


品德教育雙語繪本教案		
繪本名稱	When My Body Says No 無可奈何，須得安命。怨嘆躁急，又增一病。	
適用年級	□一上 □一下 □二上 ■二下	設計者:台南市西門實驗小學曹雅茵
教學時間	共 320 分鐘 每節課 40 分鐘，共八節	
總綱核心素養	<p>E-A1 具備良好的生活習慣，促進身心健全發展，並認識個人特質，發展生命潛能。</p> <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，並與團體成員合作之素養。</p>	
課程目標(100 字以內)	運用品德教育 6E 教學方法，跨域結合英語文、數位及文本閱讀於教學，以生活相關議題探索品德教育的內涵，建構關懷生態的態度，並從中學習閱讀英語文本的能力及品德教育實踐力行的表現。	
品德教育議題學習主題 與實質內涵	<p>品德發展層面：品 E1 良好生活習慣與德行。</p> <p>品 E3 溝通合作與和諧人際關係</p> <p>品德核心價值：品 EJU1 尊重生命。</p> <p>品 EJU4 自律負責</p>	
領綱學習表現	<p>生活課程學習表現</p> <p>1-I-4 珍視自己並學習照顧自己的方法，且能適切、安全的行動。</p> <p>2-I-3 探索生活中的人、事、物，並體會彼此之間會相互影響。</p> <p>4-I-2 使用不同的表徵符號進行表現與分享，感受創作的樂趣。</p> <p>7-I-5 透過一起工作的過程，感受合作的重要性。</p> <p>健康與體育課程學習表現</p> <p>4a-I-1 養成健康的生活習慣。</p>	
其他議題	生命教育 E2 理解人的身體與心理面向。	

<p>與</p> <p>學習主題實質內涵</p>	<p>安全教育 E7 探究運動基本的保健。</p>
<p>英語單字&句型</p>	<p>Vocabulary:</p> <p>snack, foodie, healthy, unhealthy, junk food</p> <p>sick, sleepy, tired, overworked, exhausted,</p> <p>bite, taste, digest, push</p> <p>overeate, chew slowly</p> <p>sick, hospital, argue, complain, stop working</p> <p>responsible, take care of, grow strong, stay healthy, exercise</p> <p>Sentence Structure:</p> <p>1. What's the matter with _____?</p> <p>I am _____. He is _____.</p> <p>2. He/She is _____/ not _____, because he/she _____.</p> <p>3. We/ I should _____. / We/ I should not _____.</p> <p>4. Be _____. Take care of your body.</p> <p>5. When I overeat, my body says no.</p> <p>When my body says no, I will be in the hospital.</p> <p>When I eat healthy food, my body says yes.</p> <p>When I take care of my body, I will grow strong and healthy.</p>

第一節

品德教育教學法	■ Example	■ Explanation	■ Exhortation
	□ Environment	■ Experience	■ Expectation

教學活動名稱	教學重點	教材/教具	時間
Warm up	<p>1. 教師運用 PPT 先呈現幾張常見零食的圖片。</p> <p>Teacher may say:</p> <p>Do you like these snacks? I like to eat these delicious snacks very much. So my friends call me “foodie.” Now I want to introduce one person who is like me.</p> <p>2. 請學生拿出繪本，觀察 P.2-3 中的主角是否也喜歡</p> <p>吃和老師一樣的食物，順勢帶入繪本。</p>	繪本，PPT	5mins
Picture Walk Discussion	<p>1. 觀察繪本 P.2-3，請小朋友說一說繪本中出現<u>哪些</u>食物?</p>  <p>Teacher may say:</p> <p>The character is A-Di. What does he eat?</p> <p>2. 當學生說出這些食物名稱後，老師可以問學生下列問題:</p> <p>Teacher may ask:</p> <p>He eats fries, chocolate, chips and cookies. He likes to eat many snacks. Do you like to eat these snacks? How many times do you eat these snacks a week? Is it okay to eat these snacks every day?</p> <p>3. 老師說明這些食物不能常吃的原因，並運用 PPT 呈現下列所提到的食物:</p> <p>Teacher may say:</p>	繪本, PPT	20mins

	<p>Some drinks are too sweet, such as bubble tea. Some foods are too salty, such as potato chips. Some foods are too oily, such as fried chicken. We call these unhealthy foods “junk food.” If we eat too much junk food, we will be sick.</p> <p>4. 運用 PPT 介紹常見的健康食物及不健康食物，並提醒學生要” More healthy food, less junk food.”</p> 		
Read Aloud	<ol style="list-style-type: none"> 1. 老師先帶著全班一起大聲讀出繪本內容 P.2-3 2. 分組依序閱讀繪本 P.2-3 	繪本	5 mins
Worksheet fun	<ol style="list-style-type: none"> 1. 老師先說明學習單上的關鍵單字” Healthy” 和”Unhealthy”，加深學生的印象，接著說明學習單的做法。 <p>Teacher may say:</p> <p>First, cut the pictures of the food. Second, glue the pictures in the correct blank.</p>	PPT，學習單(附件一)	10 mins

(附件一)

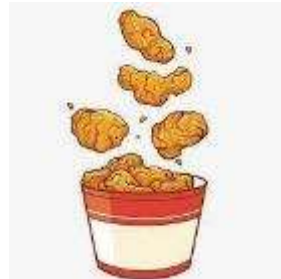


Healthy or Unhealthy?



healthy food

unhealthy food



第二節

品德教育教學法	■ Example	■ Explanation	■ Exhortation
	□ Environment	□ Experience	■ Expectation

教學活動名稱	教學重點	教材/教具	時間
Warm up	1. 播放歌曲 Healthy Food vs Junk Food Song，並說明歌曲中所提到食物名稱。 2. 老師可以簡單說明 junk food 對身體造成的影響 Teacher may say: Too much junk food will make you fat and slow. We should choose more healthy food.	歌曲連結: https://www.youtube.com/watch?v=fE8lezHs19s	5mins
Story review	1. 老師請學生觀察繪本 P.2-3 中 A-Di 的情緒反應。 Teacher may ask: Please see page 2-3. Is A-Di happy? Yes, he is happy. Because he eats many snacks. However, does A-Di eat healthy foods? 2. 藉上述問答，再次提醒學生哪些是健康食物或不健康食物。	繪本	5mins
Picture Walk Discussion	1. 老師請學生觀察繪本 P4-5 中 A-Di 有什麼改變。 Teacher may ask: At first, A-Di was happy to eat snacks. But later, he looked not so good and went to the hospital. What's the matter with him? 2. 當學生說出主角"生病"時，就顯示出生病的圖片及"sick"的單字。 Teacher may say: Because A-Di is sick. 3. 接著教師先帶學生觀察繪本 P.6-9 中 A-Di 和其他	繪本, PPT,	20mins

身體器官所呈現的表情。



4. 運用 PPT 呈現 sick / sleepy / tired / overworked / exhausted 等單字的圖片，並以句型”What’s the matter with _____?”和”He is _____.”帶領學生做問答練習。

T: What’s the matter with A-Di?

S: He is sleepy.

T: What’s the matter with the tooth?

S: He is tired.

T: What’s the matter with the tongue?

S: He is overworked.

T: What’s the matter with the stomach?

S: He is busy.

T: What’s the matter with the intestine?

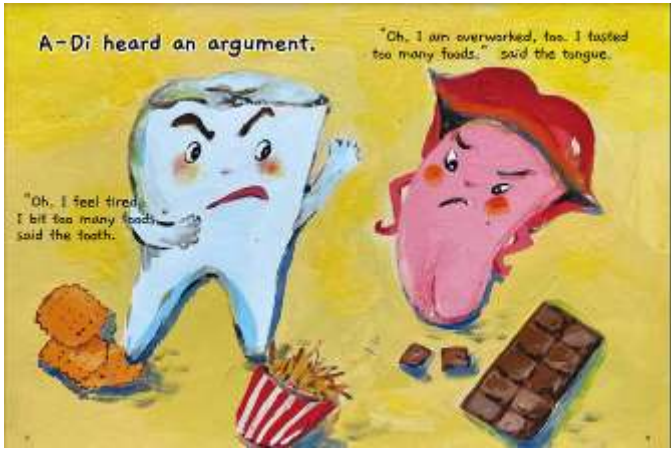

S: He is exhausted.

5. 老師說明”What’s the matter with you?”的使用時機及其回答”I am/feel _____.”，並讓學生運用剛剛所學的情緒形容詞，倆倆互相練習問答，藉以熟練單字。

Read Aloud	1.老師帶著學生一起大聲讀出繪本內容 P.2~P.9。	繪本	5mins
Role play	<p>1. 老師請自願的同學上台，抽出圖卡並扮演 sick / sleepy / tired / overworked / exhausted 等單字的圖片。 Teacher may say: Let's do role play. One student has to play the role of the paper you get. The rest of the students should guess the answer.</p> <p>2. 老師引導學生用” What's the matter with him/ her/ you?”及”I am/feel ____.”問答，進行角色扮演的活動。</p>	PPT	5mins

第三節

品德教育教學法	■ Example	■ Explanation	■ Exhortation
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教學活動名稱	教學重點	教材/教具	時間
Warm up	<ol style="list-style-type: none"> 1. 播放歌曲 What's the matter?(一次)，並說明歌曲中所提到的單字。 2. 用這首歌的曲調帶領學生一起用句型”What's the matter?”和單字” sick / sleepy / tired / overworked / exhausted”來練唱。 	歌曲連結: https://www.youtube.com/watch?v=olpHW1P43rg	5mins
Picture walk Discussion	<ol style="list-style-type: none"> 1. 接著請學生觀察繪本 P.6-9 中各頁人物，搭配 PPT 的人體結構圖及單字 bite / chomp / taste / digest / push，老師簡單說明食物的旅程(The journey of the food)以及各器官的功能。   <p>Teacher may say:</p> <p>When A-Di puts the snacks into his mouth, the teeth and the tongue are ready to work. The teeth have to bite and chomp. The tongue has to taste. Then the foods go through the esophagus and go into the stomach. The stomach starts to digest the food. When its work is over,</p>	繪本, PPT	20mins

	<p>he will mash up the food to the intestine. At last, the intestine may push the food to the anus.</p> <p>2. 教師運用</p>  <p>有所不同 消化上的困難</p> <p>消化時間也會 反而會造成消化上的困難</p> <p>Teacher may say:</p> <p>When you eat a lot of food, your body must work overtime to digest the food. So the body parts may feel tired.</p> <p>3. 教師引導學生看圖片，並說出繪本中各個器官爭吵的原因。</p> <p>Teacher may ask: Why does it feel _____?</p> <p>Students may answer: Because it _____.</p> <p>4. 引導學生思考如果這些器官都不願意工作，會有什麼後果。</p> <p>Teacher may say:</p> <p>What will happen if they stop working?</p>		
Read Aloud	<p>教師帶領學生一起閱讀繪本 P.4-9，閱讀完後，可以下列問題讓學生回答：</p> <p>Teacher may ask:</p> <p>Now do you know the job of the body parts?</p> <p>What's the job of the teeth?</p> <p>(Student: Bite the food.)</p> <p>What's the job of the tongue?</p> <p>(Student: Taste the food.)</p> <p>What's the job of the stomach?</p> <p>(Student: Digest the food.)</p>	繪本	8mins

	What's the job of the intestine? (Student: Digest the leftover food.)		
Worksheet Fun	教師帶領學生完成學習單”What are their jobs?	學習單 (附件二)	7mins

What are their jobs?

Name: _____

Teeth, tongue, stomach and intestine are the important parts of my body.

牙、舌、頭和胃、腸是我們身體重要的部分。

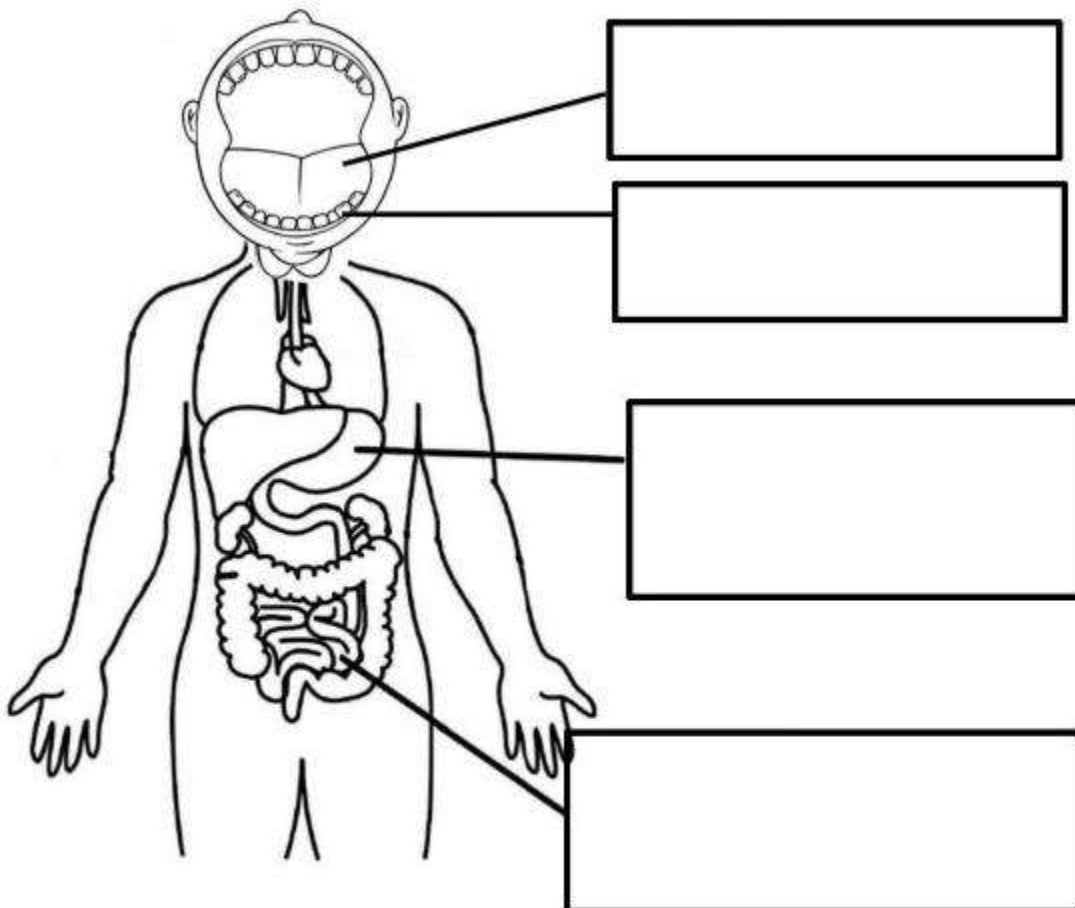
Do you know the job of each of them?

你知道這些器官的功用嗎？

Find out the answer and write it in the blank.


找出他們的功用，並寫在空白欄位中。

taste the food	digest the leftover food	digest food	bite food
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第四節

品德教育教學法	■ Example	■ Explanation	■ Exhortation
	□ Environment	□ Experience	■ Expectation

教學活動名稱	教學重點	教材/教具	時間
Warm up	1. 教師播放歌曲: Digestion-Where Does My Food Go 2. 教師帶領學生複習身體器官的功能，學生要復誦老師念的句子 Teacher may say : The teeth' job is to bite food. The tongue's job is to taste food. The stomach's job is to digest food. The intestine's job is to digest the leftover food.	歌曲連結: https://www.youtube.com/watch?v=A3BckTsD-rc	8mins
Story review	1. 複習繪本內容 P.4-P.9 Teacher may ask: Why did the tooth feel tired? Why did the tongue feel overworked? Why did the stomach feel busier than others? Why did the intestine feel exhausted?	繪本	5mins
Picture Walk Discussion	1. 教師運用繪本，讓學生觀察繪本中 P.10-P.11 的圖畫。  Teacher may ask: Why did the teeth, the tongue, the stomach and the intestine look so angry? What did they say? 2. 和學生討論這些身體器官都表示要”罷工”的原因，以及”罷工”後可能產生的結果。 Teacher may say:	繪本, PPT	20mins

	<p>A lot of work makes them tired and want to stop working. How can I take care of them?</p> <p>3.教師運用 PPT 呈現圖片 brush teeth/ overeating/ chew slowly/ eat vegetables/ tooth decay/ indigestine，並詢問學生應該用什麼方式來照顧身體的器官。</p> <p>Teacher : How should we take care of our teeth/ tongue/ stomach/ intestine?</p> <p>Students: We/ I should _____.</p> <p>Teacher : What should we not do?</p> <p>Students: We/ I should not (have) _____.</p>		
Read Aloud	老師帶著學生一起讀出繪本內容 P.10-P.11	繪本	2mins
Worksheet Fun	完成【附件二】學習單，引導學生了解照顧身體各器官”要做的事/不要做的事”為何。	學習單:附件三	5 mins

When I eat healthy food, my body says yes.
When I eat junk food, my body says no.
The good ways to take care of my body~

I should / I should not



I should...



I should not...



第五節

品德教育教學法	■ Example	■ Explanation	■ Exhortation
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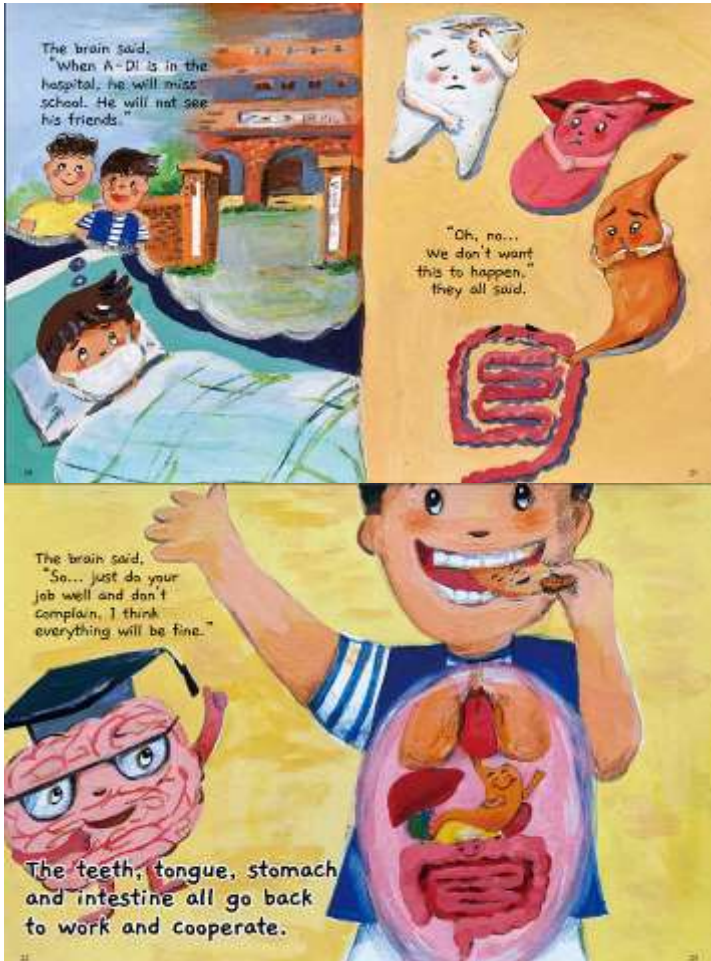
教學活動名稱	教學重點	教材/教具	時間
Warm up	<p>教師運用 PPT 呈現上一節課教過的一些圖片 (如:chew slowly/ overeating 等)，並唸出該圖片的意思，請學生根據圖片及聽到的意思，高舉雙手比 O 表示是對身體有益的事，比 X 表示是對身體有害的事。</p> 	PPT	5mins
Story review	<p>1. 複習繪本 P.6-11，先請學生跟著老師一起唸。 2. 依據繪本 P.6-11 內容，教師可以問下列問題，引導學生找到答案並回答:</p> <p>Teacher: What's the matter with the teeth? Why do the teeth feel tired? What's the matter with the tongue? Why does the tongue feel overworked? What's the matter with the stomach? Why does the stomach feel busy? What's the matter with the intestine? Why does the intestine feel exhausted? They all feel unhappy. So what do they say?</p>	繪本	5mins
Picture Walk Discussion	<p>1. 教師運用 ppt 和繪本，讓小朋友觀察繪本中 P.12-17 的圖畫</p> 	繪本, PPT	15mins

	<div data-bbox="512 76 1182 533" data-label="Image"> </div> <div data-bbox="512 555 1177 1010" data-label="Image"> </div> <p data-bbox="464 1037 1177 1115">2. 搭配 PPT 圖片 ambulance/ sick/ hospital/ surprised/ complain/ stop working</p> <p data-bbox="464 1131 694 1167">Teacher may ask:</p> <p data-bbox="464 1182 1177 1368">What do you see on P.12? Why are the teeth, the tongue, the stomach and the intestine in an ambulance? Where do they go? Are they happy when they know they want to go to the hospital? Why is A-Di sick? Are the body parts important to A-Di?</p> <p data-bbox="464 1384 1177 1480">3. 教師教導學生了解身體各部位的重要性，必須各司其職，才不會讓身體生病。</p>		
River Crossing Game	<p data-bbox="464 1503 1177 1585">1. 教師詢問學生昨天吃了什麼食物，並寫下或畫下在小紙卡上，丟進小箱子裡。</p> <p data-bbox="464 1619 694 1655">Teacher may ask:</p> <p data-bbox="464 1671 1177 1753">What did you eat yesterday? Please write them down on the paper and put them into the little box.</p> <p data-bbox="464 1776 1177 1962">2. 教師說明並示範 River Crossing Game 遊戲規則，學生要踩著報紙過河，腳不允許接觸地面，發揮團隊合作精神嘗試向終點線移動，全組最先踩著報紙通過終點線的隊伍獲勝。</p> <p data-bbox="464 1989 694 2024">Teacher may ask:</p> <p data-bbox="512 2040 1177 2123">Let's cross the river together. Each team will get some pieces of newspaper. You have to help each</p>		10mins

	<p>other step on paper to cross the river. The faster team can win the game.</p> <p>3.教師將學生分成若干組，每組學生 5 人，分別扮演 A-Di 的牙齒、舌頭、胃、腸及 A-Di 本人。扮演 A-Di 的學生需抽出一張小卡，代表他吃下的食物，健康的食物可以獲得三張報紙，不健康的食物可以獲得二張報紙，提供代表牙齒、舌頭、胃、腸的學生過河闖關。</p> <p>Teacher may ask:</p> <p>Who wants to be A-Di/ tooth/ tongue/ stomach/ intestine?</p> <p>If A-Di eats healthy food, your team can get 3 pieces of paper. If A-Di eats unhealthy food, your team can only get 2 pieces of paper. Tooth, tongue, stomach and intestine, try your best to cross the river!</p> <div data-bbox="464 837 930 1180" data-label="Image"> </div> <div data-bbox="512 1180 962 1514" data-label="Image"> </div>		
Read Aloud	老師帶著學生一起讀出繪本內容 P.12-17	繪本	5 mins

第六節

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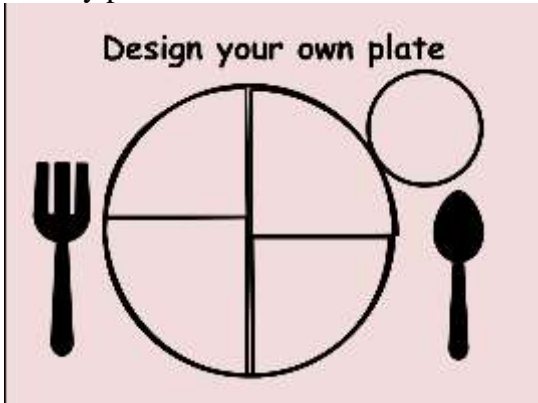
教學活動名稱	教學重點	教材/教具	時間
Warm up	<p>1. 教師先播放故事影片：Team Work Wins，並簡單和學生討論故事內容的含意：</p> <p>Teacher may say: At first, Cossly always said something bad about his friends. So his friends felt hurt by his rude words. Until his friends won the awards, and only Cossly didn't win anything. But his friends didn't make fun of him; instead, they welcomed Cossly to join them. Finally, they won the best prize.</p> <p>2. 引導學生思考 A-Di 的各個身體器官如果覺得自己比其他器官更重要，不能各司其職的話，A-Di 的病會好嗎？</p>	<p>影片連結：</p> <p>https://www.youtube.com/watch?v=TlapzRj1QAI</p>	8mins
Story review	教師帶著學生複習繪本內容 P.12-17，並一起閱讀。	繪本	5mins
Picture Walk Discussion	<p>1. 教師請學生觀察繪本中 P.18-21 的圖畫，並提問一些問題，讓學生明瞭內容。</p> 	繪本，PPT	22mins

	<p>Teacher may say:</p> <p>Now A-S-Di is in the hospital. Does he look happy for no school? Do the teeth, the tongue, the stomach and the intestine still complain? They feel regretful to A-Di. After they hear the brain tell them “do your job well and don’t complain. Everything will be fine.”, what do they do?</p> <p>2. 教師補充說明，從繪本圖畫中明瞭唯有身體各部位的正常運作，才能讓我們的身體不生病，可以去做想做的事。</p> <p>3. 教師詢問以下問題，讓學生再次複習繪本中身體各器官的功能為何，以及對身體的重要性。</p> <p>Teacher may ask:</p> <p>What’s the job of the teeth/ the tongue/ the stomach/ the intestine?</p>		
Read Aloud	老師帶著學生一起讀出繪本內容 P.18-21	繪本	5 mins

第七節


品德教育教學法	<input type="checkbox"/> Example	■ Explanation	■ Exhortation
	<input type="checkbox"/> Environment	<input type="checkbox"/> Experience	■ Expectation


教學活動名稱	教學重點	教材/教具	時間
Warm up	教師利用繪本 P P T 帶著小朋友一起複習 P.2-21	繪本	5mins
Picture Walk Discussion	<p>1. 教師運用繪本，讓學生先觀察繪本中 P.22-P.27 的圖畫。</p>    <p>Teacher may say:</p>	繪本, PPT	20mins

	<p>Now A-Di feels much better. And he hopes that he doesn't go to the hospital again. Can you tell him how to do it?</p> <p>2. 教師運用 PPT 說明均衡飲食(balanced diet)的概念</p>  <p>Teacher may say:</p> <p>Everyday you eat many foods. But do you eat correctly?</p> <p>3. 教師運用 PPT 更進一步說明，除了吃健康的食物、均衡飲食外，固定運動(exercise)也是讓身體強壯的方式。</p> 		
Read Aloud	教師帶著學生一起閱讀繪本 P.22-27	繪本	5mins
Draw my plate	<p>教師發下圖畫紙並引導學生設計自己的飲食菜單。</p> <p>Teacher may say:</p> <p>To be healthy, we need to eat many foods. What kind of food do you want to eat? Now, draw your own healthy plate.</p> 	圖畫紙	10mins

第八節

品德教育教學法	<input type="checkbox"/> Example	<input checked="" type="checkbox"/> Explanation	<input checked="" type="checkbox"/> Exhortation
	<input type="checkbox"/> Environment	<input checked="" type="checkbox"/> Experience	<input checked="" type="checkbox"/> Expectation

教學活動名稱	教學重點	教材/教具	時間
Warm up	<p>1. 複習歌曲: Healthy Food vs Junk Food Song</p> <p>2. 教師藉由歌曲再次重申 healthy food 和 junk food 對身體的影響。</p> <p>Teacher may say:</p> <p>Healthy food will make you strong/fast. But junk food will make you weak/fat/slow.</p>	<p>歌曲連結:</p> <p>https://www.youtube.com/watch?v=fE8lezHs19s</p>	5mins
Picture Walk Discussion	<p>1. 教師運用繪本，讓學生先觀察繪本中 P.28-29 的圖畫及小兒語:無可奈何，須得安命。怨嘆躁急，又增一病。</p>  <p>Teacher may say:</p> <p>We have to do things step by step. Take your time. If we can be responsible for taking care of our body, we will grow strong and stay healthy. By this way, our body may say “yes.”</p> <p>2. 藉由說明讓學生知道“身體是自己的”，唯有自己照顧好自己，才能常保健康!”</p> <p>3. 教導學生以下句子:</p> <p>Be responsible. Take your time. Take care of my body. When I overeat, my body says no. When my body says no, I will be in the hospital. When I eat healthy food, my body says yes. When I take care of my body, I will grow strong and healthy.</p>	繪本, PPT	10mins

Read Aloud	教師帶領學生再次朗讀繪本 P.2-29	繪本	10mins
Poster Fun	<p>1. 教師總結此繪本的涵義，帶領學生回想前幾堂課所提到對身體有益/有害的習慣，並告知學生接下來要完成的海報任務。</p> <p>Teacher may say:</p> <p>Good life habits are important. They can help us stay healthy. A healthy body will grow strong. Now we want to finish a poster about”Stay strong and healthy”</p> <p>附註: 以下為給學生參考的海報範例</p> <p>*文字部分讓學生自己抄寫</p> 	PPT，海報紙	15mins



Wash hands



Drink more water



Eat healthy food



Eat junk food



Stay up late



Brush teeth



Overeating



Eat too many snacks



Do exercise



Chew slowly

