

# 南勢國小 109 學年度下學期課程架構與教案

## 一、南勢健康 So Easy 沉浸英語 Follow Me 英語融入健康課程理念

本校以「活力、人文、創新」做為學校願景，期望能培養學生健全體適能、涵養人文情懷進而激發創新潛能。

在二年級健康課程規劃中，以學生為主體及全人健康之教育方針，結合生活情境的整合性學習，確保人人參與身體活動。運用生活技能以探究與解決問題，發展適合其年齡應有的健康認知、情意、技能與行為，讓學生身心潛能得以適性開展，成為終身學習者。建立健康生活型態，培養日常生活之各種身體活動能力並具國際觀、欣賞能力等運動文化素養，以鍛鍊身心，培養競爭力。

本計畫將以全校二年級共 4 個班級，規劃每週 1 次的英語融入健康課程，由英語教師群共同合作設計，除了協助學生習得健康生活的知識、態度與技能，養成規律運動與健康生活的習慣，培養問題解決及思辨與善用生活中的相關資訊、產品和服務的素養。在課程中習得營造良好人際關係的技巧，並培養出具有團隊合作精神的習慣，也希望增強學生英語聽說能力。109 學年度下學期課程時程如下表：

週次	單元	健康十大議題	主題
第 1-7 週	健康習慣真重要	<ul style="list-style-type: none"> <li>人與食物</li> <li>健康促進與疾病預防</li> </ul>	<ul style="list-style-type: none"> <li>潔牙行動家</li> <li>每天不忘的好習慣</li> </ul>
第 8-13 週	讓家人更親近	<ul style="list-style-type: none"> <li>家庭教育</li> </ul>	<ul style="list-style-type: none"> <li>我愛家人、家人愛我</li> <li>家庭休閒樂趣多</li> </ul>
第 14-20 週	健康舒適的社區	<ul style="list-style-type: none"> <li>環境教育</li> <li>安全教育</li> </ul>	<ul style="list-style-type: none"> <li>阿德的新社區</li> <li>維護社區環境</li> </ul>

## 二、二年級英語融入健康課程教學之課程架構與設計理念

週次	主題	學習重點		理念與設計
		學習表現	學習內容	
1-7	潔牙行動家	1a-I-1 認識基本的健康常識。 3a-I-1 嘗試練習簡易的健康相關技能。 4a-I-2 養成健康的生活習慣。	Da-I-1 日常生活中的基本衛生習慣。	牙齒健康是個人身心健康的一部份，提升學生對照護牙齒的自覺意識，建立良好的口腔衛生習慣。
	每天不忘的好習慣	1a-I-1 認識基本的健康常識。 2b-I-2 願意養成個人健康習慣。 4a-I-2 養成健康的生活習慣。	Fb-I-1 個人對健康的自我覺察與行為表現。	持續實踐一年級時曾教過洗臉、洗手、洗澡、上廁所等衛生習慣，引導學生思考健康習慣的重要性，也希望他們能自我檢核並設法改善，從小養成良好的健康習慣，有益於身心的健康發展。
8-13	我愛家人，家人愛我	3b-I-2 能於引導下，表現簡易的人際溝通互動技能。	Fa-I-2 與家人及朋友和諧相處的方式。	專注聽人說話是尊重別人的表現，也是溝通的開始。從日常生活中給予機會教育，讓學生體會專注傾聽可以擴展人際關係，也能養成良好的學習習慣。
	家庭休閒樂趣多	1a-I-1 認識基本的健康常識。	Fa-I-2 與家人及朋友和諧相處的方式。	目前國內家庭休閒活動以靜態的看電視比例最高，應鼓勵學生多嘗試各種不同的休閒活動，尤其是適合親子同樂的休閒活動。
<b>期中評量</b>				
14-20	阿德的新社區	1a-I-1 認識基本的健康常識。2a-I-2 感受健康問題對自己造成的威脅性。	Ca-I-1 生活中與健康相關的環境。	安全舒適的生活環境與健康息息相關，引導學生觀察自己居住的社區有哪些特色和資源。藉由活動讓學生關注自己的社區，願意為社區環境付出一己之力，並且了解登革熱的傳染途徑和方法。
	維護社區環境	2a-I-1 發覺影響健康的生活態度與行為。	Ca-I-1 生活中與健康相關的環境。	整潔舒適的社區環境需要社區居民的共同維護，透過觀察、討論活動，引導學生關心自己的社區，與居民共同打造理想的健康社區。
<b>期末評量</b>				

Unit 3: Healthy and Comfortable Community

Theme 1: Ade's new community

Activity 1: Know the community

1. Ask students to express what is "community"? Teacher integration instructions:

A community refers to a group of people living in the same area and using common resources to produce the feeling of "I am here." The meaning of a community is very broad. It may be a building, a street, a village, or even a town.

2. Cooperate with the textbook page to guide students to discuss the difference between the countryside and the city?

3. Ask the students to think about and express how Ade might feel when he enters an unfamiliar environment because of his move? How to eliminate the tension and anxiety in the heart?

Activity 2: Announce the characteristics and resources of the community

1. The teacher cited different communities to explain that there are many resources available in the community, such as neighbors, schools, hospitals, temples, etc. Some communities will develop their own characteristics, such as: painted walls, paying attention to art development; cleaning streets, paying attention to environmental protection issues, etc. .

There are also many resources in the community that are closely related to the health of residents, such as clinics, health centers, community pharmacies, etc.

2. Ask students to share what are the characteristics and resources of the community in which they live?

3. Teacher's summary: The community is like a big family, caring more about the community where you live, participating more in activities organized by the community, and jointly improving the quality of life in the community.

Activity 3: Discuss the impact of environmental sanitation on health

1. Ask the students: If the residents of the community are indifferent to the environmental sanitation of the community, what problems might it cause?

2. Teachers and students discuss the unhealthy effects of a messy environment on health, such as poor mood, easy to get sick, breeding of pests, and reduced quality of life.

3. Teacher's summary: The quality of community environmental sanitation will affect the physical and mental health of residents. Through the joint efforts of everyone, the community environment can be improved.

Activity 4: Paper puppet show—Pest PK competition

1. Ask students to cooperate with different pest paper puppets to introduce their living habits and harm to human health.

2. Ask the students what pests they have seen? What impact will they have on the environment or health?

3. The teacher organizes the content published by the students and explains: The messy environment is easy to breed mosquitoes, flies, cockroaches, mice and other pests, which will not only interfere with our lives, but also spread diseases. We need everyone to maintain the cleanliness of the environment and avoid pests. Breed.

Activity 5. Investigate and share the garbage problem in the community

1. Teacher's explanation: It is the responsibility of every resident to maintain a clean and tidy community environment.

2. Ask students to answer the following questions about the survey

實際演練

觀察評量

課程內容相關英語詞彙：

Healthy and comfortable community

What is a community?

What is the difference between the country and the city?

Clinic

Community Pharmacy

Dirty environment is bad for health

What can you do?

How to have a clean community?

pest

Garbage classification

Recycle

Reduce

Reuse

results of the community before class:

- (1) Do you care about the community where you live?
  - (2) What are the garbage problems in your community?
  - (3) In order to maintain a good living environment, what can you do for the community?
3. Teacher integration: Actively face the environmental problems of the community, start practicing from oneself, and then enhance the sensitivity and sense of responsibility for the environmental health of the community.

Activity VI. Discuss the solutions to environmental problems in the community

1. The teacher takes the Ade' s community in the textbook as an example: As the community' s garbage classification and resource recycling cannot be implemented, there is rubbish everywhere in the community, which seriously damages the cleanliness and beauty of the community, so Ade' s parents participated in the community house meeting At that time, suggestions for improving the environmental sanitation of the community were put forward, and the residents' response was also obtained.
2. Ask students to talk about their feelings about the community they live in, and think about what projects in the community environment are in need of improvement, and how they can be improved.

Unit 3: Healthy and Comfortable Community

Theme 2: Maintaining the community environment

Activity 1: Know Dengue Fever

1. Teacher' s question: What do you find annoying about mosquitoes? "
2. The teacher introduces the transmission route and symptoms of dengue fever in cooperation with the textbook page.
  - (1) Dengue fever, commonly known as "tengu fever" or "broken bone fever", is an acute infectious disease. It is mainly caused by the transmission of dengue virus into the human body when a vector mosquito bites a person, and it will not be directly transmitted from person to person.
  - (2) Dengue fever vector mosquitoes are mainly mosquitoes aegypti and white mosquitoes. If these two mosquitoes bite a dengue patient and then bite other people, the disease will be spread.
  - (3) After being infected with dengue fever, some people have no symptoms, some people have only mild symptoms such as fever, and some people have more severe symptoms, including fever, rash, sore eye sockets or bones, and even bleeding.

Activity 2: Observe the Dengue Fever Film

1. Watching the Ministry of Health and Welfare' s promotional video- Kiki' s anti-dengue fever video <https://www.youtube.com/watch?v=tm9D7ILMecA> arouses students' interest in learning and deepens their impression.
2. Discuss the content or conduct a quick answer game.

Activity 3: Do not come with vector mosquitoes

1. The teacher explained that the breeding sources of dengue vector mosquitoes are more common: various plant flowers, chassis, water storage containers, toilets, water tanks, dish dryers, refrigerators and water trays, etc., and other sources that may accumulate water due to rain. Pay special attention to the container and location. The principle of cleaning is to dump and scrub the container once a week, because it takes more than a week for the eggs to grow into adult mosquitoes.
2. Remind students to check whether there are any water containers at home or near the home after class, and if any, they should be emptied or recycled.

實際演練  
觀察評量

課程內容相關英語詞彙：

What is Dengue Fever?  
How does it transmit?  
Do I have Dengue Fever?  
Yes, I do. No, I don' t.  
Dengue fever  
Vector mosquito  
What can I do?  
What kinds of mosquitoes?  
Keep the community environment clean and tidy  
check, pour, clear, brush

3. The teacher concludes: "patrolling, dumping, cleaning, and brushing" are important methods to eliminate breeding sources of vector mosquitoes.

Activity 4: Eliminate breeding sources of mosquitoes

1. Teachers and students review the four tips for removing breeding sources — thoroughly implement "patrol, pour, clean, and brush":

(1) Patrol: frequent patrol to check containers that may accumulate water inside and outside the home.

(2) Pour: Pour out the stagnant water and discard the unnecessary utensils.

(3) Clean: Reduce containers and all the utensils used should be clean.

(4) Brush: remove the eggs, tidy up or turn it upside down, and don't raise mosquitoes in standing water.

2. Ask the students to investigate whether there are places where mosquito larvae may hide near their homes, and if they do, whether they implement "patrolling, dumping, cleaning, and brushing" to completely eliminate breeding sources.

Unit 3: Healthy and Comfortable Community

Theme 2: Maintaining the community environment

Activity 1: Community action against dengue fever

1. Cooperate with the textbook page to ask questions, students are invited to express freely:

(1) After a dengue fever case occurs in the community where Ade lives, how will the environmental protection unit deal with it? (Send someone to remove the breeding source of vector mosquitoes and spray insecticides)

(2) What actions are taken by the residents of the community to prevent and treat dengue fever? (Clean up the community, clear water containers, participate in dengue fever promotion lectures, and learn about dengue fever prevention and treatment methods)

2. Teacher integration: Maintaining a clean and tidy community environment is the most effective way to eliminate vector mosquitoes and prevent dengue fever.

Activity 2: Discuss the prevention and treatment methods of dengue fever

1. Teachers and students discuss the prevention and treatment methods of dengue fever, including:

(1) Close screen windows and screen doors easily to prevent mosquitoes from entering the house.

(2) Use mosquito nets and mosquito traps to avoid being bitten by mosquitoes.

(3) Wear long-sleeved clothes and wipe anti-mosquito liquid when going out to reduce the chance of being bitten by mosquitoes.

(4) Remove the stagnant water in the container to prevent vector mosquitoes from breeding.

2. Ask the students what other methods to eliminate mosquitoes at home, encourage students and their families to do a good job of environmental control to reduce the threat of dengue fever.

Activity 3: Concern for community environmental issues

1. Cooperate with the textbook page to ask questions, students are invited to express freely:

(1) What has changed in Ade's community after the dengue fever incident?

(2) How do community residents maintain the quality of the community's environment?

2. The teacher added the precautions for resource recycling, reminding students that used lunch boxes or beverage bottles should be washed

課程內容相關英語詞彙：

What is Dengue Fever?

How does it transmit?

Do I have Dengue Fever?

Yes, I do. No, I don't.

Dengue fever

Clean the source of vector mosquitoes

What can I do?

What kinds of mosquitoes?

Keep the community environment clean and tidy

check, pour, clear, brush

Close screen windows and screen doors

Use mosquito nets, mosquito traps

Wearing long-sleeved clothes

Mosquito repellent

Clear water in the container

Participate in environmental protection activities

	<p>before recycling. Try to squash or stack recycled items to make the recycling work more perfect.</p> <p>Activity 4: Discuss how to make the community environment better</p> <p>1. The teacher guides the students to think and publish:</p> <p>(1) What are the advantages and disadvantages of the community environment you live in?</p> <p>(2) What environmental protection activities did you participate in in the community?</p> <p>(3) In order to maintain a clean and tidy community environment, what other work can you participate in?</p> <p>2. Teacher's summary: A clean and comfortable environment can promote the health of community residents, and a good living environment needs to be maintained by every resident.</p>		
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### 三、二年級英語融入健康課程教學使用之英語詞彙

1. 班級常規(classroom rules):

<ol style="list-style-type: none"> <li>1. Be polite</li> <li>2. Listen to others</li> <li>3. Raise your hands to speak</li> <li>4. Try your best</li> <li>5. Be safe</li> <li>6. Enjoy</li> </ol>
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2. 班級經營與教室用語(Classroom management& classroom language):

	Teacher says	Students say
上課前 Before the class	Class time!( It' s time for class) Class leader	Good morning Teacher____. Stand up. Attention. Bow.
複習舊經驗 Review time	What did we learn last week? Do you remember____? Tell me what is ____?	
教師指導語 Teacher' s order	Attention. Eyes on me. Listen to me. Give me a good listener Are you ready?  Heads down/up ; Take out your ____. Put your hands back.  Give him/ her 1-5 fingers Give him/ her a big hands Clap your hands.	One, two. Eyes on you. Listen to you. Stop/ Look/ Listen Yes!      very good
小組討論用語 Discussion time	Discussion time! 54321. Heads down.  Step 1. Face to face/ Make a circle	We are group ____ I/we think ____because____. I/we feel____ because____.

	<p>Step 2. Our topic is _____</p> <p>Step 3. Any questions? Ready, Go!</p> <p>Step 4: Time' s up.</p> <p>Step 5: Show/ share time.</p> <p>Talk to your partners.</p> <p>What do you think?</p> <p>What can you do?</p> <p>How about you?</p> <p>Why? Why not?</p> <p>Do you agree? Any ideas/comments?</p>	<p>I/we can_____ because_____.</p> <p>Good, bad, not healthy, healthy.</p>
<p>下課</p> <p>After the class</p>	<p>Break time!</p> <p>Do you want to take a break?</p>	<p>Thank you Teacher_____.</p> <p>Yes, I want to take a break.</p>

### 3. 健康雙語課程專業辭彙

週次	單元	健康課程使用之英語
第 1-7 週	健康習慣真重要	<p>How many baby/permanent teeth do you have?</p> <p>What is baby/permanent teeth?</p> <p>Form Good habit/ bad habit</p> <p>Develop healthy habits</p> <p>Teeth : baby teeth, permanent teeth, wisdom teeth</p> <p>Cavity/dentist/toothache/brushing teeth</p>
第 8-13 週	讓家人更親近	<p>Share your feelings with your family.</p> <p>Care for your family.</p> <p>Tips for communication.</p>
第 14-20 週	健康舒適的社區	<p>What is a community?</p> <p>What can you do for your community?</p> <p>How to have a clean community?</p> <p>What is Dengue Fever?</p> <p>How does it transmit?</p>