

單元三 單元名稱：探索各國學生午餐Analysis student lunches in various countries	
教學節次	第 5 節~第 6 節
國際教育議題實質內涵	<p>國際素養</p> <p>國 E1 了解我國與世界其他國家的文化特質。</p> <p>國 E2 發展具國際視野的本土認同。</p> <p>國 E4 了解國際文化的多樣性。</p> <p>國 E5 發展學習不同文化的意願。</p> <p>國 E7 認識各種國際能力。</p> <p>國 E12 觀察生活中的全球議題，並構思生活行動策略。</p>
<p>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>	<p>[健康與體育]</p> <p>Ea- II -2 飲食搭配、攝取量與家庭飲食型態。</p> <p>Ea- II -3 飲食選擇的影響因素。</p> <p>[英語文]</p> <p>1- II -9 能聽懂簡易的日常生活用語。</p> <p>2- II -5 能使用簡易的日常生活用語。</p> <p>3- II -2 能辨識課堂中所學的字詞。</p> <p>4- II -2 積極參與各種課堂練習活動。</p> <p>5- II -3 樂於回答教師或同學所提的問題。</p> <p>6- II -4 認真完成教師交待的作業。</p> <p>7- II -3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>8- II -1 能夠將所學字詞做簡易歸類。</p>
校訂國際教育雙語課程內容	<p><b>領域學習內容 Content</b></p> <p>1.認識各國在地食物。</p> <p>2.了解食物全球化的好處以及壞處。</p> <p>3.了解推動在地食物飲食的原因。</p> <p>4.了解各國推行在地食物飲食的活動。</p> <p>5.了解臺灣在地好食材。</p> <p>6.設計合宜的臺灣在地食物午餐菜單。</p>
	<p><b>語言學習內容 Language of Learning</b></p> <p><b>目標字詞 target words:</b></p> <p>Words for food: cabbage, olives, duck, peas, orange, fresh, nutritious, flavor.</p> <p>Words for Five continents: east, west, south, north, Asia, Europe, America, Africa, Oceania</p> <p><b>目標句型 target sentence:</b></p> <p>1. What is the local food for lunch in ____ (continents)?</p> <p>2. Why eating local?</p> <p>3. Because it is fresh/ more nutritious, has more flavor. .</p> <p>4. Where does the ____ (food) come from?</p> <p>5. Please design the local food lunch menu.</p> <p>6. Take actions to eat local food.</p>

<p>單元學習目標 (50~100字內)</p>	<p>1.能使用網路資源查詢食物產地。 2.能了解食用在地食物好處。 3.能設計在地食物午餐菜單。 4.能認識可行的在地食物飲食行動。 5.能以英語文表達及分享在地食物午餐菜單設計，並反思及回饋對該設計看法。</p>		
<p>教學步驟</p>	<p>引導作法</p>	<p>教學資源</p>	<p>認知能力</p>
	<p><b>I. Warm up (15 mins)</b>          上一單元我們認識各國學生午餐內容，這一單元我們要認識各國在地食材，並且希望學生可以設計合宜的在地食材午餐菜單。          教師展示“Interactive crop map”互動式農作物地圖網頁，詢問學生從簡報中看到了哪些在地食材？如何形容這些在地食材？教師一共介紹3張在地食材內容畫面，每一畫面都以相同流程完成作品討論。</p> <p><b>1. Teacher uses target sentence and asks students:</b>          Which food do you see in this photo?  <b>Students may say:</b>          Apples, Grapes, Cabbage, Olives, Rice.</p> <p><b>2. Teacher repeat the words, and show them on the screen.</b></p> <p><b>3. Teacher asks students:</b>          Where does the ___ (food) come from?  <b>Students may say:</b>          It comes from ___ (East, West, South, North, Asia, Europe, America, Africa, Oceania).</p> <p><b>4. Teacher repeat the words, and show them on the screen.</b></p> <p><b>5. Teacher may ask:</b>  <b>(1) What are the local foods in __ (continent)?</b>  <b>Students may answer</b>          They are ____, ____, ____, and ____.</p> <p><b>(2) Can you describe the locally grown food in 3 words?</b>  <b>Students may answer</b>          The words for the locally grown food are: flavor, nutritious, fresh.</p> <p><b>6. Teacher repeat the words, and then write them on</b></p>	<p><u>Interactive crop map</u> 互動式農作物地圖網頁          provided by 國際生物多樣性組織提供</p>	<p>學生能了解各地在地食材，並能討論食用在地食材好處。</p> <p>學生能選擇並列舉主題相關英語字彙</p>

	<p><b>the screen.</b></p> <p><b>7. Teacher may say:</b> Now, let's work in groups. Each group's task is to use these words (teacher points to the word lists on the screen) and make sentences to describe the locally grown food. You can start the sentence with "The local foods in ____ (continent) is ____, ____, ____."</p> <p><b>Students may say (or write on the screen):</b> The local foods in ____ (continent) is ____, ____, ____." The locally grown food here looks fresher. The locally grown food may have more flavor. The locally grown food is more nutritious.</p> <p><b>II. Presentation – How to search for Food's Carbon Footprint information through internet (25 mins)</b></p> <p>教師播放 "Eating Global? Eating Local?" 簡報，透過簡報呈現歐、美、日等幾個國家 Eating Local 學校午餐飲食內涵，揭曉這些國家的鼓勵在地飲食政策。藉此說明讓學生了解食用在地食物好處。請學生回答關於以上關於 Local Food 之相關單字及句子，並請各組派代表上台以雙語呈現。</p> <p><b>1. Teacher may say:</b> I am going to show a presentation called "<b>Eating Global? Eating Local?</b>" The presentation shows the locally grown food diet of some countries.</p> <p><b>2. Teacher may say:</b> What's the reason to eat local food?</p> <ul style="list-style-type: none"> <li>● Locally grown food is full of flavor.</li> <li>● Eating local food is eating seasonally.</li> <li>● Local food has more nutrients.</li> <li>● Local food supports the local economy.</li> <li>● Local food benefits the environment.</li> <li>● Local foods promote a safer food supply.</li> </ul> <p><b>3. Teacher repeat the words, and then write them on the screen.</b></p> <p><b>4. Teacher may say:</b> Some countries are committed to promote using local food. Now, I will show you some of the efforts made by these governments to improve the quality of school lunches.</p>	<p>學生能運用所學相關字彙，並組織成新句子</p>	<p>教學簡報</p>
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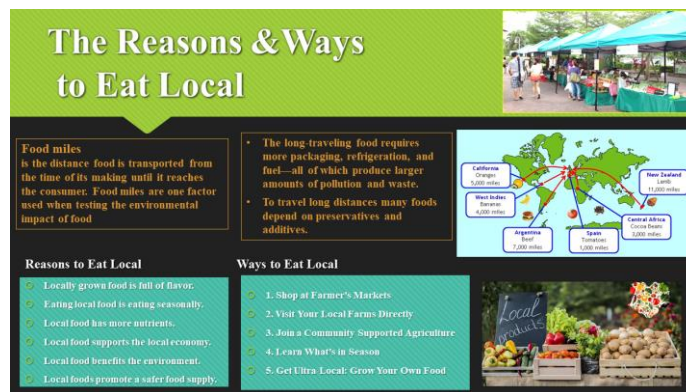
**5. Teacher may say:**

Let me introduce the "Let's Eat, the Taiwan Way"  
Interactive web. You may interact with the web to choose the local seasonal food in Taiwan. 讓我介紹你 "Let's Eat, the Taiwan Way" 互動式網頁，在此，你可以透過該網頁互動方式找到台灣當地及當季的食材，我們可以利此互動是網頁來完成以下學習單。教師介紹此互動式網站搜尋資料的方法。

**Students practice.**

**6. The teacher explains this infographic "Design your Local Food Lunch Menu and Actions".**

**Teacher may say:** Let's use the interactive food map web and the interactive local food web to design the Taiwanese local food lunch menu. Then please think about the actions we can take to eat local.



**7. Teacher may say:**

Later let us work out the worksheet together. Think about health!

**III. Practice - Design your Local Food Lunch Menu and Actions (35 mins)**

現在請同學在資訊課完成一份 "Design your Local Food Lunch Menu and Actions"學習單，請同學上網搜尋臺灣在地食物午餐內容，並選擇你喜歡的在地食物飲食行動。請各組學生寫出食物(Food)之相關單字及句子，並請各組派代表上台以雙語呈現。

**1. Teacher may say and demonstrates:**

Now let's search for the food information online and finish the worksheets. Please paste the local food

天下雜誌幸  
福台灣味  
Interactive web

視覺資訊  
圖表

學習單

學生能設計在地午餐食譜並了解在地食物飲食方式及了解可以採取的行動方案

學生能完成學習單

	<p>pictures to the plate and answer the questions on the”  <b>Design your Local Food Lunch Menu and Actions</b>”  worksheet.</p> <p><b>2.Students search information online</b></p> <p>Teacher hands out worksheets for each group. Ask students and peers to search for information online.</p> <p><b>3. Worksheets Presentations:</b></p> <p>Invite students from each group and share their works.</p> <p><b>Students show his/her worksheet and may say:</b></p> <p>My name is _____, and I am here to talk to you about  <b>“Design your Local Food Lunch Menu and Actions”</b></p> <p>First, the local food menu design of Taiwan is as shown in the worksheet.</p> <p>Second, the local foods of the menu are _____, _____, _____, _____ and _____(name of food).(such as : rice/ cabbage/ duck /peas / orange )</p> <p>Third, the lunch in this worksheet includes __ (4 or 5) kinds of food, such as "vegetables", "fruits", "grains", "meat" and so on.</p> <p>.</p> <p>Finally, we believe that we students can take actions to improve the quality of school lunch.</p> <p>Thank you all for your attention.</p> <p><b>IV. Wrap up (5 mins)</b></p> <p>Teacher may make a conclusion:</p> <p>This course emphasizes that...</p> <ol style="list-style-type: none"> <li>1. Many countries devoted to eat local.</li> <li>2. To improve health, we had better eat natural foods.</li> <li>3. To improve health, we had better eat local foods.</li> <li>4. Students can take actions to improve the quality of school lunch.</li> </ol> <p style="text-align: center;"><b>~The End~</b></p>		<p>學生能報告校午餐學習內容</p>
<p><b>評量方式</b></p>	<ol style="list-style-type: none"> <li>1.課堂即時回饋：理解各國在地食物學校午餐內涵，並回答問題。</li> <li>2.任務成果發表：透過小組合作，學生列舉並運用所學在地食物相關字彙與句</li> </ol>		

	<p>子，並以雙語發表。</p> <p>3.學習單：能設計本國在地食物午餐食譜，提出在地食物飲食行動方案，並以雙語描述感想。</p> <p>4.學生互評：能聆聽同儕口頭報告並欣賞其作品發表。</p>
<p>參考資料連結</p>	<ul style="list-style-type: none"> <li>● <a href="https://www.cw.com.tw/article/5083361?template=fashion">https://www.cw.com.tw/article/5083361?template=fashion</a></li> <li>● <a href="https://www.coa.gov.tw/ws.php?id=2503366">https://www.coa.gov.tw/ws.php?id=2503366</a></li> <li>● <a href="https://topic.cw.com.tw/anniversary/2017/">https://topic.cw.com.tw/anniversary/2017/</a> 天下雜誌幸福台灣味</li> </ul>