

長安國小素養導向雙語教學教案

單元名稱 Unit Title	單元一 生命萬花筒 活動 3 尊重與珍惜生命	課程時間 Unit Length	共 3 節 120 分鐘
學生年級 Grade Level	六年級	學生人數 Number of Students	6
融入之領域/科目 Integrated Domain/Subject	☐ 數學 ☐ 自然科學 ☒ 綜合活動 ☐ 健康與體育 ☐ 生活課程 ☐ 藝術 ☐ 社會		
融入之議題 Integrated Issue	☐ 性別平等教育 ☒ 人權教育 ☐ 環境教育 ☐ 海洋教育 ☒ 品德教育 ☒ 生命教育 ☐ 法治教育 ☐ 科技教育 ☐ 資訊教育 ☐ 能源教育 ☐ 安全教育 ☐ 防災教育 ☐ 閱讀素養 ☐ 多元文化教育 ☐ 國際教育 ☐ 生涯規劃教育 ☐ 家庭教育 ☐ 原住民教育 ☐ 戶外教育 ☐ 無		
領域核心素養 Domain/Subject Core Competencies	綜-E-A1 Get to know individual characteristics, primarily explore career paths, observe life changes, stimulate potential, and promote holistic physical and mental development.		
單元學習重點 Learning Focus	學習表現 Student Performance	1d-III-1 Observe life changes and developmental process. Implement respect and value life.	
	學習內容 Learning Content	Ad-III-3 Actions that show respect for life. Ad-III-4 Actions that value life.	
本單元學習目標 Learning objectives of this unit	學科內容目標 Content/subject specific learning objectives	1.Students will be able to observe some people who need care, consider how to help them and respect life. 2.Students will be able to learn from some stories of life fighters, understand their hard work and learn from them. 3.Students will be able to share what they cherish, and learn to value life.	
	溝通/語言目標 Communication/ language learning objectives	1. Students will able to understand the teacher's direction. 2. Students will able to understand and speak sentences “ Who needs _____ ? A _____ needs a _____.” “How did you feel? I felt _____.” 3. Students can use simple sentences to answer questions.	

評量方式 Assessment Methods	Oral Assessment , Performance Assessment and Paper-and-Pencil Assessment.														
表現任務 Performance Task(s)	The unit focuses on respecting and valuing life. Students learn how to care for others, respect those who are different from us and discover the meaning of life. They can observe, learn from stories, share and practice how to face problems with a positive attitude and appreciate life. Students can learn to respect and cherish life through collaborative learning, experiential learning and reflective activities.														
節次架構 Lesson Structure	<table><tr><td>節次 (Period)</td><td>名稱 Title</td><td>內容簡介 Introduction</td></tr><tr><td>1</td><td>We are different.</td><td>Observe the people in life who need care, be aware of the actions students can take, and practice respecting life.</td></tr><tr><td>2</td><td>I can help.</td><td>Through the stories of real-life champions, students can understand their life journeys and motivations, and discover what students can learn.</td></tr><tr><td>3</td><td>I am a hero, too.</td><td>Share the things students cherish, face difficulties with positive energy, and practice cherishing life.</td></tr></table>			節次 (Period)	名稱 Title	內容簡介 Introduction	1	We are different.	Observe the people in life who need care, be aware of the actions students can take, and practice respecting life.	2	I can help.	Through the stories of real-life champions, students can understand their life journeys and motivations, and discover what students can learn.	3	I am a hero, too.	Share the things students cherish, face difficulties with positive energy, and practice cherishing life.
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第一節 The First Period															
學習活動 Learning activities	教學內容、步驟、時間 Teaching procedures		學習檢核 Assessment												
	I. 暖身活動 Warm-up 6' 1. We are different. (1) Greeting and show some pictures. T: Good morning, everyone. How are you? S: I am ____. T: Great. I will show you some pictures and tell me what you see. (2) Shows some pictures and asks students to identify who needs these things. If students cannot answer in English, they can answer in Chinese. T: Look at this picture, everyone. What's this? S: It's a wheelchair. T: That's right. Good. Who needs a wheelchair?		Oral Assessment												

	S: <u>A person with a hurt leg.</u> T: Perfect. What's this? S: It's a cane and a dog. T: Good job. Who needs a cane and a guide dog? S: <u>A person can't see. A blind person needs a cane and a guide dog.</u> T: What's this? S: It's a hearing aid. T: Who needs a hearing aid? S: <u>A person can't hear.</u> T: What's wrong with the boy? S: He don't have arms / hands. T: What does the boy need? S: He needs _____. T: Very good. II. 主題呈現 Presentation 10' 1. Understand "Inconvenience" and Care (1) Ask students about their experiences when they were injured. T: 同學們，你們有沒有曾經身體不方便的時候？ 例如：跌倒、腳受傷、骨折，或手不方便用的時候？ Now please talk to the classmate next to you and share your experience. You have two minutes to share. Let's get started. (2) Students share their experiences in two minutes. T: Time's up. Please go back to your seat. Who wants to go first? S: Me. T: Wonderful. What happened? S: _____.My _____ got hurt.	Oral Assessment
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	T: Who took care of you? S: My _____ took care of me. T: How did you feel? S: I felt _____. T: Everyone did a great job. Is it convenience when you get hurt? Yes, it is. No, it isn't. S: No, it isn't. T: 大家都覺得受傷了不方便，如果有遇到身體障礙的人，你可以如何提供幫助? S:自由回答。 (3) Students reflect on and learn to respect those who are different from us. T: 除了生理上的障礙，也有人的障礙不是一眼就能看出來的。例如:智能障礙、學習障礙、聽覺障礙、語言障礙、視覺障礙、情緒行為障礙。如果我們沒有進一步了解，其實與我們沒有不一樣。 T:在你們生活中你們有遇到過身心障礙的人嗎？是如何互動的？And what can you do? S: I can help。 / I can respect. T: 每個人的成長都有差異，但有些人遭遇重大的生命困境，導致他的人生經驗和其他人特別不同。我們都要尊重任何人，在你有能力的範圍內提供協助。 III. 練習與應用 Practice & Application 12' 1. Disability Experience Activities (1) Students practice in disability experience activities. T: Let me show you some pictures and tell me what you see. Students guess it. T: Good guess. Yes, it's an elephant. 這就是視覺障礙的感覺。 How do you feel?	Performance Assessment
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	S: I feel _____. (2) Play the audio and students guess what they hear. T: Great. Now you have to listen carefully and tell me what you hear. Students guess it. T: That's right. The sound is from a motorcycle. 這就是聽覺障礙的感覺。 (3) The students are divided into two groups and are not allowed to use their hands to complete some tasks. T: We have Team 1 and Team 2. Now, we have a race and you can't use your hands. Who is faster? Who is a winner. Are you ready? S: We are ready. T: The first round. No.1 writes 1 to 6 with your foot. The second round. No.2 wears your one sock. The third round. No.3 sits on the ground and then stand up without hands to help. T: Everyone did a great job. Give yourself a big clap. IV. 複習與學習評量 Review & Assessment 6' 1. Reflect on what they learned today. (1) Students share their feelings after practicing disability experience. T: How do you feel when you can't see very clear, can't hear very clear or have no hands. S: 自由回答。 (2) Make a brief summary. T: 我們可能會遇到不同的身心障礙者，或是外觀看不出來的情緒障礙者，但無論是什麼族群都有權擁有正常生活與學習環境，所有人皆應以尊重與平等的態度與彼此和諧相處。	Oral Assessment
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	V. 學生自評與反思 Self-Evaluation 6' 1. Worksheet (1) Complete the worksheet Three new things you learned today. Two things you found interesting. One question you still have. (2) The teacher walks around and sees if students need help. T: If you need help, raise your hand. (3) Conclusion T: Great job today! Remember, everyone has different abilities, and we can help and respect everyone. 2. Goodbye everyone.	Paper-and-pencil Assessment
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附件：

Activity 3: Respecting and Cherishing Life

Grade 6

Name : _____

1. Please write down 3 new things you learned today.

(1) _____

(2) _____

(3) _____

2. Two things you found interesting.

(1) _____

(2) _____

3. One question you still have.

(1) _____