

國立臺中教育大學英語學系雙語教學研究中心
110 年國民小學教育階段雙語教學教案設計競賽

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作品名稱：

Olympism empowers our good characters! 「奧」人
成績的背後，還有哪些值得我們學習的事情？

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壹、設計理念

每四年一次的奧林匹克運動會是風靡全球的國際運動盛事，不僅集結各國的運動好手、展現純熟精湛的運動技能，更促使各地民眾燃起對運動的喜愛，共同加入健體強身的行列。然而，這樣精采的奧運賽事所帶來的尚不只這些，卻往往礙於賽事的落幕與人們生活的繁忙緊湊而難有機會更加深入認識奧運舞台背後的各项意義與價值。基於此，本課程即以奧運賽事所包括的溝通合作和品德精神為發想，並以「Olympism empowers our good characters! 『奧』人成績的背後，還有哪些值得我們學習的事情？」為主題，規劃設計課程，提供國民小學高年級學生修讀。具體言之，本課程之設計理念包含價值性、重要性、實用性、時代性和創意性。

首先，此教學設計之「價值性」在於引導學生從認識運動家的精神，強化其對於品格的延伸到日常生活中良好品德的落實；再者，學生能透過認識世界性體育賽事培養運動知能與習慣、並延伸學習人際溝通與合作，顯示出該課程之「重要性」；其三，奧運每四年即會舉辦一次，即此課程可不斷延續，教師亦可另行增減內容以符應時事，實具「實用性」；其四，本課程高度符合時代性，為達成 2030 年雙與國家發展藍圖之目標「提升國人英語力」，此設計力求培養學生從小閱讀新聞英語，使之掌握國際資訊與趨勢、培養與時代接軌的能力；最後，該系列課程為達「創意性」，不僅以奧運盛事為題串連整個單元，更結合了藝術創作與體能遊戲，使學生得以在學習過程中發揮創造力潛能。

綜上所述，本教案所規畫之課程強調以生活時事出發，引領學生走進奧運盛宴的幕後、認識該活動的歷史文化與其延續的精神，再回歸到生活，將所學應用於日常之中。期盼此一系之主題課程能帶給學生們一場精彩愉快又充實的學習饗宴！

貳、教學分析

一、學生分析

第三學習階段的學童，英語文領域最重視的為基本聽與說能力的延伸，在老師提供的跨語言溝通句型以及學習鷹架架構下能引導學童做簡易的回答與描述。學生先備知識與經驗茲分述如下：

1. 學生能聽懂老師所使用之課室語言。
2. 學生具備查找、彙整及分析資料的能力。
3. 學生具有良好的溝通技能並能以同理與利性的態度有效地和他人合作。

二、教材分析

本課程為配合國際時事議題與該學習階段學生之能力，採用自編教材。在英語

文教學方面，由於學生須學習與奧運賽事以及其所衍生之詞彙與句型，多屬於新接觸的語文知識，故會提供學生句型結構的學習鷹架，並以圖卡作為跨語言溝通的視覺輔助。另外，本教學設計融入新聞英語，並以學習者能力為考量改寫新聞內容；最後，每節課皆有學習單綜合統整該節學習內容，使學生在課程結束後作為回顧與複習的依據。

三、教學方法分析

本課程之教學法主要為講述教學法、討論學習法、及合作學習。而就英語文領域方面，本單元之主題式課程汲取了不同教學模式之長，並服膺於 CLIL(content and language integrated learning)之教學特色，以下將著重此法之 4Cs theory 簡述。

- Content 學科內容之重要性

本課程設計依循著學科特質地位之脈絡進行設計，並考量學科領域之學習重點，透過課程內容啟發學子對於綜合及體育領域的學習，協助學子於其領域中知識技能方面的提升。就內容設計上，本教案也考量學生領域階段學習程度，給予 i+1 之學習架構。

- Communication 語言溝通之流動性

在語言學習部分，本單元每一課都提供了語言結構中 Language of Learning 的 key words 與 key sentence patterns，呼應 CLIL 教學的即學即用，使學生在每一課的教學主題下，成為語言的使用者，並得以清楚理解與發展適當的語言知識及其技巧。

而在語言使用方面，課堂內的目標語雖為英文，但也會根據學生的程度與先備知識輔以母語中文進行學習。教師採取的教學策略為 recasting，協助學生在母語及英文之間的轉換。

- Cognition 任務導向教學設計

在認知發展部分，顧及認知各層次之發展順序，重視各層面之培養，並藉由任務導向(task-oriented)的設計，提供學習單、身體活動以及實際操作，做中學，由淺入深，從記憶理解到應用分析與創造，使學生能身體力行並有系統性的學習，在課堂中循序漸進地補足相關學科內容與語言技能，使學生能有自信的展現更高層次的認知表現。

- Culture 文化內涵之交流性

單元主題本身即具有國際化議題，藉著相關時事促使學生多元思考，透過影片或文章培養學生國際觀及跨文化理解的情懷。在不同文化背景下的驅使，可能有不同的思考脈絡，透過課程理解自我與他人的差異，並在其中找尋溝通合作的雙贏模式，達成全人發展的目標。

四、情境脈絡分析

本單元融入了情境教學的三大特色：生活性、真實性與活動性。並藉由生活情境喚起學生的生活舊經驗，導入教學主題，促進學生的學習理解，同時強化其對於

知識、技能與態度的融會貫通，以建立學習的意義。

1. 生活相關情境：從本土出發，再放眼國際。課程導入由小到大，透過認同臺灣於奧運會賽中的亮眼項目表現，慢慢建立起孩子與世界的連結和視野，生活性的課程協助學生學習理解，最後得以融合課程內容自主創作出別具個人特色的作品。
2. 國際相關情境：從宏觀的審視到自身的反省，藉著國際中真實發生的案例，帶著學生探討用藥問題與運動家精神之議題，帶入學生自身角色所應該要遵守的品德，真實性的議題喚醒學生面對未來自身所能堅持的行動。
3. 問題解決活動：各子課程中融合任務導向模式，藉著一個個「任務」提出問題引發學生思考，生活中遇到困難可以怎麼做、我們應該如何於生活中實踐溝通與合作之技巧，並藉由實際操作活動讓學生親自體會課程內所要傳達的主要核心，不僅教知識也教技能與情意。

參、教學活動設計

單元名稱 Unit Title	Olympism empowers our good characters! 「奧」人成績的背後，還有哪些值得我們學習的事情？	課程時間 Unit Length	共 4 節，160 分鐘
學生年級 Grade Level	六年級 six th grade	學生人數 Number of Students	25 人
配合融入之 學科領域 Integrated Subject/ Content Area	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input checked="" type="checkbox"/> 綜合活動 <input checked="" type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會		
配合融入之 議題 Integrated Issue	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input checked="" type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 無		
領域核心素養 Core Competencies	<p>健康與體育領域</p> <p>健體-E-C1 具備生活中有關運動與健康的道德知識與是非判斷能力，理解並遵守相關的道德規範，培養公民意識，關懷社會。</p> <p>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。</p> <p>健體-E-C3 具備理解與關心本土、國際體育與健康議題的素養，並認識及包容文化的多元性。</p> <p>綜合活動領域</p> <p>綜-E-A2 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p> <p>綜-E-B3 覺察生活美感的多樣性，培養生活環境中的美感體驗，增進生活的豐富性與創意表現。</p>		

	綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。	
<p style="text-align: center;">本單元 學習重點 Learning Focus</p>	<p style="text-align: center;">學習表現 Student Performance</p>	<p>健康與體育學習表現</p> <p>1c-III-1 了解運動技能要素和基本運動規範。(認知)</p> <p>2d-III-1 分享運動欣賞與創作的美感體驗。(情意)</p> <p>3c-III-3 表現動作創作和展演的能力。(技能)</p> <p>4a-III-3 主動地表現促進健康的行動。(行為)</p> <p>綜合領域學習表現</p> <p>2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。</p> <p>2d-III-2 體察、分享並欣賞生活中美感與創意的多樣性表現。</p> <p>英語文領域學習表現</p> <p>◎ 1-III-6 能聽懂課堂中所學的字詞。</p> <p>◎ 2-III-2 能說出課堂中所學的字詞。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>◎ 3-III-1 能辨識課堂中所學的字詞。</p> <p>◎ 3-III-4 能看懂課堂中所學的句子。</p> <p>雙圈(◎)係指相同學習表現重複出現在不同學習階段。</p>
	<p style="text-align: center;">學習內容 Learning Content</p>	<p>健康與體育學習內容</p> <p>Cb-III-2 區域性運動賽會與現代奧林匹克運動會。</p> <p>綜合領域學習內容</p> <p>Bd-III-2 生活美感的運用與創意實踐。</p> <p>Bb-III-2 團隊運作的問題與解決。</p> <p>Bb-III-3 團隊合作的技巧。</p> <p>英語文領域學習內容</p> <p>◎ Ac-III-3 簡易的生活用語。</p> <p>* ◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>D-III-3 依綜合資訊作簡易猜測。</p>
<p style="text-align: center;">表現任務 Performance Task(s)</p>	<ol style="list-style-type: none"> 1. 理解奧林匹克精神，自主創作美感標誌及賦予其象徵意義。 2. 展現參與呼拉圈挑戰，展現合作與溝通之技巧。 3. 合作完成小組蒙眼取物任務，展現團隊合作之問題解決能力。 4. 合作完成小組品德五環。 5. 運用課堂內所教的句型，說出自己的想法。 	

節次架構 Lesson Structure	<p>第一節：理解奧林匹克精神，自主創作美感標誌及賦予其象徵意義。</p> <p>第二節：藉由認識奧運聖火傳遞及小組合作蒙眼取物任務思考團隊的重要性。</p> <p>第三節：品德五環的設計創作，創造具有個人及團隊特質的作品。</p> <p>第四節：認識奧林匹克宣言精神，並履行於生活與生涯規劃中。</p>
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第一節 The First Period (The Symbol of Olympic Games)

學習目標 Learning objectives	學科內容目標 Content/subject specific knowledge objectives	<ol style="list-style-type: none"> 1. 學生能理解標誌能代表事物的整體，認識奧運五環的由來與象徵意義。 2. 學生能自主創作美感標誌展現創意，並思考如何融入奧林匹克主義的三大價值。 3. 學生能運用英文句型發表分享自己的作品。
	溝通/語言目標 Communication/ language objectives	<p>目標單字 key words: symbol/ Olympic rings/ excellence/friendship/ respect/ union</p> <p>目標句型 key sentence patterns:</p> <ol style="list-style-type: none"> 1. I see _____ in the Olympic Rings. (colors/union/circle/ ...) 2. I think _____ is a must in Olympics. (sportsmanship/ friendship/ respect/ athlete) 3. Here is my symbol and it means _____. (friendship/ respect/ union)

教學內容、步驟、時間(認知) Procedures (Cognition)	跨語言溝通策略 Use of Translanguaging	學習檢核 Assessment						
<p>1. 引起動機 (5分鐘)</p> <p>(1) Look! What kind of sport is this?</p> <p>東京奧運競技圖標停看聽：學生觀看 2021 東京奧運開幕式的各種運動的動態競技圖標，猜測其標誌內涵。(以本次奧運中華台北擅長的項目標誌呈現：舉重、羽球、乒乓球、射箭。)</p> <p>影片連結： https://www.youtube.com/watch?v=eTZY2ky1Z1Q</p> <p>Teacher's Talk:</p> <p>In Olympic Games, what kind of sport is this?</p> <p>Students' Talk:</p> <p>It is _____. (lifting/ badminton/ table tennis/ archery)</p>	<p style="text-align: center;">(透過奧運運動項目圖項讓學生了解各項目英文單字所代表的意涵。)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>lifting</td> <td>badminton</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>table tennis</td> <td>archery</td> </tr> </table>	lifting	badminton			table tennis	archery	<p>學生能根據圖片做猜測，並完成學習單第一部分(Look and Match)</p> 
lifting	badminton							
								
table tennis	archery							

2. 發展活動 (30 分鐘)

(1) **What is the meaning of a Symbol?** (3 分鐘) 學生能理解標誌的意義與認識奧運的代表標誌：奧運五環。

What is a symbol?

A “symbol” (標誌) can represent the sports items, quality, or spirit. It is super cool to use simple lines and shapes to design a symbol. All symbols have their own story and meaning. This is the symbol of the Olympic game which is called “Olympic Rings”(奧運五環).

(2) **Say Hi! to Olympic Rings.** (5 分鐘)

邀請學生發表他們在奧運五環當中觀察到什麼？認為什麼樣的元素能代表奧運？為什麼奧運五環可以代表整個奧運。

(2-1) **Teacher’s Talk:**

What do you see in the Olympic Rings?

(2-1) **Students’ Talk:**

I see _____ in the Olympic Rings.

(colors/union/circle/ ...)

(2-2) **Teacher’s Talk:**

What is a must in the Olympic game?

Why can this symbolize the Olympic game?

(2-2) **Students’ Talk:**

I think _____ is a must in the Olympic game.

(sportsmanship/ friendship/ respect/ athlete)

(3) **The Flag and the Values.** (5 分鐘)

運用奧運比賽中華台北代表隊選手在奧運比賽中所表現出的奧林匹克主義三大價值，引導學生理解奧林匹克主義。

The flag also fits the three values of Olympism(奧林匹克主義): excellence(卓越), friendship(友誼), and respect(尊重).



symbol: a sign, shape, or object that is used to represent something else.



學生透過學習單上標誌圖像的畫面並透過教師適時運用 code-switching 中英文引導策略引導學生認識奧運五環。

透過學習單的句型讓學生產出 I see colors/union/circle in the Olympic Rings. 與 I think _____ is a must in the Olympic game. 的英文句子。

能專心聆聽標誌的意義，並能說出其英文(symbol)。學生能知道奧運的代表標誌為奧運五環，並說出其英文 Olympic Rings。

學生能觀察 Olympic Rings 並完成學習單 Look and Write 的 2-1、2-2。



學生能用英文說出奧林匹克主義三大價值(excellence/ friendship/ respect)

What is Olympism(奧林匹克主義)?

"Queen of Badminton Tai Tzu-Ying (戴資穎) and Chinese Taipei badminton team Men's double Lee Yang (李洋) and Wang Chi-Lin (王齊麟) show the VALUE of OLYMPISM. The three values of Olympism are excellence, friendship, and respect. They constitute the foundation on which the Olympic Movement builds its activities to promote sport, culture, and education with a view to building a better world."

(4) Different Colors Altogether. (5 分鐘)

五彩繽紛環環相扣：藉由五環的顏色與形狀引導學生了解奧運五環的背景，學生能夠透過現代奧運發展歷史知道奧運五環的歷史由來及意義，並能夠與先前所提出的想法相互對應。

When Pierre de Coubertin created the Rings in 1913, the five colors combined with the white background representing the colors of the flags of all nations at that time.

(4-1) Teacher's Talk:

Guess about the meaning of five colors on the flag?

(4-1) Students' Talk:

I think the five colors might mean different _____. (areas/ countries/ races/ sports items/ ...)

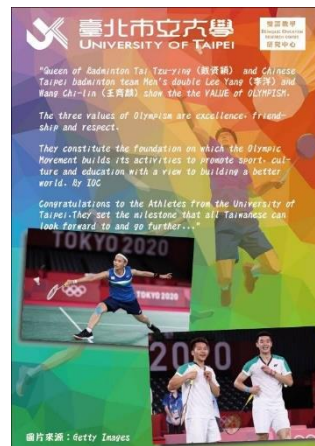
The Olympic Rings expresses the activity of the Olympic Movement. It represents the union(聯合) of the five continents(五大洲) and the meeting of athletes from throughout the world at the Olympic Games.

(4-2) Teacher's Talk:

How about the meaning of the rings?
What do you think?

(4-2) Students' Talk:

I think the rings might mean_____.

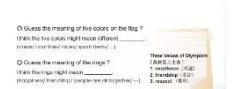


運用圖像裡奧運五環

所代表的顏色和形狀，連結英文所代表的顏色 (colors)以及標誌(symbol)的意涵。



學生能針對奧運五環 (Olympic Rings) 的顏色做猜想，並完成學習單 2-3。



學生能針對奧運五環 (Olympic Rings) 的環狀部分做猜想，並完成學習單 2-4。

(happiness/ friendship/ people are all together/...)

(5) I can be a Designer too! Create my own symbol of the Olympic Games. (12 分鐘)

我是小小設計師，設計 2024 奧運標誌：了解奧運五環的設計理念與奧林匹克主義後，學生思考設計能夠代表奧運的榮譽標誌。

After you knew the three values of Olympism and the history of Olympic Rings, and now is your turn to design a symbol for the Olympics. Create your own logo to show the values of Olympism.

3. 綜合活動 (5 分鐘)

請學生分享自己的奧運代表標誌。

Please share your symbol with all the class.

Teacher's Talk:

If Taiwan could hold the 2024 Olympic Games, what kind of symbol would you design? What spirit is in it?

Students' Talk:

Here is my symbol and it means _____.

(friendship/ respect/ union)

To me, _____ is a must in Olympic.

(sportsmanship/ friendship/ respect/ athlete/ ...)

So, I created this symbol.

學生能完成學習單第三部份。



學生能完成學習單第四部分。



學生能用英文目標句型及中文輔助分享自己設計的代表奧運之榮譽標誌。

學生能用英文目標句型及中文輔助分享自己設計的代表奧運之榮譽標誌。

第二節 The Second Period (It is Important to Communicate.)

學習目標 Learning objectives	學科內容目標 Content/subject specific knowledge objectives	<ol style="list-style-type: none"> 學生能藉由奧運聖火傳遞路線思考團隊的重要性，並透過參與呼拉圈任務，實際展現溝通與合作的重要性與技巧。 學生能透過帕拉林匹克之實例與蒙眼取物活動，理解合作能弭平弱勢，並創造優勢。 學生能運用英文句型說出當他遇到困難時能怎麼做。
	溝通/語言目標 Communication/ language objectives	目標單字： communicate with others, cooperate with others, ask for help, build a team, be a team player 目標句型： <ol style="list-style-type: none"> We can ____ to save time.

2. When I face difficulties, I can _____.
3. It is important to _____.

教學內容、步驟、時間(認知)
Procedures (Cognition)

跨語言溝通策略
Use of Translanguaging

學習檢核
Assessment

1. 引起動機 (5 分鐘)

(1) How far I'll go?

聖火傳遞大工程：學生藉由觀看 2020 東京奧運聖火傳遞路線圖，思考合作之必要性。

Teacher's Talk:

Why do we need so many people to carry the torch?

Students' Talk:

We need many people to carry the torch because.... (People might be tired. / it is faster than only ask one person to do it. /)

影片連結：

[The route of the Tokyo 2020 Olympics torch relay](#)

學生藉由觀看 2020 東京奧運聖火傳遞路線圖，引導學生了解本節次重要的目標單字 (communicate with others, cooperate with others, ask for help, build a team, be a team player)

 youtube.com



A look at the route through Japan of the Tokyo 2020 Olympics torch relay.

2. 發展活動 (30 分鐘)

(1) **If you want to go far, go together.** (5 分鐘)

一個人可以走很快，但一群人可以走更遠：介紹奧運聖火的特色，使學生能藉著聖火傳遞進一步思考合作的方法。

Olympic flame is the holy symbol of hope.

People carried the **torch** to light up the whole country. However, it was a long journey. It is almost impossible to carry the **torch** all by one person.

Teacher's Talk:

How can we do to save time?

Students' Talk:

We can _____ to save time. (Communicate with others/ cooperate with others/ ask for help)

(2) **Hula Hoop Mission** (5 分鐘)



透過學習單第二部分 (Play and Discuss) 的指引運用目標句型及單字。

學生在觀看影片後，能回答老師的問題，並提出自己的想法。

學生能配合學習單的 1-1 進行思考。

學生能提出自己的想法並完成學習單 1-2。(Look and think: How far I'll go?)



學習活動
Learning activities

圓滿傳承之呼拉圈挑戰：學生藉著剛剛討論出來的方法，完成小組傳呼拉圈的挑戰並分享心得。

After you all know the importance of cooperation, let's play a little game.

The rule is you have to hold hands with the people near to you and pass the hula hoop to the last person. You can use those tips you've just mentioned.

Teacher's Talk:

What kinds of action is important to help you pass the hula hoop?

Students' Talk:

It is important to _____. (Communicate with others/ cooperate with others/ ask for help)

(3) Impossible or I'm possible (5 分鐘)

將不可能化為可能：帕拉林匹克的啟示。學生能透過帕拉林匹克運動會更清楚了解到透過合作，我們能完成很多看似不可能的事。

Held for physical challenged athletes, Paralympic games has some special rules that people can help each other. For example, in the para-cycling, it is allowed to let a person with a sane vision join the game with the athlete.

Teacher's Talk:

When you face difficulties, what can you do to overcome them?

Students' Talk:

When I face difficulties, I can _____.
(Communicate with others/ cooperate with others/ ask for help/ build a team/ be a team player)

(4) Where is the treasure? (5 分鐘)

你看不到，我幫你：蒙眼取物活動。學生能透過蒙眼取物體驗活動體認到即使先天上有所殘疾，我們仍能藉著與他人合作而補足自我的不足。

利用學習單上的圖片，學生能對帕拉林匹克運動會有更清楚的圖像。



學生能用學習單上附的英文方向指示語，互相合作完成蒙眼取物任務。用身體活動方式體驗 slowly/

學生能合作完成呼拉圈任務。
學生能小組合作討論並完成學習單第二部分。(Play and discuss: Hula hoop mission)



學生能用目標句型說出完整句。When I face difficulties, I can _____.

Now find your partner. We are going to play a game. One of you has to cover your eyes and the only thing you can do is moving. The other person can only tell him/her the direction but you can't move. Try to cooperate with each other and get the object.

Teacher's Talk:

Please share how did you do that?

Students' Talk:

When I can't see, I try to ____.

(Listen to the order/ trust my partner/ ...)

When I can't move, I try to speak ____.

(slowly/ clearly/ loudly/...)

(5) How can I Do in the Future? (10 分鐘)

學生能畫出並寫下課堂中所討論到解決問題的各式方法，以在未來面對挑戰時，能不輕言放棄，而找尋不同管道。

Teacher's Talk:

Everyone, please draw and write the solution when you face difficulties.

3. 綜合活動 (5 分鐘)

學生能理解友誼與合作為奧運價值中極為重要的一環，透過合作與溝通能夠弭平弱勢，並創造優勢。

“Celebrating friendship, which is quite unique to the Olympic Games – an event that brings people together every few years.”

Teacher's Talk:

Giving others a hand can make us be stronger than fighting alone. We learned many different ways to make us become greater. What is the most important thing to you?

Students' Talk:

To me, the most important thing is to ____.

clearly/ loudly/...的單字意義與副詞用法

(方向) and walk for

(數字) steps.

(Go straight / Turn right/ Turn left)

There it is.

透過學習單，讓學生有目標句型及單字的鷹架。

學生能用學習單上的目標句型輔助表達想法。

學生能討論完成學習單第三部分(Play and discuss: Where is the treasure?)



學生能完成學習單第四部份。(Draw and write)



學生能完成學習單第五部分(Think and share)並與全班分享。



	(Communicate with other/ cooperate with others/ ask for help/ build a team/ be a team player)		
第三節 The Third Period (Sportsmanship and good characters)			
學習目標 Learning objectives	學科內容目標 Content/subject specific knowledge objectives	1. 學生能藉由小組合作，體驗品德五環的設計創作，創造具有自己特質的作品，並培養正確的運動家精神。 2. 學生能透過閱讀英文文章，學習與運動相關的單字與句型。	
	溝通/語言目標 Communication/ language objectives	目標單字： take part, ban, honest, polite, punctual, respectful, kind 目標句型： 1. _____ need(s) to be _____. 2. _____ should _____.	
學習活動	教學內容、步驟、時間(認知) Procedures (Cognition)	跨語言溝通策略 Use of Translanguaging	學習檢核 Assessment

Learning activities

1. 引起動機

(1) Do you remember the Olympic logo? (5 分鐘)

學生回憶奧運五環的意義

Teacher's talk:

Do you remember what we have learned? What does the Olympic logo mean?

Students talk:

The five colors mean different _____.

(areas/ countries/ races/ sports items/ ...)

The rings mean _____. (happiness/ friendship/ people are all together/ ...)

2. 發展活動

(1) What is ROC? Here's what to know about Russia and the Olympics 學生藉由閱讀文章了解俄羅斯以 ROC 參與奧運賽事的原因 (12 分鐘)

[文章改寫自 CNN]

If you've been watching the Olympics this year, you may notice a new short form, ROC. It stands for(代表) the Russian Olympic Committee(委員會), and it's basically a loophole(漏洞) that allows Russian athletes to take part in the Olympics while their country is banned from the Games because of its doping scandal(醜聞).

Teacher's talk:

What is "ROC" in the article?

Why did Russia use ROC as their name?

Student's talk:

"ROC" is...

Russia used ROC as their name because...

(2) How does an athlete need to be?

學生分組討論運動員不應於賽事中使用藥物的原因, 並思考運動員應具備的態度, 建立對運動家精神的了解。

Teacher's talk:

Why can't athletes dope(使用禁藥)?

Why is doping illegal?



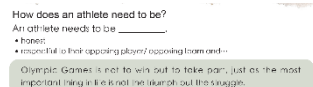
The five colors mean different _____.

The rings mean _____.



If you've been watching the Olympics this year, you may notice an unfamiliar abbreviation, ROC. It st...

https://edition.cnn.com/2021/07/26/sport/what-is-roc-olympics-explainer-spt-trnd/index.html



學生能回憶奧運五環的意義, 並以口頭回答。



能主動參與課堂中的討論活動。

學生能自主閱讀學習單上的英文文章。



能積極回答教師的提問。

How does an athlete need to be?

Student's talk:

An athlete needs to be _____.

(honest/ respectful to their opposing player/
respectful to their opposing team/ ...)

Teacher's talk:

“The most important thing in the Olympic Games is not to win but to **take part**, just as the most important thing in life is not the triumph but the struggle.”

(3) Five good characters 五項好品德

學生思考日常生活中所應具備的良好品德。
(18分鐘)

(3-1) Teacher's talk:

Athletes need to follow the Olympic spirit in sports games. What about us?

As students, what should we do?

(3-1) Student's talk:

We should _____.

(Be honest to our parents/ be polite to our teachers/ be punctual when we meet others/ be respectful to our friends/ be kind to everyone)

(3-2) Teacher's talk:

There are five main good characters: honest, polite, punctual, respectful, and kind.

(4) Character rings 品德五環

學生分組認領一項品德，並以此品德為主題，完成一個品德環。

(4-1) Teacher's talk:

Use your creativity to complete your own “Character ring”!

各組將品德環置於教室前方供教師及同儕觀賞。

(4-2) Teacher's talk:

Show your ring to us!

What is this ring?

(4-2) Student's talk:

This is “_____ ring”.

(honest/ polite/ punctual/ respectful/ kind)

透過學習單的句型讓學生產出 An athlete needs to be _____ 的英文句子



學生能依據學習單上的提示，完成指定句型。

學生藉由觀察學習單上的圖片，加深對五項品德的認識，並完成 We should _____ 的句子。

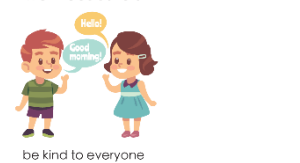
Five good characters
What should we do?
We should _____.



be polite to our teachers be honest to our parents



be punctual when we meet others be respectful to our friends



be kind to everyone

Which ring do you make?
This is “_____ ring” .
(honest/ polite/ punctual/ respectful/ kind)

學生藉由學習單上的提示句型，說出 This is “_____ ring”. 句子

能主動參與課堂討論活動，舉例說出良好的品德。



學生能依據學習單上的提示，認識各項品德，並說出指

(4-3) Teacher's talk:

What should we do?

(4-3) Student's talk:

We should _____.

(Be honest to our parents/ be polite to our teachers/ be punctual when we meet others/ be respectful to our friends/ be kind to everyone)

教師在學生回答完後引導其將五個品德環結合成「品德五環」，與奧運五環的概念相呼應。

(4-4) Teacher's talk:

Let's look at the Olympic logo and look at our five rings. What can we do next?

(4-4) Student's talk:

We can combine these rings into big "Character rings".

3. 綜合活動 (5 分鐘)

學生回顧本節課重點。

Teacher's talk:

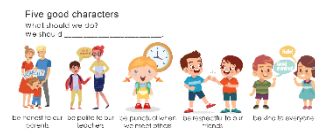
What have we learned today?

Student's talk:

The Olympic Spirit is not to win but to take part.

We need to follow this spirit when we take part in sports games.

We also need to follow the "Character rings" we just made in our life.



學生以奧運五環作為橋梁，發現到可以將五項品格結合。

定句型。

Let's make the character ring!



學生能依據學習單上的提示句型與字卡，說出與自己所製作之品德還相應的內容。

學生能積極參與課堂活動。

能以本節課所學習的內容，主動回答教師的提問，再次複習良好品的重要。

第四節 The Forth Period

學習活動 Learning activities	學科內容目標 Content/subject specific knowledge objectives	<ol style="list-style-type: none"> 1. 學生能以積極的態度和符合奧林匹克宣言的精神與同儕合作完成闖關任務。 2. 學生能夠以正確的英語發音朗讀奧林匹克宣言。
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	溝通/語言目標 Communication/ language objectives	目標單字： competitor, abide, rule, drug, glory, honor 目標句型： 1. An athlete needs to _____. (Be honest/ respect their opposing player/ opposing team/ ...) 2. This is _____. (Asia/ Africa/ North America/ South America/ Antarctica/ Europe/ Australia)	
學習活動 Learning activities	教學內容、步驟、時間(認知) Procedures (Cognition)	跨語言溝通策略 Use of Translanguaging	學習檢核 Assessment
	1. 引起動機 (5 分鐘) (1) Sportsmanship 學生回顧前幾節課所學習的運動家精神。 Teacher's talk: An athlete needs to behave in the right way. Do you still remember what "Olympic Spirit" is? Student's talk: An athlete needs to be _____. (honest/ respectful to their opposing player/ opposing team/ ...) (2) Olympic Oath 學生認識並朗讀奧林匹克運動會宣言。 Teacher's talk: At the beginning of the Olympic game, athletes need to read out loud the Olympic Oath(宣言). Today, we're going to be little athletes and take part in a little Olympic game. Are you ready? Student's talk: <i>In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern(規範) them, committing(使...致力於...) ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.</i> 2. 發展活動 (30 分鐘) (1) Little Olympic game	An athlete needs to be _____. (honest/ respectful to their opposing player/ opposing team/ ...) competitor: a person who takes part in an athletic contest. respect: admire (someone or something) deeply abide: accept or act in accordance with (a rule, decision, or recommendation). rule drug glory: high renown or honor won by notable achievements. honor	 <p>能以圖片為輔助完成句子填空。</p>  <p>能用正確的發音讀出奧運宣言。</p>

全班學生分成兩大組（A 組和 B 組），最先完成所有項目的組別獲勝。

兩位學生一小組，進行闖關遊戲；全班分成兩邊同時進行，一邊共有五至六組。

Teacher's talk:

You'll need to cooperate with your partner.

關卡一：

兩位學生背對背並手勾手，教師將籃球放置於兩人背後的空間，學生須將籃球運送至關卡二。

關卡二：

地上有七大洲地圖，甲生將籃球投擲在其中一洲，以彈地求傳送給乙生，乙生接球並以英文說出剛才甲生投擲的洲名；接著換乙生重複相同動作，甲生接球並說出剛才乙生投擲的洲名。重複相同動作直到說出七大洲名，完成後前進關卡三。

Teacher's talk:

What are the names of 7 continents?

Student's talk:

This is _____.

(Asia/ Africa/ North America/ South America/ Antarctica/ Europe/ Australia)

關卡三：

兩位學生以雙手共持一片珍珠板，將籃球置於板上，合作傳送到關卡四的球籃，過程中球不可落地，學習溝通合作的精神。

關卡四：

兩位學生從關卡四快跑 100 公尺到終點，完成闖關遊戲。

（備註：教師將珍珠板拿回關卡三，並將籃球拿回關卡一；亦可請已完成學生協助。）

3. 綜合活動（5 分鐘）

發下學生的自製獎牌作為鼓勵。

3-1 Teacher's talk:



This is _____.
(Asia/ Africa/ North America/ South America/ Antarctica/ Europe/ Australia)

七大洲中英文字卡。



能積極參與課堂活動，完成小奧運闖關活動。

能合作將籃球運送到球籃。

能以英文正確說出各洲的名稱。

能合作將籃球運送到球籃。

能完成短跑。

能完成學習單。

What have we learned in these 6 lessons?

3-1 **Student's talk:**

I learned _____.

(The meaning of the Olympic logo/ the sportsmanship/ five good characters/ cooperate with others)

3-2 **Teacher's talk:**

Which part is the most impressive to you?

3-2 **Student's talk:**

_____ **is the most impressive to me.**

I learned _____ .

(The meaning of the Olympic logo/ the sportsmanship/ five good characters/ cooperate with others)

_____ **is the most impressive to me.**

What have we learned in these 6 lessons?

Learned _____

Lesson 1	Lesson 2	Lesson 3	Lesson 4
•	•	•	•
•	•	•	•
sportsmanship and the good characters	the meaning of the Olympic logo	cooperate with others 要相互合作	Olympic Oath & the Olympic game

Which part is the most impressive to you?
_____ is the most impressive to me.

What is the most impressive to you?
Draw a picture of what you've learned!

The Symbol of Olympic Games

Class: _____ Name: _____

① Look and Match.

In Olympic Games, what kind of sport is this?



.

table tennis



.

badminton



.

lifting



.

archery



I Get It ! (Symbols and logos)

What are symbols and logos?

A “**symbol**” or a “**標誌**” can represent the sports items, quality, or spirit. It is super cool to use simple lines and shapes to design a **symbol**. All **symbols** have their own story and meaning.

② Look and Write.



“**Olympic Rings**” is the **symbol** of the Olympic game!

2-1 What do you see in Olympic Rings ?

I see _____ in Olympic Rings.
(colors/union/circle/ ...)

2-2 What is a must in Olympic ?

I think _____ is a must in Olympics.
(sportsmanship/ friendship/ respect/ athlete/...)

What is Olympism 奧林匹克主義

The IOC announced that Olympism is a philosophy of life . It blends sports with culture and education. Olympism seeks to create a way of life based on the joy of effort, the educational value of a good example, social responsibility, and respect for universal fundamental ethical principles.

2-3 Guess the meaning of five colors on the flag ?

I think the five colors might mean different _____.
(areas/ countries/ races/ sports items/ ...)

2-4 Guess the meaning of the rings ?

I think the rings might mean _____.
(happiness/ friendship/ people are all together/ ...)

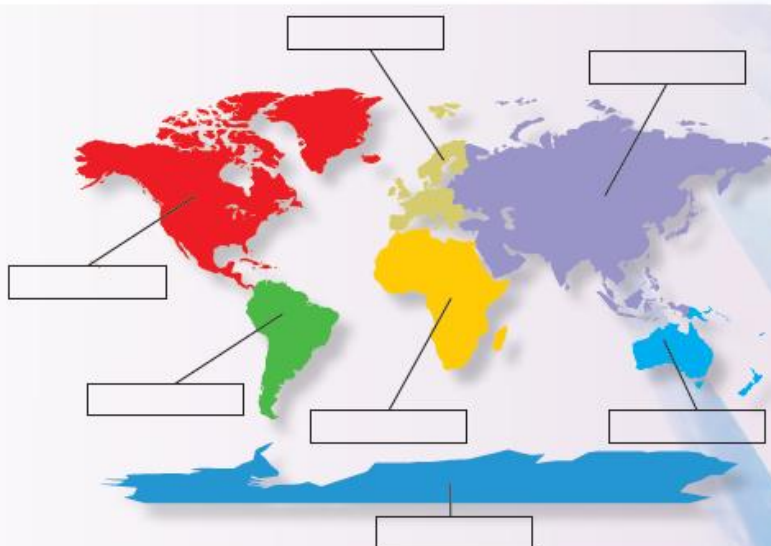
Three Values of Olympism (奥林匹克主义)

1. **excellence** (卓越)
2. **friendship** (友谊)
3. **respect** (尊重)

③ Match and Write.

Word Bank

Asia
Europe
North America
South America
Africa
Oceania
Antarctica



④ I can be a Designer too!

Here is my symbol and it means _____.(friendship/ respect/union/...)

To me, _____ is a must in Olympic. (sportsmanship/ friendship/ respect/ athlete/ ...)

It is Important to Communicate

Class: _____ Name: _____

① Look and Think. (How Far I'll Go?)

Here is the route of the Tokyo 2020 Olympic Torch Relay. Please look at the map and try to answer the question.



1-1 Why do we need so many people to carry the torch?

We need many people to carry the torch because...

1-2 How can we do to save time and energy?

We can _____ to save time.



I Get It! (Olympic Flame)

Olympic flame is the holy symbol of hope .
The flame continues to burn in the cauldron for the duration of the Games, until the Olympic closing ceremony.



② Play and Discuss. (Hula Hoop Mission)

Hula hoop mission: hold hands with the people near to you and pass the hula hoop to the last person. What is the important thing helping you complete this mission?

It is important to _____.



communicate with others



cooperate with others



build a team



ask for help

• I Get It! (Paralympic Games: Impossible or I'm possible)

Paralympic games (帕拉林克運動會)

Paralympic is held for physical challenged athletes. Paralympic games has some special rules that people can help each other.



③ Play and Discuss. (Where is the treasure?)

In this mission, you have to pair up. One of you can only speak but can't move. Another one can move but can't see. Try to get the treasure together. Here are some sentences to help you.

(方向) and walk for (數字) steps. There it is!
(Go straight / Turn right/ Turn left)



When I can't see, I try to ____.
(listen to the order/ trust my partner/ ...)



When I can't move, I try to speak ____.
(slowly/ clearly/ loudly/...)

④ Draw and Write.

◎ When you face difficulties, what can you do to overcome them?

When I face difficulties, I can _____.

(communicate with others/ cooperate with others/ ask for help/ build a team/ be a team player)

A large, empty rounded rectangle with a thin black border, intended for a student to draw and write their response to the question above.

⑤ Think and Share.

◎ We learned many different ways to make us become greater.
What is the most important thing to you?

To me, the most important thing is to _____.

(communicate with other/ cooperate with others/ ask for help/ build a team/be a team player/ ...)

Sportsmanship

CLASS: _____ NUMBER: _____ NAME: _____

◎ Do you remember the Olympic logo?

The five colors mean different _____.
(areas/ countries/ races/ sports items/ ...)

The rings mean _____.
(happiness/ friendship/ people are all together/ ...)



What is ROC?

Here's what to know about Russia and the Olympics

If you've been watching the Olympics this year, you may notice a new short form, ROC. It stands for(代表) the Russian Olympic Committee(委員會), and it's basically a loophole(漏洞) that allows Russian athletes to take part in the Olympics while their country is banned from the Games because of its doping scandal(使用禁藥的醜聞).

How does an athlete need to be?

An athlete needs to be _____.

- honest
- respectful to their opposing player/ opposing team and...

Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.

Five good characters

What should we do?

We should _____.



be honest to our parents



be polite to our teachers



be punctual when we meet others



be respectful to our friends



be kind to everyone

Let's make the character ring!



Which ring do you make?

This is “_____ ring” .
(honest/ polite/ punctual/ respectful/ kind)

Word bank

take part 參加
ban 禁止
honest 誠實的
polite 有禮貌的
punctual 準時的
respectful 尊重的
kind 友善的

Little Olympic

CLASS: _____ NUMBER: _____ NAME: _____

Olympic Spirit

An athlete needs to be _____ and _____.



honest



respectful to their
opposing player



respectful to their
opposing team

What
else...?

Olympic Oath

In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern(規 範) them, committing (使 ... 致力於 ...) ourselves to a sport without doping and without drugs, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams.



第一關



第二關

This is _____
(Asia/ Africa/
North America/
South America/
Antarctica/
Europe/
Australia)



第三關



第四關



What have we learned in these 6 lessons?

I learned _____ .

Lesson 1

•

sportsmanship
and five good
characters

Lesson 2

•

the meaning
of the Olympic
logo

Lesson 3

•

cooperate with
others
蒙眼取物

Lesson 4

•

Olympic Oath
& little Olympic
game

Which part is the most impressive to you?

_____ is the most impressive to me.

What is the most impressive to you?
Draw a picture of what you've learned!