

臺中市立惠文高中 健體領域 體育科目 二年級 單元教案

主題名稱	不簡單的蜘蛛人- 初階攀岩課程		教學設計者	廖添地 老師 廖文華 老師
教學對象	二年級		教學節次	2週4節/每週2節
領綱 核心素養指標	<p><i>J-A1</i> 具備體育與健康知能態度，展現自我運動與保健 潛能，探索人性自我價值與生命意義，並積極實踐不輕言放棄(健體)。具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效(英語)。</p> <p><i>J-B1</i> 具備情意表達的能力，能以同理心與人溝通互 動，並理解體育與保健的基本概念，應用於日常生活中(健體)。在日常生活常見情境中，能運用所學字詞及肢體語言進行適切合宜的溝通與互動 (英語)。</p> <p><i>J-C2</i> 具備利他及合群的知能與態度，並在體育活動和 健康生活中培育相互合作及與人和諧互動的素養。(健體)。積極參與課內及課外英語文團體學習活動，培養團隊合作精神(英語)。</p>			
領綱 學習 重點	學習 表現	<p><i>1c-IV-1</i> 了解各項運動基礎原理和規則。</p> <p><i>3c-IV-2</i> 發展動作發展和展演的技巧，展現個人運動潛能。</p> <p><i>7-IV-3</i> 利用語言及非語言溝通策略</p> <p><i>3d-IV-3</i> 運用思考與分析能力，解決運動情境的問題。</p> <p><i>2c-IV--2</i> 表現利他合群的態度，與他人理性溝通與和諧互動 。</p> <p><i>6-IV-4</i> 樂於接觸課外的英語文多元素材</p>		
	學習 內容	<p><i>Aa-IV-1</i> 生長發育的自我評估與因應策略</p> <p><i>Ab-IV-1</i> 體適能促進策略與活動方法</p> <p><i>Cb-IV-1</i> 運動精神、運動營養攝取知識、適合個人運動所需營養素知識</p> <p><i>Cb-IV-2</i> 各項運動設施的安全使用規定</p> <p><i>Cd-IV-1</i> 戶外休閒運動綜合應用</p> <p><i>Fa-IV-1</i> 我認同與自我實現</p>		
教學目標	<p>1. 了解攀岩運動的由來及比賽種類·(<i>1c-IV-1</i>)</p> <p>2. 基本手法·腳法的抱石攀爬體驗(<i>3c-IV-2</i>)</p> <p>3. 能協助告知夥伴注意的事項及鼓勵鼓舞夥伴(<i>7-IV-3</i>)(<i>2c-IV--2</i>)</p> <p>4. 能夠獨立思考去判斷下個踩點及抓點來預判攀位(<i>3d-IV-3</i>)·</p>			
教學方法	<p>1. TPR(Total Physical Response)教學法 / 講述教學法 / 示範教學法</p> <p>2. 分組討論與操作</p>			
體育專業 英語詞彙 (content language)	英語 單字 片語	<p>◆裝備 (Climbing Equipment)</p> <p><i>helmet</i>/岩盔, <i>climbing shoes</i> /岩鞋, <i>sit harness</i> /坐式吊帶, <i>D-shape locking carabiner</i>/大D有鎖鉤環, <i>protection</i> 確保點</p>		

<p>體育專業 英語詞彙 (content language)</p>	<p>英語 單字 片語</p>	<p>◆攀岩前的口令 (Climbing Password) 開始攀登時： 攀登者=>準備攀登 (On belay) 確保者=>確保完成 (Belay on) 攀登者=>開始攀登 (Climbing) 確保者=>請攀登 (Climb)</p>											
	<p>英語 句子</p>	<p>A. You're on belay! (A. 你的確保完成了!) B. Okay! Climbing! (B. 好的! 開始攀登!) A. Set your own climbing goal point and try your best to achieve it. (A. 設定自己的攀爬目標點且盡力達成。) B. I know, but I'm still afraid. (B. 我知道, 但我還是會怕。) A. Come on! Don't give up! Think about what to do; it's almost the top. (A. 加油! 不要放棄, 想想怎麼做, 就快到頂了!) B. I'm trying, but my hands are almost weak. (B. 我在試, 但我的手已快沒力了。)</p>											
<p>英語 教室用語 (classroom language)</p>	<p>Gather Students Make four lines. / Eight in each line. / Hurry up. Stand up. / Sit down. Hands up / down.</p> <p>Roll call Who is missing? I am going to call the roll! Speak out your number and sit down! Please be on time.</p> <p>Warm Up Exercises Joint activity & Stretching exercise Neck、Shoulder、Waist、Knee、Wrist & Ankle、Arm、Leg、Hip Rotation、Circle、Bend、Stretch、Jog</p>												
	<table border="1" data-bbox="359 1422 1404 1579"> <tr> <td>折返跑</td> <td>shuttle run</td> <td>開合跳</td> <td>jumping jacks</td> </tr> <tr> <td>抬腿跑</td> <td>high-knee run</td> <td>交互蹲跳</td> <td>interactive squat jump</td> </tr> <tr> <td>交叉步</td> <td>crossover steps</td> <td>仰臥起坐</td> <td>sit-ups</td> </tr> </table> <p>activity Find a partner. Work in groups of four. Let's have a competition. A is the group leader. Whose turn? See my demonstration. Say with me. Do with me. Listen to my commands.</p> <p>Class Instructions Pay attention. Listen to me. Follow the rules. Keep you safe. One blow means "go". Two blows means "stop". Good job! Wonderful! Excellent! Keep trying! Let's do it together. Are you all right? How do you feel? Take a break. Drink lots of water. Do you need to go to the nurse's office?</p>		折返跑	shuttle run	開合跳	jumping jacks	抬腿跑	high-knee run	交互蹲跳	interactive squat jump	交叉步	crossover steps	仰臥起坐
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教學活動	教具	評量方式
<p align="center"><第四節> Challenge of Top Rope Climbing 運動攀登挑戰</p> <p>一、 Preparation Activities 準備活動(10 分鐘)</p> <p>Dynamic Stretches and Light pulse raiser</p> <p align="center">→ Recap Skills from previous weeks.</p> <p>TASK: Get students to name the muscles they are stretching and what joint they are operating.</p> <p>TP: Climbers using good climbing technique will work many muscle groups, and position their limbs in extreme position which they are not used during daily life (which is why we stretch).</p> <p>二、 Developing Activities 發展活動(35 分鐘)</p> <p>1. 確認學生裝備的穿戴方式與安全性</p> <ul style="list-style-type: none"> ● CRASH Safety Check - Before climbing, make a group of 2. Each team must perform a safety check of all critical points. One simple way to do this is follow the acronym CRASH ● Carabiner → Squeeze the carabiner to ensure the gate is locked. ● Rope → Check that the rope is tied correctly into the climber's harness, running freely to the master point of the anchor & oriented correctly through the belay device. ● Attitude → Assess the team's mental readiness for the climb. ● Shoes & Stuff → Check for any extraneous stuff on the climber that should be removed. Check that they are wearing properly fitted climbing shoes. ● Harness & Helmet → Check that all harnesses are secure and correctly buckled. Check that helmets are on and correctly fitted. 	<ol style="list-style-type: none"> 1. The laser pointer 2. Basic Climbing Equipment 3. Flash Cards 	<p align="center">Performance Evaluation</p>

<p>2. 攀登挑戰 / Top Rope Climbing</p> <p>Teacher plays the role of Belayer. Student plays the role of Climber.</p> <p>Opening Commands: The verbal contract or communication between a climber (teacher) and a belayer(student).</p> <ul style="list-style-type: none"> ● Climber: "ON BELAY?" ● Belayer: "BELAY ON" ● Climber: "CLIMBING?" ● Belayer: "CLIMB ON" <p>While climbing - the following commands can be used, although there are other ways to communicate this. Whatever commands are chosen should be used consistently throughout the day.</p> <ul style="list-style-type: none"> ● "TAKE" : for a tighter rope. ● "SLACK" : for a looser rope. <p>When climber(student) is finished climbing -</p> <ul style="list-style-type: none"> ● Climber: "TAKE" ● Belayer: takes any slack, puts both hands on the brake line and acknowledges the climber, "I'VE GOT YOU" ● Climber: when tension is provided the climber weights the rope, gets in the lowering position (feet flat on rock, wide feet, body forms "L" shape, head up, shoulders back, leaning back) and says: "LOWER ME" ✓ Show the participants what happens when feet are too close together, body is not away from the wall, etc. ● Belayer: "LOWERING" <p>Closing Commands - once the climber is safely on the ground the team can close the contract.</p> <ul style="list-style-type: none"> ● Climber: "OFF BELAY?" ● Belayer: "BELAY OFF" ● Thank you's and high fives. <p>Climbing groups - once the climbing demonstration is complete, students are divided into groups of 2 or 3. Instructors may designate groups or allow students to choose for themselves. Instructors may be assigned to stay with a particular group of participants or manage a particular belay station throughout the activity time.</p>	<p>1. The laser pointer</p> <p>2. Basic Climbing Equipment</p>	<p>Performance Evaluation</p>
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三、*Wrap-up Activities* 綜合活動(5 分鐘)

Teacher will

- ✓ *Ensures all students are seated and in a position where they can see and hear the lesson.*
- ✓ *Assures participants that they will receive individual instruction to go over the information covered in the lesson.*
- ✓ *Uses slightly exaggerated motions that can be easily seen. Makes it fun! The confidence and demonstrated expertise will create the foundation of trust needed for nervous students to have a positive experience climbing.*