

## 忍住批评的四步法：从考卷到手里的试卷

第一步，物理隔离。假设孩子把一张六十八分的数学卷子递到你面前，你喉咙里已经顶上来一句「怎么又考这么差」。这时候别说话，把卷子放到一边，人走到窗边或者去倒杯水。三十秒就够。皱眉和批评往往是连着的，中间隔着的那点时间，就是忍住的存放处。你走开的这几步不是逃避，是给脸上换表情的时间。

第二步，把批评降级成提问。忍住不等于憋着不说，而是换一种说。假设你原本要说「你这计算题怎么全错了」，换成「这几道计算题，你是先做的还是最后做的」。问题指向过程，不指向人。孩子的防御会立刻降一半，因为他知道你不是来定罪的。注意提问要真问，语气里别夹着答案，孩子听得出「你是先做的吗」后面跟着的下一句其实是「我就知道你最后做」。

第三步，给一个具体的台阶。假设孩子站在原地没动，手指抠着衣角。你可以说「先把错题抄到本子上，抄完我们再对」。台阶要小、要具体，「以后要努力」不是台阶，是墙。具体的动作能让孩子从挨训的处境里出来，进入做事的处境。做事的时候，他的脸是放松的，你也终于有机会看见他正常的表情。

第四步，等他自己开口。假设晚上他忽然说「我其实知道错在哪，应用题我读太快了」。这句话是忍出来的成果。你批评他的时候，他只会点头；你忍住之后，他才会复盘。这时候你只需要接一句「那明天应用题先读两遍再动笔」，别补「你看我早说过」，一句回马枪能把前面三十秒全部清零。

四步连着做，一晚上用不了十分钟。坚持几次之后你会发现，孩子拿着差卷子走向你的脚步会变轻，因为他知道迎接他的不是皱眉。教育反思不在大道理里，在你接过那张卷子之后的第一个动作里。

## Four Steps to Holding Back Criticism: From the Test Paper in Your Hand

Step one, physical separation. Suppose your child hands you a math paper marked sixty-eight, and a sentence like "how did you do so badly again" is already pushing up your throat. Do not speak. Set the paper aside, walk to the window or go pour a glass of water. Thirty seconds is enough. A frown and a criticism usually come as a pair; the small gap between them is where restraint lives. Walking away is not escape, it is time for your face to change its expression.

Step two, downgrade criticism into a question. Holding back does not mean swallowing everything; it means saying it differently. Suppose you were about to say "why are all these calculation questions wrong", change it to "these calculation questions, did you do them first or last". The question points at the process, not at the person. The child's defenses drop by half immediately, because he knows you are

not here to pass a verdict. Ask the question for real, with no answer hidden in your tone; children can hear that "did you do them last?" is really followed by "I knew you did them last".

Step three, offer one concrete step down. Suppose the child stands frozen, picking at his sleeve. You can say "first copy the wrong questions into your notebook, then we will check them together". A step must be small and concrete; "work harder from now on" is not a step, it is a wall. A concrete action moves the child out of the being-scowled situation into the doing-something situation. While doing, his face relaxes, and you finally get to see his normal expression.

Step four, wait for him to speak first. Suppose that evening he suddenly says "I actually know where I went wrong, I read the word problems too fast". That sentence is the harvest of restraint. When you criticize, he only nods; when you hold back, he reviews. Then just reply "so tomorrow read the word problems twice before writing", and do not add "I told you so". One backhand strike can wipe out all those thirty seconds.

Running the four steps takes under ten minutes one evening. After a few times you will notice the child walks to you more lightly with a bad paper, because he knows what awaits him is not a frown. The educational reflection is not in grand principles; it is in your very first move after taking that paper.

## 一位班主任的随笔实验：我把「怎么又考砸了」换掉了

假设我带初中班，月考后一个平时还行的男生物理考了五十一分，课间来办公室，站在我桌边，肩膀缩着，等着挨说。我以前会说「怎么才五十一」，那天我把到嘴边的话咽了，改口说「你先坐」。随笔写到这里，第一段就完成了「考差时的反应」这个场景：孩子的反应是缩肩膀、抠手、不敢看卷子，我的旧反应是质问。写场景要把两边的身体细节都写出来，别只写心情。

第二段写忍住批评。假设我当时的真实感受是失望，但我在纸上写下要说的三句话：卷子不难、哪部分丢分最多、想怎么补。写完我念给自己听，确认语气是平的。这个「先写后说」是我后来固定的做法，写在纸上的话比冲到嘴边的话温和，念一遍能过滤掉火气。点评：这个手法对家长同样好用，把要说的话先写下来，是忍住批评最实在的道具。

第三段写孩子放松地笑。假设聊到丢分最多的是电磁学那部分，他说「我上课其实没听懂，但不敢问」。我说「那今天放学留十分钟，我把这块再过一遍」。他愣了一下，忽然笑了，是那种肩膀整个掉下来的笑，嘴角咧开，眼睛里有光。随笔的落点就放在这个笑上：原来他不是不想学，是不敢问；我的皱眉曾经是他「不敢问」的一部分。

逐段点评这次对话的三个可复制手法。一是「你先坐」，一个字的指令比一句质问安全，它

先改变身体位置，紧张就松了一格。二是把归因从「你不行」挪到「哪部分丢分」，谈话就从审判变成维修。三是笑出现在具体帮助之后，不在安慰之后。「加油」换不来这个笑，「留十分钟过一遍」才换得来。写教育随笔时记住这条：孩子的放松地笑是结果，前面的忍住和具体帮助才是过程，随笔要把过程写足，笑才有分量。

结尾我在那天随笔的末尾写了一行：别让孩子只记得我皱眉。第二天我把这句话抄在备课本扉页，每次想发火前看一眼。随笔的价值不在发表，在那一行字真的改了我第二天的表情。

## A Homeroom Teacher's Essay Experiment: I Replaced 'How Did You Fail Again'

Suppose I run a junior high class. After a monthly test, a boy who usually does passably gets fifty-one in physics and comes to the office at break, standing by my desk, shoulders hunched, waiting to be scolded. I used to say "how did you get only fifty-one". That day I swallowed it and said instead "sit down first". By the end of this paragraph the essay has finished its first scene, the reaction to a failed test: the child hunches, picks at his hands, cannot look at the paper; my old reaction is a flat-out interrogation. Write both sides' body details, not just feelings.

The second paragraph is about holding back. Suppose my real feeling was disappointment, but I wrote three sentences on paper first: was the paper hard, which part lost the most points, how do you want to fix it. Then I read them aloud to myself to check the tone was flat. This "write first, speak later" became my fixed practice. Words written on paper are gentler than words rushing to the mouth, and reading them once filters out the heat. Commentary: this works just as well for parents; writing the sentence down first is the most practical tool for holding back criticism.

The third paragraph is about the child relaxing into a smile. Suppose the lost points were mostly in electromagnetism, and he says "I actually did not follow the lesson, but I did not dare to ask". I say "then stay ten minutes after school today, I will run through this part again". He freezes for a second, then suddenly laughs, the kind of laugh where the whole shoulder drops, mouth wide, light coming back into his eyes. The essay lands on that smile: he never refused to learn, he feared asking; and my frown had been part of that fear.

Three copyable moves from this conversation. First, "sit down first": a one-word instruction is safer than a question, it changes body position first and tension drops one notch. Second, move the attribution from "you are no good" to "which part lost points", and the talk turns from trial into repair. Third, the smile appears after concrete help, not after comfort. "Keep it up" cannot buy that smile; "stay ten

minutes and we go through it” can. When writing an education essay, remember: the child’s relaxed smile is the result; the restraint and the concrete help before it are the process, and the essay must fill the process so the smile carries weight.

At the end of that day’s note I wrote one line: do not let the child remember only my frown. The next morning I copied it onto the flyleaf of my lesson book and glance at it before any flare-up. The value of the essay is not in publishing; it is that one line genuinely changed my expression the next day.

## 家长最容易漏掉的六个「皱眉时刻」清单

第一个皱眉时刻：检查作业。假设孩子把语文作业递来，你看见三个错别字，眉头先于嘴巴皱起来。孩子盯着你的眉，作业订正完，他记住的不是错别字，是你皱起的眉。替换动作：把错别字圈出来，推回去，说一句「再查一遍」，语气平，眉就皱不起来。

第二个：催出门。假设早上七点半鞋还没穿好，你边说「快点」边皱眉。一天从你的皱眉开始，孩子到学校前情绪已经欠了账。替换动作：前一晚把书包和鞋放到门口，早上只报时间「七点四十出门」，不评价他慢。

第三个：饭桌追问。假设你问「今天测验发下来了吗，多少分」，孩子筷子一停。饭桌是全家表情最清楚的地方，你的眉在这里放大十倍。替换动作：饭桌只聊吃的和路上看见的事，成绩挪到饭后散步时间，散步时并肩坐着，皱眉的杀伤力小一半。

第四个：辅导时的吼。假设一道题讲三遍他还错，你声音抬上去，眉拧成结。吼过之后孩子对数学的怕，一半来自题，一半来自你那张脸。替换动作：感觉火到嗓子眼时，说「这题先放着，十分钟后我再讲」，人离开桌子。十分钟比三十句「别急」管用。

第五个：家长群比较。假设群里有人晒奖状，你放下手机看孩子一眼，眉不自觉地动。孩子捕捉到了，从此学会「报喜不报忧」。替换动作：看完群里的消息，去找一件自家孩子今天做过的小事，当面提一句。比较的表情被具体的表扬顶掉。

第六个：接错话。假设孩子说「妈我今天没考好」，你条件反射回「我就说你复习不够」。这句话出口，眉和嘴同时完成工作，孩子下次就不汇报了。替换动作：任何汇报先回「然后呢」，把话筒留给他。清单六项不用全做，先挑最容易的一项做两周，表情习惯是练出来的，不是天生的。

## Six Overlooked Frown Moments: A Checklist for Parents

Frown moment one: checking homework. Suppose your child hands over the Chinese

homework, you spot three wrong characters, and your brow furrows before your mouth opens. The child watches your brow. After the corrections, what he remembers is not the characters but your furrow. Replacement: circle the wrong characters, push the notebook back, say "check it once more" in a flat tone, and the brow cannot furrow.

Two: rushing him out the door. Suppose at seven thirty his shoes are still on, and you say "hurry up" while frowning. The day starts on your frown, and he is in emotional debt before reaching school. Replacement: the night before, put the schoolbag and shoes by the door; in the morning announce only the time, "we leave at seven forty", without judging his slowness.

Three: the dinner-table interrogation. Suppose you ask "did you get the quiz back, what score", and his chopsticks stop. The dinner table is where the whole family's expressions are clearest; your brow magnifies tenfold there. Replacement: at dinner talk only about food and things seen on the road; move the score question to an after-dinner walk, sitting side by side, which halves the brow's damage.

Four: shouting during tutoring. Suppose you explain one problem three times and he still gets it wrong, your voice rises, your brow knots. After the shout, half of his fear of math comes from the problem and half from your face. Replacement: when the heat reaches your throat, say "leave this one for now, I will explain it again in ten minutes" and leave the table. Ten minutes works better than thirty "don't rush"s.

Five: comparing in the parent group chat. Suppose someone posts a certificate, you put down the phone and glance at your child, brow moving on its own. He catches it, and learns to report only good news. Replacement: after reading the group, find one small thing your own child did today and mention it to his face. A specific compliment displaces the comparing expression.

Six: catching the wrong sentence. Suppose your child says "Mom, I did badly today", and you reflexively answer "I told you your review wasn't enough". The sentence leaves your mouth and your brow finishes its job at the same instant; next time he will not report at all. Replacement: to any report, first answer "and then?", handing the microphone back to him. You need not do all six items; pick the easiest one and do it for two weeks. Facial habits are trained, not born.