



儿童哲学操作手册
PHILOSOPHY FOR CHILDREN
(P4C)

Philosophy for Children (P4C)

Citing “Powerful Practices” at
Fortune Kindergarten,
AdvancED in its 2014 accreditation report, states;
“The school’s dedication to fostering a
bi-lingual community of “child centric” design,
including the recently introduced P4C (Philosophy for
Children)
program is moving the school to
levels of genuine educational excellence.”

援引 AdvancED 在 2014 年度的学校鉴证评估报告，
来自美国的评审团提到，“海富幼儿园的一大亮点是：
幼儿园致力于营造一个双语环境，
以孩子为中心，
贯彻实施新近引进的“P4C 儿童哲学”理念，
提升各项水准，
让幼儿园真正呈现了卓越的教育水平。”



COLLABORATIVE
协作



CREATIVE
创新



CARING
关爱



CRITICAL
批判性思维



P4C at FKIS

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Cindy Zheng 郑国英

Roseline Yang 江慧玲

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Foreword

前言



“What the child can do in cooperation today, he [she] can do alone tomorrow.”

“如果一个孩子在今天合作完成了一件事，那他（她）今后就能够独立完成一件事。”

—— Lev Vygotsky (1896–1934)

The purpose of this booklet is to share with the school community what has been a successful innovation in our school and an inspiring process for the whole school community. As you read through this booklet, we hope that you gain a deeper understanding of this innovation and, especially for educators; you take from it what will work for you with your children.

制作这本册子的目的在于与大家分享学校以《儿童哲学》为载体的教学创新第一阶段取得的成果。当你读完这本册子，我们希望你能对教育创新有更深层的认识和理解，尤其是作为教育者，这本册子将为你日后的教学提供帮助。

We begin with the belief that children tend to be most curious during the early years. They are full of questions and wonder. Therefore, these formative years, when children's minds are most flexible, are the perfect stage to channel this curiosity and wonder in the direction of intelligent enquiry and, as a result, cultivate meaningful learning.

幼儿时期的孩子对世界万物都充满着好奇，他们的小脑袋里有数不清的问号。这个时期恰巧是孩子们对世界认知的形成期，他们的思维是最活跃的。给孩子们提供最完美的平台，将他们的好奇心不断放大，往往可以培养幼儿进行深层次探索和学习的能力。

Philosophy for Children (P4C) promotes children's natural curiosity by providing a safe, secure space for children to raise questions that they feel are of importance to them and to begin the process of discussing these questions in a respectful community of enquiry.

P4C为幼儿提供了一个安全的环境，在促进了他们的好奇心的同时，让幼儿能够大胆地提问他们认为正确的问题。大家在一个相互尊敬的环境中进行讨论，表达出各自的观点。



The decision to implement P4C in our school is based on the goals of our Mission Statement, one of which is "... preparing young children for the future, supporting their development into global citizens and proud representative of their national cultures". Among the Values our school promotes are cooperation, caring, creativity and critical thinking. In a P4C enquiry the teacher presents a stimulus; story, object or picture, which contains a big idea or value: Friendship, Fear, Cooperation, etc. Children think about the stimulus, share opinions, collaborate to create meaningful questions and then vote on their preferred question. This then leads to rich dialogue among the children based on reasoning. The purpose of which is to become clearer about one's own thinking and values and to appreciate experience better. Arguably, the promotion of strong values and creative, critical thinking skills are indispensable to children's future development and engagement in a globalized world.

引进儿童哲学理念及活动策略是基于我们办园的宗旨之一，即“培养幼儿面向未来，使他们成为熟知本国和别国文化的世界公民。”我们的学校价值中包括了：合作、关怀、创造力和批判性思维。在 P4C 课程实施中，教师会给出一个刺激物品，这个刺激物可以是故事、具体物体或是图片；这个刺激物包含了一个大的理念或者是价值观：比如友谊、恐惧或者合作等。幼儿思考这个刺激物，互相分享观点，共同提出问题，然后就大家都感兴趣的问题开展讨论。讨论的话题将是多样性的，但是幼儿们需要提供自己的思路。这个过程可以帮助幼儿更明确自己的观点和价值观念，同时也丰富了自己的生活经验。可以说，在强大的价值观和创新的推动下，批判性思维是孩子们未来参与全球化世界并在其中发展所不可或缺的技能。

In May of 2014 Fortune Kindergarten successfully passed AdvancED accreditation. AdvancED is one of the largest accreditation agencies in the world, serving and accrediting 32,000 schools and school systems worldwide. Citing "Powerful Practices" at Fortune Kindergarten, AdvancED in its final accreditation report stated; "The school's dedication to fostering a bi-lingual community of "child centric" design, including the recently introduced P4C (Philosophy for Children) program is moving the school to levels of genuine educational excellence."

2014年5月海富幼儿园成功通过了世界教育质量促进联盟的鉴证评估。该联盟为世界上最大的教育鉴证机构，在美国和超过70个国家和地区，为32000个公共和私立学校和学区，超过1600万学生提供服务。在此次鉴证评估的最终报告中，来自美国的评审团提到，海富幼儿园的一大亮点是：幼儿园致力于营造一个双语环境，以孩子为中心，贯彻实施新近推出的“P4C儿童哲学”理念，提升各项水准，让幼儿园真正呈现了卓越的教育水平。

The aim, therefore, of this P4C booklet is to inform the school community of the benefits of P4C, provide a rationale for the implementation of P4C in our schools and provide both qualitative and quantitative evidence of the benefits for our children in engaging in P4C .

我们撰写这份P4C介绍册的目的是想让所有从事学校教育的人了解P4C的优势，P4C课程实施的基本原理，以及为幼儿在参与P4C课程的过程中获得的进步提供依据。





P4C at Fortune Kindergarten

海富幼儿园 P4C

Philosophy for Children (P4C) is an approach to teaching and learning being successfully implemented in more than 60 countries worldwide with an internationally recognized training pathway. Teacher training for P4C is accredited by SAPERE (The Society for the Advancement of Philosophical Enquiry and Reflection in Education). Training begins with an introductory course, which introduces educators to the theory and practice of P4C. This is then followed up with further trainings over a two year period leading from a level 1 to a level 3 P4C practitioner.

P4C的教学理念已被全球60多个国家引入，是国际公认的培训途径，也是被SAPERE认可的培训方式。培训将从P4C的课程介绍开始，包括P4C的理论基础与实践。在接下来的两年时间，参与者还将接受从P4C第一阶段到第三阶段的进一步培训。

Beginning in 2013, P4C was introduced to Fortune Kindergarten by Mr. Trevor Higginbottom HMI (Member of Her Majesty's Inspectorate), DECY (The Development Education Centre Yorkshire) and our visionary General Principal, Ms. Vivian Chen. In September of 2013 we began implementing P4C in both K1 and K2 classes. The Fortune Parents Support Group (FPSG) and staff members at Fortune International also participate in P4C enquiries.

海富幼儿园P4C课程在2013年由 Trevor Higginbottom先生（英国皇家督学）、教育研究发展中心和我们非常有远见的总园长陈晓韵女士共同引入。2013年9月，我们率先在中大班课堂上实施P4C，海富家委会和全体员工也共同参与到P4C的教学任务中。

The purpose of this initiative is to encourage independent, creative, critical thinking in a caring, collaborative environment for our children. In P4C enquiry sessions teachers take the role of facilitators to encourage children to collaborate in order to

develop meaningful questions based on a common stimulus; storybook, object, shared experience, short film clip, etc. Children then vote for the best question for discussion; not necessarily their group's question but the question that they, as individuals, feel would be most productive for discussion.

P4C的最初目的是在协作的环境中培养幼儿的独立性、创造性、关怀性以及批判性思维。在P4C的课程中，教师通过扮演引导者的角色来鼓励幼儿合作，基于共同的刺激物，比如故事书、具体事物、经验分享、短片剪辑等，鼓励幼儿提出有意义的问题。随后投票选出大家都感兴趣的问题开展分组讨论。这个问题不一定是来自于他们小组的，但是问题必须是来自于幼儿本身的，且是他们认为最有讨论价值和有话可说的。

During discussion, children generate ideas, agree, and disagree with each other, build on the ideas of others, provide reasons for their thinking and in the process come to a deeper understanding of the question under discussion. During enquiries, children try to answer the chosen question. However, as we all know, not all questions have one answer. Engaging in P4C, therefore, not only facilitates the development of language, logical thinking skills and conceptual understanding but also helps children understand complexity.

在讨论过程中，幼儿可能会同意他人的观点，可能产生与他人不同的想法，也可能在他人观点的基础上建构自己的观点。在这整个过程中，他们需要为自己的观点提供理由，这将使幼儿更深入地了解正在讨论的问题。在探究过程中，幼儿尝试回答已被选择的问题。当然，我们知道并不是所有的问题都有答案，因此，P4C的实施，不仅有利于幼儿语言和逻辑思维的发展，促进对概念的理解，也可以帮助他们发展复杂性思维。

**At Fortune Kindergarten we believe that while knowledge is important,
it is meaningless without understanding.**

**We believe that Philosophy for Children (P4C) allows our young children,
consistent with their age and development, to critically analyze knowledge to reach a deeper,
more meaningful understanding of issues that impact their young lives.**

在海富幼儿园, 我们坚信: 知识是重要的, 但不能真正被理解的知识是没有意义的。
因此, 我们认为, P4C可以让我们的幼儿对问题的理解更有深度, 更有意义, 这也将影响他们今后的人生。

P4C encourages the following attributes in children:

P4C 对幼儿特质发展的重要意义

P4C and Advancement Attributes P4C 的深层特质

Caring Thinking 关爱式思考

- Social Competence 社交能力
- Self- concept 自我认同
- Empathy 同情心
- Thinking about thinking 深入思考

Collaborative Thinking 合作式思考

- Listening 倾听
- Seeking meaning 尝试理解
- Articulating and adjusting understanding of the world 清晰表达和自我调整更深入地理解内涵

Creative Thinking 创新式思考

- Suggesting new ideas 提出新观点
- Hypothesizing and speculating 敢于假设与推理

Critical Thinking 批判思考

- Reasoning based on evidence 在有依据的前提下给出理由
- Seeking meaning 在尝试理解的同时敢于质疑自己不认同的内容
- Connecting ideas and thoughts 观点和思维的联系
- Thinking about thinking 深入思考

P4C Children's Perspective

P4C 儿童的视角



**"P4C is when questions are open or closed.
We can ask questions and not just give answers.**

You can ask what, when, why?

**You can say your feelings about things and listen to your friends' ideas.
We learn how to vote and when our vote counts."**

P4C让我明白什么是开放式问题? 什么是封闭式问题?

你可以提问“什么”，“什么时候”，“为什么”？

你可以说出你的感受以及聆听你的伙伴们的想法。

我们学习如何投票和唱票。

-- (Sylas Cumming, K1 学生)

我们玩游戏 We play games



It helps us think
of interesting questions
帮助我们思考有趣的问题

It gives us ideas
给我们好主意



老师给我们讲故事 We listen to stories



It helps me learn
things I didn't know
帮助我学习一些我
不知道的东西



The story helps you
think of a question
帮助我思考问题



我们把问题画出来 We draw picture questions

You first agree on a question then draw a picture
首先你认同一个问题
然后画下来

We work together to draw a picture question
我们一起画图片问题

The picture tells what we think about the story
图画的内容是我们关于问题的思考



我们投票选出一个好的问题 We vote for a good question

We vote for the question, not the picture.
It's not a drawing class.
我们选择的是图片问题，而不是图片，这不是绘画课

The question that wins is the one with the most stickers
获胜的问题是贴纸最多的那个图片

We vote for the winning picture
我们选出胜出的图片

We vote to see the question we want to think about
我们选出孩子们想的那个问题



我们讨论投票胜出的问题 We talk about the winning question



我们分享我们的想法 We share our thoughts



P4C Enquiry Process

P4C Enquiry Process P4C 探究过程 (Source: SAPERE P4C Level 2 Booklet)



Step 5

Question-Airing 发表问题

Questions are displayed for the whole class to see. Children may want to talk about their question or the teacher may want to help children reword a particular question. Links between questions can be explored - two or three similar questions may be combined to form one question.

向全班展示构思出来的问题。学生可能想要进一步解释他们的问题，或者教师想要帮助学生重新组织他们的问题。你同样可以发现问题之间的联系，能够把两到三个相似的问题归成一个。

Step 6

Question Choosing 选择问题

Omnivote (all) \ multivote (more than one).

运用不同的投票方式选出问题。大家可以分享自己的想法。

Step 7

First Thoughts 初步想法

Often, the group whose question is voted for explain how they arrived at the question and their thinking behind the question. It is important to be patient at this point, as it may take time for the enquiry to get started.

投票选出讨论的问题后，请提出该问题的小组做进一步解释：他们是怎样想出这个问题以及他们问题背后的思考。在讨论初期需要耐心，因为这个过程可能需要花一些时间。

Step 8

Building 问题建构

The question is opened up for discussion by the class. Children are encouraged to build toward a better understanding of the issue being discussed. The teacher (Facilitator) helps to clarify children's thinking while ensuring that the atmosphere is non-threatening. Encourage children to agree and disagree while giving reasons.

以班级为单位讨论问题。努力创造一个环境，鼓励学生更好地理解。当讨论的气氛变得不活跃时，教师需要帮助、推进学生的思考和交流。鼓励学生做出自己的选择，同时讲出合理的理由。

Step 9

Last Thoughts 最终想法

Teacher focuses the children by re-stating the question. Uncontested: this is not a discussion. This is also a chance for children who may not have spoken during the enquiry to add their thoughts. Last thoughts may also suggest a focus for a follow-up enquiry

教师通过重新提问来集中学生的注意力。无需争议的是，这并不是一个讨论。对于在讨论中没有发言的学生来说，是一个发表自己意见的机会。最终想法有可能也会引领学生们开始一个新的讨论活动。

Step 10

Review (Final closing) 回顾(收尾)

Children share their thoughts of the P4C session. Did they like / dislike it, why / why not?

孩子们在 P4C 部分中分享他们的想法。他们喜欢 / 不喜欢，为什么？

P4C Teachers' Perspective

P4C 教师的视角



□ Sam, K1 教师

As K1 is our children's first exposure to P4C, we begin by developing the skills necessary for the children to confidently engage in full P4C inquiries.

We use P4C based games and fun activities to help prepare the students and hone in on their question making skills. After successfully refining the tools they need for P4C, where the enquiry takes them after that is up to them!

海富的孩子们最早从K1的时候接触到P4C。我们的目标是鼓励孩子们有自信地参与P4C的讨论。

所以，我们通过 P4C 游戏和有趣的活动使孩子产生兴趣，并帮助孩子做好这个准备。在做好各项准备工作之后，讨论会走到哪里，就看他们自己的了！

□ Rhys, K1 教师

Every P4C lesson has the potential to surprise.

Students come up with questions and answers that often surprise you. As a teacher it's all about letting the students have the time, confidence and space to develop and answer their own questions. In the first semester, we provide the students with the tools to participate in a full enquiry. We start with the basics, talking about open and closed questions and introducing concepts such as voting.

每一堂的P4C都可能惊喜在等着你。学生在课堂上提出的问题和答案都常常让我感到惊喜。作为一个老师，我希望能提供条件，让孩子们有时间，有自信和有空间去回答他们自己的问题。在第一学期，我们让学生去进行一次全面的探究。我们从最基础的开放式或者封闭式的问题开始讨论，然后逐步开始介绍一些概念，比如投票。



□ Crina, K1 教师

P4C teaches children how to observe, how to think, how to ask questions and solve problems.

These skills help children in other areas of study and personal development. Children learn how to use collective wisdom to solve problems. Children's learning should not only be about mastering large quantities of knowledge, but more importantly; how to use knowledge.

P4C 教会了孩子们如何去观察、思考、提问和解决问题。这对他们在今后的学习和成长过程会有很大帮助。孩子学会如何用集体的智慧来解决问题，学习的过程并不仅仅在于掌握了多少知识，更重要的是，要知道如何去利用这些知识。



□ Grace, K1 教师

P4C utilizes a variety of stimuli: books, pictures, video clips, objects, etc, to develop children's creative and critical thinking skills to help children think independently and articulate their views confidently.

P4C 的教育策略是通过运用不同的刺激物(图片,书籍,视频,物件等等),发展儿童的创造力、批判性思维能力,帮助儿童独立思考并清晰地表达出自己的观点。

In the process children: 在不断循序渐进的过程中:

1. improve their reasoning skills 提高儿童推理能力
2. develop creativity 发展创造力
3. are exposed to dialogic learning and problem solving 进行对话式学习和解决问题
4. become more cooperative and develop better interpersonal skills 合作精神和人际交往能力的发展
5. become more morally aware 增强对道德的理解



□ Alexis, K2 教师

P4C for me is a time to grow my students'critical thinking and cooperation skills. P4C lessons can teach students to become more independent, creative thinkers while at the same time teaching them to work cooperatively with their peers. It is a time for students to lead discussion with questions they might have about a particular stimulus.

在我看来,P4C是促进学生的批判性思维和合作能力的机会。P4C课程可以让学生变得更加独立,更富有创造力,同时教会他们与伙伴合作。是时候引导学生就他们感兴趣的某一刺激物提出问题并开展讨论了。

□ Danny, K2 教师

P4C classes are multi-beneficial, helping young learners become more creative, more critical, cooperative, and collaborate. They learn to find connections between fictional realities and their own unique world-view. These elements are then transported to other parts of students' lives. They learn to build on others' ideas, and agree or disagree with others' opinions and not just because 'he is my friend'.

P4C课程益处多多,可以帮助孩子们变得更有创造性、批判性,也使他们变得愿意合作和相互沟通。它教会学生们在虚拟世界和自己独特的世界观之间建立联系。这些元素将逐渐融入到学生的生活中去,他们学会在他人观点的基础上建立自己的意见,肯定或否定他人的看法,而不仅仅只是因为“他是我朋友”而随意给出观点。





Impact on Values Development

儿童哲学与价值教育

At Fortune Kindergarten we believe that values should be promoted as part of the school ethos as opposed to being directly taught to children. Values development evolves as part of the education process and the experience of being at school; it is part of what everybody does every day at school.

Especially for young children who are in the process of developing their own understanding of the what is and is not appropriate in any given situation, values must be modeled, understood and, most importantly, open to questioning. We believe that P4C provides a safe space for children to identify, question and discuss values in relation to their particular context.

我们相信价值观的培养应该作为海富教育精神的一部分，而不是把它单纯作为知识直接教授给孩子。价值观发展作为教学过程和经验积累的一部分，同时也是孩子们在学校里每天经历的一部分。

尤其对于处在成长过程中的幼儿们，他们还处在对事物理解的发展和摸索阶段，因此，价值观必须被树立、被理解，最重要的是，允许被质疑。我们相信P4C可以提供一个安全的环境让孩子们去认知，就价值观的问题进行提问和讨论。



□ Danny, K2 教师

The values gained during P4C lessons continue over. Last year students became more supportive and inclusive of all members of their group. They learned to be fair and give each individual a voice.

通过P4C活动, 孩子们对“价值”有了进一步认识。孩子们变得更有包容性, 更愿意听取他人的想法, 学会了平等相待。



□ Crina, K1 教师

I have observed the influence of P4C in other areas of learning and development most notably in children's improved social interaction during personal time: free play and pretend play. Moreover, P4C's emphasis on caring and cooperative thinking positively impacts children's behaviour.

我观察到P4C对孩子们的能力发展有明显影响, 尤其在角色游戏中社交能力有很大提高。P4C重视关爱与合作思维方式培养, 对孩子的行为发展产生了积极的影响。



□ Alexis, K2 教师

P4C is a time for students to lead discussion with questions they might have about a particular stimulus. It is a time where the students are free to use their imaginations and it is a time to discuss social topics (such as kindness) that are relevant to their daily lives.

P4C是在孩子们对刺激物进行主导讨论。孩子们可以自由发挥想象, 讨论与他们日常生活相关的社会话题。



□ Crina, K1 教师

After having participated in P4C trainings, observed P4C classes and participated in co-teaching P4C in class, I believe a well-prepared inquiry can stimulate a very high level of engagement and empathy in children.

在参加了P4C培训、观摩P4C课、以及参与了P4C的合作教学之后, 我相信精心准备的探究可以进一步激发孩子们的同理心。



□ Angel, K2 教师

Through participation in P4C inquiries, children become better at thinking and identifying problems. Shy children gradually gain the confidence to express their feelings; becoming more willing to talk and communicate their ideas during discussion sessions. Moreover, active children develop much better listening skills and become more caring.

通过参与P4C探究, 孩子们更善于思考和发现问题。害羞的孩子逐渐找到了自信, 愿意表达自己, 愿意与他人讨论和交流; 活泼的孩子则学会了倾听他人, 变得更有爱心。



□ Lisa, K2 教师

The impact of P4C on children is that it allows them to work on expressing their opinions and supporting their rationale. It is beginning to teach them how to discuss differing opinions with other students in a respectful manner. Students are challenged to think for themselves and not be influenced by their friends / classmates as well as to think of ideas "outside the box".

P4C让所有的孩子能够参与到讨论中去, 说出自己的想法, 给出自己的理由。它教会孩子们在与别人持有不同意见时, 以一种相互尊重的态度一起讨论问题。让孩子们独立思考, 跳出框架而不受同伴或朋友的影响。

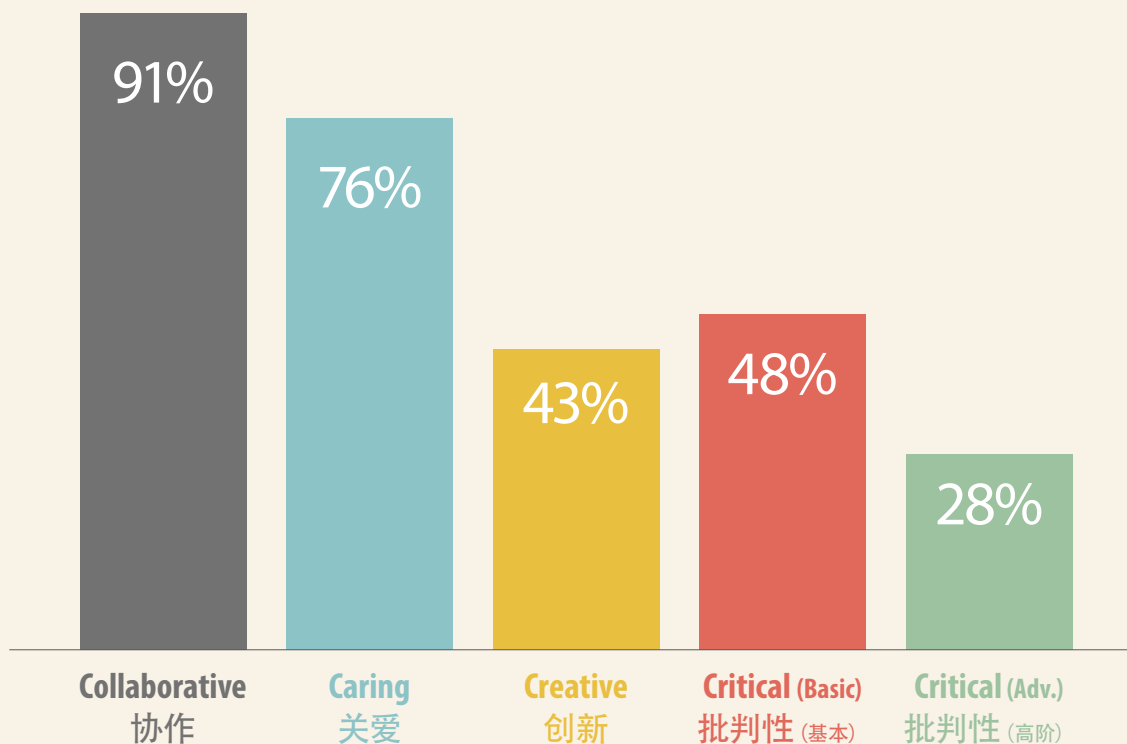
Quantitative evidence

量化数据

Based on 158 observations of 40 classes of 4 to 6 year-old children in two kindergartens, the following attributes and skills were identified.

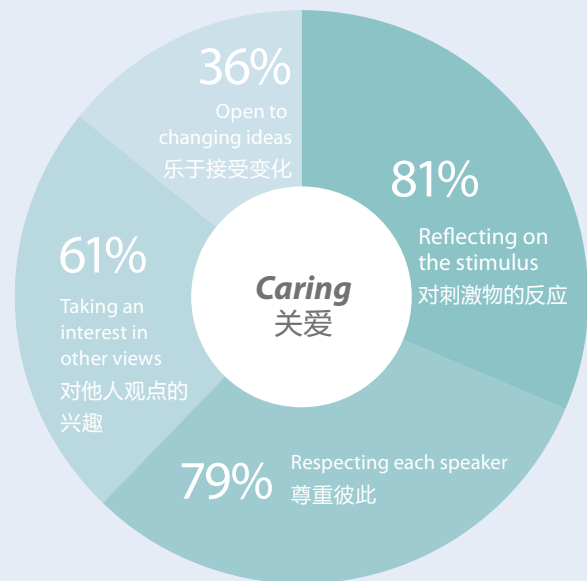
基于对 2 所幼儿园, 40 个班级中的4-6 岁的孩子所进行的 158 次观察, 现得到如下观察数据:

P4C Attributes P4C 的特质



Caring and cooperative attributes have been consistently observed across classes, which provides evidence of the impact of P4C on values development.

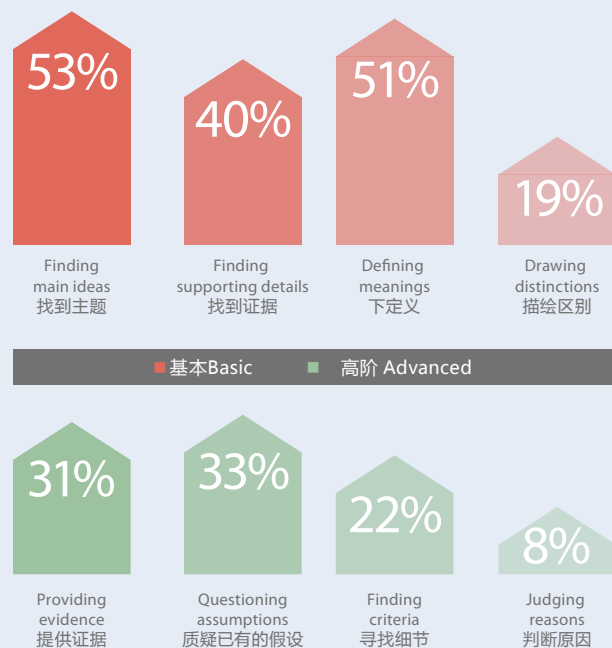
关爱和协作这两种特质不仅在课堂中能体现出，也为价值发展提供了支撑。



Critical 批判性思维

Based on the quantitative evidence below, children are not only engaging in basic but also advanced critical thinking skills. The fact that children are developing the language and confidence to critically engage with their peers provides evidence of not only their ability to engage critically but also of the development of personal and interpersonal skills. Moreover, based on the age and maturity level of children, the fact that advanced critical thinking skills have been observed provides evidence of children's engagement in P4C enquiries.

从量化的数据上看，孩子们不仅参与了基础阶段的批判性思维学习，同时也开始了更深进一步的批判性思维能力的培养。这不仅使得幼儿的语言能力得到进一步发展，同时也看出幼儿的自信心和同伴交往能力有很大提高。在批判性思维能力培养的过程中，要考虑到幼儿的年龄特点和成熟度。



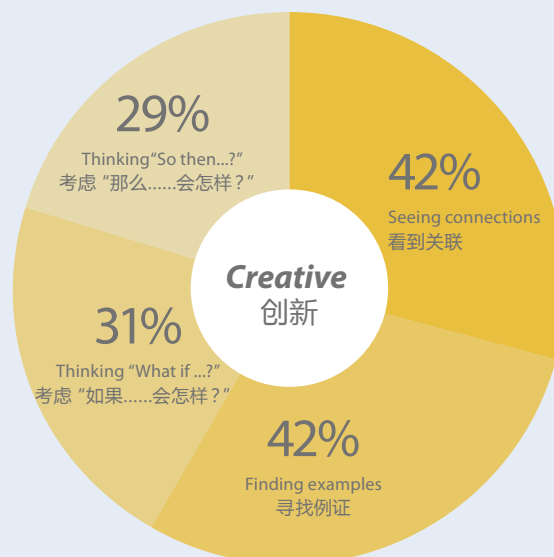
Creative 创新

As is apparent from the above qualitative and quantitative evidence, assessment is an important component of our school process. As a school, we constantly evaluate in order to provide evidence to validate that what we say we are doing, we are actually doing.

Looking at the quantitative evidence for Caring, Cooperative, Critical and Creative attributes we discovered that while the children consistently exhibited Caring, Cooperative and Critical attributes, Creativity appeared to be exhibited less frequently (see graph).

从以上定性和定量分析的数据结果可见，评估是学校发展进程中非常重要的构成部分。我们经常需要进行评估，来为验证我们准备去做什么，实际上做了什么而提供事实依据。

根据“关爱”、“合作”、“批判性思维”、“创造力”的定量数据来看，我们不难发现孩子们更多表现出来的是“关爱”、“合作”和“批判性思维”，而“创造力”部分则是相对欠缺的。（请看以下数据）



However, qualitative evidence from Children, Teachers and Core group members all pointed to improved creativity. Therefore, following a P4C presentation at an International Conference in Shanghai in March of 2015 with a focus on "Creativity in the Early Years", the P4C Core group at Fortune Kindergarten decided to:

是的，幼儿、教师、P4C核心小组提供的定性数据都指出需提高创造力。因此，2015年3月在上海举办的国际会议上进行了P4C针对“幼儿创造力”的探讨和展示以后，P4C 核心小组在海富幼儿园决定实施以下方案：

- Reassess the validity and credibility of the observation protocol and tool being used to evaluate this criterion.
- Focus on inter-reliability by examining how observers are using knowledge and observation skills to identify aspects of creativity in P4C enquiry sessions.

This, therefore, was the focus of a full-day workshop for Core Group members in June of 2015. P4C Core Group members reviewed observation protocols and criterion for creativity in our observation tool; observed three separate P4C enquiry sessions and, following observations, worked first in pairs and then in larger groups to compare their findings in order to ensure observer inter-reliability.

- 重新评估被用来作为衡量准则的观察程序和工具的有效性、可信性。
- 通过检验观察者如何运用知识和观察技巧认定P4C在创造力方面的结果的可信度。

因此，在2015年6月核心小组的成员用了一整天的时间来进行培训研究。P4C核心小组成员对于课堂观察的观察程序、准则等进行了回顾，尤其是有关创造力的评判指标；进教室观察了不同班级的3节教学活动，并就观察到的情况进行了两两讨论和大组交流，形成最终的比对结果，以确保观察员给定结果的可信度。

Based on an in-depth full day process with the P4C Core Group, consisting of 32 educators from across our schools, the following criteria for creativity was deemed more age-appropriate for our Kindergarten children:

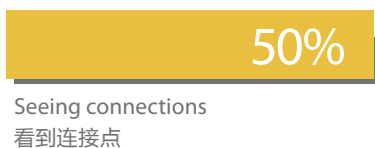
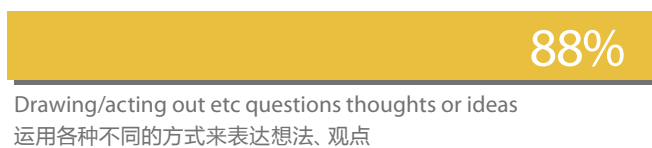
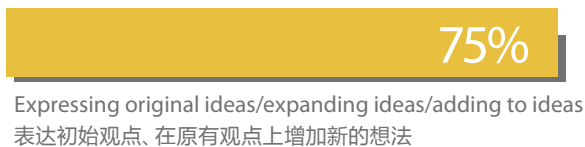
这次P4C核心小组开展的深入研究,共有来自协和各校共计32位教育工作者的参与,因此,以下这些共同制定出的幼儿创造力发展指标将更符合幼儿的年龄特征:

- Expressing original ideas / expanding / adding to ideas 表达初始 / 延伸 / 新增观点
- Drawing / acting out, etc, questions, thoughts or ideas 能够运用各种不同的方式表达问题、想法、观点
- Seeing connections 发现关联
- Finding examples 找到例子

Based on 24 observations of 5 classes using the reviewed criteria the following was observed in relation to Creativity.

通过24位观察者对5个班级的观察,关于创造力的观察结果如下:

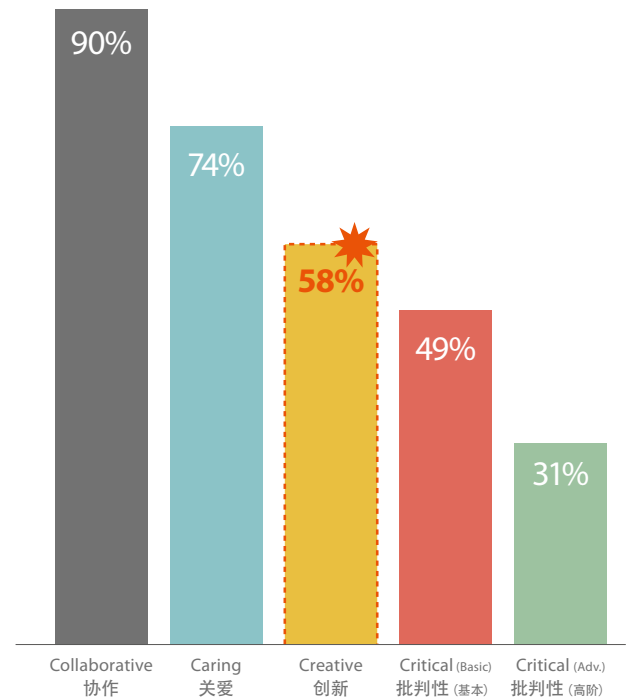
Creative 创新



P4C Attributes P4C 的特质

Moreover, from the chart below, using the new criteria for creativity, we can see that Creativity correlates well with Caring, Collaborative and Critical thinking attributes.

而且,从以下的数据中可以看出,运用创造力的新准则来衡量的话,我们能发现创造力与关爱、合作性、批判性思维密切相关。

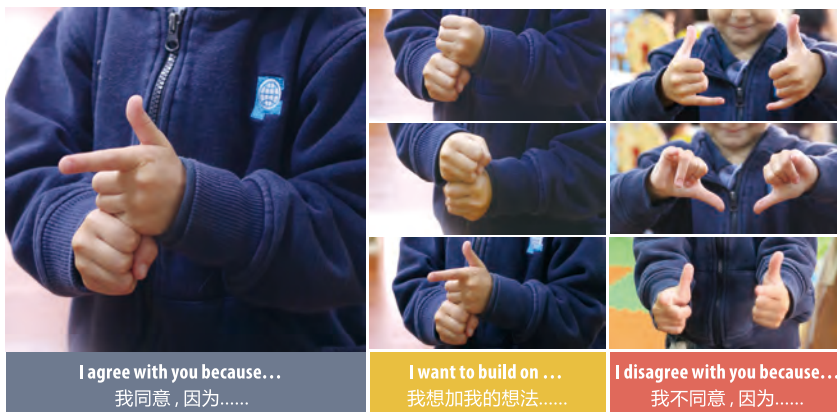


Impact on Language Development

P4C 与幼儿的语言发展

P4C has a positive impact on children's language development. Children's questioning abilities improve as they learn to ask more open-ended questions and begin agreeing and disagreeing with each other in a respectful manner. Children also begin building on the ideas of others by developing and using specific language structures, such as "I agree with you because ..." – "I want to build on ..." – "I thinkbecause...."

P4C 对幼儿语言能力的发展有积极作用。当幼儿学会提出开放性问题时，他们的质疑能力也相应得到提升，同时，他们正渐渐学会带着一个尊重的态度来认同或是否定他人的观点。通过运用如“我同意你的看法，因为……”“我同意你的看法，但有一些补充……”“我认为……因为……”等特定语言句式，幼儿开始学会在别人观点的基础上表达自我观点。



Vocabulary is further developed as children reuse vocabulary from the stimulus when providing reasons for their ideas and opinions and agreeing / disagreeing with their fellow students. Teachers in the role of facilitators assist this process by repeating, rewording and rephrasing children's utterances.

当对同伴的观点表达赞同或反对，并给出理由和依据时，幼儿通过固定的句式表达自己的看法，教师可以通过不断重复的方式提醒幼儿使用“我同意……因为……”，“我不同意……因为……”的句式来表达自己的看法。

“The frog needs to pluck up his courage to talk with the duck.” (Melisa K2 Bird Class) “The Frog in Love” by Max Velthuijs “青蛙需要鼓起勇气和鸭子说话。”——（大班，小鸟班，Melisa）

Children's language skills are further challenged as they are encouraged to look for similarities in questions and group similar questions together. During this phase of the enquiry children go through the following steps:

鼓励幼儿寻找出相似的问题并归类，将使他们的语言技巧得到进一步提升。这一探究过程将经历以下几个步骤：

- Groups present and explain the thinking behind their questions.
小组提出问题并给出问题背后的缘由。
- Prior to voting for a question for class discussion, children identify differences and similarities in questions
幼儿确定多个问题间的不同和相同之处，再投票选出班级要讨论的问题。
- Based on groups/class agreement, similar questions are grouped together.
在小组 / 班级意见一致的基础上，将相似的问题归为一类。

In this picture example, the class started with 4 questions. However, following discussion of similarities and differences in questions, the groups/class decided to group two questions together.

如图，幼儿们从4个问题着手，通过对这些问题的相似性和差异性的讨论，小组 / 班级最终将问题两两归类。



Stimulus: The Gruffalo by Julia Donaldson and Axel Scheffler

刺激物《The Gruffalo》



First thoughts 思考一

“What does astounding mean?”

故事中的‘令人惊讶’是什么意思？”

“What is an underground house? Is it like a subway?”

什么是地下房屋？是像地铁一样的吗？

Question Drawing 绘画问题

“You color the Gruffalo, you color the lake and you color that.”

“为咕噜牛、湖水和东面的东西涂色。”

“She is drawing a castle. This story doesn't have a castle.”

“她正在画一个城堡。这个故事中没有城堡。”

Excerpts from Discussion 节选讨论

“Why did the mouse tell the Gruffalo he is the scariest creature in the wood?”

“为什么老鼠告诉咕噜牛，它是森林里最令人害怕的动物？”

“Why do the mouse and the Gruffalo want to eat each other?”

“为什么老鼠和咕噜牛都想吃掉对方？”

Teacher: Could this little mouse eat this big Gruffalo?

教师：小老鼠能吃掉大咕噜牛吗？

– “No, his tummy is too tiny”

“吃不掉，因为它的肚子太小了”

– “Yes, because the mouse thinks he is able to eat him tiny bites by tiny bites”

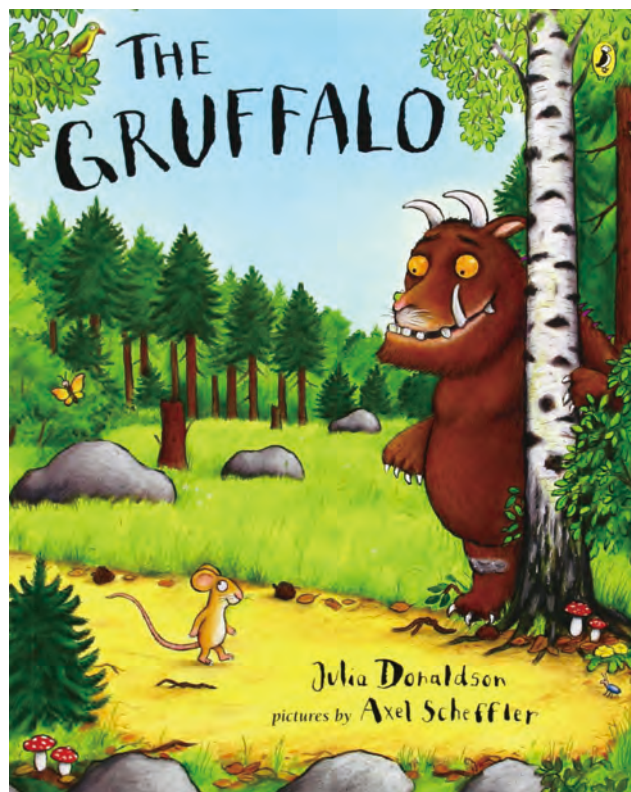
“可以吃掉，因为小老鼠觉得可以一点点吃。”

“Why do the animals not know the Gruffalo is not real?”

“为什么其他小动物不知道咕噜牛是不存在的？”

“Why did the mouse tell the animals about the Gruffalo?”

“为什么小老鼠告诉其他小动物有咕噜牛的存在？”



Final thoughts 最后的思考问题

Teacher: Tell us if you like the book and explain why.

教师：如果你喜欢这本书，请你告诉我们你喜欢它的理由。

I like the book because... / 我喜欢这本书，因为.....

It is the most interesting story I ever heard.

这是我听过的最有趣的故事。

It tells me about the Gruffalo. 里面有咕噜牛的故事。

I like the Gruffalo. 我喜欢咕噜牛。

I have read it in Germany. 我在德国时，听过这个故事。

I like the mouse because he's cute and he's soft.
我喜欢老鼠，因为它很可爱，很柔软。

I like the owl because the owl has wings. I want wings to fly.
我喜欢猫头鹰，因为它有翅膀，我也想要翅膀飞翔。

I like all the animals but not the Gruffalo because he is so bad.
我喜欢所有的动物，除了咕噜牛，因为它很悲伤。

I don't like the book because... / 我不喜欢这本书，因为.....

It is scary. 故事很吓人。

I don't like the mouse. 我不喜欢老鼠。

I don't like the Gruffalo. 我不喜欢咕噜牛。

I don't like monsters and snakes. 我不喜欢怪物和蛇。



“Little Beauty”
by Anthony Browne

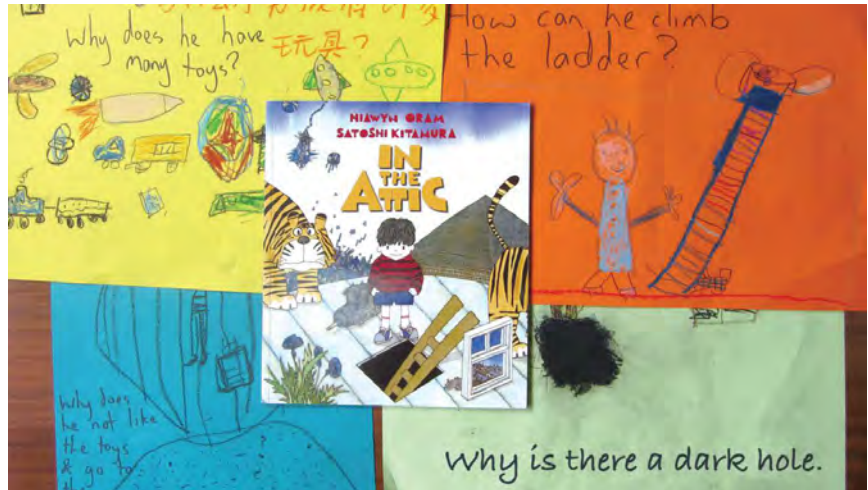


“The Giving Tree”
by Shel Silverstein



“Zoom”
by Istvan Banyai

“In the Attic” by Hiawyn Oram and Satoshi Kitamura



“Windows” by Jeannie Baker



“Something Else” by Kathryn Cave and Chris Riddel



Impact on Teaching and Learning

教与学的影响

Teaching

教授

□ Alan, K1 教师 / Teacher

P4C has affected my teaching as my classes are becoming more democratic. The students are learning that there is not always a definite answer. They are finding out more and more that sometimes, there are multiple causes and effects.

P4C让我的教学变得更民主。学生渐渐明白，很多时候，答案并不是唯一的。他们发现，针对同一事物，可能有多种的原因，可能也会带来多种的影响。

□ Sam, K1 教师 / Teacher

P4C concepts have been introduced into other activities, for example voting. Children chose Halloween pumpkin designs, turtle names and voted for and discussed their choices.

我们也将P4C的理念融入到其他一些活动中去，比如投票。孩子们在万圣节时自己投票选出了南瓜设计图、乌龟的名字以及他们讨论的问题。

□ Lisa, K2 教师 / Teacher

I have seen the benefit of incorporating elements of P4C into other learning areas: for example using the discussion format in theme lessons to help children come to a better understanding of the concepts.

我已感受到 P4C 元素融入到其他学习领域的好处，比如在主题课上运用讨论的形式，促进孩子对概念更好地理解。



Turtle naming process
乌龟名字投票



Panda class Halloween pumpkin
熊猫班万圣节投票选择南瓜设计图

Individual Development

个性化发展

□ Danny, K2 教师 / Teacher

Last year, one little girl who had a strong personality and was very bossy always had to get her way. Throughout the year she transformed to be more inclusive of others in the group. She became a great leader, ensuring that everyone in the group was a part of the group. She became more caring and cooperative in class and out. Honestly, I cannot assume cause and effect but I have definitely seen a strong correlation between P4C classes and students' emotional intelligence.

去年,我的班上有个很有个性的小女孩,她性格专横,为所欲为。但一年的P4C学习,她改变了,变得能够包容组里的所有成员。她成为了小组长,并确保了一位成员在组里的存在价值。无论在课堂上还是课后,她对小朋友更关心了,也学会了如何合作。说实话,我也不能确保这个孩子是否因为P4C的课程而发生了变化。但我确信,P4C课程与幼儿情商发展是有密切关系的。



□ Lisa, K2 教师 / Teacher

The impact of P4C in the classroom is that it provides an opportunity for all students to participate in a class discussion. Students who at times are hesitant to participate or who, perhaps, lack the language skills or confidence to participate in an English lesson are able to participate in a P4C lesson. They are able to use their native language or get help from a friend to express themselves. This is not always possible in other areas where there is a clear right or wrong answer.

P4C为所有孩子提供了参与课堂讨论的机会,无论是对参与课堂活动还犹犹豫豫的孩子,缺乏语言技能的孩子,还是英语课上不自信的孩子,在P4C课堂,他们都能够自信地参与讨论。可以用自己的母语表达观点,也可以求助同伴,帮助他们表达自己的观点,因为这里没有唯一正确的答案,也没有绝对错误的答案。



□ Jessie, K1 教师 / Teacher

P4C encourages children to raise questions, use their creativity and imagination and helps develop reasoning skills. This enhances children's self-confidence by providing them with opportunities to speak their mind and express and share their feelings freely. As part of this process, children explore conflict in the context of a caring, cooperative environment, which provides a safe place to challenge assumptions. Ultimately, this helps them to gain a deeper understanding of themselves, others and their environment.

P4C为所有孩子提供了参与课堂讨论的机会,无论是对参与课堂活动还犹犹豫豫的孩子,缺乏语言技能的孩子,还是英语课上不自信的孩子,在P4C课堂,他们都能够自信地参与讨论。可以用自己的母语表达观点,也可以求助同伴,帮助他们表达自己的观点,因为这里没有唯一正确的答案,也没有绝对错误的答案。



Impact on School Improvement

学校发展



The P4C approach has also had an impact on school decision making for school improvement, empowering teachers' decision making ability within the school and leading to deeper and richer discussions on school related issues. An example of an area that we have discussed using this approach is, "The Impact of Schools on the Environment".

在学校发展这一方面, P4C 的尝试也对校园的决策过程起到了一定影响。

在对教师的决策能力进行充分肯定和授权的基础上, 在进行了更深入的探讨和交流以后, 学校的某些决策过程就通过这一方式得以进行, 一个比较明显的例子就是“学校对环境的影响”。

1 Teachers identifying problems and developing suggestions

教师确定问题、讨论给出建议、想法



2 Displaying and Sharing

展示和分享想法



3 Example of an action taken to reduce the school's impact on the environment

在校园环境中呈现



Before - Individual boards / 从前 -- 个性版面



After - Shared boards / 现在 -- 共享版面

P4C Training at Fortune Kindergarten

海富 P4C 培训

At Fortune Kindergarten, we believe in lifelong learning; as such learning is viewed globally. Fortune Kindergarten is, therefore, committed to continuous improvement of its P4C program. Hence, we provide continuous professional development to Fortune Kindergarten Teachers in Philosophy for Children throughout the school year.

在海富幼儿园，我们坚持用全球化的视野进行终身学习。

因此，海富不断致力于P4C课程的持续发展，我们为教师提供贯穿整个学年的 P4C 教师专业发展相关培训。

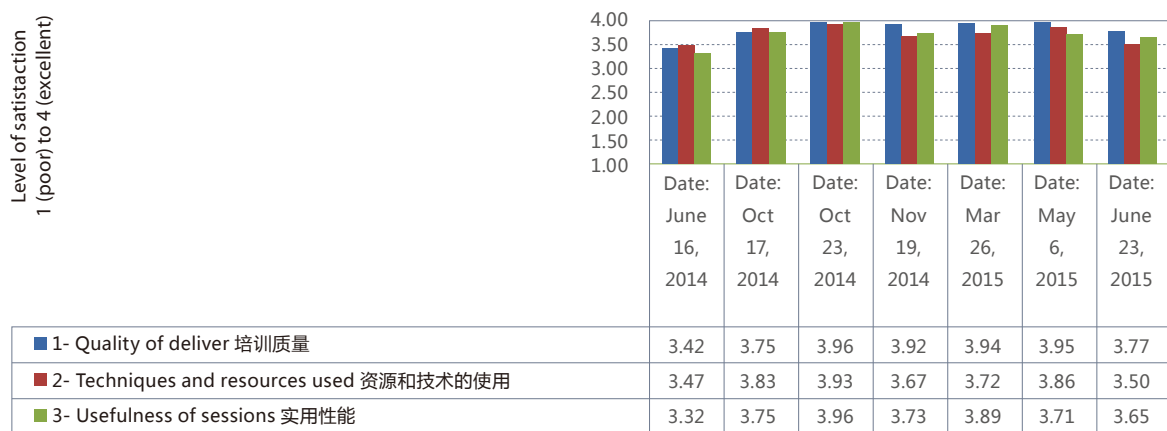


The graph below shows the level of participant satisfaction for 2014 to 2015 training sessions with values ranging from 1(Poor) to 4 (Excellent). Looking at the general data we see a high level of participant satisfaction; values higher than 3 in all areas.

以下图表是 2014 到 2015 年培训者的反馈。量值范围从 1 (不合格) 到 4 (满意)。满意度越高, 数值就越高。

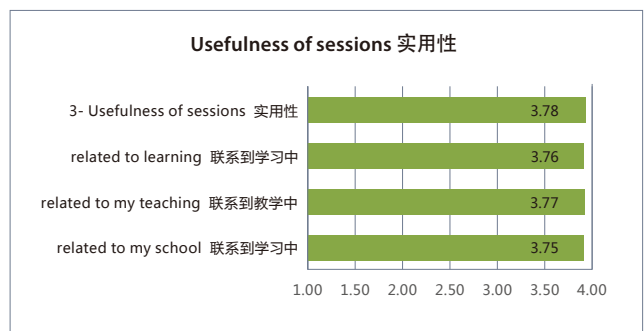
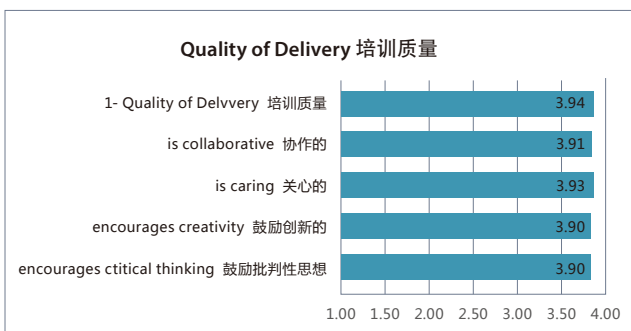
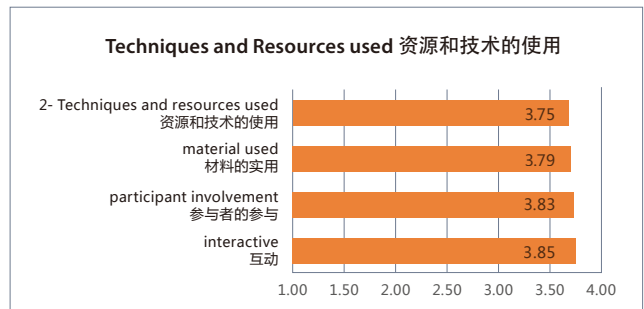
在所有的领域, 我们都达到了 3 以上水准。

P4C Trainings Feedback Results P4C 培训反馈结果 June 2014 to June 2015



The disaggregated data below validates that training sessions promote and encourage the attributes and values that trainers are asking teachers to promote with their children- Caring, Collaborative, Creative, Critical - and teachers also agree that training content is transferable to their classrooms.

将这些数据分开归类来看, 培训中, 培训者很好地将 P4C 的特征和价值体现在了对教师的培训中, 接受培训的教师也表示会将培训的内容运用到课堂上, 以同样的方式带给每位孩子 —— 关爱、合作、创造和批判性思维的发展。



Appendices

附件

**the enquiry plans below were used in K1 classes.
Please understand that these are not lesson plans in the traditional sense.
They are guides, and must be used as such.
Again, we must emphasize that it is important to gradually introduce and review
P4C skills with children.
Please see response to question # 3 in FAQ for more guidance on this.**

本册中的探究课程教学范例都来自大班，
下面的教学方案已经在中班使用过，希望起到抛砖引玉的作用。
这些并不是传统意义上的教案，它们是指南。
同时，我们必须再次强调，对于P4C技能的引入和学习必需要逐步推进。
您可以在“常见问题”中的第二条获得更多关于这方面的信息。

Sample Enquiry Plans

活动计划案例

		
Animal theme – concept line 动物主题 — 概念线	Green Eggs and Ham 绿鸡蛋和火腿	Recycled Costumes 我们的环保服装

Animal Theme

动物主题

Subject 主题: P4C – Animal theme – concept line / P4C – 动物主题 – 概念线

Objectives 目标:

- a) to learn to think critically about a stimulus. 学习用批判性思维方式思考。
- b) to learn how to use a concept line. 学习如何运用概念线。
- c) to offer an opinion and give reasons. 提出想法并给出理由。
- d) to learn that it is okay to change one's opinion. 明白改变自己的主意是可行的。

Resources 材料:

Images of animals the class had learned, images of different kinds of food animals may or may not eat.

课堂上学过的动物图片, 动物能吃或者不能吃的不同种类食物的图片。

A video clip of a carnivore animal hunting for prey (David Attenborough's 'The life of Mammals' suggested).

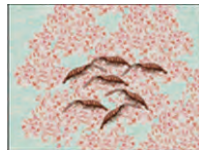
食肉动物捕猎的视频。

a concept line on the classroom floor (a line long enough for each child to stand on, something on one end to indicate 'good' something on the other end to indicate 'bad').

贴在班级地板上的一条“概念线”, (它要足够长, 以使所有幼儿都可以站在线上, 线的一端代表“同意(认同)”, 另一端代表“不同意(不认同)”。

Warm Up Game 热身游戏 (circle time 圈谈活动)

1. Review the names of the animals the class has learned so far.
回顾已学的动物名字。
2. Show the class some pictures of food items: some that the animals do eat, others that the animals do not eat.
出示准备时的动物食物图, 可以是动物吃的食物也可以是不吃的食物。
3. Play a matching game, have the children match the food to the animal that eats it. Give the child encouragement to offer their reasoning.
配对游戏——孩子们为图片配对, 鼓励他们说出配对的理由。



MAIN BODY 主体 (lesson time 上课)

1. Point out to the class the 'concept line' in the classroom. Explain to them that one end indicates 'good', the other end 'bad' and in the middle means that you don't know.
向幼儿指出班级地板上的“概念线”，并解释这条线的意义：线的一端代表“同意（认同）”，另一端代表“不同意（不认同）”，线的中间代表“不知道”。
2. Explain to the class that they are now going to watch a video clip showing some animals catching their food.
初步解释幼儿即将观看的动物捕猎视频。
3. Show the class the clip (a cheetah preying on and catching a deer).
观看视频（猎豹捕猎小鹿）。
4. Ask the children to close their eyes for a moment and think about whether what they have just seen is 'good' or 'bad'.
幼儿闭上眼睛思考，想一想刚才看到的视频内容是“同意”还是“不同意”。
5. After they have thought for a moment, have them open their eyes. Then ask small groups of children at a time to stand on the area of the line that indicates what they think.
在思考一段时间后，请幼儿睁开眼睛，选择“概念线”的位置，以显示思考结果。
6. As the children stand on the line, encourage them to give reasons for their choice of position.
幼儿选择完成后，鼓励他们说出这样选择的理由。
7. When all the children are standing on the line, have them look around at where other children are standing. Then, ask the class to be seated again in the circle time area.
当所有幼儿都做好选择，站在线上后，再请他们看看其他小朋友的选择，然后，让幼儿回到圈谈活动的区域坐好。
8. Open up a short discussion by asking the children to once again offer their reasoning for the position they chose on the line.
开展短时讨论，要求幼儿再次说出他们做出选择的理由。

Stimulus 激发和思考时间：	Video clip 视频
Question Development 问题时间：	Good or bad - thinking time 好或坏——思考时间
Voting Method 投票：	Stand on a line 站成一排
Discussion Time 讨论时间：	Open discussion – Give reasons for their position on the line 开放式讨论——要求孩子们说出自己选择的理由

Last Words 最后结论：WRAP UP (Afternoon) 热身活动（下午）

In the circle time area, revisit some of the reasons children chose for thinking the clip they saw was either 'good' or 'bad'. Finally, ask the children if they have changed their mind about what they saw. Give them the opportunity to stand in another position on the line.

在圈谈活动中，重新让一些幼儿说出他们对所看短片的评价“同意（认同）”还是“不同意（不认同）”的理由。如果他们改变主意了，给幼儿重新选择的机会。

REFLECTION: 反馈

This lesson was conducted early in the year, so it was surprising to see the children exhibiting strong opinions and being able to offer quality reasoning behind their choices. The discussion varied from the Cheetah being a bad animal, to it being a mummy or daddy Cheetah who needed to find food for its babies. The children were also able to reason that each animal needs to eat to survive. After discussion, quite a few of the children chose to change their position on the line. This showed that with new information and after hearing the opinions of other classmates, they were able to think more critically.

这是一节在年初时进行的课，所以，看到孩子们表现出来的思考能力和能够说清原委支持自己观点的能力，着实令人惊讶。孩子的讨论各不相同，有从“猎豹是一种坏的动物”观点方面切入的讨论，也有从“猎豹作为妈妈或爸爸需要捕食喂养自己的猎豹宝宝”观点进入讨论的。孩子们甚至能从“每一种动物都需要食物来维持生存”的观点上展开讨论。通过讨论后，相当多的孩子改变了自己最初的选择，站到了线的其他位置上。这表明，当孩子们获取到了新的信息以及倾听了其他同伴的意见后，能更好地进行批判性地思考。

Green Eggs and Ham

绿鸡蛋和火腿

Subject 主题: P4C – Green Eggs and Ham / P4C – 绿鸡蛋和火腿

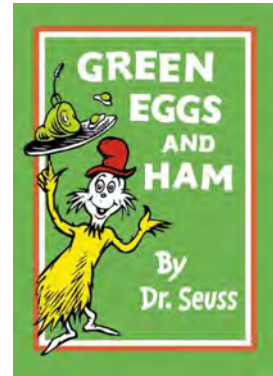
❑ **Objectives 目标:**

- a) to think critically about a stimulus. 学习对刺激物用批判性思维方式思考。
- b) to make an assumption. 提出假设。
- c) to try new things. 尝试新事物。
- d) to challenge one's own assumptions. 质疑自己的假设。

❑ **Resources 材料:**

Prepared green eggs and ham (deviled eggs colored with green food coloring), yes / no poster, yes / no voting cards, story book.

绿鸡蛋 (鸡蛋弄碎, 涂上绿色食用色素)、火腿、“喜欢/不喜欢”的卡片、“喜欢/不喜欢”的投票卡、故事书。



Warm Up Game 热身游戏 (circle time 圈谈活动)

1. Show the children the plate of green eggs and ham
向幼儿展示装有绿鸡蛋和火腿的盘子。
2. Let each child take a close look at the food, and then ask them the question 'Do you think you'd like green eggs and ham?'
让每个孩子近距离看看食物, 并提出问题“你喜欢绿鸡蛋和火腿”吗?
3. Give the children a few moments to consider the question.
给幼儿一些时间思考问题。
4. Bring the children's attention to the yes / no poster. Repeat the question to the class and then let each child take a turn to put their response in the corresponding area.
向孩子展示“喜欢/不喜欢”的卡片。重复问题, 并让孩子依次把他们的答案放在相应的“喜欢/不喜欢”区域。
5. They take a no card and put it in the 'no' area if they think they will not like green eggs and ham, they take a yes card and put it in the 'yes' area if they think they will like green eggs and ham.
如果幼儿不喜欢绿鸡蛋和火腿, 就把“不喜欢”的卡片放在对应的区域, 反亦如是。
6. As children post their responses, encourage them to provide reasons for their choices.
让幼儿回答问题, 并鼓励他们给出理由。



MAIN BODY 主体 (lesson time 上课)

7. Show the children the cover of the story book – 'Green Eggs and Ham'.
向孩子展示“绿鸡蛋和火腿”这本书。
8. Introduce the story and then read it, reminding the children to remain quiet and hold on to their thoughts while the story is being read.
介绍并阅读故事，提醒幼儿保持安静，并带着问题听故事。
9. After the story is finished, allow a few minutes for comments or short discussion.
故事结束后，展开短时间的讨论。
10. Explain to the class that we are now going to try eating green eggs and ham.
告诉幼儿即将要食用绿鸡蛋和火腿。
11. Give each child an egg and a piece of ham.
分给每个孩子一个蛋和一片火腿。
12. As the children eat the eggs and ham, encourage them to describe the taste and whether or not they like it.
当幼儿在吃鸡蛋和火腿时，鼓励他们描述自己尝到的味道，喜不喜欢这个味道。
13. After the children have all tried, direct their attention once again to the yes/no poster.
在幼儿食用过后，重新用“喜欢/不喜欢”的卡片进行选择。
14. Ask the class if any of them have changed their mind and give them a chance to change their choice on the yes/no poster.
如果有幼儿改变主意了，请允许他们这样做。



Stimulus 激发和思考时间:

Book: Green Eggs and Ham 书籍《Green Eggs and Ham》

Question Development 问题时间:

Thinking time: Will I like the green eggs and ham? 我喜欢故事《Green Eggs and Ham》吗?

Voting Method 投票:

Yes/No cards and poster 喜欢 / 不喜欢 卡片或贴纸

Discussion Time 讨论时间:

Open discussion: Give reasons“ I think I will like it because...”
开放式讨论：我喜欢这个故事，因为…

Last Words 最后结论: WRAP UP (Afternoon) 热身活动 (下午)

In the afternoon, revisit the poster and talk about whether or not the children thought they would like green eggs and ham and if they actually did like green eggs and ham. Try to direct the discussion toward the experiences of the characters in the story. Try to relate it to any other experiences the children might have had in their own lives, have they ever not tried something because they were afraid? Have they ever tried something new and enjoyed it?

下午，重新看卡片，并让幼儿讨论，如果未食用过绿鸡蛋和火腿，他们认为自己是是否会喜欢它们。试着把讨论目标转移到故事中角色的经历上。试着让幼儿联系自身的人生经历，询问他们曾经尝试过一些新事物吗？是否因为害怕而没有去尝试？或是尝试过一些新的事物，然后很喜欢？

REFLECTION: 反馈

As this activity explores one of the children's senses, it easily captured their attention and held their interest. They didn't actually try the green eggs and ham until the end of the story, so they were excited until the end of the lesson. Two children didn't want to try the green eggs and ham, and another two children changed their response from 'no' to 'yes'. Some children were able to tell stories about where and when they had been afraid of trying something new. This lesson was the introduction to the focus story for our language arts festival, they are now excited to explore the story further!

该项活动通过让孩子通过自己的感官之一——味觉参与活动，能够非常容易地抓住孩子们的注意力和引发他们的兴趣。事实上，孩子们一直到故事结束才尝了绿鸡蛋和火腿，所以直到故事结束前，他们一直保持着很兴奋的状态。有两个孩子不想去尝试绿鸡蛋和火腿，另外两个孩子改变了他们的主意，从选“不喜欢”改为了选“喜欢”。一些孩子们能够讲述他们曾在何时、何地害怕尝试新事物的经历。这节课是学校语言艺术节活动的一部分，现在孩子们更感兴趣对这个故事进行进一步的探讨了。

Recycled Costumes

我们的环保服装

Subject 主题: P4C – Recycled Costumes / P4C – 我们的环保服装

□ Objectives 目标:

- a) Use recycled materials to make costumes to develop creative thinking.
学习利用不同材质的环保材料制作环保服装, 激发创新精神, 体验变废为宝带来的快乐。
- b) Encourage / Develop collaborative problem solving through communication and voting.
培养团队合作精神, 初步了解使用不同的方法来解决。 (沟通技巧, 投票选举等)。
- c) Develop language by encouraging children to provide reasons for their choices.
通过发展学生的语言能力, 鼓励他们说出选择的理由。
- d) Challenge one's own assumptions.
质疑自己的假设。

□ Resources 材料:

Variety of different recycled materials (Recycled cloth bags, paper shopping bags, newspaper, plastic bottles, plastic bags, paper cups, fabric, egg cartons, food containers, toothpaste tubes, bottle caps, etc), scissors, double sided tape, glue, clear tape, stickers for voting

准备多种多样的环保材料 (环保袋, 纸质购物袋, 报纸, 塑料瓶, 塑料袋, 纸杯, 布料, 蛋挞铝制杯托, 食物盒, 牙膏盒, 铁质瓶盖等等) 剪刀, 双面胶, 固体胶棒, 透明胶带

Warm Up Game 热身游戏 (circle time 圈谈活动)

1. Prior experience: The previous theme was the Universe, so the children had a lot of knowledge related to this from reading books, activities and media. We, therefore, reviewed relevant information
经验的积累: 鉴于之前幼儿已参与过主题为“宇宙”的主题活动, 因此, 在设计这一教学活动前幼儿已经通过先前的一系列活动 (阅读, 教学, 媒体等) 有了一定的知识经验的积累。因此, 我们先回顾了一些相关的信息。
2. Show teacher prepared PPT of recycled costumes made from different materials and ask children: how were these costumes made, what were they made of, which is your favourite and why? Also, if you were to make a costume what kind of costume would you make?
欣赏各种各样的环保服装的图片。分享观后感想。(知道这些服装都是用什么材料制作的吗? 你最喜欢哪一件, 为什么? 如果让你自己设计一件用各种各样的环保材料制成的环保服装, 你有什么好的想法?)



MAIN BODY 主体 (lesson time 上课)

- Following the warm-up discussion tell children that they will now, in groups, cooperate to make a recycled costume. Also tell children that in their groups, different children may have different ideas. Groups will therefore have to think about how to come to agreement on which costume to make.

通过热身讨论,进一步激发幼儿创作环保服装的兴趣。教师:刚才通过欣赏不同的环保服装,大家都分享了一些自己的关于环保服装制作的想。今天就让我们大家一起动手,以小组为单位,共同制作一件环保服装。每个人都会有自己的喜好和想法,所以一定会有些小小的不认同。老师希望并相信你们一定可以很好的进行协商解决。

- Each group collaborates to decide on what kind of costume they will make. The teacher moves among the groups observing and encouraging children to discuss their different ideas respectfully. However, the teacher does not interfere with the process; the teacher only

guides and encourages.

分组讨论:每一组确定自己小组环保服装的创意想法。老师适时介入每一个小组的讨论,在尊重孩子想法的前提下,鼓励幼儿大胆讲出自己的创意。

- Class comes together and each group explains / talks about their final choice and how they made the choice.
集合:每一个小组阐述环保服装的创意想法。
- Groups now work together to assign tasks to make their costume. Again, the teacher just facilitates.
小组成员进行分工合作制作。
- Exhibition of costumes
展示幼儿的创意作品。
- Voting: Each child votes for the costume he / she thinks is the best by sticking stickers on the costume. Children give reasons for their choices.
评选我心目中最美的环保服装,并给出选择的理由。

Stimulus 刺激物	Question Development 问题时间	Voting Method 投票
Teacher made PPT of recycled costumes to stimulate children's interest. 教师收集用不同材料制作的环保服装图片,制作成 PPT,激发幼儿的思维火花。	What kind of recycled costume does each group want to make? 每个小组想做一件什么样的环保服装? Which costume do you think is the best? Why? 你觉得哪一组的环保服装好?为什么?	Raise hands to vote for the costume each group would like to make. 举手投票,选出小组想要制作的环保服装。 Use stickers to vote for the best overall costume. 用选票选出得票最多的最佳环保服装。
Discussion Time 讨论时间	Small group discussion 分组讨论	
Last Words 最后结论		

REFLECTION: 反馈

This topic is very suitable for a P4C enquiry approach. During this activity the children are allowed a lot of freedom to discuss and decide on what they want to do and create. Each child has the opportunity to express his/her thinking and opinion. For example, when one group was discussing the type of costume they wanted to make, some children wanted to make a princess costume and other children wanted to make a superman costume. One of the boys in the group said, "Why don't we vote?" The group members agreed and the problem was quickly solved by the children without teacher intervention. Other groups saw how this group solved their problem and they followed this group's example and voted. In my opinion, the P4C approach helps develop children's thinking skills and creates opportunities for children to think logically and creatively. This also has a positive effect on children's language development.

这是一节非常适合采用 P4C 教学形式来进行的活动。在活动的内容和安排上,老师给予了很大的空间让孩子们充分表达自己的想法和意愿。每一个孩子都可以尽情地发表自己的观点。在制作过程中,孩子们一起合作并大胆尝试实践自己的想法。例如;在小组讨论“今天到底制作一件怎么样的环保服装”时,孩子们就都纷纷讲述了自己的想法。有的想做公主服,有的想做超人装。当然,这些都是意料之中会出现的矛盾,大家都想做自己想要的那一款。但是,老师惊奇的发现,就当大家都不知如何是好时,红组中的一个男孩提议可以用投票推选的方法作出最后的决定。之后,这一提议很快被其他小组效仿,每一个小组都通过投票的方法产生了最终的创意想法和分工方案。由是观之,P4C教学中的许多行之有效的方式是潜移默化,润物无声的。它促进了孩子们的思维的发展,给孩子们创造了使用逻辑思维和创意思维的机会。与此同时,孩子们的语言能力也逐渐得到提高和发展。

P4C Observation Form

观察反馈表

Date / 日期: _____

Stimulus used / 刺激物	Observer's name / 观察者	Facilitator's Name / 促进者
Year Group / 年龄段	Class observed / 班级	Number of children / 人数

Please circle all sub-categories below each main attribute that apply to this observation

(请在标题下圈出你所认为符合的意见)

Collaborative 引导者鼓励参与者 相互合作	Caring 关心的	Creative 创新的	Critical 批判的	Critical 批判的
Most children Participating 是否有多数儿童 加入到活动中	Reflecting on the Stimulus 参与者是否对于条件激励 有反应	Expressing original ideas/expanding/ adding to ideas 表达初始观点在原有观点上 增加新的想法	Finding main ideas 在原有观点上增加新的想法	Providing evidence 给出相应的依据
Building on each other's ideas 活动中是否以参与者的 意见为基础	Respecting each speaker 引导者是否尊重 每一位发言者	Drawing/acting out etc, questions thoughts or ideas 运用各种不同的方式来 表达想法、观点	Finding supporting details 是否在引导的过程中能够捕捉 和发现支持所讨论问题的回答	Questioning assumptions 在活动中敢于提出问题 并作出相应的假设
Disagreeing without being disrespectful 引导者是否用包容的方式 去对待不同的意见, 对不同的意见表示尊重	Taking an interest in other views 引导者关注参与者 是否对所讨论的问题感兴趣	Seeing connections: 看到连接点	Defining meanings 引导者是否帮助参与者 理解讨论的内容	Finding criteria 是否能就结论和判断给出合理 的理由和依据
Encouraging atmosphere 教学过程中是否 采用鼓励的方式	Open to changing ideas 是否有参与者在 聆听了别人的意见后 改变了自己的意见	Finding examples 在讨论中是否 有支持自己观点的案例	Drawing distinctions 参与者是否能够辨别	Judging reasons 判断依据
Other 其他	Other 其他	Other 其他	Other 其他	Other 其他

Concepts (What concepts surfaced during the process of this enquiry? E.g. "You need toys to play")

观点 (在这次讨论的过程中闪现出了哪些想法? 例如: "你需要玩具来玩")

Running Record: (Record what the children say and who contributed to the discussion)

流程记录：(将孩子说的话记录下来, 并且注明哪个孩子的哪个观点对这个讨论有着促进作用)

Suggestions and/or room for improvements

如果你还有什么意见或建议请告诉我们

Frequently Asked Questions

常见问题

Answers to the following frequently asked questions were provided by our team of K1 and K2 teachers and school principal who have been implementing P4C with 4 to 6 year old children for three years.

回答以下常见问题的是一些已经对 4-6 岁的孩子进行过为期 3 年 P4C 教学活动的中大班的教师 and 学校的园长。

Q1

What makes a good P4C stimulus?
如何选择 P4C 刺激物

Answer / 回答:

- Something that is engaging / thought provoking or touches on an issue or problem that is age-appropriate and relevant to the children's experience. For example, at the beginning of the school year, Friendship or making friends. We use P4C based games and fun activities to help prepare the students and hone in on their question making skills. After successfully refining the tools they need for P4C, where the enquiry takes them after that is up to them!
一些贴近孩子生活经验,能引发思考的问题或东西。比如:在新学年的开始时讨论到友谊或交友。
- Something that children can relate to that is entertaining, can connect to Big Ideas, and / or has a conflict. For example in K2 close to the end of the school year, Transition into Primary school, change.
与孩子们息息相关的,如能够引起他们兴趣的活动、引发他们思考的事情、和(或)给他们带来矛盾和冲突的事情。如,大班毕业生即将升入小学这样的变化。
- Something that can focus the children, hold their interest and make them think. A variety of stimuli to help children develop their curiosity, language ability, creative and critical thinking skills.
P4C的刺激物应该是能够吸引幼儿的注意力,并让他们感兴趣和愿意开始思考的。一系列不同的刺激物能够帮助幼儿激发他们的求知欲,语言表达能力以及创造力和批判性思维。
- Images, photographs / pictures, video clips, real items: backpack with items inside, Sari, and books that stimulate children's interest all make for a good starting point depending on the theme / subject. Using a book as your first stimulus is one way to introduce the concept of questioning materials, then you can move on to other mediums.
图像、照片/图片、视频剪辑、具体的事物:背包和里面的物品、莎丽服、书籍等,这些能激发儿童兴趣的东西,都是很好的,当然,这取决于当时的主题内容。将一本书作为首个刺激物是一种有效激发孩子主动提问的工具,之后,你可以慢慢使用其他工具。

Q2

How does P4C change my role as an educator? 在 P4C 活动中，教师所扮演的角色？

Answer / 回答:

Teachers are generally thought of as the sage on the stage; teachers are central and have the answers. However, when facilitating P4C enquiries teachers must assume the role of facilitator or “Guide”.

教师们经常被当做圣人来看待，他们站在舞台中央，他们知道问题的答案，人们时常会这样想。然而，在进行 P4C 教学的时候，教师的身份则仅仅只是引导者，是一个“向导”而已。

As a facilitator you must assume a non-judgmental attitude while listening carefully to what children are saying and the concepts guiding their thinking. You will need to help children delve deeper into their thinking. In certain situations the facilitator may need to redirect a question or ask a question to help children to come to a better/ deeper understanding of the topic under discussion. Children, especially young children, will need guidance to understand that everybody has a point of view and that open discussion, agreement, disagreement and seeking evidence to support viewpoints are important. You must not, of course, inject your own point of view. In the developmental stage, you will need to help children formulate/reformulate questions; the questions, however, must be the children's questions.

作为一个向导，你必须持有一个非评判性的态度，认真倾听孩子说出的话，认真思考能够引领他们的思考的那些概念。在某些情况下，你可能需要重新对一个问题进行定向，或是提出一个问题，以帮助幼儿更好地 / 更深入地了解讨论的主题。儿童，特别是年幼的孩子，会需要引导，会需要了解每个人都可能会有自己观点，需要了解公开讨论、同意、不同意和寻求证据支持的观点都是很重要的事情。当然，你不可以在这时急于向他们灌输你自己的观点。在这个发展阶段，你需要帮助孩子形成 / 调整自己的问题。当然，这些问题，一定是幼儿提出的问题。

Our behaviour is of course critical. If we, as educators, do not exhibit caring, collaborative, creative and critical attributes in daily behaviour, then it is unreasonable for us to ask our children to do so. We must, therefore, model the attributes we want the children to exhibit.

我们的行为是至关重要的。作为教育工作者，如果我们自身在日常行为中没有表现出关爱、协作、创造力和批判性思维，那么我们就没法要求我们的孩子去这样做。因此，我们必须在孩子们面前以身作则。

If we want children to wonder, then we must wonder. If we want children to ask open engaging questions, then we must ask open engaging questions. If we want children to be caring and collaborative, then we must model these attributes in our everyday interactions with children and staff. The facilitator must exemplify learning and create an atmosphere in the classroom where everybody is learning; including the facilitator.

如果我们希望孩子们能保有好奇心，那么我们自己就必须要有好奇心。如果我们希望孩子们相互关爱和合作，那么我们必须在我们的日常行为中表现出来关爱和合作，不光是对孩子们，对其他同事也是同样的。教师必须做一个学习的典型，并创造出一种气氛，那就是，每个人都是学习者；包括这个向导。

Moreover, although we are working with young learners, helping children to develop the skills to engage in P4C enquiry sessions promotes logical thinking skills. Furthermore, this early access to logical thinking is a foundation for later critical engagement with subjects such as reading and academic writing, which, as we all know, are critical to school success.

虽然是一群非常年幼的孩子们，帮助他们发展进行 P4C 课程的各种能力是可以提升他们的逻辑思维能力的。此外，这种早期对逻辑思维的接触能够建立一个基础，后来的阅读和学术写作，甚至整个学业上的成功，都是以此为基础的。

However, in today's league table driven society, we must not lose sight of the fact that while school success is important, it is only important for our children if it leads them to a meaningful, fulfilling life that contributes to society. A good facilitator, who is able to critically engage children, has the ability to encourage this type of development. Hopefully, this engagement will create the conditions for our children to grow up to engage with issues to make the world a better place for themselves, their children and our grandchildren.

在今天这个如此看重名次的社会，我们仍然不能忽视的一个事实是，学业上的成功固然重要，但是真正重要的地方在于它是否能让这些孩子们去过一个有意义的，充实的生活，是否最终有益于社会。一个很好的向导，他（或她）能很好地吸引孩子，有能力鼓励这种行为的发展。希望这个方式将为我们的孩子们创造条件，让他们在长大以后，使这个世界变得更好，造福他们自己的孩子，以及孩子的孩子。

Q₃

What behavioral issues might we encounter and how might we deal with / avoid them?

我们可能会遇到哪些行为问题，我们又该如何处理 / 避免这些问题？

Answer / 回答:

As with all classroom lessons or activities behavioral problems may occur. Therefore, in order to avoid behavioral issues it is important that you establish expectations for your enquiries. Issues such as lack of concentration, children remaining quiet and not asking questions, fidgeting, boredom, loss of interest may occur or issues related to language proficiency may present challenges. In order to prevent or minimize such issues it is important that you gradually introduce full P4C enquiry sessions to your children. Starting with warm-up games and moving on to presenting a stimulus and encouraging children to create their own questions or picture questions. Once children create questions/picture questions allowing them to air their questions (explain their questions) and then moving on to helping children distinguish between open and closed questions. Then preparing children to vote for a question to discuss; reminding them that it needs to be an open question. Before you move into discussion, provide children with the language and hand signals for agreeing/disagreeing and building on others' ideas. This is a process and will take time. Sometimes you will need to go back to practice a skill or skills that the children have not fully internalized or forgotten.

正如所有课堂教学活动一样，行为问题可能会发生。因此，为了避免行为问题的发生，你需要事先提出你的预期。注意力不集中等问题，孩子们保持沉闷，不问问题，烦躁，无聊，失去兴趣，语言能力不足，这些问题都会带来一定的挑战。为了避免或减少这样的问题的发生，你需要给孩子们逐步地循序渐进地引入整个P4C流程。从一开头的热身运动开始，到展示出来一个刺激物，再到鼓励孩子们自己提出问题或画出问题。一旦孩子们说出问题/画出图片问题的时候，这个时候就可以让他们解释他们的问题了，然后继续帮助孩子们区分开放和封闭的问题。然后，让孩子们选择一个问题来讨论，提醒他们，这得是一个开放性的问题。在正式进入讨论之前，告知孩子们对别人的意见表示同意（或反对）应该如何用言语或是手势来表达。这是一个过程，将会需要一些时间。

It is important, especially for very young children, to keep your sessions short and gradually, very gradually, after the necessary skills have been introduced, move to longer sessions. Even when full enquiries have been introduced it may be necessary to break up the enquiry with bathroom breaks or playtime. These may be scheduled into sessions or may occur at the teacher's discretion. Of course, the stimulus is very important. If it is not age-appropriate, relevant or thought provoking then your chances of holding the children's interest is reduced. Again, as with all activities, children who are beginning language learners will have to be accommodated. You may accomplish this by tailoring language, rephrasing language, repeating or you may decide that you want to allow translation for certain groups of children.

重要的是，特别是对于非常年幼的孩子来说，要保持你的课程时间短，并且逐渐地，慢慢地，在必要的技能被引入之后，再继续进行更长的训练。即使已经可以进行整个探究课程了，中间还是有可能需要中断一下，给孩子们一些上厕所或是玩耍的时间。这些可能会被安排在课程计划中，也可以由教师视当时的情况而自行裁量。当然，刺激物是非常重要的。如果不是适合这些孩子的年龄，不是相关的，或是不足以激发讨论的，那么你保持孩子们的注意力的机会就会相应减少。同样，和其他所有的活动一样，语言能力培养非常重要。你可以会需要事先调整你需要用到的词汇，或适当追问，或是多次重复，甚至是为一些孩子提供翻译。

Q4

When is the best time to use P4C? 运用 P4C 最佳的时间是?

Answer / 回答:

- At the beginning of a Theme to find out what questions / thoughts the children have on the topic.
主题活动开始前,先发现幼儿关于该主题的问题 / 想法。
- When there are social / emotional / behavioural problems in the class that might be able to be solved/talked about by the children themselves.
当班级内出现幼儿能自行解决 / 讨论的社交 / 情绪 / 行为问题时。
- I find afternoon time the best because that is when we have the most time. Long days (Tues / Thurs).
我觉得周二、周四是最佳学习时间。因为这两天晚放学。
- P4C isn't always applicable to what you are teaching. Trying to shoe horn it in to every subject and theme can be detrimental to the enquiry process. Looking ahead at your themes and lesson plans can help. That being said finding creative ways to fit certain P4C related activities into your themes can be very rewarding.
P4C和你的教学内容并非永远相符的。生搬硬套进每一个科目的话只会对教学进展带来阻碍。事先研究一下你的主题和课程计划是可以起到帮助作用的。试着找到一个富有创意的点子,将P4C嵌入到你的教学主题中,那将会是很有帮助的。
- P4C enquiries can be planned as part of a Theme topic or may arise as a result of children's interest. P4C strategies may be used as part of a daily lesson and as a result may just occur at any time.
P4C的活动可以是有准备的,围绕着主题活动而展开的,也可以是随机的。当教师发现幼儿某一时刻的兴趣火花很适合进行P4C活动时,不妨抓住这个契机来开展。

Q5

How do we cope with language barriers in P4C? 在P4C中我们是如何应对语言障碍的?

Answer / 回答:

- If possible, children could be allowed to express themselves in their native language, no matter who is facilitating.
如果可能的话,幼儿可以用母语表达想法。
- Provide children with examples of how to ask/answer questions by providing appropriate sentence structures and sentence starters.
为幼儿提供示范,用合适的句子结构和句子开头教幼儿如何提问 / 如何回答问题。
- Use a rich variety of tangible stimuli.
运用大量的形象化刺激物。
- Allow / encourage one word responses.
允许 / 鼓励一个单词的简单回答。
- Provide an open, accepting, non-judgmental environment.
提供开放的、接受度高的、能各抒己见的宽松氛围。
- Divide class into two groups English and Chinese.
将幼儿分成中英文两组。
- Consider language abilities when forming groups for picture questions.
在图片提问环节,先考虑幼儿语言能力,然后再进行分组。
- Have other children translate when needed.
有需要时,请其他孩子帮助翻译意思。
- Use a book as a stimulus that visually conveys ideas. Ensure that the book is visible during the discussion.
用书籍作为刺激物,作为传达想法的媒介。在谈论期间,要确保这本书是可见的。
- English and Chinese teachers can work together to record children's contributions.
在开展P4C活动时,中英文教师合作参与,记录幼儿在活动中的努力和贡献。
- For children who lack confidence or who are beginning to learn a second language, working in small groups is beneficial.
小组教学能更好、更有效地解决由语言障碍而造成幼儿语言表达方面自信心不足的问题。
- Using body language, speaking slowly can also assist with understanding.
教师在教学活动中放慢语速,或多使用肢体语言帮助幼儿理解活动内容。

Q6

Are there age limits on P4C? P4C 有年龄限制吗?

Answer / 回答:

- All age-groups can participate in P4C at different levels to build on skills as they move through the age-groups:
P4C 针对不同年龄层的幼儿有不同的技能发展指导。
 - ▶ Toddlers: Making choices
托班: 学会选择
 - ▶ Pre-K: Making choices and giving reasons
小班: 给出判断并提供理由
 - ▶ K1: Learning to ask questions, warm-up games and beginning enquiries
中班: 学习提问, 热身游戏, 开始探究
 - ▶ K2: Full enquiry
大班: 深入探究
- Children younger than five will struggle with a full enquiry, therefore the above suggestions serve as guidelines. Even with Toddler or Pre-K, opportunities to begin building P4C skills can be provided by putting an assortment of objects on a table; car, teddy bear, doll, flower, colored stones, pictures, etc and having children choose one. Children may then describe what they chose and try to give reasons for

their choice. The teacher can then ask questions. The teacher must model the types of questions he / she expects the children to be able to ask as they move through the age-groups.

低于5岁的幼儿很难会进行深入探究, 因此, 以上的建议仅作为参考。对于托班或小班的学生, 让他们接触 P4C 技能, 可以通过以下方式开始, 比如在桌上摆放上小汽车、泰迪熊、娃娃、花、有色石头、图片等, 并让幼儿任选一种。幼儿可能会描述他们选择的物体, 并说出选择它的理由。之后教师可以向他们提问。教师必须先做示范, 提出期望幼儿有能力提出的问题。

- The P4C approach is a good way to help children develop their language and creative thinking skills. In our opinion, it is possible to begin introducing P4C to children as young as three years of age. For young children with more developed language and listening skills the sooner you begin introducing P4C the better.

P4C是很好的对幼儿进行思维以及语言表达训练的方式。个人认为幼儿需要有一定的表达能力, 最好从3岁便开始。但如果有个别幼儿语言表达和倾听能力都超前发展的话, 越早接触P4C越有利于孩子在各方面的发展。



**As you may appreciate from the variety of suggestions
above there are a number of ways to approach
P4C with different age-groups,
which goes back to what was said at
the beginning of this booklet,
“As you read through this booklet, we hope that ...,
especially for educators;
you take from it what will work for you with your children.”**

在这本册子中,
你可能会学习到 P4C 于不同年龄段的不同教学方法和建议,
就像我们在册子的前言部分所说的,
“当你读完这本册子, 我们希望……
尤其是作为教育者,
这本册子将为你日后的教学提供帮助。”

Contributions from Educators

教育者观点

"I had the pleasure to run some of the first P4C workshops with Fortune Kindergartens in 2012 and I am deeply impressed by the quality of practice that has developed in less than three years. This book explains P4C and goes on to show the results of careful impact assessment based on over 150 observations of 40 Fortune Kindergarten classes, supplemented with a rich range of perspectives of children and teachers. It adds to the compelling evidence of the benefits of P4C to language development (the subject of recent media attention in the UK) and explains how it supports moral development by providing a safe space for children to identify, question and discuss values. I thoroughly recommend this book to parents, grandparents, teachers and everyone who cares about quality education."

“我有幸于2012年在海富幼儿园组织了一些P4C工作坊，并对在不到三年的时间里实现的教学质量感到印象深刻。这本册子具体解释了P4C，也展示了在海富幼儿园中通过对40个班级所进行的150次观察后得出的效果评估，辅以众多来自幼儿和教师的声音。它让P4C对语言发展的帮助更加令人信服（近期在英国也广受媒体关注）。这里同时也阐述了其通过提供安全的空间，以及通过识别、提问、讨论，从而产生的对道德发展的支持。我强烈推荐这本书给各位父母、祖父母、教师，所有关心教育质量的人。”

Rob Unwin,

Education Adviser and P4C Trainer, DECSY

教育顾问及 P4C 培训师，谢菲尔德发展教育中心



"It is a delight for me to see how P4C has developed in Fortune Kindergarten with the dedication of committed staff who understand the deep learning that this approach enables. This booklet is a clear introduction to P4C with many helpful examples of P4C in practice with young children, evidence of the impact of P4C and even a frequently asked questions section, which gives very useful guidance for practice. I would like to congratulate all those involved in this exciting work."

“我很荣幸看到众多专注投入的教职工工让 P4C 在海富幼儿园得到长足发展。这本册子对 P4C 进行了清晰的介绍，列举了在教学实践中的有帮助意义的案例，其所产生的影响的论据，一些常见问题。所有这一切都会对实践带来非常大的帮助，我想向所有参与此项工作的人表示祝贺。”

Helen Griffin,

Philosophy for Children Advisor, DECSY

P4C 顾问，谢菲尔德发展教育中心



"This booklet pulls together and celebrates P4C and its importance within the learning communities of Fortune Kindergartens, sharing experience so that others can learn. The reflective approaches taken by leaders, facilitators and children to enquiries and resulting learning are inspiring to witness, both here written down and in actuality in classrooms and corridors. It has been a pleasure to collaborate on this learning journey and I look forward to seeing where it will go next."

这本册子将 P4C 的内容聚合在一起，并体现了它在海富幼儿园学习环境中的重要性。它将经验分享，他人亦可获益。领导者、教师以及学生们在这个过程中采取的行动是经过深思熟虑和缜密筹备的。探究学习的成果是有目共睹的，它不仅被记录在这个册子里，也展现在教室里和走廊中。我很高兴能在此次学习之旅中与大家合作，期待将来看到它更长足的发展。

Rosie Wilson

Creative Director (and P4C Practitioner)

Lifeworlds Learning Community Interest Company (co-operation partner of the Shanghai Cross Cultural Research Center of Basic Education)

创意总监 (P4C 执业专家)

生活世界学习社会公益公司 - 上海市跨文化基础教育研究中心合作机构

"The children have obviously benefitted hugely in terms of their academic and affective development. Seeing these young students of five and six years of age address complex philosophical issues very successfully in their additional language has been a remarkable professional experience for me. Equally impressive has been the adoption of P4C throughout FKIS as a major curriculum innovation. This has been a model of outstanding practice in this respect. All the colleagues involved are to be congratulated for their vision, skillful management and cooperative approaches to the processes of curriculum development."

“孩子们显然在学业发展和情感发展方面均获益颇丰。看着这些五六岁的年幼的学生用自己母语以外的语言成功地讨论哲学问题，这个经历在我的职业生涯中绝对是值得记录的一笔。同样让我印象深刻的是海富幼儿园将此纳入课程改革并以此作为其重要内容。所有参与其中的教职员工，他们的视野，他们熟练的管理和合作方式，以及这整个课程研发过程，都是值得充分肯定的。”

Trevor Higginbottom,

Chief Education Consultant, Xiehe Education Group.

Chief Researcher, Shanghai Inter Cultural Research Institute.

协和教育集团首席教育顾问

上海市跨文化基础教育研究中心首席研究员



"P4C is a powerful approach than has stood the test of time all round the world. There is much evidence to show that it builds thinking, speaking and listening skills, encourages independent and collaborative learning, and accelerates attainment. It is wonderful to see such a shining, excellent example of P4C being implemented at Fortune Kindergarten"

P4C在全世界范围内都是一个能够经得起时间考验的有力的工具。有众多证据可以表明，它培养思维能力、口语能力以及听力技能，它鼓励自主学习和协作学习，并加快学习成果的实现。在海富幼儿园看到这样优秀的P4C课程实施真的是一件让人兴奋的事情。

Bob House

Executive Director of SAPERE

SAPERE 首席执行官

"The inspirational learning and P4C practice within Fortune Kindergartens has been key to their engagement in, and adoption of Learning Through Values (LTV) and LTV has in turn clearly enriched the role of P4C in learning. Observing the development of both within FKIS - driven by passionate and purposeful leadership - is a reminder of the huge potential of teachers when they are given time and space to develop as beings, to take risks, to learn together and to co-create meaningful opportunities for learning. This P4C booklet is a clear continuation of that process and alongside their commitment to values will no doubt unlock further exciting innovations at Fortune."

在海富幼儿园实施“价值引领学习”（Learning Through Values, 简称 LTV）的过程中，鼓舞人心的学习体验和P4C的实践都是关键因素。LTV也反过来极大地丰富了P4C并巩固其地位。在对其发展进行观察的时候，我们可以看到富有热情的、目标明确的领导者，也可以看到有时间和空间进行发挥、甘愿面对挑战、肯于共同学习以及创造有意义的学习机会的教师们。这本册子是那些过程的清晰的延续，加上他们对价值观的坚守，相信在海富会产生更多的创新是毫无疑问的。

Rob Bowden

Lead Practitioner, Lifeworlds Learning (UK) - Co-operation Partner with Shanghai Cross-Cultural Research Centre of Basic Education

首席专家

生活世界学习社会公益公司 - 上海市跨文化基础教育研究中心合作机构

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