《寻梦环游记》看完了，孩子们会聊些什么呢？

What are Kids Talking About, after Watching the Animation, Coco?

"地毯上有一辆自行车和一辆公交车，你会选择哪个呢？为什么？"今天的儿童哲学活动就从这样一个'选择游戏'开始了。

"There is a bicycle and a bus on the rug, which one will you choose? Why?" P4C (Philosophy for Children) activity started from this "game of choice" today.

孩子们逐步说出自己的选择并给出理由，老师用关键词的形式在'想法泡泡'上进行记录并投放在用两个呼啦圈组成的'望远镜图谱'内进行分享。

Step by step, kids showed their choices and expressed the reasons, which were recorded, by teachers, in "idea bubbles" in the form of keywords, and shared in the "telescope map" made of two hula hoops.

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Creation of a "Butterfly Map"

幼儿 1："我选择公交车，因为公交车有专门的行驶道路。"

Kid 1: "I would like to choose the bus because it has its own route."

幼儿 2："那自行车也有专门的行驶道路呀。我在世纪公园和很多马路上都看到过的。"

Kid 2: "Bicycle also has its own route. I saw some in the Century Park and many roads."

大家纷纷表示赞同。

Their ideas were supported by other kids.

老师立即写下'有规定行驶道路'并追问：我该把这个想法泡泡放在哪一边呢？

The teacher wrote down the words, "having its own route", immediately, and asked "which side should I put this idea bubble on?"

一个小男生立即举起小手表示愿意帮助老师。他将一个呼啦圈的部分压在另一个呼啦圈上，然后将那张想法泡泡放在交合的中间部分，并在老师的追问下告诉大家这样摆放的理由：将想法泡泡放在两个呼啦圈合并的位置就说明'有规定行驶道路'既是公交车又是自行车的特点。大家表示赞同。

A little boy raised his hand and expressed his wish to help the teacher. He put a hula hoop over another one, placed the idea bubble in the overlapping part between two hula hoops, and told everybody the reason as asked by the teacher, "By putting the idea bubble in the overlap part of two hula hoops, I want to show that 'having its own route' is the common feature of both bus and bicycle." Everybody agreed with him.

老师请大家一起来为这个新的想法图谱取个名字。孩子们有的说叫"8 字图"、有的说叫"双圈图""泡泡合并图"……，大家议论纷纷都不太满意。突然有个小女孩大声说"蝴蝶图谱"吧，中间相交的部分是蝴蝶的身体，两个大半圆是蝴蝶的翅膀，大家都表示认同。于是，'蝴蝶图谱'就此诞生。

The teacher asked all kids to name the new idea map. Some kids called it "8 diagram", some called it "double-hoop diagram", "merged bubble diagram"… All kids discussed animatedly, but not leading to a satisfactory name. Suddenly, a little girl

said loudly, "let's call it butterfly map. The overlapping part is its body; and two semicircles are its wings. " She is supported by all the kids. And "butterfly map" comes into being.

老师又抛出了一个选择题：哦，自行车、公交车都能带你们去想去的地方，那如果这块地毯是魔法地毯呢，你又会怎样选择呢？

And then the teacher asked another choice question: So, both bicycle and bus can take you go wherever you want to go. If this is a magic rug, how will you make your choice?

孩子们一下子兴奋地和小伙伴聊起来。

All at once, kids talked excitedly with their others.

Becoming invisible

Flying   - fly me to many countries, taking me to see stars and moon, and taking me

to the outer space and universe

Becoming what I want- toys, food, hairpins, and beautiful hairstyle, doing cleaning

Turning into various scenes: zoo, Disney

Protecting from the rain

思维预热之后，老师们拿出了《寻梦环游记》中七位角色图片，请孩子们小组结伴、商量着在'连续线'上将角色按'喜欢到不喜欢'进行排序。

After this warm-up, the teachers took out pictures of seven characters from Coco, and asked kids to discuss and sort these characters on a "continuous line" in groups in order from "like" to "dislike".

大家回到大圆圈来分享各小组排序的理由。

All kids formed a big circle to share the reasons for their odering.

教师：我发现很多小组都将米格排在第一喜欢的位置，很想听听大家这样排序的理由。

Teacher: I see that many groups have chosen Miguel as their favorite character. I would like to know your reasons.

教师一边倾听幼儿的理由，一边做记录。

The teachers made notes while listening to these kids.

Insistence on dream: Practice music every day; make guitar by himself, disregard other people's opposition

Kindness: think of others, help others, and feed the homeless dog.

教师：原来米格的善良和坚持梦想赢得了大家的喜欢，但我还发现一个好玩的现象，大部分小朋友都把德拉库斯放在最不喜欢的位置，可有一组小朋友将德拉库斯放在了最喜欢的位置。你们都来说说你们的理由。

Teacher: Miguel wins your love by his goodness and insistence on dream. What interests me is that most children take De La Cruz as the least favorite character, but one group of children take him as their most favorite one. Can you please tell me your reasons?

会弹吉他

会跳舞 — 舞蹈家

帅

不好

抢夺被害的照片

把别人扔进海里

伤害别人 害别人

偷别人音乐

你会选择做一个很帅很美的坏人呢，还是一个长得很普通会帮助人的好人呢？

很有才艺本领　　　　　本领也很普通的
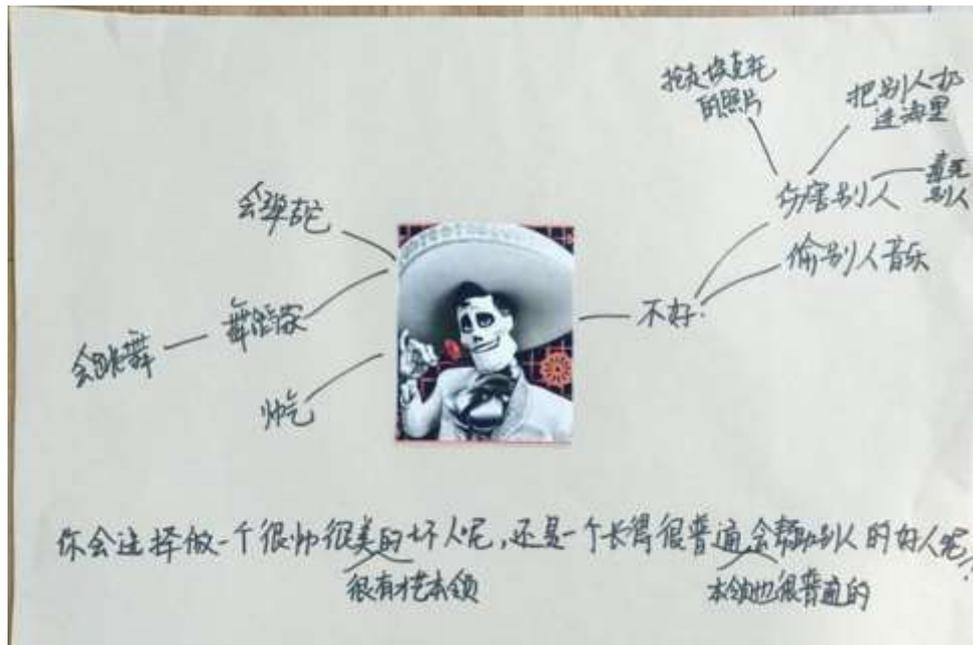
He can play guitar, dance (he is a dancer), handsome

Shortcomings: nabbing away picture from Hector, throwing other people to the sea, doing harm to others, poisoning others; stealing others' music.

Would you choose to be a handsome, beautiful and talented bad person, or to be a good person with average looking and average capability?

教师：如果给你做选择，你会选择做一个很帅很美又很多才艺的坏人呢，还是一个长得很普通本领也很普通的好人呢？

Teacher: If you could make the choice. Will you choose to be a handsome, beautiful and talented bad person, or to be a good person with average looking and average capability?

（结果是大家都选择当一个好人，孩子们给出的理由是：坏人会伤害别人；坏人做坏事最终会受到惩罚；坏人会被抓。而好人就是那种会很开心，又很平淡，有时有点担忧的人；好人会很快乐；好人会受到表扬。）

(The result is that everybody wants to be a good person. They said: a bad person will do harm to others; people doing evil will certainly end up with punishment; bad people will eventually be arrested. While good persons are those who are delighted, ordinary, and sometimes a little worried. Good people are happy and are always praised.)

教师：大家都选择做长得很普通本领也很普通的好人，那什么样的人是好人呢？

Teacher: All of you chose to be good persons with average looking and average capability. What are good persons like?

幼儿们：好人就是互相帮助、善良的人，会安慰伤心的人……

Kids: Good persons are those who help each other, do good to others, and comfort those who are grieved…

教师：那刚才我们就有个小朋友呕吐了，我们怎样做能帮助到他呢？

Teacher: Just now, a kid vomited. How can we help him?

幼儿们：不要笑话他，不说"好恶心"，拿垃圾桶，帮他拿纸巾擦嘴巴，帮助他倒杯水漱口。

Kids: Don't laugh at him; don't say the word "disgusting", fetch a garbage bin for him, clean his mouth with tissue, and get some water for him to risen his mouth.

　　今天的儿童哲学活动就以这样一个友爱的话题结尾……然而，有些小朋友并不想离开，于是就有了下面两组老师与幼儿的随机对话。

The P4C activity today came to its end with such a community-minded topic. Since some kids don't want to leave after class, the following casual dialogues happened among teachers and some kids.

对话一：Dialogue I:

教师：我发现你们把 COCO 太奶奶放在靠近不喜欢的位置上，能说说理由吗？

Teacher: I figure out that you took great-great grandmother of COCO as your least favorite person; can you tell me why？

幼儿们：因为她太老了；她有白头发；她还驼背……

Kids: Because she is too old; she has white hair; and she is bow-backed …

教师：哦，那你们家里有老人吗？

Teacher: I see. Do you have old people in your family?

幼儿们：有老人。我爷爷奶奶头发也有一点白了。我不喜欢他们。

Kids: Yes. My grandfather and grandmother also have some white hair; and I don't like them.

教师：哦，那爷爷奶奶有优点吗？

Teacher: Okay. Do your grandfather and grandmother have any merits?

幼儿们：我在呕吐的时候，我奶奶会帮助我拿垃圾桶，擦嘴巴，她很善良；他们说话轻轻的，很温柔；爷爷奶奶懂的东西也很多，有时候你爸爸妈妈都不一定知道；他们还会讲很多故事……

Kids: When I vomited, my grandmother fetched a garbage bin for me, and and cleaned my mouth; she is kind. They speak softly, and are very gentle. My grandfather and grandmother know a lot of things, which, sometimes, are unknown to my parents. They can tell us a lot of stories…

教师：刚刚你们说了爷爷奶奶很多的优点，善良、温柔、知识多，那你们现在还是坚持想法，不喜欢 COCO 吗？

Teacher: Just now you showed many merits of your grandfathers and grandmothers. They are kind, gentle and knowledgeable. Now, are you still insisting on your previous thought that you don't like COCO?

幼儿：没那么不喜欢了。

Kids: We don't dislike her that much now.

作为引导者，接收到孩子们认为老人是丑的，不好看的，不受人喜欢的观点时，我试着用反问的形式让幼儿思考：老人是否有优点？以此引发他们深入、辨证地思考。

As a guide, knowing kids' views that old people are ugly, unhandsome, and unlikable, I, by using a rhetorical question, tried to make kids think if old people have merits or not, so as to initiate their deep and dialectical thinking on this view.

对话二：

Dialogue II:
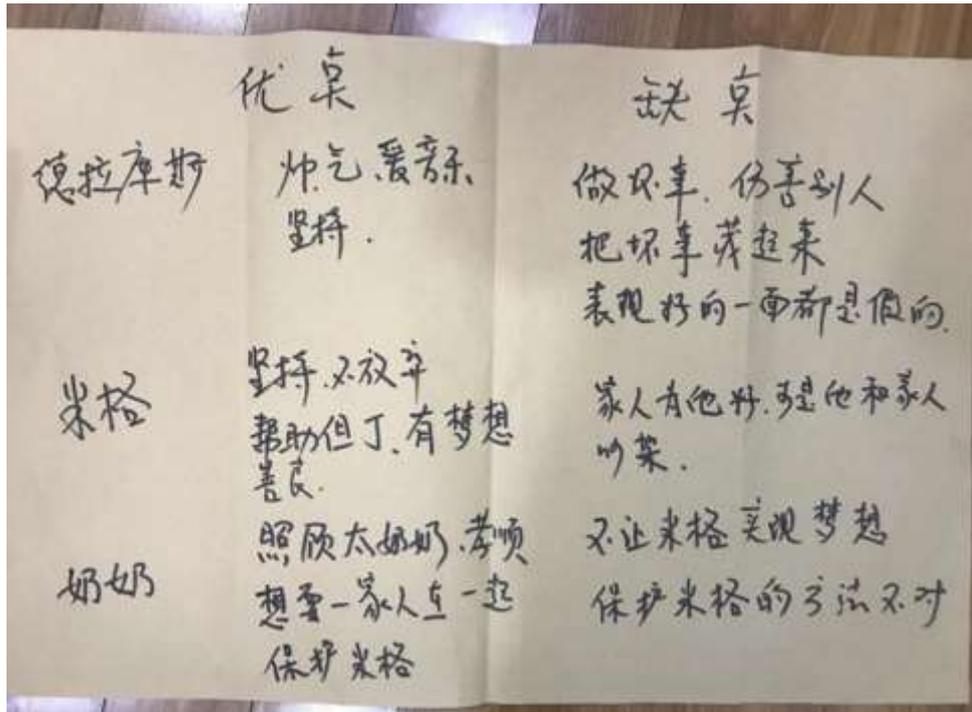
	Merits	Shortcomings
De La Cruz:	handsome, loving music Insistence	Did evil things, did harm to others hided what he had done; the good impression he made was all false
Miguel:	Insistence, never giving up Helping Dante, having dream Kindness	He quarreled with his family, although his family was doing his good
Grandmother:	taking care of great-great grandmother, Wanting to keep the family together; protecting Miguel	She hindered Miguel's fulfilling his dream; and she smashed Miguel's guitar wrong way to protect Miguel

幼儿 1 把德拉库斯排在第一位，其他小伙伴表示不同意。

Kid 1: I put De La Cruz at my first favorite position; but other kids disagree with me.

幼儿 2：他做了很多坏事情，他是个坏人。

Kid 2: He did lots of evil things; and he is a bad guy.

幼儿 1：我就最喜欢德拉库斯，他会唱歌又会弹吉他。

Kid 1: De La Cruz is really my favorite character because he can sing and play guitar.

教师：哦， 那艾克托也会唱歌弹吉他呀。

Teacher: Okay, but Hector also can sing and play guitar.

幼儿1：可是艾克托长得不帅，德拉库斯就长得很帅。我就是喜欢德拉库斯。

Kid 1: Hector is not handsome, but De La Cruz looks great; I do like De La Cruz.

幼儿2：可是德拉库斯做坏事啊。

Kid 2: But De La Cruz did evil things.

幼儿3：那米格也有缺点啊，他不该对家人那么凶啊。

Kid 3: Miguel also has shortcomings. He should not have bad attitude at his family.

教师：哦，那是不是可以说每个人都有优点和缺点呢？

Teacher: I see. Now we can know that everybody has his own merits and shortcomings, right?

幼儿们：是的

Kids: Yes.

教师：那德拉库斯这个人有优点吗？

Teacher: Does De La Cruz have his merits?

幼儿们：他长得很帅气、他热爱音乐、他为了自己的梦想也很坚持。

Kids: he is handsome. He likes music. And he insists on his dream.

教师：那他的缺点呢？

Teacher: What about his shortcomings?

幼儿们：他做坏事，伤害别人；他还把坏事情藏起来，表现出的好的一面都是假的。

Kids: He did evil, and did harm to others. He also hided what he had done; and the good impression he made was all false.

教师：那来聊聊米格吧，我们刚才聊了好多他的优点。

Teacher: Let's talk about Miguel. Just now we talked a lot about his merits.

幼儿们：他坚持不放弃，他善良有梦想，爱帮助别人。

Kids: He never gives up; he is kind, has his own dream, and likes helping others.

教师：那他有缺点吗？

Teacher: Does he have shortcomings?

幼儿们：他真的不该对家人那么凶，家人为他好，可是他不听，还和家人吵架。

Kids: He shouldn't have bad attitude at his family, who were for his good; but he didn't listen to them, and quarreled with them.

教师：分组聊天时间快结束了，我们再挑一个角色来聊聊吧，奶奶吧，大家都把奶奶排在靠近'不喜欢'一边，我很想听听大家比较不喜欢她的理由。

Teacher: Our chat in groups is almost over now. Let's talk about another character, grandmother. You all take grandmother as your "least favorite' character. I would like to know your reasons.

幼儿3：因为奶奶不让米格实现自己的梦想。她还砸了米格的吉他。她好坏啊。

Kid 3: Because grandmother hindered Miguel's fulfilling his dream; and she smashed Miguel's guitar. She is very bad.

教师：哦，那奶奶有优点吗？

Teacher: I see. Does grandmother have merits?

幼儿4：有啊，奶奶一直照顾太奶奶啊，她很孝顺。

Kid 4: Yes. Grandmother has taken care of great-great-grandmother, and she is filial.

幼儿3：其实她也是想要一家人在一起，想要保护米格。

Kid 3: Actually what she wanted is to keep the whole family together; she really wanted to protect Miguel.

幼儿2：对呀，就是她保护米格的方法不对。

Kid 2: Yes, but she used wrong method for such protection.

师生互动中，孩子们对德拉库斯是否应该排在最喜爱的第一位争执不休。当时作为引导者的我出于本能非常希望通过对话帮助幼儿1改变自己的想法，可是追问后，幼儿1又给出另一个理来支持自己观点。就在此时，幼3 的一句：'米格也有缺点呀'，让我意识到和孩子们来聊聊这些角色的优缺点或许能引发孩子们更深入、周全地思考。

During teacher-kid interaction, kids had a dispute on the view whether De La Cruz should be placed at the first favorite position. By instinct of a guide, I hoped to change the view of Kid 1 by talking to him. However, after further asking, Kid 1 showed me another reason to support his view. At that time, by saying "Miguel also has his

shortcomings", Kid 3 made me realize that I might trigger deep and comprehensive thinking of kids by talking about merits and shortcomings of these characters.

儿童哲学（P4C）是一种在全球范围内经过 100 多项实践研究证明，对于发展学生（幼儿园阶段至高中阶段）全球化学习能力具有极大支持性的教学方法。它能够在活动中加强儿童的思考能力和推理能力，帮助其成为能深入而富有逻辑性思考的学习者；能够帮助儿童形成价值观、理解美德，获取伦理和道德反思的能力；能够帮助儿童成为自信的表达者、耐心的倾听者；能够教会儿童如何在彼此尊重的对话中挑战和质疑他人的观点，获得理性决策的能力；能够强化教师提出开放式问题的能力和开展探究型教学法的能力。从今天的活动中，你们能发现哪些潜在的价值呢？

Philosophy for Children (P4C) is a teaching method, proved, by more than 100 practice researches in the world, to substantially support developing globalized leaning ability of students from kindergarten to their senior high school. By applying P4C method, thinking capacity and inferential capacity of children can be strengthened, which help children grow to be learners who have deep and logical thinking, help them form values, understand virtues, and obtain the capability of rethinking ethics and morality, help them become confident expressers and patient listeners, and help them figure out ways to challenge and question views of others and acquire the ability of rational decision making in mutual-respect dialogues. P4C can

also enhance teachers' ability to raise open questions and perform exploring teaching methods. What kinds of potential value can you get from activity today?