

## **DYNAMIC PARENTING** **GUIDELINES FOR GROUP LEADERS/FACILITATORS**

动态的子女教育  
小组长/主持人指南

### **Important points for parenting workshops**

子女教育研讨会要点

**Make clear in the beginning that the most important aspect of the Workshop is an Action Plan. No instant answers – only insights.**

在开始时要阐明研讨会最重要的是做出行动计划。不要求立即回答，只要产生一定的顿悟和启发。

The focal point of these Workshops is the teaching and learning of human values in the context of family dynamics

研讨会的焦点在于家庭动态环境下的人文价值理念的教与学。

Parents have to be actively involved and enabled to apply the skills using the knowledge they have gained from the workshops. They should not be passive listeners.

父母要积极参与，并能应用使用从研讨中获得的知识的技巧。他们不应只是被动的倾听者。

We learn to become parents in a practical ‘hands on’ manner i.e., through trial and error. This is a hard way to learn and we make mistakes. Some parents, who are keen to become effective parents, read books and become knowledgeable on a range of parenting issues. But reading alone does not develop the skills that are required to enrich parent/child relationship.

我们学着以一种实用的“亲历亲为”的方式做父母，即通过试误的方式。这种方法比较难学，我们总是会犯错。一些人渴望成为有所作为的父母，他们阅读书籍，在许多子女教育问题上知之甚多。但是改善父母与子女关系需要技巧，这些技巧不能仅通过读书就能培养起来。

The Parenting workshop is not merely to impart skills of parenting. It is to enable parents to use everyday life in their home for the purpose of conveying human values to the children. It is to heighten the parents’ commitment to their own spirituality (values).

子女教育研讨活动不仅仅是传授养育技巧，它要使父母能利用家庭日常生活达到向孩子们传达人文价值理念的目的，它要加强父母们对自身精神（价值观）的实现。

Since different parents will have different needs, the Workshops should enable each parent to set his or her own goals of training. The workshops will heighten the awareness of what each parent needs.

因为不同的父母会有不同的需求，研讨活动应该让父亲（母亲）设定他或她自己的训练目标。研讨班将提高对各位父母需求的认识。

Much of the learning in these workshops is based on open self-disclosure. This can happen only if there is deep understanding and acceptance. Respect each others judgments.

研讨班的大部分学习基于开放式自我表达。这需要对彼此有较深的理解和接受。彼此尊重他人的判断

We learn more by involvement. We learn from each other because learning takes place in a social context. We do not learn much by merely listening. This means there must be a maximum amount of time spent in sharing experiences and learning from each other and with each other.

通过参与我们会学到更多。我们相互学习，因为学习在社会情境下发生。仅仅通过听我们学不到什么。这意味着我们必须花最多的时间来分享经验并从彼此身上学习。



### Some rules 规则

- ॐ Confidentiality 保密
- ॐ Time Limit for each question 每个问题都有时间限制。
- ॐ Stay on Track – Stick to the Issue 不能偏离主题。
- ॐ No one is right or wrong with their question or answer as every situation and experience is different 问题和答案没有对错之分，因为每个人所处的情境和经历是不同的。
- ॐ No criticism from any one 不批评。
- ॐ Learn from each other by sharing our experiences 大家通过分享经验向彼此学习。

### Action Plans 行动计划

At the beginning of each workshop, the first task is to spend 10-15 minutes talking about what happened when the participants put their action plans from the previous workshop into practice.

在每次研讨活动的开始，首要的任务就是花 10—15 分钟谈一谈参与者在将上次研讨活动的行动计划付诸实践时所发生的事情。

### **Facilitator/Group Leader's Notes** 主持人/小组长注意事项

The following are the notes that have been prepared for facilitators. They suggest how each activity can be conducted (ie discussion, brainstorming, role-playing a scenario etc.)

以下说明是为主持人准备的。它们提出了每次活动应该如何开展（比如：讨论、集体讨论、剧本角色扮演等。）

**Facilitators need to become familiar with these notes and the key ideas in them before leading the workshop.**

主持人必须在主持研讨前熟悉这些事项和其中的关键思想。

**PLEASE NOTE THAT THESE ARE NOT MODEL ANSWERS, THEY ARE SOME IDEAS THAT FACILITATORS NEED TO BE AWARE OF AND CAN BRING UP IF THE PARTICIPANTS DON'T MENTION THEM. THIS DOES NOT MEAN THEY ARE THE ONLY OR THE "CORRECT" ANSWERS!**

请注意，这些并不是标准答案，而是一些主持人需要认识到的想法以便在参与者没有提及时提出来。这并不是说它们就是“唯一”的火种“正确”的答案！

## WORKSHOP – I

### SELF AWARENESS OF HUMAN VALUES

#### 研讨会 1

#### 人文价值的自我意识

PLEASE GIVE EACH PARTICIPANT A COPY OF THE RECOMMENDED VALUES AND SUB-VALUES, TO KEEP AND REFER TO THROUGHOUT THE 5 WORKSHOPS.

请给每个参与者一份有关所介绍的价值和子价值的复印件，请保存好并在 5 次研讨中用做参考。

- 1. (Open discussion) “Family is the first school of a child and parents are his first teachers.” (5 minutes)**  
(开放式讨论) “家庭是孩子的第一所学校，父母是孩子的第一位老师。”
- 2. (Open discussion) “The duty of parents is not just to provide a comfortable home and education but the primary responsibility of parents is to mould the character of their children.” (5 minutes)**  
(开放式讨论) “父母的义务不仅仅在于为他们的孩子提供舒适的家庭环境和良好的教育，更在于父母塑造孩子品格的主要责任上。”
- 3. (Brainstorm – facilitator can write the answers on blackboard or large sheet of paper) What is character?**  
(集体讨论—主持人可以将回答写在黑板上或者大的纸张上) 什么是品格？
- 4. Briefly Introduce the Five Human Values (use the accompanying handout as a resource)**  
简要介绍五大人文价值（用配备的散页讲义作为资源）。
- 5. (Sequential question) What do you want of your child/what qualities do you want your children to have? (10 minutes)**  
Discussion should be led so that the parents gain an insight into the benefits of the practice of the five human values.  
(系列问题) 您期望自己的孩子具有什么样的品质？（10 分钟）  
对讨论进行引导，以使父母们获得关于实践五大人文价值的益处的了解。
- 6. &7. (Sequential question) What are your concerns about bringing up children in the present atmosphere? (10 minutes) What are the challenges you face as parents today? How are they different from your own childhood?**

(系列问题) 当代社会, 在养育孩子上您最关心的是什么呢? 作为父母, 您目前面临的挑战有哪些?

[Summarize the fears and concerns to show that parental fears are parents' perception of what might happen when the values are not put into practice. The fears are compounded by the violence in the community.]

总结父母们所担心和关心的事, 父母们所担心的是因为他们认识到这些价值不能付诸实践将会导致可能发生某事情。社会中存在的暴力现象使这种担心进一步加剧

**8. (Brainstorming) How are we as parents best suited to teach our children human values? (15 minutes)**

(集体讨论) 作为父母, 我们如何能最好地将人文价值教给我们的孩子? (15分钟)

- Throughout our lives we retain a central relationship in the lives of our children - a relationship of great influence. Our normal parenting role includes the teaching of values. Our parenting confusion is related to the human values with which we grew up not being practised. Our parenting fear is related to the lack of human values in the popular culture.

在我们的生活中, 我们始终与孩子们的生活保持着一种中心的关系, 这种关系影响重大。我们正常的教育任务包括了价值观的教导。我们的教育困惑与伴随我们长大但没有付诸实践的人文价值观有关。我们在教育中的担心与大众文化中人文价值的缺失有关。

- As parents we have high motivation to reach our children. Our relationship of trust and love with our children, our availability and the opportunities we have of teaching values make us ideally suited as EHV teachers.

作为父母, 我们非常渴望接近我们的孩子。我们与孩子们之间有着信任与爱的关系, 我们拥有进行价值观教育的可能性和机会, 这些使我们非常适合做人文价值教育老师。

- Our relationship with our children would be stronger if we as parents teach human values, human relationships skills and emotional control.

作为父母, 如果我们向孩子们传授人文价值观, 人际关系技巧和情感控制知识, 我们与孩子们的关系将更加牢固。

9. (Open discussion on quotation) "Parents toil to leave their children a pile of riches; but they do not teach them the proper sense of values by which they can know how little the riches are worth for genuine advancement." (10 minutes)

(关于引言的讨论) “家长们一味地辛勤劳动为自己的子女留下不少的钱财，然而他们却忽略了教给自己的子女以正确的价值观念，告诉他们如何用极少的钱财来获得真正长足的进步与发展。” (10分钟)

10. (Sequential question) Is our parenting “conscious”? Are we all the time aware of the importance of our role? (5 minutes)

(系列问题) 我们的子女教育是“有意识的”吗? 我们能始终意识到自身角色的重要性吗?

11. (Brainstorming) What do you think the statement “Be, Do, Tell” means for us as parents?

(集体讨论) 作为父母，你认为“是，做，说”这样的陈述表达了什么意思?

First we have to be role models of the values in our own lives. (If we lie to or in front of our children, we are showing them that it is OK to lie; if we smoke ourselves we cannot tell our children it is wrong to do so....) Next, we need to be consciously aware all the time of doing what we want our children to do – only then can we be entitled to tell others what values they should show in their own lives.

首先，在生活中我们必须成为践行这些价值观的榜样。(如果我们对孩子们或者在孩子们面前撒谎，那无疑就是向他们表明撒谎是对的；如果我们自己吸烟，那我们就没法告诉孩子们这样做是错的……) 其次，我们需要始终有意识地去我们做我们希望孩子们做的事，只有这样，我们才有权利告诉他们在生活中应该表现出怎样的价值观。

#### Insights/Evaluation (5 minutes)

#### 启发和评价 (5分钟)

(2-3 minute silence to think of the Insights) Every member of the whole group is invited to make a self-evaluation. Ask the group if there have been any insights or significant learning. Each person in the group to answer:

(用 2-3 分钟安静的思考一下自己的感悟) 邀请每一个组员做自我评价。如果有什么见解可以向小组提问，小组成员作答。

What have I learnt? 我学到了什么?

How am I able to bring what I have learnt into my personal and family life?

我怎样才能将我学到的知识运用到我的个人和家庭生活中去？



### **Action Plan – Structured action plan if possible (5 minutes)**

行动计划——如果可能，做成结构式计划。

(2-3 minute silence to think of the Action Plan) The Facilitator makes a review of the Action Plan, picking up the key points and closes the session with a summary of the Workshop and focus.

(用 2-3 分钟思考一下行动计划) 主持人对行动计划做一个评论，找出要点所在，总结本次研讨活动并宣布研讨会结束。

What am I going to work on?

我打算做什么？

What is the time frame within which I will implement what I have identified as requiring me to work on?

我要怎样安排时间，以履行我确定的了的计划？

Why is it that I have this particular need?

我为什么有这些特殊的需求？

In what situations will I use the skills I have learnt?

在什么情况下我会用到我学到的技能？

What materials do I need to study to further increase my knowledge and commitment?

我需要学习什么材料以进一步增加我的知识？

### **Summary 总结**

- Parental confusion is from conflict of values between what we grew up with and what is now acceptable in the popular culture.

父母的困惑来自于伴随我们长大的价值观与如今大众文化中可接受的价值观之间的冲突。

- Parental fears are related to the lack of practice of human values.

父母的担心与人文价值实践的缺失有关。



- Parental hopes of their children are that they will practise the five human values.

父母的希望是孩子们将实践五大人文价值。

- Practice of values allows us to become more happy and successful in all aspects of our lives.

价值观的实践会让我们在生活的所有方面都变得更快乐，更成功。

- There is now a long period of adolescence which requires a different set of parenting skills of which we may not have seen a model in our own homes.

孩子们漫长的青春期需要一系列不同的教育技巧，而这在我们的家庭里还没有有可以仿效的模型。

- Introduction of technological innovations, such as TV and computers into our homes is resulting in a great variety of changes in our style of family life. These are reducing the contact between the parents and the children.

电视机和电脑等科技产品进入到我们的家庭，导致了我们的家庭生活方式许多巨大的变化，减少了父母和子女们之间的交流。

## WORKSHOP 2:

### THE ROLE OF PARENTS IN MORAL DEVELOPMENT OF THE

#### CHILD

#### 研讨会 2:

#### 儿童道德发展中父母的角色

1. **Invite each participant to review the action plan that s/he set in the last workshop. What worked well and what did not? What can we learn from these experiences?**

邀请每个参与者回顾一下上次研讨会上设计好的行动计划。有哪些做得好，哪些没做好？从那些经历中我们学到了什么？

Adapted by the Institute of Sathya Sai Education of Hong Kong from the Dynamic Parenting Programme prepared by Drs. Pal and Teheseen Dhall, Insititute of Sathya Sai Education of Australia.

2. **(Brainstorming): What are the qualities that we may define as characteristics of ‘a good child’**

(集体讨论)：我们认为，一个“好”孩子应具备哪些好的品质？

A ‘good child’ is one who has emotional control, is calm, concentrated, sociable helpful – qualities that will enable the child all her life in every aspect. Do we want our children to be “great” or “good”?

一个‘好孩子’应该能控制自己的情绪，内心很平和，能集中注意力，并且对社会有帮助—这些品质将使孩子一生中都具备各方面能力。我们想让我们的孩子成为“优秀的孩子”还是“好孩子”呢？

Most parents are not interested in making their children good, they only want to make them great (wealthy, famous)

大部分家长都对培养好孩子不感兴趣，他们只想让孩子变得很优秀（成为富有而有名气的人）

**(After brainstorming, show the participants the following slides):**

(集体讨论后，给家长们放一下幻灯片)：

**Qualities of parents with great children:**

- intelligent
- talk and play a lot
- understand verbal and non-verbal communication
- nurture
- toys, activities, experiences
- teach skills directly

**优秀儿童的父母所具备的品质：**

- 聪明
- 爱说，爱玩
- 能进行口头或书面语的交流
- 养育孩子
- 准备玩具、活动和各种体验活动
- 直接教给技能

**Parents with good children:**

- authoritative – children listen to them (listening to parents by age 5 predictive; parents whose children don’t listen to them are often this way because they have disharmony of thought, word and deed – say one thing and mean another)
- teach discrimination between right and wrong

- raise loving children
- teach children to think before acting (impulsivity is probably the most important predictor of a child's future)

好孩子的父母所具备的品质

- 命令式的——孩子必须听父母的（到5岁时就应听从父母，那些孩子不听父母话的家长经常是无法思、言、行不一致，即说的是一件事，指的又是另一件事。）
- 教孩子区分正确的事情与错误的事情。
- 过分宠爱孩子
- 教孩子三思而后行（冲动性往往可能成为影响孩子未来发展的一个最重要因素。）

**3. (Open discussion of quotation). “The mother and father are the first examples of social behaviour that the child sees before it learns to imitate.” (5 minutes)**

（围绕引言进行开放性的讨论）。“父亲和母亲是儿童在学会模仿之前所看到的社会行为的第一个榜样。”（5分钟）

Emphasise here that children learn everything by observing and imitating those around them.

这儿强调儿童是通过观察和模范周围的一切来学习的。

**4. (Sequential question) What is one important moral lesson you learnt from your mother or your father which you can say is an important part of your personality now? (10 mins) Relate one childhood experience that had the maximum impact on your character. (10 minutes)**

5. （系列问题）我们从父母身上学到了很多教训，有些可以说已经成为了我们个性中的一部分，那么您从中学到的最重要的一个道德教训是什么呢？（10分钟）谈一下对你的性格影响最深的一段童年经历。（10分钟）

**6. (Open discussion) What was the impact of your parents on your moral development?**

（开放式讨论）父母在您的道德发展中有什么影响？

Emphasis for questions 3 and 4 is on the many ways in which parents can influence their children's moral development – even if they are not aware of it, their children are watching and learning from them.

第三个问题和第四个问题强调父母对儿童道德发展影响的多种方式--即使他们并未意识到这点，他们的孩子也能从他们身上观察和学习。

**7. (Sequential question) For what are you grateful to your father? And to your mother?**

(系列问题) 您最感激您父亲的是什么? 您最感激您母亲的是什么?

Allows the parents to appreciate how important it is for the children to have a warm and personal contact independently with each parent. (This will make them see how the parental memory is vivid despite many years.)

让家长认识到分别与父亲和母亲有温馨和私下的交流对孩子来说是多么重要。(这会让他们发现尽管过去多年,但对父母的记忆还这么清晰。)

**8. (Sequential question) How is your child's experience of childhood and adolescence different from your own experience of childhood and adolescence?**

(系列问题) 您孩子的儿童时期与青少年时期与您自己的相比较而言,有什么不同呢?

- Children nowadays have greater commitment to homework, entertainment, leisure activities and reduced commitment to chores and interaction with the parents

如今儿童投入更多的精力于家庭作业和休闲娱乐活动而减少了做家务以及和父母交流的时间。

- Youth Culture – Changing from an idealistic movement in the 70s to an inward looking concern for financial security, status and possession in the 2000s

青年文化—从70年代的理想主义运动过渡到21世纪人们只关注经济安全、地位以及财产。

**9. (Sequential question) How is your role as a mother and wife different from that of your own mother?**

(系列问题) 作为母亲和妻子,您与您自己的母亲有什么不同呢?

- Woman's role has drastically changed over time. – traditionally the mother would stay at home and teach the children the traditional values of their culture.

女性的角色随着时间过去已经发生了巨大的变化。--传统上母亲留在家中给孩子传授传统的文化价值观。

- Nowadays many mothers need to work, so children are getting their values from other sources, often outside the family (eg TV, Internet).

如今许多母亲都要去上班，所以孩子们只能通过其他渠道，通常是家庭外的渠道中形成自己的价值观。

**10. (Brainstorming) What is the impact of modern technology (e.g. TV, computers, mobile phones, fast food, frozen food, etc) on family life?**

(集体讨论) 现代科技(例如电视、电脑、手机、快餐、速冻食物等)对家庭生活有什么影响呢?

- Impact of TV on family values – violence, overt sex scenes, sexualized ads etc.

电视对家庭价值观的影响—比如暴力、公开的色情画面、色情广告等。

- Reduced contact between parents and children – no longer have to do chores.

减少家长与孩子的沟通—孩子不必再做家务。

- Difficulties parents face in teaching children responsibility because of the messages they receive from society.

家长培养孩子的责任感时面临困难，因为孩子们会从社会获取信息。

**11. (Brainstorming) How does your children's school help/hinder them in their moral development?**

(集体讨论) 您孩子所上的学校是如何帮助或者妨碍他的道德发展的?

- Role of school in socializing, discipline and learning and maybe 'peer' influence.

学校的角色是帮助孩子社会化、约束其行为与教其学习，可能也提供同伴影响

- To point out that social behavior is an important aspect of school, equally as important as the academic learning.

指出社会行为是学校的重要部分，如同学习一样重要。

- BUT it is also important to make parents aware that the school does not have ALL the responsibility for the child's moral growth - it is a triple partnership between teachers, parents and the child.

- 但是应该让家长知道学校并非承担了孩子道德发展的所有责任，这一点也很重要-这应该是一个由教师、家长和孩子构成的三方合作的关系

**12. (Sequential questioning) At what stage did you start your child on moral education?**

(系列问题) 您是从哪个阶段开始对孩子实施道德教育的?

- As soon as the baby was born, began in the womb, as soon as the child could say No etc.

孩子一出生的时候，在母亲的子宫里的时候，孩子会说“不”的时候，等等

- To make parents aware – a great deal is learnt by the time the child goes to Kindergarten. Children at such an age understand good and bad, help with chores, clean up, are patient, control emotion, show kindness, cooperate etc.

要让家长意识到—在孩子进入幼儿园之前他们已经懂得很多事了。处于这一年龄阶段的小孩能区分好坏，会帮着做家务，会打扫房间，有耐心，懂得控制情绪，待人友好，会与人合作等。

**13. Open discussion: The higher path must be trodden from childhood; it cannot be adopted at an advanced stage.....**

开放式讨论：冰冻三尺非一日之寒，对孩子的教育必须从童年时期抓起。

**14. What does saying ‘No’ teach a baby?**

“说不”能教给孩子什么呢？

- Some possible comments might include: Sense control, patience, to fit in, to teach limits, to discipline, to direct, to warn, to control impulsiveness etc

有些评论可能包括：感觉控制,耐心,适应,限制,约束,引导,警告,控制冲动等

- Comment – it is not just a word used to discipline a baby but remains an important word in the vocabulary of the parents – may even become quite important during adolescence.

评论-这不只是一个用来约束婴儿的词而且还是父母使用的词汇中的重要单词-可能在青少年时期还很重要

**15. (Sequential narration) How did each of your parents handle stress and disappointment? How does this compare to the strategies you use?**

(连续讲故事) 说说您父母中的其中一位是如何处理压力和失望这种情形的? 比较一下他们和您自己使用的策略, 看看有什么发现?

Reflect and compare their own current method of handling stress and disappointment with the way they saw it modeled in childhood. This may be insightful.

反思并比较他们当前处理压力及失望情形的方法与他们儿童时期形成的处理方法。这可能会让他们有新的收获。

**16. (Open discussion) What were the changes in your child towards adolescence?**

(开放式讨论) 在您由儿童转变为青少年时发生了哪些变化?

Steer discussion towards the inner moral quest – the adolescents need to become independent as they explore and identify with their own value system. (Vital role in this troubled time of cultural pressure may also be discussed in detail).

引导大家讨论内心的道德追求—青少年在探寻和确认他们自己的价值体系时需要变得独立(在文化压力让人困惑的时代独立的关键作用应该进行详细讨论。)

**Notes:** Some of the things participants might mention include:

**注:** 参与者可能会提到以下一些事情:

Withdraw from the family	离家出走
Physical changes	身体变化
Challenging –checking it out	挑战—核实情况
Listening to peers more than parents	倾听同伴多于父母
Interested in looks	关心外表
Unwillingness to oblige parents – particularly mum	
不愿帮父母的忙-尤其是母亲	
Questioning	爱发问
Argumentative	爱争论

Why does this happen? 这怎么会发生?

First search of identity – age 2 – 3 years

首次寻找身份—2-3岁

Second search of identity – age 13 – 14 years

第二次寻找身份—13-14岁

Peer Pressure tells them they are adults – Finding their identity.

同伴压力告诉他们他们是成年人了-找到了他们的身份

Emotional intelligence leads to good people skills and emotional maturity.

情商是促进社交技能形成及情感成熟的关键。

**17. Role Play: Invite some pairs to act out the following problem and their suggested solution.**

角色扮演：请参与者两人一组扮演以下问题及采取的对策。

**How would you handle the situation?**

你是如何处理这种情景的?

**Your adolescent daughter lost her temper during discussion with you but after a while has come to apologize. You had felt harshly judged and were hurt. You went away feeling misunderstood. The argument was about her wanting to go out with her friends before doing her homework.**

您的女儿（出于青春期）在与您讨论关于做作业和与朋友出去玩的矛盾问题时发了脾气，没过多久又向您道歉。可您已经觉得深受伤害，带着一种被误会的感觉离开了。

Ask role players how they felt and then the rest of the participants to comment. (Discuss the role play and highlight the emotional and psychological drama and how to hand the issues for maximum responsibility)

询问参加角色扮演的人他们的感受并请其他参与者予以点评。（讨论这次角色扮演情况并突出感情与心理变化，以及如何针对最大责任感提出问题）

**Insights/Evaluation 感悟/评价**

Invite insights and then summarize the workshop.

请参与者谈谈这次研讨会的收获，并总结此次会议。



## Action Plan      行动计划

## Summary      小结

- Trying to be unlike our parents is not easy.
- 努力想让自己不像父母，这可不容易。

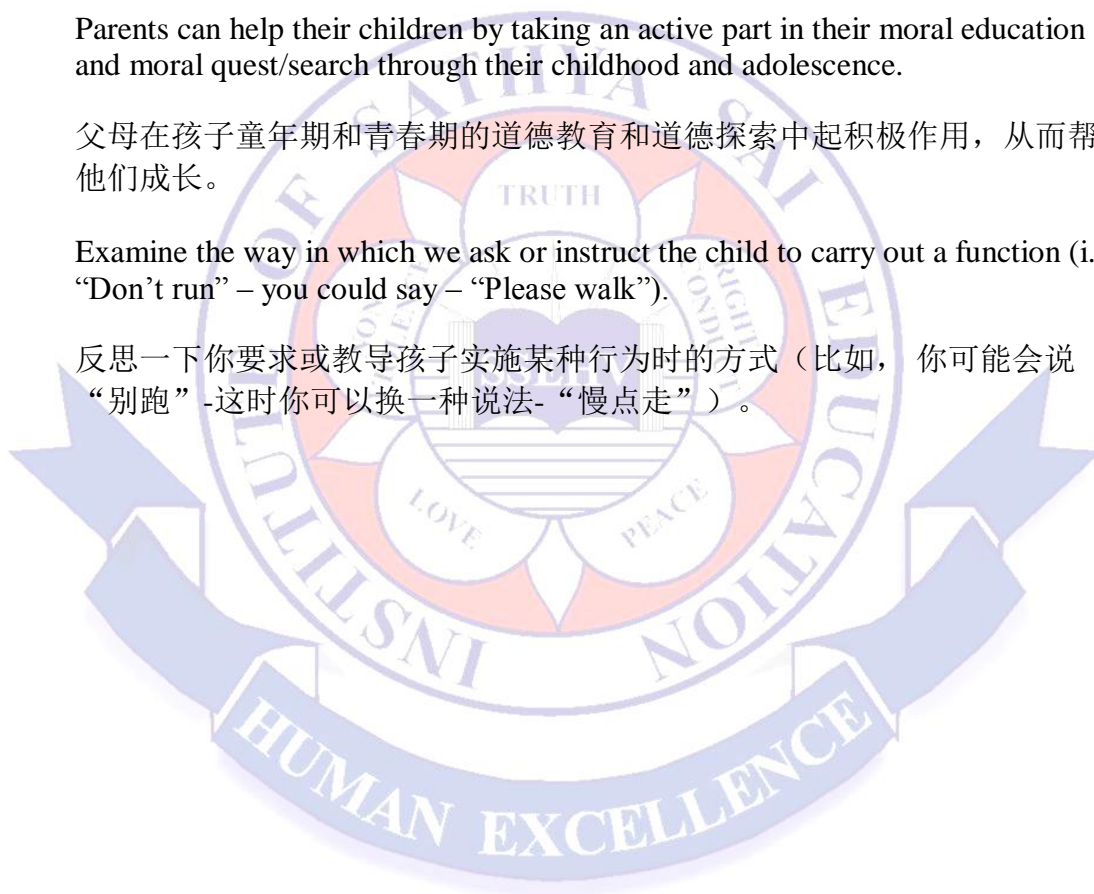
It takes much effort and motivation. But there are times in our lives when we can establish new patterns of behavior. Such opportunities present themselves when children are passing through the same phase that has strong memories for us. When revived we behave like our parents.

- 这需要很大的努力与动力。但是生活中我们有时候会建立新的行为模式。当孩子们顺利渡过在我们的记忆中印象深刻的人生阶段时，这样的机会便出现了。当这样的时刻再次出现，我们的表现与父母的就很像。

But if we have negative memories we can change our own behavior with your child and create a new positive pattern.

- 但是如果我们留下的记忆是负面的,那我们就可以改变我们自己的行为, 创新一种积极的行为模式。
- We tend to remember our childhood experiences very vividly.
- 我们容易清晰地记住童年的经历。
- The attitudes towards our children are ‘inherited’ from our parents. These are intergenerational traits that are transmitted from one generation to the next.
- 我们对待孩子的态度是从父母那遗传下来的。这些是两代人之间相传的品质，从一代传向下一代。
- In early years teaching of appropriate attitudes took place through parental ‘Yes’ and ‘No’ and parental limit setting.
- 在孩子年幼时父母可以通过说“行”和“不行”以及设定限制来对其进行适当的态度教育。
- A ‘good child’ is one who has emotional control, is calm, concentrated, sociable helpful – qualities that will enable the child all her life in every aspect. Do we want our children to be “great” or “good”?

- “好孩子”应该能控制自己的情绪，内心很平和，能集中注意力，并且对社会有帮助—这些品质将使孩子一生中都具有各方面能力。我们让我们的孩子成为“优秀的孩子”还是“好孩子”呢？
- The teenage years are a period of active search for the moral principles/values of their behavior. When that search is successful, the young adult will have a system of values to which they can adhere when they face temptations and challenges.
- 青少年时期是一段主动探索孩子行为的道德原则/价值观的时期。如果探索成功，那孩子就能拥有一套在面对诱惑与挑战时予以遵守的价值系统。
- Parents can help their children by taking an active part in their moral education and moral quest/search through their childhood and adolescence.
- 父母在孩子童年期和青春期的道德教育和道德探索中起积极作用，从而帮助他们成长。
- Examine the way in which we ask or instruct the child to carry out a function (i.e., “Don’t run” – you could say – “Please walk”).
- 反思一下你要求或教导孩子实施某种行为时的方式（比如，你可能会说“别跑”-这时你可以换一种说法-“慢点走”）。



## WORKSHOP 3: PEACE AND RIGHT CONDUCT

### 研讨会 3：和平与正当行为

#### ACTION PLAN OF LAST WEEK

##### 上周行动计划

Go through the action plan of the last meeting and discuss what was successful, what you would do differently next time, etc.

回顾上次会议的行动计划并且讨论哪些地方成功了，下次你将会做出什么变化，等

#### Peace in the Family

##### 家庭和平

1. (Sequential questioning) What do you understand by the word Peace? (5 minutes)

(系列问题) 您对“和平”的理解是什么? (5分钟)

2. (Sequential questioning) Recall a time in your childhood when your parents were angry with each other or had a fight. How did you feel? (10 minutes)

(系列问题) 回忆一次童年时您父母闹矛盾或打架的经历，当时您的感觉是什么样的

3. (Brainstorming) How does peace at home help your children? (10 minutes)

(集体讨论) 家庭里的和平是如何帮助你的孩子的? (10分钟)

4. (Open discussion) The parents established in inner peace radiate this to family members in their various interactions. Thus, family time is the vehicle for conveying peace from the parents to the children. (5 minutes)

(开放式议论) 内心和平的父母将把此状态辐射到家庭成员之间的各种相互影响中去。因此，家庭时间是父母向孩子传达和平的一种工具。(5分钟)

5. (Open discussion) Peace is a process that the family generates when the family members spend time together in a relaxed atmosphere. (5 minutes)

(开放式讨论) 和平就是当家庭成员在轻松的氛围中一起享受一段时光时家庭所产生的一个过程。

**6 (Sequential questioning) Share a recent event in your family when you felt close to each other. (10 minutes)**

(系列问题) 分享在您家庭中最近发生的一件让您感到彼此之间十分亲近的事情。

**7 (Open discussion) We should develop peace within ourselves. Such peace should be fostered in the family. From family, it should spread to the community; from community to the State and then to the Nation. If there is no peace in the individual, how can there be Peace in the Nation and in the world?" (5 minutes)**

(开放式讨论) 我们应该在自己的内心深处培养和平，并且这种和平应该在家庭中得到强化。应该从家庭扩散到社区，从社区扩散到整个洲乃至全国。倘若个人心中没有和平，国家和世界又怎么会有和平呢！

**8& 9. (Brainstorming) How can we help children achieve inner peace? How can we cultivate peace within? (5 minutes)**

(集体研讨) 我们应该如何帮助孩子实现内心的和平呢？

**10 – 14 Share the ideas on these slides. Invite a teacher or the child of one of your group members to tell you about silent thinking and lead you in an example.**

分享这些幻灯片里的观点。邀请一位老师或一名小组成员的孩子谈谈静思，并列举一个例子。

## **Empowering – Human Value of Right Conduct**

增强力量-正当行为的人文价值

**Note for facilitator: What is Empowerment?**

主持人注意：什么是授权

**Usage Note:** Although it is a contemporary buzzword, the word *empower* is not new, having arisen in the mid-17th century with the legalistic meaning “to **invest with authority, authorize.**” Shortly thereafter it began to be used with an infinitive in a more general way meaning “to enable or permit.” Both

Adapted by the Institute of Sathya Sai Education of Hong Kong from the Dynamic Parenting Programme prepared by Drs. Pal and Teheseen Dhall, Insititute of Sathya Sai Education of Australia.

用法注解：尽管 empowerment 是当代的流行语，但是单词 empower 却并不是一个新词，它是在 17 世纪中期出现，当时律法上的意义是“有权威地授予，授权。”之后不久它就开始普遍用于与不定式搭配，意思是“使...能或允许”

**em·pow·er** *tr.v.* **em·pow·ered, em·pow·er·ing, em·pow·ers**

1. To invest with power, especially legal power or official authority. See Synonyms at authorize.

有权威地授予，尤其是有法律效力或职务权限。看同义词 authorize.

2. To equip or supply with an ability; enable: “Computers... empower students to become intellectual explorers” (Edward B. Fiske).

给...提供一种能力；使能：“计算机...使学生成为知识的探索者。”

- 15. (Open discussion on a quotation) “It is the duty of the parents to set children on the right path from their early years. They should not hesitate to correct them or even punish them when the children take the wrong ways. The best way they can show their love for their children is to do everything necessary to make them follow the right path. It is only when the parents show firmness in dealing with their children that they will develop along the right lines. It is because the parents and the teachers fail to enforce discipline that students behave in the most irresponsible ways and indulge in disorder and violence.”**

Invite comments. Draw attention to the idea that punishment is in order; it is in fact an aspect of love. Without punishment and/or enforcement of discipline children do not internalize ‘the right path’.

(开放式讨论) 当孩子年幼的时候，为他们设计好一条正确的人生之路是为人父母的职责。当孩子走错路的时候，父母应该毫不犹豫地纠正他们甚至予以惩罚。父母表达对孩子的爱的最好方式其实是引导孩子走上正轨，并为之不惜一切。只有父母严格地要求子女，他们才会沿着好的方向健康成长。现在很多孩子完全没有责任心，终日沉溺于骚乱和暴力，原因就是由于父母和教师在纪律约束上的失职。

## **16. (Sequential questioning) When have you Felt Empowered?**

(系列问题) 您在什么时候感到自己被赋予了能力？

Some of the comments participants might make might include:

参与者可能会提到：

Adapted by the Institute of Sathya Sai Education of Hong Kong from the Dynamic Parenting Programme prepared by Drs. Pal and Teheseen Dhall, Insititute of Sathya Sai Education of Australia.

Following conscience 凭良心行事  
Meeting challenges head on 正面迎接挑战  
Achievement 获得成就  
Spiritual connection 精神联系  
Expressing creativity 表示有创造力  
Decision-making 做决定  
Extending ourselves for others 由己及人

**17. (Sequential question) What is the value of punishment?**

(系列问题) 惩罚有什么价值?

- Punishment is a predetermined outcome for an infraction (Infraction: The act or an instance of infringing; a violation)

惩罚是违规行为的必然结果

(Infraction: 侵权行为或例子: 违反)

- It creates boundaries, order peace.  
它能创造界限, 带来和平。
- Evidence of parental credibility and commitment  
父母可靠性与承诺的证明
- It should not be delivered with anger nor is it to cause guilt in the child  
实施惩罚时不应该发火, 也不能给儿童造成内疚。

**18. (Sequential question) Describe one incident when you as a child felt empowered by your parent.**

(系列问题) 描述一件儿时您父母让您感到充满力量的事情。

- Children and adults feel empowered when they overcome a fear, temptation, any type of hurdle (physical or mental)

儿童和成人在他们战胜恐惧, 诱惑或其他任何障碍(身体或精神上)时, 他们感到自己能力增强了。

- Parents should merely help the child by making them aware of the different choices and consequences. They should not make the choice for the child.

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家长仅仅只要帮助孩子让他们意识到各种可能的办法和结果。他们不应该为孩子做选择。

- The decision and choice is the child's. This way even if the choice was not the best one possible the outcome gives the child a lesson.

决定与选择都应由孩子自己来做。就算他们做出的选择不是最佳的，产生的结果也会给孩子一个教训。

- This usually enables, gives self-direction, clarifies and empowers.

这样通常能让孩子锻炼自主能力，让他们学会自己去明辨是非，提高他们的能力。

### 19. What are the negative signals parents can give to their children?

父母传递给孩子的消极信号可能有哪些？

Guilt (causes low self-esteem – self image) 内疚 (导致低自尊和低的自我形象)

Sarcasm 讽刺

Criticism 批评

When do we give these negative signals to our children? When we say things like “You are driving me nuts”

我们什么时候给了孩子这些负面信息？比如当我们说“你让我受不了”这样的话的时候

Never blame others for your state of mind. It affects the children. Children like and need to feel secure. We must create emotional stability and certainty.

你的心情不好千万别责怪他人。这会伤害到孩子。孩子们喜欢也需要受保护。我们必须保持情绪稳定。

### 20. (Brainstorming) How do we teach our children to take responsibility for their actions?

(集体研讨) 我们怎样教我们的孩子对自己的行动承担责任？

**At Age 5 years, 10 year and 15 years?**

在孩子 5 岁、10 岁、和 15 岁的时候怎样教？

- Level of responsibility increases with age.

Adapted by the Institute of Sathya Sai Education of Hong Kong from the Dynamic Parenting Programme prepared by Drs. Pal and Teheseen Dhall, Insitute of Sathya Sai Education of Australia.

责任感随着年龄增长而增强。

- More and more power is given to the children by the parents depending on their level of maturity. (Freedom without responsibility is a problem)

随着孩子越来越成熟，家长赋予了他们越来越多的权利。（没有责任感的自由倒是个问题）

- What is Freedom? - Freedom is the result when children accept responsibility – this freedom is not freedom to indulge but a better control over anger, worries, fear guild and anxiety.

自由是什么？-孩子接受其责任，自由便产生了-这种自由不是纵容自己的自由，而是对愤怒、担忧、恐惧和焦虑情绪更好的控制。

- As the role of a parent changes they should demand performance and discipline.

当家长的角色发生改变，他们应当要求孩子履行义务，遵守纪律。

## 21. (Sequential question) What did you learn as a child from doing chores around the house?

（系列问题）您小时候从做家务中学到了什么？

- Chores are one of the most powerful ways of teaching discipline. It teaches time management, organization ability and the need for order and cleanliness. Children learn to appreciate and have gratitude (value of things).

做家务是教孩子学习纪律的最有效的方式。它能教孩子为了整齐和干净的需要管理和组织时间的能力。孩子们学习欣赏和感激（事情的价值）

- Home is a place of interdependency. Satisfaction not just by getting the benefits from others but by contributing our services to them (loving action)

家是相互依赖的地方。满足不仅仅通过从他人那里获得益处而获得，而是通过给他人付出而获得（爱的行动）



**22. (Brainstorming) What are the excuses you have come across in your children to get out of doing chores?**

(集体讨论) 当您的孩子想逃避做家务时，他的借口是什么呢？

- Self-absorption – (preoccupation with yourself to the exclusion of everything else)
- Excuses being – I did not know, You did not tell me, You only asked me to do this and not that etc.

专心致志-- (全神贯注而不顾其他事情)

找借口--我不知道啊，你没告诉我，你只叫我做这个而没叫我做那个，等等。

**23. (Sequential question) Do you sometimes accept the excuses of your children to get out of doing chores?**

(系列问题) 您有时候会接受孩子逃避做家务的借口吗？

- Parents give up because they have to constantly remind the children; or  
家长自己放弃了因为他们必须时刻提醒孩子；
- They do not do the chore properly or  
孩子做家务做得不好；
- They try to make the parents feel guilty etc.

他们努力想让家长感到内疚。

**24. (Sequential question) Share how your child has demonstrated in the last year or so a unique sense of self-direction or responsibility.**

(系列问题) 分享您的孩子在过去的一年多里，是如何表现他的独特的自主能力和责任感的？

Has that become part of the child's nature? If yes, then it can continue to empower the child for a long time.

这种自主能力和责任感是否已成为孩子性格中的一部分？如果是，那就会继续长时间地增强他们的能力。

### **Insights/Evaluation 思考/评价**

Invite insights and then summarize the workshop.

邀请大家发表看法然后总结这次研讨会。

### **Action Plan 行动计划**

#### **Summary 总结**

- Peace has to start in the individual, then it can spread to the family, the community and the world.
- 和平始于个人，然后扩散到家庭、社区乃至整个世界。
- Parents have a responsibility to develop their own inner peace and to help their children to learn strategies for developing theirs.
- 家长有责任培养他们自己内心的和平并帮助孩子学会保持内心和平的策略。
- Teaching Right Conduct or Right Action helps a child accept responsibility for his action. The child has to learn to work out consequences of his actions. The parents support this by rewards and punishments.
- 教小孩要采取正当行为有助于孩子为他的行为承担责任。孩子应该学会预计自身的行为带来的后果。家长通过奖励与惩罚来支持他们
- Children (and adults) feel empowered when they act in keeping with Right Conduct, make a difficult decision, overcome a fear, a temptation physical or mental hurdles or when they are appreciated.
- 当孩子们保持正当行为、做出困难的决定、战胜恐惧、抵制诱惑、克服身体或精神障碍时，或者他们被人欣赏时，他们（和成人）感觉到能力增强了。
- Enabling parents enable the child to have self-direction and personal control over actions and emotional states. The parents temper their love with discipline and appropriate control.
- 使家长有能力让孩子控制个人的行为和情绪。家长爱孩子的同时也会运用纪律和适当的控制加以管教。
- Level of responsibility increases as the child becomes more and more mature.

- 责任感会随着孩子的逐渐成熟而增强。
- Freedom is the result when children accept responsibility – this freedom is not freedom to indulge but a better control over anger, worries, fear guilt and anxiety.
- 孩子接受其责任，自由便产生了-这种自由不是纵容自己的自由，而是对愤怒、担忧、恐惧和焦虑情绪更好的控制。
- Chores are one of the important ways of teaching a child responsibility.
- 做家务是教孩子承担责任的重要方式之一
- Peace is generated when family members spend their time in fun and peaceful activities.
- 家庭成员聚在一起度过欢乐、安宁的时光时和平便产生了。
- Family time is more important now than ever before because the parents and children tend to have separate lives even while sharing the same house.
- 家庭共享时间比过去任何时候都重要，因为家长和孩子同住一个屋檐下却各自做着自己的事情。
- With family time and shared memories, understanding, common values and philosophy which are built over the years, children learn much from the parents and parents also learn from the children.
- 和家人拥有一些共享时间、共同的回忆、相互的理解以及长时间形成的一些相同的价值观，孩子们可以从父母那里学到很多，父母也可以从孩子身上学到一些东西。
- Family time can be easily robbed when family is over-committed to work, hobbies, TV and homework. This needs to be monitored.
- 当家人太忙于工作、培养兴趣爱好、看电视以及做家庭作业时，家庭共享时间很容易被剥夺掉。这就需要适当的控制。
- Family connection is strong when family time is valued.
- 当我们珍惜与家人共享的时光时，家庭关系就稳固了。
-

## Workshop 4 Non-violent Communication

### 研讨会 4 非暴力的沟通方式

- 1 **Review action plans from last session**  
回顾上次会议的行动计划
- 2 **(Information delivered by facilitator) What are the Different Parenting Styles? (5 minutes)**

(主持人发言) 不同的子女养育方式有哪些? (5分钟)

**Authoritarian** (strict rules & regulations, no freedom of action, thought & movement, depriving the child of opportunity to learn to control his own behavior, no respect for individual rights, constant criticism of wrong doings & nagging etc.)

专制式 (严格的规章制度, 孩子没有行动、思考和活动的自由, 剥夺孩子学习自我行为控制的机会, 不尊重孩子的个人权利, 孩子做错了事、纠缠不休就会受到批评等等)

**Indulgent** (Unable to Discipline children – 99% of fathers are indulgent)  
放纵式 (无法约束孩子-99%的父亲都很放纵小孩)

**Permissive** (no limits or boundaries for the child to act within, the child can make his or her own decisions & act on them in any way he pleases, there is too much leniency)

宽容式 (对儿童的行为没有限制或界线, 孩子可以以任何他们喜欢的方式做决定或行动, 因而过于宽容)

**Authoritative** or Democratic (Explanation, discussion & reasoning to help the child understand why he is expected to behave in a certain manner, Rewards & praise when he / she comes to expected standards, Careful planning to channelize energies)

权威式或民主式 (以解释, 讨论和分析的方式帮助孩子理解他们为什么要按某种规矩行事, 当他/她打到了所期望的标准时应该奖励并表扬他们, 小心疏导他们的行为。)

Ask the participants to think about their own parenting styles and which categories they think they fall into.

请参与者思考他们自己的教育方式是属于哪种类型。

Notes:  
注意:

- How a child reacts in a situation reflects the disciplinary method adopted by the adult
- 在成人采取管束方法的时候孩子的反应如何。
- A child brought up in an authoritarian atmosphere will be scared to explore & approach, fearing reprimand  
一个在专制式的家庭氛围中长大的孩子不敢冒险行事，因为害怕会受到大人的责骂。
- A child from a permissive background might be rowdy in his approach  
在宽容的氛围中长大的孩子会大吵大闹。
- A child with a democratic upbringing will systematically approach & explore the situation
- 在民主的环境下长大的孩子会有条理地处理这种情况。

**3 (Open discussion) When we are angry, exasperated or create a tense atmosphere in the home, what are the signals we give to our child? (10 minutes)**

(开放式讨论) 当我们在家里生气、愤怒或者使气氛紧张时，我们无形中传达给了孩子什么样的信号呢？(10分钟)

Highlight that the child feels powerless, unimportant, insignificant, tense, mentally disturbed confused and guilty.

强调孩子会有种无力感，觉得在父母眼中显得不重要，感到紧张，精神受挫，很困惑，也有种负罪感。

**4 (Sequential question) What actions of your parents made you anxious when you were a child? (10 minutes)**

(系列问题) 在您孩提的时候，父母什么样的行为会让你感到焦虑不安呢？(10分钟)

Their temper, anger, moods, blame, criticism, ridicule etc.

他们的性情、脾气，如愤怒，责骂，批评，嘲笑等等。

**5 What signals do we give our child when we say things like (i) “You drive me nuts!” or (ii) “You could have done better.”?**

当我们说“你快让我疯了！”或“你本可以做得更好的！”的时候，我们给了孩子什么信号呢？

This gives the child the signal that the child is responsible for the parent’s state of mind. – Disempowering comments to a child

这给了孩子这样的信号：孩子应该为父母的情绪负责。--这是对孩子不利的评价。

**6 (Role Play: Invite participants to act out the parts of the parent and the child, showing how they would act in this situation) 10 minutes**

(角色扮演：请参与者表演家长和孩子的角色，在以下情形中他们是如何反应的) 10分钟

**Your child is helping you to wash the dishes. She is not very happy to be doing this task because she wants to go out with her friends. She drops a plate and breaks it. It is one of your favourite plates. You are feeling very frustrated with her already, and then this happens! How would you handle this situation?**

您孩子在帮您洗碗碟，她不是很乐意做这件事，因为她非常想要和朋友们出去玩。忽然，她丢下一个盘子，把它打碎在地板上。这是您最喜欢的一个盘子。您原本就对她感到十分失望了，而且现在还打碎了盘子！你们如何处理这件事？

**7. (Sequential questioning) Do you remember being hurt by something your parents or others said to you in your childhood? (10 minutes)**

(系列问题) 您是否还记得童年时被父母或别人说的话伤害过？(10分钟)

- Some of the things the participants might suggest may include:
- 参与者可能会谈到以下一些事:
- Power of words: words can make or mar relationships
- 话语的力量: 话语可能会决定双方关系的好坏
- Our speech reflects our thoughts
- 我们的言语决定我们的思想
- Words can be a tool of Love or a tool of Violence
- 话语既是表达爱的工具,也是施展暴力的手段。
- Importance of self-restraint in speech
- 说话时自我约束的重要性

- Importance of attentive listening in order to understand
- 专心聆听对理解对方非常重要

## 8. (Information to be delivered by facilitator) 5 minutes

(主持人发言) 5 分钟

### There are 4 types of conversation

四种谈话方式

- a) **Light Talk: Social chitchat. No threat of argument, but no sharing of thoughts or ideas.**

浅层式交谈：一般的闲聊，没有深层想法或思想的交流。

If we notice, much of our social talk is of this nature. I speak only as much as necessary and conserve energy (personal energy which can be used for other useful purposes)

如果我们留心，会发现我们许多的谈话都具有这样的性质。我只挑一些需要讲的话讲，以保存能量（个人的能量可以用作其它用途）

- b) **Advice or Lecture: communication is not on the same level. One is a giver and the other is receiver.**

建议或训导：谈话双方不是在同一平台上沟通。一方是给予者，而另一方是接收者。

e.g. student-teacher. Not advisable for teenagers. They don't want to hear any lectures!.

例如，师生之间。并不适合青少年。他们不想听任何的教导！

## 9. (4 types of conversation, continued) **Aggressive Talk: Arguing, blaming, full of anger, ego, negativity.**

(4 种谈话方式，续) 攻击性交谈：争论和指责别人，充满了愤怒和消极情绪，非常自我。

It is self-centered---full of I and Me statements---my pain, my hurt, my feelings. No understanding of others viewpoint. It often destroys relationships.

这是一种以自我为中心的谈话---都是我的陈述---我的痛苦，我受的伤害，我的感觉。不理解他人的观点。这样经常会破坏双方的关系。

**Heart to Heart Communication: most advisable, this sort of communication is heartfelt, non-judgmental, and empathetic.**

心与心的沟通：最适合的方式，这种方式是发自内心的、非判断的、善解人意的沟通。

- Sweet and loving 甜蜜、充满爱
- Understanding 理解他人
- Not rushing to give advice or comments 不急着给建议或做评价
- Active and patient listening 积极的、耐心的聆听

This sort of communication helps resolve the differences and strengthens relationships. It is pure and comes from the heart. We are deeply respecting the other person. We do not sympathise or pity the person as that is disempowering.

这种沟通方式帮助我们化解分歧、增进感情。这是一种单纯的、发自内心的交流。我们非常尊重他人。我们并不是同情他人，那样会对他人不利。

**(Empathy is being able to relate to the feeling in another person. It gives us means of responding with **understanding**. When we empathise we understand the feelings of the other person, but keep our feelings aside.**

（移情是指能理解他人的感觉。这给了我们回应他人的理解的一种方式。当我们对他人移情，我们就会理解他人的感觉，但把我们自己的感觉放在一边。

It is important for us to identify what emotions are being experienced and state them. We must name the emotion such as sorrow, frustration, unhappiness etc. so that the other person feels completely understood.

鉴别人们正在经历那种情绪并能陈述出来，这对我们来说很重要。我们必须能说得各种情绪的名称，比如痛苦，受挫，不快乐等等，那样别人就会觉得被我们完全理解了。

**Sympathy is feeling together with someone, feeling sorry for someone.**

同情是指和他人经历一样的感觉，对他人表示同情。

Heart to Heart communication is rewarding. **It is non-violent.**

心与心的沟通是非常有益的。这是一种非暴力的沟通方式。



10. **(Brainstorm) What are the attitudes and behaviours that block communication, particularly with older children and spouse? (5 minutes)**

(集体讨论) 有哪些态度和行为会妨碍沟通，尤其是与年龄较大的孩子以及自己的配偶相处时? (5分钟)



**11 (After brainstorming about the last slide, look at these ideas) 5 minutes**

**Communication Blocks (Walls)**

(集体讨论上一张幻灯片之后,看看下面一些观点)5分钟

沟通障碍

**(i) Lack of understanding of thoughts, feelings, values and goals of the other person**

缺少对别人思想、情感、价值观和目标的了解。

**(ii) Domination - “should have”, “ought to” statements**

控制——“应该”或者“必须”的言辞。

**(iii) Criticizing, ordering, threatening, manipulating, denying**

(Comments by parents - stubborn, anger, egoistic, authoritative, jealousy)

批评、命令、恐吓、操纵、否定。

(来自父母的评价--顽固、爱生气、自我、爱下命令、妒忌)

**12 (continued from last slide)**

**(iv) Ignoring, changing the topic, avoiding confrontation**

忽视别人、改变话题、逃避面对。

**(v) Judgmental attitude**

主观判断式的态度

**(vi) Sarcasm**

嘲讽

**(vii) Labelling (lazy, shy, etc.)**

标记(懒惰、害羞等)。

**(viii) Verbal and physical abuse**

口头和肢体语言的滥用。

**(ix) Sound – tone of voice, anger, screaming, shouting**

声音——口气语调、愤怒、尖叫、喊叫。

**13 Brainstorming (5 minutes) What attitudes and behaviours help in communication?**

集体讨论（5分钟）有哪些态度和行为有利于沟通？

**14 After brainstorming for 5 minutes, look at these suggestions**

**Communication Windows.**

讨论5分钟后，看看以下的一些建议

沟通的窗口

**(i) Speak honestly – from your “heart”**

说话坦诚——发自内心。

**(ii) Ask questions to understand. Confirm by paraphrasing.**

通过提问去了解（通过释义去确定）

**(iii) Validate feelings/affirm/appreciate**

证实情感/肯定/欣赏。

**(continued from previous slide) (续)**

**i) Attentive, reflective listening**

全身贯注，有所思考地倾听

**(ii) Empathy**

移情

**(iii) Encouragement**

鼓励

**15 (Small-group discussion) How can we effectively ask our children (or other members of family) to change their behavior which is hurtful to us? 15 minutes**

(分小组讨论)如何才能有效地使孩子(或其他的家庭成员)改变他们那些对我们造成伤害的行为?

**(Divide parents in groups of 4 or 5 and ask them to discuss. Ask each group to come and give their views.)**

(将家长分为4或5人一组进行讨论,要求每组上台展示他们的观点。)

Explain: 3-part assertion statement. Main aim is to assert without hurting.

解释: 陈述三部分。主要目的是在不伤害别人的情况下声明观点。

(i) Describe the behavior accurately in a non-judgmental way.

以非判断的方式准确描述这一行为

(ii) Disclose your feelings in relationship to the behavior in an accurate, non-judgmental way.

以准确、非判断的方式表达你对这种行为的感受

(iii) Let the other person know what effect his behavior is having on you is. (e.g. "it hurts me when you . . .").

让另外一个人了解他的行为对你造成的影响。(当你...的时候伤害了我。)

**Insights and Action Plan 感悟与行动计划**

**Summary 总结**

- Good communication facilitates love and heightens understanding.
- 良好的沟通有利于爱,并能加强理解。
- Good communication requires some inner peace so we can respond rather than react.

- 良好的沟通需要一些内心的平静，以便我们能够回应，而不仅仅是反应。
- Poor communication techniques such as blame, criticism, and forced obedience undermine self-respect of the child. It builds blocks to communication.
- 蹩脚的沟通技巧，例如指责、批评、强迫顺从等会伤害孩子的自尊，给沟通带来了障碍。
- Attentive listening, speaking honestly, empathy & encouragement are windows to good communication.
- 专心倾听、诚实讲话、共鸣和鼓励都是沟通的好窗口。
- There are four kinds of communications – chitchat, lightly controlling, aggressive and heart-to-heart communication. We can build relationships only on heart-to-heart communication.
- 有四种类型的沟通——浅层交谈、建议或讲座，攻击性交谈和心与心的沟通。
- Learning to relate from heart-to-heart is a rewarding manner of communication – it is Non-violent.
- 我们只有通过心与心的沟通才能建立人际关系。

### WORKSHOP 5:

### TRUTH AND LOVE

#### 研讨会 5:

#### 真理与爱

1. ACTION PLAN OF LAST WEEK: go through the action plan of last class.  
上周的行动计划：回顾上次课的行动计划
2. **(Brainstorming) What do you understand by the word Truth? (5 minutes)**  
(集体讨论) 您对于“真理”一词是如何理解的？

3. **(Open discussion quotation) “The family is essential for the blossoming of human personality; how can a helpless baby grow and learn, talk and move forwards without the home? The home needs the community around to keep it safe and happy.” (5 minutes)**

（对引语进行开放式讨论）家庭是绽放人类个性之花园。一个无助的婴儿在无家庭的环境里如何能成长和学习、交流与活动呢？家庭需要社区来维系它的安全和幸福。（5分钟）

- Role of Family is important. It helps us grow in all aspects of our lives.

家庭的角色是重要的，它是帮助我们在生活中的全方面成长。

- Talk about the processes.

谈论过程

- Community and family are interrelated. We need the community in the same way we need the family. (Work, culture, language civilization etc, all come from the community). We should have a social conscience for the community.

社区和家庭是相互联系的。我们需要社区如同我们需要家庭一样。（工作，文化，语言都来自社区）。我们应该建立一个具有社会良知的社区。

4. **(Sequential question) What role did Truth play in your daily life as a child? (5 minutes)**

（系列问题）当您还是孩子的时候，“真理”在您的日常生活中地位是怎样的？

5. **(Sequential question) What role models were important and especially significant to you as a child? (5 minutes)**

当您还是孩子时，对您意义非凡的角色模范是怎样的？

1. **(Sequential question) What supporting role did your family play in your life? (10 minutes)**

（系列问题）在您的生活中，您的家庭对于您来说，起到了怎样的作用？

- Role models.

行为榜样

- Relationship modes (how we as handle relationships in our lives).

关系模式（我们如何处理生活中各种关系）

- Styles of parenting provide us with a model for our own parenting.

为我们的教育方式提供模式

**2. (Open discussion quotation) “The mother and father are the first examples of social behavior that the child sees before it learns to imitate.”**

“母亲和父亲是孩子学会模仿前最早的社会行为榜样。”

- Creates stable models of love between the parents and grandparents.

创造父母和祖父母之间的爱的榜样。

- As the child grows he will form a similar relationship with his parents and his own children.

孩子长大后，他会与他的父母以及自己的孩子之间形成一个类似的关系

- The heritage of positive parenting style is as important as his genetic inheritance. When parents have unstable relationships with their children this model too is passed on to the next generation.

良好的教育方式的继承和基因遗传同等重要。如果父母和小孩关系不牢靠，这种模式也会传给下一代。

**8. (Sequential question) What role did your extended family play in your life as a child? (10 minutes)**

（系列问题）当您是孩子时，您希望您的大家庭将在您的生活中扮演什么角色？（10分钟）

- Creates a sense of belonging with the family and community based on love, caring and sharing

创造一种基于爱，关怀和分享的家庭和社区归属感。

**8. (Sequential question) What role did your parent’s friends play in your life as a child?**

(系列问题) 当您是孩子时, 您父母的朋友在您生活中扮演什么角色呢?

- Parent's friends are important specially if they had kids of the same age.

父母的朋友的角色很重要, 尤其他们也有年纪相同的孩子

The way our parents treat their friends (respect, affection, humor, helping in times of need) provides us with a model of adult relationship.

我们父母对待他们朋友的方式(尊敬, 喜爱, 幽默, 需要时给予帮助)给我们提供了成人之间的人际关系模型。

10. **(sequential question) what can we do to intensify our connection with our extended family and friends?**

(系列问题)我们能做些什么来加强与大家庭以及父母朋友之间的关系?

11. **Introduce the value of Love 介绍爱的价值**

12. **(Open discussion on a quotation)** "Children should have the love of parents. The child grows with the mother for the first five years of life. Many children do not know what the love of the mother is like. The mother should not hand over her responsibility during these years to someone else. Nowadays they are handed over to the care of the servants and others, and they grow up in their company and learn their vocabulary, habits, styles and thought."

- (针对引言进行开放式讨论) 儿童应该拥有父母的爱, 母亲在儿童人生最开始的五年里伴随着他们逐渐成长。但是, 很多孩子不知道母爱是什么样的。作为母亲, 在那五年里不应该将这种责任推给他人。现在, 很多孩子是在护理人员或其他人的护理下长大的, 去学习词汇、习惯、方式和思想。

**(Open discussion on quotation) "Parents today tend to lavish too much affection on their children. But such affection alone is not enough. There should be control also over the children. There should be both 'love' and law'. Only when both love and restraint are present will the love prove beneficial. For all the evil habits of children, who are naturally innocent and uninformed, the parents are primarily responsible. They do not make any efforts to teach proper ways of behavior to the children." –**

当今的父母都倾向于为自己的孩子付出太多的爱, 但仅仅有这样的爱是不够的。对所有孩子我们都应该控制这种“爱”, 而要保持“爱”与“规矩”的平衡。



只有当爱与约束同时出现的时候，这样的爱才是最有效的。对于所有具有坏习惯的孩子来说，他们本质上是纯洁无知的，所以父母应该负主要的责任。因为他们没有付出足够的努力来教给孩子正确的行为方式。——

- How should parents teach proper ways of behavior with the ever-reducing family time? 家长如何利用越来越少的时间教合理的行为方式？

▪ **(Open discussion) Discuss the following points that appeared in the Hong Kong Standard, Wednesday April 22<sup>nd</sup>, 2009**

(开放式讨论) 讨论以下在 2009 年 4 月 22 日 公布的香港标准上的几点

From a survey of 4229 parents and 2952 children, conducted by Hong Kong Character City

香港有品机构对香港的 4229 名家长以及 2952 名儿童的调查如下：

- 51% shout at their children when confronted with problem
- 当面对问题时有 51% 的家长呵斥儿童；
- One in 9 beat their children.
- 1/9 的家长责打孩子

Few parents were prepared to say “You are a good child” – which was the number one statement children said they would like to hear. Few would say, “Sorry I didn’t think about your feelings”, or “I’m so happy I gave birth to you”.

只有极少数家长会说“你是一个好孩子”。（这句话是孩子们最喜欢听到的一句话。）很少有家长会对孩子说：“对不起，我没有考虑到你的感受。”或者是“我生了你我感到很幸福。”

Parents punish failure and praise children only when they succeed

只有当孩子成功的时候家长才会表扬孩子，而他们失败时则招来的是惩罚；

- One parent said, “We all have expectations of our children and my daughter wasn’t living up to mine so we would always fight”. Her daughter tried to commit suicide.]
- 一个的女儿想自杀的家长说：“我们都对我们的孩子抱有了极大的期望，期望孩子们能达成自己曾经想要努力达成的目标。”

▪ **How can we create a culture of values and a language of love in our lives?**

我们如何在我们的生活中创造使充满爱的语言环境以及充满人文价值关怀的文化氛围？

- Speak the language of the values  
说充满人文价值关怀的语言
- Work through the frustrations (do not deny the child's feelings but be sure to label the feeling such as sad, helpless, powerless, hopeless etc. It helps the kids relate their feelings through words and deal with the frustration)  
在挫折中学习（不否认孩子的情感，区分他们的悲伤，无助，从而帮助孩子用语言描述他们的情感和处理困难）
- Anger can be productive if channeled properly.  
如果沟通方法恰当，愤怒也能起效果
- Always affirm good behavior  
始终要肯定好的行为
- Monitor TV  
监督孩子看电视

**16. (Activity) The Facilitator asks the group to close their eyes and feel alienated from this group. Allow a couple of minutes and then brainstorm on how they felt.**

(活动)主持人要求各组成员闭上的眼睛，体验一下您被小组排斥时的感受。两分钟过后让他们集体讨论刚刚的感受。

- Unpleasant, difficult and full of effort.
- 难受, 困难 和艰难

**Now close your eyes again and feel love for the group. Brainstorm again on how the participants felt.**

再次闭上您的眼睛，体验一下您对小组成员的爱。集体讨论参与者的感受。

To show that loving is easier than not loving. – When we love we feel warm and good towards the others and perceive them in positive terms and accept them as they are.

为了展示爱比不爱更容易。当我们爱的时候，我们对别人更温暖和友善，更容易用正确的方式看待和接受他们本来的样子。

**17. (Sequential question) How has TV modified the language of love in your home?**

(系列问题) 电视节目如何改变您家中的爱的语言环境的呢?

- Ads, violent scenes, dramatize life out of all proportions etc.

广告，暴力场景，各种戏剧化的不协调的生活

**18. (Open discussion) When we are angry, exasperated or create a tense atmosphere in the home, what are the signals we give to our child?**

(开放性讨论) 当我们在家中生气、恼怒或者制造紧张气氛时，我们传达给我们的孩子怎样的信号呢?

**Highlight that the child feels powerless, unimportant, insignificant, tense, mentally disturbed confused and guilty.**

加重孩子的无助感，觉得自己不重要，无意义，紧张，精神紊乱和内疚

**19. (Brainstorming) Give as many features as possible of (i) conditional love and (ii) unconditional love.**

(头脑风暴)尽可能多的给出下列概念的特征:

Conditional love always expects something in return. Even a mother's love can be conditional. Unconditional love is accepting and forgiving, without expecting anything back.

有条件的爱总是期待有所汇报。即使一个母亲的爱可以是有条件的。而无条件的爱是一味地接受、宽容，却不要求任何回报的。

**20. (Open discussion) Would you like to narrate and share an episode in your life as a child when you felt you were being loved conditionally? How did you feel? (10 minutes)**

(开放性讨论) 您愿意描述和分享一个您童年生活中的让您体会到有条件的爱时的小故事吗? 您当时的感受是怎样的? (10分钟)

**Insights/Evaluation 感悟和评价:**

Invite insights and then summarize the workshop.

请大家谈谈自己的收获然后总结这次研讨会

Action Plan 行动计划

**Summary 总结**

- Conflict occurs in every home. If resolved it creates strength and if not then it creates misunderstandings.
- 每个家庭中都会发生冲突。如果能化解冲突，则增强了家庭团结，反之，则会产生出很多误会。
- Family and friends are important to help us grow in all aspects of our lives.
- 家庭和朋友是帮助我们在生活中的各方面成长的重要人员。
- Parents are important role models for children – they notice a lot more about their parents' behaviour than the parents realize.
- 家长是孩子最重要的学习榜样——孩子们注意到家长的行为比起家长自己意识到的还有多得多。
- Many parents punish children for failure and only praise them when they succeed
- 只有当孩子成功的时候家长才会表扬孩子，而他们失败时则招来的是惩罚。
- Parents often have their own expectations of what their child will be and do, rather than encouraging the child to develop his own unique strengths and gifts.
- 家长经常会对自己孩子应该是怎样和应该做什么怀有自己的期望，而很少鼓励自己的孩子去发展他们自己的特长和才华
- Love is the most important thing for a growing child.

Adapted by the Institute of Sathya Sai Education of Hong Kong from the Dynamic Parenting Programme prepared by Drs. Pal and Teheseen Dhall, Insitute of Sathya Sai Education of Australia.

- 爱对于一个成长中的孩子来说是十分重要的。
- Parental love gives a signal that the children are important and valuable. The children feel wanted, less anxious and stressed. And they are able to concentrate better.
- 父母之爱传达的信号就是孩子是很重要和有意义的。儿童感到被需要，很少焦虑和紧张，而且他们能更好地集中注意力。
- When parents are in a state of constant tension they become self-absorbed and neglect the discipline. And that also causes confusion in the minds of the children. This is not an ideal circumstance for children to concentrate and learn.
- 当父母经常处于紧张状态时就会只关注他们自己而忽视了管教。同时他们也会导致孩子的思想混乱，这不是一个使孩子能集中精力进行学习的理想环境。

