

教育部國民及學前教育署 108 年度高級中等學校 人權教育資源研發教案示例

課程名稱	移工困境 Trapped Runaway Workers	設計者	領域：_____英文_____； _____蔡純瑋_____。
實施對象	高一校本課程學生（1 班、37 人）	總節數	<input type="checkbox"/> 1 節，共 50 分鐘； <input checked="" type="checkbox"/> 4 節，共 200 分鐘。
課程實施方式	<input type="checkbox"/> 人權融入式課程 <input type="checkbox"/> 必修 <input type="checkbox"/> 選修 <input type="checkbox"/> 人權主題式課程 <input type="checkbox"/> 彈性學習 <input type="checkbox"/> 多元選修 <input checked="" type="checkbox"/> 人權特色課程 <input checked="" type="checkbox"/> 校定課程		
教學設計動機與理念	<p>儘管在臺移工人數已超過 70 萬人，新住民所佔的人口比例亦超越原住民，臺灣社會對於東南亞朋友依然存在各種歧視，人們普遍對失聯移工有許多誤解，對於問題根源的仲介制度則是一知半解。在這樣的社會氛圍下，學生很容易在生活中無意透露出對東南亞移工的歧視而不自知，這種狀況不僅對家中有新移民家人的同學造成傷害，也無助於改善臺灣人與東南亞移工之間的相互理解。故此教案以能夠引起共鳴的「故事」為核心，希望同學能夠藉此深刻體會因為種族、語言、國籍而被歧視的心情，並且願意聆聽更多的移工故事，深化對移工處境的理解。</p>		
可以呼應的人權公約	<p>《保護所有移徙工人及其家庭成員權利國際公約》</p> <p>Article 10 No migrant worker or member of his or her family shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p> <p>Article 11.2 No migrant worker or member of his or her family shall be required to perform forced or compulsory labour.</p> <p>Article 16.2 Migrant workers and members of their families shall be entitled to effective protection by the State against violence, physical injury, threats and intimidation, whether by public officials or by private individuals, groups or institutions.</p>		
可對話科目	<input type="checkbox"/> 國文、 <input type="checkbox"/> 英文、 <input type="checkbox"/> 歷史、 <input type="checkbox"/> 地理、 <input checked="" type="checkbox"/> 公民、 <input type="checkbox"/> 其他：_____。 預設對話主題：_____勞動權益、在臺移工薪資計算方式與勞基法的比較_____。		
核心素養	總綱核心素養	<input type="checkbox"/> A1 身心素質與自我精進 <input type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> A3 規劃執行與創新應變 <input type="checkbox"/> B1 符號運用與溝通表達 <input type="checkbox"/> B2 科技資訊與媒體素養 <input type="checkbox"/> B3 藝術涵養與美感素養 <input type="checkbox"/> C1 道德實踐與公民意識 <input type="checkbox"/> C2 人際關係與團隊合作 <input checked="" type="checkbox"/> C3 多元文化與國際理解	

	領域核心素養	英 S-U-C1 具備運用英語文的積極態度，關心國際議題與自然生態；具人文關懷，主動參與社會活動。 英 S-U-C3 具備國際視野及地球村觀念，能從多元文化觀點了解、欣賞不同的文化習俗，並尊重生命與全球的永續發展。
人權議題適切融入學習重點	學習主題	<input checked="" type="checkbox"/> 人權與生活實踐； <input type="checkbox"/> 人權重要主題。
	議題實質內涵	U6：探討歧視少數民族、排除異類、汙名化等現象，理解其經常和政治經濟不平等、種族主義等互為因果，並提出相關的公民行動方案。
領域學習重點	學習表現	1-V-9 能聽懂英語影片的主要內容。 2-V-7 能參與簡易的英語短劇表演。 3-V-5 能看懂常見的句型。 4-V-1 能依提示書寫簡短的段落。
	學習內容	B-V-5 高中階段所學字詞及句型的生活溝通。 Ae-V-10 故事及短劇的內容與情節。 Ae-IV-6 簡易故事及短文的大意。
教學資源	教材來源	<ul style="list-style-type: none"> ☞ 【影片 1】越南人對台灣的真心話[我們也是外國人]Vietnamese In Taiwan https://www.youtube.com/watch?v=T8goZ-3c4tM ☞ 【影片 2】非要唸全名? 紐約台裔媽媽遭歧視 中視新聞 20160603 https://www.youtube.com/watch?v=-5Q9Gh3IYR4 (0:15~1:25) ☞ 【影片 3】在澳洲竟然被當地人毆打/漠視/歧視/欺負/經驗談 https://www.youtube.com/watch?v=cQ9mgZnsBZk ☞ 【影片 4】亞洲人在異國易遭歧視? 出發前必了解的 5 件事! https://www.youtube.com/watch?v=hCkp78k-MPw (4:00~4:25) ☞ 【影片 5】從印尼到台灣，移工們離家的理由 原鄉啟程 https://www.youtube.com/watch?v=xIp6KITWVa4 ☞ 【影片 6】I Have It Maid / 快跑三十六小時 https://www.youtube.com/watch?v=4fq5gkyVIFg ☞ 【影片 7】[公民行動影音] 燦爛時光會客室#28 移工快跑! 老外用鏡頭述「辛酸」 http://hre.pro.edu.tw/onLingsee/115 (2:10~3:00) (18:45~20:46)
	教學設備	電腦、投影設備
	其他資源	<ul style="list-style-type: none"> ☞ 外勞怎麼都在直播? — 在直播的世界裡，還有聲音 https://vision.udn.com/vision/story/120965/4370321 ☞ 電影 English Vinglish 片段 https://www.youtube.com/watch?v=Mr6E_9TQtQs ☞ 【隱形農工大軍】數位專題 https://vision.udn.com/vision/cate/120878

學習 評量	評量方式 與 評量表單	1. 課程中學習單 (附件 1、附件 3) 2. 課程後學習單 (附件 4) 3. 小組短劇呈現		
學習目標				
單元學習目標		人權教育學習目標		
1. 懂得使用指定的情緒形容詞造句。 2. 會用感官動詞與連接詞 when 造句。 3. 以英文完成小組短篇讀劇任務。		<input type="checkbox"/> 了解人權存在的事實、基本概念與價值。 <input type="checkbox"/> 發展對人權的價值信念。 <input checked="" type="checkbox"/> 增強對人權的感受與評價。 <input type="checkbox"/> 養成尊重人權的行為及參與實踐人權的行動。		
學習活動設計				
學習流程、內容及實施方式		時間	學習評量	備註
<p style="text-align: center;">【第一節課開始】</p> I. Warm up：簡介課堂流程，分組 II. Main Activity: You hurt my feelings 1. 播放【影片 1】，看完後學生做 popcorn share，全班依序輪流講一個影片中看到的關鍵字，不可重複，可以 pass。 2. 老師將 popcorn share 中與情緒相關的詞寫在黑板上，接著帶所有學生讀過附件 1 的「情緒形容詞」，與學生已知詞彙做連結，並解釋意思。 3. Pair work：同學用附件 1 上 Part I 的形容詞造句，造句主題為「日常生活事件帶給自己的感受」，每個人要至少用到 2 個單字，口頭分享。 4. 發下放大影印的附件 2 給每個組別，每組一張，各組剪下每個情緒卡牌。若有時間可請同學用相對應的色筆塗滿該張情緒卡牌，或以插圖具象化該字詞。 5. 時事心情 (1) 教師解釋附件 1 中 Part II 的「缺乏名詞」，把「缺乏」(lack of sth.)的概念與多元文化理解做連結，引導學生思考，在文化交流時，個人產生負面情緒的背後是因為缺乏了什麼。 (2) 教師以一則近日時事為例，解釋學習單 Part III 文法與造句。 (3) 教師請學生就同一時事，完成學習單 Part III 的第 2 小點，並請同學兩兩一組口頭		6 mins 10 mins 5 mins 3 mins 3 mins 17 mins	附件 1 學習單	時事心情投影範例 可參考附件 5

<p>分享。</p> <p>(4) 教師在投影片上呈現近日時事，可為圖片、短片、新聞標題，解釋過後，盡量與課程主題相關，每組討論該則新聞給他們的感受，高舉一張情緒卡牌。當每一組選擇的卡牌，都沒有重複的字，全班得 1 分。</p> <p>(5) 教師指定組別，學生以自己組別高舉的字與 Part III 關鍵句型造句，句子主題必須回應投影片上的新聞，使用的字詞包含「情緒形容詞」與「缺乏名詞」。若句子正確，全班得 2 分。</p> <p>(6) 若該組答不出來，可由其他組代答，若成功，全班得 1 分。若無人救援，該輪全班扣 1 分。</p> <p>(7) 學生在附件 1 學習單的 Part IV 完成針對此一時事的造句，務必遵守 Part III 的句型。</p> <p>(8) 以上四步驟為一輪，一輪結束後，教師可放下一張投影片繼續遊戲。</p>			
<p>III. Wrap up: 老師播放【影片 2】，請同學依照看完影片的心情，選一個最符合今日課程主題的情緒卡牌，貼在附件 1 學習單的背面，並在背面寫下造句。老師收回學習單，登記全班加分總數，作為課堂加分用。</p>	6 mins		
<p>【第一節課結束】</p>			
<p>【第二節課開始】</p>		<p>團體短劇呈現</p>	
<p>I. Warm up: 簡介課堂流程，分組</p>	6 mins		
<p>II. Main Activity: Discrimination hurts (角色扮演)</p>			
<p>1. 老師帶同學讀附件 3 的 Part 1 小短劇，確認同學知道意思與發音。</p>	8 mins		
<p>2. 各組同學決定角色後，在自己的台詞下面標示：</p>	8 mins		
<p>(1) 情緒形容詞：該形容詞為該角色在那句台詞會有的感受。</p>			
<p>(2) 缺乏名詞：推測角色會有這種情緒是因為缺少什麼。</p>			
<p>3. 小組演練短劇時間。</p>	8 mins		
<p>4. 老師徵求 2 組自願者呈現，加分。</p>	6 mins		

<p>5. 小組討論：討論附件 3 的 Part 2 問題 1~3，並在自己的學習單上作答。</p> <p>III. Wrap up: 老師徵求 4 位自願者分享答案，加分，收回學習單。</p>	<p>10 mins</p> <p>4 mins</p>		
<p>【第二節課結束】</p>			
<p>【第三節課開始】</p>		<p>附件 3 學習單</p>	
<p>I. Warm up: 簡介課堂流程，分組，發下批改後的附件 3 學習單。</p>	<p>6 mins</p>		
<p>II. Main Activity: I Have It Maid</p>			<p><i>I Have It Maid</i> 是一部很棒的紀錄片，可鼓勵學生回家看完。</p>
<p>1. 同學討論附件 3 學習單 Part 2 的第 4 題答案，教師點人回答。</p>	<p>8 mins</p>		
<p>2. 教師針對 Part 2 的第 4 題，回應台灣人在國外除了留學，也可能是打工。並播放【影片 3】與【影片 4】。</p>	<p>8 mins</p>		
<p>3. 教師解說學習單上的《保護所有移徙工人及其家庭成員權利國際公約》。</p>	<p>8 mins</p>		
<p>4. 播放【影片 5】。</p>	<p>3 mins</p>		
<p>5. 請學生在《保護所有移徙工人及其家庭成員權利國際公約》畫線，標記出他們認為在臺灣的移工可能會面臨到的問題。</p>	<p>3 mins</p>		
<p>6. 播放【影片 6】</p>	<p>10 mins</p>		
<p>III. Wrap up: 再次檢視《保護所有移徙工人及其家庭成員權利國際公約》，用不同顏色的筆，標記剛剛影片中，有碰觸到的部分。收回學習單。</p>	<p>4 mins</p>		
<p>【第三節課結束】</p>			
<p>【第四節課開始】</p>		<p>附件 3 學習單 附件 4 學習單</p>	
<p>I. Warm up: 簡介課堂流程，發下附件 3 學習單。</p>	<p>6 mins</p>		
<p>II. Main Activity: I Have It Maid</p>			
<p>1. 老師說明片名 I Have It Maid 和片語 I have it made 的雙關。</p>	<p>3 mins</p>		
<p>2. 播放【影片 7】，(2:10~3:00) (18:45~20:46) 揭露創作者介紹理念與拍攝困境。</p>	<p>3 mins</p>		
<p>3. 老師解釋附件 3 學習單 Part 3 的 Q1~2 與回答時須使用的句型。</p>	<p>6 mins</p>		
<p>4. 接續上一堂課停止的部分，播放【影片 6】。</p>	<p>20 mins</p>		<p>*附件 3 的 Q5 為公民行動方案的發想，教師說明作業時，可帶學生回顧第三節課的人權公約，引導學生如何基於移工人權被侵犯的地方去做行動方案的發想，若後續有時間，便可讓學生進行實作。</p>

<p>5. 學生完成附件 3 學習單 Q3~Q4。</p> <p>III. Wrap up: 教師結語，並交代作業： (1)附件 3 學習單 Q5 (2) 附件 4。</p> <p style="text-align: center;">【第四節課結束】</p>	<p>10 mins</p> <p>2 mins</p>	<p>**本教案實作對象有上過 summary writing 課程，若學生無此先備能力，可刪除附件 4 中的 Part II。</p>
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教學回饋

<p>教學省思</p>	<p>情意教學並不容易。若學生從日常生活或社會新聞中接收到許多具有歧視意味的說法，那麼他們很可能已經內化某些偏見而不自知。教師很難用幾堂課的時間改變這樣的心態，所以若是實施課程後仍不見學生改變想法，也是很合理的現象——我一開始會因此感到沮喪，但後來發現必須提醒自己，很多觀念的改變不是一朝一夕，重點是不停提供機會讓學生聽到不同的故事，才有機會打破刻板印象。</p> <p>本課程設計以影片賞析與角色扮演作為情意教學的途徑，希望以「故事」為核心，為學生提供看見「人」的困境的機會——無論是台灣社會中的移工，或是在國外工作的台灣人。此外，感謝呂明蓁老師與共備夥伴們在教案發展過程中提供多元文化教育的關鍵字與觀點，深化課程的理論基礎。</p> <p>以影音資源為教學材料是一個很棒的點子，雖然尋找適合影片很花時間，但在課堂上嘗試時，發現學生容易透過影片同理片中角色的心境，隨後根據影片做討論的參與度也比較高，除了跟戲劇的移情作用有關外，大概也跟影像引人入勝的敘事語言有關。對於影像世代而言，以影片的敘事作為入門與引導，也許會比文字敘事容易許多。</p>
<p>教學提醒</p>	<p>根據本次教學經驗，「活動先於論述」會比「論述先於活動」容易吸引學生注意力，在情意教學上也許比較容易成功。另外，若有後續的課堂時間，建議可與學區附近的大學合作，詢問國際事務處是否有國際學生願意到課堂上做世界咖啡館，進行文化交流活動，讓學生有機會面對面接觸外國人，破除某些刻板印象。另外，附件三學習單的 Q5，可作為公民行動方案的起頭，若有多餘的時間，可對照第三堂課內容與《保護所有移徙工人及其家庭成員權利國際公約》的條文，讓孩子從移工被侵犯的人權出發，訂定相對應的行動方案，改變現況。</p>

Class: _____ No.: _____ Name: _____

You Hurt My Feelings!

I. Negative Emotions

angry	furious	outraged	infuriated	irritated	annoyed
sad	upset	depressed	heartbroken	sorrow (n.)	agonized
frustrated	discouraged	defeated	helpless	powerless	desperate
anxious	troubled	terrified	miserable	sorry	

II. Concepts Related to Multiculturalism

- | | | |
|------------------|----------------|------------------|
| 1. understanding | 6. freedom | 11. respect |
| 2. communication | 7. power | 12. appreciation |
| 3. connection | 8. empathy | 13. solidarity |
| 4. support | 9. tolerance | |
| 5. recognition | 10. acceptance | |

III. Key Sentence Patterns

1. I feel _____ when I see/watch/hear/notice S + V/Ving

→ I feel outraged when I see the editorial cartoon / caricature in which the policeman kneels on George Floyd’s neck.
I feel so because I believe there is lack of respect.

*重點 1：when 作為連接詞的用法

*重點 2：感官動詞的用法

2. Your turn: I feel _____ when I see the editorial cartoon in which _____.
I feel so because I believe there is lack of _____.

IV. Your sentences in response to the news

1.
2.
3.

annoyed	agonized	desperate	
irritated	sorrow (n.)	powerless	sorry
infuriated	heartbroken	helpless	miserable
outraged	depressed	defeated	terrified
furious	upset	discouraged	troubled
angry	sad	frustrated	anxious

Discrimination Hurts

Part 1: Role-Play (Script created by Ann Tsai, based on true stories)

CHARACTERS

Lingsee (Asian American)*

Jason (American)

A-Wei (Taiwanese)

May (American)

(On a street. Somewhere in Europe or U.S. or Australia.)

Lingsee: I really think you should talk to your boss. She asked too much from you.

A-Wei: I know! But every time when I plucked up courage to...

Jason: *(Follows Lingsee and A-Wei)* Coronavirus.

May: Hahahahahaha!

A-Wei: *(Pauses for a bit, thought Jason and May were just chatting with each other) ... to reveal how painful I was due to the demanding work she assigned...*

Jason: *(Walks next to A-Wei and Lingsee, and shout directly in their faces.)* Hey! I said coronavirus.

May: Kung flu!

A-Wei: Excuse me, what did you say?

Jason: I say you are coronavirus. You brought the virus to our country, and now, you should go back to Asia.

A-Wei: What?! Excuse us?

Jason: I said, you guys are CORONAVIRUS. Illegal workers like you should have been deported!

Lingsee: Hey, show some respect man! This is racism.

May: Oh yeah, so what? Asians suck. Asians always come and take away our jobs. Now, you guys even bring diseases! Go back to your countries!

A-Wei: Shut up! *(Moves toward May and Jason.)*

Jason: Hey hey hey, stay where you are! We don't wanna contract your Kung Flu.

Lingsee: What?!

May: If you don't wanna go back to Asia, at least don't talk to people. Talk to the dogs! We got a lot of stray dogs up on the streets, so why don't you migrant workers make friends with them? Stop spreading the virus!**

A-Wei: This is outrageous! I'm gonna call the police and you'll see how ridiculous you are!

Jason: What?! Call the police? Are you sure? The police can't even understand you accent! Hahaha!

May: Plus! You Asians are all illegal immigrants, you understand? No one cares about illegal migrant workers! You wanna call the police? Go ahead!

*灰色字體不需呈現在學生的學習單上

**May 的這段歧視性語言是我曾經聽該班學生用來形容移工的，因此我特意將這樣的語言放進來，並在課後揭露此一事實。

Part 2: Group Discussion

Q1: If you were Lingsee or A-Wei, how would you feel after the conversation?

Q2: Why did Jason and May say mean words that might hurt others' feelings?

Q3: If you were Lingsee or A-Wei, what would you do after the talk?

Q4: What country are Lingsee and A-Wei in? What do they do in a foreign country?

《保護所有移徙工人及其家庭成員權利國際公約》

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

Adopted by General Assembly resolution 45/158 of 18 December 1990

Article 10

No migrant worker or member of his or her family shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 11.2

No migrant worker or member of his or her family shall be required to perform forced or compulsory labour.

Article 16.2

Migrant workers and members of their families shall be entitled to effective protection by the State against violence, physical injury, threats and intimidation, whether by public officials or by private individuals, groups or institutions.

Part 3: Self-Reflection after Video Watching

🔗 I Have It Maid / 快跑三十六小時 <https://www.youtube.com/watch?v=4fq5gkyVIFg>

🔗 Answer the following questions based on the video.

1. What is the most impressive fact you learned from the video?
(What impressed me the most was the fact that...)

2. What is the reason why a legal worker became a runaway/missing/illegal worker (失聯移工)?
(When a legal worker became a runaway worker, he/she might...)

3. Please note down the adjectives for emotions to reveal how you felt after watching the documentary. Write complete sentences to elaborate why you had those feelings.

Adjectives for emotions:

I felt _____ when I _____.

I felt _____ when I _____.

4. If you could say something to any worker in the video, who would you talk to? What would you say to the worker?

I would talk to _____. I want to tell _____ that _____

5. 「臺灣最美麗的風景是人。」——This statement is frequently quoted in all kinds of news reports and speeches. For those abused migrant workers, especially those who were forced to run away, this statement may sound ironic. What can be done if we want migrant workers to live a life of dignity?
(I believe I could...)

I. Read the News

<https://www.taipeitimes.com/News/taiwan/archives/2020/05/22/2003736846>

Home / Taiwan News

Fri, May 22, 2020 page2

Virus Outbreak: Grand Mosque confirms no Eid al-Fitr celebrations

By Shen Pei-yao and Jake Chung / Staff reporter, with staff writer



The Taipei Grand Mosque yesterday said its earlier decision to cancel Eid al-Fitr celebrations on Sunday to mark the end of the Muslim holy month of Ramadan would stand, even though there have been no new domestic cases of COVID-19 in more than a month.

It will be the first time in 60 years that the event has not be held at the mosque.

The Ministry of Labor had asked all mosques to suspend Eid al-Fitr celebrations and prayers this year, due to COVID-19 concerns, and encouraged Muslims to pray at home.

This year Ramadan began on April 23 and is to end tomorrow. Eid al-Fitr is usually celebrated for three days and the Taipei Grand Mosque has long been the go-to location for Muslims in Taiwan.

It usually sees between 700 and 800 people praying during Eid al-Fitr, mosque director-general Wang Meng-lung (王夢龍) said.

However, the mosque would not be able to maintain the requisite social distancing indoors with that number of people, so the decision was made to cancel the celebrations, Wang said.

Praying at a mosque on Eid al-Fitr is believed to gain the follower the blessing of Allah, while providing the chance to talk to and eat with friends, Wang said.

Migrant workers often use the Taipei Railway Station as a gathering place on weekends, and Eid al-Fitr get-togethers there have been common in the past, but the Taiwan Railways Administration has banned mass gatherings in the main hall until the end of July.

Chou Hui-yee (周慧儀), a spokesperson for One-Forty, a nonprofit organization that helps Southeast Asian migrant workers, told the Central News Agency that most of the workers it contacted earlier this month said they knew that mass gatherings were prohibited due to COVID-19 and that they planned to pray at home or talk to their families by telephone or video conferencing.

Some said they would try to meet with friends, but would avoid crowds, Chou said.

The ministry said it was working with the Indonesian Economic and Trade Office in Taipei to inform migrant workers about disease prevention regulations and encourage them to observe social distancing.

The ministry on Tuesday urged migrant workers to visit locations that observe COVID-19 prevention measures and it wished Muslim workers a safe and happy Eid al-Fitr.

Additional reporting by CNA

II. Summarize the News

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III. Vocabulary to Learn (單字/詞性/中文意思)

IV. Read More (中英文皆可)

1. 閱讀一篇「贊成」讓穆斯林在臺鐵車站大廳聚集的社論

(1) 標題、報社、記者： _____

(2) 論點：

2. 閱讀一篇「反對」讓穆斯林在臺鐵車站大廳聚集的社論

(1) 標題、報社、記者： _____

(2) 論點：

3. 你的想法是：



<https://www.toonsmag.com/i-cant-breathe-george-floyd/>



https://www.greenvillesun.com/opinion/cartoons/george-floyd-also-cant-breathe/article_5d89ada1-f77d-511e-ab28-45a44786e8a8.html

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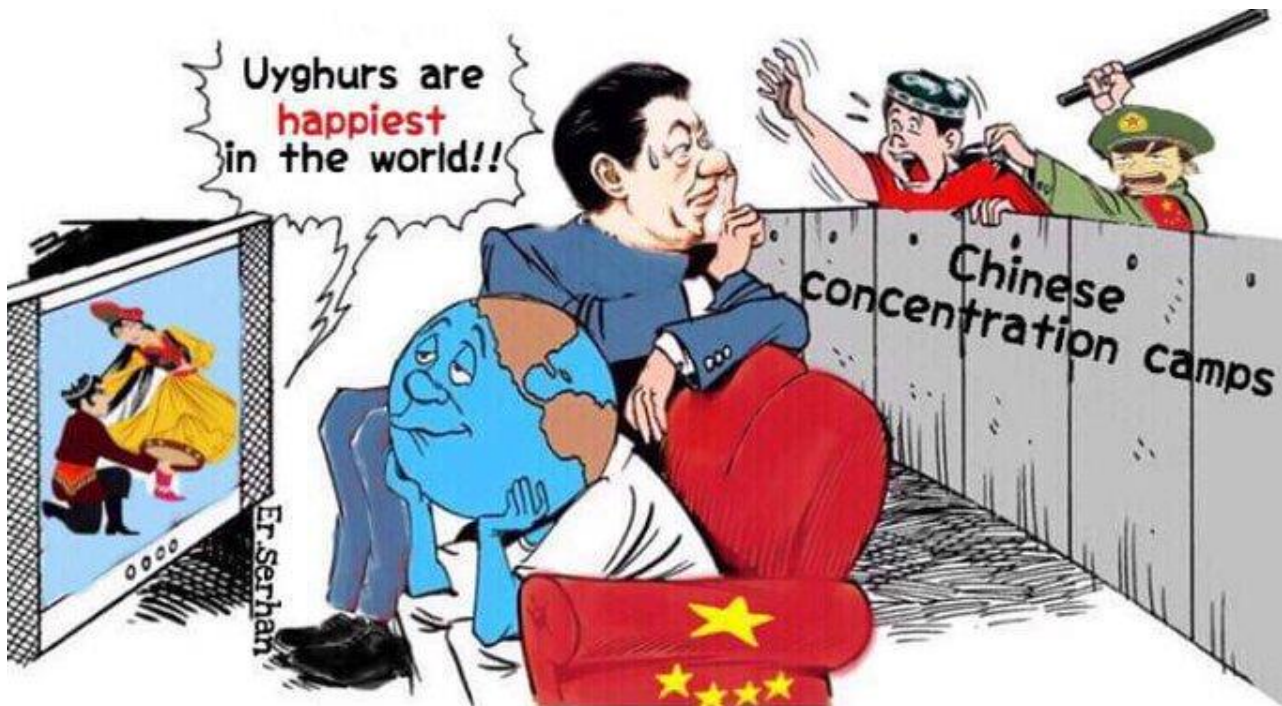
<https://www.srnnews.com/cartoon/gary-varvel-for-may-29-2020/>



<https://www.salina.com/opinion/20180808/granlund-cartoon-incendiary-remarks>



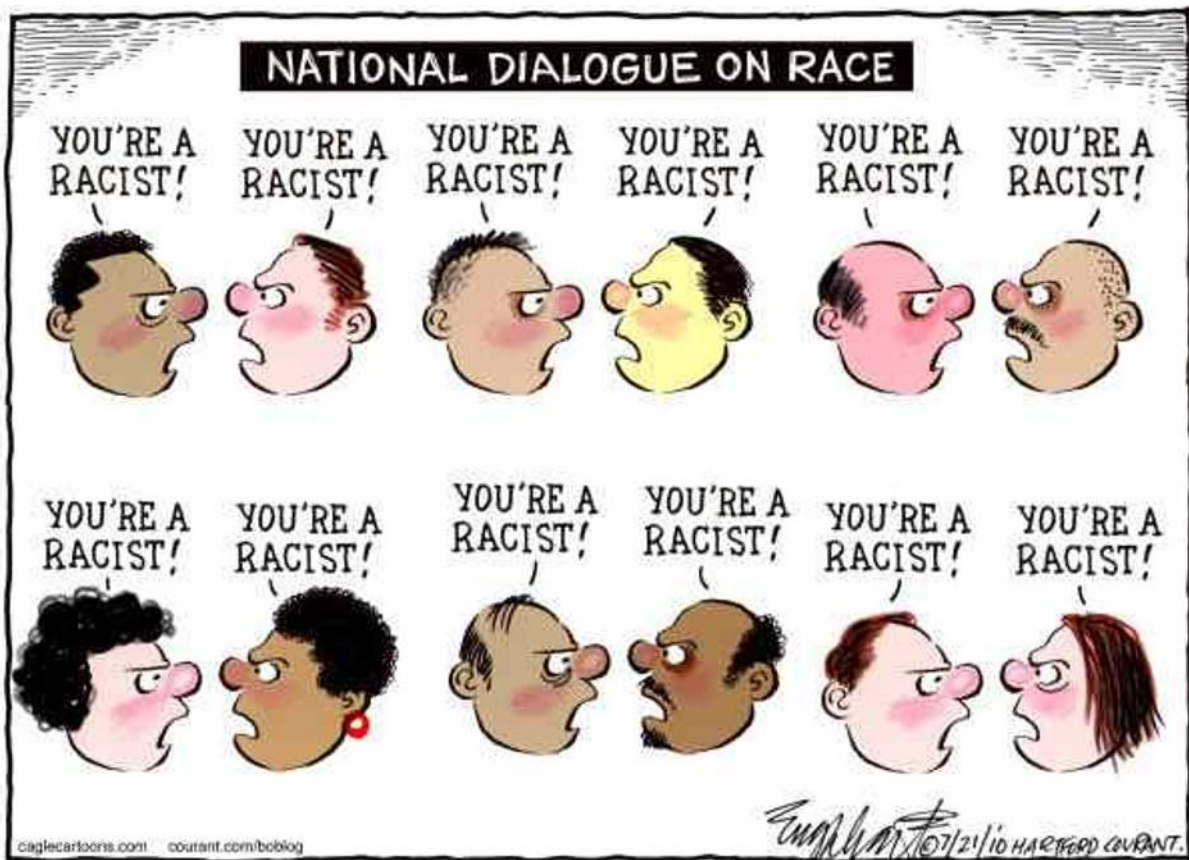
<https://twitter.com/radiofreeasia/status/1029783624818810881>



<http://tarauacanoticias.blogspot.com/2020/06/charges-e-memes-criticando-china.html>



<https://situasineews.com/media-dan-pengguna-medsos-indonesia-jadi-pembela-uihur-nomor-1/>



<http://archive.tcpalm.com/opinion/columnists/bill-maxwell-trayvon-martin-case-makes-us-think-talk-about-race-again-fact-is-racism-is-harsh-ep-382-343300762.html>

IV. Your sentences in response to the caricatures

	Topic	Your sentence
1		I feel powerless when I see the editorial cartoon in which Lady Justice claims that she can't see. I feel so because I believe there is lack of empathy.
2		I feel terrified when I see the caricature in which Trump tries to involve in Floyd's controversy with incendiary remarks. I feel so because I believe there is lack of understanding.
3		I feel outraged when I see the caricature in which the Chinese government oppresses Uyghurs. I feel so because I believe there is lack of freedom.

Good! ♥ A+

IV. Your sentences in response to the caricatures

	Topic	Your sentence
1		I feel powerless when I see the caricature in which Lady Justice claims that she can't see. I feel so because I believe there is lack of respect.
2		I feel troubled when I see the caricature in which Trump tries to involve in Floyd's controversy with incendiary remarks. I feel so because I believe there is lack of respect.
3		I feel upset when I see the caricature in which the Chinese government oppresses Uyghurs. I feel so because I believe there is lack of freedom.

Respect really matters! Good! ♥ A+

IV. Your sentences in response to the caricatures

the Chinese government

	Topic	Your sentence
1		I feel heartbroken when I see the character. I feel so because I believe there is lack of respect and empathy.
2		I feel agonized when I see the Lady Justice claims that she can't see. I feel so because I believe there is lack of recognition.
3		I feel frustrated when I see the character in which Trump tries to involve in Floyd's controversy with incendiary remarks. I feel so because I believe there is lack of empathy.
		I feel sad when I see the character in which? I feel so because I believe there is lack of acceptance.

A+

Activity 2: Group Discussion

Q1: If you were Lingsee or A-Wei, how would you feel after the conversation?

I would feel discriminated. They should not be so mean. ✓

Q2: Why did Jason and May say mean words that might ^{hurt} hurt others' feelings?

They said that words because of racism and coronavirus which is believed to originate in China. ✓

Q3: If you were Lingsee or A-Wei, what would you do after the talk?

I would tell them "We're not illegal immigrants, everyone may become the source of virus, not only Asians." Nice try! ✓

Activity 2: Group Discussion

Q1: If you were Lingsee or A-Wei, how would you feel after the conversation?

I would feel upset and down because of the Americans' ignorance and lack of understanding. ✓

Q2: Why did Jason and May say mean words that might ^{hurt} hurt others' feelings?

Starting from China, the virus spreaded all across the world, causing great inconvenience abroad. As a result, people tend to bully people with yellow skin. ✓

Q3: If you were Lingsee or A-Wei, what would you do after the talk?

I would inform more trustable social media platforms about the discrimination situation, hoping to change people's ideas. ✓

Good idea!
How to write the informative could be the

1. What is the most impressive fact you learned from the video?

(What impressed me the most was the fact that...)

What impressed me the most was the fact that the workers had been treated rudely by their employers. ✓

2. What is the reason why a legal worker became a runaway/missing/illegal worker (失聯移工)?

(When a legal worker became a runaway worker, he/she might...)

When a legal worker became a runaway worker, they might be treated unfairly. ✓

3. 「臺灣最美麗的風景是人。」——This statement is frequently quoted in all kinds of news reports and speeches. For those abused migrant workers, especially those who were forced to run away, this statement may sound ironic. What can be done if we want migrant workers to live a life of dignity? (I believe I could...)

I believe I could respect them, don't discriminate them, and tell the others our opinion, show our kindness to them. ✓

Don't say any discriminatory words in our daily life. ✓

Good point! 😊

1. What is the most impressive fact you learned from the video?

(What impressed me the most was the fact that...)

What impressed me the most was the fact that they are treated unequally, such as working hours or basic physiological needs.

2. What is the reason why a legal worker became a runaway/missing/illegal worker (失聯移工)?

(When a legal worker became a runaway worker, he/she might...)

The reason ^{why} legal workers became ^{how} runaway workers is that they ^{they are} can't bear what they were treated, not ^{引用} ~~as~~ a human being.

3. 「臺灣最美麗的風景是人。」——This statement is frequently quoted in all kinds of news reports and speeches. For those abused migrant workers, especially those who were forced to run away, this statement may sound ironic. What can be done if we want migrant workers to live a life of dignity? (I believe I could...)

When you see the migrant workers walking on the street, eating in a restaurant, or working in some place, we can't discriminate ^{the fact that} them just due to the different race, citizens, or they are from South East Asia. Therefore, we are supposed to show our respect to migrant workers, and try to give ^{them} a more dignity life. for them.
Good point! ♥ A++

Activity 3: Self-Reflection after Video Watching

☞ I Have it Maid / 快跑三十六小時 <https://www.youtube.com/watch?v=4fq5gkyVIFg>

☞ Answer the following questions based on the video.

1. What is the most impressive fact you learned from the video?

(What impressed me the most was the fact that...)

What impressed me the most was the fact that some female foreign caregivers had experienced sexual harassment ^{from the employers} while working at their houses.

2. What is the reason why a legal worker became a runaway/missing/illegal worker (失聯移工)?

(When a legal worker became a runaway worker, he/she might...)

When a legal worker became a runaway worker, he/she might be maltreated by his/her employ.

3. 「臺灣最美麗的風景是人。」——This statement is frequently quoted in all kinds of news reports and speeches. For those abused migrant workers, especially those who were forced to run away, this statement may sound ironic. What can be done if we want migrant workers to live a life of dignity? (I believe I could...)
_{頻繁地 引用的 移民的 尊嚴}

I believe I could remove the discrimination against the migrant workers in my friends' or family's mind by telling them the correct notions. Good! ♥

Take action and make this happen! 😊

A++

Summary

The Taipei government had decided to call off the Eid al-Fitr this year ^{because} Wuhan Coronavirus. And the Ministry of Labor were ~~forbade~~ forbidden the gathering and suggested Muslim ^(should) to stay at home to ~~do~~ ^{celebrate} the ~~accitve~~ festival.

<too colloquial>

! X because

Vocabulary (英文/詞性/中文意思)

Mosque 清真寺 n.	Confirm 證實 v.	Eid al-Fitr 開齋節 n.	Ramadan 齋月 n.	Ministry 部門 n.
suspend 暫停 v.	director-general 總幹事 n.	requisite 必要條件 n.	Allah 阿拉 n.	Administration 管理 n.
prohibited 禁止 v.	Conferencing 會議 n.	regulation 規範.	Observe 注意 v. 朝拜	↑ 尊字

Good!

↑ 這字的意思

Read more (中英文皆可)

閱讀一篇「贊成」讓穆斯林在臺鐵大廳聚集的社論：

新聞標題、報社、記者：外勞不在這聚會 該在哪？

論點：

- 尊重多元文化, 展現文化包容力.
- 外勞幫助台灣做了很多大家不願
- 比起台灣旅客, 他們甚至更守規矩、做的,
- 政府雖有設有外勞文化中心, 但交通不便

閱讀一篇「反對」讓穆斯林在台鐵大廳聚集的社論：

新聞標題、報社、記者：北車大廳擬永久席地而坐。

論點：

- 不論是誰, 都不應占據公共空間. 阻礙大廳動線.
- 看起來雜亂, 有礙觀瞻.
- 治安漏洞.

你的想法是：

有礙觀瞻, 阻礙動線... 等等都是事實, 但不是勞工們的錯, 應該是政府要負起責任, 安頓勞工們, 讓每個人都能在台灣享受公平, 方便的生活.

Good reflection! ♥ A+

Summary

COVID-19 Ministry

As a result of the outbreak, the Ministry of labor has called for the cancellation of all major Islamic activities and wanted Muslim to pray at home. Celebrations have been held at mosques in the past, but the social distancing of the interior cannot be maintained ^{used to be held at indoors.} Non-profit organizations that help migrant workers. In Southeast Asia are working with the Indonesian Economic and Trade office in Taipei to introduce migrant workers to disease prevention regulations and to encourage them to social segregation. ? ?

Vocabulary (英文/詞性/中文意思)

suspend. 禁止	v.			
requisite 必要條件	n.			
mass 大量的	n.			
contact. 聯絡	v.			

Read more (中英文皆可)

字子美♡

閱讀一篇「贊成」讓穆斯林在臺鐵大廳聚集的社論：

新聞標題、報社、記者：聯合報社論：臺鐵禁穆工，不如用大廳站水清鬼牙。

論點：

1. 不設桌椅雖有效驅逐遊民，卻迫使所有旅客只能席地而坐。
2. 許多民眾與穆工有第一類接觸，對於他們的生活、文化與信仰有更多的同理心。對於穆工利用假日在火車聚會，許多民眾認為他們尋求親情感藉及生活排遣。

閱讀一篇「反對」讓穆斯林在台鐵大廳聚集的社論：

新聞標題、報社、記者：buzzorange 每年開齋節都塞爆北車，利文否這解法

論點：證據不足 evidence 記得要帶著 evidence (e.g.)

1. 穆斯林天生就是排他性強烈的群體 (歐洲)。
2. 穆斯林帶有負面觀感 (ISIS) → 但 ISIS ≠ Muslim, 要小心言喻也
3. 穆斯林自身封閉文化和社群也讓他們難以融入主流文化。

你的想法是：

我覺得應該適當的規畫一個假日聚會的空間，各局處可以為他們舉辦活動，讓這些異鄉人感受到家鄉的溫暖，也可以幫助他們更多認識台灣社會的文化，我們應該給他們一個充滿人情味的空間，促進文化交流。

Good summary and comment. A+

Good suggestion. 其實我也蠻想認識他們的

Summary

The activity of Eid-al-Fitr which ^{used to be} was held in the Taipei Grand Mosque was forbidden by the Taiwan government because of COVID-19. The government suggested that Muslim. ~~interactive with~~ ^{by} the social media, ~~or you have to~~ ^{and they should} keep the social distancing.

Vocabulary (英文/詞性/中文意思)

domestic ^(adj) 國內	inform ^(v) 通知	distan cing ⁽ⁿ⁾ 疏遠	
director-general ⁽ⁿ⁾ 總幹事	migrant ⁽ⁿ⁾ 移民		
gathering ⁽ⁿ⁾ 聚集	observe ^(v) 觀察	遵守 (在評論的意思)	
conferencing ⁽ⁿ⁾ 會議	ministry ⁽ⁿ⁾ 部		

Read more (中英文皆可)

閱讀一篇「贊成」讓穆斯林在臺鐵大廳聚集的社論：

新聞標題、報社、記者：網友號召「坐爆」台北車站大廳，台鐵究竟哪裡惹民怨？

論點：
from: 新聞實驗室
reporter: 陳佳君

現今民主化的台灣，不該限制每個人的自由，只因主觀「窺見」的考量就禁止移工們在北車聚會，又因為北車本來就沒有足夠椅子，那如果需要的人不就只能坐地上了嗎？這只是對無家可歸的人，移工，弱勢團體更多的驅離和歧視。

閱讀一篇「反對」讓穆斯林在台鐵大廳聚集的社論：

新聞標題、報社、記者：檢座貼臉者，不是歧視 擔心影響進出

論點：
聯合報
記者：鄭惠仁

車站擠滿外勞，連轉身都有困難，而且台北車站是交通轉運處，不是讓群眾聚集和休息的地方，外勞擠在車站，一坐就是好幾小時，有礙店家生意和他人行走，而且也擔心外勞間可能有衝突。

你的想法是：

我認為外勞們聚集車站並沒有錯，就像如果有一群臺灣人聚在台北車站，會有人檢舉嗎？除非他們很吵，擾亂秩序，才需要處理，驅趕，車站是個公共空間，我認為在不防礙他人自由和秩序的前提下，大家都有集會的權利。

Good summary and comments! ♥

A+

Summary

The Taipei Grand Mosque banned Muslim celebrate their festival in public.
 This is just what revealed by the title.
 What about the argument & info. in the text?

Vocabulary (英文/詞性/中文意思)

domestic adj) 國內	suspend v) 暫停	Administration 管理(n)	nonprofit (n) 非營利組織	migrant (n) 移民
prohibit v) 禁止	conference (n) 會議			
			Could've listed more.	
				☺

Read more (中英文皆可)

閱讀一篇「贊成」讓穆斯林在臺鐵大廳聚集的社論：

新聞標題、報社、記者：揪出心！善待移工 台北車站設穆斯林祈禱室、自由時報、

論點：

幫助穆斯林有專屬於他們的祈禱室，and _____?

閱讀一篇「反對」讓穆斯林在台鐵大廳聚集的社論：

新聞標題、報社、記者：車站審文迴顧？台鐵拉鐵擋外勞、

論點：

台鐵無論怎麼做，既要管理車站整潔，又要尊重多元文化，
 十分兩難

你的想法是：

我沒有去過那裡，所以我不確定實際情形是如
 不管我比較偏向贊成那方，畢竟只要他們不要煩我
 我卻沒差

保持客觀性，不輕易下結論，等待機會
 理解再決定是好的！
 Good for you! ☺
 ✪