

高雄市鳳山區鳳山國民小學校訂課程（教案）

鳳遊寰宇

一、教學設計理念說明

本課程設計第一、第二單元從學生的午餐為主題，引領學生從探索臺灣學生午餐，擴展視野至探索各國學生午餐，最後引導學生分析各國學生午餐，讓學生了解各國食用在地食物的風潮以及如何採取行動來促進健康飲食。第三單元從各國的傳統服飾做延伸至目前的服飾文化，引導學生了解服飾文化造成的環境污染問題，並進而引領學生理解綠色消費的重要性，認同健康的生活態度及消費方式。

二、教學活動設計

統整領域	健體、英文	設計者	涂于婷
實施年級	六年級上學期	總節數	共 21 節
單元名稱	探索新視野-世界-時尚玩家		
設計依據			
核心素養			
總綱核心素養		領綱核心素養	
E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特質，發展生命潛能 E-A2 具備探索問題的思考能力，並透過體驗與實踐處理日常生活問題。 E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。		[健康與體育] 健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。 健體-E-B1 具備運用體育與健康之相關符號知能，能以同理心應用在生活中的運動、保健與人際溝通上。 [英語文] 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，精進個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學詞彙及句型進行簡易日常溝通。	
核心素養呼應說明			
藉由觀察日常生活與其他國家的飲食、衣著之文化的不同，並從臺灣學生午餐內容出發，設計出合宜的午餐菜單，並因應情境變化，進行調整與創新符應了了解我國與世界其他國家的文化特質，並能嘗試與擬訂解決問題的計畫。在解決問題之後，能發展具國際視野的本土認同			
學習重點	學習表現	學習內容	
	語文領域-英語文 2-III-6 能使用簡易的日常生活用語。 5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。	語文領域-英語文 Ac-III-3 簡易的生活用語。 B-III-2 國小階段所學字詞及句型的生活溝通。	

		健康與體育 1b-III-4 了解健康自主管理的原則與方法。 2b-III-1 認同健康的生活規範、態度與價值觀。 4b-III-1 公開表達個人對促進健康的觀點與立場。	健康與體育 Ca-III-2 環境污染的來源與形式 Ca-III-3 環保行動的參與及綠色消費概念 Ea-III-3 每日飲食指南與多元飲食文化
		概念架構	導引問題
食尚玩家 台灣學校午餐 設計適合台灣小學的菜單 世界學校午餐 分析其他國家的菜單 世界的服裝 提出服飾過剩的改善作法		4. 教師藉由討論各國的午餐內容，請學生分組討論各國午餐規劃差異，並發表看法。 規劃適當的午餐內容前應先考量哪些條件？ 天然食物與加工食物的差別？ 生產服飾可能產生的環境汙染有哪些？ 能夠怎麼解決過多衣物造成環境汙染的問題？	
議題融入	實質內涵	察覺國際兒童營養午餐議題，體驗自主學習、互動溝通、創作與表現的歷程，省思身為國際公民的責任與行動。	
	所融入之學習重點	融入國際教育之議題 國 E1 了解我國與世界其他國家的文化特質。 國 E5 體認國際文化的多樣性。	
與其他領域/科目的連結		健康與體育領域	
教材來源		自編	
教學資源(教師)		電腦、單槍投影機、英語字卡	
教學資源(學生)		小白板、白板筆、世界地圖	
學習目標			
1. 能認識常用搜尋引擎的使用介面與操作方式 2. 能上網搜尋台灣學生的午餐資訊並分類食物型態 3. 能設計合宜的午餐菜單 4. 能以英文表達及分享台灣午餐菜單設計，並反思與回饋對該設計的看法。 5. 能認識不同國家的傳統服飾與文化。 6. 能了解生產過多服飾可能造成的環境汙染。 7. 能提出解決服飾過剩的方法。			
教學重點			

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| 1.認識台灣的午餐食物
2.表達對台灣學生的午餐食物的喜好及味道看法
3.設計合宜的台灣午餐菜單
4.能運用學習到的英文字詞及句型 |
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教學活動設計			
教學活動內容及實施方式	時間	教學資源	評量
單元一：台灣學校午餐（共 8 節） 壹、準備活動 這一單元我們要認識臺灣學生午餐內容，並且希望我們可以設計出合宜的午餐菜單。 教師展示“School lunches in Taiwan” 臺灣學生午餐簡報，詢問學生從簡報中看到了什麼？你最喜歡哪一種的學生午餐？最後透過小組合作，將白板上腦力激盪出來的單字組成幾句完整句子來描述該張簡報所呈現的臺灣學生午餐內容。教師一共介紹 3 張臺灣學生午餐內容畫面，每一畫面都以相同流程完成作品討論。 1. Teacher uses target sentence and asks students: Can you find five foods in this picture? Students may say: 2. The words for food may be: rice, noodle, vegetable, fish, beef, pork, chicken, egg. Teacher repeats the words, and shows them on the screen. Teacher asks students: Can you describe the taste of food? Students may say: The words for taste are: sour, sweet, salty, bitter, spicy. Teacher repeats the words, and shows them on the screen. 3. Teacher may say: Now, let's work in groups. Each group's task is to use these words (teacher points to the word lists on the screen) and make sentences. You can start the sentence with "I like .../ because it tastes ..." Students may say (or write on the worksheets): I (don't)like the_____ (name of food) for lunch today, because it tastes _____ (taste of food). 貳、發展活動 – How to search for school lunch information though internet 詢問學生你還記得剛剛老師簡報所說，臺灣學生午餐的食物內容嗎？因為，接下來的課程，我們要設計及介紹臺灣學校午餐菜單，所以我們利用這節課上網搜尋更多相關資訊。在搜尋的過程中，也有助於讓你更了解關於臺灣學生午餐內容。 你知道該如何上網搜尋關於臺灣的學校午餐資訊嗎？ 1. 老師示範說明如何利用英語多重關鍵字上網搜尋有關臺灣學校午餐資訊。 Teacher may say and demonstrates:	40 分鐘 80 分鐘	教學簡報 多媒體網頁	口頭報告、實作評量 實作評量

Now, let me show you how to use multiple keywords to search the Internet for lunch information in Taiwan. 讓我們使用 google chrome 瀏覽器並在其上鍵入多重關鍵字以搜索資訊。 Let's use google chrome browser and type keywords on it to search for information online. 2. Teacher asks What are the keywords? Students may answer The words are "school lunch Taiwan" Students practice search for it online 3. 教師說明使用照片須注意照片授權條款。教師示範上網至創用 cc 圖庫網站，並以 multiple keywords 上網搜尋有關臺灣午餐食物圖片，並指導學生如何複製、貼上到 office 文書軟體之學習單上 (worksheets)。 Teacher may say and demonstrates: The teacher explained that the use of photos must pay attention to the terms of photo authorization. Let me demonstrate the use of creative cc gallery website and search for relevant food pictures online with multiple keywords . Teacher asks What are the keywords? Students may answer The words are "school lunch Taiwan". Teacher may say and demonstrate First, we point to the picture, and then use the keyboard shortcut Ctrl C to copy the picture. Paste the picture onto the worksheet by using the keyboard shortcut Ctrl V. Students practice search for it online 4. Teacher may say: Which food for lunch today do you like best? Can you describe the reason why you like or dislike these foods in three to five related words or in full sentences? Please also fill it on the worksheet. Students may answer: I (don't) like the_____ (name of food) for lunch today, because it tastes _____ (taste of food). 5. Teacher asks Do you know the type of food we eat today? Please discuss. You can also search online. Students discuss and practice search for it online. Students may answer The type of food can be "vegetables", "fruits", "grains", "meat", and "dairy". 6. Teacher may say:		學習單	□頭報告、實作評量 實作評量
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Do you know why we need to eat a variety of foods? Students may answer: This is for health reasons. 7. Teacher may say: Let us design the lunch menu together. Think about health! 參、綜合活動–Design the lunch menu 教師示範請學生先找出喜歡的臺灣午餐資訊以及圖片，並完成學習單之午餐菜單設計，提醒學生食物種類要至少要滿足 4-5 種食物型態。 1. Teacher may say and demonstrates: Now let's search for the food information through the web browser and finish the worksheets. The lunch menu must match three dishes and soup, and there must be at least four to five types of food. Please paste the food picture and enter the food description to complete the worksheet for lunch menu design. 2. Students finish worksheets Teacher hands out worksheets for each group. Ask student to search for information online and finish the worksheet. 老師發下各組學習單，學生上網搜尋相關資訊，並討論如何描述及分享此食物而且記錄在學習單上。 3. Worksheets Presentations: Invite students to share their works. Record the presentations I will also record these presentations and upload them to youtube to share with the world. Students show his/her worksheet and may say: My name is _____, and I am here to talk to you about "Lunch menu design for students in Taiwan." First, we design the lunch menu as shown in the worksheet. The foods of our lunch menu are _____, _____, _____, _____ and _____(name of food). (such as: rice/ noodle/ vegetable/ fish / beef/ pork/ chicken/ egg) Second, the food we designed in this menu includes ____ (4 or 5) kinds of food, such as vegetables, fruits, grains, meat, dairy and so on. Third, we especially recommend the _____(food name), because it tastes _____(sweet and sour). Finally, we believe that we must eat a variety of foods to improve our health. Thank you all for your attention. 4. Vote for good lunch menu Teacher asks :	80 分鐘 120 分鐘	圖表、學習單 學習單	□頭報告、實作評量 □頭報告、實作評量
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Let us vote for the best lunch menu design. Then, we will record the movie and upload it to youtube to share with the world. IV. Wrap up (5 mins) Teacher may make a conclusion: This course emphasizes that... 1. Each country has a different student lunch format. 2. To improve health, we need to eat a variety of foods. 3. All children should know and have rights to eat good food. ~The End~ 單元二：世界學校午餐 (共 7 節) 壹、準備活動 上一單元我們認識臺灣學生午餐內容，這一單元我們要認識法、英、日、美等國學生午餐內容，並且希望學生可以想辦法增進學生午餐品質。 教師展示“School lunches around the world”各國學生午餐簡報，詢問學生從簡報中看到了各國受歡迎的食物？並討論該食物是否符合健康原則。最後透過小組合作，將電視上腦力激盪出來的單字組成幾句完整句子來描述該張簡報所呈現的各國食物內容。教師一共介紹 4 個國家食物內容畫面，每一畫面都以相同流程完成作品討論。 1. Teacher uses target sentence and asks students: Which country is this? Students may say: The country is _____(country name). 2. Teacher repeat the words, and show them on the screen. 3. Teacher asks students: What 's the popular food in this country? Students may say: The foods are potato, cheese and pasta. 4. Teacher asks students: Is the _____(food name) healthy? Students may say: Yes, it is. The food looks natural. (No, it isn't. The food looks processed.) 5. Teacher repeat the words, and show them on the screen. 6. Teacher may say: Now, let's work in groups. Each group's task is to use these words (teacher points to the word lists on the screen) and make sentences. You can start the sentence with "The popular foods in _____(country name)are .../ The _____(food) looks ..." Students may say (or write on the worksheets): "The popular foods in _____ (country name)are	80 分鐘	教學簡報	口頭報告、實作評量
		多媒體網頁	口頭報告、實作評量

____,____,____ and ____./The ____ (food) looks healthy (unhealthy) .../because it is natural(processed) food." 貳、發展活動– How to search for school lunch information through internet 教師播放 "School lunches around the world" 短片，透過動畫呈現各國午餐真實內容。接下來，教師介紹幾個國家學校午餐地圖，揭曉這些國家的主食和其農產品以及地形等有很大關係。藉此說明該國學校午餐形成緣由以及該國政府為了改善學校午餐品質所做的努力。請學生回答關於以上各國午餐食物(Food)、農產地圖(Map)及午餐改善行動(Actions)之相關單字及句子，並請各組派代表上台以雙語呈現。 1. Teacher may say: I am going to play an animation called "School lunches around the world". The animation shows the true lunches of some countries. 2. Teacher may say: After watching the video, please do the following things in the worksheet: (1) What's for lunch in ____ (country)? Students may answer They eat ____, ____, ____, and ____ for school lunch. (2) Do you think it's healthy? Students may answer "Yes, I think so. It's natural food." or "No, I don't think so. It's processed food." 3. Teacher may say: Some foods in these countries are healthy, and some are not. Now, I will show you some of the efforts made by these governments to improve the quality of school lunches. 4. The teacher introduces the school lunch of each country and explains the reasons for its health or unhealthy. Teacher may say: Let's talk about school lunch around the world and the actions we can take to improve the school lunch with this infographic "School lunch Map & Way to improve". 5. 教師說明使用照片須注意照片授權條款。Can you search online for the food, map of Italy? 你知道該如何上網搜尋關於義大利學校午餐圖片嗎?教師示範上網至創用 cc 圖庫網站，並以 multiple keywords 上網搜尋有關各國午餐食物圖片，並指導學生如何複製、貼上到 office 文書軟體之學習單上(worksheets)。 Teacher may say and demonstrates: The teacher explained that the use of photos must pay attention to the terms of photo authorization. Let me demonstrate the use of creative cc gallery website and search for relevant food pictures online with multiple keywords.	120 分鐘		
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Teacher asks What are the multiple keywords? Students may answer The words are "school lunch Italy". Teacher may say and demonstrate First, we point to the picture, and then use the keyboard shortcut Ctrl C to copy the picture. Paste the picture onto the worksheet by using the keyboard shortcut Ctrl V. Students practice search for it online 6. 教師示範如何利用 google map 搜尋有關各國地圖等地理資訊並複製地圖到學習單的方法。 Teacher may say and demonstrates: Now, let me show you how to use google map on the Internet to find food maps of various countries. 7. Teacher may say: Later let us work out the worksheet together. Think about health! 參、綜合活動- Lunch Map & Actions 現在請同學完成一份以義大利國家為例之 "Lunch Map & Actions" 學習單，請同學上網搜尋義大利學校午餐圖、義大利地圖，並且 Choose Actions that you like to improve the school lunch。請各組學生寫出食物(Food)、地圖(Map)之相關單字及句子，並請各組派代表上台以雙語呈現。 1. Teacher may say and demonstrates: Now let's search for the food information online and finish the worksheets. Please paste the food pictures, the map of Italy, and answer the questions on the " Lunch Map & Actions" worksheet. 2. Students finish worksheets Teacher hands out worksheets for each group. Ask student to search for information online and finish the worksheet. 3. Worksheets Presentations: Invite students to share their works. Students show his/her worksheet and may say: My name is _____, and I am here to talk to you about "Lunch Map & Actions". First, the map of Italy is as shown in the worksheet. Second, the foods for school lunch in _____(name of country) are _____, _____, _____, _____ and _____(name of food).(such as : pasta, bread , salad , fish, and grapes) Third, the lunch in this worksheet includes ____ (4 or 5) kinds of food, such as "vegetables", "fruits", "grains", "meat ", "dairy " and so on. Fourth, we especially recommend the _____(food name), because it looks _____(healthy, natural, organic). Finally, we believe that we students can take actions to	80 分鐘	學習單 多媒體網頁	□頭報告、實作評量 □頭報告
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improve the quality of school lunch. Thank you all for your attention. IV. Wrap up (5 mins) Teacher may make a conclusion: This course emphasizes that... 1.Each country has a different student lunch format. 2.To improve health, we had better eat natural foods. 3.To improve health, we need to eat a variety of foods. 4.Students can take actions to improve the quality of school lunch.			
單元三：世界的服裝 (共 6 節) 壹、準備活動— 上一單元我們認識臺灣學生與其他國家學生的午餐內容，並且希望學生可以想辦法增進學生午餐品質。這個單元要來認識各國的傳統服裝，並且希望學生可以藉此對各國的風俗民情有更進一步的了解。教師展示“Clothes around the world”各國傳統服飾的簡報，從簡報中的服飾圖片猜猜這是屬於那個國家？ 1. Teacher may say: I am going to play a video called “clothes around the world”. The animation shows the traditional costumes of some countries. You need to guess the clothes are from which country. Teacher asks: whose clothes are these? Students may say: They are <u>India, Spain, Nigeria's...</u> clothes. 2.After watching the video, please do the following things in the worksheet: (1) What are the traditional clothes in ____ (country)? Students may answer They are ____, ____, ____, and ____ in ____ (country). (2) Which clothes do you like, and why? Students may answer I like ____, and _____. Because _____.	40 分鐘	多媒體網頁	口頭報告、實作評量
貳、發展活動—The clothing waste crisis. 教師播放 “The clothing waste crisis- how our shopping habits are hurting our planet” 短片，透過影片教師介紹近年來因快時尚的崛起，服飾被大量生產而產生浪費及汙染環境的現象。。藉此說明快時尚的形成緣由以及為了改善衣服浪費所做的努力。請學生回答關於以上服飾(clothing)、環境汙染(environmental pollution)及改善行動(Actions)之相關單字及句子，並請各組派代表上台以雙語呈現。 1. Teacher may say: I am going to play a video called “The clothing waste crisis-how our shopping habits are hurting our planet”. After	80 分鐘	學習單	口頭報告、實作評量

watching the video, you can tell me why and how is the clothing hurting our environment? Students may say: There are too many clothes. People like new and fashion clothes... 參、綜合活動- 了解完過多的衣服可能產生的環境問題後，老師請學生分組討論可以解決的方案並上台發表 1. Teacher gives a question: What can we do to solve this problem? Ask student to search for information online. Students can have group discussion and search the plans from the Internet. 2. Worksheets Presentations: Invite students to share their works. Students show his/her worksheet and may say: My name is _____, and I am here to talk to you about "Our actions".	120 分鐘		
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學習目標		能以英文表達及分享台灣午餐菜單設計。				
學習表現		英 5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 健 4b-III-1 公開表達個人對促進健康的觀點與立場。				
評量標準						
主題	表現描述	A 優秀	B 佳	C 可	D 不足	E 落後
探索新視野——世界		能夠流利且正確地以所學詞彙與句型表達及分享台灣午餐菜單設計	能夠正確地以所學詞彙與句型表達及分享台灣午餐菜單設計	能夠以所學詞彙與句型表達及分享台灣午餐菜單設計	經老師提醒及協助能夠以所學詞彙與句型表達及分享台灣午餐菜單設計	未達 D 級

評分指引	1. 表達過程非常自然且流利。 2. 能完全掌握一般文法及詞彙的用法。 3. 發音、語調幾乎完全正確。 4. 表達之觀點、立場與介紹的內容豐富，且能完全反映主題的要旨。	1. 表達過程並未特別順暢，偶有停頓。 2. 在運用詞彙、文法時僅有少數錯誤。 3. 發音、語調大致正確，僅有少數幾個字發音錯誤。 4. 表達之觀點、立場與介紹的內容能反映出主題的要旨。	1. 表達的過程出現部分障礙，時有停頓。 2. 在運用詞彙、文法時出現一些錯誤。 3. 發音、語調尚稱正確，但仍有一些發音錯誤。 4. 表達之觀點、立場與介紹的內容能大致反映出題目的要旨。	1. 表達的過程十分不順暢，不當的停頓甚多。 2. 文法及詞彙的用法常常出現錯誤。 3. 發音、語調不太正確，常常發音錯誤。 4. 表達之觀點、立場與介紹的內容僅部分符合主題。	1. 完全沒有表達或讓人都聽不懂。 2. 語法與詞彙皆有太多的錯誤。 3. 發音、語調錯誤甚多。 4. 表達之觀點、立場與介紹的內容與主題不符。
評量工具	檢核表				
分數轉換	95-100	90-94	85-89	80-84	79 以下