

## 臺北市 108 學年度國民中小學英語融入領域教學素養導向教案設計

## 臺北市（\_文山\_區）\_辛亥\_國小

課程名稱	消防尖兵		融入學科領域	健康
教材來源	南一		教案設計者	王品儒
實施年級	四年級		授課時間	共 4 節，160 分鐘
教學設計理念	將健康融入英語領域，透過圖片策略與真實情境讓學生思考與討論，面對誘人的廣告促銷，該如何做正確決定。有哪些步驟可以幫助自己對於促銷能暫緩腳步仔細思考再做正確決定。綜合活動的部分，每個小組針對不同的促銷廣告情境，進行「停、看、聽」三步驟的討論與練習並上台角色扮演			
學科核心素養對應內容	總綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作		
	領綱	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。		
學科學習重點	學習表現	[健體領域] 3b-III-3 能於引導下，表現基本的決策與批判技能。 3b-III-4 能於不同的生活情境中，運用生活技能。		
	學習內容	[健體領域] Eb-III-1 健康消費資訊與媒體的影響。 Eb-III-2 健康消費相關服務與產品的選擇方法。		
學生先備知識	學生已經會一些英語:sales, cheap, buy, free			
學科單元學習目標	學生能分辨不同的促銷活動是否值得消費 學生能運用本課教的「三個步驟」來進行思考 學生能合作小組討論並進行角色扮演 學生能依照老師給的語境回答關鍵字句			
語言	Language of learning			
	學生能聽、說關鍵的單字例如: sales, buy, cheap, expensive, free, discount			

學習目標	學生能使用句子如 “Buy one get one free.” “It’s <u>cheap</u> ” “It’s on sales” “It’s 50% off”來表達 Is it worth spending the money? Do I really need it? Where is this DM from? I should ask for some advices.	
	Language <i>for</i> learning (language skills)	
	I will buy it because..... I won’t buy it because.....	
	Language <i>through</i> learning	
中文 使用時機	For teacher	For students
	孩子有問題可以用提出，老師會依照學生的程度與狀況使用中文做解釋	對於學科以外的內容，卻不知如何表達，可以用中文表達
與其他領域/ 學科的連結	健康	
議題融入 (無則免填)	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input checked="" type="checkbox"/> 安全教育 <input checked="" type="checkbox"/> 防災教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 原住民族教育	
學習情境與 動機引發	提供問題情境讓學生思考與討論。	
教學策略	討論、實作、講述、小組合作	
特色教學	<input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 實驗 <input type="checkbox"/> 美工（含繪畫等） <input type="checkbox"/> 田野調查 <input type="checkbox"/> 資訊融入 <input type="checkbox"/> 肢體（舞蹈、戲劇、體育…等） <input type="checkbox"/> 電影 <input type="checkbox"/> 其他，請說明_____	
教學資源及 器材	ppt、電腦、情境問題單	

教學流程		
教師及學生	時間	評量方式
<p style="text-align: center;"><b>準備活動</b></p> <p>1. Teacher shows two pictures of people dealing with fire, one is panic, one is calm and alert. Ask students, when you find there is a fire happening, how would you be? A or B?</p> <p>2. Ask students, have you ever been a fire before? Let students share their experiences.</p> <p>3. Yes, today we are going to learn what to do when there is a fire happening.</p>	5 minutes	口說評量
<p style="text-align: center;"><b>發展活動</b></p> <p>1. Teacher says “ it is reported that there is at least one fire happened in one’s lifetime. So it is very important to know what you should do when a fire happened.”</p> <p>2. Teacher then asks students, “First, what should you do?” “Yes, call the 911. In Taiwan, we call the 119.” “So what would you say to the the firefighter?”</p> <p>3. Now I give you 5 minutes to discuss with your team. List 3-4 points that you’ll tell the firefighter on the mini whiteboard. Times up, show your answer to the class and read them. First, you can say “fire! Fire!” Next, report the address. You can say “ we are at .....” Then, report more specifically. You can say “ the building is a two story building. The fire is at the second floor. A grandma live in this house.” Finally, report yourself. Who are you. You can say “I am ...I am her neighbor.”</p>	15 mins	口說評量
<p><b>綜合活動 Role-play</b></p> <p>Now, you can practice with your partner. Role play for three times. Later, I will ask a team to do the role play to the class.</p>		
<p><b>Wrap up</b></p> <p>Teacher conclude</p>	1 minute	口頭評量
<p><b>參考資料</b></p>	南一健康四上	

教學流程 (第二節)		
教師及學生	時間	評量方式
<p style="text-align: center;"><b>準備活動</b></p> <p>1. Teacher says hello to the class.</p> <p>2. Last time we talk about the scary fire, right? When you found someone's house is on fire, you can call……(students answer 119) and what are the steps when you call the 119?</p> <p>Teacher says “because fire is so horrible, so we need to prevent it as much as possible. Now, I'm going to show you some pictures, look carefully at the picture and tell me what you see.”</p>	6 minutes	活動評量
<p style="text-align: center;"><b>發展活動</b></p> <p>1. Teacher shows some pictures of living room, bathroom, or kitchen.</p> <p>2. Let students observe the pictures and find some potential places that could cause fire. For example, the candles on the shrine are dangerous. The fire on the stove is dangerous.</p> <p>3. Teacher says “ except for these potential dangerous things, we should also check the escape routes. Now I will show you some other pictures. You observe carefully and tell me which places should be removed. For example, the boxes by the door.</p> <p>4. Yes, and there are also some equipments we should prepare in our houses in case there are fire. Remember, when there is fire, it will be more easier to put off than a big fire. So we need to prepare……( students might say fire extinguisher)</p> <p>5. Yes, but it will be a pity if we don't know how to use it. So, now we are going to learn how to use a fire extinguisher correctively.</p> <p>6. Teacher plays a short video about how to use a fire extinguisher. There will be four steps:(1) pull (2) aim (3) press (4) spray</p>	18 minutes	口說評量
<p><b>★Activity</b></p> <p>Teacher take out a fire extinguisher, ask student to practice the steps of using a fire extinguisher in turn. When they practice, they also have to say the four steps at the same time.</p>	14 minutes for activity1	口說評量 活動評量
<p><b>Wrap up</b></p> <p>Teacher concludes what students learned by asking questions.</p>	2 minute	口說評量

參考資料	南一健康四上
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教學流程 (第三節)		
教師及學生	時間	評量方式
<p style="text-align: center;"><b>準備活動</b></p> <p>1. Teacher says hello. 2. Teacher review the four steps of using a fire extinguisher.</p>	6 minutes	活動評量
<p style="text-align: center;"><b>發展活動</b></p> <p>1. Teacher asks “everyone, does the fire extinguisher always work”, students might says “yes or no”. Teacher then says “of course, fire extinguisher does not always work. So we should prepare for the worst. If the fire is too big, we should “RUN!”. But we cannot run randomly. We need to be calm and find a quick and safe way to get out of the fire ground. 3. So now we need to practice how to make a escape plan. Teacher shows a floor plan. And ask student to think, if the fire is in the kitchen, you can..... Let students discuss. If the fire is in the living room, you can.....</p>	18 minutes	口說評量
<p><b>★Activity</b> Make a escape plan for yourself.</p>	14 minutes for activity1	口說評量 活動評量
<p><b>Wrap up</b> Teacher concludes what students learned by asking questions.</p>	2 minute	口說評量
參考資料	南一健康四上	

教學流程 (第四節)		
教師及學生	時間	評量方式
<p style="text-align: center;"><b>準備活動</b></p> <p>1. Teacher says hello.</p> <p>4. Teacher says “Fire scene is very horrible and scary. In case it happens, we need to prepare for the worst. For example, we can check our home, make the aisle clear, or check our fire alarms. Also, we need to prepare....( students answer fire extinguishers) and we need to know where we put them.”</p> <p>5. “ But remember at the fire ground, the situation change very fast. So the right decision could change our lives. We need to observe the situation and think of the most right way to do to save our and our family lives.</p> <p>6. Then teacher plays a short video about fire escape.</p>	6 minutes	活動評量
<p style="text-align: center;"><b>發展活動</b></p> <p>1. Teacher asks some quick questions from the video.</p> <p>2. Teacher says “ if the fire is not too big, you can use what the put it of? ( fire extinguisher)</p> <p>3. Then teacher says “ if the fire extinguisher is not working, we need to..... ( call your family or neighbors and also call 199)</p> <p>4. Run as soon as quickly. Find the exit and do not use the elevator.</p> <p>5. But if it is too late, what should we do? Go discuss with your team and write down your plan.</p>	18 minutes	口說評量
<p><b>★Activity</b></p> <p>1. Teacher asks students to share their discussion.</p> <p>2. Teacher reveals the correct answer ( 1.run into your room, 2.close the door, 3.block the door crack with a wet towel 4. Call for help. Letting others know that you are waiting for help.)</p>	14 minutes for activity1	口說評量 活動評量
<p><b>Wrap up</b></p> <p>Teacher concludes what students learned by asking questions.</p>	2 minute	口說評量
<p><b>參考資料</b></p>	南一健康四上	