

# 品德教育教學活動設計

教學活動名稱	多元社會中的公平正義--理解、支持與倡導				
作品適用階段	■大專校院	教學時間	0節或100小時0分鐘		
教學方式	■主題式				
徵稿主題	■尊重生命、■公平正義、■其他：自尊尊人、公民意識、尊重多元文化				
設計理念 (學生背景經驗分析、教材內涵)	<p>設計理念：此主題活動是融入在大學通識英文課程中，通識英文課的內容不部分以生活英文溝通為主軸，較少會將公平正義與尊重多元的議題做為授課教材，但這些議題卻是很值得大學生去學習、反思並實踐於生活中。像是諾貝爾和平獎得主馬拉拉(Malala Yousafzai)，不畏強權與極端份子的威脅，一位十七歲的巴基斯坦少女大聲疾呼公平正義與婦女受教權的重要性。此外，近幾年來，台裔美國女性也為著多元族群來發聲，期盼美國能成為真正的種族與性別平等的自由國度。學生背景：普通大學非英文系的大一學生，通識英文為必修課程，學生程度約為英檢初級至中級，可以進行基本的英文溝通與表達。教材內涵：教材內涵是以公平正義與尊重多元為主軸，透過YouTube短片及教師自編的英文新聞來進行各式教學活動，教學進行方式是以學生為中心，採用分組合作學習法進行討論並完成學習任務，提升台灣大學生的品德教育素養。</p>				
運用品德教育資源網素材說明	<a href="https://ce.naer.edu.tw/tw/book/show.php?num=56&amp;kind=3&amp;page=1">https://ce.naer.edu.tw/tw/book/show.php?num=56&amp;kind=3&amp;page=1</a> ；第三單元：幫助別人就是幫助自己—正義；學生於課前自行到品德教育網觀看影片並完成50字心得				
教學目標	教學活動	時間(分)	評量方式	教學注意事項	教學資源
1-1 了解公平正義與多元文化	[準備活動]一、準備公平正義與多元文化教材：1. British Council英文短片「He Named Me Malala」2. 教師自編英文新聞與閱讀理解活動二、準備教學設備：電腦、投影機、分組討論活動單[引起動機]1. 播放2分鐘英文短片「He Named Me Malala」後進行小組討論，完成活動單2. 各組上台分享討論結果	10	完成學習單並上台分享	課前確認電腦網路設備。分組討論時教師從旁協助並引導學生進行討論與創作。	British Council英文短片「He Named Me Malala」 <a href="https://le">https://le</a>
1-2 閱讀與反思Malala的故事 創意寫作四格漫畫	[發展活動]1. 小組進行英文短文閱讀「I am Malala」2. Malala四格漫畫撰寫，學生根據短文內容以及漫畫圖片來進行英文短句創作	30	每位組員都分工合作閱讀短	完成討論後，鼓勵學生上台進行分享。	英文短文閱讀「I am Malal

			文並進行創意寫作，完成Malala四格英文漫畫		a」(教師改編自 <a href="https://www.sparknotes.co">https://www.sparknotes.co</a> )
1-3 Malala四格漫畫分享	[統整活動]1. 小組上台分享英文四格漫畫	10	每組上台分享自己的創作	完成討論後，鼓勵學生上台進行分享。	附件2)
2-1 新聞標題導讀與討論	[引起動機]1. 準備幾則關於多元文化、種族議題與公平正義的新聞標題，全班進行討論與分享	10			新聞標題(附件3)
2-2 台裔美籍女性政治人物的故事: 積極參與促進公平正義與包容多元	[發展活動]1. 介紹三位台裔美國的女性政治人物: 吳弭、牛毓琳及張理2. 小組進行閱讀活動並完成學習單	20	分組進行閱讀、反思並完成學習單	分組討論時教師從旁協助並引導學生進行討論與創作。	英文短文閱讀與學習單(教師改編自 <a href="https://www.michelleforboston.com/">https://www.michelleforboston.com/</a> )
2-3 世界平權日海報創作	[統整活動]1. 英文標語創作，分組設計「世界平權日」活動海報2. 英文標語創作並設計1-3種平權日的活動	20	分組進行討論如何進行平權日的活動並完成海報內容	完成討論後，鼓勵學生上台進行分享。	海報設計模板(附件5)

評估與省思：

本單元不同於以往的講述式品德教育課程，而是在通識英文課程中透過閱讀、反思、小組討論與創意寫作等活動，讓學生可以更了解到公平正義與尊重多元文化的重要性，提升意識進而能積極採取行動，支持公平與正義、保護弱勢、欣賞與接納多元族群與聲音，不論是政治人物或是一般民眾都可以齊心努力讓自己居住的國家或社區變得更美好。台灣的學生較羞於分享自己的想法，因此在進行活動時，教師需時常於各組走動並適時給予協助，讓學生除了進行分享之外，還學會傾聽他人的聲音，透過小組共識一起思考如何提升大眾的意識：多元社會中的公平正義。

參考資料（含運用素材之出處）：

文字參考來

源：<https://www.michelleforboston.com/meet-michelle><https://www.nioufornewyork.com/meet>

<https://www.stephaniechang.com/><https://www.sparknotes.com/lit/i-am-malala/summary/><https://learnenglishteens.britishcouncil.org/study-break/video-zone/he-named-me-malala>

圖片來源：<https://www.stephaniechang.com/> <https://www.nioufornewyork.com/>

<https://www.boston.gov/departments/mayors-office/michelle-wu>

附件：

教案設計附件.pdf

## 附件 1

### Video Comprehension

(摘錄自 <https://learnenglishteens.britishcouncil.org/study-break/video-zone/he-named-me-malala>)

1. Malala was shot in the head because ...
  - A. she suggested that girls should go to school.
  - B. she suggested that girls and boys should go to the same school.
  - C. she suggested that girls shouldn't go to school.
2. Malala believes that if she had an ordinary mother and father she would be ...
  - A. married with two children at seventeen.
  - B. going to school with other children.
  - C. single with two children.
3. Malala believes ...
  - A. that women are less powerful than men.
  - B. that women are more powerful than men.
  - C. that men are more powerful than women.
4. Malala believes that ...
  - A. one child, one teacher, one book and one pen can change the world.
  - B. one girl, one teacher, one book and one pen can change the world.
  - C. one child, one parent, one book and one pen can change the world.

**Answers: AABA**

After watching the video “He named me Malala”, discuss with your partners and use the following adjectives to describe Malala and tell us why. ( at least 3 adjectives) (教師自編)

Helpful	Responsible	Decisive	Emotional
Selfish	Shy	Courageous	Humorous
Immature	Passionate	Patient	Chatty
Positive	Honest	Agreeable	Kind
passive	determined	Easy-going	Reliable

Ex. We think Malala is a \_\_, \_\_, and \_\_ young woman because she \_\_\_\_.

## 附件 2

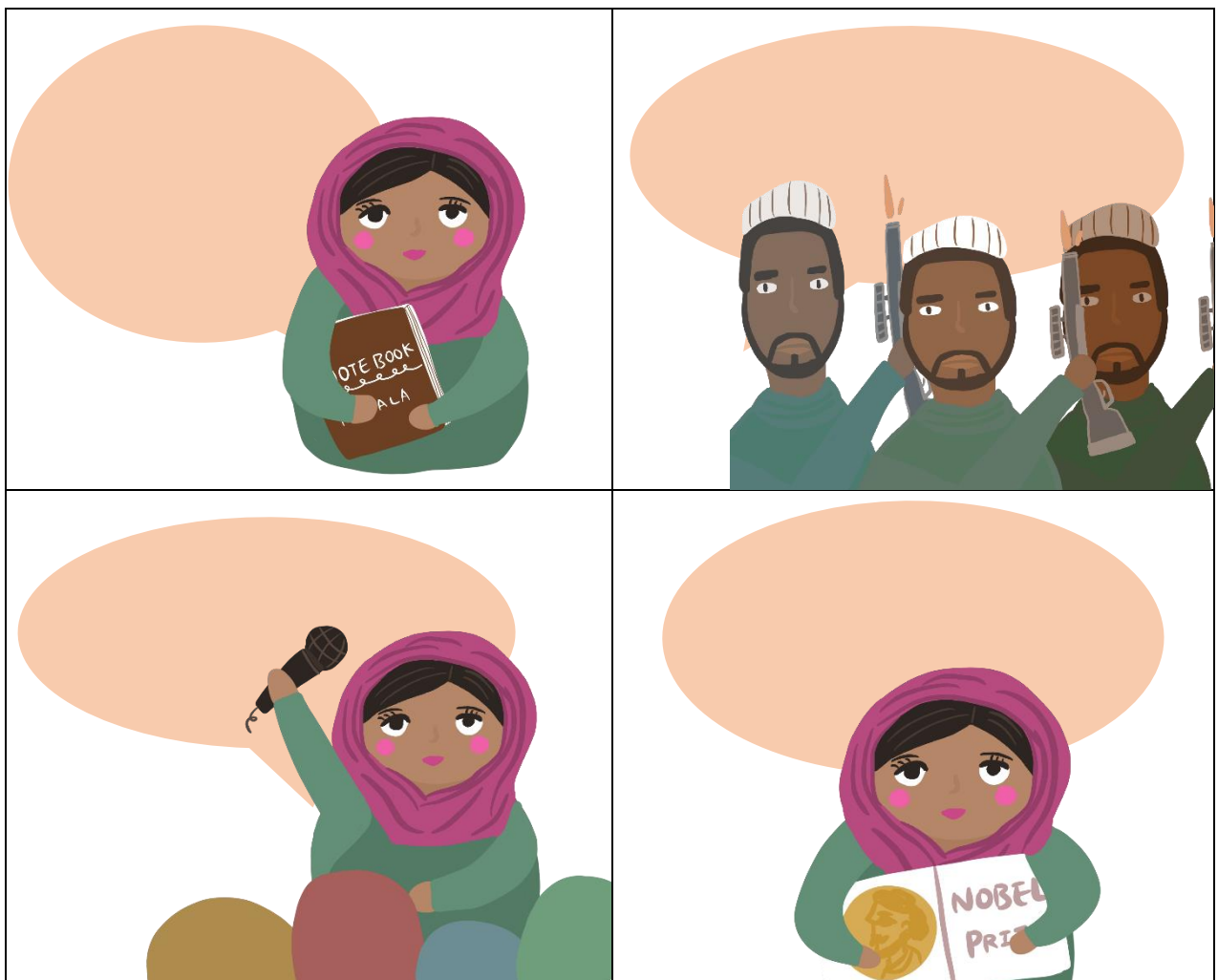
短文閱讀 「I am Malala」 (教師改編自 <https://www.sparknotes.com/lit/i-am-malala/summary/>)

### I am Malala

The Taliban took control of almost everything where Malala and her family lived. Women and girls were told not to go out without male relatives' accompany. However, Malala continued to go to school. In October 2012, she was shot on her way to school by the Taliban troop. Undergoing numerous surgical operations, she survived and recovered. Despite the oppressive rule of Taliban, Malala, a Pakistani girl, dared to speak out and fight against injustice. She survived the Taliban's attacks and became an internationally acclaimed human rights activist. When she was 16, she stood in front of the United Nations, advocating justice, the power of education, and women's rights. She once said "One child, one teacher, one book, and one pen can change the world."

### Comic Strip Creation 四格漫畫創作 (教師繪製)

請根據閱讀短文及圖畫加入適當的英文，總字數勿超過 50 字



附件 3

新聞標題 (參考範例)

1. DOJ investigating allegations that Kansas City police racially discriminated against Black officers (<https://edition.cnn.com/2022/09/20/us/kansas-city-police-racially-discrimination-allegations/index.html>)
2. Why students need a global awareness and understanding of other cultures (<https://www.theguardian.com/teacher-network/2012/sep/25/students-global-awareness-other-cultures>)
3. Martha Koome - from women's right campaigner to Supreme Court chief justice (<https://www.bbc.com/news/world-africa-56918265>)
4. Honduras: A mother searches for justice in a 'narco-state' (<https://www.bbc.com/news/av/world-us-canada-62960969>)
5. DOJ sides with Asian-American students alleging discrimination at Harvard (<https://www.foxnews.com/politics/doj-sides-with-asian-american-students-alleging-discrimination-at-harvard>)

## 附件 4

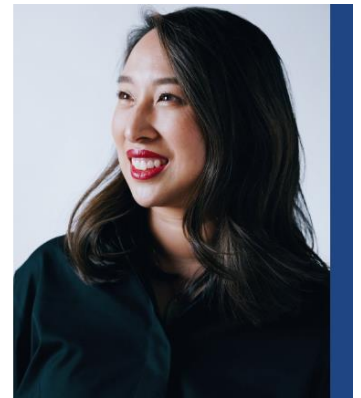
### 英文短文閱讀與學習單(教師改編)



Michelle Wu, the daughter of immigrants, decided to run for office because so many others felt unseen and unheard. Being an immigrant and minority, we always feel alone, invisible, and powerless. In view of these situations in her society, she went to law school to learn how to navigate and make the country a better place for everyone. In 2013, she ran for City Council of Boston. She worked hard to solve problems, remove barriers, and empower people. She became the mayor of Boston in 2021. She still works to expand the ranks of women, people of color, and young people in positions of leadership. The newly-elected

mayor of Boston, Michelle Wu, said: “I’m a mom, a daughter of immigrants, and I fiercely believe that we can solve our deepest challenges through building community.”

Yuh-Line Niou, a state assemblywoman in New York’s 65<sup>th</sup> District, helped developed policies to expand senior access to prescription medication, improve women’s health care, and expand low-income families’ health coverage. She is never afraid to speak the truth to power. She has been fighting against racial discrimination. In 2016, she was elected to become the first Asian American to represent Chinatown in the State Legislature. She is a lifelong democracy fighter and a powerful leader for low-income, immigrant, and working families.



“Getting Things Done” has always been Stephanie Chang’s slogan. Stephanie Chang, a daughter of immigrants, has years of experience working as a community organizer in Detroit and a co-founder of an Asian American civic engagement organization. Being the first Asian American woman to be elected to the Michigan Legislature, she fights hard for a quality education system and a fairer justice system. She keeps fighting for opportunity, access, equity, and justice.

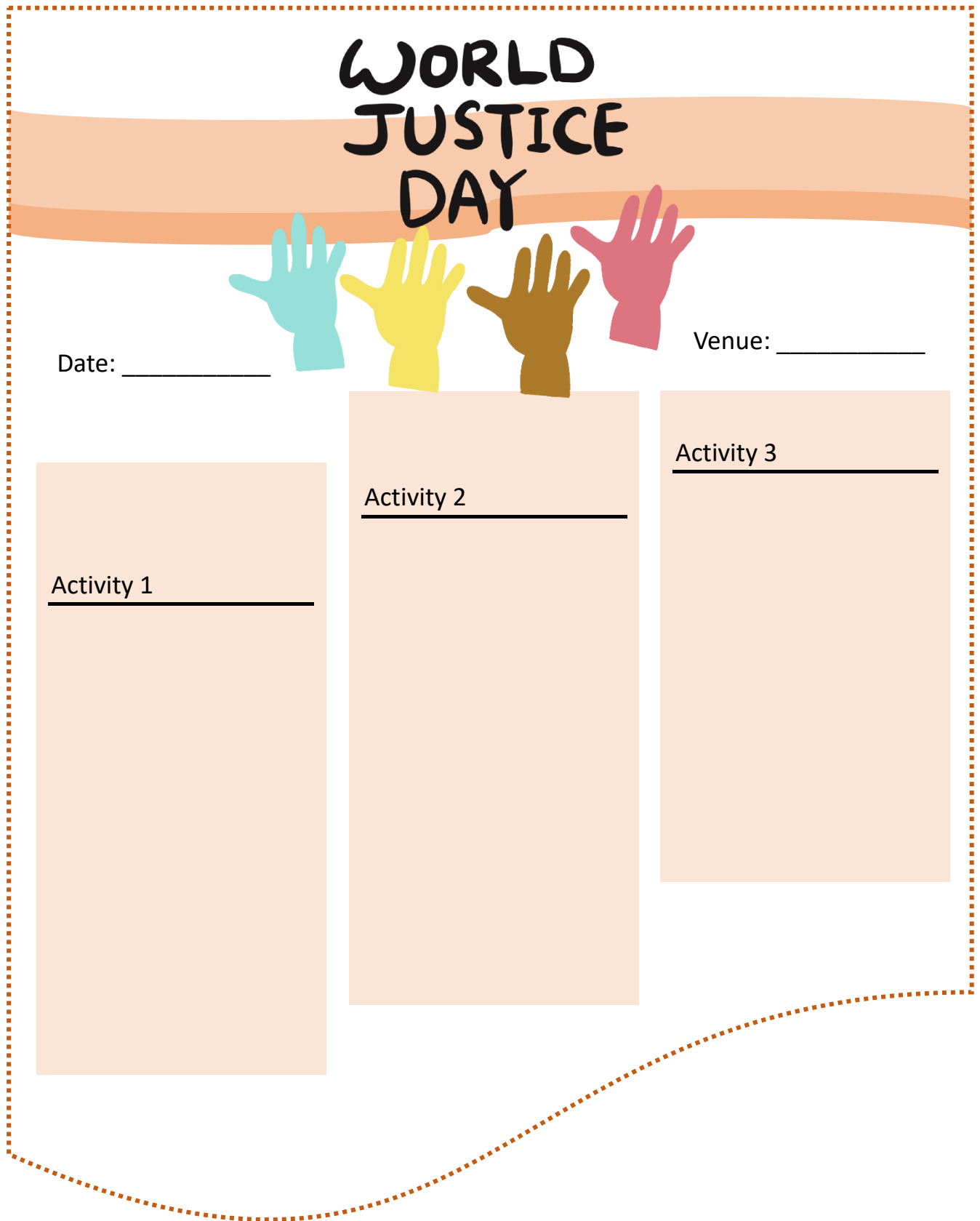
圖片來源: <https://www.stephaniechang.com/>; <https://www.nioufornewyork.com/>; <https://www.boston.gov/departments/mayors-office/michelle-wu>

#### 小組討論題目:

1. What do these three women have in common?
2. Please offer examples to tell us the definition of justice.
3. Do you think it is important to accept and appreciate cultural diversity? Why or Why not?

附件 5

海報設計模板 (教師繪製)



**WORLD JUSTICE DAY**

Date: \_\_\_\_\_

Venue: \_\_\_\_\_

Activity 1

Activity 2

Activity 3

The poster features a central graphic of four hands in cyan, yellow, brown, and pink. The background includes a light orange banner at the top and three vertical activity boxes below. The entire design is enclosed in a dashed orange border.