

113 學年度普通型高級中等學校體育學科中心 雙語教學教案設計

設計人(服務單位/姓名)：

臺北市立景美女子高級中學/田珮甄

一、雙語教學活動設計基本資訊

教材類別與項目	挑戰類型運動 游泳	單元名稱	Water safety 水上安全救生
總節數	2, 共 100 分鐘	實施年段	第五學習階段
適用年段	<input checked="" type="checkbox"/> 10 年級 <input type="checkbox"/> 11 年級 <input type="checkbox"/> 12 年級		
學科主題關鍵字	水上安全、水域環境、溺水自救		
學生先備經驗	<p>1. 學科先備知識 (Content)：</p> <ul style="list-style-type: none"> ● 學生能進行仰漂及水母漂動作者，全班約 90% 可完成。於國中游泳檢測 25m 捷泳通過者約佔 80%，惟水上安全自救觀念與自救能力仍有待強化與複習。因此針對學習評量將以水上救生當中最重要的一環「漂浮」動作，評估學生達成評量目標的證據。 ● 學生能根據不同水域環境分析對照不同漂浮技巧進行自救。 <p>2. 英語先備知識 (English)：依據學生國中學習階段</p> <ul style="list-style-type: none"> ● 能聽懂課堂中所學的字詞及教室用語。Students can understand the vocabulary and classroom language taught in class. ● 能運用基本日常生活句型並完成句子。Students can use basic daily life sentence patterns and complete sentences. ● 能聽懂日常生活對話的主要內容。已能依情境使用日常生活用語。Students can understand the main content of daily conversations and use everyday language appropriately according to the context. ● 能聽懂簡易影片的主要內容。Students can understand the main content of simple video. ● 能說水上安全及運動單字，如 water safety、exercise。Students can say basic words related to water safety and exercise, such as "floating", "water safety", and "exercise". 		
教師教學方法	差異化教學法、問題引導教學法、探究式教學法		
教材來源／參考	自編。		
教師教學資源／設備	簡報、教具、學習單、youtube 影片 Slides, Teaching aids, Worksheets, youtube video,		
適用功能	<input checked="" type="checkbox"/> 部定必修 <input type="checkbox"/> 試探 <input type="checkbox"/> 加深加廣選修 <input type="checkbox"/> 銜接 <input type="checkbox"/> 補救		
科目 (複選題)	<input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 歷史 <input type="checkbox"/> 地理 <input type="checkbox"/> 公民與社會 <input type="checkbox"/> 物理 <input type="checkbox"/> 化學 <input type="checkbox"/> 生物 <input type="checkbox"/> 地球科學 <input type="checkbox"/> 音樂 <input type="checkbox"/> 美術 <input type="checkbox"/> 藝術生活 <input type="checkbox"/> 生命 <input type="checkbox"/> 教育 <input type="checkbox"/> 生涯規劃 <input type="checkbox"/> 家政 <input type="checkbox"/> 生活科技 <input type="checkbox"/> 資訊科技 <input type="checkbox"/> 健康與護理 <input checked="" type="checkbox"/> 體育 <input type="checkbox"/> 全民國防教育 <input type="checkbox"/> 第二外語		
教學取徑 (複選題)	<input checked="" type="checkbox"/> 學科素養導向教學 <input checked="" type="checkbox"/> 議題融入教學 <input checked="" type="checkbox"/> 差異化教學 <input type="checkbox"/> 多元評量 <input type="checkbox"/> ICT <input type="checkbox"/> 融入教學 <input checked="" type="checkbox"/> 探究與實作 <input type="checkbox"/> 跨科／領域教學 <input type="checkbox"/> 素養導向題型 <input type="checkbox"/> STEM/ STEAM 教學 <input type="checkbox"/> 學習檔案		
適用議題 (複選題) (無則免填)	<input type="checkbox"/> 生命 <input type="checkbox"/> 人權 <input type="checkbox"/> 環境 <input checked="" type="checkbox"/> 海洋 <input type="checkbox"/> 科技 <input type="checkbox"/> 能源 <input type="checkbox"/> 家庭 <input type="checkbox"/> 品德 <input type="checkbox"/> 資訊 <input type="checkbox"/> 原住民族 <input type="checkbox"/> 性別平等 <input type="checkbox"/> 法治 <input type="checkbox"/> 安全 <input type="checkbox"/> 防災 <input type="checkbox"/> 戶外 <input type="checkbox"/> 生涯規劃 <input type="checkbox"/> 國際 <input type="checkbox"/> 多元文化 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 媒體識讀		

議題融入實質內涵		海U1 熟練各項水域運動，具備安全之知識。	
內容摘要 (100-300字，不分段、不條列)		<p>臺灣四面環海相當適合從事各項水域活動，然而不同水域環境需注意危險性不同，因此水上安全救生融入游泳課程相對重要。課程設計強調學習游泳技能的同時也要學習溺水自救的要領與技巧，熟悉基本水域活動的安全知識，並於享受戲水樂趣時多一分安全的保障。</p> <p>Taiwan is surrounded by the sea and is suitable for water activities. In addition to water safety considerations, learning to save yourself from drowning and familiarize yourself with the knowledge of water safety will give you an extra guarantee when enjoying the fun of playing in the water.</p>	
學科學習重點	學習表現	<p>1d-V-1 分析各項運動技能原理。</p> <p>2c-V-2 展現相互包容與適切的人際溝通互動之技巧。</p> <p>3c-V-1 表現全身性的身體控制能力。</p> <p>3d-V-2 應用系統思考與後設分析能力，解決各種運動情境的問題。</p>	<p>領綱 核心 素養</p> <p>U-A2 具備系統思考、分析與探索體育與健康的素養，深化後設思考並積極面對挑戰，以解決人生中各項體育與健康的問題。</p> <p>S-U-C2 積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通協調能力及解決問題的能力。</p>
	學習內容	<p>Gb-V-1 水上安全、意外落水自救、救生方法與仰漂 60 秒</p> <p>海U1 熟練各項水域運動，具備安全之知識。</p>	
語言學習重點	體育專業用語 (content language) :	<p>單字庫 Word Bank</p> <ul style="list-style-type: none"> ● Water safety 水上安全救生 ● Drowning 溺水 ● Life-saving buoy 救生圈 ● Floating aid 浮具 ● Jellyfish floating 仰漂 ● Treading water 立泳 (踩水) ● Rhythmic breathing 韻律呼吸 ● Scraping inwards 向內刮水 Scraping outwards 向外刮水 ● Five steps to help: <ul style="list-style-type: none"> ○ Scream(叫) : Scream for help ○ Call(叫) : Call for help 119、118、112、110 ○ Reach(伸) : Use an object to reach. ○ Toss(拋) : Toss the floating aid. ○ Row(划) : Row a boat to rescue. <p>Scaffold Phrases 參考句型</p> <ul style="list-style-type: none"> ● Personally,I think that..... ● We have made some good ideas about..... ● We found that..... 	
	班級經營用語 (classroom language) :	<p>課室互動英語</p> <ul style="list-style-type: none"> ● 打招呼(Greeting) : Hello,everyone It's so great to see you ● 課室安排及準備(Setting up the classroom and getting ready) Assemble please. Let's call the roll,Is anyone absent today? Is anyone not feeling well today? If you feel sick,please tell me right away! Line up,Please. ● 引起動機(Reviewing and assessing progress) Do you remember last time we practice rhythmic breathing and 	

		<p>jellyfish float? How do you say them in Chinese?</p> <ul style="list-style-type: none"> ● 說明課程目標 (Setting the agenda) : Today we are going to learn water safety ● 小回饋討論並練習解決策略 (Group discussion and remedial practice) <p>Now discuss what you observed in this part. Please use the worksheet and tell your teammates their strengths and weaknesses, Think about how to improve the skills of lifesaving .</p> <ul style="list-style-type: none"> ● 教師總結與回饋 (summary and feedback) <p>Everybody did a good job!Now I am going to share some tips for you. I hope in this lesson you have learned the skills and knowledge of water safety and lifesaving.we will learn even more about this.it's break time now.Thanks,everyone.see you next lesson</p>
	<p>中文使用時機 (Timing for Using Chines) :</p>	<ul style="list-style-type: none"> ● 當學生面對一長串英文段落時，經提問後回饋不理解時，隨即使用中文進行解說。 ● 談及課程關鍵字詞將進行中英文切換。 <ul style="list-style-type: none"> ● When students encounter a long English passage and express confusion after being asked, switch to Chinese for explanation. ● When discussing key terms in the lesson, switch between Chinese and English as needed.

二、雙語教學活動設計

(一) 課程大綱

學科課程大綱	節次	單元	重要內容／概念 (名詞) 學習內容萃取	重要技能(動詞) 學習表現萃取	核心問題
	1	游泳— 水上安全知識 與自救	水域環境、漂浮、水母漂、仰漂、離岸流、漩渦、踩水(立泳)	<ul style="list-style-type: none"> ● 能分析不同水域環境的危險因子 ● 能辨別不同溺水情境對應之救溺方法 ● 能做出水母漂並能做出換氣連續動作 ● 能做出讓身體仰漂浮起 ● 能做出水面上嘴巴吸氣水中用鼻子吐氣並能維持身體平衡 	<ul style="list-style-type: none"> ● 海邊、溪流及游泳池的潛在危險因素為何?(事) ● 岸上救溺比入水救溺更安全嗎?(辯) ● 吸氣與吐氣的時機為何?(事) ● 讓身體浮出水面的要領為何?(事) ● 水母漂與仰漂適合水域形態為何?(概)
	2	游泳— 水上安全救生	叫叫伸拋划、抽筋自解、模擬情境	<ul style="list-style-type: none"> ● 能做出抽筋自解的動作 ● 能做出叫叫伸拋划的動作 	<ul style="list-style-type: none"> ● 在水中如何進行抽筋自解?(概) ● 救溺五步驟為何?(事)

				<ul style="list-style-type: none"> 能應用不同救溺方法解決不同溺水情境 	<ul style="list-style-type: none"> 掌握救溺五步驟便一定能救自己或他人於溺斃的危難之中嗎?(辯)
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(二) 雙語教學活動內容及實施方式

教學過程	教學活動 (含評量)	學習重點暨 核心素養呼應	時間	教具
第一節：游泳—水上安全知識與自救				
學科重要學習內容 (請扣合學科課程大綱)	<p>重要內容／概念：水域環境、漂浮、水母漂、仰漂、離岸流、漩渦、踩水 (立泳)</p> <p>重要技能 (動詞)：</p> <ul style="list-style-type: none"> 能分析不同水域環境的危險因子 能辨別不同溺水情境對應之救溺方法 能做出水母漂並能做出換氣連續動作 能做出讓身體仰漂浮起 能做出水面上嘴巴吸氣水中用鼻子吐氣並能維持身體平衡 <p>核心問題 (事實性、概念性、辯論性)：</p> <ul style="list-style-type: none"> 海邊、溪流及游泳池的潛在危險因素為何? (事) 岸上救溺比入水救溺更安全嗎? (辯) 吸氣與吐氣的時機為何? (事) 讓身體浮出水面的要領為何? (事) 水母漂與仰漂適合水域形態為何? (概) 			
語言學習重點	<p>體育專業用語 (content language)：</p> <p>#The response to danger of sea</p> <ul style="list-style-type: none"> Tidal range 潮差： <ul style="list-style-type: none"> gravitational pull of the Moon and the Sun causes the tides to rise and fall, twice a day, at around 12:25. When engaging in water activities, pay special attention to the height difference of the sea during the ebb and. [Response]Don't panic, grab floating objects or use the floating methods to save yourself. Rip current 離岸流： <ul style="list-style-type: none"> When the waves are crashing ashore and retreating, if it is blocked by the topography of the seabed, it will flow back to the lower ground, which will cause a strong current to flow to the open sea. [Response]Follow the current, find an opportunity to break away from the rip current from the left or right, and then swim back to shore from a slower current or by taking advantage of the waves. Water level 水位落差： <ul style="list-style-type: none"> The seemingly calm river valleys often lurk danger. During summer floods, strong currents carry lighter materials downstream, creating a height difference on the river bed. Afternoon rainfall in the mountains causes the flash flood. [Response]Do not be alone, use the floating methods to save yourself when you accidentally fall into the water. If you notice a lot of floating debris in the stream, please go ashore and leave as soon as possible. Vortex 漩渦： <ul style="list-style-type: none"> When flowing water encounters obstacles, it creates zones of high and low pressure. Low-pressure zones are formed on the edges of the obstacles, and then water in high-pressure zones will be pulled back to fill, creating a spiral reverse and 			

vortices.

- **[Response]**When you accidentally got caught in a vortex, take a breath immediately, and when the gyration is close to the surface, get out of the water as soon as possible, or dive through the waterline and swim above the surface
- **Jellyfish floating 水母漂：**
 - Take a deep breath and sink your face down into the water.
 - Keep the body relaxed, and the hands and feet naturally straight and downwards, slightly vertical to the horizontal plane, with a posture like a jelly fish.
- **Back floating 仰漂：**
 - Take a full breath, relax your whole body, and slowly tilt your head backwards.
 - Slowly bring your hands together above your head and keep the belly facing up and bring your feet straight together.
- **Rhythmic breathing 韻律呼吸：**
 - Keep the body upright and relaxed, when there is still oxygen, the palms of both hands swing upwards to let the body sink down 10 ~ 20 cm, and the nose exhales steadily.
 - Press the water downwards on both sides with the palms of both hands, so that the body floats up and the head is above the water, and when the mouth leaves the surface of the water, quickly exhale and inhale to get oxygen again.
- **Treading water 立泳：**
 - Tread water in the way of riding a bicycle, so that the body floats on the water.
 - Tread water in a breaststroke whip kick, so that the body floats on the surface.
 - Both hands on the sides of the chest and do a figure 8 shape to scrape the water.

班級經營用語 (classroom language)：

- 打招呼(Greeting)：Hello,everyone It's so great to see you
- 課室安排及準備(Setting up the classroom and getting ready)
Assemble please.
Let's call the roll,Is anyone absent today?
Is anyone not feeling well today?
If you feel sick,please tell me right away!
If you are unable to participate in water activities today due to your menstrual period(生理期), please come to the teacher to collect today's worksheet and complete the assigned tasks according to the worksheet content.
Line up,Please.
- 說明課程目標 (Setting the agenda)：Today we are going to learn water safety
- 小回饋討論並練習解決策略 (Group discussion and remedial practice)
Now discuss what you observed in this video .
Please use the worksheet
- 教師總結與回饋 (summary and feedback)
Everybody did a good job!Now I am going to share some tips for you.
I hope in this lesson you have learned the skills and knowledge of water safety and lifesaving. We will learn even more about this.
It's break time now. Thanks, everyone see you next lesson.

中文使用時機 (Timing for Using Chines)：

- When students encounter a long English passage and express confusion after

being asked, switch to Chinese for explanation.

- When discussing key terms in the lesson, switch between Chinese and English as needed.

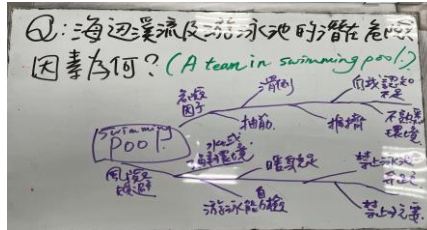
一、引起動機

課堂內容

【逐字稿】English Script:

問題引導分組繪製心智圖：

- 核心問題
海邊、溪流及游泳池的潛在危險因素為何？（事）



Teacher: Good morning, everyone! Today, we'll discuss water safety. Let's start with an important question: What are the potential dangers at the beach, in rivers, and in swimming pools? Now, apply this knowledge by creating mind maps on different water dangers!

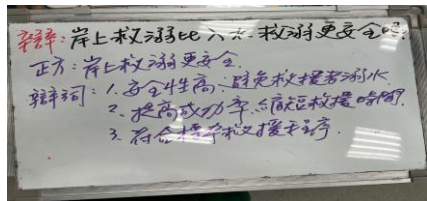
Student A: Strong currents, like rip tides in the ocean, can pull swimmers away.

Student B: Yes, and rivers can have unexpected depth changes, making it hard to stand.

Student C: In swimming pools, people can drown if they don't know how to swim or if they panic.

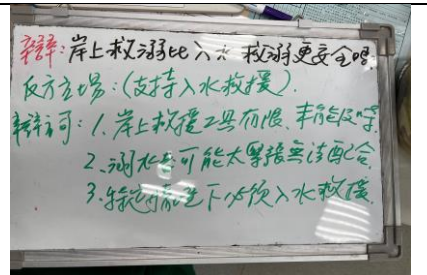
岸上救溺比入水救溺更安全嗎？（辯）

Teacher: Great points! So, we must recognize the risks before entering the water. Now, another debate: Is rescuing someone from land safer than jumping into the water to save them?



Teacher: Let's divide into four groups for an Oregon-style debate on this topic. The first and second groups will debate as the affirmative and negative sides, respectively. The third and fourth groups will each deliver closing arguments for their respective sides. Each group will have one minute for debate, including rebuttals and questioning. The debate will follow a three-round format, concluding with final statements.

Student 正: Yes, because if you enter the water, you could also be in danger, especially if the drowning person grabs onto you.



準備活動

3d-V-2 應用系統思考與後設分析能力，解決各種運動情境的問題。

15 min

白板筆

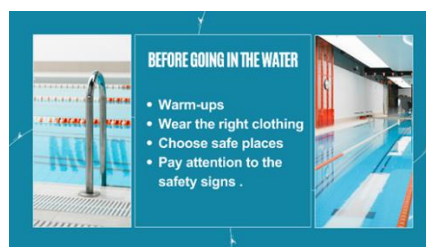
Student 反: But what if the person is too far away? Sometimes, jumping in might be necessary. Teacher: Good argument! However, we should always try land-based rescue first. What are some ways to help from the shore?

Student 正: We can throw a rope or a floating object to help them stay above water.

Student 正: Or use a long stick to pull them closer.

Teacher: Excellent! If you're not trained, don't enter the water—seek help instead. Always prioritize safety.

二、暖身活動 Warm-up 10min



(一) 集合點名，教師詢問有無不舒服同學。

(二) 反覆提醒進入游泳池的安全注意事項

逐字稿:

Teacher : Assemble please.

Teacher : Let's call the roll, Is anyone absent today?

Teacher : Is anyone not feeling well today?

Teacher : If you feel sick, please tell me right away! By the way ,If you are unable to participate in water activities today due to your menstrual period, please come to the teacher to collect today's worksheet and complete the assigned tasks according to the worksheet content.

Teacher : Here's a reminder of the things to pay attention to before entering the swimming pool.

- 1.Warm-up first.
- 2.Wear appropriate clothing.
- 3.Choose a safe place.
- 4.Pay attention to safety signs.

三、主要活動 20min

*核心問題

- 吸氣與吐氣的時機為何？（事）
- 水母漂與仰漂適合水域形態為何？（概）
- 讓身體浮出水面的要領為何？（事）

（一）複習韻律呼吸、原地俯面漂浮、水母漂、仰漂等動作

*核心問題引導：吸氣與吐氣的時機為何？（事）

（二）介紹如何如何評估在海邊、溪流及泳池等不同水域環境之危險因素與因應方法並進行水中自救。

- 海邊潮差：因月球和太陽的引力造成漲退潮，每天會有兩次而每次約是 12 小時 25 分鐘。因此遇到潮差時切勿慌張可抓取漂浮物或採取漂浮救生法（仰漂、水母漂、俯面漂）自救。
- 海邊離岸流：當海水退回大海時，若受到海底地形阻擋就會往地勢較低的地方回流，此時將形成一股強近的水流向外海流動此為離岸流。如遇離岸流，切勿驚慌，不要奮力抵抗想游回岸邊，最好的方式是順水流找機會從左右游上岸。
- 溪流河谷水位差：溪流潛藏不可知的危險，例如溪流暴漲、高低水位落差。因應之法勿落單，不慎落水時不要慌張並採取漂浮求生法自救，若發現漂流物變多或溪水混濁時請儘速上岸。
- 泳池：應遵守泳池規範，下水前做足暖身活動，禁止在泳池奔跑嬉戲，若抽筋可進行抽筋自解或呼叫救生員前來救援。

*核心問題引導：水母漂與仰漂適合水域形態為何？（概）

（三）在水中進行水母漂換氣呼吸以及介紹水中抽筋自解動作練習

（四）立泳動作介紹與分組動作練習

- 每組 3~4 人圍成一圈，進行立泳踩水練習
- 立泳手部搖櫓與踩水動作綜合練習
- 限時踩水一分鐘自我檢視活動

【逐字稿】 English Script:

Teacher: Alright, everyone. Today, we are going to review rhythmic breathing, face-down floating, jellyfish float, and back float. First, let's think about this: When should we inhale and exhale while in the water? When you're underwater, remember to exhale slowly through your nose to keep your body relaxed. Then, once you come up to the surface, inhale quickly through your mouth to prevent choking. Now, let's all try this breathing pattern in the water: inhale—exhale—inhale—exhale. Once you get used to this rhythm, it will be much easier for you to breathe while swimming.

Teacher: Now, Alright, everyone. Today, we are going to review rhythmic breathing, face-down floating, jellyfish float, and back float. First, let's think about this: When should we inhale and exhale while in the water? When you're underwater, remember to exhale slowly through your nose to keep your body relaxed. Then, once you come up to the surface, inhale quickly through your mouth to prevent choking. Now, let's all try this breathing pattern in the water: inhale—exhale—inhale—exhale. Once

發展活動

3d-V-2 應用系統思考與後設分析能力，解決各種運動情境的問題。

3c-V-1 表現全身性的身體控制能力。

	<p>you get used to this rhythm, it will be much easier for you to breathe while swimming.</p> <p><u>Teacher:</u> Now, let's practice the jellyfish float with breathing techniques. When you come up to the surface, take a quick breath, then exhale slowly while staying relaxed. Also, if you ever experience a muscle cramp, remember how to handle it. I'll now demonstrate a few self-relief techniques in the water.</p> <p><u>Teacher:</u> Finally, let's learn treading water! Get into groups of three or four, form a circle, and take turns practicing the sculling hand movement and flutter kick. At the end, we'll do a one-minute treading water challenge to test your endurance!</p>			
<p>綜合活動</p>	<p>【分站關卡競賽】 15min</p> <p>一、每組 6 人進行闖關活動，每組派一名同學擔任關卡關主。其餘同學將進行接力闖關活動，首先從起點捷泳出發 15m，遇關主執行任務，完成後折返回起點交接下一個隊友出發闖關。</p> <p>二、每一關卡代表不同水域及危機情境可進行水中自救的動作。</p> <ol style="list-style-type: none"> 1. 泳池內抽筋（水母漂自救一分鐘） 2. 溪流遇到水位差（俯漂自救一分鐘） 3. 海邊遇到潮差（踩水自救一分鐘） 4. 海邊遇到離岸流（仰漂自救一分鐘） <p>*問題與討論：</p> <ul style="list-style-type: none"> ● 核心問題引導：讓身體浮出水面的要領為何？ ● 剛剛在過程中，如何順利地完成分站關卡競賽？ <p>Station Challenge Competition (15 minutes)</p> <p>Dear students, please read the following instructions carefully:</p> <p>1.Relay Activity:</p> <ul style="list-style-type: none"> •Each group consists of 6 students. •Within your group, designate one student as the station guardian. •The remaining team members will participate in a relay challenge. The first participant will quickly swim 15 meters from the starting point. Upon reaching the station guardian, the participant must perform the assigned task. Once the task is completed, they must turn back to the starting point and hand over to the next teammate, who will then start their turn. <p>2.Self-Rescue Stations:</p> <p>Each station represents a different water environment and emergency scenario where you can practice specific water self-rescue techniques:</p> <p>Station 1 (Swimming Pool – Cramping):</p> <p>Perform the “jellyfish drift” self-rescue technique for one minute.</p> <p>Station 2 (Stream – Water Level Difference):</p>	<p>1d-V-1 析各項運動技能原理。</p> <p>3d-V-2 應用系統思考與後設分析能力，解決各種運動情境的問題。</p>		

	<p>Perform the prone drift self-rescue technique for one minute.</p> <p>•Station 3 (Seaside – Tidal Difference):</p> <p>Perform the treading water self-rescue technique for one minute.</p> <p>•Station 4 (Seaside – Off-Shore Current):</p> <p>Perform the supine drift self-rescue technique for one minute.</p> <p>3. Questions for Discussion:</p> <p>•<u>Key Guiding Question</u>: What is the essential principle behind keeping your body afloat?</p> <p>•<u>Reflect on the activity</u>: How were you able to successfully complete the station challenge competition?</p> <p>Please ensure you understand each part of the activity and the self-rescue techniques. Work together as a team and remember to practice safety and proper form during each station.</p> <p>That's all for today's lesson. Please walk carefully and avoid running or pushing while heading to the changing area.</p>			
<p>評量方式</p>	<p>【認知】10%：問題回答與討論 【情意】25%：出席率、活動參與 【技能】60%：下水完成指定動作練習與任務 【行為】5%：完成課後心得反思</p>			
<p>教學過程</p>	<p>教學活動（含評量）</p>	<p>學習重點暨 核心素養呼應</p>	<p>時間</p>	<p>教具</p>
<p>第二節：游泳—水上安全救生</p>				
<p>學科重要學習內容 (請扣合學科課程大綱)</p>	<p>重要內容／概念：叫叫伸拋划、抽筋自解、模擬情境</p> <p>重要技能（動詞）：</p> <ul style="list-style-type: none"> ● 能做出抽筋自解的動作 ● 能做出叫叫伸拋划的動作 ● 能應用不同救溺方法解決不同溺水情境 <p>核心問題（事實性、概念性、辨論性）：</p> <ul style="list-style-type: none"> ● 在水中如何進行抽筋自解？（概） ● 救溺五步驟為何？（事） ● 掌握救溺五步驟便一定能救自己或他人於溺斃的危難之中嗎？(辯) 			
<p>語言學習重點</p>	<p>體育專業用語（content language）：</p> <ul style="list-style-type: none"> ● Water safety 水上安全、Drowning 溺水、Life-saving buoy 救生圈 ● Floating aid 浮具、Jellyfish floating 水母漂、Backing floating 仰漂 ● Rhythmic breathing 韻律呼吸、Treading Water 立泳 ● Scraping inwards 向內刮水、Scraping outwards 向外刮水 <p>班級經營用語（classroom language）：</p> <p>*課室互動英語</p> <p># 打招呼(Greeting) Hello,everyone It's so great to see you</p> <p># 課室安排及準備(Setting up the classroom and getting ready) Assemble please. Let's call the roll,Is anyone absent today?</p>			

Is anyone not feeling well today?
 If you feel sick, please tell me right away!
 Line up, Please.
 # 引起動機 (Reviewing and assessing progress)
 Do you remember last time we practice rhythmic breathing and jellyfish float?
 How do you say them in Chinese?
 # 說明課程目標 (Setting the agenda)
 Today we are going to learn water safety
 # 小組回饋討論並練習解決策略 (Group discussion and remedial practice)
 Now discuss what you observed in this part.
 Please use the worksheet and tell your teammates their strengths and weaknesses, Think about how to improve the skills of lifesaving .
 # 教師總結與回饋 (summary and feedback)
 Everybody did a good job! Now I am going to share some tips for you.
 I hope in this lesson you have learned the skills and knowledge of water safety and lifesaving, we will learn even more about this. it's break time now. Thanks, everyone. see you next lesson
 中文使用時機 (Timing for Using Chinese) :

- 講解主要概念或是活動規則時。
- 當學生對於提問反應，有延遲回答超過五分鐘。
- 學生對於上課內容不理解時。

Use Chinese when:

- Explaining key concepts or activity rules.
- Students take more than five minutes to respond to a question.
- Students have trouble understanding the lesson content.

準備活動	課程內容	逐字稿	海 U 1 熟練各項水域運動，具備安全之知識。	寶特瓶 竹竿 塑膠袋 撈魚網
	 <p>I. 暖身活動 Warm-up 一、集合點名，教師詢問有無身體不舒服同學。 二、反覆提醒進入游泳池的安全注意事項。</p>	<p>T : Assemble please. T : Let's call the roll, Is anyone absent today? T : Is anyone not feeling well today? T : If you feel sick, please tell me right away! T : Here's a reminder of the things to pay attention to before entering the swimming pool. 1. Warm-up first. 2. Wear appropriate clothing. 3. Choose a safe place. 4. Pay attention to safety signs.</p>		
	<p>If you find the bottle drifting too far and you can't retrieve it during the process How would you solve this problem?</p> 	<p><u>Teacher</u> : Form group of 3 and assign roles A, B, and C for a relay game .Role A will hold a stick, stretch it out, and try to retrieve an empty bottle that placed in the pool. Each successfully retrieved bottle</p>		

		<p>earns one point, then it's Role B's turn. Those waiting for their turn must perform dynamic exercises in the back. The relay lasts for 1 minute per round, with a total of three rounds. Let's warm-up, We will going to do some dynamic stretching.</p> <p><u>Teacher</u> : Why did the teacher arrange this activity? A:warm-up B. lead-in activity C. motivate students D. Global Ocean Ed. E. all of the above.</p> <p><u>Teacher</u> : If you find the bottle drifting too far and you can't retrieve it during the process, how would you solve this problem?</p> <p>二、更換泳衣淋浴準備下水</p> <p><u>Teacher</u> :Please change your swimsuit and. Ready to swim</p>			
發展活動	<p>II.主題呈現 Presentation</p> <p>三、引起動機 (Reviewing and assessing progress)</p> <p>教師提醒游泳池安全須知並詢問之前課堂所學習之漂浮技巧，並複習這些技巧的重點？以及在那些水域環境使用該技巧之時機？</p> <ul style="list-style-type: none"> ● Divide aquatic environments into three main types:seawater ,rivers ,and still water(pools).Use interactive Q & A to engage participants in. a fun and dynamic teaching session. 將水域環境區分三大類型：海水、溪流、靜水（泳池），利用口語問答創造互動式教學模式 ● Discuss the appropriate floating techniques for each water. Environment and. Explain their. Significance.在不同水域環境情境中，合適的漂浮方式為何？其內涵意義？ ● Explore emergency response methods,,such as self-rescue techniques for leg cramps in. The water.其他緊急情況應變方式，如水中抽筋伸展自救。 ● 岸上同學根據學習單上的評量規準進行觀察檢核。 <p># 英語教學演示(模擬師生對話)</p> <p><u>Teacher</u> : Do you remember last time we practice rhythmic breathing and jellyfish float, back floating?</p> <p><u>Teacher</u> : Do you know the relationship between floating techniques and application areas?</p> <p><u>Teacher</u> : How do you say them in English? (教師引導等待學生說出答案)</p> <p><u>Students</u> : Yes!They are, rhythmic breathing and jellyfish float, back floating)教師以動作示範連結單字</p>	<p>1d-V-1 分析各項運動技能原理。</p>			

Teacher : Can anyone tell me?What should we notice when we practice those skills?

Teacher : Does anyone have ever seen news reports about drowning incidents? (教師引導等待學生說出答案)

(一)複習漂浮技巧動作組合

(首先請未下水的同學利用學習單上的評量規準協助評估同學的學習狀況)

1. 韻律呼吸適應水溫
2. 岸邊打水
3. 分組原地俯漂十秒(依照程度差異持浮板): 適合在所有水域。
4. 分組原地仰漂十秒(依照程度差異持浮板): 適合在無浪靜水或浪小的水域。
5. 團身水母漂十秒: 適合在所有水域及有浪的水域。
6. 踩水搖櫓(立泳)練習十秒:適合在所有水域及有浪的水域。

英語教學演示(模擬師生對話)

Teacher : Do you remember last time we practice rhythmic breathing, float , jellyfish float, back float and ?

Teacher : Do you know the relationship between floating techniques and application areas?

Teacher : Can anyone tell me? What should we notice when we practice those skills?

Teacher : Does anyone have ever seen news reports about drowning incidents? (教師引導等待學生說出答案) Let's watch this film!

Teacher : Now, let's introduce floating skills suitable for open water or calm, still water environments.

Teacher : First, we have back-floating techniques, including the straight-line back float and the starfish back float. Let's do it!

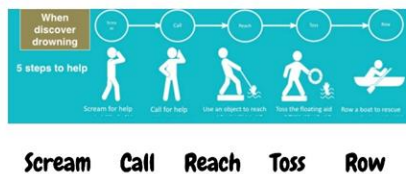
Teacher : Next, we'll practice face-down floating, such as the tucked jellyfish float and the relaxed jellyfish float, which are ideal for calm, still water conditions. Let's do it!

Teacher : During self-rescue, practicing floating with breathing is essential. Let's try to do it!

Teacher : Finally, we'll work on treading water and sculling with both hands and do a figure 8 shape to scrape the water ,then treading water in a breaststroke whip kick ,so that the body floats on the surface while waiting for rescue. Let's move on.

四、說明課程目標 (Setting the agenda)

2c-V-2 展現相互包容與適切的人際溝通互動技巧。



說明水上安全救生的重要性，並講解水域環境相關知識，以及如何透過自製浮具進行自救與救人的技巧。

英語教學演示


Teacher : Today, we are going to learn water safety .and introduce floating skills. Taiwan is surrounded by the sea and is suitable for water activities. In addition to water safety considerations, learning to save yourself from drowning and familiarize yourself with the knowledge of water safety will give you an extra guarantee when enjoying the fun of playing in the water.

Teacher : What to do if you're ever drowning in the water(Ocean, river, lake, pool...),First thing you want to do is try to stay clam and start to tread water. You don't want to tread water for too long, because your head becomes dead weight and you'll exert too much energy. You'll want to try to go into a back float as soon as possible, if you find it difficult to float on your back, you can also try holding your legs and floating like an egg in the water. If you find that difficult you can also try the dead man's float.

Teacher: If you find someone is drowning in the pool, step one stay calm and don't try to jump in and save them, instead look for one of these (floating aid, floating objects), make sure the rope is tied to something and throw it into the pool to that person. Once that person has a hold of the ring, you can pull them into safety, or they can swim to safety. If your pool doesn't have a life ring, you can also use a noodle or bamboo poles to reach then pull them into safety. If someone is drowning submerged in deep water, you can row a boat to rescue or find a life ring to rescue.

*Five steps to help :

1. Scream (call)叫: scream for help.
2. Call 叫:call for help(119.118.112.110).
3. Reach(extened)伸: Use an object to reach.

	<p>4. Toss(Throw)拋:Toss the floating aid. 5. Row 划: Row a boat to rescue.</p> <p>#Self-made floating aid <u>Teacher</u>: Now Let's practice talking off long pants in the water. First, zip up the zipper and fasten the buttons, then tie the pants legs tightly. Hold the waistband, swing the pants down and forward with force to fill the legs are inflated, quickly tie the waistband to create a makeshift flotation device. You have 3 minutes to practice this.</p>			
<p>綜合活動</p>	<p>五、模擬情境體驗活動 (Simulated scenario experience activity)</p>  <p>教師隨機分組並依照個人游泳能力進行組內成員角色扮演，根據不同情境水域環境模擬救援時刻，操作過程採用計時救援，因此救援者需儘速將溺水救上岸。每組選三位同學擔任待救援溺水者，並根據不同溺水程度移動到指定位置。</p> <p>*待救援組：不會游泳者進行面朝下俯漂或水母漂、會游泳者進行立泳及仰漂</p> <p>*救援組：不會游泳者以拋救生圈或浮具、會游泳者進行魚雷浮標救援或扮演搜救員划小船(大浮板)進行徒手救援。</p> <p># 英語教學演示(模擬師生對話) Teacher-Student Role-Play Script: Water Survival Scenario <u>Teacher</u>: Today, we're going to practice water survival scenarios. I'll divide you into groups based on your swimming abilities. Each group will have specific roles to play, and we'll simulate a rescue situation in different types of water environments. Are you ready? <u>Students</u>: Yes, we're ready! <u>Teacher</u>: Great! Here's how it works. First, we have the Rescue Group. If you can't swim, your job is to rescue by throwing a life ring or a floating device to the victim. If you can swim, you'll perform a rescue with a torpedo buoy or even act as a lifeguard and attempt a hands-on rescue. <u>Student 1</u>: So, if I can't swim, I'll use something to throw for the rescue, right? <u>Teacher</u>: Exactly! Stay on the shore and throw the device accurately. Now, the second group is the Victim Group. If you can't swim, you'll act as a victim by face-down floating, like a jellyfish float. If</p>	<p>2c-V-2 展現相互包容適切的溝通技巧。</p> <p>3d-V-2 應用系統思考後分析，解決各種運動情境的問題。</p>	<p>寶特瓶 繩子 竹竿 救生圈 大浮板</p>	

you can swim, you'll do a back float or upright treading water to signal for help.

Student 2: If I'm in the Victim Group and I can swim, should I stay calm and wait for rescue?

Teacher: That's right. Your main task is to maintain a floating position to conserve energy and stay safe.

Student 3: How will we know who rescues who?

Teacher: Good question! The roles will be assigned randomly within each group, and the rescue process will be timed. The rescuers need to get the victim back to safety as quickly as possible.

Remember, communication and teamwork are key!

Student 4: What if we're not sure how to do some of the techniques?

Teacher: Don't worry, we'll review all the necessary skills before we start. Let's begin by practicing

the floating and rescue techniques first. Any other questions?

Students: No, we're good!

Teacher: Alright, let's get started!

問題與反思

請同學以 ORID 焦點討論法根據課程參與過程進行心得反思分享。

The graphic is titled "Reflection and Discussion" and "Exploring Water Safety Through ORID Questions". It features a central diagram of a triangle with four colored circles (blue, green, yellow, red) pointing to it, each representing an ORID question. To the right, there is a section titled "Try to answer the question" with four numbered items (O, I, I, D) corresponding to the ORID model, each with a short paragraph of text.

逐字稿:

1. Here are the ORID discussion questions based on water safety and rescue activities:

➤ Objective(O):

What key points did you observe in the video or activity about water safety and rescue?

➤ Reflective(R) :

How did you feel when learning about floating self-rescue and creating flotation devices?

➤ Interpretive(I) :

Why do you think these water safety skills are important in preventing drowning incidents?

➤ Decisional(D):

What actions will you take to apply these water safety skills in your daily life or teach others about them?

@回答時可以參考以下句型

Scaffold Phrases 參考句型

- Personally, I think that.....
- We have made some good ideas about.....
- We found that.....
-

岸上同學觀察檢核任務：

一、請自行選擇一位同學進行「漂浮」動作的觀察，並依據評量規準進行評量，同時給予一些具體修正建議。

Please choose a student to observe the swimming and floating movements, and evaluate them according to the evaluation standards, and give some specific correction suggestions.

二、被觀察者姓名 Name of the Observed: :

三、分項動作評量：(例如:水母漂/腿部(1)/手部(2)/身體姿勢(3)/連續漂浮(4))

Itemized action assessment: (e.g. jellyfish floating/leg (1)/hand (2)/body posture (3)/continuous float (4))

- 韻律呼吸 Rhythmic breathing:
- 打水 Kicking water :
- 原地俯漂十秒 Floating on the spot for 10 seconds:
- 原地仰漂十秒 Back floating on the spot for 10 seconds:
- 團身水母漂十秒 Jellyfish floating for 10 seconds:
- 踩水搖櫓(立泳)練習十秒 Treading water for 10 seconds:

評量方式

Please check <input checked="" type="checkbox"/>	Legs	Hand	Head	Body	Floating
Rhythmic breathing	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Kicking water	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Floating on the spot for 10 seconds	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Back floating on the spot for 10 seconds	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Jellyfish floating for 10 seconds	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Treading water for 10 seconds	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>

一、評量規準

動作	優秀(1)	精熟(2)	尚可(3)	待加強(4)
腿部	雙腳能同時離地 水母漂：雙膝彎曲靠近胸口 俯漂：雙腿放鬆伸直	雙腳能同時離地 水母漂：雙膝彎曲靠近胸口 俯漂：雙腿放鬆伸直	雙腳無法同時離地 水母漂：雙膝彎曲靠近胸口 俯漂：雙腿無法放鬆	雙腳無法同時離地 水母漂：雙膝彎曲靠近胸口 俯漂：雙腿無法放鬆
手部	水母漂：雙手環抱膝蓋 俯漂：雙手放鬆伸直	水母漂：雙手環抱膝蓋 俯漂：雙手放鬆伸直	水母漂：雙手環抱膝蓋 俯漂：雙手放鬆伸直	水母漂：雙手環抱膝蓋 俯漂：雙手放鬆伸直
頭部	水母漂：下巴微收 俯漂：肩頸放鬆	水母漂：下巴微收 俯漂：肩頸放鬆	水母漂：下巴抬高 俯漂：肩頸僵硬	水母漂：下巴抬高 俯漂：肩頸僵硬
身體姿勢	水母漂：呈球狀 俯漂：呈大字型或四肢垂下	水母漂：呈球狀 俯漂：呈大字型或四肢垂下	水母漂：呈球狀 俯漂：四肢向外伸直但向上用力	水母漂：呈球狀 俯漂：四肢向外伸直但向上用力
連續漂浮 (含換氣)	能連續換氣並維持身體背部浮出水面	無法連續換氣或每次換氣後身體下沉	無法連續換氣或每次換氣後身體下沉	無法連續換氣且每次換氣後身體下沉

資料來源：體育學科中心課程地圖游泳 1-2 週評量示例

Student English Language Skills Assessment Criteria

英語能力
評量規準

技能 (Skill)	優秀 (Excellent, 4)	良好 (Good, 3)	基本 (Satisfactory, 2)	需加強 (Needs Improvement, 1)
聽 (Listening)	能清楚理解所有重點及課堂指令。Understands all key points and classroom instructions clearly.	能理解大部分指令及重點，僅需少量協助。Understands most instructions and key points with minimal help.	能理解基本概念，但需多次說明。Understands basic ideas with some clarification needed.	連簡單指令也難以理解。Struggles to understand even simple instructions.
說 (Speaking)	能流利表達想法，並正確使用詞彙與句型。Expresses ideas fluently and uses accurate vocabulary and sentence structures.	能表達基本想法，偶有詞彙或文法小錯誤。Communicates basic ideas with minor errors in vocabulary or grammar.	能表達簡單想法，但錯誤頻繁。Can express simple ideas but with frequent errors.	很少發言或難以完整表達句子。Rarely speaks or struggles to form sentences.

	<p>讀 (Reading)</p>	<p>能正確理解英文教材與學習單內容。Accurately comprehends English instructional materials and worksheets.</p>	<p>大致理解閱讀內容，僅有些微誤解。Understands most of the reading materials with minor misunderstandings.</p>	<p>需要協助才能理解主要內容。Needs help to understand main ideas of the reading.</p>	<p>難以閱讀理解簡單文本。Struggles to read and understand even simple texts.</p>
	<p>寫 (Writing)</p>	<p>能使用目標詞彙撰寫清楚且有組織的句子或短文。Writes clear and well-organized sentences or short paragraphs using target vocabulary.</p>	<p>能撰寫基本句子，文法或詞彙偶有錯誤。Writes basic sentences with minor grammar or vocabulary mistakes.</p>	<p>僅能寫出簡單片語或句子，錯誤頻繁。Can write simple phrases or sentences with frequent errors.</p>	<p>完成寫作任務困難，需大量協助。Struggles to complete writing tasks and needs substantial support.</p>

三、教學省思與建議

(一) 活動安排太緊湊，想要講述的內容很多。建議：可以分成三～四節課進行教學。

(二) 水上安全的情境從游泳池中較難模擬出，開放性水域如海邊及溪流所遭遇的情況，因此學生在思考水域環境與水上自救的方式時，較抽象無法真的投入於情境當中。建議：有機會帶學生到有救生員的開放性水域進行水上救生體驗，或是穿著救生衣模擬海邊翻船遇難時的情境。

(1) The activity schedule is too tight, and there is too much content to cover. Suggestion: The lessons can be divided into three to four sessions for better teaching effectiveness.

(2) It is difficult to simulate water safety scenarios in a swimming pool compared to open water environments such as the ocean or rivers. As a result, when students think about different water environments and self-rescue techniques, the concepts may feel abstract, making it harder for them to fully engage in the situation. Suggestion: If possible, take students to an open water area with lifeguards for a hands-on water rescue experience or have them wear life jackets to simulate a shipwreck scenario at sea.

四、參考資料

1. 體育泰宇出版社第一冊
2. [財團法人中華民國水上救生協會](#)
3. 體育學科中心課程地圖游泳 1-2 週評量示例

五、附錄

學習單



Let's learn more about water safety ,and why is the water safety so important.

Part 1: Water safety and immediate rescue

1. People who are good swimmers in the video seem to be more likely to drown?Think about the reasons and thoughts after watching the video.

Write your answer here.



Scan me!

2. What would you do if you were at the scene of a drowning accident?

Write your answer here.



3. Why do we need to follow the guidance of professionals and lifeguards when engaging in water activities?What's the purpose?

Write your answer here.

4. In the water attractions you have visited,are there any professionals or rescuers who provide guidance before engaging in the water activities?please briefly describe its content.

Write your answer here.

Part 2: Drowning accident analysis

(1) What are the high-risk groups for drowning in our country? Which are more men or women? Which age group do they fall in?

Write your answer here.

(2) Has the frequency of drowning incidents in our country increased or decreased over the years?and why?

Write your answer here.

(3) Which of the following places has a higher proportion of drowning occurrences in my country? Why?

Write your answer here.

A. In the sea B. Lake C. River
D. Swimming pool

(4) How to effectively reduce water accidents? What are the specific and feasible ways?

Write your answer here.

Drowning Scenario Case Sheet

year-old man, Mr. Lin, from the water. However, he had already stopped breathing and had no pulse. Rescuers performed CPR and rushed him to the Armed Forces Taichung General Hospital. Unfortunately, he was pronounced dead at 2:04 PM.

Preliminary investigations revealed that Mr. Lin and four male friends, who were either office workers or laborers, had gone to the waterfall to play in the water. Two friends swam across the waterfall first, followed by Mr. Cai, who began cramping due to the cold water. As Mr. Cai struggled to stay afloat, Mr. Lin tried to pull him to safety but couldn't reach. In desperation, he jumped into the water to push Mr. Cai toward the shore. Another friend onshore, Mr. Xu, managed to pull Mr. Cai to safety, but by then, Mr. Lin had disappeared beneath the water. The other two friends swam back and worked together to pull Mr. Lin out, but he was unresponsive.

They attempted CPR while calling 119 for help. The police noted that the Xian-Nü Waterfall is located in a remote mountainous area, requiring over 30 minutes for rescue vehicles to reach. It is a government-designated hazardous area where swimming is prohibited, yet people continue to enter illegally each year, often leading to tragic incidents.

What would you do if you were at the scene of a drowning accident? please write down your thoughts.

On June 9, 2019, during the Dragon Boat Festival holiday, a drowning tragedy occurred near Zhuwei Fishing Harbor in Taoyuan City. Two sisters surnamed You and their three friends were playing near the water when the tide came in, sweeping four of them into the sea. Although two were rescued, the sisters could not be revived. The elder sister was pronounced dead on June 9, and the younger one on June 10.^[1]_[SEP]

The incident happened at Rainbow Bridge, a location known as one of Taiwan's top ten hazardous water zones. Around noon, the sisters and a male friend entered the water while two female friends stayed onshore. Suddenly, the tide rose, and a large wave swept the three in the water and one onshore woman into the sea. Witnesses quickly called the fire department for help.

What would you do if you were at the scene of a drowning accident? please write down your thoughts.

肖像授權同意書

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住址：

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法定代理人：

身份證字號：

電話：

住址：

中華民國 年 月 日