

一上 雙語教學課程設計

年級／單元名稱 Grade / Unit		第二單元 「食」在很健康 第 1 章 懂吃懂買大贏家	節數 Session	4 節
雙 向 細 目 表	學習表現 Learning Performance	1a-IV-4 理解促進健康生活的策略、資源與規範。 2a-IV-1 關注健康議題本土、國際現況與趨勢。 2a-IV-2 自主思考健康問題所造成的威脅感與嚴重性。 2a-IV-3 深切體會健康行動的自覺利益與障礙。 4b-IV-3 公開進行健康倡導，展現對他人促進健康的信念或行為的影響力。		
	學習內容 Learning Contents	Eb-IV-1 媒體與廣告中健康消費資訊的辨識策略。 Ea-IV-2 飲食安全評估方式、改善策略與食物中毒預防處理方法。 Eb-IV-3 健康消費問題的解決策略與社會關懷。		
	核心素養 Core Competences	J-A2 具備理解體育與健康情境的全貌，並做獨立思考與分析的知能，進而運用適當的策略，處理與解決體育與健康的問題。 J-C1 具備生活中有關運動與健康的道德思辨與實踐能力及環境意識，並主動參與公益團體活動，關懷社會。		
	學習目標 Learning Objectives	1. 關心相關的食品中毒事件，並從中學習預防食品中毒。 2. 瞭解冰箱與食品中毒的關聯性，瞭解冰箱的功用，以及食材保存管理的辦法與重要性。 3. 瞭解消費陷阱。 4. 瞭解與飲食相關的議題。		
	議題融入 Issues Integrated	【環境教育】 環 J6 了解世界人口數量增加、糧食供給與營養的永續議題。 【品德教育】 品 J3 關懷生活環境與自然生態永續發展。		
教學資源 Teaching Resources	1. 相關電子設備、電腦、音響、教學投影片。 2. 食品中毒相關案例、冰箱問題。			
專有名詞 Proper Noun	食品中毒 / food poisoning、腹瀉 / diarrhea、嘔吐 / vomiting、細菌 / bacteria、冰箱 / refrigerator、冷藏室 / cold closet、冷凍庫 / freezer、保存期限 / Expiration Date、促銷 / promotion、剩食 / leftover、永續 / sustainable			

教學活動	
第一節 在家備食	時間
<p>一、在家備食</p> <p>(一)教師帶領學生觀看課前漫畫，可對學生提問漫畫後四個問題，請學生討論後分享。</p> <p>(二)教師請學生試著回憶有沒有吃壞肚子的經驗，或是親朋好友有無發生過類似症狀，是怎麼處理的呢？</p> <p>(三)教師說明食品中毒對健康的危害以及處理流程。</p> <p>【互動式英文】</p> <p>1. 你曾經有「吃壞肚子」的經驗嗎？有沒有一同用餐的家人或朋友也出現類似症狀呢？請與你的組員討論，並和全班分享。</p> <p>T : Have you ever had diarrhea? Did your family members or friends you dined with have similar symptoms? Discuss with your teammates and share with the class.</p> <p>我以前吃壞肚子，導致_____，那讓我十分不舒服。</p> <p>(腹瀉、嘔吐)</p> <p>S : I used to have a stomachache before, which led to _____, making me very uncomfortable.</p> <p>(diarrhea, vomiting)</p> <p>2. 謝謝同學們的分享。綜合剛剛大家提到會有腹瀉、嘔吐的情形，這有可能就是食品中毒。當這些症狀持續且沒有改善，就需要就醫處理了。</p> <p>T : Thank you for your sharing. To summarize, you mentioned diarrhea and vomiting just now. It may be food poisoning. If the symptoms persist and do not improve, you should seek help from a doctor.</p>	20
<p>二、飲食衛生動起來</p> <p>(一)教師帶領學生觀看課本 p.71 的插圖，請學生思考哪一些因素造成課前漫畫中發生食品中毒的情形，並請學生討論分享。</p> <p>(二)教師教導在家備食五原則，並請學生完成課本 p.71 「Let's do it! 飲食衛生同檢視」</p> <p>【互動式英文】</p> <p>1. 好，請同學閱讀課本p.71的漫畫，並討論哪些因素造成漫畫中發生食品中毒的情形。</p> <p>T : Okay, please read the comics on page 71 of the textbook and discuss the factors that cause food poisoning in the comics.</p> <p>造成食品中毒的原因是隔餐食物沒有冰起來保鮮，食用前也沒有加熱。</p> <p>S : The cause of food poisoning is that the leftover food was not refrigerated to keep it fresh, and it was not heated before eating.</p>	25

<p>2. 在家備食要遵守「勤洗手、選新鮮、生熟食分開處理、澈底煮熟、注意保存溫度」五個原則。接著請同學完成課本p.71「Let's do it!飲食衛生同檢視」的活動，檢核自己與家人有沒有做到備食五原則呢？</p> <p>T : When preparing food at home, follow the five principles of "washing hands frequently, choosing fresh food, separating raw and cooked food, cooking thoroughly, and paying attention to storage temperature". Then please complete the activity of "Let's do it! Review Food Hygiene" on page 71 of the textbook to check whether they and their family members have followed the five principles of food preparation.</p>	
<p>第二節 冰箱的心聲</p>	
<p>一、冰箱的心聲</p> <p>(一)教師可以讓學生上臺演出冰箱的故事。</p> <p>(二)問問看同學有沒有關心過家裡的冰箱，並請同學完成課本 p.72「Let's do it! 冰箱的健康檢查」。</p> <p>(三)透過課本 p.73 教導學生認知冰箱的功用。</p> <p>【互動式英文】</p> <p>1. 如果你是冰箱，你想跟使用者說什麼？請同學分成四人一組，並模擬冰箱與使用者，以冰箱的角度說出心聲。跟全班分享你們的想法，並完成課本p.72「Let's do it!冰箱的健康檢查」的活動。</p> <p>T : If you were a refrigerator, what would you tell the user? Student, please split into groups of four, act as the refrigerator and the users, and express your feelings from the perspective of the refrigerator. Share your thoughts with the class and complete the activity on page 72 of the textbook "Let's do it! Refrigerator Health Check".</p> <p>希望使用者可以確實把食物包裝好，依照先進先出的原則享用食物，不要把我當作永久的儲藏庫。</p> <p>S : I hope that users can properly package their food, follow the principle of "first in, first out" when consuming it, and not treat me as a permanent storage facility.</p> <p>2. 雖然冰箱的功能分成冷凍庫、冷藏室、冰溫室、冷藏門側，可保存不同的食品。但是每一種食品的保存期限仍會受食材成分、包裝方式等因素影響，因此還是要依照食品上面保存期限與建議保存方式來食用。</p> <p>T : Although the functions of the refrigerator include freezer, cold closet, ice room, and refrigerator door side which store different food, the expiration date of each food is still affected by factors such as ingredients and packaging. It is still necessary to consume it according to the expiration date and recommended ways of storage.</p>	<p>時間</p> <p>20</p>

二、在進入冰箱之前

- (一)讓學生先針對葉菜類、肉類、海鮮類、點心類，問問看同學家中都是如何處理的。
- (二)對照課本 p.74 ~ 75，看看處理程序上是否有不同的地方。
- (三)教師透過課本 p.76 「Let's do it! 冰箱食材管理」引導學生思考健康可以如何被使用在冰箱的設計上，並完成活動。

【互動式英文】

1. 請同學們想想看，家裡常吃的葉菜類、肉類、海鮮、點心有哪些？分別是怎麼保存的？跟課本所說的處理程序是否有不同的地方？要怎麼改善？

T : Student, please think about what kinds of vegetables, meat, seafood and snacks do you often eat at home? How are they stored? Is there any difference from the instructions described in the textbook? How do you improve it?

家裡常吃的有_____、_____、_____和_____，家裡都是依照先進先出的原則來進行保存與食用。

(生菜、花椰菜、高麗菜、牛肉、雞肉、蝦子、乳酪、鮮奶、雞蛋、豬肉、餃子、包子、果汁)

S : The common foods we eat at home are _____, _____, _____, and _____. At home, we follow the principle of first in, first out when it comes to storing and consuming them.

(lettuce, cauliflower, cabbage, beef, chicken, shrimp, cheese, fresh milk, eggs, pork, dumplings, buns, and fruit juice)

2. 好，在學完這個章節後，現在我們來練習課本p.76 「Let's do it! 冰箱食材管理」的活動，請同學試著安排家中食材的擺放空間，並說明原因。

T : Well, after finishing this chapter, Let's practice the activity of "Let's do it! Manage the ingredients in the refrigerator" on page 76 of the textbook. Please try to put the ingredients in order and explain it.

第三節 消費陷阱	時間
<p>一、消費陷阱</p> <p>(一)教師詢問學生的消費經驗，問題可參考如下：</p> <ol style="list-style-type: none"> 1. 是否有買超過預算的經驗？ 2. 看到什麼樣的商品會有衝動購物的欲望？ 3. 覺得什麼樣的標語很吸引人？ 4. 有沒有買過食品包裝和內容物差很多的商品？ <p>(二)教師引導學生進行課本 p.77 「Let's do it! 檢視飲食消費」，讓學生發現消費陷阱的所在。</p> <p>【互動式英文】</p> <p>1. 請同學們想想自己的消費經驗，例如：是否有買超過預算的經驗？看到什麼樣的商品會有衝動購物的欲望？覺得什麼樣的標語很吸引人？而多買了不需要的東西。</p> <p>T : Student please recall your own spending experience, for example, did you ever spend over budget? What kind of products triggered your desire to make impulse purchases? What slogan did you find attractive? So that you bought more than you needed.</p> <p>常常看到「折扣」、「促銷」、「優惠」、「買一送一」等標語就覺得很吸引人，就買了不在計畫內的商品。</p> <p>S : We often find slogans like "discount," "promotion," "special offer," "buy one get one free," and so on to be very enticing, and we end up buying items that were not part of our plan.</p> <p>2. 飲食消費和其他的消費行為不同，食材的保存期限通常較短，如果沒有仔細思考需求的話，有可能造成食材浪費或是危害健康。讓我們一起來檢視自己的飲食消費行為吧！</p> <p>T : Spending on food is different from other spending behaviors. The expiration date of ingredients is usually short. If you do not think about your needs carefully, it may cause food waste or even harm your health. Let's examine our spending behavior on food!</p>	20

<p>二、飲食世界陷阱多</p> <p>教師帶領學生看乳品和果汁的差異性。</p> <p>【互動式英文】</p> <p>同學們在購買食品時，可以經由檢視商品成分、實地瞭解商品生產過程等方式來認識這些食品。</p> <p>T : Student, when you buy food, you can learn about the food by checking the ingredients of the products and understanding the production process of the products on-site.</p>	5
<p>三、飲食消費決勝點</p> <p>(一)教師引導學生認知需要與想要的差別。</p> <p>(二)教師引導學生進行課本 p.79 「Let's do it! 想要與需要」。</p> <p>(三)教師可以選擇一般人家中常買的商品，如：牛奶、雞蛋，讓學生思考會在何處購買？會選擇什麼容量的？還有哪些會影響選擇的考量點？</p> <p>(四)教師引導學生進行課本 p.80 「Let's do it! 購物選擇大考驗」。</p> <p>【互動式英文】</p> <p>1. 小辰的媽媽因為看到鮮奶優惠而多買了一瓶，但是家裡冰箱還冰著一瓶尚未拆封的鮮奶。你是否也有過類似的經驗？最後這些食品去哪裡了？在消費時，你能夠區分「需要」跟「想要」嗎？請同學思考怎麼選擇才是對的，並與全班分享你的想法。</p> <p>T : Xiaochen's mother bought an extra bottle of fresh milk because of the discount, but there was still a bottle of fresh milk unopened in the refrigerator at home. Did you have a similar experience? Where did all the food go in the end? When spending, can you distinguish between "needs" and "wants"? Student, please think about the right choice and share your thoughts with the class.</p> <p>我覺得「想要」的物品不是必要的，「需要」的物品才是必要的，錢應該要花在「需要」的物品上。</p> <p>S : I believe that items I "want" are not necessarily essential, while items I "need" are what truly matter. Money should be spent on the things that are necessary.</p> <p>2. 在辨識「需要」與「想要」之後，請同學練習課本p.80 「Let's do it!購物選擇大考驗」的活動，並說明你的決定，為什麼？</p> <p>T : After identifying "needs" and "wants", please practice the activity of "Let's do it! Shopping Choice Challenge" in textbook page 80, and explain your decision. 我決定下次購物前也把想買的東西都列出來，做「想要」與「需要」的判斷，來避免自己衝動購物。</p> <p>S : I have decided to make a list of things I want to buy before my next shopping trip and classify them based on whether they are wants or needs. This will help me avoid impulsive shopping.</p>	20

第四節 責任消費	時間
<p>一、責任消費</p> <p>教師帶領學生認知糧食被丟棄與許多人處於飢餓狀態的事實。</p> <p>【互動式英文】</p> <p>減少食物浪費已成為國際趨勢及現代社會必須共同努力的目標。身為地球的一份子，就讓我們一起學習如何延續食物價值並建立愛護地球的消費觀吧！</p> <p>T : Reducing food waste has become an international trend and a goal that modern society must work towards together. As a part of the earth, let us learn to sustain the food value and encourage green consumption!</p>	10
<p>二、剩食再利用</p> <p>(一)教師教導學生剩食再利用的概念，介紹臺灣與國際間的剩食政策，引導學生搜尋生活周遭是否有類似的剩食平臺。</p> <p>(二)教師引導學生進行課本 p.82 「Let's do it! 剩食去哪兒？」。</p> <p>【互動式英文】</p> <p>1. 同學們有聽過「剩食」嗎？食物從產地到餐桌的過程中，可以避免及不該產生的廚餘就是剩食，是食物成為廚餘前尚可被食用的部分。對於剩食問題，我們可以怎麼做？</p> <p>T : Student, have you heard of "leftover"? Food waste that can be avoided or should not be produced in the process since the place of origin is leftover. Leftover is a part of food that can be eaten before it becomes food waste. What can we do about leftover?</p> <p>我覺得要少去吃到飽餐廳，雖然都說吃多少拿多少，但常常會拿了過量的食物沒有吃完，導致剩食問題更加嚴重。</p> <p>S : I believe it's important to reduce visits to all-you-can-eat restaurants. While they promote the concept of "eat as much as you want," it often leads to taking more food than necessary and wasting leftovers, contributing to the problem of food waste.</p> <p>2. 臺灣目前也致力於推廣「食物銀行」、「剩食平臺」，各國也有許多關於剩食的措施，請同學上網搜尋資料並分享。</p> <p>T : Taiwan is committed to promoting "food banks" and "leftover platforms". There are also many measures for leftover in various countries. Student, please search for the information on the Internet and share them.</p> <p>3. 在聽完同學的分享之後，請同學練習課本p.82 「Let's do it!剩食去哪兒？」的活動。試著將課堂上所學到的內容和家人分享，並聽聽看家人的想法，試著用自己的方式讓家人改變消費行為。</p> <p>T : After listening to the students' sharing, please practice the activity of "Let's do it! Where are the leftovers?" in the textbook page 82. Try to share what you have learned in class with your family, listen to their thoughts, and try to make your family change their spending habits in your own way.</p>	15

<p>三、飲食不留痕</p> <p>老師透過故事引導學生認識飢餓議題與消費者的責任意識，並介紹公平貿易的概念。</p> <p>【互動式英文】</p> <p>你們對於小奇所面臨沒有土地又買不到便宜糧食的情況能夠感同身受嗎？而我們可以怎麼做，才能夠讓人與地球永續共存？</p> <p>T : Can you empathize with Xiao Qi's situation where he had no land and could not buy cheap food? And what can we do to help people coexist with the earth in a sustainable way?</p> <p>我覺得可以在買東西的時候，看一下有沒有公平貿易標章，確認購買的商品是不是產地直送。</p> <p>S : I think it's a good idea to look for fair trade labels when making purchases and to verify if the products are sourced directly from the origin.</p>	10
<p>四、健康好行——倡議熱身操</p> <p>(一)教師請學生閱讀三個用選擇改變世界的故事。</p> <p>(二)請學生將認為較重要的飲食習慣圈選並分享原因。</p> <p>(三)請學生思考並寫下可以喚醒大眾重視飲食觀念的方式或行動。</p> <p>【互動式英文】</p> <p>在閱讀三個用選擇改變世界的故事後，請同學分組進行倡議。首先，先選擇一個你認為較重要且想喚起大眾重視的飲食概念。接著，請你跟組員們討論並寫下可以喚醒大眾重視飲食觀念的方式或行動。</p> <p>T : After reading three stories about changing the world with choice, student please work in groups to advocate. First, choose a diet concept that you think is more important and that you want to call attention to. Next, discuss with your group members and write about ways or actions that can awaken the public to pay attention to diet.</p>	10