

跨領域師培生教案

名稱：How Do You Feel?

領域：英語、社會
綜合、人權



林祐妤、林詩媛
何佩玟、張君綺



國立臺中教育大學



108 年教育部高教深耕計畫—
扎根英語文領域教學研究計畫方案

師資培育之大學外語領域教學研究中心(小學組)設置計畫

Center for Research on Foreign Language Teaching for Elementary Schools
Department of English, National Taichung University of Education

108 年教育部高教深耕計畫—扎根英語文領域教學研究計畫方案

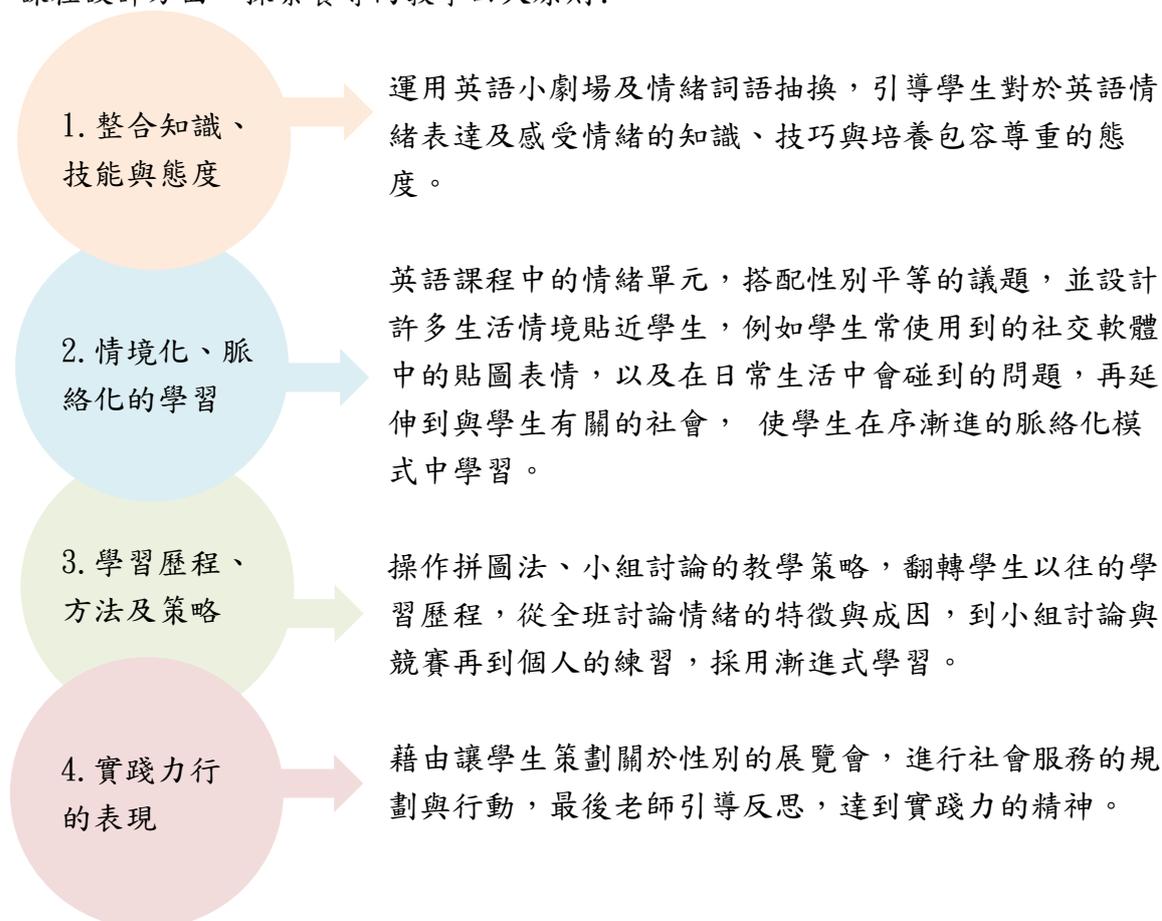
國民小學教育階段素養導向英語教學教案

壹、設計理念

綜觀現今教育，填鴨式的灌輸使學生趨於被動，抑制自主學習的能力；認知為主的課程讓學生埋首書堆，鮮少溝通合作的歷程；考試導向的學習令學生與生活脫節，欠缺實踐應用的精神，種種現象顯示學習似乎不再是實質能力的提升，反倒淪為空泛知識的堆砌！

有鑑於此，本份教學設計欲轉變既往的教學方式，以英語課程當中的情緒單元為主題並結合生活化教學媒材及十二年國教的「自發、互動、共好」理念為課程設計基礎！藉由課前讓學生自行蒐集相關資料，符應主動探索知識並歸納整理之「自發」；運用 4F 拼圖反思法教學模式的轉化，以達學生溝通合作與集思廣益之「互動」；透過展覽的介紹與行動規劃的展現，體現具體實踐與服務回饋之「共好」。

課程設計方面，採素養導向教學四大原則：



本份教學設計連結學生生活經驗，並透過探索思考、同儕合作、問題解決及反思自省的教學策略，力求讓學生在學習知識的同時，更培養學習的能力，並涵養社會關懷及參與的公民態度，目標給予學生一段全人化的學習歷程，一種「帶得走的能力」！

貳、教學分析

一、教材分析（若使用教科書，請寫明版本）

本教案參考康軒版 Super Wow 8 第三單元 Were you excited? 為了改變既往的教學內容，本教案加入人權教育，期許透過自編教材，帶給學生不一樣的學習視野。

二、學生分析（請敘明為小學階段之年級別、學生背景，正式英語學習大約幾年）

適用年級：六年級

學生背景：

1. 學生能通曉日常生活用語。
2. 學生願意參與課堂活動。

三、教學方法分析

為因應 108 課綱「自發、互動、共好」的理念，本課程設計以學生為主體。所參考的教學法有兩者，一為啟發式教學法、二為拼圖教學法，並加以調整使用。以下分述之：

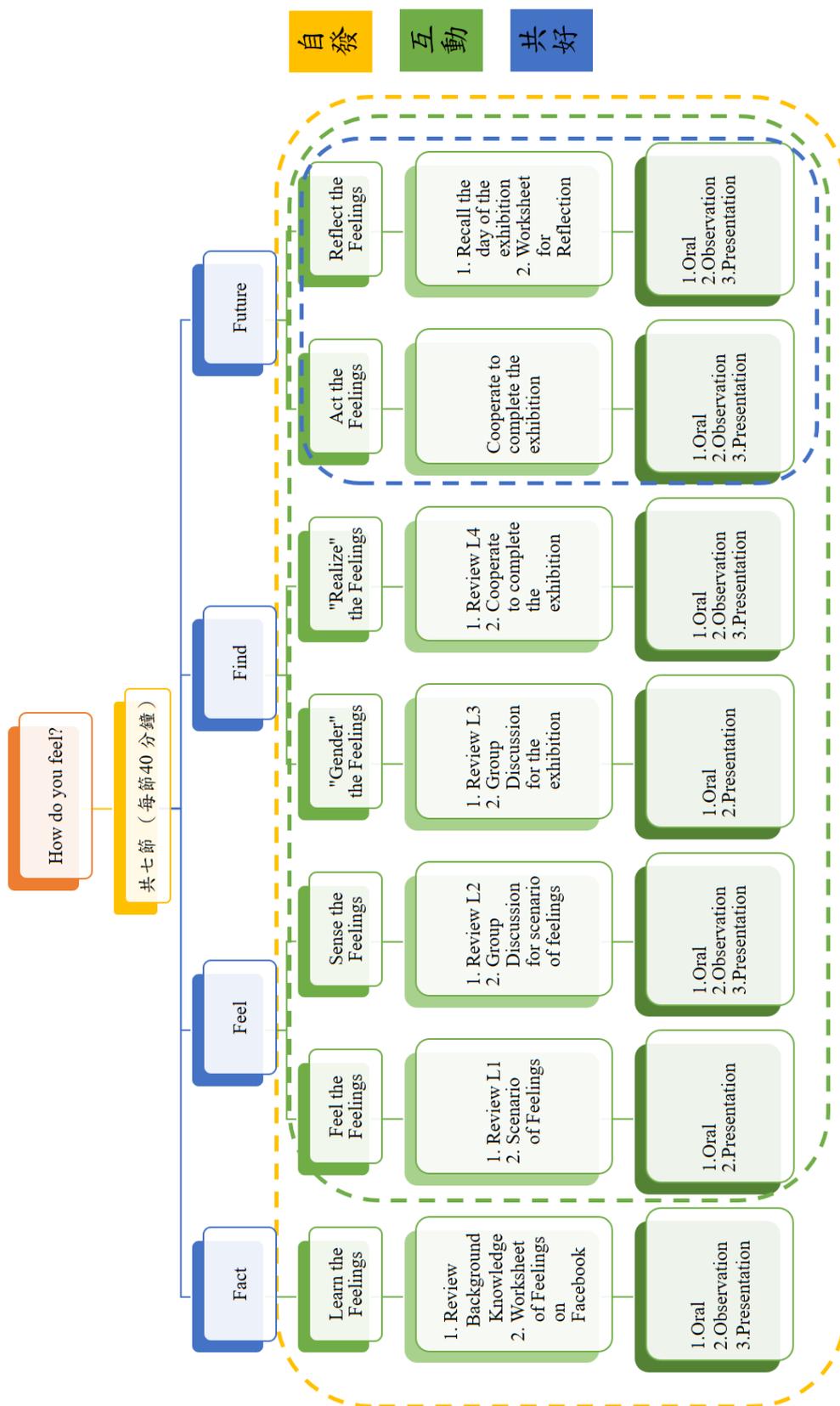
(一)啟發式教學法

提供預設的教學情境，讓學生自己根據先備知識及生活經驗，積極在課堂活動中尋找答案。教師在此扮演協助者的角色，給予學生生活上各問題情境，從旁引導學生思考、解決問題。使學生自發出積極主動的學習精神，來達到「自發」之目標。

(二)4F 拼圖反思教學法

英國學者羅貴榮(Roger Greenaway)提出「動態回顧循環」Active Reviewing Cycle 的引導技巧，歸納出四個「F」的提問重點：Facts(事實)、Feeling (感受)、Finding (發現)、Future (未來)。注重學生間的「合作學習」，希望能培養學生尊重他人、清楚表達、理性溝通等重要的人際關係技巧。此分組目的是為使學生形成學習共同體，經由同儕間的互相學習，完成預定的學習目標，達到「互動、共好」之理念。

四、課程概念架構圖 (指標/單元名稱/活動/策略/評量方式)



參、教學活動設計

單元主題	How do you feel?	課程時間	共七節 280 分鐘
學生年級	六年級	學生人數	24 人
核心素養			
<input type="checkbox"/> A1 身心素質與自我精進	<input checked="" type="checkbox"/> B1 符號運用與溝通表達	<input checked="" type="checkbox"/> C1 道德實踐與公民意識	
<input type="checkbox"/> A2 系統思考與解決問題	<input type="checkbox"/> B2 科技資訊與媒體素養	<input checked="" type="checkbox"/> C2 人際關係與團隊合作	
<input type="checkbox"/> A3 規劃執行與創新應變	<input type="checkbox"/> B3 藝術涵養與美感素養	<input type="checkbox"/> C3 多元文化與國際理解	
學科核心素養對應內容			
總綱		領綱	
<p>E-B1 具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。</p> <p>E-C1 具備個人生活道德的知識與是非判斷的能力，理解並遵守社會道德規範，培養公民意識，關懷生態環境。</p> <p>E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。</p>		<p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>人 E5 欣賞、包容個別差異並尊重自己與他人的權利。</p> <p>人 E6 覺察個人的偏見，並避免歧視行為的產生。</p> <p>社-E-C1 培養良好的生活習慣，理解並遵守社會規範，參與公共事務，養成社會責任感，尊重並維護自己和他人的人權，關懷自然環境與人類社會的永續發展。</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p>	
本單元學習重點			
學習表現		學習內容	
<p>1-III-13 能辨識簡易句子語調所表達的情緒和態度。</p> <p>4-III-6 能書寫課堂中所學的句子。</p> <p>5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。</p> <p>7-III-4 對教師或同學討論的內容能舉出示例或反例。</p>		<p>Ac-III-4 國小階段所學字詞 (能聽、讀、說 300 字詞，其中必須拼寫 180 字詞)。</p> <p>Ad-III-2 簡易、常用的句型結構。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p>	
融入之議題 / 整合之領域			

融入議題：人權教育

整合之領域：社會/綜合領域

學習目標

1. The First class

1-1 cognitive: Students will be able to memorize the target words.

1-2 cognitive: Students will be able to apply the sentence pattern.

1-3 psychomotor: Students will be able to complete the worksheet.

1-4 affective: Students will be able to aware of their feelings.

2. The Second class

2-1 cognitive: Students will be able to apply the sentence pattern.

2-2 psychomotor: Students will be able to complete the worksheet.

2-3 psychomotor: Students will be able to cooperate with their group.

2-4 affective: Students will be able to notice their swing of emotions.

3. The Third Class

3-1 cognitive: Students will be able to complete the unfinished sentences.

3-2 psychomotor: Students will be able to complete the worksheet.

3-3 psychomotor: Students will be able to cooperate with their group.

3-4 affective: Students will be able to know the causes to their different emotions.

4. The Forth Class

4-1 cognitive: Students will be able to know the different issues between emotions and gender.

4-2 psychomotor: Students will be able to use technology to do research.

4-3 psychomotor: Students will be able to cooperate with their group.

4-4 psychomotor: Students will be able to complete the worksheet.

4-5 affective: Students will be able to pay attention to other group's presentation.

5. The Fifth Class

5-1 psychomotor: Students will be able to cooperate with their group.

5-2 affective: Students will be able to develop the spirit of teamwork.

6. The Sixth Class

6-1 cognitive: Students will be able to use English to present their report.

6-2 psychomotor: Students will be able to cooperate with their group.

6-3 affective: Students are able to concern the social issues and participate in the activities.

6-4 affective: Students are able to pay attention to others and give them feedback.

7. The Seventh Class

7-1 cognitive: Students will be able to know the differences between emotions and gender.

7-2 psychomotor: Students will be able to cooperate with their group

7-3 psychomotor: Students will be able to use English to have group discussions and feedbacks.

7-4 affective: Students are able to have the courage to take action to social issues.

使用教具 / 教學資源 / 網路連結

1. Teaching Aids:
black board、worksheet1*24、worksheet2*24、Posters、scientific studies、iPads*24、crayons、the box of opinion、the vote box、white board*4、prize*4
2. Internet Resources:
 - 《無敵破壞王：網路大暴走》：
<https://www.youtube.com/watch?v=gczfSHkQdME>
 - 情緒表達的性別差異：跨情境的分析：
http://epbulletin.epc.ntnu.edu.tw/upload/journal/prog/16a91833_20180410.pdf
 - 吳季剛：<https://www.youtube.com/watch?v=BNb37w4VIMk>
 - 蔡英文：<https://www.youtube.com/watch?v=5nY662K29gs>
 - 曾雅妮：<https://www.gvm.com.tw/article.html?id=18860>
 - 馬拉拉：<https://youtu.be/JoE7tMcCvZo>

本單元所需之學生先備知識	本單元之目標語言內容
Words: amazed, bored, excited, nervous, proud, scared	<p>Language of learning</p> <ol style="list-style-type: none"> 1. Sentence pattern: Q: How do you feel? A: I feel _____. 2. Topic: feelings/ gender/ characteristics <p>Language for learning</p> <ol style="list-style-type: none"> 1. Analyzing data 2. Teamwork language 3. Exhibition's question and answer <p>Language through learning</p> <ol style="list-style-type: none"> 1. Explanation of the reason for choosing the exhibition's topic 2. Applying different adjectives to different scenarios and feelings 3. Using other ways than exhibition to present what they can do for their society

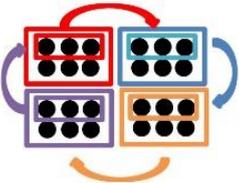
單元第一節：Learning the Feelings.

教學流程	所需資料及對應目標	時間	評量方式
<u>Pre-task</u> Review: <u>FEELINGS</u> (5 mins) <ol style="list-style-type: none"> 1. Each group needs to record the feelings when they see the video. 2. The teacher asks the students what kind of feelings did you see in the video. 3. Teacher list out the words the students mentioned on the black board. 	<i>Materials:</i> https://www.youtube.com/watch?v=gczfSHkQdME <i>White board, marker</i>	5	Oral: checking

4. Teacher reviews the target words. (amazed, bored, excited, proud, nervous, scared)	<i>Objective #</i> 1-1		
<p><u>Main-task</u></p> <p>1. Sentence Pattern (10 mins)</p> <p>A: How do you feel?</p> <p>B: I feel _____.</p> <p>(1) Using flashcards that have the target language and one side and the picture on the other, teach the students some basic adjectives used to describe how a person feels in a whole sentence.</p> <p>(2) After going through the practice one or twice, ask the students to say the correct sentence which corresponds to the English word teacher is showing them.</p> <p>(3) Teacher asks the student practice using exaggerated body gestures while saying the sentence pattern. For example, when the student says “I feel excited”, the students should say the sentence while making a great big smile.</p> <p>2. Activity: <u>Feelings on Facebook</u> (15 mins)</p> <p>(1) Teacher distribute the worksheets and explain the details.</p> <p>A. There is a blank for students to create a scenario for other groups to guess the answer.</p> <p>B. Students start completing the worksheet. (Feelings on Facebook)</p> <p>C. Teacher check if the students have any problems on finishing their worksheet.</p> <p>D. After each group done their works, the teacher will check the answer with the whole class.</p> <p>(2) The teacher asks the volunteer show their worksheet and uses the APP to project the blank of scenario for the whole class.</p> <p>A. The APP can project student’s worksheet on the screen directly.</p> <p>B. The students can clearly see others worksheet.</p>	<p><i>Materials:</i> <i>Worksheet,</i> <i>APP,</i> <i>flashcards,</i></p> <p><i>Objective #</i> 1-1 · 1-2 · 1-3 · 1-4</p>	25	<p><u>Oral:</u> sharing ideas with others</p> <p><u>Observation:</u> checking the student’s participation</p> <p><u>Performance:</u> completing the worksheet</p>

(3) Teacher list out the words the students mentioned on the black board.			
<u>Post-task</u> Wrap up: <u>My own Feelings on Facebook</u> (10 mins) 1. Every student has to complete the worksheet. (1) There is a blank for students to create a scenario. (2) There are some blanks for students to fill in the correct answer. 2. The teacher summarize the class.	<i>Materials:</i> <i>worksheet</i> <i>Objective #</i> <i>1-3 · 1-4</i>	10	<u>Observation:</u> checking the student's participation <u>Performance:</u> completing the worksheet

單元第二節: Feel the Feelings

教學流程	所需資源及對應目標	時間	評量方式
<u>Pre-task</u> Review: <u>FEELINGS</u> 1. Teacher asks students to give examples of different types of feelings. e.g., amazed, bored, excited, proud, nervous, scared 2. Teacher list out the words the students mentioned on the black board.	<i>Materials:</i> <i>black board</i> <i>Objective #</i> <i>2-1</i>	5	<u>Oral:</u> giving example of at least three types of feelings
<u>Main-task</u> Activity: <u>SCENARIO OF FEELINGS</u> 1. Explain the rules (5 mins) (1) The class will be divided into 6 groups, which contains two <i>small</i> groups. (2) Each <i>big</i> group is given a topic to present. (3) Each topic needs a <i>small</i> group to present, as the other <i>small</i> group switches to another group to “feel” another cinema. (4) Teacher draws a picture on the black board to explain the sequence. e.g., <i>small red</i> group to <i>big blue</i> group.  (5) Everyone has the chance to go to each group to see	<i>Materials:</i> <i>black board,</i> <i>worksheet 1</i> <i>*24</i> <i>Objective #</i> <i>2-1 · 2-2 ·</i> <i>2-3 · 2-4</i>	25	

(2) Teacher checks if anyone needs help.			
<u>Post-task</u> Wrap up: <u>ADDING UP</u> 1. Calculating the results. (5 mins) Students add the points they earn on the worksheet. 2. Overview the overall evaluation (3 mins) (1) Raise your hands, if your score is higher than 5. (2) Raise your hands, if your score is higher than 7. (3) Raise your hands, if your score is higher than 9. (4) Raise your hands, if your score is higher than 10. 3. Brief introduction of the next class. (2 mins) What do you find out? What is the reason for the result?	Materials: Worksheet2*24 Objective # 2-3、2-4	10	<u>Performance:</u> adding up the results <u>Performance:</u> checking the results
單元第三節: Sense the Feelings			
教學流程	所需資料及 對應目標	時間	評量方式
<u>Pre-task</u> Review: <u>SCENARIO OF FEELINGS</u> 1. Recall the activity (4 mins) Teacher asks questions to guide students for another task. A. What cinemas did you see? B. What is the result? C. Why are we doing this activity? 2. Disclose the topic for the lesson (1 mins) (1) Teacher take turns summarizing the students' answers for each question. (2) Disclose the topic is about "Why do we feel this way?".	Materials: Posters*6 Objective # 3-1、3-3、 3-4	5	<u>Oral:</u> recalling the former experiences
<u>Main-task</u> Activity: <u>THE 4FS</u> 1. Assign a new task (5 mins) (1) Teacher takes the activity as for example, and asks the three questions: A. What are we doing, when we are watching the cinema? (the objective, facts) B. What do you do when you are watching the show? (the reflection, feelings)	Materials: Posters*6, Black broad Objective # 3-1、3-2、 3-3、3-4	25	<u>Oral:</u> reflecting on the former experiences

<p>C. What are you going to do now? (the interpretation, findings)</p> <p>(2) Teacher introduces the 4Fs, and write them on the board.</p> <p>A. Fact: (the objective) What do I see? B. Feeling: (the reflection) How do I feel? C. Finding: (the interpretation) What do I learn? D. Future: (the decision) What shall we do next?</p> <p>(3) Teacher disclose the new task is to discuss in groups to complete the 4Fs on their posters.</p> <p>2. Begin group discussion (10 mins)</p> <p>(1) Teacher gives 6 different missions for each person in the group.</p> <p>A. Leader: Everyone has a turn. B. Writer: Write down the results. C. Timer: Finish in time. D. Idea Producer: Give new ideas. E. Question Producer: Ask good questions. F. Presenter: Show the class the final result.</p> <p>(2) Students start discussing for 10 minutes.</p> <p>3. Group presentations (10 mins)</p> <p>(1) Each group present their results in 2 minutes. (2) Teacher gives feedback to each group.</p>			<p><u>Performance:</u> cooperating with friends to complete the worksheet</p> <p><u>Performance:</u> cooperating with friends to complete the task</p>
<p><u>Post-task</u></p> <p>Wrap up: <u>THE 4FS</u></p> <p>Teacher summarizes the different results from each group. e.g., There are many reasons resulting to our reactions, including feelings. e.g., No matter the result is because of the difference of <i>gender</i> or <i>social status</i>, most importantly is because we have different <i>characters</i>.</p>	<p><i>Materials:</i></p> <p><i>Objective #</i> 3-4</p>	<p>5</p>	<p><u>Observation:</u> checking for student's understanding for the whole class</p>
<p>單元第四節：“Gender” the Feelings</p>			
<p>教學流程</p>	<p>所需資源及對應目標</p>	<p>時間</p>	<p>評量方式</p>
<p><u>Pre-task</u></p> <p>Review: <u>SCENARIO OF FEELINGS</u></p> <p>1. Facts about the connection between feelings and gender</p>	<p><i>Materials:</i> <i>scientific studies</i></p>	<p>15</p>	<p><u>Oral:</u> speaking out the listed possible</p>

- (1) Student predict the possible connections between feelings and gender.
e.g., angry-male 、sad-female
- (2) Teacher make a comparison with the activity the class did last time, to check if there are any similarities.
- (3) Teacher show the statistics results according to the scientific studies to prove that it is has been a stereotype for gender for years.

Objective #
4-1

connections
between feelings
and gender

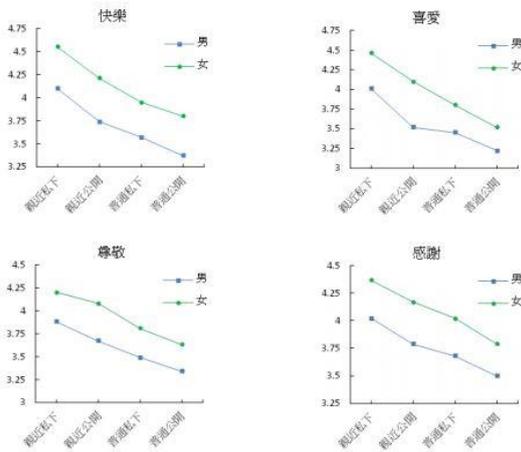


圖 1 快樂、喜愛、尊敬和感謝在四種情境中的性別差異

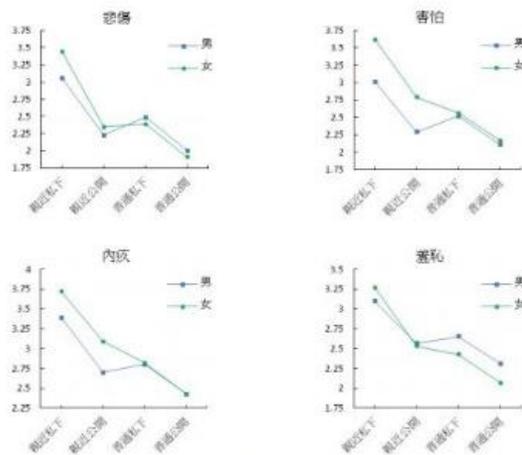


圖 2 悲傷、害怕、內疚和羞恥在四種情境中的性別差異

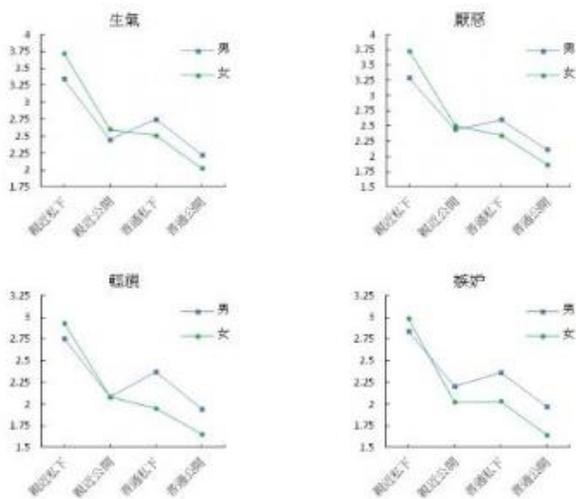


圖 3 生氣、厭惡、輕視和嫉妒在四種情境的性別差異

Reference:

http://epbulletin.epc.ntnu.edu.tw/upload/journal/prog/16a91833_20180410.pdf

2. Teacher ask students to list out the possible characteristics for each gender on the broad.

e.g.,

A. Female: thoughtful 、emotional 、gentle...

B. Male: brave 、reckless 、straight-forward...

3. Teacher show the class some examples of the famous people to check if the stereotypes are true or not.

(1)吳季剛(Jason Wu):male/gentle 、ambitious

(2)蔡英文(Tsai Ing-wen):female/strong 、brave

(3)曾雅妮(Tseng, Yani):female/outgoing 、brave

(4)馬拉拉(Malālah Yūsafzay):female/brave 、frank

Reference:

吳季剛: <https://www.youtube.com/watch?v=BNb37w4VIMk>

蔡英文: <https://www.youtube.com/watch?v=5nY662K29gs>

曾雅妮: <https://www.gvm.com.tw/article.html?id=18860>

馬拉拉: <https://youtu.be/JoE7tMcCvZo>

Main-task

Activity: THE EXHIBITION

1. Teacher asks the students a question: How to break the stereotype?

2. Students discuss in groups to decide the exact person they wanted to research and report about.

3. Teacher checks each groups topic to prevent the report to

Materials:

iPads*24 、
posters*4 、
crayons

Objective #

4-2 、4-3 、4-4

20

Oral:

answering the question

Observation:

checking the topics for each group

<p>be overlapped.</p> <p>4. Teacher passes down the worksheet and briefly go through the detail about how to complete it.</p> <p>5. Students work in groups to finish the task.</p> <table border="1" data-bbox="116 398 839 551"> <tr> <td>Level A</td> <td>Level B</td> <td>Level C</td> </tr> <tr> <td>The presenter 、 question finder</td> <td>The leader 、 idea giver</td> <td>The writer 、 timer</td> </tr> </table>	Level A	Level B	Level C	The presenter 、 question finder	The leader 、 idea giver	The writer 、 timer			<p><u>Performance:</u> completing the worksheet with cooperating with their group</p>
Level A	Level B	Level C							
The presenter 、 question finder	The leader 、 idea giver	The writer 、 timer							
<p><u>Post-task</u> Review: <u>SHOW AND TELL</u></p> <p>1. Teacher invites one group to present on stage to share the final results of the worksheet.</p> <p>2. Teacher gives feedback and recommendations to each presenting groups.</p> <p>3. Students should complete the work after school, and bring it to class next time.</p>	<p><i>Materials:</i> <i>posters*4</i></p> <p><i>Objective #</i> <i>4-5</i></p>	5	<p><u>Oral:</u> sharing the final discussion</p>						
<p>單元第五節：“Realize” the Feelings</p>									
<p>教學流程</p>	<p>所需資源及 對應目標</p>	<p>時間</p>	<p>評量方式</p>						
<p><u>Pre-task</u></p> <p>1. Students share the script with others</p> <p>2. Teacher gives the students feedback</p>	<p><i>Materials:</i></p> <p><i>Objective #</i> <i>5-1 、 5-2</i></p>	8	<p><u>Performance:</u> cooperating with friends to complete the poster</p>						
<p><u>Main-task</u></p> <p>1. Explain the duty (5 mins)</p> <p>(1) Each group has six people.</p> <p>(2) Everyone is given a task to complete.</p> <p>(3) Painter*2: design the poster Record*2: search the information, take the picture Presenter*2: present the poster</p> <p>2. Teamwork (20 mins) Each group starts to complete the poster.</p>	<p><i>Materials:</i> <i>black broad, poster, crayon</i></p> <p><i>Objective #</i> <i>5-1 、 5-2</i></p>	25	<p><u>Performance:</u> cooperating with friends to complete the poster</p>						
<p><u>Post-task</u></p> <p>1. Overview the posters (5 mins)</p> <p>2. Brief introduction of the next class. (2 mins)</p>	<p><i>Materials:</i></p> <p><i>Objective #</i> <i>5-1 、 5-2</i></p>	7							

單元第六節: Act the Feelings

教學流程	所需資料及 對應目標	時間	評量方式
<p><u>Pre-task</u></p> <ol style="list-style-type: none"> The students start to decorate the exhibition and practice the presentation. The teacher checks if the students have any problems on the presentation and the decoration. Teacher sets up the box of opinions and vote. Teacher gives students the schedule for today's class. <ol style="list-style-type: none"> The presenter is responsible for introducing the purpose of exhibition. Furthermore, they also need to observe and evaluate others result. The painter is responsible for delivering the related information to people during the exhibition. Furthermore, they also need to observe and evaluate others result. The recorder is responsible for taking the pictures and giving the vote to people. Furthermore, they also need to observe and evaluate others result. 	<p><i>Materials:</i> <i>Poster, the box of opinion, the vote box</i></p> <p><i>Objective #</i> <i>6-3</i></p>	10	<p><u>Oral:</u> Speaking out the content of the topic</p> <p><u>Observation:</u> Paying attention to the teacher</p> <p><u>Performance:</u> Completing the decoration of the exhibition</p>
<p><u>Main-task</u></p> <p>The topic of the exhibition: (Students come up with the topic on their own.)</p> <ol style="list-style-type: none"> Each group starts to introduce their topic. The standard of vote The painter should tell the standard of vote to visitors. <ol style="list-style-type: none"> Fluency Informative Persuasive Interactive The teacher check if the students meet the difficulty. 	<p><i>Materials:</i> <i>Posters*4</i></p> <p><i>Objective #</i> <i>6-1、6-2、6-3、6-4</i></p>	20	<p><u>Oral:</u> Speaking out the content of the topic</p> <p><u>Observation:</u> Willing to participate the activity</p> <p><u>Performance:</u> Completing the exhibition</p>
<p><u>Post-task</u></p> <ol style="list-style-type: none"> The teacher calculates which group gets the most vote. The teacher gives the feedback and encouragement. Everyone cleans up the exhibition. 	<p><i>Materials:</i></p> <p><i>Objective #</i> <i>6-4.</i></p>	10	

單元第七節: Reflect the Feelings.

教學流程	所需資料及	時間	評量方式
------	-------	----	------

	對應目標		
<u>Pre-task</u> 1. Students reflects on what have they did for the whole lesson for 3 minutes. 2. Students share their thought with their classmates for 1 minutes. 3. Teacher invites students to share what they discussed.	<i>Materials:</i> <i>Objective #</i> 7-1、7-3、 7-4	10	<u>Oral:</u> sharing ideas with others
<u>Main-task</u> 1. Group discussion (5 mins) (1) Teacher asks questions and the students discuss in groups and write the answers on the white broad. A. What are the good and bad things you learn from the other groups? B. What will you do to improve for the next time? (2) Students discuss in groups about the peer assessment. (3) Teacher asks students to share the ideas and findings. 2. Activity: <u>THE REFLECTION</u> (15 mins) Teacher explains the details and asks students to share the reflection. A. What did I learn from the first activity? B. What do I want to learn after the first activity? C. What did I learn from the second activity? D. What do I want to learn after the second activity? E. What do I learn from cooperating with others? F. What else can I do after this lesson? G. What is the most useful thing I learn from the whole lesson? H. What do I want to learn after the lesson?	<i>Materials:</i> white broad*4 <i>Objective #</i> 7-1、7-2、 7-3、7-4、	20	<u>Oral:</u> sharing ideas with others <u>Observation:</u> checking the student's participation
<u>Post-task</u> Recap: <u>THE EXHIBITION</u> 1. Teacher summarizes the performance for the students (1) Sharing the good qualities of the students. e.g., hardworking、brave、kind (2) Giving out the final awards Best Creative Award、Best Teamwork Award Best Presenter Award、Best Popularity Award	<i>Materials:</i> prize*4 <i>Objective #</i> 7-1、7-4、 7-5	10	<u>Oral:</u> sharing the advantages and disadvantages of each groups presentation for the exhibition

2. Students takes pictures with the prize and the teacher.			
3. Teacher deliver some words of gratitude.			

肆、教學評量

具體目標	評量方式	備註
1-1 cognitive: Students will be able to memorize the target words	<u>Oral</u> : checking	
1-2 cognitive: Students will be able to apply the sentence pattern.	<u>Oral</u> : checking	
1-3 psychomotor: Students will be able to complete the worksheet.	<u>Performance</u> : completing the worksheet <u>Observation</u> : checking the student's participation	
1-4 affective: Students will be able to aware of their feelings.	<u>Observation</u> : checking the student's participation	
2-1 cognitive: Students will be able to apply the sentence pattern.	<u>Oral</u> : giving example of at least three types of feelings	
2-2 psychomotor: Students will be able to complete the worksheet.	<u>Performance</u> : understanding the game rules	
2-3 psychomotor: Students will be able to cooperate with their group.	<u>Performance</u> : cooperating with friends to complete the worksheet <u>Performance</u> : adding up the results	
2-4 affective: Students will be able to notice their swing of emotions.	<u>Performance</u> : checking the results	
3-1 cognitive: Students will be able to complete the unfinished sentences.	<u>Oral</u> : recalling the former experiences	
3-2 psychomotor: Students will be able to complete the	<u>Performance</u> : cooperating with friends to	

worksheet.	complete the worksheet	
3-3 psychomotor: Students will be able to cooperate with their group.	<u>Performance:</u> cooperating with friends to complete the worksheet	
3-4 affective: Students will be able to know the causes to their different emotions.	<u>Observation:</u> checking for student's understanding for the whole class	
4-1 cognitive: Students will be able to know the different issues between emotions and gender.	<u>Oral:</u> speaking out the listed possible connections between feelings and gender	
4-2 psychomotor: Students will be able to use technology to do research.	<u>Oral:</u> answering the question	
4-3 psychomotor: Students will be able to cooperate with their group.	<u>Performance:</u> completing the worksheet with cooperating with their group	
4-4 psychomotor: Students will be able to complete the worksheet.	<u>Observation:</u> checking the topics for each group	
4-5 affective: Students will be able to pay attention to other group's presentation.	<u>Oral:</u> sharing the final discussion	
5-1 psychomotor: Students will be able to cooperate with their group.	<u>Performance:</u> cooperating with friends to complete the poster	
5-2 affective: Students will be able to develop the spirit of teamwork.	<u>Performance:</u> cooperating with friends to complete the poster	
6-1 cognitive: Students will be able to use English to present their report.	<u>Oral:</u> Speaking out the content of the topic	
6-2 psychomotor: Students will be able to cooperate with their group.	<u>Observation:</u> Willing to participate the activity	
6-3 affective: Students are able to concern the social issues and participate in the activities.	<u>Performance:</u> Completing the exhibition	

6-4 affective: Students are able to pay attention to others and give them feedback.	<u>Observation:</u> Willing to participate the activity	
7-1 cognitive: Students will be able to know the differences between emotions and gender.	<u>Oral:</u> sharing ideas with others	
7-2 psychomotor: Students will be able to cooperate with their group	<u>Observation:</u> checking the student's participation	
7-3 psychomotor: Students will be able to use English to have group discussions and feedbacks.	<u>Oral:</u> sharing ideas with others	
7-4 affective: Students are able to have the courage to take action to social issues.	<u>Observation:</u> checking the student's participation	

*表現標準將學生能力分五等級：

五顆星-優秀、四顆星-良好、三顆星-基礎、兩顆星-不足、一顆星-落後。

評量項目	細項	星星等級
Oral	流利度 Fluency	☆☆☆☆☆
	完整度 Completion	☆☆☆☆☆
	音量 Volume	☆☆☆☆☆
	音調 Tone	☆☆☆☆☆
	台風 Stage physique	☆☆☆☆☆
Performance	合作度 Cooperation	☆☆☆☆☆
	完整度 Completion	☆☆☆☆☆
	解決問題能力 Problem solving ability	☆☆☆☆☆
Observation	專心度 Concentration	☆☆☆☆☆
	敏感度 Sensitivity	☆☆☆☆☆
Pencil-Paper test	字句書寫 Writing	☆☆☆☆☆
	文意表達 Literary expression	☆☆☆☆☆
	熟練度 Proficiency	☆☆☆☆☆

伍、其他相關補充資料

附件 1

feelings on facebook

Class: _____ Number: _____ Name: _____

Please fill in the blanks about emotions of the following posts .

1. She feels _____.



2. He feels _____.



3. He feels _____.



4. He feels _____.



5. She feels _____.



6. She feels _____.



feelings on facebook

Class: _____ Number: _____ Name: _____

Please create your facebook post!

Intro
Work:
Education:
Sports:
Music:
Lives in _____
 Photos

Update Status Add Photo / Video Ask Question

○ _____ feeling _____
Date: 2019/ /

Like Comment Share

Intro
Work:
Education:
Sports:
Music:
Lives in _____
 Photos

Update Status Add Photo / Video Ask Question

○ _____ feeling _____
Date: 2019/ /

Like Comment Share

Scenario of Feelings

Class: _____ Number: _____ Name: _____

Scenario	Reaction	Score
Red	What will you do? <input type="checkbox"/> Laugh at him/her. <input type="checkbox"/> Help him/her. <input type="checkbox"/> I don't care.	
Blue	What do you think he/she is thinking about? <input type="checkbox"/> He/ She must be hardworking. <input type="checkbox"/> He/ she must be cheating. <input type="checkbox"/> Why is he/she so lucky?	
Green	What will you say to comfort him/her? <input type="checkbox"/> You can always buy a new one. <input type="checkbox"/> I bet it will not happen again. <input type="checkbox"/> I know the pain of losing something important.	
Purple	What do you think he/she is thinking about? <input type="checkbox"/> He/ She must be excited. <input type="checkbox"/> It must be a famous idol. <input type="checkbox"/> I feel bored.	
Total		

Scenario of Feelings

Class: _____ Number: _____ Name: _____

Scenario	Reaction	Score
Red	What will you do? <input type="checkbox"/> Laugh at him/her. (2) <input type="checkbox"/> Help him/her. (3) <input type="checkbox"/> I don't care. (1)	(Point)
Blue	What do you think he/she is thinking about? <input type="checkbox"/> He/ She must be hardworking. (3) <input type="checkbox"/> He/ she must be cheating. (2) <input type="checkbox"/> Why is he/she so lucky? (1)	(Point)
Green	What will you say to comfort him/her? <input type="checkbox"/> You can always buy a new one. (1) <input type="checkbox"/> I bet it will not happen again. (2) <input type="checkbox"/> I know the pain of losing something important. (3)	(Point)
Purple	What do you think he/she is thinking about? <input type="checkbox"/> He/ She must be excited. (3) <input type="checkbox"/> It must be a famous idol. (2) <input type="checkbox"/> I feel bored. (1)	(Point)
Total		(Point)

Group: _____

date: _____

『 We feel we think we care we act 』

Group division:



* Try to think about it.

<p>5. What's the difference?</p>	<p>6. How to introduce?</p>	<p>7. Data:</p>
<p>4. Life story:</p>	<p>1. Character: She/He is...</p>	<p>8. Title:</p>
<p>3. Usually this gender person will?</p>	<p>2. Trait:</p>	<p>9. Supplementary explanation:</p>

We feel, we think, we care, we act.

TOPIC:

Feedback form

Hello :

Thank you for participating in this event, we hope that the content of the event will give you a rich harvest. In order to understand whether this event has brought you any gains, please give us feedback and comments, thank you!

Please put the completed feedback form into the suggestion box.

I. Basic data

1. Gender Men Women
 2. Identity Student Teacher Other: _____

II. Satisfaction Survey

(The degree of consent is indicated by 1 to 6 points, 6 of the representatives very much agree, 1 representatives very much disagree, please circle the appropriate number.)

*The subject I am listening to is _____

	agree. -----	disagree.
1. Overall, I am very satisfied with this exhibition.	6 5 4 3 2 1	
2. This exhibition broaden my horizons.	6 5 4 3 2 1	
3. This commentary touched me.	6 5 4 3 2 1	
4. After listening to the explanation, I changed my previous thoughts.	6 5 4 3 2 1	
5. The speaker's presentation is excellent.	6 5 4 3 2 1	

III. Other comments and suggestions

~Thank you for your participation.~

投票紙 Voting paper:

請寫下你覺得最能打動你並且能流暢表達的小組。

Please write down the group that impressed you the most.

•

•