社會性發展 SOCIAL DEVELOPMENT

2022 年 4 月中文資訊

Casa Chinese April Newsletter 2022

個體工作培養了兒童的專注，動作發展，語言發展，感官精緻化等。兒童在各個方面達到獨立，才能在不久的將來發展出社會意識，發展出對環境的愛和歸屬感。

Individual activity cultivates a child's concentration, motor development, language development, sensorial refinement, etc. When children achieve competency and independence in these aspects, a natural social awareness, appreciation for the learning environment, and a sense of belonging all follow.

兒童在個體工作中充分享受了自由，比如他可以選擇自己工作夥伴的自由。

Children enjoy freedom in individual activity, such as the freedom to choose their own work partner.

混齡的環境讓兒童可以在環境中做出合適的行爲。大年齡段的兒童相比成人與年幼的兒童交流方面技巧更好。當大年齡的兒童意識到可以去幫助其他人時，也能夠促進他們自信的增長。即使有些兒童在某方面發展步調緩慢，他也可以在這個環境中總是找到他可以提供幫助的人。

Mixed-Age environments provide many benefits to children. Older children are often better at communicating with younger children than adults. When older children realise that they can help others, it builds their self-confidence and shows them that they have value, regardless of what other challenges they may face.

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團體活動幫助兒童建構秩序，產生規則意識，學會等待，形成契約精神、合作意識、組織能力。

Group activities help children build order, generate an awareness of limits, learn to wait, develop organizational skills, and form a spirit of compromise and cooperation.

優雅與禮儀--環境中如何擺放餐具，如何吃午餐，如何清理環境，這些集體工作推動了兒童之間的交往和協作的行爲。

Grace and Courtesy - children develop collaborative social behaviours by learning the simple skills of how the utensils are placed in the environment, how lunch is eaten, and how the environment is cleaned up, building towards a culture of social cohesion.

環境中的成人是兒童社會性發展的推動者。成人給兒童提供一個的完備環境和適當的幫助，讓他們有機會參與到社交活動當中。同時成人在一定範圍內也提供給兒童自由，讓他們有機會在社交活動中得以練習。

Adults have an important role as facilitators of social development. This role includes providing children with a complete environment and appropriate support so that children have the opportunity to participate in social activities. Adults should also provide freedom within limits so that children have the opportunity to practice and learn from their social interactions.

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「如果你不了解社會生活，也不了解社會的開端，你如何爲社會生活做好準備？」

– 瑪麗亞·蒙台梭利《1946 年倫敦講座》

談及到幫助孩子社會性發展這一課題，成人普遍聯想到的是孩子如何與他人相處以及如何結交朋友。但蒙特梭利博士提到的社會性發展則更爲深刻，那就是要幫助孩子有社會意識以及對所處的社群提供社會貢獻，幫助他們發展出可以在群體中相互協作的能力。

「清明斷雪，穀雨斷霜」天地間藏也藏不住的一片勃勃生機，四月迎來了孩子們的歸來。校園裏頓時充滿了孩子們的歡聲笑語。孩子們從網課回歸生活的正軌，一個個熟悉的身影忙碌地工作著，努力地建構著自我，同時也幫助著自我的社會性發展。

在這個混齡的環境中，我們需要幫助孩子了解他人的行爲。這種行爲包含了個體和群體性的行爲。通過這樣的方式，孩子了解了自己該做出怎樣的行爲來回應。孩子學會協調自己與他人、集體的關係。孩子產生相互欣賞，擯除了相互競爭的狀態，相互合作和學習。他們更懂得如何尊重同伴的獨立自主性發展，清楚懂得何時給予有效的幫助。這是社會中非常重要的部分。

環境中我們提供了很多小團體的活動給孩子。比如四月的文化分享我們圍繞著脊椎動物的鳥類和哺乳類動物的小團體活動有：口語活動中眞實物品、眞實故事、猜猜我是誰和問題遊戲等；書寫活動中製作動物小書，在動物百科書中尋找感興趣的資料摘抄；閱讀活動中字詞研究擬聲詞，詞的功能各種詞的功能，動物的動作，動物的形態描述等。孩子們在團體活動中，當他們了解了他人的行爲和人格後，就會相應的調整自己的行爲，讓這個活動能得以順利進行。我們提供給孩子團體活動的機會，孩子也能夠習得協商的技能。他們能夠去了解何時應該佔主導地位，何時又應該去遵循彼此。小團體活動、遊戲讓孩子建構秩序，養成輪流的習慣，對規則有意識，形成契約精神，擁有合作意識以及組織的能力。

0–6 歲是人的人格和社會胚胎的形成期。作爲成人的我們就是要讓孩子了解到眞實的生活環境並獲得眞實的生活經驗，把世界帶給孩子，讓孩子了解世界的概念，可以接納和包容不同的人和事物。這樣在他長大成人後，他會變成一個崇尚和平的人！世界才會更美好！

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"How can you be prepared for social life if you have no knowledge of social life or the beginning of society?"

Maria Montessori，The 1946 London Lectures

When it comes to helping children's social development, adults generally think of how children get along with others and how to make friends. But the social development that Dr. Montessori described is more profound, that is, to help children become socially aware and make a social contribution to the community in which they live, to help them develop the ability to cooperate with each other in a group.

"The snow is broken during the Qingming Festival, and the frost is broken during the Grain Rain." There was a thriving vitality that could not be hidden when the children returned in April. The campus was immediately filled with the light and laughter from the children! Children returned to their familiar learning environments, busily working and constructing themselves, and, at the same time, reengaging with their peers and building on their social development.

In our mixed-age environments, children have many opportunities to learn to understand the behaviour of others, in both peer-to-peer and larger group settings. Children learn to coordinate their relationships with other individuals and with the collective group. Children develop mutual appreciation and cooperation, and learn from each other. They know better how to respect the independent development of their peers, and know when to give effective help. This development is very important for future society.

In the environment we offer many small group activities for children. For example, as part of our April cultural sharing, we explored vertebrates, including birds and mammals by using real objects, real stories, oral 'guess who I am' and problem games, making small animal books, and searching in animal encyclopaedias. This learning can also extend into word study, research activities, exploration of onomatopoeia, parts of speech exploration through function of words activities, animal movements, animal morphological descriptions, etc. Many of these activities are done in groups, helping children to learn to understand each other, and adjust their behaviour accordingly, so that the activity can be carried out smoothly. Working in groups, also allows children to learn negotiating skills. They are able to understand when they should lead and when they should follow each other. Small group activities and games allow children to construct order, develop the habit of taking turns, be conscious of the rules, and form a spirit of mutual support, having a sense of cooperation and the ability to organize.

Children age 0-6 years are in the period of forming their personality and are in the early stages of socialisation. As adults, we want to let children explore a real-world environment and gain real life experience, helping them accept and tolerate different people and things. In this way, as children grow, they understand the importance of harmony and become advocates for peace!

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cí huì 詞彙 Vocabulary:

✧ nóng chǎng dòng wù 農場動物 (farm animals)

zhū 豬 (pig)　　gǒu 狗 (dog)

tù zi 兔子 (rabbit)　　niú 牛 (cow)

yáng 羊 (sheep)　　mǎ 馬 (horse)

māo 貓 (cat)　　jī 雞 (chicken)

yā 鴨 (duck)　　é 鵝 (goose)

✧ yà zhōu yě shēng dòng wù 亞洲野生動物 (Asian wild animals)

yà zhōu xiàng 亞洲象 (Asian elephant)　　méi huā lù 梅花鹿 (sika deer)

xióng māo 熊貓 (panda)　　jīn sī hóu 金絲猴 (golden monkey)

mǎ lái xióng 馬來熊 (sun bear)　　shuāng fēng tuó 雙峰駝 (Bactrian camel)

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✧ 亞洲野生動物 (Asian wild animals)

yà zhōu yě shēng dòng wù

mèng jiā lā hǔ
孟加拉虎 (Bengal tiger)

zhōng huá bái hǎi tún
中華白海豚 (Indo-Pacific humpback dolphin)

✧ 鳥類 (birds)

niǎo lèi

yàn zi
燕子 (swallow)

zhuó mù niǎo
啄木鳥 (woodpecker)

dù juān niǎo
杜鵑鳥 (cuckoo)

má què
麻雀 (sparrow)

huáng lí
黃鸝 (oriole)

gē zi
鴿子 (pigeon)

yīng wǔ
鸚鵡 (parrot)

hǎi ōu
海鷗 (seagull)

dòng wù tǐ cāo
動物體操

qiáng zhuàng de lǎo hǔ zhāng kāi zhuǎ zi xiàng qián pū
強壯的老虎，張開爪子向前撲，

hū hū hū hū
呼呼，呼呼。

kuài lè de xiǎo niǎo zhāng kāi chì bǎng fēi ya fēi
快樂的小鳥，張開翅膀飛呀飛，

pā pā pā pā
啪啪，啪啪。

wán pí de hóu zi shēn cháng shǒu bì shuāi yi shuāi
頑皮的猴子，伸長手臂甩一甩，

hū hā hū hā
呼哈，呼哈。

xióng zhuàng de hēi xióng bào zhù dà shù yáo yi yáo
雄壯的黑熊，抱住大樹搖一搖，

hǒu hǒu hǒu hǒu
吼吼，吼吼。

kě ài de huā lù dǐng zhe lù jiǎo tiào yi tiào
可愛的花鹿，頂著鹿角跳一跳，

bèng bèng bèng bèng
蹦蹦，蹦蹦。

歌曲鏈接 Link: https://youtu.be/mieTsvJ8vy8

xiǎo niǎo

小鳥

xiǎo niǎo xiǎo niǎo fēi fēi

小鳥小鳥飛飛，

fēng ér fēng ér chuī chuī

風兒風兒吹吹。

xiǎo niǎo xiǎo niǎo tiào tiào

小鳥小鳥跳跳，

wěi ba wěi ba qiào qiào

尾巴尾巴翹翹。

童謠鏈接 Link: https://youtu.be/hhSJP1P7vBA

qīng míng
清明

táng dù mù
唐・杜牧

qīng míng shí jié yǔ fēn fēn
清明時節雨紛紛，

lù shàng xíng rén yù duàn hún
路上行人欲斷魂。

jiè wèn jiǔ jiā hé chù yǒu
借問酒家何處有？

mù tóng yáo zhǐ xìng huā cūn
牧童遙指杏花村。

詩歌鏈接 Link: https://youtu.be/T0ohpHeQ3Uc

- huì bēn fēn xiǎng 繪本分享 Stories

鏈接 Link：https://youtu.be/fqyWyuJzyDY

鏈接 Link：https://youtu.be/GPPZ79cHRFU

鏈接 Link：https://youtu.be/E0tYGaZA8XY