

高中綜合活動領域

# 雙語教學資源手冊

## 生命教育科 英語授課用語

A Reference Handbook for **Senior High School** Bilingual Teachers in the Domain of **Integrative Activities(Life Education)**: Instructional Language in English







## 目次 Table of Contents

---

### ★ 第一章 ★

單元一	探索生命的意義與價值 .....	1
單元二	探索人性的自我與主體性 .....	6
單元三	培養批判性思考與明智決策 .....	11

### ★ 第二章 ★

單元一	學習邏輯論證與批判性思考 .....	15
單元二	理解道德規範與社會責任 .....	20
單元三	道德判斷與社會議題探討 .....	25

### ★ 第三章 ★

單元一	面對死亡與善終的理解 .....	30
單元二	人死了以後會去哪裡呢？探索來世觀與信仰的力量 .....	35
單元三	美善的力量與生命價值 .....	40

### ★ 第四章 ★

單元一	發現內在自我與內心需求 .....	45
單元二	自愛與人際關係的平衡 .....	50
單元三	認識防衛機制與自我成長 .....	55

## ★ 第一章 ★

**單元一 探索生命的意義與價值**  
**Exploring the Meaning and Value of Life**

高師大英語系 唐煒勛、高師大英語系 方琬琳

## ■ 學習目標 Learning Focuses

學習表現	生 1a-V-1 具備適切的思考素養，以進行人學探索、終極關懷、價值思辨及靈性修養。 生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。 生 2b-V-1 能以適切的人學為基礎，探討人生終極課題，進行價值思辨與靈性修養。
學習內容	生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。 生 Aa-V-2 正確思考的基本邏輯。 生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。 生 Bb-V-1 了解人是「客體」，更是「主體」，以確立人的主體尊嚴與自為目的性。 生 Bb-V-2 什麼是「我」？「我」是誰？「我」與「我的身體」、「我的心理」、「我的理性」、「我的感性」，以及「我的靈性」的關係與差異。

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
life	生命	immortality	長生不老
mythology	神話	dazed	茫然
anxiety	焦慮	emptiness	空虛感
awareness	意識	philosopher	哲學家
potential	潛能	desire	慾望
rejoice	喜悅	appreciate	感激
meaning of life	人生意義	value of life	人生價值
The Republic	理想國	gifted student	資優生
stubborn	執著	richness of the mind	精神富足

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ 找尋意義 ☞

#### ① What is the meaning of \_\_\_\_\_?

例句(1) : **What is the meaning of** studying every day?

每天讀書的意義是什麼呢？

例句(2) : **What is the meaning of** always keeping an eye on my academic performance rather than keeping an eye on my sense of happiness in life?

每天都專注於課業表現，而非人生幸福感，這樣的生活有什麼意義呢？

### ☞ 人生感想 ☞

#### ② My life is full of \_\_\_\_\_ because \_\_\_\_\_.

例句(1) : **My life is full of** sorrow **because** I always do meaningless things.

我的人生充滿著悲傷，因為我總是做無意義的事情。

例句(2) : **My life is full of** happiness **because** I find that I appreciate many things in life and I optimize my perspectives after a self-talk.

我的人生充滿著幸福，因為我珍視人生很多事物，並且透過自我對話來擴大我的視野。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: Have you heard the term “get a head start in life”? Does anyone want to share what he/she has done to get a head start in his/her life?

Student: Teacher, I want to ask what a ‘head start in life’ is? Does it refer to our original family?

Teacher: Indeed, our original family can influence our starting point. However, this statement is often interpreted as "we must start ahead of others to succeed." Do you think this interpretation is reasonable?

Student: Why not? Is it a common or famous quote?

Teacher: That's right, but it's worth pondering: what truly defines "winning" or "losing"? Must the value of our lives be realized solely through comparisons with others?

Student: I'm also confused by this statement. It seems like as a student the biggest achievement for me is to be at the top of the class.

Teacher: This is something a lot of people tend to overlook. Sure, chasing rankings might feel rewarding, but is that really the life you want? Does being number one actually make you happy, or are you just trying to live up to other people's expectations?

I think real success is about finding and becoming yourself, not just beating others. What do you think?

Student: We should think this over carefully.

老師：你有否聽到「我們人生始於跑在第一個起跑點上」？有人想分享他/她自己做了什麼，讓他/她自己跑在第一個起跑點上的嗎？

學生：老師，我想問人生的起跑點是什麼意思？是指原生家庭嗎？

老師：的確，原生家庭會影響我們的起點。但其實，這句話常常被解讀成「我們必須從一開始就跑在他人前面，才能成功」。你們覺得這種說法是否合理呢？

學生：為什麼不呢？這不是很常見的名言嗎？

老師：沒錯，但值得思考的是：什麼才是真正的「贏」或「輸」？我們的人生價值，難道只能透過和他人的比較來實現嗎？

學生：我也常常對於這句話感到困惑，好像身為學生，我們只要考第一名就是最大的成就。

老師：這正是很多人容易忽略的一個盲點。追求名次或許帶來成就感，但這真的是你想要的人生嗎？考第一名讓你真正感到滿足，還是只是為了符合別人的期望？老師認為真正的成功是發現和實現自我，而不僅僅是超越他人，各位你們的想法為何？

學生：我們的確需要重新思考這個論述。

## 對話二 Dialogue 2

Teacher: Class, have you experienced any moments of bliss?

Student: Yes. Last time I progressed my academic performance, my parents took me to a high-end restaurant.

Teacher: Is it because you enjoyed the food so you had motivation to study hard?

Student: That's right. Delicious food brings me a sense of happiness.

Teacher: Through this example, we can extend the idea of "having the motivation to study because of the delicious food" to the concepts of instrumental value and intrinsic value.

Student: Could you explain in detail?

Teacher: For example, if you study to gain new knowledge and feel satisfied, then learning is an activity with intrinsic value. However, if you study to earn delicious food, then learning has instrumental value here, as it serves as a means to achieve another goal.

Student: I get it. I get my food by studying hard, and that is the instrumental value!

老師：同學們，你們有什麼時刻，讓自己感到很幸福的呢？

學生：是的，我有。上次我因為成績有進步，我的父母帶我去高級餐廳吃飯。

老師：因為你享受吃美味的食物，所以有動力去讀書嗎？

學生：沒錯。美味的食物能帶給我很大的幸福感。

老師：透過同學的這個例子，我們可以將「因為可以吃到美味的食物，所以有動力讀書」這件事，延伸出工具性價值與目的性價值的概念。

學生：老師，請您可以詳細解釋嗎？

老師：例如，如果你讀書是為了學到新知識並感到滿足，那麼學習就是具有目的性價值的活動。然而，如果你讀書是為了獲得美味的食物，那麼學習在這裡就具有工具性價值，因為它是一種達成其他目標的手段。

學生：原來如此。努力讀書讓我獲得美食，那是工具性價值。



## 單元二 探索人性的自我與主體性

## Exploring the Self and Subjectivity of Being Human

高師大英語系 唐煒勛、高師大英語系 方琬琳

## ■ 學習目標 Learning Focuses

學習表現	<p>生 1a-V-1 具備適切的思考素養，以進行人學探索、終極關懷、價值思辨及靈性修養。</p> <p>生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。</p> <p>生 2b-V-1 能以適切的人學為基礎，探討人生終極課題，進行價值思辨與靈性修養。</p>
學習內容	<p>生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。</p> <p>生 Aa-V-2 正確思考的基本邏輯。</p> <p>生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。</p> <p>生 Bb-V-1 了解人是「客體」，更是「主體」，以確立人的主體尊嚴與自為目的性。</p> <p>生 Bb-V-2 什麼是「我」？「我」是誰？「我」與「我的身體」、「我的心理」、「我的理性」、「我的感性」，以及「我的靈性」的關係與差異。</p>

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
journey	旅途	passenger	乘客
car	車廂	theory of evolution	演化論
uniqueness	獨特性	humanity	人性
awareness	意識	be alone	獨處
spirituality	靈性	interpersonal relationship	人際關係
subject	主體	object	客體
outlook	人生觀	sacred	神聖的
cherish	珍視	decision	決定

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ 人的獨特性 ☜

① I think that a human's uniqueness is \_\_\_\_\_.

例句(1) : **I think that a human's uniqueness is** their capacity for self-awareness—the ability to understand oneself, reflect on one's actions, and grasp one's purpose in life.

我認為人類的獨特性在於他們具備自我意識的能力——能夠了解自己、反思自己的行為，並理解自己的人生目的。

例句(2) : **I think that a human's uniqueness is** kindness.

我認為人的獨特性是善良。

## ☞ 人生感想 ☞

**② I choose to \_\_\_\_\_, so that I\_\_\_\_\_.**

例句(1) : **I choose to** spend time jogging **so that I** can achieve my goal of fitness.

我選擇花時間運動，所以我可以達到健身的目標。

例句(2) : **I choose to** cook for my family **so that I** can enjoy the best food in the world with them.

我選擇為家人做菜，所以我可以和家人享用全世界最棒的食物。

**■ 問題講解與對話 Question and Answer/ Dialogues****對話一 Dialogue 1**

Teacher: Class, have you ever thought about what gives your life meaning?

Student: Yes, I have. And I believe that the meaning of life is closely connected to the choices one makes.

Teacher: Do you feel confused about this? Have you ever thought that you cannot control everything?

Student: Although life is full of uncertainties, I believe that making the best choices within my abilities is a way to take control of my life.

Teacher: Can you give examples? What choices have you made and do you think they were worthwhile?

Student: I chose to spend my vacation with my grandmother and took her to the market to eat snacks. I feel that if I had chosen to stay at home, I would not have shared such fond memories with my grandmother.

Teacher: Great. You really chose something that is meaningful for you.

Student: That's right. I think it's important to make good choices within the scope of my ability.



老師：同學們，你們是否曾經思考過是什麼賦予你們的人生意義？

學生：是的我有。而且我覺得人生意義跟自己所做的選擇息息相關。

老師：你會不會對此感到困惑呢？你有否曾經想過你就是無法控制一切事物呢？

學生：雖然人生有很多未知，但我覺得在我的能力範圍內做好選擇，就是一種掌控人生的方式。

老師：你可以舉例嗎？你做過什麼選擇，而且覺得很值得呢？

學生：我選擇假日陪我奶奶去市場吃小吃。我覺得若是我選擇待在家，我就不會和奶奶有美好的回憶了。

老師：很棒。你真的選擇對自己有意義的事情。

學生：沒錯。我認為在我能力範圍之內，做好的選擇是重要的。

## 對話二 Dialogue 2

Teacher: Class, after learning that everyone has subjectivity, are there any examples in life which highlight ignoring the subjectivity of others?

Student: Ignoring others' subjectivity is a huge problem.

Teacher: That's right. Can you share why you think this is such a significant problem? And what examples have you seen?

Student: I remember there was a love-related murder incident that happened years ago related to this.

Teacher: Can you explain in detail how it was related to ignoring the subjectivity of others?

Student: The offender believed his lover belonged to him and he simply could not accept they had broken up.

Teacher: Yes, every person is an independent individual and not someone else's possession. No one has the right to control another person, nor should they treat others as objects while ignoring their thoughts and will.

Student: In any kind of relationship, it is really important to be aware of each person's subjectivity.

老師：同學們，了解到每個人都有主體性後，有無生活中的例子，是忽略他人主體性的呢？

學生：忽略他人的主體性是很大的問題。

老師：沒錯。同學可以說說為什麼你認為這是個很大的問題？以及你看過哪些例子嗎？

學生：我記得幾年前發生過的情殺事件，就是有關於這個。

老師：你可以詳細解釋，為什麼情殺事件和忽略他人的主體性有關呢？

學生：犯案者認為他的情人是屬於他的。他無法接受他們分手。

老師：是的。每個人都是獨立的個體，不是誰所擁有的物品。任何人都沒有權力去支配另一個人，更不該將對方視為一個物品，忽略對方的思想及意願。

學生：在任何的人際關係中，意識到每個人的主體性真的很重要。

## 單元三 培養批判性思考與明智決策

### Developing Critical Thinking and Wise Decision-Making

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 1a-V-1 具備適切的思考素養，以進行人學探索、終極關懷、價值思辨及靈性修養。</p> <p>生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。</p>
學習內容	<p>生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。</p> <p>生 Aa-V-2 正確思考的基本邏輯。</p> <p>生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
critical thinking	批判性思考	dominance	主導權
ignore	忽略	fulfill	充實
truth	真理	decision-making	決策
objective	客觀	diverse	多元的
stereotype	刻板印象	verification bias	驗證性偏誤

metacognition	後設認知	echo chamber	同溫層
bias	偏見	discrimination	歧視
blind	蒙蔽的	position	立場

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### 人生省思

① My life is full of \_\_\_\_\_, and I think \_\_\_\_\_.

例句(1) : **My life is full of** sorrow, **and I think** I should find a new way to try and deal with this.

我的人生總是充滿悲傷，我想我需要找新的東西試試。

例句(2) : **My life is full of** happiness, **and I think** about wanting to cherish every moment in life.

我的人生充滿了幸福，我想好好珍惜人生每一刻。

### 事件評價

② The truth is that \_\_\_\_\_, and I think \_\_\_\_\_.

例句(1) : **The truth is that** everyone has their own perspectives, **and I think** that I should respect everyone.

事實是每個人都有自己的觀點，而我認為需要尊重每個人。

例句(2) : **The truth is that** he wants to be left alone, **and I think** I should respect his decision.

事實是他想一個人靜靜，而我認為需要尊重他的選擇。

## ■ 問題講解與對話 Question and Answer/ Dialogues

### 對話一 Dialogue 1

Teacher: Class, do you know what it means to make your own choices in life?

Student: For example, I can decide what I want to eat for breakfast today.

Teacher: Yes. What about others? Can anyone give a few more examples?

Student: I recently experienced a breakup. At first, it was extremely painful, but now I choose to change my mindset. The past was great, but the future will be great too. I should adjust my mood and the focal point of my life.

Teacher: Have you noticed that choosing to view things from a different perspective is a concept of taking control of your own life again?

Student: How? Could you please explain it in greater detail?

Teacher: You choose to change your mindset, allowing yourself not to dwell in sadness.

By seeing the same thing from a different perspective, you can transform your life.

Student: I get it.

老師：同學們，你們知道所謂做出自己人生的選擇是指什麼嗎？

學生：例如，我可以決定自己今天早餐要吃什麼。

老師：是的。除此之外呢？有沒有人能再舉出幾個例子呢？

學生：我最近失戀了，一開始覺得超級痛苦，但現在我選擇改變想法。過去很美好，但未來一樣可以很美好。我應該調適自己的心情和生活重心。

老師：你有否發現，選擇用不同角度看待事情，是一種重新主導自己人生的概念呢？

學生：為什麼呢？能請您詳細解釋嗎？

老師：你選擇改變想法，讓自己不沉浸於悲傷。讓自己對同一件事有不同的觀點，進而改變生活。

學生：原來如此。



## 對話二 Dialogue 2

Teacher: Although I hope that you can think carefully about every choice in life, sometimes you might feel stressed because of overthinking. Have you had any worries recently?

Student: Yes, I have. I often find it troublesome to make my own choices. It sometimes makes me feel very moody.

Teacher: This is indeed a very common situation. This is because when we take every choice seriously we can sometimes feel stressed or upset.

Student: Really? I often wonder if I overthink, this could be why I feel so terrible.

Teacher: As I mentioned earlier, it's precisely because we take every choice seriously that we sometimes feel troubled. But when we hesitate and let it affect our mood, we can discuss it with trusted friends or mentors. We are not alone.

Student: OK. I will give it a try. Thank you, teacher.

Teacher: It's great to be responsible for your own life, but your mental health is also important.

Student: I understand. Thank you, teacher.

老師：雖然我希望能好好謹慎思考人生中的每一個選擇，但有時你會過度思考而感到壓力。你最近有沒有什麼煩惱呢？

學生：有，我常常覺得自己做選擇好麻煩。有時候它令我心情很不好。

老師：這的確是很常見的狀況。正因為我們認真看待每一個選擇，所以我們有時才會感到壓力與煩惱。

學生：真的嗎？我常想是否我過度思考，所以讓自己心情很差。

老師：就像我先前說的，正因為我們認真看待每一個選擇，所以我們有時才會感到煩惱。但當我們太躊躇不前並且心情因此大受影響時，我們可以和信任的朋友或師長討論。我們並不孤單。

學生：好的。我會試試。謝謝老師。

老師：對自己的人生負責是很棒的事，但心理的健康也很重要。

學生：我了解。謝謝老師。

## ★ 第二章 ★

### 單元一 學習邏輯論證與批判性思考

### Learning Logical Argumentation and Critical Thinking

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。</p> <p>生 2b-V-1 能以適切的人學為基礎，探討人生終極課題，進行價值思辨與靈性修養。</p>
學習內容	<p>生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。</p> <p>生 Aa-V-2 正確思考的基本邏輯。</p> <p>生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
argument	論證	precondition	前提
hypothesis	假設	conclusion	結論
analysis	分析	inference	推論
valid	有效的	invalid	無效的
authentic	真實的	meaningful	有意義的

information	資訊	controversial	有爭議的
falsehood	謬誤	correlation	相關性
ignorance	無知	revision	修正

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### 提出觀點

① I think that \_\_\_\_\_ because \_\_\_\_\_.

例句(1) : **I think that** I can achieve what I aim to pursue **because** I know that I am a diligent person.

我認為我可以達成我想追求的目標，因為我知道我很努力。

例句(2) : **I think that** I need to spend more time communicating with my family members **because** we have different age backgrounds.

我認為我應該多花時間跟家人溝通，因為我們身處不同年齡背景。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: Do you usually think deeply about everything?

Student: It sounds so tiring. I'm used to listening to others' opinions when I need to make decisions.

Teacher: Although we can learn many new things from different people's perspectives, we still have to think on our own when making judgments.

Student: When I encounter a problem, I like to discuss it with my friends. But I also find that if I don't think deeply about the problem, in the end I will end up confused about my decision.

Teacher: That's right. Humans still need to constantly think deeply in order to better understand themselves and build their own values.

Student: Why does deep thinking help us understand ourselves better?

Teacher: Because through deep thinking, you gain a clearer understanding of what you truly want and who you are. This allows you to make decisions that align with your desires, rather than feeling confused even after making a choice.

Student: Thinking is really an important thing.

老師：你通常深入思考事情嗎？

學生：這聽起來好累，我習慣聽大家的意見來做決定。

老師：雖然我們可以從不同人的觀點中，學習到很多新事物，但做出判斷時，我們仍然必須自我思考。

學生：當我遇到問題時，我喜歡跟朋友討論。但是，我也發現如果我沒有深入思考，我將對自己的決定迷惘。

老師：沒錯。人類仍需要透過不斷地深入思考，才能較了解自己並建構出自己的價值觀。

學生：為什麼深入思考能幫助我們更了解自己呢？

老師：因為你會更知道自己要什麼、和自己是怎樣的人，也才能幫助自己做出自己想要的決定，而不是做了決定之後，自己還是困惑。

學生：思考真是一件重要的事情。

## 對話二 Dialogue 2

Teacher: Today, we're going to talk about "logical reasoning" and "critical thinking." What is the relationship between the two?

Student: Are they both related to thinking?

Teacher: That's right, but they're a bit different. For example, "Drinking milk every day will make you grow taller." Do you think this statement makes sense?

Student: It sounds reasonable because milk has calcium, and that should be good for bones.

Teacher: Very good! That's the starting point of "logical reasoning" — you provided a reason to support the statement. But next, if we use "critical thinking" to evaluate this claim, what should we do?

Student: Should we ask questions, like whether there's scientific evidence or whether everyone who drinks milk grows taller?

Teacher: Exactly! The core of "critical thinking" is to question and verify. It helps us judge whether a reasoning is credible instead of just accepting it at face value.

Student: So, logical reasoning is about providing reasons to support a statement, while critical thinking examines whether those reasons are valid.

Teacher: Correct! Learning these two skills will help you make better decisions in your daily life.

老師：今天我們來討論「邏輯論證」和「批判性思考」。你們覺得它們有什麼關係？

學生：是不是都跟思考有關？

老師：沒錯，但它們有些不同。假設有個人說：「每天喝牛奶會讓你長得更高。」你們覺得這句話有道理嗎？

學生：感覺有道理，因為牛奶有鈣嘛，應該對骨頭好。

老師：很好，這就是「邏輯論證」的起點——你用理由支持了這個說法。但接下來，如果我們用「批判性思考」來看這個論點，應該怎麼做呢？

學生：是不是要問一些問題，像是有沒有科學證據，或者是不是每個人喝了牛奶都會長高？



老師：完全正確！「批判性思考」的核心是質疑和驗證。它幫助我們判斷一個論證是否可信，而不只是接受表面的理由。

學生：所以，邏輯論證是用理由支持說法，而批判性思考是檢查這些理由是不是對的？

老師：答對了！學會這兩者，能幫助你們在生活中做出更好的判斷。

## 單元二 理解道德規範與社會責任

### Understanding Moral Rules and Social Responsibility

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 1a-V-1 具備適切的思考素養，以進行人學探索、終極關懷、價值思辨及靈性修養。</p> <p>生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。</p> <p>生 2b-V-1 能以適切的人學為基礎，探討人生終極課題，進行價值思辨與靈性修養。</p> <p>生 4a-V-1 具備對道德、個人行為及公共議題進行價值思辨的素養。</p>
學習內容	<p>生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。</p> <p>生 Aa-V-2 正確思考的基本邏輯。</p> <p>生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。</p> <p>生 Da-V-1 道德判斷的必要性、意義與分類。</p> <p>生 Da-V-3 釐清個人行為及公共事務等議題中的迷思，掌握正確探索相關課題的方法。</p>

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
morality	道德	interpersonal relationships	人際關係
social network	社會網絡	live on one's own	獨居
living in groups	群居	subsist	生存
live	生活	principle	原則
egoism	利己主義	altruism	利他主義
issue	議題	justification	道理
democracy	民主	legitimacy	合理性
justice	正義	defend	捍衛
moral rules	道德規則	social responsibility	社會責任



## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### 道德議題討論

#### ① Which statement do you agree with? \_\_\_\_\_ or \_\_\_\_\_.

例句(1) : **Which statement do you agree with?** Do you support execution **or** giving criminals a chance to rehabilitate?

你同意哪個論述呢？支持死刑或是給罪犯一個改過自新的機會？

例句(2) : **Which statement do you agree with?** Do you support or oppose nuclear power plants?

If a nuclear power plant were built in your hometown, would you support or oppose it?

你同意哪個論述呢？你支持還是反對核電廠？如果核電廠建在你的家鄉，你支持或是反對？

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: Do you prefer to live alone or prefer having someone accompanying you?

Student: I feel comfortable living alone, but sometimes I feel lonely.

Teacher: No matter our lifestyle, there is no right or wrong. But it is worth noting whether we have infringed upon others - unconsciously or not.

Student: Teacher, could you please give us some examples?

Teacher: For example, some people want to live alone, but they are unable to achieve financial independence, take care of themselves, or cover living expenses. As a result, they constantly ask their family for money, while also complaining about not having an independent space at home.

Student: Exactly! After all, it's still living in their parents' house. Since you're living together, once you're able to earn money, you should contribute to the household expenses. Even if you're still a student, you can still take on your share of the household chores.

Teacher: Yes, if you want to choose a lifestyle you like, you must understand the responsibilities that come with it and take on those responsibilities. You can't just act on your whims without considering the consequences.

Student: I understand. Whether you choose to live alone or with others, there is no right or wrong. As long as you are able to take responsibility for the choices you make, it is a great decision.

老師：你比較喜歡自己一個人生活，還是有人陪伴你呢？

學生：我自己生活很自在，但有時我仍會覺得孤單。

老師：不論是哪种生活方式，都沒有對錯，但值得注意的是我們有沒有在無意識的情況下，侵犯到他人。

學生：老師您可以給我們一些例子嗎？

老師：例如，有些人想要獨自一個人生活，但卻沒有辦法經濟獨立、照顧好自己並負擔生活開銷，進而不斷地向親人要錢，又愛抱怨自己在家沒有獨立的空間。

學生：沒錯！因為畢竟是住在父母親的房子，既然要住在一起，有能力賺錢後就該共同分擔開銷，即便還是學生，也能負擔家務分工的工作。

老師：是的，想要選擇自己喜歡的生活方式，就要理解到其中該負擔的責任有哪些，並且負起責任，不能一味隨心所欲。

學生：我了解了，無論選擇獨自生活，或與人相伴都沒有好壞之分，只要自己能夠為做出的選擇負起責任，都是很棒的選擇。

## 對話二 Dialogue 2

Teacher: Do you have any experience discussing public issues with others?

Student: Yes. Last time in our civics class the teacher asked us to discuss the issue of euthanasia.

Teacher: When discussing public issues with others do you find it difficult to make decisions?

Student: I think everyone's statements make sense.

Teacher: Yes. The reason why an issue becomes a public issue is because it is controversial.

Student: Teacher, how should we make our own choices when it comes to controversial issues?

Teacher: For any given issue, there are usually supporters and opponents. You should understand the arguments from both sides, consider who in society stands to benefit from the issue, and who might be negatively impacted. When you're still unsure of your position, don't rush to make a decision.

Take time to observe the issue and gather more information. Understanding the impact of the perspective you support on individuals, society, and the country will help you make a responsible decision.

Student: Sure, I will give it a try. If I have any questions, I will ask you for help!

老師：你有過跟他人討論公眾議題的經驗嗎？

學生：是的，我有。上次在公民課，老師讓我們討論安樂死的議題。

老師：與人討論公共議題時，你是否發現很難做出決定？

學生：我覺得每個人說的都有道理。

老師：是的。之所以能成為一個公共議題，就是因為它具有爭議性。

學生：老師那我們對於具有爭議性的議題，要如何做出自己的選擇呢？

老師：對於一個議題，通常都會有支持方以及反對方，你該同時去了解兩方的論述是什麼，得到利益的又會是社會上的哪些人？以及受到負面影響的又會是哪些人？而當你還不是很確定自己的立場時，也不要急著做出決定，多觀望這個議題並多吸收它的相關資訊，知道自己支持的觀點會對個人、社會以及國家有哪些影響，再做出決定才是一個負責任的行為。

學生：好的，我會試著去做看看，若有不懂的問題再向老師請教！

## 單元三 道德判斷與社會議題探討

### Moral Judgment and Discussion on Social Issues

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 1a-V-1 具備適切的思考素養，以進行人學探索、終極關懷、價值思辨及靈性修養。</p> <p>生 1b-V-1 具備適切的後設思考素養，不斷發展與精進自身對思考的理解與實踐。</p> <p>生 4a-V-1 具備對道德、個人行為及公共議題進行價值思辨的素養。</p>
學習內容	<p>生 Aa-V-1 以偏見及謬誤的各種形式呈現思考的阻礙。</p> <p>生 Aa-V-2 正確思考的基本邏輯。</p> <p>生 Aa-V-3 正確思考的方法與技能：掌握事實、分辨價值，並能對特定觀點或立場進行判斷。</p> <p>生 Da-V-1 道德判斷的必要性、意義與分類。</p> <p>生 Da-V-3 釐清個人行為及公共事務等議題中的迷思，掌握正確探索相關課題的方法。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
judge	判斷	benevolence	仁德
etiquette	禮儀	moral judgment	道德判斷

priority seat	博愛座	slavery	奴隸制度
organ donation	器官捐贈	surrogacy	代孕
social movement	社會運動	health insurance	健康保險
independence	自主	promise	承諾
benefaction	行善	loyalty	忠誠
justice	正義	gratitude	感激

### ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

#### ☞ 生活原則 ☜

① \_\_\_\_\_ is a factor that affects my behavior because \_\_\_\_\_.

例句(1) : Being kind **is a factor that affects my behavior because** I think one good turn deserves another.

善良是影響我行為的因素，因為我認為善有善報。

例句(2) : Keeping my promise **is a factor that affects my behavior because** I don't want to disappoint others and cause them to think I have no credibility.

信守承諾是影響我行為的因素，因為我不想讓別人失望，認為我沒有信用。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: Do you usually practice good deeds? Which deeds do you practice?

Student: Sometimes I see elderly women selling flowers on the roadside and I buy their flowers.

Teacher: So do I, actually those flowers are of good quality.

Student: But sometimes I commit minor evil deeds. I am not sure whether I should or should not commit those deeds.

Teacher: What kinds of deeds?

Student: Sometimes I come to school to fill a large water bottle to take home, and sometimes I even make the water dispenser show "out of water."

Teacher: I want you to think about whether your behavior might cause inconvenience to others. Why is that?

Student: I think it could cause inconvenience to others because the water resource is shared, but I am taking it all for myself.

Teacher: That's right, taking a large amount of water does affect the rights of others, so it shouldn't be done. However, if the water dispenser is used reasonably, such as drinking 600 to 800 milliliters of water after a physical education class, that is not an exaggerated behavior.

老師：你經常會行善嗎？你做些什麼呢？

學生：有時我看到路邊的婆婆在賣花，我會過去買。

老師：我也是，那些花的品質都不錯。

學生：但有時我會做小惡事。我不知道這樣是不是不應該。

老師：何種事呢？

學生：有時我會來學校，拿很大的水壺裝水回家喝，有時甚至讓飲水機顯示缺水。

老師：我想要你去思考一下，你這樣的行為是否會造成別人的困擾呢？為什麼？

學生：我覺得應該會造成他人的困擾，因為飲水的資源是共享的，但我卻一個人獨佔。

老師：沒有錯，你大量取水的這件事影響到他人的權益，因此的確是不應該的。但其實如果合理的使用飲水機，像是體育課後補充個 600 到 800 毫升的水，都不是太誇張的行為。

## 對話二 Dialogue 2

Teacher: Given you know that everyone's value judgment standards are different, how do you identify whether a deed is evil or not?

Student: There is no specific standard. Everything is judged according to our own feelings and others' opinions.

Teacher: This is indeed true. In addition, we can also judge things based on three aspects.

Student: What are the three aspects?

Teacher: The first is the legitimacy of the laws. The second is the motivation of the behavior, and the last is the value of the behavior.

Student: Teacher, could you briefly explain what these three are?

Teacher: Firstly, the legitimacy of law refers to whether a law or legal system aligns with society's moral standards and ethical norms, and whether it has been enacted and enforced through proper procedures. When a law is seen as appropriate and fair, it is considered to have legitimacy. Secondly, the motive of an action refers to the internal reason or purpose that drives an individual or group to perform a particular action. Lastly, the value of an action refers to the meaning, impact, or contribution that an action brings to an individual, society, or group. The value of an action is usually dependent on its long-term effects or whether it aligns with certain moral and social standards.

Student: Thank you for the detailed explanation!

老師：既然你知道每個人的價值判斷標準不一樣，那麼你如何辨別某件事是否是好事呢？

學生：沒有一個特定的標準，每件事都依照我們自己的感覺，及別人的意見。

老師：的確是這樣。除此之外，我們還可以依照三種面相來判斷。

學生：是哪三種呢？

老師：第一是法律的正當性，第二是行為的動機，最後是行為的價值。

學生：老師您可以稍微解釋這三者是什麼嗎？

老師：第一個，法律的正當性指的是一項法律或法律體系是否符合社會的道德標準、倫理規範，並且是否經由適當的程序制定和執行。當一項法律被視為合適且公平時，這項法律就被認為具有正當性。第二，行為的動機是指一個人或團體在執行某個行為時所驅動的內在原因或目的。最後，行為的價值是指一個行為對個人、社會或群體所帶來的意義、影響或貢獻。行為的價值通常依賴於其所帶來的長期效果或它是否符合某些道德和社會標準。

學生：謝謝老師詳細的解說！



## ★ 第三章 ★

## 單元一 面對死亡與善終的理解

## Understanding Death and the Importance of Palliative Care

高師大英語系 唐煒勛、高師大英語系 方琬琳

## ■ 學習目標 Learning Focuses

學習表現	生 3a-V-1 能掌握哲學、生死議題與宗教的基本意涵及其和人生的關係，以建立自己的人生終極信念。 生 3b-V-1 以人生終極信念為指引，貫徹在生活的價值思辨及日常抉擇中，提升人格統整與靈性修養。
學習內容	生 Ca-V-1 哲學之意涵及其對生命意義之探索。 生 Ca-V-3 死亡在人學上的意義及其對生命價值的衝擊。 生 Ca-V-4 善終的意義與臨終關懷之實踐。

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
death	死亡	palliative care	安寧療護
fear	恐懼	doctor	醫師
significant other	重要他人	patient	病患
unknown	未知	Department of Social Welfare	社會局
lost	失落	Long-term Care Center	長照中心

separate	分離	counselor	心理輔導員
wish	心願	volunteer	志工

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ Imagination of death 對死亡的想像 ☜

#### ① I am fearful of \_\_\_\_\_ before I die.

例句：I am fearful of failing to make my wishes come true before I die.

我害怕在我死之前，夢想無法實現。

#### ② If I could only live for just one more year, I would \_\_\_\_\_.

例句：If I could only live for just one more year, I would cherish the days I spend with my family.

如果我只能再活一年，我會珍惜和家人一起度過的日子。

### ☞ Relatives & Friends 親朋好友 ☜

#### ③ My significant others include \_\_\_\_\_.

例句：My significant others include my parents and my cousins.

我的重要他人包含我的父母和表兄弟。

#### ④ We should \_\_\_\_\_ to our close families.

例句：We should express our love to our close families.

我們應該對身旁至親表達我們的愛。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: In this class, we're going to talk about death. What are your thoughts on death?

Student: Teacher, do people still have consciousness after death?

Teacher: From a philosophical perspective, death is an integral part of human existence.

For example, Epicurus once said that the soul is the reason for the body's existence, and when the body perishes, the soul also dissipates. From a religious perspective, however, while the body may perish, the soul is believed to continue its journey. What are your feelings about death, everyone?

Student: I feel afraid of death.

Teacher: Can you explain this in more in detail?

Student: I don't know if there's another world after death, and I also worry if death will be painful.

Teacher: Your concerns are common feelings that many people have about death.

In Chinese culture, we tend to avoid talking about death. In contrast, Mexico shows a more open attitude toward accepting death, with the Day of the Dead being a prime example. Do you think avoiding discussions about death is truly a good thing?

Student: I don't think so. Only by recognizing that everyone will die can we truly understand how to cherish every day of our lives and to love the people around us.

Teacher: You're right. In fact, most of our fears stem from our imagination. Instead of fearing death, we should think about how to make the most of our limited lives.

For example, cherishing time, maintaining physical and mental health, and being grateful for everything we have.

老師：這堂課，我們要談論死亡。你對死亡有什麼想法呢？

學生：老師，人死後還會有意識嗎？

老師：從哲學角度來看，死亡是人類存在的一部分。像是伊比鳩魯曾說過，靈魂是肉體存在的原因，當肉體消亡時，靈魂也隨之消散。而從宗教的角度來看，雖然肉體消亡，但靈魂仍然存在並繼續其旅程。同學們對死亡有什麼感受呢？

學生：我對死亡感到恐懼。

老師：你可以再詳細說明嗎？

學生：我不知道死後還有沒有另一個世界，也會擔心死亡會不會痛。

老師：你的擔心也是普遍大家對死亡的感受。華人文化讓我們避免談論它。相對的，墨西哥卻展現出勇於接納死亡的態度，像他們的亡靈節就是一個例子。大家覺得逃避死亡的議題真的是好嗎？

學生：我不認為。只有清楚意識到每個人都會死，我們才真的懂得珍惜生命的每一天，愛周圍的人。

老師：你說得對。事實上，恐懼多半出自我們的想像。與其害怕死亡，我們更應該想到如何運用有限的生命，例如珍惜時間、維持身心健康、並感恩自己擁有的一切。

## 對話二 Dialogue 2

Teacher: Do you know what palliative care is?

Student: It's the active care provided for patients in the terminal stage of an illness that ensures a better quality of life for the patients and their families.

Teacher: You're right. The primary goal of palliative care is to improve the quality of life through early detection, comprehensive assessment, and treatment of pain and other physical, mental, and spiritual issues. This type of care emphasizes respecting the choices and needs of patients and provides holistic support centered on the patient and their family. For our loved ones or friends suffering in the terminal stages of cancer, we don't have to intentionally use medical interventions to prolong their lives. Instead, we should focus on ensuring their comfort as they peacefully finish their journey of life.

Student: But the passing of a loved one truly brings deep pain and sorrow. It's not so easy.

Teacher: It's true. Facing the loss of loved ones is a significant burden to bear. We may initially deny the reality, then feel anger, we may want to bargain for their lives and then gradually experience sadness and depression. Even when we finally accept the truth, negative emotions may still occur repeatedly.

Student: How should we deal with our own emotions?

Teacher: Instead of suppressing sadness within ourselves, the first step is to accept it.

We should admit the fact that our loved ones have already departed. We need to allow ourselves to release emotions and only then can we transform grief into motivation and finally move forward.

If grief continues to impact daily life, it may be wise to seek professional counseling. Professionals can provide coping strategies and support to help process deep emotions.

Finally, maintaining a balanced diet, adequate sleep, and regular exercise can also aid in recovering from emotional pain.

老師：你知道安寧療護是什麼嗎？

學生：那是對末期病患的積極照顧，確保病患及家屬的生活品質。

老師：沒錯。安寧療護主要目的是通過早期偵測、全面評估及治療疼痛和其他身心靈問題，來改善生活品質。這種療護強調尊重病人的選擇和需求，並以病人及其家屬為中心進行全方位的照顧。對於在癌症末期折磨的親人或是朋友，我們不必刻意使用醫療介入，去延長他們的生命。相反地，我們應該確保他們能舒適的走完人生。

學生：但是親友過世真的讓人感到心痛難過。並沒有那麼容易。

老師：是啊。面臨親友離世，是令人沉重的負擔。我們會先否認事實，然後憤怒、想討價還價，並漸漸地感到憂鬱。即使最後我們接受現實，負面情緒還是會反覆發生。

學生：我們該如何處理自己的情緒呢？

老師：與其把強忍悲傷悶在心裡，我們第一步要做的是接受。我們應該承認親友已經離開的事實，並需要允許自己釋放情感。如此，我們才能將哀傷轉化成繼續前進的動力。如果悲傷持續影響日常生活，應該考慮尋求專業心理諮詢。專業人士可以提供應對技巧和支持，幫助處理深層情緒。最後保持均衡飲食、充足睡眠和適量運動也能幫助我們走出傷痛。

## 單元二 人死了以後會去哪裡呢？探索來世觀與信仰的力量

### Exploring the Afterlife and the Power of Faith

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 3a-V-1 能掌握哲學、生死議題與宗教的基本意涵及其和人生的關係，以建立自己的人生終極信念。</p> <p>生 3b-V-1 以人生終極信念為指引，貫徹在生活的價值思辨及日常抉擇中，提升人格統整與靈性修養。</p>
學習內容	<p>生 Ca-V-1 哲學之意涵及其對生命意義之探索。</p> <p>生 Ca-V-3 死亡在人學上的意義及其對生命價值的衝擊。</p> <p>生 Cb-V-1 宗教或族群信仰對個人生活與生命可能開展出的價值與意義。</p> <p>生 Cb-V-2 確立自己的終極信念，並貫徹在價值思辨與靈性修養中。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
religious belief	宗教信仰	Atheism	無神論
Buddhism	佛教	Buddha	佛陀
Taoism	道教	Laozi	老子
Confucianism	儒家	Confucius	孔子
Islam	伊斯蘭教	Allah	阿拉

Christianity	基督教	Jesus	耶穌
Catholicism	天主教	God	上帝

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ✂ Religious beliefs 宗教信仰 ✂

#### ① I believe in \_\_\_\_\_.

例句：I believe in Christianity.

我信基督教。

#### ② Religious beliefs encourage people to \_\_\_\_\_.

例句：Religious beliefs encourage people to break through limitations.

宗教信仰鼓勵人突破侷限。

### ✂ Beautiful life 美好人生 ✂

#### ③ I appreciate the beauty of life, such as \_\_\_\_\_.

例句：I appreciate the beauty of life, such as a butterfly in the flowers.

我欣賞生活中的美好事物，例如花中的蝴蝶。

#### ④ A good life includes \_\_\_\_\_.

例句：A good life includes the experience of helping others.

一個美好的人生包括幫助他人的經驗。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Teacher: Can anyone tell me what are the four major religions in the world?

Student: They are Christianity, Islam, Buddhism, and Hinduism.

Teacher: That's right. For example, Christianity has approximately 2.63 billion followers worldwide, while Buddhism, which is more commonly practiced in Taiwan, has around 500 million to 530 million adherents globally.

Student: What topics do these beliefs explore?

Teacher: They usually discuss the meaning of life, and what happens to people after death.

Student: It sounds profound. What is the meaning of life then?

Teacher: Different religions offer unique interpretations of the meaning of life but generally emphasize morality, spiritual growth, and care for others. For example, Christianity teaches that the meaning of life lies in building a relationship with God, following His will, and serving others. In contrast, Buddhism views the meaning of life as understanding the Four Noble Truths—suffering, its origin, its cessation, and the path leading to its cessation—and achieving Nirvana through practice, thereby freeing oneself from the cycle of reincarnation and suffering.

Student: What about afterlife?

Teacher: Different belief systems offer diverse perspectives, such as Christianity's focus on eternal life and judgment, Buddhism's teachings on reincarnation and karma, and Islam's belief in judgment after death based on one's actions in this life. These religions provide meaning and hope for individuals confronting death.

Student: However, beyond these established religions, many sects and deities exist. How can one distinguish between true faith and a cult?

Teacher: Distinguishing between true faith and a cult requires careful observation of factors like doctrines, social interactions, and attitudes toward individual freedom. For instance, true faith often encourages members to engage in social activities, while cults tend to isolate their members. True faith respects individual choices and free will, whereas cults often impose restrictions on personal freedom. When pursuing a spiritual life, it is essential to make informed decisions to avoid becoming involved in unhealthy or harmful religious organizations.



老師：有沒有人可以告訴我世界四大宗教是哪些呢？

學生：是基督教、伊斯蘭教、佛教、和印度教。

老師：沒錯，像基督教信徒數量約 26.3 億人，台灣較多人信奉的佛教在全球大約有 5 億至 5.3 億信徒。

學生：這些信仰探討甚麼主題呢？

老師：它們通常討論生命的意義，還有死亡後人的去處。

學生：聽起來很深奧。那麼生命的意義是什麼呢？

老師：不同宗教對生命意義有著各自獨特的解釋，但普遍強調了道德、靈性成長和對他人的關懷。像是基督教認為生命的意義在於與上帝建立關係，遵循祂的旨意並服務他人。佛教認為生命的意義在於認識到苦、集、滅、道四聖諦，並通過修行來達到涅槃，解脫於輪迴之苦。

學生：死後的世界是什麼呢？

老師：不同的信仰體系提供了多樣化的思考方式，像是基督教著重於永生與審判，佛教涉及輪迴和因果法則。伊斯蘭教相信死亡後根據他們在今生的行為接受審判。這些宗教使人們能夠在面對死亡時找到各自的意義和希望。

學生：但除了這些宗教，似乎還有很多派系和神祇，要怎麼分辨正信和邪教呢？

老師：分辨正信與邪教需要謹慎觀察其教義、社會互動及對個人自由的態度等多方面因素。例如正信鼓勵成員參與社會活動，邪教則經常隔離成員；正信尊重個人的選擇和自由意志，邪教往往會限制個人。追求精神生活時應做出明智的選擇，避免陷入不健康或有害的宗教組織中。

## 對話二 Dialogue 2

Teacher: What are the elements that constitute a beautiful life?

Student: People can harbor good intentions, and help others, just like Mother Teresa.

Teacher: That's right. Mother Teresa is an embodiment of great love. She traveled all the way from Eastern Europe to Kolkata, alleviating the suffering of those on the brink of death, praying for them before their passing and letting them experience warmth in their final moments of life.

In addition, a fulfilling life often includes aspects such as self-actualization, inner peace, and a deep connection with nature.

Student: Teacher, I think the beauty of life doesn't necessarily come from material enjoyment. People, like Mother Teresa, who care for others and bring warmth to them make me feel happy.

Teacher: You're right. We don't have to pursue great wealth or fame, or wait until our dreams come true to feel happy. We should understand that life is a long-term continuous process. I hope you can cherish and enjoy every day of your life.

Student: Sometimes when we fail tests or go through a breakup, we feel sad.

Teacher: Regardless of joy, anger, or sorrow, experiencing various emotions is necessary for us. But we needn't dwell too much on sadness. After experiencing emotions, we should let them go, and treat failures as valuable experiences to learn from. We have to take one step at a time, and continue moving towards our dreams

老師：美好的生命有那些要素呢？

學生：人可以心存善念，並幫助他人，就像德雷莎修女。

老師：沒錯。德雷莎修女就是體現大愛的典範。她遠從東歐來加爾各答，減輕瀕臨於死亡者的痛苦，在他們死前替他們祈禱，且讓他們在生命最後一刻體會人間的溫暖。除此之外，美好的生命包含像是自我實現、內在和平、與自然的聯繫等都是。

學生：老師，我覺得生命的美好不一定是物質的享受，人們如像德雷莎修女一樣，關心別人，給他人溫暖，也會讓我覺得快樂。

老師：沒錯。我們不一定要追求大富大貴，或是等到實現夢想才使我們快樂。我們要知道生命是長期而持續的過程。我也希望你能珍惜並享受生活的每一天。

學生：有時候當我們遇到考試沒考好，或和戀人分手，我們還是會感到悲傷。

老師：不管喜怒哀樂，體驗各種情緒是必須的。但是我們不要太過耽溺悲傷，體驗過後，我們就讓情緒離開，並且把失敗當作珍貴的經驗，從中學習，我們必須一步一腳印，持續朝夢想前進。

### 單元三 美善的力量與生命價值

## The Power of Beauty and Goodness in Life's Value

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	生 4b-V-1 具備發現與創造生活美感的素養，並能發展自身的生活美學。
學習內容	生 Db-V-1 生活中多元多樣的美感經驗與生活美學的內涵。 生 Db-V-2 美感經驗及生活美學所需要的素養。 生 Db-V-3 生活美學與生命價值觀。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
beauty	美	character	品德
ugliness	醜	empathy	同理心
goodness	善	wisdom	智慧
evil	惡	serendipity	機緣
appearance	外表	effort	努力
inner quality	內在	courage	勇氣
art	藝術	slasher	斜槓族

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ Preference 喜好 ☞

① I prefer \_\_\_\_\_.

例句：I prefer individuals who possess inner beauty.

我比較喜歡有內在美的人。

② When it comes to \_\_\_\_\_, we should \_\_\_\_\_.

例句：When it comes to beauty, we should have our own perspectives.

對於美，我們應該有自己的見解。

### ☞ Journey of life 生命之旅 ☞

③ As a slashie, \_\_\_\_\_.

例句：As a slashie, he writes code while working as a street singer.

身為斜槓青年，他一邊寫程式，同時當街頭歌手。

④ Only by \_\_\_\_\_ can we \_\_\_\_\_.

例句：Only by bravely stepping into the unknown can we discover the surprises of life.

只有勇敢跨出未知，才能發現生命的驚喜。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Student: Teacher, what exactly is beauty?

Teacher: Beauty can be a direct sensation, such as when you see someone who is very attractive and well-dressed, and you feel moved. Or when you hear a beautiful song and are captivated by its melody or lyrics.

Student: Like popular idols or singing groups?

Teacher: Exactly. This experience goes beyond just sensory pleasure and involves individual emotions, memories, and cultural background as well. Judging beauty externally is the most straightforward approach, but have you considered any potential issues with this perspective?

Student: If someone looks really good but has a bad heart I wouldn't consider him/her beautiful.

Teacher: Good job! You mention the other kind of beauty, which is a person's inner beauty. Inner beauty includes qualities such as kindness, inclusiveness, and sincerity. Even though inner beauty isn't something you can see at first glance, it's much more valuable and worth cherishing.

Student: I really enjoy talking to the old lady who lives downstairs in my building. Even though she has white hair and wrinkles on her face, she has a good heart. She often cares for me and gives me delicious food, which makes me feel happy.

Teacher: That's the value of inner beauty and the meaning of goodness. External beauty might be momentary feelings, but the impact of inner beauty will remain in our hearts for a long time. Therefore, we should appreciate those who possess inner beauty—they often have a stronger sense of self-worth and confidence. This not only enhances their personal happiness but also strengthens their ability to face challenges. At the same time, they encourage others to develop their inner qualities, creating a supportive and positive community around them.

學生：老師，究竟甚麼是美呢？

老師：美可以是一種直接的感受，好比當你看見很漂亮，且很會打扮的人出現時，你有心動的感覺。又或是當你聽到一首好聽的歌，你為它的旋律或歌詞所著迷。

學生：像我喜歡當紅的偶像或歌唱團體嗎？

老師：沒錯。這種經驗不僅限於感官上的愉悅，也涉及到每個人的情感、記憶和文化背景等因素。用外在來評斷美是最直接的，但有人有想到可能的問題嗎？

學生：如果一個人外貌姣好，但心地很壞，我不會覺得他/她美。

老師：很好！你提到另一種美，那是一個人的內在美。內在美包含善良、包容、真誠。雖然不是第一眼能看見，但它卻更可貴，且值得珍惜。

學生：我真的喜歡和住在我家樓下的老婆婆說話，雖然她滿頭白髮，而且臉上有皺紋，但她心地很好。她常關心我，送我好吃的，讓我感到快樂。

老師：這就是內在美的價值，也是善的意義。外在美或許是一時的感受，但內在美的影響會長久留存在我們心底。因此我們要珍惜擁有內在美的人，他們通常對自己有更高的認同感和自信心。不僅提升了個人的幸福感，也增強面對逆境的能力。同時他們也鼓勵他人發展自己的內在特質，從而使周圍的人形成一個支持性強且充滿正能量的社群。

## 對話二 Dialogue 2

Teacher: What kind of life do you consider to be a good life?

Student: I think that a good life is about having the courage to try new challenges.

Teacher: Very good. The world is vast, full of choices and opportunities. Only by bravely stepping forward can we realize our boundless potential. Does anyone else want to share?

Student: I feel that many things are predestined. Could it be that beauty only belongs

Teacher: That's a great question. Does anyone want to answer?

Student: Perhaps, luck affects whether life is good or not, but there are other factors related to our choices. A person's destiny is often shaped by a series of choices that accumulate over time. Each small decision can have a significant impact on the future.

Teacher: Exactly. Through making the right choices, individuals can better realize their self-worth. For example, choosing to pursue one's interests and passions not only increases life satisfaction but also builds confidence. Similarly, choosing to treat others with kindness and maintain integrity can enrich one's inner world.

Teacher: Maybe we can't choose our birth circumstances, but we can choose how we treat the people and things that appear in our lives and practice good moral character. Even in the face of adversity we can avoid falling into traps and have the courage to face loss and regret. What's more, we need to pay more attention to the beauty in life.

For instance, accepting help from others or showing gratitude for what you already have are ways to enrich your life and promote a positive mindset.

老師：什麼樣的人生，你覺得是美好的呢？

學生：我覺得美好人生，是勇於嘗試新的挑戰。

老師：很好。這個世界很大，充滿許多選擇與機會。只有勇敢跨出去，我們才知道自己潛力無窮。還有誰想要分享嗎？

學生：我覺得很多事情都是註定好的。美好會不會只屬於少部分幸運的人呢？

老師：這個問題很好。有沒有人想要回答呢？

學生：或許，運氣會影響人生是否美好。可是，有更多因素在於我們的選擇。

人的命運往往是由一系列選擇累積而成的結果。每一個小的決定都可能在未來形成巨大的影響。

老師：沒錯。透過正確的選擇，人們能夠更好地實現自我價值。例如，選擇追求自己的興趣和熱情，不僅能提升生活滿意度，還能增強自信心。選擇善待他人、保持正直也能豐富個人的精神世界。

或許我們不能決定出身，但我們可以選擇用良好的品德，對待生命出現的人事物。即使面對逆境，我們才能避免困住，勇於面對失落與遺憾。再者，我們要多留意生活中的美，像是接受別人幫助，或感謝自己已經擁有的一切。

## ★ 第四章 ★

### 單元一 發現內在自我與內心需求

### Discovering the Inner Self and Inner Needs

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	生 5a-V-1 在日常生活的行住坐臥中保持靈性自覺，實踐靈性修養。 生 5b-V-1 能以靈性修養為基礎，進行哲學思考、人學探索、終極關懷與價值思辨。
學習內容	生 Ea-V-1 靈性修養的內涵、途徑、階段及所需要的素養。 生 Eb-V-1 人格統整的途徑及與靈性修養的關係。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
inner needs	內在需求	binge on shows	追劇
spirituality	靈性	transform	轉化
play games	打遊戲	self-dialogue	自我對話
self	自我	subjective	主觀的
emotion	情緒	needs	需求



Awareness	覺察	drive	驅動
values	價值觀	meaning	意義

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ Meaning of lives 生命意義 ☞

#### ① \_\_\_\_\_ emphasize that \_\_\_\_\_.

例句：Christianity **emphasizes that** humans are different from animals because of their divine nature.

基督教強調人因為有神聖性所以與動物不同。

#### ② My life motto is \_\_\_\_\_.

例句：My life motto is “Dream big, and never give up.”

我的人生格言是「夢想遠大，永不放棄」。

### ☞ Desire and fulfillment 渴望與滿足 ☞

#### ③ Everyone needs \_\_\_\_\_.

例句：Everyone needs self-fulfillment.

每個人都需要自我實現。

#### ④ I feel empty even after \_\_\_\_\_.

例句：I feel empty even after playing a game for a long time.

即使打了很久的遊戲，我仍然感到空虛。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Student: Teacher, why do I play games and binge on shows all day, but still feel unhappy? I feel as if I have already relaxed and enjoyed myself.

Teacher: This is a problem that many people encounter. Let's think about it together. Does entertainment and relaxation come from within or is it external?

Student: These are from external sources. These forms of entertainment are sensory-driven.

Teacher: Very good. Are there any drawbacks to these forms of entertainment?

Student: The drawback is the happiness they provide cannot last long.

Teacher: You're right. Games or TV series are actually just a way for us to escape negative emotions, but they don't really solve any problems. Negative emotions often reveal unmet inner needs, such as finding meaning in life, feeling authenticity, or basic physical nourishment like food or water. When we move away from these sensory stimuli, ignoring these needs, we may feel unhappy.

Student: Is there any way that we can truly experience happiness?

Teacher: At this point, we need to shift from external sources and look for spirituality within ourselves. Everyone has spirituality, which often involves exploring the meaning of life, our inner self, and our connection to the universe or nature. It includes reverence for nature, genuine care for relationships, and inner harmony.

Spirituality guides us to pursue higher values like love, compassion, justice, and altruism. To find true happiness, we can try to start from within, rather than relying solely on external stimuli.

For example, taking time to sit quietly and reflect on what truly matters to you, and exploring meaningful aspects of your life can lead to deeper satisfaction and lasting joy.

學生：老師，為什麼我整天打遊戲、追劇，仍感覺不快樂呢？我想我已經放鬆和自我享受了。

老師：這是許多人都遇過的問題。讓我們一起來想想看。娛樂放鬆，是來自內在，還是外在呢？

學生：應該是外在，這些娛樂偏向感官刺激。

老師：很好。那這些娛樂有沒有甚麼缺點？

學生：缺點是快樂沒辦法長久持續。

老師：對。遊戲或劇集其實只是讓我們逃避負面情緒，並沒有真正解決問題。

負面情緒背面其實隱含內在需求未被滿足，這些需求包含找到生命意義、感受到真誠、或更基本的身體滋養，包含食物或水等，因此，當我們遠離這些感官刺激，這些需求又被忽略，我們就會覺得不開心。

學生：有沒有什麼方法，可以讓我們真正感受到幸福呢？

老師：關於這點，我們需要從外在的資源，轉向內在尋找靈性。

每個人都有靈性，靈性通常指人們對於生命意義、內在自我及與宇宙或自然的連結的探索，諸如對大自然的敬畏、對人際關係的真摯關懷，以及內在的和諧。它引導我們追求生命的較高價值，像是愛、慈悲、正義和利他精神。要找到真正的快樂，我們可以嘗試從內心出發，而不僅僅依賴外在的刺激。例如，你可以花些時間靜下心來，問問自己真正在乎的是什麼？試著發掘生活中對你有意義的事情。這樣的自我探索能帶來更深層次的滿足感，也能讓你找到持續的快樂來源。

## 對話二 Dialogue 2

Student: Teacher, I'd like to know why having a dialogue with myself leads to happiness.

Teacher: In terms of the concept of "beauty," do you think that beauty is absolutely objective?

Student: No, I don't. The same piece of art may seem normal to me, but my friend may really like it.

Teacher: Exactly. The artwork itself is objective, but whether it's beautiful or not is subjectively defined by individuals. So, we find out that objective facts aren't actually important. What matters is that we subjectively interpret them.

Another example is that if you scored 60 on a test and felt unhappy, the score itself is objective, but your mood is influenced by your perspective. If you see it as an opportunity to improve or recognize that you scored lower last time but have made progress this time, changing your mindset can make a big difference. This shift in thinking can turn setbacks into motivation and improve your mood.

Student: What does this have to do with having a dialogue with oneself?

Teacher: It has a lot to do with it. For example, if a lot of bad things happen today, they are simply objective facts. However, our subjective mindset can be transformed through self-dialogue.

We can change our perspective when we engage in self-dialogue and reinterpret these experiences. For instance, seeing failure as an opportunity to learn and stress as a challenge for growth can completely shift our mindset. This change in attitude can transform our feelings even when external circumstances remain the same.

學生：老師，我想知道為什麼與自己對話會導致幸福呢？

老師：從「美」的概念來思考，你覺得美是絕對客觀嗎？

學生：不，我不認為。同樣的藝術品，我可能覺得還好，但我朋友卻真的喜歡它。

老師：沒錯。藝術品本身是客觀的，但美不美是由個人主觀定義的。因此，我們發現，客觀事實其實並不重要，重要的是我們主觀怎麼解釋。

再打個比方，今天你考試考了 60 分感到不愉快，但其實分數本身是客觀的，影響心情的是你的觀點。你如果把它看成是一個改進的機會，甚至其實上次你考更低但這次進步了，這樣想法改變就能讓心情變好，也能化挫折為動力。

學生：這和自我對話有甚麼關聯呢？

老師：很大關係。例如。今天發生許多糟糕的事，這些都是客觀事實，然而，我們主觀的心境卻可以透過自我對話轉換。當我們和自己對話，重新理解這些事情時，就能改變我們的看法。例如，失敗可以看作是學習的機會，而壓力可以被視為成長的挑戰。這樣，即便外在情況不變，我們的心態改變了，感受也會隨之不同。

## 單元二 自愛與人際關係的平衡

### Balancing Self-Love and Relationships

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	<p>生 5a-V-1 在日常生活的行住坐臥中保持靈性自覺，實踐靈性修養。</p> <p>生 5b-V-1 能以靈性修養為基礎，進行哲學思考、人學探索、終極關懷與價值思辨。</p>
學習內容	<p>生 Ea-V-1 靈性修養的內涵、途徑、階段及所需要的素養。</p> <p>生 Eb-V-1 人格統整的途徑及與靈性修養的關係。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
self-love	自愛	express feeling	表達感受
interpersonal interactions	人際互動	grade and ranking	成績排名
exhausting	使人疲倦	take a breath	吸氣
cater to others	迎合他人	self-reflection	自省
relationship	關係	appreciation	欣賞
sincerity	真誠	value	價值
connection	聯繫	praise	稱讚

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ Nourish the soul 滋養心靈 ☜

#### ① When I need to relax, \_\_\_\_\_.

例句：When I need to relax, I lie on the beach and look at the stars.

當我需要放鬆時，我到海邊躺在沙灘上看星空。

#### ② When I'm feeling down, \_\_\_\_\_.

例句：When I'm feeling down, a good friend can allow me to share my feelings.

當我情緒低落時，好朋友可以讓我分享心事。

### ☞ Interpersonal interaction 人際互動 ☜

#### ③ When making friends, \_\_\_\_\_.

例句：When making friends, I pay attention to whether we listen to each other's needs.

交朋友時，我會留意有沒有傾聽彼此的需求。

#### ④ I am willing to \_\_\_\_\_.

例句：I am willing to embrace my imperfect self with love.

我願意用愛包容不完美的自己。

## ■ 問題講解與對話 Question and Answer/Dialogues

### 對話一 Dialogue 1

Student: Teacher, I think making friends is quite exhausting.

Teacher: May I ask the reason why you think this way?

Student: Because in order to fit in with everyone I always have to cater to others. Even if I put in a lot of effort I may not be accepted. So, what is the benefit?

Teacher: I can understand that this is indeed a significant concern. But, have you ever thought about whether you are overlooking something in terms of the way one make's friends?

Student: I don't know. Could you please explain?

Teacher: In interpersonal interactions, in order to achieve harmony with others we need to treat others sincerely and more importantly we have to be true to ourselves. We need to be aware of whether our feelings are positive or negative, and whether we are listening to our own needs or not.

Student: What should I do?

Teacher: My suggestion is that you can honestly express your feelings to your friends and see if they are willing to accept them. For example, you could say, "I really hope to fit in with everyone, but I also want to express myself without feeling forced. This kind of interaction makes me feel more comfortable and happier." The key is that both parties enjoy each other's company. In this way, you will surely find a group that suits you.

學生：老師，我覺得交朋友是一件累人的事。

老師：我可以問原因嗎？

學生：因為為了融入大家，我常常要迎合別人。就算我很努力，也不一定會被接納。這到底有甚麼好處呢？

老師：我了解這確實是很大的煩憂。但是，你有沒有想過，這樣交朋友的方式，是不是忽略甚麼呢？

學生：我不知道。老師，請您可以說明嗎？

老師：在人際互動中，為了達到人我的和諧，我們需要真誠對待別人。但更重要的是，真誠面對自己。我們要覺察自己的感受，是正面或負面，有沒有傾聽自己的需求。

學生：我應該怎麼做呢？

老師：我的建議是，你可以和朋友真誠地說出自己的感受，看對方是否願意接納。好比說，你可以告訴對方，我真的很希望能融入大家，但也希望能在不勉強自己的情況下表達自己。這樣的互動對我來說，更自在更快樂。重點是雙方相處都愉快。如此一來，你將可以找到適合你的群體。

## 對話二 Dialogue 2

Student: Teacher, I feel so perplexed after entering senior high school. I'm constantly chasing grades and rankings every day.

Teacher: Pursuing life goals is important, but you also should know when to relax and take a breath.

Student: There are so many books to read, how can I have time to rest?

Teacher: I'm not asking you to stop learning, but I hope you can take a few minutes each day to organize your thoughts and ask yourself what today's learning means to you. Doing this can help you maintain a clear sense of direction and prevent physical and mental exhaustion.

Student: What can we do when we take a breath?

Teacher: You can take 5 to 10 minutes each day to focus on your hobbies or simply take a moment to observe your surroundings and enjoy the peace. Before bed, you might spend a few minutes reflecting on your achievements and challenges from the day, gradually gaining a better understanding of your inner needs. The key is to care for yourself and maintain emotional balance, which will help you sustain a longer, healthier journey of learning.

學生：老師，我覺得上高中以後好迷茫，每天都在追逐成績跟排名。

老師：追求人生目標很重要，但你也應該懂得適時放鬆，停下腳步。

學生：書已經讀不完了，哪有時間休息？





老師：我不是要你停止學習，而是希望你可以每天抽出幾分鐘來整理思緒，問問自己今天的學習對你有什麼意義。這樣做可以讓你保持清晰的方向感，不會在體力和心理上過度疲憊。

學生：停下腳步時，我們可以做些甚麼呢？

老師：你可以每天抽出 5 到 10 分鐘專注於自己的興趣愛好，或是靜下心來觀察身邊的環境、享受片刻的寧靜。睡前也可以花幾分鐘思考今天的成就和挑戰，逐步認識自己的內在需求。重要的是，關愛自己、保持心理平衡，才能讓學習之路更長遠、更健康。

## 單元三 認識防衛機制與自我成長

### Defense Mechanisms and Personal Growth

高師大英語系 唐煒勛、高師大英語系 方琬琳

#### ■ 學習目標 Learning Focuses

學習表現	生 2b-V-1 能以適切的人學為基礎，探討人生終極課題，進行價值思辨與靈性修養。
學習內容	<p>生 Bb-V-1 了解人是「客體」，更是「主體」，以確立人的主體尊嚴與自為目的性。</p> <p>生 Bb-V-2 什麼是「我」？「我」是誰？「我」與「我的身體」、「我的心理」、「我的理性」、「我的感性」，以及「我的靈性」的關係與差異。</p>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
defense mechanism	防衛機制	eternal	永恆
avoidance	逃避	connection	連結
alienation	疏離	self	自我
self-awareness	自我覺察	communication	交流
personal growth	個人成長	affirmation	肯定

people-pleasing	討好	concern	關懷
two-way communication	雙向交流	acceptance	接納

## ■ 教學句型與實用句子 Sentence Frames and Useful Sentences

### ☞ Inner longing 內在渴望 ☞

#### ① I hope that \_\_\_\_\_.

例句：I **hope that** someone can care for me when I'm feeling lost.

我希望別人可以在我失落時，關心我。

#### ② I feel that \_\_\_\_\_.

例句：I **felt that** I had no value, so I used to please others.

我以前覺得自己沒有價值，所以，我曾經常常想要討好別人。

### ☞ Awareness 覺察 ☞

#### ③ I become aware of \_\_\_\_\_.

例句：I **become aware of** my longings through practicing yoga.

透過做瑜伽，我覺察自己的需求。

#### ④ We should remind ourselves to \_\_\_\_\_.

例句：We **should remind ourselves to** stay positive and optimistic.

我們應該提醒自己要保持正向樂觀。

## ■ 問題講解與對話 Question and Answer/ Dialogues

### 對話一 Dialogue 1

Teacher: Today, we're introducing defense mechanisms. Defense mechanisms are an important concept in psychology, referring to a range of unconscious psychological strategies individuals use to reduce anxiety and inner conflict. These mechanisms are often automatically activated when facing stress, anxiety, or emotional distress, helping individuals protect their self-image and mental well-being.

For example, denial involves refusing to acknowledge unpleasant realities or facts to avoid confronting painful emotions.

Does anyone want to share which defense mechanism they have used to deal with problems?

Student: I'm willing to share. I always used to please people around me, hoping to receive more care, but the result was always disappointing.

Teacher: Have you thought about what kind of emotional scars might have led to this?

Student: I discovered a deep-seated fear of abandonment within myself, so I pleased other people to cope with this problem.

Teacher: You're very self-aware. Thanks for sharing with everyone. Each of us has vulnerabilities, including myself. But, instead of blaming ourselves, we should accept our imperfect selves and grow from there.

Student: But, teacher, I find acceptance challenging. How can I help myself to grow?

Teacher: You can refer to the three small steps provided in the textbook. First, be aware of your internal and external states, then list different choices and view them from an objective perspective. Finally, take action in a way that suits you.

Student: Thank you, teacher. I know what to do now and I'm willing to give it a try.

老師：今天我們要介紹防衛機制。防衛機制是心理學中的一個重要概念，指的是個體無意識地使用的一系列心理策略，以減少焦慮和內心衝突。這些機制通常在面對壓力、焦慮或情感困擾時自動啟用，幫助個體保護自我形象和心理健康。例如，拒絕接受不愉快的現實或事實，以避免面對痛苦的情緒。

有沒有人願意分享自己曾經使用哪個機制處理問題呢？

學生：我願意分享。我以前總是試著討好身邊的人，希望能藉此得到多一點關愛，但結果總是失望。

老師：你有沒有想過那是什麼樣的傷痕印記導致的呢？

學生：我發現自己的內心深處，藏著害怕被遺棄的恐懼，所以我討好別人，來面對問題。

老師：你很有自我覺察，謝謝你和大家分享。我們每個人心中都有軟弱，包括我。但是，我們要做的，不該是責備自己，而是接納我們不完美的自我，並且從中成長。

學生：但是，老師，我發現接納已經很困難了，要怎麼幫助自己成長呢？

老師：你可以參考課本提供的三個小步驟。首先，覺察你自己的內在及外在狀態。再來，你列出不同的選擇，並從客觀的角度觀看。最後，你採取適合自己的方式，付諸行動。

學生：謝謝老師。我知道該怎麼做了，而且，我願意試試看。

## 對話二 Dialogue 2

Teacher: By the end of the class, I want to share my thoughts on what love is with you. Now, let's hear your thoughts first.

Student: I believe love is using one's strength to fulfill the needs of others.

Teacher: Very good. You already have a basic concept. However, I want to emphasize the mutual communication of love, which is loving yourself as well as others. This kind of love allows us to see the value in ourselves and others and it really creates positive connections with others.

Student: How can we love ourselves?

Teacher: We should regularly observe our inner selves and, when faced with negative emotions, remind ourselves to focus on the positive. For example, recalling past successes, considering current learning opportunities, or listing things we are grateful for can help gradually shift our mood. Developing habits like meditation and exercise are also excellent ways to practice self-care!

老師：課程結束前，我想和你分享愛是什麼。現在，我們先來聽聽你的看法。

學生：我相信愛是盡自己的力量，去滿足別人的需求。

老師：很好。你已有基本概念，然而，我想特別強調愛的雙向交流，也就是愛別人，也愛自己。這樣的愛，讓我們看見自己和他人的價值。它真的可以和他  
人，產生正向的連結。

學生：那我們可以怎麼樣愛自己呢？

老師：我們要時時觀察自己的內在，在面對負面情緒時，提醒自己專注於積極的面向，例如回想過去成功的經驗、思考當前的學習機會，或列出感恩的事物，幫助自己逐步轉換心情。養成冥想和運動的習慣，也是自我關愛的方法喔！

## 國內外參考資源 More to Explore

<p><b>高雄市教育局國民教育輔導團-高雄國民教育各學科領域專頁</b></p> <p>匯集高雄國民教育各學科領域的專頁資訊，提供多元學科資源及社群連結，方便教師和學習者快速找到相關支持與交流平台。</p> <p><a href="https://reurl.cc/M6yNan">https://reurl.cc/M6yNan</a></p>	
<p><b>新北市英語教學資源中心</b></p> <p>提供多樣化的英語教學資源與示範課程，包含整合性活動影片與課程設計，幫助教師及學生提升英語學習成效。</p> <p><a href="https://reurl.cc/XERpW7">https://reurl.cc/XERpW7</a></p>	
<p><b>CIRN 領域教學研究中心</b></p> <p>中小學學科之雙語教材資源及教案分享</p> <p><a href="https://cirn.moe.edu.tw/Module/index.aspx?sid=1219">https://cirn.moe.edu.tw/Module/index.aspx?sid=1219</a></p>	



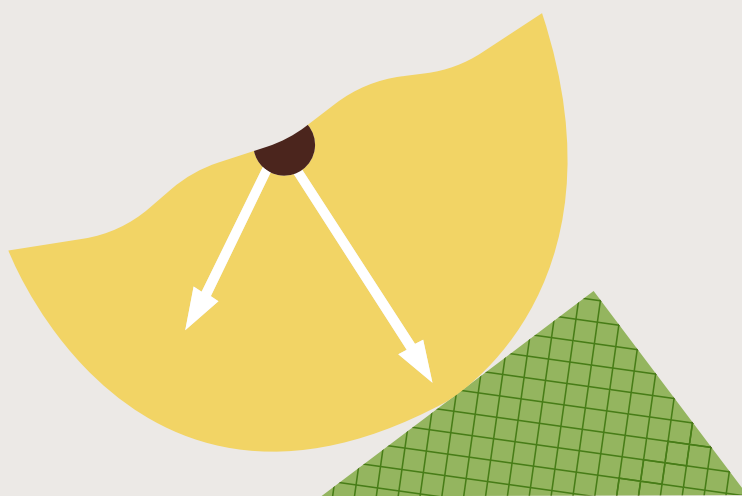
## 高中綜合領域雙語教學資源手冊: 生命教育科 英語教學用語

### A Reference Handbook for Senior High School Bilingual Teachers in the Domain of Integrative Activities (Life Education): Instructional Language in English

- 研編單位：國立高雄師範大學全英語與雙語教學推動中心
- 指導單位：教育部師資培育及藝術教育司
- 撰稿：唐煒勛、方琬琳
- 語言諮詢：朱雯娟、希康安(Kon Alexiou)
- 綜合規劃：李翠玉
- 排版：吳依靜
- 封面封底：JUPE Design







發行單位 高師大全英語與雙語教學推動中心

NKNU EMI AND BILINGUAL EDUCATION CENTER

指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION