

雙語課程教案設計 - 「包」在我身上

The Design of Bilingual Lesson Plan- How to Pack a Backpacking Pack

※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	彰興國中		課程名稱 Course	童軍 scouting
單元名稱 Unit	「包」在我身上 How to pack a backpacking pack		學科領域 Domain/ Subject	綜合
教材來源 Teaching Material	南一八年級上學期 (第 3 冊)		教案設計者 Designer	林斐瑜
實施年級 Grade	8 th grade	本單元共 <u>2</u> 節 The Total Number of Sessions in this Unit : 2		
教學設計理念 Rationale for Instructional Design	<p>◆緊扣學生實際生活經驗 本課程緊扣十二年國教課綱中最重要的「素養」概念—讓學生整合所學知識、技能與態度並運用到生活當中。近年社會相當重視休閒生活，國內旅行、國外旅遊、戶外露營等活動變成日常生活的一部份，整理旅行箱、背包更是出發前要運用的重要能力之一，因此如何視活動的地點、天數及活動目的，挑選適合的背包、攜帶適宜物品，並對背包、旅行箱進行輕量化，都要事先規畫及準備。</p> <p>◆考量學生需求融入教學內容 彰興國中學生在八年級時，皆會參加學校舉辦之隔宿露營活動，課程內容與學生有高度連結，本課程開始前學生已具備知曉旅行攜帶物品中文名稱及部分英文名稱的概念，因此在此教案的設計上將會著重在旅行攜帶物品的英文名稱及背包裝填基本概念(英文文本閱讀)以及利用此概念為基礎，延伸應用到校內隔宿露營背包裝填技能。</p>			
學科核心素養 對應內容 Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	<p>A3 規劃執行與創新應變。 A3 Planning, Execution, Innovation, and Adaptation. C2 科技資訊與媒體素養。 C2 Interpersonal Relationships and Teamwork.</p>		
	領綱 Domain/Subject Guidelines	<p>*綜合領域素養 綜-J-A3 因應社會變遷與環境風險，檢核、評估學習及生活計畫，發揮創新思維，運用最佳策略，保護自我與他人。 綜-J-A3 Possess the ability to use resources to devise plans, effectively execute them, and fully</p>		

		<p>utilize the competencies of independent learning and creativity to respond to change.</p> <p>綜-J-B2 善用科技、資訊與媒體等資源，並能分析及判斷其適切性，進而有效執行生活中重要事務。</p> <p>綜-J-B2 Possess the competency of effectively using technology, information, and media to enhance learning, and perceive and speculate about humans' interactions and relationships with technology, information, and media.</p> <p>*英語文領域素養</p> <p>英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>英-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.</p>
	<p>校本素養指標 School-based Competences</p>	<p>Not applicable.</p>
<p>學科學習重點 Learning Focus</p>	<p>學習表現 Learning Performance</p>	<p>*綜合領域</p> <p>3d-IV-1 探索、體驗個人與環境的關係，規劃並執行合宜的戶外活動。</p> <p>3d-IV-1 Explore and experience the human–environment relationship as well as planning and performing suitable outdoor activities.</p> <p>3d-IV-2 分析環境與個人行為的關係，運用策略與行動，促進環境永續發展。</p> <p>3d-IV-2 Analyze the human– environment relationship, as well as use strategies and take actions to promote environment and sustainable development.</p> <p>*英語文領域</p> <p>1-IV-2 能聽懂常用的教室用語及日常生活用語。</p>

		<p>1-IV-2 Be able to understand classroom English and daily life English.</p> <p>2-IV-1 能說出課堂中所學的字詞。</p> <p>2-IV-1 Be able to speak new English words in class.</p>
	<p>學習內容 Learning Contents</p>	<p>*綜合領域</p> <p>童 Cc-IV-2 戶外休閒活動知能的整合與運用。</p> <p>童 Cc-IV-2 activities. Integration and utilization of outdoor leisure activity</p> <p>童 Cb-IV-1 露營知識與技能的學習，以提升野外生存能力。</p> <p>童 Cb-IV-1 Acquisition of camping knowledge and skills to improve wilderness survival ability. Safety, risk and emergency management related to outdoor leisure activities.</p> <p>童 Da-IV-2 人類與生活環境互動關係的理解，及永續發展策略的實踐與省思。</p> <p>童 Da-IV-2 Understanding of human–environment interactions as well as practice of, and reflection on, sustainable development strategies.</p> <p>*英語文領域</p> <p>Ac-IV-2 常見的教室用語。</p> <p>Common classroom English.</p> <p>Ac-IV-3 常見的生活用語。</p> <p>Common daily life English.</p>
<p>學生準備度 Students’ Readiness</p>		<p>Students’ Readiness of scouting</p> <p>(1)學生可以遵守課室規則。</p> <p>Ss can follow the rules of the class.</p> <p>(2)學生重視榮譽感並展現負責的態度。</p> <p>Ss value honor and show attitudes of responsibility.</p> <p>(3)學生認識旅行攜帶物品的英文單字</p> <p>Ss know the vocabularies of traveling/ camping supplies.</p> <hr/> <p>Students’ Readiness of English</p> <p>(1)能依人、事、時、地、物做簡易的描述或回答。</p> <p>Ss can use simple English to describe and answer teacher’ s questions.</p> <p>(2)能夠聽懂教師的指令，祈使句型的運用。</p> <p>Ss know simple instructions and imperative sentences in class.</p> <p>(3)熟悉常見的教室用語。</p>

	Ss know common classroom English.	
單元學習目標 Learning Objectives	<p>1. 學科學習目標 (Content) :</p> <p>(1)能知道背包種類並學會正確選擇背包 Ss will be able to choose the correct back</p> <p>(2)能學會背包裝填原則 Ss will be able to know the principles of packing a backpack</p> <p>(3)培養表達、溝通及合作的能力。 Ss will be able to have the ability of communication with one another and cooperation with team members.</p> <p>2. 英語學習目標 (English)</p> <p>(1)學生能用簡易英文句型與同學打招呼。 Ss can use simple sentences to greet classmates.</p> <p>(2)學生能用簡易英文回答老師的問題。 Ss will be able to use simple words to respond to the teacher' s questions.</p> <p>(3)學生能閱讀老師所發文章並進行重點歸納 Ss will be able to read articles and make a summary of the articles.</p>	
雙語教學設計 四個重點 4Cs in CLIL Lesson Design	學科內容 Content *知悉旅行/露營攜帶物品單字 *知悉背包類型與特色 *知悉背包裝填原則	溝通 Communication *聽懂老師所用的課室英語 *和同儕能為共同任務進行溝通
	認知 Cognition *能夠依不同狀況選擇適合的 背包與攜帶之物品 *能夠依裝填原則進行背包裝 填 *能夠閱讀英文教材內容並進 行歸納 *能夠使用簡單字彙表達	情境脈絡/文化 Culture *藉由問題討論了解每個人的需求都有差 異性 *了解童軍銘言-「準備」在生活中隨處 可見
中 / 英文 使用時機 Timing for Using Chinese/ English ※請填寫清楚何	教師 Teacher	
	When : 1. T greets to Ss 2. T gives instruction for movement 3. T explains rules of activities 4. T gives feedback (praise or encouragement) 5. T manages the class	學生 Students
		When : 1. Ss respond to the questions. 2. Ss work in pairs or work in

時、何處使用中/ 英文。 Please describe in detail when and where you use Chinese/English		a team discussing T's task.								
教學方法 Teaching Methods	TBL									
教學策略 Teaching Strategies	分組活動 / 小組討論 / 影片欣賞與分析 / 講述法									
教學資源及輔助器材 Teaching Resources and Aids	軟體：PPT/Plickers(app) 硬體：TV/White board/markers/cards/computers backpacks/ camping supplies/cellphone									
評量方法 Assessment Methods	形成式評量 / 表現評量 / 口語評量									
評量規準 Rubrics	3d-IV-1 探索、體驗個人與環境的關係，規劃並執行合宜的戶外活動。 <table border="1" data-bbox="384 1256 1406 1503"> <tr> <td data-bbox="384 1256 456 1357">A</td> <td data-bbox="456 1256 1406 1357">能在不同情況下選擇適當攜帶物品、並適切運用背包填原則進行打包。</td> </tr> <tr> <td data-bbox="384 1357 456 1413">B</td> <td data-bbox="456 1357 1406 1413">能為彰興國中隔宿露營選擇攜帶物品</td> </tr> <tr> <td data-bbox="384 1413 456 1458">C</td> <td data-bbox="456 1413 1406 1458">能視情況正確選擇適合的背包。</td> </tr> <tr> <td data-bbox="384 1458 456 1503">D</td> <td data-bbox="456 1458 1406 1503">知道背包的種類及功能。</td> </tr> </table>		A	能在不同情況下選擇適當攜帶物品、並適切運用背包填原則進行打包。	B	能為彰興國中隔宿露營選擇攜帶物品	C	能視情況正確選擇適合的背包。	D	知道背包的種類及功能。
A	能在不同情況下選擇適當攜帶物品、並適切運用背包填原則進行打包。									
B	能為彰興國中隔宿露營選擇攜帶物品									
C	能視情況正確選擇適合的背包。									
D	知道背包的種類及功能。									
議題融入 Issues Integrated	環境教育									
教學流程 Teaching Procedures										
	準備階段 Preparation stage	時間 Time								

第一節

1. T greets to Ss

- ◆Good afternoon, everyone.
The final examination of this semester is around the corner. Are you happy with it? For your wonderful winter vacation and big red envelopes of Chinese New Year. Keep studying hard and never give up, OK?
- ◆Team leaders, please come here to take a QR code card , a white board, and a marker.

5 mins

2. Warm up activity- Plickers game (App)

Today we are going to start a new lesson but I won't tell you what the name of the lesson until we play the warm-up game. Ok! Let's get start. There are 5 questions. You need to show your answer to me and I'll scan the answer. You will get one point if you answer the question correctly.

發展階段 Development stage

1. Introduction

Now you class must know our new lesson-How to Pack a backpacking pack. Who can tell me What activities of CSJH will be held next April? (CSJH spring camp).Before we go to the spring camp, we need to prepare for it. We have learned how to cook, make fire. Now, we are going to learn how to pack.

35 mins

2. Activity : I put___ in my backpack.

Discuss with each other and write down the answers of the Q on the white board in 3 minutes.

3. Guide to backpacks styles and uses.

- Liter: A unit of measurement of volume of backpacks
- Day packs/ Overnight packs/ Multi-day packs/ Expedition packs
- Q&A Please help them to choose a right backpack.
(1)昱翰 and 柏睿 are going to go trekking in Chia-Ming Lake for three days.
(2) 永博 and his girlfriend are going to go camping this weekend.

5 mins

4. Activity : Read and make a summary
- T gives worksheet, Ss need to read the article and write the summary down on the white board.
 - Vocabularies of camping supplies.
 - T picks a S to present.
5. How to pack a backpack-
- Top : items which are easy to get.
 - Middle : heaviest items.
 - Bottom: light items.



5 mins

總結階段 Summary stage

1. Share and feed back
 - Guide to backpacks styles and uses.
 - How to pack a backpacking pack.
2. Assignment : Reading-**The ABC's of packing a backpack**

句型 : I put__ in my backpack.

字彙 : spork/ bear canister/ toiletries/ camp mug/ trekking poles/ lip balm/ tent/ lighter / first aids/electronics

<p>第二節</p>	<p>準備階段 Preparation stage</p> <ol style="list-style-type: none"> 1. T greets to Ss 2. T reviews for class <ul style="list-style-type: none"> ·Guide to backpacks styles and uses. ·How to pack a backpacking pack. <p>發展階段 Development stage</p> <ol style="list-style-type: none"> 1. Activities- Listen and guess. T Asks Ss to explain "A" , "B" , "C" , " D" , and "E" in easy English. Ss write down the answer on the White board. 2. The principles of packing a backpack <ul style="list-style-type: none"> · Accessible: Place the items you need in an easy to reach location. ·Balance: Place heavy items in the middle of the pack , closest to your own back. ·Compression: Keep your gear tight and compressed in your bag. ·Deformities: Every space in your pack should be used. ·Everything inside: Make sure to pack all your gear inside your pack. 3. Watch youtube https://www.youtube.com/shorts/Jxf1Kk9Uo_I 4. A website to make your backpack lighter https://lighterpack.com/ 5. Activites: Pack your own backpack for CSJH Spring Camp <ul style="list-style-type: none"> · Ss practice packing. · T helps Ss to pack. <p>總結階段 Summary stage</p> <ol style="list-style-type: none"> 1. People should plan for their trip/activity and know what should or shouldn' t to pack. 2. The lighter the better. 3. Follow the principles of packing a backpack. <p>字彙 : principle/ Accessible/ Balance/ Compression/ Deformities</p>	<p>5 mins</p> <p>35 mins</p> <p>5 mins</p>
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<p>參考資料 References</p>	<p>1.南一綜合課本第 3 冊 2.Youtube 3.https://www.elevatedtrips.com/blog/the-abcs-of-packing-a-backpack/</p>
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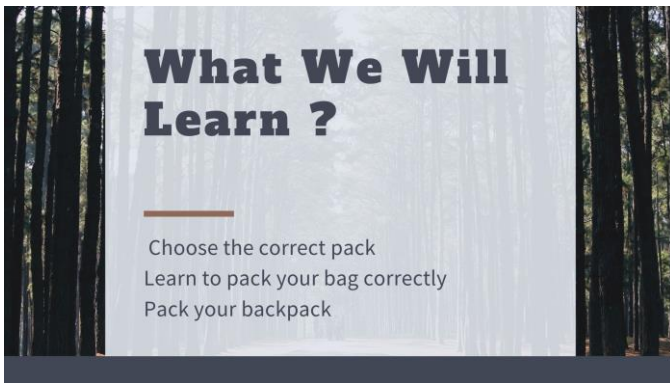
※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.

Slides for Teaching



1

2



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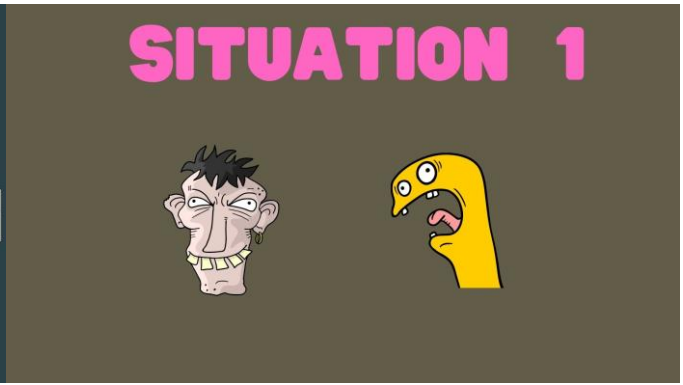


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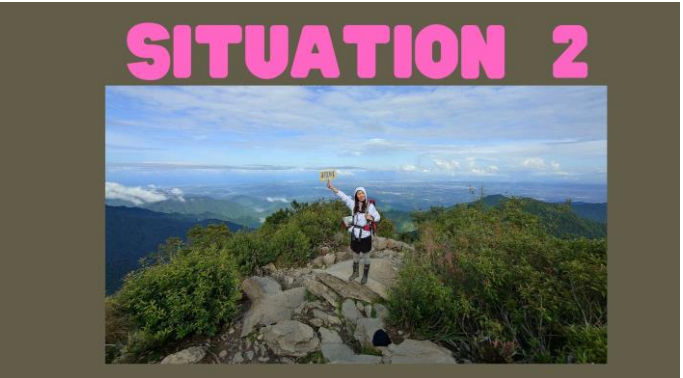
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11



12



13



14




15

LITER

a unit of measurement of volume

1 Liter= 1000C.C
cubic centimeter


16



DAY PACKS

1. Capacity of 30 liters or less
2. For day activities


17



OVERNIGHT PACKS

1. Capacity of 30-50 liters
2. For weekend overnight


18



MULTI-DAY PACKS

1. Capacity of 50-70 liters
2. for more than a couple of evenings in the wildness
3. Designed to carry more weight.

19



EXPEDITION PACKS

1. More than 70 liters
2. For weeks on the trail/trekking

20

1. 昱翰 and 柏睿 are going to go trekking in chia-Ming lake for 3 days.

2. 永博 and his girlfriend are going to go camping this weekend.

21

STEP 2

Learn to pack your bag correctly

22

**READ
+
WRITE DOWN THE
SUMMARY OF THE
ARTICLE**

23

**PACKING
PRINCIPLES**

PACK IN 3 PARTS

24



spork

=spoon+ fork

25



**bear
canister**

26



toiletries

27



camp mug

28



trekking poles

30



lip balm

31



tent

32



lighter

33



first aids

plastic bandages
Surgical tape
Antibiotic



34



electronics

35

Top **easy to get**
middle **heaviest items**
bottom **light items**

36

1. How many parts should we pack in?
2. Which part should a sleeping bag put in?
3. What should be put in the brain of the pack?

37

Homewrok-Reading assingment

The ABC's of packing a backpack

38

Let's call it a day.

39