

宜蘭縣中興國小 109 學年度第一學期

教育部沉浸式英語教學特色學校 三年級英語融入綜合活動領域課程架構及教案

一、綜合活動沉浸式英語教學課程架構

本計畫以三年級一個班，綜合活動(翰林版)規劃相關課程，內容如下：

1、綜合領域教學單元主題與週次

主題單元	名稱	教學週次
一	當我們同在一起	第 1~4 週
二	情緒萬花筒	第 5~12 週
三	玩興趣現專長	第 13~18 週
四	為自己加油	第 19~20 週

2、英語融入綜合領域教學十二年國教素養導向

核心 素養 Core Competencies	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(課)綱	<p>【綜合領域】</p> 綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 綜-E-A2 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。 綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。 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。 <p>【英語領域】</p> 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，精進個人能力。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學詞彙及句型進行簡易日常溝通。 英-E-C2 積極參與課內小組學習活動，培養團隊合作素養。
學習重點	學習表現	<p>【綜合領域】</p> 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。

		<p>1a-III-1 欣賞並接納自己與他人。</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>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】</p> <p>1- II -8 能聽懂簡易的教室用語。</p> <p>1- II -9 能聽懂簡易的日常生活用語。</p> <p>1- II -10 能聽懂簡易句型的句子。</p>
	<p>學習內容</p>	<p>【綜合領域】</p> <p>Aa-II-1 自己能做的事。</p> <p>Aa-II-2 自己感興趣的人、事、物。</p> <p>Aa-II-3 自我探索的想法與感受。</p> <p>Aa-III-1 自己與他人特質的欣賞及接納。</p> <p>Aa-III-2 對自己與他人悅納的表現。</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>Ba-III-3 正向人際關係的建立。</p> <p>【英語領域】</p> <p>Ac- II -7 簡易的教室用語</p> <p>Ac- II -8 簡易的生活用語</p>

3、英語融入綜合領域教學單元理念與重點

週次	主題	綜合領綱	綜合課程理念與設計	英語相關知識 content vocabulary
1-4	當我們同在一起	綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。	藉由自我介紹，增加對彼此的認識，以促進班級適應並透過班級幹部自我推薦活動，讓兒童了解自己的專長及各行各業並對未來職業的想像，並從體驗活動中，體驗合作學習與負責的重要性。	<p><u>Sentence Pattern</u></p> <p>What's your name?</p> <p>My name is_____.</p> <p>How old are you?</p> <p>I'm <u>8</u> years old.</p> <p>What's your favorite color?</p> <p>My favorite color is pink.</p> <p>What color do you like?</p> <p>I like pink.</p> <p>What's your favorite activity?</p> <p>My favorite activity is playing.</p> <p>What do you like to do?</p> <p>I like to play.</p>

				<p>What's your favorite animal? Rabbit is my favorite animal. What animal do you like? I like rabbit. What's your favorite food? My favorite food is chicken. What food do you like? I like chicken. How to make it better? We can make a plan for everyone. We can succeed by working together. By teamwork. Respect. Listen What do you want to be when you grow up? I want to be a dentist when I grow up. I want to be a teacher.</p> <p><u>Vocabulary</u> name, year, old, color: blue, green, red, pink, yellow, orange , favorite, job: artist, carpenter, farmer, dancer, hairdresser, pilot, scientist, singer, police officer, firefighter, doctor, nurse, teacher, engineer,</p>
5-12	情緒萬花筒	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。	透過兒童生活經驗及情境討論的過程，覺察自我的情緒，認識情緒引發的原因並探索情緒處理的適當方法。	<p><u>Sentence Pattern</u> How are you feeling today? I'm feeling great. How do you feel? I feel happy. What happened? Why? I feel angry when my sister takes my toy. I feel happy because I win in a game. What can you do when you feel angry?</p>

				<p>When I feel <u>angry</u>, I can <u>listen to music</u>.</p> <p>What can you do when you have negative feelings? I can ride a bike.</p> <p><u>Vocabulary</u> emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful, lonely joy, anger, fear, disgust, sadness negative, positive</p>
13-18	玩興趣 現專長	<p>綜-E-A2</p> <p>探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p>	<p>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。</p>	<p><u>Sentence Pattern</u> 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?</p> <p><u>Vocabulary</u> 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</p>

				ride/riding a bike play/playing the piano 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
19-20	為自己加油	綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。	藉由經驗分享，讓兒童在自我覺察、分享自己的進步中認識自己，透過情境引導認識他人眼中的自己，面對自己的缺點、短處，能藉由分享、討論後正向面對自己的不足，並找到因應之道	<p><u>Sentence Pattern</u></p> What kind of person do you think you are? I'm <u>brave</u> . My strength/weakness is ____. How can you be better? I can try to ____. I'm/You're..... 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. <p><u>Vocabulary</u></p> nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful, outgoing, active, brave

二、綜合領域沉浸式英語教學教案設計-

主題一

主題名稱	當我們同在一起	教學設計者	藍培綸、吳雅惠、洪苾瑄	
教學對象	三年級第一學期	教學節次	4 節課(160 分鐘)	
能力指標	3-2-1 參加團體活動，並能適切表達自我、與人溝通。			
學習目標	<p>1. 能藉由自我介紹活動，增加對彼此的認識。</p> <p>2. 透過自我介紹讓學生了解自己的專長及各行各業並對未來職業的想像。</p>			
教學方法	討論教學法、分組合作學習			
英語學習	vocabulary	sentences		
	name, year, old, color: blue, green, red, pink, yellow, orange, favorite, job: artist, carpenter, farmer, dancer, hairdresser, pilot, scientist, singer, police officer, firefighter, doctor, nurse, teacher, engineer	<p>1. What's your name? My name is _____.</p> <p>2. How old are you? I'm 8 years old.</p> <p>3. What's your favorite color? My favorite color is <u>pink</u>.</p> <p>4. What color do you like? I like <u>pink</u>.</p> <p>5. What's your favorite activity? My favorite activity is <u>playing</u>.</p> <p>6. What do you like to do? I like to <u>play</u>.</p> <p>7. What's your favorite animal? <u>Rabbit</u> is my favorite animal.</p> <p>8. What animal do you like? I like <u>rabbit</u>.</p> <p>9. What's your favorite food? My favorite food is <u>chicken</u>.</p> <p>10. What food do you like? I like <u>chicken</u>.</p> <p>11. How to make it better? We can make a plan for everyone.</p> <p>12. We can succeed by working together. By teamwork. Respect. Listen</p> <p>13. What do you want to be when you grow up?</p> <p>14. I want to be a <u>dentist</u> when I grow up.</p>		
教學活動		教學時間	教具	評量
<p>第一節</p> <p>一、引起動機</p> <p>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？</p> <p>--Teacher: It's the new semester. What do you know about your classmates? Any new discovery to share with your classmates?</p> <p>二、發展活動</p> <p>體驗活動活動一：製作自我介紹花瓣卡</p>		5		
		25	自我介紹花瓣卡	小組合作



請學生針對自我介紹卡上的五個花瓣回答問題。

--Teacher: 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 your answers on each of the petals.

1. How old are you? I'm 8 years old.
2. What's your favorite color? My favorite color is pink. What color do you like? I like pink.
3. What's your favorite activity? My favorite activity is playing. What do you like to do? I like to play.
4. What's your favorite animal? Rabbits are my favorite animals. What animal do you like? I like rabbits.
5. What's your favorite food? My favorite food is 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》。

--Teacher: Find your partners and ask 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.

三、綜合活動

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。

--Teacher: How do you feel when your classmates have the same interests? What can that help you?

--Students: I feel excited. We can do it together.

第一節結束 End of the 1st class

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歌曲音樂

發表

聆聽

發表

實作評量

<p>第二節</p> <p>一、引起動機</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。</p> <p>--Teacher: Let's see how well you know about your classmates. I'll show you the self-introduction flower card and guess who that is?</p>	5	「自我介紹花瓣卡」簡報	
<p>二、發展活動</p> <p>活動一：報紙運球</p> <p>1.請全班分為4組，每兩人面對面一起拉著半開的報紙，以報紙運球。</p> <p>--Teacher: You will be divided into 4 groups, and please use your newspapers to pass the ball.</p> <p>2.教師在兩公尺外放一桶子做為終點，同學需將球從起點運到終點。</p> <p>--Teacher: You need to pass the ball into the basket.</p> <p>3.活動進行時，球不能落地，否則必須重新開始。</p> <p>--Teacher: You can't let your ball fall on the ground.</p> <p>4.小組須在兩分鐘之內盡可能將起點的球全數運到終點。</p> <p>--Teacher: You need to pass as many balls as you can in two minutes. Then you win the game.</p>	15	報紙 球 桶子	小組合作
<p>活動二：問題討論</p> <p>請學生嘗試是否有其他方法，可以傳得更好更快。</p> <p>--Teacher: Do you have other ways to pass it faster?</p> <ul style="list-style-type: none"> ✓ How to make it better or faster? ✓ What do you see? Students: Some are arguing. Some work very well. ✓ How do you feel? S: I don't feel good. I feel good. ✓ What do you do? S: We can plan everyone's work first. ✓ Do you think your team succeed or fail? Students have various answers. ✓ What do you think? S: We can do it better next time. 	10	小白板 白板筆	小組討論
<p>三、綜合活動</p> <p>1.老師請學生思考為什麼改善後的方法能夠傳得更快。</p> <p>2.老師針對學生的回答，歸納合作的重要性。</p> <p>3.老師請學生討論還有什麼事情是可以藉由合作來做得更好。</p> <p>4.教師統整本節課的內容。</p> <p>--Teacher: How to finish work better? By Team work. Work Together.</p> <p>--Students: We need to cooperate. We need to work together.</p>	10		

--Teacher: How to solve problems or communicate with other people? We need to Respect and Listen.

--Teacher: What else can we accomplish by working together?
We can succeed by Team Work. Respect. Listen

第二節結束 End of the 2nd class

第三節

一、引起動機

老師以本單元第一節課的「自我介紹五花瓣卡」說明自己的興趣，長大後來成為現在的自己，來引起動機。

--Teacher: Hello, I'm _____. I like to learn English when I was little. I like to travel and enjoy great food when I grow up. I become a teacher now.

二、發展活動

活動一：介紹各行各業 Jobs

1. 老師複習並提問學生自己喜歡做的事，未來可以從事何種工作？學生長大後想成為什麼樣的人？未來想做什麼樣的工作？

--Teacher: What about you? Jocelyn, you like to help people. What do you want to be when you grow up? You can become a doctor.

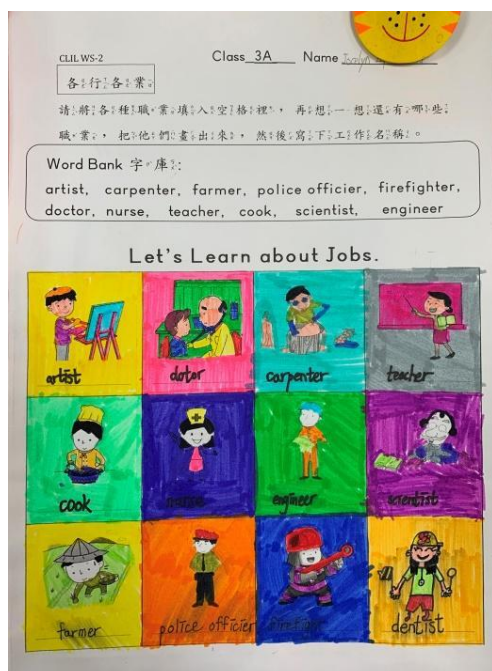
2. 接著播放”What do you want to be?” 與”Jobs” 影片。

--Teacher: We are going to watch videos about What you want to be when you grow up? What kind of job do you want to have?

活動二：各行各業學習單

先討論學生在自己生活環境中較常接觸到的各行各業，再加入學生未來想要從事的職業。

1. 老師歸納學生的回饋，課堂完成「各行各業」學習單。



3

自我介紹
花瓣卡

聆聽

7

教學影片

口頭評量

15

學習單

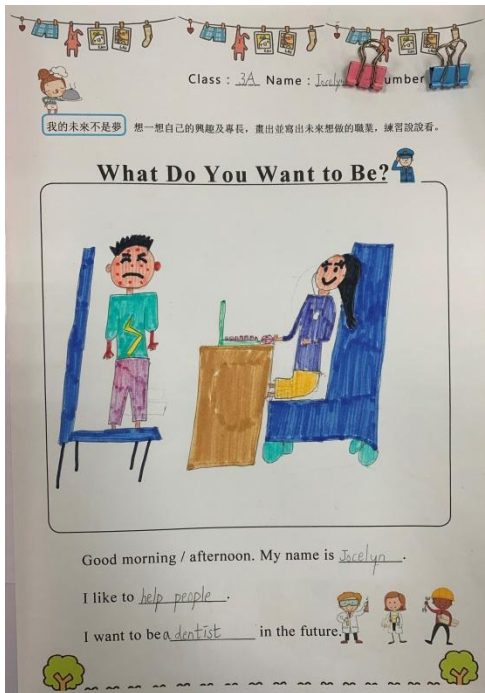
檔案評量
小組討論

三、綜合活動

「我的未來不是夢」：老師請學生想一想自己的興趣，畫出、寫出並跟同學分享介紹未來想做的職業 “What do you want to be?” “學習單。

--Teacher: Think about what you like to do and what you want to be when you grow up? Draw and write it down to share with class your future job.

--Student: Good morning. My name is Jocelyn. I like to help people. I want to be a dentist in the future.



第三節結束 End of the 3rd class

第四節

一、引起動機

為了達成理想班級的目標，除了班級幹部每個人都能夠認真負責自己的工作外，還有什麼事是我們可以努力的呢?

二、發展活動

活動一：Minions: Classroom Rules 觀賞小小兵影片

1. 播放小小兵影片 Classroom Rules
<https://en.islcollective.com/video-lessons/classroom-rules-comprehension-questions>
2. 討論與釐清規矩的原因與目的 Discuss classroom rules
 - 1) No food.
 - 2) Be a good friend.
 - 3) Control bodily functions.
 - 4) Always follow directions and listen to the teacher.
 - 5) Don't tease or bully others.
 - 6) Don't waste time when you leave the room.

15

學習單

口頭評量
檔案評量
實作評量

5

10

教學影片

<p>7) Keep your hands to yourself. 8) Respect other learners by not disrupting. 9) Be supportive when working in groups. 10) Ask for help when you need it.</p> <p>--Teacher: Why do we need to make class rules? Is that important? Why?</p>			
<p>活動二：班級公約制訂討論</p> <p>1.老師請小組討論各小組認為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。</p> <p>2.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。</p> <p>3.全班票選出重要的班級公約。</p> <p>4.全班共同訂定"班級公約"，並製作海報及檢核表。</p> <p>--Teacher:</p> <p>1. We are going to make our classroom rules. Please list three most important rules for our class that everyone has to follow.</p> <p>2. Please share your ideas with the class and put the results on the blackboard.</p> <p>3. 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 hand before you speak.</p>	15	小白板 白板筆 海報	小組討論 小組合作 發表與聆聽
<p>三、綜合活動</p> <p>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。</p> <p>--Teacher: This checkup form is our classroom rules which you voted and we made it together. Please follow the rules for a week.</p> <p>第四節結束 End of the 4th class</p>	5	檢核表	實作評量

主題二

主題名稱	情緒萬花筒	教學設計者	藍培綸、吳雅惠、洪苾瑄
教學對象	三年級上學期	教學節次	8 節課(320 分鐘)
能力指標	1-2-3 辨識與他人相處時自己的情緒		
學習目標	1.能瞭解情緒的由來和情緒的種類。 2.能覺察自己與他人相處時的情形。 3.能發現自己與他人相處時的情緒。 4.能適當的處理自己與他人相處的情緒。		
教學方法	討論教學法、分組合作學習、角色扮演		
英語學習	vocabulary	sentences	
	emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful joy, anger, fear, disgust, sadness negative, positive	How are you feeling today? I'm feeling <u>great</u> . How do you feel? I feel <u>happy</u> . What happened? Why? I feel <u>angry</u> when <u>my sister takes my toy</u> . I feel <u>happy</u> because I <u>win in a game</u> . What can you do when you feel <u>angry</u> ? When I feel <u>angry</u> , I can <u>listen to music</u> .	

課程安排	第一節	情緒 Emoji 急轉彎	
	第二節		
	第三節	情緒剝皮術	
	第四節	大鬧野獸國	
	第五節	情緒實境秀	
	第六節	Mr. & Ms. Face Off 變臉秀	
	第七節	情緒分類罐	
	第八節	情緒轉念站	

教學活動	教學時間	教具	評量
<p>第一節 情緒 Emoji 急轉彎</p> <p>一、引起動機</p> <p>詢問學生今天的情緒如何？</p> <p>播放《腦筋急轉彎》（Inside Out）電影預告短片。</p> <p>--Teacher: How are you feeling today? We are going to watch some emotions from the movie clip “Inside Out”.</p> <p>二、發展活動</p> <p>活動一：影片《腦筋急轉彎》（Inside Out）討論</p> <p>1. Inside Out 的各個主角代表什麼情緒？</p> <p>--Teacher: What emotions do they represent?</p> <p>They represent: Joy is similar to happy/excited. Fear is similar to being scared. Anger is similar to angry/mad. Disgust is similar to hate/dislike. Sadness is similar to crying/feeling bad.</p> <p>2.我們的大腦有哪些情緒？他們特色是什麼？</p> <p>--Teacher: What emotions live inside our mind? What are their characteristics?</p> <p>活動二：影片《表情符號電影》（The Emoji Movie）討論</p> <p>1.播放《表情符號電影》（The Emoji Movie）電影短片</p> <p>2.除了《腦筋急轉彎》討論的情緒外，還有哪些情緒？</p> <p>--Teacher: Apart from joy, fear, anger, disgust, and sadness we saw from Inside Out. What other emotions do we have? Let’s watch The Emoji Movie and think about what emotions are there in the movie?</p> <p>三、綜合活動</p> <p>總結：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>--Teacher: We have many kinds of emotions. Emotions can be “positive” or “negative”. We have to learn how to handle these emotions properly.</p> <p>第一節結束 End of the 1st class</p>	<p>5</p> <p>15</p> <p>15</p> <p>5</p>	<p>短片</p> <p>Inside out 情緒人物圖</p>	<p>小組合作發表與聆聽</p> <p>問答：能說出情緒的由來和情緒的種類。</p> <p>自評：能瞭解情緒的由來和情緒的種類。</p> <p>小組合作討論、發表與聆聽</p>

<p>第二節 情緒 Emoji 急轉彎</p> <p>一、引起動機</p> <p>我們有許多的情緒，讓我們來想想，在《腦筋急轉彎》(Inside Out) 小女孩 Riley 頭腦的指揮中心，有多少情緒？為何產生這些情緒？這些情緒是正面的、負面的？它們會互相衝突嗎？</p> <p>--Teacher: We have so many emotions in our mind. The emotions live in Headquarters, the control center inside Riley's mind. Why? Are those emotions positive or negative? Do the emotions conflict?</p> <p>--Students: Some emotions are positive, like happy. Some are negative, like angry. Some can be positive or negative, like surprised!</p> <p>二、發展活動</p> <p>活動一：情緒便利貼</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>--Teacher: Please write the emotions you know on post-it, one emotion on one post-it each and discuss with your team.</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 (Ex:開心，今天數學小考拿到 100 分)，發表合理者得一分。</p> <p>--Teacher: Each team takes turns to share your emotions and say one situation that matches with the emotion. For example: I feel <u>happy</u> because I <u>get a full score on a math quiz</u>. The team with a logical situation gets one point.</p> <p>3. 詢問有相同情緒的組別，發表過的情緒事件不可以重複。</p> <p>--Teacher: The teams with the same emotion can't repeat the same situations.</p> <p>4. 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>--Teacher: The teams with the same emotion can't repeat the same situations.</p> <p>5. 計算得分。</p> <p>6. 老師整理學生所發表的情緒詞。</p> <p>(Sentence Pattern: I feel/am_____ when/because _____.)</p> <p>活動二：情緒卡</p> <p>情緒卡總導覽-認識不同的情緒詞並分類為正面的 Positive or 負面的 Negative or 其他類 Others</p> <p>--Teacher 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>25</p> <p>5</p> <p>5</p>	<p>便利貼 字卡</p> <p>海報紙</p> <p>情緒卡</p>	<p>問答：能說出自己情形產生的原因。</p> <p>實作：舉例說出造成情緒發生的事件</p> <p>自評：能覺察情緒的由來和情緒的種類。</p>
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<p>三、綜合活動</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>--Teacher: Emotions are very complicated and sometimes we have more than just one emotion. They can be positive or negative.</p> <p>第二節結束 End of the 2nd class</p>			
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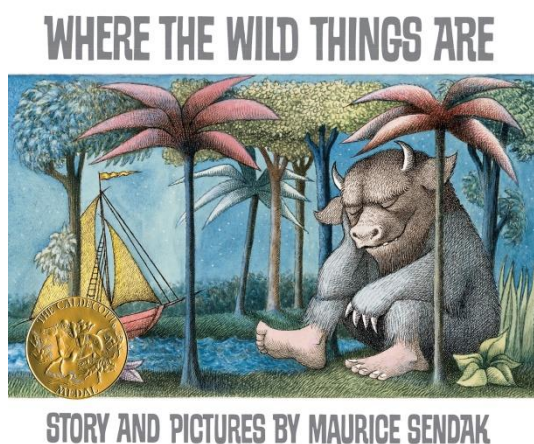
<p>第三節 情緒剝皮術</p> <p>一、引起動機</p> <p>老師詢問喜歡喜歡食物嗎？可以看出食物有情緒嗎？接著做出難過 sad 表情請學生猜一猜怎麼了？再請學生做出其他不同的情緒，如：angry, excited, nervous。引導學生了解是否可以從表情辨識他人不同的情緒或說出自己的感覺。</p> <p>二、發展活動</p> <p>活動一：繪本教學《你如何剝掉情緒？》(How Are You Peeling?)</p>  <p>教學資源： 有聲朗讀影片 Read Aloud: https://www.youtube.com/watch?v=JLbpa5RPbtU 簡報檔：https://www.slideshare.net/ksumatarted/how-are-you-peeling-71003911</p> <p>1. 提問：Teacher asks students questions as below: “How do you think that fruit is feeling?” “How do you know they feel that way?” “This red pepper looks sad. Do you ever feel sad?”</p> <p>2. 鼓勵學生做出繪本裡的各種情緒的表情，並呈現對應情緒的英文單字，同時請學生跟著說幾次，並跟著做表情。 --Teacher: How do you feel? Show me your face when you are happy. Say: I feel happy/sad/angry/jealous... --Student: I feel happy/sad/angry/jealous... (以相同句型複習學生提出的情緒單字 Use sentence pattern to practice different emotion words: I feel/am _____.)</p> <p>3. 歸納出正面跟負面的情緒是正常的。 --Teacher: It's normal to have positive and negative emotions.</p> <p>活動二：分組討論情境故事接龍</p>	<p>5</p> <p>10</p> <p>15</p>	<p>教學影片</p> <p>繪本簡報</p> <p>字卡</p> <p>海報紙</p>	<p>問答：能辨識繪本裡水果不同情緒。</p> <p>實作：能呈現情緒英文單字對應的表情並說出自己感覺的句子。</p> <p>小組合作討論、發表與聆聽問答：能辨識與他人相處時自己的情緒並說出原因。</p> <p>實作：能透過生活經驗及情境討論出不同的情緒。</p> <p>自評：</p>
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預告 2: *Where the Wild Things Are* Trailer #2

<https://www.youtube.com/watch?v=G6DD3K86X8k>

二、發展活動

活動一：繪本教學：《野獸國》(*Where the Wild Things Are*)



教學資源：

簡報檔 [Slideshare](#)

簡報資源一：

https://www.slideshare.net/samsmith_12345/maurice-sendakwherethewildthingsare?next_slideshow=1

簡報資源二：<https://www.slideshare.net/joangid7/where-the-wild-things-are-29658098>

有聲書檔 *Where the Wild Things Are* Book Read Aloud

有聲資源一：<https://www.youtube.com/watch?v=ALmNPxNehYE>

有聲資源二：<https://www.youtube.com/watch?v=2bptuYPvfgk&feature=youtu.be>

活動二：繪本提問

✓ 阿奇為什麼被媽媽趕回房間？

Why does Max's mom want him to go back to his room?

✓ 他做了什麼事？

What did he do?

✓ 阿奇的房間真的長出樹嗎？

Do trees really grow in Max's room?

✓ 他到了野獸國，看到那麼多的野獸會害怕嗎？

Does he feel scared when he sees so many wild animals in the jungle?

✓ 誰是野獸國裡最野的野獸？

Who is the wildest animal in the jungle?

✓ 野獸國的野獸有什麼特徵？

What are the animals' traits there?

✓ 阿奇跟野獸玩累了，叫野獸做什麼？

What does Max ask an animal to do after he is tired playing with animals?

✓ 阿奇想回家，為什麼野獸不想他走？

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教學影片
繪本
簡報

原因並探
索情緒處
理的適當
方法。

<p>Why do the animals not let Max leave when he wants to go home?</p> <p>✓ 阿奇為什麼想回家了？</p> <p>Why does Max miss his home?</p> <p>✓ 小朋友你們是家裡的小野獸嗎？</p> <p>Are you the animal in your house?</p> <p>✓ 如果你是媽媽，阿奇在家撒野你會怎麼辦？</p> <p>If you were the mom, what would you do when Max misbehaves at home?</p> <p>✓ 你有沒有過和媽媽、爸爸或家人吵架的經驗？你的心情怎樣（說說你的感覺）？</p> <p>Have you ever had fights with your mom, dad or family?</p> <p>How do you feel? Talk about your feelings.</p> <p>--Students use sentence patterns: I feel _____.</p> <p>✓ 你有過跟他一樣的感覺或經驗嗎？</p> <p>Do you have the same feeling or experience?</p> <p>✓ 是因為什麼事情（原因）呢？最後結果如何？</p> <p>What is the reason? What happened in the end?</p> <p>✓ 像阿奇一樣大鬧一場後，心理有什麼感覺？如果現實生活中不容許你大鬧一場，你如何在不傷害自己和他人之下發洩自己的情緒？</p> <p>What do you feel if you misbehave like Max? In real life you can't do it, how do you release your emotions without hurting yourself and other people?</p> <p>✓ 當你心情不好的時候，你會怎麼辦（聽音樂、跟朋友說……等）？</p> <p>--Teacher: What can you do when you are in a bad mood? (listening to music, talking to friends...?)</p> <p>--Students: When I feel sad, I can listen to music./I can talk to my friends.</p> <p>三、綜合活動</p> <p>教師回饋並統整：心裡不愉快要適當的發洩出來，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 that if we have negative emotions, we need to release them reasonably. We can imagine or do it in any way but we can't hurt ourselves and anyone else. More importantly, we need to communicate with 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>	5		
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第四節結束 End of the 4th class

第五節 Mr. & Ms. Face/Off 變臉秀

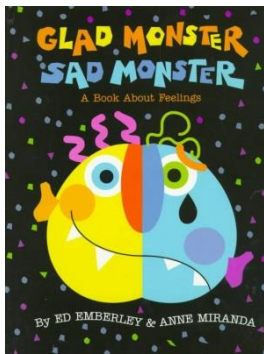
1、引起動機

我們情緒的種類很多，你曾經有過怎樣的情緒？演演看，讓我們來察覺自己的情緒，也體會別人的感受。

--Teacher: Glad monster and sad monster will have different colors, feelings and faces. There are so many kinds of emotions. What kinds of emotions have you ever had? Let's act it out to observe our emotions and experience others' feelings.

2、發展活動

活動一：繪本教學《快樂怪獸傷心怪獸》*Glad Monster Sad Monster*



教學資源：

網路資源有聲檔 Read aloud: <https://www.youtube.com/watch?v=NNTC-dSZtcA>

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

討論不同顏色的怪獸生活中做了不同事情，導致他們的顏色與表情會不一樣，如：快樂怪獸跟朋友玩耍後，臉上帶笑容，顏色是黃色的；悲傷的怪獸跟家人分離後很難過，臉上帶著淚珠，顏色是藍色的。

活動二：Mr. & Ms. Face Off 變臉秀

1. 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？

--Teacher: Look at Mr. Face, guess how does he feel?

2. 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。

--Now you are divided into two teams, 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.

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教學影片
繪本
簡報

Mr. Face &
Ms. Face 臉
掛圖
情緒卡

實作：能以五官呈現情緒並猜測他人情緒。

實作：能透過生活情境演出不同的情緒。

自評：能覺察自我其他人的情緒，體認他人的感受。



--Teacher: Use “How does Mr. Face or Mrs. Face feel? He/She feels ____.”

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3.演出後，請其他組別思考這些表情代表什麼情緒，如何覺察？

--Teacher: How can we know everyone’s emotions from their faces?

三、綜合活動

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.

第五節結束 End of the 5th class

第六節 情緒解放事件簿

一、引起動機

老師準備一張貼滿膠帶的紙板，請學生分組拔下膠帶，並觀察拔下來的膠帶後，紙上留下什麼痕跡。

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--Teacher: Look at this cardboard filled with tapes. Let’s see what will be left after we pull them out?

--Students: I see paper off with the tape. It has scars. It can not be as flat as before. It’s different. It will not recover.

二、發展活動

活動一：情緒處理術

1. 學生兩人一組，討論不適當的情緒解決方式，會造成什麼後果？

--Teacher: Let’s talk about what will happen if we release our emotions improperly?

2. 引導數個情境，學生以不同的回應方式，討論可以如何處理類似狀況。

--Teacher: We have different ways to deal with our emotions, what else can we do to handle similar situations? For example: How do you feel when your brother ruins your homework and what can you do about it? How do you feel when you lose in a game ?

--Student: I feel very angry. I can take a deep breath/wash my face /take

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軟木
圖釘

情緒卡

問答：能說出觀察的現象。

小組合作討論、發表與聆聽

問答：能說出不同的情緒表現不同及其原因。

實作：能畫出喜怒哀樂臉譜並進行表

a long walk and calm down.

--Student: When I feel bored, I can ride a bike/listen to music.

--Student: When I feel sad, I can read a book.

(各組依序回答，鼓勵若以英文回答可得 2 分)

活動二：情緒臉譜秀

1. 老師發下空白臉譜，請學生在臉譜畫下心中的喜怒哀樂。

--Teacher: Draw what you think of joy, anger, sadness and happiness on the blank face.

2. 將畫好的臉譜依喜怒哀樂分別張貼在黑板上。

--Teacher: Put your faces on the board and observe what other people think of these emotions .



活動三：喜怒哀樂四連拍

1. 學生依小組上台，分別以臉部表情及肢體動作表演喜怒哀樂情緒，並進行四連拍。

--Teacher: Each team comes to the front and shows their body languages of joy, anger, sadness and happiness in four burst photos.

2. 與學生討論每個人表情的情緒是否有所不同，不同的原因是什麼？

活動四：情緒串串

老師拿出情緒卡蓋住，各組輪流上台抽出兩張，並嘗試將兩種情緒串在一起，想出一個句子，然後演出來。

--Teacher: Draw two cards and make a sentence then act it out.

三、綜合活動

統整學生發表的解決情緒的想法，並且鼓勵學生以適當且正向的方式解決情緒問題。

--Teacher: What can you do when you have negative feelings? It's better for us to release your emotional problems through proper and positive ways.

第六節結束 End of the 6th class

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紙
空白臉譜

演。

自評：能
覺察情緒
的由來和
情緒的種
類。

實作：舉
例說出造
成情緒發
生的事件

自評：能
以適當且
正向的方
式解決情
緒問題。

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5

<p>第七節 情緒分類罐</p> <p>1、引起動機</p> <p>播放歌曲 Emotions Hokey Pokey Song https://www.youtube.com/watch?v=ZHS7vCdBeus 暖身。</p> <p>想想看，生活中每個人都會有喜怒哀樂的情緒反應，當你無法適當處理情緒，對生活或學習可能產生什麼影響？為什麼？</p> <p>--Teacher: Let's warm up with Hokey Pokey Song. We will have all kinds of feelings, such as joyful, sad, happy and angry in our daily life. How will that affect your life or learning when you can't deal with your feelings properly? Why?</p> <p>二、發展活動</p>	5		<p>問答：能說出情緒引發的原因。</p> <p>問答：能說出情緒處理的適當方法。</p>
<p>活動一：繪本教學《顏色妖怪》The Color Monster</p> <p>網路資源影片 <i>The Color Monster</i> Read aloud: https://www.youtube.com/watch?v=M-6W6yk5gb4</p> <p>《顏色妖怪》繪本討論：</p> <p>--Teacher: Here are some questions to talk about.</p> <p>1) 為何一開始是亂七八糟所有的顏色都在牠身上？</p> <p>Why does Color Monster have all the color mixed on him in the morning?</p> <p>2) 當牠開心時，是什麼顏色？牠開心時會做什麼事？</p> <p>What color is the monster when he feels happy? What does he do when he feels happy?</p> <p>3) 當牠難過時，是什麼顏色？牠可以哭泣嗎？躲起來可以嗎？</p> <p>What color is the monster when he feels sad? Is it okay for him to cry when he feels sad? To hide away and to be alone?</p> <p>4) 像紅色妖怪，如果你生氣時可以把你的怒氣發洩在別人身上嗎？</p> <p>Is it okay to take out your anger on others when you feel angry, like Red Monster?</p> <p>5) 隨這不同的顏色，牠做什麼事，牠最後變成什麼樣子呢？</p> <p>What does he do with other colors? Does he become normal again?</p> <p>6) 如何做，才能讓牠好好的呢？</p> <p>How to make him become okay?</p>	10	<p>教學影片 繪本 簡報 情緒卡</p>	<p>自評：能瞭解若無法處理自身的情緒，可以尋求他人協助。</p>
<p>活動二：顏色妖怪情緒分類罐</p> <p>1. 看顏色妖怪再想一想，生活上哪些事件會引發你的什麼情緒？</p> <p>--Teacher: Look at Color Monster, what situations will result in what kind of feelings?</p> <p>-悲傷時，不想吃東西，結果肚子好餓。</p>	15	課本	

-難過時，讀不下書，結果成績考差。

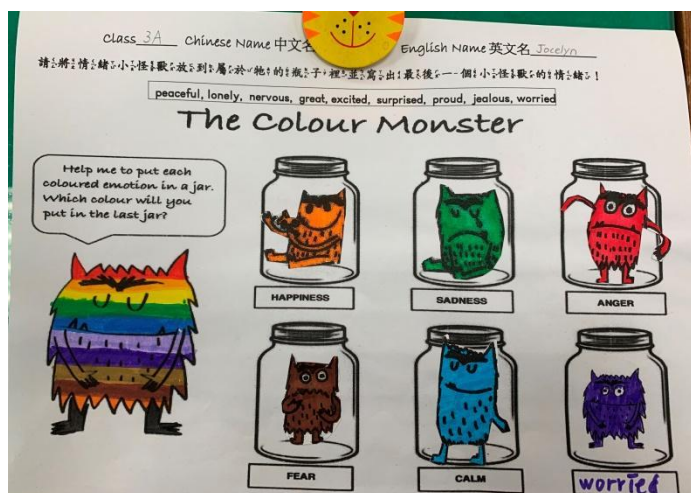
-生氣時，不想理人，整個氣呼呼的，結果頭痛。

-快樂時，一直想找人說話，結果被罵。

-我會因為.....，所以.....，結果.....。

--Students: When I feel sad, I don't want to eat anything.

2. 接著，我們來幫顏色妖怪的情緒放到屬於牠的罐子裡，選擇不同顏色代表不同情緒，最後一個你會放什麼情緒呢？



3. 學習顏色妖怪，現在我們要將不同顏色放到屬於牠的情緒罐子裡，適當的收好，我們才可以好好休息，也感覺較舒服平靜了！

--Teacher: We can learn from Color Monster, put the feelings in the right jar. When all your feelings are in the right place, you feel calm. You can rest and feel much better.

三、綜合活動

1. 教師回饋。

2. 教師統整學生對喜怒哀樂的情緒反應，適當正面的處理情緒，對生活或學習可能有較好結果。若真的遇到無法解決的情緒問題，有其他大人、師長或專家可以協助。

--Teacher: Positive ways to deal with emotional problems will have better results. If we are encountered with unsolvable emotional problems, please consult adults, teachers, or a hotline to ask for professional help.

第七節結束 End of the 7th class

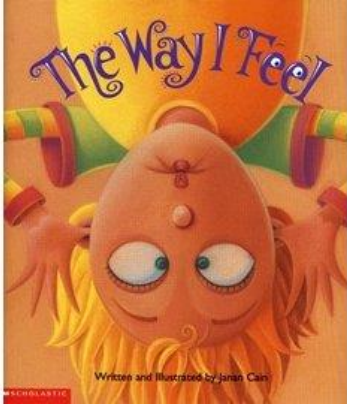
第八節 情緒轉念站

一、引起動機

繪本教學《我的感覺》(The Way I Feel)

面對各種負面情緒時，我們可以怎麼做？

--Teacher: What can we do when we have negative emotions? Let's see this girls' feelings from this video: *The Way I*



Feel

網路資源影片：<https://www.youtube.com/watch?v=MSdSWlfCpJ8>

提問面對這些負面感覺時，該處理較適當呢？

二、發展活動

活動一：失控小野獸

1. 面對失控小野獸，怎麼辦好呢？

- ✓ 困惑時.....
- ✓ 生氣時.....
- ✓ 傷心時.....
- ✓ 害怕時.....
- ✓ 緊張時.....

--Teacher: What can we do if we have negative feelings? When you feel confused, angry, sad, scared or nervous?

2. 不適當的情緒解決方式，可能會造成什麼影響？

--Teacher: What result will affect us if we deal with emotional problems in improper ways? Let's discuss.

- ✓ 小甯不小心踩到鑫鑫的腳，鑫鑫想踩回去，結果.....
- ✓ 一起玩鬼抓人，小寶沒遵守遊戲規則，輸了之後還亂罵人...
- ✓ -阿維心愛的玩具被同學摔壞了，他很生氣的打了他....
- ✓ 經驗分享

活動二：情緒轉念站

請小組討論，面對不同情境時可能產生的負面情緒，如果換個角度可以怎麼思考呢？

--Teacher: Discuss on how we can think in different perspectives regarding negative feelings in different scenarios?

5

教學影片
繪本
簡報

問答：能說出面對負面情緒時處理的方法。

問答：能說出不適當的情緒解決方式，會產生不良影響。

問答：能說出不同的想法來解決負面情緒。

問答：能勇敢表達及抒發自己情緒問題。

自評：能瞭解正確表達及抒發自身負面情緒，才能解決問題。

10

情緒卡

10

<p>-我的成績很差，大家都覺得我很笨。</p> <p>-小晨只跟小喜玩，他們一定很討厭我。</p> <p>-老師上課都不點我回答問題，她一定不喜歡我。</p> <p>-小組討論時，大家都不聽我的意見，我覺得他們都不尊重我。</p> <p>活動三：有話大聲說出來</p> <p>1. 想一想，面對問題時，不同的想法會造成哪些不一樣的後果？(誠心道歉、假裝沒事)</p> <p>--Teacher: Look at pictures on student book page 34. What different consequences will be with different ideas when facing problems?</p> <p>2. 遇到無法解決的情緒問題，還有什麼方法可以解決呢？</p> <ul style="list-style-type: none"> ✓ 1980 張老師專線 ✓ 輔導室信箱 ✓ 兒童專線 0800-003-123 ✓ 跟父母說 ✓ 其他 <p>--Teacher: What can we do when we are facing unsolvable emotional problems?</p> <p>3. 面對情緒的問題，如果無法正確表達及抒發，可能無法順理解決。</p> <p>想一想，怎麼說比較好，讓我們大聲說出來吧。</p> <p>--Teacher: If we can't express our feelings properly, it's unlikely to solve problems. How to say it in a good way?</p> <p>-我覺得很.....(情緒詞)，因為.....(發生的事情)，讓我感覺很.....(更貼切的情緒)。</p> <p>如：我覺得生氣，因為大家都不認真聽我的意見，我覺得很受傷。</p> <p>--Student: I feel angry because no one takes my opinions seriously. And then I feel hurtful.</p> <p>Sentence Pattern: I feel ____ because _____. And then, I feel _____.</p>	5		
<p>三、綜合活動</p> <p>教師統整面對負面情緒時以不同角度思考並正確表達及抒發自己的情緒，才能真正解決問題。</p> <p>--Teacher: We can only solve problems if we can think differently and express our feelings well. Try to look at things at different angels.</p> <p>第八節結束 End of the 8th class</p>	5		

主題三

主題名稱	玩興趣展專長	教學設計者	藍培綸、吳雅惠、洪苾瑄	
教學對象	三年級第一學期	教學節次	6 節課(240 分鐘)	
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	<p>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。</p> <p>2.能進一步對自己的興趣或專長進行探索或反思。</p> <p>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。</p> <p>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。</p>			
教學方法	討論教學法、分組合作學習、練習法			
英語學習	vocabulary	sentences		
	<p>draw/drawing (用鉛筆類)</p> <p>paint/painting(用筆刷)</p> <p>dance/dancing</p> <p>sing/singing</p> <p>read/reading</p> <p>write/writing</p> <p>bake/baking</p> <p>play/playing Chinese chess (Xianqui) 下象棋</p> <p>play/playing poker cards</p> <p>listen/listening to music</p> <p>jog/jogging</p> <p>run/running</p> <p>swim/swimming</p> <p>watch/watching TV</p> <p>go shopping</p> <p>ride/riding a bike</p> <p>play/playing the piano</p> <p>(以下為學校特色社團 School Clubs):</p> <p>play/playing diabolo 扯鈴</p> <p>play/playing badminton 打羽球</p> <p>play/playing the violin/Chinese zither(guzheng) 彈古箏</p> <p>rollerblade/rollerblading 溜直排輪</p> <p>push/pushing hands exercise (Tui Shou)推手</p> <p>do/doing Taekwondo 跆拳道</p>	<p>What's your hobby?</p> <p>What do you like to do?</p> <p>I like to draw./I like drawing.</p> <p>What are you good at?</p> <p>I'm good at drawing.</p> <p>I'm not good at dancing.</p> <p>Do you like to dance?</p> <p>Yes, I do.</p> <p>I like it very much.</p> <p>No, I don't.</p> <p>I don't like it.</p> <p>Why?</p>		
教學活動		教學時間	教具	評量
<p>第一節 認識興趣</p> <p>1、引起動機</p> <p>老師以自己的興趣作為範例，並跟同學介紹自己的興趣。</p> <p>請學生看一段影片，請找出 Snake 的興趣是什麼？</p>		5	影片	小組合作討論、發表與聆聽

<p>https://stv.moe.edu.tw/co_video_content.php?p=288550&t=s</p> <p>--Teacher: Let's watch a video about a snake. What's Snake's hobby?</p> <p>2、發展活動</p> <p>活動一：興趣影片欣賞</p> <p>老師介紹不同的興趣影片，網路資源如下：</p> <p>Words about Hobby https://www.youtube.com/watch?v=N1o4oOXLOZc&t=29s</p> <p>Hobbies Vocabulary https://www.youtube.com/watch?v=X6Rm5J1wu2c</p> <p>Hobbies and Interests- What do you like doing? https://www.youtube.com/watch?v=N1o4oOXLOZc&t=29s</p> <p>Hobbies--What do you like to do? https://www.youtube.com/watch?v=tYNap8gVNK4</p> <p>What Do You Like To Do? https://www.youtube.com/watch?v=nddRGDEKxA0&list=PLfKKN6FNYq8a3O5q4KDqfv1DjR_S5QXPD&index=7&t=0s</p> <p>What do you like to do? https://www.youtube.com/watch?v=gH89yUhIAV0</p> <p>What's your hobby? What Do You Like to Do? https://www.youtube.com/watch?v=90LfcLAjLi</p> <p>What Is Your Hobby? https://www.youtube.com/watch?v=MjIvzM8WHmA&t=49s</p>	15	影片 PPT 興趣字 卡	討論 發表 能夠參與 活動 問答：能 說出自己 課餘時間 喜歡做的 活動。
<p>活動二：討論自己的興趣</p> <p>1.你的興趣是什麼呢？</p> <p>--Teacher: What about you? What's your hobby?</p> <p>2. 興趣的種類很多，我們先來認識比較常見的興趣的單字。</p> <p>--Teacher: There are so many hobbies, these are common hobbies for you: reading, playing table tennis, playing basketball, drawing.</p> <p>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。</p> <p>--Teacher: Now, please draw your hobby on your whiteboard.</p> <p>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。</p> <p>--Teacher: We have listed our school clubs. There are some others that you like to know about your hobbies.</p>	5	白板 白板筆 白板擦	
<p>活動三：興趣賓果猜一猜</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>--Teacher: You will get a piece of Bingo paper and write down numbers from 1-16. Let's play charade for the class to guess what your hobbies are. Using this sentence pattern: "What does he/she like to do?" to ask and answer using this sentence pattern: "He/She likes to ___." Who guesses the right hobbies can circle the performers' numbers. Whoever 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>	20	賓果紙	

<p>--Teacher: We can try different kinds of hobbies and find out what you like to do and enjoy it.</p> <p>第一節結束 End of the 1st class</p>			
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<p>第二節 玩興趣</p> <p>一、引起動機</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?</p> <p>(2) Why do you like it?</p> <p>(3) What is it good for you to do it?</p> <p>(4) Is it good for your body(physically) or your mind(mentally)?</p> <p>--Students:</p> <p>(1) I like to draw./I like drawing.</p> <p>(2) I feel happy./I feel relaxed.</p> <p>(3) I can exercise./It makes me feel calm.</p> <p>(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>---Teacher: We have talked about so many after school/free time activities. The activity that makes us want to learn by ourselves or pay attention to is called “Hobby”. The thing we like to do is called “Hobby”.</p>	10	PPT	<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>
<p>二、發展活動</p> <p>活動一：分享自己的興趣</p> <p>1.請學生將以下問題的答案畫出或寫在白板上。</p> <p>(1)我的興趣是什麼？</p> <p>(2)這個興趣對我的身心有什麼好處或樂趣在哪裡？</p> <p>(3)平時什麼時間會做這件事？</p> <p>--Teacher: Please draw or write down your hobby on the whiteboard.</p> <p>(1) What’s my hobby? My hobby is <u>listening to music</u>.</p> <p>(2) This hobby is good for me. It makes me <u>feel relaxed/calm</u>.</p> <p>(3) When do you do this? I listen to music <u>on the weekend</u>.</p> <p>2. 老師挑選三位同學發表他所寫的內容。</p> <p>--Teacher: Who wants to share your hobby?</p> <p>--Students: I want to share my hobby.</p> <p>活動二：調查同學的興趣</p>	5	白板 白板筆 白板擦	<p>實作：能畫出或寫出自己的興趣。</p> <p>自評：能覺察興趣對自己的好處。</p>

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

學習單

實作：能分享並調查同學的興趣。

What is your hobby?

My name is _____ My hobby is _____ ↓ ↓ ↓	My name is _____ My hobby is _____ ↓ ↓ ↓
My name is _____ My hobby is _____ ↓ ↓ ↓	My name is _____ My hobby is _____ ↓ ↓ ↓

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

--Students: 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？

--Teacher: 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?

三、綜合活動：

教師總結：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。

--Teacher: No matter what kind of hobbies are, as long as they are positive and help your life better and release your pressure. Sometimes you can make good friends from your hobby.

第二節結束 End of the 2nd class

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問答：能將興趣做分類。

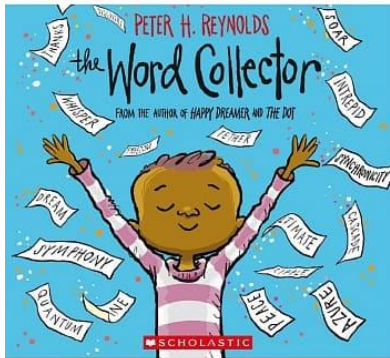
自評：能覺察興趣對自己的幫助並能結交好朋友。

<p>第三節&第四節 興趣體驗站</p> <p>一、引起動機</p> <p>請學生說出班上同學曾經提過的興趣有哪一些？</p> <p>--Teacher: We have asked some friends about their hobbies, please tell us what they are?</p> <p>--Students: They like dancing/cooking/drawing/playing video games, swimming, playing badminton and so on.</p> <p>二、發展活動</p>	5	興趣圖卡	討論、發表與聆聽
<p>活動一：探索可能的興趣</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>--Teacher: 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>--Students: I like dancing/cooking/drawing.</p>	5		問答：能將興趣做分類。
<p>活動二：提供不同的興趣類別</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>--Teacher: We are going to experience different kinds of hobbies. They are</p>	15		實作：能體驗各種的興趣。
<p>活動三：興趣體驗站</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 static activity: playing recorder, playing checkers/Chinese chess, drawing/painting and sewing</p> <p>2) 興趣體驗站二：動態的活動 dynamic activity: playing jumping-rope, playing diabolo, playing basketball and playing badminton</p> <p>--Teacher: We are going to try different kinds of hobbies, they are static or dynamic. There are eight stations with two different categories of hobbies, one is static and the other is outdoors. For static activities, they are playing recorder, playing checkers/Chinese chess, drawing/painting and sewing; for dynamic activities, they are playing jumping-rope, playing diabolo, playing basketball and playing badminton.</p>	5		自評：能覺察自己體驗不同興趣的喜好。
<p>三、綜合活動</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>--Teacher: 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>第四節結束 End of the 4th class</p>	5		

第五節&第六節 我是冠軍

一、引起動機

老師播放繪本影片暖身《字的收集家》*The Word Collector*



網路資源 *The Word Collector*

<https://www.youtube.com/watch?v=gmqTgDoWOC8>

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？

--Teacher: What do you like to do? Do you like to collect anything?

--Students: I like reading. I like writing. I like collecting toy cars.

--Teacher: Do you like collecting stamps, patches, comic books or coins?

Let's see what this boy, Jerome likes to collect?

--Teacher: Do you like collecting stamps, patches, comic books or coins?

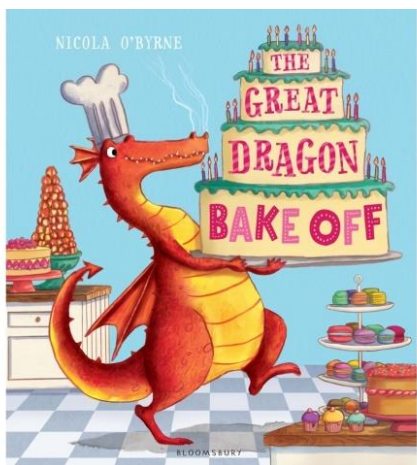
Let's see what this boy, Jerome likes to collect?

二、發展活動

活動一：繪本教學《恐龍烘培王》*The Great Dragon Bake Off*

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！

網路資源：<https://youtu.be/d3mZHTEJm1E>



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

5

影片
興趣圖卡

討論、發
表與聆聽

5

教學影片
繪本
簡報

問答：能
將回答繪
本問題。

<p>活動二：烘焙界冠軍美國《蛋糕天王》Buddy 與台灣吳寶春</p> <p>老師介紹各界專長與興趣結合成功的人物。</p> <p>✓ 美國《蛋糕天王 <i>The Cake Boss</i>》Buddy：首先介紹美國《蛋糕天王 <i>The Cake Boss</i>》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！</p> <p>--Teacher: I'm going to introduce this Cake Boss to you. His name is Buddy. He loves baking. He bakes cake with his dad as a kid. He won a baking contest. He is Cake Boss. See Buddy Valastro's 13-Foot-Tall Gingerbread House.</p> <p>https://www.youtube.com/watch?v=5q3uUPswjwQ&feature=emb_logo</p> <p>✓ 從不識字到成為世界冠軍：台灣吳寶春</p> <p>https://www.youtube.com/watch?v=FAFcgU832LY</p> <p>✓ 學校社團羽球社相關名人：世界羽球后戴資穎</p> <p>https://www.youtube.com/watch?app=desktop&v=nHXv3MtSocs</p>	10	教學影片 網路影片 簡報	
<p>活動三：討論</p> <p>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。</p> <p>--Teacher: Why are they successful? Please write down your answers on the whiteboard and share with us.</p> <p>--Students: They love doing it. They work very hard. They will not stop because of failure.</p>	5		
<p>活動四：薑餅屋製作大賽</p> <p>預告準備，進行薑餅屋製作大賽 Gingerbread House Making Contest</p> 	50	教學影片 簡報 獎狀	實作：能體驗製作薑餅屋的興趣。
<p>三、綜合活動</p> <p>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。</p> <p>--Teacher: These are the stories of people who combine their hobby with expertise. Find out your hobby and your expertise.</p> <p>第六節結束 End of the 6th class</p>	5		自評：能覺察自己的興趣與專長的不同。

主題四

主題名稱	為自己加油	教學設計者	藍培綸、吳雅惠、洪苾瑄		
教學對象	三年級第一學期	教學節次	2 節課(80 分鐘)		
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				
英語學習	vocabulary	sentences			
	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	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.			
教學活動			教學 時間	教具	評量

第一節 喜歡自己

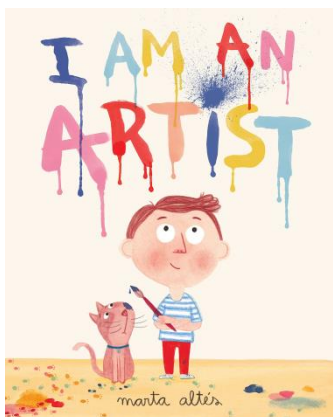
一、引起動機

繪本教學《我是藝術家》(I Am an Artist)

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？

--Teacher: Have you done anything that you want to get your parents' attention but instead, it's not good result? This boy thinks he's an artist as his mom, and he wants to surprise his mom with a great work, what do you think this mom will react?

網路資源影片



<https://www.youtube.com/watch?v=K3Cu6XJjyw>

w&feature=emb_logo

二、發展活動

活動一：豎起大拇指 Thumbs UP!!

1. 老師問學生：你覺得自己是什麼樣的人呢？

--Teacher: What kind of person do you think you are?

--Student: 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

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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

問答：能
將回答繪
本問題。

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簡報
學習單

圈起來。

活動二：接納自己 My Weaknesses 弱點惡魔大掃除

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://www.youtube.com/watch?v=pDPdRYF7hTQ>

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。

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

--Student: I 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「小惡魔」，會搗亂我們的生
活，你可以為自己的弱點做些改變呢？現在請
你把這些「小惡魔」揪出來，通通掃出身體外吧！

 惡魔名稱： 生氣鬼 掃除方式： 深呼吸，平穩心情	 惡魔名稱： 掃除方式：
 惡魔名稱： 掃除方式：	 惡魔名稱： 掃除方式：
 惡魔名稱： 掃除方式：	 惡魔名稱： 掃除方式：

小提醒：記得持之以恆，小惡魔才會永遠消失啊！

三、綜合活動

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！

--Teacher: We have weaknesses, what's your weakness? know your weakness, face your weakness and try to change it. Learn from other people. Here are the tips: Saying "Yes, I can!"

1. Learn to change.
2. Accept our weaknesses.
3. Find our new strengths.

第一節結束 End of the 1st class

10

影片
簡報
學習單

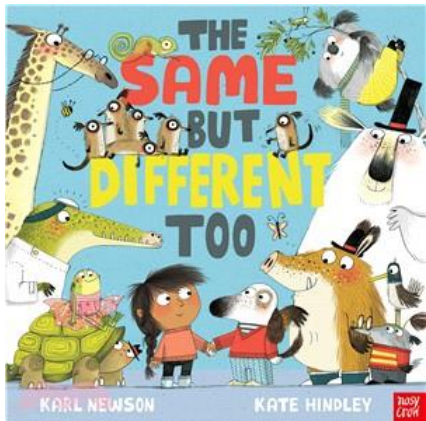
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第二節 為自己加油

一、引起動機

繪本教學《相同，但也不同》(The Same, but Different Too!)

藉由繪本標題 The Same, but Different Too 裡引導學生說出 the same, different 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(differernt)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。如：I'm friendly, you are gruff.



網路資源影片

https://www.youtube.com/watch?v=hDuTr8au24c&feature=emb_logo

--Teacher: What color is this? They are yellow and blue. Yellow is a color. Blue is a color. What is the same? COLOR. One is yellow, one is blue, they are different. We are going to read this reader "*The Same, but Different Too!*" to see what are the same and what are different.

二、發展活動

活動一：「會說話的魔鏡」

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。

What kind of person do you think you are?

I am...

<input type="checkbox"/> nice	<input type="checkbox"/> kind	<input type="checkbox"/> honest	<input type="checkbox"/> smart
<input type="checkbox"/> sporty	<input type="checkbox"/> naughty	<input type="checkbox"/> noisy	<input type="checkbox"/> shy
<input type="checkbox"/> quiet	<input type="checkbox"/> friendly	<input type="checkbox"/> outgoing	<input type="checkbox"/> funny
<input type="checkbox"/> helpful	<input type="checkbox"/> active	<input type="checkbox"/> brave	<input type="checkbox"/>

What personality type do I have?

What do my friends think about me?

Name: _____

--Teacher: What kind of person do you think you are? What personality type do I have?

--Student: I'm _____.

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圖字卡
教學影片
繪本
簡報

發表
小組討論


15

簡報
學習單
便利貼

學習單
發表

討論、發表與聆聽

問答：能將回答繪本問題。

<p>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。</p> <p>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：</p> <ul style="list-style-type: none"> ✓ 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? <p>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。</p> <p>--Teacher: We can learn to compliment from this Talking Mirror.</p> <p>三、期末總結：Let's Make a Plan!</p> <p>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。</p> <p>--Teacher: Let's wrap up for this semester, we have learned so much. Think about the below.</p> <ul style="list-style-type: none"> ✓ What have we learned in this semester? ✓ What do you like to do? ✓ What is your hobby? ✓ What are you good at? ✓ How are you feeling? ✓ Know yourself Love yourself  <p>第二節結束 End of the 2nd class 上學期結束</p>	20	<p>影片 簡報 學習單</p> <p>學習單</p>	<p>學習單 發表</p> <p>討論、發表與聆聽</p> <p>自評：能了解自己的興趣與專長。針對短處能改進並以正面思考</p>
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教學使用英語用語及學科領域用語整理更新如下：

<p style="text-align: center;">英語相關知識</p> <p style="text-align: center;">English content vocabulary</p>	<p style="text-align: center;">綜合領域相關知識</p> <p style="text-align: center;">Integrative Activity vocabulary</p>
<p>單元一、當我們同在一起</p> <p><u>Sentence Pattern</u></p> <p>What's your name?</p> <p>My name is_____.</p> <p>How old are you?</p> <p>I'm <u>8</u> years old.</p> <p>What's your favorite color?</p> <p>My favorite color is pink.</p> <p>What color do you like?</p> <p>I like pink.</p> <p>What's your favorite activity?</p> <p>My favorite activity is playing.</p> <p>What do you like to do?</p> <p>I like to play.</p> <p>What's your favorite animal?</p> <p>Rabbit is my favorite animal.</p> <p>What animal do you like?</p> <p>I like rabbit.</p> <p>What's your favorite food?</p> <p>My favorite food is chicken.</p> <p>What food do you like? I like chicken.</p> <p>What do you want to be when you grow up?</p> <p>I want to be a dentist when I grow up.</p> <p>I want to be a teacher.</p> <p><u>Vocabulary</u></p> <p>name, year, old, favorite</p> <p>color:</p> <p>blue, green, red, pink, yellow, orange</p> <p>job:</p> <p>artist, carpenter, farmer, dancer, hairdresser, pilot, scientist, singer, police officer, firefighter, doctor, nurse, teacher, engineer</p>	<p>單元一、當我們同在一起</p> <p>What's your favorite activity?</p> <p>My favorite activity is playing.</p> <p>What do you like to do?</p> <p>I like to play.</p> <p>How to make it better?</p> <p>We can make a plan for everyone.</p> <p>We can succeed by working together.</p> <p>By teamwork.</p> <p>Respect.</p> <p>Listen</p> <p>What do you want to be when you grow up?</p> <p>I want to be a dentist when I grow up.</p> <p>I want to be a teacher.</p>
<p>單元二、情緒萬花筒</p> <p><u>Sentence Pattern</u></p>	<p>單元二、情緒萬花筒</p> <p>How are you feeling today?</p>

<p>How are you feeling today? I'm feeling great. How do you feel? I feel happy. What happened? Why? I feel angry when my sister takes my toy. I feel happy because I win in a game. What can you do when you feel angry? When I feel <u>angry</u>, I can <u>listen to music</u>. What can you do when you have negative feelings? I can ride a bike.</p> <p><u>Vocabulary</u> emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful, lonely joy, anger, fear, disgust, sadness negative, positive</p>	<p>I'm feeling great. How do you feel? I feel happy. What happened? Why? I feel angry when my sister takes my toy. I feel happy because I win in a game. What can you do when you have negative feelings? I can ride a bike. emotion, negative, positive</p>
<p>單元三、玩興趣現專長</p> <p><u>Sentence Pattern</u> 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?</p> <p><u>Vocabulary</u> 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</p>	<p>單元三、玩興趣現專長</p> <p>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. play/playing Chinese chess (Xianqui) 下象棋 play/playing diabolo 扯鈴 play/playing badminton 打羽球 play/playing the violin play/playing 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</p>

<p>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 play/playing diabolo 扯鈴 play/playing badminton 打羽球 play/playing the violin play/playing 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</p>	
<p>單元四、為自己加油</p> <p><u>Sentence Pattern</u></p> <p>What kind of person do you think you are? I'm <u>brave</u>. My strength/weakness is ____. How can you be better? I can try to ____. I'm/You're..... 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.</p> <p><u>Vocabulary</u></p> <p>nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful, outgoing, active, brave, weakness, change, better</p>	<p>單元四、為自己加油</p> <p>What kind of person do you think you are? I'm <u>brave</u>. My strength/weakness is ____. How can you be better? I can try to ____. I'm/You're..... 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.</p>