

Sathya Sai Education in Human Values

赛斯亚塞人类价值教育

To Teach, Not to Punish

教育而非规训

A Practical Human Values Approach to Discipline

通向纪律的实用人类价值方法

By Margaret Taplin (Hong Kong & Australia) & Anita Devi (UK)

玛格丽特·坦普林（香港·澳大利亚），

安妮塔·德薇（英国） 著

何巧艳 肖玉涵 译

黄甫全 审校

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## About the Authors

### 作者简介

#### **Margaret Taplin**

玛格瑞特·坦普林

Margaret began her career as a primary school teacher in Tasmania, Australia and subsequently completed a PhD in Mathematics Education at the University of Tasmania. She has spent almost 20 years as a teacher educator and educational researcher in Australia and Hong Kong. She received national awards in Australia for her research on mathematical problem solving and was co-author of *Mathematics for Children*, one of the recent best-selling mathematics education textbooks in Australia.

玛格瑞特最早在澳大利亚坦斯美尼亚州的一所小学工作，后来在坦斯美尼亚大学获得数学教育学专业的博士学位。作为一名教育实践者和研究者，她在澳大利亚和香港已工作了将近 20 年的时间。鉴于她在数学问题解决方面的造诣，她曾获得澳大利亚的国家奖励。此外，她也是澳大利亚近年来最畅销的数学教材《儿童数学》的作者之一。

In the past decade, as she has become increasingly aware of the need to develop inner peace and love in the individual, she has developed a growing interest in education in human values. She has authored numerous publications about integrating values education into mainstream teaching, including a book titled *Education in Human Values Through Mathematics: Mathematics Through Education in Human Values*. In addition, she has authored books and publications addressing the human need for peace, including *Freedom from Loneliness* (with Monika Zechetmayr) and *Place of Tides: Nature's Visualisations for Healing* (with Vics Magsasay).

在过去十年里，她逐渐意识到促进个体内心爱与安宁的必要性，也因此对人类价值教育产生了浓厚的兴趣。她撰写了大量有关价值教育与主流教学整合的文章著作，其中包括著作《数学中的人类价值教育：人类价值教育中的数学》。此外，她还撰写并出版了有关人类对安宁需要的书籍，如《走出孤独》（与莫妮卡·萨克美合著），《潮流所趋：康复的自然想象》（与维克思·麦格萨瑟合著）等等。

|

She has travelled widely to study education in human values programmes in Thailand, India, Zambia and Australia. Her particular interest is in nurturing teachers to reflect on their own personal values so that they can become more empowered and empowering in their professional and broader lives. Currently she divides her time between Australia, Hong Kong, Mainland China and India, where she is engaged in voluntary teacher-development projects relating to various aspects of education in human values.

她曾在泰国、印度、赞比亚、澳大利亚等等国家开展人类价值教育研究。她擅长引导教师去反思自己的价值观，更从容地应对日常工作和生活。目前，她主要在澳大利亚、香港、中国大陆和印度等国家地区从事各种与人类价值教育相关的教师专业发展项目的志愿者工作。

### **Anita Devi**

安妮塔·德薇

Anita completed her BSc (Hons.) in Psychology at Guildhall University in London and subsequently became Commissioning Editor for a major publishing house in London, where she worked on a number of international technical and business titles for various legal and government agencies. Simultaneously, Anita supported young people's personal/spiritual development across Europe by setting up a youth editorial page in a weekly paper. To mark the 50<sup>th</sup> Anniversary of Indian Independence, Anita teamed up with Anita Desai and other famous writers to publish a book entitled "Odyssey".

安妮塔毕业于伦敦公得豪大学，并获得理学学士学位，之后她出任当地一个出版社的责任编辑。在那里她主要负责为各种法律、政府机构提供大量有关国际技术和商贸权益方面的服务。同时，安妮塔在欧洲一份周刊上开辟青年编辑的专栏，以支持青年人的个性精神发展。为了纪念印度独立 50 周年，安妮塔与安妮塔·德赛以及其他知名作家共同合著出版了《奥德赛》一书。

Anita eventually established her own group of companies, including PR and marketing, website development and IT consultancies. A human values approach to business was very much at the heart of the companies' activities. The companies supported education for refugee women in North London.

后来，安妮塔还拥有了属于自己的集团公司，涉及公共关系和市场营销，网络发展和信息技术咨询等等领域。该公司引进人类价值作为商业活动的核心理念，并对伦敦北部的难民妇女提供教育支援。

As a volunteer, Anita had been teaching human values education to children for more than twenty years. Her passion for education and her dream for a peaceful world inspired her to change careers and she left corporate life behind her to go full time into teaching. Anita completed her Montessori training at TIME College in London and then trained as a mainstream secondary mathematics and primary teacher through Hertfordshire University.

20 多年来，安妮塔一直以一名志愿者的身份对儿童进行人类价值教育。教育的激情与和平世界的梦想促使她决定退出公司生活，全身心地投入到教学中去。安妮塔结束了在伦敦的时代学院所进行“蒙台梭利”培训后，又以普通中小学数学老师的身份参加了赫福德歇尔大学的教师培训。

Over the years Anita has travelled widely to explore different approaches to education. To-date she has completed four international overseas professional development visits to America, Zambia, Australia and India. She has also delivered academic papers on human values education to various universities in Europe. In 2001 she was awarded a Best Practise Scholarship by the United Kingdom Department for Education and Skills to test the impact of silent sitting on mathematics attainment. Her grant was extended a year later to organise a dissemination conference for teachers and she is now co-jointly working on an international review of this technique. In November 2002, Anita received distinction for her Advanced Diploma thesis by the African Institute of Sathya Sai Education (TAISSE). One of her keen areas for development is parent-partnership programmes.

多年来，为了探索不同的教育方式方法，安妮塔不辞辛劳，到过很多个国家和地区。迄今为止，她已完成了对美国、赞比亚、澳大利亚和印度的四个国际海外教师专业发展的访问，并在欧洲的许多大学发表了关于人类价值教育的学术论文。2001 年，她因开发了静坐在数学学业中影响的测试技术，而被英国教育部授予最佳实践奖。一年后她因创办了一个教师协会而再获此殊荣。目前，她正与同仁一道合作撰写关于其测试技术的国际综述。2002 年 11 月，安妮塔以其优异的学位论文

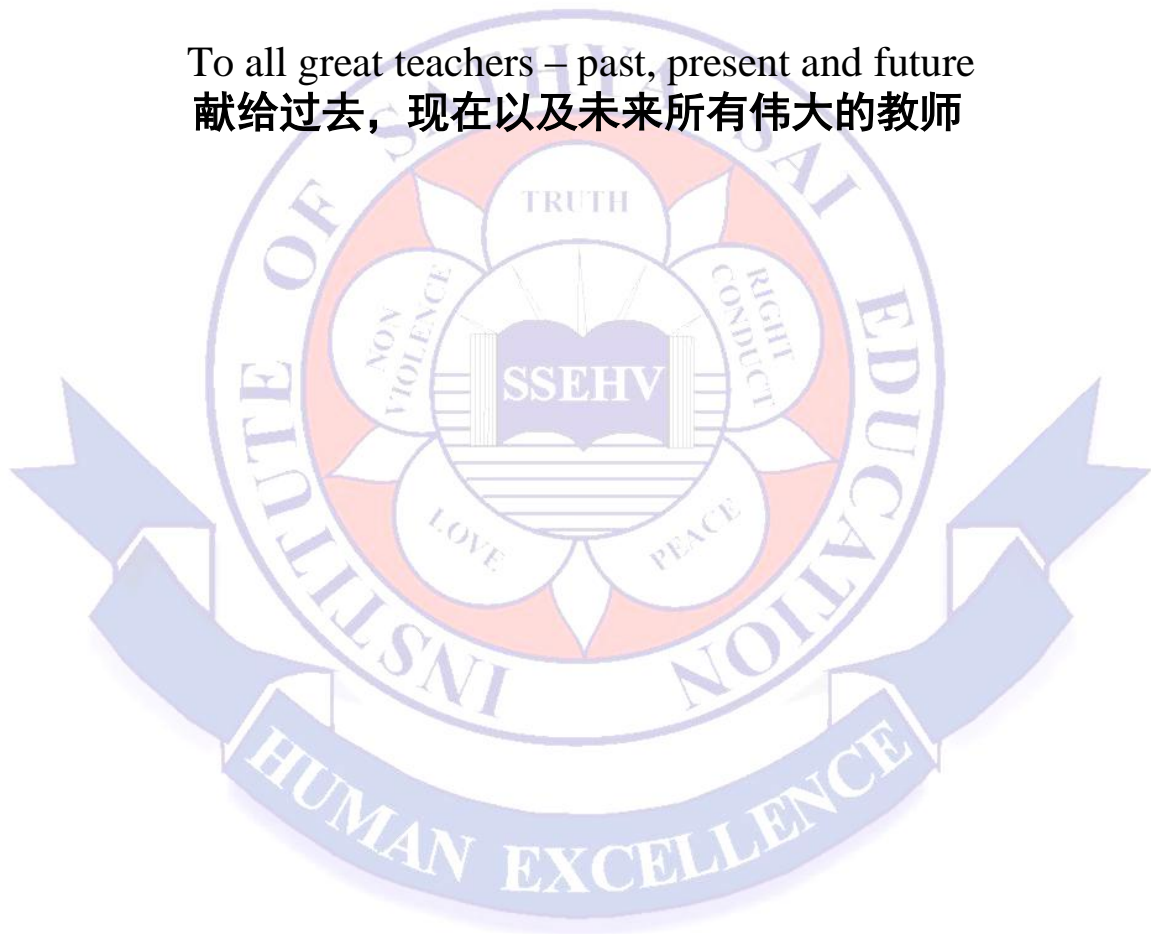
文而荣获非洲赛斯亚塞教育学院的表彰。她非常关注“家长-伙伴”相结合的相关领域研究进展。

Anita is currently working in Milton Keynes as Senior Teacher and SENCO. She is also team leader in a project to set up a Human Values Academy for children in a disadvantaged area.

目前，安妮塔是米尔顿·肯尼斯学校的高级教师，也是“在贫困地区为儿童建立价值教育学院”项目的负责人。



To all great teachers – past, present and future  
献给过去，现在以及未来所有伟大的教师



## Foreword

### 前言

The idea for this book arose during a long train journey from London to the north of England. We were discussing our concerns about the feedback from many teachers with whom we had worked in different countries regarding the difficulty of reacting to children's misdemeanours. These difficulties often arise because we often have to react on the spur of the moment without having a chance to think of the most appropriate way to respond so as to create a "win-win" situation for all parties concerned. We decided that it would be useful to provide teachers with a list of some tried-and-tested responses that they can draw on for a variety of misdemeanours, and before the end of the journey we had made a start at compiling such a list. Since then, our conversations with many teachers around the world have confirmed our own experience, that, even though every discipline case is different, it is indeed very useful to have a resource of suggested actions and appropriate things to say, that can be drawn on at those times when it is necessary to respond under pressure.

这本书的创作灵感源于从伦敦至英格兰北部的一次长途旅行。当时我们正在对参与研究的各国教师所反馈回来的信息中所产生的教育问题而展开讨论。这些教师普遍反映自己不知该如何有效地应对孩子们的不良行为。这种状况时常发生的原因在于，教师通常急切地想立刻对孩子们的不良行为做出反应，而无暇顾及自己所采用的那些方法是否恰当，能否共赢？经过讨论，我们达成共识，即如果能为教师们提供一系列经过尝试且能有效应对孩子们各种不良行为的方法策略，将给教师们的教学活动带来极大的帮助。于是，旅途还未结束，我们就开始着手编辑这个“方法策略”汇集。之后，我们在与世界各地的教师交流和沟通过程中也更进一步佐证了我们的观点，即尽管每个案例不尽相同，但是如果能够建立一个针对不良行为和言辞而由专家指导的应对措施资源库，以便于教师们各种时间场合灵活应用，将对教师们的教学工作大有裨益。

We have attempted to suggest responses that are in keeping with the title "To Teach, Not to Punish" and in doing so we have drawn on the philosophies of the Sathya Sai Education in Human Values model. In particular, we have suggested some "key vocabulary" that can be



used in explaining to the child the purpose of the corrective exercise and, where it adds to the value of the process, we have suggested strategies for involving parents/carers. We hope that this will be a useful resource for teachers and that it can be used as a starting point to encourage other teachers to share their ideas and strategies.

一直以来，我们努力帮助教师们采取一种以“教育，而非惩罚”为主旨的应对措施。实际上，这种措施正是汲取了赛斯亚塞人类价值教育模式中所提出的教育理念。尤值一提的是，我们明确了一些“核心词汇”以帮助孩子们理解自己的不良行为应该加以纠正的原因。同时，我们也为家长或监护人提出了一些相关应对策略。我们希望本书不仅是教师教学工作中的一个有用资源，而且也是一个与诸位教师一同分享彼此在教学领域心得体会的起点。

If teachers would like to send any of their own ideas and strategies for us to use in teacher training workshops and/or other publications please write to [teach.love@virgin.net](mailto:teach.love@virgin.net) Naturally all contributions will be acknowledged.

如果您愿意将您的观点和建议发给我们，用于在《教师培训》和/或发表在其他刊物上，那么请发送电子邮件至 [teach.love@virgin.net](mailto:teach.love@virgin.net)。我们将认真对待所有来稿。

Margaret Taplin and Anita Devi

February, 2004

玛格瑞特·坦普林，安妮塔·德薇

2004年2月

Where there is love  
有爱的地方

Where there is love the heart is light  
有爱的地方，心是轻快的  
Where there is love the day is bright  
有爱的地方，日子是明亮的  
Where there is love there is a song  
哪里有爱，哪里就有歌声  
To help when the things are going wrong  
做错事情时，请互相帮助  
Where there is love there is a smile  
哪里有爱，哪里就有微笑  
To make all things seem more worthwhile  
万事万物都显得更有意义  
Where there is love there is quiet peace  
哪里有爱，哪里就有安宁  
A tranquil place where turmoils cease.....  
宁静的地方，骚乱会停息  
Love changes darkness into light  
爱让黑暗变成光明  
And makes a heart a 'wingless' flight-  
让心灵无翼飞翔

(A Helen Steiner Rice Poem)  
海伦·斯腾勒《粟米集之一》

## CHILDREN

### 孩子

When a child lives with neglect he needs security.

当孩子与疏忽相伴时，他需要安全

When a child lives with hostility he needs kindness.

当孩子与敌意相伴时，他需要友善

When a child lives with failure he needs encouragement.

当孩子与失败相伴时，他需要鼓励

When a child lives with intolerance he needs patience.

当孩子与偏狭相伴时，他需要耐心

When a child lives with blame he needs justice.

当孩子与责备相伴时，他需要公平

When a child lives with nervousness he needs tranquillity.

当孩子与紧张相伴时，他需要宁静

When a child lives with hierocracy he needs honesty.

当孩子与谎言相伴时，他需要诚实

When a child lives with scorn he needs respect.

当孩子与轻视相伴时，他需要尊重

When a child lives with boredom he needs inspiration.

当孩子与无聊相伴时，他需要激励

When a child lives with security he learns confidence.

当孩子与安全相伴时，他学会自信

When a child lives with kindness he learns to care.

当孩子与友善相伴时，他学会关心

When a child lives with encouragement he learns success.

当孩子与鼓励相伴时，他学会成功

When a child lives with patience he learns tolerance.

当孩子与耐心相伴时，他学会宽容

When a child lives with justice he learns to be fair.

当孩子与公平相伴时，他学会公正

When a child lives with tranquillity he learns to be still.

当孩子与宁静相伴时，他学会安定

When a child lives with honesty he learns what truth is.

当孩子与诚实相伴时，他学会什么是真理

When a child lives with respect he learns to value himself and others.

当孩子与尊重相伴时，他学会珍视自己和他人

When a child lives with inspiration he learns a love of life.

当孩子与激励相伴时，他学会热爱生活

When a child lives with the qualities born of purpose and the love of life, the world will grow to be a better place in which to live.

当孩子与这些与生俱来的品质相伴并热爱生活时，世界将变成一个更加美好的地方。

Children are the future:

their future, our hope.

孩子是未来  
他们的未来，  
我们的希望

## Smile

### 微笑

A smile costs nothing but gives so much. It enriches those who receive without making poorer those who give. It takes but a moment, but the memory can last forever. None is so rich or mighty that he can get along without it, and none is so poor that he cannot be made rich by it.

微笑如空气般无足轻重，却能却给予世界很多美好。它能让得到微笑的人更加充实，而不会让献出微笑的人愈加贫穷。即使转瞬的微笑，也能给人留下永生难忘的美好回忆。没有人能富裕强大到无需微笑而独自生存，也没有人能贫穷到无法让自己通过微笑而走向富足。

A smile creates happiness in the home, fosters goodwill in business and is the counter-sign of friendship. It brings rest to the weary, cheer to the discouraged, sunshine to the sad and it is nature's best antidote for trouble. Yet, it cannot be bought, begged, borrowed or stolen, for it is something that is of no value to anyone until it is given away. Some people are too tired to give you a smile. Give them one of yours as none needs a smile so much as he who has no more to give.

微笑不仅能给家庭带来幸福，为事业营造善意，它还是友谊的象征。微笑给疲惫者以休息，给受挫者以鼓励，给悲伤者以阳光；它是解除

烦恼的最佳天然方法。但是，它买不到、讨不来、借不走，也偷不去，因为它只有真诚地给予人，才具有真正的意义和价值。有些人太疲倦而不能给你微笑时，请把你的微笑带给他，因为在他无可给予时，也是他最需要微笑时。

Sathya Sai Baba (January 1969)

塞斯亚塞·巴巴（1969，01）



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## Introduction

### 绪论

There is undoubtedly growing pressure for all teachers at all levels to become teachers of values, through modelling, discussing and critiquing values-related issues (Noddings, 1991; 1995a; 1995b; 1995c; Jennings and Nelson, 1996; Lockwood, 1993). Education can no longer be concerned solely with academic achievement because even this is not possible if children do not know how to care for others and be cared for by others (Noddings, 1995c). In fact, while the survival of society is dependent upon people who are literate, numerate and able to cope with solving the problems of day-to-day life:

毫无疑问，所有的教师都承受着越来越大的压力，即通过示范、讨论甚至批评与价值相关问题而使不同层次的教师形成自己的价值观。（诺丁斯，1991；1995a；1995b；1995c；詹尼斯和尼尔森 1996；洛克伍德，1993）。教育不能仅仅关注学习成就，因为一个学生若不懂得去关爱别人，也不懂得接受别人的关爱，那么好成绩又有什么用呢？（诺丁斯，1995c）。实际上，一个社会要持存，就只能依靠那些能写会算又善于解决寻常生活问题的人。

Our society does not need to make its children first in the world in mathematics and science. It needs to care for its children – to reduce violence, to respect honest work of every kind, to reward excellence at every level, to ensure a place for every child and emerging adult in the economic and social world, to produce people who can care competently for their own families and contribute effectively to their communities (Noddings, 1995a, p. 365).

我们的社会不需要把所有孩子们都培养成世界顶尖的数学神童和科学神童，而需要关心孩子们的成长：减少暴力，尊重诚实劳动，不拘一格褒奖人才，为每一个人提供与人平等地进行经济或社会交往的机会，以塑造出那些真正懂得关心家庭，乐意为国家集体做贡献的人。（诺丁斯，1995a，第 365 页）

With breakdowns in traditional family structures, it is no longer the case that commonly-accepted values are passed from one generation to the next (Carr, 1997). Therefore, the responsibility is falling more and more on schools to fulfil this role - and yet it continues to be difficult for them to do so, particularly with increasing pressures to achieve high test scores

even in primary schools (Noddings, 1995a). Central to this discussion is the issue of discipline and the need for teachers to permeate their dialogue with children with love and understanding.

随着传统家庭结构的解体，那些世代相传的传统价值观念不再被人们普遍认同和接受（卡尔，1997）。因此，学校不得不承担起越来越多的价值观念的传递重任。然而事实证明，学校，尤其是那些分数至上的中小学校，在重重教学重压下，难以履行好这一重任(诺丁斯，1995a)。基于此，本书探讨的核心问题是如何将纪律、爱心和理解渗透于师生间的交谈中。Anthony is in his first year of secondary school. Recently during an Art lesson he repeatedly called out and interrupted the teacher, Ms. White. Finally, in desperation, Ms. White (probably foolishly!) said, “Anthony, what IS the problem? Do you like my lesson or not?” Anthony, who believes in honesty but is not necessarily well-endowed with tact, replied, “I think it is boring”. After the class, Anthony was called to the discipline master, and told that he was expected to write a letter of apology to Ms. White. The letter was duly written. Anthony’s mother, a teacher educator, read it and to her it was clear that Anthony had merely gone through the motions of apologising. The letter was very perfunctory and after talking further with him she found that he had a strong sense that some injustice had been done to him and that he was not really sorry anyway because he thought he had told the truth.

安东尼是一名初中一年级新生。最近上艺术课时，他不停地打断怀特老师的正常教学。最后，（现在看来，这是一种不太明智的做法）怀特老师忍无可忍地问：“安东尼，你到底怎么回事？你是不是不喜欢我的课？”安东尼很实在，也不找借口，直截了当地回答道：“我认为你的课很无聊。”下课后，教导主任请安东尼到办公室去接受处理，并要求他给怀特老师写一封道歉信。虽然安东尼最后写了道歉信，但是安东尼的母亲——一位教育专家——在读完儿子写的道歉信后认为，他纯粹是为了应付上级而没有真正意识到自己的问题。母亲与孩子深入交谈后发现，孩子之所以对自己的行为没有丝毫愧疚之心，是因为他觉得自己在课堂上实话实说没有错，却遭到极不公平的对待所至。

In this case, it was quite clear that the punishment was not going to have any beneficial effects on Anthony because he felt that what he had said was justified and therefore he merely went through the motions of writing the letter of apology without having reflected on his misdemeanour, and probably without any intention of changing his ways as a result of it.



这个事例很清楚地表明，当安东尼坚持认为自己讲实话没错时，惩罚对他没有产生任何正面的影响。至于道歉信，纯属违心和敷衍之作，他根本就没有反思自己的行为是否妥当，进而也就根本不会去考虑改变这种不当行为。

Anthony's mother spoke with him at length about the incident that had occurred in his Art class. They discussed the reasons why he had been interrupting in class (because he felt that he had something important to say), why he replied that the lesson was boring (because he wanted to speak the truth and had not really thought about the consequence that his blunt words could be hurtful), and why his letter was not a true reflection of his feelings when he really did not feel sorry about the situation. After a great deal of discussion and negotiation, Anthony wrote another letter. In this one he apologised not for his actions but for not having thought enough about the consequences of what he said and the fact that he had hurt Ms. White's feelings. He talked about the aspects of her classes that he appreciated, and explained frankly his reasons for having interrupted in the first place. He also outlined some alternative ways in which he could have behaved that would have enabled him to express his feelings truthfully but not hurtfully.

母亲和安东尼就艺术课上所发生的事情进行了一次深谈。他们探讨了安东尼之所以一次次打断老师上课的原因（因为他觉得自己有些重要的事情要说），为什么他认为艺术课很无聊（因为他觉得自己说实话没错，而没有考虑到生硬的话语可能会伤害别人的情感），以及为什么说那封道歉信是他违心之作（因为他对艺术课上所发生的事情毫无歉意）。经过长时间的交流谈心后，安东尼重新写了一封道歉信。在这封信中，安东尼对自己的言语给老师所带来的情感伤害表示道歉。不仅如此，他还真诚地谈了自己对怀特老师的艺术课欣赏之处，以及艺术课尚需改进的地方。同时，他也提出了一些能改善自己表达方式的途径，以达到既能够表达自己真实的意见又不会伤及他人感情的目的。

## Beliefs about discipline 纪律观

People have different beliefs about how they discipline. This is what one teacher, Shirley, had to say:

如何维持纪律，不同的人有不同的观点。正如雪莉老师所说：

I always let the kids at school know who is the boss from the very first day. All I have to do is shout at them and they listen. I believe that works fine most of the time.

我通常让那些小孩子一开始便知道学校里谁说了算。因此，我要尽己所能地让他们懂得无条件服从。我认为这个方式在绝大多数的情况下是行之有效的。

I do notice that it is never clear whether they understand me or not because they don't seem that eager to put their hands up and ask questions. Maybe I threaten them too much, but I believe children should be seen and not heard. My own kids at home never do what I ask them to do, no matter how much I groan and complain. Maybe I need to do more about the way I talk to them, but I just don't know what I need to change or how to do it. I've been doing it this way for so long. (Taken from *Talking with Kids*, Alison Mulvaney, 1998)

我发现孩子们对举手发言提问似乎一点兴趣都没有，自己也无从把握他们是否领会了我的教学意图。也许我对他们是过于严厉了些，但我认为孩子就应该服从而不能发表意见。在家里，无论我怎样抱怨或叹息，我的孩子也不按我的要求去做事。也许我应该讲求一些与孩子们沟通的方式方法，但我不知道自己究竟应改变什么以及该怎么改变。我习惯了这种行为方式。

（摘自《与孩子们谈心》，艾莉森·玛沃尼，1998）

Often we give pupils punishments such as the one Ms. White gave Anthony or others that are similar – leave the room to think about what they have done, write lines that state, “I must not .....”, or spend time in detention. As in the case of Anthony, to what extent does this kind of punishment really have the desired effect of making any long-term contribution to the pupil's character development, when it is not truly addressing the real issues underlying the misdemeanour?

通常我们也会象怀特小姐对待安东尼那样或者以类似的方法去惩罚学生——让他们在一个房间里面壁思过，或者让学生们写下诸如“我不应

该……”的保证，甚至关学生禁闭。正如安东尼案例所显示，上述惩罚措施并没有让学生真正意识到自己不当行为的“不当之处”，那么这些惩罚措施会对学生今后的性格发展产生多大作用呢？

As Alderman (2001) has suggested, it is important that disciplinary measures encourage the pupils to focus on the desired behaviours rather than the problem behaviours. He suggests that discipline is more effective if it selectively targets specific behaviours rather than trying to be too general. Ms. White was trying to correct Anthony's behaviour of interrupting in class – but in doing so inadvertently uncovered another behavioural problem, and then gave a punishment that did not really encourage Anthony to reflect on either of the desired behaviours. In going through this exercise with his mother, Anthony was able to turn his punishment from a not-very-effective token effort to an honest but constructive reflection on the incident. Anthony was lucky that his mother created an opportunity to reflect on the desired changes in his behaviour, the consequences and effects of his actions on others, and hence to enhance Anthony's character development.

正如阿尔德曼（2001）所指，有效的纪律措施可以鼓励帮助学生形成良好行为习惯而远离问题行为。他还指出如果这些方法能有的放矢地规范特定行为的话，将比一般意义上的行为规范更有成效。怀特小姐在试图纠正安东尼打断其上课的不当行为的同时也在不经意间向我们展示了另一个不当行为，即怀特小姐对学生的惩罚行为。怀特小姐的惩罚并没有起到让安东尼反思其不当行为的效果。庆幸的是，安东尼在母亲的正确引导和帮助下，真正意识到了自己不当行为的问题所在，以及不当行为对别人造成的后果和影响，进而促使安东尼今后的品格发展。

**Personal Reflection:** List your beliefs about discipline. Examine your list. Are you happy that these beliefs reflect a way of disciplining that will help the child to learn and grow? Does this reflection change your beliefs in any way?

个人反思：列出你的纪律观并思考。如果对这些纪律观进行反思后，你认为它们可以有效地帮助孩子的学习和成长时，你是否会感到高兴？是否这些反思会在某种方式上使你的纪律观发生改变呢？

## Beliefs about children and discipline 儿童观与纪律观

What are your beliefs about children? Mulvaney (1998) lists the following beliefs about children in general:

你儿童观是什么？玛沃尼（1998）总结概括出下列儿童观：

- Children are a joy.
- Children should be seen not heard.
- Boys will be boys.
- Little girls should be little ladies.
- Children should do as they are told.
- Children should respect their elders.
- Children should be loved and respected for who they are.
- Children will always push you to the limit.
- Always keep children under control.

孩子是开心果。

孩子的话无需当真。

男孩永远都是孩子。

小女孩应该象个小淑女。

孩子们应该听话。

孩子们应该尊重长者。

孩子们应该得到关爱和尊重。

孩子们总是挑战我们的忍耐极限。

孩子永远都应该置于管制之下。

**Personal Reflection:** Having read the list above, say whether you agree or disagree with each one. Then compile a list of your own

个人反思：阅读完上述观点后，谈谈你是否同意它们，再列出你自己的儿童观。

Expectations and beliefs play a key role in helping children use discipline as a means to grow. A secondary teacher once shared the following practice and its related outcome:

期望和信任在帮助孩子们把纪律作为一种成长方式上发挥了极其重要的作用。下文是一位中学老师曾谈及的亲身教学实践经验和相关成果：

When a child entered my class with a red report card, I would always fill it in at the beginning of the lesson and hand it back to the child immediately. Typically it would encompass the following statement:

“XXX was an exemplary student in my class today and participated well in all aspects of the lesson.”

每位学生上我的课时都会随身带着一份红色的报告卡。每次上课前我会把它们填好并立即返还给学生。通常我会在卡片上这样写道：“今天某某在这节课上表现得十分优秀，是班上的模范学生。”

At first students found this very strange, because the lesson had just begun. How did I know they would behave well? However, the expectation had been stated and true to the letter, nine times out of ten, students fulfilled my expectations.

最初，学生们对这种做法感到很奇怪。因为还没有上课，老师怎么知道他们会表现得十分优秀呢？然而事实证明，由于我在卡片上已经表示出对学生的期望和信任，绝大多数的学生都不会辜负我期望而表现得很优秀。

What this teacher and Anthony's mother had in common was that both were concerned with more than the short-term effects of punishing for misdemeanours, but rather with using the incidents as ways to develop the pupils' character. In this book we propose similar strategies that can be used in various situations. We call it the “human values” approach to discipline because it is concerned with helping pupils to develop understanding of their own values systems.

这位教师的做法与安东尼的母亲在处理孩子的不当行为时的做法有异曲同工之处，即他们都更关注教育对孩子的长远影响和作用，并通过妥善处理这些不当行为来培养孩子们的个性品质。在本书中我们提出了与之相似且能被运用到各种教育情景的方法策略。因为这些方法主要着眼于如何帮助学生建立及形成他们自己的价值观体系，所以我们称之为通向纪律的“人类价值”教育方法，

This book explores and provides a practical tool for teachers to help address the issue of discipline. In particular, it proposes strategies that will correct behaviour through reaching to the pupil's core values. These strategies are based on the five human values and the methodologies of the Sathya Sai Education in Human Values (SSEHV) model. The aim is not necessarily to provide answers, but to provoke thought through the

examples given. The human values approach to discipline enables and empowers children to shift with confidence from imposed discipline to self-discipline, thus making them more independent and confident.

本书为教师们开发并提供了一套解决纪律问题的实用工具。特别值得一提的是，本书所提供的策略可以通过触及学生内心的价值观念去纠正其不当行为。这些策略基于赛斯亚塞人类价值教育模型中的五种人类价值以及方法策略。本书的目的不仅仅是为了给教师们解惑，更主要的是希望通过对各种案例的分析思考以启发教师们提出更多具有建设性的好建议。通向纪律的人类价值教育方法策略可以有力地帮助孩子从过去被动接受管教转变为主动自我约束，进而帮助孩子们形成更自信、独立的人格。

"Self-confidence is about BEING not doing." (Anonymous)

“自信与存在有关，与做事无关。”（佚名）

"Self-confidence leads to self satisfaction. Self satisfaction leads to self-sacrifice and self-sacrifice leads to self realization." (Sathya Sai Baba)

“自信带来自我成就感，自我成就感促成自我牺牲和自我奉献，进而迈向自我实现。”（塞斯亚塞·巴巴）

Barbara Milicevic, in her book *Your Spiritual Child*, suggests the following checklist of disciplinary principles that enable adults and children to establish a relationship of mutual respect and co-operation (pp.53-55).

芭芭拉·米里塞维科为了能够帮助成人与儿童之间建立起一种相互尊重相互合作的良好关系，在她的著作《人类的童心》一书中提出了以下纪律原则。（第53-55页）。

1. Before disciplining, first get clear within yourself what kind of behaviour you expect.
2. Why are you disciplining? Are you flying off the handle because of a stress situation that's eating at you? Then your disciplining techniques will be inconsistent. Your child could turn into a confused and angry teenager.
3. Be firm, not harsh, in what you expect. There is a difference! Follow through on punishment procedures.
4. Clearly communicate, at a neutral time, what you expect from your child. ... don't use vague, abstract terms such as "Be good". Get her eye contact and say, "I want you to stay in your seat, keep your voice low..."

5. Feed your child continuous praise regarding her self-worth, her intelligence, her kindness to others. Tell her how you love it when she listens to you, and how you know she'll always be guided and protected. The more energy you pour into this phase of disciplining, the less punishment you'll have to administer.
6. Although there should be no need for physical violence in punishing a child, once in a while a child will push and push above and beyond passive disciplinary measures. "Time out" alone in a quiet area for a few moments can work wonders. When the child comes out, don't refer to the past violation. Act as though it never happened. Then praise the first good thing she does.
7. Excessive use of "quiet time" or "time out" neutralizes its effectiveness. Use it sparingly, or you'll have a belligerent child on your hands who has little respect for you or herself.
8. This is important. Watch your own conduct. Your ethics must be above reproach. If you expect your child to behave gracefully, you behave gracefully.
9. Talk about the importance of co-operation. We have to give in sometimes, bend like a willow tree or break in the storm. Cultivate a love for all humanity in your child, and "bending" will become easier for her.

1. 在规训孩子之前，先清楚自己所期望的行为方式是什么。
2. 你为什么规训孩子原因？是否是因为自己的压力过大而导致你对孩子大发雷霆？若果真如此，你的规训应该停止。因为这样规训只会造就一个冲动易怒，价值观混乱的未成年人。
3. 对孩子的期望应坚持原则但不苛刻。这两种要求在规训过程中将产生不同的效果。
4. 寻找适当的时机与孩子进行交流，明确告诉他们你所期望的行为…… 不要使用那些诸如“你要听话”等等比较含糊、抽象的话语，而应正视孩子的眼睛并告诉他：“我希望你坐回原位，小声说话。”
5. 时常赞赏孩子的自我价值、个人智慧以及对他人的宽容热情行为。当你们交谈时，一定要让孩子知道你是多么欣赏且多么希望他们能继续保持发扬这些优秀品质。你给予学生的鼓励和信任的时候越多，你用规训来维持纪律的时候就会越少。

6. 反对使用暴力去体罚学生，但是有些学生的表现实在很糟糕时该怎么办呢？此时，让他们待在一个安静的地方自我反思一下将会产生更好的效果。（冷处理的策略）等他们出来以后，教师或者父母最好不要再去指责他们已经犯过的错误，而应象什么事情都没有发生过似的，在他们表现好时仍然一如既往地给予及时的鼓励和表扬。
7. 但是，过度频繁使用“冷却期”又会物极必反而产生一些负面效应。因此一定要妥善使用这种教育方法，以免使那些学生成为不懂得尊重自己和别人的好战分子。
8. 切记“上梁不正下梁歪”。成人应时时反省监察自己的言行举止，因为以身作则的道德言行能产生比惩罚更深远的影响。父母和老师是孩子们最好的榜样。
9. 让孩子们懂得团结合作的重要性。面对如小树般弯曲甚至于破损的孩子，我们应该做一些适当的让步，以易于孩子们在内心深处去接受师长对他们进行全方位的人类价值教育培养。

**Before looking at the Sathya Sai EHV model it would be useful to reflect on the following:**

Which teachers inspired you the most at school and why?  
What did they do which was different?

**在我们学习塞斯亚塞人类价值教育模式之前，先想想下列问题：**  
在你上学期间，哪些老师给你的启发最大？为什么？  
他们做了什么事而使其与众不同？



## The Sathya Sai Education in Human Values (SSEHV) Model 赛斯亚塞人类价值教育模式

Behaviourist theories are concerned with modifying the behaviour of children through using appropriate stimuli and responses. The SSEHV approach to discipline is beyond behaviour modification, it is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values that are inherent there. Behaviour modification is seen as only a first step towards this next level, which is bringing out what is in their inner world. In other words, it is a progression from outer measures to inner strength.

行为主义理论通过适当的刺激和应答反应来纠正孩子们的不良行为。赛斯亚塞人类价值教育所采取的通向纪律的方式超越了单纯的行为纠正，更注重从更深层次去把握孩子们思想觉悟进而引导其相关的内在价值理念。由此可见，行为纠正可以被看作是通向更高层次即孩子们内心世界的第一步。换句话说，这是一个由外部措施修正到内部力量制约的渐进过程。The essence of the Sathya Sai EHV model has been described by Jumsai (1997). Jumsai's summary is shown in Figure 1. This diagram represents the human being (large circle) and the three levels of the mind: the conscious, the sub-conscious and the super-conscious. Through the five senses, the conscious mind receives and processes information from the environment in order to create awareness and understanding. The sub-conscious stores the memories of everything that we have experienced and feeds these memories to the conscious mind to control the individual's thoughts and actions, and even to colour our perceptions of events that happen around us. The super-conscious mind is the source of our wisdom, knowledge, conscience and higher consciousness. In a holistically-balanced person, these three levels of the mind interact together to contribute to the individual's physical, mental, emotional and spiritual well-being.

其实加姆塞(1997)已经对赛斯亚塞人类价值教育模式的理论精髓进行了阐述。他对该理论的总结如图 1 所示。该图代表了人类思想的三个层次：意识，潜意识和超意识。首先，通过人类的五官，有意识的大脑接受

并加工来自于外部环境的各种信息，从而产生对事物的认知和理解。其次，潜意识存储了所有我们对经历过的事物的记忆，且不断将这些记忆提供给大脑以控制人类的思想和行为，对周围发生事物作出正确的判断、理解并付诸行动。最后，人类大脑的超意识部分是我们智慧、知识、良心及其他更高级潜意识的源泉。对于正常人来说，整合在大脑中的这三层意识通过相互影响、相互作用，方得以保障个人身体、大脑、情感和精神等各方面的平衡发展。

Jumsai proposes that there are two important ingredients for this healthy interaction to occur. The first is to free the three levels of the mind from extraneous 'chatter', to enable enhanced concentration and memory. The second is to ensure that the information that is stored in the various levels of the mind is 'clean', positive and constructive, since its retrieval will have such a significant effect on the individual's thoughts and actions, which in turn contribute to the presence or absence of holistic well-being.

加姆塞认为大脑的健康运作有两个重要因素。其一是让大脑的三个层次免于外部的干扰以增强人的记忆力和提高人的注意力。其二是：如上所述，大脑中存储的信息对人们思想行为影响甚大，所以我们一定要保证存储在大脑各个层次的信息是健康、积极且富有建设性的。这是最终影响大脑整体平衡运作的重要因素。

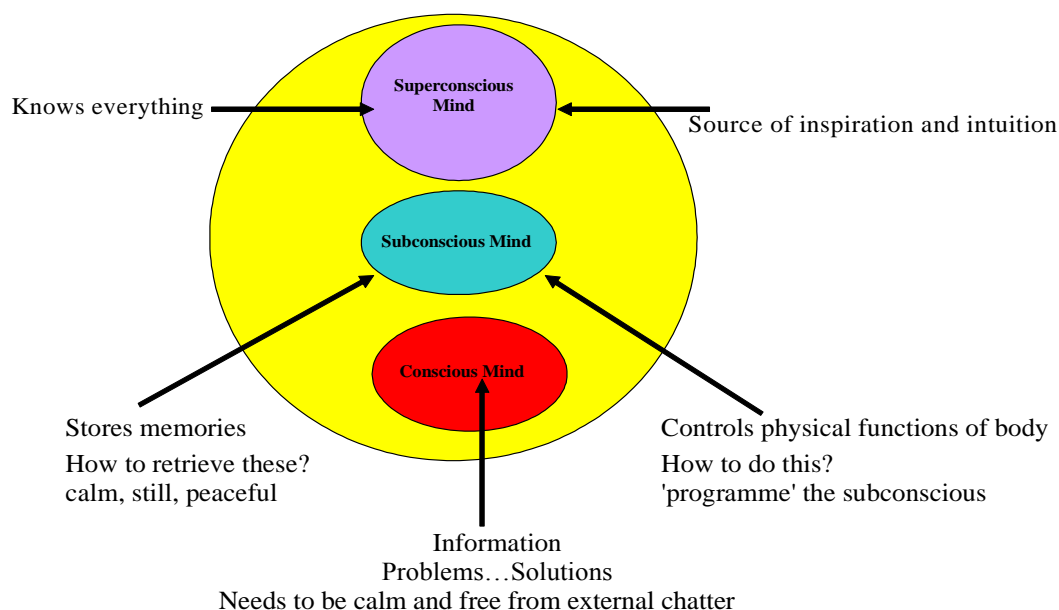


Figure 1: Dimensions of the human being (adapted from Jumsai, 1997)

图 1：人类大脑的维度（摘自加姆塞，1997）

The Sathya Sai EHV model is a simple but effective means of ensuring that:

- Children become more aware of the capacity and power of their mind by removing extraneous chatter.
- Information that is presented to children in the form of knowledge is pure and clean and contributes to the total development of the child.

赛斯亚塞人类价值教育模式所提供的方法简单有效，因为它能够保证：

通过排除外部干扰，孩子们对自己的思维能力和思维品质有更清晰的认识。

以知识的形式提供给孩子们的信息很健康，很纯净，它们有助于孩子们的全面发展。

While Sathya Sai EHV utilises a wide range of methodologies for drawing out that which is within the child, there are certain techniques that are particularly effective in contributing to these two ingredients. **Silent sitting** is a technique for silencing the mind's extraneous 'chatter' to improve concentration and problem solving. Pupils are encouraged to sit quietly and allow their minds to relax for a few minutes, particularly at the beginning of a lesson, to make them feel more focused and peaceful. Often soft, relaxing music is played for them during this time. One particularly effective method of silent sitting that is a unique feature of Sathya Sai EHV, is to invite pupils to visualise the effects of a pure, cleansing light burning out their negative thoughts and actions and leaving only room for the positive. The light is symbolic of purity, warmth and growth (Jumsai, 1997). The use of **quotations** and **prayers** (which might be specific to a particular religion or general, depending on the school context) is considered to be important because of the belief that children's values can be influenced by regular exposure to positive statements. Teachers are encouraged to utilise opportunities to tell **stories and anecdotes** about famous people, heroes and ordinary people who have demonstrated the kinds of values with which we are concerned. By regular exposure to stories of such people, the pupils will come to value the good qualities described and to use them as a framework to draw on when the need arises. **Music and song** are also valuable ways of promoting inner peace and emphasising positive

values. Because young people are currently exposed to many songs that emphasise negative values, there is a need to counter-balance this by the use of music and songs that promote positive feelings and celebrate healthy values. Another effective means is the use of **group work**, which allows for the development of unity, co-operation, mutual regard and creative conflict resolution that are essential if people are going to be able to live together in peace and harmony.

为了实现上述两种目标，赛斯亚塞人类价值教育模式中开发一系列方法论以促进孩子们对自己内在价值的发现和发挥。其中有好些特殊的方式方法在实际运用中非常有效，比如静思就是其中的一种。静思主要通过抑制或者排除外界对大脑的干扰来提高孩子们的注意力和解决问题的能力。这种方法特别适用于一堂课刚开始的时候。老师可以给学生们播放一些比较缓和、放松的音乐，鼓励学生安静地坐一会，尽量放松自己的大脑，集中自己的注意力，保持情绪稳定。根据赛斯亚塞人类价值教育模式提出的理论，一种有效的静坐方法能让学生们在脑海中想象出一道完美而纯洁的光芒。这种光芒不仅是纯洁、热情和积极向上的象征，还能够将学生们脑海中消极的思想行为化为灰烬，只剩下那些美好健康正面的思想。（加姆塞，1997）名言锦句（这种方法根据各个学校自身文化特点选取价值教育资源）也是一种非常重要的方法，孩子们的价值观会在潜移默化中受到这些正面思想的影响。因此，我们建议老师多给学生们讲些能凸显名人、英雄以及普通人的闪光点，价值观的趣闻轶事。通过不断地讲述这些人的故事，学生会逐步自觉地效仿他们身上所体现出来的优秀品质，并以此为标准来严格要求自己。音乐歌曲也是保持学生内心平和，加强正面价值观教育的有效方法。但是现在年轻人所接触的许多流行歌曲所宣扬的是一种消极负面的思想，因而有必要为学生们挑选一些提倡积极向上，健康有益的音乐歌曲以净化心灵。另外还一种有效的教育方法，即集体活动，通过集体活动可以培养学生团结合作，相互尊重的团队精神，减少学生之间的分歧。这对于他们将来步入社会，与其他人和谐融洽地相处具有十分重要的意义。

Sathya Sai EHV promotes five universal, secular human values: truth, right conduct, peace, love and non-violence. Truth encompasses values such as accuracy, curiosity, discrimination, honesty, human understanding, integrity, self-reflection, and sincerity. Right conduct refers to values such as courage, dependability, determination, efficiency, endurance, healthy living, independence, initiative, and perseverance. Peace includes calmness, concentration, contentment,

equanimity, optimism, self-acceptance, self-discipline, self-esteem, and balance of nature and technology. Non-violence refers to values such as benevolence, co-operation, concern for ecological balance, respect for diversity, respect for life, respect for property, and unity. Love incorporates compassion, consideration, forgiveness, humaneness, interdependence, selflessness, and tolerance. Love is in fact considered to be the *basis of character* and encompasses all of the other values: *love in thought is truth, love in feeling is peace, love in understanding is non-violence, and love in action is right action [right conduct]* (Sathya Sai Baba, quoted in Jumsai, 1997, p.103).

赛斯亚塞人类价值教育倡导五种具有普遍永恒意义的人类价值：真理、善行、和平、爱和非暴力。真理的基本价值包括正确、好奇、辨别、诚实、理解、宽容、正直、自省、真挚等价值观。善行的基本价值包含勇气、诚信、果敢、效率、坚韧、健康、独立、自主、主动和坚定等一系列价值观。和平的基本价值包括冷静、注意力集中、满足、镇定、乐观、自我认同、自律、自尊以及保持自然与科技之间的和谐发展等一系列价值观。非暴力的基本价值包括仁爱之心、合作精神、关注生态、尊重差异、尊重生命、尊重他人的财产和尊重统一等等。爱的基本价值包括同情、体谅、宽容、慈悲、相互依赖、无私忘我和心胸宽广等等价值观。实际上，爱涵括了所有的价值，是人类所有优秀品质的基础。精神上充满爱心意味着实事求是，情感上充满爱心能与他人和睦相处，以爱心对待他人会远离暴力，以爱心做每一件事情就是善行。（赛斯亚塞·巴巴，引自加姆塞，1997，第103页）

Table 1: Examples of modes of expression of the five universal Human Values

<b>Human Value</b>	<b>Some of the Modes of Expression or Related Values</b>
<i>Truth</i>	<i>honesty, truthfulness, human understanding, integrity</i>
<i>Right Conduct</i>	<i>hard work, healthy living, responsibility, dependability, initiative, perseverance</i>
<i>Peace</i>	<i>contentment, self-control, self-esteem, patience, humility, balance of nature and technology, humility</i>
<i>Love</i>	<i>care, humaneness, tolerance, compassion,</i>

	<i>empathy, thoughtfulness, forgiveness, interdependence, selflessness, sharing</i>
<i>Non-violence</i>	<i>co-operation, respect for diversity, human rights, respect for life, respect for property, service to others</i>

表一：五种普遍永恒人类基本价值的模式示例

人类价值	与人类价值相关的示意模式
真理	诚实、坦率、谅、理解、正直、坚定
善行	勤劳、健康生活、责任、可靠、主动、坚定
和平	满足、自我约束、自尊、耐心、谦虚、保持 自然与科技之间的协调发展
爱	关爱、慈悲、宽容、怜悯、理解、慎重、 原谅、相互依赖、无私、分享
非暴力	团结合作, 尊重差异, 尊重人权, 尊重生命, 尊 重他人财产, 乐意助人

**Sathya Sai EHV and Educare**  
赛斯亚塞人类价值教育和关怀教育

*Educare is education which makes one a caring individual, because one becomes a caring individual when one realizes that one is not different from the other, that both are the same. My brother's pain, my sister's sorrow is my sorrow, my pain. When you become aware that there is no difference, you become a caring individual.*

Sathya Sai Baba

关怀教育是指培养个体成为富有同情心和爱心的人的教育。只有一个人懂得自己与他人没有差异时才能真正成为一个富有同情心和爱心的人。妈妈的痛苦就是我的痛苦，姐姐的悲伤就是我的悲伤。只有当你意识到自己的情感与他人的情感紧密联系在一起时，你就是富有爱心的人。

赛斯亚塞·巴巴

Educare is a philosophy of education introduced by the founder of the Sathya Sai Education in Human Values (SSEHV) programme, Sathya Sai Baba, that is concerned with reaching deeply into the child's higher levels of consciousness and bringing out the values and divinity that are inherent there.

关怀教育是赛斯亚塞人类价值教育项目的创始人——赛斯亚塞·巴巴首先提出的一种教育哲学。这种教育哲学旨在深入探究孩子们内心深处的思想意识并唤醒其内在的美好价值理念。

The following statement outlines the essence of Educare:

以下陈述概括了关怀教育的精华部分：

*Educare is not the learning from books by rote, to be vomited in the examination halls. But it is the learning from life, which is absorbed into living and transforming. This gives a new meaning to dull mathematics and geography, a new vitality to language, cosmic understanding to science and an enhanced beauty to music and art. It is not to be stuffed from without into the ears of innocent children. Rather it comes from within. It is the release of the inherent intuition and divinity, which is within every individual. ... Educare is also the art of ensuring a perfect constant balance of the five elements within, by managing the mind and the inputs from the five senses, so that the surge of the Divine energy from within, flows uninterrupted. In other words, a harmony between thought, word and deed has to be achieved in such a manner that the physical world is perceived as an extension of the spiritual world.... Educare is when we have sensitized ourselves, when we sensitize our children to begin to respond and become caring people.*

Sathya Sai Baba

关怀教育不是那种死记硬背随着考试的结束而置之脑后的书本学习；而是一种源自生活，并转化生活知

识为个人知识的学习。这种学习赋予枯燥的数学、地理知识以全新的意义，为单调的语言学习注入新鲜的活力，为科学知识的学习提供崭新的视角，为美术、音乐知识的学习增添前所未有的乐趣。这种教育理念不能通过填鸭式的教学方式强硬灌输给学生；相反，它需要学生从内心认同、接受并主动地感知。这是一种来自每个人内心深处的信念释放……。同时关怀教育也是一种艺术。通过大脑对人的五官所感知事物和输入信息的处理，它能够保持人内心深处的五种基本价值处于一种完美平衡的架构中，从而使发自内心的伟大力量源源不断地支配我们去做出各种符合正确价值观的行为。换句话说，如果想企及思想、言语和行为的和谐境界，我们必须意识到：其实，物质世界只是精神世界的延伸……。当我们逐渐培养我们自己、我们的孩子们去关爱别人时，关怀教育即开始真正深入人心。

*赛斯亚塞 巴巴*

In an Educare environment, pupils are encouraged to:

- appreciate the five basic human values of Truth, Right Conduct, Peace, Love and Non-violence as essential to the development of character,
- learn the cultures, customs and religions of other people along with their own, in order to appreciate the brotherhood of man,
- acquire decision-making skills which help to facilitate development of moral learning,
- develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of all persons,
- develop self-discipline and self-confidence necessary to promote the fulfilment of their potential – by enhancing their moral, physical, social and academic achievements,
- develop value skills needed for personal, family, community, national and world harmony, and



- develop a caring attitude towards all forms of life and to value the need for preservation, conservation and general care of the environment.

在教育关怀的教育环境之下，通常会鼓励学生：

遵守五种人类基本价值（即真理、善行、和平、爱和非暴力）并视之为一个人个性发展的基石；  
与不同文化、宗教和习俗的人们交流，通过学习并借鉴不同的文化、宗教和习俗，来感受人与人之间的手足之情，获得有关如何决策的技能技巧，进而提高个人道德修养；  
在尊重他人权利、生命和尊严的基础上，培养一种勇于承担自己行为后果的责任感；  
发扬自律、自信精神，通过在德、智、体各方面所取得的成就来肯定自己并充分发挥自身的潜能；  
树立正确的价值观，人生观，这对于个人、家庭、社会、国家甚至整个世界的和谐发展具有深远的意义。此外，培养热爱各种生命的积极态度，学会珍惜和保护我们的生存环境。

To bring out these qualities, teachers are constantly examining all of their activities and interactions with their pupils by reflecting on the questions:

- Does it go to the child's heart?
- Does it have practical application?
- Does it help the child transform?

为了体现这些优秀品质，教师应当留意学生的言行，并通过下列问答练习不断与他们进行交流互动：

这些思想是否触及孩子的心灵？  
这些思想是否被运用于实际生活？  
这些思想是否帮助孩子实现改变？

*Does Educare entail a new curriculum or a new course content? Once again the answer is 'No'. The answer lies in our implementing this technique in our lives. Am I able to control my desires? Am I conscious of the inputs of five sense in my mind? Am I able to turn my mind inside? Am I able to experience the power of love within? These are the questions that all of us have to ask. Because we are not communicating knowledge, we are not communicating words, what we are really*

*communicating is experience.*

Sathya Sai Baba

关怀教育是否涉及一门新的课程或者涉及一门新课程的内容呢？答案仍是否定的。只有当我们把这种教育方式运用到实际生活中时，真正的答案才会出现。我能够控制自己的愿望吗？我能够感知那些通过五官向大脑输入的信息吗？我能够发现深藏于内心深处的东西吗？我能够体会内心深处的爱的力量吗？这些问题是所有人都必须扪心自问的问题。因为我们交流的并非是知识、语言，而是一种体验，一种对生活的感悟。

赛斯亚塞·巴巴

The children are taught two important ingredients for life. One is that whatever thoughts come into their heads they should think about and examine in their hearts before they act. This is referred to as 3HV, the harmony of **head**, **heart** and **hands**. The other is concentration and inner stillness. The main ingredient is love, and through love they are helped to become self-reliant, self-confident, self-sacrificing and hence eventually self-realised.

应该让孩子们明白生活中有两格非常重要的成分。其一是他们脑海中的任何闪念在付诸实施之前必须要经过大脑的深思和内心的考察，我们称之为3HV即大脑、心灵与双手的协调统一；其二是注意和内心平和。实现这点的要义在于爱心，爱帮助我们变得更加自立、自信、更加具有奉献精神，进而帮助我们达到自我实现。

*The character of the children must be made strong and pure. Give them all the confidence they need to become good, honest and self-reliant children. It is not enough if they learn something by which they can make a living. The manner of living is more important than the standard of living. The children must also have reverence for religion, their culture, their educational attainments and their country. They must learn well their mother tongue, so they can appreciate well the great poetical works and epics written by the seers of their land. This will give them valuable guidance in the stormy days ahead.*

Sathya Sai Baba

孩子的性格应被塑造成得坚强而纯净。老师和家长应给予孩子们足够的信心和勇气，使他们成为优秀、诚实和自立的孩子。孩子们仅学习那些谋生手段是远远不够的。生活习惯远比生活水平重要。孩子们须学会尊重自己的宗教、文化、教育成果以及祖国。他们须学好自己的母语，充分理解祖先们在这块土地上所创作的伟大诗篇。历史能指引孩子们面对未来的风雨人生。

赛斯亚塞 巴巴

### **Educare and Discipline** 关怀教育与纪律

Sri Sathya Sai Baba has the following to say about eliciting discipline from within the child rather than imposing it externally (Inaugural Discourse at the First World Conference of Sathya Sai Schools, Prasanthi Nilayam, India, 2001).

斯瑞·赛斯亚塞·巴巴认为纪律观念应从孩子们的内心去启发而不应从外部去强加（赛斯亚塞学校第一次国际会议上的就职演说，普莱申斯·尼勒亚姆，印度，2001）

Whatever we see in others is only a reflection of our own self. If we accuse somebody as bad, it is just that our feeling towards that person is bad. Whatever impression we have about others

is a reflection of our feeling towards them. Everything is just reflection, reaction and resound. Therefore, you should not find fault with others. You do not have the right to find fault because your assessment of a person is limited to your experience with him. There are so many aspects of the personality of that person you do not know.... There are so many qualities like love, compassion or anger which are in him that you cannot see. Therefore, if you want to know a person completely you should investigate into all the aspects of his personality. In modern times people go by the physical appearance and judge people based on their external actions. This is wrong.

别人是我们自身的镜子。当我们指责某个人不好时，其实是我们自己对这个人有不好的感觉。我们对他人的印象是我们对他人感觉的真实反映。事实上，一切事物都只不过是相互的反映、反射和反作用而已。因此，你不应在别人身上挑毛病，也没有权利去评价他人，其理由是你对他人的评价标准仅限于此人与你之间过去交往经历，而他性格中还有很多方面并不为你所知……或许你尚未发现他内心深处诸如爱心、热情甚至愤怒等等个性。基于此，如果你想真正了解一个人，就要全面掌握其个性。遗憾的是，现代社会的人们常常通过一个人的外部表情、外部行为做出评价和判断。这样做不好。

Educare means to bring out the divine love latent in man. That is why it is said, "Love is God, live in Love". Then there would be no conflict in the world and all would live together happily. Only when there are differences, there is conflict. Push aside these differences and live with the feeling of oneness.

关怀教育意味着去引发人们内心深处神圣的爱。常言道：“爱如神灵，存在于爱中。”有爱，世界将不再有冲突，人们将幸福而安宁地生活。存在分歧，就产生冲突。如果把分歧放在一边，我们就能象一家人一样幸福生活。

Since the teacher cannot see the student's mind, he has to understand it only by observing the student's behaviour. The teacher should observe and analyse the student's behaviour with that of his parents, his friends and his fellow students. Basing on this, he will be able to lead the student on to the right path.

当老师不理解学生的内心想法时，他需要观察学生的外部行为。老师应结合学生的家长、朋友和同学的评价来观察并分析他的行为。只有做到这一点，老师才能引导学生步入正轨。

Sometimes parents give too much freedom to the children and children in turn misuse this freedom to interact with their friends with laxity in behaviour. At school his freedom is curtailed. He must be taught to strike a balance between freedom and discipline. The teacher cannot interfere in the student's family affairs, for parents give freedom to their children out of their love. Nevertheless, the teachers must keep in touch with the student's activities at home.

有时父母给予孩子过多的自由后，孩子们可能在交友过程中滥用或误用这种自由而表现得松懈散漫、没有顾忌。但学校需限制这种自由。此时，老师应教会学生如何在自由和纪律之间寻求一种平衡。老师不能因家长溺爱孩子而去干预其家庭事务，但需要就孩子们的居家表现与家长保持联系。

The child must be groomed well right from the beginning itself. Just as speed-breakers control the speed of vehicles on the road to ensure safety, so too restrictions must be enforced upon children's freedom for their safety. The child should be given freedom in areas related to right conduct and must be punished when it errs. When the parents give freedom to their children, they should watch carefully as to how the children behave. It is then that the child will tread the right path.

孩子从小就应该得到很好的照料。正如那些不断刷新纪录的优秀赛车手为了确保安全也会控制他们在路上驾驶车辆的速度一样，为了确保孩子的安全对他们的自由加以一定的约束和限制也是非常必要的。孩子们在做正确的事情的时候，应该给予他们充分的自由；同时，如果他们犯了错误，也必须受到惩罚。所以当家长给予孩子充分自由的同时，也要注意观察孩子们的表现。只有这样，孩子才能步入正途。

It is here [in the school] that teachers should strike a balance between freedom and restriction in a student's life. The teacher must advise the student regularly that his conduct will be responsible for the name he earns for his parents and the school in which he studies.

在这里（指学校）老师应该在给予学生自由和对学生的生活加以约束之间寻求一种平衡。老师要不断提醒学生要注意自己的言行，使自己的所作所为无愧于自己、自己的父母以及所在的学校。

In some countries the concept of kindness and respect for elders is not stressed upon.... The teacher must advise the student that he is born as a human, and that he is neither a “wild animal” to strike terror in the hearts of people nor is he a “domestic animal” (docile person) to be afraid of others. He has no cause to fear nor should he cause fear in others.

在一些国家，尊敬长辈、善待长辈的概念并不是强加给孩子们……老师必须教育学生认识到：身为一个人，既不能如同一只“野兽”而给别人带来内心的恐惧，也不能象一只“驯兽”而害怕别人，任由别人摆布。一个人没有理由害怕别人更没有理由令别人害怕。

When you want to teach good principles to students, first you practise and then set an example. For example, if you smoke in the class, students will also emulate you and start smoking.

如果老师希望给学生传授一些好的品质的话，首先应该从自身做起，树立一个良好的榜样。例如，假如你在班里抽烟的话，那么学生也会模仿你并开始抽烟。

The true characteristic of good education is good teaching. Good teaching brings about transformation in students. It will make the students confess their mistakes before the teacher. I know this very well. Sometimes I punish my students for their mistakes and am strict towards them. Yet I love them and give them what they need. This transforms their hearts.... and I forgive them by saying, “My dear son, whatever I do is for your good”. All teachers can learn to emulate this example.

成功教育的关键在于成功的教育方法。好的教育方法不但能够更容易为学生所接受并对自己的言行做出改变，甚至可以在老师教育他们之前，使学生主动承认自己的错误。我非常了解这种教育方式。有时候我会因为学生犯了错误而惩罚他们，我对他们相当严厉。然而我从内心里爱他们，我给予孩子们所需要的一切。正是因为这样，而使学生的内心发生了转变……我也原谅了他们并

且告诉他们：“孩子，我所做的一切都是为了你们好。”我希望所有的老师都能够效仿上述的例子。

There is a bond of pure love between teachers and students. Students can win over any teacher's heart and a teacher can win over students' hearts. If you want to be loved, you have to love others first. First and foremost, we should aspire for truth. The basis of Indian culture is, "Speak truth, practice right conduct".

纯洁的爱是联系师生之间感情的纽带。学生能够赢得老师从内心的喜欢，老师也同样可以赢得学生从内心的尊重。如果你希望得到别人的爱，请先给予你的爱给别人。但是至关重要的一点是，我们应该尊重事实。印度文化的核心基石就是“只有实事求是，才能正确行事。”

Sometimes one needs to be strict. That is what I do. I can be harder than diamond when the situation demands. Otherwise I am softer than butter

有的时候要求老师一定要非常严厉。我就是这样做的。如果需要的话，我可以不做出丝毫让步。但是有的情况下，我又会向学生妥协，这主要视情况而定。

Teachers! If you want to take students into your confidence, you have to approach them with love. You have to point out their mistakes and lead them on the right path. Only then will they follow the right path and accept their mistakes. For the progress and prosperity of the nation, teachers should develop love for students and mould their character. Then the society will get many good citizens.

老师们！如果你真的希望你的学生不辜负你的期望，那么就用你的爱心去教育他们吧。你必须指出他们的错误并且领他们走上正道。只有那样，他们才会接受错误并且沿着正确的方向继续前进。为了祖国的繁荣昌盛，为了为将来培养出更多优秀的人才，老师们你们应该用你们的爱心去教育和感化学生并且用你们的爱去关爱他们，去塑造他们的品质。

The following extracts indicate how the principles of Educare have been evident in disciplining strategies of traditional cultures.

下列摘录说明了教育关怀的教育方式早在传统文化的惩戒方式中已有运用。

‘...the good thing about [Australian] Aboriginal apology is you do it, you’re punished on the spot, and it’s over, done with.... I will just sit quietly with head bowed and say nothing or try to defend myself while the men growl me up. And it will be a pretty ferocious growling up. Then I’ll say I’m sorry for talking too strong and upsetting Rowena and then I’ll wait. They’ll probably make me sit there, curled in shame, for fifteen minutes or so.... [Then] they’ll ignore me until they’ve decided enough time has passed and then I’ll be validated as a Murrumburra woman again. Rowena, as the person I offended, will be told by the law men that I’ve been growled up, I’ve apologized and that’s the end of it. It’s very important to the Barradja that no grudges are held.’

From *The Songmaster* by Di Morrissey, Sydney: Macmillan (1997). pp.410-411.

‘（在澳大利亚）土著居民道歉方式的优点在于：如果你犯了错误，你就会当场受到惩罚而且到此为止，不再追究。只是需要……我低着头静静地坐在那里，一言不发。当那个男人向我大喊大叫的时候，我也试图为自己辩护。但是，得到的只会是更加猛烈的咆哮。然后我会对自己强硬的语气以及对女神罗威娜的冒犯深感抱歉并且等待最终的结果。他们可能会让我深感愧疚地坐在那里或者蹲在那里达15分钟或者更长时间……（然后）直到他们觉得已经过去了足够长的时间，才会注意到我。这个时候我又重新成为一名姆然布若（Murrumburra）的女人。那个对我咆哮的男人，作为部落的执法者，会告诉我冒犯的女神罗威娜我已经深感歉意。惩罚也会至此画上一个句号。对于拜罗迪亚人来说非常重要的一点就是不会因为一个人的错误而引起对他的仇恨。’

摘自 蒂 莫瑞斯塞 《作曲家》一书第 410 页—411 页，悉尼，麦克米兰（1997）

When a person acts unjustly or irresponsibly in the Babemba tribe of South Africa, he is placed alone in the center of the village but is in no way prevented from running off. Everyone in the village stops working and gathers around the person who has been accused. Then each person, regardless of age, begins to



tell the person in the center about all the good things he or she has done during his or her life. Everything that can be remembered about this person is described in great detail. All the accused's positive attributes, good deeds, strengths, and kindnesses are verbalized for their benefit. Each person in the circle does this in great detail. All the stories about this person are told with the utmost sincerity and love. No one is allowed to exaggerate events that happened, and everyone knows that they cannot make stories up. Nobody is insincere or sarcastic as they speak. This ceremony continues until everyone in the village has had his or her say about how they value this person as a respected member of their community. This process can go on for several days. In the end, the tribe breaks the circle, and a joyous celebration occurs as the person is welcomed back into the tribe.

Through the eyes of love, which this ceremony so beautifully describes, we find only reunion and forgiveness. Each person in the circle, as well as the person who is standing in the center, is reminded that forgiveness gives us the opportunity to let go of the past and the fearful future. The person in the center is no longer labelled as a bad person or excluded from the community. Instead, they are reminded of the love that is within them and are joined with those around them.

from *Forgiveness: The Greatest Healer of All* (by Gerald Jampolsky, USA: Beyond Words Publishing, 1999. ISBN 1-58270-020-6, pp. 96-98).

如果在南非的巴班姆巴部落中有人做出了不正义、不负责任的行为，他就会被要求站在村落的中央但是并不阻止其逃离。这个时候部落中所有的人都会停下手中的劳动，围着这个人聚集在一起。然后，无论年长年幼，部落中的所有人员一个接一个地开始诉说站在中间的这个人的一生中所做过的好事。只要是人们记忆中关于这个人所发生的事情的每个细节都可以成为诉说的对象。关于这个人的优秀品质、做过的好事、他或她的力量和勇气、他或她对人的友善，只要这个人曾经给予过他们帮助。部落中的每个人会尽可能详尽地描述站在中间这个人曾经做过的好事。讲述这些事实的人们也是抱着一种极为真诚的态度和对同伴质朴的爱。在这里不允许任何人夸大事实，而且每个人也都知道他们不能编造故事。当部落里面的人在讲述那些关于那个人的事情的时候，没有人是不真诚的，更没有人

对她或他进行讽刺挖苦。这种仪式有时候会持续几天，直至部落里的每一个人都讲述了他们自己关于那个犯错的人的看法并表示他们仍然尊重这个犯错的人，仍然视她或他为这个群体中不可缺少的一分子。最后，围绕在犯错人周围的人们散开。等待着他们的是一个欢快的庆典，用来表示对犯错人重新回到他们的群体表示欢迎。

通过一双充满爱的眼睛，那个欢快的庆典向我们展示了一幅人们团结友爱，彼此关爱的美好画面。站在中间的犯错人以及那些围在他或她周围的人们的所作所为提醒了我们一件事：宽容给我们提供了一个机会，使我们可以忘记过去那些不美好的回忆并排除由此产生地对将来的恐惧。站在人们中间的那个人不再被人们视为是一个罪人或被其他人排除在群体之外。恰恰相反，他们内心的爱被激发出来，彼此关爱使得他们之间联系地更为紧密，更加团结。

摘自 《宽恕：最好的药方》一书第 96 页—98 页（杰拉尔德 杰姆培斯基 著，美国，超越文字出版社（1999）ISBN 1-58270-020-6）

### **The Teacher's Role in Educare** **教育关怀教育模式下老师的角色**

For the Sathya Sai EHV approach to be effective the teacher needs to bear in mind the following:

为了使赛斯亚塞人类价值教育方式产生预期的效果，教师们须注意以下几点：

- **The importance of understanding – giving children the benefit of the doubt.**

理解的重要性——给予学生保持怀疑态度的权利

The teacher should not try to rule through the easier means of fear, for that is full of dangerous consequences to the pupils. Try the path of love.

Sathya Sai Baba (25.11.1959)

教师们应该尽量不使用那些令学生害怕的方式来管理学生。粗暴的做法看似简便易行，但是这会给学生带来很大负面的影响。应该试着用爱心来教育学生。

赛斯亚塞 巴巴

(25. 11. 1959)

Teachers and students must develop constructive companionship. The teacher must share the sorrows and joys of the pupils as keenly as if they were his own.

Sathya Sai Baba (30.08.1981)

师生之间应当建立一种真诚的伙伴关系。教师必须象照顾自己的孩子一样来与学生分享他们的苦与乐。

赛斯亚塞 巴巴

(30.08.1981)

The right teacher is one who is an embodiment of love and teaches the student to love all, to cultivate right relationships and to develop human qualities.

Sathya Sai Baba (22.11.1987)

一个真正称职的教师应当是爱的化身并且教会学生如何给予别人爱和接受别人的爱。一个好的教师应该教会学生关爱他人，建立正确的人际关系并且帮助学生树立正确的人生观和价值观。

赛斯亚塞 巴巴 (22. 11. 1987)

- **The need to choose vocabulary wisely, so as to use every opportunity uplift the child in self-confidence**

有必要选择使用合适的言词对学生进行赏识教育来提高学生的自信心

Words can confer strength; they can drain it off. Words can gain friends; they can turn them into enemies. They can elevate or lower the individual. One must learn the habit of making one's words sweet, soft and pleasant. A person is judged by his words. Words inflict damage in other ways too. Whenever we talk despairingly or defamingly or sarcastically or hatefully to others, they get recorded on the tape, which is our mind.

Sathya Sai Baba (31.08.1981)

文字可以给予人力量，也可以使人萎靡不振。文字可以化敌为友，也可以使朋友反目成仇。文字甚至可能影响一个人的命运。所以每个人都应该学着养成一种习惯，也就是使自己的使用的言语听上去尽量美好、柔和和愉快。通常判断一个人的好坏就是根据他使用的言语。文字有时候也会在其他方面产生负面的影响。当我们以一种绝望的口吻、当我们丑化别人或者当我们以一种讽刺挖苦和憎恶的

口吻与他人交谈的时候，都会因此给对方留下非常不好的印象。如同录音磁带一样，深深印在别人的脑海里。

赛斯亚塞 巴巴 (31.08.1981)

Keep a strict watch over what you say. If the foot slips you may suffer a fall and sustain a temporary injury. But a slip of the tongue may cause lasting harm.

Sathya Sai Baba (19.01.1989)

对你所说的每一句一定要十分谨慎。因为如果脚下一滑，可能会摔倒并且带来暂时的疼痛。但是如果说错了话，造成的可能是无法弥补的、永久的伤害。

赛斯亚塞 巴巴(19.01.1989)

- **The need to be consistent in expectations of children and to rolemodel these expectations**

老师不要辜负学生对他们的期望，要给学生树立学习的榜样。

The profession of a teacher is the most responsible one in every country. If the teacher strays from truth the entire society will suffer. It is only when the teacher himself is wedded to discipline and observes good habits that his pupils will be able to shape themselves into ideal individuals and citizens.

Sathya Sai Baba (03.03.1958)

在任何国家，教师都是肩负责任最为重大的职业。如果连老师也偏离了真理的轨道的话，那么整个社会的发展将难以想象。只有教师身体力行，自觉遵守纪律，养成良好的生活习惯。学生才能以老师做为他们的榜样，将自己塑造成为合格的公民，塑造成为一个对社会有用的人。

赛斯亚塞 巴巴

(03.03.1958)

### **How do our Beliefs about Teaching Affect the Way we Discipline Pupils?**

我们关于教育的不同理念是如何影响我们教育孩子的方式的？

Why did you decide to become a teacher in the first place? Why are you still in teaching? A small investigation by Taplin & Devi (2001) received the following responses to these two questions:

是什么原因促使你将做一名教师作为第一位的职业选择？为什么你至今还在从事教学工作？由泰浦林女士和戴维先生合作进行的一次小型调查活动，就这两个问题得到了下列答案：

**Why did you decide to become a teacher in the first place?**

**是什么原因促使你将做一名教师作为第一位的职业选择？**

- **I have love for the children. I find joy in teaching children, not only as academic work but also spiritual, moral and environmental work.**

我对孩子们充满爱心。在教课的过程中我发现了很多乐趣。教师不仅要讲授文化课程，更需要讲授关于思想、道德及环境的知识。

- **To offer service to others.**

为了给他人提供服务。

- **I like children and to share with them what I have. I learn a lot from them every single day.**

我喜欢孩子们并且愿意和他们一起分享我所拥有的一切。每一天我都从孩子们身上学到了很多。

- **I wanted to serve and I just enjoy interacting with different people.**

我乐意为人服务并且我就是喜欢跟不同的人打交道。

- **I love people.**

我喜欢与人交往。

- **It has been my career.**

这一直以来都是我的职业。

- **I have always wanted to teach. Also, since this school helped me a lot during my secondary education, I would like to help it by working here.**

我一直希望能够成为一名老师。此外，这所学校对我中学阶段的学习给予了很大帮助，所以我愿意通过在这里工作为母校奉献自己的一份力量。

- **I was actually advised by my secondary school teachers that teaching is a noble profession and I very much wanted to emulate and try to be like my Maths and Science teachers.**

实际上，我是受了我中学老师的启发，感到教师是一个高尚的职业。我自己愿意和教授我数学、自然科学的老师们一样也成为一名令人尊敬的教师。

- **I decided to become a teacher because of the way my previous teachers were regarded in the past as mirrors of society.**

我之所以决定成为一名老师，是因为我认为老师就好像社会的一面镜子，他们可以帮助学生了解和认识社会。

- **Of all the institutions I applied to it was the first profession to give a positive response. In other words I didn't want to remain unemployed.**

在所有我申请的机构中这是第一家给我回应的单位。换句话说，我不想继续失业了。

- **I strongly believe I became a teacher because I was born to become a teacher. Even in my childhood I liked teaching my fellow young and this has become a dream come true**

我至今仍然坚信，我之所以成为一名老师是因为我天生就是当老师的材料。在很小的时候，我就喜欢教那些比我年龄小的小朋友，现在终于梦想成真了。

- **I emulated my teacher's model. I used to teach my young brothers on Saturday as a teacher in class. As a teacher you are much respected in the community and I wanted to work with children and impart values in them just as my teacher did to me.**

我属于子承父业。我过去常常在周末给我的弟弟们上课。作为一名教师，整个社区的人都会非常尊重你。我愿意和孩子们待在一起，并且向他们传授正确的人生观和价值观，正如我父亲曾经教我那样。

- **It was the most interesting job that I could think of especially that I am born into a family of teachers. Also to help shape the nature of our country in the future.**

教师是我所能想到的职业中最有意思的职业，特别对我这个出身于教师世家的人来说。同时，教师这个职业对于一个国家未来的发展具有决定性的意义。

- **I decided to join this profession after my family and close relative saw the potential in me. It was also one of the careers I was admiring while I was at school.**

我的亲朋好友发现我身上具有作为一名老师的潜质，所以我决定从事这个职业。这也是我在上学的时候就梦寐以求的职业之一。

- **I started admiring the profession from the time I started school and after I completed my secondary education I fulfilled my aspiration.**

从我开始上学的时候，我就非常羡慕教师这个职业。在我完成了中学阶段的学业后，终于实现了自己当老师的梦想。

- It is a challenging job which requires having a vision both for the pupils and the teacher himself. In this it involves morals, values and behaviour in the society for both the teacher and the child.  
当老师是一项非常有挑战性的工作，这项工作不但要求老师对学生的发展有远见卓识，更要求老师对自己也有清晰的认识。这里面就涉及社会中的道德观、价值观以及行为准则的问题。
- Because of the interest and love for the children.  
因为我非常喜欢孩子，与孩子们在一起感觉非常有趣。
- I liked my elementary school teacher and Grandma is head teacher (principal).  
我非常怀念我的小学老师和那里的校长——我的祖母。
- It is one career I have admired since I was 5 years old and thanks to God my dream has come true.  
这是我从五岁开始就梦寐以求的职业。感谢上帝赐予我这份工作，使我梦想成真。
- Influence from my father. He was a teacher and I took from him that inspiration to become a teacher.  
我父亲就是一名教师。受他的影响，也是他给了我灵感，使我也成为一名教师。
- I used to admire my teacher so much that my entire dream was to become a teacher like him. He was smart, well informed and full of general knowledge. These qualities started developing in me such that I am almost like him.  
以前我太崇拜我的老师了，我最大的梦想就是成为一名象他那样的老师。他聪明能干，知识渊博，见多识广。这些优秀品质深深地影响了我，甚至有时候我觉得自己越来越象他了。

### **Why are you still in teaching?**

为什么你至今还在从事教学工作？

- I have to see to it that (at least) we come up with children of good character and are able to cultivate human values in them.  
我认识到老师的作用在于（至少）应该能够让学生们把老师和一些优秀的品质联系在一起进而才能在学生内心里帮助他们树立正确的价值观念。
- I am enjoying it as of now, but am not sure what the future holds for me.  
我至今仍然非常喜欢教学工作，但我不能确定将来会怎么样。

- **Because I still want to learn.**  
因为我仍然想学习。
- **Because it is a noble profession and I want to be studying all the time, but in due course I might join another profession.**  
因为这是一份高尚的职业并且我希望能够一直坚持学习，不过在适当的时候我也有可能换一份工作。
- **I still love people.**  
因为我现在仍然喜欢与人交往。
- **I love associating with young ones.**  
因为我喜欢和年轻人打交道。
- **I enjoy teaching.**  
我喜欢教书。
- **I would like to improve myself spiritually and school is more and much more beyond a home because of the joy and happiness that prevails at school.**  
我希望不断提高自己的精神境界，学校恰恰是一个充满欢乐和喜悦气氛的地方。从某种意义上说，学校的意义远远超越了家。
- **Because I like it. I love to guide young ones.**  
因为我喜欢教学，我喜欢教小孩子们。
- **I have developed a love for the children.**  
我在内心里已经爱上了这份工作和这些孩子们。
- **I enjoy my profession and it has exposed me to a lot of people, and I like to help to develop a young child's mind.**  
我喜爱我的工作，它使我结识了很多朋友。我喜欢帮助孩子们开发他们的智力，帮助他们成长。
- **I love my work and I want to continue giving values so that pupils will become good citizens of my country. I want to get much experience in teaching.**  
我喜爱我的工作。我希望能够不断地向学生们传授正确的价值观，以便使他们成为国家的栋梁。我希望能够继续丰富自己在教学方面的经验。
- **I am still interested in the job that I have taken up. It has brought me satisfaction and fulfilment.**  
我仍然对我所从事的工作充满热情是因为这份工作给我带来成就感和满足感。
- **Because I have interest in it. I also like to be with children all the**



time.

因为我对教学工作有兴趣，我也喜欢总是和孩子们待在一起。

- Teaching has become part of me and I am part of it.

教学工作已经成为我生活中不可缺少的一部分，我也同样融入到了教学当中。

- Because it is a continuous process which is infinite. It helps one to develop mentally and maturely and impart knowledge to the community.

教学是一个不断渐进的过程，它帮助学生学会思考，帮助他们成长。最终学生们会将所学的知识奉献给社会。

- Because it has become part of my life and I enjoy teaching.

因为教学已成为我生活的一部分，我喜欢教学。

- I feel it's my vocation.

我觉得这是上天安排给我的职业。

- This job has become part of me and I have become part of it.

这份工作已成为我生活的一部分，我也成为它的一部分。

- I like social interacting jobs and as such will continue being a teacher. Furthermore, teaching is a noble profession and will continue to be so.

我喜欢人与人之间进行交流的工作，正因为如此我也会继续做一名教师。此外，教师无论现在还是将来都将会成为一个高尚的职业。

- I love interaction with pupils and also to share the vast general knowledge that I have.

我喜欢和学生进行交流，这样我们可以彼此分享大量的信息和知识。

### **Misbehaviour Exists First and Foremost in the Mind 意识中的主要不良行为**

“All things are created twice” (Covey, 1989; 1992; 1993; 1994). By this it is implied that first there is mental or “first” creation (often based on experiences/images in the sub-conscious mind or even wisdom from the super-conscious), and then a physical or “second” creation to all things.

“一切事物都被创造了两次”（卡维，1989；1992；1993；1994）。通过这句话，作者暗示对于所有事物都有一个“第一次”创造或者被称为精神

创造的过程（通常基于事物在人们大脑下意识中保存的经历和印象而产生甚至基于在超意识层面的智慧而产生），然后是“第二次”创造或者被称为物质创造的过程。

For example, if you wish to paint a picture, first the image must appear in the mind and then on the canvas. The same is true of teaching. If the aim is to develop responsible, self-disciplined children, the end must be kept clearly in mind when interacting with the children on a daily basis. The second creation fails to manifest if the teacher then behaves towards them in a way that undermines their self-discipline or self-esteem. By the same token, if a child misbehaves or continually displays a negative habit, then corrective measures should be linked directly to the cause (the mind), rather than the effect (the action).

举例说明，如果你想画一幅油画的话，首先应当在脑海中闪现出事物的大体轮廓，然后才能将脑海中的物体画在画板上。对于教学工作来说也是同理。如果老师的目的是把学生培养成为有责任心、自律的孩子，就应该在与学生的日常交往中把这个目标时刻记在心中并且付诸实施。如果老师的言行伤害了学生的自尊并破坏了学生自我约束的话，那么前面所说的第二次创造即物质创造就难以实现。同样的道理，如果一个学生行为不端或者不断地暴露出许多不好的毛病，那么正确的方法应该是去找出学生不当行为的原因（思想），而不是仅仅关注行为的结果（行为）。

Too often, as teachers having to teach under stress, there can be a tendency to re-act to the action, thus creating a vicious circle of misunderstanding and possibly resentment. By taking time to reflect on the underlying cause, not so much in terms of why but more as to what values are needed, the teacher is able to utilise the opportunity to give suitable corrective behaviour. Central to this approach is an understanding of trust between the teacher and student. In such an environment dialogue is viewed as opportunities to grow.

很多情况下，老师必须在承担很大压力的情况进行教学。这种压力会反映在老师对待学生的行为上，进而造成师生之间误解甚至是仇视的恶性循环。我们应当深刻反思导致上述问题的原因，不仅仅追究其中的原因，更要思考教师们究竟应该将哪些价值观在教学过程中灌输给学生，从而以正确的方式来纠正学生的不当行为。其实师生之间建立相互信任、相互理解的关系才是解决问题的关键。

This approach is further supported by the work of The Centre for Nonviolent Communication. In her book “The Giraffe Classroom”, Nancy Sokol Green purports:

这种方式在另一本著作《非暴力交流方式的核心》中得到了进一步的证实。在她的著作《稚亚夫课堂》中，作者南希 索科尔 格林主张：

If students are truly motivated and challenged at their appropriate level, then the majority of classroom discipline problems automatically become minimized. This simply happens because the students are now just too busy interacting with each other, thinking critically and creatively, and enjoying themselves to be plotting disruptive ways to interfere with any learning going on.

在学生的学习兴趣真正被调动起来和感到一些挑战的情况下，不遵守课堂纪律的情况会大大减少。这种情况发生的原因其实再简单不过了。学生们都忙着彼此之间进行交流，他们忙着开动脑筋思考问题，而根本无暇去想出什么鬼点子来干扰别人和自己的学习。

But granted, there are still those days when students (or teachers) have “got out of bed on the wrong side” or when actual conflicts occur. However, in the Giraffe classroom, any disciplinary action implemented is intended to “teach”, not to punish. (Green, 1991)

但是我们必须承认，总有那么一些情况，当学生们（或者老师们）心情不太好的时候，在师生之间会发生一些冲突。然而在稚亚夫课堂上，那些用来训诫学生的行为的最终目的还是在于教育，而并非惩罚。

（格林，1991）

The Sathya Sai EHV Model is based on the premise “the end of education is character”. If a person wants to change to become more patient, effective, happy, peaceful, confident, etc., he or she needs to participate in activities that will help re-programme the mind. Therefore, every opportunity is used to enhance character. The next section in the book provides teachers with some ideas as to how a human values approach can be applied in the process of implementing disciplinary action. Obviously these need to be adapted to the age range of children and the particular circumstances of the situation.

赛斯亚塞人类价值教育模式的产生基于一个前提即“教育的最终目的在于塑造人的品质”。如果一个人希望变得更加有耐心、做事更加有效率，更

加快乐，更加平和，更有自信等等，那么她或者他就需要参加一些活动。这些活动将有助于帮助他们重新整理他们大脑中的思绪。因此，教师应当善于把握每个机会以便帮助学生来塑造他们的个人品质。本书的下一个部分就如何在实施训诫行为的过程中将人类价值教育穿插其中的问题，为教师们提供了一些建议。当然，这些建议和意见也需要视学生的年龄层次等具体情况而定。

It is envisaged that teachers will use these ideas as a tool to reflect on their practices and as an experiment using different approaches. In some cases involving parents in this kind of approach helps the child celebrate his/her success of achievement in overcoming the problem. In other cases it strengthens the home-school link and in families where parenting skills need developing, it gives parents examples of alternative approaches to disciplinary actions.

本书的主要目的是希望教师们能够将书中提出的这些建议作为一种工具来对自己的教学实践进行反思，更希望教师们能够以此作为起点，对教学过程中出现的问题提出更多更好的解决方案。运用价值教育的方式，家长们应该对孩子们在克服困难和解决问题方面所取得的成绩加以赞赏。价值教育的方式也会增强学校与家长之间的联系。在一些家庭中，家长的教育方式尚须改善的情况下，这种教育方式为家长提供了一些关于如何教育孩子遵守纪律的范例及其解决途径。

For each misdemeanour, a section on other methods has been left blank, for teachers to insert their own ideas.

对于每种不当行为，有一部分特意空白，专门用于教师们在那里填写自己的观点。

## **50 Misdemeanours: How to Deal with them the SSEHV Way**

### **50 种不良行为：怎样用 SSEHV 方法去应对？**

- |                                                                 |           |
|-----------------------------------------------------------------|-----------|
| 1. Answering back                                               | 顶嘴        |
| 2. Arguing with other children                                  | 与其他孩子争吵   |
| 3. Being unfriendly                                             | 不友好       |
| 4. Being unkind                                                 | 不善意       |
| 5. Bullying                                                     | 欺负他人      |
| 6. Calling out in class                                         | 教室里乱吼叫    |
| 7. Careless work                                                | 学习马虎      |
| 8. Chatting in class                                            | 上课说话      |
| 9. Cheating                                                     | 欺骗        |
| 10. Chewing gum in class                                        | 课堂上嚼口香糖   |
| 11. Constantly interrupting                                     | 不断打断别人    |
| 12. Continual lateness                                          | 长期迟到      |
| 13. Copying some else's homework/plagiarising from the Internet | 到处抄袭      |
| 14. Day dreaming                                                | 白日梦       |
| 15. Deliberately hurting others                                 | 蓄意伤害他人    |
| 16. Destroying property                                         | 损害财物      |
| 17. Disobedience                                                | 不服管教      |
| 18. Disruptive behaviour                                        | 粗暴行为      |
| 19. Dressing inappropriately                                    | 不当衣着      |
| 20. Dropping litter                                             | 乱扔垃圾      |
| 21. Excluding somebody                                          | 排斥某人      |
| 22. Failing to take messages home                               | 不带学校信息回家  |
| 23. Fighting                                                    | 打架        |
| 24. Forgetting sports kit repeatedly                            | 反复健忘带运动器械 |
| 25. Gossiping/rumour spreading                                  | 传播谣言      |
| 26. Kicking/hitting                                             | 打架斗殴      |
| 27. Losing books and being disorganised etc                     | 丢三落四.     |
| 28. Lying                                                       | 撒谎        |
| 29. Name calling                                                | 乱起名字      |
| 30. Non participation                                           | 不合群       |
| 31. Not completing homework                                     | 不完成作业     |
| 32. Not working in class                                        | 课堂上不听讲    |

- |     |                                                                 |             |
|-----|-----------------------------------------------------------------|-------------|
| 33. | Possession of alcohol/drinking/smoking                          | 吸烟熏酒        |
| 34. | Pushing in line                                                 | 不按秩序排队      |
| 35. | Racist comment                                                  | 种族评论        |
| 36. | Reading unsuitable materials (e.g. in magazines or on Internet) | 阅读不良期刊      |
| 37. | Refusing to follow instructions                                 | 拒绝教师指导      |
| 38. | Responding to peer pressure                                     | 给同伴施加压力     |
| 39. | Rudeness                                                        | 粗鲁          |
| 40. | Shouting                                                        | 吼叫          |
| 41. | Stealing                                                        | 偷窃          |
| 42. | Swearing                                                        | 诅咒          |
| 43. | Tantrum                                                         | 发脾气         |
| 44. | Teasing                                                         | 讥笑          |
| 45. | Throwing things                                                 | 乱扔东西        |
| 46. | Untidiness                                                      | 懒散          |
| 47. | Using mobile phone on school premises                           | 在学校场合使用移动电话 |
| 48. | Vandalism                                                       | 破坏艺术        |
| 49. | Verbal abuse                                                    | 脏话连篇        |
| 50. | Wasting resources                                               | 浪费资源        |

*“Disciplinary rules have to be well thought out and adapted to the age group they want to correct. The atmosphere must be so charged that obedience to discipline come automatically, with full heart. Such discipline will shape good leaders for the nation”*

纪律原则应该根据不同孩子的年龄阶段而进行编制和实行，以达到矫正的目的。无论怎样的纪律都要让学生感受到长者对他们发自内心的爱。这样的纪律原则才能培养出对国家有用的领导人才。

Sathya Sai Baba  
塞斯亚塞·巴巴

1.

<b>Misdemeanour:</b> 不当行为:	Answering Back 顶嘴
<b>Corrective Consequence:</b> 矫正结果:	Ask the child to re-write the dialogue from the other person's point of view. 要求孩子们从另一个人的角度考虑，重新写一遍对话。
<b>Values:</b> 价值:	Empathy (Love) and Respect (Right Conduct) 替他人着想（充满爱心）和尊重他人（正确行事）
<b>Key Vocabulary:</b> 关键词:	<i>I would like to you to reflect on this experience and imagine yourself as the other person who is receiving these comments. How would you feel?</i> 我希望你能够反思一下自己的言行，把你自己假设为对方，如果听到刚才你所说的话，会作何感想？
<b>Anecdote:</b> 轶事:	Experience has shown that this type of activity not only helps the child to reflect on his or her behaviour, but also enhances literacy skills as well. 经验表明这种训练不仅可以帮助学生反思自己的所作所为，更可以帮助学生提高自身的修养，规范其行为。
<b>Parental involvement:</b> 家长参与:	Not really required, though the positive outcomes can be shared with parents. 并不是非要父母参与其中，但是有必要与学生的父母一起分享孩子们取得的进步。
<b>Notes:</b> 注解:	If the child is in the habit of repeatedly answering back, a combination of methods may be required. 如果一个孩子存在不断顶嘴的坏习惯，其他方法应该与这种方法共同使用。
<b>Other methods:</b> 其他方式:	Answering back can also be defined as a lack of patience. Therefore a need arises to focus

on developing patience:

顶嘴其实也是一种缺乏耐心的表现。因此，有必要把教育的重点放在对孩子耐心的训练上：

- Write 6 ways that you could be more patient. Circle one way that you would like to start trying NOW. What do you have to do to make this become a reality? Write a personal prescription designed to improve your patience.

写出可以让你更加有耐心的六种方式并且画出一个你现在就想开始尝试的方式。你需要怎么做才能使之成为现实呢？尝试着写出一个能让自己增强耐心的解决方案。

- Describe a time when you had to be patient with your friends/teacher/parents [select the appropriate one]. Describe a time when your friends/teacher/parents had to be patient with you. Write some practical ways for people to be patient with each other.

描述一个必须对你的朋友/老师/家长保持耐心的场合（选择一个你认为恰当的对象）。描述一个你的朋友/老师/家长必须对你保持耐心的场合。试着写出一些能够让人们彼此之间增加耐心的方法。

- Draw a picture of yourself being impatient in this situation. Draw yourself in the same situation, but being patient.

画出一幅你在一定条件下失去耐心的画面。然后，再画一幅在相同条件下你保持耐心的画面。

From Sathya Sai Education in Human Values Resource Manual for Teachers



	<p>No. 1. New Zealand Sri Sathya Sai Baba Organisation, 1989. p.9</p> <p>摘自 赛斯亚塞人类价值教育资源中心 《教师使用手册 第一卷》 新西兰 赛斯亚塞 巴巴 教育机构，1989年 第9页</p>
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2.

<b>Misdemeanour:</b> 不当行为:	Arguing with other children 与其他孩子争吵
<b>Corrective Consequence:</b> 矫正结果:	Engage pupils in a mutual co-operative activity e.g. to clean out each other's desk or do some other task to help each other or work together to help another person 让学生参与一些相互合作的活动，培养他们的团队精神。例如：互相清理课桌，互相帮助完成一些任务或者大家合作去帮助另外一个人。
<b>Values:</b> 价值:	Co-operation (Non-violence) 合作（拒绝暴力）
<b>Key Vocabulary:</b> 关键词:	<i>We all belong to one class/school, therefore as one unit I expect you work together, looking out for each other and looking after each other.</i> <i>我们都同属于一个班级或者一个学校，因此我们属于一个整体。我希望你们彼此之间能够互相帮助，互相关心，互相照顾。</i> <i>In order to demonstrate your commitment to my expectation I would like you to do something special for each other. I would like you to [clean out each other's desk] as a gift of friendship and in the spirit of oneness.</i> <i>为了证明你们遵守你们对我的承诺，我希望你们彼此之间能够为对方做些特别的事情。我想让你们（彼此之间清理课桌）作为表示友好和团结的证明。</i>
<b>Anecdote:</b>	Two girls in a Grade 8 class had been

<p><b>轶事:</b></p>	<p>friends but they had begun arguing and could not get along with each other at all. The teacher planned a class activity based on developing trust, in which one child of a pair was blindfolded and the partner guided him/her to walk around. It so happened that when the pairs were allocated, these two girls ended up as partners. They were very reluctant to work together, but they had no choice. However, by the time they had finished the activity they were friends again – because the girl wearing the blindfold realised how caring her sighted guide was, and the guide realised how it felt for her friend to have to place complete trust in her.</p> <p>两个同班的女孩曾是非常要好的朋友，但是后来她们开始与对方争吵，到了没有办法继续相处下去的地步。那个班的老师设计了一种活动，主要为了增强两人彼此之间的信任感。在这个活动中，一个孩子的眼睛被布蒙住，由另外一个人领着到处走动。当孩子们开始分组时，那两个吵架的女孩被分在了同一组。尽管她们非常不情愿的待在一起，但是她们没有选择。后来，随着活动的进行，她们又重新成为了好朋友——因为被布蒙上眼睛的女孩意识到她的朋友是多么的关心她，而另外那个看得见的女孩意识到她的朋友是多么的信赖她。</p>
<p><b>Parental involvement:</b> <b>家长参与:</b></p>	<p>A small note of celebration can be sent to the parents e.g. In order to demonstrate her support for other members of the class/today, today XX helped YY in maths. 应该给家长发送一份表扬孩子的记录，例如：今天某甲在数学课上帮助了某乙，为了鼓励她/他给别的同学带来的帮助，特此表扬。</p>

<p><b>Notes:</b> 注解:</p>	<p>For long-term projects, a certificate of co-operation can be given out. 如果是长期的教育项目，还应该给表现出色的孩子颁发这种鼓励合作精神的奖状。</p>
<p><b>Other methods:</b> 其他方式:</p>	<p>Ask the students to work together to draw a bridge of kindness between two people, instead of a wall. On their bridge ask them to write at least 10 words that unite people in kindness instead of building a wall between them. 让学生们合作画出一幅在两个人之间用爱心搭建的一座桥梁，而不是一堵墙。在他们的桥上，让他们写下 10 个以上的词语来表达对彼此的友好。</p> <p style="text-align: center;">From Sathya Sai Education in Human Values Resource Manual for Teachers No. 1. New Zealand Sri Sathya Sai Baba Organisation, 1989. 摘自 赛斯亚塞人类价值教育资源中心 《教师使用手册 第一卷》 新西兰 赛斯亚塞 巴巴 教育机构，1989 年</p> <p><b>Practical Experiment:</b> 实践操作</p> <p>Give the children a match stick each and ask them to break it. Then give the same children a bundle of match sticks, which have been grouped together with an elastic band. The children will find it difficult to break. With the band of co-operation we are undefeatable. 给一个学生发一根火柴棍，让他把它折断。然后还是给这个学生发一捆用橡皮筋扎好的火柴棍。这次这个学生可能很难轻易地折断</p>

	那些火柴棍。所以给学生们讲述这个道理：团结就是力量。
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### 3.

<b>Misdemeanour:</b> 不当行为:	Being unfriendly 不友好
<b>Corrective Consequence:</b> 矫正结果:	Adopt a younger child for the day and, if appropriate, document the experience. 可以暂时找一个年龄比较小的孩子，如果可能，请记录下学生的表现。
<b>Values:</b> 价值:	Caring (Love), Responsibility (Right Conduct) 关心（充满自信），责任感（正确行事）
<b>Key Vocabulary:</b> 关键词:	<i>I know that deep down you a very caring person, so I would like you to help me today by taking care of BB.</i> <i>“My ‘friend’ should be another ‘me’.” (Sathya Sai Baba)</i> 我知道你是很有爱心的一个人，所以今天我想让你帮助我来照顾这个小婴儿。 <i>“我的‘朋友’就是另一个‘我自己’。”</i> (赛斯亚塞 巴巴)
<b>Anecdote:</b> 轶事:	In the Sathya Sai School of Thailand, a boarding school from Kindergarten to Grade 9, the older children take on the role of pastoral care of the younger ones. They look after them in the dormitories, play with them, comfort them when they cry, and help them sort out their arguments. This has brought about great transformations in some of the older children, particularly those who had severe emotional problems and were unfriendly themselves when they first arrived at the school. 位于泰国的赛斯亚塞学校是一所从幼稚园开始

	<p>直到 9 年級的寄宿學校。在這所學校里，年長的学生負責照顧那些比他們年幼的学生。年長的学生照顧年幼学生的起居、和他們一起玩要。在那些小孩子哭泣的時候要安慰他們，在那些小孩子發生爭吵時，要幫助他們解決。這給那些剛來學校時表現的不太友好的学生或者那些情緒方面存在問題的年長的学生帶來了很大的轉變。</p>
<p><b>Parental involvement:</b> 家長參與:</p>	<p>Write a letter of praise to the parents listing some specific examples of what the child did. 給学生的家長寫一封表揚信，上面寫明学生近期的出色表現。</p>
<p><b>Notes:</b> 注解:</p>	<p>The Flour Babies by Anne Fine (ISBN 0-241-13252-5) is a good story that builds on this kind of approach. 由聖安尼 福安所寫《面粉小孩》一書 (ISBN 0-241-13252-5) 詳細介紹了上述教育方法。</p>
<p><b>Other methods:</b> 其他方式:</p>	<p>As a class develop a friendship display, where children all list and contribute positive qualities about each other. 作為在課堂上激發孩子們之間的友愛的一種方式，可以讓他們彼此陳述對方的優點。</p> <p>Label an envelope for each child in the class and give each child small slips of paper. Sit the children in a circle and ask them to send the envelopes around. Anonymously, each child writes a positive comment about the child whose name is on the envelope. Seal the envelopes at the end of the session and either hand them to the child whose name is on it or type them up into a letter and give it to the child at the end of the term/year. 在不同的信封上寫下每一個孩子的名字並且發給每個孩子一些小紙片。讓孩子們圍坐成一個圈，然後把信封發給大家。每個拿到信封的孩子都要在紙片上寫下關於信封上所寫名字的這</p>

	个人的优点和对他的好的评价，而且不用署名。在这次聚会后，把信封封好或者直接发给信封上所写的人，也可以把他们打成信件并且在学期/学年结束的时候发给每个人。
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#### 4.

<b>Misdemeanour:</b> 不当行为:	Being unkind 不善意
<b>Corrective Consequence:</b> 矫正结果:	Give the child/children a caring responsibility, e.g. looking after plants or class pet. 给一个孩子或者孩子们一个照顾例如一些植物或者一只宠物。
<b>Values:</b> 价值:	Kindness (Love), Responsibility (Right Conduct) 友善（充满爱心），责任感（正确行事）
<b>Key Vocabulary:</b> 关键词:	<i>As a responsible member of this class, I am entrusting you with the important task of looking after the class plants. The plants are very important to our class as they help produce the necessary oxygen, which we breathe. Plants respond only to kindness and if neglected or dealt with harshly, they may grow deformed, stop growing or even die. You are now in charge of their future. When we are aware of the oneness of all, nobody can hurt another. It is important for us to learn not to cause hurt – even by a word, a look or a gesture.</i> 作为班集体中的一员，我现在要给你们布置一个非常重要的任务，就是照顾这些班里的植物。这些植物对我们的班级来说非常重要，因为它们帮助产生人类呼吸所必需的氧气。只有精心照料这些植物，它们才能够茁壮成长。如果我们忽视它们或者粗暴的对待

	<p>它们，它们可能会变形，停止生长甚至死亡。你现在所掌握的就是它们的未来。只有当我们意识到我们是一个不可分割的整体的时候，没有人能够伤害到我们。对于我们最重要的其实是学着如何避免造成伤害---甚至仅仅就是一个词、一个表情或者一个动作。</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>Jumsai (1997) reported a series of experiments he conducted in which some plants were treated with unkind words and thought, some were treated with kind, gentle words and thoughts and some were not given any treatment. He found that the kind words and even the thoughts had significant effects on the growth and health of the plants that received these. On the other hand, the plants that received the unkind words and thoughts became stunted and in some cases died.</p> <p>加姆塞（1997）对他所实行的一系列实验做出报告，对于一部分植物用一些非常难听的话语或者不友善的想法去对待，另一些植物用一些友善的、缓和的话语和好的思想去对待，剩下的植物不做任何特殊处理。他发现那些友善的话语甚至只是念头对植物的健康成长起到了显著的促进作用。而那些接受恶言恶语植物却因此而慢慢枯萎甚至导致有些植物死亡。</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>On parents evening, ask the child concerned to present a display of the plants and talk about his/her responsibility for looking after them.</p> <p>在家长会上，可以让一些孩子向家长们展示他们所照顾的植物并且向家长们讲述他们在照顾植物过程中所付出的努力和所具备的责任心。</p>

<p><b>Notes:</b> 注解:</p>	<p>During story time or science, it might be useful to introduce the Jumsai experiment on plants.</p> <p>在讲故事的时候或者在科学课上，如果能够讲加姆塞的植物试验讲述给学生，将对教学工作有很大帮助。</p>
<p><b>Other methods:</b> 其他方式:</p>	<ul style="list-style-type: none"> <li>• Give a class list to the pupil who is being unkind. Ask him/her to write beside each name the times when s/he helped each of them, or when they helped him/her.</li> </ul> <p>给那个表现得很冷酷的学生一个班里的名单。让她或者他在每个名字旁边写下她或者他曾经帮助过他们的次数，或者那些同学曾经帮助她或者他的次数。</p> <ul style="list-style-type: none"> <li>• Ask the child to list 6 acts of kindness and draw cartoon pictures to illustrate them.</li> </ul> <p>要求学生写出六种友善的行为并且根据这些行为画出卡通图片来说明。</p> <ul style="list-style-type: none"> <li>• Make a five-point star. On the first point write "Something kind for myself", on the second, "Something kind for my family", on the third, "Something kind for my neighbourhood", on the fourth, "Something kind for my school" and on the fifth, "Something kind for the world". Ask the child to write one kind act that s/he can do for each of these. Hang it on the wall.</li> </ul> <p>画一个五角星。一个角上写下“对于自己的友善的事情”，第二个角写下“对于家人的友善的事情”，第三个角写下“对于邻居的友善的事情”，第四个角写下“对于学校的</p>



	<p>友善的事情”，第五个角写下“对于世界的友善的事情”。然后让那个学生在每个角写下自己所能够做到的一件好事，并且把它挂在墙上。</p> <ul style="list-style-type: none"> <li>• Get the student to make a board game for younger children about acts of kindness (e.g. "helped Mike when he was crying", "Took Bruce's homework to him when he was sick" etc.)</li> </ul> <p>让学生们在黑板上写下自己曾经做过好人好事。（比如说“在麦克哭泣的时候来安慰他”，或者“在布鲁斯生病的时候帮忙把他的作业带给他。”</p> <p>From Sathya Sai Education in Human Values Resource Manual for Teachers No. 1. New Zealand Sri Sathya Sai Baba Organisation, 1989.      摘自——赛斯亚塞人类价值教育资源中心《教师使用手册 第一卷》 新西兰赛斯亚塞 巴巴 教育机构，1989年</p>
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5.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Bullying 欺负别人</p>
<p><b>Corrective Consequence:</b> 矫正结果:</p>	<p>Ask the child to compile a list based on..."I do not need to bully anyone because I am.... (positive qualities)"- in some cases responses can be elicited from fellow peers through a survey. 让孩子们编一张表，这张表以“…我不需要欺负别人，因为我…（良好的品质）——在某些情况下通过对同伴的调查可以引出一些回答。</p>
<p><b>Values:</b> 价值:</p>	<p>Self- esteem (Love and Peace) 自尊（爱与宁静）</p>

<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>I am not sure why you felt the need to bully X and hurt his/her self-respect, but I know that this is not a true reflection of the beautiful person you are inside. Therefore, I would like you to write me a list of at least 10 positive qualities about yourself.</i></p> <p><i>If we take pleasure in the pain of others, it only prevents the inner beauty within ourselves from coming out.</i></p> <p>我不能确信为什么你回去欺负某某，伤害他的自尊心，但是我知道这不是内在的那个完美的你的反应。所以，我希望你列给我一张单子，包含至少 10 个关于你自己的良好的品质。如果我们以别人的痛苦为乐，这只会妨碍我们内在的美散发出来。</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then she told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment and, as the students left the room, each one handed in the papers.</p> <p>有一天，一个老师让她的学生们在两张纸上列出其他学生的名字，每个名字之间留下一些空间。然后她告诉他们想想，说出每个同学最好的一面并写下来。在完成任务之前，这使得同学们回想起全班度过的时光，当学生们离开教室时，每个人都交上了纸条。</p> <p>That Saturday, the teacher wrote down the name of each student on a separate sheet of paper and listed what everyone else had said about that individual. On Monday, she gave each student his or her list. Before</p>

long, the entire class was smiling. "Really?" she heard whispered. "I never knew that I meant anything to anyone!" and "I didn't know others liked me so much." were some of the comments. No one ever mentioned those papers in class again. She never knew if they discussed them after class or with their parents but it did not matter. The exercise had accomplished its purpose. The students were happy with themselves and one another.

那个星期六，老师在另外一张纸上写下了每个学生的名字，然后列出了其他人对这个人的评价。星期一，她把她列出的单子发给每个人。不久，整个班都在微笑。“真的吗？”“她听到了窃窃私语。”“我从不知我对有些人那么重要！”“我不知道其他人那么喜欢我！”没有人在班里提起那些纸条。她不知道他们是否在课下或与家长讨论过这些，但这并不重要。它起到了应有的作用。学生们对自己和彼此都感到很满意。

....Many years later the teacher and class met again at the funeral of one of the classmates, who had joined the military and had been killed in action. His parents showed the teacher the tattered, taped and folded and re-folded piece of paper that had been found in his pocket when he was killed. She was touched to see that it was the list from the class exercise so many years ago. One by one the other former classmates gathered around and pulled out their lists as well. They had all saved them and all drew on them when they needed to remind themselves of their positive qualities.

Retold from an inspirational story in

	<p>circulation on the Internet – source unknown</p> <p>…许多年以后，老师和全班在一位同学的葬礼上相遇了。这位同学参军后在一次行动中战死沙场。他的父母给老师看了他死后在他身上找到的，折得皱皱巴巴，甚至被撕坏的纸条。当老师看到这正是许多年前在班里发下的纸条，她被深深地打动了。同学门一个个围上来，也拿出了自己的纸条。他们都还保留着这些纸条，在需要的时候提醒自己他们的美好品质。</p> <p>在因特网上广泛流传的一个故事-资料来源不明</p> <p>A school principal asked her staff to do the same exercise amongst themselves.</p> <p>Months later the teachers commented on how valued they had felt when reading the positive comments their colleagues had made about them. One teacher said, 'If my house was burning down, that list would definitely be one of the first things I would try to save'.</p> <p>一位校长让他的教职员工也做了同样的训练。几个月后，老师们议论说当他们读到同事给予的积极的评价，他们感到被别人重视。一个老师说，“如果我的房子烧着了，这张纸条肯定是我救出的物品之一。”</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>Ask parents also to list 10 positive qualities about their child and at a follow-up teacher-parent meeting compare the two lists.</p> <p>让父母们也写下他们孩子的 10 个优点，在老师家长见面会上比较两张单子。</p>
<p><b>Notes:</b> 注解:</p>	<p>Once the list is prepared, discuss each quality with the child. A follow up could be to ask the child to choose someone else in the class and write 10 good qualities about</p>

	<p>them. This can be presented to the other child as a means of encouraging friendship.</p> <p>一旦单子被比较，与孩子讨论每一个优点。之后，让孩子们在班里选一个人，然后写下有关于他的 10 个优点。这可以作为鼓励友谊的一种方式，展示给另一个孩子看。</p>
<p><b>Other methods:</b> 其它方法:</p>	

## 6.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Calling out in class 在课堂上大喊大叫</p>
<p><b>Corrective Consequence:</b> 矫正结果:</p>	<p>Ask the child to write down everything that s/he called out during the day. Together, examine each outbursts according to the three criteria:</p> <p>让孩子们写下他/她在一天内喊出的一切。根据下令 3 个标准来一起检验每一次喊声。</p> <ul style="list-style-type: none"> <li>• Is it true?</li> <li>• Is it necessary?</li> <li>• Is it said with love?</li> <li>• 它是真的吗?</li> <li>• 它是必要的吗?</li> <li>• 它是怀着爱心说的吗?</li> </ul> <p>It may also be useful to consider a fourth criterion: Did my calling out prevent somebody else from speaking, who might have needed the chance more than I did?</p> <p>或许考虑第四个标准也很有用： 我的叫喊有没有妨碍到他人讲话，他或许比我更需要这次机会。</p>
<p><b>Values:</b> 价值:</p>	<p>Good Behaviour (Right Conduct), Consideration (Love), Harmony (Peace) 良好的行为（正确行为），体谅（爱），和谐（宁静）</p>

<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>Now, X, you are a very bright pupil, and as such I need you to help me to show the others in the class how we behave when we have something to say.</i></p> <p><i>We all have inside us the ability to master our behaviour – let us practise this ability. One of the most important things we can have is silence – because we can only get in touch with our inner selves when the tongue is still.</i></p> <p>某某，你是一个非常聪明的学生，我需要你的帮助来给全班其他人看当我们有话要说时，我们是如何做的。我们内在都有一种能力控制自己的行为——让我们来练习这种能力。我们所拥有的最重要的事情之一就是安静——因为只有当我们沉默时，才能与内在的自我沟通。</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>A girl had a habit of continuously calling out in class. She was aware of the inappropriateness of this act, but found it difficult to control. After discussing it with her teacher, she decided she needed a reminder on her desk, a small sign. The teacher encouraged her to make a 3-D sign and the girl wrote her own message “Don’t call out”. The teacher was not convinced this was the right message to help her. After a day’s trial the girl approached the teacher. “I don’t think this is working!” and she slammed the sign down.</p> <p>The teacher asked her to change the message on one side to “BE silent” and on the other side “It can wait!” The method was tried once again and this time the girl discovered the magic and mystery of silence, as opposed to the harshness of</p>

	<p>“Don’t...”</p> <p>一个女孩有个习惯，总是在课堂上叫喊。她意识到了这种行为不合适，但是发现她很难控制。在和老师讨论之后，她决定她需要在课桌上放一个小牌子作为提醒。老师鼓励她做一个“三不许”的牌子，这个女孩在纸条上写下了“不要喊出声”。老师不确信这个纸条对于帮助她是否有效。经过一天的尝试之后，这个女孩走近老师，说“我认为它不起作用！”然后将牌子扔到了地上。老师要求她改变纸条，在一边写上“请安静”，在另一边写上“等一下”！这个方法被重新尝试后，这次女孩发现了安静的魔力，而不是仅仅是严厉的“不许...”！</p>
<b>Parental involvement:</b> <b>家长参与:</b>	Not necessary unless the problem persists. 除非问题持续，否则不必要。
<b>Notes:</b> <b>注解:</b>	Continuous genuine praise is essential for change. 持续的真正的赞扬对于改变很重要。
<b>Other methods:</b> <b>其它方法:</b>	

## 7.

<b>Misdemeanour:</b> <b>不良行为:</b>	Careless work 不认真做作业
<b>Corrective Consequence:</b> <b>矫正结果:</b>	Ask the child to re-write the piece of work for wall display - compare pieces and discuss with child. 让孩子们为了在墙上展览而重新做作业——与孩子们比较并讨论。
<b>Values:</b> <b>价值:</b>	Thoughtfulness (Love), Satisfaction (Peace), Self-Esteem (Peace) 体贴（爱），满意（宁静），自尊（宁静）
<b>Key Vocabulary:</b> <b>关键词:</b>	<i>Remember it is always important to autograph your work with excellence</i>

	<p>(Sathya Sai Baba).</p> <p>记住自己亲手认真是最重要的。（赛斯亚塞·巴巴）</p>
<p><b>Anecdote:</b> <b>轶事:</b></p>	<p>Whilst preparing an autistic boy for his national exams, the teacher commented on the formation of his figures for a piece of maths work.</p> <p>The teacher marked his answers and the boy had them all correct. The teacher then asked him to re-write the entire page for homework.</p> <p>The next day, the boy's maths book had the work re-written neatly, but on a stuck down piece of paper. The teacher asked what had happened and the boy explained. 'I did it the first time, thinking, "I can't do this". My mum didn't like it, so she made me do it again, but I had to say "I can do it!"...and I did!'</p> <p>当一个自闭的男孩在准备他的全国性考试时，老师对他的一道数学题的数字排列方式做了评注。老师评阅了他的答案，他都做对了。然后老师让他重新写整页的作业。第二天，这个男孩的作业重新写得非常整齐，但是写在一张粘贴的纸上。老师问他发生了什么事情，他解释说：“我第一遍做的时候在想，“我做不到”。我妈妈不喜欢这样，所以她让我重新做，但我不得不说“我可以做到！我可以做到！”</p> <p>(NB. The boy referred to in this case was autistic, but had a great command of language and was able to use language to support his learning effectively.)</p> <p>注意：在这个案例中提到的男孩是自闭的，但是对语言有很强的驾驭能力，并且能够有</p>



	效利用语言来支持他的学习。
<b>Parental involvement:</b> 家长参与:	Celebrate the child's displayed work with the parents. At the end of term send it home – it's amazing how many parents collect their children's work and present it back to them when they are older. 与家长一起庆祝孩子的被展览的作业。在期末把它带回家——非常惊奇有多少家长收集了孩子的作业，并在他们长大后，把作业拿给他们看。
<b>Other methods:</b> 其它方法:	

8.

<b>Misdemeanour:</b> 不良行为:	Chatting in class 在课堂上聊天
<b>Corrective Consequence:</b> 矫正结果:	Ask the child to prepare a short presentation for the class; prime the listeners to role-play a chatty person throughout. Either through discussion or written work ask the child how he or she felt. Ask the child to make up a suitable silent sitting visualisation for each day for a week and to lead the class in this, to help everyone to learn to value inner silence. 让孩子为全班准备一个短的演讲。事先让一名听众扮演一个健谈的人。在讨论以及书面作业时，询问这个孩子感觉如何。每周一天引导他们做静坐的想象，帮助他们学会珍惜内在的安静。
<b>Values:</b> 价值:	Consideration (Love), Good Behaviour (Right Conduct), Concern For Others (Non-violence), Self-Discipline (Peace). 体谅（爱），良好的行为（正确的行为），关心他人（非暴力），自律（宁静）。

<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>When we chat, we are unable to hear that special voice inside us, which helps us with our work and tells us the difference between right and wrong.</i> 当我们聊天时，我们就无法听见内在的特别的声音，它能帮助我们做好工作，并告诉我们正确与错误之间的差别。</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>Encourage the parents to practise silent sitting at home, as a family. 鼓励家长在家练习静坐</p>
<p><b>Other methods:</b> 其它方法:</p>	<p>Listening to Our Spirit: Ask the children to practise at home – when the phone rings try and guess who it is before picking up the phone. Or, if the children are out shopping with their parents, ask them to guess the bill before it is tilled up. This way they become more attune to inner listening. 倾听我们的精神： 让孩子们在家练习——当电话铃响起时，在拿起电话时试着猜猜看是谁。或者，如果孩子们和家长一起外出购物时，让他们猜猜帐单是多少。这样一来，他们能变得与内在的倾听更统一调和。 Adapted from Spirit Games by Barbara Sher ISBN 0-471-40678-3 节选自芭芭拉·谢的精神游戏 ISBN 0-471-40678-3</p>

9.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Cheating 作弊</p>
<p><b>Corrective</b></p>	<p>Comprehension “Cheating” (see Resources)</p>

<b>Consequence:</b> <b>矫正结果:</b>	section at the end of the book). 理解“作弊”（参见本书末资料部分）
<b>Values:</b> <b>价值:</b>	Honesty (Truth), Fairness (Truth) And Justice (Truth). 诚实（真理），公平（真理），公正（真理）
<b>Key Vocabulary:</b> <b>关键词:</b>	<p><i>The most important thing is for us to be honest with ourselves – because even if we can hide things from others, we can never hide them from ourselves. To help you understand why you are only cheating yourself, I want you to complete this comprehension.</i></p> <p>对我们来说，最重要的事就是对自己诚实——因为既使我们对别人隐瞒，但我们永远也不能对自己隐瞒。为了帮助你理解为什么你只是在骗自己，我希望你能完成这个理解。</p>
<b>Anecdote:</b> <b>轶事:</b>	<p>A school principal told the story of a girl who was caught cheating in an examination. She had written some definitions on a piece of paper. When the principal looked into the reason for cheating, she discovered that the child was having so much difficulty with English (not her native language but the language of the exam) that she could not understand the important terms needed for the exam. Of course, the principal had to punish her by deducting marks. But she then forgave the girl, told her that everyone is entitled to a second chance after making a mistake, and arranged for her to have extra English tuition so she could catch up with the rest of the class. Much later, after she had left the school, the girl wrote to the principal to tell her how important that second chance had been, and how the</p>

	<p>forgiveness had touched her conscience in a way that punishment in anger could not have done.</p> <p>一位校长讲了个故事，是关于一个女孩在考试中作弊被抓。她在纸上写了一些概念。当校长询问她作弊的原因时，她发现这个孩子对英语有很大困难（不是对她的母语，而是对考试中使用的语言），她不能理解考试中的重要术语。当然，校长通过扣分来惩罚她。但是后来她原谅了这个女孩，并告诉她每个人在犯错误后都有第二次机会，还安排她上额外的英语课以便她能跟得上同班的其他同学。不久以后，在她离开学校后，这个女孩写信告诉校长第二次机会是多么重要，谅解是如何打动她的，这是生气时的惩罚永远也做不到的。</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>Send the completed work for parents to see. 将整个作业交给家长看。</p>
<p><b>Notes:</b> 注解:</p>	<p>For children with learning difficulties, present the story as a picture and orally discuss the questions and consequences. 对于学习有困难的孩子，将这个故事作为图片展示给他们并且口头讨论问题和结果。</p>
<p><b>Other methods:</b> 其它方法:</p>	<p>Ask the children how they would feel if they had:</p> <ul style="list-style-type: none"> <li>a) cheated and passed with a high mark;</li> <li>b) cheated and been caught;</li> <li>c) been cheated by someone else (e.g. shop keeper).</li> </ul> <p>This can be developed as a poster mind map for future reference and reminders. 问孩子们他们有何感受如果:</p> <ol style="list-style-type: none"> <li>1) 作弊并得到高分通过。</li> <li>2) 作弊并被抓住。</li> <li>3) 被别人欺骗（例如，商店老板）</li> </ol>

	这可以作为将来的参考和提醒，以宣传画的形式来开发。
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## 10.

<b>Misdemeanour:</b> 不良行为:	Chewing gum in class 在课堂上嚼口香糖
<b>Corrective Consequence:</b> 矫正结果:	Design a school poster on why pupils should not chew in class or on the premises. 设计一个学校的宣传画，说明学生们为何不能在课堂上嚼口香糖。
<b>Values:</b> 价值:	Discipline (Right Conduct), Consideration (Love), Self-Control (Peace). 守纪律（正确的行为），体谅（爱），自控（宁静）
<b>Key Vocabulary:</b> 关键词:	<i>I would like you to use this experience to remind the rest of the school and yourself why pupils are not allowed to chew gum in class, out of consideration for others.</i> 我希望你能用这个经验来提醒学校的其他人和你自己，为什么在课堂里不允许不顾他人的感受吃口香糖。
<b>Anecdote:</b> 轶事:	This kind of corrective consequence was tested on a Year 7 (age 12) pupil and the poster helped to reinforce the message throughout the school This will be strengthened if the poster is displayed on the notice board or shared in assembly. 这种矫正性的结果在一个7年纪（12岁）的学生身上得到了验证。宣传画有助于在全校强化信息。如果宣传画贴在公告板上或在集中时分享，它又会被进一步加强。
<b>Parental involvement:</b> 家长参与:	Not necessary unless repeated over a period of time. 除非重复了一段时间，否则不必要。
<b>Notes:</b>	Health and safety aspects should also be

<b>注解:</b>	emphasised, e.g. if the gum got stuck in their throats whilst playing, etc. 健康和安全方面也要被强调，例如，在玩的时候口香糖卡在喉咙里，等等。
<b>Other methods: 其它方法:</b>	Ask the children to remove a piece of hardened gum from a piece of wood. 让孩子们从一块木头上把变硬的口香糖拿下来。

## 11.

<b>Misdemeanour: 不良行为:</b>	Constantly interrupting 经常插嘴
<b>Corrective Consequence: 矫正结果:</b>	Present the child with 5 paperclips at the start of the day and agree with the child that every time he or she interrupts they have to give back one of the paperclips. After all the paperclips have been given back the child is not allowed to interrupt. At first all the paperclips will be returned over a short period of time. However, as the child progresses he or she will learn to think before speaking. 在一天开始的时候给孩子们展示 5 个纸钳并与他们达成一致，每一次他/她插嘴，他们必须交回一个纸钳。当所有的纸钳都被交回时，就不允许这个孩子再插嘴了。最初所有的纸钳都在很短的时间内被交回。但是，随着孩子们的进步，他们将学会在说话前思考。
<b>Values: 价值:</b>	Reason (Truth), Empathy (Love), Reflection (Peace). 推理（真理），同情心（爱），反馈（宁静）
<b>Key Vocabulary: 关键词:</b>	<i>One very important thing we need to ask ourselves before we speak is, "Is it</i>

	<p><i>necessary?” To help you learn the importance of thinking before we speak, we are going to play a game. I am going to give you 5 paper clips. Every time you interrupt me, you must give me one back. The aim is to see if you can still be holding on to all 5 paperclips by the end of the day.</i></p> <p>在我们说话之前，有一件重要的事需要问自己，“有必要吗？”为了帮助你学会在讲话前思考的重要性，我们准备做一个游戏。我将要给你们5个纸钳。每一次你打断我，你必须交回一个纸钳给我。目的是看看在一天结束时，你是否仍然还拿着所有的5个纸钳。</p>
<p><b>Anecdote:</b> <b>轶事:</b></p>	<p>A similar exercise was tried with a child in year 4 (8 years old) who constantly asked inappropriate questions in class. By the end of the first week, the child had learnt the difference between an important question and an inappropriate one.</p> <p>By the end of the second week this child had learnt to hold on to all five paperclips.</p> <p>相似的练习也在一个4年纪（8岁）的孩子身上进行。他经常在班里问一些不合适的问题。在第一周结束的时候，这个孩子学会了区别重要问题与不合适问题之间的差异。在第二周结束的时候，这个孩子学会了保留所有的纸钳。</p>
<p><b>Parental involvement</b> <b>家长参与:</b></p>	<p>Share the success of achievement with parents.</p> <p>与家长分享进步的成功。</p>
<p><b>Other methods:</b> <b>其它方法:</b></p>	

## 12.

<b>Misdemeanour:</b> 不良行为:	Continual lateness 频繁迟到
<b>Corrective Consequence:</b> 矫正结果:	Give the child an early morning responsibility (e.g. giving out registers or preparing the hall for assembly). 给孩子一个清晨的任务（例如登记或筹备全体集中 的大厅）。
<b>Values:</b> 价值:	Punctuality (Right Conduct), Dependability (Right Conduct), Trust (Truth), Calmness (Peace) 准时（正确的行为），可靠性（正确的行为），信任（真理），沉着（宁静）。
<b>Key Vocabulary:</b> 关键词:	<i>You are a very responsible member of my class, therefore I want you to do something very important for me – can you ....every morning?</i> 你是我们班上非常负责的一员，所以我想让你为我做一件很重要的事。——你能每天早晨...?
<b>Anecdote:</b> 轶事:	A boy in Year 7 had the highest number of late marks in the year group but during the week when he was responsible for the register he turned up every day without fail on time. 一个7年纪男孩在整个年纪组迟到最多，但是在他负责登记的一周，他每天都能够按时到，从未迟到过。
<b>Parental involvement:</b> 家长参与:	Inform the parents, through a letter of recognition, of the positive contribution the child is making to the working life of the school. 通过一封表扬信通知家长，孩子对整个学校工作的积极贡献。
<b>Other methods:</b> 其它方法:	



## 13.

<b>Misdemeanour:</b> 不良行为:	Copying some else's homework/plagiarising from the Internet 抄袭别人的作业/或从因特网上剽窃
<b>Corrective Consequence:</b> 矫正结果:	Comprehension “Cheating” (see Resources section at the end of this book) 理解“作弊”（参见本书末的资料部分）。
<b>Values:</b> 价值:	Honesty (Truth), Fairness (Truth), Justice (Truth) 诚实（真理），公平（真理），公正（真理）
<b>Key Vocabulary:</b> 关键词:	<i>If we copy another person’s work, whether it is someone we know or someone we don’t know, such as when we copy material from the Internet and submit it as our own, we are cheating. It is not fair to the person who did the original work and it means you are not learning to think about the topic for yourself. To help you understand why you are only cheating yourself, I want you to complete this comprehension.</i> 如果我们抄袭别人的作业，不管是我们认识的人还是不认识的人，譬如我们从因特网上剽窃，然后把它作为我们自己的东西上交，我们都是在欺骗。这对于做最初工作的人来说是不公平的。它意味着你没有学会自己思考题目。为了帮助你懂得你只是在欺骗自己，我希望你能完成这个理解。
<b>Parental involvement:</b> 家长参与:	Send the completed work for parents to see. 把完整的作业交给家长看。
<b>Notes:</b> 注解:	For children with learning difficulties, present the story as a picture and orally discuss the questions and consequences. 对于学习有困难的孩子，将这个故事作为图片展示给他们并且口头讨论问题和结果。

<p><b>Other methods:</b> 其它方法:</p>	<p>Ask the student to rewrite the assignment, using one of the following strategies to minimize ability of students to substitute others' work for their own:</p> <ul style="list-style-type: none"> <li>• annotated bibliography with synopses of all references,</li> <li>• all references to be photocopied from original, with relevant sections highlighted,</li> <li>• abstract of the paper,</li> <li>• graded oral presentations of papers with students required to answer questions and defend their arguments,</li> <li>• assign papers on opposing views of a topic with writers debating subject in class,</li> <li>• include personally conducted interview, survey or experiment.</li> </ul> <p>让学生重新写作业，使用下列策略之一，尽量减少学生用别人的作业代替自己的。</p> <ul style="list-style-type: none"> <li>• 以概要形式注释所有参考书目。</li> <li>• 所有资料都必须以原版复印，相关部分要重点突出。</li> <li>• 论文摘要。</li> <li>• 给论文的口头陈述评定等级，学生要回答问题并支持他们的论点。</li> <li>• 布置就某一话题写一篇相反观点的论文，要在课堂上讨论此论点。</li> <li>• 包括个人进行的访谈、调查或试验。</li> </ul> <p>Gilles, G. (1997). <i>Copy these strategies to stop plagiarism by students.</i> HoustonChronicle.com <a href="http://www.chron.com/cgi-bin/auth/story/content/chronicle/editorial/97/09/29/galles.0-0.html">http://www.chron.com/cgi-bin/auth/story/content/chronicle/editorial/97/09/29/galles.0-0.html</a> 吉理斯·G (1997) 抄写这些策略以防止学生剽窃 休斯顿编年史·COM</p>
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14.

<b>Misdemeanour:</b> 不良行为:	Day dreaming 做白日梦
<b>Corrective Consequence:</b> 矫正结果:	Visualisation every day for a week (see Resources section at the end of the book). This can be given to the student on a tape for use at a listening post. 在一个星期的每天都想象（参见本书末尾的资料部分）。这可以在听力部分以磁带给学生使用。
<b>Values:</b> 价值:	Concentration (Peace) 集中注意力（宁静）
<b>Key Vocabulary:</b> 关键词:	I realise that you like to day dream but I really need you to listen to these important instructions. I may ask you questions at the end or I might even ask you to repeat it to the class. 我意识到你喜欢做白日梦，但我真的需要你听这些重要的授课内容。我会在结束时向你提问，或者我可能会让你向全班复述它。
<b>Anecdote:</b> 轶事:	Throughout the world, teachers are utilizing silent sitting for just two or three minutes at the beginning of the lesson and achieving amazing results. Teachers in mainstream schools in China who used it regularly at the beginning of their mathematics lessons found that their pupils were becoming better able to concentrate and their behaviour was improving. The children reported the same changes, and also that they were finding it easier to find the solutions to their

	<p>mathematics tasks. Devi (2002) reported the same findings after the regular use of silent sitting in her Grade 4 mathematics classroom.</p> <p>在全世界，老师们都会在授课开始前利用 2-3 分钟进行静坐并取得了惊人的效果。在中国的主流学校中，定期在数学课开始之前使用静坐的老师们发现，他们的学生变得更集中注意力了，而且他们的行为也发生了改变。孩子们报告了同样的变化，他们也发现更容易找到解数学题的办法了。德薇（2002）在她定期在 4 年纪学生中使用静坐后，也报告了同样的发现。</p>
<p><b>Notes:</b> 注解:</p>	<p>In Jumsai's (1997) model, described earlier in this book, we see that the third level of the mind is the super-conscious. This is the part of the mind that knows everything and is the source of our inspiration and intuition. If we can find a way to get in touch with our super-conscious, we can find solutions to our problems very easily. Sathya Sai Baba tells us that there are three things we need to be able to tap into our super-conscious mind: concentration, contemplation and, finally, meditation, the state when we are really in touch with this level of the mind.</p> <p>在加姆塞（1997）早先在他的书中描述的模式里，我们了解到大脑的第三层是超意识。它是大脑的一部分，知道一切并且也是我们灵感和直觉的来源。如果我们能够找到一种方法接触我们的超意识，那么就能很容易地找到解决问题的办法。赛斯亚塞爸爸告诉我们，需要 3 件事才能接触到超意识：注意力、沉思和冥想，这是我们真正与大脑接触的状态。</p> <p>In Sathya Sai Education in Human Values</p>

	<p>we use a technique called “Visualisation on the Light” (see Resources section at the end of the book) which is a safe and effective way of progressing through these three levels. We use light as a focal point for our concentration because it is symbolic of purity, warmth, knowledge and wisdom.</p> <p>在赛斯亚塞人类价值教育中，我们使用了一种被称为“想象日光”的技巧（参见本书末的资料部分）。这是一种在3个层次渐进的安全有效的方法。我们用日光作为集中注意力的焦点，因为它是纯洁、温暖、知识和智慧的象征。</p> <p>This technique is beneficial in silencing the mind's extraneous 'chatter' to improve concentration and problem solving, and enabling us to go deeply within our own consciousness to tap into the wisdom that is latent there.</p> <p>Several studies have explored the effects of utilising techniques such as those described above regularly in the classroom. In particular, benefits have been derived for disruptive or inattentive pupils (Bealing, 1997).</p> <p>这种技巧对于平静大脑外部的声音、集中注意力和解决问题非常有益，还使得我们深入到自己的意识并能接触到潜在的智慧。许多研究已经探索出了使用这种技巧的作用，例如上述那些定期在教室里进行的静坐。尤其是捣乱的学生和不集中注意力的学生获得了很多益处。</p> <p>One study found that it helped to improve their decision making and put them in touch with their deeper core values (Rozman, 1994), while another found that it helped</p>
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	<p>them to cope better with stressful events (Rickard, 1994). Further benefits have included decrease in levels of impulsivity, increase in attention span and general improvement in behaviour (Kratte and Hogan, 1982).</p> <p>It is also important to note that children often daydream when they see a lack of purpose to the lesson or activity. Studies are being developed to see whether sharing the learning at the beginning of a lesson increases concentration.</p> <p>一项研究表明它可以帮助他们改善决策，并且使他们接触到深层的核心价值观（罗斯曼，1994），而另外一项研究表明它能帮助他们更好地应对紧张的事件（理查德，1994）。进一步的益处还包括减少冲动，提高注意力的持续时间和行为整体的改善（克拉特和豪根，1982）。注意到以下这点很重要，当孩子们看到课堂或活动缺乏目的，他们常常会做白日梦。关于在课堂开始之前分享学习是否能提高注意力的研究还在进一步开展。</p>
<p><b>Other methods:</b> 其它方法:</p>	<p>Give the child the story of the genie (see Resources section at the end of this book) and ask him/her to reflect on the importance of concentration.</p> <p>给孩子们天才人物的故事（参见本书末的资料部分）并让他们反馈集中注意力的重要性。</p>

15.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Deliberately hurting others 故意伤害他人</p>
<p><b>Corrective</b></p>	<p>History project: carry out some research</p>

<p><b>Consequence:</b> 矫正结果:</p>	<p>about people who have hurt other people – what happened to them? Were they liked by everyone? by anyone? 历史项目：开展一些关于曾伤害过别人的人的调查——在他们身上发生了什么？大家喜欢他们吗？有任何人喜欢他们吗？</p>
<p><b>Values:</b> 价值:</p>	<p>Kindness (Love), Friendship (Love), Co-operation (Non-violence) 善良（爱），友谊（爱），合作（非暴力）</p>
<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>I would like you to think about your behaviour to other people. Are you being kind? Is that special person inside you allowing his/her love to flow?</i> 我希望你想想对待别人的行为。你善良吗？你内心希望散播这种爱吗？</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>A year 5 boy thought it was funny to hit other children in his class for no reason. His teacher spoke to the class many times but there was no evident change. One day the teacher decided to talk to this boy every about “choices”. He explained that every moment of our life we have a choice to be kind or unkind and, depending on our choice. We either keep that choice for the next moment or we lose it. If we are kind we gain a point and another choice – just like a computer game. If we are unkind, then we lose a point. The boy felt empowered and the focus of his entertainment changed. He now wanted only to collect life points. 一个5岁的男孩认为毫无道理地伤害同班的其他孩子很有趣。老师在班里说过很多次，但是没有明显的变化。一天老师决定跟这个男孩讲一讲每一次“选择”。他解释说在我们生命中的每一刻，我们都有善良和不善良</p>

	<p>的选择，这取决于我们的决定。我们既可以将这种选择保持到下一次，也可以丢失它。如果我们善良，我们会得到 1 分以及另一次选择——就像电脑游戏。如果我们不善良，就会丢掉 1 分。这个男孩感到震撼，从此以后他的娱乐重点也改变了。他现在只想收集、积累生活的分数。</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>Repeated incidents should be shared with parents. 与家长分享反复出现的事件。</p>
<p><b>Other methods:</b> 其它方法:</p>	<p>One boy in primary school was in the habit of kicking others. So the head teacher spoke to him saying, "Shoes are not meant for kicking. In some countries children cannot afford shoes. Next time I will take your shoes away." The following day this little boy kicked a girl so, true to her word, the head teacher removed the boy's shoes. The experience of walking around for a whole afternoon without shoes made him think twice about kicking again. 一个小学男生有踢别人的习惯。所以班主任对他说，“鞋不是用来踢人的。在一些国家，孩子们买不起鞋。下一次，我要把你的鞋拿走。”第二天，这个男孩又踢了一个女孩。所以，班主任正如她所说的，拿走了男孩的鞋。整整一下午没鞋穿到处走的经历让这个男孩再次踢别人的时候会三思而行。</p>

## 16.

<b>Misdemeanour:</b>	Destroying property
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<b>不良行为:</b>	破坏公物
<b>Corrective Consequence:</b> <b>矫正结果:</b>	Use the Ceiling on Desires* project to help the child appreciate the value of the item damaged. 使用“欲望的天花板”项目来帮助孩子们意识到被损坏物品的价值。
<b>Values:</b> <b>价值:</b>	Gratitude (Peace), Consideration (Love), Gentleness (Love) 感激（宁静），体谅（爱），亲切（爱）
<b>Key Vocabulary:</b> <b>关键词:</b>	<i>I am not very happy with your actions today. Acting without thinking can be very expensive. The item you broke cost X, that is equivalent to..... How many days work do you think this would be? I want you to pay it back and therefore I will write to your parents, asking them to help you save for a new one. By giving up something you love, hopefully you will learn to value the things other people need and use.</i> 今天我对你的行为很不高兴。不假思索就去干是要付出高昂代价的。你所破坏的物品值**钱，这相当于**。你认为这得做多少天的工作？我希望你能赔偿，而且我会写信给你的父母，让他们帮助你存钱买一个新的。通过放弃你喜欢的东西，希望你学会珍惜其他人需要和使用的东西。
<b>Parental involvement:</b> <b>家长参与:</b>	Write a letter to the parents/carers informing them the child in question has been asked to give up something (e.g. chocolate) in order to save and repay the debt for damaging property. 给家长或看护者写一封信，通知他们为了存钱赔偿被损坏的物品，这个惹麻烦的孩子被要求放弃一些东西（譬如巧克力）。
<b>Notes:</b> <b>注解:</b>	Ceiling on Desires is a technique used in SSEHV to help children to curb their greed

	<p>or superfluous desires for material objects, food, entertainment, etc. Usually the money they would have spent on the desired object is donated to a worthy cause – this has the added benefit of encouraging them to help others less fortunate.</p> <p>欲望的天花板是赛斯亚塞价值教育中的一种技巧。它帮助孩子们控制他们对物品、食物、娱乐的贪心 过剩的欲望。通常把他们将要在这些东西上的钱捐献给更有价值的事物——这加强了鼓励他们去帮助不幸的人的益处。</p>
<p><b>Other methods:</b> 其它方法:</p>	

17.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Disobedience 不听话</p>
<p><b>Corrective Consequence:</b> 矫正结果:</p>	<p>Group activity - send the child out of the room and prime all the other children not to follow the instructions of this child when s/he returns to the room. Invite the child to come back and ask him/her to arrange the class in a specific way.</p> <p>Debrief: Discuss with the child how s/he felt when no one listened. Ask the other how they felt being disobedient.</p> <p>小组活动-让一个孩子到教室外去，事先告诉其他孩子们当这个孩子回来时，不要听他的话。请这个孩子回来，让他用一种特定的方式来组织全班。</p>
<p><b>Values:</b> 价值:</p>	<p>Good Manners (Non-violence), Interdependence (Love), Humility (Peace) 有礼貌（非暴力），互相依赖（爱），仁慈（宁静）</p>

<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>If we don't have good qualities, everything else is worthless. It is the rules and restrictions that make life more interesting – imagine how uninteresting a game of football would be if everyone did exactly what they liked and nobody followed any of the rules of the game.</i></p> <p>如果我们没有良好的品质，其它一切都毫无意义。正是规则和限制使得生活更有趣——想一想如果每个人都做他想做的，没有人遵守游戏的规则，那么一场足球赛将变得多么没有意思。</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>In the Sathya Sai School in Thailand the Grade 3 English teacher was concerned that the children were being disobedient and not listening to him during his lessons. So he arranged an experiment with the Grade 2 teacher. The Grade 3 children were told that they were invited to Grade 2 to read stories to practise their English. The Grade 2 children had been told secretly to misbehave and not pay any attention to those who were reading to them. This went ahead and the Grade 3 children became very frustrated and upset at the disobedience of their listeners. After some time there was a switch and the Grade 2 children behaved perfectly and listened attentively. In the debriefing after the activity, it became clear that the Grade 3 children had really come to understand how it feels for their teacher when they are disobedient.</p> <p>在泰国的赛斯亚塞学院，3年级的英语老师很关注孩子们不听话，没有听他讲课。所以他和2年级的老师们一起安排了一个实验。3年</p>

	<p>级学生被告之，为了练习他们的英语，他们被邀请到2年级去读故事。而2年级的学生被秘密告之要不听话，不要注意那些读故事的人。就这样进行下去，3年级的学生对于他们听众的不听话感到非常地沮丧。一段时间以后有个调整，2年级学生行为规范了，听得非常专心。在活动后的详细讲解阶段，显而易见3年级学生真正开始理解当他们不听话时，他们的老师的感受。</p>
<b>Parental involvement:</b> <b>家长参与:</b>	<b>Not necessary unless the problem persists</b> 不必要，除非问题持续发展。
<b>Notes:</b> <b>注解:</b>	<p>Initially the children may giggle but eventually depending on the body language and facial expression of the teacher they will settle.</p> <p>开始时孩子们可能会笑，但最终依靠老师的肢体语言和面部表情，这些问题会被解决。</p>
<b>Other methods:</b> <b>其它方法:</b>	<p><b>Leadership quote: "Lead and be lead":</b>  <b>Encourage the child to take a leadership role in class activities and discuss his/her feelings about being in this role.</b></p> <p>领导者名言：“领导与被领导。”          鼓励孩子在班级活动中扮演一个领导者的角色，并与他/她讨论扮演此角色的感受。</p>

## 18.

<b>Misdemeanour:</b> <b>不良行为:</b>	<b>Disruptive behaviour</b> <b>破坏性行为</b>
<b>Corrective Consequence:</b> <b>矫正结果:</b>	<p>Ask the child to copy out the poem "Our Deepest Fear" (see Resources section at the end of the book) and share it with his/her friends.</p> <p>让孩子们抄写诗“我们最深的恐惧”（参见本书末资料部分）并与他/她的朋友们一起分享它。</p>

<b>Values:</b> 价值:	Dignity (Peace), Self-Respect (Peace), Humaneness (Love) 尊严 (宁静), 自尊 (宁静), 仁慈 (爱)。
<b>Key Vocabulary:</b> 关键词:	<i>If each one of us cares only for our own pleasure, how can the society survive?</i> 如果我们每个人都只顾自己的欢乐, 那么社 会怎样才能生存?
<b>Parental involvement</b> 家长参与:	Ask the parents to display a copy of the poem at home as a trigger or reminder. 作为刺激或提醒, 让家长在家表演一首诗。
<b>Notes:</b> 注解:	This particular poem is very powerful and can be linked to lessons in History or used in class assemblies/presentations. 这首特别的诗非常有震撼力, 可以和历史课 联系起来, 或是在班会和发言时使用。
<b>Other methods:</b> 其它方法:	

19.

<b>Misdemeanour:</b> 不良行为:	Dressing inappropriately 穿着不当
<b>Corrective Consequence:</b> 矫正结果:	Lines – “I am a very beautiful person both inside and out and therefore will do my utmost to dress appropriately in the manner that shows respect for this beauty.” 规范- “我是个内外皆美的人, 因此要尽量穿 着得体以表示对这种美的尊重。”
<b>Values:</b> 价值:	Modesty ( Right Conduct), Tidy Appearance (Right Conduct), Self-Respect (Peace), Care (Love) 谦虚 (正确行为), 外表整洁 (正确行为), 自尊 (宁静), 关心 (爱)
<b>Key Vocabulary:</b> 关键词:	<i>Inner and outer cleanliness are essential if you desire to be who you really are. Believe</i>

	<p><i>firmly that the body is the residence of the special being within you, that the food you eat is the offering you make to this special being; that bathing is the ceremonial bathing of the special being in you.</i></p> <p><i>Adapted from quotations by Sathya Sai Baba</i></p> <p>如果你想成为真正的你, 内外的洁净是非常重要的. 坚信身体就是你内在的特殊东西的所在地, 坚信你吃的食物带给你这种特殊的东西, 坚信沐浴就是对你这种特殊的东西的洗涤.</p> <p>节选自 赛斯亚塞爸爸</p> <p><i>You have dressed in a way that is inappropriate for our school/community/culture. If you are to respect yourself for who you really are it is important that you dress in a way that honours this respect for yourself, as well as in a way that shows respect to other people in our community. I am asking you to write this affirmation to remind you how important it is to respect yourself and others.</i></p> <p>你以一种不适于我们的学校, 集体, 文化的方式着装. 如果你尊敬真正的你, 以尊重自己的方式来着装是非常重要的. 同时也表示出对别人的尊重我请你们写下这些, 是为了提醒你们尊重自己及他人是多么重要.</p>
<p><b>Anecdote:</b> <b>轶事</b></p>	<p>A Grade 2 teacher asked the children to paint a picture of who they really were on the inside. One girl painted herself as a shining star, sending light out to the whole world.</p> <p>一位 2 年级老师让孩子们画 3 幅画, 来描述他们的内在是什么样的. 一个女孩将她自己画成</p>

	一颗闪亮的星星, 向整个世界发出光.
<b>Notes:</b> 注解:	While we acknowledge that “writing lines” is not currently regarded as one of the most suitable forms of behaviour modification, we are advocating it in this case because it is a way of ‘programming’ the child’s sub-conscious mind to recognise his/her own inner beauty and to recognise the need to dress in a way that reflects this. 当我们承认目前规范并不是行为矫正的最合适的方式, 我们赞成这一做法, 因为这是一种”安排” 孩子们的潜意识认识他们的内在美和认识反映这种美的着装方式的途径.
<b>Other methods:</b> 其它方法:	Ask the child to draw/paint a picture of, or even write a song about, who s/he really is on the inside (see anecdote above). 让孩子们画一幅画, 甚至写一首歌来描述她内在是什么样的.

20.

<b>Misdemeanour:</b> 不良行为:	Dropping litter 乱扔垃圾
<b>Corrective Consequence:</b> 矫正结果:	Give the offender the responsibility of designing and leading a recycling project. The pupil should sustain the project for a given period of time. 给犯规者一个设计和领导再循环项目的任务. 学生应在一段特定的时间内进行此项目.
<b>Values:</b> 价值:	Care for the Environment (Non-violence), 保护环境(非暴力), on (Love)爱 Not Wasting (Right Conduct)不浪费(正确行为)
<b>Key Vocabulary:</b> 关键词:	<i>We only have one Earth and we are not looking after it very well. If we keep taking from it and choking it with rubbish this will lead to an increase in the number of natural</i>

	<p><i>disasters that are occurring.</i></p> <p>我们只有一个地球, 我们很好地保护它. 如果我们继续消耗, 而用垃圾塞满它, 这会导致自然灾害的增长.</p>
<p><b>Anecdote:</b> <b>轶事:</b></p>	<p>In one school we visited there was a recurring problem with litter. The children were repeatedly asked not to drop rubbish. They were given explanation after explanation about why it is important to look after the environment. But still they dropped their rubbish. One group of Grade 3 teachers had the idea of appealing to the children's consciences. These children had a very great love of nature so the teachers asked them to draw pictures of what might happen to the animals and plants as a consequence of littering. They thought deeply about this for a while then began to draw: a monkey with its feet cut on broken glass, a snake with its head caught in a discarded soft-drink can, small plants that could not grow because of the rubbish on top of them... Suddenly a change began in the children - their hearts had been touched by the plights of the animals and plants they loved and their attitude to littering changed completely so that, even several months later, they were still reminding others not to litter.</p> <p>在我们参观的一所学校里, 有一个关于乱扔垃圾的反复出现的问题. 孩子们被反复告知不许乱扔垃圾. 老师向他们一遍又一遍地解释为什么保护环境很重要. 但是他们仍然乱扔垃圾. 一组 3 年级的老师有唤起学生意识的想法. 这些孩子对自然有极大的热爱. 所以老师们让他们画画描述, 扔垃圾的后果会对动物和植物造</p>



	<p>成什么后果. 他们仔细地考虑了一下, 然后开始画画. 一只猴子的脚被玻璃碎片割破了, 一只蛇的头被丢弃的饮料瓶卡住了, 小植物不能生长因为它上面有许多垃圾. 突然间, 孩子们改变了. 他们的心被他们深爱的动物和植物的惨状触动了. 他们对于乱扔垃圾的态度完全改变了, 甚至几个月后, 他们还提醒别人不要乱扔垃圾.</p>
<b>Parental involvement:</b> <b>家长参与:</b>	<p>Make parents aware of your anti-litter campaign and ask them to encourage it at home.</p> <p>让家长意识到你们的反对乱扔垃圾的行动, 让他们在家里也鼓励这种行为.</p>
<b>Notes:</b> <b>注解:</b>	<p>This project can be linked to environment studies and mathematics, i.e. a statistical analysis of how much litter is thrown away by the class each day.</p> <p>这个项目可以与和环境研究与数学联系起来. 例如, 统计分析每天班级会扔掉多少垃圾.</p>
<b>Other methods:</b> <b>其它方法:</b>	

## 21.

<b>Misdemeanour:</b> <b>不良行为:</b>	<p>Excluding somebody</p> <p>排斥别人</p>
<b>Corrective Consequence:</b> <b>矫正结果:</b>	<p>Ask the children to write a reflection on a lonely period in their life...how did they feel?</p> <p>让孩子写下对他们生活中一段孤独时期的反映—他们感觉如何?</p>
<b>Values:</b> <b>价值:</b>	<p>Care, Humaneness, Compassion, Empathy (Love)</p> <p>关心, 仁慈, 怜悯, 同情(爱)</p>
<b>Key Vocabulary:</b> <b>关键词:</b>	<p><i>We all need to do our best to make sure nobody suffers even the slightest pain as the result of our thoughts, words or deeds. I</i></p>

	<p><i>would like you to reflect on a time when you have felt lonely so you can remember how easily thoughts, words or deeds can make another person feel this way.</i></p> <p>我们都需要尽力去确定没人因为我们的思想, 言语或行为遭受到哪怕是一点点的痛苦. 我想让你回想一下你感到孤独的时候, 这样你就能记住思想, 言语或行为是多么容易使其它人也有这种感觉.</p>
<p><b>Anecdote</b> 轶事:</p>	<p>A new boy had just joined the class. All the other children had been together since kindergarten...this boy felt out of place. The teacher sent him on an errand and whilst he was out of the class she asked the children to help her make X feel welcome. All the children tried really hard and when they had to present their class assembly, another girl in the class nominated boy X to play the drums. That was one assembly that X would never forget. He felt part of the whole – accepted.</p> <p>一个新生刚刚加入这个班级. 所有其它的孩子自从幼儿园就在一起了. 这个男孩感到无所适从. 老师给他了一个任务, 当他出去以后, 她要求其它孩子帮助她对 X 表示欢迎. 所有孩子都在很努力地尝试, 当他们在班里集合时, 另一个女孩点名让 X 来打鼓. 这是永远也不会忘记地一次集合. 他感觉到已经被接受-成为了整体中的一员.</p>
<p><b>Parental involvement:</b> 家长参与:</p>	<p>Share their reflective composition with parents, if necessary.</p> <p>如果必要的话, 让家长与他们分享这篇反思的文章.</p>
<p><b>Other methods:</b> 其它方法:</p>	<p>Show the children two pictures - a group of people working together and another where someone looks lonely. Ask them which</p>

	<p>makes them happy? why? 给孩子们看两个图片-一组人在一起工作而有一个人看起来很孤独. 问他们是什么让他们开心?为什么?</p> <p>Share feeling stories of famous people who have felt lonely (e.g. Abraham Lincoln, Victoria Beckham, etc.) 分享曾感到孤独的名人的情感故事(例如林肯, 威克多 贝克汉姆, 等等)</p>
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## 22.

<p>Misdemeanour: 不良行为:</p>	<p>Failing to take messages home 没有把留言带回家</p>
<p>Corrective Consequence: 矫正结果:</p>	<p>Communication exercise – what happens when communication breaks down? 交往练习-当交流中断后会发生什么? Ask the child to list 10 consequences for himself/herself, his/her parents, the teacher and the school of not taking the message home. 让孩子写下 10 种当没有把留言带回家时他自己的, 家长的, 老师的, 学校的结果.</p>
<p>Values: 价值:</p>	<p>Responsibility (Right Conduct) 责任感(正确的行为)</p>
<p>Key Vocabulary: 关键词:</p>	<p><i>Some things, such as taking messages home, are our duty. It is part of respecting our parents by bringing information to them.</i> 有些事是我们的责任, 譬如把留言带回家. 将信息带回家是我们对父母的尊敬.</p>
<p>Other methods: 其它方法:</p>	<p>Chinese whispers – discuss the fact that letters are written so that messages do not get changed. 传话-讨论这一事实: 信被写下来所以留言不会被改动</p>

	<p>Class debate: should children be charged (from their pocket money) for lost letters?          课堂辩论: 孩子们应不应该为了丢失的信而被扣钱(从零花钱中扣)</p>
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23.

<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Fighting 打架</p>
<p><b>Corrective Consequence:</b> 矫正结果:</p>	<p>Engage both parties in a joint service project. 让双方参与共同服务的活动</p>
<p><b>Values:</b> 价值:</p>	<p>Selflessness, Interdependence (Love), Co-operation, Respect, Service to Others (Non-violence) 无私, 互助(友爱), 合作, 尊重, 为他人服务(非暴力)</p>
<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>We are all the same on the inside so let's work together to help others. When we give service to others, we learn that we are really all the same – we learn to feel others' pain as our own and share their success as our own and there are no longer any differences between us.</i> 我们在内心都是一样的, 所以让我们一起来帮助他人. 当我们为他人服务时, 我们知道了我们确实是一样的-我们学会了体会他人的痛苦, 学会了分享他人的成功, 因此在我们之间不再有差别.</p>
<p><b>Anecdote:</b> 轶事:</p>	<p>This has been tried and tested amongst youth groups in New York to help remove the negative feelings of gang warfare. So far, the results have been very positive. 在纽约的年轻人之间已经尝试并检验过, 来帮助消除对战争的消极情绪. 目前, 结果是很肯定的.</p>

	<p>Other similar initiatives include encouraging the children to develop a shared hobby, e.g. chess or singing.</p> <p>其它类似的举动包括鼓励儿童发展共同分享的爱好, 如下棋或唱歌.</p>
<p><b>Other methods:</b> 其它方法:</p>	

24.

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Forgetting Sports kit repeatedly</p> <p>反复忘记运动器具。</p>
<p><b>Corrective Consequence:</b> 矫正结果</p>	<p>Repeated writing of affirmation: – “I am a responsible member of class XX and I will remember to bring my sports kit to school on (day).” 重复写下的誓言, 我是 XX 班的一名有责任心的成员, 我将记着带我的活动器具去学校……</p>
<p><b>Values:</b> 价值</p>	<p>Responsibility, Dependability (Right Conduct)</p> <p>责任, 信赖 (正确引导)</p>
<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>You are a responsible person so it is important to do this affirmation to remind yourself of this fact.</i></p> <p>你是一名有责任心的人, 因此, 用抄写强化的方式, 可以提醒你的健忘, 这一点很重要。</p>
<p><b>Anecdote:</b> 轶事</p>	<p>At first Year 7 thought this kind of corrective measure was unfair. But as the term progressed, they realised that it had helped all of them remember their PE kit.</p> <p>起初 7 岁儿童认为这种矫正措施是不公平的, 但随着时间推移, 他们意识到它能帮助</p>

	所有人去记住他们的体育用具
<b>Parental involvement:</b> 涉及父母	<p>Encourage the child to develop self-organisation skills by listing things that need to be brought to school on certain days and displaying it in a prominent place or packing the school bag the night before instead of leaving it until the last minute.</p> <p>鼓励孩子发展自我管理能力，让他们在涉及父母（须知）周日里到出所要带到学校的东西，并层放在显眼的位置上或在前一天晚上把它们放好在书包里，避免临到离开家在学校的最后一分钟还在慌乱中，从而忘掉东西。</p>
<b>Notes:</b> 备注	<p>Once again, the use of repeated affirmation has two intended effects. One is to programme into the student's sub-conscious mind the need to be responsible, while the other is the affirmation that he/she is a responsible person.</p> <p>再一次说明，反复强调的使用有两方面的效果，一方面使矫正计划深入学生的潜意识，需要责任感，另一方面强调他（她）是一个有责任心的人。</p>
<b>Other methods:</b> 其他方法	

## 25.

<b>Misdemeanour:</b>	Gossiping/rumour spreading
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不良行为	散布流言蜚语或诱言
<b>Corrective Consequence:</b> 纠正结果	Comprehension (see Resources section at the end of this book) 理解（参看书来的资源部分）
<b>Values:</b> 价值	Integrity (Truth), Self-Control (Peace), Care (Love), Respect (Non-violence) 诚实（真理）自控（内心的平静）关心（爱），尊敬，（非暴力）
<b>Key Vocabulary:</b> 关键词	<i>We have to be very careful what we say because our words cannot be taken back. The wounds caused by our tongues can take a long time to heal. 我们必须谨慎对待我们说出的话，因为它们一旦说出就不能再收回来了。而它们有可能为他人造成的伤害却会持续很长的时间。</i>
<b>Anecdote:</b> 轶事	After having done the activities described below, a girl told her teacher that she had a very vivid dream. In this dream she and her friends were sitting in a room gossiping about other friends. They suddenly realised that everything they were saying was being broadcast over a public address system. The shame and embarrassment she experienced in the dream was enough to stop her from wanting to gossip any more in reality. 当完成以上阐述的活动后，一个女孩告诉她的老师说她做了一个非常逼真的梦，在梦里，她和她的朋友正坐在一间屋子里议论另一些朋友的流言蜚语，突然他们意识到他们所说的每一件事情都将被一个公共谈话系统中播出来，梦中所经历的窘迫和难堪使她再不想在现实中传布什么谣言了。
<b>Parental involvement:</b>	Remind parents that if children hear them

<p>涉及父母</p>	<p>gossiping it is more likely that they will also see it as an acceptable behaviour. 提醒父母，假如孩子们听到有关他们的谣言。应尽到能把那视作可接受的行为。</p>
<p><b>Notes:</b> 备注</p>	<p>This can be linked to the power of words – the pain of which can be much more than a physical pain. Quotation: “Help Ever, Hurt Never” 可以与语言的力量联系在一齐：精神痛苦，远胜于肉体痛苦。 名言：随时提供帮助，永远拒绝伤害</p>
<p><b>Other methods:</b> 其它方法</p>	<p>Play the game of “Chinese Whispers” in which one person whispers a message to the next, who whispers it to the next, and so on until everyone has received it. Discuss the way the truth gets changed each time the message is passed on. The gossiping pupils can be asked to try to think of statements that meet all three criteria: “Is it true? Is it necessary to say this? Is it said with love?” The rest of the class can be the judges of whether the statements meet <u>all three</u> criteria. 玩一个中国的传话者游戏：一个人对下一个人耳语传递一条消息，这个人又接着耳语给下一个人，以此类推直到每一个人都收到这条消息，讨论真实的消息在传递中一次次被改变的过程可以要求散布谣言的学生用三个标准去衡量思考所有的话语：1、它是真的吗？2、有必要这样说吗”，3、说出来有利于团结吗？剩下的全班同学可以判断是否这些言论符合三个尺度。</p>



Story for sharing:

故事分享

An old woman was a habitual gossip. She thrived on knowing who was doing what, why, and on passing comment to others about what she had seen. One day she went to see a wise man and ask his advice in dealing with this habit. The wise man asked her to take a bag of feathers and drop one at each door in the village. The woman did so and then went back to the wise man. The wise man asked her to walk back around the village and pick up every feather she had placed, not leaving out even one. The woman explained this was impossible, since the wind would have blown the feathers away. This was exactly the point the wise man wanted to raise – words once spoken cannot be retrieved.

分享的故事。一个老妇人有传播谣言的恶习，她热衷于了解谁正在做什么，为什么那样做，然后把她所看到的一切传播给其他人，一天她去拜访一个聪明的人，问他怎样才能戒掉这个恶习，聪明人让她带上一袋羽毛，在村里有每一户人家的门前放上一片，这个妇女按聪明人的吩咐做了之后又回到他那里，聪明人要求他再走回村庄，把她所搁置的每一片羽毛都拾起来，一片不少的，这个妇女解释说不可能办到那样，因为风可能已经把羽毛吹走了，而这一点恰恰是聪明人想表达的：话一但说出，就不可能收回了。

## 26.

<b>Misdemeanour:</b> 不良行为	Kicking/hitting 打架
<b>Corrective Consequence:</b> 纠正结果	Role play alternative responses and choose most effective. Keep an “anger-free” calendar, i.e. mark on a calendar each day that passes without feeling angry. 用角色扮演来改变反应，并从中选择最有效的。 如；可以制作一个“不生气日”的日历，把每一个没有生气的日子标在日历上，
<b>Values:</b> 价值观	<b>Self Control (Peace)</b> 自控力（内心平静）
<b>Key Vocabulary:</b> 关键词	<i>We need to stop and think before we act rather than acting from the impulse of the moment.</i> 在我们冲动的时刻应静下来，想一下再说
<b>Anecdote:</b> 轶事	Sally was frequently angry. After a particular outburst her teacher asked her to keep an “anger-free” calendar. At first Sally was only able to go for one or two days before another anger outburst. But eventually she managed to mark ten consecutive days on her calendar. By then she was so determined not to break her record that she checked her behaviour frequently and had very few outbursts from then on. 丽丽常常生气，在一次大怒之后，老师要她做一个“不生气”日历，起初丽丽每隔一两天就要爆发一次，但是慢慢的在她的日历上她能做到10天不生气了，从那时起，她决定不去破坏她的纪录，所以她常常反省她的行

	为，以后就难得生气了。
<b>Parental Involvement</b> 涉及父母	Inform parents of the “anger-free” calendar, ask them to support their children through participation and positive sanctions/treats for achievement. 告诉父母们有关“不生气”日历的事，请他们支持他们的孩子，去采取特别的积极的行动以获得成功。
<b>Other methods:</b> 其他方法	One way to deal with an outburst of anger is to drink a glass of water and lie down. Jumsai (1997) explains that this enables the blood to be distributed evenly around the body rather than rushing to the head as it does when we become angry. 应付生气的另一种办法是：喝一杯水，然后躺下来。加妯塞（1997）解释说：这种方式：能在我们生气时，使血液分布到全身，而不是一下涌向头部。

## 27.

<b>Misdemeanour:</b> 不良行为	Losing books and being disorganised, etc. 遗失书体和组织混乱等
<b>Corrective Consequence:</b> 纠正结果	Invite the child to carry out an inventory on specific class equipment and check every week to see whether it is in order. 邀请一个孩子去制订一个特定班级设备的清单，并且每周检查一次看看是否秩序井然。
<b>Values:</b> 价值观	Responsibility (Non-violence) 责任（非暴力）
<b>Key Vocabulary:</b>	<i>As a responsible person, it is important to</i>

关键词	<i>have some order in your life. This will help you to practise keeping order.</i> 作为一名有责任心的人，生活井然有序是很重要的这将帮助你练习保持秩序井然。
<b>Other methods:</b> 其他方法	Positive thoughts chart, e.g. “I am organised” - to be sent home. 在家里也应形成明确的意图，如：我是一个井井有条的人。

## 28.

<b>Misdemeanour:</b> 不良行为（	Lying 说谎
<b>Corrective Consequence:</b> 纠正结果	Comprehension (see Resources section at the end of the book) 理解（参看书来的资源区）
<b>Values:</b> 价值观	Honesty, Truthfulness, Integrity (Truth) 诚实，正直，真实（真理）
<b>Key Vocabulary:</b> 关键词	<i>If you tell a lie, it takes more effort to remember what you said and keep the lie going. If you tell the truth it is easy to remember and you do not have any excess weight on your conscience.</i> 假如你说了一个谎，它将花费你更多的努力去记住你曾说过的谎，并使它维持下去不被揭穿。假如你讲的是事实它就很容易记住，并且你的良心没有任何额外的负担。
<b>Notes</b> 备注	This can be turned around and focus placed on “trust”. Emphasise to the children that if they earn trust with the small things in life, they get trusted with the big things. 这可以转化成信任。对孩子们强调假如他们

	在生活琐事获得信任，他们也将重大事情中获得信任。
<b>Other methods:</b> 其他方法	<p>Pupils can be asked to try to think of statements that meet all three criteria: “ Is it true? Is it necessary to say this? Is it said with love?” The rest of the class can be the judges of whether the statements meet <u>all three</u> criteria.</p> <p>可以要求孩子们试着用三个尺度去衡量所说的话，1、它是真的吗？2、有必要这样说么？3、是爱以名义说的吗？班上的其他同学可以判断这些话是否都同时符合三个尺度。</p>

## 29.

<b>Misdemeanour:</b> 不良行为	<b>Name calling</b> 辱骂
<b>Corrective Consequence:</b> 纠正结果	<p>Invite the child to keep a feelings diary and the teacher can monitor it at the end of each week or write a letter to the person they are angry with and suggest how their conflict can be resolved. The recipient should also write back expressing how he or she felt when called that name.</p> <p>邀请孩子写一份心情日记，老师每周末检查指导一次，或者写信给彼此不满的学生，引导他们怎样解决他们的冲突，收信人也须回信表达他或她在辱骂中的感受。</p>
<b>Values:</b> 价值观	<p><b>Self-Control (Peace), Care, Humaneness, Compassion, Thoughtfulness (Love), Respect (Non-violence)</b></p> <p>自控（内心平静）关爱，人道，同情，体贴，（爱）尊敬（非暴力）</p>

<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>If we can see only the good in people, everything is beautiful and the world is one big family. When we look for faults in others we are opening ourselves to develop the same faults in ourselves.</i></p> <p>假如我们只看到人们好的一方面，每一件事情就全变得美好，而世界也变成了一个大家庭，当我们看到别人的错误时，可以启发我们避免同样的错误。</p>
<p><b>Anecdote:</b> 轶事</p>	<p>The feelings diary is very popular amongst High School pupils as it gives them a peaceful outlet for their emotions. In fact one boy, after seeing his friend do one, came and asked if he too could start a feelings diary.</p> <p>情感日记很受小学高年级同学的欢迎，让他们有一个渲泄自己情感的地方，事实上，一个男孩在看到他的朋友所做的一切后，也来询问是否他也能着手一份情感日记。</p>
<p><b>Other methods:</b>其他方法</p>	

30.

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Non participation 不参与</p>
<p><b>Corrective Consequence:</b> 纠正结果</p>	<p>Visualisation (see Resources section at the end of the book) 想像（参看书后的资源部分）</p>
<p><b>Values:</b> 价值观</p>	<p>Hard Work, Responsibility, Dependability (Right Conduct), Interdependence (Love) 努力工作、责任，信任（正确指导）相互信任（爱）</p>
<p><b>Key Vocabulary:</b></p>	<p><i>We all have something unique and special</i></p>

<p>关键词</p>	<p><i>to contribute and that makes the outcome better for everyone. This visualisation will help you to find what your something special is so everyone can benefit from your contribution. :</i></p> <p>我们都有一些独特的才能去发挥，为每一个人提供更好的结果。这种想像将帮助你发现你的确有一些特别的能力，并使每一个人都能从你的贡献中获得好处</p>
<p><b>Other methods:</b> 其他方法</p>	<p>Devise a task where everyone has something to do and is dependent on each other.</p> <p>Share everyday examples which highlight the interdependence of things (e.g. food chain, different parts of the body , etc) – what would happen if one part decided not to support others?</p> <p>布置一个任务，使每一个人都要去做并需要彼此依靠。分享日常相互协作事件中的闪光点，（如：食物链，身体的各部分等），---如果一部分没有其他部分的支持，会发生什么？</p>

**31.**

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Not completing homework 不完成家庭作业</p>
<p><b>Corrective Consequence:</b> 纠正结果</p>	<p>Ask the child to design a timetable for his/her time outside school. Included in this the child must identify a clear time frame for completing homework.</p> <p>要求孩子设计一个课外时间表，在这个时间表里孩子必须要注明完成家庭作业的时间。</p>

<b>Values:</b> 价值观	Responsibility, Time Management (Right Conduct) 责任, 时间管理 (正确引导)
<b>Key Vocabulary:</b> 关键词	<i>At every stage of our life we have certain obligations, which help us eventually to benefit society and ourselves. At this time of your life homework is one of your obligations because it helps you to learn to manage your time, to learn more and to be self-disciplined.</i> 在我们生活的每一个阶段都有明确的义务, 那将最终有助于我们社会和我们自己, 在你的生命的这段时间, 家庭作业是你的一种责任。因为它帮助你学会管理你的时间, 从而能学到更多的知识, 并且更加自律。
<b>Parental involvement:</b> 涉及父母	Invite the parents to monitor, comment and reward progress in a diary that is checked by the teacher daily. 邀请父母去指导、建议和奖励那些被教师检查过的日常日记。
<b>Other methods:</b> 其他方法	

### 32.

<b>Misdemeanour:</b> 不良行为	Not working in class 在学校不努力学习
<b>Corrective Consequence:</b> 纠正结果	Comprehension (see Resources section at the end of the book) 理解 (参看书后的资源部分)
<b>Values:</b> 价值观	Responsibility (Right Conduct) 责任 (正确指导)
<b>Key Vocabulary:</b>	In life you will have many chances to decide



<p>关键词</p>	<p>whether to do something of not. If you decide not to, you are the one who has to face the consequences.</p> <p>在生活中，你有许多机会去决定去做什么或者不做什么，假如你决定不去做，你就不得不去面对所有的后果。</p> <p><i>“The secret of happiness is not in doing what one likes, but in liking what one has to do.” (Sathya Sai Baba, Summer Showers (1997), p.100)</i></p> <p>幸福的秘密不是你喜欢做什么，而是你在不得不去做的事情中获得乐趣。 (塞斯亚.塞.芭芭，夏日暴雨 1997)</p>
<p><b>Other methods:</b> 其他方法</p>	

爱之所

爱之所是轻松的心情，  
爱之所是明朗的晴空，  
爱之所是飞扬的歌声，  
让困窘中的人得到帮助。

爱之所在是一个微笑，  
让所有的事更有价值，  
爱之所在是无限的安宁。  
爱能让黑暗变得光明，  
能使无翼心灵飞翔。

啊，祝福在爱中漫步的人们，  
他们正与上帝同行。  
当人们与上帝同行时，  
最终将拥有心的宁静。

33.

<b>Misdemeanour:</b> 不良行为	Possession of alcohol/drinking/smoking 喝酒，吸烟。
<b>Corrective Consequence:</b> 纠正结果	Research the negative effects of consuming alcohol/smoking and where appropriate make a presentation to the class or in assembly. 调查喝酒、吸烟的消极影响，在班上进行讨论。
<b>Values:</b> 价值观	Healthy Living (Right Conduct) 健康生活（正确引导）
<b>Key Vocabulary:</b> 关键词	<i>Our body is our temple, so we need to look after it well. If we drink or smoke to make ourselves feel “better” we are missing the chance to connect to the <u>really</u> good feelings that can come from inside ourselves.</i> 我们的身体是我们生命之所，所以我们应好好照顾它，假如我们以抽烟喝酒来使自己得到感官的舒服。就会失去来自我们身体内部的真正快乐。
<b>Parental involvement:</b> 涉及父母	Inform the parents of the task given and ask them to attend the relevant lesson/assembly.告知父母这个任务的内涵，并请他们参与相关的课题或集会。
<b>Other methods:</b> 其他方法	

### 34.

<b>Misdemeanour:</b> 不良行为	Pushing in line 不守秩序
<b>Corrective Consequence:</b> 纠正结果	Write out 5 ground rules to help pupils line up properly and suggest ways in which this can be incorporated. Use it to conduct a lining up drill with the class.

	<p>写出 5 个基本原则去帮助学生正确的排列。并建议能被组织协条好的方法，用它来指导学生做排列训练。</p>
<p><b>Values:</b> 价值观</p>	<p>Responsibility (Right Conduct), Consideration (Love) 责任（正确引导）关爱（爱）</p>
<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>Thank you for bringing it to my attention that the class needs to be reminded of the ground rules of standing in a class. I would like you take responsibility for re-writing the rules and then when you have completed that task, I would like you to conduct a practice drill to ensure everyone understands.</i></p> <p>谢谢你提醒我要注意班级的基本原则。我很高兴你负责重新写下了规则。当你完成那个任务之后，我想要你去指导这个训练，以确保每一个人都能理解。</p>
<p><b>Parental involvement:</b> 涉及父母</p>	<p>During an opportune moment share with parents the successful outcome of ground rules developed by their child.</p> <p>在一个适当的时间，与父母们一齐分享被他们的孩子所实践的基本原则的成果。</p>
<p><b>Other methods</b> 其他方法</p>	

### 35.

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Racist comment 种族歧视言论</p>
<p><b>Corrective Consequence:</b> 纠正结果</p>	<p>Copy out the poem “Are you greater than the sun?” (see Resources section at the end of the book) for display purposes or write a song on</p>

	<p>racial unity and perform it in front class/assembly.</p> <p>抄下这首诗“比太阳更伟大么？”（参看书后的资源部分）展现该诗的目的，或写一首民族大团结的歌曲，在教室里或集会时表演。</p>
<p><b>Values:</b> 价值观</p>	<p>Tolerance, Respect (Right Conduct) 尊重、宽容（正确引导）</p>
<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>The reason why we do not have peace is because people do not respect each other's beliefs. Let's start with achieving peace right here within ourselves.</i></p> <p>我们没有和平的原因是因为人们不尊重他人的信仰，让我们从现在开始去争取和平吧。</p>
<p><b>Other methods:</b> 其他方法</p>	<p>Do some research and compile a list of all the similarities and differences between your own culture and the other person's. [It is important for the teacher to discuss this list, <b>particularly the similarities</b>, with the child.]</p> <p>调查和搜集一系列有关自己和他人文化的异同，（对于老师来说与孩子讨论这一系列事情，尤其是文化间的相似之处，是非常重要的）</p> <p>Visualisation on the Light (see Resources section at the end of this book) – uniting the world.</p> <p>光的想象（参看书后的资源部分）——世界大团结</p>

### 36.

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Reading unsuitable media (e.g. on the Internet) 阅读不良媒介物（如：浏览因特网时）</p>
<p><b>Corrective</b></p>	<p>Write an essay about exploitation/invasion of</p>

<p><b>Consequence:</b> 纠正结果</p>	<p>privacy from the points of view of those using the website and those who are being exploited by having their photographs etc. put on the site.</p> <p>写一篇有关网站信息侵入私人领域，非法传播私人照片的短文。</p>
<p><b>Values:</b>价值观</p>	<p>Seeing Things from Others' Point of View, Respect for Privacy (Right Conduct), Self-control (Peace), Purity (Truth)</p> <p>从他人的观点中看待事物，尊重私人空间（正确引导）自控（内心宁静）澄清（真理）</p>
<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>It is unfortunate that some people like to make a lot of money by exploiting others who do not have the power or the self-respect to stand up for themselves. By looking at these materials we are encouraging this exploitation – so let us be the ones to break this chain by not participating.</i></p> <p>很不幸，有些人喜欢利用没有权力或自我保护能力去维护自己权益的人们，以获取大量的钱财。在看到这些材料之前，倘若我们还被这样利用着——现在就不再参与这种利用游戏，成为打破这种局面的勇敢者吧</p>
<p><b>Anecdote:</b> 轶事</p>	<p>Early Detection of Harmful Websites. Mindfulness of the teacher prevents unnecessary problems from taking place. For example, a teacher reported:</p> <p>I was luckily observing my children as they were exploring the Internet. In response to an assignment, the children were searching for a pop star. Typing in the key words, they</p>

	<p>found numerous web matches. Unfortunately, a pornographic star's name was also on the list. Consequently, dozens of nude pictures filled the screen. I was observing this whole situation and able to turn the monitor off as soon as I spotted these pictures. If I had not been observing the students at the computer, I am sure there would have been more than a few angry parents calling me.</p> <p>早期发现有害的网站：细心的教师能防止严重问题的发生，例如：一位教师曾谈到：“当我的孩子们在网上搜索时，我碰巧看见了。网上任务显示出来，孩子们正在搜索一个名星。键入关键词后，一大堆与关键词的匹配的网页呈现在他们的眼前。糟糕的是，一个色情影星的名字也在网页上。瞬间，大量粗俗的照片充斥着整个屏幕。因为我看见了整个过程，并且在一发现这些图片时，马上就关掉了显示屏。但假如我没有看到学生们在电脑前时，我敢肯定将会有许多愤怒的家长打电话找我。</p> <p>长 .里. (2001)</p> <p>Chang, N. (2001). Is it developmentally inappropriate to have children work alone at the computer? 孩子们适宜独自在电脑前工作吗? <i>Information Technology in Childhood Education Annual, 247-262.</i> 儿童技术信息教育年刊, 247-262</p>
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**37.**

<b>Misdemeanour:</b> 不良行为	Refusing to follow instructions 拒绝接受教育
<b>Corrective Consequence:</b> 纠正结果	Ask the child/children to write a letter to their parents explaining why they chose not to follow instructions. 请孩子们写一封信给他们的父母，解释一下为什么他们不愿服从教育。
<b>Values:</b> 价值观	Good Manners (Non-violence), Interdependence (Love), Humility (Peace) 有礼貌（非暴力）相互依赖（爱）谦逊（和平）
<b>Key Vocabulary:</b> 关键词	Group activity - send the child out of the room and prime all the other children not to follow the instructions of this child, when s/he returns to the room. Invite the child to come back and ask him/her to arrange the class in a specific way. 小组活动：让一个孩子到屋子外边去，然后叫其他所有的孩子在他（她）返回屋子后，不要听从这个孩子的一切指令，然后请这个孩子回到屋子用一种明确的方式组织这个班级体。 Debrief: discuss with the child how s/he felt when no one listened. Ask the other how they felt being disobedient. 小结：和这个孩子一齐讨论当没人听他的指令时，心里的感受，再问问其他人不服从指令时的感受
<b>Parental involvement:</b> 涉及父母	<i>If we don't have good qualities, everything else is worthless. It is the rules and restrictions that make like more interesting – imagine how uninteresting a game of football would be if everyone did exactly what they liked and nobody followed any of the rules of the game</i> .假如我们没有优良品质，每一件事都，合赛

	<p>无价值正是规矩和约束使生活更有意思，想像一下，一场从都以他们喜欢的方式行事，将是多么没有意思啊！没有人服从规则的球赛。</p>
<p><b>Anecdote:</b> 轶事</p>	<p>In the Sathya Sai School in Thailand the Grade 3 English teacher was concerned that the children were being disobedient and not listening to him during his lessons. So he arranged an experiment with the Grade 2 teacher. The Grade 3 children were told that they were invited to Grade 2 to read stories to practise their English. The Grade 2 children had been told secretly to misbehave and not pay any attention to those who were reading to them. This went ahead and the Grade 3 children became very frustrated and upset at the disobedience of their listeners. After some time there was a switch and the Grade 2 children behaved perfectly and listened attentively. In the debriefing after the activity, it became clear that the Grade 3 children had really come to understand how it feels for their teacher when they are disobedient.</p> <p>在泰国塞斯亚塞学校里，一个3年级的英语教师注意到在他上课期间，孩子们既不听他上课，也不服从他的指令，因而他和2年级的老师一齐组织了一次实验；3年级的孩子被告知他们已被邀请到2年级去讲英语故事以训练他们的口语，而2年级的孩子则被私下告知无论谁讲故事给他们听，都不要去管，也不要听，实验进行之中，3年级的孩子们都对他们的听众感到非常失望，自己也很尴尬，过了一段时间，情形发生了变化，2年级</p>



	的孩子表现得很有礼貌，而且听得很认真。在这次活动的小结中，很显然，3年级的孩子已经真正理解当他们不听从指导时，老师的感受。
<b>Other methods:</b> 其他方法	

### 38.

<b>Misdemeanour:</b> 不良行为	Responding to peer pressure 回应同学的压力。
<b>Corrective Consequence:</b> 纠正结果	Ask the individual or the whole peer group engaged in the pressuring to do either of the visualisations 'Getting in touch with your real self' or 'Opening yourself to finding your unique interest/talent' (see Resources section at the end of the book). Following this, ask them to compile a list of the unique qualities of each member of the group. 请正处于压力中的个人或整个同龄人做想象练习，“了解真实的自己”或“公正地敞开心扉去发现自己独特的才能”，接下来，让他们列出小组中每一个成员的特有品质。
<b>Values:</b> 价值观	Self-esteem, Self-awareness (Love), Respect for Others (Right Conduct) 自尊、自觉（爱）和尊重他人，（正确指导）
<b>Key Vocabulary:</b> 关键词	<i>While it is sometimes important to be a part of the group, the most important thing is for each of you as individuals to be who you really are and to use your unique qualities for the good of the group. If you are all</i>

	<p><i>following each other to do the same thing, you are not allowing these unique qualities to develop.</i></p> <p>成为群体中的一份子有时是重要的。但更重要的事情是你们中的每一位，都应真正地运用你们所特有的品质为群体作贡献。假如在做同一件事情上，大家都随大流，那你这些独特的品质就不会发展了</p>
<p><b>Anecdotes:</b> 轶事</p>	<p>A group of 14 to 16-year-old students at the Sathya Sai School in Thailand, who had been exposed to the SSEHV model for several years of their schooling, were interviewed about their reactions to friends who wanted them to engage in activities they thought were inappropriate.</p> <p>All of the students said that it was extremely important for them to have social interaction but they all agreed that it is important to be discriminatory in their choice of friends and to choose good ones who will not influence them in bad ways. They all said they were happy with their social interactions both at school and at home, although they preferred the company of their school friends who had developed similar kinds of thinking as them about what is good and bad.</p> <p>They said that they either choose their friends carefully from amongst those who do not engage in destructive behaviours or try to tell their friends not to participate in destructive behaviours:</p> <p><i>‘Many students don’t obey their mother/teacher. I can tell them to be good/do good. They listen to me and then they stop because they believe their friends more than their parents’ (Grade 9 boy).</i></p>

	<p><i>'They ask me to join [drugs and smoking] but I don't, I just say no. Sometimes I say I'm busy. But I go to 'healthy' entertainment with them'</i> (Grade 10 boy).</p> <p>在泰国萨塞亚.塞学校，有一群 14、15 岁的学生（他们曾被他们学校的 SSEHV 影响多年）。他们在采访中被问到，他们对那些想要他们从事不适当活动的朋友，会怎样说？所有的学生都说，社会交往对他们来讲相当重要，但他们也认为不歧视他们选择的朋友也很重要，以及选择不会引他们入歧途的朋友也很重要。他们能融洽相处。尽管他们更希望他们的朋友们 能在他们选择对和错时，有相似的想法。他们说，他们要么从那些不做坏事的人中仔细选择他们的朋友，要么就告诉他们的朋友不要去参与做坏事。</p> <p>许多学生都不愿听老师或家长的话，但我能让他们学好或做好，他们都听我的话，随之也阻止了不良行为。因为与你母相比，他们更信任他们的朋友，（一个评级男生）</p> <p>“他们要我加入”吸毒和抽烟“的组织，但我没有，我只说了一句：“不”。有时我就籍口很忙，但我有时会和他们一块去参加健康的娱乐活动。（10 年级的男孩）</p>
<p><b>Notes:</b> 备注</p>	<p>The following quotation indicates the kind of unique individual everyone is capable of becoming. If appropriate, this can be shared with the individual or the peer group to emphasise that true happiness comes from finding the true self and that being alone doesn't necessarily have to mean being lonely.</p> <p><i>[The child of the future] is never lonely because he has found his true self. He knows that happiness means enjoying the things around him, and for that he doesn't</i></p>

	<p><i>have to possess them; that true joy is to possess the wholeness of things, the wholeness of himself and the wholeness of the universe – a wholeness which, since his babyhood, he has never left.”</i></p> <p><u>Medhananda (1996), p.78</u></p> <p>以下的引语表明每个人都有可能形成这类特殊的个体。如果条件许可，个体就有可能在同龄人所强调的幸福中寻找属于自己的快乐。但独自一人也未必就意味着孤独。</p> <p>（未来的孩子不会孤独。因为他能发现他真实的自己，他知道幸福意味着享受他周围的一切，而并不必去拥有他们，真正的快乐是去包容所有的事，所有的人和整个宇宙---有了这一切，即使他还是一名婴儿，他也不会孤独。</p> <p>默罕纳德（1996）P.78</p>
<p><b>Other methods:</b> 其他方法</p>	<p>Do role-playing activities with the whole class to reinforce the idea that peer relationships can be rewarding but they can also be damaging to the growth of the individual, by practising saying no to invitations to join peer activities that they know are not right.</p> <p>和全班一齐做一个角色扮演游戏，强调同龄人的关系对个人的好处，及个人发展的好处。训练他们敢于向那些企图让他们参加不良活动的同龄人说“不。”</p>

### 39.

<p><b>Misdemeanour:</b> 不良行为</p>	<p><b>Rudeness</b> 粗鲁。</p>
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<b>Corrective Consequence:</b> 纠正结果	Self-analysis: Ask the child to re-write the dialogue from the other person's point of view. 自我分析：请孩子再写一次来自其他人论点的对话
<b>Values:</b> 价值观	Empathy (Love), Respect (Right Conduct). 移情（爱）尊敬（正确引导）
<b>Key Vocabulary:</b> 关键词	<i>I would like to you to reflect on this experience and imagine yourself as the other person who is receiving these comments. How would you feel?</i> 我很高兴你仔细考虑这种经历，并且想象假如你也和别人一样收到这些评语，你会感觉怎样？
<b>Notes:</b> 备注	Experience has shown that this type of activity not only helps the children to reflect on their behaviour, but also enhances literacy skills. 经验显示，这种活动不仅帮助孩子仔细思考他们的行为，也能加强他们的书写能力。
<b>Other methods:</b> 其他方法	

#### 40.

<b>Misdemeanour:</b> 不良行为	Shouting 吼叫。
<b>Corrective Consequence:</b> 纠正结果	Visualisation: adjust personal volume (see Resources section at the end of this book) 想像、调节个人的音量（参看书后的资源部分）
<b>Values:</b> 价值观	Inner Silence (Peace) 内心宁静（和平）
<b>Key Vocabulary:</b>	<i>It is only when we are quiet that we can</i>

关键词	<i>really hear our own inner wisdom.</i> 只有当我们安宁时，我们才能真正的听到来自我们心灵深处的智慧之音。
<b>Parental involvement:</b> 涉及父母	Make parents aware of the visualisation that is being used at school and encourage its use at home. 让父母留心这种用于学校的想象方式，并鼓励孩子们在家里也去运用。
<b>Other methods:</b> 其他方法	

#### 41.

<b>Misdemeanour:</b> 不良行为	<b>Stealing</b> 偷窃
<b>Corrective Consequence:</b> 纠正结果	Comprehension - focus on feelings of victim (see Resources section at the end of the book) 理解——关注受伤害者的感受（参看书后的资源部分） Ceiling on desires – to replace the value of the item 抑制欲望---转换事物的价值
<b>Values:</b> 价值观	Honesty (Truth), Hard Work (Right Conduct), Thoughtfulness (Love), Respect for Property (Right Conduct) 诚实（真理）努力工作（正确指导）关怀（爱）尊重财产（正确指导）
<b>Key Vocabulary:</b> 关键词	<i>Somebody else had to work and sacrifice to have that item. Why do you feel that you have a right to own it without doing any work or making any sacrifice?</i> 有些人不得不工作并且做出牺牲才能拥有那

	<p>种东西，你为什么有权力去拥有并未通过努力和牺牲得来的东西？</p>
<p><b>Anecdote:</b> 轶事</p>	<p>The following story gives an example of the power of love and forgiveness as a means of reversing inappropriate behaviour. The extract comes from <i>Forgiveness: The Greatest Healer of All</i> (by Gerald Jampolsky, USA: Beyond Words Publishing, 1999. ISBN 1-58270-020-6, pp. 94-96).</p> <p>以下的故事显示了爱和宽恕作为矫正不良行为的力量。摘自小说《宽恕：最好的求伤药》（Gerald Jampolsky 著，美，Beyond Words 出版社出版，1999 ISBN 1-58270-020-6, pp. 94-96, 。）</p> <p>Mary is a teacher [in Africa].... In her teaching she spent a great deal of time helping her young students to find ways to communicate with each other without anger and fighting. She emphasized the process of forgiveness. In fact, her students knew her as the “forgiveness teacher”.</p> <p>There was a ten-year-old boy in the school who was a real terror. He fought with everyone and disrupted everything around him. Wherever he went, he seemed to break things, though he never accepted any responsibility for what he did. One day he was caught red-handed stealing money from his teacher’s purse. The school principal jumped in and called for an assembly. According to the tradition of the school, the boy would be whipped with a cane up on the stage where everyone in the school could watch. They would make an example of him</p>

in this way, and then he would be expelled. The entire school assembled in the auditorium where the caning was to take place. But as the boy was led out to be caned, Mary stood up. Just as she was about to say, "Forgive him," all the children around her leapt to their feet.

"Forgive him! Forgive him! Forgive him!"

the children chanted, until the whole assembly hall was ringing with the message. The boy stared out into the audience and then broke down and began to sob. Suddenly the whole climate of the assembly hall changed.

In the end, the boy was never caned. Nor was he expelled. Instead, he was forgiven and loved. From that day forward, he has not gotten into a single fight, broken anything, stolen or been disruptive in any way. ... and in the process the seeds were planted for a new, more loving environment in the school.

冯丽是一名非州教师，在她的教学生涯中，她花了大量的时间去帮助她的学生，去寻找彼此和平交流的方式和途径，以代替用争吵和斗殴的方式去解决问题。她强调宽恕。事实上，她的学生知道她是一名宽容的老师。学校里有一个相当暴力的 10 岁小男孩，他和每个人打过架，并且在他周围不断会制造出混乱。他每到一处都想去破坏点东西，而且从不为其所做的一切承担责任。一天，他正在偷老师的钱包时，被逮了个正着。学校纪委介入进来，召开了一次学校集会。根据学校的传统，学校将当着全校师生的面，在台上鞭打这个小男孩以示惩戒，学校想要用这种方式，给全校一个警示，之后小男孩还将



	<p>被开除。</p> <p>整个学校都在礼堂一实施鞭笞的地方一集合了，但正当小男孩被带出来准备接受鞭笞时，玛丽站了起来，她正想说：“宽恕他”时，她周围的孩子们突然全都站了起来，喊道：“宽恕他！宽恕他！宽恕他！”孩子们大喊着，整个集合大万都回荡着这种声音，小男孩望着同学们，深深的被感动了，他开始哭了起来，整个集会的气氛都改变了。最后小男孩没有被鞭笞，也没有被开除，他获得了宽恕和关怀。从那天之后，他再也没有打架，捣蛋，偷窃或用随意的破坏……爱的种子播种在校园里，随着它们的生长，学校呈现出一种崭新，和谐的新景象。</p>
<p><b>Parental involvement:</b> 涉及父母</p>	<p>Inform parents that the child has been stealing and discuss ways to encourage him/her to work for things rather than just taking them.</p> <p>让父母知道孩子偷窃的事情，并且商讨出办法去鼓励他（她）用劳动去获得东西。</p>
<p><b>Other methods:</b> 其他方法</p>	

#### 42.

<p><b>Misdemeanour:</b> 不良行为</p>	<p>Swearing 脏话</p>
<p><b>Corrective Consequence:</b> 纠正结果</p>	<p>Visualisation (see Resources section at the end of this book) 想像（参看书后资源部分）</p>
<p><b>Values:</b> 价值观</p>	<p>Integrity (Right Conduct), Respect (Non-violence) 尊重（非暴力），诚实（正确引导）</p>

<p><b>Key Vocabulary:</b> 关键词</p>	<p><i>When we swear it usually comes from negative thoughts. And when we create negative thoughts or words we are doing harm to ourselves as well as those around us. It is better to think for a moment before we react.</i></p> <p>我们咒骂的东西常常来自于错误的想法，并且当我们产出错误的想法和语言时，不仅伤害到我们周围的人，同时也伤害到我们自己。因而在我们回击之前最好再三思量。</p>
<p><b>Anecdote:</b> 轶事</p>	<p>[Joshua wanted badly to join the school football team and his parents had decided that, at the age of ten, he was ready. However, they heard that Joshua had been swearing in reaction to a stressful situation, as the result of the influence of one of his friends.]</p> <p>‘We were left with two options. One was to dismiss the [swearing] incident as a one-time occurrence typical of most boys Joshua’s age. We would address it firmly and instruct him of the importance of monitoring the time he spent with his neighbourhood friends....Without making him feel like a failure, we could strongly communicate our concern that he was not ready to be exposed regularly to potentially unwholesome influences and withdraw his registration from the team.’</p> <p>[Joshua’s parents chose the second option even though it was a more difficult choice.]</p> <p>From <i>Raising Kids Who Hunger for God</i>, Benny and Sheree Phillips. ISBN 0-8007-9181-9, p.49</p> <p>乔治.华已经 10 岁了，他很想参加学校的足球队，而他的父母也决定在他 10 岁时让他进球</p>

	<p>队。然而他们听说乔治华正因他的一个朋友的缘故：正被迫处于一种被责骂的压力中：</p> <p>我们有两种选择，一是忽略这次责骂事件，把它当作乔治.华这个年龄段的绝大多数男孩都全发生的一次典型事例。我们将坚决地强调并指导他在与邻居朋友相处时的重要性，使他不觉得自己是一个失败者。我们要谈的是，他不准备要我们撤退发替在的不健康的影响和不想从队伍（乔治华的父母选择了第二种方式，尽管这是一个很艰难的抉择）</p>
<p><b>Other methods:</b> 其它方法</p>	<p>Choose 5-10 beautiful words you would like to include in your every day vocabulary.</p> <p>Older pupils may also wish to look into the origins of these beautiful words.</p> <p>选择你日常词语中最喜欢的 5—10 个单词，较大的学生还可以去找找这些美丽词汇的起源。</p>

43.

<p><b>Misdemeanour:</b> 不良行为</p>	<p><b>Tantrum</b> 发脾气</p>
<p><b>Corrective Consequence:</b> 纠正结果</p>	<p>Identify a "time out" area in the classroom and pupils can visit this area at their own choice. However, any work missed must be caught up in the pupil's own time.</p> <p>在教室里确定一个临时区域，学生可根据自己的需要访问这个区域。当然，学生必须要在自己的业余时间内弥补自己犯的任何错事。</p>
<p><b>Values:</b> 价值观</p>	<p><b>Self-control, Self-esteem, Patience (Peace)</b> 自控，自尊，忍耐（和平）</p>
<p><b>Key Vocabulary:</b></p>	<p><i>When we become angry we forget to</i></p>

<p>关键词</p>	<p><i>breathe properly and we do a lot of harm to ourselves. We also look very foolish. It is better to take some time to reflect before we react.</i></p> <p>当我们生气的同时，不仅自己受到莫大的伤害，而看起来还很蠢。所以在我们发作之前，最好还是花点时间去掂量一下值不值得生气。</p>
<p><b>Parental involvement:</b> 涉及父母</p>	<p>For regular users of the “time out” area keep a record of incidents, share this with parents and jointly develop methods for transformation both at home and school.</p> <p>定期使用临时区域的孩子应做一份事件记录，与父母一块共同想一些办法，以实现家庭与学校间的转换和连接。</p>
<p><b>Notes:</b> 备注</p>	<p>Sometimes if children have anger already stored in their sub-conscious minds it is not possible to get rid of this, so instead they have to learn to live with these feelings in peace and harmony – to be aware of them when they arise so when a situation triggers off the stimulus to bring out anger they can watch themselves and avoid it. If somebody behaves with anger it means that they are already suffering inside. If we have love in our hearts, will we cause them to suffer more by reacting with more anger? (Jumsai, 2002, in lecture to Diploma students, Institute of Sathya Sai Education, Thailand).</p> <p>有时孩子的生气是潜意识的，不可能一下子就能平复下来。，因此，他们应学会在和睦的氛围中生活。这样可以提醒他们，当要生气时，马上就能察觉到并尽量去避免它。</p>

	假如有人常常生气，这就意味着他们的精神已经受损了。假如我们心里有爱，我们还会因生气而遭受更多的痛苦吗？
<b>Other methods:</b> 其它方法	<p>Encourage the child to drink a glass of cold water and lie down. This helps to regulate breathing and redistribute the flow of blood and oxygen evenly through the body. (Jumsai, 1997).</p> <p>鼓励孩子喝杯凉水，然后静静的躺下来。这样能平静呼吸，并且使血液的氧气平均分布到身体里去。</p>

#### 44.

<b>Misdemeanour:</b> 不良行为	<b>Teasing</b> 嘲笑
<b>Corrective Consequence:</b> 纠正结果	<p>Invite the child to make a card for the class which contains a positive comment about each child. Research the number of suicide deaths per year and discuss how hurting another person's feelings could result in serious consequences.</p> <p>请孩子为全班同学做一张卡片，卡片上要写有为每一个孩子注明的一条积极的评语。调查每年自杀死亡的数字，并且讨论嘲笑的严重结果以及它会对人们的情感造成怎样的伤害。</p>
<b>Values:</b> 价值观	<b>Self- esteem (Love and Peace)</b> 自尊
<b>Key Vocabulary:</b> 关键词	<i>I am not sure why you felt the need to tease X, and hurt his/her self-respect, but I know that this is not a true reflection of the beautiful person you are inside. Therefore, I would like you to write me a list of at least 10 positive qualities about yourself.</i>

	<p><i>If we take pleasure in the pain of others, it only prevents the inner beauty within yourself from coming out</i></p> <p>我不知道你为什么要去嘲弄某某，去伤害他 / 她的自尊心。但我知道这一定不是你内心深处那个善良的你的真实反应。因此，我想要你写下 10 条自己的优良品质。</p> <p>假如我们的快乐源于别人的痛苦，那你心灵深处的真善美就不能呈现出来了。</p>
<b>Other methods:</b>	

45.

<b>Misdemeanour:</b> 不良行为	<p>Throwing things 乱扔东西</p>
<b>Corrective Consequence:</b> 纠正结果	<p>Ask the child to write a story about someone who throws something and ends up hurting someone.</p> <p>请孩子们写一个关于某人乱扔东西，结果使某人自己受损的故事。</p>
<b>Values:</b> 价值观	<p>Respect for Property (Non-violence) 尊重财物（非暴力）</p>
<b>Key Vocabulary:</b> 关键词	<p><i>When we do something we need to think first about the consequences of our actions. Did you do this before you threw the .... ? Why, after thinking, did you make the decision to throw it anyway?</i></p> <p>我们每做一件事都应考虑到我们行为的结果。在你扔东西之前你想过这个吗？再想一下，为什么你会做出随意扔东西的决定呢？</p>
<b>Other methods:</b> 其它方法	<p>Ask the children to write an animated, Disney-type dialogue where 2-3 inanimate objects come to life. This will help children</p>

	<p>appreciate that everything has a value and should be respected. These dialogues can be performed as small plays in assemblies.</p> <p>Ask the child to explain the meanings of the following proverbs, or to find and explain other proverbs that are related to throwing: It is only at the tree loaded with fruit that the people <b>throw</b> stones. When you <b>throw</b> dirt, you lose ground. The road is smooth, why do you <b>throw</b> rocks in front of you? – (Zen proverb) You can <b>throw</b> the rock, but you will not reach the sun. Do not <b>throw</b> the arrow, which will return against you. (Kurdish proverb)</p> <p>请孩子们为 23 种无生命的物体改编成一个迪斯尼式的对话，在对话里赋予它们生命。这可以帮助孩子们知道每一件东西都有价值，都值得尊重。这些对话可以作为微型剧在集会中表演。</p> <p>请孩子们解释下，以下引语的含义。或去找一些，与乱扔东西有关的谚语，然后解释出来。</p> <ol style="list-style-type: none"> <li>1、当你扔出点垃圾，你就失去片净土。</li> <li>2、马路很平坦，何必在你的前面扔石块呢？</li> <li>3、你能扔石头，但你永远也扔不到太阳上去。</li> <li>4、不要轻易放箭,因为它可能会射中你自己。</li> <li>5、人们只向有水果的树上扔石头</li> </ol>
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46.

<b>Misdemeanour:</b>	Untidiness
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不良行为	懒散
<b>Corrective Consequence:</b> 纠正结果	Appoint the child as the class tidiness monitor and stress the need to show by example, or ask the child to undertake a filing activity in specific time period. 指定孩子做班级清洁组长，强调身体力行，作出表率。或请孩子在指定的时间范围里，承担档案的分类整理工作。
<b>Values:</b> 价值观	Responsibility (Right Conduct) 责任（正确引导）
<b>Key Vocabulary:</b> 关键词	<i>We all have a responsibility to keep the room/space tidy as a sign of respect to others who use it. If our space is untidy our mind is more unlikely to be cluttered and we cannot think as clearly.</i> 我们有责任保持房间、教室的整洁。这也是对别人的尊重。假如我们环境不整洁，我们的思维也有可能变得混乱不清，无法正常思考。
<b>Notes:</b> 备注	‘Training children to clean their rooms builds the responsible attitudes they will need later – on the job and at home.’ From <i>Raising Kids Who Hunger for God</i> , Benny and Sheree Phillips. ISBN 0-8007-9181-9, p.49 训练孩子们打扫自己的房间，以培养他们在将来的工作和家庭中的责任感。选自《培养渴望上帝的孩子们》，本尼和西尔·菲力普著。ISBN0-8007-9181-9, P.49
<b>Other methods:</b> 其他方法	

47.。



<b>Misdemeanour:</b> 不良行为	Using mobile phone on school premises 在学校里使用移动电话
<b>Corrective Consequence:</b> 矫正结果	Write a letter to the person they were calling about "other methods of communication". 写一封名为“其他交流方式”的信给他们通话的人
<b>Values:</b> 价值:	Self Control (Peace), Respect (Non-violence) 自我控制（和平），尊重（非暴力）
<b>Key Vocabulary:</b> 关键词	<i>We have a rule about mobile phones because it is inconsiderate to others to use it at certain times. Also, when we are at school we need to concentrate on what we have to do here, not to be thinking about other aspects of our lives.</i> 因为在某些时候用移动电话时，我们没有考虑到别人，所以我们对它们的使用有些约定。比如，当我们在学校的时候，我们应更专注于我们在这儿是学习的，而非考虑生活中的其他方面。
<b>Other methods:</b> 其他方法:	'Feeling' visualisation for empathy. Imagine it is an important day for you. You are giving a speech and someone's mobile phone rings...how would you feel? What would you do? 移情训练。假设今天是你一个重要日子。你正在作报告时，某人的移动电话响了.....你会作何感想？你会怎样做？ Class discussion on the interference of mobile phone signals in hospitals, petrol stations, etc. 全班讨论在医院，加油站等等地方禁用移动电话的标示。

#### 48.

<b>Misdemeanour:</b> 不良行为;	Vandalism 破坏艺术
<b>Corrective Consequence:</b> 矫正结果:	Inform the child that he or she is to shadow the school caretaker for a week during break and lunchtime. Assist in all minor jobs. 告知孩子在午休和课间休息期间，跟随并协助学校工作人员做一周的义务劳动。
<b>Values:</b> 价值:	Gratitude (Peace), Consideration (Love), Gentleness (Love) 感恩（和平），体谅（爱），温和（爱）
<b>Key Vocabulary:</b> 关键词:	<i>Repairing the damage done by vandalism can be very expensive and a waste of time. To show you what a waste of time it is, I want you to spend all of your spare time for a week helping the caretaker to fix the damage done by your act of vandalism and other such acts that waste his time. By giving up your own spare time, hopefully you will learn to value the things other people need and use.</i> 修复破坏者损坏的东西是很费时间和金钱的工作。让你用一周的时间跟随木工师傅去修理你所损坏的东西，就是为了让你知道，你不仅因为损坏东西浪费自己的时间，还浪费了别人的时间。占用你的业余时间，就是希望你能学会珍惜这些对于别人来说是有用并且需要的东西
<b>Parental involvement:</b> 家长的参与:	Inform parents of the reason why their son/daughter has been given this special task. 告诉父母亲们为什么要让他们的儿女做这件特殊的事情的原由。
<b>Notes:</b>	This approach helps also to re-enforce

<b>备注:</b>	respect for the whole school community. 这种方法还可以重新加强学生对学校整个社区的尊重。
<b>Other methods:</b> 其他方法:	Use the Ceiling on Desires* project to help the child appreciate the value of the item damaged. 运用抑制欲望的方法去帮助孩子们珍惜被损坏的东西的价值。

#### 49.

<b>Misdemeanour:</b> 不良行为:	Verbal abuse 说脏话
<b>Corrective Consequence:</b> 矫正结果:	Use a dictionary to find 10 positive words for each of 5 letters of the alphabet. 从字典中每五个字母中找出 10 个积极的单词。
<b>Values:</b> 价值:	Self Control (Peace) 自我控制 (和平)
<b>Key Vocabulary:</b> 关键词:	<i>One thing we can never take back is a word once we have spoken it. When we abuse somebody verbally it is as bad as abusing them physically. The reason for doing this task is to get you to think about positive words instead of letting negative ones come into your head so easily.</i> 一旦我们说出一句话，就再也收不回来了。对别人进行的语言伤害和身体伤害一样严重。因而要你做这件事的原因就是要让那些积极的词汇更容易代替消极的词汇去占据你的心灵
<b>Notes:</b> 备注:	One reason that many otherwise "good" people use words irresponsibly and cruelly is that they regard the injuries inflicted by words as intangible and therefore minimize the damage they can inflict. For generations, children taunted by playmates have been

taught to respond, "Sticks and stones can break my bones, but words (or names) can never hurt me." But does anyone really think that a child exposed to such abuse believes it? An old Jewish teaching compares the tongue to an arrow: "Why not another weapon - a sword, for example?" one rabbi asks. "Because," he is told, "if a man unsheathes his sword to kill his friend, and his friend pleads with him and begs for mercy, the man may be mollified and return the sword to its scabbard. But an arrow, once it is shot, cannot be returned." The rabbi's comparison is more than just a useful metaphor. Words can be used to inflict devastating and irrevocable suffering. A penitent thief can return the money he has stolen; a murderer, no matter how sincerely he repents, cannot restore his victim to life. Similarly, one who damages another's reputation through malicious gossip or who humiliates another publicly can never fully undo the damage.

*Words That Hurt, Words That Heal: How to Choose Words Wisely and Well*" by

Rabbi Joseph Telushkin

downloaded from

<http://www.libertyhaven.com/theoreticalphilosophicalissues/ethics/words.shtml>

许多善良的人们常常不负责任，残酷地说出些话语的原因是，他们认为话语不会给人到来多大的伤害，而且几乎不会损害到他人。世世代代，被玩伴嘲弄的孩子学会这样的反应，“棍子和石头可以打破我的头，但是言语永远不会伤害到我”但是是否每一个人都认为被嘲弄的孩子都相信这些呢？一位犹太老人曾

	<p>把舌头比做箭羽。“为什么不把它比做剑呢？能不能举个例子呀？”一个学生问。“因为”，老师说，“一个人拔出剑来想杀死他的朋友时，可能会因为朋友的乞求和哀告而心生怜悯，收回他的剑。但是作为箭羽，一旦射出去了，就再也收不回来了”犹太老师所用的是一种很好的隐喻。言语对人的伤害是不能收回的。小偷可以归还他所偷的钱财，但杀人犯无论怎样忏悔，也不能再挽回被杀害的人的生命。同样，如果人们恶意地用八卦消息去损害他人的名誉或在公共场合去作弄他人，这些对人的伤害是永远无法挽回的。</p> <p><i>Words That Hurt, Words That Heal: How to Choose Words Wisely and Well</i>" by Rabbi Joseph Telushkin</p> <p>摘自《语言的两端—伤害和痊愈；怎样聪明恰当地选择语言》 Rabbi Joseph Telushkin 著</p> <p>downloaded from <a href="http://www.libertyhaven.com/theoreticalorphilosophicalissues/ethics/words.shtml">http://www.libertyhaven.com/theoreticalorphilosophicalissues/ethics/words.shtml</a></p>
<p><b>Other methods:</b> 其他方法:</p>	<p><b>Testing Your Speech</b> 测试你的谈话</p> <p>here is no area of life in which so many of us systematically violate the Golden Rule. Thus, if you were about to enter a room and heard the people inside talking about you, chances are what you would least like to hear them talking about are your character flaws and the intimate details of your social life. Yet, when you are with friends and the conversation turns to people not present, what aspects of their lives are you and your companions most likely to explore? Is it not their character flaws and the intimate details of their social lives?</p>

生活中没有金科玉律去规范大多数人的言语。因而，假如你正要走进一间屋子时，你恰好听见人们正在谈论你，而谈论的内容又是你最不想听到的一些关于你的个性缺点和社会生活隐私。同样，当你和你的朋友在一起谈论那些不在场的人们时，你们最有可能涉及他们生活中的那些方面？难道不是他们的个性缺点和社会生活中的隐私么？

If you do not participate in such talk, congratulations. But before asserting this as a definite fact, try monitoring your conversation for two days. Note on a piece of paper every time you say something negative about someone who is not present. Also record when others do so, as well as your reactions when that happens. Do you try to silence the speaker or do you ask for more details?

假如你不参与这样的谈话，祝贺你，但是在下这样的断言之前，请先监控一下两天内你的谈话。每次，只要你说了些不在场的人的消极的话语，马上把它记在一张纸上，同时记录下别人这样说时，你的反应是什么。你会试着去打断说话者，还是问一些更详细的细节呢？

To ensure the test's accuracy, make no effort to change the content of your conversations throughout the two-day period and do not try to be kinder than usual in assessing another's character and actions.

确保这次测试的准确性，不要试图在两天的时间里去改变你们交流的内容，也无须对于别人的性格和行为方面采用比平常更友善的态度。

**Most of us who take this test are unpleasantly surprised.**

	<p>绝大多数的人在检测之后，会有一份不愉快的惊讶。</p> <p><i>Words That Hurt, Words That Heal: How to Choose Words Wisely and Well</i> by Rabbi Joseph Telushkin</p> <p>摘自《语言的两端—伤害和痊愈；怎样聪明恰当地选择语言》</p> <p>downloaded from <a href="http://www.libertyhaven.com/theoreticalphilosophicalissues/ethics/words.shtml">http://www.libertyhaven.com/theoreticalphilosophicalissues/ethics/words.shtml</a></p>
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<p><b>Misdemeanour:</b> 不良行为:</p>	<p>Wasting Resources 浪费资源</p>
<p><b>Corrective Consequence:</b> 矫正结果:</p>	<p>Ask the child to collect data (e.g. through a survey) about the quantity of [the resource] wasted and from this to make estimates of the quantity wasted by one person in a day/month/year/lifetime and the quantity wasted by the whole school/community. 要求孩子通过调查收集大量资源被浪费的数据，并估计一个人以及整个社会每天每月每年所浪费的资源数量</p>
<p><b>Values:</b> 价值:</p>	<p>Environmental Care (Non-violence) 保护环境（非暴力）</p>
<p><b>Key Vocabulary:</b> 关键词:</p>	<p><i>There is only a limited supply of natural resources on our planet and we have not been using these resources wisely. If everyone uses only his/her share there will be enough for everyone, but if even one person is wasteful it will make a difference to</i></p>

	<p>everyone.</p> <p>在我们还不能有效地利用这些资源的时候，我们应限制对我们星球上对资源的使用。如果每一个人只用自己应得的那一份资源，资源是足够的。但即使是一个人浪费，都会给每一个人带来不良的影响</p>
<p><b>Anecdote:</b> 轶事：</p>	<p>Children in a Year 6 class were in the habit of wasting paper. As part of a mathematics exercise their new teacher asked them to calculate how many books per year they collectively wasted. This was multiplied by the number of classes in the school and the number of schools in the area.</p> <p>A national perspective was developed by multiplying the number of areas and this resulting number, now into several hundred thousands, was converted in trees per year! Needless to say the children became more vigilant not to waste paper.</p> <p>有一年，六班的孩子们有浪费纸张的习惯。作为教学的一部分，他们的新数学老师要他们计算一下每年全班会浪费多少书。全学校甚至全区的学校又会浪费多少？作为整个国家来说，每年就需要数百万的树木被砍伐去制造这些书本。</p> <p>这样就可以警醒孩子们不要再浪费纸张。</p>
<p><b>Other methods:</b> 其他方法：</p>	

## Resources 资源

### Passages for Comprehension 理解



One of the most powerful ways to teach children a lesson is through stories. We have listed a few examples below. We suggest that you collect a series of inspirational stories (including biographies of famous people, fables, fictitious stories, etc.) and have them available when there is a need for a child to reflect on the consequences of his/her actions.

最有效的方式是通过故事教育孩子们。我们列出一些下面的例子。我们建议你们收集一系列富有灵性的故事（包括著名人物的传记，寓言，小说等），使孩子们在有必要反思他们的行为时，可以借鉴。

## **Cheating**

欺骗

Tommy was a smart boy but he was lazy. Instead of doing his homework or revising for a test, he would play with his toys. Everyday he used to say, "I'll do it tomorrow!" But when tomorrow came he would not bother and during lunchtimes, and even sometimes during the lesson, he would copy his friend's work. His friend didn't like him copying but Tommy was his friend after all. Tommy and his friend always got the best marks in the class.

汤米是一个很聪明的男孩，但他很懒。每天他都玩他的玩具，而不去做家庭作业或做考前复习。他常常说：“我明天就会做它。”但是第二天来临时，他又不耐烦去做了，而是在午休，有时是课堂上，去抄同学的作业。他的朋友不想给他抄，但又碍不过朋友情面。他们两个总是拿到班上的最高分。

One day, the teacher decided to give the class a surprise test. Miss Sparrow was so confident that Tommy and his friend would get the best marks and they did...how? When Miss Sparrow wasn't looking Tommy quickly copied his friend's work. Tommy's friend was so annoyed but Tommy was his friend after all.

一天，老师决定给他们一个突然的测验。丝班若小姐很有信心汤米和他的朋友会得到好分数并且他们.....结果怎样？趁老师没有注意到他的时候，汤米迅速抄了他的朋友的答案。他的朋友很恼怒，但却又无可奈何。

The head teacher was so impressed with Tommy and his friend that he entered them both in a school competition. Tommy loved all the attention and was confident that he and his friend would win the trophy. On the day of the contest, Tommy's friend fell ill and was unable to attend, so Miss Sparrow asked Natasha to take part with Tommy. Natasha was a hard worker but she made careless mistakes. The papers were handed in – now all they had to do was to wait for the results.

校长很欣赏汤米和他的朋友的表现，因而让他们参与一项学校的竞争活动。汤米很喜欢被人所重视，并自信他和他的朋友一起可以赢得那座奖杯。在竞赛的当天，汤米的朋友病了，不能来参加竞赛了，所以丝班若小姐就让娜塔莎与汤米一起参加。娜塔莎做得很认真但犯了些粗心的错误。试卷已经交上去了，——他们只好在那里等待结果出来。

One week later, Natasha and Tommy were called into the head teacher's office. He looked very serious. The school had had a letter from the competition organisers. The letter said that they felt Natasha and Tommy had cheated in the competition as both their papers were identical. Tommy looked out of window to avoid looking at the head teacher in the face. Natasha went red. After a lot of discussion, the head decided it must have been Natasha who cheated as Tommy always got good marks. Natasha pleaded innocence but no one listened. Tommy's friend and Tommy knew Natasha was telling the truth.

一星期之后，娜塔莎和汤米被叫到校长的办公室。他看起来非常严肃。学校收到一封来自竞争组织者的信。信中说，他们在验明试卷时，觉得娜塔莎和汤米在竞争中作弊了。汤米看着窗外以避免正视校长。娜塔莎满脸通红。经过一番讨论之后，校长决定，因为平时汤米的成绩很好，所以是娜塔莎作弊了。尽管娜塔莎极力争辩，但无人听她的。但汤米的朋友和汤米知道娜塔莎说的是真话。

Tommy found it very difficult to sleep at night. He kept dreaming of the competition and Natasha being called a “cheat” by the other children. The next day he went into school and confessed to his teacher. Everyone was very cross and it took Tommy a long time to convince anyone that he was telling the truth.

晚上时汤米怎么也睡不着, 他不断梦见娜塔莎和其他的竞争伙伴骂他是骗子。第二天他到学校向老师承认是自己作弊了。因为个人都不相信他会作弊, 所以汤米不得不花费许多时间去解释。他说的是实情

- a) Why did Tommy cheat?
- b) How did his friend feel about him cheating?
- c) What was Natasha accused of? Was this fair on her?
- d) How do you think Natasha felt?
- e) Why couldn't Tommy sleep at night?
- f) How do you think Tommy felt when he told the truth?

为什么汤米要作弊?

他的朋友对于他的作弊行为有怎样的感觉?

娜塔莎申辩了什么? 这件事对她来说公平么?

你认为娜塔莎会有怎样的感受?

为什么汤米晚上睡不着?

当汤米说出真相之后他的感觉会怎样?

### **Not Concentrating**

思想不集中

The following story illustrates the importance of keeping the “monkey mind” occupied so it cannot get into mischief (Jumsai and Burrows, 1991, pp.84-85)

下列的故事是为了说明牢牢控制住 “散漫思想” 的重要性, 目的就是不让思想开小差。

There was once a young man digging in his garden. Suddenly he came across something hard buried in the ground. He dug it out and, being curious to find out what it was, he quickly cleaned off the earth and started to wipe it with a cloth. It turned out to be an old oil lamp. As he wiped it, smoke appeared which took the form of a genie. The genie spoke to the young man. “Thank you for freeing me. In return I will serve you. You can ask me to do anything but there is only one condition: if you stop using me at any time, I will eat you up!” The young man thought about this and very quickly decided that it was a good idea to have a servant and he was certain he could keep the

genie occupied all the time, so he agreed. The genie then said, "Master, tell me what you want but remember, if you don't use me I will eat you up." The young man replied, "I want a castle to live in." Immediately, the genie materialized a castle. The young man was shocked; he had imagined that the genie would take a year or so to build the castle. So he had to think quickly what to ask the genie. "Build me a wide road to the castle." Immediately it was done. "I want a beautiful garden surrounding the castle." Again his wish was granted. "I want...." So the young man continued, but he was getting very worried that he would soon run out of things to ask for; also he knew he would not be able to live in his castle as he had to keep the genie busy all the time. Finally the young man thought of a solution. He asked for a very tall pillar, which immediately materialized. He told the genie to climb slowly to the top and told him, "When you get to the top, climb slowly down again. When you get to the bottom climb up again...and continue doing this." The genie had to climb slowly up and down all the time. The young man sighed with relief; he was now safe. The genie was kept busy so the young man was able to live in his castle and live happily ever after."

从前有一个年轻人正在他的花园里锄地。忽然他挖到地里埋藏的一样神秘而坚硬的东西。他把它挖了出来，很快地清理干净泥土，然后用水把它洗干净。原来是一盏破旧的油灯。正当他擦拭它的时候，一股青烟冒了出来，青烟形成了一个巨人。这个巨人对他说道：“谢谢你把我释放出来。为了报答你对我的救命之恩，我要为你做任何事情。但有一个条件：你没有事情让我做的时候，我就会把你吃掉！”年轻人想了一下，认为让一个巨人给他当仆人很不错，而且他相信自己能够让这个巨人不停地干活，所以他同意了。于是巨人说：“主人，告诉我你想要我做的事吧，但你一定要记住，不能让我停下来，否则我会吃掉你！”年轻人说：“我要一座城堡。”立刻，巨人建好了一座城堡。年轻人惊呆了：他原以为巨人至少要一年的时间才能修好一座城堡呢！他不得不赶快给巨人说：“给我的城堡修一条宽阔的马路。”话音刚落，马路就已修好了。“我要环绕着城堡一座美丽的花园。”他的愿望马上就满足了。“我想

要……”虽然年青人不停地说着，但他越来越着急了，因为他很快就不知道应该再要什么东西了。同时他也知道如果让巨人停下来，巨人会马上把他吃掉。最后他想出了一个主意，他要了一座非常高的塔，塔很快就出现在了眼前。他命令巨人慢慢地爬上去，同时还说到：“当你爬上塔顶时，要慢慢地再爬下来，然后再慢慢爬上去，再慢慢爬下来……如此以往，不能停哦。”巨人不得不这样做了。年轻人如释重负，现在安全了。从此之后，巨人一直就这样忙碌着爬上去爬下来，而年轻人则在他的城堡里，过着幸福而快乐的生活。

- a) Why did the young man need to keep the genie occupied? What would happen to him if the genie was not occupied?
- b) Imagine that the genie is your mind. Why do you have to keep your mind concentrated rather than letting it run wild like the genie?
- c) What are some of the wonderful things that our minds can achieve when we allow them to concentrate?
- d) If your mind is like the genie and it needs to be kept under control instead of running up and down the pole, what are 3 things you can do to keep it focused when it starts to wander?

为什么年轻人要留下巨人？假如没有征服巨人，年轻人会发生什么事？

想象巨人就是你的思想。为什么你要保持你的思想集中而不是象巨人那样乱跑呢？

当我们思想集中时，会发生什么奇妙的东西？

假如你的思想就象巨人那样，需要被加以控制才不会在高塔上跑来跑去。那在思想散漫时，你需要做哪三件事去控制它呢？

## Lying

谎言

Below are two stories about George Washington. The first one is the original story. In the new version, George said he only chopped down part of the tree so he was not lying. If you were George's father, would you punish him for the first story or the new version? Give 3 reasons for

your answer. Do you think George was right to tell a lie to save himself from embarrassment? to save his mother from being shocked?

下面两个故事是关于乔治·华盛顿的。第一个是原版的故事。但在新故事中，乔治说他只砍了树子的枝桠，没有砍伐树子，而他也没有撒谎。假如你是乔治的父亲，你会在原来的故事中还是在新版的故事中去惩罚他呢？列举出你回答的三个理由。你认为他用撒谎的方式去免于惩罚或列举避免他的母亲惊吓的理由适合么？

### George Washington and the Cherry Tree

乔治·华盛顿和樱桃树

(For those who are not familiar with the story of George Washington and the cherry tree, let me give you the 30 second version. George Washington, the first President of the United States, was known for his truthfulness, even as a child. The story tells that young George chopped down a cherry tree and when his father asked him about it, he told his father the truth. George was not punished because of his truthfulness. You can figure out the moral of the story.

乔治·华盛顿和樱桃树的故事是众所周知的，给你们 30 秒的时间去浏览他的简介。乔治·华盛顿是美国的第一任总统，他还是小孩的时候就以诚实而著称。这个故事讲的是小乔治砍倒了一棵樱桃树，他的父亲问起他的时候，他给他的父亲讲了真话。乔治因为他的诚实而没有受到惩罚。你可以领会一下故事的精神。

Now, imagine if this happened in today's world ...

现在，想象以下假如这件事发生在当今的世界里.....

### The new version

新版乔治·华盛顿和樱桃树

"George Washington, did YOU chop down the cherry tree?"

“乔治·华盛顿，是你把樱桃树给砍倒了么？”“不是，爸爸。”“我认为你在撒谎。”“不，不，不，我发誓我没有砍倒樱桃树。”“儿子，我看见你提着斧子来到这儿。假如你说谎的话，我会加倍惩罚你。现在，快告诉我真相。”“爸爸，我说的全都是真话呀。现在，我必须为我的行为负责。但我的行为是正义的，我不是自愿去砍伐它的。”“事实上，爸爸，的确是我把樱桃树砍倒在地上的。这样做是不对。

"No, Dad."

"I think you are lying."

"No, no, no! I swear I did NOT chop down the cherry tree."

"Son, I saw you out here with your axe. Your punishment will be much worse for you if you lie. Now, tell me the truth!"

"Dad, I answered your question truthfully. Still, I must take complete responsibility for all my actions. While my answer was legally accurate, I did not volunteer information.

"Indeed, Dad, I did cause the cherry tree to be lying on the ground. To do this was wrong. It constituted a critical lapse in judgment and a personal failure on my part for which I am solely and completely responsible.

"I know my answer to you gave a false impression. I misled you, my own father. I deeply regret that.

"I can only tell you I was motivated by many factors. First, by a desire to protect myself from the embarrassment of my own conduct. I was also very concerned about protecting Mom from this shock. What I did, Dad, was use a saw to cause the cherry tree to fall. Only after the tree was already down did I go get my axe to chop off individual branches. So, I chopped off branches but sawed down the tree. Look at the saw cut on the stump and the axe cuts on the branches. Therefore, legally, I told the truth".

downloaded from <http://www.geocities.com/CollegePark/6174/gw-cherrytree-new.htm>

“乔治.华盛顿，是你把樱桃树给砍倒了么？”

“不是，爸爸。”

“我认为你在撒谎。”

“不，不，不，我发誓我没有砍倒樱桃树。”

“儿子，我看见你提着斧子来到这儿。假如你说谎的话，我会加倍惩罚你。现在，快告诉我真相。”

“爸爸，我说的全都是真话呀。现在，我必须为我的行为负责。但应指出的是，我的行为是正义的，我没有砍倒它。”

“事实上，爸爸，的确是我把樱桃树弄倒在地上的。这样做不对。是我自己的失误而造成现在的结局，所以我会独自承担所有的责任。我知道我的回答会给你一个错误的信息。因为我误导您了，亲爱的爸爸，对此我感到十分抱歉。但我还是想告诉您，我这样做是有诸多原因的。首先，我是想在我一手造成的混乱中得到自我保护。同时，我也想让妈妈从这个惊吓中解脱出来。我所能做的，就是用一把锯子去把这棵树锯倒。当树子倒下来后，我才用斧子去剔除树子的枝桠的。所以说，我是用锯把树锯倒，然后用斧子砍的枝桠。瞧这个锯断的树墩和这些砍下的枝桠。因此，从道理上讲，我说的都是真话。”

## Lying

### 谎言

The teacher was angry and all the students looked quickly at each other, wondering who was the culprit. Only Robert knew, because he was the one who had sneaked into the classroom during the recess break to get his football and, not being able to resist just one kick, had knocked over the vase of flowers on her desk and broken it. Everybody knew that there would be serious trouble for the culprit, because the classroom was out of bounds during break times, but Robert was confident that nobody had seen him and he would never be caught. Besides, if he was caught he would probably not be allowed to play football in the school team this weekend, and he loved his football games more than anything else. Miss Brown looked directly at each pupil, one by one, and asked each one if he or she knew what had happened. Robert knew that when it came to his turn he could look directly into Miss Brown's eyes and tell her that he knew nothing about it, just as his classmates were doing. He KNEW that he could get away with it – all he had to do was to keep calm and



look firmly into her eyes. When it came to his turn, this is just what he did. He looked straight at her eyes, without blinking – then suddenly all sorts of thoughts flashed through his head. What if somebody really had seen him in the classroom and Miss Brown found out – then the punishment could be even worse because he had lied. What if she blamed somebody else from the class and they were punished instead? And Peter changed his mind. ‘I did it’, was all he said. He was expecting Miss Brown to be very angry, and probably to send him to the principal or even to call his parents. But instead, she smiled at him. ‘I am very relieved that you have told me the truth,’ she said, ‘because it takes far greater strength to be truthful than to tell a lie. Of course I will have to punish you for being in the classroom when you were not supposed to, and I would like you to save up the money to replace the vase, but to show you how proud I am that you told the truth, I would like you to be captain of the class football team when we play against Grade 6 next week.’

老师正在生气，而同学们快速地相互看着对方，都在猜测究竟谁是肇事者。只有罗伯特明白。因为正是他在午休时，偷偷跑回教室并拿走了他的足球，由于忍不住踢了一脚足球，不料那球刚好踢在老师桌上的花瓶，把它给打碎了。每一个人都知道肇事者会受到严厉的惩罚，因为午休时，学生不准进教室，但罗伯特自认为没有人看见他，他也不会被抓住。除此之外还有，如果他被抓住的话，他可能就会被取缔本周末参加校队踢足球的资格，而他最喜欢的就是踢球。布朗小姐一个接一个地直视着每一个学生，还问他或她是否知道点什么。罗伯特想好了，当轮到他的时候，他就向其他同学一样，直接对布朗小姐说，他什么也不知道。他认为他能逃过去，现在他所需要做的就是平静下来，准备镇静地面对老师的眼睛。当轮到他的时候，事情正如他所想的那样。他正视着老师的眼睛，眨都不眨一下-----突然，各种各样的想法一下子都涌上他的心头：假如有人看见过他，而老师发现了-----他会因为撒谎而受到更严厉的惩罚。假如她认为是别的同学做的而去惩罚那个人的话，同学们会怎样呢？罗伯特改变了想法，“是我干的。”他说。他准备接受老师的勃然大怒，或许还要把他送到校长那里去，更甚至于还要请他的父母。但是，老师笑着对他说：“你讲了真话之后，我感觉很轻松。因为讲真话远比说假话艰难。当然正如你所不期望的那样，我会给与你一个惩罚，即你要节省钱来赔偿这个花瓶；但因为你的诚实，我委任你作为我们班的足球队长，参加下周与6年级的足球对抗赛。

- a) Who broke the vase?
- b) Was it an accident or deliberate?
- c) Why did Robert feel afraid to confess?
- d) What happened to make Robert change his mind?
- e) How did the teacher react to his confession?
- f) Explain whether you think the writer was right or wrong to confess and give reasons for your answer.
- g) Explain whether you think the teacher was fair or unfair to reward the writer and give reasons for your answer.

谁打破了花瓶？

它是一件意外事故还是一件故意行为？

为什么罗伯特害怕承认错误？

是什么让罗伯特改变了想法？

对于他的承认，老师作何反应？

解释一下，你是否认为作者对承认错误的行为是正确的。举出你的理由。

解释一下，你是否认为老师对于作者的奖励是公正的。举出你的理由。

## **Stealing**

偷窃

Peter was the only person in the cloakroom when Sarah arrived at school. As she hung her bag on the hook next to his, she saw that he was putting a brand new Gameboy into his bag. Sarah was surprised to see him with it because she knew that his family didn't have very much money. But her family didn't have much money either and she would dearly have loved to have a Gameboy of her own. All through the morning she could not concentrate on her work because she was thinking about the Gameboy. As she thought about it, she became angrier and angrier. "Why should Peter have something that I want so badly?" she asked herself, over and over again.

当莎拉到达学校的时候，教室里只有彼得一个人。当她把书包挂在他旁边的挂钩上时，她见到他正把一个崭新的 Gameboy 放进他的书包里。莎

拉见到他使用它感到很惊讶，因为她知道他的家里没有多少钱。而她的家庭也没有多少钱，同时她也非常渴望能拥有一个自己喜爱的 Gameboy。因为她一直正在想着 Gameboy 的事，所以整个早晨她都无法专心学习。她一直想着它，但越想心里就越气。“为什么彼得就应该有而我就不能够有一个呢？”她一遍遍地问自己。

At lunchtime, Sarah was the last person to leave because it was her turn to tidy the bookshelves. She suddenly realised that she was alone in the room and the temptation became too strong. “Why should he have a Gameboy? He doesn’t deserve it,” she muttered to herself, as she quietly slipped into the cloakroom and took it from Peter’s bag, hiding it underneath the homework in her own bag. All day she was worried that she might be caught but at the end of the day she grabbed her bag along with all the other children and ran all the way home. She was so relieved! She had got away with it and nobody would ever know. All night she played gleefully with her new Gameboy.

午餐时，莎拉是最后一个离开教室，因为今天轮着她整理书架。当她突然意识到只有她一人在教室里的時候，那种诱惑变得很强烈。“为什么他就应该有 Gameboy？他不应该得到它，”她喃喃自语着，飞快地跑到寄物间把它从彼得的包里拿出来，然后藏在自己的书包的作业底下。一整天她都在担心会被人捉住，直到放学之后，她才随同其他同学，抓住书包飞一样的跑回家里。她带着它回家了，并且没有人知道，她感到如释重负。整个夜晚她都愉快地玩着她的新 Gameboy。

The next day, Peter was not in class. Miss Smith explained to the class that he would be away for some time in the coming weeks. This was because his little brother was in hospital, dying of cancer, and Peter was taking time off school to spend time with his brother and play games with him to help to pass the time. Sarah did not know it, but Peter had saved the money from his early morning paper rounds, going out in the cold and rainy early mornings so he could buy the Gameboy to help to make his brother’s last few days happier.

第二天，彼得没有来上课。史密斯小姐对全班同学说，他这几周都不会来上学，因为他的小弟弟患了癌症住在医院里，快死了，彼得离开学校就是为了去陪伴他的弟弟，和他一块做游戏，陪他度过最后的时间。莎拉不知道，彼得每天冒着寒风冷雨步行上学、回家，就是想从他早晚的乘车费中

省下钱来为他的弟弟买 Gameboy，希望它能给他在最后的日子带来快乐。

- a) Why did Sarah think it was okay for her to take Peter's Gameboy?
- b) How did Sarah feel to know that she had got away without being caught?
- c) Write the story from Peter's point of view and describe how he felt when he discovered that the Gameboy he had worked so hard for, to make his brother's last days happier, had been stolen.
- d) Now put yourself in the position of the person from whom you stole. Write a story from the point of view of that person, describing how s/he might have had to work hard to get that thing, what it might have been needed for, and how s/he might feel as the result of the theft.

为什么莎拉认为拿走彼得的 Gameboy 是可以的？

在知道自己顺利拿走东西而没有被抓时，莎拉是怎样的心情？

站在彼得的立场写一个故事，描述当他发现辛苦换来的、为使他临终的弟弟快乐的 Gameboy 不见了时的心情。

现在，你站在被偷盗者的立场上，描述他们可能是经过怎样的艰苦工作才得到那种东西，它又是怎样的急需，以及他或她在失窃后的感受。

### **Not working**

不劳动

#### The Ant and the Grasshopper: An Aesop Fable retold by Rose Owens

蚂蚁和蚱蜢：一则萝丝欧恩转诉的伊索寓言

One summer day a grasshopper was singing and chirping and hopping about. He was having a wonderful time. He saw an ant who was busy gathering and storing grain for the winter.

"Stop and talk to me," said the grasshopper. "We can sing some songs and dance a while."

"Oh no," said the ant. "Winter is coming. I am storing up food for the winter. I think you should do the same."

"Oh, I can't be bothered," said the grasshopper. "Winter is a long time off. There is plenty of food." So the grasshopper continued to dance and sing and chirp and the ant continued to work.

When winter came the grasshopper had no food and was starving. He went to the ant's house and asked, "Can I have some wheat or maybe a few kernels of corn. Without it I will starve," whined the grasshopper. "You danced last summer," said the ants in disgust. "You can continue to dance." And they gave him no food.

*There is a time to work and a time to play.*

在一个夏日里，一只蚱蜢正蹦跳着吱喳地唱着歌。他正享受着美好的时光。他看见一只蚂蚁正忙碌着储存冬天的粮食。

“停下来和我说会儿话吧”，蚱蜢说。“我们可以唱一会儿歌还可以跳一会儿舞吧。”

“哦，不”，蚂蚁说。“冬天快来了。我要储存冬天的食物呢。我认为你也应该做点准备呀。”

“哦，我才不想麻烦”，蚱蜢说。“冬天还要很长的时间才到呢。况且现在有许多食物呀。”然后蚱蜢继续跳舞，继续吱喳地唱歌，而蚂蚁则继续工作。

当冬天来了，蚱蜢没有吃的东西，饿极了。他来到蚂蚁的房子前，问，“能给我一些小麦或玉米黍么。我没有吃的，快饿死了，”蚱蜢哭着说。“你跳了一个夏天的舞”，蚂蚁厌恶地说。“你可以继续跳舞呀。”他们没有给他食物。

有时间去玩还应有时间去工作。

Downloaded from  
<http://www.civprod.com/storylady/stories/AesopFables.htm>

- a) What did the grasshopper want to do during the summer?
- b) What did the ants want to do?
- c) Why did the ants want to do this?
- d) What happened to the grasshopper when winter came?
- e) Why did this happen to him?
- f) Was it fair of the grasshopper to expect the ants to give him food? Why/why not?
- g) What message does this story give us about life?
- h) What does it mean by 'There is a time to work and a time to play'?

在整个夏天蚂蚱在做什么？

蚂蚁想要做什么？

为什么蚂蚁要那样做？  
冬天来临时，蚂蚱怎么了？  
为什么他会发生那样的事？  
蚂蚱希望蚂蚁给他一些食物公平么？为什么？或为什么不？  
这个故事告诉我们什么有关生活的信息？  
“有时间去玩还应有时间去工作。”意味着什么？

## **Gossiping**

### 流言

A group of friends sat together in the coffee shop.

‘Did you hear about Susan? My Mum said her father’s lost a lot of money and they have to sell their house.’

‘Serves her right, anyway, she’s always boasting about everything she’s got.’

‘I heard that she told Jenny that she might even be moving to another school.’

The group drew closer and the gossip continued, switching from one absent classmate to another. Nobody worried whether the stories were true or not, or whether it might be hurtful to the people they were talking about. It was just harmless gossip, and no harm could come from it.

Eventually the gossip switched to the topic of Jane’s brother, who had been suspended from school. Suddenly, Kathy, who had been joining eagerly in the gossip, stopped and looked sternly at the group. ‘Jane is my friend,’ she said firmly. ‘I know how upset she is about this and I don’t want to listen to gossip about it.’

The gossipers were stunned – so stunned that they immediately stopped talking, and very soon departed in uncomfortable silence. Although nobody said so, they all suddenly realised that their gossip could be hurtful.

Taprina Milburn had a similar experience to this and she has written an article called ‘Innocent Gossip’

(<http://jamesfriesen.tripod.com/thewayemagazineonlinemagazine/id8.html>) . She suggests that if we fill our minds with good things about a person it is impossible to think or say hurtful things about them at the same time.

She shares what she has learned about gossips:

一群朋友正坐在咖啡屋里。

“你听说苏珊的事了么？我妈妈说她的爸爸蚀了很多钱，现在他们不得不卖掉他们的房子了。”

“活该，她总是炫耀着她有这样有那样。”

“我听说她告诉珍妮，她可能要转到另一个学校去呢。”

这群人凑拢在一起继续说着其他不在场的同学的流言。没有人在意这些事情是不是真的，或者他们所谈论的同学是否会受到伤害。这的确是一种无伤害的谣言，并且从中也没有产生伤害。最后这群人的话题转到了简的弟弟的身上，他被学校开除了。突然，凯西，一个很喜欢说闲话的人，打断了这个话题并且很严肃的说：“珍是我的朋友，”她坚决地说，“我知道她因为这件事而情绪变得很低落，所以我不想要听有关这件事的闲话。”

这群人是如此震惊以至于一下子全都不说话了，而且他们很快就在这种难堪的沉默中彼此告别了。虽然没有人再说起，但他们全都意识到他们的闲话可能会造成其他人的伤害。

Taprina Milburn 有与这类似的经历，而且她还写一篇题目叫‘无辜的流言’的文章。(http://

[jamesfriesen.tripod.com/thewayemagazineonlinemagazine/id8.html](http://jamesfriesen.tripod.com/thewayemagazineonlinemagazine/id8.html)).

She suggests that if we fill our minds with good things about a person it is impossible to think or say hurtful things about them at the same time.

She shares what she has learned about gossips:

- 
- A gossip may be fun to listen to, but cannot be trusted enough to build intimate relationships with.
- No matter how jolly a person seems, gossip and criticism reveal on the outside what is going on in the inside - negative thinking and hatred.

- Gossip and criticism are used to make us feel better about our positions in life - we feel good when someone else is worse off.
- Criticism of other people will eventually spill over into our own family. The more we see wrong in people with whom we work or mingle, the more critical our eyes become at home.

Gossip and criticism pull down your spirit. "Garbage in, garbage out," a friend's mother used to say. Listening to gossip can be as harmful as speaking it. It changes the way you look at and feel about people.

她建议，如果我们头脑中总是装满一个人的优点，那就不可能同时再去想或去说那些有可能伤害他们的话了。

这里有一些她了解到的有关流言的事：

流言可能只是听着好玩而已，不能信以为真。

不管一个人似乎有多么令人讨厌，那些流言和批评也仅仅停留在表面，不能揭示其本来的面目。

当我们从自己的观点出发来批评和传播他人的流言时，我们感觉越舒服，别人就会感觉越难受。

对他人的批评最后将会带到自己的家庭里面。在家里，我们看见与我们协同工作的人的缺点和疏忽越多，我们的眼光会变得越苛刻。

流言和批评会摧毁你的精神。朋友的母亲曾这样说。听流言与说流言一样有害。它会改变你看待人和与人相处的方式。

- She suggests some ideas to help stop gossiping:
  - Make a commitment with your circle of friends to lift up people instead of tearing them down.
  - Firmly tell the messenger you do not want to hear gossip. Be prepared for the relationship to change.
  - Examine what you fill your mind with. Does your mental diet consist of tell-all books, despondent music or television programmes that portray the bad side of human behaviour?
  - Choose friends carefully. The special part of friendship is being able to confide in each other during rough times. This is unsafe if your friend is known to gossip. If you are a known gossip, people will not trust you.
  - Make it a daily goal to think before you say something about someone. Ask yourself: What is my motivation?

她提了几条意见去阻止传播流言：



在你的朋友圈中达成共识，只说别人的优点不谈别人的缺点。  
坚定自己不去听那些流言。准备着改变这种关系。  
审视自己的思想：是否充斥着书籍、音乐、电视节目的某些不良的行为？

慎重选择自己的朋友。友谊的特殊性在于它是日常生活中彼此建立起来的一种信任。假如你的朋友嗜好传播流言是不安全的。假如你是一个流言的传播者，人们将不会再信任你。

在你谈到某人的某些事时先想一想。再问问自己：我的动机是什么？

- a) Should we listen only to gossip about and criticism of people we do not know or do not like? Give 3 reasons for your answer.
- b) What happened to make the author change her mind about gossiping?
- c) List 3 strategies from this article that you can use instead of gossiping.
- d) Write a commitment to stop gossiping and only think of the good things about people. Put this in a place where you can see it every day, such as on your desk.

我们仅仅去听信我们并不熟悉的人的流言和批评么？列出三个你的答案的理由。

是什么让作者转变了去传播流言的行为？

列出来自你能停止传播闲话的3个策略。

写一个承诺：停止传播流言并且只想到他人的好处。把它放在你每天都能看见它的地方，比如可以放在你的书桌上。

## Visualisations

### 想象

We suggest that you record these visualisations on audio-tape. Then individual pupils can listen to them with headphones. We also recommend that you ask the pupil/s to listen to a particular visualisation every day for at least a week, as one-off sessions will not have sufficient impact on re-programming the subconscious mind.

我们建议你们在录音机上录下这些有关想象的磁带。然后让个别的学生戴上耳机去听它们。我们也推荐，至少用一个星期的时间去听这些每天录制的特别的想象材料，因为听一次未必会在重组潜意识过程中对他们造成强烈的影响。

## **Not paying attention**

不专心

Close your eyes and focus your attention on the darkness behind them. The reason for this visualisation is to help you to improve your concentration and listening skills in lectures. This will enhance what you learn from the lecture and it will also enhance your consideration for your lecturer and your classmates. Focus your concentration behind your eyes for a few moments. This one-pointedness will help you to concentrate better. Now take your concentration to your ears. Allow them to be filled with a sensation of warmth, like warm salty water. This will help to make your ears more receptive to what is being spoken in class. Now allow the feeling of warmth to fill your whole head, while still focusing your concentration behind your eyes. When you open your eyes you will find that your mind and your ears are more focused and you will no longer feel the need to talk in class.

闭上你的眼睛，把注意力集中在眼后的黑暗里。这种想象可以帮助你改善你在课堂上的注意力和听力。这也会提高你从课堂中学到知识，并且还提高你对你的老师和同学的思考。把你的注意力集中在你的眼后片刻。这样会使你更专注。现在把你的注意力集中在你的耳朵。让它们充满一种如温暖的海水一样的温暖的感觉。这样会帮助你的耳朵更好地接受课堂的知识。现在继续把注意里集中在你的眼中，并让这种温暖的感觉溢满你整个头脑，当你睁开眼睛时，你会发现你的思维、你的耳朵变得更专注，同时你也不会再在课堂上分心了。

## **Swearing**

发誓

The purpose of this visualisation is to remind you that if we speak bitter words they can leave a bitter taste in our mouths and that we are the ones to suffer from this, not anyone else. Take some slow, deep breaths

and each time you breathe out, feel yourself relaxing more and more. After several breaths, take your concentration into your head and then focus it on a point behind your closed eyes, watching this space as if it is a movie screen. In your mind, re-play the situation in which you were caught swearing. Watch it behind your eyes, as if you are watching a movie. Replay the whole situation, right from the beginning. Remember everything that was said or done to you and everything that you said or did. Next, concentrate your attention on the emotions that you felt in this situation. Remember the emotions clearly and allow them to build up strongly, until you feel that you are right in the middle of them.... Now concentrate on bringing these emotions into your mouth. Let them build up and build up, until you can taste the feelings. Think about whether this is a nice taste or not. Now think of the words you said when these emotions were strong. Words spoken with strong emotion have the taste of the emotion itself and once we have spoken them we can never take them back, never really get rid of the bad taste in our mouth.... Now imagine your favourite taste and imagine that you are allowing this taste to fill your whole mouth, and hold it there for a few seconds. Say to yourself, "I will always remember to keep this taste in my mouth so that bitter feelings or bitter words cannot spoil it."

这个想象的目的是提醒你，如果我们对他人说了不好的话，我们的嘴里也会尝到这种苦涩的味道。慢慢地做几次深呼吸，每一次你呼出时，会感觉你自己会越来越轻松。做了几次呼吸后，闭上你的眼睛，就象看电影一样，把注意力集中在你头脑中。在你的思维中，重现你发誓时的情形。回忆你曾说过、做过的每一件事以及那些对你说过、做过的事情。接下来，把注意力集中在你所感觉到情景中的情感中。清楚地回忆这些情感，并把他们建构起来，直到你感觉到你正置身其中了..... 现在集中把这些情绪带进你的嘴里。让他们累积起来知道你能尝到这种感觉。想想是否这是一种很美好的味道。当这种感觉很强烈的时候，你在想想你曾说过的话。在没有摒除掉我们嘴中的苦涩味时，伴着强烈的情感中所说出的话，是再也收不回来的。现在想像你的美妙的感受，并想象它正弥漫你整个嘴，让它在那儿停留片刻。对自己说，“我要一直保留这种可爱的味道，不要那些苦涩的感觉或言辞去毁掉它。”

## **Getting in touch with your real self**

触摸真实的自己

Begin with a few slow, deep breaths to encourage relaxation. Take your concentration deep inside your chest. Hidden there is your true self. This is the part of you that knows no fear and is always courageous. It is the part of you that never knows loneliness because it always knows love. It is the part that knows no attachments to external things because it is always complete within itself. Hold your attention on that deep, inner part of yourself and imagine that a beam of light is shining down through the top of your head onto that spot. Continue to allow the beam to pour onto that spot. Watch as the light touches your inner self and allows it to expand, like a flower opening. As the flower unfolds, your inner self grows and grows, larger and stronger, until it fills your whole body and your mind and your emotions with an intense feeling of peace and love. This is the time when you can trust yourself the most, to make the best decisions, and to have your own strength and completeness. Open your eyes slowly in your own time and appreciate the inner strength you have unlocked.

首先慢慢地深呼吸以放松自己。把注意力集中在你的胸中。那儿隐藏着你真实的自己。要知道，在这里，你没有恐惧只有勇敢。因为它懂得爱，所以在这里你从不知道孤独。它没有外来的附加物，它是完整的。把注意力集中在你的内心深处，想象与一束光正从你的头顶照耀在心上。看着这束光触着你的内心，让你的心象花儿一样展开它的花瓣。当花儿开放的时候，你的内心的自我在生长，在壮大，在强壮，直到你整个身体、思维、情感都充满和平和热爱。这时你最信任你自己，去做出最好的决定，去拥有你的力量和完美。这时，慢慢睁开你的眼睛，感激你已开启的内心力量吧

### **Lack of participation**

缺乏参与意识

***There are different reasons why students do not participate. One is because they lack confidence or feel they do not have a worthwhile contribution to make. For these children, it is important to help them see how important and necessary their contribution is to the outcome of the whole.***

学生不愿意参与的原因有很多。其中一个是他们缺乏自信或者感觉他们不能做出有价值的贡献。对于这些孩子，最重要的是帮助他们看到他们的贡献对与整个结果来说是多么的重要和需要。

Close your eyes and picture the classroom. Imagine that you can see yourself and your classmates sitting in your regular places. Now raise your eyes to a level above your heads and imagine that hovering above your heads is a huge, complicated machine. It is very new – the metal is bright and shiny and it has lots of cogs and wheels and funnels – it looks a bit like a machine from a cartoon. As you watch the machine, it slowly starts to operate. First one cog starts to turn, that one starts up the next, then the next, and so on, until everything is running smoothly. As you look at the machine, try to imagine which parts are like your different classmates. Some parts are big and noisy, and look as if they are the most important. Some are a little bit slow and are not fully pulling their weight. Some look very tiny and quiet, as if they are not making any contribution at all, but when you look very closely you can see that these quiet, insignificant parts are actually very important for holding the machine together and making it run smoothly. While you are watching these parts, identify the one that is the most like you. Are you the bright, shiny part? The noisy one that makes a lot of fuss? The lazy one that lets the others do more than their share? Or the quiet, insignificant one that really has something special to contribute? Spend some time just watching the part of the machine that best represents you.... Now imagine that this part suddenly stops working – just like that, it suddenly stops. Watch the machine and see what happens to it, observe the noises it makes and whether it continues to work smoothly or not .... Now imagine that your part starts up again – slowly at first, then becoming faster and stronger. What happens to the machine now as you start to work again?.... Now bring our concentration back to your classmates sitting beneath the machine. Again think about which person is the most like the different parts of the machine. In the deepest part of your mind, store the memory of this visualisation so you will always remember in any class activity how important your contribution is to the whole.

闭上你的眼睛，想象你的教室。想象你能见到你和你的同学正坐在你们各自的位置上。现在想象你正抬头看着头顶上盘旋着一部巨大而又复杂的机

器。这是一部崭新的机器，它有着金属般明亮而有光泽的外表，还有许多镶齿和轮子，看起来就象一部卡通机器。当你看着它时，它慢慢地开始运转起来。最初一个镶齿在转，它带动下一个镶齿的运转，然后下一个，一直延续下去，直到每件事物都顺利地运转起来。当你看着机器时，试着想像哪一部份像你的各位同学。一些零件又大又吵，仿佛他们是最重要的。一些零件有一点慢，仿佛并没有使出它们的力气。有些看起来小而安静，好像他们没有作出任何的贡献。但是当你细心观察它们时，你会发现其实它们非常重要。是它们把整个机器联结在一起并使它运转正常。你正在看这些零部件时，鉴别一下哪一个最象你。你是明亮又有光泽的那个吗？作制造许多嘈杂声音的那个么？是自己偷懒而让其他者多做事的那个么？还是安安静静，仿佛无关紧要其实特别重要的那个？花点时间去观察机器上最好代表你的那部份。现在想像这一个部份突然停止工作——仅仅是想象而已，它突然停止运转了。看看机器会发生什么事，观察它所制造的噪音，还观察它是否能继续正常地工作…。现在想像你的那个零件慢慢地恢复运转，正逐渐变得快速而有力。当你重新开始运转的时候，现在机器会发生什么事？…。现在把注意力转回到机器之下坐着的同学身上来。再一次想象你的同学最象机器上的哪一部份。把这次想象储存在你的心灵深处，你将会始终想到：在任何的班级活动中你的贡献如何是对全班来说是多么的重要。

***Another reason for not participating can be lack of interest in or engagement with the tasks or activities. In this case, the challenge for the teacher is to help the pupil to identify what his special interests/talents are, so that s/he can be given learning experiences to suit his/her needs.***

不愿参与的另外一个原因可能是对工作或活动缺乏兴趣或责任。对于这种情况，给老师的挑战是要帮助学生认识他的特殊兴趣/才能是什么，能给予她|他所需要的适合的学习经验。

## **Opening yourself to finding your unique interest/talent**

发现你自己独特的兴趣和才能

Allow yourself to become relaxed and comfortable. Take a few minutes to concentrate all your attention on your breathing. Consciously allow it to slow down to a steady, even flow. As you breathe in, feel your entire body and mind filling with clean fresh air, which will help to give clarity to

your thinking. As you breathe out, expel any stale air or negative thoughts that might interfere with your thinking.

让自己身体放松、舒展。花几分钟的时间把你的注意力集中在你的呼吸上。有意识地变的慢而平稳。当你吸气时，感觉你的整个身体和思想都装满清洁而新鲜的空气，这将会帮助你清晰地思考。当你呼吸出时，把所有可能干扰你思考的浑浊空气和消极想法驱逐出去。

Place your hands on your heart area and feel the warmth that they create around your heart. Then place your hands on your forehead and allow their warmth to fill your head. Next place them on your solar plexus and let the warmth flow into that area. When you feel that you are filled with warmth it will be easy for you to incubate your thoughts and ideas.

把你的手放在你的心上，体验它们在你的心周围所产生的温暖。然后把你的手放在你的前额上，让它们的温暖充满你的头脑。接下来把它们放在你的太阳穴上，让这种温暖进入那个区域内并在其中流动。当你感觉到你全身充满温暖时，它将会让你很容易地去坚持你想法和主意。

Imagine that you are inside your own mind and that it is like an archive filled with rows and rows of shelves. Stored on these shelves is all the knowledge and wisdom that your higher intelligence has accumulated and stored for many years – knowledge of which your conscious mind has retained only the smallest fraction. Deeply stacked away on one of the shelves is the information you are seeking, about your own unique and special talent and the immediate goals which can help you towards fully developing this talent. Ask the keeper of the archives to help you to find what you are looking for. Feel yourself being guided to the appropriate shelf and finding the book or container where the information is stored. As you open the receptacle, ask yourself the question, “What is the talent or interest that I am looking for to make my life complete and meaningful?” Open the book or container and look inside. There you will find something which will give you what you are seeking. It might be an object, or a word, or a thought. If you cannot see this clearly, do not be concerned. As long as you keep your mind open, the message will become clear to you – perhaps not straight away – perhaps tomorrow, or

next week. It might be revealed through a thought that you have, through a dream, through somebody you meet, or something you read about. You can be confident that when the time is right for you, the message will be delivered loudly and clearly.

想像，你自己的思想就像一个装满一排排文件的书架。储存在这些架上的全都是你的知识和智能，它们已经累积而且储存多年——你所意识的知识只是其中很小的一部分。你所寻求的信息都深藏在这个书架里，比如你自己的独特的才能和灵感，它们能帮助你充分发挥你的才智。请求文件的监护人去帮助你找到你需要的东西吧。想象你自己正被引导到正确的储存书籍和信息的书架前。当你打开储存器时，先问问自己，“我正在找寻的，使我的生活充实而有意义的才能和兴趣是什么？”再打开书籍或储存器看看它的内在。在那里你将会找到正在寻求的东西。它可能是一个物体、一个字、或一个想法。如果你不能清楚地看见这些，也不必介意。只要你的思想解放，这些信息也许在明天、在下周，就将会令你明白起来。它可能通过你已有的想法、一个梦、你遇见的某个人，你读到的某件事等呈现出来。当这种时刻来临时，你会很自信，因为这些信息很清楚地传到了你的心中。

When you are ready, return the container to its place on the shelf and thank the keeper of the archive for helping you. Slowly leave the place and return your awareness to the room where you are sitting. Move your fingers and toes slightly, then stretch your arms and legs to make certain that your awareness is fully back in the room. Please remember, do not be disappointed if the answers to your question do not appear immediately. Remain patient and open-minded, and you will be amazed at the way in which they are revealed to you.

当你准备好了，要把储存器放回它原来的地方时，要谢谢文件的监护人帮助了你。让意识慢慢地离开那个地方回到现实中你坐着的房间里。轻轻活动一下你的手指和足趾，然后伸展你的手和腿以确定你的知觉已完全回到现实中来。请记住，如果你的问题答案并没有立刻出现时，不要失望。保持耐心和虚心，你将会被它们向你呈现的方式而惊讶。

### **Adjusting the volume from shouting**

调节你的不满声调

When you have completed some slow, deep breathing exercises to put yourself into a relaxed state, bring your concentration into the centre of



your chest. Focus on a point there, with all of your concentration. As you focus, think about the silence that is there – feel yourself moving closer and closer to that silence until you are right in the middle of it and surrounded by it.... Be aware of the sense of peace you feel in that silence. Spend some time just being aware of the value of silence and quietness on the inside and the outside. Now bring your awareness to the area surrounding your mouth and tongue. Concentrate on bringing the quietness up to this area until your whole mouth, tongue and throat are filled and surrounded by the quietness. Think of the words, “Silence is golden” and imagine that you are filling your mouth with a golden colour. Think to yourself, “Whenever I feel it is necessary to shout or be noisy, my subconscious mind will remind me that the golden colour is there and I will adjust my speaking volume to a level that is polite and easy to listen to”. As you bring your awareness back to your surroundings, do so in the knowledge that this golden light will stay with you and that whenever you feel the need to shout you will remember it.

当你做完一些深呼吸的练习后，让自己处于一种放松的状态，然后把你的注意力集中在你的胸口。把你的全部注意力都集中在那儿。当你全神贯注时，想象那儿是一个非常宁静的地方，而你正慢慢地接近它，直到处于宁静的中央，并完全被它所包围。感知你身体在那种宁静中的平和。花一些时间感知你的身体内外的安宁和这种宁静的价值。现在带着这种感觉来到你的嘴舌之间。集中精力让这种宁静充斥你整个嘴，舌和咽喉。想想这样的话，“沈默是金”并且想像你嘴里也正染上这种金色。默默对自己说，“每当我大声说一些不好听的话时，我潜意识思将会提醒我，我的嘴里有金子般的颜色在那里，而我应调整我的话语，让它听起来更礼貌，更轻松”。当你带着这种意识返回到真实的环境中气去时，这束金色的光将依旧停留在你那里，无论何时你不满想大声说出不好的语言时，它都会及时地提醒你注意。

## **Visualisation on the Light**

光的想象

In SSEHV a particularly powerful and beneficial form of silent sitting is used at least once a day or more with children of all ages as well as adults. The Light Visualisation is in fact fundamental to the SSEHV Programme. It allows the child to progress safely through the three

stages described by Sathya Sai Baba as necessary for contacting the super-conscious mind: concentration, contemplation and meditation (where meditation simply means the state of being in touch with one's own super-conscious mind). The following extract appears in many SSEHV materials but, in this instance, has been adapted from *The Five Human Values and Human Excellence* by Art-ong Jumsai Na Ayudhya (Bangkok: International Institute of Sathya Sai Education), pp. 83-88.

在 SSEHV 中有一个特别地有效且有益形式是静坐。它适合成人和不同年龄阶段的孩子。光的想象其实就是 SSEHV 中最基本的策略。它让能促使孩子们很好地集中他们的注意力，塞斯亚. 塞. 芭芭把它归为三个阶段：集中思想，注视内心和安静思考。（安静思考是为了感知自己潜意识存在于哪儿）以下内容出自于 SSEHV 的丰富材料之中，并已经被收集到《人类五个价值和优秀艺术》的书里。 - Jumsai Na Ayudhya 著（曼谷：实谛赛国际教育学会），pp. 83-88.

This is a valuable exercise to do with children on a regular, preferably daily, basis. The light is very important because it is associated with knowledge, wisdom, power and warmth - it literally dispels darkness.

这是一个平日里与孩子一起做的一种有价值的练习。光是很重要的源泉，因为它与知识，智能，力量和温暖有关，它能驱散黑暗。

Imagine that there is a light in front of you. If this is difficult to imagine we may light a lamp or a candle and place it in front of us, then open our eyes and look at the flame for a short while. Then we should close our eyes and try to visualise this light. Now using your imagination, bring this light to the forehead and into the head. Let the head be filled with light. Then think, "Whenever there is light, darkness cannot be present. I will think only good thoughts". Now bring the light down to the area near the heart and imagine that there is a flower bud there. When the light reaches the bud imagine that it blossoms into a beautiful flower, fresh and pure: "My heart is also pure and full of love". Now let the light travel down the two arms to the hands. Let these hands be filled with light: "Let me do only good things and serve all". Now the light is moved through the body and down the legs to the feet: "Let me walk straight to my destination, let me walk only to good places and to meet with good people". Now continue to move the light back up to the head and into the eyes and let your two eyes be filled with light. Again concentrating on the light,

think, "Let me see the good in all things". Slowly move the light to the ears. Let the ears be filled with light and think, "Let me only hear good things". From the ears move the light to the mouth and tongue. "Let me speak only the Truth, and only what is useful and necessary". Now imagine that the light is radiating from your being to surround your mother and father. They are now full of light. "May my mother and father be filled with peace." Now radiate the light to your teachers and send it out to your relatives and friends. Let it expand out into the whole world to all beings, animals and plants everywhere. "Let the world be filled with light; let the world be filled with love; let the world be filled with peace". Remain immersed in this light and send it out to every corner of the universe and think to yourself, "I am in the light...the light is in me...I AM THE LIGHT".

想像在你身前有一束光。如果这难以想像，我们可以点亮一盏灯或一根蜡烛，把它放置我们的身前，然后花点时间，用我们的眼睛去注视火焰。然后闭上眼睛，试着想象去看清这一束光。现在用你的想像，把这一束光带到前额并进入头脑之内。让头脑中充满光。然后想，“只要有光，就不会有黑暗。我将只去想那些好的想法”。现在带着光来到在心房，想像在那里有一个花芽。当光轻轻触摸到花芽时，花芽慢慢地开放成一朵鲜嫩，纯洁，美丽的花。心里想：“我的心也充满了纯洁的爱”。现在让光拂过双臂。让这些手也充满光。心里想：“我只会去做好事物，为大众服务”。现在光经过身体移动双腿，心里想：“让我径直地走到我的目的地，我只走通往好地方以及能和好人见面的路”。现在继续让光移到头部，进入双眼，让你的眼睛充满光。再一次把注意力集中在光上，心里想，“让我只见到善行”。慢慢地把光移到耳朵。让耳朵充满光，心里想，“只让我听到好的事情”。从光从耳朵移到嘴和舌。“让我只说真话，和那些有用而必需的话”。现在想像光正在从你的身上放射出去并包围了你的父母亲。他们现在也充满了光。”愿我的母亲和父亲充满安宁”。现在把光送出给你的老师，亲戚和朋友。让它潜入到整个世界之中，扩散到所有存在的动物和植物之中。心里想，“让世界充满光；让世界充满爱。让世界充满和平”。让这一束光继续被传送到宇宙的每个角落，心里想，“我就在光中……光在我心里……我就是光”。

Poems  
诗集

Our Deepest Fear

(Shared by Nelson Mandela during his 1994 freedom speech)

我们心底的恐惧

(选自尼尔森曼德拉在 1994 的自由演讲)

Our deepest fear is not that we are inadequate.

Our deepest fear is that we are powerful beyond measure.

It is our light, our darkness that frightens us most.

我们心底的恐惧并非是自己发展不够充分。

我们心底的恐惧是自己超越尺度的权力。

我们明白，心底的阴暗让我们最恐惧。

We ask ourselves,

“Who am I to be brilliant, gorgeous, talented and fabulous?”

我们扪心自问，

“我注定就是那个智慧，精彩，而传奇的人么？”

Actually, who are you not to be?

实际上，你会注定成为那个人么？

You are a child of God.

Your playing small doesn't serve the world.

There is nothing enlightened about shrinking so that  
other people won't feel insecure around you.

We are born to make manifest the glory of God that is within us.

你只是上帝的孩子。

你如此渺小，并不能拯救世界。

你没有能力去减轻那些

让你周围的人感到不安的颤栗。

但主与我们同在，主在我们心中。

It's not just in some of us; it's in everyone.

And as we let our own light shine, we unconsciously  
give other people permission to do the same.

As we are liberated from our own fear,  
our presence automatically liberates others.

他不属于某些人；他存在于每个人的心里。

当我们散发自己的心灵之光时，在无意中  
我们也给他人带来温暖。  
当我们从自己的恐惧中得到解放，  
我们也就自然地解放了他人。

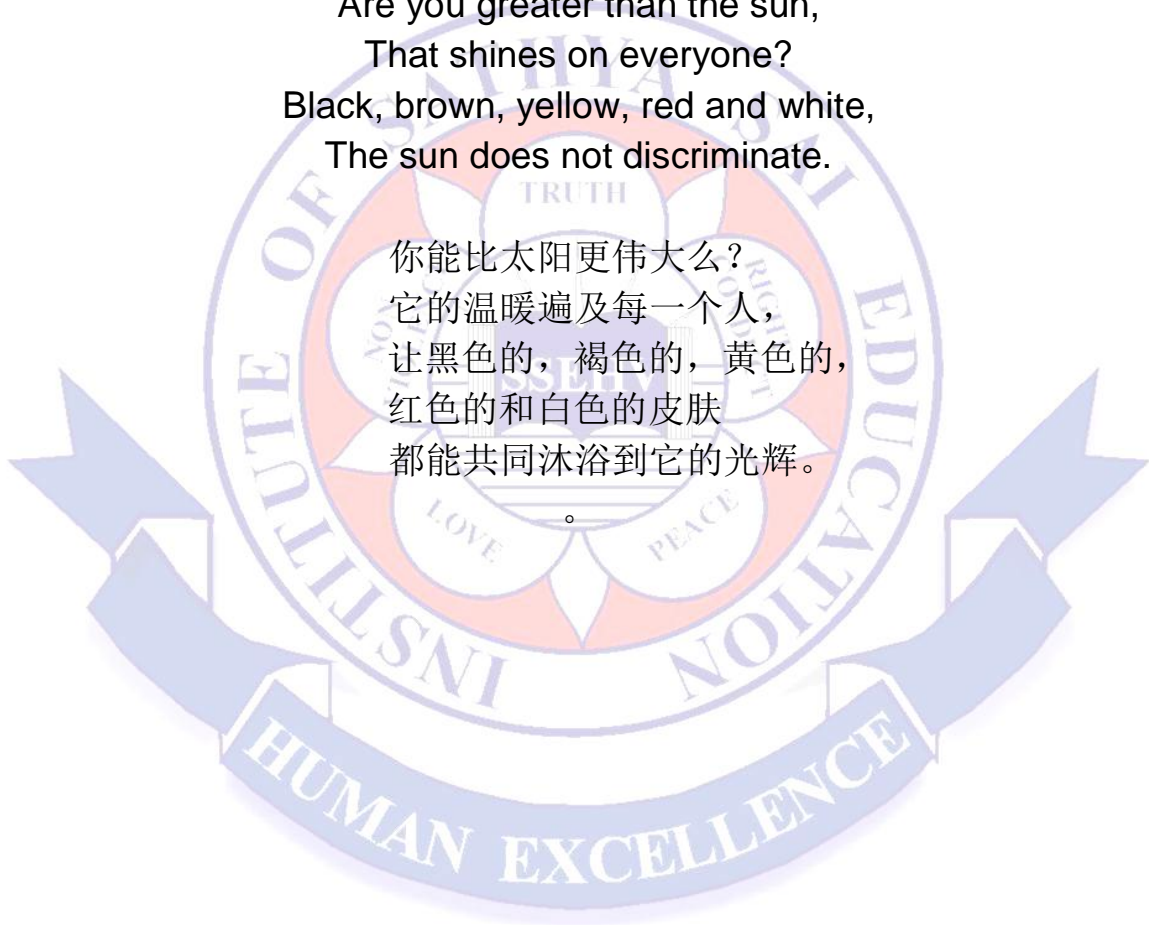
Are you greater than the sun?

你比太阳更伟大么？

by Sarah Ting, <http://www.worldunityinc.org/>

Are you greater than the sun,  
That shines on everyone?  
Black, brown, yellow, red and white,  
The sun does not discriminate.

你能比太阳更伟大么？  
它的温暖遍及每一个人，  
让黑色的，褐色的，黄色的，  
红色的和白色的皮肤  
都能共同沐浴到它的光辉。



## Other useful texts/quotations 其他实用的文章和引言

(This can be used for the children to copy, make posters, share...but most of all internalise).

(这一部分可以作为孩子去传抄,制成海报,去分享...但是最重要的还是要内化成自己的东西)。

- ***A quote to motivate excellence and curb unhealthy competition***

*倡导一种积极而优秀的行为,抑制不健康的竞争*

“Excellence is not competition with others but competition with your own self. Excellence is not doing extraordinary things but doing ordinary things ‘extraordinarily well’. Excellence is not doing one thing better but doing 100 things 1% better.”

Sathya Sai Baba

优秀并非来自你与他人的竞争而是来自于你自己。优秀并非去做那些惊天动地的事情而是在那些平凡的事情中演绎精彩。优秀并非只须做好一件事,而是在一百件事中去做好其中的1%。”

Sathya Sai Baba

- ***For rude children or who consider themselves to very important, sometimes at the expense of others' feelings***

对于粗鲁无礼或只考虑他们自己的孩子来说,考虑一下他人的情感是很重要的。

The six most important words: **I admit I made a mistake**

The five most important words: **You did a good job**

The four most important words: **What is your opinion?**

The three most important words: **If you please**

The two most important words: **Thank you**

The one most important word: **We**

The least important word: **I**

? 对于粗鲁无礼的孩子或谁考虑他们自己到非常重要的,有时牺牲其它感觉

六个最重要的字：我承认我错了  
五个最重要的字：你做得很好  
四个最重要的字：你的意见？  
三个最重要的字：你先请。  
二个最重要的字：谢谢  
最重要的一个词：我们  
最不重要的字：我

• ***A poem very useful for children who ask “What’s the point?”***

一首适合爱问：“什么最重要”的孩子的诗

**Anyway**

无论如何

People are unreasonable, illogical and self-centred.

Love them anyway.

人们常常不理性，不合逻辑，还自我为中心，  
无论如何，去爱他们吧。

If you do good people will accuse you of ulterior motives.

Do good anyway.

如果你做好事，却被人们诬为别有用心。  
无论如何，去做善行吧。

If you are successful, you win false friends and true enemies.

Succeed anyway.

如果你的成功，会给你带来的坏朋友和真敌人。  
无论如何，去成功吧。

The good you do will be forgotten tomorrow.

Do good anyway.

或许你做的善行，将会在明天被忘记。  
无论如何，去做善行吧。

What you have spent years building might be destroyed overnight.

Build anyway.

你历经多年建造的房屋，可能会在一朝被毁坏。  
无论如何，去建造吧。

People really need help but may attack you if you help them.

Help people anyway.

如果你帮助需要帮助的人们，却受到他们的诋毁。  
无论如何，去帮助人们吧。

Give the world the best you have and you will get kicked in the teeth.

Give the best you have anyway.

(source unknown)

把你最好的东西献给世界，心平气和，无怨无尤。  
无论如何，献出你最好的东西吧。

- ***For children, who need to journey inside themselves***

孩子，应能在自己的心之所漫步

“Cease trying to work everything out with your minds, it will get you nowhere. Live by intuition and inspiration and let your whole life be a Revelation.”

Eileen Caddy  
Footprints on the Path

“不要试着凭主观意志去做所有的事情，它会让你无所适从。凭藉直觉和灵感去生活吧，生活会揭示给你所有的事情。”

爱琳·凯蒂  
《小路上的足迹》

- ***For children who find it difficult to accept different people's opinions***

对于难以接受他人观点的孩子

“Your map is not necessarily the territory. Other people may have different perceptions, aspirations, beliefs, values and interpretations. There is more than one version of reality. You do not have a monopoly on the truth. We all delete, distort and generalise in different ways. Some work, some don't. It's a big world out there – old habits die hard!”



“你的观点并非唯一的。他人可能会有不同的知觉，热望，信念，价值和解释。现实中存在有多种多样的观点。你不可能以自己的观点主宰现实。我们都在以不同的方式革除，扭曲并且推广自己的思想行为。有些产生了效果，有些没有产生任何效果。在这个庞大复杂的世界里——旧的传统难以消亡。

- **A story to encourage positive choices**

一个鼓励积极的选择的故事

An old man appeared on a popular television programme. He had received a prize for having won a contest. He stole the show with his exuberant spirit and quick wit.

“It’s easy to see,” remarked the admiring master of ceremonies, “that you are a very happy man. What’s the secret of being as happy as you are? Let us zero in on it.”

“Why, son,” the old man answered, “it’s as plain as the nose on your face. When I wake up in the morning, I have two choices. One is to be unhappy. And I want you to know, son, I’m not as dumb as I look. I’m smart enough to choose happiness. I just make up my mind to be happy...that’s all there is to it.”

(taken from *Management Thoughts* by Promod Batra and Vijay Batra)

一位老人出现在流行的电视节目上。他已在一场竞赛中赢得了一份奖励。他以他的矍铄的精神，敏捷的机智赢得了观众的赞誉。

“很明显，”主持人说“你是非常快乐的人。让你这样快乐的秘密是什么呀？让我们也能分享一下啊。”

“为什么，孩子，”老人回答“，它就如你脸上鼻子那样简单。每当我早晨醒来的时候，我有二个选择。其中一个是不快乐的。我想要你知道的是，孩子，我比我的长相要聪明一点。所以我选择了快乐。我仅仅决定是让自己快乐起来…的确快乐就来了。”

(选自《管理思维》 Promod Batra 和 Vijay Batra 著)

- **To raise self-esteem**

提高自尊

“There is no situation that could ever confront you that cannot be solved. Life takes on real meaning when you set values for yourself, regard

yourself as worthwhile and elevate your thoughts to things that are of God-good. There is a Higher Power. Turn to it and use it; it is yours for the asking.”

Brian Adams, *How to Succeed*

”在你面前，没有你解决不了的问题。当你明白自己的价值，尊重你的价值并且把你所思考的事情升华到上帝所定的好的方面上，生活就有真正的意义。这里有很高的能量。趋向它并利用它；它正是你所追寻的东西。”

布莱恩亚当，《如何成功》

- ***To calm an individual down***

安抚个人

“Be at peace and see a clear pattern and plan running through all your lives. Nothing is by chance.”

Eileen Caddy

保持安宁，清楚地把握贯穿自己整个生命的模式和计划。没有偶然的東西。

爱琳·凯蒂

- ***To raise standards and aspirations***

提高标准和向望

“Every job is a self portrait of the person who did it. Autograph your work with excellence.”

Anon

“When you reach for the stars, you may not quite get one, but you won't come up with a handful of mud either.” Anon

“If you can dream it, you can do it” Walt Disney

“Act as though it were impossible to fail” Anon

工作反映人的品行，做出你最优秀的工作吧

安浓

”当你抵及星星时，你不能拥有任意一颗星星，但你不费任何力气就能握住泥土。

安浓

“如果你对它梦寐以求,你就能实现它”

华德狄斯耐

“无论成败与否,拿出你的行动”

安浓

***To encourage co-operation***

鼓励协作

“Goals are met when we co-operate our efforts with those of others.”

Anon

当我们与其他人一起努力工作时,目标就会实现

安浓



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### **Some suggestions for further research 为进一步研究而提出的一些建议**

Discipline is a fascinating area to research and the following questions can be used as a starting point to guide teachers and student teachers to undertake classroom-based research.

教育实践研究是一个神奇的领域，下列的问题能作为教师和师范生们去从事课堂基础教育研究的一个起点。

- What 'punishments' have you used that have had a transforming effect on the child's behaviour or gone to the child's heart?
- What role can quotations play in corrective behaviour?  
你曾用过哪些惩罚去改变孩子的行为或影响他们的心灵？  
引导在矫正行为过程中扮演了怎样的角色？
- Can group conflict be resolved through a focused group activity?  
团队的冲突能在团队讨论中主动被解决吗？
- Does parental support in disciplinary measures ensure an effective outcome?  
训练中的措施是否在父母亲的支持下，就一定有一个积极的结果？
- How can a human values approach to disciplinary measures aid learning?  
人类价值教育要怎样才能使训练措施有助于学习？

If you would like support to investigate these questions further please contact us at [teach.love@virgin.net](mailto:teach.love@virgin.net)

如果你想对这些问题请做进一步的调查，请联系我们：  
[teach.love@virgin.net](mailto:teach.love@virgin.net)