十二年國教新課綱素養導向教學 CLIL 教案設計

MOE Curriculum Guidelines Competence-based CLIL Lesson Plan

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|---|--|-------------------------------|--|
| 課程名稱 Course Title | 第四單元 聰明消費學問多 Smart consumers | 適用年級 Grade | 八工座冰 |
| 配合融入之學 科領域 Integrated Subjects | | 合活動 ■健康與體育 技 (第四學習階段) 域 | |
| 配合融入之議 題 Integrated Issues | □性別平等教育□人權教育□ □生命教育 □法治教育□科□安全教育 □防災教育□関□生涯規劃教育□家庭教育□ | H技教育 □資訊教育 □ 閱讀素養 □多元文化教育 | □品德教育 能源教育 □國際教育 |
| 總綱核心素養 (跨領域)或領 綱核心素養 (單領域) MOE Core Competencie s | 英-E-A2 具備理解簡易英語訊息能力,能運用基本邏輯思考策略提升學習效能。 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、字詞 及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動,培養團隊合作精神。 健體-E-A2 具備探索身體活動與健康生活問題的思考能力,並透過體驗與實踐, 處理日常生活中運動與健康的問題。 | | |
| 架構節次 | 正確的消費步驟 消費者三不運動 4-3 消費高手(一) 中開源節流 + 量入為出 4-3 消費高手(一) 中開源節流 + 量入為出 4-4 消費高手(二) 中發生消費糾紛時的處理方法 4-4 消費高手(二) 中 | 第四單元 聰明消費學問多 | 消費停看聽(一) — 辨讀商品標示 正確選購運動鞋 常見商品標示 食品標示、食品安全 藥品標示、用藥安全 |
| 課程目標 Course Objectives | 培養理性、負責任的消費 了解商品標示與注意事項 學會正確的消費步驟與應 學會發生消費糾紛時的處 | [。 [盡的權利及義務。 | |
| 表現任務 Performance Tasks | 能對各種消費做出明智的 能了解產品與服務的標示 能盡到消費者擁有的權利 能表現出面對消費糾紛時 | 與細節。 J與義務。 | \ |

| 第 1 節 First Period – 消費停看聽(一) | | | |
|-------------------------------|---|--------------------|--|
| | 學科學習內容 Content | | |
| l | 1. 學生能學會辨讀商品標示內容。 | | |
| | 2. 學生能了解選購運動鞋的注意事項。 | | |
| l | 語言學習內容 (Language of Learning) Communication | | |
| | Vocabulary: smart/ label/ tag/ size/ materials/ | | |
| | choose/find/know/deicde | | |
| | sentence pattern: | | |
| 學習目標 | 1. My jacket size is My shoe size is | | |
| Learning Objectives | 2. It is made in They are made in | | |
| 0.0,0000 | 3. We can (Choose/find/know/decide) | | |
| | Classroom languages | | |
| | Classroom language: 1. What about you? What do you think? And why | 9 | |
| | 2. What is the video about? Today's topic is | | |
| | 3. Please check your jacket/ shoes. | - | |
| | 4. Please write down the label items on the paper. | | |
| | 5. Can you share with us? | | |
| | 步驟 | 教學資源 | |
| | Procedures | Teaching Resources | |
| | 1. warm up / before reading (活動一) | | |
| | ● 觀看商品標誌的宣導影片 | | |
| | ● 詢問學生影片主題? 今天教學主題為何? | Video | |
| | ● 生活中是否有相同的經驗,請學生分享。 | Video | |
| | 2. while reading (活動二) | | |
| | (一)教師介紹 Clothes & sneakers 的商品標示。 | | |
| | ● 介紹商品標示的項目: Size/ materials/ washing | | |
| | symbols/ shoe size/ made in • | | |
| 學習活動 | ● 教師帶學生實際觀察自己外套與鞋子的標示, | PPt slides | |
| Learning Tasks | 寫在自己的卡片上,與同學分享觀察到的標示。 | | |
| | (二)教師介紹選購運動鞋的注意事項。 | | |
| | ● 與學生討論自己購買運動鞋時的選擇方法。 | | |
| | ● 介紹選購運動鞋的注意事項 | Group Whiteboard | |
| | ● 請小組根據四個動詞 choose/find/know/deicde 統 | Group Winterourd | |
| | 整運動鞋的選購的重點。 | | |
| | 3. after reading / wrap up (活動三) | | |
| | ● 小組分享討論結果,教師統整聰明消費概念。 | | |
| | 自編自選教材或學習單 Learning Materials | | |
| | 1. Video: https://www.youtube.com/watch?v=FABVypR-wPw | <u>/</u> | |
| | 2. PPT slides (自編簡報) | | |

| 第 2 節 Second Period- 消費停看聽 (二) | | | |
|--------------------------------|---|--------------------|--|
| | 學科學習內容 Content | | |
| | 1. 選購標示清楚且完整的食品。 | | |
| | 2. 認識常見的商品標章 | | |
| | 3. 選購標示清楚的藥品,並了解安全用藥的作法。 | | |
| | 語言學習內容 (Language of Learning) Com | munication | |
| | Vocabulary: Food label/ Nutrient facts/ food preservat | tion/ medicine/ | |
| | certification marks/ freezer/ fridge | | |
| | sentence pattern: | | |
| | 1. Is it important to have a food label? Yes, it is./ No, it isn't. Because | | |
| | 2. What label is it? It is(食品標示項目) | | |
| 學習目標 Lagration Objections | 3. Where do we store? (食物) | | |
| Learning Objectives | We store in the freezer(冷凍)/ fridge(冷藏) | | |
| | 4. What kind of medicine is this? | | |
| | This is <i>Prescription drugs</i> (處方藥)/ <u>instruction drugs</u> (指示藥)/ | | |
| | <u>Over the counter drugs</u> (成藥) | | |
| | 5. This is a label. It means this is a certified (產品) | | |
| | 6. Check, compare and buy. | | |
| | Classroom language : | | |
| | 1. What is the video about? Today's topic is | | |
| | 2. Please discuss with your group members. | | |
| | 3. Find a person and share with him or her. | | |
| | 4. Give some feedbacks to your friend. | | |
| 學習活動 | 步驟 | 教學資源 | |
| Learning Tasks | Procedures | Teaching Resources | |

1. warm up / before reading (活動一)

- 觀看黑心海帶影片。
- 詢問學生影片主題? 今天教學主題為何?
- 生活中是否有相同的經驗,請學生分享。

Video

2. while reading (活動二)

◎ 認識食品標示

- 教師帶學生實際觀察兩罐飲料,讓學生比較哪 一罐比較適合飲用。
- 介紹食品標示的項目: 熱量、原料、添加物、人工香料、食用色素、保存期限、製造廠商。

◎ 認識商品標章

- 觀看食品標示與商品標章的影片 https://www.youtube.com/watch?v=qjyTl3jz9MM
- 並請學生將看到的寫在自己的卡片上,與同學 分享自己觀察到的標示。
- 討論買東西先看標章重要嗎? https://www.youtube.com/watch?v=qjyTl3jz9MM

◎ 認識食品保存方式

介紹熱食、冷藏與冷凍區,請學生進行分組食物分類,將學習單上的食物分類至合適的保存方式種類內,在小白板上作答。

Where do we store _____? (食物)

We store ____ in the freezer(冷凍)/ fridge(冷藏)

◎ 認識藥品標示與安全用藥事項

- 介紹藥品標示的項目:製作批號、有效期限、藥品許可證字號、用法用量、製造廠商、藥品分級類別。
- 不同種類的藥品:處方藥、指示藥、成藥。
- 安全用藥的注意事項:Check, ask, understand and take it.

3. after reading / wrap up (活動三)

教師統整本節課的商品標示與標章的概念。

PPt slides

Group Whiteboard

PPt slides

自編自選教材或學習單 Learning Materials

- 1. YouTube Video
- 2. PPT slides (自編簡報)

| 第 3 節 Second Period- 消費高手(一) | | | |
|-------------------------------|---|-----------------------|--|
| | 學科學習內容 Content | | |
| | 1. 辨別購物的慾望,做出正確消費的選擇。 | | |
| | 2. 了解開源節流、量入為出的消費態度。。 | | |
| | 語言學習內容 (Language of Learning) Communication | | |
| | Vocabulary: needs and wants/ earn money/ work/ wash cars/ wash dishes / | | |
| | clean the house/ sell things we don't need/ bake and sell cookies | | |
| | sentence pattern: | | |
| | 1. If you have money, What would you like to buy? How much is it? | | |
| 學習目標 Learning Objectives | If you don't have money, What can you do to have | | |
| Learning Objectives | 2. What do you want/need every day? I need/want | every day. | |
| | 3. No money no | | |
| | 4. How can we earn money | | |
| | We can (work/ do a job/ provide a s | ervice) | |
| | Classroom language : | | |
| | 1. What is the video about? Today's topic is | | |
| | 2. Please discuss with your group members. | | |
| | 3. Find a person and share with him or her. | | |
| | 4. Give some feedbacks to your friend. | | |
| 學習活動 | 步驟 | 教學資源 | |
| Learning Tasks | Procedures | Teaching Resources | |
| | 1. warm up / before reading (活動一) | resources | |
| | ● 詢問學生生活中是否有想要買的東西? | | |
| | 請學生分享東西的價格與購買的慾望。 | | |
| | 教師帶學生閱讀課本的例子:限量球鞋 | | |
| | ● 分組討論遇到限量球鞋,你會怎麼做? | PPt slides | |
| | If you don't have money, What can you do to | | |
| | have it? If you have money, What would you like to | | |
| | buy? | | |
| | ● 教師介紹課本中的六種做法。 | | |
| | There are 6 actions you can do. First action/ | | |
| | second action | | |
| | ● 分組請學生討論自己會選擇哪個步驟。 | | |
| | 2. while reading (活動二) | | |
| | ◎ 認識需要與想要 Needs and wants | Group Whiteboard | |
| | ● 教師帶學生討論自己生活中的需要與想要 | | |
| | What do you want/need every day? | | |
| | I need/wantevery day. | | |
| | ● 介紹 money 是我們需要也是想要消費時的因素 | | |

| | 讓學生想想 No money no . | | |
|---------------|--|--------------------|--|
| | ◎ 認識如何開源 How can we earn/ save money? | | |
| | 觀看學生能夠開源方法的影片 https://www.youtube.com/watch?v=XHwcbRjWEds 觀看學生能夠節流方法的繪本 https://www.getepic.com/app/read/12518 請學生分組將自己看到可行的方法寫在分組白板上,並分組輪流說明開源和節流方法的可行性。 3. after reading / wrap up (活動三) 根據課堂一開始提出自己的想要清單,請學生自行擬定可行方案,檢視自己是否目前是需要還是想要。 | Videos PPt slides | |
| | I want to buy And I can to have it. | | |
| | 自編自選教材或學習單 Learning Materials | | |
| | 1. YouTube Video | | |
| | 2. PPT slides (自編簡報) | | |
| | 3. Epic reading picture book | | |
| | | | |
| 第4節 Second Pe | eriod- 消費高手(二) | | |

| 第 4 節 Second Period- 消費高手(二) | | |
|------------------------------|--|--|
| | 學科學習內容 Content | |
| | 1. 學會並落實正確的消費步驟與三不運動。 | |
| | 2. 認識發生消費糾紛的處理方法與消費者的權利義務。 | |
| | 語言學習內容 (Language of Learning) Communication | |
| | Vocabulary: smart consumer/ rights and duties / complaints / disputes | |
| 學習目標 Learning Objectives | sentence pattern: | |
| | What are the steps for you to be a smart consumer? First,/ Second,/ (We can) Three steps for a smart consumers Do not buy/ eat (take)/ go This is my right. I can This is my duty. I need to If you buy the problem product, what can you do? We can Classroom language: | |
| | What is the video about? Today's topic is Please discuss with your group members. Find a person and share with him or her. Give some feedbacks to your friend. Let's read the cases and find the possible answer. | |

| 學習活動 | 步驟 | 教學資源 |
|---------------------------------------|---|-----------------------|
| Learning Tasks | Procedures | Teaching Resources |
| | 1. warm up / before reading (活動一) | rtocource |
| | ● 觀看消費糾紛案例影片。 | |
| | ● 詢問學生影片主題?今天教學主題為何? | Videos |
| | ● 生活中是否有相同的經驗,請學生分享。 | |
| | ● 消費糾紛案例討論 ■ If you buy the problem product, what can you | |
| | If you buy the problem product, what can you do? We can | |
| | | |
| | 2. while reading (活動二) | |
| | ◎ 認識正確的消費步驟 | |
| | ● 教師介紹消費時的正確步驟與注意事項。 | DD 111 |
| | ● 學生檢視是否做到,並提出如果實踐在生活中。 | PPt slides |
| | ◎ 認識消費者三不運動 | |
| | ● 請學生分組討論三不運動是哪三不。將分組討論 | |
| | 答案寫在分組白板上,與同學分享自己的三不。 | C W1:4 1 1 |
| | • Three steps for a smart consumers | Group Whiteboard |
| | Do not buy/ eat (take)/ go ● 教師介紹三不運動並統整。 | |
| | ○ 認識消費者的權益與義務 | |
| | | |
| | 教師介紹消費著的權益與義務。請學生將打散後的權利義務重新分類, | |
| | 並輪流以句型分享。 | PPt slides |
| | This is my right. I can | |
| | This is my duty. I need to | |
| | 2. while reading (活動二) | |
| | ◎ 認識遇到消費糾紛時的處理方式與管道 | |
| | 1. 根據幾個不同的糾紛案例,請學生分組將自己看 | Group Whiteboard |
| | 到可行的處理方式寫在分組白板上,並分組輪流 | l comp sees com a |
| | 說明可行性。If you buy the problem product, | |
| | what can you do? We can | |
| | 3. after reading / wrap up (活動三) | |
| | ● 透過聰明消費者的九宮格遊戲,複習本單元的聰 | |
| 明消費概念。 自編自選教材或學習單 Learning Materia | | |
| | | rials |
| | 1. YouTube Video | |
| 2. PPT slides (自編簡報) | | |