

# SILENT SITTING

## 静坐

# A RESOURCE MANUAL

## 资源手册

**[needs a catchy title that makes the points: this is a powerful and valuable tool to use; it is quick and easy to use in busy classrooms; it's not threatening or unsafe to use...]**

[题目要引人注目并证明以下几点：这是一种有效的、有价值的可用工具；这是一种在忙碌的课堂上可以快速、简便使用的方法；这是一种没有威胁、没有不安全因素的方法……]



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## Introduction

### 引言

This booklet has been written to provide support for teachers who would like to utilize the technique of silent sitting. It is intended to be a simple, practical guide that gives a range of samples as well as some reflections from students and teachers about its effectiveness as a tool in the mainstream classroom. Since silent sitting is a fundamental component of the Sathya Sai Education in Human Values (SSEHV) model, we will first explain a little more about this model.

这本小册子写给那些想使用静坐这项技术的老师们，目的是成为一个简单、实用的指南，可以提供大量的例子：也是一些从学生和教师那里得到的关于静坐作为一种在主流课堂上使用的工具的有效性的反映。由于静坐是沙迪亚·赛人文价值教育（SSEHV）模型的一个基本成分，所以我们首先简要解释一下这个模型。

Currently there is a belief that all teachers should be teachers of values education, whether it be directly through teaching about values and morals, or indirectly, by their own appropriate modelling. This was reiterated by *The Report of UNESCO Commission on Education for the 21<sup>st</sup> Century* (1995), which describes the four pillars of education critical for an economically productive and socially rich life:

现在有一种普遍的信念认为所有的教师都应该是价值教育教师，都在使用他们自己的适当的模型直接或者间接地教授价值和道德。这一点在《联合国教科文组织 21 世纪教育报告》（1995）中被反复重申，该报告描述了教育的四大支柱，这对于经济繁荣、社会富裕的生活是至关重要的。

1. learning to be: the right to self identification, self definition, self esteem, etc.  
1. 学会生存：正确的自我认同、自我定义、自尊等等。
2. learning to know: the right to self knowledge, learning to learn, etc.  
2. 学会认知：正确的自我认识，学会学习等等。
3. learning to do: the right to self development, employment, etc.  
3. 学会做事：正确的自我发展，工作等等。
4. learning to live together: the right to self determination, to work in groups and teams, to resolve conflicts, etc.  
4. 学会共处：正确的自我决定，小组和团队合作，解决冲突等等。

Traditionally, education systems have been concerned primarily with ‘learning to know’ and ‘learning to do’. However, it is only comparatively recently that ‘learning to be’ and ‘learning to live together’ have been acknowledged as important missions. This is despite the fact that some writers have been advocating the importance of this for several decades, for example John Dewey (1956):

传统上，教育系统主要关注“学会认知”和“学会做事”。然而最近，与此相对的“学会生存”与“学会共处”已经被公认为是教育系统的重要使命。事实上不仅如此，这几十年来已经有一些作家一直在倡导它们的重要性，比如约翰·杜威（John Dewey，1956）：

When the school introduces and trains each child of society into membership with such a little community [ie a microcosm of the world a child would inhabit as a citizen, not just as a worker], saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious (pp.43-44).

当学校引入一个小型共同体并训练每个孩子成为其中的社会成员时[即一个世界的缩影，儿童作为一个公民居住在这里，而不只是作为一个工人]，向他渗透服务精



神时，为他提供有效的自我引导工具时，我们有最深切、最好的保证：更大的社会，将是一个优秀的、可爱的、和谐的社会（43-44 页）。

There is undoubtedly growing pressure for all teachers at all levels to become teachers of values, through modelling, discussing and critiquing values-related issues (Jennings and Nelson, 1996; Lockwood, 1993; Noddings, 1991; 1995a; 1995b; 1995c). 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:

成为价值教育教师，通过模型、讨论和评论与价值相关的问题来教授价值，这无疑对所有教师来说都是一种压力（詹宁斯和纳尔逊，1996；洛克伍德，1993；诺丁斯，1991；1995a；1995b；1995c）。教育不应该再仅仅关注学业成就，因为如果孩子不知道如何关心他人以及被他人关心，教育甚至是不可能的事（诺丁斯，1995c）。事实上，社会的幸存依靠的是那些有读写能力，会计算并且能够处理日常问题的人：

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).

我们的社会不需要一开始就把儿童置于数学和科学的世界中去。我们的社会需要关心儿童——减少暴力，尊重每一种诚实的工作，奖励各种水平上的优秀人才，保证每个孩子和成人在这个经济和社会的世界中有一席之地，培养既可以很好地照顾自己的家庭又能对其所在群体有所贡献的人（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).

由于传统家庭结构的限制，将一般公认的价值由一代人传给下一代人已经不再可能（凯尔，1997）。因此，这项责任更多地落在了学校的身上——这对学校来说是非常难的，尤其是在小学中还存在考高分这样的压力（诺丁斯，1995a）。

Nevertheless, many teachers are expressing concern that, even though they acknowledge values education as being important, it is difficult to 'add on' anything more to their already jam-packed curricula. Therefore, it is necessary to explore ways in which it can be incorporated into existing curricula without needing to make too many changes or becoming just one more extra thing to do. Doing this has the added advantage that the schools do not have to abdicate in any way their responsibility to teach the academic skills but that they will be rethinking the ways in which they do so (Noddings, 1994).

然而，许多老师表达他们的观点是：尽管他们承认价值教育非常重要，仍然很难在他们已经拥挤不堪的课程中再“添加”任何东西了。因此，很有必要探索一些方法，这些方法可以渗入到已有的课程中而不需要太多的改变或者只是添加一两件额外要做的事情。这样做还有其他的优点，比

如学校不需要放弃他们传授学术技能的责任，他们只是需要重新思考一下传授学术技能的方法（诺丁斯，1994）。

A framework that enables teachers to integrate values education into their existing programmes effectively is Sathya Sai Education in Human Values (SSEHV). This programme was founded in India by Sathya Sai Baba and now operates successfully in more than 160 countries, being supported by national education department policies in several. It is a secular programme that is concerned with putting back character development and values into education and developing all domains of the student's personality: cognitive, physical, mental, emotional and spiritual. It is based on the five human values that are universal and inter-dependent: Truth, Right Conduct, Peace, Love and Non-violence, and is concerned with eliciting these values that are already inherent in all of us. The fundamental principle of SSEHV is that all teaching is based on love and that the teacher's example in living the values is the most critical component.

沙迪亚·赛人文价值教育（SSEHV）是一个可以让教师把价值教育有效地整合到他们已有的教学程序中去的框架。这个规划是沙迪亚·赛在印度发起的，现在已经在世界上超过 160 个国家成功运行，得到了许多国家教育部门的政策支持。这是一个长期的规划，涉及将品德形成和价值回归到教育中去并全面发展学生的个性：认知的，身体的，精神的，情感的和心灵的。这一规划的基础是五种普遍和相互依赖的人类价值：真理，正当行为，平和，爱和非暴力，并且这一规划就是要激发这些我们本身已有的价值。沙迪亚·赛人文价值教育（SSEHV）的基本原则就是所有的教都是在爱的基础上，并且教师的示范是价值生存中是最重要的因素。

Specifically, the goals of SSEHV are:

特别说明，沙迪亚·赛人文价值教育（SSEHV）的目标：

1. to bring out human excellence at all levels: character, academic, and "being";
1. 引出人的所有优点：性格的，学习的，和“生存”的；
2. the all-round development of the child (the heart as well as the head and the hands);
2. 儿童的全面发展（心、脑、手）；
3. to help children to know who they are;
3. 帮助儿童认识他们自己是谁；
4. to help children to realise their full potential; and
4. 帮助儿童认识到他们的全部潜能；以及
5. to develop attitudes of selfless service.
5. 培养（儿童）无私奉献的态度。

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<b>Chapter 2</b> <b>第 2 章</b> <b>Evidence about the effects of silent thinking</b> <b>静坐有效性的依据</b>	Children's comments 儿童的评论 Teachers' comments 教师的评论 Benefits to the family 对家庭的益处	
<b>Chapter 3</b> <b>第 3 章</b> <b>Different ways to use silent sitting</b> <b>运用静坐的不同方法</b>	Different types 不同的类型 When to use it 使用时间 How it can be used 静坐的作用 Music for silent sitting 静坐音乐	
<b>Chapter 4</b> <b>第 4 章</b> <b>Some examples of silent sitting for classroom use</b> <b>一些课堂静坐应用的实例</b>	To improve concentration 提高注意力 Visualisations for the start of a lesson 一节课开始时的想象 To relax in times of stress 紧张时候的放松 To imagine things as we picture them inside our heads 想象我们头脑中出现的图像 To get in touch with our own "inner computers" to solve our problems	

联系我们的“内部电脑”以解决问题

To reflect on the values that are important to us

反思对我们很重要的价值

To reflect on a behavior that we may need to change

反思我们需要改变的行为

To open our hearts and understand ourselves better

打开我们的心灵，更好地理解自己

The Light Visualisation: A particularly powerful tool

光的想象：一个特别有用的工具

Making a difference with difficult students (or colleagues):

A visualization for teachers

改变学习困难的学生（或同事）：一种教师的想象

## Chapter 5

### 第 5 章

#### Doing your own action research

#### 做自己的行动研究

How to set up silent sitting

action research in your class

如何在你的课堂中开始静坐的行动研究

Diary templates for use with parents or pupils

给父母或小学生使用的日志模板

## References

### 参考文献





# Chapter 1

## 第 1 章

### What is silent sitting and how does it work?

### 什么是静坐？它有什么作用？

#### Background

#### 背景

We all know that teaching, these days, is becoming increasingly difficult due to problems with discipline, lack of concentration by pupils, and lack of pupil motivation. Just as life is becoming more difficult for teachers, it is also becoming more difficult and complicated for pupils. Therefore, for the sake of both their own well-being and that of their pupils, teachers are constantly searching for ways to address these problems. The purpose of this booklet is to suggest some ways in which the techniques of "silent sitting" and "creative visualisation" can be utilised in the classroom to help to address these issues without taking too much time away from other activities. Neither of these techniques needs to take up a lot of time - just a few minutes once or twice a day are enough.

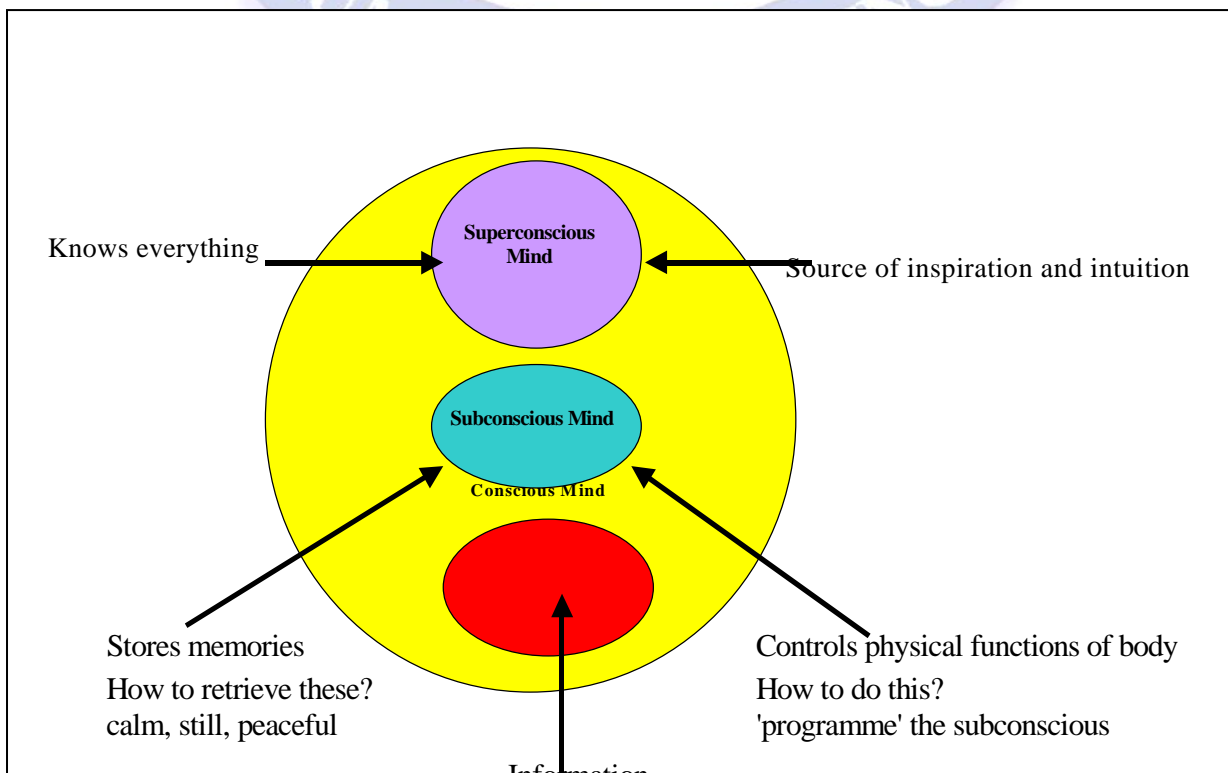
众所周知，如今的教学越来越难的原因在于规训问题、学生的注意力缺乏以及难以激发学生的动机。和教师的状况面临更多的困难一样，学生的状况也变得越来越艰难和复杂。因此，为了教师自己以及他们的学生能受益，他们一直在寻找解决这些问题的方法。本书的目的就是提供一些方法，比如在课堂上使用“静坐”和“创造性的想象”等技术解决这些问题而不需要占用太多其他的活动时间。这些方法不会占据太多的时间——每天一两次，每次几分钟就足够了。

The effects of silent sitting and creative visualisation can be illustrated in a model described by Jumsai (1997). Jumsai's summary is shown below.

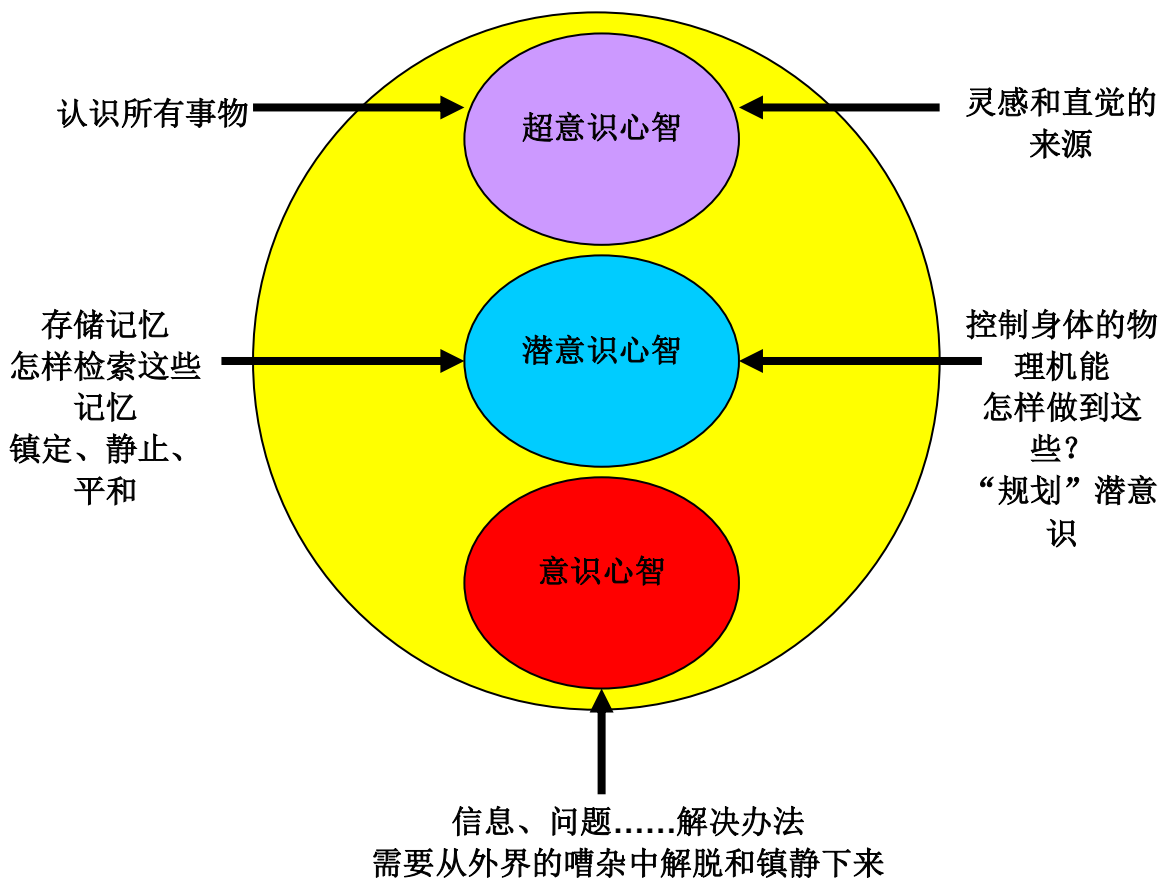
居姆赛（Jumsai, 1997）用一个模型描述了静坐和创造性想象的作用，如下图所示：

<This model needs to be re-done to make it look more professional>

<该模型需要重做，使其看上去更专业>







This diagram represents the human being's physical body (large circle) and the three levels of the mind: the conscious, the subconscious and the superconscious. Through the five senses, the conscious mind receives and processes information from the environment in order to create awareness and understanding. The subconscious 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 superconscious 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 physical, mental, emotional and spiritual well-being. 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. The technique of silent sitting is a useful way to quieten the chatter and hence promote a feeling of inner peace, while creative visualisation can programme the mind in a positive, healthy way.

这幅图描绘了人的身体这一大循环和心智的三个水平：意识，超意识和潜意识。在五种感觉中，意识心智从环境中接收和处理信息并产生认识和理解。潜意识存储了我们经历过的所有事情的记忆，并且将这些记忆提供给意识来控制个体的思想和行动，甚至“渲染”我们对周围发生的事情的观点。超意识是智慧、知识、道德和更高级意识的源泉。对一个完整而均衡的人来说，这三个水平的心智相互作用并促进身体、心理、情绪和精神的良好发展。居姆赛（Jumsai）提出这种健康互动的发生有两个重要的因素。第一个因素是将这三种水平的意识从外界的“闲聊”中解脱出来，从而提高专注程度和记忆力。第二个因素就是保证各个心智水平中存储的记忆都是“纯净的”，积极的和有建设性的，因为记忆的检索会显著影响个体的思想和行动，而个体的思想和行动反过来会影响整体良好的存在与否。静坐是一种非常有用的方法，可以从喋喋不休的谈话中安静下来并产生一种内心平静的感觉，而创造性想象可以用一种积极、健康的方式规划心智。

## Silent Sitting

### 静坐

Children need to have time to just sit and get into contact with their inner selves if they are to be able to improve their concentration and maintain balanced physical, mental, emotional and spiritual health. Silent sitting can be a useful strategy to settle them down when they are restless or when they have come back into class after recess or lunch breaks. You can ask them just to sit quietly on their chairs, or sometimes allow them to lie on the floor and close their eyes. In my own experience I have found that the first few times I ask a group of children to do this they are inclined to be a little bit self-conscious and to make silly noises or try to distract their neighbours. After doing it a few times, however, most children settle into the routine and often even ask for it if they are feeling the need to settle down or relax. If you want to, you can give them some guidance by asking them to focus on slow, steady breathing or even to visualise a silver-white light moving steadily through their bodies, bringing relaxation and positive thoughts wherever it touches. Children only need to practise silent sitting and inner listening for a few minutes each day to be able to experience its benefits. Five or ten minutes is usually quite enough. Most children appreciate the opportunity to listen to their own inner silence for a while. If they do not find this easy to do, you can help them by playing some soft music that will give them a focal point. In time they will experience the sense of inner calmness and the music will not be as important.

如果要使儿童集中精神并且维持身体、心理、情绪和精神健康的平衡，就要让他们坐下来接触他们自己的内心世界。静坐是一种有效的策略。当学生焦躁不安的时候，或者当他们在休息时间、午饭时间后回到课堂上的时候，静坐可以让他们安定下来。你只需要让他们静静地坐在椅子上，有时也可以允许他们躺在地板上，闭上眼睛。根据我自己的经验，刚开始的几次，我让一群孩子静坐的时候，他们有点不太自觉并且发出一些噪音或者打扰旁边的同学。但是做过几次之后，大多数孩子养成了习惯，甚至有时候如果他们需要安静和放松时会提出要求。如果愿意，你可以给他们一些指导，告诉他们慢下来，平稳地呼吸，甚至想象一道银白色的光慢慢地穿过他们的身体，所到之处都是轻松和愉快的想法。孩子们只需要每天花几分钟的时间练习静坐和倾听他们的内心，就可以体会静坐的益处。五到十分钟就足够了。多数孩子喜欢静静地倾听他们的内心，只

是一小会儿。如果他们很难这样做，你可以通过播放一些轻柔的音乐来帮助他们把精神集中于一点。一段时间之后他们就能体会到内心平静的感觉，那时，音乐就不那么重要了。

A key step in establishing a sense of inner peace is to learn to be happy with our own company, rather than always looking for other people to be around us. Every one of us needs to learn how to find time to be completely alone and to enjoy that time. Yet so many of the children that we teach have never - ever - been completely alone out of the sight and hearing of another person. During a school camp once, we decided to use the opportunity to take our city kids into the bush (an Australian term for forest) to experience this feeling of complete solitude. The first time we did it was during the day. First thing in the morning, before breakfast, we went to the bush area behind our hostel, and asked the children to each find a place where they could feel completely alone, where they could not see anybody else, and to sit there and experience the aloneness for ten or fifteen minutes until we called them back. At first there were the inevitable whistles and noises, but the children eventually settled down to their experience. The real impact of the experience came when we returned to the same place at dusk and asked them to sit in exactly the same spot to watch it grow dark. Sitting there alone in the darkness, many of the children had their first experience of complete solitude and silence, and for some it was an intense experience. Afterwards Robert, who was a very big child and a bully who frequently terrorised other children - and quite often the teachers as well - wrote, "I could feel the power of the universe and it made me feel very small but safe".

获得内心的平静这一感觉的一个关键步骤是学会为我们自己所拥有的一切开心，而不是为我们周围的其他的人。每个人都需要学会如何找到完全独处的时间，并好好享受它。然而，我们所教的这么多的学生从未走出过他人的视听范围而绝对地独处过。曾经在一所学校露营时，我们决定利用这次机会让城市里的孩子进入灌木丛（澳大利亚一处森林）去体验彻底的孤独。第一次是在白天。早上第一件事就是在早饭之前，我们去了旅馆后面的灌木丛，要求学生各自找一个他们感到绝对隐蔽的地方，那里看不到任何其他的人，让他们用十到十五分钟的时间坐在那里体验孤独的感受，直到我们叫他们回来。刚开始难免有些口哨声和嘈杂声，但最后孩子们安静下来开始体验。最真实的影响发生在他们傍晚回来的时候，傍晚的时候我们仍然要求他们在完全相同的地点坐下来并观察黑暗的降临。在黑暗中静静地坐着，很多孩子第一次感受到完完全全的孤独和寂静，这是一次特别的经历。罗伯特（Robert）是一个霸道的大男孩，他经常恐吓其他孩子——也经常恐吓老师——后来写到：“我能感受到宇宙的力量，她让我感到自己虽然渺小但很安全。”

**Some thoughts about the value of silence [note that we could intersperse these through the text for greater impact, rather than having them all together here]**

关于沉默的意义的一些想法[注意：为了达到更好的效果，我们可以将这些想法散布在文本中，而不是将它们集中在这里。]

- ❖ Silence is the true friend that never betrays. (Confucius)
- ❖ 沉默是真正的朋友，永远不会出卖你。（孔子）
- ❖ He who does not know how to be silent will not know how to speak. (Ausonius)
- ❖ 不懂如何沉默的人就不懂如何讲话。（奥索尼乌斯）
- ❖ Silence is more musical than any song. (Christine Rossetti)
- ❖ 沉默比任何一首歌都更加悦耳。（克莉丝汀·罗赛蒂）
- ❖ Learn to get in touch with the silence within yourself and know that everything in this life has a purpose. (Elisabeth Kubler-Ross)
- ❖ 学会与你内心深处的沉默沟通，你会知道生命中所有的事情都有一个目的。（伊丽莎白·高柏力-



罗丝)

- ❖ In the attitude of silence the soul finds the path in a clearer light, and what is elusive and deceptive resolves itself into crystal clearness. (Mahatma Gandhi)
- ❖ 在沉默的姿态中，难以捉摸、似是而非的灵魂在明亮的灯光下找到了一条通往水晶般光明的道路。（圣雄甘地）
- ❖ Practise silence. That will save you from squabbles, frittering thoughts and faction. (Sathya Sai Baba)
- ❖ 练习沉默。它可以把你从争吵、琐碎的思想和派别中解放出来。（沙迪亚·赛·巴巴）
- ❖ Spend a few minutes every morning and evening in the silence of your own home; you will come out of the silence nobler and more heroic than when you went in. (Sathya Sai Baba)
- ❖ 每天早晚用几分钟时间在家中静坐，当你走出沉默的时候你会比进去时更高贵和英勇。（沙迪亚·赛·巴巴）
- ❖ People are afraid of being alone; they avoid silence as something detestable! But you can discover your own truth only when you are alone with yourself and there is silence all around you. (Sathya Sai Baba)
- ❖ 人们害怕孤独，他们躲避寂静就像躲避一件多么惹人厌恶的事！可是只有当你独自面对自己的时候，当寂静包围着你的时候，你才会发现真实的你。（沙迪亚·赛·巴巴）
- ❖ Do not demean your talents. When you dive deep into yourselves, you can discover the source of all strength. (Sathya Sai Baba)
- ❖ 不要贬低你的天分。当你进入到自身深处后，你会发现所有力量的源泉。（沙迪亚·赛·巴巴）
- ❖ Carry with you an atmosphere of quiet contemplation, wherever you happen to be. There are some who live in a perpetual hullabaloo, in a tornado of noise. (Sathya Sai Baba)
- ❖ 无论你在哪儿，请随身携带宁静的冥想的氛围。总有些人住在永久的喧闹声中，住在像龙卷风一样的噪音中。（沙迪亚·赛·巴巴）
- ❖ Noise breeds further noise. (Sathya Sai Baba)
- ❖ 噪音会产生更多的噪音。（沙迪亚·赛·巴巴）
- ❖ Learn the value of silence. It will stand you in good stead when distress assails you. (Sathya Sai Baba)
- ❖ 认识沉默的价值。它可以在你遭受不幸的时候给你极大的帮助。（沙迪亚·赛·巴巴）
- ❖ The less you talk, the more will become your mental power. (Sathya Sai Baba)
- ❖ 说的越少，你的精神能量就越多。（沙迪亚·赛·巴巴）
- ❖ One of the first principles of straight living is the practice of silence, for the voice of God can be heard in the region of your heart when the tongue is stilled and the storm is tilled and the waves are calm. (Sathya Sai Baba)
- ❖ 直接的生存其首要原则就是练习沉默，因为当舌头静止了，暴风雨静止了，海浪都平静下来了的时候，在心灵附近你就能听到上帝的声音。（沙迪亚·赛·巴巴）
- ❖ Contact your own reality in the silence that you create by quieting the senses and controlling the mind. There is a voice that you can hear in that silence. (Sathya Sai Baba)
- ❖ 让你所有的感觉都静下来，控制你的心绪，创造寂静并在这种寂静中触摸真实的你。在这寂静中你可以听到一种声音。（沙迪亚·赛·巴巴）
- ❖ The tree is held and fed by the roots that go into the silent earth; so also, if the roots go deep into the silence of your inner consciousness, your spiritual blossoming is assured. (Sathya Sai Baba)
- ❖ 树木的生长离不开扎入沉默的泥土中的根；同样的，如果这根深入到了你沉默的内心，你的灵魂就一定会开出花朵。（沙迪亚·赛·巴巴）
- ❖ Silence will charge the battery. (Sathya Sai Baba)
- ❖ 沉默是可以装载能量的。（沙迪亚·赛·巴巴）
- ❖ Silence stills the waves of the heart. (Sathya Sai Baba)
- ❖ 沉默也是心灵的浪花。（沙迪亚·赛·巴巴）
- ❖ ... in the silent cave of your heart (Sathya Sai Baba)
- ❖ ……在你心灵的沉默的洞穴中（沙迪亚·赛·巴巴）



## Creative Visualisation

### 创造性的想象

As mentioned earlier in the description of Jumsai's model, our consciousness operates at many different levels. First there is the conscious level, the mode that we are usually in while we are awake and aware of what is going on around us in such a way that we can think about it and describe it with detail and clarity. Then there is the subconscious mind that continues to be our “watchdog” whether we are awake or asleep, as it takes notice of the messages sent by the conscious mind and passes these messages to the various organs and centers within the body. For example, if you are awake and you accidentally touch something hot, your conscious mind will pass this message to your body and your body will react. If you are asleep and your subconscious mind senses some kind of danger, then it will similarly send a message to your body and your body will take some action to remove the danger. Another level is the intuitive level. This is where you are able to just “sense” or “know” that something is right or wrong without being able to explain logically why or why not. Some people have developed this level to a greater extent than others, but we all have the capacity to tune into our intuitive consciousness.

前面在居姆赛（Jumsai）的模型中已经提到，我们的意识状态有多个水平。首先是意识的水平，当我们是清醒的并可以意识到周围发生的事时，我们经常使用这一模式，具体地、清晰地思考和描述周围的事物。接着是潜意识，潜意识经常是我们的“看门狗”，不管我们是醒着还是睡着，因为潜意识就是把人在意识状态时接收到的信息传递给各个器官和身体中枢。比如，如果你醒着的时候偶然触摸到了很热的东西，那么你的意识就会把这个信息传递给你的身体，你的身体就会有所反应。如果你是睡着的，你的潜意识感觉到了某种危险，它同样会传递一个信息给你的身体而你的身体也会做同样的反应脱离危险。另一个水平就是直觉。直觉就是你可以“感觉”或者“知道”有些事是对的或错的，但就是不能解释为什么是这样或为什么不是这样。有些人在这方面的能力远远超过其他人，但是我们都有能力调整自己的直觉意识。

The subconscious mind is constantly, and often creatively, sending messages to our physical, mental and emotional bodies. You might like to try an experiment in which you tell yourself repeatedly that you are feeling hot, even if it is on a cold day. If you repeat this message often enough then eventually your body really will begin to feel warm. Similarly, if you are constantly telling yourself that you are unhappy or unlucky, then your whole mind and body will become convinced that this is the truth and you will then start to attract more and more situations that make you unhappy or unlucky. In the 1970s and 80s an Australian doctor, Ainslie Meares, did some pioneering work using creative visualisation with cancer patients, using it to programme their subconscious minds to send out the message to their bodies to defeat the cancer. It has been shown to be a very powerful healing technique.

潜意识连续不断的，且常常创新地把信息传递给我们的身体、心理和情绪。你可能有这样的经验，即使是在寒冷的天气里，你还会不断地告诉自己你觉得很热。如果你重复这个信息足够多次，那么最终你的身体就会真的开始感觉温暖了。同样地，如果你不断告诉自己你不快乐或者不幸运，那么你的整个心理和身体就会相信这是真的，接着你就开始引来跟多的不快乐或不幸运的状况。在20世纪70年代和80年代，一位澳大利亚医生，安斯利·米尔斯（Ainslie Meares）第一次将创意思象疗法应用于癌症病人，用它规划病人的潜意识，向他们的身体传递抵抗癌症的信息。结果显示这是一种非常有用的治疗方法。

In the classroom it is possible to help pupils to develop strategies for programming their subconscious minds in positive, constructive ways. Later in this booklet we will look at some examples that your

students can be led through in just a few minutes, to help to facilitate this positive programming. These include some examples of creative visualizations for specific purposes, for example coping with stress or preparing for an examination or to solve a mathematics problem.

在课堂中让小学生建立用积极的、有建设性的方法规划潜意识的策略也可能对他们有所帮助。在这本书的后面我们会看一些例子，只需要用几分钟引导你的学生就能帮助他们促进这种积极的规划。还有一些有特殊目的的创意想象，比如缓解压力，为考试做准备，或者解决一个数学问题。

## Chapter 2: Evidence about the effects of Silent Sitting

### 第 2 章：静坐有效性的依据

Several studies have explored the effects of utilising techniques such as those described above regularly in the classroom. In particular, positive benefits have been derived for disruptive or inattentive pupils (Bealing, 1997, Redfering & Bowman, 1981). One study found that regular silent sitting helped to improve children's decision making and put them in touch with their deeper core values (Rozman, 1994), while others found that it helped them to cope better with stressful events (Manninen, 2000; Rickard, 1994), reduced anxiety (Margolis, 1990; Semple et al., 2005) and reduced anger and hostility (Benson et al., 1994; Manninen, 2000). Further benefits have included decreases in levels of impulsivity, increases in attention spans and general improvement in behaviour (Kratter and Hogan, 1982). Even health effects have been reported, such as the reduction of blood pressure in teenagers (Benson et al., 1994).

有几项研究探究了上述方法有规律地在课堂中使用产生的影响。特别是对爱捣乱和注意力不集中的小学生有积极的影响 (Bealing, 1997; Redfering & Bowman, 1981)。一项研究发现，经常静坐有助于改善儿童的决策能力，并把它们和更深层更核心的价值联系起来 (Rozman, 1994)；而另一些研究则发现它可以帮助他们更有效地对抗压力 (Manninen Rickard, 1994)，减少焦虑 (Margolis, 1990; Semple 等人, 2005) 以及减少愤怒和敌意 (Benson 等人, 1994; Manninen, 2000)。更多的优点包括减少冲动，增加注意力的跨度和改善行为 (Kratter 和 Hogan, 1982)。研究甚至发现对健康也有积极影响，如降低青少年的血压 (Benson 等人, 1994)。

A study by Devi (2002) focused specifically on the silent sitting techniques used in SSEHV and found positive effects on children's achievement and behavior, as well as their self-reported feelings and emotions. When Devi discontinued the silent sitting for a month, there was observable deterioration in all of these factors, and the children themselves asked for it to be resumed because they were missing the positive effects.

狄威 (Devi, 2002) 有一项特别针对在人文价值教育中使用的静坐的研究，研究发现静坐对儿童的学业成就和行为有积极的影响，同时也对他们自我评价的感觉和情绪有积极影响。当狄威停用静坐一个月后，这些因素明显地退化了，儿童自己要求恢复静坐，因为他们失去了积极的效果。



## Children's comments

### 儿童的评论

A total of 62 primary school teachers in China, who had been using silent sitting in their classes as part of an SSEHV programme at least three times per week for a year, each interviewed 5-6 students regularly during the year about how they perceived the silent sitting to have affected them. Valid interview data were returned for 348 students, ranging from grade 2 to grade 6. Qualitative analysis was used to identify patterns in the students' comments, as indicated in the table below with some typical examples of their actual comments. Of the 348 students, 339 (97.4%) made positive comments. It is interesting to note that the effect mentioned most often is improved concentration (115 students mentioning this). In all, 749 valid positive comments were analysed, and these have been classified into five categories: **feelings, thoughts and emotions**, which accounted for 293, or 39%, of the total comments; **better study habits** (241, 32%); **improved school performance** (110, 14.7%); **physical effects** (73, 9.7%) and **behavior** (32, 4.3%). It is encouraging to see a spread in the comments between affective factors (feelings of relaxation, calmness and peace, improved moods); general behaviours (not getting angry, irritated or impatient as easily) and academic behaviours (improved study skills and attitudes, better understanding and retention and improved academic scores). The children's comments have been translated from the original Chinese, but with their expressions left as close as possible to the original.

在中国共有 62 位小学教师在他们的人文价值教育课堂中使用了静坐，每周至少三次，坚持一年。在这一年中，定期访谈学生静坐如何对他们产生了影响，每次 5-6 名学生。有效数据来自 348 名 2-6 年级学生的反馈。我们使用定量分析区别了学生评论的几种模式，如下面的表格所示，其中包括一些学生评论的典型实例。在 348 名学生中有 339 名学生（占 99.7%）做出了积极的评价。有趣的是最经常被提到的效果是提高注意力（有 115 名学生提到）。统计发现总共有 749 条正面的评价，它们可以分成五大类：感受、想法和情感，这一类有 293 条，占有所有评论的 39%；更好的学习习惯（241 条，占 32%）；提高学习效果（110 条，占 14.7%）；对身体的影响（73 条，占 9.7%）；行为（32 条，占 4.3%）。令人欣喜的发现，学生的评论在情感因素（放松、安宁、平静的感觉，得到改善的情绪）、普通行为（不轻易生气、恼怒和烦躁）和学习行为（得到改善的学习技能和态度，改善的理解力和记忆力，提高的学习分数）之间扩展。儿童的评论是由汉语翻译过来的，但左边的表达可能更接近原始的表达。

Category 种类	Effect 影响	Number of comments (% of total comments in category) 评论的数量 (占这一 种类评 论总量的 百分比)	Typical examples of pupils' comments 学生评论的典型例子
<b>Feelings, thoughts and emotions</b> 感受, 想法	Relaxed/comfortable mind 放松/舒缓心情	63 (26.1%)	It makes me reduce stress. 它可以让我减轻压力。  That feeling is very comfortable. I don't want to open my eyes.

<p><b>和情感</b> Number of comments: 293 评论数量: 293 (39% of all comments, N=749) (占总评论数 749 中的 39%)</p>			<p>感觉非常舒服。我都不想睁开我的眼睛。</p>
	<p>Calmness 平静</p>	<p>43 (17.8%)</p>	<p>It can make my heart feel calm. 它让我的心感受到平静。</p> <p>In my life a lot of matters vexed me. Now I will calm down to think when I meet these matters. It really has worked very much. 我的生活中有很多让我烦恼的事。现在当我遇到这些麻烦事的时候我会平静下来。它真的非常有效。</p> <p>I understand that the teacher lets us sit in silence before the lesson to let us study with a calm mindset. 我明白老师让我们在上课之前静坐是为了让我们用一种平静的心态开始学习。</p> <p>I can adjust my panic mood and feel full of confidence to have class. 我可以调整自己的恐慌情绪，并且充满信心地上课。</p>
	<p>Improved mood 改善情绪</p>	<p>30 (12.4%)</p>	<p>I can adjust my own mood. 我可以调整我自己的情绪。</p> <p>My mood is at ease. My heart is smiling. 我的心情很自在，心在微笑。</p> <p>If I am in a bad mood at home I will do silent sitting by myself. My mood changes very quickly and I recover my equanimity. 如果在家时我的情绪很糟糕，我就会自己静坐。我的情绪可以很快改变，恢复平静。</p> <p>The other day I was very angry, anxious, in no mood to go to class.....After silent sitting I became more peaceful. It's unbelievable a little silent sitting can become my psychological doctor, make me shift from worried to peaceful, from anger to happiness. 有一天我非常生气，焦虑，没有心情上课……静坐之后我变得平静了。难以置信一个小小的静坐成了我的心理医生，让我从担忧变得平静，由生气变得快乐……</p>
	<p>“Forget agony”/take mind off unpleasant matters/reduce worries/able to cope with nervousness or anxiety</p>	<p>30 (12.4%)</p>	<p>After a period of time silent sitting, I slowly forget some vexing matter, concentrate on learning mathematics 经过一段时期的静坐，我慢慢地忘记了一些痛苦的事，集中注意力学习数学</p>



	忘掉痛苦/让情绪远离不快乐的事/减少担忧/能够应对紧张和焦虑		<p>During the process I feel I am entirely free of worry, which I have never felt before.</p> <p>在（静坐的）过程中我感到完全从担心里解脱了，以前我从没有这样的感觉。</p> <p>removes your worries and adds some fun</p> <p>赶走你的忧虑，增加一些快乐</p>
	Feeling of happiness 快乐的感觉	28 (11.6%)	<p>Everyone has times when we are not happy. If you have this kind of mood for the whole morning or the whole day it is difficult to have your class. Then you get “half the result with twice the effort”. The silent sitting makes me feel I am with the clouds to enjoy sightseeing of beautiful scenery in different countries, and my whole body feels totally relaxed and happy, no worries at all. Now I get “twice the result with half the effort”.</p> <p>每个人都有不快乐的时候。如果你一早上甚至一天都有这种情绪你就很难学习，就会“事倍功半”。静坐让我觉得我正坐在云端欣赏不同国家的美丽风景，我感到全身放松和快乐，一点担忧也没有。现在，我已经是“事半功倍”了。</p> <p>Since I learned silent sitting, life for me is not sad or miserable any more. It's happy.</p> <p>自从我学习了静坐，我的生活不再悲伤和痛苦。我的生活很快乐。</p> <p>I feel I enter a world without suffering or sadness, only happy and smiling faces, a world of wonderful fantasy.</p> <p>我感觉我走进了一个没有痛苦和悲伤的世界，只有快乐和微笑的脸庞，一个美好的幻想世界。</p>
	Don't get as angry now – e.g. when in conflict with other people, I don't lose my temper as easily 现在不会生气了——比如，与别人发生冲突时，我不会轻易地发脾气。	26 (10.8%)	<p>I was trying to do a painting at home but it was not going well. I became angry and destroyed the painting. My father saw me and reminded me to do silent sitting. After silent sitting I became calm and I did a very good painting.</p> <p>我在家里试着画画但进行的并不顺利，我变的很生气，还把画毁了。爸爸看见了，提醒我静坐。静坐之后我平静下来了，而且画得非常好。</p> <p>I no longer become angry with my mother. Mother says I am lovely.</p> <p>我再也不生妈妈的气了。妈妈说我很可爱。</p> <p>When I am not happy with a classmate over some small matter, silent sitting makes me settle down.</p> <p>当我因为一些小事和同学闹不愉快时，静坐让我平静下来。</p>
	Peaceful 平和	19 (7.9%)	<p>Even if I am in a noisy environment I can settle down to do my homework well.</p> <p>即使处在嘈杂的环境里我也能安静地好好写作业。</p>
	Light and free 光明和自由	19 (7.9%)	<p>Whatever I like, I can think.</p> <p>我喜欢什么，我就想什么。</p>
	Emotions	13 (5.4%)	<p>When I meet an unhappy situation I seek a place of</p>

	情绪		<p>calmness to calm down. 当我遇到不快乐时我会找一个安静的地方让自己平静下来。</p> <p>...marvelous feeling 奇迹般地感觉</p> <p>I feel easily pleased. 我很容易感到愉快。</p> <p>I feel very happy. 我感到非常开心。</p> <p>When the teacher describes some scene to us I get up in good humour and feel happy to hear the lesson. 老师向我们描述一些场景时我会心情很好，并且很开心地听课。</p> <p>Often in silence I feel exultation. 在寂静中我经常感到欢喜。</p>
	<p>Sense of awe/ appreciation of the beauty of the scenario being described 神圣感/欣赏所描述情景的美</p>	10 (4.1%)	<p>The beautiful music makes me think of the great universe in play. 优美的音乐让我想起巨大的、运动着的宇宙。</p> <p>It lets me imagine several beautiful pictures. I can feel my life is full of interest and beauty, a very wonderful life. 它让我想象一些美丽的景象。我能感到自己的生活充满了乐趣和美丽，非常精彩。</p> <p>I feel wonderful inside my heart. 我心里感到很奇妙。</p> <p>I feel there is a bright spot in my mind that turns round and round in front of me and takes my soul away to the forest, over the sea, over the endless grassland etc. 我觉得我的脑海里有一个很亮的点，它在我面前绕来绕去，把我的灵魂带到森林，飞过大海，飞过无边的草地，等等。</p>
	<p>Less impatient 减少急躁</p>	5 (2.1%)	
	<p>More tolerant of others 更宽容他人</p>	4 (1.7%)	<p>In the past I always liked to report to teachers, saying, "Xiao Hung, Xiao Lan, Xiao Dung won't lend pens to me, Xiao Ker knocked me down and didn't say sorry..." Silent sitting has made me forgive others actively. I never thought that silent sitting would have such powerful charm. It changed me, made me become more peaceful. 以前我总是喜欢向老师打小报告，说，“小红，小兰，小东不借给我钢笔，小可把我碰倒了也不说对不起……”静坐让我主动原谅别人。我从没想到静坐有这么大的魅力。它改变了我，让我更平和了。</p>

	More understanding of others 更理解他人	2 (0.8%)	<p>If somebody else is, for example, criticized by a teacher or another person I will tend to comfort them – I have a greater sense of forgiving others 如果别人，举个例子，被老师或者其他人的批评了，我会去安慰他们——我强烈地感受到要宽容他人。</p> <p>Every time in silent sitting I feel in my heart there is an ideal kingdom. People there get along well with each other, they help each other, they are always “ready to help others for a just cause” and also sacrifice their own interests for the sake of others. What a peaceful and calm picture, then my heart will calm down. 每次静坐我都感到我的心里有一个理想国。那里的人们彼此相处得很好，他们互相帮助，他们时刻“准备帮助他人，哪怕是一件小事”，也会为了他人而牺牲自己的利益。多么安宁、平静的画面啊！我的心就会平静下来。</p>
	Kinder/ more considerate 更友善/更体谅他人	1 (0.4%)	<p>I am more concerned about other people, do not humiliate people. I know I was wrong before. 我更关心别人，不再羞辱别人了。我知道我以前错了。</p>
<p><b>Better study habits</b> 更好的学习习惯 Number of comments: 241 评论数量: 241 (32% of all comments) (占总评论数的 32%)</p>	Concentration 注意力	115 (47.7%)	<p>Silent sitting helps me to settle to study very quickly and will not let other matters interfere with my thinking. 静坐帮助我快速安定下来学习，不会让其他的事打扰我的思考。</p> <p>When class begins I am still thinking of the bubble-gum I bought before class and thinking of buying another one. After listening to the teacher read the silent sitting...I am willing to participate in the study activity with the teacher. 开始上课了我还在想着上课前买的泡泡糖，还想着再买一个。听完老师读静坐……我希望和老师一起积极地参与到学习中。</p> <p>Before class I was thinking about when I went to McDonalds last week with my mum. After listening to the teacher I think less distracting things and I can concentrate on my study. 上课前我还在想上个星期和妈妈一起去了麦当劳。听了老师的描述我不会想那么多分心的事了，我可以把注意力集中在我的学习上。</p> <p>In class, no matter who interrupts me, I won't be influenced. I just concentrate, then I can make progress. 在教室里，不论谁打断我，我都不会受到影响。我只是集中精神，然后我就可以取得进步。</p>
	Review of classwork for understanding and memory / clear thinking 复习要理解和记忆的	43 (18.7%)	<p>I usually do silent sitting before sleeping, quietly remembering what I learnt that day. 我经常在睡觉前静坐，安静地回忆今天我学到了什么。</p>



	功课/澄清想法		I can think of a lot of knowledge. 我可以想到很多知识。
	Improved study habits and attitudes/ more active participation in class 改善学习习惯和态度/更积极地参与课堂	38 (17.0%)	My father thinks I have become more conscientious with my study. He doesn't scold me now. 我父亲认为我对待自己的学习更认真了。现在他不再斥责我了。  I can learn more quickly. 我可以更安静地学习。  We can get "twice the result with half the effort". 我们可以做到“事半功倍”。  I have more interest in study than before. 我比以前对学习更感兴趣了。  At home there is now no need to fight because of my study – there is more happiness. 现在家里不需要因为我的学习而争吵了——家变得更温馨了。  I can cope with learning harder knowledge. 我可以应付学习比较难的知识。  I can learn more easily. 我可以更轻松地学习了。  I had a habit of talking in class. Now I am much quieter and more motivated to study. 我有在课堂上说话的习惯。现在我比以前安静了，更有动力学习了。  Before I would rush ahead and not think carefully. Now I have changed my way of going about things and will now do a couple of minutes of silent sitting first. 以前我会不加认真思考就向前冲。现在我改变了行事风格而且会先静坐两分钟。
	Settle down after play or excitement (or returning after a holiday) 在游戏或兴奋过后稳定下来（或者假期回来后）	27 (11.2%)	After PE class every time I come back to class sweating all over. It makes me feel agitated about coming back into the classroom. But now we have 2 minutes silent sitting I calm down and “no ripples”  每次上完体育课我都满身是汗地回到教室。回到教室让我感到很焦虑。但是现在我们有两分钟的静坐，我平静下来，而且“没有波动”了。
	Better listening skills 更好的听力技能	13 (5.4%)	
	Less careless 减少粗心大意	5 (2.1%)	Before I was careless. I understood everything while learning the mathematics but could not get a high mark and was always making mistakes in my homework. After doing silent sitting I pay more attention and am more earnest. The teacher says I have progressed.



			<p>以前我很粗心。学习数学的时候我都懂，但是却得不到高分而且总是在作业里出错。静坐之后我更加注意和认真。老师说我进步了。</p> <p>In every exam I made mistakes because of my carelessness and Mum and Dad scolded me, but I still did it again. I just could not get rid of this bad habit. After silent sitting my heart calms down. I become patient so I do better and won't be careless in my exams again.</p> <p>每次考试我都会因为粗心而犯错，爸爸和妈妈就会责备我，但下次我依然犯错。我就是改不掉这个坏毛病。静坐以后我的心平静下来了。我变得有耐心所以会做得更好，不会在考试中粗心了。</p>
<p><b>Improved school performance</b> 提高学习效果</p> <p>Number of comments: 110 评论数量: 110 (14.7% of all comments) (占总评论数的 14.7%)</p>	<p>Stimulated imagination, eg easier to think of what to write 激发想象，如更容易想到写什么</p>	<p>38 (34.5%)</p>	<p>I imagine an outside matter in the classroom, imagine a past matter, also imagine a future matter. The imagination makes my self-confidence increase. 我想象教室外边的事物，想象以前的事，也想以后的事。想象增加了我的自信。</p> <p>When a teacher from another class asked me to make a model for the class I couldn't think of an idea, so I closed my eyes and got good ideas. 另外一个班的老师让我制作一个模型，我没有什么好主意，因此我闭上眼睛，一下子就想到了。</p>
	<p>Improved problem solving /easier to find an answer 改善问题解决/更容易发现问题</p>	<p>32 (29%)</p>	<p>I can answer a problem very quickly. 我可以很快地回答一个问题。</p> <p>It can help me to resolve mathematics problems. 它有助于我解决数学问题。</p> <p>The teacher teaches us to do silent sitting at the time of exams. I took first [place] in the exam. 老师教给我们在考试时静坐。我考了第一名。</p> <p>Silent sitting makes me more confident and I like to think of problems. 静坐让我更自信，我喜欢思考问题。</p> <p>We can get solutions by silent sitting with eyes closed when we meet with difficulties. 当我们遇到困难时，闭上眼睛静坐可以让我们找到解决办法。</p>
	<p>Improved academic work 提高学术方面的学习</p>	<p>28 (25.4%)</p>	<p>Especially the composition – I used to get a headache – now I can write anything to order. 特别是作文——我过去老是头疼的事——现在我可以按照要求写任何内容。</p> <p>Silent sitting reduced my study pressure and let me have excellent results. 静坐减少了我的学习压力并且让我有很好的结果。</p>
	<p>Strengthened memory</p>	<p>9 (8.1%)</p>	<p>Sometimes I would forget what I had learned but,</p>

	加强记忆		<p>using silent sitting, I am reminded of the knowledge. 有时我会忘记刚刚学过的东西，但是，使用静坐，让我想起了那些知识。</p> <p>Remembering the formulae for chanting [i.e. rote learning by chanting] also isn't so difficult. 记住要背诵的公式[比如，通过背诵死记硬背]也不那么难了。</p>
	Think of the answer more quickly/give better answers 更快地想到答案/给出更好的答案	3 (2.7%)	<p>I am quicker to think of an answer. Time slows down when my eyes are closed, so I have more time to find a solution.</p> <p>I can remember mathematical formulae quicker than before. 我可以比以前更快地想起数学公式。</p>
<b>Physical effects</b> <b>对身体的影响</b> Number of comments: 73 评论数量: 73 (9.7% of all comments) (占总评论数的 9.7%)	Brain refreshed, stimulated or clear 恢复精神，刺激大脑或者使头脑清晰	39 (53.4%)	<p>The brain is very quiet – it can expel miscellaneous things. 头脑非常安静——它能赶走混杂的东西。</p>
	Body refreshed if tired/more energetic 恢复疲惫的身体/让身体更有活力	23 (31.5%)	<p>It can remove fatigue. 它能消除疲劳。</p> <p>I feel my spirit aroused – very much vitality. 我感到我的灵魂被唤醒了——非常有活力。</p> <p>It can eliminate my tiredness/fatigue and I can continue the third and fourth class [of the morning] full of energy. 它能消除我的倦怠/疲劳而且我可以在第三、第四节课[上午的]继续保持能量。</p> <p>Every day we have five classes before we can have a break. So I feel very tired, especially during the third and fourth classes in the morning; tired and hungry, dizzy and with a big head. Since we have had silent sitting, when I feel hungry I imagine there's a roast duck in front of me. When I feel tired I feel I become a bird flying in the sky or a fish swimming in the water. Therefore all hunger and tiredness goes and I can finish my classes happily. 每天我们要一口气上五节课才能休息。所以我觉得很累，特别是上午第三和第四节课时；又累又饿，头晕眼花。自从我们开始静坐以后，当我觉得饿的时候我就想象面前有一只烤鸭。当我觉的累的时候我变成一只在空中飞翔的小鸟或者在水里游泳的小鱼。这样所有的饥饿和疲劳都消失了，我可以开心地地上完我的课。</p> <p>When I feel perplexed or annoyed and worn out,</p>

			absolutely exhausted, I will do silent sitting as our teacher tells us. 当我感到困惑或者恼怒和疲惫不堪、精疲力竭时，我就会按照老师告诉我们的那样静坐。  I can take a short rest for a while. 我可以短暂地休息一会儿。
	Easier to go to sleep at night 晚上更容易入睡	4 (5.5%)	
	Good for the eyes to give them a rest 让眼睛休息一下对它们很有好处	4 (5.5%)	
	Helpful in sport, to calm down before competition 有助于运动，在比赛前冷静下来	2 (2.7%)	
	Can make me more healthy 可以让我更健康	1 (1.4%)	
<b>Behaviour</b> 行为 Number of comments: 32 评论数量: 32 (4.3% of all comments) (占总评论数的 4.3%)	Initiates conscience /helps to get rid of bad habits 启发意识/有助于改掉坏习惯	12 (37.5%)	I changed some bad habits. 我改掉了一些坏习惯。  Silent sitting makes me understand my shortcomings. 静坐让我认识到我的缺点。  Silent sitting stories have told me a lot of morals that I can think about. 静坐故事告诉我很多我可以思考的道德品行。  It is silent sitting that makes me think about a lot of morals, for example to be honest, to be open-hearted. 是静坐让我想到很多道德品质，比如诚实，坦率。
	Improved self-behaviour/self-discipline 改善自我行为/自我规训	11 (34.3%)	Mother said, "Child, you have really improved. You should appreciate your teacher's guidance". I said with a smile, "It is not only the teacher, but also silent sitting". 妈妈说：“孩子，你真地进步了。你应该感激你的老师的指导”。我笑着说，“不止老师，还有静坐”。  If I get angry or fidgety I use silent sitting. 如果我生气或者不安时我就会使用静坐。  I have realized that you cannot be so noisy otherwise you will interfere with other students. 我已经认识到一个人不能太吵闹否则会影响别的学生。  In class sometimes I talk, so after class I sit silently for 5 minutes and try to find out the reason why I talk in class. 上课时我说话了，所以下课后我静坐了 5 分钟，试图找到上课说话的原因。



	Improved class behaviour/ class spirit 改善班级行为/班级精神	8 (25.0%)	Those very naughty classmates also changed. 那些非常调皮的学生都改变了。  They don't affect others as much. 他们不再经常影响别人。  It brings control much better than if the teacher growls at the class. 比起老师在班里大声呵斥，它带来更好的控制。  In our class Li Xiao Ping is the most impatient one. After silent sitting he has "cultivated his morality and temperament" and is not naughty any more. 我们班的李小平是最没耐心的学生。静坐后他“陶冶了他的道德和性情”而且再也不淘气了。
	Self direction 自我导向	1 (3.0%)	Lets me ascertain my direction for achieving my goals 让我确定自己实现目标的方向。

Only nine of the 348 students made negative comments about silent sitting – one of these, whose initial comment was “how boring” was giving positive comments six months later. Their reasons included:  
348 名学生中只有 9 人对静坐给予了负面评价——其中一人的评价是在给出了六个月的正面评价之后又说到“非常无聊”。他们给出负面评价的原因有：

Inability to put the skills into practice:  
不能把这些技能应用在实践中：

- I can't focus – I think hard, but again and again what I saw on television last night... I can't attain inner peace.
- 我不能集中精神——我很难思考，而是一次又一次地看到昨晚看过的电视画面……我不能达到内心的平静。
- I can't be quiet, I look at other classmates secretly, being almost asleep.
- 我安静不下来，我偷偷地观察其他同学，我都快睡着了。

The belief that the time should be spent on studying:  
这些时间应该用在学习上：

- I still don't like it because I feel dull. It does not seem to give me any important help.
- 我不喜欢它是因为我觉得很无聊。看起来它没有给我任何帮助。
- I think it's not necessary – it takes a lot of time, doing not much
- 我认为这是没有必要的——占用了太多的时间，又没做什么。
- I think having it very often wastes our precious time but I'm very interested in occasional silent sitting
- 我觉得经常这样做浪费了我们宝贵的时间，尽管我觉得偶尔静坐一下会很有趣。
- I feel very vexed – much precious time spent not in study – why do we have to spend it sitting in silence?
- 我感到很生气——这么多宝贵的时间却没有用来学习——为什么我们必须把时间用来静坐呢？

## Teachers' comments: 教师的评论

The following are typical of the comments made by teachers in their personal reflections:  
下面是教师在他们自己的反馈中对静坐的典型评论：

- It calms down the children's minds. When they close their eyes they can try to recall previous knowledge – not just in class but also things they have done right or wrong, ie self-assessment.

- 它让学生的思想平静下来。当他们闭上眼睛，他们可以努力回忆以前的知识——不仅仅是课堂上的知识，任何他们做过的对的或错的事都可以，就像自我评估。
- Silent sitting is a way of thinking, gives people a sense of quiet, and they are very free to think about anything and escape temporarily from reality – therefore it decreases the pressure of work. I use it personally to have a break mentally or physically.
- 静坐是一种思考的方法，可以让人有种平静的感觉。他们可以自由地想象任何事，可以暂时从现实中逃离片刻——因此可以减少工作的压力。我经常用它让心灵和身体休息一下。
- I have found myself able to control my own mood easier.
- 我发现可以更容易地控制自己的情绪。
- Silent sitting is very good to nurture their study habits. It encourages the students to think, try new things and change their attitudes towards their studies. They are now beginning to see that they are studying for themselves, not for their parents.
- 静坐对培养他们的学习习惯非常有好处。它鼓励学生们思考，尝试新事物以及改变他们对学习的态度。现在他们开始认识到，他们是在为自己学习，而不是为他们的父母。
- Silent sitting brings real benefits to students – it reduces pressure, concentrates their minds, improves their thinking, changes naughty behaviour, and improves imagination and quality of writing.
- 静坐给学生带来真正的益处——减少压力，集中精神，促进思考，改变淘气的行为，提高想象力和写作的质量。
- Sometimes students give up when facing difficulties but, after silent sitting, they are more persistent.
- 很多时候学生面临困难会选择放弃，但静坐以后，他们会更多地选择坚持。

## Benefits to the family

### 对家庭的益处

After we had introduced silent sitting to the schools in the SSEHV projects in Mainland China, the teachers asked their pupils to share it at home with their families. After some time, the children made comments such as the following, which indicate clearly that families have benefitted from doing this activity together and that it has contributed to building a sense of community within these families.

我们已经介绍了在中国大陆的人文价值教育学校中进行的静坐。有些老师让他们的学生和他们的家人分享这种方法。一段时间以后，孩子们作出了如下的评论。这些评论明显地告诉我们家庭也可以从这项活动中受益并且它有助于在这些家庭中建立一个感受共同体。

- My father does not get so angry with me. He knows I have changed and he loves me very much.
- 我爸爸不再对我发脾气了。他知道我已经有所改变，他很爱我。
- We do not fight any more in our home because of [silent sitting] – now it is more fun.
- 因为静坐，我们再也不在家里打架了——现在它越来越有趣了。
- We sit at the same table to do silent sitting. My family members say it is very helpful to a person's mental state. Mother says it is so very good.
- 我们在一张桌子上静坐。我的家人说这非常有利于人的心理。妈妈还说它简直太好了。
- I tell my family that, when they meet difficult times, using silent sitting will help them to look before they leap.
- 我告诉我的家人，当他们遇到困难时，静坐可以帮助他们三思而后行。

- I can think of my mother's pain and can also help her with her life. After silent sitting I do not want to fight with my mother. She says I have changed.
- 我可以想象到妈妈的痛苦，我也可以在生活中帮助她。静坐以后，我再也不想和妈妈吵架了。她说我变了。
- My mother likes to do silent sitting very much, getting me to do it every evening.
- 我妈妈非常喜欢静坐，每天晚上都和我一起做。
- My father and mother both say it is very interesting and they would like to do silent sitting with me, together. The nights when mother does silent sitting with me I am able to fall asleep very quickly. Father's mother likes it too. My elder sister and elder brother also like it very much and use it.
- 我的爸爸妈妈都说它非常有趣，他们喜欢和我一起静坐。我和妈妈一起静坐的晚上我总是很快就能入睡。奶奶也很喜欢。姐姐和哥哥也很喜欢。
- When my mother saw me using silent sitting she was a bit shocked. Now, under my influence, when she is in a bad mood she will also listen to music and do silent sitting.
- 以前妈妈看到我静坐时还有点吃惊。现在，在我的影响下，当她情绪不好时也会听听音乐和静坐。
- Having once seen me doing silent sitting at home, my grandmother thought I had been learning to follow some religion from the television and told me not to learn such things from television. After I explained she has no objection. Sometimes grandmother is very tired so I teach her also to do silent sitting.
- 曾经我奶奶看到我在家里静坐时以为我是模仿电视上的一些宗教，还告诉我不要从电视上学这些东西。我告诉她不是这样的。奶奶很累的时候，我也会教她静坐。
- Now when my father meets difficulties in his life he can do silent sitting like me – sometimes it really can solve a problem.
- 现在，每当爸爸在生活中遇到困难的时候，他也会像我一样静坐——有时真的可以解决问题。
- Every evening my mother will tell a silent sitting story for me. I like to do silent sitting with my mother.
- 每天晚上，妈妈都会给我讲一个静坐的故事。我喜欢和妈妈一起静坐。
- The change in me seems to have had an influence on my father. Now he will sit down with me and have a conversation, unlike before when he always wore a face like a plank and scolded me.
- 看起来好像我的改变影响了我的爸爸。现在他会和我一起静坐，交谈一会儿，不想以前他总是板着一张脸训斥我。
- I have been doing silent sitting at home with my mother. Now, I feel that the number of times that mother and father fight are fewer.
- 在家我和妈妈一起静坐。现在，我感到妈妈和爸爸吵架的次数越来越少了。
- Every evening my grandpa also does silent sitting before going to bed.
- 我爷爷每天晚上睡觉前也会静坐。



## Chapter 3: Different ways to use silent sitting 第3章：运用静坐的不同方法

### Different types 不同的类型

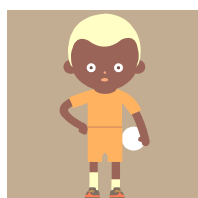
There are many ways in which you can use silent sitting in your classroom:  
在课堂上使用静坐有多种方法：

- simple concentration exercises
- 简单的注意力练习
- listening to silence
- 聆听寂静
- listening to breathing
- 聆听呼吸
- listening to suitable music
- 聆听适宜的音乐
- listening to a visualisation led by the teacher or a student
- 聆听由教师或者学生描绘的场景
- using the “Light Visualisation”
- 使用“光的想象”

### Gender preferences 性别偏好

According to research conducted in the U.K. by Devi et al., there are gender patterns in students’ preferences for different types of silent thinking:

根据英国的狄威（Devi）等人的研究，学生在选择偏好的静思的不同类型时存在性别模式。



- Short activities
- 小活动
- Light Visualisation
- 光的想象



- Stories and imaginative visualizations
- 故事和富有想象力的视觉图像
- Light Visualisation
- 光的想象

## When to use it

### 使用时间

Silent sitting can be used:

静坐可以在下列时间进行：

- at the beginning of a lesson to settle the children
- 一节课开始时，用来稳定学生
- at the beginning of a lesson to introduce the topic
- 一节课开始时，用来引入主题
- in the middle or at the end of a lesson to reflect on what has been learned
- 一节课中间或结束时，用来回顾已经学过的内容
- before tackling a problem/exam etc.
- 在处理问题时/考试前，等等
- if a student/students are feeling stressed or unhappy
- 如果有一个学生/几个学生感到紧张或不开心时
- to help children to get in touch with their inner computers
- 帮助孩子们联系他们的“内部电脑”
- to encourage children to reflect on themselves and whether or not they are showing good values in different situations in their lives
- 鼓励孩子们反思自己：生活中他们有没有在不同情况下表现出良好的价值

## How it can be used

### 静坐的作用

Different uses of silent sitting:

静坐的各种作用：

- to improve concentration
- 提高注意力
- to relax in times of stress
- 紧张的时候让人放松
- to imagine things as we picture them inside our heads
- 想象我们头脑中出现的图像
- to get in touch with our own “inner computer” to solve our problems
- 联系我们的“内部电脑”，解决问题
- to recall something we have learned
- 回忆我们学过的东西
- to reflect on the values that are important to us
- 反思对我们很重要的价值
- to reflect on a behaviour that we may need to change
- 反思我们需要改变的行为
- to open our hearts or understand ourselves better
- 打开心灵，更好地了解自己

## Music for silent sitting

### 静坐音乐

“As humans we have a physical response to music because our biological being is a rhythmic entity. That is our breathing, our digestion, even our individual cells appear to have an intrinsic rhythmicity, as do our nervous system and brain. Some researchers believe that music stimulates the brain at lower levels, especially the emotional brain, to help stabilize impulse control. Because it appears that music can influence human response in a variety of ways, it should not surprise us much that music can influence many factors associated with school performance.” (Chalmers & Olsen, 1999, p.43)

“作为人类我们对音乐有一种身体的反应，那是因为我们的身体就是一个韵律的存在。我们的呼吸，我们的消化，甚至我们的每一个细胞都有内在的节奏，我们的神经系统和大脑也是这样。有研究者认为音乐可以刺激低水平的大脑，特别是情绪大脑，可以稳定冲动控制。因为音乐可以影响人各个方面的反应，那么音乐可以影响与学习表现相关的许多因素也不足为怪了。” (Chalmers 和 Olsen, 1999, 第 43 页)

There have been many research studies into the effects of different music types on feelings, emotions and behaviours. Some of these findings are presented in the two tables below, and might be useful guides to selecting suitable music for your silent sitting for different purposes. Chalmers & Olsen (1999) recommend letting the students have some ownership in the selection of the music, within the limits set by you.

已经有许多研究探讨了不同类型的音乐对感觉、情绪和行为的影响。我们在下面用两个表格来呈现其中一些发现，也许对你按照不同目的的静坐选择合适的音乐有所帮助。查尔莫斯和奥尔森 (Chalmers & Olsen, 1999) 建议，在你已经有所限制的条件下，可以让学生拥有一定的自主权来选择音乐。

### Positive effects of different types of music

#### 不同类型音乐的积极影响

Effect 影响	Music type 音乐类型	Study in which effect was identified 发现这一影响的研究
Reduction in negative emotional states 减少负面情绪状态	self-select or classical 自选音乐或古典乐	Labbé et al. (2007)
Increased positive feelings and decreased negative feelings 增强正面感受，减少负面感受	designer (ie music designed to have specific effects on the listener) 设计音乐（如，专门设计的对听者有特殊效果的音乐）	McCarty et al. (1998)
Increased quantity of students' writing: 提高学生的写作质量	classical 古典乐	Koppelman & Imig (1995)
Positive effects on lunchroom noise level and the numbers of children requiring intervention	classical and popular 古典乐和流行乐	Chalmers & Olsen (1999)



<p>from a supervisor for behavioural issues 减少午饭时嘈杂的声音和需要老师从中调停行为的学生数量</p>		
<p>First and second grade pupils calming down after recess period 使一、二年级的学生休息时间过后安定下来</p>	<p>music from classic Disney films, eg 经典迪斯尼电影中的音乐，如：</p> <ul style="list-style-type: none"> <li>• calming: “When You Wish Upon a Star” from Pinocchio, “Candle on the Water” from Pete’s Dragon</li> <li>• 平静：出自《木偶奇遇记》中的“星星祝福歌”；出自《皮特的龙》的“水上之光”</li> <li>• reassuring: “Give a Little Whistle” from Snow White or “Chim Chim Cher-ee” from Mary Poppins</li> <li>• 安心：出自《白雪公主》的“吹一声口哨”或者《欢乐满人间》中的“烟囱之歌”</li> <li>• invigorating: “Zip-a-dee-doo-dah” from Song of the South or “Bibbi-di-Bobbidi-Boo” from Cinderella</li> <li>• 振奋：《南方之歌》中的“欢乐之歌”或《灰姑娘》中的“BB歌”</li> </ul>	<p>Giles (1991)</p>
<p>Relaxation and focused attention 放松和集中注意力</p>	<p>any music played at 60 beats per minute (perhaps “because the 60 beats approximates the ideal resting heart rate for the human body, a type of entrainment occurs that allows</p>	<p>Chalmers &amp; Olsen (1999), p.45</p>

	<p>listeners to slow down their heart rate to match the musical beat, [which may in turn] promote focus and concentration”</p> <p>任何每分钟 60 拍的音乐（可能是因为 60 拍大概接近人体的理想的休眠心率，这种节奏可以让聆听者心跳变慢，从而更易集中注意力。）</p>	
<p>Enhanced learning of spatial tasks</p> <p>强化空间任务的学习</p>	<p>Mozart's sonatas</p> <p>莫扎特奏鸣曲</p>	<p>Ivanov &amp; Geake (2003)</p> <p>Jausovec &amp; Gerlic (2006)</p> <p>Thompson et al. (2001)</p>

**Negative effects of different types of music**  
**不同类型音乐的消极影响**

<p><b>Effect</b></p> <p><b>影响</b></p>	<p><b>Music type</b></p> <p><b>音乐类型</b></p>	<p><b>Study in which effect was identified</b></p> <p><b>发现这一影响的研究</b></p>
<p>Increases in hostility, sadness, tension and fatigue/significant reductions in caring, relaxation, mental clarity, vigour</p> <p>增加敌意，悲伤，紧张和疲劳感/明显降低了关爱，轻松，思维清晰度，活力</p>	<p>grunge rock music</p> <p>格朗基摇滚乐</p>	<p>McCraty et al. (1998)</p>
<p>significant negative effect on students' writing</p> <p>对学生写作能力有显著的负面影响</p>	<p>Top 40 music (perhaps attributable to their familiarity with it)</p> <p>排行榜前 40 名的音乐（也许因为他们太熟悉这些音乐了）</p>	<p>Koppelman &amp; Imig (1995)</p>

## Chapter 4 Some examples of silent sitting for classroom use

### 第4章 一些课堂静坐应用的实例

This chapter includes a range of guided visualisations and other activities that have been used by teachers. Some are for specific purposes, such as to help students to find their own inner strengths or to improve their problem-solving abilities. Others may be purely for relaxation. Some teachers have even invited the students themselves to select suitable music or to compose appropriate visualizations to share with their classmates. A particularly effective one is the visualisation on the light, which has been included in this section.

本章包括一系列教师已经使用的引导想象和其他活动。其中有些是有特殊用途的，比如帮助学生寻找他们内在的力量或者提高他们的问题解决能力。其他的可能是纯粹用来放松的。有些教师曾经让学生自己选择合适的音乐或者自己整理出可以和同学一起分享的想象。比较有效的一种方法是光的想象，这部分内容也包括这种方法。

Please note that it is important to discuss with your pupils regularly how the various types of silent sitting are beneficial to them. In some places in this chapter, specific values messages have been suggested for visualizations, to guide your discussions. It is also effective for them to see you using it as a tool for various purposes.

请经常定期和你的学生进行讨论，这非常重要，并记下静坐在哪些方面对他们产生了益处。本章中有些地方对想象提出了一些具体有用的方法，可以指导你进行讨论。看到你吧想象作为一种多用途的工具，这对他们是非常有用的。

#### **To improve concentration** (Contributed by Anita Devi, U.K.) 提高注意力（英国的安妮塔·狄威提出的）

##### **Pebbles in a jar** 罐子里的石子

Standing at the back of the room (or where the pupils cannot see you), drop (at varying speeds) pebbles into a jar. Encourage the children to close their eyes and count the number of pebbles dropped into the jar. Ask the children how many. Then repeat the exercise.

站在教室的后面（或任何学生看不见你的地方），把石子投进一个罐子里（用不同的速度）。鼓励学生闭上眼睛数掉进罐子里的石子数，问他们有多少。重复这样的练习。

##### **Time** 时间

Ask the children to sit comfortably and close their eyes. When you say, “Start”, they need to start counting the number of seconds that pass until you say, “Stop”. Ask the children to share their answers and strategies. Repeat the exercise.

要求学生舒服地坐下，闭上眼睛。当你说“开始”时他们开始一秒一秒地数时间，直到你说“停”。让学生分享他们的答案和方法。重复这个练习。

Tip: Avoid having a clock at the front of the room or one that ticks loudly.  
提示：教室前面不要有钟表或者任何发出很大的滴答声的物品。

##### **Breath control** 呼吸控制



Ask the children to close their eyes and count how many breaths they take in one minute (timed with an egg timer). Repeat and try to reduce the number of breaths by one or two. Over time, encourage the children to breathe slower and deeper, making full use of their lungs. The discussion that follows can relate to our emotions, e.g. when we are angry our breaths are short and shallow.

要求学生闭上眼睛，数一下他们每分钟呼吸多少次（用一个煮蛋计时器来计时）。重复这种练习并尽量将呼吸的次数减少一两次。一段时间以后，鼓励学生呼吸再慢一点，再深一点，充分发挥他们的肺的功能。接下来的讨论与我们的情绪有关，比如，当我们生气时，呼吸会变得短促和变浅。

## Feather

### 羽毛

The purpose of this exercise is to make each child aware of his/her own breath. Give all the children a feather each and ask them to breathe in and out slowly onto the feather. Ask the children to share what happens.

这个练习的目的是让每个孩子意识到自己的呼吸。给每个孩子发一根羽毛并让他们对着这根羽毛呼气和吸气。让孩子们分享发生了什么。

## To start a lesson

### 开始一节课

## To encourage class co-operation

### 鼓励学生合作

*Close your eyes and imagine that there is a candle burning inside your head. Let the light get brighter and brighter until it fills your whole head. Let it light up your brain so that you will be able to think clearly and well. Imagine that the same light is going from you to everyone in your class, so they will be able to think clearly too.*

闭上你的眼睛，想象你的头脑中有一只燃烧的蜡烛。蜡烛发出的光越来越亮，直到它充满了你的整个头部。让这光照亮你的大脑，你就能清晰地、很好地思考。想象同样的光芒照亮了班里的每一位同学，他们也能清晰地思考。

After this visualization the following points can be discussed with pupils:

结束这样的想象之后可以就以下几点和学生讨论：

- You have the knowledge and ability inside your head already.
- 你的头脑中已经存在知识和能力。
- Regular use of this kind of visualization will help to improve your concentration.
- 定期运用这样的想象可以提高你的注意力。
- Wishing for classmates what you wish for yourself (i.e. to do well) is more healthy than feeling envy or jealousy.
- 希望你的同学像你一样好（即，做的好）比嫉妒和猜忌的感觉更有益健康。

## To set the tone for the lesson or the day

### 确定一节课或者一天的基调

At the beginning of the lesson – particularly the first lesson of the day – ask the pupils to suggest some words that describe the kind of day they would like to have. One or two of their suggestions can be written on the board as single words (e.g. happy, peaceful). Ask the pupils to choose one of the words

from the board and to sit silently with their eyes closed for 1-2 minutes (timed by the teacher), repeating this word continually in their minds. This activity can be repeated at the end of the day, to reflect on what kind of day it has been.

在一节课开始的时候——特别是这一天的第一节课——让孩子们用一些话描述他们希望拥有怎样的一天。把他们这些建议中的一两条写在黑板上（如，快乐，平和）。让学生从黑板上的词语中选择一个，然后开始闭上眼睛静坐 1-2 分钟（时间由老师控制），头脑中不断重复他们选择的那个词。这项活动也可以在这天结束时再重复一次，反思这一天过的如何。

After the pupils become accustomed to this exercise, they can be encouraged to choose their own values-related positive words to repeat.

学生习惯这项练习以后，鼓励他们重复自己选择的价值词语。

(From Maureen Street, Australia)

（莫林·丝崔特，澳大利亚）

### To start a mathematics lesson

#### 开始一节数学课

*Close your eyes and take some slow, steady breaths. Think very hard about the part of your brain where your mathematics skills are stored. Think of that place in your brain as being like a flower. As you breathe in, imagine that the breath is caressing the flower like a soft gentle breeze. As it is touched, the flower starts to open slowly, petal by petal, until it is fully open. This flower is your potential to understand mathematics and to do the problems. Now that the flower is open you will find that the mathematical thinking will come to you quickly and easily. Open your eyes now and you can begin your work.*

闭上你的眼睛，慢慢地、均匀地呼吸。仔细想你的数学技能存储在大脑的哪一部分，想象你头脑里的那个地方好像一朵花。当你吸气时，想象你的呼吸像一阵温柔的风拂过这朵花。被吹拂过的花开始慢慢地绽放，一瓣一瓣地，直到最后全部开放。这朵花就是你理解数学的潜能，解决问题的潜能。现在这朵花开好了，你会发现你的数学思维来得又快又容易。现在，睁开双眼，你可以开始学习了。

### To introduce the lesson topic

#### 引入一节课的主题

Mathematics Topic: Circle

数学主题：[圆](#)

#### Example 1:

##### 例 1:

We can use the idea put forward by a number of experienced psychologists (described by Phyllis Krystal in her video series *Cutting the Ties that Bind*), of enclosing hyperactive children in a golden circle that helps them to define their boundaries. The golden colour represents security and purity.

我们可以采用这种由一批经验丰富的心理学家提出的主意（菲利斯·克里斯托在她的系列视频《切断束缚》中描述的）：让一群爱动的孩子站进一个金色的圆圈里，圆圈可以帮助他们定义边界。金色代表安全和纯洁。

*Imagine that you are inside a golden circle. You can move around anywhere you like inside your circle and you feel very safe and happy. The other children are in their circles too. Sometimes you bump gently against each other but you are inside your own*

*circle and nobody else can come in. Your golden circle is your own special space where you can go whenever you like. [Note that you can also do this exercise using a sphere.]*

想象你就在一个金色的圆圈里。你可以在里面随便移动，你感到安全和幸福。其他孩子也在他们的圆圈里。有时候你会轻轻地和别人相互碰撞，但你是自己的圆圈里，没人能进来。你的金色圆圈就是你的专有空间，你可以任意走动。**[注意，你也可以用一个球体做这个练习。]**

Values message to draw out in follow-up discussion: What is the difference between the circle and other shapes? A special property of the circle is that it is complete. We need to try to be like the circle – strong and complete in ourselves and not needing to rely on outer things to make us happy.

价值观念可以由下面的讨论引出：圆与其他形状有什么不同？圆的一个特性是它是完整的。我们必须像圆一样——让自己强壮而完整，不需要依靠外物让自己高兴。

Example 2:

例 2:

*Visualize the sun, giving life and growth to all people and plants.*

想象给予所有人和植物的生命和生长的太阳。

Values message to draw out in follow-up discussion: The sun is a circle, so it fits the theme of the lesson. The sun also represents strength, purity and wisdom. If we allow ourselves to be filled up with the light from the sun we will be strong, pure and wise and dark thoughts or actions will not be able to exist in us. Also, the sun gives life and growth to all people and plants, regardless of the colour of their skin, their wealth, etc. We can be like the sun, giving and sharing with everyone.

价值观念可以由下面的讨论引出：太阳就是一个圆，所以它很适合这节课的主题。太阳同时象征着力量、纯洁和智慧。如果我们让阳光充满我们的身体我们就会很强壮，纯洁和智慧，黑暗的思想 and 行为就不会存在。同样，太阳给予了所有人和植物生命，无论他们是什么肤色，他们有多少财富，等等。我们可以像太阳一样，向所有人奉献和分享自己。

## **To relax in times of stress**

### **紧张时的放松**

#### **To focus on breathing**

##### **专注于呼吸**

We close our eyes to help us stop thinking about other things and just BE [with ourselves]. One of the best ways of improving our state of relaxation is by focusing on our breath. Our breath is the source of our life and our energy and if it doesn't flow freely through our bodies then toxins can build up and these chemicals can prevent us from relaxing. Also, if we focus on our breath it helps our mind to settle and to release all the thoughts that buzz around and keep us awake.

我们闭上眼睛，停止思考其他事情而只是“存在”着[我们自己]。专注呼吸是加强放松感最好的办法。呼吸是我们的生命和能量的源泉，如果呼吸不能自由地流过我们的身体，毒素就会在体内累积，这些化学物质会妨碍我们放松。同样，如果我们专注于自己的呼吸就有助于我们内心的平静和释放周围所有闹哄哄的让我们醒着的想法。



*You can do a simple exercise to focus on your breathing. First make sure that you are sitting or lying in a comfortable position and that your breathing is not restricted by any tight clothing. Start by listening to the sounds that you can hear in the room around you, and then take your attention to the sounds outside. Try to hear sounds as far away as you can.*

你可以做一个简单的练习来专注你的呼吸。首先保证你坐在或者躺在一个舒适的地方，没有任何紧身的衣服限制你的呼吸。开始时，听一些在房间里你能听到的周围的声音，然后把注意力放在外边的声音上。尽量去听你能听到的声音，可以听多远就听多远。

*Now bring your attention to your breathing. Don't try to change it - just take notice of every time you breathe in and every time you breathe out.*

现在，把注意力放在你的呼吸上。不要试图改变它——只是关注你吸气的每个时刻和呼气的每个时刻。

*Try to slow down your breathing so that you are only breathing once for every two times that you were before.*

尽量放慢你的呼吸，用以前呼吸两次的时间只呼吸一次。

*As you breathe out, imagine that you are sending the breath right down to your toes. As the toes receive the breath, they feel heavy and relaxed.*

呼气时，想象着你把这气息刚好送到你的脚趾上。由于脚趾接受了这气息，它们感到了它的重量，也感到了放松。

*Now send your breath into your legs, so that they become filled up with air, starting at your feet and working up to the top. As each section of your legs fills up with air you can feel it becoming warm and heavy.*

现在把气息送进你的双腿，它们充满了空气，这空气从双脚开始向上升。当双腿的每一部分都充满空气时你感到它们变得温暖和充实。

*Continue to take in slow deep breaths of air and, as you breathe out, fill up your whole body - your torso - your arms, starting from the finger tips and working up to your shoulders - your neck - your head. As the breath fills each part of your body, feel it becoming warm and heavy.*

继续慢慢地深呼吸，呼气时，让呼出的气体填满你的身体——躯干——胳膊，从指尖到肩膀——脖子——头。当气体填满身体的每一部分时，感觉它变的温暖和充实了。

*Now just sit or lie for a few minutes and enjoy the sensation of the warmth of the breath that has filled your whole body.*

现在，只要坐着或躺着几分钟，享受充满了你身体的气息的温暖。

*When you are ready, slowly start to move your fingers, your toes, your limbs and your head. Stretch your arms high above your head and point your toes. Take in one more deep breath, let it out with a big sigh, and when you are ready you can slowly get up.*

当你准备好的时候，开始慢慢地移动你的手指，脚趾，四肢和头。把手臂高高地举过头顶，指向你的脚趾。深呼吸一次，长长地叹出一口气，当你准备好就可以慢慢地起来了。

If you repeat this 2 or 3 times every day, you will notice that you begin to feel more relaxed, even when you are under stress or pressure.

如果你每天这样重复 2 或 3 次，你就会注意到自己开始越来越感到放松，即使当你处在紧张和压力下时。

## **Inner peace**

### **内心的平静**

*Imagine yourself floating in a boat on calm, smooth water....nothing that happens stops you from feeling calm. If you do something good and others praise you, you just smile and accept, without becoming big-headed. If somebody shouts at you or hurts you, you do not feel small, you just keep on floating in your boat. (The golden bubble can also be used for this.)*

想象你自己在一条小船里，漂浮在平静的，光滑的水面上……没有什么事可以停止你平静的感受。如果你做了一件很好的事，其他人都在称赞你，你只要微笑和接受就行了，不要变得骄傲自满。如果有人大声斥责你或者伤害你，你也不用感到惭愧，你只需在你的小船里继续漂浮。（这里也可以使用一个金色的泡泡。）

## To imagine things as we picture them inside our heads 想象我们头脑中出现的图像

*Close your eyes and relax. I am going to take you on a short journey. Before we begin, I would like you to take 3 deep breaths. 1...2...3... good, now we can begin.*

*Imagine it is a warm day, a very warm day. The sky is clear and blue and you can see whispers of clouds floating along like fluffy cotton wool or candyfloss without a stick.*

*You are walking along the beach barefooted. You can feel the sand between your toes as you take each step. In the distance you can hear the waves swishing in and out, in and out.*

闭上你的双眼，放松。我将带你开始一段短暂的旅行。在我们开始之前，我希望你做三次深呼吸。1…… 2…… 3……，很好，现在我们可以开始了。想象这是温暖的一天，非常温暖。天空很净，很蓝，你可以看到窃窃私语的云层像毛绒绒的棉花或者没有木棒的棉花糖一样飘来飘去。你光着脚沿着沙滩散步。你能感觉到每走一步时脚趾间的细沙。你可以听到远处的海浪发出的沙沙声，来了又去，去了又来。

*The sun is shining down on you. You feel such joy in your heart. Walking over to the water, you place your toes in. The water is cold and refreshing. You can feel little bits of seaweed float around your toes. You stand there, still in the moment, while the waves swish in and out around your ankles. Your feet feel cold, but the top part of your body is warm from the sun's heat. You step out of the water and back onto the sand. The wet sand sticks to your feet. You can feel every grain as you walk.*

阳光照在你身上。你心里感到非常快乐。走到水边，把脚趾放进去。水凉凉的，很清爽。你感到一些海草浮在你的脚趾周围。你站在那里，就在那一刻，海浪在你的脚踝周围来来去去。你的脚感觉很凉，但上面的身体却由于阳光的照射而温暖。你从水中走出来回到沙滩上。潮湿的沙子粘在你的脚上，你可以边走边感受每一粒沙子。

*You continue walking, until you see a small shell on the sand. Picking up the shell, you place it next to your ear. What can you hear? Enjoy the sound for a moment.*

继续走，直到你看到一个躺在沙子上的小贝壳。捡起贝壳，把它放在耳边。你听到了什么？享受一会儿这声音。

*You decide to take the shell back with you as a memory of this moment. Slowly you turn and walk back across the sand towards home. The sun is setting and it is beginning to feel a little cold. The joy in your heart has changed to a contented feeling of peace and tranquility. You are happy. You smile to yourself as you open your eyes and return to the room.*

你决定把贝壳放回去，让这一刻成为回忆。你慢慢转过身去，穿过沙滩向家的方向走。太阳下山了，开始有点冷。你内心的快乐开始变成满足的平和、宁静的感觉。你很开心。当你睁开眼睛返回房间的时候，你对自己笑了。

*Turn to the person next to you and smile at them. Now stretch, and we are ready to begin the lesson.*

转向你旁边的人，对着他们微笑。现在舒展一下，我们准备开始上课。

(from Anita Devi, U.K.)

（来自：安妮塔·狄威，英国）

## To get in touch with our own “inner computers” to solve our problems 与我们的“内部电脑”取得联系以解决问题

It is important to teach children to go within themselves where they will find their inner resources. 教会孩子进入内心去寻找他们内在的力量，这一点非常重要。

A teacher in the Sathya Sai School in Thailand used the metaphor of an “inner computer” to represent the children’s inner knowledge, wisdom and intuition. She told them that if they used silent sitting they



would be able to get in touch with this “inner computer” that can help them to solve their problems. One day during a test, the teacher noticed that one of the boys in the class began to look very worried and started to scratch his head in concern. Suddenly he put down his pen and tapped at his chest, after which he happily picked up his pen and continued to write. When his teacher asked him later what he had been doing, he answered, “I forgot one of the answers, but I remembered that you told us about the inner computer. So I was tapping on the computer keys [ie his chest] to get the answer from it.” “Did it work?” asked the teacher. “Yes,” smiled the boy happily – and when the teacher marked the papers she found that he DID have the correct answer for question he thought he had forgotten.

台湾人文价值学校的一位老师用“内部电脑”的比喻表示孩子的内在知识，智慧和直觉。她告诉孩子们如果他们使用了静坐就能接触到自己的“内部电脑”，就能帮助他们解决问题。有一天在考试的时候，老师注意到班里的小男孩儿看上去非常焦虑并且开始不停地抓头。突然，他把笔放下开始轻拍自己的胸部，然后又高兴地拿起笔继续写。后来老师询问他当时在做什么，他回答说：“我忘了答案，但是我想起了你告诉我们的‘内部电脑’，于是我就敲打键盘[即，他的胸部]把答案从那里找出来。”“你找到了吗？”老师问。“找到了”——男孩儿笑得很开心。当老师批改试卷时，她发现男孩儿确实找到了他以为已经忘记的，正确的答案。

(Story told by Loraine Burrows, Institute of Sathya Sai Education, Thailand)

(这个故事来自罗兰·巴罗斯，沙迪亚·赛教育学院，台湾)

## Problem solving

### 问题解决

*First, read the problem. Then put it aside. Close your eyes and just listen to the inner silence of your mind for a few moments. Focus your concentration on the back of your closed eyelids at the point where your eyebrows meet. Don't try to think about anything – just allow your mind to be still and empty, and concentrate on the blankness behind your eyes. When you feel that your mind is completely still, think for a moment about the problem you need to solve. You can either repeat the whole question in your mind, or you can simply say, “I need to find the solution to the problem I am about to tackle.” Once you have asked this question, return your attention to focusing on the silent, blank emptiness of your mind behind your closed eyelids for a few more minutes. Then visualise your subconscious mind working like a computer. First it sorts the knowledge you already have that can be used to solve the problem. Then it sorts out what else you need to know. Next it puts this knowledge together in a logical way. Finally it sends the output into your conscious mind so you can work on the problem. Take 3 slow, deep breaths, then open your eyes and start to work on the problem.*

首先，阅读问题。然后把它放在一边。闭上眼睛，聆听一会儿你心灵内部的寂静。把注意力集中在眉毛交汇处、紧闭的眼睑后面。什么也不要想——让你的思维静止、空白，只要关注你眼睛后面的空虚。当你感到你的思维完全静止的时候，思考一下你要解决的问题。你可以在头脑中重复整个问题，或者你只用说，“我需要找到解决这一问题的方法。”一旦你问了这个问题，重新把注意力放在眼睛后面的寂静的、空白的思维上几分钟。然后，想象你的潜意识正像一台电脑一样在工作。首先把你已有的可以用来解决问题的知识进行分类。然后挑选出其他你需要的知识。接着把这些知识用一种逻辑的方法集合在一起。最后它会把结果输出到你的意识里这样你就能解决问题了。慢慢地深呼吸三次，然后睁开眼睛开始处理问题。

## Problem solving

### 问题解决

*Take 3 deep, slow breaths. Each time you breathe out, let go of any frustration or anxiety. Each time you breathe in, breathe in inspiration. You can decide what this might look like – it might be a light that lights up your mind like a bulb, it might be a colour, or it might be a*



*shape. Just keep drawing it in each time you breathe. Now imagine that your mind has gone completely blank - as if there has been a power cut and it has been plunged into darkness. Sit there for a few moments in the total blackness. If any thoughts or images come into your head, just let them go and return to thinking about the darkness.*

慢慢地深呼吸三次。每次呼气时，赶走所有挫折或焦虑。每次吸气时，让灵感进来。你可以自己决定这看起来像什么——也许它就像一束光，像点亮一盏灯一样点亮你的思维，也许它是一种颜色，也可能是一个形状。保持每次呼吸时把它吸引过来。现在想象你的思维变得完全空白——仿佛它的能量来源被切断了并且陷入了黑暗中。在完全的黑暗中静坐一会儿。如果有任何念头或景象进入你的头脑，赶走它们，重新回到对黑暗的思考上。

*Now imagine that you are going down a long, dark tunnel, right into the deepest part of your mind. This tunnel leads you to your inner mathematician, deep inside your brain. This is the place where you have all the answers and all the techniques you need to solve the problem. All you need to do is unlock the door behind which the inner mathematician is sitting. The door is golden, and in the lock is a big golden key. Slowly turn the key, open the door, and all the knowledge you need can be seen right there. As you return along the tunnel, imagine that you are dragging the knowledge along behind you, bringing it closer and closer to the front of your conscious mind, where you can put it to good use. Now open your eyes - don't worry if the inspiration isn't there immediately, as it will come.*

现在想象你沿着一条长长的，黑暗的通道，走进你心灵最深的地方。这个通道通向你内心深处的那位内在的数学家。在这里你拥有所有解决问题的答案和技术。你需要做的就是打开坐在那里的内部数学家身后的门。门是金色的，锁上面有一把很大的金色钥匙，打开门，你看到所有需要的知识都在那里。当你沿着通道回去的时候，想象你正拖着这些知识走，逐渐把它们放在你的意识的前面，在那里你可以很好地利用它们。现在，睁开你的双眼——别担心灵感会马上消失，它一定会来的。

## **To recall something we have learned**

### **回忆我们曾学过的东西**

#### **At the end of a lesson**

##### **在课堂结束时**

*Sit silently and reflect on what you have learned in this lesson/in the past 15 minutes/today.*  
静静地坐在那里，仔细想这节课/刚刚过去的 15 分钟/今天你学到了什么？

#### **Before taking an exam**

##### **考试之前**

You can do this visualisation the day before and again on the morning of your exam, but it can also be a good idea to take 2-3 minutes when you are actually sitting in the examination room, after you have looked at the questions on the paper but before you start to write. This will help you to clear your mind enough to be able to access the information that you have stored in your memory.

你可以在考试前一天或者考试当天的早上做这样的想象，但如果你已经坐在了考试的房间里，最好是在看过题目后，开始答题之前，只用 2-3 分钟的时间这样做。这能帮你理清思路，获取记忆中储存的信息。

*First, take three long, slow, deep breaths. This will help you to relax and will settle any feelings of nervousness that you might have, which can block your thinking. Next, just close your eyes and concentrate on looking at the blackness behind your eyelids. Sometimes you might see imprinted colors or images - if you do, just observe them and let them fade away. Imagine that you are a very tiny person and that you are walking inside your own brain. Picture yourself going to the section where the knowledge that you need for your exam is*

stored. Imagine that this is stored in cupboards and that you are unlocking the doors and opening them so the knowledge can be released. The knowledge you need is neatly arranged in a row, in the correct order that you will need it. Any superfluous knowledge that is not relevant is stacked to the side on the shelves. You are the one in control. When you give the signal, the knowledge will jump down from the shelf and move out, ready for you to use it. Repeat to yourself, 'I have the wisdom and the common sense to use this knowledge in the most appropriate way to answer the questions'. Take three more deep breaths, and begin writing.

首先，做三次悠长的、缓慢的深呼吸。这有助于你放松，解除你所有的情感上的紧张，那会阻碍你的思考。接下来，闭上眼睛，把注意力集中在眼睑后面的黑暗。有时你可能看到有印迹的颜色或图片——如果看到了，只是观察它们，让它们消失。想象你是一个非常小的小人儿，走进了你的大脑。想象你走到了考试需要的知识存放的地方。想象那些知识就存放在橱子里，你打开锁着的门，打开橱子，放出了那些知识。你需要的知识整齐地排成一排，正好按照你需要的顺序。所有多余的不相关的知识仍然堆在一边的架子上。你就是控制这一切的人。当你发出一个信号，知识就会从架子上跳下来，准备为你所用。反复对自己说：“我拥有这样的智慧和判断力，可以用最适合的方法使用这些知识来回答问题。”再做三次深呼吸，开始答题。

## **To reflect on the values that are important to us** 回顾对我们非常重要的价值

### **Being helpful and supportive** 帮助和支持

*Be like a bee going from flower to flower, taking nectar and spreading it to the next one, helping each one to get better and stronger. Don't be like the mosquito that sucks others' blood and spreads disease and suffering.*

像蜜蜂一样把花蜜从一朵花采播到下一朵花上，让每朵花都长得更好更茁壮。不要像蚊子那样吸食别人的血液，传播疾病和痛苦。

### **Reflecting on a particular value** 回顾一种特定的价值

*Sit and repeat one of the values silently to yourself (e.g. peace) over and over again.*  
坐下来，一次一次向自己重复一种价值（比如，平和）。

### **Friendship** 友爱

*Imagine that you are a dolphin in the bright blue sea, swimming up and down. You're looking at all the fishes, crabs, starfishes, dolphins and octopuses. They are all of different sizes, shapes and colours. All the fishes are playing together and all the other living creatures in the sea. You go with the dolphins. The sun is shining on you. You make friends with them and start playing. Then you see another dolphin that is alone. You remember how you felt when you were alone and somebody let you come with them. So you tell your friends to go on and you go to that dolphin and say come and play with my friends and me. He becomes so happy and starts playing with you and your friends. Friends are for playing with, when you or they are alone, for helping you when you get hurt and a lot more things. In your own time come back to the classroom, slowly open your eyes and shake hands with someone you don't normally play with.*



想象你是一只海豚，在明亮的蓝色海水中游来游去。你看见鱼、螃蟹、海豚和章鱼。它们有不同的大小、形状和颜色。所有的鱼和海中其他的生物都在一起做游戏。你跟着那些海豚，阳光照耀着你。你和它们交上了朋友并开始一起玩耍。然后你看到另外一只孤单的海豚。你想起当你自己孤零零的时候的感觉，然后有人让你过去加入他们。于是你让朋友们继续游戏，而你游向那只孤单的海豚并告诉它“来跟我和我的朋友们一起玩吧”。它非常开心，开始和你们一起玩。当你孤单的时候，你受到伤害或者其他什么事的时候，朋友会和你一起游戏。按照你自己的时间回到教室，慢慢地睁开眼睛，并跟你通常不会一起玩耍的某人招招手吧。

(Omar, Year 4, Welldon Park Middle School June 2002, from Devi, 2002)

(奥马尔，4年，慧尔顿公园中学，2002年6月，来自狄威，2002)

## Love and Peace

### 爱与平和

*As you listen to the music imagine you are strolling on the seashore. It is very beautiful and you feel happy and contented. Look at the waves as they gently lap against the beach. Everything around you is beautiful. Look at yourself - inside, you are beautiful too. You are lovable and beautiful and so are the others around you. Seeing this you feel happy and you send out silent messages of love and peace...out across the sea...out across the world...to everything...to everyone.*

当你听到音乐时想象自己正在海滨散步。大海非常美，你也感到开心和满足。你看到海浪在轻轻拍打着海岸。你身边的一切都是那么美好。看看你自己——你的内心，你也很美。你如此可爱和美丽，周围的一切也是。看到这些的你是如此快乐，你把爱和平和的信息传达出去……传到整个世界——传给所有的事——传给所有的人。

(Sathya Sai Education in Human Values: An Introduction and Lesson Plans: SSEHV Trust, UK, 1995, p.103)

(沙迪亚·赛人文价值教育学院：简介与课程计划：人文价值教育信赖，英国，1995，第103页)

*Breathe out any unpleasant and uncomfortable things that upset you...Know that you have the courage inside you to do what is right...People around you are not your enemies...The uncomfortable things that you breathe out are your real enemies...See the feelings that upset you drift away...As they go you feel peaceful and loving to everyone and everything.*

呼气时把一切使你烦心的不快乐和不舒服赶出来……要知道，在你的内心你有勇气做正确的事……周围的人并不是你的敌人……你呼出来的使你愉快的事才是你真正的敌人……看着那些使你烦心的感觉渐渐远去……当它们消失不见，你觉得非常平静并且热爱所有的人和事。

(Sathya Sai Education in Human Values: An Introduction and Lesson Plans: SSEHV Trust, UK, 1995, p.169)

(沙迪亚·赛人文价值教育学院：简介与课程计划：人文价值教育信赖，英国，1995，第169页)

## Environmental Protection

### 环境保护

The purpose of these two visualisations is to remind children that each one of them is empowered to make a difference to the state of the environment and that each one has a responsibility to do so.

这两种想象的目的是提醒孩子：他们每个人都有权利改变环境，而且这是他们每个人的责任。

### Earth



## 地球

*Close your eyes and imagine that you are in a spaceship, moving far, far away from the Earth. As you move away, you look back at the Earth from the window of your spaceship. You can see that more than 1/3 of the Earth is made up of water but of the 1/3 only a very small amount is suitable for drinking, washing or growing plants. As you watch, you can see clearly what people are doing. Watch them. Some are throwing chemicals and rubbish into the clean water. From your spaceship you can see the blue water turn to red or brown. Now you can see many people wasting water. Look at the many ways they waste water, without even realizing it. As you watch, you can see what this bad treatment is doing to our Mother Earth.*

闭上眼睛想象你正在一艘宇宙飞船中，距离地球越来越远。当你离开的时候，你从飞船的窗户看着后面的地球。你看到超过 1/3 的地球表面由水组成，其中只有 1/3 数量的水适宜饮用、洗刷或种植植物。你可以清楚地看到人们的所作所为。看着他们，有些人把化学制品和垃圾丢进干净的水里。在飞船里，你看到蓝色的水变成了红色或者棕色。现在，你看到很多人在浪费水，看看他们怎样在不知不觉中用各种方式浪费。你观察这些的时候会看到我们的地球母亲正在遭受怎样糟糕的对待。

*Suddenly you feel a surge of great strength go through your body. You have become a super hero and you are the one who can save the Earth from the wasting and polluting of the water. Quickly you turn your spaceship and race back to Earth. Now, for a few moments just sit quietly and visualize what it is that you can do to make a difference to our Earth.*

突然，你感到一股巨大的力量穿过了你的身体，你变成了一位可以把地球从水资源浪费和污染中拯救出来的超级英雄。你飞快地调转飞船飞回地球。现在，静静地坐在那里想象一下你可以做些什么来改变我们的地球。

## Water

### 水

Equipment: water music

配备：水的音乐

*Close your eyes. Imagine the river as you listen to the water music.*

闭上眼睛，当你听到水的音乐时想象眼前有一条河。

*What can you see? Hear? Smell?*

你看到了什么？听到了什么？又闻到了什么？

*What does the water look like?*

水流看起来怎么样？

*What are the plants like?*

植物看起来怎么样？

*What else is there?*

其他的呢？

*What life is there?*

那里的生命是什么样子的？

*How is the river used by the plants and the animals?*

植物和动物们怎样利用这条河？

*What are the rules for humans using the river?*

人类使用这条河的规则是什么？

*What can you do to make certain the river is kept clean and healthy?*

你，能可以做些什么才能让这条河保持清洁和健康？

Ask children to open their eyes and share their visualisations with a partner.

让孩子们睁开眼睛与同伴分享刚才的想象。

## To reflect on a behaviour that we may need to change

### 反思一种需要改变的行为

#### Removing worries or fears

##### 消除忧虑和恐惧

*Visualise a golden wheel with a black hole in the middle. Breathe all your worries and fears into the black middle, and breathe in the golden spokes to replace it.*

想象一个金色的轮子中间有一个黑洞。把你所有的忧虑和恐惧呼出到中间的黑洞，取而代之把金色的辐条吸收进来。

#### False faces

##### 假面具

*Imagine a balloon with your "false" faces that hide who you really are. eg if you act like a clown, imagine a clown face on the balloon. Imagine that you squeeze the balloon and let go. Every time you let go imagine that now you don't need to be that false face any more. Keep doing this until you have squeezed all the energy out of the balloon. Then let the balloon go or burst it.*

想象一个装着你的“假”面具的气球，这个“假”面具里藏着真实的你。假如你是一个小丑，想象气球里是一张小丑的面具。想象你压挤气球把面具放出来。每放出一次，你就不再需要这个假面具了。坚持这样做直到你把气球里的东西都放掉，然后就放飞气球或者挤破它。

#### Resolving anger

##### 化解愤怒

*Think of a time when you felt angry with someone....Feel the anger....Look carefully at what made you angry....Is it because you wanted something and did not get it?....Is it because there was some injustice involved?....Imagine yourself telling the person gently that you felt angry and why....Or if you think it would be better, just walk away from the situation. Imagine yourself drinking a cool glass of water and the heat of anger leaving you....You feel calmer....You were able to resolve the situation without shouting, insulting or hitting the person. So congratulate yourself on your self-control....You begin to feel more peaceful and happy.*

回忆你曾经和某人生气的时刻——感受那种生气——仔细看什么使你生气——是不是因为你想要某些东西却没有得到？……是不是因为受到不公正的待遇？……想象你正想某人温和地诉说你感到生气以及为什么生气……或者如果离开使你生气的环境你会觉得更好，那就离开。想象你喝了一瓶冰水，气愤的热量离开了你……你感到冷静一些了……你能解决刚才的问题，不需要对着那个人大喊大叫、侮辱他或者打他。所以，恭喜你你可以控制自己了……你开始觉得平和和快乐。

(from Alderman, 1996, p.155)

(阿尔德曼，1996，第155页)

#### Resolving violence in thought, word or deed

##### 解除思想上、语言上和行动上的暴力

*Think of a time that you regret because you were violent in thought, word or deed....See yourself doing that action....See the consequences of your action for the other*



*people....And for yourself....Silently say sorry to everyone involved, including yourself, for all the hurt you caused....Feel yourself surrounded with love and forgiveness....Imagine yourself acting differently in this situation, so that no one, including yourself, is hurt....Think of a time when you did something to reduce conflict....or stop something hurtful happening....or imagine something you would like to have done....See yourself doing it....Feel the pleasure of achievement....Imagine goodness spreading out from your action like ripples in a pond.*

想一下你很后悔你在思想上、语言上或者行动上有些暴力……看着自己那样做……你看到了你的行为对他人产生的后果……以及对你产生的后果……默默地向所有人说声对不起，包括你自己，因为所有的伤害都是你造成的……感觉你自己被爱和宽容包围着……想象你不再像以前那样做，所以也没有人受到伤害，你也没有……想象一下你做了一些事来减少了冲突……或者你阻止了一些伤害的发生……也可以想象一些你希望发生的事……看着你自己做这些事……感受获得成就的高兴……想象善行就像池塘里的波纹那样从这里散发出去。

(from Alderman, 1996, p.205)

(阿尔德曼, 1996, 第 205 页)

### **Correcting inattentiveness** **纠正注意力不集中**

*Close your eyes and focus your attention on the darkness behind them. The reason for this visualization is to help you to improve your concentration in class. This will enhance what you learn and it will also enhance your consideration for your teacher 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.*

闭上眼睛把注意力集中在眼睛后面的黑暗中。该想象可以帮助你提高课堂注意力。这会强化你的学习以及你对老师和同学的关心。把注意力放在眼睛后面一会儿。这一点特别有助于你更好地集中精神。现在把注意力放到耳朵上，让它们充满温暖的感觉，就像温暖的海水。这有助于你的耳朵更容易接收教室里的声音。现在，让温暖的感觉充满你的头部，但仍然把注意力集中在眼睛那里。当你睁开眼睛，你会发现你的思想和听力更集中了，你也不会再在课堂上说话了。

### **Improving listening skills (a series of visualizations)** **提高听力能力（系列想象）**

Monday

星期一

*Close your eyes and take three slow, deep breaths to make yourself feel calm. Then imagine that you are a tree with roots that go deep into the ground. You can feel your toes digging into the warm soft earth and you can feel your arms reaching high up to the sky. It is wonderful to be a tree because you can enjoy the sun and the breeze and the rain and you can give people shelter and all sorts of help, and you don't have to worry about anything at all. One of the greatest strengths of being a tree is that you can watch and listen to everything that goes on around you, so your ears are very sharp. Imagine for a minute that you are listening to the sound of the breeze whispering in your branches. Now listen carefully for the*



*chirping of a baby bird in a nest high up in one of your branches. If you listen very carefully you can hear the sounds of the children playing in the schoolground - you can hear them laughing because they are having a lot of fun. In the distance you can hear cars going along the road and far above your head you can hear an aeroplane flying [note to reader - pause after naming each of these to give the children a chance to focus on each thing]. Now just listen very carefully and try to find other sounds that you can hear. When you are ready you can open your eyes and come back to being a person again - but remember to keep your ears open and sharp for the rest of the day.*

闭上你的眼睛，慢慢地，深呼吸三次，让你自己平静下来。然后想象你是一棵树，把根深深地扎入地下。你可以感受到自己的脚趾伸入温暖柔软的泥土中，你的手臂高高地伸向空中。做一棵树非常棒，因为你可以享受阳光、清风、雨水，你可以向人们提供树荫或者其他帮助，而且不用担心任何事。作为一棵树最厉害的就是你能看到和听到周围所有的事，你的耳朵非常灵敏。想象一下，你听到吹着口哨的风穿过你的枝桠。现在，仔细地听一只幼鸟的叫声，它就在你的某条枝干上的一个鸟巢里。如果你仔细听你还会听到小孩在操场上玩耍的声音——你听到他们在笑因为他们实在太开心了。远处，你听到汽车沿着马路飞驰；在你的头顶上方，一架飞机正在飞过。【**朗读者要注意——每次讲完一件事物要停顿一下，给学生关注每样事物的机会。**】现在，只要认真地听，尽量找到所有你能听到的声音。准备好以后你就可以睁开眼睛——由一棵树再变回一个人——但是记住，在接下来的一天里都要保持你的耳朵是张开的、敏锐的。

## Tuesday

### 星期二

*Close your eyes. Have you ever really listened to silence before? For 30 seconds I am going to say nothing at all and I want you to just listen to the silence that you can hear in your head. Even if you can hear other sounds in the classroom or outside, forget about them and only think about the silence inside your head. Concentrate with all of your energy on just listening to your own silence. [Pause]. Next I want you to notice a sound in the classroom. For the next 30 seconds, I would like you to concentrate as hard as you can, with all your effort, to listen just to that sound and try to close out any other sounds around you. [Pause]. Now for the next 30 seconds try to find a sound outside the classroom somewhere and use all of your energy to concentrate on listening just to that sound and to nothing else. [Pause]. Last of all, come back again to the silence inside your own head, and listen to that for a moment longer....then when you are ready, you can open your eyes.*

闭上你的眼睛。你以前真的听到过寂静之声吗？下面的30秒时间里我什么也不会说，我希望你只是倾听，倾听你能听到的，你头脑中的寂静之声。即使你能听到来自教室或外界的声音，忽略掉它们，专注地想着你头脑内部的声音。把你所有的注意力都集中在聆听内心的寂静之声上。【**暂停**】下面我希望你注意一下教室里的某种声音。接下来的30秒钟，我想你能集中精力，尽你所能集中精力，聆听在你周围的，几乎要把其他声音都屏蔽掉的那一个声音。【**暂停**】接下来的30秒，努力寻找一种教室外边的声音，集中你所有的精力聆听它，排除一切其他声音。【**暂停**】最后，回到你头脑中的寂静中来，再听一会儿……当你准备好的时候就可以睁开眼睛了。

## Wednesday

### 星期三

*Today we are going to use the light of the sun to help us to improve our listening. Imagine that you are sitting in a special, peaceful place and the sun is shining down on you. You are wearing a hat so you are protected from being sunburnt, but the good effects of the sunrays are coming through your hat and into your head. Just enjoy sitting there with the warmth and the sunlight filling your head, until it is also a ball of light just like the sun. [Pause for a moment to let them reflect on this]. Now imagine that the sunlight is running along the passages that connect your brain and your ears. You can feel the warmth and see the brightness*

*lighting up all of these passages so the connection between your brain and your ears is clear and working well. Maybe there are some places where the passage is blocked. If there are, you need to get rid of them because these can stop you from listening well. So let the sun melt any blockages, and then the passage is completely clear. [Pause for a few seconds]. Now imagine that somebody is talking to you. It might be your teacher, or your parent, or one of your friends. Imagine that you can see their words as they come into your ear and then travel along the sunlit passage that you have just cleared and into your brain, where the message is received and you can hear exactly what the person said to you. After you open your eyes and we start our work, keep remembering that you have these two sunlit passages and that whatever the person who is speaking says will now go straight into your mind.*

今天我们将用阳光帮助我们提高听力。想象你坐在一个专属的、宁静的地方，阳光正照耀着你。你戴着帽子，可以避免被晒伤，但是有益的阳光还是穿过帽子照在你头上。你只是享受地坐在那里，温暖和阳光洒满你的头，直到你的头也变成一个像太阳一样的光球。**[暂停一会儿，让他们仔细考虑一下]**现在想象，阳光正沿着连接你的大脑和耳朵的通道向前跑。你感到很温暖，看到阳光把这些通道点亮，它们工作得很好。这些通道可能会有地方被堵塞了。如果有，你需要把它们清除掉，因为这可能阻碍你的听力。所以，让阳光融化所有阻碍，通道就变的畅通无阻。**[暂停数秒]**现在想象有人正在跟你说话。可能是你的老师，或者你的父母，或者你的一个朋友。想象你看到他们说的每一个词语进入了你的耳朵，穿过你刚刚清理过的阳光照射的通道进入你的大脑，在那里你收到了这些信息，你可以清楚地听到那个人对你说了什么。睁开眼睛之后，我们开始学习，记住，你拥有这两条阳光照射的通道，无论别人说什么都会直达你的思维。

#### Thursday 星期四

*Today I am going to play some quiet music for you to listen to for two minutes. Try very hard to close out all of the other sounds around you and only listen to the music, even if there are other noises in the background. While you listen to the music you can imagine whatever you like - whatever the music makes you think about.*

今天我会为你们播放两分钟安静的音乐。尽量排除掉你周围的其他声音而只是听音乐，即使背景有其他杂音。当你听音乐的时候你可以想象自己像什么——任何这音乐让你想到的东西。

#### Friday 星期五

*When we are listening to somebody who is speaking to us we cannot close our eyes - so today we are going to do silent sitting with our eyes open so we can see how it can help us to listen better to somebody if we also look at them. As I am speaking I would like you to look at me with all of your concentration. Imagine that there is a thread going from your eyes to my eyes. You can make the thread any colour that you like and as thick as you like, but just be careful to make it connect from your eyes to mine for the whole time I am talking and don't let it break. This is very important - whatever you do, don't let that thread break. Now I would like you to send some feelings along the line from you to me. First please send me the feeling of respect, because it is very important for us to respect the person we are listening to if we are going to be good listeners. [Pause]. Next, please send good thoughts along the line from your eyes to my eyes because this will help me to be able to say good and useful things. [Pause]. Next, imagine that you are sending a smile along the line - let the smile start in your mouth but then send it up through your eyes and along the line to my eyes so I can see it. [Pause]. Last of all, please send me some support - imagine that the support you are sending me along the line is making me stronger and stronger so I can be a better and better speaker for you. Today, whenever I am speaking, I would like you to try to remember about the*



*thread from your eyes to mine and to try as hard as you can not to break it. And when other people in the class are speaking, you can try to do the same thing with them.*

当我们听到有人对我们说话时，我们是不会闭着眼睛的——因此，今天我们要睁开眼睛静坐，这样我们就能看到我们看着别人时，静坐怎样帮助我们更好地倾听。当我讲话的时候，我希望你们集中所有精力看着我。想象从你的眼睛到我的眼睛有一条线。这条线可以是喜欢的任何颜色，你想它多粗就有多粗。但是小心，在我说话的整个时间里都要让这条线连着你我的眼睛，不要让它断掉。这非常重要——无论做什么，都不要让线断掉。现在我希望你用这条线把你的一些感受传过来。首先，请把尊重的感觉传给我，因为如果我们要做个好的倾听者，尊重讲话者非常重要。[暂停]接下来，请把好的想法通过连接你我眼睛的线传过来，因为这会帮助我们说好听的话，做有用的事。[暂停]接下来，想象你把微笑沿着线传给我。微笑从你的嘴角开始，却从你的眼睛沿着线传到我的眼睛，我看见了它。[暂停]最后，请传给我一些你的支持——想象你传给我的支持让我越来越强，我可以成为越来越好的演讲者。今天，当我讲话的时候，我希望你们记住连接你我眼睛的线，并且保证它非常结实不会断掉。当教室里其他人在讲话的时候，你也可以这样做。

### **Coping with delays and becoming more patient (May be useful for children with ADHD)**

#### **应对延误，更有耐心（也许对孩子的注意力不集中症状有用）**

[Research has indicated that children with ADHD can benefit from training in coping with delays and also that they may have different conceptions of time: for example 5 minutes can feel to them like an hour.]

[研究表明注意力不集中的孩子通过训练在应对拖延方面会受益，他们还可能会产生不一样的时间概念：例如，5分钟对他们来说像一小时。]

*This is an exercise especially for you, to help you to train your brain to be more patient and not to lead you into being restless. Close your eyes and imagine you can see a big clock in front of you. The numbers are large and clear to read, and it has just one hand that moves smoothly. The clock has the numbers 5, 10, 15, 20 etc. all the way up to 60, and it takes one minute for the hand to move all the way around and back to the top. Sometimes it seems to you that a minute takes forever to finish. So we need to train your brain to be more accurate. Your leader will tell you when to start, and when 5, 10, 15, 20 seconds and so on have passed. Watch the hand on the clock pass each number as your leader calls it. When the minute is over, you feel surprised about how quickly it has passed. Now, whenever you are feeling anxious and find it difficult to concentrate, you can think about the minute clock with the big sweeping hand, and that will help time to pass at a more normal rate.*

这是一项专门为你们准备的练习，帮助你们训练大脑，让你更有耐心而不会让你焦躁不安。闭上你的眼睛，想象你看到面前有一个大钟。钟表上的数字非常大而清晰，并且只有一只指针在缓缓地移动。钟表上的数字有5，10，15，20等等，一直到60，指针从下到上走一圈需要一分钟。有时候你觉得一分钟好像永远也走不完。因此我们需要通过训练让你的大脑更准确。老师会告诉你什么时间开始，以及已经过了5秒、10秒、15秒、20秒等等。当老师告诉你那个时间的时候你看着指针走过那个数字。一分钟过去了，你感到震惊：它过去的太快了。现在，无论什么时候你感到焦虑并且很难集中精神的时候，你可以想一下这个有着大大的指针的一分钟钟表，这有助于让时间用正常的速度走过。

### **Changing a bad habit**

#### **改掉一个坏习惯**

*Imagine that you are sitting under a tree. It can be any tree that you really know or a pretend one. Feel the tree trunk on your back just like the back of the chair, and lean back against it. Breathe in deeply but gently. Feel the warmth of the sun and the coolness of the earth protecting you and making you feel safe. Look at yourself doing the thing that you have chosen to change about yourself. Then do something to destroy that picture. You can tear it up and throw it in the bin, burn it, stamp on it or whatever you like. Now celebrate - do*



*whatever you want to do - have a party or whatever you would like to do - to celebrate that the picture has gone. Now come back to sit under the tree and lean against it. Think about the new strength that you will need to help you to change the bad habit. As you breathe in imagine this new strength getting stronger and stronger in you.*

想象你坐在一棵树下，这棵树可以是你真正见过的，也可以是虚拟的。感觉一下你背后的树干就像椅背，向后靠在上面。轻轻地深呼吸。感受保护你的阳光是那样温暖，泥土是那样清凉，它们让你觉得安全。看看你自己那些想改变的习惯。做点什么去破坏那图画吧。你可以撕碎它把它丢进垃圾桶里，烧毁它，踩它，随便你想怎么做。现在开始庆祝吧——随便你想怎么庆祝——举办一个聚会或者任何你想做的事——庆祝那幅图消失了。现在，回来继续坐在树下，靠着它。想着这种新的力量，可以帮助你改掉坏习惯的力量。当你吸气的时候，想象你的这种新力量正越来越强。

## **To open our hearts and understand ourselves better**

### **打开我们的心灵，更好地认识自己**

**What are my special strengths?**

**我有哪些特别的优点？**

*Imagine that you are inside a golden bubble. You are floating around in the bubble, very safe and happy. The other children are in their bubbles too. Sometimes you bump gently against each other but you are inside your own bubble and nobody else can come in. Your golden bubble is your own special space where you can go whenever you like.*

*Next imagine that you are very, very tiny and you are walking inside your own brain. It looks like a library, with lots of shelves and books. Inside the books are all the things you have ever learned. You walk along the shelves until suddenly you find what you are looking for. It is a big book on a very high shelf. You take it off the shelf and look at the cover. On the cover it has your name and it is called "My Book of Special Strengths". Imagine that you open the book. On the first page there is a list of all the special strengths that you have, and all the things that you are good at. It might be words, or it might be a picture, or it might be like a movie. If you can't see anything don't worry because it will pop into your mind later. Have a good look at what is on the page and make sure you take careful notice of the information that is given to you. When you are ready, close the book and put it back on the shelf.*

想象一下你正在一个金色的泡泡里。你在泡泡里四处飘浮，非常安全、开心。其他孩子们也在他们各自的泡泡里。有时你会轻轻碰到别人，但是你在自己的泡泡里其他人都进不来。你的金色泡泡是专属于你的，你可以在里面随意走动。接下来想象你现在非常非常小，你正走在你的大脑里。它看起来就像一个图书馆，有很多架子和书。书里是你以前学过的所有内容。你沿着架子走直到你忽然找到了你要找的书，那本书非常大，在一个高高的架子上。你从架子上把书拿下来并看到了封面。封面上写着你的名字还有书名“我的特别的优点之书”。想象你打开了这本书。第一页是一列你的优点的清单，以及所有你擅长的事的清单。它可能是几句话，或者一幅图，或者一部电影。如果你什么也看不到，别着急，因为稍后它会突然进入你的大脑。仔细看书上的内容并且保证你认真注意到书所给你的信息。当你准备好了，合上书，把它放回架子上。

For follow-up sessions:

随后的部分：

Continue to use the theme of the golden bubble or a golden circle.

继续使用金色的泡沫或者金色的圆圈这一主题。

Also get the children to imagine themselves in situations where they are "helpful", eg a tree growing up and giving shade to others, a lighthouse shining light all around to help others, a staircase or ladder or bridge to allow others to climb higher etc.

继续让孩子们想象他们是某种“有用”的事物，比如一棵给别人送去阴凉的树，一座四周发着光的、帮助周围的人的灯塔，一段楼梯或一架梯子或一座桥，可以让别人爬的更高，等等。

### **Getting in touch with your true self (to be used on a daily basis)**

#### **接触你真实的自我（每天都用）**

[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.*

[开始时慢慢做几次深呼吸，放松。]把你的注意力集中在胸腔深处，那里藏着你真实的自我。这是你不知恐惧，永远勇敢的一部分。这是你永远不会孤独的一部分，因为它只知道爱。这是不会附属于外物的一部分，因为它总是自己完成所有事。把注意力集中在你这深入的、内在的部分并且想象有一束光从你的头顶射到那里。继续让光束倾洒在那里。看着光线抚摸你的自我，它像一朵开放的花那样四散开来。花张开了，你的自我越长越大，越长越强，直到它充满你的整个身体、思维和情绪，你强烈地感觉到平静和爱。这个时候，你可以完全信赖你自己，做出最好的决定，拥有自己的力量和完整性。慢慢睁开你的眼睛，欣赏你刚刚打开的内在的力量。

### **Opening yourself to find your goals in life**

#### **打开自我，找到你的人生目标**

*Allow yourself to become relaxed and comfortable. Take a few minutes to concentrate all of 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 that 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.*

让你自己变的轻松而舒适。花几分钟时间把全部注意力集中在你的呼吸上面，有意让它慢下来，稳定下来，流畅起来。吸气时，感受你的整个身体和心灵都充满了洁净新鲜的空气，这有助于整理你的思维。呼气时，排除任何陈旧的气体或者消极的想法，那可能干扰你的思考。

*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 are filled with warmth it will be easy for you to incubate your thoughts and ideas.*

把手放在你的心脏那里，感受心脏周围的温暖。然后把手放在你的前额，让它们的温暖填满你的头。接下来把手放在腹腔神经丛处，让温暖流进那个区域。当你全身充满温暖你就会培育出你的想法和观点。

*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 mission in life and the immediate goals which can*



*help you towards fulfilling this mission. 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 are the goals 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.*

想象一下，你在自己的心灵内部，它就像一个装满一排排架子的档案馆。架子上存储的是你许多年来积累起来高级智能：知识和智慧——这些知识，你的意识仅仅保留了一小部分。你要寻找的信息，就是你的人生使命以及有助于你实现这个使命的直接目标，深藏在一堆架子中。让档案馆的管理员帮你找到你要的信息。感觉自己被引导到正确的架子那里找到了保存所要信息的书或者容器。当你打开这个容器的时候，问你自己一个问题，“我要寻找什么样的目标才能让我的人生完整而有意义呢？”打开书或者容器往里看，在那里你会找到你正寻找的东西。可能是一件东西，或者一句话，或者一个想法。如果你看不清楚，不要担心。只要你保持开放的心灵，这信息就会变的清晰——也许不是直接的——也许明天，或者下星期。它可能通过你的一个想法，一个梦，你遇到的一个人，或者你读到的一些东西告诉你。你可以确信在适当的时候，这信息会清楚地、大声地传递给你。

*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，把容器放回架子上，感谢管理员对你的帮助。慢慢地离开那里，把意识收回到你坐着的房间里。轻轻地挪动你的手指和脚趾，然后伸伸胳膊、腿确认你的意识全部回到了房间。记住——如果你的问题的答案没有马上出现，不要失望。保持耐心和豁达，你会惊讶于它们呈现给你时的方式。

## **Opening the heart connection** **打开心的连接**

*As usual, take some deep, slow breaths and feel yourself relaxing. Imagine you are looking at your own heart. What does it look like? What colour/colours is it? How big is it? Is it plump and happy looking, or is a part of it shriveled up or wrinkled? What kinds of feelings come up in it when you think about your friends? your classmates and schoolmates? your family and relatives? people who you don't know?*

像往常一样，深深地、慢慢地呼吸，感觉你自己在放松。想象你正在观看你的心。它看起来像什么？它是什么颜色的？它有多大？它看上去很丰满很快乐吗？还是它的一部分已经枯萎或者皱巴巴的了？当你想到你的朋友的时候它里面出现了什么感觉？当你想起你的同学或者校友时呢？想起你的家人和亲人时呢？如果是你不认识的人呢？

*Now, think about using your heart for its main purpose, which is to pump out Love, first into your own body and then into other peoples'. Imagine your heart filling up with loving thoughts and feelings, until it is plump, brightly coloured and full. Watch as it starts to overflow so that the feelings and thoughts of Love start to flow over into your own veins and arteries until it is flowing freely through your whole body. After that, allow it to flow from your heart towards the other people in the room. Try to keep the habit of doing this all through the day.*



现在，用你的心灵思考，它的主要目的就是发出爱，首先把爱注入你的身体，然后是别人的身体。想象你的心充满了爱的念头和感受，直到它丰满起来，颜色亮起来，充实起来。看着这满满的爱溢出来，爱的感受和念头流过你的静脉、动脉，流畅地通过你的整个身体。然后，让它从你的心流向房间里的其他人那里。尽量全天保持这一习惯。

## **Courage in the face of a challenge**

### **面对挑战的勇气**

*With your eyes closed, imagine a tiny ant at the foot of a large rock that looks like a towering mountain. The ant needs to find a way to cross to the other side of this mountain, but it seems to be too big and the task seems to be hopeless. It takes in a big, long, deep breath full of courage and as it breathes out, it lets go of all the doubts and anxieties that are the obstacles getting in its way. Imagine the ant, filled with courage, taking the first step forward. Watch the ant as it continues its journey up the mountain. Sometimes the path is rough or slippery and it stumbles or falls, but when this happens it picks itself up and finds a better path. It doesn't give up. Every time it has a setback or seems to have failed, it gets up again. If the path it is on looks hopeless, it thinks about what went wrong and changes the plan. With every mistake or setback it gets a little bit braver and a little bit stronger. Step by step, metre by metre, the ant goes forward until at last it reaches its goal.*

闭上你的眼睛，想象一只小蚂蚁站在一块大石头下，石头对它来说像一座高耸的山峰。蚂蚁需要找到一条路，通往山的另一边。但看起来这座山太大了，这个任务不可能完成。小蚂蚁充满勇气地做了一个大大的、长长的深呼吸，呼出了所有的疑虑和担忧，这些都是路上的障碍物。想象这只充满勇气的小蚂蚁，迈出了第一步。看着这只蚂蚁继续它的旅程。有时小路非常崎岖和湿滑，小蚂蚁跌倒了，掉下来了，但当这一切发生的时候，它总能站起来找到一条更好的路。它没有放弃。每次它受到挫折或者看上去要失败了，它总会好起来。如果这条路看起来没有希望，它会考虑哪里出错了并且改变计划。每次犯错或者后退只能让它一点儿一点儿更勇敢、更强壮。一步一步，一米一米，小蚂蚁不断前进直到达到它的目标。



## The Light Visualisation: A particularly powerful tool

### 光的想象：一种特别有效的工具

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 children to progress safely through the three stages described by Sathya Sai Baba as necessary for contacting the superconscious mind: concentration, contemplation and ultimately being in touch with their own superconscious minds.

在人文价值教育中，这种特别有效的和有益的静坐形式每天至少要被使用一次或者更多，对所有年龄的孩子以及成年人。光的想象实际上是人文价值教育程序的基础。它允许儿童安全地通过沙迪亚·赛·巴巴描述的连接超意识思想的三个必要的阶段：集中注意力，冥想以及最后与他们自己的超意识思想取得联系。

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 encourages the children to visualize that they are dispelling their negative qualities, symbolized by lighting up the “darkness”, and purifying their bodies and minds with the light.

在每天定期做的基础上，这对孩子是一项有意义的练习。因为它与知识、智慧、力量和温暖有关，所以光非常重要——它激励孩子们想象他们正在通过点亮“黑暗”来消除负面特质，并且用光净化他们的身体和心灵。

I once visited a school in New Delhi where all 5000 students, from kindergarten to secondary sections, were led through this visualization in their morning assembly. The feeling of peace that was generated by this exercise was overwhelming – it not only got the school off to an exceptional start to the day, it also created an energy that pervaded the whole school for the rest of the day.

我曾经访问过一所在新德里的学校，那里从幼儿园到中学总共有 5000 名学生，他们每天早晨在指导下集中做这种光的练习。通过这种练习必然会产生平和的感觉——它不仅让一天的学习有个不同寻常的开始，也创造一种能量弥漫在一天所有的学习中。

In a recent correspondence, a pre-school teacher shared her pupils’ feelings about doing this visualization:

在最近的通信中，一位学前教师分享了她的学生在做这种想象时的感受：

I tried it and guess what was the reaction of the children? Each time we did the 'Light Visualisation' the children's response would be "Teacher Dimple, we feel happy after this". Not only that, if on certain days we missed the session due to other school commitments, they would remind me at the time of the "Goodbye song", saying, "Teacher Dimple you forgot to do the light thing today!" So in May, when we had our Parent Teacher conferences, I told the parents about the 'Light Visualisation'.

我尝试去做并且猜想孩子们会有怎样的反应？我们每次做“光的想象”时孩子们的反应都是“老师，做完这个我们感觉很开心”。不仅如此，如果哪一天由于其他的学习任务我们错过了这部分，他们会在“再见歌”想起的时候提醒我：“老师，今天你忘了光的事情！”因此在五月份，当我们举行家长会的时候，我告诉了家长们关于“光的想象”这件事。

To my surprise most of the parents had some idea about it as the children had been going home and talking about the "light thing" (as they call it)--and then feeling happy. They didn't know exactly what their children were talking about. So most of the parents were very eager to know the details and some of them even requested for the format of "Light Visualisation" because they wanted to practise this at home with the whole family. At their request, I gave them the same format that we were using at school. Many of them came back to share with us that they had seen changes in the behavior of the children at home too. (from Dimple Buxani, Guangzhou, China)

让我惊讶的是，大部分家长已经对它有所了解，因为孩子们回到家里都在谈论“光的事情”（他们这样称呼它）——而且他们感到很开心。他们不是特别了解他们的孩子在说什么。因此，多数家长非常渴望了解细节，其中一些甚至要求“光想象”的做法因为他们想在家里全家一起练习。在他们的要求下，我给了他们与在学校同样的做法。很多家长回来和我们分享：他们发现孩子们在家的行为也发生了变化。（Dimple Buxani，中国，广州）

The following extract appears in many SSEHV materials but, in this instance, has been taken directly from *The Five Human Values and Human Excellence* by Art-ong Jumsai Na Ayudhya (Bangkok: International Institute of Sathya Sai Education), pp. 83-88.

下面的摘录出现在许多人文价值教育材料中，但是，此处是直接选自《五种人文价值以及人类品质：阿特-翁·居姆赛·纳·阿尤佳》（曼谷：人文价值教育国际研究院），83-88页。

*Imagine that there is a light in front of us. 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 to the area near the heart and imagine that there is a flowerbud 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 bring the light up to the head once again and leave it there for a little while. Now continue to move the light to the eyes and let our 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 we 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 and especially to any people who you*



*think are being unkind to you. 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"..... Then take the light back to your heart and let it remain there for the rest of the day.*

想象我们前面有一束光。如果这很难想象，我们可以在前面点亮一盏灯或一只蜡烛，然后睁开眼睛，看一会儿这火焰。然后闭上我们的眼睛，努力显现这光芒。现在，运用你的想象，把这光带到你的前额，送进你的头部，让你的头充满这光明。然后思考，“只要有这光，黑暗就不会出现。我会只想到好的想法。”现在把光带到心的附近，想象那里有个含苞待放的花蕾。当光触到花蕾的时候，想象它开出了一朵美丽的花，新鲜，纯洁：“我的心也是纯洁的，并且充满了爱”。现在，让光旅行到你的胳膊和双手，让双手充满光：“让我只做美好的事吧，为大家服务”。现在，光穿过你的身体向下倒你的腿和脚那里：“让我直走到我的目的地吧，让我走到一个好地方，只会遇到好人。”现在，再次让光点亮你的头部，让它稍微在那里停留一会儿。现在，继续激动这光，到你的眼睛那里，让双眼充满光明。再一次把注意力集中在光那里，想着“让我看到所有的好事情吧”。慢慢地把光移动到耳朵那里。让耳朵被光填满并想着，“让我只听到好的事情”。我们把光从耳朵移动到嘴巴和舌头那里，“让我只讲真理吧，只有真理是有用和必要的。”现在，想象光从你那里发出，包围了你的爸爸妈妈，他们现在也充满了光。“也许我的爸爸妈妈都充满了平和。”现在，把光射向你的老师和其他亲人，朋友，特别是那些你认为对你不友好的人。让这光扩大到整个世界，所有的生命，动物和植物。“让整个 世界充满光明；让整个世界充满爱；让整个世界充满平和。”仍然沉浸在这光明里，把它传送到宇宙的每一个角落，对自己说“我在这光明里……光明在我心里……我就是光明。”然后，把光收回你的心里，在剩下的一整天里都让它留在那里。

## **Making a difference with difficult students (or colleagues): A visualization for teachers**

### **改变有困难的学生（或者同事）：老师的想象**

It can be helpful if you can get into the habit of doing this visualization every morning before school, and at least once during the day to retain the momentum that it generates. It only needs to take a few minutes.

如果你能养成每天早晨在上课前做这样的想象的习惯，而且每天至少一次，保持它产生的动力，这会对你非常有帮助。只需要花费几分钟。

*Close your eyes, and take 3 slow, deep breaths. On each outward breath feel yourself relaxing more and more. Take your attention to the classroom/s you will be working in today. If there is more than one, mentally go to each in turn. Imagine that you are painting the whole classroom with something that symbolizes peace. It might be a peaceful scene from nature, or it might simply be a peaceful colour such as pink. Quickly but thoroughly mentally paint each room in the way that you think is best.*

闭上你的眼睛，做三次慢慢的深呼吸。每次呼气让自己感受到越来越放松。把你的注意力集中在你今天上课的教室里。如果不止一个，在心里一个一个走过去。想象你在整个教室里涂满象征平静的内容。也许是一副大自然的平静画面，或者仅仅是一种平静的颜色比如粉红。用你认为最好的方式在心里快速把每间房子都粉刷好。

*Next, take your attention to the pupils. Imagine your pupils sitting in the classroom/s. Focus your attention for a moment on their faces - in a split second, allow yourself to see each one as a separate and beautiful individual. Now take your attention to focus on the feeling of pure unconditional love - that is the feeling of giving without expectation to receive. You might symbolize this by a colour, by a flower, or simply by allowing yourself to feel the sensation. Or you might have another method of your own. Allow this symbol to build up, stronger and stronger, then allow it to burst so that it showers the whole room and every individual in it. See everyone surrounded by this sense of unconditional well-being, and see yourself as being*

*the source of it throughout the whole day.*

接下来，把你的注意力集中在学生身上。想象你的学生坐在教室里。把注意力集中在他们的脸上一会儿——极快的几秒钟，让你自己看到每个人都是独立漂亮的个体。现在，把你的注意力集中在单纯的无条件的爱上——那是一种只是付出不期望回报的感觉。你可能用一种颜色代表这种感觉，或者一朵花，或者只是让你感受这感觉。或许你有自己的其他方法。让这个象征逐渐树立起来，越来越强，然后让它爆发，这样就能淋湿整个房间还有房间里所有人。望着周围每个充满着无比幸福感的人，再看看你自己，原来你自己就是那个整天给他们带来幸福感的人。

*When you are ready, bring your awareness back to where you are now, open your eyes and go on in confidence that you have created the right energy patterns for a successful day for yourself and all of your pupils.*

当你准备好的时候，把你的意识收回到你所在的地方，睁开你的眼睛，确信你已经创造出正确的能量模式让你和你的所有学生度过成功的一天。



## Chapter 5

### 第 5 章

#### Doing your own action research

#### 做自己的行动研究

#### How to set up silent sitting action research in your class

#### 如何在你的课堂上开始静坐的行动研究

There are many different ways in which silent sitting can be utilized with students. The following model is one that we have used effectively.

学生使用静坐有很多不同的途径。下面的模型是我们已经使用过的有效模型之一。

- Introduce silent sitting in a minimum of three lessons for the same class per week, over a period of at least three months.
- 在同一个班里，每星期至少有三次课引入静坐，至少持续三个月。
- Spend 3-5 minutes of the lesson in silent sitting. It may be at the beginning of the lesson (ie to settle the class down or as an introduction to set the scene of the lesson), in the middle (eg to help children to prepare themselves to solve a problem) or at the end (to settle down after the class or to reflect on what has been learned).
- 每节课花 3-5 分钟的时间静坐。可以在刚开始上课时（即让课堂安静下来或者为新课做好准备），可以在一节课的中间（例如帮助学生做好解决一个问题的准备），也可以在一节课结束时（在课堂结束后让学生安定下来或者反思刚学过的内容）。
- From time to time talk to the class about why you are doing silent sitting, and explain to them that it is to help them to get in touch with the higher levels of their minds which enable them to solve problems and get in touch with their own wisdom.
- 经常向学生说明你为什么让他们静坐，跟他们解释静坐有助于接触更高水平的心智，这可以让他们解决问题并认识到自己的智慧。
- Select 6 students of different abilities. Once a month ask them to share with you their experiences of silent sitting, including their perception of its effects on their concentration, behaviour, study habits and general well-being, their relationships with others, and their preferred format/s.
- 挑选出能力不同的 6 名学生。每个月和他们分享一下他们关于静坐的体验，包括他们关于静坐对他们的注意力、行为、学习习惯和基本健康状况的影响的看法，他们的人际关系，以及他们偏爱的静坐形式。
- Make a note of any changes you notice in the concentration, behaviour and academic performance of the class.
- 记录下你注意到的学生注意力、行为和学习表现的任何变化。
- Monitor the students' scores on academic tests to see if there are any changes when they have used silent sitting.
- 监控学生的测试成绩，观察当你对他们使用了静坐以后成绩是否有所变化。



## Diary templates for use with parents or pupils

### 给父母或小学生使用的日志模板

In our research we have often made use of the following diary templates to enable students and/or their parents to monitor their use of silent sitting and the benefits they experience from it.

在我们的研究中，我们经常使用下面的日志模板让学生或者他们的父母监控静坐的使用以及他们从中体验到的益处。



**Diary for parent**  
**家长日志**

Do silent sitting daily at home with your children for about 5 minutes at least once every day for the next 2 weeks. (Once is enough although the results will be better if you do it twice a day.)

在未来两周内，请每天至少用 5 分钟时间在家和你的孩子一起静坐。（每天一次就够了，尽管如果每天做两次效果会更好。）

Please fill in the diary every day. Most questions can be answered simply (eg yes/no) but sometimes it would be a good idea to write a few words to remind you of what happened. Please note that this diary is only for your benefit. You do not have to hand it in and be “marked” on it.

请每天填写这份日志。大多数问题只要简单地回答（比如是或不是）但有时可能多写几句话回忆发生的事也是个不错的主意。请记住这份日志只对你有益。你不用每天上交，也不会被“打分”。

<b>Day / Date</b> <b>日期</b>	<b>How many times did you do silent sitting today?</b> <b>今天你静坐了几次?</b>	<b>How did you feel during and just after the silent sitting?</b> <b>在静坐时或者静坐刚刚结束时你感觉如何?</b>	<b>Did silent sitting have any lasting effects on you during the day?</b> <b>在这一天中，静坐对你产生了持续的影响吗?</b> <b>If “yes” please write a few words to describe the change.)</b> <b>如果“是”，请写几句话描述一下这些改变。</b>	<b>Has there been any unexpected change in your child’s behaviour or another family member’s behaviour?</b> <b>你孩子的行为或其他家庭成员的行为有哪些意想不到的变化吗?</b> <b>If “yes” please write a few words to describe the change.)</b> <b>如果“有”，请写几句话描述一下这些改变。</b>

<p>Day / Date 日期</p>	<p>How many times did you do silent sitting today? 今天你静坐了几次?</p>	<p>How did you feel during and just after the silent sitting? 在静坐时或者静坐刚刚结束时你感觉如何?</p>	<p>Did silent sitting have any lasting effects on you during the day? 在这一天中，静坐对你产生了持续的影响吗? If “yes” please write a few words to describe the change.) 如果“是”，请写几句话描述一下这些改变。</p>	<p>Has there been any unexpected change in your child’s behaviour or another family member’s behaviour? 你孩子的行为或其他家庭成员的行为有哪些意想不到的变化吗? If “yes” please write a few words to describe the change.) 如果“有”，请写几句话描述一下这些改变。</p>



<b>Day / Date</b> 日期	<b>How many times did you do silent sitting today?</b> 今天你静坐了几次?	<b>How did you feel during and just after the silent sitting?</b> 在静坐时或者静坐刚刚结束时你感觉如何?	<b>Did silent sitting have any lasting effects on you during the day?</b> 在这一天中，静坐对你产生了持续的影响吗?  <b>If “yes” please write a few words to describe the change.)</b> 如果“是”，请写几句话描述一下这些改变。	<b>Has there been any unexpected change in your child’s behaviour or another family member’s behaviour?</b> 你孩子的行为或其他家庭成员的行为有哪些意想不到的变化吗?  <b>If “yes” please write a few words to describe the change.)</b> 如果“有”，请写几句话描述一下这些改变。

After one week and again after two weeks, ask your children what they think about it and whether they feel any benefits. Fill in the diary together.

一周之后和两周之后，询问你的孩子他们对静坐有何想法，他们是否感到从中受益。然后一起填写日志。

**Diary for children**  
孩子的日志

**Since you have been doing silent sitting, have you noticed any changes in any of the following? If you have, please write a few words to describe.** Please note that this diary is only for your benefit. You do not have to hand it in and be “marked” on it.

你已经做过静坐了，你注意到下面这些内容发生有变化吗？如果有，请用一些话描述它。请记住这份日志只对你有益。你不用每天上交，也不会被“打分”。

	<b>How you feel generally (physically or emotionally)</b> 你总体感觉如何（身体上和情绪上）	<b>Your concentration</b> 你的注意力	<b>Your relationships with family and friends</b> 你与家人和朋友的关系	<b>Your understanding of topics taught at school</b> 你对学校所教主题的理解
After week 1 一周后				
After week 2 两周后				

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