這份針對 **第 14 週：倡議與教育設計——《Ready for an Adventure?》桌遊師培（Advocacy & Educational Design: Ready for an Adventure!）** 設計的網頁內容文件，旨在協助您引導學生從學習者轉變為「引導者」。本週核心在於掌握桌遊操作，並融入 **數位性別倫理卡（Digital Gender Ethics Cards）** 進行專業且具性別觀點的教學帶領 。

## 🧬 第一部分：中英對照版 (Bilingual Version)

### 🧬 Week 14 | Version A: Professional (Theory & Board Game)

**主題：從玩家到引導者——《Ready for an Adventure?》的專業轉型 (From Player to Facilitator: Professional Transformation in "Ready for an Adventure!")**

#### 🎯 每週學習目標 (Weekly Learning Goals)

在本課結束時，學生將能夠：

1. **辨識並應用** 性別教育引導中的專業倫理。
2. **分析與詮釋** 桌遊機制，將其視為數位性別暴力的具體呈現。
3. **設計與評估** 適合社區教學的反思問題與評量工具。

#### 🧠 理論核心：數位性別倫理 (Theoretical Core: Digital Gender Ethics)

本週最關鍵的單元是將「遊戲」轉化為「教育」的倫理基礎。我們將連結 **Digital Gender Ethics Cards** 來建立引導者的行為準則：

* **避免傷害 (Do No Harm)：** 確保教學過程中不觸發受試者的創傷。
* **不責怪受害者 (Do Not Blame the Victim)：** 始終強調系統性責任，而非個人行為。
* **確保情緒安全 (Ensure Emotional Safety)：** 營造一個可以安心討論敏感議題的空間。
* **關注結構與制度責任 (Center Structural Awareness)：** 引導學生看見演算法與法律制度的影響，而非僅僅討論個人隱私保護。

#### 🎲 實務重點：掌握《Ready for an Adventure?》桌遊機制 (Game Mechanics & Facilitation)

身為未來的引導者，你必須熟悉以下機制，並能向未來的學員解釋其背後的性別教育意義：

* **危機卡 (Crisis Cards)：** 代表現實中的風險（如私密影像外流、網路騷擾）。
* **策略卡 (Strategy Cards)：** 包含「保留證據」、「尋求同儕支援」與「聯繫性影像處理中心 (SIARC)」等行動，代表現實中的支持資源。
* **寶石機制 (Gem System)：** 代表知識、友情與情感支持在危機處理中的重要性。

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

* **倫理抉擇：** 如果在帶領遊戲時，有學員開始「檢討受害者」（例如說：誰叫她要傳照片），身為引導者，你會如何使用 **Digital Gender Ethics Cards** 來轉向討論「結構性責任」？
* **機制轉譯：** 遊戲中的「迷網卡」代表了什麼樣的數位情緒困境？我們要如何引導學員從「輸贏」轉向「反思」？
* **盟友行動：** 為什麼「尋求支援」卡牌需要花費較多資源？這是否反映了現實中受害者尋求協助的結構性困難？

#### 💬 結語 (Closing)

「引導不僅僅是解釋規則，而是一種倫理立場的展現。當你帶著《Ready for an Adventure?》走入社區，你帶去的不只是遊戲，而是一份倡議與對性別正義的責任」。

### 🧬 Week 14 | Version B: ESP English (Skills & Practice)

**主題：引導與倡議的語言 (The Language of Facilitation and Advocacy)**

#### 🎯 ESP 學習目標 (ESP ILOs)

* **準確使用** 引導與倫理相關術語（如 *Facilitation*, *Ethical Framework*）。
* **流利解釋** 桌遊機制及其背後的社會正義內涵。
* **設計** 具備結構性識讀力的反思提問。
* **練習** 以不責怪受害者的專業語言進行模擬帶領。

#### 📚 關鍵字與教學範例 (Thematic Examples)

| **關鍵字 (Target Vocabulary)** | **教學中的應用範例 (Example)** |
| --- | --- |
| **Facilitation** (引導) | "The goal of **facilitation** is to guide students to reflect on digital safety." |
| **Accountability** (問責制) | "We must hold platforms with higher **accountability** for digital harm." |
| **Debrief** (解說反思) | "After the game, we need a strong **debrief** to connect game mechanics to real life." |

#### 🗣️ 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，這也能幫你整理今日的師培心得：

1. *"As a facilitator, I must prioritize* ***emotional safety*** *over game completion."* (身為引導者，我必須將情緒安全置於完成遊戲之上。)
2. *"The strategy cards represent real-world* ***preventive strategies*** *such as reporting to SIARC."* (策略卡代表了真實世界的預防策略，例如向性影像處理中心舉報。)
3. *"Effective* ***advocacy*** *requires centering* ***structural awareness*** *in our discussion."* (有效的倡議需要在我們的討論中以結構意識為中心。)

## 🧬 第二部分：全英版 (Full English Version)

### 🧬 Week 14 | Version A: Professional English

**Theme: Advocacy & Educational Design: Facilitating "Ready for an Adventure!"**

#### 🎯 Weekly Learning Goals

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

1. **Identify and apply** professional ethics in gender education facilitation.
2. **Analyze and interpret** board game mechanics as specific representations of digital gender-based violence.
3. **Design and evaluate** reflective questions and assessment tools for community-based teaching.

#### 🧠 Theoretical Core: Ethical Facilitation and Structural Awareness

Facilitation is more than just playing; it is an act of **advocacy**. We use the **Digital Gender Ethics Cards** as our professional guide:

* **Do No Harm:** Prioritizing the emotional safety of participants over finishing the game.
* **Center Structural Awareness:** Shifting the focus from individual "mistakes" to institutional and algorithmic responsibility.
* **Promote Accountability:** Clearly identifying who is responsible for digital harm in the game scenarios.

#### 🎲 Board Game Application: Mechanics to Meaning

Master the mechanics of "Ready for an Adventure!" to facilitate deeper learning:

* **Crisis Cards:** These represent "Risk Escalation" in digital spaces (e.g., non-consensual sharing).
* **Strategy Cards:** Actions like "Save Evidence" and "SIARC Support" illustrate proactive **preventive strategies**.
* **Gems (Knowledge, Friendship, Love):** These represent the resources needed to navigate a crisis successfully.

#### 💡 Engaging Discussion Questions

* **The Ethical Shift:** If a player starts victim-blaming during the game, how will you use the **Digital Gender Ethics Cards** to redirect the conversation toward structural accountability?
* **Mechanic Reflection:** Why does the "Seek Peer Support" card provide a safety gem? What does this teach students about relational safety?
* **Reflective Debriefing:** What is one question you can ask at the end of the game to ensure students understand that digital harm is a systemic issue, not just a personal one?

#### 💬 Closing Synthesis

"Facilitation is not just about explaining rules; it is about carrying an ethical position. When you facilitate this game, you are advocating for a safer, more just digital world".

### 🧬 Week 14 | Version B: ESP Focus

**Theme: The Language of Facilitation, Ethics, and Advocacy**

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

Students will be able to:

* **Use** target vocabulary (e.g., *Facilitation*, *Structural Awareness*, *Intersectionality*) accurately.
* **Explain** board game mechanics using clear academic and inclusive language.
* **Design** reflective assessment tools using structured sentence frames.
* **Practice** professional facilitation using non-blaming language.

#### 📚 Key Vocabulary & Professional Usage

* **Facilitation (n.):** The act of guiding a group to a shared goal or reflection.
  + *Ex:* "Good **facilitation** centers student voices rather than the teacher's opinion."
* **Intersectionality (n.):** How different identities (gender, age, ethnicity) overlap to affect vulnerability.
  + *Ex:* "We must consider **intersectionality** when explaining why some victims face more bias."
* **Advocacy (n.):** Public support for a cause or policy.
  + *Ex:* "Using this game in schools is a form of digital gender-justice **advocacy**."

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

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

* **Regarding Ethics:** *"In my future practice, I will focus on* ***Do No Harm*** *and* ***Victim Safety****."*
* **Regarding Mechanics:** *"The* ***Strategy Cards*** *are effective because they teach concrete* ***preventive strategies****."*
* **Regarding Impact:** *"Our goal is to promote* ***accountability*** *and reduce* ***structural bias*** *in digital spaces."*

[**Launch TEEMI Advocacy Practice Lab**]