

示例与点评：一篇完整的「陪孩子学会游泳的那个暑假」发言稿

下面是一篇按提纲写成的家长发言稿示例，约七百字，逐段点评每段干的活。各位家长可以参考它的位置安排，替换成自己家的事。

「各位老师、各位家长：晚上好。张老师让我讲讲陪孩子学游泳的事，我不敢谈经验，就讲我们家的一个暑假。」点评：称呼齐全；第二句先退一步，不敢谈经验，只讲自己家的事，这个姿态在家长会最安全，也不谦得假。

「第一周第一天，我们站在浅水区池边。教练让他把脸放进水里，他不动，脚趾死死扣着池沿，整个人往后坠。我在岸上攥着毛巾，手心全是汗。后来教练没逼，牵着他的手，让他先用下巴沾水。那天他只在池边坐了二十分钟，回家他说，池水没有想象中凉。」点评：这一段是第一次下水。家长的位置写明了在岸上，所以攥毛巾、手心出汗这些是家长自己的镜头，孩子扣池沿、往后坠是看见的。二十分钟和下巴沾水两个细节，把教练的方法也带出来了，没有评价教练对错。

「第八天，他坐在更衣室长凳上说不去了。我当时的第一反应是真的想算了，一个暑假游泳课花了不少钱，但他不哭也不闹，就一句我不去，我反而没法替他决定。晚上我跟他妈商量，改成每周三次，去不去当天早上他自己说。第二天早上他自己背上了泳包。这件事我一直没跟别人讲过，因为我不确定那天我做对了没有。」点评：这一段是想放弃。家长的犹豫写得很实：想过算了、心疼钱、不确定自己做对没有。正是这三句让全场家长站到你这边，完美家长在家长会是不受欢迎的。

「七月末的一次课，教练在池中间接他，他一个人游了完整一趟。放学我去接他，路上他说了句，我今天会了。我问什么会了，他说游泳啊。就这两句，没有欢呼，我们回家吃了碗面。」点评：这一段是最终学会。学会发生在课上，确认发生在回家路上，而且用一碗面收尾，平常到近乎草率——这正是提纲要求的真诚得体，不表彰、不煽情。

「我的发言完了，谢谢大家。」点评：一句收住，不给建议。排练提示：在我不去之后停一秒，在我今天会了之后也停一秒，这两处是全场家长最有共鸣的地方，停顿比加重音有效。

A Complete Sample Parent Speech Annotated: The Summer I Watched My Child Learn to Swim

Below is a complete parent speech written to the outline, about seven hundred characters, annotated paragraph by paragraph on what each paragraph does. Parents may borrow its arrangement of positions and replace the events with your own family story.

Teachers, parents, good evening. Teacher Zhang asked me to talk about accompanying my child to learn swimming. I dare not speak of experience; I will only tell about one summer in our family. Note: the greeting is complete; the second sentence steps back first - no experience, just our own story. This posture is the safest in a parents meeting, and the humility does not ring false.

First day of the first week, we stood at the edge of the shallow end. The coach asked him to put his face in the water; he would not move, toes gripping the pool edge hard, his whole body leaning back. On the deck I clutched the towel, palms sweating. The coach did not force him; he held his hand and let him wet his chin first. That day he sat at the pool edge for only twenty minutes, and on the way home he said the pool water was not as cold as he had imagined. Note: this is the first-time-in-water paragraph. The parent position on the deck is stated, so clutching the towel and sweating palms are the parent own camera, while gripping the edge and leaning back are what was seen. The twenty minutes and the chin detail also carry the coach method without judging it.

On the eighth day he sat on the changing-room bench and said he would not go. My first reaction was genuinely to give up – a summer of swimming lessons cost real money, and he neither cried nor fussed, just one sentence, I am not going, which left me unable to decide for him. That night his mother and I changed the schedule to three times a week, and each morning he would say himself whether to go. The next morning he shouldered the swim bag himself. I have never told anyone this part, because I am still not sure I got that day right. Note: this is the wanting-to-quit paragraph. The parent hesitation is concrete: thought of giving up, winced at the cost, unsure of being right. These three admissions are exactly what pull the whole room of parents to your side; the perfect parent is not welcome at a parents meeting.

In a class in late July, the coach met him at the middle of the pool and he swam one full lane alone. I picked him up after school, and on the way home he said, I got it today. I asked, got what? He said, swimming. Just those two lines, no cheering, and we went home and ate a bowl of noodles. Note: this is the finally-learned paragraph. Learning happened in class and was confirmed on the way home, closed by a bowl of noodles – ordinary to the edge of casual, which is exactly the sincerity and propriety the outline asks for: no award ceremony, no sentiment.

My speech is over, thank you all. Note: one sentence, no advice. Rehearsal tips: pause one second after I am not going, and one second after I got it today. These two spots carry the strongest resonance with the parents present; a pause works better than emphasis.