

僑仁國小 109 學年度下學期英語融入健康課程架構與教案

《LIVE 康樂行》

二年級英語融入健康課程之教學設計(第一單元)

主題名稱	Live 康樂行	教學設計者	何侷聰、賴美靜
教學對象	二年級共 6 班	教學節次	第 4 節/共 5 節
核心素養			
<input checked="" type="checkbox"/> A1 身心素質與自我精進	<input checked="" type="checkbox"/> B1 符號運用與溝通表達	<input type="checkbox"/> C1 道德實踐與公民意識	
<input checked="" type="checkbox"/> A2 系統思考與解決問題	<input type="checkbox"/> B2 科技資訊與媒體素養\	<input type="checkbox"/> C2 人際關係與團隊合作	
<input type="checkbox"/> A3 規劃執行與創新應變	<input type="checkbox"/> B3 藝術涵養與美感素養	<input type="checkbox"/> C3 多元文化與國際理解	
總綱		領綱	
A2 系統思考與解決問題 B1 符號運用與溝通表達		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。 健體-E-B1 具備運用體育與健康之相關符號知能，能以同理心應用在生活中的運動、保健與人際溝通上。	
英語學習重點			
● Unit 1: Have empathy. I want to be a good friend.			
學習表現		學習內容	
2a-I-1 發覺影響健康的生活態度與行為。 2b-I-2 願意養成個人健康習慣。 3b-I-2 能於引導下，表現簡易的人際溝通互動技能。 3b-I-3 能於生活中嘗試運用生活技能。		Fa-I-2 與家人及朋友和諧相處的方式。	
教學總目標			
1. 學生能夠聽懂教師使用的英語 2. 學生能夠完成教師指派的任務 3. 學生能以正確的方式回應教師指令			
節次及單元主題	教學活動	評量方式	教學目標與英語學習重點
第 1~3 週 單元一 當我們同在一起	Session 1 爭執的倒帶 (p4-7) 《Warm Up》Happy Together (10 mins) 1. Teacher asks Ss questions about friends: ➤ “Do you have a friend?” ➤ “Why he/she is your best friend?”	分組報告 參與討論 實務操作 態度檢核 課堂問答	教學目標 1. 覺察影響人際相處的態度和行為。 (session 1)

第1課
將心比心

2. Teacher uses p4-5 to discuss about friendship between the rabbit, elephant and squirrel.
1. The elephant **helps** the rabbit to lift the water bucket. The rabbit returns with a flower and a thank you.
 2. When an apple falls on the elephant's head, the squirrel and rabbit **cares** for him.
1. Teacher teaches the song “The More We Get Together”, the happier we'll be.

《Presentation》Conflicts Happen (10 mins)

1. Teacher explains “conflicts” first and then asks questions about conflicts:
- What is a conflict?
 - Have you ever had conflicts with your friends?

2. Teacher sets the scenario of p6-7 with two hand puppets:

- Cool down.
- Rewind back
 - What did I say?
 - What did I feel?
 - What did I do?
- Please stand in my shoes.

《Practice》Please stand in my shoes (p8-9) (10 mins)

1. Teacher asks Ss to matches cards of “say” ” feel” and ” do” to 安安與凱凱



	Say	Feel	do	think
安安	你怎麼可以沒問我就拿我的	生氣	大聲吼，眼睛瞪對方	

觀察記錄
角色扮演

2. 分析影響人際相處的態度和行為。(session 1)
3. 運用同理心，推測對方可能的想法。(session 2)
4. 運用人際溝通技巧，思考避免衝突的溝通方式。(session 2)
5. 在生活情境中，演練同理心和人際溝通技能。(session 3)

英語學習重點

Language for learning	Language of learning
Friend	<i>The more we get together, the happier we'll be.</i>
Cool down.	I feel sad/mad/happy.
Think back.	I knew she/he didn't mean it.
What did I say?	I want to say.
What did I do?	
How did I feel?	
Stand in others' shoes.	
What can she/he say?	Think before you speak. It's hard to fix a

	橡皮擦!						wrinkled heart.
凱凱	還你啊!	不高興	丟回安安的橡皮擦				
<p>2. Teacher asks Ss to reflect what 安安/凱凱 <u>thinks</u>.</p> <p>3. Teacher concludes “Think in someone else’ s viewpoint is what we called “stand in one’ s shoes.”</p> <p>《Production》 Role Play (10 mins)</p> <p>1. Teacher uses part of the movie “<u>Wonder</u>” to ask Ss to discuss what Auggie feel when his best friend said he would rather die if he looked like Auggie.</p> <p>2. Teacher asks Ss (in pairs) to answer the following questions on the whiteboard:</p> <ul style="list-style-type: none"> ➤ What did Auggie see? ➤ What would Auggie think? ➤ What would Auggie feel? ➤ What would Auggie do? <p>3. Teacher asks if it’ s easy to think in the shoes of others?</p>							
<p>Session 2 發揮同理心及如果能重來一次 (p8-9+p16)</p> <p>《Warm Up》 What is empathy? (10 mins)</p> <p>1. Teacher uses the pictures in the video to explain what empathy is.</p> <p>https://www.youtube.com/watch?v=ka5pSiyJ5ok</p> <p>2. Game: Each team would get a situation card and match the correct empathy card °</p> <ul style="list-style-type: none"> ● 胖虎看到小明跌倒受傷~laugh at 小明/help 小明 ● 阿福在小美耳邊大叫~shout at 小美/say gently ● 小俊取笑真真臉的傷疤~laugh at 真真/cheer her up 							

- 小豪看到小春心情沮喪~make 小春 even sad/cheer her up
- 小亞搶小天的玩具~rob 小天' s toy/share the toy

《Presentation》發揮同理心(10 mins)

1. Teacher introduces four steps of empathy game (using p8 example):

- I feel _____. (express own feelings)
- When _____. (How did things happened?)
- Because _____ (key reason that made you feel that way)
- Can you please _____? (respect each other)

《Practice》Pair discussion (10 mins)

1. Teacher uses p9 example to ask Ss to choose one scenario and write down the above four steps on the mini whiteboard.
2. Ss to share their answers by turns.

《Production》—p16 Scenario Pair Practice (10 mins)

1. Teacher uses the two scenarios of p16 to do pair practice.
2. Teacher asks 2 teams for each scenario to share their role play.

Session 3 A Wrinkled heart (p10-11)公開教學影片

《Warm Up》A wrinkled heart (10 mins)

1. Teacher reviews “empathy” :
 - If you’ re sad, I’ m sad, too.
 - 甲·Your heart and my heart feel the same. What happened to this heart?
So many wrinkles.
 - 乙·Let’ s listen to the story of “a wrinkled heart” .
2. Teacher gives every Ss a red paper heart.

3. Teacher shows the video of “a wrinkled heart”
<https://www.youtube.com/watch?v=Lwx1nHesAtQ>
 and asks Ss to wrinkle and uncrinkled the paper heart as the story goes on.
4. Teacher explains with pictures: Before you speak, think and be smart. It’s hard to fix a wrinkled heart.

《Presentation》 How to fix a wrinkled heart (10 mins)

1. Teacher explains the three main scenes where Elliott’s heart was wrinkled.
 - Scene 1: Elliott’s mother yelled at him when he spilled the milk.
 - Scene 2: Leon wouldn’t move over for Elliott to sit.
 - Scene 3: Marcie said “Your painting is so ugly” to Elliott out of jealousy.
2. Instead of saying sorry, Teacher asks Ss to rewind back to each scene and try to say something nice.

《Practice》 More nice words (15 mins)

1. Teacher acts out the scenario 1 (p10) and asks Ss to raise up high the corresponding token which words may hurt one’s feelings.
2. Teacher then gives 3 minutes to do pair discussion and draw the number to act out what she/he can say in good words.
3. Teacher repeats above sequences for scenario 2 (p11) ◦

《Production》 –Trace and Sign wrinkled heart (5 mins)

	<ol style="list-style-type: none"> 1. Teacher asks Ss to read these works together as an announcement: Think before you speak. It' s hard to fix a wrinkled heart. 2. Teacher asks Ss trace above words and sign their name. Then put all wrinkled hearts on the poster. 3. Teacher uses to corresponding token to check students' understanding for today' s lesson. 								
<p>第 4-5 週</p> <p>單元一</p> <p>當我們同在一起</p> <p>第 2 課</p> <p>真心交朋友</p>	<p>Session 4 真心交朋友(p12-13)</p> <p>《Warm Up》 True Friends (10 mins)</p> <ol style="list-style-type: none"> 1. Then teacher shows the video of “Friendship” https://www.youtube.com/watch?v=d9HH3pTmHz8&t=15s 2. Teacher asks Ss to self-evualte with 5 stars “Am I a good friend to others?” 3. Teacher asks Ss again to self-evualate “Am I a good friend?” and share their thoughts of “a good friend” . <p>《Presentation》 Save Friendship Plan(10 mins)</p> <ol style="list-style-type: none"> 1. Teacher ask Ss to give the comments about how to help 凱凱 in senerio of p12-13. 2. So teacher finds pictures of 胖虎 in cartoon Doraemon, and asks Ss to help 胖虎 fix his wrongdoings. <p>《Practice》 Fix the Wrongdoings (10 mins)</p> <ol style="list-style-type: none"> 1. Teacher asks Ss to share their opinions of reversing the bad ending of the bad guy. <ol style="list-style-type: none"> 3. The evil queen in Snow White 4. The Stepmother in Cinderalla 5. The evil witch in Little Mermaid 6. Sorcerer in Aladdin 7. Cruella de Vil in 101 Dalmatians 	<p>分組報告</p> <p>參與討論</p> <p>實務操作</p> <p>態度檢核</p> <p>課堂問答</p> <p>觀察記錄</p> <p>紙本評量</p>	<p>教學目標</p> <ol style="list-style-type: none"> 1. 運用問題解決技巧，修正個人不良人際互動的態度和行為(session 1)。 2. 了解維持良好人際關係的方法 (session 2)。 3. 於生活中嘗試運用同理心和人際溝通技能，維持良好人際關係(session 2)。 4. 願意和朋友和諧相處(session 2)。 <p>英語學習重點</p> <table border="1" data-bbox="1209 1491 1484 1848"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>Are you a good friend to others?</td> <td>I want to be a good friend.</td> </tr> <tr> <td></td> <td>I can fix the wrongdoings.</td> </tr> </tbody> </table>	Language for learning	Language of learning	Are you a good friend to others?	I want to be a good friend.		I can fix the wrongdoings.
Language for learning	Language of learning								
Are you a good friend to others?	I want to be a good friend.								
	I can fix the wrongdoings.								

2. Teacher explains a person is not always bad.

**《Production》 –Friendship Station
(worksheet) (10 mins)**

1. Teacher asks Ss to self-reflect what they can do more:
 - How to be a true friend? (人際加油站)
(Read and Answer)
 - 2. How to express your unhappiness?
(Read and Circle)

Session 5 良好互動技巧 (p14-15+p17)

《Warm Up》 Compare and Contrast (10 mins)

1. Ss look at the pictures and choose best way to react to their friends.
2. Teacher asks Ss try to think of why they choose this way : polite, kind and etc.

《Presentation》 Good Interaction (10 mins)

1. Teacher explains 4 ways based on above sharing:
 - Be polite:greeting
 - Care:birthday cards
 - Notice:find something nice to say
 - Listen:empathize others' feelingsSs write down something nice on the heart post-it and send it out their friend based on the four steps of care and notice.

《Practice》 Friendship Maze (10 mins)

1. Teacher uses the scenario of p15 to make a maze to let Ss choose the best way to let go the unhappiness.
2. Teacher asks 1-2 students to share their comments about the activity.
3. Ss read and check p17.

《Production》 –unit quiz (10 mins)

1. Do an A5-paper quiz.

How can you be a good friend?

Be polite.
Care.
Notice.
Listen.



Friendship Station

A. Follow 3 steps and think about how to fix your relationship (思考自己的他人際相處問題和改善方法)

① Problem → ② Reason → ③ Solution

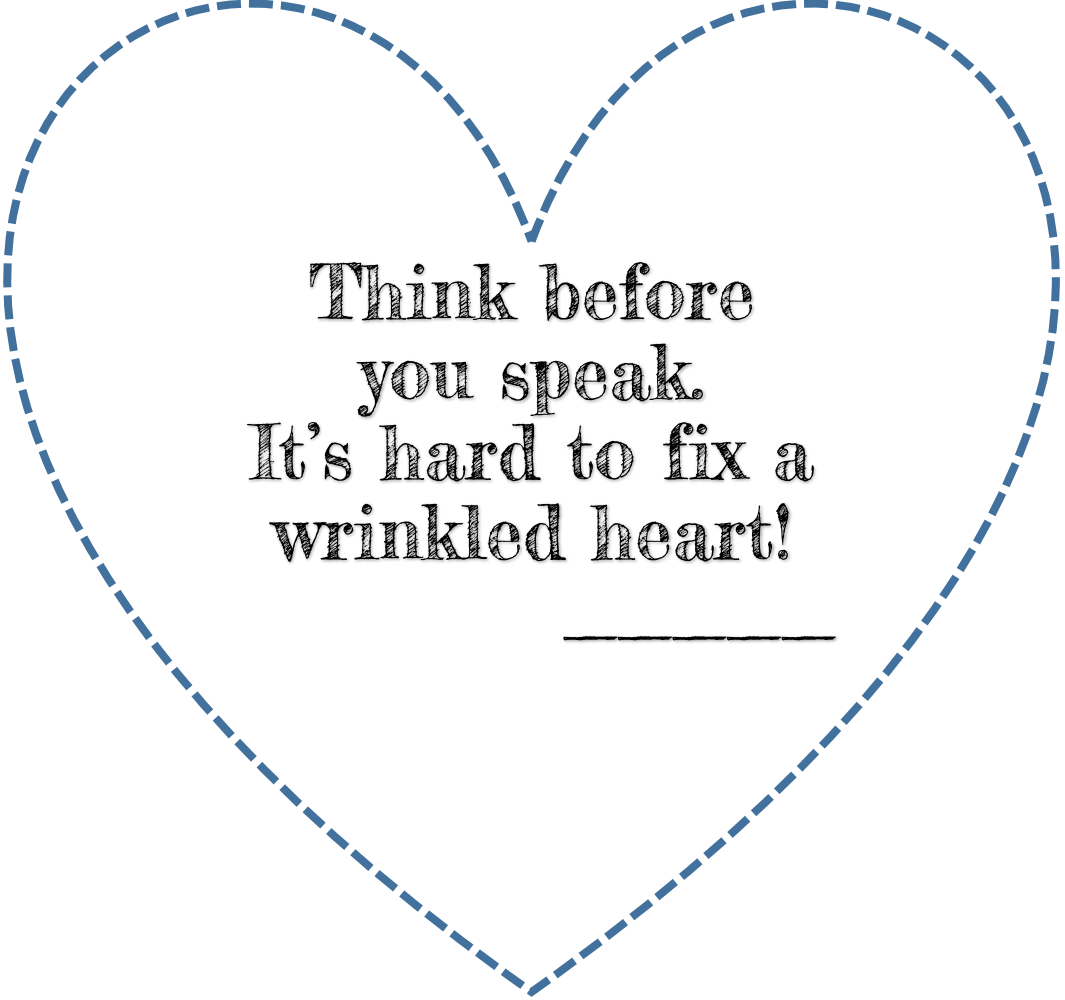
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B. Read and Circle: If someone makes you unhappy, what can you do?

Circle the right actions. (有人惹你不高興時，圈出正確的回應方式)

大聲吼叫	接受朋友道歉	提出解決方法
告訴對方自己的感受	打人	深呼吸讓自己冷靜
拒絕朋友的道歉	摔東西	故意推翻桌椅

Parents' Signature: _____



Think before
you speak.
It's hard to fix a
wrinkled heart!
