

Module 1: Introduction to Educare

模块一：人文价值教育简介

Module objectives:

模块目标：

On completion of this module, participants will be able to:

通过完成此模块，所有参与者必须能够：

- Explain the key features of Educare
- 阐释清楚人文价值教育的基本特征
- Identify the values/sub values that are the most important for them to focus on to address their main concerns about their students
- 辨识清楚很重要的用以关注和衡量学生发展的各类价值以及子价值
- Design and implement some simple Educare practices in their teaching
- 在教学中设计和实施一些简单的人文价值教育实践活动

Module length:

模块时长：

8 weeks [OR SHOULD THIS BE 3 MONTHS? IT HAS QUITE A LOT IN IT. PLEASE ADVISE]

8周（是否需要3个月时间？有什么其他内容需要增加的话，请提出建议）

Contents of Module:

模块内容：

Content 内容	Activity 具体活动	Salon 沙龙
3 audio lectures: 3个录音讲座： Intro to Educare (Document 1) 人文价值教育简介（ 见文件1） More About Educare (Document 2) 人文价值教育拓展（ 见文件2） Educare and the Hidden Curriculum (Document 3) 人文价值教育与隐性 课程（见文件3）	Quizzes (in folders Document 1, 2, and 3) Develop school and class Educare rules (Document 5) 小测试（在文件夹Quizzes中 的文件1，2，3） 开发学校和班级的人文价值 教育规则（文件5）	Discuss Educare research findings (Document 6 – to be updated each year) 讨论人文价值教育研究成 果（见文件6- 每年都更新）
Quotes about the 5 values 五大人文价值的引语	What are the important values messages we want to convey? (Teachers discuss in small groups) 我们想要传递的最重要的价	Sharing of ideas. Focus particularly on the “patriotism” one – ie not enough just to say “We must love our country” –

	<p>值信息是什么？（教师在小组内讨论）</p> <ul style="list-style-type: none"> Identify key values that are relevant for your class/school (Document 4) 辨识与教师的班级或学校相关的重要价值（见文件4） Read quotes about the 5 values (Document 7). 阅读五大价值引语（见文件7） Teachers share experiences about their feelings and what they can learn from the quotes. Each group chooses 6 quotes that they agree are the most meaningful to their lives. Explain why each one is meaningful. Discuss how you can use these as “message of the week” in your school. 教师们分享他们从这些引语中所学到的知识。要求每个组选择6个对他们生活最有意义的引语，并解释每一个的具体意义。讨论他们如何在学校里以此为主题展开周活动。 	<p>need to explore in depth what this means in our actions</p> <p>Let the salon leaders first be familiar with the deep and surface notes so they can encourage teachers to draw out deeper messages (Document 8)</p> <p>分享各种观点。重点聚焦在“爱国主义”这一主题上。比如说，不能仅限于嘴上说“我们爱我们的祖国”，而是需要深入地探讨在我们的实际行动爱国主义的表现。先让沙龙的负责人熟悉和了解这一概念的深层表现和肤浅体现，然后他们才去鼓励教师挖掘爱国主义背后的深层含义（见文件8）</p>
<p>Read teacher handbook (Document 9) 阅读教师手册（见文件9）</p>	<p>Discuss the notes in small groups or use as a basis for staff meeting discussions. (Perhaps one or a small group of teachers can be selected to present and discuss various articles.) 在微型小组内讨论其中的注意事项或者作为教职工培训</p>	<p>To reaffirm points in teacher handbook, by providing examples from experimental school printed books and posters etc. 通过已有实验学校出版的书、刊物和海报等等重申教师手册中的关键要点。</p>

	会议讨论的一个基础（请一个教师或一组教师来呈现和讨论不同类型的论文）	
Start first stage of assignments (Document 10) 开始作业的第一阶段（见文件10）		

Before Salon 1, for teachers to do in self study

沙龙1之前的教师自我学习：

Teachers listen to the three audio lectures with PowerPoint slides and complete the quizzes (working together in small groups)
教师需要认真聆听配有PPT的录音讲座，然后完成相关的测试（以小组为单位）。

Salon 1

沙龙1

Check teachers' understanding of the materials by discussing their answers to the quiz questions

通过讨论教师在测试问题中的答案来检查教师对于已有资料的理解。

Introduce the EHV research findings – try to help teachers to understand how participating in Educare will benefit their students AND benefit them as teachers.

介绍人文价值教育的研究成果——

极力帮助教师理解参与人文价值教育是不仅有益于教师自身也有益于学生。

Ask teachers to work in groups on the quotes about the values (Document 7). Teachers share experiences about their feelings and what they can learn from the quotes. Each group chooses 6 quotes that they agree are the most meaningful to their lives. Explain why each one is meaningful. Discuss how you can use these as “message of the week” in your school. Salon leaders try to encourage teachers to think about deeper levels of values, rather than only surface levels.

请教师以小组为单位学习价值引语（见文件7）。教师们分享他们从这些引语中所学到的知识。要求每个组选择6个对他们生活最有意义的引语，并解释每一个的具体意义。讨论他们如何在学校里以此为主题展开周活动。沙龙的负责人要尽力去鼓励教师对价值进行深层次的思考和理解，而不仅仅是浅层的理解。

Before Salon 2, for teachers to do in self study

沙龙2之前的教师自学

Decide as a group on the values/subvalues they want to focus on for the coming year – ie the ones that best address their main concerns about their students

以小组为单位选择和确定一个价值或子价值来作为来年的工作中心，比方说他们认为对学生来说最重要的方面。

Decide as a group their Educare rules
选择并确定小组的人文价值教育规则。

Read articles in the Handbook and the other articles in the Document 3 folder. Prepare some activity to discuss articles either in small groups or in staff meetings.
阅读人文价值教育手册中的文章以及文件夹3中的其他文章，并准备一些活动在小组内或教职工会议上讨论这些文章。

Ask children to fill out Support Measures pre-test (Document 13) – to be filled out again at the end of the year

Salon 2 (after 1 month) **沙龙2 (一个月以后)**

Question and answer about issues raised in the readings
有关阅读资料中各主题的问题与答案

Explain assignment tasks
对作业和任务进行解释说明

Ask teachers to plan some Educare actions they can put into practice in their teaching in the coming month before the next salon.

请教师们提出在沙龙后的接下来一个月内，也就是下次沙龙之前的一个月内在教学中实践的行动计划来。

Before Salon 3 **沙龙3之前**

Put into practice the strategies they have agreed to try.
践行他们已经同意实施的各种策略

Salon 3 (after 1 month) **沙龙3 (一个月以后)**

Discuss their experiences in trying out their action plans, questions that have arisen, concerns, etc.

讨论他们践行已有计划的经验，并提出相关问题以及各种担心，等等。

If time – and if relevant – show them some of the resource materials produced by the experimental schools in previous phases.

如果时间允许，或者内容相关，就给他们呈现之前的实验学校所开发出来的各种宝贵资源。

Do the demonstration lessons, with a focus on giving a message to the children about one of the chosen values. Use the enclosed lesson plan template (Document 11) and feedback checklist (Document 12).

左璜 译于
2010年2月12日

