

雙語課程教案設計 (籃球)

The Design of Bilingual Lesson Plan (basketball)

※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	彰化縣立彰泰國中	課程名稱 Course	體育
單元名稱 Unit	basketball	學科領域 Domain/ Subject	健康與體育領域
教材來源 Teaching Material	Supplementary material	教案設計者 Designer	Teacher Lin / 林子豪
實施年級 Grade	7th Grade	本單元共 <u>1</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	<p>近年我國籃球運動興盛，體育台相繼轉播國內外籃球運動賽事，以及 NBA 明星球員相繼輩出，使得籃球運動一直都是學生最喜歡的運動項目之一。</p> <p>由於，籃球在國內運動場地器材取得容易與最普遍的項目，整體運動人口眾多。學校普及運動中，籃球場地是各校場地規劃上，必備場地之一。且籃球運動不僅可以透過小組比賽與他人建立友誼關係，亦可以作為個人運動健身的練習項目。</p> <p>透過籃球運動教學可以提升學生運動技巧，增進學生體適能，並且在活動中可以提升團隊合作動力。學生於課程設計中可以瞭解基本籃球動作、規則相關專業術語，未來再觀看球賽時，也可以增進英語聽力。</p>		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A1 Physical and Mental Wellness and Self Advancement A2 Logical Thinking and Problem Solving B1 Semiotics and Expression C2 Interpersonal Relationships and Teamwork	
	領綱 Domain/Subject Guidelines	<ul style="list-style-type: none"> • J-A1 Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals. • J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving problems in daily life. • J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical 	

		science, aesthetics, and other basic concepts that can be used in daily life. J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.
	校本素養指標 School-based Competences	
學科學習重點 Learning Focus	學習表現 Learning Performance	健體 •1d-IV-1 了解各項運動技能原理。 •2c-IV-2 表現利他合群的態度，與他人理性溝通與和諧互動。 •3d-IV-3 應用思考與分析能力，解決運動情境的問題。
	學習內容 Learning Contents	健體 •Hb-IV-1 陣地攻守性球類運動動作組合及團隊戰術。
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject •Ss can do basic skills, such as, dribble, pass and take a shot. •Ss can follow simple instructions for the movement.	
	英語準備度 Readiness of English •Ss know how to use simple phrases for greetings and presentations. •Ss understand simple instructions for movement. •Vocabulary of body parts, finger, arm, knees, feet, wrist and ankle. • Use imperative sentences mainly to show the instructions. • Use transition words to show the consequence or procedure.	
單元學習目標 Learning Objectives	<ul style="list-style-type: none"> ● 學生能熟練左右手運球。 ● 學生能瞭解換手運球的動作要領。 ● 學生能在練習中相互合作並和諧互動。 	
雙語教學設計 四個重點 4Cs in CLIL Lesson Design	學科內容 Content •知道什麼是 dribble, crossover dribble, crossover between your legs dribble, double dribble、walking/traveling	溝通 Communication •能透過角色扮演，以口語或記錄方式完成學習任務。
	認知 Cognition	情境脈絡/文化 Culture

	●能了解運球違例的規則	●能欣賞不同國家在籃球戰術使用上不同文化上的表現差異。	
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		學生 Students
	When : <ul style="list-style-type: none"> ● T greeting Ss ● T giving instruction for movement ● T explaining rules of activities ● T giving feedback. ● T managing the classroom. Where: <ul style="list-style-type: none"> ● Worksheets 		When : <ul style="list-style-type: none"> ● Ss answering T questions ● Ss working on worksheets Where : <ul style="list-style-type: none"> ● Worksheets
教學方法 Teaching Methods	示範法、講述法、練習法、TGFU(Teaching Game For Understanding)		
教學策略 Teaching Strategies	搭建鷹架、給予選擇與決定自主權、提供學習典範、納入競賽元素		
教學資源及輔助器材 Teaching Resources and Aids	●Basketball ●cone		
評量方法 Assessment Methods	●Worksheet ●Participation and discussion ●Performance		
評量規準 Rubrics	●Finish the worksheet correctly and hand in on time.		
		Excellent	Moderate
	學科： Crossover and crossover between your legs	能清楚完成換手及跨下換手運球動作，並且流暢連續完成動作。	能清楚完成換手及跨下換手運球動作，但無法流暢連續完成動作。
			尚未能完成換手及跨下換手運球動作。
議題融入 Issues Integrated			

教學流程 Teaching Procedures

※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the timing for using Chinese/English section.

示範教學節數: 第 二 節

主題名稱: _____

第一節

影片連結: <https://www.youtube.com/watch?v=2kX-znzTCe8>

準備階段 Preparation stage	英語字彙:	時間 Time
<p>Greetings (了解學生的身體狀況後，開始進行關節伸展操及跑走等熱身運動)</p> <p>1.Assembly T: Hello, Everyone. Assembly here and have a seat.</p> <p>2.Make sure of the student's physical condition. T: How are you today? Are you feeling alright? If you don't feel well, please let me know. Is anyone absent here? Ss:No. Ok, Nice to see you all here.(When all student are present) T: Let's warm up. TA, let's run two laps to warm up.</p> <p>3.Warm up and Stretch (關節繞環) T: Everyone, line up and spread out. Let's rotate our joints in turn. (necks, shoulders, hip, knees, wrists and ankles) (肩部伸展)Shoulder stretch (弓箭步伸展)Lunge (立姿股四頭肌伸展)Standing quadriceps stretch (向上伸展)Pull ups stretch (體側伸展)Side stretch (直膝前彎握住腳踝伸展)Forward fold (Ankle holding stretch)</p>	<p>Dribble ,crossover, feet, finger, elbow, roll, wrist,</p> <p>片語/句型: have a seat, warm up, your turn, May I drink some water, Give a ball, please.</p>	10
發展階段 Development stage		
<p>1. How to crossover dribble</p>		32



(1) 動作說明：

兩腳打開約略比肩膀寬，膝蓋微彎。

球的落點在兩腳中央。

運用手腕及手指控制球，讓球可以貼在手指上，不可以拍擊方式運球。

(2) 分組練習

兩人一組，每組練習三次，每人練習 20 次後換人。

Prictice 20 times and give the ball to your teammate and say “your turn”.

(3) 示範與回饋

Teacher asking students who want to be a volunteer and picking up one students. 並說明其優缺點。

2. How to crossover between your legs.



(1) 動作說明：

兩腳前後打開，膝蓋微彎。

球的落點與換手動作相同，在兩腳中央。

運用手腕及手指控制球，不要怕球會打到腿部。

(2) 分組練習

兩人一組，每組練習三次，每人練習 20 次後換人。

Prictice 20 times and give the ball to your teammate and say “your turn”.

3. Group activity: 運球前進：

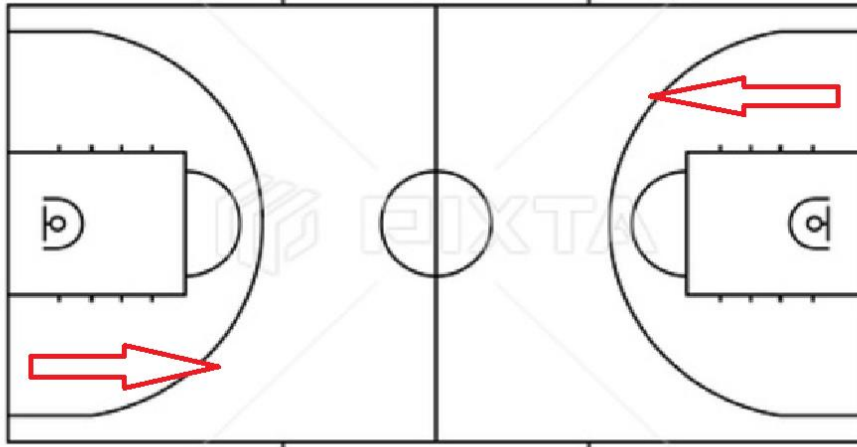
(1) Teacher grouping students

男生一大組，女生大一組。

(2) 分組練習一：運球前進

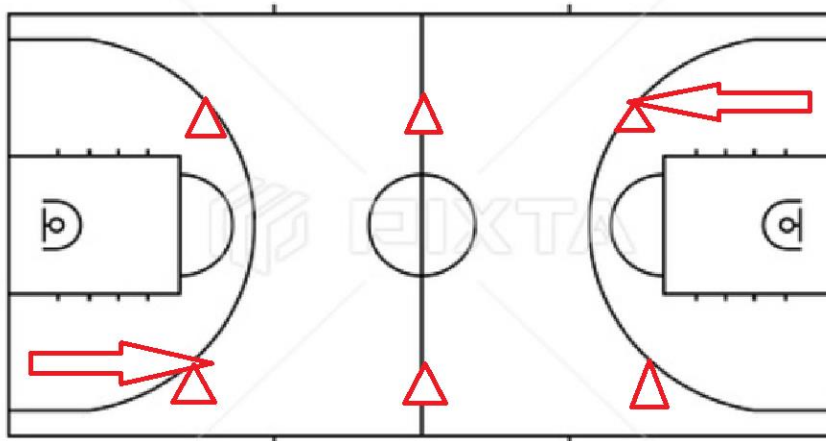
- Teacher explaining the activity.

Use right hand to dribble forward and return by left hand by walking twice and by running twice.
感受不同速度前進與控制球。



(3) 分組練習二：運球急停後加速前進

- 每一個角錐代表一個防守者，遇到防守者後立即急停，再加速擺脫防守者，利用速度差干擾防守者的判斷。
- 前一位同學運球通過第一個角錐後，下一位在出發。
- 右手先運球出發，抵達對面籃下後，以左手折返回來。
- 每組練習三次。



(4) 分組練習三：運球換手前進

- 每一個角錐代表一個防守者，遇到防守者後換手運球，再加速擺脫防守者，利用方向改變干擾防守者的判斷。
- 前一位同學運球通過第一個角錐後，下一位在出發。
- 右手先運球出發，抵達對面籃下後，以左手折返回來。
- 每組練習三次。

(5) 分組練習四：Game of dribble and steal

- One of you dribble the ball and another one try to steal the ball.

<p>●球被抄截後，換人運球。</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. Summary and Feedback.</p> <p>(1) 急停與換手運球時，重心要放低降低高度，不易被抄球。</p> <p>(2) 運球時，控制球要遠離防守者。</p> <p>(3) 可以運用另一隻手及身體掩護保護球。</p> <p>(4) 練習運球時可以不用看球。</p> <p>(5) 預告下次上課進度及內容。</p> <p>2. Return the ball and dissolution.</p> <p style="text-align: center;">End of the session</p>		3
--	--	---

※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.