

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：**School Lunches Around the World**

參賽組別：國小

適合年級：四年級

設計理念：

在學校食用營養午餐，是臺灣學生每日校園生活之必須。透過結合健康領域的學習方案，確立學生對營養分類的知識基礎，認識世界各國不同文化脈絡之下，各國學生的營養午餐特色。經由該主題的聚焦，培養學生多語言學習及生活應用能力，促使學生了解我國與其他國家的文化特質之異同，發展具國際視野的本土認同。希望可以利用學生最感興趣的「食物」來多元活化學習英語的最大動機，藉此了解國際文化的獨特性和多元樣貌，尊重不同文化的規範和禁忌，也願意包容、接納、甚至進而嘗試各國飲食文化。

作品編號：

全英語教學~教案設計

單元名稱 Unit/Title	School Lunches Around the World	適用年級 Grade	四年級
配合融入之學科領域(如無,可略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input 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) 備註：不包含語文領域		
配合融入之議題 Integrated Issues	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input checked="" 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		
總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies	學科領域素養 Core competencies of content learning 健康與體育 Ea-II-1 食物與營養的種類和需求。 Ea-II-2 飲食搭配、攝取量與家庭飲食型態。 英語文領域素養 Core competencies of language (English) learning 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。		
單元目標 Unit Objectives	To tell the differences of School Lunches from different countries To know and realize what foreigners have for school lunches To discuss, design, and draw their ideal lunch on the worksheet		
表現任務 Performance Tasks	Be able to understand the English words about the foods of school lunches Be able to read about the food, tastes, and school lunches from different countries. Be able to write the name of the foods in English on the worksheets Be able to share the ideas in English		

<p>Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period</p>	<p>Students will know and realize what foreigners have for school lunches from the PPT. And they will understand the English words about the food, know what other students have for lunches from different countries, such as Japan, the USA or UK.</p> <p>The teacher will show the answer and introduce the name of the country. Students will know different school lunches from each country from the PPT.</p> <p>The teacher will tell students how to describe the tastes of the food. The teacher shows words of tastes on the PowerPoint and makes students say the whole sentence” It tastes _____ (salty). Also, the Powerpoint will show and give examples of different flavors that foods can have. Students will then follow the examples and say the whole sentence. For example: It tastes _____ (salty).</p> <p>Students will learn a variety of school lunches from different countries from the PPT.</p> <p>Group discussion:</p> <p>Each group will have 5-10 minutes to finish the worksheet. They have to discuss with each other and write down the names of the foods in a lunch in English. One volunteer from each group needs to come to the front and introduce the answers in English. For example, “This is the fruit. It tastes sour. We like it. Or We don’t like it.” During the group works, students need to learn how to discuss with respect and listen patiently.</p> <p>Students will design and draw their ideal lunch plates in English, and when time is up, the volunteer will show their group work in front.</p> <p>At the end, students will learn the names of school lunch about the foods, tastes and countries in English, and understand students have different school lunch from different counties. They will respect the cultural norms and be willing to try the food from the world.</p>
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第一節 First 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>健康與體育</p> <p>Ea-II-1 食物與營養的種類和需求。</p> <p>Ea-II-2 飲食搭配、攝取量與家庭飲食型態。</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p>
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學習目標 Learning Objectives	學科學習內容 Content		
	本單元學習目標為認識臺灣及其他國學校營養午餐的內容，了解不同國家之飲食文化異同。透過學生分組討論，發揮團隊合作精神及先備知識，設計出心目中理想的營養午餐，並上台以英語句子表達介紹營養午餐菜單。同儕們能耐心傾聽並給予回饋。		
	語言學習內容 (Language of Learning) Communication		
	<p>目標字詞 Target vocabulary :</p> <p>Words for <u>foods</u>: lunch, rice, noodles, soup, milk, juice, bread, salad, fruit, vegetables, beef, fish, chicken</p> <p>Words for <u>tastes</u>: sweet, sour, spicy, bitter, salty, bitter</p> <p>Words for <u>countries</u>: Taiwan, Japan, Korea, the USA, the UK, India</p> <p>目標句型 Target sentences:</p> <p>What do you have for school lunch? I have some (name of foods) for school lunch. It tastes (words for tastes). What country might have these foods for school lunch? Students in (name of country) might have some (name of foods) for lunch. What do you want for your school lunch?</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition

	<p>Ss: 酸的、甜的、苦的、辣的、鹹的。</p> <p>T: Yes. Sour, sweet, bitter, spicy, and salty.</p> <p>T: Repeat after me. “It tastes ____ (sour, sweet, bitter, spicy, salty).”</p> <p>Students repeat the sentences loudly.</p> <p>Ss: It tastes ____ (sour, sweet, bitter, spicy, salty).</p> <p>T: Well done!</p> <p>2.3</p> <p>T: Now, we’re going to see what other students have for school lunches in the world.</p> <p>Ss: Yeah.</p> <p>T: Which country might have those food for school lunch?</p> <p>Students may answer: Japan, the USA or UK.</p> <p>Teacher shows the answer and introduce the name of the country.</p> <p>Ss: 吃的食物和我們很相像!我看到有泡菜! 是韓國的營養午餐!</p> <p>T: Bingo! Korea! Students have _____(food) for school lunch.</p> <p>Students will know different school lunch of the countries from the PPT.</p> <p>T: How do you feel about the school lunch?</p> <p>Ss: 我不敢吃辣的咖哩...。</p>	<p>1.認識食物味道的英語字彙。</p> <p>2.運用所學以英語表達完整語句。。</p> <p>觀察不同國家的營養午餐飲食種類，並猜猜看可能是哪一個國家。引起學生的好奇心、參與動機，及世界地理先備知識。</p>
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	<p>2.4</p> <p>T: Can you describe the tastes of the food?</p> <p>Students may answer: Sweet, sour or spicy.</p> <p>Teacher shows words of tastes on the PowerPoint and makes students say the whole Sentence” It tastes _____ (salty).</p> <p>T: Look at the kimchi. How does it taste?</p> <p>Ss: Bitter.</p> <p>T: Really? Try again.</p> <p>Ss: Spicy.</p> <p>T: Good job! It tastes spicy.</p> <p>Students will know different school lunches.</p> <p>2.5 Group discussion and teamwork</p> <p>Teacher: Listen! Now, you have 5-10 minutes to finish the worksheets. First, each group will have to discuss with each other and draw you ideal lunch. Then, one volunteer from each group need to come to the front and introduce your food design to everyone.</p> <p>For example, “This is the fruit.”</p> <p>Repeat after me.</p> <p>Ss: This is the _____.” (有學生唸錯)</p> <p>T: It’s ok to make mistake. Try again.</p> <p>Ss: This is the soup.</p> <p>T: Cool!</p>	<p>PPT Worksheets</p>	<ol style="list-style-type: none"> 1. 觀察不同國家營養午餐的食物味道 2. 會用英語句子表達食品嚐起來是什麼味道。 <p>學生分組合作完成學習單任務。</p>
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	<p>T: It tastes sour.</p> <p>Ss: It tastes sour.</p> <p>T: We like it.</p> <p>Ss: We like it.</p> <p>T: Or “We don’t like it.”</p> <p>Ss: We don’t like it.</p> <p>T: Ok. Any questions?</p> <p>Ss: No.</p> <p>T: Mission Time! You’ll have 5-10 minutes to finish the worksheet. Go!</p> <p>3. Practice (15 mins)</p> <p>3.1</p> <p>Each group of the students will discuss together with respect and listen patiently.</p> <p>T: Group 2, work hard, please.</p> <p>Students are drawing and writing the names of the food in English, and discuss who will be the volunteer to present the worksheets in English.</p> <p>3.2</p> <p>Teacher: Time’s up! Which group want to be the volunteer to show your answers in front?</p> <p>Group 3: Teacher! We can!</p> <p>Teacher: Great! Come to the front, please.</p>	<p>White board and markers Worksheet</p>	<p>學生分組發揮團隊合作精神，參與小組討論並協力完成學習單的填寫英文字彙，並討論哪一位組員代表小組上台發表。</p> <p>每組將有一人或兩人代表上台，將完成的學習單內容用課堂所學的字彙和句子以英文敘述呈現。</p>
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	<p>The volunteer: “This is the soup.”</p> <p>“It tastes sour”. “We like it.”</p> <p>Teacher: Very good! Let’s give them a big hand! Thank you for sharing.</p> <p>4. Wrap up (5 mins)</p> <p>T: Most of you did a great job today!</p> <p>First, we learned the name of school lunch about the food, tastes and countries. Second, we know students have different school lunches from different cultures.</p> <p>Student G: 沒錯! I like the food from India!</p> <p>Student K: 我希望學校的營養午餐也可以有炸雞腿...。</p> <p>T: We can try the foods from around the world and respect their cultures. Now, it’s lunch time!</p> <p>Are you hungry?</p> <p>Ss: YES! I can’t wait! I’m so hungry.</p> <p>T: Class dismissed.</p>		<p>教師給予學生鼓勵及回饋，引導學生發表營養午餐飲食文化異同之感想，並強調尊重不同國際文化的重要性。</p>
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Worksheet

Designer: Annie Lo 羅亭雅教師

What do you want for school lunch?

Class: _____ Number: _____ Name: _____

- ◆ Write down the name of the food groups: (穀類 grains, 蔬菜 vegetables, 水果 fruit, 肉 meat/fish 魚, 乳製品 Dairy foods, 種子油脂 oil/sugar 糖)



- ◆ Design your ideal school lunch plate!



***the second part of the worksheet is applied in this class**

	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
	1. How are you today? 2. Raise your hands, please. 3. Attention, please. 4. Any questions? 5. Listen! 6. Mission Time! Five minutes. Go! 7. Time's up. 8. Come to the front, please. 9. That's all for today. 10. Have a nice day. 11. See you next class.	1. What do you have for school lunch? 2. Today we're going to take a look at the pictures from PPT. 3. Let's say the title. 4. Now, we're going to know what other students have for school lunch from different countries. 5. Which country might have those food for school lunch? 6. How do you feel about the school lunch? 7. Can you describe the tastes of the food? 8. Now, you will have 5 minutes to finish the worksheets. 9. Repeat after me. 10. Which group want to be the volunteer to show your answers in front?	1. Great! 2. Good job! 3. Good try! 4. Repeat after me. 5. It's ok to make mistake. Try again. 6. Cool! 5. Well done!
評量 Assessment	學科內容學習評量 1. 安置性評量: 口說食物、味道以及國家的英文名稱 2. 形成性評量: 透過課堂中的學習, 認識不同國家學生的營養午餐吃哪些食物 3. 實作評量: 透過小組合作完成學習單, 並勇於上台以英文句子發表 英語口說學習評量 1. Warm up: Oral assessment 2. During the class: 2.1 Listening assessment 2.2 Oral assessment: Q and A 2.3 Written assessment: Write the name about the school lunch in English		

附件五

全英語教學~學習活動設計

領域/科目/跨領域		跨領域 (英語、健體)		
實施年級		四年級	總節數	共 <u>1</u> 節, <u>40</u> 分鐘
(聚焦之)單元名稱		School Lunches Around the World		
設計依據				
學習重點	學習表現	3-I-1 願意參與各種學習活動,表現好奇與求知探究之心。 7-I-2 傾聽他人的想法,並嘗試用方法理解他人所表達的意見。	核心素養	健體 Ea-II-1 食物與營養的種類和需求。 Ea-II-2 飲食搭配、攝取量與家庭飲食型態。 英-E-A1 具備認真專注的特質及良好的學習習慣,嘗試運用基本的學習策略,強化個人英語文能力。 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。 英-E-C2 積極參與課內英語文小組學習活動,培養團隊合作精神。
	學習內容	認識臺灣及其他國學校營養午餐的內容,了解不同國家之相異飲食文化。讓學生們分組討論,發揮團隊合作精神寫出營養午餐的英文名稱,並上台以英語句子表達介紹營養午餐菜單。同儕們能耐心傾聽並給予回饋。		
議題融入	議題/學習主題	國際教育:認識不同國家營養午餐的差異		
	議題實質內涵	國 E4:了解國際文化的多樣性 國 E5:發展學習不同文化的意願 國 E12:觀察生活中的全球議題,並構思生活行動策略		
與其他領域/科目的連結		健康領域		
教材來源		1.世界各國營養午餐大評比,說到臺灣怎能少了「這道菜」! https://www.voncho.me/10-kinds-of-foods-that-appeared-frequently-in-school-lunch 2. 國家地理【印度超級廚房】學校午餐 - YouTube		

學習目標

認識臺灣及其他國學校營養午餐的內容，了解不同國家之相異飲食文化。讓學生們分組討論，發揮團隊合作精神寫出營養午餐的英文名稱，並上台以英語句子表達介紹營養午餐菜單。同儕們能耐心傾聽並給予回饋。

目標字詞 Target vocabulary :

Words for foods:

lunch, rice, noodles, soup, milk, juice, bread, salad, fruit, vegetables, beef, fish, chicken

Words for tastes:

sweet, sour, spicy, bitter, salty, bitter

Words for countries:

Taiwan, Japan, Korea, the USA, the UK, India, United Republic of Tanzania

目標句型 Target sentences:

What do you have for school lunch?

I have some (name of foods) for school lunch.

It tastes (words for tastes).

What country might have these foods for school lunch?

Students in (name of country) might have some (name of foods) for lunch.

What do you want for your school lunch?

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>1. Warm up (5 mins)</p> <p>Greetings and introduction with some recap of the food pyramid from the last class.</p> <p>T: Today we're going to see what other countries have for school lunches and design your own!</p> <p>2. Presentation (15 mins)</p> <p>T: Look here! Can you read the title?</p> <p>Ss: 營養午餐! School Lunch!</p> <p>T: Good job!</p> <p>T: What do you have for school lunch?</p> <p>Ss: 米飯、肉、水果、蔬菜、湯。</p> <p>Teacher repeats what students say in English.</p> <p>T: You have rice, meat, fruit, vegetables, and soup.</p> <p>T: Look at these pictures. It tastes ____?</p> <p>Ss: 酸的、甜的、苦的、辣的、鹹的。</p> <p>T: Yes. Sour, sweet, bitter, spicy, and salty.</p> <p>T: Repeat after me. "It tastes ____ (sour, sweet, bitter, spicy, salty)."</p> <p>Students repeat the sentences loudly.</p> <p>Ss: It tastes ____ (sour, sweet, bitter, spicy, salty).</p> <p>T: Well done!</p> <p>T: Ok. Today, we're going to know what other students have for school lunches from different countries.</p> <p>T: Which country might have those food for school lunch?</p> <p>Students may answer: Japan, the USA or UK.</p> <p>Teacher shows the answer and introduce the name of the country.</p> <p>Students will know different school lunch of the countries.</p> <p>T: How do you feel about the school lunch?</p> <p>Ss: 我不敢吃辣的咖哩...。</p> <p>T: Can you describe the tastes of the food?</p> <p>Students may answer: Sweet, sour or spicy. Teacher shows words of</p>	<p>安置性評量</p> <p>聽力評量</p> <p>口語評量</p> <p>聽力評量</p> <p>口語評量</p> <p>口說食物的英語名稱</p> <p>聽力評量</p> <p>口語評量</p> <p>口說國家的英語名稱</p>	

<p>tastes on the PowerPoint and makes students say the whole sentence</p> <p>” It tastes salty.</p> <p>T: Look at kimchi. It tastes?</p> <p>Ss: Bitter.</p> <p>T: Try again.</p> <p>Ss: Spicy.</p> <p>T: Good job! It tastes spicy.</p> <p>Students will know different school lunch of the countries from the PPT.</p> <p>Teacher: Listen! Now, you will have 5-10 minutes to finish the worksheets. First, each group have to discuss with each other and write down the name of the lunch in English. Then, one of the volunteers from each group need to come to the front and introduce your answers in English. For example, “This is the fruit.”</p> <p>T: Ok. Any questions?</p> <p>Ss: No.</p> <p>T: Mission Time! You’ll have 5-10 minutes to finish the task. Go!</p> <p>3. Practice and Production(15 mins)</p> <p>Each group of the students will discuss together with respect and listen patiently. Students will write and draw the school lunch plates, and discuss who will be the volunteer to share.</p> <p>Teacher: Time’s up! Which group want to be the volunteer to share?</p> <p>Group 3: Teacher! We can!</p> <p>Teacher: Great! Come to the front, please.</p> <p>The volunteer of Group 3: “This is the soup.”</p> <p>“It tastes sour”. “We like it.”</p> <p>Teacher: Good try! Let’s give them a big hand!</p> <p>4. Wrap up (5 mins)</p> <p>T: Most of you did a great job today!</p> <p>First, we learned the name of school lunch about the food, tastes and countries in English. Second, we know students have different school lunch from different counties.</p> <p>Student G: 沒錯! I like the food from India!</p> <p>T: You know. We can try the foods from around the world and respect their cultures. Now, it’s lunch time! Are you hungry?</p>	<p>口語評量</p> <p>口說有關食物的味道之英語名稱</p> <p>White board</p> <p>Worksheet</p> <p>繪製小白板</p> <p>完成學習單</p> <p>書寫評量</p> <p>口頭討論內容</p> <p>形成性評量</p> <p>展演</p> <p>學生口頭發表並表達願意嘗試其他國家食物的意願程度</p>	
<p>教學設備／資源：電腦、投影機、音響、教學簡報、簡報筆、字卡、自編學習單、小白板、白板筆</p>		

● 參考資料：

- 一、十二年國民基本教育課程綱要國民小學—健康與體育課程英語課程
- 二、<https://www.voncho.me/10-kinds-of-foods-that-appeared-frequently-in-school-lunch>
- 三、<https://www.ettoday.net/daledon/post/3065>
- 四、<https://www.peekme.cc/post/641658>
- 五、國家地理【印度超級廚房】學校午餐 - YouTube

附錄：

附件六

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：英語科、健體 ● 實施年級：四年級 ● 授課教師(作者1/2/3之一)：羅亭雅老師 			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	<p>在學生有食物營養分類的先備知識前提之下,也符合四年級下學期 U3 進度的飲食教學,進行各國營養午餐的文化介紹。</p> <p>教學資源包含簡報、學習單,以影片加強學生視覺印象,也以教具白板、白板筆輔助,增加學生實作練習的多元產出。</p> <p>為符合差異化教學,利用分組討論的方式讓強帶弱,各自分工,從討論發想、繪圖、寫英文字,盡量讓每一位學生都能有所貢獻與表現。</p>
	2	能善用相關之教學資源、教具、器材等,充實課程內容,並豐富學習經驗	
	3	課程實施之歷程,能落實差異化、適性化之原則,以符應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	<p>評量方式主要以口語適性評量為主,跟著教師的教學步驟互動及回答。</p> <p>學生已經於上一節課寫過學習單,所以本節重點著重於利用先備知識,將已知的食物轉化為繪圖和英文備註,能畫出正確的食物圖樣並寫下食物英文名稱,最後以英語口說的表達方式來介紹各組的作品。</p> <p>在學生討論和報告的過程中,教師加以協助、糾正學生的拼字、發音,並依據學生的需求進行滾動式修正,且需要適時配合秩序的管理,讓同學能夠有效吸收所學,也能以尊重、欣賞的態度聆聽各組報告。</p>
	6	課程經實施及評量後,多數學生確實能達成該學習領域/科目核心素養,並精熟學習重點	
	7	能依據評量結果,滾動式修正課程設計及規劃,調整教學策略,以促進有效教學目標之達成	
	8	面對教學目標與教學成效兩者之落差,能積極規劃自主性專業成長方案,以提升教學效能	

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：引導學生練習描述形容酸甜苦辣。



說明2：介紹世界各國營養午餐及國家。



說明3：學生分組討論設計午餐餐盤。



說明4：英國外師協同介紹英國營養午餐文化。



說明 5：學生上台發表午餐設計I



說明6：學生上台發表午餐設計II

課程實踐省思與回饋

「飲食」主題通常是能夠引起學生英語學習動機的一大誘因，「營養午餐」更是台灣小學生在校園生活的日常規律體驗。透過英語、國際教育、和健體的跨域結合，希望能讓小朋友在食物營養分類的基礎先備知識底下，首先了解每天台灣營養午餐的營養分配，進一步透過午餐餐盤的多元內容來展示世界各國文化異趣、介紹各國國旗和名稱，學習到不同文化的飲食特色和用餐須知，進一步培養尊重、包容、欣賞的態度。在實施該節課的過程中，發現學生對於基

本的亞洲食物和歐美食物有初步的判別概念，知道亞洲國家的主食多是米飯，歐美國家可能是以肉類或豆類為主食；而台灣的烹調多是煮炒方式，歐美則是生菜沙拉或炸物居多。

在實施成效方面，小朋友的跟讀及理解力可以操作得不錯，甚至可以舉一反三提出更多食物名稱來分享，但是到了團隊討論畫圖的環節，可能會因為每個人想吃的菜色不一樣而有歧異，因而導致產出的效率跟成果有所落差。基本上，各組都有產出具辨別度的營養午餐設計，也能夠說出食物的品項內容和它的酸甜苦辣滋味，這方面各組就會派英語口說較佳的人為代表報告，教學者可以再多思考如何讓較為弱勢的同學也能夠有所表現，補強差異化教學的層面。