質與同學寫的便利貼特質結果討論：

- ✓ 自己的想法與別人的想法完全一樣
Why? What do you think?
- ✓ 自己認為有那個好的特質，別人卻不認為你有
Why? What do you think?
- ✓ 自己認為沒那個好的特質，別人認為你有
Why? What do you think?

4. 老師統整，藉由「會說話的魔鏡」的體驗活動，讓我們學會讚美別人、尊重別人。

T: We can learn to compliment and respect others from this Talking Mirror.

三、期末總結：Let's Make a Plan! (20')

發下「Let's Make a Plan」學習單，請學生思考自己學期學習到什麼？發掘了自己的興趣或專長？自己擅長的活動？自己的弱點？愛自己、接納自己並改進自己，作個計劃，好好實踐。

影片/
簡報/
學習
單

學習
單發
表

討論/
發表
與聆
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自評：
能了
解自
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興趣
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長。對
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T: Let's wrap up this semester. We have learned so much.

Think about the following.

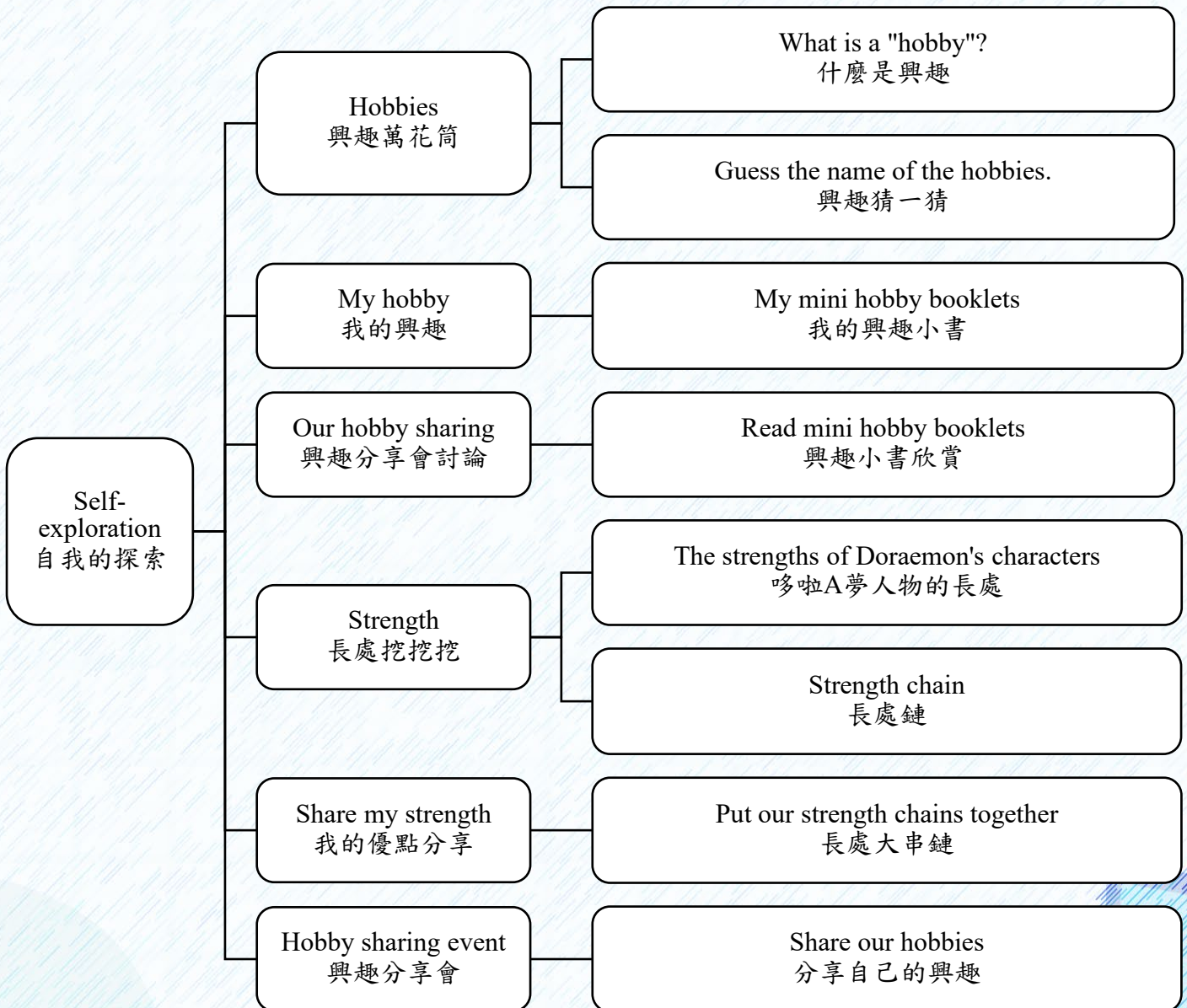
- ✓ What have we learned this semester?
- ✓ What do you enjoy doing?
- ✓ What is your hobby?
- ✓ What are you good at?
- ✓ How are you feeling?
- ✓ Know yourself Love yourself





~~結束~~
上學期結束




單元架構

Unit 1-4 自我的探索



主題名稱	自我的探索	教學設計者	宜蘭縣宜蘭市凱旋國民小學 簡孟芳、李進修、張筑喻
學習對象	三年級上學期	學習節次	7 節課(280 分鐘)
學習內容	Aa-II-1 自己能做的事。 Aa-II-2 自己感興趣的人、事、物。 Aa-II-3 自我探索的想法與感受。 Aa-III-1 自己與他人特質的欣賞及接納。 Aa-III-2 對自己與他人悅納的表現。 Ba-II-2 與家人、同儕及師長的互動。 Ba-II-3 人際溝通的態度與技巧。 Ba-III-3 正向人際關係的建立。		
學習表現	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 1a-III-1 欣賞並接納自己與他人。		
學習目標	透過活動及經驗分享，覺察自己的興趣及長處，並欣賞自己及他人的興趣及長處。		
教學方法	討論教學法、分組合作學習、角色扮演		
教學資源	PPT、Worksheets、Students' booklets		
學科英語詞彙	hobby, hobbies, running, biking, playing computer/video games, swimming, drawing, playing basketball, playing table tennis, playing soccer, playing board games, skateboarding, show and tell, strength, manager, reporter, timekeeper, notetaker		
學科英語句型(視教材內容)	1. What's your hobby? 2. Do you like _____? 3. My strengths are _____ and _____. 4. I am _____. 5. My hobby is _____. 6. I am the reporter of Team _____.		
教學單元一：興趣萬花筒			教學資源
第一節 一、引起動機(5') 老師介紹自己平時喜歡做的事情,以及做這些事帶來的感覺。 Look at the picture. Can you tell me what Ms. Chien likes to do after school? When I am gardening, I feel happy and calm.			PPT
二、發展活動(興趣萬花筒) 活動一 什麼是興趣? 1. 影片(興趣的定義): https://stv.naer.edu.tw/video.jsp?p=288550&t=s  You are going to watch a video. Find out the answers to these two questions. - What is a hobby? - What's Snake's hobby?			
活動二 興趣猜一猜? 2. 興趣猜一猜 (Two pictures one hobby) Look at the pictures and tell what hobby it is. Do you like _____? Let's see what the most popular hobby is in our class.			評量

<p>三、綜合活動 (15')</p> <p>小朋友除了我們老師今天給大家看的興趣活動,小朋友你們是不是有其他老師沒有列出來的興趣,對嗎? 今天老師要請小朋友想想自己喜歡做的事有那些?</p> <p>I want to assign you a task today. Think about what you like to do in your free time. Next week you're going to share with us.</p> <p style="text-align: center;">~~第一節結束~~</p>		
<p>教學單元二：我的興趣</p>	<p>教學資源</p>	<p>評量</p>
<p>第二節</p> <p>一、引起動機 (翻花繩) (15')</p> <p>https://youtu.be/akxtLtJ9PqE</p> <p>Let's watch a video.</p> <p>Do you know anyone who likes doing this string trick?</p> <p>Now let's learn how to make a broom with a string.</p> <div style="text-align: right; margin-right: 100px;">  </div> <p>活動一 我的興趣小書</p> <p>二、發展活動 (My hobby mini booklet.) (20')</p> <p>現在我們要來做一做我的興趣小書。</p> <p>Now you're going to make your hobby booklet.</p> <p>Here are some things to think about when making your booklet:</p> <ol style="list-style-type: none"> 1. What are your hobbies? 2. What things do you need for your hobby? 3. Do you share any hobbies with your family? 4. Do you share any hobbies with your friends? 5. How long have you had this hobby? 6. Are there any hobbies that you would like to try? 7. Any facts about your hobby that others may find interesting? <p>Here is the pattern for your booklet.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>Make Your Own My Hobby Mini Booklet</p> <p>Here are some things to think about when making your booklet:</p> <ul style="list-style-type: none"> • What are your hobbies? • What things do you need for your hobby? • Do you share any hobbies with your family? • Do you share any hobbies with your friends? • How long have you had this hobby? • Are there any hobbies that you would like to try? • Any facts about your hobby others may find interesting <p>Cut and stick images - Use these pictures to help you make a mini booklet about ????</p>  </div> <div style="flex: 2; border: 1px dashed gray; padding: 10px;"> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; width: 100px; height: 100px;"></div> <div style="border: 1px solid gray; width: 100px; height: 100px;"></div> </div> <hr style="border: 0; border-top: 1px dashed gray; margin: 10px 0;"/> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; width: 100px; height: 100px;"></div> <div style="border: 1px solid gray; width: 100px; height: 100px;"></div> </div> </div> </div>	<p>30 條翻花繩子</p> <p>PPT / Worksheet s</p>	<p>聆聽/發表/實作/評量</p>

<p>This is Ms. Chien's booklet. Let's look at it and you will know how to make it.</p> <p>三、綜合活動(5')</p> <p>老師剛剛發現小朋友的興趣有語文類、有體能類、有.....很多元,下週老師想請小朋友進行興趣分享會的討論,請小朋友選擇一項自己的興趣活動中選擇一樣與大家分享。</p> <p>Next week, Ms. Chien will have you talk about our hobby-sharing activity. You're going to choose one of your hobbies to share with us.</p> <p style="text-align: center;">~~第二節結束~~</p>		
<p>教學單元三：興趣分享會討論</p>	<p>教學資源</p>	<p>評量</p>
<p>第三節</p> <p>活動一 興趣小書欣賞</p> <p>一、引起動機(認識同學的興趣)(15')</p> <p>閱讀同學的 hobby booklet. 並選出你欣賞的作品。</p> <p>Read and Pass:</p> <p>We are going to read the hobby booklets you made. And you will get 5 stickers to vote for your favorite booklets.</p> <p>Question:</p> <ol style="list-style-type: none"> 1. Do you remember any of the booklets you just read? 2. Who did a good job? Why? <p>二、發展活動 (Team Discussion) (20')</p> <p>Videos to show kids how to share their hobbies:</p> <ol style="list-style-type: none"> 1. https://youtu.be/jSDUtnxHuZ4 2. https://youtu.be/ESfMpo9ozrk 3. https://youtu.be/o_rpHvtgt_Q <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>- 想一想:</p> <ol style="list-style-type: none"> 1. In the video, are the kids doing great? 2. What did they do before their Show and Tell? 3. What shall you do before our Show and Tell? 4. Now you're going to talk about what hobbies you're going to share with us in three weeks (12/20). <p>- Group discussion:</p> <ol style="list-style-type: none"> 1. We need a notetaker, a recorder, a reporter, and a timekeeper. 2. You will have 6 minutes to take the questions. 3. Here is the worksheet for you to take notes on. 	<p>Students' booklets</p>	<p>聆聽/發表/實作/評量</p> <p>Worksheet for notetaking</p>

Show and Tell

Questions:

1. What shall we do before our Show and Tell?
(Show and Tell 前我們可以如何準備?)

a. _____
b. _____
c. _____
d. _____

2. What are you going to show us?
name : _____ What : _____

a. _____
b. _____
c. _____
d. _____
e. _____

- Sharing Time:

1. Everyone will have 1.5 minutes to show us their answers.

三、綜合活動 (5')

Now we know how to get ready. Next week the teacher will bring the sequence to show you who goes first. You will have three weeks to get ready. Our Show and Tell will be on 12/20(一).

~~第三節結束~~

教學單元四：光影魔術師

教學
資源

評量

第四節

一、引起動機 (Arm Wrestling) (18')

老師與學生，或學生與學生進行腕力比賽。

有沒有人想要和老師比腕力。

Anyone?

Conclusion: The winner has a lot of physical strength.

What can your strengths do?

Move things? Change things? Make things happen?

我們除了 physical strengths, 我們還可以有那些 strengths.

Now let's look at the pictures and see if you know what their strengths are.

活動一 哆啦 A 夢人物的長處

二、發展活動 (17')

1. 哆啦 A 夢人物的長處

reference: <https://reurl.cc/8pgZpX>

<https://reurl.cc/GE3ReZ>

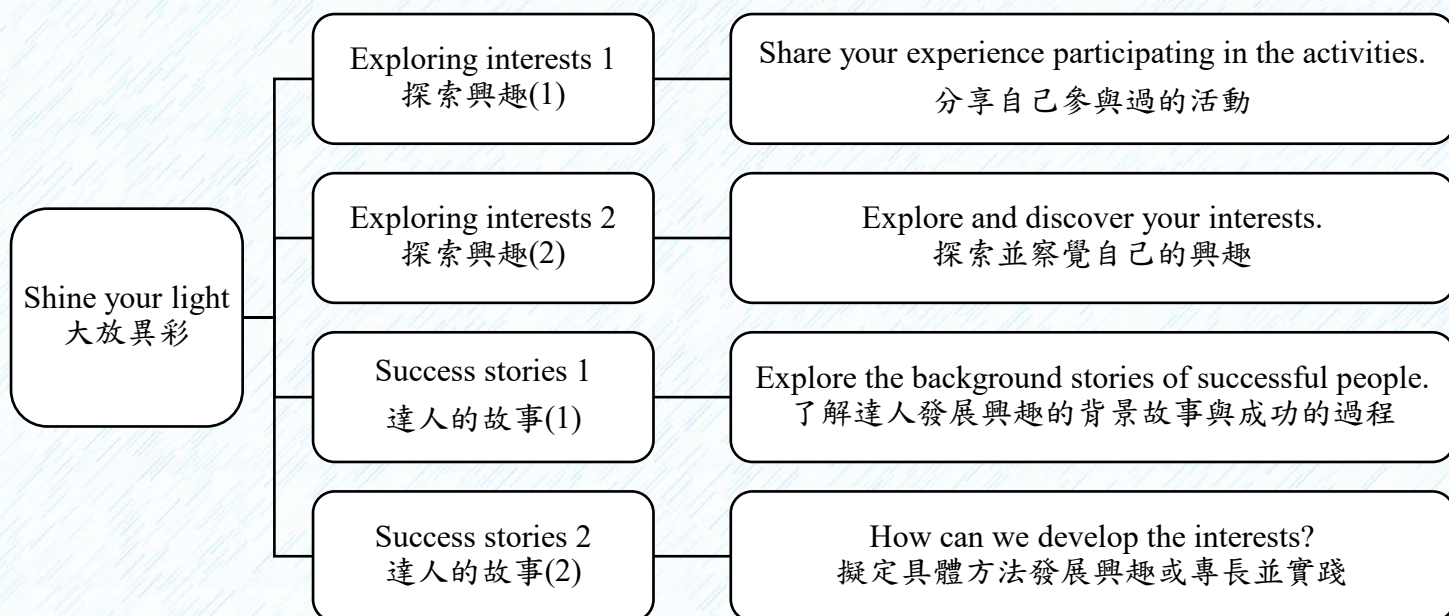


<p>Do you know who they are and what their strengths are? Conclusion: some strengths are big/ small/ visible/ invisible.</p> <p>活動二 長處鏈</p> <p>2. 長處鏈 (Strength chain.)</p> <ul style="list-style-type: none"> - Talk with students about their strengths. - Read through the worksheet to have students see what strengths they could have. - Worksheet: have students color their strengths, and then cut their strengths off the worksheet and stick them into rings. Finally connect the rings together to make a chain, a Strength Chain. <p>(未完成的部分, 請小朋友帶回家完成, 可與家人討論自己的長處。)</p> <p>三、綜合活動 (5')</p> <p>Our strengths can help us move things, change things, and make things happen. Next week we are going to be sharing in groups with your teammates about what your strengths are.</p> <p style="text-align: center;">~~第四節結束~~</p>		
<p>教學單元五：欣賞同學的長處</p>		
<p>第五節</p> <p>一、引起動機 (10')</p> <p>Watch a video (無名英雄-施比受有福): https://youtu.be/B0kK90lSPjg 討論影片中人物的優點。 What are his/her strengths?</p> <div style="text-align: center;">  </div> <p>活動一 長處大串鏈</p> <p>二、發展活動 (25')</p> <p>1. 我的優點分享 Strengths Chain sharing</p> <ul style="list-style-type: none"> - 想一想除了我們現在有的 strengths, 還有哪些 Strengths 是自己想要擁有的? 可以如何培養? <p>Now you're going to share your strengths with your teammates.</p> <ul style="list-style-type: none"> - Timekeeper: Everyone will have a minute to share. - Manager: Make sure everyone shares. And everyone receives their strengths from others. - Notetaker: Take notes of anything interesting. - Reporter: Share with us the interesting discovery of your team. <p>2. 長處大串鏈</p> <p>Now we're going to glue together our Strengths Chains.</p>	<p>教學資源</p> <p>Students' strength chains</p>	<p>評量</p> <p>聆聽/發表/實作/評量</p>

<p>三、綜合活動 (5')</p> <p>每個人都有優點，只要用心觀察，如果大家能互相肯定，不僅團體氣氛佳，也有助於大家長處的發展。大家記得要多多給同學鼓勵，把我們的長處用在 move things, change things, and make things happen.</p> <p>～～第五節結束～～</p>		
<p>教學單元六：興趣分享會</p>	<p>教學 資源</p>	<p>評量</p>
<p>第六、七節</p> <p>活動一 分享自己的興趣</p> <p>一、引起動機 (5')</p> <p>教師示範如何上台報告。 Now Ms. Chien is going to show us how to share our hobbies.</p> <p>二、發展活動 (Team Discussion) (70')</p> <p>學生介紹自己的興趣。</p> <p>You're going to take turns showing us your hobby. Everyone will have 1.5 mins. First, you tell us your name. Next, you tell us what your hobby is. Then, you show us your hobby. Fourth, you tell us any interesting things about your hobby.</p> <p>三、綜合活動 (5')</p> <p>每個人都有自己的興趣,適度的展現出來彼此分享與學習,剛剛我們看到了小朋友們的興趣,有沒有小朋友發現自己也想培養今天同學介紹的興趣。每個人都能擁有許多的興趣,興趣可以調劑生活,紓解壓力,持續練習同一興趣活動,你也能成為大家的專家。</p> <p>～～第六、七節結束～～</p>	<p>PPT / 表演 程序 表</p>	<p>聆聽/ 發表/ 實作/ 評量</p>

單元架構

Unit 2-1 大放異彩



(二)(每個單元)教學設計/教案

主題名稱	大放異彩	教學設計者	臺南市東區勝利國民小學 陳淑茗、李慧如、陳玟君、高詠婷、杜玘 潁、林翎華、吳千品、林維焄、黃惠瑜、 陳俊志、黃郁雯老師	
學習對象	四年級	學習節次	四節課(160分鐘)	
學習內容	Aa-II-2 自己感興趣的人、事、物 Aa-II-3 自我探索的想法與感受			
學習表現	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 1b-II-1 選擇合宜的學習方法，落實學習行動。			
學習目標	1. 分享自己參與過的活動。 2. 探索並覺察自己的興趣。 3. 了解達人發展興趣的背景故事與成功的過程。 4. 擬定具體方法發展興趣或專長並實踐。			
教學方法	全英語教學法、分組合作學習法			
教學資源	投影片、圖畫紙及繪圖用具			
學科英語 詞彙	solve the problem, interest, (school) activity, club(s), tool(s), Rover Scout Club, Drama Club, Guitar (Music) Club, Art Club, Photography Club, Cartoon Comic Club, Inline Skating Club, Inline Skating Club, Pop Dance Club, Flower Club, Sport Club, short-term, long-term plan, difficulty			
學科英語 句型(視教 材內容)	Do you know(join) any after school club in Shengli? What kind of activities you have joined before? What kind of activities do you like? Do you like this activity? How do you feel about it?			
教學單元一: 探索興趣(1)			教學 資源	評量
<p>活動一 分享自己參與過的活動</p> <p>一、引起動機(15')</p> <p>教師：你曾經參加過哪些活動？參加過後有什麼感想？</p> <p>可依場域不同而提問：</p> <p>學校：運動會、語文競賽、或是社團活動.....</p> <p>社區：淨灘、旅遊、中秋節聯歡.....</p> <p>T: Do you know any after-school club in Shengli that you have joined?</p> <p>T: What kind of activities have you been a part of before?</p> <p>T: What kind of activities do you like?</p> <p>T: What did you see?</p> <p>T: How do you feel about it / this activity / this idea?</p> <p>T: Do you like this activity?</p> <p>T: How do you feel about it?</p>			投影 片	口語 評量

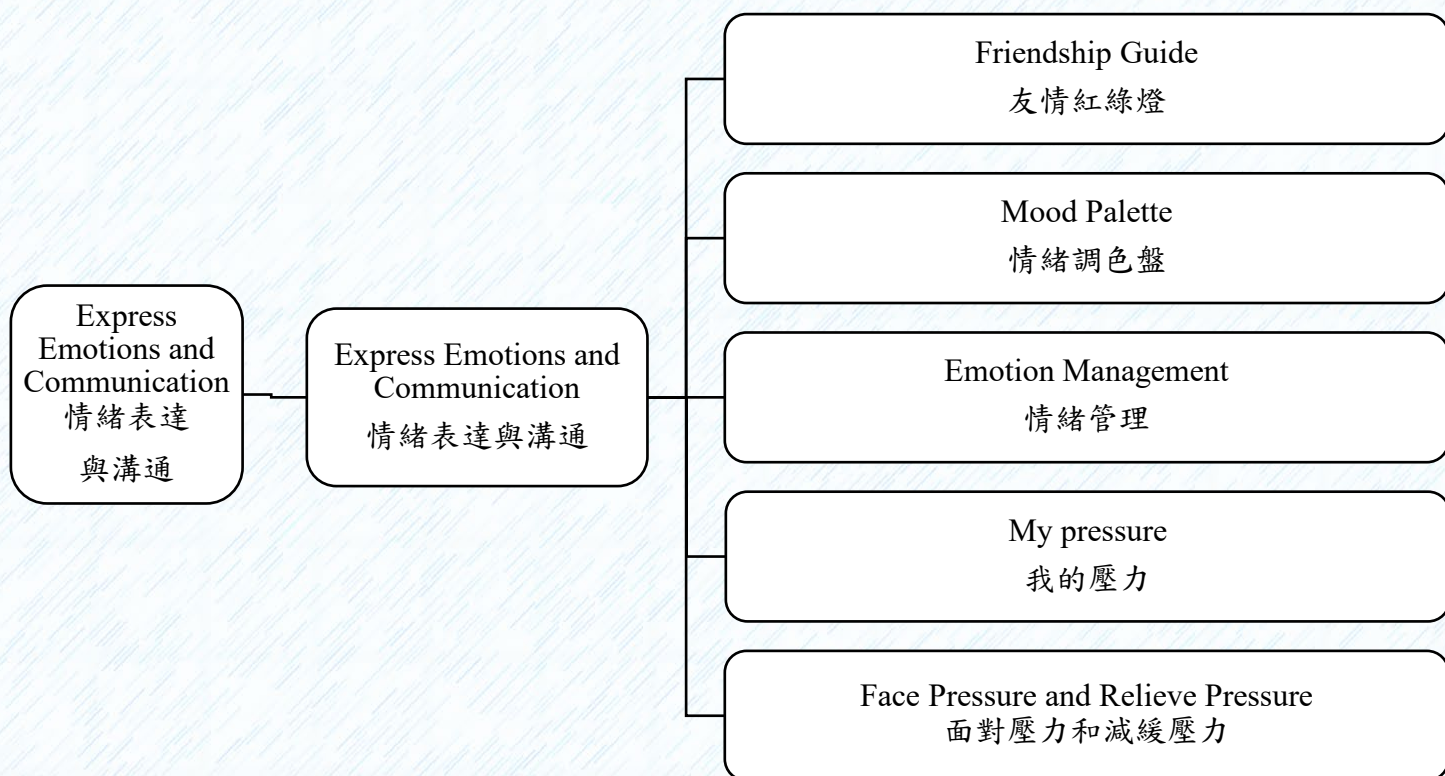
<p>二、小組活動 (15')</p> <p>教師請全班思考參與這些活動可能會遇到的困難。並請參與過活動的同學發表學習歷程。請學生分組討論：</p> <ol style="list-style-type: none"> 1. 每周花多少參加這些活動？ 2. 加這些活動對你的生活有什麼影響？為什麼？ 3. 從事這些活動在人際關係與個人能力是否有改變？ 4. 如果參與這些活動而影響了正常的作息或是家人不贊同,你會怎麼做？各組討論後,派代表上台報告。 <p>T: How hard can this activity be? T: How much time do you spend on this activity? T: How often do you play it every week? T: What can this activity affect/teach you? T: What does this activity change your life? T: What if your family doesn't like this activity? T: How do you feel about it?</p> <p>三、綜合活動 (10')</p> <ol style="list-style-type: none"> 1. 教師歸納統整並適時給予補充 2. 蒐集參加過的活動照片或作品,在下一堂課與同學分享 <p>T: What did you see? T: How do you like it /this activity? T: Do you like this activity? T: Please collect some pictures about the activity you like and share them with your classmates next time.</p> <p style="text-align: center;">~~第 1 節結束~~</p>	<p>投影片</p> <p>活動照片</p>	<p>口語 評量</p> <p>口語 評量</p>
<p>教學單元二: 探索興趣(2)</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一、探索並察覺自己的興趣</p> <p>一、引起動機 (10')</p> <p>每個人都有自己的興趣,透過分享活動彼此觀摩進行興趣的探索。</p> <p>T: What are your interests? T: What kind of activities do you like? T: What tools do you need? T: What's the fun part? T: What's the difficult part? T: How can this activity/interest teach you? T: Share your activity and interest. T: Show us how to do it.</p>	<p>投影片</p>	<p>口語 評量</p>

<p>活動二、興趣了解與分享</p> <p>二、發展活動 (20')</p> <ol style="list-style-type: none"> 1. 將教室佈置成馬蹄形, 讓學生分組發表並進行了解 2. 透過分享活動彼此觀摩, 進行興趣的探索 3. 教師引導學生到各組參觀, 透過同學的介紹, 了解各項的內容, 探索自己的興趣 4. 經過大家的分享後, 你發現了什麼? 你看到學到了什麼? 5. 經過這次活動, 你的興趣和別人有什麼不同? 6. 可以將你的興趣運用在什麼地方? <p>T: Do you like those activities?</p> <p>T: Which one do you like the most?</p> <p>T: What did you find interesting?</p> <p>T: What can you learn from it?</p> <p>T: What's the difference between your and others?</p> <p>T: How can you use your interest in the future?</p> <p>三、綜合活動 (10')</p> <p>教師總結: 在團體中, 要有自信的展現自己的興趣並能欣賞讚美別人, 從他人的分享中, 開發自己更豐富的興趣</p> <p>T: Being a part of the group, you must have confidence to show your interests and appreciate others.</p> <p>T: Through outs' sharing, you can develop your interests more extensively.</p> <p>T: Share your dream with other people.</p> <p style="text-align: center;">~~第2節結束~~</p>	<p>投影片</p>	<p>口語 評量</p>
<p>教學單元三: 達人的故事(1)</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一、了解達人發展興趣的背景故事與成功的過程</p> <p>一、引起動機 (10')</p> <p>達人的故事 (一)</p> <p>教師搜集紅面棋王周俊勳和極限運動超馬選手陳彥博等人奮鬥故事, 說明有許多人持續發展自己的興趣成為專長, 並且獲得很棒的成就, 在學生找到自己想發展的興趣後, 請蒐集與自己興趣相同或自己未來想培養專長且發展有成達人相關資料, 於下一節課分享。</p> <p>T: Let's watch the videos.</p>	<p>投影片</p>	<p>口語 評量</p>

<p>T: Be quiet and listen carefully!</p> <p>T: Do you like these videos?</p> <p>T: What can you learn from these videos?</p> <p>T: Why do you think they were successful?</p> <p>活動二、擬定方法發展興趣</p> <p>二、發展活動(25')</p> <p>擬定興趣發展計畫:</p> <p>請學生把自己的興趣當成出發點，列出計畫內容，規劃一個自己的『專長發展築夢計畫』，思考要如何做才能在未來成為自己心中理想的樣子。</p> <ol style="list-style-type: none"> 1. 學生依序上台分享自己的計畫內容，教師和同學給予建議 2. 學生參考教師及同學的建議修改計畫內容 3. 學生依據自我專長發展築夢計畫開始實踐，每隔一段時間一同檢視並修正 <p>T: Can we turn our interest into a job?</p> <p>T: How can we turn our interest into a job?</p> <p>T: Complete the worksheet.</p> <p>T: What tools/skills can we learn from our interests?</p> <p>T: What are your short-term and long-term plans?</p> <p>三、統整活動(25')</p> <p>教師向學生說明：以自己的興趣為出發點，規劃實行的方法後，調整並堅持自己的夢想，未來要隨時檢視再修正。(教師提醒學生自我專長發展築夢計畫，將在學期末進行發表)</p> <p>T: Go home and find another successful story.</p> <p>T: This story needs to be related to your interest.</p> <p>T: Share the story next time.</p> <p style="text-align: center;">~~第3節結束~~</p>	<p>投影片</p> <p>投影片</p>	<p>口語 評量</p> <p>口語 評量</p>
<p>教學單元四: 達人的故事(2)</p>	<p>教學 資源</p>	<p>評量</p>
<p>活動一、探索興趣與專長</p> <p>一、引起動機(5')</p> <p>每個人都是獨一無二的，藉由達人故事的分享，探索自己的興趣與專長。</p> <p>T: Share your story with the class.</p> <p>T: What's the major difficulty in the story?</p> <p>T: How did they become be successful?</p> <p>T: Never give up! Keep doing the right thing.</p>	<p>投影片</p>	<p>口語 評量</p>

單元架構

Unit 3-1 情緒表達與溝通



(一) (每個單元)教學設計/教案

主題名稱	情緒表達與溝通	教學設計者	嘉義市東區宣信國民小學 葉祖銘老師	
學習對象	三年級上學期	學習節次	5 節課(200 分鐘)	
學習內容	Aa-II-3 自我探索的想法與感受。 Aa-III-1 自己與他人特質的欣賞及接納。 Aa-III-2 對自己與他人悅納的表現。 Ba-II-1 自我表達的適切性。 Ba-II-2 與家人、同儕及師長的互動。 Ba-II-3 人際溝通的態度與技巧。 Ba-III-3 正向人際關係的建立。			
學習表現	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。			
學習目標	1. 能說出自己的想法，關於對興趣探索的經驗。 2. 能明白情緒產生的可能原因，並用簡單的英文單子說出。 3. 能明白並說出什麼是不當的情緒表達方式。			
教學方法	討論教學法、分組合作學習、角色扮演			
教學資源	自編教材、綜合活動課本、電腦、投影機、繪本			
學科英語詞彙	happy, sad, hard-working, angry, frustrated, friendships, worried, confused, nervous, stressed, bored, scared, ask, behaviors			
學科英語句型	1. How do you feel if _____? I feel _____. 2. How would you feel? I would feel _____.			
教學單元一: 情緒表達與溝通			教學資源	評量
活動一 友情紅綠燈 1. 教師詢問學生在開學後，對班上的學生是否都認識及瞭解了呢?誰是班上的開心果呢?誰是班上最認真的人呢?誰是班上運動最好的人呢?(10') The teacher asks the students whether they knew and understood one another in the class after the new semester started. T: Who is fun to be around? T: Who is the most hard-working student in the class? T: Who is the best sportsman in the class? 2. 教師發下學習單，詢問學生誰是你的好朋友呢?你還有和誰不熟呢?你覺得哪位同學有什麼優點呢?藉此學習單教師可以更加瞭解班上同學的人際關係。(10') The teacher sends out a learning sheet and ask: T: Who is your best friend in our class? T: Who else are you not familiar with yet? T: Do you know the strengths that your friends have?			PPT	聆聽 發表 實作 評量

<p>3. 友情紅綠燈(10')</p> <p>教師和學生討論在和朋友相處時，有哪些行為是紅燈，會阻礙友誼的發展，哪些行為是綠燈，可以增進彼此的友誼呢？有哪些行為是黃燈，可以修補友情。</p> <p>T: What kind of behaviors are considered red flags/lights when interacting with friends?</p> <p>T: What behavior will hinder the development of friendships?</p> <p>T: What kind of behaviors, like green traffic lights, can enhance and strengthen friendship?</p> <p>T: Which behaviors acts as yellow lights that help repair damaged friendship?</p> <p>4. 請學生將這些上面討論的行為寫在小卡上，每張小卡是一項行為，發下紅色及綠色貼紙，標註這項行為是紅燈或綠燈，將這些小卡集中放在中間後，每人發下三張黃燈卡，抽到紅燈卡的學生可以使用黃燈卡來抵銷掉紅燈卡，但他須說出一項修補友情或是可以增進友情的方法。活動結束後統計分數，綠燈卡可以加一分，紅燈卡扣一分，誰獲得的分數最高及獲勝。(10')</p> <p>T: Please write down the discussed behaviors above on the small cards. Each card is a behavior, and use red and green stickers to mark them red lights or a green lights.</p> <p>T: After placing these small cards in the middle of the table. Each student will get three yellow light cards, If a student draws a red light card, they can use a yellow light card to offset it, but they must suggest a way to repair or improve the friendship. After the activity, the scores will be counted. Each green light card can add one point, and each red light card deducts one point. The student with the highest score wins.</p> <p style="text-align: center;">~~第 1 節結束~~</p>		
<p>活動二 情緒調色盤</p> <p>1. 在生活中，我們常常會有各種情緒，遇到不同事件時，我們會產生哪些情緒呢?(20')</p> <p>例如，昨天,我妹妹畫了一張圖送給我，我覺得....</p> <p>跟同學吵架後，我會....</p> <p>因為看電視，功課寫到很晚而被媽媽罵，我感到難過。</p> <p>T: In daily living, we often experience a range of emotions.</p> <p>T: What emotions do we have when we encounter different events?</p> <p>T: For example, what do you feel when someone draw a picture for you?</p> <p>S: I feel _____.</p> <p>T: What do you feel after quarreling with classmates?</p> <p>S: I feel _____.</p> <p>T: I feel sad when my mother scolds me for watching TV and doing homework late.</p> <p>2. 當你遇到一些情境時，你的情緒會是什麼？你可能會出現怎樣的反應呢？</p>	<p>PPT</p>	<p>聆聽 發表 實作 評量</p>

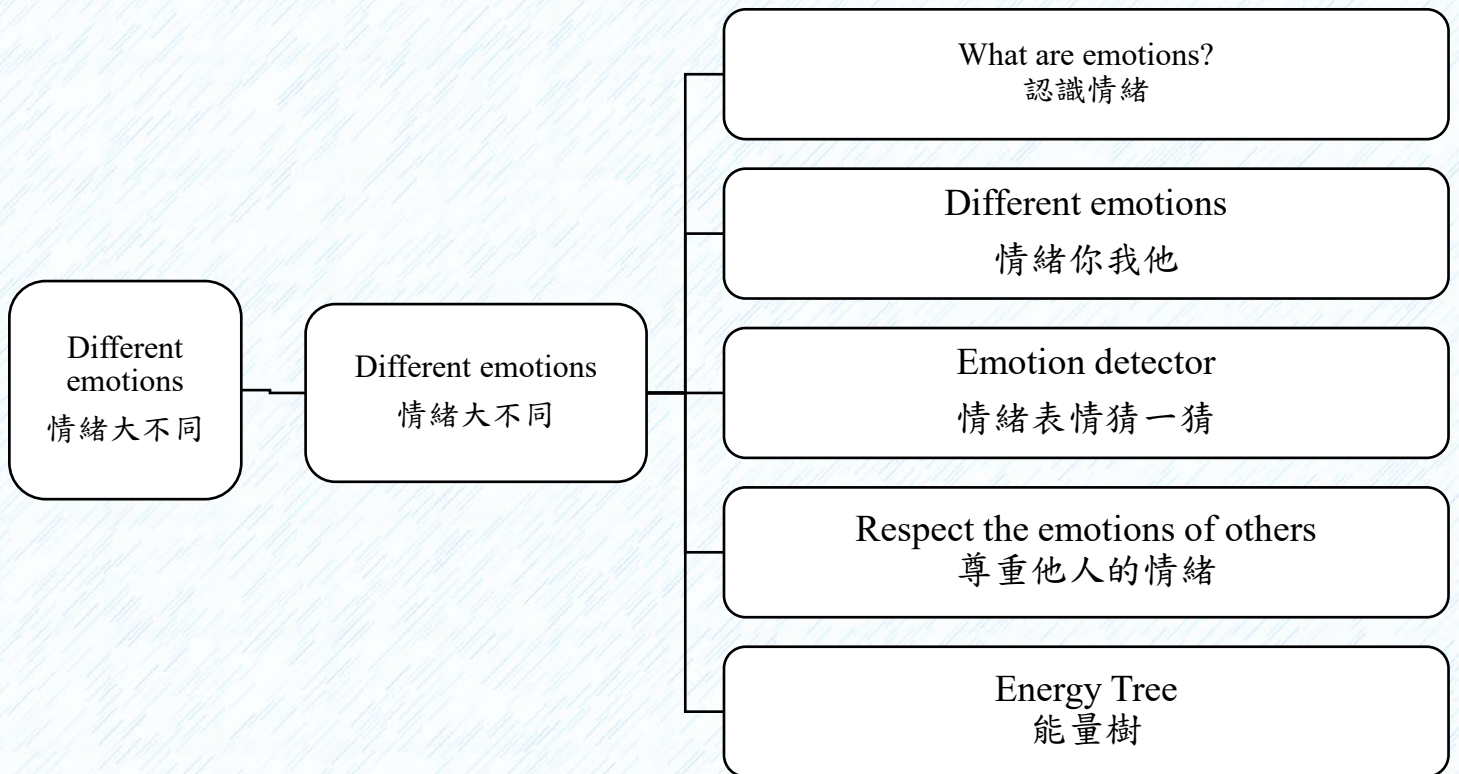
<p>例如，打預防針時，我會緊張得冒汗... 考試時，我會很緊張，還會覺得肚子痛 同學惡作劇時，我會生氣，因此說話變得大聲。為什麼產生了相同的情緒，每個人的反應會不同呢? (10')</p> <p>T: When you encounter certain situations, what emotions do you experience?</p> <p>T: How do you react to those emotions?</p> <p>S: When I get a vaccination, I feel nervous and start sweating...</p> <p>S: During exams, I get very nervous, and also experience stomachache.</p> <p>S: When my classmates play a prank on me, I get angry, so I speak loudly.</p> <p>T: Why do people react differently to the same emotions?</p> <p>3. 情緒發生時，常常會表現在表情、動作、語氣、音量上，我可以怎麼知道別人的情緒呢? (10')</p> <p>例如，在百貨公司和家人走散時，感到慌張而流淚。嬰兒希望有人抱而哭鬧他們表現出相同的反應，但是原因和情緒不相同，為什麼?</p> <p>T: How can we understand the emotions of others?</p> <p>S: When I got separated from my family in the department store, I felt flustered and started crying.</p> <p>T: When babies want someone to hold them, they cry. However, they may have different reasons for crying but they show the same reaction. Do you know why?</p> <p style="text-align: center;">~~第 2 節結束~~</p>		
<p>活動三 情緒管理</p> <p>1.討論哪些是不適當的情緒表達方式? (15')</p> <p>例如：運動比賽輸了，有人說：都是你，你跑得太慢了啦！哼！贏了有什麼了不起！哈哈！你們輸了吧！</p> <p>如果有人沒有在比賽人努力過，只會批評別人，我覺得...</p> <p>比賽時，亂發脾氣，會讓隊友...</p> <p>有人贏了比賽就嘲笑別人，我覺得...</p> <p>T: Let's discuss what are inappropriate ways of expressing emotions?</p> <p>For example:</p> <p>After losing a sports game, someone said: It's all you, you were running too slow!</p> <p>Humph! What's so great about winning! Haha! You lose!</p> <p>T: How would you feel if someone doesn't work hard in the competition and only criticizes others?</p> <p>T: How would feel if someone loses their temper during the game?</p> <p>T: How would you feel if some people laugh at others after winning the game?</p> <p>2.不要做一個受情緒影響的人，情緒會使事情變得更糟。(15')</p> <p>T: Don't be an emotional person as emotions can make things worse.</p> <p>可以怎麼改進與調整呢?</p> <p>T: How can it be improved and adjusted?</p> <p>若是帶有情緒的話已經說了，道歉或是改換一個說法，應該是可行的辦法。</p>		<p>聆聽 發表 實作 評量</p>

<p>T: If emotional words have already been said, apologizing or changing the statement should be a way to do. 對不起，我不應該因為比賽輸了就責怪人。</p> <p>T: I am sorry, I shouldn't blame others just because we lost the game. 別難過了，你已經很努力了，你表現得非常好！</p> <p>T: Don't be sad, you have worked very hard and you have performed very well! 別垂頭喪氣的，比賽輸或贏很平常，下次...</p> <p>3. 平時我都是怎麼抒發情緒呢?(10')</p> <p>T: How do you express your emotions? 生氣時我會深呼吸，讓自己冷靜。</p> <p>S: When I am angry, I take deep breaths to calm myself down. 開心時我會和朋友、家人聊天，分享喜悅。</p> <p>S: When I am happy, I will chat with friends and family. Then I share my joy with them.</p> <p style="text-align: center;">~~第3節結束~~</p>		
<p>活動四 我的壓力</p> <p>1. 說一說，什麼是壓力呢?(15')</p> <p>T: Do you know what stress is? 你會怎麼形容壓力帶給你的感受呢?</p> <p>T: How would you describe the feeling that stress brings? S: 壓力像坐雲霄飛車，讓我感到心情起起伏伏。 Stress is like riding a roller coaster. It makes me emotionally up and down.</p> <p>S: 壓力像石頭壓在心上，悶悶的讓我不舒服。 Stress is like a heavy stone on my chest. It makes me feel uncomfortable.</p> <p>2. 讓我們一起說出自己的壓力吧!(15')</p> <p>T: Let's talk about your pressures! S: 我害怕考試，每次考試前，我都感到很有壓力。 I am afraid of exams. I feel a lot of pressure before every exam.</p> <p>S: 上台說話也會讓我感到壓力。 Speaking on stage also makes me feel pressured.</p> <p>3. 想一想，遇到壓力時我會有哪些情緒反應呢?(10')</p> <p>T: Think about it, what kind of emotional reactions do you have when you experience stress? S: 上台自我介紹時，我好緊張，感覺舌頭打結說不出話。 When I introduce myself on stage, I get very nervous and my tongue feel tied up, making it hard for me to speak.</p>	PPT	聆聽 發表 實作 評量

<p>S: 每次要分組時我都感到有壓力，因為怕沒人想跟我同組，擔心忝沮喪...</p> <p>I feel pressured every time we have to form small groups because I'm afraid that no one wants to be in a same group with me. And, it makes me worried and frustrated.</p> <p style="text-align: center;">～～第 4 節結束～～</p>		
<p>活動五 面對壓力和減緩壓力</p> <p>1. 面對壓力時，我可以運用什麼方法來減少壓力或舒緩情緒呢? (20')</p> <p>T: When you face stress, what mehtods can you use to reduce stress and relieve emotions?</p> <p>S: 當壓力使我感到緊張、疲累時，我會適當的休息，再...</p> <p>When stress makes me feel nervous and tired, I will take a proper rest, and then...</p> <p>S: 我會找爸媽、老師或姊姊幫助我。</p> <p>I will seek help from my parents, teachers or sisters.</p> <p>S: 唱歌、跑步、打球都是我的紓壓妙招。</p> <p>Singing, running, and playing ball are all great ways for me to relieve stress.</p> <p>2. 情緒和壓力常常是因為想法而產生的，可以怎麼運用正向思考的想法，來緩解情緒與壓力呢? (20')</p> <p>T: Emotions and stress are often caused by thoughts. How can we use positive thinking to relieve emotions and stress?</p> <p>T: 有人因為一場車禍失去雙腳，本來非常沮喪，覺得未來沒有希望。</p> <p>T: Someone lost his feet in a car accident. At first, he was very depressed and felt that there was no hope for the future.</p> <p>T: 但是，他想法改變，他應該慶幸自己還擁有雙手，學習靠雙手的能力生存下去。</p> <p>T: However, his thinking has changed. He should be thankful that he still has both hands and can learn to survive by using them.</p> <p>T: 有一位鋼琴家出生時就全盲，雖然眼睛看不見，他仍找到自己喜歡做的事，努力學習...</p> <p>There is a pianist who was born completely blind. Although he cannot see, he still finds what he likes to do and works hard to learn.</p> <p style="text-align: center;">～～第 5 節結束～～</p>	PPT	聆聽 發表 實作 評量

單元架構

Unit 3-2 情緒大不同




(二) (每個單元)教學設計/教案

主題名稱	情緒大不同	教學設計者	宜蘭縣宜蘭市凱旋國民小學 簡孟芳老師	
學習對象	三年級上學期	學習節次	5 節課(200 分鐘)	
學習內容	Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。			
學習表現	1d-II-1 覺察情緒的變化，培養正向思考的態度。			
學習目標	1.能從分享生活事件，認識自己及他人的情緒。(Knowledge) 2.能分辨情緒讓自己感受舒服或不舒服。(Skill) 3.能透過情緒溫度計表達情緒強度。(Attitude, Application) 4.能理解教師使用雙語進行的教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師的提問。(English Acquisition) 5.能參與小組討論活動，與同學合作，充分表達自己的想法。(Learning Attitude)			
教學方法	討論教學法、分組合作學習、角色扮演 Discussion, Team cooperative work, role-play			
教學資源	簡報；短片；影片；繪本；情緒卡；字圖卡；學習單；海報；便利貼；日誌 diary；照片；Mr. Face & Ms. Face 臉掛圖			
學科英語 詞彙	happy, sad, grumpy, angry, embarrassed, surprised, worried, confused, shy, stressed, bored, scared, ask, listen, understand, self- control, timekeeper, manager, notetaker, reporter, energy tree			
學科英語 句型	1. How do you feel? I feel ____. 2. How would you feel? I would feel ____. 3. Do you feel ____, too?			
教學單元一：情緒大不同			教學 資源	評量
活動一 認識情緒 一、引起動機(5') 1.詢問學生今天的情緒如何? T: How are you feeling today? /How do you feel today? Ss: (Various Answers) I'm fine/ I feel good. 二、發展活動(30') 1. 你看得出他們的情緒嗎? T: Can you tell their emotions by looking at these faces? T: Can you tell me how they feel? S: They feel happy sad, grumpy, angry, embarrassed, surprised, worried, confused, shy, stressed, bored, scared. 2. 小朋友你什麼時有類似的情緒? T: Would you share with us what makes you feel happy? S: ... 3.How does he/ she feel? (a game from Bamboozle)			PPT	聆聽 發表 實作 評量

<p>T: Let's play a game and see if you can guess how others are feeling.</p> <p>三、綜合活動(5')</p> <p>我們來猜猜看他怎麼了, 是因為什麼事情?</p> <p>T: What does he/she feel? Do you know what happened to him or her?</p> <p>S: It seems like we can tell how they feel but it's not always right. We can't tell what happened to him or her.</p> <p style="text-align: center;">~~ 第 1 節結束 ~~</p>		
<p>活動二 情緒你我他</p> <p>一、引起動機(15')</p> <p>1. Self-control paper planes.</p> <p>學生製作紙飛機, 並依規則試飛, 由此活動帶出自我控制的概念。</p> <p>T: Everyone, you're going to make a paper plane. You will get a piece of paper. Do you know how to make one?</p> <p>S: No.</p> <p>T: Okay here is a video that will show you how to make a paper plane. Please follow along.</p> <p>T: Are you ready to fly your paper plane to the other side?</p> <p>S: Yes?</p> <p>T: Good. Rule 1, When I say go and you can fly your plane. Rule 2, you can stop any plane with your palm. Rule 3, don't pick up a plane before I say you can pick up one.</p> <p>T: This is called self-control.</p> <p>二、發展活動(25')</p> <p>1. Review the adjectives we learned last week.</p> <p>2. Read through the 10 situations and have students think about how they would feel.</p> <p>T: How would you feel if you _____.</p> <p>-數學期中考 45 分</p> <p>-國語期中考 100 分</p> <p>-刮刮樂中獎 5000 元</p> <p>-You see a bear in the forest.</p> <p>-No school today.</p> <p>-老師請全班喝飲料,但你沒有喝到。</p> <p>The teacher treats the whole class to drinks, but you didn't get one.</p> <p>-我們在玩時, 同學打到我。</p> <p>While we were playing, a classmate accidentally hit me.</p> <p>-你今天不小心打到同學,同學很生氣。</p> <p>You accidentally hit a classmate today, and they're very angry.</p>	<p>廢紙</p> <p>聆聽 發表 實作 評量</p> <p>紙籤 PPT 及小 白板</p>	

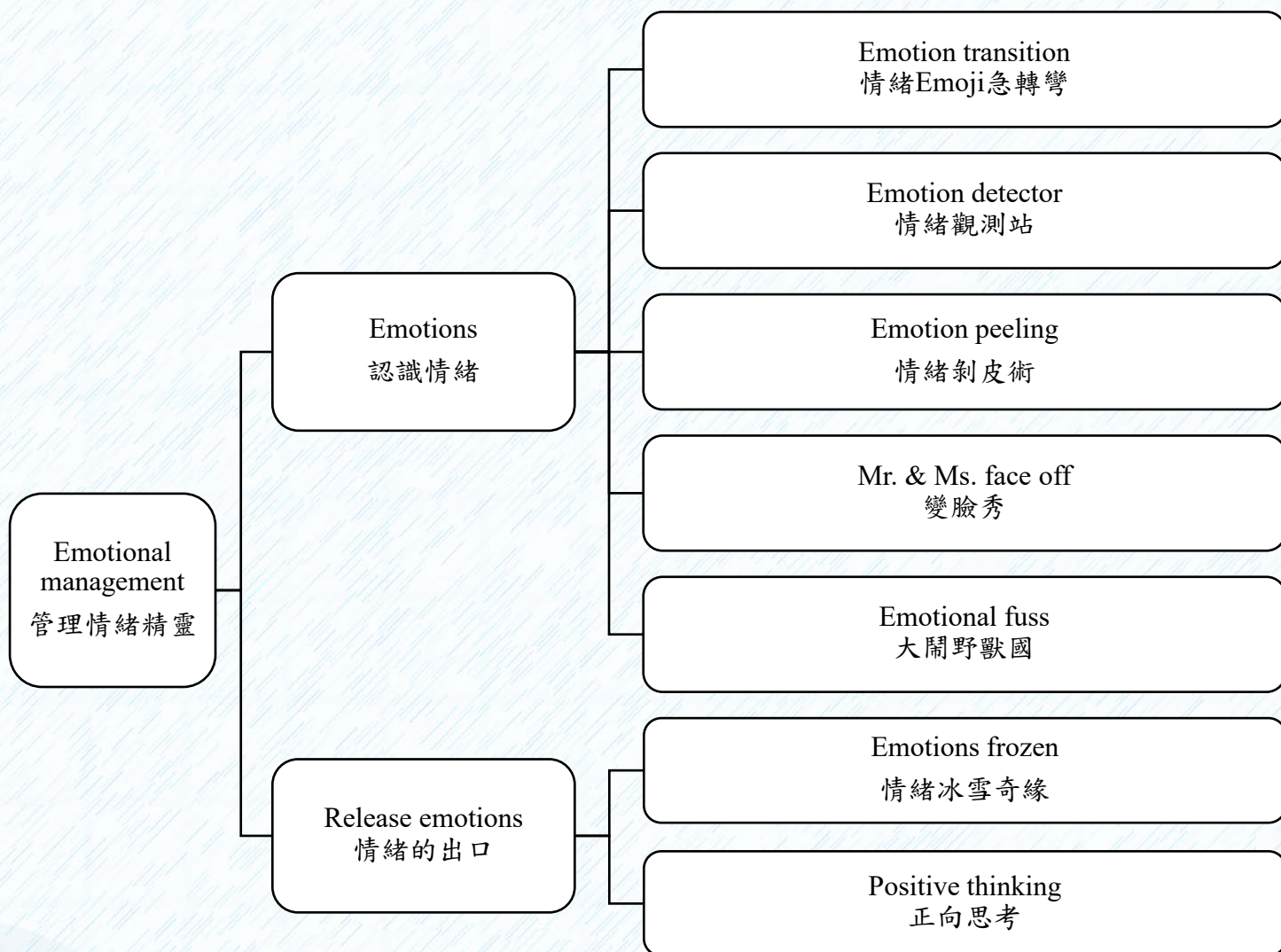
<p>-你回到座位,發現你的椅子都是水。</p> <p>When you returned to your seat, you found that it was wet.</p> <p>-You're lost in Taipei. You can't find your father and mother.</p> <p>3. Feeling relay: Students will take turns writing down their feelings in these situations.</p> <p>T: Please write down your feelings.</p> <p>三、綜合活動(5')</p> <p>下週老師會把大家的答案整,我們再來進行討論。</p> <p>T: Everyone has different feelings/emotions about these situations. Next week we will look at your feelings and discuss them.</p> <p style="text-align: center;">~~第2節結束~~</p>		
<p>活動三 情緒表情猜一猜</p> <p>一、引起動機(10)</p> <p>T: I need five students to act out their feelings for the situations. You're going to guess how he/she feels and what happens to him/her?</p> <p>二、發展活動(25')</p> <p>老師統整上週學生的反應,請小朋友看看大家的反應:</p> <p>T: Now let's look at your feelings for these ten situations.</p> <p>2. Questions for discussion:</p> <p>-你的反應是</p> <p>T: Is your reaction the same?</p> <p>為什麼有些人的反應會跟你不一樣。</p> <p>T: Why do some people have different emotions/feelings?</p> <p>-我們如何察覺自己的情緒。</p> <p>T: How do we figure become aware of our own emotions?</p> <p>T: How do you notice his or her feelings?</p> <p>-當不確定對方情緒時,我們該如何做?</p> <p>1. What can we do when we're unsure about his/her feelings?</p> <p>2. Role-play of the situation.</p> <p>-哪些情緒是你常有的?</p> <p>T: What emotions do you often have?</p> <p>三、綜合活動(5')</p> <p>1. 每個人表達情緒的方式不同,情緒受想法及可能受當下的狀態影響,如:身體不適等因素。(想法,對情形的解讀)</p> <p>2. 學會如何察言觀色,可以讓我們更了解所處的環境,並做出適當行為的判斷。</p> <p>(1) Ask</p> <p>(2) Listen</p> <p>(3) Understand</p> <p style="text-align: center;">~~第3節結束~~</p>	<p>3A paper</p> <p>A4 paper for notetak ing</p>	<p>聆聽 發表 實作 評量</p>

<p>活動四 尊重他人的情緒</p> <p>一、引起動機 (5')</p> <p>T: Let's watch a video. https://youtu.be/8AGgbIQyqR8</p>  <p>T: What happened to the girl?</p> <p>S: jealous, angry, love, self-control</p> <p>二、發展活動(30')</p> <p>1. 小組討論</p> <p>Teamwork 哪些情緒是你比較喜歡?那些情緒是你比較不喜歡的?請說明原因?</p> <p>T: Let's talk about the emotions you like and the emotions you don't like. You are going to share it with your team, and please explain the reasons.</p> <p>T: Each group needs a manager, a reporter, a notetaker and a timekeeper. The manager helps everyone and makes sure everyone shares their thoughts. The notetaker takes notes. The timekeeper makes sure everyone has the same amount of time and make sure your team finishes the task before time's up. The reporter has to report your answer to the whole class.</p> <p>三、綜合活動 (5')</p> <p>從同學的報告中,我們發現, 大部分的同学都不喜歡負面的情緒, 但有部分同學喜歡像 bored, worried, 的情緒, 因為 feeling bored, 有時可以幫我們休息一下, 而 worried, 可幫忙我們表現更好。</p> <p style="text-align: center;">~~第 4 節結束~~</p>	<p>YouTube video</p> <p>PPT</p>	<p>聆聽發表實作評量</p>
<p>活動五 能量樹</p> <p>一、引起動機(5')</p> <p>情緒拔河</p> <p>T: Who wants to be teacher's anger? Let's see how angry I am. Let's pull the rope. Don't let go.</p> <p>T: 生氣心裡, 就像你在跟自己的生氣拔河, 一旦你放手, 你會跌倒, 這時我們可以怎麼做?</p> <p>S: Stop being angry.</p> <p>T: Okay, now stop pulling. How do you feel?</p> <p>二、發展活動(30')</p> <p>1. When we feel bad/sad/angry..., 有人來安慰我們、鼓勵我們, It would be wonderful.</p> <p>T: What would you like to hear when you feel bad.</p> <p>2. 能量樹</p> <p>1. T: Now you are going to write words that you want to hear when you feel bad.</p> <p>T: Everyone will have a leaf. When you are done, glue your leaf on the tree.</p> <p>2. T: Now let's see what you like to hear from your friends when you feel bad.</p>	<p>繩子</p> <p>cut paper leaves and a poster with a tree trunk</p>	<p>聆聽發表實作評量</p>



<p>三、綜合活動 (5')</p> <p>T: I will stick your Energy Tree in the back of our classroom. Next time when someone feels bad, find his/her leaf and say the words to him/her.</p> <p>～～第 5 節結束～～</p>		
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單元架構


Unit 3-3 管理情緒精靈



(三) (每個單元)教學設計/教案

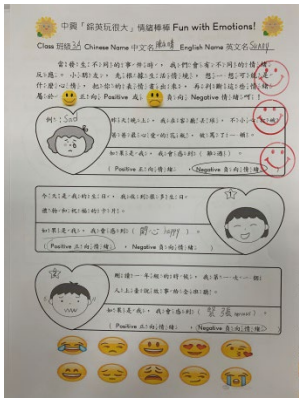
主題名稱	管理情緒精靈	教學設計者	宜蘭縣五結鄉中興國民小學 藍培綸 吳雅惠 余晨熏 老師		
學習對象	三年級上學期	學習節次	7 節課(280 分鐘)		
學習內容	Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。				
學習表現	1d-II-1 覺察情緒的變化，培養正向思考的態度。				
學習目標	1.能從分享生活事件，認識自己及他人的情緒。(Knowledge) 2.能分辨情緒讓自己感受舒服或不舒服。(Skill) 3.能透過情緒溫度計表達情緒強度。(Attitude, Application) 4.能理解教師使用雙語進行的教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師的提問。(English Acquisition) 5.能參與小組討論活動，與同學合作，充分表達自己的想法。(Learning Attitude)				
教學方法	討論教學法、分組合作學習、角色扮演 Discussion, Team cooperative work, role-play				
教學資源	簡報；短片；影片；繪本；情緒卡；字圖卡；學習單；海報；便利貼；日誌 diary；照片；Mr. Face & Ms. Face 臉掛圖				
學科英語詞彙	emotion, feelings, negative, positive, fuss, release				
學科英語句型	How do you feel today? I feel <u>happy</u> . What happened? Why? I feel angry because my sister takes my toy. I feel happy because I won a game. What can you do when you feel angry? When I feel angry, I talk with my friend.				
教學單元一：認識情緒			教學資源	評量	
<p>活動一 情緒 Emoji 急轉彎</p> <p>一、引起動機(5')</p> <p>1.詢問學生今天的情緒如何？ 以下 Feelings 影片引導： Feelings & Emotions Chant: https://youtu.be/zEk48QQSPo4 Feelings Vocabulary: https://youtu.be/BXWNhq-lPD8 T: How are you today? /How do you feel today? Ss: (Various Answers) I'm fine/ I feel good. T: That's good. We are going to watch a video called "Inside Out". Watch carefully and tell me what you see in the video.</p> <p>三、發展活動 (30')</p> <p>(一)影片《腦筋急轉彎》(Inside Out) 討論(10')</p>			 	QR-Code You-Tube	口語 評量 口語 評量

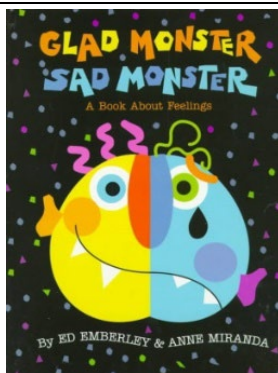
<p>1. 播放《腦筋急轉彎》(Inside Out) 電影預告短片。讓學生猜影片中人的感覺? (隨時中斷影片和學生對談) https://youtu.be/dOkyKyVFfSs T: What happens to her?/How does she feel? Ss: She is happy/ excited/ sad, angry, disgusted. 老師把影片中的情緒列出來(以 ppt 或閃示卡字加圖片)(呈現形容詞)開心的、害怕的、擔心的、生氣的、難過的(可中文回答)。 Ss: (Various Answers) They are: happy/excited, scared/worried, angry/mad, sad/bad.....</p> <p>2. 我們都有情緒, 當你難過時, 你會做什麼? T: We all have emotions, right? When you are sad, what would you do? S:(自由回答) 開心時會心情很好, 想跳起來。生氣時, 腦袋要燒起來了。傷心時會想哭。恐懼時會想躲起來。</p> <p>3. 老師播放影片讓學生複習: Feelings and Emotions https://youtu.be/eMOnyPxw8 Ss: (Various Answers) Happy, excited, scared, angry, sad... 1) When I feel happy, I jump/ smile/ sing/ dance.. 2) When I feel sad, I cry/ sleep/ play computer games/ I talk to MOM.... 3) When I feel scared/ angry, I want to hide/ I want my MOM/DAD with me. ..</p>	<p>閃示卡 PPT</p>	
<p>(二)《正向與負向情緒》(Positive & Negative Emotions) (10')</p> <p>1. 提問: 我們有許多的情緒, 有時候感覺開心、有時候難過, 這些情緒對你是好的嗎? T: We have many emotions. Sometimes we feel happy. Sometimes we feel sad. Are those emotions all good for you? Ss: Yes./No./I don't know. T: What emotions are good for us? Ss: Happy, excited. T: Yes, we call those emotions "positive +". (呈現 positive 字在黑板上) T: What emotions are bad for us? Ss: Sad, angry. T: Yes, we call those emotions "negative -". (呈現 negative 字在黑板上) 然後請學生把各種不同的情緒放到 "positive"& "negative" 這兩個字下面 Ss: (Expected answers) Some emotions are positive, which makes us happy or excited. Some are negative, which makes us sad or angry.</p> <p>2. 提問: 除了《腦筋急轉彎》討論的情緒外, 還有哪些情緒? T: Except the emotions we see in the video "Inside Out", what other emotions do we have? Ss: (預期回答) 我感到孤單、緊張、興奮、感恩、驚喜..... T: Yes/ right, we might feel lonely, nervous, excited, grateful, surprised...(老師可以提</p>	<p>閃示卡</p> <p>情緒卡、海報便利貼、筆</p>	<p>口語評量</p> <p>小組活動</p> <p>實作評量</p> <p>口語評量</p> <p>學生自評</p>

<p>供相對的英文用字，但不必太強調)</p> <p>(三)情緒卡分類 (Categorizing Emotion Cards)(10')</p> <p>1.老師統整學生提出的各種情緒。將學生分五人一組，每組發下一套情緒認知卡與一張海報，於海報上方寫出 Emotions。討論各種情緒卡應該歸類於「正面的 Positive」或「負面的 Negative」，並在海報上分類出「正面的 Positive」或「負面的 Negative」情緒。老師提供便利貼，讓各組討論可自行增加其他情緒，最後整組上台發表海報上呈現的結果。</p> <p>T concludes students' feedback of different emotions: happy, sad, angry, scared, surprised, grateful, proud, jealous, relaxed, worried, confused, lonely, nervous and embarrassed. Then, T divides the class into teams of 5. Each team gets a set of emotion cards, markers, some post-its and a poster paper for students to freely add other emotions they want on the poster. Lastly, have students categorize all the emotions into positive and negative. Each team presents their answers.</p> <p>T: Let's sort out different <u>Emotions</u>. There are two kinds: positive and negative. Please have a team discussion and put positive emotions under "<u>positive</u>" and negative emotions under "<u>negative</u>". Share with the class.</p> <p>2.小組發表：大家好，我們是第一組。正面情緒有.....、負面情緒有.....</p> <p>Team 1: Hi, we are team 1. Positive emotions are... Negative emotions are...(學生可以用中文說出情緒，教師可以用英文字詞句子回應)</p> <p>三、綜合活動：(5')</p> <p>總結：情緒本身就復雜，有時候情緒並不單純只有一種。瞭解我們情緒的種類有很多種，有正面或負面的，我們要學習處理我們的情緒。</p> <p>T: Emotions are very complicated and sometimes we have more than just one emotion. Emotions can be "positive" or "negative". We have to learn how to handle these emotions properly.</p> <p>(總結依照學生程度，中英文陳述皆可)</p> <p>～～第 1 節結束～～</p>		
<p>活動二 情緒觀測站 Emotion Detector</p> <p>一、引起動機(5')</p> <p>老師以下影片複習上次學情緒內容，我們有許多的情緒，從這個影片你看到了那些情緒？它們會互相衝突嗎？</p> <p>"Emotions" - StoryBots Super Songs Episode 8 Netflix Jr - YouTube</p>  <p>https://youtu.be/akTRWJZMks0</p> <p>T: What do you see in the video?</p> <p>Ss: Some emotions are positive, like happy. Some are negative, like angry. Some can</p>	<p>You-Tube</p> <p>QR-Code</p>	<p>口語評量</p>

<p>be positive or negative, like surprised!</p> <p>T: Yes, everyone, like Riley, has many emotions. Those emotions live in Riley's mind. Some are them positive and some are negative? Do the positive and negative emotions fight each other?</p> <p>Ss: (自由回答) Yes/No.</p> <p>二、發展活動(30')</p> <p>(一)情緒便利貼 (20')</p> <p>1.小組分組討論，將自己認識的情緒寫在便利貼上(一張寫一個情緒)</p> <p>T: Now, please write down the emotions you know on the post-it, one emotion on one card, and then tell your team what it is.</p> <p>(老師先自己做一次示範，例如寫一個字 happy 然後告訴同學：我很開心因為今天數學小考拿到 100 分。可以多呈現幾個字，讓全班思考為什麼)</p> <p>2. 依組別輪流說出小組討論出的情緒詞，並給每個情緒一個事件，發表合理者得一分。</p> <p>T: Now, each team takes turns to share your emotions and say why you feel like that way. The team with a logical situation gets one point.</p> <p>(發表過的情緒字可以重複，但理由不可以一樣)。</p> <p>T: You can show the same emotion word, but you cannot say the same reason or events. You can say it this way to show your emotion word. For example,</p> <p>I/We feel/am _____ when/because _____.</p> <p>3.老師平均分配情緒詞給小組，請各小組就各種情緒在小白板上寫出該情緒相對的事件並發表。</p> <p>T: The teams with the same emotion can't repeat the same situations.</p> <p>4.計算得分、老師整理學生所發表的情緒詞。</p> <p>(二)情緒卡(10')</p> <p>統整學生發表的情緒，導入情緒卡總導覽，認識不同的情緒詞並分類為正面的 Positive emotions or 負面的 Negative emotions。</p> <p>T concludes students' feedbacks of different emotions: happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful. Have students categorize all the emotions into positive and negative or others.</p> <p>三、綜合活動 (5')</p> <p>教師總結：情緒本身就很複雜，有時候情緒並不單純只有一種。</p> <p>T: Emotions are very complicated/ are hard to tell. Sometimes we have more than just one emotion. They can be positive or negative.</p> <p>～～第 2 節結束～～</p>	<p>便利貼、小白板、情緒卡</p>	<p>小組活動</p> <p>實作評量</p> <p>學生自評</p>
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<p>活動三 情緒剝皮術 Emotion Skinning/ Peeling</p> <p>一、引起動機 (5')</p> <p>老師詢問學生喜歡蔬菜水果嗎？可以看出食物有情緒嗎？接著做出難過 sad 表情請學生猜一猜怎麼了？再請學生做出其他不同的情緒，如：angry, excited, nervous。引導學生了解是否可以從表情辨識他人不同的情緒或說出自己的感覺。</p> <p>T: Do you like vegetables or fruit? Can you tell if food has emotions?</p> <p>(T makes a sad face) Look at my face and guess how I feel? Then, T asks a student: <u>Jocelin</u>, can you show different emotions, like anger?</p> <p>二、發展活動(30')</p> <p>(一)繪本教學《你如何剝掉情緒?》(How Are You Peeling?)(10')</p> <p>教學資源：有聲朗讀影片</p> <p>Read Aloud: https://youtu.be/JLbpa5RPbtU</p> <p>簡報檔： https://www.slideshare.net/ksumatarted/how-are-you-peeling-71003911</p> <p>1.提問：Teacher asks students questions as below:</p> <p>“How do you think the fruits feel?”</p> <p>“How do you know how they feel?”</p> <p>“What does the red pepper look like?”</p> <p>“Is she/he sad? Have you ever felt sad like the red pepper?”</p> <p>2.請學生上台做出繪本裡的各種情緒的表情，並呈現對應此情緒的英文單字，同時請學生猜，接著全班跟著說幾次並同時做表情。以此方式進行其他情緒單字。</p> <p>T: Now, I want some students to come up and show the facial expression of different emotions from the book. While showing the expression, say the corresponding English word. Then, the class will guess the emotion and repeat it together. We will do this with other emotions as well.</p> <p>(二)分組討論情境故事接龍 (15')</p> <p>老師給 4 張圖片情境，請學生想一想，故事中的主角遇到了哪些事，他/她可能會有什麼感受或心情。</p> <p>T: It's normal to have both positive and negative emotions. (Teacher provides four picture scenarios)</p> <p>T: Please think about what happened to the characters in the story and how they might feel or what their mood would be.</p> <p>T: Each team will take turns sharing their discussions.</p> <p>Ss: I feel happy/sad/angry/jealous...</p> <p>T: Students will complete the Emotion Observation Station worksheet.</p>	<p>繪本、影片、QR-Code PPT、字圖卡、學習單</p> <p>4 張故事圖</p>	<p>口語評量</p> <p>小組活動實作評量</p> <p>學生自評</p> <p>小組活動</p> <p>口語評量</p>
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<p>Ss: (可能的答案)</p> <ul style="list-style-type: none"> -上自然課時，忘記帶實驗材料，使小組實驗無法順利進行..... -本來我和小圓、小萱是好朋友，可是現在小圓、小萱有時候都不理我..... -已經放學 20 分鐘了，媽媽卻還沒來接我..... -我英語發音不標準，同學笑我..... <p>(三)小組發表(5')</p> <p>1. 老師提 1 到 3 個問題，請同學討論，之後小組輪流發表：</p> <p>(1) 問學生哪幾張照片和他的經驗很類似，他/她發生了甚麼事，感受如何。</p> <p>T: Here are four pictures. Which one is similar to your experience? What happened to you? How did you feel at that time?</p> <p>(2) 與同學或朋友分享經驗後，你覺得自己有什麼改變？</p> <p>Do you feel any changes in yourself after sharing your experience with your classmates/friends?</p> <p>(3) 對於同一件事，每個人的情緒反應都一樣嗎？</p> <p>Does everyone have the same emotional response to the same situation?</p> <p>T: Each team will takes turn to share your discussions.</p> <p>2. 學生完成情緒觀測站學習單。</p>  <p>三、綜合活動(5')</p> <p>教師依小組發表內容給予回饋，統整：情緒看不見也摸不到，透過情緒事件的觀察，我們可以認識到不同情緒形成的原因。</p> <p>Teacher gives feedback on students' scenarios and concludes that emotions are invisible and untouchable but we can tell why people have different emotions or why people feel differently.</p> <p style="text-align: center;">～～第 3 節結束～～</p>	<p>情緒觀測站學習單</p>	
<p>活動四 Mr. & Ms. Face Off 變臉秀</p> <p>一、引起動機(5')</p> <p>應用《快樂怪獸傷心怪獸》讓學生體會人會有不同情緒，且認識顏色和情緒的相關性。請學生戴上不同顏色的怪獸面具演出自己的情緒，也體會別人的感受。</p>	<p>繪本 QR-Code 影片 PPT 字圖卡</p>	<p>口語評量 小組活動卡</p>



資源：

網路資源有聲檔 Read aloud: <https://youtu.be/NNTC-dSZtcA>

簡報檔 slides: <https://www.slideshare.net/ceiplesfont/glad-monster-and-sad-monster>

看看這本書的封面，你有看到兩個臉嗎？它們是誰？

T: Look at the cover of this book. Do you see two faces? Who are they?

Ss: Yellow monster, blue monster. (學生可以給不同回答)

T: Can you read the words?

Ss: Glad monster/ Sad monster.

T: Good. What does “glad” / “sad” mean?

Ss: 學生給答。

T: The monster on the left-hand side is a glad monster. He or she is happy. The monster on the right-hand side is a sad monster. He or she is unhappy.

T: The monsters have different colors, feelings, and faces. In “*Glad Monster Sad Monster*”, there are so many colors and emotions. What kinds of emotions have you ever experienced? Let’s act them out to observe our emotions and experience the feelings of others.

二、發展活動(30’)

(一)製作怪獸面具並演一演情緒(15’)

請學生討論不同顏色的怪獸在生活中做了哪些不同的事情，導致他們的顏色與表情會不一樣。問學生想要當哪個怪獸及為什麼。請學生挑選面具、著色後戴上，演一演他們的情緒！

The colored monsters act out different emotions—

- ✓ Yellow monsters play ball and open birthday presents—I feel happy.
- ✓ Red monsters are laughed at when falling down.—I feel angry.
- ✓ Pink monsters bake cookies with grandma or hug puppies. —I feel loving.
- ✓ Blue monsters leave family. —I feel sad.
- ✓ Orange monsters are chased by a dog. —I feel worried.
- ✓ Purple monsters make funny faces.—I feel silly.
- ✓ Green monsters say “boo boo” to scare people away.—I feel scary.

面具
色筆
Mr.
Face
&
Ms.
Face
臉掛
圖

實作
評量
學生
自評

QR-
Code

Which monster do you want to be? Choose one mask, color it, and then put it on your face, acting it out.

列印面具資源：100 Day Activities All About Me
(makinglearningfun.com)



(二)Mr. & Ms. Face Off 變臉秀(15')

呈現 Mr. Face & Ms. Face 的臉掛圖，以不同的五官：眼睛、眉毛、嘴等，貼在 Mr. Face 的臉上，讓學生猜測他的情緒是什麼？

T: Look at Mr. Face, guess how he feels?

老師事先準備好 excited, surprised, proud, jealous, nervous, disappointed, worried, scared, tired 等情緒字詞，學生分兩組後各給四張。兩組各自貼出題示的情緒呈現的表情，讓另一組猜測。請請同學想像思考這些表情代表什麼情緒，從甚麼地方可以猜出這種情緒。

T: Here is Team/Group one, and Team/Group two. Each team gets four emotion cards. Use eyes, eyebrows, nose, mouth to show Mr. Face & Ms. Face's emotions and let the other team guess.



T: One team asks “How does Mr. Face or Mrs. Face feel?” and the other team answers “He/She feels ____.” (老師先準備一個貼好的例子讓全班學生猜，老師利用上面的句子和學生對答。也可以讓兩隊先練習對答，再開始進行猜猜看)

Ss (Team One): How does Mr. Face feel?

Ss (Team Two): He feels sad.

T: How can you tell he is sad? From where/ From which part of the face, can you tell Mr. Face is sad? (請學生想想從哪可以看出情緒)

三、綜合活動 (5')

教師回饋與統整：從他人的表情、行為表現可以看到每個人當下不同的情緒，能察覺自己的情緒，也要能體會別人的感受。

Teacher gives feedback and concludes that we can see people's emotions from their behaviors. We need to be able to observe our emotions and experience others' feelings

～～第 4 節結束～～

活動五 大鬧野獸國 Emotional Fuss

一、引起動機(5')

老師展示下列“不買玩具給小朋友就哭鬧耍賴”情境圖片引起學生動機，提問：你看到什麼？覺得發生什麼事？如果你跟家人外出時遇到自己想要擁有的東西，但是爸媽不買給你，你會有什麼情緒呢？你會怎麼做呢？

T: What do you see? What happens?

Ss: The boy wants to buy something he likes, but his mom/dad won't buy it for him/her./ 她在耍賴... (可用中文)

Yes. Would you do or behave the same way? (Would you act like this boy/girl in pictures?)

Ss: No/Yes/Sometimes.

T: Why or why not?

Ss: (自由回答) No, because I use my allowance to buy toys. 不會，我用零用錢買玩具。

T: How do you feel? What would you do?



二、發展活動(30')

孩童情緒失控影片討論：(Kid tantrums)

孩童情緒失控影片資源：

https://youtu.be/8291_hXJavo



1. 播放影片：老師從“Top 10 Kids tantrums”十大孩中挑選適合自己班級的內容進行討論。

1. I want McDonalds! 女孩堅持要吃麥當勞(影片位置 45''~1'15'')
2. Sophia wants her hand stamp. 女孩找不到用品吵鬧不想上學 (1'45''~2'12'')
3. I want my beach ball. 男孩吵著要海灘球 (2'40''~3'10'')
4. Kids breaks phone because he wants a S7. 男孩得不到自己想要的手機，就把它摔壞(3'38''~4'10'')
5. 10 yr old tantrums 媽媽叫男孩收桌遊，他不收且大哭大鬧 (4'40''~5'10'')
6. I want my iPad! 媽媽收走她的平板就大哭 (5'37''~6'08'')
7. 3 yr old throws tantrums in restaurant when he can't have dessert. 男孩不能吃甜點就在餐廳大吵鬧 (6'36''~7'06'')
8. Kids having Epic meltdown in car. 男孩不想出門在車上踢又叫 (7'40''~8'05'')
9. Kid cursed his mom. 男孩對媽媽說不雅話語 (8'44''~9'13'')
10. Kid cursed his mom. 男孩在父母車內吵鬧說不雅話語(9'44''~10'10'')

2. 老師針對影片提問，為什麼會產生這些負面情緒：

- ✓ What do you see? What happens?
- ✓ Why does he/she act like that?
- ✓ Why do we have negative emotions?


圖片

口語
評量

小組
活動

學生
自評

QR-
Code
影片
PPT

<ul style="list-style-type: none"> ✓ Have you done this before? ✓ Do you think it's okay? ✓ What will you do if you are the boy/girl? ✓ If you were the mom/dad, what would you do when he/she fussed at home/in public? ✓ Do you have fights with your family? How do you feel? (建議--Students use sentence pattern: Yes, I feel _____.) ✓ How do you release your negative emotions safely? ✓ What can you do when you have negative emotions/ When you don't feel good? <p>Ss: When I feel sad/unhappy/angry, I would鼓勵學生表達，中英皆可。 老師適時給正面的鼓勵或肯定，如 T: Yes, it's a good way.)</p> <p>三、綜合活動(5')</p> <p>教師回饋並統整：生活上無法得到自己想要的事物，或無法滿足自己想要的感覺時，會產生負面情緒，而這些心裡的不愉快要適當的發洩出來，我們可以胡亂想像、以各種方式宣洩不滿，但無論以何種方式都不能傷害自己和他人，更重要的，要在適當時機和惹你生氣的人溝通，讓他明瞭他影響你的心情，藉以更了解情緒，幫助自己主動解決問題。</p> <p>Teacher gives feedback and concludes, "When we can't get whatever we want or satisfy our wants in life, there will be negative emotions. When we have negative emotions, we need to release them properly. Whatever we do, we can't hurt ourselves and anyone else. More importantly, we need to talk to the person who upsets you at the right time. Let them know they affect your feelings. Therefore, we can understand emotions better and help ourselves to solve problems on our own.</p> <p style="text-align: center;">~~第5節結束~~</p>		
<p>教學單元二: 情緒的出口</p>	<p>教學資源</p>	<p>評量</p>
<p>活動一 情緒冰雪奇緣</p> <p>一、引起動機(5')</p> <p>老師播放電影《冰雪奇緣》 <i>Frozen</i> 中一點小故事，接著以主題歌曲"Let it go"引導：這是電影《冰雪奇緣》我們來看影片，猜一猜為何 Elsa 這麼不快樂，為何在電影裡是冰凍的一片世界，接著我們聽歌曲"Let It Go"一起跟著唱。</p> <div style="text-align: center;">  </div> <p>https://youtu.be/L0MK7qz13bU</p> <p>T: Let's watch the movie "Frozen", look at this girl "Elsa", is she happy? Why not? Why is it an icy world? We can sing this song "Let it go" together.</p>	<p>You-Tube</p> <p>QR-Code</p> <p>PPT</p>	<p>口語評量</p> <p>小組活動</p> <p>學生自評</p>

二、發展活動(30')

電影《冰雪奇緣》*Frozen* 影片討論：

1. 老師針對影片提問：

✓ 為什麼 Elsa 要戴手套？後來當她把手套脫掉時，代表什麼？

Why does Elsa wear gloves? What does it mean when she takes off her gloves?

✓ Elsa 在影片中只能隱藏感覺、不能有感覺、不能讓他人知道她的情緒，她快樂嗎？她有壓抑自己的情緒嗎？若有，長期壓抑情緒對她好嗎？

Elsa only knows how to “Conceal, don’t feel, don’t let them know.” Is Elsa happy? Does she repress her emotions? Is it good for her to repress her emotions for such a long time?

✓ 為什麼 Elsa 將自己與他人隔離，凍結自己？ Why does Elsa isolate herself from others? Why is she frozen?

✓ 歌詞”Don’t let them in, don’t let them see.談到不要讓別人看到自己的情緒。你覺得壓抑自己的情緒好嗎/健康嗎？

The lyrics say, ”Don’t let them in, don’t let them see.” Is it good/healthy to repress your emotions?

✓ 歌詞“Be the good girl you always have to be.” 說：當個永遠都必須當的好女孩。你覺得這樣子的標準好嗎？

The lyrics say, “Be the good girl you always have to be.” Is it good to have this kind of standard?

✓ 艾莎離家建立了自己的王國——一座美麗冰宮，她有解放自己的情緒嗎？

Elsa leaves her home and builds her kingdom, a beautiful icy castle. Does she release her emotions?

✓ 我們會有自己的情緒感覺，是否要能接受自己的負面情緒？接受後，該如何做？ We have our own emotions. Should we accept our negative emotions? What should we do after we accept negative emotions?

✓ 每個人都是獨特的，都有自己的優缺點。是否要跟別人一樣？

Every one of us is unique and we have our own strengths and weaknesses. Do we need to be the same like other people?

2. 學生分組討論並分享：

老師提問，生活上哪些事件會引發他們的負面情緒，他們會做出哪些行為像 Elsa 一樣，把自己和別人隔離起來，封閉凍結起自己？針對這些問題，要如何像 Elsa 解決問題，讓狀況或情緒 Let it go!

T: What will trigger your negative emotions? What will you do to isolate yourself from people, like Elsa does? How do you solve the problems to “let it go!”, like Elsa does.

(學生自由回答)

-悲傷時，不想吃東西，結果肚子好餓。

-被老師罵，讓我很難過，我都不想上課，接下來的課都無法專心。

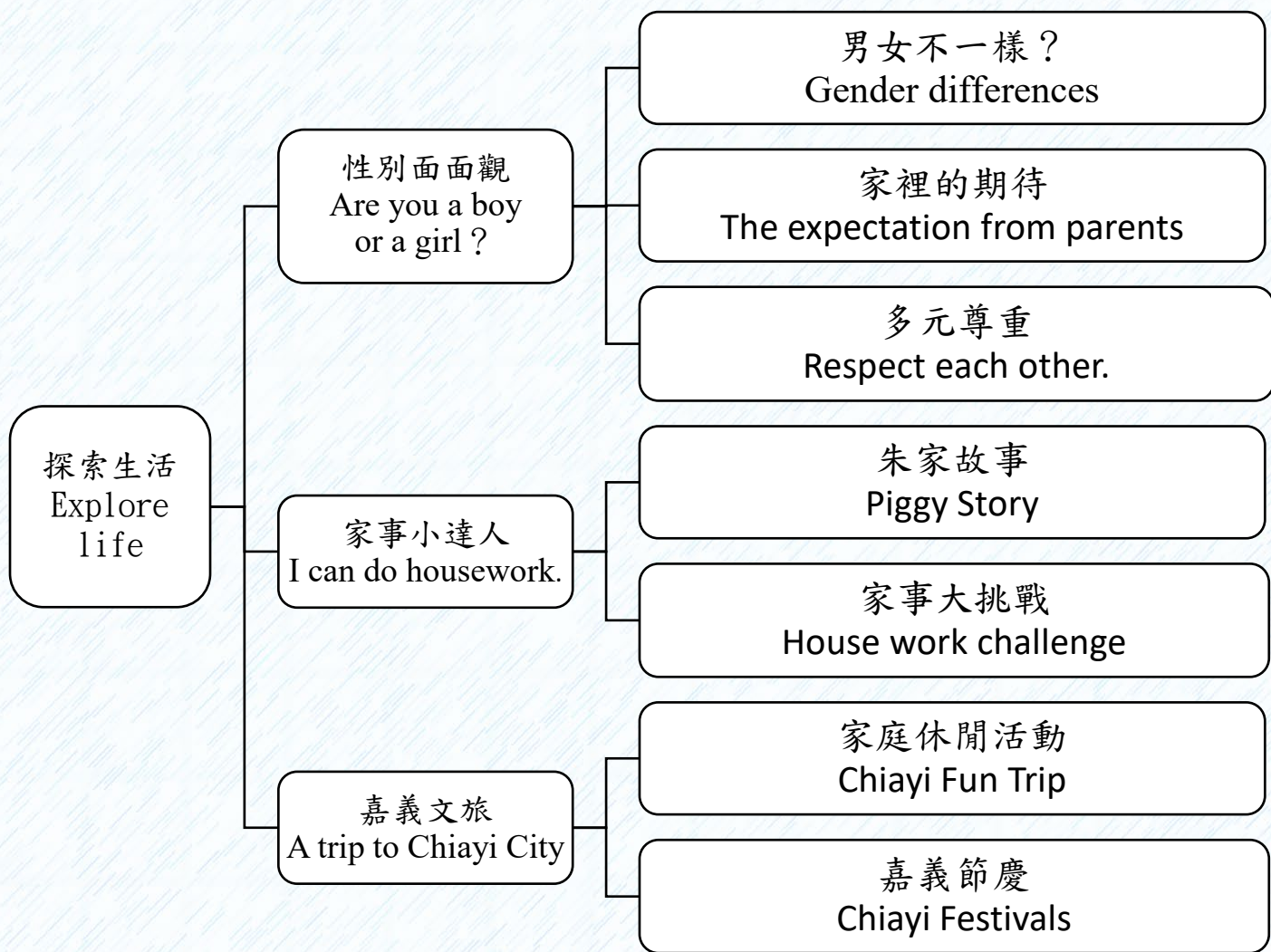
白
板
筆

<p>-生氣時，不想理人，整個氣呼呼的，結果頭痛。</p> <p>-媽媽從台北帶弟弟來看我，但是她馬上要回去自己的家，我好希望媽媽能留下來跟我一起住，好難過一直哭。</p> <p>-我會因為.....，所以.....，結果.....。</p> <p>--Students: When I feel sad, I don't want to do anything.</p> <p>三、綜合活動(5')</p> <p>老師統整：我們的負面情緒並不醜陋，即使感覺起來是不好的。如同 <i>Frozen</i> 裡冷冰冰的冰與雪也能創造出美麗的冰宮。也像電影歌曲名稱"<i>Let It Go</i>"，我們要學會如何接受自己的情緒，並"讓它(情緒)去吧"; 並且，要表達自己的想法，擁抱自己的缺點，做自己。</p> <p>Teacher: Negative emotions are not ugly even if it feels bad. Just like <i>Frozen</i>, even cold ice and snow can create a beautiful icy palace. And also like the song "<i>Let It Go</i>", we need to learn how to accept our emotions, deal with them and then, LET IT GO! Also, we need to express our emotions, accept our flaws/weaknesses, to be and love ourselves.</p> <p style="text-align: center;">~~第 6 節結束~~</p>		
<p>活動二 Think Positive 正向思考</p> <p>一、引起動機(5')</p> <p>老師展示一個半杯水圖片，提問有什麼想法？為什麼在同樣的狀況，會有不一樣的心情？</p> <p>T: This is a glass with half of the water. What are your thoughts about it? Why do you have different feelings at the same condition?</p> <p>二、發展活動(30')</p> <p>(一) Think Positive 正向思考(15')</p> <p>請小組討論，面對不同情境時可能產生的負面情緒，我們要如何轉念，換個角度思考呢？</p> <p>T: Discuss how we can shift our thinking and consider different perspectives when facing various situations that may trigger negative emotions.</p> <p>-情境一：被撞到(Before)他一定是故意撞到我。~Emotion: I feel angry.</p> <p><Think positively 正向思考>→ (After)他是不小心碰到~Emotion: I don't feel angry.</p> <p>-情境二：跟同學借東西(Before)--小呈真小氣，不借我東西~Emotion: I feel angry.</p> <p><Think positively 正向思考>→ (After)他可能自己也要用，我跟其他人借。</p> <p>~Emotion: I feel okay.</p> <p>-情境三：成績差(Before)--我這次評量成績很差，大家一定覺得我很笨。</p> <p>~Emotion: I feel sad.</p> <p><Think positively 正向思考>→ (After)下次我有問題要請教同學幫忙教我。</p> <p>~Emotion: I feel okay.</p> <p>-情境四：不跟我玩(Before)--小雅只喜歡跟小晴玩，她們一定是不喜歡我。</p> <p>~Emotion: I feel lonely.</p>	<p>圖片</p> <p>圖片、影片</p>	<p>口語評量</p> <p>小組活動</p> <p>學生自評</p>

<p><Think positively 正向思考>→ (After)我自己去找他們玩/我找其他同學玩。 ~Emotion: I feel okay. -情境五：被老師罵(Before)-- 老師就是討厭我，才會只罵我，沒有罵他。 ~Emotion: I feel sad. <Think positively 正向思考>→ (After)我可能有哪裡做不好，老師才罵我。 ~Emotion: I feel okay.</p> <p>(二)Happy Thoughts(15')</p> <ol style="list-style-type: none"> 1.播放影片”為自己的情緒找個出口” 2.全班腦力激盪出 Happy Thoughts 的各種想法 3.我的情緒管理五招式：keep calm and stay positive <p>三、綜合活動(5')</p> <ol style="list-style-type: none"> 1.發下“Emotions 情緒自評回饋表”說明，藉由“Emotions 情緒自評回饋表”我們可以了解是否已經是情緒的小主人，請檢核自己的學習狀況。學生自評後帶回家，請家長給予學生回饋鼓勵。 2.老師統整：能察覺自己的情緒並找到適合自己的情緒處理原則，才能夠以正向思考的態度面對生活中的各種事件。 <p style="text-align: center;">~~第 7 節結束~~</p>	自評 回饋 表	
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單元架構

Unit 4-1 探索生活



主題名稱	探索生活 Explore life	教學設計者	嘉義市東區宣信國民小學 黃鈺倫、呂伊
學習對象	四年級上學期	學習節次	15 節課 (600 分鐘)
學習內容	<p>綜合領域</p> <p>Aa-II-1 自己能做的事。</p> <p>Aa-II-3 自我探索的想法與感受。</p> <p>Ac-II-1 工作的意義。</p> <p>Ba-II-1 自我表達的適切性。</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p> <p>Ba-II-3 人際溝通的態度與技巧。</p> <p>Bb-II-1 團隊合作的意義與重要性。</p> <p>Bb-II-2 關懷團隊成員的行動。</p> <p>Bb-II-3 團體活動的參與態度。</p> <p>Cc-II-1 文化活動的參與。</p> <p>Cc-II-2 文化與生活的關係及省思。</p> <p>Cc-II-3 對自己文化的認同與肯定。</p> <p>英語領域</p> <p>Ac-II-3 第二學習階段所學字詞。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>C-II-2 國內外主要節慶習俗。</p>		
學習表現	<p>綜合領域</p> <p>2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p> <p>2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。</p> <p>2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。</p> <p>3c-II-1 參與文化活動，體會文化與生活的關係，並認同與肯定自己的文化。</p> <p>英語領域</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>4-II-4 能臨摹抄寫課堂中所學的句子。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>8-II-2 能了解課堂中所介紹的國內主要節慶習俗。</p>		
學習目標	<ol style="list-style-type: none"> 1. 能說出男生和女生的不同處。 2. 能說出男生和女生的相同處，進而發現喜好和興趣不分男女。 3. 能觀察校園中的設備、制服等是否有性別差異處。 		

	<p>4. 能說出家中對自己得性別期許。</p> <p>5. 能尊重不同性別。</p> <p>6. 能聽懂故事內容並回答問題。</p> <p>7. 能體悟出家事是每個人的事。</p> <p>8. 能知道做家务的方法。</p> <p>9. 能把家事技巧實踐在生活中。</p> <p>10. 認識嘉義景點，並能規劃與家人的出遊行程。</p> <p>11. 能分享自己的旅遊經驗。</p> <p>12. 認識嘉義市的節慶。</p> <p>13. 設計嘉義市文化活動的海報。</p>
教學方法	全英語教學法、分組合作學習法
教學資源	康軒版國小綜合教育(四上)、教師自編教材、電腦、繪本、學習單、海報
學科英語 詞彙	<p>boy.girl</p> <p>bedroom,restroom</p> <p>like</p> <p>uniform</p> <p>housework</p> <p>do the dishes</p> <p>do the laundry</p> <p>clean the room</p> <p>water the plant</p> <p>sweep the floor</p> <p>take out the garbage</p> <p>Chiayi</p> <p>family trip</p> <p>plan</p> <p>family</p> <p>tourist attractions</p> <p>mascot</p> <p>instruments</p> <p>Cultural activities</p> <p>Chiayi City International Band Festival</p>

學科英語 句型(視教 材內容)	This is a boy's / girl's bedroom. This belongs to a boy/girl. This is my bedroom. Whose bedroom is it? Boys/Girls like _____. We are the same/different. What's the difference between boys and girls? I feel/think _____. who is in charge of the housework? Who does the housework at home? What kind of housework did you do? I can _____. I have been to _____. I want to go to _____.		
教學單元一: 性別面面觀		教學 資源	評量
<p>一、準備活動 Warm up (10')</p> <p>1. 教師準備: 教師準備上課用之教學簡報及影片。 The teacher prepares the PowerPoint and videos for the class.</p> <p>2. 引起動機: 教師準備幾張男生或女生房間的照片, 讓學生討論這是男生的房間呢? 還是女生的房間呢? The teacher prepares several pictures of boys' and girls' bedrooms and asks the students to discuss whether each picture represents a boy's or a girl's bedroom. Ss: This is a boy's/girl's bedroom.</p> <p>二、發展活動 Presentation</p> <p>活動一、男女大不同 Gender differences</p> <p>1. 教師和學生討論, 為什麼你會覺得這是男生的房間或是女生的房間呢? 你是從那些地方看出來的呢? (10')</p> <p>The teacher and students discuss why they think a certain room belongs to a boy or a girl.</p> <p>2. 教師帶領學生討論在日常生活中, 有那些東西是代表男生? 有哪些東西是代表女生呢? 請問這些東西有一一定是男生或女生的嗎? (10')</p> <p>Discuss the items in their daily life. What item is usually for boys or girls? Ss: This belongs to a boy/girl.</p> <p>3. 教師發下白紙, 讓學生畫出自己的房間, 請學生可以畫的越仔細越好, 或是下次上課也可以帶自己房間的照片和同學分享。(10')</p> <p>The teacher hands out blank sheets of paper and asks the students to draw their own bedrooms. Encourage them to include as many details as possible. Alternatively, students can bring photos of their bedrooms to share with their classmates in a future class.</p> <p style="text-align: center;">~~第一節結束~~</p>		PPT/ 照片 白紙	<p>學生能參與討論並發表自己的想法。</p> <p>學生能畫出自己的房間</p>
<p>活動二、男女都一樣 We are all the same.</p> <p>1. 教師以匿名的方式分享學生畫的房間或帶來的照片, 讓學生猜猜看這是誰的房</p>			學生 能分

<p>間，男生或是女生。(10')</p> <p>The teacher shows students' work. Discuss if it's a boy's room or a girl's room.</p> <p>2. 教師在黑板中間畫一條線，請每位學生上台寫下自己喜歡的東西或興趣，並和同學討論哪些東西一看就是男生喜歡的，那些是女生喜歡的，這些東西有特定是男生或是女生才可以玩的嗎?(20')</p> <p>Students write down what they like or their hobbies on the board. The teacher asks students which one is for boys, and which one is for girls.</p> <p>3. 教師將男生和女生都喜歡的項目圈起來，並引導學生其實男生和女生也是有相同的地方的。(10')</p> <p>The teacher circles what both boys and girls like and shows everyone that boys and girls have something in common.</p> <p style="text-align: center;">~~第二節結束~~</p>		<p>享自己的作品並表達自己的意見</p>
<p>活動三、校園中的男生和女生 Boys and girls at school (20')</p> <p>1. 教師和學生討論，在校園生活中男生和女生有什麼有趣的現象呢?</p> <p>Discuss the following questions:</p> <p>(1) 學校的廁所，男廁和女廁有什麼異同?</p> <p>Compare boys' and girls' restrooms.</p> <p>(2) 下課時，男生和女生都喜歡做什麼事呢?</p> <p>What do boys and girls like to do during recess?</p> <p>(3) 上課時，男生和女生的表現有什麼異同?</p> <p>How do boys and girls behave in class?</p> <p>(4) 在表達情緒時，男生和女生有什麼異同呢?</p> <p>How do boys and girls express their feelings?</p> <p>(5) 男生和女生的穿著打扮有什麼異同呢?</p> <p>How do boys and girls dress?</p> <p>(6) 在吃飯時，男生和女生有什麼異同呢?</p> <p>What are the differences between boys and girls when they eat?</p> <p>(7) 教師的男女比例為何呢?</p> <p>Are there more male teachers or female teachers?</p> <p>2. 教師引導學生思考，為什麼不同性別的人，在生活上會有一些不同的地方呢? 這些差異和性別有關呢? 還是有其他原因呢? 並請同學們互相討論(15')</p> <p>What are the differences between boys and girls? Are there any other reasons?</p> <p>3. 教師總結性別並不一定是引起差異的原因，因此我們不應該有性別的刻板印象。(5')</p> <p>Conclusion: We shouldn't have gender stereotypes.</p> <p style="text-align: center;">~~第三節結束~~</p>		<p>學生能寫出自己的喜好並踴躍參與討論</p>
<p>活動四、家裡的期待 The expectation from parents (10')</p> <p>1. 教師提問，請學生思考家中的長輩在對待家人時，是否會因為性別而有不同的期待或相處方式呢? 對於這種現象，你有什麼感受或反應呢?</p> <p>The teacher asks students to reflect on if their older family members have different ways of interacting based on gender? How do you feel about this?</p> <p>2. 教師發下學習單，請學生先回答下列的問題:(20')</p>		<p>學生能踴躍參與討論並發表</p>

<p>Students finish the worksheet.</p> <p>(1) 家中長輩通常都買什麼顏色的東西給你呢? When your parents buy something for you, what color do they usually choose?</p> <p>(2) 家中長輩通常都買什麼玩具給你呢? What kind of toys do your parents buy for you?</p> <p>(3) 家中長輩會和你說因為你是男生/女生，所以...嗎? 如果有的話，可以舉例嗎? What do your parents usually say to you based on your gender?</p> <p>(4) 家中長輩希望你能培養什麼樣的興趣或專長呢? 會因為性別的不同而有不同的期待嗎? What kind of activity do your parents want you to do? What kind of hobby do your parents want you to have?</p> <p>(5) 家中長輩對待你的方式和你的兄弟/姊妹有什麼不同呢? Do your parents treat you differently compared to your brothers or sisters?</p> <p>3. 教師請學生發表自己的想法，請學生回家和家長討論以上的問題，並請家長說明原因。 Students share their thoughts. Students discuss with their parents at home.</p> <p style="text-align: center;">~~第四節結束~~</p>	學習單	<p>自己的看法。</p> <p>學生能完成學單，並和家長討論</p>
<p>三、綜合活動 Wrap up</p> <p>活動五、多元尊重 Respect each other</p> <p>1. 請學生發表和家長討論的結果，請問你和家人的想法是一樣的嗎? 討論過後你和家人有改觀嗎? Students share their thoughts. Do they and their parents have the same idea?</p> <p>2. 當我們了解其他人對性別的想法後，你對性別的刻板印象是否有改變呢? 請學生發表自己的想法。教師引導學生在面對不同的性別的人時，可以有什麼樣的作法來接納和尊重他人呢? After discussion, do students change their minds? Is there any way to show respect and accept different genders?</p> <p>3. 教師分享吳季剛的故事，和學生討論如果你是吳季剛，你會有什麼感受呢? 如果你是吳季剛的媽媽? 你會有什麼想法呢?並引導學生要尊重及接納他人。 The teacher tells the story of Jason Wu. Ask questions: (1). If you were Jason Wu, how would you feel? (2). If you were Jason Wu's mom, how would you feel? Conclusion: We should respect and accept others.</p> <p style="text-align: center;">~~ 第五節課結束 ~~</p>		<p>學生能上台發表。</p> <p>學生能踴躍參與與討論並發表自己的看法</p>
<p>教學單元二: 家事小達人 I can do housework.</p>	<p>教學資源</p>	<p>評量</p>
<p style="text-align: center;">~~ 第一節課開始 ~~</p> <p>壹、準備活動 Warm up</p> <p>一、教師準備: 教師準備上課用之教學簡報及影片。 Teacher prepares the PowerPoint and videos for the class.</p>		

<p>二、引起動機：教師播放朱家故事影片給學生 (https://www.youtube.com/watch?v=Uooqi5LgWko)</p> <p>貳、發展活動 Presentation</p> <p>活動一、朱家故事 Piggy Story</p> <p>1. 教師播放朱家故事影片給學生看 (https://www.youtube.com/watch?v=Uooqi5LgWko) 並與學生討論這個故事：</p> <p>(1) 故事中，誰負責所有家事？ (2) 朱太太做了哪些家事？吸地板、整理床鋪 (3) 如果你是朱太太，你會有什麼樣的心情？ (4) 當只有朱太太自己作家事，其他人沒有幫忙，你覺得家庭的氣氛如何？ (5) 當大家一起分工做家事，大家心情如何？</p> <p>Teacher plays the video of Piggy Book and discusses the questions with students.</p> <ol style="list-style-type: none"> 1. In the story, who is in charge of the housework? 2. What housework does Mrs. Piggy do? 3. If you were Mrs. Piggy, how would you feel? 4. How's the atmosphere at home? 5. When everyone in the family all share the housework together, how does everyone feel? <p>2. 觀看完朱家故事後，教師與學生討論下列問題：</p> <p>(1) 有哪些事情是家事？ (2) 在家中，這些家事是由誰完成的？ (3) 你平常會做那些家事？ (4) 為什麼你會做這些家事？</p> <p>Discuss the questions with students.</p> <ol style="list-style-type: none"> 1. What is housework? 2. Who does the housework? 3. What kind of housework do you usually do? 4. Why do you do housework? <p>3. 教師發下一週家事分工次數回饋表，帶領學生討論下列問題：</p> <p>(1) 我做了什麼家事？ (2) 我如何做家事？ (3) 做完家事結果是什麼？ (4) 做完家事的心情如何？</p> <p>教師請學生回家觀察家人做了哪些家事並完成一週家事分工次數回饋表。</p> <p>Teacher gives students the worksheet and asks them to finish it at home.</p>	<p>學生 能專 心觀 看完 影片 並參 與討 論。</p>
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4. 教師總結家事如何分配才公平，因各個家庭的情形而有不同，但是和性別是沒有關係，每個人都是家庭中的一份子，做家事不只是少數人的工作，而是每個家人的責任。

Conclusion: Housework is everyone's work.

~~ 第一節課結束 ~~

~~ 第二節課開始 ~~

活動二、一週家事分工 The division of the housework

1. 教師請學生上台分享自己的家事回饋單，並和學生討論以下問題:

- (1) 請問你可以做哪些家事?
- (2) 爸爸做了什麼家事?
- (3) 媽媽做了哪些家事?
- (4) 我能負責哪些家事?
- (5) 做家事時，我學到了什麼?

Students share their worksheets and discuss the questions.

1. What kind of housework did you do?
2. What did Dad do?
3. What did Mom do?
4. What housework can I do?
5. What can I learn from doing housework?

2. 教師統計全班同學的答案，和學生討論以下問題:

- (1) 家中到底是誰家事做的比較多?
- (2) 哪樣的工作是男生為主?
- (3) 哪樣的工作是女生為主?
- (4) 大部分的學生都是負責什麼樣的工作?

Discuss the questions:

1. Who does most of the housework at home?
2. What housework is for men?
3. What housework is for women?
4. What do students usually do at home?

3. 教師引導學生思考，做家事有男生女生的差別嗎? 如果沒有的話，為什麼在家中做家事的人通常是女生呢? 你可以怎麼做來改變這個現象呢?

Teacher leads students to think the following questions:

Does gender matter while doing housework? If it's not, then why usually women do most of the housework at home? What can you do to change the situation?

~~ 第二節課結束 ~~

~~ 第三節課開始 ~~

活動三、家事大挑戰 House work challenge

學生能記錄一週的家事分工

學生能上台分享自己的一週家事分工表。學生能參與討論並發表自己的看法。

學生能理解家事不是指有特定性別或單一人物

<p>1. 教師規劃三項家事(掃地拖地、擦桌子擺碗筷、收衣服摺衣服), 和學生討論如何完成這些家事, 並請同學上台示範。</p> <p>Teacher discuss with students how to mop the floor, wipe the table and fold the clothes. And ask students to demonstrate their way to do these house chores.</p> <p>2. 教師將學生分成三組, 以闖關的方式讓每位學生挑戰完成以上三項家事。</p> <p>Divide students into three groups to challenge these house chores.</p> <p>3. 完成挑戰後, 請學生上台發表自己的心得, 做法事的技巧, 並引導學生能在家主動幫忙做家事。</p> <p>After passing through the housework challenge, students can share their special skills of doing housework. Then guide students to be a good helper of housework in their family.</p> <p style="text-align: center;">~~ 第三節課結束 ~~ ~~ 第四節課開始 ~~</p> <p>活動四、家事分工表 Housework division table</p> <p>1. 教師將家事分工表發下, 先讓學生討論通常在家中會需要完成哪些家事。</p> <p>Teacher issued the family work division table, and let the students discuss what they usually need to do at home.</p> <p>2. 學生將家庭成員填入表中, 並思考要如何將家事分派給所有的家庭成員, 教師請學生發表自己的分工方式以及為何如此分配的原因。</p> <p>Finish family work division table. Share the reason why they arrange the work for their family member.</p> <p>3. 教師請學生回家後和家庭成員共同討論家事分工表, 並於下次上課帶到學校與同學分享。</p> <p>Make the students bring the housework division table home and discuss with their family. And bring it to school next time to share with classmates.</p> <p style="text-align: center;">~~ 第四節課結束 ~~ ~~ 第五節課開始 ~~</p> <p>參、綜合活動 Wrap up</p> <p>活動五、清掃工作動起來 Let's do housework.</p> <p>1. 學生分享他們和家人討論之家事分工表, 並發表討論的過程和執行的結果, 有沒有什麼有趣的事或是困難?</p> <p>Share the process of doing housework or the result of how they discuss with their family.</p>	<p>事, 每個家庭成員都可以幫忙家事。學生能正確地完成三項家事</p> <p>學生能上台發表自己做家事的心得。</p> <p>學生能完成家事分工表並和家人討論如何分配家事。</p>
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<p>2. 教師分享一些做家事的技巧，並和學生一起體驗有趣的生活小智慧。 Teacher shares some tips for doing housework.</p> <p>3. 教師鼓勵學生回家後和家人一起體驗家事小技巧，幫助家人一起輕鬆做家事。 Encourage students to experience housework at home.</p> <p style="text-align: center;">~~ 第五節課結束 ~~</p>		
<p>教學單元三: 嘉義文旅 A trip to Chiayi City</p>	<p>教學 資源</p>	<p>評量</p>
<p style="text-align: center;">~~ 第一節課開始 ~~</p> <p>壹、準備活動 Warm up</p> <p>一、教師準備：教師準備上課用之教學簡報及影片。 Teacher prepares the PowerPoint and videos for the class.</p> <p>二、引起動機：教師播放嘉義旅行影片 (https://www.youtube.com/watch?v=HKb0_Zc7dCo&list=PLKQ4VVFpEiX7CIneH8-EiguxE6zddTfHm&index=5&ab_channel=%E5%98%89%E7%BE%A9%E5%B8%82%E6%94%BF%E5%BA%9C) Teacher plays a video about Chiayi City.</p> <p>貳、發展活動 Presentation</p> <p>活動一、家族休閒活動規畫 Plan the family trip.</p> <p>1. 學生討論假日時家裡常有家族休閒活動，並上台分享。 Students discuss and share their family leisure activities during holidays.</p> <p>2. 學生規劃接下來的假期，家裡可以從事的家庭活動，並記錄於學習單。 Plan a family activity on this vacation and actually follow their plan and record them in the study sheet.</p> <p>3. 教師提醒學生回家執行所規畫之休閒活動，並畫出或張貼照片，於下週和同學分享。 Share the sheet with classmates next week.</p> <p style="text-align: center;">~~ 第一節課結束 ~~ ~~ 第二節課開始 ~~</p> <p>活動二、家族休閒活動 Chiayi Fun Trip</p> <p>1. 學生分享於假期時和家人一同出遊的圖畫或照片，並回答以下的問題： (1)和家人一同出遊的景點在哪裡？ (2)行程是否和事先規畫的一樣呢？ (3)有發生什麼有趣的事或是遇到什麼困難呢？</p>		<p>學生能踴躍參與討論並上台發表。學生能完成學習單</p> <p>學生能上台分享自己的旅遊經驗。</p> <p>學生能知道嘉義的熱門景點</p>

<p>(4)和家人一同出遊的感覺如何呢? Share the study sheet and answer the following questions.</p> <ol style="list-style-type: none"> 1. Where were you going? 2. Is the trip the same as your plan? 3. Has anything interesting happened? 4. How do you feel about having a trip with your family? <p>2. 教師介紹嘉義市出遊的熱門景點，和學生討論是否有去過，並票選出最想去最喜歡的景點。 Teacher introduced the popular tourist attractions in Chiayi City, discussed with the students whether they had been there, and voted for the most favorite tourist attractions.</p> <p>3. 教師介紹嘉義時光屋桌遊，並讓學生分組一起玩英語版的嘉義時光屋。 嘉義時光屋桌遊簡介： (1)學生先抽一張人物卡，依據上面的星星數量收集地點卡，最後依星星的數量計分。 (2)嘉義地圖上共有 20 個點，學生選出一個點後依據其提示卡答出該題的答案。 (3)遊戲結束後計算星星的分數，最多分數者為贏家。 Teacher introduced the Chiayi Time House board game. Introduction to Chiayi Time House board game: (1) Students draw a character card, then collect the location card(each card has stars on it) (2) There are 20 spots on the map of Chiayi. Students choose one spot and answer the question according to the prompt card. (3) Calculate the score of the stars. The group with the most points wins.</p> <p style="text-align: center;">~~ 第二節課結束 ~~ ~~ 第三節課開始 ~~</p> <p>活動三、嘉義管樂節 Chiayi City International Band Festival</p> <ol style="list-style-type: none"> 1. 教師播放管樂節的相關影片，和學生討論是否有參與管樂節的經驗。 Teacher plays the video of the Chiayi City International Band Festival, and asks if the students have been there before? 2. 教師介紹管樂節的由來與進行方式，並介紹這次參與嘉義管樂節的隊伍及國家。 Teacher introduced the origin and conduct of the Wind Music Festival, and introduced the teams and countries participating in the Chiayi Wind Music Festival. 3. 教師提醒學生今年管樂節的日期，並請學生記得去參與並請學生分享心得。 Reminds students of the date of this year's wind music festival, and asks students to participate and share their experiences. 	<p>有 哪 些 並 選 出 自 己 最 想 要 去 的 景 點。</p> <p>學 生 能 參 與 桌 遊 活 動 並 正 確 的 回 答 問 題。</p> <p>學 生 能 分 享 自 己 參 與 管 樂 節 的 相 關 經 驗。</p> <p>學 生 能 認 識 參 與 管 樂 節 的 國 外 隊 伍 及 其 國 家。</p> <p>學 生</p>
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~~ 第三節課結束 ~~

~~ 第四節課開始 ~~

活動四、設計管樂節吉祥物 Design the mascot of the wind festival

1. 教師介紹嘉義管樂節的吉祥物:管樂小雞, 該吉祥物是由法國號和火雞組成的, 代表嘉義的名產火雞肉飯和管樂所使用之樂器。

Teacher introduces the mascot of the Chiayi Wind Music Festival: Wind Chicks. The mascot is composed of a French horn and a turkey. It represents Chiayi's famous turkey rice and musical instruments used in wind music.

2. 教師介紹管樂常見的樂器, 讓學生設計出自己的管樂節吉祥物。

The teacher introduces the common instruments of wind music, and allows students to design their own wind festival mascots.

3. 請學生上台發表自己的創作理念, 並讓學生票選出自己最喜歡的吉祥物。

Ask the students to come to the stage to express their creative ideas, and let the students vote for their favorite mascot.

~~ 第四節課結束 ~~

~~ 第五節課開始 ~~

參、綜合活動 Wrap up

活動五、社區的文化活動 Cultural activities in the community

1. 教師介紹社區中常見的文化活動, 如嘉義鞦韆節、廟會活動、音樂活動或美食活動, 和同學討論是否有參與過的經驗, 以及要如何得知這些社區活動的訊息, 為何社區要舉辦文化活動呢?

Teacher introduces common cultural activities in the community. And ask students why should the community organize these cultural events?

2. 教師引導學生討論自己想參加什麼樣的文化活動呢?並讓學生分組設計出一項文化活動, 並寫在海報上。

Guides the students to discuss what kind of cultural activities they want to participate in? And ask the students to design a cultural activity in groups, and write it on the poster.

3. 讓學生們上台發表自己設計的文化活動海報, 並讓學生投票自己最想參加的文化活動為何?

Let the students share and vote what cultural event they want to participate in the most?

~~ 第五節課結束 ~~

可以設計出自己的管樂節吉祥物。

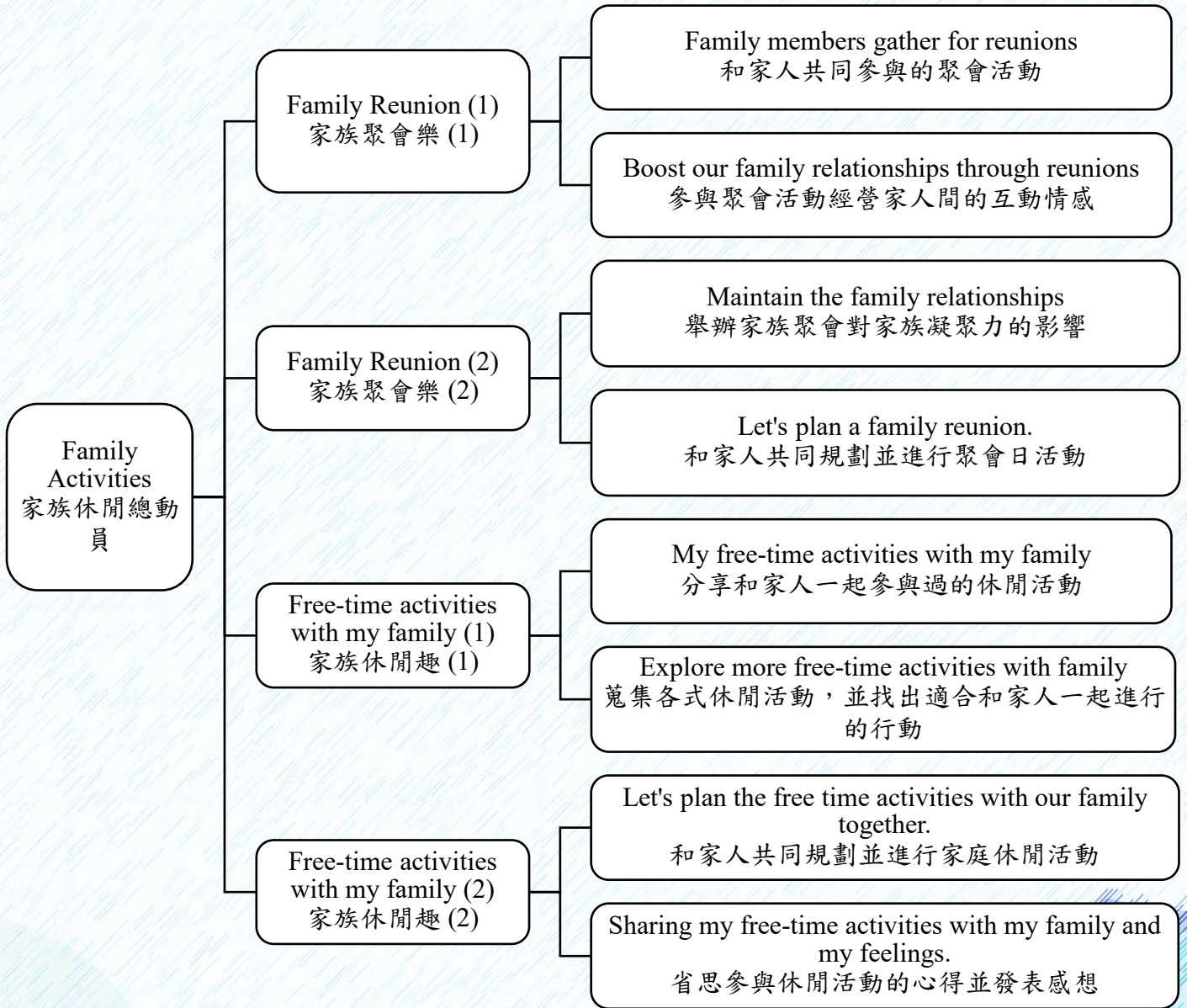
學生能參與討論並分享自身的經驗。

學生能和同學討論並繪製出文化活動海報。

學生能上台報告自己設計的文化活動。

單元架構

Unit 4-2 家族休閒總動員



(二)(每個單元)教學設計/教案

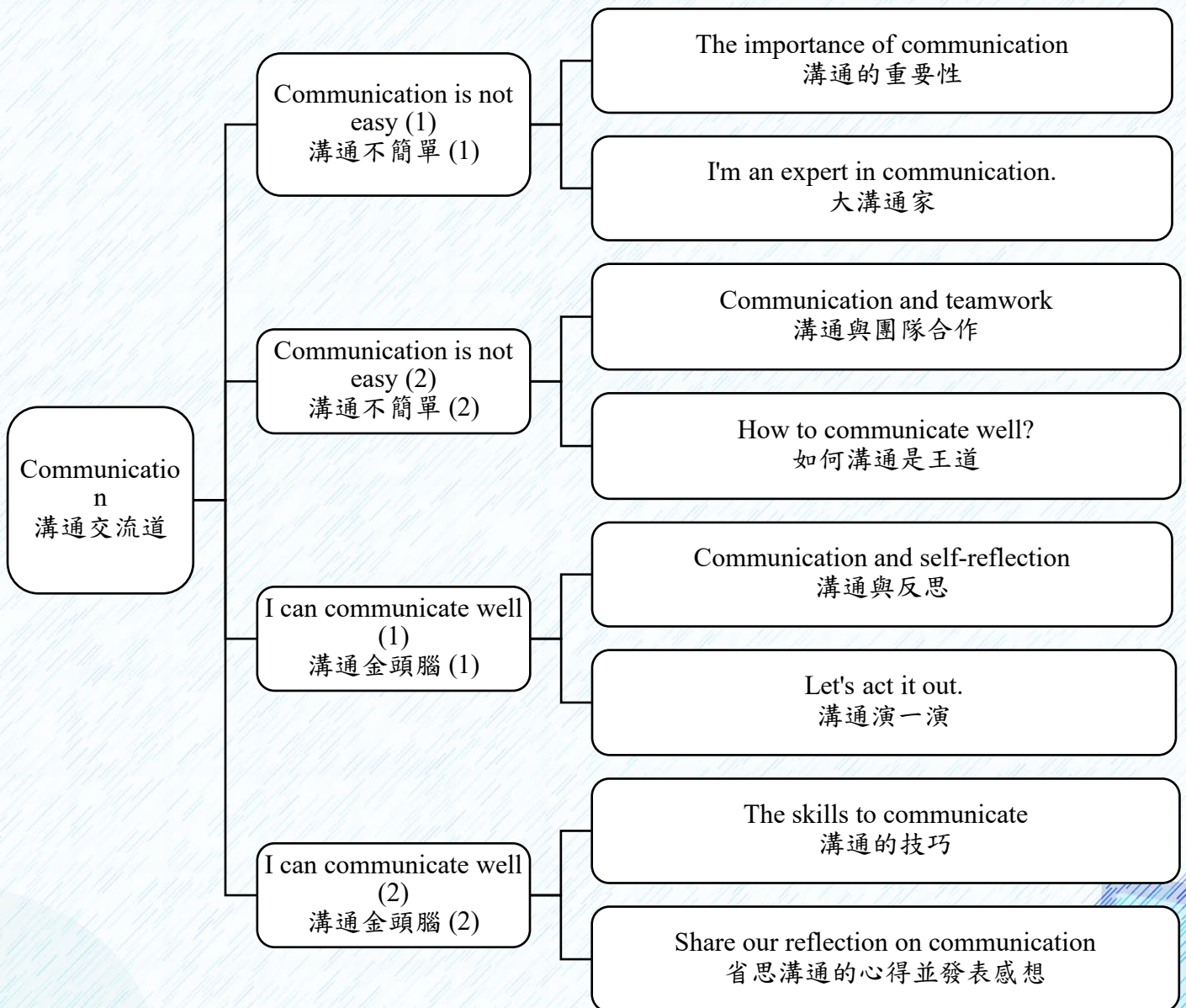
主題名稱	家族休閒總動員	教學設計者	臺南市東區勝利國民小學 陳淑茗、李慧如、陳玟君、高詠婷、 杜玥潯、林翎華、吳千品、林維焄、 黃惠瑜、陳俊志、黃郁雯	
學習對象	四年級下學期	學習節次	4 節課 (160 分鐘)	
學習內容	Ba-II-2 與家人、同儕及師長的互動 Ba-II-3 人際溝通的態度與技巧			
學習表現	2a-II-1 察覺自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。			
學習目標	1. 說明和家人共同參與的聚會活動，並分享感受。 2. 了解舉辦家族聚會對家族凝聚力的影響力。 3. 分享和家人一起參與過的休閒活動，體會參加休閒活動後的感受。 4. 蒐集各式休閒活動，並找出適合和家人一起進行的活動。			
教學方法	全英語教學法、分組合作學習法			
教學資源	投影片、影片、學習問卷、水桶、乒乓球、剖開的水管			
學科英語 詞彙	動詞： Play basketball (tennis, baseball) / Go cycling (rollerblading, swimming, jogging, for a walk) / Watch movies at home/ Play online games/ Play Mahjong/ Go to a park (sightseeing, museum, night market, karaoke, hot spring)/ Listening/ understanding/talking to/sharing life experiences 名詞： Family activity/ leisure time/ exercise/ indoor (outdoor) activity			
學科英語 句型(視教 材內容)	How do you feel about it? What is (your) family tree? Do you know any of your family's instructions?			
教學單元一：家族聚會樂 (1)			教學 資源	評量
活動一、分享和家人共同參與的聚會活動			投影片、 影片	口頭 評量
<p>一、引起動機：(10')</p> <p>教師播放教育部拍攝的「家庭教育年」宣傳影片，引發尋找家園、家人、家譜、家風、家訓等議題，引導學生看見家庭的價值，進而引發珍愛家庭的討論。</p> <ul style="list-style-type: none"> - Let's watch this video first. - Be quiet and pay attention to the video! - How do you feel about it? - What is (your) family tree? - Do you know any of your family traditions? 				
活動二、參與聚會活動經營家人間的互動情感與分享			投影片	口語 評量
<p>二、發展活動：(25')</p> <p>1. 教師請學生分享在課前蒐集自己參加家族聚會的照片或影片，說說看，自己曾參加過哪些家族聚會？</p> <p>2. 參加家族聚會活動，讓學生留下哪些回憶與感受？鼓勵學生分享家中曾發生</p>				

<p>的喜、怒、哀、樂故事，並思考這些故事帶給自己的想法。</p> <ul style="list-style-type: none"> - What do you do when you have time? - Did you join any family activities before? - How do you feel about it? - Do you like it? <p>三、綜合活動：(5')</p> <p>教師引導學生省思，對於家中所發生的喜、怒、哀、樂故事，不管事美好的、哀傷的，都應該以正向的態度去面對，因為這是家人共同的回憶，值得珍藏。</p> <ul style="list-style-type: none"> - What did you see? - Do you like this family activity? - How do you like it/this activity/this idea? - How do you feel about it? - Please tell me/your neighbor/us. - That's right. That's true. <p style="text-align: center;">~~第 1 節結束~~</p>	<p>投影片</p>	<p>口語評量</p>
<p>教學單元二：家族聚會樂 (2)</p>		
<p>活動一、舉辦家族聚會對家族凝聚力的影響</p> <p>一、引起動機：(10')</p> <p>教師請學生完成學習問卷：自己的家中是否曾舉辦過家族聚會活動？請學生分享經驗。</p> <ul style="list-style-type: none"> - Complete the worksheet including answering the questions and drawing. - What family activity would you like to share? - Where is that place? - When did you and your family go there? - What's the happy moment with your family? - What's the sad moment with your family? - What's the angry moment with your family? - What's the funny moment with your family? <p>活動二、和家人共同規劃並進行聚會日活動</p> <p>二、發展活動：(25')</p> <p>1. 教師請學生比較自己的家族聚會活動和學生參與過的有哪些不一樣的地方。</p> <p>2. 想一想：</p> <p>(1) 為什麼要舉辦家族聚會？</p> <p>(2) 這些活動帶給家族什麼影響？</p> <p>(3) 如果可以的話，你希望大家在聚會時一起做什麼事？</p> <ul style="list-style-type: none"> - Compare your answer with your group members. - What are the differences? - Which one do you like more? - Would you like to try someone else's family activity? - Why do we need a family activity? - How can family activity help us? 	<p>投影片</p> <p>學習問卷</p>	<p>口語評量</p>


教學單元四：家族休閒樂 (2)	教學資源	評量
<p>活動一、和家人共同規劃並進行家庭休閒活動</p> <p>一、引起動機：(15')</p> <p>1. 合作遊戲體驗：規則說明：</p> <p>(1) 教師發給每組一個水桶、1 籃乒乓球，每人一段剖開的水管</p> <p>(2) 傳接乒乓球，過程中只有第一個人可以用手將乒乓球放入水管，其他同學將水管相接，將乒乓球一顆接著一顆傳至水桶中。</p> <p>(3) 當球掉下來時，必須從第一個人重新開始，最後統計各組在限定時間內運送的球數。</p> <ul style="list-style-type: none"> - A bucket, 30 ping pong balls, 30 cut-opened tubes - Each group needs to line up. - Only the first student can use their hands to put the ping pong balls on the tube. - The teams need to pass the ping pong balls from the first to the last bucket. - If anyone drops the ball during the process, the group needs to start again. - The first team who passes 5 balls wins. <p>活動二、省思參與休閒活動的心得並發表感想</p> <p>二、發展活動：(30')</p> <p>1. 教師引導學生分享曾與家人一起體驗過的合作活動，如：大掃除、拼圖...等。</p> <p>參與合作活動時，有哪些事情是自己可以做的？ 哪些是需要家人從旁協助的？</p> <p>2. 學生分享自己和家人一起合作的經驗和心情</p> <ul style="list-style-type: none"> - How do you like the game? - Why the ___ team can win the game so quickly? - What is the hardest part of this game? - How to solve the problems? - Did you communicate with your family before? <p>三、綜合活動：(5')</p> <p>教師鼓勵學生與家人一起參與合作的活動，增加與家人共處的時間，感受與家人互動的情形。</p> <ul style="list-style-type: none"> - How do you communicate with others? - Is communication important? - Share your stories with the class. <p style="text-align: center;">～～第 4 節結束～～</p>	<p>投影片、水桶、乒乓球、剖開的水管</p> <p>投影片</p> <p>投影片</p>	<p>口語評量</p> <p>口語評量</p> <p>口語評量</p>

單元架構

Unit 4-3 溝通交流道



<p>(2). 輪流上台抽題並口述所看到的圖案。</p> <p>(3). 下面組員每一位一張圖畫紙，依據所聽到的描述畫出可能的圖示 (嚴禁直接講出圖示的名稱，組員也不能發問)</p> <p>(4). 限時兩分鐘一題。</p> <p>(5). 完成後比對哪一組最多組員可以畫出與原圖相似的答案獲勝。</p> <p>(6). 第二輪，同樣再玩一次活動，但是組員可以發問請台上描述者回答。</p> <p>(7). 完成後再次比較，並討論第二輪活動的分數是否比第一輪還要高。 各組討論原因及溝通的重要性。</p> <p>2. 開始活動</p> <p>3. 進行討論與發表：</p> <ul style="list-style-type: none"> - 你覺得自己是很會溝通的人嗎? - 你覺得你是個稱值得聆聽者嗎? - 為什麼第一輪的分數會比第二輪低? - 什麼是溝通? - 為什麼別組或自己的組別分數會比較高? 他們做到了什麼? - 怎麼樣才能有效溝通? <p>4. 這個活動給你什麼感受?</p> <ul style="list-style-type: none"> - Are you good at communication? - Are you a good talker/ listener? - Let's play "Tell me what you see!". - Listen carefully. Ready? Go! - Listen to what your team members say and draw what you hear. - Hurry up! Speed up! Quick! - Which one is better? Who is the winner? - Do you like this activity? 	<p>投影 片</p>	<p>口語 評量</p>
<p>三、綜合活動：(10')</p> <p>老師：什麼是溝通？只有一個人說，大家聽，算是溝通嗎？</p> <p>老師：怎麼樣才算有效溝通？一群人七嘴八舌、大吵大鬧？</p> <p>老師：你覺得最難溝通的對象是誰？</p> <p>老師：你覺得最難溝通的事情是什麼？</p> <p>老師：你覺得什麼時候你最不想跟別人溝通？</p> <p>請大家討論後把答案寫在小組白板。</p> <p>老師邀請學生分組派代表或整組上台發表分享。</p> <p>老師：很多時候我們以為我們表達的很清楚，但其實每個人對語言的理解都不一樣，所以其實很容易產生誤會。所以當下次你發現別人誤解你或是無法達成你的要求時，你不需要發怒，你們只是需要再溝通。</p> <p>(藉由學生的分享，中英文皆可，教師引導學生思考「溝通在任務中的重要性」，讓學生了解小組的組合猶如划龍舟一般，大家為了達成共同目標，需要同心協力，勉勵學生發揮同舟共濟的精神。)</p> <ul style="list-style-type: none"> - What does "communication" mean? - Is it good communication if only I talk, and you listen? 	<p>投影 片</p>	<p>口語 評量</p>

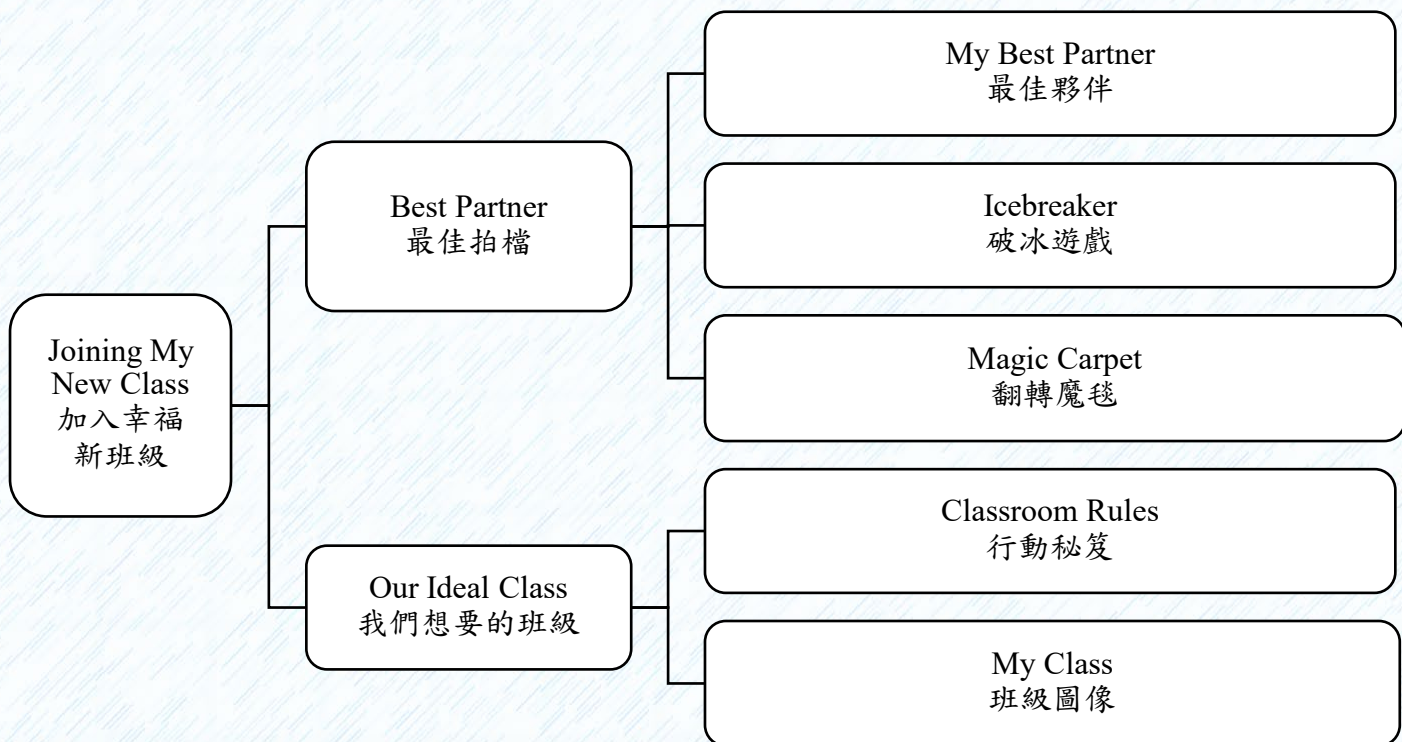
<ul style="list-style-type: none"> - Who do you think is hard to communicate with? - What topic is difficult to communicate about? - When do you feel uneasy to communicate with others? - Discuss with your teammates and write down your answers. - Please come to the front and share your answers. <p style="text-align: center;">～～第 1 節結束～～</p>		
<p>教學單元二：溝通不簡單 (2)</p>		
<p>活動一、溝通與團隊合作</p> <p>一、引起動機：(10')</p> <p>1. (播放情境影片 - It's smarter to travel in groups)</p> <p>https://youtu.be/zyIkgi2LDbk</p> <ul style="list-style-type: none"> - What happened to the ants? - What happened to the crabs? - What happened to the penguins? <p>2. 疊疊樂~合作搭建金字塔 (10')</p> <p>(老師事先準備紙杯 40 個，橡皮筋套組 4 組)</p> <p>老師：上次同學們一起合作完成小組任務，這次我們要來看看大家有沒有辦法一起合作完成更具有挑戰性的任務。</p> <p>老師發下分組活動用品。(每組 10 個紙杯，一組橡皮圈)</p> <p>老師說明規則：</p> <p>各組同學利用橡皮圈套組，合力將紙杯疊成金字塔，看哪組能最快完成。</p> <ul style="list-style-type: none"> - Do you like to work together or work alone? - Work with your team (together). - Use rubber bands to lift paper cups and build a pyramid. - Do not use your hands. - Pull / Pull harder / Let go / Put it down / Be careful. - Let's try again. <p>活動二、如何溝通是王道</p> <p>二、發展活動：(25')</p> <p>1. 教師引導學生討論活動心得：</p> <p>人是群體動物，人與人的互動很重要，剛剛大家合作一起搭金字塔，同學覺得最難或做有趣的是甚麼？請各組簡短一句話發表。</p> <p>2. 教師在黑板上大富翁闖關格，其中 6 格問題解決、4 格機會命運，教師將下列情境卡隨機放入格子中。</p> <p>問題解決題目：</p> <ul style="list-style-type: none"> - 當我遇到困難時，如何告訴組員以解決問題？ - 小組中有組員產生衝突時，會對小組產生什麼影響？該如何處理？ - 小組中有組員不尊重團體意見、堅持自己的想法時，該如何處理？ - 小組中有組員調皮搗蛋、不負責時，該怎麼辦？ - 小組中有自己不喜歡的人，該怎麼辦？ 	 <p>投影片、影片、紙杯、橡皮筋套組</p>	<p>口語評量</p>

<p>- Listen carefully.</p> <p>- Pass me the _____, please.</p> <p>- Hurry up! / Speed up! / Slowdown! / Quick! / Easy!</p> <p>活動二、溝通演一演</p> <p>二、發展活動: (20')</p> <p>1. 教師請學生思考學生手冊第 56 頁的情境，分組討論如何溝通表達，並用中英文實際演練。</p> <p>2. 老師邀請各組代表上台演練分享，中英文皆可。</p> <p>- What will you say or do if ____?</p> <p>(1) your classmates don't share the cleaning work?</p> <p>(2) someone dropped your new colored pencils on the floor?</p> <p>(3) your team lost a game because you missed a ball?</p> <p>- There's something you can say.</p> <p>- You can tell your classmate how you feel in a polite way.</p> <p>(1-1) Could you tell me why you don't want to?</p> <p>(1-2) Is there anything I can help with?</p> <p>(1-3) Maybe we can do it together.</p> <p>(1-4) Let me help you.</p> <p>(2-1) I am so sorry that I dropped your pencils.</p> <p>(2-2) I didn't mean it / (to do that).</p> <p>(3-1) Are you Okay? Did you get hurt?</p> <p>(3-2) Don't worry about the game.</p> <p>(3-3) It's not your fault.</p> <p>三、統整活動: (15')</p> <p>老師：良好的溝通方式，增進人際關係，運用在生活中；溝通能力愈強，做事愈容易成功，更能得到別人的尊重！</p> <p>1. 請學生檢視自己在演練過程中的溝通表現，並記錄在「溝通金頭 My Communication Check List」學習單中。</p> <p>2. 請學生與同組組員討論彼此的溝通盲點及強項，找出大家最難做到的點。並討論可以如何改變。</p> <p>3. 邀請各組發表分享。</p> <p>- Communication Check List.</p> <p>- Which part is the most difficult?</p> <p>- Which is the easiest to do?</p> <p>- How can you make a difference?</p> <p>Chick List Items:</p> <p>- Consider voice volume, tone, and body language.</p> <p>- Be respectful.</p> <p>- Apply majority rule.</p> <p>- Be patient.</p> <p>- Avoid preconceptions.</p> <p>- Avoid interruptions.</p>	<p>投影 片</p> <p>投影 片</p>	<p>口語 評量</p> <p>口語 評量</p>
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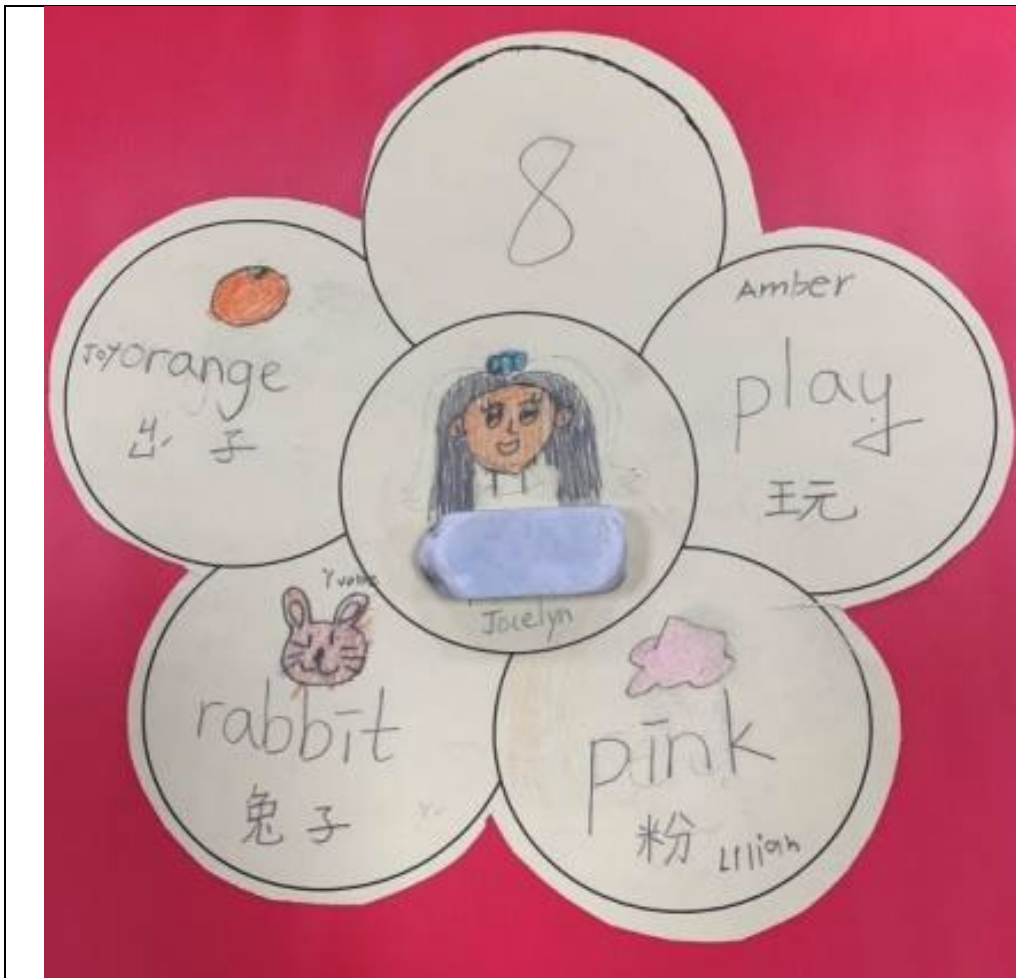
<p>(Bad behaviors bring in bad outcomes)</p> <ul style="list-style-type: none"> - I think <u>he hates me</u>. - I feel <u>angry</u>. - So, I kick him. <p>(Good behaviors bring in good outcomes)</p> <ul style="list-style-type: none"> - I think <u>he didn't mean it</u>. - I feel <u>not so bad</u>. - So, I say "It's all right". - What if someone knocks your things off the table? - What if someone takes your things without asking? - What would you think? - How do you feel? - How will you react? <p>這三種不同的想法各會發生不同的心情及行為，相信每個人一定都曾遭遇過：</p> <ol style="list-style-type: none"> 1. 教師請學生寫下一件自己不愉快的經驗 2. 當時你是如何回應？ 3. 要如何回應會更好？ 4. 再聽聽看，這些經過「化妝」的句子，聽起來的感受如何？ 5. 往後若遇到不愉快的事，你會如何轉換想法？ <ul style="list-style-type: none"> - Write down a bad (sad/angry/disappointed) journal. - What happened? Where was it? Who was it? - How did you feel at that moment? - How did you react to it? - Can we make it better if...? - Let's rewrite the story. - How can we change our thinking? <p>三、綜合活動: (10')</p> <p>(每人一張空白小卡)</p> <ol style="list-style-type: none"> 1. 在溝通的過程中，無論事表達自己的聲音或是聽別人說話時，要注意同理心、禮貌、輕聲細語、友善的態度，充分運用溝通能力，即使面對困境，亦能迎刃而解。 2. 請大家用剛發下的小卡寫下一句對小組成員感謝、讚美或肯定的話。比如： “之晴，謝謝你昨天借我鉛筆，讓我可以寫完數學習作。” “品謙，你很會灌籃，我覺得你很厲害。” 3. 寫完請投進各組桌上的“Snap Cup” 4. 請各組同學分別抽出一張卡唸出上面所寫的字句。 並互相鼓勵 Snap! Snap! Snap! 5. 老師最後拿出老師自己寫三張卡並大聲唸出讚美及肯定的話。 <ul style="list-style-type: none"> - Thank you <u>(class name)</u>. Thank you for always being very nice to me. - <u>(class name)</u> is one of my favorite classes at school. - Boys and girls, you have proved yourselves to be good students. <p style="text-align: center;">～～第 4 節結束～～</p> 	投影 片、 小卡 片	口語 評量
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單元架構

Unit 5-1 加入幸福班級



主題名稱	加入幸福新班級	教學設計者	宜蘭縣五結鄉中興國民小學 藍培綸、吳雅惠、余晨熏	
學習對象	三年級上學期	學習節次	6 節課 (240 分鐘)	
學習內容	Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。			
學習表現	1d-II-1 覺察情緒的變化，培養正向思考的態度。			
學習目標	<ol style="list-style-type: none"> 1. 參與團隊活動，體會團隊合作意義。 2. 關懷團隊成員。 3. 遵守團隊紀律並展現負責態度。 4. 能傾聽並尊重團隊夥伴不同的想法。 5. 能參與團隊行動完成團體目標。 6. 能理解教師使用雙語進行的教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師的提問。(Bilingual Education) 7. 能參與小組討論活動，與同學合作，充分表達自己的想法。(Learning Attitude) 			
教學方法	討論教學法、分組合作學習 Discussion, Team cooperative work			
學科英語詞彙	teamwork, respect, best, partner, polite, think and tell, safe, happy, care			
學科英語句型 (視教材內容)	<p>How old are you? I'm 8 years old.</p> <p>What color do you like? I like pink.</p> <p>What do you like to do? I like to play.</p> <p>What animal do you like? I like rabbits.</p> <p>What do you like to eat? I like to eat chicken.</p> <p>What kind of class do you want? I want a happy/safe/polite class.</p>			
教學單元一：最佳拍檔			教學資源	評量
活動一、最佳夥伴 My Best Partner 一、引起動機：(5') 開學了，你對班上同學有哪些認識呢？有什麼新的發現能和同學一起分享呢？ T: It's a new semester. What do you know about your classmates? How well do you know them? Any new discoveries to share with your classmates?				
二、發展活動：(30') 活動一：製作自我介紹花瓣卡				



自我介紹
花瓣卡
筆

聆聽
發表
檔案
評量

歌曲音樂
自我介紹
花瓣卡
筆

聆聽
發表
實作
評量

請學生針對自我介紹卡上的五個花瓣回答問題。

T: What's your name? Please write down your name at the center of the flower.

Ex: My name is Jocelyn. There are five questions on five petals.

Write down your answers on each of the petals.

1. How old are you? I'm 8 years old.
2. What color do you like? I like pink.
3. What do you like to do? I like to play.
4. What animal do you like? I like rabbits.
5. What do you like to eat? I like to eat chicken.

活動二：溝通式資訊互補活動 Information gap

1. 說明請學生透過 information gap 的活動，找到與自己有相似個性的同好。
 2. 老師播放歌曲《What's your name?》，請學生依照花瓣上的五個問題找夥伴並互相問問題，若有相同答案的請簽名在自己的花瓣上並互給 air high-five，完成《information gap 花瓣學習單》。
- T: Look for the partners and ask them questions. If your classmate has the same answer as yours, they have to write their names on your flower petals and give each other an air high-five.

「自我介紹
花瓣卡」簡報

聆聽
發表

<p>三、綜合活動：(5')</p> <ol style="list-style-type: none"> 1. 請學生回答當學生知道自己與同學有相似之處有什麼感覺？ 與同學有相似之處能給你什麼幫助呢？ 2. 教師統整本節課的內容。 <p>T: How do you feel when your classmates have the same interests as you? How can that help you?</p> <p>S: Students: I feel excited. We can do it together.</p> <p style="text-align: center;">～～第 1 節結束～～</p>		
<p>活動二 破冰遊戲 Icebreaker</p> <p>一、引起動機：(5')</p> <p>老師將上次學生完成的自花瓣我介紹卡遮住中間名字拍照後做成簡報給學生猜是哪位同學，你們已經同班二年了，讓我來考驗一下你們的默契。(註：本校為小校，每年級只有一個班級)</p> <p>- T: Let's see how well you know your classmates. I'll show you a self-introduction flower card and please guess who it belongs to.</p> <p>二、發展活動：(30')</p> <p>Icebreaking 討論與發表活動</p> <p>透過上次自我介紹花瓣分享活動，有找到相同興趣的夥伴。若到新環境要如何交朋友？遇到不熟或新朋友，要如何從陌生到熟悉呢？</p> <ol style="list-style-type: none"> 1. 請學生思考並寫在小白板上，到新班級要如何交新朋友？ 2. 有什麼方法或團體遊戲可以讓自己與朋友在合作有默契？ 3. 請學生個別上台發表。 <p>- Teacher:</p> <ol style="list-style-type: none"> 1. When you are in a new class, how do you make new friends? 2. How do you break the ice with people you don't know? <p>- Students: (Various Answers)</p> <ol style="list-style-type: none"> 1. Help them with their homework. 2. Play with them. 3. Ask "Can I be your friend?" 4. Keep them company. 5. Comfort them when they're sad. 6. Talk to them. <p>三、綜合活動：(5')</p> <p>教師統整學生分享內容：自己先跨出一步介紹自己、跟同學一起玩、幫助他、一起想辦法解決問題、一起學習，讓我們可以交到新朋友，有默契的最佳夥伴。</p> <p>T: We can start by introducing ourselves. We can play with our classmates, help them, solve problems together, and learn together. By doing so, we can make new friends, or find good partners.</p> <p style="text-align: center;">～～第 2 節結束～～</p>	<p>小白板 白板筆</p>	<p>聆聽 發表</p>

活動三 翻轉魔毯 Magic Carpet

甲、引起動機：(5')

詢問學生喜歡玩什麼遊戲？什麼團體遊戲可以培養合作的好默契呢？

T: What kind of games do you like to play?

What games can you play to boost team spirit?

Ss: (Free Answers) 兩人三腳

乙、發展活動：(70')

活動一：翻轉魔毯 flip over magic carpet (30')

(註：此為團隊合作的遊戲，三年級孩子們第一次進行挑戰可能無法成功，老師可於第二次提醒學生，放大格局思考，將組別合作想法提升至全班合作，第一組先全部站好第二組將第一組毯子翻面，換第二組，同樣的方式完成，之後再站回魔毯上，全班合作完成挑戰。)

1. 請全班分為2組，每組獲得一張魔毯。
2. 全組人站在魔毯的情況下，將魔毯底面反轉，而全組人不會掉到地上(接觸到地面)。
3. 如其中一位參加者落到地上，則全組須重新挑戰。
4. 在遊戲開始前，參加者討論方法及練習。
5. 在參加者練習過後便正式進行挑戰。
6. 小組須在五分鐘完成翻轉魔毯。

Teacher:

1. You will be divided into 2 teams, and each team will have one magic carpet.
2. All team members stand on one side of the carpet and then flip it over. No one can touch or fall on the floor.
3. If one person falls or touches the floor, this team has to do it again.
4. Before the game starts, everyone discusses how to do it and practices once.
5. The games start as soon as everyone has practiced.
6. You have 5 minutes to finish this game. If you finish it, you are the winner.



魔毯

聆聽
發表
小組
合作
小組
討論
實作
評量

學習單
簡報

聆聽
發表
口頭
評量
檔案
評量

活動二：問題討論 Think and Tell (40')

老師發下「Thinking 九宮格思考單」學習單，請學生思考，從這遊戲中學到了什麼：

1. 如何可以安全又快速翻轉魔毯？過程中你看到了什麼？你有什麼感覺？你做了什麼來幫助大家？你覺得你的團隊有成功嗎？

T: How to flip the carpet correctly and faster?

Ss: Let's discuss how to do it first.

T: What did you see?

Ss: Some were arguing. Some were standing there alone. Some were working together very well.

T: How do you feel?

Ss: I don't feel good/I feel good.

T: What did you do to help your team?

Ss: (Free answers) We planned everyone's job first. /I should help them. / I held her hand. / I pulled him to stand on the carpet.

T: Do you think your team succeeds or fails?

(Students may have various answers.)

2. 為什麼第一次嘗試失敗，改善方法之後的方法能夠成功並更快？

T: You both failed on the first try. Why could you make it the second time? Why did you finish it faster than on the first try after fixing the method?

S: We know how to do it better the second time. We work together as a team.

3. 要如何團隊合作過程中不傷害到對方的感覺並互相關懷？

T: How to boost team spirit and care for each other without hurting their feelings?

S: (Free answers) Care for their feelings. / Say "I'm sorry." if I hurt their feelings. / Be polite. / Say "Thank you." / Say "Good job" to praise them.

4. 還有什麼事情是可以藉由合作來做得更好？

T: What other things can we work on better as a team?

S: Games, competitions, cleaning work.

5. 如何可以更快更好的方式完成事情？

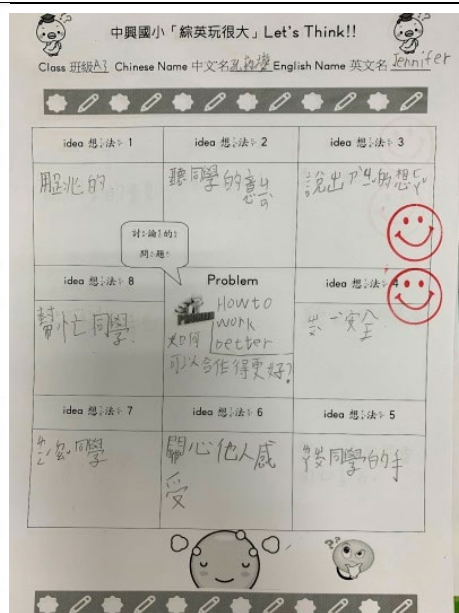
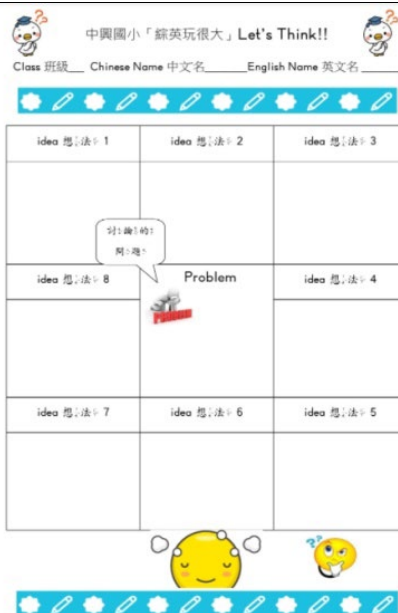
T: How to finish tasks better and faster?

S: We need to cooperate. We need to work together. Help them.
By Teamwork.

6. 如何解決問題或跟別人溝通？

T: How to solve problems or communicate with other people?

S: We need to "Respect", "Listen" and "Care for" people.



丙、綜合活動：(5')

老師針對學生的回答統整內容，歸納合作的重要性，而成功要藉由分工合作、尊重、聆聽、關懷他人、了解對方的需要並互相幫助。

T: We need to "Respect", "Listen" and "Care for" people. We can accomplish tasks by working together, respecting, listening to, and caring for each other. By, knowing their needs, and helping one another, we can succeed through teamwork.

～～第 3、4 節結束～～

教學單元二：我們想要的班級

教學
資源

評量

活動一 行動秘笈 Classroom Rules

一、引起動機：(5')

老師說明上次的團體動力遊戲學到了團隊分工合作很重要，對於接下來的同班生活，有什麼期待？想像「我想要的班級樣貌」是什麼？

二、發展活動：(55')

活動一：行動秘笈 Classroom Rules 觀賞小小兵影片 (15')

1. 播放小小兵影片 Classroom Rules

youtube 影片：<https://youtu.be/ddvTFgzkS5M>

2. 討論與釐清規矩的原因與目的

Discuss classroom rules.

T: Let's discuss the classroom rules. Why do we need to have class rules? Is it important? Why? Here are some examples of class rules

- 1) No food in class.
- 2) Be a good friend.



PPT
教學影片

聆聽
發表
小組
討論
口頭
評量
檔案
評量

- 3) Control bodily functions.
- 4) Always follow directions and listen to the teacher.
- 5) Don't tease or bully others.
- 6) Don't waste your time when you leave the room.
- 7) Keep your hands to yourself.
- 8) Respect other learners by not disrupting them.
- 9) Be supportive when working in groups.
- 10) Ask for help when you need it.

活動二：班級圖像討論(40')

1. 老師分組，發下每人一張便利貼與一組一張海報紙，請每人寫下自己最想要的班級樣貌，接著小組討論認為自己想要的班級樣貌。

T: What's your ideal class?

Ss: I want a happy/safe/polite class. / We love sports.

2. 接著討論對一個班級來說最重要、必須要遵守的事情，請各小組在小白板上列出三項。

T: We are going to make our classroom rules. Please list the three most important rules for our class that everyone has to follow.

3. 老師請各組發表討論結果，並將各小組都有的項目列在黑板。

T: Please present your results and share your ideas with the class and put the results on the blackboard.

4. 全班票選出重要的班級公約。

T: Now let's vote for the most important rules. Here are our class rules:

- Be patient.
- Be nice.
- Be quiet while listening.
- Be polite.
- Be on time.
- Raise your hand before you speak.

5. 全班共同訂定"班級公約"，並製作海報及檢核表。

T: Here are your classroom rules, let's make a poster and a checkup form.

6. 老師協助歸納出全班最想要的成為的班級樣貌。

T: We can see so many of you want to have a happy and sports-loving class. That's good. If you want to have a happy class, remember to be helpful and care for each other. Everyone has to be happy in your class to make it a happy class!

便利貼
筆
海報

小組
討論
口頭
評量
檔案
評量

海報
檢核表



三、綜合活動：(20')

將學生訂定的班級公約內容做成檢核表，並發下檢核表請學生實施一周。

T: This checkup form is our classroom rules. We voted for it and made it together. Please follow the rules for a week.

~~第 5、6 節結束~~