

附件三

嘉義縣 110 學年度全英語教案甄選

教案設計比賽甄選（封面）

主題名稱：Only the brave 只有勇敢

參賽組別：國中

適合年級：九年級

設計理念：(實施計畫柒之(二)全英語教學教案設計原則—請依素養導向的教學四大原則進行設計，並依此陳述設計理念(200字以內之簡要說明)

J-A2 具備理解情境全貌，並做獨立思考與分析的知能，運用適當的策略處理解決生活及生命議題。

J-C1 培養道德思辨與實踐能力，具備民主素養、法治觀念與環境意識，並主動參與公益團體活動，關懷生命倫理議題與生態環境。

J-C2 具備利他與合群的知能與態度，並培育相互合作及與人和諧互動的素養。

作品編號：請勿填寫

附件四

全英語教學~教案設計

單元名稱 Unit/Title	只有勇敢 Only the brave	適用年級 Grade	九年級 Grade 9
配合融入之學科 領域(如無，可 略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input checked="" type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段)		
配合融入之議題 Integrated Issues	備註：不包含語文領域 <input type="checkbox"/> 性別平等教育 <input checked="" type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育		

領域/ 科目	英語科	設計者	陳崇仁
實施年 級	九年級	總節數	3
單元名 稱	Only the Brave 只有勇敢		
議題融 入	反霸凌議題/人權議題		
核心素養			
總綱核心素養		領綱核心素養	
A2 系統思考與解決問題 B1 符號運用與溝通表達 C1 道德實踐與公民意識 C2 人際關係與團隊合作		J-A2 具備理解情境全貌，並做獨立思考 與分析的知能，運用適當的策略處理解 決生活及生命議題。 J-C1 培養道德思辨與實踐能力，具備民 主素養、法治觀念與環境意識，並主動	

	<p>參與公益團體活動，關懷生命倫理議題與生態環境。</p> <p>J-C2 具備利他與合群的知能與態度，並培育相互合作及與人和諧互動的素養。</p>
學習重點	<p>學習表現</p> <p>◎2-IV-1能說出課堂中所學的字詞。 *3-IV-13能了解短劇的主要內容與情節。 3-IV-11能藉圖畫、標題、書名等作合理的猜測。 ◎5-IV-3能聽懂日常生活應對中常用語句，並能作適當的回應。 6-IV-4樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 7-IV-3利用語言及非語言溝通策略（如請求重述、手勢、表情等）提升溝通效能。</p>
	<p>學習內容</p> <p>*◎Ab-IV-2歌謠、韻文的節奏與音韻。 Ad-IV-1國中階段所學的文法句型。 ◎Ae-IV-1簡易歌謠、韻文、短文、故事及短劇。 B-IV-4 個人的需求、意願和感受的表達。 B-IV-2國中階段所學字詞及句型的生活溝通。</p>
議題融入	人權教育
教材來源	<p>1、JAKE DRAKE THE BULLY BUSTER (PART6) https://www.youtube.com/watch?v=vtDogQj6uXs</p> <p>2、Stop bullying:https://www.youtube.com/watch?v=bNrWx14MtyI</p> <p>3、自編教材:Only the Brave</p>
學習資源	<p>1、http://kerrymagro.com/10-reasons-bullying-needs-to-stop-in-our-schools/</p> <p>2、https://www.plannedparenthood.org/learn/teens</p>
學習目標	

1. Know the English of bullying-related vocabulary.
2. Understand the definition of bullying and learn to be aware of bullying incidents around you.
3. Know how to protect yourself and avoid becoming a victim of bullying.
4. Learn to discuss bullying in English.
5. Understand the planning, organization and implementation of actions to care for the disadvantaged, show care, tolerance, peace and fraternity, and respect and care for life.

課程架構

一、Heterogeneous group cooperative learning

1、Group names are color-named to avoid labeling effects. The students' learning mode is based on the "group cooperative learning method", which adopts heterogeneous groups to help each other grow. The students in the class are grouped according to the difference of learning level for cooperative learning and healthy competition.

2、Taking into account the diverse learning levels of students, teachers design students with different levels to have oral practice and speaking opportunities, and encourage them to write complete sentences. Therefore, the teaching activities are designed with the concept of differentiated teaching, and the teaching content adopts the same learning materials, in order to ensure that students with different learning paces can participate in the classroom and build learning confidence.

二、Course teaching

1. The course discusses common bullying issues in schools, connects students' life experiences, and arouses learning motivation. Discuss school bullying by watching JAKE DRAKE THE BULLY BUSTER-PART6.

2. Understand the definition of bullying according to the content of the video, and learn to be aware of the bullying incidents around you. Practice speaking and writing sentences, and share in group and class.

3. Teachers make PPT about the severity of bullying, so that students can connect with new knowledge and understand the importance of anti-bullying.

4. Teach students to protect themselves and avoid becoming victims of bullying

5. Promote the Ministry of Education's anti-bullying website and anti-bullying special line

6. Using the adapted reader's theater textbook "only the brave" (only the brave), the bullying incidents that occurred in the school, so that students can connect with life experiences, and describe the incidents and effects of bullying in English.

學習活動設計			
學習活動流程	時間	學習資源	評量
<p>The first class</p> <p>1、Warm Up</p> <p>Teacher prepares a video (JAKE DRAKE THE BULLY BUSTER-PART6) for students. After watching the video, ask students some questions about it.</p> <p>T: What is the video about?</p> <p>S: A boy made fun of Jake, pushed Jake.....</p> <p>T: Did he do it on purpose(故意地)?</p> <p>S: Yes, he did.....</p> <p>T: If you were Jake, how do you feel?</p> <p>S: I feel very sad and angry.....</p> <p>2、Activity</p> <p>(1)Teacher explains what “bully” means, and asks students who the bully is. And, the word “bully” can be a noun or a verb.</p> <p>T: Someone who hurts or frightens you are bullies.</p> <p>A bully makes you do something you don’t want to do. In the video, who is the bully?</p> <p>S: Link is the bully.....</p> <p>T: Only Link? There are someone else. Think about it.</p> <p>S: The students who didn’t help Jake.....</p> <p>T: Yes, the witnesses are the bullies, too.</p> <p>The second class</p> <p>1、Teacher shows slides “Something Need to Know About Bullying in Schools” to students.</p>	<p>10mims</p> <p>15mims</p> <p>20mins</p> <p>15mins</p>	<p>Comp uter/sl ides</p> <p>PPT</p> <p>PPT</p> <p>Media Player</p>	<p>Oral assessment</p> <p>writing assessment</p> <p>Performan ce assessment</p> <p>Oral assessment</p>

<p>(1) Let students guess the answers: Q1: How often is a child bullied in school? A1: A child is bullied in school every _____ minutes. Q2: How many students drop out of school because of bullying? A2: 1 in _____ students drop out of school because of being bullied. Q3: Is there a link between bullying and school incidents(事件)? A3: Harassment(性騷擾) and bullying are linked to _____% of school-shooting incidents.</p> <p>(2) Show students the answers. And ask them if they have the experiences of being bullied? Try to make a sentence to describe it..</p> <p>(3) Teacher let students listen and repeat the RT story “Only the brave”.</p> <p>(4) Discuss the questions and answer them. 1、What is the reading about? 2、Who is the bully in the reading? 3、What does the bullies do to Mary? 4、If you are Mary’s friends, what will you say to her? Each group share the answer on the blackboard with the others.</p> <p>(5) Role play: students of each group do the role play.</p> <p>(6) Homework: Rewrite the story and show it next time.</p> <p>The third class</p>	<p>10mins</p> <p>10mins</p> <p>10mins</p> <p>15 mins</p> <p>10mins</p>	<p>Works heet</p> <p>PPT</p> <p>Media Player</p> <p>PPT</p> <p>Media Player</p> <p>Works heet</p>	<p>writing assessment</p> <p>Performan ce assessment</p> <p>Oral assessment</p> <p>Writing /speaking assessment</p> <p>Performan ce assessment</p>
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<p>1、Presentation: show your rewrite story to the class.</p> <p>2、Teacher let students think about the question below:</p> <p>(1)、Where does bullying often occur(發生)? Does it stay in school only?</p> <p>(2)、When does bullying happen?</p> <p>(3)、How to protect yourself from bullying?</p> <p>Each group share the answer on the blackboard with the others and teacher give them feedbacks.</p> <p>2、Searching the anti-bullying websites and show them to your classmates.</p>	20mins		
Teacher's feedback			
<p>1. At the beginning, using the latest bullying data reported to make students aware of the seriousness of campus bullying, and establishing a friendly campus is an urgent matter. The Child Welfare Alliance began to investigate the current situation of school bullying in 2004. Until 2009, the data of the five consecutive surveys showed that about 10% of primary and secondary school students were being bullied. Potential bullies who answered "often" and "everyday" when asked "I laugh at, bully, or hit my classmates."</p> <p>2. Use the guessed words at the beginning and end of the word to review the words, so that the students can match the words more smoothly, and can also master the words.</p> <p>3. Use multimedia material - video, arouse motivation, and train students' listening.</p> <p>4. To improve writing ability, ask students to shorthand the contents of the video and publish them on stage in groups.</p> <p>5. Use the self-edited textbook "Only the brave" (only the brave) to guide students to practice reading and writing, ask questions, and ask students to publish.</p> <p>6. The students' learning mode is based on the "group cooperative learning method", and the teaching activities are designed with the concept of differentiated teaching,</p>			

and the teaching content adopts the same learning materials. The courses are divided into heterogeneous groups to help each other grow. The grouping method is adopted to allow students to cooperate within the group and compete outside the group, which is enhancing the behavior of students to concentrate on listening to lectures and actively participate in classroom activities.

7. Teachers take into account the diverse learning levels of students, and design students of different levels to have oral practice and opportunities to speak, and encourage them to write complete sentences.

8. Intended or unintentional verbal bullying and relationship bullying often occur in middle school students. This lesson plan is designed to attract students' attention to anti-bullying, thereby arousing students' awareness of loving themselves and others, and creating a fresher campus and society.

9. Through the design of this course, students will learn appropriate ways to solve bullying problems, and at the same time cultivate students to think about problem solving, caring, tolerance and respect for others.

Students feedback

1. The teacher asked us to guess the data on school bullying, the impact of bullying on students dropping out of school, and the ratio of school shootings to bullying. We are amazed that there are so many incidents of bullying around the world in one day.

2. The teacher showed us an English comic video and asked us about the words and video content we heard in the video. Our group knew that there was bullying, and there was a bully who often bullied the weak.

3. The teacher asked us to write down the actions of the bullies, and our group wrote several. The teacher asked us to come on stage to publish, and gave us extra points and feedback.

4. Some words are not understood. When the teacher will publish it in groups, let us guess.

5. We often forget verb conjugations in sentences, and group members will remind each other after observing each other.
6. From the teacher's teaching, we know that the occasional ridicule is also bullying? It turns out that bullying classmates will cause physical and mental harm to classmates?
7. Through this course, I learned the importance of caring and respecting my classmates, and I also learned a lot of words and phrases about bullying. If I see my classmates being bullied in the future, I must take action: inform my parents or teachers, or accompany the bullied classmates and listen to their voices.
8. In particular, you may also be the victim of bullying. Only by making friends carefully, rejecting bullying, using empathy and courage, and not spreading rumors arbitrarily can you protect yourself and others!

附件五

全英語教學~學習活動設計

內容	說明
<p data-bbox="277 432 852 483">Something You Need to Know.....</p> <p data-bbox="188 506 416 566">Guessing time !!</p> <p data-bbox="217 589 756 622">Q1: How often is a child bullied in school?</p> <p data-bbox="221 680 879 719">A1: A child is bullied in school every <u> ? </u> minutes.</p>  <p data-bbox="209 875 675 898">Answer:7 Resource: https://www.plannedparenthood.org/learn/teens</p>	<p data-bbox="1011 398 1422 483">利用報導上最新的霸凌數據，了解霸凌的比例</p>
<p data-bbox="277 969 852 1021">Something You Need to Know.....</p> <p data-bbox="204 1043 437 1104">Guessing time !!</p> <p data-bbox="225 1133 943 1229">Q2: How many students drop out of school because of bullying?</p> <p data-bbox="225 1249 919 1346">A2: 1 in <u> </u> students drop out of school because of being bullied.</p>  <p data-bbox="172 1447 639 1469">Answer:10 Resource: https://www.plannedparenthood.org/learn/teens</p>	<p data-bbox="1011 927 1430 1012">利用報導上最新的霸凌數據，了解霸凌造成學生輟學的影響</p>

Something You Need to Know.....

Guessing time !!

Q3: Is there a link between bullying and school incidents?

A3: Harassment and bullying are linked to _____ % of school-shooting incidents.



incidents: bad things; uncommon things Harassment: behavior that troubles someone

Answer: 75

Resource: <https://www.plannedparenthood.org/learn/teens>

使學生瞭解因霸凌造成的校園
危害-例如校園槍擊事件

內容

說明

Bullying is bad for everyone.
What can you do if you see or know someone being bullied?

Discuss with your partners



Look at the picture. Bob and Tim often hits Jack. They are big bullies at school. This is the three time they bully Jack this week. Now, you are Jack's classmates. You can do something for Jack.

What can you do? Write down 3 sentences.

- 1、
- 2、
- 3、

請學生寫出看見霸凌事件的處遇，例如：可以怎麼協助？

Story time: read the story loudly

Mary is a junior high school student. Her mom died ten years ago. Something bad happened to her these days. Today, when Mary opened her lunch box...



Mary : Wow, Fried chicken! Looks so yummy~
 Ruby: Hey, RETARD! Huh, why do you look at us like that?
 Jennifer: Don't you know who we are?
 R、I、J : Ruby, Ivy, Jennifer. We are bullies!
 Ruby: I got your fried chicken. Oh! Oops~ It slipped...
 Ivy : Wow, it looks more delicious with dust~
 Hmm...Wait a minute. Do you smell something bad like stinky tofu?
 R、J、I : Yeah...the smell must come from Mary !

Discuss the questions and Answer them.

- 1、 What is the reading about?
- 2、 Who is the bully in the reading?
- 3、 What does the bullies do to Mary?
- 4、 If you are Mary's friends, what will you say to her?

使用自編故事 “only the brave”（只有勇敢），讓學生閱讀，並回答問題。增進讀寫技巧及閱讀理解。

Anti-bullying(反霸凌) line



Call the anti-bullying line:
Moe 0800-200885 or school.



MOE takes on bullying at school
Publication Date: September 10, 2011

提供反霸凌諮詢專線給學生

附件六

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：綜合活動 ● 實施年級：九年級 ● 授課教師(作者1/2/3之一)：陳崇仁 			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	<p>1、依據課程計畫所訂定之各週進度實施課程，並做人權議題融入，培養學生道德思辨與實踐能力，具備民主素養、法治觀念。</p> <p>2、國中生常會發生有意無意間的言語霸凌、關係霸凌的情形。設計此教案，引起學生對反霸凌的重視，藉此喚起學生愛己尊重人的意識，營造一個更清新的校園及社會。</p> <p>3、善用學校硬體設備、以及網路。並結合學生生活經驗設計教材。並使用校園發生的霸凌情境當作教學資源，充實課內內容，豐富學習經驗。</p> <p>4、學生的學習模式以「分組合作學習法」為基礎，以差異化教學概念設計教學活動，教學內容採用相同學習材料。課程採異質性分組，互相幫助成長。採用分組加分方式，讓學生組內合作，組外競爭，正增強學生專注聽課、積極參與課堂活動的行為。</p> <p>5、教師考量到學生學習程度多</p>
	2	能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗	
	3	課程實施之歷程，能落實差異化、適性化之原則，以符合不同學生之學習風格	
	4	針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差	

			元，針對學習落後的學生，設計不同程度的學生皆有口說練習及發言機會，並鼓勵寫出完整句子。
課程效果	5	能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效	5、經由此次課程的設計，讓學生學會解決霸凌問題的適當方式，同時培養學生思考解決問題、關懷、包容及尊重他人。 6、課程實施及評量期間，滾動式修正課程設計，實施評量後，多數學生確實能達成核心素養，並精熟學習重點。 7、為弭平學習落差，根據學生個別差異，設計不同程度的實作評量，以提升教學成效。
	6	課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點	
	7	能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成	
	8	面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能	

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：分組討論時間



說明2：異質性分組

課程實踐省思與回饋

1. At the beginning, using the latest bullying data reported to make students aware of the seriousness of campus bullying, and establishing a friendly campus is an urgent matter. The Child Welfare Alliance began to investigate the current situation of school bullying in 2004. Until 2009, the data of the five consecutive surveys showed that about 10% of primary and secondary school students were being bullied. Potential bullies who answered "often" and "everyday" when asked "I laugh at, bully, or hit my classmates."
2. Use the guessed words at the beginning and end of the word to review the words, so that the students can match the words more smoothly, and can also master the words.
3. Use multimedia material - video, arouse motivation, and train students' listening.
4. To improve writing ability, ask students to shorthand the contents of the video and publish them on stage in groups.
5. Use the self-edited textbook "Only the brave" (only the brave) to guide students to practice reading and writing, ask questions, and ask students to publish.
6. The students' learning mode is based on the "group cooperative learning method", and the teaching activities are designed with the concept of differentiated teaching, and the teaching content adopts the same learning materials. The courses are divided into heterogeneous groups to help each other grow. The grouping method is adopted to allow students to cooperate within the group and compete outside the group, which is

enhancing the behavior of students to concentrate on listening to lectures and actively participate in classroom activities.

7. Teachers take into account the diverse learning levels of students, and design students of different levels to have oral practice and opportunities to speak, and encourage them to write complete sentences.

8. Intended or unintentional verbal bullying and relationship bullying often occur in middle school students. This lesson plan is designed to attract students' attention to anti-bullying, thereby arousing students' awareness of loving themselves and others, and creating a fresher campus and society.

9. Through the design of this course, students will learn appropriate ways to solve bullying problems, and at the same time cultivate students to think about problem solving, caring, tolerance and respect for others.

其他： 自編劇本

Only the Brave (只有勇敢)

ACT 1

Open up! Open mind! Viva la vida!

Narrator: Mary is a junior high school student.

Her mom died ten years ago.

Recently, something bad happened to her.

Today, when Mary opened her lunch box...

Mary : Wow~Fried chicken! Looks so yummy~

Ruby: Hey, RETARD! Huh, why do you look at us like that?

Jennifer: Don't you know who we are?

R 、 I 、 J : Ruby, Ivy, Jennifer. We are bullies!

Ruby: I got your fried chicken. Oh! Oops~ It slipped...

Ivy : Wow, it looks more delicious with dust~

Hmm...Wait a minute. Do you smell something bad like **stinky tofu**?

R 、 J 、 I : Yeah...the smell must come from Mary !

Jennifer : Oh, you make me sick...

Mary : I'm sorry. I promise I'll keep away from you...

All: **Go, Go, go away. That's never far away.**

All: **Far, far, far away. Do not get in MY WAY!**

Ruby : Hey, look , what's under her lunch box?

Jennifer : That's her test paper. Let's make a guess how many points she got...

R 、 I: Thirty? Twenty? Ten?

Jennifer: No...she got five points! What a genius!

Ivy : Pass it to me. Let's ~~ go!

Love: Oh, no. Mary is such a coward!

Confidence : Shall we show up and give her a hand?

Courage: Let's wait for a chance!

ACT 2

Narrator: On the way home, Mary felt upset. She felt her world was falling apart.

Mary: I'm such a loser. Mom, I miss you so much. Where are you?

Music: Castle in the Sky

Every time I feel upset,
You give me hope and smile,
You make me strong and let me know,
I am not the lonely star.

Narrator: Suddenly, Mary thought of the story her mom told her.

Mary: Oh, right, Mom once told me, when I was in a bad mood, I could whisper to the stars.

And all of the worries would be taken away by the mysterious elves!

Narrator: When Mary walked to the yard, she looked up to the stars.

Something amazing happened!

All: I have magic. I have power...Umm, magic power!

Narrator: Three elves appeared!

Love: Love!

Confidence: Confidence!

Courage: Courage!

L, C, C: We are warmhearted elves!

Love: I'm Love Elf. What can I do for you?

Mary: My classmates think I smell like a dead fish. Please save me.

Love: It's easy.

First, take a bath every day. Do the cleaning.

Here is a magic towel. Use it to keep you bright.

Mary: Thanks, that's a good idea. I'll try my best to keep clean.

Confidence: I'm Confidence Elf. Do you have other problems?

Mary: Everybody laughed at me because of my bad grades.

What can I do? Please help me!

Confidence: Oh, I see.

You have to study harder

and use time well.

Here is a magic watch.

It will help you manage your time better.

Mary: That's great. Why did I never think of it?

All: Fantastic!

Mary: I still have one problem...Maybe you can help me out.

Courage: I'm Courage Elf. Just tell me what troubles you, girl.

Mary: My classmates call me RETARD all the time! It really breaks my heart!

Courage: Don't be afraid!

When you have a hard time, just ask for help.

Here is a magic whistle.

Blow it whenever you are bullied. The help will come to you.

Mary: Yes, you're right.

I want to change! I need to change! I have to!

ACT 3

Narrator: That night, Mary took a shower from head to toe.

She studied effectively and built up her courage and confidence!

The next day, Mary started a brand new day.

Here come the three guys.

Ruby: Is that you? What's wrong with you? Now, you cleaned your whole body.

Jennifer: That's impossible! Let me smell...

Ivy: Geez...She smells like a rose! It is my favorite!

The three elves: **Oh, yeah, it works.**

Ruby: Hey, how many points did you get today?

Jennifer: Thirty? Twenty? Ten?

Ivy: Oh, come on, she's a genius.

Jennifer: I guessed she got five points again...

R J I: Ha~ha~ha~

Mary: You are wrong...I got eighty-two points today.

Making fun of others doesn't mean you are strong.

Grow up, girls.

Jennifer: How dare you talk to us like this, RETARD! Don't you know...

Mary: I don't like the way you called me.

Now, I want to call the teacher with my whistle!

R J I: You don't mean it. You scared me. We promised we'll never do it again!

L, C, C: **We succeed...she changed!**

Narrator: There is a Mary living in everyone's heart.

When you are ready, grab the chance and don't be afraid to change.

You will become a better person!

Chant: Open up

Open your **heart**,

And open your **mind**,

Open your **thoughts**,

And open your **eyes**,

Open up, Open up!

You know that you can.

Only The Brave!