**2021宜蘭縣立復興國中Tony英語教學公開課分享座位表與觀課紀錄表**

|  |  |  |
| --- | --- | --- |
| **\_\_\_\_\_\_\_\_4** | **\_\_\_\_\_\_\_\_5** | **內觀員** |
| **\_\_\_\_\_\_\_\_1** | **\_\_\_\_\_\_\_\_2** | **\_\_\_\_\_\_\_\_3** |

|  |
| --- |
| **內觀員** |

|  |  |
| --- | --- |
| **\_\_\_\_\_\_\_\_1** | **\_\_\_\_\_\_\_\_4** |
| **\_\_\_\_\_\_\_\_2** | **\_\_\_\_\_\_\_\_5** |
| **\_\_\_\_\_\_\_\_3** | **\_\_\_\_\_\_\_\_6** |

|  |  |
| --- | --- |
|  | **\_\_\_\_\_\_\_\_3** |
| **\_\_\_\_\_\_\_\_5** | **\_\_\_\_\_\_\_\_2** |
| **\_\_\_\_\_\_\_\_4** | **\_\_\_\_\_\_\_\_1** |

**3**

|  |
| --- |
| **內觀員** |

|  |
| --- |
| **備註:****數字為組員編號****ABC為英語能力****星號為組別編號** |

**2**

**4**

|  |
| --- |
| **內觀員** |

|  |  |
| --- | --- |
| **\_\_\_\_\_\_\_\_1** | **\_\_\_\_\_\_\_\_4** |
| **\_\_\_\_\_\_\_\_2** | **\_\_\_\_\_\_\_\_5** |
| **\_\_\_\_\_\_\_\_3** | **\_\_\_\_\_\_\_\_6** |

CPR mat

|  |
| --- |
| **內觀員** |

|  |  |
| --- | --- |
|  | **\_\_\_\_\_\_\_\_3** |
| **\_\_\_\_\_\_\_\_5** | **\_\_\_\_\_\_\_\_2** |
| **\_\_\_\_\_\_\_\_4** | **\_\_\_\_\_\_\_\_1** |

**AED**

**5**

|  |
| --- |
| **前門** |

|  |
| --- |
| **Tony老師** |

**1**

|  |
| --- |
| **攝影機** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **外觀員** | **外觀員** | **外觀員** | **外觀員** | **外觀員** | **外觀員** | **外觀員** | **外觀員** |

**教學觀察表**

**教師姓名：**簡星東Tony老師 **任教年級：**八年級 **任教科目：**英語 **授課教室：**CLIL教室

**單元名稱：**翰林八下Unit4英語延伸活動~Calling 911 & Doing CPR & Using AED

**教學節次：**共3節 **本次教學為：**第3節 (The fifth class)

**觀察者(Observer)：**\_\_\_\_\_\_\_\_\_ **觀察日期：**5/11(二) **觀察時間：**13:25至14:10

|  |  |  |
| --- | --- | --- |
| **觀課說明：**1.上圖為內圈老師觀察對象**(已附上編號以及學生英語程度)**。2.外圈老師以整體學習情形觀察之。3.觀課者不干擾學生學習，如：(1)勿涉入學生學習(2)手機(相機)靜音(3)不交談4.觀察重點為學生學習情形並記錄，右方紀錄表格供參。5.請依照實際分組情形紀錄。**\_\_\_\_**可填上組別學生**代號**。6.可用關鍵字、圖畫、箭頭等表達學生互動情形。 | **(Student \_\_\_)** |  **(Student \_\_\_)** |
|  **(Student \_\_\_)** |  **(Student \_\_\_)** |
|  **(Student \_\_\_)** |  **(Student \_\_\_)** |
| **觀課省思、看見學生學習成立的地方、學生學習困難的地方、觀課心得****(Observation about students’learning, difficulties, or any kinds of opinions)** |

**2021宜蘭縣立復興國中Tony英語教學公開課教學設計(Lesson Plan)**

1. **授課內容:** 翰林八下Unit4英語延伸活動~Calling 911 & Doing CPR & Using AED
2. **授課時間:** 45分鐘
3. **授課地點: CLIL**教室
4. **授課教師:** 簡星東Tony老師
5. **學生課堂分組方式：**808班同學，共分五組，採ㄇ字型，每組5~6人。
6. **課程流程說明：**

**※課前說課重點說明(教學目標):**

**一、課程主旨與目標(Teaching purpose):**

 以英文結合健康與童軍教育，教導同學們在緊急時刻做出正確判斷與表達，同時用最正確的方式與步驟協助人們。

Combining health and scout education in English, teach students to make correct judgments and expressions in emergencies, and assist people with the most correct ways and steps.

**二、詳細說明(Course Information):**

 由於這一課主要在介紹災難來臨時的防護措施，同時介紹搜救犬，因此在思考全英語授課的課程時，便希望能讓同學們將英文用在實際的狀況之中，而為了產生更多對談甚至口說的機會，那麼操作型的任務便是很好的嘗試，所以以自身經驗為參考，在緊急情況發生時，用正確的方式打電話報警求助，另外正確施作心肺復甦術，以及使用AED(Automated External Defibrillator)，稱為「自動體外心臟電擊去顫器」，便是非常重要的技能，加上國中階段健康課程也有CPR與AED的操作練習，相信同學們會更容易上手，多一次練習，便多一份信心。

 而為了讓整個練習更加有趣逼真，我將台詞以RT讀者劇場方式編寫，也讓RT融入生活英語，以發揮RT的最大效用。同時，我也將要請健教老師協同，隨時提供最正確指導，以達到最正確的學習。

Since this lesson mainly introduces the protective measures when disaster strikes, and at the same time introduces search and rescue dogs, so when thinking about EMI (English as a Medium of Instruction) courses, I hope that students can use English in the actual situation, and in order to produce more chances to talk or communicate with each other, then the operational tasks are a good try. So with my own experience as a reference, when an emergency occurs, calling 911 in the correct way for help, and performing CPR correctly and the using of AED (Automated External Defibrillator), are very important skills. In addition, the high school health courses also have CPR and AED operation exercises. I believe students will be much easier to put themselves into the class. The more practices you have, the more confidence you get.

 By the way, In order to make the whole exercise more interesting and realistic, I designed the lines in the RT reader theater style, and also incorporated RT into life English to maximize the effect of RT. At the same time, I will also ask the health education teacher to cooperate and provide the most correct guidance at any time to achieve the most correct learning.

**三、教學流程:本次教學主要分三階段時間:**

第一階段：約15分鐘

1. 開場便帶著學生重新複習CPR與AED操作的重要指令。
2. 現場抽籤，並開始練習緊急狀況的台詞。

**Part 1: about 15 minutes**

1. At the beginning, students will review the important instructions for CPR and AED operations.

(2) Draw a lottery and start practicing emergency lines.

**第二階段：約15分鐘**

1. 根據組別順序上台呈現任務，並開始計時競賽，其他組別們也同時為同儕評分
2. 每一階段的表現會依據評分表項目來確實計分。

**Part 2: about 15 minutes**

1. Present tasks on stage according to the order of the groups, and start a timed competition, and other groups will also give scores to their peers
2. (2) The performance of each part will be scored according to the items on the score sheet.

**第三階段：約15分鐘**

1. 根據第4 & 5組的任務，需實際操作CPR與AED，我們請同學示範，並現場開放自願者加入並加分。
2. 歡迎觀課老師們加入與同學們一同學習同樂。

**Part 3: about 15 minutes**

1. According to the tasks of groups 4 & 5, CPR and AED need to be actually operated. We invite students to demonstrate and open volunteers to join and add points on the spot.

(2) Teachers are welcome to join in and have fun with the students.

**翰林八下Unit4英語延伸活動~Calling 911 & Doing CPR & Using AED中英文教案分享**

|  |  |  |  |
| --- | --- | --- | --- |
| **時間** | **教師學習引導** | **教師學習引導** | **課程準備** |
| **15’****15’****15’** | 第一階段：約15分鐘1. 開場便帶著學生重新複習CPR與AED操作的重要指令。
2. 現場抽籤，並開始練習緊急狀況的台詞。

**第二階段：約15分鐘**1. 根據組別順序上台呈現任務，並開始計時競賽，其他組別們也同時為同儕評分
2. 每一階段的表現會依據評分表項目來確實計分。

**第三階段：約15分鐘**1. 根據第4 & 5組的任務，需實際操作CPR與AED，我們請同學示範，並現場開放自願者加入並加分。
2. 歡迎觀課老師們加入與同學們一同學習同樂。
 | 1. [**Teaching**](https://www.facebook.com/hashtag/teaching?source=feed_text&epa=HASHTAG)**Theme:**

**Calling 911 & Doing CPR & Using AED**1. **Teaching purpose:**

Combining health and scout education in English, teach students to make correct judgments and expressions in emergencies, and assist people with the most correct ways and steps.1. **Teaching methods:**

**Part 1: about 15 minutes**1. At the beginning, students will review the important instructions for CPR and AED operations.

(2) Draw a lottery and start practicing emergency lines.**Part 2: about 15 minutes**1. Present tasks on stage according to the order of the groups, and start a timed competition, and other groups will also give scores to their peers

(2) The performance of each part will be scored according to the items on the score sheet.**Part 3: about 15 minutes**1. According to the tasks of groups 4 & 5, CPR and AED need to be actually operated. We invite students to demonstrate and open volunteers to join and add points on the spot.

(2) Teachers are welcome to join in and have fun with the students. | 1.學習單、教學流程表、公開觀課記錄表2.攝錄影器材（請縣輔導團協助操作）3.來賓20張椅子（班上同學準備）4.來賓教學場地引導（請輔導團協助） |

**2021Tony八下Unit4英語延伸活動~Calling 911 & Doing CPR & Using AED**

**Activity 1: Calling 911**

**Rules規則: Each group has 5~6 members. One to be the Caller, one to be the 911 Operator, and the others present the condition.**

**每一組5~6位，一位當報案人，一位當警察，另外其餘組員呈現情境。**

|  |
| --- |
| **Calling 911 Group Tasks & RT Scripts** |
| **Group Tasks Information** | **Scripts** |
| **Group 1 Task:****Getting lost during mountain climbing**第1組任務(5人)：在登山過程中迷路

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **Operator** |  |
| **D the Caller** |  |

 |

|  |  |
| --- | --- |
| **A** | **Oh, no! We got lost! It’s getting dark. What should we do?** |
| **B** | **I am so thirsty, but there is no more water.** |
| **C** | **Ah!!!! We will die in the mountain!** |
| **D** | **No! Mommy! Daddy!**  |
| **A** | **Calm down, guys! Let’s call 911 soon.** |
| **Operator**: | 911, what’s the address of your emergency? |
| **Caller**: | Um, we are stuck somewhere, in like the forest area type thing. And we’re all 11 and 10. And we just tried going exploring and we got stuck. |
| **Operator**: | Are you guys all doing OK right now? |
| **Caller**: | Yeah. We’re just getting a little thirsty. |
| **Operator**: | Yeah, OK. The help is on the way. Don’t leave your current location because we’ve got exactly where you guys are pinged to right now. |
| **Caller**: | OK. Thank you! |

 |
| **Group 2 Task:****Someone has just been robbed**第2組任務(5人)：有人被搶劫

|  |  |
| --- | --- |
| **Robber** |  |
| **Miss** |  |
| **A** |  |
| **B** |  |
| **Operator** |  |
| **B the Caller** |  |

 |

|  |  |
| --- | --- |
| **Robbers** | **Give the bag to me, or I will hurt you badly!** |
| **Miss** | **Ah!!!!! Please don’t hurt me!** **Just take it!** |
| **Robbers** | **Shut your mouth! I know your address.** |
| **A** | **Hey! Stop! Miss, are you OK?** **What happened?** |
| **Miss** | **Someone robbed me and took my bag.** |
| **B** | **I’ll call 911 right away!** |
| **Operator:** | 911. What is your emergency?" |
| **Caller:** | I have just been robbed. |
| **Operator:** | What happened? |
| **Caller:** | I just saw a miss was robbed by a man. |
| **Operator:** | I will send some police officers your direction. |
| **Caller:** | Thank you! I am not sure what I should do. |
| **Operator:** | Just hold on and we will have them come to see what they can do. |
| **Operator:** | Can you recognize the robber? |
| **Caller:** | No, I am not sure. I really couldn't see his faces well. When he heard me shout “Stop!”, he just ran away.  |
| **Operator:** | Okay, the officer should be there in less than five minutes. Please stay on the line. |

 |
| **Group 3 Task:****A car accident happened and the legs got injured.**第3組任務(5人)：目睹車禍，有人腿受傷

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **Operator** |  |
| **D the Caller** |  |

 |

|  |  |
| --- | --- |
| **A** | **Ah!!!**  |
| **B**  | **Jesus! We hit people.** **What should we do?** |
| **C** | **He’ll be ok! Nobody saw it!** **We must run away!** |
| **D** | **Hey! Stop the car! Sir, can you hear me?** |
| **Operator:** | 911. What’s the emergency? |
| **Caller:** | There’s a car accident in front of me. A man was hit by a car, but the car drove away! |
| **Operator:** | Where are you? |
| **Caller:** | I’m in Anaheim, at Lincoln Avenue and State College. |
| **Operator:** | Is he hurt badly? |
| **Caller:** | Yes, his leg and arm are broken and bleeding. |
| **Operator:** | We are sending an ambulance. Please stay on the line. |
| **Caller:** | Please be hurry! |

 |
| **Group 4 Task:****Someone is drowning and not breathing.**第4組任務(6人)：有人溺水失去呼吸，需要協助

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **Operator** |  |
| **Caller** |  |

 |

|  |  |
| --- | --- |
| **A** | **Jack! My leg cramps! Jack!** |
| **B** | **Rose? Where are you, Rose?**  |
| **C** | **Hey! Someone is drowning in the water.** |
| **B** | **No! Somebody help!** |
| **D** | **What happened?**  |
| **A** | **My friend is drowning. Call 911!** |
| **Operator**: | 911. What is your emergency? |
| **Caller:** | My friend drowned in the swimming pool. |
| **Operator**: | Who are you? Tell me your name. |
| **Caller:** | My name is Maggie Yee. |
| **Operator**: | What happened? |
| **Caller:** | She was swimming and drowned. |
| **Operator**: | Is she OK now? |
| **Caller:** | No. She is not breathing. |
| **Operator**: | Where are you? |
| **Caller:** | I am at 626 Maple Place in Walnut. |
| **Operator**: | Okay. Please stay there. Help is on the way. |

 |
| **Group 5 Task:****Someone fainted on the street and was not breathing. He needed help right away.**第5組任務(6人)：有人在街上心臟病發，需要立即幫助

|  |  |
| --- | --- |
| **A** |  |
| **B** |  |
| **C** |  |
| **D** |  |
| **Operator** |  |
| **Caller** |  |

 |

|  |  |
| --- | --- |
| **A**  | **Yesterday I went shopping and I saw** |
| **B** | **Ah!!! My heart! Somebody help!** |
| **C** | **Tony! Are you OK? Tony?** |
| **D** | **He seems to have a heart attack** |
| **A** | **Let’s call 911.** |
| **Operator**: | 911. What is your emergency?  |
| **Caller:** | My friend is having a heart attack. |
| **Operator**: | Who are you? Tell me your name.  |
| **Caller:** | My name is Song Ji Shen. |
| **Operator**: | What happened?  |
| **Caller:** | He just fell down and grabbed his chest. |
| **Operator**: | Is he breathing?  |
| **Caller:** | No, he is not. |
| **Operator**: | Where are you? |
| **Caller:** | I am at the Mt. SAC gym on Temple Ave. in Walnut. |
| **Operator**: | Okay. Please stay there. Help is on the way. |

 |

[**https://intercambio.org/lesson-plan-for-calling-911-or-the-police/**](https://intercambio.org/lesson-plan-for-calling-911-or-the-police/)

**2021Tony八下Unit4英語延伸活動~Calling 911 & Doing CPR & Using AED**

**Activity 2: Doing CPR and Using AED Class\_\_\_\_\_\_Name\_\_\_\_\_**

**Doing CPR Quick reference** [**https://www.youtube.com/watch?v=CetjdBS8KQQ&t=60s**](https://www.youtube.com/watch?v=CetjdBS8KQQ&t=60s)

Check that the area is safe, then perform the following basic CPR steps:

1. Call 911 or ask someone else to.
2. Lay the person on their back and open their airway.
3. Check for breathing. If they are not breathing, start CPR.
4. Perform 30 chest compressions.
5. Perform two rescue breaths.
6. Repeat until an ambulance or AED arrives.

|  |  |  |
| --- | --- | --- |
| **Group** | **Check(✔)** | **The Best Classmate(Name)** |
| **Loud大聲** | **Clear清楚** | **Correct正確** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |

**Before Using AED**

1. Turn on the AED and follow the voice prompts.
2. Open the person's shirt and wipe chest clean and dry if needed.

Remove: medication patches, necklaces.

1. Attach two AED pads. One is at right-center above nipple, and the other is below left nipple to left side of ribcage. Place pads at least 1 inch from:

  ★ Body piercings

  ★ Pacemaker (Check skin for outline)

1. Plug in the connector. Make sure no one, including you, touches the person.
2. Push the "analyze" button and allow the AED to analyze the person's heart rhythm.
3. If AED recommends a shock, say "stand clear.” Make sure no one, including you, touches the person.
4. Press “SHOCK” button.
5. Afterward, do CPR until 911 help arrives or person shows signs of life.
6. Keep following AED’s instructions.

<https://www.youtube.com/watch?v=M37k35spEUU>

|  |  |  |
| --- | --- | --- |
| **Name** | **Check(✔)** | **The Best Classmate(✔)** |
| **Loud大聲** | **Clear清楚** | **Correct正確** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |