

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：Polishing Treasured Physical Potential
擦亮珍藏的體能潛力

參賽組別：國中/國小

適合年級：中、低混齡年級
a mixed-aged class for graders from 1 to 4

設計理念：

整合中低年級混齡體育課孩子的知識、能力與態度，設計以合作共學模式的主題課程---「擦亮珍藏的體能潛力」；為挖掘孩子的體能潛力如柔軟度、協調力、平衡感、與肌肉耐力，設計 4 節課：

- 一、模仿動物動作及墊上滾翻動作，訓練肢體協調的流暢度柔軟度。
- 二、以跳躍平衡台與跳格子，增強心肺耐力與肌肉耐力。
- 三、以腳尖腳跟活動、行走平衡台、與鐘擺遊戲，訓練平衡感。
- 四、以腳運球及懸吊在單槓上夾、拋球，增強肌肉耐力。

Integrating the knowledge, abilities, and attitudes of children in mixed-aged PE classes in middle and lower grades, creates the theme of "polishing the treasured physical potential" to adopt the approach of cooperative learning.

To tap children's physical potential such as flexibility, coordination, balance, and muscular endurance, there are 4 lessons designed:


1. Imitate animals' movements and roll movements on the mat to train the fluency and softness of body coordination.
2. Jump on the both sides of the balance beam and hopscotch to enhance cardiorespiratory endurance and muscular endurance.
3. Toes and heels activities, walking on the balance table, and pendulum games to train the sense of balance.
4. Dribble the ball with feet, and grab on the horizontal bar and ,at the same time, clamp and throw the ball to enhance muscular endurance.

作品編號：

全英語教學~教案設計


<p>單元名稱 Unit/Title</p>	<p>Polishing treasured physical potential 擦亮珍藏的體能潛力</p>	<p>適用年級 Grade</p>	<p>Grade 1-4</p>
<p>配合融入之學科領域(如無，可略) Integrated Subjects</p>	<p><input type="checkbox"/>數學 <input type="checkbox"/>自然科學 <input type="checkbox"/>綜合活動 <input checked="" 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)</p> <p>備註：不包含語文領域</p>		
<p>配合融入之議題 Integrated Issues</p>	<p><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 checked="" 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 checked="" 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</p>		
<p>總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies</p>	<p>學科領域素養 Core competencies of content learning 健體 -E-A1 (Health & PE-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。 Possessing good physical activity and healthy living habits to promote healthy physical and mental development, recognize personal characteristics, and develop potential for exercise and health care.</p> <p>英語文領域素養 Core competencies of language (English) learning 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、字詞及句型進行簡易日常溝通。 To possess introductory listening, speaking, reading and writing skills in English. Under the guidance, the kids can use the learned words, words and sentence patterns Simple daily communication.</p>		
<p>單元目標 Unit Objectives</p>	<p>1. 模仿動物動作及墊上滾翻動作，訓練肢體協調的流暢度柔軟度。 Imitate animals' movements and roll movements on the mat to train the fluency and softness of body coordination.</p> <p>2. 以跳躍平衡台與跳格子，增強心肺耐力與肌肉耐力。 Jump on the both sides of the balance beam and hopscotch to enhance cardiorespiratory endurance and muscular endurance.</p> <p>3. 以腳尖腳跟活動、行走平衡台、與鐘擺遊戲，訓練平衡感。 Toes and heels activities, walking on the balance table, and pendulum games to train the sense of balance.</p>		

	<p>4.以腳運球及懸吊在單槓上夾、拋球，增強肌肉耐力。</p> <p>Dribble the ball with feet, and grab on the horizontal bar and ,at the same time, clamp and throw the ball to enhance muscular endurance.</p>
<p>表現任務 Performance Tasks</p>	<p>Be able to—</p> <p>1.能模仿動物動作和在墊子上的翻滾動作。</p> <p>imitate animals' movements and roll movements on the mat</p> <p>2.能在平衡木和跳房子的兩側跳躍。</p> <p>jump on the both sides of the balance beam and hopscotch</p> <p>3.能做腳趾和腳後跟活動，在平衡台上行走，鐘擺遊戲。</p> <p>switch activities of toes and heels, walk on the balance table, and play pendulum games</p> <p>4.用腳運球，同時抓住單槓時間，夾球並拋球。</p> <p>dribble the ball with feet, and grab on the horizontal bar and ,at the same time, clamp and throw the ball</p>
<p>Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period</p>	<p>Period one: 能猜出他人所模仿的並簡單做軟墊上的滾翻活動 guessing what the others imitate and doing simple tumbling motions on a mattress</p> <p>Period two: 跳躍平衡台與跳格子遊戲等伸展身體 jumping over a balance bar and hopscotching</p> <p>Period three: 腳尖腳跟活動、行走平衡台、與3人鐘擺遊戲 toe-heel activities, walking on a balance bar, and a 3-player pendulum game</p> <p>Period four: 腳運球及吊在單槓上用雙腳夾、拋球 dribbling the ball with the feet and clip and throw the ball with both feet on the horizontal bar</p>
<p>第一節 First Period</p>	
<p>相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines</p>	<p>學科領域學習表現 Performance of content learning</p> <p>1c-I-1 認識身體活動的基本動作。</p> <p>Recognizeing the basic movements of physical activity.</p> <p>2d- I -1 專注觀賞他人的動作表現。</p> <p>Focusing on appreciating the actions of others.</p> <p>1c-II-1 認識身體活動的動作技能。</p> <p>Identifying motor skills for physical activity.</p> <p>Ib-II-1 音樂律動與模仿性創作舞蹈。</p> <p>composing your body language by imitating animals' activities</p>


	<p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-10 能聽懂簡易句型的句子。 The kids can understand sentences with simple sentence patterns.</p> <p>2-II-4 能使用簡易的教室用語。 The kids are able to use simple classroom language.</p> <p>6-II-3 樂於回答教師或同學所提的問題。 The kids are willing to answer questions raised by teachers or classmates.</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 The kids can properly use non-verbal information in context to aid learning.</p>		
<p>學習目標 Learning Objectives</p>	<p>學科學習內容 Content</p>		
	<p>Ib-II-1 音樂律動與模仿性創作舞蹈(動作)。 doing mimetic composing movement</p> <p>Ia-I-1 滾翻、支撐、平衡、懸垂遊戲。 doing rolling, bracing, balancing, and dangling games</p> <p>Ia-II-1 滾翻、支撐、平衡與擺盪動作。 doing rolling, bracing, balancing, and swinging movements</p>		
	<p>語言學習內容 (Language of Learning) Communication</p>		
	<p>目標字詞 Target vocabulary :</p> <p>1. The names of the animals: monkey, butterfly, fish, snake, octopus, dog, cat,...</p> <p>2. the directions: left & right, up & down,</p> <p>3. activities: roll, turn, jump, hop, come, go, come over, turn over/around</p> <p>目標句型 Target sentences:</p> <p>1. Guessing games: T: Guess. What is it? Ss: It's a/an...</p> <p>2. activities on the mattresses: T: Come over. Keep your head on the gymnastics mats and your hands beside your head. Then, do a cartwheel/turn over. T: Sit on the gymnastics mats and rock left and right. Then, turn around. T: Roll on the gymnastics mats from left to right and right to left.</p>		
<p>學習活動 Learning Tasks</p>	<p>步驟 Procedures</p>	<p>教學資源 Teaching Resources</p>	<p>認知能力 Cognition</p>
		<p>gymnastics mats 軟墊</p>	<p>1.能了解並說出身體各部位活動的方法和運用。 The kids can understand</p>

	<p>I.暖身 Warm-up: 1-1 guessing what the teacher's imitating 1-2 expressing how you guess</p> <p>II.活動 activities: 2-1 playing guessing games according how the others move their body 2-2 doing simple tumbling motions on gymnastics mats and learning how to move the parts of the body</p> <p>III.綜合活動 Comprehensive activities: 3-1 sharing how fun to learn in class 3-2 taking turns to perform today's activity you like most 3-3giving the others some encouragement according to their performance</p>		<p>and speak how the various aspects of the body exercise or move.</p> <p>2.能認識多種動物的形態及其移動方式。 The kids can recognize the shape of a variety of animals and how they move.</p> <p>3.認識墊上體操運動的知識與安全使用方法。 The kids can know the knowledge and safe use of the gymnastics on the mattresses.</p>	
自編自選教材或學習單 Learning Materials				
onebox2.0 online 南一 3 下第 6 單元舞動精靈 Dancing Elves 南一 3 上第 5 單元好玩的墊上運動 How Fun the Exercises on the Mattress are				
語言使用 Use of Language				
課室語言 Classroom Language		授課語言 Instructional Language		互動語言 Interactive Language
attention, look at me, follow me, take a look, come over, go back, What's wrong? Great/ Good job.		Sit on the mattress. Keep your head on the mattress. Turn over/around. Roll from this side to that side. Rock left and right. Jump over. What is it? Is it a/an...?		Be polite. Don't be rude. It's your turn. Take turns. Go, go, go!
評量 Assessment	學科內容學習評量 Subject Content Learning Assessment 一、能做出指定的動物形態和朋友分享。 The kids can make a designated animal form and share it with friends. 二、能懂得欣賞同學創作出的動物特徵。 The kids are able to appreciate the animal features created by classmates. 三、學會體驗在墊上活動的的動作。 The kids experience the movements of activities on the mattresses.			


	<p>語言學習評量 Language Learning Assessment</p> <p>一、聆聽 Listening: 音訊理解 Audio Comprehension 能對聽到的簡易語句做出適當的回應。 The kids can respond appropriately to simple sentences heard.</p> <p>二、口說 Oral Speaking: 口語表達 Oral Expression 能使用達意的字詞語句，說出切合主題或情境的內容。 The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>
第二節 Second Period	
<p>相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines</p>	<p>學科領域學習表現 Performance of content learning</p> <p>3d-I-1 應用基本動作常識，處理練習或遊戲問題。 Applying common sense of basic movement to solve practice or game problems.</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。 Demonstrating active participation and willingness to try learning.</p> <p>2d-II-1 描述參與身體活動的感覺。 Describe what it feels like to be involved in physical activity.</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-10 能聽懂簡易句型的句子。 The kids can understand sentences with simple sentence patterns.</p> <p>2-II-4 能使用簡易的教室用語。 The kids are able to use simple classroom language.</p> <p>6-II-3 樂於回答教師或同學所提的問題。 The kids are willing to answer questions raised by teachers or classmates.</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 The kids can properly use non-verbal information in context to aid learning.</p>
	學科學習內容 Content
<p>學習目標 Learning Objectives</p>	<p>Ia-II-1 滾翻、支撐、平衡與擺盪動作。 doing rolling, bracing, balancing and swinging movements.</p> <p>Ab-I-1 體適能遊戲。 doing fitness games.</p> <p>Ga-I-1 走、跑、跳與投擲遊戲。 doing walking, run, and jump game.</p>
	語言學習內容 (Language of Learning) Communication
	<p>目標字詞 Target vocabulary : Walk, jump, hop, count, hopscotch, 目標句型 Target sentences:</p>

	Keep balance, jump over the balance bar, hopscotch, (number) and (number) are (number).		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	 <p>I. Warm-up: 1-1 talking about how to keep balance during walking 1-2 demonstrating the right/wrong ways to keep balance during walking and expressing</p> <p>II. activities: 2-1 Keep jumping over from this side to that side of the balance bar. 2-2 Hopscotch according to the numbers and the counting answer.</p> <p>III. Comprehensive activities: 3-1 Is it easy to keep balance while walking on the balance bar? 3-2 How was the muscle on your legs after you jumped over from this side to that side of the balance bar? 3-3 Can you feel your heartbeats? How fast did it beat after you hopped?</p>	- gymnastics mats	能在遊戲中模仿動物的動作，表現肢體動作的靈活協調度。 The kids can imitate the movements of animals in the game, showing the flexibility and coordination of body movements. 能透過遊戲認識跳躍動作 The kids are able to recognize jumping movements through games.
	自編自選教材或學習單 Learning Materials		
	onebox2.0 online 南一 1 下第 9 課跳躍大進擊 How Cool to Be a Jumping Master		
	語言使用 Use of Language		
	課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
	attention, look at me, follow me, take a look, come over, go back, What's wrong? Great/	Hopscotch, count, jump over	It's your turn. Who can give a number? Don't push.

	Good job.		
評量 Assessment	<p>學科內容學習評量</p> <p>一、能做出單、雙腳跳混合式的連續跳躍動作。 The kids are able to make continuous jumping movements of single and double foot jumping.</p> <p>二、能使用跳躍動作與行進移動。 The kids are able to use jumping action and marching movement.</p> <p>語言學習評量 Language Learning Assessment</p> <p>一、聆聽 Listening: 音訊理解 Audio Comprehension 能對聽到的簡易語句做出適當的回應。 The kids can respond appropriately to simple sentences heard.</p> <p>二、口說 Oral Speaking: 口語表達 Oral Expression 能使用達意的字詞語句，說出切合主題或情境的內容。 The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>		
第三節 Third Period			
<p>相關領域之學習 表現或相關議題 之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p>學科領域學習表現 Performance of content learning</p> <p>1c-I-1 認識身體活動的基本動作。 Recognizing the basic movements of physical activity.</p> <p>1c-I-2 認識基本的運動常識。 Recognizing basic sports knowledge.</p> <p>1c-II-1 認識身體活動的動作技能。 Identifying motor skills for physical activity.</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。 Demonstrating active participation and willingness to try learning.</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-10 能聽懂簡易句型的句子。 The kids can understand sentences with simple sentence patterns.</p> <p>2-II-4 能使用簡易的教室用語。 The kids are able to use simple classroom language.</p> <p>6-II-3 樂於回答教師或同學所提的問題。 The kids are willing to answer questions raised by teachers or classmates.</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 The kids can properly use non-verbal information in context to aid learning.</p>		
學習目標 Learning	學科學習內容 Content		
	Ia-I-1 滾翻、支撐、平衡、懸垂遊戲。		

Objectives	doing tumbling, bracing, balancing, and dangling games. Ia-II-1 滾翻、支撐、平衡與擺盪動作。 doing rolling, bracing, balancing and swinging movements. 語言學習內容 (Language of Learning) Communication 目標字詞 Target vocabulary : toes, heels, back, forth, push, pull, walk, keep balance 目標句型 Target sentences: toes and heels, back and forth, push/pull		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	 <p>I. Warm-up:</p> <p>1-1 greeting:</p> <p style="padding-left: 40px;">How do you feel right now?</p> <p>1-2 expressing:</p> <p style="padding-left: 40px;">How does your body move while the earthquake happens?</p> <p>II. activities:</p> <p>2-1 Please walk on the balance beam.</p> <p>2-2 a pendulum game :</p> <p style="padding-left: 40px;">keeping balance while</p> <p style="padding-left: 40px;">2-1-1 moving your toes and heels</p> <p style="padding-left: 40px;">2-1-2 regularly swinging back and forth</p> <p>III. Comprehensive activities:</p> <p>3-1 Is it easy for you to keep balance while you are practice to stand by</p>	balance bars	<p>1. 如何在晃動中運用身體移動保持平衡與安全。</p> <p>How to use body movement to maintain balance and safety during shaking.</p> <p>2. 了解透過簡單的動作伸展自己的身體。</p> <p>Learning to stretch your body through simple movements.</p>

	<p>switching with toes/heels? Why?</p> <p>3-2 Is it horrible for you to walk along the balance bar? Why?</p> <p>3-2 How do you collaborate to achieve the 3-player pendulum game?</p> <p>3-3 Did you learn how to protect yourself and keep yourself balance while the earthquake happens?</p>		
自編自選教材或學習單 Learning Materials			
onebox2.0 online			
南一 2 上第 8 單元我們都是平衡高手 We Are All Masters of Balance			
語言使用 Use of Language			
課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactive Language	
attention, look at me, follow me, take a look, come over, go back, What's wrong? Great/ Good job.	toes and heels, back and forth, Clap your hands. Push and pull. Walk on the balance bar. Keep your body in balance.	Help each other. It's your turn./Take turns. Sit over there. Take a rest. Stop. Be polite.	
評量 Assessment	<p>學科內容學習評量 Subject Content Learning Assessment</p> <p>一、能運用平衡能力學會使用校園中的遊戲設備。 The kids are able to use balance skills to learn how to use equipment on campus.</p> <p>二、能做出指定的平衡動作。 The kids are able to perform specified balancing movements.</p> <p>語言學習評量 Language Learning Assessment</p> <p>一、聆聽 Listening: 音訊理解 Audio Comprehension 能對聽到的簡易語句做出適當的回應。 The kids can respond appropriately to simple sentences heard.</p> <p>二、口說 Oral Speaking: 口語表達 Oral Expression 能使用達意的字詞語句，說出切合主題或情境的內容。 The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>		
第四節 Fourth Period			

<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p>學科領域學習表現 Performance of content learning</p> <p>1c-II-1 認識身體活動的動作技能。 Identifying motor skills for physical activity.</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。 Demonstrating active participation and willingness to try learning.</p> <p>2d-II-1 描述參與身體活動的感覺。 Describe what it feels like to be involved in physical activity.</p> <p>3c-II-1 表現聯合性動作技能。 Demonstrating combining skills of the body's movements.</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-10 能聽懂簡易句型的句子。 The kids can understand sentences with simple sentence patterns.</p> <p>2-II-4 能使用簡易的教室用語。 The kids are able to use simple classroom language.</p> <p>6-II-3 樂於回答教師或同學所提的問題。 The kids are willing to answer questions raised by teachers or classmates.</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 The kids can properly use non-verbal information in context to aid learning.</p>		
<p>學習目標</p> <p>Learning Objectives</p>	<p style="text-align: center;">學科學習內容 Content</p> <p>Hb-I-1 陣地攻守性球類運動相關的簡易拍、拋、接、擲、傳、滾及踢、控、停之手眼、手腳動作協調、力量及準確性控球動作。 Simply doing passing, rolling and kicking, controlling, and stopping a ball to achieve hand-eye, hand-foot coordination, and strength and accuracy of ball control</p> <p>Ia-II-1 滾翻、支撐、平衡與擺盪動作。 doing rolling, bracing, balancing and swinging movements.</p> <p style="text-align: center;">語言學習內容 (Language of Learning) Communication</p> <p>目標字詞 Target vocabulary : activities: hands on, hands off, grab, swing, inside, outside, toes, heels</p> <p>目標句型 Target sentences: Throw the ball, swing your body,</p>		
<p>學習活動</p> <p>Learning Tasks</p>	<p style="text-align: center;">步驟</p> <p style="text-align: center;">Procedures</p>	<p style="text-align: center;">教學資源</p> <p style="text-align: center;">Teaching Resources</p>	<p style="text-align: center;">認知能力</p> <p style="text-align: center;">Cognition</p>
		<p>-balls</p> <p>-horizontal bars</p>	<p>1.能理解踢傳球等相關動作內容。</p> <p>1. The kids can</p>

	<p>I. Warm-up:</p> <p>1-1 Tell me how I kick the ball?</p> <p>1-2 Show me the other way you kick the ball.</p> <p>II. activities:</p> <p>2-1 Practice kicking the ball with the inside/outside/toe of your foot.</p> <p>2-2 Practice gripping the horizontal bar over/underhand.</p> <p>2-3 While you are on the horizontal bar, please clip the ball with your feet and try to throw it.</p> <p>III. Comprehensive activities:</p> <p>3-1 How do you collaborate to dribble/pass/catch the ball with your foot? 你如何用腳丫子合作運球/傳球/接球?</p> <p>3-2 How do you like to swing on the horizontal bar? What goal does the activity help you achieve? 這活動幫你實現什麼目標?</p> <p>3-3 How hard is it to throw the ball with your feet while they are hanging in the air due to your body swinging on the horizontal bar with your hands on it? 當你的腳掛懸在空中，你的身體因手在單槓上擺動，扔球會是多難?</p>	-mats	<p>understand the content of related actions such as passing a ball by kicking.</p> <p>2.能於活動中知道如何和他人完成相關動作。</p> <p>The kids are able to know how to complete related activities with others during activities.</p> <p>3.能認識單槓運動的握法及運動方式。</p> <p>The kids are able to understand the grip and movement methods of horizontal bar movement</p>
自編自選教材或學習單 Learning Materials			
<p>onebox2.0 online</p> <p>南一 2 下第 8 課踢球樂 How Fun Kicking a Ball Is</p> <p>南一 3 下第 8 課我是單槓高手 I'm a Horizontal Bar Master</p>			
語言使用 Use of Language			
<p>課室語言 Classroom Language</p>		<p>授課語言 Instructional Language</p>	<p>互動語言 Interactional Language</p>
<p>attention, look at me, follow me, take a look, come over, go back, What's wrong? Great/</p>		<p>inside, outside, toes, kick the ball, count, overhand, underhand hands on, hands off, grip, swing,</p>	<p>stay here, go over there, come here, follow the instruction,</p>

	Good job.	move, hold/throw the ball,	
評量 Assessment	<p>學科內容學習評量 Subject Content Learning Assessment</p> <p>1.能順暢的用足背完成踢球。 The kids can smoothly use the outside of the foot to kick the ball.</p> <p>2.能順暢的用足內側完成踢球。 The kids can smoothly use the inside of the foot to kick the ball.</p> <p>3.能和其他人合作完成踢球。 The kids are able to cooperate with others to complete the kick.</p> <p>4.能做出吊單槓雙腳夾球的動作。 The kids can make the action of hanging the horizontal bar with both feet to clamp the ball.</p> <p>語言學習評量 Language Learning Assessment</p> <p>一、聆聽 Listening: 音訊理解 Audio Comprehension 能對聽到的簡易語句做出適當的回應。 The kids can respond appropriately to simple sentences heard.</p> <p>二、口說 Oral Speaking: 口語表達 Oral Expression 能使用達意的字詞語句，說出切合主題或情境的內容。 The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>		

全英語教學~學習活動設計

領域／科目／跨領域		PE(Physical Education)	
實施年級		Grade 1~Grade4	總節數 共 4 節，160 分鐘
(聚焦之) 單元名稱		Polishing treasured physical potential 擦亮珍藏的體能潛力	
設計依據: onebox2.0			
學習 重點	學習表現	<p>1c-I-1 Recognizing the basic movements of physical activity.</p> <p>2d- I -1 Focusing on appreciating the actions of others.</p> <p>1c-II-1 Identifying motor skills for physical activity.</p> <p>Ib-II-1 composing your body language by imitating animals' activities</p> <p>3d-I-1 Applying common sense of basic movement to solve practice or game problems.</p> <p>2c-II-3 Demonstrating active participation and willingness to try learning.</p> <p>2d-II-1 Describe what it feels like to be involved in physical activity.</p> <p>1c-I-2 Recognizing basic sports knowledge.</p> <p>3c-II-1 Demonstrating combining skills of the body's movements</p>	核心 素養
	學習內容	<p>Ib-II-1 doing mimetic composing movement</p> <p>Ia-I-1 doing rolling, bracing,</p>	
		<p>Health & PE -E-A1</p> <p>Possessing good physical activity and healthy living habits to promote healthy physical and mental development, recognize personal characteristics, and develop potential for exercise and health care.</p> <p>EnglishE-B1</p> <p>To possess introductory listening, speaking, reading and writing skills in English. Under the guidance, the kids can use the learned words, words and sentence patterns</p> <p>Simple daily communication.</p>	

		<p>balancing, and dangling games</p> <p>Ia-II-1 doing rolling, bracing, balancing, and swinging movements</p> <p>Ab-I-1 doing fitness games.</p> <p>Ga-I-1 doing walking, run, and jump game.</p> <p>Hb-I-1 Simply doing passing, rolling and kicking, controlling, and stopping a ball to achieve hand-eye, hand-foot coordination, and strength and accuracy of ball control</p>	
議題融入	議題／學習主題	<p>1.human rights education</p> <p>2.moral education</p> <p>3.safety education</p> <p>4.outdoor education</p>	
	議題實質內涵	<p>1.safety education E4 the discussion about the safety-precautions you should be aware of in everyday life.</p> <p>2.Safety education E6 the knowledge about the body.</p> <p>3.human-right education E8 The issue about understanding children's needs for gaming rights.</p> <p>4.Moral education E3 The issue about communication, cooperation and coordination.</p>	
與其他領域／科目的連結		Health & Physical Education	
教材來源		<p>Onebox2.0 online(Health & PE/B1-B3)</p> <p>B3-2U6 Dancing Elves</p> <p>B3-1U5 How Fun the Exercises on the Mattress are</p> <p>B1-2U9 How Cool to Be a Jumping Master</p> <p>B2-1U8 We Are All Masters of Balance</p> <p>B2-2U8How Fun Kicking a Ball Is</p> <p>B3-2U8 I'm a Horizontal Bar Master</p>	

學習目標

1. Cognition:

- 1-1. The kids are able to understand and describe the methods and applications of the movement of various parts of the body.
- 1-2. The kids are able to recognize the shape and movement of various animals.
- 1-3. The kids know the knowledge and safe are used on gymnastics mats.
- 2-1. The kids are able to recognize jumping movements in the game.
- 3-1. The kids learn to stretch their body through simple movements.
- 4-1. The kids are able to understand the relevant actions such as kicking, passing and catching the ball in the teaching material demonstration.
- 4-2. The kids are able to know how to complete relevant actions with others during activities.
- 4-3. The kids know how to grip and move on the horizontal bar.

2. Affection:

- 1-1. The kids are able to appreciate and observe the creation of the partners' movement.
- 1-2. The kids are able to seriously participate in the practice, and cooperate with others to perform activities at the same time.
- 1-3. The kids conscientiously carry out various learning activities with classmates.
- 1-4. The kids can take the initiative to help classmates and appreciate the advantages of classmates.
- 2-1. The kids are able to observe the rules of the game, and play cooperatively with others.
- 3-1. The kids are able to perform **body's** stretches
- 4-1. The kids are able to work with classmates to complete assigned actions.
- 4-2. The kids are able to earnestly carry out various learning activities with classmates and help others to try out movements, aiming for improvement.

3. Skills:

- 1-1. The method and application of the movement of various parts of the body can be performed reliably.
- 1-2. The kids are able to show animals' characteristic movements and combine with the rhythm of music to complete the animals' arrival exhibition activities.
- 1-3. The kids can truly complete the actions which are explored and created according to personal body shape, size, level and route trajectory in space elements.
- 1-4. Use the game to train the body's response and exercise the flexibility of the body.
- 1-5. The kids are able to roll on gymnastics mats.
- 2-1. The kids are able to understand and master single and double jumping, as well as continuous jumping.
- 3-1. Complete the balancing action on the balance beam.
- 4-1. The kids are able to understand the content of action and smoothly complete the relevant kicking action.
- 4-2. The kids are able to make the game action of the horizontal bar.

4. Representation:

- 1-1. The kids are able to perform mobile or non-mobile physical movements with family members after class.
- 1-2. The kids are able to take the initiative to seek or participate in the opportunity to perform physical movements, such as participating in talent shows.
- 1-3. The kids are able to implement daily physical activities.
- 2-1. The kids can cooperate with the game to make body changes during the jumping process.
- 2-2. The kids are able to apply jumping movements to life.
- 3-1. The kids are able to carry out daily self-physical activities.
- 4-1. The kids are able to cooperate with others smoothly in football activities

to show kicking action.

4-2. The kids are able to show the spirit of learning, and use the time between classes to practice and improve the movement for progress.

4-3. The kids are able to implement daily physical activities.

學習活動設計			
節數	學習引導內容及實施方式 (含時間分配)	學習評量	備註
第一節	<p>I.Warm-up: (3'-5')</p> <p>1-1 guessing what the teacher's imitating</p> <p>1-2 expressing how you guess</p> <p>II. activities:(24'-26')</p> <p>2-1 playing guessing games according how the others move their body</p> <p>2-2 doing simple tumbling motions on a mattress and learning how to move the parts of the body</p> <p>III.Comprehensive activities:(5'-10')</p> <p>3-1 sharing how fun to learn in class</p> <p>3-2 taking turns to perform today's activity you like most</p> <p>3-3 giving the others some encouragement according to their performance</p>	<p>Subject Content</p> <p>Learning Assessment (SCLA)</p> <p>1.The kids can make a designated animal form and share it with friends.</p> <p>2.The kids are able to appreciate the animal features created by classmates.</p> <p>3.The kids experience the movements of activities on the mattresses.</p> <p>Language Learning Assessment(LLA)</p> <p>1.Listening--- Audio Comprehension: The kids can respond appropriately to simple sentences heard.</p> <p>2.Oral Speaking--- Oral Expression: The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>	
教學設備／資源：gymnastics mats			

<p>第 二 節</p>	<p>I.Warm-up: 3’-5’</p> <p>1-1 talking about how to keep balance during walking</p> <p>1-2 demonstrating the right/wrong ways to keep balance during walking and expressing</p> <p>II. activities:20’-25’</p> <p>2-1 Keep jumping over from this side to that side of the balance bar.</p> <p>2-2 Hopscotch according to the numbers and the counting answer.</p> <p>III.Comprehensive activities:10’-12’</p> <p>3-1 Is it easy to keep balance while walking on the balance bar?</p> <p>3-2 How was the muscle on your legs after you jumped over from this side to that side of the balance bar?</p> <p>3-3Can you feel your heartbeats? How fast did it beat after you hopped?</p>	<p>SCLA:</p> <p>1.The kids are able to make continuous jumping movements of single and double foot jumping.</p> <p>2.The kids are able to use jumping action and marching movement.</p> <p>LLA:</p> <p>1.Listening--- Audio Comprehension: The kids can respond appropriately to simple sentences heard.</p> <p>2.Oral Speaking--- Oral Expression: The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>	
<p>教學設備／資源：gymnastics mats, balance beams</p>			

<p>第三節</p>	<p>I. Warm-up: 4'-6'</p> <p>1-1 greeting: How do you feel right now?</p> <p>1-2 expressing: How does your body move while the earthquake happens?</p> <p>II. activities: 18'-22'</p> <p>2-1 Please walk on the balance beam.</p> <p>2-2 a pendulum game :keeping balance while</p> <p>2-1-1 moving your toes and heels</p> <p>2-1-2 regularly swinging back and forth</p> <p>III. Comprehensive activities: 10'-15'</p> <p>3-1 Is it easy for you to keep balance while you are practice to stand by switching with toes/heels? Why?</p> <p>3-2 Is it horrible for you to walk along the balance beam? Why?</p> <p>3-3 How do you colaborate to achieve the 3-player pendulum game?</p> <p>3-4 Did you learn how to protect yourself and keep yourself balance while the earthquake happens?</p>	<p>S C L A:</p> <p>1. The kids are able to use balance skills to learn how to use equipment on campus.</p> <p>2. The kids are able to perform specified balancing movements.</p> <p>L L A:</p> <p>1. Listening--- Audio Comprehension: The kids can respond appropriately to simple sentences heard.</p> <p>2. Oral Speaking---Oral Expression: The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>	
<p>教學設備／資源：gymnastics mats, balance beams</p>			

<p>第 四 節</p>	<p>I.Warm-up: 3’-5’</p> <p>1-1 Tell me how I kick the ball?</p> <p>1-2 Show me the other way you kick the ball.</p> <p>II. activities:20’-25’</p> <p>2-1 Practice kicking the ball with the inside/outside/toe of your foot.</p> <p>2-2 Practice gripping the horizontal bar over/underhand.</p> <p>2-3 While you are on the horizontal bar, please clamp the ball with your feet and try to throw it.</p> <p>III.Comprehensive activities:8’-12’</p> <p>3-1 How do you collaborate to dribble/pass/catch the ball with your foot?</p> <p>3-2 How do you like to swing on the horizontal bar? What goal does the activity help you achieve?</p> <p>3-3 How hard is it to throw the ball with your feet while they are hanging in the air due to your body swinging on the horizontal bar with your hands on it?</p>	<p>S C L A:</p> <p>1.The kids can smoothly use the outside of the foot to kick the ball.</p> <p>2.The kids can smoothly use the inside of the foot to kick the ball.</p> <p>3.The kids are able to cooperate with others to complete the kick.</p> <p>4.The kids can make the action of hanging the horizontal bar with both feet to clamp the ball.</p> <p>L L A:</p> <p>1.Listening--- Audio Comprehension: The kids can respond appropriately to simple sentences heard.</p> <p>2.Oral Speaking---Oral Expression: The kids can use expressive words and phrases to say what is relevant to the theme or situation.</p>	
<p>教學設備／資源：gymnastics mats, balls, horizontal bars</p>			
<p>● 參考資料：</p> <p>一、 onebox2.0 online</p> <p>二、 https://reurl.cc/yQxX8E</p> <p>三、 https://reurl.cc/5G0ay7</p> <p>四、 https://reurl.cc/7eZkxD</p>			
<p>附錄：</p> <p>課程活動剪影</p> <p>https://reurl.cc/ZrD7NA</p>			

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：健體 ● 實施年級：一年級到4年級 ● 授課教師(作者1/2/3之一)：阮琦雅 			
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	Yes. Their learning follow the list on the schedule.
	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	Yes. The kids apply the equipment to practicing in PE class.
	3	課程實施之歷程，能落實差異化、適性化之原則，以符應不同學生之學習風格	Yes. Even though they learned the same, the goal is different for each one to achieve.
	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	Yes. They practice during the session if they need to enhance.
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	Yes. Besides practicing, they can share through oral and fulfill their mission through group work.
	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	Yes. According to their personal age, they reached their goals.
	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	Yes. They will help each other by sharing their successful experience for the slower learners to follow up.
	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	Yes. They will discuss their weakness and make their plan to improve themselves and raise their presentation.
課程實踐歷程紀錄(課堂學習活動照片、學生成果照片)			



說明1 : imitating the movements of animals

<https://reurl.cc/5G6Qo6>

<https://reurl.cc/e6egEL>

<https://reurl.cc/Go9vbD>

<https://reurl.cc/pWz2Wd>

<https://reurl.cc/DdR7d0>

<https://reurl.cc/q0x2L3>

<https://reurl.cc/Npkgpm>



說明2 : Sit on the gymnastics mats and turn over your body

Exercises on the gymnastics mats

<https://reurl.cc/90jY9v>

<https://reurl.cc/akojKl>

<https://reurl.cc/rQmjWk>

<https://reurl.cc/RjplZ6>

<https://reurl.cc/e6e4qQ>

<https://reurl.cc/VjrvrZ>

<https://reurl.cc/nE9jed>

<https://reurl.cc/8WKZZM>

<https://reurl.cc/Wk5ZKe>

<https://reurl.cc/QjykrZ>

<https://reurl.cc/Rjplax>

<https://reurl.cc/5G6y0v>

<https://reurl.cc/mGVj5W>

<https://reurl.cc/rQmjy0>

<https://reurl.cc/90jY9v>



說明 3： Please walk on the balance beam. And keep jumping over from this side to that side of the balance beam.
<https://reurl.cc/Ep3Nnk>
<https://reurl.cc/Y9250D>



說明4： playing scotch game on the ground
<https://reurl.cc/nE9bR2>
<https://reurl.cc/Ep3Nyv>



說明 5： feet' s movements
<https://reurl.cc/velbXl>
<https://reurl.cc/Lp8x2x>



說明6： a pendulum game :
 keeping balance while regularly swinging back and forth
<https://reurl.cc/q0xbMp>
<https://reurl.cc/Qjykno>
<https://reurl.cc/g00jvp>
<https://reurl.cc/Vjrv66>



說明 7 : Practice gripping the horizontal bar over/underhand.

<https://reurl.cc/akoj5X>

<https://reurl.cc/RjplWe>

<https://reurl.cc/nE9jrd>

<https://reurl.cc/X4dY4E>

<https://reurl.cc/pWzjZa>

說明8 : While you are on the horizontal bar, please clamp the ball with your feet and try to throw it.

<https://reurl.cc/jkNjGm>

<https://reurl.cc/2D2k0a>

<https://reurl.cc/pWzjZa>

<https://reurl.cc/0plggr>

<https://reurl.cc/mGV2jV>

<https://reurl.cc/Go9vqD>

<https://reurl.cc/12dEAG>

<https://reurl.cc/Y92bpn>

<https://reurl.cc/12dENp>

課程實踐省思與回饋

整合中低年級混齡體育課孩子的知識、能力與態度，隨年齡層的因素面對的挑戰增強。在方法設計上，採合作共學模式，以實踐拔尖扶弱的效果，在教學內容上，針對體能潛力的培養，讓混齡班級的孩子按體能個別差異，在互助的合作學習上，得到更大的幫助與鼓勵。

一般說來，年紀輕的孩子柔軟度較好，年紀較長的孩子在協調力、平衡感、與肌肉耐力上較具優勢。然而在單槓的擺盪上，似乎推翻了這樣的刻板印象，證明混齡合作學習的優勢。

總之，不管誰強誰弱，孩子互相學習，提升學習動機、增強修正自己的機會，也增進彼此的交流滿足友誼的建立。

The challenge is increasing according to the gaps in the kid's ages while trying to work for a mixed-aged PE class and to adopt a learning model to improve their knowledge, abilities, and attitude. Here we adopt a cooperative learning model to inspire the kids to learn not only from their teachers but also from themselves. Besides, the teaching materials are suitable for their various ages to learn together and get the best benefits to develop their potential.

Generally speaking, the younger kids are good at calisthenics and the elder

ones at coordination, balance, and muscular endurance. However, from the experience in class, our younger kids are good, even better, at the event gripping on the horizontal bar. That proved that such a teaching approach for a mixed-aged class is successful.

In the end, the results tell us no matter how the kids are, stronger or weaker, it's possible for them to work together to increase their interpersonal relationships, which is kind of the power to help them build up to them and develop their potential.