



## 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	太平國民小學	課程名稱 Course	第二單元 面對壓力有方法
單元名稱 Unit	情緒自我管理	學科領域 Domain/ Subject	綜合
教材來源 Teaching Material	<ul style="list-style-type: none"> <li>綜合活動(四上)-翰林</li> <li>Supplementary materials</li> </ul>	教案設計者 Designer	李曉菁
實施年級 Grade	Grade 4	本單元共 <u>6</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	International Education 2.0 is based on the 12-year national education syllabus. By integrating international topics into various disciplines, or conducting integrated teaching across fields, students are trained to have the core literacy of "emotional self-regulation".		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<ul style="list-style-type: none"> <li>E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通</li> <li>E-A3 具備擬訂計畫與實作的的能力，並以創新思考方式，因應日常生活情境</li> </ul>	
	領綱 Domain/Subject Guidelines	<ul style="list-style-type: none"> <li>綜-E-A1：認識個人特質，初探生涯，覺察生命變化歷程，激發潛能，促進身心健全發展。</li> </ul>	
	校本素養指標 School-based Competences	※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 Performance	1d-II-1 覺察情緒的變化，培養正向思考的態度。	
	學習內容 Learning Contents	Ad-II-1 情緒的辨識與週適。 Ad-II-2 正向思考的策略。	
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject		
	<ul style="list-style-type: none"> <li>Ss have experience of discussing with others in pairs and groups.</li> </ul>		
英語準備度 Readiness of English			
<ul style="list-style-type: none"> <li>Ss know how to use simple phrases for greeting.</li> <li>Ss understand the teacher's specific instruction.</li> <li>Ss are able to use simple sentences to respond the teacher's specific question.</li> </ul>			

	※英語準備度指學生上課前已學習過的英語單字及句型，可請教有教該年級的英語教師。 Readiness of English means the vocabulary or sentences that students already learned, and please ask the English teachers who teach students of this grade.	
<b>課程目標</b>	<ul style="list-style-type: none"> <li>◆ 學生能夠發現自己的壓力源，並透過覺察自己的身心狀態，了解壓力對自己的影響，再透過正思考態度及方法，協助學生面對自己的壓力，達成身心健全發展。</li> </ul>	
<b>單元學習目標 (對應學習內容、表現) Learning Objectives</b>	<ul style="list-style-type: none"> <li>◆ 能分享及統整自己日常生活中常見的壓力源。</li> <li>◆ 能覺察出自己面對壓力時的心理與生理反應。</li> <li>◆ 能覺察壓力、情緒及想法的關係。</li> <li>◆ 能用正向想面對壓力問題。</li> <li>◆ 能使用正向方法解決自己的壓力問題。</li> </ul>	
<b>中／英文 使用時機 Timing for Using Chinese/ English</b>	<b>教師 Teacher</b>	<b>學生 Students</b>
	When : <ul style="list-style-type: none"> <li>◆ T greeting Ss</li> <li>◆ T questioning Ss</li> <li>◆ T repeating questions showed on PPT</li> <li>◆ T explaining the rules of activities</li> <li>◆ T managing the classroom</li> </ul> Where : <ul style="list-style-type: none"> <li>◆ Power points</li> <li>◆ worksheets</li> </ul>	When : <ul style="list-style-type: none"> <li>◆ Ss answering T questions</li> <li>◆ Ss writing words on the whiteboard</li> </ul> Where : <ul style="list-style-type: none"> <li>◆ Whiteboards</li> <li>◆ Worksheets</li> </ul>
<b>教學方法 Teaching Methods</b>	講述教學 合作學習法 討論教學法	
<b>教學策略 Teaching Strategies</b>	<ul style="list-style-type: none"> <li>◆ 搭配獎勵機制</li> <li>◆ 設計提問</li> <li>◆ 提供建設性回饋</li> <li>◆ 連結生活經驗</li> </ul>	
<b>教學資源及輔助 器材 Teaching Resources and Aids</b>	Textbooks, ppts, worksheets, tablets, internet, blackboards	
<b>評量方法 Assessment Methods</b>	Oral assessment, Performance assessment	
<b>評量規準 Rubrics</b>	<ul style="list-style-type: none"> <li>◆ 組別榮譽榜加分</li> <li>◆ 個人加分</li> <li>◆ 學習單習寫情況</li> </ul>	
<b>議題融入 Issues Integrated</b>	人權教育	
<b>教學流程 Teaching Procedures</b>		
<b>第一節</b>	<b>準備階段 Preparation stage Greeting Ss</b>	<b>時間 Time</b>

<p>情緒百百種</p>	<p>引起動機- Facing-Puzzle (1) Emotion-Face-Card work-sheet ◆ T distributing each group work-sheets and asking student to divid into pieces.</p> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>情緒分辨: (1)T using the emotion poster and ask student “ What is her feeling? S answer “She is _____”</p>  <p>(2) T introducing emotion. (emotion display photo) (shy害羞的, upset沮喪的, sad悲傷的, happy快樂的, angry生氣的, tired疲倦的, excite興奮的,scared害怕, nervous緊張的)</p> <p>(3)學生討論出臉卡的情緒。 T each group to discuss what is the emotion of each Face-Card and write down on the back of Face-card.</p> <p>(4)讓學生並用英語說出： He(she) is _____.</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>(1)結語: 老師總結：認識自己的情緒是一門學問，也是一種藝術，所以要了解自己的情緒，要能隨覺察自我的情緒，然後經由對自己的情緒覺察，適時運用一些情緒管理技巧，將情緒管理的妥當，使自己成為情緒的主人和EQ的高手。</p> <p style="text-align: center;"><b>第一節結束 End of the first session</b></p>	<p>7'</p> <p>25'</p> <p>3'</p>
<p>第二節</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>1. 複習上一堂課所學的情緒。 Review the emotions on the poster that students learned from last period.</p> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. Feelings and Emoitions ◆ T showing PPT with differet scenario and letting student to discussing and telling what can they do. ◆ T How do(does) _____ feel? ◆ S He(she) is _____. ◆ T Why do you think he(she) feels like that?</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>1. Review</p> <p style="text-align: center;"><b>第二節結束 End of the first session</b></p>	<p>5'</p> <p>30'</p> <p>5'</p>
<p>第三節 正面情緒 負面情緒</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>1. Feeling guess <b>How Can We Show Our Feelings? .</b> ◆ T showing the faces on the PPT ◆ Ss guessing what is the feelings of faces.</p> 	<p>5'</p>

	<p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. Guess game: Without saying any words , show your classmates a feeling. Can they guess which feeling you are showing?</p> <ul style="list-style-type: none"> <li>◆ T asking students ” What is his feeling?”.</li> <li>◆ Ss answering “He is _____”.</li> </ul> <p>2. Feeling Good and Bad: Some feelings make us feel good. Some feelings make us feel bad.</p> <ul style="list-style-type: none"> <li>◆ T asking students to sort these feelings into the right place? shy害羞的, upset沮喪的, sad悲傷的, happy快樂的, angry生氣的, tired疲倦的, excite興奮的, fear害怕, nervvous緊張的</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Feeling Good</th> <th style="text-align: center;">Feeling Bad</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>2. 請學生選擇一個感受並分享自己的經驗。</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p style="text-align: center;">情緒隨時隨地存在我們的生活周遭，我們應該要好好認識他。</p> <p style="text-align: center;"><b>第三節結束 End of the first session</b></p>	Feeling Good	Feeling Bad													<p>34’</p> <p>3’</p>
Feeling Good	Feeling Bad															
<p><b>第四節</b></p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>1. 分享「情緒小怪獸(Color Monster)」繪本</p> <p>2. Question time:</p> <ul style="list-style-type: none"> <li>◆ T There are maily 5 different colored feelings- Name them and all, and how they made the color monster feel?</li> <li>◆ S _____ made Color Monster feels _____.</li> <li>◆ T And What about color Pink-How do you thank that made the color monster feel?</li> </ul> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. 完成學習單-Color Monster workseet2在不同情緒的反應。</p> <p>2. QUIZE TIME:學生回答 quize 的題目回答問題。</p> <p>3. 老師引導學生藉由欣賞別人的情緒小詩，反思自己生活中的各種情緒經歷，了解「情緒」一直存在生活中，正面情緒、反面情緒都有。</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>1. 情緒不是小怪獸：情緒一點也不怪，一直存在我們生活中，練習好好管理情緒很重要。</p> <p>2. 彩色情緒小詩：引導學生口頭練習情緒小詩，選擇符合自己的情緒小詩，並回家完成《學習單一：我的情緒 小怪獸》。</p> <p style="text-align: center;"><b>第四節結束 End of the first session</b></p>	<p>10’</p> <p>25’</p> <p>2’</p>														

<p>第五節</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>1. 小恐龍情緒劇  <a href="http://s3.hicloud.net.tw/daaiwp/daaikids/mood/EQ_book/2中級篇/中級2情緒小偵探.mp4">s3.hicloud.net.tw/daaiwp/daaikids/mood/EQ_book/2中級篇/中級2情緒小偵探.mp4</a></p> <p>(1) 影片欣賞：「當我們童在一起 - 我會適當表達情緒」。</p> <p>(2) 問題討論：</p> <p>① 教師問：「小恐龍因為不能上爆米花體驗課程，所表現出的行為，是哪種情緒呢？你也曾像他一樣嗎？」</p> <p>② 教師問：「當小恐龍表現出負向情緒的行為時，若你是小恐龍的同學，會有什麼樣的情緒反應呢？」</p> <p>③ 教師問：「當小恐龍的行為讓大家產生不好的情緒反應時，你會建議小恐龍如何適當表現情緒呢？」</p> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. Showing the pictures on text book P.29to students and asking studnets questions. 詢問學生對於圖片中給予的感受</p> <ul style="list-style-type: none"> <li>◆ T Is he feeling good or bad?</li> <li>◆ S He is feeling _____.</li> <li>◆ T What happen to he(she)?.</li> <li>◆ S Because.....</li> <li>◆ T Did you have similar experience with he(her)?</li> <li>◆ T At that momnet, how is your feeling?</li> <li>◆ S I feeled_____.</li> <li>◆</li> </ul> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>1.生活中會遇到許多問題，這些問題變成了壓力而影響了我們的情緒？</p> <ul style="list-style-type: none"> <li>◆ T What problems can bring you bad feeling and become pressure for you?</li> <li>◆ S Answering</li> </ul> <p style="text-align: center;"><b>第五節結束 End of the first session</b></p>	<p>10'</p> <p>33'</p> <p>2'</p>
<p>第六節 心情轉個彎</p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <p>1. 繪本欣賞「好一個吵架天」  <a href="https://www.camdemy.com/media/6350">https://www.camdemy.com/media/6350</a></p> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <p>1. 不好的情緒是會傳染的，當我們情緒來的時候，我們應該怎麼做才不會被情緒捉弄呢？</p> <p>2.分享「我不想生氣」影片  <a href="https://www.youtube.com/watch?v=8taQKEzE7fE">https://www.youtube.com/watch?v=8taQKEzE7fE</a></p> <p>3.What can you do, when you are in bad-feeling.  Work-sheet:</p> <ul style="list-style-type: none"> <li>◆ S When you are _____, I can feel better by .....</li> </ul> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>1. 發下「Manage my emtion」的學習單</p>	<p>3'</p> <p>35'</p> <p>2'</p>
<p>參考資料 References</p>	<p>小小情緒管理員  <a href="https://www.youtube.com/watch?v=UIuRhsXIB3c">https://www.youtube.com/watch?v=UIuRhsXIB3c</a></p>	

教學資源

<http://s3.hicloud.net.tw/daaiwp/daaikids/index.htm>

新北市情緒教育高年級

[http://kids.daai.tv/wp-content/uploads/advanced\\_s.pdf](http://kids.daai.tv/wp-content/uploads/advanced_s.pdf)

我不想生氣

<https://www.youtube.com/watch?v=8taQKEzE7fE>

情緒小怪獸(Color Monster)

[https://www.youtube.com/watch?v=WqcY\\_XBfrOo](https://www.youtube.com/watch?v=WqcY_XBfrOo)

Twinkl

[Twinkl-學齡前到高中的教學好幫手](#)

## The Color Monster

Name: \_\_\_\_\_

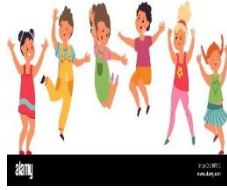
How does the color monster look when he feels.....



Cut the pictures and stick on the Worksheet2.

 <p>shake</p> 	<p>fire</p> 
<p>rainy day</p> 	<p>cry want to be alone</p> 

laught, jump, dance and play



breaths slowly and deeply



the trees and leaves in  
the wind



the sun and the star



the mouse in the night



shout





# The Color Monster WorkSheet2!

Name: \_\_\_\_\_



This is “happy”. It’s “yellow”, like.....

When you are “happy”, you.....

This is “sad”. It’s “blue”, like.....

When you are “sad”, you.....

This is “angry”. It’s “red”, like.....

When you are “angry”, you.....

This is “fear”. It’s “black”, like.....

When you are “fear”, you.....

This is “calm”. It’s “green”, like.....

When you are “calm”, you.....



Student Name: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_

請你選擇一個比較熟悉的情緒，想一想他何時會出現？你感覺它像什麼？你覺得他是什麼顏色？

並完成下面的情緒小詩。

範例一： I am Ann. 我是小安

When I am sick at home.

當我生病得在家休息的時候

I feel sad.

我覺得很悲傷

The feeling likes having been punishment .

而悲傷的感覺也像是被處罰一樣

I have same feeling, when I don' t have good marks on my test.

我在考試考不好時也會有一樣的感覺

The color of my feeling is purple.

這樣的感覺 我覺得他是紫色的

範例二： I am \_\_\_\_\_

When I have a lots of candy.

當我享用一大堆糖果的時候

I feel \_\_\_\_\_.

我覺得很\_\_\_\_\_.

The feeling likes having 100% on my test.

而很開心的感覺也像是考 100 分一樣

I have same feeling, when I am singing a song.

我在唱歌的時候也會有一樣的感覺

The color of my feeling is \_\_\_\_\_.

這樣的感覺 我覺得他是\_\_\_\_\_.





# Angry

Colour in the strategies you would use to manage anger.

When I feel angry, I can feel better by...



slow breathing



counting to ten



having some quiet time on my own



going outside



colouring in



playing with my favourite toy



**Add a strategy of your own.**