

雙語課程教案設計

The Design of Bilingual Lesson Plan

學校名稱 School	基隆市立成功國民中學 Chegh kung Junior High	課程名稱 Course	籃球-傳球 Basketball-Passing
單元名稱 Unit	轉換快攻 Fast Break	學科領域 Domain/ Subject	健康與體育領域 Health and Physical Education
教材來源 Teaching Material	自編 Self-Edited	教案設計者 Designer	Teacher Jamie/詹佩芬
實施年級 Grade	9 年級/grade 9	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	在觀看籃球比賽時，精彩無比的轉換快攻，迅雷不急掩耳的快速傳導，進攻組合和高效的球隊配合，往往是籃球比賽中增加可看度的關鍵因素之一。本課程藉由教師引導學生了解籃球轉換快攻及快速傳導的基本動作及要領，藉由多樣化的分組活動，激發學生的興趣和熱情，表現出穩定及移動性的運動能力。在課程中，鼓勵學生在快攻過程中相互溝通、支持和合作，進而達成共識發展快攻策略，培養解決問題的能力，進而熟練動作技能，同時啟發他們的創造力和競爭力，讓他們在籃球場上充滿自信且享受籃球運動的樂趣。		
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 Logical Thinking and Problem Solving B1 符號運用與溝通表達 Semiotics and Expression C2 人際關係與團隊合作 Interpersonal Relationships and Teamwork	
	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的知能，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-B1 具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。 健體-J-C2 具備利他及合群的知能與態度，並在體育活動和健康生活中培育相互合作及與人和諧互動的素養。	
	校本素養指標 School-based Competences	成-國-3：能提出行動,創造自我表達的機會。 成-思-1：能藉由系統思考的方式,培養問題解決的能力。	
學科學習重點 Learning Focus	學習表現 Learning Performance	【認知】 c. 運動知識 1c-IV-1 了解各項運動基礎原理和規則。 1c-IV-3 了解身體發展與動作發展的關係。 d. 技能原理 1d-IV-1 了解各項運動技能原理。 1d-IV-2 反思自己的運動技能。 1d-IV-3 應用運動比賽的各項策略。 【情意】 c. 體育學習態度 2c-IV-2 表現利他合群的態度，與他人理性溝通與和諧互動。	

		2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。 d. 運動欣賞 2d-IV-2 展現運動欣賞的技巧，體驗生活的美感。 【技能】 c. 技能表現 3c-IV-1 表現局部或全身性的身體控制能力，發展專項運動技能。 d. 策略運用 3d-IV-3 應用思考與分析能力，解決運動情境的問題。
	學習內容 Learning Contents	【H.競爭類型運動】 b.陣地攻守性球類運動 Hb-IV-1 陣地攻守性球類運動動作組合及團隊戰術。
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject ● Ss know how to dribble and pass the basketball. ● Ss can perform chest passes, bounce passes, and overhead passes. ● Students know the basketball basic rules - shooting the ball through the hoop. - traveling violations and blocking fouls. ● Ss have experience of discussing with others teamwork and groups. 英語準備度 Readiness of English ● Ss know how to use simple phrases for greetings. ● Ss understand simple instruction for movement. ● Ss can name chest passes, bounce passes, and overhead passes. ● Students understand simple vocabulary and phrases for noise and behavior control.	
單元學習目標 Learning Objectives	1. 學生能了解籃球轉換快攻及快速傳導的基本動作及要領，並能透過練習與反思，以改善動作技能。 2. 學生能做出轉換快攻及傳導的動作技能，並學習運用策略於活動或籃球比賽中。 3. 學生能積極參與分組活動，尊重他人與同學相互合作共同完成目標。	
中／英文 使用時機 Timing for Using Chinese/ English	教師 Teacher	學生 Students
	When : ● T greeting Ss. ● T instruction for movement. ● T explaining rules of activities. ● T giving feedback. ● T managing the classroom. Where : ● activities ● worksheets	When : ● Ss answering T questions. ● Ss do the activities. ● Ss giving feedback. ● Ss working on worksheets. Where : ● activities ● worksheets
教學方法 Teaching Methods	● Demonstration ● Expressive Teaching ● Cooperative Learning	
教學策略 Teaching Strategies	● Group Competition ● Assistance and Cooperation ● Teamwork ● Constructive feedback	

教學資源及輔助器材 Teaching Resources and Aids	● Basketball ● Exercise Cone ● Laptop ● Loudspeaker						
評量方法 Assessment Methods	● Performance Assessment ● Observational Assessment						
評量規準 Rubrics	如附件一						
議題融入 Issues Integrated	● International Education ● Gender Equity Education ● Safety Education						
教學流程 Teaching Procedures							
第一節	<table border="1"> <thead> <tr> <th data-bbox="252 696 1337 824"> 準備階段 Preparation stage </th><th data-bbox="1337 696 1481 824"> 時間 Time </th></tr> </thead> <tbody> <tr> <td data-bbox="252 824 1337 1682"> 1. Greeting students : How are you today? Tell your partner in English. 2. Let's start a roll call. Please respond to your roll number. 3. Today we are going to run 3 laps. 4. Warm up: Spread out and open your arms. Turn around and don't touch anyone. Let's take 5 minutes to stretch (1) Stretch up 向上伸展 (2) Bend forward 向下伸展 (3) Bend to the left or right 向左/右伸展 (4) Stretch your neck 頸部伸展 (5) Do arm circles forward or backward 手臂繞環 (6) Stretch your arms 手臂伸展 (7) Stretch your arms like elephants 手臂伸展-大象 (8) Do hip circles 腰部繞環 (9) Lunge (your legs) 弓箭步 (10) Wide side lunge your legs-high or low post 高/低壓膝伸展 (11) Bend your leg backward 後勾伸展 (12) Star jump 開合跳 (13) Push up 伏地挺身 5. Reviewing: Chest passes, Bounce passes, and Overhead passes. 6. Questions: (1) What is passing in basketball, and why is it important? (2) How does passing the ball quickly help during a fast break? </td><td data-bbox="1337 824 1481 1682"> 8 </td></tr> <tr> <td data-bbox="252 1682 1337 2078"> 發展階段 Development stage 1. Teacher explains three ways for the team to transition into fast breaks with three players. (1) Pass In and Receive Out (2) Figure Eight (3) Receive In and Pass Out </td><td data-bbox="1337 1682 1481 2078"> 30 </td></tr> </tbody> </table>	準備階段 Preparation stage	時間 Time	1. Greeting students : How are you today? Tell your partner in English. 2. Let's start a roll call. Please respond to your roll number. 3. Today we are going to run 3 laps. 4. Warm up: Spread out and open your arms. Turn around and don't touch anyone. Let's take 5 minutes to stretch (1) Stretch up 向上伸展 (2) Bend forward 向下伸展 (3) Bend to the left or right 向左/右伸展 (4) Stretch your neck 頸部伸展 (5) Do arm circles forward or backward 手臂繞環 (6) Stretch your arms 手臂伸展 (7) Stretch your arms like elephants 手臂伸展-大象 (8) Do hip circles 腰部繞環 (9) Lunge (your legs) 弓箭步 (10) Wide side lunge your legs-high or low post 高/低壓膝伸展 (11) Bend your leg backward 後勾伸展 (12) Star jump 開合跳 (13) Push up 伏地挺身 5. Reviewing: Chest passes, Bounce passes, and Overhead passes. 6. Questions: (1) What is passing in basketball, and why is it important? (2) How does passing the ball quickly help during a fast break?	8	發展階段 Development stage 1. Teacher explains three ways for the team to transition into fast breaks with three players. (1) Pass In and Receive Out (2) Figure Eight (3) Receive In and Pass Out	30
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2. Group activity : Pass In and Receive Out

Drill (Figure1-1)

(1) Teacher grouping students:

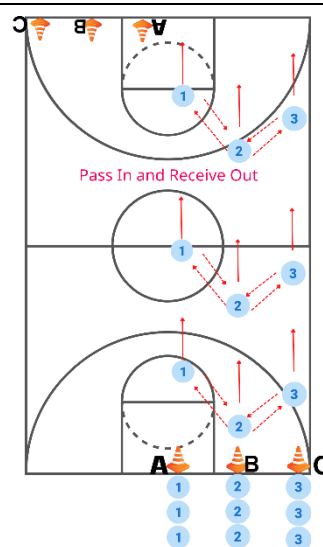
- Separate the team into 10-12 groups.
- Three people in a group.

(2) Setup:

- Place cones as indicated from A, B & C.
- Each group has 1 basketball.
- Divide into three lines and line up exercise cones A, B, and C.

(3) How it Works:

- T explaining the drills of activity.
- Player B holds a ball ready to pass, player A and player C runs toward.
- Player B passes the ball to Player C, and Player C returns the ball to Player B.
- Player A, B, and C continue running forward.
- Player B passes the ball to Player A, and Player A returns the ball to Player B.
- Continue to execute "pass in, receive out" until reaching the baseline.
- After a pass, Player A should join the B line, and Player B joins the C line, and player C joins the A line.
- Each group performs the drill three times.



3. T reminds Ss to focus on the ball, don't let it fall on the ground, and protect each other from injury.

4. Group activity : Figure Eight Drill(Figure1-2)

(1) Teacher grouping students:

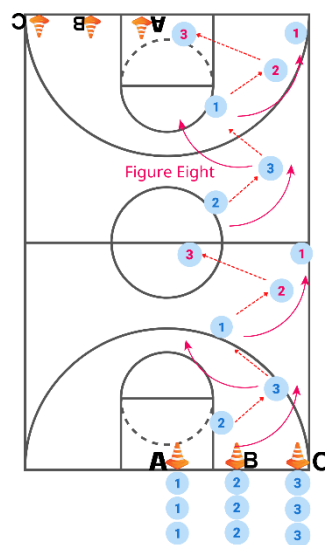
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- Three people in a group.

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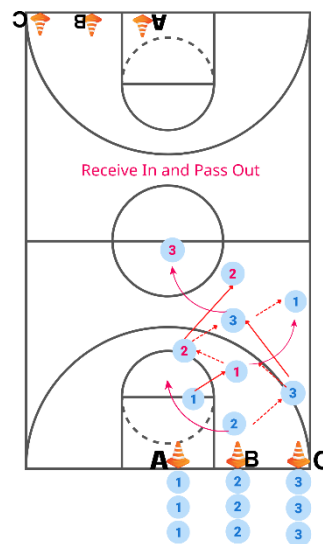
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- Each group has 1 basketball.
- Divide into three lines and line up exercise cones A, B, and C.

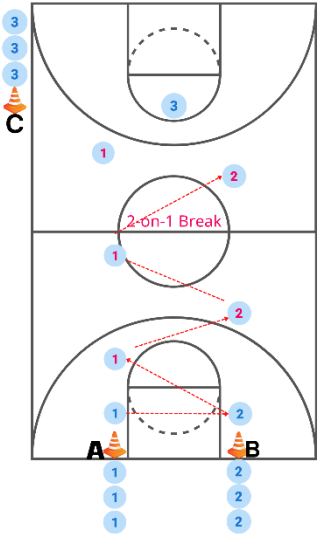
(3) How it Works:

- T explaining the drills of activity.
- Player B holds a ball ready to pass, player A and player C runs toward.
- Player B passes the ball to Player C, and Player A runs behind C.
- Player C passes the ball to Player A, and Player C runs behind A.
- Player A, B, and C continue running forward.
- Continue to execute "Figure Eight" until reaching the baseline.
- After a pass, Player A should join the B line, and Player B joins the C line, and player C joins the A line.
- Each group performs the drill three times.

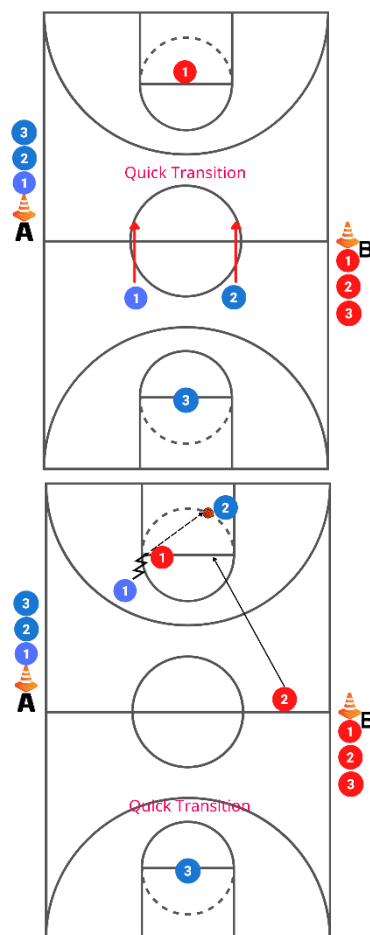


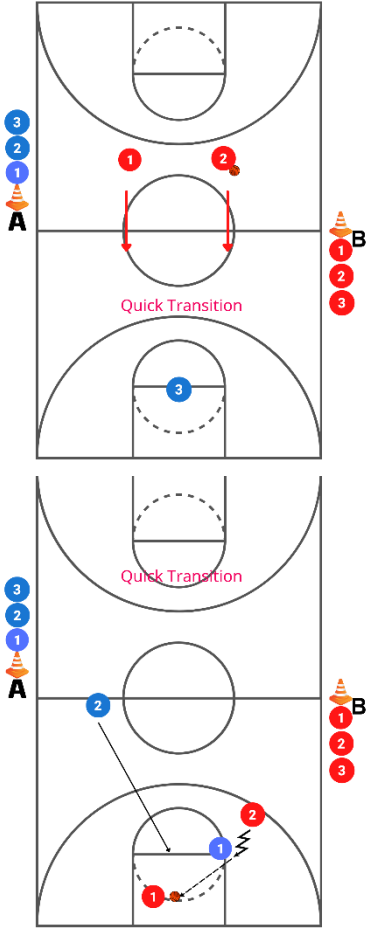
	總結階段 Summary stage 1. Teacher asking students who wants to be a volunteer and pick up 3 students. 2. Can you do it again for us? Can you show me how to do it? Which one is the most difficult? 3. Summary and Feedback. 4. Cheers and dissolution. 第一節結束 End of the first session	
第二節	準備階段 Preparation stage 1. Greeting students : How are you today? Tell your partner in English. 2. Let's start a roll call. Please respond to your roll number. 3. Today we are going to run 3 laps. 4. Warm up: Spread out and open your arms. Turn around and don't touch anyone. Let's take 5 minutes to stretch 5. Questions: (1) What should you do after you pass the ball to a teammate? (2) What are some common mistakes to avoid when passing the ball? 6. Reviewing: (1) Pass In and Receive Out (2) Figure Eight Drill 發展階段 Development stage 1. Teacher explains one way for the team to transition into fast breaks with three players. (1) Receive In and Pass Out 2. Group activity : Receive In and Pass Out (Figure2-1) (1) Teacher grouping students: ● Separate the team into 10-12 groups. ● Three people in a group. (2) Setup: ● Place cones as indicated from A, B & C. ● Each group has 1 basketball. ● Divide into three lines and line up exercise cones A, B, and C. (3) How it Works: ● T explaining the drills of activity. ● Player B holds a ball ready to pass, player A and player C runs toward. ● Player B passes the ball to Player C, and Player A runs towards the middle to receive the ball. ● Player B runs behind A. ● When A receives the ball, pass it to B, and C move towards the middle to receive the ball. ● Continue to execute "Receive In, Pass out" until reaching the baseline. ● After a pass, Player A should join the B line, and Player B joins the C line, and player C joins the A line. ● Each group performs the drill three times.	8 30



	3. Group activity : 2-on-1 Break(Figure2-2) (1) Teacher grouping students: ● Separate the team into 10-12 groups. ● Three people in a group. (2) Setup: ● Place cones as indicated from A, B & C. ● Each group has 1 basketball. ● Divide into three lines and line up exercise cones A, B, and C. (3) How it Works: ● T explaining the drills of activity. ● A and B chest pass the ball to the frontcourt, preparing to go on the offensive. ● Player C is the defender, waiting at the free-throw line in the frontcourt. ● The main strategy for 2-on-1 situations. - Attack the Defender : Drive hard towards the defender to force a choice or create a chance to score. - Read the Defender : Observe the defender's movements to decide whether to pass or drive to the basket.. - Maintain Spacing : Keep a good distance between you and your teammate to make it difficult for the defender to guard both players. Each group performs the drill three times. 4. T reminds Ss in a 2-on-1 break in basketball, the offensive team has a numerical advantage over the defenders, with two offensive players facing one defender. 總結階段 Summary stage 1. Teacher picks up 3 students to feedback. 2. Reviewing the lesson and providing feedback. 3. Cheers and dissolution. 第二節結束 End of the first session	 7
第三節	準備階段 Preparation stage 1. Greeting students : How are you today? Tell your partner in English. 2. Let's start a roll call. Please respond to your roll number. 3. Today we are going to run 3 laps. 4. Warm up: Spread out and open your arms. Turn around and don't touch anyone. Let's take 5 minutes to stretch 5. Questions: (1) What advantage does a 2-on-1 break give to the offensive team? (2) How can the ball-handler decide when to pass the ball in a 2-on-1 break? 6. Reviewing: (1) Layup Footwork Drills (2) Fast Break Drills	8

1. **T instructs the strategy for 2-on-1 situations to the students.**
 - (1) **Attack the Defender** : Drive hard towards the defender to force a choice or create a chance to score.
 - (2) **Read the Defender** : Observe the defender's movements to decide whether to pass or drive to the basket.
 - (3) **Maintain Spacing** : Keep a good distance between you and your teammate to make it difficult for the defender to guard both players.
2. **Group Exercises : Over All Drill**
 - (1) Teacher grouping students:
 - Separate the team into 10-12 groups.
 - Three people in a group.
 - (2) Setup:
 - Place cones as indicated from A, B & C.
 - Each group has 1 basketball.
 - Divide into three lines and line up exercise cones A, B, and C.
 - (3) How it Works:
 - T explaining the drills of activity.
 - Play A, B and C execute figure-eight passes to move the ball past frontcourt.
 - Who finishes with a layup returns to play defense, creating a 2-on-1 offensive situation.
 - After a pass, Player A should join the B line, and Player B joins the C line, and player C joins the A line.
 - Each group performs the drill three times.
 - Switch to the next type of pass.
3. T remind Ss to stay focused on the court and to avoid injuries.
4. **Group activity : Quick Transition**
 - (1) T grouping Ss:
 - Separate the team into 2 groups.
 - 2 groups with half on each sideline at center court.
 - (2) Setup :
 - Each group with one player from each team back in defensive position at opposite ends of the court.
 - Have two players from the first offensive team start with a ball just beyond half court.
 - (3) How it Works :
 - T explaining the drills of the activity.
 - Two offensive players look to bring the ball up court and attack defender A.
 - As soon as they cross half court, defender #2 sprints to the center circle and then joins his teammate, turning it into a two on two situation.
 - Once the offense scores or the defense has forced a turnover or secured a rebound, the two defenders now are on



	offense and play the ball back to the opposite basket for a 2 on 1 at the other end. ● As soon as the two new offensive players cross half court, the first person in the defensive line sprints to half court to again turn the two on one into a two on two situation. ● The game is 5 minutes. ● At the end of the game, the team that finishes with the most scores is the winner. 總結階段 Summary stage 1. Teacher pick up 3 students feedback. 2. Reviewing the lesson and providing feedback. 3. Worksheet : Fast Break. 4. Cheers and dissolution. 第三節結束 End of the first session	 7
參考資料 References	Early Offense Phases. (n.d.). Retrieved June 12, 2024, from https://hooptactics.net/premium/offense/earlyoffense/earlyphases.php#twoonone Fast Break in Basketball: Basic Information Explained. (n.d.). Retrieved June 12, 2024, from https://hoopstudent.com/basketball-fast-break/ 2 on 1 Continuous. (n.d.). Retrieved June 14, 2024, from https://www.breakthroughbasketball.com/playcreator/view.asp?ID=81&type=drill 國中評量標準. (n.d.). SBASA 十二年國教課綱國民中小學素養導向標準本位評量計畫. https://sbasa.rcpet.edu.tw/SBASA/Subject/Subject-J.aspx	

基隆市立成功國民中學健體領域教學與評量對照表

一、教學評量對照表

單元名稱	轉換快攻 Fast Break					
操作說明	1. 評量時機 ：技能評量於完整教學活動結束後實施；認知、情意與行為評量可於教學過程中、單元活動結束後，或期末進行整體性評量。 2. 評量工具 ：實作評量、籃球投籃及傳球動作檢核表、檔案評量(學習單、學習態度觀察紀錄表)。 3. 學習紀錄 ：指未列入評量之學習歷程。 4. 對應之評量內容 ：為該節課教學內容所設計之評量題目或檢核表。					
節課名稱	教學目標	教學重點	學習紀錄	評量次主題	評量工具	對應之評量內容
轉換快攻	1. 學生能了解籃球轉換快攻及快速傳導的基本動作及要領，並能透過練習與反思，以改善動作技能。 2. 學生能做出轉換快攻及傳導的動作技能，並學習運用策略於活動或籃球比賽中。 3. 學生能積極參與分組活動，尊重他人與同學相互合作共同完成目標。	1. 引起動機 ：籃球轉換快攻及快速傳導的基本動作及要領。 2. 發展活動 ：轉換快攻及快速傳導技巧講解、示範與實作練習。 3. 綜合活動 ：說明轉換快攻及快速傳導較常發生的錯誤、注意的事項、技巧和訣竅、分組競賽。		技能原理 (認知) 學習態度 (情意)	線上學習單 學習態度觀察紀錄表	

二、評量項目

(一) 評量一：能了解籃球轉換快攻及快速傳導的基本動作及要領。

1. 評量目標：學生能了解籃球轉換快攻及快速傳導的基本動作，並學習運用策略於活動或籃球比賽中。
2. 評量工具：Fast Break 線上學習單 (如附件一)
3. 評分基準：學生是否能了解籃球轉換快攻，並學習運用策略於活動或籃球比賽中。
4. 評分規準：

等級	A	B	C	D	E
評分規準	學生能正確答對 3 項策略，並完成學習單。	學生能正確答對 2 項策略，並完成學習單。	學生能正確答對 1 項策略，並完成學習單。	學生未能正確答對各項策略，已完成學習單。	未達 D 級

(二) 評量二：

1. 評量目標：藉由分組遊戲或競賽活動中，能與同學相互合作共同完成目標。
2. 評量工具：學習態度觀察紀錄表
3. 評分基準：學生是否能利他合群的態度與他人理性溝通與和諧互動。
4. 評分規準：

等級	A	B	C	D	E
評分 規準	能完整表現出 四個責任層級 之評量項目	能表現出紀律 與尊重、參與 及合作、主動 與抗壓等三層 級之評量項目	能表現出紀律 與尊重、參與 及合作、等二 層級之評量項 目	只能表現出四 個責任層級其 中一項。	未達 D 級

三、 附件(Appendix)：

(一) 評量一：Fast Break 線上學習單

繁體中文

Fast Break Basketball Strategy

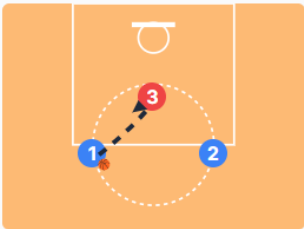
Based on the defender's position, choose the correct offensive strategy and drag it to the corresponding scenario.

Attack the Defender

Read the Defender

Maintain Spacing

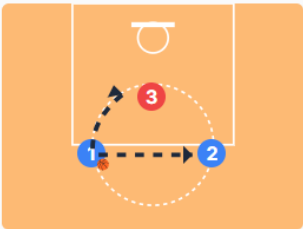
Scenario A



Drive hard towards the defender to force a choice or create a chance to score.

Drag strategy here

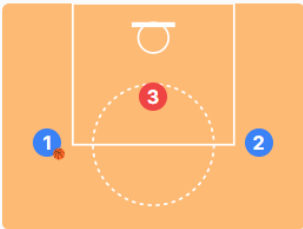
Scenario B



Observe the defender's movements to decide whether to pass or drive to the basket.

Drag strategy here

Scenario C



Keep a good distance between you and your teammate to make it difficult for the defender to guard both players.

Drag strategy here

Reset Game

(二) 評量二：學習態度觀察紀錄表

評量項目 座號姓名		責任層級參照																表現標準
		紀律與尊重				參與及合作				主動與抗壓				讚美與領導				
		遵守紀律		尊重他人		參與練習		團隊合作		積極主動		壓力抗拒		欣賞讚美		領導表現		
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	