

# 臺中市 109 學年度國民中小學推動雙語教學教案設計


## 臺中市豐原區瑞穗國小

課程名稱 Course Title	<b>我是跑步高手</b>	教案設計者 Designer	<b>瑞穗國小雙語團隊</b>
融入學科領域 Integrated Domain Subjects	<input type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 健康與體育 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 科技 <input type="checkbox"/> 彈性課程 備註：不包含語文及社會領域		
議題融入 Integrated Issues (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 type="checkbox"/> 安全教育 <input 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		
實施年級 Grade level	一、二年級	授課時間 Duration	共 10 節，400 分鐘
學科核心素養 對應內容 MOE Core Competencies	<b>總綱 General Guideline</b>	A1 身心素養與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作	
	<b>領綱 Subject-specific Guideline</b>	對應之學科核心素養 Corresponding subject-specific guideline core competencies <b>健體-E-A1</b> 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。 <b>健體-E-C2</b> 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、公平競爭，並與團隊成員合作，促進身心健康。 <b>英-E-A2</b> 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。 <b>英-E-C2</b> 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 Essential Learning Focuses	學習表現 Student performance	1c-□-1 認識身體活動的基本動作。 1c-□-2 認識基本的運動常識。 3b-□-1 能於引導下，表現簡易的自我調適技能。 3c-□-1 表現基本動作與模仿的能力。	
	學習內容 Learning content	Ga-□-1 走、跑、跳與投擲遊戲。	
學科單元 學習目標 Subjects Unit Learning Goals	1. 能夠跑在自己的跑道上 2. 30 秒 15 公尺折返跑(最終評量) 3. 避免跑步碰撞		

語言學習內容 Language of learning			
語言學習目標 Language Learning Goals	<p><b>1.目標字詞 Target vocabulary:</b> run, bend, swing, lift, pick up, turn around, arm, leg, bend down, pick up, turn around</p> <p><b>2.目標句型 Target sentence-patterns:</b> Ready, go! High knees! Lift your legs! Swing your arms! Spread out! Stand up and go! Stand up, turn around, and go!</p>		
節次配置 Title of Each Period	<ol style="list-style-type: none"> <li>1. Running form</li> <li>2. Run, run, move!</li> <li>3. Run, run, move!</li> <li>4. 跑過來，跑過去 Treasure Hunt</li> <li>5. 全身動一動 Move your body</li> <li>6. 跑步拼字(數字) Run and spell (numbers)</li> <li>7. 跑步拼字(英文) Run and spell (letters)</li> <li>8. 折返跑(1) Shuttle Run (1)</li> <li>9. 折返跑(2) Shuttle Run (2)</li> <li>10. 測驗 Test</li> </ol>		
教學材料資源及器材 Teaching materials and equipment	disc cones (four colors), sport cones, batons		
<b>第一節 (40 分鐘)</b>			
Content goals	<p>能改正自己的跑步姿勢。</p> <p>能在活動中避免與他人衝撞。</p> <p>能遵守遊戲規則，共同合作學習。</p>		
Language goals	<ol style="list-style-type: none"> <li>1. 目標字詞 Target vocabulary: arm, leg, swing, lift</li> <li>2. 目標句型 Target sentence-patterns: Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs!</li> </ol>		
教學流程 Procedures	<p>一、暖身活動：</p> <p>1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2.</p> <p>2. Let's warm up! (如附件 1)</p> <p>3. Run one lap. Go!</p>	時間配置 Time Allocation  10min	評量方式 Assessment  能自己喊出動作名稱並完成動作



	 <p>(Figure 1)</p> <p>三、綜合活動</p> <p>1. 依照今天上課學生所做的內容，來給予回饋。</p> <p>1. I'm the best runner.</p> <p>(1) Swing arms Students stand with their running position (one foot front, one foot back), and swing their arms. Remind students to bend their elbows 90 degree and swing their arms forward and backward. Don't sway their bodies.</p> <p>(2) High knees Palms face down and bend your elbows</p> <p>第一節 結束</p>	5min	能說出自己想法及感受
<b>第二節 (40 分鐘)</b>			
<b>Content goals</b>	能做出正確的跑步姿勢 能在活動中避免與他人衝撞 能遵守遊戲規則，共同合作學習。		
<b>Language goals</b>	<p>1. 目標字詞 Target vocabulary: arm, leg, swing, lift</p> <p>2. 目標句型 Target sentence-patterns: Students will be able to understand and respond to sequences of commands (listening): ex. "Stand up and go.", "Stand up, turn around, and go."</p>		
<b>教學流程 Procedures</b>	<p>一、暖身活動：</p> <p>1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2.</p> <p>2. Let's warm up! (如附件 1)</p> <p>3. Run one lap. Go!</p> <p>二、發展活動</p> <p>1.複習跑步姿勢 Review running posture. (1)擺臂：檢查學生的擺臂動作 Arm swing: check the students' arm swing. (2)抬腿：手掌心朝下平放置肚臍位子，抬腿將腿碰至手掌心。Leg lift: students hold arms out front, palms face down. Raise legs up to touch the</p>	<p><b>時間配置 Time Allocation</b></p> <p>10min</p> <p>10min</p>	<p><b>評量方式 Assessment</b></p> <p>能自己喊出動作名稱並完成動作</p> <p>聽口令並完成動作</p>

	<p>palms of hands.</p> <p>2.跑一跑動一動 Run, run, move!</p> <p>(1)高抬腿 10 次，衝刺 Raise the legs up to the palms 10 times, then sprint.</p> <p>(2)小碎步跑，聽到哨聲後衝刺 Run in place using tiny steps, wait for the whistle, then sprint.</p> <p>(3)盤腿坐，聽到哨聲後起立衝刺 Sit cross-legged, wait for the whistle, then stand up and sprint.</p> <p>(4)坐姿雙腳伸直-正面，聽到哨聲後起立衝刺 Sit with legs straight out in front, wait for the whistle, then stand up and sprint.</p> <p>(5)坐姿雙腳伸直-背面，聽到哨聲後起立衝刺. Sit with legs straight out, facing away from the teacher. Wait for the whistle, then stand up, turn around, and sprint.</p> <p>3. 小小接力賽 Little Relay Race</p> <p>將隊伍分成兩組，拿著接力棒跑到圓盤區，依序碰觸四個圓盤以後折返回去，將接力棒傳給下一個人。<a href="https://youtu.be/DG4XiPvyWeY">https://youtu.be/DG4XiPvyWeY</a></p> <ol style="list-style-type: none"> <li>1. Divide the team into four teams. Each team lines up behind the starting line. Give the first person in each team a baton. (could this be more teams?) (see Figure 2).</li> <li>2. The first person in each team takes the baton and runs to the disc area. Student touches all four discs, turns back, and runs to pass the baton to the next person.</li> <li>3. The first team to have all students run to</li> </ol>  <p>touch the discs wins!</p> <p>(Figure 2)</p> <p>三、綜合活動</p> <ol style="list-style-type: none"> <li>1. 依照今天上課學生所做的內容，來給予回饋。</li> </ol>	<p>15min</p> <p>5min</p>	<p>聽口令並完成活動，並遵守活動規則。</p> <p>說出自己想法及感受</p>
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	第二節 結束		
<b>第三節 (40 分鐘)</b>			
<b>Content goals</b>	能做出正確的跑步姿勢。 能在活動中注意安全，避免與他人衝撞。 能理解並遵守活動規範。 能與同學合作，多鼓勵同學。		
<b>Language goals</b>	1. 目標字詞 Target vocabulary: arm, leg, swing, lift  2. 目標句型 Target sentence-patterns: a. Students will be able to understand and respond to sequences of commands (listening): ex. “Stand up and go.”, “Stand up, turn around, and go.” b. Students will be able to understand and react to the suggestion “Watch out!”		
<b>教學流程 Procedures</b>	第三節	<b>時間配置 Time Allocation</b>	<b>評量方式 Assessment</b>
	一、暖身活動： 1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let’s warm up! (如附件 1) 3. Run one lap. Go!  二、發展活動 1.複習跑步姿勢 Review running posture. (1)擺臂：檢查學生的擺臂動作. Arm swing: check the students’ arm swing. (2)抬腿：手掌心朝下平放置肚臍位子，抬腿將腿碰至手掌心。Leg lift: students hold arms out front, palms face down. Raise legs up to touch the palms of hands.  2.跑一跑動一動(複習) Run, run, move (review) (1)高抬腿 10 次，衝刺 Raise the legs up to the palms 10 times, then sprint. (2)小碎步跑，聽到哨聲後衝刺 Run in place using tiny steps, wait for the whistle, then sprint. (3)盤腿坐，聽到哨聲後起立衝刺 Sit cross-	10min	能自己喊出動作名稱並完成動作
		10min	聽口令並完成動作

legged, wait for the whistle, then stand up and sprint.

(4) 坐姿雙腳伸直-正面，聽到哨聲後起立衝刺  
Sit with legs straight out in front, wait for the whistle, then stand up and sprint.

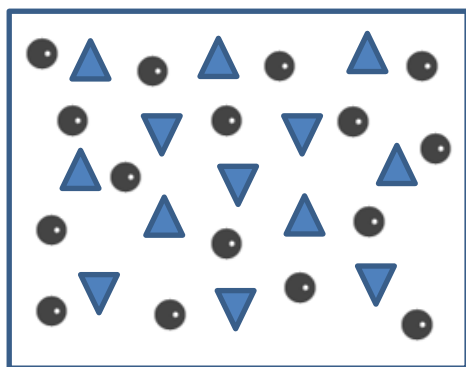
(5) 坐姿雙腳伸直-背面，聽到哨聲後起立衝刺。  
Sit with legs straight out, facing away from the teacher. Wait for the whistle, then stand up, turn around, and sprint.

### 3. 佔領地盤 Occupied Territories

1. Evenly distribute the disc cones and sport cones in a marked out rectangular field (see Figure 3).
2. Divide students into four groups. Two teams will aim to turn the cones upside down, and two teams will aim to turn the cones right side up. One of each of the two teams in the two groups will be assigned the disc cones and the other will be assigned the sport cones.
3. The teacher will time for three minutes and then will count which team has the most cones in their team's position, right side up or upside down.
4. Remind students to pay attention to the people around them when turning over the cones to avoid collisions.

(1) 將場內的圓盤平均分配正面跟反面，隊伍分為四組，兩組兩組進行活動，圓盤放置散開一點，避免學生在場內活動時發生衝撞，一組隊伍要將圓盤翻至正面，一組隊伍要將圓盤翻製反面，計時三分鐘，時間到看正面跟反面的圓盤哪個比較多。

(2) 提醒學生翻圓盤時要注意身旁的人，不要發生衝撞。<https://youtu.be/-ZcBQd3NafY>



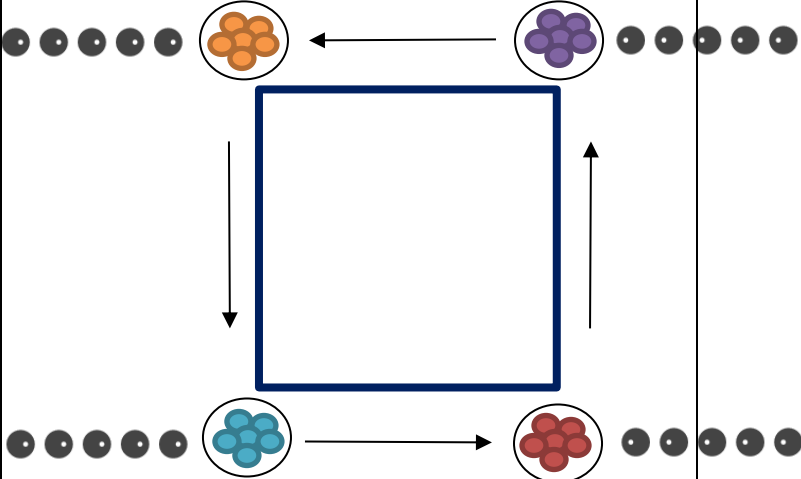
(Figure 3)

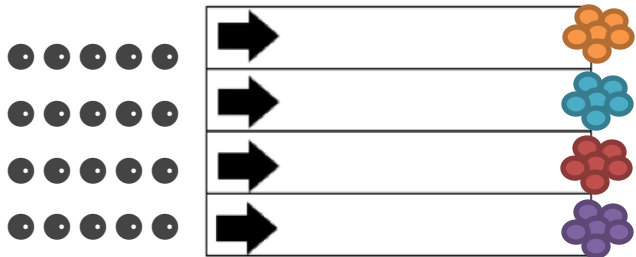
15min

聽口令並完成活動，並遵守活動規則。

	<p>三、綜合活動</p> <p>1. 依照今天上課學生所做的內容，來給予回饋。</p> <p>第三節 結束</p>	5min	能說出自己想法及感受
<b>第四節 (40 分鐘)</b>			
<b>Content goals</b>	<p>能做出正確的跑步姿勢。</p> <p>能理解並遵守活動規範。</p> <p>能與同學合作，進行團隊活動。</p>		
<b>Language goals</b>	<p>1. 目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up</p> <p>2. 目標句型 Target sentence-patterns:</p> <p>a. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs!</p> <p>b. Students will be able to understand and react to the suggestion “Watch out!”</p>		
<b>教學流程 Procedures</b>	<p>一、暖身活動：</p> <p>1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2.</p> <p>2. Let’s warm up! (如附件 1)</p> <p>3. Run one lap. Go!</p>	<b>時間配置 Time Allocation</b>	<b>評量方式 Assessment</b>
	<p>二、發展活動</p> <p>1.複習跑步姿勢 Review running posture. (1)擺臂：檢查學生的擺臂動作. Arm swing: check the students’ arm swing. (2)抬腿：手掌心朝下平放置肚臍位子，抬腿將腿碰至手掌心。Leg lift: students hold arms out front, palms face down. Raise legs up to touch the palms of hands.</p>	10min	能自己喊出動作名稱並完成動作
	<p>2.奪寶大作戰 Treasure Hunt</p> <p>(1) 將學生分為四組 Split students up into four groups. Assign each group one color. (2) 告知只能搶奪寶物的組別 Students can only take “treasures” that correspond to their group color. (3) 一次一人出發，需擊掌後下一棒才能出發.</p>	10min	聽口令並完成活動，並遵守活動規則。
		18min	聽口令並完成活動，並遵守活動規則。



	<p>One at a time, students from each team run forward to take a treasure from the next corner. The student then runs back to their own team. Once they put the treasure away in their corner, the student high fives the next person in line and that person can run to move a treasure. Continue until all the treasures are sorted. (See Figure 4)</p>  <p>(Figure 4)</p> <p>三、綜合活動 1. 依照今天上課學生所做的內容，來給予回饋。</p> <p>第四節 結束</p>	2min	能說出自己想法及感受
<b>第五節 (40 分鐘)</b>			
<b>Content goals</b>	<p>能運用全身去模仿動物。 能跑步在自己的跑道上。 能清楚知道動物的英文。 能在活動中做出彎腰碰地板的動作。</p>		
<b>Language goals</b>	<p>1. 目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up</p> <p>2. 目標句型 Target sentence-patterns:</p> <p>a. Students will be able to respond to the commands, “Turn around!”, “Bend down!”, “High five!”, and “Go back!”</p> <p>b. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs!</p>		
<b>教學流程 Procedures</b>	<p>一、暖身活動： 1.T: Center, hands up. Ss: Hands up. T: Hands out.</p>	<b>時間配置 Time Allocation</b>	<b>評量方式 Assessment</b>
		10min	能自己喊出

	<p>T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go!</p> <p>二、發展活動</p> <p>1. 模仿動物 Animal Imitation (1) 讓學生散開 Students spread out. (2) 喊出動物的英文，讓他們模仿動物的動作，鼓勵運用身體所有部位模仿，不只是用手模仿。Call out the English names of an animal. Instruct students to use their bodies to imitate that animal. Encourage students to use their whole bodies to imitate the animal, not just imitate with their hands.</p> <p>2. 一二三木頭人 1, 2, 3, Freeze! (1) 將學生分成四組，活動過程中，只能<u>跑在自己的跑道上</u>。Split students up into four groups. Students line up in four lines, each group in one lane on the track. During the activity, each group can only run in their own lane! (see Figure 5) (2) 老師站在終點處喊：「One Two Three Animal」，讓學生做出該動物的姿勢並停留在原地。Teacher stands at the finish line and shouts “1, 2, 3, __ (animal) __!” Students freeze and pose as that animal. When the teacher blows the whistle, the students can continue running. (3) 學生跑至終點處，只有第一個到的組別可以奪取圓盤，訓練學生只能跑在自己的跑道上。When students arrive at the finish line, they bend down and pick up a disc and run back to the back of their line.</p>  <p>(Figure 5)</p> <p>三、綜合活動</p> <p>1. 依照今天上課學生所做的內容，來給予回饋。</p> <p>第五節 結束</p>	<p>13min</p> <p>14min</p> <p>3min</p>	<p>動作名稱並完成動作</p> <p>聽口令並完成活動，並遵守活動規則。</p> <p>聽口令並完成活動，並遵守活動規則。</p> <p>能說出自己想法及感受</p>
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then picks up one cone and runs it to place in the shape creation zone. Continue until the shape has been created. At the end of the activity, students can walk down to the shape creation zone to view their artwork.

Repeat activity with a different shape if there is more time.

(3)活動結束讓學生看每一組的拼字。

(1)討論



(2)活動進行



(3)活動結束



### 三、綜合活動

1. 依照今天上課學生所做的內容，來給予回

5min

能說出自己



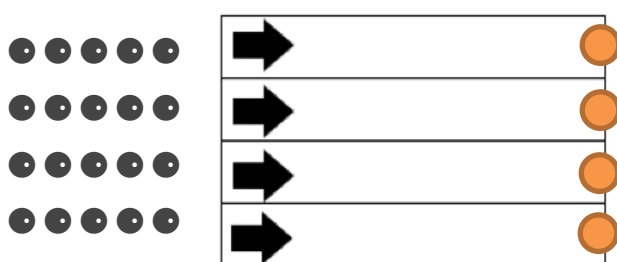
	<p>start line.</p> <ol style="list-style-type: none"> <li>One at a time, students pick up one cone and run it to the shape creation zone. After they place the cone, they run back and high five the next person in line.</li> <li>The next person then picks up one cone and runs it to place in the shape creation zone.</li> <li>Continue until the shape has been created. At the end of the activity, students can walk down to the shape creation zone to view their artwork.</li> <li>Repeat activity with a different shape if there is more time.</li> </ol> <p>三、綜合活動</p> <ol style="list-style-type: none"> <li>依照今天上課學生所做的內容，來給予回饋。</li> <li>請同學分享今日排字的心得。</li> </ol>	5min	能說出自己想法及感受
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## 第八節 (40 分鐘)

<b>Content goals</b>	<p>能跑步在自己的跑道上。          能在活動中做出彎腰碰地板的動作。          能理解並遵守活動規範。          認真參與遊戲，表現互助合作的態度。</p>		
<b>Language goals</b>	<ol style="list-style-type: none"> <li>目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up</li> <li>目標句型 Target sentence-patterns:             <ol style="list-style-type: none"> <li>Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs!</li> <li>Students will be able to understand and react to the suggestion “Watch out!”</li> <li>Students will be able to understand and respond to sequences of commands (listening): ex. “Stand up and go.”, “Stand up, turn around, and go.”</li> </ol> </li> </ol>		
<b>教學流程 Procedures</b>	<p>一、暖身活動：</p> <p>1.T: Center, hands up.          Ss: Hands up.          T: Hands out.          T: Attention! S:1, 2.</p> <p>2. Let’s warm up! (如附件 1)</p> <p>3. Run one lap. Go!</p> <p>二、發展活動</p>	<b>時間配置 Time Allocation</b>	<b>評量方式 Assessment</b>
	<p>1.折返跑 Shuttle run.</p> <p>在 15 公尺處放置圓盤，第一位學生跑過去拿起來，跑回來交給下一位同學，第二位學生跑過去放下圓盤，跑回來跟下一位同學擊掌...</p>	10min	13min

讓學生學習折返跑時要彎腰碰地板的動作。

1. Split students up into four teams. Students line up in lanes by team. Place the discs 15 m away from the start line (see Figure 9).
2. The first student in line runs to pick up the disc and run it back to the next person in line.
3. The next person in line takes the disc and runs it to the 15 m line to put it down and runs back to high five the next person in line.
4. Repeat until every student has run.
5. Encourage students to bend over and touch the ground when picking up and putting down the disc.



(Figure 9)

## 2.攻城略地

全班分成兩組，沿著躲避球場白線跑，兩兩相遇後猜拳，贏的繼續跑，輸的直接切中間跑回隊伍最後面，最後跑到別隊城堡裡得分。

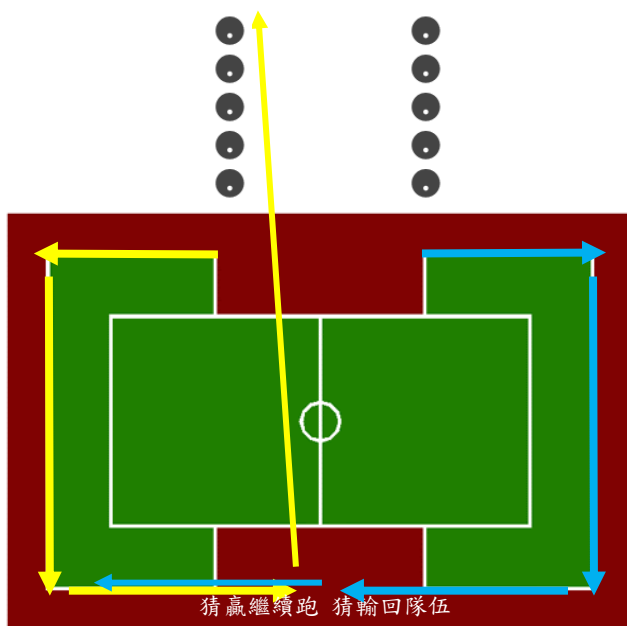
1. Split students up into two groups. Assign each group one side of the court (see Figure 10).
2. On the whistle, the first students in line run in opposite directions around their side of the court.
3. When the students meet each other, they play rock, paper, scissors, shoot!
4. The winner keeps running around the court, the loser goes to the back of their line, running through the middle of the court (does not continue around the edge). (See Figure 10)
5. Remind students to slow down when they are approaching another runner so they don't run into each other.

□提醒學生快遇到人時要放慢速度，避免衝撞；猜輸的同學要直接切中間回去，不能沿著線跑回，避免撞到出發的隊友；等待出發的同學要

13min

聽口令並完成活動，並遵守活動規則。

注意自己的隊友猜拳猜贏還猜輸，要隨時準備出發，在活動的過程中訓練學生的體能。



(Figure 10)

三、綜合活動

1. 依照今天上課學生所做的內容，來給予回饋。
2. 提醒學生務必要遵守遊戲規則，避免衝撞

第八節 結束

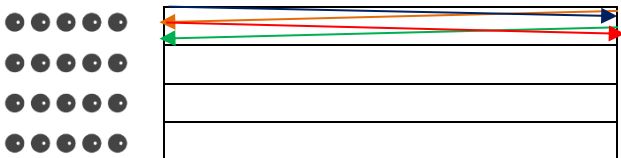
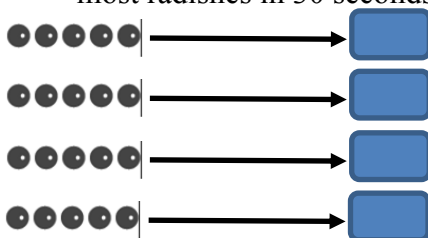
4min

能說出自己想法及感受

## 第九節 (40 分鐘)

<b>Content goals</b>	能正確地完成折返跑的動作。 能理解並遵守活動規範。		
<b>Language goals</b>	<ol style="list-style-type: none"> <li>1. 目標字詞 Target vocabulary: arm, leg, swing, lift, turn around</li> <li>2. 目標句型 Target sentence-patterns:             <ol style="list-style-type: none"> <li>a. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs!</li> <li>b. Students will be able to understand and react to the suggestion “Watch out!”</li> <li>c. Students will be able to understand and respond to sequences of commands (listening): ex. “Stand up and go.”, “Stand up, turn around, and go.”</li> </ol> </li> </ol>		
<b>教學流程</b>	一、暖身活動：	<b>時間配置</b>	<b>評量方式</b>



Procedures		Time Allocation	Assessment
	<p>1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2.</p> <p>2. Let's warm up! (如附件 1)</p> <p>3. Run one lap. Go!</p> <p>二、發展活動</p> <p>1.折返跑 Shuttle run (w/o discs)</p> <p>進行 15 公尺折返跑，跑至 15 公尺處折返回來至起點再折返至 15 公尺處再折返回來起點至隊伍最後面排隊</p> <p>Students run 15 meters, turn around and run back to the starting line, turn around and run 15 meters again, and then run back to the starting line and line up in the back of their line (see Figure 11).</p>  <p>(Figure 11)</p>	<p>10min</p> <p>13min</p>	<p>能自己喊出動作名稱並完成動作</p> <p>聽口令並完成動作</p>
	<p>2.種蘿蔔 Radish Race</p> <p>將班級分為四組，每個組別都有蘿蔔(三角錐)，跑到農田位置將蘿蔔放上去，30 秒內看誰種的蘿蔔最多。</p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups (see Figure 12).</li> <li>2. Each group has x radishes (triangular cones).</li> <li>3. Students take turns running to the farmland and planting the radishes.</li> <li>4. Teams compete to see who can plant the most radishes in 30 seconds!</li> </ol>  <p>(Figure 12)</p>	<p>13min</p> <p>4min</p>	<p>聽口令並完成活動，並遵守活動規則。</p> <p>能說出自己想法及感受</p>
	<p>三、綜合活動</p> <ol style="list-style-type: none"> <li>1. 依照今天上課學生所做的內容，來給予回饋。</li> </ol> <p>第九節 結束</p>		

1 第十節 (40 分鐘)			
<b>Content goals</b>	能正確地完成折返跑的動作。 能欣賞同學的動作。		
<b>Language goals</b>	1. 目標字詞 Target vocabulary: review and test unit vocabulary 2. 目標句型 Target sentence-patterns: review and test unit sentence patterns		
<b>教學流程 Procedures</b>	一、暖身活動： 1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go!	<b>時間配置 Time Allocation</b>	<b>評量方式 Assessment</b>
	二、發展活動 1. 複習折返跑的動作 Review turning around movement. 2. 測驗 1 分鐘 15 公尺折返跑 1-minute timed test of the 15 meter shuttle run. Students try to see how many times they can run 15 meters in one minute.	10min	能自己喊出動作名稱並完成動作
	三、綜合活動 1. 依照今天上課學生所做的內容，來給予回饋。 2. 告知學生測驗的結果  第十節 結束	25min  5min	能欣賞他人動，並安靜等候測驗。  能說出自己想法及感受
<b>參考資料 Reference</b>	自編活動 Youtube <a href="https://youtu.be/DG4XiPvyWeY">https://youtu.be/DG4XiPvyWeY</a> <a href="https://youtu.be/-ZcBQd3NafY">https://youtu.be/-ZcBQd3NafY</a>		