

# 新北市國小雙語課程教學活動設計

實施年級：五年級

領域：綜合活動

單元名稱：Unit 4 Teamwork and Leadership - Working in a group 團體合作與領導——團隊協作趣

Topic 1：團隊合作 Cooperating Within a Group

總節數：2

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## 本單元設計理念(Unit Overview: Rationale and Philosophy)

透過本單元的體驗和反思，讓學生了解合作是個人和團體成功的關鍵要素，並認識到有效的合作需要明確的溝通、相互尊重和共享責任。學生將能具體辨識出能促進合作取得正向結果的行動，例如積極傾聽、分配任務以及提供建設性的反饋。

By the end of this lesson, students will understand that cooperation is a key component in achieving success, both individually and in group settings, students will recognize that effective cooperation requires clear communication, mutual respect, and shared responsibility among participants. They will also identify specific actions, such as active listening, delegating tasks, and providing constructive feedback, that promote positive outcomes in cooperative efforts.

## 本單元整體目標(Learning Objectives for This Unit)

學習重點 (Essential Learning Focuses)	學習表現 (Learning Performance)：
	<u>Integrative Activities</u> 2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。 Participate in different activities. Appropriately display one’s role in the team. Cooperate to achieve mutual objectives.
	<u>English</u> ◎1-III-9 能聽懂簡易句型的句子。 Can comprehend sentences of simple structures. 2-III-7 能作簡易的回答和描述。 Can respond and describe in simple English. ◎ 3-III-4 能看懂課堂中所學的句子。 Can understand the sentences learned in class. ◎ 6-III-2 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.
	學習內容 (Learning Content)：
	<u>Integrative Activities</u> Bb-III-1 團體中的角色探索。 Exploring one’s role in the team.  <u>English</u> B-III-2 國小階段所學字詞及句型的生活溝通。 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.
<u>內容 Content</u> (New knowledge, skills and understanding)	
<u>預計進行的節數</u> <u>Corresponding lesson</u>	
學生反思自己在團隊合作中所擔任的角色。 Students reflect on the roles they play in team collaboration.	第1節
學生能理解適當的分配角色有助於促進團隊合作。 Students can understand that appropriate role allocation helps facilitate teamwork.	第2節

**認知 Cognition (High-order thinking skills, problem-solving, challenges and reflection)**

Student will be able to:

1. Understand that cooperation is a key component in achieving success, both individually and in group settings.
2. Recognize that effective cooperation requires clear communication, mutual respect, and shared responsibility among participants.
3. Identify specific actions, such as active listening, delegating tasks, and providing constructive feedback, that promote positive outcomes in cooperative efforts.

**溝通 Communication (What and how)**

**Language of Learning (Key vocabulary – content-obligatory)**

**Words**

Students will be able to listen, read and recognize these words:

1. appropriate 合適的；恰當的
2. cooperate/cooperation 配合；合作
3. inappropriate 不合適的；不恰當的

Sentences:

Students will be able to listen, speak and read these sentences:

It's appropriate cooperation. Why or why not?

**Language for learning (Functional language e.g. language while learners participate in the lesson – thinking skills)**

**During the discussion, students are able to use the sentences to express themselves:**

1. Do you agree or disagree?
2. Is it important?
3. Can you finish your group paper pyramid on time?

**文化 Culture (Awareness of self and other, identity, citizenship, and pluricultural understanding)**

1. 學生能理解個人在團隊合作中扮演的角色。

Students will be able to understand the role individuals play in team collaboration.

2. 學生能了解適當的團隊合作要素。

Students will be able to learn the essential elements of effective teamwork.

教學活動設計：第一節課 (Lesson 1)				
活動順序 (Number of Activity)	時間 (Time)	教學方式 (Work Form)	活動內容 (Activity)	教材資源 (Materials)
課程導入(Lead-in/Warm-up)				
Hook 引起動機	5	討論	<p>◆展示一張家庭圖片，提出以下問題進行討論：</p>  <p>師生互動用語參考：  <i>What does each person in your family do?</i>  <i>Who cooks the food?</i>  <i>Who makes money?</i>  <i>Who cleans the house?</i>  <i>Who helps with your homework?</i>  <i>What do you do?</i>            家庭成員需要互相合作嗎？Why/why not?            ◆請學生發表對於「團隊合作」概念的認知和理解為何。            師生互動用語參考：  <i>What do you know about the word "cooperation"?</i>  <i>When do we need it?</i>  <i>Is it important? Why/ why not?</i></p>	新北市自編雙語 五年級綜合教材
主要內容(Core Part)				
Experience 體驗 1	15	實作	<p>◆將學生分成5~6人一組，每一組發下一個完成的Paper Pyramid。</p> <p>◆告知學生每一組要做出一個一模一樣的複製品，學生觀察並討論(3 mins)。</p> <p>◆老師準備A4紙、剪刀、膠帶台置於教室前方讓學生根據需要領取。</p> <p>◆學生到材料區領取所需要的材料和工具。</p> <p>師生互動用語參考：  <i>You are going to make a paper pyramid as a group.</i>  <i>Look carefully and discuss how to make it.</i>  <i>Go get the things you need in the material area.</i></p> <p>◆小組自行嘗試製作Paper Pyramid。</p> <p>◆教師於組間巡視，並視需要給予適當協助。</p> <p>師生互動用語參考：  <i>Let's get started.</i>  <i>Raise your hands if you need help.</i></p>	新北市自編雙語 五年級綜合教材 A4空白紙張數 張、剪刀、膠 帶、膠帶台
Reflect 省思	15	討論&發表	<p>◆引導學生閱讀省思問題，請學生反思團隊任務並進行討論。</p> <p>討論問題如下：  <i>Were you able to build the tower as a group? Why or why not?</i>  <i>Were you all working together as a group or dividing the tasks and working separately? Why?</i></p>	新北市自編雙語 五年級綜合教材
Wrap-up	5	小結	◆教師讓學生反思自己在團隊合作中所扮演的角色。	

教學活動設計：第二節課 (Lesson 2)																												
活動順序 (Number of Activity)	時間 (Time)	教學方式 (Work Form)	活動內容 (Activity)	教材資源 (Materials)																								
課程導入(Lead-in/Warm-up)																												
Experience 體驗 2	10	討論&實作	◆教師揭示要再次製作paper pyramid，並請各組討論。 師生互動用語參考： We are going to make the paper pyramid again. We learnt that appropriate cooperation is the key. In your groups, discuss how you will make it this time. ◆小組再次嘗試製作Paper Pyramid。 ◆教師於組間巡視，並視需要給予適當協助。 師生互動用語參考： Let's get started. Raise your hands if you need help.	新北市自編雙語 五年級綜合教材																								
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Reflect 省思	10	討論	◆引導學生閱讀省思問題，請學生反思團隊任務並進行討論。 討論問題如下： Were you able to build the tower as a group this time? Why or why not? What did you do differently this time? Do you think it was appropriate cooperation? Why or why not? What can happen to a group that does not work together.	新北市自編雙語 五年級綜合教材																								
Process 探究	17	討論&發表	◆利用學習單(附件一)帶領學生思考與討論。 師生互動用語參考： Please read statement no. 1. Is it appropriate or not? Why? Discuss and write down one appropriate and inappropriate cooperation example on the paper. <div><div><div>Class: _____ Number: _____ Name: _____ Let's Identify Appropriate and Inappropriate Cooperation! Think and add one appropriate and one inappropriate way of cooperation in the box below:</div><table><tr><th>Group Cooperation Statements</th><th>Appropriate Cooperation</th><th>Inappropriate Cooperation</th></tr><tr><td>1. Each member of the group needs to do one part of the task.</td><td></td><td></td></tr><tr><td>2. I am the smartest. I can do it by myself.</td><td></td><td></td></tr><tr><td>3. You can't help. You work too slow.</td><td></td><td></td></tr><tr><td>4. I can help you when I finish with my part of the task.</td><td></td><td></td></tr><tr><td>5. I don't like him/her. I don't want to work with them.</td><td></td><td></td></tr><tr><td>6. I work alone. I don't like working with other people.</td><td></td><td></td></tr><tr><td>7. I am good at doing this part of the task. I will do it.</td><td></td><td></td></tr></table><div>Think and write one appropriate and one inappropriate way of cooperation. Appropriate Cooperation : _____ Inappropriate Cooperation : _____</div></div></div> ◆學生發表appropriate及inappropriate的例子。 師生互動用語參考： Please read out loud your examples.	Group Cooperation Statements	Appropriate Cooperation	Inappropriate Cooperation	1. Each member of the group needs to do one part of the task.			2. I am the smartest. I can do it by myself.			3. You can't help. You work too slow.			4. I can help you when I finish with my part of the task.			5. I don't like him/her. I don't want to work with them.			6. I work alone. I don't like working with other people.			7. I am good at doing this part of the task. I will do it.			新北市自編雙語 五年級綜合教材
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總結 (Closure)																												
Wrap-up	3	總結	教師提示學生適當的角色分工能夠促進團隊合作。																									



Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_

**Let's Identify Appropriate and Inappropriate Cooperation!**

Think and add one appropriate and one inappropriate way of cooperation in the box below:

Group Cooperation Statements	Appropriate Cooperation	Inappropriate Cooperation
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Think and write one appropriate and one inappropriate way of cooperation.

Appropriate Cooperation : \_\_\_\_\_

Inappropriate Cooperation : \_\_\_\_\_