

雲林縣 110 學年度 第一學期 虎尾鎮 虎尾國民小學 三年級 綜合活動 領域教學
計畫表 設計者：三年級教學研究團隊

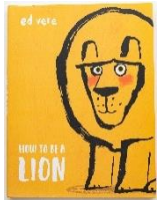
領域/科目	綜合活動領域	設計者	三年級教學研究團隊
實施年級	三年級上學期	總節數	共八節
單元名稱	三. 自我的探索		
設計依據			
核心素養	總綱	面向:A. 自主行動 項目:A1 身心素質與自我精進 具體內涵:E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特質，發展生命潛能。	
	領域	綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。	
綜合活動	主題軸	1. 自我與生涯發展	
	主題表現	a. 自我探索與成長	
學習重點	學習表現	1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。 3. 覺察自己的興趣、專長。 4. 探索自己感興趣的人、事、物。	
	學習內容	Aa-II-2 自己感興趣的人、事、物。 Aa-II-3 自我探索的想法與感受。	
議題融入	學習主題	性別平等教育:性別權力關係與互動	
	實質內涵	性 U12 去除性別刻板與性別偏見的情感表達與溝通，具備與他人平等互動的能力。	
教材來源	南一出版社 綜合活動 3 上第一冊		
英語學習	What are you good at? I'm good at _____. playing basketball, playing badminton, swimming, drawing, singing, dancing, playing the piano, playing the recorder, playing the drum		
學習目標			
1. 能了解自己的興趣與專長。 2. 能欣賞他人的興趣與專長。 3. 能找出精進自己興趣的學習方法。			

教學活動設計

教學活動內容	時間	學習評量
<p>第一節</p>	1 節	
<p>一、暖身活動</p> <p>展示各種活動圖卡，讓大家在黑板上分類(動/靜)。</p> <ul style="list-style-type: none"> ➢ The instructor shows some flashcard of several activities and asks the students to sort them out. ➢ "Please categorize these activities into outdoor and indoor activities." 	5'	<p>口頭評量： 確認學生能說出圖卡的活動。</p>
<p>二、發展活動</p> <p>提問：</p> <ol style="list-style-type: none"> 1. 黑板上你能做那些活動？ <ul style="list-style-type: none"> ➢ "From the activities mentioned above, what can you do?" 2. 哪些活動是你喜歡的? 哪些不喜歡? <ul style="list-style-type: none"> ➢ "What are the activities you like the most and the least?" 3. 用便利貼寫下自己三個興趣貼在黑板上，看看全班的同學動態/靜態，哪種活動比較多？ <ul style="list-style-type: none"> ➢ Write down three of your interests on a post-it, stick it on the blackboard, and check which activity (indoor/outdoor) interests other classmates the most. 4. 喜歡的活動一定很擅長嗎？ <ul style="list-style-type: none"> ➢ "If you are interested in some activities, does it mean that you must be good at them?" 	10'	
<p>分組討論：</p> <ol style="list-style-type: none"> 1. 自己擅長哪些事情? 是不是就一定喜歡？ <ul style="list-style-type: none"> ➢ "What kind of activities are you good at? Does it mean that you must like the activities that you are interested in?" 2. 喜歡的事情一定很擅長嗎? 舉例說明。 <ul style="list-style-type: none"> ➢ "If you like some activities, does it mean that you must good at them, please give us some examples." 	15'	<p>口頭評量： 學生能思考、回答，並參與討論。</p>
<p>小組分享：</p> <p>小組派出一位發表者分享小組結論。</p> <ul style="list-style-type: none"> ➢ "Each group sends one student to present the 	7'	<p>口頭評量： 學生能實際上台表達小組結論結果。</p>

<p>conclusion of your discussion."</p> <p>三、統整活動</p> <p>1. 教師總結。</p> <p>➤ The instructor concludes and reviews what they have taught and discussed today.</p> <p>第一節完</p>	3'	
<p>第二節</p> <p>一、暖身活動</p> <p>老師展示各國名人讓學生猜猜他們的專長或職業。</p> <p>➤ The instructor shows some famous people different countries, and have students guess their job and what they are good at.</p> <p>➤ "Now, please take a guess about these famous people from different countries, what are their jobs and interests."</p> <p>(例如:英業達 CEO 溫世仁愛寫武俠小說、小提琴家陳美愛滑雪)</p>	一節 5'	口頭評量: 學生能針對討論結果進行發表。
<p>二、發展活動</p> <p>提問</p> <p>1. 專長跟職業有沒有相關?</p> <p>➤ "Do you think are there any relationships between one's specialty and their job?"</p> <p>2. 職業跟興趣有沒有相關?</p> <p>➤ "Do you think are there any relationships between one's job and their interest?"</p> <p>3. 職業、興趣跟性別有沒有關係?</p> <p>➤ "Are there any relationships among jobs, interests and gender?"</p> <p>請小組討論，上台發表。</p> <p>➤ "Now each group discusses the question, and later you'll come to the front to share your answers."</p> <p>我會畫</p> <p>教師展示十個職業圖卡，請小組討論後畫出這些職業的人物。(例如:醫生、護理師、老師、消防員、警察等等)</p> <p>將小組答案貼到黑板上後觀察，每種職業的哪一類性別居多?</p> <p>➤ The instructor presents ten flashcards of ten</p>	10' 15'	實作評量: 學生能依老師提示畫出職業人物。

<p>different jobs, and asks each group to draw a picture based on their discussion.</p> <ul style="list-style-type: none"> ➤ After posting their pictures on the blackboard, the instructor asks the students to observe the gender difference among these jobs. ➤ "Please observe the pictures on the blackboard, which job has the highest percentage in terms of gender, and vice versa." <p>三、統整活動</p> <p>提問</p> <p>每一種職業對於性別有沒有限制?為什麼?</p> <ul style="list-style-type: none"> ➤ "Are there any restrictions between one's gender and job? Why or why not" <p>請小組討論並展示結果。</p> <ul style="list-style-type: none"> ➤ "Each group please discusses the question and share your answers." <p>教師總結</p> <ul style="list-style-type: none"> ➤ The instructor concludes and reviews what they have taught and discussed today. <p>第二節完</p>	<p>7'</p> <p>3'</p>	<p>口頭評量: 學生能實際上台表達 小組結論結果。</p>
<p>第三節</p> <p>一、暖身活動</p> <p>展示獅子圖片，提問:</p> <ul style="list-style-type: none"> ➤ The instructor displays the picture of a lion, and asks questions: <ol style="list-style-type: none"> 1. 這是什麼動物? <ul style="list-style-type: none"> ➤ "What's this animal?" <ol style="list-style-type: none"> 2. 他有什麼特性? <ul style="list-style-type: none"> ➤ "What kind of characteristics do lions have?" <p>二、發展活動</p> <p>介紹繪本 How to Be A Lion https://www.youtube.com/watch?v=mr8_bafjW_M</p> <p>小組討論</p> <ol style="list-style-type: none"> 1. 書中的獅子跟一般的獅子有什麼不一樣的地方? <ul style="list-style-type: none"> ➤ "What are the differences between the lion from the book and those normal lions?" 	<p>一節</p> <p>5'</p> <p>10'</p> <p>10'</p>	<p>口頭評量: 學生能說出老師展現的 圖片代表意義。</p> <p>口頭評量: 學生能思考、回答， 並參與討論。</p>

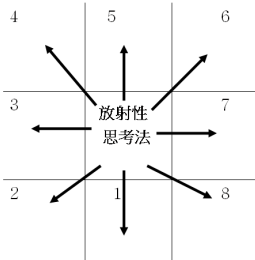


<p>2. 你欣不欣賞他?</p> <ul style="list-style-type: none"> ➤ "Do you admire him or not?" <p>3. 只有一種方式可以成為一頭獅子嗎?</p> <ul style="list-style-type: none"> ➤ "Is there only one way to be like "normal" lions?" <p>4. 你讀完繪本之後願意跟他一樣做自己嗎?</p> <ul style="list-style-type: none"> ➤ "Are you willing to be like him after reading the story?" <p>佳句欣賞</p> <p>1. 選出書中最吸引自己的句子或情節，跟小組分享。</p> <ul style="list-style-type: none"> ➤ Each student chooses a sentence or a section that he/she like the most, and shares it to the whole group. ➤ "Please share a sentence or a section that you like the most to the whole group." <p>2. 小組派一人上台分享。</p> <ul style="list-style-type: none"> ➤ "Each group please sends one person to the front and share your answer to the whole class" <p>三、統整活動</p> <p>1. 教師總結</p> <ul style="list-style-type: none"> ➤ The instructor concludes and reviews what they have taught and discussed today. <p>第三節完</p>	<p>12'</p> <p>3'</p>	<p>口頭評量: 學生能透過團體合作表達出自己想法。</p>
<p>第四節</p> <p>一、暖身活動</p> <p>老師利用純圖片複習上一節課的繪本內容。</p> <ul style="list-style-type: none"> ➤ The instructor uses only pictures to review what has been discussed from last class. <p>提問</p> <p>1. 大家眼中的獅子有什麼特性?</p> <ul style="list-style-type: none"> ➤ "What characteristics do you think lions must have?" <p>2. 主角是大家眼中的一般獅子嗎?</p> <ul style="list-style-type: none"> ➤ "Do you think the lion from the book is as ordinary as the other lion?" <p>3. 主角跟同類不一樣的地方是什麼?</p> <ul style="list-style-type: none"> ➤ "What's the difference between the lion and the other lions?" 	<p>一節</p> <p>5'</p> <p>10'</p>	<p>口頭評量: 學生能依照教師提問而說出繪本內容。 學生能依照教師提問而說出自己想法。</p>

<p>4. 他遭遇到什麼困難？</p> <ul style="list-style-type: none"> ➤ "What difficulties has he encountered?" <p>5. 面對困難他決定怎麼做？</p> <ul style="list-style-type: none"> ➤ "What decisions had he made while facing the difficulties?" <p>6. 你喜歡他的決定嗎？</p> <ul style="list-style-type: none"> ➤ "Do you like his decision?" <p>7. 如果你是主角，你會怎麼做？</p> <ul style="list-style-type: none"> ➤ "If you were him, what will you do?" 		
<p>二、發展活動</p> <p>改造大作戰</p> <p>1. 小組討論後，在小白板上，依據繪本內容敘述畫出書中的獅子形象。</p> <ul style="list-style-type: none"> ➤ After group discussion, the students draw the lion from the book on the whiteboard. ➤ "According to the book, what does the lion should be like? Please draw it on the whiteboard." <p>2. 老師發下學習單，讓學生自己在學習單上畫出自己想要的獅子模樣；並加上原因。</p> <ul style="list-style-type: none"> ➤ The instructor delivers the worksheet to students and asks them to draw their ideal image of the lion with their reasons. ➤ "Now, please draw your ideal image of the lion with some of your reasons" 	<p>10'</p> <p>12'</p>	<p>實作評量： 學生能經過討論而共同創作。</p> <p>實作評量： 學生能依自己想法自行創作出符合題意的圖畫。</p>
<p>三、統整活動</p> <p>1. 教師總結。</p> <ul style="list-style-type: none"> ➤ The instructor concludes and reviews what they have taught and discussed today. <p>第四節完</p>	<p>3'</p>	
<p>第五節</p> <p>一、暖身活動</p> <p>老師說出某幾位同學的優點，讓全班猜猜是哪一位學生。</p> <ul style="list-style-type: none"> ➤ The instructor lists some classmates' advantages and asks the students to guess who they are. ➤ "Please guess who he/she is based on their advantages." 	<p>一節</p> <p>10'</p>	<p>口頭評量： 學生能依提示判斷同學的性格與優點。</p>

<p>並請猜對的同學說說猜測的根據是什麼。</p> <p>➤ "How do you know it? Based on what kind of clues?"</p> <p>二、發展活動</p> <p>優點大轟炸</p> <p>1. 發下便利貼 3-5 張。(老師指定張數)</p> <p>➤ The instructor gives each student some post-its.</p> <p>2. 講解規則:隨機指定優點轟炸的對象 (下一號、前一個座位等等。)</p> <p>➤ Each student is assigned to list some advantages of a particular classmate.</p> <p>3. 限定時間內書寫對方優點。</p> <p>➤ Students are given limited time to list down some advantages of the designate classmate.</p> <p>4. 統一時間貼於對方桌上。</p> <p>➤ When the time is up, the students stick the post-its to the designate classmate.</p> <p>5. 仔細閱讀別人給予的稱讚，並口頭給予回饋。</p> <p>➤ Students must read the comments from other classmates and give some feedbacks.</p> <p>三、統整活動</p> <p>1. 教師總結。</p> <p>➤ The instructor concludes and reviews what they have taught and discussed today.</p> <p>第五節完</p>	<p>12'</p> <p>3'</p> <p>12'</p> <p>3'</p>	<p>實作評量: 學生能表達自己對同學的觀察與運用形容詞描述出來。</p> <p>口頭評量:學生能針對收到的觀點進行回饋。</p>
<p>第六節</p> <p>勾起回憶</p> <p>1. 教師隨意點 3-5 位同學說說自己的長處。</p> <p>➤ The instructor randomly picks some students, and them to say some advantages of their own.</p> <p>➤ "What are your advantages?"</p> <p>2. 再請同學補充。</p> <p>➤ "Anything else? Are there anything that anyone want to add?"</p> <p>鏡裡鏡外</p> <p>1. 拿出一節課收到的優點轟炸便利貼。</p> <p>➤ The students take out the post-its they received</p>	<p>一節</p> <p>5'</p> <p>5'</p>	<p>口頭評量: 學生能了解自己長處並清楚表達出來。</p>

<p>from last class.</p> <p>2. 再拿出第四節課完成自己想要的獅子模樣畫。</p> <p>➤ The students take out the drawing of their ideal lion completed previously.</p> <p>3. 兩相比較看看異同。</p> <p>➤ "Are there any similarities and differences between the comments you received and your drawing?"</p> <p>4. 小組內展現成果與同學分享。</p> <p>➤ The students share their work with their group members.</p> <p>5. 小組推派分享獅子畫與便利貼最相同/最不同的部分。</p> <p>➤ Each group shares their thoughts on the parts that are identical/different.</p> <p>三、統整活動</p> <p>1. 教師總結。</p> <p>➤ The instructor concludes and reviews what they have taught and discussed today.</p> <p>第六節完</p>	<p>5'</p> <p>10'</p> <p>12'</p> <p>3'</p>	<p>實作評量： 學生能自己進行異同比較。</p> <p>學生能思考、回答，並進行分享。</p>
<p>第七節</p> <p>一、暖身活動</p> <p>教師介紹名人故事與選手養成。</p> <p>➤ The instructor introduces some stories of some celebrities.</p> <p>二、發展活動</p> <p>小組討論</p> <p>1. 教師指定 5-6 種相差性大的職業。 (例如:律師、滑雪選手、電競選手、空服員、官員等等。)</p> <p>➤ The instructor assigned some jobs that are much different in some way (e.g., lawyers, ski players, eSports players, flight attendants, government officials.....)</p> <p>2. 分組討論這些職業需要哪些特質? (一組一種)</p> <p>➤ Each group chooses a job and discusses what are some characteristics that some particular job must need.</p>	<p>一節</p> <p>5</p> <p>10'</p> <p>10'</p>	<p>口頭評量： 學生能分析主題材料並進行分享。</p> <p>口頭評量：</p>

<p>➤ "What characteristics does he/she have?"</p> <p>3. 指定某一組員在限定時間內進行 1-6 組的組間輪轉分享。</p> <p>使用 Jigsaw II 教學法</p> <p>➤ A designate student from each group should start share his/her thoughts to 1-6 groups in rotation.</p> <p>➤ "Now, students from each group, please start sharing your thoughts to the other groups."</p> <p>4. 小組將蒐集到的情報做一個總結。</p> <p>➤ After the students come back to their group, each student shares the information they received, and the whole group will receive an intact perception from other groups.</p> <p>➤ "Now, please share what you have heard from other groups to your group member."</p> <p>5. 個人發表自己適合哪一種職業。</p> <p>➤ Students express theirs thoughts on what kind of jobs suit them the best individually.</p> <p>三、統整活動</p> <p>1. 教師總結</p> <p>➤ The instructor concludes and reviews what they have taught and discussed today.</p> <p>第七節完</p>	<p>5'</p> <p>"</p> <p>7'</p> <p>3'</p>	<p>學生能思考、回答，並分享。</p> <p>口頭評量： 學生能依據他人答案進行總結。</p> <p>口頭評量： 學生能思考、回答，並進行分享。</p>
<p>第八節</p> <p>一、暖身活動</p> <p>教師講解右方表格(曼陀羅思考法)，並舉例一種職業需要的專長與特點。</p> <p>➤ The instructor explains the chart, and gives some examples on what specialties and characteristics that a particular job must need.</p> <p>二、發展活動</p> <p>我的未來不是夢</p> <p>1. 發下右方表格(曼陀羅思考法)。</p> <p>➤ The instructor gives each group a chart.</p> <p>2. 每個人選擇一種未來自己想要從事的行業。</p> <p>➤ Each student chooses a job that they would like to</p>	 <p>一節</p> <p>10'</p> <p>5'</p>	<p>學生能思考、回答，並分享。</p>

<p>be in the future.</p> <ul style="list-style-type: none"> ➤ "Please choose a job you would like to be in the future." <p>3. 利用表格進行專長與特點分析。</p> <ul style="list-style-type: none"> ➤ Each group analyzes each person's specialties with their characteristics by making use of the chart. <p>4. 寫下自己符合的部分；並探討不適合的部分如何加強。</p> <ul style="list-style-type: none"> ➤ Each student lists down the part that is in line with their specialties and characteristics, and discusses how to improve those improper parts. ➤ "Please write down the part the suits you the most, and if there are something that are not suitable, how are you going to improve it?" 	<p>10'</p> <p>10'</p> <p>5'</p>	<p>實作評量： 學生能了解自己特點並表達出來。</p>
<p>三、統整活動</p> <p>1. 教師總結</p> <ul style="list-style-type: none"> ➤ The instructor concludes and reviews what they have taught and discussed today. <p>第八節完</p>		