

慈大附中國小部 108 學年度健康領域沉浸式英語教學素養導向教學設計

主題/單元 名稱	第二單元 飲食與生活		教材來源	南一版 三年級上學期	
實施年級	三年級		節數	共 4 節， 160 分鐘	
設計理念	人們的生活多元化，因此希望擁有健康的身體，更重要的是了解食物的營養，在此統整活動中，即是希望透過活動幫助學童培養良好的飲食習慣、建立正確的飲食概念，並且幫助學童建立認識優良食物的能力。				
健康 核心 素養	健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。 健體-E-C3 具備理解與關心本土、國際體育與健康議題的素養，並認識及包容文化的多元性。		英語 核心 素養	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。	
健康 學習 重點	學習 表現	1a-II-2 了解促進健康生活的辦法。 2a-II-2 注意健康問題所帶來的威脅感與嚴重性。 4a-II-1 能於日常生活中，運用健康資訊、產品與服務。 4a-II-2 展現促進健康的行為。	英語 學習 重點	學習 表現	◎2-II-3 能說出課堂中所學的字詞。 ◎3-II-2 能辨識課堂中所學的字詞。 ◎5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎9-II-1 能夠將所學字詞做簡易歸類。
	學習 內容	Ea-II-1 食物與營養的種類和需求。 Ea-II-2 飲食搭配、攝取量與家庭飲食型態。 Ea-II-3 飲食選擇的影響因素。 Eb-II-1 健康安全消費的訊息與方法		學習 內容	Ad-III-2 簡易、常用的句型結構。 D-III-1 所學字詞的簡易歸類。 D-III-3 依綜合資訊作簡易猜測。
學習目標	<ol style="list-style-type: none"> 1.能認識六大食物所含的營養素。 2.會選擇健康食品，並養成正確的消費行為及態度。 3.能食用當季當地的食材，減少運送時耗費的能源及產生的二氧化碳，同時還可保護地球。 4.能分析營養成分及卡路里，並設計健康營養的菜單。 				

第一節 健康身形

Words Bank: (1).澱粉類：grains (2).魚肉豆蛋類：簡稱 meat and beans

(全名：meat, poultry, fish, dry beans, eggs, and nuts)

(3).水果類：fruits (4).蔬菜類：vegetables (5).奶類：milk (6).油脂：oils
taller, stronger, healthier, heavier,

Sentence Pattern: Meat and beans make us stronger.

一、T ask: Do you think you're tall? Or short? Thin? Or heavy?

引起動機：教師讓學生討論自己的外觀如身高體重(高矮胖瘦)。(5分鐘)

二、

1. T says: Each group has one set of food cards, please divide all these food in six kinds.問題討論：老師準備數張食物卡，讓小組分類屬於六大類食物的哪一類。

(15分鐘)

2. T teaches these six kinds of food. (15分鐘)

老師準備並說明六大類食物金字塔。

(1).澱粉類：grains (2).魚肉豆蛋類：簡稱 meat and beans

(全名：meat, poultry, fish, dry beans, eggs, and nuts)

(3).水果類：fruits (4).蔬菜類：vegetables (5).奶類：milk (6).油脂：oils

3. T asks: please discuss with your group, what kinds of food make you guys grow taller and stronger?

三、T says: A balanced diet can make us grow taller and stronger, provide the nutrients we need.

老師總結：均衡飲食能讓我們長高長壯，提供我們所需要的營養素。(5分鐘)

~第一節課結束~

教學策略

第二節 選購食品

Words Bank: (1).澱粉類：grains(2).魚肉豆蛋類：簡稱 meat and beans

(全名：meat, poultry, fish, dry beans, eggs, and nuts)

(3).水果類：fruits (4).蔬菜類：vegetables (5).奶類：milk

(6).油脂：oils, calorie, healthy, unhealthy

Sentence Pattern: potato chips are unhealthy.

一、T shows the food picture and asks : Please guess which country of the food belongs to ? For example: tortilla: Mexico. Kimchi: South Korea. Momo: Malaysia,

Singapore.引起動機：教師提問食物屬於哪個國家讓學生猜，例如：玉米餅：墨西哥。泡菜：韓國。摩摩喳喳：馬來西亞、新加坡。(5分鐘)

二、Group discussion and sharing: (25 minutes)

1. T shows all the pictures in the board and asks: please discuss with your teammates about Taiwan's food、various regions, and classified into six food categories, as well as food calorie. 學童討論臺灣代表食物與各地區的食物，並分類到六大食物類，以及各食物涵蓋的卡洛里。
2. T asks: Do you know your daily diet calories is too much or not enough? (Students can understand how many calories that humans need to eat a day) 學生了解人類一天需吃多少卡洛里，自己平日飲食卡洛里是否過過多或不足。(參考衛福部建議每人每天所需熱量資訊) <https://www.hpa.gov.tw/Pages/Detail.aspx?nodeid=544&pid=726>
3. T asks: please divide these food that are healthy, or unhealthy?
(Students discuss the effects of different foods on the body, those food is healthy and those food is unhealthy, such as fried chicken, pearl milk tea.
學生討論不同食物的對身體的影響，那些食物是健康的，那些食物是不健康的，如炸雞、珍珠奶茶。

三、Ts and students discuss together 師生共同討論: (10 minutes)

1. T asks: How do you decide what are needed to buy and what are not? Is there any situation that might effect on you to make decision?
For example: When buying, you can avoid to be affected the choice of consumption factors such as TV commercials, posters, friends' recommendations and promotions.
選購時，能避免受到電視廣告、海報、朋友推薦及促銷活動等因素影響消費的選擇。
2. T asks each group: please write down your conclusion on the poster, and report it to all class.
3. T gives a conclusion: buy healthy foods and accept healthy knowledge.
選購健康食品，並養成正確的消費行為及態度。
~第二節課結束~

第三節 四季食物

Words Bank: pumpkins, broccoli, apples, guavas

Sentence Pattern: pumpkins are local food / seasonal food.

(一) Cause motivation:

1. T asks : what season it is now,? What kind of food in the vegetable market ?

老師提問現在是什麼季節?最近在菜市場看到哪些食物?

2. T uses pictures and materials of foods from various regions of Taiwan

and the four seasons: " please divide the food in Taiwan by four seasons"

老師藉由臺灣各地區及四季食物的圖片及資料，引導學童發表臺灣四季出產的食材

參考台灣 12 個月份時令食物整理表 <https://info.babyhome.com.tw/article/9655>

(二) The teacher and students discuss together:

1.

T Ask: What are the foods of the four seasons? For example: Spring: Spinach.

Summer: sponge gourd. Autumn: Lotus roots. Winter: lettuce. (The teacher

prepares four seasons pictures of the food).老師準備四季的食物的圖片 讓學生分組討論四季的食物分別有那些?例如:春:菠菜。夏:絲瓜。秋:蓮藕。冬:茼蒿。

2. T: "Why do we have to eat "seasonal" and "local" food? 為什麼我們要吃「當季」與「當地」的食物?

3. T: we are going to play a video, please watch carefully and later , you have to share that how did people cook indifferent places?

(T plays the living environment affecting the residents' diet, and how to cook. (30 minutes) 老師播放居住環境影響居民飲食，以及 如何烹煮方式影片

(三) The teacher and students jointly summarized:

1. T: why is it better to have local and seasonal food ?

(the global promotion of energy conservation and carbon reduction campaigns, encouraging people eat local and seasonal ingredients to reduce energy consumption and the carbon dioxide produced, so that everyone can eat more nutritional and healthier food while protecting the planet.) 近年來全球提倡節能減碳運動，鼓勵大眾食用當季當地的食材，減少運送時耗費的能源及產生的二氧化碳，可以讓大家吃得更營養、更健康，同時還可以保護地球。

2. T: Why do we need to reduce the carbon ? What the affection about our life?

(From the right low carbon concept to life practice, we should eat "seasonal" and "local" food.)由正確的低碳觀念到生活實踐，我們應該要 吃「當季」與「在地」的食物。

3. T: Can you see the difference between three Asia country: Taiwan, Japan and Korea. Please discuss their difference.

(Different regions may have diet, main food or cooking methods and form the local characteristics and food culture. (5 minutes) 不同地區的飲食、主食或烹調方式可能有所不同，於是形成了當地的特色和飲食文化。

	<p>第四節 設計健康菜單</p> <p>Words Bank: breakfast, calories, Fruit or vegetable salad, (1).澱粉類：grains (2).魚肉豆蛋類：簡稱 meat and beans (全名：meat, poultry, fish, dry beans, eggs, and nuts)(3).水果類：fruits (4).蔬菜類：vegetables (5).奶類：milk (6).油脂：oils</p> <p>Sentence Pattern: What do you have for your breakfast ?</p> <p>一、Cause motivation 引起動機：</p> <p>1. T asks: What do you have for your breakfast ? Do you know how many calories you had? (The teacher asks the students to share what food is eaten for breakfast. 讓學生分享早餐吃哪些食物，and adding how many calories to eat for breakfast, whether it meets the standards. 加總自己早餐吃多少卡洛里，是否符合標準)。</p> <p>2. T ask: which countries have higher calories? Which countries are less? (Teacher introduces the breakfasts of the countries through the film.) 教師藉由影片介紹各國早餐。(10 分鐘)</p> <p>二、Development activities:發展活動：</p> <p>1. T divides Ss into Groups and design a healthy and nutritious breakfast menu ; later, analyze nutrients and calories.分組設計並討論健康營養的早餐餐單，分析營養成分及卡洛里。</p> <p>2. Students share a healthy breakfast menu for each group. (18 minutes) 學生分享各組設計健康的早餐餐單。(18 分鐘)</p> <p>三、DIY for your breakfast: the whole class takes the ingredients needed for Fruit salad or vegetable salad, together to make a delicious light food. (10 minutes)學生準備水果或蔬菜沙拉需要的食材，一起做出美味健康可口的輕食。(10 分鐘)</p> <p>四、The teacher and students summary and make a list for tips of choosing healthy and nutritious food when we are shopping. 我們在選購的時候，如何選擇健康又營養的食物。(We must be able to buy food that is good for the body, not something like to eat. The food you want to eat which can develop good dieting habits.我們要能購買對身體有益的食物，而不是買想要吃的食物，須養成良好的飲食習慣)。</p> <p style="text-align: center;">~第四節課結束~</p>
<p>教學設備/ 資源</p>	<p>1. 視聽設備: 電腦，螢幕、投影機。</p> <p>2. 教具: 六大類食物金字塔、各國食物圖片、卡洛里計算表、臺灣各地區及四季食物的圖片、沙拉食材</p> <p>3. 延伸教材及網站: 食物烹煮影片</p>
<p>評量方式</p>	<p>觀察檢核 行為檢核 口語評量 態度評量</p>