

113 至 115 年美感與設計課程創新計畫
114 學年度第一學期美感智能閱讀計畫

成果報告書

主辦單位： 教育部 師資培育及藝術教育司

執行單位： 新竹縣立六家高中

執行教師： 彭毓婷 教師

目錄

一、美感智能閱讀概述

1. 基本資料
2. 課程概要與目標
3. 執行內容與反思

二、同意書

1. 成果報告授權同意書
2. 著作權及肖像權使用授權書 (如有請附上)

美感智能閱讀概述

一、基本資料

辦理學校	新竹縣立六家高中
授課教師	彭毓婷
教師主授科目	高二多元選修
實際授課班級數	1 班
實際教授學生總數	23 名學生

二、課程概要與目標

課程名稱	英語現代議題探討				
報紙使用 期數及頁數	第 15 期 · 第 4.6.7.8.9 頁	文章標題	內外並行-探索自己的天賦 · 夢想公寓 你的想像中 · 未來是什麼樣子 實際在夢想這條路上-職場工作人的心聲		
課程融入 議題	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 原住民族教育 <input checked="" type="checkbox"/> 生涯規劃教育 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 能源教育 <input checked="" type="checkbox"/> 家庭教育 <input type="checkbox"/> 品德教育 <input checked="" type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 無特定議題 <input type="checkbox"/> 其他 _____				
施作課堂	多元選 修	施作總節數	5-6	教學對象	<input type="checkbox"/> 國民小學 _____ 年級 <input type="checkbox"/> 國民中學 _____ 年級 <input checked="" type="checkbox"/> 高級中學 二 年級 <input type="checkbox"/> 職業學校 _____ 年級

1. 課程活動簡介 (300 字左右的整體課程介紹)

此門課是專為高二學生設計的多元選修課程，透過欣賞來自不同文化的電影作品，引導學生深入探討生命價值、種族議題、性別意識、情感教育等重要社會議題。本課程的核心目標在於【夢想】，幫助學生探索自我、學會從多元角度思考問題，並透過電影的故事與角色，建立對美與善的價值觀，同時提升跨文化理解能力。

課程將採取影片賞析與討論相結合的方式，讓學生在觀影後進行反思與交流，藉此培養批判思考與表達能力。例如，透過電影《The Proposal 愛情限時簽》探討情感價值觀、夢想、選擇等議題；《Turning Red 青春養成記》帶領學生思考親情與友情的重要性；《The Wild Robot 荒野機器人》則啟發學生關注生命、選擇、環境教育及個人成

長；《Chhichhore 萬萬沒想到》則讓學生反思高中生活中正在面臨的升學壓力、生命教育、價值觀、夢想等議題。

學習評量方式包括撰寫電影影評、閱讀美感日誌「安妮新聞」，以及製作期末個人報紙，透過這些活動讓學生更深入了解電影所傳遞的訊息，並將所學內化於自身價值觀與人生觀。本課程期待透過電影這一媒介，讓學生在感受故事魅力的同時，也能學會思考世界、認識自我，並對不同文化與社會議題產生更深刻的理解與共鳴。

2. 課程目標 (條列式)

- 一、 探索自我能了解個人性格特質、興趣以及價值觀
- 二、 能嘗試從他人角度思考問題
- 三、 能分享美、善的價值觀、事物
- 四、 能夠透過與不同文化交流，獲得更真實的文化理解

三、執行內容與反思

1. 課程實施照片與成果 (請提供 5-8 張，如有學生學習回饋可附上。)

Class : 2011 Number : 4 Name : 傅承宏 December 2025

Turning Red

Good Health & Well-being



The moment that resonated with me the most.

During Mai's adolescence she is honestly seen as the well-behaved kid with a group of friends who chase kids together. She unexpectedly discovers a family secret, whenever her emotions run high, she transforms into a red panda. At first, she can't accept this sudden change, but over time she gradually gets used to the red panda appearing from time to time and even works with her friends to plan business ideas and earn pocket money. When her family arranges a ritual to remove it, she attempts repeatedly to fail, because she has made up her mind to coexist with the red panda. In the process of growing up, she may experience anxiety about appearance, feel afraid to comment with others, or easily clash with parents over differing opinions, while trying to meet many expectations and at the same time wanting to do things in one's own way, learning to strike a balance between the two is important.

The hardest part of growing up

"Be yourself" is the phrase I hear most often when others try to comfort me. They say "just do what you want to do", but I find it really difficult. In group settings, it's hard for me not to care about how others see me. Trying to meet everyone's expectations as much as possible just leaves me feeling exhausted.

To my younger teenage self

During puberty, I don't just grow older. It is important for me to adjust my voice and communicate well. I need to realize that not everything revolves around me. Learn to listen to opinions different from mine, and accept good advice from others instead of always arguing. When I feel down, I should deal with it properly, because keeping my emotions inside for a long time only causes more problems.



Author : Jean Chae
I like talking and sharing the piano.

114 | 臺北遠東 英語科代議課程設計 課程學習成果

1 job 202 13 Sherry

THE PROPOSAL

MAKING A CHOICE FREELY



A person with chronic procrastination who enjoys reading novels and has always been successfully hypnotized by mathematics. An ordinary high school student. This article expresses their thoughts on The Proposal.

Restricted freedom

In the story, both Margaret and Andrew have their freedom restricted. Social pressures force Margaret to become a cold and powerful woman in the workplace, while family expectations push Andrew to leave home to pursue his dreams, creating distance between him and his family.

At first, I thought the movie was only a comedy, but as Margaret and Andrew open their hearts, I feel both happy and sad. The most heartbreaking moment is when Margaret lets Andrew go and returns alone, just as their feelings begin to grow.

Experience/Conclusion

Even marriage becomes wrapped in false interests, but during their time in Alaska, their true selves are gradually revealed. In the end, they follow their hearts and the final confession shows sincere love with no coercion.

Fortunately, Andrew realizes his true feelings at the last moment, rushes to New York to find Margaret, and confesses his love with a real proposal, which deeply moved me.

The movie taught me that making free choices and understanding my true feelings are essential.

NEW HALLS COED STATE U
114

PAGE 2

THE WILD ROBOT

"I AM ROZ 7134."
"I AM ROZ 7134,
BUT YOU CAN CALL ME ROZ."



MY FAVORITE LINE

"Sometimes to survive, we must become more than we were programmed to be."

ABOUT ME

A HIGH SCHOOL STUDENT WHO LOVES SPORTS AND GOING OUT TO PLAY



When Brightbill got angry at Roz because she was mocked by her peers in the movie, it reminded me of my rebellious phase. Even though I spoke harshly to my family, they were still the first to stand up for me when I was in trouble. Just like Roz was Brightbill's strongest support. No one is born a mother, but everyone is learning.

MY THOUGHTS AFTER WATCHING

THANK YOU FOR READING.

學生作品

Film Appreciation

《THE WILD ROBOT》

FROM FILM TO SELF

(THE WILD ROBOT)

2024 AMERICAN COMPUTER-ANIMATED SCIENCE FICTION ADVENTURE FILM




SELF INTRODUCTION

- School: East West High School
- Class: 201
- Name: Isabella Hong, 洪嘉怡
- SIBEL ID: 2

A STORY THAT RESONATES WITH THE TIMES AND INSPIRES THE HUMAN SPIRIT.

LOVE AND HUMAN NATURE

This story explores many themes related to human nature, family bonds, and love. Although Roz and the animals in the forest do not possess human nature, they teach us what love truly means through the course of the story. Roz, a robot who does not belong in the wilderness, goes through numerous trials and missions and eventually discovers her true self, learning how to feel and understand love with her heart. I feel that this film is very warm, yet at the same time full of strong contrasts, reflecting certain issues of human nature in our modern society.



學生作品

THE PROPOSAL



SELF INTRODUCTION

Name: 黃子晏 / Isabella
Class: 201
Hobbies: watching movies, listen to music

THREE THINGS THE MOVIE TEACHES US

LOVE HELPS PEOPLE GROW AND CHANGE

Margaret and Andrew originally pretend to be engaged for practical reasons. However, as they spend more time together, they learn to care about each other and begin to reflect on their past choices. The movie shows that love is not only about romance, but also a force that encourages people to adjust their attitudes and business plans.

TRUE HAPPINESS COMES FROM MAKING BRAVE CHOICES

When facing conflicts between career, identity, and emotions, one must be honest with their inner feelings. The movie conveys that happiness does not come from forced arrangements, but from bravely taking responsibility and choosing the life one truly wants.

SINCERE INTERACTION HELPS BUILD REAL RELATIONSHIPS

During their daily life in Alaska, the two gradually lower their defenses and face each other more honestly. Their sincere interaction turns a fake relationship into a genuine emotional bond, making their love feel natural and meaningful.

PLOT SUMMARY

Margaret is a very demanding boss. To avoid being sent back to Canada, she convinces her assistant, Andrew, to pretend that they are engaged. The two travel to Andrew's hometown in Alaska to attend his grandmother's 90th birthday party. In order to keep up the fake engagement, they have to keep acting, which leads to many awkward and funny moments. Later, Margaret realizes that she can no longer lie to her own heart and does not want to disappoint Andrew's grandmother, so she admits that the marriage is fake. Unexpectedly, they discover that their "fake" relationship has already turned into real love, and Andrew successfully wins Margaret's heart back in New York.

學生作品

TURNING RED

AN ORDINARY HIGH SCHOOL STUDENT, THIS ARTICLE ABOUT ME: PRESENTS MY REFLECTIONS ON TURNING RED AND WHAT IT REVEALS ABOUT ADOLESCENCE.



SDGS

TEENAGERS OFTEN FACE MOUNTING PRESSURE AND EMOTIONAL OUTBURSTS DUE TO SCHOOLWORK, FAMILY EXPECTATIONS, AND COMPARISONS WITH PEERS—JUST LIKE MEILIN. I BELIEVE YOUNG PEOPLE NEED BETTER EMOTIONAL EDUCATION, A MORE SUPPORTIVE SCHOOL ENVIRONMENT, AND SAFE SPACES WHERE THEY CAN EXPRESS THEMSELVES FREELY.

CONCLUSION

YOUTH ISN'T A RACE WE NEED TO RUSH THROUGH—IT'S A JOURNEY WHERE WE STUMBLE, GROW, AND SLOWLY LEARN WHO WE ARE. EMOTIONS CAN SURGE WITHOUT WARNING, EXPECTATIONS CAN TURN INTO PRESSURE, AND WE CONSTANTLY SHIFT BETWEEN WANTING TO BE STRONG AND WANTING TO BE UNDERSTOOD. MAYBE EVERYONE CARRIES A MESSY BUT GENUINE PART INSIDE THEM, QUIETLY REMINDING US THAT WE DON'T NEED TO BE PERFECT TO BECOME SOMEONE WE'RE PROUD OF.

SOMETIMES I FEEL LIKE MY EMOTIONS ARE JUST LIKE MEILIN'S—ONE WRONG MOVE AND I'M READY TO EXPLODE. EXAMS, CRAM SCHOOL, AND MY FAMILY'S EXPECTATIONS ALL FEEL LIKE SWITCHES THAT CAN SET ME OFF, MAKING ME WANT TO DISAPPEAR ON THE SPOT OR TRANSFORM LIKE SHE DOES. BUT IN THE MOVIE, MEILIN SLOWLY LEARNS TO LIVE WITH HER PANDA, AND THAT MADE ME REALIZE THAT GROWING UP ISN'T ABOUT GETTING RID OF YOUR EMOTIONS, BUT LEARNING TO LIVE ALONGSIDE THEM. TO ME, ADOLESCENCE FEELS LIKE A GAME WHERE I'M CONSTANTLY SWITCHING MODES—WANTING INDEPENDENCE ONE MOMENT AND CRAVING PROTECTION THE NEXT; THINKING I UNDERSTAND EVERYTHING, THEN SUDDENLY FEELING LIKE THE FUTURE IS A BLANK PAGE. TURNING RED HELPED ME SEE THAT THIS KIND OF CONTRADICTION ISN'T MINE ALONE; IT'S SOMETHING EVERYONE GOES THROUGH WHILE GROWING UP. THE RED PANDA THAT SYMBOLIZES ADOLESCENCE ISN'T A CURSE—IT'S A PART OF WHO WE ARE. AND AS I START TRYING TO ACCEPT MY OWN ANXIETY, REBELLIOUS THOUGHTS, AND FRAGILE MOMENTS, I'M ALSO TAKING MY FIRST SMALL STEPS TOWARD BECOMING AN ADULT.

學生作品

2. 課堂流程說明

為了讓學生能夠充分理解電影所傳遞的訊息並進行深度討論，本課程採取「觀影—討論—反思—創作」的學習流程。以下為課堂的主要流程說明：

1. 課前導入與背景介紹 (10 分鐘)

簡易介紹當日影片的背景，提出與電影相關的討論問題，引導學生帶著思考重點觀賞影片。

2. 電影賞析與筆記 (是影片片長，每部影片約 2-3 週)

學生觀賞影片，並在觀看過程中記錄關鍵情節、角色特點、重要台詞或引發思考的畫面。

3. 小組討論與全班分享 (觀影後 5-10 分鐘)

依照影片內容，學生分組討論指定議題，如角色發展、電影主題、社會價值觀等。在 google classroom 分享觀點，教師適時引導，鼓勵學生發表多元觀點。

4. 期末反思與創作活動 (2-3 節課)

電影影評寫作：學生撰寫短篇影評，表達個人觀點與心得。

美感日誌「安妮新聞」閱讀與回應：學生結合電影與閱讀內容進行分析與反思。

創意延伸作業：學生可選擇撰寫角色書信、設計電影海報或剪輯短片等方式，將自己的思考具象化。

5. 期末課程總結與延伸思考 (5-10 分鐘)

教師總結全學期討論內容並且填寫回饋表單，鼓勵學生思考電影與自身生活的連結。提供延伸問題，讓學生可在課後進一步思考或與家人、朋友討論。

課程強調透過電影賞析培養學生的批判思考與價值觀反思，希望學生在觀影的過程中，不只是被動接受故事，而能主動思考並產生更深刻的體悟與見解。

3. 教學觀察與反思 (遇到的問題與對策、未來的教學規劃等等，可作為課程推廣之參考。)

本課程的核心目標並不是專注於語言學習，而是希望透過電影賞析，引導學生思考人生中的重要議題。電影作為一種具視覺與情感張力的媒介，能有效觸動學生的內心，使他們在故事中找到共鳴，並進一步反思自己的價值觀與人生選擇。此外，透過課堂上的討論與創意作業設計，發表個人製作的報紙，學生不僅能表達自身觀點，也能透過彼此分享獲得更多啟發。

本學期除了電影賞析，也搭配了美感教育「安妮新聞」第 15 期報紙，環繞著「夢想」這個主題，讓學生在電影之外，能有更多不同的媒材作為參考，進一步拓展思考的深度與廣度。

透過多元的學習方式，期待能幫助學生建立更完整的知識架構，也能提供更多討論的切入點，讓電影所帶出的議題能延伸至更廣泛的層面。

然而，由於高二每週僅有一堂課，受月考與假期影響，可完整欣賞的電影數量有限，進而壓縮了原先規劃的討論與分享時間。若能有更完整的時間讓學生連續觀看完整電影，並進行深入的交流與討論，相信學習成效將會更加顯著。未來若有機會，或許可以嘗試調整課程時數，或透過課後活動、延伸作業等方式，讓學生能更充分地參與和反思。