

本土雙語教育模式之建構與推廣：以臺灣國中小為現場之實踐

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。The blanks can be filled in Chinese or English.

※雙語教案撰寫時，請使用中字標楷體、英字Times New Roman、字體12、單行距，並以Word及PDF檔案進行繳交。

學校名稱 School	基隆市立成功國民中學	課程名稱 Course	健康教育
單元名稱 Unit	環境安全教育 Safe is the best policy	學科領域 Subject / Domain	健康與體育領域
教材來源 Teaching Material	<ul style="list-style-type: none"> 自編教材 康軒版第二單元第一章『環境安全搜查線』 	教案設計者 Designer	蔡佑妮
實施年級 Grade	grade 7	本單元共 <u>3</u> 節 The Total Number of Sessions in this Unit	
教學設計理念 Rationale for Instructional Design	This class aims to empower students with essential life skills to prevent themselves from being injured. By engaging students in teamwork activities where they are asked to identify unsafe configurations in various environments using provided pictures, we promote the ability to recognize potential dangers, which is pivotal in enhancing their safety awareness. Additionally, the group-based activities foster students' critical thinking, equipping them with practical tools to face life's challenges.		
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A2 系統思考與解決問題	
	領綱 Domain/Subject Guidelines	健體-J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析得知能，進而運用適當的策略，處理與解決體育與健康的問題 健體-J-C1 具備生活中有關運動與健的道德思辨與實踐能力及環境意識，並主動參與公益團體活動，關懷社會。	
	校本素養指標 School-based Competences	N/A	
學科學習重點 Learning Focus	學習表現 Learning Performance	1a-IV-3 評估內在與外在的行為對健康造成的衝擊與風險。 2a-IV-2 自主思考健康問題所造成的威脅感與嚴重性。 3b-IV-3 熟悉大部分的決策與批判技能 4a-IV-1 運用適切的健康資訊、產品與服務，擬定健康行動策略。	
	學習內容 Learning Contents	Ba-IV-1 居家、學校、社區環境潛在危機的評估方法。 Ba-IV-2 居家、學校及社區安全的防護守則與相關	

		法令。
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject -Ss have basic understandings of safety and danger. -Ss have experience of group discussion.	
	英語準備度 Readiness of English -Ss know key nouns: "living room", "bathroom" and "kitchen" -Ss understand the meaning of instruction in English. -Ss understand essential adjectives such as "safe", "dangerous"	
單元學習目標 Learning Objectives	<ol style="list-style-type: none"> 1. Be able to spot hazardous situations in their daily life. 2. Be able to analyze the danger element. 3. Understand the causations and be able to improve them. 4. Remember the precautions that should be taken in fire accidents. 	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	Greeting Asking questions Giving feedback Conducting activities	Answering questions Working on worksheets
教學方法 Teaching Methods	講述法、問題導向法、表達法、練習法	
教學策略 Teaching Strategies	搭建鷹架、連結生活經驗、設計提問、團體學習單討論	
教學資源及輔助器材 Teaching Resources and Aids	康軒版：七上第二單元第一章	
評量方法 Assessment Methods	1.cognitive assessment nalyzing the hazardous danger in the environment and proposing the solutions. method: Paperwork in the textbook. P63. Paperwork given by T.	
評量規準 Rubrics	1. cognitive assessment A- Be able to identify the potential accidents and provide effective solutions B- Be able to identify the potential accidents. C- Be able to partially identify the potential accidents causations. D- Unable to identify any potential accidents.	
議題融入 Issues Integrated	安全教育	
教學流程 Teaching Procedures		
第一節 First session	準備階段 Preparation stage <ol style="list-style-type: none"> 1. T takes recent news as an example to immerse Ss into the situation. 2. T explains the definition of accident and natural disaster 3. T presents the statistics about numbers of young-adult dead because of accidents. 發展階段 Development stage	time

	<p>1. Ss are asked to complete the practices in the textbook. P63 2. T explains that human-caused accident can be prevent 3. T explains the four common reason resulting in human accidents 4. T gives pictures of different environments to Ss. 5. T uses ORID focused conversation guiding Ss to brainstorm and discuss. (group activity)</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. T presents Ss' works and guides Ss to analyze and take action to solve the problems. 2. T emphasizes the importance of a safe environment and prevention.</p> <p style="text-align: center;">第一節結束 End of the first session</p>	<p>5min 5mins 5mins 20mins 10mins</p>
<p>第二節 Second session</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>1. T presents the pictures which Ss marked in the previous class to review the potential dangers that are prone to fire, slippery and carbon monoxide poisoning. 2. T previews the focus of the class which is on fire precautions.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. Ss are asked to assess themselves by checking the blocks listed in textbook 2. T gives causes of fire disasters. 3. T states the importance of correct fire precautions. 4. T demonstrates how to use a fire extinguisher by videos. 5. T explains the principles when facing fire disasters.</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. T sums up the significance of correct fire precautions. 2. T restates the steps of using a fire extinguisher and tacking with fire disasters. 3. T assigns homework which is remembering the steps.</p> <p style="text-align: center;">第二節結束 End of the second session</p>	<p>10mins</p>
<p>第三節 Third session</p>	<p style="text-align: center;">準備階段 Preparation stage</p> <p>1. T reviews the steps of using a fire extinguisher. 2. T reviews the correct precautions when facing a fire disaster. 3. T test students with the steps by writing on the exam sheet.</p> <p style="text-align: center;">發展階段 Development stage</p> <p>1. Ss are asked to demonstrate the processes in groups. 2. Ss will be given different myths about fire disasters and discuss the truth in groups.</p> <p style="text-align: center;">總結階段 Summary stage</p> <p>1. T asks students about their thoughts 2. T summaries Ss' discussions and makes a final conclusion.</p> <p style="text-align: center;">第三節結束 End of the third session</p>	
<p>參考資料 References</p>	<p>康軒版：七上第二單元第一章</p>	

※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



指導單位：教育部國民及學前教育署 | 執行單位：國立臺灣師範大學教育學系、林子誠教授團隊
國民中小學部分領域課程雙語教學實施計畫
本土雙語教育模式之建構與推廣
Integrated Bilingual Teaching in Selected Subject Areas
Localizing Bilingual Education Models in Primary and Secondary Schools