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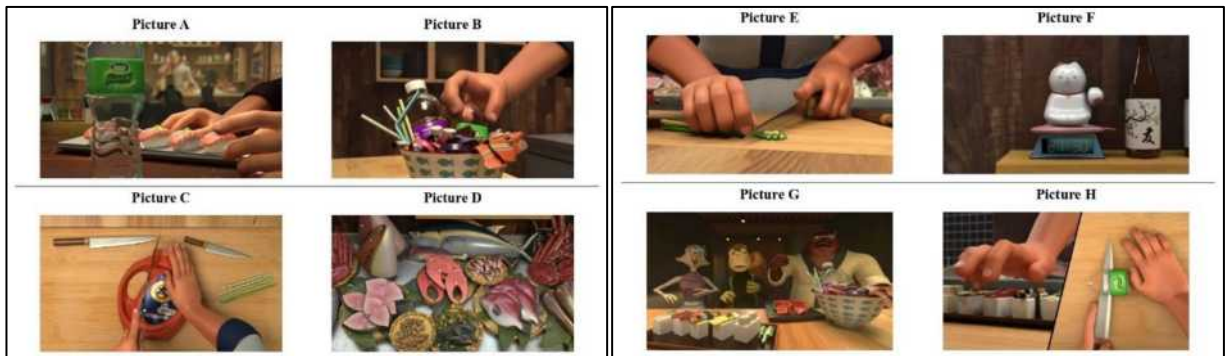
# Activity 1



## Activity1 學習歷程

### ■ Activity1-1: Creative Storyteller

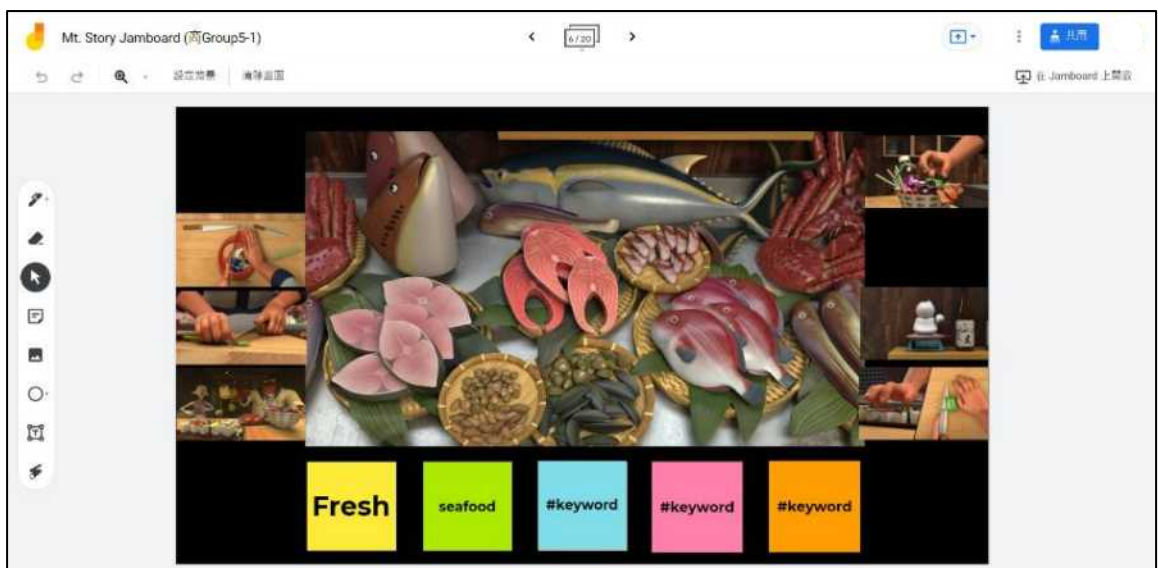
觀察 8 張影片擷取縮圖，跟組員分享圖片細節。



(8 Pictures)

### ■ Activity1-2: Graphic Organizer (1) Mt. Story

1. 老師講解 Mt. Story 故事體材的文本結構。
2. 依照 Mt. Story 架構，重新排列 Activity1-1 的 8 張圖片，並以文字呈現，創造出一篇有架構的短篇故事。
3. 利用老師提供的 Jamboard 模板共編小組故事投影片，並且上台發表。



(Mt.Story & Jamboard)

### ■ Activity1-3: Graphic Organizer (2) KWL Chart

1. 老師播放 Activity1-1 的原動畫影片《Selfish 魚生》並講解學習單上內容。
2. 老師講解 KWL Chart，透過 KWL Chart 反思 Activity1 的整個學習過程。
3. 透過 Slido 進行線上分享與討論。



(KWL Chart & Slido)



(小組討論)



(完成 Mt. Story & Jamboard)



(Jamboard 分享小組故事)



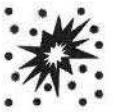
(編輯 Slido)




# Activity1 學習成果


## Activity1-2: Graphic Organizer (1) Mt. Story


- According to the 8 pictures, use the Graphic Organizer to make your own story.
- Create Jamboard slides online.




**Summary:** 有三位上班族一起到壽司店吃飯卻發現原本新鮮的海鮮, 早被人們製造的垃圾取代了, 幸好這是一場夢, 也因著這場夢, 他們開始向大眾宣傳海洋污染的重要性。









**The Beginning:**  
How does the story start?  
Background information (who/what/when/where)  
Picture A, D, F  
有一天晚上 9:30  
有三位在新聞台工作的上班族他們忙了一整天。  
下班後決定一起到壽司店吃個飯。  
  
# office worker  
# sushi restaurant

**The Rising Action:**  
What happens to the main character?  
What problem does he/she face?  
Picture B, C, E  
到了壽司店, 點完餐後, 店家開始幫他們製作餐點。  
  
# make  
# meal


**The Climax:**  
What is the high point or the turning point of the story?  
Picture H, G  
壽司師傅製作完成後, 幫他們上了餐點, 那三位上班族頓時愣住, 因為師傅送上來的不是那著新鮮的生魚片, 而是放滿了人們使用過的塑膠垃圾。  
  
# not fresh  
# plastic  
# garbage


**The Falling Action:**  
How is the problem solved?  
No Picture  
突然間他們驚醒, 發現原來這是一場夢, 三位上班族感到驚嚇, 並看著對方, 後來他們發現都是夢到同一個夢。  
  
# wake up  
# frightened


**The Ending:**  
How are the characters now?  
How have the characters changed?  
No Picture  
於是他們討論了起來, 原來這是一個關於海洋污染的議題。在生活中, 人們愛圖方便, 隨意亂丟垃圾, 導致許多無法分解的垃圾流入海洋被海洋生物誤食, 造成海洋污染, 時間久了, 可能如夢裡一樣, 沒有海洋動物, 除了人類使用過的臭垃圾, 於是他們把這個海洋污染的議題帶到新聞頭版, 讓所有人意識到海洋的重要性。  
  
# marine life # ocean pollution  
# front page


## Activity1-2: Graphic Organizer (1) Mt. Story


- According to the 8 pictures, use the Graphic Organizer to make your own story.
- Create Jamboard slides online.











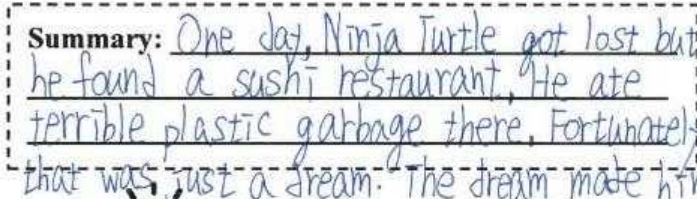
**The Beginning:**  
How does the story start?  
Background information (who/what/when/where)  
One day, Ninja Turtle got lost in a forest but he found a sushi restaurant called Earth there. At first, he felt hesitant to get into the restaurant but the boss noticed and waved at him. Thus, he walked into the store.  
Picture: A

**The Rising Action:**  
What happens to the main character?  
What problem does he/she face?  
Ninja Turtle saw different kinds of fresh ingredients on the table. In the meantime, the boss started to make sushi. After a few minutes, the boss served him delicious sushi.  
Picture: D

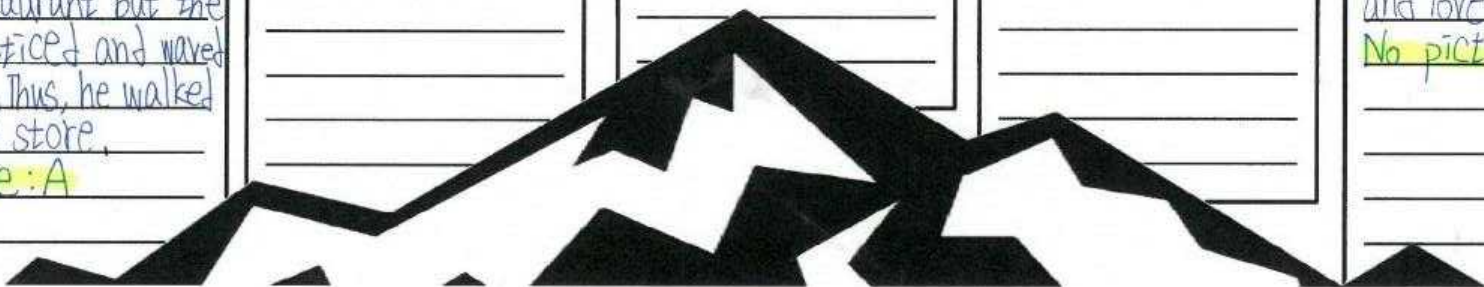
**The Climax:**  
What is the high point or the turning point of the story?  
When Ninja Turtle enjoyed the meal, the delicious sushi turned into foul-smelling plastic garbage all of a sudden. He looked at the sushi in stunned silence and thought about how the meal became so terrible.  
Picture: G

**The Falling Action:**  
How is the problem solved?  
The boss stared at the surprised Ninja Turtle and said, "The plastic garbage was caused by yourself. Just eat it!" Although Ninja Turtle refused to have it, the boss and his staff forced him to eat it.  
No picture

**The Ending:**  
How are the characters now?  
How have the characters changed?  
Ninja Turtle awakened, and he was scared of the nightmare. Because of the dream, he decided to protect the environment and love the earth.  
No picture



**Summary:** One day, Ninja Turtle got lost but he found a sushi restaurant. He ate terrible plastic garbage there. Fortunately, that was just a dream. The dream made him know he should protect the environment.





## Activity1-3: Graphic Organizer (2) KWL Chart

- <sup>完成</sup> Complete the Graphic Organizer after watching the film, *Selfish*.
- Share your ideas on Slido.

### Information in the video:

- 99% of all <sup>海鳥</sup> seabird <sup>物種</sup> species will be eating plastic by 2050. (journal PNAS, 2015)
- 52% of the world's sea <sup>海龜</sup> turtles have <sup>攝入</sup> \*ingested plastic. (journal <sup>生物學</sup> Global Change Biology, 2015)
- More than 5 trillion plastic pieces <sup>噸</sup> weighing over 250,000 tons are afloat at sea. (journal PLOS ONE, 2014)
- 64 <sup>磅</sup> pounds of trash killed a <sup>抹香鯨</sup> sperm whale in <sup>西班牙</sup> Spain. (The New York Times, 2018)
- <sup>微塑膠</sup> Microplastics are found in supermarket fish, shellfish. (CBC News, 2017)
- Seafood lovers might eat 11,000 <sup>片</sup> pieces of plastic each year. (Dailymail, 2017)
- Microplastics have been found in human <sup>糞便</sup> \*poop. (National Geographic, 2018)
- \*<sup>菸蒂</sup> Cigarette butts are the single greatest <sup>對生物</sup> source of ocean pollution.

Toxic \*components are \*poisonous to wildlife. (Cigarette Butt Pollution Project)

\*ingest 攝取 \*poop 糞便 \*cigarette butt 菸蒂 \*component 成分 \*poisonous 有毒的

K	W	L
After watching the film, now I know _____.	I still want to know _____.	I learned _____ from the film.
1. 原來海洋污染已經那麼嚴重了，塑膠垃圾看似微小，但是數量龐大的話，竟然也可以害死一隻抹香鯨。 # sperm whale	1. 我們都有看過滿片都是垃圾的沙灘，那海洋裡的垃圾有多少呢？ # marine litter	1. 我學到了關於海洋污染對人類也會造成傷害，以前只知道會傷害到海洋生物，現在藉由這個活動才知道這些傷害最終還是回歸到人類身上。 # ocean pollution # human
2. 魚將垃圾吃進肚子裡，而我們又捕撈這些魚來吃，最後也對我們的身體造成傷害。 # fish # harm	2. 有做過街頭訪問路人關於海洋污染的問題嗎？他們知道已經那麼嚴重了嗎？ # Do humans know?	2. 我們應該好好要求身邊的人，不亂丟垃圾，做好環保，保護海洋。 # don't litter # protect the ocean



## Activity 1-3: Graphic Organizer (2) KWL Chart

- Complete the Graphic Organizer after watching the film, *Selfish*.
- Share your ideas on Slido.

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- 52% of the world's sea turtles have \*ingested plastic. (journal Global Change Biology, 2015)
- More than 5 trillion plastic pieces weighing over 250,000 tons are afloat at sea. (journal PLOS ONE, 2014)
- 64 pounds of trash killed a sperm whale in Spain. (The New York Times, 2018)
- Microplastics are found in supermarket fish, shellfish. (CBC News, 2017)
- Seafood lovers might eat 11,000 pieces of plastic each year. (Daily Mail, 2017)
- Microplastics have been found in human \*poop. (National Geographic, 2018)
- \*Cigarette butts are the single greatest source of ocean pollution. Toxic \*components are \*poisonous to wildlife. (Cigarette Butt Pollution Project)

\*ingest 攝取 \*poop 糞便 \*cigarette butt 菸蒂 \*component 成分 \*poisonous 有毒的

K	W	L
After watching the film, now I know _____.	I still want to know _____.	I learned _____ from the film.
1. Humans covet convenience and that causes serious ocean pollution.	1. How could humans improve selfish behavior?	1. It turns out that we hurt not only the marine lives but also ourselves.
2. Marine lives eat the garbage and humans eat those marine lives. This is a self-inflicted problem for humans.	2. How could we protect the ocean environment?	2. We humans always don't consider the results of what we do.

## Activity1 學習反思

進行 Mt. Story 的活動過程中，我遇到了兩個困難，第一個困難是關於小組溝通，我們在討論故事內容的時候，常常因為意見不合，導致口角衝突，我們後來發現，選擇先冷靜，再讓大家輪流說出自己的想法，再進行修改和整合，如此一來便能解決溝通的問題，因為我們都知道只要一吵架就無法完成任何事情。

第二個困難是關於語言轉換，把文章從中文翻譯成英文時，常常會遇到一些沒有學過的單字以及文法，所以我都先利用網路字典查詢單字解釋，還有文法的使用方式，如果自學上還是有困難，我就會選擇請教英文老師，這樣不僅可以解決我的問題，還可以順便多學幾個文法和單字。

我從 Activity1 收獲到了很多從前都沒有涉及到的知識和觀念，像是在 Mt. Story 結束後，老師播的影片《Selfish 魚生》，它想傳達的其實就是人類丟到海裡的垃圾，經過不斷的循環，最終還是會回到人類的肚子裡，所以我們製造的垃圾不僅會傷害海洋動物，也會傷害自己。

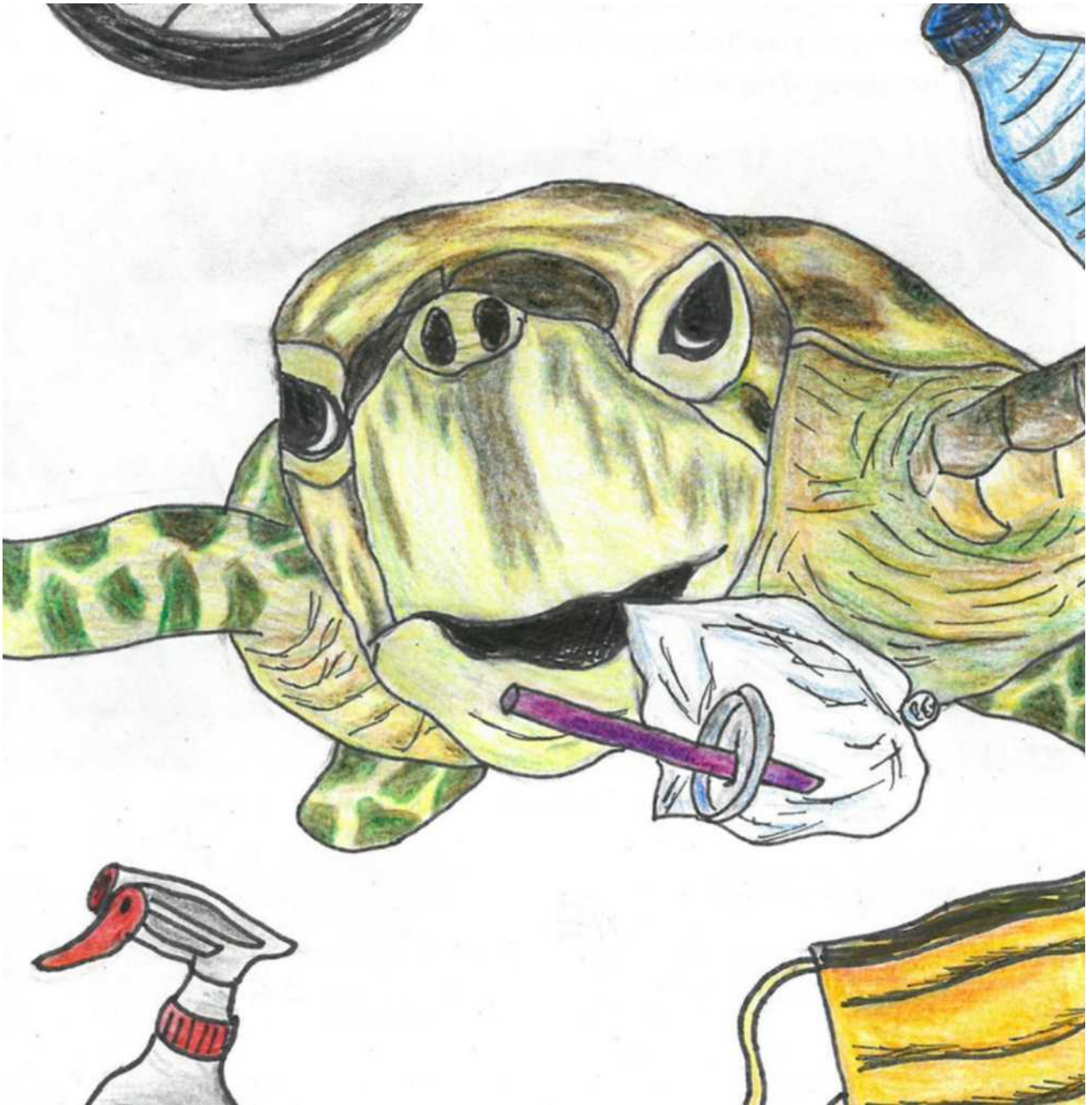
Activity4 的文章也有提到以前人們更常使用的是紙袋，而不是塑膠袋，後來為了不讓樹木一直被砍伐，所以才發明塑膠袋，這件事情打破了我對塑膠袋的刻板印象。但這整個活動讓我們知道環保的重要性，如果再不好好的保護環境，不僅海洋生物會滅亡，就連我們人類自己可能都會從地球上消失。

我覺得 Activity1 的活動非常有趣，但是在活動的過程中遇到了一些小問題，一開始編故事時，我和組員完全沒有頭緒，但是我們一起看了每一張圖片，並討論圖片細節，最後慢慢就把故事的結構整理出來，也順利完成故事。編完故事後又遇到另一個困難，老師要每個小組用 Jamboard 分享小組故事，但是有些同學可能會害羞不敢講，於是我便自告奮勇，嘗試上台報告。

活動過程中，老師要我們模仿社群平台上常使用的 hashtag，練習找出 keyword，這也讓我學到一些關於海洋污染的英文單字，雖然我英文的程度不是很好，但是透過活動可以輕鬆地把英文單字記起來！

Activity1 結束後，我意識到人類對海洋污染的威脅，也讓我更深入了解海洋污染對海洋生物還有人類的影響，我們應該好好要求身邊的朋友，不亂丟垃圾，做好環保，保護海洋！





# Activity 2

## Activity2 學習歷程

### ■ Activity2-1: Smart Detective

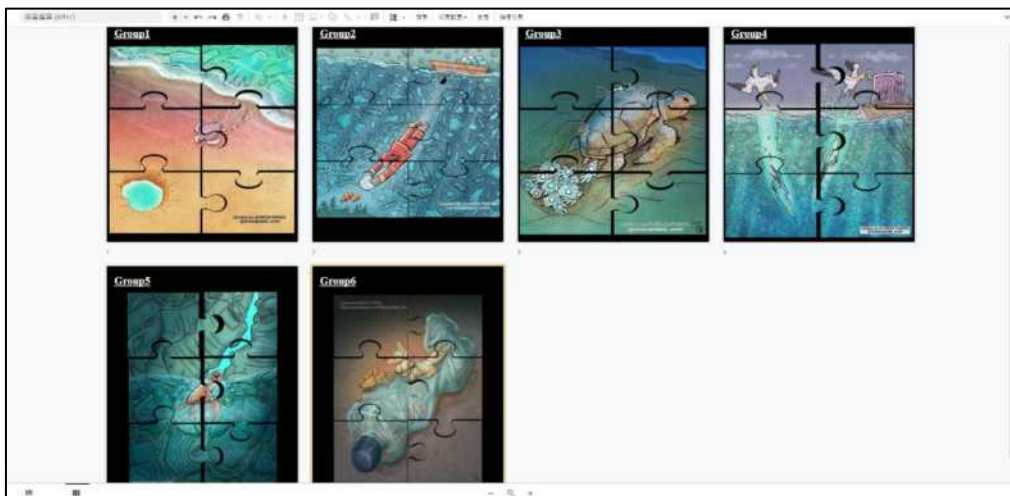
小組討論與自學，理解文本內容。

### ■ Activity2-2: Reading Analysis

1. 小組討論海報污損處的解答。
2. 依照老師提供的小組 Google Forms 連結，完成六份和文本與海報相關的表單試題，取得拼圖。
3. 將六塊拼圖插入到老師提供的班級 Google Slides，拼出完整的圖案。
4. 完成任務後找老師選下一個活動 Activity3 的學習單，先完成的組別就有選擇權。
5. 除了能看到自己組別的拼圖圖樣，還可以在不同投影片看到其他組的拼圖圖樣。



(Reading Analysis & Google Forms)



(Reading Analysis & Google Slides)



## Activity2 學習成果

### Activity2-1: Smart Detective

- ☉ Comprehend the reading and move on to the next task, Activity2-2.

#### The Life of a Plastic Bag

##### Paragraph1

I am a plastic bag. When I was very young, I was <sup>傳送</sup> sent from the factory to a <sup>便利商店</sup> convenience store. I <sup>停留</sup> stayed there for a long time and waited to be used. <sup>最後</sup> Finally, some children <sup>跟隨某人</sup> came along, bought some snacks, and <sup>帶我去</sup> took me along to the beach for a picnic. When it was getting dark, they packed everything up and let me stay <sup>一個人在那裡</sup> there alone! The <sup>風</sup> wind was strong, and <sup>意外的</sup> suddenly I was in the sea.

##### Paragraph2

I floated in the water <sup>一陣子</sup> for a while, but soon I found I wasn't alone. There were a lot of plastic cups, plates, and straws beside me. After days of floating, I started to <sup>嫉妒</sup> envy the birds up above because they could fly so high and free. I could only follow the <sup>水流</sup> \*currents. Suddenly, I went down a <sup>隧道</sup> \*tunnel into a <sup>黑暗的</sup> dark room. "What happened?" I asked a <sup>叉</sup> fork next to me. "I think we were just swallowed by a huge fish!" he said. More and more of us were swallowed until it got quite <sup>人群</sup> crowded inside. However, the fish died after a few days.

##### Paragraph3

The fish's body <sup>慢慢地</sup> slowly \*decomposed, and then I was <sup>回到</sup> back in the <sup>海洋</sup> ocean. One day, a big <sup>海浪</sup> wave came and threw me up onto the beach. A few days later, some schoolchildren walked up to me. They were carrying bags and pairs of <sup>鉗子</sup> \*tongs. I felt a <sup>掉</sup> sudden pinch, and they put me into a big bag of trash. A teacher told the schoolchildren, "Because of all the <sup>垃圾</sup> littering, a lot of plastic <sup>產品</sup> products are left in the ocean. They are then eaten by different sea animals. You might think that's okay, but when we eat seafood, something <sup>有毒</sup> poisonous from the plastic will stay in our bodies and make us feel sick."

##### Paragraph4

According to a plastic bottle <sup>附近</sup> nearby, the humans are going to take us to a <sup>回收廠</sup> recycling plant. I really don't understand them. They <sup>生產</sup> produce us to make their lives <sup>更好的</sup> better, but then they misuse us and make everyone's life <sup>更差</sup> worse! I'm tired of floating around, <sup>殺戮</sup> killing fish, and causing harm to the environment. I really hope that my future owner will use me properly in my next life.

\*current 水流 \*tunnel 隧道 \*decompose 腐化/分解 \*tong 鉗子

## Activity2-2: Reading Analysis

- ☞ A teacher assistant got some ink stains on his teacher's poster, *The Profile of a Plastic Bag*. He just remembered some ink-stained words and phrases are "Friendly," "Brave," "Helpful," "In a whale's stomach," and "On the seashore." Now, please help him find out the correct keywords and phrases to fill in the ink-stained places to solve the big problem.

**Plastic Bag**

HOMETOWN: <sup>(Q1)</sup> ~~Y~~ <sup>Z</sup> ~~Y~~  
(paragraph1)

• Personality & Experience •

**(Q2)**  
(In a convenience store.)  
I was popular with kids because I could help them take their <sup>(Q3)</sup> ~~snacks~~ to the beach.  
(paragraph1)

**(Q4)**  
(In the ocean.)  
When I was in the sea, I felt lonely in the beginning. However, I made lots of friends, plastic cups, plates, and <sup>(Q5)</sup> ~~straws~~ then. By the way, I hope I can have fun with birds and become their friend, too. I really wanted to learn how to fly in the sky.  
(paragraph2)

**Patient**  
<sup>(Q6)</sup> ~~In a whale's stomach~~  
A fork and I were trapped in a dark room and we spent a few days staying there. Finally, we succeeded in getting back to the ocean in the end.  
(paragraph2)

**(Q7)**  
<sup>(Q8)</sup> ~~On the seashore~~  
One day, I comfortably lay on the beach. Suddenly, I was pinched and thrown into a bag. I was seriously hurt but I didn't cry or shout at all.  
(paragraph3)

**Hopeful**  
(In a recycling plant.)  
A recycling plant is my next stop and I hope I will find a good <sup>(Q9)</sup> ~~owner~~ to be used correctly to save the ocean environment together.  
(paragraph4)

**ABOUT ME**

I have many bad habits. For example, I cause harm not only to the sea animals but also to the ocean <sup>(Q10)</sup> ~~environment~~. However, I will remember why I was made in the world. People produce me because they want to make their <sup>(Q11)</sup> ~~lives~~ better. Therefore, I will try my best to reach the goal. But I also hope to be treated gently.  
(paragraph4)

Q1	FACTORY	Q2	Helpful	Q3	snacks	Q4	Friendly
Q5	straws	Q6	In a whale's stomach	Q7	Brave	Q8	On the seashore.
Q9	owner	Q10	environment	Q11	lives		



## Activity2 學習反思

「將表單正確回答完之後獲得拼圖一角，把所有組員蒐集到的拼圖上傳到 Google Slides 拼出完整的拼圖」，這讓我覺得 Activity2 很有趣，也很有創意，活動內容不僅可凝聚組員的向心力，還能同時考驗團隊的閱讀理解，我覺得很有意思。

但在解任務的時候，還是存在著一些團隊上的問題需要克服，例如：不擅長閱讀或答題的組員，常常無法輸入正確答案，而導致表單關卡卡關，無法順利取得拼圖，或是有組員對科技操作較陌生，也會在上傳拼圖時遇到技術性的困難，使小組在完成拼圖的難度增加。

問題發生的同時，我們也發現團隊合作與同理心的重要，良好的團隊合作可以讓組員互助，一起解題並克服科技問題；良好的同理心可以讓組員相互包容，程度好的同學可以幫助不擅英文閱讀的同學，協助組員找到問題的解答，我想團隊合作與同理心，能有效克服在 Activity2 遇到的團隊問題。



(小組討論解構文本)



(組員合作完成 Google Forms)



# Activity 3



## Activity3 學習歷程

### Activity3-1: Ocean Savior

1. 觀看繪本《The Mess That We Made》的介紹影片。
2. 小組討論與自學，理解繪本延伸資訊。

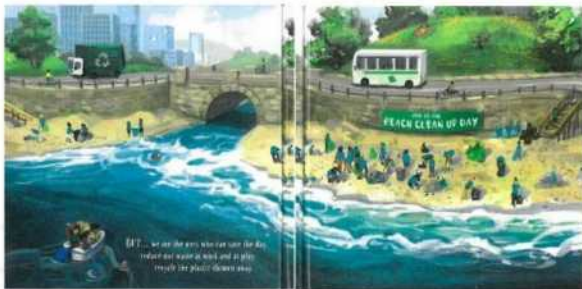
### Activity3-2: Influential KOL

參考 Activity2 各組完成的 Google Slides 拼圖，將讀到的繪本內容與延伸資訊，也利用圖像化方式呈現。（廣告設計科：手繪；商業經營科：手繪 / Canva）

## Activity3 學習成果

### Activity3-1: Ocean Savior

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(But... we are the ones who can save the day, reduce our waste at work and at play, recycle the plastic thrown away.)  
— The Mess That We Made

But we are the ones who can save the day... 減廢 回收  
What can we do to protect the ocean? Reduce! Reuse! Recycle!

Reduce by growing food at your home garden because it can save on single-use packaging.  
Shop for second-hand clothing instead of buying new. Eat at restaurants to avoid using Styrofoam containers. Reuse things rather than throw them away. For example, you can use a milk jug to water your plants instead of buying a new watering can. Recycle paper, glass, metal, and plastic.

\*Styrofoam 保麗龍

### Activity3-2: Influential KOL

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.

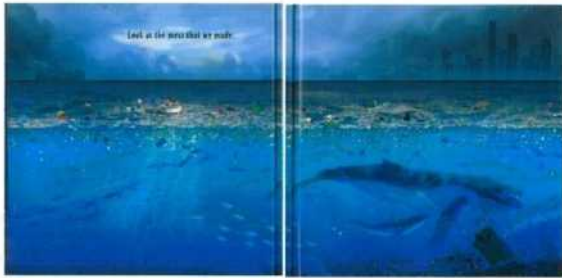


Humans constantly produce waste.

Now, let's take action to prevent the ocean from being damaged, or the ocean will be full of garbage.

**Activity3-1: Ocean Savior**

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(Look at the mess that we made.) – *The Mess That We Made*

**Look at the mess that we made.**

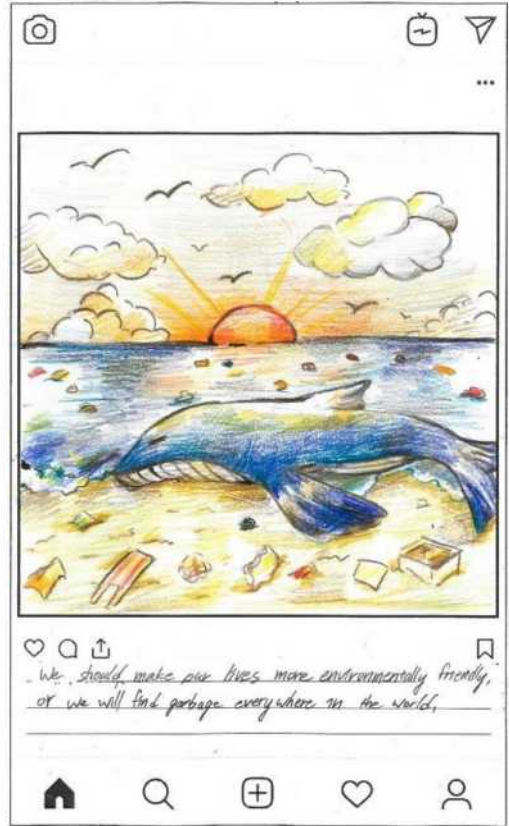
No one knows how much trash is in the ocean not only because the ocean is too large but also because heavy trash can sink a few inches or even a few yards underwater.

How long does it take to decompose the things that we use? Wool socks: 1-5 years, batteries: 100 years, plastic bottles: 450 years, toothbrushes: 500 years, fishing line: 600 years, and plastic bags: up to 1,000 years.

We should make our lives more environmentally friendly, or we will find garbage everywhere in the world.

**Activity3-2: Influential KOL**

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.



12

**Activity3-1: Ocean Savior**

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(We are the people at work and at play, that stuff the landfill, growing each day, that spills the plastic thrown away, that traps the turtle, green and gray, that rides the current through the bay, that rocks the boat of welded steel, that dumps the net, that catches the seal, that eats the fish that swim in the mess that we made.) – *The Mess That We Made*

**We are the people...**

Did you know that people around the world buy one million plastic bottles every minute and use more than half a billion plastic straws every day?! In 2016, Americans threw away 25 billion Styrofoam cups! Eight million tons of discarded plastic products such as single-use plastic bags and food packaging enter our oceans each year. You can use reusable or recyclable straws, or drink straight from the cup to reduce ocean pollution.

#recycle #single-use #plastic  
Stop using single-use plastic products to protect the earth.

**Activity3-2: Influential KOL**

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.



12



### Activity3-1: Ocean Savior

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(This is the net that catches the seal, that eats the fish that swim in the mess that we made. This is the boat of welded steel that dumps the net, that catches the seal, that eats the fish that swim in the mess that we made.)  
 -The Mess That We Made

#### This is the net... This is the boat...

There are many fishing nets in the sea. Most of them are lost or thrown away and keep floating around in the ocean. Because they can endanger many sea animals such as fish, turtles, and seals, they are called ghost nets.

Cargo ships are another kind of marine trash. For example, in 1997, a shipping container of LEGO products fell into the ocean, and LEGO toys washed ashore for many years in different countries.

I fell into the ocean from a cargo ship a few years ago. But now, I am still traveling in the ocean to different countries.

### Activity3-2: Influential KOL

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.



12

### Activity3-1: Ocean Savior

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(This is the turtle, green and gray, that rides the current through the bay, that rocks the boat of welded steel, that dumps the net, that catches the seal, that eats the fish that swim in the mess that we made.) -The Mess That We Made

#### This is the turtle... This is the plastic...

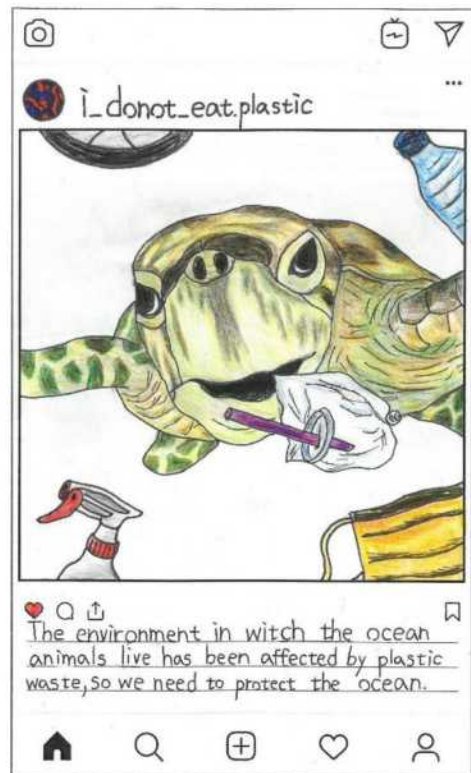
A sea turtle's favorite food is jellyfish. But floating plastic bags look a lot like jellyfish! When turtles swallow plastic bags, their digestive systems get blocked and even die in the end. A study in 2015 found that 52% of sea turtles and 90% of seabirds have eaten some plastic products.

When young sea turtles are caught in plastic six-pack rings, their shells and lungs cannot develop well, and they can die. When birds are caught in plastic rings, they can't fly free. If they can't fly, they can't find food and they can be attacked.

The environment in which the ocean animals live has been affected by plastic waste, so we need to protect the ocean.

### Activity3-2: Influential KOL

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.



12

### Activity3-1: Ocean Savior

- Try to understand the passage at first. (You can look unknown words up in online dictionaries and take some notes to learn new vocabulary.)
- Draw an illustration to invite your friends to take action to save the ocean.
- It's awesome to post your illustration on Instagram to make more people know the importance of the issue.



(These are the fish that swim in the mess that we made. This is the seal that eats the fish that swim in the mess that we made.) - *The Mess That We Made*

These are the fish... This is the seal..

Microplastics are eaten by fish and other small sea animals. When larger sea animals like seals eat these fish, the microplastics move up the food chain. And when we eat these fish and shellfish, the chemicals from the plastic can enter our bodies and make us sick. The garbage in the ocean includes food containers, bottles, fishing nets, and so on.

If we continue to pollute the ocean, the pollution will return to us in the end. We may eat fish that swallow the garbage we throw away. #toxic #environmental pollution

### Activity3-2: Influential KOL

- According to the contents you read in Activity3-1, try to design an illustration to express your opinion on the issue.





6:08



No\_Plastics\_Ocean



65  
Posts

1230  
Followers

2021  
Following

AD1\_TKVS

Pic1: #Trash

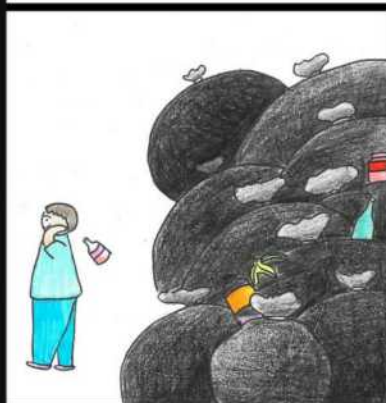
Pic2: #Ghost Net

Pic3: #Straws

Pic4: #Food Chain

Pic5: #Restaurant

Pic6: #Reusable&Recyclable



(班級優秀作品海報)

## Activity3 學習反思

在 Activity3 活動過程中，對我而言最大的困難是翻譯，因為出現很多關於海洋環境的單字，都是我們這組沒有背過的，所以我開始和組員們一起上網查詢較不熟悉或者是沒見過的單字，並進行小組討論，如此一來文章閱讀起來比較沒有負擔。

畫畫的部分也令我困擾了許久，因為一開始沒有方向，所以猶豫了很久，後來參考了網路上的一些圖片，才得到靈感畫下海龜和一些飄落在海裡的垃圾，最後順利產出作品。

Activity3 海洋議題的課程中，透過繪本跟繪畫，我意識到要避免使用一次性塑膠產品，不要再對海洋生態進行破壞，否則吃虧的只會是人類自己，例如：魚類吃下塑膠製品，人類再去進行捕食，長期下來，身體會殘留塑膠微粒，進而對健康造成影響。我們若繼續污染海洋，後果可能不堪設想。



(繪畫創作)





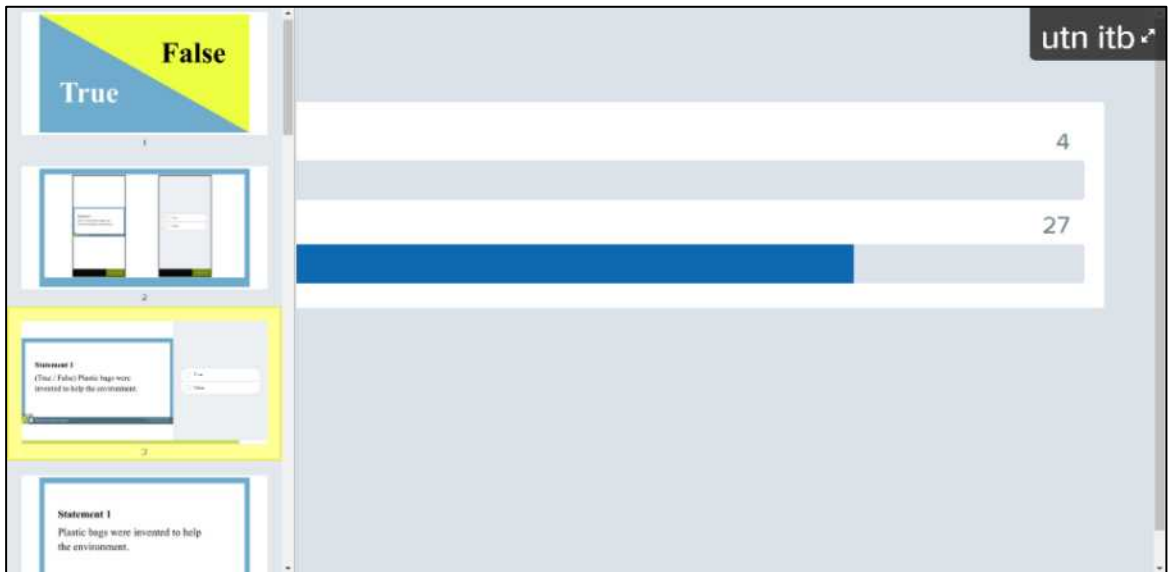


# Activity 4

## Activity4 學習歷程

### Activity4-1: Critical Thinker

1. 依照 Activity1~Activity3 所學到的海洋議題觀念判斷學習單上的論述正確性。
2. 透過 Pear Deck 進行線上投票與討論。
3. 老師與學生共讀學習單文章《The Origin of Plastic Bags》。



(True or False Game & Pear Deck)



(True/False Game Pear Deck 活動)

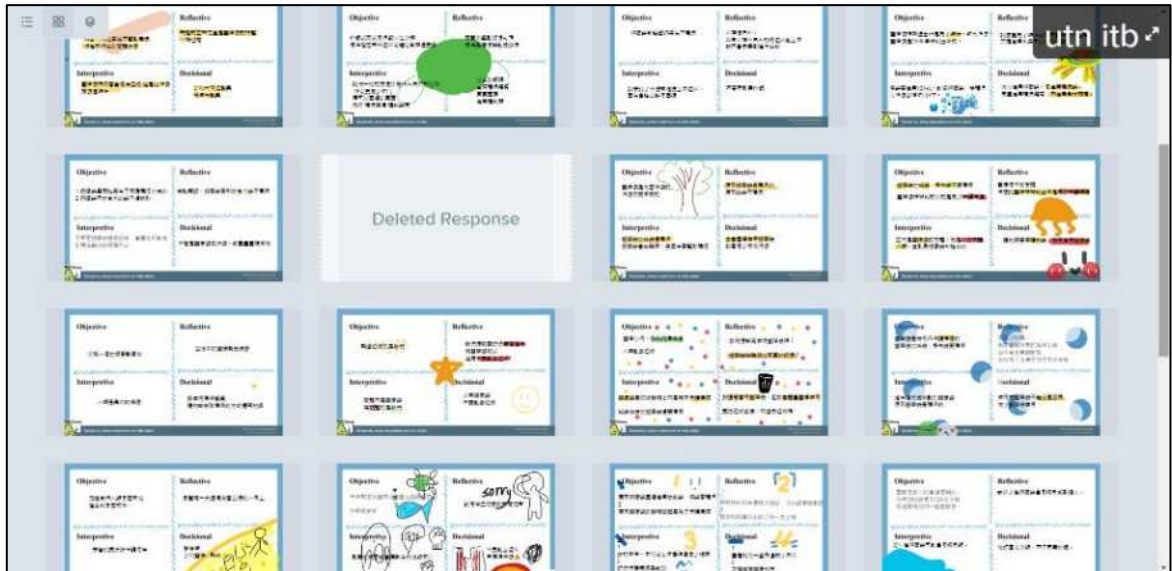


(True/False Game Pear Deck 活動)



■ Activity4-2: Graphic Organizer (3) ORID Chart

1. 老師講解 ORID Chart，透過 ORID Chart 反思 Activity1~Activity4 的整個學習過程。
2. 透過 Pear Deck 進行線上分享與討論。



(ORID Chart & Pear Deck)



(ORID 反思 Pear Deck 活動)



(填答學習單與 Pear Deck)

## Activity4 學習成果

### Activity4-1: Critical Thinker

- Plastic bags should not exist in the world. Right?
- Guess the correctness of each statement in the following before reading the short passage.
  1. (True / False) Plastic bags were invented to help the environment.
  2. (True / False) Paper bags are more eco-friendly than plastic bags.
  3. (True / False) Cotton bags are more eco-friendly than plastic bags.
  4. (True / False) Plastic bags can cause the death of sea animals.
  5. (True / False) The number of plastic products will be more than fish in the future.

**The Origin of Plastic Bags**

Believe it or not, Sten Gustaf Thulin <sup>通常</sup> created the plastic bag in 1965 to help the <sup>環境</sup> environment. At the time, paper bags were used more commonly than plastic bags. This meant tons of trees were <sup>向的</sup> chopped down just so people could bring their items home from the store, and then they would <sup>扔</sup> throw their paper bags in the garbage. Therefore, the plastic bag was <sup>出</sup> born. People could use plastic bags again and again.

According to the UK <sup>環境</sup> Environment Agency, a paper bag has to be used three times and a <sup>棉袋</sup> cotton bag needs to be used 131 times to be as environmentally friendly as a <sup>回收</sup> recycled plastic bag.

However, nowadays, many sea animals and the whole ocean environment are under <sup>威脅</sup> threat of plastic bags. Can you <sup>想像</sup> imagine that in the future, there will be more plastic than fish in the ocean?

### Activity4-2: Graphic Organizer (3) ORID Chart

- Complete the Graphic Organizer after reading the short passage, *The Origin of Plastic Bags*.

Objective (Facts, Data, Senses) What do you know?	Reflective (Reactions, Heart, Feelings) How do you feel?
1. 原來當初發明塑膠袋是因為製造紙袋需大量砍樹所以才發明的? 2. 原來當時是先有紙袋,而且人類還覺得塑膠袋較好。	1. 我覺得非常驚訝!但是當時發明塑膠袋的出發點是好的,因為是要保護樹,但是隨著科技進步,塑膠袋隨手可得,用過就丟,才導致海洋污染。 2.
Interpretive (So what?) What do you learn?	Decisional (Now what?) What will you do?
1. 因為塑膠袋隨手可得,而讓人們,忘記發明塑膠袋的原委,導致濫用,進而使海洋污染越來越嚴重,我們應該要正確使用 plastic bags. 2.	1. 我覺得未來我們還是會需要塑膠袋,但是我們應該要重複使用,不隨便亂丟。 2. 還有如果可以的話,可以使用環保餐具,少用衛生筷,還有免洗碗。



## Activity4-1: Critical Thinker

- Plastic bags should not exist in the world. Right?
- Guess the correctness of each statement in the following before reading the short passage.
  1. (True/ False) Plastic bags were invented to help the environment.
  2. (True /False) Paper bags are more eco-friendly than plastic bags.
  3. (True / False) Cotton bags are more eco-friendly than plastic bags.
  4. (True/ False) Plastic bags can cause the death of sea animals.
  5. (True/ False) The number of plastic products will be more than fish in the future.

**The Origin of Plastic Bags**

Believe it or not, Sten Gustaf Thulin <sup>創造</sup> created the plastic bag in 1965 <sup>環境</sup> to help the environment. At the time, <sup>A</sup> (paper bags) <sup>(被動)</sup> were used more commonly <sup>普遍</sup> than <sup>B</sup> (plastic bags). This meant tons of trees were <sup>(被動)</sup> chopped down just so people <sup>(助動)</sup> could bring their <sup>比較級</sup> items home from the store, and then they would throw their paper bags in the garbage. Therefore, <sup>項目</sup> the plastic bag was born. People could use plastic bags <sup>-一次又一次</sup> again and again.

According to the UK Environment Agency, a paper bag <sup>必須</sup> has <sup>(被動)</sup> to be used three times and a cotton bag <sup>出生</sup> needs to be used 131 times to be <sup>助動+原動</sup> as environmentally friendly as a recycled plastic bag.

However, nowadays, many sea animals and the whole ocean environment are under threat of plastic bags. Can you <sup>想像</sup> imagine that in the future, there <sup>(助動)</sup> will be more plastic <sup>▽</sup> than fish in the ocean?

## Activity4-2: Graphic Organizer (3) ORID Chart

- Complete the Graphic Organizer after reading the short passage, *The Origin of Plastic Bags*.

Objective (Facts, Data, Senses) What do you know?	Reflective (Reactions, Heart, Feelings) How do you feel?
1. Humans don't consider the results of misusing plastic bags. 2. If people try nothing to change wrong behaviors, the number of fish may be less than plastics in the future.	1. I feel worried because marine lives may disappear due to plastics. 2. I feel sentimental because people don't try to overcome the problems until they become worse and worse.
Interpretive (So what?) What do you learn?	Decisional (Now what?) What will you do?
1. We should change our behaviors first to improve ocean pollution. 2. A small action can either benefit the world or threaten the world - it's up to you.	1. Don't abuse plastic bags. Don't litter. Use multipurpose eco-bags. 2. Promote the issue to make more people pay attention to it.

## Activity4 學習反思

我在 Activity4 ORID Chart 填寫英文句子的時候遇到了一些挫折，因為有些詞彙的英文我並沒有學過，有些文法也不太熟練，不過在英文老師的輔助下，我成功克服這些困難，也因為練習了中英文翻譯，學到了不少單字，增進字彙量。

閱讀 Activity4 介紹塑膠袋起源的文章後，心裡不免有些感慨，塑膠袋的發明者原先是為了讓環境可以更好，才發明塑膠袋，但發展卻與發明者所想像的不同，塑膠袋濫用的情況越來越嚴重，日積月累的塑膠垃圾也使海洋環境受到極大的影響，我們可以重複使用塑膠袋或是帶自己的環保袋，減少海洋汙染。

《The Origin of Plastic Bags》此篇文章也讓我釐清了很多觀念，之前我一直認為紙袋、棉袋諸如此類的袋子都比塑膠袋環保，結果不然，反而是塑膠袋比它們還環保，只是因為在現今社會，大部分的人都會濫用塑膠袋，才讓我們會有這種錯覺，這次的活動真的讓我收穫滿滿，也學習到很多海洋議題的知識。





# Take Action 1



## Take Action 1 廣告設計科專業



課程結束後，我們將 Activity3 的作品製作成海報，跟 Activity2 的文本海報一起張貼在走廊，除了海報，我們也將作品護貝貼在回收區附近，並設計成明信片。海洋議題的課程結束後，我們意識到保護海洋的重要性，藉由將作品視覺化，呼籲校園的師生一起關注海洋議題，即使身為學生，還是可以為海洋環境盡一份力。



(校園佈置，宣導海洋議題)



我覺得海洋議題課程的每個活動都非常有趣，其中我最有印象的是 Activity3，看到同學們的新奇創作外，老師還把我們畫的圖輸出成圖卡，讓我們貼在校園各處，很開心我們的作品出現在校園的角落，也希望明信片可以推廣出去。

我從課程中學習到了非常多知識，像 Activity4 講到許多關於塑膠袋的知識，最讓我驚訝的是，一開始塑膠袋竟然是用來幫助環境，不禁讓我思考：塑膠袋是在什麼時候開始變成環境殺手之一呢？人們亂丟垃圾造成嚴重的海洋汙染要如何解決？還有受到汙染與傷害的海洋動物將會何去何從？我現在能做的就是盡我最大的努力推廣在課程中所學習到的知識，鼓勵家人朋友一起實施環保活動，一同守護我們的環境，雖然力量微弱，但我相信每一個微小的實質行動都可以幫助到現在環境汙染的問題。



(廣設科學生：繪製插畫、佈置校園)



# Take Action 2



## Take Action 2 商業經營科專業



明信片完成後，我們設計了一份文案，主要是想推廣我們在課程中學到的知識給校園的老師跟同學，透過文字讓大家關注海洋議題，並邀請大家購買明信片，將全數金額捐贈給綠色和平組織，為海洋盡一份力。



(推廣明信片、解說文案)

海洋議題課程對我來說是一個前所未有的學習經驗，以前似乎沒有特別留意海洋議題，也不知道海洋污染原來已經如此嚴重了，而我在生活中的一些舉動，竟也間接讓自己成為海洋污染的隱形殺手。

我從課程中學到許多知識，也做了平常很少做的事—「反思」，例如 Activity1 是利用圖片敘述一個故事，再利用 KWL 表格的方式讓我們反思關於海洋的問題。最後的 Activity4 探討了塑膠袋的起源，知道塑膠袋的發明原因後，我感到十分震驚。原來塑膠袋的發明是為了減少樹木砍伐，但塑膠袋在便捷的現代，卻遭到人們的濫用成為海洋污染物。

為了減緩海洋污染的問題，我們嘗試透過明信片文案推廣海洋議題，在文案中我們提供日常生活就可以落實的行動，以減緩海洋污染，例如：攜帶購物袋、減少一次性塑膠製品。在撰寫文案的過程中，遇到了一些小挑戰，像是要怎麼讓大家看到標題就想深入了解，後來我們去查了許多如何撰寫具吸引力標題的相關資料，再經過不斷地討論，最終想出了文案標題《窩滴媽呀！原來我們這些年吃下去的都是……》。此外，在推廣明信片的過程，不止讓我練習了自己的口條，也讓我思考怎麼表達重點；怎麼講得更有說服力；怎麼觸動每個人的內心深處。

撰寫文案的最主要目的是想藉由義賣明信片，讓大家知道海洋污染的嚴重性，並且將款項全額捐贈給綠色和平組織，為海洋投注一份心力。我們還是學生，但我們能在自己能力可及的範圍內，用自己的創意幫助海洋。



(商經科學生：解說文案、推廣明信片)



# 窩滴媽呀！

## 原來我們這些年吃下去的都是.....

「海洋汙染」是什麼呢？「海洋汙染」這個詞彙對大家來說可能是既熟悉又陌生，「海洋汙染」究竟與人類有什麼關係呢？又會對我們居住的環境造成什麼影響呢？

休但幾雷～～～被這些問題衝擊之前！先欣賞我們手繪的海洋系列明信片吧！

根據科學期刊《PLOS ONE》，有超過 5 兆個塑膠碎片，重量超過 250,000 噸漂浮在海上。紐約時報也曾報導，2018 年在西班牙曾有一頭抹香鯨死於 64 磅的海洋垃圾。25 年前，樂高積木運船曾因船難而被海洋吞沒，而這些積木至今可能還在海洋中隨波逐流。

這些報導與資訊讓我們驚覺海洋中的塑膠垃圾數量有多麼驚人！你們有沒有想過，吃進這些海洋垃圾的海洋生物最後到哪去了呢？有部分很可能被人類捕撈製作成食品，最終海洋生物所攝取的海洋垃圾似乎又回到人類體內了，如此循環實在令人不寒而慄。

造成海洋汙染的兇手之一就是現今隨手可得的塑膠袋！現在我們要告訴你一個秘密，其實塑膠袋是為了保護環境而問世，重複利用塑膠袋可以減少為了生產紙袋而砍伐的樹木，但現代人卻因為方便而濫用塑膠袋，製造了許多塑膠垃圾，危害海洋與環境。

如果你想為海洋盡一份心力，歡迎購買我們的明信片，我們將會把營收盡數捐贈給綠色和平組織，成為他們的後盾，讓他們可以持續為環保努力，使海洋生生不息。

最後我們想分享幾個環保方式，讓我們一起為環境努力：攜帶購物袋到商店購物、不亂丟垃圾、減少一次性使用的塑膠製品、多與親朋好友分享海洋議題。

誠摯邀請您一起加入守護海洋的行列！守護海洋的同時也守護你我，與無辜的海洋生物。

(6 張精美明信片售價 50 元，省下今天的珍珠奶茶，不僅減少製造塑膠杯與吸管，還能一起支

持

