南勢國小109學年度上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,培養日常生活中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 學年度上學期課程時程如下表:

週次	單元	健康十大議題	主題
		• 人與食物	• 健康飲食
第 1-10 週	吃出健康和活力	• 健康促進與疾病預防	• 飲食追追追
			• 飲食安全小撇步
第 11-17 週	我真的不錯	• 健康心理	• 我喜歡自己
第11-11 迎	找 具的个 缅	• 個人衛生	• 我是感官的小主人
弦 10 90 油	Jr 47 tt i本	• 健康促進與疾病預防	• 喝酒壞處多
第 18-20 週	拒絕菸酒		• 遠離菸害

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	Ē	學習重點	理念與設計
		學習表現	學習內容	
	吃出健康和活力	 1a-I-1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 2b-I-2 願意養成個人健康習慣。 	Ea-I-1 生活中常見的食物與珍惜食物。 Ea-I-2 基本的飲食習慣。	經由認識六大類食物的類別及了解六 大類食物對身體的益處,願意嘗試並 攝取多樣化的食物進而能實踐有益健 康的飲食原則。
1-10	吃出健康和活力	 1a-I-1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 2b-I-2 願意養成個人健康習慣。 	Ea-I-1 生活中常見的食物與珍惜食 物。 Ea-I-2 基本的飲食習慣。	介紹低碳飲食的原則。共同對居住的 環境更友善,從選擇當季在地食材做 起,盡可能多樣化攝取原態食物,並 達到天天五蔬果及適量採買食用不浪 費,透過建立健康低碳飲食型態,愛 護地球也守護自己和家人的健康。
11.17	我真的不錯	3a-I-1 能於引導下,表現簡易 的自我調適技能。	Fa-I-1 認識與喜歡自己的方法。	一個人對自己的認識和看法就叫「自 我概念」,這個自我概念有時候和他 人對我們的認識很類似、有時候差很 遠。一般來說,相差愈少,和別人相 處時困擾也會比較少。培養「自我概 念」,可以協助自己和同學或朋友建 立良好的關係。
11-17	我真的不錯	 la-I-1 認識基本的健康常識。 lb-I-1 舉例說明健康生活情境 中適用的健康技能和生活技 能。 3a-I-1 嘗試練習簡易的健康相 關技能。 3a-I-2 能於引導下,於生活中 	Ba-I-2 眼耳鼻傷害事件急救處理方 法。 Da-I-2 身體的部位與衛生保健的重要 性。	生活中有許多危機,可能造成眼睛不 舒服或受傷。如果學會處理方法,可 以降低傷害的嚴重性。

		操作簡易的健康技能。	-評量		
18-20	拒絕菸酒	 1a-I-1 認識基本的健康常識。 3b-I-3 能於生活中嘗試運用生活技能。 4b-I-1 發表個人對促進健康的立場。 	Bb-I-2 吸菸與飲酒的危害及拒絕二手 菸的方法。	飲酒帶來的問題非常嚴重,除了傷害 個人身體健康,還會危及家庭和社會 安全。影響個人吸菸的因素,如好奇 心、朋友的誘惑、廣告的吸引等,上 癮之後往往很難戒除。所以為了避免 染上吸菸的壞習慣,應該堅定的拒絕 任何誘惑。	
	期末評量				

三、 健康課沉浸式英語教學教案設計

主題教案設計—南勢健康 So Easy 沉浸英語 Follow Me

主題名 健康課 教學設計者 稱 教學對象 二年級學生 教學節次 4個單元 核心素養 ☑A1 身心素質與自我精進 ☑B1 符號運用與溝通表達 □C1 道德實踐與公民意識 ☑A2 系統思考與解決問題 □B2 科技資訊與媒體素養 ✓C2 人際關係與團隊合作 □A3 規劃執行與創新應變 ☑B3 藝術涵養與美感素養 □C3 多元文化與國際理解 總綱 領綱 Al 身心素質與自我精進 健體-E-A1 具備良好身體活動與健康生活的習慣,以促進 A2 系統思考與解決問題 身心健全發展,並認識個人特質,發展運動與保健的潛 B1 符號運用與溝通表達 能。 B3 藝術涵養與美感素養 健體-E-A2 具備探索身體活動與健康生活問題的思考能 C2 人際關係與團隊合作 力,並透過體驗與實踐,處理日常生活中運動與健康的問

			養,促進多元感 有關的美感體馬 健體-E-C2 具備	青運動與健康有關的感知和欣賞的基本素 感官的發展,在生活環境中培養運動與健康 險。 请同理他人感受,在體育活動和健康生活中 、公平競爭,並與團隊成員合作,促進身心	
	英語學習重				
I	Unit 1 : healthy/ unhealthy? Unit 2 : How are you?/ How do you feel?//Body parts: Unit 3 :addiction to alcohol/Don' t smoke./Don' t smoke Unit 4 : Sports field/Sports center/Act	eyes, ears, here./Plea	nose/Personal se stop smokin	ng./Please don't smoke.	
	學習表現			學習內容	
3a-I-1 嘗試練習 3a-I-2 能於引導 3b-I-3 能於生活 4b-I-1 發表個人 4c-I-1 認識與身		學習內容 Ea-I-1 生活中常見的食物與珍惜食物。 Ea-I-2 基本的飲食習慣。 Fa-I-1 認識與喜歡自己的方法。 Ba-I-2 眼耳鼻傷害事件急救處理方法。 Da-I-2 身體的部位與衛生保健的重要性。 Bb-I-2 吸菸與飲酒的危害及拒絕二手菸的方法。 Cb-I-1 運動安全常識、運動對身體健康的益處。 Eb-I-1 健康安全消費的原則。 Cb-I-3 學校運動活動空間與場域。			
	教學目標				
	1. 學生能夠聽懂教師使用	的英語課室	用語		
2. 學生能夠完成教師指派的任務					
	3. 學生能以正確方式				
節次	教學活動	時間	評量方式	英語學習重點	

	Unit 1: Eat health and vitality		Can show	【句型】
	Theme: healthy diet		good eating	Do you like it?
	Activity1: Discuss the motivation to eat and diet	20	habits	Yes, I do. / No, I don't. What is it?
	preferences			
第1週	-	20		What is it? It's an apple. What group is it? It's 【單字/片語】 Food group Grains, fruits, dairy, vegetables, protein, oil&nuts
	included in the six food categories.			
	5. The teacher summarizes and supplements the sources of			

	various foods.			
	6. Review the worksheet: I like and I don't like			
	o. Review the worksheet. I Trke did I don't Trke			
第2週	 Unit 1: Eat health and vitality Theme: healthy diet Activity: Knowing the six food groups Ask the students what are the six food group and draw them on the blackboard 2. Teachers use food picture cards to lead students to sort out the six food groups Teachers timely supplement and encourage children who do fast and correct Discuss which foods are included in each category Teachers use online resource games to deepen children' s impression: http://www.sheppardsoftware.com/nutritionforkids/games/foodg roupsgame.html The teacher emphasizes that six foods must be consumed in a balanced manner every day to promote health and growth Homework: My daily diet worksheet 	5 10 10 7 8	Know the six categories of food.	【句型】 Do you like it? Yes, I do. / No, I don't. What is it? It's an apple. What group is it? It's 【單字/片語】 Food group Grains, fruits, dairy, vegetables, protein, oil&nuts
第3週	Unit 1: Eat health and vitality Theme: healthy diet Activity 1: Discuss the benefits of six food groups	20	Can name six categories of food	【句型】 Do you like it? Yes, I do. / No, I don't. What is it?

	 Ask the children to observe the textbook legends, and announce the benefits of grains, protein, dairy, vegetables, fruits, oil and nuts. The teacher explains the main functions of the six categories of food Activity 2: Recognize the importance of six major food categories Discuss the study sheet: Ask the children in groups to take turns to say whether the content of their record sheet contains the six types of food? How many different foods did you eat in a day? The teacher explained that different foods have different functions and emphasized that a balanced diet should include six types of food. The teacher encourages children to eat six types of food every day and develop good eating habits. 	20		It's an apple. What group is it? It's 【單字//片語】 Food group Grains, fruits, dairy, vegetables, protein, oil&nuts
第4週	<pre>Unit 1: Eat health and vitality Theme: healthy diet Activity 1: Find out your eating problems 1. Ask students to think about and write down their dietary problems. Including: What are the main dietary issues? What are the causes of eating problems? What is the solution to the problem? 2. Teachers encourage students to improve their eating problems.</pre>	20	Can name the benefits of six types of food for the body °	【句型】 1.What do you have for lunch? 2. Does your lunch plate match the 6 tips? Yes, I do. /No, I don't. 【單字/片語】 grains, vegetables dairy protein fruits

	 Activity 2: My plate Recognize the relationship between six major types of food and my plate My plate: six recipes for each meal ratio My dinner plate: hands-on, health follows. Check whether the content of the lunch meets my plate principles Complete my lunch plate worksheet. Teachers can share the worksheets of students who have completed first. 	20		oil and nuts
第5週	<pre>Unit 1: Eat health and vitality Theme: healthy diet Activity : Appreciate the food 1. Where does food come from? 2. Thanks to The farmer and the chef, show how the farmer grows rice, and show the video of the chef preparing and cooking vegetables 3. Think: Where did the unfinished food go? >> Lead out the food waste problem(https://www.youtube.com/watch?v=l5nKRhrQtoI) 4. Activity: Discuss eating habits (eating at school, eating at home, eating out) 5. Activity: Find out the behavior of wasting food (textbook activity)</pre>	15	Able to eat six types of food in a balanced way	【句型】 1. Where does food come from? 2. Thanks to 3. What happened? 4. We shouldn't waste food 5. What can we do? 6. How about lunch at school? 7. Which one is not correct? 【單字/片語】 Waste food Farmer, cook Enough
第6週	 Unit 1: Eat health and vitality Theme: Chase after eating Activity 1. Decision-making steps 1. In conjunction with the textbook, students are asked to think about Xiao An's situational problems, "Xiao An felt thirsty during school 	20	Able to eat six types of food in a balanced way	【句型】 It's good/bad to your body. Which one has more/less sugar? 【單字/片語】 Body,

	and wanted to drink sugary drinks. Although I brought boiled			sugar ,
	water, I saw all kinds of sugary drinks in convenience stores and			water
	wanted to buy them "			one, two,
	2. The teacher explains the steps to make a decision: determine that			three, four,
	you must make a decision \rightarrow list possible choices \rightarrow list the			five, six,
	advantages and disadvantages of different choices \rightarrow make a			seven, eight,
	decision \rightarrow evaluate the decision: Is this a good decision?			nine, ten,
	3. Teachers encourage students to make good use of decision-making			eleven, twelve,
	skills to make good decisions for their own health.			thirteen
	Activity 2: Make a good decision			
	1. Teacher asks: There are fresh milk and chocolate milk in the	20		
	refrigerator, how should I choose?			
	2. Think together what are the advantages and disadvantages of			
	choosing fresh milk? What are the advantages and disadvantages			
	of choosing chocolate milk?			
	3. In group discussion activities, students are invited to announce			
	what food to choose and why?			
	4. Encourage students to choose nutritious food for their own health.			
	Unit 1: Eat health and vitality		Can give	【句型】
	Theme: Chase after eating		examples of	It's good/bad to your body.
	Activity 1: Recognize the harm of sugary drinks		the impact	Which one has more/less sugar?
	1. The teacher asks students what to add when they are thirsty?	20	of bad	【單字/片語】
第7週	2. Discuss students' dietary issues		eating	Body ,
	3Knowing sugary drinks, it turns out that we drank this		habits on	sugar ,
	polysaccharide: guess which drink contains the most/less sugar		health.	water
	4. Explore the health hazards of sugary drinks			one, two,
	5. The teacher concluded that the best drink is plain water			three, four,

1	 Activity 2: How to refuse sugary drinks The teacher guides students to think about and write down their own eating problems. Including: What are the main dietary issues? What are the causes of eating problems? What is the solution to the problem? The teacher guides the students to discuss how to make a contract with themselves and make a record card. Teachers encourage students to improve their eating problems and implement healthy habits for their own health. 	20		five, six, seven, eight, nine, ten, eleven, twelve, thirteen
T.A.1 2 第8週 3 4 5	 Anit 1: Eat health and vitality Theme: Tips for eating safety Activity 1: Know how to preserve frozen food Ask students to share their experience of eating bad stomachs The teacher used the textbook example to show that fresh milk is very nutritious, but if it is left at room temperature for too long, bacteria will multiply. After drinking, it may cause gastroenteritis, causing stomach pain, vomiting or diarrhea. The teacher encourages students to eat less fried foods and more fruits and vegetables for their own health. Teachers play videos to learn about the preservation methods of refrigerated food Teachers give examples of the need to refrigerate food, such as milk, juice, etc.; Teachers give examples of foods that do not need to be refrigerated, such as long-lasting milk, fruit juice, 	5 10 10	Be able to pay attention to the expiration date and preservation method on the food label.	【句型】 What is <u>expiration date</u> ? Is it okay to eat? Yes, it is./No, it isn't. It's okay/not okay to eat. 【單字/片語】 expiration date best before date manufacturing date

	 soda 7. The teacher plays the video: Why can the refrigerator keep fresh? What foods can't be put in the refrigerator 8. Teacher's Note: The refrigerated food, such as fresh milk, soy milk, etc., should be consumed as soon as possible after leaving the refrigerator, and should not 	10 5		
	<pre>be left at room temperature for too long. Unit 1: Eat health and vitality Theme: Tips for eating safety Activity 1: Identify the safety of boxed fresh milk 1. The teacher shows the fresh milk in the box, and asks the students how to know if the fresh milk in the box is</pre>	20	Be able to pay attention to the expiration	Yes, it is./No, it isn't. It's okay/not okay to eat.
第9週	 fresh and safe 2. Observe the labels on the milk boxes in groups to find out the production date, expiration date and storage method. Remind students not to consume expired food to avoid bad stomachs 3. The teacher reminds students to pay attention to whether they have expired when they buy. If they find that they have bought expired or problematic food after returning home, they can also take the invoice and expired food to the store to request a return or exchange. 		date and preservation method on the food label.	【單字/片語】 expiration date best before date manufacturing date
	Activity 2: Understanding food labeling1. What is the expiration date? What is the best before date? What is the manufacturing date?2. The teacher plays the video: What is the retention	20		

	period? Can I eat it after the period?3. Carry out the group food expiry date tracking activity to find out the manufacturing date and expiration date4. The teacher summarizes, the whole class shares and review the worksheet			
	Unit 1: Eat health and vitality		Be able to	【句型】
	Theme: Tips for eating safety		pay	What is <u>expiration date</u> ?
	Activity1 : Health agreement		attention to	Is it okay to eat?
	1. The teacher explained that a balanced diet is the most	15	the	Yes, it is./No, it isn't.
	important foundation for promoting growth and		expiration	It's okay/not okay to eat.
	development, supplying energy sources, preventing		date and	How many food group?
	diseases and maintaining health		preservation	What are the food group?
	2. Turn to page 28 of the textbook, and ask students to tick		method on	Can you do it?
	the items they are willing to work hard on		the food	Yes, I can./No, I can't.【單字】
	3. Ask students to share the reasons why they can't do it		label.	Fruits,
第10週				vegetables,
	Activity 2: My dinner record	15		protein,
	1. Go to page 29 of the textbook and ask students to write			grains,
	down what food they ate for dinner yesterday			dairy,
	2. Check whether the content of the dinner written meets the			oil&nuts
	recommended category and quantity of "My Plate"			expiration date
	3. Discuss diet content and methods that need to be improved			best before date
	4. The teacher encourages students to consume the six foods			manufacturing date
	in a balanced manner.	1.0		
	Activity3: Take a learning quiz	10		
第11週	UNIT 2: I AM REALLY GOOD		Be able to	【句型】

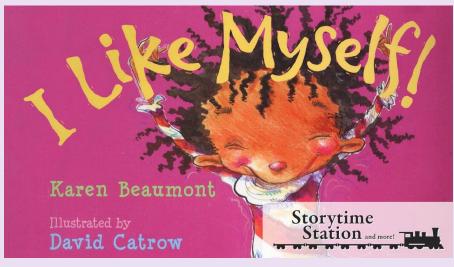
Activity 1: I Like Myself

Warm-up

The teacher asks students to describe their appearances in simple English words or in Mandarin Chinese instead if they do not know the English words.

Presentation

Share the picture book of I Like Myself on the PPT file, which is as follows,



Encourage students to like themselves like the kid in the story and to be confident in their respetive appearanes no matter what the shapes, colours, features, etc. are.

Production

Ask students to fill in the blanks of Page 33 on the textbook in order to further figure out who they are.

Practice

Ask students to share what they have written in the blanks of the textbook and encourage them to speak out their strengths and skills.

	confidently	Do you like yourself?
.0	describe	Yes, I do. I like myself.
	their own	I am XXX.
	appearnces	【單字/片語】
	and	tall
5	characterist	short
	ics	strong
		strengthes and weaknesses
		skill
		beautiful
		handsome
		cute
		good-looking
0		
5		

	UNIT 2: I AM REALLY GOOD				
	Activity 1: I Like Myself				
	Production				
	The teacher gives students the worksheets to fill out				
	the blanks to help them describe themselves correctly. The				
	worksheet is as follows,				
	My name is				
	I'm in the grade.				
	() My birthday is on				
	d b I have <u>sisters and</u> brothers.				
	One thing I like about myself				
	One thing I don't like about myself				
第 12 週	These are a few of my favorite things:				
₩ 12 ×2	Subject(s)				
	Sport(s)				
	Color(s)				
	Animal(s)				
	Presentation	20			
		20			
	Ask students to stand up and share those answers with				
	classmates. The teacher can sometimes help students				
	translate the answers from Chinese to English if they do not				
	know the exact words.				
	Ask students to fill out the forms on Page 34 and 35				
	to figure out what they can do and how they can improve.				
	Play the inspiring vedio clip of a lego arm boy from				
	Andorra to arrouse their interests and confidence. The link				

Be able to	【句型】
point out	What can you do?
their own	I can play piano, play soccer, draw,
strengths	etc.
and	I know I am XXX(short) but I am
weaknesses	XXX(friendly).
and overcome	【單字/片語】
their	strengths and weaknesses
shortcomings	shortcoming
in the	ability
meantime.	getting along with
	improve
	draw
	read
	swim
	dance
	friendly
	outgoing

	is as follows,			
	https://www.youtube.com/watch?v=d0UB-gQ30sE			
	Practice	10		
	Tell the students that everyone has shortcomings and			
	we can keep improving ourselves to make us better. Ask			
	students to share what they can do to overcome their			
	shortcomings.			
	UNIT 2: I AM REALLY GOOD		Be able to	【句型】
	Activity 2: I Am a Good Master of My Sense Organs		explain the	You XXX(see) with your XXX(eyes).
	Warm-up	5	function and	How do you feel?
	The teacher explains the definition of sense organs		importance	I can XXX(see) with my XXX(eyes).
	and points out where they are on the human body.		of all the	【單字/片語】
	Presentation		sense organs	eyes
	Play the familiar video clip	10		ears
	<u>https://www.youtube.com/watch?v=B2SPDR6orCg</u> to review what			nose
	they already know in the lower grades when it comes to the			tongue
	sense organs in Chinese languages. Ask them to sing along if			skin
第13週	they can.			see
	Production	15		hear
	Specify those sense organs with the help of the			taste
	pictures on Page 37 of the textbook and then tell the			smell
	students the English counterparts.			feel
	Ask students to point out the specific sense organ as			
	the teacher explains. Second, tell them to exemplify the			
	function of those sense organs.			
	Third, play the video clip on the function of human			
	sense organs, this time in English. The link is as follows,			
	<pre>https://www.youtube.com/watch?v=LNajQTnZviQ (Five Senses)</pre>			

	Practice	10		
	Give students some scenarios of not being able to see,			
	to smell, to hear, and to talk. During the carefully			
	designed activities, the teacher asks students to come up			
	and play those scenarios like writing down the name on the			
	blackboard when being put on the eye mask, explaining the			
	idea when not being allowed to talk, and smelling the			
	fragrance from the prepared bag when the nose being covered			
	up by tissue paper.			
	UNIT 2: I AM REALLY GOOD		Be able to	【句型】
	Activity 2: I Am a Good Master of My Sense Organs		demonstrate	This is not good.
	Warm-up	5	the correct	It is a good habit.
	The teacher briefly talks about the theme of this		ways to	How can we protect our XXX(eyes)?
	coming lesson. The students are asked to come up with some		protect our	【單字/片語】
	ideas of how to maintain the health of your eyes and ears.		eyes, ears,	eyes
	Presentation	25	nose, and	ears
	Students are asked to read through the article and		mouth	sit
	look at the pictures on bad habits of damaging your vision.			light
第14週	Play the video clip			lamp
	<u>https://www.youtube.com/watch?v=mMYu6UwFptY</u> to tell the			dark
	students those bad habbits of hurting your eyes. Dicuss with			TV
	the students to see what else we can do to protect our eyes.			listen
	Ask the students to tick the boxes of Page 41 to see			music
	if they can keep those good habits.			
	The students turn to the next page and focus on the			
	proctection of ears this time. The teacher asks them to			
	closely check the scenarios of the pictures on Page 42 to			
	see if they do their best to avoid those harmful situations.			

	Play the vedio clip from WHO on how to take care of			
	our ears, which is as follows,			
	https://www.youtube.com/watch?v=f0MBzdzh6tQ			
	Discuss with students on extra possible ways to			
	protect our ears.			
	Production	5		
	Show the students some slides from the prepared PPT			
	files on how it is like to be nearsighted.			
	From the prepared PPT materials, tell the students the			
	correct ways to sit properly while writing homework. Ask			
	them to demonstrate and show their classmates.			
	Wrap-up	5		
	Reiterate the importance of maintaining the health of			
	our eyes and ears. Ask students to develop those good habits			
	to be a healthy student.			
	UNIT 2: I AM REALLY GOOD		Be able to	【句型】
	Activity 2: I Am a Good Master of My Sense Organs		demonstrate	Do you brush your teeth everyday?
	Warm-up	5	the correct	Make a hibit of brushing your teeth
	The teacher briefly talks about the theme of this		ways to	twice a day.
	coming lesson. The students are asked to come up with some		protect our	(Make a hibit of XXX twice a day.)
	ideas of how to maintain the health of your nose and mouth.		eyes, ears,	What can we do to pretect our XXX?
第15週	Presentation	25	nose, and	【單字/片語】
	Students are asked to read through the article and		mouth	lips
	look at the pictures on bad habits of huring your noses.			tooth
	Play the video clip			nose
	https://www.youtube.com/watch?v=ZzTRtg_Z3Pw&t=8s to tell the			bleeding/blood
	students that there are lots of bacteria on our fingers.			lip balm
	Picking the nose is not a good habit because you get sick			winter

very easily. Then tell the kids the correct way to blow your		chapped
nose with the help of the pictures in the prepared PPT file.		habit
Demonstrate the right method to blow your nose if they do		
not understand what the teacher says.		
Ask the students to tick the boxes of Page 45 to see		
if they can make those good habits.		
The students turn to the next sense organ and focus on		
the proctection of the lips this time. The teacher asks them		
to show if they bring lip balm with them at all times during		
the, especially, winter time. The teacher tells the students		
that they would further hurt their chapped lips if they tore		
the drier part on the lips. Show them the right way to apply		
the lip balm.		
Next, play the vedio clip		
https://www.youtube.com/watch?v=EnhDSkzYI3k on oral health		
to tell them we should brush our teeth twice a day and do it		
at least two minutes each time. Then, go to the dentist		
twice a year is recommended too by our health authorities.		
Discuss with students on good habits of brushing the		
teeth Ask them to go to Page 47 to tick the boxes if they		
really do it.		
Practice	5	
Ask the students how they brush their teeth and show		
the classmates. This is added by the teacher's		
demonstration of correct tooth-brushing practice.		
Wrap-up	5	
The teacher repeats the key points of keeping the		
health of the nose, lips, and the mouth, accompanied by the		
publicity materials from the prepared PPT file.		

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	UNIT 2: I AM REALLY GOOD		Be able to	【句型】
	Activity 3: The First Aid of My Sense Organs		give first	Do you like XXX?
	Warm-up	5	aid if the	Yes, I do./ No, I don't.
	The teacher greets the class first and then asks		eyes, ears,	What can you do?
	students to read through the article on the textbook and		nose, and	I can XXX.
	check the scenarios in the pictures.		mouth are	【單字/片語】
	Presentation	15	hurt	ears
	From the scenarios in the textbook, the teacher asks			water
	the students to come up with some other possible solutions			earwax
	they have heard, no matter right or wrong, to protect the			bug
	sense organs. The teacher then discusses these solutions			eyes
	with the class and help them to tell right from wrong.			tissue paper
	The teacher shows the students correct ways to remove			first aid
	foreign particles from the eyes with water via the video			gauze
第16週	clip <u>https://www.youtube.com/watch?v=is9A3aBkrjM</u> . Second,			ball
	the teacher tells the students the eyes might be hurt in			swim
	other cases and what we can do to call for help.			shower
	The teacher explains the definition of earwax and			
	tells them what might come into the ear canal and what we			
	can do about it. Then, the teacher plays the video clips			
	from the reliable sources to protect the ears, which are as			
	follows:			
	https://www.youtube.com/watch?v=lan0HP2prKE			
	https://www.youtube.com/watch?v=TinLWhjH39I			
	On top of that, the teacher shows the students other			
	professional ways to remove water from the ears with the			
	help of some tissue paper.			
	Practice	10		
	The teacher asks the students to follow while			

	demonstrating the right method to get the water out of the			
	ears and to remove foreign particles from the eyes.			
	Ask the students to copy the way in which we make a			
	piece of tissue paper into a tapered tip to possibly remove			
	water from the ears after havning shower or hot spring bath.			
	Wrap-up	10		
	The teacher plays the suggested video from the Hanlin			
	E-book, which covers all the protection methods of our sense			
	organs and then concludes the lesson.			
	UNIT 2: I AM REALLY GOOD		Be able to	【句型】
	Activity 3: The First Aid of My Sense Organs		give first	Do you know how to take care of your
	Warm-up	5	aid if the	eyes?
	The teacher reviews what is taught last week and tells		eyes, ears,	Yes, I do./ No, I don' t.
	the students what we are going to learn today.		nose, and	What can you do?
	Presentation		mouth are	I can <u>call 911</u> .
	Continuing the first aid of our sensory organs, the	15	hurt	【單字/片語】
	teacher plays the video clip from the City government about			glasses
	the care of the eyes, which is as follows:			bleeding
第17週	https://www.youtube.com/watch?v=w_N_KHR4-C4_			first aid
	The teacher then shows the students another video clip			tongue
	in English language on how to correctly take care of our			mouth
	sensory organs, which is as follows:			lips
	https://www.youtube.com/watch?v=Dq-9oumiJfA			bug
	Practice	10		worm
	The teacher plays the review games from the E-book of			spider
	Hanlin on Unit 2. Through the game, the teacher reiterate			
	the importance of taking care of sense organs and emphasises			
	the right methods on the first aid of our sensory organs.			

	Production	10		
	On Page 53 of the textbook, there is a "Little			
	Actor" section. The teacher helps the students review what			
	they should do if accidents happen to their sense organs.			
	They tick the scenarios one by one when the students know			
	how to take care of their sense organs.			
	UNIT 3: SAY NO TO TOBACCO AND ALCOHOL		Be able to	【句型】
	Activity 1: Drinking Is Bad for You		know the	Drinking is bad for your health.
	Warm-up	10	risks of	Say no to drink-driving/drunk
	The teacher asks the students to quickly browse		drinking and	driving!
	through the general introduction of this unit on page 56 of		drink-	【單字/片語】
	the textbook, and then raise the questions this unit may		driving	drink-driving
	have in the following lessons.			drink
	Presentation	15		beer
	The teacher first plays the video clip on drink-			drive
	driving made by the Police Department as follows:			alcohol
第18週	https://www.youtube.com/watch?v=YtqV8aWIRIE			unit
为 10 迥	Then, the teacher explains why drinking alcohol has			too much
	many negative effects on human bodies. With the help of			designated driver service
	prepared PPT files, the teacher further explains the			
	definition of being drinking too much from the guidelines of			
	WHO. The teacher shows the graphs of the definition of "one			
	alcohol unit" and tell the students that it is easier to			
	persuade grown-ups to drink at a minimum rather than to			
	totally stop drinking.			
	The teacher tells the students the negative impacts of			
	drinking and drivinig and shows them the regulations and			
	fines imposed by the government. Drink-driving can			

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	potentially kill others let alone damaging his or her			
	personal health.			
	Practice	5		
	On page 61 of the textbook, the teacher asks the			
	students to rehearse for the coming role-play.			
	Production	10		
	The students are divided into pairs and asked to come			
	up to the front of the classroom to act out the scenario on			
	how to politely and friendly persuade the grown-ups not to			
	drink. The teacher then gives little gifts to those who do			
	better.			
	UNIT 3: SAY NO TO TOBACCO AND ALCOHOL		Be able to	【句型】
	Activity 2: Stay Away from Tobacco Hazard		know the	Smoking kills.
	Warm-up	5	risks of	We are not allowed to smoke at
	The teacher helps the students review the hazardous		smoking and	school/hospital.
	nature of alcohol drinking and drink-driving taught the		second-hand	【單字/片語】
	previous week.		smoke	No smoking
	Presentation			tobacco
	The teacher first asks students to read through pages	15		smoke
第19週	62 and 63 to grasp the central ideas of health hazards of			cigarette
	smoking. Then, he or she asks students to share the negative			cough
	results smoking will bring.			lung
	The teacher further explains the definition of secon-			second-hand smoke
	hand smoke as well as the third-hand smoke with examples			third-hand smoke
	from the prepared PPT files. Students are asked to share			
	their feelings towards second-hand smoke before the teacher			
	https://www.youtube.com/watch?v=uMmgymEeHm0&list=PLDnv			
	their feelings towards second-hand smoke before the teacher plays the video clip "Smoking Kills Others" as follows:			

<u>gehyTuadCSODb-94T_7pnH-tcnhBt&index=2</u> <u>Practice</u> The teacher shows the most important sign proposed by the central government on "No Smoking" and tells the	10		
students the fine if people violate the regulations. The			
sign is as follows:			
Secondly, the students are asked to share the places			
where they can see "No Smoking" sign.			
Thirdly, the teacher tells the students the good thing			
about giving up smoking with the video clip as follows:			
https://www.youtube.com/watch?v=L6iilCEA8YI&t=1s			
Production	10		
Students are asked to think about how a person will			
look after long-term smoking. After the sharing session,			
they draw a human face on a worksheet according to what they			
just discussed in class. The worksheet looks like this:			

	The students are asked to draw the features of this imaginary smoker.			
	UNIT 3: SAY NO TO TOBACCO AND ALCOHOL		Be able to	【句型】
	Activity 2: Stay Away from Tobacco Hazard		say no to	Don't smoke here, please.
	Warm-up	5	second-hand	Smoking is not good for your health
	Review the risks of smoking and inhaling second-hand		smoke	【單字/片語】
	smoke. The teacher shows the students again the No Smoking			No smoking
	sign used in public places and the related fine.			tobacco
	Presentation	15		smoke
第 20 週	The teacher asks student to share the places where			cigarette
₩ 40 ×2	they see people smoking and the places where people are not			cough
	allowed to smoke. Ask again to see if the students really			lung
	know the adverse effects of second-hand smoke. Then, the			second-hand smoke
	teacher asks what they normally react when they see this			polite
	happening.			
	Play the video clip on third-hand smoke as follows:			
	https://www.youtube.com/watch?v=rBXgsQcL3FI			
	With the help of this animated film, students are able			

to know the harmful effects of third-hand smoke while they			
say no to the second-hand smoke.			
Practice	5		
On page 65 of textbook, the students are asked to read			
aloud the two "bubble" context to see how we can correctly			
persuade people to stop smoking in public places.			
Production	15		
The students are divided into groups and role-play in			
turn the skills taught on page 65 with the scenarios shown			
on pages 66 and 67. After that role play, they will be asked			
to tick the boxes at the end of Page 67 to see if they are			
confident in stopping people from smoking in public places			
next time they see this happens.			
turn the skills taught on page 65 with the scenarios shown on pages 66 and 67. After that role play, they will be asked to tick the boxes at the end of Page 67 to see if they are confident in stopping people from smoking in public places			

四、 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):
- 1. Be polite
- 2. Listen to others
- 3. Raise your hands to speak
- 4. Try your best
- 5. Be safe
- 6. Enjoy

	Teacher says	Students say	
上課前	Class time!(It' s time for class)	Good morning Teacher	
Before the	Class leader	Stand up. Attention. Bow.	
class			
複習舊經驗	What did we learn last week?		
Review time	Do you remember?		
	Tell me what is?		

2. 班級經營與教室用語(Classroom management& classroom language):

教師指導語	Attention.	One, two.
Teacher's	Eyes on me.	Eyes on you.
order	Listen to me.	Listen to you.
	Give me a good listener	Stop/ Look/ Listen
	Are you ready?	Yes!
	Heads down/up;	
	Take out your	
	Put your hands back.	
	Give him/ her 1-5 fingers	very good
	Give him/ her a big hands	
	Clap your hands.	
小組討論用語	Discussion time! 54321. Heads down.	We are group
Discussion time		I/we thinkbecause
	Step 1. Face to face/ Make a circle	I/we feel because
	Step 2. Our topic is	I/we can because
	Step 3. Any questions? Ready, Go!	
	Step 4: Time's up.	
	Step 5: Show/ share time.	
	Talk to your partners.	
	What do you think?	
	What can you do?	
	How about you?	
	Why? Why not?	
	Do you agree? Any ideas/comments?	
下課	Break time!	Thank you Teacher
After the class	Do you want to take a break?	Yes, I want to take a break.

3. 健康雙語課程專業辭彙

週次	單元	健康課程使用之英語
		Which food group is it?
第1-10週	吃出健康和活力	It's healthy/unhealthy.
		good/bad to the body
		How are you? How do you feel?
第 11-17 週	我真的不錯	Body parts: eyes, ears, nose
		Personal hygiene
		addiction to alcohol
		Don't smoke.
第 18-20 週	拒絕菸酒	Don't smoke here.
		Please stop smoking.
		Please don't smoke.