

## ROLE-PLAY ADDENDUM (for group leader reference)

### 附录：角色扮演（供团体带领者参考）

#### DEFINITIONS

定义：

**Brainstorming** is a technique used where group members are invited to share alternate responses to a given prompt. Brainstorming is meant to elicit group participation and investment in a given scenario as well as to provide fresh perspectives from multiple sources. Group leaders should encourage participants to focus on what they might think, feel or do or what they think another parent or child might be feeling in the given scenario rather than offering opinion or feedback in the course of sharing.

**头脑风暴**是一种技术，团体成员被邀请分享对给定提示词的替代反应。头脑风暴的目的是在给定的场景中吸引团体参与和投入，并从多个来源提供新的观点。团体带领者应该鼓励参与者专注于他们可能想的、感觉到的或做的事情，或者他们认为另一位父母或孩子在给定情景下的感受，而不是在分享过程中提供意见或反馈。

**Focusing** is an activity meant to bring the group's attention to a chosen scenario. Facilitators provide an opportunity to hear a couple of people's responses to a given prompt and determine whether the group is ready to choose an individual scenario and move on to the next stage of the exercise. In order to move on, the parent who provided the scenario should have been able to imagine an alternate response. If this is not the case, leaders should support group members to reflect on the scenario and brainstorm alternate responses before moving on.

**聚焦**是一种活动，旨在将团体的注意力集中到选定的场景上。带领者提供了一个机会来听取几个人对给定提示的反应，并确定团体是否准备好选择单个场景并进入练习的下一个阶段。为了继续前进，提供场景的父母应该能够想象出另一种反应。如果不是这样的话，带领者应该支持团体成员反思这一场景，并在下一步行动之前头脑风暴，做出不同的反应。

**Sculpting** is a technique where participants imagine and then recreate a living picture of a particular scenario. The "sculptor" of the scenario (usually the parent) positions the participants in such a way that their postures and relationships in space to one another tells something about how the family relates. The sculptor might exaggerate typical postures or facial expressions that a family assumes or use positioning to metaphorically reflect dynamics.

**塑造**是一种技术，参与者想象并重演一幅特定场景的生动画面。场景的“塑造者”（通常是家长）以这样一种方式将参与者定位，即他们的姿势和在空间中相互之间的关系反映出他的家庭是如何建立关系的。塑造者可能会夸大一个家庭的典型姿势或面部表情，或者用站位来隐喻地反映关系动力。

**Differentiating** is meant to help participants separate themselves from the experience of the role-play. Sometimes when participants assume a role in a scenario, they might identify with some of the characteristics and experiences of their character. Through differentiation, group leaders help participants to separate themselves out from the scenario at hand. In this way, they can understand the thoughts and feelings, which might have been associated with the role and those that are their own. Invite each participant to share the ways they are similar and different to the roles. Invite the parent to share something about him or herself in the role-play scenario that they showed the group — did the parent notice a shifting in perspective?

**辨别**是为了帮助参与者从角色扮演的体验中分离出来。有时候，当参与者在场景中扮演一个角色时，他们可能会认同自己角色的一些特征和体验。通过分化，团体带领者帮助参与者从眼前的场景中分离出来。通过这种方式，他们可以理解可能与角色相关的想法和感受，以及那些属于他们自己的想法和感受。邀请每个参与者分享他们与角色的相似和不同之处。邀请父母分享一下，在他们向团体展示的角色扮演场景中，关于他或她自己的东西——父母是否注意到了视角的转变？

#### Extended Role-Play:

**Warm Up Part i:** Ask each parent to pick a repetitive struggle that happens in the home, where they often end up saying or doing the same thing which doesn't seem to work. Ask them to write it down.

#### 扩展的角色扮演:

**热身第一部分:** 让每一位父母挑选一件发生在家里的重复的斗争，在这种斗争中，他们经常说或做同样的事情，但似乎并不奏效。让他们把它写下来。

E.g. **Child:** "I'm not brushing my teeth!"

**Parents Usual Response:** I 'm going to count to five, and if you haven't started, I 'm not going to read you a story.

**Child:** "I hate you!,"

**Warm Up Part ii:** Ask the parents to come up with an idea of what else they could say and how they think their child might respond, even if they are not sure how that might play out.

E.g. **Child:** "I'm not brushing my teeth!"

**Parents New Response:** "You really hate brushing your teeth at night and I'm not sure why."

**Child's Response:** "I hate going to bed!"

**孩子:** “我不刷牙！”

**家长们通常的反应是:** “我数到五，如果你们还没有开始，我就不给你们读故事了。”

**孩子:** “我恨你！”

**热身第二部分:** 要求父母想出一个主意，看看他们还能说些什么，以及他们认为自己的孩子可能会如何反应，即使他们不确定结果会是什么。

**孩子:** “我不刷牙！”

**家长们的新反应:** “你真的很讨厌晚上刷牙，我也不知道为什么。”

**孩子的回答是:** “我讨厌上床睡觉！”

**Focusing:** Ask the group if anyone would like to volunteer what they came up with for both examples. Provide an opportunity to hear a couple of people's responses. If in the examples you hear, the parents seem to be having a difficult time imagining an alternate response, or imagining what their child might say or do next, you may need to stay at this stage of the activity. Use this as an opportunity to brainstorm alternative parent and child responses with the whole group. Or, if parents have been able to imagine alternative responses, move into the Main Activity.

**聚焦:** 询问团体是否有人愿意自愿为这两个例子想出什么。提供一个机会来听取几个人的回应。如果你听到的例子中，父母似乎很难想象另一种回应，或者想象他们的孩子下一步会说什么或做什么，你可能需要停留在活动的这个阶段。以此为契机，与整个团体一起头脑风暴，讨论不同的家长和孩子的回应。或者，如果父母已经能够想象出不同的回应，那就开始主要的活动吧。

**Main Activity — Extended Role-Play (15-20 mins):** Ask for a parent volunteer to extend one of their alternate storylines through role-play. Explain that engaging with their storyline in this way will give them an opportunity to slow down, make sense and play with the experience. This may bring new ideas and insight about how to help this difficult situation. Explain to parents that they will have an opportunity to take various roles including observer in the role-play. Parents might find it helpful to title the parent role that they take in the storyline e.g. "stuck parent," or "angry parent." Furthermore, they can make use of the facilitators and other group members if they need ideas or assistance.

**主要活动——扩展角色扮演(15-20分钟):** 要求家长志愿者通过角色扮演扩展他们的一个备选故事情节。解释说，以这种方式参与他们的故事情节将给他们一个机会来放慢脚步，试图理解这一情节的意义，并且可以玩起来。这可能会为如何帮助这一困难局面带来新的想法和洞察。向家长解释他们将有机会在角色扮演中扮演各种角色，包括观察者。父母们可能会发现，给他们在故事情节中扮演的父母角色起个名字是有帮助的，比如“卡住的父母”或“愤怒的父母”。此外，如果他们需要点子或帮助，他们可以让带领者和其他团体成员来帮忙。

(i): Take some time with the group to determine who will play what role in the storyline. Parents may want to play themselves, or they may want to act as an observer to begin with. Organize volunteers (or volunteer yourself) for the various roles and have them move into an area of the room where they can physically reenact the storyline. First, have the parent read out the stuck version of dialogue. Ask the parent to "sculpt" the starting position of the players. Ask the group members to approximate the dialogue as best they can and then have them role-play that scene. At the end, ask the parent what they notice about themselves, or their "child."

(I): 花一些时间和团体一起决定谁将在故事情节中扮演什么角色。父母可能想要扮演自己，或者他们可能想要一开始就扮演一个观察者的角色。组织志愿者(或者自己做志愿者)扮演不同的角色，让他们搬到房间的一个区域，在那里他们可以去重演故事情节。首先，让家长读出对话的卡住版本。要求家长“雕塑”扮演者的起始位置。要求团体成员尽可能模仿那一对话，然后让他们在该场景中进行角色扮演。最后，问问父母他们注意到了他们自己或他们的“孩子”的什么。

(ii): Have the parent read aloud the entire alternate version of dialogue — stopping to add information that they know about the interaction e.g. Child: "I hate going to bed!" The parent

can now add to the group member/ facilitator playing their child their ideas about why the child hates going to bed, so that the participant playing the child can use these in the next stage of the role play.

(ii): 让父母大声朗读整个备用版本的对话——停下来添加他们知道的关于互动的信息, 例如, 孩子: “我讨厌上床睡觉!” 家长现在可以向扮演孩子的团体成员/带领者添加他们关于孩子为什么讨厌上床睡觉的想法, 以便扮演孩子的参与者可以在下一阶段的角色扮演中使用这些想法。

If the parent really doesn't have any ideas about why the child may hate going to bed, ask the parent if they feel comfortable playing the child for a moment and repeat the scene. See if playing the child brings ideas to the parent about how the child may be feeling.

如果家长真的不知道为什么孩子会讨厌上床睡觉, 问问家长是否愿意扮演一会孩子, 然后重复这一幕。看看扮演孩子是否会给父母带来关于孩子感受的想法。

If they are still drawing a blank, have them swap back, and ask the parent if they would like to make use of the rest of the group to offer suggestions as to how the child might be feeling or what the child might want the parent to understand. Brainstorm with the group while the action of the role-play is paused. The parent can listen until they hear something that resonates with them about the child's experience. At that point, the parent can enter back into the role-play and narrate something to the child about how they may be feeling.

如果他们仍然一片空白, 让他们换回来, 并询问家长是否愿意利用团体的其他成员, 就孩子可能的感受或孩子可能希望家长理解的事情提供建议。当角色扮演活动暂停时, 和团体进行头脑风暴。父母可以倾听, 直到他们听到一些让他们产生共鸣的关于孩子感受的事情。在这个时间点上, 父母可以回到角色扮演中, 向孩子讲述他们可能有的感受。

E.g. **Child:** "I 'm not brushing my teeth!"

**Parents New Response:** "You really hate brushing your teeth at night and I 'm not sure why."

**Child's Response:** "I hate going to bed!"

(Here the action is paused and the group brainstorms new thoughts about what the child might be thinking or feeling) "You only just came home from work and I have to go to bed!"

孩子: “我不刷牙!”

家长们的新反应: “你真的很讨厌晚上刷牙, 我不知道为什么。”

孩子的回答是: “我讨厌上床睡觉!”

(在这里, 行动暂停了, 团体头脑风暴, 思考孩子可能在想什么或有什么感受) “你才刚刚下班回家, 我就得上床睡觉了!”

The added information provided by the brainstorming resonates with the parent and they step back in:

头脑风暴提供的补充信息引起了家长的共鸣, 他们重新介入:

**Child:** "I'm not brushing my teeth!"

**Parent's New Response:** "You really hate brushing your teeth at night and I'm not sure why."

**Child's Response:** "I hate going to bed!"

孩子: “我不刷牙!”

家长的新反应: “你真的很讨厌晚上刷牙, 我不知道为什么。”

孩子的回答: “我讨厌上床睡觉!”

**Parent** (Building on the new idea, which is that the parent only just came home from work, narrates what they think the child is feeling): I think it's hard to go to bed because I only just came home and you're missing me.

**家长**(基于新的想法, 即家长刚刚下班回家, 讲述他们认为孩子的感受): 我觉得现在上床睡觉对你来说很难, 因为我才刚回家, 你一直在想我。

If the parent is having a hard time coming up with responses, group leaders can also invite the other group members to brainstorm the parent role. Continue until the parent feels as though they have satisfactorily completed this role-play, or the facilitator realizes they need to move towards completion of this activity.

如果家长很难做出回应, 团体带领者也可以邀请其他团体成员进行头脑风暴, 讨论家长的角色。继续进行, 直到家长感到他们已经满意地完成了此角色扮演, 或者带领者意识到他们需要完成此活动。

**Differentiating and Closure (5 mins)** Take a few minutes to debrief the role-play. The intention of differentiation and closure is for members to differentiate themselves from the experience of the role-play. Invite each participant in the role-play to talk about the ways they are similar and different to the roles. Invite the parent to share something about him or herself in the role-play scenario that they showed the group — did the parent notice a shift in perspective?

**辨别和结束(5分钟)** 需要几分钟来听取角色扮演的汇报。辨别和结束的用意是让成员从角色扮演的体验中分离出来。邀请角色扮演中的每个参与者谈论他们与角色的相似之处和不同之处。邀请父母分享一下, 在他们向团体展示的角色扮演场景中, 关于他或她自己的东西——父母是否注意到了视角的转变?

**Completion (20 mins)** Invite the whole group, including active and witnessing participants, to describe what the experience was like for them and what they might have gained from it.

**收尾(20分钟)** 邀请整个团体, 包括积极参与者和见证者, 描述他们的体验是什么样子, 以及他们从中学到了什么。