

性別平等議題融入英語教學設計

主題：Mulan, what subjects do you like?

一、設計理念

性別平等議題融入各領域教學的必要理念

依據「性別平等教育課程基本理念」之說明，所謂性別平等教育(gender equity education)的意涵，其中「性別」(gender)，其意為由生理的性衍生的差異，包括社會制度、文化所建構出的性別概念；而「平等」(equity/fairness)除了維護人性的基本尊嚴之外，更謀求建立公平、良性的社會對待。「性別平等教育」的推動，即是希望透過「教育」的歷程和方法，使「不同性別」都能站在公平的立足點上發展潛能，不因生理、心理、社會及文化上的性別因素而受到限制，更期望經由教育上的性別平等，促進男女在社會上的機會均等，而在性別平等互助的原則下，共同建立和諧的多元社會。

因此，在學校方面，除了建構性別平等的學校文化與環境，持續不斷的推動性別平等教育的專業發展，以建立教師性別意識外，對於課程、教學與評量最重要的執行者——教師，應培養無性別歧視觀，一方面能編選具有性別均等的教材，另一方面更能澄清與修正教科書中的性別意識形態，並且在發展學校本位課程時，透過在各學習領域的基本教學時數與彈性學習時間的運用，將性別平等教育議題的能力指標融入並轉化於各學習領域的教學實踐中。

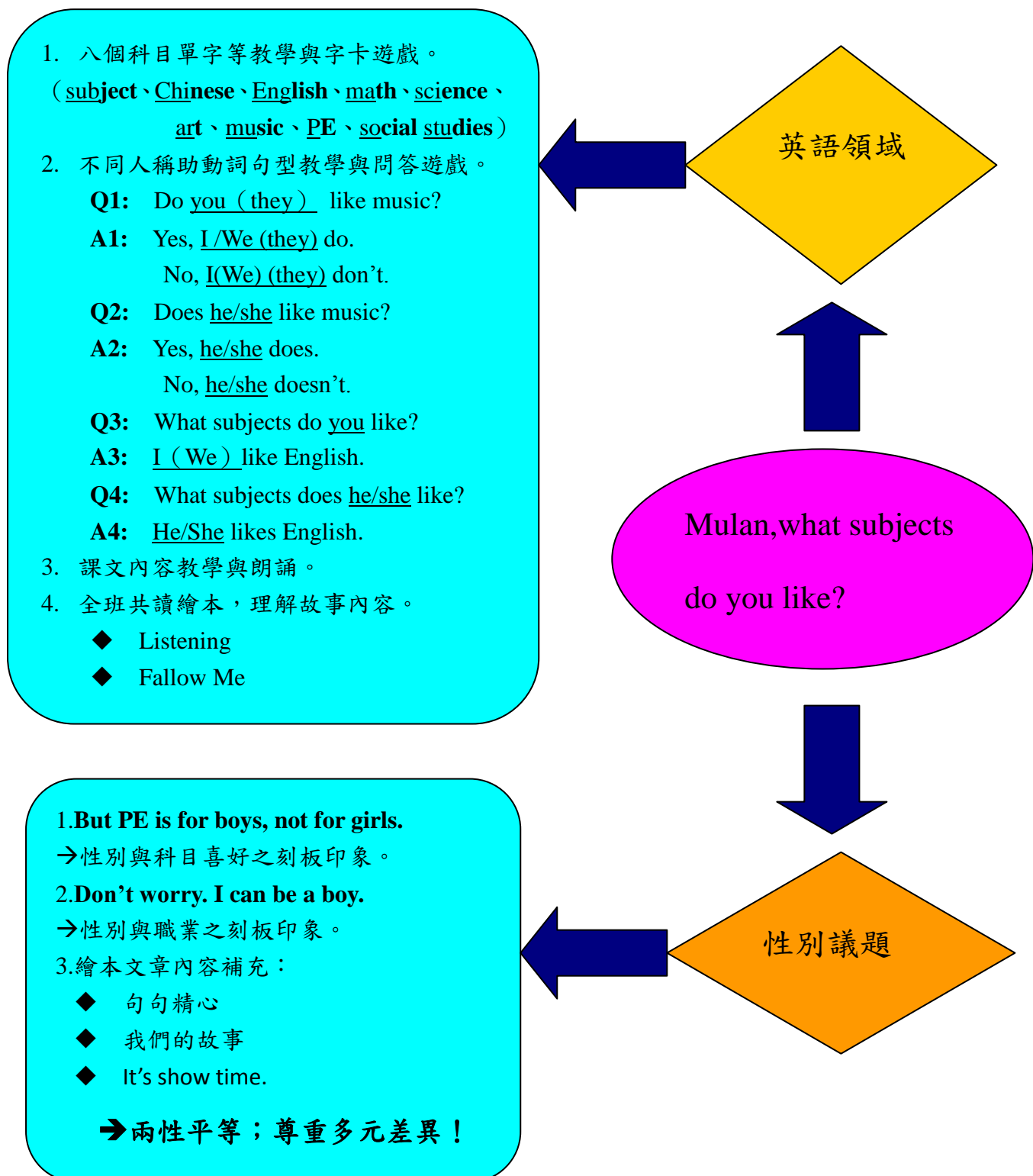
明知難為亦為之

雖說性別平等教育議題在教學場域是非常重要的，然而，作為一位英語老師，要如何落實呢？尤其英語本身的課程內容這麼多，學習節數又不多，加上國小學生所學的英語字彙、句型也有限，如何融入呢？的確是考驗英語老師的教學理念與教學方法之運用呢！因此，本輔導團夥伴利用專業成長時間進行性別議題的反思過程，突破在課堂上只教授英語專業知識的想法，適時地融入性別平等教育議題。

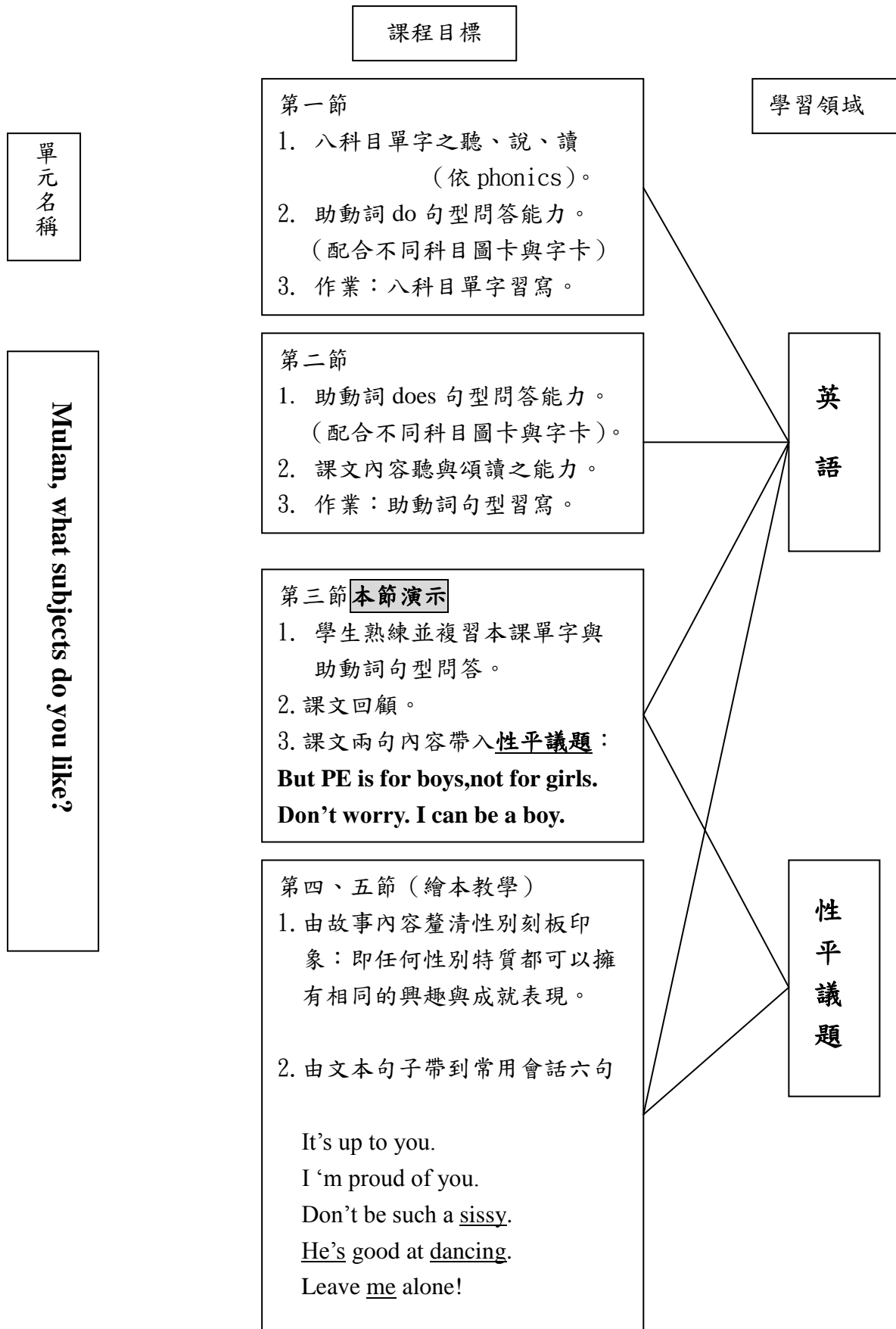
首先，檢視所用教材版本之圖文內容是否有涉及性別意識形態，若有，則利用有限的課堂教學實施機會教育，善用主題式的融入方式，無須外加特定課程，例如教科書出現的主題：人物外表、身體部位、動作能力、職業分類、科目喜好、人格特質、休閒運動等，便可藉由課本提供的媒材融入性別友善的教學內涵，避免讓學生的刻板印象繼續存在，而且積極提供典範導正訊息。

因此，我們也採用「備課、觀課、議課」的做法，先由兩位來自不同學校，都教授六年級，而且所使用版本相同的夥伴，先自行檢視可以融入議題的文本主題，然後共同討論可以增加的補充內容，接著共同敘寫教學設計，分別進行課堂教學，再進行觀課與議課。藉由這樣的模式，讓參與的夥伴受益良多，這才是我們意外的收穫。

二、教學架構及活動主題



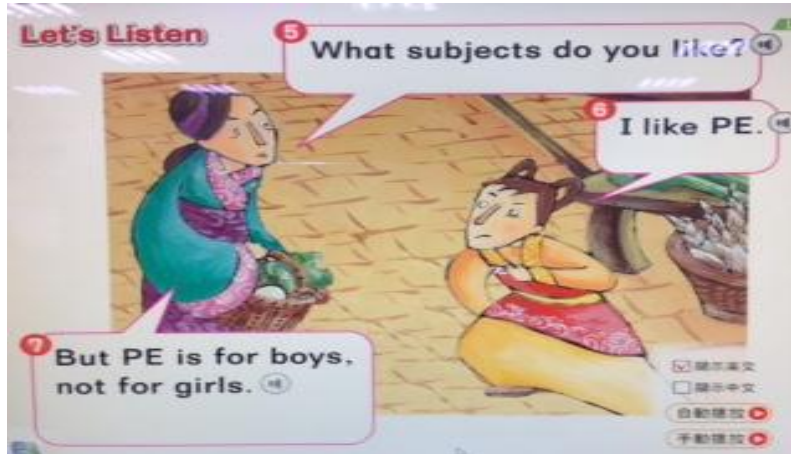
三、英語及性別平等教育應達成的能力



四、性平議題補充教材內容介紹 (PPT) 及學習單

康軒 Hello, Kids 8 之 L1 課文第 7 句及第 13 句融入性平議題

1. 課文第 7 句：But PE is for boys, not for girls.



體育只適合男生而非女生之性別刻板印象！在此以體壇女將之 ppt 內容來顛覆此謬誤，進而帶到科目喜好與性別差異不全然有關的討論。

Girls can be good at PE

Golf

曾雅妮
是一位臺灣女子職業高爾夫選手，出生臺南市龜山區，旅居美國佛州奧蘭多。曾雅妮於2011年2月贏得ANZ女子高球名人賽冠軍後，在女性高爾夫選手排名登上世界第一（2011年2月13日至2013年3月18日），成為史上第六位世界球后，也是第一位登上主流運動世界排名第一的台灣運動員。

資料出處：線上維基百科與奇摩

Girls can be good at PE

Body-building

蔡宜桂 2009全國健美女子組冠軍

資料出處：線上維基百科與奇摩

Girls can be good at PE

Weightlifting

許淑淨
是一名中華民國舉重選手，現就讀正修科技大學運動健康與休閒系。獲得2012年倫敦奧運舉重女子53公斤級銀牌，2014年仁川亞運女子53公斤級金牌及2015年世界舉重錦標賽女子53公斤級金牌。

資料出處：線上維基百科與奇摩

Girls can be good at PE

Tug-of-war

景美女中拔河隊拿下世界盃拔河錦標賽冠軍喝采
台灣驕傲、名揚國際的金牌娘子軍。從2004年至2010年，景美女中拔河隊在國內全國拔河錦標賽高中女子組拿下傲人的七連霸戰績；之後代表台灣出國征戰：接連奪下義大利世界盃拔河錦標賽女子540公斤組冠軍，及亞洲盃拔河錦標賽女子組冠軍。

資料出處：線上維基百科與奇摩

3. 性平內容之英語教學補充部分：

She or He?

- He can be a soldier.
She can be a soldier, too.
- He is strong and tall.
She is strong and tall, too.
- He is brave and handsome.
She is brave and handsome, too.
- She likes to cook and play with dolls.
He likes to cook and play with dolls, too.

資料出處：線上維基百科與奇摩

改編自 104.08 楊書婷 英語進階研習講義

→ 配合學習單 Period3 之 part B 翻譯練習

他喜歡體育。 → **He likes PE.**

她也喜歡體育。 → **She likes PE, too.**

消除性別歧視的文字演變

| | | |
|-------------|---|----------------|
| mailman | → | mail carrier |
| policeman | → | police officer |
| fireman | → | fire fighter |
| chairman | → | chairperson |
| businessman | → | businessperson |

諺語補充教學

Don't judge a book by its cover. (勿以貌取人。)

Show our respect!

Don't judge a book by its cover.

勿以貌取人

最終導向個別差異的影響 > 性別差異的影響，進而闡述人應彼此尊重包容，並欣賞多元。

→ 配合學習單 Period3 之 partC 諺語翻譯與抄寫

4. 第三節課學習單內容

Period 3 G6/ Class _____ Number _____ Name _____

A. Translate and Copy (主要句型回顧練習)

Q：你喜歡什麼科目？

(translate →) _____

A：I like _____ (and _____). (可據實寫一或兩科)

(copy →) _____

B. Look and Write (配合性平融入)

1.他喜歡體育。→ _____

2.她也喜歡體育。→ _____

C. Proverb (配合性平融入)

◎ **Don't judge a book by its cover.** 翻譯
(_____)

Copy : _____

D. Bingo Guess Game (課末 Bingo 遊戲以活用助動詞句型問答)

We ask our classmate:

Do you like _____ ?

(Chinese English
math science
music art
PE social studies)

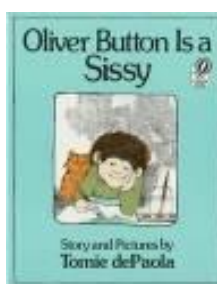
If your answer is "Yes", write "Y".

If your answer is "No", write "N".

| | | |
|----|--|----|
| 1. | 2. | 3. |
| 4. |  | 5. |
| 6. | 7. | 8. |

I have _____ lines!

5. 性平繪本內容補充及其學習單



繪本內容







- Oliver Button was called a sissy. He didn't like to things that boys are supposed to do.
- Instead, he liked to walk in the woods and play jump rope.
- He likes to read books and draw pictures.
- He even liked to play with paper dolls.
- And Oliver Button liked to play dress-up. He would go up to the attic and put on costumes.
- The he would sing and dance and make believe he was a movie star.
- "Oliver, " said his papa. "Don't be such a sissy! Go out and play baseball or football or basketball. Any kind of ball!"
- But Oliver Button didn't want to play any kind of ball. He didn't like to play ball because he wasn't very good at it. He dropped the ball or struck out or didn't run fast enough. And he was always the last person picked for any team. "Oh, rays!" the captain would say. "We have to have Oliver Button. Now we'll lose for sure."
- "Oliver," said Mama, "you have to play something. You need your exercise." "I get exercise, Mama, " said Oliver. "I walk in the woods, I play jump rope, and I love to dance.
- "Watch!"
- So Mama and Papa sent Oliver Button to Ms. Leah's Dancing School.
- "Especially for the exercise, " Papa said.
- Oliver Button got a nice, black, shiny pair of tap shoes.
- And he practiced and practiced.
- But the boys, especially the older ones, in the schoolyard teased Oliver Button. "What are those shiny shoes, sissy?" they said. "La-de-doo, you gonna dance for us?" And the grabbed Oliver's tap shoes and played catch with them, until one of the girls caught them.
- "You leave Oliver Button's tap shoes alone!" said the girls. "Here, Oliver."
- "Gotta have help from girls," the boys said teasingly.
- And they wrote on the school wall: Oliver Button is a sissy.

- Almost every day, the boys teased Oliver Button.
- But Oliver Button kept on going to Ms. Leah's Dancing School every week, and he practiced and practiced.
- One day a talent show was announced. "Oliver," said Ms. Leah, "there is going to be a talent show at the movie theater on Sunday afternoon, one month from now. I would like you to be in it. I asked your mother and father, and they said it was up to you."
- Oliver Button was all excited. Ms. Leah helped him with his routine. Mama made him a costume. And Oliver practiced and practiced.
- Finally it was the Friday before the big day. "Class," the teacher said. "On Sunday afternoon there will be a big talent show at the movie theater.
- And the one of your classmates is going to be in it. I hope you will all go and cheer for Oliver Button." "Sissy!" whispered the boys.
- On Sunday afternoon, the movie theater was full. One after the other, all the acts were performed.
- There was a magician and an accordion player, a baton-twirler and a lady who sang about moon, June, and kissing.
- Finally it was Oliver Button's turn. The piano player started the music, and the spotlight came on.
- Oliver Button stepped into it.
- "Dum-de-dum," the music went. "Dum-de-dum-de-dum." Oliver tapped and tapped.
- "Dum-de-dum-de-dum-dum-DUM." Oliver bowed, and the audience clapped and clapped.
- When all the acts were over, everybody came out in the stage.
- The master of ceremonies began to announce the prizes.
- "And now, ladies and gentlemen, the winner of the first prize — the little girl who did the beautiful baton-twirling, ROXIE VALENTINE!" The audience cheered and whistled.
- Oliver Button tried not to cry.
- Mama, Papa, and Ms. Leah gave Oliver big hugs.
- "Never mind," said Papa, "we are taking our great dancer out for a great pizza. I am so proud of you." "So are we!" said Mama and Ms. Leah.
- Monday morning Oliver Button didn't want to go to school. "Now, now, Oliver," Mama said, "that's silly. Come on and eat your breakfast. You'll be late."
- So Oliver went to school.
- When the school bell rang, Oliver Button was the last to go in.
- Then he noticed the school wall. (Oliver Button is a star!)

繪本學習單 1

A. Match 連連看

Class ___ Number ___ Name _____

| | | | |
|---|---|---|---|
| 1. Then he noticed the school wall. | ● | ● |  |
| 2. We have to have Oliver Button. Now we'll lose for sure. | ● | ● |  |
| 3. Never mind, we are taking our great dancer out for a great pizza. I am so proud of you. | ● | ● |  |
| 4. I asked your mother and father, and they said it was up to you. | ● | ● |  |
| 5. Almost every day, the boys teased Oliver Button. | ● | ● |  |
| 6. You leave Oliver Button's tap shoes alone! | ● | ● |  |

B. Please write the sentences down by the time line.

依事件發生順序寫出句子。

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

繪本學習單 2

Class____ Team_____

Here are some useful sentences. Let's do more practice.

1. It was up to you.
2. I am so proud of you.
3. Don't be such a sissy.
4. We'll lose for sure.
5. He didn't like any kind of ball because he wasn't very good at it.
6. You leave Oliver Button's tap shoes alone!

Change to Daily Talk

It's up to you.
I 'm proud of you.
Don't be such a sissy.
He's good at dancing.
Leave me alone!

Using these sentences to make up a story of your own team. The more sentences you use, the more points you will get. There should be 5-10 sentences in the story. For example,

Amy doesn't like any kind of ice-cream because her teeth are not good. But it's on sale at the shop, we'll go to eat ice-cream for sure. We said, "Amy, come with us or not, it's up to you." Amy said, "I don't want to go with you." We leave her alone, and said, "don't be such a poor girl. Go to a dentist."

Now it's your turn.



五、性平議題融入教學教案（第 3、4、5 節詳案）

第 1、2 節為課文單字、句型與課文教學，無性平部分。故在此呈現第 3 節（教學演示節次）與第 4、5 節之性平繪本延伸詳案。

Mulan, what subjects do you like?

| | | | |
|--------|--|--|----------------------------|
| 教學主題 | 英語科(結合性 平教育議題) | 教學單元 | What subjects do you like? |
| 教學對象 | 六年級 | 教材內容 | 康軒 Hello, Kids 8 & 網路資源 |
| 設計者 | | 教學者 | |
| 教學時間 | 200 分鐘 (共五節課) | 演示日期 | 105 年 2 月 26 日 (演示第三節內容) |
| 教學準備 | 收集教學相關資料，並設計學習單與教學用 ppt 內容。 | | |
| 學生起點分析 | <p>1. 學生能聽懂並遵從教室英文用語指令。</p> <p>2. 學生已於上學期學過<u>助動詞</u>的句型表達：</p> <p>(What do <u>you / they</u> want to do? <u>I(We) / They</u> want to go swimming. What does <u>he / she</u> want to do? <u>He / She</u> wants to go swimming. Do <u>you / they</u> have a cold? Yes, <u>I / they</u> do. No, <u>I / they</u> don't. Does <u>he / she</u> have a cold? Yes, <u>he / she</u> does. No, <u>he / she</u> doesn't.)</p> | | |
| 教材來源 | <p>1. Textbook: 康軒 Hello, Kids 8 之 L1 : p1 – p6 & p8</p> <p>2. PPT 網路圖片：體壇傑出女將、職場上的男與女 (配合性平教育議題融入)。</p> <p>3. 補充繪本：Oliver Button is a sissy (第四節內容)</p> <p>4. https://www.youtube.com/watch?v=C33mB4eGIDA</p> | | |
| 設計理念 | <p>本教案設計四節課：第一節為本課主要單字與兩主要句型為主(助動詞 do 的部分)，第二節是句型內容延伸(助動詞 does 的部分)與課文內容教學；第三節是單字、句型結合課文之複習，最後再融入性平議題；最後第四節為性平相關補充繪本之教學(Oliver Button is a sissy)。透過分組合作學習與遊戲的方式，讓孩子提升英語學習的動機與效能，並且能更熟練助動詞的問答使用；此外，藉由性平議題的融入，讓孩子們學習彼此尊重和欣賞，並期望能打破性別刻板印象的窠臼。</p> | | |
| 教學目標 | 單元目標 | 具體目標 | |
| | 認知部分 | <p>1.能理解並運用助動詞的使用規則，與句型的問答如下：</p> <p>◎What subjects do you/they like? <u>I (We) / They</u> like English. ◎What subjects does he/she like? <u>He/ She</u> likes English.</p> | |

| | |
|--------------------|---|
| | <p>◎Do you like <u>music</u>? Yes, <u>I (We)</u> do. No, <u>I(We)</u> don't.</p> <p>◎Does <u>he/ she</u> like <u>music</u>? Yes, <u>he/ she</u> does. No, <u>he/ she</u> doesn't.</p> <p>2.學會格言：Don't judge a book by its cover. (勿以貌取人。)</p> |
| 情意部份 | 能理解性別差異中，所存在的特例與相似性；進而學會彼此尊重。 |
| 技能部份 | 能用英語表達自己和詢問他人所喜愛的科目 (subjects)。 |
| 英語能力指標 (指標未加框) | <p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-4 能聽辨句子的語調。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-4 能以正確的語調說出簡易句型的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>3-1-1 能辨識印刷體大小寫字母。</p> <p>3-1-2 能辨識課堂中習得的詞彙。</p> <p>3-1-5 能看懂簡單的句子。</p> <p>3-1-6 能辨識英文書寫的基本格式。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>3-1-9 能藉圖畫、標題、書名，猜測或推論主題。</p> <p>4-1-1 能書寫印刷體大小寫字母。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p>4-1-7 能掌握英文書寫格式寫出簡單的句子。</p> <p>5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>6-1-1 樂於參與各種課堂練習活動。 5-1-6 能運用字母拼讀法(phonics)</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-8 主動向老師或同學提出問題。</p> <p>6-1-12 樂於參與有助提升英語能力的活動。</p> |
| 性平教育議題指標 (指標加框) | <p>1-1-1 認識不同性別者身心的異同。</p> <p>1-2-2 覺察性別特質的刻板化印象。 1-3-5 認識不同性別者的成就與貢獻。</p> <p>2-1-1 辨識性別角色的刻板化印象。</p> <p>2-1-3 表達自己的意見和感受，不受性別的限制。</p> <p>2-2-1 瞭解不同性別者在團體中均扮演重要的角色。</p> <p>2-2-2 尊重不同性別者做決定的自主權。</p> |


| 教學活動 | | 能力或 性平指標 | 教學資源 | 時間 | 評量 方式 | |
|-------------|---|---|--|--|----------|--|
| 第 三 節 | 本節除了回顧主要單字、句型與課文情節外，同時也以課文內容之觀點融入性平議題教育。 | | | | | |
| | <p>【破冰活動與相關課程複習】</p> <p>教師從 Letters in word “Subjects”遊戲破冰，繼續帶出科目的話題；並從詢問小朋友對不同科目的喜好與否等問答互動，為上兩節課的助動詞句型教學做複習與回顧（聽與說的複習）。</p> | | | | | |
| | 教師引導 | 學生學習（回應） | | | | |
| | <p>T：(After greeting)</p> <p>What letters do you see in the picture? 此破冰活動稱為 <u>Letters in word</u> “subject”，教師在黑板上畫一張以一些英文字母大小寫所組成 <u>女孩臉譜</u>，並且問：What letters do you see in the picture? 並把學生說出的單字寫在黑板上，最後可拼成 subject 這個字，答對者依組加分。教師再從 subject 一字，帶出八科目單字與本課主題：</p> <p>What subjects do you like?</p> <p>T：請學生 <u>據實填寫</u> 學習單上 (Period 3) Part A 的主要句型 (1. Translate and Copy : What subjects do you like? / I like _____ (and _____).)。</p> <p>T：<u>句型問答與單字之綜合複習</u>。教師於黑板隨機抽出一張科目圖卡並要學生唸出，並依發音方式 (phonics) 複習該單字之拼寫法；之後抽出某學生並問他/她句型如下，以抽到 English 字為例： Do you like English? 1.若答 Yes, I do. 便問其他同學： What subjects does he/she like? 其他同學便據實回答 <u>He/She likes English.</u> (第三人稱)</p> | <p>Ss：學生依照老師畫的 <u>女孩臉譜</u> 尋找藏在其中的字母，並能發現這些單字最後可拼成 subject 這個字。</p> <p><u>Letters in word “subject”</u></p>  <p>Ss：學生翻譯 Part A：你喜歡什麼科目？之後據實寫下自己喜愛的科目並整句再寫一次。</p> <p>Ss： 學生依據老師的圖卡與字卡進行科目單字的複習：看圖回答並唸出單字，並能夠依發音方式拼出該字。 之後學生準備進入本課主要句型的複習，舉例如下：</p> <p>(句型 B)</p> <p>T：Do you like <u>English</u>? S：Yes, I do./ No, I don't.</p> | <p>3-1-1</p> <p>6-1-2</p> <p>1-1-4</p> <p>1-1-8</p> <p>2-1-3</p> <p>2-1-4</p> <p>2-1-9</p> <p>4-1-3</p> <p>4-1-4</p> <p>4-1-7</p> <p>5-1-2</p> <p>6-1-1</p> <p>6-1-2</p> | <p>黑板</p> <p>單字卡 圖卡</p> <p>學習單 Period 3 Part A</p> | 8 | <p>課堂 觀察</p> <p>口語 評量</p> <p>課堂 觀察</p> <p>口語 評量</p> <p>紙筆 評量</p> |

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| <p>2.若答 No, I don't. 便反問該同學： What subjects do you like? 該同學便據實回答，如： <u>I like music.</u> (第一人稱) 老師便可於黑板請全班選出該科目 (music) 的圖卡與字卡，並要學生唸出並依發音方式 (phonics) 複習該單字之拼寫法。依此方式繼續複習下去，抽出其他學生並搭配上列句型與黑板上剩餘科目的字卡與圖卡做會話練習。</p> | <p>(句型 A) T: What subjects do you like? S: I like music. T: What subjects does he/she like? Ss: He/She likes English.</p> | 6-1-12 | | | |
| <p>【發展活動】課文內容回顧 (p1-4) 播放課文動畫並請同學朗誦課文。</p> | | | | | |
| <p>教師引導</p> | <p>教師引導</p> | 1-1-4 | | | |
| <p>T: (回到黑板的女孩臉譜，入課文) T: 教師以響板之節奏帶領學生再次朗誦課文內容，增添趣味性。</p> | <p>Ss: 依課文動畫回顧故事，並簡單回答教師提問。 Ss: 學生依響板節奏跟著朗誦課文內容。</p> | 1-1-8 2-1-9 3-1-5 | 電腦 投影機 電子白板 E-Book | 10 | 課堂 觀察 口語 評量 |
| <p>【延伸活動】性平議題融入 (性平 PPT 配合 Period 3 學習單)</p> | | 5-1-2 | | | |
| <p>教師複習朗誦課文後，聚焦 p2 第七句及 p4 第十三句之內容→從男女生科目的喜好，到工作能力與職業等面向 (藉由 PPT 實例圖片呈現) →探討常見的性別刻板印象及其謬誤→最終導向個別差異的影響><u>性別差異的影響</u>，進而闡述人與人之間應彼此尊重包容、也能欣賞多元。</p> | | 5-1-3 | | 12 | |
| <p>教師引導</p> | <p>學生學習 (回應)</p> | | | | |
| <p>【聚焦課文兩句並提問】 T: p2 第七句: But PE is for boys, not for girls. 這句你們有什麼想法嗎? 根據你們前一節課學習單 PartA 的句型 B 練習問答, 班上有沒有跟 Mulan 一樣也愛體育的女生? (學生自行發表後教師歸納大家意見, 主旨在破除個人科目喜好、興趣等與性別絕對有關之刻板印象; 並用 ppt 介紹傑出體壇女將。 三運動單字與片語 good at 補充 Golf, Body-building, Tug-of-war She is good at PE. T: p4 第十三句: Don't worry. I can</p> | <p>【思考其觀念是否正確或合理】 Ss: 自行發表 (學生可能覺得這句話的想法是不正確的), 並透過 ppt 介紹能欣賞體壇女將的成就表現, 了解到個人擅常事物或喜好與性別不全然有關。 Ss: 學生齊唸補充單字及片語數次。 Ss: 自行發表 (學生可能覺得女生</p> | 1-2-2 2-1-1 1-2-2 | 電腦 投影機 電子白板 E-Book 課本 性平 ppt 電腦 投影機 | | 課堂 觀察 口語 評量 課堂 觀察 |

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| | | | | 課堂 |
| 教師引導 | 教師引導 | | | 觀察 |
| <p>T：知道木蘭喜好的科目後，現在我們也來猜猜班上同學們的吧！</p> <p>T： Bingo ! About our classmates</p> <p>遊戲說明</p> <p>教師抽出第一位同學並請他/她起立，之後老師隨意指向黑板某科目字卡（每次所指字卡科目不要重複，先以 music 為例），並要全班一起以句型：Do you like <u>music</u>? 問該名學生。在該學生回答 Yes, I do. 或 No, I don't. 之前，大家猜猜看答案是肯定或否定，並將之以 Y（猜測肯定）或 N（猜測否定）字母填入習單 Part D 之 Bingo 九宮格編號 1 的那一格內；之後該生依自己所寫的回答 Yes, I do. 或 No, I don't.（依自己真實情況回答）。若該生的答案是 No，則全班繼續問他/她：What subjects do you like? 並請該生回答（該生可參考剛剛 Part A 所寫的喜歡科目）。如果同學們猜對了，那格 Bingo 便可自己劃一圈；老師則繼續抽出下一位起立的學生進行問答活動（被抽到起立的同學因為也有回答練習，所以亦可在該格內劃圈）。依此類推，將剩下的七次問答猜測遊戲帶完並統計最後有幾條直線；四條線得 Bingo，最後統計哪一組 Bingo 人數最多而加分。</p> | <p>Ss：學生回到學習單 Part D 進行最後的 Bingo 遊戲。</p> <p>Ss：學生依老師指示，問被抽中的同學 Do you like <u>music</u>?（也可能多問到：What subjects do you like?）並將 Y or N 寫入格中。猜對者（答案與回答學生相符時）可在該格劃一圈；活動依此類推，八題問答結束後每人統計總共得到幾條直線，並看看是否得到 Bingo（四條直線者）。</p> <p>S：若是被抽到的學生則起立據實回答。</p> <p>學生進行該遊戲，可與之前個人喜好或擅長項目，與性別刻板印象之議題結合。</p> | <p>1-1-4</p> <p>1-1-8</p> <p>2-1-3</p> <p>2-1-4</p> <p>2-1-9</p> <p>4-1-1</p> <p>6-1-8</p> | <p>學習單</p> <p>Period3</p> <p>Part D</p> | 8 |
| 【課末】總結回顧、作業交代及統計各組分數 | | | | |
| 教師引導 | 教師引導 | | | 課堂 |

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| | <p>T: 課文與主要句型回顧:「你喜歡什麼科目?」英文怎麼說?又如,「你喜歡社會嗎?」英文怎麼說?</p> <p>T: 作業交代</p> <p>1.請同學們聆聽光碟並熟讀今日所教之內容,並將課文朗讀給家人聽。</p> <p>2.完成習作 p 1-2。</p> <p>T: 統計各組分數並回收學習單。</p> | <p>Ss: 學生朗誦課文並依老師的提問齊聲回答。</p> <p>Ss: 將回家作業內容抄於聯絡簿。</p> <p>Ss: 依組計分並將學習單交回。</p> | <p>2-1-4</p> <p>2-1-9</p> | <p>聯絡簿</p> <p>習作</p> | <p>2</p> | <p>觀察</p> <p>口語評量</p> |
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繪本補充教學(第四、五節)

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| <p>第 四 節</p> | <p>【準備活動】</p> <p>T: Good morning, boys and girls. We have learned about many subjects. So, what subjects do you like, <u>Mike</u>? (T named a student to answer the question.)</p> <p>What subjects do you like, <u>Amy</u>?</p> <div style="text-align: center;">  </div> <p>How about this little boy? (T shows the book cover and let several students talk about it.)</p> <p>T: Very good. Now let's read the story and find it out.</p> <p>【發展活動】</p> <p>活動一-Listening</p> <p>T: Look at the ppt, listen to the CD, and write down the words you know.</p> <p>T: Pause on 1 min and ask students what happened you think on p9?</p> | <p>Mike: I like art and PE.(據實回答)</p> <p>Amy: I like social study and music.(據實回答)</p> <p>Ss: He likes art./ He likes cats./ He likes green.(數位學生回答) (Ss can say somethings about the picture.)</p> <p>Ss can concentrate on the story and write down the words you know.</p> <p>Ss can say something about the picture. Such as</p> <p>S1: The boys are angry.</p> <p>S2: They don't like Oliver.</p> <p>S3: They don't want to play baseball with Oliver.</p> <p>Ss can concentrate on the story and</p> | <p>5-1-2</p> <p>6-1-2</p> <p>2-1-3</p> <p>2-1-4</p> <p>6-1-1</p> <p>6-1-2</p> | <p>Stoy book</p> <p>繪本 ppt</p> <p>CD</p> <p>繪本學習單 1</p> <p>繪本 p9</p> | <p>5</p> <p>2</p> | <p>課堂觀察</p> <p>口語評量</p> <p>課堂觀察</p> <p>口語評量</p> |
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| T: Let's continue. | write down the words you know. | | 繪本 ppt | 5 | 課堂 |
| Pause on 3'10" | Ss : Oliver Button is a sissy! | 1-1-7 | CD | | 觀察 |
| T: What words were written on the wall? | Ss can say their opinions. Such as | 1-1-8 | 繪本學習單 1 | | |
| Why did they do this to Oliver? | S1: He likes to dance. | 1-1-9 | | | 口語 |
| T: Look at this page(p21). | S2: He doesn't like to play any kind | 5-1-2 | | | 評量 |
| Is Oliver sad? | of ball. | 2-1-3 | | | |
| T : What is he doing? | Ss : No, He's not. | 2-1-4 | | | |
| T: Let's continue. | Ss can answer the questions. Such as | 2-1-9 | 繪本 p21 | | 課堂 |
| Pause on 5'35" | S1:He is dancing./ S2: He is smiling. | 3-1-8 | | | 觀察 |
| T: Look at this page (p32). Do you think Oliver can win the prize? | Ss can concentrate on the story and | 6-1-2 | | | 口語 |
| Why? | write down the words you know. | | | | 評量 |
| T: Let's figure it out. | Ss can say their opinions. Such as | 1-1-8 | 繪本 ppt | 4 | 口語 |
| T: Okay, it's the end of the story. Now I am going to ask you some questions. Please put out your and answer my questions. | S1: He can win the prize because he | 5-1-2 | CD | | 評量 |
| Q: At the beginning, what was Oliver called? | likes to dance. | 2-1-3 | 繪本學習單 1 | | |
| Q: Why he was called a sissy? | S2: He can win the prize because he | 2-1-4 | 繪本 p32 | | |
| Q: Is Oliver sad? And what does he do? | works very hard. | 2-1-9 | | | |
| T: Let's figure it out. | Ss can concentrate on the story and | 2-1-9 | | | |
| T: Okay, it's the end of the story. Now I am going to ask you some questions. Please put out your and answer my questions. | write down the words you know. | 3-1-8 | | | |
| Q: At the beginning, what was Oliver called? | Ss can answer the questions and say | 2-1-8 | 繪本 ppt | | 課堂 |
| Q: Why he was called a sissy? | their opinions. | 2-1-9 | CD(6'50") | | 觀察 |
| Q: Is Oliver sad? And what does he do? | Such as | 1-1-8 | 繪本學習單 1 | | 評量 |
| Q: At the beginning, what was Oliver called? | S1: A sissy. | 5-1-2 | | | 5 |
| Q: Why he was called a sissy? | S2: He likes to dance . | 2-1-3 | | | |
| Q: Is Oliver sad? And what does he do? | S3: He doesn't like to play balls. | 2-1-4 | | | |
| Q: Is Oliver sad? And what does he do? | S4: No, he isn't. He goes to a dance | 2-1-9 | | | |
| Q: Is Oliver sad? And what does he do? | class, and goes to a talent | 3-1-8 | | | |
| Q: Is Oliver sad? And what does he do? | | 6-1-2 | | | |
| Q: Is Oliver sad? And what does he do? | | 1-1-8 | | | |

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| <p>Q: Did Oliver win the prize? Q: What did Papa, Mama and Ms. Leah do after he was failed? Q: Oliver didn't win the prize. What did Papa and Mama say? Q: At the end of the story, what was Oliver called? Q: Why?</p> | <p>show. S5: No, he didn't. S6: A big hug. S7: I'm proud of you. S8: A star. S9: He really can dance. S10: He can dance very well. (Ss can answer in Chinese.)</p> | <p>5-1-2 2-1-3 2-1-4 2-1-9 3-1-8 6-1-2</p> | <p>繪本 ppt CD(6'50'')</p> | <p>1 2</p> | <p>課堂 觀察 口語 評量</p> |
| <p>活動二-Fallow Me T: Past the lines of the story and read with Ss. (附錄 G) Words: exercise, tease, especially, practice, talent, whisper, theater Sentences: 1. It was up to you. 2. I am so proud of you. 3. Don't be such a sissy. 4. We'll lose for sure. 5. He didn't like any kind of ball because he wasn't very good at it. 6. You leave Oliver Button's tap shoes alone!</p> | <p>Ss read with T and highlight the key words.</p> | <p>2-1-3 2-1-4 3-1-2 3-1-3 3-1-5 3-1-6 5-1-2 5-1-3 6-1-1</p> | <p>繪本學習單 1</p> | <p>1 2</p> | <p>課堂 觀察 口語 評量</p> |
| <p>【統整活動】 Today we read a story, Oliver Button is a sissy, do you like it? So Q: What is the word, sissy, mean? T: And, what is the main idea of the story?</p> | <p>Ss: Yes./ No. Ss: 娘娘腔 S1: Boys and girls can do everything they like. Just like Mulan can be a soldier, too. S2: Don't judge a book by its cover. (Ss can answer in Chinese.)</p> | <p>2-1-3 2-1-4 3-1-8 6-1-1 6-1-2 6-1-12 2-1-1 2-2-1 2-2-2</p> | <p>繪本 ppt</p> | <p>1</p> | <p>課堂 觀察 口語 評量</p> |
| <p>Homework: Using these words to make a</p> | <p>(Ss can answer in Chinese.)</p> | <p>2-2-2</p> | <p>繪本 ppt</p> | <p>1</p> | <p>作業</p> |

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| | <p>sentence.</p> <p>Word Bank: exercise, tease, especially, practice, talent, whisper, theater</p> <p style="text-align: center;">第四節結束</p> | Ss write them on their homework book. | | | | 評量 |
| 第五節 | <p>【準備活動】 Group work</p> <p>T: Hey, boys and girls. Do you remember the story about Oliver Button? Here is a worksheet. Please match the sentence and the picture, and write them down by the time line.</p> <p>T: Okay, let's check the answer. Team A read No. 1, please. (教師任點組別回答問題)</p> | <p>Ss write the worksheet together.</p> | <p>3-1-5</p> <p>3-1-8</p> <p>6-1-2</p> | 繪本學習單 2 | 6 | 作業 評量 課堂 觀察 |
| | <p>【發展活動】</p> <p>活動一-句句精心</p> <p>T: Here are some useful sentences. Let's do more practice.(T uses the sentences to make up a situation and Ss take a guess about the meaning.)</p> <p>1. It was up to you.</p> <p>2. I am so proud of you.</p> <p>3. Don't be such a <u>sissy</u>.</p> <p>4. <u>We'll lose</u> for sure.</p> <p>5. <u>He didn't</u> like any kind of ball because <u>he wasn't</u> very good at it.</p> <p>6. <u>You leave Oliver Button's tap shoes alone!</u></p> | <p>Team A read the answer to question one. (小組回答)</p> | <p>2-1-4</p> <p>6-1-1</p> <p>6-1-2</p> | | | 口語 評量 課堂 觀察 |
| | <p>活動二-我們的故事</p> <p>T: Now using these sentences to make up a story of your own team. The more sentences you use, the more</p> | <p>Ss can take a guess and make a new sentence. Such as</p> <p>➤ Don't be such a <u>sissy/ fool/ jerk/ bad boy</u>.</p> <p>➤ <u>We'll lose/ win/ go for sure</u>.</p> <p>➤ <u>He/ She / I didn't like any kind of ball/ book/</u> because <u>he/ she / I wasn't</u> very good at it.</p> <p>➤ You leave Oliver Button's tap shoes alone! (Leave me alone./ Leave the dog alone./ Leave the angry boy alone.)</p> | <p>2-1-3</p> <p>2-1-4</p> <p>6-1-1</p> <p>6-1-2</p> | 繪本學習單 2 | 1 0 | 口語 評量 課堂 觀察 |
| | <p>T: Now using these sentences to make up a story of your own team. The more sentences you use, the more</p> | <p>Every team discuss how to make their own story.</p> | <p>6-1-1</p> <p>6-1-8</p> <p>6-1-12</p> | | 1 0 | 課堂 觀察 作業 |

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| <p>points you will get. There should be 5-10 sentences in the story.</p> <p>Ex: Amy doesn't like <u>any kind of</u> ice-cream because her teeth are not good. But it's on sale at the shop, we'll go to eat ice-cream for sure. We said, "Amy, come with us or not, it's up to you." Amy said, "I don't want to go with you." We leave her alone, and said, " don't be such a poor girl. Go to a dentist."</p> <p>T: Okay, every team is almost done. Now practice to read the sentences. After 5 min, each team has to come up to the front and present. (教師巡視行間並給予協助)</p> <p>T: Okay, time is up. Any volunteer? Let's do a lucky draw. The first team is <u>team D</u>. Next one is</p> <p>(教師將抽出組別順序寫在黑板)</p> <p>【統整活動】 It's show time. Each team come up to the front and present their story. At the end, students vote the favorite story.</p> <p>T: Let's welcome <u>team A</u>. After acting</p> <p>T: Give them a big hand. Next one is <u>team B</u>.(一直重複直到每一組都演完)</p> <p>T: Okay, now which one is your favorite story? <u>Team A</u>? Raise your hand, please.(舉手統計票數)</p> <p>T: The winner is <u>team A</u>. Give them a big hand.(教師給予小組加分及獎勵)</p> <p style="text-align: center;">第五節結束</p> | <p>Every team practice with their team members.</p> <p>Other teams have to listen to the team on the stage.</p> <p>Ss vote for the favorite story.</p> | <p>2-1-3 2-1-4 6-1-1 6-1-8 6-1-12</p> <p>2-1-3 2-1-4 6-1-1 6-1-8 6-1-12</p> | <p>繪本學習單 2</p> <p>繪本學習單 2</p> | <p>6</p> <p>8</p> | <p>評量</p> <p>口語 評量 課堂 觀察</p> <p>口語 評量 課堂 觀察</p> |
|---|--|---|-------------------------------|-------------------|---|

配合康軒 Hello, Kids 8 課本 L1 之 E-Book 圖片

1. (對應課本 p1 - 4 之 E-Book 中，課文分頁漫畫式情境圖片的部分) P

| | | |
|----|---|--|
| P1 |  | |
| P2 |  |  |
| P3 |  |  |
| P4 |  |  |

2 (對應課文之 E-Book 內容，預測木蘭是否喜歡該科目時，字幕先不顯示)



六、結語—（省思）

社群進行過程的收穫

我們採用「備課、說課、觀課、議課」的做法，先由兩位來自不同學校，都教授六年級，而且所使用版本相同的夥伴，先自行檢視可以融入議題的文本主題，然後共同討論可以增加的性別議題補充內容，接著共同敘寫教學設計，分別進行課堂教學，再進行觀課與議課。藉由這樣的模式，讓學生可以瞭解文本內容外，也擴展英語知識，破除性別意識形態，當然讓參與的教師夥伴也受益良多，這才是我們意外的收穫。

教學省思

從這次的「議題融入英語教學設計」之學習社群裡，我們這幾位夥伴從理念的認知，確認識題融入領域教學之重要性，進而落實檢視課本中圖文隱藏的性別訊息，反思教學的歷程，確實要在教學歷程中使用性別友善的言詞態度，老師能夠以身作則，並且在教學現場要經常鼓勵男女學生共同合作。更要理解差異化並非針對性別，而是針對能力。從小教導孩子能從多元文化觀點，了解並尊重不同的文化；學會尊重差異性，並能欣賞各自不同的長處。勇於表達自己的意見和感受，不受性別的限制。當然了解中文的表達方式外，也知道英語如何說，藉此擴展英語學習能力。

雖然只設計了一個主題的教學設計，但卻讓我們知道，隨時利用相關主題融入性別議題是必要的，不管融入的內容多或少，只要老師願意融入，學生的性別刻板意識框架就會及時被打破，那麼，和諧的兩性友善環境就會出現了。所以，這真的是必須落實執行的融入教學呢！

七、附錄(說課 ppt、說課與議課會議紀錄、教學過程照片及學生學習單)

1. 說課 ppt（前三節內容，第三節演示性平融入）

教材來源

- Textbook: 康軒Hello, Kids 8 之L1 (p1 – p6 & p8)
- PPT網路圖片：體壇傑出女將、職場上的男與女。
(配合性平教育融入)
- 補充繪本：Oliver is a sissy

學生起點分析

- 學生能聽懂並遵從教室英文用語指令。
- 學生已於六上學過助動詞的句型表達：

What **do you / they** want to do?

does **he / she**

Do **you / they** have a cold?

Does **he / she**

第一節-1 (引起動機)

- 老師展示神秘箱內的各科目相關物品，例如：躲避球、水彩、直笛、地球儀、圓規等，配合功課表 **school timetable** 問他們這些東西可能是哪節課會用到的？帶入科目話題。
(ex : a dodgeball → for PE)
- T : From our **school timetable**, which period or **subject** we'll use it? Today, let's talk about "**subjects**".

第一節2 (單字教學)

- 本課主要九單字教學**5(6)** 為：subject、Chinese、English、math、science、art、music、PE、social studies
- T : 指導學生依各單字音節練習拼寫至課本 p5-6 中間，編號1-8的科目圖片空格中：
Chinese、English、math、science、art、music、PE、social studies
(圖片見下頁)

第一節-3 (句型教學)

主要句型教學

(課本p5-6, 配合Period 1,2學習單之part A)

Q1: Do you like music?

A1: Yes, I (We) do.

No, I (We) don't.

Q2: What subjects do you like?

A2: I (We) like English.

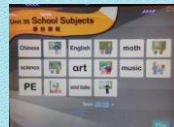
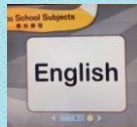
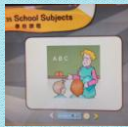


第一節4 (延伸活動)

- 透過分組競賽與互動練習，讓學生加強並回顧學之單字與句型
- 單字搶答 教師將單字卡與圖卡混貼在黑板，一組各派一學生出列搶答；能最快拍出老師所唸者以組計分。另外也可以請出列學生搶答老師出的字卡或圖卡，英文與中文都要正確才計分
- 句型搶答 延續之前黑板的單字卡與圖卡，教師某一科目問Do you like? 如果與所指科目相符則先搶答es, I 的組加分，反之亦然。如答No, I don't.則可繼續問What subjects do you like? 樣先完整答對like 者該組加分，之後輪替或換組繼續。

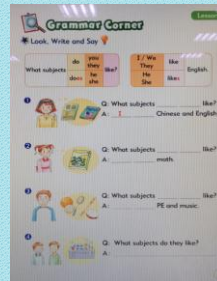
第二節-1 (引起動機與回顧)

- 老師與學生聊到今天學校會上到哪些科目
T : What do you learn at school today?
- 切入主題 (Subjects)，並用E-Book當中 p6的單字桌遊內容來回顧八科目單字。



第二節2 (句型延伸)

句型延伸 Grammar Corner



各組拿一字條，合作完成該句子並上台與其他組配對 (問答句配對)，配對成功的兩組加分。學生已於剛剛句型教學及上學期等學過了助動詞的句型表達；**此採分組合作自學的方式** 教師之後再統整歸納

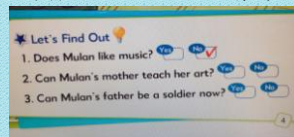
第二節-3 (課文教學)

T : We all know the famous story "Mulan". She is brave and replace her father to be a soldier. Mulan is such a special girl. But, "**What subjects does she like?**"

帶入課文：課文分鏡使用，**先聽再看**

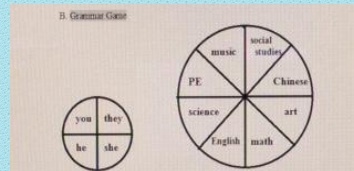


→ 閱讀測驗 → 分組朗誦書寫



第二節4 (遊戲與回顧)

1. 句型遊戲對話練習



2. 課末句型回顧 (配合Period 1,2學習單之part B,C,D)

本節演示

第三節-1 (破冰&前一節複習)

- 教師從Letters in word "Subject"遊戲破冰，帶出科目的話題；並讓學生熟練並複習兩主要句型的問答。

1. Q: Do you like English?

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

2. Q: What subjects do you like?

A: I like music.

第三節2 課文內容回顧 p(1-4)

- Ss: 依課文動畫回顧故事，並簡單回答教師提問。
- Ss: 學生依響板節奏跟著朗誦課文內容。

第三節-3 聚焦第7、13句

But PE is for boys, not for girls.

Don't worry. I can be a boy.

第三節4 (性平議題融入)

- (性平PPT搭配使用)
- 教師複習朗誦課文後，聚焦第9句 →

But PE is ~~for~~ for girls.

Do it worry. I can be a boy.

She or He?

- He can be a soldier.
She can be a soldier, too.
 - He is strong and tall.
She is strong and tall, too.
 - She likes to play with dolls.
He likes to play with dolls, too.
- 完成學習單「~也是」的句子翻譯：
他喜歡體育。 He likes PE.
她也喜歡體育。 She likes PE, too. (配合Period 3學習單之part B)

消除性別歧視的文字演變

mailman → mail carrier
policeman → police officer
fireman → fire fighter
chairman → chairperson

Show our respect!

Don't judge a book by its cover.

勿以貌取人

最終導向個別差異的影響 > 性別差異的影響，進而闡述人應彼此尊重包容，並欣賞多元。

以遊戲Bingo Guess Game回顧

Period 2_G6/ Class ___ Number ___ Name _____

1. Copy and write.

Q: What subjects do you like? -

copy the sentence → _____

A: I like _____ (and) _____. (可填寫同一或兩科)

copy the sentence → _____

2. Bingo Guess Game. If your answer is "Yes", write "Y".

If your answer is "No", write "N".

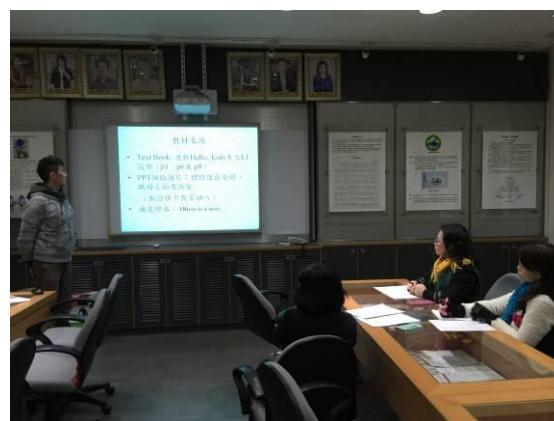
| | | |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | |
| 6. | 7. | 8. |

I have _____ lines!

2. 說課與議課會議紀錄

教學觀摩前會議(說課)

| | | | |
|---|-------------------------|----|---------|
| 日期 | 105年2月26日 | 地點 | 瑞○國小會議室 |
| 主持人 | 彭校長○宜 | 紀錄 | 陳○芝 |
| 與會人員 | 彭○宜校長、王○芝老師、陳○芝老師、張○如老師 | | |
| <p>彭校長報告:感謝演示者佑如老師辛苦的準備及與會的老師撥冗參加,首先請佑如老師就演示的教學內容做一說明,尤其是針對性平教育議題融入英語教學的重點及本節課程之觀課重點做一說明,再請與會的夥伴提供建議。</p> <p>佑如老師:教學單元為康軒 Hello, Kids 第一課 What subjects do you like?本單元課文內容的句子有性別刻板意識之呈現,因此進行性平議題融入教學是很好的機會;在此規劃加深加廣的補充教材,讓學生可以破除性別刻板印象,學會尊重他人。</p> <p>本節演示是本單元教學的第三節課。從前兩節所學句型 Q: Do you like music? A: Yes, I (We) do. /No, I(We) don't. 及 What subjects do you/they like? I (We) / They like English. ; What subjects does he/she like? He/She likes English. 做回顧,希望孩子能用英語表達自己和詢問他人所喜愛的科目;再來將課文回顧朗讀後,從課文其中的兩句話 PE is for boys, not for girls. 及 I can be a boy. 引出性平的概念。希望孩子能理解性別差異中,所存在的特例與相似性;進而學會彼此尊重。然後再以格言: Don't judge a book by its cover. 總結。</p> <p>課程最後以刺激的猜謎遊戲 Bingo (Guessing Game): About our classmates</p> <p>讓學生熟練並複習兩主要句型的問答。</p> <p>蓮芝老師:請問有什麼需要我們幫忙注意的地方嗎?</p> <p>佑如老師:麻煩與會老師協助觀察學生是否能參與活動並回答,以及我在教學時使用英語的頻率及正確性,以為日後修正,謝謝!</p> <p>彭校長:謝謝佑如老師的說明,現在就請大家到六年二班教室準備進行觀課。</p> | | | |



教學觀摩後會議(議課)

| | | | |
|--|-------------------------|----|---------|
| 日期 | 105 年 2 月 26 日 | 地點 | 瑞○國小會議室 |
| 主持人 | 彭校長○宜 | 紀錄 | 陳○芝 |
| 與會人員 | 彭○宜校長、王○芝老師、陳○芝老師、張○如老師 | | |
| <p>彭校長：佑如老師的教學演示相當成功，教學過程流暢，學生參與度高，感謝佑如老師的教學演示。現在，我們先請佑如老師說一下這節課的教學心得。</p> <p>佑如老師：本節教學過程大致還算順暢，學生也都踴躍參與，但比平常害羞，發言的音量比較小，有可能是因為有人觀看。還有最後進行統整活動時比原本預計的順利且省時。教學的部分在引入性平議題概念的時候，有意識到英語使用有些錯誤，但現在沒能想起是什麼，等等還請蓮芝老師或其他老師給予指正，謝謝！</p> <p>蓮芝老師：1. 英語使用率達 80%以上，值得鼓勵！最難得是學生也能聽得懂！ 2. 教師英語使用倒是沒有太大錯誤。 3. 教學準備充分。 4. 有 2 點建議：學習單要當下收回；Bingo 的 game rules 應說明更清楚。</p> <p>佑如老師：謝謝蓮芝老師的鼓勵。Game rules 本節只有簡單說明是因為這個活動學生已熟知遊戲規則，另外，因時間關係學習單是在下課的時候才收回的。</p> <p>玲芝老師：教師準備充分，學生專注力高，可見佑如老師平時就很扎實的在上英語課，上課時亦有巡視行間，協助學生習寫單字或句型，但在 Q&A 或是請學生唸時，建議讓學生自行認唸，以確認學生是否已學會，並不是只跟著老師念。</p> <p>佑如老師：這點可能是演示太緊張一時疏忽了，謝謝提醒。</p> <p>彭校長總結：整體而言，佑如老師的演示是一場很棒的教學。課堂上使用英語頻率也達規定，班級學習氣氛融洽，在性平教育融入英語教學的部分，可以結合與孩子生活經驗有關的人物，讓孩子容易理解很自然地融入，相當用心；但在小組練習的部分稍顯不足，課堂中的英語練習可再多元一些，讓學生獲得充分練習。最後，再次感謝佑如老師辛苦的準備。</p> | | | |



3. 教學過程照片



複習單字及句型



學生踴躍回答



教師巡視指導



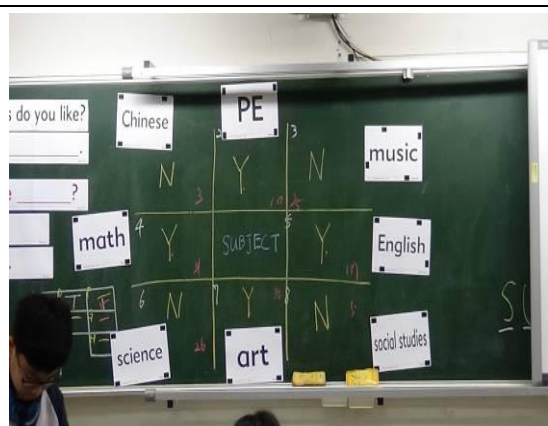
融入性平教學-俗諺



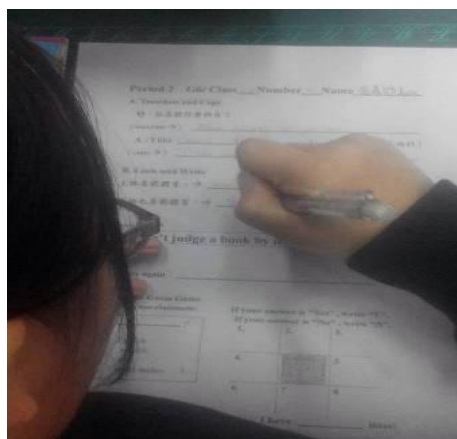
訂正學習單



閱讀文本



綜合活動-利用 BINGO 練習課堂所學



學生習寫學習單

4. 學生學習單

B. Look and Write
 1. 他喜歡體育 → He likes PE.
 2. 她也喜歡體育 → She likes PE, too.

C. Proverb
 ① **Don't judge a book by its cover.** 翻譯
 (勿以貌取人)
 Copy again: Don't judge a book by its cover.

D. Bingo Guess Game
 We ask our classmate:
 Do you like _____?
 (Chinese, English, math, science, music, art, PE, social studies)
 If your answer is "Yes", write "Y".
 If your answer is "No", write "N".

| | | |
|----|----|----|
| 1. | 2. | 3. |
| Y | Y | X |
| 4. | X | 5. |
| 6. | 7. | 8. |
| Y | Y | Y |

 I have 3 lines!

Period 2 G6/ Class 15 Number 15 Name 林思潔

A. Translate and Copy
 Q: 你喜歡什麼科目?
 (translate →) What subjects do you like?
 A: I like music (and art). (可填寫一或兩科)
 (copy →) I like music and art.

B. Look and Write
 1. 他喜歡體育 → He likes PE.
 2. 她也喜歡體育 → She likes PE, too.

C. Proverb
 ① **Don't judge a book by its cover.** 翻譯
 (勿以貌取人)
 Copy again: Don't judge a book by its cover.

D. Bingo Guess Game
 We ask our classmate:
 Do you like _____?
 (Chinese, English, math, science, music, art, PE, social studies)
 If your answer is "Yes", write "Y".
 If your answer is "No", write "N".

| | | |
|----|----|----|
| 1. | 2. | 3. |
| N | Y | N |
| 4. | X | 5. |
| N | | Y |
| 6. | 7. | 8. |
| N | N | N |

 I have 4 lines!
 good job!

Period 2 G6/ Class 12 Number 17 Name 彭宇

A. Translate and Copy
 Q: 你喜歡什麼科目?
 (translate →) What subjects do you like?
 A: I like art (and English). (可填寫一或兩科)
 (copy →) I like art and English.

B. Look and Write
 1. 他喜歡體育 → He likes PE.
 2. 她也喜歡體育 → She likes PE, too.

C. Proverb
 ① **Don't judge a book by its cover.** 翻譯
 (勿以貌取人)
 Copy again: Don't judge a book by its cover.

D. Bingo Guess Game
 We ask our classmate:
 Do you like _____?
 (Chinese, English, math, science, music, art, PE, social studies)
 If your answer is "Yes", write "Y".
 If your answer is "No", write "N".

| | | |
|----|----|----|
| 1. | 2. | 3. |
| Y | Y | N |
| 4. | X | 5. |
| Y | | Y |
| 6. | 7. | 8. |
| N | N | N |

 I have 3 lines!
 Good job!

Period 2 G6/ Class 2 Number 18 Name 黃思潔 Jessica

A. Translate and Copy
 Q: 你喜歡什麼科目?
 (translate →) What subjects do you like?
 A: I like PE (and art). (可填寫一或兩科)
 (copy →) I like PE and art.

B. Look and Write
 1. 他喜歡體育 → He likes PE.
 2. 她也喜歡體育 → She likes PE, too.

C. Proverb
 ① **Don't judge a book by its cover.** 翻譯
 (勿以貌取人)
 Copy again: Don't judge a book by its cover.

D. Bingo Guess Game
 We ask our classmate:
 Do you like _____?
 (Chinese, English, math, science, music, art, PE, social studies)
 If your answer is "Yes", write "Y".
 If your answer is "No", write "N".

| | | |
|----|----|----|
| 1. | 2. | 3. |
| Y | Y | Y |
| 4. | X | 5. |
| N | | Y |
| 6. | 7. | 8. |
| N | N | N |

 I have 0 lines!
 That's fine!