

主題三 國中新時代

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課程名稱	國中生友會		
教材來源 Teaching Materials	翰林出版國中綜合活動領域	教案設計者 Designer	王美玲
實施年級 Grade Level	Grade 7	授課時間 Time	本單元共 2 節
學科核心素養 對應內容 Core-Competencies	總綱	C2 人際關係與團隊合作	
	領綱	綜 -J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。 綜 -J-B3 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。	
學科學習重點 Subject Performance & Content	學習表現	2b-IV-1 參與各項團體活動，與他人有效溝通與合作，並負責完成分內工作。 1b-IV-2 運用問題解決策略，處理生活議題，進而克服生活逆境。	
	學習內容	輔 Dc-IV-2 團體溝通、互動與工作效能的提升。 輔 Ca-IV-1 生涯發展、生涯轉折與生命意義的探索。	
學生先備知識 Student's Prior Knowledge	英語先備知識：常用的教室用語及日常生活用語。		
本單元學習目標 Learning Objectives	①能認識新班級的同學，發現彼此的異同，建立良好班級。 ②透過活動探索國中、國小差異，了解其對自己的影響，覺察自己的適應狀況。 ③英語： 1. 學會部分基本英文單字。 Learn basic vocabulary such as elementary school, junior high school differences, new era, new life, explore etc. 2. 可以理解教師部分英文指令並完成活動。 Understand teacher's English instructions and successfully complete activities.		

中文使用時機 When to use Mandarin	教師	學生
	<p>① 以英文呈現教學內容，但老師於課程中適時提醒學生參閱課本中的中文內容。</p> <p>② 以英文講解上課內容，但若學生無法理解英文教學時，可穿插中文說明。</p>	<p>① 學生可以中文提問、回答問題及進討論。</p> <p>② 鼓勵學生能以英文提問、回答問題並進行討論及分享。</p>
議題融入 Curriculum Integration	生涯規畫： 涯 J4 了解自己的人格特質與價值觀。	
教學策略 Teaching Strategy	講述、互動、問題與討論	
教學資源及器材 Teaching Resources & equipment	筆記型電腦、單槍投影機、PPT 簡報、活動單、便利貼	

教學活動設計	
教學活動內容及實施方式	時間
<p style="text-align: center;">第一節 我們這一班</p> <p>一、教學準備</p> <p>① 教師準備不同顏色的活動單（可參考 p.9 ~ p.12：我們這一班），每種顏色代表一個問題。</p> <p>② 媒材影片：「各種同學系列第 5 回：剛入學的各種同學」</p> <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Preparation</p> <p>1.Prepared various color of worksheets, every color represents a question.</p> <p>2.Prepare video" 各種同學系列第 5 回：剛入學的各種同學" .</p> </div> <p>二、教學活動</p> <p>① 暖身活動</p> <div style="background-color: #e0f0ff; padding: 5px; margin: 5px 0;"> <p>教師說明</p> <p>時光飛逝，一轉眼大家已經進入國中一段時間了。同學們可能也發現國中、國小在許多地方很不一樣，不論國小生活擁有什麼樣的經驗，到了國中就是嶄新的開始，讓我們一起學習適應並打造屬於自己的國中生活吧！</p> <p>在正式活動前，先來看一個有趣的小影片。</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <div> <p>超虛偽？剛入學的各種同學！【各種同學系列第 5 回】</p> <p>https://youtu.be/N-sj_DF9tQA</p> </div> </div> </div> <div style="background-color: #e0f0ff; padding: 5px; margin-top: 10px;"> <p>教師提問及說明</p> <p>教師提問及說明：看完上面的影片，哪些與你有共鳴？甚至是你親身經歷的呢？在人際互動方面，除了一些有趣好玩的片段，同學可以看到有些言行舉</p> </div>	10'

止可能會對人際產生負面影響，大家需要自省多以正向方式與他人互動，才能幫助自己贏得友誼。

備註 1 影片內容描述剛入學新生的狀態，如走錯教室 / 迷路 / 偷偷在內心打量同學 / 故意裝熟……等，片名雖有「超虛偽？」負向詞彙，但內容並未有負向情節，而是描述國中生常見的互動狀態，但教師若擔心，可以在播放前先引導說明或省略不用，將分享時間加長。

備註 2 活動單的顏色可增加同學互動的活潑性，以及提高小組的辨識度，但不一定要印成不同顏色。

Warm-up activities

1. Teacher's instruction: "It has been a while since being a junior high student, we have found some differences between elementary school and junior high school.

It's important to know the differences and make some suitable adjustment to help yourself have a better school life!"

2. Warm up: Before starting, let's watch a video.



超虛偽？剛入學的各種同學！【各種同學系列第 5 回】

https://youtu.be/N-sj_DF9tQA

How do you feel after watching the video?

Have you ever experienced any of it?

There are fun sides to social interaction, but being careful about some actions and words may bring negative effects to people.

React in a positive way can lead you to a healthy interpersonal relationship.

2 發展活動

30'

1. 教師說明

接下來進行我們今天的課程主題，大家都知道，班級是由各種同學組成的，也可以說是「學生」造就了班風，因為每一個人的參與，形成我們這一班。大家一起來想想，從開學到現在，我們這一班是什麼樣子的呢？

2. 活動規則與說明

老師發下活動單「我們這一班」，提醒同學拿到之後，先不要翻開來，等全班都拿到活動單後，翻開並依據題目回答問題，請學生先獨自完成，不要與他人討論。

建議 顏色是作為後續分組之用，所以在發的時候，避免同一排的人，拿到相同顏色以使學生有機會和坐在遠處的同學分享。

3. 等同學都拿到紙張之後，翻開活動單，開始回答上面的問題。

4. 教師在課堂走動觀察，待同學都完成之後，邀請同學找到與自己相同顏色的紙張的同學，組成一組並在小組內輪流分享自己書寫的內容。

5. 班級分享與報告

各組派一～二位同學上臺報告，分享他們的題目以及答案。

Teaching activities

1. Instructions:

A class is comprised of different types of students. Everyone plays a role and participates as part of the class.

2. Rules:

Pass out the worksheets and inform students not to turn them over until everyone receives their worksheet.

After everyone has their worksheet, tell students to flip to the side with the questions and answer them by themselves without discussing with others.

3. Wait until every student receives their worksheet, then instruct students to start to answer the questions.

4. Find your partner: After everyone finishes answering the questions, let students find other classmates whose worksheet is the same color. These students form a group, with each member sharing their answers with the group.

5. Class sharing: Invite 1 to 2 group members to share their answers with the class.

三、引導省思與歸納總結

5'

① 引導省思

1. 同學們對班級多數的回憶或印象是什麼？和自己的經驗感受有何異同？
2. 分享過程中有沒有發現和自己同類型或互補的同學呢？
3. 我們這一班有哪些優點？我們這一班有哪些特色？我最喜歡班上的什麼地方？
4. 經過今天的活動，對於「我們這一班」，你有什麼不同的看法與感受？為什麼？

② 歸納總結

班級是由同學們共同組成的，經過今天的活動，同學們對班上有更多的體會和感受嗎？是否對班級有更多一層的認識？其實這些結果都是來自在座各位同學的參與哦～希望我們共同打造理想的班級，愉快地在這個班級中度過三年學習生活。

Guided reflection and Conclusion

1. Reflection

- (1) What impressions do students have of their class?

What are the similarities or differences between classmates' and your own experiences?

- (2) Is there anyone who has the same type of personality or has the opposite type of personality with you?

- (3) What are your thoughts on "our class" so far?

- (4) What are the pros and cons of "our class?" What can we improve to create a better class?

2. Conclusion

Everyone needs to unite together, to maintain the positive aspects of the class, and make progress on the aspects that can be improved in order to develop an ideal class.

第一節結束

第二節 國中國小大不同

一、教學準備

- ① 活動單：國中國小大不同（可參考 p.13 ~ p.14）
- ② 暖身活題目若干題
- ③ 便利貼
- ④ 音樂（書寫個人自我激勵或「post it」活動時播放）

Preparation

1. Worksheet (Finding the Differences)
2. Questions for the warm up activity
3. Sticky notes
4. Music

二、教學活動

① 暖身活動：我說你拍

5'

上一節我們討論了「我們這一班」，這一節我們來想想，國中、國小到底有哪些差異？這些差異有對你造成什麼影響嗎？請同學在聽到老師的題目後，若對自己造成影響，請輕輕拍手（或拍桌）表示同意，若無影響，則不需做任何反應。

備註 請學生留意拍桌子的音量，並強調不要用力拍桌，輕拍即可。拍桌可以其它形式取代，如拍手或舉手皆可。

暖身活動題目例舉

1. 校園比國小大
2. 班上同學變多
3. 我要比國小的時候更早起床
4. 爸媽對我的要求變高
5. 寫作業時間變長
6. 玩 3C 的時間被限制
7. 爸媽要我去補習
8. 對交友限制變嚴格
9. （可自行增加題目）
10. （可自行增加題目）

備註 此為暖身活動，教師可以視班級特性修改題目內容及題數，此外不需對題目有太多詮釋或討論。

Teaching activities

Warm-up activity: "I say, you clap"

Have you discovered the differences between elementary and junior high school? Have the differences influenced you?

Clap your hands if the example that the teacher speaks has influenced you.

A. The campus is bigger than the campus of an elementary school.

- B. There are more students in each class.
- C. You have to wake up earlier.
- D. Parents set higher expectations than before.
- E. It takes longer to finish your homework.
- F. Your screen time is more restricted.
- G. Parents ask you to go to cram school.
- H. Parents have more strict rules about making friends. I. (Add additional examples here, as appropriate)...

2 發展活動

1. 教師說明：經過剛才的暖身活動，可以了解到國中生活和國小的確有很多不同，接著請大家靜下心來，勾選活動單上 part one 的項目，也可以自行補充答案。
2. 針對「為了適應國中生活，你在生活各方面做了哪些調整？」請同學 4 ~ 5 人一組，進行分享，或是至少找 2 位不同的同學進行訪問，將結果與心得記錄於活動單上。
3. 在活動單上完成自評及給自己一句勉勵的話。
4. 「post it」活動
發下便利貼，邀請同學自由書寫，給自己或班上同學一句勉勵的話，並將之寫在便利貼上。學生可選擇具名或匿名，之後在布告欄設計一個角落，張貼做為激勵。

備註 1 教師可提供自己或學長姐過去轉換環境的適應方式、心情調整等面向，引導學生進行討論，以免學生不知如何進行，也避免學生討論出來的因應方法過於天馬行空，不切實際。

備註 2 「post it」活動可視班級氣氛進行，做為提高班級凝聚力或互相激勵之用。但若班上同學尚未準備好分享，則書寫在作業單上即可。

Teaching activities

1. After knowing the differences between elementary and junior high school, finish part one of the worksheet, you can also add your own answers.
2. To adapt to junior high school, in what life aspects did you change/ adjust?
4-5 people in a group and sharing with each other.
Or find at least 2 classmates and discuss.
3. Self evolution and give yourself an encouraging sentence.
4. Post it
Pass down the sticky note, feel free to write positive notes to other classmates, it can be identified or anonymous.

三、引導省思與歸納總結

新的學習階段已經到來，你們也將面臨更多的挑戰，但面對這些挑戰時，不用害怕，透過這次的活動後，大家應該發現了班上的同學有各自的適應問題，也有不同的適應方式。希望大家可以藉由彼此的分享互相學習，更快適應國中新生活！

Reflection and Conclusion

You are going to face more and more challenges in a new phase, and there's no need to be afraid. Through today's activities, we found that everyone has their own way to cope with adaptability. We can share and learn from each other, and make junior high school better!

第二節結束

35'

5'

校園常見單位及職稱 - 中英對照表

場所 (單位)	英文譯名	職稱	英文譯名
校長室	Principal's Office	校長	Principal
人事室	Personnel Office	人事主任	Director Of Personnel
主計室	Comptroller's Office	主計主任	Director Of Comptroller
教務處	Office Of Academic Affairs	教務主任	Director Of Academic Affairs
教學組	Curriculum Section	教學組長	Section Chief of Curriculum
課發組	Curriculum Development Section	課發組長	Section Chief of Curriculum Development
註冊組	Registrar Section	註冊組長	Section Chief of Registrar
設備組	Equipment Section	設備組長	Section Chief of Equipment
資訊組	Information Technology Section	資訊組長	Section Chief of Information Technology
學務處	Office Of Student Affairs	學務主任	Director Of Student Affairs
生活輔導組	Student Counselling Section	生活輔導組 組長	Section Chief of Student Counselling
訓育組	Discipline Section	訓育組長	Section Chief of Discipline
衛生組	Hygiene Section	衛生組長	Section Chief of Hygiene
體育組	Physical Education Section	體育組長	Section Chief of Physical Education
健康中心 / 保健室	Health Center	護士	School Nurse
總務處	Office Of General Affairs	總務主任	Director Of General Affairs
會計室	Accounting Office	會計主任	Director Of Accounting
庶務組	Purchase & Maintenance Section	庶務組長	Section Chief of Purchase & Maintenance
文書組	Documents & Files Section	文書組長	Section Chief of Documents & Files
出納組	Cashier Section	出納組長	Section Chief of Cashier

輔導處	Counselors' Office	輔導主任	Director Of Counseling
特教組	Special Education Section	特教組長	Section Chief of Special Education
資料組	Information Section	資料組長	Section Chief of Information
活動組	Activities Section	活動組長	Section Chief of Activities
輔導組	Counseling Section	輔導組長	Section Chief of Counseling
工友室	School Worker's Office	工友	School Worker
播音室	Broadcasting room	秘書	Secretary
辦公室	Teachers' Office	幹事	Assistant



班 _____ 號 _____ 姓名： _____



開學以來最有趣的幾件事



班 _____ 號 _____ 姓名： _____



The most exciting things since school started: 6

班 _____ 號 _____ 姓名： _____



開學以來最緊張的幾件事 / 時刻



班 _____ 號 _____ 姓名： _____



The most nervous moments since school started:



班 _____ 號 _____ 姓名：_____

◆ Part One

說明：仔細閱讀每一項，如果該項目目前是你的困擾，就在前面的空格內打✓

1 <input type="checkbox"/> 功課變多寫不完	4 <input type="checkbox"/> 不習慣科目太多	7 <input type="checkbox"/> 不習慣考試變難	10 <input type="checkbox"/> 其他 (自己補充)
2 <input type="checkbox"/> 不知如何建立話題	5 <input type="checkbox"/> 擔心自己被討厭	8 <input type="checkbox"/> 對校園環境不熟	
3 <input type="checkbox"/> 不知如何準備考試	6 <input type="checkbox"/> 睡眠時間不夠	9 <input type="checkbox"/> 擔任幹部 / 小老師 壓力太大	

◆ Part Two- 訪問同學

請問：為了適應國中生活，
你做了哪些調整？
(可以訪問不同的同學)

聽完同學分享後，寫出 2 個你
可以嘗試的新方法！

◆ 自評：針對你上國中以來的生活，給自己一個分數！(1 - 10)



給自己一句自我激勵的話吧！

◆ Part One-Check the blank !

Read each item carefully. Check the box if the item is currently bothering you.			
1 <input type="checkbox"/> Too much homework to finish	4 <input type="checkbox"/> Too much subjects to learn	7 <input type="checkbox"/> Tests are too difficult	10 <input type="checkbox"/> Others.
2 <input type="checkbox"/> Hard to start a conversation	5 <input type="checkbox"/> Worried about being disliked by others	8 <input type="checkbox"/> Unfamiliar with the campus	
3 <input type="checkbox"/> Don't know how to prepare for tests	6 <input type="checkbox"/> Sleeping time isn't enough	9 <input type="checkbox"/> Too much pressure being a teacher's assistant.	

◆ Part Two-Interviewing

What did you do to help yourself adapting to junior high school?

After listening to other classmates' sharing, write down two new ways you can try.

◆ Self evolution (1-10)



Give yourself an encouraging sentence!

針對班上需改進的一件事 / 一個狀況，試著用 4F 反思方式，完成愛班反思活動單：

◆事實 Facts

方塊代表的是經驗的面貌，它有很多面，因此，我們可以用它來比喻具體的情形，但透過不同角度，有時描述的事件會有所不同。(例：我看到教室地上常有很多垃圾)

♥感受 Feelings

以紅心代表個人的感覺和情緒，表達內心所要分享的主觀感受情緒或直覺。(例：我覺得教室髒亂讓我很不舒服)

♠發現 Findings

黑桃代表探索，表示對於現象要尋找原因、解釋、判斷或澄清信念。經過思考，能總結出經驗對個人或團體所帶來的意義。(例：我發現有些人打掃時沒有很仔細)

♣將來 Future

梅花代表多向度的前瞻思考，思考如何把經驗轉化和應用在未來的生活中，可包括行動計畫、學習計畫、預測未來等。(例：我們可以先互相檢查再請老師複檢)



我看到



我覺得



我認為 / 我發現



我（們）可以 / 應該……

Using the 4F methods, solve one thing that can be improved in the class

◆ **Facts**

“Diamond” represents “facts”. Something concrete and can be seen.(note that sometimes we describe things in different ways because the different angles we stand) .

(Example: I saw a lot of trash on the floor in the classroom.)

♥ **Feelings**

“Heart” represents emotions, expressing your feelings.

(Example: I feel uncomfortable seeing a mess in the classroom.)

♠ **Findings**

“Spade” represents exploration, after reflecting, we come up with the meaning of what we are in a group. (Example: I found that some people are not careful with cleaning the classroom.)

♣ **Future**

“Club” represents how the thoughts that after our reflection can be applied in life, including motivation, future plan, etc. (Example: We can check each other's work first than the teacher make a double check.)



I saw...



I feel...



I think ...



I (we) can/should

班 _____ 號 _____ 姓名：_____

班上需改善的地方是：

班上需改善的地方是：		
具體作法一：	可能阻力：	對應策略：
具體作法二：	可能阻力：	對應策略：

班上需改善的地方是：

班上需改善的地方是：		
具體作法一：	可能阻力：	對應策略：
具體作法二：	可能阻力：	對應策略：

The improvable parts in class :

Solution 1	Obstacle 1	Coping Strategy 1
Solution 2	Obstacle 2	Coping Strategy 2



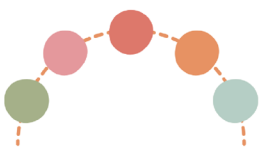
The improvable parts in class :

Solution 1	Obstacle 1	Coping Strategy 1
Solution 2	Obstacle 2	Coping Strategy 2

家政科雙語教學活動設計

課程名稱	Oh! Sew Easy!		融入學科領域	綜合活動領域——家政
教材來源 Teaching Materials	綜合活動課本（翰林版）、自編		教案設計者 Designer	曾滢芮
適用年級 Grade Level	七年級		授課時間 Time	本單元共 5 節
教學設計理念 Design Concepts	透過實物的引導，引發學生思考手縫時會需要哪些器具，融合舊經驗並連結新知識，帶領學生探究使用器具時應注意的事項。 利用多模態及自主學習，並鼓勵小組合作，以達到深化學習。最後讓學生能將所學應用於手縫作品，並利用雙語模板介紹自己的作品。			
學科核心素養 對應內容 Core-Competencies	總綱	A. 自主行動 A3 規劃執行與創新應變 J-A3 具備善用資源以擬定計畫，有效執行，並發揮主動學習與創新求變 的素養。		
	領綱	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。		
學科學習重點 Subject Performance & Content	學習表現	2c-IV-1 善用各項資源，妥善計畫與執行個人生活中重要事務。 2c-IV-2 有效蒐集、分析及開發 各項資源，做出合宜的決定與運用		
	學習內容	家 Bc-IV-1 常見織品的認識與手縫技巧應用		
學生先備知識 Student's Prior Knowledge	① 學科先備知識 1. 學生有基礎的手縫經驗。 2. 學生認識部分的手縫用具。			
	② 英語先備知識： 1. 學生已經熟悉英語教室用語（如：Raise your hand. / It's your turn. / Go ahead……等）。 2. 學生可使用祈使句等英語講法。 3. 學生能理解簡易英文步驟說明。			
本單元節次分配 Sequence of Lessons	Sew What? What's in the sewing kit? Sew it! The ways of sewing demonstrate & practice. Sew good. Presentation			
本單元學習目標 Learning Objectives	學科學習目標 第 1 節 ● Students can recognize the keywords of sewing tools. ● Students can indicate the functions of sewing tools. 第 2 ～ 4 節 ● Students can recognize the different types of sewing. ● Students can understand how to sew by the steps.			

	<ul style="list-style-type: none"> ● Students can make your sewing project with the skills they learned. <p>第 5 節</p> <ul style="list-style-type: none"> ● Students can do the presentation to introduce their work with sentence frames.
	<p>① 英語學習目標</p> <ul style="list-style-type: none"> ● Students can describe the usages of different sewing tools. ● Students can differentiate the types of sewing. ● Students can understand the sewing steps. ● Students can present with the sentence frames.
<p>教學資源 Teaching Resources</p>	<p>① 簡報</p> <p>② YouTube 影片</p> <p>③ 電腦、投影機等資訊設備</p> <p>④ 平板電腦</p>

第 1 節 1 st Period	
教學流程 Teaching Procedures	
<p>① Warm-up</p> <p>Greeting: Good morning/afternoon. How's doing, everyone? Today we are going to talk about _____ (主題). Before we start the class, let's solve the riddles.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="text-align: center;"> <p>SEWING TOOLS</p> <p>Please guess what the tool is!!</p> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 45%;"> <p>1</p> <p>It's thin. It's long. It's sharp. What's it?</p> <p>Answer: _____</p> </div> <div style="width: 45%; text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="width: 45%;"> <p>2</p> <p>It looks like a cap. It can protect your hand. What's it?</p> <p>Answer: _____</p> </div> <div style="width: 45%; text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="width: 45%;"> <p>3</p> <p>They are circle. They look like eyes They are colorful.</p> <p>Answer: _____</p> </div> <div style="width: 45%; text-align: center;">  </div> </div> </div>	

Guessing the riddle

1. Each student gets a piece of a worksheet of riddles.
2. Students can discuss and read their textbook to find out the answers.

備註	語言學習 Language Learning		時間 Time
謎語的設計需搭配目前學生的英語能力，難度須較低。	中文	<input checked="" type="checkbox"/> 聽 <input checked="" type="checkbox"/> 說	15 mins
	英文	<input checked="" type="checkbox"/> 讀 <input type="checkbox"/> 寫	

2 Presentation

What's in the sewing kit?

1. Students have to write down the Chinese name of sewing tools.
2. After finding out the Chinese name of the sewing tools, this time students have to discuss with their group about the English name. When each group finishes the worksheet, teachers will give each group a puzzle. Students have to understand the puzzle and find out the function of the tools.

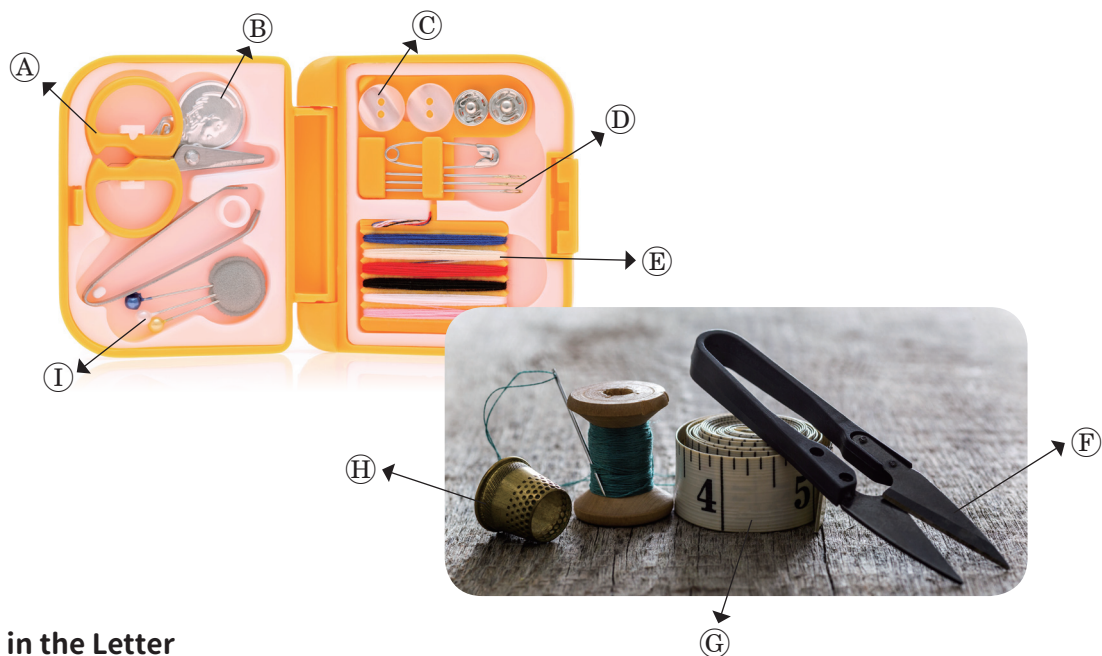


3. After solving the puzzle, the teacher explains the sewing items.
T: These are needles. What are they for? (Students can answer in Chinese.)
T: Great, we will use them when sewing by hand.

備註	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment
手縫工具的介紹是最易使用雙語融入的課程，搭配謎語及實物讓學生可以更能理解。	中文	<input checked="" type="checkbox"/> 聽 <input checked="" type="checkbox"/> 說	15 mins	學習單
	英文	<input checked="" type="checkbox"/> 讀 <input checked="" type="checkbox"/> 寫		

3 Practice & Application

Each group will have a box of sewing kits. Students can check the usage of each item and write on the worksheet.



Fill in the Letter

needles ()

pins ()

tape measure ()

thimble ()

threader ()

thread clippers ()

buttons ()

thread ()

T : Let's review what we learned today. Everyone has to tell me 3 things you learned today.
(Oral check)

備註	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment	差異化教學 Differentiation (無則免填)
手縫工具的介紹是最易使用雙語融入的課程，搭配謎語及實物讓學生可以更能理解。	中文	<input checked="" type="checkbox"/> 聽 <input checked="" type="checkbox"/> 說	15 mins	worksheet 實物操作 oral test	
	英文	<input checked="" type="checkbox"/> 讀 <input checked="" type="checkbox"/> 寫			

第 2-3 節 2nd-3rd Period

教學流程 Teaching Procedures

① How to sew by hand for beginner

Greeting:

Good morning/afternoon. How's doing, everyone?

Are you ready for today's lesson? Let's start!

Before we start our sewing class, I will show you a short clip for you.

After watching the clip, let's ask students some questions about the clips on kahoot or edpuzzle.

In hand-sewing, there are many ways to learn how to sew. But the most important part, you have to learn how to knot! Today we will learn the easiest way to knot.

First, pull out the thread as the length of your forearm.

Second, insert the thread into the needle. If you feel really hard, you can use the magic item-the treader.

Third, start by grasping the end of the thread between your forefinger and thumb.

Then, wrap the thread around the needle, crossing it over the end of the thread.

Finally, grasp the thread tightly with the needle and move the needle down and you make the knot.

T: It's your turn to practice. If you have questions, please raise your hand.

備註	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment
	中文 英文	<input checked="" type="checkbox"/> 聽 <input type="checkbox"/> 說 <input checked="" type="checkbox"/> 讀 <input type="checkbox"/> 寫	30 mins	● 看完影片，回答問題。 ● 個人實作練習

2 How to make a perfect knot?

The rest of the time, students have to practice two ways of knotting.

起針打結法		結束打結法	
步驟 1	先將線穿過針，穿好之後將線尾拿起來，放在左手食指上，再將針與線以垂直方式放上（這時線在下，針在上）。	步驟 1	將針放在最後一針「出線」的地方，再抓起線尾繞針 1~2 圈。
步驟 2	再抓起線尾，以順時鐘方向繞針 2~3 圈。	步驟 2	針有繞線的地方，要固定壓住。
步驟 3	用左手大拇指將剛剛繞完的線壓住，再將針往上一拉。	步驟 3	將針往上一拉，再剪掉多餘的線，結就打好囉！
步驟 4	結打好了。記得剪去多餘的線喔！		

Students will have the test sheet while they finish, they have to let the teacher check the result.

備註	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment
	中文 英文	<input checked="" type="checkbox"/> 聽 <input type="checkbox"/> 說 <input checked="" type="checkbox"/> 讀 <input type="checkbox"/> 寫	15 mins	實作評量

3 The ways of sewing-1

T: Today we are going to learn some basic sewing skills today.

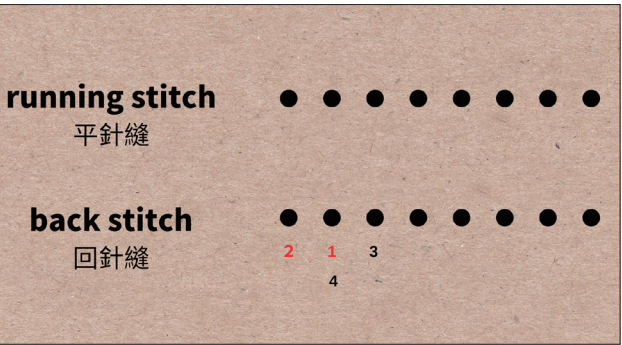
Let me show you the secret code to see if you can find out what they are.



The answer is running! Today we are going to talk about a sewing skill called running stitch (平針縫).

Explain the usage of running stitch and give students a piece of cloth. After explaining, students have to practice by themselves.

Name	Descriptions
running stitch 平針縫	It is the form of hand stitch which is used for permanent sewing stitched using same color thread. Handmade seams, darning, gathering and finishing edges can be done with this running stitch. The stitches are much smaller, straight, fine and evenly spaced. It is very easy and fast.
back stitch 回針縫	Stitching is done on the right side of the fabric. Stitches should be about 0.3 cm long on the right side. To make the back stitch, push the needle up through the material at a point on the stitching line about 0.3 cm from its right end. Take a stitch inserting the needle 0.3 cm back of the thread at the beginning of the stitching line and bringing it out an equal distance in the front of the thread. Repeat this way, keeping stitches uniform in size and fairly firm. It takes much time and require carefulness.



There are whip stitch (斜針縫), catch stitch (交叉縫), blanket stitch (毛邊縫) 等縫法。

And we will try to learn these sewing skills, however, we don't have time to practice right now.
Therefore, you have to watch videos at home.
This would be our homework this week.

備註 一開始會一樣藉由解謎的方式引起學生動機。	語言學習 Language Learning		時間 Time	形成性評量 Formative Assessment
	中文	<input checked="" type="checkbox"/> 聽 <input type="checkbox"/> 說	45 mins	學生實作 影片學習
	英文	<input checked="" type="checkbox"/> 讀 <input type="checkbox"/> 寫		

4 The ways of sewing-2

本節教授較難的縫法，建議使用中文教授。

whip stitch 斜針縫

Step1. 右端摺邊處起針。

Step2. 斜前進 0.5 公分，緊靠摺邊挑 2 ~ 3 根紗。

Step3. 將針抽出。

Step4. 重複前項步驟，由摺邊的出針到挑針保持斜針。

Students practice for 10 minutes and the teacher checks the work.

catch stitch 交叉縫

Step 1. 針從縫份的背面穿出，距離摺邊約 0.5 公分。

Step 2. 針往左下移動，緊沿摺邊挑表層 2 ~ 3 根紗

Step 3. 針往左上方移動，距離摺邊約 0.5 公分，挑 2 ~ 3 根紗。

Step 4. 正面幾乎看不見縫線。（又稱千鳥縫）

Students practice for 10 minutes and the teacher checks the work.

blanket stitch 毛邊縫

Step 1. 針從左方距布邊 0.3 公分起針

Step 2. 在自起針處穿向背面，針緊靠背面布垂直向上，針壓線後垂直抽出。

Step 3. 針往右移 0.3 公分，反覆此步驟即可。

Students practice for 10 minutes and the teacher checks the work.



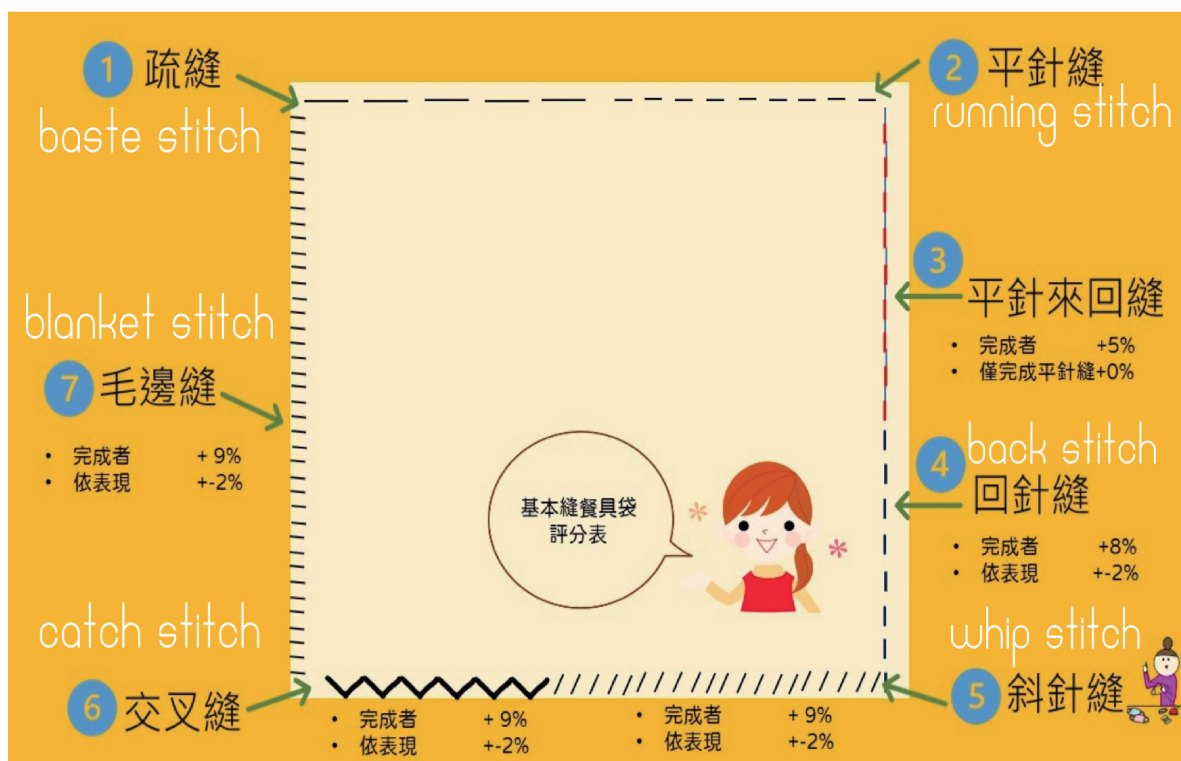
第 4 節
4th Period

教學流程
Teaching Procedures

① Let's test your sewing skill.

Teacher's talk

1. This class we are going to score your project.
2. Each sewing skill will take 10 mins to finish.
3. Now it is the time to do _____ (縫法) _____.
4. If you finish, please bring your project and your evaluation form to me. I will mark the score after checking it.



While students are sewing their projects, the teacher can walk around and check students' conditions.

備註	語言學習 Language Learning		時間 Time
縫法的部分以及中英文使用比例的調整，教師一樣可視學生狀況進行。	中文	<input checked="" type="checkbox"/> 聽 <input checked="" type="checkbox"/> 說 <input checked="" type="checkbox"/> 讀 <input type="checkbox"/> 寫	45 mins
	英文		


第 5 節
5th Period

教學流程
Teaching Procedures

① Presentation

Teacher's talk

1. This class you are going to present your project and introduce it briefly.
2. Now everyone gets your presentation template.
3. Please fill in the blank and then present your project.



INTRODUCE YOURSELF

Hello, I am ____ from Group __
I am going to share my sewing project with you.

ABOUT UR PROJECT

I used ____ sewing skills, such as ____, ____ and ____.
The most interesting skill is ____ because it is ____ to ____.

UR THOUGHT OF HAND-SEWING

When I sewed, I felt _____. If I can't sew it right, I will try to ask _____. When I finished my project, I was really proud of myself.

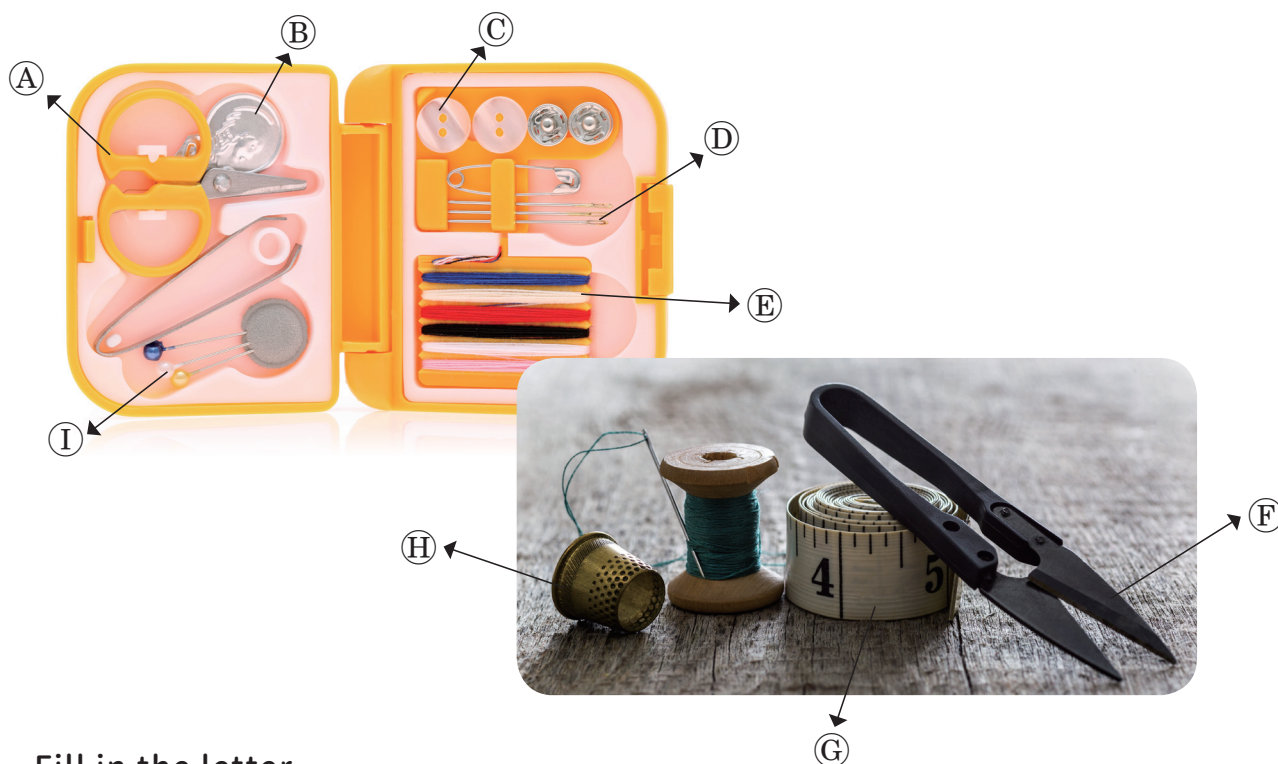
ENDING

Thanks for listening.

備註	語言學習 Language Learning		時間 Time
學生完成作品。以簡易的英文報告模板呈現，可與英文課結合。	中文	<input checked="" type="checkbox"/> 聽 <input checked="" type="checkbox"/> 說 <input checked="" type="checkbox"/> 讀 <input checked="" type="checkbox"/> 寫	45 mins
	英文		

班 _____ 號 _____ 姓名: _____

✦ Please check the usage of each item and fill in the blanks.



Fill in the letter

needles ()

pins ()

tape measure ()

thimble ()

threader ()

thread clippers ()

buttons ()

thread ()

童軍科雙語教學活動設計

課程名稱	露營動起來 Let's go camping!		融入學科領域	童軍
教材來源 Teaching Materials	自編、參照翰林綜合活動八上課本		教案設計者 Designer	李安庭
適用年級 Grade Level	Grade 8		授課時間 Time	本單元共 9 節
教學設計理念 Design Concepts	露營活動近幾年蔚為流行，無論親子或朋友間會相聚至戶外露營，享受大自然的美妙之處。在學校中，隔宿露營亦是學生體驗團體生活不可或缺的回憶之一，本教案希望讓學生學習如何選擇及搭設帳篷，以及運用技巧完成炊事任務，幫助學生在未來的露營生活更加得心應手！ Camping activities have become very popular in recent years. Parents and children or friends will gather to camp outdoors and enjoy the beauty of nature. In school, camping is also one of the indispensable memories for students to experience group life. This lesson plan hopes to let students learn how to choose and pitch tents, as well as use skills to complete tasks about cooking, so as to help students become more handy in camping life for the future!			
學科核心素養 對應內容 Core-Competencies	總綱	C1 道德實踐與公民意識		
	領綱	綜 -J-C1 探索人與環境的關係，規劃、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。		
學科學習重點 Subject Performance & Content	學習表現	3d-IV-1 探索、體驗個人與環境的關係，規畫並執行合宜的戶外活動。		
	學習內容	童 Aa-IV-2 小隊制度的分工、團隊合作與團體動力的提升。 童 Cb-IV-1 露營知識與技能的學習，以提升野外生存能力。 童 Cb-IV-2 露營活動組織分工、計畫、執行、檢討與反思。 童 Cb-IV-3 露營中的活動領導、溝通與問題解決。		
學生先備知識 Student's Prior Knowledge	<div>① 學科先備知識</div> <div>1. 學生已分好小隊且小隊氣氛良好，會彼此協助。 Students have been divided into groups and the atmosphere in the groups are good, and they will help each other.</div> <div>2. 有基本的露營概念。 Students have basic concepts about camping.</div> <div>② 英語先備知識</div> <div>1. 能聽懂基本的英文詞彙，需透過影片輔助。 Students can understand basic English vocabulary, which needs to be assisted by videos.</div> <div>2. 說的部分需要再練習，需透過活動式的分享引導學生。 Students need to practice the skill in speaking, and teachers need to use activities or sharing to guide students to express their ideas.</div>			

	3. 教師使用課室英語讓學生不斷的練習與聆聽。 Teachers will use the classroom language to allow students to practice and listen continuously.						
本單元學習目標 Learning Objectives	<div>①學科</div> <div>1. 分享曾參與或聽聞過的露營活動經驗。 Students share the experience of camping they have participated in or heard about.</div> <div>2. 覺察露營炊事、搭帳與環境的關係，並討論炊事與搭帳時應遵守的原則。 Students are aware of the relationship between cooking and pitching tents in camping and the environment, and discuss the principles that should be followed when cooking and pitching tents.</div> <div>3. 擬定友善環境的野外炊事計畫並實作。 Students formulate and implement outdoor cooking plans for a friendly environment.</div> <div>4. 完成炊事及搭帳任務，檢討並提供合適的解決方案。 Students complete the tasks of cooking and pitching tents, review and provide appropriate solutions afterwards.</div> <div>②英語</div> <div>聽懂教師以英語呈現之課程說明與活動指令，參與並完成各項實作活動。 Students can understand the course description and classroom activity instructions presented by the teacher in English, participate in and complete various practical activities.</div>						
	中文使用時機 When to use Mandarin		教師		學生		
		① 在授課時，如果發現學生無法理解英語教學，教師以中文補充說明較困難的概念或單字。 ② 允許中文或英文回答問題或進行回饋，但是鼓勵學生盡量使用英語回答。		① 學習新知識並提問時。 ② 小隊討論時。 ③ 小隊合作時。 ④ 分享回饋時。			
議題融入 Curriculum Integration		<div><input type="checkbox"/>性別平等教育 <input type="checkbox"/>人權教育 <input checked="" type="checkbox"/>環境教育 <input type="checkbox"/>海洋教育 <input checked="" type="checkbox"/>品德教育</div> <div><input type="checkbox"/>生命教育 <input type="checkbox"/>法治教育 <input type="checkbox"/>科技教育 <input type="checkbox"/>資訊教育 <input type="checkbox"/>能源教育</div> <div><input checked="" type="checkbox"/>安全教育 <input type="checkbox"/>防災教育 <input type="checkbox"/>家庭教育 <input type="checkbox"/>生涯規劃教育 <input type="checkbox"/>多元文化教育</div> <div><input type="checkbox"/>閱讀素養 <input checked="" type="checkbox"/>戶外教育 <input type="checkbox"/>國際教育 <input type="checkbox"/>原住民族教育</div>					
教學策略 Teaching Strategy		小隊合作學習法 team learning 發表教學法 published pedagogy 問題教學法 problem-based approach					
評量規準 Rubrics	內容標準		表現標準				
	主題	次主題	Awesome	Good	Ok	Work harder	Not ok
	社會與環境關係	環境保育與永續	能執行合宜的炊事計畫及搭帳任務，評估及檢討因應方式與解決方法。	能依照擬定的友善環境計畫與原則，與他人進行合作。	能參與體驗炊事及搭帳活動，並了解露營應遵守的原則及小隊分工。	能說出露營炊事或搭帳經驗並表達自己想法。	未參與任何活動。

教學資源及器材
Teaching
Resources &
Equipment

- ① 電腦、平板、投影幕、投影機
Computer, tablet, screen, projector
- ② 白板筆、白板擦、小白板（以小隊為單位）
Whiteboard pens, whiteboard erasers, and whiteboards
(one set for each group)
- ③ 課堂學習單、作業學習單
Class study sheet, homework study sheet
- ④ 炊事用具、帳篷
Cooking utensils, tents

第 1 節課 教學流程

教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 準備課堂學習單。 The teacher prepares class study sheets.</p> <p>④ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>貳、發展活動 (development stage)</p> <p>① 詢問學生有無露營的經驗，並發下「露營三兩事 A few things about camping」學習單（可參考 p.39）讓學生繪畫並撰寫。</p> <p>② 抽 1～2 位同學進行分享，並加個人分數。 The teacher chooses one or two students to share and add personal scores.</p> <p>③ 複習現代爐具的使用方式。</p> <p>④ 小隊討論並寫在小白板上：戶外環境與戶外炊事可能發生的狀況。 The teams discuss and write on the whiteboard: Possible Situations in outdoor environments and outdoor cooking.</p> <p>⑤ 各小隊抽出一種狀況並想出解決方法。演出的小隊加分。</p> <p>⑥ 根據小隊寫出的狀況帶領討論。</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 依照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>貳、發展活動 (development stage)</p> <p>① 個人完成學習單。 Students complete the worksheet individually.</p> <p>② 個人進行分享。 Students share their answers individually.</p> <p>③ 小隊討論並用一些簡單的英文演出情境。 Teams discuss and act the situation using some simple English words.</p>	<p>3'</p> <p>10'</p> <p>5'</p> <p>15'</p>	<p>□ 語評量 Oral assessment</p> <p>紙筆評量 Paper-and-pencil assessment</p> <p>實作評量 Practical assessment</p>

<p>參、綜合活動 (summary stage)</p> <p>① 歸納戶外炊事應遵守的友善環境原則，小隊討論並寫在「炊事變變變 Environmental Friendly Principles」學習單中 (可參考 p.40)。</p> <p>② 預告請學生蒐集隔宿露營常見的菜單作為下節課的炊事計畫資料。</p> <p>③ 結算分數並頒發榮譽小隊。 The teacher settles scores and awards the honor group.</p> <p>④ 收回兩份課堂學習單。 The teacher withdraws two classroom study sheets.</p> <p>⑤ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>小隊討論並完成學習單。 Teams discuss and complete the worksheet.</p>	12'	<p>學習單評量 Sheet</p> <p>□語評量 Oral assessment</p>
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第 2 節課 教學流程

教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 準備課堂學習單。 The teacher prepares class study sheets.</p> <p>④ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>⑤ 複習上週所學的戶外炊事原則。</p> <p>貳、發展活動 (development stage)</p> <p>① 依據學生學生蒐集的戶外炊事相關資料，做個人分享並加分。</p> <p>② 教師說明「露營炊炊炊計畫書 Camping Cooking you Can」 (可參考 p.41) 撰寫內容。</p> <p>③ 小隊依照計畫書內容作討論。 The team discusses the answer according to the content of the plan.</p> <p>④ 四個小隊將計畫書張貼在教室四周，其他小隊以便利貼回饋，並選出計畫書寫得較完善的小隊。</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 依照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the</p> <p>貳、發展活動 (development stage)</p> <p>① 個人進行分享。 Students share their answers individually.</p> <p>② 小隊討論。 Groups discuss.</p> <p>③ 張貼便利貼。 Post-it notes for individuals.</p>	<p>3'</p> <p>5'</p> <p>22'</p> <p>10'</p>	<p>□語評量 Oral assessment</p> <p>高層次紙筆評量 High-level paper-and pencil assessment</p>

<p>Four teams post plans around the classroom, and the other teams made post-it notes to give feedback and select the better team.</p> <p>⑤ 教師做小隊加分。</p> <p>參、綜合活動 (summary stage)</p> <p>① 老師回饋計畫書內容。 The teacher feedbacks on the content of the plan.</p> <p>② 總結本節課程。 Teacher makes the conclusion of the lesson.</p> <p>③ 收回計畫書並進行批改。 The teacher takes back the plans and makes corrections.</p> <p>④ 結算成績並頒發榮譽小隊。 The teacher settles scores and awards the honor group.</p> <p>⑤ 預告下次課程「炊事 go go go」攜帶的用具。</p> <p>⑥ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>② 繳交計畫書。 Teams submission plans.</p>	5'	口語評量 Oral assessment
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第 3 ~ 4 節課 教學流程

教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>④ 複習上周的「露營炊炊炊計畫書」。</p> <p>貳、發展活動 (development stage)</p> <p>① 說明炊事時須遵守的規定。 1. 時間 2. 用火及份量 3. 分工 4. 善後</p> <p>② 開始進行炊事。</p> <p>③ 教師提醒並隨時注意炊事狀況。</p> <p>④ 小隊試吃員評分其他小隊的料理，選出獲勝的小隊。</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 依照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>貳、發展活動 (development stage)</p> <p>小隊依照分工進行炊事。 The team performs cooking tasks according to the division of labor.</p>	<p>3'</p> <p>75'</p>	實作評量 Practical assessment

<p>參、綜合活動 (summary stage)</p> <p>① 老師回饋並評分各小隊炊事過程。 The teacher gives feedback and grades the cooking process of each team.</p> <p>② 總結本節課程。 Teacher makes the conclusion of the lesson.</p> <p>③ 結算成績並頒發榮譽小隊。 The teacher settles scores and awards the honor group.</p> <p>④ 預告下次課程。 The teacher predicts the next class.</p> <p>⑤ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>② 收拾炊事用具。 Teams pack cooking utensils.</p>	12'	
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第 5 節課 教學流程			
教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 準備反思 4F 卡牌。 The teacher prepares cards.</p> <p>④ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>貳、發展活動 (development stage)</p> <p>① 利用反思 4F 帶領學生做「炊事 go go」的過程回顧。 1. 事實 Fact 2. 感受 Feeling 3. 發現 Finding 4. 未來 Future The teacher uses reflective 4F to make students review the process in cooking.</p> <p>② 抽學生上來分享，藉此進行個人加分。 The teacher invites the students to come up to share and make personal extra points.</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 依照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>貳、發展活動 (development stage)</p> <p>① 思考老師問的問題，並進行小隊討論。 Reflect on the questions the teacher asked and do small group discussions.</p> <p>② 上臺並用英文做分享。 Come on stage and share in English.</p>	<p>3'</p> <p>20'</p> <p>15'</p>	<p>□ 語評量 Oral assessment</p> <p>高層次紙筆評量 High-level paper-and pencil assessment</p>

<p>參、綜合活動 (summary stage)</p> <p>① 總結前面四堂課的內容。 Teacher makes the conclusion of the content of the previous four lessons.</p> <p>② 說明戶外炊事的重要性。 The teacher explains the importance of outdoor cooking.</p> <p>③ 預告下次課程：帳篷百百款。 The teacher predicts the next class.</p> <p>④ 結算分數並頒發榮譽小隊。 The teacher settles scores and awards the honor group.</p> <p>⑤ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>② 收拾卡牌。 Students pack cards.</p>	<p>5'</p> <p>2'</p>	<p>口語評量 Oral assessment</p>
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第 6 節課 教學流程

教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 準備課堂學習單。 The teacher prepares class study sheets.</p> <p>④ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>⑤ 回顧前一單元所學：戶外炊事。 The teacher reviews what has been learned in the classroom: outdoor cooking.</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p>	<p>3'</p>	<p>口語評量 Oral assessment</p>
<p>貳、發展活動 (development stage)</p> <p>① 說明「帳篷賓果 Tent Bingo」的遊戲規則。 Explain the game rules of “Tent Bingo”.</p> <p>② 每小隊發下平板及賓果學習單。(可參考 p.42) Each team will take a tablet and bingo learning sheet.</p>	<p>貳、發展活動 (development stage)</p> <p>① 小隊討論帳篷種類有哪些。 The groups discuss the types of tents.</p> <p>② 上臺並用英文做分享。 Come on stage and share in English.</p>	<p>10'</p> <p>15'</p>	<p>高層次紙筆評量 High-level paper-and-pencil assessment</p>

<p>③ 小隊討論常見的帳篷並上網查資料。 The groups discuss common tents and check the information.</p> <p>④ 每小隊講一個帳篷名稱，其他小隊有符合的名稱圈起來。 Each team speaks a tent name, and other teams have corresponding names to circle.</p> <p>⑤ 計算賓果連線並加分。 Calculate the bingo connection and add points.</p> <p>⑥ 介紹帳篷種類及功能。 Introduce the types and functions of tents.</p> <p>參、綜合活動 (summary stage)</p> <p>① 總結課堂內容。 Teacher makes the conclusion of the content of the previous four lessons.</p> <p>② 預告下次課程：搭帳。 The teacher predicts the next class: pitching tent.</p> <p>③ 結算分數並頒發榮譽小隊。 The teacher settles scores and awards the honor group.</p> <p>④ 收回平板。 The teacher takes back the tablets.</p> <p>⑤ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>② 收平板。 Students pack tablets.</p>	<p>12'</p> <p>5'</p>	<p>□語評量 Oral assessment</p>
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第 7 ~ 8 節課 教學流程			
教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p> <p>④ 回顧前一單元所學：帳篷種類。 The teacher reviews what has been learned in the classroom: the type of tents.</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 依照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p>	<p>3'</p>	<p>□語評量 Oral assessments</p>

<p>貳、發展活動 (development stage)</p> <p>① 介紹蒙古包構造。 Introduce the structure of the yurt.</p> <p>② 說明搭帳與收帳流程。 Explain the process of pitching and collecting accounts.</p> <p>③ 教師實際搭設一次蒙古包。 The teacher pitches a yurt.</p> <p>④ 說明搭帳競賽規則。(四小隊) Explain the rules of the tent erection competition. (four teams)</p> <p>⑤ 進行比賽並計算時間。 Play the game and count the time.</p> <p>⑥ 頒發獲勝小隊的獎品。 Present prizes to the winning team.</p> <p>參、綜合活動 (summary stage)</p> <p>① 總結課程內容跟放搭帳影片。 Teacher makes the conclusion of the content of the previous four lessons.</p> <p>② 說明搭帳的重要性。 The teacher explains the importance of pitching tents.</p> <p>③ 預告下次課程：「搭帳一搭障」。 The teacher predicts the next class.</p> <p>④ 宣布下課。 The teacher announces the dismissal of the class.</p>	<p>貳、發展活動 (development stage)</p> <p>① 作筆記。 Take notes.</p> <p>② 小隊進行分工並完成任務。 Groups divide labor and complete tasks.</p> <p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p> <p>② 把帳篷放回童軍教室 Put tents back in the Scout classroom.</p>	<p>80'</p> <p>5'</p> <p>2'</p>	<p>學習單評量 Sheet</p> <p>實作評量 Practical assessment</p> <p>口語評量 Oral assessment</p>
<p>參考資料</p>	<p>搭帳影片 https://youtu.be/mNcBx4LKPCg</p> 		

第 9 節課 教學流程

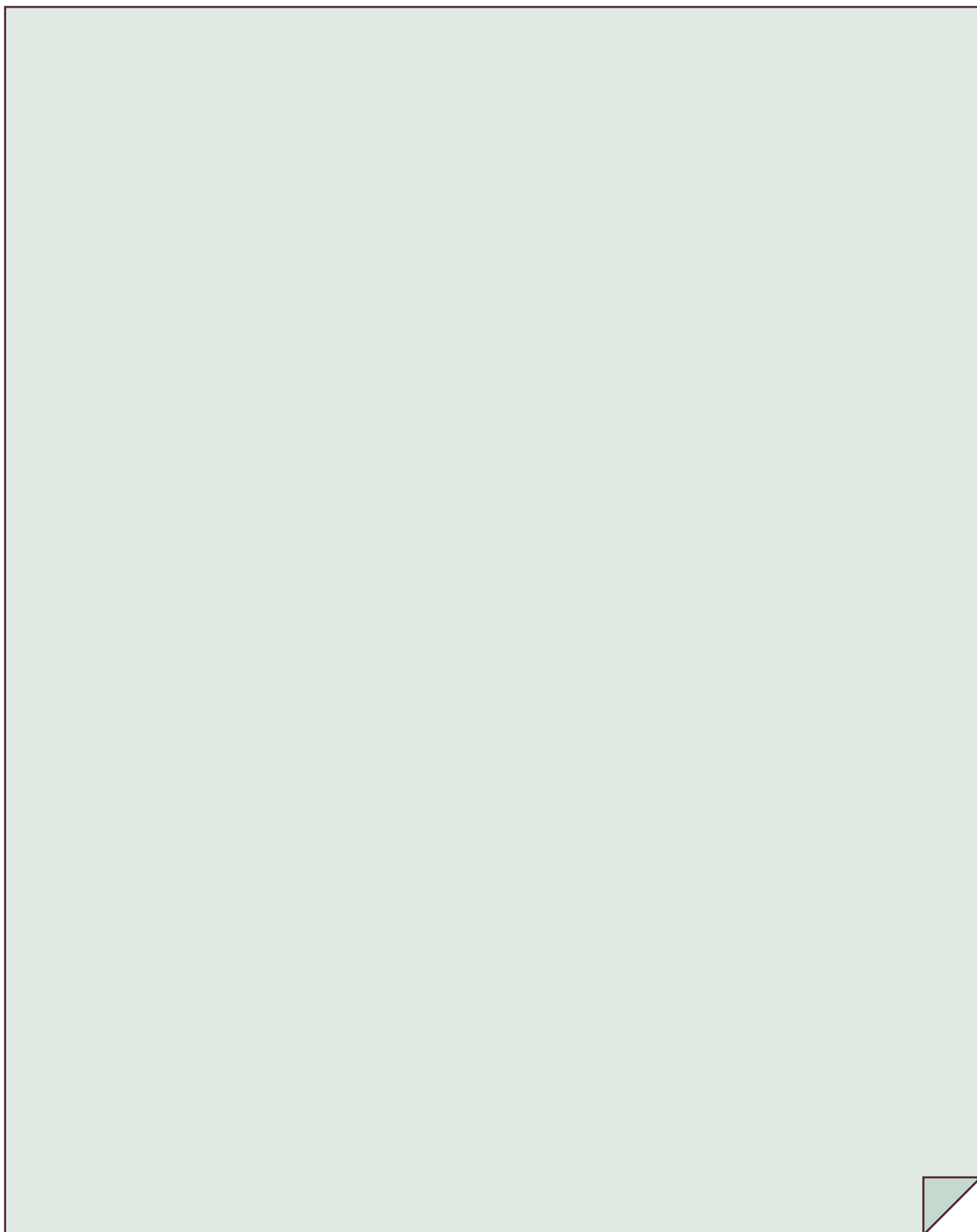
教師	學生	時間	評量方式
<p>壹、準備活動 (preparation stage)</p> <p>① 請小隊長點名並回報人數。 The group leader rolls names and reports the number of people.</p> <p>② 確認上課設備有無問題。 The teacher confirms whether there is any problem with the equipment in the class.</p> <p>③ 準備反思 4F 卡牌。(可參考 p.43) The teacher prepares cards.</p> <p>④ 貼上榮譽榜並記錄最快完成的小隊。 The teacher posts an honor roll and record the fastest finishing group.</p>	<p>壹、準備活動 (preparation stage)</p> <p>① 照小隊位置就座。 Sit with team members.</p> <p>② 小隊長回報小隊人數。 The group leader reports the number of group members to the teacher.</p> <p>③ 用英文回答老師提問的問題。 Students answer the questions asked by the teacher in English.</p>	<p>3'</p>	<p>口語評量 Oral assessment</p>

<p>貳、發展活動 (development stage)</p> <p>① 利用反思 4F 帶領學生進行搭帳過程的回顧。</p> <p>1. 事實 Fact 2. 感受 Feeling 3. 發現 Finding 4. 未來 Future</p> <p>The teacher uses reflective 4F to make students review the process in pitching a tent.</p> <p>② 抽學生上來分享，藉此進行個人加分。</p> <p>The teacher invites the students to come up to share and make personal extra points.</p>	<p>貳、發展活動 (development stage)</p> <p>① 思考老師問的問題並做小隊討論。</p> <p>Reflect on the questions the teacher asked and do small group discussions.</p> <p>② 上臺並用英文做分享。</p> <p>Come on stage and share in English.</p>	<p>20'</p> <p>15'</p> <p>5'</p>	<p>高層次紙筆評量 High-level paper-and-pencil assessment</p> <p>口語評量 Oral assessment</p>
<p>參、綜合活動 (summary stage)</p> <p>① 總結前面四堂課的內容。</p> <p>Teacher makes the conclusion of the content of the previous three lessons.</p> <p>② 結算分數並頒發榮譽小隊。</p> <p>The teacher settles scores and awards the honor group.</p> <p>③ 宣布下課。</p> <p>The teacher announces the dismissal of the class.</p>	<p>參、綜合活動 (summary stage)</p> <p>① 用英文回答老師提問的問題。</p> <p>Students answer the questions asked by the teacher in English.</p> <p>② 收拾卡牌。</p> <p>Students pack cards.</p>	<p>2'</p>	

A Few Things About Camping

班 _____ 號 _____ 姓名: _____

◆ From childhood to now, have you ever had camping experience, please use your imagination to draw in the following grid!(可用寫的作為輔助)。

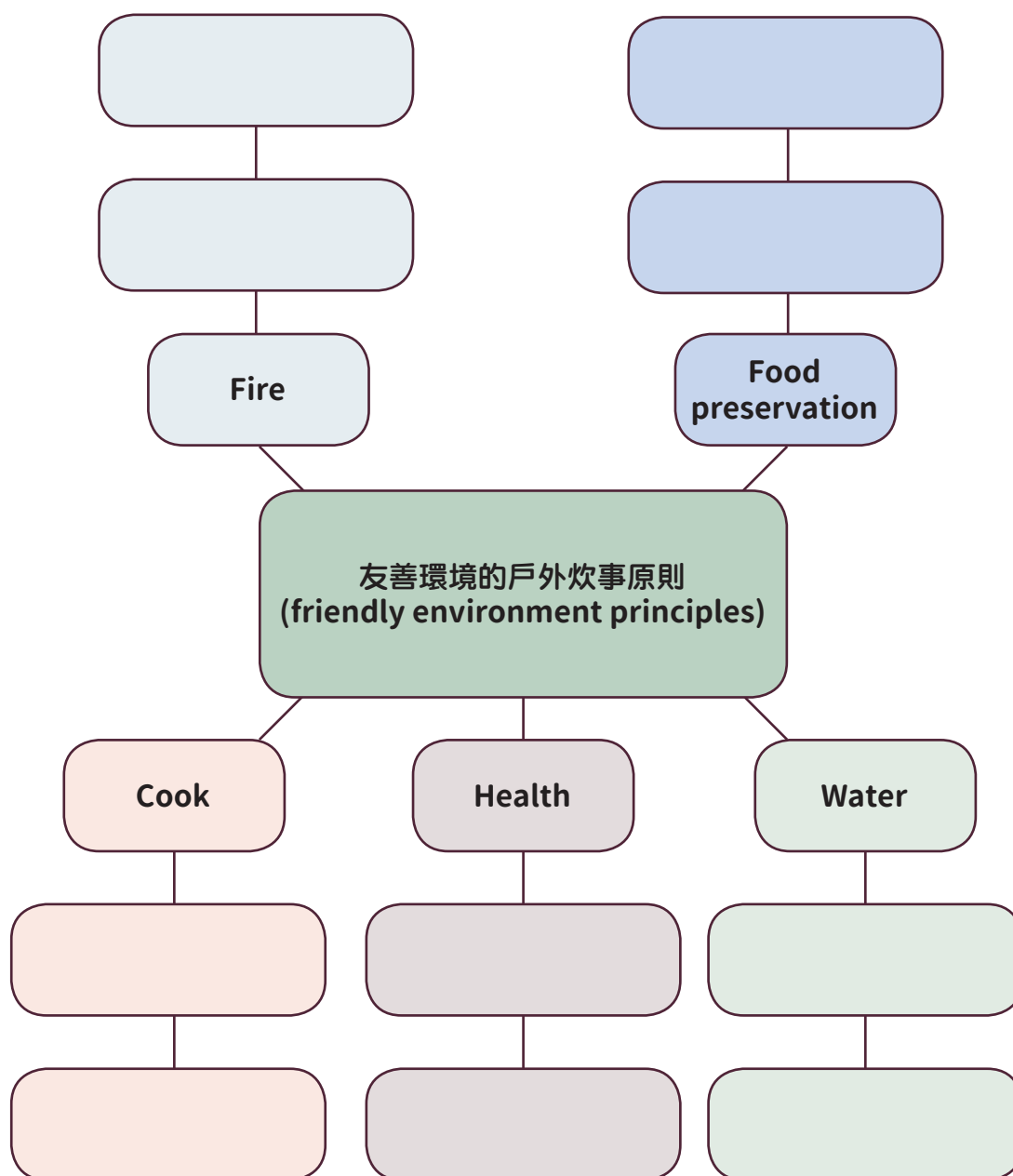


Environmental Friendly Principles

班 _____ 號 _____ 姓名： _____

◆ 根據以下設計的表格

each team discusses the principles of a friendly environment and write down.



露營炊炊炊計畫書

Camping Cooking you Can

Group: _____

時間 time	
地點 place	
菜單設計 menu design (含數量及單位)	第一道名稱：
	第一道攜帶食材：
	第二道名稱：
	第二道攜帶食材：
	第三道名稱：
	第三道攜帶食材：
友善環境的炊事行動 Precautions for cooking (原則轉化為具體行動)	
分工 division of labor	大廚
	二廚
	伙伕
	水伕
	雜伕
其他器材 other equipment (含數量及單位)	

帳篷賓果 Tent Bingo

Group: _____

◆ Please write the type of tents in the following grid.

A cartoon illustration of a young girl with short, wavy brown hair, smiling and waving her right arm high. She is wearing a white long-sleeved shirt with a red tie and a red skirt. She has white socks and purple shoes. The background is a solid light pink color.

NOTE

