

# 113 年基隆市推動中小學數位學習精進方案

## 國中組教案

組別	<input type="checkbox"/> 自主學習組 <input type="checkbox"/> PBL 學習組 <input type="checkbox"/> 新科技組 <input checked="" type="checkbox"/> 雙語科技 <input type="checkbox"/> 其他_____		教材來源	綜合活動康軒版第三冊
單元	從「心」出發		實施對象	國中二年級
議題融入 領域方式	議題融入式課程		課程實施時間	<input checked="" type="checkbox"/> 領域/科目：輔導 <input type="checkbox"/> 校定必修/選修 <input type="checkbox"/> 彈性學習課程/時間
設計理念	本單元將透過體驗活動，使學生感受生活中「情緒」無所不在，從中認識情緒的本質，並辨別何謂健康的情緒，練習以抒解與正向轉念的方式，妥善管理不健康的情緒，並在單元的最後，用學習到的新能力與態度，以過去的失落經驗出發，走過失落及生命的起起落落，提升個人復元力。			
核心素養	總綱 核心素養	A 自主行動      A1 身心素質與自我精進		
	領域 核心素養	綜-J-A1	探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。	
學習重點	學習表現	1d-IV-1	覺察個人的心理困擾與影響因素，運用適當策略或資源，促進心理健康。	
	學習內容	輔 Da-IV-1      正向思考模式、生活習慣與態度的培養。 輔 Da-IV-2      情緒與壓力的成因、影響與調適。 輔 Db-IV-2      重大心理困擾與失落經驗的因應。		
資訊教育 議題融入 學習重點	學習主題	資訊科技與溝通表達		
	實質內涵	資 J9	利用資訊科技與他人進行有效的互動。	
學習目標	領域 學習目標	1. 認識與辨別情緒，並能覺察情緒在個人生活中所造成的影響。 2. 探索情緒產生的身心變化與影響，蒐集各種情緒調適的方法。 3. 評估各種情緒調適的合宜性與有效性，選擇適合的調適方法。 4. 檢視自身面對心理困擾的思考模式，辨別非理性的信念。 5. 同理他人失落經驗，進而能提供他人關懷或支援。		
	議題 學習目標	1. 能利用資訊科技表達想法並與他人溝通		
教學準備	教師：資訊設備、投影片、Pear Deck 平台 學生：課本、平板			
教學成效分析	觀察評量：學生對活動的參與度，如舉手發表次數、聆聽專注度等 口語評量：能回應教師提問，且完整敘述分享者為佳 紙筆評量：能完成課本上活動表格，且內容豐富者為佳			

<b>教學流程 Teaching Procedures</b>		<b>時間 Time</b>
<b>第一節</b>	<b>準備階段 Preparation stage</b>	<b>5min</b>
	<p>1. 課程暖身 Warm up :</p> <p>teacher's narrative : Good morning, everyone.            教師口語：早安，大家。            學生口語自由回應</p> <p>2. 課程安排及準備 setting up the classroom :</p> <p>teacher's narrative : Everyone, please use your iPad and scan the QR code on the white board.            Is anyone still not ready yet?            教師口語：請拿出IPAD掃白板的QR CODE，有人還沒準備好嗎？            學生口語自由回應</p> <p>3. 說明課程目標 Introducing the class goal :</p> <p>teacher's narrative : before the class.            How are you feeling today?            Do you feel happy ? sad ? surprise ? excited ?            please write down how you feel on the iPad            教師口語：開始上課前，要問問大家今天覺得如何，覺得開心？難過？驚訝？興奮？，請把這些感覺輸入到IPAD上。            學生使用平板回應</p> <p>teacher's narrative : we can see everyone has different feeling.            Today we are talking about emotions. Please turn to page 112.            This lesson is about emotion.            教師口語：我們可以看到每個人現在有不同的感受與情緒，情緒也就是我們今天的課程主題，請翻開課本112頁。</p>	
	<b>發展階段 Development stage</b>	<b>8min</b>
	<p>1. 認識情緒 Identifying Emotions in a Song :</p> <p>teacher's narrative : Let' s listen to a song first.            Please listen to the song carefully            and write down any word about emotions.            教師口語：我們先來聽首歌，但聽歌時就要注意了，要請各位把歌詞裡，有關情緒的詞寫下來。            教師播放歌曲：突然好想你(五月天)            學生使用平板回應</p> <p>teacher's narrative : Everyone can hear many different emotions from the song, can anyone share your feeling in the song?            教師口語：每個人都聽到很多不同的情緒，那有人願意分享自己聽這首歌時，有甚麼樣的情緒嗎？            學生口語自由回應</p> <p>teacher's narrative : When something happens, emotions are a natural reaction, and everyone maybe has different feeling in the same thing.            教師口語：遇到了事情，自然而然就會有相關的感受，遇到同一件事情，或許不同人也會有不同的感受。</p> <p>2. 探索情緒 exploring different emotions :</p> <p>teacher's narrative : without the emotions in the song, what</p>	<b>5min</b>

	<p>different emotions do you experience in life?          教師口語：你在生活中，有沒有體驗過哪些剛剛在歌曲裡面沒有提到的情緒？          學生使用平板回應          teacher's narrative: everyone has different emotions in your life, you can see the page 114 on text book, to find more emotion words.          教師口語：每個人在生活中都會感受到不一樣的情緒，在課本P114頁，有更多的情緒詞可以給大家參考。</p> <p>3. 分類情緒Categorize emotions:          teacher's narrative: to see the page 114, there are many emotions words, if you want to group these emotion words, how would you group them.          教師口語：在114頁，我們可以看到很多情緒詞彙，如果我想要請各位，把這些情緒做分類，你會想要怎麼分類呢？          學生使用平板回應          教師總結回應</p> <p>4. 介紹基本情緒Introduce basic emotions:          teacher's narrative: Introducing six basic emotions. Basic emotions are emotions that people in different places and countries can recognize in common. It proves that the existence of emotions is actually based on its evolution and adaptation. there are six basic emotions that are universal: happiness , angry, sadness, surprise, fear, and disgust.          教師口語：基本情緒是研究發現不同地方國家的人，都共同能夠辨識出來的情緒，是證實情緒的存在其實是有它演化、適應的基礎，有六種基本情緒：快樂、憤怒、悲傷、驚訝、恐懼、噁心。</p> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <p>1. 情緒日記 Emotion diary:          teacher's narrative: please turn to page 113, you can see a table, please write down the emotions in this week.          you also can refer to page 114 emotion word.          教師口語：請翻到課本113頁，你可以看到一個表格，請你將這個禮拜的情緒記錄下來，當然你也可以參考114頁的情緒詞。          學生完成P113頁</p> <p>2. 面對情緒 Coping with emotions:          teacher's narrative: which emotions you would like to experience more often ? and why?          教師口語：你會希望自己那些情緒更多一些，為什麼？          學生使用平板回應          teacher's narrative: maybe we don' t like some emotions, but they still have their influences, next lesson we will talk about how to deal with bad emotions          教師口語：下堂再繼續說明如何處理壞情緒，但情緒還是有功能</p> <p style="text-align: center;"><b>第一節結束 End of the first session</b></p>	<p>5min</p> <p>7min</p> <p>10min</p> <p>5min</p>
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第二節	<p><b>準備階段 Preparation stage</b></p> <p>1. 課程暖身 Warm up :  teacher's narrative : Good morning, everyone.  教師口語：早安，大家。  學生口語自由回應</p> <p>2. 課程安排及準備 setting up the classroom :  teacher's narrative : Everyone, please use your iPad and scan the QR code on the white board.  Is anyone still not ready yet?  教師口語：請拿出IPAD掃白板的QR CODE，有人還沒準備好嗎？  學生口語自由回應</p> <p>3. 說明課程目標 Introducing the class goal :  teacher's narrative : before the class.  How did you feel last week?  recall what they were written in their journals in P113  write down how you feel on the iPad  教師口語：開始上課前，要問問大家上週覺得如何，請你參考課本113頁的紀錄，把這些感覺輸入到IPAD上。  學生使用平板回應  teacher's narrative : we can see everyone has different feeling.  Today we are talking about how to deal with the bad emotions.  Please turn to page 115.  教師口語：我們可以看到每個人有不同的感受與情緒，當你有一些負面的情緒時，你可能會想要有一些紓解的方式，這也是我們今天的主題，請翻到課本115頁</p>	5 min
	<p><b>發展階段 Development stage</b></p> <p>1. 處理情緒 relieve Emotions :  teacher's narrative : Emotions are a natural response to life experiences. Everyone may have different ways of dealing with emotions to help us face emergencies and dangerous events, or to comfort ourselves, adjust events, and move on in life. write down your favorite ways to relieve difficult emotions on the IPAD.  教師口語：情緒產生是人對生活經驗的自然反應。每個人面對情緒可能會有不同的處理方法，以幫助我們面對緊急、危險的事件，或是安撫自己、調整事件，讓生活繼續前進。你平常會使用那些情緒紓解的方式呢？請在IPAD上記錄下來  學生使用平板回應  teacher's narrative : Everyone has his or her own way of relieving emotions. Some of them seem very special. Can you please explain in detail?  教師口語：每個人都有他情緒紓解的方式，其中有一些看起來很特別的，可以請同學再詳細說明嗎  學生口語自由回應</p> <p>2. 評估處理情緒的方式 Evaluate these methods :  teacher's narrative : Of course, we hope it is effective in relieving your emotions, but at the same time we also need to think</p>	25 min

about its impact on you. Let' s think about these two aspects together now.

教師口語：紓解情緒當然希望他是有效的，但同時我們也要思考他對你的影響，現在我們一起來思考這兩個面向

學生使用平板回應

teacher' s narrative : When relieving emotions, safety and effectiveness must be considered at the same time so as not to harm each other or others.

教師口語：紓解情緒要同時考慮安全性與有效性，才不會傷害到彼此或他人

#### 總結階段 Summary stage

##### 1. 決定在我 The decision is up to me :

teacher' s narrative : Please refer to the six categories of emotional relief strategies and write down when you will use these emotional relief strategies in textbook 115.

教師口語：請大家參考六種情緒紓解策略類別，在課本115上寫下自己何時會使用這些情緒紓解策略。

學生口語分享

teacher' s narrative : The first step in dealing with emotions is to be aware of the emotion and accept its existence. If the emotion makes you feel uncomfortable, think about how you can reduce the unpleasant mood, or examine whether your actions are inappropriate. In addition, it is also important to express emotions in a timely manner. People around you can help each other, bear pain and share happiness together, so that emotions can be expressed appropriately.

教師口語：處理情緒的第一步就是覺察情緒並接納情緒的存在，若情緒給自己不舒服的感覺，想想看如何可以降低不愉快的心情，或是檢視自己的做法有無不當。此外，適時表達情緒也很重要，身邊的人可以互相協助，一同承擔痛苦、分享快樂，讓情緒以適當合宜的抒解。

#### 第二節結束 End of the second session

15 min

	<p>準備階段 Preparation stage</p> <p>1. 課程暖身 Warm up :  teacher's narrative : Good morning, everyone.  教師口語：早安，大家。  學生口語自由回應</p> <p>2. 課程安排及準備 setting up the classroom :  teacher's narrative : Everyone, please use your iPad and scan the QR code on the white board.  Is anyone still not ready yet?  教師口語：請拿出IPAD掃白板的QR CODE，有人還沒準備好嗎？  學生口語自由回應</p> <p>3. 說明課程目標 Introducing the class goal :  teacher's narrative : Looking back at the previous course, we mentioned that emotions have positive and negative directions. What determines the positive and negative directions of our emotions?  教師口語：回顧之前課程，我們說到情緒有正向與負向，是什麼決定我們情緒的正負向呢？  學生口語自由回應  teacher's narrative : It is normal for everyone to have different thoughts about the same thing, and therefore different emotions.  教師口語：對於同一件事情，每個人有不同的想法也很正常，也因此衍伸出不同的情緒。</p>	5 min
第三節	<p>發展階段 Development stage</p> <p>1. 情緒與想法 Emotions and Thoughts :  teacher's narrative : Please refer to the events in the textbook. If you were the protagonist, what thoughts will you have? And what emotions will these thoughts trigger?  教師口語：請參考課本上的事件，如果你是主角，你會出現哪些想法？而這些想法又會引發出什麼樣的情緒？  學生使用平板回應  teacher's narrative : Are those thoughts positive thoughts? Those negative thoughts? Which are reasonable ideas and which are unreasonable ideas?  教師口語：那些想法，是屬於正向的想法？那些屬於負向的想法？哪些是合理的想法，哪些是不合理的想法  學生口語自由回應  teacher's narrative : Emotions are closely related to personal thoughts and beliefs. If you have unreasonable and rigid thoughts, you will often have unreasonable and fixed emotions, which will lead to negative results.  教師口語：情緒與個人的想法與信念有很大的關係，如果有不合理僵化的想法，常常也會有不合理固著的情緒因而引起負向的結果。</p> <p>2. 情緒轉彎 emotional turn  teacher's narrative : Please refer to the emotions recorded in the past week, find an example of a negative emotional event, think</p>	25min

<p>about possible irrational and negative thoughts, and rational and positive thoughts, and understand what kind of emotional reactions, behavioral expressions and behaviors different thoughts will bring.</p> <p>教師口語：請參考過去紀錄的一週情緒，找出一個負向情緒事件為例，思考可能有的非理性及負向想法，與理性及正向想法，體會不同想法會帶來怎樣的情緒反應、行為表現和後果。</p> <p>teacher's narrative: You can think about "If this happened to your good friends, what would you think? How would you advise them?", "How would your friends or family members advise you?" etc.</p> <p>教師口語：可以思考「假如這件事情發生在你的好朋友身上，你會怎麼想？會怎麼勸他們？」、「你的朋友或家人會怎麼勸你？」等。</p> <p>學生口語自由回應，並書寫課本118頁</p> <p><b>總結階段 Summary stage</b></p> <p>1. 理情行為治療法 REBT:</p> <p>teacher's narrative: Explain the theories related to rational-emotional behavioral therapy, discuss how to use second thoughts in the future, and in what life events will it be used? What difference might I make after actual use?</p> <p>教師口語：說明理情行為治療相關理論，討論未來如何使用轉念思考，使用在哪些生活事件中？實際使用後，我可能會有什麼不同？</p> <p style="text-align: center;"><b>第三節結束 End of the third session</b></p>	15min
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第四節	<p>準備階段 Preparation stage</p> <p>1. 課程暖身 Warm up :  teacher's narrative : Good morning, everyone.  教師口語：早安，大家。  學生口語自由回應</p> <p>2. 課程安排及準備 setting up the classroom :  teacher's narrative : Everyone, please use your iPad and scan the QR code on the white board.  Is anyone still not ready yet?  教師口語：請拿出IPAD掃白板的QR CODE，有人還沒準備好嗎？  學生口語自由回應</p> <p>3. 說明課程目標 Introducing the class goal :  teacher's narrative : Review the content that changed my mind last week and ask about the status of the application  教師口語：回顧上週情緒轉念的內容，詢問應用的狀況  學生口語自由回應</p> <p>teacher's narrative : you may feel that the results are not as good as expected. When they are different from expectations, they often bring us emotional reactions such as loss, frustration, anger, sadness, etc. We will inevitably encounter loss events, large and small, in our lives, such as losing a wallet, canceling a long-awaited trip, moving suddenly, passing away a pet that we have had for a long time, etc. "Loss" is a common emotional experience in life. We bring different shades of impact.  教師口語：有些同學會覺得效果不如預期，當與預期不同時，常為我們帶來失落、挫折、生氣、悲傷等情緒反應。我們在生活中難免會遇到大大小小的失落事件，如掉錢包、期待已久的旅行因故取消、突然搬家、飼養很久的寵物過世等，「失落」是生活中常有的情緒經驗，為我們帶來深淺不一的影響。</p>	5 min
	<p>發展階段 Development stage</p> <p>1. 我的失落經驗 my experience of loss :  teacher's narrative : Change is often accompanied by loss. When lost, there are often emotions and states such as denial, anger, bargaining, depression, etc., and finally acceptance is slowly achieved. Now please look back at the experiences of loss we have had. Please write down the relevant process and feelings about my experience of loss in the relevant columns of the textbook.  教師口語：改變常常伴隨著失落，失落時常常會有否認、憤怒、討價還價、沮喪等等情緒與狀態，最後才慢慢接受。現在請回顧我們曾有過的失落經驗。請將我的失落經驗的相關歷程與感受，寫在課本相關欄位中  學生口語自由分享  教師口語：面對失落經驗，不同時期有不同的感受，可能會經歷五個心理歷程：否認、憤怒、討價還價、沮喪、接納。這些心理歷程不一定按特定順序發生，也不一定都會經歷。別忘了給自己一些時間適應失去某人或某物，學習運用適當的情緒宣洩管道，才能走過失落、告別悲傷，迎向嶄新的明天。</p>	25 min



2. 陪伴走過 Accompanying :

teacher's narrative: When a friend encounters these disappointing circumstances, are you willing to lend him a hand and give him some help? Please record the assistance you are willing to take and record it on your IPAD.

教師口語：當朋友遇到這些讓人失落的情節，你是否願意拉他一把，給予一些幫助，請將你願意做出的協助行動記錄下來，記在IPAD上

學生使用平板回應

teacher's narrative :

教師口語：

**總結階段 Summary stage**

1. 正常悲傷 Normal sadness

teacher's narrative: It is inevitable to encounter unsatisfactory experiences in life. Loss or less-than-expected experiences often bring about emotional reactions such as disappointment, sadness, frustration, uneasiness, anger, etc. These emotional reactions are natural and normal. It is important to allow these negative emotions to appear, but if the strong melancholy mood exceeds If it exceeds your load within two weeks, you need to seek help from your family or teachers.

教師口語：生活中難免遭遇不如意，失去或不如預期的經驗往往帶來失望、難過、挫敗、不安、生氣等情緒反應，這些情緒反應自然且正常，允許這些負面情緒出現很重要，但若強烈憂鬱的情緒超過兩週，且超過自己的負荷，則需要尋求家人或師長的協助。

**第四節結束 End of the fourth session**

15 min

參考資料  
References

綜合活動八上康軒版教材

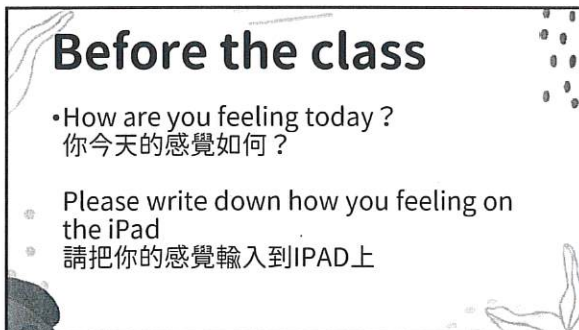


**Guidance**  
**從「心」出發**

基隆市立成功國中  
專任輔導教師 周曉峻



**Section 1**  
**秀出情緒**  
**show your emotion**



**Before the class**

- How are you feeling today?  
你今天的感覺如何?

Please write down how you feeling on the iPad  
請把你的感覺輸入到IPAD上



**Before the class**

- We can see everyone has different feeling.  
我們可以看到每個人有不同的感受與情緒
- Let listen to a song to relax.  
讓我們來聽首歌放鬆情緒吧



**listen a song**

- Please listen to the song carefully.  
請專心的聽音樂
- Write down any word about emotions.  
將歌詞裏面，有關情緒的詞寫下來



**listen a song**

- Everyone can hear many different emotions from the song,  
•每個人都都在歌曲中聽到很多不同的情緒
- Can anyone share your feel in the song?  
有人願意分享聽這首歌時，有什麼感覺嗎

## More emotions

- When something happens, emotions are a natural reaction  
發生了事情，自然而然就會有一些感受
- Everyone maybe have different feeling in the same thing.  
不同人或許就會有不同感受

## More emotions

- What different emotions do you experience in life?  
你是否會有過剛剛歌曲沒有提到的情緒？
- Please write down it on the iPad  
請把他輸入到IPAD上

## Categorize emotions

- Everyone has different emotions in your life  
每個人在生活中都會感受到不同的情緒

## Categorize emotions

- There have many emotions words, if you wanted to group these emotion words, how would you group them.  
114頁有很多情緒詞彙，如果要把這些情緒做分類，你會想要怎麼分類呢？
- Please write down it on the iPad

## Positive and Negative emotions



## Coping with emotions

- Which emotions would you like to experience more often? and why?  
你會希望自己那些情緒更多一些，為什麼？
- Please write down it on the iPad

## 情緒能幫助我們什麼呢

## 情緒的功能

- 不管是正向或負向情緒
- 情緒在演化出現的目的
- 就是幫助我們做決定

## 無感

- 無感 = 沒有情緒 = 不理不睬
- 事情發生對我沒有任何影響

## 情緒使事件產生價值

— 賦予 —

情緒 → 事件 → 價值 → 決定

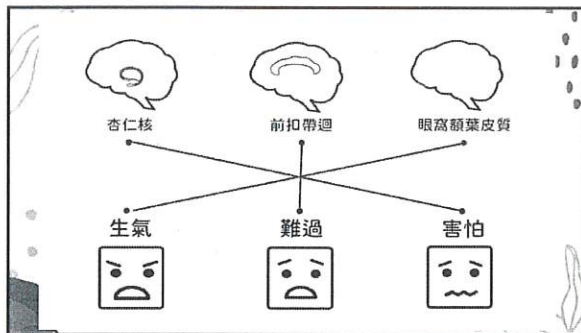
促使

是要提高注意? ▶  
還是要趨避? ▶  
抑或趨向? ▶

## Basic emotions

• 快樂 happiness	• 驚訝 surprise
• 憤怒 angry	• 恐懼 fear
• 悲傷 sadness	• 噁心 disgust

杏仁核	前扣帶迴	眼窩額葉皮質
生氣	難過	害怕



有沒有哪一種情緒  
是你們認為  
遇到這樣的狀況  
應該有  
而他沒有講到的？

A large, dark question mark is positioned to the right of the text, indicating a reflective or inquiry-based prompt.

長期的壓抑  
轉移他脆弱軟弱的情緒  
以至於他已經不知道  
害怕是什麼感覺了

情緒可以主導我們的行為  
決定行為的後果  
正確的辨識情緒  
是可以救命的

**Coping with emotions**

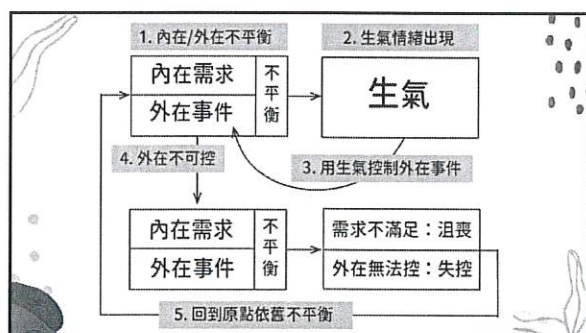
- Some emotions maybe we don't like, but they still have their uses  
有些情緒我們不喜歡  
但這些情緒還是有它的功能
- 但有些情緒可能會影響到我們的健康  
那我們就需要一些方式紓解他

## Emotion diary

- Please turn to page 113  
請翻到課本113頁
- Complete the emotions in this week.  
將這禮拜的情緒記錄下來

## Emotion diary

- Next lesson we will talking about how to relieve bad emotions
- 下一堂課我們再討論如何處理壞情緒



## 本堂課的目標

- 所有的感受都是 OK 的
- 如何正確辨識你的情緒
- 學習以正確的方式將它表達出來

## Section 2 心情休息站 the mood rest stop

## Before the class

- How are you feeling today?  
你今天的感覺如何?
- please write how you feeling on the iPad  
請把你的感覺輸入到IPAD上

## relieve Emotions

- Emotions are a natural response to life experiences.  
情緒是面對生活經驗的自然反應
- Everyone may have different ways of dealing with emotions.  
每個人面對情緒可能會有不同的處理方法

## relieve Emotions

- write down your favorite ways to relieve difficult emotions on the IPAD.  
你平常會使用那些情緒紓解的方式呢？請在IPAD上記錄下來

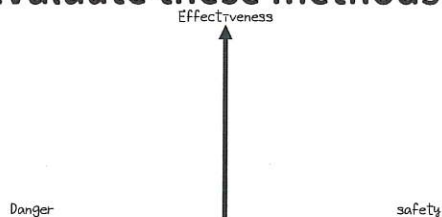
## Evaluate these methods

- We hope it is effective in relieving your emotions  
紓解情緒當然希望他是有效的
- but at the same time we also need to think about its impact on you.  
但同時我們也要思考他對你的影響

## Evaluate these methods

- Let's think about these two aspects together now.  
現在我們一起來思考這兩個面向

## Evaluate these methods



## Emotion is up to me

- Please refer to the six categories of emotional relief strategies and write down when you will use these emotional relief strategies in textbook 115.  
請大家參考六種情緒紓解策略類別，在課本115上寫下自己何時會使用這些情緒紓解策略。

## Evaluate these methods

- When relieving emotions, safety and effectiveness must be considered at the same time so as not to harm each other or others.  
紓解情緒要同時考慮安全性與有效性，才不會傷害到彼此或他人

## Section 3 心情決定在我 I decide my mood

## Before the class

- How are you feeling today?  
你今天的感覺如何？
- please write how you feeling on the iPad  
請把你的感覺輸入到IPAD上

## Before the class

- emotions have positive and negative directions.  
情緒有分正向情緒與負向情緒
- What determines the positive and negative directions of our emotions?  
是什麼決定我們情緒的正負向呢？

## Emotions and Thoughts

- If you were the protagonist, what thoughts would you have?  
如果你是主角，你會出現哪些想法？
- please write how you feeling on the iPad  
請把你的感覺輸入到IPAD上

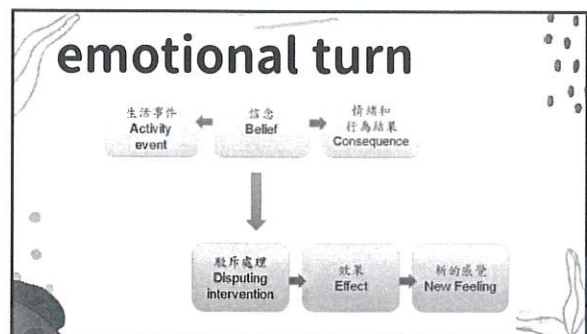
## Emotions and Thoughts

- Emotions are closely related to personal thoughts and beliefs.  
情緒與個人的想法與信念有很大的關係



## emotional turn

- Please refer to the emotions diary in the past week, find an example of a negative emotional event. think about possible irrational and negative thoughts, and rational and positive thoughts
- 請參考過去紀錄的一週情緒，找出一個負向情緒事件，思考可能有的非理性及負向想法，與理性及正向想法



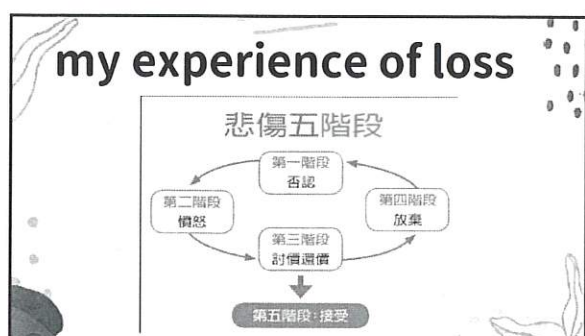
## Section 4 翻閱失落篇章 the slump chapters

## Before the class

- How are you feeling today?  
你今天的感覺如何?
- please write how you feeling on the iPad  
請把你的感覺輸入到IPAD上

## my experience of loss

- "Loss" is a common emotional experience in life. We bring different shades of impact.
- 「失落」是生活中常有的情緒經驗，為我們帶來深淺不一的影響。



## Accompany

- When a friend encounters these disappointing circumstances, are you giving him some help?  
當朋友遇到這些讓人失落的情節，你是否願意拉他一把，給予一些幫助？

## Accompany

- Please record the assistance you are willing to take and record it on your IPAD.  
請將你願意做出的協助行動記錄下來，記在IPAD上

## Normal sadness

狀態反覆起伏 別視為不正常

在兩邊交替擺盪者



**情感主導**

- 專注力放在浸泡悲傷上
- 常發洩情緒讓自己好過
- 努力斷開任何相關連結



**認知主導**

- 專注力放在生活改變上
- 嘗試新活動不投入情緒
- 尋求發展新角色或關係

## Normal sadness

對情緒做處理 用陪伴走出失落

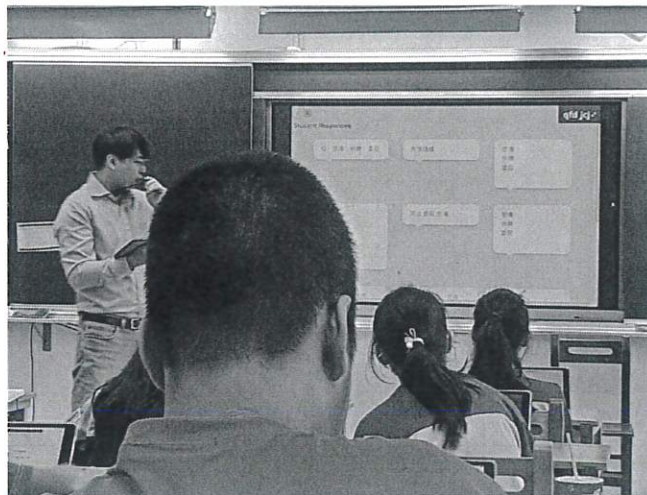
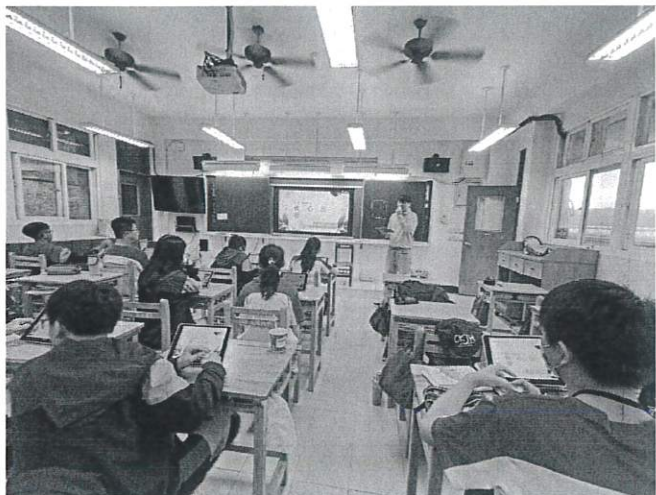
**與自己對話**

1. 允許情緒，不急著否認。
2. 適當的情緒宣洩，或找專家聊。
3. 接納自己有不同的狀態。

**可對親友說**

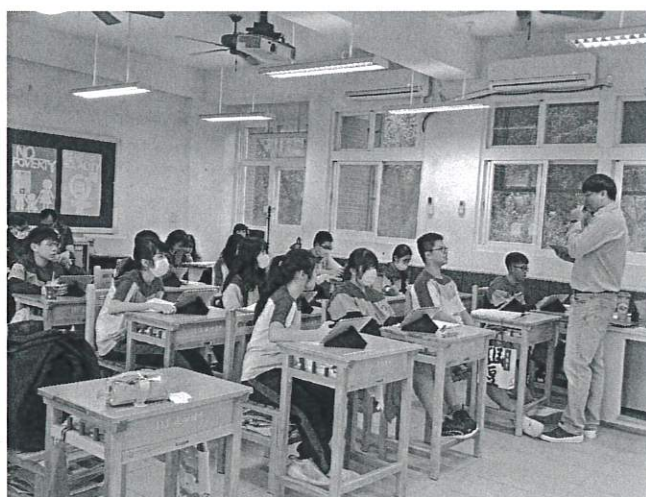
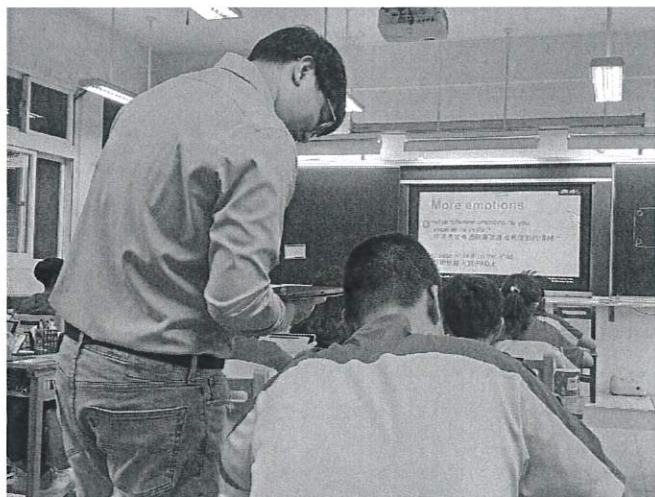
我真的有點擔心你，雖然我無法完全體會到你的感受，可是我非常願意聽你說！如果有什麼是我此刻可以幫你的，也請你告訴我。

附件四  
教學歷程與學生活動照片



說明：授課主題：從心出發

說明：學生以平板回應即時回饋



說明：教師指導學生使用資訊設備

說明：教師講述課程內容

教學影片連結

<https://youtu.be/lpdwjm2D9QA>