

品德教育華語繪本

Moral Education Chinese Picture Books

論語

The Analects

活動指引

GUIDEBOOK



編者的話



本系列讀本透過現代生活故事詮釋古代經典，並融入臺灣孩子的在地經驗，希望能在經典與當代生活之間建立連結。本華語讀本專為以華語為外語的低幼兒設計，改編自原本以英文撰寫的故事。

讀本編寫以孩子能獨立閱讀或透過聆聽理解為原則，並附有活動指引，供父母或教師參考。透過引導回應與討論，幫助孩子探索經典如何與自身產生連結，並思考其在現代生活中的意義。

華語讀本之改寫原則

- 本系列讀本以詮釋古文原典的核心意義為原則，並配合既有的圖畫與故事邏輯進行編寫。
- 故事採用簡單易懂的語句書寫，其中部分內容以可預測書的形式呈現，使語言與閱讀體驗更貼近低年級學生。
- 書寫方式強調正向表達，發揮語言示範作用，幫助孩子學習並運用積極正向的語言。
- 優先使用常見詞彙與句型，並盡量避免專有名詞，以提升理解與學習的便利性。



活動指引之使用原則



本系列讀本以成人為主要使用對象，適用於父母及教師，特別是中文學校的老師。內容涵蓋以下項目：

- 古文白話解釋：幫助讀者理解原典核心意義。
- 閱讀討論問題：提供閱讀前、中、後可與孩子對話的話題與提問，引導思考與交流。
- 延伸活動：設計相關學習活動，讓孩子進一步探索經典內涵。
- 漢字認識：介紹關鍵漢字，幫助孩子掌握基本詞彙與字形意義。

基本理念：

- 本系列讀本透過生活事件介紹處世的態度與觀念，並鼓勵在對談中逐步累積理解與體會。經典的領悟需要時間與經驗，不是即學即知的，因此，一來一往的對話尤為重要。
- 我們重視讀者的回應，從讀者的理解與連結出發，引導他們透過文本中的事件與角色互動建構想法，深化理解。最終，讀者將在這樣的探索歷程中，逐步領會經典的核心意義。



互動原則：

本系列讀本與活動指引的設計，圍繞聽故事、讀故事、討論故事、討論意義四大互動架構，幫助孩子在對話與思考中逐步建構理解。

- 提供閱讀前、中、後可討論或回應的問題，從個人經驗出發，逐步連結故事與經典核心概念。
- 提問僅供參考，鼓勵依據孩子的經驗與興趣靈活選擇，而非逐一詢問。
- 以談書為主，引導孩子表達想法，並透過大人或其他孩子的回應，深化理解。
- 大人應傾聽並追問，透過對話引導孩子思考道德概念及處世態度。
- 重視個別回應，根據孩子的表達調整討論方向，確保概念的有效傳遞。
- 延伸活動以詮釋與深化核心概念原則，採步驟式設計，由大人帶領，讓孩子在無壓力的環境下參與。
- 活動後可邀請孩子分享心得，加強學習效果。
- 漢字學習提供認識漢文化的機會，選擇具象、容易與孩子經驗連結的字詞，而非僅以最早的字形演變為標準。

本系列的華語讀本與活動指引撰寫，由國立成功大學外語中心研究團隊，以及國立臺北教育大學畢業的現職教師合作完成，希望提供不同地區的華語學習者認識中華文化品德教育精神。

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Editors' note



This series of picture books brings ancient Chinese classics to life through relatable modern stories. Rooted in the experiences of Taiwanese children, it aims to bridge contemporary narratives from Taiwan with classical literature. These Chinese picture books are specifically designed for children learning Chinese as a foreign language and are adapted from stories originally written in English.

The books are designed for children to read independently or comprehend through listening. The accompanying guidebooks provide support for parents and teachers, helping children explore the connections between classical literature and their own lives, as well as the relevance of these stories in today's world, through guided responses and discussions.

Principles for Rewriting:

- The books interpret the core meaning of original classical texts while aligning with established illustrations and storylines.
- Stories are rewritten in simple, easy-to-understand sentences and presented in a predictable storybook format, making language and experiences accessible to children.
- The writing is positive, demonstrating exemplary language use to promote the learning of constructive and appropriate language.
- Common vocabulary and sentence structures are prioritized, while technical terms are avoided whenever possible.



Guidelines for Using the Guidebook:

This series of readers is primarily designed for adults, specifically parents and teachers, especially those teaching in Chinese language schools. The content includes the following components:

- Classical Texts in Vernacular Chinese: Helps readers understand the core meaning of the original texts.
- Discussion Questions: Provides topics and questions for discussion before, during, and after reading, guiding thinking and communication with children.
- Extension Activities: Designs relevant learning activities that allow children to explore the essence of classical texts further.
- Chinese Character Learning: Introduces key Chinese characters, helping children master basic vocabulary and understand the meanings of characters.

Fundamental Philosophy:

- The books introduce attitudes and concepts for navigating life events, gradually building understanding through dialogue. The exchange of ideas is essential, as grasping the meaning of classic texts requires time and experience; it cannot be learned instantly.
- Emphasize the reader's response. Develop ideas and understanding based on the reader's interpretations and connections as they engage with events and characters in the text. This interaction leads to a deeper understanding of the core meaning of the classics.



Interaction principles:

- Discussion or response questions are designed to be used before, during, and after reading. The aim is to gradually build important concepts and attitudes through simple personal responses, connecting stories with individual experiences and linking to core questions from classical texts.
- Responses to stories focus on book discussions. Adults can begin by inviting children to share their thoughts and then engage with those ideas, inviting other children to respond as well.
- It is beneficial to first listen to children's ideas, questioning and responding to their thoughts, to help them construct an understanding of stories and moral concepts.
- Individual children's experiences and responses are highly valued. Adults can communicate concepts and attitudes regarding behavior by listening and responding to children's insights.
- Post-reading extension activities aim to interpret or deepen understanding of core concepts. These activities should be presented step-by-step, with adults guiding children through listening, allowing activities to proceed without pressure. After the activities, children can be invited to share their insights and learning experiences.
- Chinese character learning offers opportunities to learn about Chinese culture. Characters are chosen based on their concrete nature and their ability to connect with children's imagination, rather than necessarily selecting the earliest evolved forms of the characters.

This series of Chinese language picture books and guidebooks were developed through collaboration between the research team at the Foreign Language Center of National Cheng Kung University and current teachers who graduated from the National Taipei University of Education in Taiwan. The aim is to provide Chinese language learners from various regions with an understanding of the spirit of Chinese cultural and moral education.

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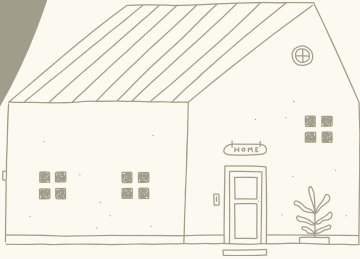


G1-1

我們是一家人

論語古文解釋

The Explanation of Confucian Analects



父母唯其疾之憂



「當孩子受傷或生病時，父母是最擔心孩子的。」這句話告訴我們，身為孩子，應該要好好照顧自己，不要讓父母擔心。

"When children are injured or sick, parents are the ones who worry about them the most." This sentence reminds us that, as children, we should take good care of ourselves and not make our parents worry.

參考財團法人臺南市至善教育基金會網站於出版品介紹與解釋



閱讀前，聊一聊



Before Reading

你有沒有讓爸爸媽媽擔心你的經驗？

你怎麼知道他們擔心你？

Have you ever had your parents worry about you? How do you know they're worried about you?

當你知道爸爸媽媽擔心你，你有什麼感覺？

How do you feel when you know your parents are worried about you?



閱讀中，聊一聊

During Reading

P.20-P.21

前一頁提到「阿弟很生氣」，為什麼他馬上又哭了呢？

On Page 18, "A-Di is angry." Why is he crying on Page 20?

P.30-P.31

你覺得爸爸、媽媽為什麼生氣呢？

Why do you think Dad and Mom are angry?

P.32-P.35

你覺得爸爸、媽媽擔心什麼？

Why do you think Dad and Mom are worried?

P. 38 - P. 39

阿弟說了「對不起」，你覺得他是為了哪些事情覺得抱歉？你覺得阿弟應該要做什么改變？

A-Di said, "I'm sorry". What do you think he is sorry for?
What changes do you think A-Di should make?

P. 40 - P. 41

你覺得爸爸媽媽要怎么做才能讓阿弟感覺到他們是「擔心」，而不是「生氣」？

What should parents do to make A-Di feel that they are "worried" instead of "angry"?

閱讀後，聊一聊

After Reading

你有沒有遇過「爸媽看起來很生氣，但其實是出於擔心」的狀況？請你說一說。

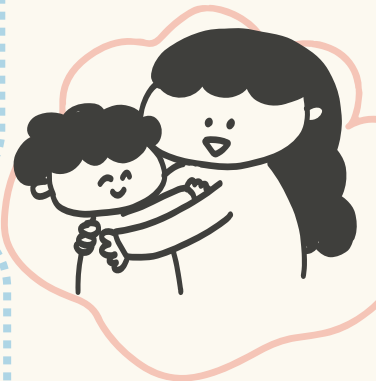
Have you ever encountered a situation where "your parents look angry, but they are actually worried"? Please share your experiences.

現在回想一下，如果讓事情變得更好，你和爸媽可以怎麼做？

當父母擔心我們時，我們可以做什麼來減少他們的憂慮？

Reflecting on those moments, what could you and your parents do if you wanted to make things better?

What can we do to reduce our parents' worries?



畫我的家

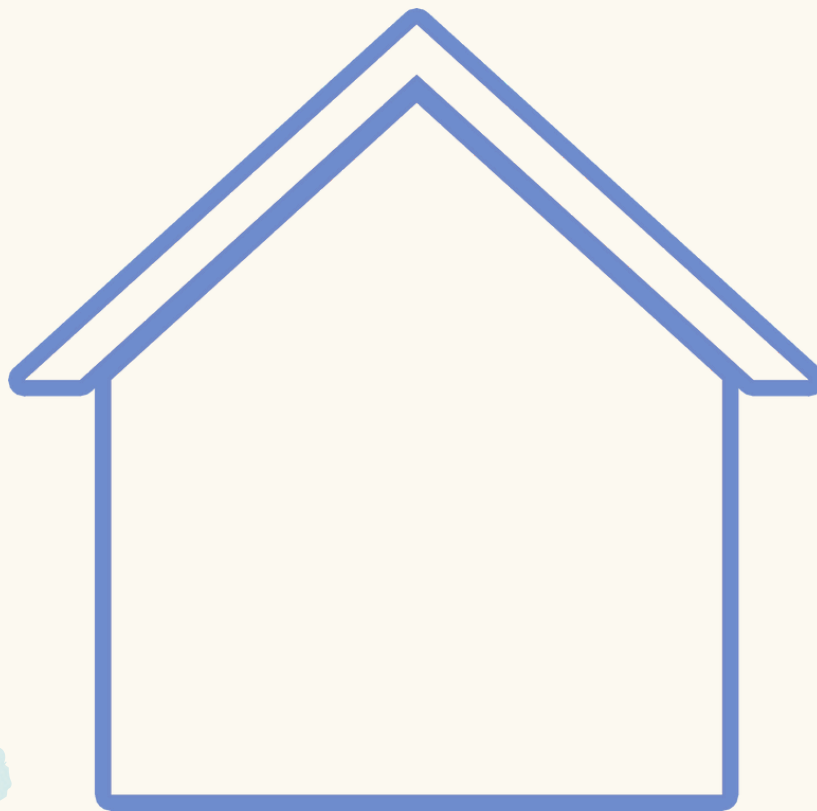
Draw My Home

一個家裡頭應該要有哪些成員或物品呢？

What members or items should be in a family?

請小朋友在下面的「房子」裡面畫畫看，並說一說畫了什麼。

Invite the children to draw pictures in the "house" below and discuss what they drew.





家人驚喜券

Family Surprise Coupon



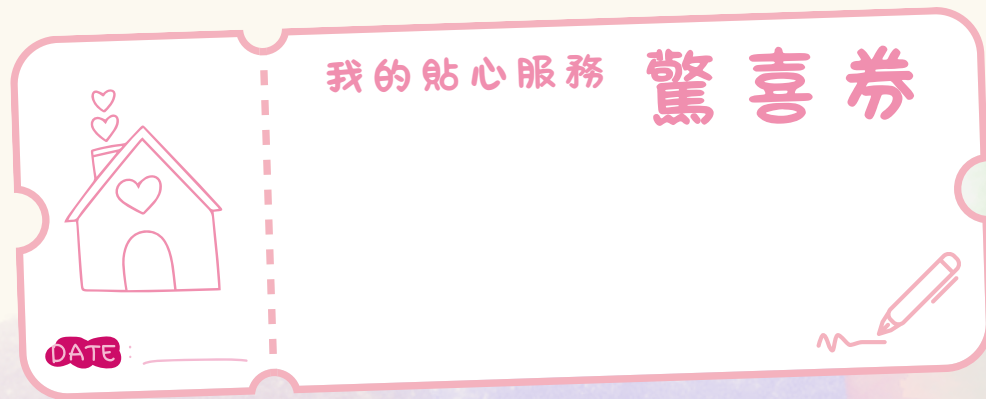
鼓勵小朋友為家人設計「驚喜券」。

上面寫著小朋友願意為家人提供的貼心服務，可能是幫爸爸搥搥背、讓媽媽享受一個小時不被打擾的閱讀時光、陪弟弟玩他想要玩的遊戲等等。當家人需要這項服務時就可以拿券換取服務。

Encourage children to create "surprise coupons" for their families, offering thoughtful services such as giving their father a back massage, allowing their mother an hour of uninterrupted reading, or playing games with their siblings. Family members can redeem coupons whenever they need these services.

驚喜券的製作不難，其實只要基本的紙和筆就可以完成，視想要做出的禮券樣式準備想要的紙張、裁切大小即可，歡迎小朋友發揮創意。

Creating coupons is simple. Use paper and pens to craft them. Kids can cut the paper to the size of a gift coupon and let their creativity shine in the design.





手指謠 - 手指一家人

The Finger Family

手指爸爸、手指爸爸，在哪裡？

在這裡、在這裡，你好嗎？

手指媽媽、手指媽媽，在哪裡？

在這裡、在這裡，你好嗎？

手指哥哥、手指哥哥，在哪裡？

在這裡、在這裡，你好嗎？

手指妹妹、手指妹妹，在哪裡？

在這裡、在這裡，你好嗎？

手指寶寶、手指寶寶，在哪裡？

在這裡、在這裡，你好嗎？

Daddy finger, daddy finger, where are you?

Here I am, here I am. How do you do?

Mommy finger, Mommy finger, where are you?

Here I am, here I am. How do you do?

Brother finger, Brother finger, where are you?

Here I am, here I am. How do you do?

Sister finger, Sister finger, where are you?

Here I am, here I am. How do you do?

Baby finger, Baby finger, where are you?

Here I am, here I am. How do you do?



認識漢字

Learning Chinese Characters is Fun



jiā

「家」這個字代表屋的下層養豬，上層住人。請觀察「家」這個字都有個能遮風避雨的「屋頂」或「房子」。

• 請用紅筆把看起來像是「屋頂」或「房子」的部分圈起來。

The character "家" represents a house where pigs were raised on the lower level, and people lived above. Notice that "家" always has a "roof" or "house" for shelter.

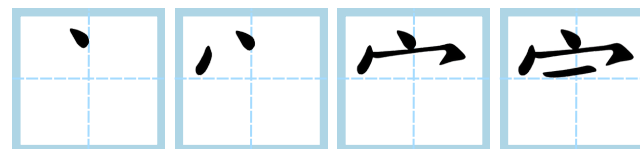
Use a red pen to circle the part resembling a roof or house.

- 例如：家人
- For example: Family

練習
Practice

請小朋友照筆畫練習寫字：

Practice writing this character according to its stroke order.

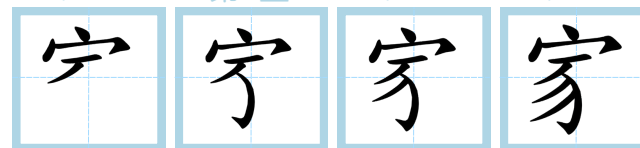


第1畫

第2畫

第3畫

第4畫



第5畫

第6畫

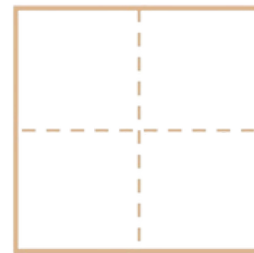
第7畫

第8畫

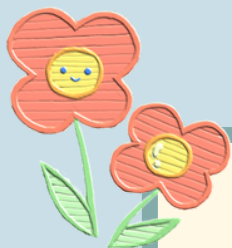
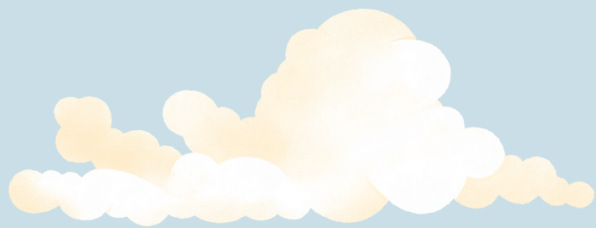


第9畫

第10畫



• 筆順圖源自中華民國教育部「國字標準字體筆順學習網」：
<https://stroke-order.learningweb.moe.edu.tw/index.jsp>



姓名

Name

學校

School

班級

Class



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