

113 年雙語數位教案全國徵選 封面

議 題：生涯規劃教育

教案名稱：We Are the Dream Builders

注意事項：參賽作品封面請勿填寫校名及作者名。

113-114 年教育部雙語學伴營運中心計畫
雙語數位教學教案 格式範例
(供 113 年雙語數位教案全國徵選使用，亦可由計畫網站下載)

教案名稱		We Are the Dream Builders
語言別		<input type="checkbox"/> 閩南語雙語 <input type="checkbox"/> 客語雙語 <input type="checkbox"/> 原住民族語雙語 <input checked="" type="checkbox"/> 英語雙語
年級別		中年級以上
教案節數		共 4 節， 共 160 分鐘
設計理念		<p>「你長大想當甚麼？」是小學生常遇到的問題。隨著科技進步和時代變化，除了傳統的職業外，新興職業不斷，如直播主、外送員等不斷出現。鼓勵小朋友夢想未來的工作是一種幫助他們思考自己的興趣和熱情，並開始為自己設定目標的好方法。</p> <p>我們從常見的職業出發，探討其內涵，並介紹名人奮鬥的故事，激勵學生對未來的職業抱持積極的態度。同時，我們也引入新興職業，幫助學生了解時代變化對職業的影響，開拓他們的視野。</p> <p>在教學中，我們鼓勵學生發揮創意，透過繪畫、書寫、口頭報告等方式，展現自己對未來職業的想像。此外，我們透過小組討論、猜猜看遊戲等活動，幫助學生學會合作、溝通和解決問題的能力。我們希望透過這樣的教學設計，讓學生在愉悅的學習氛圍中，探索自己的興趣和潛能，為未來的職業生涯打下堅實的基礎。</p>
核心素養	總 綱	A1 身心素質與自我精進
	領 綱	<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>社-E-A1 認識自我在團體中的角色，養成適切的態度與價值觀，並探索自我的發展。</p> <p>生活-E-A1 透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p>
議題	學習主題	生涯規劃教育：合適的工作及經濟成長
	實質內涵	認識自己：學生可以透過自我評估，了解自己的興趣、價值觀和優勢，並進一步探索這些特質如何與職業相關聯。

		探索職業：學生可以透過教學活動，了解不同職業的內容，以幫助他們開展夢想職業的想像與了解夢想成真之道。
學習重點	學習表現	<p>英 1-II-7 能聽懂課堂中所學的字詞。</p> <p>英 3-III-7 能看懂繪本故事的主要內容。</p> <p>英 6-III-5 樂於接觸課外英語學習素材。</p> <p>社 3c-II-2 透過同儕合作進行體驗、探究與實作。</p> <p>社 3c-III-1 聆聽他人意見，表達自我觀點，並能與他人討論。</p> <p>生 3-I-1 願意參與各種學習活動，表現好奇與求知探究之心。</p>
	學習內容	<p>英 B-II-1 第二學習階段所學字詞及句型的生活溝通。</p> <p>英 B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>社 Cc-II-1 各地居民的生活與工作方式會隨著社會變遷而改變。</p> <p>生 C-I-3 探究生活事物的方法與技能。</p>
學生先備知識		<p>英語：學生已經掌握了職業相關詞彙的基本概念。</p> <p>社會：學生已經對職業的意義有基本的理解和認同。</p> <p>1. 生活：學生已經具備人際溝通和小組合作經驗。</p>
核心學習目標		<p>英語：學生能夠運用所學的英語詞彙和句型，表達對職業的了解和認識。</p> <p>社會：學生能夠認識新興職業，探究常見職業技能，並構思自己的夢想職業和未來的努力方向。</p> <p>生活：學生能夠建立良好的人際關係和溝通技巧，以及專注、反思和自我覺察的能力。</p>
教學設備/資源		<p>(1) 電腦設備、視訊設備</p> <p>(2) Youtube 平台</p> <p>(3) Cool English 平台</p> <p>(4) 自編教材：教學簡報</p> <p>(5) 教學使用資源：</p> <ol style="list-style-type: none"> 1. Jobs Song for Kids What Do You Do? Occupations Kindergarten, Preschool, ESL Fun Kids English 2. Games to learn English: Jobs 3. Clothesline Clues to Jobs People do Kids Book READ ALOUD Storytime 4. 100 Kids Tell Us What They Want to Be When They Grow Up 100 Kids HiHo Kids 5. 【蔡阿嘎調查局#6】台灣大學生、高國中小學未來的夢幻職業！律師、會計師、建築師都落榜！ 6. 因為疫情而加速 10 個提早到來的「未來工作」

	<p>7. 球后#戴資穎 對羽球之路的真實想法 曾想過要放棄 奧運 羽球生涯 #天才少女 就是這 Young!</p> <p>8. 亞洲第一才子，周杰倫的故事《世界好新聞》</p> <p>9. He Had Only That One Dream (Real Life Story)</p> <p>10. Somebody - Lemonade Mouth</p> <p>11. All About Community Helpers Guessing Game Community Helpers Twinkl</p>
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教學活動設計			
節次規劃	1. 影片欣賞與單字介紹：(C) 常見的職業與他們的聯想 (L) 相關用語跟讀與表達		
概念說明	2. 繪本導讀：(C) 長大後的夢想職業 (L) 相關用語跟讀與口語溝通		
	3. 新聞導讀與影片觀賞：(C) 新興職業與夢想成真之道 (L) 相關用語跟讀與表達		
	4. 影片猜猜看遊戲：(C) 不同職業技能 (L) 相關用語跟讀與口語溝通		
第一節			
學習目標	1-1 認識各種職業的英文詞彙 1-2 用英文聯想各職業的工作內容		
教學活動內容及實施方式		時間	對應目標之評量
1. <u>準備活動</u> 首先告訴學生本堂的主題是要講述職業並問學生認識什麼職業 Teacher: What does your father/mother do? What occupations do you know? Student: doctor, farmer,..... (可以使用中文 but encourage them to use English as much as they can)		5 m	1-1【引起動機】透過認識家長職業的英文進入學習情境
2. <u>發展活動</u> (1) 觀看 youtube 影片了解不同的職業： Jobs Song for Kids What Do You Do? Occupations Kindergarten, Preschool, ESL Fun Kids English		20 m	

<p>(2) 使用簡報介紹常見的職業</p> <p>(doctor / nurse / police officer / farmer / firefighter / pilot / teacher / driver / chef / hairdresser)</p> <p>邊介紹邊與學生討論該職業的工作內容、對該職業的想像 (老師視情況補充相關單字)</p> <p>e.g.:</p> <p>Teacher: What does a doctor do?</p> <p>Where do they work?</p> <p>Which animal do you consider doctor alike?</p> <p>Students: Doctor cure people by giving them medicine.</p> <p>Doctors work in hospital.</p> <p>I think doctors are like dolphins. Because dolphins are smart.</p>		15 m	1-1【口頭評量】學生能跟讀單字
<p>3. <u>綜整活動</u></p> <p>透過線上遊戲驗收單字成果</p> <p>Jobs (單字配對遊戲)</p> <p>e.g.:</p> <p>He is a musician. A musician makes music.</p> <p>He is a soldier. A soldier serves a country.</p> <p>She is a fashion designer. A fashion designer designs clothes.</p> <p>She is a firefighter. A firefighter puts out fire.</p> <p>He is a teacher. A teacher teaches students.</p> <p>He is a chef. A chef cooks food.</p> <p>She is a lawyer. A lawyer argues in a courtroom.</p> <p>He is a waiter. A waiter serves food.</p> <p>She is a pilot. A pilot flies a plane.</p> <p>He is a vet. A vet looks after animals.</p> <p>She is a CEO. A CEO is the boss of a company.</p> <p>She is an interpreter. An interpreter speaks different languages.</p>			1-2【口頭評量】學生根據單字進行更深度相關討論
第二節			
學習目標	2-1 透過繪本聯想各種職業。 2-2 用既有知識探索自己的夢想職業。		

教學活動內容及實施方式	時間	對應目標之評量
<p>1. <u>準備活動</u></p> <p>老師說明主題，告訴學生本節教學內容。</p> <p>Teacher: We learned about many different jobs in our last class.</p> <p>Today, we will be discussing your dream job - the job that you want to have in the future.</p>	2 m	2-1【引起動機】用封面帶領學生聯想，進入閱讀狀況
<p>2. <u>發展活動</u></p> <p>閱讀 “Clothesline Clues to Jobs People do”</p> <p>https://www.youtube.com/watch?v=3ewS_DDFVyQ</p> <p>(1) 先帶學生針對封面聯想</p> <p>Teacher: What do you see in this picture?</p> <p>Students: pants, cat, birds, water, clothes....</p> <p>Teacher: Who would wear these kinds of clothes?</p> <p>Students: firefighter? Police officer? Doctor?</p> <p>(2) 播放繪本影片，請學生跟著一句一句複誦，並在文中出現聯想問題時，根據問題帶領學生。</p> <p>(0:31) Teacher:what job does she do?</p> <p>(0:50) Teacher: What job does he do?</p> <p>(1:09) Teacher: What job does he do?</p> <p>(1:28) Teacher: What job does he do?</p> <p>(1:49) Teacher:what job does she do?</p> <p>(2:13) Teacher:what job does she do?</p> <p>(2:33) Teacher:what job does she do?</p> <p>→ Students : cook ? farmer ? teacher ?</p> <p>(2:53) Teacher: Is one of these jobs right for you?</p> <p>Students : Yes, I want to be a chef.</p> <p>No, because I think all of their uniforms are ugly.</p> <p>接續繪本最後一個問題，先問學生 “What is your dream job?”</p> <p>請他們思考，先不用回答。</p>	5 m	
<p>(3) 觀看兩個關於 dream job 的影片。</p>	20 m	2-1【聽讀評量】學生能跟讀文章【口頭評量】學生根據引導問題用既有知識回答問題
	15 m	2-2【口頭評量】學生可針

<p>100 Kids Tell Us What They Want to Be When They Grow Up 100 Kids HiHo Kids</p> <p>【蔡阿嘎調查局#6】台灣大學生、高國中小學未來的夢幻職業！律師、會計師、建築師都落榜！</p> <p>(蔡阿嘎影片播至 3:37)</p> <p>播放後</p> <p>Teacher: What is your dream job?</p> <p>Why do you want to be [insert occupation]?</p> <p>What skills do you think are important for [insert occupation]?</p> <p>Student: I want to be a/an ____.</p> <p>I'll need to ____.</p> <p>(可以使用中文 but encourage them to use English as much as they can)</p> <p>3. <u>綜整活動</u></p> <p>總結今日課程並用華特迪士尼所說之佳句鼓勵學生堅持夢想</p> <p>Teacher: You can be what you want to be if you stick to it.</p> <p>Always keep your faith.</p> <p>All our dreams can come true if we have the courage to pursue them.</p>	<p>3 m</p>	<p>對問題思考並回答</p> <p>2-2【總結性評量】學生能了解堅持理想，不忘初心的道理</p>
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第三節			
學習目標	3-1 認識新興職業之崛起 3-2 探討如何夢想成真		
教學活動內容及實施方式	時間	對應目標之評量	
<p>1. <u>準備活動</u></p> <p>Read the following news:</p> <p>因為疫情而加速 10 個提早到來的「未來工作」</p> <p>Ask students whether they have heard of the occupations (pick those that might interest your students) and if they find any job sounds interesting.</p>	5'	3-1【引起動機】學生能認識新興職業現象，開拓視	

<p>Why or why not?</p> <p>For example,</p> <p>Teacher: Do you want to be a <u>YouTuber</u> (網紅)? A <u>streamer</u> (職播主)? remote work coordinator (在家工作協調員) fitness goal consultant (健身目標顧問) smart home design manager (智能家居設計經理) XR immersive experience consultant (XR 沉浸式體驗顧問) data detective (數據偵探)</p> <p>Student: What's that?</p> <p>(Teacher briefly explains the job duties and qualifications in Chinese.)</p>	10'	<p>野。</p> <p>【口語評量】</p> <p>學生能回答教師問題。</p>
<p>2. 發展活動</p> <p>(1) Watch the following two videos and ask students to take notes.</p> <p>球后#戴資穎 對羽球之路的真實想法 曾想過要放棄 奧運 羽球生涯 #天才少女 就是這 Young! (4m)</p> <p>亞洲第一才子，周杰倫的故事 (5m)</p> <p>(2) Use Jamboard to assign pairs/groups to work on different boards where they summarize Dai's story or Jay Chou's story. Encourage them to use English as much as possible in their summary and oral presentation. Give them prompts like:</p> <ul style="list-style-type: none"> ➤ How would you describe their attitude towards studying? (both are not good at studying) ➤ What was their family education like? (Dai: free-style and learned to be self-accountable; Jay Chou: grew up with divorced parents, had a strict and lovely mother, who realized his talents for music) ➤ What about their professional training in badminton/composing songs and singing? (Dai: fooled around for one or two months before deciding to become a professional badminton player; Jay Chou: started learning piano at the age of 4 and has never stopped composing songs, becoming a versatile artist) ➤ What obstacles did they face? (Dai: wanted to give up when she was 13; Jay Chou: faced multiple rejections in his career) ➤ What did they do to become successful? 	10'	<p>3-2 【形成性評量】學生能認真參與並願意於 Jamboard 上寫出相關詞彙語句。</p> <p>【口語評量】</p> <p>學生能用簡單詞彙語句報告摘要。</p>

<p>➔ Perseverance</p> <p>➔ Dream big</p> <p>➔ Hard work</p> <p>➔ Learning from failures</p> <p>➔ Pushing themselves out of their comfort zone</p> <p>(Pick vocabulary from the list above to teach depending on the students' level.)</p> <p>(3) Watch the following video: He Had Only That One Dream (Real Life Story) (7m)</p> <p>Briefly explain in Chinese page by page while checking students' listening comprehension and learning more English, such as the Chinese old saying,</p> <p>➔ “At 30, one stands firm.” (三十而立) and his wife's encouragement,</p> <p>➔ “Don't forget your dream.” & the video's theme,</p> <p>➔ “Self-belief and perseverance.”</p>		15'	3-2【形成性評量】學生能認真參與。 【口語評量】學生能回答教師問題及跟讀佳句。
<p>3. <u>統整活動</u></p> <p>Cool English 打歌學英文 Somebody - Lemonade Mouth</p> <p>Teacher as the host, sharing the screen for students to fill in the blanks.</p>		5'	3-2【聽讀評量】學生能辨識英語詞彙。 【總結性評量】學生能理解要勇於築夢 to be somebody.
第四節			
學習目標	<p>4-1 探究一般常見職業所需技能及基本相關口語溝通</p> <p>(Do you want to be a/an ____? / What do you want to be? I want to be a/an _____. I use ____ at work. / I work at a ____.)</p> <p>4-2 探究夢想職業所需技能與努力方向</p>		
教學活動內容及實施方式		時間	對應目標之評量
<p>1. <u>準備活動</u></p> <p>Who/What am I?</p> <p>(1) Use Jamboard, Padlet, or A5 paper</p> <p>(2) Assign each student an occupation of your choice (referring to those listed below or those taught previously) by writing it (English or bilingual based on students' level) on a piece of paper and showing it to the student while asking the others to</p>		5'	4-1【引起動機】學生能深入探究一般常見職能。

<p>look away from the screen. Each student gives 3 clues of picture or text (e.g., the tool the job uses, the people the job interacts with, where the job takes place, anything related to the job requirements) and lets the others guess.</p> <p>(3) Adjust the number of clues based on the difficulty of the occupation, and also adjust the number of rounds of the guessing game based on the size of the class.</p> <p>2. <u>發展活動</u></p> <p>Community helpers guessing game</p> <p>Watch the video: (feel free to play the parts suitable for your students and learn the vocabulary)</p> <p>All About Community Helpers Guessing Game Community Helpers Twinkl</p> <p>(1) Let students guess the occupation by the tool displayed</p> <p>(2) Read, listen and repeat (either sentence by sentence or just some words depending on students' level)</p> <p>(3) Oral practice after the introduction to each occupation:</p> <p>Teacher: Do you want to be a/an ____ ?</p> <p>Student: Yes./No. I want to be a/an ____.</p> <p>Teacher: What tool do you use at work? (Or what do you wear to work?)</p> <p>Student: I want to be a/an ____ . I use a/an ____ (at work).</p> <p>(Or I wear ____ to work.)</p> <p>(4) Vocabulary:</p> <ul style="list-style-type: none"> a 、 stethoscope (doctor) b 、 rake (farmer) c 、 whiteboard (teacher) d 、 blue hat (police officer) e 、 thermometer (nurse) f 、 ambulance (paramedic) g 、 garbage truck (garbage collector) h 、 mail truck (postal worker/postman) i 、 water hose (firefighter) j 、 teeth (dentist) k 、 pets (vet/veterinarian) 	<p>30'</p>	<p>【識讀拼寫評量】學生能看懂或拼寫相關單字。</p> <p>4-1【形成性評量】學生能認真參與。</p> <p>【口語評量】學生能回答教師問題及跟讀。</p>
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<div>l、 hard hat (construction worker)</div> <div>m、 hair clipper (barber)</div> <div>n、 toolbox (plumber)</div> <div>o、 light bulb (electrician)</div> <div>p、 rolling pin (baker)</div> <div>(pick those that might interest your students and teach the corresponding sentence structure based on their level)</div> <div>3. <u>統整活動</u></div> <div><div>Guess My Dream Job</div><div>Ask students to draw or write down three typical tools or indicators in English (e.g., studying math, physics, language) of their dream job on an A5 paper. Then, have the other students guess the corresponding occupation based on the clues provided. Ask students to guess by asking, “Do you want to be a/an ____?” and reply saying, “Yes/No. I want to be a/an ____.”</div></div>	10’	4-2【總結性評量】學生能自我反思夢想職業並運用相關句型。		
評量內容與策略				
<div><div>評量標準</div><div>評量項目</div></div>	A	B	C	D
英語聽說能力	能聽懂英文問題，並以正確流暢的英語表達回應。	能聽懂英文問題，並以英語回應，偶有小錯誤。	似乎聽懂英文問題，經引導會以簡短英語回應。	似乎聽不懂英文問題，無法以英語表達回應。
英文讀寫能力	單字及句型能正確使用，寫出正確的句子。	單字及句型大致能夠運用，但使用時偶而有錯。	似乎能理解單字及句子，較能寫出單字，無法寫出句子。	完全讀不懂單字及句子，無法參與創作。
課堂參與	主動參與、積極討論及回答問題，能夠分享作品。	遵守引導，能注意聽講，被指名時能夠回答及分享。	能聆聽他人討論，但會分心，較無法表達個人意見。	無心學習，無法跟隨引導參與課堂活動。

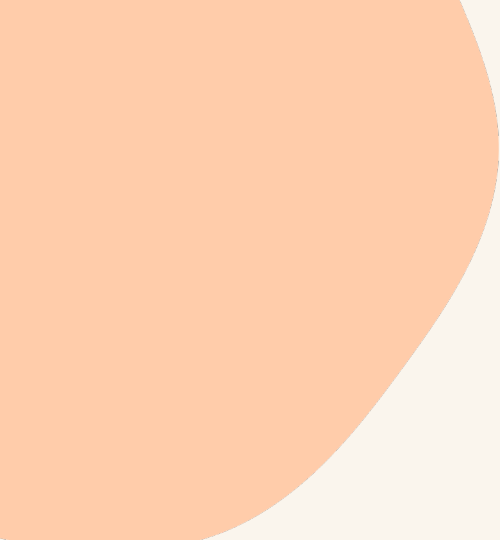
附件：教學簡報、學習單。

(※須提供教學簡報或學習單 PDF 檔，可二擇一或兩者都提供)

Let's find out !

We are the
Dream Builders





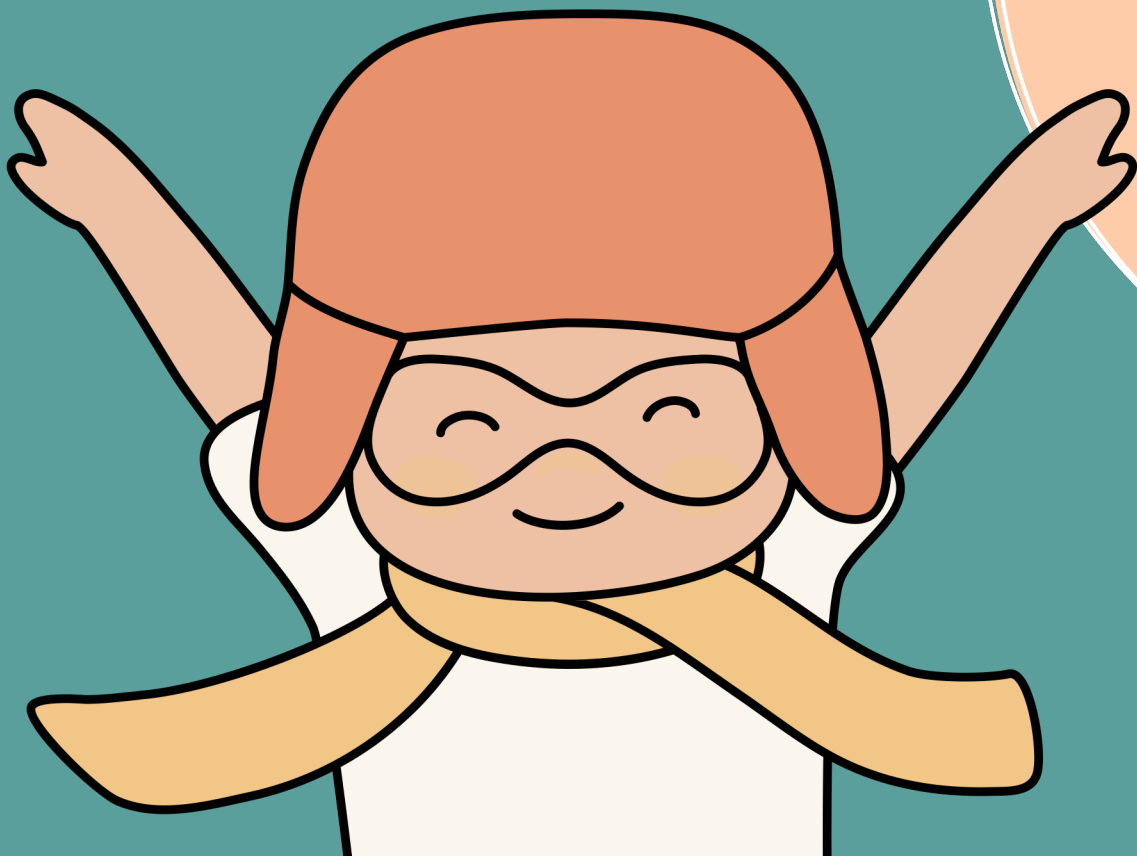
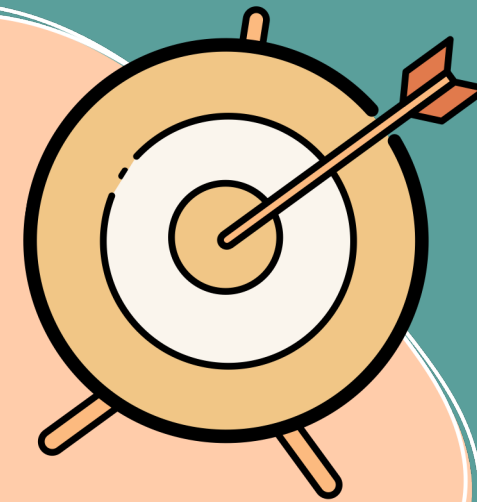
1

**What jobs
do you know?**



LET'S GET TO KNOW MORE ABOUT

Kinds of occupations



Doctor



Nurse



Police



Farmer



Teacher



Driver



Chef



Hairdresser



Pilot



Firefighter



Now let's play a game!

-> Games to learn English: Jobs

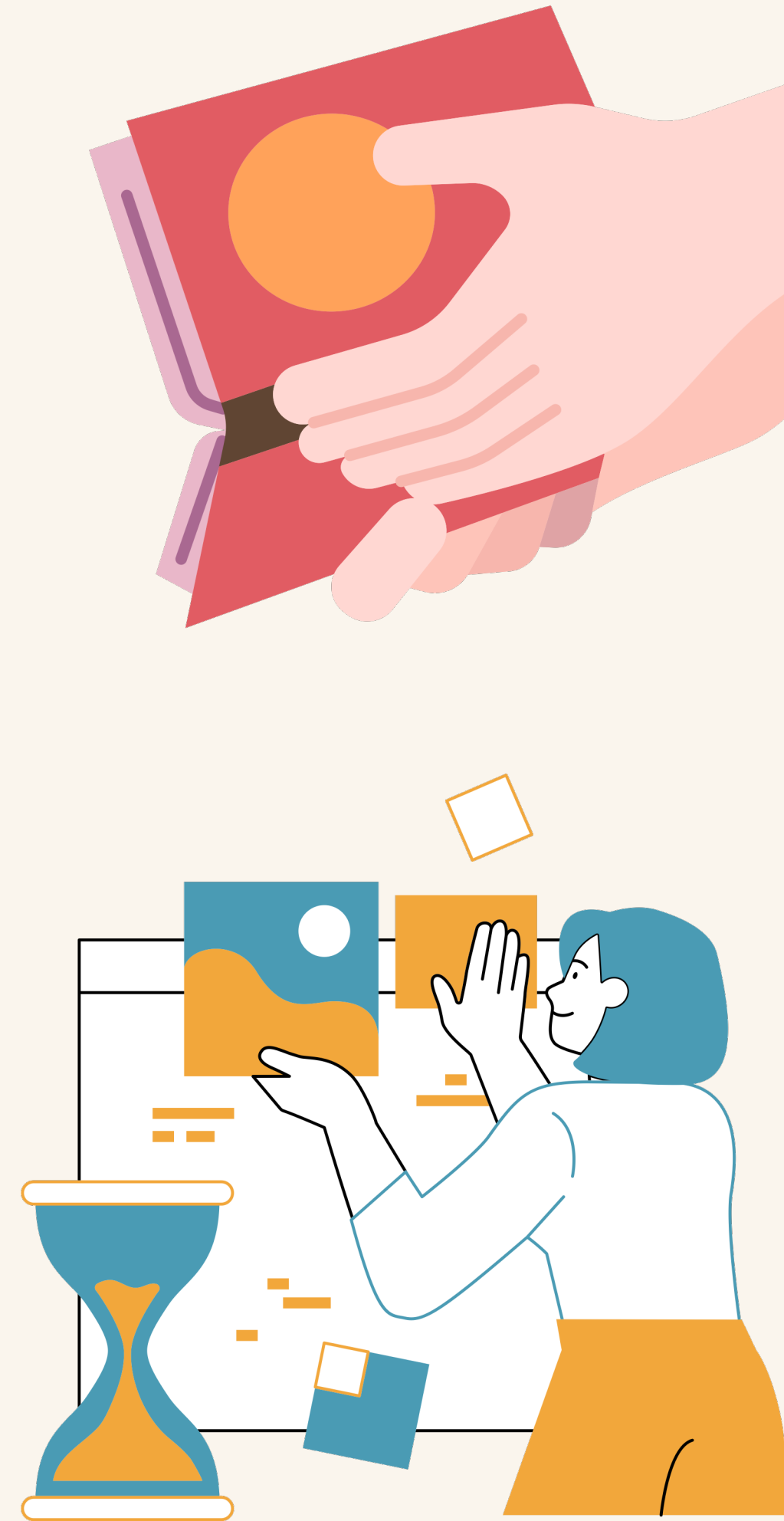
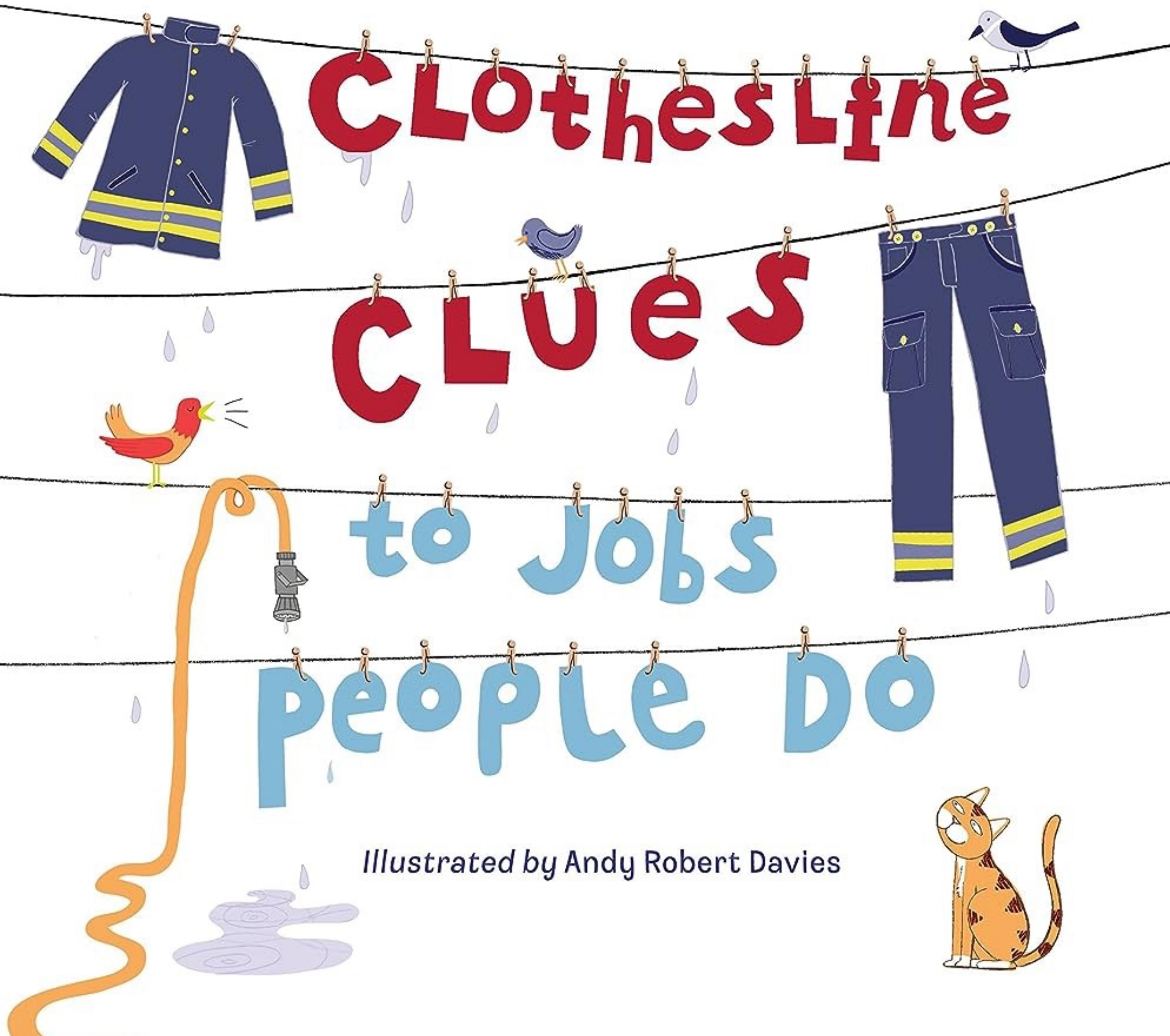




2

What is your
Dream Job?

Kathryn Heling and Deborah Hembrook



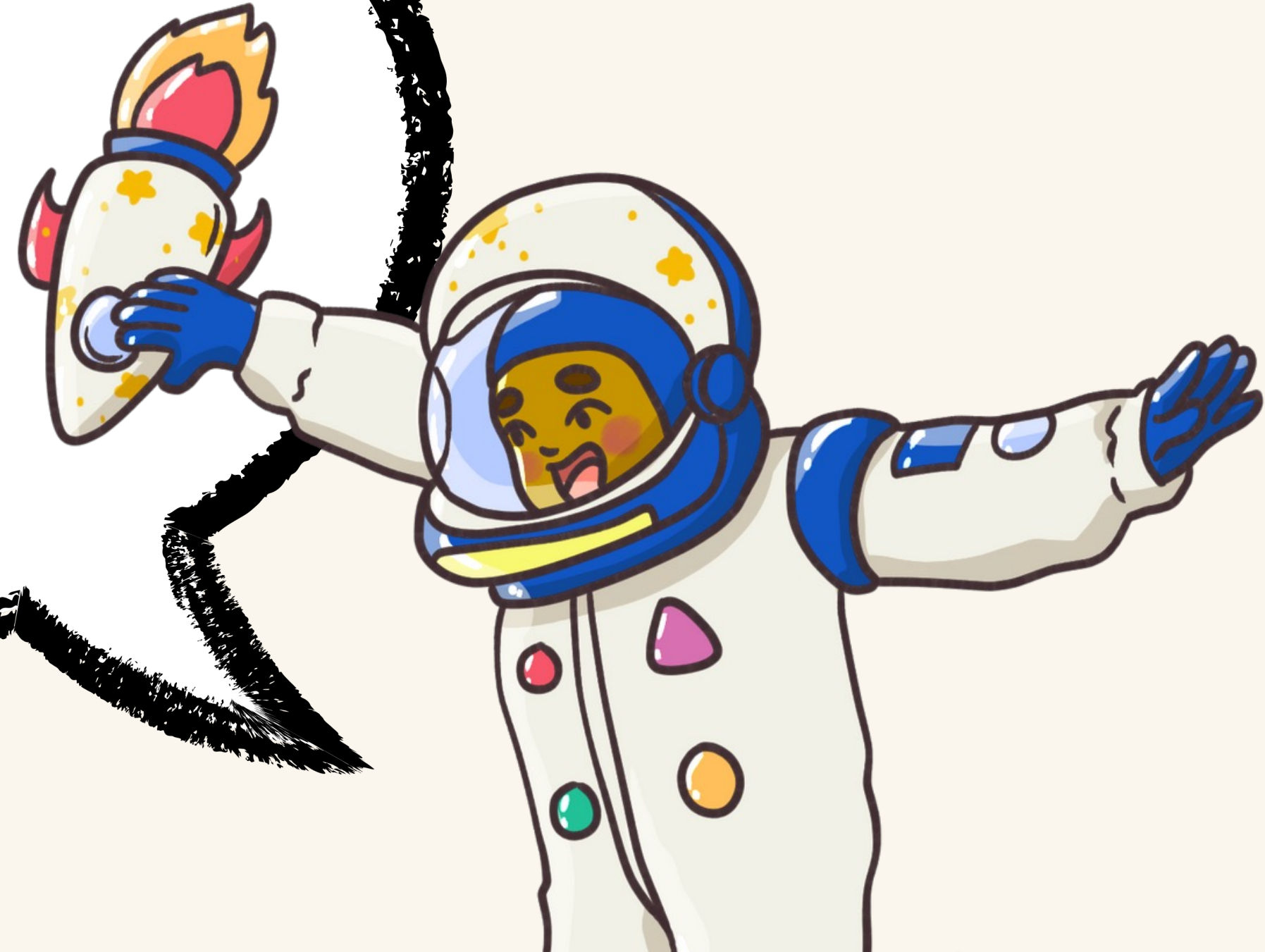
Any one of
these jobs
right for you?



Now let's watch two videos!



**So,
what is your
dream job?**





**All our dreams can come true,
if we have the courage to pursue them.**

-Walt Disney



3

Reach your
Dream Job!

Do you want to be a **streamer**?
a smart home design manager?
a **YouTuber**?
or a **data detective**?



Let's read the



Look at them



- **Find your board**
- **Work with your partner(s)**
- **Make a short report**



She is not
good at
_____.



Her
mother
is _____.





NEVER
⊘ Give up ⊘

Hard



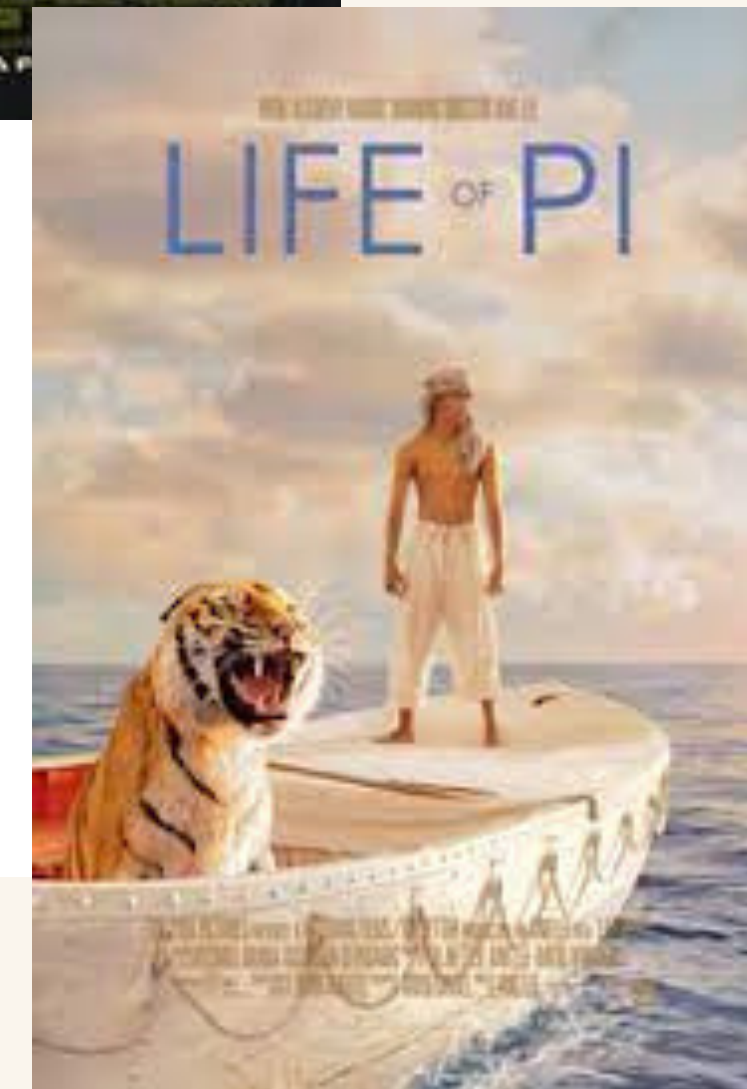
Work





Failure
is
success
in progress





At 30, one stands firm.

Don't forget your dream.

Self-belief and perseverance.





somebody

Can you me?

see

sea

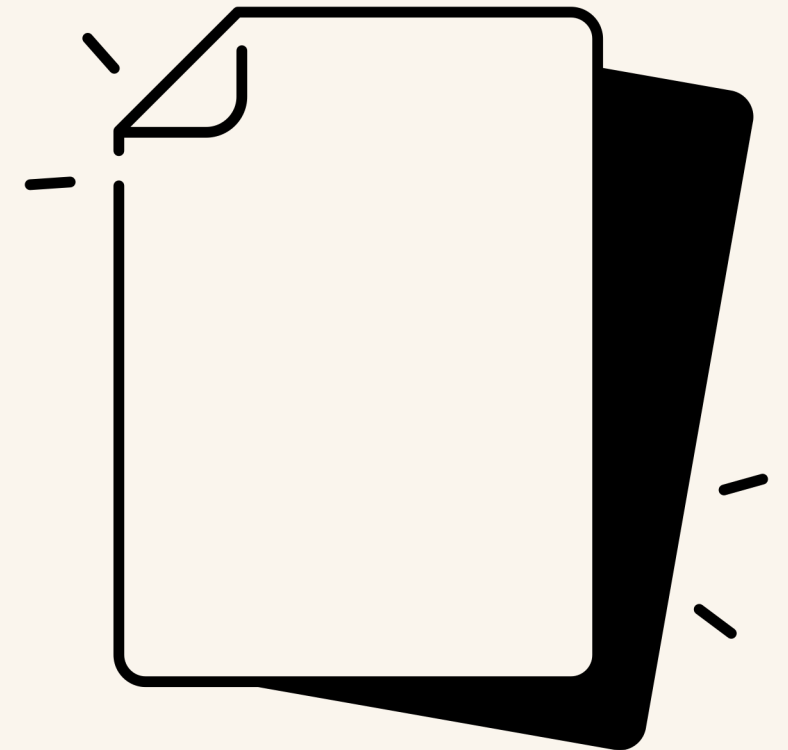
seen



4

What/Who
am I to be?

Do you want to
be a _____?



All About Community Helpers

Guessing Game ???



**Guess my
dream job!**

