

國家教育研究院
111年度愛學網系列徵集活動---教師創意教案
教案設計表單



【單一領域】作品名稱：

教案設計者	蔡欣蓉、陳明玉
單元名稱	We Can Help-2021寫信馬拉松專題學習
教學設計理念	<div style="text-align: center;"> <pre> graph TD Title[We Can Help-2021寫信馬拉松專題學習] --> Stage1[第一堂 Understanding] Title --> Stage2[第二堂 Clarification] Title --> Stage3[第三堂 Action] Stage1 --> Goal1[活化先備知識 奠定背景知識] Stage1 --> Act1[1. 看影片說說看 2. 讀文章想一想] Stage2 --> Goal2[核心概念澄清 個案研讀理解] Stage2 --> Act2[1. 人權是非題 2. ORID看個案] Stage3 --> Goal3[學習情境遷移 實際採取行動] Stage3 --> Act3[1. 提筆寫信聲援 2. 反思與回饋] </pre> </div> <p>延伸 同德國中閱讀教育-為他/她寫信 明信片展</p> <p>108課綱著重「核心素養」，亦即學生面對現在與未來的生活所應該具備知識、能力和態度，而108課綱理念在乎「自動好」--自發、互動、共好；因此整份教案的設計以扣合108課綱的核心素養，實踐108課綱的理念，讓學習不再是被動的接收，而是轉化為主動的出擊，期望透過真實情境的安排，激發知識力，內化人權力，轉化行動力，讓學生對人權更「有感」，是為本教學設計的核心。</p> <p>本教案以三堂課循序漸進的方式帶領學生參與寫信馬拉松活動，其進程是從理解(知識力)、澄清(人權力)到實踐(行動力)為螺旋狀課程設計，而以英語聽說讀寫的知能為縱軸，貫穿整個公民行動的規畫。更明確來說，先透過先備知識的連結，以文章及影片讓學生確認人權的核心價值，視覺化與聽覺化的應用，期許讓不同學習模式的學生，都能接收到人權議題的概念。</p> <p>接著，以 Google 表單讓學生自行選擇想深入探究的人權個案，觸發有感，產生同理，應用 ORID 焦點討論法，整理個案資訊後，書寫明信片，來傳遞想法聲援個案，最後，參與本校閱讀教育團隊策劃的「為他/她寫信明信片展」，讓學生知道團結齊力，We Can Help。而整個專案活動結束之後，一同帶領學生至郵局，將明信片寄出，真正落實共好的態度。</p> <p>整份教案期望學生能將活動中所觸發的核心素養〈尊重、同理、關懷、行動等〉，在生活中具體實踐，以形塑現代公民的品格，達到人權教育的目的。</p>
領域/科目	英語
實施年級	八年級英語資優資源班
總節數	3
設計依據	
學習內容	A. 語言知識 Ae- IV -8簡易故事及短文的大意。

	<p>B. 溝通功能 *◎B-IV-8 引導式討論。</p> <p>D. 思考能力 D-IV-1 依綜合資訊作合理猜測。 D-IV-3 訊息因果關係的釐清。</p>
學習表現	<p>1-IV-8 能聽懂簡易影片的主要內容。 *2-IV-12 能以簡易的英語參與引導式討論。</p> <p>3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意和預測後續文意及情節發展等。</p> <p>3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。</p> <p>6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。</p> <p>*6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。</p>
核心素養	<p>■英 JA1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p>■英 JB1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>■英 JB2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。</p> <p>■英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。</p>
議題	<p>1. 人權教育: 探討違反人權事件對個人、社區及社會的影響，並提出改善策略及行動方案。</p> <p>2. 國際教育: 認識世界基本人權並體會國際弱勢者的現象與處境。</p> <p>3. 科技教育: 適時使用科技載具與應用程式，提供孩子不同形式之學習媒材。</p>
教材來源	<p>1. 2021寫信馬拉松教師手冊、2. 教師自編學習單、 3. 教師自製簡報、 4. 愛學網「正義之聲，公民不服從」影片 https://stv.naer.edu.tw/watch/262811。 5. YouTube 影片「Human Rights Explained in A Beautiful Two Minute Animation」 https://www.youtube.com/watch?v=pRGhrYmUjU4&ab_channel=EachOtherUK</p>
教學設備/資源	電腦、單槍、平板、明信片、彩色筆。
學習目標	<p>第一堂課</p> <p>1. 學生能了解公民權利與責任。 2. 學生能養成符合現代公民素養之權利觀念與責任感。 3. 學生能理解英文文本的重點及架構。 4. 學生能用英文表達自己的想法、進行溝通。</p>

	第二堂課 1. 學生能澄清人權概念及珍視自身的角色與權利。 2. 學生能與國際人權議題接軌，在能力範圍內，擔負世界公民的責任。 3. 學生能應用 ORID 焦點討論法統整分析英語資訊。 4. 學生在正式寫作前能構思架構，擬定草稿。 5. 學生能應用科技載具，深化個案背景。 6. 學生能理解個案背景，進而整理寫作脈絡。 第三堂課 1. 學生能欣賞他人作品並給予正向建設性的回饋。 2. 學生能用正確的體例格式，書寫英文明信片。 3. 學生能養成尊重人權的行為及參與實踐人權的行動。 4. 學生能覺察自身的情緒感受、能反思自己的學習歷程。
授權方式	教案內容為自有版權，課程用途為創用 CC，其餘皆已註明出處。

教學活動設計

教學活動方式及實施方式	時間	學習評量
第一堂課-Understanding		
1. Warm up (1) 問候。 (2) 講解今日學習流程與任務。 (3) 引起動機: 看影片說說看 ① 請學生討論公民的意涵以及責任。 ② 播放愛學網-「正義之聲，公民不服從」影片之片段一 (1'28-6'22)。  ③ 請學生思考我們可以做甚麼？我們有影響力嗎？ ④ 播放愛學網-「正義之聲，公民不服從」影片之片段二 (18'45~20'00)。 	1' 1' 13'	★明確告知學生此堂課學習目標以建立學生安全感。 ★教師借此可大致了解學生對人權/公民權利的先備知識。 ★由影片讓學生理解身為公民，如果要受益於社會對自己權利的保護，就必須為全球公民的和平與永續發展擔起責任。 <div style="border: 2px dashed red; padding: 5px; text-align: center;"> 評量 課室表現 學習單書寫 </div>
2. Presentation (1) 讀文章想一想 請學生完成學習單 Step 1: Understanding ① 閱讀完文章後，書寫 Step 1的三個欄位。	10'	

According to the article, try to get the answers to the following questions


What I have known	Human Rights are	Human Rights include

- $$\begin{array}{c} 5' \\ 10' \end{array}$$

THE FACTS



AMNESTY
INTERNATIONAL



國際特赦組織

When & Who

Amnesty International's "Write for Rights" campaign takes place annually around **10 December**, which is **Human Rights Day**.

What & How & Why

Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

Definition 定義

A right is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.

Human rights, however, are super claims with a difference. They are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.

$$\begin{array}{c} 3' \\ 2' \end{array}$$

- (1) 總結今日課程。
- (2) 預告明日課程。

1. Warm up

- $$\begin{array}{c} 1' \\ 2' \\ 1' \end{array}$$

15'

- (1) 人權是非題
- ① 播放影片 Human Rights Explained in A Beautiful Two Minute Animation。
 - ② 學生完成學習單 Step 2: Clarification 8題是非題。
 - ③ 核對答案。

★透過影片及是非敘述填答，學生可以再次思考、再次釐清觀念。

評量
課室表現
學習單書寫

Clarification

- T Human rights are values that keep society fair, just, and equal.
- T Human rights protect everyone, including people in jail.
- T Human rights are protected by law.
- T There are people who want to water human rights down.
- T People need to be 獨裁者 on human 拆除.
- T In the 20th c. 民主國家 rs appeared to tea 使...重視 an rights.
- T After WWII democracies created a document to dignity people's life.
- T Right to life, to liberty and to free speech are some of the human rights.

(2) ORID 看個案

- 教師快速複習 ORID 焦點討論法，學生完成學習單 Step 3-A 部分。

A The way to write a letter to support the case. -- **ORID**

	Objective 【事實】	What happened to him? her? What is the problem?
	Reflective 【感受】	What do you think about this incident? What makes you sad/ shocked / upset?
	Interpretive 【詮釋】	What makes you feel that way? What is wrong?
	Decisional 【行動】	What do you want to say to the authority?

- 教師範文舉例分析，學生完成學習單 Step 3-B 部分。

B Take this letter for example. Try to figure out ORID technique here.

<p>Your Excellency</p> <p>I urge you to immediately and unconditionally release Paing Phyto Min, a 22-year-old poet and student leader serving six years in prison solely for exercising his right to freedom of expression.</p> <p>In April and May 2019, Paing Phyto Min and other members of the Peacock Generation, a satirical poetry troupe, performed Thangyat critical of the military. The military took offence at their performances and brought charges against them.</p> <p>Paing Phyto Min should not be in prison simply for criticising the military. Everyone must be free to express their views in Myanmar, even if these are critical of the authorities.</p> <p>I urge you to release Paing Phyto Min immediately and unconditionally, and your government to repeal or amend all repressive laws that violate the right to freedom of expression.</p> <p>Yours sincerely</p>	<p>(D)</p> <p>(O)</p> <p>事實</p> <p>(I)</p> <p>詮釋</p> <p>(D)</p> <p>行動</p>
--	---

- 學生可參考2021年個案手冊並掃描 OR Code 進到教師設計之 Google 表單，選擇自己想聲援的個案，深入研讀其資料並應用 ORID 的邏輯流程進行明信片草稿書寫(學習單 Step 3-C 部分)。



3. Wrap-up

- 總結今日課程。
- 指派作業--請學生完成草稿書寫。
- 預告明日課程。

★ORID 是持續連貫的思考過程，透過四個層面的思考，幫助學生一步步地將個案背景及訴求，系統化地表達出來。

5'

★學生自行選擇有興趣的個案聲援:以學生為主體，盡量賦予學生選擇的空間，自己才是學習的主人。

20'

1'

第三堂課-Action

1. Warm up

- (1) 問候。
- (2) 講解今日學習流程與任務。

2. Presentation

- (1) 提筆寫信聲援。
 - ① 同儕與教師閱讀草稿給予回饋與修改建議。
 - ② 教師發下正式明信片。
 - ③ 明信片繕寫。



- (2) 反思與回饋。

- ① 學生完成學習單 Step 3-D 部分。

[D] Reflection

從這次寫信馬拉松的專案，你學到了甚麼？最喜歡其中的哪一部分？哪一部分讓你覺得有點挑戰？

3. Wrap-up

- (1) 教師總結全系列課程。

1'

1'

28'

10'

5'

評量
課室表現
學習單書寫
明信片書寫

★在互相閱讀草稿的過程中，學生可觀摩別人作品，增加學生思考、溝通、適應等高度思考能力並學習接受採納別人的建議。

★反思活動幫助學生感受自己的學習歷程、發現自己的盲點或迷思，進一步解決問題或超越困境。

評量工具

檔案/書面評量：追蹤每一堂課程學生學習單書寫狀況，以小單元成就，作為評量依據。
表現評量：觀察學生在課堂上參與程度，檢視學生將所學實踐的概況。

參考資料

1. 愛學網「正義之聲，公民不服從」影片(國家教育研究院製作)
<https://stv.naer.edu.tw/watch/262811>。
2. YouTube 影片「Human Rights Explained in A Beautiful Two Minute Animation」
https://www.youtube.com/watch?v=pRGhrYmUjU4&ab_channel=EachOtherUK
3. 國際特赦組- 2021寫信馬拉松
<https://www.amnesty.tw/take-action/writeforrights/2021>

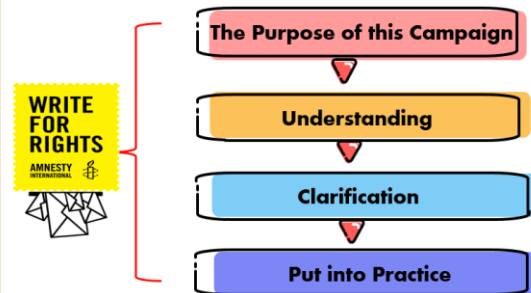
備註：此為樣張，請上愛學網註冊會員後，前往「愛教學-教學設計-教案實作」填寫完成並匯出 PDF 格式檔案後，於線上報名網站開放後另行上傳。

Write for Rights

Write a letter, save a life

2021 寫信馬拉松

Your words have power



THE FACTS

When & Who

AMNESTY INTERNATIONAL



國際特赦組織

Amnesty International's "Write for Rights" campaign takes place annually around **10 December**, which is **Human Rights Day**.

Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure. **What & How & Why**

THE FACTS

AMNESTY INTERNATIONAL



國際特赦組織

Amnesty International's "Write for Rights" **宣傳活動** takes place annually around **10 December**, which is **Human Rights Day**.

Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure. **違反行為(n)** **遭受/經歷(v)** **能見度(n)** **抗議(n)** **傳播曝光(n)**



Understanding

1. Read through the article.
2. Answer the two questions.
3. Key in your answers. (3 key words/short phrases)

Main Ideas

Specific ideas



Understanding

Human Rights are...

Like armor-protect you
Like rules-tell you how to behave
Like judges-appeal to them
Like emotions-abstract/belong to everyone

Human Rights include...

Your right to have and express your own opinions
Your right to an education
Your right to a private and family life
Your right not to be mistreated or wrongly punished by the state

metaphor 比喻

Human rights are like **armor** they protect you; they are like **rules**, because they tell you how you can behave; and they are like **judges** because you can appeal to them. They are abstract – like **emotions**, and like emotions, they belong to everyone and they exist no matter what happens.

They are like **nature** because they can be violated; and like the **spirit** because they cannot be destroyed. Like **time**, they treat us all in the same way – rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like **goodness, truth and justice**, we may sometimes disagree about their definition, but we recognize them when we see them.

Definition 定義

A **right** is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.

Human rights, however, are super claims with a difference. They are not dependent on **promises or guarantees by another party**. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: **that they are human**.

Examples 舉例

Human rights are relevant to all of us, not just those who face repression or mistreatment. They protect you in many areas of your day-to-day life, including:

- your right to have and express your own opinions
- your right to an education
- your right to a private and family life
- your right not to be mistreated or wrongly punished by the state

Clarification

- a.) T Human rights are values that keep society fair, just, and equal.
 b.) T Human rights protect everyone, including people in jail.
 c.) T Human rights are protected by law.
 d.) T There are people who want to water human rights down.
 e.) T People need to be 獨裁者 on human 拆除 rights.
 f.) T In the 20th 民主國家 it appeared to tear 使...重視 human rights.
 g.) T After WWII democracies created a document to dignity people's life.
 h.) T Right to life, to liberty and to free speech are some of the human rights.



The way to write a letter to support the case. -- **ORID**



Objective
【事實】

What happened to him? her?
What is the problem?



Reflective
【感受】

What do you think about this incident?
What makes you sad/ shocked / upset?



Interpretive
【詮釋】

What makes you feel that way?
What is wrong?



Decisional
【行動】

What do you want to say to the authority?



Take this letter for example. Try to figure out ORID technique here.

<p>Your Excellency</p> <p>I urge you to immediately and unconditionally release Paing Phyto Min, a 22-year-old poet and student leader serving six years in prison solely for exercising his right to freedom of expression.</p> <p>In April and May 2019, Paing Phyto Min and other members of the Peacock Generation, a satirical poetry troupe, performed Thangyat critical of the military. The military took offence at their performances and brought charges against them.</p> <p>Paing Phyto Min should not be in prison simply for criticising the military. Everyone must be free to express their views in Myanmar, even if these are critical of the authorities.</p> <p>I urge you to release Paing Phyto Min immediately and unconditionally, and your government to repeal or amend all repressive laws that violate the right to freedom of expression.</p> <p>Yours sincerely</p>	<p>(D)</p> <p>(O)</p> <p>事實</p> <p>(I)</p> <p>詮釋</p> <p>(D)</p> <p>行動</p>
--	---



Scan the QR codes, select one of the cases and figure out his/ her incident.

Note - Taking

對象 / 事件
關鍵字 (專有名詞, 組織)
訴求 / 感受



Scan the QR codes, select one of the cases and figure out his/ her incident.



It is **YOU** to write for rights.

ORID 寫作法

客觀事實、事件 Objective O	你的感受、知覺 Reflective R	你的反思、反省 Interpretive I	決定的行動 Decisional D
<ul style="list-style-type: none"> 將具體發生的事情作客觀描述。 今天的課程, 你記得哪些? 早上讀了哪幾本書? 下午完成了些什麼? 	<ul style="list-style-type: none"> 今天所發生的事情, 你有什麼情緒、感想? 今天開心、或有成就感的事情是什麼? 今天不開心、或很失落的事情是什麼? 	<ul style="list-style-type: none"> 對於今天發生的事情, 你的體悟、反思是什麼? 有沒有領悟什麼事情? 	<ul style="list-style-type: none"> 哪些行動、代辦, 要加進明天的行程? 哪些工作、事項, 我可以做得更好?

Ending

幫助
不在多與少 也不在大與小
只在於你有沒有 **心**

幫助
也不在於你能力強不強
只在.....

執行



個案 Google 表單 QR Code

Write for Rights

Write a letter, save a life

Step 1: Understanding

According to the article, try to get the answers to the following questions.

What I have known

Human Rights are

Human Rights include

THE FACTS

**AMNESTY
INTERNATIONAL**



國際特赦組織

Amnesty International's "Write for Rights" campaign takes place annually around **10 December**, which is **Human Rights Day**.

Write for Rights aims to bring about change to the lives of people or communities that have suffered or are at risk of human rights violations. Amnesty raises individual cases with decision-makers who can change the situation, gives visibility to those cases by organizing protests and public actions, and brings international attention through media and internet exposure.

Human rights are like armor: they protect you; they are like rules, because they tell you how you can behave; and they are like judges, because you can appeal to them. They are abstract – like emotions; and like emotions, they belong to everyone and they exist no matter what happens.

They are like nature because they can be violated; and like the spirit because they cannot be destroyed. Like time, they treat us all in the same way – rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like goodness, truth and justice, we may sometimes disagree about their definition, but we recognize them when we see them.

When we call anything a person's right, we mean that he has a valid claim on society to protect him in the possession of it, either by the force of law, or by that of education and opinion.

A right is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.

Human rights, however, are super claims with a difference. They are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.

Human rights are relevant to all of us, not just those who face repression or mistreatment. They protect you in many areas of your day-to-day life, including:

- your right to have and express your own opinions
- your right to an education
- your right to a private and family life
- your right not to be mistreated or wrongly punished by the state

Step 2: Clarification





Watch the video and try to clarify the following questions with T or F. If the answer is not correct, please cross out the wrong words.

- a.) _____ Human rights are values that keep society fair, just, and equal.
- b.) _____ Human rights protect everyone, including people in jail.
- c.) _____ Human rights are protected by law.
- d.) _____ There are people who want to water human rights down.
- e.) _____ People need to be educated on human rights.
- f.) _____ In the 20th century dictators appeared to tear down human rights.
- g.) _____ After WWII democracies created a document to respect people's life.
- h.) _____ Right to life, to liberty and to free speech are some of the human rights.



Step 3: Action-Put into Practice





[A] The way to write a letter to support the case. - ORID

 _____ _____	What happened to him? her? What is the problem?
 _____ _____	What do you think about this incident? What makes you sad/ shocked / upset?
 _____ _____ _____	What makes you feel that way? What is wrong?
 _____ _____ _____	What do you want to say to the authority?

[B] Take this letter for example. Try to figure out ORID technique here.

<p>Your Excellency</p> <p>I urge you to immediately and unconditionally release Paing Phyto Min, a 22-year-old poet and student leader serving six years in prison solely for exercising his right to freedom of expression.</p> <p>In April and May 2019, Paing Phyto Min and other members of the Peacock Generation, a satirical poetry troupe, performed Thangyat critical of the military. The military took offence at their performances and brought charges against them.</p> <p>Paing Phyto Min should not be in prison simply for criticizing the military. Everyone must be free to express their views in Myanmar, even if these are critical of the authorities.</p> <p>I urge you to release Paing Phyto Min immediately and unconditionally, and your government to repeal or amend all repressive laws that violate the right to freedom of expression.</p> <p style="text-align: right;">Yours sincerely</p>	
---	--

[C] It is YOU to write for rights.

Dear _____	
[What happened to him/ her?]	
[How did you feel it?]	
[Why do you feel that way?]	
[What do you want to say to the government?]	
Your sincerely. <i>Your name</i>	

[D] Reflection

從這次寫信馬拉松的專案，你學到了甚麼？最喜歡其中的哪一部分？哪一部分讓你覺得有點挑戰？

2021 English Gifted Resource Class
Extensive Learning Project
Write for Rights 2021/12/08

Write for Rights Write a letter, save a life

Name: Twice Class: 2021

Step 1: Understanding

According to the article, try to get the answers to the following questions.

What I have known	Human Rights are	Human Rights include
Education 工作 Free Work	1. Armor → protect you 2. Rules → how to behave 3. Judges → appeal to them 4. Emotions → belong to everyone and exist not matter what happens.	• Your right to have and express your own opinions • Your right to an education • Your right to a private and family life • Your right not to be mistreated or wrongly punished by any state

INTERNATIONAL
國際特赦組織

Write for Rights aims to help individuals or communities that have suffered human rights violations. Amnesty raises awareness of human rights issues, and brings international attention through media and internet exposure.

2021 English Gifted Resource Class
Extensive Learning Project
Write for Rights 2021/12/08

metaphor 比喻

Human rights are like **armor**; they protect you; they are like **rules**, because they tell you how you can behave; and they are like **judges**, because you can appeal to them. They are abstract – like **emotions**; and like emotions, they belong to everyone and they exist no matter what happens.

They are like **nature** because they can be violated; and like the **spirit** because they cannot be destroyed. Like **time**, they treat us all in the same way – rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like **goodness, truth and justice**, we may sometimes disagree about their definition, but we recognize them when we see them.

definition 定義

When we call anything a person's right, we mean that he has a valid claim on society to protect him in the possession of it, either by the force of law, or by that of education and opinion.

A right is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.

example 舉例!

Human rights, however, are super claims with a difference. They are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.

Human rights are relevant to all of us, not just those who face repression or mistreatment. They protect you in many areas of your day-to-day life, including:

- your right to have and express your own opinions
- your right to an education
- your right to a private and family life
- your right not to be mistreated or wrongly punished by the state

2021 English Gifted Resource Class
Extensive Learning Project
Write for Rights 2021/12/08

Step 2: Clarification

Watch the video and try to clarify the following questions with T or F. If the answer is not correct, please cross out the wrong words.

1. Human rights are like **armor**; they protect you; they are like **rules**, because they tell you how you can behave; and they are like **judges**, because you can appeal to them. They are abstract – like **emotions**; and like emotions, they belong to everyone and they exist no matter what happens.
2. They are like **nature** because they can be violated; and like the **spirit** because they cannot be destroyed. Like **time**, they treat us all in the same way – rich and poor, old and young, white and black, tall and short. They offer us respect, and they charge us to treat others with respect. Like **goodness, truth and justice**, we may sometimes disagree about their definition, but we recognize them when we see them.
3. When we call anything a person's right, we mean that he has a valid claim on society to protect him in the possession of it, either by the force of law, or by that of education and opinion.
4. A right is a claim that we are justified in making. I have a right to the goods in my shopping basket if I have paid for them. Citizens have a right to elect a president, if the constitution of their country guarantees it, and a child has a right to be taken to the zoo, if her parents have promised that they will take her. These are all things that people can be entitled to expect, given the promises or guarantees that have been undertaken by another party.
5. Human rights, however, are super claims with a difference. They are not dependent on promises or guarantees by another party. Someone's right to life is not dependent on someone else promising not to kill him or her: their life may be, but their right to life is not. Their right to life is dependent on only one thing: that they are human.
6. Human rights are relevant to all of us, not just those who face repression or mistreatment. They protect you in many areas of your day-to-day life, including:
 - your right to have and express your own opinions
 - your right to an education
 - your right to a private and family life
 - your right not to be mistreated or wrongly punished by the state

2021 English Gifted Resource Class
Extensive Learning Project
Write for Rights 2021/12/08

Step 3: Put into Practice

[A] The way to write a letter to support the case. - ORID 焦點討論法

Objective 事實	What happened to him? her?
Reflective 感受	What do you think about this incident? What makes you sad/ shocked / upset?
Interpretive 詮釋	What makes you feel that way? What is wrong?
Personal 行動	What do you want to say to the authority? 政府

[B] Take this letter for example. Try to figure out ORID technique here.

Your Excellency	
I urge you to immediately and unconditionally release Paing Phyto Min, a 22-year-old poet and student leader serving six years in prison solely for exercising his right to freedom of expression.	D
In April and May 2019, Paing Phyto Min and other members of the Peacock Generation, a satirical poetry troupe, performed Thangyat critical of the military. The military took offence at their performances and brought charges against them.	O 事實
Paing Phyto Min should not be in prison simply for criticizing the military. Everyone must be free to express their views in Myanmar, even if these are critical of the authorities.	I 詮釋
I urge you to release Paing Phyto Min immediately and unconditionally, and your government to repeal or amend all repressive laws that violate the right to freedom of expression.	D 行動
Yours sincerely	

[C] It is YOU to write for rights.

Dear Attorney General	
She got shot by the police when attending [What happened to him/her?] a march for women. She has been treated unequally for a long time.	
I urge you to take violence against women seriously. [How did you feel it?]	
[Why do you feel that way?]	
[What do you want to say to the government?] The government should treat her fairly and bring women justice.	
Yours sincerely, Your name	

I feel
sad
when
knowing
this miserable event.

[B] Take this letter for example. Try to figure out ORID technique here.

Your Excellency	
(I urge you to immediately and unconditionally release Paing Phyto Min, a 22-year-old poet and student leader serving six years in prison solely for exercising his right to freedom of expression.	(D)
In April and May 2019, Paing Phyto Min and other members of the Peacock Generation, a satirical poetry troupe, performed Thangyat critical of the military. The military took offence at their performances and brought charges against them.	(O)
(Paing Phyto Min should not be in prison simply for criticizing the military. Everyone must be free to express their views in Myanmar, even if these are critical of the authorities.)	(I)
(I urge you to release Paing Phyto Min immediately and unconditionally, and your government to repeal or amend all repressive laws that violate the right to freedom of expression.)	(D)
Yours sincerely	

[C] It is YOU to write for rights.

Dear President Xs	
Zhang Zhan is a citizen journalist to report [What happened to him/her?] on the unfolding Covid-19 crisis. She didn't get praise because of it but she was put in jail.	
I am very disappointed to your behavior. [How did you feel it?]	
Everyone must have the right to reveal the things they see, you shouldn't deprive their freedom of speech. [Why do you feel that way?]	
I urge you to release Zhang Zhan immediately and unconditionally. You must return the freedom to her. [What do you want to say to the government?]	
Yours sincerely, Your name	

附件四~照片舉隅



照表單資料按部就班理解個案背景



細心研讀個案故事



撰寫草稿，賦予文字力量



明信片書寫完成



校內閱讀團隊舉辦之為他/她寫信明信片展



為他/她寫信明信片展共備教師群