

【矮人掘金】

語文主題教案：團隊溝通

課程目的：養成良好的溝通態度

課堂學習期望：

1. 與人溝通時表現專注和耐心
2. 樂於與別人交流，態度有禮，會輪候發言
3. 發言時語調溫和，用語恰當

課程階段：

階段一：＜尊重他人＞明確目標

階段二：＜傾聽他人＞秘密目標

團隊溝通 1—＜尊重他人＞明確目標

目標：

1. 透過合作遊戲，激發兒童勇敢發表自己想法。
2. 透過合作遊戲，讓兒童練習傾聽他人的想法。
3. 透過合作遊戲，讓兒童練習勇敢為自己的決定負責。
4. 透過合作遊戲，讓兒童練習尊重他人的決定。

對象：4 歲以上兒童

人數：3-8 人(一組)


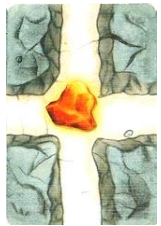


時間：50 分鐘

器材預備：桌遊—矮人掘金

學習單搭配：學習單 1

課前準備：

1. 卡片挑選

| 起始牌 | 目標牌 | 道路牌 | 功能牌 |
|---|---|--|---|
| 選出門口牌 | 選出金礦牌 | 從 40 張牌中， 隨機抽取 20 張道路牌 | 選出山崩牌 |
|  |  |  |  |
| 1 張 | 1 張 | 20 張 | 3 張 |

2. 器材預備：<底板製作>為使兒童可以順利進行遊戲，可以準備一份 9X5 的底板，可以選擇直的進行遊戲，或是橫的進行遊戲。













| (牌)直的底板 | (牌)橫的底板 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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課程流程：

| 流程 | 教學方法 / 活動 | 教學重點 | 耗時 | 器材 |
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| 引入 | <ul style="list-style-type: none"> • 設置： <ol style="list-style-type: none"> (1) 將「目標牌」及「起始牌」正面朝上，按指定位置放置好。 (參考遊戲設置 1) (2) 將「道路牌」與「功能牌」混合洗勻，疊成一疊，是為牌庫，牌背朝上放置在底板牌邊，於每個人都可以拿到的位置。 • 目標： 玩家要合作，在牌庫的牌被抽光之前，將道路從「起始牌」連結到「目標牌」。 • 規則： 每位兒童輪流進行回合： <ol style="list-style-type: none"> 1) 從牌庫抽一張牌，若抽到「道路牌」，則從「起始牌」開始連接，擺放至合理的位置； 2) 若抽到「功能牌-山崩牌」，則立刻將底板上的一個道路牌炸掉，連同山崩牌一起放置旁邊。 • 遊戲結束： 當牌庫的牌被抽光，若成功連結到金礦牌，則任務成功；若沒有連結 | <ul style="list-style-type: none"> • 情境營造，如「我們是一群合群的小矮人，我們的工作是要挖到金礦，今天我們從紅色的梯子爬到地洞裡，開始用鏟子挖地道，希望可以找到挖到金礦...。」 • 與兒童討論 <ol style="list-style-type: none"> (1) 什麼是「合作」。 (2) 什麼是「輪流」。 (3) 若沒有輪到自己，可以做什麼事。 • 確認兒童知道怎麼輪流。 • 確認兒童理解共同目標。 • 確認兒童知道功能牌的用途。 • 確認兒童知道遊戲結束條件。 | 10 分鐘 | |

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| | 到金礦牌，則任務失敗。 | | | |
| 發展 | <ul style="list-style-type: none"> 讓兒童圍成一圈來進行遊戲。 | <ul style="list-style-type: none"> 鼓勵兒童互相幫忙，若是沒有輪到的人，可以用「嘴巴」幫助正在進行回合的人，不是用「手」幫忙。 鼓勵兒童提出不同的意見，如這張牌如何擺、擺在什麼位置，並說出原因。 鼓勵兒童聽取不同的建議，試著理解背後的原因，並自己做決定。 若輪到的兒童沒有採取自己的意見，鼓勵兒童練習「尊重」輪到的人的決定。 | 30 分鐘 | |
| 總結 | <ul style="list-style-type: none"> 利用學習單 1 作評估 | <ul style="list-style-type: none"> 學習單 1： <ol style="list-style-type: none"> 先請兒童圈選一項自己喜歡的寶藏。 接著讓兒童彼此詢問圈選的寶藏，並詢問喜歡這個寶藏的原因，讓兒童練習表達也練習傾聽。 請兒童輪流上台分享他詢問他人的結果及原因。 引導兒童思考，每個人喜歡的寶藏不一樣相同，可以學習互相欣賞、尊重彼此喜歡的事物。 | 10 分鐘 | |

遊戲設置 1：將「目標牌」及「起始牌」正面朝上，案指定位置放置好。

| (牌)直的底板 | (牌)橫的底板 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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團隊溝通 2—秘密目標

目標：

- (1) 透過合作遊戲，讓兒童練習表達自己的想法與傾聽他人想法。
- (2) 透過合作遊戲，讓兒童練習勇敢為自己的決定負責。
- (3) 透過合作遊戲中的不同功能牌，讓兒童練習彼此溝通。
- (4) 透過合作遊戲中的秘密目標，讓兒童練習彼此討論。

對象：4 歲以上兒童

人數：3-8 人(一組)





時間：50 分鐘

器材預備：桌遊—矮人掘金

學習單搭配：學習單 2

課前準備：

1. 卡片挑選：

| 起始牌 | 目標牌 | 道路牌 | 功能牌 |
|---|---|--|---|
| 選出門口牌 | 選出 1 張金礦牌， 2 張石頭牌 | 使用全部的道路牌 | 選出山崩牌(3) 、地圖牌(6) |
|  |  |  |  |
| 1 張 | 3 張 | 40 張 | 9 張 |

2. 器材預備：預備遊戲底板，參考階段一的<底板製作>。































課程流程：

| 流程 | 教學方法 / 活動 | 教學重點 | 耗時 | 器材 |
|----|---|---|-------|----|
| 引入 | <p>・ 設置：</p> <p>(1) 將 3 張目標牌洗勻，正面朝下，擺置至指定位置(參考遊戲設置 2)</p> <p>(2) 「起始牌」正面朝上，按指定位置放置好。(參考遊戲設置 2)</p> <p>(3) 將「道路牌」與「功能牌」混合洗勻，疊成一疊，是為牌庫，牌背朝上放置在底板牌</p> | <ul style="list-style-type: none"> ・ 情境營造，如「我們是一群合群的小矮人，我們的工作是要挖到金礦，但是我們不確定金礦在哪裡，需要合作一起找到金礦...。」 ・ 確認兒童知道目標牌中有金礦牌與石頭牌。 ・ 確認兒童理解共同目標。 ・ 確認兒童知道功能牌的用途。 ・ 確認兒童知道遊戲結束條件。 | 10 分鐘 | |

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|----|--|--|-------|---------|
| | <p>邊，於每個人都可以拿到的位置。</p> <ul style="list-style-type: none"> • 目標： 玩家需要合作，在牌庫的牌被光之前，將道路從「起始牌」連結到「目標牌」。 • 規則： 每位兒童輪流進行回合： <ol style="list-style-type: none"> (1) 從牌庫抽一張牌，若抽到「道路牌」，則從「起始牌」開始連接，擺放至合理的位置 (2) 若抽到「功能牌-山崩牌」，則立刻將底板上的一個道路牌炸掉，連同山崩牌一起放置旁邊。 (3) 若抽到「功能牌-地圖牌」，則可以翻開一張「目標牌」觀看。 • 遊戲結束： 當牌庫的牌被抽完，或是連結到認一張目標牌，若翻開目標牌是金礦牌，則任務成功；若沒有連結到金礦牌或是連結到石頭牌，則任務失敗。 *注意：整場遊戲只有一次可以翻開目標牌的機會。 | | | |
| 發展 | <ul style="list-style-type: none"> • 讓兒童圍成一圈來進行遊戲。 | <ul style="list-style-type: none"> • 鼓勵兒童善用「功能牌-地圖牌」來進行溝通。 • 鼓勵兒童討論「功能牌-山崩牌」該如何使用。 | 30 分鐘 | |
| 總結 | <ul style="list-style-type: none"> • 利用學習單 2 作評估 | <ul style="list-style-type: none"> • 學習單 2，分為兩張，一張為「地圖卷」，另一為「密碼卷」，需搭配使用，發給一半的兒童地圖卷，發給另一半的兒童密碼卷。 • 兒童需要兩個一組地找到地圖卷和密碼卷，合作執行學習單的內容。 • 拿著密碼卷的兒童需按照密碼順序「說」給持地圖卷的兒童，並合作依序走出迷宮，找到寶藏。 | 10 分鐘 | 學習單 2、筆 |

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| | | ・ 提示兒童尊重組員的行動方式。 | | |
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遊戲設置 2：將「目標牌」及「起始牌」正面朝上，案指定位置放置好。

| (牌)直的底板 | (牌)橫的底板 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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