

宜蘭縣中興國小 110 學年度第一學期

教育部部分領域課程雙語教學實施計畫三年級綜合活動領域課程架構及教案

一、綜合活動雙語課程教學架構

本計畫對象以三年級一個班級，每周兩節課進行，綜合活動課程設計架構以自編內容結合校本課程，並輔以(翰林版)規劃相關課程，內容如下：

(一) 綜合領域教學主題名稱與週次

主題	名稱	教學週次
團隊合作 Teamwork	班級圖像 My Class	第 1~4 週
感覺情緒 Feelings & Emotions	情緒精靈 Emotion Genies	第 5~11 週
自主學習 Self-Learning	我是學習小主人 I Love Learning	第 12~16 週
安全生活 Safety Life	安全生活不打烊 Safety Net	第 17~20 週

(二) 英語融入綜合領域教學十二年國教素養導向

核心素養 Core Competency	總綱 General Guidelines	A1 身心素質與自我精進 Physical and Mental Wellness and Self-Advancement A2 系統思考與解決問題 Logical Thinking and Problem Solving B1 符號運用與溝通表達 Semiotics and Expression C2 人際關係與團隊合作 Interpersonal Relationships and Teamwork
	領(課)綱 Curriculum Guidelines	【綜合領域】 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-E-A2 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。 綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。 【英語領域】 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，精進個人能力。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學詞彙及句型進行簡易日常溝通。 英-E-C2 積極參與課內小組學習活動，培養團隊合作素養。
學習重點 Learning Focus	學習表現 Students' Performance	【綜合領域】 2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。 2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。

	<p>1b-II-1 選擇合宜的學習方法，落實學習行動。</p> <p>1d-II-1 覺察情緒的變化，培養正向思考的態度。</p> <p>3a-II-1 覺察生活中潛藏危機的情境，提出並演練減低或避免危險的方法。</p> <p>【英語領域】</p> <p>1-II-8 能聽懂簡易的教室用語。</p> <p>1-II-9 能聽懂簡易的日常生活用語。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-4 能使用簡易的教室用語。</p> <p>5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>8-II-1 能了解國內外基本的招呼方式。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p>
<p>學習內容 Learning Content</p>	<p>【綜合領域】</p> <p>Aa-II-3 自我探索的想法與感受。</p> <p>Ab-II-1 有效的學習方法。</p> <p>Ab-II-2 學習行動。</p> <p>Ad-II-1 情緒的辨識與調適。</p> <p>Ad-II-2 正向思考的策略。</p> <p>Bb-II-1 團隊合作的意義與重要性。</p> <p>Bb-II-2 關懷團隊成員的行動。</p> <p>Bb-II-3 團體活動的參與態度。</p> <p>Ca-II-1 生活周遭潛藏危機的情境。</p> <p>Ca-II-2 生活周遭危機情境的辨識方法。</p> <p>Ca-II-3v 生活周遭潛藏危機的處理與演練。</p> <p>【英語領域】</p> <p>Ac-II-1 簡易的教室用語。</p> <p>Ac-II-2 簡易的生活用語。</p> <p>Ac-II-3 第二學習階段所學字詞。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>D-II-1 所學字詞的簡易歸類。</p>

(三) 綜合活動雙語課程教學單元理念與重點

週次	主題	綜合領綱	綜合課程理念與設計	英語相關知識 content vocabulary
1-4	班級圖像	<p>綜-E-C2</p> <p>理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p>	<p>透過小學三年級新班級的情境引導學生在面對新班時既期待又擔心的情緒，並透過「翻轉魔毯」的活動，讓學生在過程找到解決問題的核心對策，藉此凝聚班級向心力，並在挑戰完成後，體會互相合作及找到自己的最佳拍檔，從中學習感受團隊合作的重要性，而在「我的班級圖像」締造出自己夢想的班級未來努力的方向，期盼在新班級中找到自己的最佳拍檔，一起快樂學習。</p>	<p><u>Sentence Pattern</u></p> <p>How to make it better?</p> <p>Work Together.</p> <p>We can make a plan for everyone.</p> <p>We can succeed by working together.</p> <p>By teamwork.</p> <p>What do I learn from the game?</p> <p>How to care people?</p> <p>How to have good teamwork?</p> <p>Know what they need.</p> <p>Help each other.</p> <p>Good job.</p> <p>I'm sorry.</p> <p>Thank you.</p> <p>What kind of class do you want?</p> <p>I want a happy/safe/polite class.</p> <p>We love sports.</p> <p><u>Vocabulary</u></p> <p>teamwork, respect, listen, partner, polite, love sports, safe, happy, care</p>
5-11	情緒精靈	<p>綜-E-A1</p> <p>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。</p> <p>綜-E-C2</p> <p>理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p>	<p>透過兒童生活經驗及情境學習辨識情緒，進而學習表達情緒，與生活經驗連結，以促進情緒的覺察。分辨好的情緒表達方式及不好的情緒表達方式，發展出適合自己的情緒管理方式，最後引導學習用感恩的心、正向的眼光，體察生活中的小快樂，以發展出正向的情緒經驗。</p>	<p><u>Sentence Pattern</u></p> <p>How are you feeling today?</p> <p>I'm feeling great.</p> <p>How do you feel?</p> <p>I feel happy.</p> <p>What happened? Why?</p> <p>Today I feel angry because my sister takes my toy.</p> <p>I feel happy because I can make Halloween donuts/I win in a game.</p> <p>What can you do when you feel angry?</p> <p>When I feel <u>angry</u>, I can <u>listen to music</u>.</p> <p>What can you do when you have negative feelings?</p>


				<p>I can ride a bike.</p> <p><u>Vocabulary</u> emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful, lonely, joy, anger, fear, disgust, sadness, negative, positive, diary</p>
12-17	我是學習小主人	<p>綜-E-A2</p> <p>探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p>	<p>藉由觀察同學擅長或厲害的技能後，透過分析自己的喜好及特長，進而設定自己的學習目標。透過教師協助幫學生搭鷹架以及引導，讓學生具備自主學習及終身學習能力，另外也透過教成人及同儕的幫忙，督促自我的學習；並在達成學習目標後與他人分享及應祝，享受學習的樂趣，讓學生擁有成功的學習經驗，最終將成功經驗遷移至各領域，持續學習的熱情、信心以及動力。</p>	<p><u>Sentence Pattern</u> What can you do? I can <u>dance</u>. What are you good at? I'm good at drawing. What's your goal? My goal is to <u>be good at playing badminton</u>. How to achieve your goal? I <u>practice playing badminton</u> every day. How can you improve it? Keep on trying.</p> <p><u>補充Supplementary:</u> Set your goal. Practice makes perfect. Put it into action.</p> <p><u>Vocabulary</u> 「動態類」 dance/dancing sing/singing run/running jump/jumping rope swim/swimming ride/riding a bike play/playing badminton 打羽球 rollerblade/rollerblading 溜直排輪 「靜態類」 write/writing calligraphy draw/drawing (用鉛筆類) paint/painting (用筆刷)</p>

				<p>play/playing Chess 「樂器類」</p> <p>play/playing the piano</p> <p>play/playing diabolò 扯鈴</p> <p>play/playing the violin</p> <p>play/playing Chinese zither (guzheng) 彈古箏</p>
18-20	<p>安全生活 不打烊</p>	<p>綜-E-A2</p> <p>探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p>	<p>透過觀察、調查生活中常見的危機情境，依危機類別歸納辨識方法與處理方式。從課堂中所在的校園環境開始觀察，進而調查生活中家庭及社區環境常見的危機情境，了解到危機歸納辨識方法及處理方式，並反覆透過情境引導與練習，讓孩子更加熟悉並能實際運用，而除了自身實踐以外，還能與周遭的人互動與分享。</p>	<p><u>Sentence Pattern</u></p> <p>Safety first! Watch out! Be careful! Is it dangerous? Where is the dangerous place? How? When? Why? Who? What do they have in common? How to protect yourself? Safety detector. I can protect myself by paying attention.</p> <p><u>Vocabulary</u></p> <p>at school/in the classroom/at home/in the community, news, safety check, dangers, safe, dangerous, design</p>

二、綜合領域雙語課程教案設計-

主題一

主題名稱 Unit	我的班級圖像 My Class	教學設計者 Designer	英語暨領域老師：藍培綸 Teacher: Miss Rebecca Lan
教學對象 Class	三年級 Grade 3	教學節次 Periods	6 節(240 分鐘) 6 Periods (240 minutes)
核心素養 Core Competency	綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。		
學習重點 Learning Focus	學習表現 Students' performance	1d-II-1 覺察情緒的變化，培養正向思考的態度。	
	學習內容 Learning content	Aa-II-3 自我探索的想法與感受。 Ad-II-1 情緒的辨識與調適。	
學習目標 Learning Objectives	<ol style="list-style-type: none"> 1. 參與團隊活動，體會團隊合作意義。 2. 關懷團隊成員。 3. 遵守團隊紀律並展現負責態度。 4. 能傾聽並尊重團隊夥伴不同的想法。 5. 能參與團隊行動完成團體目標。 6. 能理解教師使用雙語進行的教學內容，並樂於嘗試使用簡單的英語字詞句子回應教師的提問。(Bilingual Education) 7. 能參與小組討論活動，與同學合作，充分表達自己的想法。(Learning Attitude) 		
教學方法 Teaching Methods	討論教學法、分組合作學習 Discussion, Team cooperative work		
英語學習 content vocabulary / sentences patterns	Target Language (Content) ★學科英語詞彙和句型 <u>Sentence Pattern</u> How old are you? I'm 8 years old. What color do you like? I like pink. What do you like to do? I like to play. What animal do you like? I like rabbits. What do you like to eat? I like chicken. How to make it better? Work Together. Discuss together. Think and talk. We can make a plan for everyone. We can succeed by working together. By teamwork.	Classroom Language 課室英語 Stand up. Sit down. Eyes on me. Listen. Raise your hand. Put down your hand. Hands back. Come here. Go back to your seat. Any questions? What do you see? Are you ready? Thank you. You're welcome. Work together.	

	<p>What do I learn from the game? How to care people? How to have good teamwork? Know what they need. Help each other. Good job. I'm sorry. Thank you. What kind of class do you want? I want a happy/safe/polite class. We love sports.</p> <p><u>Vocabulary</u> teamwork, respect, listen, partner, polite, love sports, safe, happy, care</p>	Team up.	
<p>節次安排 (學習脈絡) Context</p>	<p>第一節 最佳夥伴 My Best Partner 第二節 破冰遊戲 Icebreaking Game 第三節 翻轉魔毯 Flip Over Magic Carpet 第四節 心情交流 Think and Tell 第五節 行動秘笈 Classroom Rules 第六節 班級圖像 My Class</p>		
<p>教學活動 Teaching activities</p>	<p>教學設備 Teaching equipment</p>	<p>評量 Evaluation</p>	
<p>第一節 一、引起動機(5')</p> <p>開學了，你對班上同學有哪些認識呢？有什麼新的發現能和同學一起分享呢？ --Teacher: It's the new semester. What do you know about your classmates? How well do you know them? Any new discovery to share with your classmates?</p> <p>二、發展活動</p> <p>體驗活動活動一：製作自我介紹花瓣卡 (20')</p> 		<p>自我介紹 花瓣卡 筆</p>	<p>聆聽 發表 檔案評 量</p>

請學生針對自我介紹卡上的五個花瓣回答問題。

--Teacher: What's your name? Please write down your name at the center of the flower. Ex: My name is Jocelyn. There are five questions on five petals. Write your answers on each of the petals.

1. How old are you? I'm 8 years old.
2. What color do you like? I like pink.
3. What do you like to do? I like to play.
4. What animal do you like? I like rabbits.
5. What's do you like to eat? I like chicken.

活動二：溝通式資訊互補活動 information gap (10')

1. 說明請學生透過 information gap 的活動，找到與自己有相似個性的同好。
2. 老師播放歌曲《What's your name?》，請學生依照花瓣上的五個問題找夥伴並互相問問題，若有相同答案的請簽名在自己的花瓣上並互給 air high-five，完成《information gap 花瓣學習單》。

--Teacher: Find your partners and ask questions. If your classmate has the same answer as yours, they have to write their names on your flower petals and give each other an air high-five.

三、綜合活動(5')

1. 請學生回答當學生知道自己與同學有相似之處有什麼感覺?與同學有相似之處能給你什麼幫助呢?

2. 教師統整本節課的內容。

--Teacher: How do you feel when your classmates have the same interests? How can that help you?

--Students: I feel excited. We can do it together.

第一節結束 End of the 1st class

第二節

一、引起動機(5')

老師將上次學生完成的自花瓣我介紹卡遮住中間名字拍照後做成簡報給學生猜是哪位同學，你們已經同班二年了，讓我來考驗一下你們的默契。(註：本校為小校，每年級只有一個班級)

--Teacher: Let's see how well you know about your classmates. I'll show you the self-introduction flower card and guess who that is?

二、發展活動

Icebreaking 討論與發表活動(30')

透過上次自我介紹花瓣分享活動，有找到相同興趣的夥伴。若到新環境要如何交朋友?遇到不熟或新朋友，要如何從陌生到熟悉呢?

1. 請學生思考並寫在小白板上，到新班級要如何交新朋友?

歌曲音樂
自我介紹
花瓣卡
筆

聆聽
發表
實作評
量

「自我介
紹花瓣
卡」簡報

聆聽
發表

小白板
白板筆

聆聽
發表

2. 有什麼方法或團體遊戲可以讓自己與朋友在合作有默契？

3. 請學生個別上台發表。

--Teacher: 1. If you are in a new class, how to make new friends?

2. How to break ice with people you don't know?

--Students: (Various Answers)

1. Help them with homework.

2. Play with them.

3. Ask: Can I be your friend?

4. Keep them company.

5. Comfort them.

6. Talk to them.

三、綜合活動(5')

教師統整學生分享內容：自己先跨出一步介紹自己、跟同學一起玩、幫助他、一起想辦法解決問題、一起學習，讓我們可以交到新朋友，有默契的最佳夥伴。

--Teacher: We can introduce ourselves first. Play with classmates, help them, solve problems together and learn together. Then, we can make new friends, or find good partners.

第二節結束 End of the 2nd class

第三~四節

一、引起動機(5')

詢問學生喜歡玩什麼遊戲？什麼團體遊戲可以培養合作的好默契呢？

--Teacher: What kind of games do you like to play? What games can make you have team spirit?

--Students: (Free Answers) 兩人三腳

二、發展活動

活動一：翻轉魔毯 flip over magic carpet(30')

(註：此為團隊合作的遊戲，三年級孩子們第一次進行挑戰可能無法成功，老師可於第二次提醒學生，放大格局思考，將組別合作想法提升至全班合作，第一組先全部站到第二組將第一組毯子翻面，換第二組，同樣的方式完成，之後再站回魔毯上，全班合作完成挑戰。)

1. 請全班分為2組，每組獲得一張魔毯。

2. 全組人站在魔毯的情況下，將魔毯底面反轉，而全組人不會掉到地上(接觸到地面)。

3. 如其中一位參加者落到地上，則全組須重新挑戰。

4. 在遊戲開始前，參加者討論方法及練習。

5. 在參加者練習過後便正式進行挑戰。

6. 小組須在五分鐘完成翻轉魔毯。

魔毯

聆聽
發表
小組合作

--Teacher:

1. You will be divided into 2 teams, and each team will have one magic carpet.
2. All team members stand on one side of the carpet then flip it over. No one can touch or fall on the floor.
3. If one person falls or touches the floor, this team has to do it again.
4. Before the game starts, everyone discusses how to do it and practices one time.
5. The games start as soon as everyone has practiced.
6. You have 5 minutes to finish this game. If you finish it, you are the winner.



活動二：問題討論 Think and Tell (40')

老師發下「Thinking 九宮格思考單」學習單，請學生思考，從這遊戲中學到了什麼：

1. 如何可以安全又快速翻轉魔毯？過程中你看到了什麼？你有什麼感覺？你做了什麼來幫助大家？你覺得你的團隊有成功嗎？

--Teacher: How to flip the carpet correctly and faster?

--Students: Discuss how to do it first.

--T: What do you see?

--S: Some are arguing. Some stand there alone. Some work together very well.

--T: How do you feel?

--S: I don't feel good/I feel good.

--T: What did you do to help your team?

--S: (free answers) We can plan everyone's work first./I should help them./I held her hand./I pulled him to stand on the carpet.

--T: Do you think your team succeed or fail? (Students have various answers)

2. 為什麼第一次嘗試失敗，改善方法之後的方法能夠成功並更快？

--T: You both failed at first try. Why can you make it at second time and why can you finish it faster after fixing the method?

--S: We know how to do it better the second time. We work together as a team.

3. 要如何團隊合作過程中不傷害到對方的感覺並互相關懷？

--T: How to have team spirit and care each other without hurting their feelings??

--S: (Free answers) Care their feelings./Say "I'm sorry." if I hurt their feelings./Be polite./Say "Thank you./Say "Good job" to praise them.

4. 還有什麼事情是可以藉由合作來做得更好？

--T: What do you think can work better as a team?

--S: Games, competitions, cleaning work.

5. 如何可以更快更好的方式完成事情？

--T: How to finish work better and faster?

學習單
簡報

聆聽
發表
口頭評量
檔案評量

活動二：班級圖像討論 (40')

1.老師分組，發下每人一張便利貼與一組一張海報紙，請每人寫下自己最想要的班級樣貌，接著小組討論認為自己想要的班級樣貌。

--Teacher: What kind of class do you want?

--Students: I want a happy/safe/polite class./We love sports.

2. 接著討論對一個班級來說最重要、必須要遵守的事情，請各小組在小白板上列出三項。

--T: We are going to make our classroom rules. Please list three most important rules for our class that everyone has to follow.

3.老師請各組發表討論結果，並將各小組都有的項目列在黑板。

--T: Please present your result and share your ideas with the class and put the results on the blackboard.

4.全班票選出重要的班級公約。

--T: Now let's vote for the most important rules. Here are our class rules: Be patient. Be nice. Be quiet while listening. Be polite. Be on time. Raise hand before you speak.

5.全班共同訂定"班級公約"，並製作海報及檢核表。

--T: Here are your classroom rules, let's make a poster and checkup form.

6. 老師協助歸納出全班最想要的成為的班級樣貌。

--T: We can see so many of you want to have a happy and sports-loving class. That's good. If you want to have a happy class, remember to help and care each other. Everyone has to be happy in your class to make it a happy class!



三、綜合活動(20')

將學生訂定的班級公約內容做成檢核表，並發下檢核表請學生實施一周。

--Teacher: This checkup form is our classroom rules which you voted and we made it together. Please follow the rules for a week.

第六節結束 End of the 6th class

檔案評量

便利貼
筆
海報

小組討論
口頭評量
檔案評量

海報
檢核表

主題二

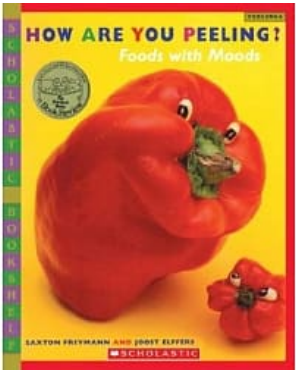
主題名稱	情緒萬花筒	教學設計者	藍培綸
教學對象	三年級上學期	教學節次	8 節課(320 分鐘)
能力指標	1-2-3 辨識與他人相處時自己的情緒		
學習目標	1.能瞭解情緒的由來和情緒的種類。 2.能覺察自己與他人相處時的情形。 3.能發現自己與他人相處時的情緒。 4.能適當的處理自己與他人相處的情緒。		
教學方法	討論教學法、分組合作學習、角色扮演		
英語學習	vocabulary	sentences	
	emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful joy, anger, fear, disgust, sadness negative, positive	How are you feeling today? I'm feeling <u>great</u> . How do you feel? I feel <u>happy</u> . What happened? Why? I feel <u>angry</u> when <u>my sister takes my toy</u> . I feel <u>happy</u> because I <u>win in a game</u> . What can you do when you feel <u>angry</u> ? When I feel <u>angry</u> , I can <u>listen to music</u> .	

課程安排	第一節 情緒 Emoji 急轉彎 第二~三節 情緒剝皮術 第四節 大鬧野獸國 第五節 情緒實境秀 Mr. & Ms. Face Off 變臉秀 第六節 情緒分類罐 第七節 Emotional Rollercoaster 第八節 情緒轉念站 Think Positive	
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教學活動	教學時間	教具	評量
<p>第一節 情緒 Emoji 急轉彎</p> <p>一、引起動機</p> <p>詢問學生今天的情緒如何？</p> <p>播放《腦筋急轉彎》（Inside Out）電影預告短片。</p> <p>--Teacher: How are you feeling today? We are going to watch some emotions from the movie clip “Inside Out”.</p> <p>二、發展活動</p> <p>活動一：影片《腦筋急轉彎》（Inside Out）討論</p> <p>1. Inside Out 的各個主角代表什麼情緒？</p> <p>--Teacher: What emotions do they represent?</p> <p>They represent: Joy is similar to happy/excited. Fear is similar to being scared. Anger is similar to angry/mad. Disgust is similar to hate/dislike. Sadness is similar to crying/feeling bad.</p> <p>2. 我們的大腦有哪些情緒？他們特色是什麼？</p> <p>--Teacher: What emotions live inside our mind? What are their characteristics?</p> <p>活動二：影片《表情符號電影》（The Emoji Movie）討論</p> <p>1. 播放《表情符號電影》（The Emoji Movie）電影短片</p> <p>2. 除了《腦筋急轉彎》討論的情緒外，還有哪些情緒？</p> <p>--Teacher: Apart from joy, fear, anger, disgust, and sadness we saw from Inside Out. What other emotions do we have? Let’s watch The Emoji Movie and think about what emotions are there in the movie?</p> <p>三、綜合活動</p> <p>總結：瞭解我們情緒的種類有很多種，有正面或負面的，我們要學習處理我們的情緒。</p> <p>--Teacher: We have many kinds of emotions. Emotions can be “positive” or “negative”. We have to learn how to handle these emotions properly.</p> <p>第一節結束 End of the 1st class</p>	<p>5</p> <p>15</p> <p>15</p> <p>5</p>	<p>短片</p> <p>Inside out 情緒人物圖</p>	<p>小組合作發表與聆聽</p> <p>問答：能說出情緒的由來和情緒的種類。</p> <p>自評：能瞭解情緒的由來和情緒的種類。</p> <p>小組合作討論、發表與聆聽</p>

<p>第二節 情緒 Emoji 急轉彎</p> <p>一、引起動機</p> <p>我們有許多的情緒，讓我們來想想，在《腦筋急轉彎》(Inside Out) 小女孩 Riley 頭腦的指揮中心，有多少情緒？為何產生這些情緒？這些情緒是正面的、負面的？它們會互相衝突嗎？</p> <p>--Teacher: We have so many emotions in our mind. The emotions live in Headquarters, the control center inside Riley's mind. Why? Are those emotions positive or negative? Do the emotions conflict?</p> <p>--Students: Some emotions are positive, like happy. Some are negative, like angry. Some can be positive or negative, like surprised!</p>	25	便利貼 字卡	
<p>二、發展活動</p> <p>活動一：情緒便利貼</p> <p>1. 小組分組討論，將自己認識的情緒寫在便利貼上(一張寫一個情緒)</p> <p>--Teacher: Please write the emotions you know on post-it, one emotion on one post-it each and discuss with your team.</p> <p>2. 依組別輪流說出小組討論出的情緒詞，並給每個情緒一個事件 (Ex:開心，今天數學小考拿到 100 分)，發表合理者得一分。</p> <p>--Teacher: Each team takes turns to share your emotions and say one situation that matches with the emotion. For example: I feel <u>happy</u> because I <u>get a full score on a math quiz</u>. The team with a logical situation gets one point.</p> <p>3. 詢問有相同情緒的組別，發表過的情緒事件不可以重複。</p> <p>--Teacher: The teams with the same emotion can't repeat the same situations.</p>	5	海報紙	問答：能說出自己情形產生的原因。 實作：舉例說出造成情緒發生的事件
<p>4. 老師平均分配情緒詞給小組，請各小組就各種情緒在小白板上寫出該情緒相對的事件並發表。</p> <p>--Teacher: The teams with the same emotion can't repeat the same situations.</p> <p>5. 計算得分。</p> <p>6. 老師整理學生所發表的情緒詞。</p> <p>(Sentence Pattern: I feel/am ____ when/because _____.)</p> <p>活動二：情緒卡</p> <p>情緒卡總導覽-認識不同的情緒詞並分類為正面的 Positive or 負面的 Negative or 其他類 Others</p> <p>--Teacher concludes students' feedbacks of different emotions: happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful. Have students categorize all the emotions into positive and negative or others.</p>	5	情緒卡	自評：能覺察情緒的由來和情緒的種類。

<p>三、綜合活動</p> <p>教師總結：情緒本身就很複雜，有時候情緒並不單純只有一種。</p> <p>--Teacher: Emotions are very complicated and sometimes we have more than just one emotion. They can be positive or negative.</p> <p>第二節結束 End of the 2nd class</p>			
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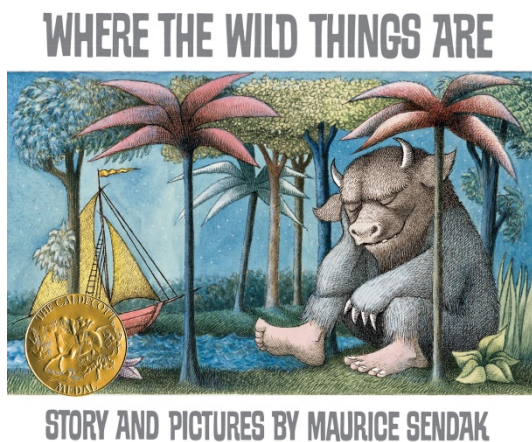
<p>第三節 情緒剝皮術</p> <p>一、引起動機</p> <p>老師詢問喜歡喜歡食物嗎？可以看出食物有情緒嗎？接著做出難過 sad 表情請學生猜一猜怎麼了？再請學生做出其他不同的情緒，如：angry, excited, nervous。引導學生了解是否可以從表情辨識他人不同的情緒或說出自己的感覺。</p> <p>二、發展活動</p> <p>活動一：繪本教學《你如何剝掉情緒？》(How Are You Peeling?)</p>  <p>教學資源： 有聲朗讀影片 Read Aloud: https://www.youtube.com/watch?v=JLbpa5RPbtU 簡報檔：https://www.slideshare.net/ksumatarted/how-are-you-peeling-71003911</p> <p>1. 提問：Teacher asks students questions as below: “How do you think that fruit is feeling?” “How do you know they feel that way?” “This red pepper looks sad. Do you ever feel sad?”</p> <p>2. 鼓勵學生做出繪本裡的各種情緒的表情，並呈現對應情緒的英文單字，同時請學生跟著說幾次，並跟著做表情。 --Teacher: How do you feel? Show me your face when you are happy. Say: I feel happy/sad/angry/jealous... --Student: I feel happy/sad/angry/jealous... (以相同句型複習學生提出的情緒單字 Use sentence pattern to practice different emotion words: I feel/am _____.)</p> <p>3. 歸納出正面跟負面的情緒是正常的。 --Teacher: It's normal to have positive and negative emotions.</p> <p>活動二：分組討論情境故事接龍</p>	<p>5</p> <p>10</p> <p>15</p>	<p>教學影片 繪本 簡報</p> <p>字卡</p> <p>海報紙</p>	<p>問答：能辨識繪本裡水果不同情緒。</p> <p>實作：能呈現情緒英文單字對應的表情並說出自己感覺的句子。</p> <p>小組合作討論、發表與聆聽</p> <p>問答：能辨識與他人相處時自己的情緒並說出原因。</p> <p>實作：能透過生活經驗及情境討論出不同的情緒。</p> <p>自評：</p>
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預告 2: *Where the Wild Things Are* Trailer

#2 <https://www.youtube.com/watch?v=G6DD3K86X8k>

二、發展活動

活動一：繪本教學：《野獸國》(*Where the Wild Things Are*)



教學資源：

簡報檔 [Slideshare](#)

簡報資源一：

https://www.slideshare.net/samsmith_12345/maurice-sendakwherethewildthingsare?next_slideshow=1

簡報資源二：<https://www.slideshare.net/joangid7/where-the-wild-things-are-29658098>

有聲書檔 *Where the Wild Things Are* Book Read Aloud

有聲資源一：<https://www.youtube.com/watch?v=ALmNPxNehYE>

有聲資源二：<https://www.youtube.com/watch?v=2bptuYPvfgk&feature=youtu.be>

活動二：繪本提問

✓ 阿奇為什麼被媽媽趕回房間？

Why does Max's mom want him to go back to his room?

✓ 他做了什麼事？

What did he do?

✓ 阿奇的房間真的長出樹嗎？

Do trees really grow in Max's room?

✓ 他到了野獸國，看到那麼多的野獸會害怕嗎？

Does he feel scared when he sees so many wild animals in the jungle?

✓ 誰是野獸國裡最野的野獸？

Who is the wildest animal in the jungle?

✓ 野獸國的野獸有什麼特徵？

What are the animals' traits there?

✓ 阿奇跟野獸玩累了，叫野獸做什麼？

What does Max ask an animal to do after he is tired playing with animals?

✓ 阿奇想回家，為什麼野獸不想他走？

20

教學影片
繪本
簡報

原因並探
索情緒處
理的適當
方法。

<p>Why do the animals not let Max leave when he wants to go home?</p> <p>✓ 阿奇為什麼想回家了？</p> <p>Why does Max miss his home?</p> <p>✓ 小朋友你們是家裡的小野獸嗎？</p> <p>Are you the animal in your house?</p> <p>✓ 如果你是媽媽，阿奇在家撒野你會怎麼辦？</p> <p>If you were the mom, what would you do when Max misbehaves at home?</p> <p>✓ 你有沒有過和媽媽、爸爸或家人吵架的經驗？你的心情怎樣（說說你的感覺）？</p> <p>Have you ever had fights with your mom, dad or family?</p> <p>How do you feel? Talk about your feelings.</p> <p>--Students use sentence patterns: I feel _____.</p> <p>✓ 你有過跟他一樣的感覺或經驗嗎？</p> <p>Do you have the same feeling or experience?</p> <p>✓ 是因為什麼事情（原因）呢？最後結果如何？</p> <p>What is the reason? What happened in the end?</p> <p>✓ 像阿奇一樣大鬧一場後，心理有什麼感覺？如果現實生活中不容許你大鬧一場，你如何在不傷害自己和他人之下發洩自己的情緒？</p> <p>What do you feel if you misbehave like Max? In real life you can't do it, how do you release your emotions without hurting yourself and other people?</p> <p>✓ 當你心情不好的時候，你會怎麼辦（聽音樂、跟朋友說……等）？</p> <p>--Teacher: What can you do when you are in a bad mood? (listening to music, talking to friends...?)</p> <p>--Students: When I feel sad, I can listen to music./I can talk to my friends.</p> <p>三、綜合活動</p> <p>教師回饋並統整：心裡不愉快要適當的發洩出來，可以胡亂想像、以各種方式宣洩不滿，但無論以何種方式都不能傷害自己和他人，更重要的，要在適當時機和惹你生氣的人溝通，讓他明瞭他影響你的心情，藉以更了解情緒，幫助自己主動解決問題。</p> <p>--Teacher gives feedback and concludes that if we have negative emotions, we need to release them reasonably. We can imagine or do it in any way but we can't hurt ourselves and anyone else. More importantly, we need to communicate with the person who upsets you at the right time. Let them know they affect your feelings. Therefore, we can understand emotions better and help ourselves to solve problems on our own.</p>	5		
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第四節結束 End of the 4th class

第五節 Mr. & Ms. Face/Off 變臉秀

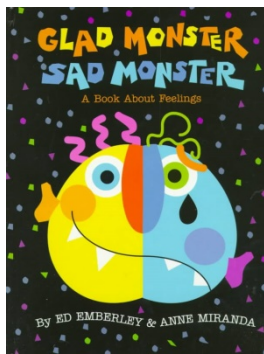
1、引起動機

我們情緒的種類很多，你曾經有過怎樣的情緒？演演看，讓我們來察覺自己的情緒，也體會別人的感受。

--Teacher: Glad monster and sad monster will have different colors, feelings and faces. There are so many kinds of emotions. What kinds of emotions have you ever had? Let's act it out to observe our emotions and experience others' feelings.

2、發展活動

活動一：繪本教學《快樂怪獸傷心怪獸》*Glad Monster Sad Monster*



教學資源：

網路資源有聲檔Read aloud: <https://www.youtube.com/watch?v=NNTC-dSZtcA>

簡報檔slides: <https://www.slideshare.net/ceiplesfont/glad-monster-and-sad-monster>

討論不同顏色的怪獸生活中做了不同事情，導致他們的顏色與表情會不一樣，如：快樂怪獸跟朋友玩耍後，臉上帶笑容，顏色是黃色的；悲傷的怪獸跟家人分離後很難過，臉上帶著淚珠，顏色是藍色的。

活動二：Mr. & Ms. Face Off 變臉秀

1. 呈現 Mr. Face & Ms. Face 的臉掛圖，以不同的五官：眼睛、眉毛、嘴等，貼在 Mr. Face 的臉上，讓學生猜測他的情緒是什麼？

--Teacher: Look at Mr. Face, guess how does he feel?

2. 老師事先準備好 excited, surprised, proud, jealous, nervous, disappointed, worried, scared, tired 等情緒字詞，學生分兩組後各給四張。兩組各自貼出題示的情緒呈現的表情，讓另一組猜測。

--Now you are divided into two teams, each team gets four emotion cards. Use eyes, eyebrows, nose, mouth to show Mr. Face & Ms. Face's emotions and let the other team guess.

5

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教學影片
繪本
簡報

Mr. Face &
Ms. Face 臉
掛圖
情緒卡

實作：能以五官呈現情緒並猜測他人情緒。

實作：能透過生活情境演出不同的情緒。

自評：能覺察自我其他人的情緒，體認他人的感受。



--Teacher: Use “How does Mr. Face or Mrs. Face feel? He/She feels ____.”
 3.演出後，請其他組別思考這些表情代表什麼情緒，如何覺察？
 --Teacher: How can we know everyone’s emotions from their faces?

三、綜合活動

教師回饋與統整：從他人的表情、行為表現可以看到每個人當下不同的情緒，能察覺自己的情緒，也要能體會別人的感受。

--Teacher gives feedback and concludes that we can see people’s emotions from their behaviors. We need to be able to observe our emotions and experience others’ feelings.

第五節結束 End of the 5th class

第六節 情緒解放事件簿

一、引起動機

老師準備一張貼滿膠帶的紙板，請學生分組拔下膠帶，並觀察拔下來的膠帶後，紙上留下什麼痕跡。

--Teacher: Look at this cardboard filled with tapes. Let’s see what will be left after we pull them out?

--Students: I see paper off with the tape. It has scars. It can not be as flat as before. It’s different. It will not recover.

二、發展活動

活動一：情緒處理術

1. 學生兩人一組，討論不適當的情緒解決方式，會造成什麼後果？

--Teacher: Let’s talk about what will happen if we release our emotions improperly?

2. 引導數個情境，學生以不同的回應方式，討論可以如何處理類似狀況。

--Teacher: We have different ways to deal with our emotions, what else can we do to handle similar situations? For example: How do you feel when your brother ruins your homework and what can you do about it? How do you feel when you lose in a game ?

--Student: I feel very angry. I can take a deep breath/wash my face /take

5

5

10

軟木圖釘

情緒卡

問答：能說出觀察的現象。

小組合作討論、發表與聆聽

問答：能說出不同的情緒表現不同及其原因。

實作：能畫出喜怒哀樂臉譜並進行表

a long walk and calm down.

--Student: When I feel bored, I can ride a bike/listen to music.

--Student: When I feel sad, I can read a book.

(各組依序回答，鼓勵若以英文回答可得 2 分)

活動二：情緒臉譜秀

1. 老師發下空白臉譜，請學生在臉譜畫下心中的喜怒哀樂。

--Teacher: Draw what you think of joy, anger, sadness and happiness on the blank face.

2. 將畫好的臉譜依喜怒哀樂分別張貼在黑板上。

--Teacher: Put your faces on the board and observe what other people think of these emotions .



活動三：喜怒哀樂四連拍

1. 學生依小組上台，分別以臉部表情及肢體動作表演喜怒哀樂情緒，並進行四連拍。

--Teacher: Each team comes to the front and shows their body languages of joy, anger, sadness and happiness in four burst photos.

2. 與學生討論每個人表情的情緒是否有所不同，不同的原因是什麼？

活動四：情緒串串

老師拿出情緒卡蓋住，各組輪流上台抽出兩張，並嘗試將兩種情緒串在一起，想出一個句子，然後演出來。

--Teacher: Draw two cards and make a sentence then act it out.

三、綜合活動

統整學生發表的解決情緒的想法，並且鼓勵學生以適當且正向的方式解決情緒問題。

--Teacher: What can you do when you have negative feelings? It's better for us to release your emotional problems through proper and positive ways.

第六節結束 End of the 6th class

10

紙
空白臉譜

演。

自評：能
覺察情緒
的由來和
情緒的種
類。

實作：舉
例說出造
成情緒發
生的事件

自評：能
以適當且
正向的方
式解決情
緒問題。

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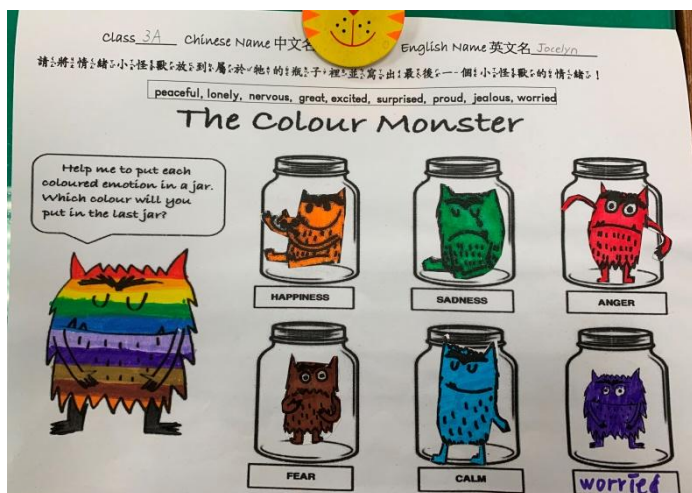
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<p>第七節 情緒分類罐</p> <p>1、引起動機</p> <p>播放歌曲Emotions Hokey Pokey Song https://www.youtube.com/watch?v=ZHS7vCdBeus 暖身。</p> <p>想想看，生活中每個人都會有喜怒哀樂的情緒反應，當你無法適當處理情緒，對生活或學習可能產生什麼影響？為什麼？</p> <p>--Teacher: Let's warm up with Hokey Pokey Song. We will have all kinds of feelings, such as joyful, sad, happy and angry in our daily life. How will that affect your life or learning when you can't deal with your feelings properly? Why?</p> <p>二、發展活動</p>	5		<p>問答：能說出情緒引發的原因。</p> <p>問答：能說出情緒處理的適當方法。</p>
<p>活動一：繪本教學《顏色妖怪》The Color Monster</p> <p>網路資源影片The Color Monster Read aloud: https://www.youtube.com/watch?v=M-6W6yk5gb4</p> <p>《顏色妖怪》繪本討論：</p> <p>--Teacher: Here are some questions to talk about.</p> <p>1) 為何一開始是亂七八糟所有的顏色都在牠身上？</p> <p>Why does Color Monster have all the color mixed on him in the morning?</p> <p>2) 當牠開心時，是什麼顏色？牠開心時會做什麼事？</p> <p>What color is the monster when he feels happy? What does he do when he feels happy?</p> <p>3) 當牠難過時，是什麼顏色？牠可以哭泣嗎？躲起來可以嗎？</p> <p>What color is the monster when he feels sad? Is it okay for him to cry when he feels sad? To hide away and to be alone?</p> <p>4) 像紅色妖怪，如果你生氣時可以把你的怒氣發洩在別人身上嗎？</p> <p>Is it okay to take out your anger on others when you feel angry, like Red Monster?</p> <p>5) 隨這不同的顏色，牠做什麼事，牠最後變成什麼樣子呢？</p> <p>What does he do with other colors? Does he become normal again?</p> <p>6) 如何做，才能讓牠好好的呢？</p> <p>How to make him become okay?</p>	10	<p>教學影片</p> <p>繪本</p> <p>簡報</p> <p>情緒卡</p>	<p>自評：能瞭解若無法處理自身的情緒，可以尋求他人協助。</p>
<p>活動二：顏色妖怪情緒分類罐</p> <p>1. 看顏色妖怪再想一想，生活上哪些事件會引發你的什麼情緒？</p> <p>--Teacher: Look at Color Monster, what situations will result in what kind of feelings?</p> <p>-悲傷時，不想吃東西，結果肚子好餓。</p>	15	課本	

- 難過時，讀不下書，結果成績考差。
 - 生氣時，不想理人，整個氣呼呼的，結果頭痛。
 - 快樂時，一直想找人說話，結果被罵。
 - 我會因為.....，所以.....，結果.....。
- Students: When I feel sad, I don't want to eat anything.

2. 接著，我們來幫顏色妖怪的情緒放到屬於牠的罐子裡，選擇不同顏色代表不同情緒，最後一個你會放什麼情緒呢？



3. 學習顏色妖怪，現在我們要將不同顏色放到屬於牠的情緒罐子裡，適當的收好，我們才可以好好休息，也感覺較舒服平靜了！

--Teacher: We can learn from Color Monster, put the feelings in the right jar. When all your feelings are in the right place, you feel calm. You can rest and feel much better.

三、綜合活動

1. 教師回饋。
 2. 教師統整學生對喜怒哀樂的情緒反應，適當正面的處理情緒，對生活或學習可能有較好結果。若真的遇到無法解決的情緒問題，有其他大人、師長或專家可以協助。
- Teacher: Positive ways to deal with emotional problems will have better results. If we are encountered with unsolvable emotional problems, please consult adults, teachers, or a hotline to ask for professional help.

第七節結束 End of the 7th class

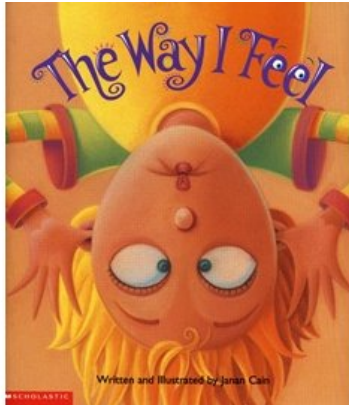
第八節 情緒轉念站

一、引起動機

繪本教學《我的感覺》(The Way I Feel)

面對各種負面情緒時，我們可以怎麼做？

--Teacher: What can we do when we have negative emotions? Let's see this girls' feelings from this video: *The Way I Feel*



網路資源影片：<https://www.youtube.com/watch?v=MSdSWlfCpJ8>

提問面對這些負面感覺時，該處理較適當呢？

二、發展活動

活動一：失控小野獸

1. 面對失控小野獸，怎麼辦好呢？

- ✓ 困惑時.....
- ✓ 生氣時.....
- ✓ 傷心時.....
- ✓ 害怕時.....
- ✓ 緊張時.....

--Teacher: What can we do if we have negative feelings? When you feel confused, angry, sad, scared or nervous?

2. 不適當的情緒解決方式，可能會造成什麼影響？

--Teacher: What result will affect us if we deal with emotional problems in improper ways? Let's discuss.

- ✓ 小甯不小心踩到鑫鑫的腳，鑫鑫想踩回去，結果.....
- ✓ 一起玩鬼抓人，小寶沒遵守遊戲規則，輸了之後還亂罵人...
- ✓ -阿維心愛的玩具被同學摔壞了，他很生氣的打了他....
- ✓ 經驗分享

活動二：情緒轉念站

請小組討論，面對不同情境時可能產生的負面情緒，如果換個角度可以怎麼思考呢？

--Teacher: Discuss on how we can think in different perspectives regarding negative feelings in different scenarios?

5

教學影片
繪本
簡報

問答：能說出面對負面情緒時處理的方法。

問答：能說出不適當的情緒解決方式，會產生不良影響。

問答：能說出不同的想法來解決負面情緒。

問答：能勇敢表達及抒發自己情緒問題。

自評：能瞭解正確表達及抒發自身負面情緒，才能解決問題。

10

情緒卡

10

<p>-我的成績很差，大家都覺得我很笨。</p> <p>-小晨只跟小喜玩，他們一定很討厭我。</p> <p>-老師上課都不點我回答問題，她一定不喜歡我。</p> <p>-小組討論時，大家都不聽我的意見，我覺得他們都不尊重我。</p> <p>活動三：有話大聲說出來</p> <p>1. 想一想，面對問題時，不同的想法會造成哪些不一樣的後果？(誠心道歉、假裝沒事)</p> <p>--Teacher: Look at pictures on student book page 34. What different consequences will be with different ideas when facing problems?</p> <p>2. 遇到無法解決的情緒問題，還有什麼方法可以解決呢？</p> <ul style="list-style-type: none"> ✓ 1980 張老師專線 ✓ 輔導室信箱 ✓ 兒童專線 0800-003-123 ✓ 跟父母說 ✓ 其他 <p>--Teacher: What can we do when we are facing unsolvable emotional problems?</p> <p>3. 面對情緒的問題，如果無法正確表達及抒發，可能無法順理解決。</p> <p>想一想，怎麼說比較好，讓我們大聲說出來吧。</p> <p>--Teacher: If we can't express our feelings properly, it's unlikely to solve problems. How to say it in a good way?</p> <p>-我覺得很.....(情緒詞)，因為.....(發生的事情)，讓我感覺很.....(更貼切的情緒)。</p> <p>如：我覺得生氣，因為大家都不認真聽我的意見，我覺得很受傷。</p> <p>--Student: I feel angry because no one takes my opinions seriously. And then I feel hurtful.</p> <p>Sentence Pattern: I feel ___ because___. And then, I feel_____.</p>	5		
<p>三、綜合活動</p> <p>教師統整面對負面情緒時以不同角度思考並正確表達及抒發自己的情緒，才能真正解決問題。</p> <p>--Teacher: We can only solve problems if we can think differently and express our feelings well. Try to look at things at different angels.</p> <p>第八節結束 End of the 8th class</p>	5		

主題三

主題名稱	玩興趣展專長	教學設計者	藍培綸	
教學對象	三年級第一學期	教學節次	6 節課(240 分鐘)	
能力指標	1-2-2 參與各式各類的活動，探索自己的興趣與專長。			
學習目標	<p>1.能分享自己參與興趣專長相關活動的感覺，並透過課堂中的經驗分享、討論了解興趣與專長間的差異。</p> <p>2.能進一步對自己的興趣或專長進行探索或反思。</p> <p>3.能實際參與興趣專長體驗活動，並透過課堂中的分享、討論，了解自己的興趣或專長。</p> <p>4.能從體驗活動中，探索自己的興趣或專長，進而了解自己的興趣。</p>			
教學方法	討論教學法、分組合作學習、練習法			
英語學習	vocabulary	sentences		
	<p>draw/drawing (用鉛筆類)</p> <p>paint/painting(用筆刷)</p> <p>dance/dancing</p> <p>sing/singing</p> <p>read/reading</p> <p>write/writing</p> <p>bake/baking</p> <p>play/playing Chinese chess (Xianqui) 下象棋</p> <p>play/playing poker cards</p> <p>listen/listening to music</p> <p>jog/jogging</p> <p>run/running</p> <p>swim/swimming</p> <p>watch/watching TV</p> <p>go shopping</p> <p>ride/riding a bike</p> <p>play/playing the piano</p> <p>(以下為學校特色社團 School Clubs):</p> <p>play/playing diabolo 扯鈴</p> <p>play/playing badminton 打羽球</p> <p>play/playing the violin/Chinese zither(guzheng) 彈古箏</p> <p>rollerblade/rollerblading 溜直排輪</p> <p>push/pushing hands exercise (Tui Shou)推手</p> <p>do/doing Taekwondo 跆拳道</p>	<p>What's your hobby?</p> <p>What do you like to do?</p> <p>I like to draw./I like drawing.</p> <p>What are you good at?</p> <p>I'm good at drawing.</p> <p>I'm not good at dancing.</p> <p>Do you like to dance?</p> <p>Yes, I do.</p> <p>I like it very much.</p> <p>No, I don't.</p> <p>I don't like it.</p> <p>Why?</p>		
教學活動		教學時間	教具	評量
<p>第一節 認識興趣</p> <p>1、引起動機</p> <p>老師以自己的興趣作為範例，並跟同學介紹自己的興趣。</p> <p>請學生看一段影片，請找出 Snake 的興趣是什麼？</p>		5	影片	小組合作討論、發表與聆聽

<p>https://stv.moe.edu.tw/co_video_content.php?p=288550&t=s</p> <p>--Teacher: Let's watch a video about a snake. What's Snake's hobby?</p> <p>2、發展活動</p> <p>活動一：興趣影片欣賞</p> <p>老師介紹不同的興趣影片，網路資源如下：</p> <p>Words about Hobby https://www.youtube.com/watch?v=N1o4oOXLOZc&t=29s</p> <p>Hobbies Vocabulary https://www.youtube.com/watch?v=X6Rm5J1wu2c</p> <p>Hobbies and Interests- What do you like doing?</p> <p>https://www.youtube.com/watch?v=N1o4oOXLOZc&t=29s</p> <p>Hobbies--What do you like to do?</p> <p>https://www.youtube.com/watch?v=tYNap8gVNK4</p> <p>What Do You Like To Do?</p> <p>https://www.youtube.com/watch?v=nddRGDEKxA0&list=PLfKKN6FNYq8a3O5q4KDqfvIDjR_S5QXPD&index=7&t=0s</p> <p>What do you like to do? https://www.youtube.com/watch?v=gH89yUhIAV0</p> <p>What's your hobby? What Do You Like to Do? https://www.youtube.com/watch?v=90LfcLAjLiI</p> <p>What Is Your Hobby? https://www.youtube.com/watch?v=MjlvzM8WHmA&t=49s</p>	15	影片 PPT 興趣字 卡	討論 發表 能夠參與 活動 問答：能 說出自己 課餘時間 喜歡做的 活動。
<p>活動二：討論自己的興趣</p> <p>1.你的興趣是什麼呢？</p> <p>--Teacher: What about you? What's your hobby?</p> <p>2. 興趣的種類很多，我們先來認識比較常見的興趣的單字。</p> <p>--Teacher: There are so many hobbies, these are common hobbies for you: reading, playing table tennis, playing basketball, drawing.</p> <p>3. 有哪些是你的興趣但是沒有列出來的，畫或寫在小白板上。</p> <p>--Teacher: Now, please draw your hobby on your whiteboard.</p> <p>4. 老師接著加入學校社團的活動與其他簡報上沒有列出來的。</p> <p>--Teacher: We have listed our school clubs. There are some others that you like to know about your hobbies.</p>	5	白板 白板筆 白板擦	
<p>活動三：興趣賓果猜一猜</p> <p>發下每人一張 4x4 格的賓果紙，請學生寫下 16 個號碼，請一位同學上台表演動作，讓同學們猜他們喜歡的興趣是什麼，猜對表演者動作的人才可以圈出表演者的號碼。</p> <p>--Teacher: You will get a piece of Bingo paper and write down numbers from 1-16. Let's play charade for the class to guess what your hobbies are. Using this sentence pattern: "What does he/she like to do?" to ask and answer using this sentence pattern: "He/She likes to ___." Who guesses the right hobbies can circle the performers' numbers. Whoever gets two lines says Bingo.</p> <p>三、綜合活動</p> <p>教師統整並鼓勵學生，可嘗試各種興趣活動且享受活動，才能了解自己的興趣並樂於其中。</p>	20	賓果紙	

<p>--Teacher: We can try different kinds of hobbies and find out what you like to do and enjoy it.</p> <p>第一節結束 End of the 1st class</p>			
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<p>第二節 玩興趣</p> <p>一、引起動機</p> <p>1. 詢問小朋友，在課餘時間他們喜歡做什麼？這個活動吸引他的地方在哪裡？做這個活動對他有什麼好處嗎？(提示：身體上的與心理上的影響皆可)</p> <p>--Teacher:</p> <p>(1) What do you like to do after school/in your free time?</p> <p>(2) Why do you like it?</p> <p>(3) What is it good for you to do it?</p> <p>(4) Is it good for your body(physically) or your mind(mentally)?</p> <p>--Students:</p> <p>(1) I like to draw./I like drawing.</p> <p>(2) I feel happy./I feel relaxed.</p> <p>(3) I can exercise./It makes me feel calm.</p> <p>(4) It is good for my body(physically)/for my mind(mentally).</p> <p>2. 總結學生發表的內容，並說明以上這些讓我們樂於主動去學習、注意的事情，稱為興趣。</p> <p>---Teacher: We have talked about so many after school/free time activities. The activity that makes us want to learn by ourselves or pay attention to is called “Hobby”. The thing we like to do is called “Hobby”.</p>	10	PPT	<p>討論、發表與聆聽</p> <p>自評：能覺察此興趣對自己身體上的與心理上的影響。</p>
<p>二、發展活動</p> <p>活動一：分享自己的興趣</p> <p>1.請學生將以下問題的答案畫出或寫在白板上。</p> <p>(1)我的興趣是什麼？</p> <p>(2)這個興趣對我的身心有什麼好處或樂趣在哪裡？</p> <p>(3)平時什麼時間會做這件事？</p> <p>--Teacher: Please draw or write down your hobby on the whiteboard.</p> <p>(1) What’s my hobby? My hobby is <u>listening to music</u>.</p> <p>(2) This hobby is good for me. It makes me <u>feel relaxed/calm</u>.</p> <p>(3) When do you do this? I listen to music <u>on the weekend</u>.</p> <p>2. 老師挑選三位同學發表他所寫的內容。</p> <p>--Teacher: Who wants to share your hobby?</p> <p>--Students: I want to share my hobby.</p> <p>活動二：調查同學的興趣</p>	5	<p>白板</p> <p>白板筆</p> <p>白板擦</p>	<p>實作：能畫出或寫出自己的興趣。</p> <p>自評：能覺察興趣對自己的好處。</p>

1. 老師接著說明要進行班上同學們興趣的調查。首先發下學習單，請每個學生先向組員分享自己的興趣，接著拿學習單向兩位同學進行分享與調查。

15


學習單

實作：能分享並調查同學的興趣。

問答：能將興趣做分類。

自評：能覺察興趣對自己的幫助並能結交好朋友。

5

What is your hobby? 

My name is _____	My name is _____
My hobby is: " " "	My hobby is: " " "
My name is _____	My name is _____
My hobby is: " " "	My hobby is: " " "

--Teacher: Now we are going to do a survey. Please tell your partner about your hobby and ask two friends what they like to do?

--Students: I like dancing. How about you? What do you like to do? What is your hobby?

2. 統計學生的興趣，並請有共同興趣的同學站在一起並互相空氣擊掌。詢問為何他們喜歡的原因？

--Teacher: Let's see how many of you have the same hobbies. Those who have the same hobby, please stand together and give each other an air high-five. Why do you like this hobby?

三、綜合活動：

教師總結：無論是哪一類的興趣，只要是正向的，不但可以讓你的生活更精采，也可以幫助你紓解壓力，有時還能因為共同的興趣而結交到志同道合的朋友。

--Teacher: No matter what kind of hobbies are, as long as they are positive and help your life better and release your pressure. Sometimes you can make good friends from your hobby.

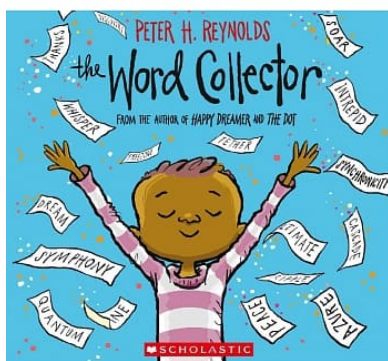
第二節結束 End of the 2nd class

<p>第三節&第四節 興趣體驗站</p> <p>一、引起動機</p> <p>請學生說出班上同學曾經提過的興趣有哪一些？</p> <p>--Teacher: We have asked some friends about their hobbies, please tell us what they are?</p> <p>--Students: They like dancing/cooking/drawing/playing video games, swimming, playing badminton and so on.</p> <p>二、發展活動</p>	5	興趣圖卡	討論、發表與聆聽
<p>活動一：探索可能的興趣</p> <p>1.老師請學生探索可能的興趣，請學生寫出可能可以發展的興趣。</p> <p>2.小組討論後請學生發表。</p> <p>--Teacher: What other things do you like? What do you want to try? What hobbies do you want to try? Please write down what hobbies you like? They might become your hobbies.</p> <p>--Students: I like dancing/cooking/drawing.</p>	5		問答：能將興趣做分類。
<p>活動二：提供不同的興趣類別</p> <p>1.老師提供不同的興趣選擇，讓學生知道還有其他不同的興趣類別。</p> <p>--Teacher: We are going to experience different kinds of hobbies. They are</p>	15		實作：能體驗各種的興趣。
<p>活動三：興趣體驗站</p> <p>老師分靜態與動態共八關活動讓學生體驗：靜態有直笛、跳棋與象棋類、繪畫、縫紉；動態有跳繩、扯鈴、籃球、羽球，作為興趣體驗站，讓學生體驗這八種不同的興趣。</p> <p>1) 興趣體驗站一：靜態的活動 static activity: playing recorder, playing checkers/Chinese chess, drawing/painting and sewing</p> <p>2) 興趣體驗站二：動態的活動 dynamic activity: playing jumping-rope, playing diabolo, playing basketball and playing badminton</p> <p>--Teacher: We are going to try different kinds of hobbies, they are static or dynamic. There are eight stations with two different categories of hobbies, one is static and the other is outdoors. For static activities, they are playing recorder, playing checkers/Chinese chess, drawing/painting and sewing; for dynamic activities, they are playing jumping-rope, playing diabolo, playing basketball and playing badminton.</p>	5 35		自評：能覺察自己體驗不同興趣的喜好。
<p>三、綜合活動</p> <p>老師鼓勵學生培養多元的興趣，多方探索，找到自己的興趣，增加生活的精采度。</p> <p>--Teacher: There are many more interesting things out there for you to explore, you can try as many as you can and find out your hobbies to make your life more fun and colorful.</p> <p>第四節結束 End of the 4th class</p>	5		

第五節&第六節 我是冠軍

一、引起動機

老師播放繪本影片暖身《字的收集家》*The Word Collector*



網路資源 *The Word Collector*

<https://www.youtube.com/watch?v=gmqTgDoWOC8>

提問學生喜歡收集任何物品嗎？除了硬幣、漫畫書、玩具車以外，還有什麼可以收藏呢？有些人的興趣是集郵，有些人喜歡收集石頭，傑洛姆跟別人不一樣，他最喜歡的收集很特殊的物品，看看傑洛姆喜歡收集什麼？

--Teacher: What do you like to do? Do you like to collect anything?

--Students: I like reading. I like writing. I like collecting toy cars.

--Teacher: Do you like collecting stamps, patches, comic books or coins?

Let's see what this boy, Jerome likes to collect?

--Teacher: Do you like collecting stamps, patches, comic books or coins?

Let's see what this boy, Jerome likes to collect?

二、發展活動

活動一：繪本教學《恐龍烘培王》*The Great Dragon Bake Off*

提問學生玩興趣之後，是否可以變成專長？藉著介紹繪本 *The Great Dragon Bake Off*，只要相信自己，再兇猛的龍也可以當超級烘培王！

網路資源：<https://youtu.be/d3mZHTeJm1E>



--Teacher: This special dragon, Flamie, unlike other dragon at the academy, doesn't like to eat people. He not only just likes to bake, but also very good at it. What are you good at?

5

影片
興趣圖卡

討論、發
表與聆聽

5

教學影片
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問答：能
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本問題。

<p>活動二：烘焙界冠軍美國《蛋糕天王Buddy》與台灣吳寶春</p> <p>老師介紹各界專長與興趣結合成功的人物。</p> <p>✓ 美國《蛋糕天王 <i>The Cake Boss</i>》Buddy：首先介紹美國《蛋糕天王 <i>The Cake Boss</i>》Buddy：此位從小跟著爸爸烘焙，專長與興趣結合成功，經由比賽更有名的人物，看他的團隊如何創紀錄，搭出 13 呎高的薑餅屋！</p> <p>--Teacher: I'm going to introduce this Cake Boss to you. His name is Buddy. He loves baking. He bakes cake with his dad as a kid. He won a baking contest. He is Cake Boss. See Buddy Valastro's 13-Foot-Tall Gingerbread House.</p> <p>https://www.youtube.com/watch?v=5q3uUPswjwQ&feature=emb_logo</p> <p>✓ 從不識字到成為世界冠軍：台灣吳寶春</p> <p>https://www.youtube.com/watch?v=FAFcGU832LY</p> <p>✓ 學校社團羽球社相關名人：世界羽球后戴資穎</p> <p>https://www.youtube.com/watch?app=desktop&v=nHXv3MtSocs</p>	10	教學影片 網路影片 簡報	
<p>活動三：討論</p> <p>老師請學生將這些人物的成功關鍵小組討論後寫在小白板，小組上台分享。</p> <p>--Teacher: Why are they successful? Please write down your answers on the whiteboard and share with us.</p> <p>--Students: They love doing it. They work very hard. They will not stop because of failure.</p>	5		
<p>活動四：薑餅屋製作大賽</p> <p>預告準備，進行薑餅屋製作大賽 Gingerbread House Making Contest</p> 	50	教學影片 簡報 獎狀	實作：能體驗製作薑餅屋的興趣。
<p>三、綜合活動</p> <p>老師歸納本節課重點，鼓勵學生將專長與興趣作結合，未來找到適合自己的工作。</p> <p>--Teacher: These are the stories of people who combine their hobby with expertise. Find out your hobby and your expertise.</p> <p>第六節結束 End of the 6th class</p>	5		自評：能覺察自己的興趣與專長的不同。

主題四

主題名稱	為自己加油	教學設計者	藍培綸		
教學對象	三年級第一學期	教學節次	2 節課(80 分鐘)		
能力指標	1-2-1 欣賞並展現自己的長處，省思並接納自己				
學習目標	1.藉由經驗分享，分享自己的進步中認識自己。 2.認識他人眼中的自己，面對自己的缺點、短處。				
教學方法	討論教學法、分組合作學習				
英語學習	vocabulary	sentences			
	nice kind honest smart sporty naughty noisy shy quiet friendly funny fast helpful 愛助人的 outgoing 外向的 active 主動的 brave 勇敢的	What kind of person do you think you are? I'm _____. My strength/weakness is _____. How can you be better? I can try to _____. I'm/You're..... How can I be better? I'm too naughty/noisy/shy/quiet. You can try to be nice/kind/quiet/brave/active. Learn to change. Accept our weaknesses. Find our new strengths.			
教學活動			教學 時間	教具	評量

第一節 喜歡自己

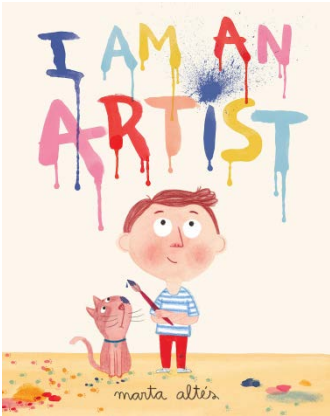
一、引起動機

繪本教學《我是藝術家》(I Am an Artist)

提問曾經做過什麼事想讓家人稱讚，卻得到相反的回應嗎？介紹有趣的繪本：男孩自覺是藝術家，跟他媽媽一樣，但他眼中的得意藝術創作，卻讓媽媽十分的崩潰。我們自己覺得是什麼樣的人，其他人也覺得這樣嗎？

--Teacher: Have you done anything that you want to get your parents' attention but instead, it's not good result? This boy thinks he's an artist as his mom, and he wants to surprise his mom with a great work, what do you think this mom will react?

網路資源影片



https://www.youtube.com/watch?v=K3Cu6XJjyw&feature=emb_logo

二、發展活動

活動一：豎起大拇指 Thumbs UP!!

1. 老師問學生：你覺得自己是什麼樣的人呢？

--Teacher: What kind of person do you think you are?

--Student: I'm _____.

2. 請學生輪流發表，教師邊說邊呈現圖卡和字卡，並請學生跟著複述，形容詞如下：nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful, outgoing, active, brave

3. 接著，教師發下學習單，請學生勾選符合自己的特質。

4. 完成學習單後，請學生在小組內發表，在同組內，若有相同特質的

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討論、發
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圈起來。

活動二：接納自己 My Weaknesses 弱點惡魔大掃除

1. 播放《美國達人秀》影片，介紹患有自閉症的盲人鋼琴家Kodi Lee 贏得冠軍的歷程。

“Golden Buzzer: Kodi Lee Wows You”

<https://www.youtube.com/watch?v=pDPdRYF7hTQ>

2. 提問若遇到自己不擅長的事情或無法改變的弱點，該如何做？

3. 如果有缺點或弱點沒辦法改變，還可以怎麼做？

4. 發下「My Weaknesses 弱點惡魔大掃除」學習單，請學生思考自己的弱點，與其因應之道。

--Teacher: My weakness is too shy. How can I be better?


--Student: I can try to talk to people first.

中興國小「綜英玩很大」

Class 班級 _____ Chinese Name 中文名 _____ English Name 英文名 _____

My Weaknesses 弱點惡魔大掃除

自己的弱點好像是個「小惡魔」，會搗亂我們的生
活，你可以為自己的弱點做些改變呢？現在請
你把這些「小惡魔」揪出來，通通掃出身體外吧！

 弱點名稱: 生:氣:鬼: 掃:除:方:式: 深:呼:吸: • 平:穩:心:情:	 弱點名稱: 掃:除:方:式:
 弱點名稱: 掃:除:方:式:	 弱點名稱: 掃:除:方:式:
 弱點名稱: 掃:除:方:式:	 弱點名稱: 掃:除:方:式:

小:惡:魔:才:會:永:遠:失:呀:!

三、綜合活動

老師統整本節課重點，鼓勵學生遇到自己不擅長的活動或發現自己的短處時，可以藉由事先練習或請教他人方式學習，可以學習成功的身障人士如 Kodie Lee 等人努力向上的作法，勇敢面對自己的短處，甚至將短處轉換為長處，學著正面思考努力不懈！

--Teacher: We have weaknesses, what's your weakness? know your weakness, face your weakness and try to change it. Learn from other people. Here are the tips: Saying “Yes, I can!”

1. Learn to change.
2. Accept our weaknesses.
3. Find our new strengths.

第一節結束 End of the 1st class

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影片
簡報
學習單

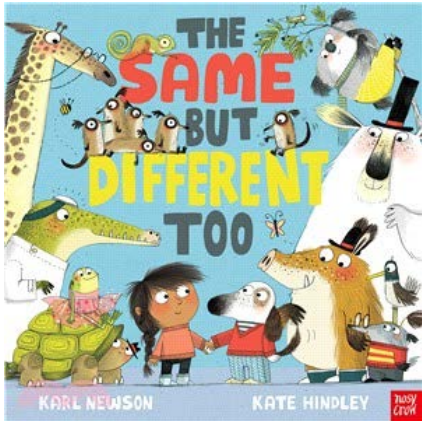
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第二節 為自己加油

一、引起動機

繪本教學《相同，但也不同》(The Same, but Different Too!)

藉由繪本標題 The Same, but Different Too 裡引導學生說出 the same, different 中文意思：老師舉例 blue, yellow 兩字，兩字相同點(the same)都是顏色 color、不同點(differernt)是，一個是藍色 blue，一個是黃色 yellow，由此探領繪本 The Same, but Different Too!裡的你與我的異同之處。如：I'm friendly, you are gruff.



網路資源影片

https://www.youtube.com/watch?v=hDuTr8au24c&feature=emb_logo

--Teacher: What color is this? They are yellow and blue. Yellow is a color. Blue is a color. What is the same? COLOR. One is yellow, one is blue, they are different. We are going to read this reader "The Same, but Different Too!" to see what are the same and what are different.

二、發展活動

活動一：「會說話的魔鏡」

1. 發下「What kind of person do you think you are?」學習單，你覺得自己是什麼樣的人呢？請學生勾出自己的特質。



--Teacher: What kind of person do you think you are? What personality type do I have?

--Student: I'm _____.

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學習單
發表

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問答：能
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2. 將學生分組，分配每三位同學寫下同一組一位學生的特質，將便利貼給那位同學，貼在學習單 What do my friends think about me? 的欄位裡。
- 3 老師引導學生進行學習單上自己勾選的特質與同學寫的便利貼特質結果討論：
- ✓ 自己的想法與別人的想法完全一樣
Why? What do you think?
 - ✓ 自己認為有那個好的特質，別人卻不認為你有
Why? What do you think?
 - ✓ 自己認為沒那個好的特質，別人認為你有
Why? What do you think?
4. 老師統整，藉由「會說話的魔鏡」的體驗活動，讓我們學會讚美別人、尊重別人。
- Teacher: We can learn to compliment from this Talking Mirror.

三、期末總結：Let's Make a Plan!

發下「Let's Make a Plan」學習單，請學生思考自己學期學習到什麼？發掘了自己的興趣或專長？自己擅長的活動？自己的弱點？愛自己、接納自己並改進自己，作個計劃，好好實踐。

--Teacher: Let's wrap up for this semester, we have learned so much.

Think about the below.

- ✓ What have we learned in this semester?
- ✓ What do you like to do?
- ✓ What is your hobby?
- ✓ What are you good at?
- ✓ How are you feeling?
- ✓ Know yourself Love yourself



第二節結束 End of the 2nd class
上學期結束

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學習單

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討論、發
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自評：能
了解自己的
興趣與
專長。針
對短處能
改進並以
正面思考

三上教學使用英語用語及學科領域用語整理更新如下：

<p style="text-align: center;">英語相關知識</p> <p style="text-align: center;">English Content Vocabulary</p>	<p style="text-align: center;">綜合領域相關知識</p> <p style="text-align: center;">Integrative Activity vocabulary</p>
<p>單元一、當我們同在一起</p> <p><u>Sentence Pattern</u></p> <p>What's your name?</p> <p>My name is_____.</p> <p>How old are you?</p> <p>I'm <u>8</u> years old.</p> <p>What's your favorite color?</p> <p>My favorite color is pink.</p> <p>What color do you like?</p> <p>I like pink.</p> <p>What's your favorite activity?</p> <p>My favorite activity is playing.</p> <p>What do you like to do?</p> <p>I like to play.</p> <p>What's your favorite animal?</p> <p>Rabbit is my favorite animal.</p> <p>What animal do you like?</p> <p>I like rabbit.</p> <p>What's your favorite food?</p> <p>My favorite food is chicken.</p> <p>What food do you like? I like chicken.</p> <p>What do you want to be when you grow up?</p> <p>I want to be a dentist when I grow up.</p> <p>I want to be a teacher.</p> <p><u>Vocabulary</u></p> <p>name, year, old, favorite</p> <p><u>color</u>: blue, green, red, pink, yellow, orange</p> <p><u>job</u>: artist, carpenter, farmer, dancer, hairdresser, pilot, scientist, singer, police officer, firefighter, doctor, nurse, teacher, engineer</p>	<p>單元一、當我們同在一起</p> <p>What's your favorite activity?</p> <p>My favorite activity is playing.</p> <p>What do you like to do?</p> <p>I like to play.</p> <p>How to make it better?</p> <p>We can make a plan for everyone.</p> <p>We can succeed by working together.</p> <p>By teamwork.</p> <p>Respect.</p> <p>Listen</p> <p>What do you want to be when you grow up?</p> <p>I want to be a dentist when I grow up.</p> <p>I want to be a teacher.</p>
<p>單元二、情緒萬花筒</p> <p><u>Sentence Pattern</u></p> <p>How are you feeling today?</p> <p>I'm feeling great.</p>	<p>單元二、情緒萬花筒</p> <p>How are you feeling today?</p> <p>I'm feeling great.</p> <p>How do you feel?</p>

<p>How do you feel? I feel happy. What happened? Why? I feel angry when my sister takes my toy. I feel happy because I win in a game. What can you do when you feel angry? When I feel <u>angry</u>, I can <u>listen to music</u>. What can you do when you have negative feelings? I can ride a bike.</p> <p><u>Vocabulary</u> negative, positive, emotion, happy, sad, angry, scared, lonely, nervous, great, excited, surprised, proud, envious, nervous, relaxed, worried, tired, bored, safe, grateful, lonely joy, anger, fear, disgust, sadness</p>	<p>I feel happy. What happened? Why? I feel angry when my sister takes my toy. I feel happy because I win in a game. What can you do when you have negative feelings? I can ride a bike. emotion, negative, positive</p>
<p>單元三、玩興趣現專長</p> <p><u>Sentence Pattern</u> What's your hobby? What do you like to do? I like to draw/I like drawing. What are you good at? I'm good at drawing. I'm not good at dancing. Do you like to dance? Yes, I do. I like it very much. No, I don't. I don't like it. Why?</p> <p><u>Vocabulary</u> draw/drawing (用鉛筆類) paint/painting(用筆刷) dance/dancing sing/singing read/reading write/writing bake/baking play/playing Chinese chess (Xianqui) 下象棋 play/playing poker cards listen/listening to music</p>	<p>單元三、玩興趣現專長</p> <p>What's your hobby? What do you like to do? I like to draw/I like drawing. What are you good at? I'm good at drawing. play/playing Chinese chess (Xianqui) 下象棋 play/playing diabolo 扯鈴 play/playing badminton 打羽球 play/playing the violin play/playing Chinese zither(guzheng) 彈古箏 rollerblade/rollerblading 溜直排輪 push/pushing hands exercise (Tui Shou) 推手 do/doing Taekwondo 跆拳道</p>

<p>jog/jogging run/running swim/swimming watch/watching TV go shopping ride/riding a bike play/playing the piano play/playing diabolo 扯鈴 play/playing badminton 打羽球 play/playing the violin play/playing Chinese zither(guzheng) 彈古箏 rollerblade/rollerblading 溜直排輪 push/pushing hands exercise (Tui Shou)推手 do/doing Taekwondo 跆拳道</p>	
<p>單元四、為自己加油</p> <p><u>Sentence Pattern</u></p> <p>What kind of person do you think you are? I'm <u>brave</u>. My strength/weakness is ____. How can you be better? I can try to ____. I'm/You're..... I'm too naughty/noisy/shy/quiet. You can try to be nice/kind/quiet/brave/active. Learn to change. Accept our weaknesses. Find our new strengths.</p> <p><u>Vocabulary</u></p> <p>nice, kind, honest, smart, sporty, naughty, noisy, shy, quiet, friendly, funny, fast, helpful, outgoing, active, brave, weakness, change, better</p>	<p>單元四、為自己加油</p> <p>What kind of person do you think you are? I'm <u>brave</u>. My strength/weakness is ____. How can you be better? I can try to ____. I'm/You're..... I'm too naughty/noisy/shy/quiet. You can try to be nice/kind/quiet/brave/active. Learn to change. Accept our weaknesses. Find our new strengths.</p>