

臺中市太平區太平國小 特色學校教學計畫五年級綜合領域

領域/科目	綜合領域		設計者	廖仁偉 秀倩老師	
實施年級	五年級		總節數	3 節(120 分鐘)	
單元名稱	第二單元~反霸凌，你我有責				
設計依據					
核心素養	總綱	C1 道德實踐與公民意識 C2 人際關係與團隊合作			
	領綱	【綜合活動】 綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。 綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。			
學習重點	學習表現	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。			
	學習內容	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-3 人際溝通的態度與技巧。			
設計理念					
議題融入	學習主題	人權與生活實踐			
	實質內涵	人 E5 欣賞、包容個別差異並尊重自己與他人的權利。			
與其他領域/科目的連結	語文領域-英語				
教材來源	自編+康軒版五年級綜合				
教學設備/資源	電腦、單槍投影機、電子白板				
學習目標					
1.能接納不同的人，不取笑、歧視別人的外表。 2.能勇於承認自己的錯誤，並學會尊重不同的人。 3.能設身處地為別人著想，並主動關懷別人。					
教學活動設計					
教學活動內容及實施方式			時間	英語相關知識	
第一節課(The First Lesson)					
1、引起動機(Warm up and Review)					
1、 課堂打招呼(Greetings)			7 min		
1. T: Good morning/ afternoon everyone. S: Good morning/ afternoon. T: How are you today? S: We are good, and you?					
2、 解說單元主題的學習目的(Introduce to students what they will learn)					
1. 課前新聞: http://news.ltn.com.tw/news/society/breakingnews/1176462			20 min		

<p><又見霸凌！國一生被丟石頭、逼吃廚餘> 請學生思考並回答</p> <p>(1) 你知道什麼是「霸凌」嗎？哪些行為構成「霸凌」？What behaviors are considered as bullying ?</p> <p>(2) 在你身邊是否曾經發生過疑似霸凌的事件？或是你自己親身經歷過霸凌？Have you ever heard or seen others being bullied ? Or are you bullied?</p> <p>(3) 人權議題中霸凌的種類？</p> <p>a <u>肢體的霸凌</u> physical bullying</p> <p>b <u>言語的霸凌</u> verbal bullying</p> <p>c <u>關係的霸凌</u> relational bullying</p> <p>d <u>性霸凌</u> sexual bullying</p> <p>e <u>網路霸凌</u> cyber bullying</p>		<p>相關英語單字 Key words :</p> <p>bully 1.(動詞)霸凌 / 2.(名詞)霸凌者</p> <p>bullying (名詞)霸凌</p> <p>behavior 行為</p> <p>trust 信任</p> <p>legal liability 法律責任</p> <p>teasing 嘲笑</p> <p>make a joke 開玩笑</p> <p>respect 尊重</p>
<p>2、發展活動</p> <p>1、傷害經驗談:</p> <p>1.教師分享自己受歧視的經驗。</p> <p>2.請學生想一想自己有沒有被語言傷害過的經驗，或用言語傷害他人的經驗寫下來。</p> <p>(可以寫週遭同學的遭遇)</p> <p>3.老師以學生經驗引導大家說出可能被歧視的原因。</p> <p>(外表、能力、種族、國籍、性別.....)</p>	13min	
<p>英文老師:</p> <p>1.Teachers share their experiences of being discriminated....</p> <p>2.Sometimes the words can be offensive without intention. In other words what you say may be just a joke but some people will take it personally. Have you ever done it?</p> <p>(有時脫口而出的玩笑話，而冒犯到他人。你是否曾經做過?)</p> <p>3.List out the reasons: different from their peers, such as being new to a school, such as being overweight or underweight, feature, racial....</p>	7min	
<p>參、綜合活動</p> <p>一、學生分組討論可行主題(各組一張小白板紀錄)</p> <p>請學生討論並列出哪些行為或情況可能被霸凌的風險?</p> <p>Let students talk about children at risk of being bullied. In what kind of situation may cause students to be bullied?</p> <p>二、各組學生代表上台表述</p>	7min	<p>physical bullying 肢體的霸凌</p> <p>verbal bullying 言語的霸凌</p> <p>relational bullying 關係的霸凌</p> <p>sexual bullying 性霸凌</p> <p>cyber bullying 網路霸凌</p>

<p>Students make short presentations.</p> <p style="text-align: center;">第二節課 (The second lessons)</p> <p>壹、 引起動機(Warm up and Review)</p> <p>一、 課堂打招呼 (Greetings)</p> <p>T: Good afternoon, kids! How are you today? S: We are great! T: That's good! Do you remember what we learned last week? S: bullying T: Great! We have talked about respect and trust.</p> <p>二、 解說單元主題的學習目的(Introduce to the students what they will learn)</p> <p>T: Today we are going to talk about Anti-bullying!.....</p> <p>此節課由輔導室心輔老師-怡慧老師，進行四班聯合上課，以 PPT<我的同學是老大>切入校園霸凌主題。細分說明霸凌種類:肢體霸凌、關係霸凌、言語霸凌、網路霸凌、性霸凌。</p> <p>2、 發展活動</p> <p>老師提問:</p> <p>1、 冷漠旁觀也是霸凌的共犯? Looking coldly from the side at someone being bullied is also an accomplice of bullying.</p> <p>2、 請學生想一想見到被霸凌者如何伸出援手? What can we do to help someone being bullied? Let students talk about the ways of helping someone being bullied.</p> <p>三、 什麼樣的孩子可能有霸凌他人的傾向? what kinds of children are more likely to bully others? (it could be because of peer pressure, family issues, or other reasons...)</p> <p>3、 綜合活動</p> <p>教師總結：</p> <p>1.藉由老師設計的「百萬大挑戰」內容的問與答，讓小朋友加強自身防範 並且更進一步為被霸凌者伸出援手。</p> <p>2.讓學生學習互相尊重、三思而後行。</p> <p>3.讓學生了解避免讓自己在無意間成為霸凌加害者。</p> <p style="text-align: center;">第三節課 (The third lessons)</p>	<p>20min</p> <p>13min</p> <p>7min</p> <p>20min</p>	<p>My classmate is a ringleader! <我的同學是老大>反霸凌宣導 PPT</p> <p>Key word: Anti-bullying 反霸凌</p> <p>Lunch 午餐 after school 放學後 restroom 廁所</p>
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<p>1、引起動機(Warm up and Review)</p> <p>1、 課堂打招呼(Greetings)</p> <p>T: Good afternoon, students.</p> <p>S: Good afternoon, teacher.</p> <p>T: How are you today?</p> <p>S: I am good!</p> <p>T: Today, we have to get to know about legal liability and how to respect your peers.</p> <p>2、 發展活動</p> <p>使用 PPT <校園霸凌行為與輔導> 中部份資料 P24.P26</p> <p>1、 問題提問(Ask some questions)</p> <p>1. 容易發生霸凌的時間和場合:(Where and When Bullying Happens):</p> <p>A.上下學途中。 On the way to school and On the way home</p> <p>B.午休時間及課程休息時間。 Lunchtime and recess</p> <p>C.體育課時間 PE class</p> <p>D.放學後 after school</p> <p>E.在廁所中 in the restroom</p> <p>F.有些學校會有校車，有時在校車上也會發生 on the school bus</p> <p>2. 誰較容易被霸凌?(Who are the types of people likely to be bullied?):</p> <p>A.人際與社交活動上較孤立者。 Less engaging than others and have few friends</p> <p>B.個性較內向害羞、敏感者。 Is more timid or shy or unable to defend themselves.</p> <p>C.生理發展上比較遲緩或弱小。 Physical Features</p> <p>D.身心障礙者。 Illness or Disability</p> <p>E.個性特質較白目者。 Do not get along well with friends, seen as annoying or provoking.</p> <p>F.與同儕鬧翻者。 Antagonize others and hostile towards friends.</p> <p>參、 綜合活動</p> <p>一、 學生分組討論可行主題(各組一張小白板紀錄)</p>	13min	peer 同儕
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請學生討論並列出哪些行為或情況 可能被霸凌的風險?

Let students talk about children at risk of being bullied. In what kind of situation may cause students to be bullied?

二、各組學生代表上台表述

Students make short presentations.

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