教案一：個人與群體發展《身邊的水域》

活動形式：集體活動
活動目標
1. 認知目標：認識身邊常見的水域，例如池塘、小河、湖泊、雨水積水，明白水存在於日常生活周遭；簡單了解水域對動植物與人生活的功用。
2. 情感目標：感受大自然水域的美，培養愛護周遭水环境的態度，建立初步的環保保育意識。
3. 能力目標：樂意分享自己見過的水域景象；明白不隨意丟棄垃圾進入水裡，嘗試做愛護水域的小公民。

活動準備
物質準備：身邊水域實景圖片、短片；受污染與乾淨水域的對比圖片、垃圾圖片。
經驗準備：幼兒在日常生活、公園遊玩時看過不同的水體，已有玩水相關活動經驗。

活動過程
（一）趣味談話導入，喚起生活經驗
教師邀請幼兒圍坐，以輕鬆對話展開活動：「我們每天都會用水，飲水、洗手都離不開水。大家外出遊玩的時候，在哪裡看過一大片的水呢？」
引導幼兒自由分享，例如公園湖、溪澗、池塘、下雨後地上的積水。
教師小結：生活四周有很多存水的地方，我們統稱為水域。今天一起認識身邊的水域，學習怎樣好好保護它們。

（二）圖片及短片觀察，認識不同水域
1. 認識各種常見水域
依次展示池塘、小河、湖泊、雨水積水的實景圖，用淺白生活化語言講解，配合幼兒的生活經驗：
- 池塘面積不大，圓圓的，會有小魚小蝦居住；
- 小河彎彎曲曲，水會不斷流動；
- 湖泊面積較大，湖水寧靜，旁邊常有花草樹木；
- 下雨後地上的積水，也屬於我們身邊的小水域。

2. 講解水域的功用
透過圖片引導幼兒明白：乾淨的水域可以滋養花草樹木，給魚兒、小烏龜提供棲息的地方，亦會美化環境，是大自然給我們的寶貴資源。
3. 播放約一分鐘的水域實景短片，讓幼兒直觀觀察流動的河水與平靜的湖水，加深印象。

（三）對比觀察，建立護水保育觀念
1. 出示兩組對比圖片：一組是水質清澈、有小魚游動、植物茂盛的健康水域；另一組是堆滿垃圾、水變渾濁、沒有小動物棲息的受污染水域。
提問引導思考：「哪一片水域比較美？小魚會喜歡住在哪裡？水為甚麼會變得骯髒？」
2. 師幼互動總結：亂丟垃圾會弄污水源，令小動物失去家園，花草吸收污水也會枯萎。我們要愛護每一片水域，不向水裡丟垃圾，做護水小衛士。

（四）集體總結，鞏固所學
教師梳理重點：我們身邊有各式各樣的水域，滋養動植物、美化環境。乾淨的水十分珍貴，我們要學會愛護水域、珍惜水資源。

活動反思
活動內容貼近幼兒的真實生活經驗，以談話、圖像、短片、對比觀察多元形式進行，避免說教。透過乾淨與受污染水域的視覺對比，讓幼兒具體感受保護水环境的重要，自然滲入環保保育觀念，大部分幼兒能夠建立初步護水意識。

可改善地方：小班幼兒的概念分辨能力有限，難以清晰區分池塘、小河、湖泊的分別；討論環節多數活躍幼兒發言，內向幼兒較少參與；資訊量略多，部分幼兒未能完全吸收。
改善方向：減少專業名詞，以幼兒生活周遭看過的真實場景作解說，不用講究嚴格分類；運用小組小声討論、輪流分享、鼓勵提問的方式，增加內向幼兒參與機會；聚焦核心經驗：認識身邊的水、懂得愛護水域，適度精簡內容，切合小班幼兒認知發展水平。

活動延伸
1. 戶外延伸：散步期間帶領幼兒觀察校園水池、澆花後的積水、雨水排水位等真實場景，就近認識身邊水域。
2. 美藝區延伸：提供畫筆、彩紙，讓幼兒繪畫自己見過的小河、池塘，表達美麗水域的景象。
3. 家校合作：布置親子小任務，請家長陪同幼兒到公園觀察水域，引導幼兒實踐不亂丟垃圾，共同保護水环境。

Personal and Social Development　Water Bodies Around Us

Activity format: Whole-group activity

Learning Objectives

1. Cognitive: Recognise common water bodies such as ponds, streams, lakes and rain puddles. Understand how water bodies support people, plants and animals in daily life.
2. Affective: Appreciate the beauty of natural water environments. Develop initial conservation attitudes towards protecting water resources.
3. Skills: Willingly share observations about water bodies. Understand not to litter into water and practise simple actions to care for our surroundings.

Preparation

Materials: Real-life photos and short video clips of local water bodies; comparison pictures of clean and polluted water, litter pictures.

Prior experience: Children have seen water features in parks and joined water-play activities.

Activity Procedure

1. Warm-up discussion

Children sit in a semi-circle. Teacher asks: “We use water every day for drinking and washing. Where have you seen large bodies of water outdoors?”

Invite children to share e.g. park lakes, ponds, puddles after rain.

Teacher introduces: These places that hold water are called water bodies. Today we learn about water around us and how to look after them.

2. Observe pictures and short video

（1） Introduce different water bodies using simple everyday descriptions:

- Small round ponds home to small fish and shrimps
- Winding flowing streams
- Larger calm lakes surrounded by plants and trees
- Rain puddles as small temporary water bodies

（2）Discuss functions of water bodies: Clean water nourishes plants, provides homes for aquatic animals and beautifies our natural environment.

（3）Show short real-life video of streams and lakes to strengthen observation.

3. Compare clean and polluted water, build conservation awareness

Show paired pictures: one healthy water body with fish and plants; one polluted water body full of rubbish with no wildlife.

Ask: “Which one looks nicer? Where would fish prefer to live? How does water become dirty?”

Teacher and children conclude: Litter pollutes water and destroys animal homes. We should never throw rubbish into water and act as little water protectors.

4. Conclusion

There are many kinds of water bodies around us. Clean water is precious for living things. We need to care for and protect our water environment.

Reflection

The lesson connects closely to children's real-life experience. Multi-modal learning avoids heavy lecturing. Visual comparison helps children grasp basic conservation ideas.

Points for improvement: Young children find it hard to tell pond / stream / lake apart. Less-confident children speak less during group sharing. Too much information may overload some learners.

Suggestions: Use local familiar scenes instead of formal definitions. Use small-group turn-taking discussion to engage quieter children. Focus core learning on "seeing water nearby" and "caring for water", simplify content to suit preschool cognitive level.

Extension Activities

1. Outdoor walk: Observe school pond, puddles after watering and drainage points in campus.
2. Art corner: Draw ponds, streams and beautiful water scenery.
3. Home-school cooperation: Parent-child task: observe water features in parks, practise not littering.