

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 Education Models in Primary and Secondary Schools

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	基隆市立成功國中		課程名稱 Course	輔導活動
單元名稱 Unit	從「心」出發		學科領域 Subject / Domain	綜合活動領域
教材來源 Teaching Material	綜合活動康軒版第三冊		教案設計者 Designer	周暉峻
實施年級 Grade	八年級	本單元共 <u>4</u> 節 The Total Number of Sessions in this Unit		
教學設計理念 Rationale for Instructional Design	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。			
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A 自主行動 A1 身心素質與自我精進		
	領綱 Domain/Subject Guidelines	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。		
	校本素養指標 School-based Competences	成-閱-2 透過分析、統整的方法，能夠對生活創新與應變。 成-創-2 具備運用科技資訊的能力與態度，並培育媒體與人和諧互動的素養。		
學科學習重點 Learning Focus	學習表現 Learning Performance	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 Learning Contents	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。		
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject 對情緒主題學習之舊經驗			
	英語準備度 Readiness of English 知道簡單問候語句、可理解簡單的課室英文、動作指令			

<p>單元學習目標 Learning Objectives</p>	<ol style="list-style-type: none"> 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。 	
<p>中／英文 使用時機 Timing for Using Chinese/ English</p> <p>※請填寫清楚何時、何處 使用中/英文。 Please describe in detail when and where you use Chinese/English.</p>	<p>教師 Teacher</p> <p>Greeting Ask questions Give instructions Explain the rules</p>	<p>學生 Students</p> <p>Greeting Answer questions Class discussion Class presentation</p>
<p>教學方法 Teaching Methods</p>	<p>講述法、討論法</p>	
<p>教學策略 Teaching Strategies</p>	<p>科技輔助自主學習</p>	
<p>教學資源及輔助器材 Teaching Resources and Aids</p>	<p>教師：資訊設備、投影片、Pear Deck 平台 學生：課本、平板</p>	
<p>評量方法 Assessment Methods</p>	<p>觀察評量、口語評量、紙筆評量</p>	
<p>評量規準 Rubrics</p>	<p>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</p>	
<p>議題融入 Issues Integrated</p>	<p>資 J9 利用資訊科技與他人進行有效的互動。</p>	

教學流程 Teaching Procedures		時間 Time
第一節	準備階段 Preparation stage	5min
	<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 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 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>	8min
	發展階段 Development stage	
	<p>1. 認識情緒 Identifying Emotions in a Song : 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 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 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 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</p> <p>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;">總結階段 Summary stage</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</p> <p>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;">第一節結束 End of the first session</p>	<p>5min</p> <p>5min</p> <p>7min</p> <p>10min</p> <p>5min</p>
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第二節	<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 : 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>發展階段 Development stage</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</p>	25 min

<p>relieving your emotions, but at the same time we also need to think about its impact on you. Let' s think about these two aspects together now.</p> <p>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</p> <p>學生使用平板回應</p> <p>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.</p> <p>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</p> <p>總結階段 Summary stage</p> <p>1. 決定在我 The decision is up to me :</p> <p>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.</p> <p>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。</p> <p>學生口語分享</p> <p>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.</p> <p>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。</p> <p style="text-align: center;">第二節結束 End of the second session</p>	<p>15 min</p>
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第三節	<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 : 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
	<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</p>	25min

<p>past week, find an example of a negative emotional event, think 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>總結階段 Summary stage</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;">第三節結束 End of the third session</p>	<p>15min</p>
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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</p> <p>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</p>	25 min

	<p>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> <p>2. 陪伴走過 Accompanying:</p> <p>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.</p> <p>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</p> <p>學生使用平板回應</p> <p>teacher's narrative:</p> <p>教師口語：</p> <p>總結階段 Summary stage</p> <p>1. 正常悲傷 Normal sadness</p> <p>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.</p> <p>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。</p> <p style="text-align: center;">第四節結束 End of the fourth session</p>	15 min
<p>參考資料 References</p>	<p>綜合活動八上康軒版教材</p>	