

十二年國教新課綱素養導向教學 CLIL 教案設計範例 (臺南市 109 年 2 月修訂)

MOE Curriculum Guidelines Competence-based CLIL Lesson Plan

學校全銜 School	宜蘭縣東興國小	設計者 Designer	葉靜君(英語教師, 主教) 許瑋凌(領域教師, 協同)	
課程名稱 Course Title	戶外活動樂趣多	適用年級 Grade	五年級 (12 位)	
課程節數 Teaching Periods	8 節(外加 4 節實作課)	觀課節次 Observation	第 1 節	
配合融入之學 科領域 Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input checked="" type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 科技(第四學習階段)			
九年一貫能力 指標 Competence Indicators	4-3-2 參與計畫並從事戶外活動，從體驗中尊重自然及人文環境。			
課程目標 Course Objectives	使學生體會戶外活動的樂趣，分工合作、規劃與舉辦戶外活動，並尊重自然與人文環境的情懷。			
表現任務 Performance Tasks	<ul style="list-style-type: none"> ● 任務名稱：古道尋奇 ● 任務說明：由學生分組擔任關主，就草嶺古道進行人文歷史與自然資料調查後，由學生分組設計相關的挑戰關卡，挑戰學生為四年級與六年級學生。 ● 評量標準： 			
	評量項目	優等	良好	待加強
	關卡內容	符合草嶺古道的人文與自然資源	略符合草嶺古道的人文與自然資源	與草嶺古道的人文與自然資源全無相關
	分工合作	小組成員能依照個人專長進行工作分工合作愉快。	小組成員能夠合作分工完成任務。	小組成員無法順利合作與分工，時常產生爭吵。
	活動帶領	活動帶領過程滑順與能隨機應變。	能在老師的提點之下順利完成活動帶領。	無法完成活動帶領，需要老師出面處理與善後。
	英文使用	文字書寫超過 40%英文、口說超過 40%英文。	文字書寫超過 20%英文、口說超過 20%英文。	文字書寫低於 10%英文、口說低於 10%英文。
Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	<ol style="list-style-type: none"> 1. 分享自己從事過的戶外活動與尋找戶外活動同好。(第 1-2 節) 2. 分組收集草嶺古道的人文與自然資料(利用閱讀課、社會課進行) 3. 小組討論與策畫某一景點的關卡活動並且進行分享(第 3-4 節) 4. 根據教師與同儕的回饋，準備闖關所需的道具、彩排與預想可能的困難與應變方法(第 5-6 節) 5. 實際執行闖關活動(利用閱讀課、社會課進行) 6. 活動檢討與省思(第 7-8 節) 			

第 I-2 節 1 st & 2 nd Period 分享戶外活動與尋找戶外活動同好。															
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	綜合領域 4-3-2 參與計畫並從事戶外活動，從體驗中尊重自然及人文環境。 英語文 1-II-7 能聽懂課堂中所學的字詞 2-II-3 能說出課堂中所學的字詞														
學習目標 Learning Objectives	學科學習內容 Content 1. 學生具備參與戶外活動的經驗 (先備知識) 2. 學生彼此分享自己從事過的戶外活動以及從中得到的體驗與感想。 3. 透過聆聽彼此的戶外活動經驗，尋找與自己具有相同喜好的同伴。 語言學習內容 (Language of Learning) Communication 能聽懂下面單字 (能說出粗體單字) Outdoor activity, indoor activity, partners, favorite 能聽懂下面句型 (能說出粗體句型): 1. I like.... 2. My favorite outdoor activity is ... 3. ...have the same taste with me.														
學習活動 Learning Tasks	步驟 Procedures 引起動機: I. 「快問快答挑戰賽」 教師揭示多種活動，讓學生判斷何者屬於 outdoor activity 或 indoor activity，藉以讓學生澄清戶外活動應具備的基本特質。 <div data-bbox="368 1272 927 1585" style="border: 1px solid gray; padding: 5px; text-align: center;"> Outdoor activity or Indoor activity ? <table border="1" style="width: 100%; text-align: center;"> <tr> <td> reading</td> <td> hiking</td> <td> playing video game</td> </tr> <tr> <td> swimming</td> <td> music listening</td> <td> gardening</td> </tr> <tr> <td> playing Ukelele</td> <td> cycling</td> <td> jogging</td> </tr> <tr> <td> dancing</td> <td> sleeping</td> <td> catching Pokémon</td> </tr> </table> </div> 發展活動: I. 「我的戶外活動分享會」 學生事先收集與整理自己從事過的某一項戶外活動，教師並事先向學生說明清楚在談論自己的戶外活動經驗時，必須陳述的基本內容。 <div data-bbox="320 1839 715 2139" style="border: 1px solid gray; padding: 5px;"> Show and Tell Topic: Outdoor activity. Rubric. 1. Where: Where did you go? 2. When: When did you do? 3. What: What did you do? 4. How: How do you feel? 5. Why: Why do you like it? 6. Photos, videos, souvenirs </div>	reading	hiking	playing video game	swimming	music listening	gardening	playing Ukelele	cycling	jogging	dancing	sleeping	catching Pokémon	教學資源 Teaching Resources Q&A 問答 學習單 Outdoor activities infographic	認知能力 Cognition 知識: 識別戶外活動與室內活動 理解: 表達從事過的戶外活動
reading	hiking	playing video game													
swimming	music listening	gardening													
playing Ukelele	cycling	jogging													
dancing	sleeping	catching Pokémon													

2. 「你說我聽」

學生在聆聽同學的戶外活動經驗時，並須同時進行筆記紀錄，紀錄單如下：

<p>My note taking</p> <p>Who: _____</p> <p>Outdoor activity: _____</p> <p>How much do I like it: ☆☆☆☆☆</p> <p>Why do I like it: _____</p>
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3. 「戶外活動同好紀錄單整理」

學生根據聆聽紀錄單的紀錄，選擇出自己最喜歡的一項戶外活動，並且在同好紀錄單中清楚仔細敘明喜愛的原因。

<p>My Good Partners</p> <p>Name: _____</p> <p>1. My favorite outdoor activity: _____</p> <p>2. Why do I like it: _____</p> <p>3. Who has the same taste with me: _____</p>

4. 「尋找戶外活動同好」

學生在教室內自由走動，與其他同學交流，尋找喜歡相同戶外活動的同好，並將他們的名字記錄下來，組成一組，交流這項戶外活動的樂趣。

<p>My Good Partners</p> <p>Name: _____</p> <p>1. My favorite outdoor activity: _____</p> <p>2. Why do I like it: _____</p> <p>3. Who has the same taste with me: _____</p>

統整活動：

I. 統整戶外活動的價值與意義

教師帶領學生思考：參與各種戶外活動時，有哪些益處。

筆記單

同好紀錄單

同好紀錄單

理解：


摘要同學的分享

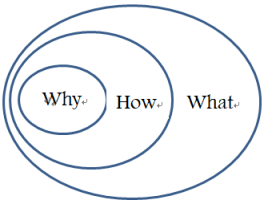
理解：

解釋自己偏好的戶外活動，並且尋找同好

理解：

歸納戶外活動的益處

	自編自選教材或學習單 Learning Materials		
	Outdoor activities infographic https://reurl.cc/dXj4j2 		
第 3-4 節 3 rd & 4 th Period 小組討論、策畫、分享關卡活動			
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	綜合領域 4-3-2 參與計畫並從事戶外活動，從體驗中尊重自然及人文環境。 英語文 1-II-7 能聽懂課堂中所學的字詞 2-II-3 能說出課堂中所學的字詞		
學習目標 Learning Objectives	學科學習內容 Content 1. 收集資料，進行活動提案。 2. 依照分配到角色與任務，做好相關規畫與準備。 語言學習內容 (Language of Learning) Communication 能聽懂下面單字 (能說出粗體單字) Caoling Historic Trail / Site/ prefer / 能聽懂下面句型 (能說出粗體句型) : 1. I prefer site A, because it is... 2. I have a good idea . We can... 3. Your idea is not bad . 4. I have a suggestion . I think...		
學習活動 Learning Tasks	步驟 Procedures 引起動機: 1. 依照上週的興趣同好分組，讓學生討論之後，自行選擇或協商其中一個草嶺古道中繼站作為小組的闖關活動景點。 T: Here is the map of Caoling Historic Trail. You will lead a activity on this trail. T: I will say 5 sites in this trail, please try to highlight them. Site A: Great Banyan tree. Site B: Boldly Quell the Mists Inscription. Site C: Tiger Inscription. Site D: Wukao Site E: Ancient Inn Ruins T: Discuss with your partners and pick a prefer site. S: I prefer site A/ B/ C/D/E, because it is ... 發展活動: 1. 分組討論合適的闖關活動。 T: Each team has 10 minutes to discuss your leading activity and after that you have to share with other teams. T: You can start with “ I have a good idea. We can...” Ss: I have a good idea. We can...	教學資源 Teaching Resources 草嶺古道地圖 黃金圈討論海報	認知能力 Cognition 理解: 學生依照教師的指示，在地圖上標示出指定地點。 綜合: 學生分組討論並且企劃小組的闖關活動。













	<p>Ss: Your idea is not bad. I have some suggestions. I think ...</p> <p>2. 分享各自發想的闖關活動、工作分配。 使用黃金圈架構協助學生進行討論分享。</p>  <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p>Why: Why do you design this game?</p> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p>How: How do we play this game? How do you design this game?</p> </div> <div style="border: 1px solid black; padding: 2px;"> <p>What: What tools do you need? What work distribution is?</p> </div> <p>Why: Ss: Our game is _____. Our site is site A. We wish everyone can ..., because....</p> <p>How: Ss: In this game, everyone has to</p> <p>What: Ss: We need ... Ss: Here is our work distribution.</p> <p>3. 其他組別與教師給予建議與回饋。 T: You did a great job. Let's get some feedbacks from others. T: (ask other teams) Do you have any suggestion? S: (maybe) I have a suggestion. I think</p> <p>T: That's a great idea. Thank you!</p> <p>統整活動:</p> <ol style="list-style-type: none"> 1. 整理他人給予的建議與回饋。 2. 討論修正方向。 		<p>分析: 學生進行企劃報告，並且詳述設計的理由</p> <p>分析: 他組學生提出建議並且詳述理由</p>
自編自選教材或學習單 Learning Materials			
黃金圈討論海報			
第 5-6 節 5 th & 6 th Period 同儕回饋，活動修正、再次分享後定案			
<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p>綜合領域</p> <p>4-3-2 參與計畫並從事戶外活動，從體驗中尊重自然及人文環境。</p> <p>英語文</p> <p>1-II-7 能聽懂課堂中所學的字詞 2-II-3 能說出課堂中所學的字詞</p>		
<p>學習目標 Learning</p>	<p>學科學習內容 Content</p> <ol style="list-style-type: none"> 1. 準備闖關所需的道具 		

Objectives	<p>2. 進行班上彩排</p> <p>3. 討論、預想可能遇見的困難與應變方法。</p> <p>語言學習內容 (Language of Learning) Communication</p> <p>能聽懂下面單字 (能說出粗體單字) Summarize, rehearsal, problems, firstly, secondly, thirdly</p> <p>能聽懂下面句型 (能說出粗體句型) : We want to share our activity with you. Welcome to Tiger Inscription. There will be 3 problems in our game.</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p>引起動機:</p> <p>1. 摘要他人給予的建議與自己組別的修正方向。</p> <p>2. 分組說明與解釋自己的關卡設計理念與活動內容。</p> <p>T: Good afternoon, everyone! Today we are going to summarize your leading activity and rehearsal your activity. Let's start to talk about your activity design. Are you ready, team one?</p> <p>Team I: Good afternoon, we are team one. We want to share our activity with you. Our game is " To be a hero!" Thank you for listening.</p> <p>發展活動:</p> <p>1. 分組準備與製作所需要的道具。</p> <p>T: Thank you all. Your activity design presentations are awesome! I like them a lot. T: You have 20 minutes to prepare everything that you will need in the game. And then we will come back to have a mini rehearsal. T: It will be better to write down what you want to say in the game and each team members need to speak!</p> <p>2. 進行闖關彩排與並進行檢討、改進與修正。</p> <p>T: Okay! Time for rehearsal. Which team wants to be the first? T: Great! Let's welcome team 3!</p> <p>Team 3: Hello everyone, welcome to Tiger Inscription. In this game, we want you to be a tiger and take a picture with Tiger Inscription. And every tiger needs to be different!</p>	<p>各組闖關活動海報</p> <p>各組闖關活動海報</p>	<p>理解: 分組發表各組的活動內容與遊戲方式</p> <p>分析: 學生進行企劃報告</p>

	<p>Our photographer will take the picture of your tiger.</p> <p>3. 分組討論與預想可能遇見的困難與解決方法。 T: Thanks all of you! We are surprise for your wonderful ideas. T: But plan is just a plan. Things won't be always so perfect. T: What I want you to do is that what problems will you have in leading activity? T: 5 minutes to talk with your members, and then we can discuss them together and try to solve them.</p> <p>Team 3: There will be 3 problems in our game. Firstly, they don't have their own tiger. Secondly, they are too shy (to do). Thirdly, they are too tired.</p> <p>T: ?(ask team 3) Do you have any idea to solve these problems?</p> <p>統整活動:</p> <ol style="list-style-type: none"> 1. 教師對學生進行活動前的心理建設。 2. 再次提醒學生可能遇見的困難與可行的應變方法。 <p>T: I like your activities very much! They ate interesting. You will do a great job and teachers will help you all. Don't worry too much!</p>		<p>綜合: 給予建議並且協助解決方案</p>
自編自選教材或學習單 Learning Materials			
無			

第七、八節 7th & 8th Periods **活動檢討與省思**

<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p>綜合領域</p> <p>4-3-2 參與計畫並從事戶外活動，從體驗中尊重自然及人文環境。</p> <p>英語文</p> <p>1-II-7 能聽懂課堂中所學的字詞 2-II-3 能說出課堂中所學的字詞</p>
<p>學習目標 Learning Objectives</p>	<p>學科學習內容 Content</p> <p>1.針對本次活動進行回顧、省思與檢討。</p> <p>語言學習內容 (Language of Learning) Communication</p> <p>能聽懂下面單字 (能說出粗體單字) Activity design, Preparation, Game leading, Teamwork</p> <p>能聽懂下面句型 (能說出粗體句型) :</p>

	What do you see in the video? Talk to yourself and write some feedback What did you do? What needs to be improved?																
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition														
	<p>引起動機:</p> <p>I. 活動回顧照片秀</p> <p>T: I have a video to share with you. Let's watch and talk later.</p> <p>T: What do you see in the video?</p> <p>Ss: Mountain climbing, game, teamwork, poster. . . .</p> <p>T: Great! This video is about your teamwork, game leading, preparation, and outdoor activity.</p> <p>T: How do you feel about this activity?</p> <p>Ss: Tired, happy, excited. . . .</p> <p>發展活動:</p> <p>I. 活動自省表</p> <p>利用自省表，讓學生先寫下自己的活動省思想法，以免變成人云亦云的情況。</p> <p>T: I need you to talk to yourself and write some feedback according this reflection sheet below:</p> <div style="text-align: center;"> <p>Self-Reflection of leading outdoor activity.</p> <table border="1" data-bbox="454 1041 813 1355"> <thead> <tr> <th>Items</th> <th>What did you do?</th> <th>What needs to be improved?</th> </tr> </thead> <tbody> <tr> <td>Activity design. </td> <td></td> <td></td> </tr> <tr> <td>Preparation. </td> <td></td> <td></td> </tr> <tr> <td>Game leading. </td> <td></td> <td></td> </tr> <tr> <td>Teamwork. </td> <td></td> <td></td> </tr> </tbody> </table> <p>How do your participants feel? </p> </div> <p>T: Let's do it in 10 minutes. Ask yourself what did you do and what needs to be improved.</p> <p>2. 小組對話桌 (Share with team members)</p> <p>學生帶著自己完成的自省表，進到小組對話桌之內，互相分享自己如何評價自己小組或他組的表現，透過小組互相交流形成小組共識。</p> <p>T: In the first 5 minutes, I want to to share your feedback with your partners in turns. And then give your partners some feedback too.</p> <p>Ss: About activity design, I didand I think I willnext time. About preparation, I drew poster and I think</p> <p>T: Okay, can you talk in group and find out the good</p>	Items	What did you do?	What needs to be improved?	Activity design. 			Preparation. 			Game leading. 			Teamwork. 			省思自評表
Items	What did you do?	What needs to be improved?															
Activity design. 																	
Preparation. 																	
Game leading. 																	
Teamwork. 																	

side of your activity and something need to be improved?

3. 跨組對談區

將各組打散，重新組成跨小組的對談區，每個對談區皆包含一位各小組成員，各小組代表到不同的對談區中，將自己小組形成的共識互相分享與討論。

T: Right now we are going to rearrange you into new group, and let you share your old group consensus.

Discuss questions:

- (1) Share your old group consensus: the good side and bad side.
- (2) Find out the greatest part in each team.
- (3) Add some suggestions to each team.

4. 全班統整省思檢討會議

所有的學生回到最初的座位，由老師帶領學生進行最後的活動省思檢討，並形成最終的全班性活動檢討紀錄。並請學生利用雲端資料夾的照片及影片資料，將個人的活動省思寫在個人部落格之中。

T: You all did a great reflection. I hear some great points in your discussion. I like...

T: In the rest time, you can write some feedback or recording on your blog. Please feel free to use any photos and videos on the google drive.

統整活動:

1. 大家同心協力策畫戶外活動好處多多，相信彼此都能從中得到樂趣。

I hope all of you like this “ outdoor project” and wish you learn something from this lesson.

學生部落格





評鑑:

學生進行部落格省思評鑑與活動成果創造

自編自選教材或學習單 Learning Materials

自省表

Self-Reflection of leading outdoor activity.

Items	What did you do?	What needs to be improved?
Activity design. 		
Preparation. 		
Game leading. 		
Teamwork. 		

How do your participants feel?.

.....