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# 健康與體育領域

## 雙語教學資源手冊



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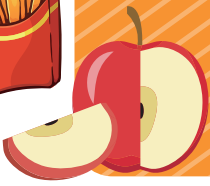
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# 健康與不健康食品

## Healthy Food and Unhealthy Food

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臺北市天母國小 李媛如教師  
臺北市立大學雙語教學研究中心 吳國誠教師

### A 單元設計理念 ( Unit Concept )

單元設計以國民小學健體領域「第一學習階段」核心素養具體內涵為主軸設計，並以學習內容中「生活中常見的食物與珍惜食物」的健康飲食為主，以任務導向學習來增進學生對於健康食物的理解和認識。透過課程的進行，教師使用的課室 / 教學語言 (Instructional language) 與交流語言 (Interactional language)，讓學生認識到健康飲食的重要性，並引導學生將健康行為落實日常生活中，養成健康生活習慣。

### B 課程說明 ( Lesson Overview )

#### 1 學科課程目標

- A To tell if the food is healthy and unhealthy.  
能辨認健康及不健康食物。
- B To know we should eat healthy food.  
能了解我們需要吃健康的食物。

#### 2 學習重點

- A 學習內容：Ea-I-1 生活中常見的食物與珍惜食物。  
Ea-I-2 基本的飲食習慣。
- B 學習表現：1a- I -1 認識基本的健康常識。  
2b- I -2 願意養成個人健康習慣。  
3a- I -2 能於引導下，於生活中操作簡易的健康技能。  
4a- I -2 養成健康的生活習慣。

## C 字彙與片語 ( Words and Phrases )

### 字彙 Words

healthy 健康的  
unhealthy 不健康的  
junk food 垃圾食物  
fat 脂肪  
sugar 糖  
fiber 纖維

### 片語 Phrases

cross out...打叉  
good for...對...有益  
gain weights 增加體重

## D 句子 ( Sentence Frames )

1. Is \_\_\_\_\_ healthy food? \_\_\_\_\_ 是健康的食物嗎？  
Yes, it is. It is healthy food. 是，它是。它是健康的食物。  
No, it's not. It's not healthy food. 不是，它不是。它不是健康的食物。
2. Is \_\_\_\_\_ good for us? \_\_\_\_\_ 是對我們好的嗎？  
Yes, it is. It is good for us. 是，它是。它是對我們好的。  
No, it's not. It's not good for us. 不，不是。它不是對我們好的。
3. Tell me a kind of healthy food. 告訴我一種健康的食物。
4. Tell me a kind of unhealthy food. 告訴我一種不健康的食物

## E 課程內容 ( Class Content )

1. Healthy food means it is good for our health.
2. Unhealthy food means it is not good for our health.
3. Fruits are healthy food. Apples are healthy. Tomatoes are healthy.  
Oranges are healthy. Grapes are healthy.
4. Vegetables are healthy food. Lettuce is healthy. Cabbage is healthy.  
Carrots are healthy. Vegetables have fiber. Fiber is good for us.
5. Snacks are unhealthy foods. Candy is unhealthy. Ice cream is unhealthy.  
Donuts are unhealthy. Muffins are unhealthy.
6. They are junk foods. They can make us sick and gain weights. There is a lot of sugar in the food.



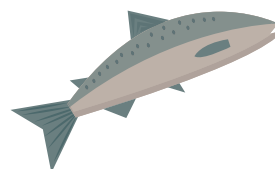
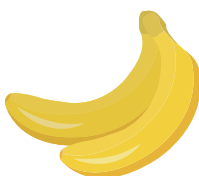
## 活動 ( Activity )



### Activity 1

#### Circle and Cross Out

Circle the healthy foods and cross out the unhealthy foods.





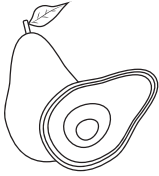
## Activity 2

### Color and Circle

Color the pictures. Then circle the word healthy or unhealthy.



### Practice 1



Healthy

Not Healthy



Healthy

Not Healthy



Healthy

Not Healthy

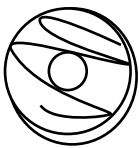


Healthy

Not Healthy



### Practice 2



Healthy

Not Healthy



Healthy

Not Healthy



Healthy

Not Healthy



Healthy

Not Healthy

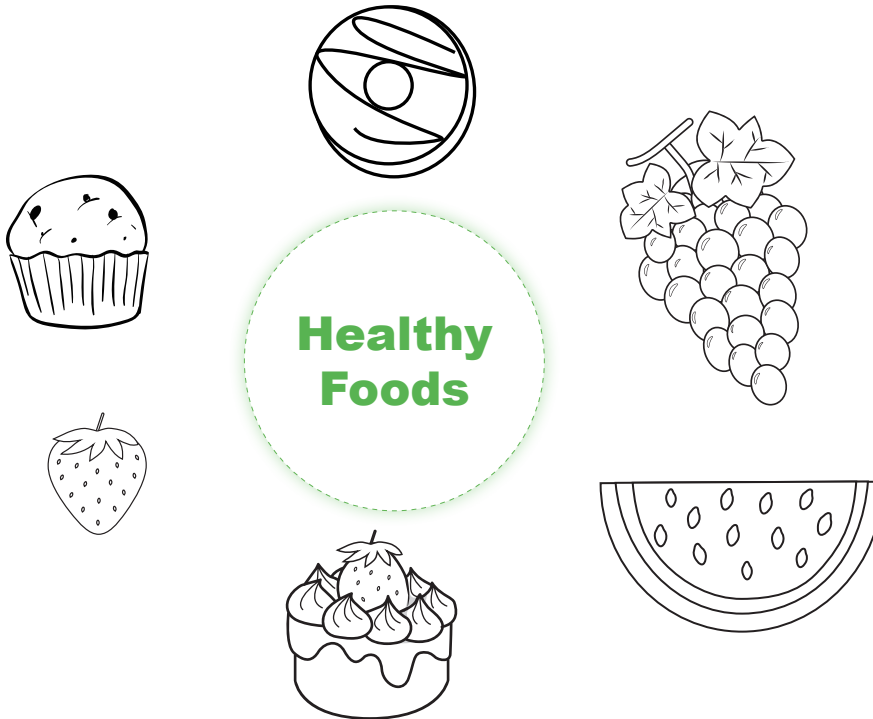




### Activity 3

#### Think and Draw

Draw a line if it is healthy food.



### Activity 4

#### My Healthy Meal

Draw your healthy dinner on the plate. Then answer the questions below.



1. What foods did you draw?
2. Do you like the healthy dinner? Why or why not?



## Lesson 1

# 身體活動遊戲－移動性活動 (I)

## *Physical Activity: Locomotion (I)*

臺北市立大學 雙語教學研究中心 吳國誠教師、Dr. Emerson Duarte Depaiva

### 單元設計理念 (Unit Concept)

此身體活動遊戲為模仿動物的動作型態，例如：走、跑、跳與躍，是學童喜愛的身體活動遊戲，容易學習與遊玩。活動過程中以模仿動物的動作為主，此身體活動遊戲能增加學童的反應與手眼協調的能力。教師也可以增加遊戲的動作與變化讓學童挑戰，活動同時，整合目標語言單字 (Key Words)、目標句型 (Key Sentence Patterns)、鷹架示結構 (Scaffolding Techniques) 的句型引導學生語言學習，在活動中，增加學習語言機會，同時達到身體活動之益處。







## 課程說明 (Lesson Overview)

### 01 學科學習目標

學生能從遊戲活動中操作基礎性移動技能，如向前走、跑、跳，以及不同方向變化。1.Walking2.Running3.Leaping4.Tag

### 02 連結學習重點

#### a. 學習內容：

Ga-I-1 走、跑、跳與頭擲遊戲

#### b. 學習表現：

- 1.c-I-1 認識身體活動的基本動作。
- 2.c-I-2 表現認真參與的學習態度。
- 3.c-I-1 表現基本動作與模仿的能力。
- 4.d-I-1 願意從事規律身體活動。



## Section 1 目標語言單字 (KEY WORDS)

單字	中譯	單字	中譯
rabbit	兔子	forward	向前
kangaroo	袋鼠	backward	向後
cheetah	獵豹	hop	單腳跳
frog	青蛙	leap	躍
walk	走	end zone	區域尾端、安全區
jump	跳	tag	抓、捉人遊戲

- 1.Score 得分
- 2.Tagger 進攻者、( 鬼抓人遊戲中的抓人角色 )
- 3.Escaper 防守者、( 鬼抓人遊戲中的被抓角色 )



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. I can \_\_\_\_\_ forward/backward.  
例句：I can leap forward.  
I can walk backward.
2. The rabbits can \_\_\_\_\_ on \_\_\_\_\_.  
例句：The rabbits can hop on the grass.
3. The frogs can \_\_\_\_\_ high.  
例句：The frogs can jump high.
4. The winner \_\_\_\_\_ 1 point.  
例句：The winner scores 1 point
5. Which animals do you like to imitate?  
I like to imitate the \_\_\_\_\_ by leaping on the field.  
I like to imitate the \_\_\_\_\_ by hopping on the grass.  
例句：I like to imitate the kangaroo by leaping on the field.  
I like to imitate the rabbit by hopping on the field.
6. The tagger \_\_\_\_\_ the escaper.  
例句：The tagger chases the escaper.
7. The escaper \_\_\_\_\_ the tagger.  
例句：The escaper chases the tagger.
8. How do you tag your classmate?  
I tag the fellows by \_\_\_\_\_.  
例句：I tag my classmates by running fast.  
I tag my classmates by hopping steadily.





## Section 3 遊戲步驟與講解 (Activity Procedure)



### Introduction: How to Play

Form in two teams of 10 and have them stand in line behind their partner. Have students do some exercises imitating animal motions.

將學生分成兩隊 (10 人一隊)，並且排成一直線。接下來我們要進行動物模仿的身體活動，並且做出與動物動作類似的動作型態。

First up, I will give you instructions on how to get to the other side by using different animals' movements.

一開始，我會給你們不同的模仿動物指令，然後模仿指定的動作到相對的位置，再回到原點。

Next, call an animals' name for the students to imitate and move to an assigned area. Then, the students will touch the cone and come back as best as they can. Then, high-five with the next person in the team. Students have to listen very carefully.

接著呢，同學必須模仿老師指定動物的動作，移動到指定的位置，並且觸摸到角錐後折返，回到出發點後，與同學擊掌交換棒次。老師會說出不同的動物，請同學仔細聆聽並模仿動作。

## **Activity 1 Camel (WALK)**

目的：讓學生透過模仿駱駝在沙地上行走時穩健且向前邁步的動作型態進行身體肢段操作，已達身體活動效益，同時學會相關單字及句型。

**Teacher:** Here is the first motion-Walk: Which animal walks on the desert?

**Student:** Camels walks on the desert.

**Teacher:** Yes! Camels can walk through the desert. I want everyone to imitative a camel, by walking as steady as you can to the end and back. Here we go.

## **Activity 2 Rabbit (HOP)**

目的：讓學生透過模仿兔子在草地上跳躍時雙腳或單腳穩健且向前跳躍的動作型態進行身體肢段操作，發展手、眼、腳動作協調，以達身體活動效益，在操作雙腳跳躍動作時，同時學習英語相關單字及句型。

**Teacher:** Next, let's think . Which animal hops on the grass?

**Student:** Rabbit hops on the grass.

**Teacher:** Yes! Rabbits hop. So, let's take off our camel legs, and put on our rabbit legs. I want everyone to hop like a rabbit to the end and come back. Here we go.

**Teacher:** Hop means to jump and move around about on the same foot.



### Activity 3 Kangaroo (Leap)

目的：讓學生透過模仿袋鼠在草地上跳躍時雙腳穩健且向前跳躍的動作並且維持速度，讓學生用身體經驗往前跳躍時身體肢段的協調動作，並且維持速度。

**Teacher:** Now I want you to think which animal likes to leap on the field?

**Student:** Kangaroos like leaping on the field.

**Teacher:** Yes, kangaroo could leap on the field. I want everyone to put on your kangaroo feet, once you have got your kangaroo feet on, leap forward to the end and come back.

**Teacher:** Leap means jump with one foot and land on the opposite foot keeping up the/your speed.





## Activity 4 Tag Games

(Mickey Mouse or Minions + Animals movements)

目的：讓學生三人一組，分為裁判、追逐者和逃離者。讓學生擔任裁判，並嘗試說出簡單的遊戲規則，輪流互動。

**Teacher:** The game is played in groups of three: Referee, Tagger, and Escaper. The Referee gives the name to the other two, e. g., Mickey, and Minions. After three rounds, change the roles.

**Student Referee:** If I say "Mickey", then Mickey is the Tagger who chases the Minions. The Minions become the Escaper who has to run into the safe zone.

**Student Referee:** About the score, if you can tag the Escaper, you score 1 point. If the Escaper successfully avoids the Tagger and runs into the safe-zone, the Escaper score 1 point.

**Student Referee:** Mi.....ckey mouse.

**Student Referee:** Mi.....nions.



## Activity 5 Tag Games

(Mickey Mouse or Minions + Animals walk)

目的：最後的綜合活動，讓學生透過模仿教師指定的動物與動作，並且注意聽指令，學生須注意聆聽區辨教師是說 Mickey Mouse 還是 Minions，才能決定往前跑追對手，還是往後跑躲避對手，此活動能發展兒童注意力、手、眼、腳協調，動作熟悉度，並且有充分的身體適能活動，讓學生在雙語的情境下，透過身體經驗英語單字，並且能有高身體活動量的互動。



**Teacher:** Next, we have an awesome game to play. Please listen carefully.

**Teacher:** Class, make sure you are paying attention, I'm telling you the rules of the game. First, we have two teams. One team is the "Mickey Mouse" and the other is "Minions". The two teams line up and face each other.

**Teacher:** Next, I will call out either "Mickey Mouse" or "Minions", then you have to decide which way you should go. You have to imitate the animal that I tell you.

**Teacher:** If I call "Mickey Mouse", they should turn back and run to the end zone. And, if I call "Minions", they become the taggers, and vice versa. After each round, come back as quickly as you can.



### **How to make the game work**

To make it fair, the teacher should assign partners with similar abilities.

Furthermore, to ensure safety, the teacher must remind children to take care of their class mates.

They must also bear in mind the difference between touching and pushing.

Teacher also can use pictures or flashcards to show off the animals, so that they can make a strong association with the English words.

## Lesson 2

## 身體活動遊戲－移動性活動 (II)

**Physical Activity: Locomotion (II)**

臺北市立大學 雙語教學研究中心 吳國誠

教師 Dr. Emerson Durate Depaiva

臺北市立大學 師資培育與職涯發展中心 彭國威 兼任助理教授

臺北市立大學 師資培育與職涯發展中心 石偉源 助理教授

臺北市立大學 師資培育與職涯發展中心 蒲逸惻 副教授

**單元設計理念 (Unit Concept)**

此身體活動遊戲為跑動、追逐的移動性遊戲，包含，走、跑、跳與躍，是學童喜愛的身體活動遊戲，容易學習與遊玩，並且維持中等活動量以上的身體活動，教師也可以增加遊戲的動作與變化讓學童挑戰。活動同時，整合目標語言單字（Key Words）、目標句型（Key Sentence Patterns）、鷹架示結構（Scaffolding Techniques）的句型引導學生語言學習，並讓學生有機會透過複誦、回答問題提高學生口語表達機會與互動，在活動中，增加第二語言聽與說的互動，同時達到身體活動之益處。





## 課程說明 (Lesson Overview)

### 01 學科學習目標

1. 操作基礎性、移動性動作技能。
2. 學生透過動作操作，了解動態暖身的進行方式。
3. 了解鬼抓人遊戲進行時需要遵守的安全規定。

### 02 連結學習重點

#### a. 學習內容：

Ab-I-1 體適能遊戲。

#### b. 學習表現：

- 1.c-I-2 認識基本的運動常識。
- 2.d-I-1 專注觀賞他人的動作表現。
- 3.c-I-2 表現安全的身體活動行為。
- 4.c-I-2 選擇適合個人的身體活動。



## Section 1 目標語言單字 (KEY WORDS)

單字	中譯	單字	中譯
noodle	麵條、浮條	freeze	凍結、不動
tag	抓、碰	froze	凍結的被動語態
forward	向前	unfreeze	解凍、解除
side to side	側併步	fall down	跌倒
jump forward	向前跳	jump backward	向後跳
boxer shuffle	交換步	get tagged	被抓 被碰到



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. I can do \_\_\_\_\_ .

例句：I can do fist pump in the air.

I can do boxer shuffle.

2. I can tag the someone by \_\_\_\_\_ .

例句：I can tag the someone by running fast..

I can tag the someone by choosing the good way.

3. I avoid getting tagged by.

例句：I avoid getting tagged by changing the direction.

4. If you fall down? I am \_\_\_\_\_ .

例句：I am frozen. I am going to do side to side.

5. I will always \_\_\_\_\_ forward to keep safe.

例句：I will always look forward to keep safe.

I will always keep the distance and try not to get tagged.

6. If I win/lose the rock paper scissors, I will \_\_\_\_\_ .

例句：If I win the rock paper scissors, you should go behind with me.

If I lose the game, I will follow the winner.





## Section 3 遊戲步驟與講解 (Activity Procedure)



### Activity 1 Dynamic Warm Up Activities

目的：讓學生進行主要活動前，可操作動態暖身活動，讓身體在進行有強度活動前，增加身體四肢的活動力。

**Teacher:** At the beginning, we are going to take some warm up exercise that can get your body more flexible to do some work out.

**Teacher:** Okay, we're going to loosen up our shoulders, loosen up arms and do a few arm circles.

**Teacher:** Next, we're going to switch and go backwards the other way. Here we go.

**Teacher:** Alright, next up is the washing machine. We're going to add in a little bit of a knee movement up to our elbow to give ourselves a little extra stretch.

**Teacher:** Let's go to roll our ankle for 10 times.

**Teacher:** Next coming up, we're going to jump forward and backward for 10 times. Here we go.

**Teacher:** We' re going to jump from side to side (Ski jump) for 10 times. Here we go.

**Teacher:** Alright, next up we're just going to keep it simple with a boxer shuffle. So we're going to get on your feet, shuffle back and forth like this. Here we go.

**Teacher:** Next one is going to be jumping jacks, 30 seconds on the clock. Awesome job!

## Scaffolding Techniques

### Dynamic warm-up

Do the movements for 10 times.

- ☐ Jump forward and backward
- ☐ Jump from side to side (ski jumps)
- ☐ Do Jumping jacks



## Activity 2

## Rock Paper Scissors Champs

遊戲規則：

- Everyone can get tagged and everyone can tag people.  
( 任一位同學都能進行猜拳遊戲。 )
- When two players have encounter, they have to do rock-paper-scissors.  
( 當任兩位同學相遇時，即進行猜拳並分出輸贏。 )
- The lose player would have to go behind and follow the win one.  
( 輸家的同學必須跟在贏家後面。 )
- The final winner is the one who have the biggest follower group, or the last leader of a group, that depends on what times you have to play the game.  
( 在一定時間內，擁有最多成員為最後的贏家。 )

目的：讓學生進行主要活動前，可操作簡單的猜拳遊戲進行動態暖身，讓身體在進行有強度活動前，提高身體肢段的活動力。

### PE Teacher Instructional Tips

#### Transitional words

First  
Second  
Last





**Teacher:** First, you are spread out and essentially everyone can get tagged and everyone can tag people.

**Teacher:** Second, two players face off against another person, and do rock- paper- scissors.

**Teacher:** So we see that rock beat scissors the player that loses has to follow behind the player that beat them. If the round ties, you keep going until somebody wins.

**Teacher:** So we have a group of two and meanwhile somebody else there was an encounter they did it rock paper scissors the rock paper scissors again.

**Teacher:** In that case so that player would have to go behind and follow and have to follow the whole time.

**Teacher:** Now of course as groups meet single players well they the leader of the group because it's always the one leader who is winning does the rock- paper-scissors.

**Teacher:** In the case the group of two lost to the single player. So, the group of two will then go behind that single player they have a new leader and the game was on and on and on.

**Teacher:** So, you see when bigger groups meet and of course the leaders rock-paper- scissors and eventually what will happen is there will just be one group left.

**Teacher:** Last, and of course the one who is the leader of that group would have never lost the rock-paper-scissors and that's it for this game idea.



## Activity 3 Noodle Monster Tag



### Introduction : How to Play

目的：此活動同為身體活動移動性遊戲，是 Tag Game 的遊戲變化與延伸，學生能從簡易的鬼抓人遊戲規則中，了解活動內容，只需運用游泳教學用浮條 (noodle)，與音樂播放器材及一個適合跑動的活動空間即可進行遊戲，是適合多人及以班級為單位的身體活動遊戲。

It's a fun and exciting game of tag where everyone is always moving even those who is frozen. When the music starts the taggers will run around to freeze everyone as soon as they can. Nobody can be unfrozen, but when you are frozen you must do a designated dance.

#### Rules :

- Choose two taggers.
- Taggers need to tag everyone until the music stops.
- When you are tagged, you are frozen.
- Frozen : getting tagged, going out of the boundary, and falling down.
- When you are frozen, you need to do the fist pump in the air and move your feet side to side.
- Stop dancing when the music stops.

#### Safety Point :

- Students should always look forward, not behind.
- Students should try out the moves before the game.

- Teachers can change the dance moves.



- Taggers need to tag everyone until the music stops.
- When you are tagged, you are frozen.
- When you are frozen, you need to do the fist pump in the air and move your feet side to side.
- Stop dancing when the music stops.
- Frozen: getting tagged, going out of the boundary, and falling down.



1. Improving self-regulation as the game is played under time pressure conditions, and the ability to handle negative emotions related to the chasing conditions.

2. Improving self-regulation and managing emotions, the ability to solve problems and decision-making skills.

1. The children work together in pursuit of a common goal-to not let the students be frozen by tagger.

2. This enjoyable game emphasizes speed and strategy. Challenging a partner is compelling not only from the physical point of view. In fact, it also teaches how to manage our own emotions and to empathize with those of others.



## Activity 4 進行活動遊戲

教師在說明遊戲規則時，讓學生有機會適時回應老師所提的問題，並且讓學生試著說明簡單的遊戲規則，以確認。

**Teacher:** The MONSTERS need to tag everyone until the the music stops.

**Teacher:** When you are tagged, you are frozen.

**Teacher:** When you are frozen, you need to do the fist pump in the air and move your feet side to side.

**Teacher:** Stop dancing when the music stops.

**Teacher:** You need to make sure that you are always looking forward.

**Teacher:** If you get tagged by the monsters?

**Student:** I'm frozen.

**Teacher:** If you fall down?

**Student:** I'm frozen.

**Teacher:** If you are going out of the boundary?

**Student:** I'm frozen.

**Teacher:** When you are frozen, do fist pump in the air and move side to side with your feet like dancing.

**Teacher:** Raise your hand if you want be a noodle tagger. Run fast and try not to get tagged.

**Teacher:** If you're not looking, you may knock into somebody and get hurt.

**Teacher:** If you go outside the boundary lines, the walking and jogging lines?

**Student:** I'm frozen.

**Teacher:** Could someone can repeat the game rules?

**Student:** We have to stay frozen until the music stops.

**Student:** The MONSTER have 30 seconds to try to tag everybody in the court.

**Teacher:** Here we go.



**Lesson 1****操作性球類遊戲（一）  
傳接球與基本運球****Ball Games League**

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**單元設計理念 (Unit Concept)****Ball Games League**

本項主題為球類活動遊戲，在操作性動作當中，球類的控制除了手眼協調外，也搭配同儕間的團隊互動與溝通。在國小階段的學生可藉由“遊戲”的方式進行，除了投入在遊戲中，也更能自我了解各項球類需具備的能力，主動思考與討論戰術，並試著解決眼前的困境或問題。本項主題的遊戲有 **Though the mountain**、**Nine Box Challenge**、**Dribble Mora** 以及挑戰性較高的小組遊戲 **The Best Partner**，都可以在活動中與老師、同儕討論，增加使用語言溝通的機會。







## 課程說明 (Lesson Overview)

### 01 學科學習目標

1. Understand the basic ball game rules.( 了解球類基礎規則 )
2. Apply throwing, passing and catching skills.( 運用傳接球技巧 )
3. Team work with partner and communicate with each other.( 能與隊友溝通並合作 )

### 02 連結學習重點

#### a. 學習內容：

Hc-I-1 標的性球類運動相關的簡易拋、擲、滾之手眼動作協調、力量及準確性控球動作。

#### b. 學習表現：

- 1c-I-2 認識基本的運動常識。
- 3b-I-2 能於引導下，表現簡易的人際溝通互動技能。
- 3d-I-1 應用基本動作常識，處理練習或遊戲問題。



## Section 1 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
throw	投擲、丟	mountain	山
catch	接	tempo	節奏
roll	滾	finger tip	指腹
bounce	彈跳	though	通過
dribble	運球	target	目標
aim	瞄準	both	兩者



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. Pass \_\_\_\_\_ through \_\_\_\_\_ .

例句：I pass the ball through the hole.  
我傳球穿越了洞。

2. \_\_\_\_\_ to be a \_\_\_\_\_ .

例句：I can raise my arms to be a bigger wall.  
我可以舉起我的手臂變成比較大的牆。

3. There is.../There are...

例句：There is a ball in the box.  
有一顆球在箱子裡。

There are 3 rules.  
有三條規則。

4. How did/do you \_\_\_\_\_ in this game?

例句：How did you do in this game?  
你是如何在這遊戲中做到的？

How does he score in the game?  
它是如何在這遊戲中得分的？

5. I focus on \_\_\_\_\_ .

例句：I focus on my homework.  
我專心在我得作業。

I focus on the coming ball.  
我專心在迎面而來的球。

6. use \_\_\_\_\_ to \_\_\_\_\_ .

例句：We use our fingertips to dribble.  
我們使用指腹來運球。

I use my left feet to stop the ball.  
我用我的左腳去停球。

7. keep your eyes on \_\_\_\_\_ .

例句：Please keep your eyes on the target.

8. as \_\_\_\_\_ as.

例句：I can run as fast as my friend.  
I throw a ball as high as the tree.



## Section 3 遊戲步驟與講解 (Task Procedure)



### Introduction: How to Pass a ball

Now two students are in a group. A group only pick one ball. When you are ready, please face to your partner.

現在兩為學生一組。一組只能拿一顆球。當你們準備好時，面向你的夥伴。

Before we start, there are two things you need to know. One is to focus on what you do, and the other is to try your best.

在開始之前，有兩件事是你需要知道的。一是專注於你做的事，另一項則是盡你全力。

First, hold the ball in front of your chest. Second, throw the ball to your partner and let him/her catch it. That's called passing.

首先，持球在你的胸前。第二，將球丟給你的夥伴並讓他 / 她接住。這就叫做傳球。

When you start to practice, you can pass and catch the ball with both hands. That will make you do these skills easier.

當你開始練習時，你可以使用雙手來傳接球，這樣可使你在操作這些技巧比較容易。

There are many ways to pass the ball, for example, chest passing, bounce passing, or overhead passing. Let's practice chest passing first. And try to not drop the ball.

有許多傳球的方式，例如，胸前傳球，彈地傳球或是過頭傳球等。讓我們先練習胸前傳球。並試著別讓球落地。

Remember, pass the ball with your fingertips.

記得，傳球時使用得你的指腹。



## Activity 1

# Through the Mountain (pass the ball)

目的：本活動主要讓學生能結合滾球與傳接球的能力，並展現外側兩人間的默契，此外，中間的兩人必須完成支撐與阻擋的動作，除了維持平衡與核心之外，也能觀察外側兩人的動作。

**Teacher:** Today we are going to pass the ball through the big mountain. Let's make 4 people in a group. A group only picks one ball. Now everyone needs to line up.

**Student:** Who can take the ball?

**Teacher:** Good question! If you stand outside, you can take the ball. If you stand inside, you are the big mountain.

**Student:** (Students choose their position)

**Teacher:** Okay, make sure your position and pass the ball. Remember do not touch the mountain.

**Student:** Can I raise my hands to be a bigger mountain?

**Teacher:** Of course, you can! Try your best to become a bigger mountain.

**Student:** (Students do several times)

**Teacher:** Great job! Now it's time to switch position.



## Activity 2

### Nine Box Challenge (aim the target/throw the ball)

目的：透過擲準九宮格遊戲，學生可以在聽完老師的描述後投擲目標，搭配英語的情境，仔細聆聽老師或同學的指令，並挑戰自我、完成遊戲目標。

**Teacher:** Ok. There is a nine box and some numbers on it. Today we divide 2 teams. Our target is to hit the numbers. Can you throw a ball?

**Student:** Yes, I do. (Yes, we do.)

**Teacher:** Wonderful! There are 2 rules. One is that everyone should stand behind the start line. The other is that each student only has one chance to hit the number. Are you ready?

**Student:** Yes, we are ready! (Students play the game)

**Teacher:** Times up! How did you score in this game? Please share your idea.

**Student A:** I focus on the target.

**Student B:** I raise my hands above my head, and throw the ball, then I hit the target!

**Teacher:** That's good. We can also say that we "aim the target". That means eyes on the target carefully. Let's repeat "aim the target".

**Student:** Aim the target.

**Students:** Well done! Let's play again.



### Activity 3

## Dribble Mora (dribble)

目的：本項活動學生除了維持運球之外，也藉此養成運球時眼睛直視前方的要領，也在猜拳中使用英語，同時養成眼睛直視前方的習慣，試著將身體重心放低，完成適合的運球動作。

**Teacher:** Before we start this game. Who remember how to dribble? Raise your both hands!

**Student:** (raise their hands)

**Teacher:** Cool! Do you know how to dribble?

**Student:** Yes. We can use our fingertips to dribble.

**Teacher:** Correct! This time we are going to dribble with your partner. 2 people are in a group, and pick 2 basketballs. When you start the game, you need to face to face your partner, and keep dribbling.

**Student:** (Students keep dribbling)

**Teacher:** Now use one hand to do rock-paper-scissors! If you win, you need to bend lower.

**Student:** Rock-paper-scissors! Yes, I win. (Student bends his/her knees)

**Teacher:** Very well! Try to keep your eyes on your partner!







## Activity 4

### The Best Partner (bounce the ball/team work)

目的：「最佳拍檔」遊戲是一項十分刺激且據綜合性能力的活動，小組之間需要多練習運球、拋球以及換位的動作。可分配不同球類給每組學生，讓學生在操作時可以更加了解不同球類的特性。

**Teacher:** Today we're going to play a fun game. Now everyone picks a ball and makes 4 people in a group. By the way, does anyone know "bouncing"?

**Student:** Yes, I do. When we bounce the ball, we still can catch the ball, not like dribbling.

**Teacher:** Good answer. So what we need to do is that every group keeps bouncing, but at the same tempo. Let's do this! Line up and find the proper space.

**Student:** (Students keep bouncing)

**Teacher:** Who can tell me what did you do to keep the ball at the same tempo?

**Student A:** I count the number 1-2-1-2 to remind our members.

**Student B:** I pick the sponge ball. It's soft, but I bounced harder to follow the tempo.

**Teacher:** Very well. Okay, let's try level 2. When your group keep the ball at the same tempo, you need to bounce the ball higher. Next, everyone needs to move to the next position. Last, catch the ball. We try the right direction first.

**Student:** If I stand on the far right, what can I move?

**Teacher:** You need to run as fast as you can to the far left! Let's do it!

**Student:** (Students play the game)

**Lesson 2****操作性球類遊戲 (二)  
飛盤遊戲與比賽*****Frisbee Games and Tournaments***

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**單元設計理念 (Unit Concept)**

飛盤 (frisbee) 在國小受學生喜愛，特別是躲避飛盤 (dodgebee)，本主題將飛盤的基本技巧主題及飛盤的基本技巧融入多元的團隊遊戲，在過程中培養學生使用英語討論戰術的機會。在美國十分流行的飛盤爭奪賽 (frisbee ultimate)，涵蓋團隊精神、飛盤傳接技巧與變化多端的跑位，是一項有效達到身體活動量的運動。本次內容將其簡化為更加上手的活動，讓學生學習一項新運動的同時也能直接了解運動的文化與語言的關聯性。





## 課程說明 (Lesson Overview)

### 01 學科學習目標

1. Remember frisbee backhand throwing and catching skills.( 記得飛盤反手投擲與接的技巧 )
2. Enhance students' coordination.( 促進學生協調能力 )
3. Team work with partner and communicate with each other.( 能與隊友溝通並合作 )

### 02 連結學習重點

#### a. 學習內容：

Hc-I-1 標的性球類運動相關的簡易拋、擲、滾之手眼動作協調、力量及準確性控球動作。

#### b. 學習表現：

3c-I-1 表現基本動作與模仿的能力。

2d-I-2 接受並體驗多元性身體活動。

1d-I-1 描述動作技能基本常識。



## Section 1 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
grip	緊握	backhand	反手
curl	彎曲	forehand	正手
flick	彈	thumb	大拇指
spin	旋轉	wrist	手腕
straighten	伸直	opponent	敵人
offend	進攻	defend	防守



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. One is \_\_\_\_\_ , and the other is \_\_\_\_\_ .

例句：One is backhand, and the other is forehand.

一個是反手，而另一個是正手。

2. How many \_\_\_\_\_ ?

例句：How many times can we throw the frisbee?

我們有多少機會可以丟飛盤呢？

3. \_\_\_\_\_ , or \_\_\_\_\_ .

例句：You can throw higher, or you can discuss with your partner.

你丟高一點，或你可以與你的夥伴討論。

4. Before \_\_\_\_\_ , \_\_\_\_\_ .

例句：Before we throw a frisbee, we need to learn how to grip.

在我們丟飛盤之前，我們需要學習如何握飛盤。

5. It's called \_\_\_\_\_ .

例句：It's called frisbee ultimate.

這叫做飛盤爭奪賽。

6. \_\_\_\_\_ be going to \_\_\_\_\_ .

例句：I'm going to introduce you a new game.

我將介紹給你這個新的遊戲。

7. \_\_\_\_\_ once/ twice/ three time... .

例句：Each person can throw twice.

8. \_\_\_\_\_ sound/ sounds \_\_\_\_\_ .

例句：That sounds cool!





## Section 3 教學步驟與講解 (Task Procedure)



### Introduction: How to Throw a Frisbee (backhand)

Before we throw a frisbee, we need to learn how to grip. Now everyone can take a frisbee. If you are right-handed, please use your right hand to grip the frisbee.

在我們開始丟飛盤前，我們需要學會如何拿好飛盤。現在所有人可拿一片飛盤。如果你慣用手為右手，請用右手持盤。

There are 2 ways to grip a frisbee, one is backhand, and the other is forehand. Today we learn the backhand throwing.

有兩種握飛盤的方式，一種是反手，另一種是正手。今天我們學習反手擲盤。

First, keep your thumb on the top of the frisbee. Then the other four fingers spread under the frisbee.

首先，大拇指放在飛盤的正面。接著，其他四指張開放貼在飛盤反面。

Ok, now checking your frisbee is stuck with your hand. Don't let the frisbee loosen.

好，現在檢查你的飛盤是緊貼你的手。別讓飛盤鬆動了。

Let's throw a backhand frisbee. Remember to grip the frisbee well. Next, if you are right-handed, step forward your right foot.

來，一起擲反手飛盤。記得握好飛盤。接著，如果你慣用手為右手的人，將你的右腳往前跨一步。

Last, curl the wrist and flick the frisbee.

最後，彎曲手腕後將飛盤彈出。



## Activity 1 Rabbit's Carrots

目的：本活動可融入情境，將角錐擬化為兔子的紅蘿蔔，讓學生可更投入在遊戲中。將角錐集中放在一處，讓學生在不同位置進行飛盤擲準活動。教師可設定不同距離的起始點，讓學生在活動中增加自我挑戰的難度。

Teacher: Let's play a game. Now you can see there are many carrots. You need to hit the carrots as many as you can. Are you ready?

Student: Yes, we are ready.

Teacher: Great! Let's divide to 4 teams. And everyone can take a frisbee.

Student: How many times can we throw the frisbee?

Teacher: Good question. Each person can throw twice! Remember to stand behind the start line.

Student: Ok.





## Activity 2

## Don't Touch the Fire Circle

目的：透過呼拉圈作為固定或移動的目標物，讓學生在活動中可調整飛盤的方向、高度，並學習如何控制飛盤的力道與出盤時機，同時讓對面接盤者嘗試判斷飛盤落下的時間點與方向。

**Teacher:** Today we're going to pass the frisbee to your partner. But this time we have a problem. What do you see in my hand?

**Student:** A hula hoop.

**Teacher:** That's right! There is a fire circle. Let's try to pass the frisbee through it.

**Student:** If the frisbee touch the hula hoop, what can I(we) do?

**Teacher:** It's okay. Maybe you can throw higher, or you can discuss with your partner.

**Student :** (Students play the game)

**Teacher:** Very well! Try to catch every frisbee. You can move to catch it!





### **Activity 3 Dodgebee (easy version)**

目的：躲避飛盤遊戲為學生熱愛之遊戲，建議教師在開始遊戲前，可將規則簡化，讓學生在操作上更容易理解，再逐步加入其他規則。在開始遊戲後，教師可在每局提出問題讓學生討論，並引導學生思考躲避飛盤的戰術，這將延伸至未來高年級各項球類運動的前導關鍵問題，同時也不斷進學生領導能力與溝通技巧。

**Teacher:** Good morning everyone. Teacher prepares a fun game for you. Before we start, does anyone know dodgeball?

**Student:** Yes, we played this game before.

**Teacher:** Amazing! The game we play today is called dodgebee.

**Student:** So we use frisbee to play the game.

**Teacher:** That's right. The rule is as same as dodgeball. Now let's divide to 2 teams.

**Student:** I want to be outfielder/infielder!

**Teacher:** Remember if outfielder hit an infielder, the outfielder can turn into infielder.



### **Activity 4 Frisbee Ultimate (easy version)**

目的：飛盤爭奪賽是一項需要團隊合作、溝通與戰術分析的運動，初始教學可將規則簡化，以便學生學習，可等學生較熟悉規則後再慢慢增添規則與細節。教學上可先從簡單的傳接盤與防守作為開始，並以得分區的概念讓學生了解區域的空間感，近一步再觀察學生的學習成效。

在規則建立下，教師可先以 3 對 3 的小組比賽來進行，並在其他組員觀察下提出問題與建議，同時加深學習者對飛盤爭奪賽規則的觀念與創新的思維。



Teacher: Now I'm going to introduce you a new game. It's called frisbee ultimate.

Student: What is it? I haven't heard it before.

Teacher: Don't worry. This game is like football, but we use frisbee to score.

Student: Oh, I get it. How many people are in a team?

Teacher: Before the game starts, we'll divide to 2 teams. There are 7 members in each team.

Student: So we need to catch the frisbee to get a point.

Teacher: Correct! But only catching the frisbee in the end-zone can get a point.

Student: Wow, that sounds cool!

\*There are some rules you need to know :

#### Start to play

- ◆ Line up in the front of the end zone before start.
- ◆ Defense team throws the frisbee to offense team.

#### How to defend

- ◆ Open your arms to defend opponent.
- ◆ Only close the opponent in a frisbee distance.

#### When should I turnover?

- ◆ Drop the frisbee.
- ◆ Defender counts to ten, but offender doesn't pass the frisbee.
- ◆ Step on the side line.



**Lesson 3****操作性球類遊戲（三）  
滾球與拋球遊戲*****Ball Games League***

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**單元設計理念 (Unit Concept)**

球類活動是大小朋友都愛玩的運動，在本次主題以“滾球”與“拋球”團體遊戲讓國小階段中低年級的學生更加快速上手、參與其中。滾與拋的動作在學習球類技巧之前可作為培養球感之練習，在雙語的情境之下，學生可嘗試主動提出問題來與團隊夥伴討論，結合十二年國教的素養精神，共同討論團體目標、自我挑戰。本主題活動包含滾球遊戲：Snow flower；拋球遊戲：Count to 10 與 Call ball Challenge；綜合性遊戲：Moving company，趣味性高，也涵蓋基本球技練習。





## 課程說明 (Lesson Overview)

### 01 學科學習目標

1. Understand the basic ball game rules.( 了解球類基礎規則 )
2. Apply tossing, rolling and catching skills.( 運用滾球及拋球技巧 )

### 02 連結學習重點

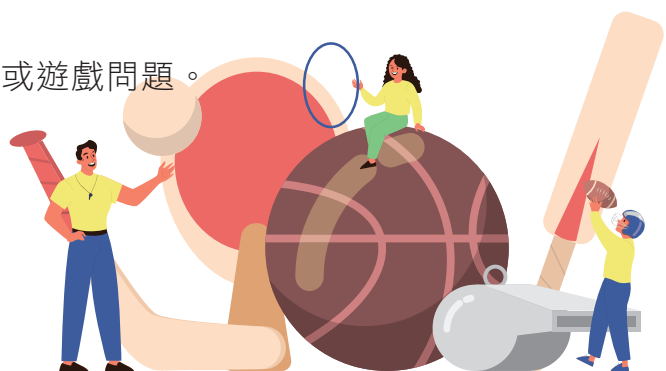
#### a. 學習內容：

Hc-I-1 標的性球類運動相關的簡易拋、擲、滾之手眼動作協調、力量及準確性控球動作。

#### b. 學習表現：

2c-I-2 表現認真參與的學習態度。

3d-I-1 應用基本動作常識，處理練習或遊戲問題。



## Section 1 字彙與片語 (Words and Phrases)

單字	中譯	單字	中譯
roll	滾	count	數
toss	拋	across	穿越
catch	接	knee	膝蓋
bend	彎曲	higher	更高
move	移動	fast	快
clap	拍手	open	打開



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. I roll the ball across \_\_\_\_\_ .

例句：I roll the ball across the hula hoop.  
我滾球穿過了呼拉圈。

2. \_\_\_\_\_ at the same time.

例句：We roll the balls at the same time.  
我們同時滾了球。

3. I can toss a ball above \_\_\_\_\_ .

例句：I can toss a ball above my head.  
我可以把球拋高過我的頭。

4. What can \_\_\_\_\_ do ?

例句：What can I do ?  
我可以怎麼做？

5. I \_\_\_\_\_ by myself.

例句：I toss the ball by myself.  
我自己拋球。

6. It looks like a \_\_\_\_\_ .

例句：It looks like a snow flower.  
它看起來像雪花。





## Section 3 教學步驟與講解 (Task Procedure)



### Introduction: How to Roll a ball

First, pair up and pick a ball, then face to each other. Before you start, remember one thing that it's important to bend your knees when you catch a rolling ball.

首先，兩人一組並持一顆球，接著面對面。在開始之前，記住一件重要的事事，就是當你接滾動的球要彎曲膝蓋。

When you are rolling a ball, you need to pull back your hand which you hold a ball.

當你在滾球時，你需要將持球的首先往後拉。

Next, step forward one foot. Last one is to roll a ball forward.

下一步，往前踩出一步。最後，將球往前滾。



### Introduction: How to Toss a ball

You can use one hand or both hands to toss a ball. Today let's use one hand to toss a ball by yourself.

你可以使用單手或雙手來拋球。今天讓我們使用單手來自拋自接。

First step is to put the on your palm. Second, use your wrist to make the ball up slightly. Then you'll see the ball is up in front of you. That's called tossing.

第一步是將球放在你的手掌上。第二，用手腕讓球輕輕地往上，之後你就會看到球網上且在你前方。這就叫做拋球。

After practicing, you can try to toss a ball higher, or you can toss the ball to your partner.

在練習之後，你可以試著把球拋得更高，或是你可拋球給你的夥伴。



## Activity 1

### Snow Flower (roll the ball)

目的：滾球遊戲除了兩人一組，在本活動中，藉由在小組遊戲下，增加學生挑戰的趣味性，觀察球速的變化，並體驗團隊合作的重要性，搭配英語的傳達，讓學生可以在遊戲中使用語言對話。

**Teacher:** Today we're going to play a game. It's called "Snow Flower". Now six people are in a group and make a big circle.

**Student:** How many balls should we take?

**Teacher:** Good question! Each group please take 3 balls.

**Student:** (Students take balls and make big circles.)

**Teacher:** Great! All you need to do is to roll the ball across the circle to your partners at the same time. Let's try it!

**Student:** (Students play the game.) It looks like a snow flower.

**Teacher:** That's right. Now let's roll the ball as fast as you can!



## Activity 2

## Count to 10 (ball sense practice)

目的：球感練習在學生初始接觸球類運動是十分重要的，這也是一項讓學生快速了解球的特性之方法，從拋球遊戲開始，不管是球的種類、大小、彈地後的現象或在空中飛行的方式等，都很適合各階段的學生認識、挑戰。

**Teacher:** If you want to be a friend of ball, you must catch every ball. So now pick a ball you like, and hold it in front of you. Are you ready?

**Student:** Yes, we're ready!

**Teacher:** Good! First, let's toss the ball above your head, then catch it. Try not to drop the ball.

**Student:** (Students do the activity.)

**Teacher:** Well done! Now we need to toss the ball higher, than clap your hands and catch the ball! Let's do it!

**Student:** I can clap my hands for three times!

**Teacher:** Awesome! If you can, try to clap your hands ten times! Remember, as fast as you can!



### Activity 3

## Call Ball Challenge (toss a ball)

目的：拋球報數遊戲是一項大小孩都熱愛的遊戲，透過拋球作為媒介，讓所有人專心在活動中，同時想盡辦法接住球，十分刺激好玩，遊戲過程也能將報數字的方式改成人名或代號，增加遊戲難度。

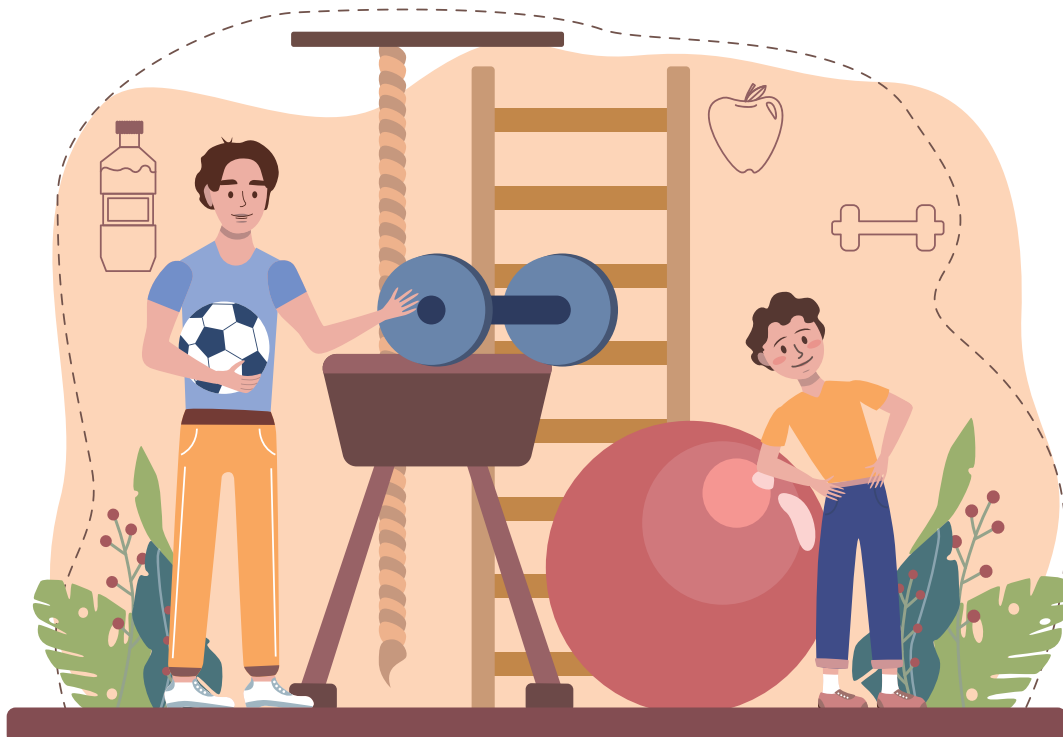
**Teacher:** Hello everyone, today we have a big challenge! Before we start, please make a group with 6 people and make a big circle.

**Student:** What's the challenge?

**Teacher:** The challenge is to catch every "call ball". The rule is that each group take a ball, and everyone has a number. When a person tosses the ball, that person needs to say a number. If he/she says "4", the person who is number 4 needs to catch the ball.

**Student:** Wow we should toss the ball higher!

**Teacher:** You're right! Let's play it!







## Activity 4 Moving Company

目的：結合滾球與拋球內容，融入主題情境，讓學生化身為搬家公司的一員，將球快速準確的運送到指定位置，教師可自行調整分組的人數與距離。

**Teacher:** Good morning everyone, today you get a new job!

**Student:** What is it?

**Teacher:** It's a job to move the ball! Now I need your help. Please line up.

**Student:** (Students line up.)

**Teacher:** Ok, when first person get a ball, he/she needs to toss the ball backward to the next person

**Student:** If the last person catch the ball, what can he/she do?

**Teacher:** The last person needs to roll the ball to the first person. So other people should open your legs and let the ball roll through you all!

**Student:** It sounds excited!

**Lesson 4****操作性球類遊戲（四）  
排球移動式接球****Ball Games (Move and Catch)**

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**前言 introduction**

排球運動是一種男女老少都適合的球類運動，是種兼顧了團體性、休閒娛樂、趣味性、及技巧性的運動。本節次以國民小學健體領域「第一學習階段」核心素養具體內涵為主軸設計，並以學習內容中「網／牆性球類運動相關的手眼動作協調、力量及準確性控球動作」為主，排球除了在特定的場地進行之外，也可以在戶外空地或沙灘進行運動，更可隨著人數、年齡和場地的不同，而進行調整人數及規則的運動。排球的好處除了伸展身體，也可以協調全身的肌肉，是一種簡易上手的運動方式。

本節次運用簡單的移動接球讓初學的孩子們運用腳部的移位及觀察球的落點對此運動有初步的概念。





## 課程說明 (Lesson Overview)

### 01 學科學習目標

1. Understand the basic ball game skills and rules. (了解簡易球類規則之手眼動作協調與遊戲規則)
2. Apply tossing, passing and catching skills. (操作簡易拋、接之手眼動作協調、力量及準確性控球動作)
3. Team work with partner and communicate with each other. (能與隊友溝通並合作)

### 02 連結學習重點

#### a. 學習內容：

Ha-I-1 網 / 牆性球類運動相關的簡易拋、接、控、擊、持拍及拍、擲、傳、滾之手眼動作協調、力量及準確性控球動作

#### b. 學習表現：

- 1c-I-1 認識身體活動的基本動作。
- 2c-I-1 表現尊重的團體互動行為。
- 3c-I-1 表現基本動作與模仿的能力。
- 4c-I-2 選擇適合個人的身體活動。



## Section 1 目標語言單字 (KEY WORDS)

單字	中譯	單字	中譯
move	移動	toss	拋
ball	球	hold	握
catch	接	bounce	彈
spot	位置	forward	向前
backward	向後	left	左
right	右	direction	方向



## Section 2 目標句型 (KEY SENTENCE PATTERNS)

1. I can \_\_\_\_\_ forward/ backward.

例句：I can move forward.

2. You can \_\_\_\_\_ the ball.

例句：You can toss the ball.

3. \_\_\_\_\_ the ball to the left/ right.

例句：Toss the ball to the left.

4. Which direction is hard to move?

I think \_\_\_\_\_ is hard to move.

例句：I think backward is hard to move.

5. Where is your \_\_\_\_\_ ?

例句：Where is your spot?

6. \_\_\_\_\_ like to \_\_\_\_\_ .

例句：We like to move forward.

I like to bounce the ball.



## Section 3 教學步驟與講解 (Activity Procedure)



### Introduction: How to catch a ball

Let's find yourself a partner and sit down. Each group will get a ball and an assigned spot.

請你找到你的夥伴後坐下。每組都會拿到一顆球還有分配的活動位置。

First, you will bounce the ball on the floor and your partner will move and catch it before it bounces again. Each of you will catch it 20 times

首先你跟你的夥伴要練習在球彈地一次後就移動過去並將它接起來。這個活動每個人會練習接 20 次。

Next, we will toss the ball and your partner will move and catch the ball without bouncing. And the final activity, we will play with another group.

接下來你會將球拋出去，你的夥伴要在球還沒落地之前就要移動過去把球接起來，最後我們會進行兩組對抗賽。





## Activity 1

### Bounce Once (move and catch)

目的：讓學生學習移動腳步接球，除練習接球外同時培養學生手眼協調的能力。

**Teacher:** We are going to play bounce once. Let's have two in a group. You will bounce the ball on the floor one time. It can be any direction that faces your partner and your partner has to catch it before it bounces again.

**Student:** Can the ball bounce two times?

**Teacher:** If you can't catch the ball when it bounces one time, it's okay. Check the direction your partner tosses the ball and move to the spot. Let's move to your spot and everyone will catch it 20 times.



## Activity 2

### Can't Touch the Floor (move and catch before it touches the floor)

目的：增加上一個活動的難度，讓學生要更快速的判斷球的落點及挑戰自己在球未落地前接住它。

**Teacher:** It's going to be harder now. We will try to catch the ball before it touches the floor this time. Remember to move faster and you might need to move to the left or right to catch the ball. If you can't catch it before it touches the floor?

**Student:** It's okay! We can practice more and get better.

**Teacher:** Excellent! Let's start it.



### Activity 3

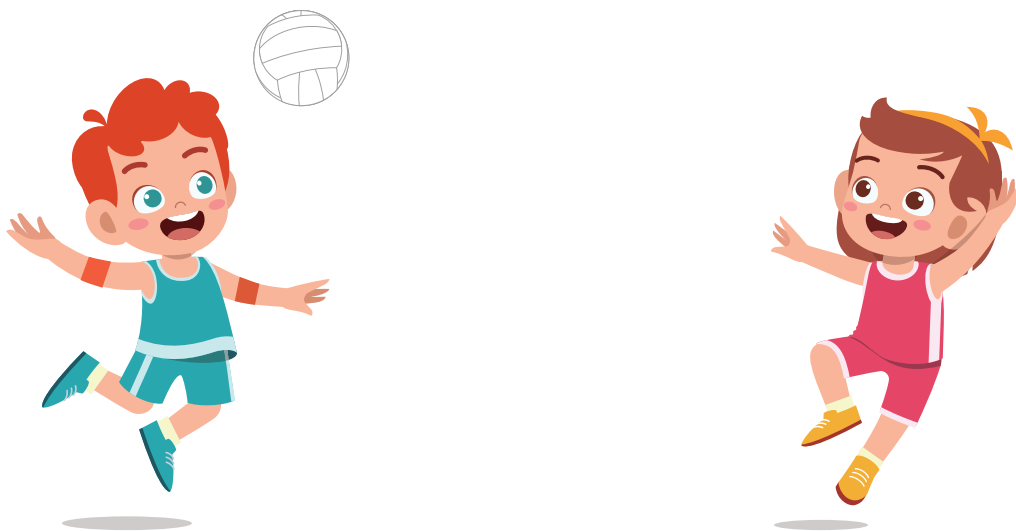
## Double Up (find another group and have a game)

目的：讓學生在熟悉前一個活動後與自己的組員跟另一組對抗，藉此練習移位及互相輔助合作。

**Teacher:** Please remember you have two people now. You might need to move forward or backward to help each other and catch the ball before it touches the floor.

**Student:** Okay!

**Teacher:** Let the game start. you have 2 minutes.



# 雙語教學資源手冊

## 國小健康（低年級）

### 編輯團隊

研編單位：臺北市立大學雙語教學研究中心

指導單位：教育部師資培育及藝術教育司

編輯：杜菲比、李媛如

主編：吳國誠

執行編輯：林欣彤、施育孜

美術編輯：萬兆豐股份有限公司

## 國小體育（低年級）

### 編輯團隊

研編單位：臺北市立大學雙語教學研究中心

指導單位：教育部師資培育及藝術教育司

編輯：Dr. Emerson、吳國誠、翁瑞伶、  
陳滢帆

主編：吳國誠、劉述懿

執行編輯：林欣彤、施育孜

美術編輯：萬兆豐股份有限公司