

新北市107學年度專輔公開課授課分享

人權教育

融入式的人權議題教學演示

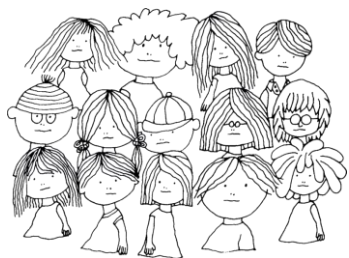
新北市淡水區新興國小 鄭偉辰老師





課程設計

素養導向的教學設計：解決現在或是未來的問題



英語：
指讀出繪本的句子



藝術與人文：
能與同學合作進行繪本創作



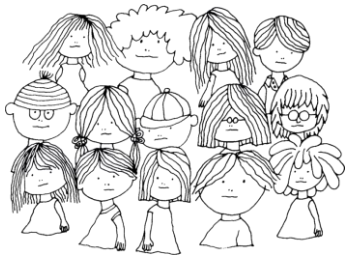
人權：
面對霸凌問題時，
能採取合宜的方式解決問題



延伸活動：
將繪本改為過去式時態；
小組繪本創作



教學策略及學生的學習



- - 寧靜的學習
 - 個別發言、兩兩討論、小組討論
 - 學生先自學，老師再進行較學
- - 每位學生皆有發表的機會(每人至少舉手發言1~2次)
 - 小組內每位學生都有任務

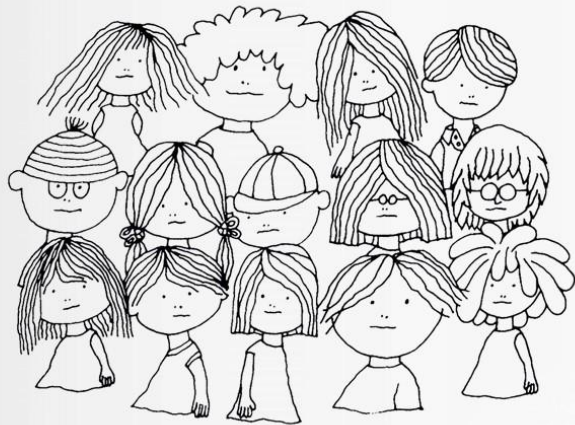
《不是我的錯》

Not My Fault

Writer: Leif Kristiansson

Drawer: Dick Stenberg

Translator: Teacher Ben



Baker & Taylor



引起動機

由繪本封面引發學生學習興趣並與霸凌文提連結。



發展活動一

學生兩兩字學指定文本，並進行朗讀。

教師確認學生是否了解文本內容；全班指讀。



發展活動二

深究文本，兩兩一組改寫文本。

繪本創作。



總結活動

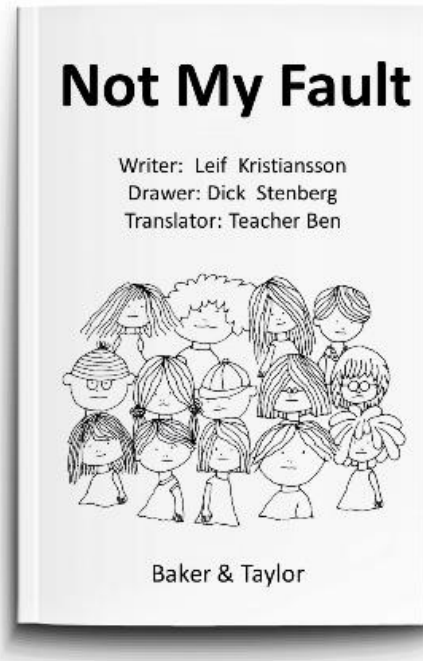
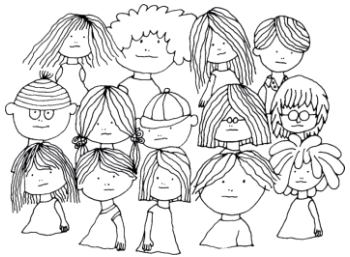
小組改寫結局，全班繪本欣賞。

教師總結面對霸凌時合宜的處理方式。





引起動機



- Cover walk of the storybook

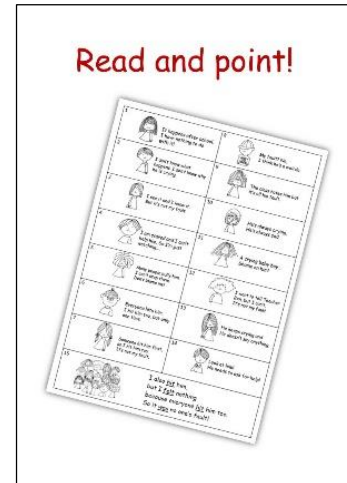
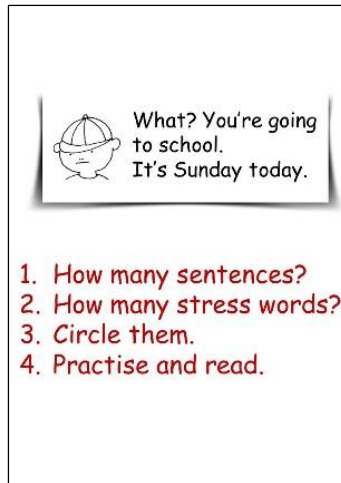
Q: What is it?

Q: What do you see?

- (1) How many students are there in the story?
- (2) Where is No.15 student?
- (3) What happened?



發展活動一



1. Pair up students and draw a face from the story on the sentence strip.
2. Students in pair read aloud a page.
3. Teacher ensures students' understanding of the story (e.g. mimic, act out, repetition...etc.)
4. Students point and read aloud the whole story.

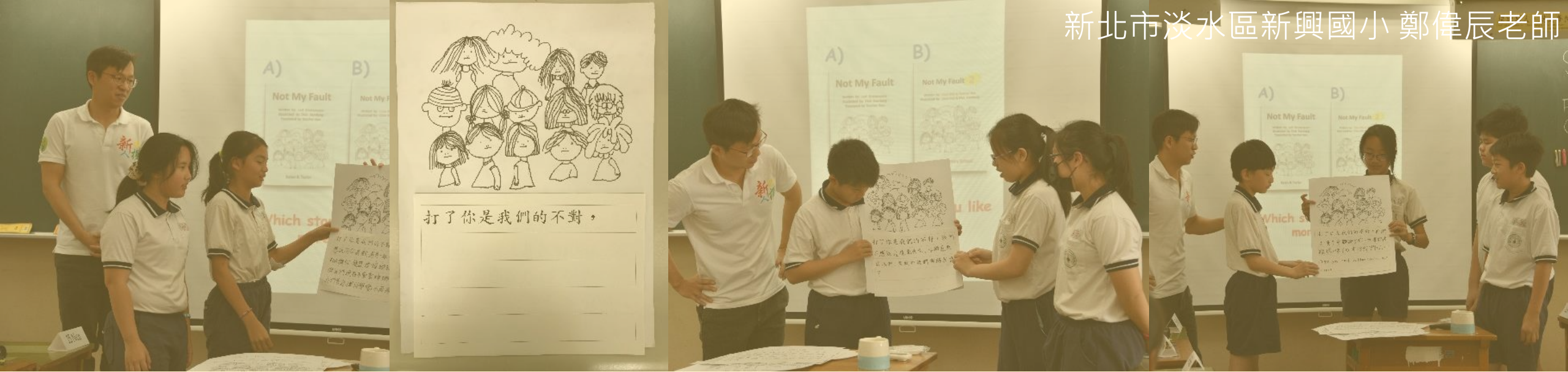


發展活動二

1. Do you like the story?
 2. What will you do if you are No15 student?
- Not My Fault2:
1. Students write up new story lines on the sentence strip; teacher writes the last page of the story.
 2. Read aloud 'New Not my Fault' together.

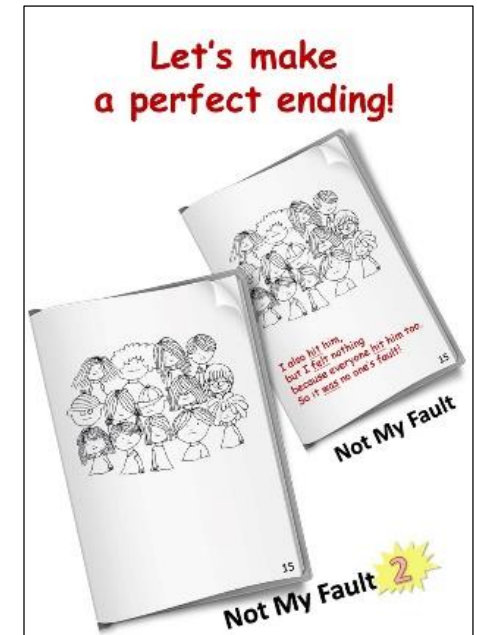
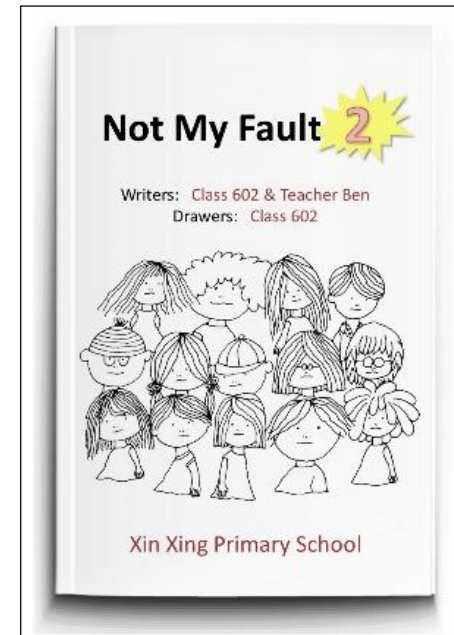


1. What happened? 發生什麼事?
2. Is that what you would say?
這也是你會說的話嗎?
3. If you were the boy, how do you want to be treated?
如果你是那個小男孩，
你希望怎麼被對待？

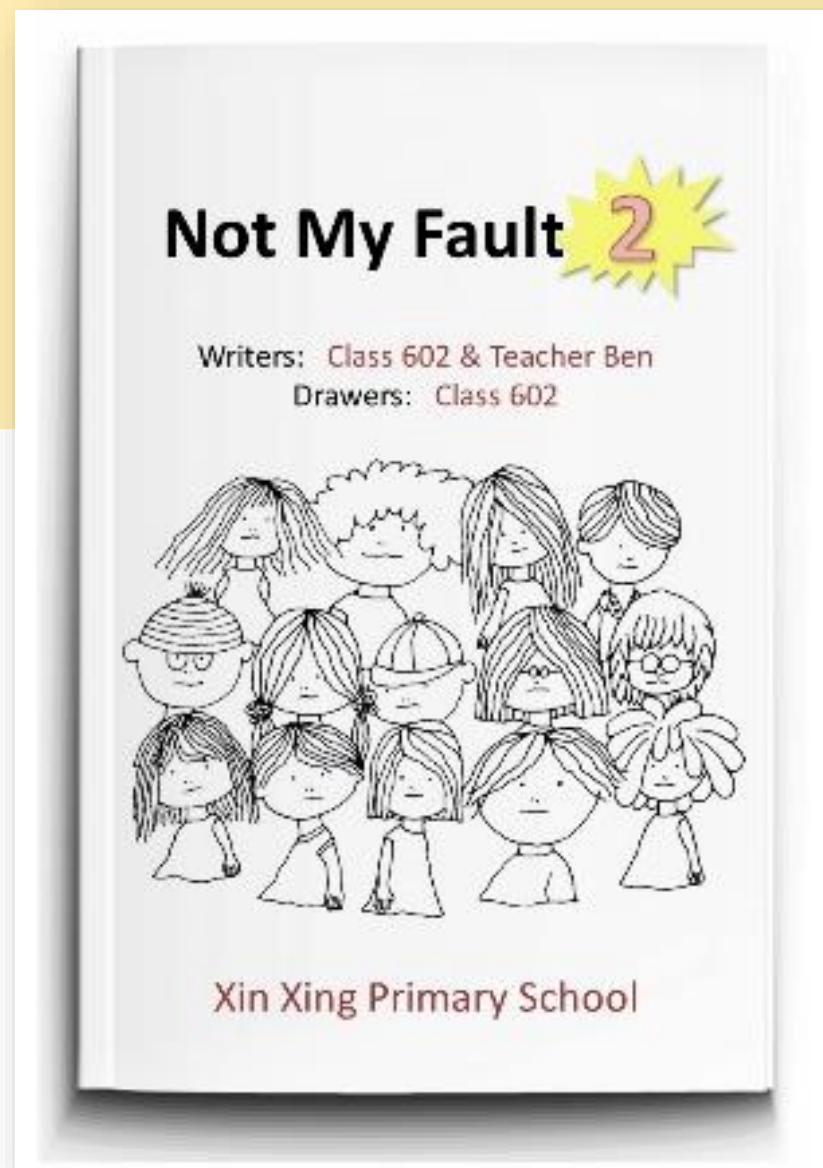
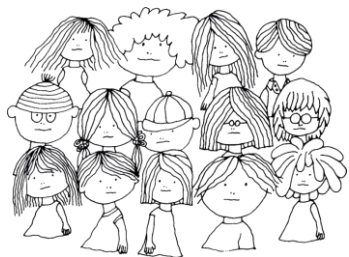


總結活動

1. Students in group rewrite the ending of the story.
2. In the book 'Not my Fault2'
Which page do/ don't you like? Why?
Can you rewrite it?
3. Teacher concludes.



小組創作發表





Thanks for Listening!

