

附件三

嘉義縣 111 學年度全英語教學暨口說評量活動設計教案甄選

教案設計比賽甄選（封面）

主題名稱：Fast Fashion ~ Fashion also requires a sense of equality and  
Responsibility.

參賽組別：國中組

適合年級：八年級

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)

According to Unit 6 Reading: The Ugly Truth Behind Beautiful Clothes (Haniln), the design map is combined with SDGs indexes to attain the goals of international education. The goals are to highlight the values of the country, to respect multiple cultures and global understanding, and to take the responsibilities of a global citizen.

From the point of the view “To take the responsibilities of a global citizen.”, lead the students to discuss the trend about what’s the relationship between labor exploitation and environmental damage and also encourage the students to develop a modified production mode to promote green economy and ensure sustainable consumption.

作品編號：


附件四

全英語教學~教案設計

<p>單元名稱 Unit/Title</p>	<p>Fast fashion ~ Fashion also needs a sense of equality and responsibility</p>	<p>適用年級 Grade</p>	<p>8<sup>th</sup> grade</p>
<p>配合融入之學科領域 Integrated Subjects</p>	<p><input type="checkbox"/>數學                    <input checked="" type="checkbox"/>自然科學            <input type="checkbox"/>綜合活動            <input type="checkbox"/>健康與體育  <input checked="" type="checkbox"/>生活課程            <input type="checkbox"/>藝術                    <input checked="" type="checkbox"/>社會                    <input type="checkbox"/>科技 (第四學習階段)            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 type="checkbox"/>人權教育 <input checked="" type="checkbox"/>環境教育    <input type="checkbox"/>海洋教育            <input type="checkbox"/>品德教育  <input checked="" 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 checked="" 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><span style="border: 1px solid black; padding: 2px;">學科領域素養</span> Core competencies of content learning            C Social Participation            C2 Interpersonal Relationships and Teamwork</p> <p><span style="border: 1px solid black; padding: 2px;">英語文領域素養</span> Core competencies of language (English) learning            J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.</p>		
<p>單元目標 Unit Objectives</p>	<p>國 J10 Understand the concept of global sustainable development            國 J10-1 Be able to realize the association between fast fashion and environment pollution.            國 J10-2 Be able to describe the influence of environment pollution because of fast fashion.</p> <p>國 J11 Respect and maintain the human rights and dignity of different cultural groups.            國 J11-1 Be able to realize the association between labor exploitation and fast fashion.            國 J11-2 Be able to point out the countries and regions that are victims of labor exploitation caused by fast fashion</p> <p>國 J12 Explore global issues and conceive local action plans for sustainable Development.</p>		

	<p>國 J12-1 Be able to think critically about and explain ways of how to take advantage of consumers' abilities to change the production mode of fast fashion.</p> <p>國 J12-2 Be able to develop a modified production mode to promote green economy and ensure sustainable consumption.</p>
<p>表現任務 Performance Tasks</p>	<p><b>Exploration</b></p> <ol style="list-style-type: none"> <li>1. Be able to collect information and facts related to fast fashion.</li> <li>2. Be able to find out the reasons resulting in fast fashion.</li> </ol> <p><b>Action</b></p> <ol style="list-style-type: none"> <li>1. Be able to take advantage of the information to make one's own PPT.</li> <li>2. Be able to encourage students to make reflections and modify their consuming behaviors in the daily life.</li> </ol> <p><b>Reflection</b></p> <ol style="list-style-type: none"> <li>1. Before the implementation of the course, what are the students' opinions toward fast fashion, especially the influence on natural or social environment?</li> <li>2. After the implementation of the course, what are the students' changes toward fast fashion, especially the consuming behaviors?</li> </ol>
<p>Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period</p>	<p><b>Period one:</b> What's fast fashion?</p> <p><b>Period two:</b> How fast fashion affects people and the environment?</p> <p>Review what the students learned last class and lead them to discuss with each other toward the impact of fast fashion.</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</p> <p>MOE Curriculum Guidelines</p>	<p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-IV-3 Can comprehend sentences of basic or important sentence structures.</p> <p>1-IV-8 Can comprehend the gist of a simple video.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p> <p>3-IV-10 Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc.</p> <p>4-IV-1 Can spell words of junior high school level.</p> <p>4-IV-2 Can write sentences that match a given picture or illustration.</p> <p>4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions.</p> <p>6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-IV-5 Make good use of various search tools to gain better understanding of the English information one comes across.</p> <p>7-IV-4 Can draw on the discussion among the teacher and learners and form personal opinions.</p>																						
<p>學習目標</p> <p>Learning Objectives</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: center; background-color: #e0e0e0;">學科學習內容 Content</th> </tr> <tr> <td style="width: 50%; vertical-align: top;">C-IV-2 Social practices and conditions.</td> <td style="width: 50%;"></td> </tr> <tr> <td style="vertical-align: top;">C-IV-4 Basic views of the world.</td> <td></td> </tr> <tr> <td style="vertical-align: top;">D-IV-1 Making reasonable guesses based on integrated information.</td> <td></td> </tr> <tr> <td style="vertical-align: top;">D-IV-2 Ways to compare, classify and sequence two to three pieces of information.</td> <td></td> </tr> <tr> <td style="vertical-align: top;">D-IV-3 Clarifying the cause-effect relationship between different pieces of information.</td> <td></td> </tr> <tr> <td style="vertical-align: top;">D-IV-4 Distinguishing objective facts from subjective opinions based on textual clues.</td> <td></td> </tr> <tr> <th colspan="2" style="text-align: center; background-color: #e0e0e0;">語言學習內容 (Language of Learning) Communication</th> </tr> <tr> <td colspan="2" style="padding: 5px;"> <div style="border: 1px solid black; display: inline-block; padding: 2px;">目標字詞 Target vocabulary</div> : </td> </tr> <tr> <td style="padding: 5px;">fast fashion</td> <td style="padding: 5px;">cheap cost</td> </tr> <tr> <td style="padding: 5px;">expensive</td> <td style="padding: 5px;">spend true</td> </tr> </table>	學科學習內容 Content		C-IV-2 Social practices and conditions.		C-IV-4 Basic views of the world.		D-IV-1 Making reasonable guesses based on integrated information.		D-IV-2 Ways to compare, classify and sequence two to three pieces of information.		D-IV-3 Clarifying the cause-effect relationship between different pieces of information.		D-IV-4 Distinguishing objective facts from subjective opinions based on textual clues.		語言學習內容 (Language of Learning) Communication		<div style="border: 1px solid black; display: inline-block; padding: 2px;">目標字詞 Target vocabulary</div> :		fast fashion	cheap cost	expensive	spend true
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	<p>目標句型 Target sentences:</p> <p>1. How much did <span style="border: 1px solid black; padding: 0 2px;">it / 物</span> cost you ?</p> <p>2. <span style="border: 1px solid black; padding: 0 2px;">It / 物</span> cost me <span style="border: 1px solid black; padding: 0 2px;">\$\$\$</span>.</p> <p>3. I spent <span style="border: 1px solid black; padding: 0 2px;">\$\$\$</span> on + <span style="border: 1px solid black; padding: 0 2px;">物 / Ving</span>.</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>1. Warm up (2 mins)</p> <p>(1) Start by asking “What is fashion?” Talk about the word, ‘fashion’ (as a NOUN) and ‘fashionable’ (adj)...also teach ‘style’ (n) &amp; ‘stylish’ (adj)</p> <p>(2) Next ask what they think ‘fast fashion’ means. Take responses from students, but do not yet define the term.</p> <p>(3) Watch a video about fast fashion (8 mins)</p> <div style="display: flex; align-items: center; justify-content: center;">  <p>「<b>The true cost of fast fashion</b>」</p> </div> <p>2. Curriculum development</p> <p>(1) The teacher uses PPT to introduce “in Fashion.” and leads the students to guess what factors cause fast fashion, and it may result in various problems such as:</p> <ul style="list-style-type: none"> <li>❶ The consuming habits of people.</li> <li>❷ Labor exploitation.</li> <li>❸ Low pay of least-developed country.</li> <li>❹ Environmental pollution.</li> <li>❺ Excess clothes.</li> </ul> <p>These factors are associated with human rights issues and the inequalities between</p>	<p>「The true cost of fast fashion」， 《Albatross stuffed with garbage, sea turtles stuck with straws, how long have we destroyed the environment?》PPT</p>	<p>1-IV-3 Can comprehend sentences of basic or important sentences structures.</p> <p>I-IV-8 Can comprehend the gist of a simple video.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p> <p>3-IV-10 Can identify the elements of a simple story, including the</p>

	<p>nations. (15 mins)</p> <p>(2) Encourage every group member to classify these questions that are mentioned. Then, write down the answers on the whiteboard in each group. (5 mins)</p> <p>(3) Pick one or two questions combined with the vocabularies of Lesson Six. The students can use these key words to make one or two sentences. Finally, one of each group has to read their sentences to show the opinions. (5 mins)</p> <p>EX:</p> <p>❶ too many clothes → We like to buy new clothes.</p> <p>❷ water pollution → They use cheap materials – polyester.</p> <p>3. Wrap-up (10 mins)</p> <p>(1) Each group uses a sentence that they learned to express their ideas.</p> <p>(2) The teacher wakes up everyone's new consciousness toward fast fashion.</p>		<p>background, characters, conflicts and resolutions, etc.</p> <p>4-IV-1 Can spell words of junior high school level.</p> <p>4-IV-2 Can write sentences that match a given picture or illustration.</p> <p>6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>7-IV-4 Can draw on the discussion among the teacher and learners and perform personal opinions.</p>
自編自選教材或學習單 Learning Materials			
A worksheet.			
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	

	English	English	English
評量 Assessment	<b>學科內容學習評量</b>	Content summative assessment	
		1. By collecting information and discussing with their group members, share their interactions and thoughts about making PPT. 2. Make sure if they can change their consuming behaviors by getting certain accurate information.	
	<b>英語口說學習評量</b>	English oral summative assessment	
		1. How to use simple sentence to express their ideas or PPT that can be realized by other people? 2. How do they use PPT to tell the teacher what are their reflections toward fast fashion in English?	
<b>第二節 Second Period</b>			
相關領域之 學習表現或 相關議題之 實質內涵 MOE Curriculum Guidelines	<b>英語文領域學習表現</b>	Performance of language (English) learning	
		1-IV-3 Can comprehend sentences of basic or important sentence structures. 1-IV-8 Can comprehend the gist of a simple video. 2-IV-1 Can say the words learned in class. 2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English. 3-IV-10 Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc. 4-IV-1 Can spell words of junior high school level. 4-IV-2 Can write sentences that match a given picture or illustration. 4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions. 6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error. 6-IV-5 Make good use of various search tools to gain better understanding of the English information one comes across. 7-IV-4 Can draw on the discussion among the teacher and learners and form personal opinions.	

學習目標 Learning Objectives	學科學習內容 Content		
	<p>C-IV-2 Social practices and conditions.</p> <p>C-IV-4 Basic views of the world.</p> <p>D-IV-1 Making reasonable guesses based on integrated information.</p> <p>D-IV-2 Ways to compare, classify and sequence two to three pieces of information.</p> <p>D-IV-3 Clarifying the cause-effect relationship between different pieces of information.</p> <p>D-IV-4 Distinguishing objective facts from subjective opinions based on textual clues.</p>		
	語言學習內容 (Language of Learning) Communication		
學習活動 Learning Tasks	<p><b>目標字詞 Target vocabulary</b> :</p> <p>think of    low pay    environmental    protect    hurt</p> <p><b>目標句型 Target sentences</b>:</p> <ol style="list-style-type: none"> <li>1. What do you think of fast fashion?</li> <li>2. It hurts the environment.</li> <li>3. It makes workers work for very low pay.</li> </ol>		
	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
<p>1. Warm-up (2mins)</p> <p>★Preparation: Laptop, posters, markers, and PPT.</p> <p>2. Curriculum development</p> <p>(1) Review what you learned last time: The causes of fast fashion. (3 mins)</p> <p>(2) According to the article named “ Albatross was stuffed with garbage, Sea turtles were stuck with straws, how long have we destroyed the environment?”, lead the</p>	<p>「 The true cost of fast fashion 」 ,</p> <p>《Albatross stuffed with garbage, sea turtles stuck with straws, how long have we destroyed the environment?》 PPT</p>	<p>1-IV-3 Can comprehend sentences of basic or important sentences structures.</p> <p>I-IV-8 Can comprehend the gist of a simple video.</p> <p>2-IV-1 Can say the words</p>	





	<p>students to discuss what influence will the fast fashion have on natural and social environment? (8 mins)</p> <p>(3) Each group can use the laptop to look for information they are interested in and classify it and tell if it is fake. At last, list three main points on their poster. (15 mins)</p> <p>(a) How does fast fashion cause labor exploitation?</p> <p>(b) How does fast fashion destroy the environment?</p> <p>(4) Each group has five minutes to report the poster on the blackboard, and emphasizes their main ideas. (13 mins)</p> <p>4.Wrap-up (4 mins)</p> <p>(1) According to the report, the teacher can help the students to classify the same reasons of the two problems.</p> <p>(2) The posters that are handed in will be introduced and discussed next class.</p>	<p>learned in class.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p> <p>3-IV-10 Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc.</p> <p>4-IV-1 Can spell words of junior high school level.</p> <p>4-IV-2 Can write sentences that match a given picture or illustration.</p> <p>6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p>
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			7-IV-4 Can draw on the discussion among the teacher and learners and perform personal opinions.
	自編自選教材或學習單 Learning Materials		
	Students write down their own opinions on the posters.		
	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
	English	English	English
評量 Assessment	<p><b>學科內容學習評量</b> Content summative assessment</p> <p>1. By collecting information and discussing with their group members, share their interactions and thoughts about making PPT.</p> <p>2. Make sure if they can change their consuming behaviors by getting certain accurate information.</p> <p><b>英語口說學習評量</b> English oral summative assessment</p> <p>1. How to use simple sentence to express their ideas or PPT that can be realized by other people?</p> <p>2. How do they use PPT to tell the teacher what are their reflections toward fast fashion in English?</p>		

全英語教學~學習活動設計

領域／科目／跨領域		English / Biology / Social studies	
實施年級		8 <sup>th</sup> grade	總節數 共 2 節， 90 分鐘
(聚焦之)單元名稱		Fast fashion ~ Fashion also needs a sense of equality and responsibility	
設計依據			
學習重點	學習表現	<p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-IV-3 Can comprehend sentences of basic or important sentence structures.</p> <p>1-IV-8 Can comprehend the gist of a simple video.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p> <p>3-IV-10 Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc.</p> <p>4-IV-1 Can spell words of junior high school level.</p> <p>4-IV-2 Can write sentences that match a given picture or illustration.</p> <p>4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions.</p> <p>6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-IV-5 Make good use of various search tools to gain better understanding of the English information one comes across.</p> <p>7-IV-4 Can draw on the discussion among the teacher and learners and form personal opinions.</p>	<p>C Social Participation C2 Interpersonal Relationships and Teamwork</p> <p>J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.</p> <p>核心素養</p>

	學習內容	<p>C-IV-2 Social practices and conditions.</p> <p>C-IV-4 Basic views of the world.</p> <p>D-IV-1 Making reasonable guesses based on integrated information.</p> <p>D-IV-2 Ways to compare, classify and sequence two to three pieces of information.</p> <p>D-IV-3 Clarifying the cause-effect relationship between different pieces of information.</p> <p>D-IV-4 Distinguishing objectives facts from subjective opinions based on textual clues.</p>		
議題融入	議題／學習主題	Life education / environment education / international education		
	議題實質內涵	<p>國 J10 Understand the concept of global sustainable development</p> <p>國 J10-1 Be able to realize the association between fast fashion and environment pollution.</p> <p>國 J10-2 Be able to describe the influence of environment pollution because of fast fashion.</p> <p>國 J11 Respect and maintain the human rights and dignity of different cultural groups.</p> <p>國 J11-1 Be able to realize the association between labor exploitation and fast fashion.</p> <p>國 J11-2 Be able to point out the countries and regions that are victims of labor exploitation caused by fast fashion</p> <p>國 J12 Explore global issues and conceive local action plans for sustainable Development.</p> <p>國 J12-1 Be able to think critically about and explain how to take advantage of consuming ability to change the production mode of fast fashion.</p> <p>國 J12-2 Be able to develop a modified production mode to promote green economy and ensure sustainable consumption.</p>		
與其他領域／科目的連結	Biology / Social studies			

教材來源	<p>1. 《The true cost of fast fashion》 It's made by The Economist. Thus, it discusses the impacts of fast fashion, and how do the consumers and industries do to achieve the win-win goal.</p>  <p>2. 《Albatross stuffed with garbage, sea turtles stuck with straws, how long have we destroyed the environment? 》 discuss what are responsible consumption and production ? Ensure the sustainable consumption and productive mode.</p> 
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**學習目標**

**Exploration**



1. Be able to collect information and facts related to fast fashion.
2. Be able to find out the reasons resulting in fast fashion.

**Action**

1. Be able to take advantage of the information to make one's own PPT.
2. Be able to encourage students to make reflections and modify their consuming behaviors in the daily life.

**Reflection**

1. Before the implementation of the course, what are the students' opinions toward fast fashion, especially the influence on natural or social environment?
2. After the implementation of the course, what are the students' changes toward fast fashion, especially the consuming behaviors?

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	1. Warm up (2 mins) 2. Watch a video (8 mins) 3. Curriculum development (25 mins) 4. Wrap-up (10 mins)	Formative assessment  Oral presentation	
教學設備／資源：Big Screen / Computer / Tablet / Posters / Markers			
第二節	1. Warm up (2 mins) 2. Watch a video (8 mins) 3. Curriculum development (31 mins) 4. Wrap-up (4 mins)	Formative assessment  Results of group discussion	
教學設備／資源：Big Screen / Computer / Tablet / Posters / Markers			
<p>● 參考資料：</p> <p>1. 《The true cost of fast fashion》 It's made by The Economist. Thus, it discusses the impact of fast fashion, and what the consumers and industries do to achieve the win-win goal.</p>  <p>2. 《Albatross stuffed with garbage, sea turtles stuck with straws, how long have we destroyed the environment? 》 discuss what are responsible consumption and production ? Ensure the sustainable consumption and productive mode.</p> 			
附錄：			

(請自行增刪)

附件六

【實施成效】

- 領域/科目/跨領域：英語文領域/社會/生物
- 實施年級：8<sup>th</sup> grade
- 授課教師(作者1/2/3之一)：趙立賢

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	1. 本教案是依據課本主題內容延伸並結合國際教育議題而發展出來的，因此符合學生的先備知識，進而加深加廣主題內涵，豐富了學生的學習經驗。 2. 實施異質性分組，讓學生們透過一同蒐集資料的過程中，進而相互幫忙且充分討論主題內容，並能歸納出自己小組的意見，符合適性化之原則，並減少了學習落差。
	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	
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	1. 本教案首先採取看全球議題的影片，再鼓勵學生用簡易英文敘述所看見的內容，強化口語能力的形成。 2. 再輔以學習單內容，加深課本內所學單字與句型的運用，期待學生除了能說英文，還能寫出正確的英文句子。 3. 透過結合國際教育議題的延伸，開展學生對全球議題的關注，一旦學生的視野開闊了，自主性的思考也會隨之展開，期待學生能體驗自主學習的精神。
	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)			



說明1：上課中開始引導學生進入課程內容



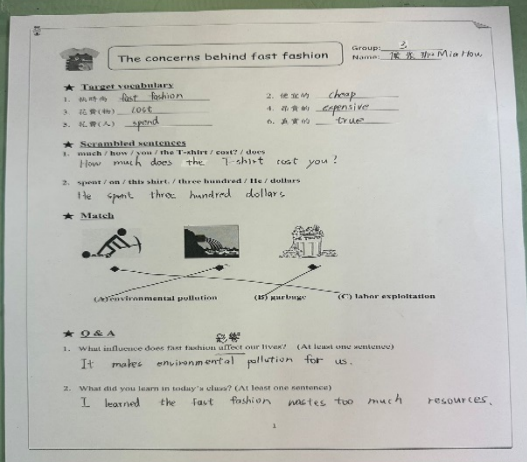
說明2：介紹本日核心單字和句型



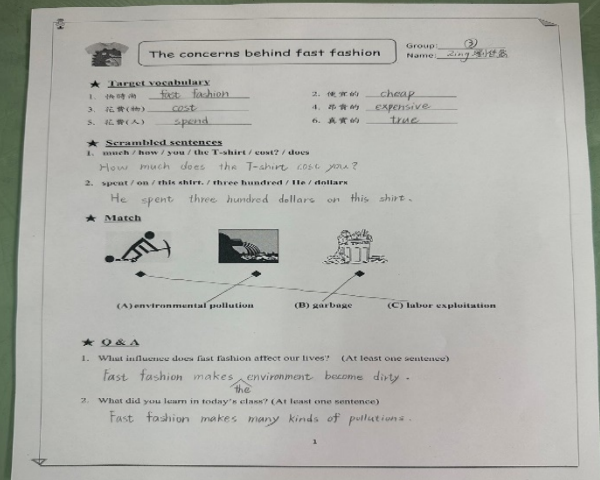
說明3：學生開始分組討論學習單內容-1



說明4：學生開始分組討論學習單內容-2



說明5：學生學習單內容-1



說明6：學生學習單內容-2



## 課程實踐省思與回饋

1. 在看影片前可以先跟學生說明，影片中的內容會有一些比較難的單字不懂沒關係。鼓勵他們盡力看得懂就好，不要有太大的壓力。因此也提供文本在影片中給學生看。
2. 跟分組同學互動中，可以多鼓勵他們盡量提高用英文提問的比例。把討論的內容嘗試跟組員分享，老師可以在旁邊做引導。
3. 課中下去和各組互動時，發現有部分8年級的學生針對開放性的問題比較需要更多的時間討論和思考如何利用所學過的單字和句型來造句，最後還要用英文說出完整的句子。對他們而言可能還需要更加練習。



# The concerns behind fast fashion

Group: \_\_\_\_\_

Name: \_\_\_\_\_

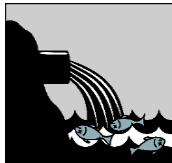
## ★ Target vocabulary

- |                |              |
|----------------|--------------|
| 1. 快時尚 _____   | 2. 便宜的 _____ |
| 3. 花費(物) _____ | 4. 昂貴的 _____ |
| 5. 花費(人) _____ | 6. 真實的 _____ |

## ★ Scrambled sentences

- much / how / you ?/ the T-shirt / cost / does
- spent / on / this shirt. / three hundred / He / dollars

## ★ Match



(A) environmental pollution

(B) garbage

(C) labor exploitation

## ★ Q & A

- What influence does fast fashion have on our lives? (At least one sentence)
- What did you learn in today's class? (At least one sentence)