

臺北市立長安國中 108 學年度雙語體育科素養導向教案(Unit Plan)

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| 課程名稱 Topic | 彈指之間~排球托球 (Overhand Toss of Volleyball) | 年級 Students' level | 七年級 (Grade 7) |
| 教案作者 Designer | 程 峻 Teacher Johnny | 科目 Subject | 體育&英文 (Physical Education & English) |
| 教材來源 Teaching material | 1.Textbook~Kang Hsuan version health and P. E & English vol. 7-2. 2.Teacher-designed curriculum and materials. | 時間 Time | 四節課/180 分鐘 4 classes/ 180 minutes |
| 設計理念 Design Conception | <p>實施十二年國教國中端重要的核心概念將是「活化教學」，也就是說在教學方式與內容的設計上，老師除了要教學生紮實知識外，還要教學生把知識轉化成能力，並具備批判思考的能力；而跨領域知識統整的課程設計與實施，亦是重要的教育變革；另學者 Siedentop(1983)在實證有效的體育教學研究中提出：「體育教學的基本任務是找尋促進學生學習與成長的方法，雖然教師的教學行為與策略的確會牽引學生的課堂行為，但學生的上課行為多寡(實質運動參與時間(motor engagement time, MET)才是真正學習成果主要的測量值之觀點」(趙麗雲, 2006)；此外，「國民教育應該堅持普遍性與公平性特質，應盡力使每個學生都能得到最好的照顧。發展學習診斷工具，配合以合宜的師資，規劃恰當的課程與教材，使學生因為經驗與基本能力不足所造成的學習挫折減到最小，也保障未來求知過程中不會受傷，人格得以健全發展。所以應規劃以建立完整而一貫的補救教學系統，並輔以必要之補償教育措施，使得個人的學習獲得自我改善，可以在終身的學習時程上進行，實踐「帶好每一位學生」教育改革理念的重要措施」(張新仁,2001)。</p> <p>有鑑於此，筆者將遵循上述活化、跨領域、有效、補救教學的政策與概念，把體育及英文跨領域的課程中，所欲教導學生的運動技能及英文，擺脫習見的反覆練習單一動作技能及硬背單字、文法之認知形式，轉而採取寓教於樂之方式，及提供英文一起聽、說的環境，運用一系列遊戲活動之實施，並藉由與他人配對之互動、互助模式，以達到共同學習英文、增加運動參與時間及反覆思考來完成教學目標。因此，本課程教學設計成四</p> | | |

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| | <p>節課，共 180 分鐘來進行。第一節課「舊調新彈」：乃將托球整體之正確動作詳加示範，並輔以中、英文口訣說明，以助英文口語和運動技能實作練習；第二節課「指揮若定」：融入許多的遊戲來促進與達成托球之手形及伸臂等動作與比手畫腳活動來熟悉托球動作專有名詞英文練習之目的；第三節課「彈斤估兩」：藉由遊戲之實施來練習托球之力道與準度的掌控及跳格子遊戲來促進托球動作要領英文的學習；第四節課「彈指神功」：係將之整體動作，運用戰術及口語和肢體語言，展現技術與溝通技巧於比賽遊戲活動中。而本課程名稱取為「彈指之間」有一語雙關的意涵，即意謂著排球托球動作的精髓全在於如何運用二手手指間的柔韌性，將球順勢彈出的意境。希望藉由本課程之活動設計，能將排球托球之動作技能與英文聽說能力於遊戲活動中快樂的學會，也希望學生能真正的喜愛並參與此運動而提升個人體適能與增進社交能力之目的。</p> <p>最後，在評量工具與方式的設計方面，除了仍秉持多元評量的方式外，筆者更試圖參考教育部刻正因應十二年國民教育的實施所研究發展的配套措施之一~「國民中學學生學習成就評量標準」之方式來進行設計與評量。係將認知、情意與技能實作部分訂定標準化後，以參照標準區分為 A、B、C、D、E 五個等級來進行評量(教育部, 2012)，以擺脫分分計較的狹隘觀念；並建立起一套有效的補救教學系統與策略，以實踐「帶好每一位學生」的教育目標。</p> |
| <p>核心素養 Core-competency</p> | <p>J-A1 Possess favorable attitude and knowledge of physical and Mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals.</p> <p>J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life.</p> <hr/> <p>※健體-J-A1~身心素質與自我精進</p> <p>具備體育與健康的知能與態度，展現自我運動與保健潛能，探索人性、自我價值與生命意義，並積極實踐。</p> <p>※健體-J-B1~符號運用與溝通表達</p> <p>具備情意表達的能力，能以同理心與人溝通互動，並理解體育與保健的基本概念，應用於日常生活中。</p> |

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| 學習表現 Subject performance | 1d-IV-1 了解各項運動的原理。 2c-IV-2 表現利他合群的態度，與他人理性溝通與和諧互動。 3c-IV-1 表現局部或全身性的身體控制能力，發展專項運動技能。 | |
| 學習內容 Subject content | H.競爭類型運動 a.網/牆性球類運動 Ha-IV-1 網/牆性運動動作組合及團隊戰術 | |
| 與其他領域/學科的連結 Other subject related | 英語文 學習內容：Ac-IV-2 常見的教室用語。(排球托球相關專業術語) 學習表現：1-IV-2 能聽懂常用的教室用語及日常生活用語。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 | |
| 前端分析 Front-end analysis | 1.Student : Basketball chest passing and Volleyball underhand Skills they had learned. Their English speaking and listening level are not good, and 1~2 exceptional students they are in the class. 2.Enviroment : In school, the facilities and equipment can support this teaching plan. And have an alternative plan to undertake either outdoors or indoors. | |
| 學習目標 Learning goals | 1.學生能了解排球托球技能之使用時機、策略與動作要領，掌握手形之關作，做出正確的托球動作，並持續精進技能。 Most students can understand overhand toss skill of volleyball includes the right timing, strategies, movement tips, and do it correctly. 2.學生能習得排球托球動作相關專業術語之英文，並在小組練習時，嘗試運用中、英文及肢體動作與同學進行溝通互動。 Most students can learn academic English words of volleyball, and use mandarin, English, and body language to communicate with each other. | |
| 中文使用時機 Chinese using timing | For teacher | For students |
| | 1.以英文呈現教學內容，特別是專業術語部分，但老師於可適時以中文說明，並解釋課程內容。 2.在說明活動程序時，可中、英交互運用，並解釋中、英對照意思。 3.課室用語，盡量以英文說明。 | 1.學生可以中文提問、回答問題及進行討論。 2.鼓勵學生能以英文提問、回答問題，並進行小組討論及分享。 3.能辨識/說出體育專業用語；或以中文說出/做出該動作。 |

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| <p>學習策略 Learning strategy</p> | <p>※學科教學內容 content</p> <p>1.從籃球胸前傳球技能動作學習之舊經驗，類化到排球托球動作之新技能，並採取多樣化活動漸進式的達到學習目標。</p> <p>From the old experience of basketball passing skill learning to generalize to volleyball tossing. Achieve the learning goals by adopting a progressive, diversified and activity-oriented approach.</p> <p>2.從已學過的排球低手傳球到新學習之托球，分析比較二者使用時機的不同及其應/運用的策略目的。</p> <p>To analyze and compare differ use timing and application strategy between underhand pass we have learned and overhand toss which is taught recently.</p> <p>※英文 language</p> <p>1. Input~ Use Mandarin, English, and Body-language to teach. And apply bilingual handouts to lead students to learn.</p> <p>2. output~ Use bilingual handout and ask many questions to encourage students to try to speak English as often as possible.</p> |
| <p>表現任務 Performance task</p> | <p>最近你(妳)觀賞了幾場八年級學長姐們進行的排球比賽。最常見的現象是有許多學長姐不知該用低手還是托球的技能接發球，致使有閃躲或打到頭的情況。請思考如果是你(妳)在場上，站在前排位置與後排位置時，會怎麼依照來球的強弱、幅度高低等情形，判斷使用何種技能來接發球？接著在全班分組競賽時，你(妳)又會說哪些英文單字或句型來促進團隊合作默契，並做出正確的托球動作？</p> <p>Recently you have watched several volleyball matches held by your grade-eighth seniors. The most common phenomenon it seems that there are many senior players do not know whether to use underhand or overhand skills to receive the ball, so they often dodge the ball. Please think about the front and back positions if you are on the field. How to determine the skills to receive the ball, such as the strength, height, etc. of the incoming ball. And then, which English words or sentence patterns do you speak to promote teamwork tactic understanding in the group competitions, and make the right motion of tossing?</p> |

| 表現任務 評量規準 Performance task & rubric | Rubrics | 1 | 2 | 3 |
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| | Judgment & Choice | Can't judge the ball's situation decide to use an appropriate skill to deal with that matter. | Sometimes can judge the ball's situation decide to use an appropriate skill to deal with that matter. | Always can judge the ball's situation decide to use an appropriate skill to deal with that matter. |
| | Expression in English | Students can't speak English to talk with classmates. | Students can speak English a little to talk with classmates. | Students can speak English to talk with classmates. |
| 其他評量方式 The others Assessment | <p>1.形成性評量：教師從引導學習過程中，藉由提問與觀察了解學生是否能跟上托球課程學習內容之進度，以及是否能有效接收、運用英語文的表現，以利適時調整課程深、廣度。</p> <p>Formative evaluation: In the course of guiding learning, teachers can learn from questions and observations whether students can keep up with the progress of the learning content of the ball course and whether they can effectively receive and deliver the performance of English language, to adjust the depth and breadth of the curriculum promptly.</p> <p>2.總結性評量：Summative evaluation(附件 5)</p> <p>(1)認知 30%：紙筆測驗托球相關使用時機、動作要領、規則及排球托球相關之英文專有名詞等知識。</p> <p>Cognitive 30%: Paper and pen test ball-related use timing, action essentials, rules, and volleyball ball related to English proper nouns and another knowledge.</p> <p>(2)情意 20%：托球動作檢核表學生自評與互評及教師課室觀察紀錄。</p> <p>Affective 20 : Self-assessment and mutual evaluation of students' self-assessment and teacher's classroom observation record.</p> <p>(3)技能 50%：實作測驗托球動作，並做到 6-10 次為及格標準；聽到托</p> | | | |

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| | <p>球相關專有名詞英文後，做出該動作之型態。</p> <p>Skill 50% : Test the ball action, and do 6-10 times for the pass standard; after hearing the academic English of the volleyball tossing, then make the pattern of the movement.</p> |
| <p>教學資源 Teaching resources</p> | <p>1.排球 10 顆。 10 volleyballs. 2.角錐盤 1 疊。 A stack of cone plates. 3.英文字母墊一張。 An English letters pad. 4.講義(排球托球相關之英文專有名詞及動作中、英對照，如附件 1)24 張。 24 sheets of a handout. 5.技能觀察表(附件 2)、測驗卷(附件 3)、學習單(附件 4)各 24 張。 24 questions each for skill observation tables, quiz sheets, and study sheets.</p> |
| <p>教學步驟 Teaching procedure</p> | <p style="text-align: center;">第一節課 舊調新彈</p> <p>一、準備活動(warm-up) ~ 2 mins.</p> <p>(一) Greeting & Introduction : Hello, everyone. How are you today? If you have anything wrong with your body. Please let me know anytime. OK?</p> <p>(二) Checking attendance : Now, I'm going to call the roll. Everybody is here? Who's absent today? Good!</p> <p>(三) The Beginning of the Lesson : It's time to start now. I am going to teach you Physical education to integrate English in this class and next school year. I wish everyone will try to ask and answer me in English as often as you can. Alright? Great!</p> <p>二、引起動機(motivation) ~ 8 mins.</p> <p>(一)上學期我們已經學習過排球低手擊球的動作，今天我們要學習的是高手托球動作。 Did you remember that we have learned what kind of skill in volleyball last year? Who can tell me that ? ... Yes, it's the underhand pass. Today, we are going to learn the overhand toss.</p> <p>(二)但我們要如何判斷使用高手或低手技巧處理來球的時機？</p> |

But, how can we know when to use overhand or underhand skills to deal with the ball? Who can tell me that? ***you try to answer this question. (Yes, correct/you are right.)/ Who else? (No? OK! Let me tell you!)

(三)讓我們來做個實驗。某某某請出列!如有個東西朝你肚子飛來，你會怎麼反應？朝你頭部飛來，你又會怎麼反應？

Let's make an experiment. ***, please come out to the front. If somethings fly toward your belly. What would you do ? And if it flies toward your head? What would you do ?

(四)一般而言，我們是以肩膀作為基準：肩膀以上的球用高手；肩膀以下則採取低手的方式。

So, in general, our shoulders are the benchmark. When the ball is over our shoulders, we usually use overhand toss; but under our shoulders, use underhand pass. Understand? Very good!

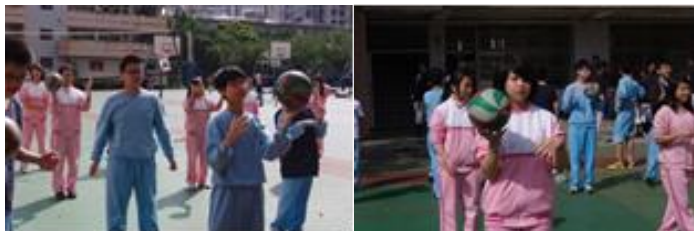
(五)接下來的幾個禮拜，我們會有一系列有關於排球托球的課程，托球最重要的要點在於手形的部分，所以現在讓我們先來做一些簡單的手感練習吧!

In the following weeks, we are going to learn some lessons About overhand toss. The most important key point of the toss is your hand shape. So, we'll do some easy practice on hand feeling. Now, let's go for it!

(五)請起立!以中央伍為準!成體操隊形!散開!

Please stand up! Center hands up. Be warm-up exercise formation. Extend! Hands down. Good job!

(六)首先，2 人一顆球，做左、右兩手間小拋球動作 10 次...之後換人做! First of all, one ball for two. Let's practice. Doing between two hands toss 10 times...Switch! /Take turns!



圖一 小拋球動作

(七)其次，做順時針及逆時針方向腰部繞環動作 10 次...之後換人做!

Next, do waist around clockwise and counterclockwise 10 times...Switch! /Take turns!



圖二 腰繞環動作

(八)然後，做抬左腳、抬右腳繞胯下動作 10 次...之後換人做!

Then, move the ball around your left leg and right leg 10 times...Switch! /Take turns!



圖三 腿部繞環動作

(九)成原來隊形!集合!請坐下!

Be assembling formation. Close. Sit down, please!

三、主要活動(Presentation) ~ 25 mins.

請發下講義! Please pass on the handouts for everyone!

(一)「排球托球」整體動作要領的口訣如下：

Tips of overhand-toss are as following：

1.兩腳開立、與肩同寬。

First, open your legs as wide as your shoulders.

2.一前一後、雙腳微彎。

Second, one leg forward and the other backward, and then bend your knees.

3.上體正直、微向前傾。

Third, upright your body and lean forward a little.

4.舉頭望月、呈”心”以待。

Fourth, look up at the ball like watching the moon. And make a “heart” shape with your hands.

5.順手推舟、彈指神功」。

Fifth, straighten your arms up and toss the ball to the sky.

(二)老師先做一次分解的慢動作；再做一次連續動作。請同學仔細觀看...

At first, I will do it twice. The first time is a slow movement, and the other is a normal speed. So, please watch me carefully!

(三)都看清楚了嗎?現在換你們練習操作!

Is it clear? Good! Now, your turn!

(四)首先，兩人一組，跟著講義上的口訣，一個動作指令(中/英文)，做出一個動作的練習，唸出指令的同學仔細觀察，並依講義上的動作要領指正夥伴修正動作。如此輪流練習!

Now, I want you to work in pairs. So, find a partner in 10 seconds. (Waiting students did.)

Has everyone got a partner? Well done! Now, follow the tips. One practice first, and the other watch your partner carefully and give your partner some suggestions of the wrong parts.

(please in English or Mandarin) Switch! /Take turns!



圖四 二人實作與矯正動作

(五)再來，為了讓手部的動作更熟練，我們做類似籃球胸前傳球的動作：兩人一組，胸前傳球時，注意傳球時，手掌心不能碰到球。手部接觸球的位置是在手指指腹部分。開始練習!

And then, to make your hands more skillful, we do the movement like basketball chest pass. Face to face and hold the ball together, and then your palms can not touch the ball. Just use your fingertips to touch the ball. Here you go!



圖五 胸前傳球動作

(六)我們剛才是做平行的方向，現在改成拿球往地上做彈地板球的動作。開始練習!

We just did the movement in a parallel direction, now we use the ball to bounce the ground...Keep going, now!



圖六 向地板連續托球動作

(七)最後，我們再把方向調整過來，變成往上，就是高手托球動作了，大家試著練習看看!

Finally, we change the direction. We do the overhand toss. Let's try.



圖七 對空托球動作

(八)集合!拿妳的水壺到此請坐，喝口水並休息一下!

Close! Put your ball back to the basket and take your bottle and sit down here. Then drink some water and take a break.

四、總結活動(Wrap-up) ~ 10mins.

(一)某某某，可以請你上來為大家表演一次嗎?請大家給予掌聲鼓勵!

***Could you show overhand toss for us? OK! Come out to the front, please. Let's give her/him a big hand. Excellent! Thank you!

(二)大家覺得二位做得如何?有何優、缺點呢?請分享你的看法!

How do you feel about their pros and cons?

(三)接著讓我們來檢查一下自己的手掌和指腹哪個部位是髒的?手掌髒，代表你做錯了!反之，指腹髒，則是對的!

Finally, please check your palms. If your palms are dirty. It means you are wrong. On the contrary, you are right.

(三)如果以上的練習，你覺得還不夠熟練，沒關係，我們下節課還是會進行排球托球課程。此外，你也可以運用老師所提供的一些課後自主練習的活動來練習喔...

If you are not skillful after these practices. Doesn't matter, we will practice overhand toss the next class. Besides, you can practice these movements at home.

1.托球時手指力量很重要，如果只是被動的接球，力量會無法使出，因此，為了加強手指力量，你可以對牆做伏牆挺身動作....如老師示範!
When you toss a ball, the power of fingers is very important. If you just receive the ball; you can't force your power. To make your fingers stronger, you can do finger push-up against the wall. (Demonstration!)

2.再來，排球托球手形很重要，為加強手腕及手指的靈活度，你可以空手時，做甩手或動手指頭等動作，並配合口訣...如老師示範!
Moreover, the handshape of the overhand toss is very important. To make your wrists and fingers more flexible, you can swing your hands and move your fingers. Like~ money、money, give me money. No way、no way, get away. It's so funny. Right?(Demonstration!).

(四)今天我們就上到這裡，體育股長清點器材無誤後，歸還器材。同時注意把手洗乾淨。

That's today's lesson. P.E leader, please check what we borrowed, and put them back. And everybody, don't forget to wash your hands completely.

(五)聞下課，拍掌喊散~Class dismissed. (Class is over).

See you next time. Bye! Bye!

第二節課 指揮若定

一、準備活動(warm-up) ~ 5mins.

(一)單人做甩腕及扳腕動作各 20 次。

Swing wrists and stretch wrists each for twenty times.



圖八 甩腕及扳腕動作

(二)二人背對背，做上、下、左、右方向之轉體傳接球動作 5 次。
Two students back to back, doing up, down, left, right turn-around passing and catching ball each for five times.



圖九 彎腰轉體傳球動作

二、引起動機(motivation) ~ 5mins.

比手畫腳活動：全班分成二組，一組唸出字卡上(動作要領)的英文動作；另一組全體學生則必須依據指令立即做出一致且正確的動作後始成功，並進行下一題指令動作。然後二組互換，看哪一組完成所有指令動作時間較短者獲勝。

Charades/Mime game :

The whole class is divided into two groups. One group reads the English actions on the word card, and all students of the other group must immediately make consistent actions according to instructions and they proceed the first instructor to do the next action. Then the two groups switch. The group takes shorter time to complete all instructions will win the game.

三、主要活動(Presentation) ~ 25mins.

(一)二人一組，操作者微蹲立於輔助者之後，輔助者站立後仰，操作者以十指觸其背，將其向斜上方推出回站立姿勢。

Two in a group, the actor bends knees a little and the assistant leans back. The actor touches the assistant's back with ten fingers, and pushes the assistant's back to original standing pose.



圖十 徒手推背動作

(二)手形及伸臂練習：Practice of hand shape and stretching arms.

1.面對牆壁約半步距離，身體前傾將球頂住不放，維持 30 秒。

Face the wall and keep a distance for half step. Lean forward
And hold the ball against the wall for 30 seconds.

2.持球距牆約半步距離，以胸前持球方式頂牆做伏牆挺身動作 10 次。

Hold the ball and keep the distance for half step, and do a
push-up Against the wall ten times.



圖十一 持球伏牆挺身動

(三)觸球練習：二人一組，第一人持球距牆約 50 公分，雙掌於額前以手指、腕的緩衝控制球連續反彈 30 下後換人。

Touch-ball practice:

Two in a group, one holds the ball and keeps distance for 50 centimeters against the wall. Two hands place in front of your forehead, and control the ball with fingers and wrists. Bounce the ball for 30 times and then switch to the other student.



圖十二 對牆連續控球動作

四、總結活動(Wrap-up) ~ 10mins.

(一)抽問幾位同學，讓其發表在活動過程中有何感想或技巧運用建議。

Ask students questions, and have these students to express feelings and suggestions.

(二)鼓勵同學們的表現並請學生互相說出自己 and 夥伴的優點與待改善之處，以期待下次課程更加順暢。

Encourage students' performance and make students express the advantages and disadvantages of students themselves and partners.

(三)期勉對基本托球技術已熟練的學生，可以嘗試更進階練習較複雜的動作技巧，如背後傳球或跳躍托球等應用技術。

For students who are skilled in the basic toss, they can practice more complicated skills like back pass or jumping toss.

(四)引導學生可利用課餘時間向同學、親朋好友請益或自主練習，並可應用電子媒體的方式去觀察與欣賞排球比賽，藉以吸取他人動作技巧以為自身改善之參考。

Tell students to practice by themselves and with classmates or friends. Also, students can observe and watch volleyball games through electronic media to learn others' skills and make progress.

(五)預告下堂課的內容，並請學生做好課前準備。

Tell students the content of the next class, and ask students to prepare for it.

第三節課 彈斤估兩

一、準備活動(warm-up) ~ 5mins.

二人一組，背靠背，彎腰下蹲，雙腿橫跨，相互滾傳球。

Two in a group, back to back, bend knees, and open legs. Two students roll the ball between legs to each other.



圖十三 彎腰下蹲滾傳球動作

二、引起動機(motivation) ~ 5mins.

(一)朗讀排球托球之 5 點英文動作要領。

Read the 5 tips of tossing in English.

(二)跳格子：一組每人負責一個英文單字，然後在英文字母墊上以單腳跳出該單字後，其他組爭先說出該句之文意者獲勝。

Hopscotch : A group of people are responsible for an English word, and then on the English letters pad with a single foot to jump out of the word, the other groups compete to say the

text of the sentence first will win.

三、主要活動(Presentation) ~ 25mins.

(一)二人一組，操作者以準備托球姿勢站立於地，輔助者持球站立於前方，置球並稍加壓力於操作者額前雙掌中。

Two in a group. Student 1 stands and makes a tossing pose. Student 2 stands in front of student 1 and puts the ball on student 1's palms.



圖十四 加壓托球動作

(二)二人一組，採同籃球之胸前持球方式，互相傳接球。

Two in a group. Hold the ball in front of your chest like basketball and pass and catch ball to each other.



圖十五 胸前傳球動作

(三)面對牆壁，以托球之方式，傳準牆上之畫靶標的。

Face the wall. Toss the ball to the target drawn on the wall.



圖十六 對牆托準動作

(四)空中飛靶：男、女生各一組，每組由一人高拋球後，其餘人以托球方式擊中球之方式進行活動。

Flying target: Boys and girls are in the individual group. One of the group members throw the ball to the sky and other members toss the ball to hit the ball in the sky.



圖十七 空中飛靶碰球動作

(五)分組自拋托球投籃遊戲。

Students are divided into groups and play a game of tossing the ball into a basket.



圖十八 自拋托球投籃動作

四、總結活動(Wrap-up) ~ 10mins.

(一)抽問幾位同學，讓其發表活動後的感言與其有效戰術運用之分享。

Ask random students random questions, and have these students to express feelings and share effective tactics.

(二)鼓勵學生表現及說明男、女生須合作以完成本活動目標之重要性。

Encourage students for what they did and emphasize that cooperation of boys and girls is the best policy to carry out the goal of this activity.

(三)提醒學生在練習的過程中，會因為動作的不正確或意外而造成諸如手指挫傷、撞傷等運動傷害，此時宜採取之前教過的運動傷害緊急處理步驟(Protection 保護、Rest 休息、Icing 冰敷、Compression

壓迫、Elevation 抬高)來達到最小的受傷程度。

Remind students that they may confuse their fingers or bruise their knees due to incorrect movements or accidents. When students get hurt, tell them to minimize their hurt by the process P.R.I.C.E. which we learned before (P.R.I.C.E. means Protection, Rest, Icing, Compression, and Elevation).

(四)預告下堂課的內容並請學生做好課前準備。

Tell students the content of the next class and ask students to prepare for it.

第四節課 彈指神功

一、準備活動(warm-up) ~ 5mins.

二人一組，進行摸膝遊戲。二人相互攻防，藉由閃躲及拍打之方式，以避免自己的膝部被對手觸摸到，先觸摸到對手者勝。

Two in a group to play a game of touching knees. Two students offend and defend each other. They can dodge and pat others' hands to avoid being touched by their knees. The first one who touches the other's knees wins the game.



圖十九 摸膝遊戲動作

二、引起動機(motivation) ~ 5mins.

以小組為單位，同時用肢體動作拼出老師給的英文單字指令。看看哪組最先排成正確的動作者獲勝。

All groups, at the same time with body movements spell out the teacher to give the English word instructions. See which group is the first to line up for the right action and win.

三、主要活動(Presentation) ~ 25mins.

(一)二人一組，由站立姿勢到坐立後站立之方式托球，其間不得掉球。

Two in a group. Students toss the ball from standing pose to sitting pose and finally standing pose. They can't drop the ball at any time.



圖二十 換姿連續托球動作

(二)從球場一端之底線開始托球，越過球網障礙後，再托至另一端底線。

Toss the ball from the bottom line of one side, pass the net and toss the ball to the bottom line of the other side.



圖二十一 托球過網動作

(三)分組托球接力：10M 之距連續托球折返。

Tossing relay: 10 meters run back tossing.



圖二十二 托球接力動作

(四)區分四組，每組 5 人選一小組長，每組成一縱隊面向小組長，其間相距 3 公尺，以高手托球給小組長後，迅速排至縱列最後一個，並由第二位回傳小組長之球，每傳一球，所有組員共同將球數目喊出，由小組長算出成功擊回 40 球間之失誤數，少者獲勝。

Divide students into four groups. Five in a group and choose a group leader. Students line up in a single column and face the leader. Each member keeps a distance of 3 meters. The first one uses overhand to toss the ball to the leader and line up to the last one of the column. The second one tosses the ball back to the leader. Every member counts the number of tossing the ball. The group that makes fewer mistakes in forty balls wins the game.



圖二十三 高手托球跑位練習動作

(五)托球大賽：全班分成二大組，進行只能以低手及托球的動作方式來比

賽；並要求比賽過程中盡可能以英文來與隊友溝通。

四、總結活動(Wrap-up) ~ 10mins.

(一)鼓勵學生們的表現，並請互相說出自己與夥伴的優點與待改善之處。

Encourage students for what they did, and have these students to express the advantages and disadvantages of themselves and their classmates.

(二)說明與澄清活動過程中，或有同學會指謫別隊的隊員犯規或是老師擔任裁判卻未判決而顯不公之情形。引導學生了解及培養運動家精神與建立遵守遊戲規則的道德觀等價值。

During the activity, some students may blame members of other groups for breaking the rules or feel the unfairness of the teacher's judgment. Teachers should explain and clarify the situation and lead the students to realize and develop sportsmanship. Thus, students can build up the correct value of obeying game rules.

(三)鼓勵同學多多參與校外或社區辦理的相關活動，並持續性的養成終身固定運動的習慣；或甚而可培養成此特殊專項的運動員。

Encourage students to participate in volleyball activities off-campus or in the community. Develop a lifelong habit of exercise or become a specialized sportsman.

(四)發放本課程學習單，並律定繳交日期請學生按時繳交。

Hand out the worksheet of this lesson and ask students to hand in the worksheet before the due day.

本單元課程結束! The unit is over.

附件一：講義

要領口訣：

- | | |
|---------------|--|
| 1.開立屈膝，與肩同寬 | open legs are as wide as shoulders. |
| 2.一前一後，雙腳微彎 | one leg forward、the other backward & bend knees. |
| 3.上體正直，微向前傾 | upright body & lean forward a little. |
| 4.舉頭望月，呈”心”以待 | look up at the ball & make a “heart” shape . |
| 5.順手推舟，彈指神功 | straighten arms up & toss the ball to the sky. |

附件二：技能檢核表

表 排球托球動作觀察表

| 項次 | 動作說明 | 是 | 否 |
|-------|-------------------------------|---|---|
| 預備期 | 1.雙腳開立，比肩膀稍寬。 | | |
| | 2.雙腳稍微一前一後，膝關節彎曲成半蹲狀。 | | |
| | 3.身體重心微向前傾。 | | |
| 動作期 | 4.眼睛注視來球。 | | |
| | 5.身體能迅速移位正對來球。 | | |
| | 6.雙手五指自然張開成包、持球狀。 | | |
| | 7.托球時手掌先置於額頭前上方，雙手肘關節彎曲並高於肩部。 | | |
| 跟隨期 | 8.托球時，以手指指腹部位接觸球體。 | | |
| | 9.藉雙腿向上蹬伸之力將球彈出。 | | |
| | 10.雙手手臂同時向上伸直，順勢將球彈出。 | | |
| 整體流暢性 | 11.身體重心朝向球移動之方向。 | | |
| | 12.身體各部位肢體間之聯合動作，具有協調性。 | | |

一、長安樂活運動祭之排球賽有感：

鏖戰二個星期的八年級排球賽終於圓滿落幕了。在經過層層捉對廝殺後，幾家歡樂幾家愁的景況歷歷在目。上從教師，下到比賽選手、啦啦隊員，無一不是卯足全力的參與比賽。哨音、掌聲、歡呼聲，聲聲交錯的光景下，長安校園因運動祭，而顯得熱情洋溢。相信大家觀看後也有同感吧！不過，在看完此心情留言後，老師不禁想提出幾個問題來測試一下各位對排球托球裁判規則與技能原理的認知學習是否正確？

- 1.()排球托球動作，是以擔任哪一位球員的角色運用**最頻繁**？(A)攻擊手
(B)發球員 (C)自由球員 (D)舉球員。
- 2.()排球托球動作一般是以雙手指腹部位同時將球托起的，但可用單手來托球嗎？(A)可以 (B)不可以。
為什麼：_____
- 3.()排球托球動作中，那些動作是**違規**的？**複選** (A)手掌心觸球 (B)手指腹部位觸球 (C)雙手不同時間觸球 (D)雙手低於頭部，以掌心朝上托球。
- 4.()接發球時，可以用托球的方式接球嗎？(A)可以 (B)不可以。
為什麼：_____
- 5.()排球托球動作的英文名稱為何？(A) underhand pass. (B) underhand toss.
(C) overhand pass. (D) overhand toss.

二、請試著勾選出排球托球正確的基本動作要領？

- | | | |
|---|---|-----------------------------------|
| <input type="checkbox"/> 膝關節彎曲成半蹲狀 | <input type="checkbox"/> 身體迅速移位正對來球 | <input type="checkbox"/> 身體重心微向前傾 |
| <input type="checkbox"/> 雙手五指自然張開成包、持球狀 | <input type="checkbox"/> 以雙手全手掌部位接觸球後彈出 | |
| <input type="checkbox"/> 手掌置於額頭前上方，雙手肘關節彎曲並高於肩部 | <input type="checkbox"/> 雙腳併攏伸直 | |
| <input type="checkbox"/> 眼睛注視來球 | <input type="checkbox"/> 雙腿向上蹬伸之力將球彈出 | <input type="checkbox"/> 身體重心微向後仰 |

三、請簡要說明排球托球的使用時機為何？

四、在這單元活動中，你學會了用哪些英文句子做為與同學溝通的工具呢？請寫下三句。

彈指之間

班級：_____ 座號：_____

姓名：_____

每年的班際排球比賽，在校園內都造成一股熱潮與轟動。但想要打好排球，良好的基本動作是不可缺少。這幾週的課程所學習的高手托球技術，在我們進行一系列的活動中，想必你(妳)一定知道自己是否能運用自如？接下來就讓我們一起來檢視並寫出內心的感受吧！

☀ 在老師所設計的一系列活動中，和你(妳)搭檔合作最愉快的同學是那位？他的表現又如何？請試著回想並運用動作檢核表之內容，給予適當的評價。

1. 合作對象：_____

2. 評價：_____

☀ 你(妳)覺得此一系列的活動哪一個最好玩嗎？原因為何？請舉例說明。

持球扶牆挺身 徒手推背 腰間夾球運走 自拋托球投籃

空中飛靶碰球 摸膝遊戲 觸額睜眼訓練 托球接力

原因：_____

☀ 你(妳)覺得此一系列活動的運動強度如何？

很輕鬆 輕鬆 適度 有點吃力 很吃力

☀ 你(妳)覺得排球托球學習過程中，最困難的地方在那裡？原因為何？你(妳)又如何克服困難？

指腹觸球 腿部蹬伸 手形維持 頭頸望球 其他

原因：_____

克服方式：_____

☀ 此一系列活動中最大的收穫是什麼(可複選)？

球技有進步 體能增強了 和異性同學的合作默契更好了

更敢講英文了 更聽得懂英文 其他_____

※請以一段話或塗鴉方式，表達你(妳)學習托球的感覺。



※你(妳)有什麼建議，可以讓課程更好玩呢？

附件五：評量規準

認知評量規準表

| 次主題 | A | B | C | D | E |
|--------|--|--|--|--|---|
| 技能原理 | 能深入地了解運動技能原理，各項策略在運動比賽中的應用技巧。 Can have a deep understanding of the principles of sports skills, the application of strategies in sports competition skills. | 能完整地認識運動技能原理，各項策略在運動比賽中的應用技巧。 Can fully understand the principle of motor skills, the application of various strategies in sports competition skills. | 能大致地知道運動技能原理，各項策略在運動比賽中的應用技巧。 Can get a general idea of the principle skilled sports, the application of strategies in sports competition skills. | 僅能部分地明白運動技能原理。 Only partially understand the principles of motor skills. | 未達 D 級。 Not up to Level D. |
| 認知評分指引 | 1.第一大題之 1、2、4、5 小題回答正確，且第3題回答部分正確。 2.第二大題正確勾選6個選項以上，且無錯誤勾選。 3.第三大題回答正確。 4.第四大題能完整且正確地寫出英文句子。 | 1.第一大題之 1、2、4、5 小題回答正確，且第3題回答部分正確。 2.第二大題正確勾選5個選項以上。 3.第三大題回答正確。 4.第四大題能正確地寫出的英文句子。 | 1.第一大題有 3小題回答部分正確。 2.第二大題正確勾選4個選項以上。 3.第三大題回答正確。 4.第四大題能大概地寫出英文句子，但略有錯誤。 | 1.第一大題有 2小題回答部分正確。 2.第二大題正確勾選3個選項以上。 3.第三大題回答正確。 4.第四大題僅能大概地寫出幾個英文單字。 | 1.第一大題有 1 小題以下回答部分正確。 2.第二大題正確勾選 2 個選項以下。 3.第三大題回答錯誤。 4.第四大題無法寫出英文單字及句子。 |

情意評量規準表

| 次主題 | A | B | C | D | E |
|--------|---|--|--|--|---|
| 體育學習態度 | 能充分地表現利他合群的態度、與他人理性溝通及和諧互動。 Can fully demonstrate altruism, rational communication with others and harmonious interaction. | 能適度地表現利他合群的態度、與他人理性溝通及和諧互動。 Can moderately express altruism, rational communication with others and harmonious interaction. | 能大致地表現利他合群的態度、與他人理性溝通及和諧互動。 Can generally show altruism, rational communication with others and harmonious interaction. | 僅能在提醒下約略地表現利他合群的態度、與他人理性溝通及和諧互動。 Only under the reminder can show the altruism of the group, rational communication with others and harmonious interaction. | 未達 D 級。 Not up to Level D. |
| 情意評分指引 | 1. 5題皆回答。 2.能深入地表達出對問題的看法與感受。 | 1. 5題皆回答。 2.能完整地表達出對問題的看法與感受。 | 1. 5題皆回答，但有漏答其1小問題。 2.能大致地表達出對問題的看法與感受。 | 1. 5題皆回答，但漏答2小題；或僅答4題。 2.僅能部分地表達對問題的看法與感受。 | 1. 漏答 2 題以上，或有明顯隨意胡亂勾選情形。 2.無法表達看法與感受。 |

技能評量規準表

| 次主題 | A | B | C | D | E |
|--------|--|---|---|---|---|
| 技能表現 | <p>能熟練地表現局部或全身性的身體控制能力，發展專項運動技能。</p> <p>Be able to demonstrate local or systemic physical control ability skillfully and develop special motor skills.</p> | <p>能正確地表現局部或全身性的身體控制能力，發展專項運動技能。</p> <p>Can correctly show local or systemic body control ability, the development of special motor skills.</p> | <p>能基本地表現局部或全身性的身體控制能力，發展專項運動技能。</p> <p>Can basically show local or systemic body control ability, the development of special motor skills.</p> | <p>僅能部分地表現局部或全身性的身體控制能力，發展專項運動技能。</p> <p>Only partial performance of local or systemic body control ability, the development of special motor skills.</p> | <p>未達 D 級。</p> <p>Not up to Level D.</p> |
| 技能評分指引 | <p>1.肢體動作正確且流暢。</p> <p>2.能穩定的操控球的方向。</p> <p>3.能連續托球過頭約 1 公尺高度達 15 次以上。</p> | <p>1.肢體動作正確，但稍不協調。</p> <p>2.尚能穩定操控球的方向。</p> <p>3.能連續托球過頭約1公尺高度達11~14次。</p> | <p>1.肢體動作尚正確，但顯生硬。</p> <p>2.不能穩定操控球的方向。</p> <p>3.能連續托球過頭約1公尺高度達6~10次。</p> | <p>1.肢體動作不正確。</p> <p>2.不能操控球的方向。</p> <p>3.能連續托球過頭約1公尺之高度達3~5次。</p> | <p>1.肢體動作有誤且生硬。</p> <p>2.不能操控球的方向。</p> <p>3.不能應用托球技巧。</p> |

※測驗三次，取最佳的一次成績計算。