

# 基隆市暖江國小沉浸式英語教學教案設計（健康與體育領域）

## 健康一上 課程單元主題與週次

主題單元	名稱	教學週次
單元一	小一新鮮人	第 1-6 週
單元二	健康小達人	第 7-11 週
單元三	我長大了	第 12-16 週
單元四	活力加油站	第 17-20 週

## 健康一下 課程單元主題與週次

主題單元	名稱	教學週次
單元一	飲食面面觀	第 1-5 週
單元二	帶著眼耳鼻去旅行	第 6-10 週
單元三	自我保護小勇士	第 11-15 週
單元四	抗病小高手	第 16-20 週

# 基隆市暖江國小 109 學年度一年級第一學期 健體領域

## 健康課程 沉浸式英語教學 課程架構

週次	單元主題	核心素養	健康課程理念與設計	英語相關知識																								
1-6	主題一 小一新鮮人	<p>體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。</p> <p>健體-E-C1 具備生活中有關運動與健康的道德知識與是非判斷能力，理解並遵守相關的道德規範，培養公民意識，關懷社會。</p>	<p>透過不同的上學方式情境，能學習交通安全知識，自我覺察日常生活中的安全與危險行為，並養成遵守交通規則的習慣；在校園安全方面，教師指導學生認識及熟悉環境，遵守校園規範及遊戲安全，並讓學生了解健康中心的位置及功能。</p>	<p><b>Classroom language:</b></p> <ol style="list-style-type: none"> <li>1. Here. / Not here.</li> <li>2. Stand up. / Sit down.</li> <li>3. Hands up. / Hands down.</li> <li>4. Take out your book / pencil...</li> <li>5. Put away your book / pencil...</li> <li>6. Open / Close your book.</li> <li>7. Look at me.</li> <li>8. Listen to me.</li> <li>9. Who's turn? My turn.</li> <li>10. Line up.</li> <li>11. Good afternoon.</li> <li>12. See you.</li> </ol> <p><b>Key vocabulary:</b></p> <table> <tr> <td>1. school</td> <td>2. walk/ on foot</td> </tr> <tr> <td>3. scooter</td> <td>4. car</td> </tr> <tr> <td>5. safe</td> <td>6. red</td> </tr> <tr> <td>7. yellow</td> <td>8. green</td> </tr> <tr> <td>9. stop</td> <td>10. traffic light</td> </tr> <tr> <td>11. crosswalk</td> <td>12. yiled</td> </tr> <tr> <td>13. wave</td> <td>14. turn</td> </tr> <tr> <td>15. go</td> <td>16. helmet</td> </tr> <tr> <td>17. bus</td> <td>18. seat belt</td> </tr> <tr> <td>19. playground</td> <td>20. slide</td> </tr> <tr> <td>21. run</td> <td>22. hallway</td> </tr> <tr> <td>23. school nurse</td> <td>24. health center</td> </tr> </table>	1. school	2. walk/ on foot	3. scooter	4. car	5. safe	6. red	7. yellow	8. green	9. stop	10. traffic light	11. crosswalk	12. yiled	13. wave	14. turn	15. go	16. helmet	17. bus	18. seat belt	19. playground	20. slide	21. run	22. hallway	23. school nurse	24. health center
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				<p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>Q:How do you go to school? A: I walk to school. / By car. / By bus. / By scooter.</li> <li>Hurry up!</li> <li>Watch out.</li> <li>Q:What color is it? A: It's _____.</li> <li>Q: Is it safe? A: Yes. / No.</li> <li>May I come in?</li> <li>Q: What is it? A: It's _____.</li> <li>Q: Are you OK? A: Yes. / No.</li> </ol>
7-11	主題二 健康小達人	健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。	透過此單元，讓學生了解身體的部位名稱以及養成良好的衛生習慣，並學會如何清潔臉部及身體；此外，小一新生剛入學，最需要幫助學生立刻要解決的生理問題就是上廁所，但是由於學校的蹲式和家庭馬桶式的廁所不相同，又是公廁，致使新生不太習慣而有憋尿和上廁所沒對準的現象，所以在此特別安排學生最感興趣的動畫等教學媒體，搭配觀察討論、實際操作及遊戲的方式，讓學生能在使用廁所過程中體會各行為的意義，建	<p><b>Classroom language:</b></p> <ol style="list-style-type: none"> <li>Sit well.</li> <li>Are you ready?</li> <li>One, two, three, go.</li> <li>Follow me, please.</li> <li>Be quiet, please.</li> <li>Listen to me.</li> <li>Look at the picture.</li> <li>Who's turn? / My turn.</li> <li>Try it again.</li> <li>Good job. / Nice job. / Well done.</li> <li>Please come here.</li> <li>May I go to the restroom?</li> <li>Good afternoon.</li> <li>Goodbye.</li> </ol>

立正確使用廁所及保護自己和尊重他人身體的行為。

**Key vocabulary:**

- |                  |                    |
|------------------|--------------------|
| 1. head          | 2. face            |
| 3. eyes          | 4. nose            |
| 5. mouth         | 6. ears            |
| 7. neck          | 8. shoulders       |
| 9. chest         | 10. hand           |
| 11. finger       | 12. tummy          |
| 13. hips         | 14. knees          |
| 15. foot / feet  | 16. toes           |
| 17. touch        | 18. wash           |
| 19. wet          | 20. soap           |
| 21. rub          | 22. rinse          |
| 23. clean        | 24. dry            |
| 25. men's room   | 26. ladies' room   |
| 27. restroom     | 28. urinal         |
| 29. squat toilet | 30. sitting toilet |
| 31. germs        |                    |

**Sentence:**

1. This is my (head).
2. These are my (eyes).
3. Touch my ( nose).
4. I need to wash my hands.
5. Dry my face.
6. What is it? It's \_\_\_\_\_.

<p>12-16</p>	<p>主題三 我長大了</p>	<p>健體-E-C2 具備同理他人感受，在體育活動和健康生活中樂於與人互動，並與團隊成員合作，促進身心健康。</p>	<p>讓學生藉由自己學習完成許多事，培養成就感並喜歡自己；另外學習如何交朋友，並由共同的嗜好找到學習的好伙伴。 知道遇到不同的事情會產生各種情緒，並能分辨別人的心情，能用言語或表情表達自己的感受，並能選擇喜歡做的事來轉換心情。</p>	<p><b>Classroom English:</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Pick up your pencil.</li> <li>3. Pass the ( ball).</li> <li>4. Hands up. / Hands down.</li> <li>5. Make a circle.</li> <li>6. Great. / Good job.</li> <li>7. Line up, please.</li> <li>8. Good afternoon.</li> <li>9. Try it.</li> <li>10. Take out your (pencil).</li> <li>11. See you.</li> </ol> <p><b>Key vocabulary:</b></p> <table border="0"> <tr> <td>1. feel</td> <td>2. happy</td> </tr> <tr> <td>3. angry</td> <td>4. scared</td> </tr> <tr> <td>5. sad</td> <td>6. sing</td> </tr> <tr> <td>7. dance</td> <td>8. draw</td> </tr> </table> <p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>1. I can _____.</li> <li>2. What happened?</li> <li>3. Q: How do you feel? A: I feel (happy).</li> <li>4. Q: Are you OK? A: Yes. / No.</li> <li>5. Q: What can you do? A: I can _____.</li> </ol>	1. feel	2. happy	3. angry	4. scared	5. sad	6. sing	7. dance	8. draw
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17-20	<p>主題四 活力加油站</p>	<p>健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。</p>	<p>讓學生了解吃早餐的重要性並學會選對早餐食物，另外認識食物對身體的重要性，進而養成吃好食物的習慣。</p>	<p><b>Classroom English:</b></p> <ol style="list-style-type: none"> <li>1. Take out your book.</li> <li>2. Look at the picture.</li> <li>3. Hands up. / Hands down.</li> <li>4. Speak loudly, please.</li> <li>5. Listen carefully.</li> <li>6. Be quiet, please.</li> <li>7. It's your turn.</li> <li>8. Try it.</li> <li>9. Excellent. / Ausome.</li> <li>10. Pick up ypur pencil.</li> <li>11. Check the pictures.</li> <li>12. Circle the pictures.</li> <li>13. Time's up.</li> <li>14. Good afternoon.</li> <li>15. See you.</li> <li>16. Are you ready?</li> </ol> <p><b>Key vocabulary:</b></p> <table style="width: 100%; border: none;"> <tr> <td>1. breakfast</td> <td>2. porridge</td> </tr> <tr> <td>3. hamburger</td> <td>4. sandwich</td> </tr> <tr> <td>5. rice</td> <td>6. bread</td> </tr> <tr> <td>7. milk</td> <td>8. juice</td> </tr> <tr> <td>9. soybean milk</td> <td>10. yogurt</td> </tr> <tr> <td>11. water</td> <td>12. fried chicken</td> </tr> <tr> <td>13. drink</td> <td>14. egg</td> </tr> <tr> <td>15. eat</td> <td>16. thirsty</td> </tr> <tr> <td>17. hungry</td> <td>18.vegetables</td> </tr> <tr> <td>19. fruit</td> <td>20. healthy</td> </tr> <tr> <td>21. unhealthy</td> <td>22. tired</td> </tr> <tr> <td>23. energy</td> <td></td> </tr> </table>	1. breakfast	2. porridge	3. hamburger	4. sandwich	5. rice	6. bread	7. milk	8. juice	9. soybean milk	10. yogurt	11. water	12. fried chicken	13. drink	14. egg	15. eat	16. thirsty	17. hungry	18.vegetables	19. fruit	20. healthy	21. unhealthy	22. tired	23. energy	
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				<p><b>Sentence:</b></p> <ol style="list-style-type: none"><li>1. It's healthy / unhealthy.</li><li>2. Q: What do you like? A: I like _____.</li><li>3. Q: What did you eat? A: I ate _____.</li><li>4. Q: Do you like _____? A: Yes, I do. / No, I don't.</li></ol>
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基隆市暖江國小 109 學年度一年級第二學期 健體領域

健康課程 沉浸式英語教學 課程架構

週次	單元主題	核心素養	健康課程理念與設計	英語相關知識																
1-5	主題一 飲食面面觀	<p>健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。</p> <p>健體-E-B1 具備運用體育與健康之相關符號知能，能以同理心應用在生活中的運動、保健與人際溝通上。</p>	<p>讓學生認識平日所食用的六大類食物及其功能，並引導願意調整自己的飲食內容，每一類食物都攝取，養成良好的用餐以及珍惜食物的好習慣，此外，指導學生了解食物消化的過程，在日常生活中培養健康習慣並正常排便。</p>	<p><b>Classroom language:</b></p> <ol style="list-style-type: none"> <li>1. Here. / Not here.</li> <li>2. Stand up. / Sit down.</li> <li>3. Hand up. / Hands down.</li> <li>4. Take out your book / pencil...</li> <li>5. Put away your book / pencil...</li> <li>6. Open / Close your book.</li> <li>7. Look at me.</li> <li>8. Listen to me.</li> <li>9. It's your turn.</li> <li>10. Line up.</li> <li>11. Good afternoon.</li> <li>12. See you.</li> <li>13. Circle the pictures.</li> </ol> <p><b>Key vocabulary:</b></p> <table border="0"> <tr> <td>1. six food groups</td> <td>2. breakfast</td> </tr> <tr> <td>3. lunch</td> <td>4. dinner</td> </tr> <tr> <td>5. meat and beans</td> <td>6. grains</td> </tr> <tr> <td>7. fruits</td> <td>8. vegetables</td> </tr> <tr> <td>9. dairy</td> <td>10. oils</td> </tr> <tr> <td>11. mouth</td> <td>12. esophagus</td> </tr> <tr> <td>13. stomach</td> <td>14. intestine</td> </tr> <tr> <td>15. poo- poo</td> <td>16. exercise</td> </tr> </table> <p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>1. Q: Is (cheese) dairy? A: Yes, it is. / No, it's not.</li> <li>2. Q: Are (apples) fruit? A: Yes, they are. / No, they're not .</li> </ol>	1. six food groups	2. breakfast	3. lunch	4. dinner	5. meat and beans	6. grains	7. fruits	8. vegetables	9. dairy	10. oils	11. mouth	12. esophagus	13. stomach	14. intestine	15. poo- poo	16. exercise
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<p>6-10</p>	<p>主題二 帶著眼耳鼻 去旅行</p>	<p>健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。</p> <p>健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。</p> <p>健體-E-A3 具備擬定基本的運動與保健計畫及實作能力，並以創新思考方式，因應日常生活情境。</p>	<p>透過故事與體驗活動，讓學生了解眼耳鼻的功能與重要性，並引導學生知道愛護眼耳鼻的方法及保健方法，且積極實踐。</p> <p>此外，教導學生當眼耳鼻有不適的症狀時，一定要去相關診所檢查。</p>	<p><b>Classroom language:</b></p> <ol style="list-style-type: none"> <li>1. Sit well.</li> <li>2. Are you ready?</li> <li>3. One, two, three, go.</li> <li>4. Listen carefully.</li> <li>5. Be quiet, please.</li> <li>6. It's your turn.</li> <li>7. Look at the picture.</li> <li>8. Check the pictures.</li> <li>9. Try it .</li> <li>10. Good job. / Nice job. / Well done.</li> <li>11. Please come here.</li> <li>12. Time's up.</li> <li>13. Good afternoon.</li> <li>14. Goodbye.</li> </ol> <p><b>Key vocabulary:</b></p> <table border="0"> <tr> <td>1. eyes</td> <td>2. nose</td> </tr> <tr> <td>3. ears</td> <td>4. see</td> </tr> <tr> <td>5. smell</td> <td>6. hear</td> </tr> <tr> <td>7. doctor</td> <td>8. habit</td> </tr> <tr> <td>9. wear mask</td> <td>10. stuffy nose</td> </tr> </table> <p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>1. I can see with my eyes.</li> <li>2. I can smell with my nose.</li> <li>3. I can hear with my ears.</li> <li>4. Q: What do you see? A: I see _____.</li> <li>5. Q: What do you smell? A: I smell _____.</li> <li>6. Q: What do you hear? A: I hear _____.</li> <li>7. It's a good / bad habit.</li> <li>8. _____ is good for our (eyes).</li> </ol>	1. eyes	2. nose	3. ears	4. see	5. smell	6. hear	7. doctor	8. habit	9. wear mask	10. stuffy nose
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11-15	<p>主題三 自我保護 小勇士</p>	<p>健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。</p> <p>健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。</p> <p>健體-E-A3 具備擬定基本的運動與保健計劃及實作能力，並以創新思考方式，因應日常生活情境。</p>	<ol style="list-style-type: none"> <li>1. 讓學生知道自己能接受和不能接受的身體碰觸。</li> <li>2. 能知道身體的隱私處。</li> <li>3. 能知道保護自己的方法。</li> <li>4. 能知道隱私處遭受侵犯時的求助方法</li> <li>5. 透過情境討論，知道危險可能發生的地點，並知道遇到危險時該如何因應。</li> </ol>	<p><b>Classroom English:</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Pick up your pencil.</li> <li>3. Hello./ Hi.</li> <li>4. Hands up. / Hands down.</li> <li>5. Paint green / red.</li> <li>6. Great. / Good job.</li> <li>7. Line up, please.</li> <li>8. Good afternoon.</li> <li>9. Try it.</li> <li>10. Take out your (pencil).</li> <li>11. See you.</li> </ol> <p><b>Key vocabulary:</b></p> <table border="0"> <tr> <td>1. feel</td> <td>2. touch</td> </tr> <tr> <td>3. wave hands</td> <td>4. shake hands</td> </tr> <tr> <td>5. hug</td> <td>6. head</td> </tr> <tr> <td>7. shouder</td> <td>8. chest</td> </tr> <tr> <td>9. hand</td> <td>10.tummy</td> </tr> <tr> <td>11. hips</td> <td>16. privacy</td> </tr> <tr> <td>13. leg</td> <td>14. green</td> </tr> <tr> <td>15. red</td> <td>16. safe</td> </tr> <tr> <td>17. unsafe</td> <td></td> </tr> </table> <p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>1.Q: How do you feel? A: I feel good / bad.</li> <li>2. Please don't touch my _____.</li> <li>3. I can ask for help.</li> <li>4. I can say " No".</li> </ol>	1. feel	2. touch	3. wave hands	4. shake hands	5. hug	6. head	7. shouder	8. chest	9. hand	10.tummy	11. hips	16. privacy	13. leg	14. green	15. red	16. safe	17. unsafe	
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<p>16-20</p>	<p>主題四 抗病小高手</p>	<p>健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。</p> <p>健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。</p> <p>健體-E-C1 具備生活中有關運動與健康的道德知識與是非判斷能力，理解並遵守相關的道德規範，培養公民意識，關懷社會。</p>	<p>強化學生的健康常識，知道身體不舒服時，應該告訴教師（在學校）、爸媽或家人（在家），進行適切的處理方式，並建立儘快就醫的醫療觀念。藉由圖片說明身體出現的一些異相（口破、出疹、水疱、嗜睡等），讓學生更容易了解感染腸病毒的症狀說明感染腸病毒的居家照護要點，讓學生學習正確的照護方法，日後，在自己或家人感染腸病毒時，能表現出促進健康的行為。</p>	<p><b>Classroom English:</b></p> <ol style="list-style-type: none"> <li>1. Take out your book.</li> <li>2. Look at the picture.</li> <li>3. Hands up. / Hands down.</li> <li>4. Speak loudly, please.</li> <li>5. Listen carefully.</li> <li>6. Be quiet, please.</li> <li>7. It's your turn.</li> <li>8. Try it.</li> <li>9. Excellent. / Ausome.</li> <li>10. Pick up ypur pencil.</li> <li>11. Check the pictures.</li> <li>12. Circle the pictures.</li> <li>13. Time's up.</li> <li>14. Good afternoon.</li> <li>15. See you.</li> <li>16. Are you ready?</li> </ol> <p><b>Key vocabulary:</b></p> <table border="0"> <tr> <td>1. sick</td> <td>2. dizzy</td> </tr> <tr> <td>3. headache</td> <td>4. sore throat</td> </tr> <tr> <td>5. health center</td> <td>6. school nurse</td> </tr> <tr> <td>7. mask</td> <td>8. sneeze</td> </tr> <tr> <td>9. doctor</td> <td>10. hospital</td> </tr> <tr> <td>11. medicine</td> <td>12. have a cold</td> </tr> <tr> <td>13. enterovirus</td> <td>14. cough</td> </tr> <tr> <td>15. runny nose</td> <td>16. tired</td> </tr> </table> <p><b>Sentence:</b></p> <ol style="list-style-type: none"> <li>1. Q: What's wrong? A: I have _____.</li> <li>2. Q: Are you OK? A: Yes. / No.</li> <li>3. Take a rest.</li> <li>4. Have some water.</li> <li>5. Stay at home.</li> <li>6. Take some medicine.</li> <li>7. Go to see a doctor.</li> <li>8. Wash your hands</li> </ol>	1. sick	2. dizzy	3. headache	4. sore throat	5. health center	6. school nurse	7. mask	8. sneeze	9. doctor	10. hospital	11. medicine	12. have a cold	13. enterovirus	14. cough	15. runny nose	16. tired
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