

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：Take Climate Action – The Fireflies After the Typhoon

參賽組別：Junior High School

適合年級：9th Grader

設計理念：

The lesson plan integrates the spirit of the curriculum by fostering students' listening, speaking, reading, writing, and critical thinking skills while addressing real-world environmental issues. The plan emphasizes contextualized learning through "The Fireflies After the Typhoon" story, allowing students to explore a meaningful theme within an engaging context.

The lesson plan values students' learning processes, methods, and strategies by incorporating a variety of activities that cater to different learning styles. These activities include group discussions, creative writing, vocabulary building, and "oral presentations". By giving students diverse tasks, they are encouraged to develop their own learning methods and strategies, promoting autonomy and self-regulation.

Besides, the lesson plan aims to strengthen students' practical application of knowledge through the development of an action plan that addresses an environmental issue in their community. This component not only connects learning to real-life situations but also empowers students to take action and make a difference in their environment. Overall, the lesson plan is designed to engage students in meaningful, contextualized learning while fostering their English language skills and environmental awareness.

作品編號：

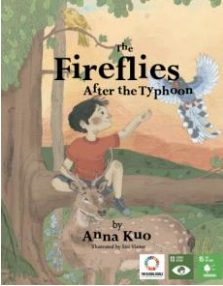

附件四

全英語教學~教案設計

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| <p>單元名稱 Unit/Title</p> | <p>The Fireflies After the Typhoon</p> | <p>適用年級 Grade</p> | <p>9th Grader</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 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 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 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</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>1. 英-J-A1：具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p>2. 英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論。</p> <p>3. 英-J-B1：具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>4. 英-J-C2：積極參與課內及課外英語文團體學習活動，培養團隊合作精神。</p> | | |
| <p>單元目標 Unit Objectives</p> | <p>1. Enhance students' English language skills and critical thinking abilities through engaging with the story, vocabulary building, and comprehension activities.</p> <p>2. Encourage creativity, collaboration, and problem-solving by discussing the story's themes, writing extensions, and developing action plans to address environmental issues.</p> <p>3. Foster reflection, goal setting, and environmental awareness by emphasizing personal learning progress and the importance of taking “climate action” in their communities.</p> | | |

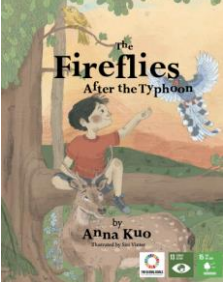

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| 表現任務 Performance Tasks | <ol style="list-style-type: none"> 1. SWBAT effectively communicate their thoughts and ideas in English through group discussions, presentations, and creative writing related to the story and environmental issues. 2. SWBAT collaboratively analyze the story's themes, develop solutions to environmental problems, and provide constructive feedback to their peers during group activities. 3. SWBAT reflect on their learning progress, set personal goals for improvement, and demonstrate a deeper understanding of environmental issues and the importance of taking action in their communities. |
| Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period | Period one: Introduction to "The Fireflies After the Typhoon" and Vocabulary Building Period two: Reading Comprehension and Group Discussion Period three: Role-play Time: Presentation, and Action Plan |
| 第一節 First Period | |
| 相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines | <ol style="list-style-type: none"> 1. 英語文核心素養具體內涵 英-J-B1：具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 2. 學習表現 1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 2-IV-1 能說出課堂中所學的字詞。 2-IV-10 能以簡易的英語描述圖片。 3-IV-2 能辨識課堂中所學的字詞。 5-IV-4 能以正確的發音及適切的語調及速度朗讀短文及短劇。 |
| 學習目標 Learning Objectives | 學科學習內容 Content |
| | The learning content of the first period is designed to provide students with a solid foundation for understanding the story and its themes while developing their English language skills in vocabulary and communication. |
| | 語言學習內容 (Language of Learning) Communication |
| | 目標字詞 Target vocabulary： firefly, typhoon, environment, ecosystem, betel palms, landslide, destruction, UN Convention, eco-tourist, paradise, conservation |

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| | <p>目標句型 Target sentences:</p> <ol style="list-style-type: none"> 1. There used to be a lot of fireflies in the village. 2. People in the village plant betel palms for money and better lives. 3. The typhoon brought heavy rain and strong winds. 4. The houses were destroyed, and the trees were uprooted. 5. It took a long time for the village to recover. 6. The fireflies disappeared after the typhoon. 7. People in the village took action to save the fireflies. 8. They started to clean the river and plant trees. 9. Gradually, the environment improved, and the fireflies returned. | | |
| 學習活動 Learning Tasks | 步驟 Procedures | 教學資源 Teaching Resources | 認知能力 Cognition |
| | <ol style="list-style-type: none"> I. Warm-up discussion: Engage students in a conversation about typhoons and their impact, connecting to real-world experiences and setting the context for the story. II. Story introduction: Read the story aloud to the class, allowing students to familiarize themselves with the plot, characters, and themes. III. Visualization of the story: Play short video related to the environment issues. IV. Vocabulary building: Introduce new vocabulary words from the story, focusing on those that are relevant to the story's themes and environmental issues. This helps students to better comprehend the story and express their thoughts in later activities. V. Vocabulary game: <ol style="list-style-type: none"> 1. Organize a word-matching activity, to help students practice the new vocabulary in an engaging and interactive manner. | <ol style="list-style-type: none"> 1. Story text. (Printed copies and PPT) 2. Visual aids: illustrations, short videos. 3. Vocabulary list. 4. Word-matching worksheets. | <ol style="list-style-type: none"> 1. Comprehension: Understanding of the story "The Fireflies After the Typhoon". 2. Vocabulary: New vocabulary related to the story and environmental issues. 3. Connections: Relating the story to real-world experiences and events. |

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| | <p>2. Play Charades.</p> <p>VI.Oral assessment and self-assessment: Students are invited to read the target words in small groups. Offer feedback to students.</p> | | |
| <p>自編自選教材或學習單 Learning Materials</p> | | | |
| <p>Story text from the website, “The World’s Largest Lesson”. (SDGs materials)</p> | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">The Fireflies After the Typhoon The World's Largest Lesson (globalgoals.org)</p> | | | |
| <p>語言使用 Use of Language</p> | | | |
| <p>課室語言 Classroom Language</p> | <p>授課語言 Instructional Language</p> | <p>互動語言 Interactional Language</p> | |
| <ol style="list-style-type: none"> 1. Open your books to page... 2. Raise your hand if you have a question. 3. Please look at the slide on the screen. 4. Now read the words on the list to your partner. 5. Repeat after me. | <ol style="list-style-type: none"> 1. Today, we will learn about the story 'The Fireflies After the Typhoon'." 2. First, I want you to read the story silently. 3. Now, let's discuss the main events of the story." 4. In pairs, retell the story using your own words." 5. For the next activity, I would like you to create a short story using these target vocabulary words. 6. Please try to use your imagination to think about another word. | <ol style="list-style-type: none"> 1. What do you think about the story? 2. How did you feel when you read about the typhoon's impact?" 3. Can you give an example of how the villagers tried to protect the environment?" 4. Great job on using that vocabulary word in a sentence! 5. I like how you connected the story to a real-life situation. Can you tell us more? | |
| <p>評量 Assessment</p> | <p>學科內容學習評量</p> <ol style="list-style-type: none"> 1. Reading comprehension concept checking questions (CCQs) : Short quiz with | | |

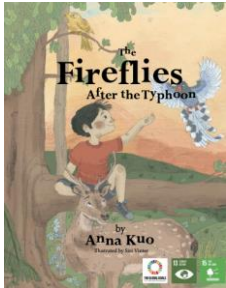

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| | <p>true/false questions to assess students' understanding of the story's plot, characters, and themes.</p> <p>2. Vocabulary assessment: Have students complete a worksheet where they match the target vocabulary words with their definitions or use the words to fill in the blanks in sentences related to the story.</p> <p>英語口說學習評量</p> <p>1. Vocabulary charades: Divide students into teams. Each team takes turns having a member act out a target vocabulary word without speaking, while the rest of the team tries to guess the word. Students can only use gestures, facial expressions, or body language to convey the meaning of the word. Assess students' understanding of the vocabulary words and their ability to communicate non-verbally.</p> <p>2. Word association game: In pairs, have students take turns saying a target vocabulary word and then another word that is related to it. Encourage students to explain the connection between the words, practicing their speaking skills and using the target vocabulary in a meaningful context. Assess their ability to make connections, use the vocabulary accurately, and express their ideas clearly in English.</p> <p>* Oral assessment and self-assessment: Provide feedback on students' pronunciation and fluency, and encourage students to assess their own speaking skills and set goals for improvement.</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</p> <p>MOE Curriculum Guidelines</p> | <p>1. 英語文核心素養具體內涵</p> <p>英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論。</p> <p>英-J-B1：具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>2. 學習表現</p> <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p> <p>2-IV-6 能依人、事、時、地、物作簡易的描述或回答。</p> <p>3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。</p> <p>*3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</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>In the second period, students will explore various aspects of the story "The Fireflies After the Typhoon" in depth. They will engage in group discussions and debates to enhance their critical thinking skills while examining the story's themes, including environmental protection, community resilience, and collaboration.</p> |

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| | <p>Furthermore, students will analyze the story's structure and language, including its plot, setting, characters, and narrative style, as well as figurative language like metaphors, similes, and personification. By connecting the story to real-world environmental issues, such as the impact of climate change on communities and ecosystems, students will gain a better understanding of the challenges faced by society and discuss possible solutions and actions to address these pressing issues.</p> | | |
| | <p>語言學習內容 (Language of Learning) Communication</p> | | |
| | <p>目標字詞 Target vocabulary : environmental protection, community resilience, collaboration, figurative language (metaphors, similes, personification), climate change, ecosystem (which has been mentioned in the 1st period), solution, action</p> <p>目標句型 Target sentences: 1. The main theme of the story is _____, which is demonstrated by _____. 2. In the story, the author uses a _____ (type of figurative language) to describe _____. 3. One possible solution to the environmental issue presented in the story is _____. 4. The character of _____ represents the idea of _____ in the story. 5. If we take action together, we can help to protect the environment by _____.</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>I. Warm-up: Recap the story's main events and characters. Discuss the environmental issues presented in the story using multimedia resources.</p> <p>II. Comprehension activity: Divide students into pairs. Distribute comprehension question cards and have students discuss the questions in their groups.</p> <p>III. Group discussion: Have each group share their answers and engage in a class discussion. Encourage students to make connections to real-world environmental issues and their local context. (Students put the ideas on the padlet)</p> <p>IV. Peer assessment: Have students provide feedback to their peers regarding their</p> | <p>1. The story "The Fireflies After the Typhoon" 2. Comprehension question cards 3. Multimedia resources (e.g., videos or images related to environmental issues in the story) 4. Padlet</p> | <p>1. Comprehension: enhance understanding the themes of the story. 2. Analysis: analyzing the story's elements, 3. Critical thinking: consider different perspectives. 4. Application: connect the</p> |

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| | <p>participation in the discussion and use of target language structures.</p> <p>V. Reflection: Ask students to reflect on the environmental issues discussed and write a short reflection on what they learned and how they can contribute to solving these issues.</p> | | <p>themes of the story to real-world environmental issues</p> |
| <p>自編自選教材或學習單 Learning Materials</p> | | | |
| <p>1. The story of “The Fireflies After the Typhoon.”</p> <p>2. Comprehension question cards</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> | | | |
| <p>語言使用 Use of Language</p> | | | |
| <p>課室語言 Classroom Language</p> | <p>授課語言 Instructional Language</p> | <p>互動語言 Interational Language</p> | |
| <p>1. Please take out your copy of 'The Fireflies After the Typhoon' story.</p> <p>2. Let's start today's lesson by reviewing the vocabulary we learned last time.</p> <p>3. Remember to take notes on key points during our discussion.</p> <p>4. Now, please turn to your partner and discuss the question on the question card.</p> | <p>1. We will discuss the story's themes, symbols, and language techniques.</p> <p>2. I'd like you to read the story one more time, paying special attention to any figurative language you encounter.</p> <p>3. When discussing the story, make sure to provide specific examples from the text to support your ideas.</p> <p>4. When you explore the discussion questions, consider how they relate to real-world environmental issues and the importance of community resilience.</p> | <p>1. What do you think the main theme of the story is? Why?"</p> <p>2. Can you share an example of a symbol or metaphor you found in the story and explain its meaning?</p> <p>3. How does this specific example of figurative language contribute to the story's overall message or emotions?</p> <p>4. What are some actions we can take in our own lives to support environmental protection and community resilience?</p> | |

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| | | | 5. Great point! Can anyone else share their thoughts on this topic or provide an alternative perspective? |
| 評量 Assessment | 學科內容學習評量 1. Short written reflection: Have students write a brief reflection on the environmental and community themes discussed in the lesson on padlet. They should include their thoughts on how the story relates to real-life situations and the importance of community resilience. 2. Group presentation: Divide students into small groups and have each group present their answers to the question card. 英語口說學習評量 1. Group discussion participation: Assess students on their active participation in the group discussions. Pay attention to their use of target vocabulary, sentence structures, and their ability to express and support their opinions in English. 2. In-class presentation: give each student an evaluation form as a reference. Assess students' oral presentation. | | |
| 第三節 Third Period | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | 1. 英語文核心素養具體內涵 英-J-B1：具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 2. 學習表現 *◎1-IV-9 能辨識句子語調所表達的情緒和態度。 ◎2-IV-9 能進行簡易的角色扮演。 *2-IV-12 能以簡易的英語參與引導式討論。 6-IV-3 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動）。 | | |
| 學習目標 Learning Objectives | 學科學習內容 Content | | |
| | In the third period, role-play activity, students will focus on environmental issues, their impact on communities, and relevant vocabulary. They will develop critical thinking and problem-solving skills by engaging in debates or discussions, considering multiple perspectives, and proposing solutions. Additionally, students will enhance their communicative competence by practicing listening, speaking, and negotiation skills while expressing their opinions, responding to others, and reaching a consensus using appropriate language and staying in character. | | |
| | 語言學習內容 (Language of Learning) Communication | | |

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| | <p>目標字詞 Target vocabulary : convention(has been mentioned in the 1st period), environmental issues, impact, community, debate, perspectives, solutions, negotiation, consensus, character</p> <p>目標句型 Target sentences: 1. In my opinion, the main environmental issue affecting our community is... 2. The impact of this issue on our community is... 3. As a (role), I believe we should... 4. One possible solution to this problem is... 5. I understand your perspective, but I think... 6. Let's try to reach a consensus on... 7. How do you feel about (suggested solution)? 8. What are the potential benefits and drawbacks of this approach? 9. I agree/disagree with your point because...</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>I. Warm-up: Briefly review the environmental issues and vocabulary from the previous lessons. Ask students to recall the main environmental problems in the story and how they affected the community.</p> <p>II. Role assignment : Divide the students into small groups. Assign each student a role related to the story, such as the protagonist, a villager, an environmental activist, or a government official. Provide role cards with character descriptions and motivations for each role.</p> <p>III. Role-play preparation: 1. Give students time to prepare for their roles. Encourage them to use the story text and their role cards to develop their character's perspective on the environmental issues and possible solutions. 2. Provide students with debate or discussion questions related to the story.</p> | <p>1. Story text from previous lessons</p> <p>2. Role cards with character descriptions</p> <p>3. Debate or discussion questions sheet</p> | <p>1. Environmental issues knowledge and related vocabulary</p> <p>2. Critical thinking and problem-solving skills</p> <p>3. Communicative competence</p> |

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| | <p>IV. Role-play activity:</p> <ol style="list-style-type: none"> 1. Have each group engage in a debate or discussion, with each student representing their assigned character. Encourage students to use the target vocabulary and sentence structures from the previous lessons. 2. As they debate or discuss, students should present their arguments and respond to others while staying in character. Remind them to focus on using English effectively and maintaining their role throughout the activity. <p>V. Reflection and feedback:</p> <ol style="list-style-type: none"> 1. After the role-play activity, have each group share their main takeaways and any interesting ideas that emerged from their discussion. 2. Provide feedback on students' language use, ability to stay in character, and communication skills in presenting their arguments and responding to others. | | |
| 自編自選教材或學習單 Learning Materials | | | |
| <ol style="list-style-type: none"> 1. The story of “The Fireflies After the Typhoon.” 2. Role-play question sheet <div style="display: flex; justify-content: space-around; align-items: center;">   </div> | | | |
| 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 | |
| <ol style="list-style-type: none"> 1. Let's begin the role-play activity now. 2. Please find your assigned roles and form your discussion groups. | <ol style="list-style-type: none"> 1. For this activity, you will each assume a different role related to the story. 2. Use the simplified | <ol style="list-style-type: none"> 1. I like how you presented your argument, but can you elaborate on that point? 2. How does your | |

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| | <p>3. Listen carefully to your group members and take turns speaking.</p> <p>4. Remember to stay in character during the activity.</p> | <p>debate/discussion questions as a guide for your conversation.</p> <p>3. Try to use the target vocabulary and sentence structures we've learned in class.</p> <p>4. Focus on expressing your character's point of view and listen actively to your group members.</p> | <p>character feel about this particular issue?</p> <p>3. That's an interesting perspective. Can anyone offer a counterargument?</p> <p>4. Great job using the target vocabulary! Can you try using it in another sentence?</p> |
| <p>評量 Assessment</p> | <p>學科內容學習評量</p> <p>After the role-play activity, ask students to write a short reflection on their experience. In their reflection, they should summarize the main points of the discussion, explain their character's position on the environmental issue, and provide suggestions for addressing the issue based on the different perspectives shared during the role-play.</p> <p>英語口說學習評量</p> <p>During the role-play activity, use a rubric to evaluate each student's oral performance based on the following criteria:</p> <ol style="list-style-type: none"> 1. Use of target vocabulary and sentence structures 2. Clarity and fluency of speech 3. Active listening and responding to others 4. Staying in character and effectively presenting the character's viewpoint | | |

附件五

全英語教學~學習活動設計

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| 領域/科目/跨領域 | | 國民中學英語文領域 | |
| 實施年級 | 九年級 (教育會考後課程) | 總節數 | 共 3 節， 135 分鐘 |
| (聚焦之) 單元名稱 | | Take Climate Action – The Fireflies After the Typhoon | |
| 設計依據 | | | |
| 學習重點 | 學習表現 | <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p> <p>2-IV-6 能依人、事、時、地、物作簡易的描述或回答。</p> <p>*2-IV-12 能以簡易的英語參與引導式討論。</p> <p>3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。</p> <p>*3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>*◎1-IV-9 能辨識句子語調所表達的情緒和態度。</p> <p>◎2-IV-9 能進行簡易的角色扮演。</p> <p>5-IV-4 能以正確的發音及適切的語調及速度朗讀短文及短劇。</p> <p>6-IV-3 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動)。</p> | 核心素養 |
| | 學習內容 | <p>*Ae-IV-5 不同體裁、不同主題之簡易文章。</p> <p>B-IV-4 個人的需求、意願和感受的表達。</p> <p>*◎B-IV-8 引導式討論。</p> <p>*◎D-IV-4 藉文字線索，對</p> | |

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| | | 客觀事實及主觀意見的分辨。 | | |
| 議題融入 | 議題／學習主題 | 環境教育：環境倫理、永續發展、氣候變遷 | | |
| | 議題實質內涵 | 1. 環 J2 了解人與周遭動物的互動關係，認識動物需求，並關切動物福利。 2. *環 J4 了解永續發展的意義（環境、社會、與經濟的均衡發展）與原則。 3. 環 J8 了解臺灣生態環境及社會發展面對氣候變遷的脆弱性與韌性。 4. 環 J9 了解氣候變遷減緩與調適的涵義，以及臺灣因應氣候變遷調適的政策。 | | |
| 與其他領域／科目的連結 | | | | |
| 教材來源 | | 1. The Fireflies After the Typhoon The World's Largest Lesson (globalgoals.org) 2. 自編教材 | | |
| 學習目標 | | | | |
| 1. Enhance students' understanding of environmental issues and their impact on communities, through reading and analyzing a story about a village facing environmental challenges. 2. Develop students' vocabulary and sentence structures related to environmental topics, as well as improve their reading comprehension and listening skills. 3. Engage students in context-based discussions and debates, allowing them to practice critical thinking, problem-solving, and communication skills. 4. Strengthen students' English speaking abilities by participating in various activities, such as group discussions, presentations, and role-plays. 5. Foster students' abilities to work collaboratively, actively listen and respond to others, and express their ideas and opinions effectively in English. | | | | |

| 學習活動設計 | | | |
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| 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(5 min): Environmental issues discussion 2. Vocabulary introduction and practice(10 min) 3. Reading comprehension and Q&A(15 min) 4. Vocabulary Game (10 min) 5. Wrap-up(5min): Reflection and summary | Oral participation and engagement Comprehension questions (CCQs) and discussion Oral Assessment Oral summary of the lesson | |
| 教學設備／資源：story text (printed copies and PPT, also online version), visual aids, vocabulary list, word-matching worksheets | | | |
| 第二節 | 1. Warm-up(5 min): Review previous lesson 2. Comprehension activity (10min) 3. Group discussion (15 min): based on question card and the text 4. Student presentation (10 min): peer-assessment and in class discussion 5. Wrap-up (5min): Reflection and summary | Oral participation and engagement Oral presentation, content, and delivery Peer and teacher feedback | |
| 教學設備／資源：story text (printed copies and PPT, also online version), question card | | | |
| 第三節 | 1. Warm-up(5min): Review previous lesson 2. Role-play preparation (15 min): role-assignment, preparation 3. Role-play activity (20min) 4. Wrap-up (5min) : reflection and summary | Oral review and discussion Group collaboration and preparation Oral participation, staying in character and communication skills Peer and teacher feedback | |
| 教學設備／資源：story text (printed copies and PPT, also online version), oral assessment evaluation sheet, role-play question sheet | | | |
| ● 參考資料： | | | |
| 一、 The Fireflies After the Typhoon The World's Largest Lesson (globalgoals.org) | | | |
| 附錄： | | | |
| 一、 Question Card | | | |
| 二、 Oral assessment evaluation sheet | | | |
| 三、 Role-play question sheet | | | |

附件六

【實施成效】

| <ul style="list-style-type: none"> ● 領域/科目/跨領域：國民中學英語文領域 ● 實施年級：九年級(教育會考後課程) ● 授課教師(作者1/2/3之一)：林益守 | | | |
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| 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. The teacher was able to implement the course according to the planned schedule and covered all the content as scheduled. |
| | 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 | 2. The teacher utilized paper copies, question card, worksheet, and also online padlet to enrich the course content and enhance the learning experience. |
| | 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 | 3. Throughout the course implementation, the course would focus on oral practices, the lower level students should work in group with help. |
| | 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 | 4. The teacher provided after-class instruction and also online learning materials to address the learning gaps of struggling students and minimize learning disparities. |
| 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. The teacher uses appropriate and diversified assessment methods to evaluate students' learning outcomes based on the course content and nature. |
| | 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 | 6. Most students have demonstrated their proficiency in the targeted learning domain/subject's core competencies and have a good understanding of the learning objectives. |
| | 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 | 7. Based on the assessment results, the teacher finds it needing more time to adjust the course design and planning, modified instructional strategies to facilitate the achievement of effective teaching goals. |

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| | 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 | 8. In the face of any discrepancy between teaching goals and teaching outcomes, the teacher proactively formulated an autonomous learning experience for students through their discussion and self-regulated learning exploration. |
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課程實踐省思與回饋

In terms of course implementation, I found that sticking to the lesson plan schedule was a challenge. I had to adjust my pacing to ensure that I covered all the material within the allocated time frame. Additionally, I realized that I needed to provide more opportunities for students to engage in independent and group work. Although the role-play activity was effective, I think it could be more interactive and student-centered. I will make an effort to incorporate more activities that allow students to take ownership of their learning.

As for course effectiveness, I noticed that students were more engaged during the role-play activity and the debate session. They were eager to share their opinions and actively listened to their peers' perspectives. However, I think I could have provided more guidance in terms of language and content for the debate session. Some students struggled to express themselves in English, which limited their participation. Moving forward, I will provide more scaffolding to support students with different language proficiency levels.

Overall, I believe that the three lessons were effective in achieving the learning objectives, but there is always room for improvement. I will take these reflections into consideration and make necessary adjustments for future lessons.

1. Please describe the village before the villagers planted the betel palms.
2. Why did the villagers decide to plant the betel palms?
3. It is a dilemma (兩難) between making a better life and a better environment. If you were the villager, what would you choose?
4. Is there a good way that can solve both problems? What do you think?
5. What do you think is the main message or theme of the story "The Fireflies After the Typhoon"? Why do you think so?
6. How do the characters in the story demonstrate community resilience and collaboration in response to the typhoon's aftermath?
7. Can you identify any examples of figurative language (e.g., metaphors, similes, or personification) used in the story? How do they contribute to the story's overall meaning and emotions?
8. In what ways does the story highlight the importance of environmental protection and conservation?
9. How do the fireflies symbolize hope and renewal in the story? Can you think of any other symbols in the story and what they might represent?
10. What challenges do communities like the one in the story face due to climate change, and what can they do to adapt these challenges?
11. How does the story inspire you to take action to protect the environment and support your community?
12. If you were a character in the story, how do you think you would have contributed to the community's efforts to recover from the typhoon?
13. Can you think of any real-world examples of communities coming together to address environmental issues or recover from natural disasters? What can we learn from these examples?

Oral Assessment Evaluation Form

1. **Pronunciation and Intonation**: Pronunciation of target vocabulary and sentence structures, as well as their intonation when speaking. Ensure you are pronouncing words correctly and using natural, appropriate intonation patterns.
2. **Fluency and Coherence**: Evaluate on the ability to speak smoothly and coherently during presentations. You should be able to express your thoughts without excessive pauses or filler words, and their ideas should flow logically.
3. **Vocabulary and Language Use**: Assess on their accurate and appropriate use of target vocabulary and sentence structures. You should demonstrate a clear understanding of the words and phrases you have learned and use them effectively in your presentations.
4. **Content and Organization**: Evaluate on the content of their presentations, including your understanding of the story and the themes they are discussing. Your presentations should be well-organized and easy to follow, with a clear introduction, body, and conclusion.
5. **Body Language and Eye Contact**: Assess on your use of body language and eye contact during their presentations. You should maintain good posture, make appropriate gestures to emphasize key points, and engage with their audience by making eye contact.
6. **Responsiveness to Questions**: Evaluate on the ability to respond to questions from the audience (teacher and classmates) effectively and appropriately. You should demonstrate good listening skills, think critically about the questions, and provide clear, well-structured answers in English.

1. What are the biggest environmental problems in the story's community?
2. How do these problems change the lives of the people in the community?
3. What can the government do to help fix these environmental problems?
4. How can the main character help raise awareness and find solutions?
5. As a person living in the village, what can you do to help the environment and support the community?
6. As an environmental activist, what are some ideas for the community to live more sustainably?
7. How can the government, activists, and community members work together to solve environmental problems?
8. What are the good and bad points of trying different solutions to these problems?
9. How can the community grow economically while still protecting the environment?
10. After fixing these issues, how can the community rebuild in a greener and more sustainable way?