這份針對 **第 13 週：從覺察到盟友行動（Digital Gender-Based Violence: From Awareness to Action）** 設計的網頁內容文件，已根據您的要求重新製作。

本週的核心重點在於**透過真實小故事進行反思**，引導學生深入理解「五不四要」（Five Don'ts and Four Do's）的內容，並進一步探討其在高等教育層次中的侷限性。英文程度調整在 **B1-B2** 之間。

## 🧬 第一部分：中英對照版 (Bilingual Version)

### 🧬 Week 13 | Version A: Professional (Theory & Reflection)

**主題：從覺察到行動——數位暴力案例反思 (From Awareness to Action: Reflecting on Digital Violence)**

#### 🎯 每週學習目標 (Weekly Learning Goals)

在本課結束時，學生將能夠：

* **分析** 數位性別暴力的結構性意識 。
* **評估** 真實案例中的情緒、關係與權力動力 。
* **建構** 超越「五不四要」的預防策略分類 。
* **提出** 對現行預防架構的改進建議 。

#### 🧠 理論核心：權力三角形 (Theoretical Core: The Power Triangle)

我們不只看見一張照片，而是要分析其背後的系統。透過「身體—情緒—權力」三角形來解構傷害：

* **身體 (Body)：** 為什麼私密影像是對身體主權的威脅？
* **情緒 (Emotion)：** 羞辱感是如何被用作控制工具的？
* **權力 (Power)：** 信任在何時轉化為威脅的籌碼？

#### 🎬 核心主題：真實小故事反思 (Real Story Reflection)

**【案例摘要】：** 2025 年，一名女學生在交友軟體認識一名男生，建立信任後傳送了私密照。發生衝突後，男生威脅要「毀了她」，並將照片連同她的姓名、學校與住址公佈在網路 。

#### 💡 吸引人的討論主題 (Engaging Discussion Questions)

* **深層對話：** 「她是因為信任他才傳照片的」，這句話是否太簡單化了？背後是否有權力與恐懼的運作？
* **規則的侷限：** 「五不四要」教導我們不要太快相信網友、不要傳私密照。但在高等教育中，我們該如何反思：為什麼這些規則雖然重要，卻不足以防止系統性傷害？

+1

* **旁觀者的位置：** 如果你在網路看見這則貼文，什麼因素會讓你選擇「保持沉默」？這如何延續了傷害？

#### 💬 結語 (Closing Reflection)

「教育不只是關於預防規則，更是關於建立覺察、責任與關懷。預防不僅是避免風險，更是建立集體的行動」 。

+1

### 🧬 Week 13 | Version B: ESP English (Skills & Practice)

**主題：分析權力與預防的語言 (The Language of Power and Prevention)**

#### 🎯 ESP 學習目標 (ESP ILOs)

* **掌握** 描述數位暴力與權力動力的專業詞彙（如 *Coercion*, *Accountability*） 。

+1

* **建構** 關於因果分析的學術語句 。
* **批判性評估** 預防架構並提出改進建議 。

#### 📚 關鍵字與反思範例 (Vocabulary & Reflection Examples)

| **關鍵字 (Target Vocabulary)** | **反思範例 (Reflective Example)** |
| --- | --- |
| **Coercion** (脅迫) | 當信任變成威脅，這就是一種**脅迫**。  +1 |
| **Victim-blaming** (檢討受害者) | 我們應該反對**檢討受害者**，並將責任歸於加害者與系統。 |
| **Bystander** (旁觀者) | 數位空間中的**旁觀者**若保持沉默，可能會延續系統性傷害。  +1 |

#### 🗣️ TEEMI 口說練習準備 (TEEMI Oral Prep)

為了幫助你準備 TEEMI 的口說聊天，請練習使用以下 B2 程度句型來總結今日所學 ：

+3

1. *"A limitation of the* ***'Five Don’ts'*** *is that it focuses only on individual behavior."* (「五不」的侷限在於它僅關注個人行為。)
2. *"Digital gender-based violence* ***perpetuates*** *structural inequality."* (數位性別暴力延續了結構性的不平等。)
3. *"Effective prevention requires building* ***healthy relationship awareness****."* (有效的預防需要建立健康的關係意識。)

## 🧬 第二部分：全英版 (Full English Version)

### 🧬 Week 13 | Version A: Professional English

**Theme: Digital Violence: Reflecting on Stories and Limits**

#### 🎯 Weekly Learning Goals

By the end of this lesson, students will be able to:

* **Analyze** the structural awareness of digital gender-based violence.
* **Evaluate** emotional, relational, and power dynamics in a real-world case.
* **Construct** categorizations of prevention strategies beyond simple rules.
* **Propose** improvements to current prevention frameworks.

#### 🧠 Theoretical Core: The Body-Emotion-Power Triangle

We decompose digital harm using three analytical lenses:

* **Body:** How the body becomes a site of control through digital exposure .
* **Emotion:** How shame and fear are used as leverage to manipulate victims .
* **Power:** How unequal social structures turn trust into control .

+1

#### 🎬 Feature Case: The 2025 Privacy Violation Story

**Summary:** A female student sent a nude photo to a male student she trusted from a dating app. After a conflict, he shared her private images along with her personal identity online as a form of revenge .

#### 💡 Engaging Discussion Questions

* **Beyond "Don'ts":** The "Five Don'ts and Four Do's" are important, but why are they insufficient for university-level awareness?

+1

* **Critiquing Trust:** Is the statement "she sent it because she trusted him" too simple? How do power and fear operate in this interaction?
* **The Silent Majority:** If you saw this incident online, what would prevent you from acting? How does bystander silence maintain a harmful system?
* **Reverse Scenarios:** Would the social judgment or public reaction change if the genders were reversed?

+1

#### 💬 Closing Synthesis

"Prevention is not only about avoiding risk. It is about building collective knowledge, responsibility, and care. We must move from individual rules to structural transformation".

+1

### 🧬 Week 13 | Version B: ESP Focus

**Theme: Analyzing Structure and Prevention in Digital Violence**

#### 🎯 ESP Intended Learning Outcomes (ILOs)

* **Use** academic vocabulary to discuss digital gender-based violence (e.g., *Coercion*, *Manipulation*, *Accountability*).

+1

* **Construct** causal analysis statements (Cause → Effect → Implication).
* **Critically evaluate** current safety rules using structured B2-level English.

#### 📚 Key Vocabulary & Case Applications

* **Coercion (n.):** Using pressure or threats to force someone to do something.
  + *In Case:* "When trust becomes leverage for a threat, it turns into **coercion**."
* **Accountability (n.):** The responsibility of individuals and institutions for their actions.
  + *Reflection:* "We must demand higher **accountability** from digital platforms."
* **Perpetuate (v.):** To make something (usually bad) continue for a long time.
  + *Analysis:* "Bystander silence **perpetuates** a culture of victim-blaming."

#### 🗣️ TEEMI Speaking Prep (Review & Practice)

Ready to talk to TEEMI? Use these B1-B2 "Professional Frames" to summarize your reflections :

+2

* **Identifying the Issue:** *"The main issue in this story is how* ***manipulation*** *turns trust into harm."*
* **Evaluating the Rules:** *"While the* ***'Five Don’ts'*** *are helpful, they fail to address* ***structural inequality****."*
* **Proposing Action:** *"Real prevention requires both individual caution and* ***institutional support****."*

[**Launch TEEMI Reflection Lab**]