

主題/ 單元名稱	第三單元 我們真的不錯 We Are All Special!		教材來源	南一版四年級上學期	
實施 年級	四年級		節數	共 5 節， 200 分鐘	
設計 理念	四年級學生除了熟悉健康課本內容之外，在沉浸式課程中，應加強英語聽力、識字與口說能力。因此在本課程設計中建構健康知識、也希望能增加用英語表達健康課所學的能力。				
健康 核心 素養	健體-E-A1 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。		英語 核心 素養	英-E-A2 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。	
健康 學習 重點	學習 表現	1a- I -1 認識基本的健康常識。 2a- I -1 發覺影響健康的生活態度與行為。		英語 學習 表現	II-2 能聽辨英語的子音、母音及其基本的組合。 1-II-3 能說出課堂中所學的字詞。 2-II-2 能辨識課堂中所學的字詞。
	學習 內容	Fa- I -1 認識與喜歡自己的方法。		英語 學習 重點	Ab-II-2 單音節、多音節，及重音音節 Ac-II-2 簡易的生活用語。 B-II-1 第二學習階段所學字詞及句型的 生活溝通。
學習 目標	<p>健康</p> <ol style="list-style-type: none"> 讓學童探索自己，了解自己與他人，進而肯定自己與他人 <p>英語</p> <ol style="list-style-type: none"> 能以正確的發音及適切的語調說出簡易句型的句子 積極參與各種課堂練習活動。 能妥善運用情境中的非語言訊息以幫助學習。 				

第三單元 我們真的不錯

Unit 3 We Are All Special!

活動一、Self-Exploration 探索自我 (40 分鐘)

第一節 重點：: Getting To Know Ourselves. 讓學童學習探索自我、了解自己。

Word Bank	special/ unique
Sentence Pattern	T: Who is the most special/unique person in your life? S: I think _____ is special/unique because he/she is _____. I agree. /I disagree. Because _____. I think I am special/unique because I _____.
教學策略	<p>一、Warm Up 引起動機(15 分鐘)</p> <p>The Magic Box 「獨特箱」的祕密。/ Talking to a special person 與神秘人對話(手機自拍模式)</p> <ol style="list-style-type: none">T: Could anyone tell me who is the most special student in our class? S: I think _____ is special/unique because he/she _____. 教師先特別製造神秘感，問學童心中認為最獨特的人是誰？T: Look at me, what do you see in my hand? S: It's a box. / It's a cellphone/tablet.T: Here is a Magic Box/cellphone/tablet and it will show you the most special/unique person. 教師說明這個獨特箱/手機/平板能讓我們知道誰是最獨特的人。T: You may come and find out who this person is, but you can't tell everyone the secret. And you have to say one thing about how special this person is. (教師請同學排隊觀看之前，要特別提醒學童看完後要保密。) T: Yes, I think each one of you is very special. You are special in different ways.T: Have you seen the most special/unique student in our class? Do you agree? S: I agree. / I disagree because _____.全班看完後，問他們是否有看到全世界最獨特的人？並說出自己的感想。 <p>二、Self-exploring 探索自我(15 分鐘)</p> <ol style="list-style-type: none">T: Write down 3 good points of 3 classmates on different post-it notes 默讀課文，進行比喻活動，寫在便利貼上，貼在想要分享想法的同學身上。T: Please do not make fun of others. Be nice and be polite. Don't write bad words 教師要強調不可拿對同學的比喻來開玩笑。S: I think he/she is special because he/she _____. 說出自己對他人的想法。 (1). xxx likes a rabbit. He can run very fast. (2). xxx is good at Chinese. (3). xxx is friendly to me. <p>三、Reflection 內省與發表(5 分鐘)</p> <p>請學童依下列題目進行內省與發表。</p> <ol style="list-style-type: none">T: Do you agree what they say about you? S: I agree. / I disagree because _____. 同意同學對你的看法嗎？請說明理由。

2. T: Do you really know yourself? Can you tell us how special you are?

S: Yes, I think I am special/unique because I _____.

從上面活動中，你是不是更了解自己了？舉例說說看。

四、Conclusion 師生共同歸納(5 分鐘)

每個人都有不同的特質，認識並接受自己，是打開健康心理之門的鑰匙。

~第一節結束~

第三單元 我們真的不錯

Unit 3 We Are All Special!

活動二、Being Assertive 肯定自己 (40 分鐘)

第二節 重點：(一)能對自己保持正向的態度，接受自己的特質。

(二)不因和別人比較而對自我的概念有所偏差。

Word Bank

pieces, toilet paper, good at

Sentence Pattern

T: How many pieces of toilet paper do you have?

S: I have _____ pieces of toilet paper.

T: What are you good at?

S: I am good at _____.

教學策略

一、Warm Up 引起動機(20 分鐘)

Toilet paper activity-

1. 先將學童分組，一組四至六人。(先組內分享)

2. T: Here is a roll/ a bag of toilet paper. Please take as much as you want.

教師遞給小組一捲衛生紙，要每個學童拉下一段，每個人拿到的數量可能不同

3. T: Please tear the toilet paper along the dash line and pile them up in front of you.

學童將拿到的衛生紙分成一張張方塊，分好的衛生紙疊成一疊。

4. T: How many pieces of toilet paper do you have?

S: I have _____ pieces of toilet paper.

T: I want you tell your teammates how good you are based on how many pieces of toilet paper you got.

For example: I have 3 pieces of toilet paper then I say " I am good at _____, _____, and _____."

教師再告知他們，拿到多少衛生紙就得說出自己多少優點，教師可以參與遊戲(示範給學童看)以輪流的方式，每人拿起一張衛生紙就說自己一個優點，直到所有衛生紙都用完才結束。如果有人拿太多，或說不出來時，可由該組其他人幫忙。

5. 拿到越多衛生紙的學童，就需要更加讚美自己。當教師發現害羞的學童只拿一兩張衛生紙時，可以將一張兩層的衛生紙分成兩張，讓他們有兩倍的機會找到自己的優點。

6. 分享: T: I will ask one/two from each team to tell us how good he/she is.

每組抽一、兩個人發表。

二、Class Activities 活動(18 分鐘)

1. T: After listing out all your strengths, how do you feel? 發現自己優點的感覺如何?

S: _____ (中英文回答皆可)

2. T: Do you think you have enough toilet paper? 你覺得你拿的衛生紙張數夠多嗎?

S: _____ (中英文回答皆可)

3. T: I love myself. Even I am not perfect. I can make myself better.

老師帶學生讀出「我愛我自己，即使我不是完美的，我會努力讓自己更好

三、Conclusion 師生共同歸納(2 分鐘)

自我肯定指的是保持正向的態度，接受自己的特質，同時願意不斷自我提升，對自我的看法不會因為和別人比較而有所偏差。

~第二節結束~

第三單元 我們真的不錯
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第三節 重點：每個人都有值得肯定和需要改善的地方，只要不斷的努力，朝目標邁進就可以改善自我。

Word Bank	problem, suggestion, better	
Sentence Pattern	<p>T: How can you do to make yourself better? S: I can _____, _____, and _____.</p>	
教學流程/ 策略	<p>一、Warm Up 引起動機(2 分鐘) 老師準備卡通人物與翦影 T: Look at the picture, can you guess who they are? S: They're _____. T: Yes, you are so smart.</p> <p>二、Group Discussion 小組討論(36 分鐘) Example: Lion King likes to eat snack. But <u>he's lazy to brush his teeth</u> until his mom asks him to do so. One day he has a toothache. He goes to the dentist. When he opens his mouth, there are some snack pieces on his teeth. 獅子王喜歡吃零食，但是他太懶不刷牙，直到媽媽叫他去刷牙，有一天他牙齒痛去看牙醫，當他張開嘴，牙齒上還有些許零食。</p>	
	<table border="1" data-bbox="450 1048 1417 1160"> <tr> <td data-bbox="450 1048 657 1160">Problem (underline)</td> <td data-bbox="657 1048 1417 1160"> <ol style="list-style-type: none"> To set an alarm. Brushing teeth after meal to avoid cavities. </td> </tr> </table> <p>Part 1 T: Now I will pass six problems, and each team will try your best to solve the problem. Let's spend 2/5 minutes to work on these problems. Please underline the problem first (2 mins) and later write down your group suggestions on the whiteboard (5 mins).</p> <p>A likes to play <u>outside(外面)</u> with his friends after school. But if his friends don't want to play with him. He will get angry and shout at them. Sometimes he <u>runs after(追趕)</u> them and wants to <u>hit(打)</u> them. Everyone can't say 'No' to him and is <u>afraid(害怕)</u> of him. 人物 A 一放學就常常在外面玩，如果朋友說不要跟他玩，他就會生氣對著大家大叫。有時候他會追在朋友後面想打他們，大家都不能對他說“不”，大家都怕他。</p> <p>B has a lot of toys, and he likes to <u>show(展示)</u> his new toys to his friends. Sometimes he <u>makes fun of(取笑)</u> his friends by telling them, "Look at what I have! You can't buy this toy because you don't have the money." He <u>also(也)</u> thinks he's better than all of his friends. 人物 B 他有很多玩具，很愛在他的朋友面前展示自己的新玩具。有時他會取笑朋友，告訴他們“你看我有什麼，因為你們沒有錢，你們沒有辦法買”，他也覺得自己比所有</p>	Problem (underline)
Problem (underline)	<ol style="list-style-type: none"> To set an alarm. Brushing teeth after meal to avoid cavities. 	

教學流程/
策略

朋友優秀。

C likes to read comic books(漫畫書) and plays online(線上) games at home. He doesn't like any subjects and doesn't know how to study. He always gets low scores on the tests and forgets to hand in his homework on time. His mom is worried about how he's doing at school.

人物 C 喜歡在家裡看漫畫和玩線上遊戲。他不喜歡全部科目也不知道如何學習，他考試得到很低的分數，也會忘記準時交作業，媽媽很擔心他在學校的表現。

D is friendly to his friends. He always helps his friends at school. But he is getting big(越來越胖) because he likes to eat. He likes all kinds(所有種類) of food. When he eats, he doesn't know when to stop(停止).

人物 D 對朋友很友善，在學校總是會幫助朋友。但是因為他喜歡吃東西，他越來越胖，他喜歡所有的食物。當他開始吃就不知道何時停止。

E likes to look at the mirror(鏡子) because she wants to look pretty(漂亮) all the time. She likes to use her time on getting dressed, brushing her hair and buying clothes online(上網). She always worries about her look. She wants to look "Perfect!"

人物 E 總是照鏡子，因為她要想任何時候看起來都很漂亮。她喜歡花時間梳頭髮、打扮和上網買衣服，她總是擔心她的外表，她想要看起來很"完美"。

F always gets 100 on the tests because he likes studying. When(當) his friends ask him to help with homework problems, he always says "No." He doesn't want to help his friends because he always wants to be the best in his class. So he doesn't have any friends.

人物 F 常常考試滿分，因為他很喜歡讀書。當朋友請教他回家作業問題時，他總是說"不要"，他不要幫助朋友，因為他總想要自己是班上最棒的。所以他沒有任何朋友。

Part 2

Do you have any problems (bad habits)?

Can you think about one thing you want to change about yourself. Tell me how you can do to change it. Give me 2~3 examples.

(You can ask your teammates if you need some suggestions.)

One problem:	12/8	12/9	12/10	12/11	12/12	12/13	12/14
How can you do to make yourself better?							
1.							
2.							
3.							

三、Conclusion 結論(2分鐘)

1. 每個人都不完美，讓自己經過不斷的努力更進步。
2. 學習單:下周再分享你進行得如何? 第三節結束~

第三單元 我們真的不錯

Unit 3 We Are All Special!

活動三、I Can Do it! 我做不到 (120 分鐘)

第四節重點：每個人都有值得肯定和需要改善的地方，只要不斷的努力，朝目標邁進就可以改善自我。

Word Bank	goal, reach,
Sentence Pattern	T: Did you reach your goal? S: Yes, I did./ No, I didn't. T: Tell me how did you reach your goal? S: I _____, _____, and _____.
教學策略	<p>一、實踐與分享(30 分鐘)</p> <ol style="list-style-type: none">1. T: Did you reach your goal? S: Yes, I did. /No, I didn't.2. T: Tell me how did you reach your goal? S: I _____, _____, and _____ goals. _____. 每位學童依自己紀錄表檢視是否達成的目標，並分享自己如何如達成目標，或是小天使如何協助或陪伴完成等等。當學生完成他的目標時讓全班給予鼓勵，老師也給予口頭上的鼓勵。3.對於因為某些因素無法達成目標的同學，我們可以如何協助他們? T: Who can help him/her? What can he/she do? (suggestions) S: He/ She can _____. 對於未能達成目標的同學，可以給予他們多一點的時間來完成。 <p>二、引導學童思考班級可以改進的地方(10 分鐘)</p> <ol style="list-style-type: none">1. T: Each team writes down 3 problems we have on the whiteboard. Let's set goals for our class. Any ideas? S: I think our class _____. 班上可能也面臨了一些共同的問題，每組寫下來三個你們認為要改進的問題2. T: Most of students agreed the 3 problems are _____, _____ and _____. Do you agree? 大部分學生提到三個共同的班級問題，你們同意嗎 S: Yes, _____.3. T: What can you do to change? Anyone wants to share your ideas. S: _____. 全班提出方法如何解決問題4.在全班達成共識時，讓學生一起將目標大聲念出，可在黑板的角落設置一個目標達成與否的提醒，老師時時給予鼓勵。 <p>四、Conclusion 結論:</p> <ol style="list-style-type: none">1.每個人設定目標，努力不懈，一定可以讓自己更好。2.班級就是一個大家庭，有問題大家一起處理，可以讓班級更好。 <p>~第四節結束~</p>

第三單元 我們真的不錯

Unit 3 We Are All Special!

活動三、I Can Do It! 我做得好 (120 分鐘)

第五節重點：每個人都有值得肯定和需要改善的地方，只要不斷的努力，朝目標邁進就可以改善自我。

Word Bank	check /suggestion
Sentence Pattern	<p>T: Does anyone notice any changes since we set our class goals? S: Yes, _____./ No, _____. T: We haven't reached some of the goals. What can we do? S: We can _____.</p>
教學策略	<p>一、檢核班級目標</p> <p>1. T: Here are the goals we set last week. Did we reach our goals? 全班共同檢核前一周設定的班級目標是否達成。 S: Yes, we did _____, not _____. 對於全班以達成的目標老師給予鼓勵，也請全班給自己一個掌聲。</p> <p>2. T: We haven't reached some of the goals. Why? What can we do? S: Because _____. We can _____. 對於尚未達成的目標，是否有改善，如未能如期改善的原因為何?倘若班級共同目標尚未達成，個人與群體應該如何改進，提出具體作法。</p> <p>3. T: Does anyone notice any changes since we set our class goals? S: We haven't _____ 引導學童思考班級目標達成後，對班上的影響有哪些面向。</p> <p>二、引導學生思考[自發互動共好]的概念</p> <p>1. T: Who is good at Chinese/ math/ English? Please share with us how you study? S: _____ (中英文皆可) T: He/She uses a lot of time to study (in the cram school). You have to study hard too. You can ask him/her questions you have.</p> <p>2. T: Who has a lot of friends in class? S: _____ (人名) T: Who is his/her friend? Raise your hand and tell us why you like to be his/her friend? S: _____ (中英文皆可) (老師可將其優點寫在黑板上) Those what we can learn from him/her. We can be better.</p> <p>3. T: Who is your best friend and who changes you a lot? S: _____ (中英文皆可) T: Everyone has his/her own good points. When someone helps you with your _____ (math), and you become better. I am sure you can use your good points to help others too. And we all could be better. 教室裡有學生自發的學習，那你們能效仿他們主動學習嗎?與同學間能夠彼此相互扶持，在課業上或是活動中主動相互協助?是否能運用彼此的優勢，讓同學間良性循環的影響，讓大家共好。</p> <p>三、師生共同歸納： 每個人都有想要改善的地方，如果只是否定自己是不容易改善自我的；不如把負面的想法轉換成「我可以做的事」。由積極行動的成功經驗，去相信自己可以更好，進而肯定自己</p>

的價值，就能在肯定中找到自信。而班級中的每個人都能達成個人目標後，就能達成群體設定的目標。

~第五節結束~

教學設備/
資源

1. 視聽設備:電腦，螢幕、投影機。
2. 教具:空紙箱、鏡子、便利貼、圖卡、捲筒衛生紙。
3. 延伸教材及網站:不衛生股長影片。

評量方式

口語發表、小組討論、課堂參與、學習態度

Classroom Language :

- Pay attention, please.
- Open your books to page ____.
- Come and write on the board.
- Whose turn to read?
- What question are you working on ?
- Who hasn't answered?
- What was the like?
- What do you think?
- How can you tell?
- Let me explain what I want you to do next.
- Would you give us an example?
- Could you explain a little bit more about it?
- Would you please pronounce the word ____?
- What do you mean?
- Are you with me?
- Do you get it?
- Let's check the answers.
- One more time, please.
- We have an extra five minutes.
- Two more minutes to go!
- I'm afraid it's time to finish now.
- We'll have to stop here.
- We'll do the rest of this chapter next time.

U3 我們真的不錯	
3-1 word bank : sentence patterns :	special 特別 / unique 獨特 T: Who is the most special/unique person in your life? S: I think _____ is special/unique because he/she is _____. I agree. / I disagree. Because _____. I think I am special/unique because I _____.
3-2 word bank : sentence patterns :	pieces 片/張 / toilet paper 廁紙/ good at 擅長 T: How many pieces of toilet paper do you have? S: I have _____ pieces of toilet paper. T: What are you good at? S: I am good at _____.
3-3 word bank : sentence patterns :	problem 問題 / solve 解決/ hought 想法 / negative 負面 goal 目標 / personal 私人的 T: How can you make yourself better? S: I can _____.
3-4 word bank : sentence patterns :	reach 達到/ suggestion 建議 T: Tell us your goals. S: My goals are _____, _____, and _____. T: How did you reach your goals and how? S: I reached my goals by doing _____. S: I didn't reach my goals because _____.
3-5 word bank : sentence patterns :	check 檢查/ suggestion 建議 T: Did you reach your class goals and how? S: Yes, we _____. No, we didn't because _____. T: What can we do to get closer at our goals? S: We can _____.