



# 雙語數位教學範例教案



語言別：**英語**

教案名稱：社會：選擇與責任

教育議題：生命教育

教案作者：林詩媛老師

指導老師：王雅茵老師

111—112年教育部雙語數位學伴營運中心計畫



# 111-112 年教育部雙語數位學伴營運中心計畫

## 雙語數位教學範例教案

教案作者	崑山國小：林詩媛老師	
主題/單元名稱	社會：選擇與責任(Social Studies: Decision-making Responsibility)	
語言別	<input type="checkbox"/> 本土語雙語 <input checked="" type="checkbox"/> 英語文雙語	
年級別	六年級	
教案節數	共 4 節，160 分鐘	
設計理念	<p>根據國家發展委員會(NDC)的數據顯示，我國已於 1993 年成為「高齡化社會」(aging society)，2018 年轉為「高齡社會」(aged society)，並推估將於 2025 年邁入「超高齡社會」(super-aged society)。面對如今社會的現況與終將老化的身體，本課程冀望學生能從體察我們的社會與反思自身的生活，來了解幸福快樂皆源自於自己的「選擇」。</p> <p>為提升學習動機，本課程融入生命教育的議題，並運用十二年國民教育所提倡之素養導向精神，希望學生能透過「自動好」的歷程與適當的「鷹架」(scaffolding)進而發展出自己迎向未來的正面態度。另，為檢核學生的學習成效，此教案搭配了多元的教學活動，如：聆聽歌曲、反思故事、影片問答、線上創作等，來深化與回顧學生的學習經驗。</p>	
核心素養	總 綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B2 科技資訊與媒體素養
	領 綱	英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 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。 社-E-A2 敏覺居住地方的社會、自然與人文環境變遷，關注生活問題及其影響，並思考解決方法。

議題	學習主題	生命教育：終極關懷
	實質內涵	生 E4 觀察日常生活中生老病死的現象，思考生命的價值。 生 E5 探索快樂與幸福的異同。
學習重點	學習內容	英/學習階段三/聽/A 語言知識：Ac-III-4 國小階段所學字詞。 英/學習階段三/說/B 溝通功能：B-III-2 國小階段所學字詞及句型的生活溝通。 社/A 選擇與責任：Da-III-1 依據需求與價值觀做選擇時，須評估風險、結果及承擔責任，且不應侵害他人福祉或正當權益。
	學習表現	英 1-III-6 能聽懂課堂中所學的字詞。 社 2a-III-2 關注社會、自然、人文環境與生活方式的互動關係。 社 2c-III-1 反省自己或社會的價值觀、偏見與歧視，並探究其緣由。
學生先備知識		英語：學生對於過去式、未來式有基礎概念，並能理解課室英語，使用簡單的生活英語進行表達與討論。 社會：學生對社會組成有初步的認識，並能觀察生活進行相關反思。
核心目標		英語：學生能運用所學英語字詞來表達自己的生活態度。 社會：學生能善用社會觀察行自省而改變自己的生活態度。
教學設備/資源		1. 自編教材：簡報檔、學習單 2. 電腦、平板 3. Microsoft Teams 4. Voicetube 5. Padlet 6. Slido 7. Cool English 8. Story: Shel Silverstein. (1964). <i>The Giving Tree</i> (Illustrator: Shel Silverstein). Harper & Row. 9. Jamborad 10. Youtube

教學活動設計	
節次規劃說明	1. 反思生命：(C) 了解生老病死的歷程 (L) 回想與想像人生的經歷 2. 欣賞故事：(C) 思索生命的價值 (L) 關於得失的英語詞句 3. 回顧與分享：(C) 探索自己的力量 (L) 應用所學的英文創作與發表 4. 分享與反思：(C) 思考生命的意義 (L) 使用所學的英文創作與發表

第一節

學習目標

1-1 能說明自己對成長的規劃: I \_\_\_ at (the age of) \_\_\_. (依學生程度)  
1-2 能表達對生老病死的感受: I feel \_\_\_ about getting old.

教學活動內容及實施方式

時間

對應目標之  
評量

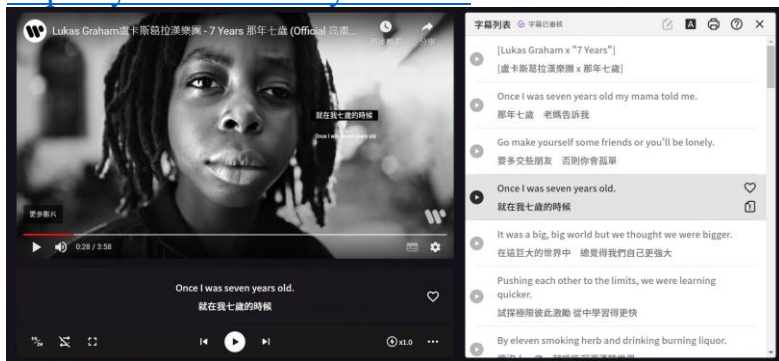
【Warm up】

1. Greeting:
  - (1) Teacher's introduction
  - (2) Class rules
2. Ice break  
Rap with tempo:  
T: I am 30. How about (student's name)?  
S: I am 12. How about (the other student's name)?  
S: I am 11. How about (another student's name)?  
The last S: I am 12. Nice to meet you.
3. Reveal topic: age

10

【Activities】

1. Film  
7 Years: 00:00-01:06  
<https://youtu.be/UM2y3lZ4u8s>



- (1) Conclude the things he did:  
make friends, learn, smoke, drink, get a wife
- (2) Add on other things:  
travel, cook, drive, draw, dance, write stories

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1-1 Voicetube  
、 Padlet

## 2. Padlet

- (1) Students can type / choose a picture / choose a gif to express their thoughts.
- (2) Teacher gives feedback to each answer and asks students to repeat the answers in English.



- (1) What did you do at 7?  
e.g., I read stories at 7..
- (2) What do you do now ?  
e.g., I play tennis.
- (3) What will you do at 20?  
e.g., I will learn Japanese at 20.
- (4) What will you do at 70?  
e.g., I will go to the gym at 70.

## 3. Wrap up ideas on Padlet

Students take turns to answer teacher's question.

e.g.,

T: What will you do at 20?

S: I will travel at (the age of) 20.

### 【Wrap Up and Evaluation】

#### 1. Reflect

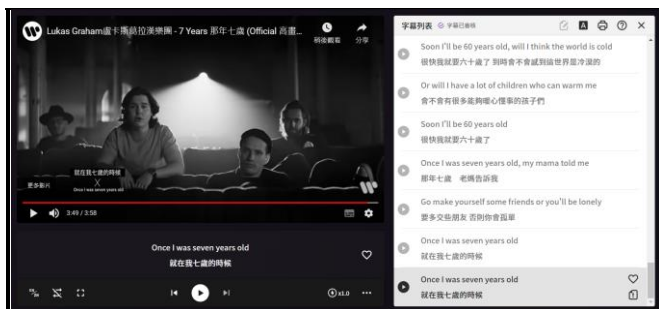
- (1) What did most of us do at (the age of) 7?
- (2) What do most of us do now?
- (3) What will most of us do at (the age of) 20?
- (4) What will most of us do at (the age of) 70?

#### 2. Discuss

- (1) What is the trend? (依學生程度調整: What do you find?)
- (2) How do you feel about getting old?

### 【Further Activity: 7 Years】

Finish listening to the song.



How do you feel about getting old?

(第一堂課結束)

## 第二節

學習目標

2-1 能使用句型表達自己的需求:

Q: What do you need? A: I need \_\_\_\_ (依學生程度選字)

2-2 能應用句型表達與理解生命在不同時期的所需

Q: What do/does \_\_\_\_ need?

A: \_\_\_\_ need/needs \_\_\_\_ at (the age of) \_\_\_\_ . (依學生程度選字)

教學活動內容及實施方式

時間

對應目標之  
評量

### 【Warm up】

1. Assign task via Cool English

(1) In class

Lesson 18 : What Do You Need?

<https://www.coolenglish.edu.tw/mod/resource/view.php?id=5703>

Lesson 18 : What Do You Need?



Question after watching the video:

What does she need?

She needs to go to the paint shop.

She needs to color the door.

She needs red paint.

(2) Homework

1- Lesson 18 : What Do You Need? (講解版)

<https://www.coolenglish.edu.tw/mod/resource/view.php?id=5704&forceview=1>

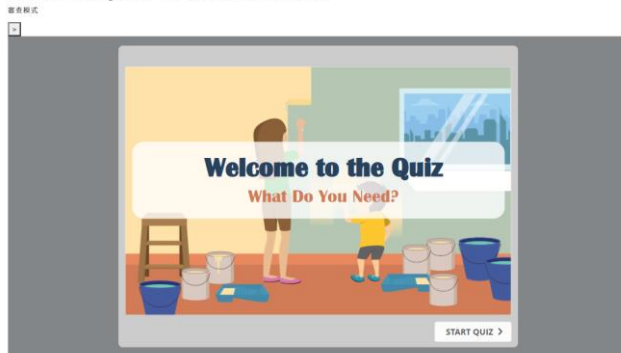
Lesson 18 : What Do You Need? (講解版)



2- Lesson 18 Quiz : What Do You Need?

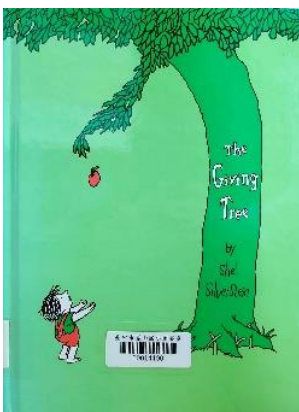
[https://www.coolenglish.edu.tw/mod/scorm/player.php?a=2765&currentorg=18-what\\_do\\_you\\_need\\_organization&scoid=13627](https://www.coolenglish.edu.tw/mod/scorm/player.php?a=2765&currentorg=18-what_do_you_need_organization&scoid=13627)

Lesson 18 Quiz : What Do You Need?



【Activities】

1. Story prediction



What does the boy / tree need?

Use the sentence pattern learned from the story.

e.g., The boy needs an apple.

e.g., The tree needs a friend.

15 2-2 Story、  
Jamborad

2. Wrap-up

The tree loves the boy.

The tree gives everything to the boy.

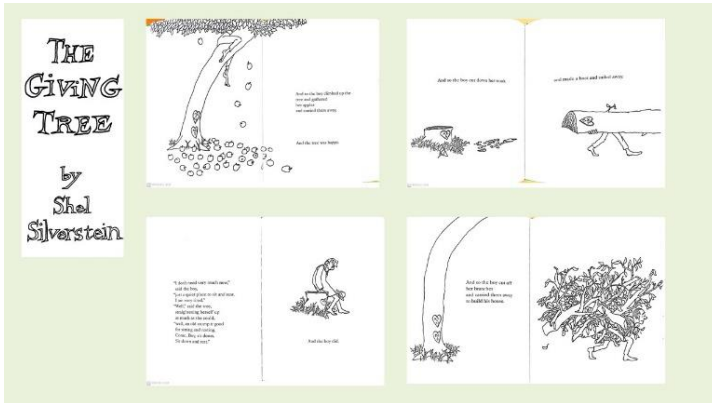
The boy needs different things at different age.

3. Jamborad

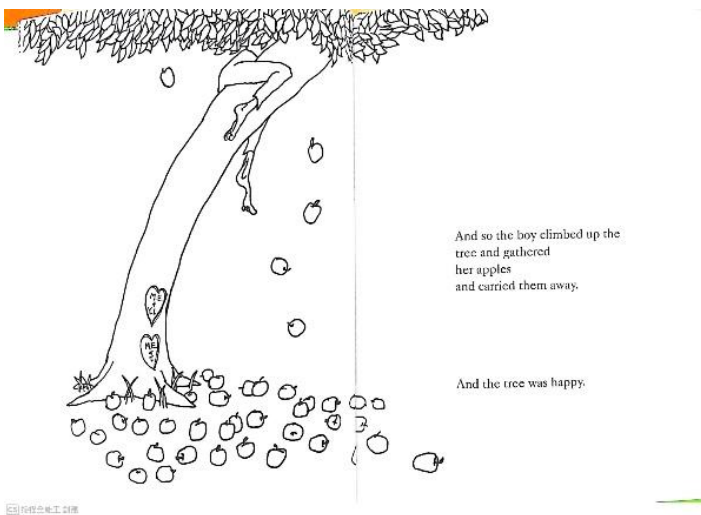
Discuss in pairs to put the story in the correct sequence.

Q: What does the boy need?

A: The boy needs \_\_\_ at (the age of) \_\_\_ (approximate age).



e.g.,



The boy needs some apples at 15.

The boy needs a friend at 15.

4. Check the answers together

The boy needs money at 15. (sell the apples)

The boy needs a house at 30. (collect the branches)

The boy needs to travel at 50. (cut the trunk to make a boat)

The boy needs to rest at 70. (sit on the stump)



<p><b>【Wrap Up and Evaluation】</b></p> <p>1. Storytelling Students tell the story together by taking turns. e.g., The boy was ___ years old. The boy needed ____. The tree gave ___ to the boy. The boy was happy. The tree was happy.</p> <p>2. Discuss (1) How do you feel about getting old? e.g., afraid, happy, sad, angry, tired, etc. (2) What do you need when you get old? e.g, money, happiness, love, strength, etc.</p> <p>3. Reminder Remember to do homework and some thinking.</p> <p><b>【Further Activity: thinking questions】</b> After reading the story: What do you always need? (Name only 1-3 things)</p> <p style="text-align: center;">(第二堂課結束)</p>	15	2-1 & 2-2 Story
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第三節			
學習目標	<p>3-1 能使用句型表達自己所能與不能做到之事： I am too young to ____. I am old enough to ____ . (依學生程度選字)</p> <p>3-2 能應用所學英文句型創作與發表自己的作品。</p>		
教學活動內容及實施方式		時間	對應目標之 評量
<p><b>【Warm up】</b></p> <p>1. Greeting: (1) Class rules (2) Check homework (3) Discuss the thinking question: What do you always need? (4) Disclose topic: What can we do to earn the need? Sometimes we can do something, sometimes we can't.</p>		15	3-1 Cool English

## 2. Cool English

生命教育 - 08. Young or Old 還太小?長大了?(中英版)

<https://www.coolenglish.edu.tw/mod/resource/view.php?id=38745&forceview=1>

生命教育 - 08. Young or Old 還太小?長大了?(中英版)



### 【Activities】

#### 1. Discuss:

Use the sentence pattern learned from the story.

(1) I am too young to \_\_\_\_.

(2) I am old enough to \_\_\_\_.

e.g.,

Now I am \_\_\_\_ years old.

I am too young to go to work.

I am old enough to check my homework by myself.

#### 2. Padlet

Story about me

(1) Instructions

1- Login on Padlet

2- Explain how to deal with the settings  
e.g., title, background, add a post, etc.

3- 5 to-dos:

1: choose at least three stages of your life (young/now/old)

2: choose a picture/gif to represent the stage

What are you doing at the age of \_\_\_\_?

3: write down what do you need

What do you need?

4: write down what you can do

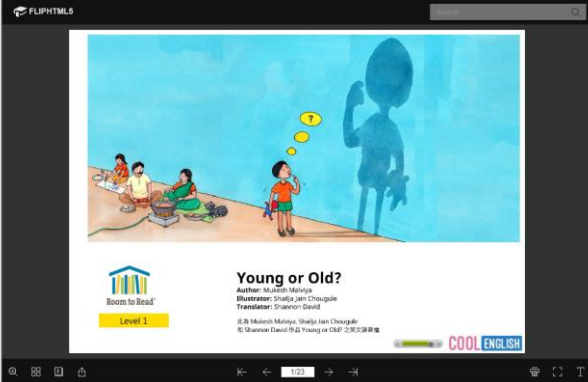
What can you do?

5: write down what you can NOT do

What can't you do?

15 3-2 Padlet

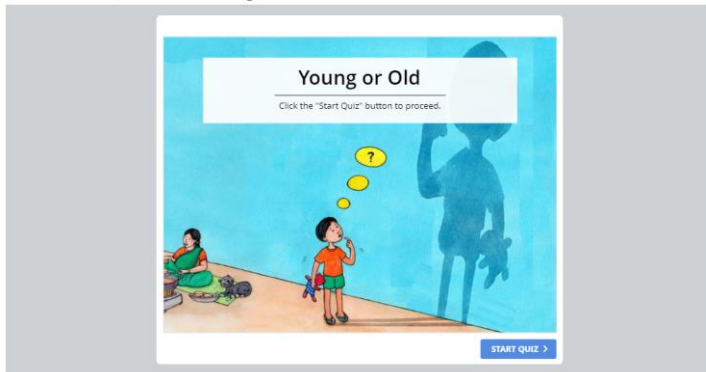
<p>e.g.,</p>  <p><b>【Wrap Up and Evaluation】</b>          Sharing time          Students share their works by sharing their screens.          Students report their outcomes in English.          The teacher and classmates take turns to give some feedback.</p> <p>(第三堂課結束)</p>	<p>10</p>	<p>3-1 &amp; 3-2 Padlet</p>
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<p>第四節</p>			
<p>學習目標</p>	<p>4-1 能表達自己對生老病死的想法: I feel ___ to get old.            4-2 能使用所學的句型報告與表達。</p>		
<p>教學活動內容及實施方式</p>		<p>時間</p>	<p>對應目標之 評量</p>
<p><b>【Warm up】</b>            1. Finish the task            (1) 生命教育 - 08. Young or Old 還太小?長大了? (全英版)  <a href="https://www.coolenglish.edu.tw/mod/resource/view.php?id=38746&amp;forceview=1">https://www.coolenglish.edu.tw/mod/resource/view.php?id=38746&amp;forceview=1</a>            生命教育 - 08. Young or Old 還太小?長大了? (全英版)</p> 		<p>5</p>	

(2) 生命教育 - Quiz 08: Young or Old 還太小?長大了?

[https://www.coolenglish.edu.tw/mod/scorm/player.php?a=20576&currentorg=quiz\\_young\\_or\\_old\\_organization&scoid=50844](https://www.coolenglish.edu.tw/mod/scorm/player.php?a=20576&currentorg=quiz_young_or_old_organization&scoid=50844)

生命教育 - Quiz 08: Young or Old 還太小?長大了?



### 【Activities】

#### 1. Film

(1) Students vote for their answers.

Teacher asks the two questions:  
We all need to be happy.

- 1- Are we too young to be happy?
- 2- Are we too old to be happy?

(2) Watch the film

STOP wasting your life: 00:00-03:47

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



(3) Teacher asks the two questions:

We all need to be happy.

- 1- Are we too young to be happy?
- 2- Are we too old to be happy?

Students vote for their answers again.

15 4-1 Youtube

<p>2. Padlet Check your work again and think about: (1) What do we always need? (2) What can we always do?</p> <p><b>【Wrap Up and Evaluation】</b></p> <p>1. Sharing time Students share their works by sharing their screens. Students report their thoughts in English. The teacher and classmates take turns to give some feedback.</p> <p>2. Summary What is life about? e.g., be happy, be kind</p> <p style="text-align: center;">(第四堂課結束)</p>	15	<p>4-2 Padlet</p> <p>4-3 Padlet</p>
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評量內容與策略

<p style="text-align: center;">評量規準</p> <p style="text-align: left;">評量項目</p>	A	B	C	D
英語聽說能力	全部都能聽懂並做出正確的回應。	大致能聽懂，但回應時偶有錯誤。	似乎聽得懂，會嘗試回應，但多數有誤。	完全聽不懂，且無法做出正確的回應。
社會生活態度	能理解活在當下的意義，並做出適當的社會選擇。	能對生命負責並思索每階段的社會任務。	對於生老病死之歷程感到害怕與恐懼。	無法理解生命變化的歷程，並拒絕試想。
藝術表達欣賞	會使用不同的正面字詞表達對不同作品的欣賞，參與討論時，會主動稱讚他人。	會使用表達欣賞的字詞，參與討論作品時，會尊重不同意見。	會聆聽他人討論，會點頭、搖頭、或以單字表達同意他人的意見。	不知道如何表達欣賞，討論作品時，沒有包含對他人作品的反應。

附件：教學簡報檔