

單元二 單元名稱：海線？陸線？生存大考驗 Sea route or land route?			
教學節次	第 3 節~第 4 節		
國際教育議題實質內涵	國 E11 體會國際弱勢者的現象與處境。		
相關領域學習表現 (第二學習階段以上應包含英語文領域領綱)	<p>[社會]</p> <p>3d-III-1 選定學習主題或社會議題，進行探究與實作。</p> <p>[藝術與人文 表演藝術]</p> <p>3-III-5 能透過藝術創作或展演覺察議題，表現人文關懷。</p> <p>[英語文]</p> <p>1-III-6 能聽懂課堂中所學的字詞。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p> <p>4-III-4 能依圖畫、圖示填寫簡單字詞。</p> <p>5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>6-III-5 樂於接觸課外英語學習素材。</p>		
校訂國際教育雙語學習內容	領域學習內容 Content		
	<ol style="list-style-type: none"> 敘利亞難民逃難兩種路線 難民逃難時隨身所需物品 		
校訂國際教育雙語學習內容	語言學習內容 Language of Learning		
	<p>目標字詞 target words:</p> <p>Route, sea, land, Pros and Cons, Teacher-in-role, risk, journey, death, chances, via, threats, item(s), the most valued, the most needed</p> <p>目標句型 target sentences:</p> <ol style="list-style-type: none"> Can you describe "_____" in five (related) words? The five (related) words for "_____" are: ____, ____, ____, ____ and ____. What _____ do you choose (for you and your family)? And why do you choose it? I choose _____ because _____. Which _____ do you want to go? I want to go to _____. What is in _____? There is/ there are... 		
單元學習目標 (50~100字內)	能比較並了解海線及陸線兩種逃難方式的優缺點，透過戲劇活動理解並關懷兒童難民處境，進而學習以英語文表達、分享心得，反思與回饋。		
教學步驟	引導作法		教學資源
	I. Warm up (15 mins) 教師重播上一節課 Unfairytale 系列作品影片，並詢問學生故事中的兒童		
		認知能力	

	<p>難民們逃難過程中經過哪些場景或路線？整理學生的答案，將其分類成兩種難民逃難的路線：海線與陸線。</p> <p>1. Teacher uses target sentence and asks students: In “Unfairy tales” stories, people run away from Syria, where do they go? Can you describe <u>the ways</u> in 5 words? Students may say: The five words for <u>the ways</u> are: <u>road, sea, land, ocean and mountain.</u></p> <p>2. Teacher repeats all the words from students, and then writes them on the blackboard.</p> <p>3. Teacher separates those words into groups of two categories, sea route and land route.</p> <p>4. Teacher concludes that: When Syrian refugees run away from their homes to other countries, they have to choose to travel by land or to travel by sea sometimes.</p> <p>II. Presentation – Sea route? Land route? (25 mins) 教師介紹難民逃難時大致可分為兩種路線：海線與陸線，並透過視覺資訊圖表比較分析兩種路線的優缺點。教師利用【教師入戲 Teacher-in-role】的戲劇手法，化身成為專門帶人民逃亡到其他國家的費特克太太（角色擷取自繪本《班雅明先生的神祕行李箱》），透過教師入戲及學生角色扮演活動，帶領學生思考逃難的路線以及目的地國家。</p> <p>1. Teacher introduces refugees’ escaped route, sea route and land route. And then teacher analyzes the Pros and Cons of different routes with the infographic.</p>	<p>教學簡報 影片</p> <p>視覺資訊圖表</p>	<p>學生能列舉主題相關英語字彙</p> <p>學生能對照、比較海線、陸線之優缺點</p>
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	<p>2. Teacher groups the students. Having each group form as a Syrian family. Students play in roles as family members.</p> <p>3. Teacher uses a drama technique – Teacher-in-role and plays in role as Mrs. Fittko, who is good at leading refugees to other countries.</p> <p>Teacher (as Mrs. Fittko) may say: I understand that you and your family want to run away from Syria. I can take you out of this country, but you have to choose sea route or land route before you go. What <u>route</u> do you choose for you and your family? And why do you choose it?</p> <p>Talk to your families, and I will be back in five minutes. Let me know your answers and I will show you the way out. (Students talk to peers in groups for five minutes.)</p> <p>4. Teacher plays in role as Mrs. Fittko and asks the target sentence: What <u>route</u> do you choose for you and your family? And why do you choose it?</p> <p>Students from each group may say:</p> <ul style="list-style-type: none"> ● I choose <u>land route</u> because <u>it's safe and I can look for some food on my way.</u> ● I choose <u>sea route</u> because <u>it's short and quick.</u> <p>5. Teacher plays in role as Mrs. Fittko and says: I see. Come to get the maps. Study the sea route/ land route from the maps for five minutes. Draw the route and make a</p>	<p>地圖任務單, 彩色筆</p>	<p>學生能 評估、選擇 海線或陸線成為逃難路線</p> <p>學生能 運用 所學相關字彙, 並 組織 成完整句型</p> <p>學生能 擬定 逃難路線計畫與目的地</p>
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	<p>“running-away” plan for you and your family. And present to us with your map. Which <u>country</u> do you want to go?</p> <p>Students from each group may say: I want to go to <u>Germany</u>. I want to go to <u>Italy</u>.</p> <p>III. Practice – “What’s In My Bag?” (25 mins)</p> <p>教師介紹國際救援委員會 International Rescue Committee 製作的專題探討“<u>What’s In My Bag?</u>” 討論這些流離失所的難民們，在逃離家園的過程中，到底丟下了什麼，又留下了什麼？逃難時的浪跡天涯小包包裡面攜帶了哪些物品陪伴著他們？教師提問引導學生思考：逃難時何謂最有意義、最重要的物品？</p> <p>1. Teacher introduces “What’s In My Bag?” project produced by Tyler Jump and International Rescue Committee (IRC).</p> <p>Teacher may say: Look at the slide of PowerPoint. “What’s in <u>my bag?</u>” says a 20-year-old mother.</p> <p>Students may say: There is <u>a hat for the baby</u>. There are <u>some napkins and diapers</u></p> <p>2. Teacher concludes: This 20-year-old mother says, “Everything is for my daughter to protect her from sickness.” People pack the most valued and needed items, when they run for their lives. Can you describe “<u>the most valued and needed items</u>” in five related words?</p>		<p>學生能運用所學相關字彙，並組織成完整句型</p> <p>學生能透過圖片內容，理解難民逃難時選擇物品的掙扎與理由</p> <p>學生能運用所學相關字彙，並組織成完整句型</p>
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	<p>Students may say:</p> <p>The five related words for "<u>the most valued and needed items</u>" are: <u>important, money, want, meaningful and food.</u></p> <p>IV. Wrap up (15 mins)</p> <p>教師入戲、邀請學生思考並完成浪跡天涯逃難小包包的製作。接著透過小組合作，每組成一同以【鏡像畫面 Still-Image】及肢體動作合作呈現一張全家帶著行李逃難時的畫面，以探討逃難時選擇攜帶的物品及理由、並呈現逃亡時的情境。</p> <p>1. Teacher plays in role as Mrs. Fittko and says:</p> <p>It will not work out for your “running-away” plan if you don’t bring the most valued and needed items with you.</p> <p>What <u>items</u> do you choose for you and your family?</p> <p>And why do you choose them?</p> <p>Discuss within the group, and do the following things:</p> <ul style="list-style-type: none"> ● Draw a small bag on the paper. ● Draw and write 5 items in the bag. ● Make the group presentation: carry the bags and make a “running-away” Still Image. (Still Image is a drama skill that all people freeze in actions) ● When teacher walks towards a student and touch the student’s shoulder, the student may say: I choose <u>family pictures and money</u> because <u>I will miss my family and I need money to buy some food.</u> <p>2. Group presentation</p> <p>3. Discuss and share.</p>	<p>Paper, markers, pens, pencils</p>	<p>學生能設計逃難背包圖示，細列所需用品並細述理由</p> <p>學生能進行角色扮演，以肢體展示逃難時的靜止畫面</p> <p>學生能表達說明逃難時選擇攜帶的物品與理由</p> <p>學生能運用所學相關字彙，並組織成完整句型</p>
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	~The End~		
評量方式	<ol style="list-style-type: none"> 1. 課堂即時回饋：以雙語或目標字詞句口頭比較並評估兩種逃難路線之優缺點；並以口頭表達理解難民逃難時所遭遇的掙扎處境。 2. 完成地圖任務單：學生能應用對難民逃難路線的優缺點理解，以雙語、圖示或語言符號標示逃難路線於地圖任務單上，並以雙語發表說明。 3. 戲劇活動角色扮演：透過小組合作，學生以角色扮演的方式，呈現難民逃難時情境畫面，以肢體動作呈現逃難畫面；以雙語口頭說明逃難所需物品之相關字彙與句型。 4. 課堂觀察：學生能同時使用雙語進行溝通表達並呈現學科知識理解程度，達成跨語言實踐。 		
參考資料連結	<ol style="list-style-type: none"> 1. 《請帶我穿越這片海洋：記敘利亞、伊拉克、阿富汗、北非難民，以及跨地中海的悲劇航程》原文作者 Karim el Gawhary, Mathilde Schwabeneder 出版社：漫遊者文化 2. 《班雅明先生的神祕行李箱 Mr. Benjamin's Suitcase of Secrets》出版社：三民書局；出版日期：2017/09/26；作者：張蓓瑜；繪者：張蓓瑜 3. 國際救援委員會 IRC International Rescue Committee https://www.rescue.org 4. 教師入戲 Teacher in Role: 教師化身為與故事相關的角色，讓參與者在戲劇「擬真」的氛圍下，與當事者面對面進行對談，以達到教學的目的。 Teacher in role (TiR) is an invaluable technique for shaping the dramatic process and developing students' learning. Simply put, the teacher or facilitator assumes a role in relation to the pupils. This may be as a leader, an equal, or a low-status role – whatever is useful in the development of the lesson. The teacher may ask questions of the students, perhaps putting them into role as members of a specific group and encouraging them to hot-seat her in return. https://dramaresource.com/teacher-in-role/ 5. 靜止畫面 Still Image: Still Image is a drama skill that all people freeze in actions. 		