



Association for

**LIVING VALUES**

E D U C A T I O N

**Living Values Education Train the Trainers Workshop**

生活价值教育培训者工作坊

24<sup>th</sup> to 26<sup>th</sup> February 2008

2008.2.24-26

**Dali Catholic Church Training Centre, Dali Ancient City, Yunnan, China**

中国，云南，大理古城，大理天主堂培训中心

**Sunday 24<sup>th</sup> February – Day 1**

**第一天，2.24，星期日**

- 1.30 Welcome and introduction to the workshop – brief overview of the programme and its purpose  
1: 30 欢迎和工作坊介绍——对该项目及其目的的简要综述
- 2.00 “*Living Values Education: The Beijing Experience*” - a closer look at the film.  
Participants to take their own notes and then discuss in groups:  
1. The four main components of the Beijing training model highlighted in the film  
2. What they like or do not like about the way the course leaders ran their sessions  
2: 00 生活价值教育——在北京的经验，影片。参与者要记笔记，之后小组讨论：  
1. 影片中突出了哪四个北京培训模型中主要的组成部分  
2. 对培训者的培训方法，你哪些喜欢，哪些不喜欢？
- 3.00 Break  
3: 00 茶歇
- 3.15 Feedback from group discussions:  
1. What were the four main components of the training model used in Beijing?  
2. What seems easy, what seems difficult in running a LVE workshop?  
3. What strategies do you see the trainers using to run their sessions?  
4. Highlight some key passages in the transcript that you think are particularly important.  
3: 15 小组讨论反馈：  
1. 北京培训模型中有哪四个主要组成部分？  
2. 管理 LVE 工作坊时，哪些似乎简单，哪些似乎较难？  
3. 你看到培训者在培训中使用了哪些策略？  
4. 在材料中划出你认为特别重要的最关键的几段。

#### 4.15 So what, in practice, is Living Values Education? – a quick overview

1. One among a number of non-indoctrinatory approaches to values education worldwide
2. A set of activity-based teaching materials for teachers, parents, caregivers and others
3. An approach that stresses the importance of creating values-based learning environments
4. A professional development (training) model, comprising four main components

Our aim in this three-day workshop is to help you to run the model mentioned in Number 4 above, which means learning to do Numbers 1-3.

#### 4: 15 实践下的生活价值教育是怎样的？一个快速的介绍

1. 世界上广泛应用的价值教育的许多非填鸭式方法中的一种
2. 为教师、父母、照看者与其他人提供的一系列基于活动的教学材料
3. 强调创设基于价值观的学习环境的重要性的方法
4. 专业发展（培训）模型，由四部分组成

这个为期三天的工作坊的目的就是帮助你们管理上面第四点提到的模型，这也就意味着我们要学习 1-3.

#### 4.45 Setting up the group activities for tomorrow (homework!). You will need to:

1. Select an activity from the books – making sure it is appropriate (age/ability)
2. Specify clearly the aim of the activity – what are your students meant to get from doing it?
3. Identify the material and human resources you will need
4. Set the timing of the activity
5. Decide how you will introduce the activity to your students
6. Decide how the activity will be brought to a meaningful conclusion.

#### 4: 45 为明天的培训想一个小组活动（作业！）。你需要做的是：

1. 从书中选出一个活动，并确保它是适当的（年龄/能力）
2. 详细说明活动的目的。你的学员将从中学到什么？
3. 确定你所需的材料和人力
4. 为该活动制定时间
5. 想好怎样向你的学员介绍该活动
6. 想好怎样使这个活动富有意义地结束

#### 5.15 The reflective self; quiet time for contemplation

5: 15 反思自己；安静的沉思时间

#### 5.30 Close

5: 30 结束

**Monday 25<sup>th</sup> February – Day 2**  
**第二天, 2.25, 星期一**

- 9.00 Welcome. Song with actions to start the day (we will pick up on this later today).  
9: 00 欢迎。随歌曲做动作作为一天的开始（今天后面的活动里还有此项）
- 9.15 Teaching and learning – some thoughts based on studies of the brain  
Memory  
Meaning  
Attention  
Consolidation  
9: 15 教与学 一些以大脑研究为基础的思想
- 记忆力
  - 含义
  - 注意力
  - 巩固
- 10.15 Group activity, preparing a workshop activity that you will conduct. Completing the homework:  
1. Select an activity from the books – making sure it is appropriate (age/ability)  
2. Specify clearly the aim of the activity – what are your students meant to get from doing it?  
3. Identify the material and human resources you will need  
4. Set the timing of the activity  
5. Decide how you will introduce the activity to your students  
6. Decide how the activity will be brought to a meaningful conclusion.  
10: 15 小组活动, 准备你将要带领进行的工作坊活动。完成作业:
1. 从书中选出一个活动, 并确保它是适当的(年龄/能力)
  2. 详细说明活动的目的。你的学员将从中学到什么?
  3. 确定你所需的材料和人力
  4. 为该活动制定时间
  5. 想好怎样向你的学员介绍该活动
  6. 想好怎样使这个活动富有意义地结束
- 10.45 Group 1 conducts the activity it has prepared  
10: 45 第一组指导进行所准备的活动
- 11.30 Lunch  
11: 30 午餐
- 1.30 Group 2 conducts the activity it has prepared  
1: 30 第二组指导进行所准备的活动
- 2.15 Feedback on activities and group work; insights and evaluation: what worked, what did not work so well?  
2: 15 活动和小组的反馈; 洞察和评估——哪些不错, 哪些并没有达预期效果?

3.00 Back to base. What have we been trying to do? Looking again at the four components of the model, where have we got to?

1. Creating a values-based learning environment (we've been attempting that, & will say more now)
2. Workshop activities (you have just done that)
3. Seminar talks on key themes (we will think about this tomorrow)
4. Guided reflections (we will work on this later this afternoon).

3: 00 回到出发点来。我们试图做到什么？再看一遍模型的四个部分，我们做到哪些了？

1. 创设一个基于价值观的学习环境（我们一直在尝试做到这点，并且现在可以对这一方面谈得更多了）
2. 工作坊活动（你刚刚做过这点）
3. 关键主题的讨论（我们明天要做的）
4. 带领下的反思（今天下午早些时候我们将要做这个）

3.15 What is meant by “creating a values-based learning environment”, in schools, youth groups & elsewhere?

How is it created in the LVE professional development model? Think back to the film:

“... an atmosphere of enthusiasm, cooperation and discovery, of joyful learning, harmony, unity and a sense of inner contentment, peace” (Transcript page 4)

“... we should not try to teach values without first creating a values-based learning environment” (p.5)

“Above all, workshops provide a context in which teachers ... are able to focus and reflect on their own values.” (Transcript page 7)

Using songs and actions in setting the tone for the day

Make a list of songs you know; share with each other (selected songs to start tomorrow's session)

What is the point of using those songs in a LVE programme, why are they helpful, relevant etc.?

3:15 在学校里、年轻人活动中还有其他地方，“创设一个基于价值观的学习环境“意味着什么？

在LVE的专业发展模式里，它是怎样被创设的？想想影片：

“……一个充满热情、协作和发现精神的，有学习乐趣的，和谐的，团结的并且自足、和平的气氛”（材料第四页）

“……在没有首先设立一个基于价值观的学习环境之前，我们不应开始价值观的教授”（材料第五页）

“首先，培训要能提供一种环境，它使教师们……可以集中注意力并反思他们自己的价值观。”（材料第七页）

（页）

用歌曲和动作来设定这一天的基调

将你所知道的歌曲列张清单，并与他人分享（选出的歌将作为明天培训的开始）

在LVE项目中运用这些歌曲要注意什么？为何它们是有用的、相关的等等

4.00 Focus on leading guided reflection – what to do, what not to do, setting the right context

4: 00 集中于引导带领下的反思——什么该做，什么不该做，以及设定正确的氛围

4.30 Small groups – preparation of a guided reflection (to close today's and tomorrow's sessions)

4: 30 小组 准备带领反思环节（用来结束今天和明天的培训）

5.15 The reflective self; quiet time for contemplation: Group 1 leads the guided reflection

5:15 反思自己；安静的沉思时间——第一组带领反思

5.30 Close

5: 30 结束

**Tuesday 26<sup>th</sup> February – Day 3**  
**第三天, 2.26, 星期二**

9.00 Welcome. Songs with actions to start the day – one song led by each group  
9: 00 欢迎。随歌曲做动作。每小组各领唱一首歌

9.30 On Day 1, we said that Living Values is:

1. One among a number of non-indoctrinatory approaches to values education worldwide
2. A set of activity-based teaching materials for teachers, parents, caregivers and others
3. An approach that stresses the importance of creating values-based learning environments
4. Professional development (training) model, comprising four main components

So when and how did it start and how has it grown and developed to what it is today?

A brief historical overview and presentation of the LVE Approach, its vision and principles.

9: 30 第一天, 我们说过生活价值是:

1. 世界上广泛应用的 价值教育的许多非填鸭式方法中的一种
2. 为教师、父母、照看者与其他人提供的一系列基于活动的教学材料
3. 强调创设基于价值观的学习环境的重要性的方法
4. 专业发展(培训)模型, 由四部分组成

生活价值是从什么时候开始的? 怎样成长发展到今天的水平的? 这里是一个简单的历史回顾和 LVE 方法、蓝图和原则的展示。

10.00 What is meant by a “non-indoctrinatory approach to values education”?

10: 00 “价值教育的非填鸭式方法”有何含义?

10.30 Break

10: 30 茶歇

10.45 Conducting seminar talks on key themes (one of the four components of the Beijing model)

Review the kinds of talks and similar content provided in Beijing (Transcript pages 9 to 10)

1. But, what do you want to provide for your students?
2. How will you do it in a non-indoctrinatory way?
3. How will you make it interesting and inspiring?
4. How will you make it meaningful, so that it is remembered?
5. How will you keep the attention of your students?
6. How will it relate to their every-day lives?

Consider these and similar questions you can think of in your small groups

10: 45 关键主题讨论(北京模型的四个组分之一) 回顾北京培训中的讨论类型和相似的内容(材料 9-10 页)

1. 你想为你的学员提供什么?
2. 你怎样做才不是填鸭式方法?
3. 怎样使它有趣并有启示性?
4. 怎样使它富有意义, 因此长久为人铭记?
5. 怎样保持学员的注意力?
6. 怎样将它与日常生活联系起来?

小组思考这些以及你能想到的与此类似的问题。

11.30 Lunch

11: 30 午餐

- 1.30 Feedback from the morning activity – your answers to the questions raised before lunch  
1: 30 上午活动反馈——午餐前的问题你想到的答案
- 2.30 Putting it all together – small groups plan their own two-day LVE workshop, giving a rationale and justification for each component  
2: 30 整理思路——小组计划它们自己的为期两天的 LVE 工作坊，并提出每一部分的基本原理和理由。
- 4.00 Feedback, discussion and evaluation of the proposed workshop programmes  
4: 00 对提出的培训计划进行反馈，讨论和评估
- 4.45 And what about this train-the-trainers programme? What have you learnt, what would you change if you were running such a programme yourself?  
4: 45 对这个针对培训者培训的项目有何意见？你学到了什么？如果你要开展这样的培训，你会做哪些改变？
- 5.00 The reflective self; quiet time for contemplation: Group 2 leads the guided reflection  
5: 00 反思自己；安静的沉思时间——第二组带领反思
- 5.15 Concluding remarks  
5: 15 结束致辞
- 5.30 Close – ‘till we meet again.  
5: 30 闭幕——我们会再相见
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Living Values Education is promoted by the **Association for Living Values Education International (ALIVE)**, a non-profit association of educators from around the world. It is supported by **UNESCO**, sponsored by a wide variety of organisations, institutions and individuals and used in some 80 countries worldwide. LVE is part of the global movement for a culture of peace in the framework of the

**United Nations Decade for a Culture of Peace and Non-Violence for the Children of the World**

生活价值教育由**国际生活价值教育协会 (ALIVE)**推行。该非营利协会由全世界的教育者们组成，为**联合国教科文组织**所支持，由许多各种组织、机构和个人赞助并在世界近八十个国家中得到运用。LVE 是和平文化全球运动在联合国为世界儿童建设和平和非暴力文化的十年计划的框架下的一部分。

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