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傳染病預防

Infectious Disease Prevention

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單元設計理念(Unit Concept)

單元設計以國民小學健體領域「第二學習階段」核心素養具體內涵為主軸設計,並以學習內容中「身心健康與疾病預防」的疾病預防為主,以高互動和參與式學習來增進學生對於傳染病類型及其預防措施的理解和認識。透過課程的進行,教師使用的課室/教學語言(Instructional language)與交流語言(Interactional language),讓學生認識到預防傳染病的重要性,並將這些預防措施融入日常生活中,避免傳染病的傳播。



課程説明(Lesson Overview)

1 學科課程目標

- ▲ Common infectious diseases and symptoms (常見的傳染病種類): 讓學生能夠辨別並了解常見傳染病的種類及其傳播途徑。
- B Stay away from diseases (如何從生活習慣中預防疾病傳染): 培養學生從日常生活習慣預防傳染病的能力。

2 學習重點

⚠ 學習內容: $Fb- \parallel -2$ 常見傳染病預防原則與自我照護方法。

■ 學習表現:2a- | -2 注意健康問題所帶來的威脅感與嚴重性。

2b- Ⅱ -2 願意改善個人的健康習慣。

 $3a-\parallel -2$ 能於生活中獨立操作基本的健康技能。

4a- Ⅱ **-2** 展現促進健康的行為。



字彙與片語(Words and Phrases)

主要字彙 Main Words

runny nose (流鼻涕) headache (頭痛) fever (發燒) sore throat (喉嚨痛) sneeze (打噴嚏) cough (咳嗽)

認識字彙 Recognize Words

muscle pain (肌肉痠痛) diarrhea (腹瀉) vomiting (嘔吐) shortness of breath (呼吸急促) rash (疹子)

片語 Phrases

by direct contact (直接接觸) by droplets (飛沫傳染) share personal items (分享個人用品) wash hands (洗手) wear a mask (戴口罩) keep social distancing (保持社交距離) keep good habits (養成良好衛生習慣) get vaccinations (接種疫苗)

句子 (Sentence Frames)

1.	學生交流語言 (Interactional language)	
	What's wrong with you? I have/had a	
	(你怎麼了?我不舒服)	
2.	重要描述語句:	
	spreads through (傳染病透過	_傳染)
	How can we stop germs spread? We can	
	(要如何預防病菌傳播?我們可以)	



教學內容 1st period: 傳染病種類與症狀

1 Warm-up Lead in 對話: Conversation

- 1 : Have you ever been sick?
- S: Yes, I have. / No, I haven't.
- 1 : How did you feel then?
- S: I felt so bad when I was sick.
- 1 : What's wrong with you then?
- **S**: I had a _____.
- ①: Did you go to the doctor?
- S: Yes, I did. / No, I did not.
- ①: What else did you do to make you get well?
- **S**: I ______.

2 Teaching Activity

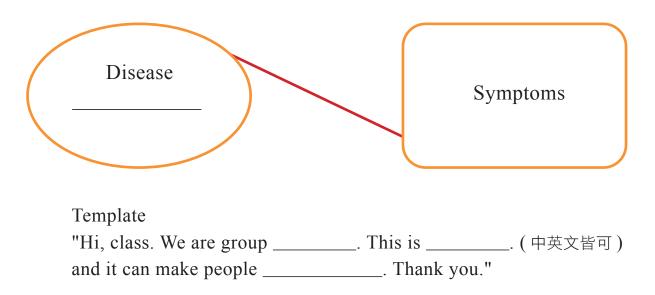
Look at the pictures.

- ⚠ Is it OK to eat without washing your hands?
- **B** Is it OK to share your personal items such as utensils, socks, or toothbrush with others? Why or why not?



The teacher asks students if they have ever heard of the following diseases, including COVID-19, influenza (流感), chicken pox (水痘), or enterovirus (腸病毒). Do you know anyone who had those diseases before? Who? What are the symptoms?

The teacher puts students into groups and asks them to list or match or draw the symptoms of common infectious diseases. Students will have several minutes to discuss what they know about that diseases and will present their discussion. The teacher gives the students a template for practice.



3 Summarizing

The teacher teaches that fever, coughing, muscle pains, diarrhea, and fatigue are common symptoms of several infectious diseases. Of course, each infectious disease has its specific symptoms. But when a person

- has trouble breathing
- has been coughing for more than a week
- have a severe headache with a fever
- experiences rashes or swelling
- has been bitten by an animal
- has sudden vision problems

The person should go to a doctor!

教師提醒通常有這些狀況時應盡速就醫



教學內容 2nd period: 傳染病傳染途徑與預防

● Warm-up Lead in 對話: Conversation Output Description Output D

- ①: We have learned some diseases and symptoms. What did we learn?
- S: We have learned about COVID-19, chicken pox and flu.
- ①: Can you tell me about COVID-19 symptoms?
- S: Coughing, fever, and muscle pain.
- 1 : How does COVID-19 spread?
- S: By air or by touching.
- That's right. How about chicken pox?
- S: By air and touching?
- ①: Well, let's find out them. 教師播放 https://www.youtube.com/watch?v=GEavWov6Tkk 水 痘影片
- ①: Now you know how chicken pox spreads. Can you tell me how it is spread?
- S:飛沫、空氣、接觸
- ①: Chicken pox is transmitted by directly contact an infected person or through the air by coughing or sneezing. How about the flu? Let's learn about flu.
 - 教師播放 https://www.youtube.com/watch?v=ttCMBOT7ULU 流 感影片
- ①: Do you find any commonalities between flu, COVID-19, or chicken pox?
- 🚫: 學生可自由發揮

2 Teaching Activity

The teacher shows pictures to help students understand how diseases spread.



傳染病是由於微生物進入人體之後,引起人體器官組織反應,發生各種症狀與徵相。

專染途徑

傳染源/易受

感染之宿主

病原體的移動方式

- 飛沫傳染
- 接觸傳染
- 空氣傳染

各種微生物,如:

- 細菌
- 病毒
- 真菌……等
 - ●傳染源為病原體可以存活,寄居 和繁殖的環境
- 如病人、禽畜、昆蟲等
- 某些較為容易成為傳染病的宿主
- 如幼兒、長者、慢性病人等

● 接觸傳染:例如手、玩具、沙池、環境等。● 飛沫傳染:例如咳嗽、打噴嚏、擤鼻涕等。● 糞口傳染:吃入污染的水/食物或手受污染等



常見傳染病之傳染途徑及預防方法

疾病	傳染途徑	預防方法
一般感冒 (鼻病毒及冠狀病毒)	飛沫 / 接觸	隔離/戴口罩/洗手
流行性感冒	飛沫 / 接觸	隔離/戴口罩/洗手/ 打預防針
猩紅熱	飛沫 / 接觸	隔離/戴口罩/洗手
黴漿菌	飛沫 / 接觸	隔離/戴口罩/洗手
腸病毒	飛沫/接觸 糞口傳染	隔離/戴口罩/洗手
腸胃炎 (輪狀或諾羅病毒等)	糞口傳染	洗手

The teacher asks students comprehension questions either in English or in Chinese. Sample questions include how most diseases are transmitted from person to person (droplets or contact) and why we wear a mask.

The teacher puts students into groups and asks them to brainstorm how to stop germs from spreading. Students will show and tell how to stop germs from spreading. The teacher gives the students a template for oral presentation.

Template:		
"Hi, class. We are group	This is how we	can stop germs
from spreading. First,	Second,	Last,
Thank you."		
Students present their results and	the teacher clarifies	s some
misconceptions during reporting.		

3 Summarizing

The teacher teaches that washing hands is the most important way to stop germs from spreading. Other measures include:

- not sharing personal items like toothbrushes
- coughing or sneezing into elbow
- using tissues
- getting vaccinations (if applicable)
- sleeping well and eating well



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課程説明(Lesson Overview)

1 學科課程目標

- ⚠ To know fruits and vegetables. 認識各種蔬菜水果。
- **B** To know tropical& temperate fruits and seasonal fruits. 了解溫、熱帶水果及盛產季節。
- **©** To know where fruits and vegetables grow. 了解蔬菜水果的生長處。

2 學習重點

igap A 學習內容:Ea- II -1 食物與營養的種類和需求。

f B 學習表現: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。

3a- II -2 能於生活中獨立操作基本的健康技能。

4a- II-1 能於日常生活中,運用健康資訊、產品與服務。



字彙與片語(Words and Phrases)

字彙 Words

tropical 熱帶的

temperate 溫帶的

grow 生長

trees 樹上

vines 藤蔓上

bushes 樹叢上

水果 Fruits

apples 蘋果

bananas 香蕉

oranges 橘子

watermelons 西瓜

grapes 葡萄

pineapples 鳳梨

mangoes 芒果

guavas 芭樂

dragon fruits 火龍果

papayas 木瓜

peaches 桃子

strawberries 草莓

cherries 櫻桃

pears 梨子

蔬菜 Vegetables

carrots 紅蘿蔔

cabbages 高麗菜

potatoes 馬鈴薯

tomatoes 番茄

onions 洋蔥

peppers 青椒

片語 Phrases

grow on _____

生長在…(哪裡)

Ex: grow on trees 長在樹上。

grow in _____

生長在…(季節)

Ex: grow in winter.



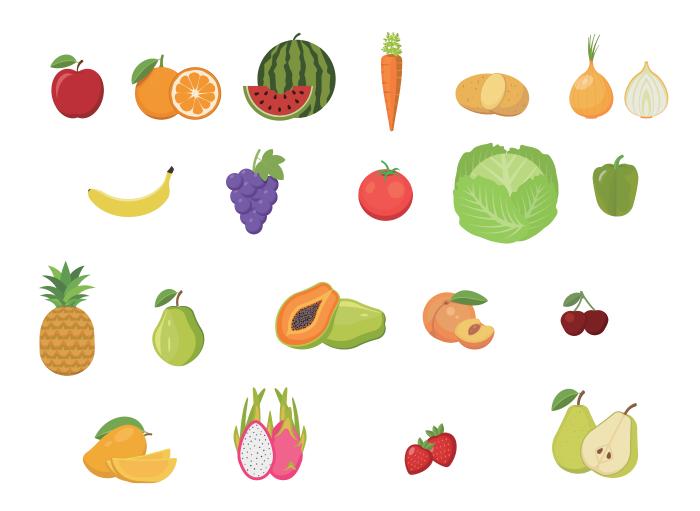


D 句子 (Sentence Frames)

1.	. What are these? 他們是什麼?		
	They're	他們是	0
	Ex: What are these? They'	re carrots.	
	例:他們是什麼? 他們是紅蘿	當	
2.	Which(1	fruits/ vegetables) do you	ı like?
	你喜歡哪一種蔬菜/水果?		
	I like It'	s yummy. What about yo	ou?
	我喜歡。	它很美味。那你呢?	
	Ex: Which (fruits) do you	like? 你喜歡哪一種蔬菜 / ɔ	水果?
	I like oranges. It's yummy	. What about you?	
	我喜歡橘子,它很美味。那你	呢?	
3.	Aretrop	ical or temperate fruits?	
		是溫帶水果?	
	They are tropical/ tempera	ite fruits. 他們是熱帶 / 溫帶	
	Ex: Are bananas tropical o	or temperate fruits? 香蕉是	是熱帶還是溫帶水果?
	They are tropical fruits. 他	們是熱帶水果。	
4.	Which season do	grow?	_ 生長在什麼季節?
	They grow in	生長	長在
	Ex: Which season do stray	wberries grow? 草莓生長在	王什麼季節?
	They grow in winter. 草莓	牛長在冬天。	



課程內容(Class Content)



Let's go to the supermarket!

Introducing all the fruits and vegetables

- ✓ Do you eat fruits and vegetables every day?
- What do you eat?
- Which fruits/ vegetables do you like?
- ✓ I like _____. It's yummy. What about you?

• What are these? They're _____.





蔬菜 Vegetables

carrots 紅蘿蔔 / cabbages 高麗菜 / potatoes 馬鈴薯 / tomatoes 番茄 / onions 洋蔥 / peppers 青椒

Tropical or Temperate Fruits

• Are _____ tropical or temperate fruits? _____ 是熱帶還是溫帶水果?
They are tropical/ temperate fruits. 他們是熱帶 / 溫帶水果。

Tropical fruits:

apples 蘋果 / bananas 香蕉 / watermelons 西瓜 / grapes 葡萄 / pineapples 鳳梨 / mangoes 芒果 / guavas 芭樂 / dragon fruits 火龍果 / papayas 木瓜

Temperate fruits:

apples 蘋果 / oranges 橘子 / grapes 葡萄 / peaches 桃子 / strawberries 草莓 / cherries 櫻桃 / pears 梨子

Seasonal fruits:

Spring: guavas, papayas, grapes, and oranges

Summer: watermelons, mangoes, pineapples, pears, dragon fruits, and peaches

Autumn: oranges and apples

Winter: strawberries

Whole year: guavas, papayas, grapes, and bananas



活動(Activity)

C Activity 1

Guess: What are these?



♥ Hints on the tree 在樹上 in the ground 在土裡 on the ground 在地上

- ①: Do you remember all the vegetables? Let's review them together.
- **11**: What are these?
- S: They are tomatoes.
- 1 : Where do they grow?
- S: They grow on trees.
- ①: Great! Now, I'll show only a part of the picture. You need to guess what they are and say out where they grow. I need 4 people in a group and whoever answers correctly gets points.

Activity 2 Tropical or Temperate Fruits (Pair work)

Number: Name:

Are apples tropical fruit?

- Yes, they are,
- No, they aren't.

They are temperate fruit.



- 1. apple
- 2. banana
- 3. watermelon 4. orange
- 5. grape

- 1. pineapple 2. papaya
- 3. peach
- 4.mango
- 5.pear

Tropical fruit

	Yes	No
1.		\checkmark
2.	\checkmark	
3.		
4.		
5.		

Temperate fruit

	Yes	No
1.		
2.		
3.		
4.		
5.		

- 1 : Let's review the tropical and temperate fruits we learned today. Are bananas tropical or temperate fruits?
- S: Tropical fruits.
- **11**: And what about peaches?
- S: Temperate fruits.
- **(1)**: Excellent! Now let's pair up. Please take turns asking the questions: "Are _____ tropical/ temperate fruits? Yes, they are. /No, they aren't." Then check the correct answers.

Activity 3 BINGO-Seasonal Fruits



- ①: Do you remember which season these fruits grow? Let's see. Can you tell me which season strawberries grow?
- S: They grow in winter.
- **n**: And what about a watermelon?
- S: It grows in summer.
- ①: Good! Now, we're going to play a BINGO game. Every student will get a BINGO sheet. Please fill in all the blanks with the fruits we learned today.
- (S): (Fill in all the blanks.)
- ①: Are you all finished? Now I am going to pick a student number. For example, number1 chooses apples.

The class asks: Which seasons do apples grow?

Number 1 answers: They grow in autumn.

The class circles "apples."

The first person gets 3 lines is the winner.



體重控制 Managing Your Weight

私立復興中小學 杜菲比教師 臺北市天母國小 李媛如教師 臺北市立大學雙語教學研究中心 吳國誠教師



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課程説明(Lesson Overview)

1 學科課程目標

- A Knowing what is BMI and how to read a BMI chart. 認識 BMI 和了解如何看 BMI 的表格。
- **B** Knowing what to do when our weight is not normal. 知道我們該做什麼當我們的體重是不正常的。

2 學習重點

igwedge 學習內容:Fb- II -1 自我健康狀態檢視方法與健康行為的維持原則。

■ 學習表現:1b-II-1 認識健康技能和生活技能對健康維護的重要性。

2b- II -2 願意改善個人的健康習慣。

3a- II -2 能於生活中獨立操作基本的健康技能。

4a- II -2 展現促進健康的行為。



字彙與片語(Words and Phrases)

字彙 Words

weight 體重
underweight 過輕
normal weight 正常體重
overweight 過重
obesity 肥胖
calories 熱量

補充單字 Supplement words

extreme obesity 重度肥胖 BMI(Body mass index) 身體質量指數 steamed 蒸的 boiled 煮的



D

句子 (Sentence Frames)

1. What do you need to do if you are...? I need to....

如果你是…你該做什麼? 我應該要…。

What do you need to do if you are <u>underweight</u>? I need to <u>eat more to</u> gain weight.

如果你體重過輕,你應該做什麼?我需要吃更多來增加體重。

What do you need to do if you are <u>overweight</u>? I need to <u>exercise more</u> and have a balanced meal.

如果你體重過重,你應該做什麼? 我需要運動更多和有均衡的飲食。

2. Which kinds of food are better for us?

什麼樣的食物對我們是好的?

Steamed and boiled foods are healthier for us.

蒸的和水煮的食物對我們是比較健康的。



課程內容 (Class Content)

- 1. You need to know how many calories you need for a day.
- 2. We should eat balanced three meals and cut down foods that are too fat or too sweet.
- 3. We should eat more natural food, not processed food
- 4. Steamed or boiled foods are healthier than fried foods.
- 5. We should have at least 30 minutes of exercise a day to cut down extra calories.
- 6. BMI (Body mass index) is a way to see if you're having normal weight. BMI is related to your weight and height. The chart below shows what your BMI is.
- 7. You are "underweight" if your BMI is under 18.5.
- 8. You are "healthy" if your BMI is between 18.5 and 24.9.
- 9. You are "overweight" if your BMI is above 25.
- 10. You are "obesity" if your BMI is between 30 and 34.9.
- 11. You are "extreme obesity" if your BMI is above 35.

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活動(Activity)

Activity 1 Check your BMI

Use the BMI chart to find out your BMI. If your height and weight are not on the list, you can use an online BMI calculator.

Share: My BMI is _____. I am _____. (healthy/overweight/underweight···) I need to _____

(keep my healthy diet/exercise more/eat more nutritious foods)

6-18歲臺閩地區男性身體質量評等表				
年齡(歲)	過痩	正常範圍	過重	肥胖
6	≦13.4	13.5~16.8	16.9-18.4	≧18.5
7	≦13.7	13.8-17.8	17.9-20.2	≥20.3
8	≦14.0	14.1-18.9	19.0-21.5	≥21.6
9	≦14.2	14.3-19.4	19.5-22.2	≥22.3
10	≦14.4	14.5-19.9	20-22.6	≥22.7
11	≦14.7	14.8-20.6	20.7-23.1	≥23.2
12	≦15.1	15.2-21.2	21.3-23.8	≥23.9
13	≦15.6	15.7-21.8	21.9-24.4	≥24.5
14	≤ 16.2	16.3-22.4	22.5-24.9	≥25
15	≦16.8	16.9-22.8	22.9-25.3	≥25.4
16	≦17.3	17.4-23.2	23.3-25.5	≥25.6
17	≤17.7	17.8-23.4	23.5-25.5	≥25.6
18以上	≤18.4	18.5-23.9	24-26.9	≥27

6-18歲臺閩地區女性身體質量評等表				
年齡(歲)	過瘦	正常範圍	過重	肥胖
6	≦13	13.1-17.1	17.2-18.7	≥18.8
7	≦13.3	13.4-17.6	17.7-19.5	≥19.6
8	≦13.7	13.8-18.3	18.4-20.6	≥20.7
9	≦13.9	14.0-19.0	19.1-21.2	≧21.3
10	≦14.2	14.3-19.6	19.7-21.9	≥22
11	≦14.6	14.7-20.4	20.5-22.6	≥22.7
12	≦15.1	15.2-21.2	21.3-23.4	≥23.5
13	≦15.6	15.7-21.8	21.9-24.2	≧24.3
14	≤16.2	16.3-22.4	22.5-24.8	≥24.9
15	≦16.6	16.7-22.6	22.7-25.1	≥25.2
16	≦17	17.1-22.6	22.7-25.2	≧25.3
17	≦17.2	17.3-22.6	22.7-25.2	≥25.3
18以上	≦18.4	18.5-23.9	24-26.9	≧27

註:上述身體質量指數建議值不適用65歲以上銀髮族

資料來源:衛生福利部102年公布

Activity 2 Find his/her BMI.

Look at the chart above and fill in the blanks.

Name	Height and Weight	BMI	Body Type
Bonny	157cm/57kg		
Alex	184cm/56kg		
Muriel	162cm/63kg		
Max	174cm/59kg		

Activity 3

Name	Bonny	Alex	Muriel	Max
Write down what he/she should do to stay healthy.				
What foods should they eat to stay healthy?				



食物中的礦物質

Minerals in Foods

私立復興中小學 杜菲比教師 臺北市天母國小 李媛如教師 臺北市立大學雙語教學研究中心 吳國誠教師



單元設計理念(Unit Concept)

單元設計以國民小學健體領域「第二學習階段」核心素養具體內涵為主軸設計,並以學習內容中「食物與營養的種類和需求」主題,以參與式學習來增進學生對於食物的營養攝取的理解與認識。此節次的內容除了學生課程活動,亦提供教師能教學使用的課室/教學語言 (Instructional language)與學生的交流語言 (Interactional language),讓學生了解促進健康生活的方法,並且落實於日常生活中。

B

課程説明(Lesson Overview)

1 學科課程目標

- ⚠ To know what minerals are in food. 認識在食物中的礦物質。
- B To know what food contains mineral. 知道哪些食物含有豐富的礦物質。
- C To know the function of each mineral. 知道各種礦物質的功能。

2 學習重點

igwedge 學習內容:Ea- II -1 食物與營養的種類和需求。

 $lackbox{B}$ 學習表現:1a- \parallel -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。

3a- Ⅱ -2 能於生活中獨立操作基本的健康技能。

4a- Ⅱ -2 展現促進健康的行為。



字彙與片語 (Words and Phrases)

字彙 Words

mineral 礦物質
Cal (calcium) 鈣
iron 鐵
Mg (magnesium) 鎂
sodium 鈉
muscle 肌肉
bones 骨頭

片語 Phrases

keep...strong 讓…保持強壯

D

句子 (Sentence Frames)

- 1. Is there <u>calcium</u> in milk? Yes, there is. There is <u>calcium</u> in milk. 在牛奶裡有鈣嗎? 是的有,有鈣在牛奶裡。
- 2. What minerals do <u>carrots</u> have? They have calcium. 胡蘿蔔有什麼礦物質? 它有鈣。

E

課程內容 (Class Content)

- 1. We don't need a lot of minerals every day, but they are important for us.
- 2. There are some important minerals we need.

Calcium(Cal) 鈣: It can help us build strong and heathy bones.

Iron 鐵: It can help us send oxygen to all parts of body.

Sodium(Na) 鈉: It can keep our blood healthy.

Magnesium(Mg) 鎂: It can keep our muscle strong.

Potassium(K) 鉀: It can keep our muscle strong.

3. These minerals are in different kinds of foods.

Calcium: broccoli(花椰菜), papaya, milk and carrots

Iron: meat, eggs, beans and green leaves vegetable

Sodium: cheese, milk and salt

Magnesium: cereals, nuts and oils

Potassium: apples, oranges, bananas and tomatoes

4. We need to eat those foods to get enough minerals for our bodies.



活動 (Activity)



Spot and Write

Look at the pictures. What foods do contain minerals? Write down the answers on the blanks.















 , and	have Cal.
 , and	have Mg.
 , and	have Iron

Activity 2 Minerals I Eat

What do you eat for breakfast? Do they contain any minerals? Write or draw the food in each mineral box.

Calcium(Cal) 鈣	Iron(Fe) 鐵	Sodium(Na) 鈉	Magnesium(Mg) 鎂	Potassium(K) 鉀

Activity 3 I Spy Healthy Food

Look at the pictures. Find out what foods contain minerals. Then share with your partners.







民俗體育扯鈴

扯鈴的起鈴與平衡 Diabolo 101

臺北市立大學雙語教學研究中心 鄭子翊教師臺北市立大學雙語教學研究中心 劉述懿教授

單元設計理念 (Unit Concept)

扯鈴是台灣重要的傳統體育活動之一,此活動不但能訓練學童的手眼協調,千 變萬化的技巧變化更是讓學童愛不釋手。在學習新的技能的過程當中,學童會在不 斷的失敗中學習、調整自我最終成功,了解練習與堅持為成功的不二法門。老師在 這些主題中會接觸到如何完整的用英文教扯鈴的起鈴、平衡調整以及加速。

教師也可以增加遊戲活動讓學童挑戰,活動同時,整合目標語言單字(Key Words)、目標句型(Key Sentence Patterns)、鷹架示結構(Scaffolding Techniques)的句型引導學生語言學習,在活動中,增加學習語言機會,同時達到身體活動之益處。







i. 課程説明 (Lesson Overview)

01 學科學習目標

- a. 扯鈴的起鈴方式
- b. 扯鈴的平衡操控

02 連結學習重點

a. 學習內容:

Ce-II-1 其他休閒運動基本技能。

Ic-II-1 民俗運動基本動作與串接。

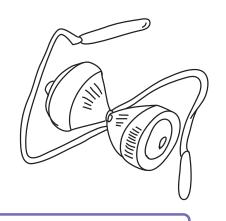
b. 學習表現:

1d-II-1 認識動作技能概念與動作練習的策略。

2c-II-3 表現主動參與、樂於嘗試的學習態度。

3d-II-1 運用動作技能的練習策略。

4c-II-2 了解個人體適能與基本運動能力表現。



ii. 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
diabolo	扯鈴	forward	前
string	鈴線	backward	後
sticks	鈴棍	balance	平衡
roll	滾動	lean	傾
loop	繞線	spread	分開
unloop	開線	hold	停;維持



iii. 句子 (Sentence Frames)

1.	Loop ((unloop)	with	
	-	Loop (unloop) the diak 用你的右手做繞線(開	oolo with your right h	and.
2.	Roll _	from	to	·
	例句:	Roll the diabolo from 地物的扯鈴從右滾到左		
3.	Pull up	o with to	·	
	例句:	Pull up with your right 右手向上拉起來加速扯		e diabolo
4.	Hold _	with		
	例句:	Hold your sticks with y 握棍子時,大拇指需握	'	p.
5.		push forward t	0	
	例句 :P	Push forward with the ri 占手前推,來維持平衡。	ight hand to keep it b	alanced
6.		pull backward	to	
		Pull backward with rig 右手後拉,來維持平衡	ght hand to keep it ba	lanced.
7.	Spread	d to tight	en	
	例句:	Spread your arms to the		
		打開你的雙手拉緊繩子	0	



iv. 教學內容



Introduction: How to Start a Diabolo

Look at the diabolo in your hand. There are two hubs, one is black and the other is white (red). If you're right-handed, the black hub side should be closest to you. (If you're left-handed, the white (red) hub side should be closest to you.)

看你手中的鈴。鈴上有兩個 hub,右撇子黑色的要靠近自己(左撇子紅(白)色的要靠近自己)。

Loop the diabolo with your right hand. Place the diabolo on the right side of your body. Roll it from right to left then pull up to speed up your daibolo. (vice versa)

右手繞線,把鈴放在身體右邊,由右至左滾動拉起加速。

The diabolo might turn due to low speed. Your body should always follow the cup in front of you as the diabolo turns. That way you'll be able to play it successfully.

因為鈴速太低扯鈴可能會轉向,你的身體應隨時跟著你前面的鈴碗,隨時跟緊做移動,便能成功起鈴。

The diabolo might lean to one side due to low speed. Pull back with your right hand if the diabolo leans forward; push forward with your right hand if the diabolo leans backward to keep it balanced.

因為鈴速太低扯鈴可能會歪斜,此時用你慣用手調整。當扯鈴前傾,右手往後拉; 當扯鈴後傾,右手往前推,以維持平衡。 Pull up 20 times to speed up your diabolo. Unloop the diabolo with your right hand. Spread your arms to tighten the string and hold this position for 8 seconds. If you can do it, that means your diabolo is fast and you're ready to learn tricks.

扯 20 下之後,右手做開線動作。打開你的手拉緊鈴線,這個動作停 8 秒。如果可以成功即代表鈴速足夠,可以開始學習招式了。

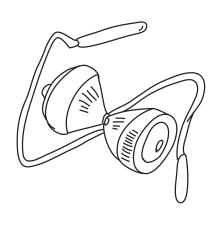
Starting Diabolo

目的:教師教導起鈴口訣,利用口訣讓學生不但記住起鈴的步驟還可以學會相關的字、詞。

Teacher: Black hub on the top, on the ground; Right hand loops it, taps it down; Roll it from your right to left; Now I can pull it, up up up.

Students: Black hub on the top, on the ground; Right hand loops it, taps it down; Roll it from your right to left; Now I can pull it, up up up.

Teacher: Good! Please continue on pulling. Once you start it, don't stop. Please pull it 20 times.



Activity 2 Tracking the Cup

目的:讓學生在遊戲中學習到,在剛開始起鈴時要快速的跟隨前方鈴碗,直到鈴速發展、穩定。同時訓練手、眼、腳動作協調,以達身體活動效益,同時學習英語相關單字及句型。

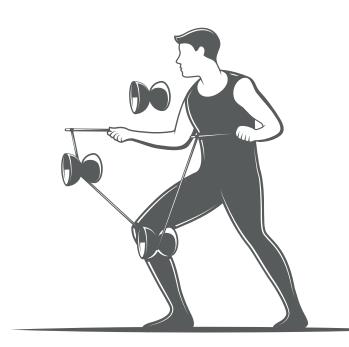
Teacher: Now, let's play a game. Please work in pairs, everyone find one partner. (Sit down after you have a partner.)

Students: (Find one partner then sit down.)

Teacher: Okay. I want one person to start the diabolo first and play it for 30 seconds. Within these 30 seconds you have to follow the diabolo as it turns. The other person should be checking and correcting if needed. Say: "FOLLOW" when you follow the diabolo. Ready—Set—Go!

Student: Got it! (follow, follow, follow)

Teacher: Time's up! Please switch.



Solution Activity 3 Maintain Balance

目的:讓學生在遊戲中學習控制扯鈴的平衡,並熟練控制平衡的能力。

Teacher: Now, let's try to practice how to balance your diabolo. Please work in pairs, each one finds a partner. (Sit down after you have a partner.)

Students: (Find one partner then sit down.)

Teacher: Okay. One person gives a command; the other person has to complete it.

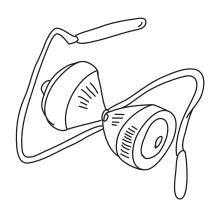
StudentA: "Push forward three times."

StudentB: "Push forward 1, 2, 3"

StudentA: "Pull backward three times."

StudentB: "1, 2, 3"

Teacher: Switch after you're done. We're going to do 3 rounds.





目的:讓學生在活動中,確認自己的起鈴能力,打穩基礎讓未來學習招式更快速。

Teacher: Ok! Everyone come closer, please. Let's have a challenge. Do you all know how to start a diabolo?

Students: Yes, I do. (Yes, we do.)

Teacher: Try to pull up 20 times to speed up your diabolo. Unloop the diabolo with your right hand. Spread your arms to tighten the string and hold this position for 8 seconds.

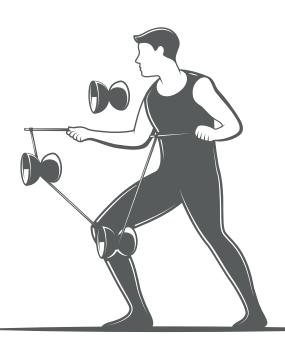
StudentA: I can do more than 8 seconds!

Teacher: Good! That means your diabolo is fast and you're ready to learn tricks! Do you think you can help others?

StudentA: Yes! Who needs help?

StudentB: Me! Can you help me? My diabolo only stays for 4 seconds.

Teacher: Keep practicing! You can do it.







12 Key Words Searching!

X Z M Z Α \mathbf{C} R В В G X Η Q T S I Q S U Ι F F Η N R В O W A P O L Z L M Y U S Y D В Q E 0 Η B M K W T \mathbf{C} X L P В A C A R D R Y J R В X ZQ X K D W A Z E R W J LE A В G Τ L U U Η L Τ Ι Η D A I L Е Α E XGD W J LE D A O P D N O OA N R A L C L H K N K U X N J A G В G O D W Н Q D X \mathbf{C} G U C S O D N 0 M E V M U O U G C L V O E E I GW W \mathbf{Z} E S Е K P S K X D Y E J A O Ι X W V F S Τ \mathbf{C} K M H Ι Ι S В Ι N Α R

Find the following words in the puzzle.

Words are hidden \rightarrow and \searrow .

BACKWARD LEAN STRING
BALANCE LOOP UNLOOP

DIABOLO ROLL FORWARD SPREAD HOLD STICKS

Created using Word Search Generator on Super Teacher Worksheets (www.superteacherworksheets.com)

答案在下一頁



12 Key Words Searching!

S F R P S B K Α R D R T Y R D Е R L U L Ι Η Α Ι L E O Α R L N A L В N D O O E O P O T Ι K S

Word directions and start points are formatted: (Direction, X, Y)

BACKWARD (E,2,4) LEAN (SE,7,6) STRING(SE,10,3)
BALANCE (SE,1,4) LOOP(SE,14,6) UNLOOP (SE,5,6)
DIABOLO(SE,8,5) ROLL(S,17,2)
FORWARD(SE,12,2) SPREAD(SE,8,2)
HOLD(SE,10,6) STICKS(E,8,12)

Created using Word Search Generator on Super Teacher Worksheets (www.superteacherworksheets.com)

答案在91頁



Lesson 2

民俗體育扯鈴(三)扯鈴課扯鈴教師常用語

Spread Out, Face The Same Way

臺北市立大學雙語教學研究中心 鄭子翊教師臺北市立大學雙語教學研究中心 劉述懿教授

單元設計理念 (Unit Concept)

扯鈴是台灣重要的傳統體育活動之一,此活動不但能訓練學童的手眼協調,千 變萬化的技巧變化更是讓學童愛不釋手。在學習新的技能的過程當中,學童會在不 斷的失敗中學習、調整自我最終成功,了解練習與堅持為成功的不二法門。老師在 這本次主題中會接觸到在扯鈴課中的長面師用語,幫助老師在教學中能更順利。

教師也可以增加遊戲活動讓學童挑戰,活動同時,整合目標語言單字(Key Words)、目標句型(Key Sentence Patterns)、 鷹架示結構(Scaffolding Techniques)的句型引導學生語言學 習,在活動中,增加學習語言機會,同時達到身體活動之益處。







i. 課程説明 (Lesson Overview)

01 學科學習目標

- a. 活動距離散開
- b. 扯鈴單一方向性
- c. 扯鈴鬆緊
- d. 連續動作運用

02 連結學習重點

a. 學習內容:

Ce-II-1 其他休閒運動基本技能。

Ic-II-1 民俗運動基本動作與串接。

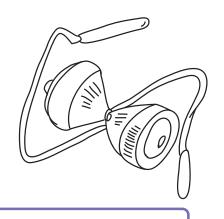
b. 學習表現:

1d-II-1 認識動作技能概念與動作練習的策略。

2c-II-3 表現主動參與、樂於嘗試的學習態度。

3d-II-1 運用動作技能的練習策略。

4c-II-2 了解個人體適能與基本運動能力表現。





ii. 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
spread out	散開	stiff	僵硬
unloop	開線	round trip	來回
face	臉;面對	count	數
relax	輕鬆	in a row	連續
shaky	搖; 斗晃	loose	鬆
follow	跟隨	tighten	鎖緊



iii. 句子 (Sentence Frames)

1.	Spread out
	例句:Spread out everybody. 請大家散開。
2.	Face the same way 例句:Both of you should face the same way. 你們兩個要面對同一個方向。
3.	is loose. 例句:Your diabolo is loose. 你的扯鈴鬆掉了。
4.	tighten 例句:Use the tool to tighten your diabolo. 請用工具把扯鈴鎖緊。
5.	Raise 例句:Raise your left hand. 把左手舉起來。
6.	In a row. 例句:Pease do it ten times in a row. 請連續做十次。
7.	Round trip 例句:Round trip as one, please do it 5 times 來回算一次,請做五次。
8.	is too stiff 例句:Relax your shoulders, they're too stiff. 你的肩膀太僵硬了,請放鬆。



iv. 教學內容



Introduction: How to use "spread out"

Today we're going to practice toss. This can be a little bit dangerous. So make sure you spread out to avoid injuries.

今天我們要練習拋鈴。 這可能有點危險,所以一定要分散開,以免受傷。



Introduction: How to use "face the same way"

When you try to pass diabolo to each other, both of you should face the same way. That is the correct way of doing it.

當你試著拋鈴給對方時,你們應該面對同樣的方向做傳接。這才是正確的做法。



Introduction: How to use "loose/tighten"

I notice your diabolo is a little bit shaky. Maybe the cup is loose. Please stop your diabolo and use a tool to tighten your diabolo.

我發現你的扯鈴有點搖晃。可能是鈴碗鬆了。請停鈴並且使用工具把鈴鎖緊。



Introduction: How to use "in a row"

Today we learned doggy jump. Before we finish the class, please do it 10 times in a row. Make sure you're comfortable with what you learned today.

今天我們學習了狗急跳牆。在下課之前,請連續做 10 次。確保你對今天的招式很熟練喔。



Introduction: How to use "stiff/relax"

When speeding up your diabolo you need to relax your arm and shoulder. Stiff arm and shoulder wouldn't help.

要把扯鈴時,你需要放鬆手臂和肩膀。僵硬的手臂和肩膀不會幫助你加速。

Activity 1 Spread Out

目的:學生學習扯鈴時,老師可以精準的使用課堂常用語,讓教學更加順利,也能事前 預防傷害發生。學生在學習的同時,能練習英語相關單字及句型。

Teacher: Does everyone know how to start a diabolo and speed it up?

Students: Yes, I do!

Teacher: Who can show us how to toss a diabolo?

Students: Yes, I do!

Teacher: Well done! Today we are going to do some variations. Try to tap your sticks twice before you catch your diabolo.

Teacher: While you're doing it, I want you to say:

1. Spread out everybody!

2. Unloop my diabolo.

3. Toss my diabolo.

4. Tap, tap catch!

5. Done! I'm finished.

Students: OK!

1. Spread out everybody!

2. Unloop my diabolo.

3. Toss my diabolo.

4. Tap, tap catch!

5. Done! I'm finished.

Teacher: Good job! Spread out everybody. Please do it 15 times.

Solution Activity 2 Face the Same Way

目的:學生學習扯鈴時,老師可以精準的使用課堂常用語,讓教學更加順利,也能事前 預防傷害發生。學生在學習的同時,能練習英語相關單字及句型。

Teacher: Who can show us "toss tap"?

Students: Me! I can do it.

Teacher: Well done! Applause, everyone!

Teacher: Today we're to try to pass diabolo back and forth with your partner. Now find a partner then sit down.

Teacher: Both of you share one diabolo and you have to face to same way before you toss, ok?

Students: OK! Got it.

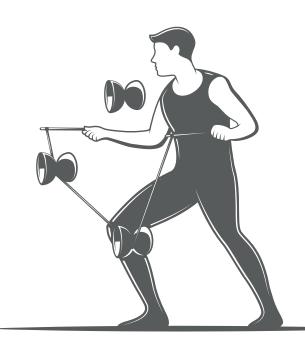
Teacher: While you're doing it, I want you to say:

- 1. We face the same way.
- 2. I toss the diabolo.
- 3. I catch the diabolo.
- 4. Done! I'm finished.

Students: OK!

- 1. We face the same way.
- 2. I toss the diabolo.
- 3. I catch the diabolo.
- 4. Done! I'm finished.

Teacher: Good job! Please do it 5 times.



Activity 3 In a Row

目的:學生學習扯鈴時,老師可以精準的使用課堂常用語,讓教學更加順利,也能事前 預防傷害發生。學生在學習的同時,能練習英語相關單字及句型。

Teacher: We're going to do something challeng today. It can be a little bit hard, can you handle it?

Students: Yes, I can.

Teacher: Ok! The challenge is try to do as many toss as you can in one minute. If you drop, you'll have to re-count it. Whoever can toss the most in a row, who wins the challenge.

Teacher: Please work in pairs. One of you count first and the other toss first, ok? Ready, set, go!

Teacher: While you're doing it, I want you to count it out

loud

1, 2, 3, 4, 5,.....30.

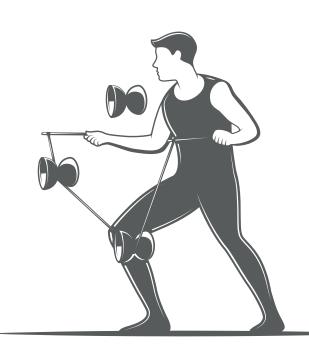
Students: OK!

1, 2, 3, 4, 5,.....30.

Teacher: Good! Spread out everybody! What do you do if your partner miss a catch?

Students: We start from one again!

Teacher: Correct! Let's try again!



Activity 4 Loose and Tighten

目的:學生學習扯鈴時,老師可以精準的使用課堂常用語,讓教學更加順利,也能事前 預防傷害發生。學生在學習的同時,能練習英語相關單字及句型。

Teacher: Ok! Everyone come here! Let's gather around. I noticed Michael your diabolo is shaky, can I see it?

Michael: Ok!

Teacher: Now students take a look. Michael's diabolo is loose that way it shakes like that. When this happen you have to quickly stop your diabolo and tighten it with a tool or your diabolo might disassemble.

Students: How do we tight it?

Teacher: First check which cup is loosed. Use the tool to tighten the nut. You don't have to turn is all the way down, just until the cup won't shake, that's how should tighten your diabolo.

Teacher: Now let's try it together.

Students: Cool!

Teacher: While you're doing it, I want you to say:

1. Stop my diabolo if it shakes.

2. Check my diabolo before I use the tool

3. Tighten until the cup won't shake.

4. Done! I'm finished.

Students: OK!

1. Stop my diabolo if it shakes.

2. Check my diabolo before I use the tool.

3. Tighten until the cup won't shake.

4. Done! I'm finished.

Teacher: Well down! Now you know more about your diabolo!

Students: Yes, I do.

Teacher: Awesome!

Matching Game! Connect the matching word and picture!

課本中的字其實也和生活有很大的相關喔! 找找看你能不能發現其中的關聯性呢?一起來連連看吧!

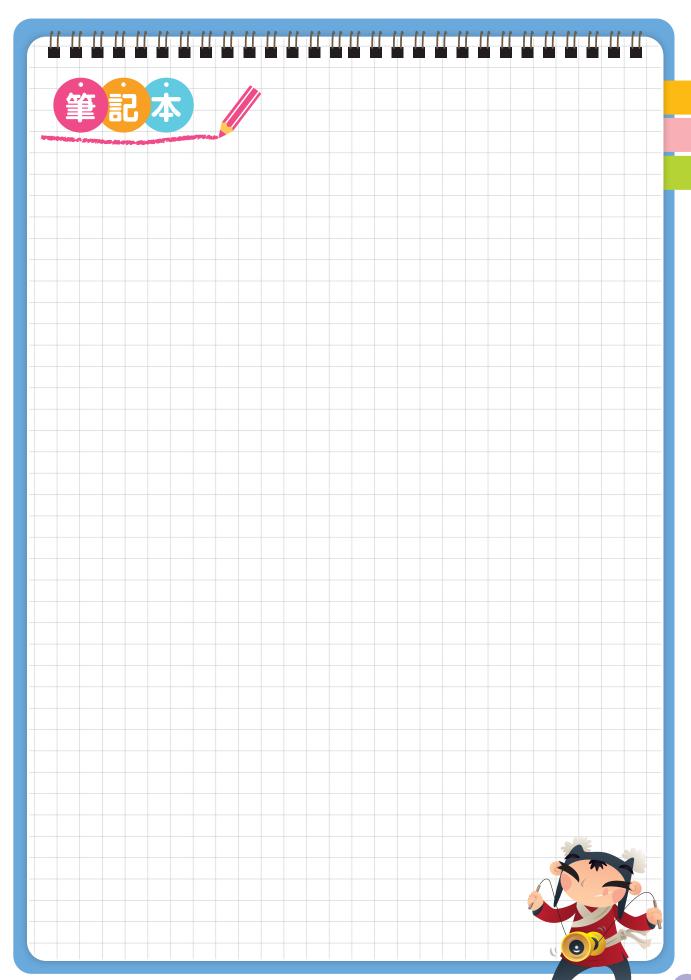
STRING

STICKS



DIABOLO







Lesson 3

民俗體育扯鈴(二)扯鈴的基本四招

Diabolo Tricks: Golden Sticks, Doggy Jump, Toss, Hand Catch

臺北市立大學雙語教學研究中心 鄭子翊教師臺北市立大學雙語教學研究中心 劉述懿教授

單元設計理念 (Unit Concept)

扯鈴是台灣重要的傳統體育活動之一,此活動不但能訓練學童的手眼協調,千 變萬化的技巧變化更是讓學童愛不釋手。在學習新的技能的過程當中,學童會在不 斷的失敗中學習、調整自我最終成功,了解練習與堅持為成功的不二法門。老師在 這本次主題中會接觸到如何完整的用英文教金雞上架、狗急跳牆、拋鈴和手收鈴的 動作。

教師也可以增加遊戲活動讓學童挑戰,活動同時,整合目標語言單字(Key Words)、目標句型(Key Sentence Patterns)、鷹架示結構(Scaffolding Techniques)的句型引導學生語言學習,在活動中,增加學習語言機會,同時達到身體活動之益處。







i. 課程説明 (Lesson Overview)

01 學科學習目標

- a. 金雞上架
- b. 狗急跳牆
- c. 拋鈴
- d. 拋鈴手收

02 連結學習重點

a. 學習內容:

Ce-II-1 其他休閒運動基本技能。

Ic-II-1 民俗運動基本動作與串接。

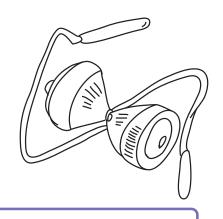
b. 學習表現:

1d-II-1 認識動作技能概念與動作練習的策略。

2c-II-3 表現主動參與、樂於嘗試的學習態度。

3d-II-1 運用動作技能的練習策略。

4c-II-2 了解個人體適能與基本運動能力表現。



ii. 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
speed up	加速	right hand	右手
unloop	開線	left hand	左手
fling	輕拋	point to	指向
hold	維持	pass	傳;交給
raise	舉	palm	手掌
go around	(繞)一圈	catch	接

iii. 句子 (Sentence Frames)

Ι.	Loop (unloop) with
	例句:Loop (unloop) diabolo with your right hand. 用你的右手做繞線(開線)的動作。
2.	Speed up 例句:Speed up your diabolo. 請加速你的鈴。
3.	Fling up. 例句:Fling the diabolo up with both hands. 雙手輕輕的將鈴拋起。
4.	Hold for 例句:Hold this position for 5 seconds. 維持著個姿勢 5 秒鐘。
5.	Raise 例句:Raise your left hand. 把左手舉起來。
6.	go around 例句:Right hand goes around the diabolo. 右手繞扯鈴一圈。
	Point to 例句:Point to the axle. 指向扯鈴軸心。
8.	Use to catch 例句:Use your right hand to catch the diabolo. 用你的右掌來接扯鈴。



iv. 教學內容



Introduction: How to do Golden Stick

Unloop your diabolo. Fling up the diabolo with both hands and catch the diabolo with your right hand stick. Hold it for 3 seconds. Raise your left hand until the string is tight then you can put the diabolo back on the string.

先開線,兩手輕輕拋起扯鈴,然後用右手的棍子去接鈴,維持 3 秒。放回線內之前,要先把左手舉高拉緊線,以確保成功。



Introduction: How to do Doggy Jump

Unloop your diabolo. Your right hand goes around left stick and the diabolo. Hold your right hand in front of your chest. Left hand flings the diabolo forward.

先開線,右手繞過左手棍子以及扯鈴,回來停在胸前,然後左手將扯鈴跳出,動作完成。



Introduction: How to Toss a diabolo

Unloop your diabolo. Spread your arms. (diabolo should be above your waist) Tighten your string. Point your right hand stick to the axle and catch it.

先開線,兩手打開(扯鈴應高於腰部)向上抛,拉緊繩子,右手棍子指向扯鈴軸 心將扯鈴接回,動作完成。



Introduction: How to do Hand catch

Unloop your diabolo. Spread your arms. (diabolo should be above your waist) Quickly pass your right hand stick to your left hand (left hand holds two sticks). Use your right palm to aim at the diabolo, then catch it.

先開線,兩手打開(扯鈴應高於腰部)向上抛,快速將右手棍子交到左手,右手 虎口瞄準軸心,手掌、手指一起裝著扯鈴,動作完成。

Activity 1 Golden Stick

目的:學生學習金雞上架,剛開始起鈴時要快速的跟隨前方鈴碗,直到鈴速穩定發展,藉此訓練手、眼動作協調,以達身體活動效益,並同時學習英語相關單字與句型

Teacher: Does everyone know how to start a diabolo and speed it up?

Students: Yes, I do! (Yes, we do!)

Teacher: Good! We're going to learn the very first trick. It is called "Golden Stick".

Teacher: Unloop your diabolo. Fling up the diabolo with both hands and catch the diabolo with your right hand stick. Hold it for 3 seconds. Raise your left hand until the string is tightened then you can put back the diabolo.

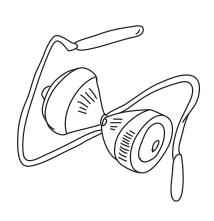
Teacher: While you're doing it, I want you to say:

- 1. Unloop my diabolo.
- 2. Fling up the diabolo.
- 3. Catch with my right hand stick.
- 4. Hold it 1 2 3.
- 5. Done! I'm finished.

Students: OK!

- 1. Unloop my diabolo.
- 2. Fling up the diabolo.
- 3. Catch with my right hand stick.
- 4. Hold it 1 2 3.
- 5. Done! I'm finished.

Teacher: Good job! Please do it 3 times.



Activity 2 Doggy Jump

目的:學生學狗急跳牆,剛開始起鈴時要快速的跟隨前方鈴碗,直到鈴速穩定發展, 藉此訓練手、眼動作協調,以達身體活動效益,並同時學習英語相關單字與 句型

Teacher: Who can show us "Golden Stick"?

Students: Me! I can do it.

Teacher: Well done! Applause, everyone!

Teacher: Today we're going to learn a trick called "Doggy jump".

Teacher: Unloop your diabolo. Your right hand goes around the left hand stick and the diabolo. Hold your right hand in front of your chest. Fling the diabolo forward with your left hand.

Teacher: While you're doing it, I want you to say:

- 1. Unloop my diabolo.
- 2. Right hand goes around.
- 3. Left hand flings forward.
- 4. Done! I'm finished.

Students: OK!

- 1. Unloop my diabolo.
- 2. Right hand goes around.
- 3. Left hand flings forward.
- 4. Done! I'm finished.

Teacher: Good job! Please do it 5 times.



Activity 3 Toss a Diabolo

目的:學生學習拋鈴,同時訓練手、眼、腳動作協調之外,練習眼睛的追視能力, 以達雙眼運用、身體活動效益,同時學習英語相關單字及句型。

Teacher: We're going to do something fun today. At the same time, it's a little bit dangerous. So listen carefully, ok?

Students: Ok!

Teacher: You're going to toss your diabolo today!

Teacher: Unloop your diabolo. Spread your hands before you toss.(diabolo should be higher than your waist) Tighten your string and right hand stick points to the axle to catch it.

Teacher: While you're doing it, I want you to say:

- 1. Unloop my diabolo.
- 2. Toss my diabolo.
- 3. Catch my diabolo.
- 4. Done! I'm finished.

Students: OK!

- 1. Unloop my diabolo.
- 2. Toss my diabolo.
- 3. Catch my diabolo.
- 4. Done! I'm finished.

Teacher: Good! Spread out everybody! Please toss twenty times, in a row. Keep the count, even if the diabolo falls.

Students: OK!

Activity 4 Hand Catch

目的:學生學習拋鈴手收,同時訓練手、眼、腳動作協調之外,練習眼睛的追視能力, 以達雙眼運用、身體活動效益,同時學習英語相關單字及句型。

Teacher: Ok! Everyone come here! Let's gather around.

Students: Ok!

Teacher: Now that you can after......After you can toss a diabolo, I'm going to teach you how to stop it. It is called a "Hand Catch".

Teacher: Unloop your diabolo. Spread your hands before you toss. (diabolo should be higher than your waist) Quickly pass your right stick to your left (left hand holds two sticks). Use your right palm to aim the diabolo then grip it with your fingers.

Teacher: While you're doing it, I want you to say:

- 1. Toss my diabolo.
- 2. Pass the stick.
- 3. Catch my diabolo.
- 4. Done! I'm finished.

Students: OK!

- 1. Toss my diabolo.
- 2. Pass the (my) stick.
- 3. Catch my diabolo.
- 4. Done! I'm finished.

Teacher: Good! Spread out everybody! Please do it 5 times, in a row. Then show it to 3 friends.

Students: OK!

Teacher: Awesome!





Names of the tricks	Draw	Your proficiency level
Golden Stick		☐ Working on it☐ Good☐ Perfect
Doggy Jump		☐ Working on it☐ Good☐ Perfect
Toss a Diabolo		☐ Working on it☐ Good☐ Perfect
Hand Catch		☐ Working on it☐ Good☐ Perfect

2 Read and arrange them in the right order. Then circle the name of the trick! 讀一讀,將下列步驟排列至正確順序,並圈出招式名稱喔!

Challenge 1:

- a. Unloop my diabolo.
- b. Hold it 1 2 3. 5. Done! I'm finished.
- c. Catch with my right hand stick.
- d. Fling up the diabolo.

Answer:			
Tills W CI.			

Answer:	a> d> b
TILD II OI .	a c

Golden Stick

Doggy Jump

Toss

Hand catch

Golden Stick

Doggy Jump

Toss

Hand catch

Challenge 2:

- a. Left hand flings forward.
- b. Unloop my diabolo.
- c. Done! I' m finished.
- d. Right hand goes around.

Golden Stick

Doggy Jump

Toss

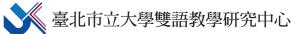
Hand catch

Golden Stick

Doggy Jump

Toss

Hand catch





跳繩 101

Jump Rope 101

臺北市立大學雙語教學研究中心 鄭子翊教師臺北市立大學雙語教學研究中心 劉述懿教授

「單元設計理念 (Unit Concept)

跳繩是一個很好入門的體育活動,也是國人最愛的運動項目之一。運此活動不但能訓練學童的手腳協調,突破紀錄和速度的挑戰更是讓學童愛不釋手。在超越自己的過程當中,學童會在不斷的失敗中學習、調整自我最終成功,了解練習與堅持為成功的不二法門。老師在這些主題中會接觸到,如何完整的用英文教跳繩事前準備活動、跳繩步驟、常用語以及兩個基本變化。教師也可以增加遊戲活動讓學童挑戰,活動同時,整合目標語言單字(Key Words)、目標句型(Key Sentence Patterns)、鷹架示結構(Scaffolding Techniques)的句型引導學生語言學習,在活動中,增加學習語言機會,同時達到身體活動之益處。





i. 課程説明 (Lesson Overview)

01 學科學習目標

- a. 跳繩基本動作
- b. 剪刀跳
- c. 交叉跳

02 連結學習重點

a. 學習內容:

Ce-II-1 其他休閒運動基本技能。

Ic-II-1 民俗運動基本動作與串接。

b. 學習表現:

- 1d-II-1 認識動作技能概念與動作練習的策略。
- 2c-II-3 表現主動參與、樂於嘗試的學習態度。
- 3d-II-1 運用動作技能的練習策略。
- 4c-II-2 了解個人體適能與基本運動能力表現。





ii. 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
jump rope	跳繩	hand / hands	單手/雙手
handle / handles	握把	forearm / forearms	單前臂/雙前臂
swing	甩;搖	land	落地
jump	跳	foot / feet	單腳/雙腳
tiptoes	腳尖	penguin	企鵝



iii. 句子 (Sentence Frames)

1.	Swing the 例句:Swing the rope. 甩起跳繩。	
2.	On. 例句:On your tiptoes. 腳尖位置預備。	
3.	Make sure 例句:Make sure you land on your tiptoes 確保你用腳尖落地喔。	S.
4.	Hold in your hand. 例句:Hold the handles in your hand. 將握把握在手中。	
5.	Step over 例句:Step over the rope. 跨過跳繩。	
6.	Keep doing for 例句:Keep doing this for 10 times.	



iv. 教學內容



Introduction: How to jump rope

Let's practice jump first. Please place your hands on each side like a penguin. Stand on your tiptoes. Jump, jump.

現在我們現練習跳的動作,雙手在身體兩邊像企鵝一樣。顛腳尖,(現在試試)跳、跳、跳、跳、跳、注意也要用腳尖落地喔。再一次,腳尖預備跳、跳、跳。跳、跳、跳、跳。

Let's try how to swing a jump rope. Hold two handles in your right hand. Your left hand has to pretend your have a handle and we repeat step one. This time not only jump but also swing your rope. Ok now stand on your tiptoes. Swing, swing, swing. Jump, jump, jump. Make sure you land on your tiptoes, too. Try other side, on your tiptoes. Swing, swing, swing. Jump, jump, jump.

我們來練習甩繩動作。右手請握住跳繩兩個握把,左手要假裝也有握把喔。這次一邊跳要一邊甩繩。腳尖預備,甩、甩、甩、跳、跳、跳。換邊試試看,腳 尖預備,甩、甩、甩。跳、跳、跳。

Now let's do jump rope. 1. Hold the rope's handles in each of your hands. 2. Extend your hands and forearms at a 45-degree angle. 3. Step over the rope. 4. Use your hands and wrists to swing and then jump. 5. Jump 10 times.

現在我們來跳繩。

- 1. 雙手分別個握一隻握把。
- 2. 你的手和前臂向外指 45 度。
- 3. 雙腳跨過繩子。
- 4. 用手和手腕甩繩, 然後跳過去。
- 5. 跳十下。

Let's try scissor jumps: While you're jumping, land with one foot forward, then on the next jump switch feet. Keep doing this for 10 times.

我們試試剪刀跳。在落地的時候,一腳前、一腳後,來回交換跳 10 下。每一跳腳都要變換喔。

Let's try cross jumps: While you're jumping, land with feet crossed like an X, then apart, then crossed again. Keep doing this for 10 times.

我們試試交叉跳。在落地的時候,雙腳打 $\chi\chi$,下一跳分開腳,來回交換跳 10 下,每一跳腳都要變換喔。





目的:教師教導腳步跳躍口訣,利用口訣讓學生體驗持續跳躍的感覺,幫助跳繩學習。 教師引導過程中,學生不但學習動作技巧,同時能會相關的字、詞和句型。

Teacher: This week we are going to learn jump rope. Who knows how to do jump rope?

Students: Me! Me! Me! Me!

Students: No! I don't know.

Teacher: All right. You can help your friends if you already knew how, ok?

Teacher: Let's practice jump first. Please place your hands on each side like a penguin.

Teacher: Please repeat say: on your tiptoes.

Students: On my tiptoes.

Teacher: Now push off with both of your feet. Say: jump, jump, jump, jump, jump, jump.

Students: jump, jump, jump, jump, jump, jump.

Teacher: Good! Make sure you land on your tiptoes. Now who can do it?

Students: Me! I can do it.

Teacher: Good job!!

目的:讓學生在遊戲中學習到正確甩繩動作,體驗挑繩迴旋感,幫助跳繩學習。教師引 導過程中,學生不但學習動作技巧,同時能會相關的字、詞和句型。

Teacher: Let's try how to swing a jump rope. Hold two handles in your right hand. Please show me.

Students: (Teacher please look at me.)

Teacher: Your left hand has to pretend your have a handle, ok.

Students: Ok.

Teacher: Good! Please do 20 times on each side.

Students: 1.2.3....20.

Teacher: Let's combine the jump and swing together.

Teacher: Please jump 20 times with each side and we do it together. Please

repeat say: on your tiptoes.

Students: On my tiptoes.

Teacher: Now say: Swing, swing, swing. Jump, jump, jump.

Students: Swing, swing, swing, Jump, jump, jump.

Teacher: Good! Make sure you land on your tiptoes. Now who can do it?

Students: Me! I can do it.

Teacher: Good job!!

目的:讓學生在遊戲中學習到正確甩繩動作,體驗挑繩迴旋感,幫助跳繩學習。教師引導過程中,學生不但學習動作技巧,同時能會相關的字、詞和句型。

Now let's do jump rope. 1. Hold the rope's handles in each of your hands. 2. Extend your hands and forearms at a 45-degree angle. 3. Step over the rope. 4. Use your hands and wrists to swing the rope over your head. 5. When the rope is coming, hop over it. 6. Set a pace.

Teacher: Wonderful, students! Now let's do jump rope. We have 6 steps!

Students: Yes! Jump rope!

Teacher: 1. Hold the rope's handles in each of your hands.

2. Extend your hands and forearms at a 45-degree angle.

Students: Ok.

Teacher: 3. Step over the rope.

4. Use your hands and wrists to swing and then jump.

Students: I got it!

Teacher: 5. Try to jump 20 times.

StudentA: It's hard! I can't do it.

StudentB: Let me help you!

Teacher: Please practice in your free time! Class dismissed.

Students: Thank you, see you next time.

目的:教師教導跳繩簡單變化(剪刀跳),利用利用小挑戰讓學生熟練腳步和甩繩技巧, 幫助跳繩學習。教師引導過程中,學生不但學習動作技巧,同時能會相關的字、 詞和句型。

Teacher: Ok! Everyone come closer, please. Let's have a challenge. Now you all know how to jump rope.

Students: Yes, I do. (Yes, we do.)

Teacher: The challenge is called scissor jumps. While you're jumping, land with one foot forward, then on the next jump switch feet.

StudentsA: Looks cool!

StudentsB: Ok! I'm ready!

Teacher: Try to do scissor jumps for 20 times. The quickest one will be the winner. Are you ready?

Students: Ready!

Teacher: Ready set go!

Students: Done! Done!

Teacher: Good job! Keep practicing! You can do it even faster!

Students: Thank you.



目的:教師教導跳繩簡單變化(交叉跳),利用利用小挑戰讓學生熟練腳步和甩繩技巧, 幫助跳繩學習。教師引導過程中,學生不但學習動作技巧,同時能會相關的字、 詞和句型。

Teacher: Ok! Everyone come closer, please. Let's have a challenge. Now you all know how to jump rope.

Students: Yes, I do. (Yes, we do.)

Teacher: The challenge is called cross jumps. While you're jumping, land with feet crossed like an X, then apart, then crossed again.

StudentsA: Looks cool!

StudentsB: Ok! I'm ready!

Teacher: Try to do cross jumps for 20 times. The quickest one will be the winner. Are you ready?

Students: Ready!

Teacher: Ready set go!

Students: Done! Done!

Teacher: Good job! Keep practicing! You can do it even faster!

Students: Thank you.



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Lesson Overview (課程説明)

- 01. 學科課程目標:舉例如下
 - 1. Warm up. (熱身)
 - 2. Breath holding. (憋氣練習)
 - 3. Rhythmic breathing. (韻律呼吸)
- 02. 連結學習重點:
 - a. 學習內容: Gb- Ⅱ -2 打水前進、簡易性游泳遊戲。
 - b. 學習表現:
 - 1b Ⅱ 2 辨別生活情境中適用的健康技能和生活技能。
 - 2c || 1 遵守上課規範和運動比賽規則。
 - 3b-Ⅱ-1 透過模仿學習,表現基本的自我調適技能。
 - 4d-||-1 培養規律運動的習慣並分享身體活動的益處。



Words and Phrases (字彙與片語)

字彙 Words

rhythmic breathing (韻律呼吸) cap (泳帽)

goggles (泳鏡)

swimsuit (泳衣)

stretch (伸展)

jumping jacks (開合跳)

片語 Phrases

the edge of _____ (在 ____ 邊緣) bend your ____ (彎曲你的 ____) keep going (繼續)

Sentence Frames (句子)

- 1. Don't be afraid. (不要害怕。)
- 2. This is going to be fun! (這會很好玩的!)
- 3. Do not run in the pool. (不要在泳池奔跑。)
- 4. Put your head in the water. (把頭浸到水裡面。)
- 5. Is this the first time you swim? Yes, it is./ No, it isn't. (這是你第一次游泳嗎?是,這是我第一次游泳。/ 不,這不是我第一次游泳。)
- 6. What to you need to bring to the pool? I need to bring ____ (cap/goggles/swimsuit/towel) to the pool. (你需要帶什麼東西到泳池?我需要帶 ____ (泳帽/泳鏡/泳衣/毛巾)到泳池)
- 7. Let's do it again. (我們再做一次。)
- 8. Don't forget to warm up before you swim. (游泳前不要忘記熱身。)



🕦 Warm up (熱身)

Stretch your arms.

Stretch your legs.

Stretch your body.

Jump up and down 10 times.

10x3 jumping jacks.

Sit by the edge of the pool and kick the water.

Get into the water and walk around.

Exercise:

Blow the ping-pong ball.

對話

- T: Are you ready to swim?
- S: Yes, I am. / No, I am not.
- T: Let's jump up and down for 10 times.
- S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- T: Good job. Do you know how to do jumping jacks?
- S: Yes, I do. / No, I don't.
- T: Let's see who is the king/ queen of blowing the ping-pong. Let's count to 3 and blow.

S:	1, 2, 3, go!
T:	Who is the king/ queen of blowing the ping-pong?
S:	is the king/ queen of blowing the ping-pong

Activity Check your gear

What do you need to bring to the pool with you? Did you bring them? Check the box if you did.

	Things I bring to the pool				
gear	check	draw it			
goggles					
towel					
swimsuit					
cap					
others:					

Activity Check your gear

Let's warm up together				
Let's warm up together	check			
goggles				
towel				
swimsuit				
cap				
others:				

Breath holding (憋氣)

Breathe in.

Close your mouth, bend your knees and put your head in the water.

Don't breathe out.

Hold your breath for 10 seconds.

Stand up straight again.

Open your mouth and breathe in.

Exercise:

Holding breath competition.

對話

T: We are going to have a little competition.

S: What kind of competition?

T: We are going to see who can hold their breath for the longest.

S: I think ____ can hold his/her breath for the longest.

T: Are you ready? Let's do it.

S: I am out of breath.

T: Good job! _____ won the game.

T: Do you want to do it again?

S: Yes, let's do it again. / No, I don't want to.

Activity Let's share

What can you do in the pool? How do you feel about it? What do you think about it? What you can do to improve? Please write it down.

I can do	I feel	I think	I will do

3 Rhythmic breathing (韻律呼吸)

Breathe in with your mouth.

Slowly breathe out with your nose.

Bend your knees, put your head in the water.

Blow all the airs out and stand up.

Breathe in.

Repeat 10 times.

Exercise:

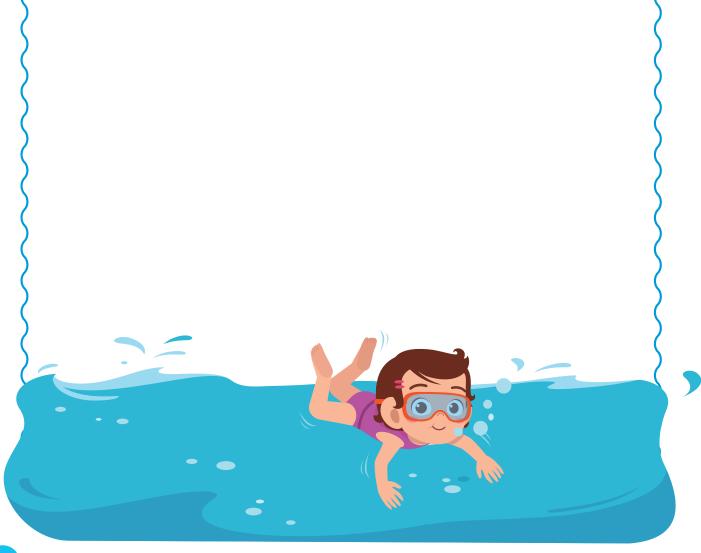
I can pick up treasure from the bottom of the pool.



- S: What are we doing next?
- T: I am going to threw the treasure into the water. And you are going to pick them up.
- S: Do we need to stand up every time we pick one treasure?
- T: Yes, you have to. / No, you don't have to.
- T: How many treasures do you have?
- S: I have _____ (2/ 3/ 4/ 5) treasures.
- T: Do you want to do it again?
- S: Sounds great.

Activity

Things I can do in the water...



Lesson 2

Floating 101 (漂浮大師)

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Lesson Overview (課程説明)

- 01. 學科課程目標:
- 1. Basic floating skills. (基礎漂浮技巧)
- 2. Starfish float. (大字漂)
- 3. Push off the wall and float. (蹬牆漂浮)
- 02. 連結學習重點:
- a. 學習內容:Gb- \parallel -2 打水前淮、簡易性游泳遊戲。
- b. 學習表現:
- 1b- Ⅱ -2 辨別生活情境中適用的健康技能和生活技能。
- $2c-\parallel -1$ 遵守上課規範和運動比賽規則。
- 3b- Ⅱ -1 透過模仿學習,表現基本的自我調適技能。
- 4d- Ⅱ -1 培養規律運動的習慣並分享身體活動的益處。



Words and Phrases (字彙與片語)

字章 Words

starfish float (大字漂)

jellyfish float (水母漂)

extend (延伸)

soak (浸泡)

relax (放輕鬆)

float (漂浮)

chest (胸口)

片語 Phrases

lift up (抬起/舉起)

bend your knees (屈膝)

as fast as (和 一樣快)

pass through (通過)

by yourself (自己完成某件事情)

Sentence Frames (句子)

- 1. Hold onto the wall. (抓住牆邊。)
- 2. Do you enjoy floating? Yes, I do. / No, I don't. (你喜歡漂浮嗎?是,我喜歡漂浮/不,我不喜歡漂浮。)
- 3. Extend your legs behind you. (將你的腳在身後延伸。)
- 4. Walk around and get used to the water. (走一走、適應在水中的感覺。)
- 5. Push your chest out, but don't overdo it. (抬頭挺胸,但是不要過度。)
- 6. Practice makes perfect. (常練習會做得更好。)
- 7. Imagine you are a little boat. (想像你是一艘小船。)
- 8. Are you looking forward to learn how to float? Yes, I am. / No, I am not. (你期待學漂浮嗎?是,我很期待/不,我不期待。)



🕦 Basic floating skills (基礎漂浮)

Get into the water.

Hold onto the wall.

Breathe in. Streamline position with your face in the water.

Extend your legs out behind you.

Relax.

Bring your knees to your chest to bring up your legs down on the ground and stand up.

Raise your head.

Exercise:

Who can float the longest.



- T: Are you ready to float?
- S: Yes, we are.
- T: What is the first thing to do before you put your head in the water?
- S: I need to hold my breath.
- T: That's right! Alright, hold onto the wall. Ready, set, float!
- T: Good job! _____ float for the longest. What do you look like when you float?
- S: I look like a (boat/ superman/ sponge) when I float.



Did I float it right?			
Things I need to do	check		
Relax			
Hold your breath			
Soak entire body in the water			
Extend your legs and arms			
Others:			

Activity Let's share

What do you feel when you float? Share your feelings.



2 Starfish float (大字漂)

Breathe in. Hold your breath.

Streamline position with your face in the water.

Open up your arms and legs into a big X.

Bring your knees to your chest to bring up your legs down on the ground.

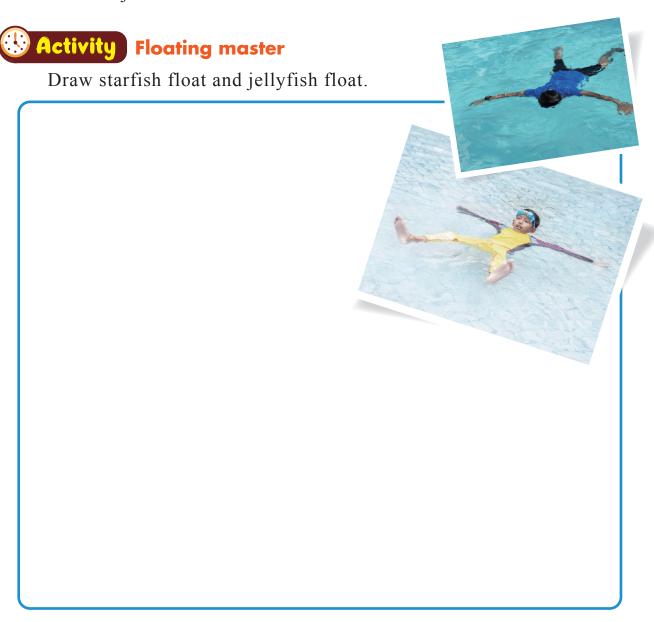
Stand up.

Exercise:

Jellyfish float.

對話

- T: Can we do the starfish float again?
- S: Yes!
- T: Breathe in and hold your breath.
- S: Can I go first?
- T: Yes, you can. / No, stay in the line.
- S: Okay, I'll wait.
- T: What is important to do when you do starfish float?
- S: It is important to _____ (open up arms and legs/ face the bottom of the pool/ relax).
- T: How many seconds did you float?
- S: I floated for ____ (10/ 15/ 20) seconds.
- T: Good job!





Did I do it right? Put down a check if you did correctly.

Did I float it right?			
Things I need to do	check		
Streamline			
Face the water			
Open up arms			
Open up legs			
Others:			

3 Push off the wall and float (蹬牆漂浮)

Breathe in.

Soak your body, face into water.

Bend you knees and push off the wall.

Streamline position.

Relax.

Bring your knees to your chest to bring up your legs down on the ground.

Stand up.

Exercise:

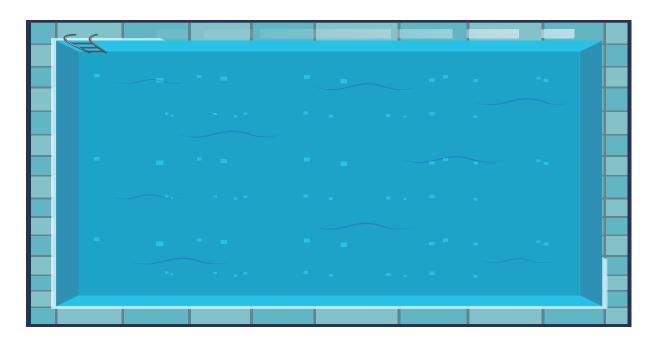
How far can I go.



- T: What are we going to do now?
- S: We are going to float.
- T: Are you nervous?
- S: No, I am not. / Yes, I am.
- T: What is very important to do when you float?
- S: You need to _____ (relax/ streamline/ hold your breath).
- T: Very good. Let's get started!
- T: Let's countdown 3 and go.
- S: 3, 2, 1, go!
- T: Are you proud of what you have done?
- S: No, I am not. / Yes, I am.

Activity Let's share

What did you learn today? What is your favorite part and why? Please write it down.



Did I do it right?			
Things I need to do	check		
Relax			
Soak entire body in the water	(**\)		
Kick the wall			
Others:	°**)		



Lesson [[自由武初階入門]



Freestyle Kicking Master

(自由式踢腳大師)

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Lesson Overview (課程説明)

- 01. 學科課程目標:舉例如下
- 1. Sitting on the edge of the pool and practice freestyle kicking. (岸邊自由式踢腳技巧練習)
- 2. Lean how to hold onto the wall and do freestyle kick. (扶牆壁踢腳練習)
- 3. Freestyle kick with kickboard. (拿浮板自由式踢腳練習)
- 4. Freestyle kick without equipment. (漂浮加自由式踢腳練習)
- 02. 連結學習重點:
- a. 學習內容: Gb- II -2 打水前進、簡易性游泳遊戲。
- b. 學習表現:
- 1b- || -2 辨別生活情境中適用的健康技能和生活技能。
- 2c- Ⅱ -1 遵守上課規範和運動比賽規則。
- 3b- Ⅱ -1 透過模仿學習,表現基本的自我調適技能。
- 4d- || -1 培養規律運動的習慣並分享身體活動的益處。



Words and Phrases (字彙與片語)

字彙 Words

kickboard (浮板)

kick (踢腳)

freestyle (自由式)

splash (水花)

extend (延伸)

sink (沉)

soak (浸泡)

片語 Phrases

hold onto the wall (扶牆壁)

bend your knees (膝蓋彎曲)

try not to _____(試著不要 _____)

Sentence Frames (句子)

- 1. Sit on the edge of the pool. (坐在泳池岸邊。)
- 2. Kick as fast as you can. (盡全力踢水。)
- 3. How fast can you kick? I can kick as fast as a _____ (dolphin/speedboat). (你可以踢多快?我可以踢得像 _____ (海豚/快艇)一樣快。)
- 4. What did you learn today? I learned how to _____ today (kick/swim). (你今天學了什麼?我今天學會了 (踢腳/游泳)。)
- 5. Can you kick without using a kickboard? Yes, I can kick without kickboard. / No, I can't kick without kickboard. (你會漂浮踢腳嗎?會,我會漂浮踢腳。/不會,我不會漂浮踢腳。)
- 6. Keep your body nice and straight. (身體拉直)
- 7. Try to relax. (試著放輕鬆。)
- 8. Soak your body into the water. (將全身浸泡在水裡面。)



1) Sit on the edge of the pool and kick (岸邊踢水)

Sit on the edge of the pool.

Stretch out your legs as straight as possible with your toes pointed.

Use your hip muscles to kick and create little splashes at the surface of the water. (Make sure your. knees are not bending intentionally)

Keep your toes pointed and not flat.

Kick harder and keep your kicks small and fast.

Exercise:

How big the splashes can you make.

對話

- T: Let's play a game together.
- S: What game are we going to play?
- T: We are going to see who can make the biggest splash. Are you ready?
- S: Yes, I am. / No, I am not.
- T: Let's count to three and all kick at the same time. 1, 2, 3, go!
- S: Who made the biggest splash?

- T: made the biggest splash, good job.
- T: Let's sit on the edge of the pool. Keep your toes pointed.
- T: Can you make your kicks small and fast?
- S: Yes, can. / No, I can't.

Activity Patrol team

What is not allow to do at the pool? (Circle the answer)

- a. Run as fast as you can
- b. Shower before you swim
- c. Scream out loud
- d. Jump into the water
- e. Hold onto the wall and kick
- f. Use a kickboard

2 Hold onto the wall and kick (扶牆踢水)

Get into the water and turn hold onto the wall.

Grab the wall with both hands and extend your legs out behind you.

Keep your legs straight, slightly bend your knee, and practice your kicks from the wall. Try not to sink by kicking faster.

While you' re kicking, try to put your whole face in the water and blow bubbles.

Exercise:

How long can you kick.

對話.

- T: Are you ready to learn how to do freestyle kick?
- S: Yes, I am. / No, I am not.
- T: Do you need to put your whole face in the water when you kick?
- S: Yes, we need to put our whole face in the water when we kick.
- T: What are the things you are not supposed to do when you kick?
- S: I am not supposed to _____ (bend my knees/ keep my hand next to the thighs) when I kick.
- T: How many kicks do you think you can do in one breath?
- S: I think I can do (10/20/30) kicks in one breath.

T: How tired are you? Score 1-10.

S: ____ (1-10).

Activity

Write and draw 3 things you can find in a swimming

pool and share with your classmates.



3 Freestyle kick with kickboard (拿浮板踢水)

Grab a kickboard and try to kick.

Extend your arms forward and keep your body balanced.

Try to relax and not put a lot of downward pressure on the kickboard.

While you're kicking, try to put your whole face in the water and blow bubbles.

Exercise:

Play tag. (Pick one kid to be tagger. Every student has to hold onto the kickboard and kick. The player who is the tagger chases the other players, trying to touch one of them, thereby making that person tagger.) (水中鬼抓人)



- T: What did we learn today?
- S: We learned how to _____ (kick/ swim/ pull).
- T: Are you good at kicking?
- S: Yes, I am. / No, I am not.
- T: How are we going to pick the tagger?
- S: Let's do rock, paper, scissors, shoot.
- T: Who is the tagger?
- S: is the tagger.
- T: Count from 1 to 10 and then you can start.
- S: 1, 2, 3···...10.
- T: It harder to get caught when you kick faster.
- T: Do you want to try to kick without kickboard?
- S: Yes. / No.



What's the order of kicking with kickboard?

- a. Grab a kickboard, get ready and put your whole face in the water
- b. Extend your arms forward and keep your body balanced and do freestyle kick
- c. Put your legs on the wall and kick the wall What is your favorite part today? (Please draw in the box below)

4 Freestyle kick without equipment (漂浮踢水)

Soak your body into the water, bend your knees, step on the wall and push off the wall.

Put your arms next to your ears, and maintain streamline.

Kick nice and fast.

When you are out of breath, push the water with your palms and stand on the bottom of the pool.

Exercise:

How far can I go with freestyle kick.

對話

T: What is the tip of kicking?
S: You have to (put your arms next to your ear/ maintain
streamline).
T: Who is the best swimmer in this class?
S: is the best swimmer.
T: What season do you think is the best season to swim?
S: I think is the best season to swim.
T: Who wants to go first?
S: wants to go first.
T: Can you pass the kickboard?
S: Yes, I can. / No, I can't.
T. Did von shower before you swim?

Activity Freestyle kick

S: Yes, I did. / No, I didn't.

Fill the stars with colors.

How good o	ım I?
Sit on the edge of the pool and kick	ជា ជា ជា ជា ជា
Hold onto the wall and kick	<u> </u>
Freestyle kick with kickboard	ជ ជ ជ ជ ជ
Freestyle kick without equipment	ជ ជ ជ ជ ជ
others:	

Freestyle Pull for Beginners

(自由式划手初學)

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單元設計理念 (Unit Concept)

單元設計以國民小學健體領域第二學習階段核心素養具體內涵為主軸設計,並以學習重點中「挑戰類型運動」的游泳主題項目來提供游泳雙語教學課程中可以使用的課室/教學語言 (Instructional language) 與交流語言 (Interactional language),來學習游泳基本運動技術中自由式的動作技能 (skill)。



Lesson Overview (課程説明)

- 01. 學科課程目標:
- 1. Freestyle pull tutorial (自由式划手示範)
- 2. Hold onto the wall and pull (扶牆壁划手)
- 3. Kick the wall and pull (漂浮踢腳加划手)
- 02. 連結學習重點:
- a. 學習內容: Gb- Ⅱ -2 打水前進、簡易性游泳遊戲。
- b. 學習表現:
- $1b- \parallel -2$ 辨別生活情境中適用的健康技能和生活技能。
- $2c-\parallel -1$ 遵守上課規範和運動比賽規則。
- 3b- Ⅱ -1 透過模仿學習,表現基本的自我調適技能。
- 4d- Ⅱ -1 培養規律運動的習慣並分享身體活動的益處。



Words and Phrases(字彙與片語)

字彙 Words

hip (臀部)
repeat (重複)
switch (換邊 / 交換)
pull (拉 / 划手)
push (推)
grab (抓)

片語 Phrases

out of breath (沒氣)
in one breath (一口氣)
point your fingers to the _____
(手指指向 _____)
bend over (彎腰)



Sentence Frames (句子)

- 1. Point your fingers to the pool bottom. (手指指向水底。)
- 2. Switch arm and repeat. (換手並且重複動作。)
- 3. Extend your legs out behind you. (將你的腿拉直。)
- 4. When was the last time your swim? The last time I swam was _____ (1 / 2 / 3) days ago. (你最後一次游泳是什麼時候?我最後一次游泳是____ (1 / 2 / 3) 天前。)
- 5. How many freestyle pulls can you do in one breath? I can do _____ (3 / 4 / 5) pulls in one breath. (你可以一口氣划幾下手?我可以一口氣划 ____ (3 / 4 / 5) 下手。)
- 6. Slowly stand up and breathe. (慢慢站起來然後換氣。)
- 7. I stand up and breathe when I am out of breath. (當我沒氣的時候我站 起來換氣。)



1) Freestyle pull tutorial(自由式划手示範)

Get into the water.

Bend over, put both of your arms next to your ears.

Catch position with right arm in the front, full extension.

High elbow catch and point your fingers to the pool bottom.

Power down position with shoulder, elbow and hand in a line, underneath the shoulder.

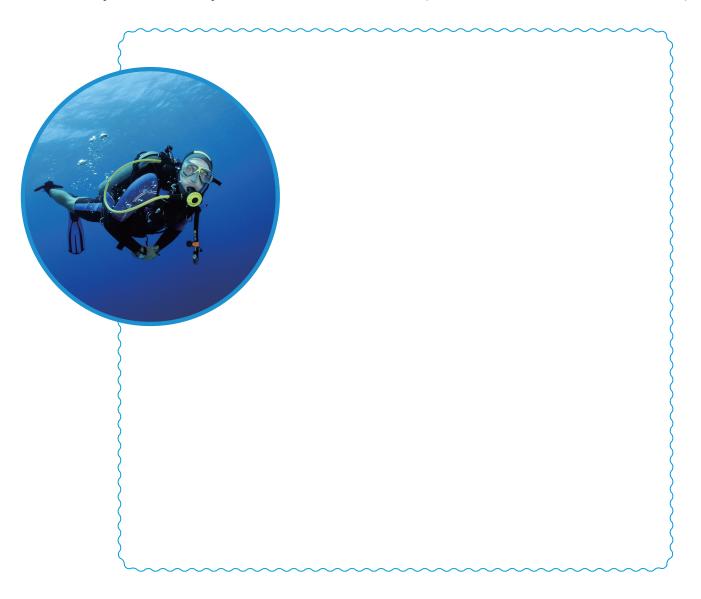
Push the water with your right arm all the way straight back behind you. Switch arm and repeat.



- T: Did you warm up before you swim?
- S: Yes, I did. / No, I didn't.
- T: Raise your hand when you need to go to the toilet.
- T: Can you tell me what you learned last time?
- S: Yes, I can. / No, I can't.
- T: What is the starting position when you are starting to pull?
- S: Put both arms next to the ears.
- T: Can you do it one more time?
- S: Of course. / No way.



Do you know any animal that can swim? (Draw 3 animals that can swim)



2 Hold onto the wall and pull (扶牆壁划手)

Get into the water and face the wall.

Grab the wall with both hands and extend your legs out behind you.

Put your whole face in the water and blow bubbles.

Do six freestyle kicks and pull your right arm from your head to your hip in the water.

Switch arm and repeat.

When you are out of breath, slowly raise your head and breathe.

Exercise:

How many pulls can you do in one breath.

對話.

- T: Shower before you get into the water.
- S: Do I really need to do that?
- T: Yes, for sure.
- T: Can you grab everyone a kickboard?
- S: ____ (sure/ I don't want to).
- S: I feel cold.
- T: jump up and down in the water if you feel cold.
- S: It's working.
- T: Put your goggles on.
- T: Can you swim without using kickboard?
- S: Yes, I can. / No, I can't.
- T: Would you like to lead the line?
- S: Yes, I would love to. / No, I don't want to.

Activity Freestyle Pull

How good am I?		
How good am I	\$\frac{\text{3}}{6\frac{1}{2}} \text{\$\frac{1}{6\frac{1}{2}}}	
Extend my legs	\$\frac{1}{2} \frac{1}{2} \frac	
Face in the water	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
Six kicks one pull		
Others:	\$\frac{\text{3}}{6\frac{1}{2}} \text{\$\frac{1}{6\frac{1}{2}}}	



How do you feel when you swim? Write down your feelings in the box



Grab the wall with one hand, turn your whole body around and face the pool.

Kick the wall with both legs and float.

Put your arms next to your ears, and maintain streamline.

Continuous kick.

Pull your right arm from your head to your hip in the water, and put back next to your ear.

Switch arm and repeat.

When you are out of breath, slowly stand up and breathe.

Exercise:

How far can I go.



- T: Can you pull harder?
- S: Yes, I can. / No, I can't.
- T: Are you supposed to stop kicking when you pull.
- S: No, I am not supposed to stop kicking when I pull.
- T: Can you show me how to do freestyle pull?
- S: Yes, I can. / No, I can't.
- T: What kind of animal can swim?
- S: (fish/ dolphin/ dog) can swim.
- T: Do you feel hungry after you swim?
- S: Yes, I do. / No, I don't.
- T: How far can you swim with 6 freestyle pulls?
- S: I can swim (5/67) meters with 6 pulls.

Activity Freestyle Pull

What's	the	order	of	freestyl	e	pull?	

- a. Catch position with right arm in the front.
- b. Bend over, put both of your arms next to your ears.
- c. Switch arm and repeat.
- d. Push the water with your right arm all the way straight back behind you.
- e. High elbow catch and point your fingers to the pool bottom.

Activity Freestyle Pull

How far can you swim within 4 freestyle pulls? Keep your record below.

How good am I?		
1 st try		
2 nd try		
3 rd try		
4 th try		
My record		

Lesson [((I) Et)



(仰式入門課)

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Lesson Overview (課程説明)

- 01. 學科課程目標:舉例如下
- 1. Backstroke kick by the pool. (牆邊踢腳練習)
- 2. Backstroke float with noodles or kickboard. (仰式漂浮 / 浮板, 浮條)
- 3. Backstroke float. (仰式漂浮)
- 4. Underwater treasure hunt. (水中尋寶)
- 02. 連結學習重點:
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Words and Phrases(字彙與片語)

字彙 Words

tuck (縮)

float (漂浮)

backstroke (仰式)

overdoing (過度用力)

splash (水花)

片語 Phrases

tuck your chin (縮下巴) bend your knees (屈膝)

Senten

Sentence Frames (句子)

- 1. Stay relaxed. (放輕鬆。)
- 2. I can make big splashes. (我可以製造很大的水花。)
- 3. Do you know backstroke? Yes, I do. / No, I don't. (你會游仰式嗎?會, 我會。 / 不,我不會。)
- 4. Are you nervous while you float? Yes, I am. / No, I am not. (你漂浮的時候會緊張嗎?會,我會緊張。 / 不,我不會緊張。)
- 5. Do not tuck your chin. (不要縮下巴。)
- 6. Bend your knees and stand up. (屈膝然後站起來。)
- 7. Always stay with pointed toe. (保持壓腳背。)



1 Sit By the Edge Of the Pool and Kick (牆邊踢腳練習)

Sit by the edge of the pool.

Put your legs in the water.

Slightly bend your knees but not overdoing it.

Kick from your hip.

Always stay with pointed toe.

Kick 30 times and repeat.

Exercise:

I can make big splash.

對話

- T: Can you show me where the pool edge is?
- S: Yes, I can. / No, I can't.
- T: Are you ready to swim?
- S: Yes, I am. / No, I am not.
- T: Do you know how to do backstroke?
- S: Yes, I do. / No, I don't.
- T: What did you do to warm-up?
- S: I did _____ (jumping jacks/ stretch) to warm-up.
- T: What are you supposed to do with your toes when you kick?
- S: Always stay with pointed toe.
- T: Can we do it one more time?
- S: Sure. / No way.



S: Yes, I do. / No, I don't.

Draw the picture of you kicking by the edge of the pool.
Backstroke Float With Noodles or Kickboard (仰式漂浮/浮板,浮條)
Get into the water.
Take one noodles or kickboard.
Float with noodles/ kickboard and relax.
Float for 15 seconds.
When you need to stand up, release the noodles/ kickboard.
Tuck your chin, bend your body and stand up.
對話
T: Do you know the name of this?
S: It's called (noodles/ kickboard).
T: Did you shower before you get into the water?
S: Yes, I did. / No, I didn't.
T: Are you ready to learn backstroke?
S: Yes, I am. / No, I am not.
T: What is the key of floating?
S: (relax/ don't tuck your chin) is the key of floating.
T: What is your floating record?
S: I can float for (10/15/20) seconds.
T: Do you need a kickboard or a noodle to help you float?



What is your favorite part so far? (Please draw in the box below and share with your classmates.)

3 Backstroke Float (仰式漂浮手放大腿漂、大字漂、一字漂)

Float up and relax.

Head back and hips up.

Do not tuck your chin.

Do not sit or bend in to a V.

When you are done floating, slowly bend your body and stand up.

Exercise:

How long can I stay floating.

Try to float with arms next to your highs, sides and ears.

】 對話

- T: What do you feel when you float?
- S: I feel (relax/ scared/ excited) when I float.
- T: Can you show everyone how to float?
- S: Yes, I can. / No, I can't.
- T: Who can float for the longest in your class?
- S: ____ can float for the longest in my class.

- T: Do you know what stroke we are going to learn?
- S: Yes, backstroke. / No, I don't know.
- T: Can you put your arms next to your thighs when you float?
- S: Yes, I can. / No, I can't.
- T: Do you want to try it again?
- S: Yes, please. / No, thank you.

Activity Backstroke float

How good a	m I?
Float up and relax	ជ ជ ជ ជ ជ ជ
Head back and hips up	ជំ ជំ ជំ ជំ ជំ
Not bending my body into a V	ជ ជ ជ ជ ជ ជ
Not tucking my chin	ជំ ជំ ជំ ជំ ជំ
Others	ជ ជ ជ ជ ជ

What do you feel when you float? Share your feelings.

4 Underwater Treasure Hunt (水中尋寶)

Dump coins or chess into the bottom of the pool.

Count to 5 and all the students start together.

Students go underwater and kick, pick up the treasures at the same time.

43	對話	_

T: How long can you hoe your breath?

S: I can hold my breath for $\underline{}$ (10/15/20) seconds.

T: How many treasures did you find?

S: I found ____ (2/4/6) treasures.

T: Who found the most treasures?

S: ____ found the most treasures.

T: Do you want to do it again?

S: Yes, please. / No, thank you.

T: Can your chest touch the bottom of the pool?

S: Yes, I can. / No, I can't.

T: Do you like the lesson today?

S: Yes, I do. / No, I don't.

Activity

Name	three	things	that	can	float	on	the	water	
	,	and							

What kind of treasure did you find today? (Draw it or write it down in the box and share with your friends.)

Backstroke Kick(仰式踢腳)

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- 01. 學科課程目標:舉例如下
- 1. Dryland backstroke kick tutorial. (岸上仰式踢腳教學)
- 2. Backstroke kick with kickboard. (仰式浮板踢腿)
- 3. Backstroke kick. (仰式踢腳)
- 02. 連結學習重點:
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Words and Phrases (字彙與片語)

字彙 Words

overdoing (過度地)

flat (平)

noodles (浮條)

backstroke (仰式)

edge (邊緣)

tuck (縮)

bend (彎曲)

片語 Phrases

the edge of _____(在 ____ 邊緣)

tuck your chin (縮下巴)

bend your knees (屈膝)

lie down (躺下來)

stand up (站起來)

Sentence Frames(句子)

- 1. Do not overdoing it. (不要做地太過度。)
- 2. Can you see the ceiling of the pool? Yes, I can. / No, I can. (你可以看到泳池天花板嗎?是,我可以/不,我不可以。)
- 3. Always stay with pointed toe. (一直保持壓腳背。)
- 4. Do you enjoy doing backstroke? Yes, I do. / No, I do not. (你喜歡游仰式嗎?是,我很喜歡 / 不,我不喜歡。)
- 5. Open your eyes when you float. (漂浮的時候請把眼睛張開。)
- 6. Don't be scared. (不要害怕。)
- 7. What stroke do you know? I know _____ (freestyle / backstroke). (你會什麼式?我會 _____ (自由式 / 仰式)。)



1 Dry Land Backstroke Kick (岸邊仰式踢腳教學)

Lie on the ground.

Lift both of your legs up.

Kick your legs up and down.

Kick from your hip.

Always stay with pointed toe.

Do 30 times and rest. Repeat 3 times.

Sit on the side of the wall.

Slightly bend your knees but not overdoing it.

Do not kick like you are riding a bike.

Kick and repeat.

對話

- T: Did you do your best?
- S: Yes, I did. / No, I didn't.
- T: Can you name all 4 strokes?
- S: Yes, butterfly, backstroke, breast stroke and freestyle. / No, I can't.
- T: Is the floor too cold to lay down?
- S: Yes, it is too cold. / No, it is fine.
- T: Can you grab everyone a kickboard please?
- S: Yes, of course. / No, I don't want to.
- T: Can you show us a bigger splash?
- S: Yes, of course. / No, I can't.

T: Did you do 30 times?

S: Yes, I did. / No, I didn't.

Activity Dryland Backstroke Kick

How good a	m I?
Lie on the ground	ជា ជា ជា ជា ជា
Lift both of your legs up	ជាជាជាជាជា
Kick your legs up and down	ជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជា
Kick from your hip	ជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជាជ
Always stay with pointed toe	ជាជាជាជាជា
Others	ជ ជ ជ ជ ជ ជ

2 Backstroke Kick With Kickboard (仰式拿浮板踢腿)

Get into the water.

Grab a kickboard.

Put the kickboard over your head.

Kick the wall and do backstroke float, put arms and kickboard over your head.

Head back, hips up and keep your body flat.

Slowly kick 10m.

Always stay with pointed toe.

Exercise:

Kick the wall and do backstroke float with arms next to the ears.

對話

T:	Can you name 3 things that can float?
S:	,, can float.
T:	What do you look like when you float?
S:	I looked like when I float.

- T: Where should you put your arms when you kick backstroke?
- S: I should put my arms over my head when I kick backstroke.
- T: Do you think you should keep your body flat when you swim?
- S: Yes, I think so. /No, I don't think so.
- T: Can you share your feelings with your classmates?
- S: Yes, I can. / Nom I don't want to.



What's the tip of doing backstroke? (Please write down 2 tips and share with your friends)

Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.
Dra	aw a picture of you doing backstroke.

3 Backstroke Kick (仰式漂浮加踢腳)

Put your arms next to your thighs. Float up.

Relax.

Head back, hips up and keep your body flat.

Try not to shake your body.

Slowly kick 10m.

When you are done floating, tuck your chin, slowly bend your body and stand up.

Exercise:

Who is the floating king/queen (all the students float at the same time, see who least the longest).

数話 T: How do

T: How do you feel when you float?

S: I feel ____ (happy/ proud/ excited) when I float.

T: Do you like t float?

S: Yes, I do. / No, I don't.

T: Can you share how you feel today with your friends?

S: Yes, I can do that. / Not really.

T: Did you finished 10m without any help?

S: Yes, I did. No, I used some help.

T: Who is the floating king/ queen in your class?

S: is the floating king/ queen in my class.

T: Are you supposed to shake your body when you float?

S: Yes, I should. / No, I shouldn't.

Activity

the edge of _____ (在 _____ 邊緣)
tuck your chin (縮下巴)
bend your knees (屈膝)
lie down (躺下來)
stand up (站起來)

My sentence:

What is your favorite part today? (Please draw in the box below and share with your classmates.)

Backstroke Pull (仰式划手)

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Words and Phrases (字彙與片語

字彙 Words

straight (直)

rotate (轉)

recover (恢復)

shoulder (肩膀)

palm (手掌)

elbow (手肘)

pinky (小拇指)

片語 Phrases

轉你的)
(從)
)



- 1. Swim as far as you can. (盡可能地游遠。)
- 2. Your pinky enters the water first. (小指頭先入水。)
- 3. Rotate your shoulders. (轉動肩膀。)
- 4. What do you look like when you float? I look like a _____ (boat / island) when I float. (你漂浮起來的時候像什麼?我漂浮起來的時候像 _____ (船 / 小島)。)
- 5. Is backstroke hard to learn? Yes, it is. / No, it is not. (仰式好學嗎?是的,好學/不,不好學。)
- 6. Can you see the ceiling of the pool? Yes, I can / No, I cannot. (你可以看到泳池天花板嗎?是的,我可以 / 不,我不能。)
- 7. Repeat the same thing. (重複做一樣的事情。)



1 Dry Land Backstroke Pull Tutorial (岸上仰式划手教學)

Stand up straight.

Put both arms straight next to your ears.

Pull your right arm down. Rotate your shoulders.

Twist your palm, your pinky enters first.

Bend your elbow, push from chest to hip to thigh. Straight arm back and recovered.

One arm up, the other one down, switch and repeat.

Do 10 times.

對話

- T: Are you excited to learn something new today?
- S: Yes, I am. / No, I am not.
- T: What are we going to learn today?
- S: We are going to learn how to do backstroke pull.
- T: Is it hard to learn backstroke pull?
- S: Yes, I think it is. / No, I think it is easy.
- T: Can you show everybody how to do backstroke pull?
- S: Yes, of course. / No, I do not want to.
- T: Let's all do it 10 times together. Please count out loud. Ready? Go!
- S: 1, 2, 3, 4, 5....10.



Word search puzzle (The objective of this puzzle is to find and mark all the words hidden inside the box. The words may be placed horizontally, vertically, or diagonally. Cross the word if you find it.)

T	J	L	G	J	U	Y	K	N	I	P	
S	S	T	R	A	I	G	Н	T	W	T	straight (直)
S	Н	I	O	О	J	M	T	I	T	U	rotate (轉)
A	O	Е	Е	U	T	L	A	P	T	Е	recover (恢復)
F	U	W	L	Q	Z	A	I	Z	Y	G	shoulder (肩膀)
U	L	O	Е	G	X	P	T	S	S	U	palm (手掌)
Q	D	В	G	D	В	E	P	E	T	C	elbow(手肘)
Н	E	L	Y	U	I	A	I	C	I	A	pinky(小拇指)
T	R	Е	C	O	V	Е	R	J	R	J	k) (1 1910)

Backstroke Kick (仰式踢腿)

Put your arms next to your ears. Float up.

Head back, hips up and keep your body flat.

Always stay with pointed toe.

Slowly kick to 10m.

Slowly bend your body and stand up.

Exercise:

Do backstroke kick as far as you can.

對話

T: Ready to do backstroke kick?

S: Yes, I am. / No, I am not.

T: Do you think you should keep your arm straight while you do backstroke kick?

S: Yes.

T: Can you swim faster?

S: Yes, I can. / No, I can't.

T: You did great, are you ready to do the 2nd time?

S: Yes, I am. / No, I am not.

T: How many meters did you kick without standing up?

S: I kicked for ____ (2/ 4/ 6/ 10) meters.

How good a	m I?
Kick your legs up and down	ជ្ជជ្ជជ្
Kick from your hip	ជំ ជំ ជំ ជំ ជំ
Always stay with pointed toe	ជ ជ ជ ជ ជ
Others	ជា ជា ជា ជា ជា

③ Backstroke 12 Kicks With 1 Pull(仰式 12 次踢腳 1 次划手)

Put your arms next to your thighs. Kick the wall.

Float up. Kick backstroke kicks.

Rotate your shoulders.

Put your right arm to the ear and leave your left arm next to your thigh.

Right shoulder points to the ceiling of the pool.

Do 12 kicks and rotate your shoulders and switch arm.

Repeat.

Exercise:

Who can swim the farthest.

對話 對話

T: Are you ready	for the new	challenge?
------------------	-------------	------------

- S: Yes, I am. / No, I am not.
- T: Who do you think is good at backstroke in your class?
- S: I think _____ is the best in my class.
- T: Let's find out together. Would do like to go first?
- S: Yes. / No.
- T: Do you know the name of the four strokes?
- S: Yes, I do. / No, I don't.
- T: Which stroke is your favorite?
- S: _____ is my favorite.

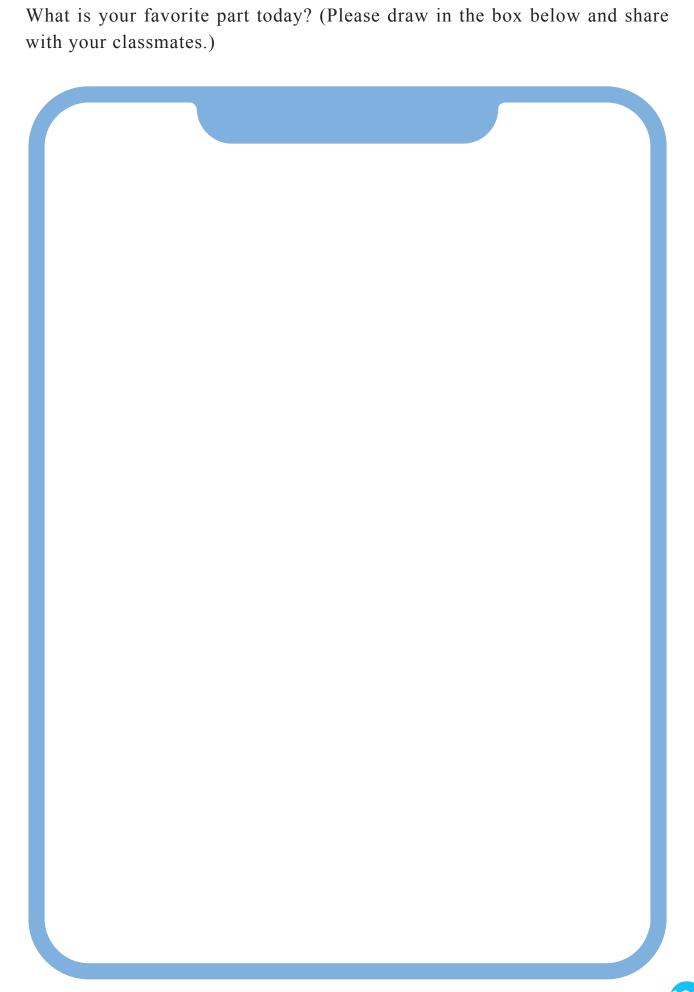
Activity Name the Stroke

(picture of freestyle)

(picture of backstroke)

(picture of breaststroke)

(picture of butterfly)





Support With Body Parts

(用不同身體部位支撐平衡)

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單元設計理念 (Unit Concept)

單元設計以國民小學健體領域「第二學習階段」核心素養具體內涵為主軸設計,並以學習重點中「表現類型運動」的體操主題項目來提供基礎身體控制之雙語教學課程,及可以使用的課室/教學語言(Instructional language)與交流語言(Instructional language),來學習體操基礎控制的技能。



Lesson Overview (課程説明)

- 01. 學科課程目標
 - a. Body control 身體控制能力
 - b. Balance 平衡
 - c. Support 支撐
- 02. 連結學習重點
 - a. 學習內容
 - Ia-II-1 滾翻、支撐、平衡與擺盪動作
 - b. 學習表現
 - 1d-II-1 認識動作技能概念與動作練習的策略
 - 2d-II-2 表現觀賞者的角色和責任
 - 3a-II-1 演練基本的健康技能
 - 4c-II-2 了解個人體適能與基本運動能力表現



Words and Phrases (字彙與片語)

字彙 Words

body part (身體部位)

foot (一隻腳)

feet (兩隻腳)

extend (延伸)

hand (手)

片語 Phrases

Use ____ (one/ two/ three/ four) part(s). (使用 ____ 個部位)
Pair up for the partner balances. (兩人一組進行雙人平衡活動)

knee (膝蓋) elbow (手肘) belly (肚子) back (背) bottom (臀部)



1.	Which balance was easy/ difficult? (哪個動作是容易的/困難的?)
	is easy/ difficult, because (較容易 / 困
	難,因為。)
2.	Which is easier to keep your balance: a wide base of support or a
	narrow one? Why? (哪一個方式維持平衡較容易?底部較寬或底部較窄?為
	什麼?)
3.	Was one leg easier to balance on than the other one? Why do you
	think that is? (有沒有哪一隻腳教另一隻腳容易平衡?你認為原因是什麼?)
	I think my right/ left leg is easier to balance, because (我
	認為我的右/左腳腳容易平衡,因為。)
4.	Can you balance on just one body part? Another side? (你可以僅用身
	體的一個部位平衡嗎?另外一邊呢?)
5.	Did you balance on any body parts other than your leg? Which one?
	(你有用腳以外的身體部位維持平衡嗎?哪個部位?) Yes, I used my
	to balance(有,我用 來平衡。)



1 Individual balances (單人平衡動作)

Find a space in the room.

Perform a balance.

Guess what the balance will look like.

Perform a balance on 4 body part (3 body parts, 2 body parts, 1 body parts, 5 body parts)

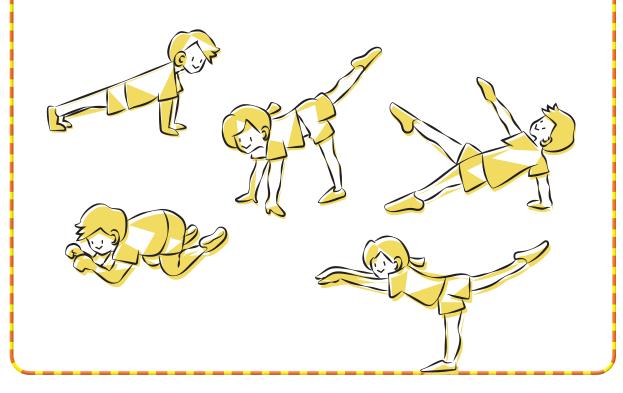
Hold the balance for 3 seconds.

Tightening the core to straighten all limbs.

Activity I can do this.

對話

- T: We are going to do"Static balances". Static means "without movement".
- S: Okay.
- T: How many body parts are you balanced on?
- S: Two.
- T: What are they?
- S: They are my legs.
- T: Can you balance on just 1 body part? Like this. (示範用單一個部位的平衡動作。)
- S: Yes, I can. / No, I can not.
- T: Can you balance on two different body parts?
- S: Yes, I can. / No, I can not.
- T: What shape can you create?
- S: Look at my shape!
 - Use four parts two hands and two feet.
 - Use three parts two hands and one foot.
 - Use two parts one knee and one elbow.
 - Use one part one foot.



Activity Draw Supporting Balances

Follow the instructions. Draw your balance shapes and write down the supporting body parts.

4 body parts	3 body parts
Supporting parts:	Supporting parts:
2 body parts	1 body parts
2 body parts	1 body parts
2 body parts Supporting parts:	1 body parts Supporting parts:

2 Partner balances (雙人平衡動作)

Find a partner.

Pair up.

Balance: Side-by-side

Stand side by side.

Touching inside feet with each other.

Link elbows and lean sideways away from each other.

Hold for 5 seconds.

Balance: Push -up and kneel support

Partner A: Begins with all fours on the ground.

Partner B: Performs a high plank on the ground. Carefully place their

feet on the hips of their partner. One foot at a time.

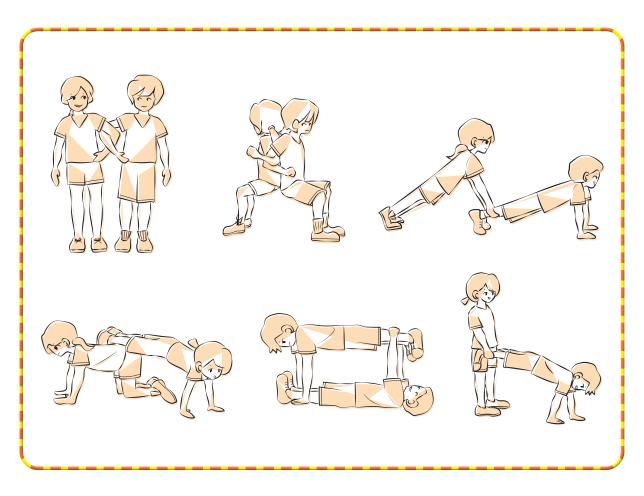
Hold for 5 seconds.

Explore and create two further partner balances.

Activity Try your best!

對話

- T: Look at the screen/ poster. We have seven partner balances for us to try.
- S: Yes.
- T: On the worksheet, there's a Challenge check. Would you like to try?
- S: Yes, I do.
- T: Tick on the box if it matches your practice.
- S: Okay.
- T: We will share it later with the class. Any questions?
- S: No.



Activity Challenge check

How many partner balances can you perform? Follow the instructions. Tick the box to make some records.

Partner Balance	We can do this.	This is our favorite balance.	This balance is difficult for us.
Side-by-Side			
Back-to-Back			

Partner Balance	We can do this.	This is our favorite balance.	This balance is difficult for us.
Double Push-Up			
Push-Up and Kneel Support (Ad)			
Back Push-Up Support (Ad)			
Wheelbarrow (Ad)			

3 Group balances (分組平衡展演)

Partner up with another pair to create a group of four.

Create a sequence including these elements:

- A strong starting shape
- 2 x individual balance
- 2 x partner balance
- 1 x group balance
- A finishing shape

Watch and perform with other groups.



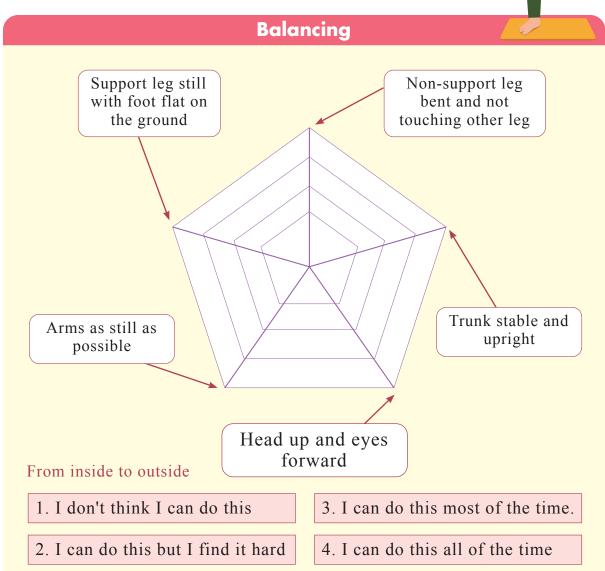
Activity We can make our sequence!

】 對話

- T: Who are your teammates?
- S: Our team has ____, ____, and ____.
- T: What is your starting shape?
- S: It's this one. Look!
- T: It looks very strong. You can stay there easily.
- S: Yes, we can.
- T: Check your sequence, are these elements all included?
- S: Oh, we missed this one.



Activity Self-Assessment Web



雙語教學資源手冊

國小健康(中年級)

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