



融入十二年國教食農核心素養的南隘學園

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摘要

南隘國小為新竹市最南端的小學，座落於農村之中，社區內有三大農作物—稻米、荔枝及茶花，皆為全市之最，成為南隘國小發展食農教育最佳題材。配合十二年國教素養課綱及食農教育法之頒佈，本校自 103 學年開始，即著手發展以食農為核心素養之校本課程，稱之為 R.I.C.E. 課程，初期以學童種稻之食米學園課程開始，而後逐漸延伸至環境倫理、人文關懷與食安惜食等 SDGs 議題，而影響層面也從學校往社區及香山區擴散，帶動香山區食育文化之論述。本次分享將介紹此一發展歷程，同時探索食農教育落實在學校中之可能性。

關鍵字：食農教育、食米學園、永續發展、土地倫理

How to Develop The Core Competencies of Food and Agricultural in The Twelve-Year Basic Education Curriculum in Nan Ai Elementary School

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Abstract

The Nanai Elementary School is located at the southernmost tip of Hsinchu City, situated in a rural area. Within the community, there are three major crops—rice, lychee, and camellia flowers—all of which are the best in the city. These resources provide an excellent opportunity for Nanai Elementary School to develop agricultural education. In alignment with the implementation of the Twelve-Year Basic Education Curriculum and the Food and Agricultural Education Act, our school has been developing a school-based curriculum centered around food and agriculture literacy since the academic year 103. This curriculum, known as the R.I.C.E. program, commenced with the Food Rice Learning Garden, where students learn about rice cultivation. It has gradually expanded to cover topics related to environmental ethics, humanistic care, food safety, and sustainable development goals (SDGs). This initiative has not only influenced our school but has also spread from the school to the community and the Xiangshan District, driving discussions about food education and culture in the Xiangshan District. This presentation will introduce the developmental process and explore the possibilities of implementing food and agricultural education in schools.

Keywords: Food and Agricultural Education, Paddy Cultivation Instruction, SDGs, Land Ethics