

# 家长发言稿的六个常见失误：陪孩子走进自然发言自查清单

家长发言时间短、听众熟，失误反而比学校演讲更容易被听出来。下面六个失误按出现频率排，每个先还原现场样子，再给改法，最后有一张上台前对照的自查表。

失误一，报流水账。样子是：早上七点出发，八点到了，先玩水，然后野餐，下午三点回家。听众记不住任何一件事。改法是只留三个画面，第一次下水、发现小虾、回家路上的分享，其余全部删掉，时间词从七点改成那天最记得的几个瞬间。流水账的问题不是事情多，是没有任何画面被放大。

失误二，替孩子总结收获。样子是：通过这次活动，孩子锻炼了勇气，提高了观察力。这种话一出口，前面讲的故事全部作废，因为听众刚自己得出的结论被你抢着说了。改法是删掉所有收获、能力、素质开头的句子，把证明交给细节：孩子喊凉却没有上岸，比锻炼了勇气有力十倍。

失误三，拿别家孩子比较。样子是：我家孩子胆子小，不像有些同学一下子就跳下去了。这句话在家长会上杀伤力最大，被比较的那家人当场就不舒服，而且显得你在替孩子道歉。改法是把比较改成时间线：他在岸上站了十分钟，第十分钟自己走进去了。只跟孩子自己的前一分钟比，不跟任何人比。

失误四，感谢词过长。样子是结尾两分钟从校长谢到食堂师傅。家长发言的致谢一行就够：谢谢学校组织这样的活动。展开的感谢会稀释前面所有好内容，听众对结尾的耐心只有十几秒。

失误五，感悟喊口号。样子是：大自然是最好的老师，让孩子在自然中自由成长吧。口号的问题是谁都说过，等于没说。改法是把感悟缩小到你自己的具体变化：那个夏天之后，我接电话的时间少了，因为他喊我看虾的时候不能错过。越具体越像真的，越像真的越有说服力。

失误六，超时。家长发言超过五分钟，后面的人开始看手机。改法是写完掐表念一遍，六百到八百字、三分钟左右最稳，超了就砍第二段里最远的那个画面，不要砍细节。

上台前对照自查表：一，全篇是不是只有三个画面；二，有没有收获、能力、素质这类总结词，有就删；三，有没有出现别的孩子、有些同学字样，有就改成时间线；四，致谢是否只有一行；五，感悟是否落在你自己的具体变化上；六，掐表是否在三分钟上下。六条全过，这篇发言就不会差。

## Six Common Mistakes in Parent Speeches: A Self Check List for the Nature Trip Speech

Parent speeches are short and the audience knows everyone, so mistakes stand out more than in a school speech. The six mistakes below are ordered by how often they happen; each one first replays what it sounds like in the room, then gives the fix, and a self check table follows at the end.

Mistake one, reading a diary of events. It sounds like: we left at seven, arrived at eight, played in the water, had a picnic, went home at three. The audience

remembers nothing. The fix is to keep only three scenes, the first water entry, the shrimp discovery, the sharing on the way home, delete everything else, and change time words from seven o'clock to the few moments you remember best. A diary is not wrong because there were many events, but because not one scene was enlarged.

Mistake two, summarizing gains for the child. It sounds like: through this activity the child trained courage and improved observation. The moment such a sentence leaves your mouth, every story you just told is voided, because you grabbed the conclusion the audience had just reached. The fix is to delete every sentence starting with gains, ability or quality, and hand the proof to details: the child shouted cold but stayed in the water is ten times stronger than trained courage.

Mistake three, comparing with other families children. It sounds like: my child is timid, not like some classmates who jumped right in. This sentence does the most damage at a parent meeting; the family being compared feels it on the spot, and you look like you are apologizing for your child. The fix is to replace comparison with a timeline: he stood on the bank for ten minutes, and at the tenth minute walked in by himself. Compare the child only with his own previous minute, never with anyone else.

Mistake four, a thank you speech that runs too long. It looks like the last two minutes thanking everyone from the principal to the canteen staff. One line is enough in a parent speech: thank the school for organizing such activities. Expanded thanks dilutes everything good before it, and the audience patience for an ending is a dozen seconds.

Mistake five, shouting slogans as the lesson. It sounds like: nature is the best teacher, let children grow freely in nature. The problem with slogans is that everyone has said them, which is the same as saying nothing. The fix is to shrink the lesson to one concrete change in yourself: after that summer I take fewer phone calls, because I cannot miss it when he calls me to look at a shrimp. The more specific it is, the more real it sounds, and the more real it sounds, the more it persuades.

Mistake six, running over time. Once a parent speech passes five minutes, people behind start checking phones. The fix is to read it once with a stopwatch after writing; six hundred to eight hundred Chinese characters, about three minutes, is the safest. If it runs long, cut the farthest scene in the second paragraph, do not cut details.

The self check table before going on stage: one, does the whole speech hold only three scenes; two, are there summary words like gains, ability or quality, delete them if so; three, do the words other children or some classmates appear, change them to a timeline if so; four, is the thanks only one line; five, does the lesson land on a concrete change in yourself; six, did the stopwatch show around three minutes. Pass

all six and this speech cannot be bad.