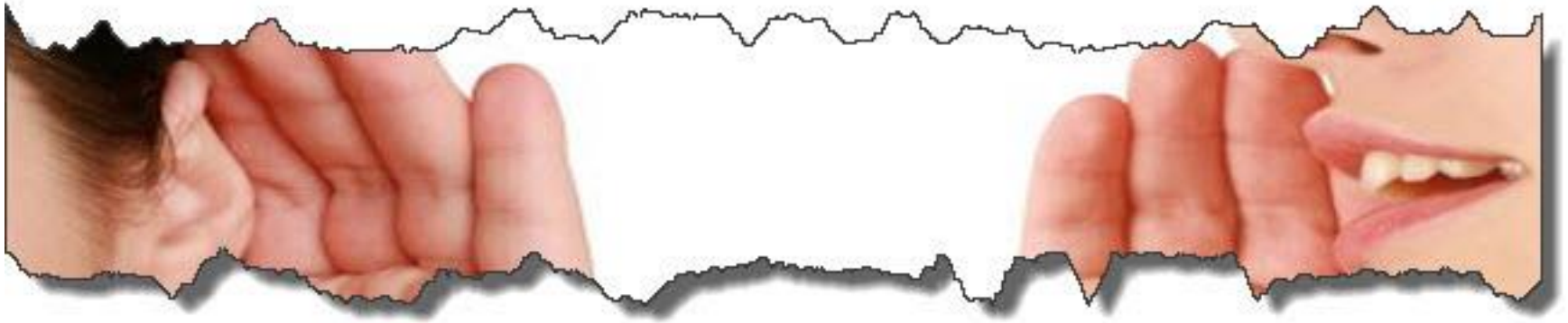


# Active Listening and Empathy 主动倾听及产生共鸣



## Communication Skills in Practice 实践中的沟通技巧

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# Disconnect to Connect 沟通技巧视频

<https://www.youtube.com/watch?v=wcKl0i4dY3s>



# Inviting your child to talk about difficulties

- 3 knocks on the door
- 邀请你的孩子谈论他们面临的困难
  - 三个敲门砖

1. Is everything ok? –Yes

一切都好吗？ -- 是的

2. It's just that you haven't really seemed like yourself lately. – no answer

只是你最近看起来不太像你。 -- 没有回答

3. So, nothing is bothering you? - Actually there is ....

所以并没有什么事情困扰着你咯？ -- 实际上有一些。。。

If no response - I just want you to know that I am here for you.

如果没有回应 - 我只想让你知道当你需要我时我在这里等着你。



# A few notes 几点注意事项

Don't try to solve the problem for your child or jump to offering your solution!! What works for you, might not work for them. 不要试图为你的孩子解决问题，或者直接给出你的解决方案！对你有用的东西可能对他们不起作用。

My opinion is..., my expectation as a parent is... - these are fine but use them sparingly. 我的看法是.....我作为父母的期望是.....这些用词都很好，但要谨慎使用。

Help your child solve their own problem by listening well and showing empathy. - Don't be judgmental!! 帮助孩子通过倾听和表达共鸣来解决他们自己的问题。-不要妄下判断！！

Danger of lecturing – put's them off, and they won't remember half of what you said, creates negative feelings, brings only one perspective – yours. 责备的危险 - 不要讲了，他们不会记住你说的一半，会产生消极情绪，只会带来一种观点——你的观点。

Self-disclosure – when I was a your age.... - fine but use it sparingly. 自我揭露-当我是你的年龄...-不错但要谨慎使用。



# How do you feel when you have something important to say, and your “listener” doesn’t listen well?

当你有重要的事情要说的时候，你感觉如何？你的“听众”没有好好听你讲话吗？



**What are some things your “listener” does (or doesn’t do)  
that make you feel that he or she is not listening?**

你的“听众”做什么（或不做）那让你觉得他或她没有在听？

# Listening to your child 倾听技巧视频

<https://www.youtube.com/watch?v=CN3g96pHLEY>



# The Basics

# 基本原则

## 1. Eye Contact

目光接触

## 2. Vocal Qualities

声音音质

## 3. Attentive and Authentic Body Language

体贴真实的肢体语言

## 4. Verbal Tracking

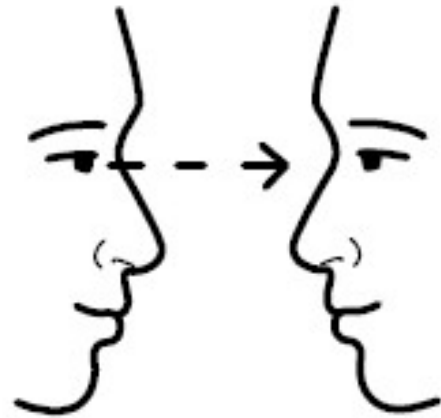
言语追随



## Eye contact 目光接触

If you are going to talk to people, look at them.

如果你要和人交谈，请看着他们。



Cultural differences?  
文化差异？



## Vocal Qualities 声音音质

Your vocal **tone** and **speech rate** indicate clearly how you feel about another person.

你的声调和语速表明你对另一个人的感受。

A good listener uses a **calm speech rate** and a **caring tone of voice.**

一个好的倾听者使用一种平静的语速和一种关怀的语调。

## Verbal Tracking 言语追随

Don't change the subject; stick with your child's story.

不要改变话题，坚持你孩子的故事。





Interested? 感兴趣吗？



Interested? 感兴趣吗？

## Attentive and Authentic Body Language 体贴真实的肢体语言

People know you are interested if you face them and lean slightly forward, have an expressive face, and use encouraging gestures.

人们知道你感兴趣，如果你面对他们，稍微向前倾斜，有丰富表情的脸，并使用鼓励的手势。

# Empathy instead of Sympathy

产生共鸣而不是同情的视频

<https://www.youtube.com/watch?v=1Ewgu369Jw>



# Active Listening 主动倾听

Listening is **not a passive process**.

**Active listening** means that you **participate fully** by helping your child **enlarge and enrich** their story.

倾听不是被动的过程。积极倾听意味着你通过帮助你的孩子扩大和丰富他们的故事来充分参与。



ACTIVE LISTENING

1. **Encouraging** 鼓励
2. **Paraphrasing** 复述
3. **Summarizing** 总结
4. **Open and Closed Questions** 开放式和封闭式问题
5. **Reflecting Feelings** 反映感受



## **Encouragers** 鼓励者

Helps your child **explore** their **feelings** and **thoughts** more completely. 帮助孩子更全面地探索他们的感受和想法。

**Encouragers** are what you use to prompt your child to continue talking. 鼓励是你用来促使你的孩子继续说话的工具。

- Uh-huh, ok, yes, right, tell me more, etc. 嗯，好吧，是的，对，告诉我更多等等
  - Nod your head 点头
  - Appropriate smiling 适当的微笑
  - Being empathetic 产生共鸣



## Paraphrasing 复述

Feeds back to your child the **essence** of what has just been said. You **shorten and clarify** your child's comments. (some of your words plus your child's **most important key words**). 反馈给你的孩子，刚才所说的核心要点。你简短的阐明你孩子的评论。（你的一些用词加上你孩子使用的最重要的关键词）。

“It seems like you are having a hard time getting adjusted to your new school right? Especially getting new friends”.

看来你很难适应新学校，对吧？特别是结交新朋友

## Summarizing 总结

**Summarizations** are **similar** to paraphrases, but are used to clarify what your friend has said **over a longer time span**. It is mostly used **at the end of a listening period**.

总结类似于复述，但用来阐明你的朋友在较长的时间跨度上所说的话。它主要是在倾听结束时使用的。

“I hear that you feel confused about all the things that are going on in your life, especially among your friends, the hardest part seems to be that you just had a huge fight with your best friend, but at the same time you are really pleased with how well you are doing in school.”

我听说你对生活中发生的一切感到困惑，特别是在你的朋友中间，最困难的部分似乎是你刚刚和你最好的朋友大吵了一架，但同时你又对你在学校的表现非常满意。”



## Reflecting Feelings 反映感受

is somewhat like paraphrasing, but you **focus on your child's feelings instead of content**. The reflection is given as a **brief statement or question** and it gives your child a chance to **evaluate** how she or he felt at the time.

有点像复述，但你关注的是孩子的感受而不是内容。反盈是作为一个简短的陈述或问题，它给你的孩子一个机会，以评估她或他当时的感觉。

- Sound's like you were feeling hurt by her comment.听起来你被她的评论伤害了。
  - That made you really angry, didn't it? 那件事让你真的很生气，对吗？
  - Seems like you were very happy at the time. 看起来那时你是很高兴的。
  - So you were quite depressed that week right? 那一周你很沮丧吧？

## Open and Closed Questions

### 开放式和封闭式问题



**Open Questions** are those that can't be answered in a few words. They encourage others to talk, and **opens up for maximum information.** “**How was your field trip to Chiangmai?**”

开放性问题是不能用几句话来回答的问题。他们鼓励别人交谈，并打开信息。“你的清迈之行怎么样？”

**Closed Questions** can be answered in a **few words or sentences.** They focus on the specifics. “**Did you take the train or the bus?**”

封闭的问题可以用几句话或句子来回答。他们关注细节。“你坐火车还是坐公共汽车？”

# What are these skills again? 这些技巧是什么？

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2. Vocal Qualities 声音音质
3. Verbal Tracking 言语追随
4. Attentive and Authentic Body Language 体贴真实的肢体语言

## Active Listening Skills 主动倾听技巧

1. Encouraging 鼓励
2. Paraphrasing 复述
3. Summarizing 总结
4. Open and Closed Questions 开放性和闭性问题
5. Reflecting Feelings 反映感受



# LIS Communication Pathways

## 乐盟沟通路径

With Your Child: ask your child to explain and show you information

您的孩子：让你的孩子解释并向你展示信息

With Your Child's advisor: ask questions you have and the advisor can direct you

您孩子的导师：提出您的问题，导师可以指导您

With Your Child's teacher: talk and share your thoughts about and hopes for your child

您孩子的老师：谈论和分享你对孩子的想法和希望

# Protocols to help 帮助协议

Always speak to the teacher/ advisor first

Make an appointment via email (Secondary is email only) or Wechat that system is used.

总是先和老师/导师交谈并通过电子邮件预约（中学部主要是电子邮件）或使用微信。

Contact the relevant school's office coordinator if you do not have the contact details of the person.

Indicate the topic. 如果你没有想联系的人的联系方式，请联系相关学校的办公室协调员，请事先指出谈话主题。

Do not express personal concerns via a public forum like Wechat. 不要通过一个像微信这样的公众论坛来表达个人烦恼。

# Communication: Secondary

## School 中学部的沟通

Above path but if you need help:

如果您需要帮助：

For MYP gr 6-10: Mr Brown, IBMYP Coordinator (curriculum, assessment and big picture)

MYP课程6-10年级：可以找Mr. Brown, IBMYP 协调员（课程，评估以及规划）

For DP gr 11-12: Mrs Mindorff, IB DP Coordinator/University Counsellor(curriculum, assessment, big picture, university)

DP课程11-12年级：可以找Mrs Mindorff，IB DP 协调员/大学入学咨询（课程，评估，规划，大学）

For Operations in Secondary: Mr Pass, Head of Secondary

中学部的管理：Mr. Pass，中学校长

Social Emotional Counselling: your child's primary teacher/secondary advisor and/or Ms Anya Kusmierski

社交情绪辅导：您的孩子小学部教师/中学部导师/或Anya Kusmierski女士

# Communication pathways: Primary 小学部沟通途径

**With Your Child:** talk to me; let's look at your work

您的孩子：跟我交谈；让我们看看你的功课

**With Your Child's class teacher;** specific subject teacher

您的孩子的班主任；或者科目老师

**Above path but if you need help:** 其他帮助

**Curriculum:** leads in Primary

课程：小学部各组长

**PreK-JK:** Mrs Maude Wilkinson

幼儿园小班-中班：Mrs Maude Wilkinson

**SK-Grade 2:** Ms Melissa Miles

幼儿园大班-2年级：Ms Melissa Miles

**Grade 3-5:** Mr Kent Watkins

小学3-5年级：Mr Kent Watkins

**Early Years Operations:** Mrs Carina Corey

幼教管理：Mrs Carina Corey

**Other:** Head of Primary School, Mr. Wilkinson

其他：小学校长，Mr. Wilkinson

**Social Emotional Counselling:** your child's primary teacher/secondary advisor

and/or Ms Anya Kusmierski

社交情绪辅导：您的孩子小学部教师/中学部导师/或Anya Kusmierski女士

# Other communication questions

## 其他沟通的问题

Child's teacher/advisor in Secondary 中学孩子的老师/导师

Child's teacher in Primary 小学孩子的老师

Curriculum Leads in Primary or Secondary 小学或者中学的课程组长

Head of Primary or Secondary 小学或中学校长

Clubs/Health and Safety 课外活动/健康和安全: Mr Paul McCarthy

Athletics 体育: Mr Tom McCabe

Social Emotional Counselling: your child's primary teacher/secondary advisor and/or Ms

Anya Kusmerski

社交情绪辅导：您的孩子小学部教师/中学部导师/或Anya Kusmierski女士

Cafeteria 餐厅: Mr Zaur Mammadov

Bussing 校车: Ms Shirley Luo

Facilities 物管设施: Mr Eric Lui

Admissions 招生部: Ms Tina Chen

Records in Primary 小学部记录: Vera Luo

Records and Managebac in Secondary 中学部记录和Managebac系统: Ms Yiy Zhou



# Principal 校长: Mr. Mindorff

Meets with the LFA Executive monthly

每月会与LFA家委会委员开会

Out and about: you can stop and chat!

四处走动：你可以停下来聊聊天！

Contact Ms. Lynn Luo to make an appointment

Indicate topic.

联络Ms. Lynn Luo 如果您有特定的事情要跟校长沟通。

He will ask if you followed the pathways above.

他会问你是否遵循以上的沟通路径。



# QUESTIONS/REMINDERS 问题/提醒

First Wednesday of each month is the LFA Executive meeting. 每月第一个星期三会举行LFA家委会委员会会议。

Following that we have an informal Secondary “coffee” where Secondary parents can meet us and chat about relevant Secondary questions.

紧接着有非正式的咖啡茶会，中学部家长与学校管理层交谈关于中学部的问题。

Each grade at our school has a parent run Wechat group with administrators supporting the parent leaders to ensure accurate and timely information.

Our school newsletter goes out Friday afternoons.

我们学校的每个年级都有一个为家长运行的微信群，管理员支持家长们确保能收到准确及时的信息。我们学校的周报于每周星期五下午发出。

We want to know what you think. Remember, education for our children is like a three legged stool: parents, the school and the student are equal “legs” to make the stool stand up. All voices are equal. We need yours.

我们想知道你是怎么想的。记住，教育我们的孩子就像三脚凳：父母、学校和学生是平等的“腿”，让凳子站起来。所有的声音都是平等的。我们需要你的声音。

Parents Guide to talking to teachers 家长指导：与教师交谈

<https://www.parents.com/kids/education/back-to-school/the-smart-way-to-talk-to-teachers/>