

110-112 學年度三峽區龍埔國民小學雙語成果專輯

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壹、學校基本資料

學校名稱	龍埔國小	<input type="checkbox"/> 方案一 <input type="checkbox"/> 方案二 <input type="checkbox"/> 方案三 <input checked="" type="checkbox"/> 方案四				
學校狀況	<input type="checkbox"/> 12 班以下小型學校 <input checked="" type="checkbox"/> 13 班至 59 班中型學校 <input type="checkbox"/> 59 班以上大型學校					
實施 CLIL 課程 班級數	一年級班級數:9	四年級班級數:9				
	二年級班級數:9	五年級班級數:0				
	三年級班級數:9	六年級班級數:0				
執行 狀況	本校實施 CLIL 總班級數:共 <u>36</u> 班 實施 CLIL 課程領域、年級、班級數及學生參與數如下:					
	序號	CLIL 課程領域	實施年級	實施班級數	學生參與數	每週每班 上課節數
	1	生活	一年級	9	260	6
	2	英語	一年級	9	260	2
	3	生活	二年級	9	272	6
	4	英語	二年級	9	272	2
	5	體育	三年級	9	278	2
	6	自然	三年級	9	278	3
	7	美勞	三年級	9	278	2
	8	英語	三年級	9	278	3
	9	體育	四年級	9	272	2
	10	自然	四年級	9	272	3
	11	美勞	四年級	9	272	2
12	英語	四年級	9	272	3	

貳、實施概況

一、緣起：

本校自108學年度下學期奉教育局指示由英速魔法學院龍埔校區轉型為「新北市雙語實驗課程亮點學校」，並自109學年度起由小一新生全面進行每週共8節課的CLIL生活領域和英語課程，至今已經四年了。透過CLIL整合，讓學生從小一開始在生活領域及英語領域課程的環境下熟悉以英語學習各相關科目的內容；並規劃鷹架式的課程設計，使學生具備進入下一階段雙語科目領域的能力。

為了落實雙語課程政策，課程實施初期與即將接任一年級的導師群和外師經過多次慎重的會議討論，因為沒有適合學校的雙語生活教材，加上外師無法閱讀中文，最終決

議參考市面上生活教科書版本後，挑選適用的內容進行主題式教材編寫，同時著手翻譯十二年國教生活領域課程綱要之學習內容及學習表現供外師參考使用。

雙語生活教材編撰完成後，依據教學現場需要進行微調，目前該教材已應用於一、二年級，同時雙語生活音樂及雙語生活美勞也搭配生活課程單元主題進行教學，讓學生在不同領域反覆聽、說該單元主題的學習內容，除了對學科內容有更充分的理解，也增加語言文字輸入的頻率。

另外，自 111 學年度起，本校雙語實驗課程延伸至中年級的自然、體育、美勞、英語等領域，參酌之前課程開發的經驗，以及三年級進行雙語課程的領域特性，在中外師參考 108 課綱及審定版教科書後，我們決定以審定版教科書為上課主要依據，從課本中每單元抽一部分設計成為雙語教材，這樣做一方面學生能獲得有系統的學習，二方面也可以減輕授課教師的負擔與壓力。為避免日後因更換教科書版本而需大幅修改內容，各科目仍依主題式方式編撰，往後僅需視教科書內容進行微調即可。本校推動雙語教學的特色如下：

1. 自編教材：為使中師在課堂中能安心自信的使用英語授課，參酌現有教科書版本自編雙語生活教材。除了編製學生手冊彙整各章節重點及學習單，另編製教師手冊提供相關教學指引、討論議題、PPT 簡報及學習單解答供協同教師參考。為讓中師在課堂中能對課程中會使用到的英語更有信心，特在教學指引中加入” Teachers' Talk” 提供教師們語言的支持。
2. 師資雙軌：本校雙語實驗課程為新北市雙語實驗課程方案四學校，配置四位外籍英語教師，每位外師授課節數 20 節課，本國籍英文教師李昭慧老師協助中年級雙語體育教案設計，給予減課 3 節。為能有效運用外師資源，讓學校雙語授課不必受限於外師人力，故提昇校內非英語科系畢業教師的使用英語授課意願及能力至為重要。目前本校雙語授課科目安排如下：
 - ◎中外師協同授課：雙語生活、雙語自然、雙語體育。
 - ◎中師獨立授課：雙語美勞。
 - (1) 中外師協同授課除了主要確認學生學習狀況，也在教學中提昇中籍教師的英語口語能力和自信。每週共備時，中師們相互討論和彼此鼓勵，所以本校實施雙語的年級與課程中師回任的意願達到 70% 以上，此有助於中師對雙語教學能更熟悉更自信，師資結構趨向穩定。
 - (2) 中師獨立授課課程為逐年發展本校藝術領域美勞之校訂課程。在共備時，由具備英語能力的教師帶領領域教師共編教材，共同討論雙語課堂上可能遇到的狀況並練習必備的字彙用語，提升教師雙語教學的專業知能。
3. 規劃雙語教室：為讓學生能有別於一般教室的上課方式，我們運用原有的英速學院教室，規劃成低年級雙語生活情境教室，讓學生能在課堂中進行分組討論、遊戲學習。

「一個人能走得快，一群人能走得遠」正是龍埔老師們教授雙語課程的心情。我們深信雙語計畫的成功不只是一個課程的順利推動，更有團隊的共識和共好的衷心；我們希望看到在雙語課堂中，學生能在二種語言間自由切換的風景，每個人都能快樂的學習。

二、工作職掌：

(一) 行政支援

為推動本校雙語實驗教育，本校設置研發處專責學校雙語及英語課程相關業務，進行各處室間的橫向聯繫工作。此外，也成立雙語實驗課程推動小組，由校長擔任召集人，各處室皆納入推動小組，其工作職掌詳如下表所示。

職稱	姓名	承辦業務	備註
校長	黃清海	1. 綜理雙語實驗學校各項相關業務 2. 各項工作業務統籌規劃及進度考核	召集人
研發主任	高文謙	1. 規劃龍埔國小校本課程轉化、教學模組研發、雙語實驗教育師資研習 2. 整合雙語實驗教育課程計畫、校內英語相關課程發展 3. 協助成立中外師雙語教育專業發展社群 4. 辦理中外師公開授課活動及課程分享會	執行秘書
教務主任	王柏文	1. 協助各領域排課事宜 2. 協助辦理各項研習及相關備課事宜 3. 協助辦理公開授課活動及課程分享會	處室代表
學務主任	胡大元	協助校內各項宣導活動雙語化建置作業	處室代表
總務主任	謝慶龍	各項雙語教學設備招標及環境建置工作	處室代表
輔導主任	張秭翊	協助後續補救教學策略擬定及執行	處室代表
人事主任	陳清雲	協助編制人員招聘事宜	處室代表
主計主任	施佳玲	協助經費核銷事宜	處室代表
行政助理	黃思綾	1. 協助各項行政事務運作 2. 執行相關預算編列及核銷事宜 3. 辦理教師研習及安排專業社群會議	
專案教師	江明儀 李旻臻	1. 協助雙語實驗課程研發及推展 2. 協助中外師進行課堂對話及課程規劃 3. 協助辦理教師研習及安排專業社群會議	
英文教師	李昭慧	1. 協助雙語實驗課程設計 2. 協助外師與英語教師課程搭配協調事宜	
領域教師	生活 自然 體育	1. 協助雙語實驗課程設計 2. 協助雙語課程研發事宜	雙語領域 代表教師

(二) 課程發展

本校雙語課程發展，由研發處主任擔任執行秘書，邀請兼具專業科目及英文專長之教師擔任課程研發主責人員，搭配該領域中外師每週進行共備活動研發課程，並定期邀請臺北大學劉慶剛教授擔任雙語實驗教育的指導專家，提供本校雙語課程規劃和建議，並陪伴雙語教學教師們學習成長。由於本校目前有數個領域實施雙語實驗課程，因此教務處協助規劃各領域教師每週有二節共同不排課時間，以利進行共同備課。備課時間說明如下：

星期	共備時間	領域	共備內容	參與人員
星期二	14:20- 16:00pm (第 6-7 節)	自然科學 領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語自然	蔡怡貞老師(主責教師)、褚美惠老師、陳柏汝老師、外師 Michelle、高文謙主任、江明儀老師、李旻臻老師
星期五	13:30- 15:00pm (第 5-6 節)	健康與體 育領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語體育	謝慶龍主任、徐宇澄老師、高健庭老師、倪玉婷老師、羅家宏老師、王復瑄老師、外師 Rori、李昭慧老師、高文謙主任、江明儀老師、李旻臻老師
星期四	13:30- 15:00pm (第 5-6 節)	生活領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 1-2 年級雙語生活(含音樂、美勞)	G1、G2 導師 楊倖宜老師、黃英華老師、陳匯峯老師、蕭薇嫻老師、外師 Angela、Hanna、高文謙主任、江明儀老師、李旻臻老師
星期五	13:30- 15:00pm (第 5-6 節)	藝文領域	1. 課程教學進度 2. 教學課程設計討論 3. 課程教學分享與省思 4. 評量進行方式設計 5. 課程含括 3-4 年級雙語美勞	楊明鑫老師帶領其他 5 位美勞科任教師進行備課

(三) 協同教學

本校目前 1~4 年級部分領域實施雙語實驗教育，其中除了低年級生活音樂、生活美勞及中年級美勞為純中師教學外，低年級生活；中年級自然及體育採中外師協同授課方式進行，中外師協同教學模式採由外師主教，中師負責掌管學生學習狀態並適時給予必要協助方式操作，細節說明如下：

1. 低年級雙語生活

(1)生活 Life Skill 共三節課，由外師主教二節課、中師協同(導師)，另一節課由中師獨立教學，且中外師課程內容是互相銜接，前後連貫的。

(2)生活音樂一節課，由中師主教(科任)。

(3)生活美勞二節課，由本校具雙語美勞資格的中師進行獨立授課(科任)。

2. 中年級雙語自然

本校的雙語自然是採一節課外師主教、中師協同(科任)，另外二節課由中師獨立授課方式進行。其中外師主教部分教材，是由中外師討論審視審定版課本，並從中擷取內容後進行自編教材，並製作學習單進行教學，且中外師課程內容是互相銜接，前後連貫的。

3. 中年級雙語體育

本校的雙語體育是採一節課外師主教、中師協同(科任)，另外一節課由中師獨立授課方式進行。其中外師主教部分教材，是由中外師討論自審定課本中擷取內容後再行自編教材，製作教案進行教學，且中外師課程內容是互相銜接，前後連貫的。

4. 中年級雙語美勞

本校的雙語美勞是由中師獨立授課，有二位具雙語美勞資格的中師帶領美勞領域的所有夥伴由校訂課程中規劃設計雙語教學單元，將本校美勞的校訂課程進行1-6年級的縱向連貫。

5. 英語課程

本校的英語課程由7位英語本科系畢業或取得 CEF 架構之 B2級以上英語相關考試檢定及格證書教師進行授課。課程內容除了選用審定版本外，依學校校訂課程選用英語繪本進行教學，學生除了學習課本知識外，也搭配繪本讓學習更具生活化及趣味化。

參、課程架構

一、課程規劃願景與原則

(一)龍埔國小發展的雙語願景

在龍埔國小「低碳、社群、人文、行動」的學校願景下，我們希望透過實施雙語教育，培養具有「國際視野、行動學習、合作創新、世界公民」的龍埔學子。

增加口語表達自信
提昇英語文字溝通能力

實踐力

龍埔願景:

行動、低碳
人文、社群

科技力

善用科技工具
拓展國際視野

人文力

喜愛本國文化
了解並尊重他國文化



(二)課程設計規劃原則

1. 教材的選用:由於目前尚無適合的雙語生活教材可供使用，因此我們首先將生活領域課綱逐條翻譯成英文，讓外師了解生活課綱內容；也讓中外師參閱審定版本來進行自編教材的撰寫。這樣不僅可符合課綱指標，也減輕教師課程設計的難度，並發展出適合低年級學童之雙語教材。
2. 主題式的課程統整:以主題式的課程統整方式，讓學生在課程內容可以中英文重複學習，以達到了解學科內容和產生學習遷移作用。
3. 課程設計加強聽說能力的訓練:低年級的雙語實驗課程除了生活領域6節課外，也包括校訂的英轉課程2節。中年級的雙語實驗課程則是在藝術領域、健康與體育領域、自然領域等課程中實施，亦包括校訂的英轉課程。學生在能力建構上，領域科目著重在聽說能力的訓練及表達，英語課程則訓練學生的聽說讀寫技巧。
4. 課程的連結性:重視課程的橫向及縱向連結，在課程設計時除了橫向考量各主題單元間之關聯性外，亦同時評估學生之先備知識，建構縱向連結之課程鷹架，而為了釐清課程脈絡，我們亦建立了課程地圖，方便教師辨識，以深化學科知識，而中外師授課內容亦是前後互相連結，一脈相承，以確保課程之完整性。**(課程連結詳參課程地圖—有連結之課程用相同顏色標示)**

二、各科雙語課程規劃總表

龍埔國小 112 學年度課程規劃				
實施對象	低年級			備註
英語課程	龍埔英閱繪	字母教學 繪本導讀 (自編教材)	每週 2 節	英語中師
雙語生活課程	生活課程	常規常識教學 生活美勞 生活音樂 (自編教材)	每週 3 節 每週 2 節 每週 1 節	外師主教+導師協同 2 節 導師獨立授課 1 節 雙語中師讀錄授課 2 節 中師獨立授課 1 節 (音樂及美勞含括在生活課程架構中)
實施對象	中年級			備註
英語課程	龍埔英閱繪	何嘉仁版課本 繪本導讀	每週 3 節	英語中師
健康與體育	體育課程	康軒版課本 自編雙語教材	每週 2 節	外師主教+中師協同 1 節 科任中師獨立授課 1 節
自然科學	自然課程	翰林版課本 自編雙語自然 教材	每週 3 節	外師主教+中師協同 1 節 中師獨立授課 2 節
藝術	美勞課程	翰林版課本 自編校訂課程	每週 2 節	美勞中師獨立授課 2 節

◎以下課程架構依分科手冊科目不同分開呈現，礙於篇幅不統一呈現於此。

肆、雙語體育領域課程

一、雙語體育領域課程架構表

(一) 三年級體育課程架構表

Bilingual Physical Education Curriculum Structure

雙語體育課程架構

Grade Chapter	Grade Three 三年級	
	1 st Semester 三上	2 nd Semester 三下
Chapter 1 第一章	<p><u>與繩球同行</u></p> <p>1.1 隔繩對戰</p> <p>1.2 玩球完勝</p> <p>1.3 跳繩妙變化 Jumping Rope</p>	<p><u>球力全開</u></p> <p>1.1 地板桌球 Table Tennis & Four Square</p> <p>1.2 躲避球攻防</p> <p>1.3 跑擲大作戰</p>
Chapter 2 第二章	<p><u>跑接樂悠遊</u></p> <p>2.1 飛盤擲接樂 Dodgebee</p> <p>2.2 伸展跑步趣</p> <p>2.3 跑步接力傳寶 Relay Race</p> <p>2.4 安全漂浮游</p>	<p><u>蹦跳好體能</u></p> <p>2.1 活力體適能 Physical Fitness</p> <p>2.2 金銀島探險</p> <p>2.3 看我好身手 Balance Beam and Vaulting Box</p>
Chapter 3 第三章	<p><u>滾翻躍動舞歡樂</u></p> <p>3.1 拳腳見功夫</p> <p>3.2 搖滾翻轉樂</p> <p>3.3 歡欣土風舞</p>	<p><u>武現韻律風</u></p> <p>3.1 學校運動會</p> <p>3.2 大展武威</p> <p>3.3 與毬子同樂</p> <p>3.4 水舞</p>

➤ 為雙語教學的章節。

(二) 四年級體育課程架構表

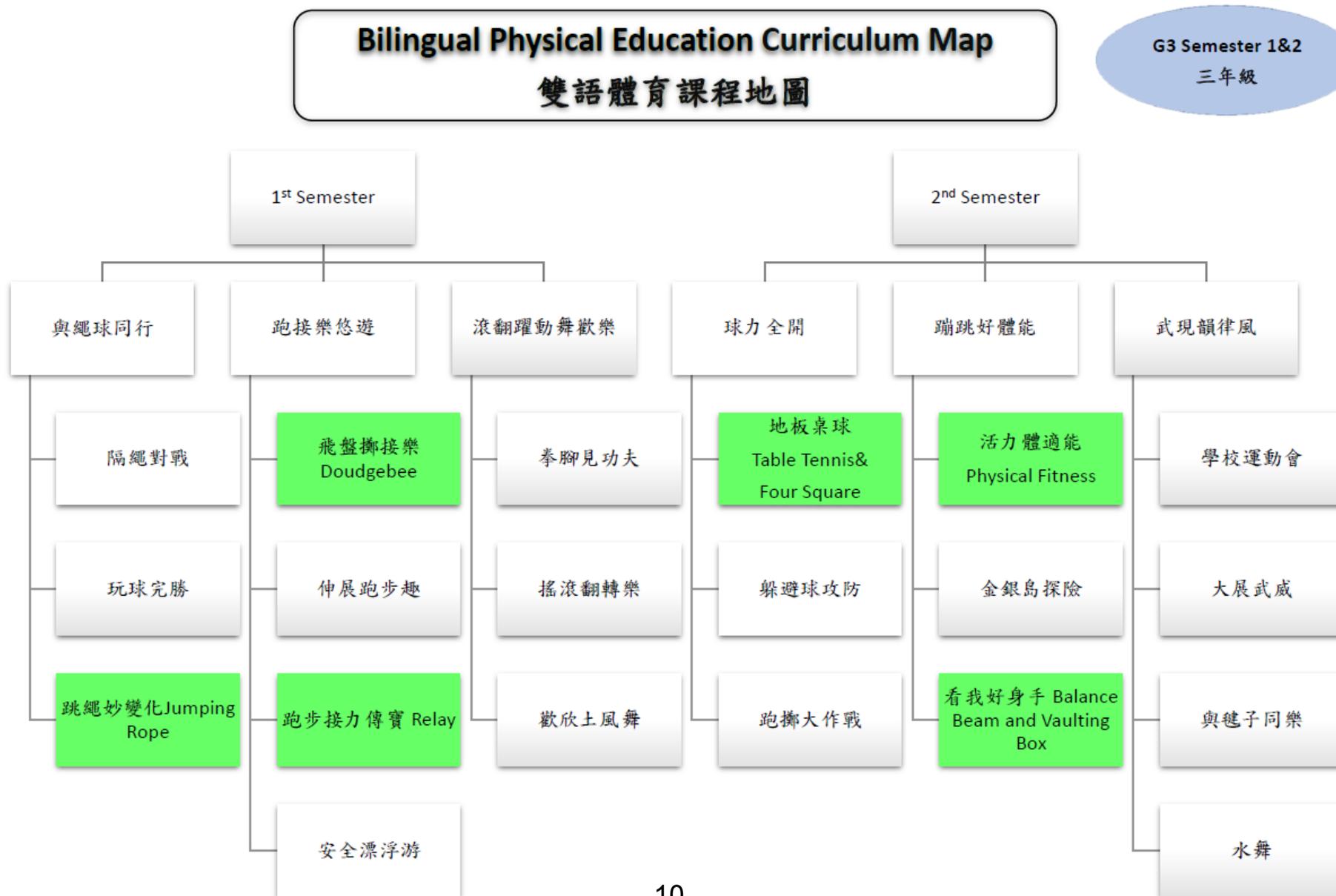
The Domain of Physical Education Curriculum Structure
雙語體育課程架構

Grade Chapter	Grade Four 四年級	
	1 st Semester 四上	2 nd Semester 四下
Chapter 1 第一章	<p style="text-align: center;">球類遊戲王</p> <p>1.1 足球玩家 Soccer</p> <p>1.2 壘上攻防 Kickball</p>	<p style="text-align: center;">球來球往</p> <p>1.1 桌球擊球趣 Table Tennis</p> <p>1.2 籃球輕鬆玩 Basketball</p> <p>1.3 球球來襲</p> <p>1.4 攻閃交手</p>
Chapter 2 第二章	<p style="text-align: center;">跑跳過招大進擊</p> <p>2.1 跑動活力躍</p> <p>2.2 健康體適能 Physical Fitness</p> <p>2.3 友善對練</p>	<p style="text-align: center;">投擊奔極限</p> <p>2.1 傳接投擲趣 Relay Race</p> <p>2.2 耐力小鐵人</p> <p>2.3 友善攻防術</p>
Chapter 3 第三章	<p style="text-align: center;">嬉游樂舞鈴</p> <p>3.1 舞動一身 Dance</p> <p>3.2 打水遊戲</p> <p>3.3 轉動扯鈴</p>	<p style="text-align: center;">箱木跳跳隨花舞</p> <p>3.1 跳箱平衡木 Balance Beam and Vaulting Box</p> <p>3.2 線條愛跳舞</p> <p>3.3 花之舞</p>

➤ 為雙語教學的章節。

二、雙語體育課程地圖

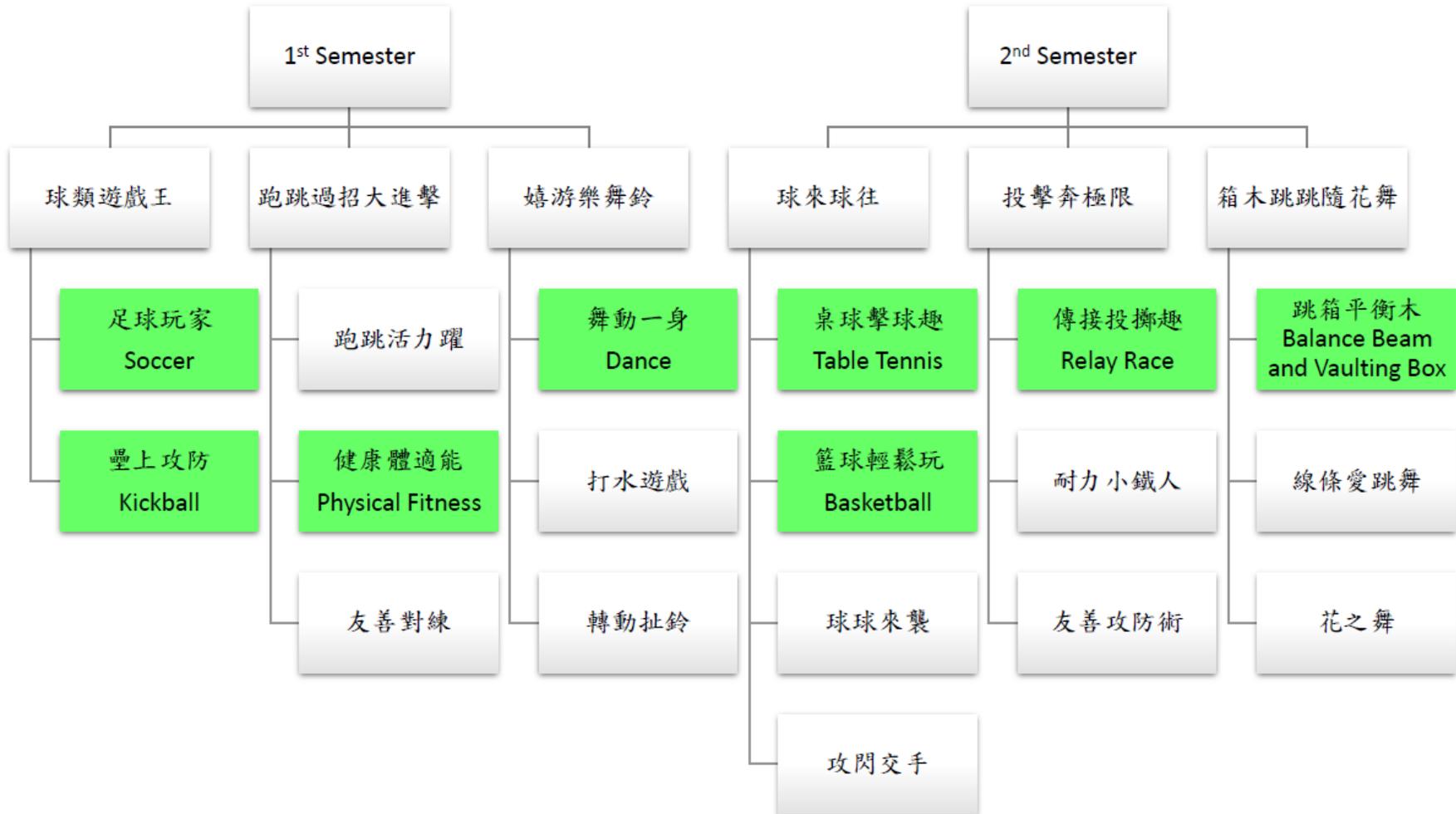
(一) 三年級體育課程地圖



(二) 四年級體育課程地圖

Bilingual Physical Education Curriculum Map
雙語體育課程地圖

G4 Semester 1&2
 四年級



三、雙語體育領域課程學習重點

Bilingual Physical Education Curriculum Learning Focus

雙語體育課程學習重點

Grade Three 1 st Semester 三年級上學期			
	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: 與繩球同行	1-1 隔繩對戰	1d-II-1 認識動作技能概念與動作練習的策略。 2c-II-1 遵守上課規範和運動比賽規則。 2c-II-2 表現增進團隊合作、友善的互動行為。 3d-II-2 運用遊戲的合作和競爭策略。	Ha-II-1 網/牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。
	1-2 玩球完勝	1c-II-1 認識身體活動的動作技能。 2c-II-2 表現增進團隊合作、友善的互動行為。 3c-II-1 表現聯合性動作技能。	Hc-II-1 標的性球類運動相關的拋球、擲球、滾球之時間、空間及人與人、人與球關係攻防概念。

		3d-II-2 運用遊戲的合作和競爭策略。	
	1-3 Jumping Rope 跳繩妙變化	1d-II-1 Recognize the concept of movement skills and the strategy of movement practice. 認識動作技能概念與動作練習的策略。 3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。 4d-II-2 Participate in physical activities that improve physical fitness and basic motor ability. 參與提高體適能與基本運動能力的身體活動。	Ic-II-1 Basic movements and connections of folk sports. 民俗運動基本動作與串接。
Chapter 2: 跑接樂悠遊	2-1 Dodgebee 飛盤擲接樂	1d-II-1 Recognize the concept of movement skills and the strategy of movement practice. 認識動作技能概念與動作練習的策略。 3c-II-2 Explore athletic potential and perform correct motor skills through physical activity. 透過身體活動，探索運動潛能與表現正確的身體活動。	Ce-II-1 Other basic recreational activity skills. 其他休閒運動基本技能。
	2-2 伸展跑步趣	1c-II-1 認識身體活動的動作技能。 1c-II-2 認識身體活動的傷害和防護概念。	Bc-II-1 暖身、伸展動作原則。 Ga-II-1 跑、跳與行進間投擲的遊戲。

		<p>2d-II-1 描述參與身體活動的感覺。</p> <p>4d-II-2 參與提高體適能與基本運動能力的身體活動。</p>	
	<p>2-3 Relay 跑步接力傳寶</p>	<p>2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork. 表現增進團隊合作、友善的互動行為。</p> <p>3d-II-2 Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。</p>	<p>Ga-II-1 Games of throwing while running, jumping, and marching. 跑、跳與行進間投擲的遊戲。</p>
	<p>2-4 安全漂浮游</p>	<p>1c-II-1 認識身體活動的動作技能。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-1 運用動作技能的練習策略。</p>	<p>Gb-II-1 戶外戲水安全知識、離地蹬牆漂浮。</p>
<p>Chapter 3: 滾翻躍動舞歡樂</p>	<p>3-1 拳腳見功夫</p>	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p>	<p>Bd-II-1 武術基本動作。</p>

		3c-II-1 表現聯合性動作技能。	
	3-2 搖滾翻轉樂	2c-II-3 表現主動參與、樂於嘗試的學習態度。 3c-II-1 表現聯合性動作技能。	1a-II-1 滾翻、支撐、平衡與擺盪動作。
	3-3 歡欣土風舞	1c-II-1 認識身體活動的動作技能。 2c-II-2 表現增進團隊合作、友善的互動行為。 3c-II-1 表現聯合性動作技能。	Ib-II-1 音樂律動與模仿性創作舞蹈。

Grade Three 2nd Semester 三年級下學期			
	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: 球力全開	1-1 Table Tennis & Four Square 地板桌球	1c-II-1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。 3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。 3d-II-2	Table Tennis: Ha-II-1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in net/wall games regarding throwing and catching, holding and controlling, hitting and patting, passing and receiving the ball. 網／牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。

	<p>Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。</p> <p>2c-III-3 Demonstrate an active participation and take-on-a-challenge learning attitude. 表現積極參與、接受挑戰的學習態度。</p> <p>2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork. 表現增進團隊合作、友善的互動行為。</p>	<p>Four Square: Hb- I -1 Hand-eye and hand-foot coordination, strength, and precision ball-control movements related to invasion games, such as simple shooting, tossing, catching, throwing, passing, rolling, kicking, controlling, and stopping. 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。</p>
1-2 躲避球攻防	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>2c-II-2 表現增進團隊合作、友善的互動行為。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-2 運用遊戲的合作和競爭策略。</p> <p>4d-II-2 參與提高體適能與基本運動能力的身體活動。</p>	<p>Hb- II -1 陣地攻守性球類運動相關的拍球、拋接球、傳接球、擲球及踢球、帶球、追逐球、停球之時間、空間及人與人、人與球關係攻防概念。</p>
1-3 跑擲大作戰	<p>2c-II-1 遵守上課規範和運動比賽規則。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-2 運用遊戲的合作和競爭策略。</p>	<p>Hd- II -1 守備／跑分性球類運動相關的拋接球、傳接球、擊球、踢球、跑動踩壘之時間、空間及人與人、人與球關係攻防概念。</p>

		<p>4d- II -2 參與提高體適能與基本運動能力的身體活動。</p>	
<p>Chapter 2: 蹦蹦好體能</p>	<p>2-1 Physical Fitness 活力體適能</p>	<p>1c- II -1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。</p> <p>3c- II -2 Explore athletic potential and perform correct motor skills through physical activity. 透過身體活動，探索運動潛能與表現正確的身體活動。</p> <p>4d- II -2 Participate in physical activities that improve physical fitness and basic motor ability. 參與提高體適能與基本運動能力的身體活動。</p>	<p>Ab- II -1 Physical fitness activity. 體適能活動。</p>
	<p>2-2 金銀島探險</p>	<p>1c- II -1 認識身體活動的動作技能。</p> <p>1d- II -1 認識動作技能概念與動作練習的策略。</p> <p>2c- II -2 表現增進團隊合作、友善的互動行為。</p> <p>2c- II -3 表現主動參與、樂於嘗試的學習態度。</p>	<p>Ga- II -1 跑、跳與行進間投擲的遊戲。</p>

		<p>3c- II -1 表現聯合性動作技能。</p> <p>3d- II -2 運用遊戲的合作和競爭策略。</p> <p>4c- II -2 了解個人體適能與基本運動能力表現。</p>	
	<p>2-3 Balance Beam and Vaulting Box 看我好身手</p>	<p>1c- II -1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。</p> <p>2d- II -3 Participate in and appreciate diverse physical activities. 參與並欣賞多元性身體活動。</p> <p>3c- II -1 Demonstrate combinations of motor skills. 表現聯合性動作技能。</p>	<p>Ia- II -1 Rolling, holding, balancing, and swinging movements. 滾翻、支撐、平衡與擺盪動作。</p>
<p>Chapter 3: 武現韻律風</p>	<p>3-1 學校運動會</p>	<p>1c- II -1 認識身體活動的動作技能。</p> <p>2c- II -2 表現增進團隊合作、友善的互動行為。</p> <p>2c- II -3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c- II -1</p>	<p>Cb- II -1 運動安全規則、運動增進生長知識。</p> <p>Cb- II -2 學校運動賽會。</p>

		表現聯合性動作技能。	
3-2 大展武威	<p>1d- II -1 認識動作技能概念與動作練習的策略。</p> <p>2c- II -3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c- II -1 表現聯合性動作技能。</p> <p>4d- II -1 培養規律運動的習慣並分享身體活動的益處。</p>	Bd- II -1 武術基本動作。	
3-1 與毬子同樂	<p>1c- II -1 認識身體活動的動作技能。</p> <p>2c- II -3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c- II -1 表現聯合性動作技能。</p>	lc- II -1 民俗運動基本動作與串接。	
3-2 水舞	<p>1c- II -1 認識身體活動的動作技能。</p> <p>2c- II -2 表現增進團隊合作、友善的互動行為。</p> <p>3c- II -1</p>	<p>lb- II -1 音樂律動與模仿性創作舞蹈。</p> <p>lb- II -2 土風舞遊戲。</p>	

		表現聯合性動作技能。	
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Grade Four 1 st Semester 四年級上學期			
	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1: 球類遊戲王	1-1 Soccer 足球玩家	1c-II-1 Movement set of folk sports. 認識身體活動的動作技能。 2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork. 表現增進團隊合作、友善的互動行為。 3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。	Hb- II -1 Bouncing the ball, throwing and catching, shooting, kicking, running with a ball, chasing, stopping the ball, time and space, defense and offense. 陣地攻守性球類運動相關的拍球、拋接球、傳接球、擲球及踢球、帶球、追逐球、停球之時間、空間及人與人、人與球關係攻防概念。
	1-2 Kickball 壘上攻防	2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork. 表現增進團隊合作、友善的互動行為。 3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。 3d-II-2	Hd- II -1 Throwing, catching, batting, kicking, and base running; space and time, relation between players and the ball, defense and offense. 守備/跑分性球類運動相關的拋接球、傳接球、擊球、踢球、跑動踩壘之時間、空間及人與人、人與球關係攻防概念。

		Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。	
	2-1 跑動活力躍	1d-II-1 認識動作技能概念與動作練習的策略。 1d-II-2 描述自己或他人動作技能的正確性。 2c-II-2 表現增進團隊合作、友善的互動行為。 3c-II-1 表現聯合性動作技能。 3d-II-1 運用動作技能的練習策略。	Ga-II-1 跑、跳與行進間投擲的遊戲。
Chapter 2: 跑跳過招大進 擊	2-2 Physical Fitness 健康體 適能	2d-II-1 Describe the feeling of participating in physical activity. 描述參與身體活動的感覺。 3c-II-2 Explore athletic potential and perform correct physical activity through physical activity. 透過身體活動，探索運動潛能與表現正確的身體活動。 4c-II-2 Understand personal fitness and demonstrate basic motor ability. 了解個人體適能與基本運動能力表現。	Ab-II-2 Self- measurement for physical fitness. 體適能自我檢測方法。 Cd-II-1 Basics of outdoor recreational activities. 戶外休閒運動基本技能。

	2-3 友善對練	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>1d-II-2 描述自己或他人動作技能的正確性。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p> <p>3d-II-1 運用動作技能的練習策略。</p>	Bd-II-1 武術基本動作。
Chapter 3: 嬉游樂舞鈴	3-1 Dance 舞動一身	<p>1c-II-1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。</p> <p>2d-II-2 Manifest the role and responsibility of a viewer. 表現觀賞者的角色和責任。</p> <p>2d-II-3 Participate in and appreciate diverse physical activities. 參與並欣賞多元性身體活動。</p>	Ib-II-1 Rhythm action with music, and choreography. 音樂律動與模仿性創作舞蹈。
	3-2 打水遊戲	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>1d-II-2 描述自己或他人動作技能的正確性。</p> <p>2c-II-2 表現增進團隊合作、友善的互動行為。</p> <p>3c-II-1 表現聯合性動作技能。</p>	<p>Cc-II-1 水域休閒運動基本技能。</p> <p>Gb-II-2 打水前進、簡易性游泳遊戲。</p>

		3d-II-2 運用遊戲的合作和競爭策略。	
		4d-II-2 參與提高體適能與基本運動能力的身體活動。	
	3-3 轉動扯鈴	1c-II-1 認識身體活動的動作技能。 1d-II-2 描述自己或他人動作技能的正確性。 2c-II-2 表現增進團隊合作、友善的互動行為。 3c-II-1 表現聯合性動作技能。	Ic-II-1 民俗運動基本動作與串接。

Grade Four 2nd Semester 四年級下學期			
	Sections	Learning Focus	
		Learning Performance	Learning Content
Chapter 1:	1-1 Table Tennis 桌球擊球趣	1c-II-1 Recognize the motor skills of physical activity 認識身體活動的動作技能。 1d-II-2 Describe the correctness of the motor skills of oneself or others. 描述自己或他人動作技能的正確性。 2c-II-3 Demonstrate an attitude of active participation and	Ha-II-1 Throwing and catching, controlling balls with a bat, time and space of ball catching, defense and offense. 網／牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。

<p>球來球往</p>		<p>willingness-to-try towards learning. 表現主動參與、樂於嘗試的學習態度。</p> <p>3d- II -2 Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。</p> <p>4d- II -2 Participate in physical activities that improve physical fitness and basic motor ability. 參與提高體適能與基本運動能力的身體活動。</p>	
	<p>1-2 Basketball 籃球輕鬆玩</p>	<p>1c- II -1 Recognize the motor skills of physical activity 認識身體活動的動作技能。</p> <p>2c- II -2 Demonstrate friendly interactions and behaviors that enhance teamwork. 表現增進團隊合作、友善的互動行為。</p> <p>3c- II -1 Demonstrate combinations of motor skills. 表現聯合性動作技能。</p> <p>3d- II -2 Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。</p>	<p>Hb- II -1 Bouncing the ball, throwing and catching, shooting, kicking, running with a ball, chasing, stopping the ball, time and space, defense and offense. 陣地攻守性球類運動相關的拍球、拋接球、傳接球、擲球及踢球、帶球、追逐球、停球之時間、空間及人與人、人與球關係攻防概念。</p>
	<p>1-3 球球來襲</p>	<p>2c- II -2 表現增進團隊合作、友善的互動行為。</p>	<p>Hc- II -1 標的性球類運動相關的拋球、擲球、滾球之時間、空間及人與人、人與球關係攻防概念。</p>

		<p>3c-II-1 表現聯合性動作技能。</p> <p>3c-II-2 透過身體活動，探索運動潛能與表現正確的身體活動。</p>	
	1-4 攻閃交手	<p>2c-II-1 遵守上課規範和運動比賽規則。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-2 運用遊戲的合作和競爭策略。</p>	<p>Hb-II-1 陣地攻守性球類運動相關的拍球、拋接球、傳接球、擲球及踢球、帶球、追逐球、停球之時間、空間及人與人、人與球關係攻防概念。</p>
Chapter 2: 投擊奔極限	2-1 Relay Race 傳接投擲趣	<p>1d-II-1 Recognize the concept of movement skills and the strategy of movement practice. 認識動作技能概念與動作練習的策略。</p> <p>2c-II-3 Demonstrate an attitude of active participation and willingness-to-try towards learning. 表現主動參與、樂於嘗試的學習態度。</p> <p>2d-II-1 Describe the feeling of participating in physical activity. 描述參與身體活動的感覺。</p> <p>3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。</p>	<p>Cb-II-3 History and theme of the Olympics. 奧林匹克運動會的起源與訴求。</p> <p>Ga-II-1 Games of running, jumping and throwing while running. 跑、跳與行進間投擲的遊戲。</p>

	<p>2-2 耐力小鐵人</p>	<p>1c-II-1 認識身體活動的動作技能。</p> <p>1c-II-2 認識身體活動的傷害和防護概念。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p> <p>2d-II-1 描述參與身體活動的感覺。</p> <p>3d-II-1 運用動作技能的練習策略。</p> <p>4d-II-1 培養規律運動的習慣並分享身體活動的益處。</p>	<p>Bc-II-2 運動與身體活動的保健知識。</p> <p>Ga-II-1 跑、跳與行進間投擲的遊戲。</p>
	<p>2-3 友善攻防術</p>	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-1 運用動作技能的練習策略。</p> <p>4d-II-1</p>	<p>Bd-II-1 武術基本動作。</p> <p>Bd-II-2 技擊基本動作。</p>

		培養規律運動的習慣並分享身體活動的益處。	
Chapter 3: 箱木跳跳隨花 舞	3-1 Balance Beam and Vaulting Box 跳箱平衡木	1c-II-1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。 2c-II-3 Demonstrate an attitude of active participation and willingness-to-try towards learning 表現主動參與、樂於嘗試的學習態度。 3c-II-1 Demonstrate combinations of motor skills. 表現聯合性動作技能。 4d-II-1 Develop regular exercise habits and share the benefits of physical activity 培養規律運動的習慣並分享身體活動的益處。	Ia-II-1 Flip, handstand, balance and hanging moves. 滾翻、支撐、平衡與擺盪動作。
	3-2 線條愛跳舞	1c-II-1 認識身體活動的動作技能。 2c-II-3 表現主動參與、樂於嘗試的學習態度。 3c-II-1 表現聯合性動作技能。	Ib-II-1 音樂律動與模仿性創作舞蹈。
	3-3 花之舞	1c-II-1 認識身體活動的動作技能。 2d-II-3 參與並欣賞多元性身體活動。 3c-II-1 表現聯合性動作技能。	Ib-II-2 土風舞遊戲。

伍、教學計劃

新北市龍埔國民小學112學年度三年級第一學期學期部定課程計畫

設計者：謝慶龍

一、課程類別：

1.□國語文 2.□閩南語文 3.□客家語文 4.□原住民族語文： 族 5.□新住民語文： 語 6.□英語文
7.□數學 8.■健康與體育 9.□生活課程 10.□社會 11.□自然 12.□藝術 13.□綜合

二、學習節數：每週(3)節，實施(21)週，共(63)節。

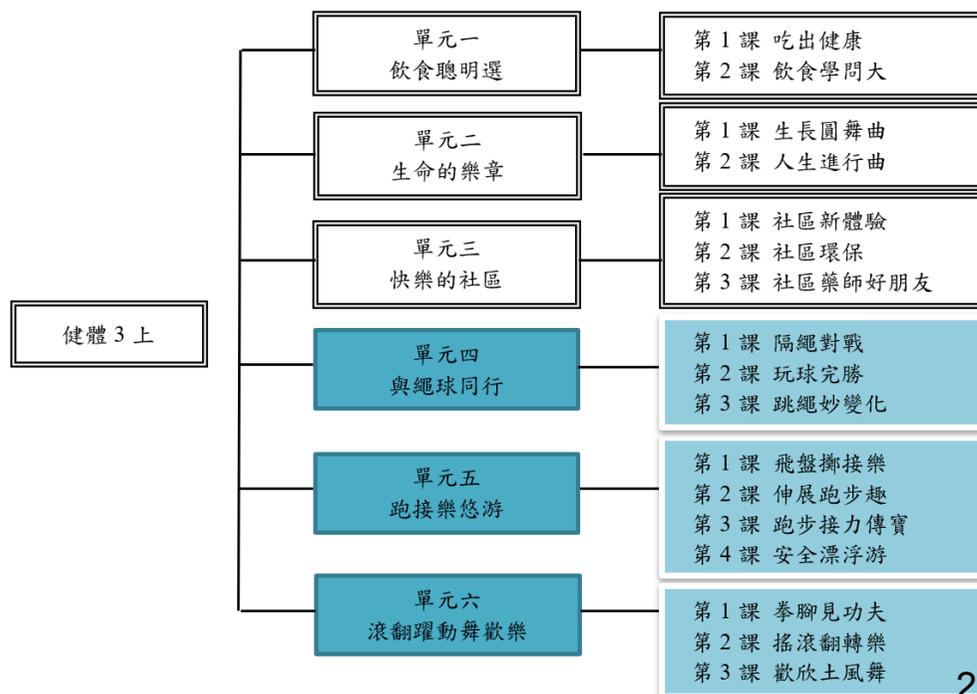
三、課程目標：

- 1.發展身體運動能力，以積極正向的做法促進健康。
- 2.發展適應現在及未來生活的基本技能。
- 3.透過體驗與探索的活動，學習解決健康與體育核心問題。
- 4.尊重每個人都是獨立的個體，培養良好的人際關係及團隊合作精神。
- 5.建立健康與體育相關科技與資訊的基本素養。
- 6.建立健康與體育相關的感知與欣賞的基本素養。
- 7.培養關懷生活、社會、環境的道德意識和公民責任感。
- 8.建立健康的生活型態，奠定促進全人健康與社區環境品質的基石。
- 9.落實國家政策的推展與宣導。

四、課程內涵：

總綱核心素養	學習領域核心素養
依總綱核心素養項目及具體內涵勾選 ■ A1 身心素質與自我精進 ■ A2 系統思考與解決問題 □ A3 規劃執行與創新應變 □ B1 符號運用與溝通表達 □ B2 科技資訊與媒體素養 ■ B3 藝術涵養與美感素養 □ C1 道德實踐與公民意識 ■ C2 人際關係與團隊合作 □ C3 多元文化與國際理解	健體-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。 健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。 健體-E-B3 具備運動與健康有關的感知和欣賞的基本素養，促進多元感官的發展，在生活環境中培養運動與健康有關的美感體驗。 健體-E-C2 具備同理他人感受，在體育活動和健康生活中樂於與人互動、公平競爭，並與團隊成員合作，促進身心健康。

四、課程架構(藍色部分為體育課程單元)：



五、本課程是否實施混齡教學：□是(年級和 年級) ■否

六、素養導向教學規劃(體育課程自第八週開始)：

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
第一週 8/30-9/02	1a-II-2 了解促進健康生活的 方法。 2b-II-2 願意改善個人的健康 習慣。 3b-II-3 運用基本的 生活技能，因應不同的 生活情境。 4a-II-2 展現促進健康的行 為。	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。	第一單元飲食聰明選 第1課吃出健康 《活動1》健康比一比 1.教師請學生觀察課本第6頁，並提問： (1)小柚的餐盤中有哪些食物？ (2)爸爸的餐盤中有哪些食物？ (3)比較小柚和爸爸餐盤中的食物，有什麼不同之處？誰的食物組合比較好？為什麼？ 2.教師引導學生發現小柚的餐盤中肉類很多，爸爸的餐盤中蔬菜類較多，也沒有含糖飲料。 《活動2》健康餐盤 1.教師拿出「健康餐盤」圖片，說明六大類食物適當攝取量： (1)水果類：每餐分量一個拳頭大，並應選擇當季、多樣化的水果。 (2)堅果種子類：每餐分量一茶匙，約是大拇指的第一指節大小。 (3)豆魚蛋肉類：每餐分量一掌心。 (4)乳品類：每日2杯。(每杯約240c.c.) (5)蔬菜類：每餐分量比一個拳頭多一點。 (6)全穀雜糧類：每餐分量比一個拳頭多一點。(和蔬菜類一樣多) 2.教師指導健康餐盤原則：每天早晚一杯奶，每餐水果拳頭大。菜比水果多一點，飯跟蔬菜一樣多。豆魚蛋肉一掌心，堅果種子一茶匙。 《活動3》小柚的一日三餐 1.帶領學生檢視小柚的一日三餐內容，並提問：小柚的一日三餐是否符合健康餐盤原則？有哪些需要改進的地方？ 2.教師說明：小柚的一天蔬菜分量，沒有符合健康	3	教學資源 1.教師準備「健康餐盤」圖片、食物照片、白紙、「我的一日三餐」學習單、「健康飲食管理」學習單、契約卡、計畫執行記錄表。 2.學生準備彩色筆。 學習策略 作筆記、提出疑問、網路檢索。	發表 問答 實作 演練 實踐		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>餐盤原則，應增加蔬菜的攝取。</p> <p>《活動4》我的一日三餐</p> <p>1.教師發下「我的一日三餐」學習單，請學生寫下自己昨天的三餐內容，並和同學討論：我昨天的三餐內容，是否符合健康餐盤原則？為什麼？</p> <p>2.教師邀請學生上臺分享自己的學習單內容與自我調整方式，並針對分享的調整方式給予回饋。</p> <p>《活動5》改善飲食習慣</p> <p>1.教師以小柚為例，說明改變飲食習慣的方法，做自我健康管理練習。步驟如下：</p> <p>(1)選擇一項需改進的習慣。</p> <p>(2)制定改變的目標。</p> <p>(3)擬定執行計畫和獎勵。</p> <p>2.教師發下「健康飲食管理」學習單，請學生從自己的飲食習慣當中，挑選一項需改進的習慣。</p> <p>《活動6》簽訂契約</p> <p>1.教師發下契約卡，請學生針對個人計畫內容，立下「我的飲食改善計畫」。</p> <p>2.教師發下記錄表，請學生開始執行計畫，並如實記錄。</p> <p>《活動7》補救健康飲食</p> <p>1.教師請學生拿出記錄表，檢視自己的成果，並思考：執行計畫過程中，你遇到了哪些困難？</p> <p>2.教師以小柚為例說明：如果執行計畫遇到困難，可以嘗試自己調整，或向師長、父母尋求協助。</p>					
第二週 9/03-9/09	2a-II-1 覺察健康受到個人、家庭、學校等因素之影響。 3b-II-3 運用基本的生活技能，因應不同的生活情境。	Ea-II-2 飲食搭配、攝取量與家庭飲食型態。 Ea-II-3 飲食選擇的影響因素。	<p>第一單元飲食聰明選</p> <p>第2課飲食學問大</p> <p>《活動1》飲食萬花筒</p> <p>1.教師配合課本第14-17頁說明：飲食習慣會受到許多因素影響，例如：</p> <p>(1)個人因素。</p> <p>(2)家庭因素。</p> <p>(3)文化因素。</p>	3	<p>教學資源</p> <p>1.教師準備各宗教與不同國家、文化之食物圖片、臺灣地圖、配合課本第20-21</p>	發表 實作 問答 總結性評量		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	4a-II-2 展現促進健康的行為。		<p>(4)宗教因素。 (5)社區環境因素。 (6)自然環境因素。</p> <p>2.教師可於教學過程中，適時引導學生發表各個因素影響飲食習慣的相關經驗。</p> <p>《活動2》飲食習慣與健康</p> <p>1.教師說明：影響飲食的因素很多，這些因素形成飲食習慣，但這些飲食習慣不一定都對身體有益。</p> <p>2.教師說明：許多不同的因素影響，形成了不同的飲食習慣，有些習慣可能會對健康造成不良的影響，此時你可以怎麼做呢？</p> <p>3.教師以小凱與佳佳的情境為例，說明做決定的生活技能：</p> <p>(1)列出所有可能的選擇。 (2)列出所有選擇的優缺點。 (3)做出決定。</p> <p>《活動3》批判性思考</p> <p>1.教師詢問學生看過那些食品廣告，請學生分享廣告內容。</p> <p>2.教師將事先準備的劇本發給學生，請學生練習後上臺表演。</p> <p>3.教師詢問學生的想法，引導學生演練批判性思考的生活技能，透過下列步驟思考：</p> <p>(1)產生疑問。 (2)思考一下。 (3)詢問師長。 (4)形成自己的想法。</p> <p>《活動4》健康想一想</p> <p>1.教師發下「健康停看聽」學習單，引導學生依據批判性思考的步驟，針對學習單上的情境與問題分組討論，並將想法寫下來。</p> <p>2.討論後請各組上臺分享。</p>		頁準備劇本、「健康停看聽」學習單。 學習策略 作筆記、提出疑問、網路檢索。			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
第三週 9/10-9/16	1a-II-1 認識身心健康基本概念與意義。 3b-II-3 運用基本的生活技能，因應不同的生活情境。 4b-II-2 使用事實證據來支持自己促進健康的立場。	Aa-II-1 生長發育的意義與成長個別差異。 Da-II-1 良好的衛生習慣的建立。 Fa-II-2 與家人及朋友良好溝通與相處的技巧。	<p>第二單元生命的樂章</p> <p>第1課生長圓舞曲</p> <p>《活動1》我從哪裡來？</p> <p>1.教師播放影片《胎兒成長歷程》，並帶領學生閱讀繪本《我從哪裡來》、《小威向前衝》，並說明生命的開始和誕生的過程。</p> <p>2.教師強調：在媽媽的身體裡時，是每個人生長發育的開始，身長和體重會漸漸增加，身體各部位會逐漸成熟。</p> <p>《活動2》我像誰</p> <p>1.教師說明：孩子的外型特徵會和爸爸或媽媽相似或相同，這就是「遺傳」造成的。</p> <p>2.教師說明：回家後，拿一張有爸爸、媽媽和你的照片，觀察身體特徵。</p> <p>《活動3》身體大躍進</p> <p>1.教師請學生觀察自己不同年齡的照片，並寫下各時期的外表特徵。</p> <p>2.教師詢問：和以前比起來，現在的你有那些成長的變化？</p> <p>3.教師統整說明：生長發育包含外型和能力的增長。</p> <p>《活動4》生長發育的關鍵</p> <p>1.教師提問：現在的你正處於生長發育的重要階段。想一想，怎麼做可以長高又長壯呢？</p> <p>2.教師說明：均衡的飲食、規律的運動、適時適量的休息並養成良好的衛生習慣，對生長發育有幫助。</p> <p>《活動5》解決健康行動未達成問題</p> <p>1.教師詢問：幫助生長發育的4大關鍵，你做到了幾項呢？請學生輪流發表。</p> <p>2.教師說明：選擇一項需改善的健康問題，試著運用問題解決的技巧，訂定自己的健康改善計畫。步驟如下：</p>	3	<p>教學資源</p> <p>1.教師準備新生兒照片、影片《胎兒成長歷程》、繪本《我從哪裡來》、《小威向前衝》、「身體大躍進」、「你做到了嗎？」、「我要健康長大」學習單。</p> <p>2.學生準備自己不同年齡時的照片。</p> <p>學習策略</p> <p>作筆記、提出疑問、網路檢索。</p>	發表 觀察 自評 實作 問答 演練	【人權教育】 人E5 欣賞、包容個別差異並尊重自己與他人的權利。	

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	學習表現	學習內容						
			(1)確定問題。 (2)分析問題發生的原因。 (3)列出解決的方法。 (4)執行可行方案。 (5)評估執行結果。 (6)檢討與補救方式。 3.教師發下「我要健康長大」學習單，請學生訂定改善計畫。 《活動6》我們不一樣 1.教師請5位學生到臺上，依照身高排列，並在黑板上寫下自己會做的事。接著請學生觀察黑板上這5位同學會做的事。 2.教師說明：雖然每個人的身高、體重不同，但是許多能力不會被身高和體重影響。 《活動7》表現同理心 1.教師說明：取笑同學是沒有同理心的表現，即使發現別人與自己不一樣或比自己弱，也不應取笑對方。 2.教師針對課本的情境請2組學生，演出不同的處理方式，一組以同理心步驟和人際溝通的技巧思考處理，一組則否。 3.師生共同討論： (1)哪一組的做法比較好呢？為什麼？ (2)站在對方的立場想一想，當時對方的內心想法可能是什麼？他為什麼會這麼做？ (3)如果你是嘲笑者，你會怎麼表達自己的感受來化解衝突？ (4)如果你是被嘲笑者，你會怎麼表達自己的感受避免破壞友誼？					
第四週 9/17-9/23	1a-II-1 認識身心健康基本概念與意義。	Aa-II-2 人生各階段發展的順序與感受。	第二單元生命的樂章 第2課人生進行曲 《活動1》人生的成長階段 1.教師配合圖卡，說明人生各階段的特徵：	3	教學資源 1.教師準備人生各階段圖卡、「我	發表實作 總結性評量	【家庭教育】 家E3 察覺家庭中不同	

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	學習表現	學習內容						
			<p>(1)嬰兒期：能爬、能站，還不會走路和說話。</p> <p>(2)幼兒期：能走、能跑，喜歡問問題和玩遊戲。</p> <p>(3)兒童期：運動能力增強，可以完整表達想法和情緒。</p> <p>(4)青少年期：生長發育快速，身高和體重快速增加。</p> <p>(5)青年期：身體敏捷，肌肉強壯，生活可以獨立自主。</p> <p>(6)中年期：身體活動開始變慢，擔負的責任增加，例如：承擔較多工作量，在家裡要關照父母和子女等。</p> <p>(7)老年期：皮膚皺紋變多，髮色漸白，身體功能逐漸變差。</p> <p>2.教師強調多數人都會經歷不同的人生階段，應正面面對成長過程中的轉變，並和處於不同人生階段的家人愉快相處。</p> <p>《活動2》我的家人</p> <p>1.教師發下「我和我的家人」學習單，請學生拿出全家人照片，就平日的觀察寫下家人和自己所處人生階段相關的特徵。</p> <p>2.教師請學生分享觀察的結果。</p> <p>3.教師說明：人們會因為所處的人生的成長階段不同，而有不同的內在或外在表現。</p> <p>9/23 補 10/9 國請調整放假</p>		和我的家人」學習單。 學習策略 作筆記、提出疑問、網路檢索。		角色，並反思個人在家庭中扮演的角色。	
第五週 9/24-9/30	2b-II-1 遵守健康的生活規範。 4a-II-2 展現促進健康的行為。	Ca-II-1 健康社區的意識、責任與維護行動。	<p>第三單元快樂的社區</p> <p>第1課社區新體驗</p> <p>《活動1》認識社區</p> <p>1.教師說明社區的定義：社區是指一群人居住在同一個地區，共同使用生活資源，並且彼此互動。社區可能是一棟大樓，也可能是一個漁村，或是一個農村，有的社區大有的社區小。</p> <p>2.教師透過問答引導學生介紹自己居住的社區。</p> <p>3.教師說明：臺灣各地有許多大小、文化不同的社</p>	3	教學資源 1.教師準備「社區報報」學習單。 2.學生觀察或詢問家人自己居住的社區特色和	發表實作		

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	學習表現	學習內容						
			<p>區，每個社區的特色不一樣，生活方式也不太一樣。</p> <p>《活動 2》社區活動新發現</p> <p>1.教師說明：社區會舉辦各種活動凝聚居民的向心力，促進彼此之間的感情。社區活動包括各種不同的類型。</p> <p>2.教師發下「社區報報」學習單，請學生寫下自己或家人參加過哪些社區活動。</p> <p>3.請學生針對學習單內容進行發表與討論。</p> <p>《活動 3》關心社區健康</p> <p>1.教師說明社區健康活動並提問：你參加過社區的健康活動嗎？是什麼活動呢？</p> <p>2.教師說明：近年來政府積極推動社區發展，營造健康的社區環境。不同的社區可能有不同的健康議題。</p> <p>3.請學生分組，在組內分享自己知道的社區健康促進組織，彙整後各組派人上臺發表。</p> <p>4.教師統整說明：社區裡的資源環環相扣，如果能結合志工團隊及不同背景的社區居民，將力量凝聚起來，就能做很多事。</p> <p>《活動 4》社區小記者</p> <p>1.教師說明：越來越多人開始關心自己居住的社區，請想一想：</p> <p>(1)你喜歡你居住的社區嗎？</p> <p>(2)你覺得一個好的社區應該具備哪些條件呢？</p> <p>2.請二名學生當小記者，輪流訪問其他同學：你認為一個好社區有哪些條件？在居住環境方面應該具備哪些條件？在人際互動方面應該是怎樣的情況呢？</p> <p>9/29 中秋節</p>		<p>資源。</p> <p>學習策略</p> <p>作筆記、提出疑問、網路檢索。</p>			
第六週 10/01-10/07	2a-II-2 注意健康問題所帶來的威脅感與嚴	Ca-II-1 健康社區的意識、責任與維護行	<p>第三單元快樂的社區</p> <p>第 2 課社區環保</p> <p>《活動 1》病媒對健康的危害</p>	3	<p>教學資源</p> <p>1.學生課前觀察自己居</p>	發表 問答 實作		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	重性。 4a-II-2 展現促進健康的行為。	動。 Ca-II-2 環境汙染對健康的影響。	<p>1.教師說明：亂丟垃圾不但造成髒亂汙染環境，髒亂的環境除了會降低生活品質、影響心情，更會引來蚊子、蒼蠅、老鼠、蟑螂等病媒。</p> <p>2.教師說明病媒對健康的危害。</p> <p>《活動 2》環境汙染與健康</p> <p>1.教師說明社區的環境與健康息息相關。</p> <p>2.教師請學生分享遇到空氣汙染時，會採取哪些行為來保護自己，並完成課本的勾選。</p> <p>3.教師補充說明：影響空氣品質的因素很多，除了社區內的空氣汙染外，也可能到受到境外移入汙染物或大氣擴散條件影響。從環保署的空氣品質監測站可以知道今天的空氣品質好不好。學校也會根據當日空氣品質的預測，懸掛不同顏色的旗幟。旗幟共分 6 色：綠色警戒、黃色警戒、橘色警戒、紅色警戒、紫色警戒、褐紅色警戒。</p> <p>《活動 3》守護河川</p> <p>1.教師引導學生討論佑佑的社區面臨的環境汙染問題和解決方法。</p> <p>2.教師鼓勵學生不要輕忽自己的力量，小力量的累積也會有大幫助。</p> <p>《活動 4》行動從我開始</p> <p>1.學生 3-4 人一組，各組最好分到居住在相同的社區，討論時才容易聚焦。</p> <p>2.小組討論題目：</p> <p>(1)社區有環境汙染的問題嗎？是什麼問題呢？</p> <p>(2)怎麼做可以改善社區汙染問題？</p> <p>(3)區環境問題改善後，對社區居民有什麼好處？</p> <p>(4)你能採取什麼行動，讓社區環境更美好？</p> <p>3.各組推派代表報告討論結果。</p>		<p>住的社區，了解社區環境問題。</p> <p>2.教師準備「關心社區環境」學習單。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>			
第七週 10/08-10/14	1a-II-2 了解促進健康生活的 方法。	Bb-II-1 藥物對健康的影響、安全用藥原則與社區藥	<p>第三單元快樂的社區</p> <p>第 3 課社區藥師好朋友</p> <p>《活動 1》錯誤用藥習慣</p> <p>1 教師配合外婆購買地攤藥品的情境說明並提問：</p>	3	<p>教學資源</p> <p>1.教師準備「正確用藥五大核心能</p>	發表 問答 實作 總結性評		

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	學習表現	學習內容						
		局。	<p>(1)外婆在廟口買藥的原因是什麼？</p> <p>(2)在廟口買的藥有藥品許可證嗎？吃了會不會影響身體健康？醫生會同意嗎？如果對上面這些問題都不清楚，就不應該買來吃。沒經過醫師診斷就自己買藥吃，很可能會傷害身體。</p> <p>2.教師強調：路邊賣的藥來路不明，切勿購買以免傷害身體健康。</p> <p>《活動2》正確用藥五大核心能力</p> <p>1.教師說明「正確用藥五大核心能力」：</p> <p>(1)做身體的主人，堅持用藥五不原則：不聽、不信、不吃、不推薦、不買。</p> <p>(2)清楚的表達自己的身體健康狀況。</p> <p>(3)看清楚藥品標示，如果有疑問一定要問清楚。</p> <p>(4)清楚用藥方法與時間。</p> <p>(5)與醫師、藥師做朋友。</p> <p>《活動3》健康「藥」注意</p> <p>1.教師以外婆吃過飯後回房間吃藥，因為光線不夠，又沒看清楚標示而吃錯藥的例子，詢問學生：吃藥前要注意哪些事，才不會吃錯藥呢？</p> <p>2.教師統整說明吃藥前的注意事項：</p> <p>(1)取藥、吃藥的地方光線要明亮。</p> <p>(2)吃藥前，要仔細觀察藥物的外觀、顏色和大小，確認是否拿對藥物。</p> <p>(3)每次吃藥前，都要仔細確認藥袋上的藥名、用法和用量。</p> <p>(4)未經醫師或藥師同意，不擅自更改用藥的劑量或停藥。</p> <p>《活動4》認識社區醫療資源</p> <p>1.教師課前請學生調查社區中的醫療資源，學生分享調查的結果，並嘗試將這些醫療資源分類：衛生行政機構、公立、私立醫院、診所、藥局。</p> <p>2.教師以外婆到衛生所治療為例，說明醫療資源會因為城鄉區域性不同而有差異。目前臺灣採取醫</p>		力」宣導海報或衛生福利部宣導資料。 2.學生觀察家中保存藥物的方式。 學習策略 作筆記、提出疑問、網路檢索。	量		

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	學習表現	學習內容						
			藥分業，由醫師看診、藥師給藥，所以有的診所中會有專業藥師。但是部分衛生所中只有醫師，所以要拿處方箋到健保藥局領藥。 《活動 5》藥物的保存與處理 1.教師說明保存藥物的正確方式： (1)藥品應放置在陰涼乾燥處，避免曬太陽。 (2)內服與外用藥應分開存放，以免誤用。 (3)藥品標籤和說明書應隨藥物保存。 (4)定期檢查家中藥物，過期則丟棄不用。 2.教師說明過期藥物的處理方法： (1)藥水類處理方法。 (2)藥丸類。 (3)有藥丸又有藥水時。 3.有些社區藥局或醫院藥局設有「廢棄藥物檢收站」，可以把過期藥物交由藥師協處理。 《活動 6》中藥用藥安全五撇步 1.教師說明「中藥用藥安全五撇步」： (1)停偏方。 (2)看中醫。 (3)聽仔細。 (4)選合格。 (5)用對藥。 10/9 國慶日調整放假					
第八週 10/15-10/21	1d-II-1 認識動作技能概念與動作練習的策略。 2c-II-1 遵守上課規範和運動比賽規則。 2c-II-2 表現增進團隊合作、友善的互動行	Ha-II-1 網／牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。	第四單元與繩球同行 第 1 課隔繩對戰 《活動 1》用手擊球與擊球接龍 1.教師帶領學生複習用手擊球動作要領： (1)拳頭擊球：側身，擊球手握拳，另一手輕拋球，用拳頭將球擊出。 (2)手掌擊球：側身，擊球手攤平五指併攏，另一手輕拋球，用手掌將球擊出。 2.教師說明「擊球接龍」活動規則： (1)一組 4 人，每人站立於一個區塊中。	3	教學資源 1.教師準備粉筆、充氣排球 10 顆。 2.教師準備粉筆、充氣排球 10 顆，依分組數準備角錐	操作發表		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	為。 3d-II-2 運用遊戲的合作和競爭策略。		<p>(2)從其中一個區塊的學生開始，以逆時針方向擊球和接球。</p> <p>(3)接著以順時針方向擊球和接球。</p> <p>《活動 2》轉傳高手</p> <p>1.教師說明活動規則：</p> <p>(1)一組 5 人，1 人站場中央圓圈內，其他人面向圓心在不同區塊中站立。</p> <p>(2)圓圈中的人為轉傳手，擊球給四周其中一人，此人接球後擊回，轉傳手接著擊球給下一人接，下一人接球後再擊回，以此類推，以逆時針方向進行。</p> <p>(3)轉傳手和其他 4 人都完成一次擊球傳接後，換另一人進入圓圈當轉傳手，以此類推，每個人都要當過轉傳手活動才結束。</p> <p>《活動 3》擊球九宮格</p> <p>1.教師說明「擊球九宮格」活動規則：</p> <p>(1)每個場地一次 1 人進行活動。</p> <p>(2)擊球前，先思考想擊中的呼拉圈。</p> <p>(3)輪到時，先瞄準目標，接著以擅長的方式將球擊向九宮格中的目標。</p> <p>《活動 4》合作九宮格</p> <p>1.教師說明「合作九宮格」活動規則：</p> <p>(1)3 人一組，多組同時進行，每組所在場地相距約 3 公尺，避免活動進行時互相干擾。</p> <p>(2)三人協調並分配好位置站立於網前，須先完成三人擊球傳接球，第三人再將球擊向九宮格。</p> <p>(3)球擊中哪個呼拉圈，即可占領該處。每組有 5 次機會，擊中的數字最先連成一條線的組別獲勝。</p> <p>(4)傳接球時可以「接住球，再擊出」的方式進行，待學生熟練後，再增加難度，改為不接住球，直接轉傳擊給下一人。</p> <p>《活動 5》喊號碼接球</p>		和橡皮筋繩、呼拉圈。 3.教師準備充氣排球 6 顆、角錐 12 個、橡皮筋繩 6 條、號碼衣數件。 4.課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。 學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>1.教師說明「喊號碼接球」活動規則：</p> <p>(1)5人一組，每次兩組進行，活動時須穿著號碼衣。</p> <p>(2)兩組派代表猜拳，贏的一方可得先發權。贏方擊球，擊球的同時須喊出號碼，對面只有被喊到號碼的人可以接球，接到球則得1分。</p> <p>(3)接球後回擊，擊球同時喊出號碼，對面同樣只有被喊到號碼的人可以接球，以此方式進行。</p> <p>(4)其中一組先得到5分即獲勝。</p>					
<p>第九週 10/22-10/28</p>	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>2c-II-1 遵守上課規範和運動比賽規則。</p> <p>2c-II-2 表現增進團隊合作、友善的互動行為。</p> <p>3d-II-2 運用遊戲的合作和競爭策略。</p>	<p>Ha-II-1 網／牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。</p>	<p>第四單元與繩球同行 第1課隔繩對戰 《活動6》擊球越人牆</p> <p>1.教師說明「擊球越人牆」活動規則：</p> <p>(1)4人一組，一次兩組進行。一組為擊球組，另一組為防守組，擊球組分散站在繩外，防守組則散佈在繩內。</p> <p>(2)擊球組依照規範的路線進行擊球傳接，防守組在兩個網內側空間跳起干擾或攔截傳球，2分鐘後任務互換。</p> <p>《活動7》轉移陣地</p> <p>1.教師說明「轉移陣地」活動規則：</p> <p>(1)8人一組，一次兩組進行，一組為擊球組，另一組為防守組。</p> <p>(2)擊球組分別站四個角落區域，防守組分散站在十字形區域內。</p> <p>(3)擊球組成功將球擊到其他區塊且接住球不落地，即得1分。防守組在十字形區域中跳起干擾或攔截傳球。</p> <p>(4)每次進行3分鐘，3分鐘後兩組任務互換，得分較高的組別獲勝。</p> <p>《活動8》排球小高手</p> <p>1.教師說明「排球小高手」活動規則：</p> <p>(1)教師將全班分為6人一組。</p>	3	<p>教學資源</p> <p>1.教師準備充氣排球10顆、角錐24個、橡皮筋繩16條。</p> <p>2.教師準備充氣排球3顆、橡皮筋繩、角錐2個。</p> <p>3.課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	<p>操作發表</p> <p>運動撲滿</p>		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>(2)一次兩組進行，兩組各派代表猜拳，贏的取得發球權。</p> <p>(3)發球方以擊球或拋球的方式，將球發至對方場地。</p> <p>(4)接球方可將球接起後回擊，或直接觸球回擊，也可與隊友合作傳接後回擊。</p> <p>(5)落地得分制，其中一方得6分則比賽結束。</p> <p>(6)獲勝組續留場中比賽，每組都比過一輪後，場中勝隊為冠軍。</p>					
第十週 10/29-11/04	<p>1c-II-1 認識身體活動的動作技能。</p> <p>2c-II-2 表現增進團隊合作、友善的互動行為。</p> <p>3c-II-1 表現聯合性動作技能。</p> <p>3d-II-2 運用遊戲的合作和競爭策略。</p>	Hc-II-1 標的性球類運動相關的拋球、擲球、滾球之時間、空間及人與人、人與球關係攻防概念。	<p>第四單元與繩球同行</p> <p>第2課玩球完勝</p> <p>《活動1》一起進紅心</p> <p>1.教師說明「一起進紅心」活動規則：</p> <p>(1)同心圓場地由內而外分別是3分區、2分區、1分區。</p> <p>(2)3人一組，每人1顆球，輪流將球滾入同心圓場地，滾出後不撿回。第2、3位滾球者，可以移動位置滾球，試著修正場上球的位置。</p> <p>(3)同組每個人都滾完後，計算各得分區的球數並換算為分數相加，即為總分。</p> <p>《活動2》球兒滾滾樂</p> <p>1.教師說明「球兒滾滾樂」活動規則：</p> <p>(1)6人一組在預備線後，一個欄架前一次一人進行，輪流將球滾向目標，嘗試讓球擊中或穿過欄架。</p> <p>(2)學生探索自己適合的姿勢和力道，向不同距離的欄架滾球，每人三個欄架都至少要出手一次。</p> <p>《活動3》滾球積分樂</p> <p>1.教師說明「滾球積分樂」活動規則：</p> <p>(1)3人一組，每人最多可滾3球，全組滾中的分數相加，總分達到15分就成功。</p> <p>(2)各組活動開始前先進行討論，針對每個人能力安排任務，合作依分配的任務執行。</p>	3	<p>教學資源</p> <p>1.教師準備粉筆、樂樂排球12個。</p> <p>2.教師準備小欄架6個、樂樂排球12個、分數掛牌或粉筆。</p> <p>3.教師按人數準備每人一顆樂樂排球、呼拉圈數個。</p> <p>4.教師按人數準備每人一顆樂樂排球、粉筆。</p> <p>5.課前確認教學活動空間，例如：室內活動中</p>	操作 觀察 運動撲滿	【人權教育】 人E3 了解每個人需求的不同，並討論與遵守團體的規則。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>《活動4》穿越圓圈輕鬆滾</p> <p>1.教師說明「穿越圓圈輕鬆滾」活動規則：</p> <p>(1)5人一組，1人持呼拉圈呈直立貌，其他人每人手持一顆球，在距離呼拉圈約7公尺的預備線後排隊。</p> <p>(2)活動開始，第一人朝呼拉圈滾球，嘗試讓球穿越呼拉圈並將球撿回，下一人才能繼續練習。</p> <p>(3)4人滾完球後，換人持呼拉圈。</p> <p>《活動5》穿越圓圈大挑戰</p> <p>1.教師說明「穿越圓圈大挑戰」活動規則：</p> <p>(1)6人一組，其中2人負責滾呼拉圈，其他每人手持一顆球預備滾球。</p> <p>(2)滾呼拉圈的兩人相距約4公尺，將呼拉圈在兩人之間穩定的互滾，滾球的人在距離約7公尺的預備線後排隊。</p> <p>(3)活動開始，第一人向呼拉圈滾球，目標是讓球穿越移動中的呼拉圈並將球撿回，下一人才能繼續練習。</p> <p>(4)每個人滾完球後，換人滾呼拉圈。</p> <p>《活動6》步步高升</p> <p>1.教師說明「步步高升」活動規則：</p> <p>(1)每人持球，在距離牆壁3公尺處排隊，每人有3次機會依序以1、2、3的順序，自行決定用滾、拋或擲等方式擊牆上目標。出手後將球撿回再繼續。</p> <p>(2)擊中1號得1分，擊中2號得2分，擊中3號得3分。擊中1號後才能嘗試擊2號，不按順序打中則不計分。</p> <p>《活動7》一人一目標</p> <p>1.教師說明活動規則：每組6人，每人選擇一數字作為目標，目標數字不重複，接著依序滾、拋、擲球，擊中幾號圓圈則得幾分，將擊中的分數加總，即為該組得分。</p>		<p>心或室外平坦的地面。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			

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	學習表現	學習內容						
			11/2-3 期中評量					
第十一週 11/05-11/11	1d-II-1 認識動作技能概念與動作練習的策略。 3c-II-1 表現聯合性動作技能。 4d-II-2 參與提高體適能與基本運動能力的身體活動。	Ic-II-1 民俗運動基本動作與串接。	<p>第四單元與繩球同行</p> <p>第3課跳繩妙變化【雙語課程-中外師協同教學】</p> <p>《活動1》兩跳一迴旋和一跳一迴旋</p> <p>1.教師帶領學生做簡單的暖身活動，例如：上肢繞環、下肢繞環、左右彎體、前後彎體，並加強腳踝的轉繞。</p> <p>2.教師示範並說明「兩跳一迴旋」口訣與動作要領：</p> <p>(1)甩：由後向前甩繩。</p> <p>(2)跳、跳：當繩過頭到腳前時跳起，跳過繩後再輕跳一次。</p> <p>3.教師將學生分散於場地中，請學生嘗試「兩跳一迴旋」，由一次開始，成功後再慢慢增加次數，直到能連續跳5次。</p> <p>4.教師示範並說明「一跳一迴旋」口訣與動作要領：</p> <p>(1)甩：由後向前甩繩。</p> <p>(2)跳：當繩過頭到腳前時跳起。</p> <p>5.教師將學生分散於場地中，請學生嘗試「一跳一迴旋」，由1次開始，成功後再慢慢增加次數，直到能連續跳5次。</p> <p>《活動2》討論與分享</p> <p>1.教師發下「雙腳跳繩我最行」學習單，請學生將剛才的練習成果記錄下來。</p> <p>2.教師集合學生將學生分為4-5人一組，請學生於組內分享以下問題：</p> <p>(1)練習時口號和動作有沒有互相配合？</p> <p>(2)兩種方式最多分別可以連續跳幾下？</p> <p>(3)比較擅長跳哪一種方式？</p> <p>(4)練習時遇到什麼困難？</p> <p>《活動3》單腳跳一跳</p> <p>1.教師帶領學生做簡單的暖身活動，例如：上肢繞</p>	3	<p>教學資源</p> <p>1.教師準備每人一條跳繩、「雙腳跳繩我最行」學習單。</p> <p>2.課前確認教學活動場地，例如：室內活動中心或室外平坦的地面。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作 實作 發表 運動撲滿		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			環、下肢繞環、左右彎體、前後彎體，並加強腳踝的轉繞。 2.教師示範並說明單腳跳繩動作要領： (1)一腳伸直單腳跳：一腳向前伸直，另一腳一跳一迴旋。 (2)一腳提膝單腳跳：一腳屈膝上提，另一腳一跳一迴旋。 (3)一腳後勾單腳跳：一腳向後勾起，另一腳一跳一迴旋。 3.教師將學生分散於場地中，請學生嘗試每個單腳跳動作，由1次開始，成功後再慢慢增加次數，直到能連續跳5次。 《活動4》單腳左右5+5 1.教師示範並說明「單腳左右5+5」進行方式：右腳選定一種單腳跳繩方式跳5次，再換左腳選定另一種單腳跳繩方式跳5次，兩邊都跳看看。 2.教師將學生分散於場地中，請學生開始練習，教師於其中巡視並適時指導。 3.練習後，教師集合學生分享：你最擅長的單腳跳動作是？哪個動作你覺得最困難呢？					
第十二週 11/12-11/18	1d-II-1 認識動作技能概念與動作練習的策略。 3c-II-2 透過身體活動，探索運動潛能與表現正確的身體活動。	Ce-II-1 其他休閒運動基本技能。	第五單元跑接樂悠游 【雙語課程-中外師協同教學】 第1課飛盤擲接樂 《活動1》上中下接飛盤 1.教師請學生上前擲飛盤，師生傳接盤5回，全班仔細觀察接盤動作。 2.教師提問：你剛剛觀察到哪些接飛盤的方式呢？ 3.教師說明與示範：依據飛盤的不同飛行高度，可採取不同的接盤動作，例如： (1)接「胸部高度」的飛盤：手舉起朝飛盤來向張開，接住飛盤。 (2)接「膝蓋以上、胸部以下高度」的飛盤：一手上、一手下，掌心相對，夾接飛盤。	3	教學資源 1.教師準備每人一個飛盤。 2.教師準備足夠數量的飛盤、粉筆和呼拉圈。 3.教師確認教學活動空間，例如：室外草地或平坦的地	操作 觀察 問答 運動撲滿		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>(3)接「膝蓋以下高度」的飛盤：手自然下伸朝飛盤來向張開，接住飛盤。</p> <p>《活動 2》三人擲接飛盤</p> <p>1.3 人一組，呈邊長 5 公尺的正三角形站立，進行飛盤擲接練習。教師巡視，適時給予協助並指導學生動作要領。</p> <p>2.由短距離開始，教師可依學生能力加長傳接距離，亦可嘗試指定學生擲盤的高度。</p> <p>《活動 3》多人擲接飛盤</p> <p>1.6 人一組，同時多組進行多人擲接飛盤。</p> <p>2.教師說明「多人擲接飛盤」活動規則：</p> <p>(1)學生依分為兩排面對面站立，兩排間距離約 5 公尺，教師在第一人旁邊和最後一人旁邊各畫一個圓圈，並於第一人旁的圓圈中放置 10 個飛盤。</p> <p>(2)教師吹哨聲開始活動，由第一人拿起飛盤開始依序傳接，直到飛盤傳給最後一人。</p> <p>(3)最後一人接到第 10 個飛盤後全組蹲下，最快完成的組別獲勝。</p> <p>《活動 4》攻占九宮格</p> <p>1.教師將全班分為 10 人一組，說明「攻占九宮格」活動規則：</p> <p>(1)各組選定一名擲盤手，負責於投擲區投擲飛盤，其他人則每人負責九宮格的其中一格，作為活動時的接盤位置。</p> <p>(2)擲盤手在投擲區內擲飛盤，其他人輪流站到負責的格子中接盤。</p> <p>(3)擲盤者擲出飛盤，接盤者在格內順利接盤才算成功，可以放下飛盤占領格子，若接盤成功但已移動到其他格子或未接到盤則失敗。</p> <p>(4)一次兩組進行活動，占領的格子先連成 2 條線的組別獲勝。</p>		面。 學習策略 遵守規則、 反覆練習、 合作學習、 檢核動作正確性。			
第十三週 11/19-11/25	1c-II-1 認識身體活動的動作	Bc-II-1 暖身、伸展動作	第五單元跑接樂悠游 第 2 課伸展跑步趣	3	教學資源 1.教師準備	操作	【安全教育】	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	技能。 1c-II-2 認識身體活動的傷害和防護概念。 2d-II-1 描述參與身體活動的感覺。 4d-II-2 參與提高體適能與基本運動能力的 身體活動。	原則。 Ga-II-1 跑、跳與行進間投擲的遊戲。	《活動 1》原地伸展 1.教師說明並示範暖身動作： (1)預備動作：雙腳打開與肩同寬，腳尖向前。 (2)放鬆腿部：右腳站直，左腳抬起，雙手抱住左膝關節下方，維持 10 秒；左腳站直，右腳抬起，雙手抱住右膝關節下方，維持 10 秒。 (3)放鬆手臂（向前畫圓）：手臂平舉向兩側伸直，手臂向前先畫小圓，圓慢慢越畫越大，直到轉 10 圈。 (4)放鬆手臂（向後畫圓）：手臂平舉向兩側伸直，手臂向後先畫小圓，圓慢慢越畫越大，直到轉 10 圈。 (5)放鬆身體側肌肉：左手插腰，右手向左上方伸展，維持 10 秒；右手插腰，左手向右上方伸展，維持 10 秒。 (6)放鬆膝蓋：站立，一腳提高至約腰部高度，慢慢踢動小腿，前後踢 10 下後換腳。 (7)放鬆腳踝：雙腳開站，右腳抬起懸空，轉動腳踝關節 10 圈後放下，換抬左腳轉動腳踝關節 10 圈。 《活動 2》前進伸展 1.教師說明並示範前進伸展動作： (1)抱膝抬腿前進：一腳向前抬起，雙手抱住膝蓋下方，維持 10 秒後放下同時前進一步，接著換另一腳抬起，以此方式前進。 (2)後拉腿伸展前進：一腳向後抬起，同側手握住腳背，使腳跟朝大腿靠近，另一手向上伸直，維持 10 秒後手腳放下同時前進一步，接著換另一腳抬起，以此方式前進。 《活動 3》擺臂體驗 1.教師提問：用什麼姿勢擺動手臂，可以讓你跑得更順暢呢？請學生自由分享。 2.請用以下五種不同的手臂擺動方式，配合跑步動		哨子。 2.學生每人準備 2 個寶特瓶。 3.課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。 學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。		安 E7 探究運動基本的保健。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>作試一試：</p> <p>(1)雙手胸前交叉擺動跑。</p> <p>(2)雙手平舉上下擺動跑。</p> <p>(3)雙手左右擺動跑。</p> <p>(4)雙手直臂前後擺動跑。</p> <p>(5)雙手屈臂前後擺動跑。</p> <p>3.學生於場地內自由跑動，體驗以不同的擺臂方式跑動，教師適時提醒學生變換各種擺臂動作，五種擺臂方式都要體驗。</p> <p>《活動4》正確擺臂姿勢</p> <p>1.教師說明並示範正確擺臂動作。</p> <p>(1)雙手自然握拳，雙臂彎曲約90度。</p> <p>(2)雙臂自然前後交替擺動，手臂前擺的拳頭約與鼻同高，後擺時拳頭約與腰部同高。</p> <p>2.教師請學生原地練習擺臂動作，動作熟悉後再加上跑步，體驗正確擺臂對跑步的幫助。</p> <p>《活動5》寶特瓶練擺臂</p> <p>1.教師說明並示範寶特瓶練擺臂的動作：雙腿伸直坐在地上，左右手各持一個寶特瓶，練習擺臂動作。</p> <p>2.教師示範完畢後，請學生開始練習。教師行間巡視，適時指導學生動作正確性。待學生熟練後，可改為雙腿併攏站立練習及前後腳站立練習。</p>					
第十四週 11/26-12/02	<p>1c-II-1 認識身體活動的動作技能。</p> <p>1c-II-2 認識身體活動的傷害和防護概念。</p> <p>2d-II-1 描述參與身體活動的感覺。</p> <p>4d-II-2 參與提</p>	<p>Bc-II-1 暖身、伸展動作原則。</p> <p>Ga-II-1 跑、跳與行進間投擲的遊戲。</p>	<p>第五單元跑接樂悠游第2課伸展跑步趣</p> <p>《活動6》擺臂對對碰</p> <p>1.教師說明「擺臂對對碰」活動方式：</p> <p>(1)2人一組，一前一後同向站立，站在前面的學生為練習者，站在後方的學生為協助者。</p> <p>(2)協助者雙手前伸，舉至約胸口高度。</p> <p>(3)練習者練習擺臂，手臂後擺時，手肘要碰到協助者的手掌。</p> <p>(4)練習者擺臂20次後，兩人向後轉，換人練習。</p> <p>《活動7》改變步伐跑線梯</p>	3	<p>教學資源</p> <p>1.教師準備粉筆或畫線筒。</p> <p>2.教師準備角錐數個。</p> <p>3.教師確認教學活動空間，例如：室內活動中</p>	<p>操作發表</p> <p>運動撲滿</p>	<p>【安全教育】</p> <p>安E7 探究運動基本的保健。</p>	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	高體適能與基本運動能力的 身體活動。		<p>1.教師說明並示範各種跑步姿勢：</p> <p>(1)抬腿跑。</p> <p>(2)踢臀跑。</p> <p>(3)直膝跑。</p> <p>2.教師每示範一種跑步姿勢後，就先請學生模仿動作原地練習，接著請學生進入線梯，配合正確擺臂動作、一步踩一格練習。</p> <p>《活動 8》線梯變換跑</p> <p>1.教師說明「線梯變換跑」活動進行方式：</p> <p>(1)每組 4 人，每個場地每次一組進行。</p> <p>(2)一次一人由起點起跑，依照規定的跑步姿勢配合正確擺臂，一步踩一格線梯跑步，第一個人跑過第一段線梯後，第二人才出發。</p> <p>(3)每到轉角要變換跑步姿勢，每人跑一圈。</p> <p>《活動 9》忽快忽慢</p> <p>1.教師說明：跑步速度可以有很多變化，讓我們來體驗不同速度的跑步，身體的感受有什麼不同。</p> <p>2.教師說明「忽快忽慢」活動進行方式：</p> <p>(1)學生 3 人一組，每次一組進行活動。</p> <p>(2)由起點出發，左跑道快步走，中間跑道慢跑，右跑道快速跑，碰到角錐就變換跑步速度和方向。</p> <p>(3)前一組過第一個角錐後，下一組才能出發。</p> <p>(4)活動進行時，要和前方的人保持 2-3 步的距離，以策安全。</p> <p>《活動 10》站立式起跑</p> <p>1.教師說明：比賽時，正確的起跑姿勢，能讓你贏在起跑時呵！接著示範站立式起跑動作：</p> <p>(1)起跑線前站立預備。</p> <p>(2)膝微彎，呈起跑姿勢。</p> <p>(3)聽令起跑。</p> <p>《活動 11》運動後伸展</p> <p>1.教師歸納：運動後伸展可以減輕肌肉痠痛，還能</p>		心或室外平坦的地面。 學習策略 遵守規則、 反覆練習、 合作學習、 檢核動作正確性。			

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			<p>幫助身體放鬆。</p> <p>2.教師說明並示範伸展動作：</p> <p>(1)大腿外側伸展：坐姿，左腿向前伸直，右腿越過左腿踩在左側地上，雙手按住右膝，向身體方向輕推，維持 10 秒後換腿。</p> <p>(2)腿後肌肉伸展：坐姿，右腿向前伸直、腳板立起，左腿屈起，身體向右腿方向前彎，右腳板用力，使腳板向身體方向彎，維持 10 秒後換腿。</p> <p>(3)腳踝伸展：坐姿，一腿伸直，將另一腿輕輕拉向身體並環住腳踝上方，握著腳背轉動腳踝，先順時針轉，再逆時針轉，各轉 10 圈後換腳。</p> <p>(4)大腿內側伸展：坐姿，雙腿向身體彎，兩腳腳底相對，雙手握住腳掌，身體向前彎，維持 10 秒後放鬆。</p>					
第十五週 12/03-12/09	2c-II-2 表現增進團隊合作、友善的互動行為。 3d-II-2 運用遊戲的合作和競爭策略。	Ga-II-1 跑、跳與行進間投擲的遊戲。	<p>第五單元跑接樂悠游</p> <p>第 3 課跑步接力傳寶</p> <p>【雙語課程-中外師協同教學】</p> <p>《活動 1》紅球接力跑</p> <p>1.教師說明「紅球接力跑」活動規則：</p> <p>(1)3 人一組，分別站在角錐前準備。</p> <p>(2)第一人取出呼拉圈中的紅球後向前跑，將球傳給第二人。</p> <p>(3)第二人拿到球後接著向前跑，傳球給第三人，第三人將球放入終點的呼拉圈中。每人傳完球後，必須回原位等待。</p> <p>(4)接著第一人再取出一顆球，繼續接力傳球。</p> <p>(5)傳完 5 顆球，即完成活動。</p> <p>《活動 2》藍球接力跑</p> <p>1.教師說明「藍球接力跑」活動規則：</p> <p>(1)3 人一組，分別站在角錐前準備。</p> <p>(2)第一人取出呼拉圈中的藍球後，繞角錐跑再向前跑，將球傳給第二人。</p> <p>(3)第二人拿到球後接著繞角錐跑再向前跑，將球</p>	3	<p>教學資源</p> <p>1.教師準備紅色小球 20 顆、藍色小球 20 顆、呼拉圈 8 個。</p> <p>2.教師準備兩種顏色的標誌圓盤各 10 個、粉筆、不同顏色的背心數件。</p> <p>3.教師確認教學活動空間，例如：室內活動中心或室外平</p>	操作發表 運動撲滿		

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	學習表現	學習內容						
			傳給第三人，第三人將球放入終點的呼拉圈中。 每人傳完球後，必須回原位等待。 (4)接著第一人再取出一顆球，繼續接力傳球。 (5)傳完5顆球，即完成活動。 《活動3》紅藍球接力賽 1.教師說明「紅藍球接力賽」活動規則： (1)3人一組，分別站在角錐前準備。 (2)紅球代表1分，藍球代表2分。 (3)第一人從呼拉圈中取出一顆球（紅球或藍球皆可）向前跑，將球傳給第二人。若拿到紅球，直接向前跑；若拿到藍球，繞角錐再向前跑。每人傳完球後，必須回原位等待。第三人將球放入終點的呼拉圈中。接著第一人再取一顆球，繼續接力傳球。 (4)計時3分鐘，計算終點呼拉圈中的球，得分較多的組別獲勝。 《活動4》九宮格連線 1.教師說明「九宮格連線」活動規則： (1)4人一組，各組第一人在接力線後預備，其他人於準備線後預備，第二人從呼拉圈拿寶物（圓盤）。 (2)第二人向前跑，把寶物傳給第一人，第二人留在接力線等待接下一個寶物。 (3)第一人到九宮格放寶物後，到隊伍後方排隊。 (4)以此類推，九宮格中寶物先連線的組別獲勝。		坦的地面。 學習策略 遵守規則、 反覆練習、 合作學習、 檢核動作正確性。			
第十六週 12/10-12/16	1c-II-1 認識身體活動的動作技能。 2c-II-3 表現主動參與、樂於嘗試的學習態度。 3c-II-1 表現聯	Gb-II-1 戶外戲水安全知識、離地蹬牆漂浮。	第五單元跑接樂悠游 第4課安全漂浮游 《活動1》戶外戲水安全守則 1.教師配合「戶外戲水安全守則」圖片說明：戶外戲水潛藏的危險多，因此當我們到戶外戲水時，要謹記以下的安全守則： (1)下水前先暖身，不穿厚重衣褲下水。 (2)注意湖泊溪流落差。	3	教學資源 1.教師課前準備戶外戲水守則、水上救生祕訣圖片。 2.教師確認教學活動空	問答 操作	【海洋教育】 海E1 喜歡親水活動，重視水域安全。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	合性動作技能。 3d-II-1 運用動作技能的練習策略。		<p>(3)戲水地點要有救生人員和設備。 (4)不落單，並隨時注意同伴狀況。 (5)不進入有禁止戲水公告的地點。 (6)不跳水，不在水中嬉鬧。 (7)不長時間浸泡水中，避免失溫。 (8)其他：身體疲累不下水、天候不佳不下水、加強練習漂浮技巧可用來自救等。</p> <p>2.教師強調：戶外戲水時，危險往往是在一瞬間發生，熟記並確實遵守安全守則，才能玩得安全。</p> <p>《活動 2》水上救生祕訣</p> <p>1.教師說明：如果在戶外遇到有人溺水，可以透過以下原則處理：</p> <p>(1)大聲呼救。 (2)打電話向 119、110 求救。 (3)利用延伸物讓溺水者抓住，例如：樹枝、長竿。 (4)向溺水者拋出漂浮物，例如：球、繩子。 (5)利用大型浮具划到溺水者身邊。</p> <p>2.教師強調：救人時要量力而為，如果發現自己無法安全的救人，一定要向大人請求協助，不可逞強，以免自己也成為溺水者。</p> <p>《活動 3》扶牆屈膝漂浮</p> <p>1.教師帶領學生做暖身活動，包含頸部、肩膀、背部、手臂、腰部、大腿、小腿等部位的暖身。 2.教師請學生入水，平均分散在泳池中。教師說明扶牆屈膝漂浮動作要領和漂浮後站立要領：</p> <p>(1)雙手扶牆於池邊站立。 (2)低頭閉氣入水，屈起一腳。 (3)另一腳也腳屈起，扶牆屈膝漂浮。 (4)準備起身時，雙腳向下伸直踩地站立，頭露出水面。</p> <p>《活動 4》抱膝式水母漂</p> <p>1.教師請學生平均分散在泳池中並說明抱膝式水母</p>		<p>間：淺水游泳池（水深低於學生胸部）。</p> <p>3.學生攜帶泳裝、泳帽和泳鏡。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			漂動作要領和漂浮後站立要領： (1) 站立水中，接著低頭閉氣入水。 (2) 入水後，下巴向身體縮，屈膝靠向胸部，雙手抱膝，完成抱膝式水母漂。 (3) 準備起身時，先鬆開雙手，四肢自然放鬆下垂。 (4) 雙手向下划水，同時雙腳向下伸直踩地站立，頭露出水面。					
第十七週 12/17-12/23	1c-II-1 認識身體活動的動作技能。 2c-II-3 表現主動參與、樂於嘗試的學習態度。 3c-II-1 表現聯合性動作技能。 3d-II-1 運用動作技能的練習策略。	Gb-II-1 戶外戲水安全知識、離地蹬牆漂浮。	第五單元跑接樂悠游 第4課安全漂浮游 《活動5》扶牆漂浮後俯伸漂 1. 教師帶領學生做暖身活動，包含頸部、肩膀、背部、手臂、腰部、大腿、小腿等部位的暖身。 2. 教師請學生沿著泳池邊站成一排，教師在泳池中一邊說明一邊示範「扶牆漂浮後俯伸漂」動作要領： (1) 手臂伸直手握池邊，低頭閉氣入水。 (2) 身體放鬆浮起。 (3) 慢慢鬆開手，離開池邊漂浮，雙掌交疊。 《活動6》水母漂後俯伸漂 1. 教師說明「水母漂後俯身漂」動作要領： (1) 做抱膝式水母漂。 (2) 雙手鬆開，雙腿放鬆。 (3) 手腳慢慢前後伸平漂浮，雙掌交疊。 《活動7》水母也瘋狂 1. 學生入水，平均分散在泳池中。 2. 教師說明「水母也瘋狂」活動進行方式：先做抱膝式水母漂，接著讓身體自然放鬆，手腳慢慢打開，讓身體漂浮於水面。此時學生可能做出大字型漂浮、一字型漂浮。兩種姿勢都是正常的情況，自然放鬆漂浮即可，起身方法和水母漂相同。 3. 身體放鬆時，有時會感覺到全身慢慢下沉，是正	3	教學資源 1. 教師確認教學活動空間：淺水游泳池（水深低於學生胸部）。 2. 學生攜帶泳裝、泳帽和泳鏡。 學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。	操作 運動撲滿	【海洋教育】 海E1 喜歡親水活動，重視水域安全。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>常現象。如果只有腳慢慢向下沉也不要緊張，順勢踩地站起即可。</p> <p>《活動 8》蹬地漂浮與蹬牆漂浮</p> <p>1.教師請學生入水，沿著泳池邊站立，每人間距約 30 公分。教師說明「蹬地漂浮」動作要領：</p> <p>(1)站立於水中，雙手向上伸直貼耳。</p> <p>(2)雙腳屈膝後蹬地，自然伸平身體，向前漂浮。</p> <p>(3)向前的力量消失時，可以踩池底站起再繼續以相同方式前進。</p> <p>2.教師說明「蹬牆漂浮」動作要領：</p> <p>(1)背靠牆站立於水中，雙手向上伸直貼耳。</p> <p>(2)吸氣後，閉氣屈膝蹲入水，低頭時手向前伸，身體彎曲，此時一腳踩池底，一腳向後踩牆。</p> <p>(3)雙手伸平，雙腳蹬牆後伸直，全身順勢向前漂浮。</p> <p>(4)漂浮一段後，雙腳彎曲，雙手順勢向下划水並挺起身體，雙腳向下踩地站立。</p> <p>《活動 9》漂浮小接力</p> <p>1.5 人一組，在泳池一端集合預備。</p> <p>2.教師吹哨，每組第一人以蹬牆漂浮接蹬地漂浮方式到泳池對岸碰牆。第一人抵達後，第二人即可出發，以此方式進行接力。全組最快抵達對岸的組別獲勝。</p>					
<p>第十八週 12/24-12/30</p>	<p>1d-II-1 認識動作技能概念與動作練習的策略。</p> <p>2c-II-3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c-II-1 表現聯合性動作技</p>	<p>Bd-II-1 武術基本動作。</p>	<p>第六單元滾翻躍動舞歡樂</p> <p>第 1 課拳腳見功夫</p> <p>《活動 1》踢蹬體驗</p> <p>1.教師歸納：「踢腿」是以腳尖為主，「蹬腿」則是以腳跟為主的武術基本動作。</p> <p>2.學生於活動場地排隊，以「練習靶」作為目標，練習武術武術踢腿與蹬腿動作。</p> <p>《活動 2》踢腿後站獨立式</p> <p>1.學生於活動場地排隊，進行練習踢腿後站成獨立式動作。</p>	3	<p>教學資源</p> <p>1.教師利用大樹或圓柱，將多層巧拼網綁於離地約 60 公分處，作為練習時的目標。</p> <p>2.活動時，</p>	<p>操作發表</p> <p>運動撲滿</p>		

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	能。		<p>2.運用上述方式，練習蹬腿後站成獨立式動作。</p> <p>《活動3》踢高練習</p> <p>1.教師進一步指導：學生於活動場地排隊，進行踢高練習。每人踢10次後換人。</p> <p>《活動4》弓步衝拳與弓步衝拳踢腿</p> <p>1.教師示範並指導全班學生演練「弓步衝拳」武術基本動作：</p> <p>(1)立正抱拳。</p> <p>(2)左弓步右衝拳。</p> <p>(3)身體向右轉，左腳及右手收回原位，立正抱拳。</p> <p>(4)右弓步左衝拳。</p> <p>(5)身體向左轉，右腳及左手收回原位，立正抱拳。</p> <p>2.教師示範並指導全班學生演練「弓步衝拳踢腿」武術基本動作：</p> <p>(1)立正抱拳。</p> <p>(2)左弓步右衝拳。</p> <p>(3)右踢腿獨立式。</p> <p>(4)右腳向後落地，左腳併右腳，身體向右轉，立正抱拳。</p> <p>(5)右弓步左衝拳。</p> <p>(6)左踢腿獨立式。</p> <p>(7)左腳向後落地，右腳併左腳，身體向左轉，立正抱拳。</p> <p>《活動5》演武心情站</p> <p>1.分組進行「弓步衝拳」、「弓步衝拳踢腿」動作演練。</p> <p>2.活動後請學生發表與分享身體活動後的感覺或心得。</p> <p>《活動6》左轉衝踢劈與右轉衝踢劈</p> <p>1.教師示範並指導全班學生演練「左轉衝踢劈」的武術基本動作：</p>		<p>教師應適時指導運動精神的表現，例如：注意安全、和諧互動、遵守規則等。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			

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	學習表現	學習內容						
			(1)立正抱拳。 (2)左弓步右衝拳。 (3)右踢腿獨立式。 (4)右弓步右劈掌。 (5)右腳向後收回，左腳併右腳，身體向右轉，立正抱拳。 2.教師示範並指導全班學生演練「右轉衝踢劈」的武術基本動作： (1)立正抱拳。 (2)右弓步左衝拳。 (3)左踢腿獨立式。 (4)左弓步左劈掌。 (5)左腳向後收回，右腳併左腳，身體向左轉，立正抱拳。 《活動 7》英雄接招 1.教師指導學生擬定課後演武計畫，內容須包含： 一週演練幾次？每次演練多少時間？和哪些人一起練習？地點如何選擇？					
第十九週 12/31-1/06	2c-II-3 表現主動參與、樂於嘗試的學習態度。 3c-II-1 表現聯合性動作技能。	Ia-II-1 滾翻、支撐、平衡與擺盪動作。	第六單元滾翻躍動舞歡樂 第 2 課搖滾翻轉樂 《活動 1》圓背團身與前後搖 1.教師帶領學生做簡單的暖身活動，例如：上肢繞環、下肢繞環、左右彎體、前後彎體並加強腳踝的轉繞。 2.教師說明並示範「圓背團身」動作要領： (1)在墊上蹲下。 (2)雙膝與胸部靠緊，雙手環抱雙腿。 (3)緊縮下巴，眼睛看向腹部，輕輕向後倒。 3.教師說明並示範「圓背前後搖」動作要領：在安全墊上做出「圓背團身」動作，接著以圓背為主要姿勢，身體輕輕向後倒，如同搖籃一般，使身體前後搖動。 《活動 2》前撐起身與後點地	3	教學資源 1.教師準備體操用的安全軟墊 2-4 塊。 2.教師準備體操用的安全軟墊 2-4 塊，跳板 1-2 個。 3.教師課前確認教學活動空間，例如：室內體育中心或室	操作 觀察 發表 運動撲滿		

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	學習表現	學習內容						
			<p>1.教師說明並示範「前撐起身」的動作要領：向前搖後鬆開環抱雙腿的雙手，並按壓在身體兩側的安全墊上，接著站立起身。</p> <p>2.教師說明並示範「後點地」的動作要領：鬆開環抱雙腿的雙手，手心向前五指張開，放於雙耳旁，向後搖時雙手按壓在安全墊上，雙腳腳尖點觸安全墊。</p> <p>《活動3》斜坡前滾翻</p> <p>1.教師說明前滾翻動作要領：</p> <p>(1)雙腳併攏，踮起蹲立於斜坡高處。</p> <p>(2)雙手與肩同寬，五指分開按壓於軟墊上，與腳尖相距約一個手掌長，胸部靠向雙膝。</p> <p>(3)緊縮下巴、眼睛看向腹部，雙腳慢慢伸直，臀部抬起。</p> <p>(4)身體重心前移，後腦勺輕輕著墊。此時因斜坡的助力，已進入滾翻的狀態。滾翻時需維持雙膝與胸部緊靠。</p> <p>(5)完成滾翻時臀部先著墊，順勢坐在墊上。</p> <p>(6)起身站立。</p> <p>《活動4》加碼做前滾翻</p> <p>1.教師引導學生，在平面安全墊上做前滾翻練習。</p> <p>《活動5》斜坡後滾翻</p> <p>1.教師說明後滾翻動作要領：</p> <p>(1)背向軟墊，雙腳併攏、蹲下，雙膝與胸部靠緊，雙手環抱雙腿，成圓背狀。</p> <p>(2)雙手放開、雙腿和身體維持原姿勢，手心向前五指張開，置放雙耳旁。</p> <p>(3)身體向後倒，向後搖的同時，雙手按壓在安全墊上，雙腳腳尖著地，翻滾一圈。</p> <p>(4)蹲於墊上，雙手仍壓在墊上。</p> <p>(5)雙手撐地，站立起身。</p> <p>(6)教師提醒學生：滾翻過程需維持團身，腹部與四肢不能展開。</p>		外草地。 學習策略 遵守規則、 反覆練習、 合作學習、 檢核動作正確性。			

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	學習表現	學習內容						
			<p>《活動6》加碼做後滾翻 1.教師引導學生，在平面安全墊上做後滾翻練習。</p> <p>《活動7》前滾翻接後滾翻 1.教師說明：前滾翻之後，加上「雙腳交叉」和「起身後轉身」，可以使兩個滾翻動作連結得更順暢。</p> <p>《活動8》應用與分享 教師說明：日常生活中，你看過哪些使用身體滾翻動作來減低衝擊或受傷的例子呢？</p> <p>1/1 元旦放假</p>					
第廿週 1/07-1/13	<p>1c-II-1 認識身體活動的動作技能。</p> <p>2c-II-2 表現增進團隊合作、友善的互動行為。</p> <p>3c-II-1 表現聯合性動作技能。</p>	<p>Ib-II-1 音樂律動與模仿性創作舞蹈。</p> <p>Ib-II-2 土風舞遊戲。</p>	<p>第六單元滾翻躍動舞歡樂 第3課歡欣土風舞 《活動1》方向遊戲 1.教師帶領全班至操場空曠處或韻律教室，全體散開，以鈴鼓聲帶領學生暖身，準備進行「方向遊戲」。</p> <p>2.教師說明方向遊戲的進行方式： (1)遊戲進行的動作為「併雙腳跳躍」。 (2)教師說出方向指令「前、前、後、後」並示範動作：向前跳躍與向後跳躍。 (3)示範後，換學生自唸指令，練習「前、前、後、後」的跳躍動作。 (4)教師更換指令為「前、後、左、右」，學生複述指令同時跟著指令前後左右跳躍。 (5)可變換模仿兔子造型做動作。 (6)學生輪流當小老師出題，例如：「左、前、右、後」、「右、後、左、前」等，帶領方向遊戲的進行。</p> <p>《活動2》小白兔愛跳舞 1.教師示範並指導學生練習兔子舞基本步法： (1)預備時，前者雙手叉腰，後者搭前者的肩膀。 (2)左足輕跳，右足跟前點（1拍）。 (3)右足併左足（1拍）。</p>	3	<p>教學資源 1.教師準備音樂播放器和「小白兔愛跳舞」音樂。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作觀察	【性別平等教育】 性E2 覺知身體意象對身心的影響。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>(4)重複 2 和 3 動作一次 (2 拍)。</p> <p>(5)右足輕跳，左足跟前點 (1 拍)。</p> <p>(6)左足併右足 (1 拍)。</p> <p>(7)重複 5 和 6 動作一次 (2 拍)。</p> <p>(8)屈膝向前跳 (2 拍)。</p> <p>(9)屈膝向後跳 (2 拍)。</p> <p>(10)連續前跳 3 次，停 1 拍 (共 4 拍)。</p> <p>(11)最後 4 拍亦可改為跳轉步。</p> <p>2.2-3 人一組排成縱隊，第一人手叉腰，後面兩人將雙手搭在前面的人的肩上，配合音樂，反覆練習。</p> <p>3.熟練後，在每段的最後四拍可以換成往前蹦蹦跳 2 次，再加上轉身跳，下一段就可以換人帶頭。</p> <p>《活動 3》伴遊舞姿與交換舞伴</p> <p>1.全班排成男內女外的雙重圓，兩人成「伴遊舞姿」：兩人雙手交叉互牽，右手牽右手，左手牽左手。</p> <p>2.教師引導學生隨著音樂，做出小白兔愛跳舞的舞步，並在每 16 拍的末 4 拍以口令「向左轉」或「向右轉」、「向後轉」及鈴鼓 3 響聲，引導學生跳轉向左、向右或向後。</p> <p>3.全班分成數排，教師請較能掌握節拍的學生擔任每排的發令者，全班同時跳兔子舞。</p> <p>4.最後回到男內女外的雙重圓，兩人成伴遊舞姿，並在第 6 個 8 拍末 4 拍，男生向前小跑 4 步，女生原地跑 4 步，交換舞伴。</p> <p>《活動 4》表演與欣賞</p> <p>1.教師將全班分成 3-4 組，各組依序表演。一組表演時，其他組則一同欣賞與觀摩，並於所有表演結束後發表心得。</p> <p>2.學生表演結束後，教師針對學生動作、節奏感與默契的表現，給予客觀的講評與鼓勵。</p> <p>1/9-10 期末評量</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
第廿一週 1/14-1/19	1c-II-1 認識身體活動的動作技能。 2c-II-2 表現增進團隊合作、友善的互動行為。 3c-II-1 表現聯合性動作技能。	Ib-II-1 音樂律動與模仿性創作舞蹈。 Ib-II-2 土風舞遊戲。	<p>第六單元滾翻躍動舞歡樂 第3課歡欣土風舞 《活動5》聖誕鈴聲</p> <p>1.暖身活動：教師以升旗隊伍的形式，帶領學生學習踏點步、急馳步及跑跳步動作。 2.全班牽手圍成一個圓圈，教師說明並示範「聖誕鈴聲」舞曲的動作和步法，說明如下： (1)雪花隨風飄，花鹿在奔跑：右足起，向圈內前進三步，左腳點在右腳旁，接著左腳向圈外退後三步，換右腳點在左腳旁（8拍）。 (2)聖誕老公公，駕著美麗雪橇：右腳起做急馳步八次（8拍）。 (3)經過了原野，渡過了小橋：左足起，同1動作（8拍）。 (4)跟著和平歡喜歌聲翩然的來到：左腳起做急馳步八次（8拍）。 (5)叮叮噹，叮叮噹，鈴聲多響亮：轉身面對面，與舞伴互拍右手三下，互拍左手三下，自己拍手三下，互拍一下（8拍）。 (6)你看他不避風霜面容多麼慈祥：舞伴互勾右手，跑跳步繞兩圈（8拍）。 (7)叮叮噹，叮叮噹，鈴聲多響亮：與鄰伴做步驟5的動作（8拍）。 (8)他給我們帶來幸福大家喜洋洋：與鄰伴互勾左手繞一圈，鄰伴變成舞伴後，全體面向圓心（8拍）。</p> <p>《活動6》表演與欣賞 1.教師將全班分成3-4組，各組依序表演「聖誕鈴聲」的土風舞。一組表演時，其他組則一同欣賞與觀摩，並於所有表演結束後發表心得。</p> <p>《活動7》模仿高手 1.教師播放「聖誕鈴聲」歌曲，請學生想像聖誕節會出現哪些角色、景物等，歌曲完畢後，鼓勵學</p>	3	<p>教學資源 1.教師準備鈴鼓及聖誕舞曲的音樂，並預約舞蹈教室或空曠場地。 2.請學生攜帶聖誕節應景的物品，例如：聖誕帽、鈴鐺等，作為表演的裝扮運用。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作 觀察 運動撲滿	【性別平等教育】 性E2 覺知身體意象對身心的影響。	

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/ 學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			生踴躍發表。 2.教師歸納：聖誕節的舞曲中有「雪花」、「聖誕老公公」、「麋鹿」等角色。接著引導學生分別探討不同角色的特徵與動作表現。 3.5-6人一組進行模仿表演討論，鼓勵學生討論時勇於表達自己的想法，但也要尊重別人的意見以及決議。每組可以挑選1-2個主題作為模仿的對象。 《活動8》表演與欣賞 1.教師請各組輪流進行模仿表演並互相觀摩，其他組組員欣賞並給予建議。 2.教師在表演結束後，針對學生的表現給予講評與鼓勵。 1/19 結業式					

七、本課程是否有校外人士協助教學

否，全學年都沒有(以下免填)

有，部分班級，實施的班級為：_____

有，全學年實施

新北市龍埔國民小學 112 學年度三年級第 2 學期部定課程計畫 設計者：倪玉婷、王復瑄

一、課程類別：(請勾選，原住民族語文及新住民語文請分別填寫族別及語文名稱)

1. 國語文 2. 閩南語文 3. 客家語文 4. 原住民族語文：_____族 5. 新住民語文：_____語 6. 英語文
7. 數學 8. 健康與體育 9. 生活課程 10. 社會 11. 自然 12. 藝術 13. 綜合活動 14. 台灣手語

二、學習節數：每週(3)節，實施(20)週，共(60)節。

三、課程目標(請條列式敘寫)

1. 發展身體運動能力，以積極正向的做法促進健康。
2. 發展適應現在及未來生活的基本技能。
3. 透過體驗與探索的活動，學習解決健康與體育核心問題。
4. 尊重每個人都是獨立的個體，培養良好的人際關係及團隊合作精神。
5. 建立健康與體育相關科技與資訊的基本素養。
6. 建立健康與體育相關的感知與欣賞的基本素養。
7. 培養關懷生活、社會、環境的道德意識和公民責任感。
8. 建立健康的生活型態，奠定促進全人健康與社區環境品質的基石。
9. 落實國家政策的推展與宣導。

四、課程內涵：

總綱核心素養	學習領域核心素養
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依總綱核心素養項目及具體內涵勾選

- A1 身心素質與自我精進
- A2 系統思考與解決問題
- A3 規劃執行與創新應變
- B1 符號運用與溝通表達
- B2 科技資訊與媒體素養
- B3 藝術涵養與美感素養
- C1 道德實踐與公民意識
- C2 人際關係與團隊合作
- C3 多元文化與國際理解

健體-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。

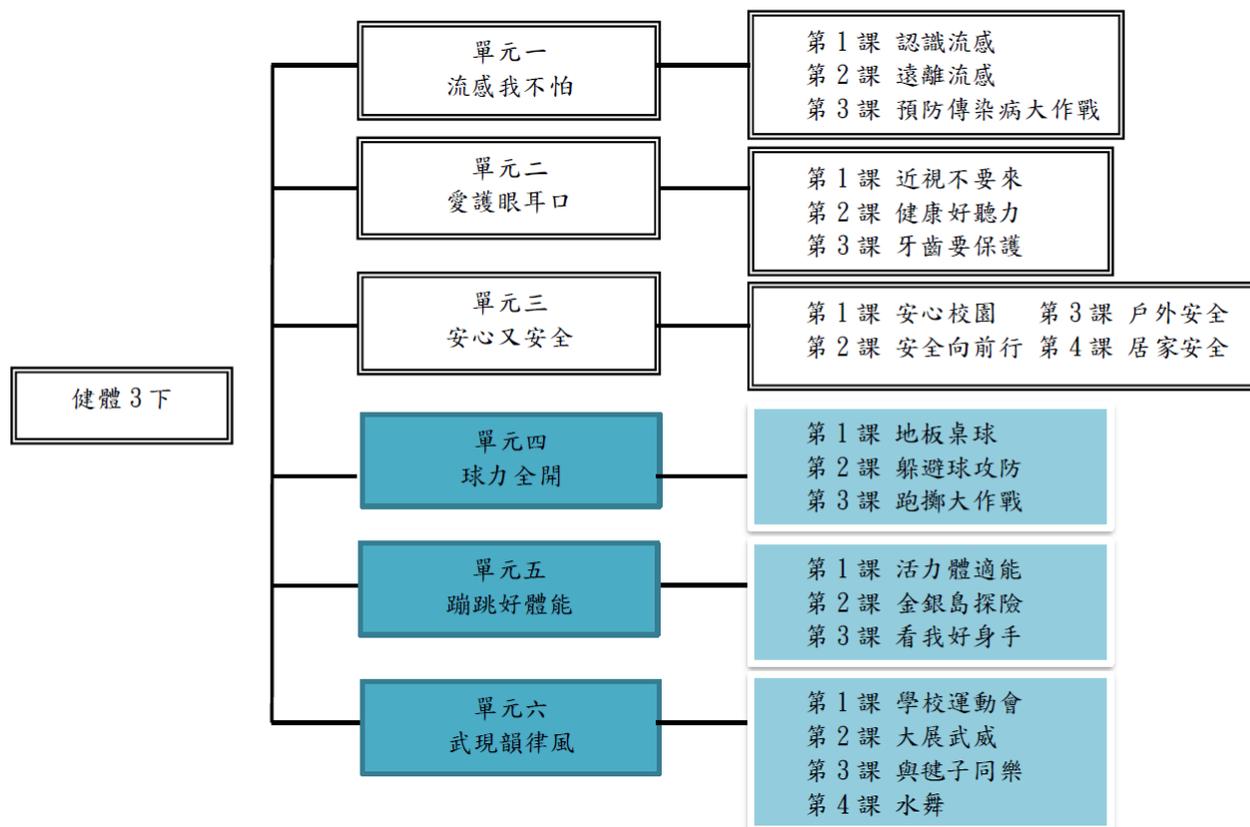
健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。

健體-E-B1 具備運用體育與健康之相關符號知能，能以同理心應用在生活中的運動、保健與人際溝通上。

健體-E-B3 具備運動與健康有關的感知和欣賞的基本素養，促進多元感官的發展，在生活環境中培養運動與健康有關的美感體驗。

健體-E-C2 具備同理他人感受，在體育活動和健康生活中樂於與人互動、公平競爭，並與團隊成員合作，促進身心健康。

五、課程架構(藍色部分為體育課程單元)：



六、本課程是否實施混齡教學：是(__年級和__年級) 否

七、素養導向教學規劃(體育課程自第十週開始)：

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
第一週 2/15- 2/18	1a-Ⅱ-2 了解促進健康生活的方 法。 2a-Ⅱ-2 注意健康問題 所帶來的威脅感與嚴重 性。 4a-Ⅱ-2 展現促進健康 的行為。	Fb-Ⅱ-1 自我 健康狀態檢視 方法與健康行 為的維持原 則。 Fb-Ⅱ-2 常見 傳染病預防原 則與自我照護 方法。	第一單元流感我不怕 第1課認識流感 《活動1》流感的症狀 1.教師詢問學生：你曾經得 過流行性感冒嗎？當時出現 哪些症狀呢？ 2.教師播放影片《冬天到， 流感知多少》。 3.教師說明：流行性感冒簡 稱 流感 ，得到 流感 時身體可 能產生以下症狀：發燒、頭 痛、流鼻水、咳嗽、喉痛、 疲倦和肌肉痠痛。和一般的 感冒不同， 流感 發作時比一 般感冒突然，也更嚴重。 《活動2》流感的傳染方式 1.教師請學生觀察課本第7 頁情境，詢問學生：小杰得 了 流感 ，小芸怎麼被小杰傳 染呢？ 2.教師詢問：還有哪些情況 會造成飛沫傳染？哪些情況 會造成接觸傳染？	3	教學資源 1.教師準備流行性 感冒相關教學影 片。 2.教師準備「流 感的傳染方式」學習 單。 3.教師準備各組一 個小白板、耳溫 槍、耳溫槍耳套、 額溫槍、毛巾、數 枝白板筆。 4.教師請學生每人 準備一個醫用口 罩。 學習策略 作筆記、提出疑 問、網路檢索。	發表 實作 演練	【品德教 育】 品E1良好生 活習慣與德 行。	<input type="checkbox"/> 實施跨領域或 跨科目協同教 學(需另申請授 課鐘點費) 1.協同科目： <u>英文</u> 2.協同節數： <u>1</u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>3. 教師發下「流感的傳染方式」學習單，請學生勾選流感的傳染方式，並寫出這是飛沫傳染或接觸傳染。</p> <p>4. 教師補充說明：有些人接觸到流感病毒後沒有生病，那是因為他們身體的抵抗力比較強。因此，增強身體抵抗力，可以預防流感。</p> <p>《活動3》得流感的自我照護</p> <p>1. 教師詢問學生：生病時你怎麼照顧自己？家人怎麼照顧你呢？</p> <p>2. 教師整理學生的回答，說明得到流感時的自我照護方法。</p> <p>3. 教師提醒：平常戴口罩可以避免吸入病菌，生病時戴口罩可以避免傳染他人。</p> <p>4. 教師指導學生使用耳溫槍、額溫槍。</p> <p>5. 4人一組，在小白板寫下4項得流感的自我照護方法，輪流上臺進行發表和演</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>練，各組推派一人發表，每人演練一項。</p> <p>6. 教師請學生生病時，嘗試用這些自我照護方法照顧自己或家人。</p>					
第二週 2/19- 2/23	<p>1a-Ⅱ-2 了解促進健康生活的方 法。</p> <p>1b-Ⅱ-1 認識健康技能 和生活技能 對健康維護 的重要性。</p> <p>3b-Ⅱ-3 運 用基本的生 活技能，因 應不同的生 活情境。</p> <p>4a-Ⅱ-1 能 於日常生活 中，運用健 康資訊、產 品與服務。</p>	<p>Eb-Ⅱ-1 健康 安全消費的訊 息與方法。</p> <p>Fb-Ⅱ-1 自我 健康狀態檢視 方法與健康行 為的維持原 則。</p> <p>Fb-Ⅱ-2 常見 傳染病預防原 則與自我照護 方法。</p>	<p>第一單元流感我不怕</p> <p>第2課遠離流感</p> <p>《活動1》預防流感的方法</p> <p>1. 教師播放影片《冬天到， 流感知多少》、《流感預防 知多少》，詢問學生問題， 並將學生的回答記錄在黑板 上，以製作預防流感健康筆 記。</p> <p>2. 教師發下「預防流感健康 筆記」學習單，帶領學生利 用黑板上的資訊，繪製預防 流感階層圖（可參考課本第 10-11頁繪製）。</p> <p>3. 教師播放影片《流感疫苗 快問快答》，介紹流感疫 苗。</p> <p>4. 教師發下「預防流感行 動」學習單，詢問學生：你 平時做到哪些預防流感的行</p>	3	<p>教學資源</p> <p>1. 教師準備預防流 感的教學影片。</p> <p>2. 教師準備「預防 流感健康筆記」、 「預防流感行動」 學習單。</p> <p>3. 教師準備「落實 健康行為 (一)」、「落實 健康行為(二)」 學習單。</p> <p>4. 教師準備每組一 個醫用口罩、棉布 口罩、活性碳口 罩，口罩須有包 裝，且課前確認包 裝上有清楚的標 示。</p>	實作	<p>【品德教 育】 品E1良好生 活習慣與德 行。</p>	<p>□實施跨領域或 跨科目協同教 學(需另申請授 課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	4a-II-2 展現促進健康的行為。		<p>為？哪些還沒做到？請寫下來並盡力落實預防流感行動。</p> <p>《活動2》落實健康行為</p> <ol style="list-style-type: none"> 1. 教師以小芸為例，說明生活技能「自我健康管理」步驟。 2. 教師發下「落實健康行為（一）」學習單，請學生選擇一項需改進的習慣，訂定目標，分組討論改進的方法，輪流上臺進行分享。 3. 教師發下「落實健康行為（二）」學習單，請學生做出健康約定，並於課後嘗試執行、記錄，檢視自己是否達成目標。 4. 教師提示學生做出健康約定時，可先訂定一週或兩週的時間試著執行。達成目標後的獎勵，可與家長討論。 5. 執行後，教師請學生分享自己的落實情形和遇到的困難，分組討論解決的方法再上臺進行發表。 <p>《活動3》口罩聰明選</p>		<p>5. 教師準備「口罩聰明選」學習單。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>1. 教師透過小芸的做法，說明如何運用生活技能「做決定」做出健康安全消費，選擇適合的口罩。</p> <p>2. 教師發下「口罩聰明選」學習單，請學生透過健康安全消費步驟選購口罩，輪流上臺進行發表。</p> <p>3. 教師請學生在生活中依照健康安全消費的步驟，挑選醫用口罩，預防流感，確定包裝上是否有清楚的標示，完成課本第 15 頁生活行動家。</p>					
第三週 2/26- 3/01	2b-Ⅱ-1 遵守健康的生活規範。 4a-Ⅱ-2 展現促進健康的行為。	Fb-Ⅱ-2 常見傳染病預防原則與自我照護方法。	<p>第一單元流感我不怕 第 3 課預防傳染病大作戰 《活動 1》防疫行動原則</p> <p>1. 教師說明：「防疫」是指預防傳染病和防止傳染病擴散。為什麼每個人都要做好防疫行動，才能有效防止傳染病擴散？</p> <p>2. 教師詢問：你知道哪些防疫行動？為什麼這些行動可以防疫？</p>	3	<p>教學資源</p> <p>1. 教師準備防疫行動相關教學影片。</p> <p>2. 教師準備防疫新生活運動相關教學影片。</p> <p>3. 教師準備「安心防疫生活」學習單。</p> <p>學習策略</p>	發表 實作 自評 總結性評量	【品德教育】 品 E1 良好生活習慣與德行。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>3. 教師配合課本第 16 頁說明防疫行動原則。</p> <p>《活動 2》落實學校防疫行動</p> <p>1. 教師詢問：想一想，學校有哪些防疫規定？</p> <p>2. 教師配合課本第 17 頁說明學校的防疫行動。</p> <p>《活動 3》落實家庭防疫行動</p> <p>教師配合課本第 18-19 頁說明家庭的防疫行動。</p> <p>《活動 4》配合政府的防疫行動</p> <p>1. 教師詢問：想一想，政府實施了哪些防疫規定，為什麼配合政府的防疫規定可以防疫？</p> <p>2 教師詢問：如果有人不遵守政府的防疫規定，會造成什麼影響？你想對不遵守防疫規定的人說什麼呢？</p> <p>《活動 3》安心防疫生活</p> <p>1. 教師詢問：疫情影響生活時，你的心情如何？教師配合課本第 22 頁說明如何正</p>		作筆記、提出疑問、網路檢索。			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			向面對傳染病流行對生活的改變。 2. 教師鼓勵學生傳染病流行時，和家人運用以上方法正向面對傳染病流行對生活的改變，完成「安心防疫生活」學習單。					
第四週 3/04- 3/08	1a-Ⅱ-2 了解促進健康生活的方 法。 2a-Ⅱ-1 覺察健康受到個人、家 庭、學校等 因素之影 響。 2b-Ⅱ-2 願 意改善個人 的健康習 慣。 4a-Ⅱ-2 展 現促進健康 的行為。	Da-Ⅱ-2 身體 各部位的功能 與衛生保健的 方法。	第二單元愛護眼耳口 第1課近視不要來 《活動1》近視的原因 1. 教師帶領學生觀賞影片 《什麼是假性近視？》，並 說明假性近視的治療方式。 2. 教師配合眼睛構造圖說明 近視的原因與影響：看近物 時，睫狀肌須收縮，近距離 用眼太久，睫狀肌會過度收 縮而無法放鬆，久而久之就 會近視。 《活動2》可能造成近視的 行為 1. 教師帶領學生閱讀課本第 30頁，說明生活中造成近 視的因素。	3	教學資源 1. 教師準備認識近 視相關影片、眼睛 構造圖或眼睛模 型。 2. 教師準備學生一- 三年級視力檢查結 果。 3. 教師準備視力保 健影片或相關資 料。 4. 教師準備「護眼 行動」學習單。 學習策略 作筆記、提出疑 問、網路檢索。	發表 實作	【品德教 育】 品E1良好生 活習慣與德 行。	□實施跨領域或 跨科目協同教 學(需另申請授 課鐘點費) 1. 協同科目： <u>英文</u> 2. 協同節數： <u>1</u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>2. 教師配合課本第 30 頁，請學生勾選個人生活中造成近視的因素，並進行分享。</p> <p>3. 教師說明：近視是一種疾病，不可以輕忽，必須積極治療。</p> <p>《活動 3》戴眼鏡對生活的影響</p> <p>教師提問並請學生分享：你或是身邊的人有戴眼鏡嗎？戴眼鏡有什麼感受？對生活有哪些影響呢？</p> <p>《活動 4》小安的護眼行動</p> <p>1. 教師說明：近視一旦發生就無法回復，年紀越小罹患近視，度數會增加得越快，如果未加以控制，很容易形成高度近視。高度近視容易導致白內障、青光眼、視網膜剝離等眼睛疾病，甚至可能導致失明。因此，視力正常的同學要好好愛護眼睛，預防近視；已經近視的同學也要積極治療與保健，避免視力惡化。</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>2. 教師帶領學生觀賞影片《打敗惡視力篇》、《學童視力保健宣導影片》，討論視力保健方法。</p> <p>《活動5》小平的護眼行動</p> <p>1. 教師詢問：你有錯誤的用眼習慣或沒有做到的護眼行動嗎？想一想，可以怎麼改進呢？</p> <p>2. 教師請學生完成課本第33頁「生活行動家」，檢視自己錯誤的用眼習慣和沒有做到的護眼行動，思考改進的方法，以及能協助改進的人。</p> <p>3. 教師請學生上臺發表「生活行動家」的內容，提醒學生養成正確用眼習慣，才能避免近視。</p> <p>4. 教師發下「護眼行動」學習單，請學生於課後嘗試執行改進用眼習慣計畫，並記錄是否達成。</p>					
第五週	1a-II-2 了解促進健康	Da-II-2 身體各部位的功能	<p>第二單元愛護眼耳口</p> <p>第2課健康好聽力</p>	3	教學資源	發表 演練	【品德教育】	□實施跨領域或跨科目協同教

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
3/11-3/15	生活的方法。 1b-II-1 認識健康技能和生活技能對健康維護的重要性。 4a-II-2 展現促進健康的行為。	與衛生保健的方法。	<p>《活動1》認識中耳炎</p> <p>1. 教師帶領學生閱讀課本第34頁情境，詢問學生是否得過中耳炎，並請學生分享當時的症狀和處理方式。</p> <p>2. 教師帶領學生觀賞影片《兒童更容易得到中耳炎嗎？》，並配合耳朵構造圖說明中耳炎：耳朵的構造可分為外耳、中耳和內耳。中耳炎指的是中耳腔發炎，細菌由鼻腔和口腔通過耳咽管，進入中耳腔造成感染。</p> <p>3. 教師說明中耳炎的症狀，包含：突然發燒、耳朵突然疼痛、耳朵出現積水或流出液體。</p> <p>《活動2》與醫師溝通的注意事項</p> <p>1. 教師帶領學生閱讀課本第35頁情境，說明看診時和醫師溝通的注意事項。</p> <p>2. 教師扮演醫師，請一位學生上臺扮演病患，運用溝通原則進行問答，並從中澄清關於中耳炎的問題。</p>		<p>教師準備認識中耳炎影片、耳朵構造圖或耳朵模型。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>	實作	品E1良好生活習慣與德行。	<p>學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>3. 教師請學生 2 人一組，分別扮演醫師和病患，練習看診時與醫師溝通的注意事項。</p> <p>《活動 3》避免做出損傷聽力的行為</p> <p>1. 教師說明：如果不好好治療中耳炎，可能會損傷聽力。想一想，生活中還有哪些行為可能會造成聽力損傷？</p> <p>2. 教師整理學生的回答，配合課本第 36 頁說明生活中可能造成聽力損傷的行為，以及改進方法。</p> <p>3. 教師詢問：觀察你的生活，你曾經做出課本第 36 頁哪些損傷聽力的行為？該怎麼改進呢？請學生上臺進行分享。</p> <p>《活動 4》護耳行動</p> <p>1. 教師說明：在生活中應養成愛護耳朵的習慣，避免聽力損傷。你知道哪些保健耳朵的方法？</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>2. 教師整理學生的回答，配合課本第 37 頁說明保健耳朵的方法。</p> <p>3. 教師請學生觀察自己一週的護耳行動實踐情形，完成課本第 37 頁的行動紀錄，並寫下改進方法。</p>					
第六週 3/18- 3/22	<p>1a-Ⅱ-2 了解促進健康生活的方 法。</p> <p>1b-Ⅱ-1 認識健康技能和生活技能對健康維護的重要性。</p> <p>3a-Ⅱ-1 演練基本的健康技能。</p> <p>3a-Ⅱ-2 能於生活中獨立操作基本的健康技能。</p>	Da-Ⅱ-2 身體各部位的功能與衛生保健的方法。	<p>第二單元愛護眼耳口 第 3 課牙齒要保護</p> <p>《活動 1》乳齒與恆齒</p> <p>1. 教師請學生分享換牙的經驗：你如何處理搖動的乳齒？哪一顆乳齒先脫落？脫落的乳齒看起來健康嗎？</p> <p>2. 教師帶領學生閱讀課本第 38 頁情境，說明乳齒、恆齒。</p> <p>3. 教師帶領學生觀賞影片《乳牙蛀牙你不知道的三個迷思》、《口腔保健宣導動畫 3 分鐘》，提醒學生保護牙齒健康的重要性。</p> <p>《活動 2》牙齒的種類</p> <p>1. 教師配合課本第 39 頁說明牙齒的種類：牙齒可以分</p>	3	<p>教學資源</p> <p>1. 教師準備乳齒和恆齒的牙齒構造圖或牙齒模型。</p> <p>2. 教師請學生每人準備一面立鏡。</p> <p>3. 教師準備「牙齒的種類和功能」學習單。</p> <p>4. 教師準備牙齒模型、牙線、牙間刷、牙線棒和牙籤。</p> <p>5. 教師請學生每人準備一盒牙線和一面立鏡。</p>	發表 實作 演練 總結性評量	【品德教育】 品 E1 良好生活習慣與德行。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： 英文</p> <p>2. 協同節數： 1</p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	4a-II-2 展現促進健康的行為。		<p>成門齒、犬齒和白齒，形狀和大小都不一樣，它們各自有什麼功能呢？</p> <p>2. 教師請學生拿出鏡子觀察自己的牙齒，或請學生觀察牙齒模型，指出門齒、犬齒和白齒的位置。</p> <p>3. 教師發下「牙齒的種類和功能」學習單，請學生辨別門齒、犬齒和白齒的位置和功能。</p> <p>《活動3》牙線使用方法</p> <p>1. 教師配合課本第40-44頁說明牙線使用方法。</p> <p>2. 請學生對著鏡子練習使用牙線，教師行間巡視，指導並提醒學生：用牙線清潔牙齒時，牙線必須拉緊呈C字型，以確保牙線能緊貼牙齒鄰接面，以上下移動的方式潔牙。</p> <p>3. 教師發下「牙線潔牙好習慣」學習單，鼓勵學生每天至少使用牙線潔牙一次，將實踐情形記錄下來。潔牙</p>		<p>6. 教師準備「牙線潔牙好習慣」學習單。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>			

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	學習表現	學習內容						
			<p>時，要先使用牙線，再用牙刷，最後使用漱口水。</p> <p>《活動4》潔牙工具大不同</p> <ol style="list-style-type: none"> 1. 教師展示並說明各個齒縫清潔工具的優缺點。 2. 教師帶領學生觀賞影片《正確用牙線蛀牙說再見》，說明：由於刷牙無法把齒縫的食物殘渣清乾淨，久而久之容易引發齲齒，所以還要用牙線潔牙。 					
第七週 3/25- 3/29	1b-Ⅱ-1 認識健康技能和生活技能對健康維護的重要性。 2a-Ⅱ-1 覺察健康受到個人、家庭、學校等因素之影響。 3b-Ⅱ-1 透過模仿學習，表現基	Fa-Ⅱ-3 情緒的類型與調適方法。	<p>第三單元安心又安全</p> <p>第1課安心校園</p> <p>《活動1》認識霸凌</p> <ol style="list-style-type: none"> 1. 教師帶領學生觀賞故事影片《被欺負的小獅子》，引導學生覺察霸凌行為。 2. 教師說明霸凌的定義：人與人之間以言語、文字、肢體動作或其他方式，欺負、排擠、騷擾或戲弄他人的行為，稱為「霸凌」。 3. 教師配合課本第50-53頁和影片說明霸凌的類型，並討論各情境中被霸凌者的感 	3	<p>教學資源</p> <p>教師準備「面對霸凌的做法」學習單。</p> <p>學習策略</p> <p>作筆記、提出疑問、網路檢索。</p>	發表 演練 實作	<p>【人權教育】</p> <p>人E7 認識生活中不公平、不合理、違反規則和健康受到傷害等經驗，並知道如何尋求救助的管道。</p>	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <ol style="list-style-type: none"> 1. 協同科目：<u>英文</u> 2. 協同節數：<u>1</u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	本的自我調適技能。		<p>受和霸凌行為可能對別人造成的影響。</p> <p>4. 教師說明：霸凌行為容易使被霸凌者產生負面情緒而影響生活。與同學相處時，應同理對方的感受，不做出傷害別人的行為。</p> <p>《活動 2》情緒調適</p> <p>1. 教師帶領學生閱讀課本第 54 頁情境，詢問學生問題，引導學生覺察心情、調適情緒。</p> <p>2. 教師請學生完成課本第 54 頁，輪流上臺發表。</p> <p>《活動 3》面對霸凌的做法</p> <p>1. 教師播放影片《遇到霸凌的五大對策》，詢問：如果遭遇霸凌，可以怎麼做？</p> <p>2. 教師說明：遭遇霸凌時可以透過以下做法嘗試解決、遠離被霸凌的情況。</p> <p>3. 教師將全班分組，舉例各式霸凌情況（例如：排擠、網路留言中傷、恐嚇等），請各組輪流上臺演練面對霸凌的做法。</p>					

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	學習表現	學習內容						
			<p>4. 教師播放影片《教育部反霸凌宣導卡通—防制身心傷害篇「嫉妒與勇氣」》，詢問：如果你看到同學被霸凌，你會怎麼做呢？</p> <p>5. 教師整理學生的回答，說明：每個人都有對抗霸凌的責任，目睹同學被霸凌時，應同理被霸凌者的感受，主動向師長求助。</p> <p>6. 教師請學生完成「面對霸凌的做法」學習單。</p>					
第八週 4/01- 4/05	<p>1a-Ⅱ-2 了解促進健康生活的方 法。</p> <p>2a-Ⅱ-2 注意健康問題 所帶來的威脅感與嚴重 性。</p> <p>4a-Ⅱ-2 展 現促進健康的 行為。</p>	Ba-Ⅱ-1 居 家、交通及戶 外環境的潛在 危機與安全須 知。	<p>第三單元安心又安全 第 2 課安全向前行 《活動 1》過馬路要注意</p> <p>1. 教師說明：交通安全事故 常導因於於駕駛人或行人沒有 注意到對方，所以過馬路時 能注意車輛，並能被駕駛人 清楚看見，是非常重要的原 則。</p> <p>2. 教師請學生分享「過馬路 要注意」學習單並配合課本 第 56-59 頁，詢問：你過馬</p>	3	<p>教學資源</p> <p>1. 教師課前請學生 蒐集一則過馬路時 發生交通事故的新 聞，完成「過馬路 要注意」學習單。</p> <p>2. 教師準備交通部 兒童安全過路口系 列影片。</p> <p>3. 教師利用紅色和 綠色色紙、白色膠 帶和汽機車圖卡布</p>	發表 自評 演練	<p>【安全教 育】</p> <p>安 E2 了解危 機與安全。</p> <p>安 E4 探討日 常生活應該 注意的安 全。</p>	<p>□實施跨領域或 跨科目協同教 學(需另申請授 課鐘點費)</p> <p>1. 協同科目： 英文</p> <p>2. 協同節數： 1</p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>路時曾經做出這些危險行為嗎？怎麼避免危險發生？</p> <p>3. 教師補充說明內輪差的概念。</p> <p>《活動 2》行人安全過馬路五步驟</p> <p>1. 教師帶領學生閱讀課本第 60-61 頁情境，說明並示範行人安全過馬路五步驟（可搭配影片《馬路這樣過，安全 READYGO！》1 分 30 秒-3 分 27 秒說明）。</p> <p>2. 教師請學生分組上臺演練行人安全過馬路五步驟，部分學生持汽機車圖卡擔任汽機車，老師持紅色或綠色色紙代替小綠人或小紅人。演練時，提醒學生注意轉彎的車輛。</p> <p>3. 教師請學生在生活中實施行人安全過馬路五步驟，檢查哪些步驟沒做到，思考改進的方法。</p> <p>《活動 3》行人穿越馬路的設施</p>		<p>置穿越馬路的情境。</p> <p>4. 教師準備「安全過馬路」學習單。</p> <p>5. 教師準備一頂兒童機車專用安全帽，並請學生準備自己平時穿的雨衣。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>			

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	學習表現	學習內容						
			<p>1. 教師提問：你知道哪些行人專用穿越馬路的設施呢？</p> <p>2. 教師配合影片說明行人專用的穿越馬路設施。</p> <p>《活動 4》遵守過馬路安全守則</p> <p>1. 教師說明課本第 63 頁情境：小凱要去買麵包，如果你是小凱，你會走①、②還是③的路線到麵包店呢？走不同的路線時，各要注意什麼？</p> <p>2. 教師播放影片《馬路這樣過，安全 READYGO!》5 分 50 秒-8 分 46 秒，帶領學生從生活情境題中複習安全過馬路的方法。</p> <p>3. 教師發下「安全過馬路」學習單，請學生課後複習安全過馬路的方法，並於生活中實踐。</p> <p>《活動 5》安全坐機車</p> <p>1. 教師提問：乘坐機車時，需要注意哪些安全事項呢？請學生上臺演練下雨時乘坐機車的注意事項。</p>					

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	學習表現	學習內容						
			<p>2. 教師請學生在生活中實踐乘坐機車的安全守則。</p> <p>《活動6》安全搭公車</p> <p>1. 教師提問：搭乘公車時，需要注意哪些安全事項呢？請學生上臺演練搭乘公車情境，引導學生從等車、上車、坐車、下車的過程思考安全注意事項。</p> <p>2. 教師請學生在生活中實踐搭乘公車的安全守則。</p>					
第九週 4/08- 4/12	<p>1a-Ⅱ-2 了解促進健康生活的方 法。</p> <p>2a-Ⅱ-2 注意健康問題 所帶來的威 脅感與嚴重 性。</p> <p>2b-Ⅱ-1 遵 守健康的生 活規範。</p>	Ba-Ⅱ-1 居 家、交通及戶 外環境的潛在 危機與安全須 知。	<p>第三單元安心又安全 第3課戶外安全</p> <p>《活動1》預防中暑</p> <p>1. 教師說明：如果在戶外悶 熱環境長時間活動，可以做 準備預防中暑。</p> <p>2. 教師帶領學生完成課本第 67頁「中暑症狀自我檢課 表」。</p> <p>《活動2》預防蚊蟲叮咬 教師說明戶外活動時預防蚊 蟲叮咬的方法。</p> <p>《活動3》小心蜂窩</p>	3	<p>教學資源</p> <p>1. 教師準備預防中 暑教學物品圖卡， 例如：寬邊帽、毛 帽、陽傘、雨衣、 太陽眼鏡、透氣衣 物、毛衣、防晒 乳、乳液、水壺、 奶茶、汽水等。</p> <p>2. 教師準備認識熱 傷害、小黑蚊相關 影片。</p> <p>3. 教師準備淺色外 套，並蒐集常被誤</p>	<p>演練 問答 發表 自評 總結性評量</p>	<p>【安全教 育】 安E2了解危 機與安全。 安E4探討日 常生活應該 注意的安 全。</p>	<p>□實施跨領域或 跨科目協同教 學(需另申請授 課鐘點費)</p> <p>1. 協同科目： 英文</p> <p>2. 協同節數： 1</p>

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	學習表現	學習內容							
			<p>1. 教師帶領學生閱讀課本第69頁情境，並說明：一般蜂類不會主動攻擊人，發現蜂窩時，切勿招惹蜂群，也不要尖叫逃跑或揮舞衣物，應用淺色外套蓋住頭部和身體，慢慢離開。</p> <p>2. 教師請學生上臺演練遇到蜂窩或蜂群的處理方法。</p> <p>《活動4》小心蛇出沒 教師帶領學生閱讀課本第69頁情境，並說明：一般來說，蛇不會主動攻擊人，發現蛇出沒時，要保持鎮定，快步離開。</p> <p>《活動5》野菇不要採 1. 教師說明：一般來說，菇類不容易從外表判斷是否有毒，最好的防範中毒方法，就是一律不採、不吃。 2. 教師透過圖片補充說明常被誤食的野生毒菇。</p> <p>《活動6》小心土石流 教師配合影片說明土石流的形成要素與可能造成的災害。</p>		<p>食的野生毒菇圖片，例如：綠褶菇。</p> <p>學習策略 作筆記、提出疑問、網路檢索。</p>				

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	學習表現	學習內容						
			<p>《活動 7》避免被雷擊</p> <p>1. 教師帶領學生閱讀課本第 53 頁情境，並說明：臺灣夏季午後常有雷陣雨，下雷雨時要提高警覺，避免被雷擊中。教師舉例避免雷擊的方法。</p> <p>第 4 課居家安全</p> <p>《活動 1》浴室安全</p> <p>1. 教師帶領學生閱讀課本第 72 頁情境，並提問：浴室可能發生哪些危險事故？為什麼？</p> <p>2. 教師配合影片說明避免浴室內發生事故的改善方法。</p> <p>《活動 2》廚房安全</p> <p>1. 教師帶領學生閱讀課本第 73 頁情境，並提問：廚房可能發生哪些危險事故？為什麼？</p> <p>2. 教師配合影片說明避免廚房發生事故的改善方法。</p> <p>《活動 3》居家安全防護</p> <p>1. 教師提問：除了浴室和廚房之外，家中哪些地方還可</p>					

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			<p>能造成意外事故呢？有什麼方法可以避免嗎？</p> <p>2. 教師配合課本第 74 頁，說明居家安全防護措施。</p> <p>3. 教師請學生課後檢視家中的居家安全措施，並完成課本第 75 頁檢核表。</p>					
第十週 4/15- 4/19	<p>1c-Ⅱ-1 認識身體活動的動作技能。</p> <p>1d-Ⅱ-2 描述自己或他人動作技能的正確性。</p> <p>2c-Ⅱ-1 遵守上課規範和運動比賽規則。</p> <p>2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。</p>	<p>Ha-Ⅱ-1 網/牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。</p>	<p>第四單元球力全開 第 1 課地板桌球</p> <p>【雙語課程-中外師協同教學】</p> <p>《活動 1》對牆拍擊球</p> <p>1. 教師說明並示範「拍擊球」的動作要領。</p> <p>2. 教師說明「對牆拍擊球」活動規則。</p> <p>《活動 2》拍擊球接力</p> <p>1. 教師說明「拍擊球接力」活動規則。</p> <p>2. 活動結束後，教師帶領學生分享在活動中觀察到的合作策略。</p> <p>《活動 3》來回擊球</p> <p>1. 教師說明「來回擊球」活動規則。</p> <p>《活動 4》彈力球對抗</p>	3	<p>教學資源</p> <p>1. 教師準備數枝粉筆，並依據班級人數準備每人 1 顆皮球。</p> <p>2. 課前確認教學活動空間，例如：有牆面的平坦活動場地。</p> <p>3. 教師準備數枝粉筆、數個標誌圓盤，並依據班級人數準備每兩人 1 顆皮球。</p> <p>4. 教師依據班級人數準備每人 1 顆桌球、1 枝桌球拍，以</p>	<p>操作發表 運動撲滿</p>	<p>【品德教育】 品 E3 溝通合作與和諧人際關係。</p>	<p>◎4/18-4/19 期中評量</p> <p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u> 英文 </u></p> <p>2. 協同節數： <u> 1 </u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	3c-Ⅱ-1 表現聯合性動作技能。 3d-Ⅱ-2 運用遊戲的合作和競爭策略。		<p>1. 教師說明「彈力球對抗」活動規則。</p> <p>2. 活動結束後，教師帶領學生討論擊球得分的訣竅。</p> <p>《活動 5》球拍種類與持拍</p> <p>1. 教師介紹直拍和橫拍的持拍方式。</p> <p>2. 教師請學生嘗試持拍帶球移動，移動方式可請學生自由發揮。</p> <p>《活動 6》持拍向上擊球</p> <p>1. 教師說明並示範「持拍向上擊球」的動作要領。</p> <p>2. 教師帶領學生練習正手持拍向上擊球、反手持拍向上擊球，並嘗試連續向上擊球。</p> <p>《活動 7》持拍玩球闖五關</p> <p>1. 教師說明「持拍玩球闖五關」活動規則。</p> <p>2. 活動結束後，教師帶領學生分享在活動中觀察到的獲勝策略。</p> <p>《活動 8》擊球接力賽</p>		<p>及 18 個呼拉圈、12 個小籃子。</p> <p>5. 教師準備數枝粉筆、數個標誌圓盤，並依據班級人數準備每人 1 顆桌球、1 枝桌球拍，以及 24 個呼拉圈。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>1. 活動進行前，教師帶領學生應用「拍擊球」的技巧，練習持拍對牆擊球。</p> <p>2. 教師說明「擊球接力賽」活動規則。</p> <p>3. 活動結束後，教師帶領學生分享在活動中觀察到的合作策略。</p> <p>《活動 9》地板擊球樂</p> <p>1. 教師說明「地板擊球樂」活動規則。</p> <p>2. 活動結束後，教師帶領學生分享在活動中觀察到的合作策略。</p> <p>3. 應用討論的結果再次進行活動，教師鼓勵學生挑戰成為班級的紀錄保持組。</p>					
第十一週 4/22- 4/26	1d-Ⅱ-1 認識動作技能概念與動作練習的策略。 2c-Ⅱ-2 表現增進團隊合作、友善	Hb-Ⅱ-1 陣地攻守性球類運動相關的拍球、拋接球、傳接球、擲球及踢球、帶球、追逐球、停球之時間、	<p>第四單元球力全開</p> <p>第 2 課躲避球攻防</p> <p>《活動 1》傳球練習</p> <p>教師說明並示範「胸前傳球」、「過頂傳球」、「單手肩上傳球」的動作要領。</p> <p>《活動 2》快閃通行</p>	3	<p>教學資源</p> <p>1. 教師準備數枝粉筆、數個標誌圓盤，並依據班級人數準備每兩人 1 顆皮球。</p> <p>2. 課前確認教學活動空間，例如：室</p>	操作發表觀察實作運動撲滿	【品德教育】 品 E3 溝通合作與和諧人際關係。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u> 英文 </u></p> <p>2. 協同節數： <u> 1 </u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註	
	學習表現	學習內容							
	<p>的互動行為。</p> <p>3c-Ⅱ-1 表現聯合性動作技能。</p> <p>3d-Ⅱ-2 運用遊戲的合作和競爭策略。</p> <p>4d-Ⅱ-2 參與提高體適能與基本運動能力的身體活動。</p>	<p>空間及人與人、人與球關係攻防概念。</p>	<p>1. 教師說明「快閃通行」活動規則。</p> <p>2. 教師提醒：如果不能一鼓作氣衝到終點，可以先停下腳步，仔細觀察球的位置，閃躲後再前進。</p> <p>《活動3》突破神祕空間</p> <p>1. 教師說明「突破神祕空間」活動規則。</p> <p>2. 教師帶領學生討論如何躲開神祕空間中的攻擊。</p> <p>《活動4》閃躲或接球</p> <p>1. 教師說明「閃躲或接球」活動規則。</p> <p>2. 活動結束後，教師帶領學生討論：防守時怎麼做可以不被球擊中？</p> <p>《活動5》方陣躲避球</p> <p>1. 教師說明「方陣躲避球」活動規則。</p> <p>2. 活動進行前，教師帶領學生思考：攻擊時要注意什麼，才能不使對手受傷？</p> <p>3. 活動結束後，教師帶領學生討論：你有哪些攻擊的策</p>		<p>內活動中心或室外平坦的地面。</p> <p>3. 教師準備3顆皮球、數枝粉筆、數個標誌圓盤。</p> <p>4. 教師準備3顆皮球、數個標誌圓盤。</p> <p>5. 教師準備3顆皮球、數個角錐和標誌圓盤、1枝旗子。</p> <p>6. 教師準備「護旗防衛戰」學習單。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>				

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			略，可以在比賽時讓對手出局？ 《活動6》護旗防衛戰 1. 教師說明「護旗防衛戰」活動規則。 2. 活動結束後，教師帶領學生討論躲避球攻擊與防守策略，並完成學習單，配合圖畫說明保護旗子的隊形。					
第十二週 4/29- 5/03	2c-Ⅱ-1 遵守上課規範和運動比賽規則。 3c-Ⅱ-1 表現聯合性動作技能。 3d-Ⅱ-2 運用遊戲的合作和競爭策略。 4d-Ⅱ-2 參與提高體適能與基本運動能力的身體活動。	Hd-Ⅱ-1 守備／跑分性球類運動相關的拋接球、傳接球、擊球、踢球、跑動踩壘之時間、空間及人與人、人與球關係攻防概念。	第四單元球力全開 第3課跑擲大作戰 《活動1》傳球就跑 1. 教師說明「傳球就跑」活動規則。 《活動2》傳球連續跑壘 1. 教師說明「傳球連續跑壘」活動規則。 2. 活動結束後，教師帶領學生討論活動的合作策略。 《活動3》上壘達人 1. 教師說明「上壘達人」活動規則。 2. 活動結束後，教師帶領學生討論進攻方得分的訣竅。 《活動4》分秒必爭	3	教學資源 1. 教師準備每人1顆皮球、6個球籃、18個巧拼（邊長30公分，兩種顏色）和數個標誌圓盤。 2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。 3. 教師準備5顆樂樂棒球、3個巧拼（邊長30公分，其中一個顏色不同）、數枝粉筆和數個標誌圓盤。	操作發表 觀察 運動撲滿	【人權教育】 人E3 了解每個人需求的不同，並討論與遵守團體的規則。	□實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： <u> 英文 </u> 2. 協同節數： <u> 1 </u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>1. 教師說明「分秒必爭」活動規則。</p> <p>2. 活動結束後，教師帶領學生討論以下問題：</p> <p>(1) 當你是進攻方時，你有哪些得分的方法呢？</p> <p>(2) 當你是防守方時，你有哪些方法可以阻止對手得分呢？</p> <p>《活動 5》三人齊跑壘</p> <p>1. 教師說明「三人齊跑壘」活動規則。</p> <p>2. 活動結束後，教師帶領學生討論進攻和防守策略，以及三人一起跑壘的合作方法。</p> <p>3. 教師可視學生練習情況，帶領學生進行進階挑戰。進階活動規則改為「防守方接到球後，依照號碼衣的數字順序傳球，最後傳給接捕手」。</p>		<p>4. 教師準備 5 顆樂樂棒球、4 個巧拼（邊長 30 公分，其中一個顏色不同）、數枝粉筆和數個標誌圓盤。</p> <p>5. 教師準備 5 顆樂樂棒球、5 個巧拼（邊長 30 公分，其中一個顏色不同）、粉筆或畫線筒。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			
第十三週 5/06- 5/10	1c-Ⅱ-1 認識身體活動	Ab-Ⅱ-1 體適能活動。	<p>第五單元蹦跳好體能 第 1 課活力體適能 【雙語課程-中外師協同教學】 《活動 1》螃蟹任務</p>	3	教學資源	操作發表 運動撲滿	【品德教育】	□實施跨領域或跨科目協同教

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	<p>的動作技能。</p> <p>2c-Ⅱ-2 表現增進團隊合作、友善的互動行為。</p> <p>3c-Ⅱ-2 透過身體活動，探索運動潛能與表現正確的身體活動。</p> <p>4d-Ⅱ-2 參與提高體適能與基本運動能力的活動。</p>		<p>1 教師說明並示範「螃蟹任務」的動作要領。</p> <p>2. 教師說明「螃蟹任務」活動規則。</p> <p>3. 進行活動時，教師請學生觀察同學的螃蟹蹲動作是否正確，互相指導動作要領。</p> <p>《活動 2》螃蟹夾球</p> <p>1. 教師說明「螃蟹夾球」活動規則。</p> <p>2. 活動結束後，教師帶領學生討論合作的祕訣。</p> <p>《活動 3》空中踩腳踏車</p> <p>1. 教師說明並示範「空中踩腳踏車」的動作要領。</p> <p>2. 教師依序帶領學生練習躺著踩腳踏車、坐著踩腳踏車、雙人坐著踩腳踏車，計時 1 分鐘，比一比，誰能堅持踩最久？誰踩最多下？</p> <p>《活動 4》雙腳空中傳接球</p> <p>1. 教師說明並示範「雙腳空中傳接球」的動作要領。</p> <p>2. 教師說明「雙腳空中傳接球」活動規則。</p>		<p>1. 教師準備 18 顆排球或躲避球、6 個球籃、數個角錐。</p> <p>2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>3. 教師準備 24 顆排球或躲避球、6 個呼拉圈。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>		<p>品 E3 溝通合作與和諧人際關係。</p>	<p>學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			3. 活動結束後，教師帶領學生討論： (1)用雙腳傳球時，你會注意什麼？ (2)接球時，你會注意什麼？					
第十四週 5/13- 5/17	1c-Ⅱ-1 認識身體活動的動作技能。 1d-Ⅱ-1 認識動作技能概念與動作練習的策略。 2c-Ⅱ-2 表現增進團隊合作、友善的互動行為。 2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。	Ga-Ⅱ-1 跑、跳與行進間投擲的遊戲。	第五單元蹦蹦跳跳好體能 第2課金銀島探險 《活動1》跳躍體驗 1. 教師說明「跳躍體驗」活動規則。 2. 活動結束後，教師帶領學生分享個人最好的跳遠成績是用哪種起跳腳、落地腳組合？ 《活動2》跳越箱子 1. 教師說明「跳越箱子」活動規則。 2. 活動結束後，教師帶領學生討論以下問題： (1)你用什麼方式跳越箱子？有加上助跑嗎？ (2)跳越箱子時，你有哪些不同的感受？	3	教學資源 1. 教師準備每人1枝粉筆、數個箱子。 2. 教師準備「跳躍體驗」學習單。 3. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。 4. 教師準備數枝粉筆、數個箱子。 5. 教師準備數條長繩、5個角錐、數個箱子。 6. 教師準備「創意跳越金銀河」學習單。	操作發表	【品德教育】 品E3 溝通合作與和諧人際關係。	◎龍埔國小運動會 □實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： <u>英文</u> 2. 協同節數： <u>1</u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註	
	學習表現	學習內容							
	<p>3c-Ⅱ-1 表現聯合性動作技能。</p> <p>3d-Ⅱ-2 運用遊戲的合作和競爭策略。</p> <p>4c-Ⅱ-2 了解個人體適能與基本運動能力表現。</p>		<p>(3)加上箱子跳遠時，你是否跳得更遠呢？</p> <p>《活動3》跳越積木</p> <p>1.教師說明「跳越積木」活動規則：連續跳越直線排列的箱子、不規則排列的箱子。算一算，跳越箱子時，你用哪一隻腳起跳的次數比較多？</p> <p>2.活動結束後，教師帶領學生分享慣用的起跳腳。</p> <p>《活動4》挑戰巨獸腳印</p> <p>1.教師說明「挑戰巨獸腳印」活動規則。</p> <p>2.活動結束後，教師提問：你能跳過最大的腳印嗎？成功的跳法是什麼呢？聽完同學的成功經驗後，調整跳法再跳一次。</p> <p>《活動5》創意跳越金銀河</p> <p>1.教師說明「創意跳越金銀河」活動規則。</p> <p>2.教師變化各關卡的場地配置請學生再次挑戰，並將每關預計跳越的方法寫在學習單。</p>		<p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>				

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	學習表現	學習內容						
第十五週 5/20- 5/24	1c-Ⅱ-1 認識身體活動的動作技能。 1d-Ⅱ-1 認識動作技能概念與動作練習的策略。 2c-Ⅱ-2 表現增進團隊合作、友善的互動行為。 2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。 3c-Ⅱ-1 表現聯合性動作技能。 3d-Ⅱ-2 運用遊戲的合作和競爭策略。	Ga-Ⅱ-1 跑、跳與行進間投擲的遊戲。	<p>第五單元蹦跳好體能</p> <p>第2課金銀島探險</p> <p>《活動6》探索起跳位置</p> <p>1. 教師說明「探索起跳位置」活動規則。</p> <p>2. 活動結束後，教師提出以下問題：</p> <p>(1)當目標是同一張水果圖卡時，你用單腳起跳和用雙腳起跳的跳起位置相同嗎？</p> <p>(2)用哪一種方式起跳比較容易碰到水果圖卡？</p> <p>《活動7》摘水果任務</p> <p>1. 教師說明活動情境：3人一組摘水果（碰圖卡），有3種懸掛在不同高度的水果，你們這組會怎麼分配任務呢？分配任務後進行挑戰。</p> <p>2. 活動結束後，教師請各組學生分享如何分配任務，以及成功完成任務的起跳方式。</p> <p>《活動8》走5步向上跳</p> <p>1. 教師說明「走5步向上跳」活動規則。</p>	3	<p>教學資源</p> <p>1. 教師準備數條長繩、數張水果圖卡、數條橡皮筋、1枝粉筆，以及每位學生3張便利貼。</p> <p>2. 課前確認教學活動空間，例如：平坦場地有可固定繩索的支柱。</p> <p>3. 教師準備每人1個標誌圓盤、數枝粉筆。</p> <p>4. 教師準備數枝粉筆。</p> <p>5. 教師準備「走7步向前跳」學習單。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作發表 觀察實作 運動撲滿	【品德教育】 品E3 溝通合作與和諧人際關係。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

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	學習表現	學習內容						
	4c-II-2 了解個人體適能與基本運動能力表現。		<p>2. 活動進行前，教師請學生討論每個人的慣用腳。活動進行時，觀察並提醒操作的同學做到以下事項：</p> <p>(1) 找到 5 步出發點，圓盤放在慣用腳旁。</p> <p>(2) 出發向圓圈時，慣用腳在後。</p> <p>(3) 慣用腳踩在圓圈內向上跳起。</p> <p>3. 教師帶領學生討論：向前走後慣用腳如果無法踩在圓圈內跳起，該如何調整呢？</p> <p>《活動 9》走 7 步向前跳</p> <p>1. 教師說明「走 7 步向前跳」活動規則。</p> <p>2. 活動進行前，教師請學生討論每個人的慣用腳。活動進行時，觀察操作的同學是否做到以下事項，並記錄在「走 7 步向前跳」學習單。</p> <p>(1) 找到 7 步出發點。</p> <p>(2) 出發向起跳處時，慣用腳在後。</p> <p>(3) 慣用腳踩在起跳處跳起向前。</p>					

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	學習表現	學習內容						
第十六週 5/27- 5/31	1c-Ⅱ-1 認識身體活動的動作技能。 2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。 2d-Ⅱ-3 參與並欣賞多元性身體活動。 3c-Ⅱ-1 表現聯合性動作技能。	Ia-Ⅱ-1 滾翻、支撐、平衡與擺盪動作。	<p>第五單元蹦跳好體能</p> <p>第3課看我好身手</p> <p>【雙語課程-中外師協同教學】</p> <p>《活動1》斜體支撐</p> <p>1. 教師說明並示範「斜體支撐」的動作。</p> <p>2. 教師請學生練習「斜體支撐」的動作，每個動作支撐5-8秒再休息，反覆練習增強肌耐力。</p> <p>3. 教師請學生用身體支撐平衡木做出其他創意的平衡動作，並和同學分享。</p> <p>《活動2》撐木跳</p> <p>1. 教師說明「撐木跳」活動規則：4人一組，練習雙手支撐平衡木跳起。跳起前先想一想，腳在空中可以做哪些創意姿勢？</p> <p>2. 教師請學生分組表演，表演後提問：你最欣賞誰的創意姿勢呢？請模仿他的姿勢做做看。</p> <p>《活動3》腳比頭高</p>	3	<p>教學資源</p> <p>1. 教師準備4具低平衡木、8塊安全軟墊。</p> <p>2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>3. 教師準備「擺盪列算式」學習單。</p> <p>4. 課前確認低單槓設備的安全性，例如：清除場地中的石頭、樹枝、測試單槓是否牢固。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作 發表 運動撲滿	【品德教育】 品E3溝通合作與和諧人際關係。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

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	學習表現	學習內容						
			<p>1. 教師提問：想一想，在平衡木上可以做出哪些「腳比頭高」的動作呢？</p> <p>2. 教師請學生 4 人一組，發想「腳比頭高」的單人、雙人造型，例如：一腳比頭高、兩腳比頭高的造型。</p> <p>3. 教師請學生分組表演，表演後提問：你最欣賞哪一組同學的創意動作？請模仿他的姿勢做做看。</p> <p>《活動 4》握單槓支撐</p> <p>1. 教師說明並示範「握單槓支撐」的動作要領。</p> <p>2. 教師將學生分為 2 組練習握單槓支撐，再進行比賽，看誰雙腳離地的時間比較久。</p> <p>《活動 5》握單槓擺盪</p> <p>1. 教師說明並示範「握單槓擺盪」的動作要領。</p> <p>2. 教師將學生分為 2 組練習握單槓擺盪。</p> <p>《活動 6》擺盪列算式</p> <p>1. 教師說明「擺盪列算式」活動規則：4 人一組，組內</p>					

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	學習表現	學習內容						
			<p>討論並分配每人的擺盪次數，將次數填入「擺盪列算式」學習單的空格中，讓全組擺盪次數相加是12次。</p> <p>2. 教師請各組學生列出算式，計算預計與實際擺盪次數，完成「擺盪列算式」學習單。</p>					
第十七週 6/03- 6/07	<p>1c-Ⅱ-1 認識身體活動的動作技能。</p> <p>1c-Ⅱ-2 認識身體活動的傷害和防護概念。</p> <p>2c-Ⅱ-2 表現增進團隊合作、友善的互動行為。</p> <p>2c-Ⅱ-3 表現主動參與、樂於嘗</p>	<p>Cb-Ⅱ-1 運動安全規則、運動增進生長知識。</p> <p>Cb-Ⅱ-2 學校運動賽會。</p> <p>Ib-Ⅱ-1 音樂律動與模仿性創作舞蹈。</p> <p>Ib-Ⅱ-2 土風舞遊戲。</p>	<p>第六單元武現韻律風</p> <p>第1課學校運動會</p> <p>《活動1》鴨子動一動</p> <p>1. 教師提問：你看過學校運動會舉行哪些體育活動？你最喜歡哪一項體育活動？為什麼？</p> <p>2. 教師統整學生的回答並說明：學校運動會時會舉辦多元的體育活動，例如：運動會大會舞、拔河比賽、跑步接力、趣味運動競賽等。現在，一起學習模仿鴨子動作，在運動會大會舞表演「鴨子舞」展現活力。</p> <p>3. 教師播放鴨子生態的影片，帶領學生觀察鴨子的姿</p>	3	<p>教學資源</p> <p>1. 教師蒐集鴨子生態的影片、準備鈴鼓。</p> <p>2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>3. 教師準備「鴨子舞」音樂、教學影片。</p> <p>4. 教師準備「鴨子舞」學習單。</p> <p>5. 教師蒐集拔河比賽相關影片。</p>	<p>操作觀察發表運動撲滿</p>	<p>【戶外教育】</p> <p>戶 E1 善用教室外、戶外及校外教學，認識生活環境（自然或人為）。</p>	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目：<u>英文</u></p> <p>2. 協同節數：<u>1</u></p>

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	學習表現	學習內容							
	<p>試的學習態度。</p> <p>2d-Ⅱ-2 表現觀賞者的角色和責任。</p> <p>3c-Ⅱ-1 表現聯合性動作技能。</p>		<p>態，並提問：你觀察到哪些鴨子的動作呢？</p> <p>4. 教師說明並示範「模仿鴨子」的動作。</p> <p>《活動 2》猜拳跟我走</p> <p>1. 教師利用口訣，配合鈴鼓節奏帶領學生玩「猜拳跟我走」活動。</p> <p>2 教師帶領學生反覆演練，最後，後面跟著的人最多就獲勝。</p> <p>《活動 3》鴨子舞舞序</p> <p>1. 教師播放「鴨子舞」教學影片，帶領學生了解舞蹈動作、舞序。</p> <p>2. 教師將全班分成 6 人一組，3 人圍圓在內圈，另 3 人圍圓在外圈，成雙重圓。接著說明並示範「鴨子舞」舞序。</p> <p>《活動 4》表演與欣賞</p> <p>1. 教師請學生分組上臺表演鴨子舞並互相觀摩。</p> <p>2. 表演結束後，發表觀摩的心得，完成「鴨子舞」學習單。</p>		<p>6. 教師課前請學生利用鐵鋁罐製作啦啦隊手持道具。</p> <p>7. 教師準備「趣味運動競賽」學習單。</p> <p>學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。</p>				

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	學習表現	學習內容						
			<p>《活動5》拔河安全規則</p> <p>1. 教師說明：拔河是學校運動會常見的比賽，你看過拔河比賽嗎？教師播放拔河影片《i 運動—高雄新甲國小拔河隊》，帶領學生認識拔河，欣賞比賽。</p> <p>2. 教師提問：拔河時要遵守許多安全規則，你知道哪些規則呢？</p> <p>《活動6》熱情啦啦隊</p> <p>1. 教師說明：運動會時，除了當選手上場比賽，還可以當啦啦隊，設計口號、道具為選手加油、鼓舞士氣。</p> <p>2. 教師將學生分為5人一組，設計學校運動比賽的加油口號，並配合手持道具演練。</p> <p>3. 教師請各組上臺表演，票選全班最喜歡的加油口號。</p> <p>《活動7》趣味運動競賽發想</p> <p>1. 教師提問：你希望學校運動會時，能有一項每個人都能參加的趣味運動競賽嗎？</p>					

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			<p>想一想，可以設計什麼趣味運動競賽呢？教師可以問題引導學生設計趣味運動競賽。</p> <p>2. 全班共同討論，設計每個人都能參加的趣味運動競賽，完成「趣味運動競賽」學習單。</p> <p>3. 教師帶領學生進行趣味運動競賽，鼓勵學生下課後找同學練習。</p>					
第十八週 6/10- 6/14	<p>1d-Ⅱ-1 認識動作技能概念與動作練習的策略。</p> <p>2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。</p> <p>3c-Ⅱ-1 表現聯合性動作技能。</p>	Bd-Ⅱ-1 武術基本動作。	<p>第六單元武現韻律風</p> <p>第2課大展武威</p> <p>《活動1》步樁動作連線</p> <p>1. 教師請學生完成課本第144頁「步樁動作連線」，把步樁名稱與動作連起來。</p> <p>2. 教師核對學生的答案後，帶領學生複習基本步樁動作。</p> <p>《活動2》前虛式與坐盤式</p> <p>1. 教師說明並示範基本步樁動作「前虛式」、「坐盤式」的動作要領。</p>	3	<p>教學資源</p> <p>1. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>2. 教師準備每組2個練習標靶（1個練習標靶為3片巧拼板相疊）。</p> <p>3. 教師準備「練武計畫」學習單。</p> <p>學習策略</p>	實作發表 操作 運動撲滿	【品德教育】 品E3 溝通合作與和諧人際關係。	<p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： 英文</p> <p>2. 協同節數： 1</p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	<p>3d-II-1 運用動作技能的練習策略。</p> <p>4d-II-1 培養規律運動的習慣並分享身體活動的益處。</p>		<p>2 教師帶領學生練習並修正動作。</p> <p>《活動3》步樁木頭人</p> <p>1. 教師說明「步樁木頭人」活動規則。</p> <p>2. 教師請學生輪流擔任發令者。進行活動時，教師從旁觀察並指導正確步樁動作。</p> <p>《活動4》步樁轉換</p> <p>1. 教師說明並示範「弓箭式、騎馬式步樁轉換」的動作要領。</p> <p>2. 教師提問：試試看，你會從騎馬式轉換成弓箭式嗎？教師帶領學生練習「弓箭式、騎馬式步樁轉換」。</p> <p>3. 教師提問：想一想，獨立式可以轉換成什麼步樁動作？將學生分成5人一組，討論並演練步樁轉換。</p> <p>《活動5》連環招式</p> <p>1. 教師以「弓箭式、騎馬式步樁轉換」加上「衝拳」攻擊動作為例，帶領學生練習「連環招式」。</p>		<p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>			

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>2. 教師以「獨立式、前虛式步樁轉換」加上「劈掌」攻擊動作為例，帶領學生練習「連環招式」。</p> <p>3. 教師將學生分成3人一組，討論並嘗試設計「連環招式」，輪流上臺進行演練。</p> <p>《活動6》連環招式擊標靶</p> <p>1. 教師以「弓箭式、騎馬式步樁轉換」加上「衝拳」攻擊動作為例，帶領學生練習「連環招式」進攻標靶。</p> <p>2. 教師以「弓箭式、騎馬式步樁轉換」加上「劈掌」攻擊動作為例，帶領學生練習「連環招式」進攻標靶。</p> <p>《活動7》練武計畫</p> <p>1. 教師將學生分為3人一組，一起練習2套「連環招式」，兩週後進行表演。</p> <p>2. 教師發下「練武計畫」學習單，請學生完成練武計畫，寫下預計表演的連環招式動作、練習同學、每週練</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			習次數、每次練習時間和練習地點。					
第十九週 6/17- 6/21	1c-Ⅱ-1 認識身體活動的動作技能。 2c-Ⅱ-3 表現主動參與、樂於嘗試的學習態度。 3c-Ⅱ-1 表現聯合性動作技能。	1c-Ⅱ-1 民俗運動基本動作與串接。	<p>第六單元武現韻律風 第3課與毬子同樂</p> <p>《活動1》認識毬子</p> <p>1. 教師發下每人1個毬子，並提問：毬子的外觀是什麼樣子呢？</p> <p>2. 教師請學生發表觀察結果。</p> <p>《活動2》拋接手中毬</p> <p>1. 教師帶領學生念口訣，練習拋毬後（毬子放手心輕輕向上拋），用不同的部位接毬。</p> <p>2. 教師請學生上臺表演創意接毬。</p> <p>《活動3》樂拍手中毬</p> <p>1. 教師說明並示範「拿板子拍接毬」。</p> <p>2. 教師請學生嘗試訂定挑戰的目標，運用正拍毬和反拍毬連續自拍自接。</p> <p>《活動4》雙人連續拍毬</p>	3	<p>教學資源</p> <p>1. 教師準備每人1個毬子、A4大小的塑膠瓦楞板。</p> <p>2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。</p> <p>3. 教師準備每人1個毬子。</p> <p>4. 教師準備「踢拐接串串樂」學習單。</p> <p>學習策略</p> <p>遵守規則、反覆練習、合作學習、檢核動作正確性。</p>	操作 運動撲滿	【品德教育】 品E3 溝通合作與和諧人際關係。	<p>◎6/19-6/20 期末評量</p> <p>□實施跨領域或跨科目協同教學(需另申請授課鐘點費)</p> <p>1. 協同科目： <u>英文</u></p> <p>2. 協同節數： <u>1</u></p>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>1. 教師說明「雙人連續拍毬」活動方式：2 人一組，拿板子合作連續拍毬，正拍毬或反拍毬皆可。</p> <p>《活動 5》踢拐毬</p> <p>1. 教師說明並示範「用腳踢毬」的方式。</p> <p>2. 教師帶領學生練習內踢毬、外拐毬。</p> <p>《活動 6》跟我這樣做</p> <p>1. 教師說明「跟我這樣做」活動規則：一人出題，指出接觸毬子的部位；另一人解題，用規定的部位踢毬、拐毬或接毬。</p> <p>2. 教師請學生 2 人一組，輪流擔任出題者、解題者，練習踢毬、拐毬和拋接毬的動作。</p> <p>《活動 7》踢拐接串串樂</p> <p>1. 教師說明「踢拐接串串樂」活動規則：2 人一組，一人出題：指出接觸毬子的部位，一次出 4 題；一人解題：用規定的部位踢毬、拐毬或接毬。解題時，解完一</p>					

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			題後，接起毬子再解下一題，把動作串起來。 2. 教師請學生上臺表演踢拐接串串樂。					
第廿週 6/24- 6/28	1c-Ⅱ-1 認識身體活動的動作技能。 2c-Ⅱ-2 表現增進團隊合作、友善的互動行為。 3c-Ⅱ-1 表現聯合性動作技能。	Ib-Ⅱ-1 音樂律動與模仿性創作舞蹈。 Ib-Ⅱ-2 土風舞遊戲。	第六單元武現韻律風 第4課水舞 《活動1》水舞基本舞步 1. 教師介紹水舞：水舞是中東傳統的土風舞，表現人們因為找到水源，手舞足蹈的慶祝。 2. 教師說明並示範「水舞基本舞步」。 3. 教師將全班分成4人一組，搭配水舞教學影片練習水舞基本舞步，請學生互相觀察動作是否正確，怎麼調整呢？ 《活動2》水舞舞序 1. 教師播放「水舞」教學影片，帶領學生了解舞蹈動作、舞序。 2. 教師將全班分成4人一組圍成圓，接著說明並示範「水舞」舞序。	3	教學資源 1. 教師準備「水舞」音樂、教學影片。 2. 課前確認教學活動空間，例如：室內活動中心或室外平坦的地面。 3. 教師準備「水舞」學習單。 學習策略 遵守規則、反覆練習、合作學習、檢核動作正確性。	操作發表 運動撲滿	【國際教育】 國 E6 具備學習不同文化的意願與能力。	◎6/28 結業式 □實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： <u>英文</u> 2. 協同節數： <u>1</u>

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			<p>3. 教師帶領學生配合音樂練習水舞舞序。</p> <p>《活動 3》表演與欣賞</p> <p>1. 教師請學生分組上臺表演水舞並互相觀摩。</p> <p>2. 表演結束後，發表觀摩的心得。</p> <p>《活動 4》改編舞步</p> <p>1. 教師說明：想像自己是水柱，向上噴再落下，與同學一起發揮創意來編舞。</p> <p>2. 教師將全班分成 4 人一組站成一列，帶領學生模仿水柱，輪流站起再蹲下，練習改編水舞兩個 8 拍（改編水舞舞序 6.-11.）。</p> <p>3. 教師請各組發揮創意改編舞步，並把改編的動作加入水舞，輪流上臺進行表演。</p> <p>4. 表演結束後，發表觀摩的心得，完成「水舞」學習單。</p>					

八、本課程是否有校外人士協助教學(本表格請勿刪除)

否，全學年都沒有(以下免填)

有，部分班級，實施的班級為：_____

有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		<input type="checkbox"/> 簡報 <input type="checkbox"/> 印刷品 <input type="checkbox"/> 影音光碟 <input type="checkbox"/> 其他於課程或活動中使用之教學資料，請說明：			

*上述欄位皆與校外人士協助教學與活動之申請表一致

陸、雙語體育課程

一、雙語體育教學素材

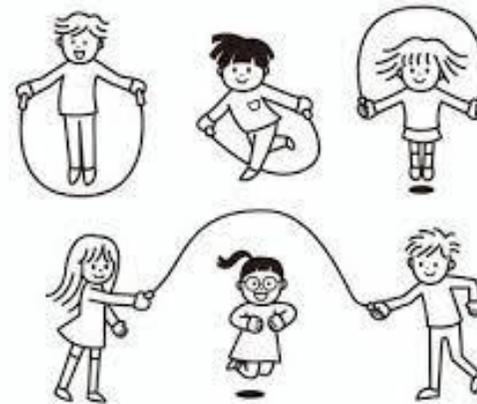
Bilingual Physical Education Curriculum Teaching Materials

雙語體育課程教學素材

主題：跳繩 Jump Rope

Phrases/Sentences 片語/句型

- Swing 擺動
- Knees together 雙膝併攏
- Jump 跳躍
- On the toes of your feet 腳趾站立
- Jump rope/ Skipping rope 跳繩
- Over your head 高舉過頭
- Flat foot 平足
- Under both your feet 腳底下



Lesson 1 第一課

EQUIPMENT 器材

- 16 hula hoops 16 個呼拉圈
- 1 long jump rope 1 條大條繩

ROLE OF TEACHERS 教師角色

- Clarify rules. 將規則解釋清楚。
- Assist learners who are struggling to jump with both legs.
協助那些難以用雙腿跳躍的學生。
- Encourage movement and activity.
鼓勵學生動起來。
- Keep time.
把握時間。

Activity 1 — Obstacle course 活動 1 障礙賽



1. Divide the class into two teams, boys vs. girls or even number students vs. odd number students.
將班級分為兩個隊伍，男生隊對女生隊或偶數號學生隊對奇數號學生隊。
2. Depending on the degree of difficulty and students' physical ability, place 5 to 8 hula hoops 2m. apart on the ground for each team.
根據難度和學生的身體能力，為每個隊伍在地面上每隔 2 米放置 5 到 8 個呼啦圈。
3. When the first student on both teams hears the whistle, they have to do the correct move. When he/she is finished, go back to the end of the line and squat.
當兩隊的第一個學生聽到哨聲時，他們必須完成正確的動作。完成後，回到隊伍的最後並蹲下。學生需要在跳進每個呼啦圈時說「跳」。

- Hop with both feet into the hoop 用雙腳跳進呼啦圈
- Hop with one foot 用單腳跳進呼啦圈

Activity 2 — Jump the mountain 活動 2 翻山越嶺

1. Use a long jump rope, with a person on each end holding it slightly above the ground.
使用一條大條大跳繩，兩端各由一個人拿著，稍微高於地面。
2. Students line up in front of the rope and jump over one at a time.
學生排成一排站在跳繩前，依次跳過。
3. After all, have made the jump over, the rope is raised slightly and again everyone jumps over the rope.
當所有人都跳過後，跳繩再次被稍微提高，大家再次跳過。
4. Steadily raise the rope so that it's higher and more challenging to jump over.
逐漸提高跳繩的高度，使該活動使該活動變得更具變得更具挑戰性。

Activity 3 — Helicopter 活動 3 直升機



1. Form a circle and stand 6 feet away from each other.
學生站成一個圓圈，每個人相距 6 英尺(約 1.8 公尺)。
2. This jump rope is the helicopter.
這條跳繩就是直升機。
3. Jump over the helicopter every time it comes near your feet.
每次直升機靠近你的腳附近時要跳過它。
4. If the helicopter touches your feet, step back and do five jumping jacks.
如果直升機碰到你的腳，就向後退一步，做五個開合跳。
5. Rejoin the game.
跳完開合跳可以重新加入遊戲。

Lesson 2 第二課

EQUIPMENT 器材

- 16 jump ropes 16 條跳繩
- 1 long jump rope 1 條大跳繩

ROLE OF TEACHERS 教師角色

- Clarify rules. 將規則解釋清楚。
- Assist learners who are struggling to jump with both legs.
協助那些難以用雙腿跳躍的學生。
- Encourage movement and activity.
鼓勵學生動起來。
- Keep time.
把握時間。

Activity 1 The Whirlwind Challenge 活動 1 大風車挑戰

1. Form a line of game participants. The goal of the game to be the "last one jumping".
參與遊戲的學生排成一排。遊戲的目標是成為「最後一個還在跳的人」。
2. The jump rope turners start turning the rope at a slow to medium pace. Once the first participant jumps through the rope someone needs to jump through the rope every time it turns. (This means as soon as the person in front jumps through the next person in line should be prepared to jump through).
甩跳繩者開始以慢到中等的速度轉動繩子。一旦第一位參與者跳進繩子，接下來的人必須在繩子轉動時跳過去。這意味著當前一個人跳過後，下一個排隊的人應該準備好跳過去。
3. You get out of the game if the rope hits your foot or if the rope turns in front of you with no one in it.
如果繩子碰到你的腳，或者繩子在你前面轉動時沒有人在其中(代表你休息了)，你就會退出遊戲。

	<p>4. Make sure you have a practice rope to the side so when participants get out they have a rope to continue to play with while waiting for the game to end. 確保有一條練習用的繩子放在一邊，這樣出局者可以繼續練習，同時等待遊戲結束。</p> <p>5. When it gets down to the last 3 people make sure the rope gets slowed down so kids have a chance to run around. 當只剩下最後三個人時，確保繩子放慢速度，這樣其他人有機會四處跑動。</p>
<p>Lesson 3 第三課</p> <p><u>EQUIPMENT 器材</u></p> <ul style="list-style-type: none"> • 35 jump ropes 35 條跳繩 <p><u>ROLE OF TEACHERS 教師角色</u></p> <ul style="list-style-type: none"> • Demonstrate and explain the technique of jumping rope. 示範並解釋跳繩的技巧。 • Assist learners who are struggling to jump 	<p>Activity 1- Single rope skills 活動 1 跳繩技巧</p> <p>Students will get a jump rope each and learn the following skills. 學生將每人拿到一條跳繩，並學習以下技巧：</p> <ul style="list-style-type: none"> • Scissor jumps: Land with one foot forward, then on the next jump switch feet. 剪刀跳：落地時一隻腳向前，下一次跳躍時交換腳。

with both legs.

協助那些難以用雙腿跳躍的學生。

- Encourage movement and activity.

鼓勵學生動起來。

- Keep time

把握時間。

- **Cross jumps:** Land with feet crossed like an X, then apart, then crossed again.

交叉跳：落地時雙腳交叉成 X 形，然後分開，再次交叉。

- **Duckie:** Land with heels apart, toes and knees pointed in; then on next jump, put heels together and toes and knees pointed out.

鴨子跳：落地時腳跟分開，腳趾和膝蓋向內；下一次跳躍時，腳跟併攏，腳趾和膝蓋向外。

- **Swing:** Land on one foot and swing the opposite leg out to the side, then switch on next jump.

擺動跳：落地時單腳著地，將另一條腿擺到一側，下一次跳躍時交換。



The **basic jump** is the most fundamental jump rope exercise every beginner needs to learn when creating a comprehensive jump rope workout experience.

		<p>基本跳是每個初學者在開始練習時需要學習的動作。</p>
		<p>The boxer step jump is a classic jump rope exercise that boxers have popularized. The boxer step jump allows you to jump for longer periods at a time because you're constantly shifting your weight from one side to the other</p> <p>拳擊步跳是一種經典的跳繩運動，因為拳擊手的普及而聞名。拳擊步跳讓你能夠長時間跳繩，因為你不斷地將體重從一側轉移到另一側。</p>
		<p>The alternate foot step jump is one of the most effective and frequently used jump rope exercises that you will have in your repertoire.</p> <p>交替腳步跳是跳繩動作中最有效和最常用的動作之一。</p>

Lesson 4 第四課

EQUIPMENT 器材

- 35 jump ropes

ROLE OF TEACHERS 教師角色

- Demonstrate and explain the technique of jumping rope.
示範並解釋跳繩的技巧。
- Assist learners who are struggling to jump with both legs.
協助那些難以用雙腿跳躍的學生。
- Encourage movement and activity.
鼓勵學生動起來。
- Keep time
把握時間。

Activity 1- Jump rope relay 活動 1 跳繩接力賽

1. Set up a jump rope relay course for teams. 設置一個跳繩接力賽場。
2. Each “station” has a jump rope challenge that has been introduced to the kids before start time.
比賽開始前向學生介紹每個「站點」都有一個跳繩挑戰。
3. Teams work their way through the various stations, trying to be the first to reach the end stations, trying to be the first to reach the end goal.
隊伍通過各個站點，努力達到終點。

Activity 2- Jump rope 活動 2 跳繩挑戰

1. Form a line of game participants.
讓遊戲參與者排成一條直線。
2. The jump rope turners start turning the rope at a slow to medium

	<p>pace. Once the first participant jumps through the rope someone needs to jump, count to ten (while jumping) and jump out.</p> <p>轉動跳繩者以慢到中等的速度開始甩動繩子。一旦第一位學生跳進繩子，另一個人也需要跳進去，邊跳邊數到十後跳出繩子。</p> <p>3. The rope will continue to turn while the next player will jump in. 繩子在下一個學生跳進去時也持續甩動。</p> <p>4. Failure to count to 10 will result in player becoming a turner. 如果無法在十秒內倒數完，該學生將成為轉動跳繩者。</p>
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<h2>主題：躲避飛盤 Dodgebee</h2>	
<p>Activity 1: 飛盤擲準 Aim for the Hole</p>	<p>地點(Location): playground 操場</p>
<p>Equipment 器材: 1 隻粉筆 1 chalk to draw lines on the court、11 個 Dodgebees、11 個呼拉圈 hula hoops</p>	



How to catch a Frisbee

<https://www.youtube.com/watch?v=Qxud0pL7xho>

		
crocodile catch	overhand catch	underhand catch



1. 先跟學生介紹躲避飛盤的由來，是源自「日本」結合了「躲避球」和「飛盤」的遊戲。
2. 示範如何正確「擲出」和「接住」躲避飛盤。

1. Today, we are going to learn how to throw a Dodgebee. What is Dodgebee? It's a game from Japan and the combination of "dodgeball" and "Frisbee".
2. The way to do a "backhand throw" is by gripping the

3. 接著將全班分成兩組，分別站在相距三~五公尺的兩條線上，練習互相傳接 Dodgebee。

4. 變化:可使用呼拉圈以增加挑戰
將學生分成三人一組，其中一位手拿呼拉圈站在兩位同學中。擲飛盤的學生應試圖將飛盤丟穿越呼拉

Dodgebee between your thumb and forefinger. For right handed throws, bring the Dodgeball back across the chest toward the left side of the body. Step with your right foot and then flick your elbow and your wrist pointed at the target. Throw it like there's a glass of water on top and you do not want to spill it. The key is to keep the Dodgebee flat. Then it will go where you want it to go.

There are 3 ways to catch a Dodgebee disc or a Frisbee. If the disc comes straight towards your chest, do a “pancake catch”. Your dominant hand (stronger hand) should be on the top. If the disc is a bit high that goes over your head, then do an “overhand catch”. If the Dodgebee disc so low that you have to bend over to catch, then do an “underhand catch”.

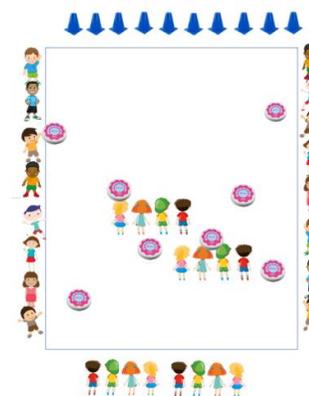
3. Now, we're going to practice throwing and catching a Dodgebee disc with the partner across from you. Try your best to throw good passes which will allow him/her to practice different catches.

<p>圈。等聽到老師哨音，因替換拿呼啦圈的人，讓每個學生都有擲飛盤和那呼啦圈的機會。</p>	<p>4. Now, let's get into groups of three. Everyone come and stand on this line. The first person starts from one, the next person two and go on to eleven. When you get to eleven, the next person starts from one again. All the "ones" get into one group, all the "twos" get into one group, so forth and so on. Each group will get a Dodgebee and a hula hoop. One of you will stand in the middle holding the hula hoop for your classmates to throw the Dodgebee through it. When you hear the whistle, change person to hold the hula hoop.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none">1. Throw the Dodgebee straight / higher / lower.2. It's your/my turn to hold the hula hoop.3. It's your/my turn to throw the Dodgebee.4. You can do it. Try again.	<p>Questions for Discussion:</p> <ol style="list-style-type: none">1. How can you aim and throw the Dodgebee straight?2. What kind of catch do you often use? Why?3. How is Dodgebee different from a Frisbee? Which one is easier to aim and throw?

Activity 2: 我最「閃」躍 Dodge to Get

地點(Location): playground 操場

Equipment 器材: 8 個 Dodgebees、兩個顏色的角錐各十個共 20 個

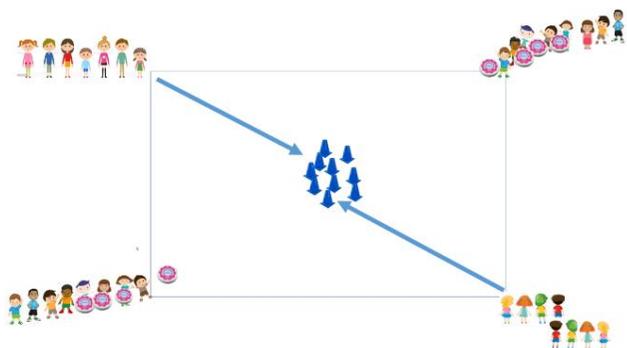


1. 將全班分成四組，每組 8 人。其中兩組先排排站在球場兩側，另外兩組同學則站在底線面向對面底線的 20 個角錐。等聽到哨音後，底線同學要克服心理恐懼奔往對面底線去取回一個角錐。過程中，站在兩側的同學會互擲 Dodgebee 給對方，目的不是擊中奔跑的同學而是傳 Dodgebee 給對方。鼓勵孩子勇往直前，不要害怕被 Dodgebee 打到。
2. 若有 Dodgebee 不慎打到同學也無妨，提醒學生

1. Let's get into groups of eight. / Let's make four teams.
One team come and stand along this sideline. The other team go and stand along the other sideline.
There are two colored cones at the baseline. The students standing on the sidelines will throw the Dodgebee back and forth to each other. Don't try to throw the Dodgebee at the people who are running. Try to make a good throw so the other person can catch the Dodgebee. The two teams standing at the baseline will run down the court to the other baseline and take a cone back. Don't be afraid to get hit by the

不要刻意擊中正在通過的同學，目的不是在擊中對方，而是漂亮地將 Dodgebee 傳給對方。

3. 通過地雷區的學生應盡可能在最短時間內收集完十個角錐，最快將 10 個角錐帶回的隊伍將獲勝。
4. 四組在完成第一回合後，兩組兩組互換角色。
5. 也可將場地布置成下方圖示



Dodgebee because it is soft.

2. Don't try to hit your classmates who are trying to get the cones. Your goal is not to hit them with the Dodgebee, but to throw a nice pass to your partner across from you.
3. The two teams who are running through should try to get as many cones as possible. The team to get all ten cones first wins the game.
4. Four teams switch roles when the game is over.

Alternative:

1. Let's make four teams. Each team make a line and stand at the four corners of this court.
2. There are cones placed in the middle of this court. Two teams on the opposite side will throw their Dodgebee to the other team, while two other team members try to run and get the cones back to their team.

Student Language Practice:

1. Ouch! You hit me!

Questions for Discussion:

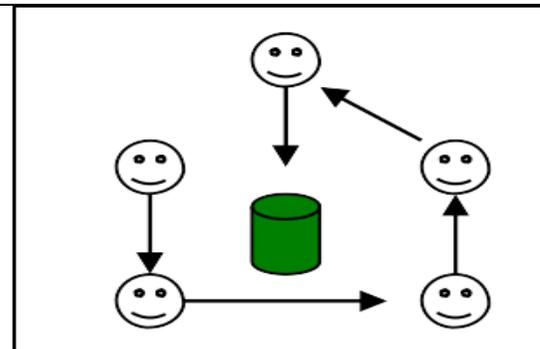
1. Was it scary to run through the passing area?

<p>2. Sorry, I didn't mean to. (我不是故意的)</p> <p>3. Run faster. Don't be scared (to be hit 被打到).</p> <p>4. Hurry back. They have more cones than we do.</p>	<p>2. Did you get hit many times?</p> <p>3. How did you avoid from(避免) getting hit by the Dodgebees?</p> <p>4. How did your team work together to win the race?</p>
<p>Activity 3 飛盤高爾夫 Golfbee</p>	<p>地點(Location): 操場、校園</p>
<p>Equipment 器材: 34 個躲避飛盤 Dodgebees、18 個呼拉圈 hula hoops、學習單(地圖) map worksheet、鉛筆 pencils</p>	
<p>前置作業: 先想好要將呼拉圈放置在校園哪些地方，並在地圖上以星號標示出這些點，印出地圖並發給每位學生。再將呼拉圈(洞)放置在地圖上所顯示的校園對應位置，共 18 處。學生須依序從第一個洞開始擲飛盤，過程中學生需在地圖上記錄擲出多少次飛盤才將它擲到呼拉圈裡。鼓勵學生以最少擲數完成 18 洞。亦</p>	<p>1. Today, we are going to play a game called “Golfbee”.</p> <p>T: It's the combination of which two sports?</p> <p>S: Golf and Frisbee.</p> <p>2. Everyone will get a Frisbee/Dodgebee, a map and a pencil.</p> <p>On this map, you see 18 stars. These stars shows you where hula hoops are. You will start at number 1 and work your</p>

<p>可改為兩人一組的活動，一位負責擲基數點，一位則負責擲偶數點。</p>	<p>way up to number 18. (teachers can simplify or adapt the game by using only 10 hula hoops) Try to throw the Frisbee/Dodgebee into the hula hoop. Record how many throws you made to get the Frisbee/Dodgebee into the hula hoop on the map. The winner will be the one who finishes throwing the Frisbee/Dodgebee into all 18 hula hoops with the least throws.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Throw the Frisbee/Dodgebee harder. 2. Don't throw so hard. Throw softly. (別擲太大力) 3. Oh, I missed. (喔!我錯過了。) 4. There is a ____ (tree, column) in front. Go around it. 5. Oh, yes! I got it in the hula hoop. 6. Oh, yes! I threw the Dodgebee into the hula hoop with ____ throws. 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. Which part of the school did you think was the easiest/the hardest to finish? Why? 2. Share some techniques you used while playing? 3. What do you do if there is a big tree in front of you?
<p>Activity 4 Shooting with Frisbee 飛盤投籃王</p>	<p>地點(Location):</p>

Equipment 器材: 8 躲避飛盤 Dodgebees、8 hula hoops、

32 cones (markers)



1. 以五到六人一組，以小角錐作為學生站立處的標記點。
2. 角錐與角錐間的距離，以之前課程教授能夠正常傳接距離為宜。
3. 規定傳接路線(如下圖)，完成傳接無失誤者可得 3 分；若中途有失誤未能接到，則不予計分，但仍需補完傳接動作。
4. 由最後一名接飛盤者來進行類似籃球比賽中的「罰球動作」，想辦法控制飛盤力道及軌跡，直接擲入桶子(呼拉圈)中者可得 4 分；若有敲中桶子而沒擲入桶子中者可得 1 分；未碰到桶子則不予計分。
5. 完成一個回合後，可採逆時鐘(或順時鐘)跑位，重複上述動作 3 及動作 4，以讓每名隊友皆能上場投擲。
6. 最後總計各小組總得分，分數最高者為優勝，給予獎勵。同時也勉勵其他小組的辛苦完成。

1. Divide the students into groups of five or six. Place the five cones within proper distance for students to throw and catch. Place a basket/hula hoop in the center of all the cones.
T: Let's get into groups of five or six. The cones are markers for you to stand next to.
2. Assign the route for the passes to be made (clockwise / counter clockwise)
T: In this game, you will be throwing a Frisbee/Dodgebee to your teammate in a counter clockwise direction. If passes and catches are made without letting the Dodgebee/Frisbee drop, your team gets 3 points. If someone should miss the catch, the team gets no points but still has to pass the Dodgebee/Frisbee

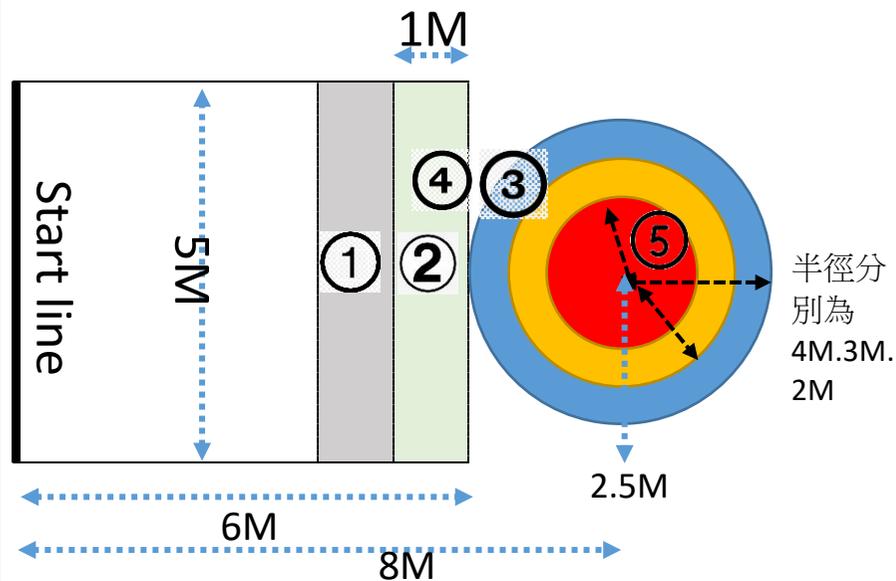
	<p>to the last person for him/her to make the shot.</p> <ol style="list-style-type: none"> 3. The last person to catch the Dodgebee/Frisbee will try to throw the Dodgebee/Frisbee into the bucket/hula hoop. If the Dodgebee/Frisbee touches the bucket/hula hoop but doesn't go in, the team still gets 1 point. If the Dodgebee/Frisbee touches nothing, the team scores no points. 4. After the first round is over, have the students rotate (either clockwise or counter clockwise) so everyone on the teams gets to pass and shoot the Frisbee to score. 5. At the end of the game when all team members have had an attempt to shooting a basket, each team should count up the total score to see which one is the winning team.
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Throw the Dodgebee/Frisbee harder. 2. Don't throw so hard. Throw softly. (別擲太大力) 3. Oh, I missed. (喔!我錯過了。) 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. Share some techniques you used while playing?

4. Oh, yes! I got it in the hula hoop.
5. Oh, yes! I threw the Dodgebee into the hula hoop.

Activity 5 Frisbee Curling 飛盤冰壺

地點(Location):

Equipment 器材: 16 (躲避)飛盤 Dodgebees/Frisbees (兩種顏色個八個) 2 colors, eight of each、一支粉筆畫圈用 a piece of chalk to draw circles on the court



飛盤地靶賽規則

1. 人數視班級人數適當分組，每人一塊飛盤。

1. Divide the students into two groups, boys and girls. Divide the boys into two teams, even and odd numbers. Do the same

2. 猜拳或投擲飛盤分數高者獲勝，獲勝方可決定先攻、後攻。
3. 投擲採雙方輪流制。
4. 場地：外圈大圓(半徑約 1.5~2M)、內圈(半徑約 0.5~1M)小圓。投擲區至目標區約 12-15 公尺，圈的大小及距離依學生能力調整。
5. 計分方式：
 - (1) 飛盤在大圈內或壓到外圈線，得 1 分。
 - (2) 飛盤在內圈內或壓到內圈線，得 2 分。
 - (3) 飛盤在圈外為無效盤。
 - (4) 飛盤碰撞對隊的飛盤後，依結果計算分數。
 - (5) 全部投擲完畢，分別計算場內飛盤分數，分數多者獲勝。
 - (6) 黃金飛盤(PK):分數相同時，各派 1 名代表投擲，以分數高者為勝。(原先攻隊變成後攻，後攻隊變成先攻)，再次平手時，各再派 1 位代表投擲，以分數高者為勝(先後攻順序再次調換)。以此類推至決勝止。
 得分範例:A~C 皆為有效得分，以分數高者計算 A:1 分、B:2 分、C:1 分
 未得分範例:D、E 無得分
 飛盤冰壺規則：
 1. 人數 3 人以上，分 A、B 組，每人一塊飛盤(需有 2 種顏色區分或飛盤上標記 A、B)。
 2. 猜拳或投擲飛盤分數高者獲勝，獲勝方可決定先攻、後攻。
 3. 投擲採雙方輪流制。

with the girls.

T: Let's make two groups. Boys get into a group and girls get into a group, too. The girls can sit along the lines on the side and watch the boys play first. Boys, divide yourselves into two teams, the even number team and the odd number team.

2. In front of you, there are two circles on the court. A small circle inside a big one. In this game, you will each take turns throwing a Frisbee/Dodgebee into the circles or hitting your opponent's Frisbee so they don't score.
3. If your Frisbee lands in the big circle or on the outer line, you get one point. If your Frisbee lands inside the smaller circle or the inner line, you get two points. No points is scored when the Frisbee is outside the circle or line.
4. You may try to hit your opponents' Frisbee out of the circle so they don't score. When everyone has had a chance to throw the Frisbee, add up the number of points each team has

4. 場地：如圖示。可依學生能力調整距離或範圍。

5. 計分方式：

(1) 飛盤在標註分數區域線內或壓到該得分線(以分數高者計算)。

(2) 飛盤在區域外為無效盤，無得分。

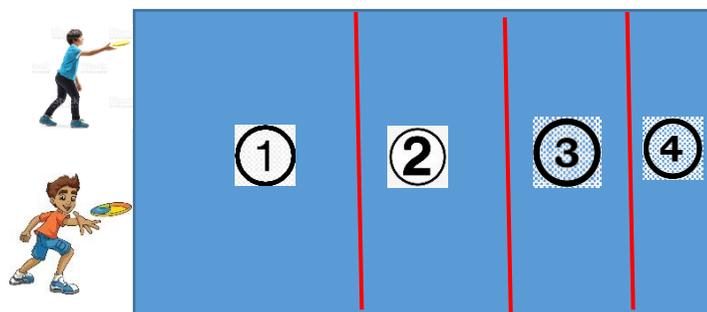
(3) 飛盤碰撞對隊的飛盤後，依結果計算分數。

(4) 全部投擲完畢，分別計算場內飛盤分數，分數多者為勝隊。

(5) 黃金飛盤(PK):分數相同時，各派 1 名代表投擲，以分數高者為勝。(原先攻隊變成後攻，後攻隊變成先攻)，再次平手時，各再派 1 位代表投擲，以分數高者為勝(先後攻順序再次調換)。以此類推至決勝止。

得分範例:A~D 皆為有效得分，以分數高者計算 A:1 分、B:2 分、C:3 分、D:2 分...

未得分範例:E、F、G 無得分



scored. The team with the higher score wins the game.

5. When the boys are done playing, swap and have the girls play while the boys sit along the lines to watch and discuss tactics of how they should play next time.
6. If there should be a tie between the teams. A representative from each team should come forward to throw the Frisbee to decide the final result.

* Pre-Activity:

1. Instead of drawing circles on the court, draw a rectangle that's divided into four sections. The closest to where the students stand is worth 1 point, whereas the farthest away is 4 points.
2. Have students practice throwing the Frisbee to get the most points for their team.

Student Language Practice:

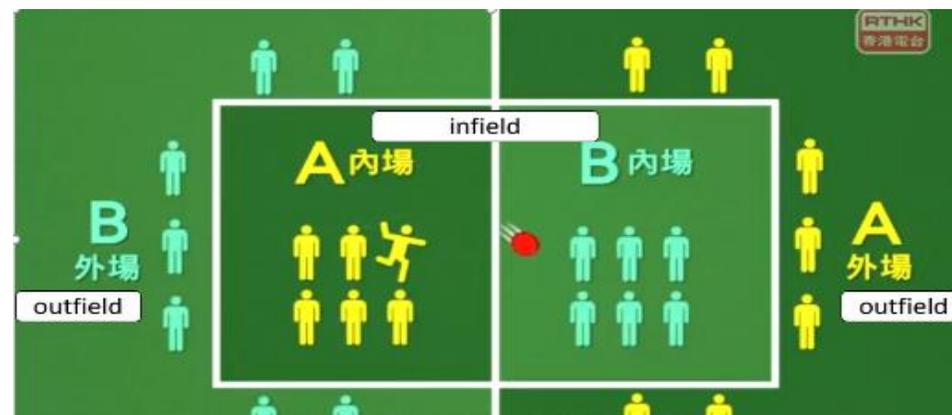
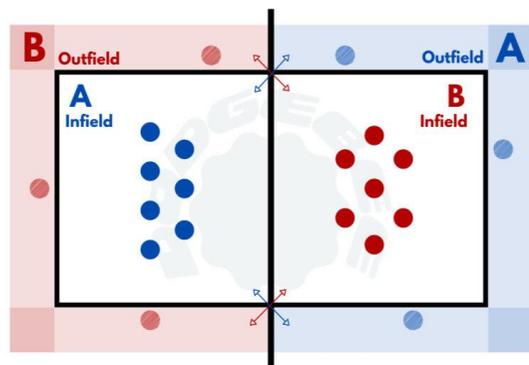
1. Throw the Dodgebee/Frisbee harder.
2. Don't throw so hard. (別擲太大力)
3. The Frisbee landed (落在) in the big/small circle!
4. The Frisbee landed on the line.
5. Hit the (color) Frisbee!

Questions for Discussion:

Activity 6 Dodgebee Match 躲避飛盤大賽

地點(Location):

Equipment 器材: 1 Dodgebee



1. 將全班分成兩隊，每隊出賽選手人數要相同。每場比賽分為兩局，每局時間為3分30秒。

1. Make two teams, Team A and team B. Each team has the same number of players (10 players in an official game 正式)

2. 比賽時間完結或任一隊伍內場已經無選手，則該局結束。勝方得 3 分，平手各 1 分，負方 0 分。
3. 比賽開始前各隊必須先決定內場、外場的人數。人數可自由決定，惟內場、外場至少要有 1 人以上。
4. 攻擊手必須在五秒內將躲避盤投擲出去，外場攻擊成功者即可進入內場。(復活移動路線請參考圖一)
5. 防守隊員在躲避盤未落地前，以任何方式接住躲避盤，即為有效接盤。若漏接或被擊中即判出局，出局者須立即移動到外場，一次攻擊盤連擊時可連續讓數人出局。(出局移動路線請參考圖一)
6. 躲避盤之傳遞必須飛越對方內場，未飛越對方內場的傳盤，即視為犯規。

比賽).

2. Players entering or exiting the game should only pass through their own field of play.

3. Infield & Outfield

To start of the game, teams may decide on how many members make up their infield and outfield. But there should be at least one player in the outfield.

5. General Rules of Play

Players must throw the Dodgebee to either make an attack or to a teammate within 5 seconds. Players are eliminated in the opposing team's infield by either hitting them directly with a throw and no catch is made (disc cannot touch the ground first) or they attempt a catch and drop the disc. Any infield player who is struck or drops the Dodgebee must move immediately to their team's outfield. Play resumes when affected player(s) have moved to the outfield.

4. Catches must be made cleanly with the hands and/or body.

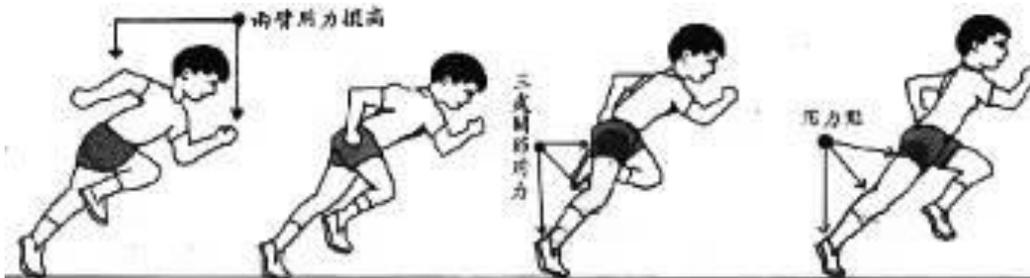
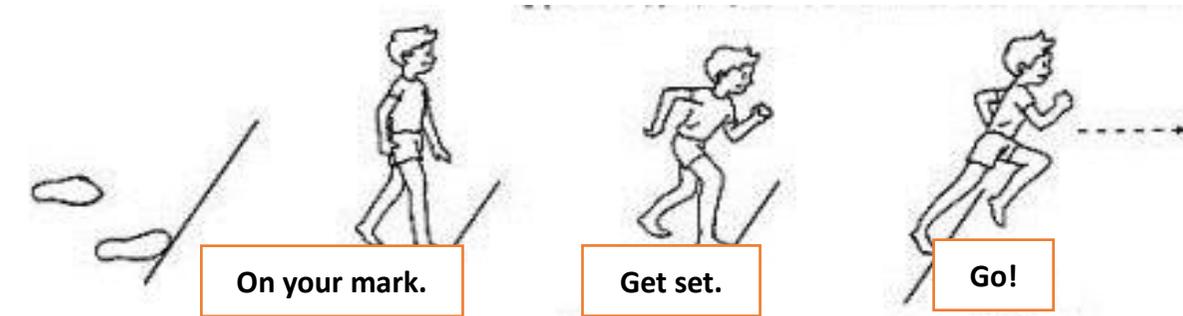
Between the leg catches are also permitted. Simultaneous catches (catching the Dodgebee at the same time as it hits the ground) are OK.

5. Outfield players may pass to any of their team's members in infield or across lines to players on other sides of outfield. Infield players may pass to any of their team's in the outfield, but are not permitted to pass to infielders (automatic turnover).
6. If more than one player is struck on the infield with a single throw and no catch is made, each of those players must move to their team's outfield. In addition, if a player is struck and another team member makes a catch, play continues with no player moving to the outfield.
7. Turnovers immediately award the Dodgebee to the opposing team. Examples of turnovers:
 - A player has caught the disc but then drops it
 - Kicking the Dodgebee

	<ul style="list-style-type: none">● Not moving to the outfield after being hit● Crossing the center line● Hitting a player above the shoulders● Upsidedown or vertical throw● Moving to a different side of the court while holding the Dodgebee● Infield passing● not attacking in 5 seconds to run down the clock● Unsportsmanlike conduct <p>https://www.xcomdiscs.com/news-1/how-to-play-dodgebee-in-school</p>
Student Language Practice:	Questions for Discussion:

主題：接力賽 Relay Race

【站立式起跑】 Standing Start



目標

- 一、明瞭【站立式起跑】的動作要領和安全的練習方法。
- 二、學會站立式起跑動作。
- 三、對站立式起跑產生興趣，並認真練習。



統一哨音:2 聲為預備，1 聲為開始

whistle: 2 times means “Ready” and once means “Start”

各就位: On your mark!

預備 Get set!、(Set)

跑 Go!

田徑: track and field

1. 400M 及以下的【短跑】都叫 【Sprints】。
2. 800M 到 3000M 之間叫做 middle distance running,
3. 5000M 和 10000M 長跑叫做 long distance running。
4. 【跨欄跑】叫做 hurdles。
5. 【接力賽】叫做 relay。

比賽成績中常出現的標註:

WR = World Record 世界紀錄

OR = Olympic Record 奧運會紀錄

CR = Championship Record 錦標賽紀錄

GR = Games Record 運動會紀錄

AR = Area(or continental) Record 地區或洲紀錄

NR = National Record 國家紀錄

DNF = Did not finish 沒有完成比賽

DNS = Did not start 退賽

DQ = Disqualified 犯規

動作要領:

1. 聽到各就位右(左)腳尖於線後，腳步為前後腳自然站立(前腳根跟後腳尖距離約一腳掌至 1.5 腳掌)，上半身自然放鬆
2. 聽預備指示後，身體微向下向前傾，保持雙腿彎曲，前腳跟提起前腳掌著地，將相對手(右腳前為左手)為趨於胸前同側手自然垂下於大腿斜後(右腳前為右手)，手掌成半握拳或自然彎曲(勿緊握拳，會造成上半身太用力影響跑步姿勢)，重心向前移動，重心保持於兩腿之間。
3. 聽起跑口令時，前腳用力向下蹬，相對手迅速向後擺動(右腳前為左手)，後腳迅速往前抬相對手迅速向前擺動，反覆交換成跑步姿勢。

注意事項：(學生不要同手同腳)

1. 預備時重心前傾，須保持重心勿過度前傾；過度前傾會出現搶跑現象。
2. 加速跑階段：
 - A. 頭部保持直立，勿左右擺動；造成跑步路線飄移。

B. 肩膀自然向下，勿向上聳立；會浪費太多力氣，造成後繼無力。

C. 擺臂前後擺動，勿左右擺動；身體重心會偏移，跑步路線飄移，協調不佳易跌倒。

【變化式站立式起跑】（蹲踞式起跑前導教學） **Crouch Start**



1. 各就位右(左)腳尖於線後一腳掌位置，腳步為前後腳自然站立(前後腳距離約一腳掌)，上半身自然放鬆
2. 聽預備指示後，身體微向下向前傾，保持雙腿彎曲，前腳跟提起前腳掌著地，將相對手(右腳前為左手)觸地，**大拇指與食指放於線後**，同側手自然垂下於大腿斜後(右腳前為右手)，手掌成半握拳或自然彎曲(勿緊握拳，會造成上半身太用力影響跑步姿勢)，重心向前移動。
3. 聽起跑口令時，前腳用力向下蹬，相對手迅速向後擺動(右腳前為左手)，後腳迅速往前抬相對手迅速向前擺動，

反覆交換成跑步姿勢。

本動作要領及注意事項大部分與站立式起跑同，唯需注意腳的位置可讓身體彎曲並手觸地，手掌姿勢為四指併攏，拇指與其他四指成 L 狀。

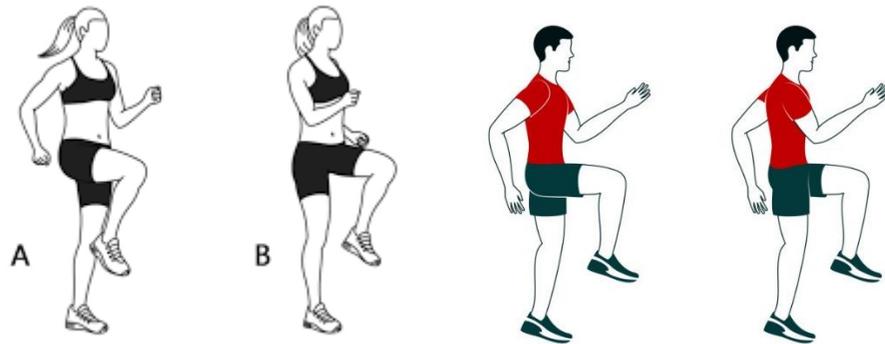
本動作困難點為腳的位置為何腳在前，身體重心之掌握，及膝關節需彎曲多少。腳的位置可以由教師指定，但重心及膝關節彎曲角度，則透過練習讓學生掌握。

簡易口訣

起跑線後深呼吸；各就位腳前後立；預備口令降重心；信號響後蹬離地。

起跑小活動

1. 原地擺臂練習，注意前手掌高度約與鼻子同高，後手掌位置超過軀幹。
2. 原地抬腿跑，大腿與腰部呈約 90 度，上半身保持直立。如動作 1 反覆

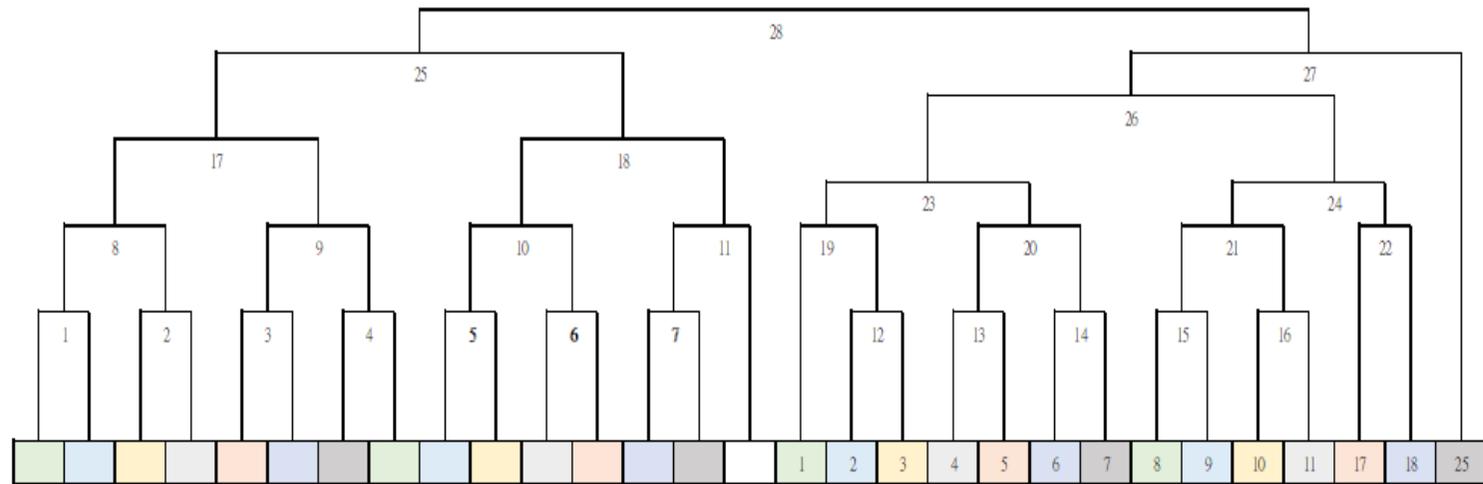


3. 反應能力活動，坐下面相前、坐下面相後、趴下頭向前單雙膝著地、趴下頭向後雙膝著地，正面向前，正面向後…等，讓學生能知道哪種起跑姿勢最快。

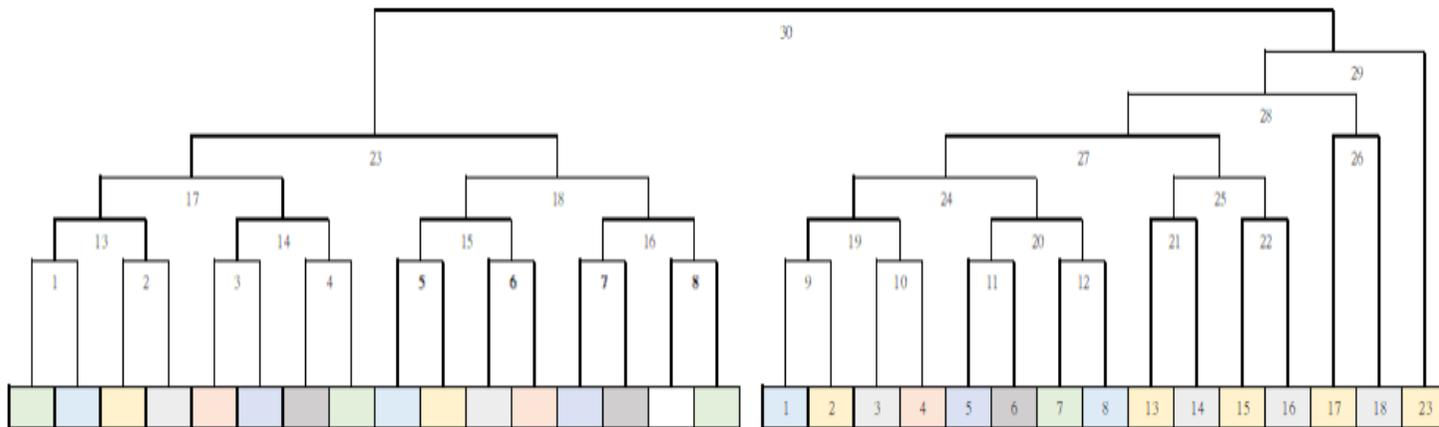
4. 貓捉老鼠擂台賽，2人1組猜拳，贏的為貓、輸的為老鼠，猜拳輸的立即轉身向後跑，贏的立即往前追，10M內貓追到(觸碰)老鼠，貓獲勝，反之沒追到為老鼠獲勝，最快贏得3局者獲勝。採雙敗淘汰制直到第一名產生；落敗的在敗部區配對直到產生優勝，優勝可以挑戰勝部第1名一次。(場地可以使用接力區，可以讓學生熟悉接力區範圍)

練習時，當有奇數無法2人1組時，可採用3人1組，規則相同。

以15人為例：



16 人:



What are the four skills in relay race? 接力賽的四項技能

<https://www.wikihow.com/Run-a-4X100->

Relay

The basic skills or techniques in relay race are as follows:

- 起跑 taking off
 - 握棒 passing the baton
 - 眼神交會 visual exchange
 - 傳接棒區 exchange/changeover zone
 - 終點線 the finish line
 -
- 1st leg runner, 2nd leg runner, 3rd leg runner, 4th leg runner
Incoming runner and Outgoing runner



What are the 4 types of passes in the relay?

[https://www.wikihow.com/Run-](https://www.wikihow.com/Run-the-Relay-in-Track)

the-Relay-in-Track

Relay Baton Pass: Upsweep, Downsweep, or Push Pass?

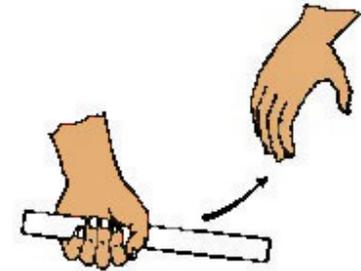
- Up-sweep – The incoming runner passes the baton up into the outgoing runner's hand.
- Down sweep – Receiving arm extended, but hand level is just above hip height. ...
- Push Pass – the arm is extended parallel to the ground, and the hand is open with the thumb pointing down.



How The Baton Can Be Transferred:

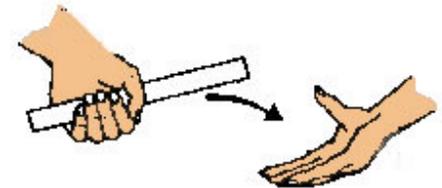
Upsweep Technique

The receiving hand is extended behind them at hip height with the palm facing down and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in an upward movement into the receiving hand. The advantage of this method is that this is a normal position for the receiving hand. A disadvantage is that it may require some manipulation of the baton in the hand to make the next exchange safely.



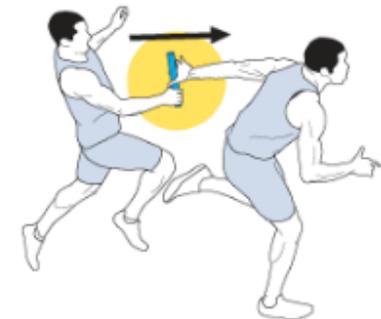
Downsweep Technique

The receiving hand is extended behind them at hip height with the palm facing up and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in a downward movement into the receiving hand. The advantage of this method is that it will require no manipulation of the baton to safely make the next baton exchange. A disadvantage is that it is not a natural position of the outgoing athlete's hand to receive the baton.



Push- Pass Technique

The outgoing runner's arm is extended out behind them parallel to the ground and the hand is open with the thumb pointing down. The incoming runner holds the baton vertically and pushes it straight into the open hand.



- 原地傳接棒

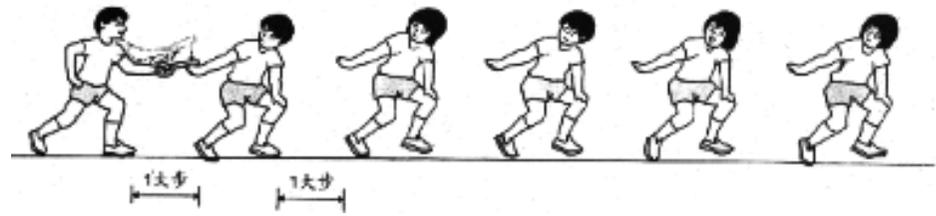
傳棒者：a 以右手傳棒。

b 由上而下，輕敲接棒者的左手。

接棒者：a 左手後伸反掌接棒。手掌動作(反掌向上，虎口張開，四指併攏，微向內彎。)

b 手臂伸直，在腰部上方。

c 接棒後，換右手握棒。

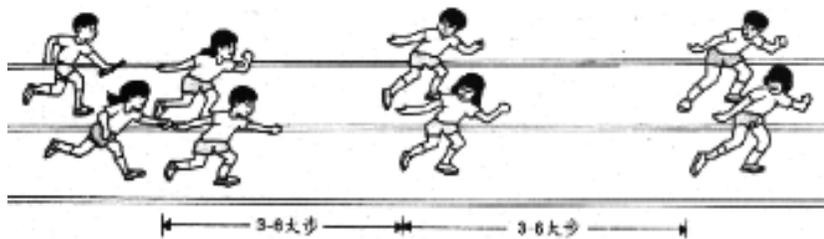


傳接完後，全體向後轉，反方向再練習。

- 慢跑傳接棒

接棒者略做助跑再接棒。

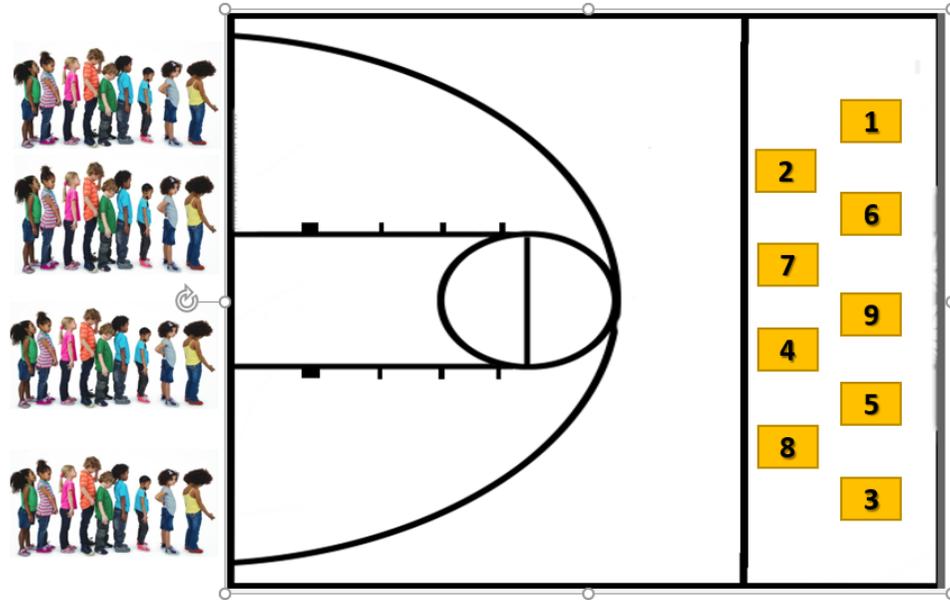
先練習慢跑傳接棒，再漸加快跑的速度。



活動一 我是派報員!

Activity 1: Running with the Newspaper on
Chest

地點(Location):



Equipment 器材: 字母卡或是內側貼(寫)上字母的圓盤角椎、解謎卡、四張全開報紙
(letter flash cards, 4 riddle cards one for each team, four pieces of newspaper) letter cards can be changed to cones

解謎卡 Riddle Card

1	2	3	4	5	6	7	8	9
R	E	L	A	Y	R	A	C	E

1. 先將九張編有號碼的字母卡面朝下放置

1. T: Make four teams and line up at the midline/baseline.

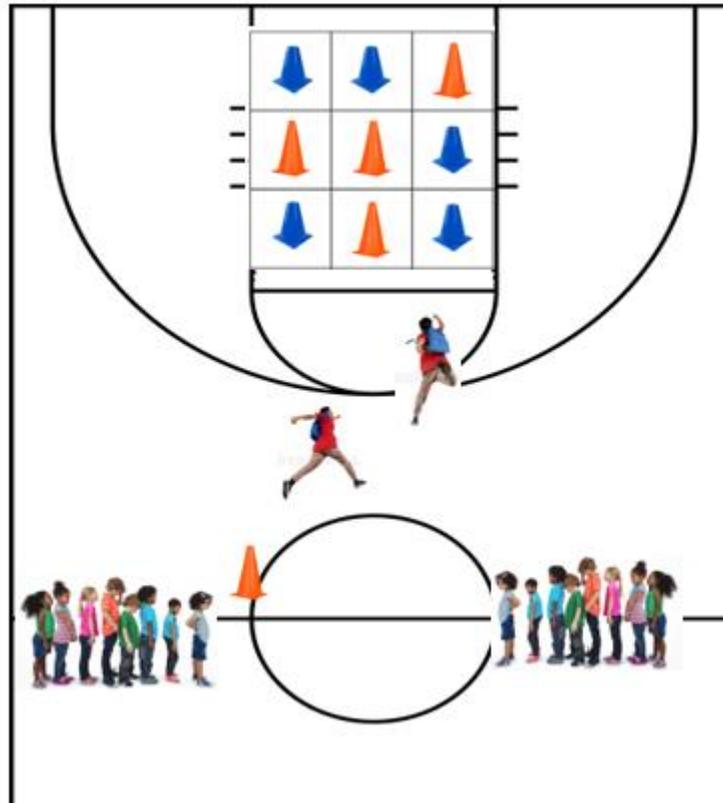
在對面底線上並發給每隊小組一張解謎卡和筆

2. 將全班分成四組，每隊 7~8 人
3. 請四組學生排成四列站在底線
4. 發給各組一張解謎卡和報紙給每隊的第一位學生
5. 聽到哨音後，各組第一位學生將報紙放在胸前並快速跑到對面底線去翻字卡。看完字卡內容後要先將字母卡翻回去後才能跑回隊伍告訴紀錄者對應號碼的字母是什麼
6. 過程中，如果報紙掉落，該名學生需回到掉落處撿起報紙並繼續跑
7. 回來的學生要將翻到的卡片內容告訴紀錄者
8. 最快完成解謎卡的隊伍獲勝

2. There are 9 letter cards facing down on the baseline over there. (point to the baseline across the court)
3. The first person on each team will get a piece of newspaper.
4. T: When you hear the whistle, put the newspaper on your chest like this (provide demonstration and run as fast as you can to the baseline/midline. Flip any card you'd like and try to remember its number and letter. Turn the card back facing down and run back with the newspaper in front of you. Tell your teammates the number and letter so that they can record it down on the riddle card. Pass the newspaper to the next person in line.
5. T: If the newspaper falls on the ground, you need to run back to pick it up and keep running. The first team to finish the riddle and guess what the word is wins.

<p>Student Language Practice:</p> <p>Q: What number did you flip?</p> <p>A: I flipped number 5.</p> <p>Q: What letter is it?</p> <p>A: It's a "Y".</p> <p>1: Go and flip number 7.</p>	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. What is the answer to the riddle? 2. What did your team do to win? What was your strategy? 3. How can you make the newspaper stay on your chest and not fall? 4. Do you think a pencil or a plastic bag could also work? 5. What other objects do you think could also stay on your chest as you run? 6. What features does the object need to have for it to stay and not fall? 									
<p>活動二: 九宮格連線</p> <p>Activity 2: Tic-Tac-Toe</p>	<p>地點(Location): 籃球場 basketball court</p>									
<p>Equipment 器材: 兩種不同顏色的角錐各 4 個或 5 個， 粉筆一支(在地面畫九宮格和編號用)</p> <p>A chalk to draw a grid with 1~9 numbered in each square</p> <p>4 or 5 cones of the same color</p>	<table border="1" data-bbox="1256 903 1742 1377"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	1	2	3	4	5	6	7	8	9
1	2	3								
4	5	6								
7	8	9								

(e.g. 4 orange cones and 4 blue cones)



1. 將全班分成 2 組，排隊站在籃球場上中線的後方。

2. 在籃球罰球線下的梯形框裡用粉筆畫出九宮格並將格子編號 1~9。

1. Get into two teams. Even numbers(偶數) on one team and odd numbers(基數) on the other team. Make two lines and stand behind the midline.

2. There is a 3 by 3 grid (九宮格) on the ground.

3. Advanced Version: Each team has 5 cones of the same color. When you

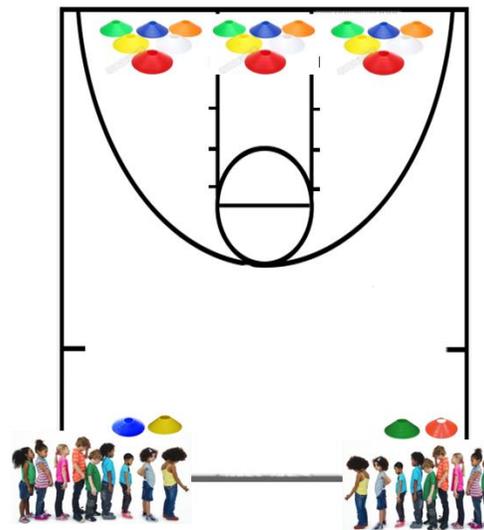
3. 將五個同色角錐分別擺在兩隊旁，當聽到哨音後，兩組的第一位學生要拿著自己隊伍的角錐奔往前方的九宮格裡擺放。放完角錐後再衝刺回來跟下一位同學空中擊掌 High Five，才能讓下一位同學出發擺放第二個角錐，以此類推。當所有角錐都擺放在九宮格裡後，接下來的學生需上場將自己的角錐移位擺放以防守(阻止對方的角錐連成一條線)或進攻(讓自己隊伍的角錐連成一條線)。
4. 過程中若要移對方的角錐，可選擇在場上直接移動或將其角錐送回對方隊伍

- hear the whistle, the first person on each team will take a cone, run to the grid and place it in a square. He / She will then run back and high five the next person for his/her turn. When all five cones are placed in the grid, the next runner should try and move a cone to get 3 cones in a row (vertically 直向 , horizontally 橫向 or diagonally 對角)
4. When all 9 squares are full, the next runner can either (1) move your team's cone, (2) move the other team's cone or (3) take the other team's cone and give it back to them.
5. The first team to get 3 cones in a row (vertically 直向  , horizontally 橫向  or diagonally 對角 ) is the winner.

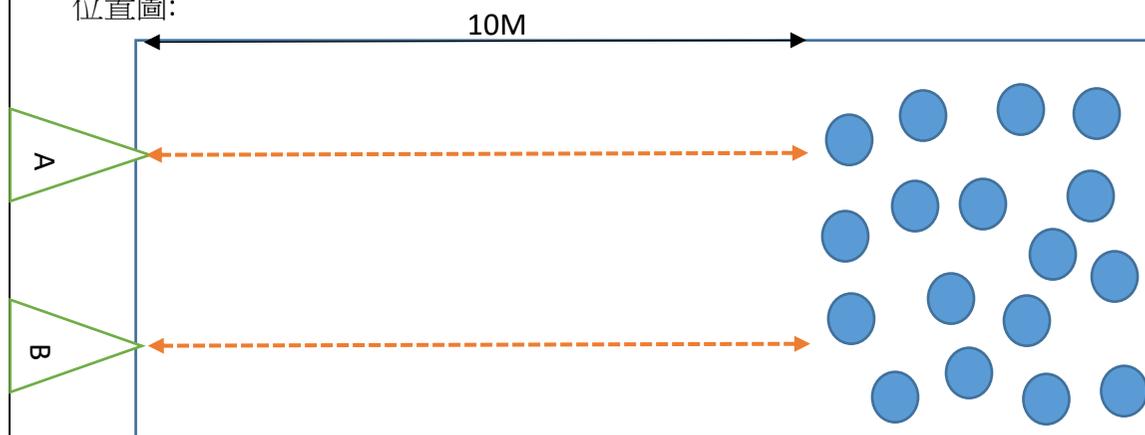
<p>旁。但只能擇其一。上場的學生一次只能做一件事：擺放自己的角錐、移動自己的角錐、移動對方的角錐或送回對方的角錐。</p> <p>5. 成功連成一條線的隊伍降獲勝。</p>	
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go, go, go! 加油! 2. Put the cone in box number ____! 3. Move number ____ cone to number ____ square. 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. What strategy did your team use in this game? 2. Did you try to get the uncommon letters or did you just try to get as many letters as you can? 3. Which team made the longest word? Which team made the shortest word? 4. Do you think the game would be more fun if the letter cards faced up or down? Why? 5. What did you do to help your team win?
<p>活動三：尋寶接力跑一</p>	<p>地點(Location): 籃球場 basketball court</p>

Activity 3: Treasure Hunt Relay 1

Equipment 器材: 20 cones (same number of cones with the word “relay” or “baton” taped to the inner side)
the inner side)



位置圖:



1. 準備 10~20 個圓盤角椎，角椎內側貼(寫)

1. Place all the cones on the other side of the court.

上單字(relay or baton)平均分配數量，隨機放在場地上。

將全班分成兩隊

前 1 位返回起跑線，下一位才可出發。返回後角錐置放於隊伍起跑線左側，並翻面將單字面顯示。

A:尋找有 relay 的角錐，一次只能翻起一的角錐，翻起的角錐如果不是指定單字，必須蓋回不可拿回，一循環後尋找最多的獲勝

B: 尋找有 baton 的角錐，一次只能翻起一的角錐，翻起的角錐如果不是指定單字，必須蓋回不可拿回，一循環後尋找最

2. Divide the class into two teams.

Round 1: When the teacher blows the whistle, the first student on both teams runs down to the other end of the court to turn over ONE cone. If the cone has the word “relay” on it, the runner will bring the cone back to the team and place it next to the team with the word showing. If the runner turns over the word “baton” instead of the word “relay”, he/she has to turn the cone back and run back to the team. The team with the most “relay” cones wins the round.

Round 2: In this round, the teacher can assign the teams to collect as many cones with the word “baton” on it as possible. The team with the most “baton” cones wins the round.

Round 3: In this round, students can score 1 point for getting a set of cones with the word “relay” and “baton” on it. The runner can decide

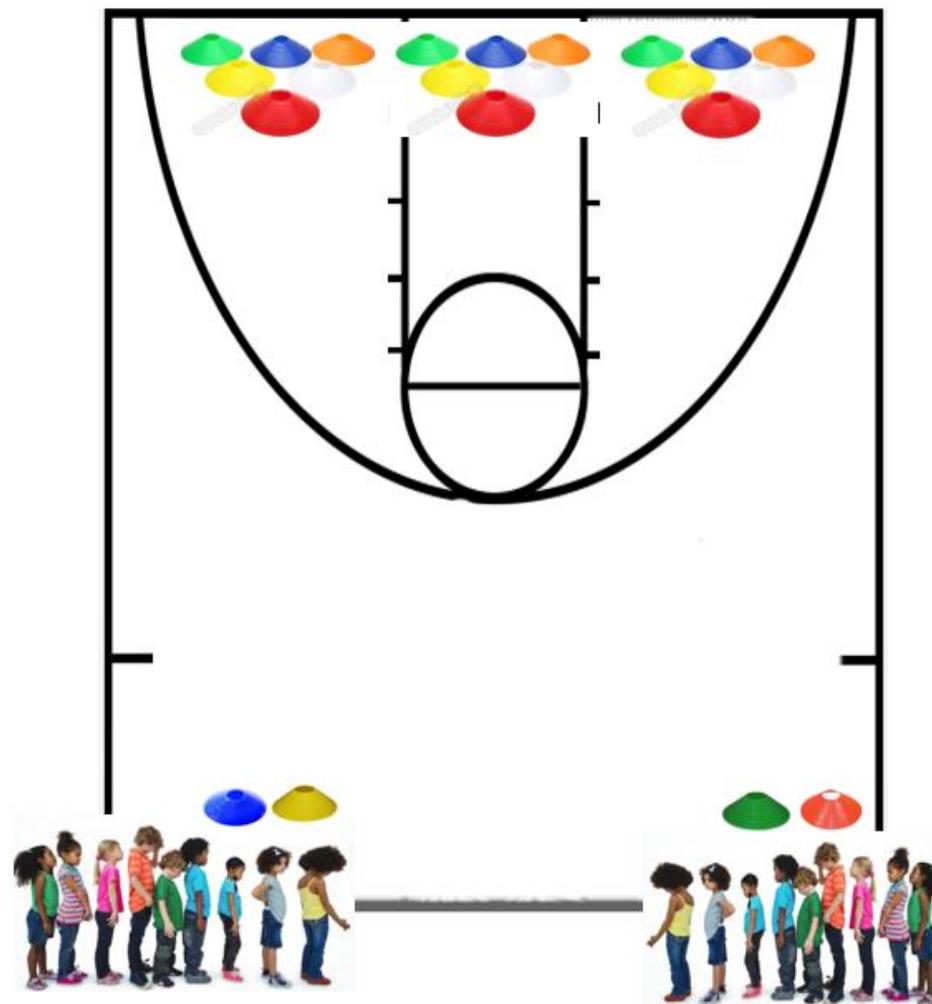
<p>多的獲勝</p> <p>C:組合字尋找有 relay 或 baton 的角椎，並組合成 relay baton，完成 1 組 1 分最多分獲勝，翻起角椎可選擇拿不拿回，不拿回須蓋回；為避免單一單字過多無法完成組合字，結算時單一單字角椎超過 2 個(包含 2 個)，1 個扣 1 分。</p>	<p>whether to take back the cone or not. If not, he/she must turn the cone back. To avoid students from taking too many cones with the same word, 1 point will be deducted if there are two cones of the same word at the end of the game.</p> <p>3. Teacher Instruction: Get into two teams. Even numbers(偶數) on one team and odd numbers(基數) on the other team. Make two lines and stand behind the midline 中線/baseline 底線.</p> <p>4. When you hear the whistle, the first runner will run to the midline 中線 /baseline 底線 to turn over a cone to see if the word “relay” is under it. If it is, run back with the cone and place it next to your team. If it isn't, turn the cone back and run back to the team for the next person to run.</p>
<p>Student Language Practice:</p> <p>1. Go, go, go! 加油!</p>	<p>Questions for Discussion:</p> <p>1.</p>

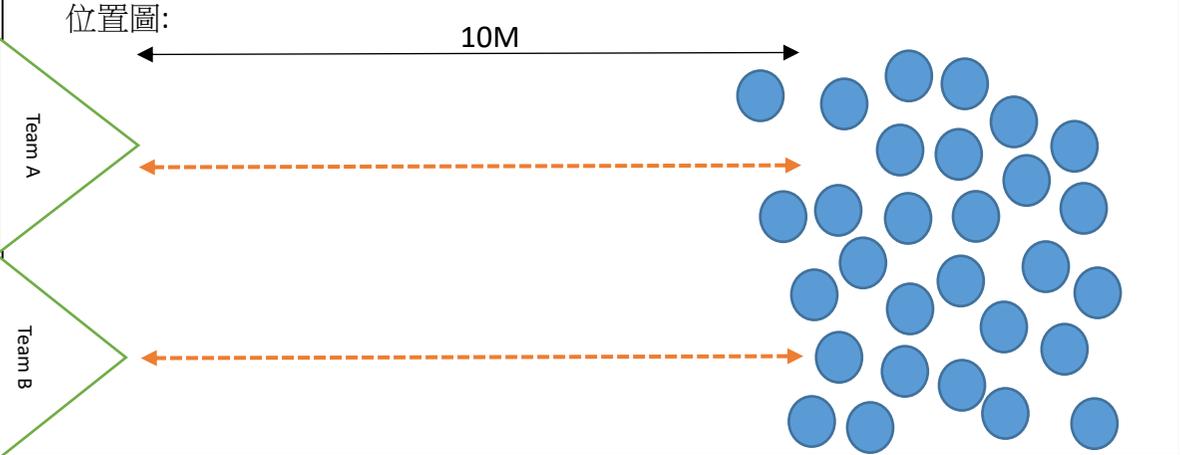
活動三：尋寶接力跑二

地點(Location): 籃球場 basketball court

Activity 3: Treasure Hunt Relay Part 2

Equipment 器材: 30 cones, each with the letter
r-e-l-a-y b-a-t-o-n taped under them



	<p>位置圖:</p>  <p>The diagram shows a court of length 10M. On the left side, two teams are positioned: Team A (top) and Team B (bottom). On the right side, 30 blue cones are scattered. Dashed orange arrows point from each team towards the cones. A double-headed arrow at the top indicates the 10M distance.</p>
<p>1. 準備 30 個圓盤角椎，角椎內側貼(寫)上字母</p> <p>母</p> <p>(r-e-l-a-y b-a-t-o-n) 平均分配數量，隨機放在場地上。</p> <p>A:拼字「relay」(接力)，一次只能翻起一的角椎，翻起的角椎如果不是指定單字的字母，必須蓋回不可拿回，最先拚完的獲勝或時間內拚最多獲勝</p>	<p>1. Place the 30 cones, each with the letter r-e-l-a-y b-a-t-o-n taped under them, randomly on the other side of the court.</p> <p>2. Divide the class into two teams.</p> <p>Round 1: Spelling the word “relay”: When the teacher blows the whistle, the first student on both teams runs to the other end of the court to turn over a cone. If the cone has the letters “r”, “e”, “l”, “a” or “y” on it, the runner will bring the cone back to the team and place it next to the team with the letter showing. If the runner turns over a</p>

B:拼字「baton」(接力棒)，一次只能翻起一的角錐，翻起的角錐如果不是指定單字的字母，必須蓋回不可拿回，最先拚完的獲勝或時間內拚最多獲勝

C 拼字 relay baton，一次只能翻起一的角錐，完成 1 組 1 分最多分獲勝，翻起角錐可選擇拿不拿回，不拿回須蓋回；為避免單一字母過多無法完成組合字，結算時單一字母角錐超過 2 個(包含 2 個)，1 個扣 1 分。

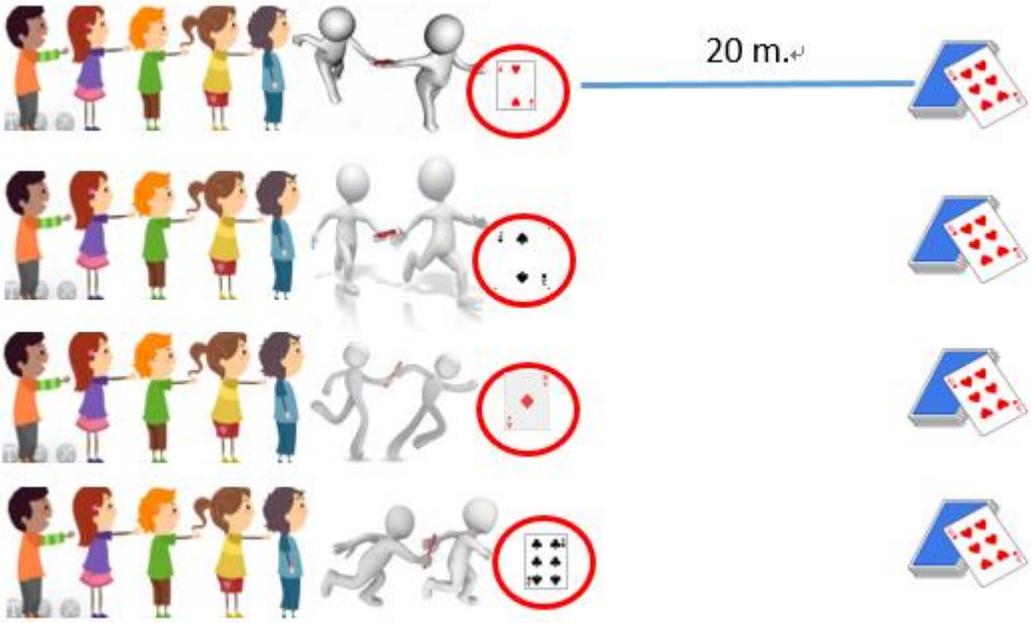
cone that doesn't have the letters r-e-l-a-y under it, he/she has to turn the cone back and run back to the team. The team to finish spelling the word "relay" wins the round.

Round 2: Spelling the word "baton": The team that finishes spelling the word "baton" wins the round.

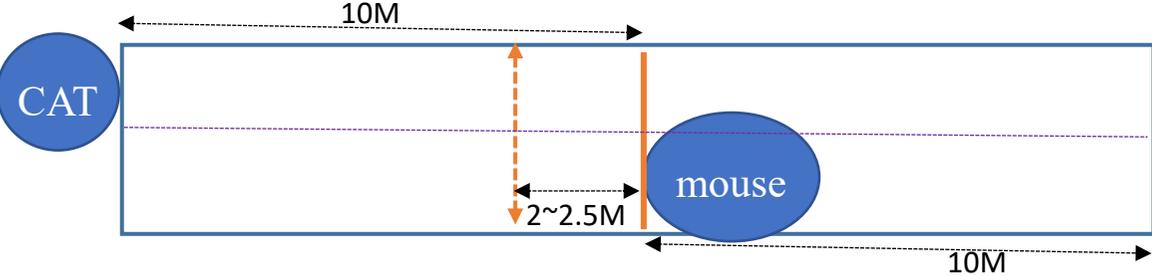
Round 3: In this round, students can score 3 points for spelling the words "relay baton" with a set of cones. The runner can decide whether to take back the cone or not. If not, he/she must turn the cone back. To avoid students from taking too many cones with the same letter, 1 point will be deducted if there are two cones of the same letter at the end of the game.

3. Teacher Instruction: Get into two teams. Even numbers(偶數) on one team and odd numbers(基數) on the other team. Make two lines and

	<p>stand behind the midline 中線/baseline 底線.</p> <p>4. When you hear the whistle, the first runner will run to the midline 中線 /baseline 底線 to turn a cone over to see if the word “relay” is under it. If it is, run back with the cone and place it next to your team. If it isn't, turn the cone back and run back to the team for the next person to run.</p>
<p>Student Language Practice:</p> <p>1. Go, go, go! 加油!</p> <p>2. Put the cone in box number ____!</p>	<p>Questions for Discussion:</p>
<p>活動四: 接力棒傳接</p> <p>Activity 4: Passing the Baton</p>	<p>地點(Location):</p>

<p>Equipment 器材: 4 支接力棒 4 batons 、 4 個呼拉圈 4 hula hoops 、 4 副撲克牌 4 decks of cards</p>	
<ol style="list-style-type: none"> 1. 將全班分成 4 組 (每組 8 人) 2. 每隊隊員以一臂之距排開站在標線後方，面向同一個方向 3. 將一疊撲克牌放置在每排前方 20 公尺處並指訂每隊的花色(梅花 clubs、黑桃 spades、方塊 diamonds、紅心 hearts) 	<ol style="list-style-type: none"> 1. Let's get into 4 teams and make 4 lines on the track. 2. Stand one arm apart from your teammates and face the same direction. 3. There is a deck of cards in front of every team. (Point to each team as you tell them their suit (花色). You are the team of "clubs"梅花. You are the team of "spades"黑桃. You are the team of "diamonds"方塊. And you are the team of "hearts"紅心. 4. (Give the last person in line "the baton") When you hear the whistle you will pass the baton to the next person as <u>fast</u> 快 and as <u>steady</u> 穩 as

<p>4. 將接力棒交給每隊最後一位學生，當聽到哨音後，應當以最快最穩的方式將接力棒傳給下一位同學，以此類推。</p> <p>5. 當最前面的學生接到接力棒後，他可以向前跑去翻最上面的一張撲克牌，如果是屬於自己隊伍的花色，就可以將它帶回放進呼拉圈裡，如果不是，就將它面朝下方放置在旁邊。</p> <p>6. 翻牌的隊員要跑到隊伍的最後並將接力棒傳給下一位同學。</p>	<p>you can. Don't drop the baton. Once the first person in line gets the baton, he or she can run to flip the first card on the deck of cards. If it's your team's suit (花色), bring it back and place it in the hula hoop. If it's not, then turn the card back down and place it aside.</p> <p>5. Run to the end of the line with the baton and pass it to the next person.</p> <p>6. The team with the most cards wins the game.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go, go, go! 加油! 2. Here you go! Here you are! (給你) 3. Don't drop the baton! 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. What strategy did your team use in this game? 2. Did you try to get the uncommon letters or did you just try to get as many letters as you can?

<p>4. S1: What did you get? S2: I got a diamond / spade / heart / club.</p> <p>5. S1: How many cards do we have now? S2: We have _____ cards.</p> <p>6. S1: Go and get an “o”</p>	<p>3. Which team made the longest word? Which team made the shortest word?</p> <p>4. Do you think the game would be more fun if the letter cards faced up or down? Why?</p> <p>5. What did you do to help your team win?</p>
<p>活動五: 貓捉老鼠</p> <p>Activity 4: Cat Chases Mouse</p>	<p>地點(Location):</p>
<p>Equipment 器材: a piece of chalk</p>	<p>位置圖:</p>  <p>1. 原地傳接棒</p>
<p>1. 老鼠位於接力區前緣，當貓到達老鼠的</p>	<p>1. Divide the class into two groups. The even number students/boys will be the “cat”, whereas the odd number students/girls will be the “mouse”.</p>

<p>地盤 (助跑點橘色虛線)，老鼠立即往前跑，在標示區內貓未抓到老鼠，老鼠獲勝，反之為貓獲勝。將跑道平分左右 2 邊，老鼠跑右邊，貓跑左邊。可利用跑道同時 3~4 組一同操作，每組間隔 1 跑道。</p>	<ol style="list-style-type: none"> 2. Assign a “cat” and a “mouse” to stand on a lane on the track. The cat should stand to the left of the lane, and the mouse should stand to the right. This is to avoid collision. The teacher draws a zone with the chalk (please refer to the illustration above). 3. When the cat hears the whistle, he/she will run towards the mouse. The mouse cannot run away until the cat reaches the zone. If the cat can tag the mouse within the 10m. distance, the cats score a point. If not, the mice score a point.
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go, go, go! 加油! 	<p>Questions for Discussion:</p>
<p>活動六: 拼字我最行</p> <p>Activity 6: Scrabble Relay</p>	<p>地點(Location):</p>

Equipment 器材: 4~6 角椎、數份字母卡(多一點母音字母) 每張字母卡的右上角寫上不同分數 (母音 a, e, i, o, u 為一分；常見字母 s, t, d 為兩分；較少見字母 v, w, x, y, z 為四分；其餘字母為三分)



1. 將全班分成四到六組，分別排隊在角椎後方
2. 將英文字母卡面朝上擺放在對面底線(為了增加遊戲的挑戰，亦可以將卡片朝下)
3. 聽到哨音後，第一位學生衝刺到對面底線取回一張字母卡。在和下一位同學擊掌後，該位同學才能出發前往去拿下一張字母卡。同組之間必須合作利用已獲得的字母卡來想還缺什麼字母才能拼出一個單字並告知下一位同學該取回的目標字母。組員須討論如何拼出分數最高

1. Let's get into four groups. Make a line on this side of the court. On the other side, you can see many letter cards on the ground. When you hear the whistle, the first person on each team runs down to the baseline to get a letter card back.
2. There is a number on the upper right hand corner of each card. If you can make a word with that card, you can add up the numbers and that will be your score.
3. The vowels a, e, i, o, u are worth 1 points. Common consonants such as "s, t and d" are worth 2 points. Uncommon consonants, such as "v, w, x, y, z" are worth 4 points. The remaining consonants are 3 points each.

<p>的單字以獲取勝利，決定要利用較少見的字母來組合，如: waxy (13 pts)，還是要拼出最長的單字如: supermarket (22 pts)。每隊不限拼幾個單字，只要在時間內完成皆可列為計算</p> <ol style="list-style-type: none"> 4. 教師亦可直接規定每隊要拼出五個字母、六個字母或是甚至七個字母的單字作為遊戲的開始。 5. 遊戲時間: 3~5 分鐘 6. 學生於遊戲結束後將每張字母卡上的分數加總結算總分，最高分的隊伍獲勝。 	<ol style="list-style-type: none"> 4. T: High five the next person in line so he or she can go and get the next letter card. 5. T: Discuss with your teammates what letters you need to make a word. Do you want to make a word with uncommon consonants, for example: waxy, or do you prefer to make a long word like supermarket? 6. T: Discuss what letters are missing for the word and tell the next runner which letter to get for his run.
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go, go, go! 加油! 2. Here you go! Here you are! (跳繩給你) 3. Go faster! 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 6. What strategy did your team use in this game? 7. Did you try to get the uncommon letters or did you just try to get as many letters as you can?

4. S1: What letter did you get?

S2: I got a "p".

5. S1: What letter do we need?

S2: We need a "Y".

6. S1: How many points is this word?

S2: It's 13 points.

7. S1: Go and get an "o".

S2: Okay. No problem. I'll try my best.

8. Which team made the longest word? Which team made the shortest word?

9. Do you think the game would be more fun if the letter cards faced up or down? Why?

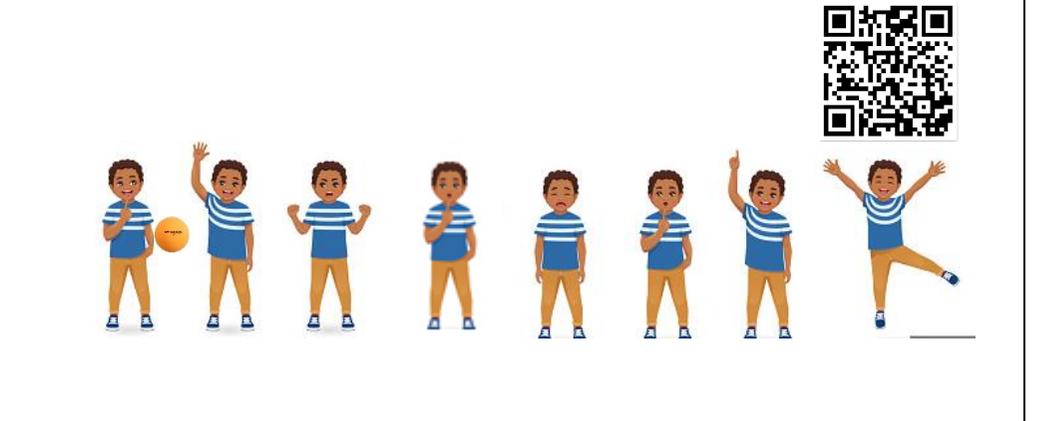
10. What did you do to help your team win?

主題: 桌球 Table Tennis

Activity 1: 拋球接球 Toss & Catch / Toss and Grab

地點(Location):

Equipment 器材: 桌球 X 34 table tennis balls



1. 在做完暖身操後，將一顆乒乓球發給每一位學生並請他們散開站好。
2. 請學生練習單手向上拋接球，連續做十次球不落地的學生，可換手挑戰，練習手眼協調。
3. 接下來，請學生用一隻手將球向上拋並用另一隻手(持拍手/優勢手)去作抓球的動作。
4. 可以增加挑戰: 將球向上拋高一點並拍手三下再用優勢手去抓球、向上拋球後轉一圈後再用優

1. Here is a table tennis ball. Everyone will get one.
2. Don't throw it around or let it drop on the floor.
3. Everyone spread out. Don't stand too close to one another.
4. Hold the ball in one hand. When you hear the whistle, toss the ball upwards and catch it with the same hand.
5. Try not to let the ball drop. Don't toss the ball too high or too low.
6. Toss it straight up and catch it with the same hand.

勢手去抓球。

5. 遊戲/競賽: 「你拋我接」接力賽

先將學生分成八人一組，分別排成一列，讓學生有時間和機會可以決定先後順序。聽到哨音後，第一位學生將球向上輕拋，第二位學生將其抓取後將球交到另一隻手，同樣做出向上拋起的動作讓第三位學生抓取，以此類推。過程中，若球掉落地面，則由該名學生撿起重拋，最快將球傳到第八位學生的隊伍獲勝。完成後，可將球從第八位學生開始，換手拋球/接球。

7. If you can toss and catch the ball ten times, you can try tossing and catching it with the other hand.

8. This time, toss the ball upwards but grab/snatch it with your dominant hand (stronger hand).

9. Watch me how to do it. (Demonstrate) Again, try to do this ten times without letting the ball drop.

More challenges:

10. Now toss the ball a little bit higher in the air, clap your hands 3 times and grab it with your dominant hand.

11. Toss the ball higher, turn yourself around and grab it with your dominant hand.

12. Now we're going to play a game called "You Toss and I Catch". I will divide you into four teams (8 students per team). Line up and stand about one step away from each other. When you hear the whistle, the first person will toss the ball upwards and the second person will try to grab the ball in the air. When the second person grabs the ball, he or she will pass the ball to

	<p>the other hand and toss the ball upwards for the third person to grab. The fastest team to pass the ball to the eighth (last) person in line wins the game. If the ball drops on the floor, just go pick it up and start from where the ball was dropped. You don't need to start from the first person.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Toss the ball higher/lower. 2. Hurry! You can do it! 3. Go get the ball! 4. It's okay. Just try again. 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. Which was more challenging? Tossing and catching with the same hand or grabbing it with the other hand? 2. What did you do to keep the ball from dropping? Toss slowly? Toss the ball low? 3. How did your team work together to finish the game? 4. Was it easier to toss and grab with your dominant hand?
<p>Activity 2 持球平衡 Balancing the Ball</p>	<p>地點(Location):</p>
<p>Equipment 器材: 桌球 X34 ping pong balls 、 球拍 X34 racket</p>	



個人練習

1. 做完暖身操後，向學生介紹「球拍」及「握拍」方式。將一顆乒乓球和一個球拍發給每一位學生並請他們散開站好。請他們將拍面朝上並將球放至上方並試圖將球平衡在拍面上，不要讓其掉落。能穩定平衡的學生可請他們單腳站立、起立蹲下(單腳跪，雙腳跪)、換手、繞球桌行走、倒退走、反手握等較有挑戰的動作。
2. 提醒學生用「手腕」去控球、手臂要保持穩定，將手靠近身體，才能穩定控球。

持球平衡接力賽

1. 將全班分成四人一組

Individual Practice

You will each get a “table tennis racket” and a “ping pong ball”. Grip the racket so the rubber is facing upwards. This is how you grip a racket (Demonstrate). It’s called the “handshake grip”. Place the ball on the rubber surface. Try to balance the ball on the racket so it doesn’t drop. Count to ten or even more! See how long you can keep the ball on the racket. It’s important that you control the ball with your wrist. Keep your arms steady and close to your body to control the ball.

2. 學生四個四個排隊站好，間隔五公尺。聽到哨音後，第一位學生持球平衡走道下一位同學並將球及球拍傳給第二位同學，依序完成四人傳接球接力。第四位同學接到拍子後須越過線以完成遊戲，最快完成的隊伍獲勝。

Challenge: Let's try balancing the ball on our racket and standing on one foot / kneeling on one foot (get down on our knee like this) / kneeling on both feet / changing hands / walking around the table / walking backwards / using a backhand grip (demonstrate each challenge).

Balance Relay Race

Get into groups of four. Line up and stand 5m. away from each other. Once you hear the whistle, balance the ball with the racket and walk as fast as you can to the next person in line. Hand over the racket with the ball. (Give the racket and the ball to the next person). The fastest group to finish the relay race wins the game. I will use a stopwatch to see which group used the least amount of time to finish.

Student Language Practice:

1. Keep your arm close to your body.

Questions for Discussion:

1. What are the tips we learned about balancing a ball with a

<ol style="list-style-type: none"> 2. Keep your arm steady. 3. You can do it! 4. Oops! I dropped the ball. 5. It's okay. Just go back and try again. 6. Slow down. 7. Yes! I did it! 8. Go faster! Hurry! 	<p>racket?</p> <ol style="list-style-type: none"> 2. Which challenge was the hardest/the easiest for you? Why? 3. Was the forehand grip easier or the backhand grip easier to balance the ball? Why? 4. Is it easy to balance the ball walking fast or walking slowly? 5. What was your team's strategy to win the game?
<p>Activity 3 障礙物持球平衡</p> <p>Balancing Through an Obstacle Course</p>	<p>地點(Location):</p>
<p>Equipment 器材: 角錐 cones X 12 ;</p> <p>圍布架 table tennis barriers X 6</p>	
<ol style="list-style-type: none"> 1. 老師前置作業: 利用數個角錐和圍布架形成讓學生須繞行或跨越的障礙賽。 2. 做完暖身操後，先跟學生複習持球平衡的三大要領；一、手臂要保持穩定。二、用手腕去控球。三、將手靠近身體，才能穩定控球。四、保持拍面 	<ol style="list-style-type: none"> 1. Today, we are going to practice balancing the ball on our racket. But we are adding some challenges to it. Let's do some warm up first. 2. Okay, now balance the ball with your racket and walk around the table. Remember the 4 tips to keeping the ball

平的。請學生先進行一次持球平衡繞桌子的活動以找回手感。

3. 完成練習後，老師說明並示範如何持球平衡完成障礙賽。接下來讓每位學生練習走一回。
4. 計時賽: 將全班分成兩組，男女，基數偶數皆可，聽到哨音後第一位學生出發，當來到第一個障礙物，第二位學生便能出發。當所有學生完成後，老師報時各隊完成的時間並宣布優勝隊伍。
5. 競賽遊戲: 分別給各組一分鐘的時間重新布置場地，同樣利用角錐以及圍布架設置各種障礙讓對手跨越或繞行。時間到，由另一組學生進行障礙賽的挑戰。完成後，交換角色。

on your racket?

- (1) Keep your arm steady.
 - (2) Control the ball with your wrist (手腕).
 - (3) Keep your arm close to your body.
 - (4) Keep your racket flat.
3. This is an “obstacle course” (障礙賽). There are cones (角錐) and table tennis barriers (圍布架). When you see a cone, stride over it (跨越過去). When you come to a barrier, go around it (繞行).
 4. Make a line here everybody. When you hear the whistle, the first person can start. When the first person reaches the first cone, the second person can start. Remember to go around the barriers and stride over the cones.
 5. Time trial: Let’s get into two teams (boys vs. girls / even number students vs. odd number students). I will use a timer to see which team is the fastest to finish the obstacle

	<p>course. When you hear the whistle, the first person can start. Once the first person come to the first cone, the second person can start, too.</p> <p>6. Game: Now, your team will get the chance to create your own obstacle course by rearranging the cones and the table tennis barriers for the other team to challenge. Each team will have two minutes to place the cones and barriers wherever you like. When your team is done, we will let the other team challenge your obstacle course and see how much time they spent finishing it. Later, switch roles. The other team will also get the chance to create their own obstacle course.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go around the barrier. 繞過圍布架 2. Stride over the cone. 跨過角錐 3. Go a little bit faster. 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. How did you work together to set up the obstacle course? 2. Which team designed a more challenging obstacle? Why? 3. What would you do differently if you could rearrange the

<p>4. Don't go too fast.</p> <p>5. Put the cone/barrier here/there.</p>	<p>obstacle course one more time?</p> <p>4. Why do you think your team won?</p>
<p>Activity 4 向上擊球 Tapping on the Racket</p>	<p>地點(Location):</p>
<p>Equipment 器材: 球拍 X 34 rackets ;</p> <p>桌球 ping pong balls X 34</p>	
<p>乒乓球接力賽: 將學生分為多個隊伍，並排成接力形式，雙手平舉不要觸碰到前後左右的同學。每個學生都有一個球拍和一個乒乓球。老師示範向上擊球的動作並說明要領: 輕輕用拍面將球向上擊、不要出太大的力氣、眼睛盯著球看，用手腕控制拍面角度。第一個學生敲打球拍上的球，然後將球傳給下一個學生，直到最後一個學生完成接力賽。完成接力賽的第一個隊伍獲勝。</p> <p>拍球練習: 學生一對一配對，面對面站立。他們用球</p>	<p>Ping Pong Relay: Divide students into teams and have them line up in a relay formation. Each student has a paddle and a ping pong ball. The first student taps the ball on their paddle and passes it to the next student, who then does the same until the last student completes the relay. The first team to finish wins.</p> <p>Tap It Up: Students pair up and stand facing each other. They tap the ball back and forth on their paddles, trying to keep it in the air</p>

拍互相敲打球，試圖將球保持在空中盡可能長的時間。鼓勵學生使用手腕控制球。

目標練習：在地板上設置目標，例如錐形或標記，並讓學生將球拍向目標敲打。擊中目標獲得分數，鼓勵學生挑戰自己，瞄準更難的目標。

跟隨領袖：選擇一個學生作為領袖，然後在球拍上執行一系列的敲打動作，例如在球拍頂部敲打球一次，然後在側面敲打兩次。其他學生跟隨領袖的節奏，試圖複製動作。

乒乓高爾夫：使用障礙物，例如隧道或坡道，設置迷你高爾夫球場。學生使用球拍將球拍過障礙物並將球打入球洞。鼓勵學生使用不同類型的敲打動作來穿越

as long as possible. Encourage students to use their wrists to control the ball.

Target Practice: Set up targets on the floor, such as cones or markers, and have students tap the ball on their paddle towards the targets. Award points for hitting targets, and encourage students to challenge themselves by aiming for harder targets.

Follow the Leader: One student is designated as the leader and performs a sequence of taps on their paddle, such as tapping the ball once on the top of the paddle, then twice on the side. The other students follow along and try to replicate the sequence.

Ping Pong Golf: Set up a mini-golf course with obstacles, such as tunnels or ramps. Students use their paddles to tap the ball through the course and into the hole. Encourage students to use

障礙物。

這些活動將有助於學生發展他們的手眼協調能力，提高他們的球拍控制能力，同時享受樂趣。

different types of taps to navigate through the obstacles.

These activities will help students develop their hand-eye coordination and improve their paddle control while having fun.

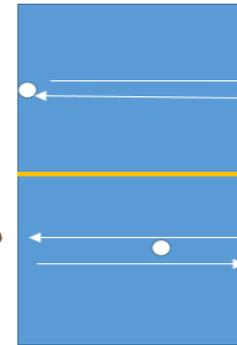
Student Language Practice:

Questions for Discussion:

Activity 4 桌上滾球 Rolling on the Table

地點(Location):

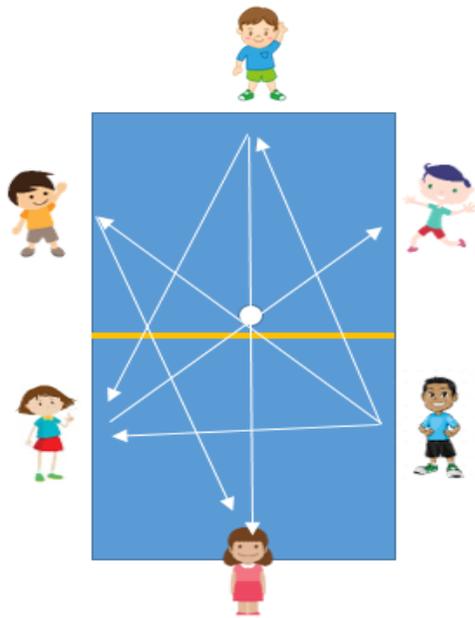
Equipment 器材: table tennis racket X34 、
ping pong balls X 12



1. 帶學生做完暖身操後，發球拍給每位學生並請他們找一位搭檔。一張球桌站四位學生，兩個面對面站。在第一回合中，請學生以反手方式將球推給對面同學，過程中叮嚀學生不要求快，盡量讓球貼在桌面上，不要讓其彈跳發出聲響，藉此訓練他們控球和熟悉握拍的方式。隨著動作越來越熟悉，便可加快速度。
2. 等學生有足夠以反手推球給同學的練習後，在第二回合可請他們改以正手推球給對方。第三回合可請學生交替著推球，反手、正手、反手、正手，以此類推。
3. 遊戲競賽: 將球桌上的網子取下，全班分成六人一

1. Everyone find a partner. You will get a racket. Two pairs stand along the side of the table facing your partner. Stand across your partner. When you hear the whistle, use the backhand grip and push the ball to your partner like this (demonstrate). Roll the ball across the table and keep the ball rolling as quietly as you can. This will help you develop control of the ball. As you get better, you can speed it up. But give it a smooth push.
2. Now that we have enough practice with our backhand grip,

組，分別站在球桌的四個邊，每桌發下一顆球。等聽到哨音後，以桌上滾球的方式將球推給任何一人，每個人都要專注球的去向，才能及時將球推出去給下一位同學(未必是正對面的同學)。過程中，六人要發揮團隊合作的精神盡量讓球維持在球桌上。每推出一球，全隊一起用英文喊出累計的成功推球數。最後以最多的隊伍獲勝。



let's try to push the ball using a forehand grip. It's going to be a bit harder but you will slowly get the hang of it (慢慢上手的). Again, try to keep the ball rolling quietly. You don't want to let it bounce and make noises. You will have two minutes to practice rolling the ball with a forehand grip.

3. Okay, now let's switch between a backhand grip and a forehand grip. / Let's use the backhand grip and the forehand grip. So, I will start with a backhand grip and when the ball rolls back to me, I will use the forehand grip to push it back like this (demonstrate).
4. It's GAME time! Let's get into groups of 6. Go and stand along the side of the table. Each table will get a ball. When you hear the whistle, the first person will push the ball to any

	<p>person on his/her team. You don't have to push the ball to the person standing directly across from you. You must stay focused and pay attention to where the ball is rolling to. If the ball rolls to you, you need to push it to another teammate with either a backhand grip or a forehand grip. Remember, don't push the ball too hard or else it's going to roll off the table.</p> <p>Everybody needs to call out the number of successful rolls the team has made. Everyone on the team must work together to keep the ball rolling on the table without letting it drop on the floor. The team with the most number of successful rolls wins the game.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Don't let the ball bounce/drop on the floor. 2. Let's practice with a backhand/forehand grip. 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. Which grip did you find easier to push? Why? 2. Who can give us a tip on how to keep the ball rolling quietly?

3. Roll/Push the ball to me.
4. Name, the ball is coming to you.
5. Don't push the ball too hard.
6. Keep the ball on the table.
7. Stay focused. Keep your eyes on the ball.

(Ans.: adjust the angle of your racket)

3. How did your team work together to win the game? (possible answer: call out the person's name)

主題: 體適能 Physical Fitness

體適能指標 Physical Fitness Indicator

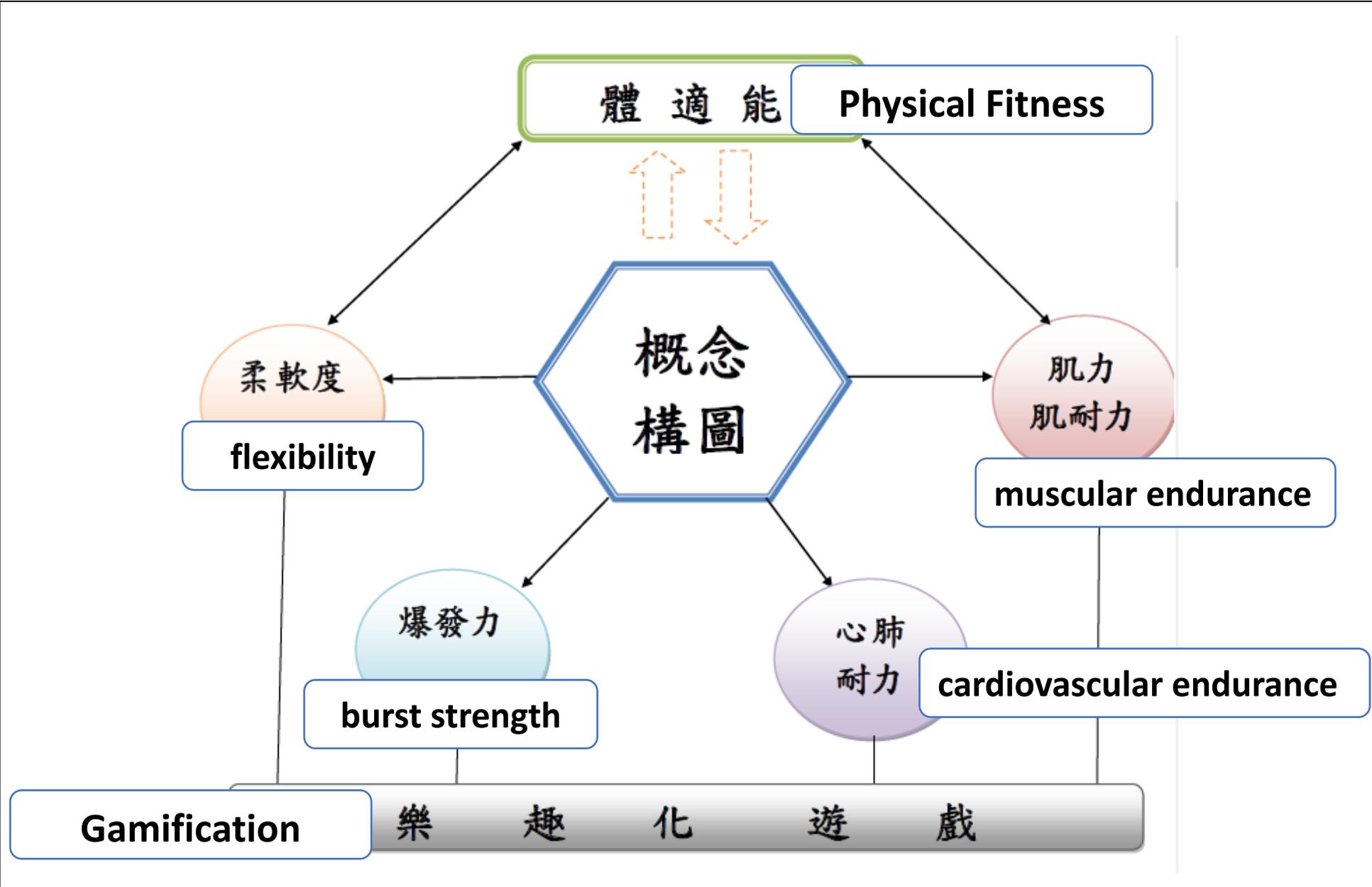
檢測人們身體適應能力(physical fitness)的身體質量或運動表現變數。國內外體適能指標不外乎身體組成、柔軟度、肌肉適能、心肺適能、敏捷度、速度、平衡感和瞬發力。教育部較強調心肺適能(cardiorespiratory fitness)、肌力與肌耐力(muscular strength and endurance)、柔軟度(flexibility)和體重(weight)。體適能指標測量的基本考量如下：

- (一) 測量範圍應該要能包含低功能與高表現族群；
- (二) 測量能力須能透過運動來改變測量分數；
- (三) 一個人的體適能狀態要能準確充分反映在測量分數上。

教育部推動的體適能測驗包括六項：

- (一) 身體質量指數 Body Mass Index, BMI
- (二) 坐姿體前彎 Forward Bend
- (三) 一分鐘屈膝仰臥起坐；Sit ups with knees bent for one minute
- (四) 立定跳遠；Standing long jump
- (五) 800 公尺及 1600 公尺跑走；800m. and 1600m. run
- (六) 3 分鐘登階測驗。3 min. step test





Activity 1 呼拉圈趣味體能訓練

Fitness Fun with Hula Hoops

地點(Location):



<https://www.youtube.com/watch?v=OilipRleDTg>

Equipment 器材: 呼拉圈 X 16 hula hoops





1. S 型慢跑 Jog in S curve
2. 繞圈慢跑 Jog around the hoop
3. 正面開合跳 Jumping Jacks

1. Divide the class into two teams, boys vs. girls or even number students vs. odd number students.
2. Depending on the degree of difficulty and students' physical ability,

4. 左右側開合跳 Jumping Jacks to the left / right
5. 併腿雙腳跳 Hop with both feet into the hoop
6. 抬腿跑 High knee run
7. 跨步跑 Stride
8. 左右單腳跳 hop with one foot from side to side
9. 側併步 + 交互弓步 Shuffle steps + Lunge jump
10. 伏地挺身 + 原地跳拍手 Burpees

place 5 to 8 hula hoops 2m. apart on the ground for each team. You can start out with five and gradually add more hoops.

3. When the first student on both teams hears the whistle, they have to do the correct move. When he/she is finished, go back to the end of the line and squat.

- S 型慢跑 Jog in S curve
- 繞圈慢跑 Jog around the hoop
- 正面開合跳 Jumping Jacks
- 左右側開合跳 Jumping Jacks to the left / right
- 併腿雙腳跳 Hop with both feet into the hoop
- 抬腿跑 High knee run
- 跨步跑 Stride
- 左右單腳跳 hop with one foot from side to side
- 側併步 + 交互弓步 Shuffle steps + Lunge jump
- 10. 伏地挺身 + 原地跳拍手 Burpees

Student Language Practice:

1.

Questions for Discussion:

1. Which move was more challenging?

Activity 2 角錐與環趣味賽

Fitness Fun with Cones and Rings

地點(Location):





Equipment 器材: 角錐 X34 cones、
呼拉圈 X10 hula hoops

<https://www.youtube.com/watch?v=1ZXLsj-cWLC>



1. 把班級分成四個小隊，每隊八個學生。
2. 在第一輪比賽中，每個學生都會拿到一個錐形標誌(**cone**)。讓每個小隊排成一列，站在田徑賽道上。在距離學生們約 100 米遠的跑道上放置一個呼拉圈。當第一個學

1. Divide the class into four teams, eight students on each team.
2. For the first round, every student is given a cone. Have each team stand in a single file on the track. Place a hula hoop at about 100m. away from where the students are standing. When the first student hears the whistle, he/she will do the standing long jump. He will place

生聽到哨聲後，他/她會做一個跳遠的姿勢，然後把錐形標誌放在自己腳落地的位置，然後跑回來，和下一個排隊的同學擊掌。下一個學生則跑到上一個學生擺放錐形標誌的位置，同樣做一個跳遠的姿勢並將手中的錐形標誌放在自己腳落地的位置。遊戲的目的是讓學生們盡可能跳得遠。最快把錐形標誌放進呼拉圈的小隊獲勝。

3. 亦可進行第二次，但這次是可以由學生先衝刺到呼拉圈處，取得錐形標誌，面向自己隊伍以立定跳遠方式，一次取回一個錐形標誌。
4. 在第二輪比賽中，每個小隊前面都放置一個小圈或環。每個小隊的第一個學生會被給予一個圈環。當他/她聽到哨聲後，他/她需要跑到呼拉圈前，一只腳站在呼拉圈

the cone where his feet lands. Then he will run back and high five the next person in line. The next student will run to where the cone is placed and do a standing long jump. The goal of them game is to get the students to jump as far as they can. The fastest team to place the cone into the hula hoop wins.

3. It is also possible to do a second round, but this time the students can rush to the farthest point (where the hula hoops are placed) and retrieve the cone-shaped markers inside. They should face their own team and do a standing long jump to retrieve one cone-shaped marker at a time.
4. In the second round, one small hoop or ring is placed in front of each team. The first student on each team is given a ring to hold in his/her hand. When he/she hears the whistle, he/she is to run to the hula hoop with one foot standing inside of it and try to stride as far as possible. Put the ring down where that other foot lands. Next, sit inside that hoop and do five sit ups. Run back to the team and high five the next person in line. Now, it's his/her turn to do the same. He/she will run

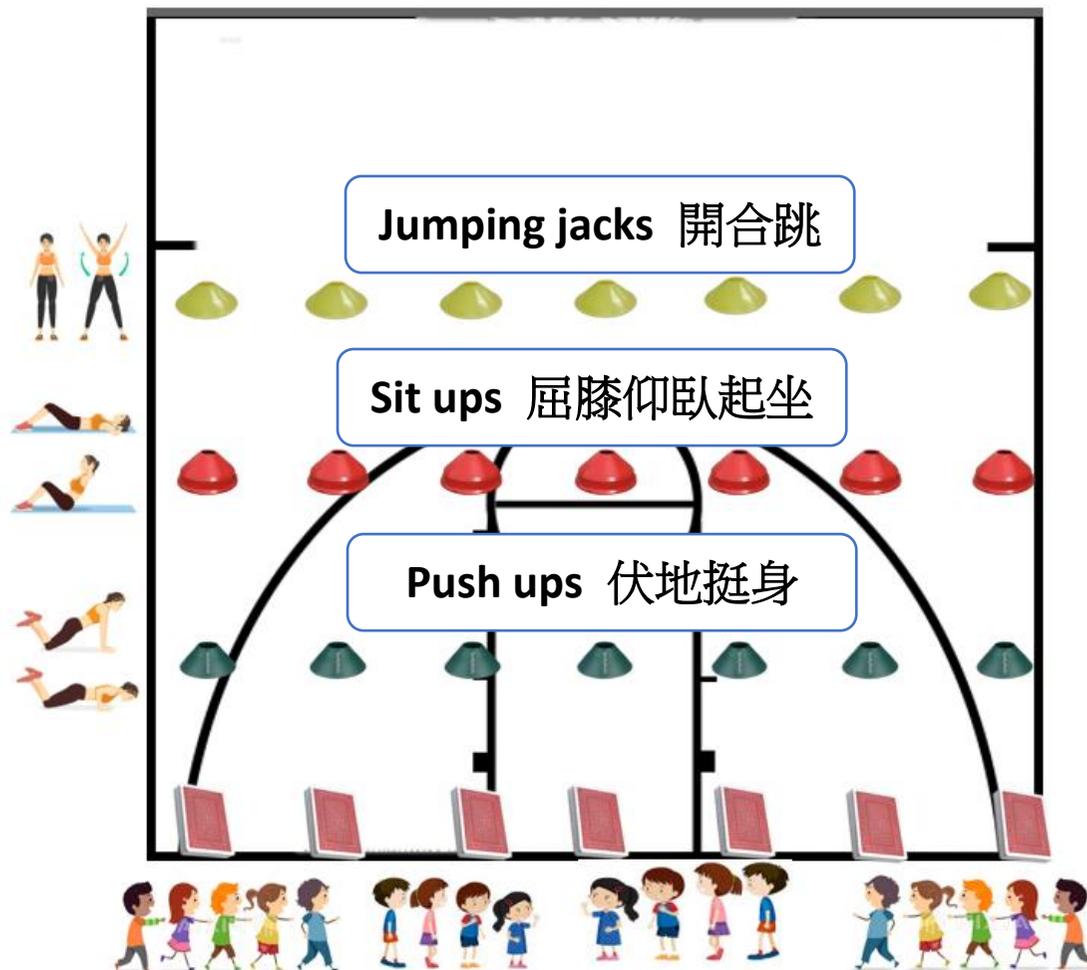
<p>內，並盡可能做出大跨步。將圈環放在另一隻腳落地的位置。接下來，坐在呼拉圈內做五個仰臥起坐，然後再跑回小隊和下一位學生擊掌。現在則由下一位學生跑過去，拿起離自己最近的圈環，跑到下一個圈環裡，一只腳站在圈內，做出大跨步，然後放下圈環。坐在圈環內做五個仰臥起坐。學生需要重複這個過程：跑步、拿起圈環、做大跨步、做五個仰臥起坐，然後跑回小隊。遠接力、仰臥起坐接力。最快將圈環套在錐形標誌上的隊伍獲勝。</p>	<p>and pick up the nearest hoop, stand one foot in the next hoop, stride and put down the hoop. Sit inside the hoop and do 5 sit-ups. Have students repeat the procedure: run, take, stride, do 5 sit-ups and run back. The first team to toss the ring on the cone wins the game.</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Go! Go! (name) You can do it! 2. Jump/Stride farther! Try harder! 	<p>Questions for Discussion:</p>
<p>Activity 3 命運之卡 “Luck of the Draw” Fitness</p>	<p>地點(Location):</p>

Relay

Equipment 器材:

撲克牌七副 A deck of regular playing cards (7 decks)

角錐 21 個 Each team will get 3 cones



5. 將全班分組，一組五人。請各組學生一排
一排站在球場上的底線後方。

Divide the class into groups of five.

- Have each group line up in a single file along the baseline at one end of

6. 老師先用角錐將場地布置，在每組前方擺放三個相隔 10 公尺的角錐。各組地面放置一副已洗好的撲克牌(面朝下)。

7. 當第一位學生聽到哨音，他/她要翻最上面那一張牌，如果是數字 8，該學生要跑到第一個角錐做 8 個伏地挺身(可示範雙膝觸地版)，完成後跑到第二個角錐做 8 個屈膝仰臥起坐，最後再跑到第三個角錐做 8 次開合跳，完成後繞外圍回到自己組別。*當第一位學生跑到第二個角錐時，下一位學生便能翻牌進行。此流程進行 3~5 回合，視學生體力狀況。

8. 由學生翻到的卡牌決定自己要做幾下伏地挺身、屈膝仰臥起坐和開合跳。

9.



jack 代表 11 下



the gymnasium/basketball court.

- When the first student from each team hears the whistle, he/she will flip the first card over from their deck of cards. Show the top card from the deck. The number shown (i.e. eight) represents how many push-ups, sit-ups, and jumping jacks the students must complete.

Representation of cards

a. “jack” as 11



b. “queen” as 12



c. “king” as 13



d. “joker” as 15



- The first student in each group must run to the first cone and do the number of push-ups shown on the card that they've drawn.

- When they have completed the push-ups, they run to the second cone, stop, and do the same number of sit-ups.

- Students then run to the third cone, stop, and do the same number of jumping jacks.



queen 代表 12 下

king 代表 13 下

joker 代表 15 下

- From there the students must run back to their line and stand in the last position.
- Repeat the whole procedure, showing a new card to the next student in line of each group, until every student has had the opportunity to complete the relay three to five times through.

Student Language Practice:

1. Oh, yes! I only need to do ____ push-ups.
2. Oh, no! I have to do ____ push-ups!
3. I'm/You're so lucky!
4. It's not my/your day!
5. Hurry up! We're currently leading.

Questions for Discussion:

- 1.

Activity 4 移動城堡 Moving Tower

<https://www.youtube.com/watch?v=AQcxgzuO3G8>



Equipment 器材:

大、中、小角錐 各 4 個

呼拉圈/環 X 12

- Big cones x 4
- Medium-sized cones x 4
- Small cones x 4
- Big hula hoops x 12





圖中的鞋盒可以以大角錐取代

1. 將全班分組，一組 8 人。請各組學生排排站在球場上的底線後方。
2. 老師先用角錐和呼拉圈進行場布，每組前方擺放三個呼拉圈，在其中一個呼拉圈

1. Divide the whole class into groups of 8 students each. Each group should stand in a line behind the baseline on the court.
2. The teacher should first use cones and hula hoops to set up the playing area. Three hula hoops should be placed in front of each

裡，依序由大到小將三個角錐疊在一起像座塔擺放。

3. 當第一位學生聽到哨音後，他/她便在底線就地做 3 次伏地挺身/屈膝仰臥起坐/坐姿體前彎，才能跑向前去移動呼拉圈裡的一個角錐。回到隊伍之後和下一位學生擊掌，再由下一位學生做動作和移動角錐至另一個呼拉圈裡，目的是將整座城堡(塔)移到另一個呼拉圈裡，擺放的順序必須是最大角錐在下方，最小角錐在上方。每成功移動一次城堡，將獲得 1 分。老師也可以將呼拉圈放遠一點，讓學生以立定跳遠的方式跳到呼拉圈去移動角錐。
4. 老師可以用計時賽(五分鐘之內看哪一組獲得最多分)或是達標賽(看哪一組在最短時間內取得 5 分)

group, with one hoop having three cones stacked from largest to smallest like a tower.

3. When the first student hears a whistle, they must perform either 3 push-ups / sit-ups / forward bends before running to the hula hoop to move a cone. Upon returning to the line, the student must high-five the next student, who will then perform the exercise and move the cone to another hoop. The objective is to move the entire castle (tower) to another hoop, with the largest cone at the bottom and the smallest cone at the top. Each successful move of the castle/tower will allow the team to earn one point. The teacher can also place the hula hoops farther away, allowing students to jump to the hoop and move the cones through standing long jumps.
4. The teacher can use either a timed competition (see which group gets the most points within 5 minutes) or a target competition (see which group gets 5 points in the shortest amount of time).

Student Language Practice:

1. Put the small / medium / large cone in the right / middle / left hoop.

Questions for Discussion:

1. How did your team work together?
2. Did you figure out a special pattern/order to place the cones?



主題: 墊上運動 (平衡木 & 跳箱)

Balance Beam

<p>名詞</p> <p>平衡木 安全墊 上下平衡木 向前/後走 側步 跳下 落地 V 字型</p>	<p>Nouns</p> <p>balance beam safety mat step up/down walk forward/backward sidestep jump off landing V shape</p>	<p>片語/句子</p> <p>小心保持平衡在平衡木上。 上平衡木時小心踏步，慢慢向前走。 側步來橫移平衡木。 跳下平衡木時，雙腳著地在安全墊上。 跳下平衡木時，雙手向上張開呈 V 字型。 要聽從老師指示，遵守安全規定。</p>
<p>形容詞</p> <p>平衡的 小心的 安全的</p>	<p>Adjectives</p> <p>balanced careful safe</p>	<p>Phrases/Sentences</p> <p>Be careful and stay balanced on the beam. Step up onto the beam and walk forward slowly. Sidestep to move sideways along the beam. Jump off the beam and land on the safety mat with both feet.</p>

穩定的	steady	Raise your hands up in a V shape when you jump off the beam. Always listen to the teacher and follow the safety rules.
專注的	focused	
動詞	Verbs	
上下平衡木	step up/down	
走	walk	
側步	sidestep	
跳下	jump off	
落地	land	
舉手	raise hands	
拍手	clap	
旋轉	spin	
Equipment 器材:		地點(Location):
第一節 【引起動機】 集合整隊，清點人數、慢跑 2 圈。 暖身操 【發展活動】 平衡木		Session 1 【 Warm up】 1. Assemble the class, take attendance, and have students jog 2 laps. 2. Warm-up exercises.

1. 學童依序進行，教師在旁進行保護動作。
 2. 平衡木之動作要領：
 - (1) 由平衡木側邊練習上下平衡木(step up & step down → jump)
 - (2) 動腳沿著平衡木向前走，腳尖跟腳跟相接。
 - (3) 下平衡木方式：走到平衡木終點，做跳躍動作下地。手向上張開呈 V 字形，腳併攏落地。
 3. 平衡木之行進動作：
 - (1) 向前走。
 - (2) 側走。
 - (3) 倒退走。
- 以上動作走到平衡木尾端，轉向正面(平衡木尾端)，跳下平衡木，可加入拍手、轉圈...等。

【Main Activities】

Balance Beam

Students will take turns performing the activity, and the teacher will stand by to ensure safety.

Key points to remember for the balance beam exercise are:

- (1) Practice stepping up and down (step up & step down → jump) on the side of the balance beam to maintain balance.
- (2) Move your feet forward along the balance beam, with your toes and heels touching.
- (3) The method for getting off the balance beam is to walk to the end of the balance beam, jump off, and land with your hands raised in a V shape and your feet together.

Progression of balance beam movements:

- (1) Walk forward.
- (2) Sidestep.
- (3) Walk backward.

Perform the above movements until you reach the end of the balance beam, turn to face the front (end of the balance

【綜合活動】

1. 遊戲：互助獨木橋。
2. 兩位學童同時從平衡木的兩端出發，如何在不落地的方式之下，成功到另外一端。（由學童創意思考兩人交錯互換位置的方式）

beam), jump off the balance beam, and add clapping, spinning, and other movements.

【Integrated Activities】

Game: Helping each other cross the single-plank bridge. Two students start at opposite ends of the balance beam and figure out how to reach the other end without touching the ground. (The students should creatively think of ways to exchange positions while crossing each other.)

Instructional Language:

We're going to play a game called "Helping each other cross the bridge."

"You need to help each other to cross the bridge without touching the ground."

"You'll start in pairs at opposite ends of the bridge (balance beam)."

"You need to figure out how to exchange positions while crossing the bridge."

	<p>"Be careful not to fall off the bridge."</p> <p>"Remember to follow the rules and play safely."</p> <p>"Let's have fun helping each other cross the bridge!"</p>
<p>Student Language Practice:</p> <ol style="list-style-type: none"> 1. Be careful and stay focused. 小心並保持專注。 2. Slow and steady (wins the race). 穩健紮實必致勝。 3. It's your/my turn to step up on beam. 輪到我/你了。 4. You can do it. Try again. 你做得到的。再試一次。 	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1.
Activity 2:	地點(Location):
Equipment 器材:	The teacher provides exercise scenarios to help students practice basic movements such as <u>balance</u> , <u>jumping</u> , and <u>coordination</u> . In addition to this, students also need to demonstrate their ability to observe and imitate motor skills.
第二節	Session 2

【引起動機】

1. 集合整隊，清點人數、慢跑 2 圈。
2. 暖身操

【發展活動】

平衡木跨越障礙

1. 平衡木上擺設角椎(間隔 50~70cm)



跨越角錐 Go over cones

2. 平衡木上轉圈(每 5 步轉 1 圈)

[Warm-up]

1. Assemble and take attendance, and then have the students jog two laps.
2. Warm-up exercises.

[Main Activity]

Balancing over obstacles on the balance beam

1. Go over cones:

"Today, we are going to practice our balance skills by walking on the balance beam. We will make it even more challenging by setting up cones on the beam. You need to walk over the cones without touching them. Make sure to keep your arms out to the sides to help you balance. Ready, set, go!"

2. Spin around on the balance beam:

"Now, we are going to try spinning on the balance beam. You will take 5 steps and then spin once. Make sure to keep

3. 平衡木上連續向上拍球(氣球或皮球)



將氣球向上拍 Hit the balloon or ball upwards

4. 平衡木上跨越 2 個呼拉圈

5. 平衡木上搖呼拉圈

your eyes on the beam and your arms out to help you balance. Let's give it a try!"

3. Hit the ball (balloon or ball) upwards on the balance beam:

"This time, we are going to use a ball or balloon to practice our coordination on the balance beam. You need to hit the ball or balloon up in the air with your hands and keep it from touching the ground while walking on the beam. Let's see how many times you can hit it in a row!"

4. Stride over the two hula hoop on the balance beam:

"Next, we will practice our jumping skills by jumping over a hula hoop on the balance beam. You need to jump over the hoop without touching it. Make sure to keep your eyes on the beam and your arms out to help you balance. Let's give it a try!"



邊走邊搖呼拉圈 Rock the hula hoop on the beam

【綜合活動】

平衡木跨越障礙連續關卡

跨越 2 個角椎→原地轉圈 2 圈→原地連續向上拍球 5 次→
原地跨越呼拉圈 2 圈→搖呼拉圈 3 圈

5. Rock the hula hoop while balancing on the beam

"For our last activity, we will use a hula hoop on the balance beam. You need to stand on the beam and rock the hula hoop back and forth without letting it fall off. This will challenge your balance and coordination. Let's give it a try!"

[Integrated Activity]

This activity is a series of challenges that students must complete while maintaining their balance on the beam. They must jump over two corners, spin in place for two rounds, hit the ball upwards five times in place, jump over the hula hoop twice in place, and rock the hula hoop for three rounds while standing on the balance beam. This activity requires coordination, balance, and focus to successfully complete the course.

Continuous obstacle course on the balance beam

Jump over 2 cones → Spin in place for 2 rounds → Hit the ball upwards 5 times in place → Jump over the hula hoop 2 times in place → Rock the hula hoop for 3 rounds while standing on the balance beam.

Instructional Language:

Today, we are going to do an obstacle course that will challenge our balance, coordination, and jumping skills.

First, you need to jump over two cones on the balance beam without touching them. Make sure to keep your eyes on the beam and your arms out to help you balance.

After walking over the cones, you need to spin in place two times. Remember to keep your eyes on the beam and your arms out to help you balance.

	<p>Then, you need to hit a ball or balloon upwards 5 times in place while standing on the balance beam. Try to keep the ball in the air as long as possible.</p> <p>Next, you need to jump over a hula hoop two times in place on the balance beam. Make sure to keep your eyes on the beam and your arms out to help you balance.</p> <p>Finally, you need to stand on the balance beam and rock the hula hoop back and forth for 3 rounds without letting it fall off. This will challenge your balance and coordination.</p> <p>Are you ready to try this obstacle course on the balance beam? Let's give it a try and see how many times you can complete the course without falling off!</p>
<p>Student Language Practice:</p> <p>1.</p>	<p>Questions for Discussion:</p> <p>1.</p>
<p>Activity 3</p>	<p>地點(Location):</p>

Equipment 器材:

<https://www.youtube.com/watch?v=S-mQ2t6YFM>



<https://www.youtube.com/watch?v=8FQ5iho EUc>



在這堂課中，學生將練習各種平衡木動作。他們將從一些簡單的練習開始，例如輕輕地向上跳躍，然後逐漸進展到更複雜的動作，例如冲天炮和跳躍轉身。他們還將練習鐘擺運動和在跳躍時轉換方向。最後，他們將嘗試以 V 形坐在平衡木上並跳下來。老師應該在學生嘗試前演示每個動作。

In this lesson, the students will practice various balance beam movements. They will start with some simple exercises like lightly hopping upwards and then gradually progress to more complex movements such as cannonball and jumping and turning. They will also practice the pendulum swing and switching sides while jumping. Finally, they will try to sit on the balance beam in a V-shape and jump off it. The teacher should demonstrate each movement before the students try it themselves.

【引起動機】

1. 集合整隊，清點人數、慢跑 2 圈。

2. 暖身操

【發展活動】

平衡木動作

1. 向上輕跳---腳有離開平衡木即可



[Warm up]

Gather the class and take attendance. Have students jog 2 laps.

Warm-up exercises.

[Main Activity]

Balance beam exercises: Make sure to demonstrate each movement before having your students try them out themselves.

1. **Lightly hop upwards** on the balance beam. Your feet only need to leave the beam slightly.
2. Do a **cannonball** by bending forward and holding onto the balance beam and then lift one leg up.



2. 冲天炮---前彎手扶平衡木，單腳上舉



Cannonball

3. 跳轉 90 度(180 度)

4. 鐘擺 3 次 Pendulum swing

3. **Jump and turn 90 degrees (or 180 degrees)** on the balance beam.

4. Do a **pendulum swing** on the balance beam 3 times.

5. **Switch sides and jump** on the balance beam.

6. **Sit on the balance beam in a V-shape** and then jump off it.

[Integrated Activity]



5. 左右交換跳

6. 坐在平衡木 V 平衡

【綜合活動】

平衡木連續動作

向上輕跳 2 次→冲天炮 2 次→跳轉 90 度*4→鐘擺 3 次→
左右交換跳→坐在平衡木 V 平衡→跳下平衡木

Consecutive balance beam movements:

Stand on the balance beam and lightly hop upwards two times. Your feet only need to leave the balance beam slightly.

Bend forward and hold onto the balance beam, then lift one leg up like a cannonball. Do this two times.

Jump and turn 90 degrees four times (or 180 degrees if you want to make it more challenging). Make sure you land on the balance beam after each turn.

Swing your legs like a pendulum three times while standing on the balance beam.

Switch sides and jump to the other side of the balance beam. Do this once.

Sit on the balance beam in a V-shape. Try to keep your legs straight out in front of you.

Finally, jump off the balance beam carefully and safely..

Student Language Practice:

Questions for Discussion:

1.

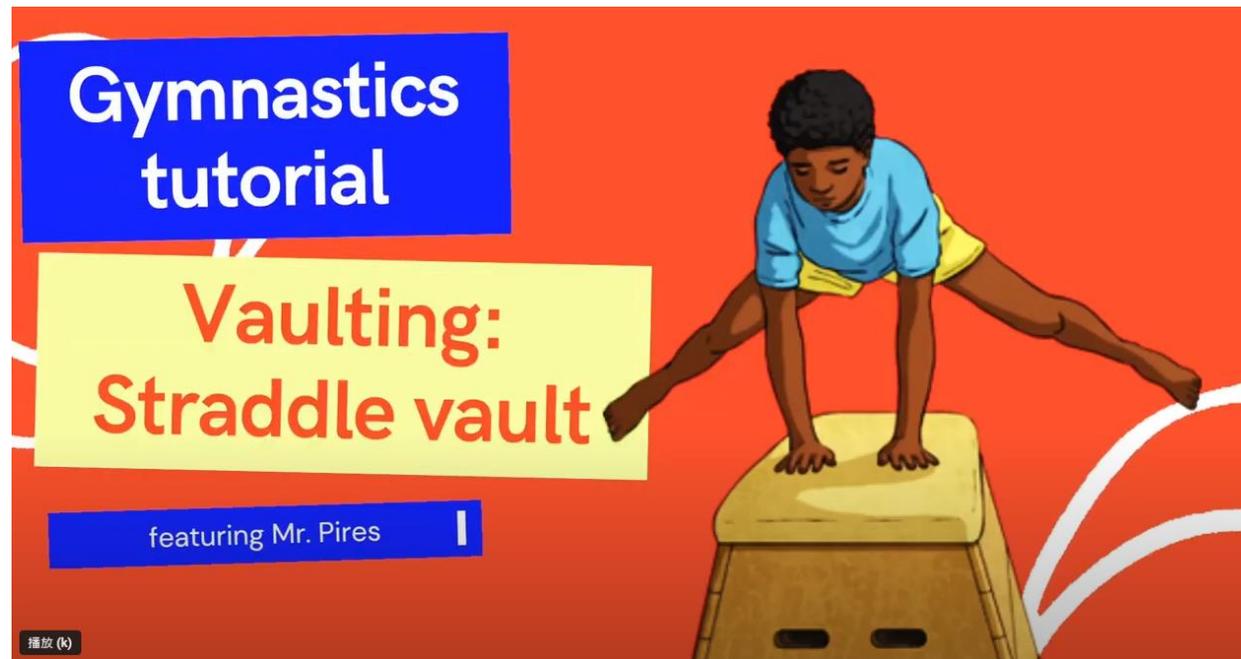
1. Which part of the school did you think was the easiest/the hardest to finish? Why?
2. Share some techniques you used while balancing on the beam?

Activity 4

地點(Location):

跳箱

Straddle Vault



關鍵字	Key Words	實用短句	
跳板 跳箱 跳躍 奔跑 起跳 著地 平衡 力量 速度	springboard vaulting box jump run take off landing balance power speed	1. 跳過跳馬 2. 向跳馬奔跑 3. 雙腳跳上跳馬 4. 保持雙腿伸直 5. 雙腳著地 6. 微微屈膝 7. 保持平衡 8. 產生力量 9. 增加速度	1. Jump over the vaulting box. 2. Run towards the vaulting box. 3. Jump onto the box with both feet. 4. Keep legs straight. 5. Land on both feet. 6. Bend your knees. 7. Keep your balance. 8. Generate power. 9. Build speed.
Activity 5		地點(Location):	
Equipment 器材:		1. How to Use a Springboard When Vaulting <u>https://www.youtube.com/watch?v=QNFHOrSmK8</u>	



2. Mr. PHYSED tutorial: Vaulting (The straddle vault)

<https://www.youtube.com/watch?v=f9nUX848QTw>



活動 1

熟悉跳板。讓學生在跳板上跳躍到墊子上，並獲得良好的奔跑姿勢。



Activity 1

Getting familiar with the springboard. Have students jump on the springboard onto a mat and acquire a good running approach form.

Activity 2

Getting familiar with the vaulting box and at the same time

活動 2

熟悉跳箱，同時加入活動 1 教授的奔跑姿勢。



活動 3

當學生熟悉跳箱和跳板後，增加一些困難。這次，學生將必須跳過跳箱。



活動 4

讓學生練習青蛙跳，跳過箱子或同學。此時，您可以通過

add the running approach taught during Activity 1.

Activity 3

Add a bit more difficulty when students become familiar with both the vaulting box and the springboard. This time, students will have to vault over the box.

Activity 4

Have your students practice leapfrog jumps, over boxes or peers. At this time, you can add some fun to this activity by having leapfrog relay races or leapfrog challenges.

The leapfrog jump relay activity

Level 1: Support person stays on all fours (low level of difficulty)

青蛙跳接力賽或青蛙跳挑戰賽增加一些樂趣。

青蛙跳接力賽活動

等級 1：支撐人以四肢著地（低難度）

等級 2：支撐人捧住自己的腳踝（中等難度）

等級 3：支撐人抓住自己的膝蓋（高難度）



Level 2: Support person holds their own ankles (medium level of difficulty)

Level 3: Support person grabs their own knees (high level of difficulty)

Activity 5

The purpose of this activity is to help students getting used to the feel of jumping on a straddle position while sitting on the



活動 5

此活動的目的是幫助學生習慣坐在跳箱上跳躍分開腿的感覺。這也有助於發展學生的手臂力量，因為他們要用力向前推。

vaulting box. It also helps to develop your students' arm strength as they push to move forwards.

Activity 6

Have your students using the vaulting box to jump while keeping the hips above the box. At this point, you can either use the springboard or not, it all depends on how comfortable your students will feel.

Activity 7



活動 6

讓學生在跳箱上跳躍，保持臀部在跳箱上方。此時，您可以使用跳板，也可以不使用，這完全取決於學生的程度。

At this point, your students could start jumping over a low level box placed crosswise, with or without a springboard.

Activity 8

Students perform a straddle vault from a raised surface. This will help them overcome the fear of leaping over the vaulting box.



活動 7

此時，您的學生可以開始跳越放置在橫向的低箱子上，有或沒有跳板。



Activity 9

Students will try to straddle from the box to the mat emphasizing the pushing motion as soon as the hands reach the box.

Straddle vault



活動 8

學生從高處進行分開腿跳箱。這將幫助他們克服穿過跳箱的恐懼。



At this point, some of your students will be ready to vault over a box. Allow them to select the height of the box they want to jump over.

TEACHING CUES:



- Move the center of gravity from your legs to the hands with shoulders as the fulcrum;
- Keep your legs straight throughout the jump, it is very important especially during the landing phase which requires a lot of body control;
- If you run too much, you risk falling off on your face, so the run-up should be short, about a few steps only.
- Work on leapfrogs so that you can get the sense of jumping with your legs on a straddle position. Work on leg flexibility too.



Instructional language on teaching students how to jump over a vaulting box.

1. Start by standing about two feet away from the vaulting box, with your feet shoulder-width apart.
2. Take a few steps back to get some momentum.



活動 9

學生將嘗試從跳箱到墊子上分開腿，強調當手觸及跳箱時的推動動作。



3. Run towards the box with your arms straight out in front of you.
4. Jump onto the box with both feet at the same time.
5. As you jump, swing your arms back behind you.
6. Keep your legs straight as you jump over the box.
7. Land on the other side of the box with both feet at the same time.
8. As you land, bend your knees slightly to absorb the impact.
9. Stand up straight and take a few steps forward to get clear of the box.

Activity Ideas:

Jumping Over the Vaulting Box

This is a simple and classic activity where students practice jumping over the vaulting box. To make it more fun, you can divide students into teams and have them compete to see who



分開腿跳箱

此時，某些學生將準備好跳過跳箱了。讓他們選擇他們想要跳過的高度。

can jump over the box the most times in a set amount of time.

Relay Race

Divide the class into two teams and have them take turns running towards the vaulting box, jumping over it and running back to tag their teammate. The first team to finish the relay race wins.

Obstacle Course

Set up an obstacle course with different stations, including the vaulting box. Students can run, jump, climb and crawl through the course to reach the finish line. You can make it a timed competition or just let students complete the course at their own pace.

Stacking Cups

Place cups on top of the vaulting box and challenge students



1. 站在跳馬前約兩英尺處，雙腳舒張開。
2. 往後退幾步，以增加動量。

to jump over the box without knocking the cups over. You can increase the difficulty by adding more cups or making the cups smaller.

Remember to always ensure that safety is a top priority and that students are properly supervised when using the vaulting box.

3. 雙手向前伸直，向跳馬跑去。
4. 同時用雙腳跳上跳馬。
5. 跳躍時，將雙臂向後擺動。
6. 在跳過跳馬時，保持雙腿伸直。
7. 雙腳同時落在跳馬另一側。
8. 著地時，略微彎曲膝蓋，以減緩衝擊。
9. 直立站立，往前走幾步，遠離跳馬。

活動點子:

跳過跳馬

這是一個簡單而經典的活動，學生們可以練習跳過跳馬。

為了增加樂趣，您可以將學生分成幾個小組，讓他們競爭，看誰在一定時間內跳過跳馬的次數最多。

接力賽

將班級分成兩個小組，讓他們輪流向跳馬奔跑，跳過跳馬，然後跑回來標記隊友。第一個完成接力賽的小組獲勝。

障礙賽

設置不同的障礙站，包括跳馬。學生們可以跑、跳、爬和爬行通過賽道，以達到終點。您可以將其設為計時競賽，也可以讓學生們按自己的節奏完成賽道。

疊杯遊戲

將杯子放在跳馬上，挑戰學生跳過跳馬，而不要讓杯子倒下。您可以增加難度，添加更多杯子或使杯子變小。

Student Language:

Questions for Discussion:

二、雙語體育單元教案

新北市龍埔國小雙語實驗課程教學活動設計 New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 3
課程名稱 (Name of the Curriculum): Bilingual Physical Fitness
單元名稱 (Name of the Unit): Jump rope 跳繩
總節數 (Length of the Unit): 4 Lessons (40 min per lesson)
設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps

This course covers the basic knowledge, skills and techniques of skipping/ jump rope. Jumping rope is also an excellent motor skill-building activity. Since students have to pick up both their feet simultaneously while jumping rope, it builds bilateral motor coordination. Jumping rope for beginners also takes a lot of concentration, which helps students hone their ability to focus. Students will be shown techniques on how to skip individually and as a group. They will also be equipped with the skill of a forward swing, backward swing and skipping on one leg.

本課程涵蓋了跳繩的基本知識、技能和技巧。跳繩是一項出色的運動技能培養活動。由於學生在跳繩時必須同時抬起雙腳，因此可以培養雙手的協調能力。對於初學者來說，跳繩也需要很多的注意力，這有助於學生提高專注力。學生將被教授如何個人跳繩以及作為團體的技巧。他們還將學習正向擺動、反向擺動和單腿跳繩的技巧。

Objectives of this unit/theme:

The objectives of this unit/theme are:

Students will explore individual techniques and apply theoretical concepts into practice. Development and demonstration of these fitness techniques will be seen through skipping skills, personal challenges and circuits. Opportunities to lead, coach and analyze others will enhance leadership and communication skills.

Furthermore, students will demonstrate how to hold the rope, swing it and jump. 學生將探索個人技術，並將理論概念應用於實踐中。透過跳繩技巧、個人挑戰和循環訓練等方式來發展和展示這些技巧。有機會領導、指導和分析他人將提升領導能力和溝通技

巧。此外，學生將展示如何握緊繩子、擺動它並跳躍。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses

學習表現 (Learning Performance):

- 1d-II-1
Recognize the concept of movement skills and the strategy of movement practice
認識動作技能概念與動作練習的策略。
- 3c-II-1
Demonstrate combinations of motor skills.
表現聯合性動作技能。

學習內容 (Learning Content):

- 1c-II-1
Basic movements and connections of folk sports.
民俗運動基本動作與串接。

內容 Content (New knowledge, skills and understanding)

預計進行的節數 Corresponding Lesson

- Jumping obstacle course 跳躍障礙課程
- More jump activities 更多跳躍活動
- Single jump skills 單腳跳技巧
- Jump rope relay 跳繩接力

Lesson 1
Lesson 2
Lesson 3
Lesson 4

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

- Apply all kinds of strategies and techniques in skipping/ jump rope.
應用各種跳繩策略和技術。
- To cultivate good interpersonal relationships when jumping rope as a group.
在團體跳繩中培養良好的人際關係。
- Students will be equipped with the jumping skills and technique to develop a sense of sportsmanship and taking turns.
學生將掌握跳躍技能和技術，培養運動精神和輪流意識。
- Students will be able work in groups and become a team player improving on their communication and strength in stamina.
學生將能夠在團隊中合作，成為一名團隊成員，提升他們的溝通能力和耐力。

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory) 知識語言(學生學習學科知識所涉及的語言，此部分為學生應該要學會的單字)

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Jump 跳躍 Knees together 雙膝併攏 High Knees 抬高膝	Low 低 High 高 Rope 繩子 Jump 跳躍	Skip/ Jump 跳躍 Skipping rope/ Jump rope	Forward swing 向前擺動 Backward swing 向後擺動

蓋 Balance 平衡 Hula Hoop 呼啦圈 Cones 錐筒 High five 擊掌	High knees 抬高膝 蓋 Feet together 雙腳併攏 Balance 平衡	跳繩 Balance 平衡 Swing 擺動 Forward swing 向前擺動 Backward swing 向後擺動 Side step 側步	Skip on one foot 單腳跳 High knees 抬高膝蓋
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Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

功能性語言(課堂上分組討論、合作學習時所需使用的語言—強調學生之思維技能)

Lesson 1	<ol style="list-style-type: none"> Which team was the fastest when jumping with both feet into the hula hoop? 哪個隊伍在雙腳跳進呼啦圈時最快? Which team was the slowest when jumping one foot into the hula hoop? 哪個隊伍在單腳跳進呼啦圈時最慢? Was it easier to jump with one foot or both feet? And why? 是單腳跳比較容易還是雙腳跳比較容易? 為什麼?
Lesson 2	<ol style="list-style-type: none"> Who was able to jump over the rope when it was low? 誰能在繩子低的時候跳過去? Who was able to jump over the rope when it was at its highest? 誰能在繩子最高的時候跳過去? What technique did you use to jump over the rope? 你使用了什麼技巧來跳過繩子? Was it easier to jump over the rope when it was moving? 繩子在移動時跳過去比較容易嗎? Who was the last one remaining in the helicopter game? 在直升機遊戲中最後留下來的的是誰?
Lesson 3	<ol style="list-style-type: none"> Last man standing champions, do you want to tell us how it feels to be the last man skipping? 你想告訴我們作為最後一個留在場上的冠軍是什麼感覺嗎? Which skipping skill was easier to master and why? 哪種跳繩技巧更容易掌握, 為什麼? Which skipping skill was harder to master and why? 哪種跳繩技巧更難掌握, 為什麼?

Lesson 4	<ol style="list-style-type: none"> 1. Who has been motivated and will at least skip 50 times each day from today? 誰受到了激勵，從今天開始每天至少跳繩50次？ 2. Who can remind me why skipping is good for you? 誰能告訴我為什麼跳繩對你有好處？
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Language through learning (Language progression, practice and extension—emerging language)

自發語言(學生經由主動學習、詢問資訊的過程，藉由語言使用學習到的新知識、概念及語言。)

- Hold the rope by the handles, one in each hand. Hold the handles with your thumbs pointing out.
握住跳繩把手，每隻手握一個把手，且拇指朝外。
- Hold the rope slightly out in front of your body.
把繩子稍微向前放在身體前面。
- Keep the rope looking like a big smile by keeping your arms wide.
保持手臂張開，使繩子看起來像一個大笑臉。
- Bend your elbows up close to your ears, and maintain your smile.
彎曲你的手肘，靠近耳朵，保持笑臉。
- Move arms forward and swing the rope over your head.
將手臂向前移動，將繩子甩過頭頂。
- Let the rope hit the floor, and jump.
讓繩子碰到地板，然後跳起來。
- Jump over the rope, taking off and landing on two feet and keep turning and jumping.
雙腳起跳並落地，保持繩子旋轉並繼續跳。
- Go! Go! (name) you can do it
加油！加油！（名字）你能做到的。
- Oh, yes! ____ Had the most skips
哦，太棒了！（名字）跳的次數最多。
- Let's all count together as we skip on one foot.
我們一起數數單腳跳的次數吧。
- Excellent effort ____! 太棒了，(名字)！
- Remember a forward skip you need to swing your arms forward and jump.
記住，向前跳需要擺動手臂向前並跳躍。
- Jump by raising both your knees.
跳躍時要抬起雙膝。
- How many forward swings did ____ jump?
(名字)跳了多少次向前擺動？

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

文化（自我和他人意識，身份認同，公民意識和多元文化理解）

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
展示了進行各種體育活動所需的運動技能和運動模式的能力。
- Demonstrates understanding of movement concepts, principles, strategies,

and tactics as they apply to the learning and performance of physical activities.

理解運動概念、原則、策略和戰術，並將其應用於體育活動的學習和表現中。

- Participates regularly in physical activity.
定期參加體育活動。
- Achieves and maintains a health-enhancing level of physical fitness.
達到並保持增進健康的體能水平。
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
在體育活動環境中表現出尊重自己和他人的負責任之個人和社會行為。
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.
通過體育活動創造健康、享受、挑戰、自我表達或社交互動的機會。

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Introduction to jump rope. 第一課：跳繩入門

Objectives 課程目標：

At the end of the lesson, the students will:

課程結束時，學生將能夠

- Be able to successfully perform a basic jump using hula hoops obstacle activity.
成功完成使用呼拉圈障礙物的基本跳躍活動。
- Be able to successfully perform a minimum of four more advanced short jump rope skills.
成功展示至少四種更高級的跳繩技巧。

Evaluation 評估標準：

- Students will be able to understand and use vocabulary relating to Jump rope in both the English language and Chinese language.
學生將能夠理解並使用與跳繩相關的英語和中文詞彙。
- Communication: Speaking and Listening.
溝通能力：口語和聆聽。
- Cooperation: Working together.
合作能力：團隊合作。
- Competencies will be used, discussed and applied from all section.
所有教學部分的能力將被使用、討論和應用。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	8 mins	Warm up 暖身運動： <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到10 	N/A 不適用

		<ul style="list-style-type: none"> • Neck 頸部 • Arms 手臂 • Waist 腰部 • Knees 膝蓋 • Wrists and ankles 手腕和腳踝 <p>➤ Students will continue with endurance exercise: 學生繼續進行耐力運動</p> <ul style="list-style-type: none"> • Jumping jacks 開合跳 • Side lunges 側弓箭步 • Lunges 弓箭步 	
主要內容 Core Part			
Presentation	2 mins	<p><u>Introduction to vocabulary 詞彙介紹：</u></p> <ul style="list-style-type: none"> • Jump 跳躍 • Knees together 雙膝併攏 • High Knees 抬高膝蓋 • Balance 平衡 • Hula Hoop 呼啦圈 • Cones 角錐 • High five 擊掌 	
Practice and production	25 mins	<p><u>Activity 1- Obstacle course 活動1-障礙賽</u></p>  <p>➤ Divide the class into two teams, boys vs. girls or even number students vs. odd number students. 將班級分為兩個隊伍，男生隊對女生隊或偶數號學生隊對奇數號學生隊。</p> <p>➤ Depending on the degree of difficulty and students' physical ability, place 5 to 8 hula hoops 2m. apart on the ground for each team. 根據難度和學生的身體能力，為每個隊伍在地面上每隔2米放置5到8個呼啦圈。</p> <p>➤ When the first student on both teams hears the whistle, they have to do the correct move. When</p>	<ul style="list-style-type: none"> • 16 hula hoops 16個呼啦圈 • 1 long rope (1meter) 1條1米大跳繩

		<p>he/she is finished, go back to the end of the line and squat, Students are required to say the word "jump" as they jump into each hula hoop.</p> <p>當兩隊的第一個學生聽到哨聲時，他們必須完成正確的動作。完成後，回到隊伍的最後並蹲下。學生需要在跳進每個呼啦圈時說“跳”。</p> <ul style="list-style-type: none"> ➤ Hop with both feet into the hoop 用雙腳跳進呼啦圈 ➤ Hop with one foot 用單腳跳進呼啦圈 	
總結 Closure			
Wrap-up	5 mins	<p>Discussion 課後討論：</p> <ul style="list-style-type: none"> ➤ Which team was the fastest when jumping with both feet into the hula hoop? 哪個隊伍在用雙腳跳進呼啦圈時最快？ ➤ Which team was the slowest when jumping one foot into the hula hoop? 哪個隊伍在用單腳跳進呼啦圈時最慢？ ➤ Was it easier to jump with one foot or both feet? And why? 用單腳還是雙腳跳比較容易？為什麼？ 	
References 參考資料：			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Jump the mountain 第二課：翻山越嶺			
Objectives 課程目標： To work as a team to demonstrate and analyze correct skipping technique. 團隊合作一起展示和分析正確的跳繩技巧。			
Evaluation:			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>Warm up 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a 	

		<p>body part isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動， 每個部位都數到10</p> <ul style="list-style-type: none"> • Neck 頸部 • Arms 手臂 • Waist 腰部 • Knees 膝蓋 • Wrists and ankles 手腕和腳踝 <p>➤ Students will continue with endurance exercise: 學生繼續進行耐力運動</p> <ul style="list-style-type: none"> • Jumping jacks 開合跳 • Side lunges 側弓箭步 • Lunges 弓箭步 	
主要內容 Core Part			
Presentation	2 mins	<p><u>Introduction to vocabulary 詞彙介紹：</u></p> <ul style="list-style-type: none"> • Low 低 • High 高 • Rope 繩子 • Jump 跳 • High knees 抬高膝蓋 • Feet together 雙腳併攏 • Balance 平衡 	PPT 簡報
Practice	12 mins	<p><u>Activity 1 – Jump the mountain</u> <u>活動1—翻山越嶺</u></p> <p>➤ Use a long jump rope, with a person on each end holding it slightly above the ground. 使用一條大跳繩，兩端各由一個人拿著，稍微高於地面。</p> <p>➤ Students line up in front of the rope and jump over one at a time. 學生排成一排站在跳繩前，依次跳過。</p> <p>➤ After all, have made the jump over, the rope is raised slightly and again everyone jumps over the</p>	Long rope (2 meters) 1條2米大跳繩

		<p>rope.</p> <p>當所有人都跳過後，跳繩再次被稍微提高，大家再次跳過。</p> <ul style="list-style-type: none"> ➤ Steadily raise the rope so that it's higher and more challenging to jump over. <p>逐漸提高跳繩的高度，使該活動變得更具挑戰性。</p>	
Production	12 mins	<p>Activity 2 – Helicopter 活動2 直升機</p> <ul style="list-style-type: none"> ➤ Form a circle and stand 6 feet away from each other. 學生站成一個圓圈，每個人相距6英尺（約1.8公尺）。 ➤ This jump rope is the helicopter. 這條跳繩就是直升機。 ➤ Jump over the helicopter every time it comes near your feet. 每次直升機飛近你的腳附近時要跳過它。 ➤ If the helicopter touches your feet, step back and do five jumping jacks 如果直升機碰到你的腳，就向後退一步，做五個開合跳。 ➤ Rejoin the game 跳完開合跳可以重新加入遊戲。 	2 long rope (1 meter) 2條1米大跳繩
總結 Closure			
Wrap-up	4 mins	<p>Discussion 課後討論：</p> <ul style="list-style-type: none"> ➤ Who was able to jump over the rope when it was low? 誰能在繩子低的時候跳過去？ ➤ Who was able to jump over the rope when it was at its highest? 誰能在繩子最高的時候跳過去？ ➤ What technique did you use to jump over the rope? 	N/A 不適用

		<p>你使用了什麼技巧來跳過繩子？</p> <ul style="list-style-type: none"> ➤ Was it easier to jump over the rope when it was moving? 繩子在移動時跳過去比較容易嗎？ ➤ Who was the last one remaining in the helicopter game? 在直升機遊戲中最後留下來的的是誰？ 	
<p>References 參考資料： YouTube video 參考影片</p> 			

教學活動設計：第三節課 (Lesson 3)			
Lesson 3: Single rope skills 跳繩技巧			
<p>Objectives 課程目標： At the end of the lesson, the students will: 課程結束時，學生將能夠 To work as a small group to design a fitness skipping circuit utilizing previously learnt skipping skills. 與小組合作，設計一個利用之前學到的跳繩技巧的跳繩循環。 Know how to jump and land safely in a balance position. 知道如何安全地跳躍和平衡著地。</p>			
Evaluation 評量：			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>Warm up 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到10 <ul style="list-style-type: none"> • Neck 頸部 • Arms 手臂 • Waist 腰部 • Knees 膝蓋 • Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise: 	N/A 不適用

		<p>學生繼續進行耐力運動</p> <ul style="list-style-type: none"> • Jumping jacks 開合跳 • Side lunges 側弓箭步 • Lunges 弓箭步 	
主要內容 Core Part			
Presentation	10 mins	<p><u>Introduce Vocabulary</u></p> <ul style="list-style-type: none"> • Skip/ Jump 跳躍 • Skipping rope/ Jump rope 跳繩 • Balance 平衡 • Swing 擺動 • Forward swing 向前擺動 • Backward swing 向後擺動 • Side step 側步 	PPT 簡報
Practice	10 mins	<p><u>Activity 1—Jump rope challenge</u> 活動1—跳繩挑戰賽</p> <p>➤ Students will get a jump rope each and learn the following skills. 學生將每人拿到一根跳繩，並學習以下技巧：</p> <ul style="list-style-type: none"> • Forward swing 向前擺動 • Backward Swing 向後擺動 • One-foot skips 單腳跳 <p>➤ Students will get 5 min per skill to improve while counting how many skips they are able to complete. 學生有5分鐘時間練習每個技巧，同時計算他們能完成多少次跳躍。</p>	32 jump ropes 32條跳繩
Production	10 mins	<p><u>Elimination game 淘汰遊戲：</u></p> <p>Students will be divided into two teams and will have a last man skipping competition. If students take a rest from skipping they will automatically be disqualified. 將學生分成兩個隊伍，進行比賽。如果學生休息，將自動被淘汰。</p>	32 jump ropes 32條跳繩
總結 Closure			
Wrap-up	5 mins	<p><u>Discussion 課後討論：</u></p> <p>➤ Last man standing champions, do you want to tell us how it feels to be the last man skipping? 作為倖存下來的冠軍，請告訴我們成為勝利者的感覺。</p> <p>➤ Which skipping skill was easier to master and why? 哪種跳繩技巧更容易掌握，為什麼？</p>	N/A 不適用

		➤ Which skipping skill was harder to master and why? 哪種跳繩技巧更難掌握，為什麼？	
References 參考資料：			

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Jump rope relay 跳繩接力賽

Objectives 課程目標：
At the end of the lesson, the students will:
課程結束時，學生將能夠

- Learn components of physical fitness – strength, cardio respiratory endurance
學習身體素質的各個組成部分：力量及心肺耐力。
- To improve motor skill performance
改善運動技能表現。
- To improve coordination using a variety of jump ropes
透過使用各種跳繩來提高協調能力。
- To understand and personally gain pleasure from participating in a physical activity that can be performed independently, with a partner or with a group
理解並從參與體育活動中獲得樂趣，可以獨立進行，也可以與組員或團體一起進行。

Evaluation 評量：

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>Warm up 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到10 <ul style="list-style-type: none"> • Neck 頸部 • Arms 手臂 • Waist 腰部 • Knees 膝蓋 • Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise: 學生繼續進行耐力運動 	N/A 不適用

		<ul style="list-style-type: none"> • Jumping jacks 開合跳 • Side lunges 側弓箭步 • Lunges 弓箭步 	
主要內容 Core Part			
Presentation	15 mins	Activity 1— Jump rope relay 活動1—跳繩接力賽 <ul style="list-style-type: none"> ➢ Set up a jump rope relay course for teams. 設置一個跳繩接力賽場。 ➢ Each “station” has a jump rope challenge that has been introduced to the kids before start time. 比賽開始前向學生介紹每個「站點」都有一個跳繩挑戰。 ➢ Teams work their way through the various stations, trying to be the first to reach the end goal. 隊伍通過各個站點，努力達到終點。 	2 long ropes (1 meter) 2條1米的大跳繩
Practice And production	15 mins	Activity 2—Jump rope 活動2—跳繩挑戰 <ul style="list-style-type: none"> ➢ Form a line of game participants. 讓遊戲參與者排成一條直線。 ➢ The jump rope turners start turning the rope at a slow to medium pace. Once the first participant jumps through the rope someone needs to jump, count to ten (while jumping) and jump out. 轉動跳繩者以慢到中等的速度開始甩動繩子。一旦第一位學生跳進繩子，另一個人也需要跳進去，邊跳邊數到十後跳出繩子。 ➢ The rope will continue to turn while the next player will jump in. 繩子在下一個學生跳進去時也持續甩動。 ➢ Failure to count to 10 will result in player becoming a turner. 如果無法在十秒內倒數完，該學生將成為轉動跳繩者。 	2 long ropes (1 meter) 2條1米的大跳繩
總結 Closure			
Wrap-up	5 mins	Discussion 課後討論： <ul style="list-style-type: none"> ➢ Who has been motivated and will at least skip 50 times each day from today? 有誰因為跳繩課程受到激發，從今天 	N/A 不適用

		開始每天至少會跳繩50下的？ ➤ Who can remind me why skipping is good for you? 誰能告訴我跳繩對你有哪些好處？	
References 參考資料：			

新北市龍埔國小雙語實驗課程教學活動設計

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 3

課程名稱 (Name of the Curriculum): Bilingual Physical Education

單元名稱 (Name of the Unit): Dodgebee 躲避飛盤

總節數 (Length of the Unit): 6 lessons (40 min each)

設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- **This unit helps**

This course covers the basic knowledge of Dodgebee, pass and catch techniques, defensive training, attack training, tactical application and on-hand experience of the game. Through the advanced and deeper training of Dodgebee techniques, participants will not only build up their physical fitness, improve their hand-eye coordination and enjoy the excitement of the game, but also have their concentration, enterprising mentality, social skills, etc. enhanced and team spirit cultivated to inspire personal growth.

這門課程涵蓋了躲避飛盤的基本知識、傳接技巧、防守訓練、攻擊訓練、戰術應用以及實際遊戲體驗。透過對躲避飛盤技術進階且深入的訓練，參與者不僅能夠增強體能、改善手眼協調、享受刺激的遊戲，還能提高專注力、進取心、合作技巧等，並培養團隊精神，激發個人成長。

Objectives of this unit/theme:

The objectives of this unit/theme are:

本單元/主題的目標是：

- Students will understand and be able to explain the rules of Dodgebee.
學生將了解並能夠解釋躲避飛盤的規則。
- Students will identify and apply basic strategies for offense and defense in Dodgebee.
學生將識別並應用躲避飛盤的基本攻防策略。
- Students will recognize different game situations and make quick decisions to

respond appropriately.

學生將識別不同的比賽情況並快速做出適當的應對決策。

- Students will analyse opponents' strategies and adjust their play style accordingly.

學生將分析對手的策略並調整自己的比賽風格。

- Students will demonstrate proper throwing techniques for accuracy and distance with the Dodgebee disc.

學生將正確地展示準確和遠距投擲躲避飛盤。

- Students will develop catching skills to effectively catch and control the Dodgebee disc.

學生將發展抓接技巧以有效地接住和控制躲避飛盤。

- Students will improve their agility and coordination through various movement patterns required in Dodgebee.

學生將透過躲避飛盤所需的各種運動方式提高敏捷性和協調性。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses	學習表現 (Learning Performance): <ul style="list-style-type: none">➤ 2c-II-3 Show confidence, and willingness to accept challenges when learning. 表現主動參與、樂於嘗試的學習態度。➤ 2c-II-2 Be altruistic, communicating with others with reasons and respect. 表現增進團隊合作、友善的互動行為。➤ 3c-II-2 Create moves and developing performance skills and showing potential in sports. 透過身體活動，探索運動潛能與表現正確的身體活動。
	學習內容 (Learning Content):

	<p>➤ Ce-II-1 Other basic recreational activity skills. 其他休閒運動基本技能。</p>
<p>內容 Content (New knowledge, skills and understanding)</p>	<p>預計進行的節數 Corresponding Lesson</p>
<ol style="list-style-type: none"> 1. How to throw and catch a dodgebee 如何投擲和接住躲避飛盤 2. Aim for the hole 瞄準洞口 3. Dodgebee curling part 1 躲避飛盤冰壺遊戲 (一) 4. Dodgebee curling part 2 躲避飛盤冰壺遊戲 (二) 5. Dodge to get 我最「閃」躍 6. Dodgebee match 躲避飛盤大賽 	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p>
<p>認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)</p>	
<ul style="list-style-type: none"> ➤ Apply all kinds of strategies in games and sports 應用各種策略於遊戲和運動中。 ➤ To cultivate good interpersonal relationships and team spirit. 培養良好的人際關係和團隊精神。 ➤ Students will be equipped with the technique of Dodgebee and develop a sense of sportsmanship. 學生將具備躲避飛盤的技術並發展運動精神。 ➤ Students will be able work in groups and become a team player improving on their communication and social skills. 學生將能夠在小組中工作，成為團隊成員，提升其溝通和社交技能。 ➤ All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success. 	

所有學生將感受到對隊友成功的個人責任，並認識到他們的個人成功依賴於小組的成功。

溝通 Communication (What and how)

Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

功能性語言(課堂上分組討論、合作學習時所需使用的語言—強調學生之思維技能)

Lesson 1	<ul style="list-style-type: none"> ➤ How can you aim and throw the Dodgebee straight? 如何瞄準並直線投擲躲避飛盤? ➤ What kind of catch do you often use? Why? 你經常使用哪種抓接方式? 為什麼? ➤ How is Dodgebee different from a Frisbee? Which one is easier to aim and throw? 躲避飛盤與飛盤有何不同? 哪個更容易瞄準和投擲?
Lesson 2	<ul style="list-style-type: none"> ➤ How can you aim and throw the Dodgebee straight? 如何瞄準並直線投擲躲避飛盤? ➤ What kind of catch do you often use? Why? 你經常使用哪種抓接方式? 為什麼? ➤ How is Dodgebee different from a Frisbee? Which one is easier to aim and throw? 躲避飛盤與飛盤有何不同? 哪個更容易瞄準和投擲?
Lesson 3	<ul style="list-style-type: none"> ➤ Who was the best player for activity 1? 誰是第一個活動中的最佳玩家? ➤ Why was this student the best? 為什麼這個學生是最佳玩家? ➤ Who was able to score 4 points during the dodgebee curling game? 誰在躲避飛盤冰壺遊戲中得了4分?

	<ul style="list-style-type: none"> ➤ What strategy did you use to win the game? 你用了什麼策略贏得了比賽？
Lesson 4	<ul style="list-style-type: none"> ➤ Who would like to share their strategy on today's game? 誰願意分享他們今天比賽的策略？
Lesson 5	<ul style="list-style-type: none"> ➤ Was it scary to run through the passing area? 穿過投擲區域時是否感到害怕？ ➤ Did you get hit many times? 你被打中了很多次嗎？ ➤ How did you avoid getting hit by the Dodgebees? 你是如何避免被躲避飛盤打中的？ ➤ How did your team work together to win the race? 你的小組是如何合作贏得比賽的？
Lesson 6	<ul style="list-style-type: none"> ➤ Stand up if you were still in the game and not eliminated. 如果你還在比賽中且沒有被淘汰，請站起來。

Language through learning (Language progression, practice and extension—emerging language)

自發語言(學生經由主動學習、詢問資訊的過程，藉由語言使用學習到的新知識、概念及語言。)

Lesson 1	<ul style="list-style-type: none"> ➤ Throw the Dodgebee straight / higher / lower. 把躲避飛盤投得更直/更高/更低。 ➤ It's your/my turn to hold the hula hoop. 輪到你/我拿呼啦圈了。 ➤ It's your/my turn to throw the Dodgebee. 輪到你/我投躲避飛盤了。 ➤ You can do it. Try again. 你可以的。再試一次。
Lesson 2	<ul style="list-style-type: none"> ➤ Throw the Frisbee/Dodgebee harder. 用力點投飛盤/躲避飛盤。 ➤ Don't throw so hard. Throw softly.

	<p>別投得太用力。輕輕地投。</p> <ul style="list-style-type: none"> ➤ Oh, I missed. 哦，我投偏了。 ➤ There is a _____ (tree, column) in front. Go around it. 前面有一個_____（樹/柱子）。繞過它。 ➤ Oh, yes! I got it in the hula hoop. 哦，是的！我把它投進了呼啦圈。 ➤ Oh, yes! I threw the Dodgebee into the hula hoop with _____ throws. 哦，是的！我用_____次投擲把躲避飛盤投進了呼啦圈。
Lesson 3	<ul style="list-style-type: none"> ➤ Throw the Dodgebee/Frisbee harder. 用力點投躲避飛盤/飛盤。 ➤ Don't throw so hard. Throw softly. 別投得太用力。輕輕地投。 ➤ Oh, I missed. 哦，我投偏了。 ➤ Oh, yes! I got it in the hula hoop. ➤ Oh, yes! I threw the Dodgebee into the hula hoop. 哦，是的！我把躲避飛盤投進了呼啦圈。
Lesson 4	<ul style="list-style-type: none"> ➤ The Frisbee landed (落在) in the big/small circle! 飛盤落在了大/小圓圈裡！ ➤ The Frisbee landed on the line. 飛盤落在了線上。 ➤ Hit the (color) Frisbee! 打中那個（顏色）的飛盤！
Lesson 5	<ul style="list-style-type: none"> ➤ Ouch! You hit me! 哎呀！你打中我了！ ➤ Sorry, I didn't mean to. 對不起，我不是故意的。 ➤ Run faster. Don't be scared (to be hit). 跑快點。不要害怕被打中。 ➤ Hurry back. They have more cones than we do. 快回來。他們的角錐比我們多。

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting empathy:

Students will learn the culture of working as a team and trying their best to throw a dodgebee and aim correctly to accumulate as many points as a team.

Students will learn to cheer and encourage their team mates to participate in activities. Sport has enormous power to generate social, economic, and environmental change and contribute to sustainable development, social cohesion, and even to challenge mindsets and prejudice.

推動同理心

學生將學習團隊合作的文化，並盡力投擲躲避飛盤並準確瞄準，以團隊的名義積累盡可能的分數。學生將學會為團隊成員加油鼓勵，參與活動。運動具有極大的力量來產生社會、經濟和環境變革，並有助於可持續發展、社會凝聚力，甚至挑戰思維模式和偏見。

Promoting community and self-awareness:

Students will enhance their fitness abilities as dodgebee involves a lot of movement and strategic play. All the exercise will help students stay fit and healthy by improving cardiovascular health, coordination, strength and flexibility. Students will furthermore learn to communicate and listen to their team members thus improving on their listening and speaking to their peers. Students will furthermore learn to work in a team's thus teaching good sportsmanship, team spirit, dedication, losing gracefully and winning modestly.

推動社區和自我意識:

學生將通過參與躲避飛盤的各種運動來提高他們的健身能力。所有的運動將幫助學生保持健康，通過改善心血管健康、協調性、力量和柔韌性來保持健康。學生還將學會與隊友溝通和聆聽，提高與同儕的聽說能力。此外，學生將學會團隊合作，從而教導良好的運動精神、團隊精神、奉獻精神、平和地接受失敗和謙虛地贏得勝利。

教學活動設計：第一節課 (Lesson 1)

Lesson 1: How to throw and catch a dodgebee 如何投擲和接住躲避飛盤

Objectives:

At the end of the lesson, the students will:

在課程結束時，學生將會

Trains the coordination of hand and eye as well as the ability to react and concentration through throwing and catching a dodgebee.

透過投擲和接住躲避飛盤來訓練手眼協調、反應能力和專注力。

Students will demonstrate proper throwing techniques for accuracy and distance with the Dodgebee disc.

展示準確及遠距離投擲躲避飛盤的正確技術。

Students will develop catching skills to effectively catch and control the Dodgebee disc.

發展抓接技巧，以有效地接住和控制躲避飛盤。

Students will improve their agility and coordination through various movement patterns required in dodgebee.

透過躲避飛盤所需的各種運動模式提高敏捷性和協調性。

Evaluation 評量：

- Students can follow teacher's instructions
學生能夠遵循老師的指示
- Students can throw a perfect dodgebee.
學生能夠完美地投擲躲避飛盤
- Students can catch a dodgebee using a crocodile catch, overhead catch or underhand catch.
學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤
- Students can correctly use terminology both in the English language and Chinese language.
學生能夠正確使用英語和中文的相關術語
- Students participate physically during the lesson.
學生在課堂中積極參與體育活動

活動順序	時間	活動內容	教材資源
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Order of Activity	Time	Content of Activity	Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>The warm-up should include 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part ➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10 <ul style="list-style-type: none"> ● Neck 頸部 ● Arms 手臂 ● Waist 腰部 ● Knees 膝蓋 ➤ Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise 學生繼續進行耐力運動 <ul style="list-style-type: none"> ● Jumping jacks 開合跳 ● Side lunges 側弓箭步 ● Lunges 弓箭步 	N/B
主要內容 Core Part			
Presentation	10 mins	<p><u>Introduction</u></p> <p>1. Teacher will introduce dodgebee to students and ask the following questions</p> <ul style="list-style-type: none"> ➤ What is Dodgebee? It's a game from Japan and the combination of "dodgeball" and "Frisbee". 老師將向學生介紹躲避飛盤並提問：什麼是躲避飛盤？它是一種來自日本的遊戲， 	X1 Dodgebee 一個躲避飛盤

結合了「躲避球」和「飛盤」。

2. Teacher will **demonstrate and explain** how to *throw* a dodgebee to students.

老師將示範並解釋如何投擲躲避飛盤：

- The way to do a “backhand throw” is by gripping the Dodgebee between your thumb and forefinger.

「反手投擲」的方法是用拇指和食指夾住躲避飛盤。

- For right handed throws, bring the Dodgeball back across the chest toward the left side of the body. Step with your right foot and then flick your elbow and your wrist pointed at the target. Throw it like there's a glass of water on top and you do not want to spill it.

對於右手投擲者，將躲避飛盤向左側穿過胸前，右腳踏步，然後用肘部和手腕對準目標甩動。投擲時要像上面有一杯水，不想把它灑出來一樣。

3. Teacher will **demonstrate and explain** how to *catch* a dodgebee

老師將示範並解釋如何接住躲避飛盤：

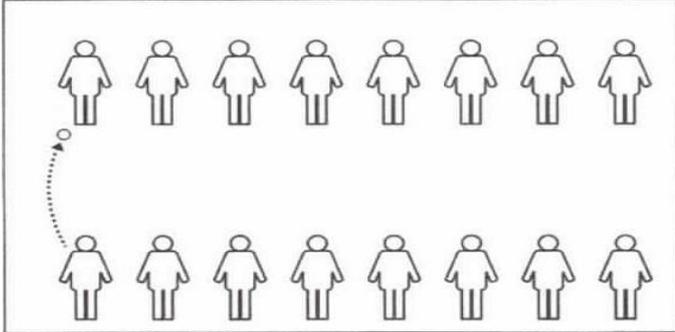
There are 3 ways to catch a Dodgebee disc or a Frisbee. 有三種方式來接住躲避飛盤或飛盤：

- If the disc comes straight towards your chest, do a “pancake catch”. Your dominant hand (stronger hand) should be on the top.

如果飛盤直衝胸前，使用「煎餅接/夾接」。你的慣用手應該在上面。

- If the disc is a bit high that goes over your

		<p>head, then do an "overhand catch".</p> <p>如果飛盤略高，越過你的頭頂，則使用「頭頂接/上手接」。</p> <p>➤ If the Dodgebee disc so low that you have to bend over to catch, then do an "underhand catch".</p> <p>如果飛盤非常低，需要彎腰才能接住，則使用「低手接」。</p>							
Practice and production	15 mins	<p>Now, we're going to practice throwing and catching a Dodgebee disc with the partner across from you. Try your best to throw good passes which will allow him/her to practice different catches</p> <p>現在，我們將和對面的夥伴一起練習投擲和接住躲避飛盤。盡你所能投出好的飛盤，讓對方可以練習不同的接盤方式。</p> <table border="1" data-bbox="507 1079 1211 1498"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Crocodile catch 夾接</td> <td>Overhand catch 上手接</td> <td>Underhand catch 低手接</td> </tr> </table> <p><u>Activity- How to throw and catch a dodgebee disc</u> 活動 - 如何投擲和接住躲避飛盤</p> <p>Students will be paired and will practice throwing and catching a Dodgebee disc. Each pair will have stand across one another. Try your best to throw good passes which will allow him/her to practice different</p>				Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接	X20 Dodgebee 20 個躲避飛盤
									
Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接							

		<p>catches.</p> <p>學生將被分成兩人一組，練習投擲和接住躲避飛盤。每對組合將面對面站立。盡你所能投出好的飛盤，讓對方可以練習不同的接盤方式。</p> 	
總結 Closure			
Wrap-up	5 mins	<p>Discussion 討論</p> <p>Questions for discussion 可以討論的問題</p> <ol style="list-style-type: none"> 1. How can you aim and throw the Dodgebee straight? 如何瞄準並直線投擲躲避飛盤？ 2. What kind of catch do you often use? Why? 你經常使用哪種接盤方式？為什麼？ 3. How is Dodgebee different from a Frisbee? Which one is easier to aim and throw? 躲避飛盤和飛盤有什麼不同？哪個更容易瞄準和投擲？ 	
References 參考資料：			

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Aim for the hole 瞄準洞口

Objectives:

At the end of the lesson, the students will:

在課程結束時，學生將會

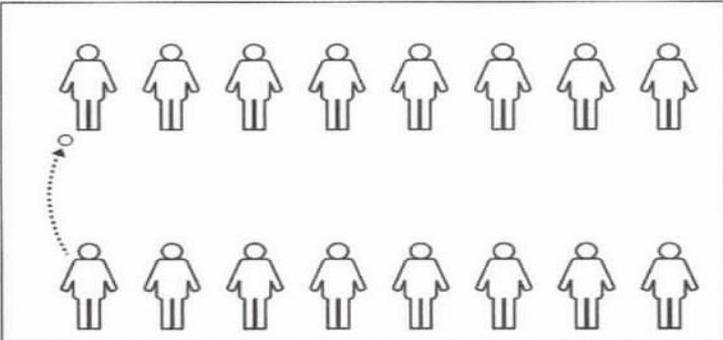
- Trains the coordination of hand and eye as well as the ability to react and concentration through throwing and catching a dodgebee.
透過投擲和接住躲避飛盤來訓練手眼協調、反應能力和專注力。
- It is using aim, accuracy, and the correct amount of force to locate the object in, or as close as possible to, the designated target.
使用瞄準、準確性和適當的力度將物體投擲至指定目標或盡可能接近目標。
- Students will demonstrate proper throwing techniques for accuracy and distance with the Dodgebee disc.
展示準確及遠距離投擲躲避飛盤的正確技術。
- Students will develop catching skills to effectively catch and control the Dodgebee disc.
發展抓接技巧，以有效地接住和控制躲避飛盤。
- Students will improve their agility and coordination through various movement patterns required in Dodgebee.
透過躲避飛盤所需的各種運動模式提高敏捷性和協調性。

Evaluation 評量：

- Students can follow teacher's instructions.
學生能夠遵循老師的指示。
- Students can throw a perfect dodgenee while aiming through a hula hoop.
學生能夠瞄準並通過呼啦圈完美地投擲躲避飛盤。
- Students can catch a dogbee using a crocodile catch, overhead catch or underhand catch.
學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤。
- Students can correctly use terminologies both in the English language and Chinese language.
學生能夠正確使用英語和中文的相關術語。
- Students participate physically during the lesson.
學生在課堂中積極參與體育活動。

活動順序	時間	活動內容	教材資源
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Order of Activity	Time	Content of Activity	Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>The warm-up should include 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part ➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10 <ul style="list-style-type: none"> ● Neck 頸部 ● Arms 手臂 ● Waist 腰部 ● Knees 膝蓋 ➤ Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise 學生繼續進行耐力運動 <ul style="list-style-type: none"> ● Jumping jacks 開合跳 ● Side lunges 側弓箭步 ● Lunges 弓箭步 	N/A
主要內容 Core Part			
Presentation	5 mins	<p>Discussion 討論</p> <p>Review throwing and catching a Dodgebee disc, two students will volunteers and demonstrate the following: 回顧投擲和接住躲避飛盤，請兩位學生自願演示以下內容：</p> <ul style="list-style-type: none"> ● How to throw a dodgebee 如何投擲躲避飛盤 ● How to catch a dodgebee 如何接住躲避飛盤 	X1 Dodgebee 1 個躲避飛盤

		<p>Students will differentiate and discuss different throws and catches that was introduced in the previous lesson.</p> <p>學生將區分並討論在前一節課中介紹的不同投擲和接盤方式。</p> <table border="1" data-bbox="507 454 1225 873"> <tr> <td data-bbox="507 454 742 689">  </td> <td data-bbox="742 454 976 689">  </td> <td data-bbox="976 454 1225 689">  </td> </tr> <tr> <td data-bbox="507 689 742 873"> <p>Crocodile catch 夾接</p> </td> <td data-bbox="742 689 976 873"> <p>Overhand catch 上手接</p> </td> <td data-bbox="976 689 1225 873"> <p>Underhand catch 低手接</p> </td> </tr> </table>				<p>Crocodile catch 夾接</p>	<p>Overhand catch 上手接</p>	<p>Underhand catch 低手接</p>	
									
<p>Crocodile catch 夾接</p>	<p>Overhand catch 上手接</p>	<p>Underhand catch 低手接</p>							
Practice	10 mins	<p>Activity 1- How to throw and catch a dodgebee disc <u>活動 1 - 如何投擲和接住躲避飛盤</u></p> <p>Students will be paired and will practice throwing and catching a Dodgebee disc. Each pair will have stand across one another. Try your best to throw good passes which will allow him/her to practice different catches.</p> <p>學生將被分成兩人一組，練習投擲和接住躲避飛盤。每對組合將面對面站立。盡你所能投出好的飛盤，讓對方可以練習不同的接盤方式。</p> 	X20 Dodgebee						
Production	10 mins	<p>Activity 2- Aim for the hole <u>活動 2 - 瞄準洞口</u></p> <p>Students will be divided into teams of four,</p>	X8 Dodgebee						

		<p>each group will get a Dodgebee and a hula hoop. Two students will stand in the middle holding the hula hoop for your classmates to throw the Dodgebee through it. When you hear the whistle, change people to hold the hula hoop.</p> <p>學生將分成四人一組，每組會獲得一個躲避飛盤和一個呼啦圈。兩名學生將站在中間舉著呼啦圈，讓其他組員將躲避飛盤投擲穿過呼啦圈。聽到哨聲時，交換舉呼啦圈的人。</p> 	<p>8 個躲避飛盤 X8 hula hoops 8 個呼啦圈</p>
總結 Closure			
Wrap-up	5 mins	<p>Discussion 討論</p> <ol style="list-style-type: none"> How can you aim and throw the Dodgebee straight? 如何瞄準並直線投擲躲避飛盤？ What kind of catch do you often use? Why? 你經常使用哪種接盤方式？為什麼？ How is Dodgebee different from a Frisbee? Which one is easier to aim and throw? 躲避飛盤和飛盤有什麼不同？哪個更容易瞄準和投擲？ 	N/B
References 參考資料：			

Lesson 3: Dodgebee Curling Part 1 躲避飛盤冰壺遊戲(一)

Objectives:

At the end of the lesson, the students will:

在課程結束時，學生將會

- Develop stronger hand and eye coordination. 增強手眼協調能力。
- Enhance ability to react and concentration through throwing and catching a dodgebee.
通過投擲和接住躲避飛盤提高反應能力和專注力。
- Players control the object's speed and trajectory.
控制躲避飛盤的速度和軌跡。
- They aim with accuracy, by applying the right amount of force in the direction of the target.
透過施加適當的力量，以準確性瞄準目標方向。
- Players avoid obstacles and judge the correct path and distance from the object to the target.
避開障礙物並判斷躲避飛盤到目標的正確路徑和距離。
- They use a strategy to plan the path, or the team path, of the object to the target.
使用策略來計劃躲避飛盤路徑，或團隊成員的路徑，以達到目標。
- Students will demonstrate proper throwing techniques for accuracy and distance with the Dodgebee disc.
展示準確和遠距離投擲躲避飛盤的正確技術。
- Students will develop catching skills to effectively catch and control the Dodgebee disc.
發展抓接技巧，以有效地接住和控制躲避飛盤。
- Students will improve their agility and coordination through various movement patterns required in Dodgebee.
透過躲避飛盤所需的各種運動模式提高敏捷性和協調性。

Evaluation 評量：

- Students can follow teacher's instructions.

學生能夠遵循老師的指示。

- Students can throw a perfect dodgenee while aiming through a hula hoop.

學生能夠瞄準並通過呼啦圈完美地投擲躲避飛盤。

- Students can catch a dogbee using a crocodile catch, overhead catch or underhand catch.

學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤。

- Students can correctly use terminologies both in the English language and Chinese language.

學生能夠正確使用英語和中文的相關術語。

- Students participate physically during the lesson.

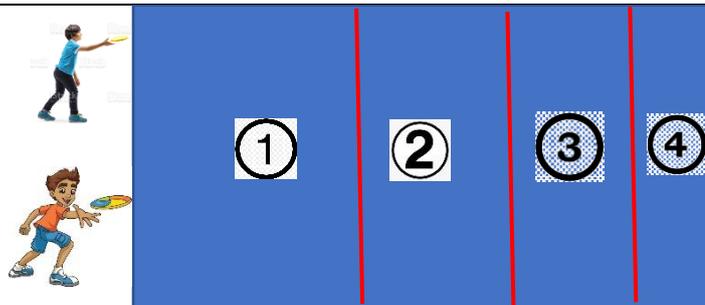
學生在課堂中積極參與體育活動。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>The warm-up should include 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part ➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10 <ul style="list-style-type: none"> ● Neck 頸部 ● Arms 手臂 ● Waist 腰部 ● Knees 膝蓋 ➤ Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise 	N/B

		<p>學生繼續進行耐力運動</p> <ul style="list-style-type: none"> ● Jumping jacks 開合跳 ● Side lunges 側弓箭步 ● Lunges 弓箭步 							
主要內容 Core Part									
Presentation	5 mins	<p>Discussion 討論</p> <p>Review throwing and catching a Dodgebee disc, two students will volunteers and demonstrate the following:</p> <p>回顧投擲和接住躲避飛盤，請兩位學生自願演示以下內容：</p> <ul style="list-style-type: none"> ● How to throw a dodgebee 如何投擲躲避飛盤 ● How to catch a dodgebee 如何接住躲避飛盤 <p>Students will differentiate and discuss different throws and catches that was introduced in the previous lesson.</p> <p>學生將區分並討論在前一節課中介紹的不同投擲和接盤方式。</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Crocodile catch 夾接</td> <td>Overhand catch 上手接</td> <td>Underhand catch 低手接</td> </tr> </table>				Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接	X1 Dodgebee
									
Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接							
Practice	10 mins	<p>Activity 1- Review Aim for the hole</p> <p><u>活動 1 瞄準洞口</u></p> <p>Students will be divided into teams of four, each group will get a Dodgebee and a hula</p>	X8 Dodgebee 8 個躲避飛盤						

		<p>hoop. Two students will stand in the middle holding the hula hoop for your classmates to throw the Dodgebee through it. When you hear the whistle, change people to hold the hula hoop.</p> <p>學生將分成四人一組，每組會獲得一個躲避飛盤和一個呼啦圈。兩名學生將站在中間舉著呼啦圈，讓其他組員將躲避飛盤投擲穿過呼啦圈。聽到哨聲時，交換舉呼啦圈的人。</p> 	<p>X8 hula hoops 8 個呼啦圈</p>
<p>Production</p>	<p>10 mins</p>	<p><u>Activity 2- Dodgebee curling 躲避飛盤冰壺遊戲</u></p> <p>1. Explain to students we will be playing dodgebee curling: In front of you, there are four blocks on the court. Each block has a number 1-4. In this game, you will each take turns throwing a Frisbee/Dodgebee into the blocks or hitting your opponent's Frisbee so they don't score.</p> <p>向學生解釋我們將要進行的躲避飛盤冰壺遊戲：在你們面前的球場上有四個區塊。每個區塊上都有一個1到4的數字。在這個遊戲中，你們將輪流將一個飛盤/躲避飛盤投進區塊內，或者擊中你的對手的飛盤，以防止他們得分。</p> <p>2. If your Frisbee lands on a block, you will get the points equivalent to the number in that block. If your Frisbee lands inside the</p>	<p>Chalk 2circles drawn in the gym X16 dodgebees</p>

	<p>block or the inner line, you get the points equivalent to the. No points is scored when the Frisbee is outside the line.</p> <p>如果你的飛盤降落在一個區塊上，你將得到該區塊內的數字相當的分數。如果你的飛盤降落在區塊內或內線上，你將得到相對應的分數。當飛盤在線外時，不得分。</p> <p>3. You may try to hit your opponents' Frisbee out of the block so they don't score. When everyone has had a chance to throw the Frisbee, add up the number of points each team has scored. The team with the higher score wins the game.</p> <p>你可以試著把對手的飛盤擊出區塊，使他們不能得分。當每個人都有機會投擲飛盤後，計算每個隊伍得分的總數。得分較高的隊伍贏得比賽。</p> <p>4. When the boys are done playing, swap and have the girls play while the boys sit along the lines to watch and discuss tactics of how they should play next time. 當男孩們玩完後，讓女孩們上場，而男孩們則坐在邊線上觀看並討論他們下次應該如何玩。</p> <p>5. If there should be a tie between the teams. A representative from each team should come forward to throw the Frisbee to decide the final result.</p> <p>如果兩隊打成平手，則每隊應派出一名代表前來投擲飛盤，以決定最終結果。</p>	
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Game 1: Team 1 vs Team 3

遊戲 1：隊伍 1 對隊伍 3

Game 2: Team 2 vs Team 4

遊戲 2：隊伍 2 對隊伍 4

Game 3: Winner vs winner 遊戲 3：勝者對勝者

Game 4: Loser vs loser 遊戲 4：敗者對敗者

Students will be given an opportunity to discuss and strategize with team members for game 3 and 4.

Which one is easier to aim and throw?

在遊戲 3 和遊戲 4 之前，學生將有機會與隊員討論和制定策略。

哪一個比較容易瞄準和投擲？

總結 Closure

Wrap-up

5
mins

Discussion 討論

1. Who was the best player for activity 1?
誰是活動 1 中的最佳玩家？
2. Why was this student the best?
為什麼這名學生是最佳的？
3. Who was able to score 4 points during the dodgebee curling game?
誰在躲避飛盤冰壺遊戲中得到了 4 分？
4. What strategy did you use to win the game?
你用什麼策略贏得了比賽？

N/B

References 參考資料：

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Dodgebee Curling Part 2 躲避飛盤冰壺遊戲(二)

Objectives:

At the end of the lesson, the students will:

在課程結束時，學生將會

- Develop stronger hand and eye coordination. 增強手眼協調能力。
- Enhance ability to react and concentration through throwing and catching a dodgebee.
透過投擲和接住躲避飛盤提高反應能力和專注力。
- Players control the object's speed and trajectory.
- They aim with accuracy, by applying the right amount of force in the direction of the target.
通過施加適當的力量，以準確性瞄準目標方向。
- Players avoid obstacles and judge the correct path and distance from the object to the target.
避開障礙物並判斷躲避飛盤到目標的正確路徑和距離。
- They use a strategy to plan the path, or the team path, of the object to the target.
使用策略來計劃躲避飛盤或團隊的路徑，使其到達目標。

Evaluation 評量：

- Students can follow teacher's instructions.
學生能夠遵循老師的指示。
- Students can throw a perfect dodgenee while aiming through a hula hoop.
學生能夠瞄準並通過呼啦圈完美地投擲躲避飛盤。
- Students can catch a dogbee using a crocodile catch, overhead catch or underhand catch.
學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤。

- Students can correctly use terminologies both in the English language and Chinese language.

學生能夠正確使用英語和中文的相關術語。

- Students participate physically during the lesson.

學生在課堂中積極參與體育活動。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>The warm-up should include 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part ➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10 <ul style="list-style-type: none"> ● Neck 頸部 ● Arms 手臂 ● Waist 腰部 ● Knees 膝蓋 ➤ Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise 學生繼續進行耐力運動 <ul style="list-style-type: none"> ● Jumping jacks 開合跳 ● Side lunges 側弓箭步 ● Lunges 弓箭步 	
主要內容 Core Part			
Presentation	5	Review throwing and catching a Dodgebee	

	mins	<p>disc, two students will volunteers and demonstrate the following:</p> <p>回顧投擲和接住躲避飛盤，請兩位學生自願演示以下內容：</p> <ul style="list-style-type: none"> ● How to throw a dodgebee 如何投擲躲避飛盤 ● How to catch a dodgebee 如何接住躲避飛盤 <p>Students will differentiate and discuss different throws and catches that was introduced in the previous lesson.</p> <p>學生將區分並討論在前一節課中介紹的不同投擲和接盤方式。</p> <table border="1" data-bbox="483 882 1227 1346"> <tr> <td data-bbox="483 882 727 1122"></td> <td data-bbox="727 882 971 1122"></td> <td data-bbox="971 882 1227 1122"></td> </tr> <tr> <td data-bbox="483 1122 727 1346">Crocodile catch 夾接</td> <td data-bbox="727 1122 971 1346">Overhand catch 上手接</td> <td data-bbox="971 1122 1227 1346">Underhand catch 低手接</td> </tr> </table>				Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接	
									
Crocodile catch 夾接	Overhand catch 上手接	Underhand catch 低手接							
Practice	10 mins	<p>Review Aim for the hole 複習瞄準洞口</p> <p>Students will be divided into teams of four, each group will get a Dodgebee and a hula hoop. Two students will stand in the middle holding the hula hoop for your classmates to throw the Dodgebee through it. When you hear the whistle, change people to hold the hula hoop.</p> <p>學生將分成四人一組，每組會獲得一個躲避飛盤和一個呼啦圈。兩名學生將站在中間舉著呼啦圈，讓其他組員將躲避飛盤投擲穿過呼啦圈。聽到哨聲時，交換</p>	<p>X8 Hula hoops 8 個呼拉圈</p> <p>X8 dodgebee 8 個躲避飛盤</p>						

		<p>舉呼啦圈的人。</p> 	
Production	10 mins	<ol style="list-style-type: none"> 1. Explain to students we will be playing dodgebee curling: In front of you, there are two circles on the court. A small circle inside a big one. In this game, you will each take turns throwing a Frisbee/Dodgebee into the circles or hitting your opponent's Frisbee so they don't score. 向學生解釋我們將要進行的躲避飛盤冰壺遊戲：在你們面前的球場上有兩個圓圈。一個小圓圈在大圓圈內。在這個遊戲中，你們將輪流將飛盤/躲避飛盤投進圓圈內，或者擊中對手的飛盤，以防止他們得分。 2. If your Frisbee lands in the big circle or on the outer line, you get one point. If your Frisbee lands inside the smaller circle or the inner line, you get two points. No points is scored when the Frisbee is outside the circle or line. 如果你的飛盤降落在大圓圈內或外圓線上，你將得到一分。如果你的飛盤降落在小圓圈內或內圓線上，你將得到兩分。當飛盤在圓圈或圓線外時，不得分。 3. You may try to hit your opponents' Frisbee out of the circle so they don't score. When everyone has had a 	<p>X2 dodgebee 2 個躲避飛盤 Chalk 粉筆</p>

chance to throw the Frisbee, add up the number of points each team has scored. The team with the higher score wins the game.

你可以試著把對手的飛盤擊出圓圈，使他們不能得分。當每個人都有機會投擲飛盤後，計算每個隊伍得分的總數。得分較高的隊伍贏得比賽。

4. When the boys are done playing, swap and have the girls play while the boys sit along the lines to watch and discuss tactics of how they should play next time.

當男孩們玩完後，讓女孩們上場，而男孩們則坐在邊線上觀看並討論他們下次應該如何玩。

5. If there should be a tie between the teams. A representative from each team should come forward to throw the Frisbee to decide the final result.

如果兩隊打成平手，則每隊應派出一名代表前來投擲飛盤，以決定最終結果。



Teacher will divide the students into two groups, boys and girls. Teacher will furthermore divide the boys into two teams, even and odd

		<p>numbers. The same process will be followed with the girls.</p> <p>老師將把學生分成兩組，男孩組和女孩組。然後，老師會進一步將男孩分成兩隊，按號碼的奇數和偶數分隊。女孩也將按照同樣的方式進行分組。</p>	
總結 Closure			
Wrap-up	5 mins		
References 參考資料：			

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Dodge to get 我最「閃」躍

Objectives:

At the end of the lesson, the students will:

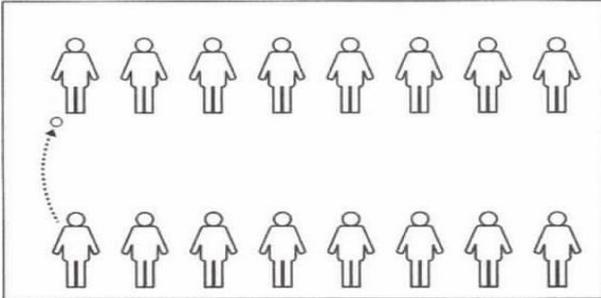
在課程結束時，學生將會

- Develop stronger hand and eye coordination. 增強手眼協調能力。
- Enhance ability to react and concentration through throwing and catching a dodgebee.
通過投擲和接住躲避飛盤提高反應能力和專注力。
- Players control the object's speed and trajectory.
控制躲避飛盤的速度和軌跡。
- They aim with accuracy, by applying the right amount of force in the direction of the target.
通過施加適當的力量，以準確性瞄準目標方向。
- Players avoid obstacles and judge the correct path and distance from the object to the target.
避開障礙物並判斷躲避飛盤到目標的正確路徑和距離。
- They use a strategy to plan the path, or the team path, of the object to the target.
使用策略來計劃躲避飛盤或團隊的路徑，使其到達目標。

Evaluation 評量：

- Students can follow teacher's instructions.
學生能夠遵循老師的指示。
- Students can throw a perfect dodgenee while aiming through a hula hoop.
學生能夠瞄準並通過呼啦圈完美地投擲躲避飛盤。
- Students can catch a dogbee using a crocodile catch, overhead catch or underhand catch.
學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤。
- Students can correctly use terminologies both in the English language and Chinese language.
學生能夠正確使用英語和中文的相關術語。
- Students participate physically during the lesson.
學生在課堂中積極參與體育活動。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>The warm-up should include 暖身運動：</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. 繞場地跑三圈 ➤ Students will then participate in a body part ➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10 <ul style="list-style-type: none"> ● Neck 頸部 ● Arms 手臂 ● Waist 腰部 ● Knees 膝蓋 	N/B

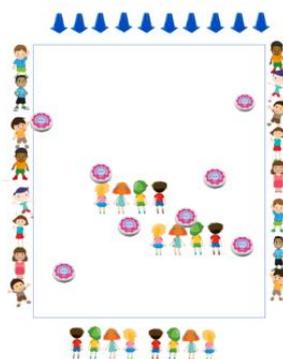
		<ul style="list-style-type: none"> ➤ Wrists and ankles 手腕和腳踝 ➤ Students will continue with endurance exercise 學生繼續進行耐力運動 ● Jumping jacks 開合跳 ● Side lunges 側弓箭步 ● Lunges 弓箭步 	
主要內容 Core Part			
Presentation	10 mins	<p><u>Review Activity- How to throw and catch a dodgebee disc 如何投擲和接住躲避飛盤</u></p> <p>Students will be paired and will practice throwing and catching a Dodgebee disc. Each pair will have stand across one another. Try your best to throw good passes which will allow him/her to practice different catches.</p> <p>學生將被分成兩人一組，練習投擲和接住躲避飛盤。每對組合將面對面站立。盡你所能投出好的飛盤，讓對方可以練習不同的接盤方式。</p> 	<p>X20 DODGEBEE 20 個躲避飛盤</p>
Practice And production	15 mins	<p><u>Activity: Dodge to get 我最「閃」躍</u></p> <p>1. Students will be divided into groups of eight. 學生將被分成八人一組。</p>	<p>X10 DODGEBEE 10 個躲避飛盤 X 5 CONES</p>

- One team will stand along the sideline. The other team will stand along the other sideline.

其中一隊將站在場邊線上。另一隊將站在對面的場邊線上。

- There are two colored cones at the baseline. The students standing on the sidelines will throw the Dodgebee back and forth to each other.

在底線上有兩個彩色角錐。站在場邊線上的學生將互相投擲躲避飛盤。



Rules: Don't try to throw the Dodgebee at the people who are running. Try to make a good throw so the other person can catch the Dodgebee.

規則：不要試圖將躲避飛盤投向正在奔跑的人。盡量投好飛盤，讓對方能接住。

- The two teams standing at the baseline will run down the court to the other baseline and take a cone back. Don't be afraid to get hit by the Dodgebee because it is soft. 站在底線上的兩隊將跑到對面的底線，拿取一個角錐。不用擔心被躲避飛盤擊中，因為它是軟的。
- Don't try to hit your classmates who

		<p>are trying to get the cones. Your goal is not to hit them with the Dodgebee, but to throw a nice pass to your partner across from you.</p> <p>不要試圖擊中試圖取角錐的同學。你的目標不是用躲避飛盤擊中他們，而是向對面的搭檔投好飛盤。</p> <p>➤ The two teams who are running through should try to get as many cones as possible. The team to get all ten cones first wins the game.</p> <p>兩隊奔跑的隊伍應盡量取得盡可能的角錐。第一個拿取所有十個角錐的隊伍獲勝。</p> <p>2. Four teams switch roles when the game is over.</p> <p>當遊戲結束時，四隊交換角色。</p> 	
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總結 Closure

Wrap-up	5 mins	<p><u>Discussion 討論：</u></p> <p>Questions for Discussion:</p> <p>1. Was it scary to run through the passing area? 在通過飛盤區時會感到害怕嗎？</p> <p>2. Did you get hit many times? 你被擊中了很多次嗎？</p> <p>3. How did you avoid getting hit by the Dodgebees? 你是如何避免被躲避飛盤擊中的？</p>	N/B
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		4. How did your team work together to win the race? 你的隊伍是如何共同努力贏得比賽的？	
References 參考資料：			

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Dodgebee Match 躲避飛盤比賽

Objectives:

At the end of the lesson, the students will:

在課程結束時，學生將會

- Develop stronger hand and eye coordination. 增強手眼協調能力。
- Enhance ability to react and concentration through throwing and catching a dodgebee.
透過投擲和接住躲避飛盤提高反應能力和專注力。
- Players control the object's speed and trajectory.
控制躲避飛盤的速度和軌跡。
- They aim with accuracy, by applying the right amount of force in the direction of the target.
透過施加適當的力量，以準確性瞄準目標方向。
- Players avoid obstacles and judge the correct path and distance from the object to the target.
避開障礙物並判斷躲避飛盤到目標的正確路徑和距離。
- They use a strategy to plan the path, or the team path, of the object to the target.
使用策略來計劃躲避飛盤或團隊的路徑，使其到達目標。

Evaluation 評量：

- Students can follow teacher's instructions.
學生能夠遵循老師的指示。
- Students can throw a perfect dodgenee while aiming through a hula

hoop.

學生能夠瞄準並通過呼啦圈完美地投擲躲避飛盤。

- Students can catch a dogbee using a crocodile catch, overhead catch or underhand catch.

學生能夠使用鱷魚接、頭頂接或低手接的方式接住躲避飛盤。

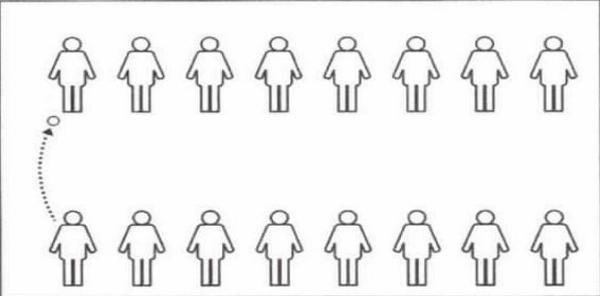
- Students can correctly use terminologies both in the English language and Chinese language.

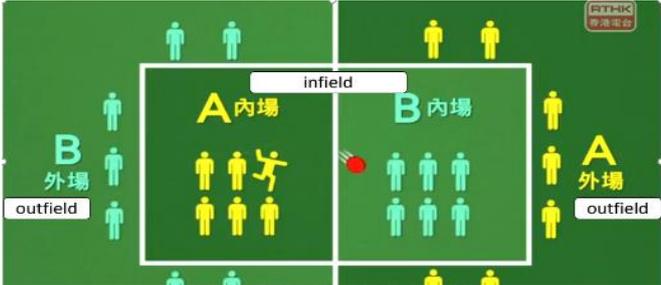
學生能夠正確使用英語和中文的相關術語。

- Students participate physically during the lesson.

學生在課堂中積極參與體育活動。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	The warm-up should include 暖身運動： <ul style="list-style-type: none">➤ Running around the court 3 times. 繞場地跑三圈➤ Students will then participate in a body part➤ Isolation exercise counting to 10: 學生進行身體各部位隔離暖身運動，每個部位都數到 10<ul style="list-style-type: none">● Neck 頸部● Arms 手臂● Waist 腰部● Knees 膝蓋➤ Wrists and ankles 手腕和腳踝➤ Students will continue with endurance exercise 學生繼續進行耐力運動<ul style="list-style-type: none">● Jumping jacks 開合跳	N/B

		<ul style="list-style-type: none"> ● Side lunges 側弓箭步 ● Lunges 弓箭步 	
主要內容 Core Part			
Presentation	5 mins	<p><u>Review Activity- How to throw and catch a dodgebee disc 如何投擲和接住躲避飛盤</u></p> <p>Students will be paired and will practice throwing and catching a Dodgebee disc. Each pair will have stand across one another. Try your best to throw good passes which will allow him/her to practice different catches.</p> <p>學生將被分成兩人一組，練習投擲和接住躲避飛盤。每對組合將面對面站立。盡你所能投出好的飛盤，讓對方可以練習不同的接盤方式。</p> 	X20 Dodgebee 20 個躲避飛盤
Practice	10 mins	<p><u>Review Activity: Dodge to get 我最「閃」躍</u></p> <p>Students will be divided into groups of eight. 學生將被分成八人一組。</p> <ul style="list-style-type: none"> ➤ One team will stand along the sideline. The other team will stand along the other sideline. 其中一隊將站在場邊線上。另一隊將站在對面的場邊線上。 ➤ There are two colored cones at the baseline. The students standing on the sidelines will throw the Dodgebee back and forth to each other. 在底線上有兩個彩色角錐。站在場邊線上的學生將互相投擲躲避飛盤。 	X5 Dodgebee

Production	10 mins	<p><u>Activity- Dodgebee match</u></p> <p><u>活動- 躲避飛盤比賽</u></p> <p>1. Divide students into two teams, Team A and team B. Each team has the same number of players (10 players in an official game)</p> <p>將學生分成兩隊，A 隊和 B 隊。每個隊伍的球員數量應相同（正式比賽中有 10 名球員）。</p> <p>2. Players entering or exiting the game should only pass through their own field of play.</p> <p>進出場的球員只能通過自己的場地。</p> <p>3. Infield & Outfield 內場和外場</p> <p>To start of the game, teams may decide on how many members make up their infield and outfield. But there should be at least one player in the outfield.</p> <p>開始比賽時，隊伍可以決定內場和外場的成員數量。但是至少應該有一名球員在外場。</p>  <p><u>General Rules of Play 比賽規則</u></p> <p>1. Players must throw the Dodgebee to either make an attack or to a teammate within 5 seconds.</p> <p>球員必須在 5 秒內將躲避飛盤投向攻擊目標或隊友。</p> <p>2. Players are eliminated in the</p>	X1 dodgebee 1 個躲避飛盤
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		<p>opposing team's infield by either hitting them directly with a throw and no catch is made (disc cannot touch the ground first) or they attempt a catch and drop the disc.</p> <p>在對方內場，球員被直接擊中且未成功接住（飛盤不能先接觸地面）或試圖接球但是沒有接住的情況下，球員被淘汰。</p> <p>3. Any infield player who is struck or drops the Dodgebee must move immediately to their team's outfield. Play resumes when affected player(s) have moved to the outfield.</p> <p>任何被擊中或丟掉躲避飛盤的內場球員必須立即移動到自己隊伍的外場。當受影響的球員移動到外場時，比賽繼續進行。</p> <p>4. Catches must be made cleanly with the hands and/or body. Between the leg catches are also permitted. Simultaneous catches (catching the Dodgebee at the same time as it hits the ground) are OK.</p> <p>接球必須俐落地用手和/或身體進行。允許在腿之間接球。同時接球（在飛盤觸地時同時接球）也是可以的。</p> <p>5. Outfield players may pass to any of their team's members in infield</p>	
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		<p>or across lines to players on other sides of outfield. Infield players may pass to any of their team's in the outfield, but are not permitted to pass to infielders (automatic turnover).</p> <p>外場球員可以傳給內場任何隊友，也可以越過界線傳給其他外場的球員。內場球員可以傳給外場的任何隊友，但不得傳給內場球員（自動交出球權）。</p> <p>6. If more than one player is struck on the infield with a single throw and no catch is made, each of those players must move to their team's outfield. In addition, if a player is struck and another team member makes a catch, play continues with no player moving to the outfield.</p> <p>如果一次投擲中有多名球員被擊中且沒有接住，則每個被擊中的球員必須移動到自己隊伍的外場。此外，如果一名球員被擊中，另一名隊員接球，比賽將繼續進行，沒有球員需要移動到外場。</p> <p>7. Turnovers immediately award the Dodgebee to the opposing team. Examples of turnovers:</p> <p>失球立即將躲避飛盤交給對方隊伍。失球的例子：</p> <ul style="list-style-type: none"> ● A player has caught the disc but then drops it. <p>球員接住飛盤但是隨後丟掉</p>	
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		<ul style="list-style-type: none"> ● Kicking the Dodgebee. 踢飛盤 ● Not moving to the outfield after being hit. 被擊中後未移動到外場 ● Crossing the center line. 跨越中心線 ● Hitting a player above the shoulders. 將球擊中球員的頭以上部位 ● Upside down or vertical throw. 上下顛倒或垂直投擲 ● Moving to a different side of the court while holding the Dodgebee. 拿著飛盤移動到球場的不同區域 ● Infield passing. 內場傳球 ● not attacking in 5 seconds to run down the clock. 未在5秒內攻擊以耗盡時間 ● Unsportsmanlike conduct. 不道德行為（罰1個躲避飛盤） 	
總結 Closure			
Wrap-up	5 mins	<p><u>Discussion 討論：</u></p> <p>Questions for Discussion:</p> <p>5. Was it scary to run through the passing area? 在通過飛盤區時會感到害怕嗎？</p> <p>6. Did you get hit many times? 你被擊中了很多次嗎？</p> <p>7. How did you avoid getting hit by the Dodgebees?</p>	N/B

		你是如何避免被躲避飛盤擊中的？ 8. How did your team work together to win the race? 你的隊伍是如何共同努力贏得比賽的？	
References 參考資料：			

新北市龍埔國小雙語實驗課程教學活動設計

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): 3

課程名稱 (Name of the Curriculum): Physical Education

單元名稱 (Name of the Unit): Relay Race 接力賽

總節數 (Length of the Unit): 5 Lessons

設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps
This course covers the basic knowledge of relay race basic skills and techniques which will include standing start Relay Baton Pass: upsweep and down sweep application and on-hand experience of relay race games. Through the advanced and deeper training of skills and techniques, participants will not only increase physical activity levels, improves coordination, and enhances social skills and enjoy the excitement of the games, but also enhance and team spirit cultivated to inspire personal growth.

這門課程涵蓋接力賽基本技能和技巧的基本知識，其中包括站立起跑、接力棒傳遞的上傳法和下壓法技巧及接力賽的實際體驗。通過對技能和技巧的高級和深入訓練，參與者不僅可以增加身體活動量、改善協調性和提升團體合作技巧，享受比賽的刺激，還可以增強團隊精神，激發個人成長。

Objectives of this unit/theme:

The objectives of this unit/theme are:

- Relays: participate in team relay related games to enhance development of simple techniques such as; practice passing with the right and receiving with the left hand using the down sweep technique. The main objective of this sport running is to reach the end as quickly as possible and each member of the team takes a turn completing part of the course.

接力賽：參加團隊接力相關的遊戲以提高基本技巧的發展，例如：練習用右手傳遞和用左手接棒，使用下壓法技巧。這項運動的主要目標是盡快到達終點，每個隊員依次完成賽道的一部分。

本單元整體目標 (Learning Objectives for This Unit)

學習重點

Essential Learning

學習表現 (Learning Performance):

2c-II-2 Demonstrate friendly interactions and behaviors that enhance teamwork.

Focuses	表現增進團隊合作、友善的互動行為。 3d-II-2 Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。	
	學習內容 (Learning Content): Ga-II-1 Games of throwing while running, jumping, and marching. 跑、跳與行進間投擲的遊戲。	
內容 Content (New knowledge, skills and understanding)		預計進行的節數 Corresponding Lesson
Standing start + Newspaper Standing start + Relay baton pass Relay baton pass + tic tac toe Relay baton pass + Cat chases mouse Relay baton + passing the baton	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	
認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)		
<ul style="list-style-type: none"> ➤ Positive impact on students' social skills as students have to communicate, work as a team and support each other during the race ➤ To cultivate good interpersonal relationships and team spirit. ➤ Students will be equipped with the technique of relay race baton pass and develop a sense of sportsmanship ➤ All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success 		
溝通 Communication (What and how)		
Language of Learning (Key vocabulary—content-obligatory)		
	Relay race	Horizontal
On your mark	Teamwork	Vertical
Get set	Baton	Diagonally

Go!	Pass	cards
Hula hoop	mouse	Cat
Run	letter	Number
Flipped/ turn	box	diamond
clubs	Heart	spade
Upper pass	Down pass	shuffle
Exchange	Receiver / Receive	hands

Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

Newspaper on chest

- Q: What number did you flip?
- A: I flipped number 5.
- Q: What letter is it?
- A: It's a "Y".
- Go and flip number 7.

Tic tac toe:

- Put the cone in box number _____!
- Move number _____ cone to number _____ square.

Pass the baton

- Go, go, go!
- Here you go! Here you are!
- Don't drop the baton!
- S1: What did you get?
- S2: I got a diamond / spade / heart / club.
- S1: How many cards do we have now?

➤ S2: We have _____ cards

Language through learning (Language progression, practice and extension—emerging language)

Lesson 1	<ol style="list-style-type: none">1. What is the answer to the riddle?2. What did your team do to win? What was your strategy?3. How can you make the newspaper stay on your chest and not fall?4. Do you think a pencil or a plastic bag could also work?5. What other objects do you think could also stay on your chest as you run?6. What features does the object need to have for it to stay and not fall?
Lesson 2	<p>The basic skills or techniques in relay race are as follows:</p> <ul style="list-style-type: none">➤ taking off➤ passing the baton
Lesson 3	<ol style="list-style-type: none">1. What strategy did your team use in this game?2. Did you try to get the uncommon letters or did you just try to get as many letters as you can?3. Which team made the longest word? Which team made the shortest word?4. Do you think the game would be more fun if the letter cards faced up or down? Why?5. What did you do to help your team win?
Lesson 4	<ol style="list-style-type: none">1. Who was a cat and was able to catch the mouse?2. When you were a cat, what strategy did you use to try catch the mouse
Lesson 5	<ol style="list-style-type: none">1. What strategy did your team use in this game?2. Did you try to get the uncommon letters or did you just try to get as many letters as you can?3. Which team made the longest word? Which team made the shortest word?4. Do you think the game would be more fun if the letter cards faced up or down? Why?5. What did you do to help your team win?

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting empathy: Engaging students in relay races can have a positive impact on their social skills. Students will have to communicate, work as a team, and support each other during the race. Sport has enormous power to generate social, economic, and environmental change and contribute to sustainable

development, social cohesion, and even to challenge mindsets and prejudice. Relay race activities can teach them to be responsible, patient, and demonstrate good sportsmanship. They will also learn **how to encourage their teammates and appreciate every effort that each runner makes.**

Promoting community and self-awareness: Through relay races, students can develop high levels of physical fitness and body coordination. Participating in relay races encourages students to be active, get exercise. The relay race can also help on developing students' endurance, which will naturally help to develop strong and healthy bodies. Students will furthermore learn to communicate and listen to their team members thus improving on their listening and speaking to their peers. Students will furthermore learn to work in a team's thus teaching good sportsmanship, team spirit, dedication, losing gracefully and winning modestly.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Standing start + Newspaper 站立式起跑練習&報紙練習活動

Objectives:

At the end of the lesson, the students will:

Relays: · participate in team relay games to enhance development of simple techniques such as; practice passing with the right and receiving with the left hand using the downsweep technique.

接力賽：參加團隊接力賽遊戲以提高基本技術的發展，例如：練習用右手傳棒和用左手接棒，使用下壓式傳接棒技巧。

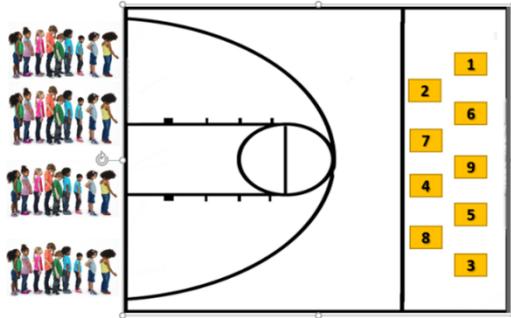
Evaluation:

- Students can follow teacher's instructions.
- Students can work as a team to complete a task.
- Students can perform a perfect standing start followed by multiple activities.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of	時間 Time	活動內容 Content of Activity	教材資源 Materials
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Activity			
課程導入 Lead-in			
Warm-up	10 mins	<p>Warm up:</p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. ➤ Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles ➤ Students will continue with endurance exercise: <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges <p>Lunges</p>	
主要內容 Core Part			
Presentation	13 mins	<p>Standing Start</p>  <p>Whistle: 2 times means "Ready" once means "Start"</p> <p>On your mark!</p> <p>Get set! (Set)</p> <p>Go!</p> <p>Divide students into teams of 6. Each team will be required to perform a standing start: after whistle blows students will</p>	Whistle

		<ul style="list-style-type: none"> ➤ Butt kicks ➤ Forward kicks ➤ Knee drive ➤ High leaps ➤ Lunges ➤ Run 	
Practice	10 mins	<p>Activity 1: Running with the Newspaper on Chest</p> <ol style="list-style-type: none"> 1. Divide students into four teams and line up at the midline/baseline. 2. There are 9 letter cards facing down on the baseline. 3. The first person on each team will get a piece of newspaper. Run to the baseline with the newspaper on your chest 4. Flip any card and try to remember its number and letter. Turn the card back facing down and run back with the newspaper in front of you. 5. Tell your teammates the number and letter so that they can record it down on the riddle card. 6. Pass the newspaper to the next person in line. 7. If the newspaper falls on the ground, you need to run back to pick it up and keep running. 8. The first team to finish the riddle and guess what the word is wins. 	Newspaper Riddle cards Pencil Paper



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Production	3 mins	<p>Students will have to let their teams resolve the riddle, first team to find the riddle wins</p> <p>Riddle card 1</p> <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>R</td><td>E</td><td>L</td><td>A</td><td>Y</td><td>R</td><td>A</td><td>C</td><td>E</td> </tr> </table> <p>Riddle card 2</p> <table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td> </tr> <tr> <td>T</td><td>E</td><td>A</td><td>M</td><td>W</td><td>O</td><td>R</td><td>K</td><td></td> </tr> </table>	1	2	3	4	5	6	7	8	9	R	E	L	A	Y	R	A	C	E	1	2	3	4	5	6	7	8	9	T	E	A	M	W	O	R	K		<p>Riddle cards</p> <p>Pencil</p> <p>Paper</p>
1	2	3	4	5	6	7	8	9																															
R	E	L	A	Y	R	A	C	E																															
1	2	3	4	5	6	7	8	9																															
T	E	A	M	W	O	R	K																																

總結 Closure

Wrap-up	4 mins	<p>Questions for Discussion:</p> <ul style="list-style-type: none"> ➤ What is the answer to the riddle? ➤ What did your team do to win? What was your strategy? ➤ How can you make the newspaper stay on your chest and not fall? 	N/B
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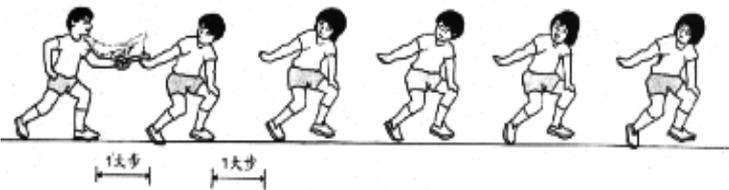
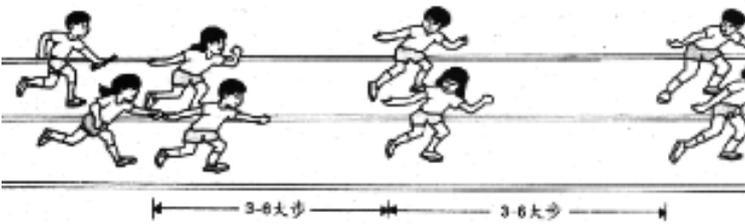
		<ul style="list-style-type: none"> ➤ Do you think a pencil or a plastic bag could also work? ➤ What other objects do you think could also stay on your chest as you run? ➤ What features does the object need to have for it to stay and not fall? 	
References:			

教學活動設計：第二節課 (Lesson 2)			
Lesson 2: Standing start + Relay baton pass 站立式起跑練習&傳接棒練習			
<p>Objectives:</p> <p>At the end of the lesson, the students will:</p> <p>Relays: · participate in team relay games to enhance development of simple techniques such as: practice passing with the right and receiving with the left hand using the downsweep technique.</p> <p>接力賽：參加團隊接力賽遊戲以提高基本技術的發展，例如：練習用右手傳棒和用左手接棒，使用下壓式傳接棒技巧。</p>			
<p>Evaluation:</p> <ul style="list-style-type: none"> ➤ Students can follow teacher's instructions. ➤ Students can work as a team to complete a task. ➤ Students can perform a perfect standing start followed by multiple activities. ➤ Students can correctly use terminologies both in the English language and Chinese language. ➤ Students participate physically during the lesson. 			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10	<u>Warm up:</u>	

	mins	<ul style="list-style-type: none"> ➤ Running around the court 3 times. ➤ Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles ➤ Students will continue with endurance exercise: <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges ● Lunges 	
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主要內容 Core Part

Presentation	10 mins	<p>Standing Start discussion</p> <p>Whistle: 2 times means "Ready" once means "Start"</p> <p>On your mark!</p> <p>Get set! (Set)</p> <p>Go!</p> <p>Divide students into teams of 6. Each team will be required to perform a standing start: after whistle blows students will</p> <ul style="list-style-type: none"> ➤ Butt kicks 	X 8 cones
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		<ul style="list-style-type: none"> ➤ Forward kicks ➤ Knee drive ➤ High leaps ➤ Lunges ➤ Run 	
<p>Practice and production</p>	<p>15 mins</p>	<p>Relay race discussion</p>  <p>Relay Baton Pass: Upsweep, Downsweep, or Push Pass?</p> <ul style="list-style-type: none"> • Up-sweep – The incoming runner passes the baton up into the outgoing runner's hand. • Down sweep – Receiving arm extended, but hand level is just above hip height. ... • Push Pass – the arm is extended parallel to the ground, and the hand is open with the thumb pointing down. <p><i>Divide students into teams of 6.</i></p> <p>Team one- starting stand + up sweep</p> <p>Team two- down sweep</p> <p>Join back of the line</p>  <p><u>Repeat drill until students get an opportunity to start stand, up sweep and down sweep</u></p>	<p>X6 Batons X16 small cones</p>

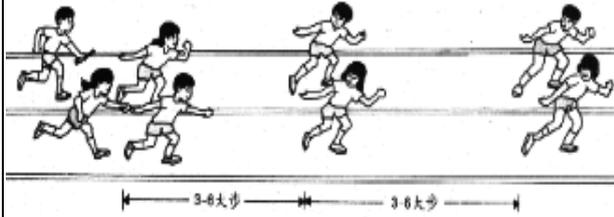
總結 Closure			
Wrap-up	5 mins	<p>Closing discussion</p> <p>The basic skills or techniques in relay race are as follows:</p> <ul style="list-style-type: none"> ➤ taking off ➤ passing the baton 	N/B
References:			
教學活動設計：第三節課 (Lesson 3)			
Lesson 3: Relay baton pass + tic tac toe 練習傳接棒&圍圈又又練習遊戲			
<p>Objectives:</p> <p>At the end of the lesson, the students will:</p> <p>Relays: participate in team relay games to enhance development of simple techniques such as: practice passing with the right and receiving with the left hand using the down sweep technique.</p> <p>接力賽：參加團隊接力賽遊戲以提高基本技術的發展，例如：練習用右手傳棒和用左手接棒，使用下壓式傳接棒技巧。</p>			
<p>Evaluation:</p> <ul style="list-style-type: none"> ➤ Students can follow teacher's instructions. ➤ Students can work as a team to complete a task. ➤ Students can perform a perfect standing start followed by multiple activities. ➤ Students can correctly use terminologies both in the English language and Chinese language. ➤ Students participate physically during the lesson. 			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>Warm up:</p> <ul style="list-style-type: none"> ➤ <i>Running around the court 3 times.</i> 	N/B

		<p>➤ Students will then participate in a body part isolation exercise counting to 10:</p> <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles <p>➤ Students will continue with endurance exercise:</p>	
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主要内容 Core Part

Presentation	10 mins	<p>Relay race</p>  <p>Relay Baton Pass: Upsweep, Downsweep, or Push Pass?</p> <ul style="list-style-type: none"> ● Up-sweep – The incoming runner passes the baton up into the outgoing runner's hand. ● Down sweep – Receiving arm extended, but hand level is just above hip height. ... ● Push Pass – the arm is extended parallel to the ground, and the hand is open with the thumb <p><i>Divide students into teams of 6.</i></p> <p>Team one- starting stand + up sweep</p> <p>Team two- down sweep</p>	<p>X6 Batons</p> <p>X8 Cones</p>
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Join back of the line



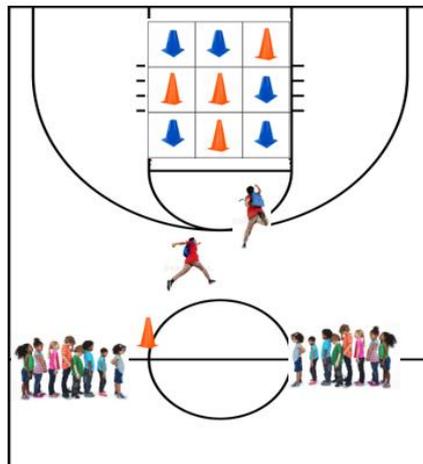
Repeat drill until students get an opportunity to start stand, up sweep and down sweep

Practice and production

15 mins

Activity 2: Tic-Tac-Toe

Chalk
Cones (x5 green X5 orange)



1	2	3
4	5	6
7	8	9

1. Divide students into two teams
2. There is a 3 by 3 grid on the ground.
3. Each team has 5 cones of the same color. When you hear the whistle, the first person on each team will take a cone, run to the grid and place it in a square. He / She will then run back and high five the next person for his/her turn. When all five cones are placed in

		<p>the grid, the next runner should try and move a cone to get 3 cones in a row (vertically, horizontally or diagonally)</p> <p>4. When all 9 squares are full, the next runner can move your team's cone</p> <p>5. The first team to get 3 cones in a row is the winner.</p>	
總結 Closure			
Wrap-up	5 mins	<p>Questions for Discussion:</p> <ul style="list-style-type: none"> ➤ What strategy did your team use in this game? ➤ Did you try to get the uncommon letters or did you just try to get as many letters as you can? ➤ Which team made the longest word? Which team made the shortest word? <p>6. Do you think the game would be more fun if the letter cards faced up or down? Why?</p> <p>What did you do to help your team win?</p>	
References:			

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Relay baton pass + Cat chases mouse

Objectives:

At the end of the lesson, the students will:

Relays: participate in team relay games to enhance development of simple

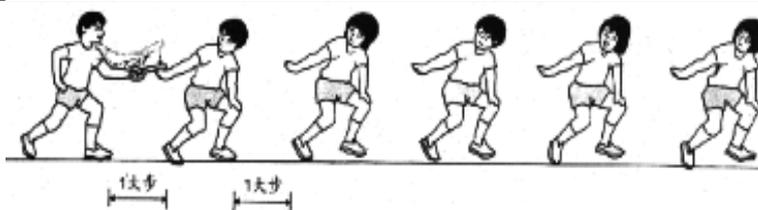
techniques such as: practice passing with the right and receiving with the left hand using the down sweep technique.

接力賽：參加團隊接力賽遊戲以提高基本技術的發展，例如：練習用右手傳棒和用左手接棒，使用下壓式傳接棒技巧。

Evaluation:

- Students can follow teacher's instructions.
- Students can work as a team to complete a task.
- Students can perform a perfect standing start followed by multiple activities.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p><u>Warm up:</u></p> <ul style="list-style-type: none"> ➤ <i>Running around the court 3 times.</i> ➤ <i>Students will then participate in a body part isolation exercise counting to 10:</i> <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles ➤ <i>Students will continue with endurance exercise:</i> 	N/B
主要內容 Core Part			
Presentation and practice	10 mins	Relay race	X6 Batons



Relay Baton Pass: Upsweep, Downsweep, or Push Pass?

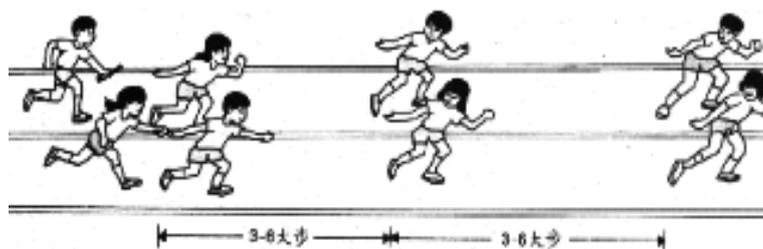
- Up-sweep – The incoming runner passes the baton up into the outgoing runner's hand.
- Down sweep – Receiving arm extended, but hand level is just above hip height. ...
- Push Pass – the arm is extended parallel to the ground, and the hand is open with the thumb pointing down.

Divide students into teams of 6.

Team one- starting stand + up sweep

Team two- down sweep

Join back of the line



Repeat drill until students get an opportunity to start stand, up sweep and down sweep

Practice and production

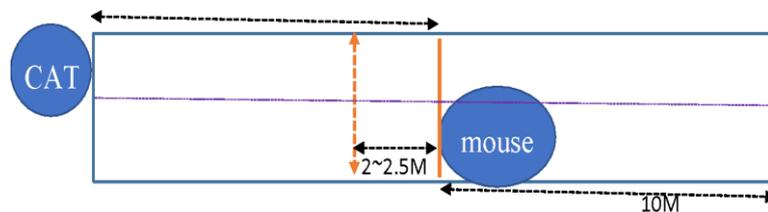
17 mins

Activity 1: Cat Chases Mouse

1. Divide the class into two groups. The even number students/boys will be the "cat", whereas the odd number students/girls will be the "mouse".

Chalk

		<p>2. Assign a “cat” and a “mouse” to stand on a lane on the track. The cat should stand to the left of the lane, and the mouse should stand to the right. This is to avoid collision. The teacher draws a zone with the chalk (please refer to the illustration above).</p> <p>3. When the cat hears the whistle, he/she will run towards the mouse. The mouse cannot run away until the cat reaches the zone. If the cat can tag the mouse within the 10m. distance, the cats score a point. If not, the mice score a point.</p>	
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總結 Closure

Wrap-up	3 mins	<p>Discussion</p> <p>3. Who was a cat and was able to catch the mouse?</p> <p>When you were a cat, what strategy did you use to try catch the mouse</p>	N/B
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References:

教學活動設計：第五節課 (Lesson 5)

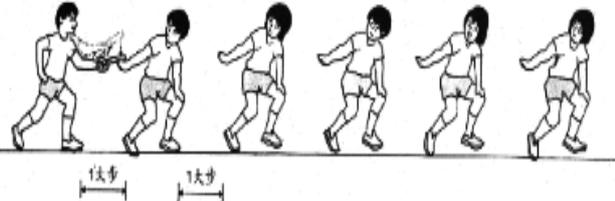
Lesson 5: Relay baton + passing the baton 接力賽傳接棒練習

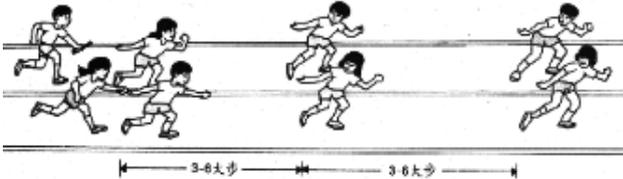
Objectives:

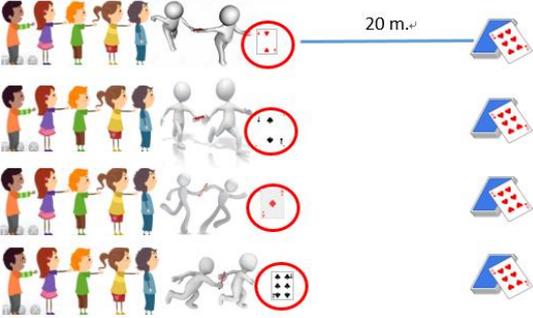
At the end of the lesson, the students will:

Relays: participate in team relay games to enhance development of simple techniques such as: practice passing with the right and receiving with the left hand using the down sweep technique.

接力賽：參加團隊接力賽遊戲以提高基本技術的發展，例如：練習用右手傳棒和用左手接棒，使用下壓式傳接棒技巧。

Evaluation:			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
<ul style="list-style-type: none"> ➤ Students can follow teacher's instructions. ➤ Students can work as a team to complete a task. ➤ Students can perform a perfect standing start followed by multiple activities. ➤ Students can correctly use terminologies both in the English language and Chinese language. ➤ Students participate physically during the lesson. 			
課程導入 Lead-in			
Warm-up	5 mins	<p><u>Warm up:</u></p> <ul style="list-style-type: none"> ➤ Running around the court 3 times. ➤ Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles ➤ Students will continue with endurance exercise: 	N/B
主要內容 Core Part			
Presentation	10 mins	<p>Relay race</p> 	X12 Batons X6 Cones

		<p>Relay Baton Pass: Upsweep, Downsweep, or Push Pass?</p> <ul style="list-style-type: none"> • Up-sweep – The incoming runner passes the baton up into the outgoing runner's hand. • Down sweep – Receiving arm extended, but hand level is just above hip height. ... • Push Pass – the arm is extended parallel to the ground, and the hand is open with the thumb pointing down. <p><i>Divide students into teams of 6.</i></p> <p>Team one- starting stand + up sweep</p> <p>Team two- down sweep</p> <p>Join back of the line</p>  <p><u>Repeat drill until students get an opportunity to start stand, up sweep and down sweep</u></p>	
Practice and production	20 mins	<p>Activity 4: Passing the Baton</p> <ol style="list-style-type: none"> 1. Let's get into 4 teams and make 4 lines on the track. 2. Stand one arm apart from your teammates and face the same direction. 3. There is a deck of cards in front of every team. (Point to each team as you tell them their suit (花色). You are the team of "clubs"梅花. You are the team of "spades"黑桃. You are the team of "diamonds"方块. And you are the team of "hearts"红心. 4. (Give the last person in line "the baton") When you hear the whistle 	<p>4 batons</p> <p>4 hula hoops</p> <p>4 decks of cards</p>

		<p>you will pass the baton to the next person as <u>fast</u> 快 and as <u>steady</u> 穩 as you can. Don't drop the baton. Once the first person in line gets the baton, he or she can run to flip the first card on the deck of cards. If it's your team's suit (花色), bring it back and place it in the hula hoop. If it's not, then turn the card back down and place it aside.</p> <p>5. Run to the end of the line with the baton and pass it to the next person.</p> <p>The team with the most cards wins the game.</p> 	
Wrap up	5 min	<p>Discussion</p> <ul style="list-style-type: none"> ➤ What strategy did your team use in this game? ➤ Did you try to get the uncommon letters or did you just try to get as many letters as you can? ➤ Which team made the longest word? Which team made the shortest word? ➤ Do you think the game would be more fun if the letter cards faced up or down? Why? ➤ What did you do to help your team win? 	N/B

新北市龍埔國小雙語實驗課程教學活動設計

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): 3

課程名稱 (Name of the Curriculum): Physical Education

單元名稱 (Name of the Unit): Table tennis 桌球

總節數 (Length of the Unit): 5 Lessons

設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps

This unit plan is an introduction to table tennis, students will learn skills using a table tennis racket and ping pong ball. The skills will include balancing, tapping, rolling on the table and serving to an opponent. Skill develops motor skills, which allow for safe, successful and satisfying participation in physical activities.

這個課程介紹學生如何使用乒乓球拍和乒乓球學習乒乓球技能。這些技能將包括平衡、輕拍、在桌子上滾動和向對手發球。技能的培養可以發展運動技能，使他們能夠安全、成功且滿意地參加體育活動。

Objectives of this unit/theme:

The objectives of this unit/theme are:

這個單元/主題的目標是：

- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.
展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses	學習表現 (Learning Performance): 1c- II -1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。 3c- II -1 Demonstrate combinations of motor skills. 表現聯合性動作技能。 3d- II -2 Apply game cooperation and competition strategies. 運用遊戲的合作和競爭策略。
	學習內容 (Learning Content): Ha- II -1 The offensive and defensive concepts of time, space, person-to-person, and person-to-ball relationships in net/wall games regarding throwing and catching, holding and controlling, hitting and patting, passing and receiving the ball. 網/牆性球類運動相關的拋接球、持拍控球、擊球及拍擊球、傳接球之時間、空間及人與人、人與球關係攻防概念。
<u>內容 Content</u> (New knowledge, skills and understanding)	<u>預計進行的節數</u> Corresponding Lesson
Balance the ball Balancing through an obstacle course Tapping on a table tennis racket Rolling on the table Serving, table tennis style.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
<u>認知 Cognition</u> (High-order thinking skills, problem-solving, challenges and reflection)	
<ul style="list-style-type: none"> ➤ Apply all kinds of strategies in games and sports. ➤ To cultivate good interpersonal relationships and team spirit. ➤ Students will be equipped with the technique of balancing and tapping a ping pong ball on a table tennis racket and develop serving skills in order to perform a mini table tennis match. 	

- Students will be able work in groups and become a team player improving on their communication and social skills
- All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success.

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Table tennis Ping pong ball Table tennis racket Grip Handshake grip Control Wrist Upwards/backwards Balance Steady	Table tennis Table tennis racket Ping pong ball Handshake grip Wrist Tapping Eyes on the ball Upwards/backward Close to your body	Toss Front hand grip Backhand grip Roll Name Surround Correctly	Wrist Control your ball Close to your body	Serving First pass Palm Strike

Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

Lesson 1	<p>Questions for Discussion:</p> <ul style="list-style-type: none"> ➤ What are the tips we learned about balancing a ball with a racket? ➤ Which challenge was the hardest/the easiest for you? Why? ➤ Was the forehand grip easier or the backhand grip easier to balance the ball? Why? ➤ Is it easy to balance the ball walking fast or walking slowly? ➤ What was your team's strategy to win the game?
Lesson 2	<ul style="list-style-type: none"> ➤ What is the name of the sport we are busy with? ➤ What do we call the ball we use for this sport? ➤ How do we hold a table tennis racket?
Lesson 3	<ul style="list-style-type: none"> ➤ Was it an easy task to tap your ping pong ball to your table tennis racket? ➤ How was the second activity?

	<ul style="list-style-type: none"> ➤ Who would like to share their experiences
Lesson 4	<ul style="list-style-type: none"> ➤ Which grip did you find easier to push? Why? ➤ Who can give us a tip on how to keep the ball rolling quietly? (Ans.: adjust the angle of your racket) ➤ How did your team work together to win the game? (Possible answer: call out the person's name)
Lesson 5	<ul style="list-style-type: none"> ➤ What are the tips we learned about serving a ball? ➤ Which challenge was the hardest/the easiest for you? Why? ➤ Was the forehand grip easier or the backhand grip easier to serve the ball? Why? ➤ What was your strategy for a perfect serve?

Language through learning (Language progression, practice and extension—emerging language)

Lesson 1	<ul style="list-style-type: none"> ➤ Toss the ball higher/lower. ➤ Hurry! You can do it! ➤ Go get the ball! ➤ It's okay. Just try again.
Lesson 2	<ul style="list-style-type: none"> ➤ Keep your arm close to your body. ➤ Keep your arm steady. ➤ You can do it! ➤ Oops! I dropped the ball. ➤ It's okay. Just go back and try again. ➤ Slow down. ➤ Yes! I did it! ➤ Go faster! Hurry!
Lesson 3	<ul style="list-style-type: none"> ➤ Go around the barrier. ➤ Stride over the cone. ➤ Go a little bit faster. ➤ Don't go too fast. ➤ Put the cone/barrier here/there
Lesson 4	<ul style="list-style-type: none"> ➤ Don't let the ball bounce/drop on the floor. ➤ Let's practice with a backhand/forehand grip. ➤ Roll/Push the ball to me. ➤ Name, the ball is coming to you. ➤ Don't push the ball too hard.

	<ul style="list-style-type: none"> ➤ Keep the ball on the table. ➤ Stay focused. Keep your eyes on the ball.
Lesson 5	<ul style="list-style-type: none"> ➤ Place the ball on the palm of your hand. ➤ Toss the ball in the air, aim and hit. ➤ The ball should bounce on each block ➤ Strike!

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health-enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Balancing the Ball 持球平衡

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.
展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

Evaluation:			
<ul style="list-style-type: none"> ➤ Students can follow teacher's instructions ➤ Students can grip a table tennis racket correctly. ➤ Students can balance a ping pong ball on a table tennis racket for a certain amount of time. ➤ Students can correctly use terminologies both in the English language and Chinese language. ➤ Students participate physically during the lesson. 			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p>Warm up:</p> <p>Students will then participate in a body part isolation exercise counting to 10:</p> <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles <p>Students will continue with endurance exercise:</p> <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges ● Lunges 	N/B
主要內容 Core Part			
Presentation	5 mins	<p><i>Introduction to vocabulary</i></p> <ol style="list-style-type: none"> 1. Table tennis 2. Ping pong ball 	PPT

		<p>3. Table tennis racket</p> <p>4. Grip</p> <p>5. Handshake grip</p> <p>6. Control</p> <p>7. Wrist</p> <p>8. Upwards/backwards</p> <p>9. Balance</p> <p>10. Steady</p> <p><u>Individual Practice</u></p> <p>You will each get a “table tennis racket” and a “ping pong ball”. Grip the racket so the rubber is facing upwards. This is how you grip a racket (Demonstrate). It's called the “handshake grip”.</p>	<p>X34 ping pong balls</p> <p>X34 racket</p>
Practice	10 mins	<p>Place the ball on the rubber surface. Try to balance the ball on the racket so it doesn't drop. Count to ten or even more! See how long you can keep the ball on the racket. It's important that you control the ball with your wrist. Keep your arms steady and close to your body to control the ball.</p> <p><u>4 tips to keeping the ball on your racket</u></p> <p>(1) Keep your arm steady.</p> <p>(2) Control the ball with your wrist (手腕).</p> <p>(3) Keep your arm close to your body.</p> <p>(4) Keep your racket flat.</p> 	<p>X34 ping pong balls</p> <p>X34 racket</p>



Challenge: Let's try balancing the ball on our racket

- standing on one foot
- kneeling on one foot (get down on our knee like this)
- kneeling on both feet
- changing hands / walking around the table
- walking backwards
- using a backhand grip (demonstrate each challenge).



		 <p>Challenge: Let's try balancing the ball on our racket</p> <ul style="list-style-type: none"> ➤ standing on one foot ➤ kneeling on one foot (get down on our knee like this) ➤ kneeling on both feet ➤ changing hands / walking around the table ➤ walking backwards ➤ using a backhand grip (demonstrate each challenge). 	
Production	10 mins	<p>Balance Relay Race</p> <p>Divide students into groups of four. Line up and stand 5m. away from each other. Once you hear the whistle, balance the ball with the racket and walk as fast as you can to the next person in line. Hand over the ball. (Give ball to the next person). The fastest group to finish the relay race wins the game</p>	<p>X2 ping pong balls</p> <p>X34 racket</p>
總結 Closure			
Wrap-up	5 mins	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1. What are the tips we learned about balancing a ball with a racket? 2. Which challenge was the 	

		<p>hardest/the easiest for you? Why?</p> <p>3. Was the forehand grip easier or the backhand grip easier to balance the ball? Why?</p> <p>4. Is it easy to balance the ball walking fast or walking slowly?</p> <p>What was your team's strategy to win the game?</p>	
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References:

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Balancing through an obstacle course 障礙物持球平衡

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.
展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

Evaluation:

- Students can follow teacher's instructions
- Students can grip a table tennis racket correctly.
- Students can balance a ping pong ball on a table tennis racket for a certain amount of time.
- Students can tap a ping pong ball x10 on a table tennis racket.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	Warm up: Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles Students will continue with endurance exercise: <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges ● Lunges 	N/B
主要內容 Core Part			
Presentation	5 mins	<u>Tapping on the Racket</u> Practice: Students will practice tapping on their table tennis rackets, they will attempt to tap 10 times while counting	X34 Rackets X2 ping pong balls
Practice	10 mins	Follow the Leader: One student is designated as the leader and performs a sequence of taps on their paddle, such as tapping the ball once on the top of the paddle, then twice on the side. The other students follow	X34 Rackets X2 ping pong balls

		along and try to replicate the sequence.	
Production	10 mins	Ping Pong Relay: Divide students into teams and have them line up in a relay formation. Each student has a paddle and a ping pong ball. The first student taps the ball on their paddle and passes it to the next student, who then does the same until the last student completes the relay. The first team to finish wins.	X34 Rackets X2 ping pong balls
總結 Closure			
Wrap-up	5 mins	<ol style="list-style-type: none"> 1. What is the name of the sport we are busy with? 2. What do we call the ball we use for this sport? 	N/B
References:			

教學活動設計：第三節課 (Lesson 3)

Lesson 3: Tapping on the racket 向上擊球

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.

展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

Evaluation:

- Students can follow teacher's instructions
- Students can grip a table tennis racket correctly.
- Students can balance a ping pong ball on a table tennis racket for a certain amount of time.
- Students can tap a ping pong ball x10 on a table tennis racket.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	Warm up: Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles Students will continue with endurance exercise: <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges ● Lunges 	N/B
主要內容 Core Part			

Presentation	10 mins	<p>Review</p> <ol style="list-style-type: none"> 1. What do we call this sport? 2. What we play the sport with? 3. How do we hold the table tennis racket? <p>Target Practice: Set up targets on the floor, such as cones or markers, and have students tap the ball on their paddle towards the targets. Award points for hitting targets, and encourage students to challenge themselves by aiming for harder targets.</p>	X34 Rackets X34 ping pong balls
Practice	5 mins	<p>Tap It Up: Students pair up and stand facing each other. They tap the ball back and forth on their paddles, trying to keep it in the air as long as possible. Encourage students to use their wrists to control the ball</p>	X34 Rackets X16 ping pong balls
Production	10 mins	<p>Racket to wall:</p> <p>Students will separate and work individually for the following activity. Students will be required to tap the ping pong ball from their racket to the wall. Teachers will demonstrate and give the following tips:</p> <ol style="list-style-type: none"> 1. Stand close to the wall 2. Tap the ping pong ball softly 3. Tap the ping pong ball at the edge of your racket 4. Slightly tilt your racket 	X34 Rackets X34 ping pong balls
總結 Closure			
Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Was it an easy task to tap your ping pong ball to your table tennis racket? 	N/B

		2. How was the second activity? 3. Who would like to share their experiences	
References:			

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Rolling on the table 桌上滾球

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

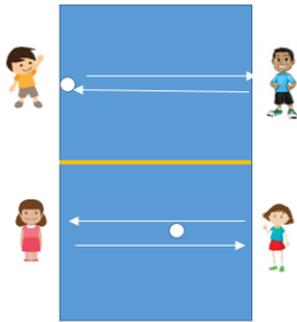
- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.
展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

Evaluation:

- Students can follow teacher's instructions
- Students can grip a table tennis racket correctly.
- Students can balance a ping pong ball on a table tennis racket for a certain amount of time.
- Students can tap a ping pong ball x10 on a table tennis racket.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
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課程導入 Lead-in			
Warm-up	10 mins	<p>Warm up:</p> <p>Students will then participate in a body part isolation exercise counting to 10:</p> <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles <p>Students will continue with endurance exercise:</p> <ul style="list-style-type: none"> ● Jumping jacks ● Side lunges ● Lunges 	N/B
主要內容 Core Part			
Practice	10 mins	<p><u>Activity 1</u></p> <p>Roll the ball across the table and keep the ball rolling as quietly as you can. This will help you develop control of the ball. As you get better, you can speed it up. But give it a smooth push.</p> <ul style="list-style-type: none"> ➤ backhand grip, ➤ forehand grip. 	<p>X34 Rackets</p> <p>X8 table tennis tables</p> <p>X8 ping pong balls</p>



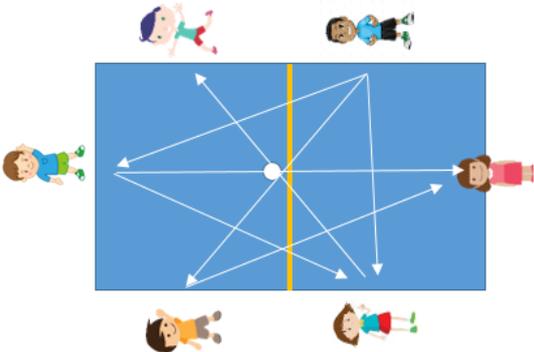
Forward hand grip



Backward hand grip



Production	15 mins	<p>Activity 2</p> <p>It's GAME time! Let's get into groups of 6. Go and stand along the side of the table. Each table will get a ball. When you hear the whistle, the first person will push the ball to any person on his/her team. You don't have to push the ball to the person standing directly across from you. You must stay focused and pay attention to where the ball is rolling to. If the ball rolls to you, you need to push it to another teammate with either a backhand grip or a forehand grip. Remember,</p>	<p>X34 Rackets</p> <p>X8 table tennis tables</p> <p>X8 ping pong balls</p>
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		<p>don't push the ball too hard or else it's going to roll off the table. Everybody needs to call out the number of successful rolls the team has made. Everyone on the team must work together to keep the ball rolling on the table without letting it drop on the floor. The team with the greatest number of successful rolls wins the game.</p>	
			

總結 Closure

Wrap-up	5 mins	<ol style="list-style-type: none"> 1. Which grip did you find easier to push? Why? 2. Who can give us a tip on how to keep the ball rolling quietly? (Ans.: adjust the angle of your racket) 3. How did your team work together to win the game? (Possible answer: call out the person's name) 	
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References:

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Serving: Table tennis style 桌球發球練習

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

- Understand basic Table Tennis rules, terminology, safety concerns, and scoring procedures.
了解乒乓球的基本規則、術語、安全注意事項和計分程序。
- Demonstrate proper court etiquette and good sportsmanship.
展示正確的球場禮儀和良好的體育精神。
- Demonstrate basic skills associated with table tennis including forehand, backhand, spins, grips & serves.
展示與乒乓球相關的基本技能，包括正手、反手、旋轉、握拍和發球。

Evaluation:

- Students can follow teacher's instructions
- Students can grip a table tennis racket correctly.
- Students can balance a ping pong ball on a table tennis racket for a certain amount of time.
- Students can tap a ping pong ball x10 on a table tennis racket.
- Students can perform a perfect serve.
- Students can correctly use terminologies both in the English language and Chinese language.
- Students participate physically during the lesson.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	Warm up: Students will then participate in a body part isolation exercise counting to 10: <ul style="list-style-type: none"> ● Neck ● Arms ● Waist ● Knees ● Wrists and ankles 	N/B

		<p>Students will continue with endurance exercise:</p> <ul style="list-style-type: none"> • Jumping jacks • Side lunges • Lunges 	
主要内容 Core Part			
Presentation	10 mins	<p><u>SERVING- first pass</u></p> <p><u>How to Serve in Table Tennis</u></p> <ol style="list-style-type: none"> 1. Hold the ball flat in the palm. 2. Keep the ball above the table. 3. Throw the ball at least 16 cm nearly vertical. 4. Strike the ball at the descending phase. 	<p>table tennis table</p> <p>Ping pong balls per table</p> <p>Table tennis rackets</p> <p>Net</p>
Practice	10 mins	<p><u>SERVING- first pass</u></p> <p><i>Divide students into two teams (boys/girls), each team will use a table tennis table to learn how to perform a perfect serve</i></p> <ul style="list-style-type: none"> • <i>Every student will get an opportunity to serve three balls when it's their turn</i> 	<p>X 2 table tennis tables</p> <p>X80 Ping pong balls per table</p> <p>X35 Table tennis rackets</p> <p>X2 nets</p>
Production	5 mins	Mini table tennis game	

總結 Closure

Wrap-up	5 mins	<ol style="list-style-type: none">1. What are the tips we learned about serving a ball ?2. Which challenge was the hardest/the easiest for you? Why?3. Was the forehand grip easier or the backhand grip easier to serve the ball? Why?4. What was your strategy for a perfect serve?	N/B
References:			

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): Grade 3

課程名稱 (Name of the Curriculum): Physical Education

單元名稱 (Name of the Unit): Four Square 四格球

總節數 (Length of the Unit): 3 Lessons

設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps
The course helps to ensure that four-square is accessible to all students, regardless of their physical abilities or skill levels. Adapt the rules and provide modifications as necessary to ensure everyone can participate and enjoy the game. Furthermore, this course will focus on developing fundamental motor skills such as hand-eye coordination, agility, balance, and spatial awareness through engaging and progressively challenging activities. Students will be encouraged to think critically and develop strategic thinking skills. Teach them to anticipate opponents' moves, plan their actions, and make quick decisions.

這門四格球課程的設計無論何種體能或運動能力的學生都可參與。課程設計調整了比賽規則，以確保每個人都能參與並享受遊戲。此外，這門課程將著重於透過有趣且逐步挑戰性的活動，來發展基本的運動技能，例如手眼協調、敏捷性、平衡力和空間感知。學生將被鼓勵進行批判性思考並發展策略思維技能，教他們預判對手的動作、計劃自己的行動並迅速做出決策。

Objectives of this unit/theme:

The objectives of this unit/theme are:

本單元/主題的目標是

- Students will develop hand-eye coordination, teamwork, agility, and strategic thinking through the game of Four Square.
學生將通過四格球遊戲發展手眼協調能力、團隊合作能力、敏捷性和策略思維。
- By the end of the lesson, students should have a better understanding of the game of Four Square, improved physical coordination, and an appreciation for teamwork and fair play.
在課程結束時，學生應對四格球遊戲有更深入的理解，提升身體協調能力，並欣賞團隊合作和公平競賽的重要性。
- This unit plan ensures that students not only develop their physical skills but also enhance their cognitive abilities by understanding, analysing, and

applying game strategies effectively.

本單元計劃確保學生不僅發展他們的身體技能，還能透過理解、分析和有效應用遊戲策略來提升他們的認知能力。

本單元整體目標 (Learning Objectives for This Unit)

學習重點
Essential
Learning Focuses

學習表現 (Learning Performance):

- 3d-II-2
Apply game cooperation and competition strategies.
運用遊戲的合作和競爭策略。
- 2c-III-3
Demonstrate an active participation and take-on-a-challenge learning attitude.
表現積極參與、接受挑戰的學習態度。
- 2c-II-2
Demonstrate friendly interactions and behaviors that enhance teamwork.
表現增進團隊合作、友善的互動行為。

學習內容 (Learning Content):

- Hb- I -1
Hand-eye and hand-foot coordination, strength, and precision ball-control movements related to invasion games, such as simple shooting, tossing, catching, throwing, passing, rolling, kicking, controlling, and stopping.
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。

內容 Content (New knowledge, skills and understanding)

預計進行的節數
Corresponding Lesson

Drills for four-square 四格球練習
Drills and game 四格球遊戲
Game day 四格球比賽

Lesson 1
Lesson 2
Lesson 3

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

- Understand the rules and objectives of four square.
理解四格球的規則和目標。

- Develop strategic thinking related to positioning and ball placement.
發展與位置和球的擺放相關的策略思維。
- Learn to analyse and adapt to opponents' playing styles.
學習分析和適應對手的遊戲風格。
- To cultivate good interpersonal relationships and team spirit.
培養良好的人際關係和團隊精神。
- Students will be equipped with the skills and develop a sense of sportsmanship.
學生將具備技能並培養體育精神。
- Students will be able work in groups and become a team player improving on their communication and social skills.
學生能夠在小組中工作並成為團隊的一員，提高他們的溝通和社交技能。
- All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success.
所有學生都將感受到對團隊成功的個人責任，並意識到他們的個人成功取決於團隊的成功。
- Throughout the unit, emphasis should be placed on understanding the "why" behind strategies and rules. Encourage students to think critically about their actions and decisions on the court, fostering a deeper cognitive engagement with the game of four square.
整個單元應強調理解策略和規則背後的「原因」。鼓勵學生對自己的行為和在球場上的決定進行批判性思考，從而更深入地參與四格球遊戲。

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

知識語言(學生學習學科知識所涉及的語言，此部分為學生應該要學會的單字)

Lesson 1	Lesson 2	Lesson 3
Server 發球員 Receiving player 接球員 Bounce 彈跳 Volley 截擊 Ball control 控球 Serving line 發球線	Squares 方格 Fault 失誤 Elimination 淘汰 Rotation 輪換 Serving line 發球線 Out of bounds 界外 Strategy 策略 Hand-eye coordination 手眼協調 Agility 敏捷	Server 發球員 Receiving player Bounce 彈跳 Volley 截擊 Ball control 控球 Serving line 發球線 Squares 方格 Fault 失誤 Elimination 淘汰 Rotation 輪換 Out of bounds 界外 Strategy 策略 Hand-eye coordination 手眼協調

Language for learning (Functional language e.g. language while learners)

participate in the lesson—thinking skills)

功能性語言(課堂上分組討論、合作學習時所需使用的語言—強調學生之思維技能)

Lesson 1	<ul style="list-style-type: none">➤ Which team was able to keep the ball bouncing? 哪個隊能夠讓球保持彈跳?➤ Who can remind me what does a server do? 誰能提醒我發球員的任務是什麼?➤ What do we call the person who will bounce the ball second? 我們稱第二個擊球的人為什麼?
Lesson 2	<ul style="list-style-type: none">➤ What strategy did your team use to ensure they never lose the ball? 你的隊伍使用了什麼策略來確保他們不會失去球?➤ Did the strategy work or not? 這個策略有效嗎?
Lesson 3	<ul style="list-style-type: none">➤ Winning team please share with us how it feels to be the winners? 獲勝隊伍請分享一下成為贏家的感覺。

Language through learning (Language progression, practice and extension—emerging language)

自發語言(學生經由主動學習、詢問資訊的過程,藉由語言使用學習到的新知識、概念及語言。)

- The server must bounce the ball in their own square before serving it to another player.
發球員必須在自己的方格內彈球後再將球發給另一個玩家。
- The receiving player needs to be ready to hit the ball into another square.
接球員需要準備將球擊入另一個方格。
- Make sure you stay within your square during the game.
確保你在比賽中保持在自己的方格內。
- Stepping outside your square is considered a fault.
踩出你的方格被視為失誤。
- If you commit two faults, you'll be eliminated and have to move to the lowest-ranked square.
如果你犯了兩次失誤,你將被淘汰並需移動到最低排名的方格。
- After an elimination, everyone rotates clockwise.
淘汰後,所有人順時針輪換。
- Good ball control is key to keeping the ball in play and avoiding faults.
良好的控球是保持遊戲進行並避免失誤的關鍵。
- When serving, make sure your foot is behind the serving line.
發球時,確保你的腳在發球線後。
- The ball must bounce once in your square before you hit it.
球必須在你的方格內彈一次再擊球。

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural

understanding)

Promoting empathy:

Students will learn the culture of working as a team and trying their best to bounce a ball and keep it in the squares of the game aim correctly to accumulate as many points as a team. Students will learn to cheer and encourage their team mates to participate in activities. Sport has enormous power to generate social, economic, and environmental change and contribute to sustainable development, social cohesion, and even to challenge mindsets and prejudice.

學生將學習團隊合作文化，並努力使球彈跳並保持在遊戲的方格內，正確瞄準以積累團隊分數。學生將學會為隊友加油並鼓勵他們參與活動。運動具有巨大的力量來促進社會、經濟和環境變革，並有助於可持續發展、社會凝聚力，甚至挑戰思維定勢和偏見。

Promoting community and self-awareness:

Students will enhance their fitness abilities as four square involves a lot of movement and strategic play. All the exercise will help students stay fit and healthy by improving cardiovascular health, coordination, strength and flexibility. Students will furthermore learn to communicate and listen to their team members thus improving on their listening and speaking to their peers. Students will furthermore learn to work in a team's thus teaching good sportsmanship, team spirit, dedication, losing gracefully and winning modestly.

學生將增強他們的體能，因為四格球需要大量的運動和戰略玩法。所有運動將幫助學生保持健康，提高心血管健康、協調力、力量和柔韌性。學生還將學會與隊友溝通和傾聽，從而提高與同伴的聽說能力。此外，學生還將學會團隊合作，這樣培養良好的運動精神、團隊精神、奉獻精神、優雅地接受失敗和謙遜地面對勝利。

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Drills for four-square game 四格球練習

By the end of the lesson, students should have 在課程結束時，學生應能夠：

Demonstrate and practice basic skills such as serving, receiving, and hitting the ball.

展示並練習基本技能，如發球、接球和擊球。

Use drills that progressively build these skills.

使用循序漸進的訓練來逐步建立這些技能。

Evaluation:

- Students will follow all instructions in the English language.
學生將按照英語進行所有指示。

<p>➤ Students will know terminologies in both the Chinese language and English language. 學生將掌握中英文術語。</p> <p>➤ Students will participate. 學生將參與活動。</p> <p>➤ Students will adherence to rules. 學生將遵守規則。</p> <p>➤ Students will learn the importance of teamwork and sportsmanship during the game. 學生將學習團隊合作和運動精神的重要性。</p>			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>➤ Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises). 學生將跟隨影片進行以下熱身運動 (鼓勵學生在暖身過程中數數)</p> <ul style="list-style-type: none"> ● Arm Crossovers X10 手臂交叉 ● Back turns X10 背部轉動 ● Overhead reach X10 向上伸展 ● Forward calf raises X10 腳掌朝前抬腳尖(小腿上提) ● Body extensions X10 伸展身體 ● The windmill X10 風車 ● Squat X10 深蹲 ● Knee drive X12 膝蓋繞轉 ● Lunges X10 弓箭步 ● Lateral arm circles X10 側臂繞圈 ● Jumping jacks 開合跳 <p>➤ Students will furthermore run X2 laps around the track. 學生將在跑道上跑兩圈。</p>	N/B 不適用
主要內容 Core Part			
Presentation	10 mins	<p>➤ Court Layout 球場佈局： Show the students the Four-Square court and explain how it is divided into four squares, labeled A, B, C, and D. 向學生展示四格球場，並解釋其如何分為 A、B、C 和 D 四個方格。</p>	A Four-Square court (can be drawn with chalk or tape if not already available)

		<p>➤ Rules Overview 規則概述：</p> <ul style="list-style-type: none"> ● The player in Square A serves the ball by bouncing it in their square and then hitting it towards another square. 方格 A 的玩家通過在自己的方格內彈球，然後將其擊向另一個方格來發球。 ● The receiving player must let the ball bounce once in their square before hitting it to another square. 接球員必須讓球在他們的方格內彈一次，然後將其擊向另一個方格。 ● Players are out if they: <ul style="list-style-type: none"> ○ Fail to hit the ball into another square. 未能將球擊入另一個方格。 ○ Hit the ball out of bounds. 將球擊出界。 ○ Let the ball bounce more than once in their square. 讓球在他們的方格內彈兩次以上。 ○ Hold or carry the ball. 持球或運球。 ● When a player is out, they move to the end of the line, and remaining players rotate to fill the vacated square. A new player enters Square D. 當玩家出局時，他們移動到隊伍末尾，其餘玩家順時針輪換以填補空缺的方格，一名新玩家會進入方格 D。 	<p>四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter) 一個橡膠球（直徑 8.5 英寸）</p>
Practice	10 mins	<p>Drills 訓練</p> <p>➤ Serving Drill 發球訓練： Have students practice serving the ball from Square A to Square B</p>	<p>A Four-Square court (can be drawn with chalk or tape)</p>

		<p>with a partner, focusing on proper technique. 讓學生與夥伴一起練習從方格 A 向方格 B 發球，重點在於正確的技術。</p> <p>➤ Bounce and Return Drill 彈跳與回擊訓練： Pair students and have them practice letting the ball bounce once in their square and then hitting it to their partner's square. 將學生分組，讓他們練習在自己的方格內讓球彈跳一次，然後將球擊向夥伴的方格。</p>	<p>if not already available) 四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter)</p> <p>一個橡膠球（直徑 8.5 英寸）</p>
Production	10 mins	<p>Game Play 進行比賽</p> <p>➤ Organize Students: Divide the class into groups of 4-6 students per Four Square court. 組織學生：將全班分成每組 4-6 名學生，每組使用一個四格球場。</p> <p>➤ Game Rotation: Implement a rotation system where students rotate in and out, ensuring everyone gets a turn. Emphasize fair play and encourage students to strategize and communicate. 比賽輪換：實行輪換制度，讓學生輪流進出場地，確保每個人都有機會上場。強調公平競賽，並鼓勵學生制定策略和進行交流。</p>	
總結 Closure			
Wrap-up	5 mins	<p>Cool Down and Review 緩和及回顧</p> <ul style="list-style-type: none"> ● Cool Down 緩和： Lead students through a series of cool-down stretches to relax their muscles. 帶領學生進行一系列緩和伸展運動，以放鬆他們的肌肉。 ● Review 回顧： 	

		<p>Recap the main skills and strategies learned during the lesson. Encourage students to reflect on what they enjoyed and what skills they improved.</p> <p>重溫課程中學到的主要技能和策略。鼓勵學生反思他們喜歡的內容以及所提升的技能。</p>	
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References 參考資料：

教學活動設計：第二節課 (Lesson 2)

Lesson 2: Drills and Mini game 四格球練習&小遊戲

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

Demonstrate and practice basic skills such as serving, receiving, and hitting the ball.

展示並練習基本技能，如發球、接球和擊球。

Use drills that progressively build these skills.

利用練習活動逐步建立四格球須具備之技能。

Evaluation:

- Students will follow all instructions in the English language. 學生將按照英語進行所有指示。
- Students will know terminologies in both the Chinese language and English language. 學生將掌握中英文術語。
- Students will participate. 學生將參與活動。
- Students will adherence to rules. 學生將遵守規則。
- Students will learn the importance of teamwork and sportsmanship during the game. 學生將學習團隊合作和運動精神的重要性。

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
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課程導入 Lead-in

Warm-up	5 mins	<p>➤ Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises).</p> <p>學生將跟隨影片進行以下熱身運動 (鼓勵學生在暖身過程中數數)</p> <ul style="list-style-type: none"> ● Arm Crossovers X10 手臂交叉 ● Back turns X10 背部轉動 ● Overhead reach X10 向上伸展 ● Forward calf raises X10 腳掌朝前抬腳尖(小腿上提) ● Body extensions X10 伸展身體 ● The windmill X10 風車 ● Squat X10 深蹲 ● Knee drive X12 膝蓋繞轉 ● Lunges X10 弓箭步 ● Lateral arm circles X10 側臂繞圈 ● Jumping jacks 開合跳 <p>➤ Students will furthermore run X2 laps around the track.</p> <p>學生將在跑道上跑兩圈。</p>	
主要內容 Core Part			
Presentation	5 mins	<p>➤ Court Layout 球場佈局： Show the students the Four-Square court and explain how it is divided into four squares, labeled A, B, C, and D. 向學生展示四格球場，並解釋其如何分為 A、B、C 和 D 四個方格。</p> <p>➤ Rules Overview 規則概述：</p> <ul style="list-style-type: none"> ● The player in Square A serves the ball by bouncing it in their square and then hitting it towards another square. 方格 A 的玩家通過在自己的方格內彈球，然後將其擊向另一個方格來發球。 ● The receiving player must let the ball bounce once in their square before hitting it to another square. 接球員必須讓球在他們的方格內彈 	<p>A Four-Square court (can be drawn with chalk or tape if not already available) 四格球場 (如果沒有現成的，可以用粉筆或膠帶畫出來)</p> <p>A rubber playground ball (8.5 inches in diameter) 一個橡膠球 (直徑 8.5 英</p>

		<p>一次，然後將其擊向另一個方格。</p> <ul style="list-style-type: none"> ● Players are out if they: 玩家若出現以下情況即為出局： <ul style="list-style-type: none"> ○ Fail to hit the ball into another square. 未能將球擊入另一個方格。 ○ Hit the ball out of bounds. 將球擊出界。 ○ Let the ball bounce more than once in their square. 讓球在他們的方格內彈兩次以上。 ○ Hold or carry the ball. 持球或運球。 ● When a player is out, they move to the end of the line, and remaining players rotate to fill the vacated square. A new player enters Square D. 當玩家出局時，他們移動到隊伍末尾，其餘玩家順時針輪換以填補空缺的方格，一名新玩家會進入方格 D。 	寸)
Practice	7 mins	<p>Drills 訓練</p> <ul style="list-style-type: none"> ➤ Serving Drill 發球訓練： Have students practice serving the ball from Square A to Square B with a partner, focusing on proper technique. 讓學生與夥伴一起練習從方格 A 向方格 B 發球，重點在於正確的技術。 ➤ Bounce and Return Drill 彈跳與回擊訓練： Pair students and have them practice letting the ball bounce once in their square and then hitting it to their partner's square. 將學生分組，讓他們練習在自己的方格內讓球彈跳一次，然後將球擊向夥伴的方格。 	<p>A Four-Square court (can be drawn with chalk or tape if not already available) 四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter)</p>

			一個橡膠球 (直徑 8.5 英寸)
Production	20 mins	<p>Game Play 進行比賽</p> <ul style="list-style-type: none"> ➤ Organize Students: Divide the class into groups of 4-6 students per Four Square court. 組織學生：將全班分成每組 4-6 名學生，每組使用一個四格球場。 ➤ Game Rotation: Implement a rotation system where students rotate in and out, ensuring everyone gets a turn. Emphasize fair play and encourage students to strategize and communicate. 比賽輪換：實行輪換制度，讓學生輪流進出場地，確保每個人都有機會上場。強調公平競賽，並鼓勵學生制定策略和進行交流。 	<p>A Four-Square court (can be drawn with chalk or tape if not already available) 四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter) 一個橡膠球 (直徑 8.5 英寸)</p>
總結 Closure			
Wrap-up	3 mins	<p>Review 回顧：</p> <p>Recap the main skills and strategies learned during the lesson. Encourage students to reflect on what they enjoyed and what skills they improved.</p> <p>重溫課程中學到的主要技能和策略。鼓勵學生反思他們喜歡的內容以及所提升的技能。</p>	N/B 不適用
References 參考資料：			

Lesson 3: Game day 四格球比賽			
By the end of the lesson, students should have:			
到課程結束時，學生要能夠：			
Demonstrate and practice basic skills such as serving, receiving, and hitting the ball.			
展示並練習基本技能，如發球、接球和擊球。			
Use drills that progressively build these skills.			
利用練習活動逐步建立四格球須具備之技能。			
Evaluation:			
➤ Students will follow all instructions in the English language. 學生將按照英語進行所有指示。			
➤ Students will know terminologies in both the Chinese language and English language. 學生將掌握中英文術語。			
➤ Students will participate. 學生將參與活動。			
➤ Students will adherence to rules. 學生將遵守規則。			
➤ Students will learn the importance of teamwork and sportsmanship during the game. 學生將學習團隊合作和運動精神的重要性。			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	➤ Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises). 學生將跟隨影片進行以下熱身運動 (鼓勵學生在暖身過程中數數) ● Arm Crossovers X10 手臂交叉 ● Back turns X10 背部轉動 ● Overhead reach X10 向上伸展 ● Forward calf raises X10 腳掌朝前抬腳尖(小腿上提) ● Body extensions X10 伸展身體 ● The windmill X10 風車 ● Squat X10 深蹲 ● Knee drive X12 膝蓋繞轉	N/B 不適用

		<ul style="list-style-type: none"> ● Lunges X10 弓箭步 ● Lateral arm circles X10 側臂繞圈 ● Jumping jacks 開合跳 <p>➤ Students will furthermore run X2 laps around the track. 學生將在跑道上跑兩圈。</p>	
主要內容 Core Part			
Presentation	5 mins	<p>➤ Court Layout 球場佈局： Show the students the Four-Square court and explain how it is divided into four squares, labeled A, B, C, and D. 向學生展示四格球場，並解釋其如何分為 A、B、C 和 D 四個方格。</p> <p>➤ Rules Overview 規則概述：</p> <ul style="list-style-type: none"> ● The player in Square A serves the ball by bouncing it in their square and then hitting it towards another square. 方格 A 的玩家通過在自己的方格內彈球，然後將其擊向另一個方格來發球。 ● The receiving player must let the ball bounce once in their square before hitting it to another square. 接球員必須讓球在他們的方格內彈一次，然後將其擊向另一個方格。 ● Players are out if they: <ul style="list-style-type: none"> ○ Fail to hit the ball into another square. 未能將球擊入另一個方格。 ○ Hit the ball out of bounds. 將球擊出界。 ○ Let the ball bounce more than once in their square. 讓球在他們的方格內彈兩次以上。 ○ Hold or carry the ball. 	<p>A Four-Square court (can be drawn with chalk or tape if not already available) 四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter) 一個橡膠球（直徑 8.5 英寸）</p>

		<p>持球或運球。</p> <ul style="list-style-type: none"> When a player is out, they move to the end of the line, and remaining players rotate to fill the vacated square. A new player enters Square D. <p>當玩家出局時，他們移動到隊伍末尾，其餘玩家順時針輪換以填補空缺的方格，一名新玩家會進入方格 D。</p>	
Practice	5 mins	<p>Drills 訓練</p> <ul style="list-style-type: none"> ➤ Serving Drill 發球訓練： Have students practice serving the ball from Square A to Square B with a partner, focusing on proper technique. 讓學生與夥伴一起練習從方格 A 向方格 B 發球，重點在於正確的技術。 ➤ Bounce and Return Drill 彈跳與回擊訓練： Pair students and have them practice letting the ball bounce once in their square and then hitting it to their partner's square. 將學生分組，讓他們練習在自己的方格內讓球彈跳一次，然後將球擊向夥伴的方格。 	<p>A Four-Square court (can be drawn with chalk or tape if not already available) 四格球場（如果沒有現成的，可以用粉筆或膠帶畫出來）</p> <p>A rubber playground ball (8.5 inches in diameter) 一個橡膠球（直徑 8.5 英寸）</p>
Production	20 mins	<p>Game Play 進行比賽</p> <ul style="list-style-type: none"> ➤ Organize Students: Divide the class into groups of 4-6 students per Four Square court. 組織學生：將全班分成每組 4-6 名學生，每組使用一個四格球場。 ➤ Game Rotation: Implement a rotation system where students rotate in and out, ensuring everyone gets a turn. Emphasize fair play and encourage students to strategize and communicate. 比賽輪換：實行輪換制度，讓學生輪流進出場地，確保每個人都有機會上場。強調公平競賽，並鼓勵學生制定策略和進行交流。 	

總結 Closure

Wrap-up

5
mins

Review 回顧：

Recap the main skills and strategies learned during the lesson. Encourage students to reflect on what they enjoyed and what skills they improved.

重溫課程中學到的主要技能和策略。鼓勵學生反思他們喜歡的內容以及所提升的技能。

References 參考資料：

新北市龍埔國小雙語實驗課程教學活動設計

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): 3

課程名稱 (Name of the Curriculum): Physical Education

單元名稱 (Name of the Unit): Physical Fitness 體適能

總節數 (Length of the Unit): 3 lessons

設計者 (Lesson Designers): Rorisang Millicent Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps

This course covers the basic knowledge of various activities to enhance students physical fitness that will include, fitness fun with hula hoops, cones and rings along with lucky draw fitness relay and move the tower on-hand experience of the games that require teamwork. Through the advanced and deeper training of games techniques, participants will not only build up their physical fitness, improve their hand-eye coordination and enjoy the excitement of the game, but also have their concentration, enterprising mentality, social skills, etc. enhanced and team spirit cultivated to inspire personal growth.

這個單元有助於增強學生的身體健康。課程涵蓋了各種活動的基本知識，旨在提高身體健康，包括利用呼拉圈、錐形物和圓環等進行的有趣健身活動，以及利用抽籤進行之接力賽和「移動塔」遊戲等需要團隊合作的練習活動。透過對遊戲技術的深入和進階訓練，參與者不僅會提高身體健康和手眼協調能力，享受遊戲的刺激，還會提高專注力、進取心、團隊合作技能等，並培養團隊合作精神，激勵個人成長。

Objectives of this unit/theme:

The objectives of this unit/theme are 這個單元/主題的目標是：

Increase your stamina and cardiovascular fitness.

增強你的耐力和心血管健康。

Enhance muscle strength and endurance.

增強肌力和耐力。

Improve your flexibility and range of motion.

改善你的靈活性和活動範圍。

Use physical activity to reduce stress and improve mood.

利用身體活動減輕壓力並改善情緒。

Combine fitness with socializing to make exercise more enjoyable.

將健身與社交結合，使運動更加愉悅。

本單元整體目標 (Learning Objectives for This Unit)

學習重點 Essential Learning Focuses	學習表現 (Learning Performance): 1c-II-1 Recognize the motor skills of physical activity 認識身體活動的動作技能。 3c-II-2 Explore athletic potential and perform correct motor skills through physical activity 透過身體活動，探索運動潛能與表現正確的身體活動。
	學習內容 (Learning Content): Ab-II-1 Physical fitness activity. 體適能活動。

內容 Content (New knowledge, skills and

預計進行的節數

understanding)	<u>Corresponding Lesson</u>
Fitness fun with hula hoops	Lesson 1
Fitness fun with rings and cones	Lesson 2
Lucky draw fitness relay	Lesson 3
Move the tower	Lesson 4

認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)

- Apply all kinds of strategies in games and sports
- To cultivate good interpersonal relationships and team spirit.
- Students will be equipped with the skills and techniques furthermore students will develop a sense of sportsmanship.
- Students will be able work in groups and become a team player improving on their communication and social skills
- All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Hula hoop	Cones	Deck of cards	Small cone
Stretch	Rings	Jack	Box
Toe	Long jump	Queen	Big cone
Ankle	Feet together	King	Hula hoop
High five	Toes	Joker	Move the tower
	Ankle	Run	One item

		Jumping jack Push ups Sit ups High five	Jumping jack
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Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

Lesson 1	Which move was more challenging?
Lesson 2	Which team was able to go the furthest? What strategy did you use to go the furthest? How did you feel when your team mate didn't take a big enough step?
Lesson 3	Which exercise did you enjoy the most from the three stations? Which card was the easiest to draw? Which card did you not looking forward to drawing out? Who considered themselves lucky?
Lesson 4	How did your team work together? Did you figure out a special pattern/order to place the cones?

Language through learning (Language progression, practice and extension—emerging language)

1. Go! Go! (name) You can do it!
2. Jump/Stride farther! Try harder!
3. Oh, yes! I only need to do _____ push-ups.
4. Oh, no! I have to do _____ push-ups!
5. I'm/You're so lucky!
6. It's not my/your day!

7. Hurry up! We're currently leading.
8. Put the small / medium / large cone in the
9. right / middle / left hoop

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting empathy: Students will learn the culture of working as a team and trying their best to show fitness skills and aim correctly to accumulate as many points as a team. Students will learn to cheer and encourage their team mates to participate in activities. Sport has enormous power to generate social, economic, and environmental change and contribute to sustainable development, social cohesion, and even to challenge mindsets and prejudice

Promoting community and self-awareness: Students will enhance their fitness abilities as various activities involves a lot of movement and strategic play. All the exercise will help students stay fit and healthy by improving cardiovascular health, coordination, strength and flexibility. Students will furthermore learn to communicate and listen to their team members thus improving on their listening and speaking to their peers. Students will furthermore learn to work in a team's thus teaching good sportsmanship, team spirit, dedication, losing gracefully and winning modestly.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Fitness fun with hula-hoops 呼拉圈趣味體能訓練

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

Increase your stamina and cardiovascular fitness.

增強耐力和心血管健康。

Enhance muscle strength and endurance.

增強肌力和耐力。

Improve your flexibility and range of motion.
提高靈活性和活動範圍。

Use physical activity to reduce stress and improve mood.
利用身體活動減輕壓力並改善情緒。

Combine fitness with socializing to make exercise more enjoyable.
將健身與社交結合，使運動更加愉悅。

Evaluation:

Students will demonstrate the ability to communicate, cooperate, and support each other. Students will brainstorm, test, and refine their strategies to successfully complete the task. Other during the activity.

Students will perform precise and controlled movements to manipulate the tower pieces without knocking them over.

Students can follow teacher's instructions

Students can correctly use terminologies both in the English language and Chinese language.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
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課程導入 Lead-in

Warm-up	10 mins	Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises) <ul style="list-style-type: none"> ➤ Arm Crossovers X10 ➤ Back turns X10 	N/B
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		<ul style="list-style-type: none"> ➤ Overhead reach X10 ➤ Forward calf raises X10 ➤ Body extensions X10 ➤ The windmill X10 ➤ Squat X10 ➤ Knee drive X12 ➤ Lunges X10 ➤ Lateral arm circles X10 ➤ Jumping jacks <p>Students will furthermore run X2 laps around the track.</p>	
主要內容 Core Part			
Presentation	5 mins	<p>Broad Jumps:</p> <ul style="list-style-type: none"> ● Instruction: Stand with feet hip-width apart and jump forward as far as possible. Measure the distance and try to improve with each attempt. ● Focus: Horizontal power and distance. <p>Teacher will demonstrate to students</p>	X2 Long jump mat (3m)
Practice	5 mins	<p>Jumping Relay:</p> <ul style="list-style-type: none"> ● Setup: Divide students into teams. Mark a start and finish line. Each student must jump from the start line to the finish line and back, tagging the 	X2 Long jump mat (3m)

		<p>next teammate.</p> <ul style="list-style-type: none"> ● Focus: Teamwork, endurance, and fun. 	
Production	17 mins	<p><u>Fitness fun with hula hoops</u></p> <p>1. Divide the class into two teams, boys vs. girls</p> <p>2. Depending on the degree of difficulty and students' physical ability, place 5 to 8 hula hoops 2m. apart on the ground for each team. You can start out with five and gradually add more hoops.</p> <p>3. When the first student on both teams hears the whistle, they have to do the correct move. When he/she is finished, go back to the end of the line and squat.</p> <ul style="list-style-type: none"> ● Jog in S curve ● Jog around the hoop ● Jumping Jacks ● Jumping Jacks to the left / right ● Hop with both feet into the hoop ● High knee run ● Stride ● hop with one foot from side to side ● Shuffle steps + Lunge jump 	<p>X18 hula hoops</p> <p>X4 cones</p>

		• Burpees	
總結 Closure			
Wrap-up	3 mins	1. Which move was more challenging?	N/B
References:			

教學活動設計：第二節課 (Lesson 2)	
Lesson 2: Fitness fun with cones and rings 角錐與環趣味賽	
Objectives:	
At the end of the lesson, the students will:	
課程結束時，學生將能夠	
Increase your stamina and cardiovascular fitness. 增強耐力和心血管健康。	
Enhance muscle strength and endurance. 增強肌力和耐力。	
Improve your flexibility and range of motion. 提高靈活性和活動範圍。	
Use physical activity to reduce stress and improve mood. 利用身體活動減輕壓力並改善情緒。	
Combine fitness with socializing to make exercise more enjoyable. 將健身與社交結合，使運動更加愉悅。	
Evaluation:	
Students will demonstrate the ability to communicate, cooperate, and support	

each Students will brainstorm, test, and refine their strategies to successfully complete the task. Other during the activity.

Students will perform precise and controlled movements to manipulate the tower pieces without knocking them over.

Students can follow teacher's instructions

Students can correctly use terminologies both in the English language and Chinese language.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<p><i>Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises)</i></p> <ul style="list-style-type: none"> ➤ <i>Arm Crossovers X10</i> ➤ <i>Back turns X10</i> ➤ <i>Overhead reach X10</i> ➤ <i>Forward calf raises X10</i> ➤ <i>Body extensions X10</i> ➤ <i>The windmill X10</i> ➤ <i>Squat X10</i> ➤ <i>Knee drive X12</i> ➤ <i>Lunges X10</i> ➤ <i>Lateral arm circles X10</i> 	N/B

		<p>➤ <i>Jumping jacks</i></p> <p><i>Students will furthermore run X2 laps around the track.</i></p>	
主要内容 Core Part			
Presentation	5 mins	<p>Broad Jumps:</p> <ul style="list-style-type: none"> • Instruction: Stand with feet hip-width apart and jump forward as far as possible. Measure the distance and try to improve with each attempt. • Focus: Horizontal power and distance. <p>Teacher will demonstrate to students</p>	X2 Long jump mats (3m)
Practice	5 mins	<p>Jumping Relay:</p> <ul style="list-style-type: none"> • Setup: Divide students into teams. Mark a start and finish line. Each student must jump from the start line to the finish line and back, tagging the next teammate. • Focus: Teamwork, endurance, and fun. 	X2 Long jump mats (3m)
Production	17 mins	<p>Fitness fun with cones</p> <p>1. Divide the class into four teams, eight students on each team.</p> <p>➤ For the first round, every student is given a cone. Have each team stand</p>	X34 cones, X10 hula hoops

		<p>in a single file on the track. Place a hula hoop at about 100m. away from where the students are standing. When the first student hears the whistle, he/she will do the standing long jump. He will place the cone where his feet lands. Then he will run back and high five the next person in line. The next student will run to where the cone is placed and do a standing long jump. The goal of them game is to get the students to jump as far as they can. The fastest team to place the cone into the hula hoop wins.</p> <ul style="list-style-type: none">➤ It is also possible to do a second round, but this time the students can rush to the farthest point (where the hula hoops are placed) and retrieve the cone-shaped markers inside. They should face their own team and do a standing long jump to retrieve one cone-shaped marker at a time.➤ In the second round, one small hoop	
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		<p>or ring is placed in front of each team. The first student on each team is given a ring to hold in his/her hand. When he/she hears the whistle, he/she is to run to the hula hoop with one foot standing inside of it and try to stride as far as possible. Put the ring down where that other foot lands. Next, sit inside that hoop and do five sit ups. Run back to the team and high five the next person in line. Now, it's his/her turn to do the same. He/she will run and pick up the nearest hoop, stand one foot in the next hoop, stride and put down the hoop. Sit inside the hoop and do 5 sit-ups. Have students repeat the procedure: run, take, stride, do 5 sit-ups and run back. The first team to toss the ring on the cone wins the game.</p>	
總結 Closure			
Wrap-up	3 mins	<p>Which team was able to go the furthest? What strategy did you use to go the</p>	

		<p>furthest?</p> <p>How did you feel when your team mate didn't take a big enough step?</p>	
<p>References:</p> <p>https://www.youtube.com/watch?v=1ZXLsj-cWLC</p> 			

教學活動設計：第三節課 (Lesson 3)

Lesson 3: Lucky draw fitness relay 命運之卡

Objectives:

At the end of the lesson, the students will:

課程結束時，學生將能夠

Improve participants' cardiovascular fitness through dynamic activities.
透過動態活動提高參與者的心血管健康。

Foster collaboration and camaraderie among participants.
促進參與者之間的合作和友誼。

Develop muscle strength and endurance through varied exercises.
透過多樣化的練習發展肌力和耐力。

Enhance participants' agility and coordination through diverse tasks.
透過各種任務增強參與者的敏捷性和協調能力。

Inspire participants to push their limits in a supportive, competitive environment.
激勵參與者在鼓勵性和競爭性的環境中突破自己的極限。

Improve participants' flexibility and mobility through targeted exercises.

透過目標性的練習提高參與者的靈活性和活動能力。

Evaluation:

Students will demonstrate the ability to communicate, cooperate, and support each other. Students will brainstorm, test, and refine their strategies to successfully complete the task. Other during the activity.

Students will perform precise and controlled movements to manipulate the tower pieces without knocking them over.

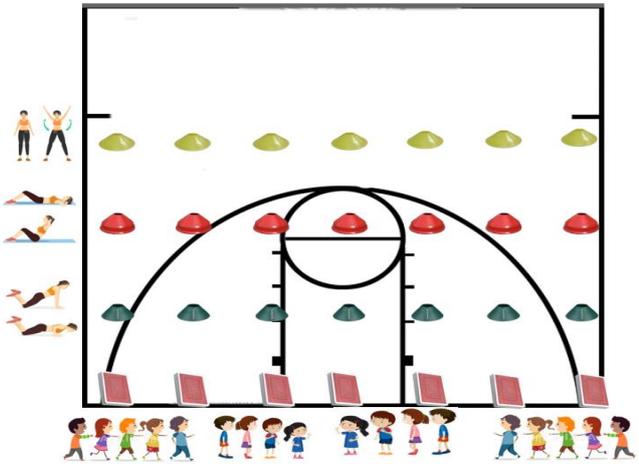
Students can follow teacher's instructions

Students can correctly use terminologies both in the English language and Chinese language.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p><i>Students will follow an instructional video that include the following warm up exercises (Students are encouraged to count during the exercises)</i></p> <ul style="list-style-type: none"> ➤ <i>Arm Crossovers X10</i> ➤ <i>Back turns X10</i> ➤ <i>Overhead reach X10</i> ➤ <i>Forward calf raises X10</i> ➤ <i>Body extensions X10</i> ➤ <i>The windmill X10</i> ➤ <i>Squat X10</i> 	N/B

		<ul style="list-style-type: none"> ➤ Knee drive X12 ➤ Lunges X10 ➤ Lateral arm circles X10 ➤ Jumping jacks <p>Students will furthermore run X2 laps around the track.</p>	
主要內容 Core Part			
Presentation	5 mins	<p>Broad Jumps:</p> <ul style="list-style-type: none"> ● Instruction: Stand with feet hip-width apart and jump forward as far as possible. Measure the distance and try to improve with each attempt. ● Focus: Horizontal power and distance. <p>Teacher will demonstrate to students</p>	X2 Long jump mats
Practice	5 mins	<p>Jumping Relay:</p> <ul style="list-style-type: none"> ● Setup: Divide students into teams. Mark a start and finish line. Each student must jump from the start line to the finish line and back, tagging the next teammate. ● Focus: Teamwork, endurance, and fun. 	X2 Long jump mats
Production	20 mins	<p>Divide the class into groups of five.</p> <ul style="list-style-type: none"> ● Have each group line up in a single file along the baseline at one end of the 	A deck of regular playing

	<p>gymnasium/basketball court.</p> <ul style="list-style-type: none"> •When the first student from each team hears the whistle, he/she will flip the first card over from their deck of cards. Show the top card from the deck. The number shown (i.e. eight) represents how many push-ups, sit-ups, and jumping jacks the students must complete. <p>Representation of cards</p> <ul style="list-style-type: none"> a. "jack" as 11 b. "queen" as 12 c. "king" as 13 d. "joker" as 15  <ul style="list-style-type: none"> • The first student in each group must run to the first cone and do the number of push-ups shown on the card that they've drawn. • When they have completed the push-ups, they run to the second cone, stop, and do the same number of sit-ups. • Students then run to the third cone, stop, and do the same number of jumping jacks. • From there the students must run back to their line and stand in the last position. • Repeat the whole procedure, showing a new card to the next student in line of 	<p>cards (7 decks) Each team will get 3 cones</p>
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		<p>each group, until every student has had the opportunity to complete the relay three to five times through</p> 	
總結 Closure			
Wrap-up	5 mins	<p>Which exercise did you enjoy the most from the three stations?</p> <p>Which card was the easiest to draw?</p> <p>Which card did you not looking forward to drawing out?</p> <p>Who considered themselves lucky?</p>	
References:			

教學活動設計：第四節課 (Lesson 4)	
Lesson 4: Moving the tower 移動城堡	
Objectives:	
At the end of the lesson, the students will:	
課程結束時，學生將能夠	

Students will work together effectively to achieve a common goal.
 學生將有效地共同合作以達成共同目標。

Students will use critical thinking and problem-solving skills to develop strategies for moving the tower.
 學生將運用批判性思維和解決問題的能力制定移動城堡的策略。

Students will enhance their coordination and control through physical movement.
 學生將通過身體運動增強他們的協調能力和控制能力。

Students will build physical strength and endurance through repeated lifting, carrying, and placing of the tower pieces.
 學生將通過反覆舉起、攜帶和放置塔塊來建立身體力量和耐力。

Evaluation:

Students will demonstrate the ability to communicate, cooperate, and support each other. Students will brainstorm, test, and refine their strategies to successfully complete the task. Other during the activity.

Students will perform precise and controlled movements to manipulate the tower pieces without knocking them over.

Students can follow teacher's instructions

Students can correctly use terminologies both in the English language and Chinese language.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	10 mins	<i>Students will follow an instructional video that include the following warm up exercises (Students are encouraged to</i>	N/B

		<p>count during the exercises)</p> <ul style="list-style-type: none"> ➤ Arm Crossovers X10 ➤ Back turns X10 ➤ Overhead reach X10 ➤ Forward calf raises X10 ➤ Body extensions X10 ➤ The windmill X10 ➤ Squat X10 ➤ Knee drive X12 ➤ Lunges X10 ➤ Lateral arm circles X10 ➤ Jumping jacks <p>Students will furthermore run X2 laps around the track.</p>	
主要內容 Core Part			
Presentation	5 mins	<p>Broad Jumps:</p> <ul style="list-style-type: none"> ● Instruction: Stand with feet hip-width apart and jump forward as far as possible. Measure the distance and try to improve with each attempt. ● Focus: Horizontal power and distance. <p>Teacher will demonstrate to students</p>	X2 Long jump mats (3m)
Practice	5mins	<p>Jumping Relay:</p> <ul style="list-style-type: none"> ● Setup: Divide students into teams. Mark a start and finish line. Each 	X2 Long jump mats (3m)

		<p>student must jump from the start line to the finish line and back, tagging the next teammate.</p> <ul style="list-style-type: none"> ● Focus: Teamwork, endurance, and fun. 	
Production	17mins	<ol style="list-style-type: none"> 1. Divide the whole class into groups of 8 students each. Each group should stand in a line behind the baseline on the court. 2. The teacher should first use cones and hula hoops to set up the playing area. Three hula hoops should be placed in front of each group, with one hoop having three cones stacked from largest to smallest like a tower. 3. When the first student hears a whistle, they must perform either 3 <u>push-ups</u> / <u>sit-ups</u> / <u>forward bends</u> before running to the hula hoop to move a cone. Upon returning to the line, the student must high-five the next student, who will then perform the exercise and move the cone to another hoop. The objective is to move the entire castle (tower) to another hoop, with the largest cone at the bottom and the smallest cone at the top. Each successful move of the castle/tower will allow the team to earn one point. The teacher can also place the hula 	<p>Big cones x 4</p> <p>Medium-sized cones x 4</p> <p>Small cones x 4</p> <p>Big hula hoops x 12</p>

hoops farther away, allowing students to jump to the hoop and move the cones through standing long jumps.

The teacher can use either a timed competition (see which group gets the most points within 5 minutes) or a target competition (see which group gets 5 points in the shortest amount of time).



總結 Closure

Wrap-up	3mins	<p>How did your team work together?</p> <p>Did you figure out a special pattern/order to place the cones?</p>	N/B
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References:



新北市龍埔國小雙語實驗課程教學活動設計

New Taipei City LongPu Elementary School CLIL Program

實施年級 (Grade Level): 3

課程名稱 (Name of the Curriculum): Physical Education

單元名稱 (Name of the Unit): Balance beam & straddle vault 平衡木與跳箱

總節數 (Length of the Unit): 6 lessons (40 min per lesson)

設計者 (Lesson Designers): Rorisang Rabalago

本單元設計理念 (Unit Overview: Rationale and Philosophy)

General introduction of the unit (objective and rationale):

- This unit helps covers basic knowledge, skills and techniques of balance beam and Straddle & vault. Balance beam is also an excellent motor skill-building activity. Since students have to align their posture and balance, it builds bilateral motor coordination. Straddle and vault for beginners also takes a lot of concentration, which helps students hone their ability to focus. Students will be shown techniques on how to jump on a vault box individually. They will also be equipped with multiple skills and techniques. 這個單元幫助涵蓋平衡木和跳箱的基本知識、技能和技術。平衡木是一項優秀的動作技能訓練活動。由於學生需要調整他們的姿勢和平衡，這有助於建立雙側運動協調能力。對於初學者來說，平衡木和跳箱也需要大量的專注，這有助於學生提高專注能力。學生將被展示如何單獨在跳馬箱上跳躍的技術。他們也會掌握多種技能和技術。

Objectives of this unit/theme:

The objectives of this unit/theme are:

Balance beam 平衡木

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will demonstrate the ability to maintain balance while walking across a balance beam.

展示在走過平衡木時保持平衡的能力。

- Students will improve coordination and agility by performing various movements on the balance beam.
通過在平衡木上進行各種動作來改善協調性和敏捷性。
- Students will enhance their focus and concentration through balance beam exercises.
通過平衡木練習增強專注力和集中力。
- Students will build confidence and overcome fear of falling by gradually increasing the difficulty of balance tasks.
通過逐漸增加平衡任務的難度，建立信心並克服對跌倒的恐懼。

Straddle and vault 跳箱

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will understand the fundamental techniques of performing a straddle and a vault.
了解跨越和跳箱的基本技術。
- Students will demonstrate proper body alignment and posture while performing straddle and vault techniques.
展示在進行跨越和跳箱技術時的正確身體對齊和姿勢。
- Students will enhance their coordination and timing to execute straddle and vault movements smoothly.
增強協調性和時機，以順利完成跨越和跳箱動作。
- Students will build confidence and overcome fear associated with performing straddle and vault.
建立信心並克服進行跨越和跳箱時的恐懼。
- Students will master the straddle technique, demonstrating control and precision.
掌握跨越技術，展示控制力和精確性。
- Students will master the vault technique, demonstrating proper form and power. 掌握跳箱技術，展示正確的形式和力量。

本單元整體目標 (Learning Objectives for This Unit)

學習重點

學習表現 (Learning Performance):

<p>Essential Learning Focuses</p>	<p>1c- II -1 Recognize the motor skills of physical activity. 認識身體活動的動作技能。</p> <p>2d- II -3 Participate in and appreciate diverse physical activities. 參與並欣賞多元性身體活動。</p> <p>3c- II -1 Demonstrate combinations of motor skills. 表現聯合性動作技能。</p>
	<p>學習內容 (Learning Content):</p> <p>1a- II -1 Rolling, holding, balancing, and swinging movements. 滾翻、支撐、平衡與擺盪動作。</p>
<p><u>內容 Content</u> (New knowledge, skills and understanding)</p>	<p><u>預計進行的節數</u> <u>Corresponding Lesson</u></p>
<p>Walking on the balance beam</p> <p>Obstacles on the balance beam</p> <p>More obstacles on the balance beam</p> <p>Introduction to Straddle and vault</p> <p>Jump on the vault box</p> <p>Jump over the vault box</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p>
<p><u>認知 Cognition</u> (High-order thinking skills, problem-solving, challenges and reflection)</p>	
<p>➤ Apply all kinds of strategies in games and sports</p>	

- To cultivate good interpersonal relationships and team spirit.
- Students will be equipped with skills and technique of walking and balancing on a balance beam.
- Students will be equipped with skills and technique of running and jumping on a vault box.
- Students will be able work individually and become a independent when performing balancing and jumping on a box.
- All students will feel a sense of personal responsibility for the success of their teammates and realize that their individual success depends on the group's success.

溝通 Communication (What and how)

Language of Learning (Key vocabulary—content-obligatory)

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
balance beam safety mat step up/down walk forward/ backward	balanced careful safe steady focused cones over	forward/backward sidestep jump off landing V shape Hula hoop	springboard vaulting box jump run take off landing balance	run take off landing	power speed jump run

Language for learning (Functional language e.g. language while learners participate in the lesson—thinking skills)

Balance beam

- Be careful and stay balanced on the beam.
- Step up onto the beam and walk forward slowly.
- Sidestep to move sideways along the beam.
- Jump off the beam and land on the safety mat with both feet.
- Raise your hands up in a V shape when you jump off the beam.

Straddle and vault

- Always listen to the teacher and follow the safety rules.
- Jump over the vaulting box.
- Run towards the vaulting box.
- Jump onto the box with both feet.
- Keep legs straight.
- Land on both feet.
- Bend your knees.
- Keep your balance.
- Generate power.
- Build speed.

Language through learning (Language progression, practice and extension— emerging language)

Lesson 1	Why is it important to warm up before using the balance beam? What are some key points to remember when walking on a balance beam? What should you do if you start to lose your balance? When walking backward, what adjustments do you need to make to stay balanced? What was the most challenging part of this station for you? Why? What strategies did you use to successfully perform a side step on the beam?
Lesson 2	How do you feel when you balance on one foot? Where do you

	<p>feel your muscles working?</p> <p>Can anyone demonstrate the correct posture for balancing on the beam?</p> <p>How can you make your movements smoother and more controlled on the beam?</p> <p>How did you feel when you successfully completed a new skill or movement on the beam?</p>
Lesson 3	<p>What techniques help you stay balanced while walking forward on the beam?</p> <p>How does looking straight ahead affect your balance compared to looking down?</p> <p>How did performing a small jump on the beam feel different from jumping on the ground?</p> <p>Which balance beam skill do you feel you improved the most on?</p> <p>How did you feel when you successfully completed a new skill or movement on the beam?</p>
Lesson 4	<p>What are the key points to remember when performing a straddle?</p> <p>What should you focus on to ensure a safe and effective vault?</p> <p>Can anyone explain the sequence of movements in a proper vault?</p>
Lesson 5	<p>What helps you maintain balance during the straddle movement?</p> <p>How can you improve your take-off technique for the vault?</p>
Lesson 6	<p>What did you find challenging about the straddle on the beam?</p> <p>How did you adjust your approach to improve your vault?</p>

文化 Culture (Awareness of self and other, identity, citizenship, and multicultural understanding)

Promoting empathy: Students will learn the culture of working as a team and continuously encourage students to offer positive feedback and support to their peers throughout the lesson. Students will learn to cheer and encourage their

team mates to participate in activities. Sport has enormous power to generate social, economic, and environmental change and contribute to sustainable development, social cohesion, and even to challenge mindsets and prejudice

Promoting community and self-awareness: Students will enhance their fitness abilities as Balance beam and straddle vault involves a lot of movement and strategic play. All the exercise will help students stay fit and healthy by improving cardiovascular health, coordination, strength and flexibility. Students will furthermore learn to communicate and listen to their team members thus improving on their listening and speaking to their peers. Students will furthermore learn to work in a team's thus teaching good sportsmanship, team spirit, dedication, losing gracefully and winning modestly.

教學活動設計：第一節課 (Lesson 1)

Lesson 1: Walking on the Balance beam 練習走平衡木

Objectives 教學目標：

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will demonstrate the ability to maintain balance while walking across a balance beam.
展示走過平衡木時保持平衡的能力。
- Students will improve coordination and agility by performing various movements on the balance beam.
通過在平衡木上進行各種動作來改善協調性和敏捷性。
- Students will enhance their focus and concentration through balance beam exercises.
透過平衡木練習增強專注力和集中力。
- Students will build confidence and overcome fear of falling by gradually increasing the difficulty of balance tasks.
透過逐漸增加平衡任務的難度，建立信心並克服對跌倒的恐懼。

Evaluation:

Practice walking forward and backward on the beam, focusing on maintaining

a steady posture.

Perform side steps, grapevine steps, and alternating foot patterns on the beam.

Incorporate tasks that require attention, such as balancing an object while walking or pausing at specific points on the beam.

Start with low beams and progress to higher ones, use spotters, and provide positive reinforcement.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>The warm-up should include:</p> <p>Running around the court 3 times. Students will then participate in a body part isolation exercise counting to 10:</p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms ➤ Waist ➤ Knees ➤ Wrists and ankles <p>Students will continue with endurance exercise:</p> <ul style="list-style-type: none"> ➤ Jumping jacks ➤ Side lunges ➤ Lunges 	N/B
主要內容 Core Part			
Presentation	10 mins	<p>Balance Beam</p> <p>Students will take turns performing the activity, and the teacher will</p>	X 1 Balance beam

		<p>stand by to ensure safety.</p> <p>Key points to remember for the balance beam exercise are:</p> <p>(1) Practice stepping up and down (step up & step down→jump) on the side of the balance beam to maintain balance.</p> <p>(2) Move your feet forward along the balance beam, with your toes and heels touching.</p> <p>(3) The method for getting off the balance beam is to walk to the end of the balance beam, jump off, and land with your hands raised in a V shape and your feet together.</p>	
Practice	10 mins	<p>Progression of balance beam movements:</p> <p>(1) Walk forward.</p> <p>(2) Sidestep.</p> <p>(3) Walk backward.</p> <p>Perform the above movements until you reach the end of the balance beam, turn to face the front (end of the balance beam), jump off the balance beam, and add clapping, spinning, and other movements.</p>	X 2 Balance beam

Production	10 mins	<p>Go over cones:</p> <p>"Today, we are going to practice our balance skills by walking on the balance beam. We will make it even more challenging by setting up cones on the beam. You need to walk over the cones without touching them. Make sure to keep your arms out to the sides to help you balance. Ready, set, go!"</p>	<p>X 2 Balance beam</p> <p>X 4 cones</p>
總結 Closure			
Wrap-up	5 mins	<p>Why is it important to warm up before using the balance beam?</p> <p>What are some key points to remember when walking on a balance beam?</p> <p>What should you do if you start to lose your balance?</p> <p>When walking backward, what adjustments do you need to make to stay balanced?</p> <p>What was the most challenging part of this station for you? Why?</p> <p>What strategies did you use to successfully perform a side step on the beam?</p>	N/B
References:			
教學活動設計：第二節課 (Lesson 2)			

Lesson 2: Obstacles on the balance beam 平衡木障礙賽

Objectives 教學目標：

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will demonstrate the ability to maintain balance while walking across a balance beam.
展示走過平衡木時保持平衡的能力。
- Students will improve coordination and agility by performing various movements on the balance beam.
通過在平衡木上進行各種動作來改善協調性和敏捷性。
- Students will enhance their focus and concentration through balance beam exercises.
透過平衡木練習增強專注力和集中力。
- Students will build confidence and overcome fear of falling by gradually increasing the difficulty of balance tasks.

透過逐漸增加平衡任務的難度，建立信心並克服對跌倒的恐懼。

Evaluation:

Practice walking forward and backward on the beam, focusing on maintaining a steady posture.

Perform side steps, grapevine steps, and alternating foot patterns on the beam.

Incorporate tasks that require attention, such as balancing an object while walking or pausing at specific points on the beam.

Start with low beams and progress to higher ones, use spotters, and provide positive reinforcement.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	The warm-up should include:	N/B

		<p><i>Running around the court 3 times.</i></p> <p><i>Students will then participate in a body part isolation exercise counting to 10:</i></p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms ➤ Waist ➤ Knees ➤ Wrists and ankles <p><i>Students will continue with endurance exercise:</i></p> <ul style="list-style-type: none"> ➤ Jumping jacks ➤ Side lunges ➤ Lunges 	
主要內容 Core Part			
Presentation	10 mins	<p>Balance Beam</p> <p>Students will take turns performing the activity, and the teacher will stand by to ensure safety.</p> <p>Key points to remember for the balance beam exercise are:</p> <p>(1) Practice stepping up and down (step up & step down→jump) on the side of the balance beam to maintain balance.</p> <p>(2) Move your feet forward along the balance beam, with your toes and heels touching.</p> <p>(3) The method for getting off the balance beam is to walk to the end</p>	Balance beam

		of the balance beam, jump off, and land with your hands raised in a V shape and your feet together.	
Practice	10 mins	<p>Progression of balance beam movements:</p> <p>(1) Walk forward.</p> <p>(2) Sidestep.</p> <p>(3) Walk backward.</p> <p>Perform the above movements until you reach the end of the balance beam, turn to face the front (end of the balance beam), jump off the balance beam, and add clapping, spinning, and other movements.</p> <p>Go over cones:</p> <p>"Today, we are going to practice our balance skills by walking on the balance beam. We will make it even more challenging by setting up cones on the beam. You need to walk over the cones without touching them. Make sure to keep your arms out to the sides to help you balance. Ready, set, go!"</p>	<p>X2 Balance beam</p> <p>X 4 Cones</p>
Production	10 mins	<p>Hold the ball (balloon or ball) upwards on the balance beam:</p> <p>"This time, we are going to use a ball or balloon to practice our coordination on the balance beam. You need to hold the ball or balloon</p>	<p>X2 Balance beam</p> <p>X2 balls/balloon</p>

		up in the air with your hands and keep it from touching the ground while walking on the beam. Let's see how many times you can hit it in a row!"	
總結 Closure			
Wrap-up	5 mins	<p>How do you feel when you balance on one foot? Where do you feel your muscles working?</p> <p>Can anyone demonstrate the correct posture for balancing on the beam?</p> <p>How can you make your movements smoother and more controlled on the beam?</p> <p>How did you feel when you successfully completed a new skill or movement on the beam?</p>	N/B
References:			

教學活動設計：第三節課 (Lesson 3)

Lesson 3: More obstacles on the balance beam 平衡木進階障礙賽

Objectives 教學目標：

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will demonstrate the ability to maintain balance while walking across a balance beam.

展示走過平衡木時保持平衡的能力。

- Students will improve coordination and agility by performing various movements on the balance beam.
通過在平衡木上進行各種動作來改善協調性和敏捷性。
- Students will enhance their focus and concentration through balance beam exercises.
- 透過平衡木練習增強專注力和集中力。
- Students will build confidence and overcome fear of falling by gradually increasing the difficulty of balance tasks.

透過逐漸增加平衡任務的難度，建立信心並克服對跌倒的恐懼。

Evaluation:

Practice walking forward and backward on the beam, focusing on maintaining a steady posture.

Perform side steps, grapevine steps, and alternating foot patterns on the beam.

Incorporate tasks that require attention, such as balancing an object while walking or pausing at specific points on the beam.

Start with low beams and progress to higher ones, use spotters, and provide positive reinforcement.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>The warm-up should include:</p> <p><i>Running around the court 3 times.</i></p> <p><i>Students will then participate in a body part isolation exercise counting to 10:</i></p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms 	N/B

		<ul style="list-style-type: none"> ➤ <i>Waist</i> ➤ <i>Knees</i> ➤ <i>Wrists and ankles</i> <p><i>Students will continue with endurance exercise:</i></p> <ul style="list-style-type: none"> ➤ <i>Jumping jacks</i> ➤ <i>Side lunges</i> <p><i>Lunges</i></p>	
主要內容 Core Part			
Presentation	10 mins	<p><u>Balance Beam</u></p> <p>Students will take turns performing the activity, and the teacher will stand by to ensure safety.</p> <p>Key points to remember for the balance beam exercise are:</p> <p>(1) Practice stepping up and down (step up & step down→jump) on the side of the balance beam to maintain balance.</p> <p>(2) Move your feet forward along the balance beam, with your toes and heels touching.</p> <p>(3) The method for getting off the balance beam is to walk to the end of the balance beam, jump off, and land with your hands raised in a V shape and your feet together.</p> <p>Progression of balance beam movements:</p>	Balance beam

		<p>(1) Walk forward.</p> <p>(2) Sidestep.</p> <p>(3) Walk backward.</p> <p>Perform the above movements until you reach the end of the balance beam, turn to face the front (end of the balance beam), jump off the balance beam, and add clapping, spinning, and other movements</p>	
Practice	10 mins	<p>Go over cones:</p> <p>"Today, we are going to practice our balance skills by walking on the balance beam. We will make it even more challenging by setting up cones on the beam. You need to walk over the cones without touching them. Make sure to keep your arms out to the sides to help you balance. Ready, set, go!"</p>	<p>X2 Balance beam</p> <p>X4 Cones</p>
Production	10 mins	<p>Stride over hula hoop on the balance beam:</p> <p>"Next, we will practice our jumping skills by jumping over a hula hoop on the balance beam. You need to jump over the hoop without touching it. Make sure to keep your eyes on the beam and your arms out to help you balance. Let's give it a try!"</p>	<p>X2 Balance beams</p> <p>X4 Hula hoops</p>
總結 Closure			

Wrap-up	5 mins	<p>What techniques help you stay balanced while walking forward on the beam?</p> <p>How does looking straight ahead affect your balance compared to looking down?</p> <p>How did performing a small jump on the beam feel different from jumping on the ground?</p> <p>Which balance beam skill do you feel you improved the most on?</p> <p>How did you feel when you successfully completed a new skill or movement on the beam?</p>	N/B
References:			

教學活動設計：第四節課 (Lesson 4)

Lesson 4: Introduction to Straddle & Vault 跳箱入門

Objectives 教學目標：

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will understand the fundamental techniques of performing a straddle and a vault.
了解跨越和跳箱的基本技術。
- Students will demonstrate proper body alignment and posture while performing straddle and vault techniques.
展示在進行跨越和跳箱技術時正確的身體姿勢。

Evaluation:

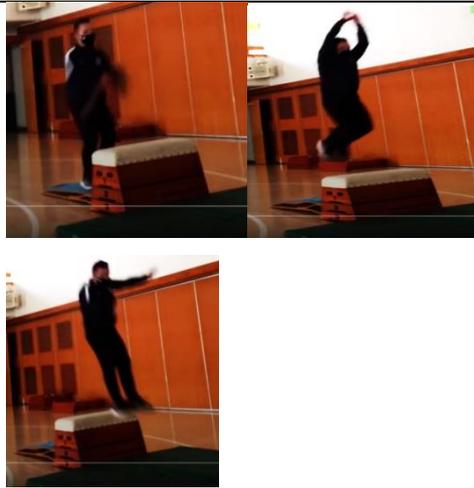
Explain and demonstrate the basic movements, emphasizing body positioning and the sequence of actions.

Perform drills that focus on the synchronization of arm swings, leg movements, and take-off.

Teach safe landing positions, including bent knees and soft landings, and practice on mats.

活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>The warm-up should include:</p> <p><i>Running around the court 3 times.</i></p> <p><i>Students will then participate in a body part isolation exercise counting to 10:</i></p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms ➤ Waist ➤ Knees ➤ Wrists and ankles <p><i>Students will continue with endurance exercise:</i></p> <ul style="list-style-type: none"> ➤ Jumping jacks ➤ Side lunges <p><i>Lunges</i></p>	N/B
主要內容 Core Part			
Presentation	10 mins	<u>Activity 1</u>	

		<p>Getting familiar with the <u>springboard</u>. Have students jump on the springboard onto a mat and acquire a good running approach form.</p> <p><i>Students to repeat this activity X3</i></p> 	<p>X2 Spring board X2 Soft Mat</p>
Practice	10 mins	<p><u>Activity 2</u></p> <p>Getting familiar with the vaulting box and at the same time add the running approach taught during Activity</p> <p><i>Students to repeat this activity X3</i></p> 	<p>X2 Spring board X2 Soft Mat X2 Vaulting box</p>
Production	10 mins	<p><u>Activity 3</u></p> <p>Add a bit more difficulty when students become familiar with both the vaulting box and the springboard. This time, students will have to vault over the box.</p>	<p>X2 Spring board X2 Soft Mat X2 Vaulting box</p>



Activity 4

The purpose of this activity is to help students getting used to the feel of jumping on a straddle position while sitting on the vaulting box. It also helps to develop your students' arm strength as they push to move forwards.

Students to repeat this activity X3



總結 Closure

Wrap-up	5 mins	<p>What are the key points to remember when performing a straddle?</p> <p>What should you focus on to ensure a safe and effective vault?</p> <p>Can anyone explain the sequence of</p>	N/B
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		movements in a proper vault?	
References:			

教學活動設計：第五節課 (Lesson 5)

Lesson 5: Jump on the vault box 跳上跳箱

Objectives 教學目標：

- At the end of the lesson, the students will 在課程結束時，學生將會：
- Students will understand the fundamental techniques of performing a straddle and a vault.
了解跨越和跳箱本技術。
 - Students will demonstrate proper body alignment and posture while performing straddle and vault techniques.
展示在進行跨越和跳箱技術時的正確身體對齊和姿勢。
 - Students will enhance their coordination and timing to execute straddle and vault movements smoothly.
增強協調性和時機，以順利完成跨越和跳箱動作。
 - Students will build confidence and overcome fear associated with performing straddle and vault.
建立信心並克服進行跨越和跳箱時的恐懼。

Evaluation:

Explain and demonstrate the basic movements, emphasizing body positioning and the sequence of actions.

Perform drills that focus on the synchronization of arm swings, leg movements, and take-off.

Teach safe landing positions, including bent knees and soft landings, and practice on mats.

Perform straddle movements on various apparatuses like low beams, benches,

and vaulting boxes.			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>The warm-up should include:</p> <p><i>Running around the court 3 times.</i></p> <p><i>Students will then participate in a body part isolation exercise counting to 10:</i></p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms ➤ Waist ➤ Knees ➤ Wrists and ankles <p><i>Students will continue with endurance exercise:</i></p> <ul style="list-style-type: none"> ➤ Jumping jacks ➤ Side lunges <p><i>Lunges</i></p>	N/B
主要內容 Core Part			
Presentation	10 mins	<p><u>Instructional language on teaching students how to jump over a vaulting box.</u></p> <ul style="list-style-type: none"> ➤ Start by standing about two feet away from the vaulting 	X2 Spring board

box, with your feet shoulder-width apart.

- Take a few steps back to get some momentum.
- Run towards the box with your arms straight out in front of you.
- Jump onto the box with both feet at the same time.
- As you jump, swing your arms back behind you.
- Keep your legs straight as you jump over the box.
- Land on the other side of the box with both feet at the same time.
- As you land, bend your knees slightly to absorb the impact.
- Stand up straight and take a few steps forward to get clear of the box.

X2 Soft Mat
X2 Vaulting
box

Activity 1



Getting familiar with the springboard.
Have students jump on the

springboard onto a mat and acquire a good running approach form.

Activity 2

Getting familiar with the vaulting box and at the same time add the running approach taught during Activity

Students to repeat this



Activity 3



Add a bit more difficulty when students become familiar with both the vaulting box and the springboard. This time, students will have to vault over the box.

Practice

10 mins

Activity 4



The purpose of this activity is to help students getting used to the feel of jumping on a straddle position while sitting on the vaulting box. It also helps to develop your students' arm strength as they push to move forwards.

Activity 5

Have your students using the vaulting box to jump while keeping the hips above the box. At this point, you can either use the springboard or not, it all depends on how comfortable your students will feel.



X2 Spring board

X2 Soft Mat

X2 Vaulting box

			
Production	10 mins	<p>Activity 6</p>    <p>At this point, your students could start jumping over a low level box placed crosswise, with or without a springboard.</p> <p><i>Students should get x3 attempts.</i></p>	<p>X2 Spring board</p> <p>X2 Soft Mat</p> <p>X2 Vaulting box</p>
總結 Closure			
Wrap-up	5 mins	<p>What helps you maintain balance during the straddle movement?</p> <p>How can you improve your take-off technique for the vault?</p>	
References:			

教學活動設計：第六節課 (Lesson 6)

Lesson 6: Jump over the vault box

Objectives 教學目標：

At the end of the lesson, the students will 在課程結束時，學生將會：

- Students will understand the fundamental techniques of performing a straddle and a vault.
了解跨越和跳箱的基本技術。
- Students will demonstrate proper body alignment and posture while performing straddle and vault techniques.
展示在進行跨越和跳箱技術時正確的身體平衡和姿勢。
- Students will enhance their coordination and timing to execute straddle and vault movements smoothly.
增強協調性和時機，以順利完成跨越和跳箱動作。
- Students will build confidence and overcome fear associated with performing straddle and vault.
建立信心並克服進行跨越和跳箱時的恐懼。
- Students will master the straddle technique, demonstrating control and precision.
掌握跨越技術，展示控制力和精確性。
- Students will master the vault technique, demonstrating proper form and power.
掌握跳箱技術，展示正確的形式和力量。

Evaluation:

Explain and demonstrate the basic movements, emphasizing body positioning and the sequence of actions.

Perform drills that focus on the synchronization of arm swings, leg movements, and take-off.

Teach safe landing positions, including bent knees and soft landings, and practice on mats.

<p>Perform straddle movements on various apparatuses like low beams, benches, and vaulting boxes.</p> <p>Practice vaulting over low hurdles, using springboards, and eventually vaulting over the vaulting table.</p>			
活動順序 Order of Activity	時間 Time	活動內容 Content of Activity	教材資源 Materials
課程導入 Lead-in			
Warm-up	5 mins	<p>The warm-up should include:</p> <p><i>Running around the court 3 times.</i></p> <p><i>Students will then participate in a body part isolation exercise counting to 10:</i></p> <ul style="list-style-type: none"> ➤ Neck ➤ Arms ➤ Waist ➤ Knees ➤ Wrists and ankles <p><i>Students will continue with endurance exercise:</i></p> <ul style="list-style-type: none"> ➤ Jumping jacks ➤ Side lunges <p><i>Lunges</i></p>	N/B
主要內容 Core Part			
Presentation	10 mins	<p><u>Instructional language on teaching students how to jump over a vaulting</u></p>	

		<p><u>box.</u></p> <ul style="list-style-type: none"> ➤ Start by standing about two feet away from the vaulting box, with your feet shoulder-width apart. ➤ Take a few steps back to get some momentum. ➤ Run towards the box with your arms straight out in front of you. ➤ Jump onto the box with both feet at the same time. ➤ As you jump, swing your arms back behind you. ➤ Keep your legs straight as you jump over the box. ➤ Land on the other side of the box with both feet at the same time. ➤ As you land, bend your knees slightly to absorb the impact. ➤ Stand up straight and take a few steps forward to get clear of the box. <p><u>Activity 3</u></p> <p>Add a bit more difficulty when students become familiar with both the vaulting box and the springboard. This time, students will have to vault over the box</p>	<p>X2 Spring board</p> <p>X2 Soft Mat</p> <p>X2 Vaulting box</p>
Practice	10 mins	<p><u>Activity 4</u></p> <p>The purpose of this activity is to help</p>	<p>X2 Spring board</p>

students getting used to the feel of jumping on a straddle position while sitting on the vaulting box. It also helps to develop your students' arm strength as they push to move forwards.

X2 Soft Mat
X2 Vaulting box



Activity 5

Have your students using the vaulting box to jump while keeping the hips above the box. At this point, you can either use the springboard or not, it all depends on how comfortable your students will feel.





Activity 6

At this point, your students could start jumping over a low level box placed crosswise, with or without a springboard.



Production

10 mins

Activity 7

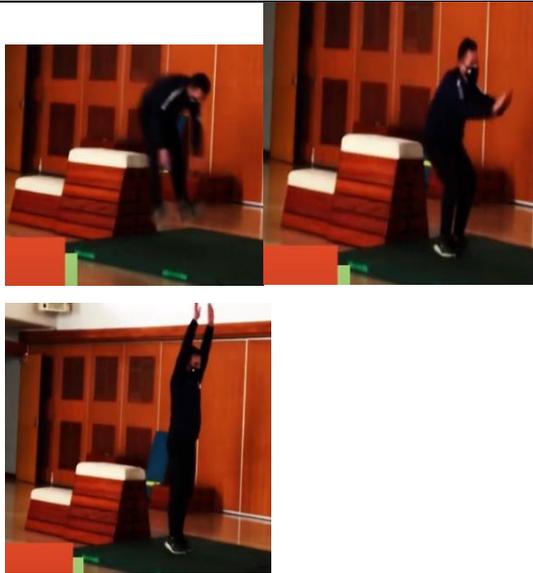
Students perform a straddle vault from a raised surface. This will help them overcome the fear of leaping over the vaulting box.

X2 Spring board

X2 Soft Mat

X2 Vaulting box





Activity 8

Students will try to straddle from the box to the mat emphasizing the pushing motion as soon as the hands reach the box.



總結 Closure

Wrap-up	5 mins	What did you find challenging about the straddle on the beam? How did you adjust your approach to improve your vault?	N/B
References:			

柒、執行省思

一、外師資源有限，難以安排專職外師進行體育教學

◎解決策略：

- (一)中外師合作設計教案：中外師合作設計雙語體育教案，提供大量雙語體育課程中會使用的英語詞彙和教學指令，使中師能在課前準備，得增加使用英語教學的準備與自信，確保雙語體育課程之推行。
- (二)建立雙語體育教學資源庫：彙整課室常用英語指導用語、課程活動及教學影片的教學資源庫，供體育教師參考和使用，提供教師便捷的教學資源，提升其雙語教學能力和效率。

二、部分體育教師英語能力不足，影響雙語教學的效果

◎解決策略：

- (一)定期為體育教師舉辦校內研習活動與雙語座談會，除了能提升教師專業知能，教師也能透過專家分享其教學經驗與方法，省思自我教學成效，以提昇自我內涵。
- (二)每學期末定期舉辦校內雙語分享座談會，鼓勵教師分享教學歷程與教學心得，促進教師之間的交流和學習，提高整體雙語教學水平。

三、學生對於體育課程中使用英語感到不適應，影響學生參與度和學習成效

◎解決策略：

- (一)從簡單的課室用語開始，幫助學生逐漸適應雙語教學環境，再逐步增加英語使用量，減少因語言轉換帶來的不適。
- (二)利用遊戲、互動式活動和比賽引導學生，讓學生在輕鬆愉快的氛圍中逐漸適應並接受雙語體育教學。
- (三)在教授特定體育動作時，將動作與相關的英語指令結合，讓學生在實踐中學習英語，透過動作和語言的結合，增強學生對英語的記憶和理解。
- (四)採用多元化的評量方式，包括質化(學生學習表現、參與活動之積極度)與量化(英語聽說能力、體育學習能力表現)等方面，客觀評估學生學習成效，全面了解雙語體育教學的效果。

四、體育課程內容與英語教學結合的難度較大，教師普遍對雙語體育教學接受度不高

◎解決策略：

- (一)利用圖片、音樂、影片和實物示範等視覺化教學方法，輔助英語教學。教師製作教學簡報、雙語暖身影片和 AR 與 VR 互動式教材，作為課前引導活動，引起學生學習動機，加深學生學習印象，提升學生的參與度和對英語的興趣，使他們更願意在體育課上使用英語。
- (二)定期進行教師問卷調查和學生訪談，了解教師與學生對體育課程中英語教學的感受和意見。收集學生的反饋，為教師提供改進教學方法的依據，並根據調查結果持續改進教學方法，提升教師的教學品質和學生的學習效果。

附件三：授權書

【授權書】

本校同意「新北市110-112學年度國民小學雙語實驗課程領航計畫雙語成果專輯」(包含其相關內容圖文與電子檔)，授權新北市教育局享有使用權；得以運用至各類宣傳、推廣、展覽及一切出版品(含印製、發行等)，提供各級學校教學參考使用不另付酬勞或任何費用。

校長及參與本成果專輯製作之成員簽章：

黃清海

高文謙

Rabalago

李曼環

江明儀

中華民國 113 年 6 月 13 日

B Long Pu Elementary School **Bilingual Life Skills**

Principal: 黃清海 Leo

Bilingual Director: 高文謙 Andy

Development Lead: Rorisang Millicent Rabalago

Developers:

Rorisang Millicent Rabalago、李昭慧、倪玉婷、王復瑄
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Published June 2024