



三明治環遊世界 Sandwiches Around the World

台南市立崇明國民中學

壹、課程概覽

1. 以帶學生認識世界各國的三明治為發想，介紹三明治的由來，學生進而可以認識到組成三明治的麵包、配料因為國家地理環境特色等因素展現豐富多樣性的變化。並透過這些元素，認識到自己國家的三明治的特色，並透過實作各國三明治的過程，開發出饒富創意的三明治料理。
2. 以部定課程為基礎，從中選擇合適的課程經驗，延伸與補充國際教育的內涵。
3. 在國際教育中應用學科知識，將學科知識與學生的生活經驗結合，培養學生帶得走的能力。
4. 透過國家之間的比較和分析，培養學生欣賞和創造的能力，並彰顯台灣獨有的國家特色和價值。
5. 以中英雙語方式呈現，帶學生更快速與世界各國的食材特色接軌。
6. 善用 4C 原則，Content 為三明治實作、Culture 為認識不同國家之三明治文化、Cognition 透過認識各國三明治文化，進而認同自己的國家價值、Communication 為團隊合作，溝通共好。



學校基本資料

學習階段與類型：國民中學

班級數：56

學生人數：1537

教師人數：126

進行方式：議題融入

課程範疇：部定課程

融入領域：語文、綜合活動

科技

• 實施年級 七年級

• 融入模式 跨領域統整跨領域統整（英語文、綜合活動、資訊科技）

本單元課程總共（6）節，分為以下（3）個單元：

• 整體課程架構脈絡

單元一（Hola! Bonjour! Hello Sandwiches!）共 2 節

單元二（Create Sandwiches from Around the World）共 2 節

單元三（It' s Showtime!）共 2 節

• 國際教育雙語課程目標

在認識世界各國三明治的課程，學生能透過中英語為媒介工具，體認國際文化的多樣性，進而瞭解、尊重到欣賞自己的國家與世界不同文化的價值。此外，學生也透過實作，呈現以各國為主題特色的創意三明治料理，學習團隊合作，體驗自主學習、溝通互動。

貳、國際教育議題實質內涵一覽表

彰顯國家價值

- 國 J2 發展國際視野的國家意識。
- 國 J3 展現認同我國國家價值的行動。



尊重多元文化與國際理解

- 國 J5 尊重與欣賞世界不同文化的價值。



強化國際移動力

- 國 J7 了解跨語言與探究學習的重要內涵。
- 國 J8 覺察外語與探究學習對國際能力養成的重要性。
- 國 J9 運用跨文化溝通技巧參與國際交流。



善盡全球公民責任



參、教學活動與評量

單元 一 Hola! Bonjour! Hello Sandwiches!

單元學習目標

學生能了解三明治的由來及認識世界各地不同的三明治風貌，擴展國際視野，學習欣賞不同文化，並依小組劃分所代表的國家，合作共識出該三明治製作所需的食材與分工。

國際教育議題實質內涵

- 國 J2 發展國際視野的國家意識
- 國 J5 尊重與欣賞世界不同文化的價值
- 國 J7 了解跨語言與探究學習的重要內涵

教學節次 | 第 (1) 節 ~ 第 (2) 節

相關領域學習表現

[綜合]

- 2c-IV-2 有效蒐集、分析及開發各項資源，做出合宜的決定與運用。
- 3c-IV-1 探索世界各地的生活方式，展現自己對國際文化的理解與尊重。

[英語]

- 1-IV-2 能聽懂常用的教室用語及日常生活用語。
- 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。
- 5-IV-11 能看懂並能填寫簡單的表格及資料等。

[科技]

- 運 c-IV-2 能選用適當的資訊科技與他人合作完成作品。
- 運 c-V-1 能使用資訊科技增進團隊合作效率。

校訂國際教育雙語學習內容

• 領域學習內容 Content •

1. 認識來自世界各地的三明治
2. 製作各國三明治前的準備工作

• 語言學習內容 Language of Learning •

目標字詞 target words:

Japan, Vietnam, S. Africa, Italy, France, Greece sandwich, bread, spread, fillings, vegetables food plating, memorable, experience, recommend

目標句型 target sentences:

1. This sandwich is from _____.
2. My most memorable sandwich experience was when _____
3. I would / would not recommend this sandwich to others because _____

國際教育雙語學習評量

評量規準、評量方式：

1. 課堂即時回饋：能以雙語或目標字詞句口頭陳述三明治的由來、國家與自身經驗的分享。
2. 學習單：能以雙語歸納、摘要三明治的定義、故事等，藉由學習單，分工討論所需準備的食材。

Measurement of Student Understanding Levels of Achievement

Criteria	A Excellent	B Good	C Fair/ Needs Improvement
Work Completion	The entire worksheet was completed.	Most of the worksheet was completed.	Less than half of the worksheet was completed.
Concept	Student was able to fully comprehend the history of the sandwich and its definition.	Student was able to partially comprehend the history of the sandwich and its definition.	Student showed difficulty to comprehend the history of the sandwich and its definition.
Identify	Student was able to identify sandwich ingredients from different parts of the world.	Student was able to partially identify sandwich ingredients from different parts of the world.	Student had difficulty identifying sandwich ingredients from different parts of the world.
Language	Student was able to use the given English target sentences to share their most memorable sandwich experience with teachers and classmates.	Student was able to use some of the given English target sentences to share their most memorable sandwich experience with teachers and classmates.	Student had difficulty using the given English target sentences to share their most memorable sandwich experience with teachers and classmates.
Teamwork	Student was able to complete the assigned task and work cooperatively with group members to discuss and to contribute to their group sandwich activity.	Student was able to partially complete the assigned task and work with group members with some effort to discuss their group sandwich activity.	Student had difficulty completing the assigned task and cooperating with group members. Minimal effort and contribution to their group sandwich activity.

教學步驟

引導作法	教學資源	認知能力
<p>Lesson 1: Sandwiches Around the World</p> <p>Opening(1 min) 老師將帶領學生藉由認識世界各地的三明治，認識這個世界。 Display pictures of sandwiches from around the world in the classroom.</p> <p>1.Introduction Say: Hello class! We’ re starting a new unit. It’ s going to be a lot of fun! We’ re going to travel around the world and explore how to make foods from different countries. So, you might be thinking, “How are we going to that?” We’ ll, we’ re going to take a tour around the world through “sandwiches” !!! All of you will be creating and making your own sandwiches from different parts of the country, such as sandwiches from Japan, Italy, England, USA, Mexico, and Taiwan. Sounds pretty exciting, right? But before we begin, let’ s first define what is a sandwich. Do: Point to the screen.</p> <p>Introduction (15 mins) 老師介紹三明治的定義與由來。</p> <p>1. Introduction – student participation Say: What is a sandwich? How many of you know what is a sandwich? Who can tell me what is a sandwich? Do: Elicit answers from students. Walk around the room. Ask 2-3 students. Validate students’ responses.</p> <p>2. Define Sandwich Say: Now, let’ s take a look what the word sandwich means? It actually has two meanings. The first meaning of sandwich is actually a name of a place. Sandwich is small town in Southeast England. The second meaning of sandwich, which we all know, is a name of a food item. You may wonder, how did the word “sandwich” , the food we eat, come about? I’ ll share a story with you all later. Let’ s first read the definition together. Definition: “An item of food consisting of two pieces of bread with a filling between them.”</p>	<p>• U1 簡報</p>	<p>學生能根據老師的提問表達什麼是三明治</p>

教學步驟

引導作法	教學資源	認知能力
<p>Worksheet #1: Say: Everyone write down the definition on #1 of your worksheet. Do: Walk around the room to make sure students are on task.</p> <p>3. Storytelling: History of the Sandwich Say: Anyone know where did the sandwich come from? Do you know how it got its name “Sandwich” ? Anyone want to guess? Do: Elicit answers from students. Say: Here’s the story. A person named John Montagu was the 4th Earl of Sandwich. He was an 18th century aristocrat -- meaning very rich and a high-ranking person. However, he had a big problem. He liked to gamble a lot. He liked to play cards. Just like many of you like to play video games. So, he spent many hours playing cards. He played so much that he didn’t want to leave the card table to have lunch or dinner. So one day, he asked his cook to bring him meat and to put it between two slices of bread. That way he can eat and play cards at the same time. Later, people thought, what a smart idea! Soon, people from all over the world began to order, “the same as Sandwich” . So the word “sandwich” was named after the town, Sandwich.</p> <p>Worksheet #2: Say: Please fill in the missing blanks on #2 (The Story of the Sandwich) of your worksheet. Do: Instruct students to fill in the blanks on their worksheet. Walk around to make sure everyone is on task.</p> <p>Optional: Video-The History of Sandwich Say: Let’s watch a short video on the History of Sandwich. Do: Play YouTube video</p> <p>Lead-in (1 min) 老師解釋每個國家都有它的特色三明治，三明治鏈結了各國不同的文化與階層，可說是「全球性食物」。</p>	<p>• U1 學習單 (1) #1</p> <p>• U1 學習單 (1) #2</p> <p>• Video: History of Sandwich 中文 (optional): https://www.youtube.com/watch?v=tLtpZHYRsJs&t=57s</p>	<p>學生能推測三明治的由來</p> <p>學生能運用所學到的知識填入學習單</p> <p>學生能區別各國三明治的特色</p>

教學步驟

引導作法

4. Sandwich World Tour

Say: Now, we're going to take you a tour around the world. Here's a picture of sandwiches from around the world. When you look at a sandwich, you can sometimes guess where this sandwich is from just by looking at the type of bread and the type of fillings they put inside the sandwich. When you travel to different countries, you'll notice that no matter where you go, you'll find variations (different kinds) of sandwiches. So, sandwiches bridge gaps between cultures and classes. You can say that sandwich is a global food because you can find it everywhere in the world.

Worksheet #3:

Say: Please fill in the missing blanks on #3 (Tour Around the World through Sandwiches) of your worksheet.

Do: Instruct students to fill in the blanks on their worksheet. Walk around to make sure everyone is on task.

Task 1: Activity Game (10 mins)

老師透過遊戲方式增強學生對於各國三明治不同特色的認識。

Prepare letter answer cards for guessing game.

5. Activity: Guessing Game

Look at my sandwich!! Guess what country it is from?

Say: Earlier, I mentioned that you can sometimes guess where the sandwich is from just by looking at the bread or the fillings that are used inside the sandwich. Now, we're going to play a guessing game! The game is called: "Look at my sandwich!! Guess what country it is from? I'll be showing you pictures of different sandwiches from different countries. Your job, as a group, is to guess which country is the sandwich from. We'll first give you a hint by showing you the shape of the country. You'll have 3 seconds to answer. Are you all ready? Here are the rules of the game.

教學資源

- U1 學習單 (1) #3

- Pictures of sandwiches from around the world

- Letter answer cards

認知能力

學生能藉由圖片的展示推斷該三明治來自哪個國家



教學步驟

引導作法

Game rules:

1. First, I'm going to show you a picture of a sandwich.
2. Then, I'm going to show you the shape of the country.
3. Afterwards, I'm going to count to 3. On the count of 3, use your letter answer cards to show your answer.
4. Lastly, I'm going to choose the group with the correct answer to respond.
5. To respond, you must use the target sentence. Each group will receive 2 points for getting the correct answer and 1 extra point for saying the sentence correctly.

Target sentence:

This sandwich is from _____ (name of country).

Do: Show letter answer cards to students and demonstrate how the answer cards should be raised up high to show the answer.

Say: Any questions on how to play the game? Are you all ready? Here we go! Here's the first question.

Do: Show PowerPoint slides to >play the game.

Say: Look at my sandwich! Guess what country is it from? Look at the shape of the country. Ready?

One, Two, Three!! (Students raise letter cards) The correct answer is:

- a. Italy
- b. Mexico
- c. India
- d. Taiwan

Do: Glance across the room to check which groups have the correct answer. Choose one group to answer the target sentence: "This sandwich is from _____ (name of country). Give 2 points for the group that provides the correct answer. 1 extra point for saying the sentence correctly.

教學資源

認知能力

學生能運用所學的句型，表達出該三明治來自哪個國家

教學步驟

引導作法	教學資源	認知能力
<p>Optional Activity : Storytelling (15 mins)</p> <p>Extended Activities 此為彈性選項活動；繪本故事導讀與延伸討論活動，可引導學生思考食物背後產生的文化衝突，從而學習包容與接納不同的文化。 Optional activity: Prepare storybook or YouTube video of the story. *Note to teachers: The Sandwich Swap leads to great discussions on how we can be different, but still be friends. The Sandwich Swap is also a great reminder that we need to embrace and appreciate each other’s differences. Say: Earlier I mentioned that sandwiches bridge gaps between cultures and classes. Nearly every sandwich tells a story. In this story, The Sandwich Swap, it talks about two girls who are best friends. But the two girls ended up in a fight because each girl tells the other that her lunch seems gross. Salma and Lily come from different cultural backgrounds and their lunches reflect that they have differences. Do: Read story to students.</p> <p>Extended activities:</p> <ol style="list-style-type: none"> 1. Class discussions or writing assignment on similar experiences: share similar experiences where they thought they weren’t going to like something, but ended up liking it after they tried it. 2. Class discussions on conflict resolutions, friendship, culture differences, etc. <p>Task 2: Food story: Share your story (15 min) 老師引導學生透過學習單的內容分享自己食用三明治的經驗與背後的小故事。</p> <p>6. Discussion: Group & Individual Sharing Say: Raise your hand if you’ve eaten a sandwich before. Do: Glance across the room and nod with acknowledgement and validation. (Assuming that most students have had the experience of eating a sandwich before)</p>	<ul style="list-style-type: none"> • Storybook: The Sandwich Swap (optional) • Video: The Sandwich Swap (optional) • https://www.youtube.com/watch?v=tLTpZHYSJs&t=57s 	<p>學生能藉由繪本的內容連結到食物與文化的關聯性</p> <p>學生能回憶過去自身吃三明治的經驗，運用所學的句型，適切表達與他人分享</p>

教學步驟

引導作法	教學資源	認知能力
<p>Say: That's great! I can see that most of you have eaten a sandwich before! Let's dig into your memories and recall your most memorable sandwich experience. For instance, how many of you had a sandwich that was SO good, SO delicious that you'll never forget? Or had the most disgusting (yucky) sandwich? Or perhaps you had the sandwich at a special event, occasion or celebration? Or someone made a special sandwich just for you? What's your story? Every food has a culture. It has a history. It has relationships. The food we eat has a story. Your sandwich experience also has a story. What's your story behind your sandwich experience?</p> <p>Worksheet #4:</p> <p>Say: On #4 of your worksheet, please share your story behind your sandwich experience. Here are some questions to help you refresh your memory.</p> <p>Do: Point and show questions on the screen.</p> <p>Say: What is your most memorable sandwich experience? Who were you with when you had the sandwich? What was inside the sandwich? Where did you get the sandwich? Would you recommend the sandwich to others? Why?</p> <p>Do: Share your own personal sandwich experience to the class by modeling answers to the questions above. Use target sentences.</p> <p>Target sentences:</p> <p>My most memorable sandwich experience was when _____</p> <p>I would / would not recommend this sandwich to others because _____</p> <p>Say: Everyone please look at your worksheet. You have 5 minutes to write down your experience by answering the questions on your worksheet. Once you are done, share your experience with your group members. Remember to use your target sentences in your sharing.</p>	<p>• U1 學習單 (1) #4</p>	

教學步驟

引導作法	教學資源	認知能力
<p>Do: Walk around the room to assist students and to make sure everyone is on task. Give students 5-7 minutes to write answers on their worksheet before sharing to their group members. While walking around, observe and listen for good stories. This is also a good time to encourage those who are not outspoken in class to share by validating their work. Then ask for volunteers to share with the class. Let students know when there's only 1 minute remaining.</p> <p>Say: Okay, time is up. Any volunteers that would like to share? As I was walking around, I heard some really interesting stories. If you share, 2 points will be added to your group.</p> <p>Do: While students are sharing, validate their efforts by nodding your head. Have the entire class applaud after the student shares.</p> <p>Conclusion (3 mins)</p> <p>老師提示下周課程，提醒各組將抽籤選定要製作三明治的國家及使用 iPad 查詢相關資料，決定要製作的三明治的類型</p> <p>Say: Next week we're going to do a lucky drawing! Each group will be making sandwiches from a different country. Then, you will be using your iPads to do research on your country. Your group will need to decide on the type of sandwich your group wants to make. Lastly, you'll use a planning worksheet to decide how to create your country's sandwich. We have a lot to do next week. So please don't be late for class.</p>		

教學步驟

引導作法	教學資源	認知能力
<p>Lesson 2: Research and Planning: Bridging Cultures through Sandwiches</p> <p>Introduction (4 mins)</p> <p>老師說明這堂課將帶大家學習如何製作來自世界各地的三明治與今天將進行的主要活動。首先，「接下來，各小組抽籤決定所要製作三明治的國家」，發給各組 2 台 iPads 搜尋各組抽到的國家的三明治的製作方法。同時賦予每組須完成的兩項任務：</p> <ol style="list-style-type: none"> 1. 決定代表負責的國家的三明治類型 2. 決定小組的每個人要帶的食材。 <p>Introduction (teacher modeling - optional)</p> <p>Say: Hello class! Before you begin your research on your designated country for your sandwich, let me first model on how I will like you to do your research. Let's use Taiwan as an example:</p> <p>Name of Country: Taiwan</p> <ol style="list-style-type: none"> 1. Geographical location: Located in East Asia (located on the west side of the Pacific Ocean and the southeast of Eurasia) 2. Neighboring countries: China, Japan, South Korea, Southeast Asia, etc. 3. Population: about 23 million people 4. Capital: Taipei 5. Main terrain: the flat to the rolling high mountains as the main body, dramatic topography, frequent earthquakes in the plate junction zone. 6. Climatic conditions: Located in low latitude areas, situated in the tropical and subtropical monsoon climate. 7. Religion: Buddhism, Taoism, Christianity, Islam and many other religions 8. Food: Taiwanese snacks, night market delicacies 9. Sandwich Representation: Gua Bao <ol style="list-style-type: none"> (1) Bread: steamed buns or bear paw buns (made from wheat flour) (2) Spread: peanut powder (3) Fillings: pork, cilantro, crushed peanuts, powder sugar 	<ul style="list-style-type: none"> • U1 學習單 Build Your Own Sandwich • Two iPads per group • https://www.youtube.com/watch?v=20lrFBEQHH8 	<p>學生能蒐集要製作的國家的三明治的相關資料</p> <p>學生能用文字描述要製作的三明治來自的國家與三明治類型</p>

教學步驟

引導作法

(4) Specialty: The Gua Bao is also known as “tiger bites pig” because the cut bun looks like a tiger’s mouth when wide-opened. The steamed white bun is usually sandwiched with barbecued pork belly topped with pickles, cilantro, and peanut powder. The finished sandwich at this time looks like “the tiger is biting the pork”, so it is commonly called “the tiger biting the pig.”



Say: Do you have any questions on how to do your research? If not, let’s continue. Other than doing your research, we’re also going to learn how to make sandwiches from different parts of the world. The great thing about sandwiches is that they’re never one-size-fits-all. The possibilities are endless when you start combining different meats, cheeses, fillings, and spreads. The best thing about making sandwiches is -- there’s no wrong way to make a sandwich. You can put anything your heart desires.

2. Lucky Draw

Say: Each group will represent a different country. We will be learning how to make sandwiches from different countries. We’re now going to do a lucky draw! Group leaders please come up and do a lucky draw.
Do: Have names of countries and a container ready for the drawing. Invite group leaders from each group to pick a drawing from the container. Congratulate the group and announce their designated country.

教學資源

- **Lucky draw (Prepare small pieces of folded paper, write names of countries on each piece of paper, and prepare a container to draw lots).**

認知能力

學生能蒐集要製作的國家的三明治的相關資料

教學步驟

引導作法

Say: Each group will receive two iPads so that you can do research on how to make a sandwich of your designated country. As a team, you all have two tasks to complete.

Task one: Decide the type of sandwich to make to represent your country.

Task two: Decide what sandwich ingredient each person will need to bring to make your country's sandwich.

Task 1: Teamwork: Research (10 mins)

各小組透過 iPad 查詢決定能代表負責的國家的三明治的類型，查詢結束後，老師引導學生看學習單，並寫下要製作的三明治來自哪個國家，要做的是哪種類型的三明治。

Distribute “Build Your Own Sandwich” worksheet

*Please note: Each class will have one group to represent Taiwan. As for the other groups, the following list of countries are suggested based on the availability of affordable ingredients: Taiwan, Japan, Vietnam, USA, England, Italy, France, Greece, Middle East, and Mexico.

Teamwork: Research (5 mins)

Say: Let's start with Task One. Decide the type of sandwich to make to represent your country. Each group has two iPads on your table. On your search engine, type in keywords – the name of your country and the word “sandwich”. Then, as a team, decide the type of sandwich to represent your country. You have 5 minutes to complete this task. When time is up, I will ask you to stop and put down your iPads. Any questions? You may begin.

Do: Play 5-minute countdown timer music and show the timer on the screen to let students know how much time they have remaining. Walk around the room to assist each group and to make sure everyone is on task. Announce the remaining number of minutes to the class to help students pace their discussion.

教學資源

- U1 學習單
Build Your Own Sandwich Worksheet

- Two iPads per group
- <https://www.youtube.com/watch?v=20lrFBEQHH8>

認知能力

學生能用文字描述要製作的三明治來自的國家與三明治類型

教學步驟

引導作法

教學資源

認知能力

Worksheet #5:
 Say: After you’ re done with your research, write down your country and the type of sandwich.
 1. Our sandwich is from _____ (name of country).
 2. We will be making _____ (type of sandwich).
 3. Geographical location is _____
 4. Neighboring countries are _____
 5. Population is about _____
 6. Capital is _____
 7. Main terrain(地形) _____
 8. It’ s climatic belong to _____
 9. Main religion is _____
 10. Main Food(主食) is _____

Task 2: Teamwork: Sandwich Planning (15 mins)
 確認每個小組成員所要帶的食材，並帶學生看過如何製作三明治的四個步驟，邊看 PPT 邊搭配學習單填寫三明治的基本配料。

Teamwork: Build Your Own Sandwich Worksheet (10 minss)

Say: Stop. Time is up. Put down your iPads. All of you should have already decided on the type of sandwich your group will be making to represent your country.

Do we have groups that are not finished? For groups that are not finished, I will assist you afterwards.

Do: Look around the classroom and see if there are groups that are not finished. For groups that are not finished, assist those groups after you finish giving instructions. Observe those who are working well together as a team and validate their efforts.

Say: Now class, let’ s look at Task Two. Decide what sandwich ingredient each person will need to bring to make the country’ s sandwich. But first, we’ ll need to go over 4 easy steps on how to make a sandwich.

Worksheet #6:

Say: Please fill in the blanks to show the 4 steps.

Do: Point to the screen to show the 4 steps.

• U1 學習單 (1) #5
 • U1 評量規準

• U1 學習單 (1) #6

學生能擬定做三明治四步驟的清單內容並安排小組成員該帶的食材



教學步驟

引導作法	教學資源	認知能力
<p>Worksheet #7: Say: Look at the pictures and label the different types of bread. Do: Point to the PPT to show pictures of bread.</p> <p>Worksheet #8: Say: Look at the pictures and label the different types of spreads. Do: Point to the PPT to show pictures of spreads.</p> <p>Worksheet #9: Say: Look at the pictures and label the different types of fillings. Do: Point to the PPT to show pictures of fillings.</p> <p>Worksheet #10: Say: Look at the pictures and label the different types of vegetables. Do: Point to the PPT to show pictures of vegetables. Say: Once you’ re able to remember these 4 steps, you can make a sandwich anytime. You can also get creative on making different types of sandwiches. 每個人都拿到一張「製作自己的三明治」的學習單，並引導學生根據四個步驟所給的食材選項，勾選想搭配的食材。小組討論，確認每個人要帶的食材與數量並填寫於學習單內，並可以用 iPad 做輔助查詢。</p> <p>Build Your Own Sandwich Worksheet Say: You all have a planning worksheet: “Build Your Own Sandwich” . You will be using this planning worksheet to help your team plan, organize, and guide you through the process of making your country’ s sandwich. Do: Point to the screen to show “Build Your Own Sandwich” worksheet to students. Say: The four steps to make your country’ s sandwich: 1. Step 1: Choose the bread your group will be using and put a check mark next to it. If it’ s not listed, check the box that states “other” and write down the type of bread your group will be using.</p>	<ul style="list-style-type: none"> • U1 學習單 (1) #7 • U1 學習單 (1) #8 • U1 學習單 (1) #9 • U1 學習單 (1) #10 • U1 學習單 Build Your Own Sandwich Worksheet 	

教學步驟

引導作法

2. Step 2: Choose 1-2 spreads that your group will like to use on your sandwich.
3. Step 3: Choose 1-2 fillings for your sandwich. Again, if it's not listed, check the box that states "other" and write down the fillings your group will be using.
4. Lastly, Step 4: Choose 2-3 vegetables for your sandwich.

Build Your Own Sandwich Worksheet: Group Checklist

Say: So, who's bringing the sandwich ingredients? If you look at the bottom of the worksheet, you will see a "group checklist". Each person has to bring something. Whatever you're bringing, make sure you bring enough for the entire group.

For example: If you have 6 people in your group, you will need to bring 6 bagels so that each person will have one. Make sure you write down: What item you'll be bringing and the name of the person bringing the item.

Do: Show students where and how to write in the information.

Say: You will need to use your iPad to assist you on the items you will need to make your country's sandwich.

Group work:

Say: Again, you have 5 minutes to complete this task. I will let you know when there's one minute left. When time is up, the music will stop. At that time, I need you to stop, put your pencils down, and wait for my next instruction. Any questions? You may begin.

Do: Play 5-minute countdown timer music. Walk around the room to assist each group and to make sure everyone is on task. Help pace students' discussion time by announcing the remaining number of minutes to the class.

教學資源

- U1 學習單 **Build Your Own Sandwich Worksheet: Group Checklist**

- <https://www.youtube.com/watch?v=20lrFBEQHH8>

認知能力

學生能套用所學的擺盤藝術創造出小組專屬的三明治擺盤特色

教學步驟

引導作法

Task 3: Define food plating (1 min) 介紹食物擺盤

Define: Food Plating

Say: Now, we’ re going to talk about how to present your food. This is called Food plating. What is food plating? Food plating is the process of arranging and decorating food to enhance its presentation. Food plating is an art. It makes food look more delicious, it makes our dining experience more valuable, and it also makes the food more expensive. For example, we can have two similar sandwiches. One is from a street vendor \$30 and one is from a restaurant \$120. Decorating the food beautifully enhances our dining experience.

Task 4: Group Discussion (10 mins)

老師展示過去學生所製作的三明治照片，鼓勵學生思考討論將如何在所屬國家的三明治上發揮擺盤創意，展現該國特色

Group discussion (5 min):

Say: In your group, decide how your group will like to plate your sandwich. You can also bring in decorations such as making your own flag to represent your country’ s sandwich or put fruit on the side. Try to be creative. Here are some samples from previous years.

Do: Show samples of various sandwich plating presentations

Say: You all have 5 minutes to discuss how your group will like to present your sandwich. (2 layers or 3 layers, cut in triangles or in halves)

Do: Play 5-minute countdown timer music. Monitor groups by walking around the room to assist each group and to make sure everyone is on task. Observe each group’ s strength and validate their efforts.

Say: Stop. Great job, everyone! I really liked how many of you were on tasks and how you worked together as a team. All of you did an awesome job!! Let’ s give a round of applause to ourselves and turn to your teammates and say “thank you and good job” !

教學資源

- <https://www.youtube.com/watch?v=20lrFBEQHH8>

認知能力

教學步驟

引導作法	教學資源	認知能力
<p>Do: Give the class 5 seconds to thank their teammates.</p> <p>Wrap-up (5 mins)</p> <p>老師說明下次上課的評分標準及製作三明治前的注意事項與需攜帶物品</p> <p>6. Grading criteria</p> <p>Say: Lastly, here are some important reminders before we end class today. This is also noted on your worksheet.</p> <p>Do: Show students where on the worksheet and also show PowerPoint slide.</p> <p>Say: 1) Grades: Your grade will be based on the following:</p> <ul style="list-style-type: none"> a. Preparation & Planning: Ingredients (15pts) b. Sanitation: Appearance (10pts) c. Sandwich Presentation: Plating / Creativity / Props to indicate country (10pts) d. Teamwork: Cooperation (15pts) e. Clean-up work area (20pts) f. Materials placed back neatly (20pts) g. Completed worksheets and turned in on time (10pts) <p>2) Sanitation:</p> <ul style="list-style-type: none"> a. Tie your hair back, if you have long hair b. Roll up your sleeves, if you're wearing long sleeves c. Wash your hands with soap d. Wear a mask <p>3) Before you enter the classroom:</p> <ul style="list-style-type: none"> a. Apron on b. Mask on c. Hands washed d. Hair tied e. Sleeves rolled up f. Lined up by groups <p>4) Homework: Things to bring next week</p> <ul style="list-style-type: none"> a. Mask b. Apron c. Food container to put your sandwich d. Sandwich ingredients (cut and wash ready) <p>We will provide all the cooking utensils and plates for you. So only bring what you are required to bring to make your sandwich and anything you'd like to add to plate your sandwich.</p>		

參考資料連結

1. <https://www.history.com/news/the-story-of-the-sandwich#:~:text=The%20sandwich%20as%20we%20know,end%20at%20the%20card%20table.>
2. <https://www.youtube.com/watch?v=tLTpZHYRsJs&t=57s>
3. <https://www.warburtons.co.uk/our-company/sustainability/teaching-resources/sandwich-making-project/>

單元 二 Create Sandwiches from Around the World

單元學習目標

學生透過實作三明治的過程，學習與人團隊合作，完成三明治創作，進而學習用英語文寫下食譜與烹飪節目所需腳本，同時確認表演節目的角色分工以進行英語文的口語練習。

國際教育議題實質內涵

- 國 J2 發展國際視野的國家意識
- 國 J3 展現認同我國國家價值的行動

教學節次 | 第 (3) 節 ~ 第 (4) 節

相關領域學習表現

[綜合]

- 2b-IV-1 參與各項團體活動，與他人有效溝通與合作，並負責完成分內工作。
- 2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。

[英語]

- 1-IV-1 能聽懂課堂中所學的字詞。
- 2-IV-3 能依情境使用教室用語。
- 4-IV-4 能依提示填寫簡單的表格。

校訂國際教育雙語學習內容

• 領域學習內容 Content •

1. 三明治實作
2. 食譜撰寫、烹飪節目角色分工與腳本撰寫

• 語言學習內容 Language of Learning •

目標字詞 target words:

first, then, next, afterwards, finally, layer, spread, ingredients
host, chef, assistant, art designer, historian

目標句型 target sentences:

1. Hello everyone! We are group _____.
2. This is our sandwich from _____ (name of country).
3. First, take your bread and spread _____ across a slice of bread.
4. Then, spread _____ on the other slice of bread.
5. Next, add _____ and _____ on top of the bread.
6. Afterwards, layer the _____, _____, and _____ on top of the _____.
7. Finally, place your second slice of bread on top of your ingredients.

國際教育雙語學習評量

評量規準、評量方式：

1. 課堂實作：能以雙語或目標字詞句介紹小組合作完成的三明治成品。
2. 課堂即時回饋：能以雙語或老師示範的正向字詞句學習回饋他組的作品。
3. 學習單：藉由雙語的目標字詞句，學生能進行烹飪實境秀前的角色確認與台詞的練習。

Sandwich Project Rubric			
Class _____	Group 1	Group 2	Group 3
Preparation & Planning: Ingredients (15pts)	<input type="checkbox"/> Completely prepared (15) <input type="checkbox"/> Somewhat prepared, yet able to complete task (11-14) <input type="checkbox"/> Unprepared and unable to complete task (8)	<input type="checkbox"/> Completely prepared (15) <input type="checkbox"/> Somewhat prepared, yet able to complete task (11-14) <input type="checkbox"/> Unprepared and unable to complete task (8)	<input type="checkbox"/> Completely prepared (15) <input type="checkbox"/> Somewhat prepared, yet able to complete task (11-14) <input type="checkbox"/> Unprepared and unable to complete task (8)
Sanitation: Appearance (10pts)	<input type="checkbox"/> Long hair tied back(5) <input type="checkbox"/> Mask on for entire group (5) *1 pt deduction for each criteria not met	<input type="checkbox"/> Long hair tied back(5) <input type="checkbox"/> Mask on for entire group (5) *1 pt deduction for each criteria not met	<input type="checkbox"/> Long hair tied back(5) <input type="checkbox"/> Mask on for entire group (5) *1 pt deduction for each criteria not met
Sandwich Presentation: Plating / Creativity (10pts)	<input type="checkbox"/> Excellent plating creativity (9-10) <input type="checkbox"/> Good food plating (7-8) <input type="checkbox"/> Lack plating creativity(5)	<input type="checkbox"/> Excellent plating creativity (9-10) <input type="checkbox"/> Good food plating (7-8) <input type="checkbox"/> Lack plating creativity(5)	<input type="checkbox"/> Excellent plating creativity (9-10) <input type="checkbox"/> Good food plating (7-8) <input type="checkbox"/> Lack plating creativity(5)
Teamwork: Cooperation (15pts)	<input type="checkbox"/> Excellent teamwork (15) <input type="checkbox"/> Teamwork needs improvement (10-14) <input type="checkbox"/> Lack of teamwork (participation, contribution) (5)	<input type="checkbox"/> Excellent teamwork (15) <input type="checkbox"/> Teamwork needs improvement (10-14) <input type="checkbox"/> Lack of teamwork (participation, contribution) (5)	<input type="checkbox"/> Excellent teamwork (15) <input type="checkbox"/> Teamwork needs improvement (10-14) <input type="checkbox"/> Lack of teamwork (participation, contribution) (5)
Clean-Up (20pts)	<input type="checkbox"/> Clean workstation & materials (20) <input type="checkbox"/> Workstation & materials somewhat clean (15-19) <input type="checkbox"/> Workstation & materials lack cleanliness (10)	<input type="checkbox"/> Clean workstation & materials (20) <input type="checkbox"/> Workstation & materials somewhat clean (15-19) <input type="checkbox"/> Workstation & materials lack cleanliness (10)	<input type="checkbox"/> Clean workstation & materials (20) <input type="checkbox"/> Workstation & materials somewhat clean (15-19) <input type="checkbox"/> Workstation & materials lack cleanliness (10)
Materials placed back neatly (20pts)	Materials are neatly stored after use <input type="checkbox"/> Complete (20) <input type="checkbox"/> Partial complete (15) <input type="checkbox"/> Unable to complete (10)	Materials are neatly stored after use <input type="checkbox"/> Complete (20) <input type="checkbox"/> Partial complete (15) <input type="checkbox"/> Unable to complete (10)	Materials are neatly stored after use <input type="checkbox"/> Complete (20) <input type="checkbox"/> Partial complete (15) <input type="checkbox"/> Unable to complete (10)
Completed and turned in on time (10pts)	<input type="checkbox"/> Completed work turned in (10) <input type="checkbox"/> Work not turned in (0)	<input type="checkbox"/> Completed work turned in (10) <input type="checkbox"/> Work not turned in (0)	<input type="checkbox"/> Completed work turned in (10) <input type="checkbox"/> Work not turned in (0)
Total score			
Notes			

國際教育雙語學習評量

Sandwich Project Rubric		
Class _____	Group 4	Group 5
Preparation & Planning: Ingredients (15pts)	<input type="checkbox"/> Completely prepared (15) <input type="checkbox"/> Somewhat prepared, yet able to complete task (11-14) <input type="checkbox"/> Unprepared and unable to complete task (8)	<input type="checkbox"/> Completely prepared (15) <input type="checkbox"/> Somewhat prepared, yet able to complete task (11-14) <input type="checkbox"/> Unprepared and unable to complete task (8)
Sanitation: Appearance (10pts)	<input type="checkbox"/> Long hair tied back(5) <input type="checkbox"/> Mask on for entire group (5) *1 pt deduction for each criteria not met	<input type="checkbox"/> Long hair tied back(5) <input type="checkbox"/> Mask on for entire group (5) *1 pt deduction for each criteria not met
Sandwich Presentation: Plating / Creativity (10pts)	<input type="checkbox"/> Excellent plating creativity (9-10) <input type="checkbox"/> Good food plating (7-8) <input type="checkbox"/> Lack plating creativity(5)	<input type="checkbox"/> Excellent plating creativity (9-10) <input type="checkbox"/> Good food plating (7-8) <input type="checkbox"/> Lack plating creativity(5)
Teamwork: Cooperation (15pts)	<input type="checkbox"/> Excellent teamwork (15) <input type="checkbox"/> Teamwork needs improvement (10-14) <input type="checkbox"/> Lack of teamwork (participation, contribution) (5)	<input type="checkbox"/> Excellent teamwork (15) <input type="checkbox"/> Teamwork needs improvement (10-14) <input type="checkbox"/> Lack of teamwork (participation, contribution) (5)
Clean-Up (20pts)	<input type="checkbox"/> Clean workstation & materials (20) <input type="checkbox"/> Workstation & materials somewhat clean (15-19) <input type="checkbox"/> Workstation & materials lack cleanliness (10)	<input type="checkbox"/> Clean workstation & materials (20) <input type="checkbox"/> Workstation & materials somewhat clean (15-19) <input type="checkbox"/> Workstation & materials lack cleanliness (10)
Materials placed back neatly (20pts)	Materials are neatly stored after use <input type="checkbox"/> Complete (20) <input type="checkbox"/> Partial complete (15) <input type="checkbox"/> Unable to complete (10)	Materials are neatly stored after use <input type="checkbox"/> Complete (20) <input type="checkbox"/> Partial complete (15) <input type="checkbox"/> Unable to complete (10)
Completed and turned in on time (10pts)	<input type="checkbox"/> Completed work turned in (10) <input type="checkbox"/> Work not turned in (0)	<input type="checkbox"/> Completed work turned in (10) <input type="checkbox"/> Work not turned in (0)
Total score		
Notes		

教學步驟

引導作法	教學資源	認知能力
<p>Lesson 3: Sandwiches DIY Advanced Preparation 事前準備 Classroom preparation:</p> <ol style="list-style-type: none"> 1. Wipe work area with antibacterial spray 2. Set-up group materials (cutting boards, butter knives, fruit knives, trays, tongs, spoons, scissor) placed at the end of each table. 3. Set-up grading table at the front or back of the room. 4. Prepare a side table to put materials for the class. 5. Trash can 6. Recycle bin <p>Before students enter the classroom:</p> <ol style="list-style-type: none"> 1. Students are lined up by groups 2. All students have their aprons on 3. All students have their masks on 4. Hair tied if have long hair 5. Sleeves rolled up if have long sleeves 6. Ask if everyone has already washed their hands with soap <p>Please note: Teachers may prepare extra aprons and masks if students forget to bring them. Once a group is ready, allow them to enter the classroom</p> <p>Introduction (8 mins) 老師說明今日課程重點及注意事項，特別注意時間的掌握，幫助學生在開始製作三明治前有完整的認識同時提醒學生分工及與人互動的禮儀</p> <p>1. Introduction: House Rules Say: Hello class! We’ re going to do a mission impossible today! We’ re going to make our sandwiches today in 20 minutes! Time is really short. In previous years, all the classes were able to complete this difficult task. Just focus and have fun! I’ m really excited and look forward to seeing all the different sandwiches from different countries. Before we begin, let’ s go over some house rules. First of all, please put your folders, pencil bags, and anything you won’ t be using today under the table. We want to keep our work area clean. Now, put all your sandwich ingredients along the middle of the table. Now look at the materials you have at your table. Each person should have their own cutting board, tray, and butter knife.</p>	<p>For a class of 25 students Group</p> <ul style="list-style-type: none"> • Cutting board x 25 • Butter knives x 25 • Fruit knives x 10 • Plastic trays x 25 (for setting out ingredients) • Tongs x 10 (for serving) • Large spoons x 10 (for serving) • Scissors x 5 <p>Class</p> <ul style="list-style-type: none"> • Paper towels • Liquid hand soap • Dishwashing liquid • Sponges x 5 • Sandwich bags x 25 (for those who forgot to bring containers) • Small ovens x 3 • Timer • Wash cloths x 10 • Brooms x 3 • Dust pans x 3 • Aprons x 3(for those who forgot to bring one) • Masks x 1 box (for those who forgot to bring one) • Trash can • Recycle bin 	

教學步驟

引導作法	教學資源	認知能力
<p>Very important reminder: Remember to use tongs when handling the ingredients.</p> <p>Do: Give a brief orientation around the classroom to let them know where everything is located. Go over safety rules and instructions on how to use the oven.</p> <p>Say: Our mission impossible today is to finish making our sandwiches in 20 minutes. So, listen carefully. Once everyone in your group is done making the sandwich:</p> <ol style="list-style-type: none"> 1. Choose one plate for your group 2. Choose the best sandwich for plating <p>Your grade will be based on how well you design and present your sandwich. Remember to label your country and be creative with your plating! Once your group is done plating your sandwich, your group is ready for grading.</p> <ol style="list-style-type: none"> 3. Bring finished product to the grading table and place it in front of your group number. 4. Table rules reminder: Remember you need to have manners when you ask others for ingredients. You also need to patiently wait for your turn. You need to remember to place the tongs or serving spoons back in the container when finished. <p>Lastly, your group will need to wash and dry all the cooking equipment (cutting boards, knives, tongs, spoons, trays, etc.) for the next group. Your table or work area also needs to be wiped clean. The class is not dismissed until everyone's work area and equipment is checked and graded. Any questions?</p> <p>Do: Help students pace their time by announcing the remaining number of minutes to complete their task.</p> <p>Task 1: Sandwich making activity DIY (25 mins) 三明治製作正式開始</p> <p>2. Sandwich making activity (20 mins) Say: Are you ready to make your sandwiches in 20 minutes? Do: Wait for students' responses. Say: Are you ready? I need to hear everyone say, "Ready!" Do: All students should respond "Ready!"</p>	<p>• Timer</p>	<p>學生能配合老師的指示進行三明治的製作，並小組合作設計出具創意的擺盤</p>



教學步驟

引導作法

Say: Let me set the timer to 20 minutes. Ready, Set, Go!

Do: Set the timer to 20 minutes. Help students pace their time by announcing the remaining number of minutes periodically.

Say: You have 10 more minutes! Everyone should start plating your sandwiches!

Do: As students make their sandwiches, walk around to assist and take pictures to document their process. Go around to take group pictures of their sandwiches before plating.

Say: Five more minutes! Once your group is done plating your sandwich, bring it to the grading table and place it in front of your group number.

Do: Watch timer closely and wait for timer to ring. If there are still some groups that are not finished, let them know that they have one minute remaining.

Task 2: Grading (4 mins)

老師給予各組評分及正向回饋

3. Present your Sandwiches

Say: Time is up! Everyone stop. Put everything down and sit down. It is time to present your sandwiches! Wow!!! Look at all these beautiful, delicious-looking sandwiches!!! Congratulations, class!!! You have all completed the mission impossible!!! Let's take a closer look at each one!

Let's first invite our first group. Please come up and stand behind your sandwich!

Do: Instruct each group to go up and say "Hello everyone! We are group _____. This is our sandwich from _____ (name of country)."

Target sentences:

Hello everyone! We are group _____.

This is our sandwich from _____ (name of country)."

Do: Give a positive remark after each presentation.

Here are some examples:

教學資源

- Timer rings
- Grading
U2 評量規準
Sandwich
Project Rubric
- Plates x 10
(different shapes & sizes for students to choose)
- Place mats x 5
(one per group)
- Acrylic desk name plates
(one per group)
- Table cloths (one large one, or several to cover the grading table)

認知能力

學生能運用所學到的主題字與句型來表達介紹小組的三明治成品

教學步驟

引導作法

Excellent work! Awesome job! Magnificent design!
Great teamwork! What a fabulous idea! Brilliant and creative! Two thumbs up! Incredible sandwich!! This looks absolutely delicious!!!

Once done commenting, have the entire class give that group a round of applause, take a group picture, and invite the second group up. Repeat procedure until all the groups are done.

Task 3: Clean-up (10 mins) 善後

Wash cloths, brooms, dust pans, dishwashing liquid, paper towels, trash can, recycle bin

4. Clean-up

Say: Class, you need to start cleaning up. Everyone can help do something. Someone can wash and dry all the materials, while someone else can clean the work area. Someone can help sweep the floor while someone sorts the trash. You have 5 minutes to clean-up.

Do: Before the class is dismissed, make sure to remind the sanitation monitor to throw out the trash.

Conclusion (2 mins)

老師鼓勵學生的努力並為下次課程作預告

Say: Class, you' ve all done an excellent job! You have completed a mission impossible!!! In less than 40 minutes, you' ve all made sandwiches from another country! You all did a beautiful job plating your sandwiches, and cleaned up all the tools, equipment, and work area very nicely in such a short amount of time. You should all be very proud of yourselves. Everyone, give yourself a big round of applause and give your teammates a high five! Next week, we will be preparing for our group presentation. We will be making a cooking show!!! See you all next week and remember to make a sandwich for your family!

教學資源

認知能力

學生能總結他組的優點，給予適切的回饋

教學步驟

引導作法

Lesson 4: Group Presentation Preparation

Opening (2 min)

老師詢問學生上回製作三明治的經驗感想並適時點學生回答；說明下周有烹飪節目實境秀，今天會帶大家預作準備。

I. Introduction

Say: Hello class! Did you all enjoy your sandwiches from last week? How many of you tried making the sandwiches at home for your family?

Do: Answer and elicit students' responses accordingly.

Say: We're going to do a cooking show next week! So today, we're going to spend some time to prepare for our group presentation. Don't worry. I have prepared a presentation template for you to follow.

Task 1: Group Discussion – Roles & responsibilities (5 mins)

老師作節目的角色與職責介紹。並請各小組成員討論確認想在節目裡擔任的角色與職責。

Cooking Show Presentation Template Worksheet

I. Group Discussion – Roles and responsibilities

Say: For our cooking show presentation, everyone will be assigned to a different role. Let me first go over each role and responsibility. Then, your group can discuss and decide what each person would like to do.

Target words:

Person 1: **Host** (Introduction in English)

Person 2: **Chef** (Explains procedures in English)

Person 3: **Assistant** (Follow Chef's instructions to make the sandwich)

Person 4: **Food artist** (Food plating and props)

Person 5: **Historian** (History of your country's sandwich in Chinese or English)

*Please note: If there are 6 people in a group, you can have 2 food artists.

Do: Show students the Cooking Show Presentation Template Worksheet as a reference.

教學資源

- U2 學習單
Cooking Show Presentation Template

認知能力

學生能透過學習單的角色內容介紹，選擇出符合自己的角色

教學步驟

引導作法	教學資源	認知能力
<p>Task 2: Cooking Show Presentation Sample (10 mins)</p> <p>老師展示烹飪節目實境秀的腳本範例，引導學生逐一看過學習單內的範例句型並搭配 PPT 帶念，實際走一趟。</p> <p>2. Cooking Show Presentation Template Worksheet – Guided Practice</p> <p>Say: The following is a cooking show presentation model. For the presentation, I would like for you to say hello and thank you in your country’ s language. So, if your country is Greece, learn to say hello and thank you in Greek. Now, let’ s go over the cooking show presentation. All of you already know your roles, correct? Raise your hand if you’ re going to be the: host for your group, chef, assistant, food artist, and historian. Very good! As you can see, the presentation has already been broken down for you.</p> <p>Everyone</p> <ol style="list-style-type: none"> 1. Hello (country’ s language) everyone! 2. We are Group _____. <p>Person 1: Host</p> <ol style="list-style-type: none"> 1. My name is _____ (name of host) and I will be your host. 2. Next to me is Chef _____ (name of chef). 3. _____ (name of chef), what type of sandwich will you be teaching us how to make today? And what country is this sandwich from? <p>Person 2: Chef</p> <ol style="list-style-type: none"> 1. Hi everyone! My name is _____ (name of chef) 2. Today, we will be showing you how to make a _____ sandwich (name of sandwich) from _____ (name of country). <p>Person 1: Host</p> <p>That sounds exciting! What do we need to prepare?</p> <p>Person 2: Chef</p> <p>We will be using _____ (type of bread), _____ (spread), _____ (fillings), _____ (vegetables).</p>	<ul style="list-style-type: none"> • U2 簡報 • U2 學習單 <p>Cooking Show Presentation Template</p>	<p>學生能運用所學到的主題句，重寫成符合小組的內容，進行實境秀的角色扮演練習</p>

教學步驟

引導作法

教學資源

認知能力

Person 1: Host

Looks great! Can you show us how to make the _____ (name of sandwich)?

Person 2: Chef

1. Sure! But first, let me introduce to you my assistant, _____ (name of assistant).
2. He/ She will be assisting me to make the _____ (name of sandwich).
3. Are you ready? Let' s get started!

***Person 2: Chef and Person 3: Assistant**

Chef (give instructions) & Assistant (makes sandwich)

1. First, take your bread and spread _____ (name of spread) across the slice of bread.
2. Then, spread _____ (name of spread) on the other slice of bread.
3. Next, add _____ (fillings) on top of the bread.
4. Afterwards, layer _____ (vegetables) on top.
5. Finally, place your second slice of bread on top of your ingredients.

Do: Show Irish Ham & Cheese Sandwich example on PPT

Person 4: Food artist

(Food artist completes sandwich plating presentation)

Person 2: Chef

1. Here we have the _____ (name of sandwich) from _____ (name of country).
2. While we wait for our food artist, let' s have our historian, _____ (name of historian), share with us a little history on the _____ (name of sandwich).

Person 5: Historian

Here' s a little history on the _____ (name of sandwich).

Do: Show PPT example on the history of Gua Bao.

Everyone

Thank you! (country' s language)

教學步驟

引導作法	教學資源	認知能力
<p>Task 3: Instructions on how to make the sandwich (5 mins) 以愛爾蘭火腿起司三明治為例示範如何說明製作三明治的步驟</p> <p>2. Cooking Show Presentation Template Worksheet – Teacher Modeling Target sentences: Irish Ham and Cheese Sandwich First, take your bread and spread butter across a slice of bread. Then, spread <u>honey mustard</u> on the other slice of bread. Next, add ham and cheese on top of the bread. Afterwards, layer <u>tomato slices and cucumbers</u> and on top of the <u>ham</u>. Finally, place your second slice of bread on top of your ingredients.</p> <p>Task 4: Group work practice (20 mins) 小組合作共同完成實境秀的學習單</p> <p>3. Group work: Cooking Show Presentation Template Worksheet Say: Please work together as a group to fill out the presentation together. Use this time to practice saying your lines. Discuss how you want to plate your sandwich. Make sure everyone is bringing the same ingredients as last week.</p> <p>Conclusion: Homework (3 mins) 老師說明在下周烹飪節目實境秀前，需熟記台詞與步驟，並攜帶食材與道具，每組將有 3-5 分鐘的演出。 Upload Cooking Show Presentation Sample Recording in Google Classroom Say: For homework, please do the following to help you prepare for your cooking show.</p> <ol style="list-style-type: none"> 1. Prepare & memorize your lines 2. Familiarize the sandwich-making procedures 	<ul style="list-style-type: none"> • U2 學習單 • Cooking Show Presentation Template • PPT example on the history of Gua Bao 	<p>學生能透過學習單引導的步驟，修改成符合自己小組的介紹內容並作小組的口說練習</p>

教學步驟		
引導作法	教學資源	認知能力
<p>3. Practice presenting (each group will have 3-5 minutes to do your cooking show)</p> <p>4. Bring your sandwich ingredients & any props you may want to decorate</p> <p>Further, to help you prepare for the presentation, I've uploaded a sample recording to our Google Classroom. Please make sure you take the time to practice and watch the recording. Look forward to all of your presentations next week!</p>		

參考資料連結

1. <https://www.warburtons.co.uk/wp-content/uploads/2020/11/Guide-Sandwich-making-session.pdf>
2. <https://www.warburtons.co.uk/our-company/sustainability/teaching-resources/sandwich-making-project/>
3. <https://www.twinkl.com.tw/resource/how-to-make-a-sandwich-instructions-t-l-52152>
4. <https://www.superhealthykids.com/recipes/making-my-own-sandwich-kids-in-the-kitchen/>

單元 三 It's Showtime!

單元學習目標

學生透過錄製烹飪節目的形式，能分享世界各國三明治的食譜與文化歷史背景，欣賞他人作品，學習以英語文表達、分享心得，反思與回饋。

國際教育議題實質內涵

- 國 J3 展現認同我國國家價值的行動
- 國 J8 覺察外語與探究學習對國際能力養成的重要性
- 國 J9 運用跨文化溝通技巧參與國際交流

教學節次 | 第 (5) 節 ~ 第 (6) 節

相關領域學習表現

[綜合]

- 1a-IV-2 展現自己的興趣與多元能力，接納自我，以促進個人成長。
- 2b-IV-1 參與各項團體活動，與他人有效溝通與合作，並負責完成分內工作。
- 2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。

[英語]

- 5-IV-9 能聽懂簡易廣播，並能以簡單的字詞、句子記下重點。
- 6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。
- 8-IV-3 能了解國內外風土民情及主要節慶習俗並加以比較。

[科技]

- 運 p-IV-1 能選用適當的資訊科技組織思維，並進行有效的表達。
- 運 p-IV-2 能利用資訊科技與他人進行有效的互動。

校訂國際教育雙語學習內容

• 領域學習內容 Content •

1. 烹飪節目實境秀
2. 欣賞世界各國的三明治文化並進行與在地化的連結與反思

• 語言學習內容 Language of Learning •

目標字詞 target words:

cooking show, role, challenge, overcome, improve, process

feedback, suggestions, reflection, future

目標句型 target sentences:

1. In the cooking show, my role was a(n) _____.
2. My biggest challenge was _____.
3. I've overcome this challenge by _____.
4. Throughout this process, I learned _____.
5. I could have improved on _____.
6. Finally, I would like to thank _____ because _____.

國際教育雙語學習評量

評量規準、評量方式：

1. 形成性評量：

1) 課堂即時回饋：能以雙語或目標字詞句回饋他組

2) 學習單：能以雙語歸納、摘要製作實境秀的學習

2. 總結性評量：

完成烹飪實境秀的任務：學生能藉由小組合作完成實境秀的演出，並透過所扮演的角色，運用雙語與他人分享該國三明治的文化歷史背景，促進國際間的交流。

評量標準	評量等第： 優秀 A	評量等第： 通過 B	評量等第： 待改進 / 未通過 C
Delivery 表達	1. 吸引全場注意力，少看筆記。 2. 說話音量適中、語調有起伏維持聽眾興趣，並強調重點。	1. 與觀眾進行最少的眼神交流，且大部分邊看筆記邊說明。 2. 說話音量不夠，語調幾乎沒有變化。	1. 與觀眾脫節，不與觀眾進行眼神交流，完全看筆記講解 2. 音量非常小、語調很單一
Teamwork 團隊合作	所有人都能合作的很好，每個人也都平均分配工作	團體內不太和諧	有個人幾乎沒有貢獻
Plating 擺盤	擺盤方式很吸引人並具有創意	擺盤方式尚可接受並略有創意	擺盤方式需要改進且缺乏創意
History Behind their Country' s Sandwich 代表國家的 三明治歷史	1. 分享歷史、成分和有趣的瑣事。 2. 資訊豐富且有趣	1. 分享一些有價值的訊息 2. 努力和全班對話	1. 很少或沒有新訊息 2. 全班覺得無趣

教學步驟

引導作法

Lesson 5: Cooking Show Presentation

Introduction (2 mins)

老師說明烹飪節目實境秀即將開始，說明規則，提醒節目進行將全程錄影並請學生保持該有的觀賞禮儀。下周將一同觀賞影片。

延伸活動：

1. 與姊妹校分享完成的報告
2. 在臉書分享相關影片連結
3. 把影片上傳到 YouTube

Say: Hello class! Today is our Cooking Show Presentations! Hope you're all excited! While a group is giving the presentation, I expect all of you to be a good audience. You are not allowed to talk while a group is presenting. Otherwise, points will be deducted from group. Once a group is almost done presenting, the next group should be getting ready for standby. As a reminder, each group will have 3-5 minutes to present. Your cooking show presentations will be recorded on video. Next week, we'll watch it together as a class next week.

Extended activities:

1. Completed presentations can be shared with sister schools.
2. Share videos on school's Facebook page.
3. Upload videos to YouTube.

Task 1: Preparation (10 mins)

準備時間 10 分鐘，結束正式開拍

Set timer for 10 minutes. Meanwhile, the teacher can setup the video camera and tripod. Once it is setup, the teacher may walk around the classroom to assist students.

教學資源

Classroom

Preparation:

- Camera / Phone (to take pictures)
- Video camera
- Tripod
- Butter knives x 5 (one per group)
- Fruit knives x 5 (one per group)
- Plastic trays x 15 (3 per group) – for placing ingredients
- Tongs x 10 (2 per group)
- Plates x 10 (different shapes and sizes)
- Place mats x 5 (one per group)
- Acrylic desk name plates x 5 (one per group to indicate the country)
- Table cloths x 5 (one large table cloth per group to cover entire table)
- Timer

認知能力

學生能藉由實境秀的角色扮演表達分享小組的三明治的作法、歷史背景並展示成品與他人分享

教學步驟

引導作法	教學資源	認知能力
<p>Say: You now have 10 minutes to prepare and set-up. Good luck!</p> <p>Do: Set timer for 10 minutes.</p> <p>Say: Okay! Your 10 minutes is up!</p> <p>Task 2: Cooking Show Presentation (30 mins) 各組輪流進行 3-5 分鐘節目錄製</p> <p>As each group is done with their presentation, have the class give a round of applause and make several positive remarks before continuing on to the next group.</p> <p>Cooking Show Presentations: 3-5 minutes per group</p> <p>Group 1: Presentation Group 2: Presentation Group 3: Presentation Group 4: Presentation Group 5: Presentation</p> <p>Please note: If teachers can find an assistant to help record the presentations and another assistant to help take photos, it'll be easier for the teacher to focus on the presentations.</p> <p>Conclusion (3 mins) 鼓勵與善後，首先完成清潔的小組可獲得加分</p> <p>Say: Everyone did a fantastic job! Let's clean up! Raise your hands once your group is done cleaning. I will come by and check. The first group to finish will earn points.</p> <p>Lesson 6: Feedback & Reflection</p> <p>Opening (1 min) 觀賞上週課程的影片，並鼓勵學生觀賞後給予回饋與建議。</p> <ul style="list-style-type: none"> -Watch previous week's class cooking show presentations. -Students from each group learn to give positive feedback & suggestions on what can be improved. -Guide students to write a learning reflection on what they've learned. <p>1. Introduction</p> <p>Say: Hello class! Last week you've all done a terrific</p>	<ul style="list-style-type: none"> • Timer • Cooking show videos 	

教學步驟

引導作法	教學資源	認知能力
<p>job on your cooking show presentations! I really liked how you all worked as a team. I’ m really proud of all of your hard work! Today, we’ ll be watching everyone’ s presentations. After each presentation, each group can give feedback and suggestions. When you give feedback, please be specific. For instance, I really liked your group’ s opening. Using different languages to greet everyone was really powerful.</p> <p>Task 1: Feedback & Suggestions (35 min) 引導學生如何給彼此回饋與建議，並鼓勵學生使用正面的評語。 Play recordings. Ask for each group’ s feedback and suggestions.</p> <p>2. Feedback & Suggestions Say: We’ re all here to learn and we all hope that we can improve. So, when we give feedback to others, we need to be specific and let others know exactly what they did well, and what may still need improvement. Remember, the purpose of giving feedback is to compete with your own personal best rather than each other. Remember, group points will be added to those who share.</p> <p>Unit 3 Worksheet Say: Please write down your feedback and suggestions on your worksheet. Please write two positive comments, say something you like about the presentation, and a suggestion. Do: After each presentation video, ask each group to give immediate feedback and suggestions before continuing on to the next video. Encourage students to share and give feedback.</p> <p>Task 2: Reflection (8 min) 藉由學習心得單的問題，帶學生反思自己的學習與成長，並搭配主題句型的練習。</p> <p>3. Reflection time Say: Now, it’ s reflection time. What is reflection?</p>	<p>• U3 學習單</p>	<p>學生能總結他組的優點，列舉幾點，給予適切的回饋與建議</p>

教學步驟

引導作法

Unit 3 Worksheet:

Reflection is an important part of learning. It helps us see what we' ve learned, what we' ve improved on, and how we can improve in the future. So, I have 6 questions for all of you to think about. Please write your answers on your worksheet.

Questions:

1. What was your role in the cooking show?
2. What was your biggest challenge?
3. How did you overcome it?
4. What did you learn?
5. What could be improved?
6. Who would you like to thank? Why?

Target sentences:

Answers:

1. In the cooking show, my role was a(n) _____.
2. My biggest challenge was _____.
3. I' ve overcome this challenge by _____.
4. I learned _____.
5. I could have improved on _____.
6. Finally, I would like to thank _____ because _____.

Do: Depending on time, the teacher can have several students share their answers.

Conclusion (1 min) 結語

回顧認識各國三明治與製作的歷程及背後的帶來意義。

Closing

Say: This concludes our sandwich lesson. I hope everyone enjoyed making sandwiches from different parts of the world. Remember, there is no right or wrong way of making sandwiches. You can also combine ingredients from different cultures. Be as creative as you want. It' s easy and it' s fun! Remember, sandwiches can bridge gaps between cultures and classes. So, no matter where you go, odds are you' ll find a variation on that simple

教學資源

- U3 學習單

認知能力

學生能運用學習單的主題句型練習總結這段時間的收穫

學生能思考透過製作三明治的過程能和世界各國做交流與連結

教學步驟

引導作法	教學資源	認知能力
<p>sandwich. Lastly, remember there' s always a little story behind every sandwich. So, the next time you eat a sandwich, think about it. What' s their story?</p>		

參考資料連結

1. <https://www.youtube.com/watch?v=3UGAuWI9oNY>
2. <https://www.usf.edu/engagement/documents/reflection.pdf>

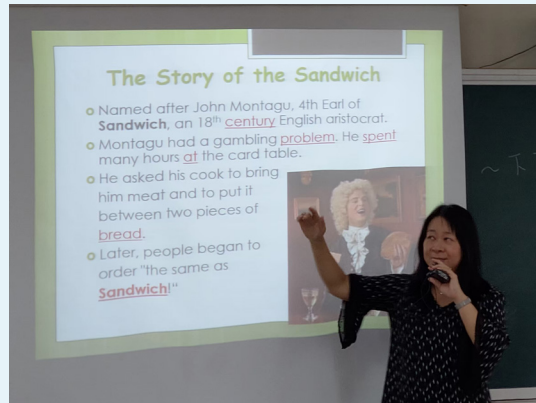
肆、課程實施歷程

單元

一

Hola! Bonjour! Hello Sandwiches!

課程實施歷程



老師講解三明治的由來，以及三明治為何能流傳到世界各地。



老師講授三明治如何擺盤，透過擺盤與裝飾，讓食物更顯得吸引人和美味。



學生分享自己食用三明治的經驗，透過不同經驗的分享了解三明治背後的故事與意義。

單元 二 Create Sandwiches from Around the World

課程實施歷程



學生分組製作代表國家的三明治，步驟須包含選擇麵包、塗抹抹醬、放入填料最後加入蔬菜。



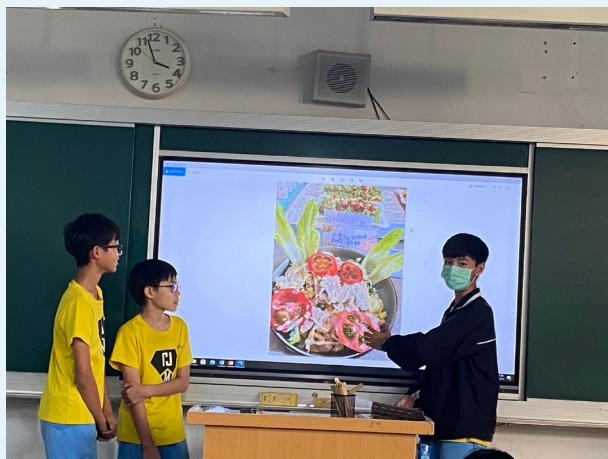
學生開心展示自己製作的代表國家三明治。



學生將自己在家裡種的新鮮蔬菜帶來學校分享。

單元 三 It's Showtime!

課程實施歷程



學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 演出。



學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 演出。



學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 演出。

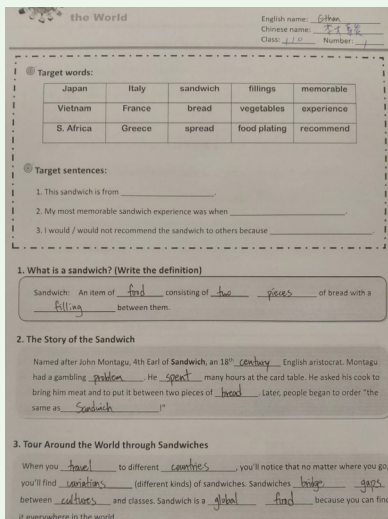
伍、學生學習成果

單元一 Hola! Bonjour! Hello Sandwiches!

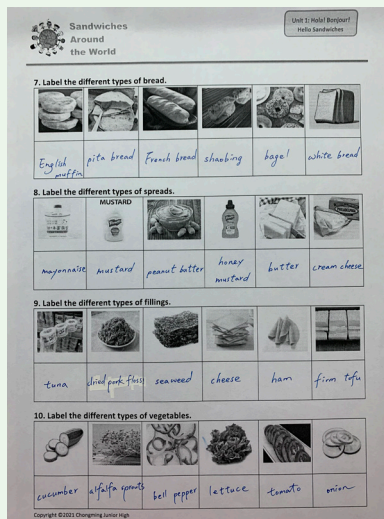
學習成果簡述

1. 課堂即時回饋：理解世界各國三明治的歷史由來，並回答問題。
2. 任務成果發表：透過小組合作、學生列舉並運用所學有關三明治的知識相關字彙與句子，並以雙語發表。
3. 學習單：歸納、摘要世界各國三明治的食材，設計自己組別代表國家的三明治，並以雙語描述三明治的製作過程。
4. 學生互評：能聆聽同儕口頭報告，欣賞其作品發表並給予回饋。

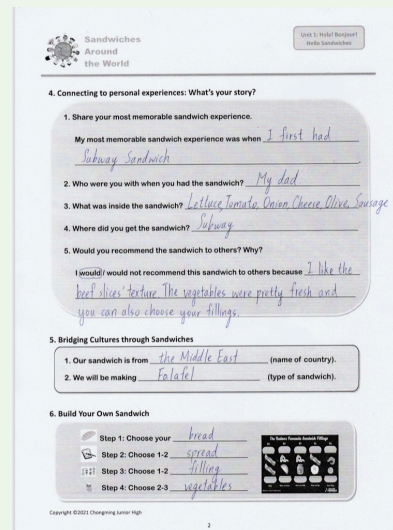
學生學習成果紀實



學生記錄三明治的由來與定義。



學生能認識世界各國三明治的材料。



學生分享吃三明治的記憶與回顧負責的三明治來自哪個國家並寫下製作的基本步驟。

單元

二

Create Sandwiches from Around the World

學習成果簡述

1. 課堂即時回饋：理解製作三明治的步驟，以及各國不同的料理文化 - 三明治特色。
2. 任務成果發表：透過小組合作，任務分派，共同完成三明治製作，並讓學生習得所有食材包含麵包、抹醬、填料和蔬菜的相關字彙和句子，並以雙語發表。
3. 學習單：藉由學習單讓學生先為單元三的 cooking show 做準備，分配各組成員不同角色，分別擔任主持人、主廚、主廚助理、擺盤者、講解歷史者，藉由學習單的句子練習，完成 cooking show 內容。
4. 老師評分及回饋：能聆聽學生上台的口頭報告並給予其作品講評。

學生學習成果紀實



學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 排練。



學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 排練。



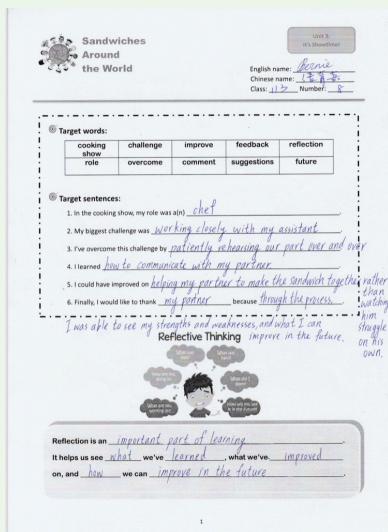
學生能小組合作共同完成不同國家的三明治並以雙語進行 cooking show 排練。

單元三 It's Showtime!

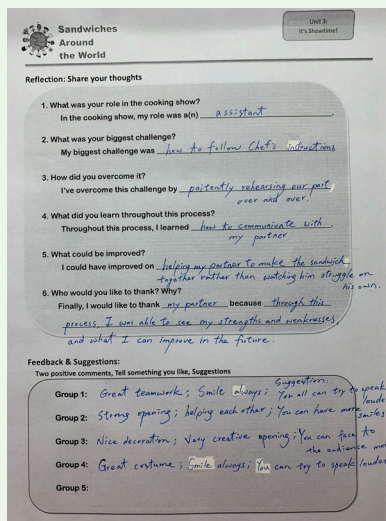
學習成果簡述

1. 課堂即時回饋：透過錄影，帶學生回顧自己的演出，給予彼此正向的回饋與建議。
2. 任務成果發表：學生能小組合作以雙語完成 cooking show，並帶出該三明治代表的國家的特色，將食物背後的歷史與文化納入演出中。
3. 習單：學生能藉由老師引導的英文主題句型，反思自己在 cooking show 的演出，幫助學生調整腳步，為下次的學習做準備！
4. 師評分及回饋：能欣賞學生的演出並給予鼓勵與指導。

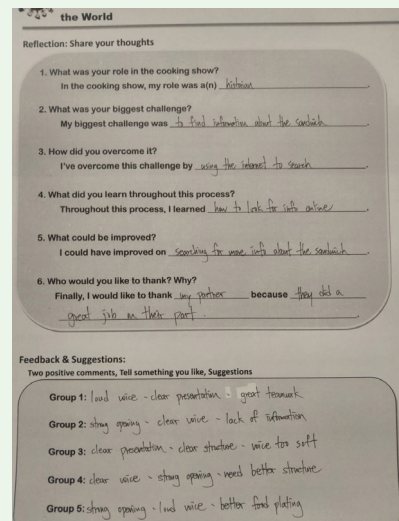
學生學習成果紀實



學生學習反思的概念。



學生回顧自己在 cooking show 的學習並正向回饋其他組別及給予建議。



學生回顧自己在 cooking show 的學習並正向回饋其他組別及給予建議。

陸、成效評估

單元

一

Hola! Bonjour! Hello Sandwiches!

學生學習成效	平均分數	分析	反思
學生能了解三明治的由來	88	大部分學生透過 PPT 及影片的帶動皆能了解三明治的由來與定義	除了透過學習單的完成度來了解學生的吸收，亦可以透過反問問題，讓學生將所學的知識用自己理解的方式分享出來。
學生能認識世界各地不同的三明治風貌，擴展國際視野並學習欣賞不同的文化	93	藉由 PPT、影片及搶答遊戲的過程，強化學生對各國不同特色文化的記憶與認知能力，大部分學生都對於課程的學習感到躍躍欲試，充滿期待與興趣。	少數學生對於一些即時性反應的活動，顯得參與度不高，可透過遊戲規則修改，幫助低成就的孩子也能透過同儕的幫助，融入課程的設計。
學生能分享食用三明治的記憶	90	透過認識各國三明治的豐富多樣性，也讓學生回顧自己食用三明治的經驗，幫助他們與自身的飲食經驗作結合，讓三明治的經驗更立體，多數學生都能侃侃而談自己的三明治體驗。	學生分享食用三明治體驗時，亦可以鼓勵學生準備相關照片，增加分享的豐富度與趣味性。
學生能討論出所代表國家的三明治製作所需的食材與分工	94	多數學生在小組合作上，皆能透過老師引導，和組員合作愉快，並完成任務。	對於有些組別在討論食材的過程顯得猶豫不決無法決定，老師可以適時地提供協助與意見，也可多鼓勵同學遇到困難要主動尋求老師的協助。

單元 二

Create Sandwiches from Around the World

學生學習成效	平均分數	分析	反思
材料準備 (15%)	92	大部分學生能依照分工準備各項材料。	請各班班長提醒同學要記得帶材料，但班長若不盡責，忘記提醒，則會有未帶材料的情形發生。
衛生 (10%)	95	大部分學生都能遵守老師的指導，例如把頭髮綁起來、戴口罩、用夾子取物等。	仍要時時提醒學生，遵守衛生規定，養成衛生習慣。
三明治擺盤和創意 (10%)	90	大部分學生都很喜歡這個部分，學生很有自己的創意和想法，準備特殊食材。	沒有教授擺盤的專業手法，僅提供影片和圖片給學生參考，建議下次可以邀請專業師傅到校指導。
團隊合作 (15%)	89	大部分學生都能做到團隊合作。	仍有少數學生缺乏參與感，要透過很多方式來鼓勵學生積極加入。
清潔 (20%)	95	大部分學生都能配合完成清潔工作。	老師必須進行最後檢查，且清潔工作容易延遲，影響下一節課程。
物歸原位 (20%)	96	大部分學生都能將物品歸回原位。	老師必須進行最後檢查，物品必須擦乾不可潮濕，各類物品放置的位置不一，老師需要再次提醒。
學習單完成和繳交 (10%)	85	大部分學生都能準時完成學習單內容並繳交作業。	少數同學忘記把學習單放到資料夾中，或是遺失不見。若遺失者，可再向老師索取學習單，老師允許學生補交。

單元

三

It's Showtime!

學生學習成效	平均分數	分析	反思
Delivery 表達	87	大部分學生都有把自己的台詞背好，英文的表達沒有問題。	由於準備時間較短，學生上台的台風與音量需再加強。
Teamwork 團隊合作	92	大部分學生在演出過程都能團隊合作，相互幫忙，鮮少手忙腳亂。	仍有少數同學在演出過程會比較沒有融入，只負責說完自己的台詞就站在一旁。
Plating 擺盤	88	各小組的擺盤都很別出心裁。	需提醒各小組把負責的國家的三明治特色更加彰顯出來，如加上該國小國旗等等。
History Behind their Country's Sandwich 代表國家的三 明治歷史	85	負責分享該國三明治歷史的同學都有用心查資料，流暢地帶出代表的國家的三明治歷史。	由於是雙語的分享，有些較艱澀的歷史字詞，他組同學可能會聽不懂，可把分享的歷史做成 PPT，於介紹時投影在台上，幫助他組同學理解。

柒、教學相關資源

單元 一 **Hola! Bonjour! Hello Sandwiches!**

U1 簡報、U1 學習單 (1)、U1 學習單 Build Your Own Sandwich、U1 評量規準

單元 二 **Create Sandwiches from Around the World**

U2 簡報、U2 學習單、U2 評量規準 Sandwich Project Rubric
PPT example on the history of Gua Bao

單元 三 **It' s Showtime!**

Unit 3 PPT、Unit 3 Worksheet