

# *SAMPLE ACTIVITIES PACKET*

## Ideas for Developing Skills in Moral Courage and Civic Responsibility



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## *Levels of Skill Instruction for Expertise Development*

### ***Level 1: Immersion in examples and opportunities*** 等級1：融入實例與機會

In this initial phase, attention is drawn to the big picture and to the recognition of basic patterns in the skill domain. Accordingly, the teacher plunges students into multiple, engaging activities. Students learn to recognize broad patterns in the domain and begin to develop gradual awareness and recognition of elements in the domain (comprising identification knowledge).

在這開始的階段，我們將注意力放在大局以及技術領域基本模式的認知。因此，老師讓學生參與許多吸引人的活動。學生學習如何辨別領域中的各種模式並且開始逐步發展對於領域元素的覺察和辨別（包含辨認的知識）。

### ***Level 2: Attention to facts and skills*** 等級2:注意於事實與技能

In this phase of development, knowledge is built through a focus on detail and prototypical examples. The teacher focuses the student's attention on the elemental concepts in the domain in order to build more elaborate concepts. Skills are gradually acquired through motivated, focused attention (comprising elaboration knowledge).

在這個發展的階段，知識的建立透過聚焦在細節與典型的例子。為了建立更精細的概念，老師留意學生在領域元素概念上的注意力。技能在透過刺激與聚焦注意力的過程中逐漸具備。（包含精細的知識）

### ***Level 3: Practice procedures*** 等級3:練習步驟

At this level, one sets goals, plans the steps of problem solving, and practices skills. The teacher coaches the student and allows the student to try out many skills and ideas throughout the domain to build an understanding of how skills relate and how best to solve problems in the domain. Skills are developed through practice and exploration (comprising planning knowledge).

在這個階段，設定一個目標，計畫解決問題的步驟和實踐技能。老師指導學生並且讓學生嘗試整個領域的多種技能和想法，以了解對技能與領域如何相關；技能是如何解決領域中的問題。技能透過練習和探索發展（包含計畫知識）

### ***Level 4: Integrate knowledge and procedures*** 等級 4:結合知識與步驟

At this level, one executes plans and solves problems. Deliberate practice at this level over a long period of time can lead to expertise. The student finds numerous mentors and/or seeks out information to continue building concepts and skills. There is a gradual systematic integration and application of skills and knowledge across many situations. The student learns how to take the steps in solving complex domain problems (comprising execution knowledge).

在這階段，目標在實施計畫和解決問題。這階段中長時間的討論練習可以導向專業技能。學生找到許多指導者且/或尋找能繼續建立觀念或技能的資訊。技能和知識漸進且有系統的結合，並且在許多不同的情形中應用。學生學著如何一步一步解決複雜的領域問題（包含實作知識）

## 1. Taking the Perspectives of Others理解他人觀點

### 1a. Take the Perspective of Others by Taking an Alternative Perspective

#### 1a. 透過另類的視角了解他人觀點

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

**等級1: 融入於實例與機會中(參閱大架構與基本模式)**

**People have different perspectives of the same thing.** Have students make a chart of what is similar and different about people's responses to a particular experience. For example: a flavor test, a movie, a piece of clothing, a food, an activity, etc.

人們對於相同的事物總有不同的觀點，讓學生列表整理人們對於特定經驗(例如味覺,電影,一塊布料,某種食物或活動等等)相似的或不同的反應。

**Stories of personal difficulty.** Have students learn about other young people who have difficulties (e.g., kids their age who suddenly become quadriplegic, lose their homes or parents). These stories can be taken from a variety of resources including films, magazine stories, the internet, the news, history, etc.

個人困難的故事。讓學生像那些遭遇困難的年輕人學習(如自幼四肢癱瘓、失去家園或雙親)，這些故事能從各種不同的來源取得，包括影片、雜誌故事、網路、新聞或歷史等等。

**Use drama and reading to take perspectives.** Use dramatic reading of stories with dialogue or Reader's Theatre (scripts and worksheets available at <http://www.stemnet.nf.ca/CITE/langrt.htm>) with many resulting benefits. Afterwards, discuss the feelings and opinions of their character.

利用戲劇和閱讀了解觀點。由對話構成的劇本故事或是讀者劇場(腳本和學習單可由<http://www.stemnet.nf.ca/CITE/langrt.htm>取得)，隨後討論對角色的感覺和意見。

**Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

**等級2: 注意於事實與技能(聚焦於細節與典型知識)**

**Communicating with multiple perspectives.** (1) Have students write two descriptions of how to get to the bathroom (e.g., one using distances, the other using landmarks). (2) Have students give oral directions to a student on how to do a physical task. The one receiving directions is "handicapped" by being unable to use a part of his or her body (e.g., eyes, arms).

(3) Have students communicate with one another using only gestures (no words). (4) Have one student give directions to others to complete a complicated task. After doing one or several of these communication activities, discuss the usefulness of having multiple perspectives.

以多種不同的觀點溝通。(1)請學生寫下兩個「如何到達廁所的敘述」(例如：一個利用距離，另一個利用路標)(2)請一位學生對另一位學生如何做身體任務進行口頭指導。接受指導的學生必須模擬「殘障」的狀態，不能使用身體的某一部份(如：眼睛、手臂)

(3)限制學生只能用手勢(不能說話)和另一人溝通(4)讓學生指導另一人完成一個複雜的任務。完成一次或多次這些溝通活動後，討論擁有多種觀點的用處。

**Interviewing others.** Students take a simple question such as "where is your favorite place to be and why?" and interview other students, repeating their answers back to them and then preparing a short paragraph, collage, poem, or other art form to express the other's perspective.

訪問其他人。學生以一個簡單的問題如「你最喜歡去哪裡？為什麼？」訪問其他學生，複誦他們的答案以回應他們，並且準備一個短的段落、一幅拼貼畫、一首詩或者其他藝術形式以表達另一個人的觀點。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)****等級3: 練習步驟 (設定目標、計畫問題解決步驟、練習技能)**

**Entering literature.** Ask students to take the perspective of a character from literature and write a letter from the character to themselves (the students) or to another character from the same story on a particular topic. For a literature comparison, ask them to write the letter as if it was from one character to another character from a different story.

**加入文學作品。**要求學生了解文學作品中角色的觀點，並且該角色寫一封具備特定主題的信給自己（學生）或者給故事中另一個角色。為了達到文學作品比較的目的，要求學生為作品中某個角色寫一封信給不同故事的另一個主角。

**Perspectives in current events.** Choose a few current conflicts that the students can understand and lead a discussion of why each of these conflicts exists. Try to get them to realize that conflict typically occurs when there are two different perspectives. Encourage acknowledgement of both sides of the conflict while suspending judgment of who's "right" and who's "wrong." If appropriate, proceed with a discussion of what issues to weigh and standards to use if one is going to take sides in the conflict.

**目前事件的觀點。**選擇一些學生可了解目前的衝突並且帶領學生討論為什麼這會存在這些衝突，試著幫助學生了解衝突通常發生在有兩個不同觀點時。鼓勵雙方承認衝突並且停止判斷誰是「對的」和誰是「錯的」。在適當的時機進行討論當一個人在衝突中需要權衡和使用什麼樣的標準。

**Empathy in literature.** The following stories provide a context for the students to practice emotional perspective-taking (guessing how another person would feel), which is a step toward developing empathy (actually feeling what another person would feel): *Cracker Jackson*, by B. Byars; *The Hundred Dresses*, by E. Ester; *The Rag Coat*, by L. Mills. Students can write letters or poetry from the perspective of the main character to express the emotions the characters might have felt.

**對文學作品的同理心。**以下的故事提供了學生練習理解情感觀點（猜想其他人的感受如何），同時也產生初級同理心（實際感受他人的感受）：B. Byars 的胡桃鉗、E. ester 的一百件洋裝、L. Mills 的碎外套。學生可以從主角的角度寫信或寫詩來表達該角色可能要表達的情感。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫, 解決問題)**

**Storytelling history.** Have students take a historical or current event and construct a story of how the events unfolded from the perspective(s) of the people affected. (See *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 139, for an example with Mexican-American immigration or *Critical Thinking Handbook*, p. 266, for a Spanish colonist/California Indians example).

**化歷史為故事。**請學生選擇一個歷史上的或現代的事件，建構一個故事是如何發生和如何影響人們。(參考一個多元文化的教育方法, Sleeter & Grant, 1998, 頁139：墨裔美籍的移民或是批判思考指導手冊，頁266：西班牙殖民及加州印地安人為例)

**Expressing a story from the community.** Have students interview someone from the community and artistically tell their life story through writing or other performance media (see *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 109 for examples).

**表達一個來自團體的故事。**請學生採訪某個來自團體的人，並且請他們透過寫作或是其他表演媒介藝術性地敘說他們的生命故事。(參考一個多元文化的教育方法, Sleeter & Grant, 1998, 頁109為例。)

**Considering multiple perspectives leads to a better solution.** Have students construct a survey or interview with which they can poll classmates or family members (topics could include opinions about school or community buildings, team spirit, safety, friendliness, etc.). As they tally the votes and prepare a summary of the results, ask them to list some of the reasons why people's responses to the same question might be different. If appropriate, have the students construct an action plan to address some of the concerns they learned about in their survey. This action plan should include several perspectives on the issue.

**考慮多種觀點以得到更好的解決方式。**讓學生針對同學或家庭成員進行調查或訪談(主題可以包括對學校或是社區的建築、團隊精神、安全性或友誼...等的意見)，統計選票並準備報告總結，要求學生列出一些為什麼人們對於相同的問題卻可能有不同答案的原因。在適當時機，請學生建構一個活動，計畫內容必須包含調查所關注的議題和幾個觀點。

## **1b. Take the Perspective of Others by Taking a Cultural Perspective**

### **1b. 透過文化的視角理解他人觀點**

**LEVEL 1: Immersion in Examples & Opportunities** (See *big picture and basic patterns*)

**等級1: 融入於實例與機會**(參閱大架構與基本模式)

**Simulation of being in a foreign culture.** Use one of the intercultural simulations such as Barnga, in which students experience the frustration and helplessness of being unable to figure out a new culture. (You can either order the Barnga game from Intercultural Press or read about how to set it up in *Intercultural Sourcebook: Cross-Cultural Training Methods* by Fowler & Mumford.) In this game, the teacher distributes a pack of cards and written game rules to each group of students. Unbeknownst to them, each group receives a different set of rules and the students are told to play the game in complete silence. The first round goes well and then half the students rotate into another group and begin playing. Since their new group is following a different set of rules (which they probably won't realize), the experience simulates that of being in a new culture and not knowing how to act or communicate. It gives the whole class a common experience to relate to as the teacher brings up issues of culture, expectations, and intercultural conflict.

**模擬身處異國文化的情形。**利用如Barnga這樣的跨文化模擬遊戲，讓學生體驗無法理解新文化的挫折與無助感（你可以指定跨文化新聞的Barnga遊戲或者參考Fowler和Mumford的跨文化資料讀本：跨文化訓練方法，以了解如何建立情境）。在這個遊戲中，老師發牌並且寫出遊戲規則給每一組學生，而學生並不知道每組得到的規則是不同的，學生被告知進行遊戲全程必須保持安靜。第一輪順利結束後，一半的學生輪到另一組並開始下一次遊戲。當他們的新組別遵循的是不同的規則（此時他們可能不能理解），在這樣的經驗模擬了當身處新文化且並不知道如何表現或溝通時的情境，這個遊戲提供了全班共同的經驗與老師教導的文化議題、期望和跨文化衝突有相關性。

**Cultural traditions.** Identify an area of life in which students' families will differ (this will vary by community). For example: winter holiday celebrated, what the family does for July 4<sup>th</sup>, or birthday celebration traditions. Have each student interview their family elders for information about the sources of their family's traditions. Discuss in class the sources of differences (e.g., culture, historical circumstance as with lutefisk).

**文化傳統。**辨識學生所住區域的家庭生活，會因為居住區域不同而有差異（會隨社區不同而異）。例如：冬天慶典、美國國慶在家裡會做的事、或是傳統慶祝生日等等。讓每一位學生訪談他們家中的長者關於家庭傳統來源的資訊，並在課堂中討論不同的傳統來源（如：文化、如鹹漬魚一樣的歷史事件）。

**Level 2: Attention to Facts and Skills (Focus on detail and prototypical knowledge)****等級2:注意事實與技能(聚焦於細節與典型知識)**

**Culture holiday 20 questions.** Play this game in pairs or as a whole class. Research a somewhat obscure cultural event or holiday and allow students to ask yes or no questions about the significance of the event. They will have to begin to let go of some of their assumptions, which is one of the first steps in perspective-taking.

**文化假期20個問題。**以兩人一組或是以全班的方式進行這個遊戲。研究某個不著名的文化事件或是假期並且允許學生以是非問句的方式針對該事件的意義提問。他們會開始釋放一些他們的假設，而這是了解觀點的第一步。

**Cultural/ethnic perspectives in poetry.** Read poems that address a specific issue of race, ethnicity, and culture: for example, *The Palm of My Heart: Poetry by African-American Children*, by D. Adedjouma. Poetry from other identity groups can be found on the Internet and the library. Discuss the perspective the author conveys.

**詩中的文化或道德觀點。**閱讀敘述特定種族議題或是種族劃分和文化的詩作：例如D.AdedJouma的詩「我心之掌」：非裔美籍孩童的詩。其他身分族群的詩作可以從圖書館的網頁上找到。討論作者想表達的觀點。

**Local perspectives.** Have students research (by interviewing local leaders, visiting local museums, etc.) and present the different understandings of a local tradition (e.g., for fishing in Minnesota, one perspective is the Native American view of fishing as subsistence as well as part of their culture, while fishing is a sport to many macroculture Americans).

**在地觀點。**讓學生研究(透過訪談當地的領導人、拜訪當地博物館等等)表達對當地傳統的不同理解(例如在明尼蘇達州釣魚，美國原住民將釣魚視為文化中維持生計之一部分，然而大多數的美國人將釣魚視為一種運動。)

**Time period differences.** Immerse students in daily living during another time period by: (1) visiting a live folk history museum like Fort Snelling; (2) inviting an elder from the community to discuss how life was when he or she was young; (3) watching a period drama or television show like *1900*, about a family living in 19<sup>th</sup> century circumstances. Discuss how the living conditions would affect the daily activities that the students are accustomed to.

**時代差異。**透過下列方式讓學生融入在另一時代的日常生活：(1)訪問像Fort Snelling一樣的生活民俗歷史博物館(2)拜訪一位社區的長者，討論當他或她年輕時的生活是怎麼樣的(3)例如看一部1990年代關於19世紀的家庭生活情形，觀賞某時代的戲劇或是電視劇以討論當時的生活條件是如何影響學生已經習慣的日常活動。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)****等級3: 練習步驟 (設定目標、計畫問題解決步驟、練習技能)**

**Teaching our culture.** Using journals or role-plays, have students describe a familiar American tradition (like football or the 4th of July) to an imaginary person who knows nothing about American culture. Alternatively they could describe a piece of culture to an “alien” who knows nothing about humans.

**教導我們的文化。**利用學術期刊或角色扮演，讓對美國文化一無所知的學生試著對一個虛擬的人物描述一個熟悉的美國傳統（例如7月4日的美國足球大賽），或者也可以對一位對人類一無所知的「外星人」描述一小段人類的文化。

**Writing letters using cultural perspectives in literature.** The following chapter books address issues of race, ethnicity or culture: *Remember My Name*, by S. Banks; *Escape to Freedom*, by O. Davis; *Sing Down the Moon*, by S. O’Dell; *Park’s Quest*, by K. Paterson; *Taking Sides*, by G. Soto; *The Sign of the Beaver*, by E. Speare; *Let the Circle Be Unbroken*, by M. Taylor; *Mississippi Bridge*, by M. Taylor; *Roll of Thunder Hear My Cry*, by M. Taylor; *Song of the Trees*, by M. Taylor; *The Devil’s Arithmetic*, by J. Yolen. Have students write letters as if they were one character speaking to another, or one of the characters writing to the students themselves.

**利用文本中的文化觀點寫信。**以下書本的章節書寫了關於種族、種族劃分或是文化的議題：S. Banks「記住我的名字」、O.Davis「逃向自由」、S. O’Dell「在月下唱高歌」、K. Pateson「帕克的追求」、G.Soto「選邊」、E.Speare「海狸的記號」、M.Taylor「讓這個圓不會破裂」、M.Taylor「密西西比橋」、M.Taylor「雷聲聽見我哭泣」、M.Taylor「樹木之歌」、J.Yolen「惡魔的算術」。讓學生當成書中的某一個角色寫信給另一個角色，或是當成書中某一個角色寫信給學生自己。

**Intercultural perspective-taking.** Use critical incidents (short stories in which a cultural misunderstanding occurs) to have students discuss perspective-taking and brainstorm on how to deal with intercultural misunderstandings. Try to focus on many types of intercultural encounters (cross-age, crossgender, cross-social class) rather than just ethnic differences. Allow students to role-play (if they can handle it), switching perspectives to “try on” both sides and to allow them to practice ways of dealing with the problem. (See appendix for some critical incidents involving culture.)

**了解化文化的觀點。**利用批判的事件（文化誤解發生的小故事）讓學生討論觀點的選擇和對如何處理跨文化的誤解進行腦力激盪。試著聚焦在多種形式的文化間相互交流（跨年齡、跨性別、跨社會班級）而非僅僅是種族的不同。允許學生進行角色扮演（如果他們能控制的話），並且替換角色以體驗兩個不同的角色，並且允許他們練習處理問題的方法（關於文化的批判事件請參考目錄。）

**Level 4: Integrate Knowledge and Procedures** (*Execute plans, Solve problems*)

**Culture perspectives in history.** Have students take a historical or current event involving more than one culture and find out about the participants' views of the matter. Have students construct stories of how the events unfolded from the perspectives of each participant. (See *A Multicultural Approach to Education*, Sleeter & Grant, 1998, p. 139, for an example with Mexican-American immigration or *Critical Thinking Handbook*, p.266, for a Spanish colonist/California Indians example).

**歷史中的文化觀點。**請學生選擇一個歷史或現代所包含一個以上文化的事件並且找出參與者的觀點。請學生建構出事件如何透過每位參加者被展開的故事（參考Sleeter和Grant,1998,一個多元文化的教育方法,頁139,是敘述一個墨籍美裔移民的例子或是批判思考指導手冊,頁266是敘述一個西班牙殖民和加州印地安人的例子。）

**Expressing the story of someone from a different culture.** Have students interview someone in the community from a different culture. Interview questions can include experiences in their home country, their cultural traditions, their reactions to American culture, and how they feel about their own culture. If it is not possible for every student to interview someone, the whole class can interview a visitor from another culture. The students should prepare a set of respectful questions to ask him/her, and then work individually or in small groups to artistically tell the interviewee's life story through writing or other performance media.

**表達來自不同文化的人的故事。**請學生訪談來自不同文化團體的人、訪談題目可以包含在母國的經驗、他們的文化傳統、他們對美國文化的反應和他們對自己的文化的感覺。如果讓每位學生都訪談一人可能執行上有困難，可以全班訪談一位來自另一個文化的訪問者。學生需準備一組有禮貌的問題訪問受訪者，並且透過寫作或其他表現媒介以獨立或小組的方式有藝術的完成受訪者的生命故事。

## **1c. Take the Perspective of Others by Taking a Justice Perspective**

### **1c.透過正義的視角理解他人觀點**

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

**等級1:** 融入於實例與機會中(參閱大架構與基本模式)

**What is fortune?** Investigate different perspectives of fortune. (1) What does my country historically think fortune is (looks like)? Read historic documents like the Declaration of Independence to find out what was in the minds of those who designed the United States. (2) What does the media suggest that fortune is? Analyze advertisements on television and in print media for the messages they send about what is important and what a person's goals should be. (3) What does my community believe fortune is? Interview leaders from nongovernment organizations, government service, politics, religion, business.

**什麼是命運?** 探討對命運的不同觀點 (1) 我的國家在歷史上認為命運是(像)什麼? 閱讀例如獨立宣言這樣的歷史文件以發現設計美國的人心中的想法 (2) 媒體指出命運是什麼? 分析電視和平面媒體上的廣告所傳達關於什麼是重要的和什麼應該成為一個人目標的訊息 (3) 我所屬的團體相信命運是? 訪談非政府組織領導者、政府組織、政治學家、宗教學家和商人。

**Affluenza.** Investigate the notion of affluenza, the addiction to things at the expense of the rest of life. For information and websites, see [http:// www.diseaseworld.com/afflu.htm](http://www.diseaseworld.com/afflu.htm)

**物慾症。** 調查物慾症的概念，對物質的成癮以剩餘生活為代價。可以參考 [http:// www.diseaseworld.com/afflu.htm](http://www.diseaseworld.com/afflu.htm) 以獲得相關資訊

**What is the good life?** Investigate different perspectives of the good life. Have students investigate philosophy, positive psychology, religion, and so on. Write (and illustrate?) the different perspectives on a large newsprint roll and display in the classroom or hallway.

**什麼是好的生活?** 請學生調查哲學、正向心理學和宗教等等，對於好生活的不同觀點。在大新聞紙上寫下(並且解釋)不同的觀點並將其展示在教室或走廊上。

**Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

**等級2:** 注意於事實與技能(聚焦於細節與典型知識)

**Who is less fortunate in my community?** Invite community leaders to discuss who are the needy in the community. What measures do they use to find out this information?

**在我的團體中誰是不幸的?** 邀請團體領導人討論誰在團體中是最困難的。他們利用什麼樣的方式找出這些資訊?

**What do people do to help the less fortunate?** Invite community leaders to speak about what is done locally for the less fortunate. Prepare for the speakers' visits with web investigations about the poor and needy.

**甚麼是不幸的人需要的幫助?** 邀請社區領導人說出他們提供不幸的人有哪些幫助? 為演講者準備與貧窮或困難者相關的網路調查。

**The problem of homelessness.** (1) Learn about homelessness in the U.S. ([www.endhomelessnow.org](http://www.endhomelessnow.org)) (2) Learn about homelessness in your community by contacting agencies who work with the homeless, government officials who keep statistics.

**無家可歸的難題。** (1) 了解美國街友的狀況 ([www.endhomelessnow.org](http://www.endhomelessnow.org)) (2) 透過街友聯絡處或是進行相關統計的政府官員了解你所屬的團體街友的情形。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)****等級3: 練習步驟 (設定目標、計畫問題解決步驟、練習技能)**

**The problem of hunger.** (1) Learn about hunger in the U.S. and worldwide. Visit websites like Bread for the World's ([www.bread.org](http://www.bread.org)) for fact sheets, links and other materials. (2) Investigate the incidence of hunger in your local community. Invite the director of a local food bank. (3) Participate in World Vision's 30-hour long fast that raises money for the hungry of the world. More information: <http://www.30hourfamine.org>

**飢餓的問題。**(1)了解世界與美國的飢餓問題，造訪如Bread for the World's([www.bread.org](http://www.bread.org))以取得說明書、聯結和其他資訊(2)調查你所在的國家飢餓的發生機率，並拜訪當地糧食銀行的主管(3)參加由世界展望會所舉辦、為世界上飢荒的國家募款的飢餓30活動

**The problem of poverty.** (1) Jigsaw. For information to use in a jigsaw, search on the web for "50 facts about poverty" "Myths and facts about poverty and welfare" or go to the Bread for the World website ([www.bread.org](http://www.bread.org)), or Kids can make a difference (<http://www.kids.maine.org/hunfa.htm>). (2) Simulation. For a simulation of poverty, use outline from <http://rj.org/nfty/nor/Programs/program18.html>. For pre and post tests of what students learn after lessons on poverty, see <http://www.arches.uga.edu/~norrisje/teenrisk/main/evaluation/>.

**貧窮的問題。**(1)拼圖法。尋找能用在拼圖裡的資訊，在網站上搜尋「關於貧窮的50個事實」、「關於貧窮和福利的迷思和事實」或者造訪Bread for the World的網站([www.bread.org](http://www.bread.org))、或孩子能創造不同(<http://www.kids.maine.org/hunfa.htm>)。(2)模擬。模擬貧窮，使用 <http://rj.org/nfty/nor/Programs/program18.html> 所提供的大綱。在學生學習關於貧窮的課程實施與前後測，可參考<http://www.arches.uga.edu/~norrisje/teenrisk/main/evaluation/>。

**Abstain.** Select something common to all the students that the poor do not have access to that the class agrees to abstain from for a period of time (e.g., a week). During the time and afterwards, reflect on what it was like.

**戒斷。**學生顯選擇一些很普遍但卻是窮人無法擁有的東西，在一段時間不使用這種物品（例如：一週）。在實施戒斷的期間和實施之後，反思一下這期間過得像什麼。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫, 解決問題)**

**Carry out a project to help the homeless.** Help the homeless (for 54 suggestions, see <http://www.earthsystems.org/ways/>). Among the suggestions are (1) Teach others about homelessness. (2) Collect toys for donations. (3) Raise money to donate. (4) Play with children at a shelter. (5) Prepare and give food. (6) Collect other needed items to donate (e.g., toiletries).

**執行一個幫助街友的計畫。**幫助街友（提供54個建議，參考<http://www.earthsystems.org/ways/>）這些建議提到：(1)教導其他人關於街友的事(2)收集可捐贈的玩具(3)募集捐贈的款項(4)和避難所的兒童一起遊戲(5)準備並給予食物(6)收集與捐贈必需物品 (例如:盥洗用品)

**Simulation of poverty.** Have older students participate in a simulation of poverty. For more information, see <http://www.ext.vt.edu/news/releases/111898/poverty.html>

**模擬貧窮。**讓年齡大一點的學生參與貧窮的模擬。參考<http://www.ext.vt.edu/news/releases/111898/poverty.html> 以取得更多資訊

**Raise money.** Kids can make a difference (<http://www.kids.maine.org/hunfa.htm>) outlines several ideas for raising money including holding a walk/ dance/read-a-thon, a student-faculty playoff, an art show, a costume ball, a justice-quilt raffle, poetry reading, a fast, an auction. Select one of these and carry it out.

**募款。**孩子能創造出不同（<http://www.kids.maine.org/hunfa.htm>）羅列出了一些關於募款的想法，包括健行／舞會／閱讀馬拉松，全體學生的對決、藝術展、化裝舞會、justice-quilt抽獎活動、讀詩、絕食或是拍賣。選擇其中一項並執行。

**Run an information campaign.** With the help of a local (volunteer) publicist or advertising executive, design a campaign to inform the public about one problem of the needy in the local community. This will require selection of a problem to highlight, discussion of possible messages, discussion of actions to recommend. The students should also give speeches, testify at local city council meetings, lobby for change.

**進行資訊競賽。**在當地法學專家（志工）或廣告經理的協助下，設計一個活動告訴大眾關於當地團體遭遇困難的人的問題。這將要求選擇需要著重的問題、討論、可能的訊息或推薦活動的討論。學生也應該在當地的市議會的會議或大廳演講以證明改變。

## 2. Acting Responsibly

### 負責任的行動

#### 2a. Acting Responsibly by Meeting Obligations

完成義務來表現負責

**LEVEL 1: Immersion in Examples & Opportunities** (See *big picture and basic patterns*)

等級1:融入於實例與機會中(參閱大架構與基本模式)

**What is an obligation?** Consider as a class the meaning of an “obligation.” Who determines what they are? What are the consequences of not meeting them?

什麼是義務?把一個班級視為一項「義務」?誰來決定它們是什麼?沒有完成這項義務的結果又是什麼?

**Finding obligations in the media.** Use film and television clips to demonstrate different types of obligations that characters do and do not demonstrate. (From *Teaching Character*)

媒體中的義務。使用電影或電視短片來呈現在品格中有表現或沒有表現出來的義務類型。(參考《品格教學》)

**Discuss obligations that parents have to their children.** Spend time in class, in small groups or as a whole, discussing the obligations and responsibilities that parents have for their children. Do those obligations change with age? (From *Teaching Character*)

探討父母對兒童的義務。在課堂中找時間進行小組或整個班級討論方式，討論父母對其兒童的義務與責任。那些義務是否隨著年齡而改變?(參考《品格教學》)

**Discuss obligations that children have to their parents and siblings.** Spend time in class, in a small group or as a whole, discussing the obligations that children have to their parents, and their siblings. (From *Teaching Character*) How do they change with age? What will we owe our elderly parents?

探討兒童對他們的父母和兄弟姊妹的義務。在課堂中找時間進行小組或整個班級討論方式，討論兒童對父母和兄弟姊妹的義務，是否隨著年齡而改變?對於年長的父母，有那些不可避免的義務?

**Obligations concerning the environment.** Bring in people representing different religious and cultural traditions to discuss their group’s view on what obligations they have to the environment.

有關於環境的義務。邀請不同宗教信仰與文化傳統的群體參與，探討他們對於環境義務的看法。

**Responsibilities at work.** Discuss with students how people demonstrate honesty within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

工作上的責任。與學生討論人們如何在不同的領域中，有誠實的表現(如:數學、生物課)或工作(如:警察工作、教學、職業足球)。實施的方式:(1)邀請各領域的專家到課堂上現身說法、(2)在新聞與大眾傳播媒體中找尋實例、(3)學生訪談專家、(4)讓學生做研究。

**What is responsibility?** According to J. Dominguez and V. Robin, in *Your money or your life*, responsibility is the “sense of how your life fits with your community and with the needs of the world” (p. 137) It means you are ‘able’ to ‘respond,’ which means you have choices about how to behave, and about what your limits are.

什麼是責任?根據J. Dominguez and V. Robin所撰寫的《你的金錢或你的生活》，責任是「意識到自己如何適應所屬的社群生活並且能回應世界的需要」(p. 136)，意即你有能力去回應，能夠選擇如何去表現，也知道自己的極限所在。

**What is sustainability?** Sustainability has to do with living in such a way that maintains the natural world for future generations and that allows all people a chance to live decently. According to J. Dominguez and V. Robin, in *Your money or your life*, a desire for sustainability comes from the understanding that humans rely on the natural world for all activities. (1) Have students investigate definitions and applications of sustainability.

(2) Invite a speaker from a sustainability group (see [www.sdgateway.net](http://www.sdgateway.net) or [http://www.webdirectory.com/Sustainable\\_Development/](http://www.webdirectory.com/Sustainable_Development/) for lists of organizations).

**什麼是永續性?** 永續性指的是一種可以維持自然界與人類永續共存的生活方式，讓未來的世代與人們有機會過著像樣的生活。根據J. Dominguez and V. Robin撰寫的《你的金錢或你的生活》，維護永續性的渴望，來自理解到人類活動與自然界息息相關。可以透過以下的方式幫助學生理解：(1)讓學生探究永續性的定義與生活中如何應用。(2)邀請講者成立永續性小組(以下的網址提供與永續發展相關的機構：[www.sdgateway.net](http://www.sdgateway.net) 或 [http://www.webdirectory.com/Sustainable\\_Development/](http://www.webdirectory.com/Sustainable_Development/) for lists of organizations).

### **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

等級2:注意於事實與技能(聚焦於細節與典型知識)

**What kinds of obligations do people have?** Have students interview their community elders (e.g., parents) about the obligations they have in general (as human beings) and in particular (as workers, parents, citizens). Put all the information gathered into a class chart.

**人們有什麼義務?** 讓學生訪談社區中的長輩(如:父母)，詢問他們對於(人)的義務的看法?及身為公司的員工、為父母、為公民分別有什麼義務?之後，將訪談的內容整理到班級討論內容中。

**Obligations to others.** Have the class brainstorm a list of all of their obligations to others at home and at school. Are some more important than others? Do different people have different obligations? Why?

**對他人的義務。** 讓班級學生集思廣益，條列出對他人在家中、在學校的義務。這些義務中，是否有輕重之分? 是否不同的人有不同的義務?為什麼?

**Mapping responsibilities.** Students diagram all the responsibilities they have to others, including chores at home, taking care of pets, homework, etc. Have each student rate him or herself on their effectiveness at meeting these responsibilities.

**繪製責任圖。** 學生繪製圖表，列出所有對他人的責任，包含家事、照顧寵物、完成作業...等。讓每位學生自行評量他(她)在這些責任中的成效。

**Brainstorm responsibilities for homework.** Brainstorm with the class ways to demonstrate responsibility for schoolwork. Have each student identify one area of responsibility they will work on.

**對功課腦力激盪的責任。** 與班級學生討論思考如何證明對功課的責任感。讓每一位學生負責一項責任區塊。

**Obligations associated with group membership.** Discuss what happens when a person doesn't meet their obligations. For example, (1) someone makes the entire group late for an event. (2) Someone doesn't follow through on finishing their part of a project. (3) Someone forgets to bring something important to a party. How do they feel about that person? Ask students to provide examples of when this has happened. (From *Teaching Character*) (參考《品格教學》)

**與小組互動的義務。** 討論當個人如果沒有完成義務時應該怎麼處理?例如:(1)一位組員造成整個組遲到參與某活動。(2)有人沒有確實完成他計畫中所負責的部分。(3)有人忘記帶重要的物品去參加派對。組員們會對未妥善盡義務的組員有怎樣的感受?讓學生舉例討論當上述的情況發生時他們的反應會如何?

### **Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

等級3:練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Fulfilling obligations.** After identifying their responsibilities to others (above), students rate themselves on how well they are meeting their obligations. If they are having trouble, suggest ways to manage their obligations (e.g., keeping a calendar or notebook).

**完成義務。** 在確認上述情境對其他人的責任後，學生自行評量他們如何完成自己的義務。如果學生有困難時，提供建議來幫助他們達成義務。(如: 安排進度或使用筆記本)

**Identifying family/school obligations.** Identify the obligations students have compared with other persons they live with, such as siblings. Does the baby of the family have the same responsibilities? Why or why not? (From *Teaching Character*)

**確認家庭/學校義務。** 確認學生的義務，比較學生與其他家庭成員的義務，例如他們的兄弟姐妹。家中的小嬰兒是否與他們有相同的責任？如果是，為什麼？如果不是，又為什麼？

**Organize school responsibilities.** Give students time (perhaps weekly) to organize their notebooks, folders, and day planners in order to better facilitate meeting obligations. Take time to discuss and determine ways to maintain order of materials and responsibilities. **Assess** by reviewing each student's materials.

**安排學校責任。** 給學生時間(如每週)管理他們的筆記本、資料夾、每日計畫表，用以幫助學生達成他們的義務。利用時間與學生討論並且決定方法來有幫助學生有效管理資料與責任。檢視每位學生的資料來了解執行的狀況。

**Consequences.** Students write skits that teach a lesson about fulfilling one's moral obligation to another and act it out. The skit should include issues related to the repercussions for not following through with an obligation (e.g., a promise or helping someone). These can be presented to a school assembly or to a younger student classroom.

**結果呈現。** 學生寫短劇並且透過短劇演出，教導他人如何達成自己的道德義務(如:承諾幫助他人)。這樣短劇的方式，可以在學校的集會中演出，或是在學弟妹的班級演出。

#### **Level 4: Integrate Knowledge and Procedures (*Execute plans, Solve problems*)**

##### **等級4: 結合知識與步驟(執行計畫，解決問題)**

**Take on a new responsibility.** Encourage each student to take on a new responsibility at home, such as cooking dinner one night or taking care of a younger brother or sister or a neighbor's child for an hour. **Assess** by having them write a paragraph about their experience and the responsibilities involved and how taking responsibility makes them feel.

**承擔新的責任。** 鼓勵每位學生在家中承擔一項新的責任，如:在家中負責煮一頓晚餐、幫忙照顧弟弟、妹妹或鄰居的小孩一小時。讓學生寫一個小段落來描述自己在這個承擔的責任經驗中，有怎樣的感受。

**Guided social action.** After determining what citizens are responsible for in their communities, have students identify an action that they should take within the community. Have the students devise a plan of action in collaboration with community members, making sure all obligations to all people are being considered. Then implement the plan, and evaluate the success of the implementation (for more details, see *Kids Guide to Social Action*, Lewis, 1998). A critical feature is that the students need to feel ownership of the social action.

**指導性的社會行動。** 在確定了公民應該對社區有什麼責任後，讓學生確認他們在社區中可以實際行動。讓學生與社區成員一起設計一項行動計畫，確認所有人的義務都被考量進去。之後，執行計畫，評鑑計畫執行的成效。(更多的細節，參閱*Kids Guide to Social Action*, Lewis, 1998)。這項計畫的關鍵在於：學生感受到社會行動的所有權。

## **2b. Acting Responsibly by Being a Good Steward**

### **當一個好管理人來表現負責**

#### **LEVEL 1: Immersion in Examples & Opportunities (*See big picture and basic patterns*)**

##### **等級1:融入於實例與機會中(參閱大架構與基本模式)**

**Examples of stewardship.** Present students with examples of people (readings, video) who describe their stewardship and what they think about stewardship. Notice what motivates their stewardship and how they define it.

**管理的例子。** 透過閱讀或影片方式，呈現給學生有關人們如何描述他們的管理以及對管理的想法。注意這些例子中，那些原因促動他們的管理，他們又如何定義管理。

**Examine local stewardship.** How do local groups and traditions practice stewardship? Students interview representatives of local groups about this. **Assess** by writing up the interviews in report form.

**檢視地方性的管理。**地方團體與傳統如何實施管理? 學生可透過訪談地方團體的代表來了解。透過訪談報告來加以評估。

**Limits of resources.** Discuss the limits of all resources (ecological, social capital, personal energy, time—hours in the day) and how people are always making choices (usually not consciously).

**資源的限制。**討論各方面資源的限制(經濟上、社會資本、個人精力、時間—每天可運用時間)以及人們如何做決定

**History of stewardship.** How have groups practiced stewardship? Have your students break up into groups and choose and present on a particular group that has shown stewardship, e.g., the Sierra Club, the World Wildlife Fund, etc. **Assess** with group presentations.

**管理的歷史。**小組如何實施管理?將學生分組並且選擇扮演某個管理團體。例如:山嶽協會、世界自然基金會…等。透過小組報告評估結果。

**Stewardship at work.** Discuss with students how people demonstrate honesty within different areas of study (e.g., mathematics, biology) or work (e.g., police work, teaching, professional football) by (1) Inviting a member of the profession to speak to the class on this topic; (2) finding examples in news and media; (3) having students interview a professional; (4) having students conduct research.

**工作上的管理。**與學生討論人們如何在不同的領域中誠實的表現(如:在數學課、生物課)或工作(如:警察工作、教學、職業足球)。實施的方式: (1)邀請各領域的專家到課堂上現身說法、(2)在新聞與大眾傳播媒體中找尋實例、(3)學生訪談專家、(4)讓學生做研究。

**What is property?** Discuss the Western notion of property. (a) Private Property: What can be owned? Who owns what? What do people do with what they own? Can they do anything they want with their own property? Point out in how owning property, one feels more invested in it and concerned for its welfare. (b) Public Property: Why are some things considered public property? What does that mean? What obligations do we each have for public property and why?

**什麼是財產?**討論西方概念的財產。(a)私人財產:我們可以擁有什麼?誰可以擁有什麼?人們如何處理他們所擁有的財產?他們可以對自己的私人財產做任何的處置嗎?為何有些東西被認為是公有財產?那代表什麼?我們每個人對公有財產有什麼義務, 為什麼?

## **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

**等級2:注意於事實與技能(聚焦於細節與典型知識)**

**Brainstorming exercise on stewardship.** After defining what stewardship is, have the students brainstorm about different ways that they themselves have shown good stewardship. How have people whom they know shown good stewardship?

**對管理的腦力激盪。**在定義何謂管理後,讓學生腦力激盪他們曾經用哪些不同的方式表現好的管理。有哪些他們認識的人表現出好的管理?

**Assessing resource availability.** Find examples of ways that people budget their resource use. What are some effective ways that the students budget their own resources?

**估算可運用資源。**搜尋人們如何安排他們所擁有資源的例子。哪些是學生安排他們所擁有資源有效的方法?

**Create a poster demonstrating stewardship.** Have students work in groups to create posters demonstrating stewardship. **Assess** by observing participation and quality of the poster.

**海報製作來表現管理。**透過小組方式,製作海報來表現管理。依據學生參與狀況與海報的品質來評估表現。

**Pursuing good health as stewardship.** Brainstorm with the class about how caring for one's body, appearance, and overall good health are related to good stewardship. What are some of the benefits that one might experience from such pursuits?

追求健康是為好的管理。與全班學生腦力激盪，討論如何對自己的身體、外表及整體健康有好的照護，都視為好的管理。對身體健康有好的管理，會帶來哪些好處呢？

**Discussion of respecting other people's property.** Ask students what it means to respect other people's property. How do they feel when someone messes with their stuff? (From *Teaching Character*)

尊重他人財產的討論。問學生：什麼是對他人財產的尊重？當有人弄亂了他們的東西，他們的感受會如何？

**Level 3: Practice Procedures** (*Set goals, Plan steps of problem solving, Practice skills*)

等級3: 練習步驟 (設定目標、計畫問題解決步驟、練習技能)

**Write letters of thanks to those who show good stewardship locally.** Have the students write letters to the local groups and clubs that have shown admirable stewardship in their group's activities. Include in the letter the ways in which the groups' stewardship has helped the class and the community.

寫感謝信感謝當地良好管理的人。讓學生寫信給當地對其社團和俱樂部活動有良好管理的社團組織。在信中提及該社團的管理如何幫助學校及社區。

**Planning stewardship.** After finding out about their own stewardship (based on above Level 2 activity "Brainstorming exercise on stewardship"), students make a plan for improvement. **Assess** with write-up of self-assessment and improvement plan.

計畫管理事務。根據等級2活動一對管理的腦力激盪，學生找出他們擁有的管理事務。學生訂定改善計畫，透過撰寫個人評估與提升計畫來評估成效。

**Self-assessment on resource use.** Students keep a record of how much of the following they use in one week: water, heat, electricity, foods, transportation, etc. Students come together and graph their usage of each resource.

對於資源使用的自我評估。學生針對以下的資源使用狀況：水、暖氣、電、食物、交通工具……等作紀錄。學生繪製圖表，紀錄每項資源的使用情況。

**Advantages of being good stewards.** Ask students to identify the advantages of being good stewards. How do they and others benefit? (From *Teaching Character*)

當好管理人的優點。要求學生辨別出當好管理人的優點。好管理人自己及他人會有何優勢？(參考《品格教學》)

**Creating plans for respecting property.** Students create a plan together for respecting school property. Whether it be through a poster campaign, or patrolling, or "town-meetings," the class should lay out a detailed plan to implement their objectives.

為尊重財產建立計畫。學生共同建立尊重校園財產的計畫。呈現的方式可以透過海報競賽、校園巡邏或城鎮會議。班級要列出執行的細節與他們的目標。

**Invite a local expert.** Have the students invite and host a local expert(s) on stewardship in a particular domain, e.g., energy conservation expert, recycling commissioner, etc. Ask the local expert to help the class develop a plan for stewardship (for the class, the school, personally). Invite the expert back in several months to hear reports about how the plan implementation has progressed.

邀請地方上的專家。讓學生邀請地方專家並主持活動，分享專家在某項領域的管理表現，如：能源保護專家、資源回收部門長官…等。請求地方專家幫助班級建立管理計畫(為整個班級、學校、個人)。幾個月後，邀請該專家回學校聆聽管理計畫執行的進度並給予意見。

**Self-assessment.** (1) Students interview community members or elders with questions listed below. Or (2) Students answer the questions themselves. Sample questions: (a) How are you a good steward of your gifts and talents? (b) How well do you take care of yourself physically, mentally/emotionally, spiritually? (c) How are you a good steward of our land? The earth? (d) How are you a good steward of the place you work or go to school? (e) How are you a good steward of the place you live? (3) Make plans to be a good steward and carry them out.

**自我評量。**(1)學生訪談社區成員或長輩，詢問以下問題。或者(2)學生自行回答下列問題。題目範例:(a)你自己是否為一個好管理人，妥善管理你的天賦與才能? (b)你如何有效照顧自己身、心、靈的健康? (c)你如何對我們的土地、地球，做一位好管理人? (d)你如何在你的工作場域或學校，做一位好管理人? (e)你如何在所居住的地方，做一位好管理人? (3)建立當一位好管理人的計畫並且執行計畫

**Stewardship in a particular domain.** Invite a representative from a particular line of work (e.g., farming, manufacturing, labor, management, social service) and ask them questions like these (send the questions ahead of time): (a) How is your business or line of work a good steward of our land, of our people, of our planet? (b) What steps do you take to maintain a healthy planet, a healthy neighborhood?

**在特定領域的管理。**邀請不同領域的代表(如:農耕、工業、勞工、管理、社會服務)並且請教他們問題(提早將問題寄出):(a)你的生意或工作，對於我們的土地、人民、行星來說，如何是一個好管理人? (b)哪些步驟是你所採取的，用來維護健康的行星、一個健康的鄰里?

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫，解決問題)**

**Resource budgeting.** Using information from their self assessment (developed in above Level 3 activity “Self-assessment”) on resource usage, have students budget themselves on resources usage. The class or group can decide together on limits. **Assess** by having students keep track for a week and report to their group and class.

**資源估算。**使用學生自我評量的資訊(上述等級3的自我評量)，讓學生估算自己在資源的使用。班級或小組可以共同決定他們的使用限制。學生固定記錄每週的資源使用，於小組或班級中報告，作為評量標準。

**Implement an action plan for a healthy lifestyle.** Have the students create an exhaustive action plan for good health. Include things such as diet, exercise, appearance, time management, etc. Ask them to implement their action plan for one week and report back to the class about their success and the benefits of it. Good Steward

**為了健康的生活方式執行一項行動計畫。**讓學生為健康，建立一個內容詳盡的行動計畫。內容包含:飲食計畫、運動、外表、時間管理…等等。要求學生實際執行計畫一週，並在班上報告實施成效與執行的優點。成為好的管理員。

**Group stewardship of the environment.** Students participate in a local group that advocates environmental stewardship (e.g., recycling, roadside clean-up, etc). Consider participating in the “Care for a Highway” program where a club or organization agrees to keep a stretch of highway clean for a period of time.

**環境的團體管理。**學生參與地方上推動環境管理的團體(如:資源回收、道路清理…等等)。考慮參與「關心高速公路活動」，團體或組織同意參與「淨路」活動一段時間。

**I respect property.** Students implement the plan a plan for respecting school property in the Level 3 activity “Creating plans for respecting property.” Whether it be through a poster campaign, or patrolling, or “town meetings,” the class should implement the detailed plan for the benefit of the entire school community. Assess with a report on implemented plan.

**我尊重財產。**學生執行等級3中尊重校學財的計畫。不論是透過海報競賽、校園巡邏或是城鎮會議，班級必須為學校社區的益處，徹底執行計畫。透過學生的執行報告來評估成效。

## **2c. Acting Responsibly by Being a Global Citizen**

### **當一個世界公民來表現負責**

**LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

**等級1: 融入於實例與機會中(參閱大架構與基本模式)**

**Documents of global significance.** Have students read one or more of the following documents: United Nations Declaration of Human Rights; United Nations Declaration of the Rights of the Child; Kyoto Global Warming agreement; Nuclear Arms Test Ban Treaty. Have them gather more information from the web or

library and report on it. If possible, invite experts into class to answer questions about the document and its impact.

**全世界重要性的資料。**讓學生讀一項或一項以上的下述資料:聯合國人權聲明;聯合國兒童人權說明;京都全球暖化議定書;核子武器測試禁令。讓學生在網路上或圖書館收集更多的相關資料並且報告。如果可能的話,邀請相關領域的專家到課堂上回答關於這些資料的問題及它們對全球的影響。

**Understanding national citizenship around the world.** Conduct research on citizenship in other countries (selected by student or teacher). Report on similarities and differences with U.S. citizenship. Discuss why it might be important to understand the differences in various nations' understanding of citizenship.

**了解不同國家的公民權利與義務。執行有關不同國家公民權利與義務的研究**(研究的國家由學生或老師選擇)。報告不同的國家在公民的權利義務上,與美國公民有哪些異同。討論與了解為何不同國家的公民權有其重要性。

**Consider the “global thinkers” in your life.** Have each student make a list of the “global thinkers” in their lives. (Global thinkers are people who think about being a global citizen, who are concerned for people who live in other countries or for future generations, and who think about their impact on the future of the world.) In what ways are they global thinkers? How do they stretch us to see the world, and our relationship to it, in a different way? What other qualities do they have? **Assess** by having the students report on the best global thinker he or she knows.

**在生活中思考「全球化的思考者」。**讓每位學生列出一張全球化思考者的清單。(全球化思考者指的是想成為一位世界公民的人,他們關心不同國家的人、也關心未來的世代,他們思考自己對世界的未來可能造成的影響。)在哪個方面,他們是全球化的思考者?他們如何影響我們去看見世界,還有我們與世界的關係?他們有那些特質?透過學生報告他們所認識的最佳全球化思考者,來評估成效。

## **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

**等級2:注意於事實與技能(聚焦於細節與典型知識)**

**Historical examples of global citizenship.** Ask the students to brainstorm about those in history who might be considered global citizens and why. Consider those who have impacted the world for good, such as inventors, peacemakers, religious leaders, etc.

**世界公民權利義務歷史上的例子。**讓學生腦力激盪,思考在歷史上有那些人可視為世界公民,為什麼?思考那些對整個世界有貢獻的人,如:發明家、和平家、宗教領袖…等等。

**Current examples of global citizens.** Ask students to (a) define what they think global citizenship means, (b) explain the behavior of one who might be described as a global citizen, (c) what might the students do to be better global citizens?

**當代有關世界公民的例子。**要求學生(a)定義何謂世界公民?(b)描述世界公民會有的行為,(c)學生可以怎麼做來成為更好的世界公民?

**Highlight global citizens.** Share with the class how people like Jimmy Carter and Mother Teresa of Calcutta have been, through their work and their lives, global citizens. (You can find stories about such people in numerous books at your library.)

**強調世界公民。**與學生討論獲得諾貝爾和平獎的美國總統吉米·卡特、加爾各答的德瑞莎修女,他們的一生中,如何在工作與生活上,當好世界公民。(你可以在圖書館中找到很多這類偉人的故事)

**Ethical role model.** Students are encouraged to be in contact with an ethical role model who is generous to others on a regular basis. Optimally, this ethical role model would be similar in many respects to the students (age, gender), yet have higher status (is considered “cool”) and perform actions in situations that are similar to the ones the students face. **Assess** by having students write up their interviews and present them to the class.

**倫理上的楷模。**鼓勵學生與生活中樂於助人的倫理楷模保持固定的聯繫。最理想的情況是，這位倫理楷模與學生的特質相似(如年齡與性別相仿)，但是有較高的地位(被認為很酷)，而且也常遇到學生所面臨的問題。透過學生撰寫訪談並向班上同學報告來評估學習。

**What can you do at school?** Brainstorm a list of ways in which the students could demonstrate global citizenship at school. Point out that global citizenship can be exercised right at home and that things we do everyday (e.g., recycle, be informed about world conflicts, write our government representatives, etc.) can potentially effect the wider world community. **Assess** by having students compose a personal list of ways they are already good global citizens.

**在學校你可以怎麼做?**讓學生腦力激盪，列出學生可以在學校怎麼做，來表現世界公民權利義務。指出世界公民權利義務可以透過日常生活中我們可以做的事情來表現。(如:資源回收、了解世界衝突、寫信給政府官員…等等。)這些事都可能對我們的世界有很大的影響。讓學生列出個人清單，舉出他們已經做了哪些事情來說明自己是好的世界公民。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

**等級3: 練習步驟** (設定目標、計畫問題解決步驟、練習技能)

**World awareness activities.** Build awareness of world problems with activities such as “Hunger: A World View” (Center for Learning, 1997) an activities-based lesson about world hunger meant to raise awareness about the problem of world hunger and how one can help. The class should follow through with one of the ideas and help. **Assess** by having students choose an activity and write up how they could tackle it.

**世界覺知活動。**透過活動來建立對於世界問題的覺知，如:「飢餓:世界觀點」(《學習中心》，1997)，透過活動為主體的課程，幫助學生覺知到世界飢餓的問題，身為世界的一份子，可以如何協助解決問題。全班可以依循一系列的方法來參與問題解決。讓學生選擇一個活動並且寫出他們可以如何解決問題的方式，來評估學習。

**Invite international organizations that have a global impact.** Invite someone from an international organization such as the United Way, the Red Cross, the International Monetary Fund, or another such organization to speak to the class about what they do and how they are funded. Ask the speaker to talk about the importance of their work and the impact it has on the people they serve. **Assess** with reports on what they heard and how they could help.

**邀請有世界性影響力的國際組織。**邀請國際組織的成員到班上向學生分享它們在做哪些事，最初又是如何成立。國際組織如:聯合勸募、紅十字會、國際貨幣基金組織…等等。讓邀請的組織成員說明他們組織工作的重要性，對於他們所幫助的人，有什麼樣的影響。透過學生報告來評估他們所聽見的內容以及他們可以如何協助。

**Investigate an international organization.** Identify an international organization that provides services throughout the world and write a report on this group. What goods or services does it provide? Where does it get funding? For whom might such an organization be particularly important? **Assess** with report.

**研究一個國際組織。**鑑定一個國際組織，討論它們如何對世界提供服務，並且撰寫報告來說明該組織。這組織提供哪些服務?對世界有什麼幫助?組織從何處取得贊助?這組織對那些人而言，特別重要?透過報告來評估學習。

**Self-assessment.** Policy experts have identified the public virtues and values that a global citizen should have in the 21<sup>st</sup> century. It is anticipated that if people around the world do not develop these characteristics, there will be more wars and threats of war. The experts agreed on the following characteristics, in descending order of importance.

**自我評量。**政策專家已確認21世紀世界公民應擁有的公眾道德與價值。如果世人沒有建立這些特質，將可能引發更多的戰爭或戰爭的威脅。專家們同意以下的人格特質極為重要，以下依據其重要性，遞減排列:

1. Approaches problems as member of a global society
2. Works cooperatively with others and takes responsibility for one's roles

and responsibilities in society

3. Understands, accepts, and tolerates cultural differences
4. Thinks in a critical and systematic way
5. Resolves conflict in a non-violent manner
6. Adopts a way of life that protects the environment
7. Respects and defends human rights
8. Participates in public life at all levels of civic discourse
9. Makes full use of information-based technologies

- 1.以國際社會成員的身分來處理問題
- 2.與他人互助合作並且承擔自我責任與社會責任
- 3.理解、接受並且容忍文化差異
- 4.批判並且系統化的思考
- 5.以非暴力的方式解決衝突
- 6.採取對環境友善的方式生活
- 7.尊重並維護人權
- 8.參與各層級的公眾事務
- 9.最大程度的使用資訊科技能力

(1) Have students interview community leaders about these characteristics: do they think they are important? Do they see them in the citizenry? How are they promoting them? (2) Find examples of other communities success at fostering these characteristics. (3) How can the class and school foster these characteristics?

(1)讓學生訪談社區領導人，詢問以上的人格特質：他們是否認為這些特質很重要？他們是否在市民中看見這些特質？他們要如何推廣這些特質的建立？

(2)找尋其他社區中成功推動這些特質的例子。(3)班級跟學校可以如何推動這些特質？

**Being a global citizen at work.** Have students interview adults from different professions and lines of work about the list of citizenship characteristics. Do they following these recommendations? Why or why not? Have students report on their findings.

在職場上當一位世界公民。讓學生訪談不同專業領域的成人，詢問關於公民人格特質的問題。他們是否有遵循上述的建議？為什麼？讓學生報告他們的發現。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

等級4: 結合知識與步驟(執行計畫，解決問題)

**Adopt a child/family.** Ask your students if they would like to adopt a child in another country. Figure out what it would cost to do this and make sure that your students are willing to bring in the money. Have the students write a letter to the child. Alternatively, you could ask the students to adopt a needy family for the holiday. Have the class talk about what they want to provide for that family and divide up the responsibilities. (You might wish to make sure that the needy family does not have children at your school.) (From *Teaching Character*)

領養小孩/家庭。詢問你的學生，他們是否會想領養來自不同國家的小孩。了解這麼做要付出的代價並且確認你的學生願意付出這樣的錢。讓學生寫一封信給他們想領養的小孩。或者，你可以讓你的學生領養一個有需要的家庭過節。讓學生談談他們會如何協助這個有需要的家庭，並且進行責任分配。(你可能需要確認這個有需要協助的家庭並沒有小孩就讀你任教的學校)。(參考《品格教學》)

**Be a global citizen!** Choose a way to exercise global citizenship and do it! Whether it be something that the student does regularly, or something that they've taken on anew, at the end of a week have the students report to the class on what they've done, e.g., recycling, study of global conflicts/issues, wrote letters to government representatives about issues of concern.

**成為一位世界公民。**選擇一個練習成為世界公民的方法並且執行它。不論是學生平時已習慣做的事，或是嘗試新的行動，在一週結束後，讓學生在班上報告，他們做了什麼事情讓自己練習成為世界公民。如：資源回收、了解全球化衝突/議題、寫信給政府代表談論他們所關心的議題。

**Voluntary simplicity for a day.** Have students read about voluntary simplicity or invite to class a local community member who voluntarily lives simply. Ask them to describe what this means. Have each student identify one area where he or she can simplify his or her life. Have them practice simplifying for a period of time, and report on their progress.

**自願過簡樸的生活一日。**讓學生閱讀有關自願簡樸生活的文章或邀請社區中自願過簡樸生活的成員，到課堂上分享。詢問他們簡樸生活的意義？讓學生定義在他們生活中的那個部分，他們可以過的簡樸。讓學生練習過一段時間的簡樸生活，之後，在班上同學報告他們的進展。

### 3. Valuing Traditions and Institutions

#### 重視傳統與習俗

#### 3a. Valuing Traditions by Identifying Them

##### 透過認同傳統來重視傳統

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

等級1: 融入於實例與機會中(參閱大架構與基本模式)

**Community traditions.** Have students interview local community leaders to find out about the traditional ways of organizing the neighborhood(s), fostering change, supporting neighbors, helping the less fortunate, etc.

社區傳統。讓學生訪談社區領導人有那些傳統存在於社區鄰里中，促進改變，鄰居互助，幫助弱勢…等方面。

**Holiday traditions.** Have the students find out about local holiday traditions. For example, what do people do to celebrate the 4<sup>th</sup> of July? What are some of the varying family customs around the celebration of Christmas, Hanukah, or Ramadan? Why might traditions differ among families? Why do they become important?

節日傳統。讓學生找出當地的節日傳統。例如:國慶日人們如何慶祝?家庭在慶祝聖誕節、猶太光明或回教齋戒月時，有什麼傳統?這些節日的傳統與家族的風俗有什麼不同?為何它們變得很重要?

**The successful marriage.** Interview a couple who have been married for more than ten years. Ask them what characteristics they think are important in helping them stay together. **Assess** with a report on your interview. (From *Teaching Character*)

成功的婚姻。訪談一對結婚超過十年的夫妻，詢問他們哪些特質對於維繫彼此的關係特別重要。透過學生的報告來檢視學習成效。(參考《品格教學》)

**Respect for my culture.** Students interview elders in their communities about the community's customs and traditions. How do they honor the traditions and customs? How do people of different age groups honor them? What are the benefits of these traditions and customs? Students report on their findings.

尊重我的文化。學生訪談社區的長者來了解社區的風俗與傳統。他們如何尊重這些傳統與風俗?不同年齡的群體如何尊重這些傳統與風俗?這些傳統與風俗有什麼優勢?學生報告他們的發現。

**Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

等級2:注意於事實與技能(聚焦於細節與典型知識)

students find out about local customs, e.g. holiday parades, annual school events, local cultural festivals, etc. Why are they important for the community? For whom might they have particular importance? (From *Teaching Character*)

學生找出當地的風俗，例如:節日遊行、年度學校活動、當地文化嘉年華…等等。為什麼這些活動對社區具有重要性?對誰而言，這些活動可能特別重要?(參考《品格教學》)

**Valuing family.** Research your family name by interviewing family members or using other resources. See if you can find out its origin and meaning. **Assess** with a report summarizing what you found.

重視家庭。透過訪談家族成員或使用其他資源來研究家族的名字。是否可以透過這樣的研究，找尋出家族名字的緣由與意義。

**Investigate traditions.** Have the students investigate the roots of various traditions, e.g., wedding rituals, holiday customs, family traditions, etc. Encourage a conversation about the importance of these traditions.

**Assess** by having the students report on what they've learned.

調查傳統。讓學生調查多項傳統的根源。如:結婚儀式、節日風俗、家庭傳統…等等。鼓勵討論關於這些傳統的重要性。讓學生報告來了解他們學到了什麼。

**Level 3: Practice Procedures** (Set goals, Plan steps of problem solving, Practice skills)

等級3:練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Involvement in community traditions.** After interviewing local community leaders to find out about the traditional ways of organizing the neighborhood(s), fostering change, supporting neighbors, helping the less fortunate, etc., have the students investigate how they can get involved in such organizations.

**參與社區的傳統。**學生訪談社區領導人後，讓學生訪談社區領導人有那些傳統存在於社區鄰里中，促進改變，鄰居互助，幫助弱勢…等方面。讓學生調查他們可以如何參與在這些組織中。

**Practicing a tradition.** Students select a tradition in which they would like to get involved, e.g., attending the meeting of a social club or order, participating in an Irish dance class, cooking an ethnic specialty, etc. Have them report back to class on their experience.

**實踐一項傳統。**學生選擇一項他們想參與其中的傳統，如：參與社福團體的會議、參與一個愛爾蘭舞蹈班、煮一道文化特色菜…等等。讓學生向全班回報他們參與的經驗。

**Trying different traditions.** Students identify a tradition outside their own and participate. Have them interview those who continue the tradition. Have them report back to the class on their experience and on the importance of the particular tradition to those who continue to honor it.

**嘗試不同的傳統。**學生識別一項與自己不同的傳統並且嘗試參與。讓學生訪談那些延續該傳統的人。學生向全班報告他們的經驗並且說明那些傳統對於在實施它們的人來說，有什麼重要性。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫，解決問題)**

**Leading a tradition.** Have the students take charge of an old tradition in the school or neighborhood. Have them investigate its importance before taking it on, and then put them in charge of conducting it for a period of time. Encourage them to reflect on why people might value this particular tradition.

**領導一項傳統。**讓學生在學校或鄰里中，負責一項傳統。讓學生先了解這項傳統的重要性，之後再讓學生負責這項傳統一段時間。鼓勵學生反思為何人們重視這項特別的傳統。

**Adapting a tradition.** Encourage the students to investigate traditions of other cultures and societies and adapt it for a classroom or school activity. Have a group or the whole class be the planning team and include in the event as many educational elements as possible. Invite those who are of that culture, or who have been helpful in educating the students about the particular tradition, to the event.

**適用一項傳統。**鼓勵學生研究其他文化與社會的傳統，選擇一項傳統並適用於課堂或學校活動中。讓一組學生或全班作為計畫團隊，並且在活動中包含教育的元素。邀請該文化的代表或是對於教育學生該文化有幫助的人，一同參與活動。

### **3b. Valuing Institutions by Understanding Social Structures**

#### **了解社會組織來重視公共團體**

**LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

**等級1: 融入於實例與機會中(參閱大架構與基本模式)**

**Taking a look at non-profit organizations.** Students interview or correspond with leaders in non-profit groups to find out how they accomplish their goals. How do they view their work in terms of constitutionality? How do they benefit society?

**檢視非營利組織。**學生訪談或是與非營利組織的領導人聯繫，了解他們如何達成目標。他們如何看待他們工作的合法性?他們的工作如何有益於社會?

**International structures.** Divide the class into groups and have each group research the role and structures of international groups such as UNESCO, the United Nations, UNICEF, etc. What is the mission of each group? How does each benefit society?

**國際組織。**將全班分為幾個小組，讓每一個小組研究一個國際組織所扮演的角色與它的架構。國際組織例如：聯合國教科文組織、聯合國、聯合國兒童基金會…等。每一個組織的任務是什麼?它們如何有利於社會?

**Social structures in action.** Visit a social institution such as a hospital, a police station, a traffic control center, or a city council meeting. Students keep notes on what benefits the institution bring to the citizens and later discuss the experience. **Assess** with an essay after the discussion.

**社會組織的行動。**參訪一個社會組織，如：醫院、派出所、交通管制中心或市政會議。學生記錄那些組織對市民有哪些益處，之後，學生互享討論。透過討論後學生的作文來檢視學習成效。

**Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

**等級2:注意於事實與技能(聚焦於細節與典型知識)**

**Classroom discussion about social structures.** Facilitate a classroom discussion to answer the following questions: What are social structures? Which of them do you participate in, either actively or passively? How do they benefit society?

**班級討論—討論社會組織。**促進課堂討論來回答以下的問題：什麼是社會組織？下面哪一些活動你主動、或被動的參與？他們如何有益於社會。

**Consider a world.** Encourage the class to consider a world where we did not value and sustain social structures. What would it mean for society? Who would lead? Who would follow? Lead the discussion toward a greater appreciation of social structures and their contribution to the common good and social order.

**細想一個世界。**鼓勵學生思考：一個不重視也不維繫社會組織的世界？那對社會來說代表什麼？誰會領導這個世界？誰又會跟從？帶領討論，讓學生思考一個重視社會組織與社會組織對大眾利益的幫助如何有利與社會秩序。

**Understanding the responsibilities of citizenship.** Have students write an essay on what responsibilities they have as citizens of the U.S. This is a free country, but can you do anything you want? Why not? **Assess** by essay. (From *Teaching Character*)

**了解公民的責任。**讓學生寫文章，討論身為美國公民有什麼責任？美國是一個自由的國家，但是你可以做所有你想做的事嗎？透過學生的作文了解學習情況。(參考《品格教學》)

**Team work as a component of effective social structures.** Have students work as a team on a project and then lead a discussion on the following questions. How does one's experience on a sports team teach one about effective teamwork in a club or organization? What elements of a successful athletic team might inform and enhance the effectiveness of a social club or group?

**團隊活動是為有效社會組織的構成要素。**讓學生共同完成一個小組計畫。之後，帶領討論以下問題：一個人參與運動團隊的經驗，如何教導他有效的團隊活動或組織？哪些是運動團隊該有的成功要素？那些要素能提升社會團體的效率？

**Investigate community organizations.** Ask each student to investigate a particular community organization, whether local, regional, national or international. Encourage each student to speak to a member of the group, or if not possible, to research the group on the internet or elsewhere. **Assess** by report to the class.

**檢視社區組織。**要求每位學生研究一個特定的組織，地方性的、區域性的、全國性的或國際性的組織。鼓勵每位學生與所研究組織的成員對話；如果實際的對話在執行上有困難，也可以透過網路資料來了解該組織。透過向全班報告來了解學習成效。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

**等級3:練習步驟(設定目標、計畫問題解決步驟、練習技能)**

**Participating in community organizations.** Students select a group and become a student or honorary member. The group could be international, national, regional, local non-profit or government related. Students identify how these groups work on the inside. **Assess** with report to the class.

**參與社區組織。**學生選擇成為一個組織的成員。這個組織可以是國際性的、全國性的、區域性的或地區性的非營利組織或政府相關單位。學生認識這些組織內部如何運作。之後，向全班報告參與狀況。

**Visit the local City Hall or government building.** Conduct a class activity that visits the local city hall. Have the students arrange a meeting with a city official at that time, i.e., the mayor, city administrator, local ward supervisor, etc. Ask the official to speak about the importance of social structures/organizations for the common good.

**參訪地區的市政廳或政府辦公大樓。**設定一項班級活動拜訪市政廳。讓學生與市政廳官員約定參訪時間並且拜訪一位官員，如：市長、市府行政人員、社區督導…等等。詢問市政官員社會組織的重要性以及社會組織對大眾權益的貢獻。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫，解決問題)**

**Create a mock social organization.** Have the students create their own activist social organization to address a particular local need, e.g., conservation, homelessness, public safety, etc. Encourage them to mobilize forces to address the concern, and then to act on the results of the meetings. Assess by reporting back on results of efforts. (Note: As a long-term project, this could facilitate opportunities for many other activities or cross-disciplinary learning.)

**建立一個模擬的社會組織。**針對當地的需求，讓學生成立它們主導的模擬社會組織。如：自然資源保護、街友、公共安全…等等。鼓勵學生動員來引起社會關注，並且實際行動改變。透過報告來檢視成效。(備註：這樣的長時間計畫，或許能有效促進更多跨領域、跨學科的學習)

**Activist participation in a community organization.** Students identify an issue (as a whole group, small groups or individuals) in which they want to get involved. Students then join the group as honorary or student members and work on their issue. Report to class on the experience.

**行動參與社區組織。**學生確認一項議題(全班一組、小組或個人方式)，決定他們想參與的組織。之後，學生參與組織活動。向全班報告他們參與的經驗。

### **3c. Valuing Institutions by Practicing Democracy**

#### **透過實施民主重視組織**

**LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

**等級1: 融入於實例與機會中(參閱大架構與基本模式)**

**Government in action.** Visit a social institution such as a hospital, a police station, a traffic control center, or a city council meeting. Students keep notes on what benefits the institution bring to the citizens and later discuss the experience.

**政府的行動。**參訪一個社會組織，如：醫院、派出所、交通管制中心或市政會議。學生記錄那些組織對市民有哪些益處，之後，學生討論分享經驗。

**Duties of citizenship.** Students interview a government official about the duties of citizenship. Students should consider the ways in which they already fulfill those duties. What privileges must they wait for in order to fulfil, e.g. voting, military service, public office, etc.

**公民的責任。**學生訪談政府官員有關公民責任的問題。學生思考在哪些方面他們已經完成這些公民責任。那些公民的權利他們必須在滿幾歲之後才能享有，例如：投票權、服兵役、擔任公職…等等。

**A story of citizenship.** Read the story, “The Stone in the Road,” which can be found in *The Moral Compass*, by William Bennett. Discuss how actions, not complaints, often get the job done. (From *Teaching Character*)

**公民權利義務的故事。**閱讀故事—道路上的石頭，可再由威廉·班奈特所撰寫的《道德羅盤》一書中找到。討論行動而非抱怨，通常是完成工作的方式。(參考《品格教學》)

**Supporting the military.** Invite an armed services recruiter to speak to the class about the work of the military, and of career options available. **Assess** by having the students write a report on what they heard. (From *Teaching Character*)

**支持軍隊。**邀請國軍招募人員到班上說明軍人的工作以及相關的職務選項。透過學生撰寫報告來檢視他們說聽到的內容(參考《品格教學》)

**Interview someone who served in the military.** Have students interview someone who served in the military. How did they enjoy their experience? Would they encourage it of others.

**訪談現役軍人。**讓學生訪談現役軍人。他們如何樂於工作?他們如何鼓勵他人找到工作樂趣?

**Understanding taxes.** Invite an accountant or regional tax official to discuss taxes. Why is it a duty of citizens to pay their taxes? Discuss the goods and services that taxes provide. (Students may be unaware of many of the ways taxes benefit everyone.) (From *Teaching Character*)

**了解納稅。**邀請會計師或區域性的稅務機關人員到班上講解稅務。為何公民納稅是一種責任?探討納稅可以提供大眾怎樣的優點與服務。(學生必須認知納稅對每個人有眾多的好處。)

## **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

### **等級2:注意於事實與技能(聚焦於細節與典型知識)**

**Essay on government.** Have a class discussion on each visit to a social institution; and then have each student or groups of students write about government and the particular institutional function which they visited or were assigned.

**有關政府的文章。**讓全班討論他們到不同社會組織的參訪。之後，讓每位學生或每個組別寫一篇文章，說明他們所拜訪的組織有哪些功能?

**Classroom discussion about government structures.** Facilitate a classroom discussion to answer the following questions: What are government structures? Which of them do you participate in, either actively or passively? How do they benefit society?

**班級討論政府組織。**促進班級討論回答下列問題:政府組織是什麼?你參與了哪一些?主動或是被動的參與?它們如何有益於社會?

**Discuss freedom of speech.** Invite a member of the American Civil Liberties Union or a constitutional scholar to discuss the importance of the freedom of speech. Why is this a very important part of our country's identity? How has it been denied people in various places throughout the world throughout history? (From *Teaching Character*)

**討論言論自由權。**邀請美國公民自由聯盟代表或憲法專家到班上與學生探討言論自由權。為何這項援例對美國來說是很重要?歷史上，言論自由權如何在世界上很多地方是被忽略的?

**Conduct an interview about taxes.** Ask your parent or guardian how he or she feels about taxes. Do they think taxes are necessary? What percentage of their income goes to taxes? **Assess** with an essay about how the government could get money if it didn't have taxes. (From *Teaching Character*)

**實施有關納稅的訪談。**詢問父、母或是監護人，他們對於納稅有何感受?他們認為納稅是必須的嗎?他們的收入中有多少百分比需要繳稅?透過文章的撰寫，討論政府如果不徵稅，如何能有財源收入?(參考《品格教學》)

**Investigate the life of an American Hero.** Invite a local hero or read about one. Why is this person an "American" hero? How does he or she reflect the values of our nation? Would this hero be a hero in any other land or nation?

**研究一位美國英雄的一生。**邀請一位當地的英雄或是閱讀有關的資料。為何這個人是一位美國英雄?他(她)如何在生活中反映出美國重視的價值?這位英雄在其他國家也會被視為是英雄嗎?

**Study the structure of our local and national government.** Have the students do a chart explaining the role of the president, senators, and representatives on the national level, and another of local officials, e.g., mayor, city council members, etc. Include on the chart the names of the present office-holders in each case. Discuss the roles of each.

**研究我們當地的或全國性的政府組織。**讓學生透過圖表來說明總統、參眾議員和其他地方官員的責任，如:市長、市議員...等等。圖表中須包含現任關官員的姓名。討論每位官員的角色。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)****等級3: 練習步驟** (設定目標、計畫問題解決步驟、練習技能)

**Classroom government.** Discuss with your students the governing of the classroom. What is required for the good order of the classroom? Who is responsible to see that good order is maintained? Discuss ways to govern the classroom. Implement one or two.

**班級管理。**與學生討論班級管理。那些是好的班級管理規則?誰應該對這樣的秩序負責或維持?討論班級管理的方法。實際執行一兩項。

**List of duties for a good citizen.** Design a worksheet on which students list duties of a good citizen and benefits of being a good citizen. What are we entitled to as citizens of the U.S.? What are we responsible for? Have students assess themselves on how well they are completing their responsibilities. (From *Teaching Character*)

**列出一位好公民的責任。**設計學習單，讓學生列出好公民的責任，當一位好公民的好處。美國公民有什麼責任?讓學生自我檢視他們如何完成他們的責任。(參考《品格教學》)

**Practicing democracy in everyday decisions.** First discuss how we exercise democracy when making group decisions, such as choosing a movie to attend. Have students keep a journal on their different experiences of democracy during the week. When they report to the class, have them indicate where democracy could be practiced more or better.

**在每一天練習民主的決定中。**首先，讓我們討論在小組決策中，我們如何實施民主?如:決定我們要去哪一部電影。讓學生紀錄他們每週不同的民主練習經驗。當學生在全班報告時，讓它們討論:在那些地方民主可以更多的被練習或是被實施。

**Different governments: an ethical perspective.** Have students research different forms of democratic government that exist or have existed around the world and report to class. Does the government act in the best interest of its citizen? If yes, how? If no, why not? Does the government have safeguards to prevent a “bad” idea from becoming law? If yes, what are they? How many people are involved in making decisions for the nation?

**不同的政府:倫理觀點。**讓學生研究在世界上存在或曾經存在的民主政府形式。那些政府是否以其全體公民最大利益作為運作的考量。如果是，是如何運作?如果不是，為何不是?那些政府是否有政策安全員來防止一個不好的想法變成法律?如果是，是怎樣的政策?有多少人參與再決定該國的政策決定?

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)****等級4: 結合知識與步驟**(執行計畫，解決問題)

**Community participation.** Consider ways in your class that others have contributed to the good order of the community in which they live. Plan how they themselves can contribute to the civic good in solving a local problem. Execute the plan.

**社區參與。**在班上討論，其他人如何在他們所生活的社區中，對維持好的秩序有所貢獻。

**Run a mock meeting of the U.S. Senate or House.** Have the students run a mock meeting of one of the Houses of Congress. Designate a Speaker, and particular members and reenact a typical gathering in a Congressional chamber debating a bill which addresses a particular issue of concern to the class or the community.

**模擬美國參議院或眾議院的會議一次。**讓學生模擬參議院或眾議院的開會一次。委派主席和成員，扮演國會議員，辯論有關班級或社區的法案。

**Write letters to political leaders on important local and/or national issue(s).** Have the students write letters to their municipal, state or national political leaders about an issue of concern. Read the letter to the class before sending it. Report on reply if and when one is received.

**寫信給政治領袖，探討有關社區或是全國性的議題。**讓學生寫信給市政府、州政府或是全國性的政治領袖，說明他們所關心的一項議題。將信寄出之前，先在全班朗讀。之後，在收到政府官員的回覆時，向全班報告。

## 4. Resolving Conflicts and Problems

### 解決衝突與問題

#### 4a. Resolving Conflicts by Solving Interpersonal Problems

透過解決人與人之間的問題來解決衝突

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

等級1: 融入於實例與機會中(參閱大架構與基本模式)

**Types of interpersonal conflicts.** Have students keep track of conflicts between people. Bring examples to class and make a large list. Categorize the situations into groups such as: sport competition, want same thing, think differently, etc. Have students then keep track of how many of each type they encounter interpersonally over the next week. Report to class.

**人與人之間衝突的類型。**讓學生記錄人與人之間的衝突。將這些例子帶到班上並且列出清單。將情況分成不同的類別，例如：運動競賽、想要一樣的東西、想法不同…等等。讓學生紀錄他們自己所遇到的衝突類別在接下來的一週。之後再向全班報告。

**Study interpersonal conflict.** Have students watch film about an interpersonal conflict. What was the conflict about? Discuss the perspectives of each party. Assess whether or not the outcome was successful or not. Ask students to write an alternative outcome.

**了解人與人之間的衝突。**讓學生觀看有關人與人之間衝突的電影。這些衝突與什麼有關?探討不同立場的觀點。檢視後續的衝突解決是否有效。要求學生寫下另一個不同的可能。

**Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

等級2: 注意於事實與技能(聚焦於細節與典型知識)

**Conflict resolution techniques.** Use examples of conflicts generated previously (above). Have students learn about and practice conflict resolution techniques through role play. **Assess** for knowledge of techniques.

(Conflict resolution curricula can be ordered through CREnet. See the Resource List for ordering information.)

**衝突解決技術。**使用等級一活動中列出的衝突。透過角色扮演，讓學生練習使用衝突解決技術。(透過CREnet列出的衝突解決課程，檢視學生的學習。參考資料清單可找到訂閱衝突解決課程辦法)

**Peer mediation.** Teach peer mediation using one of the existing programs (Peer mediation curricula and implementation guides can be ordered through CREnet. See the Resource List for ordering information.)

**同儕調解。**透過以下其中一個課程來教導學生同儕調解。(同儕調解課程及執行指導手冊可經由CREnet訂閱。參考資料清單可找到相關訂閱資訊。)

**Discuss conflict resolution options.** Discuss with students questions like the following: (1) What are the options when you get mad in certain situations? (compare healthy and unhealthy) (2) What are the options when someone says something mean or insulting to you? (try humor) (3) What are good and bad things about fighting? (make two lists). (4) How can you channel anger positively for change? (5) How can you counteract friends' instigation of violence? (6) How can you prepare for friends and even parents who criticize a non-violent tactic?

**討論衝突解決選項。**與學生討論以下問題:(1)當你生氣時可以有怎樣的反應?(比較健康的與不健康的)、(2)當別人說了一些令你不舒服或侮辱你的話，你可以怎樣回應?(試試用幽默的方式)、(3)與人打架有哪些好與壞?(列出好/壞清單)、(4)你可以如何正向地改變你生氣的情緒?(5)你可以如何抵制朋友教唆暴力?(6)你可以如何為朋友甚至是父母親預備，當他們批判一個非暴力的策略時?

**Level 3: Practice Procedures** (Set goals, Plan steps of problem solving, Practice skills)

等級3: 練習步驟 (設定目標、計畫問題解決步驟、練習技能)

**Create role plays of conflict situations.** Students act out conflict situations (up to point of physical contact) then create alternative endings. (Put all this on videotape for later analysis.)

**衝突情況的角色扮演。**學生演繹出衝突的情況(在進入肢體衝突前的狀況)，之後，學生創造出另一種結局。(將衝突情況角色扮演活動錄影下來，作為之後的分析使用)

**Practice and assess problem-solving skills in context.** (1) Structured conflict resolution: The students consider a territorial conflict between a landlocked nation and a coastal nation answering the following questions: What does each party want? What does each party feel? What are each party's reasons for their desires and feelings? Do the parties understand the opposing perspectives? If not, how can they achieve that? What are different solutions that the parties could agree on to resolve the conflict? Which one do you think is best, and why? (2) Open-ended conflict resolution: Apply the steps of conflict resolution to this conflict. Name each step and apply it to this conflict. (3) Students demonstrate conflict resolution in a particular relevant domain. Give students a description of an unresolved conflict between two individuals or groups. Ask the students to go through the necessary steps of resolving a conflict, either in written format or in a role play. (4) Essay. Students write an alternative ending to a conflict encountered in history or literature.

**在情境中練習並使用問題解決技能。**(1)架構性的衝突解決:學生思考一個大陸型國家與一個海島型國家之間的衝突情形,回答以下問題:雙方想要的是什麼?雙方的感受如何?為何雙方會有那樣的需要與感受?兩國間是否能理解另一方的觀點?如果不能,他們要如何才能理解?有什麼方法可以讓雙方接受並解決衝突?那個方法你認為時最好的,為什麼?(2)開放性的衝突解決:使用衝突解決方法來解決這個衝突。將衝突解決的步驟逐一列出並且用來解決這個衝突。(3)學生展現衝突解決在其相關的領域。給學生一段描述關於一個尚未解決的個人衝突或是群組間的衝突。詢問學生思考必要的衝突解決步驟,透過書面或是角色扮演的方式呈現。(4)寫作。學生寫下歷史上或文學上衝突事件的另一種結局。

**Fight fair.** Have students role play fighting fair. Use scenarios of conflict that they have faced. Fighting fair means airing a disagreement with someone in a respectful manner. It means not running away from the disagreement, suppressing your feelings, or blowing your top. Instead, it means the following: (1) Discuss the problem as soon as possible, at a time when both people can focus on it. (2) Use "I" statements to tell the other person how you feel (e.g., "I feel angry because you did not meet me at the scheduled time."). (3) Do not use generalizations. (4) Do not use putdowns. (5) Stick to the problem at hand. (6) Attack the problem not the person. (7) Don't be defensive. Listen. (8) Try to see things from the other person's perspective. (9) When feelings get too heated, take a break and return when you have cooled down. (10) Don't make assumptions about the other person's view—ask. (11) Work as a team to solve the problem. (12) Forgive, accept and affirm the other person.

**爭論競賽。**讓學生角色扮演爭論競賽。使用他們曾經遇到的衝突作為情境。爭論競賽指的是:製造一個意見不同的情境但是以一種互相尊重的方式呈現。它指的是不在爭論中逃走、壓抑你的感受或是讓情緒爆炸。相反的,爭論會包含了以下內涵:(1)即刻討論問題,在雙方都能正視它的時間上。(2)使用「我覺得…」的方式,讓對方知道你的感受。(如:我覺得生氣因為你不在與我約定好的時間碰面)。(3)不要以偏概全,概括推論。(4)不要貶低對方。(5)討論當下的問題。(6)對事不對人。(7)不要自我防衛,聆聽。(8)試著用對方的觀點來看待事情。(9)當情緒高漲時,先暫時離開現場,待冷靜後再回來討論。(10)不要自己假設對方的觀點—詢問。(11)像團隊一樣,一起解決問題。(12)原諒、接受並且讚美對方。

**Identify and articulate different viewpoints.** Students identify contrary ideas in the news or in a classroom discussion. They practice articulating different sides of a controversial issue even if he/she feels strongly about it one way or the other.

**確認與表達不同的觀點。**學生辨識新聞中不同的看法或是在班級中不同的看法。他們針對具爭議性的議題,練習表達不同的觀點,即使他(她)對該議題有強烈的立場。

#### **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

##### **等級4: 結合知識與步驟(執行計畫, 解決問題)**

**Coaching conflict resolution.** Students help other students (same age or younger) resolve conflicts (real or hypothetical). Have the participants and the rest of the class evaluate their coaching and have them evaluate their own coaching.

**訓練衝突解決。**學生幫助其他學生(同年紀或是年紀較小的學生)解決衝突(真實的衝突事件或是假設性的模擬衝突)。讓參與的學生和班上其他的學生評比他們的協助,也讓負責訓練的學生評鑑他們自己的表現。

## **4b. Resolving Conflicts by Negotiating**

## 透過協商來解決衝突

### **LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

等級1: 融入於實例與機會中(參閱大架構與基本模式)

**The nature of conflict.** Discuss how conflict is a normal part of human life and that moral (or ethical) conflict is necessary and inevitable in life. Getting along with others has to do with negotiating 'my wants with your wants.' Have students find examples of conflict and negotiation.

**衝突的本質。** 探討衝突如何是人類生活很正常的一部分，而道德(或倫理)衝突在生活中也是無可避免的。與他人和睦的相處包含協商了解「你想要的與我想要的」。讓學生找尋衝突與協商的例子。

**Aspects of successful negotiation.** (1) Invite a local mediator (or some type of negotiator) to discuss mediation/negotiation with the students. Have them describe the steps they take, pitfalls and challenges. (2) Present to students film clips or written excerpts from accounts of successful negotiation. Students identify common characteristics. **Assess** their responses to a new conflict.

**成功協商的觀點。** (1)邀請當地的調停者(或是協商者)來與學生討論協商/辯論。讓他們描述協商的步驟、可能的陷阱與挑戰。(2)讓學生觀賞協商的影片或是協商的摘錄來了解成功的協商。學生辨識出共同的特色。透過學生對新的衝突如何反應來檢核學習成效。

### **Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

等級2: 注意於事實與技能(聚焦於細節與典型知識)

**Group decision making.** Students discuss a conflict situation in small groups. Each group discusses the positive ways to handle the situation with these instructions: Develop several possible courses of action and choose among them; develop pros and cons for each possible action. Remain flexible; try another course of action if others did not work.

**小組決策。** 學生在小組中討論一個衝突情境。每一組討論正面的方式來處理衝突，可以透過以下的指導：建立幾個不同的行動方案，再從中選擇；建立每一個行動可能的優缺點。保持彈性；嘗試其他方案如果一開始的方案無效。

**Negotiations in the public sector.** Study historic negotiations in the public sector. For example, negotiations about environmental policies (e.g., demonstrations against the Trident submarine, against the World Trade Organization) or about negotiation during standoffs between authority figures and citizens (e.g., Ruby Ridge, Waco). How did or didn't the parties negotiate? What was each party's perspective? Was the outcome satisfactory to both sides? What could have been done differently?

**在公部門的協商。** 學習歷史中公部門協商的例子。例如：有關環境的協商(反對核能潛艦、反對世界貿易組織)或是權威者與公民的僵局(Ruby Ridge, Waco)。這些團體如何協商？每個團體的觀點如何？協商結果是否令雙方滿意？可以有什麼不同的做法？

**Basic negotiation.** With simple, everyday scenarios like the following, have students practice the steps listed below. Scenario: (a) both students want to use the same computer (b) my brother wants to play his stereo loudly but I want to do my homework (c) I want to watch x television show but my sister wants to watch y (d) one student wants the window open, the other wants it closed. Basic steps: (1) Figure out and agree on what the problem or conflict is. What are your needs? What are the other person's needs? (2) State the reason's for your viewpoint and listen to the other person's reasons. (3) Show that you understand the other person's perspective by paraphrasing what they said. (4) Come up with at least 3 possible solutions that address both of your needs. (5) Agree on one of the solutions and carry it out. (6) Check back later to see if it's working and make changes if you need to.

**基本協商。** 透過每天可能發生的情況，讓學生練習協商。如：(a)兩位學生都要同時使用電腦、(b)我哥在我想寫作業的時候很大聲的玩他的電動、(c)我想看某個電視節目但是我姊姊想看另一個、(d)一位學生想開窗戶而另一位學生想讓窗戶關著。基本協商步驟：(1)發現衝突點，你的需要是什麼？另一方的需要是什麼？(2)闡述你的觀點並解聆聽對方的理由。(3)透過換句話書的方式，表達你理解對方的觀點。(4)思考至少三個解決方案，可以同時顧及雙方的需要。(5)選出雙方皆同意的解決方式並且執行它。(6)之後，回來檢視該方案是否解決衝突並且在有需要時做適度的調整。

### **Level 3: Practice Procedures** (Set goals, Plan steps of problem solving, Practice skills)

**等級3: 練習步驟** (設定目標、計畫問題解決步驟、練習技能)

**Advanced negotiation.** D.W. Johnson (*Reaching out*) suggests several steps that should be taken in a negotiation. Have students practice these during role play. (1) Agree on a definition of the conflict or problem by describing what you want, how you feel, and listening to the other person's wants and feelings. After this, agree you have a mutual problem, but that is small and specific. (2) After expressing your interest in cooperation now and in the future, state the reasons underlying your viewpoint and listen to the other person's reasons. Focus on wants and needs, not positions. (3) Understand the other person's perspective. Paraphrase what the person said to make sure you got it right. Make sure the differences are clear to each of you. (4) Empower the other person by presenting flexible options. Come up with a number of creative, win-win solutions. (5) Set up an agreement that meets the needs of both participants, that both agree is fair, that can be justified, that strengthens your ability to work together. (6) Set up a time in the future to check on whether things are going as planned. Role plays could include: (a) your brother wants the last piece of cake and so do you (b) your mom wants you to babysit your little sister but you want to go to the park with friends (c) you want to participate in the local recycling program but your parents don't want to take the trouble (d) you want to go to the party with your friends but you don't want to smoke or drink like they plan to do.

**進階協商。** D.W. Johnson (伸出)建議協商時採取的幾個步驟。讓學生透過角色扮演來練習。(1)透過描述你想要什麼、你的感覺以及聆聽對方的訴求與感受來達到雙方對衝突或問題的認知。(2)在表達你現在與未來的合作方式後，闡述你的觀點與原因，聆聽對方的理由。專注於雙方的需求而非立場。(3)了解對方的立場。透過換句話說的方式來確認你正確地了解對方的立場。確認雙方想法的不同並且沒有錯誤的理解。(4)透過具彈性的選項來授權對方。思考幾個具創意、雙贏的解決方法。(5)選擇對雙方需求都公平的解決方案，雙方達成共識，這個方案可以提升雙方共同合作的能力。(6)設定一個時間點來檢驗這個方案是否按照計畫的成功執行。角色扮演可以包含: (a)你哥哥跟你都想吃最後一塊蛋糕、(b)你媽媽要你幫忙照顧小妹，但是你想跟朋友去公園玩、(c)你想參與當地的資源回收計畫但是你父母不想自找麻煩、(d)你想去參加朋友的派對但是你不願跟他們一樣抽菸或喝酒。

**Scenarios of conflict.** Students find examples in which there is a conflict (between individuals or groups) and act them out with several alternative endings using negotiation skills.

**衝突的情境。**學生尋找衝突的例子(個人衝突或是團體衝突)，讓學生透過角色扮演方式，演繹出數個當他們使用協商技巧時，可能有的不同結局。

**Balancing competing interests in negotiation.** The student takes on the role of a judge and negotiates a dispute between neighbors (e.g., who want control of the stream that runs between their properties). Fellow students and teacher assess their success.

**在協商中找到雙方需求的平衡。**學生扮演法官並且協商兩個鄰居間的爭議。(如:誰有權控制流經他們雙方資產的小溪?)同學與老師共同評鑑他們是否成功。

**Negotiations among citizen groups.** Study the negotiations of citizen groups locally or nationally in one or more areas (e.g., what books should be in the school library, how to develop a certain part of town, about how to alleviate poverty in the community, how to zone neighborhoods). Students analyze and report on whether or not the parties used negotiation skills (from Level 2).

**公民團體間的協商。**研究當地的、或者全國性的公民團體協商(如:那些書該放在學校圖書館、都市計畫、如何改善社區貧困狀況、如何劃分鄰里區域)學生分析和報告那些團體使用協商技術。

**Study a famous negotiation.** Read about a historic negotiation and analyze which steps were taken in the process. Were the results fair? Possibilities for study are: (a) Peace agreements in areas of conflict such as the Middle East (e.g., Oslo agreement), Northern Ireland, between Ethiopia and Eritrea, Falklands war between Britain and Argentina, India's independence from Britain, the end of apartheid in South Africa. (b) Environmental agreements on whaling, fishing, polluted emissions. (c) Trade agreements like the North American Free Trade Agreement between the U.S. and Mexico.

**研究一個著名的協商。**閱讀一個歷史上著名的協商並且分析在協商過程中，採取了那些協商技術。協商結果對雙方是否公平? 可以學習的內容包含:(a)和平協定再去衝突性的區域，如:中東(奧賽羅公約)、北愛

爾蘭、衣索比亞與厄利垂亞、英國與阿根廷、印度從英國殖民獨立、南非脫離種族隔離政策。(b)自然協定有關鯨魚、捕魚及減低污染。(c)貿易協定如北美自由貿易協定(美國與墨西哥)

#### **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

等級4: 結合知識與步驟(執行計畫, 解決問題)

**Coaching others on negotiation.** Using the following techniques (from Level 2), apply them to an actual situation or role play: (1) Separate the people from the problem; (2) Focus on interests not positions; (3) Generate a variety of possibilities before deciding what to do; (4) Insist that the result be based on some (jointly searched) objective standard (agreed upon outcomes). Determine success according to the satisfaction of the parties at the conclusion. (See Fisher, Ury, & Patton's (1991) *Getting to Yes* for a more detailed description of this process.)

**訓練其他人協商。**使用以下的策略(等級2)於實際的狀況或在角色扮演中實施:(1)分開在問題中的人、(2)專注在雙方的需求而非立場、(3)建立幾個可能的方案在最後決定怎麼做之前、(4)堅持結果要符合雙方同意的目標與可能的結果上。依據雙方的滿意度來裁定是否成功。(請參閱 Fisher, Ury, & Patton's (1991) 給更多細節來描述過程)

**Use democratic procedures in the school or classroom.** Set up a classroom or school structure that reflects the "Just community," a type of school in which teachers and students share responsibility for the welfare of all students and share the process of governance. Teachers and students meet weekly to set rules and decide on punishments for rule-breaking. A fairness committee of students and teachers deal with conflict resolution and discipline. During meetings and committee meetings values and morals are discussed as expectations and values underlying rules is discussed. The teachers and students support norms that nurture community bonding. All community members are expected to care for one another. The teachers help students take on as much responsibility as they are able. You might role play this if it is not possible to actually implement. Use this website to get more information: <http://tiger.uic.edu/~Inucci/MoralEd/articles/powerjust.html>.

**在學校或班級中使用民主程序。**設定班級或學校組織, 反映出「社區」, 一個學校教師與學生分擔責任、福利與管理責任的形式。教師與學生每週開會, 制定規則與懲罰。一個由學生與教師成立的公平會議負責解決衝突與管理紀律。在兩項會之中, 價值與道德都被討論, 並且相關的規則都按著「社區」的價值與道德為依據來制定。教師與學生支持社區的常規。所有的成員被期待互相關懷。教師幫助學生承擔他們所能承擔的最大責任。你可以透過角色扮演的的方式來實施, 如果現實上要執行有困難時。使用這個網站來獲得更多資訊: <http://tiger.uic.edu/~Inucci/MoralEd/articles/powerjust.html>.

**Choose an issue and work to solve it using negotiation.** Have students select an issue in the school or neighborhood that they feel strongly about and would like to change. It should be a problem that is negotiable. There are specific steps to use for social action listed in EA-3, Be a leader. Emphasize using negotiation as a means to solve the problem.

**選擇一個問題並且透過協商方式來解決它。**讓學生選擇學校中或是社區中他們很想改變的問題。它必須是一個可以協商的。在社會行動(參考EA-3)列出可以執行的步驟, 當一個領導人主動參與。強調透過協商技術來解決問題。

### **4c. Resolving Conflicts by Making Amends**

**透過修正來解決衝突**

**LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

等級1: 融入於實例與機會中(參閱大架構與基本模式)

**Contrasting forgiveness with grudges.** Present students with different video and story scenarios, and ask students to discriminate between forgiveness and grudges. The class discusses them, distinguishing between forgiveness and grudges.

**原諒與積怨的對比。**給學生觀賞不同的影片或故事情節，詢問學生如何分辨原諒與積怨。全班一起討論來了解兩者的差別。

**Gathering examples of forgiveness.** Have students find examples of forgiveness and grudges (1) from books, or the web, (2) from family and community members. Students report on findings and (a) create posters about letting go of grudges (b) forgiving others.

**蒐集原諒的例子。**讓學生找尋原諒與積怨的例子。(1)從書中或網站上、(2)從家庭或社區的成員。學生報告他們的發現，之後，製做海報關於化解積怨而原諒對方的例子。

**Gathering examples of repentance and apology.** Have students find examples of repentance and apology: (1) from books, or the web, (2) from family and community members. Students report on findings and (a) create posters about repenting (b) apologizing.

**蒐集悔改與道歉的例子。**讓學生蒐集悔改與道歉的例子(1)從書中或網站上、(2)從家庭或社區成員。學生製作海告關於悔改與道歉的例子。

**Restorative justice.** Restorative justice is a way to solve interpersonal problems where someone has wronged another. The emphasis is on victims helping re-integrate the offender into the community. Methods to do this include mediation, acts of reparation, financial compensation, community service, confronting the offender with the pain and suffering of the victim, shaming the offender and negotiating acts of recompense. Bring in experts in restorative justice. Have them demonstrate and discuss how it works.

**恢復正義。**恢復正義是一個解決人與人之間問題的方式。這個方式的重點在於透過受害者幫助加害者從新融入社會中。執行的方法包含:調解、補償行為、金錢上的補償、社區服務、使加害者面對受害者所遭遇的痛苦與折磨、讓加害者感到羞愧並且悔改。帶入恢復正義的專家，讓它們呈現與討論這些方式和執行。

**Peace circles.** Peace circles can be used in the classroom to discuss and resolve difficult issues or conflicts. The parties in conflict express themselves before the group. The group helps in creating solutions that all parties can agree upon.

**和平圈。**和平圈可以在班級上使用，用來討論或是解決困難的問題和衝突。有衝突的團體在參與之前先表達他們的立場。這個和平圈創造一個衝突雙方都能同意的解決方案。

**Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

**等級2:注意於事實與技能(聚焦於細節與典型知識)**

**Forgiveness skills.** First, discuss with the students the importance of forgiveness (versus harboring grudges) in terms of getting along with others, maintaining relationships, and physical health. Then discuss the importance of communicating feelings and conflict resolution skills and how the skills can be skills of forgiveness. Discussion should also include how to know if a student truly forgave another or if it was insincere.

**原諒技能。**首先，與學生討論原諒的重要性(相對於積怨)，透過溝通感受與衝突解決技能，這些如何能成為原諒技能。討論需要包含如何能知道一個學生是真心原諒對方。

**Practicing forgiveness and avoiding grudges.** Have students identify ways that others have harmed them (or use a story as a source for ideas). Have students figure out in groups how a person might respond to such a situation. Have students role play the best ideas.

**練習原諒避免積怨。**讓學生識別其他人如何曾經傷害過他們(或者使用一個故事作為想法參考。)讓學生在小組中討論，一個人在這樣的情況中會如何反應，讓學生透過角色演繹出最好的想法。

**Learning from elders about forgiveness.** Students interview elders about a situation in which the elder forgave another for harming them. Students can ask questions like: (1) What was the offense and how did you feel as a result? (2) How did you overcome your negative feelings towards the person? (3) How did you forgive the person? (4) What advice do you have about forgiving others? Students write an essay about their findings.

**像長者學習如何原諒。**學生訪談長者，關於他們如何原諒曾經傷害過他們的人。學生可以詢問的問題，如：(1)那個被傷害的經驗是什麼？你的感受如何？(2)你如何克服你對傷害你的人的負面情緒？(3)你如何原諒對方？(3)你對於原諒他人有什麼建議？學生透過寫作來說明他們的發現。

**Learning from elders about repentance.** Students interview elders about a situation in which the elder repented after hurting someone. Students can ask questions like: (1) What was the offense and how did the person feel as a result? (2) How did you overcome your negative feelings towards the person? (3) Did you do anything to show your repentance? (4) What advice do you have about repenting? Students write an essay about their findings.

**像長者學習悔改。**學生訪談長者，關於他們如何像他們所傷害過的人悔改。學生可以詢問的問題，如：(1)那個傷害人的經驗是什麼？你的感受如何？(2)你如何克服對你傷害你的人的負面情緒？(3)你如何做來表現你的悔改？(3)你對於悔改有什麼建議？學生透過寫作來說明他們的發現。

**What if I caused a negative consequence?** Discuss ways that students can make amends for causing harm. Situations you might discuss include (a) immediate consequences to someone (e.g., loss of property, physical injury) (b) delayed consequences (e.g., wasting water uses up what is available) (c) long-term consequences (e.g., psychological harm of bullying) (d) combination of consequences (e.g., burning leaves creates an immediate hazard, delayed health consequences from breathing the air, long-term consequences for air pollution and global warming).

**假如我是造成負面結果的人？**討論學生可以修正的部分在傷害造成之後。可以討論的情況包含：(a)立即性的後果(如：財產損失、身體傷害)(2)延宕後果(如：浪費水資源)、(c)長期性的後果(霸凌造成的心理傷害)、(d)綜合性的後果(燃燒樹葉造成立即性的危險、延宕後果造成吸入汙染空氣後的健康危害、長期性的後果造成空氣汙染與全球暖化)。

**Changing your heart after hurting someone.** Sometimes we hurt others impulsively, without thinking. We react angrily to a perceived threat or slight. We must learn to take the perspective of the other and feel empathy for them. Have students read several scenarios describing one person hurting another. Have students discuss (a) How did each person feel before, during and after the confrontation? (b) How should each person change their thinking and their hearts to feel positively towards the other?

**傷害他人後改變你的心。**有時候，我們在不經思考下衝動地上害了他人。我們面對一個可能的威脅表現得非常生氣。我們必須學習了解他人的觀點與對他人有同理心。讓學生閱讀幾個關於人們彼此傷害的情況，讓學生討論(a)每個人在衝突前、中、後的感受？(b)每個人該如何改變他們的想法與心思意念，來正面的看待他人？

**Discriminating forgiveness from being a doormat.** Show examples of true forgiveness (e.g., Nelson Mandela) and examples of a person being unassertive in front of a powerful person (e.g., a battered woman who keeps 'forgiving' her partner and returning to him).

**區辨原諒與當個腳踏墊。**給學生看真正原諒的例子(如：曼德拉)；一個人在權威下過度謙遜的例子(受家暴的婦女持續原諒他的另一半，並且回到他身邊)。

**How to apologize** (from Forni, *Choosing Civility*). Discuss the proper way to apologize: (1) you must know exactly what you did wrong (2) you must understand the effect of your action (3) you must not look for excuses (4) don't use a pseudo-apology like "I know how you feel," "I see where you are coming from," "I'm sorry you feel that way," or "I'm trying to correct the situation." (5) Remember that an apology is not an authorization to be inconsiderate. (6) Remember that the person may need some time to forgive you. Continuing your improved behavior, you may apologize again at a later date.

**如何道歉(選自 Forni, Choosing Civility)。**討論合宜的道歉方式：(1)你必須確切的知道自己做錯了什麼、(2)你必須知道你行為的結果、(3)你必須不找藉口、(4)不要使用假道歉，如：我知道你的感受、我知道你為何受傷、你這麼任為讓我感到很抱歉、我試著解決問題、(5)切記：道歉不是表現不周的認可、(6)切記：對方可能需要一些時間來原諒你。持續改善你的表現，日後你可能還需再次道歉。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

**等級3: 練習步驟** (設定目標、計畫問題解決步驟、練習技能)

**Attitude Identification.** In discussing a family or community story about a grudge, the class identifies ways the participants' thinking could have fostered forgiveness.

**態度確認。** 討論家庭或社區中關於積怨的事件、全班確認參與者可以使用的想法來促進原諒。

**Practice forgiveness.** Practice steps of forgiveness on behalf of a story character or on a small personal hurt.

**練習原諒。** 代表一個故事中的角色或是一個被傷害的學生立場來練習原諒的步驟。

**Restorative justice in the classroom.** Practice the restorative justice approach when a severe conflict arises among students.

**班級中的恢復正義。** 當很嚴重的衝突在學生間發生時，練習恢復正義的方式。

**Changing history.** Students find conflicts in historical readings. They discuss how forgiveness would have looked like and have made a difference had it been granted.

**改變歷史。** 學生找尋歷史中的衝突例子。他們討論如果原諒被帶入這些歷史中，會有怎樣的改變。

**A repentance and forgiving lifestyle.** Students find examples of people who live forgiveness and repentance on a daily basis. How are their lives different? What do they do differently?

**一個悔改與原諒的生活方式。** 學生找尋人們每天活出原諒與悔改的例子。他們的生活有何不同?他們的作法有何不同?

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4: 結合知識與步驟(執行計畫，解決問題)**

**Student stories of forgiveness.** Students write a story about forgiving someone and/or a story about being forgiven. They should describe how forgiveness was communicated, how each person felt, and what happened to the relationship.

**有關原諒的學生故事。** 學生撰寫有關它們原諒他人，或被人原諒的故事。他們描述原諒如何在溝通中傳達，每個人的感受，之後雙方的關係有何改變。

**Journal.** Students reflect and write on personal experiences with grudges and forgiveness for one week. Students should describe what happened, how they felt, what they did, and whether or not they forgave or held a grudge. Assess writing.

**日記。** 以週為期，學生反思並且撰寫個人有關原諒的經驗。學生描述發生了什麼事、他們的感受、他們做了什麼、他們是否原諒的他人或是仍舊積怨。透過寫作來檢視學習狀況。

**Step #8: Making amends.** Alcoholics Anonymous has 12-steps for recovering addicts to complete. Step Eight is making a list of everyone the person has ever hurt (and how) and then making respectful amends in some way (e.g., apologizing face to face, writing a letter to a deceased person, performing a ritual in the honor of the person—like planting a tree). Have students make confidential lists of the people they have harmed. Then have them make and carry out a plan for making amends to at least one of the people. Encourage them to report to the class if they feel comfortable.

**步驟八:調整修正。** 匿名戒酒有12個步驟來幫助戒酒。第八個步驟是讓每個人列出一張清單，指出戒酒者曾經傷害或如何傷害過的人，而他可以如何修正調整。(如:面對面道歉、寫信道歉、透過儀式來道歉，如植樹)。讓學生匿名列出他們曾經傷害過的人。然後，讓他們計畫並且執行一項計畫，項清單出至少一人道歉。鼓勵學生如果他們覺得自在，向全班報告他們的經驗。

## 5. Taking Initiative as a Leader

如領導者主動採取行動

### 5a. Taking Initiative as a Leader by Being a Leader

藉由成為一位領導者學習領導者的主動採取行動

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

等級1：融入實例與機會中(參閱大架構與基本模式)

#### **Defining leadership by reading stories.**

After reading a story about Harriet Tubman or a similar leadership figure, focus a large part of the discussion on leadership by having students brainstorm on what leadership means (recording responses on board or a poster). Next divide the class into groups and ask them to rank order the characteristics of leadership and then bring the groups together to arrive at a consensus. In this final phase, phrase words as qualities and ask students how these words could be useful to them. Ask each student to choose a person they feel is a leader and to quick-write for five minutes. Students can share their writing with the group and each group can pick one to share with the class. See Paul et al (1990) Critical Thinking Handbook , pp.130-132, for more ideas.

#### 藉由閱讀故事來定義領導風格

閱讀完哈莉特·塔布曼(美國廢奴主義者)的故事或是相似的領導者角色，集中大量的時間讓學生透過腦力激盪來討論領導者的領導風格(在白板或是海報上記錄學生的回答)。接著將班級分組並且邀請學生根據領導者的特徵進行排序，然後將所有組別的內容統合以達成共識。在這最後的階段，用短語表達內容品質並詢問學生這些字詞對他們如何有用。每位學生5分鐘要求選擇一位他們自認的領導者並快速寫下。學生可以跟組員分享他們寫的內容，每一組別可以選一位同學跟全班分享。更多細節請參閱保羅等人1990年撰寫的「批判思考手冊」(130-132頁)

**Choice of leadership style.** Discuss different kinds of leadership (e.g., authoritarian, autocratic, dictatorial). Have students identify these in current leaders.

#### 領導風格的選擇

討論不同種類的領導者(e.g., authoritarian, autocratic, dictatorial).

利用目前領導者帶領學生辨識這些特質

**How do kids lead?** Present and discuss examples of leadership by young people. Find examples locally or from national organizations like: Kids for Saving Earth Worldwide (KSE, [www.kidsforsavingearth.org](http://www.kidsforsavingearth.org), [kseww@aol.com](mailto:kseww@aol.com)), Kids for a Clean Environment (KidsFACE, [www.kidsface.org](http://www.kidsface.org), [kidsface@mindspring.com](mailto:kidsface@mindspring.com)), Kids Against Pollution, Poverty & Prejudice (KAP, [kidsagainstpollution.org](http://kidsagainstpollution.org), [kap@borg.com](mailto:kap@borg.com)), Natural Guard works with innercity youth on community action projects ([tng@snet.net](mailto:tng@snet.net)).

#### 孩童如何領導？

呈現與討論一些年輕領導者的例子。從當地或國際組織中尋找一些例子，例如：Kids for Saving Earth Worldwide (KSE, [www.kidsforsavingearth.org](http://www.kidsforsavingearth.org), [kseww@aol.com](mailto:kseww@aol.com)), Kids for a Clean Environment (KidsFACE, [www.kidsface.org](http://www.kidsface.org), [kidsface@mindspring.com](mailto:kidsface@mindspring.com)), Kids Against Pollution, Poverty & Prejudice (KAP, [kidsagainstpollution.org](http://kidsagainstpollution.org), [kap@borg.com](mailto:kap@borg.com)), Natural Guard works with innercity youth on community action projects ([tng@snet.net](mailto:tng@snet.net)).

**Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

等級2：注意於事實與技能(聚焦於細節與典型知識)

**Effective leadership.** Identify effective task and social leadership skills and how situations can determine what kind of leadership is needed. Have students identify the goals and effects of different leaders in history.

### 有效的領導

辨別有效的任務與社會性的領導技能，以及決定什麼樣的情境需要什麼種類的領導。讓學生識別歷史上不同領導者的目標和影響。

**Challenges of leadership.** Discuss with the students the impediments to being a leader: (embarrassment, not wanting to be different, thinking others will do it). Study examples in stories or history of people who were not impeded.

### 領導者的挑戰

與學生討論成為領導者的障礙：害羞、一成不變、認為別人會去做。研讀一些在故事或歷史人物中沒有被阻礙打敗的例子。

**Examine the process of leadership.** Have students select from a list of leaders (historical or current). These can be political, civic, business, activist, artistic, research, scientific, technological (e.g., inventors), academic, or cultural leaders. Students do one of the following and report on findings: (1) Read as much about the leader as possible to find out the leader's leadership style. (2) What important decisions did the leader make? How did the leader change the world? (3) Shadow a local leader. Find out what a day is like, what decisions are made, what the leader does to stay focused, what the leader does to make sure decisions are ethical. (4) Identify the skills the leader has based on a list of character skills.

### 檢示領導的過程

讓學生從領導者列表中做選擇（歷史的或當前的）。這些人可以是政治的、公民的、商業的、激進主義的、藝術的、研究的、科學的、技術的（例如發明家），學術的或文化的領導者。學生選擇以下其一執行並且報告結果：(1)盡可能多多閱讀不同領導者，以了解領導者的領導風格。(2)領導人做了什麼重要的決定？領導人如何改變世界？(3)跟隨一位當地領導者。了解他一天的生活，做出什麼樣的決定，領導者如何保持專注，領導者做什麼來確保決策符合道德標準。(4)辨別領導者基於人格技能列表上所表現的技能。

**Communication skills of leaders.** Have students practice important leadership skills such as (a) Public speaking (e.g., clear expression, good opening, eye contact) (b) Managing impressions (e.g., through clothes and grooming, body language, enunciation and accent, how to meet someone, how to make conversation) (c) Setting personal goals (see Action Skill # 4).

### 領導者的溝通技能

讓學生練習重要的領導技能，例如：(a)公開演講（如，清楚的表達、良好的開放、眼神接觸）(b)管理個人形象（如，透過衣服和修飾、身體語言、發音和口音、如何與某人會面、如何交談）(c)設定個人目標（請參閱行為技能第四點）

## **Level 3: Practice Procedures** (*Set goals, Plan steps of problem solving, Practice skills*)

### 等級3：練習步驟（設定目標、計畫問題解決步驟、練習技能）

**Identify a role model.** Students select a good leader (who helped his or her entire people) and write about how they could imitate that leader in their daily life. Then have them implement their plan and report on it.

### 辨識一個角色模型

學生選擇一個好的領導者（曾幫助過他或她整個族群的人）並且寫下他們如何在日常生活中模仿那位領導者。然後讓他們實行計劃並報告。

**Find a problem.** Students identify a local problem, find out as much as possible about it, generate solutions for how to remedy it.

### 找到問題

學生辨別一個當地問題，盡可能地去了解它，並為如何補救此問題產生解決方案。

## **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

### 等級4：結合知識與步驟(執行計劃，解決問題)

**Being a leader.** Cross-age tutoring is a situation where an older student can demonstrate leadership. For example, older students (e.g., grades 7 & 6) work with younger students (e.g., grades 3 and 4) on homework or a community service project. See the appendix (p. 127) for instructions.

### 成為一位領導者

跨年齡課外輔導是一個年齡較大的學生可以表現出領導力的情況。例如，年齡較大的學生（例如7年級和6年級）與年齡較小學生（例如3年級和4年級）完成家庭作業或社區服務計畫。相關說明請參閱附錄第127頁。

**Inspire others.** Students practice techniques for helping others get motivated to take ethical action.

According to M. Gladwell in *The tipping point*, there are three things that come together to make social change: (a) motivating the persons who are messengers to others, (b) making a message that sticks in people's minds, (c) changing the context so it supports or stimulates the behavior you want.

### 啟發他人

學生練習技能來幫助他人積極採取道德行動。根據M. Gladwell在「引爆趨勢」的書中，提到有三件事情匯集在一起能使社會改變：(a)激勵能傳達訊息給別人的人(b)發出一個會留存在人們心中的訊息(c)改變內容以便它支持或刺激你想要的行為

**Give advocacy speeches** (suggestions adapted from Dianne de Las Casas). Have students develop advocacy speeches to persuade an audience to support a change that will help the community. The speakers should remember to: welcome the audience, connect with the audience, maintain eye contact, mean what you say, tell the audience what you are going to say, say it, and tell them what you said, make several clear points.

### 發表宣傳演講(改編自Dianne de Las Casas的建議)

讓學生進行宣傳演講，說服觀眾支持有助於社區的改變。演講者應該記住：歡迎觀眾，與觀眾聯結，保持眼神交流，告訴觀眾你將要說什麼，說出來，並告訴他們你說什麼，且做幾個明確的表明。

## **5b. Taking Initiative as a Leader by Taking Initiative for and with Others**

### 藉由主動與別人合作來學習領導者的主動採取行動

### **LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

#### 等級1：融入實例與機會中(參閱大架構與基本模式)

**Leaders who helped others.** Read stories about social leaders who helped their communities and discuss what would have happened without them.

### 幫助別人的領導者

閱讀關於曾幫助過他們社區的社會領導者故事，並討論若沒有他們會發生什麼事。

**Self-sacrifice.** Read stories about social leaders who helped their communities at personal cost.

### 自我犧牲

閱讀關於社會領導者以個人成本代價來幫助社區的故事。

**Family decisions.** Discuss the different ways families make decisions.

### 家庭決定

討論家庭做出決策的不同方式。

**Decisions with friends.** Discuss ways people make decisions with their friends.

### 與朋友做決定

討論人們與朋友做決定的方式。

**Community decisions.** Watch an example of community decision-making.

### 社區決策

看一個社區決策的例子。

**Level 2: Attention to Facts and Skills** (*Focus on detail & prototypical knowledge*)

**等級2：注意於事實與技能**(*聚焦於細節與典型知識*)

**Local leaders.** Invite local community members who have been active in speaking up for the disadvantaged. Ask them about their challenges and necessary skills.

### 當地的領導者

邀請一直積極為弱勢群體說話的當地社區成員。

詢問他們的挑戰和必要的技能。

**Finding out about family decision making.** Students interview their parents or other adults about how they make decisions in their families. Report to class and discuss the differences and options people have.

### 了解家庭決策

學生訪談他們的父母或其他成年人了解他們如何在家庭中做決策。

報告給班級，並且討論人們做決策的差異和選擇。

**Finding out about decision-making with friends.** Students talk to older students about how they make decisions with their friends. Report to class and discuss the differences and options people have.

### 找出與朋友的決策

學生與較年長的學生談論他們如何與他們的朋友做決策。

報告給班級，並且討論人們做決策的差異和選擇。

**Finding out about community decision-making.** Students interview community decision makers about how they make decisions for the community. Report to class and discuss the differences and options people have.

### 了解社區決策

學生訪談社區決策者如何為社區做出決策。

報告給班級，並且討論人們做決策的差異和選擇。

**Level 3: Practice Procedures** (*Set goals, Plan steps of problem solving, Practice skills*)

**等級3：練習步驟**(*設定目標、計畫問題解決步驟、練習技能*)

**Social Action.** Students work in groups to initiate social action. They can choose a social problem to work on over the semester. The teacher and group members evaluate the leadership style of each group member (see descriptions of leadership styles at <http://www.casaa-resources.net/resources/sourcebook/student-leadership/leadership-styles.html> or in Dorothy Sisk and Hilda Rosselli's (1987) *Leadership: A special type of giftedness*). (Example: Students may choose to create a recreation center in town for at-risk students where they have access to social services. They might work with the town board, write petitions, and lobby public officials. They may write grants, organize committees, and conduct opinion polls.)

### 社會行動

學生進行團體工作以開始社會行動。他們可以選擇一個社會問題並且在整個學期進行工作。教師和小組成員會評估每位小組成員的領導風格(請參閱以下領導風格的描述 <http://www.casaa-resources.net/resources/sourcebook/student-leadership/leadership-styles.html>，以及Dorothy Sisk and Hilda Rosselli's (1987) *Leadership: A special type of giftedness*)

(例子：學生可以選擇在城市裡為有風險的學生創建一個娛樂中心，在那裡他們可以獲得社會服務。他們可能與城鎮委員會合作，寫請願書和遊說公職人員。他們可能會寫補助、組織委員會，並開展民意調查。)

**Role play leader decision making.** Students practice skills in ethical leadership (like listening, making decision with everyone's welfare in mind, etc.). **Assess** with written responses to scenarios. Students take on the role of leader and decide what next steps to take.

### 角色扮演領導者決策

學生練習倫理的領導技能（如傾聽，根據每個人的福利作出決策等）。

用對不同場景的書面答覆進行評估。學生擔任領導者的角色，並決定採取什麼後續步驟。

**Taking initiative for the common good.** Students brainstorm about current needs in the classroom, school, or community. Have someone from the community come in and talk with students about service, sharing their stories and experiences. Students perform some school, civic, or humanitarian service.

### 主動謀求共同利益

學生腦力激盪討論課堂、學校或社區的當前需求。讓來自社區的人進來與學生談論服務，分享他們的故事和經驗。學生進行一些學校，公民或人道主義服務。

**Practice group decision making.** Maier (1963) and Turner and Pratkanis (1994) have six suggestions for group decision making that have been shown to increase critical thinking and avoid the pitfalls of groupthink (where the group agrees without critical thinking): (1) Don't accept the first answer that comes up. Explore alternatives. (2) Keep focused on solving the problem, not criticizing other people or their ideas. (3) Keep track of all suggestions so that each can be fully explored. (4) Select a set of options and ask evaluative questions (e.g., what would that mean? what would happen if we did that?). (5) Protect people from individual attacks, especially those expressing minority opinions. (6) Make one of your goals understanding and resolving the differences of opinion in the group. Have students lead one another in decision making. Have them practice until they can master the procedures.

### 實踐小組決策

Maier (1963) 以及 Turner和Pratkanis (1994) 對團體決策有六個建議，這些建議已被證明可以增加批判性思考，並避免群體思考的陷阱(指群體沒有批判性思考便同意決策)：(1)不接受第一個出現的答案。探索替代方案。(2)繼續專注於解決問題，不要批評別人或他們的想法。(3)追蹤所有建議以便能夠完全探查。(4)選擇一組選項並詢問評估性問題（例如，這是什麼意思？如果我們這樣做會發生什麼事？）(5)保護人們免受個人攻擊，特別是那些表達少數意見的人。(6)讓你的目標被理解和解決團體中的意見分歧。讓學生在決策中相互領導。讓他們練習直到他們能掌握程序。

**Decision-making in class meetings** (from *Classroom strategies for teaching respect and responsibility*).

Facilitate class meetings led by teachers, usually 10 to 30 minutes long, on a consistent basis. Specifically, *sticky situations* type of class meeting helps students work through difficult situations, enabling them to develop skills for real situations, including the egostrength to do the right thing (see Lickona, 1991, for more details).

**班級會議中的決策**（從教導尊重和責任的教室策略）

推動由教師領導的班級會議，時間通常為10至30分鐘，且建立在一致的基礎上。

具體來說，棘手情況類型的會議有助於讓學生在困難的情況下工作，使他們能夠在真實情況中發展技能，包括使用自我實力做正確的事。（更多細節請參閱 Lickona，1991）。

**Level 4: Integrate Knowledge and Procedures** (*Execute plans, Solve problems*)**等級4：結合知識與步驟**(執行計劃，解決問題)

**Weekly reports on taking initiative.** Initiate weekly reporting on student activism. Have students decide what kind of unfairness they can address during the week and return the following week with a description of how they did so (alone or in groups).

**每週主動報告**

發起關於學生活動的每週報告。讓學生決定他們可以在一周內解決什麼樣不公平的事，並在下週回來描述他們如何做（單獨或分組）。

**Imitate ethical decision-making in leaders.** Students imitate a leadership style in leading a project.

Afterwards, they reflect on and write about their experiences. Demonstrates consistent use and application of leadership skills in addressing ethical dilemmas.

**模仿領導者的道德決策**

學生在領導計劃時模仿領導風格。之後，他們反思並寫下他們的經驗。演示在解決倫理兩難中，領導技能的一致性使用和應用。

**Becoming a community leader.** Discuss with students how to get involved (1) in school (governance, other activities): share information about what is available in the school and (2) in the community (civic, humanitarian).

**成為社區領導者**

與學生討論如何參與(1)在學校(管理，其他活動)：分享有關在學校可使用的訊息，以及(2)在社區(公民，人道主義)。

**Lead in taking social action.** Have students take action in their community. Use the steps suggested by B. Lewis' *Kid's Guide to Social Action* (written for kids to use with worksheets and concrete guidelines): (1) Choose a problem in the neighborhood (does an area feel unsafe? Smell bad? Look terrible? Are there needy people?) (2) Do your research (how do community members feel about the problem, what is the history of the problem). (3) Brainstorm possible solutions and choose the one that seems most possible and will make the most difference. (4) Build coalitions of support. Find all the people that agree with you (neighborhood, community, city, state, businesses, agencies) (5) Figure out (with the help of your coalition) who is your opposition and work with them on overcoming their objections. (6) Advertise (send out a news release, call tv, radio, newspaper reporters, churches) (7) Raise money if you need to. (8) Carry out your solution. Make a list of the steps you need to take (e.g., write letters, give speeches, pass petitions). (9) Evaluate and reflect on whether the plan is working. Did you try everything, should you change something? Celebrate what you have done by writing about it, dramatizing it, drawing it. (10) Don't give up. Find the thing that will work.

**採取社會行動的領導**

讓學生在他們的社區採取行動。使用B. Lewis的“兒童社會行動指南”（寫給孩子使用的工作表和具體指南）建議的步驟：(1)選擇一個鄰近問題（一個地區感到不安全嗎？氣味聞起來糟糕嗎？看起來可怕嗎？需要幫忙的人嗎？）(2)做研究（社區成員如何看待問題，問題的起源是什麼）。(3)腦力激盪可能的解決方案，選擇一個似乎最可能的且可以做最大改變的方案。(4)建立支持聯盟。尋找所有贊同你的人（鄰里，社區，城市，州，企業，代理機構）(5)（在你的聯盟幫助下）尋找反對你的人，並與他們一起克服反對的意見。(6)廣告（發出新聞稿，電視，廣播，報紙記者，教會）(7)如果你需要，爭取贊助。(8)執行你的解決方案。列出您需要採取的步驟（例如，寫信，演講，傳遞請願書）。(9)評估並反思計畫是否有效。你嘗試了一切，你應該改變什麼嗎？藉由寫下、編寫劇本、繪製它來慶祝你做了什麼。(10)不要放棄。找到可工作的事情。

## **5c. Taking Initiative as a Leader by Mentoring Others**

### 藉由指導他人來學習領導者的主動採取行動

#### **LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

#### 等級1：融入實例與機會中(參閱大架構與基本模式)

**What do mentors do?** Students find a mentor (of someone else) whom they can follow around to observe what a mentor does. **Assess** with a report on what they've observed.

#### 指導者做什麼？

學生找到一個指導者，他們可以隨時跟隨並觀察指導者的行為。

**What is a mentor?** (1) Have the students interview older students and adults to find out what they think a mentor is. Ask those whom they interview who have been mentors for them. **Assess** with report on interview. (2) Have the students conduct research about what a mentor is and does. Encourage them to consider all of the people in their lives who have been mentors for them. **Assess** participation in class discussion.

#### 什麼是指導者？

(1)讓學生訪談較年長的學生和成年人，以了解他們認為的指導者是怎樣。訪問那些他們訪談且已經成為他們指導者的人。評估訪談的報告。

(2)讓學生進行關於導師的定位與工作項目的研究。鼓勵他們去思考在他們的生活中已經成為他們指導者的人。評估學生參與班級討論的情形。

#### **Level 2: Attention to Facts and Skills** (Focus on detail & prototypical knowledge)

#### 等級2：注意於事實與技能(聚焦於細節與典型知識)

**Ethical role model.** Students are encouraged to be in contact with a mentoring role model. Optimally, this role model would be similar in many respects to the students (age, gender), yet have higher status (is considered “cool”) and perform actions in situations that are similar to the one’s the students face. **Assess** with a report on what the student learned.

#### 倫理的角色典範

學生被鼓勵與指導的角色典範接觸。

最佳地，這個角色典範在許多方面與學生類似（年齡，性別），但具有更高的地位（被認為是“酷”），並在類似於學生面臨的情況下表現其行為。評估學生的學習報告。

**Personal case of responsibility.** Put the class in pairs and have the students exchange stories about times when they had to take responsibility for mentoring another. The partner of each student presents that student’s mentoring experience to the class. **Assess** presentation to the class.

## 個人的責任

將班級學生成對分組，讓學生交流他們需要負責指導夥伴的故事。每個學生的合作夥伴向班上呈現其指導者的指導經驗。評估班級報告呈現情形。

**Being mentored.** Students look at the people who give them advice (mentors) in their lives (including parents and teachers) and determine how the mentors guide them. **Assess** participation in class discussion.

### 被指導

學生看看在他們的生活中給他們建議（指導者）的人（包括父母和老師），並確定指導者如何指導他們。評估學生參與班級討論的情形。

**Interview a mentor.** Interview people involved in actual mentor organizations (e.g. Big Brother, Big Sister). What compels them to be a mentor? What benefit do they gain by giving their time and energy in this way?

### 採訪指導者

訪談參與實際指導組織的人（例如大哥哥，大姐姐）。什麼原因迫使他們成為指導者？當他們以這種方式付出時間和精力，他們能獲得什麼好處？

## Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)

### 等級3：練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Mentoring as a Big Brother/Big Sister.** Invite a speaker from the Big Brother/Big Sister program to discuss the program with your students. Ask the speaker to emphasize the importance of good mentoring to the success of this program. Provide information about how your students can become involved with this program if they are interested. **Assess** with a report on what they've learned. (From *Teaching Character*)

### 作為一個大哥哥/大姐姐去指導

邀請大哥哥/大姐姐節目的演講者與你的學生討論該節目。請演講者強調良好指導對這一計畫成功的重要性。提供有關您的學生如果有興趣參與此計畫的訊息。評估一份關於他們所學內容的報告。（從品格教學）

**Mentoring in informal ways.** Though there are formal roles of mentors, much of mentoring can (and often does!) occur in implicit ways, such as tutoring younger students, babysitting, or even just spending time with them. Children learn by modeling adolescents and adults, regardless of whether the child is in a formal mentoring relationship. Discuss how students can mentor younger students/children informally by modeling appropriate behavior and then talking about it with the child.

### 以非正式方式進行指導

雖然有指導者的正式角色，但是大多數的指導可以(時常)用隱含的方式發生，例如輔導年輕學生，擔任保姆，甚至只是花時間陪伴。兒童透過模仿青少年和成人來學習，不管孩子是否和其處於正式的指導關係。討論學生如何藉由模仿適當的行為非正式地指導年輕學生/兒童，然後與孩子談論他們。

## Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)

### 等級4：結合知識與步驟(執行計劃，解決問題)

**Mentoring a younger student.** Pair students up with a younger student to meet once per week to work on a skill the older student can teach the younger student. **Assess** with a report on the experience by the student mentor.

### 指導一位年輕學生

讓年紀較大學生與一位年紀較小的學生為一組，每週見面一次，年長學生可以教年輕的學生工作技能。評估學生指導者的經驗報告。

**Cross-age mentoring.** Train student leaders (grades 6 or 7) how to facilitate peer refusal; positive peer skills; and to present factual prevention information, including advertising and media techniques related to alcohol and tobacco, through puppet skits and role play activities to younger aged students (grades 3 or 4). Mentoring younger students may instill a sense of duty to help others, especially those that are less developed or have fewer resources. Mentoring younger students may also facilitate the transition of focusing on external rewards for ethical behavior to having a more intrinsic satisfaction from helping.

### 跨年齡指導

訓練學生領袖（六年級或七年級）如何促進同儕拒絕；正向的同儕技能；並通過人偶戲和角色扮演活動向年輕的學生（三或四年級）提供事實預防訊息，包括與酒精和香煙相關的廣告和媒體報導。可以藉由灌輸學生幫助他人的責任感，特別是幫助那些尚未完全發展或資源較少的學生。指導年輕學生也可以促進他們將注重外部獎勵的道德行為轉換到幫助他人能提升內在滿意度。

**Long-term mentoring.** Have students take on a long-term mentoring job (e.g., semester long). This could be to help with (a) academics, (b) character skills, or (c) a short-term service project using activities from these books. The pairs should establish and keep track of goals. Request periodic reports. There should be a coach who can support and evaluate the success of the relationship.

### 長期的指導

讓學生進行長期的指導工作（例如，整學期）。可以幫助他們的(a)學術，(b)品格技能，或(c)使用這些書中的活動短期服務計畫。應建立分組並進行目標追蹤。要求定期報告。應該有一個教練能夠支持和評估學生進行長期的指導工作關係成功的情況。

## 6. Cultivating Courage

### 培養勇氣

#### 6a. Cultivating Courage by Managing Fear

#### 藉由管理恐懼來培養勇氣

#### **LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

#### 等級1：融入實例與機會中(參閱大架構與基本模式)

**Courage in stories.** Students read stories of courage and discuss the courageous behavior and its implications for the hero or heroine. Short example: From *A Call to Character* (Greer & Kohl, eds.): 1. From Helen Keller's *The Story of My Life* is a story of Helen in a tree when a thunderstorm erupts. Helen describes how confronting and overcoming terror can lead to deep personal enrichment. 2. *Charlotte's Web* by E.B. White is a story of the intervention of Charlotte the spider to save her friend the pig when they learn he's being fattened for Christmas dinner. It demonstrates courage of a friend to protect another from harm. 3. From Arnold Gragson's *The Underground Railroad*, is a narrative about helping a slave across a river to escape from slavery, illustrating courage to put one's life in danger for another person's freedom and dignity.

#### 勇氣的故事

學生閱讀勇氣的故事，並且討論勇敢的行為及其對英雄或女英雄的影響

簡單的例子：From *A Call to Character* (Greer & Kohl, eds.): 1.從海倫凱勒的“*The Story of My Life*”作品，這是當打雷時海倫在樹林中的一個故事。描述海倫如何面對和克服恐怖，可以變成深刻的個人豐富經

驗。2. 散文名家 E. B. White 的作品 *Charlotte's Web* (夏綠蒂的網)，這是關於一個名叫夏綠蒂的蜘蛛拯救她的朋友豬的故事，正當他們得知豬將成為聖誕晚餐。故事表明一個朋友的勇氣，保護另一個人免受傷害。3. Arnold Gragson 的作品 *The Underground Railroad*，這是一個關於幫助奴隸跨越一條河流擺脫奴隸制度的敘述，從作品說明勇敢將一個人的生命危險置於另一個人的自由和尊嚴中。

**Analyzing actions.** Students consider different scenarios in which the protagonist takes action. Then they decide whether the action is courageous, foolhardy, or for personal gain.

### 分析行為

學生以不同場景考慮主角採取的行動。在讓學生決定主角的行動是勇敢的，膽怯的還是只為個人的利益。

### **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

#### 等級2：注意於事實與技能(聚焦於細節與典型知識)

**Community courage.** Students gather stories of courage from community members. Community members are asked to discuss how they overcame their fear. They present these as dramas, poems, song, drawings, essays, and so on. Community members are invited to attend the presentations.

### 社區的勇氣

學生們從社區成員那裡收集勇氣的故事。

社區成員被要求討論如何克服他們的恐懼。學生把這些作為戲劇，詩歌，歌曲，繪畫，散文..等。社區成員被邀請參加學生作品表演及展示。

**Practice being brave.** Offer opportunities for students to be brave in the classroom (such as standing up for an unpopular child). Coach them on being brave. Note progress.

### 練習變勇敢

在教室裡為學生提供變勇敢的機會（例如支持不受歡迎的孩子）。教導他們變勇敢。注意進度。

### **Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

#### 等級3：練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Personal examples of daily courage.** Students share their efforts at following through on scary but important decisions.

### 每日勇氣的個人例子

學生分享他們的努力，如何通過可怕但重要的決定。

**Being courageous and reaching out.** Discuss how to reach out to students who may be in need of friends. Have students practice and report.

### 勇敢並伸出援手

討論如何接觸可能需要朋友的學生。讓學生練習和報告。

**Admitting mistakes.** Discuss how admitting mistakes takes courage. Have students find examples of people admitting mistakes. Have students practice admitting mistakes in class and outside of class.

### 承認錯誤

討論承認錯誤如何需要勇氣。讓學生找到承認錯誤的例子。讓學生在課堂和課外練習承認錯誤。

**Manage emotionality.** Emotionality (called neuroticism by some psychologists) is the tendency to succumb to mood swings, stress, passions, anxiety, and sensitivity. Focusing too much on negative emotions like fear, anxiety, sadness is related to several life-threatening diseases so for this and other reasons it is important to learn to counter your tendencies to dwell on negatives. Have students keep a daily journal recording the approximate percentage of time they spend thinking about negative things in contrast to thinking about positive things.

### 管理情緒

情緒性（一些心理學家稱為神經質）是趨向於心情波動，壓力，激情，焦慮和敏感的傾向。專注於過多的負面情緒，如恐懼，焦慮，悲傷與幾種危及生命的疾病有關，所以對於這個和其他原因，重要的是要學會處理你的負面傾向。讓學生保持每天寫日誌來記錄他們花費在思考負面事情而非正向事情時間的大約百分比。

**Cultivate serenity.** J. Cianciosi (*The Meditative Path*) suggests that meditation is a systematic, introspective practice to facilitate growth in three main areas: (1) Getting to know the mind by studying the inner world of mental and emotional states. (2) Training the mind by building awareness, concentration, and serenity. (3) Freeing the mind by gradually reducing the power of negative tendencies. The three go hand in hand. Mindfulness is the skill to be developed in meditation. During meditation one can try to empty the mind, focus on an image or sound. A Christian approach to meditation often focuses on the words or image of Jesus. All this is to happen gently over time. With practice, one develops serenity—the experience of rest, tranquility, even joy. Have students practice on a daily basis for several months.

### 培養寧靜

J. Cianciosi（冥想之路）表明冥想是一個系統的，內省的實踐，促進三個主要領域的增長：

（1）藉由研究心理和情緒狀態的內心世界來了解心靈。（2）藉由建立意識，專心和寧靜來培養心靈。（3）藉由逐漸減少負面傾向的力量來釋放心靈。三者需要攜手並進。正念是在冥想中發展的技能。在冥想期間，可以嘗試清空頭腦，專注於圖像或聲音。基督徒的冥想方法往往側重於耶穌的話語或形象。所有這一切都是隨著時間的推移。透過實踐，一個發展寧靜-休息的經驗，寧靜，甚至快樂。讓學生每天練習並持續幾個月。

## **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

等級4：結合知識與步驟(執行計畫，解決問題)

**Mentoring others to overcome fears.** Have students work with a younger student to help them learn to overcome their fears about school. Students report back regularly.

### 指導他人克服恐懼

讓學生與一個較年幼的學生一起工作，幫助他們學會克服對學校的恐懼。學生定期回報進度。

**Having a mentor.** Have students work with high school students or adults on being courageous.

### 有一位導師

讓學生與高中生或成年人一起工作學習勇敢。

## **6b. Cultivating Courage by Standing Up under Pressure**

### 在壓力下培養勇氣

**LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

等級1：融入實例與機會中(參閱大架構與基本模式)

**Out-group well being.** Identify situations that are harmful to out-groups (groups the student is not a part of) and considers means to rectify the situation. Students identify a situation at school where some children are rejected. Brainstorm on how to change the situation.

### 外團體幸福感

辯別對外團體有害的情況（學生不是群體的一部分），並考慮糾正這種情況的方法。學生辨別學校裡有些孩子被拒絕的情況。腦力激盪思考如何改變此局面。

**Stories about courage.** Have students find examples (e.g., from newspapers, stories) of people who were brave by taking an unpopular position. Read these examples and discuss.

### 關於勇氣的故事

讓學生發現一些人勇敢採取不受歡迎立場的例子（例如，從報紙，故事）。閱讀這些例子並討論。

**Uniqueness.** Discuss how individuals are different and the benefits of having differences. Where do people get messages that being different is not good? Where do people get messages (and what kind) about how they should look, act, think?

### 唯一性

討論個體如何不同，以及具備差異的好處。人們在哪裡得到訊息指出與別人不同是不好的？人們在哪裡得到關於他們應該看起來，行動，思考的信息（和什麼樣的）？

## **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

### 等級2：注意於事實與技能(聚焦於細節與典型知識)

**Supporting others.** (1) The student identifies ways to support people who are not part of his/her groups. (2) The student describes three options for including a rejected student in a group.

### 支持他人

（1）學生辨別並支持不屬於他/她群體的人之方法。（2）學生描述了被團體拒絕的學生在組中的三個選項。

**Attending to pressures from the media.** (1) Have students analyze the pressures the media puts on individuals in terms of how they should look or act to be ‘successful.’ (2) Do a historical analysis of media images of women and men, boys and girls.

### 面對來自媒體的壓力

（1）讓學生分析媒體對個人的壓力，看他們應該如何看待或採取“成功”行動。（2）對女性和男性，男孩和女孩的媒體形象進行歷史分析。

## **Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

### 等級3：練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Peer well-being.** The student describes optional actions for standing up for others. For example, s/he identifies three ways to stand up for a peer who doesn’t speak English.

### 同儕幸福感

學生描述了支持別人的選擇性行動。例如，她/他辨別了三種方法來支持不會說英語的同儕。

**Avoiding drugs.** Discuss how to avoid drug use by inviting a community member to talk about personal experiences with substance abuse, the consequences, and personal responsibility.

### 避免毒品

討論如何避免吸毒，邀請社區成員談論藥物濫用，藥物使用後果和個人責任。

**Avoiding violence.** Use group discussions and role-plays to address how to say ‘no’ to verbal & physical aggression.

### 避免暴力

使用小組討論和角色扮演來傳達如何向言語和身體暴力說“不”。

**Local examples of courage.** Students choose someone from their school (they do not have to name the individual) to write an essay about. Students write about something that student did in or outside of class that demonstrated courage in the face of ridicule or disapproval. Assess for the elements of courageous behavior listed above.

### 當地有關勇氣的例子

學生從他們的學校選擇一個人（他們不必為個體命名）來寫一篇文章。學生寫的是那位學生在課堂上或課堂外，當他們面對嘲笑或不贊成時所表現出來的勇氣。評估上面列出勇敢行為的要素。

**Role play being courageous.** Students act out situations that require courage, imitating situations they have read about.

### 扮演勇敢的角色

學生在需要勇氣的情境中表現，並且模仿他們閱讀不同情況中的行為。

**Media pressure refusal.** Teacher should: (1) Help student identify areas the media pressures them (look at television, magazines, billboards, music videos and songs, movies, video games, etc.). (2) Define media pressure: the subtle messages that media say about who you should be, how you should look, how you should act, what is beautiful, what is success, what you should focus your life on, what you should do with your time, what you should think of your peers, what you should think of adults, etc. (3) Discuss typical portrayals that media present and why they might have so much power. (4) Discuss what a thoughtful mentor would advise vs. what the media ‘advise.’ (5) Discuss the consequences of accepting or not accepting media messages. (6) Discuss ‘who do I want to give control to?’—media, myself, peers, tobacco companies, etc. (7) Saying ‘no’ to media images and messages can be hard so we need to practice different ways.

### 拒絕媒體壓力

教師應該(1)幫助學生辨別媒體給予他們壓力的領域（看電視，雜誌，廣告牌，音樂視頻和歌曲，電影，電動遊戲等）。(2)定義媒體的壓力：對於媒體細節訊息傳達出你應該是誰，你應該如何看待，你應該如何行動，什麼是美麗，什麼是成功，什麼是你應該在生活上關注的，什麼是你應該利用時間做的事，你應該想想你的同儕，你應該想想成人等。(3)討論媒體塑造的典型形象，以及為什麼他們有這麼多的力量。(4)討論一個周到的指導者給予的建議與媒體給予的建議做比較。(5)討論接受或不接受媒體訊息的後果。(6)討論“我想控制誰？”—媒體，我自己，同儕，煙草公司等。(7)對媒體形象和消息說“不”可能很困難，所以我們需要練習不同的方式。

**Students practice 3-step refusal process.** (a) Check out the message and apply the ‘self-esteem rule’: does it make you feel bad about yourself as you are now? (b) Decide whether or not you can put up with it without being influenced (c) Act quickly to avoid being influenced, using one of these options: (1) Change the channel, turn the page, (2) Turn it off or throw it away or leave, (3) Talk back to the image or message with a counter message, (4) Make a joke about it, (5) Suggest a better message, (6) Write an email to complain about the message (7) Boycott the product (8) Start a petition against the product (9) Keep track of what messages and how many break the self-esteem rule. Think of other responses. Assess with a written test on identifying messages, or on the refusal approaches generally, or in response to particular scenarios.

### 學生實踐3步驟拒絕的過程

(a)查看訊息並應用“自尊原則”：它會讓你對自己感到不舒服嗎？(b)決定是否可以在沒有被影響的情況下忍受它(c)迅速採取行動避免受到影響，使用這些選項之一：(1)更改頻道，(2)將其關閉或將其丟棄或離開，(3)使用訊息計數器回覆圖像或訊息，(4)講一個笑話，(5)建議一個更好的訊息，(6)寫一封電子郵件來抱怨訊息(7)抵制產品(8)開始對產品進行請願(9)追蹤訊息和多少次打破自尊的原則。想想其他反應。藉由對辨別消息的筆試，或一般拒絕方法，或回應特定情況來進行評估。

**Cultural differences in courage.** Students talk to members of different cultures in the community. Students ask for stories of courage from the culture. These stories are gathered, written up by the students, and discussed in class.

### 文化差異上的勇氣

學生與社區中不同文化的成員交談。學生詢問不同文化的勇氣故事。這些故事由學生收集，將它們寫出，並在課堂上討論。

### **Level 4: Integrate Knowledge and Procedures** (*Execute plans, Solve problems*)

**等級4：結合知識與步驟**(執行計劃，解決問題)

**Standing up to the media.** After identifying offensive messages in the media, students create and take an action plan. They can begin by writing letters of complaint, and move to planning and carrying out a demonstration or boycott.

### 抵抗媒體

在辨別媒體中的攻擊性訊息後，學生創造並實際採取行動計畫。他們可以開始寫投訴信，並開始規劃和進行遊行示威或抵制。

**Testing standing up.** Put together several examples of common situations in school where a person is pressured to do something they should not do or don't need to do. With the consent of the students, ask other teachers/ students to test them (as if real but not). Students should expect to be tested but should not know when, by whom or on what.

### 測試抵抗表現

彙集幾個在學校常見情況的例子，一個人被逼迫做一些他們不應該做或不需要做的事情。經學生同意後，請其他教師或學生測試他們（彷彿是真的，但並非如此）。學生應該期待被測試，但不應該知道什麼時候，由誰測試或測試什麼？

## **6c. Cultivating Courage by Managing Change & Uncertainty**

**在處理改變性與不確定性下培養勇氣**

### **LEVEL 1: Immersion in Examples & Opportunities** (*See big picture and basic patterns*)

**等級1：融入實例與機會中**(參閱大架構與基本模式)

**Catalysts for change.** Discuss good reasons that people might change their minds about something (e.g., new information, new research findings, hard experience).

### 催化劑的變化

討論人們可能改變他們對某事想法的好理由（例如，新的訊息，新的研究結果，艱苦的經驗）。

**Historic changers.** Present examples of beloved figures who demonstrated the ability to change their minds (e.g., Abraham Lincoln and the goals of the civil war, Anwar Sadat and Egypt's relation to Israel).

### 歷史的改變者

呈現出被喜愛人物的例子，這些人物表現出改變主意的能力（例如，亞伯拉罕·林肯和內戰的目標，安瓦爾·薩達特和埃及與以色列的關係。）

**Things that change.** Brainstorm about all the things that change in life. Sort by categories, which should include physical changes (like growing up, hormones), social changes (like relationships, members of class, members of community), government, rights and privileges (being able to drive), work, purchasing power, status, possessions, etc. Ask students to think about each of the categories (or subcategories) and how important it really is in helping them reach their goals. For the things that students mark as very important, have them think of alternative actions or goals (e.g., I want to get a scholarship to college. If I don't, I could get loans, borrow money from a relative, or work to put myself through school.)

### 事情的變化

腦力激盪關於生活中變化的所有事情。按類別排序，包括身體的變化（如成長，激素），社會的變化（如關係，階級成員，社區成員），政府，權利和特權（能夠駕駛），工作，購買力，地位和財產等等。讓學生思考每個類別（或子類別），以及他們在幫助他們實現目標方面的重要性。對於學生認為非常重要的事情，讓他們考慮替代的行動或目標（例如，我想獲得獎學金上大學，如果我沒有，我可以貸款，向親戚借錢，或工作讓自己完成學業。）

**What changes in a person?** Brainstorm about what changes in an individual (e.g., needs, beliefs, priorities, knowledge, information/facts) and discuss what the students have to anticipate.

### 什麼改變一個人？

腦力激盪思考什麼改變一個人（例如，需求，信念，優先事項，知識，資訊/事實），並討論學生必須預期什麼。

## **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

### 等級2：注意於事實與技能(聚焦於細節與典型知識)

**Negative reactions to change.** Hate groups organize around deep fears of change. See [www.tolerance.org](http://www.tolerance.org) for downloadable materials on how to confront hate at school, hate in the community and for more information about hate groups.

### 改變的負向反應

仇恨團體組織圍繞著變化的深刻恐懼。請參見[www.tolerance.org](http://www.tolerance.org)來下載相關媒材，有關如何在學校面對仇恨，社區憎恨和仇恨團體的更多訊息。

**Role models' reaction to change.** Study role models who have faced catastrophic change and examine how they faced it (e.g., actor Christopher Reeves who became a paraplegic after a skiing accident, Lou Gehrig, late baseball player and Steven Hawking, physicist, who both were diagnosed with ALS (Amyotrophic Lateral Sclerosis), Thomas Edison who became increasingly deaf after age 12 when someone picked him up by his ears).

### 角色楷模對改變的反應

研究曾面臨災難性改變的角色楷模，並檢查他們如何面對它（例如，演員Christopher Reeves在滑雪事故後成為截癱患者，晚期棒球運動員Lou Gehrig和物理學家Steven Hawking，他們都被診斷為ALS（肌萎縮性脊髓側索硬化症），Thomas Edison因為有人拉他耳朵，所以在12歲後變得越來越聾。

**Competition.** Ask business leaders to speak about how they deal with competition in products and ideas, and how they take advantage of change in the marketplace.

### 競爭

請商業領袖談論他們如何以競爭方法來處理產品和想法，以及他們如何利用市場的變化。

**Information.** (1) Libraries. Ask the local librarian to discuss how the library deals with the vast changes in the type, access and amount of information. (2) Civil service. Ask a civil servant who works in a quickly changing area (pollution control, environment, forestry, energy, security) and ask how they access the latest information and how they make use of it.

### 資訊

- (1) 圖書館。請當地圖書館員來討論圖書館如何處理資訊類型，資訊存取和資訊量方面的巨大變化。
- (2) 公務員。詢問在快速變化領域工作的公務員（污染控制，環境，林業，能源，安全），並詢問他們如何存取最新的資訊以及如何使用它們。

**Social service.** Invite social service workers to discuss changes in population, diversity, and needs in the populace and how their work manages it all.

### 社會服務

邀請社會服務工作者討論民眾的人口，多樣性和需求的變化，以及他們的工作如何管理這一切。

### **Level 3: Practice Procedures** (*Set goals, Plan steps of problem solving, Practice skills*)

#### 等級3：練習步驟(設定目標、計畫問題解決步驟、練習技能)

**Changes in a domain.** Invite speakers from domains where conditions change and workers must adjust their goals and reactions. What kind of changes do they face? Have them describe how they are flexible and have multiple skills for dealing with change.

### 領域中的變化

從條件變化的領域邀請演講者，工作者必須調整他們的目標和反應。他們面臨什麼樣的變化？讓他們描述他們是如何靈活使用多種技能來處理變化。

**What is uncertain in a domain?** Understanding uncertainty means realizing that humans are limited in what they can know by their machinery, that humans have access to only part of reality, and that the future cannot be fully known in advance (Baltes & Straudinger, 2000). Investigate what aspects of a particular domain are still uncertain.

### 什麼是領域中的不確定性？

理解不確定性意味著意識到人類在他們的機器中可以知道的限制，人類只能使用部分現實，並且未來不能提前完全被知道（Baltes & Straudinger, 2000）。調查特定領域的哪些方面仍然具備不確定性。

**Survey of managing change.** Have students gather all the information they can find about how people manage change and compile it into one large list.

### 管理改變的調查

讓學生收集他們可以找到的關於人們如何管理改變的所有資訊，並將其整理成一個大列表。

**Cultivate self reliance.** Investigate the nature of self reliance? What do self reliant people look like? Classic works to study include writings by Emerson and Thoreau. Current work includes those who support sustainable or simple living.

### 培養自力更生能力

調查自力更生的本質？自力更生的人看起來像什麼？閱讀經典著作包括Emerson和Thoreau的作品。目前的工作包括那些支持可持續的或簡單生活的人。

**Setback or challenge?** Look at what famous people say about their setbacks —what language do they use? How do they respond? Do they give up?

### 挫折或挑戰？

看看名人怎麼說他們的挫折 —他們使用什麼語言？他們如何回應？他們有放棄嗎？

### **Level 4: Integrate Knowledge and Procedures** (*Execute plans, Solve problems*)

#### 等級4：結合知識與步驟(執行計畫，解決問題)

**Global climate change.** Investigate what is contributing to global warming in your community. Then make an action plan to help the community cut back on the cause. Use the steps suggested by B. Lewis’ Kid’s Guide to Social Action (written for kids to use with worksheets and concrete guidelines): (1) Choose a problem in the neighborhood (does an area feel unsafe? Smell bad? Look terrible? Are there needy people?) (2) Do your research (how do community members feel about the problem, what is the history of the problem). (3) Brainstorm possible solutions and choose the one that seems most possible and will make the most difference. (4) Build coalitions of support. Find all the people that agree with you (neighborhood, community, city, state, businesses, agencies) (5) Figure out (with the help of your coalition) who is your opposition and work with them on overcoming their objections. (6) Advertise (send out a news release, call tv, radio, newspaper reporters, churches) (7) Raise money if you need to. (8) Carry out your solution. Make a list of the steps you need to take (e.g., write letters, give speeches, pass petitions). (9) Evaluate and reflect on whether the plan is working. Did you try everything, should you change something? Celebrate what you have done by writing about it, dramatizing it, drawing it. (10) Don’t give up. Find the thing that will work.

### 全球氣候變化

調查在你居住社區中造成全球暖化的原因。然後製定一個行動計劃去幫助社區減少此原因。使用B. Lewis “兒童社會行動指南”建議的步驟（為兒童設計使用的工作表和具體指南）：(1)在鄰近地區選擇一個問題（地區感覺不安全嗎？氣味壞？看起來很可怕？有需要幫助的人嗎？）(2)做你的研究（社區成員對此問題的感覺為何，此問題的歷史是什麼）。(3)腦力激盪思考可能的解決方案，選擇一個似乎最有可能和最大區別的方案。(4)建立支持聯盟。尋找所有同意你的人（鄰居，社區，城市，州，企業，機構）(5)找出（在你的聯盟幫助下）誰是你的反對者，並與他們合作來克服他們的反對。(6)廣告（發出新聞稿，call電視，廣播，報紙記者，教會）(7)如果你需要可以募款。(8)執行你的解決方案。列出你需要採取的步驟（例如，寫信，演講，傳遞請願書）。(9)評估並反思計劃是否正常。你有嘗試一切嗎？你應該改變什麼嗎？慶祝你做了什麼，把它寫下，編寫劇本，並繪製它。(10)不要放棄。找到可以工作的事情。

## 7. Asserting Respectfully

### 恭敬地主張

### **7a. Asserting Respectfully by Attending to Human Needs**

#### 藉由關注人類的需要來提出恭敬地主張

### **LEVEL 1: Immersion in Examples & Opportunities** (*See big picture and basic patterns*)

#### 等級1：融入實例與機會中(參閱大架構與基本模式)

**Humans, other animals, plants.** Compare and contrast the needs of plants, humans, and other animals and how each tries to meet their needs.

人類，其他動物，植物

比較和對比植物、人類和其他動物的需求，以及每樣個體如何滿足他們的需求。

**What children need.** Students read about child development, watch films of young children and identify what needs drive their actions. What is the source of each need?

孩子需要什麼

學生閱讀關於兒童發展，觀看兒童的電影並辨別什麼需要會驅動兒童的行動力。每個需求的來源是什麼？

**Identify daily needs.** Students interview a family member about what needs they have each day and how they meet them. **Assess** with journaling and reporting to class.

辨別每日需求

學生對家庭成員訪談，了解他們每天需要什麼以及這些需求如何滿足他們。評估與寫日誌以及向班上報告。

**Identify personal needs.** Students keep track of a day in their lives according to what needs they have and how they meet them. Which are needs for life? Which are needs for social status? Which needs could they give up?

辨別個人需求

學生根據他們的需求和這些需求如何滿足他們來追蹤他們的生活。哪些是生活的必需品？哪些是社會地位的需求品？他們可以放棄哪些需求？

## THE PROCESS FOR LEARNING ASSERTIVENESS

*(from Your Perfect Right by Alberti & Emmons, 1975)*

1. Observe your behavior
2. Keep a log (of your assertiveness)
3. Concentrate on a particular situation
4. Review your responses
5. Observe an effective model
6. Imagine yourself handling the situation
7. Try it out
8. Get feedback
9. Repeat 7-9 until ready for 10
10. Do it in the real situation

學習堅定自信的過程 *(from Your Perfect Right by Alberti & Emmons, 1975)*

1. 觀察你的行為
2. 保持日誌撰寫（你的堅定自信）
3. 專注於特定的情況
4. 檢閱你的回應
5. 觀察一個有效的楷模
6. 想像一下你自己處理的情況
7. 嘗試看看

**8.獲得回饋****9.重複7-9點，直到準備好第10點****10.在真實情況中實踐****Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)****等級2：注意於事實與技能(聚焦於細節與典型知識)**

**Basic human needs.** Discuss what humans need. (1) To start a discussion, use Abraham Maslow's theoretical idea about a human hierarchy of needs (see the appendix). Have students identify how a favorite character (book or TV) has their needs in each category met. If they are not being met, have students identify ways to get the needs met. (2) Identify needs of individuals and groups in the community. Have students identify how a favorite character fulfills their needs in each category. If they are not being met, have students identify ways to get the needs met. (3) Students interview community member and discuss Maslow's hierarchy. The community member identifies areas in which community members' needs are not being met. The student and community member identify ways to meet the needs.

**人類基本需求**

討論人類需要什麼。(1)開始討論，使用Abraham Maslow關於人類需求層次的理論思想（見附錄）。讓學生辨別他們最喜歡的人物（書或電視）在每個類別中符合他們的需求。如果他們沒有得到滿足，讓學生找到滿足需求的方法。(2)辨別社區中個人和群體的需求。讓學生辨別他們最喜歡的人物如何滿足他們在每個類別的需求。如果他們沒有得到滿足，讓學生找到滿足需求的方法。(3)學生訪談社區成員，並討論馬斯洛的需求層次結構。社區成員辨別他們未得到需求滿足的領域。學生和社區成員辨別滿足需求的方法。

**Perspectives on needs.** Given students scenarios for role play that encourage perspective taking and understanding others' needs, for example: (1) student has become paralyzed in both legs; (2) student has no home and no money; (3) student cannot speak English.

**對需求的觀點**

給學生角色扮演的場景，以鼓勵觀點並理解他人的需要，例如：(1)學生雙腿已經癱瘓;(2)學生沒有家也沒有錢;(3)學生不能說英語。

**Needs of the poor.** Study poverty in one of the following ways with a culminating activity in which students create an artistic representation, poem, song, essay, play about poverty. (1) Invite a local community leader who works with the poor. Ask the speaker to help the students understand what a poor person has to deal with on a daily basis. (2) Do web research on poverty and its effects on daily life. Explore organizational websites of those who work with the poor, nationally or internationally. (3) Use an exercise illustrating world hunger and discuss what might be done to make things more fair (e.g., distributing food according to its distribution in the world).

**窮人的需要**

藉由以下一個最後的活動方式之一來學習貧困，學生創造一個有關貧窮的藝術表演，詩歌，歌曲，短文與遊戲(1)邀請當地社區領導者與窮人合作。請演講者幫助學生了解窮人每天必須處理什麼基本需求。(2)進行關於貧困及其對日常生活影響的網路研究。探索與窮人，國家或國際合作的組織網站。(3)使用活動來說明世界飢餓，討論可以做些什麼來使事情更公平（例如，根據其在世界上的分佈來分發食物）。

**Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

**等級3：練習步驟**(設定目標、計畫問題解決步驟、練習技能)

**Needs of 'out' groups.** Have students identify local community groups they feel are very different from themselves. Identify what needs people in these groups have. Identify situations that are beneficial to the students' groups but harmful to these out-groups.

**“外在”團體的需求**

讓學生辨別他們認為與自己非常不同的當地社區團體。辨別這些群體的需求是什麼。辨別有利於學生團體但對這些外在團體有害的情況。

**Asking for help.** Discuss how to ask for help in different situations. For example, ask for an explanation if you don't understand something. Practice.

**尋求幫助**

討論如何在不同情況下尋求幫助。例如，如果你不明白某事，可以要求解釋和練習。

**Rejection situations.** Students identify a situation at school where some children are rejected.

**被拒絕的情況**

學生辨識學校裡有些孩子被拒絕的情況。

**Positive styles across cultures.** In order to build cross-cultural skills, practice different styles of communicating: (1) Personal needs, (2) group needs, (3) needs of strangers, and (4) citizen needs.

**跨文化的正向風格**

為了建立跨文化技能，實踐不同風格的溝通：(1)個人需求，(2)群體需求，(3)陌生人的需要，以及(4)公民需求。

**Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

**等級4：結合知識與步驟**(執行計劃，解決問題)

**Balancing needs.** Discuss how social interaction is a constant balance of personal needs/goals vs. the needs/goals of others. Have students keep a journal for a week about how they do this and discuss how to do it in different ways.

**平衡需求**

討論社會互動是個人需求/目標與他人的需求/目標之間的不斷平衡。讓學生保持一星期寫日記，寫有關他們如何做這個，並討論如何以不同的方式去做。

**Speaking up for a victim.** Discuss how to intervene assertively to help someone (1) who is being picked on; (2) who is not getting the attention they need; (3) who is being gossiped about. Practice with role play. Then implement in real-life and report.

**為受害者說話**

討論如何主動介入幫助某人(1)誰被挑選;(2)誰沒有得到他們需要的注意;(3)誰正在被說八卦。練習角色扮演。然後在現實生活中執行並報告。

**Volunteer.** Have students volunteer at a local social service agency. They should keep track of all the human needs that are presented, the ones the agency tries to alleviate, and the ones it cannot or does not. Ask the student to participate in helping and to report on the experience.

### 志願者

讓學生志願在當地的社會服務機構服務。他們應該追蹤所有被提出的人類需求，包含社會服務機構試圖減少的需求，以及它不能或不能被減少的需求。請學生參與幫助並且報告參與經驗。

**Attend to Human Needs** Use multiple-choice, true-false, short answer, or essay tests to assess student knowledge about how to identify needs or common needs of humans, communities, families. Have students keep a journal of their own, family's, or community's needs and assess the journal entries. Have students write reports on their records of needs and present them to class. Have students role play scenarios and demonstrate behaviors of identifying needs.

### 參與人類的需要

使用多元選擇，對與錯，簡短答案或短文測驗來評估學生關於如何辨別需求以及人類，社區，家庭共同需求的知識。讓學生寫下自己的、家庭的或社區的需求日誌，並且評估日誌條目。讓學生寫出他們需求記錄的報告，並將其呈現給班上。讓學生針對不同場景角色扮演以及演示辨別需求的行為。

**To better identify needs and act assertively, pay attention to these communication channels:** Eye contact, Timing, Content of what you expressing, Gestures, Congruent facial expressions, Body posture, Voice tone, inflection, volume

為了更好堅決地辨別需求和行動，注意這些溝通管道：眼睛接觸，時間，你表達的內容，手勢，一致性的面部表情，身體姿勢，聲音語調，音調變化與音量。

## **7b. Asserting Respectfully by Building Assertiveness Skills**

藉由建立果斷的技能來提出恭敬地主張

**LEVEL 1: Immersion in Examples & Opportunities** (See big picture and basic patterns)

等級1：融入實例與機會中(參閱大架構與基本模式)

**What is assertive?** Study the specific characteristics of assertive behavior: (1) Watch film/video clips of respectful, assertive behavior and discuss. (2) Discuss conflict situations that make both people feel good in the end.

### 什麼是果斷的？

研究果斷的行為具體特徵：（1）觀看並討論電影/錄影帶片段中恭敬的，果斷的行為。（2）討論使兩方最終能感覺良好的衝突局勢。

**Distinguish assertiveness from aggressiveness and passive aggressiveness.** Show film clips or act out examples of these three types of behavior. Have students identify which is which. (a) Examples of aggressiveness Fred takes Mark's pencil. Mark grabs it back and punches Fred. Samantha tells Dora that she can't borrow Samantha's bicycle. Dora throws down the bike. Luke doesn't want to try a cigarette from Beth. Beth tells him to beat it, that she doesn't want to go out with him anymore.

(b) Examples of passive aggressiveness Fred takes Mark's pencil. Later Mark makes a put-down remark about Fred. Samantha tells Dora that she can't borrow Samantha's bicycle. Dora later "forgets" to return Samantha's science book. Luke doesn't want to try a cigarette from Beth. Beth ignores him the next time they meet.

(c) Examples of assertiveness Fred takes Mark's pencil. Mark tells Fred he wants it back. Samantha tells Dora that she can't borrow Samantha's bicycle. Dora says "I need to get to the drug store quickly to pick up a prescription for my mom. Are you sure I can't use it for that? Luke doesn't want to try a cigarette from Beth. Beth says "I'm really disappointed in you."

### 區分侵略性和被動侵略性與果斷行為的差異

顯示電影剪輯片段或舉出這三種類型行為的例子。讓學生辨別上述行為的差異。(a)侵略性的例子：弗雷德拿著馬克的鉛筆，馬克抓回鉛筆，然後毆打弗雷德。薩曼莎告訴多拉，她不能借用薩曼莎的自行車，多拉就拋下自行車。盧克不想嘗試貝絲的香煙，於是貝絲叫他離開，她不想再和他出去了。(b)被動侵略性的例子：弗雷德拿著馬克的鉛筆，後來馬克對弗雷德說了貶低的話。薩曼莎告訴多拉，她不能借用薩曼莎的自行車，多拉後來“忘記”歸還薩曼莎的科學書。盧克不想嘗試貝絲的香煙，貝絲在下次見面時就忽視他。(c)果斷的例子：弗雷德拿著馬克的鉛筆，馬克告訴弗雷德請他還回來。薩曼莎告訴多拉，她不能借用薩曼莎的自行車。多拉說：“我需要快速到藥店拿我媽媽的處方。你確定我不能使用它嗎？盧克不想嘗試貝絲的香煙。貝思說：“我真的對你失望了。

### **Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

#### 等級2：注意於事實與技能(聚焦於細節與典型知識)

**Contexts for assertiveness.** (1) Day to day: students find examples of assertiveness in their daily contexts. (2) Working with classmates: students discuss how to be assertive when working in a classroom group. (3) Expressing anger: students discuss how to express anger assertively.

#### 果斷的情況

(1)日常生活：學生在他們的日常生活中找到果斷的例子。(2)與同學一起工作：學生討論如何在課堂小組工作時表現出果斷行為。(3)表達憤怒：學生討論如何果斷地表達憤怒。

**Analyzing scenarios for assertiveness.** According to Seligman, there are four things that constitute assertiveness. Ask the students to identify these four things in scenarios. 1. Describe the situation that is upsetting, without blaming or getting emotional.

2. Tell other person your feelings.

3. Tell other person what you want him to change.

4. Tell other person how the change would make you feel.

#### 分析果斷的場景

根據塞利格曼(Seligman)，有四件事情構成了果斷。讓學生在不同場景中辨別這四件事情。

1.描述那種令人不安的情況，而不是指責或情緒化。

2.告訴別人你的感覺。

3.告訴別人你想讓他改變。

4.告訴別人這種改變會讓你感覺到什麼。

**Counteracting teasing** (ideas from *Building moral intelligence* by M. Borba). Have students calmly practice each of the following strategies in response to teasing from a partner or group. The respondent needs to look

strong (have the partner or group help with this), look the teaser in the eye and use a strong voice. No teasing back! (1) Assert yourself by naming the behavior and telling the aggressor to stop (e.g., “Teasing is mean so stop it.”) (2) Respond to an insult with a non-defensive question like “why do you want to say that?” (3) Tell the person what you want them to do (e.g., I want you to leave me alone) (4) Agree with the teaser lightheartedly (5) Ignore the teasing (6) Respond to each tease with a reply but don’t let the teasing get to you. For example, “Gee, thanks for telling me.” “So what?” (suggestion from Frankel, *Good friends are hard to find*)

### 反擊嘲笑 (M. Borba 建立道德智慧的想法)

讓學生冷靜地練習以下每個策略來回應合作夥伴或團體的嘲笑。回應者需要看起來很強大（讓合作夥伴或小組幫助這一點），看著戲弄者的眼睛，使用強烈的聲音。不要嘲笑回去！(1)藉由命令行為來表現自我果斷並告訴攻擊者停止（例如，“嘲笑是卑鄙的，所以停止”）。(2)使用非防禦性的問題來回覆羞辱，如“你為什麼要那樣說？”(3)告訴別人你想要他們做什麼（例如，我希望你別來打擾我）(4)輕鬆地同意嘲笑者(5)忽略嘲笑(6)回覆每個嘲笑，不要讓嘲笑影響你。例如，“Gee，感謝你告訴我。”那又怎樣？”（來自Frankel的建議，*Good friends are hard to find*）

### **Level 3: Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

#### 等級3：練習步驟(設定目標、計畫問題解決步驟、練習技能)

#### **Practice assertiveness in different contexts.**

(1) Assertiveness in different cultures. Students gather information about how people are assertive in the cultures of their community. Students share this information with classmates in reports and skits. Students practice different ways of being assertive. (2) Help younger children with refusal skills. Students learn about internal and external pressures to use chemical substances and develop methods and reasons to counter these. They present skits based on their knowledge to younger children.

#### 在不同的情境中實踐果斷

(1)不同文化中的果斷。學生收集關於人們如何在他們的社區文化中表現果斷的資訊。學生在報告和短劇中與同學分享這個資訊。學生練習不同的方式來實踐果斷。(2)幫助年輕孩子拒絕的技能。學生學習使用化學物質的內部和外部壓力，並發展方法和原因去反擊。他們根據他們的知識向年輕的孩子們呈現短劇。

**Practice the steps of assertiveness.** Students practice acting out the four steps of assertiveness with scenarios in which they need to be assertive. For example: (1) Your dad sometimes calls you ‘Squirt’ and other nicknames in front of your friends and it bothers you. (2) Your mom has been yelling at you a lot lately for little things you’ve done wrong. You feel sad when she yells at you and you wish she could tell you what was wrong without yelling at you. (3) A kid from the high school asks if you want to try some pot. He calls you ‘chicken.’ You don’t want to try the pot and you’re annoyed that he’s asking you. (4) A boy took your homework and handed it in as his. Confront the student.

#### 練習果斷的步驟

學生在需要果斷的場景中練習採取四個果斷行動的步驟。例如：(1)你的爸爸有時會在你朋友面前叫你“Squirt”(傲慢無禮的年輕人)和其他暱稱，這讓你感到很困擾。(2)你的媽媽最近一直在向你大聲斥責關於你做錯的小事。當她大聲喊叫時，你感到很悲傷，你希望她可以告訴你做錯了什麼事，而不是只會對你大聲喊叫。(3)有一位高中孩子問你是否想嘗試一些酒。他叫你“chicken”(膽小鬼)，你不想嘗試酒，且對於他的要求感到很惱怒。(4)一個男孩拿了你的家庭作業當作他的作業去繳交。與這位學生對質。

**Practice assertiveness in complex interactions.** (1) Conversation. Students start a conversation with a stranger and maintain the conversation. (2) Returns. Students act out returning faulty items to a store. (3) Request for behavior changes. Students act out asking someone to turn down a stereo at a park or to stop talking in a movie theatre. (4) Standing up for yourself. Students act out a conversation with someone who

insists that they are right. (5) Asking for a date. Students act out asking for a date (phone, in person). (6) Public speaking: students give a short speech in front of a group.

### 在複雜的互動中實踐果斷

(1)對話。學生開始與陌生人交談並保持對話。(2)返回。學生採取行動將有缺陷的物品退還給商店(3)請求行為的改變。學生要求某人在公園裡降低立體聲響音量或在電影院裡要求某人停止聊天。(4)為自己辯護。學生與堅持自己是正確的人進行交談。(5)請求約會。學生主動要求一個約會(電話或親自邀請)。(6)公開演講：學生在一個小組前面發表簡短的演講。

**Changing your behavior instead of complaining** (based on Forni, *Choosing Civility*). If you find yourself wanting to complain about things, make sure that you are not just distracting yourself from dissatisfaction with the way you are handling your life. Then examine what you could do differently to make yourself more content. Discuss situations where a complaint can be handled by changing your own behavior. For example: (a) A person sits next to you on the bus who is wearing so much perfume it makes you ill. (b) A friend keeps criticizing your clothes. (c) Your little brother or sister keeps interrupting you when your friends are over. (d) The person you are sitting next to at lunch keeps whistling.

### 改變你的行為，而不是抱怨 (根據 Forni, *Choosing Civility*).

如果你發現自己有想要抱怨的事情，確保你不是只對自我生活處理方式感到不滿意。然後檢視你可以做哪些不同的改變，以使自己獲得更多滿足。可以藉由討論如何改變自己的行為來處理抱怨的情況。例如：(a)在公共汽車上，有一位塗抹濃郁香水味的人坐在你旁邊，這讓你感到不舒服。(b)有一位朋友不斷批評你的衣服。(c)當你邀請朋友時，你的弟弟或妹妹一直在旁邊打擾你。(d)坐在你旁邊吃午餐的人不斷在吹口哨。

**Express a complaint constructively** (based on Gibbs, Potter, & Goldstein, 1995). Have students brainstorm a list of problems they have complaints about and then have them practice the steps of giving a constructive complaint. (1) Identify the problem and how you are feeling. (2) Plan what you will say, to whom, and when. When is a good time to bring it up? (3) State your complaint. Take responsibility for your part in the problem. (4) Make a constructive suggestion. (5) Reflect on how it went. Possible problems include (a) Getting a lot of homework from one teacher. (b) Your parents making your curfew earlier than you like. (c) The school hot lunch meal being cold.

### 建設性地表達抱怨 (根據 Gibbs, Potter, & Goldstein, 1995).

讓學生集體腦力激盪討論來列出他們抱怨問題的清單，然後讓他們執行建設性抱怨的步驟。(1)辨別問題以及你的感覺。(2)計劃你什麼時候要對誰說的內容。什麼時候才是提出問題的好時機？(3)陳述你的抱怨。對你的部分問題負責。(4)提出建設性的建議。(5)反思它如何執行。可能的問題包括：(a)從一位教師那裡得到大量的家庭作業。(b)你父母親定的宵禁比你想像中還早。(c)學校的熱午餐是冷的。

**Peer pressure refusal** (ideas from Linda Kurtzman). Teacher should: (1) Identify with the students some decisions they might have to make, (2) Define peer pressure and give a couple of age-appropriate examples, (3) Discuss typical statements that peers make and why they might be effective, (4) Discuss what a good friend would advise vs. what a bad friend would advise, (5) Discuss consequences of good and poor decisions, (6) Discuss 'who do I want to give control to?'—myself, peers, tobacco companies, etc. (7) Saying 'no' to peers can be hard so we need to practice different ways.

### 同儕壓力的拒絕 (來自 Linda Kurtzman 的想法)

教師應該：(1)辨別一些學生需要自行做的決定，(2)定義同儕壓力並給出幾個適合年齡的例子，(3)討論同儕做出的典型敘述以及為什麼它們可能有效的，(4)討論一個好朋友可能建議什麼以及壞朋友可能建議什麼，(5)討論好和不好決定的後果，(6)討論“我想要控制誰？”—我自己，同儕，煙草公司等。(7)對同儕說“不”可能很難，所以我們需要練習不同的方式。

**Students practice 3-step refusal process.** (a) Check out the scene and apply the ‘trouble’ rule: will you break a rule or a law? (b) Make a good decision (if it’s risky, is it worth it?) (c) Act quickly to avoid trouble, using one of 10 options: (1) Say ‘no!’, (2) Leave, (3) Ignore, (4) Make a joke, (5) Suggest a better idea, (6) Make an excuse, (7) Act shocked, (8) Use flattery, (9) Change the subject, (10) Return the challenge.

### 學生實踐3步驟拒絕的過程

(a)檢查現場並應用“麻煩”規則：你會違反規則還是法律？(b)做出好的決定（如果有風險，值得做嗎？）(c)快速行動以避免麻煩，使用10個選項之一：(1)說“不！”(2)離開，(3)忽略，(4)開玩笑，(5)提出更好的想法，(6)找藉口，(7)震驚的行為，(8)使用奉承，(9)改變主題，(10)返回挑戰。

**Resisting trouble and troublemakers.** (1) Have students write down situations in which they are tempted to do things that are wrong or against the law, or in which they find it hard to say ‘no.’ Put these situations into a hat and have small groups select one and role play it in front of the class. (2) Teacher or student assigns half of a group to be ‘troublemakers’ and half to be ‘decision makers.’ Whisper a scenario to the trouble makers and let them begin the skit. Have the rest of the class evaluate how well the decision makers fend off the peer pressure and what approaches they used.

### 抵抗麻煩和麻煩製造者

(1)讓學生寫下他們被誘惑而做錯或違法的事情，或者他們發現很難說“不”。把這些情況放在帽子裡，讓小組選擇一個，在班級面前進行角色扮演。(2)教師或學生將一半的團體分配給“麻煩製造者”，一半分配給“決策者”。向麻煩製造者說一個場景，讓他們開始進行短劇演出。讓其餘的人評估決策者如何抵禦同儕的壓力，以及他們使用哪些方法。

## **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

### 等級4：結合知識與步驟(執行計劃，解決問題)

**Class officer.** Have students take on the role of a class officer (e.g., etiquette officer, conflict officer, cleanliness officer) in which they must confront their classmates about changing their (rude, offensive, littering) behavior. Rotate these jobs so everyone gets to practice.

### 班級幹部

讓學生擔任一個班級幹部（例如禮儀股長，風紀股長，環保股長），他們必須改變同學們（粗魯，冒犯，亂丟垃圾）的行為。輪流擔任這些工作，讓每個人都可以練習。

**Assertiveness consulting.** Have students set up a service for other students on being assertive in which they help design a plan for being assertive in a difficult situation. This could also be a booth at a school fair.

### 果斷諮詢

讓學生為其他學生建立一個服務，幫助他們設計一個在困難的情況下果斷去判斷的計畫。這也可以是在學校展覽會上的一個攤位。

## **7c. Asserting Respectfully by Using Rhetoric Respectfully**

### 藉由恭敬地使用言論來提出恭敬地主張

## **LEVEL 1: Immersion in Examples & Opportunities (See big picture and basic patterns)**

### 等級1：融入實例與機會中(參閱大架構與基本模式)

**Behavior choices.** Distinguish among styles of communicating: types that are passive, aggressive, or assertive. *Passive* behavior is doing things for others at the expense of oneself or achieving one’s own goals. *Aggressive* behavior is achieving one’s goals at the expense of others, their goals or well-being. *Assertive* behavior is choosing for oneself, not choosing for others and not others choosing for self; assertive behavior is

expressive (not inhibited, and not depreciative of others); assertive behavior is selfenhancing (but not at the expense of another) and can help in achieving a desired goal (but not by hurting others).

(1) Discuss film clips of people communicating. Identify which communications are assertive, passive and aggressive. (2) Watch and read stories about the consequences for acting aggressively, assertively or passively.

### 行為選擇

區分溝通的方式：被動的，侵略的或果斷的類型。被動的行為是以犧牲自己或實現自己的目標為他人做事情。侵略的行為是以犧牲他人，他們的目標或幸福為代價來實現自己的目標。果斷的行為是為自己選擇，不為他人選擇，也不是別人為自己選擇；果斷的行為是表達性的（不被抑制，而不是貶低他人）；果斷的行為是自我強化的（但不是犧牲他人），並且可以幫助實現所期望的目標（但不是傷害他人）。

(1)討論人們互相溝通的電影片段。辨別哪些溝通方式是果斷的，被動的和侵略的。(2)觀看並閱讀故事有關於侵略地、果斷地或被動地採取行動的後果。

**Respectful disagreement.** Show examples of people who respectfully disagree with others. Characteristics include focusing on principles of respect towards the opponent (following the golden rule of treating them as you wish to be treated), focus on the issue and justifications for your position, not on criticizing the opponent, using reasoning and not coercion (e.g., threats or whining). Have students keep track of the characteristics.

### 尊重反對意見

顯示尊重他人反對意見的例子。表現特徵包括強調尊重對手的原則（遵循你希望如何被對待的黃金原則來對待別人），強調你立場的問題和理由，而不是批評對手，使用推理，而不是強制（例如，威脅或抱怨）。讓學生追蹤這些特徵。

**Disrespectful disagreement.** Show examples of disrespectful disagreement. These examples will include such things as: Using dramatic examples and exaggerations to snow the opponent, badmouthing whoever disagrees with you (e.g., calling them evil or making fun of some personal characteristic) instead of dealing with the issue.

### 不尊重反對意見

顯示不尊重他人反對意見的例子。這些例子包括這樣的事情：使用戲劇性的例子和誇張的方式來欺騙對手，批評和你不同意見的人（例如，稱他們邪惡或嘲笑他們某些個人特徵），而不是去處理問題。

**How to persuade and how not to.** Show examples of people who try to persuade respectfully. Contrast these with examples of disrespectful persuading (e.g., attacking the other person, using alarming rhetoric, taking resistance personally).

### 如何說服和如何不去說服

顯示一些恭敬地說服別人的例子，和一些不恭敬地說服別人的例子做對比（例如，攻擊對方，使用驚人的言論，以及親自抵抗）。

**Leaders who disagree respectfully.** Bring in a community leader known for their respectful disagreements with others. Have the students devise questions for the speaker (e.g. what do you think is respectful when you talk to another person? What do you do when you are angry with the person?)

### 領導者採取恭敬地反對

帶一位能夠恭敬地尊重不同意見的社區領導者。讓學生對演講者提出問題（例如，當你和另一個人談話時，你認為怎樣尊重別人？當你對這個人感到生氣時，你該如何處理？）

**Level 2: Attention to Facts and Skills (Focus on detail & prototypical knowledge)**

等級2：注意於事實與技能(聚焦於細節與典型知識)

**Distinguish modes in contexts.** Distinguish among passive, aggressive, and assertive behaviors: (1) Students find and identify characteristics of different styles in favorite television shows. (2) Students find and identify the different styles in the news. (3) Students identify the common approaches in the students' cultures.

### 區分不同情境中的模式

區分被動的，侵略的和果斷的行為：(1)學生在喜愛的電視節目中發現和辨別不同風格的特徵。(2)學生發現和辨別新聞中不同風格的特徵。(3)學生辨別學生文化中常見的方法。

**Cultural differences in assertiveness.** Discuss the different ways cultures express assertively (interpersonally) (1) needs, (2) authority and strength, (3) knowledge, (4) anger, (5) confusion, (6) saying no politely. Have students find examples in stories, news, TV and bring to class.

### 果斷的文化差異

討論不同文化表現果斷的方式（人際間）(1)需要，(2)權威和力量，(3)知識，(4)憤怒，(5)混亂，(6)不禮貌的說話。讓學生在故事，新聞，電視中找到例子，並將例子帶到課堂中。

**Give constructive criticism** (from Forni, *Choosing Civility*). Constructive criticism focuses on an issue (not the person), an observation (not accusation), shows empathy (it's happened to me), suggests a solution, and ends on a positive note. Have students practice constructive criticism and coach each other.

### 給予建設性的批評 (來自 Forni, *Choosing Civility*).

建設性批評集中在一個問題（而不是人），一個觀察（不是指責），顯示同理心（這是發生在我身上），建議一個解決方案，並結束在正向的關注上。讓學生練習建設性的批評並且彼此互換擔任教練的角色。

**Civil arguments.** Have students investigate and find examples of civil disagreements. What are the characteristics of these arguments? Have them present their findings to the class in a report, poster, or role play.

### 公民的論證

讓學生調查並尋找公民不同意見的例子。這些論證的特點是什麼？讓他們在報告，海報或角色扮演中呈現他們的發現給班上。

**Respectful interactions.** Friel & Friel (in *The 7 best things smart teens do*) say that sometimes people think that the best way to relate to another person is to argue or pick a fight and act tough. This approach turns most people off and is generally harmful to relationships. If you find yourself in a situation where the other person is acting this way, you can keep from falling into the trap of arguing and maintain your dignity: (a) Don't take the bait— to counterargue. (2) Somehow affirm the other person by saying, for example, "I see your point." (3) Steer the interaction into a conversation that you want to talk about. (4) Don't let the other person feel too uncomfortable. Set up easy responses at first.

### 恭敬的互動

Friel & Friel (*The 7 best things smart teens do*) 說有時人們認為與另一個人聯繫的最佳方式是爭論或挑起鬥爭和行為強硬。這種方法使大多數人避開，並且有害於人際關係。如果你發現自己處於另一個人這樣做的情況下，你可以避免陷入爭論的陷阱並保持你的尊嚴：(1)不要落入圈套—反駁。(2)以某種方式肯定另一個人，例如，“我看到你的觀點”。(3)將互動引導到你談論的對話中。(4)不要讓別人感到不舒服。首先要建立簡單的回應。

**Level 3: Practice Procedures** (*Set goals, Plan steps of problem solving, Practice skills*)

**等級3：練習步驟**(設定目標、計畫問題解決步驟、練習技能)

**Peer relations.** Students come up with and demonstrate ways to respond respectfully in several kinds of situations. Students distinguish between passive, aggressive and assertive responses. Types of situations can include: (a) In same-age project, students reflect on how to respond to a peer who is uncooperative. (b) Teammate is forgetting their responsibility. (c) Classmate doesn't return a favorite pen that was borrowed. (d) Friend arrives late to pick you up.

### 同儕關係

學生提出並示範幾種情況下恭敬的回應方式。學生被區分為被動的，侵略的和果斷的反應。情境的類型可以包括：(a)在同齡的計畫中，學生反思如何對不合作的同儕做出反應。(b)隊友忘記了自己的責任。(c)同學沒有歸還一支你最喜歡的筆。(d)來接你的朋友遲到。

**Respectful rhetoric against injustice.** In 2002, Bob Herbert wrote several columns about injustice against innocent citizens in several states. Read several columns and have students discuss what kind of respectful intervention could be taken by citizens like themselves in situations like these. To find more examples like these check out the Southern Poverty Law Center website ([www.splcenter.org](http://www.splcenter.org)).

### 恭敬的言論反對不公義

2002年，Bob Herbert在幾個州寫了幾個對無辜公民不公義的專欄。閱讀幾個專欄，讓學生討論公民如何在這種情況下採取恭敬的介入方式。要找到更多的例子，請查看Southern Poverty Law Center網站（[www.splcenter.org](http://www.splcenter.org)）。

**Respectful rhetoric against drug use among adults.** Role play students talking to adults about their overuse of drugs. What could the student say? How would it vary if the adult were a parent, an older sibling, a distant relative, a teacher, an acquaintance, a stranger?

### 恭敬的言論反對成年人吸毒

角色扮演讓學生與成人談論他們濫用藥物。學生可能說什麼？如果成年人是父母，兄弟姐妹，遠親，老師，熟人，或陌生人，它會有什麼變化？

**Respectful rhetoric against environmental violation.** Native Americans often speak about their concern for the well being of the earth. They tend to use respectful rhetoric, not demonizing those on the other side. Have students find examples of what Native Americans say (start with [www.indians.org](http://www.indians.org)) and present it to class.

### 恭敬的言論反對環境違法

美國原住民常常談論他們對地球福祉的關注。他們傾向使用恭敬的言論，而不是將反對方妖魔化。讓學生找到美國原住民說法的例子（從[www.indians.org](http://www.indians.org)開始），並將其呈現給班上。

**Respectful rhetoric for human rights.** Have students investigate human rights as seen by an advocacy organization. How does the organization get its point across? Does it use respectful rhetoric? Sample organizations include Amnesty International ([www.amnesty.org](http://www.amnesty.org)), which has a reputation for its respectful but firm and persistent voice for human rights around the world, the Anti-Defamation League ([www.adl.org](http://www.adl.org)) which has materials to fight prejudice, UNICEF ([www.unicef.org](http://www.unicef.org)) which has put out the United Nations Convention on the Rights of the Child and a report on the status of children.

### 為人權恭敬的言論

讓學生調查一個倡導組織所提倡的人權。組織如何提到它的觀點？它有使用恭敬的言論嗎？示例組織包括國際特赦組織（[www.amnesty.org](http://www.amnesty.org)），它以其尊重世界各地人權的觀點但堅定且持續為人權發聲而

聞名；反誹謗聯盟 ([www.adl.org](http://www.adl.org)) 擁有消除偏見的材料；聯合國兒童基金會 ([www.unicef.org](http://www.unicef.org))，其中提出了“聯合國兒童權利公約”和關於兒童現狀的報告。

#### **Level 4: Integrate Knowledge and Procedures (Execute plans, Solve problems)**

##### **等級4：結合知識與步驟(執行計畫，解決問題)**

**Mentoring.** In cross-age tutoring project, students reflect on how to respond to a tutee who is uncooperative. Students distinguish between passive, aggressive and assertive responses.

##### **指導**

在跨學科輔導項目中，學生反思如何回應不合作的被輔導者。學生被區分為被動的，侵略的和果斷的反應。

**Give speeches by others.** Have students find examples of respectful persuasive speeches (e.g., from Martin Luther King Jr., Gandhi, Gettysburg address), practice them and give them to the class.

##### **藉由別人來演講**

讓學生找到恭敬且具說服力的演講（例如，Martin Luther King Jr., Gandhi, Gettysburg演說），練習這些演講，並把它們分享給班上。

**Practice ethical persuasion.** Pratkanis & Aronson (*Age of Propaganda: The everyday use and abuse of persuasion*) identify several questions for determining whether or not a given message is ethical: (a) What are the goals of your message? Is it to mislead or for personal gain at the expense of truth? (2) What is the content of the message? Do you believe what you are saying? (3) Does the message induce thought or play on prejudices? Are you presenting the facts accurately? Or are you appealing to fear? Unethical persuasion appeals to our fears and emotions, oversimplifies the situation, misleads attention to focus on the viewpoint of the persuader. (1) Have students practice giving messages to each other that follow these principles. (2) Have students write a persuasive speech about a critical issue in a domain (e.g., science, business, education, arts, sport, politics) using respectful rhetoric.

##### **實踐道德的勸說**

Pratkanis & Aronson (*Age of Propaganda: The everyday use and abuse of persuasion*) 辨別了幾個問題，以確定給予的訊息是否為道德的：(1)你的訊息目標是什麼？它是否以誤導或為了個人利益而犧牲真理嗎？(2)訊息的內容是什麼？你相信你在說什麼嗎？(3)訊息是否引起思想或造成偏見？你有準確地呈現事實嗎？還是你對恐懼感興趣？不道德的勸說吸引我們的恐懼和情緒，過於簡單化的情況，被誤導而將注意力集中於勸說者的觀點上。(1)讓學生按照這些原則練習傳遞訊息。(2)讓學生使用恭敬的言論撰寫一個有說服力的演講，關於不同領域（例如科學，商業，教育，藝術，體育，政治）的問題。

#### *For more information:*

**Most of these Plus other supportive materials you can download from:**

<http://www.nd.edu/~dnarvaez/> Or from <http://cee.nd.edu>

*Nurturing character in the middle school classroom: Ethical Action.*

*Nurturing character in the middle school classroom: Ethical Judgment.*

*Nurturing character in the middle school classroom: Ethical Sensitivity.*

*Nurturing character in the middle school classroom: Ethical Motivation.*

**Updated versions for purchase (each \$15 or all four for \$60 from ACE Press through Amazon):**

*Nurturing character in the classroom, EthEx Series, Book 1: Ethical Sensitivity*

*Nurturing character in the classroom, EthEx Series, Book 2: Ethical Judgment.*

*Nurturing character in the classroom, EthEx Series, Book 3: Ethical Motivation.*

*Nurturing character in the classroom, EthEx Series, Book 4: Ethical Action.*