

嘉義市宣信國民小學三年級第一學期國際教育雙語課程教學活動設計

主題名稱：我與學校生活 Let' s go to school

領域／科目	綜合/英語	設計者	葉祖銘
實施年級	三年級	總節數	15 節
單元名稱	<p>單元一 認識你我他 5 節 Unit 1 To Know Each Other</p> <p>單元二 情緒表達與溝通 5 節 Unit 2 Express Emotions and Communication</p> <p>單元三 安全好生活（融入 Goal 3 Of SDG） 5 節 Unit 3 Safe and Good Life</p>		
核心素養	總綱	<p>A2.系統思考與解決問題</p> <p>B1.符號運用與溝通表達</p> <p>C2.人際關係與團隊合作</p>	
	領(課)綱	<p>綜合領域</p> <p>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。</p> <p>綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。</p> <p>綜-E-B2 蒐集與分析資源，理解各類媒體內容的意義與影響，用以處理日常生活問題。</p> <p>綜-E-B3 覺察生活美感的多樣性，培養生活環境中的美感體驗，增進生活的豐富性與創意表現。</p> <p>綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。</p> <p>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。</p> <p>英語領域</p> <p>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。</p> <p>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。</p> <p>英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</p> <p>英-E-C2 積極參與課內小組學習活動，培養團隊合作素養。</p>	
學習重點	學習表現	<p>綜合領域</p> <p>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。</p> <p>2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p> <p>2d-II-1 體察並感知生活中美感的普遍性與多樣性。</p>	

		<p>2d-II-2 分享自己運用創意解決生活問題的經驗與觀察。</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>3d-II-1 覺察生活中環境的問題，探討並執行對環境友善的行動。</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>	
	學習內容	<p>綜合領域</p> <p>Aa-II-1 自己能做的事。</p> <p>Aa-II-2 自己感興趣的人、事、物。</p> <p>Aa-II-3 自我探索的想法與感受。</p> <p>Aa-III-1 自己與他人特質的欣賞及接納。</p> <p>Aa-III-2 對自己與他人悅納的表現。</p> <p>Ba-II-1 自我表達的適切性。</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p> <p>Ba-II-3 人際溝通的態度與技巧。</p> <p>Ba-III-3 正向人際關係的建立。</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-3 生活周遭潛藏危機的處理與演練。</p> <p>Cd-II-1 生活中環境問題的覺察。</p> <p>Cd-II-2 環境友善的行動與分享。</p> <p>英語領域</p> <p>Ac-II-7 簡易的教室用語</p> <p>Ac-II-8 簡易的生活用語</p>	
議題融入	學習主題	安全教育、資訊教育、戶外教育	
	實質內涵	無	
教材來源		自編教材 綜合活動課本	
教學設備／資源		電腦, 投影機, 繪本	
學習活動設計			
學習活動內容及實施方式(含教學策略)	時間	課堂中使用之英語	學習評量
<p>單元一 認識你我他</p> <p>To Know Each Other</p> <p>-第一節開始-</p> <p>壹、準備活動</p> <p>一、教師準備：姓名牌、PPT、海灘球</p> <p>name tag、PPT、beach ball</p> <p>二、引起動機：製作姓名牌</p>			<p>學生能製作姓名卡並正確的寫出英語單字。</p>

<p style="text-align: center;">To make a name tag</p> <p>1. 教師發下白紙，教導學生如何摺成立牌，並寫下自己的英文名字。 Let teacher give every student one sheet of paper and show them how to fold it into a name tag. Ask them to write down their names.</p> <p>2. 在姓名牌的四個角落分別寫下自己喜歡的顏色、動物、食物及運動，若不會書寫的同學可以用圖畫代替。 Students try to list their favorite colors, pets, food and sports in English. If they are not good at writing, they may also be able to draw some pictures instead.</p>	10'	<p>What's your name? My name is ____.</p> <p>What color do you like?</p> <p>What's your favorite colors? What's your favorite pets? What's your favorite food ? What's your favorite sports?</p>	<p>學生能以所教之句型回答問題和提問，並踴躍的參與班級活動。</p>
<p>貳、發展活動： 活動一、彼此認識</p> <p style="text-align: center;">To know each other</p> <p>1. 教師準備海灘球，拿到海灘球的學生要先自我介紹“我的名字是_____.”，指定一位同學詢問他“你叫什麼名字?”，並將球丟給他，接到球的學生回答“我的名字是_____.”，再指定一位同學詢問他“你叫什麼名字?”，並將球丟給他，以此類推，每位學生都輪到後即結束活動。 The teacher gets a beach ball ready to pass one of the student. Whenever the student takes the ball should introduce himself. Say “My name is _____.” Make someone to ask him “What's your name?” And pass the ball to him. Repeat the same doing until everyone has done it.</p>	10'	<p>Introduce yourself. My name is ____.</p> <p>What's your name?</p> <p>Do you like dogs? What do you like to eat? What's your favorite sports? Nice to meet you.</p>	<p>學生能用英語說出自的姓名，也能用英語問別人的名字。</p>
<p>2. 教師詢問學生“你喜歡什麼顏色?,” “你喜歡狗嗎?,” “你喜歡吃什麼?,” “你最喜歡的運動是什麼?”，讓學生根據自己寫的回答。 The teacher give students a few questions. “What color do you like?,” “Do you like dogs?,” “ What do you like to eat?,”</p>	10'		<p>學生能學會如何用英語詢問別人</p>

<p>“What’s your favorite sports?” They may answer the questions according to what they have written.</p> <p>3. 傳球活動:教師撥放音樂，學生傳海灘球，當音樂停止時，全班須說出拿著球的學生的名字，” Nice to meet you.”，拿著球的學生回答” Nice to meet you, too.”，並根據姓名卡上的內容做自我介紹。</p> <p>Passing ball activity: When the teacher is playing the music the students should pass the beach ball. But when the music stops all the class try to say the name of the student holding the ball and say ” Nice to meet you.”. Then he should answer with ” Nice to meet you, too.” After that he need to introduce himself according to the content of the name tag.</p>	10’	<p>Nice to meet you,too.</p> <p>Passing the ball to your classmates. Try to say the name of him.</p>	<p>的喜好，如顏色，寵物，食物和運動。</p> <p>學生能學會在別人說 Nice to meet you.後，也能回答 Nice to meet you, too.</p>
<p style="text-align: center;">-第一節結束-</p> <p style="text-align: center;">-第二節開始-</p> <p>活動二、介紹班級常規</p> <p>Introduction of class rules</p> <p>1. 教師拿出英語課本 Here We Go，藉此課本和學生討論在學校上課的行為表現，哪些是優秀的，有哪些是需要改進的，以你自己為例，你能做到哪些，如果你的同學有不對的行為，你會怎麼幫助他呢？</p> <p>Teacher takes out the English student book and discusses the class rules with students. Try to figure out which behaviors are excellent and some others need to be improved. Let class think what they can do. And how can you help if there is someone who cannot follow?</p> <p>2. 教師和學生討論在班級裡，還有哪些規定是需要遵守的呢?還有哪些行為表現是值得讚美的，還有那些是需要改進的呢？</p>	20’	<p>Stand up. Sit down. Raise your hand. Put down your hand. Voice quiet. Eyes on the board. Ears listening. Body is calm. Look at me. Attention!</p>	<p>學生能參與討論並發表自己的想法。</p> <p>學生能應用上課所教之班級常規。</p>

<p>Teacher and all students discuss what the class rules else they may add into? What other well behaviors are worthy of praise? And what behaviors need to be improved?</p> <p>3. 教師發下小白板，讓學生分組寫下他們認為需要的班規，在全班討論後選出自己的班規，並畫至於海報上。</p> <p>Using the small whiteboards let students discuss in samll groups and write down what kind of class rules they need. Then students may write all class rules on the poster.</p>	10'	<p>Line up. Here.</p> <p>class rules small group on the poster</p>	<p>學生分組在海報上寫下他們選出的班規。</p>
<p style="text-align: center;">-第二節結束-</p>			
<p style="text-align: center;">-第三節開始-</p>			
<p>活動三、自我介紹</p> <p>Introduce myself</p> <p>1. 教師和學生探討自我介紹前想一想，我可以用什麼方式來向同學介紹自己?我想介紹關於自己的哪些事呢?</p> <p>Before the students intruducing themselves, thecher and students might discuss by what way they should use to do it. And what of the points should they talk about?</p>	10'	<p>discuss the question intruduce themselves</p>	<p>學生能學會如何用簡單的英語向同學介紹自己。</p>
<p>2. 教師請學生拿出課本，討論教材中所提供的自我介紹項目，以我的家庭、我會做的事、我的興趣和讓我覺得快樂的事，透過這些自我介紹的內容，讓同學更了解我。Teacher let students take out the text book and discuss the items of</p> <p>“Intruduce youself” .Taking the points of my family, what I can do, my interes and what will make me happy as the content make classmate to know me more.</p>	20'	<p>How do I know what I am interested in? My favorite sport is basketball. I like singing. I enjoy drawing. I go swimming every weekend.</p>	<p>學生能學以我的家庭、我會做的事、我的興趣和讓我覺得快樂的事，來介紹自己。</p>
<p>3. 自我介紹後，想一想，我有什麼興趣?我為什麼會對這些人、事、物感興趣呢?教師</p>	10'		<p>學生學會以興趣相關的英語討論</p>

<p>將學生分組，並指派他們討論並分享自己的心得。</p> <p>After the self-introduction activity the students try to think about what my interest is? What kinds of people, events and things am I interested in? Teacher may divide the students into groups and sharing ideas with one another.</p> <p style="text-align: center;">-第三節結束-</p> <p style="text-align: center;">-第四節開始-</p> <p>活動四、如何找到興趣</p> <p>How to find out one's interest?</p> <p>1. 想一想，我有什麼興趣，我為什麼會對這些人、事、物感興趣?從課本給的例子，可以明白羨慕自己姊姊是游泳校隊而對游泳有興趣，也可能是常常帶弟弟去幼兒園，覺得自己有照顧人的能力，亦可能因為參加畫圖比賽得獎而對繪畫產生興趣，又因跑得快又接球很穩而對棒球產生興趣。</p> <p>Think about it? What kinds of interest do I have? Why do I have interest in those people, events and things? From the examples of the textbook we may understand that one could have the interest because of being proud of one's sister as a member of school swimming team. Another example is that one student take her young brother to preschool every day. And she feels that she owns the ability of taking others. Some other maybe won an award in drawing competition that give him a strong desire to learn drawing. One more may be eager to attain baseball team because of good at catching ball and</p>	20'	<p>Think about it.</p> <p>what kind of people</p> <p>find out your interests</p> <p>What kinds of interest do I have?</p> <p>I can take care of my younger brother today.</p> <p>My favorite subject is drawing.</p> <p>I like to play baseball.</p>	<p>分享心得。</p> <p>學生能用所教句型參與討論並說說興趣的產生。</p> <p>學生能把所教的英語句型表達出來。</p>
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<p>running fast.</p> <p>2. 做自己感興趣的事時，在過程中會產生哪些樂趣？有的同學可能認為接到飛盤時，很開心。有的同學在完成魔術表演前經過不斷地練習，一旦成功，很有成就感。還有同學分享，在和父親學習下圍棋的過程中，喜歡跟父親同在的感覺。</p> <p>When you do something from your interest what fun of it may happen? One maybe feel happy when he catches the frisbee successfully. By doing a lot of practice one may have a sense of accomplishment in completing the magic show. Another one may enjoy the company of his father by playing chess with him.</p>	20'	<p>One maybe feel happy when he does something successfully.</p> <p>One may enjoy what he is interested in.</p>	<p>學生能用簡單英語說出自己感興趣的事。</p>
<p style="text-align: center;">-第四節結束-</p>			
<p style="text-align: center;">-第五節開始-</p>			
<p>活動五、興趣經驗分享</p> <p>Sharing of Interest and Experience</p> <p>1. 興趣探索後，請大家分享自己的經驗。請同學們分享在找到自己的興趣並實際在其中產生的經驗做討論。</p>			
<p>After finding your interests the teacher may invite students to share their experience. The students may discuss what they have learn from thoes things.</p>	5'	<p>I like share my experience to you.</p> <p>Let us discuss together.</p>	<p>學生能說出自己的想法，關於對興趣探索的經驗。</p>
<p>2. 想一想，向全班同學分享我的探索成果時，我需要運用什麼場地呢？可以如何展現？</p>		<p>Think about it.</p>	
<p>Think about it. What kinds of place, stuff I need when I share my expence of interest. And what is the proper way I need to present it?</p>	5'	<p>Would you present it to us?</p> <p>Life is a process of finding oneself.</p>	<p>能說出在興趣經驗分享時，需要用到什麼場地或是配備。在分享自己探索</p>

<p>3. 讓我們分享自己探索的過程，也欣賞同學展現自己感興趣的人、事、物。 We also need to appreciate others' sharing just like they appreciate mine.</p>	10'	You can do it better. appreciate others' sharing	的過程中，也能展現自己對別人的珍賞。
<p>4. 怎樣可以讓自己把感興趣的事做得更好呢? By what way we can do it better when we show our experience to one another.</p>	10'	What kind of idea do you get? by what way	
<p>5. 認識自己、探索自己的興趣、展現自己的能力與長處後，我有哪些收穫與成長呢? After knowing ourselves, finding our own interests and present our abilities, strengths, what do get from that?</p>	10'	after knowing something finding something present something	學生能說說在珍賞別人的分享後，自己有什麼收穫與成長。
<p>單元二 情緒表達與溝通 Unit 2 Express Emotions and Communication -第一節開始-</p>			
<p>活動一、友情紅綠燈 Frindship Guide</p>			
<p>1. 教師詢問學生在開學後，對班上的學生是否都認識及瞭解了呢?誰是班上的開心果呢?誰是班上最認真的人呢?誰是班上運動最好的人呢? The teacher asks the students whether they knew and understood one another in the class after the new semester started? Who is fun to be around? Who is the most hard-working student in the class? Who is the best sportsman in the class?</p>	10'	We should try to know one another. Who is fun to be around? Who is the best sportsman in the Class?	學生能學會互相認識的英語。 學生學會說出誰是班上運動最好的人，誰是班上最認真的人和誰是班上的開心果的英語。
<p>2. 教師發下學習單，詢問學生誰是你的好朋友呢?你還有和誰不熟呢?你覺得哪位同學有什麼優點呢?藉此學習單教師可以更加瞭解班上同學的人際關係。</p>	10'		學生能說出班上

<p>The teacher sends out a learning sheet and asking who your best friend is? Who else are you not familiar yet? Do you know? Any certain classmates do you know their strengths? With this learning sheet, the teacher might know more about the interpersonal relationship of the classmates.</p> <p>3. 友情紅綠燈:教師和學生討論在和朋友相處時, 有哪些行為是紅燈, 會阻礙友誼的發展, 有哪些行為是綠燈, 可以增進彼此的友誼呢? 有哪些行為是黃燈, 可以修補友情。</p> <p>Friendship guide: Teacher and students discuss what kind of behaviors are like red lights when getting along with friends, which will hinder the development of friendship. And what kind of behaviors are like green lights that can enhance each other's friendship? Which behaviors are like yellow lights that can repair friendship.</p> <p>4. 請學生將這些上面討論的行為寫在小卡上, 每張小卡是一項行為, 發下紅色及綠色貼紙, 標註這項行為是紅燈或綠燈, 將這些小卡集中放在中間後, 每人發下三張黃燈卡, 抽到紅燈卡的學生可以使用黃燈卡來抵銷掉紅燈卡, 但他須說出一項修補友情或是可以增進友情的方法。活動結束後統計分數, 綠燈卡可以加一分, 紅燈卡扣一分, 誰獲得的分數最高及獲勝。</p> <p>Students are asked to write the behaviors discussed above on the small cards. Each small card is a behavior, and red and green stickers are issued to mark the behavior as a red light or a green light. After placing these</p>	<p>10'</p> <p>10'</p>	<p>Who is the best friend of you in our class?</p> <p>Do you know your own strengths and weaknesses?</p> <p>People should be responsible for their own behaviors.</p> <p>Don't let anything hinder our friendship.</p> <p>We like to know each other and increase</p>	<p>自己的好朋友的英語。</p> <p>學生們能彼此討論出友情的紅, 綠燈。</p> <p>學生能參與討論並提出修補友情的方法。</p> <p>學生能寫下自己的想法並上台分享。</p> <p>學生能參與討論並提出自己的想法。</p>
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<p>small cards in the middle of the table, three yellow light cards are issued to each student, and the student who draws a red light card can use the yellow light card to offset the red light card, but he has to say a way to repair or increase friendship. After the event, the scores are counted. The green light card can add one point, and the red light card deducts one point. Whoever gets the highest score wins.</p>		<p>our friendship.</p> <p>Promoting friendship is our goal.</p>	
<p style="text-align: center;">-第一節結束-</p>			
<p style="text-align: center;">-第二節開始-</p>			
<p>活動二、情緒調色盤 Mood Palette</p>			
<p>1. 在生活中，我常常會有各種情緒，遇到不同事件時，我會產生哪些情緒呢？ 昨天，我妹妹畫了一張圖送給我，我覺得.... 跟同學吵架後，我會.... 因為看電視，功課寫到很晚而被媽媽罵，我感到難過。</p>	20'		<p>學生能積極參討論關於情緒的產生。</p>
<p>In daily living, I often have various emotions. What emotions do I have when encountering different events?</p>		<p>In daily living, I often have various emotions.</p>	<p>學會用英語表示情緒的語句。</p>
<p>Yesterday, my sister drew a picture and gave it to me. I think...</p>			
<p>After quarreling with classmates, I will...</p>		<p>My sister drew a picture and gave it to me, yesterday.</p>	
<p>I was scolded by my mother because I was watching TV and writing homework late. I feel sad.</p>		<p>I was scolded by my mother.</p>	<p>學生能明白情緒產生的可能原因，並用簡單的英文單子說出</p>
<p>2. 當我遇到一些情境時，我的情緒會是什麼？我可能會出現怎樣的反應呢？ 打預防針時，我會緊張得冒汗... 考試時，我會很緊張，還會覺得肚子痛 同學惡作劇時，我會生氣，因此說話變得大聲。</p>	10'		
<p>為什麼產生了相同的情緒，每個人的反</p>			

<p>應會不同呢?</p> <p>When I encounter some situations, what will my emotions be? How might I react?</p> <p>When I get a vaccination, I get nervous and sweat...</p> <p>During the exam, I will be very nervous, and I will also feel stomachache.</p> <p>When my classmates play a prank on me, I get angry, so I speak loudly.</p> <p>Why do people react differently when the same emotions are generated?</p> <p>3. 情緒發生時，常常會表現在表情、動作、語氣、音量上，我可以怎麼知道別人的情緒呢?</p> <p>在百貨公司和家人走散時，感到慌張而流淚。</p> <p>嬰兒希希望有人抱而哭鬧</p> <p>他們表現出相同的反應，但是原因和情緒不相同，為什麼?</p> <p>When emotions occur, they are often expressed in expressions, actions, tone, and voice volume. How can I know the emotions of others?</p> <p>When I was separated from my family in the department store, I felt flustered and shed tears.</p> <p>Baby wants someone to hold and cry. They show the same reaction, but the reasons and emotions are different. Why?</p> <p>-第二節結束-</p> <p>-第三節開始-</p> <p>活動三、情緒管理</p> <p>Emotion Management</p> <p>1. 討論哪些是不適當的情緒表達方式?</p> <p>例如：運動比賽輸了，有人說：都是你，你跑得太慢了啦！哼！贏了有什麼了不起！哈哈！你們輸了吧！</p> <p>如果有人沒有在比賽人努力過，只會批評別人，我覺得...</p> <p>比賽時，亂發脾氣，會讓隊友...</p>	<p>10'</p> <p>15'</p>	<p>When I get a vaccination, I get nervous and sweat.</p> <p>During the exam, I will be very nervous, and I will also feel stomachache.</p> <p>How can I know the emotions of others?</p> <p>They show the same reaction, but the reasons and emotions are different.</p> <p>What are inappropriate ways of expressing emotions?</p>	<p>學會用英語表示別人或自己的情緒感受。</p> <p>明白相同的反應，卻可能有不同的情緒生成。</p> <p>學生能明白並說出什麼是不當的情緒表達方式。</p> <p>學生能用英語說</p>
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<p>有人贏了比賽就嘲笑別人，我覺得… Discuss what are inappropriate ways of expressing emotions? For example: After losing a sports game, someone said: It's all you, you are running too slow! Humph! What's so great about winning! Haha! You lose! If someone do not work hard in the competition, they only criticize others. I think... Losing your temper during the game will make your teammates... Some people laugh at others after winning the game, I think...</p> <p>2. 不要做一個受情緒影響的人，情緒會使事情變得更糟。 Don't be an emotional person that could make things worse. 可以怎麼改進與調整呢? How can it be improved and adjusted? 若是情緒的話已經說了，道歉或是改換一個說法，應該是可行的辦法。 If emotional words have already been said, apologizing or changing the statement should be a way to do. 對不起，我不應該因為比賽輸了就責怪人。 Sorry, I shouldn't blame others just because losing the game. 別難過了，你已經很努力了，你表現得非常好！ Don't be sad, you have worked very hard and you have performed very well! 別垂頭喪氣的，比賽輸或贏很平常，下次… Don't be down in the dumps, winning or losing is normal, next time...</p> <p>3. 平時我都是怎麼抒發情緒呢？</p>	15'	<p>Don't criticize others.</p> <p>Do not lose your temper often.</p> <p>Don't laugh at others when they do things wrong.</p> <p>Don't be an emotional person.</p> <p>How can it be improved?</p> <p>Apologizing should be a way to do.</p> <p>I shouldn't blame others</p> <p>Don't be sad.</p> <p>Don't be down in the dumps.</p> <p>How do I express my emotions usually?</p>	<p>出，不用不當情緒反應的語言建議。</p> <p>學生能明白情緒變得更糟的原因。</p> <p>學會用英語建議如何改善不當情緒造成的影響。</p> <p>學習如何用正面思考方式給出良好的建議。</p> <p>學會用英語表示自己抒發情緒的</p>
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<p>How do I express my emotions usually? 生氣時我會深呼吸，讓自己冷靜。 When I am angry, I take a deep breath to calm myself down. 開心時我會和朋友、家人聊天，分享喜悅。 When I am happy, I will chat with friends and family. Then I share my joy with them.</p>	10'	<p>I take a deep breath. I will chat with friends and family.</p>	<p>方式。</p>
<p>-第三節結束-</p>			
<p>-第四節開始-</p>			
<p>活動四、我的壓力</p>			
<p>My pressure</p>			
<p>1. 說一說，什麼是壓力呢？</p>			
<p>Talk about it, what is stress?</p>		<p>What is stress?</p>	<p>能明白並說出心中壓力可能的來源。</p>
<p>我會怎麼形容壓力帶給我的感受呢？</p>		<p>How would I describe the feeling?</p>	
<p>How would I describe the feeling that stress brings me?</p>	15'		
<p>壓力像坐雲霄飛車，讓我感到心情起起伏伏。</p>			
<p>The pressure is like riding on a roller coaster. It makes me feel ups and downs.</p>		<p>It makes me feel ups and downs.</p>	<p>學會說出一些心裡壓力的英語。</p>
<p>壓力像石頭壓在心上，悶悶的讓我不舒服。</p>			
<p>The pressure is like a rock on my heart, and it makes me uncomfortable.</p>		<p>The pressure is like a rock on my heart.</p>	
<p>2. 讓我們一起說出自己的壓力吧！</p>			
<p>Let's talk about our pressure together!</p>			
<p>我害怕考試，每次考試前，我都感到很有壓力。</p>	15'	<p>Let's talk about our pressure together!</p>	
<p>I am afraid of exams. Every time before the exam, I feel a lot of stress.</p>		<p>I am afraid of exams.</p>	
<p>上台說話也會讓我感到壓力。</p>		<p>I feel a lot of stress.</p>	
<p>Talking on stage can also make me feel pressured.</p>			
<p>3. 想一想，遇到壓力時我會有哪些情緒反應呢？</p>			
<p>Think about it, what kind of emotional reactions do I have when I am under</p>			<p>能用英語說出自己遇到壓力時，可能產生的情緒反應</p>

<p>stress? 上台自我介紹時，我好緊張，感覺舌頭打結說不出話。 When I introduced myself on stage, I was so nervous that I felt my tongue knotted and could not talk. 每次要分組時我都感到有壓力，因為怕沒人想跟我同組，擔心承沮喪… I feel pressured every time when dividing the class into small groups. Because I' m afraid that no one wants to be in the same group with me. And I' m worried about it and being frustrated.</p>	<p>10'</p>	<p>What kind of emotional reactions do I have? I was so nervous. I feel pressured every time. I'm afraid that no one wants to be in the same group with me.</p>	
<p style="text-align: center;">-第四節結束-</p> <p style="text-align: center;">第五節開始</p> <p>活動五、面對壓力和減緩壓力 Face Pressure and Relieve Pressure 1. 面對壓力時，我可以運用什麼方法來減少壓力或舒緩情緒呢? When I face the stress, what ways can I use to reduce stress or calm myself down? 當壓力使我感到緊張、疲累時，我會適當的休息，再… When stress makes me feel nervous and tired, I will take a proper rest, and then... 我會找爸媽、老師或姊姊幫助我。 I will ask my parents, teachers or sisters to help me. 唱歌、跑步、打球都是我的紓壓妙招。 Singing, running, and playing ball are my wonderful methods to relieve pressure.</p>	<p>20'</p>	<p>By what ways can I use to reduce stress? The stress makes me feel nervous and tired. I will ask my parents, teachers or sisters to help me. What are wonderful methods to relieve pressure?</p>	<p>學會用一些方法可以面對壓力，以及舒緩情緒。</p> <p>能用簡單的英語表達自己紓壓的妙招。</p>
<p>2. 情緒和壓力常常是因為想法而產生的，我可以怎麼運用正向思考的想法，來緩解情緒與壓力呢? Emotions and stress are often caused by</p>	<p>20'</p>		<p>學生能明白正向思考的想法如何能緩解情緒與壓力。</p>

<p>thoughts. How can I use positive thinking to relieve emotions and stress?</p> <p>有人因為一場車禍失去雙腳，本來非常沮喪，覺得未來沒有希望。</p> <p>Someone lost his feet in a car accident. He was very depressed at first and felt that had no hope in the future. 但是，他想法改變，他應該慶幸自己還擁有雙手，學習靠雙手的能力生存下去。 However, his thinking has changed. He should be thankful that he still has both hands and can learn to survive by them.</p> <p>有一位鋼琴家出生時就全盲，雖然眼睛看不見，他仍找到自己喜歡做的事，努力學習...</p> <p>There is a pianist who was completely blind when he was born. Although he can't see, he still finds what he likes to do and studies hard...</p>	10'	<p>How can I use positive thinking to relieve emotions and stress?</p> <p>He was very depressed at first. I felt that had no hope in the future.</p> <p>However, his thinking has changed.</p> <p>He was completely blind when he was born.</p> <p>Although he couldn't see, he still tried to learn something.</p> <p>Safe and Good Life</p> <p>to end poverty</p> <p>protect the planet</p> <p>enjoy peace and prosperity</p>	<p>能用英語說出簡單的正向思考的建議。</p> <p>學生能說出聯合國可持續發展目標中的第三個目標的英語。</p>
<p style="text-align: center;">第五節結束</p> <p>單元三 安全好生活</p> <p>第一節開始</p> <p>Unit 3 Safe and Good Life</p> <p>聯合國於 2015 年通過了可持續發展目標 (SDG)，作為消除貧困、保護地球並確保到 2030 年所有人享有和平與繁榮的普遍行動呼籲。</p> <p>The Sustainable Development Goals (SDGs) were adopted by the united Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.</p> <p>SDG 的目標 3: 確保健康的生活方式並促進</p>			

<p>所有年齡段的所有人的福祉。 Goal 3 Of SDG: Ensure healthy lives and promote well-being for all at all ages.</p> <p>兒童健康:2018年，估計有620萬15歲以下的兒童和青少年死亡，其中大部分是死於可預防的。 Child health: In 2018, an estimated 6.2 million children and adolescents under the age of 15 died, most of which were due to preventable causes.</p> <p>我們的生活周遭看起來很安全，其實隱藏許多危險。 The surroundings of our lives seem to be safe, but there are many dangers hidden.</p> <p>活動一、家中危險在哪裡 Where is the danger at home?</p> <p>1. 教師發下白紙，請學生寫下家中的危險在哪裡? The teacher handed out a blank paper and asked the students to write down where is the danger at home? 收集例子，大家討論。 Discuss those examples which everybody offer. 妹妹躲進衣櫃，被反鎖在裏面，打不開。 My sister hid in the closet and was locked inside, being unable to open. 浴室地板溼滑 The bathroom floor is slippery. 廚房煮東西時湯汁沸騰溢出 The soup boils over when cooking in the kitchen. 弟弟爬上窗台，靠近窗戶邊。 My brother climbed onto the windowsill and approached the window.</p>	15'	<p>healthy lives</p> <p>We should promote well-being for all at all ages.</p> <p>A lot of children died due to preventable causes.</p> <p>Many dangers hidden around us.</p> <p>Where is the danger at home?</p> <p>to write down</p> <p>To discuss those examples.</p> <p>My sister hid in the closet and was locked inside.</p> <p>This is where I got hurt. It's dangerous because...</p>	<p>學生能明白減少兒童和青少年死亡的可預防方法。</p> <p>學生能寫出家中可能發生危險的情況。</p> <p>學生能用英語說出家中的危險。</p> <p>使學生能明白預</p>
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<p>2. 如何減少家中兒童的危險? How to reduce the risk of children in the family? 不應該讓 12 歲以下的兒童單獨在家。 Children under the age of 12 should not be left alone at home. 浴室應當保持乾燥 The bathroom should be kept dry. 使用瓦斯爐燉煮時，不可讓兒童靠近，並且使用計時器提醒使用者。 When using a gas stove to cook, keep children away, and use a timer to remind users.</p>	15'	<p>How to reduce the risk of children in the family? Children should not be left alone at home. The bathroom should be kept dry.</p>	<p>防家中危險的方法。 學生能用英語說出預防家中危險的方法。</p>
<p>第一節結束</p>			
<p>第二節開始</p>			
<p>活動二 戶外活動防意外 Accident Prevention for Outdoor Activities 1. 教師發下白紙，請學生寫下戶外活動防意外在哪裡? The teacher issued a blank paper and asked the students to write down where to prevent accidents in outdoor activities?</p>	20'	<p>in outdoor activities I need help. Please help me. I'm hurt. I don't feel well. I'm sad / angry / lonely.</p>	<p>學生能寫下在戶外活動中的意外。</p>
<p>週末我去爬山時，看到樹上有一個蜂窩，附近還有蜜蜂在飛。 When I went hiking on the weekend, I saw a honeycomb on the tree and bees flying nearby.</p>			
<p>公園椅子破裂 Park chair cracked. 人行道地磚凹凸不平 Sidewalk floor tiles are uneven. 生活範圍裏有建築工程 There are construction projects in the living area.</p>		<p>Park chair cracked. It's dangerous. Don't enter into a construction site.</p>	<p>學生能用英語說出戶外活動中可能發生的意外。</p>
<p>流浪狗群聚 Stray dogs gathering in the</p>			

<p>neighborhood 兒童隨意穿越馬路 Children cross the road without following the traffic lights.</p> <p>2. 如何減少兒童戶外活動的危險? How to reduce the danger of children's outdoor activities? 公園椅子破裂，可以打電話給公園管理處 If the park chair is broken, you can call the park management office. 兒童不宜自行外出，需要有成人陪同 Children should not go out by themselves, they need to be accompanied by an adult. 人行道地磚破損，要使兒童遠離，並通知相關單位加以示警，等待修復 The sidewalk tiles are damaged, keep children away, and notify relevant units to be warned and wait for repairs. 兒童過馬路時，要看兩邊沒有來車才能通行，最好要走斑馬線。 When crossing the road, children must see both sides before passing, and better take the crosswalk. 讓兒童遠離施工場所 Keep children away from construction sites. 當流浪狗出現時，要儘快通報所屬機關 When stray dogs appear, notifying the agency of the government as soon as possible.</p> <p style="text-align: center;">第二節結束</p> <p style="text-align: center;">第三節開始</p> <p>活動三 校園安全防護 Campus Safety Protection</p> <p>1. 教師發下白紙，讓學生畫出在校園內覺得最容易發生意外的地方。 Teachers hand out white paper to let</p>	20'	<p>I usually play with my friends here.</p> <p>Don't play with your frineds in a parking lot.</p> <p>Children should not go out without parents.</p> <p>Look both ways before you cross the road.</p> <p>When you see stray dogs on the street, get away from them.</p>	<p>學生能明白如何減少兒童戶外活動發生意外的方法。</p> <p>學生能用英語說出如何減少兒童戶外活動發生意外的方法。</p>
<p>活動三 校園安全防護 Campus Safety Protection</p> <p>1. 教師發下白紙，讓學生畫出在校園內覺得最容易發生意外的地方。 Teachers hand out white paper to let</p>	20'	<p>Let students draw the</p>	<p>學生能在白紙上畫出校園內最易發生意外的地方。</p>

<p>students draw the most accident-prone places on campus. 說說校園中常發生意外的事件 Talk about accidents that often happen on campus. 在教室內，把書包放在走道上使人絆倒。 In the classroom, putting schoolbags on the aisle makes people slumped. 在走廊上奔跑而與人相撞 Running in the corridor and colliding with someone. 操場跑道破損，造成學生跌倒。 The playground track was damaged, causing students to fall. 學生跑進施工場地遊玩而受傷。 The student ran into the construction site to play and was injured. 學生不正確地使用剪刀和小刀而受傷。 The student was injured by incorrectly using scissors and knives. 廁所地面濕滑而跌倒。 The toilet floor was slippery and fell.</p> <p>2. 如何減少兒童在校園裡的意外發生? How to reduce children's accidents in school? 在教室內規定適當放置書包的位置，不要讓書包放在走道。 Provide proper placement of schoolbags in the classroom, and do not let schoolbags be placed in the aisle. 走廊上，禁止奔跑，並且要一再提醒學生遵守。 In the corridors, running is forbidden, and students should be reminded often. 破損的跑道要停止使用，直到修復。 The damaged runway should be stopped using until repaired. 校園中若有施工場所，要設立警示條，並嚴禁學童進入。</p>	20'	<p>most accident-prone places on campus.</p> <p>Where do accidents often happen?</p> <p>Don't put backbags on the aisle.</p> <p>Don't run in the hallway.</p> <p>If the playground damaged, you should not play there.</p> <p>Be careful, the scissors and knives may hurt you.</p> <p>How to reduce children's accidents in school?</p> <p>Can you walk ateadily in the corridor?</p> <p>Don't use it, if the running track is damaged.</p>	<p>學生能用簡單的英語句子，說出校園中發生意外的例子和情況。</p> <p>學生能因發生意外的例子，而用英語說出造成意外的物件。</p> <p>經過討論，學生能明白預防校園中意外發生的方法。</p>
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<p>If there is a construction site in the campus, warning signs must be set up and school children are strictly prohibited from entering.</p> <p>學生需要在老師的指導下使用剪刀和小刀</p> <p>Students need to use scissors and knives under the guidance of the teacher.</p> <p>廁所地面要設法保持乾燥，以防跌倒。</p> <p>Try to keep the toilet floor dry to prevent falls.</p> <p style="text-align: center;">第三節結束</p> <p style="text-align: center;">第四節開始</p> <p>活動四 發現危機有方法</p> <p>There is a way to find the danger.</p> <p>1. 經過同學的經驗和分享，我們發現生活中真的潛藏不少危險，我們可以透過哪些方法，來辨識這些危險呢？</p> <p>Through the experience and sharing of classmates, we found that there are many dangers in our lives. What methods can we use to identify these dangers?</p> <p>有一次在家裏聞到奇怪的味道。</p> <p>Once I smelled a strange smell at home. 有什麼東西燒焦了嗎？嗅覺能發現危險。</p> <p>Is something burnt? The sense of smell can detect danger.</p> <p>聽到倒車聲或看到倒車燈亮時，要避免站在車的後方。</p> <p>When you hear the sound of reversing or see the reversing lights come on, avoid standing behind the car.</p> <p>用眼睛認真觀察四周，可以發現危險。</p> <p>Observe the surroundings carefully with your eyes, and you can find danger.</p> <p>如果發現食物的味道和平常不同，表示已經壞了，不能食用。</p> <p>If the taste of the food is found to be different from the usual, it means it</p>	20'	<p>Don't enter into a construction site.</p> <p>Keep the toilet floor dry.</p> <p>There is a way to find the danger.</p> <p>What methods can we use to identify these dangers?</p> <p>Is something burnt?</p> <p>When a car is moving you can't stand behind it.</p> <p>Observation can keep you away from dangers.</p> <p>Don't taste any food if</p>	<p>學生能用英語說出常發生意外的地點。</p> <p>學生能明白在防止意外發生時，我們本能上有哪些功能可以運用，以提前得知意外的來臨。</p> <p>學生能用英語說出自己的感官可測知災害的能力。</p> <p>學生能得知有一些基本的生活規則能防範意外的發生。</p>
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<p>has gone bad and cannot be eaten. 所以，味覺也能發現危險。 Therefore, the sense of taste can also detect danger.</p> <p>2. 教師和學生討論除了嗅覺、聽覺、味覺和視覺外，觸覺也可以發現危險嗎？另外，還有其他的方法可以發現危險嗎？ Teachers and students discuss that in addition to smell, hearing, taste and vision, can touch also find danger? In addition, are there other ways to detect danger?</p> <p>火災逃生時，如果摸到門把很燙，表示火勢非常靠近門外，不能從這個門逃生。 When escaping from a fire, if you touch the doorknob and it is very hot, it means that the fire is very close to the door and you cannot escape from this door. 這表示觸覺也可以發現危險。 This means that the sense of touch can also detect danger. 也可以從健康中心的統計資料中，發現校園裡常發生危險的地方。 You can also find dangerous places on campus from the statistics of the health center. 以往最多人受傷的地方是遊戲場，但是雨季的時候，地點變成了教室。 In the past, the most injured place was the playground, but during the rainy season, the place became a classroom. 原來天氣也會影響受傷的地點 It turns out that the weather will also affect the injured location. 對這些危險訊息的提示，大家都應該提高警覺。 Everyone should be alert to these danger messages.</p>	<p>20'</p>	<p>it tastes from the usual.</p> <p>Are there other ways to detect danger?</p> <p>When a fire breaks out, you should know what to do .</p> <p>If the doorknob is hot, the fire maybe out there.</p> <p>In the past, school accidents happened in the playground.</p> <p>The weather will also affect the injured location.</p>	<p>學生能得知火災的特例中，一般火場逃生的原則。</p> <p>學生能用英語說出校園中可以取得防範意外的統計資料的地方。</p> <p>學生學會要預防意外，除了提高警覺之外，還要多方面收集資料和增廣見識。</p>
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第四節結束

第五節開始

參、整合活動：展望安全的未來

Looking For A Safe Future

1. 教師發下許願卡，讓學生寫下自己對日後的期許。

The teacher issues a wishing card for students to write down their expectations for the future.

可以是安全上的，或是自我情緒管理的，或是能力成長的。

It can be the item of safe, or self-emotion management, or ability growth.

並寫下至少一個目標，及達成目標所需之計畫，並簽上自己的名字，表示自己一定會努力達成。

Write down at least one goal and the plan needed to achieve the goal, and sign your name to indicate that you will work hard to achieve it.

2. 學生將許願卡掛置祈福樹上，教師於學期後將卡片收集起來。

Students hang the wishing card on the blessing tree, and the teacher collects the cards after the semester.

告知學生將在下年級學期末和學生一起共同打開許願卡，看看自己的目標是否達成。

Inform the students that they will open the wishing card together with the students at the end of the next semester to see if their goals are achieved.

第五節結束

20'

20'

wishing card

We are looking for a safe future.

I can be a good manager of myself.

Can you control your temper?

What's the goal of your safety in the future?

Hope your wish come true.

學生能完成許願卡，表達自己對日後的期許。

能用簡單的英語句子，完成許願中對日後預防意外和獲得安全的內容。

學生能共同成許願卡和祈福樹。