

USING GROUP ACTIVITIES TO CREATE UNITY, CO-OPERATION, AND MUTUAL REGARD

运用小组活动营造团结合作、相互尊重的学习氛围

Unity is vital for all.

团结对于我们来说至关重要

Students should start with cultivating the spirit of mutual regard and harmony.

一开始就应该培养学生相互尊重彼此融洽的精神

Unity of minds, natural love and co-operation, are the qualities we have to develop today.

团结意识、本爱和合作都是我们今天必须开发的优良品质。

By example and precept, in the classroom and the playground, the excellence of intelligent co-

operation, of sacrifice for the team, of sympathy for the less gifted, of help...has to be emphasised.

无论在教室还是操场，我们都应该通过示范和规训去强调聪明有效的合作、集体奉献精神、同情弱者和帮助他人等等。

Activity for teachers to do in this session:

此次培训中教师的要进行的的活动:

Everybody uses groupwork in their teaching and most teachers remind the children that they should help each other. But to make it a REAL Educare activity, we need to encourage children to self-reflect on what it means to be an Educare group member.

每一位教师在教学中使用小组学习，提醒学生要彼此互相帮助。请采用真实的关怀教育合作学习活动，我们需鼓励学生去反思自己作为关怀小组成员之一意味着什么。

Task 1: Brainstorm and make a list of all the Educare values that can be learned from groupwork

任务1: 头脑风暴，列出小组能想到的所有关怀价值。

Task 2: Below is a list of questions that children should reflect on regularly if they are going to develop their characters through group work. The game we have just played is one way to get them to do this. Suggest some other ways that you can make sure in your teaching programme that children think and reflect about these important questions.

任务2: 在孩子们通过小组合作去开发自己的品质之前，先反思以下的这一系列问题。刚才所做的头脑风暴游戏也是一条帮助他们这样做的途径。你们也可以在教学中采用其他途径去帮助孩子们思考并反思这些重要问题。

What do I do in the group?

我在小组中做什么？

1. Do I think that everyone who thinks differently from me is automatically wrong? Or do I accept that there can be many ways of thinking and doing things?
我是否会认为所有与我想法不一致的人都是错的？或者我能否接受世界上存在着许多思考方式和做事途径？
2. Do I listen to my group mates?
我会倾听小组伙伴的意见么？

3. Do I ask suitable questions (i.e. questions that will make ME do the thinking, not the person I am asking)?
我的提问恰当么？（比如，我的问题应该帮助我而不是让别人思考？）
4. Is every member in the group responsible for the welfare of every other member?
是否每一位小组成员都兼顾了他人的利益？
5. Do I get enough chance to speak in my group? Do I give other people enough chance to speak?
我是否在小组中有足够的发言机会？我是否也给别人以足够的发言机会？
6. Do I explain things to groupmates if I understand and they don't?
如果我明白而其他人还不清楚时，我是否会给他们解释？
7. When I explain something to a groupmate do I check that s/he understands it?
当我向小组伙伴解释某件事时，我是否清楚他/她真的懂了？
8. Do I encourage my groupmates?
我鼓励我的伙伴们么？
9. Do I help my groupmates in a way that they will learn and understand, not just do it for them?
我帮助同伴的目的是否是为了让他们学会明白，而不是仅仅替他们做事？
10. Can you list the strengths of each team member?
你能列出每一位小组成员的优势么？
11. What would your teammates say are your greatest strengths?
你的同伴认为你的优势是什么？
12. Why is everyone in the team highly valued?
为什么小组中的每一个人都非常重要？
13. What can the team do to build a feeling that everyone is important?
小组怎样帮助每一个人树立起自己很重要的感觉？
14. Are there times when people feel pushed around or humiliated or put down, and what can the team do to ensure this doesn't happen?
是否时时都有小组成员感到边缘化、羞辱或失望？小组应该怎样避免这些状况发生？
15. If there is a conflict or disagreement in the group, do I insist that I have to "win" the argument, or do I find a way to solve it so that everybody "wins"?
如果小组中有分歧或冲突，我是坚持自己在辩论中“获胜”，还是采取另外的方式让每一个都“获胜”？

What questions can I ask to help my groupmates to think and understand better?

我可以问哪些问题去帮助我的小组同伴更好地思考和理解？

Tell me about this.
What does this mean?
How did you get that?
What did you think about next?
Can you explain...?
What did you do to get this?
What is the first/next thing you think of?
How did you figure that out?
Why is this step necessary?
Is that true?
How do you know?
Can you give me an example?
告诉我这个。
这意味着什么？
你是怎样得到这个结果的？
下一步你打算做什么？
你能解释一下……？
之前你是怎样得到这个结果的？
你认为第一件（下一件）事是什么？
你是怎样挑选出来的？
为什么这一步是必须的？
那是真的么？
你怎么知道的？
你能为我举一个事例么？

Silent thinking:

静思

Strength in unity:

团结的力量

With your eyes closed, picture yourself sitting in your place in the classroom. Imagine that you are making a big web, like a spider web. You do this by throwing a ball of golden thread to one of your classmates, who holds onto the end he/she has caught and throws the rest of the ball to another and so on. Watch as your classmates throw the thread from one to another, until every person is holding a piece of thread that joins them to the network. The thread is not very strong – it looks as if it could break easily, so you need to do something to make the web stronger. Now imagine that each person is sending their own special strengths or skills along the thread so everyone is contributing something to the web. As this happens you see that the web gets stronger and stronger. It is strong because everyone is contributing

闭上你的眼睛，想象自己坐在教室里。想象自己正在象蜘蛛一样织一张很大的网。你是这样编织着张网的：你握住金丝线球的一端，然后把它抛给一位同学，这位同学握住线的一端后，再抛给其他同学，直到所有的同学手里都握着一段金丝线并成为这个网络编织工作的一员。丝线并不坚实——它看起来似乎很容易断裂，因而你必须做些事情让这张网更坚实。现在，想象每一个人都把自己特殊的力量和技能都贡献、输送到了这张网上。慢慢的，你会发现这张网越来越坚实了。而它变得坚实的原因正是由于每一个人的贡献！

. **Game**

游戏

Scenario:

假设:

You are a good maths student and your groupmate is having difficulty understanding that $1/2$, $2/4$ and $3/6$ are all the same. You want to help him but you know that it will not be helpful to him if YOU are the one to do the thinking. What can you say/do that will help him in a way that will make sure he thinks and understands?

你的数学非常好，而你的同伴却不明白 $1/2$ ， $2/4$ 和 $3/6$ 其实是一回事。你想帮助他，但是你明白仅仅告诉他答案是没有意义的，那你该怎样做或怎样说才能让他真正地理解和明白这个问题呢？

Scenario:

假设

You cannot understand how to calculate the answer to 12.21×25.68

You need to ask your groupmate for help.

What can you say/do to put the responsibility for thinking onto YOURSELF and not the helper?

你不明白怎样计算出 12.21×25.68 的结果

你需要同伴的帮助。

你应该怎样说怎样做才能把思考的责任放在自己而不是帮助者的身上？

Hint: If you ask "How do I do this?" the helper will give the kind of answer that means he is doing the thinking. If you ask, "Do I do xxx first?", you have already thought about it and the helper only has to answer "Yes" or "No".

提示：假如你问“我怎样做这道题？”帮助者可能会直接给你答案，这就意味着他替你做了思考。假如你问“我是否该先做某某”，这就意味着你已经在思考，而帮助者就会回答你“是”或者“不是”。

Scenario:

假设

Your teacher has asked you to do a group project about caring for the environment.

You need to allocate the tasks so everyone uses their best strengths to do a good project. Decide which group member will do which task to make sure they are all using their strengths in the best way.

你的老师请你去做一项关于保护环境的小组任务。你需要根据每个人的能力状况去分配任务，以汲取大家的力量去完成好这项任务。要注意分配给每一个人的任务都能最有效地发挥他们潜能。

Scenario:

假设:

You are in a group of 4, talking about the message in the story you have just read. One groupmate does not want to listen to anyone else's ideas, he just wants to say that his idea is right and everyone else is wrong.

What can you say to this groupmate to help him to respect everyone's ideas?

你正在你的四人小组中谈论你刚刚度过的一个故事。有一个小组成员不想听任何

Scenario:

假设

You are having a football competition against other teams. One of your team-mates cannot kick a ball and the other team-mates are getting very angry with him. The one who cannot kick the ball starts to cry. What can you say/do to solve the team's problem?

你正和队友一起与另一个足球队比赛踢足球。其中一位队友因为没有踢进球而使得其他队友对他很不满。这位队友没有继续踢球而难过地哭了。你该怎样去解决这个球队问题呢？

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