

附件三

嘉義市全英語教案甄選
封面

主題名稱：Sweet but Bitter

參賽組別：國中

適合年級：八、九年級

設計理念：透過文本作議題延伸，導入全球經濟及人權議題，除了補充相關聯的影片及文章讓學生將所學知識與課文文本作串聯，更藉由於市面上可購得的東尼巧克力條，呼應回現實面，讓學生意識到世界上存在的許多的醜陋的真相，而身為世界公民的我們，都扮演著舉足輕重的腳色，即使是個小小消費行為的改變，都可能為他人帶來影響，甚至在全球人權及經濟上產生大大的改變。

作 品 編 號 ：

附件四

全英語教學~教案設計

領域/科目	英語領域/英語科	教案總字數	8511
實施年級	八年級	總節數	此為第 6 單元的第 4 節，本單元共 6 節
單元名稱	配合翰林版 Book 4 Lesson 6 She'll Wear a Sweater to the Party. Topic: Sweet but Bitter		
設計依據			
學習表現	<p>1-IV-8 能聽懂簡易影片的主要內容。 Can comprehend the gist of a simple video.</p> <p>2-IV-1 能說出課堂中所學的字詞。 Can say the words learned in class.</p> <p>*2-IV-12 能以簡易的英語參與引導式討論。Can join guided discussions in simple English.</p> <p>◎3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。Can analyze and critique an article and understand the author's perspective, stance and writing purpose.</p> <p>4-IV-7 能寫簡單的賀卡、簡訊、書信、電子郵件等。 Can write cards, text messages, letters, emails, etc. in simple English</p> <p>5-IV-10 能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。 Can comprehend simple stories and reading passages, and provide a verbal or written summary with simple sentences.</p> <p>5-IV-12 能看懂日常溝通中簡易的書信、簡訊、留言、賀卡、邀請卡等，並能以口語或書面作簡短的回應。 Can read letters, text messages, memos, cards, invitations, etc. in everyday</p>	核心素養	<p>英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 Possess basic listening, speaking, reading, and writing competencies in English. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in common everyday life.</p> <p>英-J-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。 Possess the skills of using a variety of information searching tools to collect and organize English information. Expand learning materials and scope, enhance learning effectiveness, and develop information ethics competency.</p> <p>英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 Actively participate in in-class and extracurricular English language group learning activities and develop a spirit of teamwork.</p>
學習重點			


	<p>communication, and reply briefly in speech or writing.</p> <p>6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 Enjoys exposure to a wide variety of extracurricular English materials, such as songs, English-learning magazines, comics, videos, radio programs, the Internet, etc.</p> <p>7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。 Makes good use of background knowledge relevant to the topic of a given reading/listening passage to aid comprehension.</p> <p>7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。 Can draw on the discussion among the teacher and learners and form personal opinions.</p>		
學習內容	<p>A 語言知識 *Ae-IV-5 不同體裁、不同主題之簡易文章。 Simple articles of various genre and subject matters.</p> <p>Ae-IV-8 簡易故事及短文的大意。 Main ideas of simple stories and short passages.</p> <p>B 溝通功能 B-IV-2 國中階段所學字詞及句型的生活溝通。 Everyday communication is achievable with the vocabulary and sentence structures of junior high level.</p> <p>B-IV-5 人、事、時、地、物的描述及問答。 Describing, asking and answering who, what, when, where and how.</p>	呼應重點	<p>1-IV-8-2 能了解簡易影片的內容和大意，並能掌握其中的簡易對話。</p> <p>2-IV-10-2 能依提示使用適當的句子描述圖片的內容。</p> <p>2-IV-12-2 能運用課堂中所學的字詞語句作簡單的敘述、回答及提問。</p> <p>3-IV-8-1 能從短文中擷取重要內容大意。</p> <p>6-IV-1-2 樂於在課堂上參與分組練習活動。</p> <p>7-IV-2-1 能注意日常生活所接觸的廣告看板、各類標示的英文字母及字詞語句，嘗試閱讀並了解其意。</p> <p>7-IV-4-1 在和教師及同學討論特定主題時，樂意發表自己的意見、舉出實例或舉出相反的例子。</p>

		B-IV-8 引導式討論。 Guided discussion.	
議題 融入	實質內涵	<p>人 J6 正視社會中的各種歧視，並採取行動來關懷與保護弱勢。</p> <p>人 J12 理解貧窮、階級剝削的相互關係。</p> <p>品 J6 關懷弱勢的意涵、策略，及其實踐與反思。</p> <p>國 J10 了解全球永續發展之理念。</p> <p>環 J5 了解聯合國推動永續發展的背景與趨勢。</p> <p>*環 J4 了解永續發展的意義（環境、社會、與經濟的均衡發展）與原則。</p>	
	所融入之學習重點	<p>3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。 Can analyze and critique an article and understand the author's perspective, stance and writing purpose.</p> <p>6-IV-4 樂於接觸課外的英語 文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 Enjoys exposure to a wide variety of extracurricular English materials, such as songs, English learning magazines, comics, videos, radio programs, the Internet, etc.</p> <p>*6-V-7 能積極以英語文為工具，探索新知並關注國際議題。 Make good use of English as a tool to explore a variety of topics and follow international issues.</p> <p>8-V-7 能養成地球村的觀念，尊重生命與全球的永續發展。 Can develop an identity as a citizen of a global village, respect lives and support sustainable development.</p> <p>8-IV-5 能具有基本的世界觀。 Can develop basic views of the world.</p>	
與其他領域/ 科目的連結	社會領域/資訊領域		
教材來源	Twinkl 網站、Youtube、翰林版八上、康軒版九上		
教學設備/資源	電子白板、平板載具、Canva、Padlet、Jamboard、學習單、同儕互評單		

學習目標

1. 學生能夠透過影片了解社會經濟議題並學習相關單字。
2. 學生能透過影片及文章討論反思，了解公平貿易的重要性。
3. 學生能藉由海報製作，傳遞資訊表達對於人權及經濟議題的關懷。
4. 學生能意識自己為全球公民的一份子，進而關懷全球人權及經濟議題，一起致力讓世界更好

教學活動設計

教學活動內容及實施方式	時間	備註
<p>I. Warm up</p> <p>1. Review the KWL chart.</p> <p>(1) Go over the worksheet and ask students to recall (in column K) what ugly truth they found last class. (Appendix 1).</p> <p>(2) Continue the discussion (in column W) and ask students how they feel about the ugly truth.</p> <p>2. Make a guess.</p> <p>(1) Ask students to work on the question and write down their answers on Jamboard.</p>  <p>(2) Go over students' answers and reveal the correct answers to them.</p> <p>(3) Make students aware that some certain unfairness exists by asking them the following questions:</p> <ol style="list-style-type: none"> a) Think about it. When an item is sold, who may be the happiest, the retailer, the manufacturer, or the factory worker? Why is that? b) When an item is sold, who may make the most money? c) Think about it. What are the chances for us to be a company worker/ a company owner? 	<p>3'</p> <p>5'</p>	<p>Students use the ipad to get in the teacher's course design on Padlet.</p> <p>Invite students to share their feelings about these issues.</p> <p>The one who answers the question correctly and fast will get a reward later.</p> <p>Encourage students to share their opinions in class.</p>
<p>II. Word Power (Vocabulary)</p> <p>Go over the vocabulary on the worksheet (Part III) and prepare students with the prior knowledge of the story that they're about to learn later.</p>	<p>2'</p>	<p>Students take notes and get themselves familiar with the terms.</p>
<p>III. Activity 1 (Listening/ speaking) : Video (1) (2)</p> <p>(1) Rewarding: Reward the one who gave out the answer to Part II correctly and the fastest with the biggest chunk of Tony Choclonely.</p>	<p>10'</p>	<p>Teacher shows Tony's Choclonely as the reward and distributes each piece to students.</p>

(2) Randomly choose students to share their feelings of getting different sizes of chocolate.

(3) Show video (1) and ask students to take notes as to finish the questions on the worksheet (Part IV).

(4) Ask students questions about the issues in the video.

- a) Why is Tony's chocolonely different?
- b) Why can't it be divided equally?
- c) What is Tony's vision in the chocolate industry?

(5) Play video (2).

(6) Stop the video on the last scene "The choice is yours. Are you in?"



(7) Invite students to talk about their feelings after watching the video.

Invite students to share their answers or feelings by giving points.

Video (1): Tony's Chocolonely - unequally divided chocolate bar (<https://www.youtube.com/watch?v=1ha2IUUHUZ8>)

Video (2): Tony's Chocolonely - The (short) story of an unusual chocolate bar.

(https://www.youtube.com/watch?v=F4_y2cR8ZHc&t=18s)

Students feel free to talk and the teacher responds.

IV. Activity 2: Reading

(1) Provide students with extended reading. (Appendix 2)

(2) Ask students to read and answer the questions on the worksheet (Part IV).

(3) Bring in the topic of Fairtrade.

V. Activity 3: Introducing FairTrade.

(1) Introduce FairTrade (Appendix 3).



5'
Students do the silent reading first and work out the answers later.

Encourage students to check their answers by looking for some key words or sentences.

5'
PowerPoint

- (2) Play video (3) and ask students to work on the questions (Part V).
- (3) Check the answers on the worksheet.

Note: Students use the Padlet to watch the video so that they can have their own video page.

Video (3):
[\(公平貿易：用消費改變世界！\)](#)

<https://www.youtube.com/watch?v=z0aSa7bJ8tc>

Worksheet: Part V.

VI. Activity 4: Time for Reflection

1. Play video (4) and provide students with food for thought.

10'

Video (4):
[公平的權利：童工、可可、咖啡豆](#)

<https://www.youtube.com/watch?v=9F-ZWMIc0cI>



2. Randomly assigned students to play the roles of the owners or the shoppers and have them write down their ideas on Jamboard according to the roles they are assigned.
3. Make students check other classmates' answers and leave their comments and responses on Jamboard.
4. Go over students' responses on the big screen so that they might be able to develop critical thinking and see things from different points of views.

Jamboard

Worksheet: Part VI

Invite students to read/ share their ideas out loud in class.

VII. Wrap up

1. Go back to the KWL chart and guide students to recall what they've learned about the so-called "fair trade."
2. Ask students to write down the most impressive slogans or words they learned today. They can also create their own slogan to help people learn more about Fairtrade.
3. Homework: Poster Design
 - (1) To reinforce the benefits of Fair trade, ask students to design a campaign poster to help advertise a global market with an ethical trade.
 - (2) Show students a sample of poster design via Canva.

5'

Worksheet: Part I.

Worksheet: Part VII.

Teacher coworks with an information-technology teacher to handle students' problems when working on the poster design.



Note: The benefits of the fair trade and at least one of slogans must be included in the poster.

(3) Tell students that they're going to make a campaign poster in their computer class with the help of their information-technology teacher.

-----Working in computer class-----

- (1) Remind students to pay attention to the criteria when designing their campaign poster.
- (2) Students upload their posters to the Padlet.
- (3) Ask students to leave their comments and give likes on other classmates' work on Padlet and finish the peer-evaluation form (Appendix 4).

Choose your favorite poster designs and write down the reason why.

Name/Number	Attractiveness (吸睛程度)	Creativity (創意表現)	Content (內容呈現)	Total Score (總分)
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Reason/Comment:				
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Reason/Comment:				
	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Reason/Comment:				

Teacher uploads the sample poster on the Padlet before class.

Canva:

https://www.canva.com/zh_tw/

Distribute the peer-evaluation form.

Teacher announces the top 3 poster design next class.

參考資料：

Appendix 1: Worksheet (翰林版八下 Lesson 6)

Appendix 2: Extended reading. (康軒版九上第五冊)

Appendix 3: What is FairTrade?

<https://www.twinkl.com.tw/resource/cfe-c-1964-cfe-whole-school-assembly-on-fairtrade-powerpoint>

Appendix 4: Evaluation form

Video (1) : Tony's Choclonely - unequally divided chocolate bar

<https://www.youtube.com/watch?v=1ha2IUUHUZ8>

Video (2) : Tony's Choclonely - The (short) story of an unusual chocolate bar.

https://www.youtube.com/watch?v=F4_y2cR8ZHc&t=18s

Video (3): [公平貿易：用消費改變世界！](#)

<https://www.youtube.com/watch?v=z0aSa7bJ8tc>

Video (4): [公平的權利：童工、可可、咖啡豆](#)

<https://www.youtube.com/watch?v=9F-ZWMIc0cI>

附錄：列出與此示案有關之補充說明。

附件五

課程實踐歷程

- 領域/科目/跨領域：英語領域/英語科
- 實施年級：八年級
- 授課教師：尹依婷

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明 1：Warm up (KWT chart)



說明 2：Answer the question on Jamboard.



說明 3：Group discussion



說明 4：Introducing Tony's Chocolonely



說明 5：Give chocolate as a reward



說明 6：The video of Tony's Chocolonely



說明 7: The idea of Fair Trade



說明 8: Video watching



說明 9: Response to other classmates' ideas

If you were the owner of the big company, will you join Fairtrade? Why or why not?

(807) Write down your opinion. (808) Respond to the opinions.

8713 当然
Yes, because
it will give
them a better
living
environment.

Of course yes.
Because it can help
people
hahahahhahahahaha
hahahahhahahahaha
hahahahhahahahaha

because it
can help poor
people

Your
idea is
good.

I agree.
Because we
can help them
change the
life.

Yes, because it
can help more
poor people to
have a better
life.

Yes. Because
it's fairer to
those workers

I will, because I'm
very kind to my
employees. I'm not
those mentally
retarded bosses. by
劉煒堯

Maybe I will
bc it was good
to help people
so I will join bc
it was good to
help people.

I agree.

I agree.

As a shopper, are you willing to buy Fairtrade products? Why or why not?

(808) Write down your opinion. (807) Respond to the opinions.

Yes, because it
can help
people.

Yes it can
help
people

Yes

8713 wild boar
Yes, because it can
make this unit
proper

I will, because I like
to help people who
are treated unfairly,
so I will buy
vegetables, buy

I agree. Because we
can help others in a
easy way.

Yes, because
it can help the
flowers.

Yes, because it
can change
there life.

Maybe by it was
good and I will buy
it someday as it was
good and I will buy
it bc it was good so I
will buy it. By
Richard

It is good
ur a good
person.

I agree with
your idea after
all, everyone
has different
ideas

I agree.

FAIR TRADE

IV. Answer the following question after watching video 1 and video 2.

1. Why is Jingo's chocolate amazing?

2. Write down some key words you heard while watching video 2.

• beaten & killed No child labor illegal reward

IV. Reading comprehension. (Appendix 1)

(P) 1. What is the reading mainly about?

(A) What it means to have fair trade in the UK.

(B) How fair trade plays a part in people's futures.

(C) Why fair trade is hard to find in poor countries.

(D) How fair trade can give a country the power to fight.

(D) 2. What can we know from the reading?

(A) Tom doesn't want his children to go to school.

(B) Lora will spend hours walking to collect water.

(C) Tom gets the money for his coffee beans on time.

(D) Lora's people can learn at school because of the fair trade deal.

III. Word Bank

• 教職	• 難題的	• 剝削	• 不合理的
• 社區	• 保護	• 合作	• 不合理的

V. Answer the following questions after watching video 3.

(P) 1. (P) 1.2) What caught the shopper's attention?

(A) A sign with black and yellow.

(B) A sign with coffee and tea.

(C) A clerk in the supermarket.

2. What changes did you see in the video? Their life becomes colorful! They had bigger fields better quality.

1. 3. What are the benefits of fair trade?

(B) Sustainable production (C) Good prices for farmers

(C) Good shopping environment (D) Good working conditions

(D) Better education (E) Make more money

(C) Working together with the big company (E) Working together in cooperative

4. Name at least five items that you can buy with fair trade in the video.

Tea Sugar cotton chocolate wine flowers

VI. Time for reflection.

If you were the owner of the big company, will you join Fairtrade? Why or why not?

Fairtrade human rights

10 PRINCIPLES OF FAIR TRADE

說明 13: Students' worksheet

Students' work

Use Care website to create a fair trade poster.

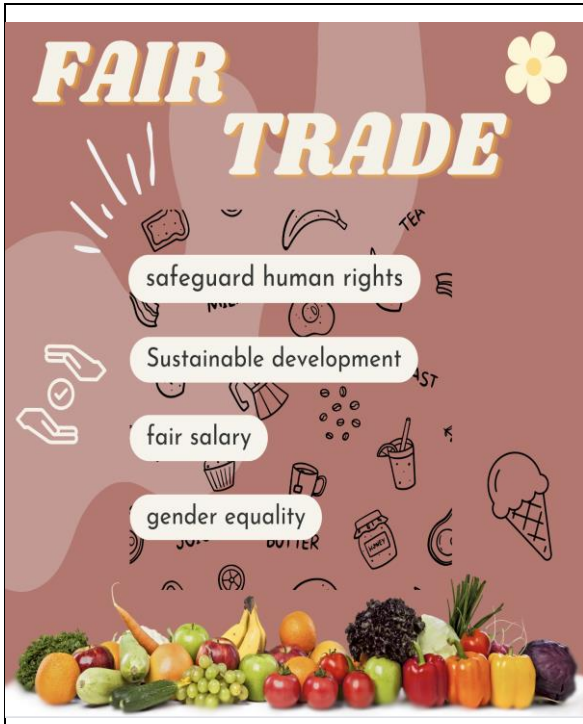
Fair Trade

1. Designed to help producers

2. Movement combines the power of higher price

3. Use a definition of fair trade developed by ILO.

說明 14: Students uploaded posters to the Padlet.



說明 15: Student's campaign poster



說明 16: Student's campaign poster

課程實踐省思與回饋

本課程的主題與翰林版第三冊第六課的 Reading "The Ugly Truth Behind Beautiful Clothes?" 內容相關聯，接續前一節課，由課文 Reading 的 KWL chart 開始，並藉由 Tony's chocolonely 導入 Fair Trade 議題，由於學生們已經具有相關的先備知識，老師在陳述相關問題以及在 Jamboard 問題討論時，大多數的學生們都能踴躍參與，且 80% 以上的內容同學都能理解，但在後來播放 Tony's Chocolonely 的影片時，雖已經使用 Work Bank 提前告知同學一些生字，但部分同學仍反應影片內容陳述過快無法理解，因而給同學時間自行在 Padlet 上重複播放學習。透過影片了解 Tony's Chocolonely 的故事後，再闡述延伸閱讀以及 Fair Trade 議題，同學們都更有所感並深切認同，甚至主動詢問老師哪裡可以購買 Fair trade 產品，在後面 Reflection Question 時，大多數學生都很有想法能夠寫下自己的意見，有部分同學仍需要老師給予協助，而少部分同學只能簡單回應，建議未來在開放性問題時可設計差異化學習單，可讓不同程度的學生更積極參與討論與學習。

