



Group Topics and Leading a Group 小组议题及带领一个小组

Workshop Schedule for the Groups

- Mindfulness Exercise
- Review of Take Home Reflection
- Introduction to Main Topic
- Discussion of Main Topic
- Jumping Off Points
 - * Handouts
 - * Role Play
 - * Activities
- Take Home Reflection

小组工作坊工作计划

- 正念练习
- 回顾家庭反思练习
- 介绍重要的议题
- 讨论重要的议题
- 讨论起点
 - * 单页（冒泡练习纸和安全感圆环图示）
 - * 角色扮演
 - * 活动
- 家庭反思练习

Mindfulness Exercises

- Each week a mindful exercise is introduced to help group members practice the skill of observing their own experience.
- Growing this skill over time will help parents in the management of intense or difficult feelings of their own and their child's.
- Mindfulness helps to enhance observational skills which are building blocks of reflection.
- Research has show that with mindfulness there can be a decrease in stress, physical pain and dealing with negative emotions.

正念练习

- 每周的正念练习是协助小组成员练习观察自己体验的切入点。
- 随着时间的推移，增强正念技能将有助于家长管理对自己和对孩子的强烈的或困难的感受。
- 正念有助于提高观察能力，观察能力是反思性能力的基础。
- 研究表明，正念可以减轻压力和身体上的疼痛，并且可以缓解负面情绪。

Responding to Children's Emotions

- The ability to “contain” the child’s distress helps keep the child from being overwhelmed by his or her feelings and eventually the child can learn to handle difficult moments on his or her own.
- Parents know something that children do not: Feelings change over time.
- Parents need to balance compassion for their child’s distress with the ability to show the child calmness, safety, and security.

回应孩子的情绪

- “涵容”孩子痛苦的能力有助于防止孩子被他/她的情绪所压倒。最终，孩子可以形成独自处理困难时刻的能力。
- 家长知道一些孩子自己不知道的事情：感受会随着时间发生变化。
- 家长需要通过表示同情，展现冷静和提供安全感来平衡孩子的痛苦。



Responding to Children's Emotions

- Emotional regulation: The ability to handle difficult feelings in oneself and the ability to help others manage their feelings are both important in creating secure attachment.
- Repairing Ruptures: talking together about something distressing that has happened helps to build secure attachment.

回应孩子的情绪

- 情绪调节：处理自己困难情绪的能力和协助他人管理情绪的能力都对建立安全的依恋关系十分重要。
- 修复关系中的破裂：一起谈论发生过的令人痛苦的事情，有助于建立安全的依恋关系。

Separation and Autonomy

- Parents and caregivers can help children regulate their emotional states.
- Certain events such as deaths, moving, divorce, new siblings, fighting parents, new situations, or any change even positive change can increase separation worries.
- Parents can help children with separation worries by talking about upcoming separations, reading stories and using transitional objects.

分离和自主

- 家长和照料者可以协助孩子调节他们的情绪状态。
- 一些特定的事件，比如死亡，搬家，离婚，新兄弟姐妹的降生，争吵的家长，新的状态，或者改变(甚至是积极的改变)，都可能增加孩子对分离的担忧。
- 通过述说即将到来的分离，和孩子一起读故事，或者运用过渡客体，家长可以协助孩子处理对分离的担忧。

Separation and Autonomy

- As children develop, they are constantly shifting between the need for support and parental involvement and the need for autonomy and independence.
- As children become more separate from the family, parents gradually shift from a parenting role in which they are in the foreground to one in which they are in the background.
- As children become more independent , the family and community often see them as representatives of the family to the world.

分离和自主

- 随着孩子的成长和发育，他们会在需要被支持和家长参与的状态与需要自主和独立的状态之间不断切换。
- 随着孩子开始进一步与家庭分离，家长逐渐从台前的养育角色变换为幕后的养育角色。
- 随着孩子变得越来越独立，家庭和社区将他们看作是这个家庭面向社会的一个代表。

Play

- For younger children in particular, Play is children's WORK.
- Through play, older children learn important skills , such as social negotiation making and following rules, and conflict resolution.
- Play enhances flexibility, inventiveness, empathy, memory, impulse control, emotional healing, problem solving and coping mechanisms.

游戏

- 针对于年龄较小的孩子，游戏是他们的工作。
- 通过游戏，年龄较大的孩子会学习重要的技巧，比如社会谈判，制定和遵守规则，以及解决冲突。
- 通过游戏，可以增强灵活性，创造性，共情能力，记忆力，对冲动的克制，对情感的疗愈，对问题的解决能力和形成应对机制。

Play

- Parents may feel concerned or confused by their children's play. For example, it may be hard to observe play that involves themes such as aggression, sexuality, or exclusion.
- Parents may interfere with children's discovery and spontaneity by trying to teach during playtime. Instead parents should allow children to play freely.
- Parents should set limits and boundaries in terms of safety and screen time.

游戏

- 通过孩子的游戏，家长可能会感到担心和困惑。例如，在观察到涉及侵略性、性征或孤立排他等主题的游戏时。
- 家长可能试图在游戏时间里教育孩子，这会干扰到孩子的探索和自发性。家长应该允许孩子自由地开展游戏。
- 家长应该在安全性和盯屏幕的时间方面为孩子设立限制和界限。

Child Centered Activity

- This is an activity that we ask parents to do at home.
- This activity increases parent's capacity to observe and reflect on the meaning of a child's communication.
- Facilitates the child's development of self-directed activities, problem solving and a joyful, secure attachment to the parent.
- Increases a parent's sensitivity and attuned responsiveness to their child's needs.

以孩子为中心的活动

- 我们要求家长在家中这个活动。
- 这个活动可以提高家长的观察力，并且可以对孩子的交流和沟通中的意义有所反思。
- 促进孩子发展自主活动的的能力，解决问题的能力，并且可以与家长有一个愉快安全的依恋关系。
- 提高家长对孩子需求的敏感度和同调响应能力。

Take Home Reflection

- Take about 15 minutes to either observe your own child, a friend's child or a child in a park playing. Just observe and see what you notice about their play. Do they communicate with another child, do they set their own rules and expect others to follow them ect. How does observing the play make you feel.

家庭反思练习

- 用15分钟的时间，观察你的孩子或你朋友的孩子或任何一个孩子在公园玩耍的场景。观察他们的游戏，看看你注意/觉察到了什么。他们是否与别的孩子有交流和沟通，他们是否制定了自己的规则并希望其他孩子遵守等等。通过观察他们的游戏，你的感受是什么？

Questions and Answers

1. In the parent group, some parents mentioned that in the case of intergenerational parenting (grandparents are responsible for the daily care of children). Parents set some rules for their children, but grandparents break those rules. How does the leader deal with this problem in the group?
2. How does the team leader deal with the situation that a member of the group sends text messages to other team members in private (such as promoting insurance etc), which causes interference to other team members?

问与答

- 1、在父母团体中，有父母提到在隔代养育（祖父母负责日常照料孩子）的情况下，父母为孩子设定了一些规则，但祖父母会打破这些规则，小组带领者如何在团体中处理这个问题？
- 2、小组中的某位成员私下向其他小组成员发送一些信息（例如推销保险等），对其他小组成员造成了干扰，小组带领者如何应对这种情况？