

## Module 5: Educare and Storytelling, Quotations and Songs

### 模块 5: 关怀教育与讲故事法、引言法、歌曲法

#### Module objectives:

#### 模块目标:

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

完成了这一模块时，参与者将能:

- Ask appropriate questions to draw out values questions from the stories in their textbooks.
- 根据课文中的故事提出合适的问题以引出人文价值问题
- Identify other times when it is appropriate to use storytelling in lessons.
- 确定在课堂教学中其他适合运用讲故事法的时机

#### Module length:

#### 模块持续时间:

4 weeks

4 周

#### Contents of Module:

#### 模块内容:

- PowerPoint presentation: Story telling in Mathematics (Document 1)
- 用幻灯片演示: 数学中的讲故事法 (文件 1)
- Video clips of teachers integrating songs into their classes (Document 2)
- 教师将歌曲整合于课堂教学中的视频片段 (文件 2)
- lesson plan template and feedback checklist (Documents 3 and 4)
- 教案设计模板及反馈表 (文件 3 及文件 4)

#### Salon 1

#### 沙龙 1

#### Introduction

#### 介绍

Discuss with teachers various techniques for story reading and story-telling. (Local university experts to develop this section based on the usual strategies for teaching teachers about storytelling in China). Please note that it is really important for teachers to understand how to be effective storytellers – however it appears that most Chinese teachers are already well-trained in this skill.

与教师一起讨论各种关于读故事和讲故事的各种技巧 (当地大学的专家将以中国培训教师讲故事的常见策略为基础来开展这一部分的活动)。请注意: 让老师了解如何成为一个有效的讲故事者是非常重要的-尽管大多数中国教师这方面的技能已经很熟练了。

#### Activities

#### 活动

1. Ask each teacher to bring along a story, quotation or song. (This could be something general, such as an inspirational story from the Internet about teaching, or it could be one of the stories they use in class.)  
要求每位老师带来一个故事、一段引语或者一首歌曲。（这些故事、引语、歌曲可能比较普通，比如来自网络上的一个教学故事，或者是他们在课堂上引用过的故事）
  - Leader reads/tells the quote/story or sings the song. (Or the group can be given a copy of the story to read for themselves.)
  - 指导者读/讲一段引语/一个故事或唱一首歌曲。（或者给小组发一张印有这个故事的纸，让他们阅读）
  - Read it a second time. Ask the group if there's a particular word or phrase that jumps out for them.
  - 再读一遍。询问小组成员是否觉得有哪个单词或者短语特别突出。
  - Repeat the word or phrase over and over, allow it to sink into and act on your heart, notice any feelings, thoughts, questions arising and allow these to touch your life.
  - 再三重复这些单词和短语，让其深入你的内心，注意你所产生的感受、想法和问题，并让与你的生活相联系。
  - Read it for a third time. This time ask the group to start to think about what the message is really saying to them. Reflect on: What am I hearing? How is this touching me? What am I being invited to do? How will I respond?
  - 再读一遍。这次要求小组成员开始思考故事告诉了他们一些什么信息。反思以下问题：我听到了什么？这个故事如何打动了我？我要做些什么？我如何回应？
  - Discuss how this idea could be used with very young children – eg with stories that have a moral. For example, if the story is about friendship, you could ask the children to sit quietly and think Is this true? Why is it true? Alternatively you could make up simple quotations, such as those listed below, and ask them to reflect on “Is this true?” “Why is it true?” “What can we do today to... [eg be kind to others]?” At the end of the day, you could reflect on the quote again, “What did we do today to be kind to others?”
  - 讨论如何将这种想法教给年幼的孩子们-如一个含有道德教育的故事。例如，如果故事是关于友谊的，你可以叫孩子们轻轻坐下并思考：这是真的吗？为什么是真的呢？或者，你也可以编一些简单的引语，如下所示，并要求他们反思这些问题：“这是真的吗？”“为什么是真的？”“今天我们能做些什么以...【如，善对他人】？”这天结束时，你可以再次反思以上引语，“为了善待他人，今天我们做了些什么？”
2. Discuss/brainstorm different contexts in which a story can be used to convey a values message. (eg a story in a Chinese or English book chapter, story about a famous mathematician – use PPT Document 1 to illustrate this; a story to address an issue like bullying or selfishness; a story to uplift people or give them

suggestions about what to do in a certain situation....)讨论/头脑风暴法讨论运用故事传递人文价值信息的不同情境。(如中文或英文课本某章中的一个故事, 关于一位著名数学家的故事-利用 PPT 文件 1 展示; 或为了解决一个问题 的故事, 如处理打架或自私的故事; 一个励志故事或者这个的故事能给人们提供处理特定情境的建议.....) Finish the salon with singing a selection of the EHV songs supplied with the resources, and discuss what the values messages are in these songs. (Note that some teachers can make up their own songs that relate to the topic. Watch the videos of teachers using songs in Mathematics classes, Document 2, to give them some ideas.)

### Activities for teachers to do in self-study

#### 教师自学时开展的活动

1. Use the following questions to bring out children's reflections on stories in the Chinese or English textbook:  
(Teachers should be encouraged to ask children the following questions in relation to each lesson/topic. The purpose of this is to draw out the children's own understandings of the values messages.)  
利用以下问题引导儿童反思语文或英语教科书中的故事:  
(应该鼓励教师向孩子们提出以下与每节课或每个话题有关的问题。目的是帮助学生对人文价值信息产生自己的理解。)
  - What does this remind you of in our own lives?
  - 这个故事让你想起了你自己的生活 中的哪些人或事?
  - What can we learn from this? What is the human values message in what we have learned? (i.e. about ourselves, being better/happier people, helping ourselves and others, etc.)
  - 从这个故事中我们可以学到什么? 在故事中我们学到了怎样的人文价值信息? (比如有关于我们自己, 关于人们过得更好或更幸福, 关于帮助自己和他人, 等等)
  - What can we do: (a) as individuals, (b) as a school, (c) as a society, and (d) as the whole world to put this values message into practice?
  - 为了将人文价值理念付诸实践, (a) 作为个人, (b) 作为学校, (c) 作为社会, (d) 作为整个世界, 我们能做些什么呢?
2. Keep a record of some of the answers the children give and bring these to the next salon to share with colleagues. Try to trace any development in the depth of the children's answers.  
记录下孩子们的回答并在下次沙龙召开时带过来与大家分享。试着追踪孩子们在回答问题方面所取得的进展。
3. At least once per week, find an inspiring story (fiction or non-fiction/about present-day or historical people or events) that is not in a textbook but that can give the children an inspiring message about life. For example, you can tell a story about a famous mathematician who used good values in his life, and ask the children, "What can we do in our lives to make ourselves more like this person?"

Or it can be a story about some issue that is current in your class, eg bullying, not sharing, that you can ask the children to reflect on and make some action to improve.

至少每周一次，找一个励志性的故事（小说或非小说，现代或历史人物或事件），这个故事不是来自教材中，但却能给孩子们带来有关生活的激励性的信息。例如，你可以讲关于一位著名数学家的故事，他/她在生活中体现出来非常优秀的人文价值，然后问学生：“在我们的生活中我们如何做才能像这位数学家一样呢？”或者这个故事也可以是关于班级中正出现的一个问题，比如打架，不愿分享等问题，你可以让学生反思并做出行动来改善现状。

4. Repeat 3 using a suitable song with a values message, either chosen from the resources supplied in the package or a song of the teachers' own choice or invention.

利用含有人文价值信息的歌曲重复第三个活动，歌曲可以从文件包提供的资源中进行选择，教师也可以另选其他的歌曲或者自编歌曲。

## Salon 2 沙龙 2

1. Ask teachers to describe the stories they have used, the contexts in which they used them, and to share examples of what children have said in response to their values-related questions. Note whether there has been any development in the quality and depth of the children's answers.

请老师描述一下他们讲过的故事以及讲故事时的情景，并和大家分享学生在回答人文价值相关问题的情况。记录学生对人文价值问题的回答在质量和深度方面是否有所进步。

2. Share how they have been using the EHV songs and share the children's answers to their questioning about the messages in these songs.

分享他们如何运用人文价值教育歌曲法的经验以及学生对歌曲中蕴含人文价值信息的相关问题的回答。

3. Do the demonstration lessons, making sure that there is at least one story and one song with a values message integrated into the lesson, and use questioning to draw out the children's understanding of these messages. Use the enclosed lesson plan template and feedback checklist (Documents 3 and 4).

上示范课，确保在示范课中运用了至少一个蕴含人文价值信息的故事和至少一首相关歌曲。利用提问法启发学生，帮助其理解其中的人文价值信息。使用附件中的教案设计模板及反馈表（文件 3 及文件 4）