

## 國中健康

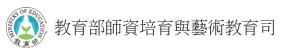
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## Cardiovascular Disease (心血管疾病)

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## 單元設計理念(Unit Concept)

本單元包含三堂課。以國民中學健體領域「第四學習階段」學習重點中「安全生活與運動防護」的「安全教育與急救」主題項目,提供心血管疾病課程中可以使用的英語及課室活動。

## B

### 課程説明(Lesson Overview)

### 1 學科課程目標

Lesson 1 認識心血管系統的功能。

Lesson 2 認識心肌梗塞發生時的徵兆與緊急應變。

Lesson 3 認識腦中風發生時的徵兆與緊急應變。

#### 2 連結學習重點

⚠ 學習內容: Ba- IV -3 緊急情境處理與止血、包紮、CPR、復甦姿勢急救技術。

f B 學習表現:1a- IV -1 理解生理、心理與社會各層面健康的概念。

1b- IV -3 因應生活情境的健康需求,尋求解決的健康技能和 生活技能。



## Cardiovascular Disease (心血管疾病) Lesson 1 : The Cardiovascular System

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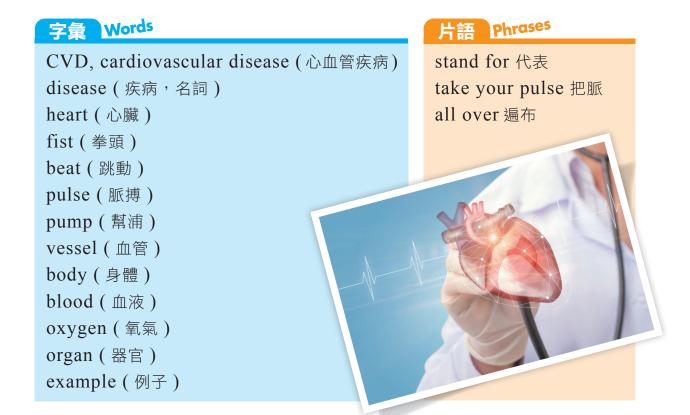
# A

## 前言 Introduction

- 1. Functions of the cardiovascular system (心血管系統的功能)
- 2. Cardiovascular Disease (心血管疾病)

## B

## 詞彙 Vocabulary



## C

### 教學句型 Sentence Patterns

- 1. 聽懂 Where <u>is/are</u> your <u>heart/vessels</u>?
- 2. 聽懂 What does/do your heart/vessels do? (你的 \_\_\_\_\_ 的工作是?)
- 3. 聽懂 How fast does your heart beat? (你的心臟跳多快?)

- 4. 説出 My heart beats \_\_\_\_\_ times in one minute. (我的心臟一分鐘跳 \_\_\_\_ 下)
- 5. 聽懂 What is an example of CVD?
- 6. 説出 <u>Heart attack/Stroke</u> is an example of CVD.

( \_\_\_\_\_ 是一種心血管疾病 )

# D

## 課程內容 (Class Content)

#### ◆ 引起動機:The Number 1 Killer

#### (1) [Q&A]

- (I): What disease killed the most people in the world in 2021?
- **S**: Covid-19?
- **n**: No. CVD is the number one killer in the world.
- S: What does CVD stand for?
- ①: C stands for cardio (心臟的). V stands for vascular (血管的). D stands for disease (疾病). CVDs are diseases of the heart and vessels. This means there are problems with the heart and blood vessels.

#### ② 發展活動: The Cardiovascular System

- (1) Where is your heart?
  - Is it here? Here? Or here?
  - It's at the center of your chest, just a little bit tilted to the left.
- (2) How big is your heart?
  - Is it this big? This big? Or this big?
  - It's the size of your fist. Pretty small, isn't it?
- (3) [Conversation Practice] How fast does your heart beat?
  - Put your hands over your heart. Can you feel the heartbeat? Lup-dup, lup-dup, lup-dup(狀聲詞)?
  - How fast does your heart beat? Take your pulse and count the number of beats you feel in 1 minute. Share how fast your heart beat with a partner.
  - S: How fast does your heart beat?
  - S:My heart beats \_\_\_\_\_ times in one minute.
  - **n**: Your heart beats about 60 to 100 times in one minute.

- (4) Why does your heart beat? What does your heart do?
  - Your heart is a muscle. Your heart is a pump.
  - Every time your heart beats, it pumps blood around your body.

#### (5) [Sing a Song]

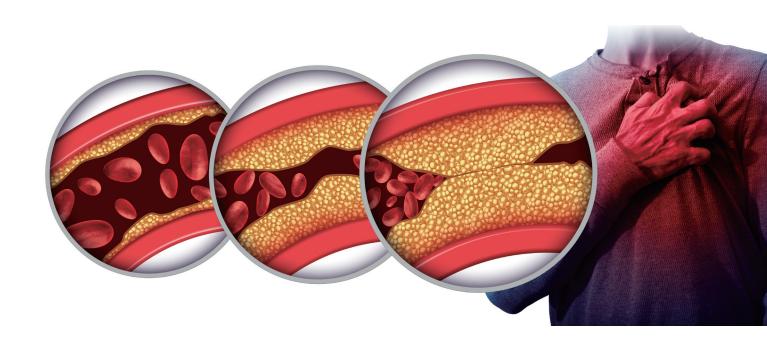
- Let's listen to a song and sign along: "Your heart is a muscle the size of your fist"
- Chorus Lyrics
- Your heart is a muscle the size of your fist
- Keep on loving, keep on fighting
- And hold on, and hold on
- Hold on for your life
- (6) Where are your vessels? What do your vessels do?
  - Vessels are like highways all over the body.
  - Vessels carry blood to every part of the body.
  - As blood flows through the vessels, it sends oxygen and nutrients to all the organs in your body.

### 3 發展活動:*Examples of Cardiovasclar Disease*

#### (1) [Conversation Practice]

①: What is an example of CVD?

S: <u>Heart attack/Stroke</u> is an example of CVD.





## Cardiovascular Disease (心血管疾病) Lesson 2 : Heart Attack

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## 前言 introduction

- 1. Sudden death (猝死)
- 2. Signs of Heart Attack (心肌梗塞的症狀)
- 3. First Aid (急救)



## 詞彙 vocabulary

#### 字量 Words

die (死去,動詞)

suddenly (突然地,副詞)

blocked (阻塞的)

heart attack (心肌梗塞)

sign (徵狀)

emergency (緊急事件)

damaged (受損的)

breathing (呼吸)

### 片語 Phrases

part of (一部分的)

might be (可能是)

have an heart attack (發生心肌梗塞)

go to the doctor (看醫生)

right away (立馬)



### 教學句型 Sentence Patterns

| 1. | 聽懂 This is a news report. Who/What is it about? |
|----|---|
|    | (這是一則新聞報導,它是關於什麼人/事情?)                          |
| 2. | 説出 This is a news report about                  |
|    | (這是一則關於 的新聞報導。)                                 |

| 4. 説出 died suddenly. ( 突然死了 | 0 | ) |
|-----------------------------|---|---|
|-----------------------------|---|---|

| 5. | 聽懂 \ | What | are the | signs | of a | heart | attack? | (心肌梗塞有哪些徵狀?) | ) |
|----|------|------|---------|-------|------|-------|---------|--------------|---|
|----|------|------|---------|-------|------|-------|---------|--------------|---|

| 6. | 説出 When someone feels _ | , they might be having a heart |  |  |  |
|----|-------------------------|--------------------------------|--|--|--|
|    | attack. (當一個人感覺         | ,他可能正在發生心肌梗塞。)                 |  |  |  |

# D

## 課程內容 (Class Content)

## 1

#### 引起動機: Sudden Death and CVD

#### (1) [Conversation Practice]

How many of you have heard stories about people dying suddenly?



- (1): This is a news report. Who is it about?
- S: This is a news report about an old singer.
- (1): What happened to him when he was singing on stage?
- S: He died suddenly.
- **n**: This is a news report. Who is it about?
- S: This is a news report about a 38-year-old nurse.
- ①: What happened to her after working non-stop for 13 days?
- S: She died suddenly.
- ①: This is a news report. Who is it about?
- S: This is a news report about a 28-year-old man.
- 1 : What happened to him after exercising in the gym?
- S: He died suddenly.
- **(1)**: This is a news report. What is it about?
- S: This is a news report about a cold wave.
- ①: What happened to the 184 people?
- S: They died suddenly.
- (2) ①: Why do people die suddenly? Most of them died because of cardiovascular diseases (CVDs).

### ② 發展活動一: Sign of Heart Attack

#### (1) [Q&A]

Remember last week we learned that vessels are like highways all over the body.

- If the highways are blocked, can cars move?
  - (S: No.)
- If the vessels are blocked, can blood move?
  - (S: No.)
- If blood cannot send oxygen to the organs, what would happen to the organs?
  - ( **S** : They die.)

#### (2) [Q&A]

Let's look at a picture of the heart. These are the vessels that bring oxygen to the heart. (手指冠狀動脈)

- : If these vessels are blocked, can the heart get oxygen?
- **S**: No.
- (3) A heart attack happens when your heart cannot get oxygen. When the heart cannot get oxygen, part of the heart starts to die.

#### (4) [Conversation Practice]

- T: Let's watch a video. This video shows a woman having a heart attack. What are the signs of a heart attack?

  <a href="https://www.youtube.com/watch?v=\_JI487DlgTA&ab\_channeletamericanHeartAssociation">https://www.youtube.com/watch?v=\_JI487DlgTA&ab\_channeletamericanHeartAssociation</a>
- S: When someone feels \_\_\_\_\_\_, they might be having a heart attack.
  - a. pain/discomfort 疼痛 / 不舒服 in the jaw/neck/back/chest/shoulder/arm
  - b. shortness of breath 呼吸急促
  - c. dizzy 暈眩
  - d. nausea 噁心想吐
  - e. cold sweats 冷汗
  - f. unusually tired 異常累
- (5) Most people having a heart attack do not die immediately. People can have a heart attack and not even know it. Just like the woman in the video, people having a heart attack may be able to talk and walk.

#### **③** 發展活動二:First Aid

#### (1) [**Q&A**]

- **1**: Is heart attack an emergency?
- S: Yes, a heart attack is an emergency.
- (1): What should you do if you are having a heart attack?
- S: I should call 119/go to the doctor right away.
- Call 119 and go to the doctor right away because the heart is damaged. A damaged heart may suddenly beat too fast or too slow. This affects the heart's ability to pump. When the heart can no longer pump blood, all organs in the body cannot get oxygen. You will faint and stop breathing.
- **(1)**: What happens if a person stops breathing?
- S: They die.
- If a person stops breathing, they may die suddenly in 4 to 10 minutes.
- (2) What should you do when someone is not breathing?
  - Call 119, do CPR, and use the AED!
  - You have to be very quick. Start doing CPR after 10 seconds of no breathing.
  - Keep doing CPR until the ambulance arrives.
  - If you wait more than 4 minutes before starting CPR, the person may die or have permanent brain damage.

#### 4 綜合活動:Draw the signs of heart attack

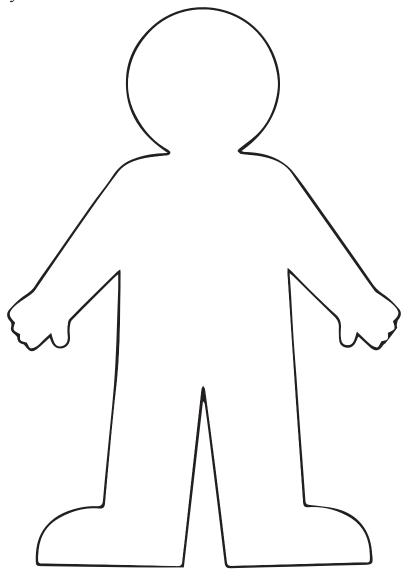
#### (1) [Draw to Remember]

It's important to call 119 if you think someone might be having a heart attack. Draw the signs of heart attack to make sure you know when to go to the doctor!

## Signs of heart attack 心肌梗塞的徵兆

Class: Name: Number:

- Pain/discomfort 疼痛 / 不舒服 i n your jaw/neck/back/chest/ shoulder/arm
- Shortness of breath 呼吸急促
- Dizzy 暈眩
- Nausea 噁心想吐
- Coldsweats 冷汗
- Unusually tired 異常累





## Cardiovascular Disease (心血管疾病) Lesson 3 : Stroke

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## 前言 Introduction

- 1. Getting to know the brain (認識腦部)
- 2. What is a stroke? (什麼是腦中風?)
- 3. Warning signs of stroke: Act F.A.S.T (出現腦中風症狀,盡快送醫)

## B

## 詞彙 Vocabulary

#### 字彙 Words

emergency (緊急事件)

stroke (腦中風)

brain (腦)

face ( 臉 )

arm (手臂)

speak (説話)

time (時間)

Emergency Room, ER (急診室)

#### 片語 Phrases

have a stroke 發生腦中風 act fast 動作要快

## C

### 教學句型 Sentence Patterns

- 1. 説出 A <u>heart attack/stroke</u> is an emergency.
  - 心肌梗塞/腦中風是一個緊急事件。
- 2. 説出 It happens when your <u>heart / brain</u> cannot get oxygen. 它發生在當你的心臟 / 腦部無法獲得氧氣。
- 3. 説出 This is because vessels to the <u>heart / brain</u> are blocked. 這是因為通往心臟 / 血管的血管被阻塞了。
- 4. 聽懂 Which one is bigger? You brain or your heart?
- 5. 說出 My brain is bigger than my heart.

# D

## 課程內容(Class Content)

#### 1 引起動機:[Conversation Practice] Recap

- (1) ①: Last week we talked about heart attacks. What is a heart attack?
  - S: A heart attack is an emergency. It happens when your heart cannot get oxygen. This is because vessels to the heart is blocked.
- (2) Today let's talk about another kind of CVD called stroke. A stroke is an emergency. It happens when your brain cannot get oxygen. This is because vessels to the brain is blocked.

### 2 發展活動一:Getting to know your brain

- (1) Before we learn about stroke, let's get to know your brain.
- (2) [Q&A]
  - ①: Which is bigger? Your brain or your heart?
  - S: My brain is bigger than my heart.
  - ①: A heart is about the size of a fist. A brain bigger than the size of 2 fists.
- (3) What does your brain do?
  - Look at this picture of a brain. How many areas do you see?
  - The brain is a very busy organ. Every area of the brain has its own job.
  - The brain is the boss of your body. It allows you to move and speak.

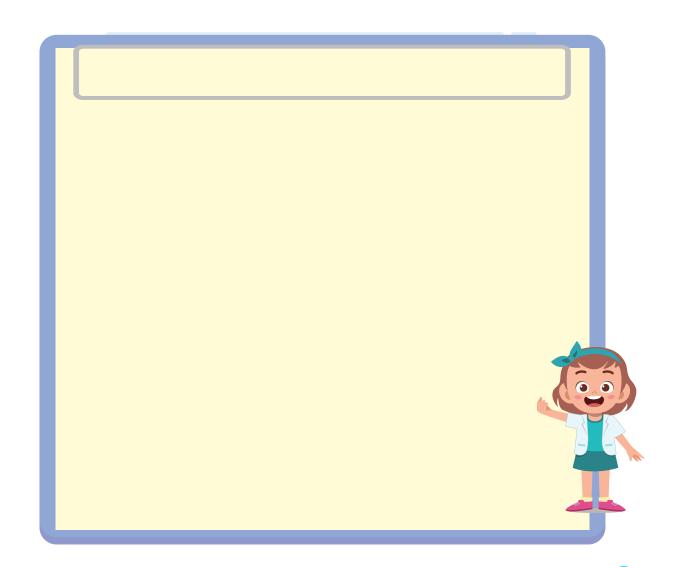
#### 3 發展活動二:Stoke

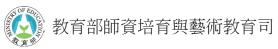
- (1) Stroke is when your brain cannot get oxygen.
- (2) ①: What happens if a brain cannot get oxygen?
  - S: It dies.
- (3) Every minute, 2 million brain cells die. When part of the brain is damaged, part of the body cannot work normally.

### 4 綜合活動:[Guess the Word] Warning Signs of Stroke: F.A.S.T

- (1) How do I know whether a person is having a stroke? What are the warning signs of stroke?
- (2) Guess a 4-letter word that starts with F.
  Ask the person to smile. Does the FACE look uneven?
- (3) Guess a 3-letter word that starts with A.
  Ask the person to raise both arms. Does one ARM drift down?
- (4) Guess a 5-letter word that starts with S.
  Ask the person to repeat a simple sentence. Do they have difficulty SPEAKing?
- (5) Guess a 4-letter word that starts with T.

  If you see any of these warning signs, call 119 right away. Call 119 and go to the Emergency Room within the golden 3 hours. Nothing is more important than TIME when someone is having a stroke. Act FAST.





# 環保問題從我做起

## **Environmental Protection Starts With Me**

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## 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並 以主題名稱「群體健康與運動參與」的「健康環境」相關學習內容,提供環境教育 雙語教學課程來學習環境教育相關知能,進而提升環保素養。



### 課程説明(Lesson Overview)

#### 1 學科課程目標

Lesson 1 Earth is sick. (地球生病了)

Lesson 2 Water pollution is terrible. (水汙染最可怕)

Lesson 3 Air pollution is really annoying. (空氣汙染真困擾)

Lesson 4 Noise pollution is painful. (噪音汙染真痛苦)

Lesson 5 Garbage pollution is disgusting. (垃圾汙染真噁心)

Lesson 6 Earth is my home, green by you all! (地球是我家 綠化靠大家)

#### 2 連結學習重點

igwedge 學習內容: $Ca ext{-}$   $IV ext{-}2$  全球環境問題造成的健康衝擊與影響。

Ca- IV-3 環保永續為基礎的綠色生活型態。

■ 學習表現: 1a- IV-2 分析個人與群體健康的影響因素。

1b- IV-3 因應生活情境的健康需求,尋求解決的健康技能和 生活技能。

2a- IV-1 關注健康議題本土、國際現況與趨勢。

2a- IV-2 自主思考健康問題所造成的威脅感與嚴重性。

2a- IV-3 深切體會健康行動的自覺利益與障礙。

2b- IV-1 堅守健康的生活規範、態度與價值觀。

2b- IV-2 樂於實踐健康促進的生活型態。



## 前言 Introduction

本次單元以環境教育為主,期待透過六堂課程使學生有對環境問題應負責任的覺知,積極正面環保態度的養成,然後主動的參與環境行動。六堂課的設計皆是「以學生為中心」,採用互動式/參與式教學策略為主,透過多媒體、遊戲法及自製之輔助教材,使用互動性且趣味化的互動式教學活動,讓學生實地演練或實驗活動,引發參與學習動機與價值觀的建立,並使其瞭解各項環境污染問題的嚴重性,進而能真正願意做到環保愛地球的行動於生活中,成為真正的綠色行動家。

## D

## 詞彙 Vocabulary

### 字彙 Words

pollution ( 汙染 )

environmental (環境)

environmental protection (環境保護)

earth (地球)

climate change (氣候變遷)

global warming (全球暖化)

acid rain (酸雨)

water pollution (水汙染)

air pollution (空氣汙染)

haze damage (霾害)

ozone layer destruction (臭氧層破壞)

particulate matter (PM 懸浮微粒)

noise pollution (噪音汙染)

garbage pollution (垃圾汙染)

reduce (減少)

reuse (重複使用)

repair (維修)

refuse (拒絕)

recycle (回收)

recovery (再生)

#### 片語 Phrases

find out 找出;發現;查明(真相等)

a symptom of 症狀,徵候 can't wait to V 迫不及待要…

talk about 討論;談論 write down 把…寫下



## E

### 教學句型 Sentence Patterns

- 1. What happened to our earth? (地球怎麼了?)
- 2. Earth is sick. (地球生病了)
- 3. Let's find out together. 讓我們一起了解一下
- 4. I can't wait to heal the sick Earth! (我等不及要救地球了)
- 5. Let's discover that the Earth is sick. (一起發現地球生病了!)
- 6. What kind of extreme climate do you think? It's \_\_\_\_\_\_ (你覺得這是什麼極端氣候?)
- 7. How do you feel about living here? I like / don't like living here. (居住在這裡你感覺如何?)
- 8. What can't you do in this weather? I can't go fishing. ( 這樣的氣候你不能做什麼? )

# E

## 學習內容 Learning Content

### Earth is Sick (地球生病了)

Observe and feel the harm of environmental pollution to the earth and humans through daily life.

(透過生活觀察感受環境汙染對地球與人類的危害。)

Explore the potential global crises caused by climate change resulting from global warming.

(從全球暖化導致氣候變遷,進而探討可能引發的地球危機。)

Is Taiwan also showing symptoms of Earth's injury in your observation? (觀察每日生活的台灣是否也出現地球生病的症狀?)

Explore the possible factors of the earth's injury, and then think about the solution to the problem.

(探討地球生病的可能因素,進而思考解決問題的方法。)

### Conversation (對話)

①: Do you know influences of environment pollution to the earth and human?

(你了解環境汙染對地球與人類的危害嗎?)

- S: Yes, I do. / No, I don't.
- ①: Have you noticed that the Earth is sick? (你是否發現地球生病了?)
- S: Yes, I had. / No, I don't know what symptoms the Earth shows when it's sick. (我不知道地球生病有哪些症狀?)
- ①: What happened to our earth? (地球怎麼了?)
  Tell me some events about global environment crisis.
  (説出幾項全球環境危機。)
- S: The symptoms of the Earth being sick include global warming, acid rain, garbage plague, species extinction, floods, forest attack, and so on. (地球生病的症狀有地球暖化、酸雨、垃圾成災、物種滅絕、洪水、森林鋭減等)
- ①: Have you noticed any symptoms of the Earth's illness in Taiwan? (你是否發現台灣也出現地球生病的症狀呢?)
- S: Yes, I had. / No, I had not.
- ①: Are you ready to find out the reasons why the earth is sick and how to solve the problem? (你準備好要找出地球生病的原因和解決方法了嗎?)
- S: Yes, I am. / No, I'm not.
- 1 : Let's find out together.
- S: I can't wait to heal the sick Earth! (我等不及要救地球了)

# Let's Discover that Earth is Sick! (一起發現地球生病了!)

#### Let's watch this video.

Video Title: 地球回不去了

UN 報告:極端天候頻率增加 控制氣候變遷更加重要

Video source: https://www.youtube.com/watch?v=0txfVAINLh8

# Think About the Following Questions: Focused Conversation- ORID 焦點團體討論

O-Objective (客觀性層次)-What do you see?

After watching the video, what are the symptoms of the Earth's illness? 看完影片後,説出地球生病的症狀有哪些?例如熱浪高溫、乾旱增加、豪雨、洪水氾濫等。

R-Reflective (反應性層次)-What do you feel?

影片中呈現地球生病的災害場景,觀看後的感受如何?例如害怕、擔心、恐懼等。

I-Interpretive ( 詮釋性層次 )- What do you think?

What do you think about the reason of the earth's illness?

看完影片後,你認為地球生病的原因是什麼?

Excessive emissions of greenhouse gases lead to rising temperatures, causing harm from global climate change.

溫室氣體排放過量導致氣溫不斷上升,引發全球氣候變遷產生的危害。

D-Decisional ( 決定性層次 )-What do you do?

What does the video remind us to do for our earth? How to do it in life?

影片最後提醒我們要為生病的地球做哪些事情呢?如何落實於生活中呢? 例如影片提出要限制石化燃料使用與森林砍伐等,可以少開車,多走路等。

Summary- Earth's global climate is changing. (Extreme climate - drought, flood, snowstorm, tornado, typhoon)

總結-透過焦點團體討論後,教師説明地球氣候正在快速變遷,導致各地乾旱、暴 風雪、龍捲風、颱風等極端氣候變化。

#### \*Brainstorming time-

The following image depicts the global crisis caused by climate change.

(下圖是氣候變遷所導致的地球危機。)

Judge possible problems according to the disaster in the picture, and fill in the table.

(請依各圖的災害判斷可能導致的各種問題,並填入表中。)



## **W** Activity 2

#### How will Climate Change Affect Taiwan? (氣候變遷台灣會如何?)

### **Learning by Doing:**

Video Title: 地球回不去了

UN 報告:極端天候頻率增加 控制氣候變遷更加重要

Video source: https://www.youtube.com/watch?v=0txfVAINLh8

#### Think About the Following Questions:

#### Focused Conversation- ORID 焦點團體討論

(體驗教學:以黏土做成台灣的立體模型,置於水盆中,先加入水與冰塊,請同學觀察變化···)

- Step1. Give each group a bag of clay. (步驟 1. 每組同學發一袋黏土)
- Step 2. The whole team use clay to sculpt a 3D Taiwan. (Indicate the city where you live.) (步驟 2. 請整組同學想辦法捏出一座立體的台灣模型 (請標示出自己居住的城市))
- Step3. The 3D Taiwan put in a box. (步驟 3. 放入一個盒子中)
- Step4. Add about 0.5 cm of water and 5 ice cubes. (步驟 4. 加入約 0.5 公分高的水位和 5 個冰塊。)
- Step 5. Record the change in water level after the ice cube melts. (步驟 5. 紀錄冰塊溶解後水位的改變。)
- Step6. Operate in the following order and carefully observe and record. (步 驟 6. 依下列順序實驗並仔細觀察與紀錄。)
  - (1) The height of the water level when the box is standing still. (盒子 靜置不動時,水位於台灣模型上的高度。)
  - (2) The water level changes when the box is shaken slightly. (盒子些 微搖晃時,水位於台灣模型的變化。)
  - (3) The water level changes when the box is shaken violently. (盒子大力搖晃時,水位於台灣模型的變化。)
- Step 7. What disasters will occur in your county when the three situations above happen? Please write them down. (步驟 7. 請小組討論步驟 6 的 三種狀況若真的在台灣發生,你居住的縣市會發生哪些災難?並記錄下來。)

Step8. Group report! (步驟 8. 分組報告)

Summary- It is known that global warming can lead to climate change, and Taiwan, an island country, will be in danger of being flooded.

總結 - 以上討論使我們知道全球暖化將引發氣候變遷的全球災難,身為島國的台灣亦將面臨被淹沒的危險。

Let's watch this video.

Video Title1: 如果地球上所有的冰都融化了會怎樣?

Video source: https://www.youtube.com/watch?v=Zn4gTsgDQMg

Video Title2: 海平面上升 2050 年台北車站恐淹水

Video source: https://www.youtube.com/watch?v=aO\_GYKyHjzc

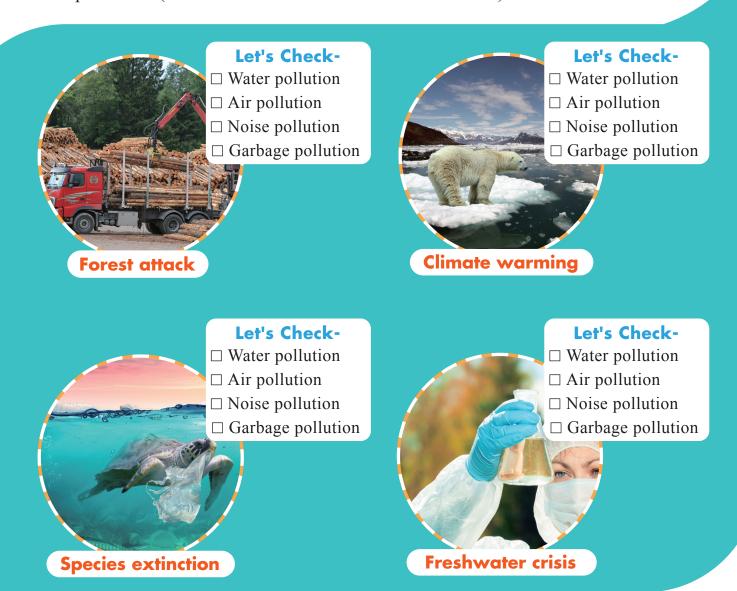
Talk about global environment crisis.



## What Pollutants Make the Earth Sick? (哪些汙染使地球生病?)

#### Let's Check-

Due to the earth is sick, the various environmental crises of the earth are listed below. (為使大家瞭解地球生病情況,以下列出地球環境的危機)
Please check which environmental crises are related to what types of pollution. (請大家勾選這些環境危機與什麼汙染有相關。)





#### **Summary -**

Most of environmental pollution caused by human activities can make the Earth sick. Only humans understand how to respect the environment, so that we can coexist with the earth!

Remember! - Everyone can save the Earth. Let's do it!

(總結-以上檢視活動後會發現汙染對地球的破壞性很大,而這些汙染的原因大多是人類活動而產生,因此唯有人類懂得與環境互敬互愛,如此才能與地球共存共榮喔!)

### **2** Water Pollution is Terrible (水汙染真可怕)

Observing water pollution to understand the threats to human beings and the environment.

(透過水汙染觀察與體驗,了解水汙染對人類與環境的威脅。)

Observing to identify the sources of water pollution in Taiwan.

(從生活觀察發現台灣水汙染的來源。)

Analyzing the various hazards caused by water pollution.

(分析水汙染造成的各種危害。)

Reducing water pollution starts with me.

(減少水汙染從我做起。)

#### Conversation (對話)

- ①: Do you know what water pollution is? (你知道什麼是水汙染嗎?)
- S: Yes, I know. / No, I don't.
- ①: How would you feel if you drank polluted water every day? (如果每天喝汙染的水,你會有什麼感受?)
- S: I feel \_\_\_\_\_ (disgusting /dirty /delicious...).
- ①: What are the causes for water pollution in Taiwan? Give at least one cause.

(什麼原因導致台灣的水汙染呢?請至少列出一種原因)

- S: There are multiple causes of water pollution in Taiwan, including industrial and agricultural activities, domestic sewage and waste, and untreated stormwater runoff.
- ①: Have you ever observed water pollution in your living environment? (你是否觀察過生活環境中水汙染的情況?)
- S: Yes, I have. / No, I haven't.
- ①: Would you like to work together to solve water pollution? (你願意共同解決水汙染問題嗎?)
- S: Yes, I would. / No, I wouldn't.
- 1 : Let's take action together.
- S: I can't wait to solve the water pollution problem. (我等不及要解決水汙染問題了。)

# Water pollution is a concern (水汙染令人擔心)

#### **Learning by Doing: Water Pollution Experiment**

(體驗教學:「水汙染實驗」體驗活動)

(實驗材料:三個透明水杯、一瓶礦泉水、一瓶黑咖啡、一瓶黑色顏料。)

# Experiment Procedure: The Following Experimental Steps will be Carried Out by the Teacher.

(實驗進行:由教師執行以下實驗步驟~)

- Step1. Place 3 cups on the desk. (步驟 1. 在講桌擺放三個透明水杯)
- Step2. The 3 cups are filled in sequence with water, black coffee and water (add black paint).

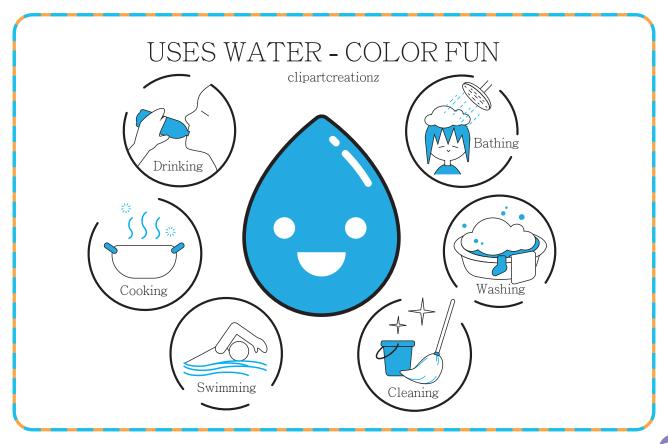
(步驟 2. 三個水杯依序倒入礦泉水、黑咖啡、清水 + 黑色顏料 - 調成與可樂 顏色很像)

Step3. Cover these 3 cups with cardboard and secretly switch their positions.

(步驟 3. 以紙板遮住這三個杯子並偷偷掉換位置)

- Step4. Ask students which drink they think is safer? Explain why? (步驟 4. 詢問學生覺得喝哪杯飲料較安全?説明為什麼?)
- Step5. Group discussion. Topic:
  - 1. Why do you think choosing black water worries you? What are the worries?
  - 2. Please draw the functions of water as shown in the diagram below.

(步驟 5. 分組討論~討論題目 -1. 為什麼選黑的水有疑慮?會擔心什麼呢? 2. 請如下圖畫出 - 水的功用)



Step6. Group report! (步驟 6. 分組報告)

Summary- Everyone wants to choose "edible" beverages to drink. Because we are afraid that drinking contaminated beverages will cause stomach pain and physical discomfort. Have you ever thought about where the water you use comes from, and whether it's contaminated?

總結-以上討論使我們知道大家都想選擇「可食用」的飲料喝, 因為怕喝下受汙染的飲料,會導致肚子痛、身體不舒服,但打開水龍頭,你想過水從何而來嗎?有沒有受到汙染呢?

Let's watch this video.

Video Title: 看見毒害溪流 齊柏林嘆冰山一角

Video source: https://www.youtube.com/watch?v=Q0u8zn0 0Kc

#### Talk about "Water pollution in Taiwan".

Discussion:

- 1. What are your thoughts/feelings after watching the video? (看完影片你們有什麼感受?)
- 2. Have you ever seen the scene of water pollution in Taiwan? (是否曾看過臺灣水汙染的景象?)

# Water Cycle and Ha (水循環與水汙染危害)

#### Water Cycle and Hazards of Water Pollution (水循環與水汙染危害)

All life on Earth relies on the water cycle. The water on Earth continuously circulates and constantly changes its form. Transforming from liquid to water vapor to ice, and then cycling back and forth. The water cycle has been ongoing for billions of years.

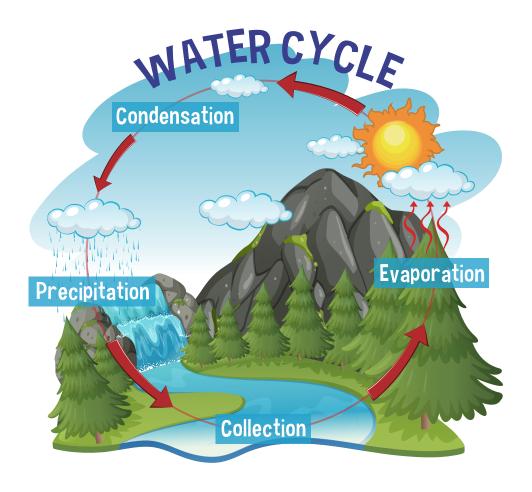
(地球上的所有生命都依賴於水循環,地球的水處於不停的循環運動中,並且不停地變換著存在形式,從液體變成水蒸氣再變成冰,然後再迴圈往復,水循環已經持續了幾十億年。)

#### Let's watch this Video.

Video Title: The Water Cycle for Kids / Learn all about the water cycle Video source: https://www.youtube.com/watch?v=TD3XSIE4ymo

After watching the 'Water Cycle' video, review the key points with the following diagram.

看完「水循環」影片,以下圖複習影片重點:



答案: 1.Evaporation(蒸發) 2.Condensation(凝結)

3.Precipitation(降雨) 4.Collection(匯集)

Learning by Doing: Water Cycle DIY: Water Cycle Model in Paper Plate This gives students a visual representation of the water cycle and how it repeats over and over again.

How to make "Water Cycle Model in Paper Plate?

Let's watch this video.

Video Title: Water Cycle Model in Paper Plate

Video source: <a href="https://www.youtube.com/watch?v=0xTjj02lkok">https://www.youtube.com/watch?v=0xTjj02lkok</a>

Step1. Students make color a picture of the water cycle, label it using the vocabulary words, and glue it to a paper plate.

- Step2. Make a raindrop "arm" and attach it to the paper plate with a brass fastener.
- Step3. Students move the raindrop through the different stages of the water cycle.



資料來源: https://lessons4littleones.com/2015/04/15/water-cycle-rain-cycle-science-experiments/

Step4. Label and draw the sources of water pollution on the water cycle plate: domestic sewage (draw a house and people discharging wastewater), garbage leachate (draw a water source with scattered garbage and dirty water flowing out), agricultural and animal husbandry wastewater (draw farmland and cattle/sheep with dirty water discharge such as pesticide spray), industrial wastewater (draw a factory with wastewater discharge), and others.

(步驟 4. 在水循環盤上標註與畫出水汙染來源:生活汙水(畫房子+人排廢水)、垃圾滲水(畫垃圾亂堆水源+髒水流出)、農牧廢水(畫農田和牛羊+ 灑農藥等髒水排出)、工業廢水(畫工廠+廢水排出)和其他。) Step5. Group discussion.

Topic: What are the hazards caused by the various sources of water pollution listed above? Discuss them separately by grouping them into categories such as domestic sewage, garbage seepage, agricultural and livestock wastewater, industrial wastewater, and other sources, and record your findings.

(步驟 5. 分組討論,討論題目-以上各項水汙染來源會造成的危害有哪些?依生活汙水、垃圾滲水、農牧廢水、工業廢水和其他主題分組討論,並記錄下來。)

Step6. Group report! (步驟 6. 分組報告)

**Summary** - When water is contaminated, it not only harms the environment but also poses a threat to human health. After understanding the hazards of water pollution, you will find that rivers become sick, and the land and oceans also suffer crises, which in turn endanger the living organisms and environment of the entire ecosystem. Toxic pollutants also accumulate in the human body through the food chain, posing a risk to human health.

當水受到汙染時,不只危害環境,還會危害人體健康。了解水汙染危害後,你會發現河流生病,土地和海洋也會跟著產生危機,進而危害整個生態系的生物與環境, 有毒汙染物也經由食物鏈累積於人體,危害人類健康。

Video Title: Water pollution | What is water pollution? | effects of Water pollution | How does water gets dirty

Video source: https://www.youtube.com/watch?v=8sCL4w9d\_YE

## ♣ Activity 3

# Reducing Water Pollution Starts With Me. (減少水汙染從我做起)

Water pollution is frightening. How can we reduce water pollution in our daily lives?

(水汙染好可怕, 我們該如何從生活中減少水汙染呢?)

#### The 4F's of active reviewing

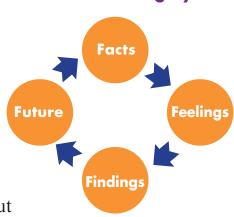
Let's watch this video.

Video Title: 7 Ways To Reduce Water Pollution (Eco-Friendly Lifestyle) Video source: https://www.youtube.com/watch?v=ICg5uTnraHU&t=248s

#### Think about the following questions:

#### 4F「引導法」提問技巧

The 4Fs of reviewing – Facts, Feelings, Findings, and Future – will help you to review experience and plan for the future. By working through the four levels of this model, you will critically examine the situation you want to review and think about how to use what you learn in the future.



**Active Reviewing Cycle** 

#### F- Facts (事實)

Write down 7 methods to reduce water pollution in the video description. 寫出影片説明的 7 項減少水汙染的方法。

#### F- Feeling (感受)

Describe your feelings after watching the video, such as relaxed, happy, hopeful, etc.

説明觀看後的感受如何?例如輕鬆、開心、有希望等。

#### F- Finding (發現)

After watching the video, think about what methods you have done or not done to reduce water pollution?

看完影片後,想想之前有做到與沒做到的減少水汙染的方法有哪些?

#### F- Future (未來)

Can you think of more ways to reduce water pollution? Write down all the methods you can think of in 5 minutes.

你有沒有想到更多減少水汙染的方法呢?(以5分鐘寫下所有想到的方法)

## ◆ Game Time \遊戲時間 \

1. Pair up with a classmate and consolidate all the methods for reducing water pollution that you just wrote down. Find the same method in the table below and color the corresponding box.

(找一位同學一組,統整剛剛寫下的所有減少水汙染方法後,在下表找到同樣的方法格子,並塗上顏色。)

2. If you complete a line of three, you can shout "Bingo!" and be declared the winner!

(若完成3條連線,即可大聲喊"賓果",即為優勝組!!)

## Water Bingo Card



|  |   | _   | ,  |  |
|--|---|---|--|--|
| Use Less<br>Plastic 少用塑<br>料   | Reuse Items<br>重複使用物品                                       | Recyclable<br>Options 選擇可<br>回收用品   | Install a<br>water-efficient<br>showerhead.<br>安裝節水龍頭              | Limit the Use<br>of Cleaning<br>Chemicals 限制清<br>潔化學品的使用                 |
| Do Not<br>Throw Away<br>Medicines 不<br>要亂仍藥物                                 | Avoid Toilets<br>for Throwing<br>Items 避免廁所<br>亂扔物品         | Pick up litter in the park or on the street. 在公園或街道上 撿拾垃圾。                  | Limit the Use<br>of Detergents<br>and Bleaches<br>限制清潔劑和漂<br>白劑的使用 | Use<br>Environmentally<br>Friendly<br>Detergents 使用環<br>保清潔劑             |
| Avoid<br>Pesticides 避免<br>殺蟲劑  | Just Do Not<br>Litter! 只是不<br>要亂扔垃圾!                        | ★ Free space<br>(Drink some<br>water)                                       | Turn off the tap while you are brushing your teeth. 刷牙時關掉水龍頭。      | Install a water-<br>efficient toilet. 安<br>裝節水馬桶。                        |
| Take a shower in less than 5 minutes. 淋浴不到 5 分鐘                              | Eat Organic<br>Food More 多<br>吃有機食品                         | Cutting Down<br>on Meat<br>Consumption<br>減少肉類消費                            | Draw less<br>water for<br>baths. 洗澡時減<br>少用水。                      | Help Cleaning of<br>Beaches, Rivers<br>and Locality 幫助<br>清潔海灘、河流和<br>地方 |
| Run your<br>washing<br>machine with<br>a full load of<br>clothes. 衣服滿<br>了在洗 | Use drought-<br>tolerant plants<br>and grasses 使<br>用耐旱植物和草 | Reduce the use of herbicides, pesticides, and fertilizers. 減少除草劑、殺蟲劑和化肥的使用。 | Always<br>conserve<br>water 時刻節約<br>用水                             | Turn off the tap<br>while scrubbing<br>dishes. 刷碗時關<br>掉水龍頭              |

**Summary** - We rely on water for our survival, but if pollutants are not properly treated, it can lead to water pollution. Long-term use of polluted water can pose a significant threat to health. Therefore, it is important to understand the sources of water pollution and its impact on health, and to learn and implement methods to reduce water pollution in order to protect oneself.

總結-我們生存必須依賴水,但若沒有將汙染物妥善處理,便會導致水汙染。長期 使用受汙染的水源,會使健康受到重大威脅。因此,清楚水汙染來源及對健康的危 害,多學習與執行減少水汙染方法,才能保護自我。





# 空氣汙染真困擾 Air Pollution is Really Annoying

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## 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計, 並以學習內容中「環境汙染的來源與形式」的空氣污染為主題,了解空氣汙染對 人類的威脅。此節次的課程設計,提供教師使用的課室/教學語言 (Instructional language) 與學生交流語言 (Interactional language), 覺知環境汙染的來源與形 式, 並能於不同的生活情境中, 主動表現促進健康的行動。



## 課程説明(Lesson Overview)

#### 學科課程目標

A Learn about the threat of air pollution to human beings through experiments on air pollution.

(透過空氣汙染的實驗了解空氣汙染對人類的威脅。)

- **B** To observe the sources of air pollution in Taiwan. (從生活觀察發現台灣空氣汙染的來源。)
- **©** Analyze the impact of air pollution on the environment. (分析空氣汙染對環境的危害。)
- Reducing air pollution starts with me. (減少空氣汙染從我做起。)

#### 學習重點

igwedge 學習內容: $\mathbf{Ca} ext{-}\mathbf{IV} ext{-}\mathbf{2}$  全球環境問題造成的健康衝擊與影響。

f B 學習表現:1a-IV-2 分析個人與群體健康的影響因素。

2a-IV-2 自主思考健康問題所造成的威脅感與嚴重性。

3a-IV-1 精熟地操作健康技能。

4a-IV-3 持續地執行促進健康及減少健康風險的行動。

#### **Conversation**(對話)

- ①: Do you know what is air pollution? (你知道什麼是空氣汙染嗎?)
- S: Yes, I know. / No, I don't know.
- ①: How would you feel if you breathed polluted air every day? (如果每天呼吸汙染的空氣,你會有什麼感受?)
- S: I feel \_\_\_\_\_ (disgusting /dirty /delicious...).
- ①: What causes air pollution in Taiwan? Give at least one cause. (什麼原因造成台灣的空氣汙染呢?請至少説出一種原因)
- S: Vehicle emissions, fuel oils and by-products of manufacturing and power generation, particularly coal-fueled power plants, and fumes from chemical production are the primary sources of human-made air pollution.

(車輛排放、燃料油和製造業和發電業的副產品,特別是燃煤發電廠,以 及化學生產過程中的煙塵,是人為空氣污染的主要來源。)

- ①: Have you ever observed the air pollution in your daily life? (你是否觀察過生活環境中空氣汙染的情況?)
- S: Yes, I have. / No, I haven't.
- Would you be willing to work together to solve the air pollution problem?

(你願意共同解決空氣汙染問題嗎?)

- S: Yes, I would. / No, I wouldn't.
- 1 : Let's act together.
- S: I can't wait to solve the air pollution problem. (我等不及要解決空氣汙染問題了。)

## **S** Activity 1

# Air Pollution Makes People Feel Worried (空氣汙染令人擔心)

Students develop their understanding of visible air pollutants with an incomplete combustion demonstration, a "smog in a jar" demonstration, and by building simple particulate matter collectors.

(讓學生以不完全燃燒實驗"罐中煙霧"和簡單的顆粒物收集容器等方式,來了解空氣污染物的模樣。)

#### Let's watch this video.

Video Title: Particulate Matter: For Your Eyes Only

**Video Source:** https://www.teachengineering.org/activities/view/cub\_air\_lesson02\_activity1

#### Incomplete Combustion Demonstration (不完全燃燒實驗)

## Experiment Procedure: The Following Experimental Steps Will be Carried Out by the Teacher.

(實驗進行:由教師執行以下實驗步驟~)

**Step 1.** Light the candle. (點燃蠟燭)

**Step 2.** Place the bottom of the can directly over the flame for a few seconds (see Figure 1). The top of the flame should be almost touching the can.

(將罐底直接放在火焰上幾秒鐘(見圖 1)。火焰的頂部應該幾乎接觸到罐頭。)

**Step3.** Look at the bottom of the can. Ask students what they see. (Answer: Black, sooty area.) Do you think this is evidence of pollution? (Answer: Yes)

(看看罐底。問學生他們看到了什麼。/答案:黑色,煤煙區。/你認為這是 污染的證據嗎?/答案:是的/)

**Step4.** Clean off the bottom of the can with a paper towel (see Figure 1). Have students also observe the pollution on the towel.

(用紙巾清潔罐底(見圖1)。讓學生也觀察紙巾上的污染。)





Figure 1. Incomplete combustion.

#### Smog Demonstration (霧霾實驗)

## Experiment Procedure: The Following Experimental Steps Will be Carried Out by the Teacher.

(實驗進行:由教師執行以下實驗步驟~)

**Step 1.** Cut a strip of paper about 15 cm x 1 cm. Fold the strip in half lengthwise and twist it.

(剪一條約 15 公分 x 1 公分的紙條,將紙條縱向對折並扭轉。)

**Step 2.** Use a piece of aluminum foil to make a "lid" for the jar. Mold it to the shape of the jar opening and then remove it and set it aside.

(用鋁箔紙做一個"蓋子",把它塑形成罐子開口的形狀,然後將其取出並 放在一邊。)

**Step3.** Put some water in the jar and swirl it around until the inside walls of the jar are wet.

(撒一些水放入廣口瓶中並旋轉,直到廣口瓶的內壁變濕。)

**Step4.** Put the ice cubes on top of the foil to make it cold.

( 將冰塊放在箔紙上使其變冷。)

Attention: All the parts of this next step must be done very quickly. Light the strip of paper and drop it and the match into the jar. Place the foil lid on the jar and seal it as tightly as possible. Place the ice cubes back on the middle of the foil lid.

(注意:下一步的所有部分都必須非常快速地完成。點燃紙條並將其和火柴 放入罐中。將鋁箔蓋放在罐子上並儘可能密封。將冰塊放回鋁箔蓋的中 間。)

**Safety note:** Do not breathe the "smog." Be sure to release it outdoors when you are finished with the demonstration.

(安全注意事項:不要吸入"煙霧"。完成演示後,請務必將其釋放 到戶外。)





Figure 2. Materials and resulting "smog."

資料來源: https://www.teachengineering.org/activities/view/cub\_air\_lesson02 activity1

## After the experiment, discuss the following questions with the students.

(實驗後,跟學生討論以下問題)

#### Think About the Following Questions: 問題討論

- 1. Ask students what air pollution looks like? (問學生空氣汙染是怎麼樣?)
- 2. Do you think air pollution is a problem?(你認為空氣汙染是問題嗎?)
- 3. Have you seen air pollution in your life? (你生活中看過空氣汙染情況嗎?)

## **W** Activity 2

## The Source and Hazards of air Pollution (空氣汙染的來源與危害)

After the air pollution experiment, let the students watch the video to understand the causes of air pollution.

(進行空汙實驗後,讓學生觀賞影片了解空汙形成原因。)

#### Let's watch this video.

Video Title: Air Pollution | What Causes Air Pollution?
Video Source: https://www.youtube.com/watch?v=0xTjj02lkok

Group activity (分組討論) -

After watching the video, let students discuss in groups to complete the worksheet~

"Sources of Air Pollution" & "air pollution hazards" of Mandalachart.

(看完影片後讓學生分組討論完成~「空氣汙染來源」學習單與「空氣汙染危害」曼 陀羅九宮格)

### **AIR POLLUTION**

#### Air Pollution is caused by:

Vehicles smoke
Smoke

| Deforestation | Wildfires |

Factory fumes
Trash-burning

Fertilizers and Pesticides

Volcanic eruptions

















Read the causes of air pollution and match them of effects on people and our environment.

Deforestation

pollutes the air and Tt's the major source of pollution in big cities.

· Vehicles smoke

pollute the air by releasing various types of substances such as sulphur dioxide, oxides of carbon into others.

Factory fumes

the loss of trees and other vegetation can cause climate change, soil erosion, fewer crops, floods. Increased greenhouse gases in the atmosphere.

 Extinguishers and aerosols

pollute the air by depleting the ozone layer.

· Smoke

increase carbon dioxide levels in the atmosphere, contributing to the greenhouse effect and climate change. Many animals die in the flames and others lose their habitats. Some species can be in danger of extinction.

Wildfires

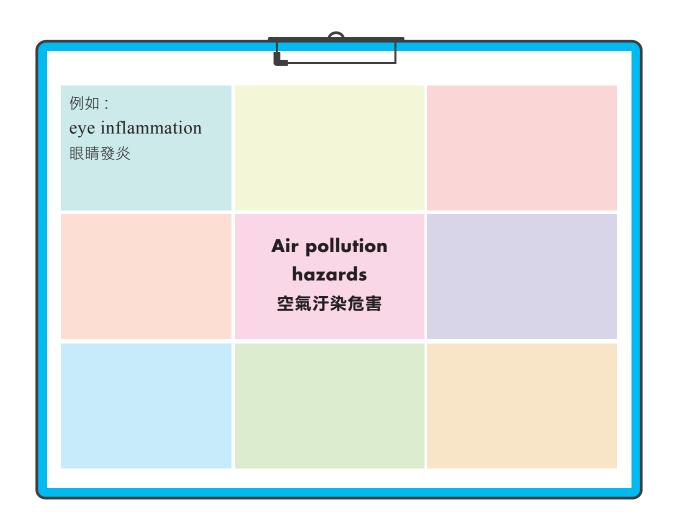
pollutes the air by emitting carbon monoxide and nicotine. It also affects the respiratory system, causing lung cancer.

資料來源: <a href="https://www.liveworksheets.com/worksheets/en/Natural\_Science/Environment/Air\_pollution\_dc581424gz">https://www.liveworksheets.com/worksheets/en/Natural\_Science/Environment/Air\_pollution\_dc581424gz</a>

"air pollution hazards" of Mandalachart ~「空氣汙染危害」曼陀羅九宮格《曼陀羅九宮格思考術》是以九宮格的中央格子為主軸,放射型向外聯想出相關概念,其餘八格彼此不一定會完全相關。

Ask students to focus on "air pollution hazards" and fill in the hazard items that come to mind in the form.

(請學生以「空氣汙染危害」為中心,將所想到的危害項目填入表格中。)



**Summary-** Toxic substances in the air will enter the human body through respiration and endanger health. Air pollution from the "natural environment" can be dissipated through the self-purification of the earth. However, the air pollution produced by "man-made activities" is not easy to dissipate, and it is more harmful to health. Therefore, knowing the sources of man-made air pollution can reduce the harm and know how to protect ourselves.

總結-空氣的有毒物質會隨著呼吸作用,進入人體危害健康。由「自然環境」產生的空氣汙染可透過地球自淨作用而消散,但「人為活動」產生的空氣汙染則不易消散,對健康危害較大,因此了解人為空氣汙染來源,才能減少危害,知道如何自我保護。

## **W** Activity 3

## Reducing Air Pollution Starts With Me (減少空氣汙染從我做起)

Let's watch this video.

Video Title: 外國人怎麼看台灣的空氣品質?

What foreigners think about air quality in Taiwan?

Video Source: https://www.youtube.com/watch?v=a0zBHMC2k10

Air pollution is terrible, how can we protect ourselves?

(空氣汙染好可怕, 我們該如何做到自我保護?)



Please tick the protective actions you have taken.

## 保持室內潔淨 Keep the room clean

清潔時以濕拖把拖地,避免灰塵揚起,也可於家中使用空氣清淨機,降低 PM2.5 的濃度。

#### 培育植物 Planting plants

植物葉片除了能吸附有害氣體、 PM2.5,還能產生對健康有利的氣體。

## ☑ 多用綠能交通Use more green trasport

交通以步行、騎自行車或搭大眾運輸工具 為主,能減少空氣汙染。

(資料來源:南一九下健康與體育課本)

#### \_\_\_ 減少室內汙染源 Reduce sources of indoor

Reduce sources of indoor air pollution

清潔時以濕拖把拖地,避免灰塵揚 起,也可於家中使用空氣清淨機,降 低 PM2.5 的濃度

#### 自我防護 Self defense

出門前先行上網搜尋「空氣品質監測網」,若空氣品質差,可配戴口罩、防塵眼鏡。

防塵眼鏡 Dust glasses 可依個人需求配戴。

口罩 Mask 可使用通過認 證的 PM2.5 防霾口罩。



**Summary-** A video that summarizes the sources and health hazards of air pollution. Emphasize the importance of self-protection against air pollution and implement actions to reduce air pollution.

總結-最後以簡短影片統整説明空氣汙染的來源與健康危害,進而強調面對空氣汙染 自我防護的重要性,並落實減少空氣汙染的行動。

Let's watch this video.

Video Title: 如果空氣污染是可見的? | 大膽科學

Video Source: https://www.youtube.com/watch?v=oXWXv24n0QU



## 噪音汙染真痛苦 Noise Pollution Is Painful

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#### 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並 以主題名稱「群體健康與運動參與」的「健康環境」相關學習內容,提供環境教育 雙語教學課程來學習環境教育相關知能,進而提升環保素養。



#### 課程説明(Lesson Overview)

#### 1 連結學習重點

⚠ 學習內容: Ca- IV-2 全球環境問題造成的健康衝擊與影響。

Ca- IV-3 環保永續為基礎的綠色生活型態。

B 學習表現: 1a- IV-2 分析個人與群體健康的影響因素。

1b- IV-3 因應生活情境的健康需求,尋求解決的健康技能和 生活技能。

2a- IV-1 關注健康議題本土、國際現況與趨勢。

2a- IV-2 自主思考健康問題所造成的威脅感與嚴重性。

2a- IV-3 深切體會健康行動的自覺利益與障礙。

2b- IV-1 堅守健康的生活規範、態度與價值觀。

2b- IV-2 樂於實踐健康促進的生活型態。

## C

#### 學習內容 Learning Content

1. Learn about the threat of noise pollution to human through experiments on noise pollution.

(透過噪音汙染的實驗了解噪音汙染對人類的威脅。)

- 2. Find out the source of noise pollution in Taiwan from life observation. (從生活觀察發現台灣噪音汙染的來源。)
- 3. Analyze the impact of noise pollution on the environment. (分析噪音汙染對環境的危害。)
- 4. Reducing noise pollution starts with me. (減少噪音汙染從我做起。)

#### **Conversation**(對話)

- ①: Do you know what noise pollution is? (你知道什麼是噪音汙染嗎?)
- S: Yes, I know. / No, I don't know.
- 1 : If you are exposed to a noisy environment every day, how would you feel?

(如果每天身處於噪音汙染的環境,你會有什麼感受?)

- S: I feel \_\_\_\_\_ (pain / irritable /happy...).
- ①: What causes noise pollution in Taiwan? Give at least one cause. (什麼原因造成台灣的噪音汙染呢?請至少説出一種原因)
- S: Noise pollution in Taiwan can be caused by several factors. Here are some common sources of noise pollution: transportation noise, industrial activities, and nighttime entertainment and nightlife.
- ①: Have you ever observed the noise pollution in your daily life? (你是否觀察過生活環境中噪音汙染的情況?)
- S: Yes, I have. / No, I haven't.
- (I): Would you be willing to work together to solve the noise pollution problem?

(你願意共同解決噪音汙染問題嗎?)

- S: Yes, I would. / No, I wouldn't.
- 1 : Let's act together.
- S: I can't wait to solve the noise pollution problem. (我等不及要解決噪音汙染問題了。)



#### Noise Pollution Makes People feel Annoying (噪音汙染令人惱怒)

Let's watch this video.

Video Title: How to See Sound Science Experiment

Video Source: https://www.youtube.com/watch?v=37csXse35YQ

What does sound look like?

This science experiment helps students "see" sound waves and have fun while doing it.

#### **★ Supplies Needed**

- Large Bowl\*1
- Plastic Wrap\*1
- 1 teaspoon Uncooked Rice
- Metal Pan (Cookie Sheets or Pans are good options, but they must be metal)
- Metal Spoon

#### ★ How to See Sound Science Experiment Instructions

**Step**1. Tear off a piece of plastic wrap big enough to cover the top of the bowl.



**Step**2. Secure the plastic wrap over the bowl. Make sure that the plastic wrap is very tight.



**Step**3. Pour 1 teaspoon of uncooked rice on the top of the plastic wrap.



Step4. Hold the metal pan in the air and position it next to the bowl. What do you think will happen if you hit the pan with the spoon?



Step5. Take the metal spoon and bang on the metal pan like a drum and watch what happens to the rice. Write down your observations. Do you know why the rice moved?



In this experiment students will learn how ears hear by making a replica of an eardrum. Sound is a type of energy that causes air particles to vibrate and bump into each other. As the air particles collide, the sound moves through the air.

資料來源: https://coolscienceexperimentshq.com/how-to-see-sound/



## The Source and Hazards of Noise Pollution (噪音汙染的來源與危害)

#### **Learning by Doing:**

#### The sensory experience of sound types. (聲音類型的感受體驗):

#### Experience 1 (體驗方式一)

The teacher plays two types of sounds, noise and pleasant sounds, for the students to listen to and express their feelings. Note: When playing and demonstrating various sounds, you can adjust the volume, height, etc. of the sound.

(教師撥放噪音與悦音兩類型聲音讓學生聆聽,並説出感受。如汽機車喇叭聲、機場噪音、工地噪音、 鳥叫聲和輕音樂等)

▲注意:播放和示範各種聲音時,可以調整聲音大小、高低等等。

#### Experience 2 (體驗方式二)

The students are divided into groups of 5 to 6 people. Please ask a student to download a decibel measurement app on their mobile phone. Students in each group create different vocalizations by themselves, and then use the mobile phone decibel APP for field testing. The sound is digitized through the instrument, so that students can understand the relationship between the level of the sound and their own feelings.

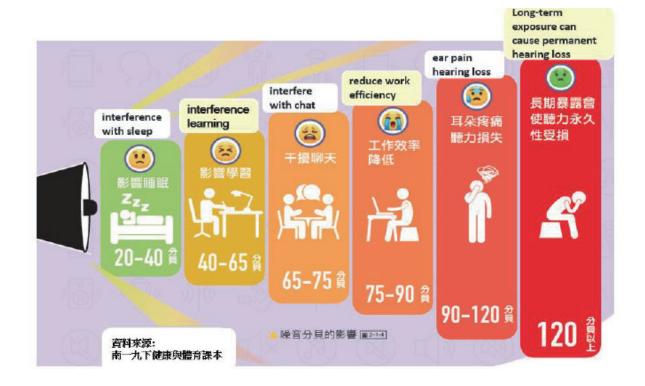
(將同學分為 5-6 人一組,請一位同學用手機下載分貝測量 APP,各組學生自己創造不同的發聲,再以手機分貝 APP 實地測試,經由儀器將聲音數字化,使同學瞭解聲音大小高低與自身的感受度有什麼相關性?)

# Sound Test Decibel Recording Worksheet (聲音測試分貝紀錄學習單) Sound type 聲音類型 Decibel 分貝 Feeling 感受

## The following content can be explained through the experiential activities.

#### (透過以上體驗活動可説明以下內容)

- 1. The three elements that describe sound are loudness (the strength of sound), pitch (high or low tones), and timbre (sound quality).
  - (説明聲音的三要素是響度(聲音的強弱)、音調(高、低音)、音品(音色)。)
- 2. The machine used to measure the loudness of sound, which is known as sound level, is called a decibel meter. The commonly used unit for measuring sound intensity is decibels (dB).
  - (介紹用來測量聲音大小,也就是測量聲音的響度的機器叫做「分貝計」,所以 測量單位為常用的聲音強度單位「分 貝」(dB)。給學生看各種不同形狀的分貝 計(網頁)。)
- 3. Remind that everyone feels differently about noise, so the Noise Control Law stipulates that all sounds that exceed the control standard are noise. If we are in a noisy environment for a long time, it will cause harm to us.
  - (提醒每個人對噪音的感受不同,所以噪音管制法中規定超過管制標準的所有聲音均為噪音,若長期處於噪音環境,將會對我們造成傷害。)



#### Let's watch this video.

**Video Title:** Noise Pollution Is Much Worse For You Than You Think **Video Source:** https://www.youtube.com/watch?v=5jfmzufa8qo

Noise pollution is one of the types of pollution we don't often think about. The World Health Organization, CDC, and researchers worldwide have been warning against the effect it has on human health for decades. (噪音污染是不常考慮的污染類型之一,WHO、疾病管制與預防中心及研究人員一直在警告其對人類健康的影響。)

## ♣ Activity 3

#### Good Ways to Protect your Ears From Noise (遠離噪音護耳妙招)

Let's watch this video.

**Video Title:** What Is NOISE POLLUTION? | What Causes Noise Pollution?

Video Source: https://www.youtube.com/watch?v=OQWmaYjyolE

**Video Title:** 全球 50 大城市噪音汙染 臺北 14 名聽力老化 16.8 年

Video Source: https://www.youtube.com/watch?v=K7wIPJsIvUY

## Please raise students'awareness of noise pollution in their environment and discuss the following questions:

(請學生自我覺察環境中的噪音汙染,並討論下列問題)

• After watching the video, did you all notice that there are many sources of noise in life?

(看完影片後,你們是否發現生活中噪音來源很多?)

• What are your most annoying sources of noise? What troubles do you feel?

(自己最討厭的噪音來源有哪些?感到有哪些困擾?)

#### Teacher's explanation (教師説明):

Everyone has the experience of being disturbed by noise and even affecting their lives. According to the video, it can be seen that Taipei City ranks 14th in global noise pollution, with an average hearing loss of 16.8 years per person. According to statistics from the Environmental Protection Agency, the top three noise complaints reported by the public are: 1) Construction site noise, 2) Karaoke, and 3) Vehicle traffic.

(大家都有被噪音吵到情緒焦躁,甚至影響生活的經驗,根據影片可知臺北市居全球噪音汙染第 14 名,平均每位民眾聽力老化 16.8 年。根據環保署統計,民眾檢舉噪音第 1 名是工地噪音、第 2 名是卡拉 ok、第 3 名是車輛交通。)

To avoid the impact of noise, the most important thing is to reduce exposure to noisy environments and stay away from sources of noise. For example, try to avoid using headphones when listening to music.

(想要避免噪音影響,最重要的是減少暴露於噪音環境中,遠離噪音源,如:聽音樂盡量不用耳機。)

Here are some handy tips to protect your hearing and avoid hearing loss. Please check the hearing protection practices that you follow:

(也可使用以下護耳妙招,來遠離聽力受損,請勾選自己有做到的護耳行為)



(資料來源:南一九下健康與體育課本 P36-37)

#### \* 若有參考或引用資料列在每課後國內外參考資源。

#### 資料來源:

Cool Science Experiments Headquarters(2015.11.16) • How to See Sound Science Experiment.

https://www.youtube.com/watch?v=37csXse35YQ

Insider Tech(2018.01.26) • Noise Pollution Is Much Worse For You Than You Think.

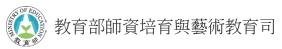
https://www.youtube.com/watch?v=5jfmzufa8qo

Peekaboo Kidz(2020.02.14) • What Is NOISE POLLUTION? | What Causes Noise Pollution?

https://www.youtube.com/watch?v=OQWmaYjyolE

中天電視 (2017.08.30)。全球 50 大城市噪音汙染 臺北 14 名聽力老化 16.8 年。中天新聞台 52 頻道 https://www.youtube.com/watch?v=K7wIPJsIvUY

南一編輯團隊 (2023.02)。國中健康與體育教課書 (第六冊),P36-37。南一書局企業股份有限公司。



## 垃圾汙染真噁心 Garbage Pollution Is Disgusting

桃園市立福豐國民中學 劉婉柔教師 臺北市西湖實驗國民中學 高毓璇校長



#### 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並 以主題名稱「群體健康與運動參與」的「健康環境」相關學習內容,提供環境教育 雙語教學課程來學習環境教育相關知能,進而提升環保素養。



#### 課程説明(Lesson Overview)

#### 1 連結學習重點

⚠ 學習內容: Ca- IV-2 全球環境問題造成的健康衝擊與影響。

Ca- IV-3 環保永續為基礎的綠色生活型態。

B 學習表現: 1a- IV-2 分析個人與群體健康的影響因素。

1b- IV-3 因應生活情境的健康需求,尋求解決的健康技能和 生活技能。

2a- IV-1 關注健康議題本土、國際現況與趨勢。

2a- IV-2 自主思考健康問題所造成的威脅感與嚴重性。

2a- IV-3 深切體會健康行動的自覺利益與障礙。

2b-IV-1 堅守健康的生活規範、態度與價值觀。

2b- IV-2 樂於實踐健康促進的生活型態。

## C

## 學習內容 Learning Content

1. Understanding the threat of garbage pollution through experiments on garbage pollution.

(透過垃圾汙染的實驗了解垃圾汙染對人類的威脅。)

2. Identifying the source of garbage pollution in Taiwan through daily observations.

(從生活觀察發現台灣垃圾汙染的來源。)

3. Analyzing the hazards of garbage pollution on the environment. (分析垃圾汙染對環境的危害。)

4. Reducing garbage pollution starts with me.

(減少垃圾汙染從我做起。)

#### Conversation (對話)

- ①: Do you know what garbage pollution is? (你知道什麼是垃圾汙染嗎?)
- S: Yes, I know. / No, I don't know.
- ①: How would you feel if you lived in an environment polluted by garbage?

(如果活在垃圾汙染的環境,你會有什麼感受?)

- S: I feel \_\_\_\_\_ (disgusting/dirty/happy...).
- ①: What causes garbage pollution in Taiwan? Give at least one cause.

(什麼原因造成台灣的垃圾汙染呢?請至少説出一種原因)

- S: Garbage pollution in Taiwan can be caused by several factors. Here are some common sources of garbage pollution: improper waste disposal practices, single-use plastics, and insufficient waste management infrastructure.
- ①: Have you ever observed the garbage pollution in your daily life? (你是否觀察過生活環境中垃圾汙染的情況?)
- S: Yes, I have. / No, I haven't.
- (1): Would you be willing to work together to solve the garbage pollution problem?

(你願意共同解決垃圾汙染問題嗎?)

- S: Yes, I would. / No, I wouldn't.
- ①: Let's act together.
- S: I can't wait to solve the garbage pollution problem. (我等不及要解決垃圾汙染問題了。)



## Garbage Pollution Makes People Feel Worried (垃圾汙染令人擔心)

#### Learning by Doing: (垃圾汙染體驗活動)

**Step**1. Each person takes a piece of waste paper and writes the name of a type of waste on it, such as plastic bags, straws, toilet paper, dog poop...

(每人拿一張廢紙,並寫上一種廢棄物名稱,如:塑膠袋、吸管、衛生紙、 狗屎…)

**Step**2. Ask students to crumble the waste paper into a ball, and then throw it away in the classroom. Observing the situation of a classroom filled with trash and explaining how you feel?

(請同學將上述廢紙捏成一團,然後教室內隨意丟棄。請全班觀察教室滿地 垃圾的情況,並説明感受如何?)

**Step**3. Each person picks up a crumpled piece of paper and opens it to see what is written. Explain how you feel about picking up this garbage.

(請每位同學撿一張廢紙團,並打開來看上面寫了什麼垃圾?請幾位同學説明撿到此垃圾的感受。)

**Step**4. How do you observe and describe your feelings after the classroom trash has been cleared?

(請全班觀察與説明教室垃圾清除後的感受如何?)

#### Let's watch this video.

Video Title: 台客劇場 - 便利人生一週累積多少垃圾?

**Video Source:** 

https://www.youtube.com/watch?v=HaDNpVR6zqQ&t=1s

Using the video as an example, remind students to be aware of the problem of garbage pollution in their environment and discuss the following questions with their classmates.

(以「台客劇場-便利人生一週累積多少垃圾?」影片為例,提醒大家自我覺察環境中垃圾汙染問題,並與同學討論下列問題:)

- (1) Have you found that a person has a lot of garbage in a week? (你們是否發現原來一個人一周的垃圾量很多?)
- (2) Please write down what kind of garbage you have generated since you woke up until now. Sum up the amount of garbage generated in a day by oneself, and add up the garbage quantity of all classmates. Now, let's have the classmates guess the final number."

(請同學自己寫下從起床後到現在產生了哪些垃圾?統計自己產生的垃圾數量後告訴老師,老師則加總全班同學的垃圾量,最後老師請同學猜加總後的數字。)

#### Teacher's explanation (教師説明):

The amount of waste generated per person per day is astonishing. Garbage occupies a large amount of land, pollutes water sources, atmosphere, soil, and agriculture, affecting environmental hygiene and spreading diseases. If we don't address the garbage problem today, we will be submerged in it tomorrow.

(教師説明:每人每天製造的垃圾量是非常的嚇人,垃圾不但占用大量的土地,而且還污染水源、大氣、土壤,危害農業生態,影響環境衛生、傳播疾病,對生態系統和人們的健康造成危害。今日我們若不正視垃圾問題,明日我們將淹沒在垃圾堆中。)

#### Let's watch this video.

Video Title: 值得省思的動畫 - 人類是地球最大的危機

**Video Source:** 

https://www.youtube.com/watch?v=5oHysUOx9vo&t=1s

#### Teacher's explanation (教師説明):

Garbage pollution has become a global issue, and without proper management, it can lead to environmental disorder and contaminate soil, air, and water sources. Garbage dumped into the ocean is eaten by fish and shrimp, only to end up back on human dinner tables, posing a threat to human health.

(垃圾成為全球汙染問題,若沒有妥善處裡,會造成環境髒亂,且汙染土壤、空氣和水源,甚至排入大海中被魚蝦吃下肚,最後又回到人類的餐桌,導致人類健康的危害。)

## **S** Activity 2

## Hazards and Treatment of Garbage Pollution (垃圾汙染的危害與處理)

#### Learning by Doing: Cooperative Learning- 合作學習法

Discuss "Where does the garbage go?" and complete the poster design.

(討論「垃圾去哪兒了?」,並完成説明海報設計)

1. Hand out a poster paper, tablet and box of crayons.

(發下一張海報紙、平板電腦與一盒色筆)

2. Each group draws a picture according to the following questions.

(各組依下列問題畫圖)

a. Draw the types of garbage that are thrown away every day.

(畫出每日會丟掉的垃圾種類)

b. Draw what you would do with the above garbage?

(畫出以上垃圾你會怎麼處理)

c. As shown in the diagram, how will these garbage items be individually processed next?

(呈上圖,接下來這些垃圾會分別被如何處理呢?)

d. What becomes of writing all kinds of garbage? Is it dangerous to the Earth?

(最後請寫出自己丟棄的各種垃圾可能會變成什麼?對地球有危害嗎?)

3. According to the poster, each group will explain the results of the discussion.

(各組依海報內容,跟全班説明以上問題討論結果。)

#### Let's watch this video.

Video Title: 你丟的垃圾後來都去哪了?反正都會燒掉,垃圾還有需要分類嗎? Video Source:

https://www.youtube.com/watch?v=U2pOzzrn4CQ&t=302s 資料來源:

https://blog.simpleinfo.cc/shasha77/do-you-really-need-to-recycle-garbage

# After watching the video, use the PBL (Problem-Based Learning) inquiry method to ask some questions. ( 觀賞影片後,以 PBL 探究式學習法提問。)

What? - What do you think about this video? (你看到影片説什麼?)
So what? - What are your feelings and thoughts? (你有什麼感受與想法?)
No what? - What can you do now? (你現在可以怎麼做?)

After discussing various issues, students will realize that they need to make adjustment to waste management. Please revise the poster content again.

(各組同學討論以上三個問題後,應該了解自己原本對垃圾處裡的方式有些需要調整的地方,請再次修改海報內容。)



## Reducing Garbage Pollution Starts With Me (減少垃圾汙染從我做起)

Let's watch this video.

Video Title: You Can Live Without Producing Trash

Video Source: https://www.youtube.com/watch?v=nYDQcBQUDpw

Video Title: 《 小福小智 》 減塑小撇步

**Video Source:** https://www.youtube.com/watch?v=MSdqQgF2XEE

In general, the best way to prevent garbage pollution is the concept of waste reduction, which can be implemented through the 6R principles of waste reduction.

整體而言,避免垃圾汙染最好的方式是「垃圾減量」的概念,可透過「垃圾減量6R」原則執行。



#### **Learning by Doing:**

| JUST<br>DO IT! 我的垃圾  | 減量 Red                         | ducing garbag | e starts with m | ie.              | 2 |  |
|--|--------------------------------|---------------|-----------------|------------------|---|--|
| 1.請記錄自己一日 的垃圾製造量。  | 製造時間<br>— time — 垃圾名稱 — type — | 早上<br>Morning | 中午<br>noon      | 晚上<br>——night——— |   |  |
| 1. Keep track of the amount of waste you generate each day.  2. What are the reasons and difficulties in thinking about the inability to reduce waste?                                   |                                |               |                 |                  |   |  |
| 2. 找出無法做到垃圾減量原因和困難為何?  3. If you are willing to become a pioneer in waste reduction, what principles would you apply to carry out waste reduction?  3. 若你願意成為「垃圾減量小尖兵」,會運用上述哪些原則,進行垃圾減量? |                                |               |                 |                  |   |  |
| Reduce Reus  | se Repai                       | r Refuse      | Recycle Re      | covery           | و |  |

(資料來源:南一九下健康與體育課本 P42)

#### \* 若有參考或引用資料列在每課後國內外參考資源。

#### 資料來源:

hanafox77 (2013.01.09)。值得省思的動畫 - 人類是地球最大的危機。 https://www.youtube.com/watch?v=37csXse35YQ

志祺七七 (2022.07.19)。你丟的垃圾後來都去哪了?反正都會燒掉,垃圾還有需要分類嗎?

https://www.youtube.com/watch?v=U2pOzzrn4CQ&t=302s

Stories (2015.04.09) • You Can Live Without Producing Trash. https://www.youtube.com/watch?v=nYDQcBQUDpw

BIG BLUE(2017.04.29)。《 小福小智 》减塑小撇步。 https://www.youtube.com/watch?v=MSdqQgF2XEE

南一編輯團隊 (2023.02)。國中健康與體育教課書 (第六冊),P42。南一書局企業 股份有限公司。



## 地球是我家 綠化靠大家 Earth Is My Home, Green By You All!

桃園市立福豐國民中學 劉婉柔教師 臺北市西湖實驗國民中學 高毓璇校長



#### 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以主題名稱「群體健康與運動參與」的「健康環境」相關學習內容,提供環境教育雙語教學課程來學習環境教育相關知能,進而提升環保素養。



#### 課程説明(Lesson Overview)

#### 1 連結學習重點

⚠ 學習內容: Ca- IV-2 全球環境問題造成的健康衝擊與影響。

Ca- IV-3 環保永續為基礎的綠色生活型態。

B 學習表現: 1a- IV-2 分析個人與群體健康的影響因素。

1b- IV-3 因應生活情境的健康需求,尋求解決的健康技能和 生活技能。

2a- IV-1 關注健康議題本土、國際現況與趨勢。

2a- IV-2 自主思考健康問題所造成的威脅感與嚴重性。

2a- IV-3 深切體會健康行動的自覺利益與障礙。

2b-IV-1 堅守健康的生活規範、態度與價值觀。

2b- IV-2 樂於實踐健康促進的生活型態。



#### 學習內容 Learning Content

1. Recognizing that changes in daily behavior can protect the environment and love the earth.

(體認生活行為有改變就能環保愛地球。)

- 2. Understanding the meaning and importance of a Green Lifestyle. (了解綠色生活型態的意義與重要性。)
- 3. Implementing protection environmental actions in our daily lives is the key to restoring the health of the earth.

(落實環保行動於生活之中,才能讓地球恢復健康。)

#### **Conversation**(對話)

- ①: Do you know that everyone can save the planet? (你知道救地球每個人都做得到嗎?)
- S: Yes, I know. / No, I don't know.
- Tell me about what environmental protection actions you have taken?

(説説看你曾經做過哪些環保行動?)

- S: The environmental protection actions I have done are \_\_\_\_\_ (reduce, reuse, and recycle/ conserve water/ Volunteer for cleanups...).
- ①: Do you find it easy to achieve the principle of "save when possible, use when necessary"?

  (你是否發現"能省則省當用則用"很容易做到呢?)
- S: Yes, I do. / No, I don't.
- ①: Would you like to work together to solve the environmental pollution problem?

(願意共同解決環境汙染問題嗎?)

S: Yes, I would. / No, I wouldn't.



## Environmental Pollution is Worrying (環境污染令人擔心)

Let's watch this video.

Video Title: 塑膠微粒的故事

**Video Source:** https://www.youtube.com/watch?v=pmWip62E1b0

**Teacher's explanation (教師説明)**: It can be seen from the video that microplastics are everywhere. There are many cases of plastic hazards to marine life. Plastic turns into plastic microplastics causes numerous harms to the human body. I hope that the video will explain the harm of microplastics, so that everyone can increase their awareness of plastic reduction.

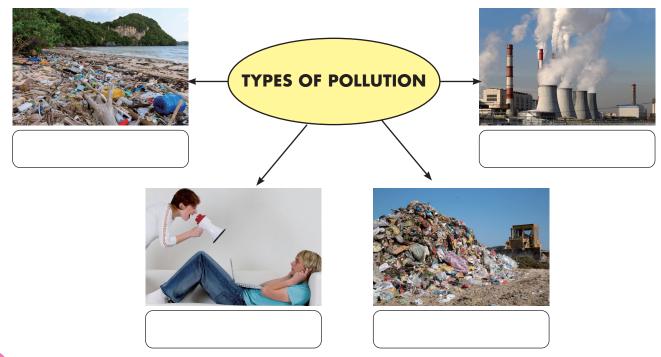
(教師説明:影片中可知,小小的塑膠微粒無所不在,塑膠對海洋生物危害案例層出不窮,不僅如此,塑膠變成塑膠微粒後,對人體造成了許多傷害,因此希望藉由影片講述塑膠微粒的危害,使大家增強減塑意識。)

#### **Brainstorming Time-**

Guide students to complete the following worksheets: (請老師引導學生完成以下學習單)

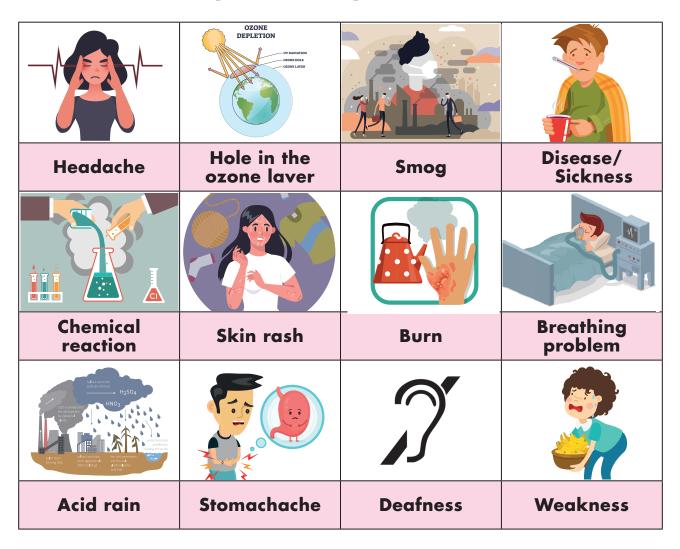
#### (1) (a) Label the pictures with the expressions from the box

Land pollution / water pollution /air pollution / noise



## (b) What are the effects of pollution on the environment and on the people?

Look at the labeled pictures and complete the table:



Effects of pollution on people

Effects of pollution on the environment

## (2) (a) Now, with your partner read text1 and text 2 and find out the causes and the effects of each type of pollution

#### TEXT 1

Because factories release fumes, the air people breathe gets polluted. Other well-known effects of fumes are smog, acid rain and holes in the ozone layer.

#### TEXT 2

Living in noisy overcrowded towns has become dangerous because everyday exposure to noise can cause headache, earaches and may lead to deafness.

#### LIVEWORKSHEETS

| TEXT | Type of pollution | causes | effects |
|------|-------------------|--------|---------|
|      |                   |        |         |
| '    |                   |        |         |
|      |                   |        |         |
| 2    |                   |        |         |

#### (b) Then, answer the question:

Why is the air we breathe polluted? (text 1)

The air we breathe is polluted \_\_\_\_\_

#### ③ Read text 3 and text 4 and answer the questions:

#### TEXT 3

Toxic substances found in the food we eat and the air we breathe accumulate in our bodies and result in poor health like weakness, pains, aches disease and sickness.

#### TEXT 4

Paints, solvents, glues are all inflammable.

They can catch fire and result in burns, skin rashes or risky chemical reactions.

#### (a) Find equivalent expressions from text 3

Why is the air we breathe polluted? (text 1)

Contaminated food = \_\_\_\_\_

Polluted air = \_\_\_\_\_

| (b) Are contaming health? Justify | -                    | uted air harmful of our  |
|-----------------------------------|----------------------|--------------------------|
| (C) Read text 4 aı                | nd label the picture | es:                      |
|                                   | 1                    |                          |
|                                   | 2                    |                          |
| health? Justify                   | <b>7.</b>            | uted air harmful of our  |
| (C) What can hap                  | pen when inflamn     | nables catch fire?       |
| (e) Connect the se                | entence parts with   | a linker of consequence: |
|                                   |                      |                          |

#### 4 Underline the correct alternative:

Pollution is dangerous. (That's why / Because / But) everyone has to take actions against it. For example:

- (Therefore / whereas / because) household chemicals are harmful, we must handle them with care.
- ⇒ Batteries from toys, mobile phones and cars leak heavy metals.
  (Because / So / Can) they must be disposed of properly.
- Moreover, people cut trees. (As a result / First / Because) many bird species disappear.
- ⇒ Besides, plastic bags are a major source of waste. (There fore Because / will) we should not throw them everywhere.





資料來源: <a href="https://www.liveworksheets.com/worksheets/en/English\_as\_a\_">https://www.liveworksheets.com/worksheets/en/English\_as\_a\_</a>
Second\_Language\_(ESL)/Environment/Pollution\_jh27414za



#### Learning by Doing: .

Brainstorming to protect the Earth. (保護地球動動腦)

1. Ask the students to write down the pollution problems they see in the pictures of Earth on the yellow sticky notes. (詢問學生看到地球汙染圖發現哪些汙染問題,請寫在各組黃色的便利貼上。如亂丟垃圾在河川、工廠排放廢氣等)



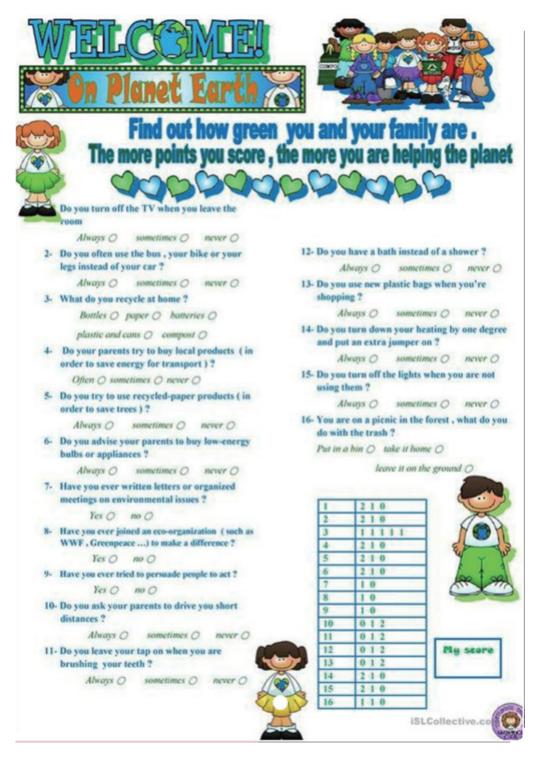
【教師在黑板上放「垃圾汙染」「空氣汙染」「水汙染」「噪音汙染」字卡,請各組依照黃色的便利貼寫的內容,貼在上述分類。教師檢視貼對1張可得1分,得分最多的組別獲勝。】

2. Please think about strategies for solving pollution in terms of food, clothing, housing, transportation, and recreation. Write them on green sticky notes. (請各組同學依「食」、「衣」、「住」、「行」、「育樂」來思考上述這些汙染的解決策略,並寫在各組綠色的便利貼上。如住 - 節約用水、行 - 騎腳踏車等)

【教師在黑板上放「食」、「衣」、「住」、「行」、「育樂」字卡,請各組依照綠色的便利貼寫的內容,貼在上述分類。教師檢視貼對1張可得1分,得分最多的組別獲勝。】

3. Please think about strategies to solve Earth's pollution problem according to a daily schedule and write them on green sticky notes. (請各組同學依一日行程「起床準備時」、「上學途中」、「學校上課時」、「午餐用餐時」、「放學途中」、「晚餐用餐時」、「睡前準備時」來思考地球汙染的解決策略,並寫在各組綠色的便利貼上。如起床刷牙用漱口杯裝水 - 節約用水等)

【教師在黑板上放一日行程「起床準備時」、「上學途中」、「學校上課時」、「午餐用餐時」、「放學途中」、「晚餐用餐時」、「睡前準備時」字卡,請各組依照 綠色的便利貼寫的內容,貼在上述分類。教師檢視貼對 1 張可得 1 分,得分最多的 組別獲勝。】 Summary- From the above activities, it can be seen that small changes in daily life can be practiced as environmentally friendly actions to love the Earth. Please share your favorite environmental protection actions in your life! (總結-從以上活動可知,生活中的小小行為改變就能實踐環保愛地球行動,請大家分享生活中最喜歡執行的環保行動有什麼吧!)



資料來源: <a href="https://en.islcollective.com/english-esl-worksheets/grammar-topic/conditionals/how-green-are-you/5031">https://en.islcollective.com/english-esl-worksheets/grammar-topic/conditionals/how-green-are-you/5031</a>

# Let's work together to love the earth ~ 4/22 is a big day for the world to protect the earth together...

(同心協力愛地球 ~4/22 是世界地球居民共同守護地球的大日子…)

It is everyone's responsibility to protect the earth, and everyone should respond to the call of "Earth Day" to protect the beautiful earth we live together.

(保衛地球人人有責,每個人都應響應「世界地球日」的號召,一起守護我們共同生存的美麗地球。)

Let's watch this video.

Video Title: Let's Celebrate Earth Day! How to Take Care of the Environment?

Video Source: https://www.youtube.com/watch?v=oHQZr2S8XBA

#### Teacher's explanation (教師説明):

It can be seen in the video, it's Earth Day - time to think about how we can make our planet a better place. Check out this video that takes us on a trip through time to see how humans have impacted the environment with their harmful technologies. It took around a hundred years to bring about pollution, deforestation, and make some animals and plants struggle to survive. But don't worry, there are things we can do! Watch the video for some easy practical tips on how kids and parents can help save the planet. Even small actions can add up to a big impact!

When you have decided on the environmental protection actions you want to take, you can use the SMRT goal-setting framework to evaluate if your goals are achievable.

(當你決定好要執行的環保行動時,可透過 SMRT 目標設定檢視自己的環保目標是否可以實踐。)



#### 我的綠活行動宣言

Simple 簡單具體 - 想傳達的守護地球宣言是什麼?

Measurable 可測量 - 我預估想倡議的人數有多少?

Achievable 可達成 - 想倡議的目標對象是誰?

Realistic 實際可行-我想用什麼方式進行倡議活動?

Time 有時間性 - 預估要多久時間完成倡議活動?

■從 \_\_\_年 \_\_\_月 \_\_\_日,直到 \_\_\_年 \_\_\_月 \_\_\_日為止。

#### 綠活行動宣言範例

- ☑隨身攜帶環保用具, 少用一次性容器。
- ☑合理消費,不隨便 浪費資源。
- ☑選購具有環保標章 的商品。
- ☑搭乘大眾運輸工具。

資料來源:南一九下健康與體育課本 P58-59

#### \* 若有參考或引用資料列在每課後國內外參考資源。

資料來源:

看守台灣協會(2015.08.05)。塑膠微粒的故事。

https://www.youtube.com/watch?v=pmWip62E1b0

liveworksheets(2023.07.11) • Pollution. https://www.liveworksheets.com/worksheets/en/English\_as\_a\_Second\_Language\_(ESL)/Environment/Pollution\_jh27414za

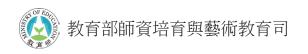
Ikebana (2023.07.11) • How green are you.

https://en. is lcollective.com/english-esl-work sheets/grammar-topic/conditionals/how-green-are-you/5031

Kids Academy (2023.04.10) • Let's Celebrate Earth Day! How to Take Care of the Environment?

https://www.youtube.com/watch?v=oHQZr2S8XBA

南一編輯團隊 (2023.02)。國中健康與體育教課書 (第六冊), P58-59。南一書局企業股份有限公司。





新北市立新莊國中 馮嘉玉教師 臺北市西湖雙語實驗中學 高毓璇校長

## A

#### 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以主題名稱「安全生活與運動防護」的「安全教育與急救」相關學習內容,提供防火安全雙語教學課程來學習防火與逃生相關知能,進而提升健康素養。

## B

#### 課程説明(Lesson Overview)

#### 1 連結學習重點

▲ 學習內容: Ba- IV-1 居家、學校社區環境潛在危機的評估方法。

Ba- IV-2 居家、學校及社區安全的防護守則與相關法令。

B 學習表現: 1b- IV-2 認識健康技能和生活技能的實施程序概念。

2a- IV-2 自主思考健康問題所造成的威脅感和嚴重性。

3a- IV-1 精熟地操作健康技能。

# C

# 前言 Introduction

- 1. Know the causes of fire and how to extinguish it. (認識火災的成因和滅火方法)
- 2. Able to operate a fire extinguisher correctly (能正確操作滅火器)
- 3. Get to know the three killers on fire. (認識火場三大殺手)
- 4. Making correct judgments based on the principles of fire survival. (根據火場逃生原則做出正確的判斷)

# D

# 詞彙 Vocabulary

# 字彙 Words

fire (火)

fire wire (電線走火)

fire safety equipment (消防設備)

fire extinguisher (滅火器)

smoke (煙)

heat (高溫)

flame (火)

escape (逃生)

tips (口訣、重點)

# 片語 Phrases

Turn on / Turn off

(開啟/關閉電器)

pay attention to...

(留意某件事或某樣東西)

What will you do?

(你會怎麼做?)

I will +V. (run.../ touch.../

stay...)

(我會+原形動詞)

stay in \_\_\_\_\_

(待在某個室內場所)

stay on \_\_\_\_\_( 待在某個樓層 )

run up/ run down

(往上跑/往下跑)

# E

# 教學句型 Sentence Patterns

- 1. You got it! (你答對了!)
- 2. Remember these key points (記住這些重點。)
- 3. There are 4 people in each group. (每組有 4 個人。)
- 4. Whatteam worko() 這是itt個團隊合作的在你會怎麼做?我會\_\_\_\_\_。
- 6. If you make a wrong decision, you will die.

(如果你做了錯誤的決定,你就會死)

- 7. Are you ready? let's go! (準備好了嗎?開始!)
- 8. The goal of this mission is... ( 這次的任務目標是…)

# F

# 學習內容(Learning Content)

- 1. Know the three elements of fire~ combustibles, combustion aid and ignite. (認識火的三要素~可燃物、助燃物、燃點)
- 2. Introduce common fire causes and firefighting methods through news cases. (透過新聞案例介紹常見的起火原因與滅火方法)
- 3. Learn Fire Escape Skills . (學習火場逃生技巧)



# 活動(Activity)



# Fire Outbreak, Fire Out (火起火滅)



### Conversation 對話

- T: Has there ever been a fire in your home? Can you share your experiences about fire?
- S: No./ Yes. My mom once caught fire in the gas stove while she was cooking. / Yes. We used to have a power line go off in the midnight while we were sleeping.
- ①: Wow, that's really dangerous. Fortunately, it was discovered quickly at the time, so it didn't cause a big disaster. But not every fire is so lucky, let's take a look at these fire news!

(播放 2020 錢櫃 KTV 火災新聞)

- This fire happened at Cashbox Party-world in 2020. From this video, how many people died in this fire?
- S: Six.
- : Yes. Why was it on fire?
- S: Fire wire!
- **(1)**: Right! And why so many people die?
- S: The fire safety equipment was turned off.
- (1): Completely correct. You watch the video seriously. From our classmates'experience sharing and the news case, we can know that

- there are many reasons for the fire. If you don't pay attention to daily life, it may cause serious injuries.
- ①: But whether it's a cooking fire, a wire fire, or a cigarette butt fire, three conditions must be met for the emergence of fire. The three conditions of fire are combustibles, combustion aid and ignite.
- ①: "Combustibles" means anything you can burned. What things can be burned?
- S: Paper / wood / oil / clothes / plastic.
- (i): Good. "Combustion" means something that helps to burn, usually is oxygen. Combustibles need to be hot enough to burn, that is ignite. So as long as you eliminate one of the conditions, the fire will not burn, and the purpose of extinguishing the fire can be achieved.





# Conversation 對話

- ①: If a fire does break out, the best equipment is a fire extinguisher. Do you have a fire extinguisher at home? Raise your hand!

  (同學們自由回應)
- ①: Great, most of our classmates have fire extinguishers at home, but do you know how to use them? Let's watch this video first.
- ①: Ok, do you remember the four tips to use a fire extinguisher in the video?
- S: Pull(拉), Aim(瞄), Squeeze(壓), Sweep(掃).
- ①: Great! Before using the fire extinguisher, you must check if the pressure is sufficient, otherwise you will not be able to spray it out. "Pull" means what to pull?
- S: Pull out the pin.
- Tes, the pin is to prevent accidental pressing. Then you need to aim at the base of the fire. Because if you only aim at the top of the fire, the fire will burn again after you finish spraying. "Squeeze" is easy to understand. And the last one is "Sweep". Because the scope of a fire may be relatively large, if you only spray one point, there is no way to achieve the effect of completely isolating oxygen.
- (1): Alright, you can't learn how to use a fire extinguisher just by watching the video, now let's go to the playground to practice it, feel free to ask questions.

註:參考影片 - 高市消防 (2018.06.12)。英語滅火器操作教學。 https://www.youtube.com/watch?v=2jzyPyiIpZs



# Three Killers in Fires (火場三大殺手)









### Conversation 對話

- 1 : There are three killers in the fire, do you know who they are?
- S: Yes, smoke, heat and flame. / No, I don't know.
- 1 : How does smoke kill people?
- S: Ex. Can't breathe, can't see anything, poisonous.
- (1): That's right, and what are the characteristics of "smoke"?
- S: Fast and dark!
- ①: You're so great. Smoke can run very fast, especially when going up. Smoke can climb 3-5 meters per second. Most of the deaths in the fire were caused by smoke.
- **(1)**: Then how does heat kill people?
- S: You will suffer from heat stroke or you will die from heat.
- ①: Yes. In concrete buildings, the temperature of a fire can be as high as 1000 degrees Celsius. So, what are the characteristics of "heat"?
- S: I don't know!
- 1 : Have you ever learned before, dose hot air will go up or down?
- **S**: Up.
- (1): Nice. And what will go down?
- S: Cold air.
- (1): Bingo! The last one, how does flame kill people?
- S: You will become a barbecue.
- ①: Oh, you got it! All of these killers are so terrible, if you want to survive from a fire, you must avoid these three killers.

# Activity 4

### The Choices to Survive (生存選擇題)

This is a group breakout activity. (團體闖關遊戲)

We have 6 teams, there are 4 people in each team. (分組進行)

Each team has a life card and a whiteboard. (每組有一張生命卡和一個白板)

The team members will encounter a fire in a KTV. You must make the right choice in order to escape successfully.

(小組成員在 KTV 將遭遇火災,必須做出正確的決定才能逃生成功)

There will be two options at each level, please write on the whiteboard whether you will choose A or B.

(每個關卡會有 $A \setminus B$ 兩個選項,請在白板上寫出你們這組的選擇)

When you show your decision, the teacher will ask you "What will you do?", then you need to use the "I will" sentence pattern to say your group's choice.

(教師會詢問各組學生" What will you do?",各組要以" I will…"句型説出答案) Each team has three lives on the life card, if you make a wrong decision, one will die, then you need to make a cross on it.

(每隊有三條命,答錯一關就在生命卡上打一個叉)

The goal of this mission is to keep everyone alive! The team with the most survivors at the end wins.

( 這次任務的目標就是讓大家活下來! 最後能夠留最多存活者的組別獲勝 )





# Three lives, wrong choice, one die.



①: What will you do?





# **(**)

### 【Conversation 對話

- T: Are you ready, let's go! <Situation>
- 1 : You sing at 7F of a KTV with your friends. Suddenly the fire alarm rang loudly...

When you open the door, there is no smoke and no staff on the hallway.



- (1): Option A. Runaway, and call 119. Option B. Stay in the room, waiting for staff notification. Now what will you do?
- S: 3···2···1, Time is up, show your board.
- ①: Group 1, what will you do?
- S: 我會立刻跑走
- S: I will run away and call 119. (各組説出自己的選項)
- **(1)**: OK, let's see the answer now.
- The answer is A. Group 1, Congratulation. And Group 4, you chose the wrong answer, sorry, you missed the precious escape time, please cross your life.

# What will you do?



Open the door 從樓梯間儘快離開







- Second level. You have finally found an escape exit, and the door is closed...
   Option A is Open the door, and get out from the stairs as soon as possible.
   Option B is touching the door, check the temperature of the door, what will you do?
- ①: 3···2···1, Time is up, show your board. Group 2, what will you do?
- S: I will open the door.
- ①: OK, let's see the answer now. The answer is B, oh, group 2, you made a wrong decision. One of you died, please put a cross on the life card.

### What will you do?



### Run UP



聽從工作人員 建議



### Run Down

試著從樓梯間穿越 5 樓



- Third level. Suddenly an employee ran out and told everyone there was already a fire on the 5th floor. He said it was dangerous to run down, and suggested that everyone run up...
- ①: Option A is following the staff's advice and run up. Option B is touching the door, and try to cross the 5th floor from the stairwell. what will you do?
- 1 : 3···2···1, Time is up, show your board. Group 3, what will you do?
- S: I will run down.
- (1): OK, let's see the answer now. The answer is B. Group 3, you pass this level, congratulation.

### What will you do?



### Stay on 7F

把安全門關上 想辦法在了樓 找個安全的地方 等待救援





### Run Down

試著從樓梯間穿越 煙霧區



- 1 : Fourth level. Suddenly you notice smoke starting to appear in the stairwell. Option A is stay on 7F. Option B is keeping run down. What will you do? Group 4?
- S: I will stay on 7th floor.
- ①: OK, let's see the answer now. The answer is A. Group 4, you pass this level, congratulation.

### What will you do?



Ues a wet towel to cover mouth and nose



避免吸入濃煙,造成噴傷



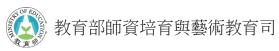
Ues a towel to plug the door

把濃煙阻擋在門外



- 1 : The last one. You finally find a room with a window, and you all close the door after you enter. You don't know when someone will find you, what else can you do now?
- ①: The option A is using a wet towel to cover mouth and nose. The option B is using a towel to plug the door. Group 5, what will you do?
- S: I will use a wet towel to cover mouth and nose.
- (1): Let's see the answer now. The answer is B. Group 5, you made a wrong decision. One of you died, please put a cross on the life card.

- ①: Ok, the mission is over, each team counts how many people you lost? How many lives are left? Think about it, if the person who died because of a wrong decision was your best friend, would you be sad? If you learn how to escape from fire better, maybe one day you can take your friends escaped the fire and survived.
- ①: It seems that Group 1 has the fewest deaths. Congratulations! How does it feel to be alive?
- S: Wonderful!
- ①: Yes, it's good to be alive. But in the game, we can have three lives, but in the real fire scene, we have no chance to do it again, so it is very important to make good judgments.



# How to Choose Safe Fruits and Vegetables (如何選擇安全的蔬果)

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# 單元設計理念(Unit Concept)

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以主題名稱「人、食物與健康消費」的「人與食物」相關學習內容,提供飲食教育 雙語教學課程來學習飲食教育相關知能,進而提升健康素養。

# B

# 課程説明(Lesson Overview)

# 1 學科課程目標

- ▲ Choose fruits and vegetables with low pesticide. (選擇低農藥蔬果)
- B Choose seasonal and local fruits and vegetables. (選擇當季當地蔬果)

# 2 連結學習重點

⚠ 學習內容: Ea- IV-1 飲食的源頭管理與健康的外食。

B 學習表現:1b-IV-3 因應生活情境的健康需求,尋求解決的健康技能和生活技能。

2a- IV-2 自主思考健康問題所造成的威脅感與嚴重性。

3b- IV-4 因應不同的生活情境,善用各種生活技能,解決健康問題。



# 字彙與片語 Words and Phrases

# 字彙 Words

choose (選擇)

bag(袋)

wax (蠟)

surface (表面)

smooth (光滑)

ground (地面)

reason (季節)

local (在地的)

# 片語 Phrases

take a look (看一看)

on/under the ground

(地面上/下)

that's right (對極了)

# 教學語句及引導語 Sentence Frames

| 1. | Which one you choose? I choose (left/right).     |
|----|--|
|    | Because  |
|    | 你選擇哪一個?我選擇(左/右)。                                 |
|    | 因為。  |
| 2. | Which are spring/summer/autumn/winter/annual?    |
|    | I think are spring/summer/autumn/winter/annual   |
|    | 哪些是春/夏/秋/冬/整年?我認為                                |
| 3. | Write down your ideas. (寫下你的想法)                  |
|    |  |
|    |  |
|    |  |
| 4. | Let's share your ideas with us. (來跟我們分享你的想法)     |
| 5. | Recall what you saw in the market? (回想你在市場看過什麼?) |
| 6. | What is it? It's                                 |
|    | 這是什麼?它是(蔬果名稱)                                    |



# 教學內容(Learning Content)

# 1) Choose Fruits and Vegetables With Low Pesticides (選擇低農藥蔬果)

Four tips for choosing low pesticides fruits and vegetables

Choose bagged fruits and vegetables.

Choose fruits and vegetables without natural waxes.

Choose fruits and vegetables with a smooth surface.

Choose fruits and vegetables that grow below ground.

### 【 Conversation 對話

- **(1)**: Have you ever bought fruits and vegetables?
- S: Yes. I did.
- **(1)**: What did you buy?
- **S** : I bought \_\_\_\_\_ (names of fruit or vegetables)
- **11**: How do you choose?
- S: Choose what I like.
- **(II)**: Do you know what's on the fruits and vegetables?
- S: Yes. I know. Pesticides.
- **(1)**: Can you choose safe fruits and vegetables?
- S: No. I can't. I don't know how to choose.
- 🕧 : Now. I will show some fruits and vegetables. Let's take a look and I will explain how to choose safe fruits and vegetables.
- S: Yes. I am ready.



# 教學活動 Activity

# Which one is safe?

There are two pictures for each item, please check the one with low pesticide and write the reason

| Which one | Which one is safe? (left or right) Reason |  |  |  |  |
|-----------|---|--|--|--|--|
|           |   |  |  |  |  |
|           |   |  |  |  |  |
|           |   |  |  |  |  |
|           |   |  |  |  |  |

# **2** Choose Seasonal and Local Fruits and Vegetables (選擇當季當地的蔬果)

Choose fruits and vegetables according to season and place of production
The first tip is season: The right time, the best nutrition and taste.
The second tip is place of production: The most suitable environment, strong resistance, reduce the use of pesticides.

# Conversation 對話

- ①: Are the fruits and vegetables in the vegetable market the same all year round?
- S: No, sometimes
- **(1)**: Why is it different?
- S: Because the seasons of vegetables and fruits are different
- That's right, each fruit and vegetable has a suitable time and environment. So where do you choose?
- S: Choose from Taiwan.
- That's right. What seasons are there in that year?
- : Spring, summer, autumn and winter.
- : So we can choose fruits and vegetables in Taiwan according to the season.
- : I don't know how to choose.
- : Now I will present some fruits and vegetables, let's discuss which season they belong to.



These fruits and vegetables are also produced in Taiwan, please write the correct season under the picture

# Who am I? Which season is me? (spring summer autumn winter annual) I am I am



# Lesson1 橄欖球:接與跑 Rugby: Catch and Run

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### 單元設計理念 (Unit Concept)

本單元以第四學習階段為課程發展主軸,透過學習內容所定,建構學生橄欖球運動 動作組合與團隊戰術應用,並解構成四節課內容,逐步依序建構學生學習表現,期 盼學生在學科課程目標所列的安排中,學會並達到修正式橄欖球運動的基礎能力。

# 課程説明 Lesson Overview

- 01 學科課程目標
  - 1. 學會傳接球與持球跑動技巧。
  - 2. 能操作個人扯帶防守動作。
  - 3. 會進行個人進攻與防守動作。
  - 4. 能操作團隊進攻與防守演練。
- 02 連接學習重點
  - a 學習內容:
    - Hb-IV-1 陣地攻守性球類運動動作組合與團隊戰術。
  - b 學習表現:
    - 1d-IV-1 了解各項運動技能原理。
    - 2c-IV-3 表現自信樂觀, 勇於挑戰的學習態度。
    - 3c-IV-1表現局部或全身的身體控制能力,發展專項運動技能。

# 詞彙 Vocabulary

# 字彙 Words

傳 (pass)、拋 (toss)、接 (catch)、跑 (run)、 彈跳 (bounce)、分組 (group)、拋球者 (thrower)、接球者 (catcher)、任務 (task)、 橄欖球(rugby)、夾子(clip)、站位(position)、 策略 (strategy)、力量 (strength)

# 片語 Phrases

團隊合作 (teamwork)、 準備動作 (ready position)、重心 (center of gravity)

# 教學句型 Sentence

| 1. | What factors can affect catching/passing? 什麼因素會影響接球/傳球? will affect catching and passing. 會影響到接球與傳球。                |
|----|---|
|    | 例句 (1)  |
|    | Our strength control will affect catching and passing. 我們的力量控制會影響到接球與傳球。 例句 (2)                                     |
|    | Our concentration will affect catching and passing. 我們的注意力會影響<br>到接球與傳球。  |
| 2. | How does "A" affect catching/passing? "A" 如何影響接球 / 傳球 ?How does affect passing? 如何影響傳球?                             |
|    | If 如果。  |
|    | 例句(1) How does our strength control affect passing? 我們的力量控制如何影響   |
|    | 傳接球? If my partner is close to me, I need to pass with less strength. 如果我的隊友離我很近,我的傳球力道要比較小。 例句(2)                  |
|    | How does our concentration affect catching? 我們的注意力如何影響接球? If we concentrate, we can catch the ball. 如果我們保持專注就可以接到球。 |
| 3. | Why do you "do"? 為何你"做"?  |
|    | Why do you?   |
|    | Because   |
|    | 例句 (1)  |
|    | Why do you bend your knees? 為何你將膝蓋彎曲?   |
|    | Because I need to lower the center of gravity. 因為我要將重心放低。 例句 (2)  |
|    | Why do you keep your eyes on the ball? 為何你一直盯著球?  |
|    | Because I need to keep focus. 因為我需要保持專注。  |
| 4. | How do you work together to catch the ball? 如何利用團體合作來接到球? We will 我們會。 例句(1)  |
|    | We will speak out loud to notice each other to catch the ball. 我們會大聲提醒隊友接球。   |

We will pass the ball to chest level. 我們會將球傳到胸前的位置。



### 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 橄欖球在彈地後容易接嗎?
- T: Was it easy to catch rugby after bouncing?
- S: 不好接。
- S: No, it wasn't.
- T: 為什麼不好接?
- T: Why?
- S: 橄欖球會不規則彈跳,不容易掌握彈跳的方向。
- S: Because the ball bounced irregularly, it was hard to predict where it will bounce.
- T: 會影響接球成功率的因素有哪些?
- T: What will affect the success rate of catching the ball?
- S: 抛球的高度、專注力、反應力、手眼協調,都會影響我接球的成功率。
- S: The height we throw the ball, our concentration, reaction, and coordination will affect the success rate.
- T: 抛球的高度如何影響接球的成功率?
- T: How does the height of the tossing ball affect catching?
- S: 球抛太高,反彈的速度太快;球拋太低,球彈跳過低,來不及接球。
- S: If I throw the ball too high, it will bounce quickly; if I throw the ball low, it will bounce too low for me to catch it.

- T: 接球的準備動作應該要怎樣做?才能提高接球的成功率。
- T: What's the preparation position that will increase the rate of catching the ball successfully?
- S: 雙膝彎曲、重心放低、雙手放置胸前、眼睛關注球。
- S: Bend the knees, lower the body, put both hands at chest level, and look at the ball to prepare.
- T: 為何要膝蓋彎曲、重心放低?
- T: Why do you need to bend your knees and lower your center of gravity?
- S: 因為球會不規則的彈跳, 膝蓋彎曲、重心放低, 我隨時都可以移動身體接球。
- S: Because the ball will bounce irregularly. Bending the knees and lowering the body will allow me to move around and catch.
- T: 為何需要眼睛關注球、雙手放置胸前?
- T: Why do you need to look at the ball all time and put your hands in front of your chest?
- S: 球會不規則彈跳,所以需要一直看著球。另外,手放在胸前,隨時都可以準備 好接球,減少手舉起來的反應時間。
- S: The ball will bounce irregularly, so I need to keep my eyes on the ball. What's more, putting both hands at chest level allows me to catch the ball at all times.
- T: 球落地的部位,如何影響接球的成功率嗎?
- T: Will the part of the ball hitting on the ground affect catching?
- S: 我發覺若是橄欖球肚(球中間直徑最寬處位置)落地,彈跳比較規則,若是球的兩個尖端,就比較會不規則彈跳。
- S: If the middle of the ball bounced to the ground, the rebound will be more regular. If the end of the ball hit the ground, the rebound will be more irregular.
- T: 如何利用團體合作來接到球?
- T: How can the team work together to catch the ball?
- S: 可以口頭彼此提醒,不用害隊友接不到球的方式拋球,例如拋太低或用力拋球。
- S: We can speak out loud to notice each other. Throwing the ball improperly like too low or too high will make it hard for the teammate to catch.
- T: 綜整一下,接球要接的好,要有好的接球準備動作、適當的拋球高度、球體落地位置以及良好的團隊合作。
- T: To sum up, to catch the ball stably, we should be prepared, throw the ball properly, focus on where the ball dropped, and have nice teamwork.

任務:每次成功接到一個球,就獲得一個夾子,請看您的等級為何?另外,請至少列出 三個成功的原因(可以參考下面表 1 的答案,用 ABCDEF 填寫,或填寫其它答 案)與三個失敗的原因。

Task: After catching the ball successfully, the member can get a clip. Please grade yourself according to your performance. Try to list at less three reasons for success. (Refer to the list below and fill in ABCDEF in the blank or fill in other answers.)

| 次數<br>Times                     | 11個以上<br>More than 11        | 10-8 個<br>10-8              | 7-5 個<br>7-5           | 4-1 個<br>4-1              | 1 個也沒有<br>None           |
|---------------------------------|------------------------------|-----------------------------|------------------------|---------------------------|--------------------------|
| 等級<br>Level                     | 眼明手快<br>職業級<br><b>Master</b> | 眼明手快<br>高手級<br>Professional | 眼明手快<br>勇者級<br>Warrior | 眼明手快<br>還能進步級<br>Advanced | 眼明手快<br>再加油級<br>Beginner |
| 成功的原因<br>Reasons for<br>success |                              |                             |                        |                           |                          |
| 失敗的原因<br>Reasons for<br>failure |                              |                             |                        |                           |                          |

表 1

# 成功原因(Reasons for success)

- A. 膝蓋彎曲 (bend knees)
- B. 重心放低 (low center of gravity)
- C. 雙手放置胸前 (put hands in front of chest)
- D. 保持專注力 (keep focus)
- E. 眼睛關注球 (eyes on the ball)
- F. 移動身體 (moving)

# 失敗原因 (Reasons for failure)

a.

b.

c.

d.

e.

f.

### 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 請各組分享,哪一個比較快?球移動的速度或人移動的速度。
- T: Please discuss who is faster. The ball or the runner?
- S: 如果傳球不要失誤, 球移動的速度比較快, 而且也比較不累。
- S: If the passer didn't miss any ball, the ball will move faster, and it was less tired.
- T: 什麼因素會影響接球的成功率?
- T: What will affect the success rate of catching?
- S: 球不能亂丟,會讓隊友不好接球。因此,傳球的力量與方向控制很重要。
- S: We shouldn't pass the ball randomly. It will make my teammate hard to catch. Therefore, it is important to control the strength and direction of passing.
- T: 在剛才的活動中,造成傳球失誤的主要原因為何?
- T: In the activity we just practiced, what is the main reason that may lead to making a mistake while passing?
- S: 因為怕輸與緊張,所以就會亂傳球。
- S: If we were too nervous or afraid of losing, we will pass the ball randomly.
- T: 在剛才的活動中,追球的人有什麼想法?
- T: In the activity, what were the passer thinking?
- T: 我覺得傳球的速度好快。
- I: They passed so fast.
- T: 如何利用團體合作來接到球?
- T: How can we work together to catch the ball?
- S: 每個人先做好接球預備動作,雙膝彎曲、重心放低、雙手放置胸前、眼睛關注球。
- S: Everyone should be ready in the preparation position. Bend your knees, lower the body, put your hand at chest level, and keep looking at the ball.
- S: 在傳球的時候,可以喊接球,提醒下一位同學。
- S: We can remind the next person to catch when passing.
- S: 傳球的位置,要傳到胸前的地方,讓下一位同學比較好接。
- S: We should pass to the chest level. It will be easier for the next person to catch.

### 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 什麼因素會影響傳球的速度?
- T: What will affect the speed of passing?
- S: 傳球者與接球者之間的距離與站位方向會影響傳球的速度。
- S: The distance between the passer and catcher and the standing direction will affect the passing speed.
- T: 不同距離採用的傳球策略為何?
- T: What are your strategies to pass the ball to catchers at a different distance?
- S: 控制力量。近距離, 傳球小力一點。遠距離, 可以傳大力一點。
- S: Strength control. If the distance is short, we should pass with less strength. If the distance is far, we should pass with more strength.
- T: 那站位方向如何影響傳球?
- T: How will the standing direction affect the passing?
- S: 接球者要面向傳球者,做好接球的準備動作。同樣地,接球後,要轉向面向要 傳球的方向。
- S: The catcher should face the passer, and be prepared to catch. In the same way, the catcher should turn to the passing direction after catching.
- T: 傳球時發生失誤的原因為何?
- T: What are the reasons that may cause mistakes when passing?
- S: 因為比賽要求速度,為了傳快,所以傳球的力道控制就不好,站位方向也沒有站好。
- S: In the competition, we want to go as fast as we can. However, we may not control our strength well when passing, and we may not stand in the correct standing direction.
- T: 當你在持球跑時, 你的感受為何?
- T: How do you feel when you carry the ball when running?
- S: 我感覺持球跑好帥氣。
- S: I think it was cool.
- S: 我很怕跑輸同學。
- S: I was afraid that I was too slow.

- S: 我不習慣持球跑。
- S: I'm not used to carrying the ball and running at the same time.
- T: 你們覺得能成功完成這個活動的原因為何?
- T: What is the main reason you complete the activity?
- S: 專注在自己組內的傳接球,不要分心看別組
- S: Because we focus on the passing in our team. We didn't look at the other group when passing.
- S: 依據同學不同的傳接球能力, 排定棒次順序。
- S: We will line up based on everyone's ability in catching and passing.
- S: 提醒彼此站位方向, 傳球比較好接。
- S: We will notify each other's standing direction. It will make it easier to catch the ball.



# Lesson2 橄欖球:個人防守 Rugby: Personal Defense

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### 前言 Introduction

- 1. The King of the Tag Belt 我是扯帶王
- 2. Eagle and Chickens 老鷹抓小雞

# 課程説明 Lesson Overview

- 01 學科課程目標
  - 1. 學會傳接球與持球跑動技巧。
  - 2. 能操作個人扯帶防守動作。
  - 3. 會進行個人進攻與防守動作。
  - 4. 能操作團隊進攻與防守演練。
- 02 連接學習重點
  - a 學習內容:
    - Hb-IV-1 陣地攻守性球類運動動作組合與團隊戰術。
  - b 學習表現:
    - 1d-IV-1 了解各項運動技能原理。
    - 2c-IV-3 表現自信樂觀, 勇於挑戰的學習態度。
    - 3c-IV-1表現局部或全身的身體控制能力,發展專項運動技能。

# 詞彙 Vocabulary

# 字量 Words

扯掉 (remove)、閃躲 (dodge)、 提醒 (notice)、進攻者 (attacker)、防守者 (defender)、 區域 (place)、輪轉 (rotation)、 體力(stamina)、敏捷性 (agility)、扯帶 (tag belt)、魔術

貼 (tag)、解讀能力 (reading)

# 片語 Phrases

四處活動 (move around) 時間到 (time's up) 專注於(focus on)

# 教學句型 Sentence

| 1. | What are your strategies to remove the tag? 扯掉魔術貼的策略為何? We should 我們應該。 例句(1)  |
|----|--|
|    | We should <u>use both hands</u> , <u>not only the dominant hand</u> . 我們應該雙手並用,不能只用慣用手。<br>例句 (2)  |
|    | We should focus on the magic tag belt. 我們應該將視線集中在魔術貼上。   |
| 2. | What are your defending strategies? 你的防守策略為何? We should 我們應該。 例句(1)  |
|    | We should <u>keep dodging</u> . 我們應該不停地閃躲。<br>例句(2)  |
|    | We should keep changing direction. 我們應該不停變換方向。   |
| 3. | How do you dodge faster? 如何閃躲才可以快一點? We should 我們要。 例句(1) We should keep our heels off the ground. 我們要保持腳掌不要完全貼地。                              |
|    | 例句(2) We should keep in good agility. 我們要保持好的敏捷性。  |
| 4. | What kind of abilities does the attacker require? 攻擊者需要哪些能力? The ability of is important for the attacker to require. 對攻擊者來說,的能力是重要的。 例句 $(1)$ |
|    | The ability of running is important for the attacker to require. 對攻擊者來說,跑動的能力是重要的。 例句 $(2)$  |
|    | The ability of <u>dodging</u> is important for the attacker to require. 對攻擊者來説,閃躲的能力是重要的。  |
|    |  |

任務 (task):將扯掉對方的魔術貼,黏於自己的腰帶上,時間到,腰帶上擁有最 多條者為勝者。

Task: Pull off the other's tag belt and stick it on the waist. When the time is up, the one with the most tag belt will be the winner.



### 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 扯掉對方魔術貼的策略為何?
- T: What are your strategies to remove the tag?
- S: 不能只用慣用手,要雙手並用,比較容易成功。
- S: To succeed, we should use both hands, not only the dominant hand.
- S: 視線需要集中在魔術貼上。
- S: We should focus on the magic tag belt.
- T: 還有嗎?
- T: What's more?
- S: 不能只是閃躲,要同時進攻與防守,才有可能扯掉對方的魔術貼。
- S: We can't just dodge, we need to attack and defend at the same time, so we can pull off the other's tag belt.
- T: 你的防守策略為何?
- T: What are your defending strategies?
- S: 不停的閃躲、消耗對方的體力。
- S: We should keep dodging, it will consume others' strength.
- T: 怎樣閃躲才可以快一點?
- T: How do you dodge faster?

- S: 腳掌不要完全貼地,墊高腳後跟,保持敏捷性。
- S: We should keep our heels off the ground. It will keep us in good agility.
- S: 閃躲的過程中,要不斷的前後左右閃躲,持續變換方向。
- S: We should keep changing direction and move back and forth, left and right when dodging.

任務:在我是扯帶王的活動,最後獲得的魔術貼數量,請看您的等級為何?另外,請至 少列出三個成功的原因(可以參考下面的答案,用 ABCDE 填寫,或填寫其它 答案)與三個失敗的原因。

Task: After the activity of The King of the Tag Belt, count how many belts you get, and take a look at what your level is. Please list three reasons for success and three reasons for failure. (You may refer to the list below and fill in ABCDEF in the blank or fill in other answers.)

| 魔術貼數量<br>Numbers of the<br>magic tag belt | 11個以上<br>More than 11                        | 10-8 個<br>10-8  | 7-5 個<br>7-5   | 4-1 個<br>4-1   | 】個也沒有<br>None  |
|---|--|---|--|--|--|
| 等級<br>Level                               | 我是扯帶王<br>I'm the King<br>of the Tag<br>Belt. | 我即將會是<br>扯帶王<br>I will be the<br>King of the<br>Tag Belt. | 我或許會是<br>扯帶王<br>I may be the<br>King of the<br>Tag Belt. | 我想當<br>扯帶王<br>I want to be<br>the King of<br>the Tag Belt. | 我也好想當<br>扯帶王<br>I wish I am<br>the King of<br>the Tag Belt |
| 成功的原因<br>Reasons for<br>success           |  |   |  |  |  |
| 失敗的原因<br>Reasons for<br>failure           |  |   |  |  |  |

輪轉 (rotation): 各組成員,輪流擔任老鷹,向其它組進行挑戰。

Rotation: All the members will take turns being the eagle and challenge other groups.

任務 (task):在 30 秒內,老鷹需要扯掉小雞其中一條魔術貼或破壞防守者肩搭肩的連線。扯掉小雞的魔術貼,就從小雞那邊拿一個夾子,破壞防守者肩搭肩的連線,就從母雞那邊拿一個夾子,夾子當作具象化的計分器具。

Task: The eagle needs to pull down one side of the chicken's tag belt or break the defender's line. The eagle can get a clip by pulling down the chicken's magic tag belt. The hen needs to give the eagle one clip if the defender's line was broken. The number of the clip will be the point the eagle gets.



# 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 小組團隊所獲得的夾子數量,除了代表獲勝以外,還表示你們小組成員具備何種能力?
- T: What does the number of clips your team gets mean, excluding the meaning of winning the game?
- S: 我覺得夾子數量多的團隊成員,代表擁有較好的敏捷、閃躲能力、速度、解讀 判斷以及體力。就跟在我是扯帶王活動一樣,多得夾子跟多扯帶子是一樣的道 理,個人在敏捷、閃躲、速度、解讀能力、體力上都是比較優異的。
- S: The one with better agility, dodging ability, speed, judging ability, and stamina can get more clips. Just like the activity "The King of the Tag Belt" the one with more tag belt means the person has better

- agility ability, dodging ability, speed, judging ability, and stamina.
- T: 擔任進攻老鷹需要怎樣的能力?
- T: What kind of abilities does the attacker as the role of an eagle require?
- S: 我覺得要善用跑步速度, 閃躲能力也是關鍵, 當然還需要解讀判斷母雞群的防守位置
- S: It's important to make good use of the running speed, and the ability to dodge, and we should judge how the hen defends.
- S: 我覺得需要不斷利用自身的敏捷力與閃躲能力來進攻,讓防守方無法順利解讀 破解進攻模式。
- S: We should use the agility and dodging ability to attack. This will make it hard for the defender to break the attacking mode.
- T: 個人在防守時需要注意什麼?
- T: What should we notice when doing the personal defending?
- S: 我覺得要不斷關注進攻老鷹的位置,還有搭肩的手需要確實搭緊避免分離。
- S: I think we should focus on the eagle's position. We should connect by hand and avoid being separated.
- T: What should the team notice in defense?
- S: 我們覺得需要發出聲音彼此提醒,然後所有人視線需要在進攻老鷹的身上。
- S: We should communicate to notice each other. Everyone should focus on defending the eagle.
- T: 你的抓小雞的進攻策略為何?
- T: What are your offending strategies to catch a hen?
- S: 我不會一直繞圈圈跑,我會突然變換方向。
- S: I won't keep running in a circle. I will change the direction unexpectedly.
- S: 我會運用自己的耐力,一直追到他們沒有力氣。
- S: I will use my stamina, and keep chasing until they are exhausted.
- T: 這個活動最主要是訓練什麼能力?
- T: What is the main ability that trained in this activity?
- S: 我覺得是閃躲能力, 這能力在攻防兩端都很重要。
- S: I think is the ability to dodge. It's important in both defending and offending.
- S: 我覺得是觀察判斷與身體反應能力。
- S: I think is the judging ability and the body reacting ability.



# Lesson3 橄欖球: 攻守轉換 Rugby: Possession Changes

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### 前言 Introduction

- 1. Behind Enemy Line 衝出封鎖線
- 2. Out of Control 全面失控

### 課程説明 Lesson Overview

- 01 學科課程目標
  - 1. 學會傳接球與持球跑動技巧。
  - 2. 能操作個人扯帶防守動作。
  - 3. 會進行個人進攻與防守動作。
  - 4. 能操作團隊進攻與防守演練。
- 02 連接學習重點
  - a 學習內容:
    - Hb-IV-1 陣地攻守性球類運動動作組合與團隊戰術。
  - b 學習表現:
    - 1d-IV-1 了解各項運動技能原理。
    - 2c-IV-3 表現自信樂觀, 勇於挑戰的學習態度。
    - 3c-IV-1表現局部或全身的身體控制能力,發展專項運動技能。

# 詞彙 Vocabulary

# 字彙 Words

持球衝鋒 (rush)、繞跑 (weave)、墊子 (mat)、

# 片語 Phrases

向…急速移動(rush to)、沿 著(along)、假動作(fake movement)、在中間(in the middle)、達陣區(touchdown zone)、個人進攻(individual attacking)、團隊進攻(team attacking)

# 教學句型 Sentence

| 1. | What are your rushing strategies to touch down? 你持球衝鋒達陣的策略為何? I will 我會。 例句(1)                                    |
|----|---|
|    | I will use my agility and change my running direction and speed to dodge the defender. 我會利用變換速度與方向,來閃躲防守者。 例句(2)  |
|    | I will do some fake movement to trick the defenders. 我會做一些假動作來欺騙防守者。  |
| 2. | What are you worried about when touching down? 當你持球衝鋒時,會煩惱什麼? I'm afraid of 我擔心。 例句(1)                            |
|    | I'm afraid of the defender who is taller and stronger than me. 我擔心碰到身材高大的防守者。<br>例句 (2)                           |
|    | I'm afraid of the defender who can reach their arms far. 我擔心碰到手可以延伸很長的防守者。  |
| 3. | What are your defending/attacking strategies? 你的防守 / 進攻策略為何? When, we need to 在, 我們必須。 例句 (1)                     |
|    | When we are attacking, we need to read the defender's position first. 在進攻時,我們必須先閱讀防守位置。 例句 $(2)$                  |
|    | When we are defending, we need to <u>make good use of the four corners</u> . 在防守時,我們必須好好利用四個角的空間。                 |
| 4. | What is the difference between individual attacking and team attacking? 個人進攻與團隊進攻有何不同? When doing, I need to 當進行。 |

## 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 你持球衝鋒達陣的策略為何?
- T: What are your rushing strategies to touch down?
- S: 首先,要先閱讀 (read) 防守方的佈陣位置,然後利用我的敏捷性,藉由變換速度與方向,來閃躲防守者。
- S: First of all, I need to read how the defender defends. I will use my agility and change my running direction and speed to dodge the defender.
- S: 我覺得除了利用敏捷性以外,還可以做一些假動作來騙防守者。
- S: I think except for agility, I can do some fake movement to trick the defenders.
- T: 你在持球衝鋒時,擔心什麼?
- T: What are you worried about when touching down?
- S: 我擔心碰到身材高大的防守者,他們的手可以延伸的很長,防守範圍比較大。
- S: I'm afraid of the defender who is taller and stronger than me. They can reach their arms far, so they can defend more area.
- T: 在擺放防守者墊子的位置方面, 你的防守策略為何?
- T: What's the defending stratagem when you place the defender's mats?
- S: 墊子放置的位置會產生不同防守的效果。放在中間,就得防守兩邊,靠近邊線, 則有邊線幫忙防守,因為進攻者不能跑出界。
- S: How we place the mats will bring about different defense results. If we place them in the middle, we need to defend both sides. If we place the mats on both sides, the sideline will also block the offender because the offender couldn't step out of the zone.
- T: 綜整一下,所以在持球衝鋒時,必須先閱讀防守位置,並利用上一堂課學習的 閃躲能力,變換速度與方向,或做一些假動作,來躲避防守者的碰觸,到達達 陣區來得分。
- T: To sum up, when we are rushing, we need to read the defender's position first. Second, we need to make good use of the dodging skill we learned in the last class. We can also change our speed and direction, or do some fake movements to avoid being touched by the defender. In that case, we will get to the touchdown zone successfully and score.

Attacker: The one who gets the ball will be the attacker. The attacker needs to pass the ball to the next person within 10 seconds.

After the ball is passed, the person will become the defender.

防守者 (defender): 無球者為防守者,接到球後,角色轉為進攻者。

Defender: The one without the ball will be the defender. After the defender gets the ball, the person will be the attacker.

輪轉 (rotation): 每次哨音響起,持球者開始進攻。

Rotation: When you heard the whistle, the one with the ball starts to attack.

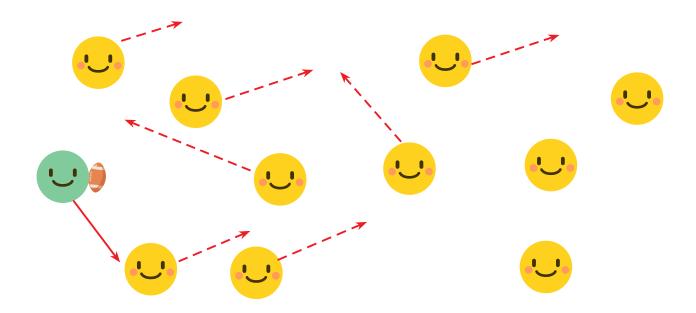
任務 (task):在 60 秒內,進攻者需要盡量去抓防守者,被抓到的防守者,需原地進行開合跳,直到時間結束,球若落地,則所有人進行一次起來蹲下的懲罰。

Task: The attacker will try their best to catch the defender in 60 seconds. If the defender was caught by the attacker, they need to do jumping jacks until the time's up. If the ball hits the ground, everyone will squat down and get the punishment.

# 對話

- T: 你的防守策略為何?不要被進攻者抓到的策略?
- T: What's your defending strategy? What's your strategy to avoid being caught by the attacker?
- S: 不要亂跑,需要閱讀進攻者跑動的方向,再來進行閃躲。
- S: We need to read how the attacker run before dodging.
- S: 可以利用不斷的繞跑,持續變換速度與方向,比較不容易被碰觸。
- S: We can keep weaving. We can avoid being touched by changing our speed and direction constantly.
- T: 你的防守策略為何?當你同時遇到很多進攻者的時候。
- T: What's your defense strategy when you face many attackers at the same time?
- S: 需要觀察多個進攻者跑動的方向,找出防守漏洞。
- S: We need to observe how the attackers run, and try to find out the defect in defense.
- T: 你的進攻策略為何?你怎樣碰觸到無球者?
- T: What's your attacking strategy? What should you do to touch the one without the ball?

- S: 挑一個體力 (stamina) 與敏捷性 (agility) 差一點的人,鎖定同一個人來追逐, 比較不會浪費體力。
- S: We can pick the one with less stamina and agility. We won't waste energy if we focus and chase after the same person.
- T: 你的進攻策略為何?當你遇到一直不斷繞跑的人。
- T: What's your strategy if you meet the one who keeps weaving?
- S: 我可以利用四個角落,將他逼到角落,比較沒有閃躲的空間。
- S: I can make good use of the four corners. It will be less dodging space if I can force them to move to the corner.
- T: 個人進攻與團隊進攻有何不同?
- T: What's the difference between personal attack and group attack?
- S: 個人進攻要一直跑,很累。團隊進攻,可以用包圍的方式,比較不用浪費體力。
- S: It will be more tiring when doing the personal attack because I need to run a lot. When doing the group attack, we can surround the defender, and we won't cost so much energy.
- T: 你的進攻策略為何? 當攻守交換時?
- T: What's your attacking strategy when it's time to switch?
- S: 剛接到球時,趁防守者還沒回神時,比較好抓到防守者,等他們跑走後,就比較不好抓了。
- S: After catching the ball, it will be easier to catch the defender when they are not ready. If they run away, it will be tough to catch them.





# Lesson4 橄欖球: 團隊進攻與防守 Rugby: Team Defense and Attack

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#### 前言 Introduction

- 1. Fort Defender 捍衛陣地
- 2. Charge the Enemy Line 衝鋒陷陣

## 課程説明 Lesson Overview

- 01 學科課程目標
  - 1. 學會傳接球與持球跑動技巧。
  - 2. 能操作個人扯帶防守動作。
  - 3. 會進行個人進攻與防守動作。
  - 4. 能操作團隊進攻與防守演練。
- 02 連接學習重點
  - a 學習內容:
    - Hb-IV-1 陣地攻守性球類運動動作組合與團隊戰術。
  - b 學習表現:
    - 1d-IV-1 了解各項運動技能原理。
    - 2c-IV-3 表現自信樂觀,勇於挑戰的學習態度。
    - 3c-IV-1表現局部或全身的身體控制能力,發展專項運動技能。

## 詞彙 Vocabulary

# 字彙 Words

對手 (opponent)、、吸引 (draw)、死 球 (dead ball)、球權 (possession)、攔 截 (intercept)、重新發球 (restart)

# 片語 Phrases

一對一防守 (one-onone defense)、轉換攻擊 (transition attacking)、包夾 (double team)

# 教學句型 Sentence

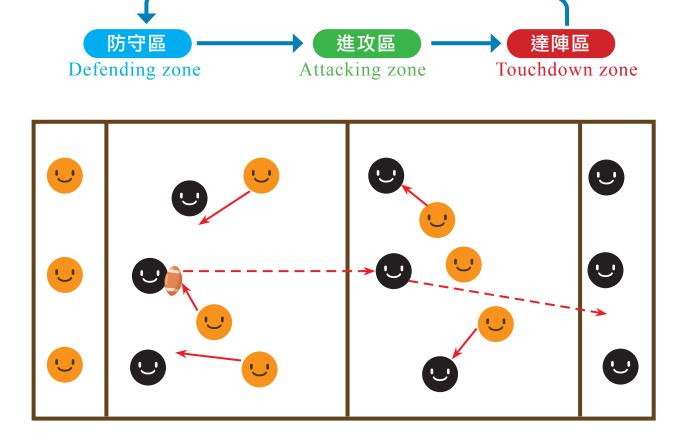
| 1. | What should you notice? 你需要注意什麼 ?<br>We should 我們要 。               |
|----|--|
|    | 例句(1)  |
|    | We should notice the attacking direction. 我們要注意進攻的方向。              |
|    | 例句 (2)   |
|    | We should focus on our mission. 我們要注意任務內容。                         |
| 2. | What are your attacking strategies to touch down? 你進攻達陣的策略為何?      |
|    | We can 我們可以 。  |
|    | 例句(1)  |
|    | We can <u>pass between teammates</u> . 我們可以在隊友間傳球。<br>例句(2)        |
|    | We can hold the ball and rush to the touchdown zone. 我們可以利         |
|    | 用持球衝鋒。   |
| 3. | What are your defending strategies? 你的防守策略為何?                      |
|    | We should 我們可以。<br>例句 (1)  |
|    | We should do one-on-one defense. 我們可以進行一對一的防守。                     |
|    | 例句 (2)   |
|    | We should <u>try to intercept the ball</u> . 我們可以嘗試攔截球。            |
| 4. | In addition to N, is there any other effective attacking strategy? |
|    | 除了…,還有哪些有效的進攻策略嗎?  |
|    | We can <u>use the skill</u> . 我們可以運用 的技巧。<br>例句 (1)                |
|    | We can use the dodging skill. 我們可以運用閃躲的技巧。                         |
|    | 例句(2)  |
|    | We can use the running skill. 我們可以運用跑動的技巧。                         |
| 5. | What do you learn in this activity? 在這個活動中,你學到什麼?                  |
|    | I've learned 我學到 。   |
|    | 例句(1)  |
|    | I've learned teamwork is important. 我學到團隊合作是很重要的。                  |

輪轉 (rotation): 其中一隊達陣,攻守交換,防守區的人移至進攻區,進攻區的人移至進攻達陣區、進攻達陣區的人移動至防守區。

Rotation: When one of the groups reaches the touchdown zone, possession changes. People in the defending zone will move to the attacking zone, people in the attacking zone will move to the attacking touchdown zone, and people in the attacker's touchdown zone will move to the defending zone.

任務 (task):利用傳球或跑動,將球送至進攻達陣區得分。球掉在地上,持球者腰帶被扯掉,就交換球權

Task: Run and pass the ball to the attacker's touchdown zone to score. If the ball hits the ground, the one who holds the ball will lose the tag, and possession changes.



#任務區域以黑隊為例,橘隊則反之

# The task area is an example for the black team, the orange team will do the opposite.

#### 問題講解與對話 Question and Answer/Dialogues

# 對話

- T: 當你在不同區時, 你需要注意什麼?
- T: What should you notice in the different zone?
- S:要記得進攻的方向,並且注意任務的內容,例如在進攻區就要想辦法將球順利 傳到達陣區。
- S: We need to remember the attacking direction, and focus on the mission. For example, if I'm in the attacking zone, I need to try my best to pass the ball to the touchdown zone.
- T: 你進攻達陣的策略為何?
- T: What are your attacking strategies to touch down?
- S: 除了隊友間的傳球之外,還可以利用持球衝鋒。
- S: Except for the passing between teammates, we can hold the ball and rush to the touchdown zone.
- T: 在防守區時, 你的防守策略為何?
- T: What's your strategy to defend in the defending zone?
- S: 防守時,不要大家都往球的方向跑,可採用一對一的防守,這樣才不會讓持球者容易將球傳出去。
  - When defending, everyone shouldn't run to the ball at the same time, we can do one-on-one defense. It will make it hard to pass the ball.
- T: 在進攻區時, 你的進攻策略為何?
- T: What's your strategy to attack in the attacking zone?
- S: 持球者會吸引 (draw) 比較多防守者, 我要想辦法讓多一點人來防守我, 這樣 我就有空檔把球傳出去。
- S: The one with the ball will draw more defenders. I need to figure out how to draw more defenders, in this case, I'm able to pass.
- T: 在進攻區時,無球者怎樣幫助隊友?
- T: In the attacking zone, how can people without the ball help their teammates?
- S: 不要擠在一起,要拉開空間,才不會接到球時,防守者離我很近。
- S: We shouldn't crowd together. We should spread out so that when we get the ball, the defender will not be too close to us.
- S: 喊出聲音,讓隊友知道我的位置。
- S: We should shout out loud, so my teammate will know where I am.
- T: 在進攻區時,還需要注意的什麼?
- T: What should you notice in an attacking zone?

Attacker: The attacker can pass or rush. The only way to score is to rush to the touchdown zone.

輪轉 (rotation): 死球時,隊友可自由換人。

Rotation: When it comes to the dead ball, both teams can decide to change or not.

#### 規則 Rule:

1. 每個人身上都穿著腰帶,並且黏上兩條魔術貼在腰部。 Everyone will wear the belt, and two magic tag belts will be stuck

2. 球落地時,球權交換。

on the wasit.

The possession will change if the ball hits the ground.

3. 防守方在攻方向後傳時, 攔截 (intercept) 到球,可立即轉換攻擊 (transition attacking)(利益原則)。

When the defender intercepts the ball from the attacker, they can do transition attacking. (Principle of benefit)

4. 持球進攻者魔術貼被扯掉時,需在魔術貼被扯掉的地方重新發球,其餘同隊隊員, 退回到發球點後, 聽候裁判哨音, 重新出發進攻。此時, 防守方也是退到 另一側發球線後。

If the one with the ball's tag is pull off, they need to restart at where the tag was pulled off. Other teammates need to move behind the service point and attack after the whistle. The defender needs to step behind the service line on the other side.

5. 魔術貼扯掉後,要還給對方,黏好後才可出發。
The magic tag will be returned after pulling off. The game will restart after the tag is stuck back.

6. 發球時,將球靜置地上,拿起後,就算開始進攻,無須等哨音。
The ball will be put on the ground before service. The attacker can attack after getting the ball, they don't need to wait for the whistle.

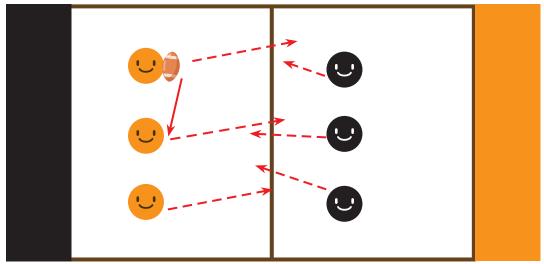
7. 逹陣後,被逹陣方,於中線重新發球進攻。

After touching down, the other team will service and attack from the middle line.

任務 (task): 進攻方嘗試移動至達陣區得分。

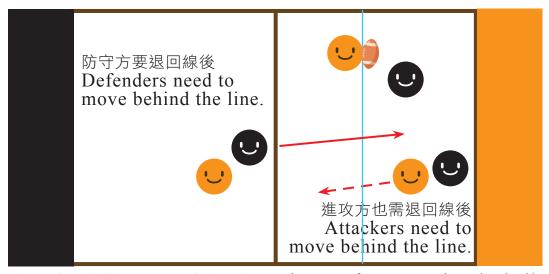
Task: The attacking team needs to try their best to move to the touchdown zone to score.

#### 中線 Middle line



防示意圖 Attack and defense diagram

#### 發球點虛擬延伸線 Line for service



重新發球攻防雙方退回發球線示意圖 Diagram for re-service the ball

## 問題講解與對話 Question and Answer/Dialogues



- T: 你們有效的進攻策略為何?
- T: What are your effective attacking strategies?
- S: 找一個跑步快、敏捷性高的隊友持球衝鋒,吸引 (draw) 對方包夾 (double team) 後,再傳球給有空檔的隊友。

- S: Find a teammate who can run fast and has good agility to rush, it will draw the opponent to double team, and it's time to pass the ball to the teammate in wide open.
- T: 相反地,如果你是防守方,你的防守策略為何?
- T: On the contrary, if you're defense team, what's your defending strategy?
- S:要避免擠在一起,變成兩人防守一人的狀況。所以在比賽前,要確認我們隊速度快的隊友,是防守進攻隊速度快的隊友,避免防守破洞,只能協防。
- S: We should avoid crowding together, it may turn into two people defending only one person. Before the game starts, we need to make sure the one who can run fast will defend the one who can run fast in the other team. This can avoid defense defect which may lead to the result of that your teammate can only do assistance defense.
- T: 除了持球衝鋒速度快一點,還有哪些有效的進攻策略嗎?
- T: Is there any other effective attacking strategy except rushing faster?
- S: 像籃球運動一樣的快速傳球 (moving the ball),也可以讓防守者很難把進攻者的魔術貼扯掉。
- S: Just like playing basketball, passing the ball with speed will make it hard for the defender to pull off the tag from the attacker.
- T: 除了跑、閃、傳的技能外,還有哪些有效的進攻策略?
- T: Except for running, dodging, and the passing skill, what are other effective attacking strategies?
- S: 團隊合作 (teamwork) 很重要,跑位時喊聲,失誤時彼此打氣,都有助於增加 團隊士氣 (momentum)。
- S: Teamwork is important, we need to communicate when running. We need to encourage each other when making mistakes. All of them help boosting momentum.
- T: 在這個活動中,你學到什麼?
- T: What do you learn in this activity?
- S: 我覺得最大的收穫就是面對困難,要不斷的向前奔跑迎向挑戰,若是害怕向後 跑,就會離達陣區更遠。所以,勇往直前、不怕失敗,是這個活動最大的收穫。
- S: I think the most important lesson I've learned is to face difficulties. I need to spend all the effort to break through the barriers. If I'm afraid and run backward, I will be far away from the touchdown zone. Keep going and daring to fail is the biggest lesson I've learned in the activity.

# Rugby 個人能力檢核圖

# Rugby Personal Ability Checklist





# 🤼 説明 (Instruction):

每個構面為 1-5 分,離中心點最近的為 1 分。

There will be 1-5 points in each project, and the closest point to the center will be 1 point.

請針對自己的能力,在每個構面中,標示自己的能力指標。

Please mark each point on the chart of each item based on your ability 請將六個能力點連線,並在連線範圍內,塗上顏色,便能知道自身 rugby 能力整 體狀態。

Please connect each point and fill in the color in the area inside the line. It shows your whole ability in playing rugby.

| 優點<br>Advantages              |    |    | 得分<br>Score |    |   |  |
|-------------------------------|----|----|-------------|----|---|--|
| 防守技巧<br>Defending skill       | 1. | 2. | 3.          | 4. | 5 |  |
| 進攻技巧<br>Attacking skill       | 1. | 2. | 3.          | 4. | 5 |  |
| 團隊合作<br>Teamwork              | 1. | 2. | 3.          | 4. | 5 |  |
| 挑戰態度<br>Challenging attitude  | 1. | 2. | 3.          | 4. | 5 |  |
| 溝通能力<br>Communicating ability | 1. | 2. | 3.          | 4. | 5 |  |
| 閱讀比賽<br>Reading               | 1. | 2. | 3.          | 4. | 5 |  |
| 總得分<br>Total                  |    |    |             |    |   |  |

1. 請在下方書寫區,針對這堂課程的學習,進行文字敘述。 Please write down what you've learned in the lesson.

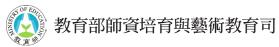




在這堂橄欖球課程,我學到………..

In the rugby lesson, I've learned.....





# Lesson1 籃球:傳接球 Pass and Catch

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## 單元設計理念 (Unit Concept )

本單元以健體領域核心素養第五學習階段為主軸,以學習重點「b. 陣地攻守性球類運動」中的籃球基礎課程融入雙語教學。第一堂課為基本傳接球技術及移動中傳接球觀念;第二堂課加入防守,引導學生思考當面對防守者時,傳接球因應的多元策略;第三堂課進行禁區內的二打一小組配合,為中鋒與控球後衛小組配合策略,並帶出強弱邊轉換之觀念;第四堂課為三搭二小組配合,利用高低位中鋒搭配與控球強弱邊轉換,利用傳接球發展多打少戰術。

#### 課程説明/難度 Lesson Overview

- 01. 學科課程目標:
  - 1. 基本傳球: 胸前傳球、地板傳球、過頂傳球、棒球式傳球。
  - 2. 與隊友的距離相對應的傳球方式。
- 02. 連結學習重點:

學習內容:

Hb-V-1 陣地攻守性球類運動技術綜合應用及團隊綜合戰術。

學習表現:

- 1d-V-1 分析各項運動技能原理。
- 2c-V-2 展現相互包容與適切的人際溝通互動之技巧。
- 3d-V-1 熟練運動技術的學習與比賽策略。

## 詞彙 Vocabulary

# 字彙 Words

傳球 pass、接球 catch、投籃 shoot、籃球 basketball、籃球場 basketball court、三角錐 cone、翻 flip、衝刺 dash、胸前傳球 chest pass、地板傳球 bounce pass、過頂傳球 overhead pass、棒球式傳球 baseball pass、快攻 fast break、上籃 layup、上下顛倒 upside down、距離 distance、搶斷球 intercept

# 教學句型 Sentence Patterns

| 1. | What kind of pass do you use?  |
|----|--|
|    | 你是用哪種傳球方式?   |
|    | I use 我選擇用。  |
|    | 例句(1):   |
|    | I use <u>bounce pass</u> . 我選擇用 <u>地板傳球</u> 。                                  |
|    | 例句(2):   |
|    | I use <u>chest pass</u> . 我選擇用 <u>胸前傳球</u> 。                                   |
| 2. | Which kind of pass is the fastest?   |
|    | 哪一種傳球方式速度是最快的呢?  |
|    | is the fastest是最快的。  |
|    | 例句(1):   |
|    | <u>Chest pass</u> is the fastest. <u>胸前傳球</u> 是最快的。                            |
|    | 例句 (2):  |
|    | Baseball pass is the fastest. <u>棒球式傳球</u> 是最快的。                               |
| 3. | Which kind of pass is implemented in less strength?                            |
|    | 哪一種傳球方式是比較省力的?   |
|    | is implemented in less strength比較省力。   |
|    | 例句(1):   |
|    | Bounce pass is implemented in less strength. <u>地板傳球</u> 比較省力。                 |
|    | 例句(2): <u>Overhead pass</u> is implemented in less strength. <u>過頂傳球</u> 比較省力。 |
|    |  |
| 4. | Which place is better to pass the ball? 球傳到哪個位置比較好?                            |
|    | Pass the ball to is better. 球傳到 比較好。   |
|    | 例句(1):   |
|    | Pass the ball to where the receiver is is better.                              |
|    | 球傳到 _接球者的位置 _ 比較好。   |
|    | 例句(2):   |
|    | Pass the ball to the receiver's next step is better.                           |
|    | 球傳到 _接球者下一步會到達的位置 _ 比較好。   |

## 任務 Task:

依照老師規定的傳球方式 (胸前傳球、地板傳球、過頂傳球、棒球式傳球),完成傳球的任務,翻正或上下顛倒三角錐。代表隊伍的三角錐數量多,為獲勝隊伍。

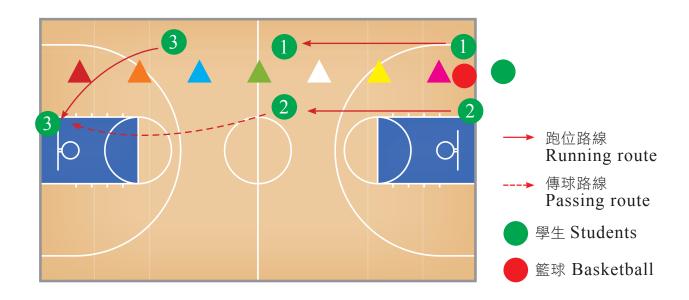
Use the passing that the teacher assigned, such as chest pass, bounce pass, overhead pass and baseball pass. After that, go to flip up or upside down the cones. Team wins when you make the most of your cones flipped.



#### 問題講解與對話 Question and Answer/Dialogues



- T: 上一個活動中,你用哪種傳球的方式? What kind of pass did you use in our last game?
- S: 胸前傳球、地板傳球、過頂傳球、棒球式傳球。 Chest pass, bounce pass, overhead pass and baseball pass.
- T: 哪一種傳球方式速度是最快的呢? Which kind of pass is the fastest?
- S: 胸前傳球。Chest pass.
- T: 哪一種傳球方式是省力的? Which kind of pass is implemented in less strength?
- S: 地板傳球。Bounce pass.
- T: 距離很遠的時候,用哪一種傳球方式會比較適合? Which kind of pass is more appropriate when we are far from the aim?
- S: 棒球式傳球。Baseball pass.
- T: 接下來讓我們來嘗試不同的傳接球來得分。Then, let's try different passes to get scores.



#### 問題講解與對話 Question and Answer/Dialogues



T: 在活動中,你們有使用那些傳球方式?

What kind of pass did you use at the activities?

S: 胸前傳球、地板傳球、過頂傳球、棒球式傳球。

Chest pass, bounce pass, overhead pass and baseball pass.

T: 兩人傳球。為了要快速移動,傳到哪個位置比較好?接球者身體後面、接球者 的位置、接球者下一步會到達的位置。

Which place is better to pass the ball for moving faster? The back of the receiver, where the receiver is, or the receiver's next step?

S: 接球者的下一步。

The receiver's next step.

T: 為什麼?

Can you tell us why it is?

S: 傳到接球者身體後面,接球者要後退才能接的到球,速度會變慢。傳到接球者的位置,接球者要停下來,速度也會變慢。傳到接球者下一步的位置,接球者速度才不會變慢。

If the pass is behind the receiver's body, he will slow down as he has to step back to catch the ball. If it is passed to the receiver, he will also slow down because he has to stop to catch the ball. But if it is passed to the receiver's next step, the receiver's speed will not slow down.

T: 傳到人的哪個位置比較好接?頭部、胸部、膝蓋。

Which place is better to pass the ball for catching? Head, chest or knees?

S: 胸部。

Pass to the chest.

T: 為什麼?

Why is that?

S: 因為人在移動, 傳到胸部的位置, 比較好接球。

It is because when he/she is moving, it is easier to catch the ball when passing to the chest.

T: 為什麼傳到頭部或膝蓋不好?

Why is passing to the head or knees a bad option?

S: 傳到頭部,可能要跳起來接球,速度會變慢。傳到膝蓋,因為快速移動,不好接球,可能會跌倒。

It will be slower when passing to the head, because may have to jump up to catch the ball. Passing to the knees is not easy to catch the ball because of the fast movement, and may fall.

T: 傳球的距離與防守者的站位,會影響你傳球的方式。如果是中距離、中間沒有 人防守,哪一種傳球方式比較好?

The distance of the pass and the position of the defender will affect the way you pass the ball. If it is a middle distance with no one defending in the middle, which kind of pass is better?

S: 胸前傳球。

Chest pass.

T: 在活動中, 你們有使用那些傳球方式?

What kind of pass did you use at the activities?

S: 胸前傳球、地板傳球、過頂傳球、棒球式傳球。

Chest pass, bounce pass, overhead pass and baseball pass.

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Pass to the chest.

T: 為什麼?

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S: 因為人在移動, 傳到胸部的位置, 比較好接球。

It is because when he/she is moving, it is easier to catch the ball when passing to the chest.

T: 為什麼傳到頭部或膝蓋不好?

Why is passing to the head or knees a bad option?

S: 傳到頭部,可能要跳起來接球,速度會變慢。傳到膝蓋,因為快速移動,不好接球,可能會跌倒。

It will be slower when passing to the head, because may have to jump up to catch the ball. Passing to the knees is not easy to catch the ball because of the fast movement, and may fall.

T: 傳球的距離與防守者的站位,會影響你傳球的方式。如果是中距離、中間沒有 人防守,哪一種傳球方式比較好?

The distance of the pass and the position of the defender will affect the way you pass the ball. If it is a middle distance with no one defending in the middle, which kind of pass is better?

S: 胸前傳球。

Chest pass.

T: 如果距離短一點,兩人之間沒有防守者,但防守者可能會來搶斷球,哪一種傳 球方式比較好?

If the distance is shorter, there is no defender between the two, but the defender may intercept the ball, which pass is better?

S: 地板傳球。

Bounce pass.

T: 沒錯,地板傳球落點比較低,相對於胸前傳球,比較難搶斷。
That's right. Bounce pass has a lower landing point and is harder to intercept than a chest pass.

T: 如果是短距離,中間有人防守,哪一種傳球方式比較好?
 If it is a short distance, there is someone defending in the middle, which pass is better?

S: 過頂傳球。過頂傳球可以越過防守者。
Overhead pass. It can go over the defender.

T: 如果是長距離,哪一種傳球方式比較好?

If it's a long distance, which pass is better?

S: 棒球式傳球。比較好出力氣。
Baseball pass. It's more effortless.

T: 如果老師在傳球時有安排不同的任務,你們要怎樣安排誰傳哪一種球?
If the teacher assigns different tasks when passing the ball, how do you arrange who passes which kind of ball?

S: 傳球距離較長,交給臂力較大的同學。傳球距離較短,可以交給傳球較準確,可以傳到接球者下一步會到達的胸前位置。

When the passing distance is longer, hand it over to students with stronger arms. When the passing distance is short, the person who passes the ball more accurately can be responsible, that is, the person who can pass the ball to the chest position where the receiver will reach next.

T: 如果距離短一點,兩人之間沒有防守者,但防守者可能會來搶斷球,哪一種傳 球方式比較好?

If the distance is shorter, there is no defender between the two, but the defender may intercept the ball, which pass is better?

S: 地板傳球。

Bounce pass.

T: 沒錯,地板傳球落點比較低,相對於胸前傳球,比較難搶斷。
That's right. Bounce pass has a lower landing point and is harder to intercept than a chest pass.

T: 如果是短距離,中間有人防守,哪一種傳球方式比較好?
If it is a short distance, there is someone defending in the middle, which pass is better?

S: 過頂傳球。過頂傳球可以越過防守者。
Overhead pass. It can go over the defender.



# Lesson2 籃球:傳接球與防守 **Basketball: Pass and Defense**

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#### 課程説明/難度 Lesson Overview

- 01. 學科課程目標:
  - 1. 傳球者:有防守的傳球方式(側步傳球、側步地板球)、軸心腳踩腳步護球。
  - 2. 接球者:擺脱接球、向球接球觀念。
- 02. 連結學習重點:

#### 學習內容:

Hb-V-1 陣地攻守性球類運動技術綜合應用及團隊綜合戰術。

#### 學習表現:

- 1d-V-1 分析各項運動技能原理。
- 2c-V-2 展現相互包容與適切的人際溝通互動之技巧。
- 3d-V-1 熟練運動技術的學習與比賽策略。

## 詞彙 Vocabulary

# 字彙 Words

違例 violation、犯規 foul、走步 travel、V形切入 V cut、運球 dribble、投籃 shoot、上籃 layup、對球施壓 pressure the ball、貼身防守 close out、軸心腳 pivot foot、抄截 steal、側步傳球 side step pass、側步地板球 side step bounce pass、腳步 footwork、禁區 painted area、干擾 interfere、球權 possession

# 教學句型 Sentence Patterns

| 1. | What kind of pass did we learn in previous class?                   |
|----|---|
|    | 上一堂課,我們學到哪些傳球方式?  |
|    | We learned。 我們學了。   |
|    | 例句(1):  |
|    | We learned <u>overhead pass</u> . 我們學了 <u>過頂傳球</u> 。                |
|    | 例句(2):  |
|    | We learned <u>baseball pass</u> . 我們學了 <u>棒球式傳球</u> 。               |
| 2. | What kind of pass should not be used when facing closeout defense?  |
|    | 當防守者進行貼身防守時,哪些傳球方式就不要使用?  |
|    | should not be used when facing closeout defense.                    |
|    | 當防守者進行貼身防守時,就不要使用。  |
|    | 例句(1):  |
|    | Bounce pass should not be used when facing closeout defense.        |
|    | 當防守者進行貼身防守時,就不要使用 <u>地板傳球</u> 。                                     |
|    | 例句(2):  |
|    | <u>Chest pass</u> should not be used when facing closeout defense.  |
|    | 當防守者進行貼身防守時,就不要使用 <u>胸前傳球</u> 。                                     |
| 3. | What is your strategy to get rid of closeout defense?               |
|    | 你用來擺脱貼身防守策略為何?  |
|    | My strategy to get rid of closeout defense is                       |
|    | 我用來擺脱貼身防守策略是。   |
|    | 例句(1):  |
|    | My strategy to get rid of closeout defense is fixing my pivot foot. |
|    | 我用來擺脱貼身防守策略是 <u>固定軸心腳</u> 。   |
|    | 例句(2):  |
|    | My strategy to get rid of closeout defense is making the side step  |
|    | pass.   |
|    | 我用來擺脱貼身防守策略是 <u>側步傳球</u> 。  |
| 4. | What kind of pass can you use? 你可以使用那些傳球的方式?                        |
|    | I can use 我可以使用。  |
|    | 例句(1):  |
|    | I can use <u>side step pass</u> . 我可以使用 <u>側步傳球</u> 。               |
|    | 例句(2):  |
|    | I can use <u>side step bounce pass</u> . 我可以使用 <u>侧步地板傳球</u> 。      |

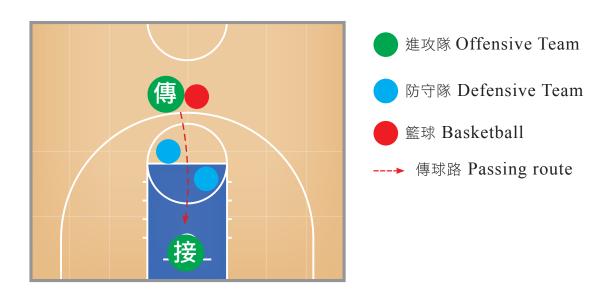
| 5. | What is your strategy to get rid of closeout defense to catch the ball? 你擺脱貼身防守的接球策略為何? My strategy to get rid of closeout defense to catch the ball is 我擺脱貼身防守的接球策略為。 例句 $(1)$ : My strategy to get rid of closeout defense to catch the ball is using V Cut . 我擺脱貼身防守的接球策略為_V型切入_。 例句 $(2)$ :   |
|----|---|
|    | My strategy to get rid of closeout defense to catch the ball is face the  |
|    | ball.   |
|    | 我擺脱貼身防守的接球策略為 <u>面向球</u> 。  |
| 6. | What are other strategies to pass the ball into the painted area? 傳球進入禁區的策略還有哪些? We can to pass the ball into the painted area. 我們可以透過 傳球進入禁區。例句(1): We can read the strategy of the defenders to pass the ball into the painted area. 我們可以透過 閱讀防守者的策略 傳球進入禁區。例句(2): We can _predict the way our teammate may move to pass the ball into the painted area. 我們可以透過 預測隊友的移動方式 傳球進入禁區。 |

- 2. 禁區的防守者必須嘗試截斷球,但當進攻者在禁區接到球後,不能干擾投籃或上籃。 The defenders in the painted area have to try to intercept the ball. But when the attacker catches the ball inside the painted area, you can't interfere with their shot or layup.
- 3. 活動時間 15 分鐘。
  Game time will be 15 minutes.

## 任務 Task:

進攻隊嘗試將球傳到禁區,在禁區投進得2分,分數多的隊伍獲勝。

Team attacker tries to pass the ball into the painted area. Score two points for shots in the painted area. The team with the most points wins.



## 問題講解與對話 Question and Answer/Dialogues



- T: 外圍的進攻者,怎樣保護球? How does outside attacker protect the ball?
- S: 軸心腳固定,利用非軸心腳的腳步移動,用身體或非持球手保護球。
  Fix the pivot foot and use footwork of the non-pivot foot to move.
  Also, we use our bodies or non-handler hands to protect the ball.
- T: 在貼身防守的狀況下,你可以使用那些傳球的方式將球傳到禁區的隊友? What kind of pass can you use to pass the ball to your teammate in the painted area when facing the closeout defense?
- S: 側步傳球、側步地板傳球、過頂傳球。
  Side step pass, side step bounce pass and overhead pass.



# Lesson3 籃球:禁區二打一進攻

# Basketball: 2 on 1 in the Painted Area

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## 課程説明/難度 Lesson Overview

- 01. 學科課程目標:
  - 1. 閱讀防守位置與傳球時機,選擇進攻機會較佳的隊友傳球。
  - 2. 透過移動當中的傳接球製造得分機會。
  - 3. 利用強弱邊轉換發展戰術。
- 02. 連結學習重點:

學習內容:

Hb-V-1 陣地攻守性球類運動技術綜合應用及團隊綜合戰術。

學習表現:

- 1d-V-1 分析各項運動技能原理。
- 2c-V-2 展現相互包容與適切的人際溝通互動之技巧。
- 3d-V-1 熟練運動技術的學習與比賽策略。

# 詞彙 Vocabulary

# 字彙 Words

高位 high-post、低位 low-post、中鋒 center、控球後衛 point guard、2 打 1 2 on 1、三分線側翼 wing、中圏 center circle、戰術 tactic、強邊 (有球邊) strong side、弱邊 (無球邊) weak side、空檔 wide open、錯位 mismatch

## 教學句型 Sentence Patterns

1. How do centers in painted area get rid of closeout defense to catch the ball?

禁區內的中鋒如何擺脱貼身防守接球?

Centers in painted area\_\_\_\_\_ to catch the ball.

禁區內的中鋒透過 去接球。

|    | 例句(1): Centers in painted area move fast to catch the ball. 禁區內的中鋒透過 <u>快速的移動位置</u> 去接球。 例句(2): Centers in painted area use V cuts to catch the ball. 禁區內的中鋒透過 <u>V形切入</u> 去接球。   |
|----|---|
| 2. | What is center's strategy to get rid of defense to catch the ball in wide open position? 中鋒要擺脱防守,跑出空檔來接球的策略為何? Center can 中鋒可以。 例句 $(1)$ : Center can _switch positions with the other center . 中鋒可以 即錄可以 即錄可以 图句 $(2)$ : Center can run to the wide open position . 中鋒可以 即到空檔的位置。  |
| 3. | What is shooting guard's strategy to pass the ball in key? 在三分線側翼的控球後衛,傳球的策略為何? The shooting guard 控球後衛會。 例句(1): The shooting guard passes the ball to the center with wide open by chest pass, bounce pass and overhead pass. 控球後衛會使用胸前傳球、地板傳球、過頂傳球,傳給有空擋的中鋒。 例句(2): The shooting guard_makes sure the pivot foot is fixed and not traveling. 控球後衛會固定軸心腳,小心不要走步。  4. What are the four cones in the painted area? 禁區內的四個三角錐位置叫什麼? They are 它們是。 例句(1): They are high-post and low-post. 它們是 高位與低位。 例句(2): They are centers. 它們是_中鋒_。 |
|    |   |

- 2. 兩位禁區的中鋒,不能離開禁區,只能在四個三角錐的位置接到球。
  Two centers in the painted area cannot step out of the painted area.
  They can only catch the ball at the positions of four cones.
- 3. 三分線上的控球後衛,將球傳進禁區的中鋒,中鋒們必須再傳接一次球後,才能把球傳到外線接球員。

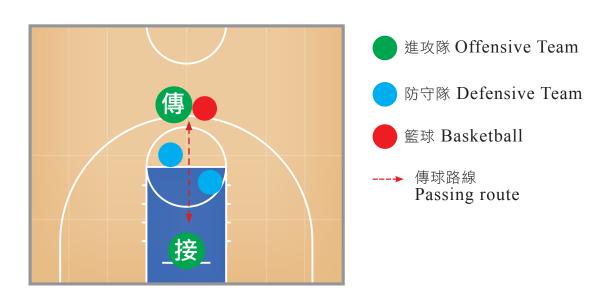
When the point guard at the three-point line passes the ball to the centers in the painted area, the centers must pass and catch once before passing it to the catcher outside the line.

4. 比賽時間 1 分鐘, 球被抄截後, 球權交換。
Game time will be 1 minute. Possession changes after the ball is stolen.

#### 任務 Task:

外線進攻者將球傳進禁區中鋒,中鋒再傳接一次球後,將球傳到外線進攻者,外線 進攻者接到球,得1分。抄球後,球權交換,得分高的隊伍獲勝。

First, the point guard at the three-point line passes the ball to the centers in the painted area. Next, the centers must pass and catch once. The team with the most points wins.



#### 問題講解與對話 Question and Answer/Dialogues



T: 禁區內的中鋒如何擺脱貼身防守接球?

How do centers in painted area get rid of closeout defense to catch ball?

#### 場地 Space:

一個半場,禁區內有四個黃色三角錐,分別為高位中鋒與低位中鋒位置。

Use a half court. There are four yellow cones in the painted area, which are the positions of high-post centers and low-post centers.

#### 分組 People:

進攻與防守隊各 3 人。 3 位進攻者,1 位站在三分線側翼,2 位站在禁區,球權交換時,1 位禁區站在中圈等待。3 位防守者,1 位在三分線側翼防守進攻者,1 位站在禁區防守,1 位站在中圈等待,球權交換時,中圈等待的人,才可入場加入進攻。

Each offensive and defensive team has three players. For three attackers, one stands at the wing and the other two stand in the painted area. When possession changes, one of the painted areas attackers waits at the center circle. For three defenders, one defends at the wing, one defends in the painted area, and the other waits at the center circle. Players who wait in the center circle can enter and join the attack only when possession changes.

#### 規則 Rules:

- 1. 三分線上防守者碰一下球後,比賽開始。
  - The game starts after the defender at the three-point line touches the ball.
- 2. 兩位禁區的中鋒,第一次接球,只能在四個三角錐的位置接到球,之後就沒有限制。
  - If it's the first time that two centers in the painted area catch the ball, they can only catch it at the four cones. No limits after the first catching.
- 3. 中鋒傳球後,就可以開始利用傳球進攻,執行 2 打 1,但不能運球。
  Start to attack by passing after the center passes. Play two-on-one games without dribbling.
- 4. 進球得 2 分。完成得分後,球傳給外場進攻者,再傳入禁區後,就可以重新進 行進攻。
  - Get two points for a shot. After scored, pass the ball to the outside attacker. Restart the attack with the ball passing back into the painted area.
- 5. 球被抄截後,球權交換。
  - Possession changes if the ball is stolen.
- 6. 比賽時間 4 分鐘。
  - Game time will be 4 minutes.

- 3. 外圍進攻者,可以傳球或運球,傳球後,可以跑到另一邊的三分線側翼。
  The attackers outside can pass or dribble. They can run to the wing of the other side after passing.
- 4. 中鋒傳球後,可以傳球給另一個中鋒或傳到無球邊三分線側翼的進攻者,執行 多打少,但不能運球。

After the center passes the ball, it can be passed to the other center or the attacker at the wing of the weak side. Start the power play with no dribbling.

5. 進球得 2 分。完成得分後,球傳給外場進攻者,再傳入禁區後,就可以重新進行進攻。

Get two points for a shot. After scoring, pass the ball to the outside attacker. Restart the attack with the ball passing back into the painted area.

- 6. 球被抄截後,球權交換。
  Possession changes if the ball is stolen.
- 7. 比賽時間 4 分鐘。
  Game time will be 4 minutes.

#### 任務 Task:

在外線的控球者,利用運球、內外配合的傳球或強弱邊轉換,幫助中鋒製造空檔或錯位,進攻得分高的隊伍獲勝。

The outside ball handler can help centers to create wide open or mismatch by dribbling, passing of inside and outside cooperation or change of the strong and the weak side. The team with the most points wins.



---➤ 傳球路線 Passing route

- 進攻隊 Offensive Team
- 防守隊 Defensive Team
- 籃球 Basketball
- 禁區內進攻者接球點
  Spots where the attackers catch the ball in the painted area
- (二) 無球邊 (強弱邊轉換點 ) Change of the strong and the weak side.

#### 問題講解與對話 Question and Answer/Dialogues

# 對話

T: 我們來複習一下,在貼身防守的狀況下,你可以使用那些傳球的方式將球傳到禁 區的隊友?

Let's review. What kind of pass can you use to pass the ball to your teammate in the painted area when there's closeout defense?

S: 側步傳球、側步地板傳球、過頂傳球。

Side step pass, side step bounce pass and overhead pass.

T: 禁區的進攻者,擺脱貼身防守接球的策略為何?

As the attacker in the painted area, what is your strategy to get rid of closeout defense to catch the ball?

S: 利用 V 型切入擺脱,面向球接球。

Use V Cut to get rid of defense and face the ball to catch.

T: 禁區的四個三角錐位置叫什麼?

What are the four cones in the painted area called?

S: 高位與低位。

High-post and low-post.

T: 對於外圍的控球者,哪一個比較好?傳到高位或低位?

For the outside ball handlers, which pass is better? Pass it to high-post or low-post.

S: 靠近籃框的低位中鋒或有空檔的人。

It's better to pass the ball to the low-post center, who is closer to the hoop. Or pass to any teammate that has wide open.

T: 四個三角錐位置,對於外圍的控球者,哪一個位置比較難把球傳進去? For the outside ball handlers, which position of the cones is harder to pass the ball into?

S: 無球邊的低位位置。

The low-post of the weak side.

T: 怎樣進行強邊轉弱邊的戰術?

How to make the change of the strong and the weak side?

S: 外圍控球者,將球傳到禁區後,移動至無球邊的側翼接球,讓禁區中鋒有更多傳球的選擇,或可以將外圍的防守者吸引走。

The outside ball handlers pass the ball to the painted area, then move to the wing of the weak side for catching. It gives centers in the painted area more choices to pass. Drawing the outside ball defenders is also an option.

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# Lesson4 三打二小組進攻 Basketball: 3 on 2 Attack

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#### 課程説明/難度 Lesson Overview

- 01. 學科課程目標:
  - 1. 以修正式比賽,透過移動中的傳接球與及較少的運球,發展小組比賽戰術。
  - 2. 四分之一場三人小組配合(高低位中鋒、有球邊三人小組配合。)
- 02. 連結學習重點:

學習內容:

Hb-V-1 陣地攻守性球類運動技術綜合應用及團隊綜合戰術。

學習表現:

- 1d-V-1 分析各項運動技能原理。
- 2c-V-2 展現相互包容與適切的人際溝通互動之技巧。
- 3d-V-1 熟練運動技術的學習與比賽策略。

## 詞彙 Vocabulary

# 字彙 Words

傳切戰術 give and go、開後門 backdoor cut、掩護(screen)、對球掩護 on ball screen、三打二 three on two、空手切入 off-ball cut、陣地戰 set play、上掩護 up screen、下掩護 down screen

### 教學句型 Sentence Patterns

| 1. | What are strong side and weak side?                                  |
|----|--|
|    | 什麼是強邊(有球邊)與弱邊(無球邊)?  |
|    | Divide a basketball half court into two halves around the basketball |
|    | hoop. side is .  |
|    | 將一個籃球半場,以籃球框為中心分成兩半, 邊是指 。   |

| 例句(1):                              |
|-------------------------------------|
| Strong side is the half has a ball. |
| _強_ 邊是指_該半邊有球_。                     |
| 例句(2):                              |
| Weak side is the half has no hall   |

\_弱\_ 邊是指 \_該半邊沒有球\_。

2. What is the strategy to find the wide open position by transferring the ball from the strong side to the weak side?

以強弱邊轉換來找到空檔的策略為何?

| To find the wide open position | by transferring the ball from the |
|--------------------------------|-----------------------------------|
| strong side to the weak side,  |                                   |
| J. 治弱邊轉換來找到空檔的策略有:             | 0                                 |

例句(1):

To find the wide open position by transferring the ball from the strong side to the weak side, the point guard can quickly move to the weak side after passing the ball.

以強弱邊轉換來找到空檔的策略有: <u>控球後衛在傳球後可以迅速的移動至弱邊</u>。 例句(2):

To find the wide open position by transferring the ball from the strong side to the weak side, the center in the painted area can run continuously between the high post and low post.

以強弱邊轉換來找到空檔的策略有: 禁區的中鋒可以在高位與低位持續的跑動。

3. What is the strategy to get rid of closeout defense?

| To get rid of closeout defense,_ |   |
|----------------------------------|---|
| 為了擺脱貼身防守,                        | _ |
| 例句(1):                           |   |

摆脱贴食防空的策略有哪此呢?

To get rid of closeout defense, the point guard and the center can catch the ball by V cuts.

為了擺脱貼身防守, <u>控球後衛與中鋒可以利用 V 型切入來接球</u>。

例句(2):

To get rid of closeout defense, the ball handlers should choose the appropriate way to pass.

為了擺脫貼身防守, 持球者需要採用適當地傳球方法。

| 4. | How can we pass the ball when there are defenders pressuring the ball with closeout?                   |
|----|--|
|    | 當有防守者對球施壓進行貼身防守的時候,我們可以怎麼傳球?   |
|    | When there are defenders pressuring the ball with closeout, we can                                     |
|    | 當有防守者對球施壓進行貼身防守的時候,我們可以。   |
|    | 例句(1):   |
|    | When there are defenders pressuring the ball with closeout, we can                                     |
|    | do side step pass.   |
|    | 當有防守者對球施壓進行貼身防守的時候,我們可以 <u>側步傳球</u> 。  |
|    | 例句(2):   |
|    | When there are defenders pressuring the ball with closeout, we can do side step bounce pass.           |
|    | 當有防守者對球施壓進行貼身防守的時候,我們可以 <u>傳側步地板球</u> 。  |
|    |  |
| 5. | What kind of tactic can center and pointing guard use in a half court set play? 中鋒與控球後衛在半場比賽中可以使用那些戰術? |
|    | They can use 他們可以使用。   |
|    | 例句(1):   |
|    | They can use give and go. 他們可以使用 傳切戰術。   |
|    | 例句(2):   |
|    | They can use <u>backdoor cut</u> . 他們可以使用 <u>開後門空切</u> 。   |
|    |  |
| 6. | Where should centers stand to catch the ball?  |
|    | 中鋒要站在哪裡接球比較好?  |
|    | Centers should stand at to catch the ball.   |
|    | 中鋒要站在接球比較好。  |
|    | 例句(1):   |
|    | Centers should stand at <u>high-post</u> to catch the ball.  |
|    | 中鋒要站在 <u>高位</u> 接球比較好。   |
|    | 例句(2):   |
|    | Centers should stand at <u>low-post</u> to catch the ball.   |
|    | 中鋒要站在 <u>低位</u> 接球比較好。   |
|    |  |
| 7. | Where should the shooting guard pass the ball to?  |
|    | 控球後衛要把球傳到哪裡比較好?  |
|    | The shooting guard should pass the ball to   |
|    | 控球後衛要把球傳到比較好。  |

#### 規則 Rules:

- 1. 三分線上防守者碰一下球後,比賽開始。
  - The game starts when the defenders at the three-point line touch the ball.
- 2. 外線控球可自由的在有球邊或無球邊的三分線外運球或移動。
  - The point guard outside the three-point line is free to dribble or move outside the three-point line of the strong or weak side.
- 3. 兩位禁區的中鋒,不能離開禁區,只能在四個三角錐的位置接到球。
  Two centers in the painted area cannot step out of the painted area. They can only catch the ball at the positions of four cones.
- **4.** 外線控球傳球,禁區中鋒接球,至少在禁區內再傳一次球,再把球傳出來給控球,控 球接到球後算得一分。
  - The point guard outside the three-point line passes the ball to the center in the painted area. The centers must pass at least once before passing the ball out to the point guard. The team gets 1 point if the point guard catches the ball.
- 5. 比賽時間 1 分鐘,球被抄截後,球權交換。
  Game time will be 1 minute. Possession changes if the ball is stolen.

#### 任務 Task:

外線控球利用強邊與弱邊的轉換,與高低中鋒做多次的傳接球,得分高的隊伍獲勝。

The point guard outside the three-point line passes more times with the high and low center in the change of the strong side and weak side. The team with the highest score wins.



- 進攻隊 Offensive Team
- **Section** 防守隊 Defensive Team
- 籃球 Basketball
- 禁區內進攻者接球點
  Spots where the attackers
  catch the ball in the painted
  area
- (\_) 無球邊 (強弱邊轉換點 ) Change of the strong and the weak side.
- ---→ 傳球路線 Passing route

#### 問題講解與對話 Question and Answer/Dialogues

# 對話

T: 我們複習一下上週的課程內容,什麼是強邊 (有球邊)與弱邊 (無球邊)? Let's review what we learned last week. What are the strong side and weak side?

S: 將一個籃球半場,以籃球框為中心分成兩半。如果該半邊有球,就稱為強邊,如果沒有球,就稱為弱邊。

Divide a basketball half court into two halves around the basketball hoop. If the half has a ball, it is called a strong side, and if there is no ball, it is called a weak side.

T: 請問快速轉換強弱邊的傳球策略為何?

What is the strategy to pass the ball fast from the strong side to the weak side?

S: 在三分線側翼的控球後衛,傳球給高位的中鋒後,迅速的移動到另一側的三分線 側翼,接到球的中鋒,立刻再將球傳給控球後衛。

After passing the ball to the high-post center, the point guard at the wing of the three-point line moves to the wing of the other side fast. Then the center, who just caught the ball, immediately passes the ball to the point guard.

T: 強弱邊轉換來找到空檔的策略為何?

What is the strategy to find open wide position by transferring the ball from strong side to weak side?

S: 控球後衛在傳球後可以迅速的移動至弱邊。禁區的中鋒,也可以在高位與低位持續的跑動。

The point guard quickly moves to the weak side after passing the ball. And the center in the painted area can run continuously between the high post and low post.

T: 擺脱貼身防守的策略有哪些呢?

What is the strategy to get rid of closeout defense?

S: 控球後衛與中鋒可以利用 V 型切入擺脱防守者來接球。

The point guard and the center can get rid of defenders to catch the ball by V cuts.

S: 控球後衛可以不斷地在強弱邊移動。

The point guard can move continuously between the strong and the weak side.

4. 外線控球傳球進入禁區後,立刻空手切入,做傳切戰術。禁區接到球後,立即上籃 或投籃,球進得 2 分,但在禁區內不能運球。

After passing the ball into the painted area, the point guard outside the three-point line makes an off-ball cut then give and go. Shoot or layup when catching the ball. Two points for making a shot. Make sure no dribbling in the painted area.

5. 比賽時間 4 分鐘,球被抄截後,球權交換。
Game time will be 4 minutes. Possession changes if the ball is stolen.

#### 任務 Task:

外線控球,利用強弱邊轉換,傳切戰術,切入籃下投籃得分,分數高的獲勝。

The point guard outside the three-point line uses transitions of strong and weak side, give-and-go, cut to the basket and score. The team with the highest score wins.



- 進攻隊 Offensive Team
- 防守隊 Defensive Team
- 籃球 Basketball
- 禁區內進攻者接球點

  Spots where the attackers catch the ball in the painted area
- (\_) 無球邊 ( 強弱邊轉換點 ) Change of the strong and the weak side.
- ---→ 傳球路線 Passing route

#### 場地 Space:

一個半場,禁區內有四個黃色三角錐,分別為高位中鋒與低位中鋒的位置。

A half court. There are four cones in the painted area, which are the positions of the high-post center and the low-post center.

#### 分組 People:

進攻與防守隊各3人。3位進攻者,1位站在三分線側翼,2位站在禁區,球權交換時,1位禁區站在中圈等待。3位防守者,1位在三分線側翼防守進攻者,1位站在禁區防守,1位站在中圈等待,球權交換時,中圈等待的人,才可入場加入進攻。

Team attacker and team defender each have 3 players. 3 attackers, 1 standing at the wing of the three-point line, and 2 standing in the painted area. During

#### 分組 People:

進攻與防守隊各3人。3位進攻者,1位站在三分線側翼,2位站在禁區,球權交換時,1位禁區站在中圈等待。3位防守者,1位在三分線側翼防守進攻者,1位站在禁區防守,1位站在中圈等待,球權交換時,中圈等待的人,才可入場加入進攻。

Team attacker and team defender each have 3 players. 3 attackers, 1 standing at the wing of the three-point line, and 2 standing in the painted area. During the possession change, 1 waits in the center circle. 3 defenders, 1 defends the attacker at the wing of the three-point line, 1 defends in the painted area, and 1 waits in the center circle. Only when possession changes, those waiting in the center circle can join the attack.

#### 規則 Rules:

- 1. 三分線上防守者碰一下球後,比賽開始。

  The game starts when the defenders at the three-point line touch the ball.
- 2. 外線控球可自由的在有球邊或無球邊的三分線外運球或移動。

  The point guard outside the three-point line is free to dribble or move outside the three-point line of the strong or weak side.
- 3. 進攻者可自由的移動位置,但禁區中鋒不能離開禁區。
  The attackers can move freely. However, the centers in the painted area cannot step out of that area.
- 4. 至少傳球 3 次後,才可以進攻。但必須在指定的 7 個三角錐位置投籃,球進才算得 2 分。

The attack can be started after passing at least three times. Get two points when making a shot at the seven assigned cones.

5. 比賽時間 4 分鐘,球被抄截後,球權交換。
Game time will be 4 minutes. Possession changes if the ball is stolen.

#### 任務 Task:

外線控球可利用強邊與弱邊的轉換、傳接戰術、開後門戰術、對球掩護戰術,來幫助隊友得分,得分高的隊伍獲勝。

The point guard outside the three-point line can assist teammates to score by transitions of strong and weak side, give-and-go, backdoor cut and on-ball screen. The team with the highest score wins.



#### 問題講解與對話 Question and Answer/Dialogues



- T: 今天是這個單元的最後一堂課程,我們來複習一下之前學習的內容。之前的課程中,我們學過那些傳球方式呢?
  - It's the last lesson of this unit. Let's review what kind of pass we learned in previous classes?
- S: 胸前傳球、地板傳球、過頂傳球、棒球式傳球、側步傳球、側步地板球。
  Chest pass, bounce pass, overhead pass, baseball pass, side step pass and side step bounce pass.
- T: 當有防守者對球施壓進行貼身防守的時候,我們可以怎麼傳球?
  How can we pass the ball when there are defenders pressuring the ball with closeout?
- S: 側步傳球、側步地板球。
  Side step pass and side step bounce pass.
- T: 在半場的陣地戰,中鋒與控球後可以使用那些戰術?
  What kind of tactic can center and pointing guard use in a half court set play?
- S: 傳切戰術、對球掩護、開後門空切。
  Give and go, on ball screen and backdoor cut.
- T: 中鋒要站在哪裡接球比較好?
  Where should centers stand to catch the ball?
- S: 高位與低位。 High-post and low-post.
- T: 控球後衛要傳到哪裡比較好?
  Where should the shooting guard pass the ball to?
- S: 靠近籃框的低位中鋒或有空檔的人。

## 第三部分 戰術設計

| <b>戰術名稱</b> The name of tactic | 戰術內容<br>The content of tactic | 戰術介紹<br>The introduction of tactic |
|--------------------------------|-------------------------------|------------------------------------|
| 傳切戰術<br>(give and go)          |                               |                                    |
| 對球掩護<br>(on ball screen)       |                               |                                    |
| 開後門<br>(backdoor cut)          |                               |                                    |

# 曲棍球

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#### 單元設計理念 (Unit Concept)

本單元設計以健體領域核心素養「第四學習階段」為主軸設計, 以學習重點中「陣地攻守類型運動」 的草地曲棍球項目課程融入雙語 教學,本單元是利用草地曲棍球的各項概念,拆成四大堂課進行,第 一堂課是盤球及傳球,從事四項活動,並逐漸趨近比賽。第二堂課銜 接第一堂課移動概念,加上射門 的元素進行活動。第三堂課加入團隊 防守概念,並讓防守者利用不同方式的防守型態,在活動中增加 更多 的溝通,第四堂課加入讓進攻可以慢下來思考的規則,適時製造好的 進攻機會。

利用樂樂棒球及羽球筒替代球及球棍,解決器材不易取得以及安全性的問題,讓學生能在安全及大量操作中學習技術及概念,並能透過規則的修正,讓學生能夠進行修正式的比賽,與他人進行溝通及合作。此外,在曲棍球之外,概念可用於陣地攻守的各項比賽之中。(提醒:各單元中的活動可以自由運用,並非一單元一堂課。本堂課的球棍指的是羽球筒,球是樂樂棒球。)

#### 課程説明 (Lesson Overview )

- 01. 學科課程目標
  - 1. 讓學生能夠在降低技術及器材需求的門檻下,能做出盤球、傳球、射門等基本技術。
  - 2. 用活動的方式,讓學生從中學習不同情境下該如何做出不同的決定,學習嘗試錯誤中學習。
  - 3. 透過元素的融入,讓學生能在處理球時能慢下節奏,以加入更多的思考,並在遭遇問題時,討論、溝通以嘗試解決問題。
- 02. 連結學習重點
  - 1. 學習內容:

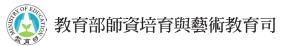
Hb-IV-1 陣地攻守性球類運動動作組合及團隊戰術。

#### 2. 學習表現:

- 1d-IV-3 應用運動比賽的各項策略。
- 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
- 3d-IV-3 應用思考與分析能力,解決運動情境的問題。

# 單元介紹

- 1. 盤球 & 傳球 Dribble and Pass
- 2. 移動 & 射門 Move and Shoot
- 3. 團隊防守 Team Defense
- 4. 小組進攻 Group Offense



# Lession 1: 曲棍球: 盤球與傳球 **Hockey: Dribble and Pass**

#### Lesson Overview (課程説明/難度

- 01. 學科課程目標
  - 1.【穿梭賽 Shuttle】★
  - 2.【盤球賽 Dribble game】★★
  - 3.【曲棍快遞賽 Hockey Delivery】★★
  - 4.【破防傳球戰 In & Out game】★★★

#### Words and Phrases (字彙與片語)

# 字彙 Words

盤 球 (dribble)、傳 球 (pass)、移 動 (move)、斷 球 (intercept)、延 伸 (extend)、交换 (exchange)、閱讀 (read)、策略 (strategy)、戰術 (tactic)、空間 (space)、角色 (role)、夾子 (clip)、角錐 (cone)、溝通 (communication)、站位 (position)、球棍 (stick)、球 (ball)、局 (period)

#### Sentence Frames (句子)

1. What should you do? 你應該要做什麼?

2. How do you dribble faster?

你如何運球快一點呢? I can . 我可以 。 例句(1)

I can try not to dribble too hard. 我可以試著不要太大力運球。 例句(2)

I can keep the ball near our body. 我可以讓球保持在身體附近。

3. What is the strategy to dribble faster? 什麼策略可以讓運球快一點?

| 4. | What are your offensive strategies?                            |
|----|--|
|    | 你的進攻策略是什麼?   |
|    | My offensive strategy is                                       |
|    | 我的進攻策略是。   |
|    | 例句(1)  |
|    | My offensive strategy is pass the ball faster.                 |
|    | 我的進攻策略是更快地傳球。  |
|    |  |
| 5. | Does the angle of passing balls affect the success of passing? |
|    | 傳球的角度是否會影響傳球的成功?   |
|    | Yes,   |
|    | 是,。  |
|    | 例句(1)  |
|    | Yes, the angle of passing will affect the success of passing.  |
|    | 是,傳球的角度會影響傳球的成功。   |
|    |  |
| 6. | Which one is better?   |
|    | 哪一種比較好?  |
|    | I think  |
|    | 我認為。   |
|    | 例句(1)  |
|    | I think it is better to pass in a straight line.               |
|    | 我認為直線傳球比較好。  |
|    | 例句(2)  |
|    | I think it is better to pass in a diagonal line.               |
|    | 我認為斜線傳球比較好。  |
|    |  |
| 7. | What can players do to help attack?                            |
|    | 球員可以做什麼來幫助進攻?  |
|    | I can  |
|    | 我可以。   |
|    | 例句(1)  |
|    | I can <u>read the defense</u> .                                |
|    | 我可以閱讀防守。   |
|    | 例句 (2)   |
|    | I can extend spaces.   |

我可以拉開空間

#### 場地 Space

約籃球場大小,依人數調整空間。

The place will be about the size of a basketball court, and it should be adjusted according to the number of students.

#### 任務 Task

個人衣服夾3個夾子,活動時間1-2分鐘,在場中盤球移動,執行不同層級的任務(如圖2)。

Everyone gets three clips on the shirt. The activity will last for 2-3 minutes. Players dribble on the court to execute the task in different level. (Graphic 2).

層級 1: 遇到人就變換方向,過五個人,至中場拿一個夾子。

- Level 1: Change your direction when meeting someone. If you bypass five people, take a clip in the middle of the court.
- 層級 2: 遇到人就同時交換球,跟五個人交換球後,至中場拿一個夾子。
- Level 2: Exchange your balls when meeting someone. After exchanging balls with 5 people, take a clip in the middle of the court.
- 層級 3: 遇到人就猜拳,輸的人模仿贏的人之傳球方式 (贏的人可先示範與溝通), 兩人同時交換球,輸的人給贏的人一個夾子。
- Level 3: Play rock, paper, scissor when meeting someone. The one who loses has to imitate the winner's passing way (The winner can demonstrate and explain first). After that, the two exchange balls. Then, the one who loses gives a clip to the winner at the same time.
- 層級 4: 遇到人就猜拳,輸的人在 10 秒內要盤球繞贏的人一圈 ( 贏的人倒數 ),沒有完成,要給贏的人一個夾子。
- Level 4: Play rock, paper, scissor when meeting someone. The one who loses must dribble around the winner one time within 10 secs (the winner will count down 10 secs). If the mission is not completed, the player has to give a clip to the winner.

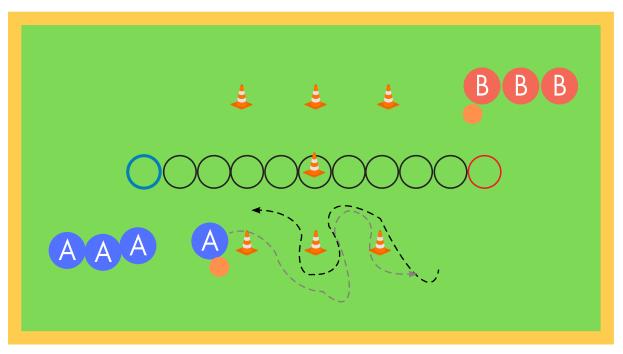


圖 3 比賽規則 (Game Rules)

#### 任務 Task

將得分柱移動至自己顏色的圓圈為獲勝。

The group first moves the scoring pillar to the circle of their color wins.

# 對話

T: 你應該要做什麼來讓盤球更快一點?

What should you do to dribble faster?

S: 要控制力量,直線盤球時可以用力一點,過三角錐時,則要減速。

We need to control the strength. When we go straight, we can push the ball harder. However, when we zigzag around the cones, we need to slow down.

T: 如何盤球快一點呢?身體高一點或身體低一點?

How to dribble faster? Keep your body in a higher or lower position?

S: 身體低一點。

We need to keep our body in a lower position.

T: 什麼策略可以讓你盤球更快一點?

What is your strategy to dribble faster?

S: 靠近三角錐近一點,不要繞太遠。

Dribble near the cone. Don't leave it too far.

T: 總結一下,為了要快速得分,身體要壓低、球要靠近三角錐、並控制盤球的力量。 In conclusion, in order to score quickly, you must stay low, keep the ball close to the cone, and apply appropriate strength of dribbling.

 防守者利用球棍,成功的斷球後,需要將球回給中區的進攻方,進攻方接到球, 數三秒後,重新開始進攻。

After attackers successfully intercept the ball by the stick, they need to pass the ball to the attackers in the middle. The attackers can restart in three seconds after they get the ball.

3. 每隊進攻 90 秒,時間到,攻守交換。

Each team has 90 seconds to attack. When time is up, two teams exchange roles.

4. 球不得高於膝蓋。

The ball should not be above the level of your knees.

5.90 秒以內,進攻隊全員都有碰到球,加6分。

If all the attacking team players touch the ball in 90 seconds, they'll gain additional 6 points.

#### 任務 Task

在90秒內,依照不同層級的任務,嘗試得多一點分數。

Try to get more points in different level of tasks in 90 seconds.

層級 1: 進攻者可以盤球與傳球。

Level 1: The attackers are allowed to dribble and pass.

層級 2: 進攻者只能傳球。

Level 2: The attackers are only allowed to pass.

# 對話

T: 在比賽中, 你的進攻策略為何?

What is your offensive strategy in the game?

S: 傳球快一點。

Pass the ball faster.

T: 傳球的角度是否會影響傳球的成功?

Does the passing angle affect the success of passing?

S: 是的。

Yes.

T: 哪一種比較好? 直線或斜線?

Which one is better? In a straight line or in a diagonal line.

S: 要閱讀防守者的站位,有時候直線,有時候斜線。

We need to read the position of defenders. Sometimes a straight line is better. Sometimes a diagonal line is better.

T: 進攻時,有球的人要移動。無球的人可以做甚麼來幫助進攻呢?

When attacking, the person with the ball needs to move. What can players without a ball do to help attack?

S: 跑去沒有防守的地方,拉開空間。

Run to unguarded places to extend the space.

T: 總結一下,成功的進攻,可以藉由快速傳球、快速移位、拉開空間、閱讀防守來達成。

In conclusion, a successful attack can be completed by fast passing, fast moving, extending space, and reading defense.

# ❷習單 (Worksheet)

劃出你的進攻與防守戰術圖,並討論第2局,在進攻與防守方面,有哪些進步。 Draw your offensive and defending tactics, and discuss what you have improved in attack and defense in round 2.

#### 1. 如果你是進攻者

If you were the attacker.

Step 1: 分配隊友的站位位置。

Step 1 : Set teammates' positions.

Step 2: 劃出傳球的路線 (用虛線)。(要思考怎樣才能讓所有人都傳接到球,可以加分)

Step 2: Draw the passing route. (Draw in dotted lines). (Discuss the strategy to let everyone touch the ball to gain additional points.)

#### 2. 如果你是防守者

If you were the defender.

Step 1:分配隊友的站位位置。

Step 1 : Set teammates' positions.

Step 2: 劃出防守的戰術,讓進攻不容易傳球。

Step 2: Draw the defensive tactics. Make offensive team hard to pass the ball.

|  | 90 sec |
|--|--------|
|  |        |

圖 5 第一局的戰術板 (The tactic board of round 1)

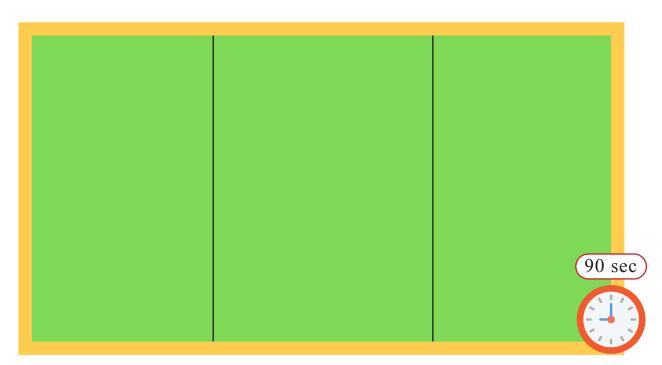


圖 6 第二局的戰術板 (The tactic board of round 2)

第二局:我們的分數:\_\_\_\_\_\_,對方的分數:\_\_\_\_\_\_

Round 2 : Our points:\_\_\_\_\_\_, opponent's points\_\_\_\_\_\_.



# Lesson 2 曲棍球:移動與射門 Hockey: Move and Shoot

#### Lesson Overview (課程説明/難度)

- 01. 學科課程目標
  - 1.【圍圈射門賽 Round shooting game】★
  - 2.【室內射門賽 Indoor shooting game】★
  - 3.【跑動射門賽 Run and shoot】★★
  - 4.【短角球比賽 Short corner game】★★★

#### Words and Phrases (字彙與片語)

#### 字彙 Words

移動 (move)、射門 (shoot)、得分 (goal)、空檔 (wide open)、假動作 (fake)、停球 (stop)、發球 (push)、角度 (angle)、球門 (gate)、以多打 少 (power play)、短角球 (short corner)、進行單打 (single play)、雙打 (double play)、速度 (speed)、反彈 (bounce)、記分板 (score board)

#### Sentence Frames (句子)

| 1. | What are your shooting strategies?     |
|----|--|
|    | 你的射門策略是甚麼呢?                            |
|    | I will 我會。                             |
|    | 例句 (1)                                 |
|    | I will shoot the ball harder. 我會更用力射門。 |
|    | 例句 (2)                                 |
|    | I will do fake shots. 我會做假動作射門。        |
|    |  |

| 2. | Does the shooting angle affect the success of shooting? |
|----|---|
|    | 射門的角度是否會影響射門的成功?  |
|    | Yes, 是,。  |
|    | 例句(1)   |

Yes, shoot from sides is easier to score. 是,從側邊射門更容易得分。

| 3. | Which one is better? 哪一種比較好?  |
|----|---|
| 4. | What is your passing/attacking strategy? 你的傳球 / 進攻策略是什麼 ? My passing strategy is 我的傳球策略是。 例句 (1) My passing strategy is pass an easy catch ball to teammates. 我的傳球策略是傳好接的球給隊友。 例句 (2) My passing strategy is pass the ball in front of my teammates. 我的傳球策略是傳球到隊友的前面。 |
|    | My attacking strategy is 我的進攻策略是。 例句 (1) My attacking strategy is make use of bounces of tables. 我的進攻策略是利用桌子的反彈。 例句 (2) My attacking strategy is pass the ball to teammates who have spaces. 我的進攻策略是傳球給有空檔的隊友。  |
| 5. | How do you communicate with your teammates? 你怎樣跟隊友溝通?   |
| 6. | What is your role in attacking/defending tactic? 進攻 / 防守戰術安排時,角色為何?   |

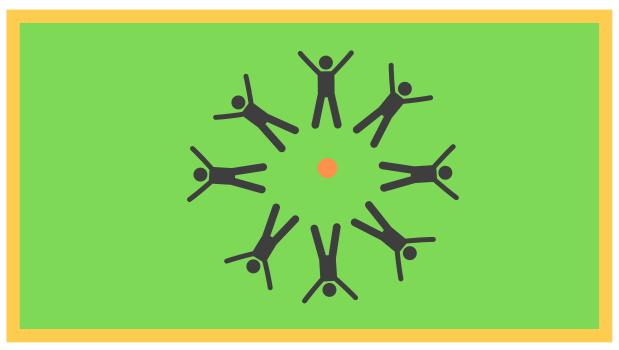


圖 7 遊戲站位 (Gaming position)

T: 你的射門策略是甚麼呢?

What is your shooting strategy?

S: 大力一點或做假動作射門。

Shoot harder or do fake shots.

T: 射門的角度是否會影響射門的成功?

Does the shooting angle affect the success of shooting?

S: 側面射門, 球門距離比較短, 比較好攻擊。

Shooting from sides is easier to attack because it is closer to the gate.

T: 團隊比賽與個人比賽有什麼不同?

What is the difference between team game and individual game?

S: 個人比賽無法傳球, 團隊比賽可以傳球。藉由快速的傳球, 防守者會來不及防守, 比較容易得分。

We can't pass the ball in individual games, but we can pass the ball in team games. By doing fast passes, defenders may be too late to defend, and it will be easier to get points.

S: 團隊比賽可以假裝傳球或假裝射門, 防守者比較難預測。

We can pretend to pass or shoot in team games and make defenders hard to predict.

T: 為了要提高得分的效率,我們可以嘗試大力射門、假動作射門、假動作傳球、 快速傳球、不同角度的射門,在未來的比賽,同學可以試看看。

To improve scoring efficiency, we can try to shoot harder, take fake moves in shooting and passing, do fast pass, and shoot from different angles. You can try these strategies in future games.

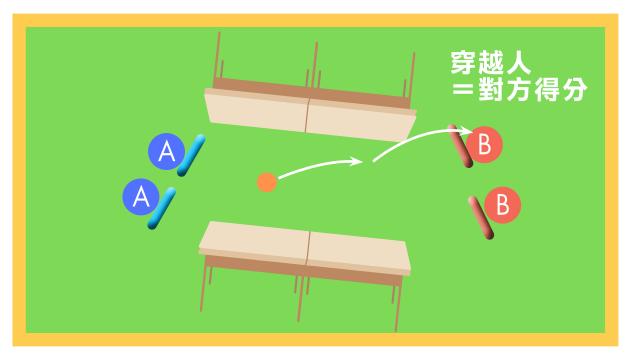


圖 8 進攻與防守站位 (Attacking and defending position)

T: 你的射門策略是甚麼呢?

What is your shooting strategy?

S: 大力一點,讓球的速度可以快一點。

Shoot harder, and let the speed of the ball be faster.

T: 還有嗎?

Is there anymore?

S: 可以做假動作或利用桌面反彈。

We can take fake moves or make use of bounces against the tables.

T: 哪一種比較好?打靠近自己的牆或靠近對手的牆?

Which one is better? Hit the wall near opponents or the wall near yourselves?

S: 打靠近對手的牆, 這樣可以讓對手來不及防守。

Hit the wall near opponents can make them hard to defend.

T: 想像一下,如果牆壁是隊友,在比賽中,你也可以採取相同的射門策略來進攻。 所以我們知道,如果要得分,可以嘗試大力一點、做假動作、利用牆壁或隊友。 Imagine that if the walls are your teammates. You can use the same shooting strategy to attack in a game. So we know if we want to score, we can try to shoot harder, make fake moves, and make use of walls and teammates.

4. 如有得分,自己去翻分數牌。

If you get a point, flip the scoring board by yourself.

5. 上一組的人到界外後,下一組再出發。

After the previous team gets out of the field, the next group can take off.

6. 在設定時間內,達到最多分的隊伍獲勝。

The team which gets the highest score in the time wins.

## 對話

T: 你的傳球策略是什麼?

What is your passing strategy?

S: 傳讓隊友好接的球。

Pass an easy catch ball to teammates.

T: 哪一種比較好? 傳到隊友的前面、身上或後面?

Which one is better? Pass the ball in front of, to the body, or back of your teammates?

S: 前面。

Pass the ball in front of my teammates.

T: 每個人在剛才的練習中,都知道自己射門的能力,知道自己在哪一個距離與區塊射門有好的命中率。因此,在比賽中,你怎樣跟隊友溝通?

Everyone in the previous practice knows your shooting ability and what distance and area to shoot will generate a high shooting rate. Therefore, how would you communicate with your teammates during a game?

S: 在傳球出去時,跟隊友講移動到哪一區。

When passing, tell teammates where to move.

T: 在兩人傳球射門的活動, 球要傳到人的前面以及做良好的溝通, 都可以提升射門的成功率。

In two-people passing and shooting activity, passing the ball in front of your partner and having good communication can improve the rate of successful shots.

3. 場內接到球後,最少傳兩次球後才可以射門。

After catching an inbound ball, the offensive team needs to pass two times before shooting.

4. 可以利用盤球找空檔射門。

You are allowed to dribble to wide open position to shoot.

#### 防守規則 Defensive Rules (如圖 10) (Graphic 10)

- 1. 防守隊有 3 人,一開始待在底線,進攻隊將球傳出後,就可以出去防守。 Three people in the defending team, stay at the bottom line before the game starts. After the offensive team makes an inbound pass, the defending team can move out to defend.
- 2. 比賽時間結束後,下一組防守者上場。
  After the game ends, the next defending team will move to the court.
- 3. 防守者不能待在球門內。

Defenders can not stay inside the gate.

#### 任務 Task

進攻者必須利用傳球或盤球找尋機會射門,防守者則要防守球門。整個活動執行 5 分鐘後,老師引導提問進攻與防守的策略,進攻防守交換,再次進行比賽。

The attackers can find open spot to shoot by passing or dribbling, whereas the defenders have to protect the gate. The game will last for 5 minutes. Teacher has to ask students about their offensive and defensive strategy. Then, student exchange roles and restart the game.

## 對話

- T: 找到空檔隊友來射門的策略為何?
  - What is your offensive strategy to find a wide-open teammate to shoot?
- S: 我們是多打少,所以要閱讀防守,找出沒有人防守的隊友,把球傳給他。
  We are on a power play, so we need to read the defense and find a wide-open teammate to pass the ball.
- T: 這個活動最主要在練習短角球進攻,底線發完球後,場內進攻者在停球後,快速傳給隊友射門。如果你是發球的人,哪一種比較好?中間或側邊。

The activity is mainly practicing short corner attacks. After pushing the ball, attackers inside the court will stop the ball and quickly pass it to their teammates to shoot. If you are the person who pushes the ball, which one is better? Serve to the middle or the sides.

S1: 側邊,因為離球門比較近。

Push to the sides because it is closer to the gate.

S2: 中間,因為射門角度比較大。

Push to the middle because the shooting angle is wider.

- T: 在進行短角球進攻時,射門準確度最高的人,在進攻戰術安排時的角色為何? While taking a short corner, what will be a person's role in attacking tactics when he has the highest shooting accuracy?
- S: 不要在界外發球或場內第一個接球,因為無法射門。
  Don't push the ball or be the first person to catch the ball because he can't shoot.

## 學習單 (Worksheet)

繼續進行本課的短角球比賽。全班分成兩隊,請兩隊分別完成學習單,並填寫 A 部分與 B 部分。A 部分,請各隊成員填寫適合自己的角色,分別為停球 / 傳導、主攻、開球。B 部分,請各隊善用各種角色,分配成三組,並與另一隊進行比賽。比賽結束後,請討論以下問題。

Continue the short corner game. The class will be divided into two teams. Please complete worksheets respectively, and fill in part A and part B. In part A, members will fill in the characters which fits them, including stop/pass, shoot, and push ball. In part B, each team will be divided into three groups. Make use of multiple characters, divide into three groups, and play games with the other team. Please discuss the following questions after games.

- 1. 你為什麼適合這個角色? Why do you suit this role?
- 2. 你的特質為何? What is your trait?
- 3. 你覺得你可以為團隊進攻做出什麼? How can you help your team in attacking?
- 4. 你覺得你的團隊要安排幾個停球 / 傳導者與主攻者比較容易贏得比賽?為什麼? How many stoppers, passers, and main attackers do you think you should arrange in your team for winning the game easier? Why?

Note: 教師引導,每個團隊中有適合自己的角色,不必一定要當最會得分的,可是你可以成為幫助團隊的任何一種角色。

# **TEAMWORK SHEET**

PART A: 你們小隊的人適合哪種角色,請填入。

停球/傳導 stop/pass 主攻 shoot 開球 push ball





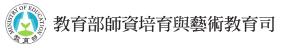


PART B: 依據上面角色把人分成三組,與對手比賽

Team 1

Team 2

Team 3



## Lesson 3 曲棍球: 團隊防守 **Hockey: Team Defense**

### Lesson Overview (課程説明/難度)

- 01. 學科課程目標
  - 1.【攻城戰 The siege warfare】★★★
  - 2.【手足球比賽 Hand soccer game】★★★

### Words and Phrases (字彙與片語)

## 字彙 Words

開球 (bully)、漏洞 (gap)、有效的 (effective)

#### Sei

| eni | tence Frames (句子)  |
|-----|--|
| 1.  | What is your individual/team defensive strategy?               |
|     | 你個人/團隊防守的策略為何?   |
|     | My individual defensive strategy is 我的個人防守策略是                  |
|     | <u> </u>   |
|     | 例句(1)  |
|     | My individual defensive strategy is _ move with the ball _ 。我的 |
|     | 個人防守策略是跟著球移動。  |
|     | My team defensive strategy is 我的團隊防守策略是。                       |
|     | 例句 (1)   |
|     | My team defensive strategy is to let teammates run with people |
|     | they are defending.  |
|     | 我的團隊防守策略是讓隊友跟著自己防守的對象跑。  |
|     |  |
| 2.  | What is your offensive strategy?                               |
|     | 你的進攻策略為何?  |
|     | My offensive strategy is 我的進攻策略是。                              |
|     | 例句(1)  |
|     | My offensive strategy is to run faster. 我的進攻策略是跑快一點。           |
|     | 例句 (2)   |
|     | My offensive strategy is to find spaces and score. 我的進攻策略是     |
|     | 尋找空檔並得分。   |

1.4位防守者持球棍,防守自己的三角錐。

The four defenders take sticks and defend their cones.

2. 只能在四條方形線上移動防守。

They can only move on four lines of the square to defend.

3. 每回合 30 秒, 共進行 5 回合。

Each game takes 30 seconds and five games in total.

4. 每回合間可以交換角色(攻守)。

It is allowed to change roles in each game.

#### 進攻規則 Offensive Rules

1.3-4位進攻者持球棍,去進攻別隊的三角錐。

Three to four attackers take sticks to attack the other team's cones.

2. 不能進入方形內。

It is not allowed to go inside the square.

3. 打倒一個角錐,得1分。

Knocking down a cone will get a point.

#### 任務 Task

在每個回合中,進行進攻與防守,分數高者獲勝。每局進行 5 回合,5 回合結束後,引導提問討論,再進行下一局比賽。

Two groups attack and defend in each game. The group which gets the highest point wins. Five rounds in a game. After that, the teacher will lead the question and discussion. Then, play next game.

#### 進階版玩法 Advanced Play

4 隊攻城戰,每 30 秒後,進攻隊必須要順時針換站進攻 (如圖 12)。

Four teams play the siege warfare. After 30 seconds, each offensive team has to rotate clockwise to attack in another station. (Graphic 12).

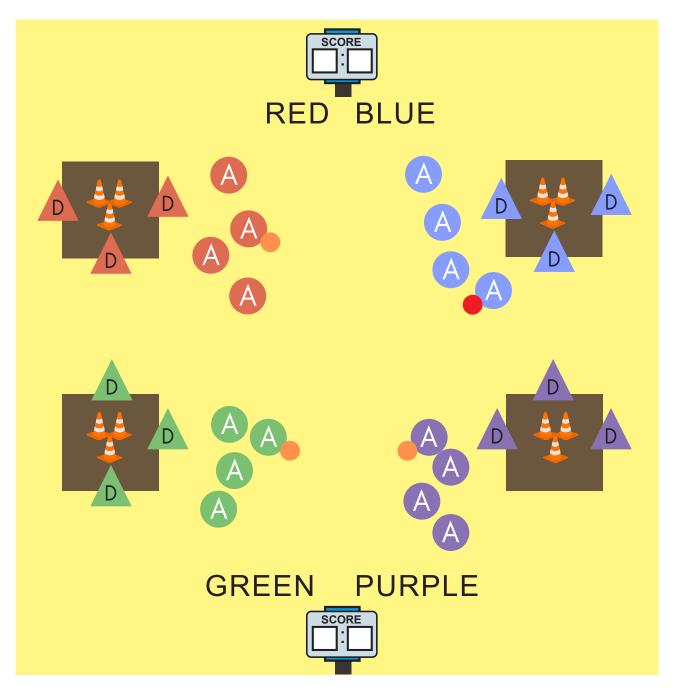


圖 12 進攻與防守站位 (Attacking and defending position)

T: 你個人防守的策略為何?

What is your individual defensive strategy?

S: 移動快一點。

To move faster.

T: 要跟什麼一齊移動?

What do you need to move with?

S: 跟著球移動。

Move with the ball.

- T: 防守時,有時需要隊友的幫助,你的團體防守策略為何?
  While defending, sometimes you need your teammates' help. What is your team defensive strategy?
- S: 閱讀進攻隊的移位,可以提醒隊友哪裡有人,眼神注意球,靠近球多一些,隨時準備截斷球。

We can read moves of the attacking team and remind our teammates where the attackers are. Notice the ball with our eyes and get closer to the ball. Get ready to intercept the ball anytime.

- S: 每個人負責一個區塊,適時的幫助防守。
  Each person is in charge of a zone and helps to defend timely.
- T: 因此,防守可以跟隨著球移動、互相溝通、幫忙防守,讓團隊防守更堅固。
  Therefore, defense can be stronger by moving with the ball, communicating with each other, and helping to defend.

## **4**

#### 】學習單 (Worksheet)

填上各局比賽的分數。小組討論後,在檢核表中,勾選有完成的任務,每個完成的任務,都讓團隊可多加 1 分,並在下面填寫總分數。

Fill in the point of each round. After group discussion, check the task which has been complete. Each completed task can add one point to the team. Write down the total point

## 小隊計分版

## 第一局比賽分數〔〕 第二局比賽分數〔〕

|             | 進攻   | 防守  |      |    |       |    |          |
|-------------|------|-----|------|----|-------|----|----------|
| 行為          | 傳導順暢 | 跟隨球 | 幫忙防守 | 觀察 | 溝通、說話 | 合作 | 其他因素(寫出) |
| 第一次比賽(有或無)  |      |     |      |    |       |    |          |
| 第二次比賽 (有或無) |      |     |      |    |       |    |          |

第一局比賽總分數〔〕第二局比賽總分數〔〕

5. 得分或球出界,都由 superman 幫忙撿球。
Supermen will help to pick the ball when getting point or when the ball is out of bounds.

#### 防守規則 Defensive Rules

平均分成三組,手拉手站在線上阻擋球,但不可以踢球。

Divide into three groups. Hand in hand and stand in the line to stop the ball but cannot kick the ball.

#### 任務 Task

進攻者傳球,從  $zone1 \rightarrow 2 \rightarrow 3 \rightarrow 4$ ,最後在 zone4 射門,入門得 1 分。

Attackers pass the ball from zone 1 to zone 4, and shoot from zone 4. If the ball goes into the gate, the team will get one point.

#### 進階版玩法 Advanced Play

防守隊在防守的陣型可以改變,每條線 2-6 人,並可分為 1-2 組人牆,一樣手拉手防守 ( 如圖 14 )。

The defending team can change their defending formation. There shouldn't be more than six people in each line where one to two groups form the wall in hand in hand. (Graphic 14).

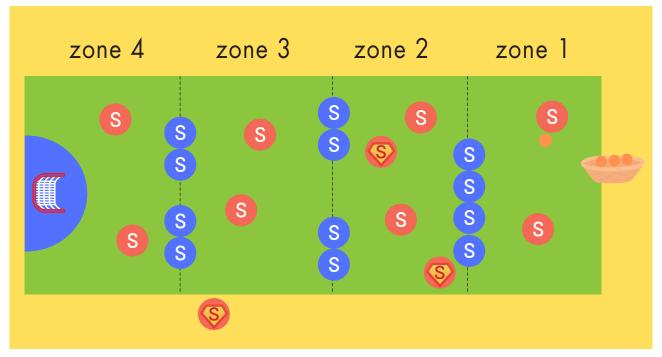


圖 14 進攻與防守站位 (The attacking and defending position)

T: 你的進攻策略為何?如何破壞對手的防守?

What is your offensive strategy? How do you break their defense?

S: 我可以移動球快一點。

I can move the ball faster.

T: 你如何移動球快一點?

How do you move the ball faster?

S: 我可以盤球快一點或傳球快一點。

I can dribble or pass the ball faster.

T: 為什麼移動球快一點可以破壞對方的防守?

Why can moving the ball fast break opponents' defense?

S: 防守的人就要不停的移動,比較容易製造防守的漏洞。這樣我就可以把球傳過去。 Because it makes defenders keep moving. It can create more defending gaps. So I can pass the ball through.

T: 哪一種比較有效果? 盤球或傳球?

Which one is more effective? Dribbling or passing?

S: 兩種都很好。傳球快一點,對方移動速度沒有球移動速度的快。盤球變換速度, 對方是手牽手,移動速度比較慢,就可以找到漏洞。

Both are good. Pass faster. They can't move as fast as the ball. Shift speed in dribbling. Because defenders are in hand-in-hand defense, they move slowly. So we can find the gap.

T: 你的進攻策略為何?如何運用超人這個角色?

What is your attacking strategy? How do you use the role of Superman?

S: 我們可以多打少,只要傳球快速,就一定有空檔。

We can do the power play. There must be gaps as long as we pass fast.



請填寫「我們做了什麼幫助團隊」以及「我們可以修正的地方」。瞭解團隊的優點與缺 點都一樣重要,每一格都加一分,累加在自己在上述比賽的分數。

Please fill in "Our strategies for team defense" and "Our shortcomings for team defense." It is important to know the good points and shortcomings of the team. Each blank will count as one point. Please add up your points.





## Lesson 4 曲棍球: 小組進攻 **Hockey: Group Offense**

#### Lesson Overview (課程説明/難度)

- 01. 學科課程目標
  - 1.【馬不停蹄 Non-stop game】★★★
  - 2.【安全人 Key-man】★★★★

### Words and Phrases (字彙與片語)

## 字彙 Words

界外 (out of bounds)、球門區 (crease)、手傳球 (hand pass)、吸引(draw)、 速度 (speed)、方向 (direction)、變換 (shift)、節奏 (tempo)

| eni | tence Frames (句子)  |
|-----|--|
|     | What should you do when the ball is out of bounds? 如果球出界時,你應該要怎樣做? I can 我可以。 例句(1) I can <u>do hand pass outside of the court</u> . 我可以在界外用手傳球入場。   |
|     | 當你沒有空檔時,你應該要怎樣做? What should you do when you don't have open spaces? I should 我應該。 例句(1) I should pass the ball to teammates outside the court, and let them do hand pass into the court. 我應該傳球傳給界外的隊友,讓他們用手傳球進來。 例句(2) I should pass the ball to teammates who have opportunities to attack. 我應該把球傳給有機會進攻的隊友。 |

3. What is your passing strategy? 傳球的策略為何?

| My passing strategy is | 我的傳球策略是 | C |
|------------------------|---------|---|
| 例句(1)                  |         |   |

My passing strategy is to pass the ball fast. 我的傳球策略是快速地傳球。 例句 (2)

My passing strategy is passing the ball to the person who is near to the gate.

我的傳球策略是把球傳給靠近球門的人。

#### 4. How do you help team offense?

你怎樣幫助團隊進攻? I will \_\_\_\_. 我會 \_\_\_\_。 例句(1)

I will pass the ball near to the gate. 我會把球傳到靠近球門的地方。例句(2)

I will create spaces for myself, or pass the ball to others when they have opportunities to score.

我會為自己創造空檔,或傳球給有機會得分的隊友。

When hitting the ball, the height shouldn't be above your waist.

- 5. 球門限制區,不得有人進入。
  The crease is not allowed to enter.
- 6. 界外的人不能射門。
  People outside the court can't shoot.
- 7. 老師吹哨結束一回合,上一場的人排到排尾,再喊人數進行下一回合。 A round will end when the teacher blows the whistle. The players of the previous round go to the end of the line and the teacher will shout out the number of players to start the next round.

#### 任務 Task

進攻者可利用盤球或傳球,與界外的夥伴合作,進攻得分。 全員參與 2 次後,討論戰術後再進行。

Attackers can dribble or pass and cooperate with partners outside the court to get points. After two rounds, students need to discuss tactics before the next round.

#### 進階玩法 1 Advanced Play 1

界外不安排選手,但球只要出界外,發邊線球的人可用手在界外開球 (如圖 16)。 There are no players outside the court. However, when the ball is out of bounds, players can do hand pass from sidelines.

### 進階玩法 2 Advanced Play 2

在場中,可以用地墊安排自己隊上的安全區 (8 個地墊或角錐盤,圍成兩個方形),

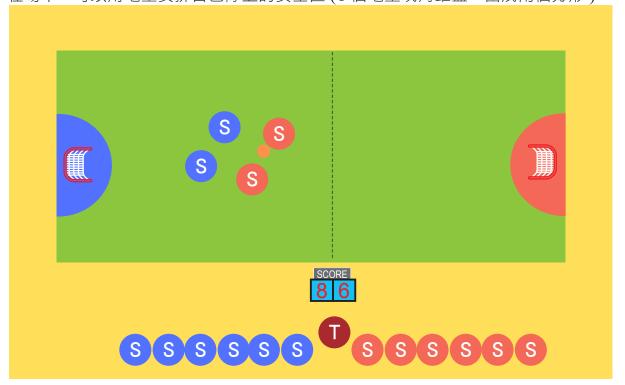


圖 16 進階玩法 1(Position of the game)

T: 你的傳球策略為何?

What is your passing strategy?

S: 將球傳到靠近球門的地方, 比較好得分。

Pass the ball to the place near the gate. It is easier to get points.

T: 場內的隊友怎樣擺脱防守來接到傳球射門?

How do players inside the court get rid of defense and catch the ball and shoot?

S: 藉由變換速度與變換方向,來擺脱防守。

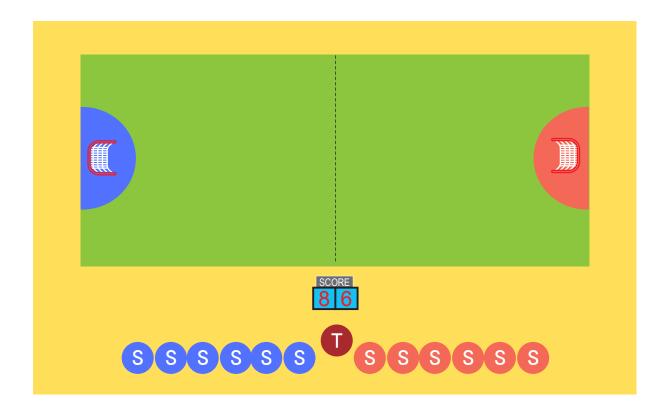
They can change their speed and shift directions to get rid of defense.

S: 如果來到球門,沒有機會射門,就趕緊離開,將防守者吸引到外圍。
If there is no chance to shoot after going to the gate, leave the gate quickly and draw the defenders' attention to the outer side.

### 🚄 學習單 (Worksheet)

請在自己的進攻區,設定兩個安全區,並試著利用安全區,設計進攻戰術,執行後, 再討論,修正自己的戰術。

Please set up two safe zones in your attacking area, and design an attacking tactic by using your safe zones. After carrying out the tactic, discuss and revise it.



Each round will last for three minutes.

#### 任務 Task

比賽結束後,得分高的獲勝。

The team which gets the highest point wins.

#### 進階玩法 Advanced Play

超人射門得1分,其他人射門得分3分。

One goal from the Superman counts one point, while one goal from the others counts three points.

## 對話

T: 規則中有説明,超人運球時,不能抄他的球。所以超人運球時,他要很著急的 傳球或射門嗎?

As stated in the rules, while Superman is dribbling, you can't steal his ball. Does Superman need to hurry to pass and shoot while he's dribbling?

S: 不用。

No, he doesn't.

T: 那超人不急的時候, 他可以做什麼?

What can he do?

S: 閱讀比賽,或盤球到離球門近的地方。

He can read the game or dribble to the place close to the gate.

T: 那玩進階遊戲時, 你們如何選擇超人這個角色?

When playing the advanced game, how do you choose the role of Superman?

S: 選擇盤球好的人,特別是可以盤球時,快速變換速度或變換方向的人。

Choose the person who is good at dribble, especially the one who can change speed or direction quickly while dribbling.

T: 超人在場上怎樣幫助團隊進攻?

How does the Superman help team offense?

S: 控制節奏, 閱讀比賽, 傳給有空檔的隊友。

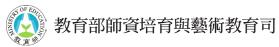
Control the tempo, read the game, and pass the ball to the teammate who is opening.

### 任務 Task

進行循環賽,沒有參加的隊伍在場外觀察對手或討論自己的戰術。最後選出【最佳進攻團隊】(總得分最多)、【最佳防守團隊】(總失分最少)、【最佳超人】,並進行分享自己的攻守策略。

Play the round-robin tournament. The teams that do not join the game will observe their opponents or discuss their tactics. And choose "The best-attacking team" (The team which gets the highest point.), "The best defending team" (The team which loses the least point.), and "The best Superman". Then, share your offensive and defensive strategies.





## 棒球 - 跑壘 Baseball - Running

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#### 單元設計理念 (Unit Concept)

本單元的學習目標是認識棒球運動項目中的跑壘基本技巧與概念,並體驗棒球運動中的速度的快感。活動一,讓學生可以衝刺跑壘急踩壘的動作。活動二,當學生能掌握跑壘的動作要領之後,讓學生繞壘練習,主要是培養學生能夠精準繞壘、 踩踏壘包且不減速的能力。活動三,讓學生進行盜壘練習,此為進階活動,主要是 讓學生學習盜壘起跑的時機點,並學習投手牽制時正確回壘的動作能力。

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的守備/跑分性球類運動主題項目來提供棒壘球雙語教學課程中可以使用的課室/教學語言與交流語言,來學習棒壘球基本運動技術中跑壘的動作技能。

#### Lesson Overview (課程説明)

01. Subject Curriculum Goals (學科課程目標):

Straight sprint (touching first base from home plate)

直線衝刺(本壘到一壘)

Base running drills (touching first and second base from home plate)

繞壘練習(本壘到二壘)

Comprehensive base running drills (returning and stealing bases) 跑壘綜合練習(回壘練習、盜壘練習)

02. Linking Learning Objectives (連結學習重點):

學習內容:

Hd-IV-1 守備/跑分性球類運動動作組合及團隊戰術。

學習表現:

1c--IV-1 了解各項運動基礎原理和規則。

1d--IV-1 了解各項運動技能原理。

1d--IV-2 反思自己的運動技能。

1d--IV-3 應用運動比賽的各項策略。

- 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-1 運用運動技術的學習策略。
- 3d-IV-2 運用運動比賽中的各種策略。
- 4c-IV-2 分析並評估個人的體適能與運動技能,修正個人的運動計畫。
- 4c-IV-3 規劃提升體適能與運動技能的運動計畫。
- 4d-IV-1 發展適合個人之專項運動技能。

## 字與片語彙 Words and Phrases

## 字彙 Words

start (起跑)

sprint ( 衝刺 )

runner (跑壘員)

comprehensive( 綜合 )

straight (直的)

again (再一次)

got (抓到)

double (雙)

decide (決定)

inning (局)

safe (安全)

appropriate (適當)

distance (距離)

timing (時機)

corner (角落)

side (側邊)

path (路徑)

### 片語 Phrases

steal base ( 盜壘 )

touch base (踩壘)

tag out (觸殺)

return base (回壘)

pick off (牽制)

triple steal (三壘)

句型:

The pitcher turned around and picked off the runner.

(投手轉身牽制,跑壘員來不及回壘遭觸 殺)

Facing a left-handed pitcher, the runner on third base stole home.

(面對左投手,三壘跑者盜回本壘)

The coach decided to go for a double steal.

(這位教練採用了雙盜壘戰術)

### 教學語句及引導語 Sentence Frames

- 1.Seize good timing to start stealing. (抓著良好的起跑時機,進行盜壘)
- 2.When rounding the bases, try not to slow down and step on the sides of the base.( 繞壘時, 盡量不減速踩壘包側邊)
- 3.Be at least two to three strides off your base when you're attempting to steal. (保持適當離壘距離。)
- 4.Run as fast as you can.( 盡可能跑越快越好。)
- 5.Swing your arms fast with your hands by your chin and pocket, swinging them back and forth quickly. (擺臂手掌在下巴口袋快速來回)

### 教學內容 Learning Content

- 1. Keep an appropriate distance from the base (保持適當離壘距離)
- 2.Keep your knees slightly bent for flexibility (膝蓋微彎保持彈性)
- 3. Turn and start running at the right time (看準時機轉身起跑)

## 對話

A: Do you know how to run the bases quickly? (你知道怎麼跑壘才能跑得快嗎?)

B: I have no idea. (我不曉得。)

A: Have you ever watched baseball players running the bases on TV? (那你有在電視上看過球員跑壘嗎?)

B: Yes,I have. (有啊,我有看過。)

A: Would you like to learn how to do it? (那你想學習正去的跑壘技巧嗎?)

B: Yes,I would. Can you teach me? (好啊。你願意教我嗎?)

A: Sure, my pleasure. 當然沒有問題, 我很樂意。

## Activity 1 直線衝刺

Straight sprint (touching first base from home plate) 直線衝刺(本壘到一壘)



- 1. After taking a swing, sprint as fast as you can from home plate to first base. (打擊完成後,從本壘全力衝向一壘)
- 2. After touching first base, lower your body quickly and then slow down your steps. (踩踏一壘壘包時身體瞬間壓低,通過壘包後減速)
- 3. Keep your eyes on the field and be ready to go to the next base at any time. (眼睛觀察場內狀態,隨時準備進下一個壘包)

A: How can I safely touch first base? (要怎麼樣才可以安全上到一壘。)

B: Sprint hard and try to reach the base before the catcher throws the ball to first base.

(跑向一壘的時候,要努力衝刺,要在球傳到一壘之前踩到壘包。)

A: What should I pay attention to while sprinting? (衝刺的時候有需要注意什麼事情嗎?)

B: Swing your arms fast with your hands by your chin and pocket, swinging them back and forth quickly. Do not cross over the centerline of your body.

(手臂自然擺動,手掌在下巴與口袋之間快速來回,並且雙手不超過身體中線。)

A: What should I do after touching first base? (那踩到壘包之後要做什麼?)

B: After touching first base, slow down and pay attention to the field. If there is a chance, try to go to the next base.

(通過壘包之後減速,並且注意場內情況,有機會的話,就往下一個壘包推進。)

## Activity 2 繞壘練習(本壘到二壘)

Base running drills (touching first and second base from home plate) 繞壘練習(本壘到二壘)



- 1. Sprint around the cone in an arc, following the arrangement set by the teacher.(沿著老師所排列的角錐,繞著角錐進行弧線衝刺。)
- 2. Sprint around the cones and touch the side of the bases, finishing the base path.(沿著老師所排列的角錐,繞著角錐並踩壘包的角落,完成繞壘。)
- 3. Sprint around the bases in an arc path and try to go faster each time. (自行完成弧線繞壘,並加快繞壘的速度。)

A: Why do baseball runners run such a big circle when running the bases?

(我看到電視上棒球跑壘員的跑步,為甚麼繞那麼大一圈啊?)

B: They run in an arc path to keep their speed high while heading to the next base.

(因為這樣跑才可以維持高速度的往下一個壘包推進。)

A: But how do I know when to run straight and when to run in an arc? (可是我怎麼知道,何時要跑直線,何時要繞弧線啊。)

B: No worries, I'll set up some cones to simulate the base path, and you can give it a try.

(沒有關係,等下我來排一下角椎模擬繞壘跑的路線,你可以試著跑看看。)

A: Great! I will warm up first and get ready to sprint. (好唷,那我先去熱身準備來快速奔跑。)

## Activity 3 跑壘綜合練習(回壘練習、盜壘練習)

Comprehensive base running drills (returning and stealing bases) 跑壘綜合練習(回壘練習、盜壘練習)



#### 回壘練習

- 1. Watch the pitcher closely.( 眼睛觀察投手動作)
- 2. When the pitcher tries to pick you off, quickly go back to the base and step on the farthest corner with one foot from the defender.

(當投手快速轉身牽制時,跑壘員迅速折返回壘,並使用單腳踩住離防守者最遠的角落。)

#### 盜壘練習

- 1. Watch the pitcher closely.( 眼睛觀察投手動作)
- 2. When the pitcher throws towards home plate, quickly turn and run towards second base.(當投手往本壘方向投球時,跑壘員迅速轉身朝二壘方向起跑。)
- 3. Sprint to second base as fast as you can.(以最快的方式衝向二壘壘包。)

A: Why can the runner in the game run directly to the next base?

(球賽中那個跑壘員為甚麼可以直接跑到下一個壘包啊?)

B: That's called stealing bases. ( 這就是所謂的盜壘啊。)

A: Stealing bases? ( 盜壘? )

B: The runner tries to reach the next base quickly before the pitcher throws the ball to help the team's scoring chance.

(是的,在投手將球投出之前,就快速的往下一個壘包搶進,增加得分的機會。)

A: Do I have to be really fast to steal bases, or will I get tagged out otherwise?

(是不是我必須要跑得很快才有辦法盜壘,不然我會被抓到啊。)

B: That's right. Being super-fast as a runner is a big help for the offense.

(沒有錯。所以,一個具有速度的跑壘員,對於進攻的球隊,是有很大的幫助的。)



| 競賽項目 |            | 説明                            |  |  |
|------|------------|-------------------------------|--|--|
| 團體賽  | 跑壘大賽(接力大賽) | 每隊人員平均分散於本壘及二壘,<br>採接力方式進行計時。 |  |  |
| 個人賽  | 本壘到一壘秒數    | 每人測驗自己跑到一壘的秒數                 |  |  |
|      | 本壘到二壘秒數    | 每人測驗自己跑到二壘的秒數                 |  |  |
|      | 本壘到三壘秒數    | 每人測驗自己跑到三壘的秒數                 |  |  |
|      | 本壘到本壘秒數    | 每人測驗自己跑回本壘的秒數                 |  |  |

# 棒球 - 打擊 Baseball - Hitting

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### 單元設計理念 (Unit Concept)

本單元的學習目標是認識棒球運動項目中的打擊基本技巧,藉由握棒教學及打擊姿勢的練習,讓學生學會打擊正確動作,並體驗棒球運動的樂趣。活動一,學生可以認識球棒的類型,並掌握球棒握法及揮棒的動作。活動二,當學生能掌握揮棒動作要領後,讓學生操作固定球座打擊練習,訓練學生手眼協調及球棒控制的能力。活動三,讓學生進行投球打擊練習,此為進階活動,主要是讓學生體驗擊球的時間點,訓練學生手眼協調及球棒控制的能力。

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的守備/跑分性球類運動主題項目來提供棒壘球雙語教學課程中可以使用的課室/教學語言與交流語言,來學習棒壘球基本運動技術中打擊的動作技能。

### 課程説明 Lesson Overview

01.Curriculum of Subject Goals 學科課程目標:

How to properly grip a bat 握棒

T-ball hitting drill 固定球座打擊練習

Throwing and hitting drill 投球打擊練習

02.Linking Learning Objectives 連結學習重點:

#### 學習內容:

Hd-IV-1 守備/ 跑分性球類運動動作組合及團隊戰術。

#### 學習表現:

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-1 了解各項運動技能原理。
- 1d-IV-2 反思自己的運動技能。
- 1d-IV-3 應用運動比賽的各項策略。
- 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-1 運用運動技術的學習策略。

# 棒球 - 跑壘 Baseball - Running

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### 單元設計理念 (Unit Concept)

本單元的學習目標是認識棒球運動項目中的跑壘基本技巧與概念,並體驗棒球運動中的速度的快感。活動一,讓學生可以衝刺跑壘急踩壘的動作。活動二,當學生能掌握跑壘的動作要領之後,讓學生繞壘練習,主要是培養學生能夠精準繞壘、踩踏壘包且不減速的能力。活動三,讓學生進行盜壘練習,此為進階活動,主要是讓學生學習盜壘起跑的時機點,並學習投手牽制時正確回壘的動作能力。

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的守備/跑分性球類運動主題項目來提供棒壘球雙語教學課程中可以使用的課室/教學語言與交流語言,來學習棒壘球基本運動技術中跑壘的動作技能。

### Lesson Overview (課程説明)

01. Subject Curriculum Goals (學科課程目標):

Straight sprint (touching first base from home plate)

百線衝刺(本壘到一壘)

Base running drills (touching first and second base from home plate)

繞壘練習(本壘到二壘)

Comprehensive base running drills (returning and stealing bases) 跑壘綜合練習(回壘練習、盜壘練習)

02. Linking Learning Objectives (連結學習重點):

學習內容:

Hd-IV-1 守備/跑分性球類運動動作組合及團隊戰術。

學習表現:

1c--IV-1 了解各項運動基礎原理和規則。

1d--IV-1 了解各項運動技能原理。

1d--IV-2 反思自己的運動技能。

1d--IV-3 應用運動比賽的各項策略。

- 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-1 運用運動技術的學習策略。
- 3d-IV-2 運用運動比賽中的各種策略。
- 4c-IV-2 分析並評估個人的體適能與運動技能,修正個人的運動計畫。
- 4c-IV-3 規劃提升體適能與運動技能的運動計畫。
- 4d-IV-1 發展適合個人之專項運動技能。

### 字與片語彙 Words and Phrases

### 字彙 Words

start (起跑)

sprint ( 衝刺 )

runner (跑壘員)

comprehensive(綜合)

straight (直的)

again (再一次)

got (抓到)

double (雙)

decide (決定)

inning (局)

safe (安全)

appropriate (適當)

distance (距離)

timing (時機)

corner (角落)

side (側邊)

path (路徑)

### 片語 Phrases

steal base ( 盜壘 )

touch base (踩壘)

tag out (觸殺)

return base (回壘)

pick off (牽制)

triple steal (三壘)

句型:

The pitcher turned around and picked off the runner.

(投手轉身牽制,跑壘員來不及回壘遭觸 殺)

Facing a left-handed pitcher, the runner on third base stole home.

(面對左投手,三壘跑者盜回本壘)

The coach decided to go for a double steal.

(這位教練採用了雙盜壘戰術)

### 教學語句及引導語 Sentence Frames

- 1.Seize good timing to start stealing. (抓著良好的起跑時機,進行盜壘)
- 2.When rounding the bases, try not to slow down and step on the sides of the base.( 繞壘時, 盡量不減速踩壘包側邊)
- 3.Be at least two to three strides off your base when you're attempting to steal. (保持適當離壘距離。)
- 4.Run as fast as you can.( 盡可能跑越快越好。)
- 5.Swing your arms fast with your hands by your chin and pocket, swinging them back and forth quickly. (擺臂手掌在下巴口袋快速來回)

### 教學內容 Learning Content

- 1.Keep an appropriate distance from the base (保持適當離壘距離)
- 2.Keep your knees slightly bent for flexibility (膝蓋微彎保持彈性)
- 3. Turn and start running at the right time (看準時機轉身起跑)

### 對話

A: Do you know how to run the bases quickly? (你知道怎麼跑壘才能跑得快嗎?)

B: I have no idea. (我不曉得。)

A: Have you ever watched baseball players running the bases on TV? (那你有在電視上看過球員跑壘嗎?)

B: Yes, I have. (有啊,我有看過。)

A: Would you like to learn how to do it? (那你想學習正去的跑壘技巧嗎?)

B: Yes,I would. Can you teach me? (好啊。你願意教我嗎?)

A: Sure, my pleasure. 當然沒有問題, 我很樂意。

# Activity 1 直線衝刺

Straight sprint (touching first base from home plate) 直線衝刺(本壘到一壘)



- 1. After taking a swing, sprint as fast as you can from home plate to first base. (打擊完成後,從本壘全力衝向一壘)
- 2. After touching first base, lower your body quickly and then slow down your steps. (踩踏一壘壘包時身體瞬間壓低,通過壘包後減速)
- 3. Keep your eyes on the field and be ready to go to the next base at any time. (眼睛觀察場內狀態,隨時準備進下一個壘包)

A: How can I safely touch first base? (要怎麼樣才可以安全上到一壘。)

B: Sprint hard and try to reach the base before the catcher throws the ball to first base.

(跑向一壘的時候,要努力衝刺,要在球傳到一壘之前踩到壘包。)

A: What should I pay attention to while sprinting? (衝刺的時候有需要注意什麼事情嗎?)

B: Swing your arms fast with your hands by your chin and pocket, swinging them back and forth quickly. Do not cross over the centerline of your body.

(手臂自然擺動,手掌在下巴與口袋之間快速來回,並且雙手不超過身體中線。)

A: What should I do after touching first base? (那踩到壘包之後要做什麼?)

B: After touching first base, slow down and pay attention to the field. If there is a chance, try to go to the next base.

(通過壘包之後減速,並且注意場內情況,有機會的話,就往下一個壘包推進。)

# Activity 2 繞壘練習(本壘到二壘)

Base running drills (touching first and second base from home plate) 繞壘練習(本壘到二壘)



- 1. Sprint around the cone in an arc, following the arrangement set by the teacher.(沿著老師所排列的角錐,繞著角錐進行弧線衝刺。)
- 2. Sprint around the cones and touch the side of the bases, finishing the base path.(沿著老師所排列的角錐,繞著角錐並踩壘包的角落,完成繞壘。)
- 3. Sprint around the bases in an arc path and try to go faster each time. (自行完成弧線繞壘,並加快繞壘的速度。)

A: Why do baseball runners run such a big circle when running the bases?

(我看到電視上棒球跑壘員的跑步,為甚麼繞那麼大一圈啊?)

B: They run in an arc path to keep their speed high while heading to the next base.

(因為這樣跑才可以維持高速度的往下一個壘包推進。)

A: But how do I know when to run straight and when to run in an arc? (可是我怎麼知道,何時要跑直線,何時要繞弧線啊。)

B: No worries, I'll set up some cones to simulate the base path, and you can give it a try.

(沒有關係,等下我來排一下角椎模擬繞壘跑的路線,你可以試著跑看看。)

A: Great! I will warm up first and get ready to sprint. (好唷,那我先去熱身準備來快速奔跑。)

# Activity 3 跑壘綜合練習(回壘練習、盜壘練習)

Comprehensive base running drills (returning and stealing bases) 跑壘綜合練習(回壘練習、盜壘練習)



#### 回壘練習

- 1. Watch the pitcher closely.( 眼睛觀察投手動作)
- 2. When the pitcher tries to pick you off, quickly go back to the base and step on the farthest corner with one foot from the defender.

(當投手快速轉身牽制時,跑壘員迅速折返回壘,並使用單腳踩住離防守者最遠的角落。)

### 盜壘練習

- 1. Watch the pitcher closely.( 眼睛觀察投手動作)
- 2. When the pitcher throws towards home plate, quickly turn and run towards second base.(當投手往本壘方向投球時,跑壘員迅速轉身朝二壘方向起跑。)
- 3. Sprint to second base as fast as you can.(以最快的方式衝向二壘壘包。)

A: Why can the runner in the game run directly to the next base?

(球賽中那個跑壘員為甚麼可以直接跑到下一個壘包啊?)

B: That's called stealing bases. ( 這就是所謂的盜壘啊。)

A: Stealing bases? ( 盜壘? )

B: The runner tries to reach the next base quickly before the pitcher throws the ball to help the team's scoring chance.

(是的,在投手將球投出之前,就快速的往下一個壘包搶進,增加得分的機會。)

A: Do I have to be really fast to steal bases, or will I get tagged out otherwise?

(是不是我必須要跑得很快才有辦法盜壘,不然我會被抓到啊。)

B: That's right. Being super-fast as a runner is a big help for the offense.

(沒有錯。所以,一個具有速度的跑壘員,對於進攻的球隊,是有很大的幫助的。)



| 競賽項目 |            | 説明                            |  |
|------|------------|-------------------------------|--|
| 團體賽  | 跑壘大賽(接力大賽) | 每隊人員平均分散於本壘及二壘,<br>採接力方式進行計時。 |  |
| 個人賽  | 本壘到一壘秒數    | 每人測驗自己跑到一壘的秒數                 |  |
|      | 本壘到二壘秒數    | 每人測驗自己跑到二壘的秒數                 |  |
|      | 本壘到三壘秒數    | 每人測驗自己跑到三壘的秒數                 |  |
|      | 本壘到本壘秒數    | 每人測驗自己跑回本壘的秒數                 |  |

- 3d-IV-2 運用運動比賽中的各種策略。
- 4c-IV-2 分析並評估個人的體適能與運動技能,修正個人的運動計畫。
- 4c-IV-3 規劃提升體適能與運動技能的運動計畫。
- 4d-IV-1 發展適合個人之專項運動技能。

### 字與片語彙 Words and phrases

### 字彙 Words

tee-ball (樂樂棒)

grip(握棒)

hitter(打者)

knuckle (指節)

swing (揮)

palm up( 手心向上 )

palm down( 手心向下 )

stance(站姿)

loading(引棒)

separation(分離)

stride/step(跨步)

tap (輕碰)

hit (打擊)

contact (擊球)

follow through (完成揮棒)

(隨球動作)

drill (練習)

### 片語 Phrases

strike zone (好球帶)

breaking ball (變化球)

home run 全壘打

three-run home run(三分全壘打)

grand slam(滿貫全壘打)

keep your weight between legs

(重心放在雙腳之間)

句型:

Sprint to first base after hitting.

打擊完後,用力往一壘壘包衝刺。

He hit into a double play.

他打出一支雙殺打。

He hit a walk-off home run.

他打擊出去,這是一支再見全壘打。

Back-to-back home runs.

背靠背全壘打。

### 教學語句及引導語 Sentence Frames

- 1. Who swings the bat faster? (看誰揮棒比較快?)
- 2. Who hits the ball farther?(看誰打得比較遠?)
- 3. How do you grip the bat correctly? (到底要如何正確握住球棒呢?)
- 4. How do you hit the ball high and far? (究竟要如何球打的又高又遠?)

### 教學內容 Learning Content

- 1. Let's talk about swing and drill.(介紹棒球揮棒動作及實作。)
- 2. Let's talk about slash line.(介紹棒球打擊三圍。)

A: How awesome the hitter's swing is! (那個打擊者的揮棒好厲害啊!)

B: Sure, he is the best hitter.( 當然,他可是隊上的強打者啊)

A: How do you know him?(你怎麼知道他是強打者?)

B: Well, he is the best "slash line" in the team. (因為他的打擊三圍成績在隊上都是名列前茅的啊)

A: What does "slash line" mean?(什麼是打擊三圍啊)

B: It means batting average, on-base percentage, and slugging percentage. You get a sense of three things at once how often the player hits, how often the player gets on base, and how hard the player hits aka his power. (就是打擊率、上壘率以及長打率)

A: Oh! I see. That makes sense.(原來是這樣,那我懂了。)

# Activity 1

### Activity 1 Let's Learn How to Grip (握棒)



Hold the bat with your hands gripping the bat at the bottom, knuckles connect knuckles as you think it is comfortable, with your dominant hand on top and your non-dominant hand on the bottom.

(握棒時,雙手第一指節握起球棒,慣用手在上,非慣用手在下。)

First, assume your stance by squatting down slightly and keeping your weight between your legs.

(首先,打擊前雙腳膝關節微蹲,身體重心置於雙腳中間。)

Next, move your weight to your back foot.

(接著將身體重心後移至後腳。)

Finally, swing the bat from the top down in front of your body in an oval shape.

(最後,球棒由上而下於身體前方擊球,揮棒軌跡呈現橢圓形。)

Finish by bringing the bat back to your shoulder after follow through, without throwing the bat out.

(打擊完成後將球棒放收回左肩,不可以將棒子甩出。)

A: Do you know how to swing the bat? (你知道怎麼揮棒嗎?)

B: I'm not sure if I'm doing it correctly.

(我不確定我的動作是否正確。)

A: That's okay, I will teach you. Are you excited? (沒關係,接下來將會教你怎麼揮棒,是否很期待呢?)

B: Of course, I have been wanting to learn for a long time. Please teach me.

(當然啊,我很早就想學習揮棒了,快點教我吧!)

A: First, grip the bat comfortably, with your dominant hand on top and your non-dominant hand on the bottom.

(首先將你雙手握在球棒上。切記,慣用手在上,非慣用手在下。)

B: Wow, that's easy!

(哇,握棒方式這麼容易!)

A: Yes, hold the bat, squat down slightly, center your weight.

(對啊。接下來將球棒立起,雙腳站立與肩同寬,重心壓低做準備。)

B: Okey, I'll give it a try.(好的,我試試看。)

A : Excellent. Next move your weight to your back foot, stride and hit by bringing the bat to your shoulder.

(沒錯做得很好。接下來試著將重心往後移至後腳,緊接著將身體重心前移, 球棒由上而下做揮擊。)

B: Great, let me try. (好的,我來做一次看看。)

A: That's right, you did a great job. (沒錯,你做的動作很標準。)

# Activity 2 T-ball Hitting Drill 固定球座打擊練習



First, put the T-ball set in front of you, stand with your feet shoulder-width apart, and bend your knees slightly, center your weight.

(首先,將固定球座至於前腳,雙腳站立與肩同寬膝關節微蹲,重心置於雙腳中間。)

Move your weight to your back foot, eyes on the ball (將身體重心後移至後腳,眼睛注意固定球座上的棒球。)

Stride forward and swing the bat from the top to the bottom, leaning slightly forward to hit the ball. Make sure to follow through by pushing your wrists forward.

(緊接著重心前移,球棒由上而下揮擊,在身體斜前方擊中球,擊球瞬間手腕向前推。)

Finally, finish by bringing the bat back to your shoulder after the follow through, without throwing the bat out.

(最後,打擊完成後將球棒收回左肩,不可以將棒子甩出。)

# 對話

A: Why do we use the T-ball setting to practice?

(為甚麼要執行打擊座的練習呢?)

B: Because it makes it easier to hit the ball accurately.

(這樣才可以準確的擊中球啊)

A: How can we practice efficiently?

(那要怎麼練習會比較有效率呢?)

B: You can put the ball on a T-ball set at different heights and try to think where the ball comes from in different situations.

(你可以試著將球擺放在不同的位置以及高度,去試著模擬打擊不同投來的球種。)

A: So, with enough practice, I can hit any type of pitch effectively?

(那是否就表示,我可以練到,不管是投來哪種球路,我都可以有效擊中呢?)

B: Yes, that's right! Let's get started.

(你説的沒有錯,就讓我們開始練習吧。)

# **Activity 3** Throwing and Hitting Drill 投球打擊練習



First, feet shoulder-width apart, and bend your knees slightly, center your weight.

(首先,雙腳站立與肩同寬膝關節微蹲,重心置於雙腳中間。)

Before the pitcher is ready to throw the ball, move your weight to your back foot, eyes on the ball and eyes on the pitcher motion.

(接著投手準備將球投出之前,身體重心向後移動至後腳,眼睛注意投手動作。)

When the pitcher strides forward and follows through with their pitch, you should also follow through with your swing.

(當投手將球投出時,身體重心前移,球棒由上而下揮擊,眼睛注意來球,並於身體斜前方擊球,擊球瞬間手腕向前推。)

Finally, finish by bringing the bat back to your shoulder after follow through, without throwing the bat out.

(最後,打擊完成後將球棒收回左肩,不可以將棒子甩出。)

# 對話

A: Next up, we're getting ready for some throwing and hitting practice. (接下來我們就要準備進行投球打擊練習。)

B: So, I'll be standing in the batter's box to get ready to hit, right? (所以,我等下是要站在打擊區裡面準備打擊嗎?)

A: That's right, and don't forget to wear a batting helmet to stay safe while hitting.

(是的沒有錯,而且你還要將打擊頭盔戴上以確保打擊時的安全。)

B: I have seen players wearing different protective gear on TV. (我常常在電視上看到打擊者戴有好多不一樣的護具。)

A: Those are used to protect different parts of the body for different purposes, like elbow guards, shin guards, and even finger protectors for sliding into bases.

(那是要保護不同身體部位及目的的護具。比如説保護手肘,足內側,甚至是上壘之後,保護手指頭的護具。)

B: Wow, that sounds really professional.

(哇,這也太專業了吧。)

A: They need to take care of their bodies since they make a living out of it.

(這是一定要的啊,畢竟他們也是靠身體在賺錢養家活口的啊。)

# ♣ Activity 3 學習單

競賽項目

説明

打擊出去

將打擊 T 座上的棒擊出,最後量測距離。

百發百中

一人投球一人打擊,計算成功擊球的次數。

# 棒球 - 傳接 Baseball - Transfer

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### 單元設計理念 (Unit Concept)

本單元的學習目標是認識棒球運動項目中的傳接球基本技巧與觀念,並體驗棒球運動中內野手接球後瞬間傳球的守備經驗。活動一,讓學生可以熟悉傳球與接球的動作。活動二,當學生能確實掌握傳球與接球的動作要領後,讓學生進行相互傳接球練習,讓學生學習控制傳球力道及準度之能力。活動三,讓學生進階至以模擬真實比賽情境的守備傳接球技巧,此為進階活動,主要是讓學生練習守備跑位及刺殺跑壘員的守備能力。

單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的守備/跑分性球類運動主題項目來提供棒壘球雙語教學課程中可以使用的課室/教學語言與交流語言,來學習棒壘球基本運動技術中傳接的動作技能。

### 課程説明 Lesson Overview

- 01. Curriculum of Subject Goals 學科課程目標:
  - 1.Toss the ball up and catch. (自拋自接)
  - 2.Pass and catch the ball. (傳接球)
  - 3.Infield throws. (壘間傳球)
- 02. Linking Learning Objectives 連結學習重點:

#### 學習內容:

Hd-IV-1 守備/跑分性球類運動動作組合及團隊戰術。

#### 學習表現:

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-1 了解各項運動技能原理。
- 1d-IV-2 反思自己的運動技能。
- 1d-IV-3 應用運動比賽的各項策略。
- 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-1 運用運動技術的學習策略。
- 3d-IV-2 運用運動比賽中的各種策略。

- 4c-IV-2 分析並評估個人的體適能與運動技能,修正個人的運動計畫。
- 4c-IV-3 規劃提升體適能與運動技能的運動計畫。
- 4d-IV-1 發展適合個人之專項運動技能。

### 字與片語彙 Words and Phrases

### 字彙 Words

throw (丢)

catch (接)

pass (傳)

toss(丢抛)

glove(手套)

torso( 軀幹 )

infield (內野)

pitch( 投手)

catcher (捕手)

shortstop (游擊手)

home base (本壘)

first baseman (一壘手)

second baseman (二壘手)

third baseman (三壘手)

### 片語 Phrases

wind up (揮臂式投球)(向後向上揮臂)

knee up (單腳抬膝)(抬腳)

rotate your front foot into your throw

(前腳轉動)(腳尖轉向投球方向)

hip/shoulder separation (肩髋分離)

ball release (把球丟出去)(放球)

follow through (完成順勢動作) (隨球動作)

### **句型** sentence pattern

- 1. After releasing the ball, your hand should follow through.
- 2. When catching the ball, you need to come back slightly to slow down the ball.

### 教學語句及引導語 Sentence Frames

- 1. Who can hit the target or get closest? (看誰丟的比較準?)
- 2. Who can throw the farthest? (看誰丟得比較遠?)
- 3. Who can catch every time? (看誰接得比較穩?)
- 4. Please turn your feet and shoulder toward your target.( 朝向目標丟球。)
- 5. Aim your glove,turn your body and throw the ball( 投球前將手套朝 向目標 )
- 6. Bring your elbow back and follow through( 投球時, 抬高手肘。)
- 7. How can you pass the ball well? (如何傳好球?)
- 8. As a pitch, your body position: rotate your front foot into your throw known as "hip/shoulder separation". (旋轉髖關節、肩關節使身體轉向正面。)

- 9. As a catcher, you should stand with your feet apart and bend your knees a little bit. You put your glove down with your fingers down to the ground, the ball will roll right into your glove.
- 10. Check your grip.

### 教學內容 Learning Content

- 1. Toss the ball up and keep your eyes on it. (將球向空中抛出,注意力集中在球。)
- 2. Be ready to catch the ball with your hands. (雙手預備接球。)
- 3. Catch the ball in your glove as it falls. (讓球落在手套裡。)
- 4. Catch the ball with your glove. (手套夾住球。)

#### 專業:

- 1. Step forward with your left foot and bring your right foot back behind it. (左腳在前、右腳在後。)
- 2. Turn your body to the side, with your left foot forward and left shoulder facing the target.

(身體呈側身,左肩朝投球目標。)

3. Take a step with your lead foot towards the pitching target, pointing your toes in the direction of the target.

(前導腳向投球目標跨步,腳趾朝向投球目標。)

4. Bring your elbow back and aim your glove towards the target, then turn your body and throw the ball.

(持球手抬起與肩膀同高,手套指向投球目標。)

5. Rotate your torso and extend your throwing arm forward at a 45-degree angle from your forehead to throw the ball.

( 軀幹旋轉,持球手臂伸直於額頭前方 45 度將球投出。)

6. After releasing the ball, smoothly follow through with your throwing arm as it moves forward and downward.

(將球釋放後,手臂向前向下跟隨緩衝。)

#### 初階:

- 1. Wind up. ( 揮臂式投球 )
- 2. Knee up. (單腳抬膝)
- 3. Rotate your front foot into your throw. (前腳轉動)
- 4. Lunge and throw the ball.( 弓箭步丟球)
- 5. Follow through. (完成順勢動作)

A: Do you know how to throw the ball in baseball? (你知道怎麼丟棒球嗎?)

B: I'm not really sure, but I would like to learn. (我沒把握能夠丟得好。)

A: Have you ever watched a baseball game? (你有看過棒球比賽嗎?)

B: Yep,I have. (有啊,我有到現場看過。)

A: Would you like to learn how to throw the ball like a pitcher? (那你想學投球嗎?)

B: Sure. Could you please teach me? (好啊。你願意教我嗎?)

A: Of course, my pleasure. ( 當然沒有問題, 我很樂意。)

# Activity 1 自拋自接

Throw the ball into your glove. (胸前球感練習。)



1. Put on your glove with one hand and hold the ball with the other hand.

(一手戴手套,一手持球。)

2. Toss the ball to your glove at your chest-level.

(於胸前將球擲向手套中。)

3. Catch the ball in your glove and take it out again.

(再將球從手套中拿出。)

4. Keeping doing steps 2 and 3 to practice your catching skills and to break in your glove.

(再重複上述動作。)

5. Toss and catch faster as you get better.

(漸漸加快擲球拿球的循環速度。)

A: Do you know how to grip the ball? (你知道怎麼握球嗎?)

B:I don't know. (我不知道?)

A: I will teach you how to grip the baeball. Are you excited? (我接下來將會教你怎麼握球,很期待吧!)

B: Sure, I will. Please teach me. ( 當然啊,我很想學,快點教我。)

A: First, your index and middle fingers should be over top of the seams.

(首先將你的食指、中指放在縫線上。再將大拇指扣住棒球。)

B: Wow, I know how to grip! (哇,我學會握球的方法了!)

# Activity 2

Passing and catching with right hand.

傳接球(以右投為例。)

Two in a group -ground ball, line drive, fly ball.

(雙人傳接球-滾地球、平飛球、高飛球。)



- 1. One person rolls the ball to your classmate, and the other picks up the ball and rolls it back.
  - (一人將球用滾地球方式滾向同學,另一人將球接起來後再將球滾回去。)
- 2. One passes the ball directly to your classmate, and the other catches the ball and passes it back.
  - (一人將球直接將球傳向同學,另一人接住球後,再將球回傳。)
- 3. One person throw the ball forward and upward, and the other person catches the ball and throws it back.
  - (一人將球向前向上投擲,另一人接住球後,將球向前向上回傳。)

A : Do you know how to catch a ground ball?

(你知道怎麼接滾地球嗎?)

B: I don't know.

(我不知道。)

A: I will teach you.

(我接下來將會教你怎麼接滾地球。)

A : Okay, so start by putting your feet about shoulder-width apart and then lower your body's center of gravity.

(首先將你的雙腳與肩同寬,身體重心降低。)

A: Next, lean your torso forward about 45 degrees and place your glove on the ground. Keep your eyes on the baseball and catch it in your glove.

(接著軀幹前傾45度,將手套放置於地面上。眼睛注視棒球,將球接進手套。)

B: Wow, it's not easy for me, but I will practice.

(哇,這好像不太容易!但我會嘗試練習。)

# Activity 3

Infield throws. (Throwing between the bases) (壘間傳球) (從本壘依序傳球自三壘、二壘、一壘,最後回傳至本壘。)



- 1. Everyone spreads out and stands behind each of the four bases. (同學們分別各自站在四個壘包後方。)
- 2. Start from home base in a clockwise and throw the ball to third base, then to second base, then to first base, and finally back to home base, one after the other.

(將球從本壘以平飛球的方式,依順時鐘順序傳向三壘、二壘、一壘,最後再回傳至本壘。)

A: I saw our school's baseball team practicing infield throws. Why do you do that?

(我看到我們學校的棒球校隊有在練習壘間傳球,那是有甚麼用意嗎?)

B: Because of the unique rules of baseball, practicing clockwise infield throws can improve defensive abilities.

(因為棒球規則的特殊性,會用練習順時鐘的壘間傳球練習,加強防守的能力。)

A: How do we do that?

(那該要怎麼做呢?)

A: First, stand at home base, face towards third base, and throw the ball to third base.

(首先你先站在本壘,將身體朝向三壘,並把球傳至三壘。)

A: Then, get ready to catch the return throw from first base to home base by your teammate.

(接著準備接補隊友由一壘傳至本壘的回傳球。)

B: Wow, this practice sounds like a lot of fun! Let's try it out.

(哇,感覺這個練習好有趣!我們趕快來嘗試吧。)



# 競賽項目 説明

順時針傳球

每隊人員均分散在各壘包上,從本壘開始傳球,依序傳往三壘至二壘再到一壘,最後傳回本壘的秒數。

逆時針傳球化

每隊人員平均分散在各壘包,從本壘開始傳球,依序傳往一壘至二壘再到三壘,最後傳回本壘的秒數。



### 網/牆性球類-羽球

# Lesson 1 羽球體適能與遊戲 **Badminton Fitness Games**

臺北市景興國中 侯雅馨 臺北市立大學 彭國威兼任助理教授 劉述懿教授

### 單元設計理念 (Unit Concept)

本單元設計以國民中學健體領域第四學習階段核心素養具體內涵為主軸設計,學習內容以競爭類型運動中網/牆性球類運動的羽球為主題,提供羽球雙語教學課程中可以使用的羽球相關語言(Language of learning)、課室/教學語言(Instructional language)與交流語言(Interactional language),以循序漸進的方式引導學生學習羽球之基本技能,並透過小組修正式遊戲與比賽建立空間判斷與移動之能力,同時培養與同儕之間相互合作、和諧互動之素養。

#### 課程説明 (Lesson Overview)

#### 01. 學科課程目標:

Students are able to judge spatial awareness and move quickly within the area. (學生能夠判斷空間與在場地快速移動。)

Students are able to reflect on their movement skills and strategic utilization through activities and guidance from teachers. (學生能夠 透過活動以及教師的引導,反思自身運動技能與策略運用)

#### 02. 連結學習重點:

a. 學習內容:

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

b. 學習表現:

1d-IV-2 反思自己的運動技能。

1d-IV-3 應用運動比賽的各項策略。

2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。

3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。

### 詞彙 & 片語 Vocabulary & Phrases

### 詞量 Vocabulary

| 單字              | 中文         | 單字           | 中文    |  |  |
|-----------------|------------|--------------|-------|--|--|
| court           | 場地、場域      | toss         | 抛、餵球  |  |  |
| shuttlecock     | 羽毛球        | catch        | 接住    |  |  |
| serving line    | (羽球場中的)發球線 | bean bag     | 沙包    |  |  |
| overhand throw  | 高手擲        | opponent     | 對手    |  |  |
| underhand throw | 低手拋        | score        | 分數、得分 |  |  |
| footwork        | 腳步         | shuffle step | 側併步   |  |  |
| lunge           | 弓箭步        |              |       |  |  |

### 片語 Phrases

divide into…groups 分成…組

take turns 輪流 be going to··· 將要···

don't forget to… 別忘記要…

focus on… 專注於…





### 教學句型 Sentence Patterns

# 1 How can we win a score in badminton?

我們可以如何在羽球場地中快速移動。

We can move faster in the court by\_\_\_\_\_\_.

我們可以 \_\_\_\_\_\_ 來快速移動。

- 例句 (1): We can move faster in the court by using shuffle steps. 我們可以使用側併步來快速移動。
- 例句 (2): We can move faster in the court by using lungs. 我們可以使用弓箭步來快速移動。

### (02) How can we move faster in the court?

我們如何在羽球比賽中得分呢?

We can win a score by\_\_\_\_\_

我們可以藉由 \_\_\_\_\_ 來得分。

- 例句 (1): We can win a score by making the opponent miss the shuttle. 我們可以藉由讓對手接不到球來得分。
- 例句 (2): We can win a score by making the opponent hit outside. 我們可以藉由讓對手擊球出界來得分。

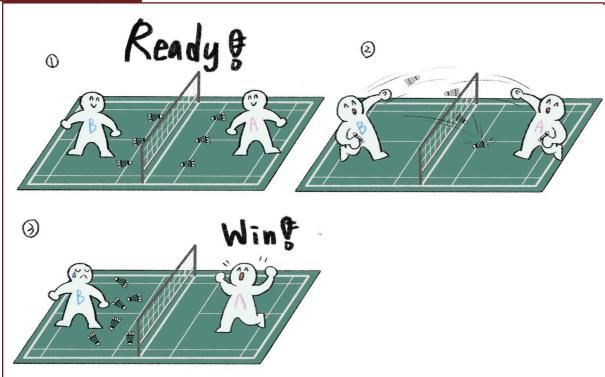


### 教學內容

### **Class Activities**



### **Activity 1** Clean Up the Court



### Set Up

- ① It's a 1 on 1 activity, students can divide into groups and take turns to play.
- ② Each side of the court has 3 shuttles on the serving line.

### Game Rules

- ① When hearing the whistle, students start to throw the shuttles over the net.
- ② Win the game by cleaning up all the shuttles in your court.
- ③ The shuttle should be thrown inside the court.

# 對話

Teacher: Do you know how to do an overhand throw?

Student: Yes! Stand side to the net, swing, and follow through!

Teacher: That's right! Now we are going to play a game called "Clean up the court". Each court has 2 people standing at each side. When hearing the whistle, start to throw the shuttles over the net. When you clean up all the shuttles in your court then you win!

Teacher: Remember! You have to throw the shuttles inside the court and don't forget to use the overhand throw.

Teacher: Is there any question?

Student: Yes! How to hold the shuttle?

Teacher: Hold the base of the shuttle like this(showing) and throw.

Student: Understand!

Teacher: If there's no question. Each group takes 6 shuttles and starts the game at your court.

Student: (Students act accordingly.)

Teacher: 你們知道如何做過肩投擲的動作嗎?

Student: 知道!站側身、甩臂並跟隨完甩臂軌跡。

Teacher: 沒錯!我們現在要來進行一個遊戲叫「大掃除」。羽球場地兩側各站一人, 當哨聲響起,開始將場上的羽球擲至對方場地。當你的場地完全淨空,即獲 得該場勝利!

Teacher: 記得!羽球需擲至界內,別忘了要使用剛剛提到的過肩投擲動作。

Teacher: 有任何問題嗎?

Teacher: 有!請問該如何拿羽球呢?

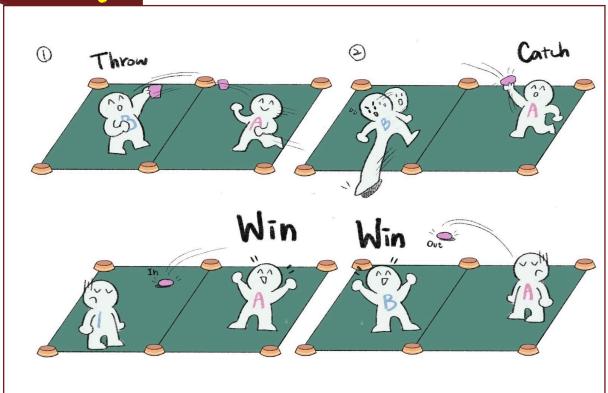
Teacher: 握住球頭的地方丟擲,像這樣(示範動作)。

Student: 瞭解了!

Teacher: 如果沒有其他問題,每組來領取六顆羽球並於你們的場地開始比賽。

Student: (學生們按照指示行動。)

# Catch the Bean Bag



### Set up

- ① Students in pairs, make a square with 4 spots/cones/dots.
- ② One bean bag for each pair.

### Game Rules

- ① Students have to try to toss the bean bag underhanded and the other one catches it. The bean bag has to go above head height.
- ② A person has to get 1 foot out of the square each time after they toss it.
- ③ Score by making the other person miss the toss, or have the other person throw it out of the square.

Progression: throwing the shuttle instead of the bean bag.

Teacher: How can we win a score in badminton?

Student: We can win a score by making the opponent miss the shuttle or hit outside.

Teacher: Impressive! Now we are going to play a game to practice this skill. Please listen carefully.

Teacher: Each pair of you take a bean bag and both stand in the square.

When the game start, score by making your partner miss catching or throw it out of the square. After each toss, you need to get 1 foot out of the square.

Teacher: Any questions?

Student: No! All is clear!

Teacher: Good! Now get your bean bag, find your square and start the

game!

Student: (Students act accordingly.)

Teacher: 在羽球比賽中要如何得分?

Student: 讓對手打不到球或是對手擊出界外球。

Teacher: 太棒了!現在我們要來練習這個技巧,接下來請仔細聽。

Teacher: 每組拿取一個沙包並站在場地兩側預備。當遊戲開始時,在場地範圍內將沙包丟擲對方場域,若對方漏接或丟出界外即得一分,且每丟完一次沙包,必

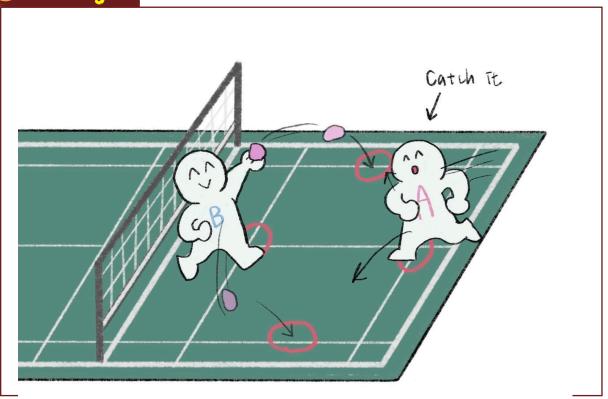
須一腳踩出場域再繼續進行。

Teacher: 有任何問題嗎?

Student: 沒有!都清楚了!

Teacher: 很好,現在請每組來領取你們的沙包、找到場地開始遊戲!

Student: (學生們按照指示行動。)



### Set up

- ① Students in pairs, set 4 spots on the court, 1 for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left, and one right 2 meters from the middle spot.
- ② Each pair gets a bean bag.

### Game Rules

- ① The tosser stands on his/her spot and tries to throw the bean bag onto one of the scoring spots.
- ② The catcher has to get there and catch it, toss it back, and then go back to their middle spot.
- 3 Tosser has to throw underhand.
- ④ In 2 minutes, the tosser hits the spot and gets 1 point; the catcher catches 3 in a row gets 1 point.

Progression: move the two spots closer or further/throw the shuttle instead of the bean bag.

Teacher: How can we move faster in the court? By using which footwork?

Student: We can move faster in the court by using shuffle steps and lunges.

Teacher: What else?

Student: Hmm... Be more focused and try to react fast or predict the coming shuttle.

Teacher: Nice answer! Excellent! Those things can help you move faster in the court and don't forget to focus on the shuttle when you're going to hit it.

Teacher: We are now playing a game that will challenge your reaction and movement. Look at the court, there're 4 spots, one of you is the tosser and the other one is the catcher.

Teacher: Tosser needs to throw the bean bag underhand to the scoring spots on the left and right; the catcher tries to catch it before it drops.

Teacher: If the tosser hits the spot get 1 point; if the catcher catches 3 in a row get 1 point.

Teacher: We got 2 minutes for each round, the one who gets higher scores is the winner!

Teacher: Any questions?

Student: No!

Teacher: Good. Don't forget to use the footwork to help you!

Teacher: Okay, then get to your court, and let's start the game!

Teacher: (Students act accordingly.)

Teacher: 我們可以如何在場地裡更快速的移動呢?可以使用哪種腳步?

Student: 我們可以使用側併步與弓箭步。

Teacher: 還有呢?

Student: 嗯……更專注且快速反應還有試著預判來球。

Teacher: 很好的答案! 很棒! 這些方式可以幫助我們快速移動,各位也記得在擊球時 眼睛要看球。 Teacher: 我們現在要來進行一個挑戰你們反應及動作的遊戲。場中有四個圓點,兩兩

一組,一位是餵球者;另一位為接球者。

Teacher: 餵球者要將沙包拋至左右兩側的得分圓點;接球者目標要在沙包落地前接住。

Teacher: 抛球者若拋至圓點得一分;接球者連續成功接三次得一分。

Teacher: 一輪計時兩分鐘,分數較高者勝。

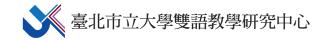
Teacher: 以上説明有任何問題嗎?

Student: 沒有!

Teacher: 很好。記得使用腳步來幫助你快速移動!

Teacher: 好,現來大家到各自場地準備開始比賽!

Teacher: (學生們按照指示行動。)



### 網/牆性球類-羽球

# Lesson 2 羽球握拍與控制 **Badminton Grip and Control**

臺北市景興國中 侯雅馨 臺北市立大學 彭國威兼任助理教授 劉述懿教授

### 單元設計理念 (Unit Concept)

本單元設計以國民中學健體領域第四學習階段核心素養具體內涵為主軸設計,學習內容以競爭類型運動中網/牆性球類運動的羽球為主題,提供羽球雙語教學課程中可以使用的羽球相關語言(Language of learning)、課室/教學語言(Instructional language)與交流語言(Interactional language),以循序漸進的方式引導學生學習羽球之基本技能,並透過小組修正式遊戲與比賽建立空間判斷與移動之能力,同時培養與同儕之間相互合作、和諧互動之素養。

#### 課程説明 (Lesson Overview)

- 01. 學科課程目標:
  - 1.Students can name the different parts of a badminton racket. (學生能説出羽球拍的不同部位。)
  - 2.Students can understand and apply the timing of using forehand and backhand shots. (學生能夠了解並運用正 / 反拍擊球的使用時機。)
  - 3.Students can use the forehand/backhand grip to hit a balloon/shuttlecock. (學生能使用正 / 反拍將氣球 / 羽球擊出。)
- 02. 連結學習重點:
  - a. 學習內容:
    - Ha-IV-1網/牆性球類運動動作組合及團隊戰術。
  - b. 學習表現:
    - 1d-IV-1 了解各項運動技能原理。
    - 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
    - 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。

### 詞彙 & 片語 Vocabulary & Phrases

### 字彙 Words

racket (球拍)

string((羽球拍面的)線)

shaft (拍柄)

handle ((球拍的)握把)

forehand (正手)

backhand (反手)

grip (握拍)

shot((球類運動中的)擊球)

dominant (慣用的)

non-dominant(非慣用的)

rally(比賽中的反覆擊球對打)

### 片語 Phrases

Be used to\_\_\_\_.(是用來\_\_\_的)

Be made up of\_\_\_.(由\_\_\_組成)

Come toward . (朝向\_\_\_靠近)



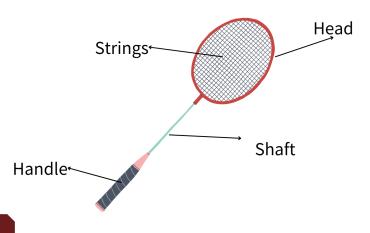
#### 句子 Sentence Frames

- 1.Can you name the different parts of a badminton racket? Yes, I can. No, I can't. (你可以説出羽球拍上不同部位的名稱嗎?可以 / 不可以。)
- 2.Use the strings to hit the shuttlecock. (使用拍面擊羽球。)
- 3.Use a forehand grip when hitting shots that come toward the side of your dominant hand or high above your head. (當球朝你的慣用邊位置來或高過頭,使用正手握拍的方式擊球。)
- 4.Use a backhand grip to hit shots that come to the side of your non-dominant hand. (當球朝你的非慣用邊位置來時,使用反手握拍的方式擊球。)
- 5.Can you use a forehand/backhand grip to control the balloon? Yes, we can. / No, we can't. (你能夠用正 / 反手握拍來控制氣球嗎?可以 / 不可以。)



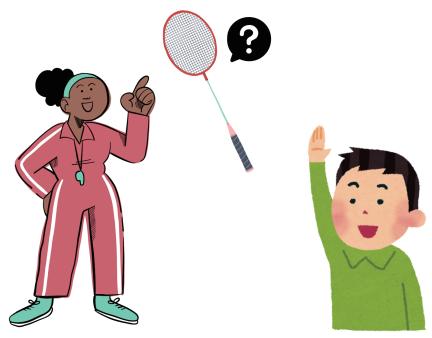
### **Class Activities**

- **1** Racket Time (認識羽球拍)
  - 1. Head: The head is the ring that holds the strings in place.
  - 2. Strings: The strings are used to hit the shuttlecock.
  - 3. Shaft: The shaft connects the head to the handle.
  - 4. Handle: The handle is used to hold the racket.



# Activity

Can you name the different parts of a badminton racket?



# 對話.

- T: Everyone please get a badminton racket and come over here.
- S: No problem! What are we going to do?
- T: It's racket time! Have a look at your badminton racket. It is made up of different parts: head, strings, shaft, and handle.
- T: Please tell me which part we use to hit the shuttlecock.
- S: It's the strings. We use the strings to hit the shuttlecock.
- T: That's right. Remember to use the strings, not the head or the shaft to hit the shuttlecock.
- S: Okay! We'll try our best!
- T: Josh, can you name the different parts of a badminton racket?
- S: Yes, I can. It's head, strings, shaft, and handle.

### 2 Badminton Grip (羽球握拍)

### Forehand Grip(正手握拍)

- ① Make the stringed face of the racket vertical.
- ② Wrap your hand around the handle, like doing a handshake. You should see that your thumb and index finger make a 'V' shape on the handle.
- ③ Use a forehand grip when hitting shots that come toward the side of your dominant hand or high above your head.



### Backhand Grip(反手握拍)

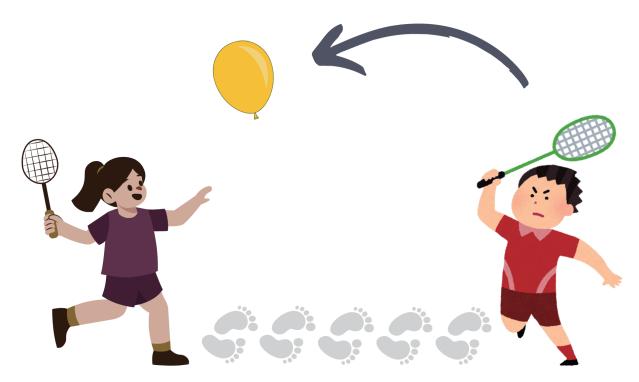
- ① Hold the racket as a forehand grip.
- ② Extend your thumb so it rests on the side of the handle. This gives you more stability and power.
- ③ Use a backhand grip to hit shots that come to the side of your non-dominant hand.





T: Now you know how to do the forehand and the backhand grip, let's use these two different grips to hit the balloon.

### **③ Control the Balloon in the Air**(氣球空中接力)



### Set Up

- ① Work in pairs. Each pair takes a balloon.
- ② Stand four or five steps apart.

### How To Do

- ① Start by throwing the balloon toward your partner, then use your badminton racket to hit back and forth.
- ② Try to hit the balloon back around your partner.
- ③ Try to hit as much as you can in a rally.

Progression: Hit with a shuttlecock.

Progression: Make a group of 3 or 4 and practice hitting toward

different directions.



- T: Now you know how to use a forehand and backhand grip. Can anybody tell me which grip should we use when hitting shots?
- S: Use a forehand grip when hitting shots that come towards the side of your dominant hand, or high above your head.
- T: Very nice! How about the backhand grip?
- S: Use a backhand grip to hit shots that come to the side of your non-dominant hand.
- T: Excellent! Now we're going to do the Control the balloon in the air. Please find a partner and take a balloon. Try to hit as much as you can with your partner in a rally.
- S: Me and \_\_\_\_ hit 20 times in a rally!
- T: Try more! Can you use a forehand/backhand grip to control the balloon?
- S: Yes, we can. / No, we can't.



### 網/牆性球類-羽球

# Lesson 3 來去自如羽球大師 **Badminton Master of Moving Around**

臺北市景興國中 侯雅馨 臺北市立大學 彭國威兼任助理教授 劉述懿教授

### 單元設計理念 (Unit Concept)

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#### 課程説明 (Lesson Overview)

#### 01. 學科課程目標:

- 1.Students are able to understand and apply the ready position and basic footwork of badminton. (學生能夠瞭解並應用羽球的預備動作以及基本腳步。)
- 2.The students demonstrate a courageous learning attitude during practice activities. (學生於練習活動中展現勇於挑戰的學習態度。)

#### 02. 連結學習重點:

- a. 學習內容:
  - Ha-IV-1網/牆性球類運動動作組合及團隊戰術。
- b. 學習表現:
  - 2c-IV-3 表現自信樂觀、勇於挑戰的學習態度。
  - 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
  - 3d-IV-1 運用運動技術的學習策略。

### 詞彙 & 片語 Vocabulary & Phrases

### 字量 Words

footwork (步法/腳部動作) ready position (預備動作) running step (奔跑步伐) chasse step (側併步/追步) dominant(主要的/慣用的) non-dominant(非主要的/非慣用的) efficiently (有效地)

| <b>世語</b> | <b>Phrases</b> |
|-----------|----------------|
| Л 11      | 1 110          |

| focus on . | (專注於)         |
|------------|---------------|
| take turn  | (輪流)          |
| allow to _ | (能夠)          |
| worked _   | out (理解 / 想出) |

### 句子 Sentence Frames

- 1. The ready position allows you to move in any direction and react quickly as you have worked out where the shuttlecock is going to fall. (預備動作讓能夠移動至任何方向且讓在你知道羽球落點時快速地反應。)
- 2. Running steps is the faster way to cover long distances and save energy.(奔跑步伐是覆蓋長距離並節省體力的最快的方式。)
- 3. Which one (running steps/ chasse steps) did you prefer? I prefer (the chasse step) because \_\_\_\_(I perform faster by using it). 你比較偏 好哪種方式?(奔跑步伐還是側併步) 我比較偏好\_\_\_(奔跑步伐)因為\_\_\_\_ (我用這種腳步移動比較快。)

### 教學內容

**Class Activities** 

**Warm Up - Fast Feet**(暖身活動)

### Set Up

1) Each student stands at their cone and does the exercise.

### Exercise

① Jump across the cones from be hind and use small steps clockwise/ counter-clockwise back.



- 2 jumping jacks.
- ③ small jumps back and forth. (both legs/ alternated legs)
- 4 small jumps left and right.
- 5 high knees.



## 雙腳左右跳(過角錐)



- T: Let's do the warm-up! Everybody now stands behind your cone.
- S: OK! We're ready. What are we going to do?
- T: We're going to do the "fast feet" exercises. Follow me and try as fast as you can!
- S: I want to try faster but it's so hard. How can I move faster?
- T: Try low down your body position and keeping your arms in front of your chest to help you balance.
- S: It works!
- T: Well done. Everybody keeps moving!

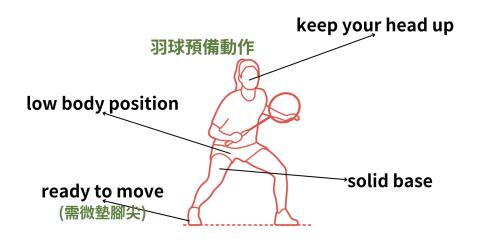
#### Ready Position (預備動作)

Solid base- stand 1.5 shoulder-widths apart.

Low body position- slightly bending your knees and hips.

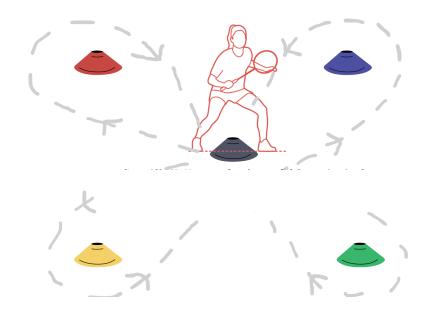
Ready to move- stay light and on the balls of your feet.

Keep your head up- focus on your opponent and the shuttlecock





#### **Four-Color Corner Shuffles**



#### Set Up

- ① Students work in pairs or more.
- ② Set up a square with 4 cones and 1 center cone. The square is about 3 to 4 steps apart.

#### How To Do

- ① Perform a ready position with a jogging motion on the center spot.
- ② Shuffle to each of the corner cones in turn, returning to the center cone each time.
- ③ Don't turn around to shuffle to the cones behind you, keep facing forwards but move backward.
- 4 Take turns to complete the activity.

Progression: put the cones further

Game: Timing to see who finishes first.

## 對話

- T: When you are waiting for the shuttlecock to be hit towards you, what kind of pose would you make?
- S: I'm not sure. Maybe a "ready position".
- T: That's right! The ready position allows you to move in any direction and react quickly as you have worked out where the shuttlecock is going to fall.
- S: I See!
- T: Are you ready to practice moving around quickly with the ready position?
- S: Yes, We are.
- T: Remember not to turn around to shuffle to the cones behind you, keep facing forwards but move backward. Let's see who finishes first.

| S: | finished  | first!   |
|----|-----------|--|
| T: | Well done | , would you please do it again for us? Let's see how |
|    | moves!    |  |

#### **3** Running Steps & Chasse Steps (前交叉步和側併步)

Running Steps

Running steps is the faster way to cover long distances and save energy.

- ① 1-2 steps run toward the target and land on the dominant foot.
- ② Strike the shuttlecock with the dominant hand.
- 3 Step back into the ready position.

Chasse Steps

- ① Shuffle from the back to the front or the front to the back.
- ② Land on the dominant foot and strike the shuttlecock with the dominant hand.

# Activity Travel Around the World



場地上左右兩邊各三個圓點(不同色), 圓點上各站立一顆羽球, 中間兩個圓盤角錐, 學生於角錐中間成預備動作(重心壓低姿), 示意腳步移動將羽球擊倒,

> 前方等待同學一位觀察、 另一位給予指令貌

#### Set Up

- ① Students in groups depending on how many courts you have.
- ② Place 3 dots on each left/right side of the badminton court with a shuttlecock standing on it. 2 cones in the middle for the ready spot.

#### How To Do

- ① Perform a ready position on the center spot.
- ② Shuffle to the 6 dots by using running steps and chasse steps and swing the racket to lay the shuttlecock down.
- 3 The one who finished the first wins.

Progression: The teacher can designate the order of the cones or the order of colors.



- T: Footwork is important in badminton for moving around the court so we can reach the shuttlecock efficiently. You have tried two different footwork steps today the running step and the chasse step. Which one did you prefer?
- S: I prefer the chasse step because I perform faster by using it.
- T: Thanks for sharing! Are there any tips you can give each other to help you improve?
- S: Yes! When you back to the center, stay low and slightly bend your back foot will be easier to push your front foot.
- T: Wow! That's a good tip! Does everybody want to give it a try?
- S: Yes!
- T: Good. Let's do it again!



## 網/牆性球類-羽球

# Lesson 4 羽球發球與連續擊球 Serve and Keep a Rally

臺北市景興國中 侯雅馨 臺北市立大學 彭國威兼任助理教授 劉述懿教授

#### 單元設計理念 (Unit Concept)

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#### 課程説明 (Lesson Overview)

#### 01. 學科課程目標:

- 1.The students are able to do a forehand serve. (學生能夠操作正手發球。)
- 2.The students are able to control the racket and engage in rallying with their partners, and they reflect, provide feedback, share, and adjust their own skills during the activities. (學生能夠控制球拍與夥伴進行來回擊球,並於活動中進行反思、給予意見、分享及調整自身運動技能。)

#### 02. 連結學習重點:

a. 學習內容:

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

- b. 學習表現:
  - 1d-IV-2 反思自己的運動技能。
  - 1d-IV-3 應用運動比賽的各項策略。
  - 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
  - 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。

#### 詞彙 & 片語 Vocabulary & Phrases

#### 字彙 Words

```
return(回擊球)
opponent((體育比賽中的)對手)
serve(發球)
server(發球者)
maintain(維持)
aim(目標)
```

#### 片語 Phrases

make sure (確定、確保)
find\_\_\_out (找出\_\_\_)
break a/the record (打破紀錄)

#### 句子 Sentence Frames

- 1. Have you ever watched any badminton competition? Yes, I have./ No, I haven't. (你看過任何羽球比賽嗎?有/沒有。)
- 2.Can you give him/ her some advice? (你可以給他/她一些建議嗎?)
- 3.Give it a try! (試試看吧!)
- 4.Can you share any tips with us? (你可以和我們分享訣竅嗎?)



#### 内容 J Class Activities

#### **⚠ Basic Serving Rules**(基本發球規則)

- 1. The server hits the shuttlecock with their racket over the net to the opponent's side.
- 2. When the server's racket strikes the shuttlecock, the shuttlecock must be below the server's waist.



#### **Exercise** Identify the Serving Rules

Which of these rules are true about serving in badminton? Which are false? Write down below and share with your partner

- The server must hit the shuttlecock with their racket to the opponent's side during the game.
- The server has two chances to serve the shuttlecock.
- A badminton serve must be underarm.

- The server must hold their racket in their left hand.
- When the server's racket strikes the shuttlecock, the shuttlecock must be below the server's waist.
- The shuttlecock must start on the floor.

True

# 對話

T: Have you ever watched any badminton competition?

S: Yes! I had watched the Olympic Games of badminton.

T: Nice! Can you tell me how the players start the rally?

S: One of them will serve the shuttlecock.

T: Tell me more!

S: The server has to serve the shuttlecock to the opponent's side.

T: Thank you for sharing! In competition, to make sure the rally starts fairly, there are some special rules to follow when serving. Please look at the whiteboard, there are six rules but three of them are false, find them out and share them with your partner.

#### Forehand Serve (正手發球)

Stand side to the net.

Drop the shuttlecock – not by throwing it.

Swing and hit – when it is below your waist and in an upward direction. Follow through and back to the ready position.

# Exercise To the Hula Hoop

#### Set Up

- ① Students in pairs with one racket, one shuttlecock, and a small hula hoop.
- ② Students stand 5-6 meters apart. One put down the hula hoop and stand behind it, the other one holds the racket and the shuttlecock be ready to serve.

#### Game Rules

- ① The server tries to use a forehand serve to serve the shuttlecock into the hula hoop, the other one picks the shuttlecock and uses an overhand throwing back to the server.
- ② In 3 minutes, if the shuttlecock gets into the hula hoop, the server gets 1 point. When time's up, switch and do it again.
- 3 The pair who get the highest point wins the game.

Reminder: Send the shuttlecock in a forward direction. Don't "frying pan" it - this would result in the shuttlecock going straight up above you.

# 對話

- T: Works in pairs to practice your serves. 5 minutes later we're going to play a game so make sure you can serve into the hula hoop.
- S: Teacher! I always serve the shuttlecock to the left side of the hula hoop, why is that?
- T: Thomas(partner), can you give him some advice?
- S: You could try to stand SIDE to the net, and make sure your head of the racket is aiming to the target.
- T: Give it a try!
- S: Wow! It's getting better! Thank you, Thomas.

#### 3 Serve and Rally Challenge (發球及連續擊球挑戰)

#### Set Up

- ① Students in pairs with 2 rackets and 1 shuttlecock.
- ② Use half of the court or one court.

#### How to Play

- ① The student starts by serving to their partner and their partner should use their racket to return the shot.
- ② When the shuttlecock hit the floor, that's the end of the rally. Pass the shuttlecock to the other player and start a new rally.
- 3 Try to maintain a rally with your partner.
- ④ In 7 minutes, challenge with a rally of 20 shots.

Progression: challenge with a rally of 30 or more.

# 對話

- T: Can you keep a rally going? What is the highest number of shots you can achieve in a rally?
- S: We achieve 45 shots!
- T: Anyone higher than 45 shots?
- S: We! We achieve 50 shots!
- T: Amazing! Everybody, as you practice and improve, you can choose a higher number of shots to aim for. Sarah and Samantha, can you share any tips with us?
- S: After serving, we try to aim at our partner, so it's easy to return the shuttlecock and also alternate using forehand and backhand shots while needed.
- T: Thank you for sharing. Everybody, shall we try again and break your record?
- S: Yes! Let's go!



# Lesson1 排球低手 Bumping Pass

臺北市三民國中 王琛智教師 臺北市立大學 彭國威兼任助理教授 劉述懿教授

#### 單元課程設計概念

本單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的網牆性球類運動項目來提供排球雙語教學課程中。

本單元的設計為四節課,實施對象為七年級學生。課程的目標是認識排球運動項目中低手傳接球基本技巧與觀念,並體驗以低手傳接球來做個人以及團隊運用的練習。活動一,為基礎練習,讓學生練習隔網以手持水桶來接球,練習培養來球的落點。活動二,主要是讓學生以低手傳接球來練習隔網的長距離的傳球,將練習過程的難度降低,透過球可以落地一次再將球擊出,以增進學生操作此技術的自信心。最後,透過學習單來讓學生反思自身在操作過程中,是否做出了不標準的動作而影響擊球的品質。

## 學習表現

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-2 反思自己的運動技能。
- 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-3 應用思考與分析能力,解決運動情境的問題。

# 學習內容

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

#### 前言 Introduction

- 1. Bumping pass on the spot (原地排球低手傳球)
- 2. Bumping pass with distance (低手遠距傳球)

#### 詞彙 Vocabulary

#### 字量 Words

overlap (交疊)

hand posture (手部動作)

footwork (腳步動作)

wrist (手腕)

forearm (前臂)

platform (平面)

clamp (夾緊)

the center of gravity

(身體重心)

receive (接住)

parallel (平行的)

#### 片語 Phrases

take turns to do sth 輪流做….

lower the center of gravity (降低身體重心) keep one foot in the front and one foot in

the back (保持一腳在前,一腳在後)

bend your knees slightly (微微的彎曲膝蓋) remind oneself to do sth (提醒自己做某事)

straighten your arms (打直你的手臂)

clamp your arms (夾緊你的手臂)



#### 教學內容



The tips for bumping pass (低手傳球的技巧)

#### Footwork(步伐)

Keep one foot in the front and one foot in the back.

(保持一隻腳在前面,一隻腳在後面)

Bend your knees slightly.

(稍微彎曲膝蓋)

#### Hand Posture (手部姿勢)

Straighten your arms with your palms overlapped.

(伸直雙臂,手掌重疊)

Clamp your arms when you contact the ball.

(接觸球時夾緊手臂)

Create a platform to make a good pass.

(創造一個擊球的平台面以利傳球)

## 教學句型 Sentence Patterns

| 1   | When you practice the drills of bumping pass, what is the most important thing? |
|-----|---|
|     | (當你在練習排球低手動作時,什麼事情是最重要的?)   |
|     | comes to my mind when it comes to volleyball.                                   |
|     |   |
|     | (談到排球時,我會想到。)   |
| 4   | 2. I need to remind my partners of since this can help them                     |
|     | improve their ability to perform bumping pass.                                  |
|     | (我需要提醒我的伙伴, 因為這可以幫助他們提高低手傳球的能力。)  |
|     | You need to so that you can take control of the ball °                          |
|     | (你需要去做 這樣一來你才可以控制住球。)   |
| 3   | 3. I feel the need to since I will be able to pass the ball                     |
|     | vertically on the spot.   |
|     | (我覺得我需要去做, 因為我將可以在原地做直上直下的傳球。)  |
| ۷   | 4. You have to put more emphasis on as this can be                              |
|     | helpful for practicing bumping pass.  |
|     | (你必須更加強調,因為這有助於練習低手傳接球。)  |
|     |   |
| 問題詞 | <b>講解與對話 Question and Answer/Dialogues</b>                                      |
| <   | <b>對話</b>   |
| r   | Γ: Hello, everyone! Before we begin today's lesson, what comes to               |
|     | your mind when it comes to volleyball?  |
|     | ·<br>(大家好!在開始今天的課程之前,我們先來了解一下説到排球,你的想法是   |
|     | 什麼?)  |
| •   | S: Spike! Spike is the most impressive skill in a volleyball match!             |
|     | (扣球!扣球是排球比賽中最令人印象深刻的技術!)  |
| r   | Γ: Good! So, I have a question! What do volleyball players do before            |
|     | they spike the ball?  |
|     | (很好!所以,我有一個問題! 排球運動員在他們扣球會做什麼動作呢?)  |
| •   | S: They make good pass!   |
|     | (他們會傳好球!)   |
| r   | Γ: Good answer! Okay, so what should we do to perform a bumping                 |
|     | 1. Cook and hor. Chaj, so what should he do to perform a bumping                |

pass?

(好答案!好的,那我們該怎麼做才能展現出低手傳球呢?)

S: We need to strike the ball with two hands! (我們需要用兩隻手擊球!)

T: You got it! Now, I want you to imitate what I am doing! Okay! Everyone, stand up! Let's make a distance between each other. Then, we will start by practicing hand posture!

(你明白了!現在我要你模仿我在做什麼!好的!大家,站起來!讓我們彼此 拉開距離。接下來,我們就開始練習手勢吧!)

S: (Students act accordingly!) (同學照著做!)

T: First, straighten your arms with your palms overlapped. You should keep in mind that your thumbs must be parallel when you straighten your arms. Secondly, clamp your arms when you contact the ball. Thirdly, create a platform to make a good pass.S: Okay!

(首先,伸直雙臂,手掌重疊。請記住,伸直手臂時,拇指必須平行。其次, 觸球時夾緊雙臂。第三是打造平面,做出好的傳球。)

S: Okay! (好的!)

T: Later on, since we know how to practice the hand posture of bumping pass correctly, let's talk about the footwork. All you need to do is to keep one foot in the front and one foot in the back and bend your knees slightly at the same time.

(既然我們知道如何正確練習下手傳球的手勢,那麼我們就來談談步法吧。你所需要做的就是保持一隻腳在前面,一隻腳在後面,同時稍微彎曲膝蓋。)

T: Okay! So now, two people in a group! When one does bumping pass on the spot, the other should be responsible for reminding him/her of the tips for bumping pass. Everyone needs to practice this drill ten times! We take turns to practice!

(好的!那現在,兩個人一組!當其中一人當場下手傳球時,另一人應負責提醒他/她下手傳球的技巧。每個人都需要練習十次!我們輪流練習!)



#### Self-check list 自我檢核表

| Bumping pass(低手傳球)  | check |  |  |
|---|-------|--|--|
| Clamp your arms when contacting the ball (在接觸球時夾緊手臂)      |       |  |  |
| Lock your wrist (下壓手腕)                                    |       |  |  |
| Keep one foot in front and one foot in back (保持一腳在前、一腳在後) |       |  |  |



#### Discussion part 討論

Why do you hit with only single arms? Do you come up with any solutions to this problem?

(你為什麼只用單臂擊球?你想出任何解決這個問題的方法嗎?)

How do you ensure that you could strike the ball with forearms? (你如何確保你可以用前臂擊球?)

#### **2** Bumping Pass With Distance (低手遠距傳球)



T: Okay, after practicing bumping pass on the spot, we are going to practice bumping pass with distance! So, What is the most important thing when you practice this drill?

(好的,現場練習低手傳球後,我們要練習遠距離低手傳球!那麼,練習這個動作時,最重要的是什麼呢?)

- S: Strike the ball with the hand posture! (用手勢擊球!)
- T: Wow! What an impressive observation! Except for hand posture, Do you need to move your feet to catch the ball?

(哇!多麼令人印象深刻的觀察!除了手部姿勢外,接球還需要移動腳嗎?)

- S: I think this is something we should do! (John said) (我認為這是我們應該做的事情!(學生:約翰説))
- T: Correct! Now, I want to divide the class into five groups. Each team has five persons! Then we make a distance of six meters long!

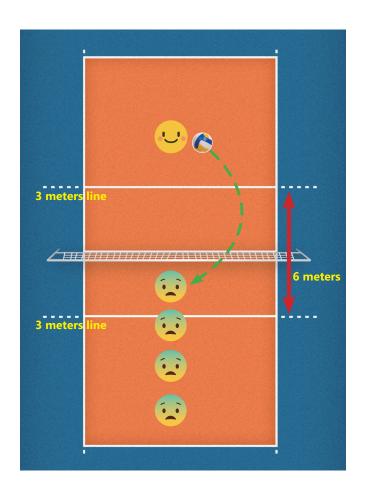
(正確!現在,我想把全班分成五個小組。每隊五人!然後我們保持六公尺長的距離!)

S: (Students act accordingly!)

(同學照著做!)

T: One is responsible for tossing the ball to the opposite side, and the rest of the members should take turns to catch the ball with bucket. You should take the bucket in front of your chest.

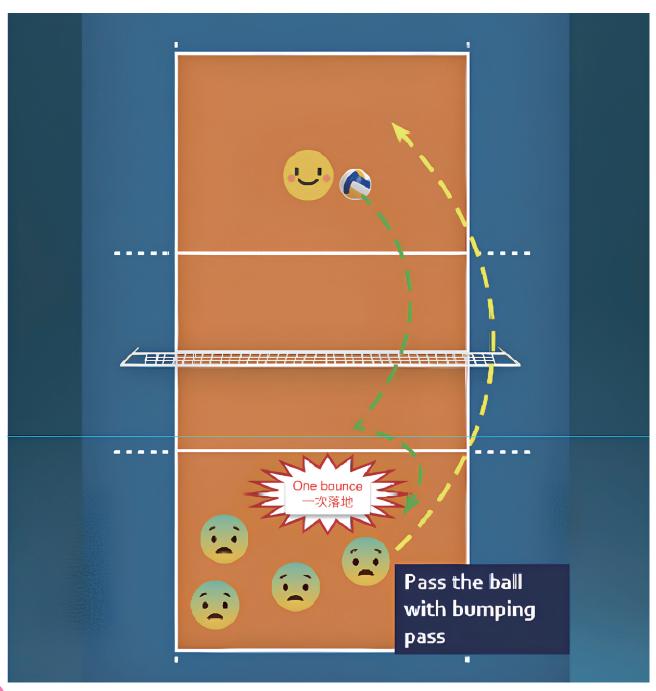
(一人負責將球拋向對方,其餘隊員輪流用水桶接球。 你應該把水桶放在胸前。)



#### Team Competition (團隊競賽)

- A. One tosses the ball to the opposite side; after one bounce, the rest of the members should take turns to pass the ball with bumping pass.
  - (一方將球抛向另一側;一次彈跳後,其餘隊員輪流用下手傳球。)
- B. The ball must be passed within the boundary of volleyball court. (球必須在排球場界內的傳出。)
- C. The competition lasts three minutes, and the team getting the highest scores will be the winner.

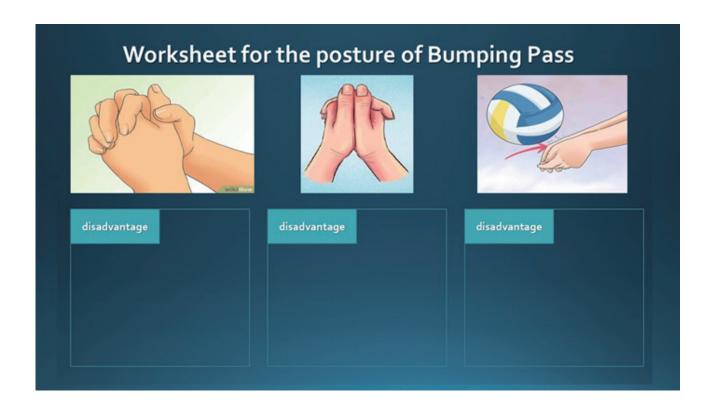
(比賽時間為三分鐘,得分最高的隊伍獲勝。)



## 學習單 Worksheet

Please identify the correctness of each picture and write down the disadvantages of each hand posture.

(請辨別每張圖片的正確性,並寫出每種手勢的缺點。)





## Lesson2 排球低手發球

## **Underhand Serve**

臺北市三民國中 王琛智教師 臺北市立大學 彭國威兼任助理教授 劉述懿教授

#### 單元課程設計概念

本單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的網牆性球類運動項目來提供排球雙語教學課程中。

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## 學習表現

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-2 反思自己的運動技能。
- 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-3 應用思考與分析分能力,解決運動情境的問題。

# 學習內容

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

#### 課程説明 Lesson Overview

- 1. The fundamental drills of underhand serve (低手發球的基本練習)
- 2. Practice the drills of underhand serve with long distance (練習長距離下手發球)

#### 字彙與片語 Words and Phrases

## 字彙 Words

straighten 打直
forearm 前臂
palm 手掌
the heel of hand 掌根
swing 揮臂
hold 持著;手持
stiff 堅實的;硬的
back foot 後腳
front leg 前導腳
dominant hand 慣用手
dominant leg 慣用腳
non-dominant hand 非慣用手
non-dominant leg 非慣用腳
strike 擊打
hitting arm 打擊的手臂

#### 片語 Phrases

place ones feet outside the court 將腳放在場地邊線外 swing from back to front 由後往前揮臂 swing sth back 將某物向後擺 remain sideways 保持側身 put palm facing up towards ceiling 將手掌朝上朝向天花板 shift weight forward 將身體重心向前移 take a step forward 向前邁出一步

#### 教學句型 Sentence Frames

- 1. I can serve the ball to the direction I want because my body faces the target/my arm swing aims at the target.
  - (我可以將球發向我想要的方向,因為我的身體面向目標/我的手臂瞄準目標。)
- 2. I am able to serve the ball with high accuracy since I swing my arm efficiently/and strike the ball with the right part.
  - (由於我有效地揮動手臂/用正確的部位擊球,所以我能夠以高精度發球。)
- 3. First, you need to straighten your arm. Secondly, you have to strike the ball with stiff plam.

(首先,你需要伸直手臂。其次,你必須用堅固的手掌擊球。)

4. When you start performing underhand serve, your body must remain sideways.

(當你開始低手發球時,你的身體必須保持側身。)

5. Your non-dominant leg should be placed in front of your body, and you hold the ball with a non-dominant hand at waist level.

(你的非慣用腳應該放在你的身體前面,用非慣用手應放置在腰部的水平以用來持球。)

6. If you are a right-handed player, your dominant leg must be your right one.

(如果您是慣用右手的球員,您的慣用腳必須是右手。)

7. It is crucial for you to swing your arm back since this can help generate more power/strike the ball effortlessly.

(手臂向後擺動對你來說至關重要,因為這可以幫助你毫不費力地產生更多的力量/擊球。)

8. When you are prepared to serve the ball, you are required to place your feet out of the court.

(當你準備發球時,你必須將腳放在球場外。)

9. When striking the ball, you need to remind yourself to take a step forward and shift weight forward simultaneously, which can be helpful for completing this movement.

(擊球時,需要提醒自己向前邁出一步,同時將重心前移,這樣可以有助於完成 這個動作。)

10. The fundamental drills of underhand serve: (低手發球的基本練習:) Have your eyes on the ball. (讓你的眼睛盯著球。)

Straighten your arm. (伸直你的手臂。)

Put palm facing up towards the ceiling. (將手掌朝上,朝向天花板。)

Strike the ball with the heel of the hand. (用手掌根部擊球。)





T: In today's lesson, you are required to practice underhand serve, do you remember the skills of bumping pass?

(今天的課程要求你練習低手發球,你還記得低手傳球的技巧嗎?)

S: I remember how to do bumping pass!

(我記得怎麼做下手傳球!)

T: Good! Now, I want you guys to hit the ball with one hand. You need to strike the ball with your dominant hand on the spot for ten times. Try your best to make consecutive passes without dropping the ball on the ground.

(好!現在,我希望你們用一隻手擊球。您需要用慣用手在原地擊球十次。盡\ 力連續傳球而不將球掉在地上。)

S: Okay! (Students act accordingly)

(好的!(學生依照指示練習))

T: Time is up! Later on, I expect you to walk along the volleyball court, and meanwhile, you need to strike the ball with a single hand without letting it drop.

(時間到了!稍後,我希望你沿著排球場行走,同時,你需要單手擊球不讓球 掉落。)

S: Wow, it's quite challenging!

(哇,這很有挑戰性!)

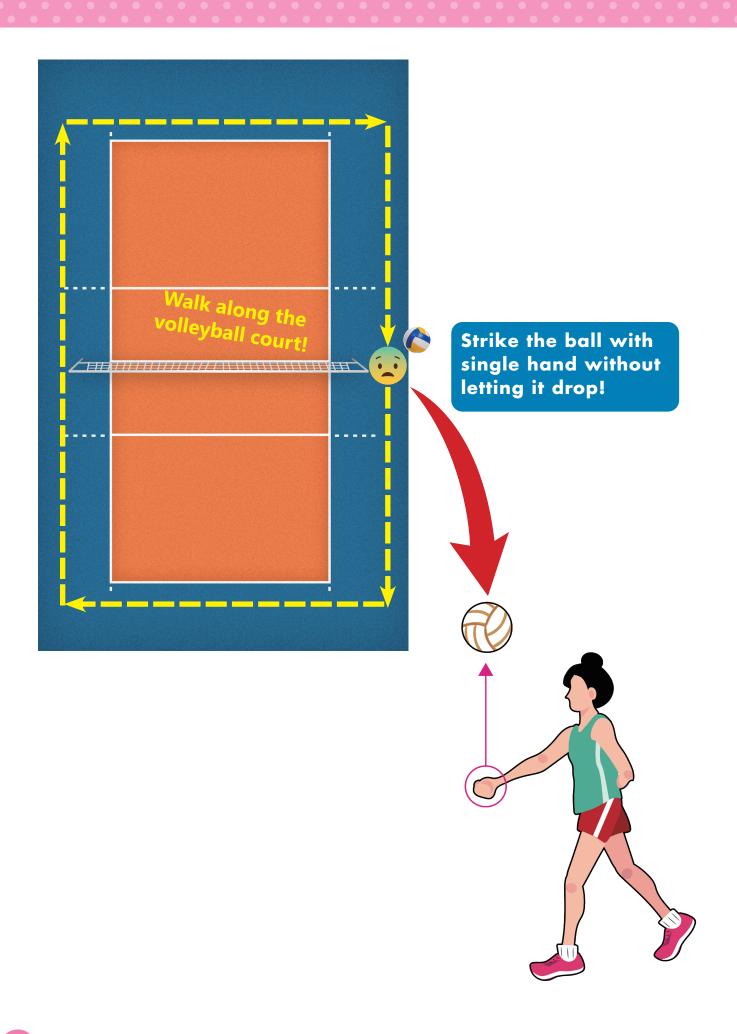
T: I know how difficult it is to do this drill. Just do your best! The purpose of practicing this drill helps enhance the ability to perform underhand serve.

All right! Let's get started!

(我知道做這個練習有多困難。盡力而為吧!練習此練習的目的有助於增強執行能力低手發球。好的!讓我們開始吧!)

S: Okay! (Students act accordingly)

(好的!(學生依照指示練習))





Four stages of underhand serve (低手發球的四個階段)

#### 1. Stage 1-Ready Position (1. 第一階段 - 準備位置)

Body remains sideways (身體保持側身) Hold a ball with a non-dominant hand (用非慣用手持球) Place weight on the back foot (將身體重心在後腳上)

#### 2. Stage 2-Position Yourself (第二階段-定位好自己)

Swing hitting arm back (將擊球手臂向後擺) Shift weight to back leg (將重量轉移到後腳)

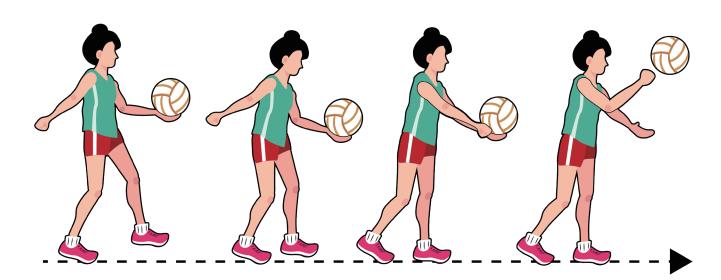
#### 3. Stage 3-Strike (第三階段 - 擊球)

Swing your arm from back to front (將手臂從後向前擺動)
Take a small step forward when you swing your arm
(揮動手臂時向前邁出一小步)
Strike the ball with the heel of your hand (用手掌根部擊球)

#### 4. Stage 4-Follow Through (第四階段 - 跟進)

Follow through the ball towards the target ( 隨球朝目標做跟進 )

# Stage one to Stage four



# Activity 2

A. The distance between the player and the wall is about six meters.

(選手與牆壁的距離約為六公尺。)

B. The player faces the wall.

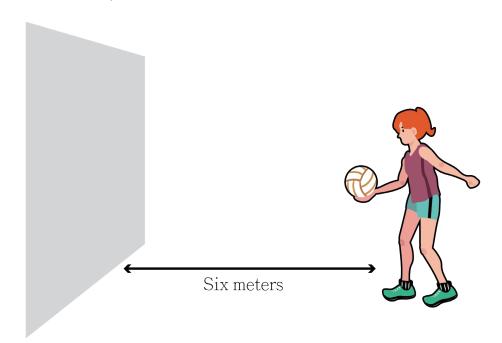
(選手面向牆壁。)

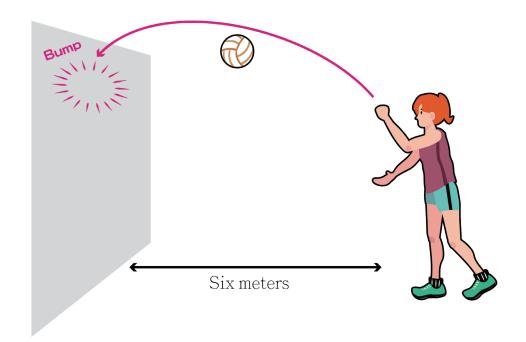
C. Serve the ball with the drills of underhand serve to the wall.

(透過低手發球練習將球發到牆上。)

D. The ball must bump against the wall.

(球必須彈擊牆壁。)





# **W** Activity 3

A. Students must work in pair.

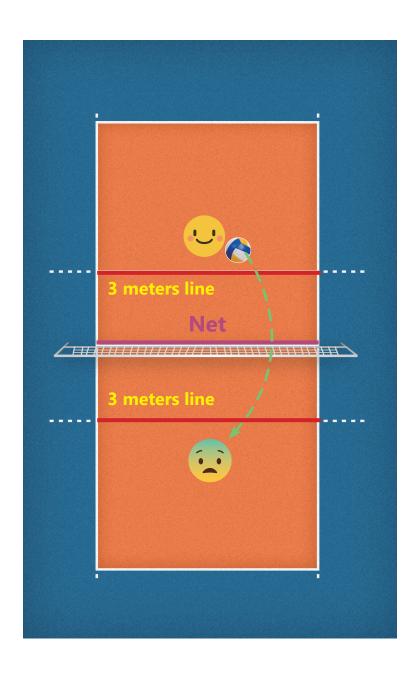
(學生必須兩人一組。)

B. One serves the ball with the drills underhand serve behind the three meters line, and the other catches the ball and then passes the ball back.

(一名球員於三米線後做低手發球,另一人將球接住後再將球回傳。)

C. The player who serves the ball must serve over the net. (發球的人必須將球發過網。)

D. One practices underhand serve ten times and then switch the identity. (一人練習低手發球十次,然後角色互換。)



# Activity 4

A. Six persons a group, two members stand on the opposite side and the rest of the members take turns to practice underhand serve.

(六人一組,兩名隊員站在對面,其餘隊員輪流練習低手發球。)

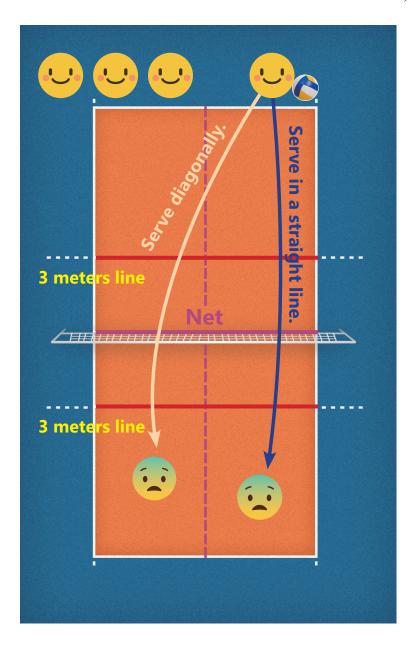
B. The volleyball court will be divided into two parts. (排球場將分為兩部分。)

C. The player who serves the ball is required to serve in a straight line and to serve diagonally respectively.

(發球的球員必須分別做直線發球和做對角線發球。)

D. The player who serves the ball should learn to serve the ball with a high parabolic curve as a way of increasing accuracy.

(發球的球員應該學習以高拋物線的發球方式用來提高精確度。)

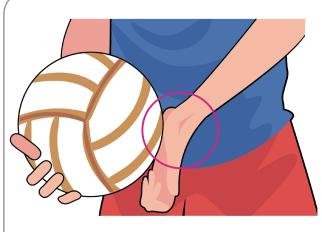


#### 學習單 Worksheet

Experience two different types of striking drills and make comparisons between both!

(體驗兩種不同類型的打擊練習並對兩者進行比較!)

#### **Worksheet for the Underhand Serve**



Strike the ball with the heel of hand (以掌根來擊球)

How do you feel when you strike the ball with the heel of hand? Please describe your feelings.

(用掌根來擊球的感覺如何,請描述你的感受。)



How do you feel when you strike the ball with forearm? Please describe your feelings.

(用前臂來擊球的感覺如何,請描述你的感受。)



# Lesson3 排球上手傳球 Overhead Pass

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#### 單元課程設計概念

本單元設計以國民中學健體領域「第四學習階段」核心素養具體內涵為主軸設計,並以學習重點中「競爭類型運動」的網牆性球類運動項目來提供排球雙語教學課程中。

本單元的設計為四節課,實施對象為八年級學生。課程的目標是認識排球運動項目中上手傳接球基本技巧與觀念,並體驗以上手傳接球來做個人以及團隊運用的練習。活動一,為基礎的球感練習,讓學生練習正確的上手托球之動手型。活動二,主要是讓學生在原地練習上手托球的動作,以建構其正確的手型動作。而後,透過三個長距離的上手傳球練習,讓學生感受手型、判斷球落步伐移動的重要性。最後,透過討論活動以及自我檢核表來讓學生檢視自身在操作過程中,是否成功做到上手傳球的動作要點。

## 學習表現

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-2 反思自己的運動技能。
- 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-3 應用思考與分析能力,解決運動情境的問題。

# 學習內容

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

#### 課程説明 Lesson Overview

- 1. Practice the drill of overhead pass on spot (原地練習高手傳球)
- 2. Practice the drill of overhead pass with distance (遠距離上手傳球練習)

#### 字彙與片語 Words and Phrases

#### 字彙 Words

setter 舉球員
set 舉球
form 形成
triangle 三角形
widen 擴展開…
shorten 縮短(距離)
bent 彎曲
place 放置
forehead 額頭
uphold 支撐
thumbs 大拇指
index fingers 食指
middle fingers 中指
finger pulp 指腹

#### 片語 Phrases

place sth above sth 將(某物)放置在(某物)之上 make sth more solid 使(某物)更加堅固 make sth a bit wider and flexible 使(某物)略寬和彈性 flex wrists back 向後彎曲手腕 Haste makes waste 欲速則不達



#### 教學內容

## Hand Posture (手部姿勢)

Form a triangle with your hands

(用手形成三角形)

Place triangle above your forehead

(將三角形放在額頭上方)

Touch the ball with finger pulps

(用指腹觸球)

Keep your elbows a bit wider and flexible (保持手肘微寬且保有彈性)

**1)** Overhead pass on the spot (原地排球高手傳球)

#### 教學句型 *Sentence Frames*

- 1. Under what situation do you need to perform an overhead pass?

  I think I will consider receiving the ball with an overhead pass when the ball from the opposite is above my shoulders level.
  - (什麼情況下需要進行過頂傳球? 我想當對方的球高於我的肩膀時,我會考慮用上手傳球來接球。)
- 2. I find it difficult to catch the ball with two hands at the same time because it is hard to maintain a triangle/take control of the ball.

(我發現同時用兩隻手接球很困難,因為很難保持三角形/控制球。)

3. It is hard for me to do overhead passes because I cannot take control of the ball with finger pulp/ I always contact the ball with my fingertips.

(我很難做過頭傳球,因為我無法用指腹控制球/我總是用我的手指接觸球指尖。)

4. I cannot pass the ball with the drills of overhead pass since I usually touch the ball with my palms/fingertips.

(我不能用上手傳球的練習來傳球,因為我通常用手掌/指尖觸球。)

5. I find it hard to keep the ball above my forehead.

(我發現很難將球保持在額頭上。)

6. When the ball comes to me, I feel the compulsion to pass the ball with a lower-hand pass/overhead pass.

(當球傳到我身邊時,我有一種用低手傳球/上手傳球的衝動。)

7. You have to catch the ball with a triangle formed by two hands.

(你必須用兩隻手形成的三角形來接球。)

8. I have a feeling that I catch the ball in a good position.

(我覺得我可以在正確的位置接到球。)

#### 問題講解與對話 Question and Answer/Dialogues



Bryant: Hi, Lisa! You seem preoccupied! What are you worried about? (嗨, Lisa! 看來你很急! 你擔心什麼?)

Lisa: Well, ...Nothing... To be honest, I am worried about the test of overhead pass.

(嗯,……沒什麼……説實話,我很擔心上手傳球的測驗。)

Bryant: Tell me about the problems you face! Perhaps I could give you a helping hand!

(告訴我你面臨的問題! 也許我可以向你伸出援手!)

Lisa: I cannot make consecutive passes with overhead passes... (我無法用頂傳球連續傳球...)

Bryant: How do you perform the drills of overhead pass, can you explain it in more details?

(你是如何進行上手傳球,你能更詳細地解釋一下嗎?)

Lisa: I have a feeling that I always hit the ball with finger tips. Furthermore, Sometimes I catch the ball with my palms.

(我有一種感覺,我總是用指尖擊球。此外,有時我會用手掌接球。)

Bryant: Oh I got it. I know what your problem is! Lisa, I want you to catch the ball with the triangle by your hands. Furthermore, you need to remind yourself to contact the ball with your finger pulps.

(哦,我明白了。我知道你的問題是什麼! Lisa,我希望你用手接住三角形的球。此外,你需要提醒自己用指腹接觸球。)

Lisa: Well, how can I resolve the problem I face? (那麼,我該如何解決我面臨的問題呢?)

Bryant: Lisa, you can start by tossing the ball vertically and then receive the ball with two hands at the same time. However, The point is that you need to maintain the triangle shape when you receive the ball.

(Lisa,你可以先垂直拋球,然後同時用兩隻手接球。然而,重點是當你接球時你需要保持三角形形狀。)

Lisa: How do I prevent myself from using my palm to catch the ball? (如何防止自己用手掌接球?)

Bryant: Well, I think you need to flex your wrists in order to maintain the triangle shape so that you can uphold the ball with finger pulps without using your palm or fingertips. Secondly, you have to remember to make your elbows a bit wider and more flexible since this can help you generate more power as you want.

(嗯,我認為你需要彎曲手腕來保持三角形,這樣你就可以用指腹托住球, 而不用手掌或指尖。其次,你必須記住讓你的手肘更寬一些並且更靈活, 因為這可以幫助您產生你所需要力量。) Lisa: I got it! I will consider using the tips you share with me!

(我明白了! 我會考慮使用您與我分享的技巧!)

Bryant: Good for you! (對你有好處!)

# **W** Activity 1

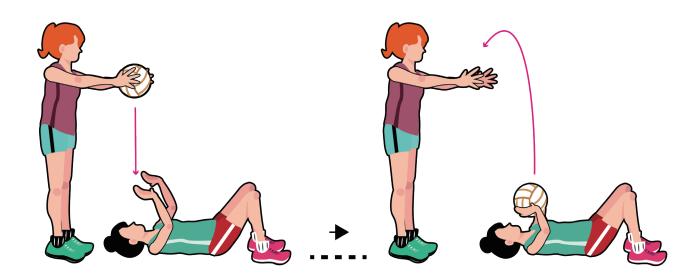
1. One who serves as a setter lays on his/her back and knees should be slightly bent in a sit-up position.

(舉球的人仰臥,膝蓋微曲,呈仰臥起坐姿勢。)

2. The other drops the ball to your forehead, and the setter set the ball back to the tosser.

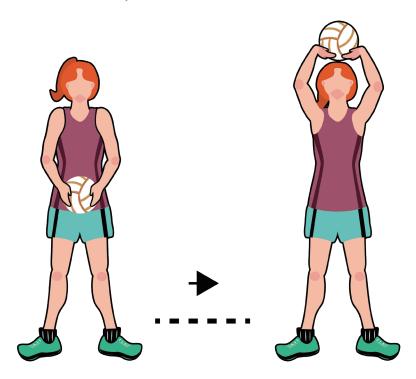
(另一人將球拋到您的額頭上,舉球的人將球回傳給傳球的人。)

3. Try to do this for ten times, and then switch the identity. (試著這樣做十次,然後角色互換。)



# **W** Activity 2

Try to perform overhead pass on the spot ten times! (試試原地上手傳球十次!)



#### 2 Overhead Pass With Distance (高手遠距傳球)

# **S** Activity 3

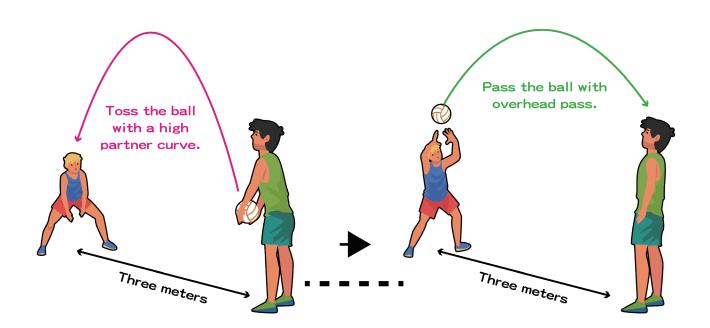
- T: Later on, I expect you practice overhead pass with distance. We need to proceed group practice. Now, we work in pairs and make a distance of five meters. So one tosses the ball, and the other passes the ball with the drills of overhead pass. Let's get started.
  - (稍後,我希望你練習遠距離過頂傳球。我們需要進行分組練習。現在,我們兩人一組,拉開五公尺的距離。因此,一個人拋球,另一個人透過上手傳球的技巧來傳球。讓我們開始吧。)
- S: We find it hard to practice this drills... Because I cannot pass the ball to my partner with accuracy. (Lisa said)
  - (我們覺得這個練習很難練習… 因為我無法準確地將球傳給我的搭檔。(Lisa 説))
- T: Did your partner toss the ball with high parabolic curve? (你的搭檔是否以高拋物線(弧度)拋球?)
- S: No,... I don't have enough time to get ready to make a pass.

(不,…我沒有足夠的時間做傳球的準備。)

T: Okay! Please listen to me carefully. For beginners, Having enough time to be prepared for setting the ball is needed since you need to predict where the ball might move. For this reason, I suggest your partner should toss the ball with a high parabolic curve. Furthermore, your body must face your partner when pass the ball. More importantly, I want you to slow down when you do each step since haste makes waste!

(好的!請仔細聽我說。對於初學者來說,需要有足夠的時間做舉球的準備,因為你需要預測球可能移動的位置。因此,我建議你的搭檔應該以高拋物線的方式拋球。此外,傳球時身體必須面對隊友。更重要的是,我希望你在做每一步的時候放慢速度,因為欲速則不達!)

S: Okay, we can try to practice this drill the way you told us. (好的,我們可以試著用你告訴我們的方式來練習這項技術。)



# **W** Activity 4

1. Make a distance of three meters.

(保持三公尺的距離。)

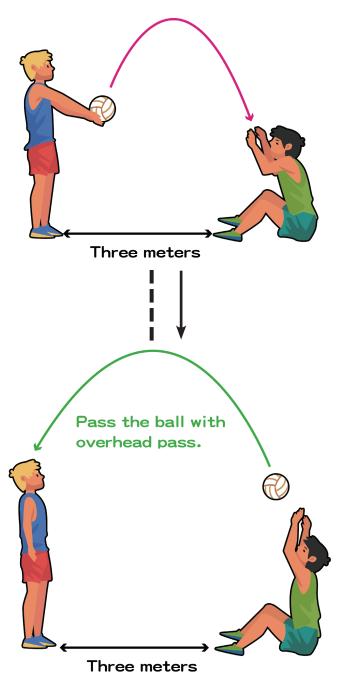
2. One standing tosses the ball, and the other sitting on the ground needs to pass the ball with overhand pass.

(一人站著抛球,另一人坐在地上)

3. Each practice this drill ten times and then switch the identity.

(每個人練習十次,然後角色互換。)

Toss the ball to the partner who is sitting.



# **W** Activity 5

1. Both facing a wall stand side by side.

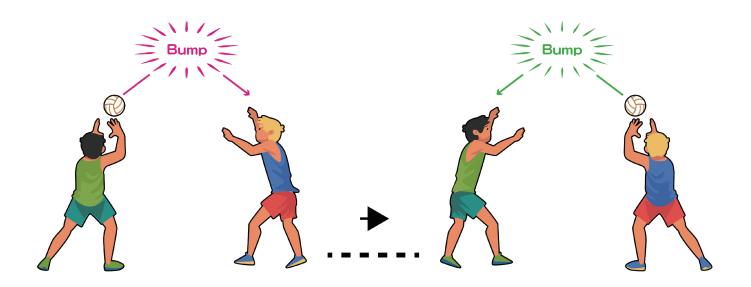
(兩人面壁並排站立。)

2. Both make a pass with the drills of overhead pass through bumping the wall.

(兩人都以上手傳球 對牆壁回彈。)

3. Try to make consecutive passes without dropping the ball.

(兩人盡量連續傳球而不掉球。)





### Discussion 討論

- 1. How did you pass the ball in the right direction? 你是如何把球傳向正確的方向?
- 2. Did you pass the ball with your fingertips or palms while performing an overhead pass? How did you resolve this problem?
  - 在練習上手傳球時,你是否用指尖或手掌傳球? 你是如何解決這個問題?
- 3. Did you work with your partner smoothly? Please tell us how you practiced this drill.

你和你的搭檔合作順利嗎? 請告訴我們你是如何練習這個技術。

## 學習單 Worksheet

Please check your ability to do each criterion after these practices. If you can do these tips perfectly, please draw a check!

(請在這些練習之後檢查您自己做每項標準的能力。 如果你能完美地完成這些技巧,請打一個勾!)

## **Self-checked List**

| Form a triangle with two hands. | Touch the ball with finger pulps.   |
|---------------------------------|-------------------------------------|
|                                 |                                     |
| Flex wrists back.               | Place the ball above your forehead. |
|                                 |                                     |



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本單元的設計為四節課,實施對象為八年級學生。課程的目標是認識排球運動項目中肩上發球基本技巧與觀念,並體驗以肩上發球來做個人以及團隊運用的練習。首先,藉由教學語言 (Instructional language) 與交流語言 (Interactional language) 來引導出肩上發球的動作要領。活動一,為基礎練習,讓學生練習在原地進行模擬肩上發球動作,即原地拋球後接住球。活動二,讓學生體驗以單膝跪姿來練習隔網短距離的肩上發球。活動三,以站姿練習短距離隔網的肩上發球動作,增加學生發過網的成功率。而後,透過自我檢核表讓學生反思並檢視其操作過程中,是否因不正確的動作影響發球品質,再著,搭配使用學習單,讓學生體驗兩種不同肩上發球的動作,並比較兩著之間的差異及優點。最後,透過活動五一發球九宮格的活動,讓學生嘗試以正規的發球距離來體驗發球的精準性,最後反思自身操作肩上發球的策略與應用。

## 學習表現

- 1c-IV-1 了解各項運動基礎原理和規則。
- 1d-IV-2 反思自己的運動技能。
- 2c-IV-2 表現利他合群的態度,與他人理性溝通與和諧互動。
- 3c-IV-1 表現局部或全身性的身體控制能力,發展專項運動技能。
- 3d-IV-3 應用思考與分析分能力,解決運動情境的問題。

## 學習內容

Ha-IV-1網/牆性球類運動動作組合及團隊戰術。

### 課程説明 Lesson Overview

- 1. The starting position of overhand serve. (肩上發球的起始位置。)
- 2. The fundamental drills of overhand serve. (肩上發球的基本訓練。)
- 3. Practice the drills of overhand serve with distance. (練習遠距離肩上發球。)

## 字彙與片語 Words and Phrases

## 字彙 Words

beginner 初學者 抛起 toss fist 拳頭 lift 舉起 stability 穩定性 準確性 accuracy consistency 一致性 consistent 穩定 timing 時間點 serving arm 發球的手臂 發球手臂的肩膀 serving shoulder 旋轉 spin

contact point 接觸時間點

## 片語 Phrases

increase the accuracy of sth 增加(某物)的命中率 For the purpose of doing sth 為了要做某事 place your non-dominant foot in front 將你的非慣用腳置於前方 place your serving arm back 將發球手臂至於後面 toss with palm up 手掌向上拋 good toss makes good serve 好的拋球創造好的發球

### 教學句型 Sentence Patterns

1. I need to strike the bottom of the ball/the middle of the ball as a way to serve over the net.

(我需要擊打球體的底部/球中間以作為發球過網的方式。)

2. First, I feel the need to toss the ball vertically with my non-dominant hand/dominant hand.

(首先,我覺得需要用我的非慣用手/慣用手來垂直向上拋球。)

3. Good toss is an important step for beginners since this can help increase the accuracy of serve/increase the consistency of serve.

(良好的抛球對於初學者來說是重要的一步,因為這有助於提高發球的準確性/增加發球的一致性。)

4. For the purpose of tossing the ball with good stability, you can contact the ball with the palm of your non-dominant hand/the fingertips of your non-dominant hand.

(為了保持拋球的穩定性,可以用非慣用手的手掌/非慣用手的指尖。)

5. You are supposed to keep your serving arm fully extended. (你應該保持你的發球手臂完全伸展。)

6. You have to ensure that your shoulders are pointing the direction you want the ball to go.

(你必須確保你的肩膀指向你希望球前進的方向。)

- 7. When striking the ball, I need to keep my palm firm/form a fist. (擊球時,我需要保持手掌穩固/握拳。)
- 8. When striking the ball, I am supposed to step forward with my non-dominant leg/step backward with my dominant leg.

  (擊球時,非慣用雙腿向前邁出/慣用腿向後退一步。)

9. It is necessary for you to toss slightly higher than contact point, enabling you to catch perfect timing when performing overhand serve. ( 抛球時必須略高於觸球點,這樣才能抓住最佳時機做肩上發球。)

### The starting position of overhand serve. (肩上發球的起始位置)

Place your non-dominant foot in front. (將非慣用腳放在前面)
Place your serving arm back. (將發球手臂向後放擺放)
Present the ball with non-dominant hand. (用非慣用手來置球)
Keep your palm big and firm. (你的擊球手掌需張大及保持堅固)

### 問題講解與對話 Question and Answer/Dialogues

## 對話

- S: Hi, Mr. Eric! I want to learn how to do overhand serve since I feel that overhand serve is a crucial skill. However, I am unfamiliar with this drill. Can you instruct me how to practice this skill?
  - (嗨, Eric 老師!我想學習如何進行肩上發球,因為我覺得過肩上發球是一項至關重要的技能。不過,我對這個練習很陌生。你能指導我如何練習這項技能嗎?)
- T: Sure, let me guide you to practice this drill. To begin with, I can start from remaining your body sideways. Then, you should place your non-dominant foot in front and meanwhile place your serving arm back. I take myself as an example, I am a right handed player so that I will place my dominant foot in front and place my right arm back.
  - (當然,讓我指導你練習這項技術。首先,我可以從讓你的身體側向開始。然後, 您應該將您的非慣用腳在前,同時將發球手臂向後放。以我自己為例,我是一個右手玩家,所以我會將慣用腳放在前面,將右臂放在後面。)
- S: Okay! I will follow your instructions.

(好的!我會按照你的指示進行。)

- T: Later on, you are required to present the ball with your non-dominant hand. The last but not least, you have to keep your serving palm big and firm. Now, you can refer to the poster!
  - (稍後,你需要用你的非慣用手來接球。最後但並非最不重要的一點是,你必須保持發球手掌大和堅固。現在,你可以參考海報!)
- S: Okay! I am attempting to imitate what you have mentioned. (好的!我正在嘗試模仿你提到的內容。)
- T: Good! Due to the fact that starting position plays a decisive role in performing this overhand serve, I hope you put more focus on this part.
  - (好!由於起始的動作對於肩上發球有著決定性的作用,所以希望大家多多關注 這部分。)



# U Activity 1

S: Mr. Eric, I find it extremely difficult to do overhand serve because I cannot strike the ball precisely.

(Eric 老師,我發現肩上發球非常困難,因為我無法準確擊球。)

- T: Okay, did you toss the ball vertically with your palm up? (好的,你是手掌向上垂直抛球嗎?)
- S: Well, I am not sure whether I tossed the ball in a proper way. (嗯,我不確定我是否以正確的方式抛球。)
- T: Okay! Let's practice this drill from the beginning. First, I want you to position yourself into a starting position.

(好的!讓我們從頭開始練習這個練習。首先,我希望你將自己置於一個起始 位置。)

S: (Students act accordingly) (學生照做!) T: Later on, I want you to toss the ball vertically with your non-dominant hand, enabling you to toss the ball in front of your serving shoulder.

(稍後,我想要你用非慣用手垂直拋球,讓你能夠將球拋到發球肩膀前方。)

S: Wow, I have a feeling that the ball is spinning...

(哇,我有種球在旋轉的感覺…)

T: Good! You know what the problem is. You should bear in mind that tossing the ball without rotation. Secondly, I want you to take a step forward with your non-dominant foot when you toss the ball. Thirdly, catch the ball with your dominant hand after you toss the ball. More importantly, you should always catch the ball in front of your serving shoulder. Hey, listen! Good toss makes good serve! (好!你知道問題是什麼。你應該記住,拋球時不要旋轉。其次,我希望你在

(好!你知道問題是什麼。你應該記住,拋球時不要旋轉。其次,我希望你在 投球時用非慣用腳向前邁出一步。第三,拋球後用慣用手來接住球。更重要 的是,你應該始終在發球的肩膀前接住球。嘿聽好了!好的拋球會創造出好 的發球!)

S: (Students act accordingly) (學生照做!)

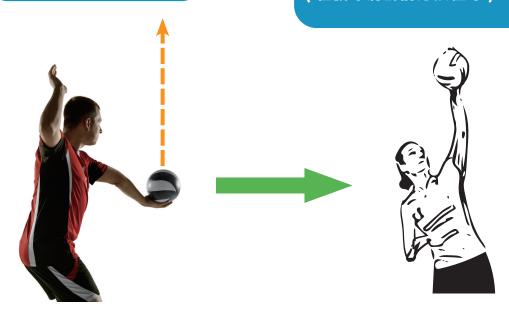
T: Now, you guys need to work in pairs. One practices ten times and the other must remind your teammate of the tips during the process. Then, we switch the identity.

(現在,你們需要兩人一組合作。一個人練習十次,另一個人必須在過程中提醒你的隊友其動作要領。 然後,我們角色互換。)



Catch the ball in front of your serving arm.

(在發球肩膀前方接住球)



Practice this drill for ten times.
(練習這項技術十次。)

# **W** Activity 2

A. Four persons a group.

(四人一組。)

- B. Each member knees down with one knee and stands in a line. (每位成員單膝跪下,站成一排。)
- C. Practice tossing and striking the ball.

(練習拋球和擊球。)

D. Serve the ball to the net within the distance of three meters.

(在三公尺距離內將球發到網前。)



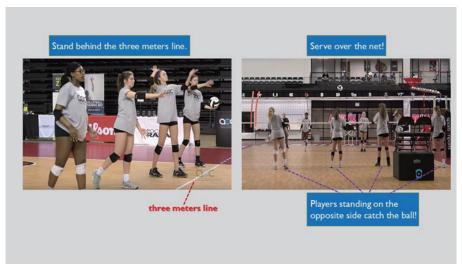
### Practice the drills of overhand serve with distance (練習遠距離肩上發球)

Toss the ball with palm up (手掌向上將球拋起)

Take a step forward (向前邁出一步)

Swing your arm (揮動你的手臂)

Strike the ball above your forehead (在額頭上方擊球)



# **W** Activity 3

A. Stand behind three meters line.

(站在三米線後面。)

B. Practice serving over the net.

(練習將球發過網。)

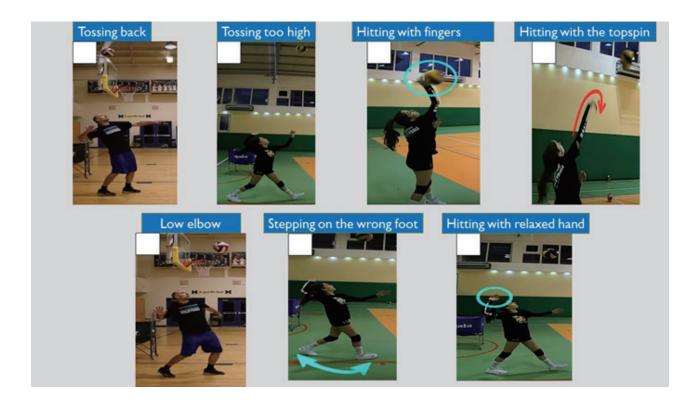
C. Players standing on the opposite side help catch the ball. (站在對面的球員幫忙接球。)



## Self-Checked List 自我檢核表

Have you ever experienced the following incorrect ways of overhand serve? Please check if you suffer the following incorrect serving.

您是否經歷過以下不正確的肩上發球動作? 請檢查您是否有犯以下的錯誤。)

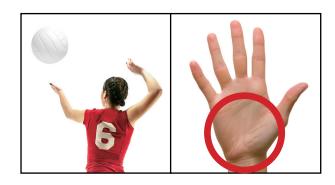


How do you resolve the problems that you have? Please write down the resolutions that you come up with:

| (您如何解決遇到的問題?請寫下您提出的解決方法:) |
|---------------------------|
|                           |
|                           |
|                           |
|                           |
|                           |
|                           |
|                           |

### **Worksheet for Overhand Serve**





Striking with Fist (用拳頭擊球)

Striking with Palm (以手掌擊球)

Please make comparison between striking with fist and striking with firm palm and then tell the pros and cons between both!

(請比較拳擊和掌擊,然後説出兩者的優缺點!)

## **S** Activity 4

1. Five persons in a group.

(五人為一組。)

2. The opposite side is divided into a nine-square division.

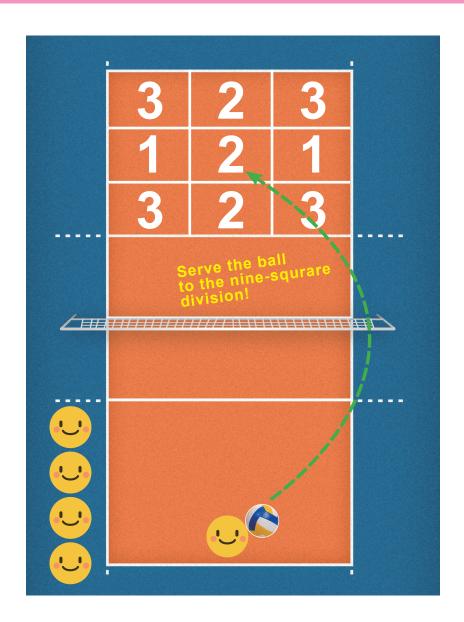
(對面分為九個方格。)

3. Each member is given three times to serve the ball with the drills of overhand serve.

(每位隊員有 3 次發球機會,練習肩上發球。)

- 4. The score that each member gets will depend on the dropping point. (每個成員所獲得的分數將取決於球的掉落點。)
- 5. The team getting highest score will be the winner.

(得分最高的隊伍為獲勝者。)





## 】Discussion 討論

1. From your observation, how do you serve the ball to the opposite baseline?

(根據你的觀察,你如何將球發到對方底線?)

- 2. What are the effective ways to serve the ball over the net? (發球過網的有效方法有哪些?)
- 3. During the practice, how did you prevent the mistakes from happening?

(在練習過程中,你是如何防止錯誤發生的?)

# 雙語教學資源手冊

#### 國中健康

#### 編輯團隊

●研編單位:臺北市立大學雙語教學研究中心

●補助單位:教育部師資培育及藝術教育司

●撰稿:

#### 心血管疾病 The Cardiovascular Disease

L1 認識心血管系統的功能 The Cardiovascular System L2 認識心肌梗塞發生時的徵兆與緊急應變 Heart Attack

L3 認識腦中風發生時的徵兆與緊急應變 Stroke 編輯:臺北市立五常國民中學 詹博雅教師

主編:臺北市立大學

彭國威教授、劉述懿教授

## 環保問題從我做起 Environmental protection starts with me

L1 地球生病了 Earth is Sick

L2 水汙染最可怕 Water Pollution is Terrible
L3 空氣汙染真困擾 Air Pollution is Really Annoying
L4 噪音汙染真痛苦 Noise Pollution is Painful
L5 垃圾汙染真噁心 Garbage Pollution is Disgusting
L6 地球是我家 綠化靠大家 Earth is My Home,

Green By You All!

編輯:桃園市立福豐國民中學 劉婉柔教師 主編:臺北市西湖實驗國民中學 高毓璇校長

#### 防火安全 Fire Safety

編輯:新北市立新莊國民中學 馮嘉玉教師 主編:臺北市西湖實驗國民中學 高毓璇校長

## 如何選擇安全的蔬果 How to Choose Safe Fruits and Vegetables

編輯:臺北市立誠正國民中學 郭東林教師 主編:臺北市西湖實驗國民中學 高毓璇校長

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●撰稿:

#### 陣地攻守 - 橄欖球

L1 RUGBY-接&跑 Catch & Run

L2 RUGBY- 個人防守 Personal Defense

L3 RUGBY- 攻守轉換 Possession Changes

L4 RUGBY- 團隊進攻與防守 Team Defense and Attack

編輯:新北市立光榮國民中學 黃瀚揚教師、

吳祈樺教師

主編:國立臺北教育大學 楊啟文教授

#### 陣地攻守-籃球

L1 傳接球 Pass and Catch

L2 傳接球與防守 Pass and Defense

L3 禁區二打一進攻 2 on 1 in the Painted Area

L4三打二小組進攻3 on 2 Attack

編輯:新北市立板橋高級中學 楊幸鈞教師

臺北市萬華區西門國民小學 黄婷教師

主編:國立臺北教育大學 楊啟文教授

#### 陣地攻守 - 曲棍球

L1 HOCKEY- 盤球 & 傳球 Dribble and Pass

L2 HOCKEY- 移動與射門 Move and Shoot

L3 HOCKEY- 團隊防守 Team Defense

L4 HOCKEY- 小組進攻 Group Offense

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陳曼倩教師

主編:國立臺北教育大學 楊啟文教授

#### 棒球

跑壘 Baseball-Running

打擊 Baseball - Hitting

傳接 Baseball - Transfer

編輯:國立屏東高級中學 陳勁甫教師

高雄市立那瑪夏國民中學趙懷嘉教師

臺北市士林區富安國民小學 王俊成教師

主編:國立臺中教育大學 劉佳鎮教授

#### 網/牆性球類-羽球

L1 羽球體適能與遊戲 Badminton Fitness Games

L2 羽球握拍與控制 Badminton Grip and Control

L3來去自如羽球大師 Badminton Master Of Moving Around

L4 羽球發球與連續擊球 Serve and Keep a Rally

編輯:臺北市立景興國民中學 侯雅馨教師

主編:臺北市立大學

彭國威教授、劉述懿教授

#### 排球

L1 排球低手 Bumping Pass

L2 排球低手發球 Underhand Serve

L3 排球上手傳球 Overhead Pass

L4 排球上手(過肩)發球 Overhand Serve

編輯:臺北市立三民國中 王琛智教師

主編:臺北市立大學

彭國威教授、劉述懿教授

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