

教育部國民及學前教育署補助國民中小學部分領域課程雙語教學實施計畫
計畫名稱：本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐

雙語課程教案設計

The Design of Bilingual Lesson Plan

※以下表格採中文或英文填寫皆可，但鼓勵以英文填寫。The following blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	Taiping elementary school	課程名稱 Course	Expressing emotion
單元名稱 Unit	3	學科領域 Domain/ Subject	Integrative activity
教材來源 Teaching Material	<input checked="" type="radio"/> textbook <input checked="" type="radio"/> Supplementary materials	教案設計者 Designer	Yao-Hua, Kan
實施年級 Grade	6 th	本單元共 <u>3</u> 節 The Total Number of Sessions in this Unit is 3	
教學設計理念 Rationale for Instructional Design	<input checked="" type="radio"/> Express appropriately their emotion in the right occasion. <input checked="" type="radio"/> To achieve cooperation in the teamwork.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	C2 人際關係與團隊合作 C2 Interpersonal Relationships and Teamwork	
	領綱 Domain/Subject Guidelines	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。 E-C1 Possess the ability of upholding moral character, distinguishing right from wrong, understanding and respecting the moral rules of society, developing civic consciousness, and being concerned for the environment. 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。 E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.	
	校本素養指標 School-based Competences	Not applicable ※若無則免填。Please skip if there is no school-based curricula.	
學科學習重點 Learning Focus	學習表現 Learning	2.生活經營與創新 2a-IV-1: 人際互動與經營 interpersonal interaction and	

	Performance	maintenance 2b-IV-1: 團體合作與領導 Group cooperation and leadership	
	學習內容 Learning Contents	輔D.生活適應 輔Dc-- IV-1 輔Da-IV-1 a.正向習性與心理調適 positive habits and mental adjustment b.生活困擾與危機因應 respond to life troubles and crisis c.人際關係與團體互動 interpersonal relationships and group interactions d.性別與多元文化社會 gender and cultural diversity of societies	
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject <ul style="list-style-type: none"> ● Students know to cause and effect reasoning. ● Students know to how to respect others during group discussion. ● Students understand know how to communicate with their classmates 英語準備度 Readiness of English <ol style="list-style-type: none"> Students know some basic vocabularies of emotions Students know how to use and create simple phrase for emotions. Students know how to simple instruction for movement. 		
單元學習目標 Learning Objectives	<ol style="list-style-type: none"> Students can develop emotions in right occasion. Students can cooperate with their teams. Students can communicate and show respects to others 		
中 / 英文 使用時機 Timing for Using Chinese/ English ※請填寫清楚何時、何處 使用中/英文。 Please describe in detail when and where you use Chinese/English.	教師 Teacher When : Teaching emotions' vocabularies T greeting Ss. T asking about emotions T explaining rules of actives. T providing feedback. T managing the classroom. Where : Power points / Emotions Flashcards	學生 Students When : Learning vocabularies Ss answering questions Ss writing in small whiteboard Where : White board / worksheet	
教學方法 Teaching Methods	INTERACTIVE/PARTICIPATIVE METHODS 講述法、討論法、問題導向教學法		
教學策略 Teaching Strategies	搭配獎勵機制 award system 設計提問 Q &A 生活經驗 Life experience		
教學資源及輔助器材 Teaching Resources and Aids	1.computer 2. microphone 3. poster 4. small white board 5. marker 6.eraser 7. TV 8. emotion flashcards 8. Lucky spin		

<p>評量方法 Assessment Methods</p>	<p>1.團體發表Group presentations 2.團體討論及回饋Group discussions and feedback 3.學習單worksheet</p>	
<p>評量規準 Rubrics</p>	<p>1. 能完成學習單上的練習任務 Finish worksheet 2. 能說六種情緒的中文或英文名稱 Speak 6 types of Emotions in Chinese or English 3. 能說出當你情緒上來時，你會想要用那三種自己喜歡的運動來宣洩，中文或英文名稱 Speak 3 kinds off sports in Chinese or English 4. 可探討與回答情緒中延伸的問題 Able to answer extend questions</p>	
<p>議題融入 Issues Integrated</p>	<p>性別情緒的不同 differences in emotions of gender</p>	
<p>教學流程 Teaching Procedures</p>		
<p>第一節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>“Inside out “movie Emotion’s vocabularies: happy, sad, embarrassment , anger , blue , disgust , scared</p> <p style="text-align: center;">發展階段 Development stage</p> <p>Draw and write on the white board, and answer it 組別為主，看到PPT立即畫出及寫下單字，立即展現出答案及回答</p> <p>1. Students make sentence: I feel ____ Jack feels _____. Tina feels _____ They feel _____ .</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. Students can express their feelings and write it down . 2. Homework time :造句，每個主詞造一個句子，共5句 Make the sentences . I / You / They feel _____. She / He feels _____</p> <p style="text-align: center;">第一節結束 End of the first session</p>	<p style="text-align: center;">時間 Time</p> <p>10 minus</p> <p>15 minus</p>
<p>第二節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>了解情緒單字後，學生如何舒發情緒 Vocabularies: go jogging , play basketball , dance , play the piano , swim , jump rope , deep breathe , see the movie</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. Spin the wheel 分為五組，轉盤搶答，請說出 When I feel _____, I will _____. 先回答的組別，先得到2分</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>回家思考男生和女生情緒表答方式有何不同</p>	

	<p>1. Think about how differences are boys and girls in expressing their emotions</p> <p>第二節結束 End of the first session</p>	
<p>第三節</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>分享討論</p> <ol style="list-style-type: none"> 1. 剛剛是用什麼方法來判斷表演的情緒是什麼？ How did you determine the emotions being showed? 2. 什麼時候會出現不同的情緒呢？ when do different emotions show up? 3. 男生、女生表達情緒方式有什麼一樣或不一樣的地方呢？ are there difference in expressing emotions between boys and girls? <p>Happy:</p> <p>Sad:</p> <p>Disgust:</p> <p>embarrassment</p> <p>anger:</p> <p>scared:</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1.情緒比一比 comparison</p> <p>(一) 我演你猜：請各組派出一位組員，抽取情緒卡，表演那種情緒會出現的動作或表情，讓大家來猜一猜，是哪一種情緒？及會如何舒壓情緒？</p> <p>每組有二分鐘的時間，看看哪一組辨識情緒的功力最高。自己的組猜錯機會可輪至別組</p> <p>Please send a member to pick a emotion card and perform that emotion to let other classmates guess the emotion, and how to release that emotion.</p> <p>Each group has 2 minutes.</p> <p style="text-align: center;">總結階段 Summary stage</p> <ol style="list-style-type: none"> 1. 教師提問 questions <p>經過整個單元的學習後，在生活中與人相處時，你會如何適當處理自己的情緒呢？ After the lesson, how will you deal with your own emotion when intercting with other people?</p> <ol style="list-style-type: none"> 2. 教師歸納 conclusion <p>每個人都可能因為不同的事件和不同的人接觸，而有不同的情緒反應。情緒是有連續性的、會累積的，學會適當的處理當時的情緒，就能不讓情緒影響到正常的生活</p> <p>Each person can have different emotion when interacting with different people and environment. Emotions are continuous and accumulative. By learning how to deal with emotion appropriately, you can have a proper life without disturbance of emotions. ...</p>	

第三節結束 End of the first session

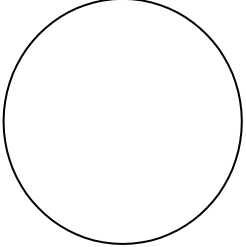
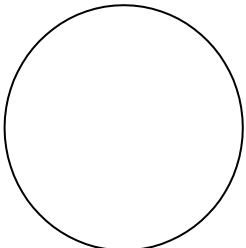
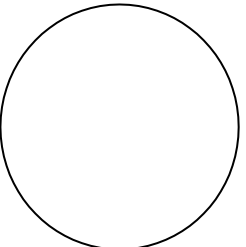
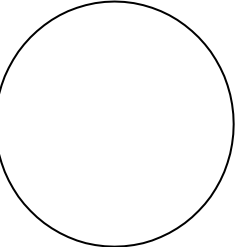
參考資料
References

※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.

附件
一

我的情緒臉譜

年 班 號 姓名

	我現在的心情是：
	因為...
	當我.....的時候會很高興
	1.
	2.
	當我.....的時候會很生氣
	1.
	2.
	當我.....的時候會很難過
	1.
	2.
	當我.....的時候會很害怕

	1.
	2.

附件二

壞心情走開

____年____班____號姓名_____

小朋友，當你有壞心情的時候，你會做什麼事來轉移你的壞心情呢？

你也曾經有被朋友傳染壞心情的經驗嗎？發生了什麼事情？你又是怎麼解決的呢？

聰明的小朋友，發揮你的創意幫助獾先生跟其他動物朋友們和好吧，把你的好方法寫下來！



