

# 教學單元名稱 人際高峰會

領域類別 綜合活動領域融入英語

適用年級: 五年級 班級數: 9 學生人數: ?

主教教師: 梁玉鈴

共備教師: 楊智珽、梁玉鈴、黃郁雯

教學時間: 共160分鐘 (4節課) 每週上課: 1 節

教學目標:

- 1.能發現自己與他人有不同的特質並學習尊重差異。
- 2.能學習有效溝通的方法，以解決人際衝突。
- 3.能學習溝通的過程及有效溝通的方法。
- 4.學生能熟練處理人際互動的合宜方式

能力指標: 2-3-4尊重不同性別者在溝通過程中有平等表達的權利。

教材來源: 翰林綜合活動五上 第九冊

相關學科英語字彙:

動詞: Guess / match / accept / argue /

名詞: partner / appearance / hobby / character / personality / Johari Windows / blind spot /

形容詞: calm / easygoing / brave / humor / hidden / unknown / polite

相關學科英語詞句:

Content Language	Procedure Language
Guess who he/ she is?	Respect others.
What is Johari Windows?	Work with others.
What is he/ she like?	Pay attention. (Listen carefully)
She/ He is _____.	Let's play a game.
Put yourself in others' shoes.	Be polite.
	Thank you for sharing.

教學資源: 學習單、紙卡、全開壁報紙、ppt、便利貼、小白板、YouTube 影片:

<https://www.youtube.com/watch?v=yu24PZlkoY>

<https://www.youtube.com/watch?v=ir4VQYCRrbI>

<https://www.youtube.com/watch?v=3kgKanOYSsU>

評量方式:

老師評量 (小組活動、實作活動、口頭發表、態度評量、學習單)

學生互評 (討論發表、態度評量)

第一週	教學目標
<p>一、暖身活動：10'</p> <p>1. 教師透過遊戲-<u>超級代言人</u>考驗大家對於同學是否熟悉。</p> <ul style="list-style-type: none"> <li>● 兩人一組隨機配對</li> <li>● 記錄下配對同學的特質(外表，個性…等)在字卡中。</li> <li>● 鼓勵以正向語言描述。</li> <li>● 不須寫所描述對象的名字，完成後將字卡交回給老師。</li> </ul> <p>✓ Let's play a matching game!</p> <p>✓ Two people in a team.</p> <p>✓ Please write down what your partner looks like and what is he/she like. (appearance , character , hobby...etc.)</p> <p>✓ Don't say anything bad about the person.</p> <p>✓ No need to write your name.</p> <p>✓ Give the card back to me when you are finished.</p> <p>二、發展活動：20'</p> <p>1. 將字卡放進桶子內，隨機抽取字卡。</p> <ul style="list-style-type: none"> <li>● 讀出字卡的描述，讓學生猜猜字卡所描述的對象是誰?</li> <li>● 讓學生思考，字卡裡面的描述，是否符合?</li> <li>● 哪些特質的說明凸顯出被描述的對象?</li> </ul> <p>✓ Guess who is it?</p> <p>✓ Bingo! / Sorry! No.</p> <p>✓ Do you think he/ she is _____.</p> <p>✓ What makes you think it is him/ her?</p> <p>三、統整活動：10'</p> <p>教師總結：每個人都有不同的特質，這些特質可能與你相同也可能不同，而人與人相處的第一步就是觀察，我們要細心觀察每個人的特質，並且接受彼此的不一樣，我們就能拓展我們的生活經驗，並學習欣賞每個人的特質。</p> <ul style="list-style-type: none"> <li>✓ Everyone is different.</li> <li>✓ We should like one another.</li> <li>✓ And accept the differences between each other.</li> </ul>	<p>1. 覺察同學的外表及特質並加以描述。</p> <p>2. 能依據題是回答問題。</p> <p>3. 思考遭遇新環境改變，心理產生的變化。</p>

第二週	教學目標
<p>一、暖身活動：5’</p> <p>透過影片 Describe Your Character and Personality in English 讓學生知道每個人都有很多不一樣的特質，有些特質是大家都看得見而且認同的，例如：開朗、文靜、害羞……等。</p> <ul style="list-style-type: none"> <li>● 每個人眼中看到自己的特質都是固定不變嗎？</li> <li>● 有沒有哪些自我特質是沒有被發現的？</li> <li>● 自己能不能看到別人看不見特質呢？</li> </ul> <ul style="list-style-type: none"> <li>✓ Watch the video: Describe Your Character and Personality in English</li> <li>✓ What are “character” and “personality” ? (Explain “character” with the examples: shy, calm, quiet, nice, kind, easygoing, brave, smart, humor, polite )</li> <li>✓ What you see about yourself, is it always the same?</li> <li>✓ Do you have any other characters/ personalities that you don’t know?</li> <li>✓ Do you have any characters/ personalities that others don’t know?</li> </ul> <p>二、發展活動：30’</p> <p>1. 教師先用 ppt 介紹「周哈里窗」表格。</p> <ul style="list-style-type: none"> <li>● 共有四大部分：<u>公開我</u>、<u>盲目我</u>、<u>隱藏我</u>、<u>未知我</u>。 <ul style="list-style-type: none"> <li>(1)開放我：自己和同學都知道的特質</li> <li>(2)盲目我：自己不知道但同學知道的特質</li> <li>(3)隱藏我：自己知道但同學不知道的特質</li> <li>(4)潛在我：自己和同學都不知道的特質(潛能)(猜看看)</li> </ul> </li> <li>● 請學生利用「周哈里窗」學習單，找兩位同學(不同性別)，彼此討論分享並完成學生自己的周哈里窗。 <ul style="list-style-type: none"> <li>✓ Introduce “Johari Windows.” (Show the ppt)</li> <li>✓ There are 4 parts in Johari Windows: <ul style="list-style-type: none"> <li>(1) Open : My classmate and I both know the character of me.</li> <li>(2) Blind Spot: I don’t know, but my classmate knows the</li> </ul> </li> </ul> </li> </ul>	<p>1. 適切表達個人的想法和感受。</p> <p>2. 探索自己的感受和比較與他人的差異。</p>

<p>character of me.</p> <p>(3) Hidden: I know the character of me, but my classmate doesn't.</p> <p>(4) Unknown: We both don't know the character of me. (You can guess!)</p> <p>(5) Each student finds two other students and write down what they think about him.</p> <p>2. 請 4 位自願發表的學生上台分享</p> <ul style="list-style-type: none"> <li>● 針對 4 個部分 <u>公開我、盲目我、隱藏我、未知我</u> 分享自己的特質</li> <li>● 並說明比較自己覺得的自己和他人的有何不同? <ul style="list-style-type: none"> <li>✓ Who wants to share it with us?</li> <li>✓ Tell us what you think of yourself?</li> <li>✓ What others think of you?</li> <li>✓ Are you surprised with their answers?</li> </ul> </li> </ul> <p>三、統整活動: 5'</p> <p>教師總結: 每個人都有許多特質, 你看到的不一定就是這個人的全部, 透過這個活動可以讓自己 and 同學更了解彼此, 希望學生能夠學習尊重每個人的特質, 形成溫馨和樂的班級氣氛。</p> <ul style="list-style-type: none"> <li>✓ What we see is never everything!</li> <li>✓ People might show you part of themselves.</li> <li>✓ You might act differently at school/ at home/ with your friends.</li> <li>✓ Let's spend more time with each other and get to know each other better.</li> </ul> <p style="text-align: center;">第二節完</p>	<p>3. 透過他人的分享, 省思自己別人尚未發現潛在的自己。</p>
<p>第三週</p>	<p>教學目標</p>
<p>一、暖身活動: 8'</p> <p>觀看影片: DIFFERENT   Award Winning Short Film by Tahneek</p>	<p>1. 適切表</p>

<p>Rahman</p> <p><a href="https://www.youtube.com/watch?v=yu24PZlBkoY">https://www.youtube.com/watch?v=yu24PZlBkoY</a></p> <p>詢問學生影片相關內容：</p> <ul style="list-style-type: none"> <li>● 主角是哪兩個人？</li> <li>● 主角們各自有什麼不同？</li> <li>● 他們的不同給各自帶來什麼影響？</li> </ul> <ul style="list-style-type: none"> <li>✓ Who are the two people in the video?</li> <li>✓ What differences are they?</li> <li>✓ Do you always judge people like Emily does in the begin?</li> </ul> <p>二、發展活動：</p> <p>教師進行小組討論並記錄在小白板上，並上台發表小組成員的經驗：</p> <ol style="list-style-type: none"> <li>1. 請學生回憶過去是否有因為同學之間的想法不一致，而產生爭吵或是衝突的經驗。</li> <li>2. 這樣不好的經驗你當下的情緒如何？</li> <li>3. 而你自己是怎麼看待對方的想法？</li> <li>4. 如果你有時光機，能回到過去，你會怎麼做來化解之間的誤會，或是用什麼方式來表達自己，可以避免這樣的事情發生？</li> </ol> <ul style="list-style-type: none"> <li>✓ Let's work in group.</li> <li>✓ Please answer the following questions and write your answers on the mini whiteboard.</li> </ul> <ol style="list-style-type: none"> <li>(1) Have you ever had any arguments with your classmates for being different?</li> <li>(2) How did you feel at that moment?</li> <li>(3) What do you think of him?</li> <li>(4) If there is a time machine, what would you do or say to change what had happened?</li> </ol> <p>三、統整活動</p> <p>全班一起統整，當我們要溝通彼此想法時，我們應該可以利用哪些方法或是表達方式來讓討論更加順利，避免發生爭執。當彼此意見相左時，我們應該學習利用正確的表達及溝通方式來化解彼此的歧見。</p>	<p>達個人的想法。</p> <p>2. 表達自己過去遭遇因為彼此的不同而產生的衝突情形。</p> <p>3. 覺察良好的互動需要多些體諒。</p>
---	--

<ul style="list-style-type: none"> <li>✓ It's okay to be different.</li> <li>✓ The most important thing is to see things from others' point of view.</li> </ul> <p style="text-align: center;">第三節完</p>	
<p>第四週</p>	<p>教學目標</p>
<p>一、暖身活動：15'</p> <p>教師簡單回顧前三週的課程內容，並透過影片：  <b>2012 感恩小學-溝通協調</b>  <a href="https://www.youtube.com/watch?v=ir4VQYCRRbl">https://www.youtube.com/watch?v=ir4VQYCRRbl</a>，帶入課程，欣賞影片，教師進行提問：</p> <ol style="list-style-type: none"> <li>1. 影片內容是說因為什麼活動而引起的？</li> <li>2. 影片中雙方的爭執點在哪？</li> <li>3. 如果你其中的主角，你覺得你會怎麼解決這個問題？</li> </ol> <ul style="list-style-type: none"> <li>✓ Tell me what we lean last week?</li> <li>✓ Let's watch the video.</li> <li>✓ What happened in the video?</li> <li>✓ What are they arguing about?</li> <li>✓ If you are one of the boys, what would you do to solve the problem?</li> </ul> <p>二、發展活動：15'</p> <p>1. 同理心的練習：  同理心(Empathy) vs 同情心(Sympathy)  <a href="https://www.youtube.com/watch?v=3kgKanOYsSU">https://www.youtube.com/watch?v=3kgKanOYsSU</a>  針對影片情境進行提問：</p> <ul style="list-style-type: none"> <li>● 如果你是那個掉進黑洞的狐狸，你心裡有什麼感受？</li> <li>● 那你覺得你會怎麼幫助他？</li> <li>● 你會站在洞外，叫他加油趕快出來，這裡有好吃的東西，還是會到洞裡看看他需不需要幫忙？</li> </ul> <ul style="list-style-type: none"> <li>✓ If you were the fox who falls into the hole, how do you feel?</li> <li>✓ How would you help the fox?</li> <li>✓ Would you standing outside the hole to tell her to come out quickly or climb into the hole and ask if she needs help?</li> </ul>	<p>1. 知道如何解決紛爭。</p> <p>2. 察覺同理心和同情心的不同。</p>

三、總結活動：10'

教師引導學生省思當我們遇到不同情境時，我們要仔細分析事情發生的前因後果，以及做出決定後所造成的後果，期許學生能多站在彼此的角度思考，透過良好的溝通方法表達自己的立場與看法，就能減少不必要的誤會，讓事情變得更加順利。

- ✓ Think of what to say when people are feeling sad.
- ✓ Real care is to put yourself in others' shoes.

3. 覺察何謂友善而良好的溝通。

第四節完

整每個單元的英語教室用語與學科專業英語

- 1
- Let's play a matching game!
- Two people in a team.
- Please write down what your partner looks like and what  
    ■ is he/she like. (appearance , character , hobby...etc.)
- Don't say anything bad about the person.
- No need to write your name.
- Give the card back to me when you are finished.
- Guess who is it?
- Bingo! / Sorry! No.
- Do you think he/ she is \_\_\_\_\_.
- What makes you think it is him/ her?
- Everyone is different.
- We should like one another.
- And accept the differences between each other.

- 2
- Watch the video: Describe Your Character and Personality in English
- What are "character" and "personality" ?  
(Explain "character" with the examples: shy, calm, quiet, nice, kind, easygoing, brave, smart, humor, polite )
- What you see about yourself, is it always the same?
- Do you have any other characters/ personalities that you don't know?
- Do you have any characters/ personalities that others don't know?

- Introduce “Johari Windows.” (Show the ppt)
- There are 4 parts in Johari Windows:
- Open : My classmate and I both know the character of me.
- Blind Spot: I don't know, but my classmate knows the character of me.
- Hidden: I know the character of me, but my classmate doesn't.
- Unknown: We both don't know the character of me. (You can guess!)
- Each student finds two other students and write down what they think about him.
- Who wants to share it with us?
- Tell us what you think of yourself?
- What others think of you?
- Are you surprised with their answers?
- What we see is never everything!
- People might show you part of themselves.
- You might act differently at school/ at home/ with your
  - friends.
- Let's spend more time with each other and get to know
  - each other better.

- 3
- Who are the two people in the video?
- What differences are they?
- Do you always judge people like Emily does in the begin?
- Let's work in group.
- Please answer the following questions and write your answers on the mini whiteboard.
- Have you ever had any arguments with your classmates for being different?
- How did you feel at that moment?
- What do you think of him?
- If there is a time machine, what would you do or say to change what had happened?
- It's okay to be different.
- The most important thing is to see things from others' point of view.



- 4
- Tell me what we learn last week?
- Let's watch the video.
- What happened in the video?
- What are they arguing about?
- If you are one of the boys, what would you do to solve the problem?
- If you were the fox who falls into the hole, how do you feel?
- How would you help the fox?
- Would you standing outside the hole to tell her to come out quickly or climb into the hole and ask if she needs help?
- Think of what to say when people are feeling sad.
- Real care is to put yourself in others' shoes.

**相關學科英語字彙:**

動詞: Guess / match / accept / argue /

名詞: partner / appearance / hobby / character / personality / Johari Windows / blind spot /

形容詞: calm / easygoing / brave / humor / hidden / unknown / polite

**相關學科英語詞句:**

<b>Content Language</b>	<b>Procedure Language</b>
Guess who he/ she is?	Respect others.
What is Johari Windows?	Work with others.
What is he/ she like?	Pay attention. (Listen carefully)
She/ He is _____.	Let's play a game.
Put yourself in others' shoes.	Be polite.
	Thank you for sharing.