

建立正面情緒有妙法（二）

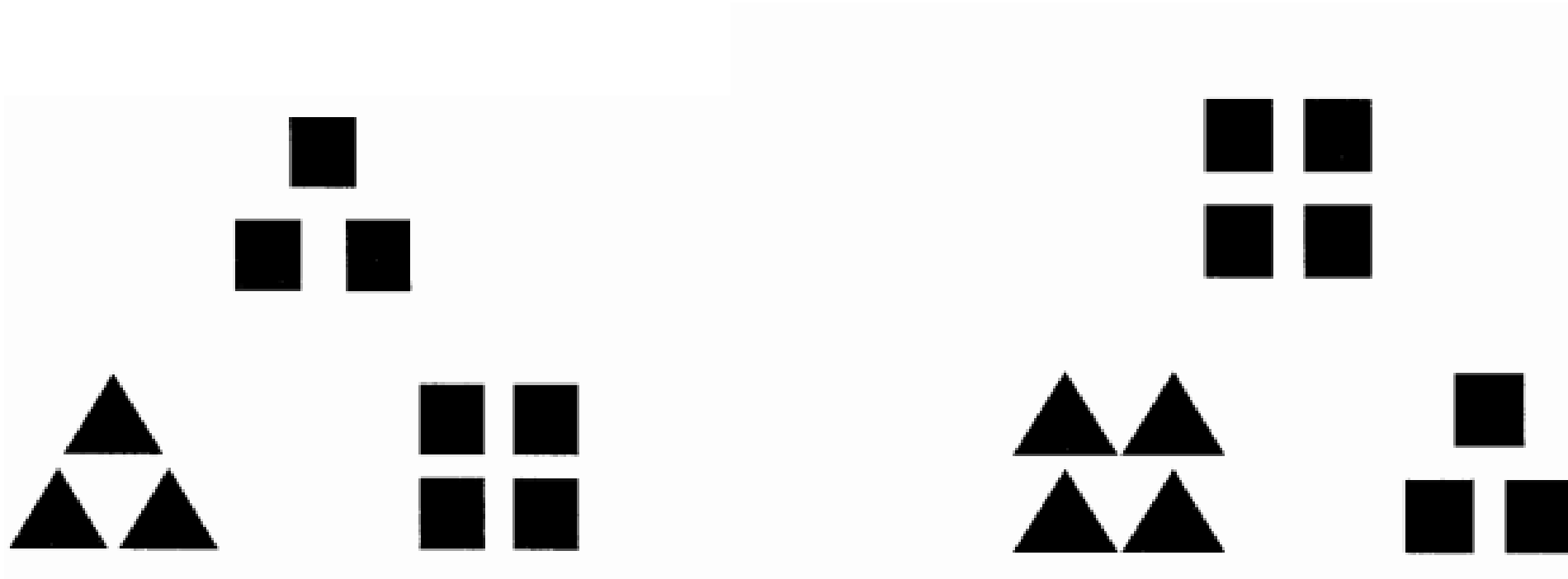
香港教育大學副教授
林俊彬博士

拓展及建構理論



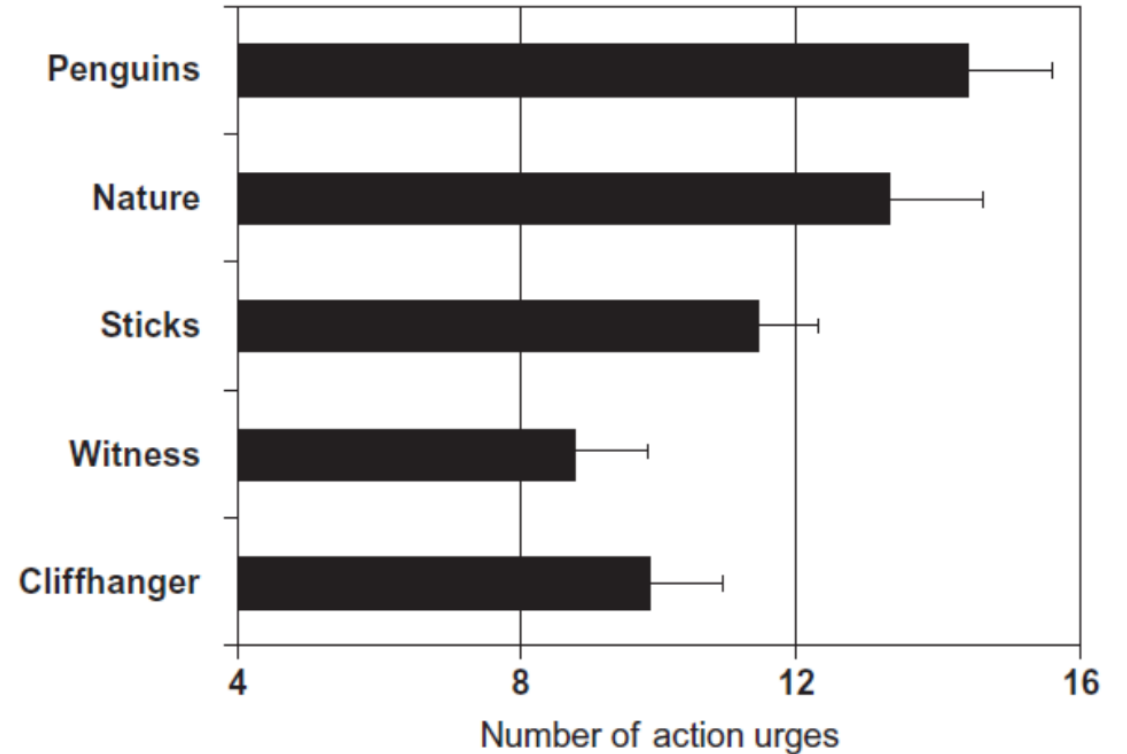
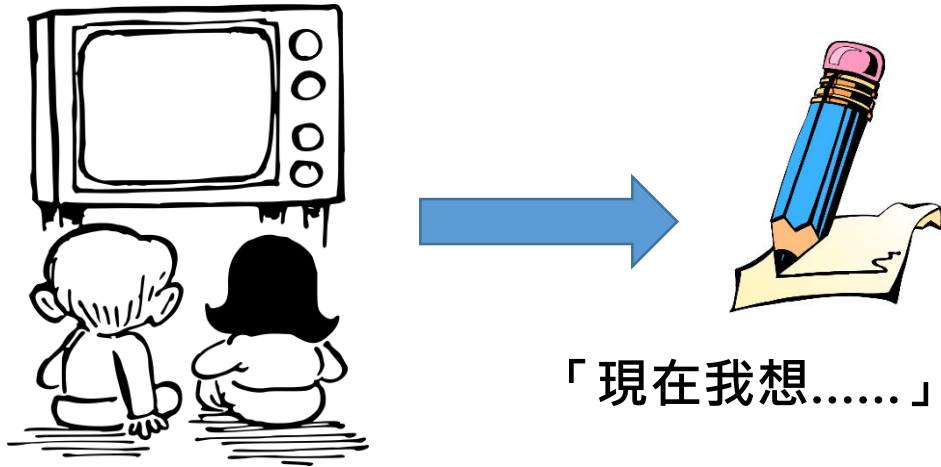
- Fredrickson, B. L. (2013). Positive emotions broaden and build. In P. Devine & A. Plant (Eds.), *Advances in experimental social psychology* (Vol. 47, pp. 1–54). San Diego, CA: Academic Press.

正面情緒改變想法和行為



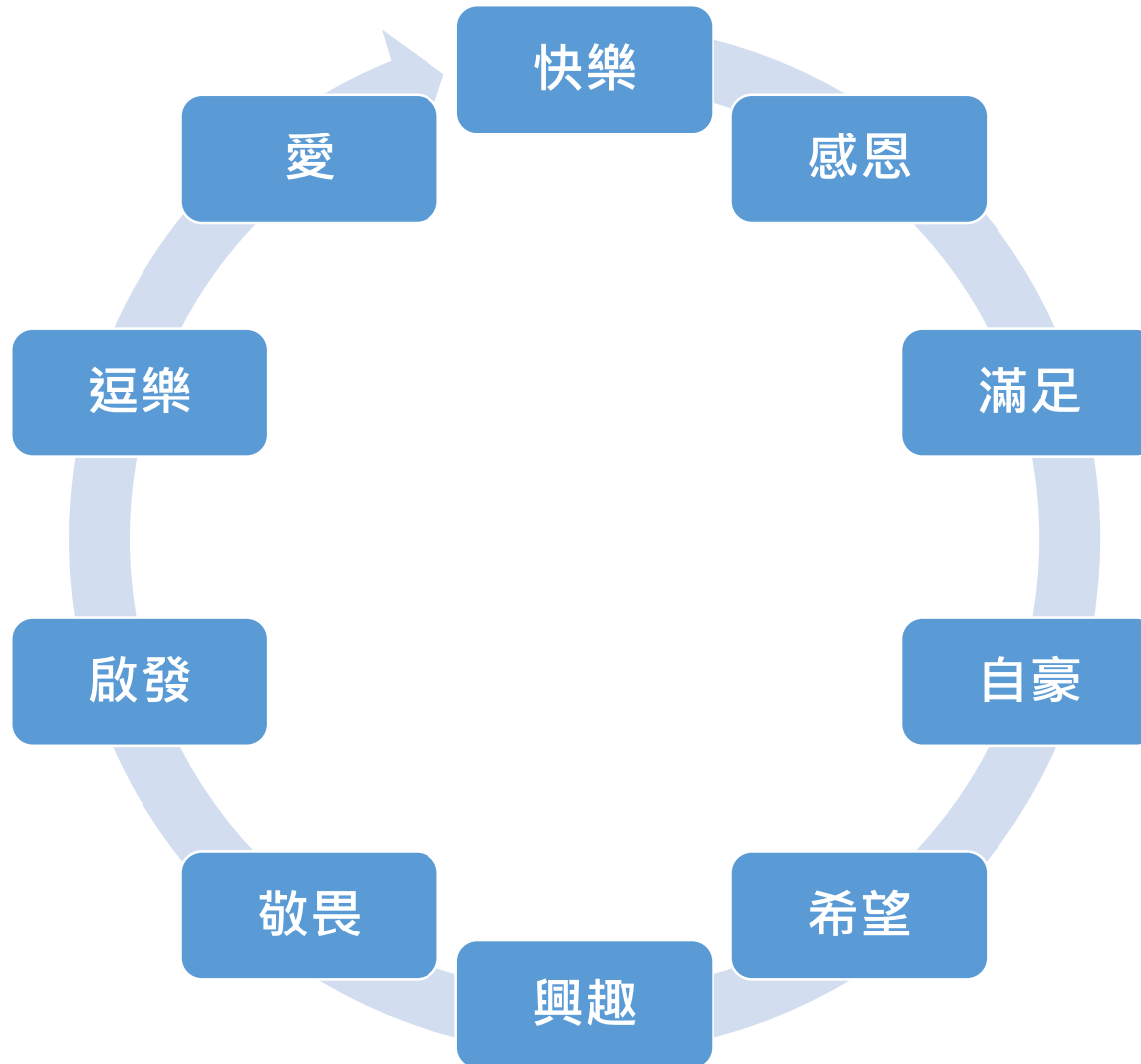
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19, 313-332.

正面情緒改變想法和行為



- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19, 313-332.

什麼是正向情緒？



- Fredrickson, B. L. (2013). Positive emotions broaden and build. In P. Devine & A. Plant (Eds.), *Advances in experimental social psychology* (Vol. 47, pp. 1–54). San Diego, CA: Academic Press.

拓展和構建理論

正面情緒	拓展想法和行為	建構新資源
快樂	遊戲參與	親身經驗
感恩	親社會行為	社交技巧
滿足	享受綜合	個人觀點
自豪	夢想將來	事業成就
希望	計劃將來	積極樂觀
興趣	學習探究	學術知識
敬畏	吸收重整	世界觀點
逗樂	嬉笑分享	社交關係
啟發	改進自己	上進動機
愛	以上全部	以上全部

- Fredrickson, B. L. (2013). Positive emotions broaden and build. In E. A. Plant & P. G. Devine (Eds.), *Advances in experimental social psychology* (Vol. 47, 1-53). San Diego, CA: Academic Press.

加強學生的快樂情緒：主動助慶

 學生：「今日足球比賽我入了兩球！」

- Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

加強學生的快樂情緒：主動助慶

	助慶	掃慶
主動		
被動		





- Gable, S. L., Reis, H. T., Impett, E. A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87, 228-245.

加強學生的感恩情緒：感恩日記

 寫下一件今天你感恩的事：

- Froh, J. J., Bono, G., Fan, J., Emmons, R. A., Henderson, K., Harris, C., Leggio, H., & Wood, A. M. (2014). Nice thinking! An educational intervention that teaches children to think gratefully. *School Psychology Review*, 43, 132-152.
- Korb, A. (2015). *The upward spiral: Using neuroscience to reverse the course of depression*. Canada: Raincoast Book.

加強學生的滿足情緒：好人好事

-  做義工
-  幫助別人
-  捐款給有需要人士
-  留心聆聽別人的需要和感受

- Steger, M. F., Kashdan, T. B., & Oishi, S. (2007). Being good by doing good. Daily eudaimonic activity and well-being. *Journal of Research in Personality, 42*, 22-42.

加強學生的滿足情緒：靜觀呼吸

- Cho, H., Ryu, S., Noh, J., & Lee, J. (2016). The effectiveness of daily mindful breathing practices on test anxiety of students. *PloS One*, *11*, e0164822.

加強學生的自豪情緒：描述讚美

「做得很好！」

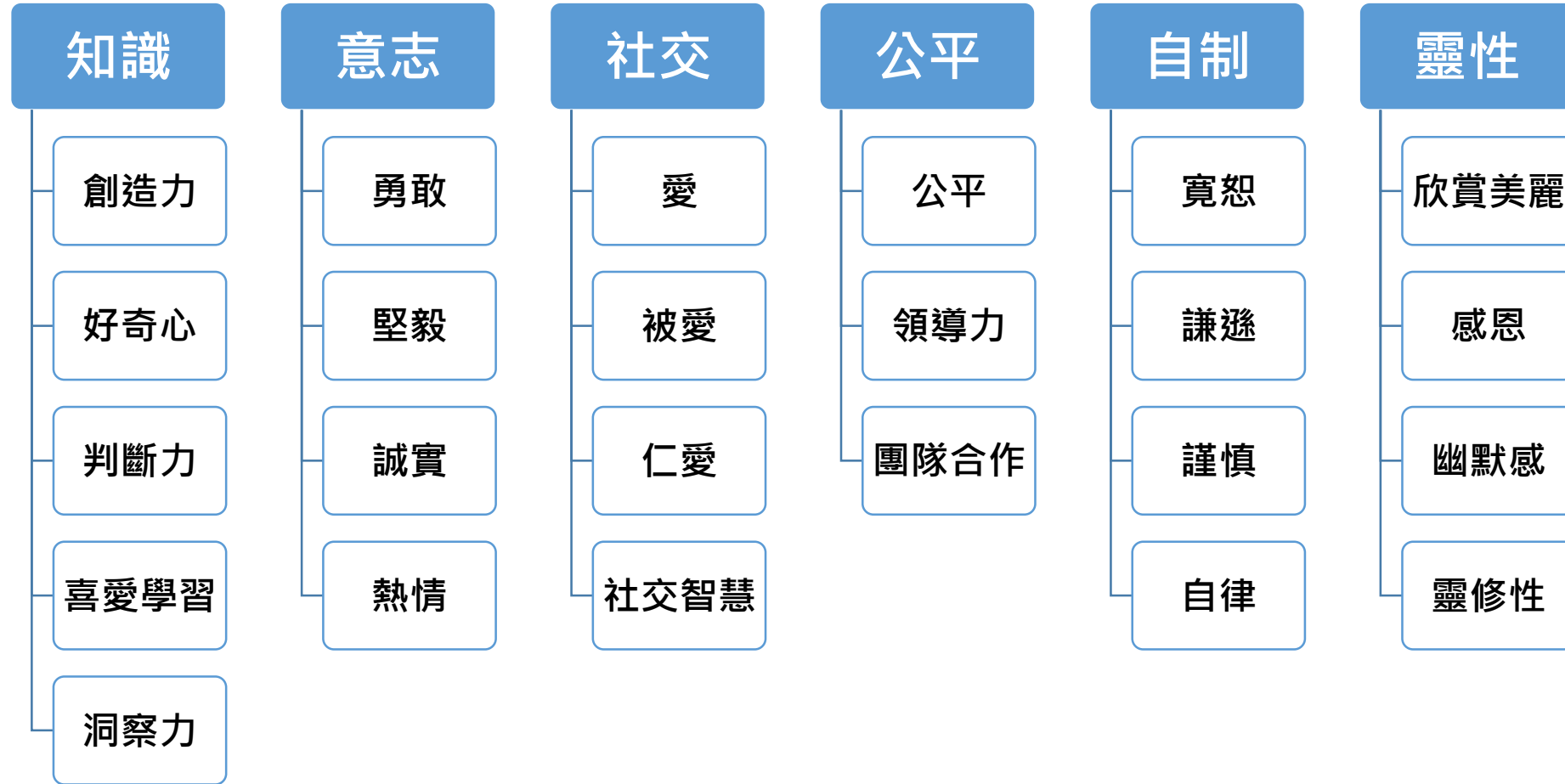
「你剛才帶領其他同學一齊移好枱櫈，好像個小領袖一樣！」

「你常常都稱讚其他同學，很懂得欣賞別人。」

「你經常問問題，老師很欣賞你的好奇心！」

- Polick, A. S., Carr, J. E., & Hanney, N. M. (2012). A comparison of general and descriptive praise in teaching intraverbal behavior to children with autism. *Journal of Applied Behavior Analysis, 45*, 593-599.



加強學生的自豪情緒：描述讚美






- Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology, 23*, 603-619.

加強學生的希望情緒：成長心態

學校活動

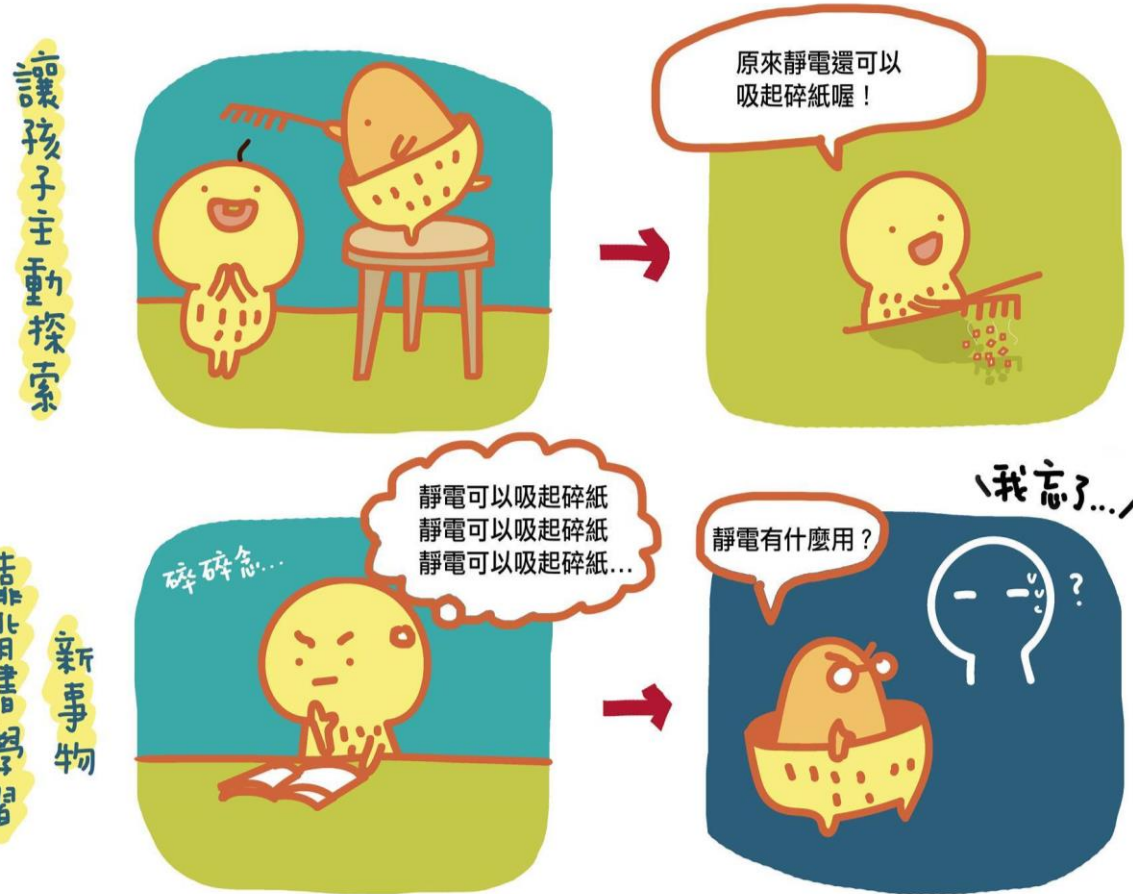
-  「腦細胞的運作」
-  「今日識的就是昨日未識的」

與學生對話

-  「你還未學懂這個算式...」
-  「你覺得這題好難？代表你的腦細胞在修橋起路！」
-  「我記得你之前...現在你已經...」

- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47, 302–314.

加強學生的興趣情緒



- Stahl, A. E., & Feigenson, L. (2015). Observing the unexpected enhances infants' learning and exploration. *Science*, 348, 91- 94.

加強學生的敬畏和啟發情緒



放下手機，與孩子走出屋外閒逛，
並留意身邊一事一物。



到太空館、科學館或藝術館參觀。



分享一些為助人、為社會、為公義的人和事。



- Rudd, M., Vohs, K. D., & Aaker, J. (2012). Awe expands people's perception of time, alters decision making, and enhances well-being. *Psychological Science*, 23, 1130-1136.

加強學生的逗樂情緒

- McNeil, C. B., & Hembree-Kigin, T. L. (2010). Parent-child interaction therapy (2nd ed.). New York: Springer.

