

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，然鼓勵以英文填寫。The blanks can be filled in Chinese or English, but English is encouraged.

學校名稱 School	CCHPS.HUALIEN County		課程名稱 Course	力拔山河
單元名稱 Unit	肌力與團隊合作		學科領域 Domain/ Subject	Physical education
教材來源 Teaching Material	Self-develop		教案設計者 Designer	林冠廷、黃啟瑞 張兆鑫、黃婉婷
實施年級 Grade	Grade 3-6		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	12 年國民教育核心素養將”具備身心健全發展的素質”列為重點議題，並藉以認識個人特質、發展運動與保健的潛能，本單元將拔河運動最可貴之處，在於拔河運動中，沒有所謂的個人英雄式主義；每位隊員都是主角，透過拔河運動將每位隊員緊密結合在一起，並具備堅強的意志力與團隊意識。			
學科核心素養 對應內容 Contents Corresponding to the Domain/Subject Core Competences	總綱 General Guidelines	A1 身心素質與自我精進		
	領綱 Domain/Subject Guidelines	健體-E-A1 具備良好身體活動與健康生活習慣		
	校本素養指標 School-based Competences	※若無則免填。		
學科學習重點 Learning Focus	學習表現 Learning Performance	2c 能養成遵守常規，表現出積極、正向的態度，主動參與團體的學習。 3c 能接觸與學習多樣化的運動類型，透過探索、演練等學習過程，習得並表現出穩定性、移動性及操作性之基本動作能力。		
	學習內容 Learning Contents	2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。 2C-Ⅲ-3 表現積極參與、接受挑戰的學習態度 3c-Ⅱ-2 透過身體活動，探索運動潛能與表現正確的身體活動。		
學生準備度 Students' Readiness	學科準備度 Readiness of Domain/Subject			
	Ss have ever seen tug of war. Ss have participated the traditional tug of war(outdoor).			
	英語準備度 Readiness of English Ss know how to use simple phrases for greetings. Ss understand simple instructions for movement.			

	Ss understand simple vocabulary and phrases of classroom management. Ss know some simple words about this lesson ( pull, back, change, win, etc.)		
<b>單元學習目標 Learning Objectives</b>	Ss can use right ways to join tug of war. Ss can improve their gross motor skills and body coordination. 學生能知道室內外拔河的不同。 學生能團隊合作，做出整齊的拔河動作。		
<b>中／英文 使用時機 Timing for Using Chinese/ English</b> ※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.	<b>教師 Teacher</b>		<b>學生 Students</b>
	使用時機 1. Greet Ss/check attendance 2. Teacher(referee) gives instructions for different movements 3. Ask questions to make sure students' comprehension 4. Introduce the order of tug of war 5. Manage the class activities 6. Praise and give feedback on students		使用時機 1. Greet the T 2. Warm-up (20 counts each) 3. Answer T's questions 4. Listen T's instructions and participate in class activities
<b>教學方法 Teaching Methods</b>	練習法 示範法		
<b>教學策略 Teaching Strategies</b>	連結生活經驗 設計提問		
<b>教學資源及輔助器材 Teaching Resources and Aids</b>	video (Internet ) Word cards (self-made) tug of war rope(institution)		
<b>評量方法 Assessment Methods</b>	Performance assessment 實作評量		
<b>評量規準 Rubrics</b>	實作檢核		
	左手	左手有伸直	左手有彎曲
	勾選		
	右手	右手有放在丹田	右手不是放在丹田
	勾選		
	姿勢	身體和左腳成一直線	身體和左腳沒成一直線
	勾選		
	動作	利用體重與腳的力量 往後蹬地	沒有利用體重與腳的 力量往後蹬地
	勾選		
	團隊合作	能與同隊隊友以相同 節奏拉繩	不能與同隊隊友以相 同節奏拉繩
	勾選		

議題融入 Issues Integrated		※無則免填，若有，請填寫至多兩項。Please write down no more than two issues if there is any.
<b>教學流程 Teaching Procedures</b>		
※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the t20 ru		
第一節	<b>準備階段 Preparation stage</b>	<b>時 間 Time</b>
	1. T says “Good morning(afternoon) “ . Ss says “Good morning(afternoon), teacher”.	
	2. T calls the roll	
	3. T asks Ss to warm up	
	4. T Introduces the procedure of the session.	(5 分)
	<b>發展階段 Development stage</b>	
	1. 觀看室內拔河、室外拔河影片 老師詢問二者的異同 T feedbacks	(5 分)
	2. 老師解說室內與室外拔河基本動作(T models)	(10 分)
	3. 單人拉輪胎Ss practice (every Ss) 老師調整學生動作 T feedbacks	(6 分)
	4. 雙人拉輪胎Ss practice (every Ss) 老師調整學生動作	(10 分)
	5. 小組(3~4人)拉彈簧床墊Ss practice (Grade 5 & 6) (3.4年級繼續練習拉輪胎) 老師調整學生動作 T feedbacks	(4 分)
	<b>總結階段 Summary stage</b>	
	1. Ss demonstrate the correct movements.	
	2. T gives some feedback on students.	
	3. T reminds students to wash their hands and drink water.	
	4. Class dismissed.	
	<b>第一節結束 End of the first session</b>	

<p><b>第二節</b></p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <ol style="list-style-type: none"> <li>1. T says “Good morning(afternoon) “ . Ss says “Good morning(afternoon), teacher”.</li> <li>2. T calls the roll</li> <li>3. T asks Ss to warm up</li> <li>4. T Introduces the procedure of the session.</li> </ol> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <ol style="list-style-type: none"> <li>1. 雙人拉輪胎Ss practice (Grade 3 &amp; 4) 老師調整學生動作 小組(3~4人)拉彈簧床墊Ss practice (Grade 5 &amp; 6) 老師調整學生動作</li> <li>2. 小組拉拔河機(3~4人)Ss practice (Grade 3~ 6) 老師調整學生動作 還沒輪到的小組在旁觀摩。</li> </ol> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <ol style="list-style-type: none"> <li>1. Ss demonstrate the correct movements.</li> <li>2. T gives some feedback on students.</li> <li>3. T reminds students to wash their hands and drink water.</li> <li>4. Class dismissed.</li> </ol>	<p><b>時間</b> <b>Time</b> (5 分)</p> <p>(10 分)</p> <p>(20 分)</p> <p>(5 分)</p>
<p><b>第三節</b></p>	<p style="text-align: center;"><b>準備階段 Preparation stage</b></p> <ol style="list-style-type: none"> <li>1. T says “Good morning(afternoon) “ .</li> <li>2. Ss says “Good morning(afternoon), teacher”.</li> <li>3. T calls the roll.</li> <li>4. T asks Ss to warm up.</li> <li>5. T Introduces the procedure of the session.</li> </ol> <p style="text-align: center;"><b>發展階段 Development stage</b></p> <ol style="list-style-type: none"> <li>1. 分隊進攻、防守動作練習 (一隊6人，一次2隊)Ss practice (Grade 3~ 6) 老師調整學生動作(依檢核表動作要領項目調整動作) 還沒輪到的小組在旁觀摩。</li> <li>2. 起步練習(6人)Ss practice (Grade 3~ 6) 老師調整學生動作 還沒輪到的小組在旁觀摩。</li> </ol> <p style="text-align: center;"><b>總結階段 Summary stage</b></p> <ol style="list-style-type: none"> <li>1. Ss demonstrate the correct the movements.</li> <li>2. T gives some feedback on students.</li> <li>3. T reminds students to wash their hands and drink water.</li> </ol> <p style="text-align: center;"><b>第三節結束 End of the second session</b></p>	<p><b>時 間</b> <b>Time</b> (5 分)</p> <p>(15 分)</p> <p>(15 分)</p> <p>(5 分)</p>

<b>第四節</b>	<b>準備階段 Preparation stage</b>	<b>時間</b> <b>Time</b> (5 分)
	1. T says "Good morning(afternoon) ". Ss says "Good morning(afternoon), teacher". 2. T calls the roll. 3. T asks Ss to warm up. 4. T Introduces the procedure of the session.	(10 分)
	<b>發展階段 Development stage</b>	
1. 拔河比賽口令與動作指導Ss practice (every Ss) (1) 舉繩 Pick up the rope (2) 拉緊 Take the strain (3) 預備 Steady (4) 開始(拉) Pull (5) 換邊 change (6) 宣判勝方 Indicating winner. The winner is team A.  2. 分隊競賽(6人)Ss practice (Grade 3~ 6)	(20 分)	
<b>總結階段 Summary stage</b>	(5 分)	
<b>參考資料</b> <b>References</b>		

※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.