

Linking Hearts, Building Resilience 心相连，培韧性

# Linking Hearts, Building Resilience 心相 连，培韧性

*Applied Acceptance and Commitment to Empowerment (ACE) For  
Mental Illness Stigma Reduction and Mental Health Promotion  
Training Manual 應用接受承諾培訓用于降低精神障碍病耻感和促進心理健  
康培训指引*

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## Foreword and Acknowledgement 序言和致谢

Greetings and welcome to joining our movement in mental health promotion and collective empowerment!

Mental health is a vital aspect of wellbeing in each and everyone of us. The term itself, however, is sometimes associated with negative stigmatizing connotations. There is work to be done to eliminate mental stigma and all other kinds of stigma in society and within ourselves. What are stigmatizing thoughts but stories and beliefs that diminish, divide, and disempower us? The remedy, as well as the path of healing and empowerment, lies in strengthening our wellbeing at the core, touching the heart of each of us individually and linking our hearts with each other collectively. This manual is lovingly crafted with this purpose in mind and heart.

Our manual will help you as trained facilitators to deliver group sessions to promote mental wellbeing, increase resilience, decrease mental health stigma, and increase activism and advocacy to promote mental health using our intervention model, Acceptance and Commitment to Empowerment (ACE), rooted in Acceptance and Commitment Therapy (ACT) and Group Empowerment Psychoeducation (GEP). This is in the context of our research project that aims to promote youth mental health in China through our ACE-Linking Youth and 'Xin' (hearts) (ACE-LYNX) intervention. The manual includes detailed instructions, debriefing guidelines, and practical tips on engaging participants in ACE-LYNX experiential group exercises. The intervention can be useful in promoting mental health of all ages from all corners of the world, transcending the literal limits of language and culture, if the facilitator can embody the ACE model, outreach from the heart first and foremost, and engage participants in a dynamic participatory process.

This manual builds on the insights and lessons learned from numerous completed intervention research and programs over a decade. We would like to express our heartfelt gratitude to all those who have contributed to the development and refinement of the ACE-LYNX learning activities and production of this manual, including:

- Participants and team members of two projects – Community Champions HIV/AIDS Advocates Mobilization Project (funded by Canadian Institute of Health Research, 2011-2014); and Strength In Unity: Reducing Mental Illness Stigma Among Men in Asian Communities in Canada (funded by Movember Canada, 2014-2017). Their valuable feedback and insights have been instrumental in shaping this manual and ensuring that it meets the needs of facilitators and participants alike.
- Dr. Mateusz Zurowski, who contributed to the Acceptance and Commitment Training modules in the CHAMP study.
- Ms. Sunny Li, who translated this training manual from English into Chinese.
- Linking Hearts team members in Jinan, especially Professor Cheng Shengli and Professor Yu Miao, who led the Chinese team consultation and cultural interpretation of this training manual to ensure accuracy and relevance to the local context of Jinan, Shandong, China, as well as the leadership and support of Professors Jia Cun-Xian and Gao Jianguo.
- Mr. Clarence Cheung and Mr. Keith Wong for their contributions in the editing and production of this openbook.

We hope that this manual will serve as a valuable resource to disseminate ACE-LYNX groups in our collective efforts to link hearts, increase resilience, and promote collective empowerment.

欢迎加入我们，一起推广心理健康，增强集体赋权！

心理健康是我们每个人幸福的重要组成部分。然而，大众有时会赋予这个词污名化的含义。从整个社会宏观层面和个体微观层面来说，要消除对于心理疾病的污名化以及其他类型的污名污名化，还有很长一段道路要走。污名化的想法，其实就是那些降低我们的自信、离间我们与他人和削弱我们的能力的故事和信念，别无其二。而通往治愈和赋权之路的核心就在于加强我们内在的幸福感，敞开心扉去感受自己，真情实意去联结他人。本手册在撰写过程中，始终将上述目的作为初衷，指导整个过程。

作为受过培训的小组活动主持人，本手册将指导您如何使用我们的干预模型“接纳和承诺赋权”（ACE）来带领团体活动，以推广心理健康、增强抗逆力、减少心理健康污名化，并增加推动心理健康的积极性和行动性。ACE模型来源于接纳和承诺疗法（ACT）和群体赋权心理教育（GEP）的有机结合。本手册是我们的科研项目的结晶之一。我们面向济南六所高校和当地精神卫生中心的“心相连”项目旨在通过实施ACE-LINKING Youth and ‘Xin’ (hearts) (ACE-LYNX) 干预来促进中国高校学生的心理健康。本手册包括详细的指导说明、分析指导和使参与者更加沉浸于体验式团体练习中的实用技巧。如果主持人能够通过活动和分析充分展现ACE模型，与团体成员从心开始产生联结，在活动过程中根据团体动态调整带领策略而使成员更加融入，那么该干预措施将跨越语言和文化的限制，被广泛运用到世界各地的各种群体内，以推动目标群体的心理健康。

本手册基于过去十年中我们完成的众多干预研究和项目的见解和经验教训凝练而成。我们衷心感谢所有为ACE-LYNX干预活动的开发和完善以及本手册的制作做出贡献的社区和科研工作者，包括：

- 两个项目的参与者和团队成员——Community Champions HIV/AIDS Advocates Mobilization Project 社区艾滋病CHAMPS倡导动员项目（由加拿大卫生研究院资助，2011-2014年）和Strength In Unity: Reducing Mental Illness Stigma Among Men in Asian Communities in Canada 团结力量：减少加拿大亚裔社区男性的精神疾病污名（由Movember Canada资助，2014-2017年）。他们宝贵的意见和反馈在本手册的修订方面起到了重要作用，确保本手册能够满足主持人和参与者的需求。
- 在CHAMP研究中，对于接纳和承诺培训模块做出重要恭喜的Mateusz Zurowski博士。
- 将此培训手册从英文翻译至中文的李雨心女士。
- 济南的心相连项目组成员，我们尤其对程胜利教授和于淼博士表达衷心的感谢，他们领导了中国团队对此培训手册的咨询和文化解读，以确保其准确性和与当地文化习俗的相关性。同时，我们对贾存显教授和高鉴国教授的高效领导和支持表示感谢。
- 张容与先生和黄锦强先生为将本手册制作成开放式书籍进行了至关重要的编辑和制作工作。对此，我们深表谢意。

我们希望该手册能成为您具有价值的参考和指导资源，我们诚邀您共同传播ACE-LYNX干预，心相连，培韧性，集体赋权尽快得以实现。

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# SECTION 1: PREFACE 导言

## Background 背景信息

Applied Acceptance and Commitment Training For Mental Illness Stigma Reduction & Mental Health Promotion Training Manual is an instruction guide for use in facilitating the ACE-LYNX intervention in the Linking Hearts Project.

本手册用于指导心相连项目中ACE-LYNX干预方法带领者将接纳与承诺培训用至降低精神障碍病耻感和促进心理健康领域。

[Linking Hearts \(http://www.linking-hearts.ca/\)](http://www.linking-hearts.ca/) is a transnational implementation research project between Canada and China. The project was developed in response to the observed mental health needs of university students in Jinan, Shandong, China. The overarching goal of this project is to evaluate and document the process of implementing ACE-LYNX and resultant knowledge uptake to transform existing health and social service professional capital into expanded capacity in mental health care for university students in China.

心相连是加拿大与中国两个科研团队共同合作的跨国实施性科研项目。基于中国济南当地高校学生迫切的心理健康需求，该项目应运而生。该项目的总体目标是评估和记录ACE-LYNX干预方法的实施过程以及过程中所创造的知识转移，从而增强现有的专业的健康和社会服务资源为中国大学生提供精神卫生保健的能力。

The ACE-LYNX model consists of two integrated components: Acceptance and Commitment Therapy (ACT), a mindfulness-based cognitive-behavioral intervention, and Group Empowerment Psychoeducation (GEP), collaborative learning underpinned by the principles of equity, empowerment, and social justice.

ACE-LYNX 模型由两部分组成：接纳和承诺疗法 (ACT)-一种基于正念的认知行为干预；以及团体赋权心理教育 (GEP)-结合公平、赋权和社会正义原则的心理教育。

The ACE-LYNX intervention consists of three key components:

- Component 1: MH101 (4 online self-study modules on mental health)
- Component 2: Three full days (6 modules) of facilitated training
- Component 3: Two full days of train-the-trainers workshops

总体来说，接纳承诺与赋权干预包括三个主要内容：

- MH101（4节心理健康基础知识在线自学课程）
- 为期三天的工作坊，包含6个培训模块
- 为期两天的培训教员讲习班

This Training Manual is to be used with Component 2: the three full days (6 modules) of facilitated training.

本手册旨在指导我们的 ACE 带领者与他们的参与者一起开展为期三天的工作坊，其中包含6个模块的培训。

This manual is divided into eight chapters.

- Section 1: Manual Background
- Section 2: Guidance for facilitators
- Sections 3 to 8: The Six Training Modules.

本手册共分为八章。

- 第一部分：手册背景介绍
- 第二部分：带领者指南
- 第三至八部分：六个培训模块

For more about the MH101 online study or train-the-trainers workshop or other information related to Linking-hearts, you may contact our project for more information by visiting our website.

如若您想获取或了解更多有关 MH101 在线自学课程、培训教员讲习班或本项目的其他信息，欢迎您访问我们的网站，和我们取得联系。

# Suggested Training Schedule 建议培训结构

The following is a proposed training structure consisting of six modules, each three hours long, to be facilitated over a period of three full days. The facilitators have the option to spread the modules across additional training days, as long as all the modules are completed in the same sequence as outlined below. 建议的培训结构包括六个模块，每个模块三小时，需要在三整天内进行。带领者可以选择在额外的培训日分布这些模块，以完成模块的顺序。

## Day 1 第一天

### AM 上午

#### Module 1: Introduction & Building Group Norms 培训模块一：理论入门和制定规则

- Introduction to ACE (ACT + GEP) theory (接纳承诺与赋权理论入门)
- Group Rules/Norms (小组规则/规范)
- How to get the most out of it? (怎样从中学到最多?)

### PM 下午

#### Module 2: Defusion 培训模块二：认知解离

- Present Moment I (此时此刻I)
- Leaves-on-a-stream (流水落叶)
- Compassion, Defusion, Social Justice & Equity (同理心,解离,社会公义)
- Paired Singing (结对唱歌)
- Stigma Rules and Stories (污名化规则及故事)

## Day 2 第二天

### AM 上午

#### Module 3: Acceptance, social justice & Equity 培训模块三：接纳, 社会公义

- Chair Sculpture of Suffering (苦难椅子雕塑)
- Exclusion Circle (排斥圆圈)

### PM 下午

#### Module 4: Self-as-context, Interdependence 培训模块四：以己为景, 相互依存

- Le'go Exercise (“乐高”练习)
- 3 things you did today (你今天做的三件事)
- Present Moment II, Interdependence, Compassion (此时此刻 II, 相互依存,同理心)
- Loving Kindness (慈心)

### **Day 3 第三天**

#### **AM上午**

##### **Module 5: Values 培训模块五：价值**

- Cultural and Personal Values Exercise (文化和个人价值观练习)
- Your Legacy (你的传承)

#### **PM 下午**

##### **Module 6: Committed Action, Collective Empowerment 培训模块六：承诺的行动, 集体赋权**

- Bulls Eye & Bus Driver (靶心和公交司机)
- Collective Bulls Eye & Committed Group Action Project (集体靶心 & 小组承诺的行动项目)

# GUIDANCE FOR FACILITATORS 带领者指南

# General Instructions for ACE-LYNX Facilitators 带领小组须知

- While adhering to the protocol, the facilitators at the same time need to keep in mind to uphold and model ACE principles when delivering to the group: 带领小组时，在遵守规则的同时，小组主导带领者们要同时记住对ACE理念并以身作则。
  - Being compassionate 富有慈悲心
  - Model acceptance and willingness 示范接纳和意愿
  - Being open to participant's experience 对组员的经历持开放态度
  - Apply techniques in a flexible manner 灵活地应用技巧
- In leading typical experiential exercises: 带领典型的体验式练习时：
  - give a preamble and context to orient participants  
提供事先说明和背景介绍，以帮助组员理解。
  - lead the exercise while closely observing participants' reactions and level of participation  
带领练习的同时，密切观察组员的反应和参与的程度。
  - facilitate reflection: 促进反思
    - draw from participants their actual experience and sharing  
借鉴参与者的实际经历和分享
    - there are no “wrong” experiences – even when a participant draws an opposite conclusion to what the intent of the exercise is; in this case, depending on the situation, find out more about the experience or thank the participant for sharing; sometimes gentle questions may help participants gain additional perspectives including the intent of the exercise; inviting others' experience will often help  
没有“错”的体验—即使一位组员得出和本练习所预期的相反的结论；在此情形下，视情况而定，更多了解关于这个体验的信息或者感谢这个组员的分享；有时温和的提问也许会帮助组员获得更多的视角，包括该练习预期的那个；开放对待其他人的体验总是会有帮助。
    - bring out important points of each exercise – highlighting participants' shared experiences  
指出每一个练习里面的要点—着重强调组员们共有的体验。
    - try to connect the experience with previous exercises, concepts, or participants' shared stories where relevant  
试着把之前相关的练习，概念，或者组员分享的故事与体验相联系。
  - Summarize discussion. 总结讨论。

# ACE-LYNX Group Facilitation Tasks & Tips ACE-LYNX小组带领任务 & 窍门提示

\*A PDF of all the worksheets for the training participants can be downloaded from here 本手册所有工作表的PDF版本可以从此处下载: [Linking Heart Worksheets “心相连，培韧性”工作表](#)

## 1. Help participants feel safe to participate and share 帮助组员安心参与和分享

- Develop guidelines at the beginning of the group to help establish safety; if the guidelines can be drawn from and co-constructed with participants, there is a much better buy-in than if you dictate the guidelines from a list  
在小组开始时讨论并制定如何能帮助大家建立安全感的行为指南；如果行为指南是出于小组成员的提议并由他们一起制定的，会比你照本宣科更容易被接受。
- Observe and/or use your feelings to gauge the cohesion of the group from time to time; this helps you troubleshoot if necessary  
观察并/或运用你的感觉来随时评估小组的凝聚力；这样可以帮助你在必要时解决问题。
- If possible, ensure that everyone get at least one chance to share early on – this helps shy participants to open up and establishes the norm for the entire workshop  
如果可能，确保每个人至少可以有一次机会尽早分享—这样可以帮助害羞的组员开口说话并在整个小组形成一种行为习惯。
- Gently invite quiet members to speak up from time to time. There is no need to make sure that everyone comments on each activity. Some people learn by listening, and this is a space where it is ok to be a listener.  
随时温和地邀请沉默寡言的成员发言。不过也不必让每个人对每一个活动都做出评论。有些人通过聆听学习，在这里，可以做一个聆听者。
- Remind participants about the guidelines / group rules if necessary (e.g. if a participant start telling another what she should do or how she should feel). This workshop is not an advice-giving sort of workshop  
在必要时提醒组员小组行为指南和规则（比如，当一个组员开始告诉另一名组员她应该做什么或者她应该怎样感觉时）。这不是那种给建议式的工作坊。

## 2. Provide emotional support as necessary 在需要时提供情感支持

- When a participant becomes emotional, it is important to give the person time and space to express that emotion (versus trying to shut down this process and make this person feel better right away).  
当一名参与者开始情绪化，给这个人时间和空间，让其表达她/他的情绪很重要（而不是试图阻止这个过程，或去让这个马上感觉良好）
- Use of empathic statement is helpful – “it seems like talking about this is bringing up a lot of sadness...”  
使用共情表述是有帮助的 – “似乎谈论这个会带给你很多悲伤.....”
- Validate the emotions/experience first rather than rushing in to agree or disagree with what the participant is saying – “it seems like you are feeling angry at yourself and that you’re failing in some way as a mom...”; this helps deepen the emotion and the person to verbalize their actual thoughts that they are fused with  
首先要认可情绪体验，而不是急于赞同或者反对参与者所说的话—“你好像因为自己在某些方面不是个合格的妈妈感到生气？”

- Consider inviting the person to observe these thoughts and allow the emotions to be there first; then consider other ACE processes that may be helpful (e.g. defusion, empathy & compassion)  
邀请这个人先观察那些想法，允许情绪的存在；然后再考虑使用其他可能有帮助的ACE流程（比如解离，恻隐与同理心）

### 3. Lead, support, and debrief ACE exercises 带领，支持，以及对ACE练习的小结：

- Be familiar with the ACE exercise and the take-home points  
熟悉ACE练习及其要点
- Encourage participants to reflect on their experiences and share openly; ensure plenty of time for participants to share  
鼓励组员坦诚地反思和分享他们的体验；确保参与者有足够时间分享。
- If a participant gets the intended point, reinforce / emphasize it!  
如果组员领悟了本培训预期的观点，请你着重强调一下。
- If a participant gets something different than the intended point and it is ACE consistent, you can also reinforce it!  
如果组员理解到与预期不同的观点，但是符合ACE原理，你也可以强化一下。
- If they get something completely opposite to the point of exercise (e.g. in a values exercise, a participant says “I see now that we should just give up because life has no values...” – one can still validate the experience as this is how the person feels; next, you can either help the person consider other possibilities yourself or invite other participants to help (“I wonder if others had also felt like giving up before and lost touch with what is valuable in life... and how did you deal with this?”)  
如果他们得出了与本练习预期完全相反的观点（比如，在一个价值练习中，一个组员说“我现在明白了，生活毫无价值，我们应该就此放弃.....”）–你还是可以承认她的体验，因为这就是这个人所感觉到的；而下一步，可以由你自己或者邀请其他组员来帮助这个人考虑其他的可能性。（“我想知道是否其他人也曾经感到好像要放弃，好像生活失去了意义.....而后又是怎样应对的？”）
- You can refer back to what participants previously have shared if it is relevant to the current exercise:  
你可以回顾之前组员的分享，如果和现在这个练习有关。
  - e.g., a participant may have said something earlier that illustrates a similar point → you can bring it in to reinforce the point  
比如，一名组员可能在早些时候说过什么，阐明了一个相似的观点，你可以提起它，以强化这个观点。
  - e.g., a participant may have shared something earlier that is the opposite (e.g. about how they are stuck) → you can invite the participant to reflect on the connection between the problem and the current exercise (e.g. I wonder if what we just talked about right here is related to that sticky situation you mentioned earlier...)  
比如，一名组员也许分享了一个相反的体验（比如她如何遭遇阻碍）→你可以邀请这名组员反思所遇到的问题与现在这个练习的关联（比如，我想知道我们现在在这里所讨论的内容是否和你早前提起的纠结情况有关连.....）。
- You can make connections with previous ACE exercises 你可以和之前的ACE练习相联系。

### 4. Modeling ACE 示范ACE

- Try to become conscious in modeling ACE – including mindfulness, allowing emotions to be present, and not get caught up or fused with issues yourself (e.g. long debate with a mom to prove you’re right and she’s wrong)  
请努力有意识地示范ACE—包括正念，允许情绪的存在，并且保持你自己不陷入或者融合进问题当中（比如，和妈妈长时间争论，以证明你是对的，她是错的）

- This includes being grounded and the ability to sit with silences ... with people coming in late ... with someone getting off course ... with the schedule falling behind ...  
包括坦然处之，有能力静静地坐着.....即使有人来晚了.....即使有人溜号了.....即使小组活动时间都延后了.....
- Of course, there is a balance to get things on track and ensure people get their breaks and meals on time – which sometimes mean things don't get covered; then it's a test of flexibility to reschedule exercises or try incorporating learning points with an alternate exercise  
当然，小组活动要按计划完成，还要保证组员准时休息和用餐，你需要酌情平衡—这意味着有些内容没能在培训中涵盖；那么，这就是一个对我们灵活性的考验，你可以重新安排练习，或者试着在另一个替代的练习里融入学习要点。

## 5. Disclose and share personal experiences 披露及分享个人经历

- Your own experiences as a human being are valuable; disclosure and sharing is helpful especially from an ACE perspective if it is judiciously used for a particular purpose in mind – i.e., to facilitate one of the above tasks  
作为一个人，你自己的个人经历非常宝贵；从ACE角度，如果你心中有特定的目的，并明智地运用披露和分享会有帮助—比如为了完成以上的某项任务
- Use 'I' statements – knowing that our experiences may or may not be applicable  
用“我”做陈述—要清楚我们的经历可能适用也可能不适用
- Be careful of taking away the spotlight/time from other participants; see if others can be encouraged to share first if at all possible; be vigilant the balance of how much the facilitators are leading/sharing versus the participants  
注意不要抢了其他组员的风头或者时间，尽最大可能鼓励其他组员先分享；谨慎地平衡小组带领者带领和分享、以及组员们分享的分量。

## 6. Working as a team 团队合作

- Usually, one facilitator may take the lead in an ACE exercise. In general, the other facilitators can play an important supportive role. This may include: (在ACE练习中，通常由一位小组带领者主导。总体来说，其他的小组带领者可以承担以下支持的角色。这可能包括：
  - Orienting late attendees  
引领迟到者
  - Helping an attendee who may need a break from the exercise  
帮助临时需要休息的组员
  - Controlling the environment (e.g. minimizing distracting noise; guiding participants to return to their seats after a break, etc.)  
维护环境（比如降低干扰的噪音，休息之后，指引组员回到他们的座位）
  - Emotionally supporting attendees as necessary (e.g. with tissue or water) (see #2 above)  
在必要时对组员提供情感支持（比如，提供纸巾或者水）（参考以上#2）
  - Keeping track of time and letting the facilitator know without disrupting the flow  
注意时间，并在不打扰流程的情况下提醒小组主导带领者时间。
  - In appropriate circumstances, helping the lead facilitator to clarify instructions, reinforce lead facilitator's comments, or deepen the discussion (e.g. asking a participant to elaborate further)  
在适当的情况下，帮助小组主导带领者澄清指令，强调她/他的话语，或者深化讨论（比如，让一位组员进一步阐述）

- On rare occasions, a participant may be particularly triggered in the group; the supporting facilitators can work with the lead facilitator to provide support as necessary (e.g. the lead facilitator may focus on helping the participant outside the group, while the supporting facilitator may take over the rest of the group, or vice versa).  
在极少情况下，某一位小组组员也许会被格外触发（负面情绪）；辅助的小组带领者可以和主导带领者一起工作，去提供必要的帮助（比如，主导带领者可能单独专注帮助这名组员，而小组领袖接手余下的小组活动，或者相反。
- On rare occasions, a participant may react in anger to the lead facilitator; supporting facilitators can help defuse the situation.  
在极少情况下，某位组员也许对主导带领者非常生气，辅助的小组带领者可以帮助缓和局面。
- In some exercises, supporting facilitator may be assigned a specific role (e.g. while the lead facilitator focuses on the bus driver, the supporting facilitator can help orient the passengers of the bus regarding where they stand, etc.)  
在一些练习中，辅助的小组带领者也许会被分配到一个专门的角色（比如，当主导带领者专注于公交司机，其他辅助的小组带领者可以帮助指引公车上的乘客站在哪里，等等）
- Supporting facilitators may be able to observe reactions of participants that the lead facilitator may not be aware of; debriefing, sharing, and discussions can be helpful for the team to better support all participants in up-coming exercises  
辅助的小组带领者可能会观察到主导带领者没注意到的组员的反应；总结，分享，和讨论会对小组有帮助，以便更好地帮助所有组员准备后面的练习。

# MODULE 1: INTRODUCTION & BUILDING GROUP NORMS 培训模块一：理论入门和制定 规则

# Introduction to ACE 接纳承诺与赋权理论入门

## **Objective**

- Orientate participants to the ACE model, including the integrated Acceptance and Commitment Therapy (ACT) and Group Empowerment Psychoeducation (GEP) core concepts and principles.  
帮助参与者了解ACE, 包括接纳承诺疗法(ACT)及赋权心理教育(GEP) 的概念,原则,及流程。

## **Suggested Time 建议时间**

- 20 minutes 分钟

## **Number of Facilitators 小组带领者人数**

- 1

## **Brief Description 简述**

- The facilitator shows powerpoint slides on ACE and explains the integrated ACT + GEP core concepts and 4 processes.  
带领者展示ACE幻灯片, 并解释综合ACT及GEP核心概念和流程。

## **Materials 物料**

- Powerpoint slides – [ACE-LYNX Intervention 接纳承诺与赋权理论模型](#)  
PPT 幻灯片

## **Sample Script 示例脚本**



## Acceptance and Commitment Therapy (ACT)

- **The ACT model of psychological flexibility consists of 6 important psychological processes.** Let's look at what typically gets us stuck and how ACT processes may help us.  
ACT心理弹性模型由6个重要的心理过程组成。让我们来看看通常我们会怎样陷入困境以及ACT历程如何帮助我们。

- **Cognitive fusion** occurs when we treat our 'thoughts' literally as 'reality', as if 'thoughts' and 'reality' are fused as one. Thinking helps us function efficiently and make sense of the world – so we tend to see and experience everything through the lens of our thoughts most of the time. We usually don't question what our thoughts are telling us. Our thoughts make sense to us. For example, "the earth is round" ... "fire is hotter than ice" ... and "hell is hotter than earth" ... when I say each of these sentences, they all sound real and logical to you, and you will not dispute them, even if you have never been to hell. As you listen to me talking now, you are probably busy thinking and making sense out of what I am saying, and so, our act of thinking and sense making is automatic and transparent to us. Most of the time, this isn't a problem, and our ability to think is amazingly helpful. However, in some cases, being 'fused' with our thoughts can get us completely stuck. No matter how 'true' or 'false' these thoughts are, they are actually all just thoughts. For example, if you become fused with certain assumptions like 'People are mean, and I can't trust others') and treat this as 'reality', how may this affect your participation in this group now? If we get stuck with always believing in our thoughts, how may it affect our actions in our lives?

**认知融合** 当我们把“想法”当作“现实”时，就会发生认知融合，好像“想法”和“现实”融合为一体。思考有助于我们有效地运作并理解世界 – 所以我们大多数时间倾向于通过思维的镜头来看待和体验一切。我们通常不会质疑我们的想法告诉我们什么。我们的想法好像有道理。例如，“地球是圆的”……“火比冰热”……“地狱比地球热”……当我说出这些句子中的每一句时，它们对你来说都是真实而合乎逻辑的，你不会对它们提出异议，即使你从未去过地狱。当你听我说话的时候，你可能正忙着思考并理解我所说的话，因此，我们思考和理解的行为对我们来说是自动和透明的。大多数时候，这不是问题，我们的思考能力对我们有着神奇的助益。然而，在某些情况下，与我们的想法“融合”可能会让我们完全陷入困境。无论这些想法多么“真实”或“虚假”，想法就是想法。例如，如果你融合了某些假设，比如“人是卑鄙的，我不能相信别人”，并将其视为“现实”，那么这对你现在参与这个小组有何影响？如果我们总是相信自己的想法，那么它

会如何在生活中影响我们的行为？

- An alternative is **Cognitive Defusion** – this means getting unstuck from our thinking. We can recognize our thoughts as only thoughts – no more and no less – no matter how convincing they sound. If you say to yourself ‘I can’t trust others here’ ... vs. ‘I am having the thought that ‘I can’t trust others here’ ... do you observe any difference? In this case, defusion helps us more fully participate in the group. By practicing defusion, we can foster our capacity to experience thoughts as thoughts, rather than always rigidly following our thoughts, even when they are not helpful to us.  
一种替代做法是**认知解离** – 这意味着从我们的思考中解脱出来。我们可以把我们的想法只是当作想法 – 不多也不少 – 无论它们听起来多么令人信服。如果你对自己说“我不能相信这里的其他人”.....比照“我想到我不能相信这里的其他人”.....你观察到任何不同了吗？在这种情况下，解离有助于我们更充分地参与小组活动。通过练习解离，我们可以培养我们去体验想法就是想法的能力，而不是即使想法对我们没有帮助，我们还总是严格遵从它们。
- As we are all human beings, we tend to avoid unpleasant and unwanted thoughts, feelings, bodily sensations, or memories. This **Experiential Avoidance** may sometimes be costly to our wellbeing, ineffective, or unnecessary. Although it may be our natural reaction to turn away from unpleasant and difficulty experiences, the act of avoidance may actually add to our own struggle and suffering. For example, if a person is scared of the dark and always sleeps with the light on and avoids the dark at all times, what would happen to this fear? What happens to his life if he avoids more and more? Soon, he may not even dare to go outside at night. What happens when there is a total blackout then?  
同为人类，我们都倾向于避免不愉快和不受欢迎的想法，感受，身体感觉或记忆。这种**经验式回避**有时可能损害我们的健康，没有效果，而且没有必要。尽管去摆脱不愉快和困难的体验可能是我们的自然反应，但回避这一行为实际上可能会增加我们自己的挣扎和痛苦。例如，如果一个人害怕黑暗，总是在灯光下睡觉，并且一直回避黑暗，那么这种恐惧会导致什么？如果他越来越回避，他的生活会怎样？很快，他甚至可能都不敢晚上出门。那么，当突然全面停电了，他该怎么办呢？
- An alternative to avoidance is **Acceptance**. It is the willingness to experience what thoughts and feelings are here, rather than trying to avoid, change, or suppress them. It is not about ‘giving up’ or ‘enjoying negativity’, but rather, about experiencing whatever is already here – pleasant or unpleasant – without any struggle.  
替代回避的另一种做法是去**接纳**。愿意体验现存的想法和感受，而不是试图回避、改变或压制它们。接纳不是“放弃”或“甘于消极”，而是去体验已经存在的任何体验 – 愉快或不愉快 – 不做任何挣扎。
- **Dominance of the conceptualized past and feared future** – sometimes we suffer the most when we are stuck thinking about the **past**, such as when we have been hurt in the past, e.g., bullied or abused, or when we have done things we regret. We may then be feeling sad, hurt, guilty, or angry all the time. Or we can get caught up in worrying about the **future** and things that have not happen yet.  
**被概念化的过去和恐惧的未来所操控** – 当我们被过往的思绪卡住时，有时我们会感到更痛苦。就像我们一直在受过去的诸如被欺凌或被虐待的伤害，或者曾经做过自己后悔的事情。于是我们可能会一直感到悲伤、受伤、内疚、或愤怒。或者，我们可能会陷入对未来和尚未发生的事情的担心之中。
- **Contact with the present moment** is about shifting our attention to what is happening here and now, including our thoughts, feelings, bodily sensations and external stimuli such as sound, sight, smell, etc. Training our ability to attend to the present moment can get us less stuck with our thoughts about our past or future. It helps us appreciate what is currently here now and respond more fully and effectively to the present situation. It also means taking ourselves off the ‘auto-pilot’ mode. For example, while driving or taking transit, we may ‘wake-up’ from our thinking only when get to the destination without really being present to the full experience of the journey along the way.  
**活在当下**就是把我们的注意力转移到现在正在发生的事情上，包括我们的想法、感受、身体感觉和外部刺激，如声音、视觉、嗅觉等。训练我们关注当下的能力可以帮助我们不再沉迷于对过去或未来的想法中。它有助于我们体味目前的情况，并更充分有效地应对当前的形势。这也意味着让我们脱离“自动驾驶”模式。就像在驾驶或乘坐公交车时，我们可能只有在到达目的地时才会从思虑中“醒来”，而不会真正沉浸入沿途的全部体验。

- **Attachment to the conceptualized self** refers to being too rigidly stuck with our fused identities based on ideas, concepts, and stories about who we are. Normally, knowing our strengths or our social roles, such as our particular job at school or work or the roles in the family and society, can be helpful, because we know what we need to do. But being rigidly fused with a role means that you can feel like losing a sense of 'self' when such a role is lost or has changed. For example, if you totally identify yourself as being an athlete, what happens if you get injured and can never run again? Further, being fused rigidly with ideas about ourselves, e.g., 'I'm not an adventurous person, so I can never try new things', can also restrict how we lead our lives and what we choose to pursue.

**对概念化自我的执着**是指我们过分拘泥于建立在想法、概念和故事上的关于我们是谁的“融合身份”的考量。通常，知晓我们的优势或社会角色，例如我们在学校或工作中的特定工作，或者在家庭和社会中的角色可能会对我们自己有所帮助，因为我们知道我们需要做什么。但是，与角色顽固地融合则意味着当这样的角色失去了或者发生变化时，你会产生一种失去“自我”感。例如，如果你完全认定自己是一名运动员，那么如果你受伤并且再也不能跑步会怎么样？此外，与我们自己的想法顽固地融合，例如，“我不是一个冒险的人，所以我永远不能尝试新事物”，也会对我们怎样去过我们的人生，以及我们选择去追求什么产生限制。

- **Self-as-context** refers to freeing ourselves from a restrictive fused identity or conceptualized self, and instead, realizing that there is a part of us that is actually like the context, i.e., the background or the container, in which our inner experiences like thoughts, feelings, memories, etc. occur. Being the container is more flexible and resilient than its contents. If you were a cup, yesterday you may contain sour milk, today you may contain coffee, and tomorrow you may contain juice. So, if we are like a container, we may come to realize that our difficult thoughts and feelings that we do not want, or conversely, treasured roles that we want to hang on to, will all come and go, while we are resilient and always ready to experience the present moment and new possibilities. This is also called the “observer self.” From your experience and perspective, “you” have always been “you” throughout your whole life, while all other things about you (that isn't actually you) are constantly changing – e.g. thoughts, feelings, body, roles, stories, memories, etc.

**以己为景**指的是将自己从限制性的、融合的身份或概念化的自我中解放出来，而且意识到在我们自己中的有一部分实际上就像是情景，即背景或容器-承装着我们的内心体验，即我们的想法，感受，记忆等。作为容器比其内容会更灵活和更有弹性。假设你是一个杯子，昨天你可能装着酸奶，今天你可能装着咖啡，明天你可能装着果汁。所以，如果我们就像一个容器，我们可能会意识到，当我们有弹性，随时准备体验当下的时刻和新的可能性时，我们不想要的困难的想法和感受，或相反地，我们珍惜的、想要抓住的人生角色，都会来来去去。这也被称为“观察的自我”。从你的经验和观点来看，贯穿你整个一生，“你”一直都是“你”，而关于你的所有其他事情（实际上并非你）都在不断变化 – 例如想法、感受、身体、角色、故事、记忆等。

- **Lack of values clarity** refers to not being in touch with our chosen values or what really matters to us. We may end up just doing things based on routine or habit without looking deeper at the meaning behind our actions. Our actions may be guided by our fusion to rules and stories and we may be stuck without realizing it. We may also just be busy avoiding things that provoke negative emotions like fear, anxiety, and sadness.

**价值不清**是指不与我们选择的价值观或对我们真正重要的事物保持接触。我们可能最终变得只是根据常规或习惯做事情而不去深入了解我们行为背后的意义。我们的行为可能遵从了我们对规则和故事的融合，我们可能会陷入其中而没有意识到。我们也可能只是忙着回避那些可能引起恐惧、焦虑和悲伤等负面情绪的事情。

- **Values** refer to being clear and in touch with meaningful chosen life directions and what matters to us. Values are different from goals in that they are not something that one can check off and complete, nor are they dependent on outcomes in some distant future. Rather, values are ever-present as directions that guide us and give our actions and our lives meaning and purpose.

**价值观**是指清楚地知道并且与所选择的有意义的人生方向，以及对对我们重要的事情保持接触。价值观与目标不同，因为它们不是可以划掉和完成的东西，也不是依赖于某个遥远的未来的某些结果。价值观指导我们的方向，并赋予我们的行为和人生的意义和目的。

- **Inaction, impulsivity, or avoidance** are patterns of behaviors that lead to more suffering and away from leading a meaningful life. For example, we may not take actions towards our values (e.g., 'I should take better care of myself, but I'm just too busy'); impulsively react to our emotions, thoughts, and stories (e.g., 'my friend made me angry – so of course I scream and yell'); or avoid valued actions and situations that may risk unpleasant inner experiences (e.g., 'I avoid my friends, in case they may not like me and I may feel anxious').

**没行动，冲动或回避**是导致更多痛苦并会远离有意义生活的行为模式。例如，我们可能不按照我们的价值观采取行动（例如，'我应该更好地照顾自己，但我太忙了'）；对我们的情绪，想法和故事作出冲动反应（例如，'我的朋友让我生气 – 所以当然我要大喊大叫'）；或回避有价值的行动，以及那些可能导致不愉快的内在体验的情况（例如，'我避开我的朋友，以防他们可能不喜欢我，我可能会感到焦虑'）。

- **Committed action** refers to engaging in patterns of behaviors or actions that are consistent with our chosen values. For example, if one of our chosen directions is to have self-compassion, then taking time each day for self-care and reflection is a committed action. Commitment requires acceptance and defusion of barriers that inevitably get in the way. Commitment is not about being perfect and never failing, but about the willingness of making a 100% commitment in the present moment. If one fails, one persists and gets back on track again. Committed action can be built from small steps to larger steps. Committed action is about the process and quality of action rather than some distant outcome.

**承诺行动**是指投入到与我们选择的价值观相一致的行为或行动的模式中。例如，如果我们选择的方向之一是自我慈悲，那么每天花时间进行自我照顾和反思就是一种承诺的行动。承诺要求接纳和解离那些挡住道路的，不可避免的障碍。承诺不是要完美并永远不会失败，而是要在当下做出100%承诺的意愿。如果一个人失败了，这个人要坚持并再次回到正轨。可以从小步骤到更大步骤构建承诺的行动。承诺的行动是关于行动的过程和质量，而不是一些遥不可及的结果。

- ACT is about increasing our **psychological flexibility**. It is about using the ACT processes to help us lead a more meaningful life regardless of difficulties. It is about not getting caught up with our thinking and feelings ... cultivating a willingness to experience whatever is here rather than avoiding ... being in the present moment ... as an observing self ... being clear about what we care about ... and committing to taking meaning actions based on our values.

ACT旨在提高我们的心理灵活性。它是关于使用ACT流程来帮助我们在无论怎样困难的情况下，都去过更有意义的生活。它是关于不被我们的想法和感受所纠缠..... 培养去体验所有一切的意愿而不是去逃避.....活在当下.....作为一个观察的自我.....明确什么是我们关心的东西.....并承诺采取 基于我们价值观的有意义的行动。

## Group Empowerment Psychoeducation (GEP)

- **Empowerment** is both a concept and a process that leads to desired outcomes. It has been applied in health and social care for more than six decades. Empowerment processes are underpinned by social justice and equity principles. Evidence shows that people who feel disempowered or powerless tend to experience worse health.

**赋权**，即是一个可以带来预期成果的概念也是一个过程。它已经在健康与社会护理领域应用了六年以上。赋权过程以社会正义和公平原则为基础。证据表明，感到无权/无力的人往往会遇到一些身体健康问题。

- **Empowerment** is a social-action process that promotes participation of people, organizations, and communities. The goal of empowerment is to build capacity among individuals and communities in identifying their needs, challenges, strengths, and strategies to improve their collective health and wellbeing. It can be applied and evaluated at three levels – individual, organizational and community.  
**赋权** 是一个社会行动的过程，它可促进人们，组织和社区的参与。赋权的目标是在个人和社区之间搭建更好的能力，以发现他们的需求，挑战，优势和策略，以改善集体的健康和福祉。赋权可以在个人，组织和社区三个层面上来应用和评估。

**GEP consists of four key concepts and/or principles.** These key concepts and principles work in tandem to support individuals and groups in sustaining personal and collective empowerment and psychological flexibility, especially in the areas of defusing from societal rules and stories that are disempowering and limiting full-valued living.

**GEP由四个重要的概念以及/或者原则而组成。** 这些关键概念和原则协同工作，以支持个人和群体维持个人以及集体的赋权和心理灵活性，特别是在摆脱了社会规则，剥夺了人们的权利并限制有价值的生活的情况下。

1. **Social Justice and Equity:** Social justice is a set of principles and guidelines to ensure that the rights of all people in society are considered in a fair and equitable manner; for example, the right to live in a stigma-free environment, the right to employment and income. Equity goes beyond equality to ensure that marginalized and disadvantaged groups have access to resources that enable them to reach their full potential in all aspects of life.

**社会公正与平等:** 社会正义是一套原则和准则，可确保可以公正和公平地考虑社会所有人的权利。公平不仅限于平等，还可以确保处在边缘化的群体能够获得足够的资源，使他们能够在生活的各个方面充分发挥潜力。

2. **Empathy and Compassion:** Empathy is our ability to recognize, understand and resonate with the emotion of others. Compassion includes empathy and takes a step further — it is a way of being with the ability to hold our own emotional reactions mindfully without judgement or outburst, and the desire to relieve other people's suffering as well as our own suffering (self-compassion). Compassion can be cultivated through mindfulness practice and connecting to our values. It can enhance defusion and acceptance. It is a way of being that facilitates committed action toward social justice and equity, including the desire to eliminate stigma and discrimination towards people living with mental illness that cause suffering.

**同理心以及恻隐心:** 同理心是人的一种可以去认知，理解，并能与他人产生情感共鸣的能力。恻隐心包括同理心，并能进一步发展。即是，这是一种能够有意识的控制自我情绪并能减轻他人痛苦的能力。恻隐心可以通过正念练习并与我们的价值观建立联系来培养。它可以增强解离和接受感。这是一种促进对社会正义和公平采取坚定行动的方式，同时也包括希望消除对有受到精神疾病困扰的人的污名化以及歧视。

3. **Interdependence:** Our health and wellbeing are determined by a myriad of personal, social, economic, and environmental factors at the local and global levels. Awareness of our interconnectedness enables us to recognize our shared values toward humanity; for example, climate change and food insecurity, the impact of public policies on our access to education or healthcare, etc. Our understanding of interdependence enables us to focus on our values and take action collectively to achieve our common goals based on social justice and equity.

**相互依存:** 我们的健康和福祉取决于地方和全球各级的众多个人，社会，经济和环境因素。意识到我们的相互联系，使我们能够认识到我们的普世价值观；例如，气候变化和粮食缺乏，公共政策对我们获得教育或医疗保健的影响等。我们对相互依存的理解使我们能够专注于我们的价值观并共同采取行动实现基于社会正义和公平的共同目标。

4. **Collective Empowerment** is the synergistic interactions between individuals, organizations and communities. Empowering processes include awareness raising, critical reflection, open dialogue, capacity building and shared leadership, which together contribute to increased partnership and collaboration to achieve shared goals to improve collective wellbeing and health equity.

**集体赋权** 是个人，组织，和社区之间的协同互动。赋权过程包括提高认知，批判性反思，公开对话，能力建设和共同领导能力，这将有助于增进伙伴关系和合作，以实现共同目标，以改善集体福祉和健康平等。

**In ACE-LYNX, ACT and GEP work synergistically through six ACT and four GEP processes that are interconnected.**

**在ACE-LYNX中，ACT与GEP协同合作，通过相互连接的六个ACT以及4个GEP过程。**

The ACE activities combine direct **experiential learning** that builds on participants' past experiences and existing knowledge, and **focused critical reflection** that enables participants to become aware of their internal struggles (e.g., fusion with judgemental ideas or rigid self-identity) and the social determinants of their wellbeing (e.g., access to social support or workplace safety).

ACE活动结合了基于参与者过去的经验和现有知识的直接**体验式学习**，以及**集中的批判性反思**，使参与者能够意识到自己内心的挣扎（例如，与判断力或僵化的自我认同的融合）以及决定他们福祉的社会决定因素（例如，获得社会支持或得到工作场所安全）。

- The ACE activities also engage participants in **collaborative learning** and **critical dialogue** to exchange ideas, perspectives and insights, generate new knowledge, develop mutual and supportive relationships, and identify shared values and work collectively to achieve their collective goals (e.g., promote student mental health; address stigma)  
ACE活动还使参与者参与**协作学习和批判性对话**，以交流想法，前景和见解，来产生新知识，发展相互支持的关系以及共同的价值观，来实现集体目标（例如，促进学生心理健康；阐明污名化）

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### On GEP:

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# Group Goals 小组目标

## **Objective 目标**

- Establish personal and group goals  
建立个人和小组目标

## **Suggested Time 建议时间**

- 15 minutes 15分钟

## **Number of Facilitators 小组带领者人数**

- 1

## **Brief Description 简介**

- The facilitator elicits individual and group goals from participants, clarifying as necessary. The joint collaborative process to establish group goals itself begins to enhance group cohesion.  
小组带领者从组员那里引导出个人的和小组的目标，并在必要时进行阐明。建立小组目标这一联合协作过程本身就会开始增强小组的凝聚力。

## **Materials 材料**

- flip-chart and markers 夹纸白板和彩笔

## **Instructions & Sample Script 说明和示例文本**

1. Introduction and elicit group goals – “Having learned about the ACE model, we want to explore what you would like to get out of the group. Think about why you are here. You can share your personal goals in attending this group – i.e., how this may change or help you in your own personal life – or group goals – i.e. what you would like the group to achieve as a whole.  
说明并引出小组目标 – “在了解了ACE模型后，我们想要了解你希望从小组中获得什么。想想你为什么来这里。你可以分享你参加这个小组的个人目标 – 即，这将对你个人生活带来怎样的改变或帮助- 或小组目标 – 即你希望小组作为一个整体实现什么样的目标。
2. Write down participants’ suggestions on flip-chart paper, clarifying as necessary. Turn vague goals about thoughts & emotions into S.M.A.R.T. behavioral goals (Specific, Measurable, Attainable, Realistic, Timely). For example, if the participant says: “less anxiety”, the facilitator may ask: “if you do have less anxiety, what would you be able to do (that you are not already doing)?”  
在夹纸白板上写下参与者的建议，并在必要时进行澄清。将关于想法和情感的模糊目标转化为S.M.A.R.T. 行为目标（具体的、可测量、可实现的、现实的、有时效性的）。例如，如果参与者说：“减少焦虑感”，小组带领者可能会问：“如果你的焦虑程度减低，你还能做什么（你还没有做过的事情）？”
3. The facilitator can add specific goals based on the objectives of the group.  
小组带领者可以根据小组目标增加具体的目标。
4. Post the goals whenever the group is in session – “I am posting these group goals on the wall so that we can refer to them throughout all the sessions. You can add to it later on. We can also revisit this from time to time to see if we are on track.”  
当小组开会时，张贴目标 – “我将这些小组目标张贴在墙上，以便我们在会议过程中参考它们。你可以稍后再添加

(新的目标)。我们也可以不时重新审视这些目标，看看我们是否正走在正轨上。”

# Group Rules 小组规则

## **Objective 目标**

- Establish group rules to create safe space and enhance trust and group cohesion  
建立小组规则，以创造安全的空间，增强信任感和团队凝聚力

## **Suggested Time 建议时间**

- 10 minutes 10 分钟

## **Number of Facilitators 小组带领者人数**

- 1–2

## **Brief Description 简述**

- The facilitator elicits group rules from participants, clarifying as necessary. This can be supplemented by key rules to ensure that there is a safe space for sharing and learning, especially the group is experiential in nature. The joint collaborative process continues to enhance group cohesion.  
小组带领者引导参与者制定小组规则，并在必要时进行澄清。以主要规则做补充，以确保分享和学习的空间是安全的，尤其是该小组是体验性小组时。成员间联合协作的过程会持续增强小组的凝聚力。

## **Materials 材料**

- flip-chart and markers 夹纸白板和马克笔

## **Instructions & Sample Script 说明和示例文本**

- Introduction and elicit group rules – “Bearing in mind the ACE model and the goals of this group, let us now collectively come up with a list of ground rules and guiding principles that we can all follow to create a safe space for all of us. Maybe you already have some in mind from previous group learning experiences. What needs to be in place for you so that you can feel safe and have the optimal environment for sharing and learning?”  
介绍并引出小组规则 – “把ACE（接纳承诺与赋权）模型和小组目标放在心上，现在让我们一起想出一系列基本规则和 guiding 原则，我们可以遵循这些原则为所有人创造一个安全的空间。也许你已经从之前的小组学习经历中有了一些想法。这里需要些什么，才能让你感到安全并得到一个分享和学习的最佳环境？”
- Write down participants' suggestions on flip-chart paper, clarifying as necessary. For example, if a participant says: “Confidentiality”, the facilitator can clarify with “Yes, confidentiality. Can you please say more about what you meant by confidentiality?”  
在夹纸白板上写下参与者的建议，并在必要时予以阐明。例如，如果参与者说：“保密”，小组带领者可以说“好的，保密。你能否详细说明保密意味着什么吗？”来进一步阐明。
- Prompt for additional group rules (see below) if not brought up by the participants spontaneously.  
如果参与者没有主动提出其他小组规则，则提示他们（参见以下）。
- Post the rules whenever the group is in session – “I am posting these group rules on the wall so that we can refer to them throughout all the sessions. During the group, if you think of another rule that would support positive interaction among all of us as a group, we invite you to share it and we will add it to the list.”  
当小组活动时张贴这些规则 – “我在墙上张贴这些小组规则，以便我们可以在整个讨论过程中参照它们。在小组讨论期

间，如果你想到另一个可以促进我们在小组中积极互动的规则，我们邀请你分享它，我们将把它添加到列表中。”

## Key items for Group Rules 小组规则的关键项目

Items to be included in the list of ground rules: 基本规则列表中需要包含的项目：

- Confidentiality: “We would ask that everything personal that is shared in this room will remain in this room, that is, each one of us agree not to reveal any personal sharing to anyone outside of this group. Let us look at this issue a little bit more...”  
保密：“我们会要求在这个房间内分享的所有私人信息都将保留在这个房间内，也就是说，我们每个人都同意，不向这个小组以外的任何人透露任何私人分享的内容。让我们再多关注一下这个议题.....”
  - Help the group distinguish the difference between personal information (names, detailed experiences, etc.) from generic teaching points that can be abstracted and shared e.g., the ACE model, the effect of fusion, the benefits of mindfulness, etc.  
帮助小组成员区分私人信息（姓名，详细经历等）和可以摘录及分享的一般教学点之间的差异，例如ACE（接纳承诺与赋权）模型，融合的影响，正念的好处等。
  - If it does not come up, address the issue of interactions outside the group e.g., is it 'ok' to greet each other outside the group if you bump into the other person?  
如果组员没有提出，请提出在小组之外的交往的话题，例如，如果在小组活动之外你碰到另一个人，是否可以互相问候？
- Mutual respect: “Each one of us agrees to respect each other as fellow human being, and respect each other's opinions and ideas, even when we may not agree with each other. This also means sharing time and giving each person the opportunity to share their ideas and opinions.”  
相互尊重：“我们每个人都同意彼此作为人类同伴互相尊重，尊重彼此的意见和想法，即使我们的意见不一致。这也意味着时间共享，以及让每个人都有机会分享他们的想法和意见。”
- Advice Giving: “Each of us has valuable experiences to share. At the same time, what works for you may not work for someone else. So, we can share our experiences rather than telling people 'you should have handle things this way.'”  
提供建议：“我们每个人都有宝贵的经验可以分享。与此同时，对你有用的东西也许不适合别人。所以，我们可以分享我们的经验，而不是告诉别人你应该以这种方式处理事情。”
- Use the 'I' statement: “To demonstrate respect, we invite everyone to use the 'I' statement when appropriate. This means each one of us agrees to take accountability for what we say and share. For example, we can share – 'I feel that mindfulness meditation has been helpful for me' – rather than 'You should be doing meditation everyday.' It also means that we respect others who may think and feel differently. Instead of saying 'You should not cry or feel bad about that', consider what else you may say beginning with 'I'. You may also have noticed that using statements beginning with 'you should' may be problematic, as we are not telling people what they should or should not be doing, i.e., advice giving.”  
使用“我”来陈述：“为表示尊重，我们邀请所有人在适当时候使用“我”来陈述。这意味着我们每个人都同意对自己所说和分享的内容负责。例如，我们可以分享 – “我觉得正念冥想对我有帮助” – 而不是“你应该每天做冥想。”这也意味着我们尊重那些与我们的想法和感受可能不同的人。不要说“你不应该哭或你不应该对此感觉不好”，考虑一下你可以用“我”开头陈述什么。你可能还会注意到，使用以“你应该”开头的陈述可能是有问题的，因为我们不是告诉人们应该或不应该做什么，即，提供建议。
- Punctuality: “Since our goal is to learn together as a group within a limited set of time, what are your thoughts on punctuality? e.g., arriving on time, returning from lunch and breaks on time, including going to bathroom during the breaks whenever possible, etc.” Discuss the rationale for punctuality, especially when some exercises may require the participants' presence from the start, such as group meditation.

守时：“由于我们的目标是在有限的时间内作为一个小组共同学习，你对守时的看法是什么？例如，按时到达，在午餐和休息时间后准时返回，包括尽可能在休息期间去洗手间等。”讨论需要准时的理由，特别是有一些练习可能要求参与者从一开始就在场，例如小组冥想。

- Other items: 其他条目:
  - Not passing judgments on others 不评判他人
  - Ability to 'pass' if you do not want to share 如果你不想分享，可以选择“跳过”
  - Everyone gets a chance to share if they do want to 如果愿意的话，每个人都有机会分享
  - Not interrupting others 不中断他人
  - Freedom to take a break when you need to 在需要时自主休息
  - Cell phones on silent/vibrate, etc. 将手机调成静音/振动等

# How to get the most out of this workshop? 怎样在工作坊中收获最多?

## Objective 目标

- Orientate participants to fully and safely engage in the workshop  
带领参与者安全地，全面地投入到工作坊中

## Suggested Time 建议时间

- 15 – 20 minutes 15-20 分钟

## Number of Facilitators 小组带领者人数

- 1

## Brief Description 简述

- The facilitator shows PowerPoint slides of pictures without any words. For each slide, the facilitator discusses key themes around an issue that can facilitate group participation.  
小组带领者播放没有任何文字的PPT幻灯片图片。小组带领者播放没有任何文字的PPT幻灯片图片。对于每张幻灯片，带领者围绕该问题的关键主题进行讨论，以促进团体参与度。

## Materials 材料

- Powerpoint slides – [How to get most out of the workshop? 怎样在工作坊中收获最多PPT幻灯片](#)

## Instructions & Sample Script 说明和示范文稿

1. Spotlight – “Often times we find ourselves focused on the world outside of us. We may focus on problems and solutions as being out there. Or we may be focused on learning how to help others. In this workshop, see if you can allow yourself and your own experiences to be the center of your focus. Begin by letting the spotlight to be on yourself.”  
聚光灯 – “很多时候，我们发现自己专注于我们之外的世界。我们可能会把重点放在外在的问题和解决方案上。或者我们可能会专注于学习如何帮助他人。在本次工作坊中，看看你是否可以让自己和自己的体验成为你关注的中心。首先将聚光灯照在你自己身上。”
2. Mirror – “In focusing on yourself, see if you can also allow yourself the space for self-reflection and an opportunity to take a good honest look at yourself and your life.”  
镜子 – “专注于自己，看看你是否也可以让自己有自我反思的空间，并有机会对自己和你的生活进行诚实的审视。”
3. Open Window – “Self-reflection is most effective when we allow ourselves to ‘open-up.’ We would invite you to be open at least to yourself, and to the extent that you are willing, with the others in this group. Be open to new ideas and new experience, even if you find some exercises strange.”  
打开的窗子 – “当我们允许自己‘敞开’时，自我反思是最有效的。我们会邀请你至少对自己敞开心扉，并且在你愿意的范围内，对这个小组中的其他人敞开。即使你发现这些练习有些陌生，也要试着开放地接受新想法和新体验。”
4. Heart & Key – “In order for all of us to feel safe to open our hearts and share our feelings in this group, we must have the assurance that everything that is shared in this room stays in this room.”  
心&钥匙 – “为了让我们所有人都能敞开心扉，安心地在这个小组中分享我们的感受，我们必须保证在这个房间里分享的所有内容都不外传。”

5. Heart – “As we become more open with ourselves and with each other, we need to do this with compassion.”  
心 – “因为我们要对自己和对对方变得更加坦诚，我们需要怀着慈悲之心来做这件事。”
6. Baby swimming – “Just like learning to swim, there are some things we must learn by experiencing. This group is all about learning through experience and participation – not simply intellectually understanding or reading something. You do have to get ‘wet’ in the water to learn. Approach this as a baby who is just learning to swim would – with openness and curiosity. At the same time, don’t force yourself to go ‘too deep.’ Some may be ready to swim at deep water, while others may want to just dip their toes in the water. There is no need for comparison. Go at your own pace.”  
婴儿游泳 – “就像学习游泳一样，我们必须通过体验来学习一些东西。这个小组就是通过体验和参与来学习 – 不仅仅是从头脑层面理解或阅读某些东西。你必须在水中“浸湿”才能学习。把自己当作一个初学游泳的婴儿 – 保持开放心和好奇心。同时，不要强迫自己走得“太深”。有些人可能准备好了在深水中游泳，而其他人可能只想在水中把脚趾打湿。没有必要进行比较。根据自己的节奏进行就好了。”
7. Emotional Faces – “Part of the getting wet is allowing yourself to be in touch with your emotions to the extent that you are willing to do so. This may also mean allowing others in the group to feel the emotions they need to feel. You can support one another without controlling each other’s emotions or telling one another how they ‘should’ feel. Try not to give advice, and simply allow each other the freedom to experience emotions without trying to rescue one another. It’s ok to feel exactly how you feel.”  
情绪脸 – “浸湿”的一部分作用是让你以自己感到舒适的程度，去接触到你的情绪。这也可能意味着，允许小组中的其他人感受他们需要感受到的情绪。你们可以互相支持，但不要试图控制彼此的情绪，也别试图告诉对方“应该”如何感受。尽量别提建议，只是让对方自由地体验情绪，而不是试图拯救对方。无论你的感受是什么样的，都是ok的。”
8. Footprints in the sand – “This group is an experiential and reflective journey. Each activity we do will build on the previous. Even if an activity does not make complete sense at the time, you may appreciate its meaning later on. Approach each activity with patience, openness, and reflection.”  
沙滩上的脚印 – “这个小组活动是一次体验和反思的旅程。我们所做的每项活动都是建立在过去的活动之上。即使某项活动在当下看来并不是完全合理，你也会在今后体会到它的含义。请带着耐心、开放和反思来进行每项活动。”

# MODULE 2: DEFUSION 培训模块二：认知解离

# Leaves-On-a-Stream 流水落叶

## Objectives 目标

1. Discuss the concept of mindfulness 讨论正念理念
2. Practice getting in touch with the present moment in the here-and-now 练习在此时此刻与当下连接
3. Facilitate defusion and the experience of observing rather than engaging with thoughts 促进解离及观察体验，而不是被想法占据

## Suggested Time 建议时间

- 20 – 30 minutes 20-30 分钟

## Number of Facilitators 小组带领者人数

- 1人

## Brief Description 简述:

- This is a guided meditation using visual imagery. The facilitator begins by encouraging the participants to sit in a comfortable position with their eyes closed or their gaze gently lowered and centered on the floor. The participants are first directed to become aware of their own breath. This is followed by a guided visual imagery of walking through a forest and arriving upon a riverbank. The core practice is becoming aware of emerging thoughts, feelings, or images moment by moment and putting them on imaginary leaves floating down the stream. Effectively, the participants are coached to continuously observe their stream of consciousness without engaging or getting hooked by these inner experiences. To end the practice, the participants are guided to return the awareness back to the breath, and then to return back to the regular state of alertness.

这是一个使用视觉想象的导引冥想。小组带领者鼓励组员以舒服的姿势坐着，闭着眼睛或者目光轻轻居中，向下注视眼前的地板。在一开始，指示组员们去觉知他们的呼吸。随后，是一个导引的视觉想象，走过一片森林，又抵达一个河岸。核心练习是要时时刻刻对升起的想法，感觉，或者影像变得有觉知，并把它们放到想象中正在随着流水飘走的落叶上。渐渐地，指导组员们持续观察他们的意识的流动，而不被内在体验所吸引或纠缠。在结束阶段，指导组员们回到关注呼吸上，然后回到清醒的常态。

## ACE Processes ACE流程

- Present Moment 当下的时刻
- Defusion 解离
- Compassion 恻隐心

## Key Learning Points 学习要点

- Mindfulness is about becoming **aware** and **attentive** to the **present moment** with a **non-judgmental observer stance**.  
正念是以**不评判的观察者的姿态对当下时刻**变得有**觉知和专注**。
- We are often entangled with our inner thoughts, feelings, images, or bodily sensations. Struggling with them takes us even further away from mindfulness. With practice, we can increase our ability to

**observe** these inner experiences without getting caught up with them.

我们经常会与我们内心的想法，感受，影像，或者身体感觉纠缠在一起。纠结于它们会让我们离正念更远。随着练习，我们可以增加我们**观察**那些内在体验的能力，而不是陷入其中。

- When we practice mindfulness, our constant stream of thoughts can be especially challenging.

**Defusion** is the skill of relating to our thoughts as just thoughts. This can be strengthened over time with practice.

当我们做正念练习时，我们不断涌现的想法尤其是一种挑战。**解离**是一种把我们的想法只看作是想法的技能。这个技能可以通过练习不断加强。

- It is not uncommon to encounter challenges when practicing any skills, including mindfulness. The paradox is that any expectations about mindfulness and judgements about our practice actually take us away from mindfulness. **Patience** and **self-compassion** is a core part of the mindfulness practice. 在练习任何技能时遇到挑战非常常见，包括正念练习。看起来自相矛盾的是，任何对于正念的期待和对我们所作练习的评判实际上都会让我们离正念更远。**耐心和自我怜悯心**是正念练习的核心部分。

- Our thoughts about the past, including past trauma or regrets, can trap us with sadness. Our worries about the future can trap us in anxiety. Mindfulness can decrease this kind of suffering as we practice attending to the **present moment**.

我们的关于过去的想法，包括过去的创伤或者追悔，会让我们落入悲伤的陷阱。我们对未来的担心会让我们跌入恐慌的荆棘。正念可以减少这类痛苦，只要我们练习留意**当下的此刻**。

## **Materials 材料**

- Meditation bell 冥想铃
- Timer 计时器

## **Instructions & Sample Script 说明和示范文稿**

NB: each “...” below denotes a pause of about 5 – 10 sec unless otherwise stated. 请注意：除了另外说明，以下每个“...”表示五到十秒的暂停。

1. Introduction – “Now we are inviting you to take part in a guided imagery and meditation exercise together. This can help cultivate mindfulness, which helps free us from being entangled with our thoughts or emotions. See if this exercise can help you connect more with the present moment and the here-and-now.”  
介绍-“现在我们邀请大家一起进行一个导引的想象和冥想练习。这个练习可以帮助养成正念，帮助我们从想法或者情绪的纠缠中解放出来。看看这个练习是否可以帮助你此时此刻的当下相连接”
2. Getting the participants ready – “Please sit in a comfortable position. This usually means your feet flat on the ground and sitting up straight in the chair with your hands on your lap. If there is anything in your hands, feel free to put it down on the floor. I will sound the bell to mark the beginning and end of the exercise. Close your eyes gently or lower your gaze to a fixed spot on the floor in front of you.  
让组员准备好—“请以舒服的姿势坐好。这通常是指你的双脚平放在地上，在椅子上坐直，双手放在膝上。如果你的手里有东西，请把它放到地上。我将用铃声表示这个练习的开始和结束。请轻轻合上你的双眼 或者目光下垂到你眼前地板上某一个固定的地方。
3. Ring the bell, allowing the tone to vibrate and fade naturally, to start the exercise.  
敲响铃声，在声音自然地震动和消退中开始练习。
4. Awareness of the Breath – “For the next few moments, see if you can just notice and become fully aware of your breath. There is nothing you need to change about it. You do not need to make it deeper or shallower. Just notice how your naturally breath comes in ... and goes out ... You can just simply

observe ... without any need to take control ... this is the practice of just observing your breath ...”

对呼吸的觉察—“在下面的时间，看看你是否可以只是留意和全然观察你的呼吸。你不需要改变任何东西，你不需要让呼吸变得更深或者更慢。只是留意你自然的呼吸怎样吸进...呼出...你可以只是观察...不需要任何控制...这只是一个观察你的呼吸的练习...”

5. Imagery of the forest and the river – “See if you can allow yourself to imagine that you are walking along a forest path ... you can take in the colours of the forest... feel the sun shining on your face through the branches above your head ... perhaps you can feel a gentle breeze ... and notice the smell of the forest air ... and hear the crunching of the leaves beneath your feet... up ahead, you can hear the gentle sound of water... and you follow that sound ... as you emerge through a clearing, you find yourself on a river bank... allow yourself to sit down by the river bank... and notice leaves gently floating by along the surface of the water...”

想象森林和河流—“看看你是否可以让自己想象你正在沿着一个森林小路走着...你沉浸在森林的色彩中，感到阳光穿过你头上的枝桠在你的脸上闪耀...也许你还可以感受到微风徐来...留意到森林里空气的味道...听到你脚下落叶的沙声...请继续前行，你听到轻轻的流水声...你跟随这个声音...随着你穿过一片空地，你发现自己来到了河边...让自己在河岸边坐下...开始观察树叶轻轻地顺着河水的表面飘过...”

6. Putting thoughts on leaves – “For the next few moments, notice whatever shows up in your mind ... it may be a thought or an image or an emotion... whatever it may be, see if you can place it on a leaf... and just observe it gently floating by... See if you can do this with each thought or image that shows up ... whether they are pleasant or unpleasant ... moment by moment, notice whatever shows up for you and put it on a leaf and watch them float away naturally... there is no need to hurry them along or slow them down. (Pause for at least 20 seconds)

把想法放到落叶上—“在下面的时间，请留意任何在你脑海中显现的东西...也许是一个想法，一个影像或者一种情绪...不论是什么，看看你是否可以把它放到一片落叶上...不论是愉悦的还是不愉悦的...时时刻刻，留意任何在你那里浮现的体验，把它放到一片落叶上，并看着它们自然地飘走...不需要去加速或者放慢（暂停至少20秒）

7. Coaching to deal with possible difficulties: 指导怎样应对可能的困难:

- “If your mind goes blank, you can simply just remain still ... and remain watchful for any thoughts that may start showing up ...”  
如果你的大脑变成空白,你只要保持平静...而且保持警觉任何可能会出现的想法...”
- “If you have the thought – “This is strange” or “this is boring” or “this is too hard or too easy” or “I’m not doing this right” or “I have no thoughts” – place these thoughts on a leaf and watch them float by.”  
“如果你有这样的想法—“这好奇怪”或者“这好无聊”或者“这太难了或太容易了”再或者“我不会做对的”或者“我没有想法”—把这些想法放到一片叶子上,看着它们飘走。”
- “If a painful feeling arises, simply acknowledge it. Say to yourself, “I notice that I am having a painful feeling” and place this on a leaf and watch it float by.”  
“如果一个痛苦的感觉升起,只要承认它.对自己说:“我留意到了我有一个痛苦的感觉”再把它放到一片叶子上,并看着它飘走。”
- “If your mind wanders off, just gently guide yourself back to this exercise ... there is no need to judge ...”  
如果你的头脑溜号了,只要轻轻把自己带回到这个练习上...不需要做评判

8. Allow about 1 minute of silent practice. (Longer for an experienced group.)

留出一分钟做静默练习.(如果是有经验的小组,就留长一点时间)

9. A gentle reminder about the exercise – “If your mind has drifted off or you have forgotten about the exercise, congratulate yourself for noticing this ... and gently guide your attention back to the exercise ... there is no need to judge ... and if you do notice any judgement, put that judgement on a leaf and watch it float by ...”

一个温馨提示——“如果你的心已飘走,或者你完全忘记了跟着做练习,恭喜你注意到这个...温和地引导你的意识回到练习当中,不要有任何评判,如果你留意到任何的评判,把那个评判放到叶子上,并看着它飘过...”

10. Allow for another minute of silent practice. (Longer for an experienced group.)  
再留出一分钟做静默练习 (如果是有经验的小组,就长些时间)
11. Closing of the exercise – “... see if you can let the thoughts, the leaves, the river, or any images go ... gently bring your attention back to your breath ... in ... and out ... notice that it has been there all along ... gently guide your awareness to the fact that you are sitting here ... in this present moment now... you can become aware that you are here with us in a group ... and in your mind's eye, see if you can visualize the room and the pattern on the carpet or floor ...it is time for us to reconnect... when you hear the bell, it signals the end of the exercise ... and whenever you are ready, gently open your eyes feeling alert and refreshed ...”  
练习的尾声——“...看你是否可以让那些想法,树叶,那条河,或者任何想象离去...轻轻地把注意力带回到你的呼吸上...吸进...呼出...注意到我们的呼吸其实早就在那里...轻轻地导引你自己去觉知你就坐在这里...在此刻...你可以发现你就在这里,和我们同在这个小组里...在你的脑海中,看看你是否可以想象房间和地毯或地板上的图案... 现在是我们再次连接的时刻...当你听到铃声,这是练习结束的信号...任何时候,当你准备好了,轻轻地睁开你的双眼,带着清醒和清新的感觉...”
12. Ring the bell, allowing the tone to vibrate and fade naturally, to end the exercise.  
敲响铃声,让声音自然震动,慢慢消失,结束练习。

### **Debriefing & Sample Scripts 小结和示范文稿**

Being in the present moment vs. past/future 活在当下vs.过去/未来

- “Often we may find ourselves thinking about the past, bothered by something bad that happened to us that made us sad or angry ... or bothered by something we did and feeling regretful and guilty. Conversely, we may be worried about things that have not happened yet. It may even be so scary that we avoid doing certain things. It may not even be about the distant past or future. For example, when you were doing this exercise just now or even on your way to attend this training today, you may have had thoughts about what you may do tonight when you get home. Notice how easy it is for us to miss being in the present moment and get caught up with past or future. This exercise is about practicing the skill of being in the present moment.”  
“我们经常发现自己回想过去,被发生在我们身上的不好的事情所困扰,让我们感到悲伤或愤怒.....或者为我们自己做过的事感到困扰,感到后悔和内疚。相反,我们又可能会担心一些还没发生的事情。我们感到如此害怕,以至于我们会因此回避做某些事情。也许那些甚至都不是在遥远的过去与未来。举例来说,当你现在在做这个练习的时候,或者就在今天你来参加培训的路上,你可能已经有关于今晚回到家你要做什么事儿的想法。请注意,和此时此刻失去连接,陷入过去和未来之中到对于我们来说是多么得容易。”

Awareness and attention vs. “auto-pilot” 觉知和专注 vs.“自动驾驶”

- “Have you ever found yourself being on ‘auto-pilot’? You may be in a car, and before you know it, you are there ... quite likely, on your way here, you may not have noticed the colour or number of trees... mindfulness is helping us switch off the ‘auto-pilot’ and attend to the present moment with full awareness and attention.”  
“你发现自己曾经在“自动驾驶”状态吗? 你可能在车里,在你意识到之前,你已经到了那个地方.....很可能,在你来这里的路上,你可能没有注意到两旁树木的颜色或者有几棵树.....正念帮助我们关掉“自动驾驶仪”,并全神贯注地关注当下。

## Observing compassionately vs. judging 同情地观察VS.评判

- “Mindfulness is also about being non-judgmental and cultivating compassion. You may have certain expectations of yourself and that your mind must be blank, and have the judgment that you are not being mindful enough and feel frustrated. Yet, having ongoing thoughts is common for all of us. In this practice, instead of judging, you can take on the role of an observer – observe thoughts, feelings, images or whatever comes up in the moment – as thoughts, feelings, images ... without the need to evaluate, judge, or figure them out in some way. So if you find yourself struggling to remain fully present and mindful, be patient and compassionate with yourself. Struggling or striving hard to achieve a certain state may just add to frustration, taking us away from being present in a non-judgmental stance. You may have less and less struggle with patient practice over time.”

“正念也是指不评判和培养慈悲心。你可能对自己有一定的期望，即你的脑海必须是空的，并且你还有对自己没有足够注意力进行评判所带来的沮丧感。然而，不断地产生想法其实对我们所有人都是非常普遍的。不必去评判，我们可以作为观察者—观察想法，感觉，影像或者任何在那一刻浮现的体验—那些就是想法，感觉，影像...无需以某种方式评估，判断或弄清楚它们。如果您发现自己难以保持全神贯注，请对自己有耐心和慈悲心。苦苦挣扎或努力争取达到某种状态可能只会增加挫折感，使我们更难以不评判的姿态活在当下。只要你耐心练习，随着时间的推移，你会越来越运用自如。”

## Expectations around Meditation 针对冥想的期待

- “Sometimes we have certain expectations about meditation itself. For example, we may feel frustrated if we do not feel calmer and less anxious after doing the practice. This is why some people may complain –‘this does not work for me.’ Actually, mindfulness meditation is not about striving to achieve any ideal state, and having this may just get in the way of the mindfulness practice. If you have these expectations and judgement, see if you can notice and let go of these judgements too.”

“有时我们会对冥想本身有某些期待。比如，如果我们在练习后感觉不到更平静和更不焦虑，我们可能会感到沮丧。这就是为什么有人会抱怨—“这对我没效果”。其实，正念冥想不是指要去努力实现任何理想状态，有这样的期待反而会阻碍正念练习。如果你有这些期待和评判，看你是否可以留意到并放下那些评判。”

## Painful or difficult feelings 痛苦或者困难的感觉

- “If you experience some painful and difficult thoughts or emotions arising during this exercise, recognize them for what they are – they are thoughts, emotions, and feelings. With persistent practice, you may be able to relate to these experiences differently and suffer less from them. You may gradually come to notice how they come and go ... or they may even transform themselves naturally. However, it is important to remember not to use mindfulness as a tool to get rid of painful things. Otherwise, this would become a struggle, which undermines the practice of mindfulness.”

如果在练习中，你经历了一些痛苦和困难的想法或情绪浮现出来，就只识别出它们是什么 – 他们就是想法，情绪和感受。通过持续的练习，您可能会以不同的方式与这些体验相关联，并能较少地受到困扰。你可能会慢慢注意到它们是如何来来去去的.....或者它们甚至可以自然地自己变化。无论如何，记住不要把正念当作一个可以除掉痛苦的工具，这很重要。否则，就会变成一种挣扎，这样反而会破坏正念修习。”

## Specific Applications

- Stigma – We often have negative or biased judgements about ourselves or others. For example, we may come to perceive certain groups of people as being weak, bad, or deficient. We may also come to believe what others define as the ideal, desirable, or normal, and find ourselves not being included in this. We may not even be aware of some of these judgements. Common targets of stigma and biased thinking include mental illness (e.g., schizophrenia), addictions, physical illness (e.g., HIV, cancer), sexual orientation, gender, disabilities, body weight, race, cultural group, physical appearance, religion, etc. The practice of mindfulness can help us become more aware of any judgemental thoughts, defuse

from them, and become more compassionate towards ourselves and others.

污名化，我们经常对自己或他人做出消极或有偏见的评判。例如，我们可能会认为某些群体是弱者、坏人或有缺陷的人。我们也可能相信由其他人定义的所谓理想化的，令人向往的或正常的东西，并发现自己没有被包括在内。我们甚至可能都没有意识到其中的一些评判。污名化和偏见想法的常见攻击目标包括精神障碍（例如精神分裂症）、成瘾、身体疾病（例如，艾滋病毒，癌症）、性取向、性别、残疾、体重、种族、文化群体、外表、宗教等。正念的练习可以帮助我们更多地意识到任何评判性想法，与它们解离，并对自己和他人更加富有慈悲心。

#### Recommended Homework 推荐作业

- Practice leaves-on-a-stream once at home. 在家里面做一次流水落叶练习
- Conduct a regular activity, such as eating, taking a walk, brushing your teeth, drinking tea or coffee mindfully – i.e., with full awareness and attention to all the sensations. 带着正念做一个日常活动，比如吃东西、走路、刷牙、喝茶或喝咖啡等。

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# Stigma Rules and Stories 污名化规则和故事

## **Objectives 目标**

1. Identify unspoken internalized thoughts, rules, or stories that may perpetuate internalized and social stigma  
识别出那些可能已持续被内化和社会化了的从未被说出口想法、规则或故事
2. Examine the relationship between stigma and behaviours  
检查耻辱与行为之间的关系
3. Explore the potential for personal and social change to decrease suffering caused by stigma  
探索个人和社会变革的潜力，以减少污名化造成的痛苦

## **Suggested Time 建议时间**

- 45 – 60 minutes 分钟

## **Number of Facilitators 带领者人数**

- 1

## **Brief Description 简述**

This exercise helps participants to reflect on and identify the impact of personal and societal stigma around mental illness in the form implicit rules or narratives. The participants are first guided to individually fill out a worksheet that explores their personal and societal perceptions about mental illness and their impact on their behaviour and on the society. The facilitator summarizes the participants' responses on the flipchart, highlighting the apparent link between stigmatizing perceptions and negative consequences at the individual and societal level. In debriefing the exercise, stigma and its sequelae are examined at a content level, including the issues raised and neglected, and at a process level, including the process of fusion to rules and narratives.

这项练习可以帮助参与者反思和识别个人和社会以隐含的规则或叙述的形式对精神障碍的污名化。首先会引导组员单独填写一份工作表，探讨他们对精神障碍的个人及社会观点，以及这些观点对他们的行为和对社会的影响。小组带领者将总结参与者在夹纸白板上的回答，强调在个人和社会层面，污名化的观点与消极结果之间的明显联系。在简要介绍这项练习时，我们会在内容层面查验污名化及其遗毒，包括浮现出的和被忽视的问题，以及在流程层面，查验包括对规则和叙述的融合过程。

## **ACE Processes ACE 流程**

- Defusion 解离
- Values 价值
- Social justice & Equity 社会公义

## **Key Learning Points 学习要点**

- Biases and assumptions may take the form of automatic thoughts, implicit rules, or narratives in our minds and may influence us.  
偏见和假设可能在我们的脑海中以自动想法，隐含的规则或叙述的形式出现，并可能影响我们。

- These perceptions may lead to internalized stigma, i.e., perceiving ourselves negatively based on certain attributes, or social stigma, i.e., perceiving others negatively based on certain attributes. 这些观念可能导致个人内化的污名化，即基于某些属性负面地看待自己，还会导致社会化的污名化，即基于某些属性负面地看待他人。
- Stigma may influence our behaviors in both actions and avoidance. 污名化可能在行动和回避方面影响到我们的行为
- Societal biases and assumptions, which may take the form of implicit rules or narratives, may influence the whole society including us. 社会偏见和假设可能以隐含规则或叙述的形式，影响包括我们在内的整个社会。
- Personal and social changes against stigma and its sequelae can be facilitated by defusion and a focus on our values. 解离和关注我们的价值，可以促进针对污名化及其余毒的个人及社会的变革。

### **Materials 材料**

- [Mental Illness Stigma Reflection Worksheet 精神障碍污名化反思工作表](#)
- Flipchart 夹纸白板
- Markers 马克笔

### **Instructions & Sample Script 说明和示范文稿**

1. Introduction – “Let us look at the impact of negative biases and judgement we may make about mental illness, and how this affect ourselves and the society.”  
简介 – “让我们来看看我们对精神障碍抱持的负面偏见和评判所产生的影响，及其对我们自己和社会的影响。”
2. Distribute and give directions for the worksheet. 分發工作表
  - “On the worksheet, you will find a list of issues related to mental illness followed by 5 reflective questions. The first couple of questions will be about your own personal perceptions around two issues you would like to focus on from the list. In reflecting on your perceptions, include any first impressions or thoughts related to these issues, or relevant rules that you may have learned over the years, or stories that you have been told or even personally experienced. For the second question, think about the impact of your perceptions on your own behaviours, including things that you would actively do because of these perceptions or things you don’t do or even avoid because of them. For example, if you believe that people with mental illness are dangerous, you may avoid talking to them. For question 3, reflect on society’s perceptions on two issues from the list; you may pick the same or different issues as question 1. Since societal perceptions may influence everyone, on question 4, see if you can notice any impact societal perceptions have on your own behaviours. For question 5, think about the impact of societal perceptions on people with and without mental illness, as well as on social structures, programs, polices, etc. See if you can complete this sheet over the next 10 minutes.”  
“在工作表上，您将找到与精神障碍相关的议题列表，然后是5个反思问题。前两三个问题将围绕您希望从列表中关注的两个议题来了解您自己的个人看法。在反思您的观点时，请包括与这些议题相关的任何第一印象或想法，或过去多年来您可能学到的相关规则，或您曾被告知的，甚至是亲身经历过故事。对于第二个问题，请考虑您的观念对您自己的行为的影响，包括因为一些观点，你想积极去做的一些事情，或者，因为另一些观念，您不去做甚至，避免去做的事情。例如，如果您认为患有精神障碍的人是危险的，您可能避免与他们交谈。对于问题3，请反思社会对列表中的两个议题的观点；你可以选择与问题1相同或不同的议题。由于社会观念可能影响每个人，在问题4上，看看你是否能注意到社会观念对你自己的行为有任何影响。对于问题5，考虑社会观念对有和没有精神障碍的人以及社会结构，项目，政策等的影响。看看你是否可以在接下来的10分钟内完成这个表格。”

3. Summarize participants' work. On the flipchart, make a 2x2 table. Label the first column – “Perceptions” and the second column “Consequences” and the first row “Individual” and the second row “Societal”. Invite participants to share their work and capture this on the flipchart.  
总结参与者的答案。在夹纸白板上，制作一张2x2的表格。标记第一列 – “观念”和第二列“结果”和第一行“个人的”和第二行“社会的”。邀请组员分享他们的答案并在白纸上写出来。

- “Would you please share your reflections on your personal or societal perceptions and how they have impacted on you at a personal level or on the society?”  
“请您分享您对个人或社会观念的反思，以及他们如何在个人层面或社会上对您产生影响？”

4. Debrief the exercise, highlighting: 小结练习，强调：

- The content: the impact of stigma on topic areas that have been brought up by participants, as well as on topic areas not discussed  
内容：污名化对参与者提出的话题范围，以及未提及的范围的影响
- The process: the tendency of following socialized rules and stories enacted in individual behaviours and systems, and the alternative of defusion and guidance by values of compassion and equity  
过程：跟从那些在个人行为 and 体系里面形成的社会化的规则和故事的倾向，另一种选择是解离，以及以恻隐心和平等为价值观为指导。

### **Debriefing & Sample Scripts 小结和示范文稿**

#### The impact of Stigma 污名化的影响

- “In reflecting on our collective work, what strikes you most about the stigma of mental illness and its impact – at a personal level and at a societal level? Are there any particular common pervasive themes? Or important issues that need to be urgently addressed?”  
“反思我们的小组活动，在个人层面和社会层面，对于精神障碍的污名化及其影响最让您感到震惊的是什么？是否有特别的，无处不在的话题？或者亟待解决的重要问题？”
- “While we have covered many important areas on the flipchart, there are also issues from the list that are not captured or mentioned. Why do you think that's the case? Could there be a hidden bias about not highlighting these issues? For example, did anyone reflect on our perceptions about whether people with mental illness should have their own family or children?”  
“虽然我们已经在夹纸白板上涵盖了许多重要领域，但列表中也存在未提取或提及的问题。你认为为什么会是这样的？没有强调这些问题是因为隐藏的偏见吗？例如，对于精神病患者是否应该有自己的家庭或孩子，是否有人对我们自己的观点做过反思？”

#### The fusion of stigmatizing rules and stories 与污名化的规则和故事的融合

- “How does stigma cause discrimination and inequity?”  
“污名化如何导致歧视和不公平？”
- “Notice that a lot of these biased assumptions, rules, or stories is based on ignorance, misinformation, or fear. Psychoeducation so that people have more accurate understanding perceptions is an important response, and all of us have a role to play in this.”  
请注意，许多这些有偏见的假设，规则或故事都是基于无知，错误信息或恐惧。进行心理教育使人们有更准确的理解认知是一个重要的回应，我们所有人都可以在这方面发挥其作用。”
- “Another complementary strategy that we have been learning about is the capacity for defusion, i.e., to be not so wedded to our thoughts in a rigid way. This is why it is so important to become aware of how stigma can insidiously and naturally live in our minds and our society as invisible rules and stories. As

we practice defusion, we are practicing letting go of the need to stick to these rules or to literally believe in scary narratives. We can practice not taking judgmental thoughts about ourselves and about others seriously, even if these thoughts naturally come up. Our actions can be guided by our values instead of stigma, even though stigma may still be present. Can you give me an example of what you could do personally or collectively to make a personal or social change – even though there is still stigma around? What would it be like if our actions are instead guided by compassion and equity?”

“我们一直在学习的另一种补充策略是解离的能力，即不要过于拘泥于我们的想法，这就是为什么要意识到污名化是如何隐蔽而自然地生活在我们的思想里和社会中作为无形的规则和故事是如此重要。当我们练习解离时，我们正在练习放下遵从这些规则的需要，或者放下盲目相信这些可怕的叙述。即使这些想法自然而然地出现，我们也可以练习不把对自己和他人的评判当回事儿。我们的行为可以以我们的价值观而不是污名化为指导，即使污名化可能仍然存在。你能举个例子说明你个人或我们作为集体可以做些什么来取得个人或社会的变革 – 尽管污名化依然存在？如果我们的行动是以恻隐心和公平为指导，会是什么样的呢？”

### **Reference 参考**

1. Fung, K. P., & Wong, J. P. (2014). ACT to Reduce Stigma of Mental Illness: A Group Intervention Training Manual on Acceptance and Commitment Therapy. Toronto, ON: Strength in Unity.
2. Fung, K. P., & Zurowski, M. (2011). ACT protocols for CHAMP Study. Toronto, ON: Committee for Accessible AIDS Treatment.

# Paired Sharing 结对分享

## Objectives 目标

1. Recognize the impact of the negative thoughts that we carry  
认识到我们的负面想法对我们的影响
2. Practice defusion, i.e., relating to our negative thoughts as merely negative thoughts  
练习解离，即把我们的负面想法仅仅看作是负面想法
3. Recognize that we all share similar kinds of self-criticisms, labels, fears, and stories, increasing our compassion for self and others  
认识到我们都拥有相似的自我批评、标签、恐惧和故事，增加对自我和他人的恻隐之心。
4. Practice mindfully and compassionately relating to each other as human beings  
练习作为人类同伴，以正念和慈悲心看待彼此。

## Suggested Time 推荐时间

- 45 – 60 minutes 45 – 60 分钟

## Number of Facilitators 小组带领者人数

- 1

## Brief Description 简述:

This is mainly a paired exercise. The facilitator begins by inviting individual participants to write down on a piece of paper three negative things about themselves that they do not like: something that they are willing to share openly, something that they can only share in a safe environment, and something that find very difficult to share. They are then asked to pair up with a partner in the group, facing each other. The participants in each pair will take turns sharing just one of the negative things they had written down and the story around it, while their partner will listen mindfully, silently, and compassionately. Before and after each period of sharing, the partners will be guided to mindfully attend to each other by gazing at each other gently, silently, and compassionately, with the sound of the bell used to demarcate each change in activity from silence to sharing to silence. The participants will be coached to then engage in a second round of sharing. The only change is that the sharing is encouraged to be conducted in the form of a song or rap or spoken in an altered voice. This alteration in delivery method of the same story facilitates the practice of defusion – relating to the thoughts and narratives in a different context.

这主要是一个结对练习。在开始时，小组带领者请每位组员在一张纸上写下关于他们自己的，他们不喜欢的三个负面的事情；一个他们愿意开诚布公地分享的，一个是他们只愿在安全的环境下分享的，以及一个他们发现很难去分享的。然后组员们会被要求和小组中的另一名伙伴结对，互相面对面。每对中的组员将轮换着分享他们写在纸上的一样负面的事情，以及其中的故事，而他们的伙伴将要专注地，安静地和带有慈悲心地聆听。在每一个分享阶段的之前和之后，这些结对的同伴们将要被指导温和地沉默地，富有慈悲心地注视着对方。带领者用铃声划分从沉默到分享再到沉默每个活动的变化。然后组员们将被指导进入下一轮分享。唯一的变化之处是组员们会被鼓励以唱歌或说唱的形式，或用另一种声音说话的方式分享。这种对同一故事的述说方式的改变有助于练习解离——把想法和讲述放在不同的语境之下去看。

## ACE Processes ACE 流程

- Defusion 解离
- Present Moment 当下的此刻

- **Empathy and Compassion** 恻隐与同理心

### **Key Learning Points** 学习要点

- All of us carry around negative judgemental thoughts about others and us. While judgements can be helpful, **believing** them as immutable truth can cause us to experience a sense of “stuckness” and hopelessness and we can never be at peace with others or ourselves.  
我们所有人都带着对其他人和对自我的负面的，评判性想法。尽管评判有时可能有帮助，但**相信**它们是一成不变的真理会导致我们感到“卡住”和绝望，这样我们永远无法与他人或我们自己和平相处。
- The practice of **defusion**, i.e., relating to our self-criticisms, fears, and other stories as nothing more than internal negative thoughts and stories rather than the literal truth, can decrease the impact of these stories on us.  
**解离**的练习，也就是把我们的自我批评，恐惧感和其他故事看作不过是内在的负面想法和故事，而不是实际的真理，这样可以减少这些故事对我们的影响。
- As fellow humans, we all share similar kinds of self-criticisms, labels, fears, and stories about ourselves. If we recognize that all of us, including ourselves, are inherently good-natured, and that most of the time, we are acting in the best way we can at that moment, we can cultivate a sense of **kindness, compassion, love, acceptance, and connection** with both others and ourselves.  
同为人类，我们都有相似的自我批评，贴标签，恐惧感以及关于自己的故事。如果我们认识到所有人，包括我们自己都是人性本善，而且大多数时候，我们都是以当时可以做到的最好的方式行事，我们就可以培养出善良，**同情，爱，接纳**，以及我们和其他人相连接的感受。
- Mindfully connect and relate to each other as human beings – i.e., with awareness, attention, compassion, and without judgement – can be facilitated when we **lower our usual defenses and let go of the impulse to fix, advise, or correct**.  
同为人类，当我们放低惯常的防御并放下要去修正，建议或纠正的冲动时，有意义的相互联系和关联-觉知、专注、同情心、不评判-将会会被加强。

### **Materials** 材料

- Meditation bell 冥想铃
- Timer 计时器

### **Instructions & Sample Script** 说明和示范文稿

1. Introduction – “Our thoughts are very powerful in keeping us stuck in believing and behaving in certain ways that do not promote our wellbeing, e.g., judging ourselves and others harshly, avoiding certain actions or interactions with others, etc. But what is important is that we may be able to break free from the restrictions imposed on us by our thoughts no matter how powerful or ‘true’ they seem. So in this exercise, you have an opportunity to challenge yourself to face some of these negative thoughts.”  
介绍-“我们的想法非常有力量，它让我们固守那些不会帮我们幸福的某种信念和行动，例如，苛刻地评判自己和他人，避免某些行为及回避与他人互动等等。不过重要的是，我们可以摆脱我们的想法强加给我们的限制，无论它们看起来多么强大或“真实”。所以在这个练习中，你有机会挑战自己，去面对一些负面的想法。”
2. List 3 negative things about oneself – “We now invite you to think of 3 words or short phrases to describe what you do not like about yourself, and write them down on your notepad. For the first one, write down something that you don’t like about yourself but feel quite comfortable to share this with others openly. For example, you may share that you are just too hard-working or perfectionistic in a job interview. For the second one, write down something you don’t like about yourself that is a bit more

difficult to share, but you are still willing to share with someone whom you can trust, possibly with others in this room. For the third one, write down something that you do not like about yourself that you find very difficult to share with others, so much so that you may never tell anyone about it. We will not ask you to hand in your sheet of paper, and if you are worried that others may peek, you can even write these words in tiny hard-to-read hand-writing or scribbles."

列出关于你自己的三样负面的事情-"现在请你想出三个词或者短语来描述你不喜欢自己的地方, 并把它们写在你的记事板上。第一个, 写下一个你不喜欢自己的, 而又可以开诚布公地和其他人分享的词语或短语。比如, 你也许会在应聘面试时, 坦承自己工作过努力, 或者过分追求完美。第二个, 写下一个你对自己不喜欢的, 又有些不太容易去分享的, 但是你还是愿意与某个你信任的人, 也许就是这个房间里的某个人, 去分享的词语或短语, 第三个, 写下你不喜欢的关于你自己的词或短语, 是你非常地不愿意与其他人分享, 以至于你也许永远都不会告诉任何人的。我们不会要求把你写的那张纸交上来, 如果你担心其他人会偷看, 你可以用极小的, 几乎读不了的笔迹或者草草地写下来。"

### 3. Give instructions for story-telling in pairs.

为结对讲故事练习提供说明;

- "Now please put away the sheet of paper. We would like you to get into pairs. You may want to pick someone whom you don't know really well in this group. You can move your chairs around so that each pair has enough space to engage in sharing. You should be seated directly face to face across each other and be as close to each other as you feel comfortable." (Pause and wait until the group breaks up into pairs.)

"现在请把那张纸放到一边。请结成两人一组, 你最好选在这个小组里你不太了解的一个人。你们可以挪动自己的椅子, 这样每一对都会有足够的空间分享。请面对面坐着, 并且在你们觉得舒服的状态下, 坐得越近越好。"(停下来等一会儿, 直到小组成员分成两人一组坐好)

- "In each pair, you will be taking turns to share one of the three negative things you have written down and the story around it. You may choose from #1, #2, or #3 – and there is no need to tell your partner which one it is. You may even choose another negative thing about yourself that you have not written down, if this is more appropriate for you. Your story may include how you come to be this way, how it brings you suffering, how you struggle with it or try to change it, and how it affects you or other people, etc. While one of you is telling the story for 2 minutes, the other person will be the listener. As the listener, your role is to be fully present and to be here to bear witness to what your partner is sharing. You do not need to make any comments, gestures, or response ... no need to nod or shake your head ... no need to provide counseling or advice. Just see if you can do the best of your ability maintain eye contact, open your heart, and listen attentively and compassionately. Do you have any questions about this? Now decide amongst yourself which of you will share first... Raise your hand if you are the first one to share so that we are all clear about who goes first." (Pause and wait until one person from each pair raise his/her hand.)

"在每一对成员中, 你们将要轮流分享那三个你已经写下来的, 负面的词语或短语其中的一个, 以及和它相关的故事。你也许会选择第一个, 第二个, 或者第三个—你不必告诉你的同伴是哪一个。你甚至可以选择你并没有写下来的, 另一个关于你自己的负面的事情, 只要你觉得这个更适合。你讲的故事可以包括诸如你是怎样变成这样的, 这样带给你怎样的痛苦, 你怎样为此挣扎或者试图去改变它, 以及它对你和其他人的影响, 等等。你们中的一个讲述两分钟, 另一个要聆听。作为聆听者, 你的角色是做到全心投入, 并且在这里见证你同伴的分享。你不必做任何评论, 有任何手势和反应...不必点头, 摇头...不必提供咨询或者建议。你只要尽力保持目光接触, 心胸开放, 专注而富有慈悲心地倾听。大家有什么问题吗? 现在你们自己决定谁先分享...如果你是那个先分享的人, 请举手, 这样我们大家都清楚谁先来。"(停下来等一会儿, 直到每一对中都有一个人举起了他们的手。)

- "the sharing begins and right after it, we will be practicing mindfulness with each other. What this means is that I will be inviting you to look at your partner for a minute in silence. This is not a starring contest. Instead, you will be looking at each other gently, mindfully, and compassionately, appreciating and honoring the person in front of you for engaging in this exercise with you, as you have the privilege of listening and sharing your inner stories with each other. Be present to this experience and honor this moment. This may be quite different from what you are used to or your usual cultural rules

or etiquettes. You may be feeling anxious or uncomfortable. See if you are willing to try something differently in the service of being present, being open, and making a compassionate connection with your partner. If you have to look away or look down or giggle, that is ok; just try your best to re-try engage with each other in eye contact to the best of your ability and willingness. Do you have any questions about this part?”“接下来，我们将要和对方一起练习正念。也就是说，我将请你用一分钟时间静静地看着你的同伴的眼睛。这不是注目比赛。相反，你要温和地，专注地，富有慈悲心地看着对方，欣赏和尊重你面前的人与你一起参与这个练习，因为你们有这个荣幸互相聆听和分享你们内心的故事。专注此时，尊重此刻。这可能与您习惯的或您通常的文化规范或礼仪有很大不同。您可能会感到焦虑或不舒服。看看你是否愿意尝试不同的体验，以帮助你专注，开放，与你的同伴建立富有慈悲心的连接。如果你不得不看别处，向下看或偷笑，那也没关系；尽你所能，尽最大努力再次尝试彼此眼神接触。你们对这部分有任何疑问吗？”

- “So in summary, we will begin with a minute of silence, followed by the first person sharing, followed by another minute of silence, then switching roles for the other person to share, and ending with a final minute of silence. To guide you along, I will be ringing the bell to signify each part and prompt you with reminders about what to do next, so do not worry if you do not remember all of these steps. Do you have any questions before we begin?”  
“让我们总结一下，我们将以一分钟的静默开始，接着是第一个人分享，接着是另一个一分钟静默，然后换成另一个人分享，最后再以一分钟静默结束。为了引导您，我将敲铃表示每个步骤，并提示你下一步该做什么，所以即使你不记得所有这些步骤，也请不要担心。在我们开始之前你有什么问题吗？”
- 4. Ring the bell and give guidance for paired story-telling: 敲铃，为结对分享故事练习提供导引。
  - Ring the bell to start **one-minute of silence**. “Let’s begin the exercise with a minute of silence. See if you can just connect with your partner in front of you with gentle gaze... Look at each other with compassion and appreciation...”  
敲铃，开始**一分钟静默**。“让我们以一分钟静默开始练习。看看你是否可以和你面前的同伴以温和的注视相连接...带着惻隐和欣赏的心看着对方...”
  - Ring the bell to begin a **two-minute of sharing**. “The first person to share can now tell your story to your partner – what you don’t like about yourself, how you struggle to change it, and how it affects you or other people.”  
敲铃，开始**两分钟分享**。“第一个分享的人现在可以向你的同伴讲述你的故事—你不喜欢自己什么，你是怎样竭力去改变它，它是怎样影响到你和其他人的。”
  - Ring the bell to begin **another minute of silence**. “Now let’s have another minute of silence and reconnect with each other. One of you just shared something personal. Let’s look at each other mindfully and honour each other with appreciation and compassion.”  
敲铃，开始**另一个一分钟静默**。“现在，让我们开始下一个一分钟静默，并且和对方再次连接。你们中的一个刚刚分享了他个人的事情。让我们专注地注视对方，并且用欣赏和同情表示对彼此的尊重。”
  - Ring the bell to begin a **two-minute of sharing**. “Now we will switch roles. The second person to share can now tell your story to your partner – what you don’t like about yourself, how you struggle to change it, and how it affects you or other people.”  
敲响铃声，开始**两分钟分享练习**。“现在我们将转换角色。第二个分享的人现在可以向你的同伴讲述你的故事 – 你不喜欢自己的地方，你如何努力改变它，以及它如何影响你或他人。”
  - Ring the bell to mark the **final minute of silence**. “Now let’s have a final minute of silence and reconnect with each other. Both of you just shared something personal. Let’s look at each other mindfully and honour each other with appreciation and compassion.”  
敲响铃声以表示**最后一分钟的静默**。“现在让我们做最后一分钟的静默练习，并相互重新连接。你们俩刚刚分享了一些个人的事情。让我们专注地看着彼此，并以欣赏和同情的方式去尊重彼此。”

5. Give instructions for story-singing in pairs. “We are now ready for the second part of the exercise! We will be doing something very similar to what you have just done. In the exact same sequence as before, we will ask you to connect with each other for a minute, followed by 2 minutes of sharing by the first person, then a minute of reconnection, switch roles for the other person to share for 2 minutes, and end with a final minute of reconnection. You will use the same story and even pretty much the same words. The only difference is that in sharing your story, we would invite you not to speak the story but to sing it. ‘You – can – sing – it – to – any – tune – you – like’ [sing this sentence]. You can pick any song or tune you like. You can even use the most common songs, e.g., children songs, birthday song, etc. You may also rap. This is not a singing contest, but simply try sharing your story in a different way. We would encourage you to try singing it! If you are really really stuck, you can also try retelling the story in an altered voice, e.g., imaginary cartoon character’s high-pitch voice ... or recite this story like an epic and ancient poem... Any questions about this?”

结对唱故事练习的说明。“我们现在准备好进行第二部分练习！我们将做一些与您刚才所做的非常相似的事情。按照与以前完全相同的顺序，我们会要求你花一分钟时间彼此相连接，然后由第一个人分享2分钟，然后重新连接一分钟，互换角色让另一个人分享2分钟，并以最后一个一分钟的重新连接而结束。你将使用相同的故事，甚至几乎相同的词语。唯一的区别是，在分享你的故事时，我们会请你不要讲出故事，而是唱歌。‘你 – 可以 – 用 – 任何 – 曲调 – 去唱 – 就像’[唱出这句话]。你可以选择你喜欢的任何歌曲或曲调。你甚至可以使用最常见的歌曲，例如儿歌，生日歌等。你也可以说唱。这不是一场歌唱比赛，只是要尝试以不同的方式分享你的故事。我们鼓励你试着唱吧！如果你真的被卡住了，你也可以尝试用变调的声音重述这个故事，例如，想象中的卡通人物的高声调.....或者像史诗和古诗一样诵读这个故事.....对此有任何问题吗？”

6. Ring the bell and give guidance for paired story-singing: 敲响铃声，为结对唱出故事提供指导：

- Ring the bell to start **one-minute of silence**. “Let’s begin the exercise with a minute of silence. See if you can just connect with your partner in front of you with gentle gaze... Look at each other with compassion and appreciation...”  
敲响铃声，开始**一分钟静默**。让我们以一分钟的静默开始练习。看看你是否能够以温和的目光与你对面的同伴连接.....以恻隐心和欣赏来看着对方.....”
- Ring the bell to begin a **two-minute of singing**. “The first person to share can now sing your story to your partner!”  
敲响铃声，开始**两分钟唱歌**。第一个分享的人现在可以向你的同伴唱出你的故事！”
- Ring the bell to begin **another minute of silence**. “Now let’s have another minute of silence and reconnect with each other. Let’s look at each other mindfully and honour each other with appreciation and compassion.”  
敲响铃声，开始**另一个一分钟的静默**。“现在让我们再用一分钟的静默并相互重新连接。让我们专注地看着对方，并以欣赏和同情的方式表示彼此的尊重。”
- Ring the bell to begin a **two-minute of singing**. “Now we will switch roles. The second person to share can now sing your story to your partner!”  
敲响铃声，开始**两分钟唱歌**。“现在我们将转换角色。第二个分享的人现在可以向你的同伴唱出你的故事！”
- Ring the bell to mark the **final minute of silence**. “Now let’s have this final minute of silence and reconnect with each other. Let’s look at each other mindfully and honour each other with appreciation and compassion. As this is the final step of this exercise, and this may be your only chance to have this opportunity to connect with your partner in this particular way in this particular moment, see if you can really treasure this final minute of connection with one another.”  
敲响铃声，标示**最后一分钟的静默**。“现在让我们做最后一分钟的静默练习，并相互重新连结。让我们专注地看着对方，并以欣赏和同情的方式表示彼此的尊重。由于这是本练习的最后一步，这可能是在在这特别的时刻有机会以这种特殊方式与你的同伴连结的唯一机会，看看您是否真的可以珍惜彼此之间的最后一分钟连接。”

7. Close the exercise for debriefing. "Now please thank your partner. We can reform the group for debriefing."

结束练习准备小结。“现在请感谢你的同伴。我们可以重新变回小组，大家一起做小结。”

## **Debriefing & Sample Scripts 小结和示范文稿**

### **The power of fused negative thoughts 融合的负面想法的威力**

- “What was it like to find the three negative things about yourself? Was it easy or difficult? Notice that everyone has things about themselves that they do not like. We share similar struggles and you are not alone in this.”  
“找到关于你自己的三个负面的事物是什么感觉？是容易还是困难？请注意，每个人都有自己不喜欢的事物。我们都有着相似的挣扎，你并不是一个人。”
- “Even though they are ‘just words’ and in this perspective, #1, #2 and #3 are all just the same, notice how we tend to give meaning and different weightings to these words so that we can compare and rank them. Yet, do these words really describe who you are in this present moment? Do they diminish you in some way? So, it may be helpful to practice treating them as just words and not imbue them with so much power over us. We can begin to embrace and fully accept ourselves in this moment.”  
“然而它们只是词语，而且从这个视角看，第一个词语，第二个和第三个都是一样的，请注意我们是如何倾向于给这些词语赋予意义和不同的分量，以便我们可以对它们进行比较和排序的。然而，这些话真的描述了此刻的你吗？它们是否以某种方式削弱了你？因此，将它们视为词语并且不要赋予它们如此强大的压向我们的力量，可能会对我们有所帮助。我们可以在这一刻开始拥抱并完全接纳自己。”

### **Mindful attention to one another 专注于对方**

- “What was it like to just simply look at each other without words?” “不说话，只是看着对方是什么感觉？”
- “It is quite common to feel discomfort. There are many social and cultural rules that we have internalized, including not looking at each other, and so it may feel much safer to avoid looking at each other. If you observe people’s behaviors on an elevator, we always try to maximize our distance from others and avoid eye contact. We may be often on-guard and weary of each other. If this was ancient times where there were dangers everywhere, this might have been very appropriate. If you are in a dark alley in certain parts of the world, eye contact may indeed be unsafe. Is this always necessary though and what is the cost of this avoidance in our lives? This exercise invites us to experience what it may be like if we were to drop our usual ‘defenses’ against each other and our natural tendency to avoid... and instead, be fully being present with each other. Mindfulness is paying attention without judgement, and this exercise invites us to extend this mindful attention to really connect with one another with appreciation and compassion. It does not mean you have to look at people like this all the time. In fact, people may not like it if you do this on your way home! However, we can create a safe space in here for us to experience this connection with each other in this context. Notice how we can take the time to appreciate each other fully as human beings, and not getting hooked by any judgements, stories, or labels... and not getting busy in trying to fix each other. We can practice connecting with others in our lives with this quality of mindfulness, compassion, and appreciation.”  
“感到不适是很常见的。许多社会和文化规范已经被我们内化，包括不相互看向对方，因为避免看向彼此可能会感觉更安全。如果您观察人们在电梯上的行为，人们总是尽量扩大与他人的距离并避免目光接触。我们可能经常保持对外人警惕并彼此厌倦。如果这是在古代，那里到处都有危险，这可能是非常合适的。如果你身处世界某些地方的黑暗小巷，目光接触可能确实不安全。避免目光接触总是必要的吗？这种回避让我们在人生中付出了什么代价？这个练习邀请我们去体验，如果我们放下我们惯常的相互“防御”和回避的天性 .....反而，全然地专注地和对方在一起，我们会是什么感觉。正念是不评判地专注，而这个练习帮助我们扩展我们的注意力，从而真正地以欣赏和同情彼此相连。这并不意味着你必须一直这样看着别人。事实上，如果你在回家的路上这样做，人们可能不喜欢！但是，我们可以在这里创

建一个安全的空间，让我们在此情此景之下相互体验这种连接。请留意我们能够花时间作为人类充分欣赏彼此，而不是被任何评判，故事或标签所钩住.....而不是忙于互相修正。我们可以通过这种正念，同情和欣赏来练习与我们生活中的其他人的连接。

## Telling vs Singing the Story – Fusion vs Defusion 讲出故事vs唱出故事—融合vs解离

- “What was it like to share your story with your partner? Did you feel any difference between telling your story and singing your story? How did singing your story change the experience for you?”  
“与你的同伴分享你的故事是什么感觉？讲述你的故事和唱出你的故事你觉得有什么不同吗？唱出你的故事改变了你的体验吗？”
- Often, people will feel that their stories are “lighter” and “less serious” when they sing, which is the effect of defusion and the point of the exercise. Others may focus on how self-conscious they are when singing or how they did not like the singing experience. The facilitator can invite them to notice that even if they just focused on how well they sang, they were already no longer being hooked by the actual content of the story at that moment, even though they may be “fused” with other kinds of thoughts, such as whether they liked singing or whether they were good singers. Occasionally, there may be participants who would share that singing makes their stories even more real or upsetting. In this case, it can be noted that just by changing how we relate to the same words and same stories may either increase or decrease their apparent “realness”, which is the story’s “power” over us, and in this case, it becomes an illustration of the process of “fusion”.

通常，人们会在他们唱歌时感到他们的故事“更轻松”和“不那么严肃”了，这是解离的作用和练习的重点。还有人可能会集中注意力在他们唱歌时的主动程度，或者他们不喜欢唱歌的经历上。小组带领者可以启发他们注意到即使他们只是专注于自己唱的怎样，即使他们可能和其他的想法融合了，比如他们是否喜欢唱歌或者他们是不是一名好的歌手，在那时他们已经不再被故事里的实际内容钩住。偶尔，可能会有组员分享这种歌唱使他们的故事更加真实或令人沮丧。在这种情况下，可以注意到，仅仅通过改变我们与相同单词和相同故事的关系，可以增加或减少它们显现的“真实性”，这是故事对我们的“力量”，在这种情况下，它成为“融合”过程的例证。

- Discuss how singing is an example of a defusion technique, and this can be used when we feel ‘stuck’ with our thoughts. There are other defusion techniques as well, and the facilitator can also introduce them (see handout). People may find other techniques more useful for them or that some techniques become more helpful in certain circumstances.

和大家一起讨论唱歌怎样是解离技术的一个实例，可以在我们感到被我们的想法“卡住”时使用。当然还有其他的解离技术，小组带领者也可以介绍它们（见讲义）。人们可能会发现其他技术对他们更有帮助，或者某些技术在某种情况下变得更有帮助。

- “Internalized words, stories, and rules about what is wrong with us or others can be powerful in influencing our thoughts, feelings, and behaviours, especially when we are unaware of their influence and take them for granted as reality or as unbreakable rules that we have to follow. We can free ourselves by treating them as what they really are – just words, thoughts, and stories – and use different ways, such as singing, to loosen their grip on us. We call this ‘defusion’ – which means getting unstuck from our thoughts. We do not have to take our thoughts so literally and seriously. It is the opposite of ‘fusion’ – which is getting stuck with our thoughts, even when the thought is not helpful to others or us. Today we explored singing to each other about our stories. There are many other ways we can practice ‘defusion’, i.e., relating to our thoughts as just thoughts, no matter how ‘true’ they seem. It would be great if you can try out some of these other methods at home too.”

“那些关于我们或其他人有什么毛病的内化词语，故事和规则在影响我们的想法，感受和行为方面可能是非常有力量的，尤其是当它们对我们的影响没有觉察，并将它们视为现实或作为牢不可破的，我们必须遵循的规则时。我们可以按其本来面目对待它们- 只是词语，想法和故事 – 来解放我们自己，并使用不同的方式，例如唱歌，减轻其对我们的控制。我们称之为“解离” – 这意味着从我们的想法中解脱出来。我们不必如此认真地对待我们的想法。它与“融合”相反 – 融合就是陷入我们的想法中，即使这种想法对他人或我们没有帮助。今天我们尝试了向彼此唱出我们故事。我们可以通过许多其他方式来练习“解离”，即无论它们看起来多么“真实”，也把我们的想法就看作是想法而已。如果你能在

家里尝试其他一些方法，那将会很棒。”

### Specific Application

- Stigma – “We may come to have stigmatizing thoughts against others or ourselves. With internalized stigma, we may even hold other negative beliefs about ourselves, such as ‘it must be my fault... I can never be like others ...’ By practicing defusion, we can learn to appreciate each other and ourselves deeply, compassionately, and equitably as human beings, and these negative and biases beliefs and stories will not have so much power in influencing our actions. Just like the invitation to look at each other mindfully, we can even outreach to connect and support others, even if we are not used to doing it.”

污名化—“我们可能会对他人或我们自己产生耻辱的想法。随着内在的污名化，我们甚至可能对自己持有其他负面信念，例如“这一定是我的错.....我永远不会像其他人一样.....”通过练习解离，我们可以学会作为人类而深深地，慈悲地，和平等地相互欣赏，而那些消极和偏颇的信仰和故事并没有那么大的力量影响我们的行为。就像号召大家专注地看着对方一样，即使我们还不习惯，我们还是可以伸出双臂去连接及支持他人。”

### References 参考

- Inspired by Create A Song in in Hayes, S. C. with Smith, S. (2005). Get out of your mind and into your life (p.80). Oakland, CA: New Harbinger Publication, Inc.



## 7. **Imagine that thoughts are like: 把想法想象成:**

- Internet pop-up ads.  
互联网弹出的广告。
- a ringing cell phone you can't turn off (e.g., "Hello. This is your mind speaking. Don't do too much because you are going to regret it", etc.).  
一个你无法关机的手机（例如，“你好。这是你的心神在说话。不要做太多，因为你会后悔的”，等等）。
- clouds floating across the sky.  
云彩飘过天空。
- leaves floating down a stream. You don't have to dive in. You can watch from a bridge.  
树叶沿着水流漂过。你不必跳入其中。你可以从桥上观看。
- a waterfall. You're standing behind it, not under it.  
瀑布。你正站在它后面，而不是它下面。
- guests entering a hotel. You can be like the doorman: you greet the guests but you don't follow them to their rooms.  
进入酒店的客人。你可以像门童一样：迎接客人，但你不跟随他们到他们的房间。
- actors on a stage. You can watch the play; you don't need to get on stage and perform.  
舞台上的演员。你可以观看比赛；你不需要登台演出。
- a passing parade. You can watch the floats pass by. You don't have to climb on board.  
经过游行队伍。你可以看着花车经过。你不必爬上它。
- suitcases dropping onto a conveyor belt at the airport. You can watch them pass by, without having to pick them up.  
行李箱转到机场的传送带上。你可以看着它们经过，而不必拎起它们。

## 8. **Buying thoughts 相信想法吗**

- Distinguish between thoughts that just occur and the thoughts that are believed (e.g., "I guess I'm "buying" the thought that I'm hopeless").  
区分是刚刚升起的想法，还是已经坚信的想法（比如，“我想我正在相信我没希望了这个想法”）

## 9. **And how has that worked for me? 这对我有用吗?**

- When you are buying a thought, back up for a moment and ask yourself, "How has that worked for me?" and if it hasn't worked ask, "Which should I be guided by, my mind or my experience?"  
当你去相信一个想法，后退一步并问一下自己，“这对我有用吗？”如果没用再问自己，“我要听从我的大脑呢，还是我的体验？”

## 10. **Create your own defusion strategy! 创造你自己的解离策略!**

# Mental Illness Stigma Reflection Worksheet 精神障碍污名化反思工作表

- The following is a list of some possible issues around **mental illness**. 以下列出了围绕精神障碍的一些议题

<ul style="list-style-type: none"> <li>Mental illness &amp; violence 精神障碍和暴力</li> </ul>	<ul style="list-style-type: none"> <li>Mental illness &amp; family 精神障碍和家庭</li> </ul>
<ul style="list-style-type: none"> <li>Mental illness &amp; recovery 精神障碍和康复</li> </ul>	<ul style="list-style-type: none"> <li>Mental illness &amp; community 精神障碍和社区</li> </ul>
<ul style="list-style-type: none"> <li>Mental illness &amp; the future 精神障碍和未来</li> </ul>	<ul style="list-style-type: none"> <li>Mental illness &amp; social justice 精神障碍和社会公义</li> </ul>
<ul style="list-style-type: none"> <li>Mental illness &amp; acceptance 精神障碍和接纳</li> </ul>	<ul style="list-style-type: none"> <li>Mental illness and advocacy 精神障碍和倡导</li> </ul>

## Reflective Questions 反思问题

- Reflect on **your own personal perceptions** about mental illness, and select 2 relevant issues from the list above. What are your first impressions, assumptions, beliefs, rules, or stories around them?  
反思你对精神障碍的**个人观念**，并从上面的列表中选择2个相关议题。你的第一印象、假设、信条、规则或围绕它们的故事是什么？
- How do these perceptions affect **your own behaviours**, i.e., what you do or avoid doing?  
这些观念如何影响**你自己的行为**，例如，你为此做了什么或避免做什么？
- Reflect on the **general societal perception** about mental illness, and select 2 relevant issues from the list above. What are the common assumptions, beliefs, rules, or stories around these issues?  
反思对精神障碍的**社会普遍观念**，并从上面的列表中选择2个相关议题。社会大众对这些问题的常见假设、信条、规则或围绕它们的故事是什么？
- How do these social perceptions affect **your own behaviours**?  
这些社会普遍观念如何影响**你自己的行为**？
- How do these social perceptions affect the **society**? (e.g., impact on people with and without mental illness; common behaviors and practices; structures and programs; resources and opportunities; policies and procedures, etc.)  
这些社会普遍观念如何影响**整个社会**? (例如，对有精神障碍以及没有精神障碍的人的影响; 常见行为和做法; 结构和项目; 资源和机会; 政策和程序等)

# MODULE 3: ACCEPTANCE, SOCIAL JUSTICE 培训模块三：接纳, 社会公义

# Chair Sculpture of Suffering 苦难椅子雕塑

## Objectives 目标

1. Identify our tendency to suppress or avoid our unwanted thoughts and feelings and the cost of doing this  
认清我们会有抑制或回避我们不想要的想法和感受的倾向，以及这样做的代价
2. Observe that despite best efforts, avoided thoughts and feelings can continue to persist  
观察到尽管做出了最大的努力，我们回避的想法和感受还会继续存在
3. Foster acceptance as an alternative to deal with difficult thoughts and feelings  
培养接纳，以此作为应对困难的思想和感受的替代方式

## Suggested Time 建议时间:

- 45 – 60 minutes 45到60分钟

## Number of Facilitators 小组带领者（组长）人数

- 1

## Brief Description 简述

This is a group exercise to co-construct a physical metaphor about coping with negative feelings. At the start, the group is sitting in a circle. After a brief guided meditation to recall a challenging life event, the facilitator puts his/her chair in the centre representing the unwanted negative feelings. One by one, each participant describes a bit about their own life event, get up, place their own chair representing their coping strategy around the centre chair, return to their original spot, and remain standing. Eventually, all participants will be standing in a circle around a cluster of chairs in the centre. The participants are guided to notice that none of the chairs representing coping strategies have eliminated the centre chair representing the unwanted feelings, and paradoxically, they may only add chaos and contribute to the imposing nature of the centre chair. The resulting pile of chairs in the centre forms the “Chair Sculpture of Suffering.” After further debriefing, the participants retrieve their own chair and reseat themselves in a circle. They are guided to look at the single remaining chair representing unwanted negative feelings in the centre and become aware that this observational stance represents mindful acceptance of our feelings, without fused engagement or avoidance. In addition to learning about acceptance of negative thoughts or feelings, this can also be a powerful exercise to build group cohesion and decrease participants’ judgment of themselves for failing to control or eliminate their negative thoughts or feelings.

这是一个团体练习，我们要共同构建一个关于应对负面情绪的实体隐喻。在开始，小组成员坐成一个圆圈。在一个简短的导引冥想，回忆人生中一个有挑战的事件之后，小组带领者把她/他的椅子放到中间，这个椅子象征那些大家不想要的负面情绪。之后，每一名组员一个接一个地简述他们自己那个生活事件，站起来，把他们自己坐着的，代表他们的应对策略的椅子放到中间那把椅子周围，再回到他们原来的位置，保持站立。最终，所有的组员将会站成一个圆圈，围着中间的一堆椅子。组员们会被提醒，其实任何代表应对策略的椅子都不能消除中间那把代表不想要的感受的椅子。相反地，它们只会增加混乱，以及助长中间椅子的气焰。中间那堆椅子组成了一个“苦难椅子雕塑”。进一步小结之后，组员们要拿回自己的椅子并坐成圆圈。他们被指导去看着中间那把代表不想要的感受的椅子，领悟到这种观察的态度代表了对我们感受的正念接受，不去融合或回避。除了学习接受负面想法和情绪之外，这个练习在建立小组凝聚力，以及减少组员们的对自己的评判非常有效。组员们认为自己没能控制或者消除那些负面的想法和感受而会对于自己产生评判。

## ACE Processes ACE流程

- **Acceptance 接纳**
- **Defusion 解离**
- **Empathy & Compassion 同理心与恻隐心**

## Key Learning Points 学习要点

- We all experience challenging situations that evoke **negative thoughts and feelings**. Further, it is natural and being human that we all try our best to **cope** with them.  
我们都经历过一些能够引起我们消极想法和感受的困难处境。而尽力应对它们是自然的人类天性。
- While coping strategies can be helpful and some coping actions such as problem solving or getting help are inherently beneficial, the **negative feelings** can **persist**.  
尽管应对策略可能会有所帮助，就像解决问题或寻求帮助等一些应对措施本身就是有益的，但**负面情绪可能还会继续存在**。
- If we spend all our efforts in **cop**ing and **avoiding** our negative feelings, it can completely **drain** us, and our life will all be about coping, **increasing our suffering**.  
如果我们把所有的努力都花在**处理和回避**我们的负面情绪上，我们的精力就会被**耗光**，而我们的生活将全都是在**灭火**，这样我们的**痛苦会增加**。
- One **alternative** is to **observe** and **accept** these negative feelings and thoughts **mindfully**, i.e., neither being consumed by them nor struggling against them, such as suppressing them or running away from them.  
另一种选择是**专注地观察和接受**这些负面的感受和想法，既不被他们消耗也不与他们作斗争，比如，去压制它们或回避它们。

## Materials 材料

- Each participant's own chair, which must be movable  
每名参与者自己的椅子，椅子要是可以搬动的。

## Instructions & Sample Script 说明和示范文稿

1. Introduction – “Have you ever encountered a difficulty or challenging event? Anybody has never encountered this? What kinds of negative feelings have you experienced? Can you name some examples? ... In this exercise, we will explore these situations, the difficult thoughts and feelings they evoke, and how we attempt to deal with them.”  
介绍—“你曾经历过艰难困苦的事件吗？有人从来没有经历过吗？你经历了怎样的消极情绪？你可以给出一些例子吗？...在这个练习里，我们将要探寻那些情景，这些情景所激起的困难的思想和感觉，以及我们尝试去怎样应对他们。”
2. Guided meditation about a challenging life event – “We will begin with a brief guided exercise. If you are willing, either close your eyes or let your eyes gaze unfocused at the centre of the circle on the floor. See if you can pay attention to your breath... Now, see if you can allow your mind to wander back to a difficult situation you have encountered and one that you are willing to share. It can be a big event or a small almost trivial event. Choose one that seems appropriate for you in this moment. See if you can recall who it involves ... and allow yourself to be in touch with how you felt ... it could be anger, sadness, disappointment, frustration, worries ... and recall how you have coped with all that and how you managed the situation ... and now, allow yourself to bring back to story to the present ... reconnect with your breath once again ... and come back to the present moment ... and whenever you are ready, you

may open your eyes.”

关于艰难的人生事件的导引冥想—“我们将要以一个简短的导引的练习开始，如果你愿意，你可以或闭上你的眼睛，或让你的眼睛朦胧地目光停留在某个地方。看看你是否可以把注意力放到你的呼吸上...现在，看看你是否可以让你的心神漫游回你曾经遇到困难，并且你愿意在这里分享的情境中，它可以是个大事件也可以是一个微不足道的小事。选一个此刻你认为合适的事件。看看你是否可以回忆谁在里面...允许你自己和你的感觉相接触...也许是愤怒，悲伤，失望，挫败感，担心...回忆你是怎样应对的，怎样处理这种情况的...现在，允许自己从故事中回到现在...和你的呼吸重新连接...回到此时此刻...当你准备好，你可以随时睁开你的双眼。”

3. Set up the space – the facilitator stands up and pushes his/her own chair to the centre of the group’s circle.

布置空间—小组带领者站起来，并把她/他的椅子放到小组围成的圆圈中间。

4. The Chair of Negative Feelings – “You just recalled a difficult event and the negative feelings that it caused. See if you can project your own unwanted negative feelings on to this chair... if you felt anger, this chair now represents your anger ... if you felt sadness, this chair represents your sadness ... if you felt anger, this chair represents your anger ... I will give you a moment to do that.” (Pause for a moment.)

负面情绪的椅子—“你刚刚回忆了一个困难的事件以及由此产生的负面情绪。看看你是否可以把你自己不想要的负面情绪投射到这把椅子上...如果你感到愤怒，这把椅子现在就代表你的愤怒...如果你感到悲伤，这把椅子代表你的悲伤... 我会给你一点时间去做这个“（停下一会。）

5. Invitation to share stories, feelings, and coping strategies – “I would invite all of you to take turns sharing a little bit about your story, and specifically the negative feelings that arose and how you coped with it. You can share as little detail about the actual event as you want. Who would like to share first?”

邀请大家分享其故事、感受和应对策略—“我想请大家轮流分享一点你的故事，尤其是那些随之升起的负面情绪，以及你是怎样应对的。你愿意分享多少细节都可以。哪位想第一个分享？”

6. Identify each participant’s feelings and coping strategies to form the “Chair Sculpture of Suffering”:  
明确每名组员的感受和应对策略，组成一个：“苦难的椅子雕塑”。

- “Can you tell us a little bit about the situation? What negative feelings showed up for you? How did you cope with it? What did you do to make yourself feel better?” (Guide the participant’s response to identify at least one negative feeling and one coping strategy. Do not judge or comment on their coping strategy. Provide emotional support as needed.)

“你可以给我们讲述一点这件事吗？你出现了什么负面情绪？你是怎样应对的？你做了什么来让自己感到好受些？（指导组员确定至少一个负面情绪和一个应对策略。不要评判或者评论他们的应对策略。如有必要，提供情感支持。）

- “Thank you for sharing. Can you please stand-up? Let your chair represent your coping strategy. Your chair now is the ‘Chair of [type of coping strategy]\*’...” (\* e.g., ‘Chair of Calling a Friend’, ‘Chair of Positive Self-Statements’, ‘Chair of Drinking Alcohol’, ‘Chair of Pretending Nothing is Wrong’, etc.)

“谢谢你的分享。你可以站起来吗？让你的椅子代表你的应对策略。你的椅子现在是“（应对策略）的椅子...”(\*比如，‘给朋友打电话的椅子’，‘自我肯定的椅子’，‘喝酒的椅子’，‘假装一切都好的椅子’，等等)

- “Recall now that the centre chair is your negative feeling – [feeling X]. Can you please show us how your coping strategy relates to your negative feeling by placing your ‘Chair of [type of coping strategy]’ in a representative way in relationship to the centre chair? You can position your own chair in any way you like, e.g., upside down or on the side, and place it anywhere you like in the room, e.g., stacked on top of the centre chair or far away from it... however, you cannot move the centre chair though... just move your own chair.”

“还记着吗，现在中间的那把椅子是你的负面感受—（感受X）。你可以通过把你的（应对策略）椅子和中间这把椅子的关系用一个象征性的方式摆放吗，以向我们展示一下你的应对策略和你的负面感受的关系的？你可以用任何方式摆放你的椅子。比如，倒过来或者侧放，可以放在房间里的任何地方，比如，把它放在中间这把椅子上面，或者放在很

远处...但是你不能挪动中间的椅子...只能挪动你自己的椅子。”

- “Thank you ... can you please return to where you were seated before and remain standing there.”  
“谢谢，请你回到原来坐着的地方，并继续站着。”
  - “Who would like to go next?” (Move on to the next volunteer until all participants have been given a chance to share.)  
“谁做下一个？”（继续到下一个，直到所有组员都得到机会分享。）
7. Debriefing on the Chair Sculpture of Suffering – “Thank you for sharing. What do you observe in this exercise?” (When everyone participating in the exercise has completed sharing and putting their chair in the centre.)  
苦难的椅子雕塑小结—“谢谢大家的分享。你在这个练习里观察到了什么？”（当每个参与练习的人都完成了分享并把他们的椅子放到中间的时候）
8. Debriefing on Mindful Acceptance – “I would like to invite all of you to take back your own chair and reform the circle for final debriefing.”  
正念接纳小结-“请大家拿回你自己的椅子，再次坐成圆圈，我们将会进行小结。”

## **Debriefing & Sample Scripts 小结和示范文稿**

### **Debriefing on Chair Sculpture of Suffering: 对苦难的椅子雕塑的小结**

#### **Empathize with our common experience of pain and suffering 强调我们共同的艰难痛苦经历**

- “It does not matter who you are or how well adjusted you are, we all go through pain and suffering with our difficult thoughts, feelings, and sensations. While we each have our own trials and tribulations, as you listen to others' sharing, do you find yourself also identifying with each other's pain and perhaps even sharing some of the coping strategies?”  
“不论你是谁或者你调整的有多么好，我们都曾经历过痛苦并且曾挣扎于我们的困难想法，感受和感觉中。虽然我们每个人都有自己的考验和磨难，但当你聆听别人的分享时，你们是否发现我们会认同彼此的痛苦，甚至可能共享同样的应对策略？”
- “We all try quite hard to cope with our unwanted thoughts and feelings when we get hurt. We do our best and it's certainly not our lack of trying. We can acknowledge and honour each other's pain, suffering, and efforts in coping – after all, that we are courageous in our own way when we deal with our own struggles in life ... and to be alive here in this present moment, in the face of whatever we have encountered in the past.”  
“当我们受到伤害，我们都会竭力去应对我们不想要的想法和感受。我们已经尽力了，我们当然没少尝试。我们可以承认和尊重彼此的疼痛，苦难，和付出的努力—总之，我们在处理我们生活中的艰难的时候，我们以自己的样子充满勇气...不论我们过去面对了什么，我们在此刻还在这里活着。”

#### **Persistence of hurtful thoughts and feelings 持续的伤害性想法和感受**

- “What has happened to the centre chair? Has it disappeared? Although it may be surrounded or even buried, notice that it's still there. When we talk about these events, the negative feelings may still be here today.”  
“中间的那个椅子怎么了？它消失了吗？就算它被包围着，甚至被埋起来了，请注意它还在那里。当我们谈到那些事件时，负面情绪可能今天还在。”
- “So sometimes we think that the negative feelings would go away if we only try harder ... or try different kinds of coping strategies ... or if we go learn the latest coping strategy ... It does not work like

that here in this exercise.”

“有时我们以为只要我们更努力...或者用其他应对策略...或者我们去学最新的应对方法,负面情绪就会消失。在这个练习中,我们看到不是这样的。”

- “In fact, while we were doing the exercise, you might have been drawn to evaluate or judge the coping strategies that were mentioned, and even label them as good or bad strategies. Yet, we can see that none of the coping chairs were actually ‘superior’ than any other chair, and none were able to eliminate the centre chair. So, this exercise encourages us to be non-judgemental about these coping strategies when we are talking about their function in eliminating negative feelings. There need not be any judgment here. We do try the best we can at that moment in time.”

“实际上,在我们做练习时,你可能已经对大家谈到的应对策略做过评估或评价,甚至可能会将它们标记为好策略或坏策略。但是,我们已经看到,没有一个应对的椅子比其他椅子更“高明”,而且没有一把椅子可以消除中间那把椅子。所以,这个练习提醒我们,论起消除负面情绪的功能,我们对那些应对策略不做评判。在这里无需评判。我们都在那个时刻竭尽全力了。”

- “Regarding the various ‘good strategies’, it’s not that we should not do them. Sometimes they do help us cope in that moment. However, when we rely on them to avoid, control, or eliminate our thoughts and feelings, you can see how this turns out. So, if you exercise or talk to a friend – do them in the service of your values and for the benefits that they can offer, such as better fitness or better friendship, rather than counting on these coping strategies to eliminate your negative feelings.”

“关于各种‘好的策略’,并不是我们不应该使用它们。有时它们真的会帮助我们在那一刻去应对。但是,当我们依赖它们去回避,控制,或者消除我们的想法,感受,你可以看到结果是怎样。所以,如果你去锻炼或者去和一个朋友交谈—做这些有助于你的价值,做这些因为它们可以带来益处,比如更健美,更密切的友情,而不是依赖这些应对措施去消除你的负面情绪,那就去做吧”

### The cost of avoidance 回避的代价

- “What are the costs of our efforts to cope or avoid?”

“我们努力去应对或者回避的代价是什么。”

- “Notice how much space the ‘Chair Sculpture of Suffering’ takes. Does it just take over the space in the room and our collective energy and attention? Sometimes, we may find our lives revolve around trying to cope with our hurt and our pain, with our coping strategies adding to our suffering and taking up all of the space in our lives, with little room left for anything else. We may be even pushed to the periphery and up against the wall if we put even more chairs in the middle.”

“请留意这个“苦难椅子的雕塑”占据了空间。它是否占用了这个房间的很多空间,以及我们大家的精力和注意力?有时,我们也许发现我们在生活里转着圈儿竭力去应对我们的伤痛,我们的应对策略增加了苦难并且占据了我们的生活的所有空间,几乎没有为其他事情留余地。如果我们在中间放更多的椅子,我们甚至可能会被推到外围并退缩墙边。”

- “Notice – are you able to sit? Instead of sitting comfortably as a group, we are left standing. We do expand and sacrifice our energy when we cope, just as we had to give up our own chair in this exercise.”

“请注意 – 你能坐下吗? 没有舒适地坐成一个小组,我们只能站着。当我们应付时,我们真是延展并牺牲了我们的精力,正如我们在这次练习中不得不放弃自己的椅子一样。”

### Debriefing on Mindful Acceptance: 对正念接纳的小结

- “Observe the lone chair in the centre... what is it like now for you?”

“观察单独在中间的那把椅子...现在它对你来说是什么?”

- “What if we treat our unwanted feelings with mindful acceptance – just willing to have the feelings here with us? Notice the space it opens up in the centre. We do not have to be fused with it and get

consumed by it – just as we are not asking you to be sitting in the centre chair. We can sit right where we are, make room for the centre chair, and just simply observe it.”

“如果我们以正念接纳来对待不想要的感受会怎样—只是愿意在这里和这种感受在一起？请注意我们的中间空了出来。我们不必和那个不想要的感受融合或者被它消耗—就像我们不会要求你坐在中间那把椅子上。我们就坐在现在这里，为中间的椅子留有空间，只是观察它。”

- “When we talk about acceptance, it is our willingness to experience and not run away from what is already here, our internal thoughts and feelings. Even if we choose not to “accept”, the thoughts and feelings, like the centre chair, are here anyways.”  
“当我们谈到接纳，就是指我们愿意去体验，而不是从已经在那里的，从我们的内在想法和感觉跑开。就算我们选择不去‘接纳’我们的那些想法和感受，就像中间的那把椅子一样，它们也都会在那里。”
- “However, acceptance does not mean we need to love our negative emotions or thoughts in a masochistic way. It also does not mean giving up. Where possible, we can still work to change our situation and environment through our actions.”  
“无论如何，接纳不是意味着我们要自虐似地爱我们的负面情绪或者想法。也不意味着我们要放弃。只要可能，我们都可以通过行动去改变我们的情形和环境。”

### Facilitation Tips 带领诀窍：

- The facilitator ideally should remain standing for the entire exercise. When a participant is sharing, the facilitator may walk closer to the participant to engage in the dialogue, show emotional support, or offer a tissue if the participant becomes tearful and would like one.  
理想情况下，小组带领者应该在整个练习中保持站立。当组员分享时，组长可以走近这名组员以启发对话，表示情感支持或，当组员开始流泪，并愿意接受纸巾时，为其提供纸巾。
- Participants may spontaneously share a lot of details about their back-stories about an incident. Allow brief stories to emerge, as long as they do not dominate over the entire exercise. Empathize with the story, while clarifying, focusing on, and highlighting the unwanted thoughts or feelings that come up as a reaction to the event. Do not let the group get caught up in the details and minimize other members interrupting, questioning, or commenting on the narrative.  
组员可以自愿地分享关于某事件的背景的更多细节。允许简短的故事被呈现，只要它们不占用整个练习时间。对那些故事共情，同时澄清，关注并强调那些因为回应事件而产生的不想要的想法或感受。不要让小组纠缠于细节之中，尽量减少其他成员对叙述的打断，质疑或评论。
- Depending on the size of the group, time allotted, and the engagement of the group, the facilitator may elect to involve most or ideally all group members. This includes any other group facilitator to demonstrate that we all experience challenges. Any participant may also pass if they really refuse to engage in the exercise.  
根据小组人数，分配的时间以及组内参与情况，小组带领者可以选择让绝大多数，或理想状态下—所有小组成员参与。这包括所有其他小组带领者，以证明我们都经历过挑战。任何组员如果非常抗拒参与这个练习，可以略过她/他。

### Specific Application 具体应用

- The facilitator can lead the guided meditation to direct the participant to focus on a particular types of challenging events, situations, or feelings.  
小组带领者可以带领引导冥想，引导组员专注于某个特定类型的挑战性事件，情境或感受。
- Stigma – “See if you can recall an event in which you felt that your were stigmatized ... or discriminated against ... or judged or treated unfairly ... or excluded in some way. What feelings showed up for you?”  
污名化-“看看你是否能够回忆起你认为自己受到侮辱.....或被歧视.....或被评判或受到不公平对待.....或以某种方式被排除在外的事件。你有什么感受浮现了出来？”

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# Exclusion Circle 排斥圆圈

## Objectives 目标

1. Promote empathy and connection among participants  
促进参与者之间的同理心和相互连接
2. Illustrate the power of fused arbitrary rules and stories that leads to stigma, discrimination, exclusion, and marginalization  
展示那些导致污名化，歧视，排斥，和边缘化的融合了独断的规则和故事的威力
3. Promote acceptance and committed actions, guided by values of compassion and equity  
促进以恻隐心和公平为价值导向的接纳和承诺的行动

## Suggested Time 建议时间

- 45 – 60 minutes / 45 – 60分钟

## Number of Facilitators 小组带领者人数

- 1 – 2

## Brief Description 简述

This exercise engages participations to experientially explore exclusion and marginalization. All participants initially aggregate in the centre of the room and each is randomly given a colour card or paper strip. The participants are encouraged to chitchat. Periodically, the facilitator rings the bell, names a colour, and reads a story about an individual's experience in marginalization. Participants identified by that colour are asked to leave the centre immediately and stand in one of the numbered stations around the room. This continues until a small group of individuals identified by the colour white, representing the privileged, is left in the centre. The participants are engaged to reflect on the impact of stigma and other judgmental rules and stories in excluding and marginalizing people; the process of fusion and avoidance in preventing people from helping; and the possibility of acceptance and committed actions, guided by values, to actively work towards promoting equity and wellbeing.

这项练习使组员以体验来探索排斥和边缘化。所有参与者首先聚集在房间的中心，每个参与者被随机给与一张彩色卡片或纸条。参与者可以随意闲聊。小组带领者敲响铃声，说出一种颜色，并读出一个关于个人被边缘化经历的故事。确定是那种颜色的参与者被要求立即离开房间中心，并站在房间四周的一个有编号的地方。这种情况一直持续到仅剩一小部分手持白色卡片的，代表特权阶层的人们留在中心。组员们开始反思污名化以及其他诸多的评判性规则和故事对被排斥的及被边缘化人群的影响；反思阻止人们提供帮助的融合和回避的过程；以价值观为指导的接纳和承诺行动的可能性，以积极致力于促进平等和幸福安康。

## ACE Processes ACE流程

- **Social Justice and Equity 社会公义**
- **Defusion 认知解离**
- **Acceptance 接纳**
- **Values 价值观**
- **Collective Empowerment 集体赋权**

## Key Learning Points 学习要点

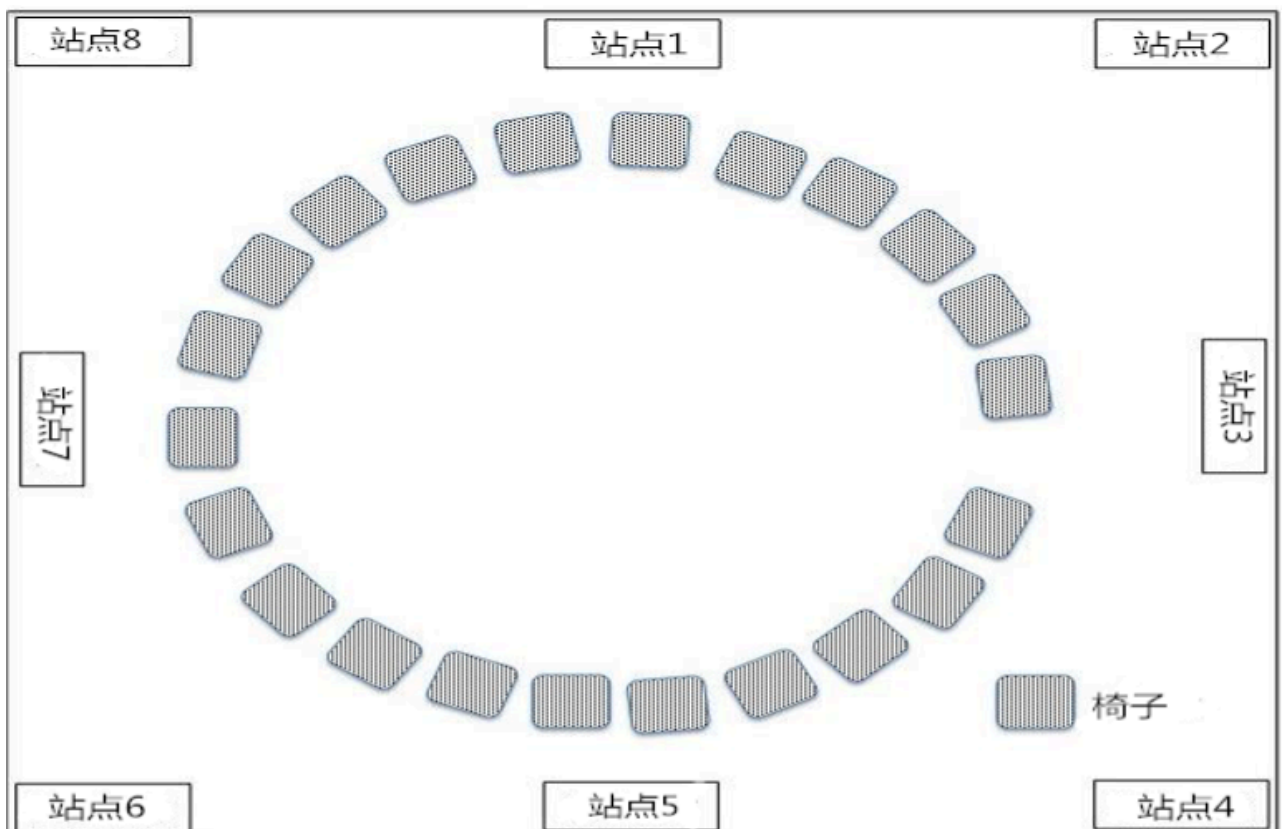
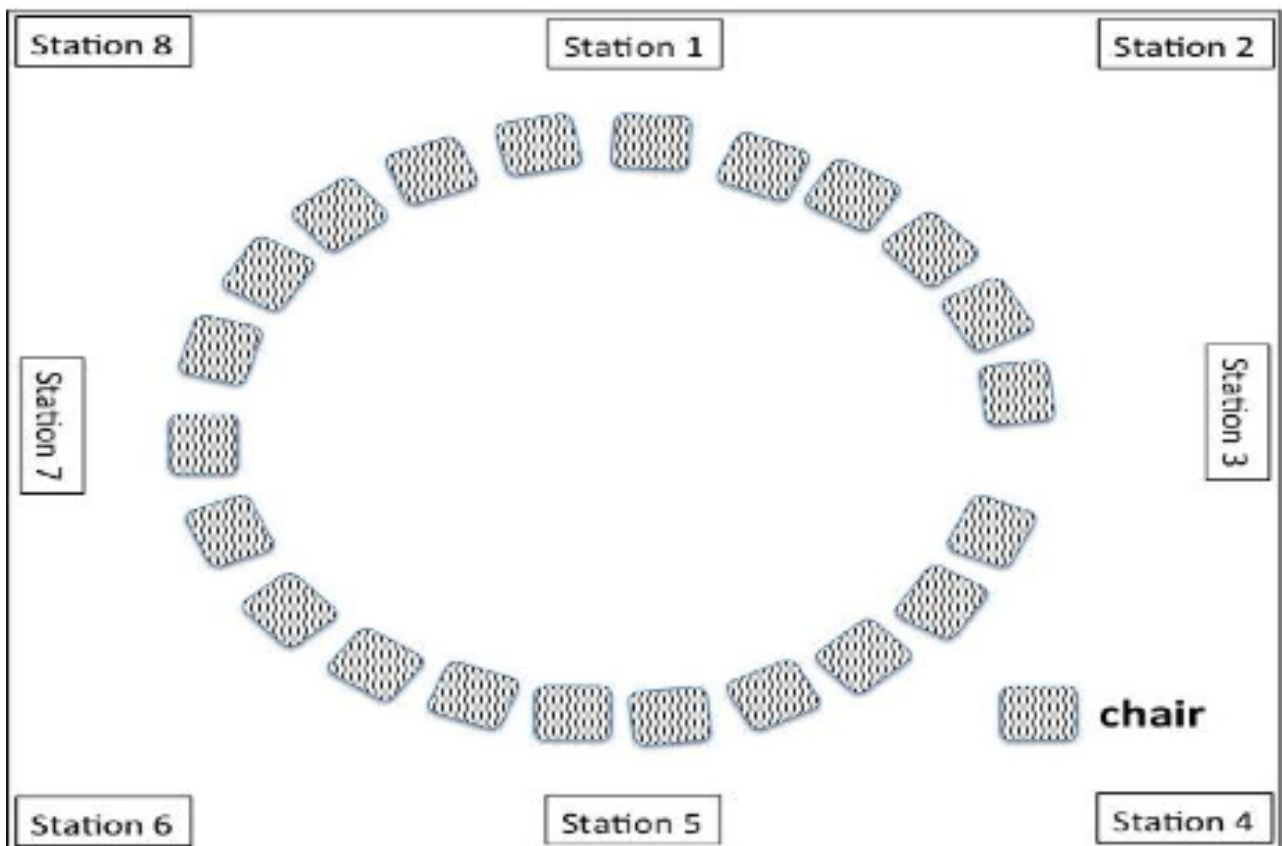
- **Fusion** with **stigma** and other judgmental **rules** and **stories**, e.g., “mental illness is bad”, can lead to discrimination, exclusion, and marginalization of individuals or groups of people.  
与污名化和其他评判性规则和故事的融合，例如“精神障碍是坏的”，可能导致对个人或群体的歧视、排斥和边缘化
- **Fusion** with rules and stories can lead to **experiential avoidance**, which can lead to people not reaching out to help those marginalized.  
与规则和故事的融合可以导致经验性回避，这可能导致人们不去伸出援手来帮助那些被边缘化的人。
- To promote the well being of everyone, we can cultivate the **willingness** to break away from social pressures to marginalize certain groups of people, and the **willingness** to reach out, compassionately connect with them, and render help based on our **values**.  
为了促进每个人的身心健康，我们可以养成破除使某些群体边缘化的社会压力的意愿，以及伸出援手，富有慈悲心地与他们接触的意愿，并基于我们的价值观提供帮助。

## Materials 材料

- [Exclusion Scenarios](#) printout for each facilitator  
为每位小组带领者准备的，描述排斥情节的打印材料。
- Colour cards or paper strips – corresponding to the scenario colours used, one per participant, with at least 2 participants having the colour white  
彩色卡片或纸条 – 对应于被使用情节中的颜色，每个参与者一张，至少有2个参与者有白色的
- Station labels – numbered signs that can be posted up  
站点标签 – 可以张贴的号码标志
- Bell 铃铛

## Instructions & Sample Script 说明和示例脚本

1. Setup – Arrange chairs in a large circle and stick “Station [number]” signs around the room. Ensure that there is sufficient space in the centre for participants to move around and for participants to stand at the assigned stations outside of the circle later on in the exercise (See diagram for spatial arrangement). Invite all participants to stand in the centre of the circle at the beginning of the exercise. Distribute a prepared coloured card or paper strips to each participant randomly.  
设置 – 将椅子摆放成一个大圆圈，并在房间周围贴上“站点号码”标志。确保中间有足够的空间供参与者四处移动，并让参与者在练习的后期移步到圆圈外的指定站点（参见空间布置图）。邀请所有参与者在练习开始时站在圆圈的中心。随机向每位参与者分发准备好的彩色卡片或纸条。



2. Introduction – “In this exercise, we will explore stigma and exclusion experientially. Whenever you hear the bell, please pause and listen for further instructions. For now, please feel free to mingle and chat with each other to begin the exercise.” (Allow for 30 seconds of chitchat.)

介绍 – “在本次练习中，我们以体验的方式来探讨污名化和排斥。每当你听到铃声响，请暂停并聆听进一步说明。现在开始这个练习，请随意找人聊天。”（允许30秒的闲聊。）

3. Read scenarios – The facilitator(s) rings the bell and reads a scenario related to a colour – “If you are holding a [colour] card, this story is about you...”  
阅读情景 – 小组带领者敲响钟声并阅读相关颜色的情景 – “如果你持有[颜色]卡片，这个故事就是关于你.....”
4. Enact exclusion – The facilitator(s) direct all participants with the specific colour card to proceed to their corresponding station and remind them to “... not allow anyone else into your station.”  
执行排斥 – 小组带领者提示所有持有特定颜色卡片的参与者前往相应的站点并提醒他们“.....不要让任何其他人进入你的站点”。
5. Resume central group activities – “Those of you inside the circle, please feel free to resume mingling and chit-chatting with each other until you hear the bell.” (Allow for 30 seconds of chitchat.)  
恢复圆圈中的团体活动 – “圈内的所有人，请自由恢复之前的交流和聊天，直到你听到铃声响起。”（允许30秒的闲聊。）
6. Repeat steps 3 to 5 until all colour-coded scenarios, except the white scenario, are done.  
重复步骤3到5，直到除了白色情景之外其他所有情景颜色都已被要求离开。
7. Read out the description of the white colour scenario representing privileged identities/statuses.  
请读出对代表特权身份/地位的白色情景的描述。
8. Debriefing – “Now you may go back to your original seats. Can you please share your experience?”  
总结 – “现在大家可以回到原来的座位上。你们能分享一下自己的体验吗？”
  - “What is your experience when being sent away?”  
“被弄走之后，你的体验是什么？”
  - “What is your experience when watching others being sent away?”  
“看到别人被弄走，你有什么体验？”
  - “What is your experience when being kept in the circle?”  
当被留在圈子里，你的体验又是什么？”
  - “What role did you play in the exercise and why did you follow the instructions of that role?”  
你在练习中扮演了什么样的角色？为什么你遵从了对那个角色的指示？”

### **Debriefing & Sample Scripts 小结和示例文稿**

#### **Fusion with Stigma, Rules, and Stories that marginalizes 融合污名化、规则和故事，导致边缘化**

- “On what basis have people been excluded in the exercise? Some fused rules and stories may be promoted in society as defining what is normal, accepted, or successful, while other rules and stories may increase negative judgements about others and us. Can you identify what rules and stories are being highlighted in these scenarios?”  
“在这个练习中，人们被排斥是基于什么？一些融合了的规则和故事可能是在社会中被提倡，用来定义什么是正常的、被接受的或成功的，而其他规则和故事可能会增加我们对他人和对自己的负面评判。你能否辨识出在以上情景中突显了哪些规则和故事？”
- Discuss judgements based on mental illness, gender, class, rural vs urban, sexual orientation, body image, financial or academic success, etc. and also note the arbitrary distribution of colour cards or paper strips – i.e., it is not a person’s “fault.”  
讨论基于精神障碍、性别、阶级、农村与城市、性取向、身体形象、财力或学业成功等方面的评判，并注意彩色卡片或纸条是任意分发的 – 即，它不是个人的“过错。”
- “In this exercise, exclusion is represented by getting sent away from the centre. How does this take place in these scenarios and in real life, i.e., how do negative judgements and stories lead to

discrimination, exclusion, or marginalization at a personal or systemic level?”

“在本次练习中，排斥是通过被弄得远离中心来表示的。那么，在这些情景中，以及在现实生活中它是如何发生的，也就是说，负面评判和故事是如何导致个人或体系层面的歧视、排斥或边缘化的？”

### **Fusion and Avoidance that stops people from helping融合和回避，阻止人们出手相助**

- “When we conduct this exercise, participants almost always follow all the instructions just as you have done. In your experience, what stopped you from reaching out to help others being sent away? What do you think you may have been avoiding?”  
“当我们进行这项练习时，参与者几乎总是按照指示遵循所有说明，如同你刚才做的一样。按照你的体验，当其他人被要求离开圆圈，是什么阻止你伸出援手？你认为你可能在回避什么？”
- Explore any fears of non-conformity, being rejected themselves, etc.  
探讨对不顺从以及对被拒绝的恐惧，等等
- “If there was any discomfort in seeing people being sent away, how did you deal with it during the exercise?”  
“如果你对有人被要求离开的情况感觉不舒服，你在练习中是怎样处理的？”
- Explore any avoidant coping strategies that minimize the need for action, such as “this is just an exercise; it’s not a big deal to be sent away; someone else may say something eventually so I don’t need to; the instructors must have a good reason to do this so I should follow; I can just focus on chatting with my buddy and forget about the discomfort...”  
探讨任何可能把行动的需要降到最低的回避型应对策略，例如“这只是一个练习；被要求离开圈子并不是什么大不了的事；别人可能最后会说什么，所以我不需要发表意见；领导肯定有充分的理由这样做，所以我应该遵从这个规则；我要专注于和身边的朋友聊天，并忘记这个不舒服的感觉.....”
- “What do these avoidance strategies lead to in real life?”  
“这些回避性策略在现实生活中会导致什么？”

### **Willingness (Acceptance) to help based on Values基于价值观提供帮助的意愿（接纳）**

- “If we were to do this exercise again, would you do it differently?”  
“如果我们再次进行这项练习，你会采用不同的方式吗？”
- “An alternative in this exercise and in real life is possible when we are all in touch with our values based on compassion and equity, and we can take active steps to promote the well being of everyone. To do that, we have to be willing to take the time to observe and listen to those who are suffering... willing to experience the discomfort in not following others at times... and willing to take action and to reach out, rather than to avoid.”  
“当我们在恻隐心和平等的基础上和我们的价值观相连时，我们就可能在练习中以及实际生活中采用另一种方式，并且，我们可以采取积极步骤促进每个人的身心健康。要做到这一点，我们必须愿意花时间去观察和倾听那些正在遭受痛苦的人.....愿意有时不随大流并愿意体验不适感.....并且愿意采取行动并伸出援手，而不是回避。”

### **References 参考**

Wong, J. P. & Li, A. T. (2015) The Exclusionary Circle Game: A tool to promote critical dialogue about HIV stigma and social justice. *Progress in Community Health Partnerships: Research, Education, and Action*, 91(3), 431-438.

## Exclusion Scenarios 排他场景

1. If you are holding a **green** card, this is about you. You are 18 years old, attending first year university. You are the first one within your extended family to attend university. You wish to study Chinese history. Your parents insisted that you study computer sciences, which will offer better employment opportunities when you graduate. Sometimes you feel frustrated and hard to focus at your schoolwork. You feel the pressure to succeed and often sleep for only 4-5 hours each night. If you are holding a **green** card, leave the centre and go to Station #1; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**绿色**卡片，这是你的情况。你今年18岁，大学一年级。在你的家族中，你是第一个上大学的人。你想学中国历史，但你父母坚持让你学计算机科学，因为这能让你在毕业后获得更好的工作机会。有时你觉得很困惑，很难专注于学校的功课。你感到需要成功的压力，经常每晚只能睡上4到5个小时。如果你拿到的是**绿色**卡片，请离开中央区走到1号站；不要和任何人说话，也不要让别人进入你所在的站。
2. If you are holding a **red** card, this is about you. You are a 32-year-old young woman. You worked hard at university and received a Master's degree in Marketing with high honours. You have been working at your company for 7 years. Despite your excellent track record at work, you have been passed for numerous promotions that you have applied for. Some of your co-workers have made fun of you, calling you a fat spinster behind your back, taunting you online that you are too old to find a boyfriend. You feel frustrated and angry but there is not anyone you can talk to. You just told yourself to work harder. When stress gets really too much, you binge on food and vomit afterwards. If you are holding a **red** card, leave the centre and go to Station #2; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**红色**卡片，这是你的情况。你是一位32岁的年轻女子。在大学时，你努力学习，并以极高的荣誉获得了市场营销硕士的学位。你在公司已经工作了7年。虽然工作业绩出色，但你好几次申请升职都没有被通过。有些同事拿你逗趣，背后说你个胖胖的老处女，在线上嘲讽你年纪大了，找不到男朋友。你感到挫败、愤怒，但却无人可以倾诉。你只能告诉自己更要努力地工作。如果压力变得实在太太大，你会暴饮暴食，然后狂吐一番。如果你拿到的是**红色**卡片，请离开中央区走到2号站；不要和任何人说话，也不要让别人进入你所在的站。
3. If you are holding a **brown** card, this is about you. You are 18 and attending university. You grew up in the rural area. Your parents are hard working farmers. Your older sister attends university in another city. Your parents feel a lot of financial pressure and decide to move to the city to work in factories. You sense a lot of prejudice towards rural migrants in the media and among your peers. You are afraid to tell others about where you came from. You just keep to yourself and feel anxious in any social situations. You have panic attacks several times a month, and you have avoided all social gatherings whenever possible. If you are holding a **brown** card, leave the centre and go to Station #3; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**棕色**卡片，这是你的情况。你今年18岁，考上了大学。你生长在乡下，父母都是勤劳耕作的农民。你的姐姐在另外一个城市的大学里读书。你的父母感到巨大的经济压力，决定搬到城里去工厂打工。在媒体上和同伴中，你感到人们对农村进城人口有很大的偏见。你不敢告诉别人你从哪里来。你只好自我封闭，在所有社交场合都感到焦虑。每个月你都会有几次恐慌发作，你尽可能地避免所有的社交聚会。如果你拿到的是**棕色**卡片，请离开中央区走到3号站；不要和任何人说话，也不要让别人进入你所在的站。
4. If you are holding a **blue** card, this is about you. Your only son is 19. He has left home to attend university. When your son came home for Lunar New Year celebration, he disclosed to you and your wife that he is gay. You told him, "You're a big disappointment. Don't be silly. What do they teach you in university? Don't hang out with bad friends." You love your son very much and only want him to be happy. At the same time, you are scared about what your relatives and friend will think and say about your son and your family. You feel guilty that you did not show support to your son and feel a sense of loss. You wish there is someone you can talk to. If you are holding a **blue** card, leave the centre and go to Station #4; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**蓝色**卡片，这是你的情况。你的独子今年19岁，离开家去上大学。他回家过春节的时候，向你和你的妻子坦承他是个同性恋。你对他说：“你真让我失望。别犯傻。他们在大学里都教了你什么啊！不要和坏朋友交往。”你非常爱你的儿子，只想让他幸福。与此同时，你又对亲戚朋友会怎样想、怎样说你的儿子和家庭感到害怕。你感到内疚的是你没有给儿子提供支持，也同时感到失落。你希望有人可以倾诉。如果你拿到的是**蓝色**卡片，请离开中央区走到4号站；不要和任何人说话，也不要让别人进入你所在的站。

5. If you are holding a **pink** card, this is about you. Your father has a drinking problem and whenever he is drunk, he hits your mother and calls her names. At times, he also hits you. Your mother tried to leave your father many times but the extended family persuaded her to keep the marriage. They told her that if she left your father, she would also lose custody of you. You love your mom very much and feel powerless. Now that you are living away from home at university, you are even more worried about your mom's safety. You feel stressed and depressed but you feel too ashamed to talk to anyone. If you are holding a **pink** card, leave the centre and go to Station #5; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**粉色**卡片，这是你的情况。你的父亲有酗酒的毛病。每次他喝醉后，就会殴打你的母亲，辱骂她。有时他也会殴打你。你的母亲多次试图离开你父亲，但家族说服她要维持婚姻。他们告诉你母亲，如果她离开你父亲，也将会失去对你的监护权。你非常爱你的母亲，但感到无能为力。如今，你离家住在大学中，更加担心母亲的安全。你感到压力重重、绝望无助，但羞于和别人谈及此事。如果你拿到的是**粉色**卡片，请离开中央区走到5号站；不要和任何人说话，也不要让别人进入你所在的站。

6. If you are holding a **purple** card, this is about you. You are 19 and did well in your first year at university. This semester, you find it hard to concentrate and your grades have dropped. Your school friends no longer seem to like you. You are angry that they only liked you when they copied your schoolwork before. Now they just seem to laugh at you. In the past few nights, you heard voices telling you that you are lazy and taking your family for granted. You feel both scared and angry. You are afraid to talk to anyone for help because you worry that they will lock you up. If you are holding a **purple** card, leave the circle, go to Station #1, and ask – “Can I join you?” You will be rejected. You can then move on to the next station and ask if you can join. Again, you will be rejected. Keep moving on to the next station until you get to Station #6 where you will stay. This is a quick reminder to all those in Stations #1, 2, 3, 4, and 5 – do not accept or let anyone else into your own station.

如果你拿到的是**紫色**卡片，这是你的情况。你今年19岁。大学一年级的時候你表现出色。但在这个学期，你发现很难集中精力，成绩下降。学校的朋友们似乎也都不再喜欢你了。让你生气的是，只有之前抄袭你的功课时，他们才喜欢你。现在他们似乎都在嘲笑你。之前几个晚上，你听到有声音说你很懒，依赖家庭。你感到害怕和愤怒。你不敢和别人交流以获得帮助，因为你担心他们会把你锁起来。如果你拿到的是**紫色**卡片，请离开中央区走到1号站，并问：“我可以加入你吗？”你会被拒绝。然后你走到下一站，询问是否可以加入。你还是会被拒绝。一个站接一个站地走过去，直到你走到6号站，这是你要停留的地方。提醒1、2、3、4、5号站里的人们：请不要让其他任何人进入你自己的站。

7. If you are holding a **yellow** card, this is about you. Your son is 17 year old. He has always been different from other kids. He learned to talk and walk slower than expected. He has never shown interest to play with other kids at school, and has never had a friend. In fact, he has often been bullied. He has temper tantrums and hits himself when there are any changes in routine. He always seems very naïve and immature. You have been embarrassed to take him out to any family or social gatherings, especially when all your friends brag about their children's successes. He gets average grades in school, never gets into trouble, and has just barely made it to university. He is now having a very hard time to cope, and seems obsessive and overwhelmed with everything. You suspect that he may have some kind of autism from a TV show, but you are afraid to find out more. If you are holding a **yellow** card, leave the centre and go to Station #7; do not talk to anyone and do not let anyone into your station.

如果你拿到的是**黄色**卡片，这是你的情况。你的儿子今年17岁。他总是和别的孩子不一样。他学说话和走路很慢，比一般孩子晚。他从来没有表现出有兴趣和学校的其他孩子一起玩耍，也从来没有朋友。实际上，他经常被欺负。他脾气很大，一旦惯例发生任何变化他就会打自己。他总是看上去很幼稚、不够成熟。带他出门去别人家或者去社交场合总让你感到很尴尬，尤其是当你的朋友都在夸耀他们孩子的成就时。在学校里，他成绩平平，从不惹事，勉强进了大学。现在他很难应付一切，又似乎对一切事物既着迷，又不知所措。根据某个电视节目的介绍，你担心他可能有某

种自闭症，却又害怕发现更多。如果你拿到的是**黄色**卡片，请离开中央区走到7号站；不要和任何人说话，也不要让别人进入你所在的站。

8. If you are holding a **white** card, this is about you. You are a heterosexual young man. You live with your parents and grandfather. Your grandfather is a retired doctor. Your mother is a practicing lawyer and your father is an engineer. You have lots of friends at school and you have recently joined the marathon running club. If you are holding a **white** card, stay in the centre and continue to mingle with everyone else.

如果你拿到的是**白色**卡片，这是你的情况。你是一位异性恋的年轻男子。你和你的父母和祖父住在一起。你的祖父是位退休医生，你的母亲是位执业律师，父亲是位工程师。你在学校里有好多朋友，最近还加入了马拉松俱乐部。如果你拿到的是**白色**卡片，请留在中央区，继续和其他人交流。

9. If you are holding a **white** card, this is about you. You are a successful businessman. You and your family live in the city. Your daughter is studying Aerospace Engineering at Princeton University in US. You and your wife visited her in the US during spring holiday every year. You are excited that she is graduating this summer. If you are holding a **white** card, stay in the centre and continue to mingle with everyone else.

如果你拿到的是**白色**卡片，这是你的情况。你是一位成功的商人。你和你的家庭住在城里。你女儿在美国普林斯顿大学学习航天工程。你和夫人每年春假都会去美国探望她。她今年暑假就要毕业，你感到非常兴奋。如果你拿到的是**白色**卡片，请留在中央区，继续和其他人交流。

# MODULE 4: SELF-AS-CONTEXT, INTERDEPENDENCE 培训模块四：以己为景， 相互依存

# Le'Go Exercise 乐高练习

## Objectives 目标

1. Increase the awareness of the continuity of a self while allowing a more flexible relationship with the contents and identities of the self  
增加对自己连续性的认识，同时允许一个和自己的内涵和身份更灵活的关系存在
2. Increase the awareness that despite numerous life changes, challenges, and adversity, the sense of self-as-context or the observer-self persists  
增强觉知-即使生活多变，充满挑战和艰险，以己为景和观察性自我始终存在
3. Expand the repertoire of behavior that is less constricted by concepts of oneself  
全方位扩展不受自我概念的束缚的行为。

## Suggested Time 建议的时间

- 30 – 45 minutes 30-45分钟

## Number of Facilitators 小组带领者人数

- 1

## Brief Description 简述

This exercise involves both guided meditation and hands-on creation. Each participant gets a paper plate, and is asked to write their name down on the face of the plate. A tub of Lego bricks is passed around and each participant takes a handful of pieces to put on their plate. The facilitator guides the participants to recollect and meditate on an event from the past. The participants are then given a chance to reconstruct their recalled event with the Lego bricks on their plate. This is done three times, including an event from the recent past, distant past (e.g., teenager), and remote past (e.g., childhood). By recollecting past events across time, the participants may glean various insights about themselves or their lives, such as how certain things tend to be important to them, how certain things have changed, or how the past has affected their present. The key learning from the exercise, however, is to observe that regardless of change, there is a sense of self, i.e., an observer self, that provides a sense of continuity across time and events. This is the self-as-context in ACT, distinguishing it from the self as defined by concepts and stories. In other words, while the participants may focus on various pieces of Lego blocks as symbolic representations of themselves, another perspective is to locate the self as the paper plate with their name on it that contain all the various pieces of Lego blocks, which change and vary over time in configuration. The construction and deconstruction of the Lego blocks reinforce the letting go of and the defusion from the stories that we hold on to about ourselves, whether they are good or bad, joyful or traumatic, heroic or tragic.

这个练习包含引导冥想和动手创作。我们会发给每名组员一个纸盘子，要求他们在盘子上写下他们的名字。将一桶乐高积木块儿依次传给大家，组员们会从中拿出一把乐高块儿放到他们的盘子里。小组带领者会指导组员们回顾并默想一个过去的事件。组员会有机会依照回忆的事件摆放他们的乐高块。这样做三次，涵盖不久前发生的，较久远的（比如青少年期），以及很久以前的事件（比如，儿童时期）。追忆过去的事件，组员们可能会累积对自己的和自己人生的各种见解，比如某些事情对他们更重要，某些事情已经发生改变，他们的过去对现在的影响。但是，本次练习的要点，是要观察到不论如何变化，总有一个自我，也就是一个观察的自己，会历经岁月恒久不变。这就是ACT中的以己为景，是和由概念和故事定义的自己区分开来的自我。换一种说法，组员们可能会关注那些象征他们自己的各种乐高块，而可以采取的另一个视角，是把自己看成是写有他们名字的，承装着各种随着时间改动和变化的乐高块的那个纸盘子，堆起和推倒乐高块会有助于放下和解离那些我们抓住不放的关于我们自己的故事，不论他们是好的还是坏的，快乐的还是带来伤害的，英勇的还是灾难性的。

## ACE Processes ACE流程

- Self-as-context 以己为景
- Defusion 解离
- Compassion 恻隐心

## Key Learning Points 学习要点

- We can get in touch with a **continuous experience of the self-as-context**: the **observer self**, i.e., the self that observes ideas and stories around us and not be defined by them, or the self as a **vessel or container**, i.e., we contain all our experiences, but we are not the experiences themselves. We are the context in which our inner contents unfold.  
我们可以和以己为景的持续性体验相接触：观察性自我，也就是，在那个时刻，那个正在观察我们的想法以及发生在我们身上的故事的，却又不被它们定义自我。或者说是一个像容器或箱子的自我，这个我包含了我们所有的体验，但是我们不是那些体验。我们是一个背景，让我们的内在内容呈现。
- Although we may have negative self-concepts, i.e., negative thoughts about ourselves, we can learn to let them go. We have thoughts, but **we are not our thoughts**.  
尽管我们可能拥有消极的自我概念，即关于我们自己消极的想法，我们可以学会放下它们。我们有各种想法，但是我们不是我们的想法。
- We do not have to be afraid of **past memories**. They do not define us and cannot hurt us if we **mindfully observe** them as what they are, not become fused with them.  
我们不必害怕对于过去的记忆。只要我们如其所是地专注地观察它们，而不去和它们融合，它们就不能定义我们，也不能伤害我们。
- When we realize that there is a **sense of self-as-context** that is independent of self-concepts and persist regardless of past difficult events, we become more **resilient** and **ready to accept** whatever the **present** offers as the future unfolds.  
当我们体会到以己为景，这个自己是独立于那个概念化的自己的，即便它历尽艰辛却一直都在，我们就会变得更有复原力，并且准备好接受当下的一切，迎接未来。
- Even with positive ideas, roles, and stories about ourselves, if we **rigidly** hold on to them, we may be overwhelmed by **loss or change**.  
即使是关于我们自己积极的想法，角色，或者故事，如果我们死死地抓住它们不放，当失去它们或者它们发生变化的时候，我们就会崩溃。
- We need **not be constrained** by any ideas, self-concepts, or stories. This enables us to **grow**, make **bold new choices**, and **experience life more fully**. 我们不必被任何想法，自我概念，或故事所束缚。这样我们就可以成长，做出大胆的新选择，并体验更丰富的人生。

## Materials 材料

- Tub of small plastic building blocks, about 10-15 pieces per participant  
小的塑料积木块，每人大概10-15块
- Paper plates, one per participant  
纸盘子，每人一个
- Permanent markers 彩笔

## Instructions & Sample Script 说明和示范文稿

1. Introduction – “This exercise helps us explore our sense of self, that is, our sense of who we are.”  
介绍-“这个练习会帮助我们探索对自我的感受，也就是，体会我们是谁。”
2. Distribute paper plates and then the building blocks – “Please write down your name on the face of your paper plate. Once you have done that, please take a handful of Lego blocks and put them on your plate.”  
分发纸盘子，再分发积木块—“请在盘子上面写下你的名字。做完之后，请拿起一把积木，并把它们放到你的盘子里。”
3. Guided meditation about the recent past and notice the continuity of self.  
关于不久前的过去的导引冥想，并留意自我的连续性
  - “Please put down your plate on the floor. If you are willing, please close your eyes or fixate at a point in front of you. We will just spend a few moments becoming aware of the present moment and our breath.”  
“请把你的盘子放到地上。你可以自愿选择，是合上你的双眼还是看着你眼前的一个点。我们将用一点时间觉察当下的时刻以及我们的呼吸。”
  - “Now let’s think back to something that happened to you last summer – whatever comes to your mind is fine. See if you can recall that event as clearly as you can ... Notice where you were and who you were with ... Notice what you were seeing ... hearing ... doing ... feeling ... or thinking ... Notice that it was you who was there, noticing all these things and experiencing all these things ... See if you can notice that there is a sense of continuity between the ‘you’ back then and the ‘you’ that is here, right now, recalling all this ...”  
“现在让我们回想一下去年夏天发生的事情—你的脑海中出现什么都可以。看看你是否可以尽你所能清晰地回顾那个事件...注意到你是在哪里，是和谁在一起...注意你当时看到什么...听到什么...正在做什么...感到了什么...或者在想什么...留意到那是你，在那里，在观察和体验所有这些事情...看看你是否可以留意到在那时的“你”和现在的，就在此刻，回忆这一切的“你”之间有一种连续统一感...”
  - “Let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”  
“让我们回到我们的呼吸以及当下的时刻...无论何时你准备好了，就可以睁开你的双眼。”
4. Recreate the recent past with Lego blocks. 用乐高积木重建不久前的过去
  - “Please pick up your plates and reconstruct your story with your Lego blocks. You will have about 3 minutes. When you are done, you can set it down on the floor.” 3 minutes  
“请拿起你的盘子并用你的乐高积木重构你的故事。你有三分钟时间。当你做完，你可以把它放到地板上。”
  - “... Please stop building if you have not already finished. Whatever stage you are at, take a moment to just observe what you have created. You may even peek at your neighbours’ and guess what they have built.”  
“...如果你还没有完成，也请你停下来。不论做到哪里，用一点时间只去观察你创造了什么。你甚至可以看一眼你旁边的人的，并猜想他们搭的是什么。”
5. Guided meditation about the distant past and notice the observer self.  
关于较久远的过去的导引冥想以及对观察性自我的注意。
  - “Please put your plate on the floor. We will now do a second meditative exercise. If you are willing, please close your eyes or fixate at a point in front of you. We will just spend a few moments to become aware of the present moment and our breath ...”

“请把你的盘子放到地上。现在，我们将做第二个冥想练习。请自愿选择闭上你的双眼或者看着你眼前地板上的一个点。我们将用一点时间察当下的此刻和我们的呼吸...”

- “Now cast your mind a bit farther back and recall another event in the summer – this time from your younger years as a teenager ... Notice what you were doing and who you were with ... Notice all that you were seeing, hearing, doing, thinking, or feeling ... Notice what you wore and how you looked ... Perhaps, your hairstyle was quite different back then ... Different things might have been important to you back then ... yet, in spite of differences, it was still you that was there ... there was a part of you back then observing all that ... we can call that the ‘observer-you’ ... the ‘observer-you’ back then is the same as the ‘observer-you’ that is here, right now, recalling and observing all this ...”  
“现在把你的思绪投向再远一些的去，并回忆在某个夏天发生的另一件事—这次是发生在你更年轻的时候，青少年时期... 留意你在做什么，与谁在一起...留意所有你在看的，听的，做的，想的，或者感觉的事情...留意你穿着什么，看起来什么样子...也许，你的发型在那时候非常不同...对你来说很重要在那时是不同的...然而，尽管有这么多不同，始终是这个你，在那里...你的一部分，在那个时候观察着这一切...我们可以把这叫做“观察的你”...那时的“观察的你”和此时此刻的在回忆，在观察的“观察的你”是同一个你...”
- “Allow yourself to bring back that story to the present ... and let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”  
“允许自己从过去的故事中回到现在...让我们回到我们的呼吸和此时此刻...无论何时，当你准备好了，你可以睁开你的双眼。”

6. Recreate the distant past with Lego blocks.  
用乐高重建较久远的过去

- “You may take one last look at your previous creation... now, let’s pull the pieces apart... notice anything that shows up for you when taking them apart... and reconstruct your teenage story with your Lego blocks. You will have about 3 minutes. When you are done, you can set it down on the floor.” (3 minutes timer)  
“你可以看最后一眼你之前搭成的积木...现在，请把积木拆开...请留意在拆开积木时，你的任何升起的内在体验...接下来用乐高重建你的青少年时期的故事。你有三分钟时间。当你完成，你可以把它放到地上。”
- “... Please stop building if you have not already finished. Whatever stage you are at, take a moment to just observe what you have created. You may look at your neighbours’ and guess what they have built.”  
“...如果你还没有完成，也请停止。无论你做到哪一步，花一点时间观察你创造的东西。你可以看你旁边的人的，并猜猜他们搭的是什么。”

7. Guided meditation about the remote past and notice the self as perspective.  
关于遥远过去的导引冥想，并注意以自我为视角采择。

- “Please put your plate on the floor. We will now do a final meditative exercise. If you are willing, please close your eyes or fixate at a point in front of you. We will just spend a few moments to become aware of the present moment and our breath...”  
请把你的盘子放到地上。现在我们做最后一个冥想练习。请按照你的意愿选择闭上眼睛或者看着你前方的一个点。我们将花一些时间体察当下的时刻和我们的呼吸...”
- “Now cast your mind even farther back and recall another event in the summer – this time from your childhood years ... Notice what you were doing and who you were with ... Notice all that you were seeing, hearing, doing, thinking, and feeling ... Notice that your role then was quite different from your role now... Notice that your little body then was very different back then ... and probably every single cell in your body has been replaced now by a different cell ... yet, notice that the ‘you’ that was there back then is the same ‘you’ that is here right now, recalling all this ... ‘you’ have never been me or someone else ... ‘you’ have been ‘you’ your whole life...”

“现在请将你的思绪投到更遥远的过去，回忆某个夏天的另一件事——这一次是你的儿童时期...留意当时你在做什么，和谁在一起...留意所有你看到的，听到的，正在做的，想的，和感受到的...留意那时你的角色和现在是相当不同的...留意你小小的身体在那时是非常不同的...也许你身体里的每一个细胞都已经换成另一个了...然而，请注意那个过去的‘你’和现在这个正在回忆所有这些的‘你’是同一个‘你’...‘你’从来不是我或其他人...在整整一生中，‘你’一直就是‘你’”

- “Allow yourself to bring back that story to the present ... and let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”

“把你自己从过去的故事中带回到现在...并让我们回到我们的呼吸以及当下的时刻...无论何时你准备好了，你就可以睁开双眼。”

#### 8. Recreate the remote past with Lego blocks.

用乐高积木重建遥远的过去

- “You may take one last look at your previous creation... now, let's pull the pieces apart... notice anything that shows up for you when taking them apart... and reconstruct your childhood story with your Lego blocks. You will have about 3 minutes. When you are done, you can set it down on the floor.”

“你可以看最后一眼你之前的创作...现在，让我们把那些积木块拆开...留意当拆开它们时，任何觉察...再用乐高积木重新搭建一个你儿童时期的故事。你有三分钟时间。当你做好了，你可以把它放到地上。”

- “... Please stop building if you have not already finished.”

“...如果你还没有完成，也请停下来。”

#### 9. Debriefing. “We have finished the final story from the past. Would anyone like to share their experience of this exercise?”

小结。“我们已经完成了最后一个过去的故事。哪位组员愿意分享她的在练习中的体验吗？”

#### 10. The “Take-home” Message. Ask the participants to look at their plate of Lego chunks and find themselves in it, raising it up high to show others. Reveal the actual metaphor for self-as-context is that we are the plate – we are the context but not the content of our experiences. Participants can keep the paper plates to “take home”, while the facilitators can retrieve the Lego pieces for reuse. “带回家”信息。请参与者看一下他们盘中的乐高积木，并使其尝试从中发现自己，让他们将盘子高高举起展示给他人。向参与者揭示，以己为景中，真正的比喻是把我们自己当做盘子——我们是我们过去的体验的背景而不是其内容。参与者可以将纸盘“带回家”，而小组带领者将收回乐高积木以备再次使用。

### **Debriefing & Sample Scripts 小结和示范文稿**

#### **Exploration of participants' experience 探索参与者的体验**

- “What have you noticed in recalling the past three events? What did you learn?”

“在回想过去的三件事时你注意到了什么？学到了什么？”

- Participants may notice common recurrent themes. Conversely, they may also notice that they have changed over the years. This reflective process itself may be helpful for some participants, even though this is at a content level of engagement with the narratives.

参与者可能会注意到重复出现的共同主题。相反，他们也可能注意到了自己在过去几年发生的变化。尽管这只是在内容层面上的叙述，但这个反思过程本身或许会有助于部分参与者。

- Draw on participants' experience to review self-as-context as embedded in the exercise:

利用参与者的体验复习嵌入在练习过程中的以己为景：

- The continuity of sense of self across time, including the sense of self as an observer in the past and present as well as the sense of self-as-perspective (‘you’ have always been ‘you’, and not ‘me’)

随着时间推移的自我一致性感知，其中包括对于过去和现在的观察性自我感知以及自我视角感知（‘你’一直都是‘你’而

并不是‘我’)

- While the sense of being the same ‘you’ continues, observe that everything else changes, including emotions, thoughts, roles, stories, time, age, appearance, physical body, etc.  
尽管意识到‘你’仍旧是过去的那个‘你’，但要观察到其它的事物发生了改变，包括情绪，思想，角色，故事，时间，年龄，外表，身体变化，等等。
- Explore the participant’s experience with the construction and deconstruction process:  
探索参与者在堆砌和拆分乐高积木过程中的体验：
- “What was it like when you were taking apart what you have created?” – Participants may notice an unwillingness to take apart their creation, especially if they have not had a chance to share or if the event is positive. Notice the tendency to want to hold on to things, even though they are now just symbolic and representational.  
“当你拆掉自己搭建的乐高积木时有何感想？”——参与者或许会不愿拆掉自己搭建的积木，尤其是当他们还未曾向他人分享自己搭好的积木的时候，抑或他们所搭建的积木代表过去所发生的一件积极的事。尽管这些乐高积木只具有象征性的意义，但仍要注意参与者想抓住它们不放的倾向。
- Participants may complain that they do not have the right skills or pieces needed to construct exactly what they want. Sometimes, we do not have all the ‘pieces’ we want in life. Further, even though it may seem important for us to recapture the past, actually, we can never really reproduce the past exactly as it has occurred ever again. Even our memory is not exact. It is a form of fusion with the past.  
参与者可能会抱怨他们没有掌握正确搭建积木的技巧或者手中的积木无法将他们的所想如实展现出来。有时，我们在生活中也并非总能得到我们恰巧所需的“积木”。此外，尽管重温过去对我们来说似乎很重要，但事实上，我们永远无法再次原原本本地让昨日重现。尽管我们的记忆未必丝毫不差，但它却是与过去的融合。
- Exploration of the potential suffering caused by fusion of the self continues as below.  
探索参与者在如下持续进行的自我融合中可能会产生的痛苦。

### **Being weighed down by self-concepts 被自我概念所贬低**

- “We can easily confuse our ‘selves’ with ideas and concepts about ourselves. We can become fused with thoughts like “I am no good” and “I am unlovable”, which can haunt us again and again. If we look at the plate, it holds the building blocks, but it has never been affected by them. Similarly, we are the person with these thoughts, but these thoughts are not us – they do not define us and can’t change us in any way. We do not have to buy into them or even fret over them when they show up.”  
“我们很容易误以为我们的‘自我’就是关于自己的想法和概念。我们可能和一些想法相融合，比如“我不好”，“我不可爱”，这些想法会一次又一次地困扰我们。如果我们看看我们的盘子，就会发现，它承装着那些积木，但是它从来就没有被那些积木所影响。也就是说，我们是有这些想法的人，但是这些想法却不是我们——它们不能定义我们，也不能以任何方式改变我们。我们不必相信它们，或者在它们出现时而为它们烦恼。”

### **Being weighed down by past events and memories 被过去的事件和记忆所压垮**

- “Behind some of our negative self-concepts, sometimes there may be an origin story. We can experience events and loss that are deeply tragic or traumatic or regrettable. We can become fused with past events, feeling forever diminished by them. If we realize that we are the plate and not the Lego bricks, these past events would not wield so much power, as they do not define us. Further, just like taking apart Lego bricks, we can practice letting go of these events. Even if the memories revisit us, we can let them go again, and be ready to welcome new possibilities in the next new moment and see what new stories will be told by the Lego bricks.”  
“在我们消极的自我概念背后，有时可能有一个缘起故事。我们可能经历过非常悲惨，受伤，或者非常后悔的事件或者

损失。我们可能会和过去事件融合，感到被它们永远耗损着。如果我们意识到我们是盘子而不是那里面的乐高积木块，这些过去的事件就不会有那么强的力量，因为它们不能定义我们。更进一步说，就像去拆开乐高积木，我们可以练习放下这些过去的事件。即使当那些记忆重现，我们也可以让它们再次离去，并且准备好在新的时刻迎接新的可能，同时去看看乐高块会告诉我们什么新的故事。”

### Loss of sense of self 失去自我意识

- “If we define ourselves by our self-descriptions, roles, or stories, even positive ones, we can become quite vulnerable. When changes occur, we may feel completely lost. If you define yourself by your job, what happens when you retire or lose your job? If you define yourself as being the role of a family member, what happens when you lose your loved one? Even though being dedicated to our roles and values help us function, actually defining ourselves by what we do or our roles may make us less able to deal with change and loss.”

“如果我们由我们的自我描述，角色，或者故事来定义我们自己，即使是那些积极的定义，我们也有可能变得容易因此受伤。当变化发生，我们可能感到迷失。如果你用你的工作定义你自己，你退休或者失业时会怎样？如果你用在家庭中的角色定义自己，当你失去你关爱的人你会怎样呢？即使致力于我们的角色和价值观有助于我们日常运作，实际上反而通过我们的工作或我们的角色来定义自己可能会使我们更难以应对变化和损失。”

### Being constricted by our own self-stories 被我们自己的故事所束缚

- “Rigid identification with ideas about ourselves can constrict our actions and true potential. If you say to yourself ‘I’m shy’ or ‘I can never sing or dance’ or ‘I can never make a social change’, you may be closing yourself off from many potential opportunities, choices, or experiences in your life and limit your capacity to grow or your capacity to help or relate to others.”

“对于我们自己的想法做刻板地身份认同会束缚我们的行动和真正的潜力。如果你对自己说‘我是个害羞的人’或者‘我永远也不会唱歌或跳舞’或者‘我永远也不能改变社会’，你也许会对很多人生中可能的机会，选择，或者经历关闭大门，并且限制自己的能力去成长，去帮助或连接他人。”

### The “Take-home” Metaphor “带回家”比喻

- “Looking at this (point to a plate of Lego blocks) – where are you in all of this? If there are pieces or chunks that represent you, please lift them up for all to see.”  
“请看一下（指向一个装有乐高积木的盘子）——能在其中找到你自己吗？如果有零星几块或多块积木可以代表你，那么请你拿起来给大家看看。”
- “Is there another way to find ‘you’ in that plate of Lego blocks?”  
“还有别的途径可以在那个盘子中的乐高积木中找到‘你’吗？”
- “You are actually the plate that contains all the Lego pieces... not the pieces themselves, which have always been changing...the plate even has your name written on it...the answer has been with you from the very beginning of this exercise...”  
“事实上，你正是那个装有乐高积木的盘子...你并不是那些一直在变化的乐高积木...那个盘子上甚至还写着你的名字...所以从练习刚刚开始时，答案就已经在你手里了...”
- “So whatever difficult stories, memories, and internal experiences you have had, as depicted by the Lego blocks, we are still here... as the plate ... and we do not need to hang on to past stories or other rigid beliefs ... just as the pieces on the plate are naturally taken apart over time, however positive or negative ...”  
“所以，无论你通过乐高积木描绘出你曾经有过多么困难的故事，回忆和内在体验，就像这个盘子一样，我们仍旧在这儿，我们无需纠结于那些过去的故事或刻板的信条...正如盘子里的乐高积木，无论它们代表着如何积极或者消极的事件，随着时间的推移，都会渐渐被拆分...”

- “We are the container of our experiences ... we have our thoughts but we are not our thoughts ... we have our memories but we are not our memories ... we live through events but we are not bounded by any events ... we can realize this when we are in touch with ourselves as the plate ... we can be open and flexible to the ever-changing experiences of life and be ready for new stories to occur as the future unfolds ...”

“我们是承载我们体验的容器...我们有自己的思想，但我们并非那些思想...我们有关于过往的回忆，但我们并非那些回忆...我们经历了种种，但我们却不受限于这些经历...当我们把自己视为如同这个盘子的容器并与那个自己产生联系时，我们会意识到这些...我们应当对生活所赋予我们的持续变化的体验保持开明和灵活的态度，当未来的帷幕慢慢拉开时，我们要准备好迎接生命中那些即将发生的新故事...”

### Specific Application 具体应用

- Stigma – The second story elicited can focus on an incident in which the participants feel stigmatized, marginalized, ostracized, or unfairly treated. During debriefing, discuss internalized stigma – “Internalized stigma occurs when we buy into negative messages about who we are, what we can or cannot do, how much we are worth, and what we deserve. When we realize we are like the plate rather than any Lego pieces, we can be empowered to not let any of these messages define and constrain us.”

污名化-引出的第二个故事可以专注在这样一个事件中，参与者感到被污名化，被边缘化，被排斥或被不公平对待过的。在小结过程中，讨论被内化了的污名化-在我们相信那些负面信息时，也就是关于我们是谁，我们可以做什么或者不可以做什么，我们值几多少，或者我们值得拥有多少的负面信息时，内化了的污名化就会发生。当我们认识到我们不是任何一块积木，我们是盘子的时候，我们可以被赋予力量，不让那些信息来定义或者束缚我们。

# Three Things I Did Today 今天我做的三件事

## Objectives目标

1. Promote awareness of our interdependence on each other and the environment  
提升我们人类之间以及与环境之间互相依存的觉知
2. Critically reflect on the interconnectedness of people, resources, systems, and policies  
批判性地反思人员、资源、体系以及政策的相互关联
3. Foster individual and collective efforts to reduce mental health stigma and promote wellbeing  
促进个人和集体的努力，从而减少精神健康上的污名化，并促进身心健康

## Suggested Time建议时长

- 45 minutes 45分钟

## Number of Facilitators小组 带领者人数

- 1

## Brief Description简述

In this exercise, the participants are guided to reflect on an ordinary activity and become aware of the people, resources, systems, and policies that enable it. This involves listing these factors out and constructing a simple relationship map. The process helps decrease the fusion to an illusory sense of independent self, promoting the realization of interdependence. Our interconnection with others and systems can decrease blame, foster compassion, and empower participants to work individually and collectively to improve wellbeing of everyone at individual and systemic levels.

在本次练习中，参与者得到的指示是反思一个日常行为并开始意识到是哪些人员、资源、体系和政策使这一行为成为可能。该练习涉及将这些因素列出来并构成一个简单的关系图。这一过程帮助我们降低与“独立自我”这种虚幻感觉的融合，促进相互依存意识。我们与他人以及体系的相互关联可以减少责备、培育同情、让参与者能独立工作并集体协作，在个人以及系统层面提升所有人的身心健康。

## ACE Processes ACE 流程

- Interdependence 相互依存
- Compassion 恻隐心
- Self-as-context 以己为景
- Defusion 解除融合
- Values 价值观

## Key Learning Points 关键学习点

- Although we sometimes think of ourselves as being independent, we are actually **interdependent** on each other.  
虽然我们有时认为自己是独立的，但我们实际上是**相互依存**的。
- All of us are impacted by many **systemic** factors not directly under our control.

我们都受到许多**体系**因素的影响，而且这些因素并不在我们直接掌控之下。

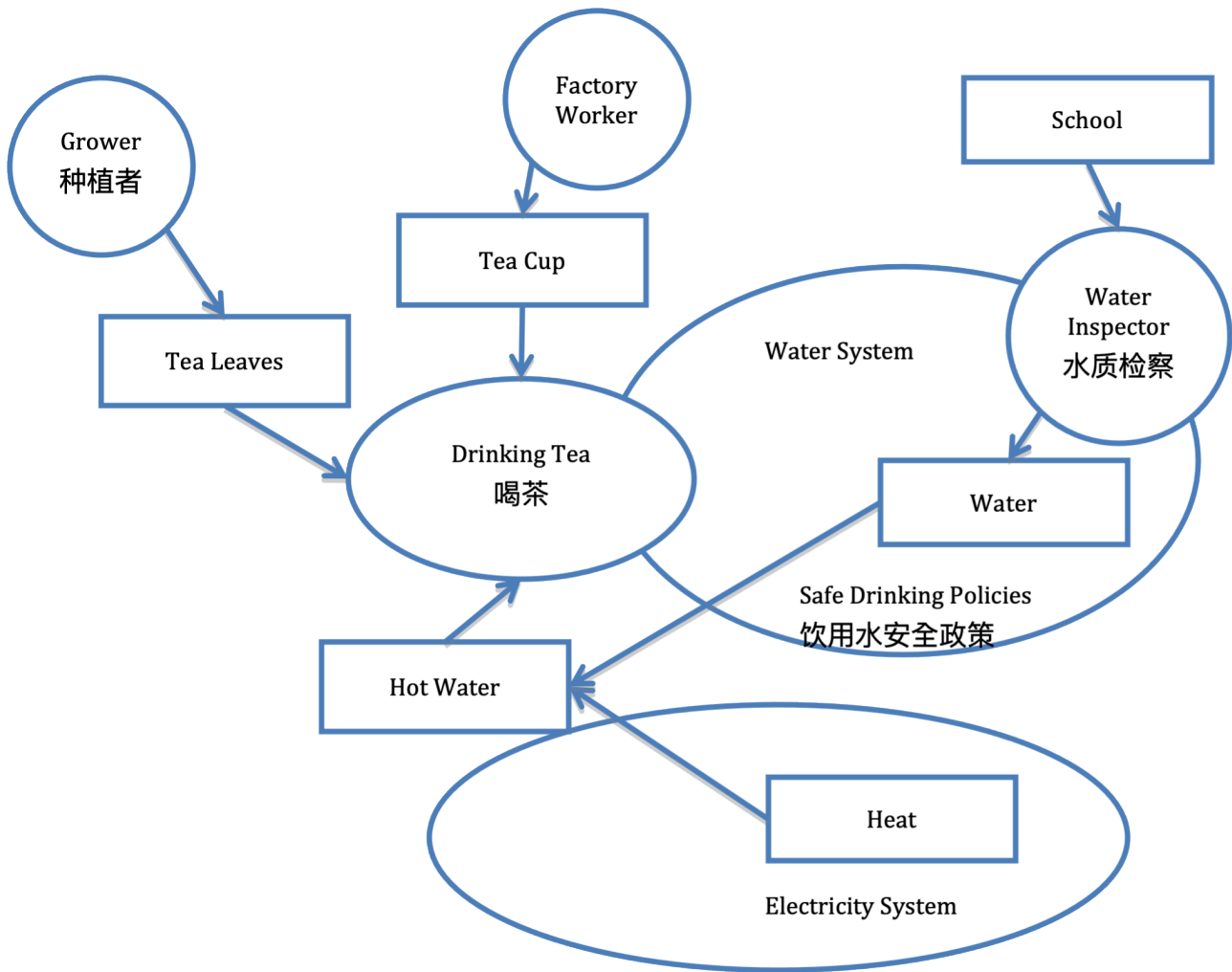
- Our **value-guided committed actions**, however small, have the potential of benefiting many others. 我们的**以价值为导向的承诺的行动**，虽然很细微，但有潜力造福众人。
- If we work **individually** and **collectively** at both **individual** and **systemic** levels, we can improve the **collective wellbeing of everyone**. 如果我们在**个人**以及**系统**层次上付出**个人**和**集体**努力，我们就能提升**所有人的公共幸福及健康**。

### **Materials 材料**

- [Three Things I Did Today Worksheet “今天我做的三件事”工作表](#)
- Flipchart and marker 夹纸白板和马克笔

### **Instructions & Sample Script 指导及示例文稿**

1. Introduction – “This exercise helps us reflect on how we are interrelated with one another.”  
引言：“本次练习帮助我们反思，我们是怎样各自相互关联的。”
2. Distribute worksheet and give directions – “For part A, we invite you to write down 3 ordinary things you did today. It can be things like brushing your hair, having a cup of tea, or taking the transit here. For part B, pick one of the 3 activities and reflect on resources, people, infrastructures, systems, or policies that make that one activity possible. It does not have to be exhaustive. You have 5 minutes for this.”  
Read an example from the worksheet.  
分发工作表并给出指示：“在第一部分，我们邀请你写下今天你做的三件日常事件。比如：你梳了头发，喝了杯茶，或者坐公交来到这里。在第二部分，从三件事情中挑出一件，反思一下是哪些资源、人员、设施、系统或者政策才使得这件事情成为可能。列出的不用完备。你有5分钟的时间。”在工作表中挑一个例子朗读。
3. Diagram – “Now, for Part C, please draw out the relationships emanating from your selected action in the centre. As you branch out, use small circles for people and rectangles for non-human resources. You can put in any infrastructures, systems, or policies as larger enveloping ovals in the background. It does not have to be exhaustive. You have 5 minutes for this. Just see how much you can come up with.” Draw an example on the flipchart as below.  
关系示意图：“现在，在第三部分，将你选择的事情放在中心，由此画出从该事情出发而产生的相互关系。在画分支的时候，用圆圈表示人员，用方格表示非人力资源。你可以画一个大一点的椭圆作为背景，填入所有的设施、系统或政策。图表不用完整。你有五分钟的时间。”在夹纸像如下这样白板上画一个。



4. Debriefing. “Would anyone like to share what you came up with? What did you observe? In drawing out the relationships, what did you discover? What does this inspire you to do?”

小结。“有谁愿意分享其结果？你观察到了什么？在画出相互关系的时候，你发现了什么？这又激励你要去做些什么？”

### Debriefing & Sample Scripts 总结和示范文稿

#### Interdependence 相互依存

- “Sometimes, we may come to believe in an ‘independent self’ – especially when some sociocultural forces promote this. Yet, when we reflect on any single simple action, it becomes apparent that it is contingent on us being connected directly and indirectly to many other people, even those we do not consider part of our friends, families, or ‘in-group’ network. We are actually connected to countless people, far and wide and from present to the past. This realization can decrease our sole focus on ourselves and gain an appreciation and gratitude of others. For some of us, this may help decrease the sense of isolation, alienation, and abandonment – because we never are truly disconnected from humanity. And, if we are this connected, others’ problems are part of ours too. As we learn about self-as-context and loosen our fusion with self concepts, the next challenge is to also flexibly being able to let go of the rigid concept of ‘I’ vs ‘not I’... and ‘us’ vs ‘them’. Compassion and our sense of social responsibility will become readily apparent.”

“有时，我们可能会相信‘独立的自我’ – 特别是当某些社会文化力量宣扬这一点时。然而，当我们反思任何单一的简单行动时，就很明显看出，它决定于我们那些直接或间接地与许多其他人的联系，即使那些我们不认为是我们的朋友、家人或“小团体内”的人际网络中的人。事实上，我们与无数人，从过去到现在一直都有广泛联系。这种理解可以减少

我们只关注于自己，并取得对他人的欣赏和感激。对于我们当中的一些人来说，这可能有助于减少孤立感、疏离感和遗弃感 – 因为我们从未真正脱离人性。而且，如果我们这样保持相连接，其他人的问题也是我们的一部分问题。当我们了解以己为景并放松与自我概念的融合时，接下来的挑战是能够灵活地放下“我”与“非我”……以及“我们”与“他们”的僵化概念。慈悲心和我们的社会责任感将变得显而易见。”

### **Appreciation of systemic factors 评价系统因素**

- “In any civilization, there are systems, structures, and policies that facilitate our everyday living. These are just some of the many things in our lives not directly under our control. This realization can decrease our tendency to blame or make simple attributions to ourselves, others, or even certain groups of people.”

在任何文明中，都有协调我们日常生活的系统、结构和政策。这些只是我们生活中无数事情中的一部分，而且不被我们直接控制。这种认识可以减少我们对自己、他人甚至某些人群的责任感或简单归类的倾向。”

### **Pay it forward 把爱传出去**

- “If we are all interconnected as people and through systems, every action that we take, small or big, has an impact on others and the system. In chaos theory, this is called the Butterfly Effect – the flap of a butterfly wing far away may be related to a storm weeks later. So we need not worry so much about immediate outcomes as long as we are committed to our values in our action. All of us have the power towards advancing everyone’s wellbeing, which is ultimately all interconnected, even if our efforts are not immediately noticeable.”

“如果同为人类，我们都是体系内互相有关联的人，那么我们采取的每一项行动，无论大小，都会对他人及体系产生影响。在混沌理论中，这被称为蝴蝶效应 – 远方的蝴蝶扇动翅膀可能与几周后的暴风雨有关联。因此，只要我们在行动中坚守我们的价值观，我们就不必过于担心即时结果。我们所有人都有能力提升每个人的幸福健康，即使我们的努力不会马上被注意到，这种幸福感最终都是相互关联的。”

### **Working together and at multiple levels 在多层面上共同工作**

- “To contribute to the community, we can take action at multiple levels, both individual and systemic. As we contribute our talents and utilize the roles that we can play, our collective committed action, guided by our collective values, can better the community.”

“我们可以在个人和体系里多层面采取行动，来为社区做贡献。当我们贡献自己的才能并扮好我们的角色时，我们在集体价值观的指导下的，采取的集体承诺的行动可以让我们的社区变得更好。”

### **Specific Application 具体应用**

- Stigma – “How can we apply this exercise to decrease stigma and improve our collective mental health and wellbeing? What systems or policies may be needed?”

污名化 – “我们如何应用这项练习来减少污名化，并改善我们共同的心理健康和幸福感？可能还需要哪些体系或政策？”

### **References 参考**

Wong, J. P. (2011). Understanding Interbeing: Socio-ecological Approaches in Health Promotion. Lecture in Community Health Nursing, Ryerson University (unpublished).

# Three Things I Did Today Worksheet 我今天做的三件事工作表

**Part A:** Write down 3 ordinary things you did today, e.g., taking a walk, a shower, etc.

**A部分:** 写下你今天做的3件日常的事情，比如散步，淋浴等。

**Part B:** Circle one of the activities above, and consider what resource and conditions are needed for you to be able to do the above, including materials, people, infrastructure, and policies.

**B部分:** 圈选上述活动之一，并考虑你需要哪些资源和条件才能完成上述任务，包括材料、人员、基础设施和政策。

*For example, "I drank a cup of tea." 例如，“我喝了一杯茶。”*

- To have a cup of tea, I need tea, hot water, teacup, teapot, heat, etc.  
要喝到一杯茶，我需要茶、热水、茶杯、茶壶、热源等。
- Who is involved in the production and distribution of tea, water, heat source, teacup, teapot, etc.  
谁参与茶叶、水、热源、茶杯、茶壶等的生产和分销。
- What infrastructure/ systems are involved to have tea, water, teacup, etc.  
那些基础设施/系统促成了茶、水、茶杯等。
- What polices are involved to have tea, water, heat, teacup, etc.  
哪些政策涉及了产生茶、水、热源、茶杯等。

- What is needed? 需要什么?
- Who is involved? 什么人参与进来了?
- What infrastructure/ systems are involved? 什么基础设施/体系参与进来了?
- What polices are involved? 什么政策影响了?

**Part C: Relationship Map of a Single Action**

**C部分: 单一行动关系图**

# Loving Kindness Meditation 慈心冥想

## Objectives 目标

1. Engage participants in being in touch with values of being loving, kind, and compassionate toward themselves and others  
让参与者与要对自己和他人慈爱，善良和同情的价值观接触
2. Facilitate participants in becoming aware of their interdependence  
促进参与者了解他们的相互依存性
3. Motivate participants towards caring for self and others  
激励参与者关心自己和他人

## Suggested Time 建议时间

- 45 minutes 分钟

## Number of Facilitators 小组带领者人数

- 1

## Brief Description 简述

While Metta, compassion meditation, originated in Buddhism, it has become accepted as a beneficial practice for everyone, as this meditative practice cultivates compassion for self and others. In this exercise, the facilitator leads a loving kindness meditation followed by a group discussion. Along with the concept of interdependence, it motivates participants towards taking committed action to promote mental health and care for themselves and others.

虽然Metta，尽管慈悲冥想起源于佛教，但它已被接受为对每个人都有益的练习，因为这种冥想培养了对自己和他人的慈悲心。在本练习中，小组带领者会导引一个慈心冥想，然后进行小组讨论。除了了解相互依存的概念，它还帮助参与者采取承诺的行动来促进心理健康，爱自己 and 他人。

## ACE Processes ACE流程

- **Compassion 恻隐心**
- **Interdependence 相互依存**
- **Self-as-context 以己为景**
- **Values 价值观**
- **Defusion 解离**

## Key Learning Points 关键学习点

- **Loving kindness** is being **kind** and **compassionate** and having **unconditional love, care, and concern** for the **wellbeing** of a person to be **free from suffering**.  
**慈心是指善良，悲悯和拥有无条件的爱，关心和在意一个人免除痛苦而身心健康。**
- Loving kindness and compassion for **self** is an important starting point for developing loving kindness and compassion for **self and others**.

对**自己**慈爱及恻隐心是一个发展出对**自己**和**他人**的爱与慈及同情重要的起点

- Realizing our **interdependence** helps us cultivate loving kindness and vice versa.  
认识到我们之间的相互依存可以帮助我们培养爱与慈悲，反之亦然。
- **Loving kindness** and **interdependence** can decrease the negative impact of internalized and social stigma and motivate committed action towards improving the wellbeing of everyone.  
慈心和相互依存可以减少内化了的和社会化了的污名化的影响，激发朝向改善所有人身心健康而采取的承诺行动

## **Materials 材料**

- [Loving Kindness Meditation script 慈心冥想引导语](#)

## **Instructions & Sample Script 说明和示范文稿**

1. Introduction – “We will doing a mindfulness exercise called loving kindness. It is about universal compassion and unconditional love for the wellbeing of a person and for that person to be free from suffering.”  
引言-“我们即将开始名为慈心正念练习，它是为了某个人的幸福安康，和为了此人免于痛苦挣扎，而释放的普世的恻隐之心和无条件的爱”  
Ring the bell and read the script. 敲响铃声，开始朗读指导语
2. Debrief the exercise – “Would anyone like to share your experience? As we went through the exercise with each category of people, what did you observe?”  
分享练习的感悟-“有人愿意分享下你的经验吗？当我们对着每一类人做这个练习的时候，你体察到什么”

## **Debriefing & Sample Scripts 小结和示例文稿**

### **Starting with the Self 从自我开始**

- “Was it uncomfortable to begin the loving kindness practice with the self? Although it may be counterintuitive, it does heal and recharge us ... and help us give out the best quality of loving kindness to others ... because it will no longer be coming from a place where we feel wanting or demanding some things from others. How often do we pass on our suffering to others, when we ourselves are unhappy? So, it is ok to start with good intentions for our wellbeing and for us to be free from suffering. We are all capable of freely giving this loving kindness and compassion to ourselves.”  
你在实践慈心的过程中感觉不舒服了没有？虽然会违背我们的直觉，但它确实会疗愈，并且为我们充电...帮助我们吧最高品质的慈爱之心传递给他人...因为它不再是源于那些让我们感到被别人索求和奢求的所在。有多少次，当我们感到伤心的时候，会将这些痛苦传递给他人？所以，以自己的幸福安康并远离苦难为美好意图来开始，是完全可以的。我们每个人都有能力自由地将慈爱与恻隐给予我们自己。

### **Sending unconditional loving kindness to others向他人传递无条件的爱**

- “In this meditation, we practice extending out our loving kindness and compassion to others. Did you notice any resistance when it comes to people we do not like or may not feel particularly invested in? So this is a practice for overcoming any fused thoughts that may limit our loving kindness and compassion. Unconditional and universal loving kindness and compassion means nobody needs to earn it. We are all capable of freely giving this loving kindness and compassion to others.”  
在这个冥想练习当中，我们练习去向他人传播我们的慈爱与恻隐心。在你传递的对象是你不喜欢的人或你感觉不能全心投入的时候，你是否注意到自己有任何抗拒？因此，这是一个可以让我们不去和那些限制我们慈爱与恻隐心的想法相融合的练习，无条件的和普世的慈爱与恻隐之心，意味着没有人需要去挣得它。我们完全有能力自由地将慈爱与恻隐之心给与他人。

## Interdependence 相互依存

- “Further, as we contemplate deeper about our interconnectedness and become less rigid of ‘us’ vs. ‘them’, we realize that we are really practicing loving kindness and compassion for all of us. Conversely, when we practice loving kindness and compassion for all living things, it helps us let go of the usual fusion that make us get angry or become self-centered, and so it makes it easier for us to see that we are actually all interconnected.”

“此外，当我们更深入地思考我们的相互关联性，并且变得不那么严格地区分‘我们’和‘他们’时，我们才可以体会到我们是真正地在为所有人修习慈爱与恻隐心。反过来，在为所有生命修炼慈爱与恻隐心的时候，我们便可以摆脱那些让我们变得愤怒和自我中心的常见的融合，我们也因此而更容易地看出我们实际上都是互相关联的。”

## Call to Action 呼吁行动

- “Being more in touch with our values of compassion AND with a wider perspective of interdependence, how can we put this into practice in life? What kinds of actions are you motivated to take?”

当我们和自己的同情恻隐的价值观相接触，**并且**带着互相依存的更广博的视角，我们要怎样在自己的生活中修习呢？你被激励着会采取那些行动呢？

## Specific Application 具体应用

- Stigma – “How can we apply loving kindness to ourselves to let go of any internalized stigma? What does our intention of alleviating mental suffering of others motivate us to do?”

污名化-“我们如何对自己慈爱悲悯，将内心的耻辱感放下？而我们帮助他人缓解内心痛苦的意愿又会驱使我们去做些什么呢？”

## References 参考

Venerable Dhammarakkhita. (2001). Metta Bhavana. Buddha Dharma Education Association Inc.

## Loving-Kindness Meditation Script 慈心冥想引导语

- Ring the bell.  
敲响铃声
- “If you are willing, I would like to invite you to close your eyes gently or lower your gaze and focus on a spot just in front of you ... keep your body upright; sit with dignity like a mountain ... and with tranquility like a lake ...  
“如果你愿意,我想邀请你轻轻地闭上眼睛,或垂下你的目光,看着你面前的某个地方...保持你的身体直立,像山一样有尊严地,像湖水一样宁静地,坐在那里...”
- Now see if you can sit with the purposeful attention of being here-and-now, without any need of judgment... notice the sensations of your body where it touches the chair...  
现在看看,你是否可以坐在这里,不带任何评判地,将意识带到此时此地...留意你的身体和椅子相接触的感觉...
- Now focus on your breathing. Breathing in, notice the sensation at your nostrils and in the small area above your upper lips, as air enters your body...  
现在,将注意力放到呼吸,吸气,随着空气进入你的身体,关注你鼻孔的感觉,以及你上嘴唇的小区域体验到的感觉....
- Breathing out, notice the sensation in the same area...  
呼气,再来关注一下同样部位的感觉
- Breathing in, and breathing out – without any effort – notice the sensation of your belly as your breath goes in and out...  
吸气,呼气-完全自然的让它发生-注意你的腹部随着你的呼吸而起伏...
- For the next few moments, see if you can allow yourself to focus on yourself and to give loving kindness and compassion to yourself. If you encounter any thoughts like “this is selfish” or “I don’t feel anything”, just see if you can let these thoughts go and focus back on this exercise. Actually, focusing on yourself helps you to develop a solid foundation to cultivate loving kindness for yourself and others. See if you can visualize loving kindness and compassion pouring out of your heart and flowing into your entire being...  
在接下来的几分钟里,看看你是否能让自己意识专注于自身,给自己以慈爱和怜悯心。如果你有任何“这是自私的”或“我什么都感觉不到”的想法,看看你是否能让这些想法飘过,并把注意力带回到这个练习上。事实上,专注于自己,可以帮助你培养出坚实的基础,来将慈爱与悲悯植入自己和他人的内心。看看你是否能感受到慈爱与怜悯心的暖流从你的内心涌出,流入你全然的存在...

- Now, silently repeat these words ...

现在，在心中默念这些话：

- May I be free from inner and outer harm (Repeat x 3; Pause)
- May I be happy and peaceful (Repeat x 3; Pause)
- May I be health and strong (Repeat x 3; Pause)
- May I be able to take care for myself joyfully (Repeat x 3; Pause)
- 愿我免受内在与外在的伤害（重复三次；暂停）
- 愿我幸福与平和（重复三次；暂停）
- 愿我健康且强壮（重复三次；暂停）
- 愿我可以快乐地照顾自己（重复三次；暂停）

- Next, see if you can recall to mind **someone living whom you respect**, like a teacher or a mentor. Someone who has given you knowledge or wisdom in your life. See if you can visualize loving kindness and compassion pouring from your heart and flowing into this person whom you respect.

接下来，看看你能否回忆起一个还活着的，你非常尊重的人，一位老师或者师长。他曾经授你予知识或智慧。看看你是否可以想象将慈爱与恻隐心的暖流从你的心中流出，流向你所尊敬的他。

- Silently repeat these words ...

在心中默念这些话：

- May you be free from inner and outer harm. (Repeat x 3; Pause)
- May you be happy and peaceful. (Repeat x 3; Pause)
- May you be health and strong. (Repeat x 3; Pause)
- May you be able to take care for yourself, joyfully. (Repeat x 3; Pause)
- 愿你免受内在与外在的伤害（重复三次；暂停）
- 愿你幸福与平和（重复三次；暂停）
- 愿你健康且强壮（重复三次；暂停）
- 愿你可以快乐地照顾自己（重复三次；暂停）

- Now, see if you can recall to mind a **dear friend** whom you care about. See if you can visualize loving kindness and compassion pouring from your heart and flowing into your dear friend.

现在，看看你能否回忆起一位你牵挂着的挚友。看看你是否可以想象将慈爱与恻隐心的暖流从你的心中流出，流向你亲爱的朋友。

- Silently repeat these words ...

在心中默念这些话：

- May you be free from inner and outer harm. (Repeat x 3; Pause)
- May you be happy and peaceful. (Repeat x 3; Pause)
- May you be health and strong. (Repeat x 3; Pause)
- May you be able to take care for yourself, joyfully. (Repeat x 3; Pause)
- 愿你免受内在与外在的伤害（重复三次；暂停）
- 愿你幸福与平和（重复三次；暂停）
- 愿你健康且强壮（重复三次；暂停）
- 愿你可以快乐地照顾自己（重复三次；暂停）

- Let us now practice extending our loving kindness. See if you can recall to mind a **neutral person**. It can be someone whom you have just recently met, or someone whom you meet regularly but don't have any particular feelings for or strong relationship with ... like a bus driver. There is no right or wrong choice. Whoever shows up in your mind is just fine. See if you can visualize loving kindness and compassion pouring from your heart and flowing into this human being.

让我们开始练习将我们的慈心扩展。来看看你是否可以回想起一个平常的人。他可以是你最近刚刚认识的人，或者仅仅是一个你在生活中经常会到碰到的，但没有特别的感受的，也没有深厚关系的人，比如，公共汽车司机。这里没有正确或者错误的选择。任何此时出现在你脑海中的都可以。看看你是否可以想象将慈爱与恻隐心的暖流从你的心中流出，缓缓流入这个人。

- Silently repeat these words ...

在心中默念这些话：

- May you be free from inner and outer harm. (Repeat x 3; Pause)
- May you be happy and peaceful. (Repeat x 3; Pause)
- May you be health and strong. (Repeat x 3; Pause)
- May you be able to take care for yourself, joyfully. (Repeat x 3; Pause)
- 愿你免受内在与外在的伤害（重复三次；暂停）
- 愿你幸福与平和（重复三次；暂停）
- 愿你健康且强壮（重复三次；暂停）
- 愿你可以快乐地照顾自己（重复三次；暂停）

- The next part may be a bit of a challenge. See if you are willing to practice extending loving kindness to **someone whom you are having some difficulty with or you do not like**... maybe this person makes you feel annoyed ... or angry ... or hurt. Maybe you have not even forgiven this person yet. If you notice any resisting thoughts ... like this person does not deserve it ... see if you can just observe these thoughts without getting hooked by them. Be in contact with the fact that this person is also a live, breathing, human being. See if you can visualize loving kindness and compassion flowing from your heart into this person.

下一个部分对你来说可能是个挑战。来看看你是否愿意再次扩展你的慈爱心，将它们带给那些**和你有过节或者你不喜欢的人**...可能这个人让你感到烦恼...或气愤...或受伤。或者你还没有做好准备去原谅他。如果你注意到了任何抵触的念头...比如，这个人不配...来看看你能否只是静静地和这些感觉在一起，而不是被它淹没。去思考这样的现实：他也是一

个活生生，和我一样呼吸着的人。再来看看，你是否可以想象将慈爱与恻隐心的暖流从你的心中流出，流入此人的所在。

- Silently repeat these words ...

在心中默念这些话：

- May you be free from inner and outer harm. (Repeat x 3; Pause)
- May you be happy and peaceful. (Repeat x 3; Pause)
- May you be health and strong. (Repeat x 3; Pause)
- May you be able to take care for yourself, joyfully. (Repeat x 3; Pause)
- 愿你免受内在与外在的伤害（重复三次；暂停）
- 愿你幸福与平和（重复三次；暂停）
- 愿你健康且强壮（重复三次；暂停）
- 愿你可以快乐地照顾自己（重复三次；暂停）

- Finally, in your mind's eye, see if you can extend your loving-kindness ever wider ... people living in your local area ... to people living outside your area ... to people all over the world ... and to all living things in the entire universe ... See if you can visualize loving kindness and compassion flowing from your heart into **all living things**.

最后，用你心灵的眼睛，去看看你是否已经将慈爱扩展到最广...生活在你家乡的人们...在你所在地之外的人们...扩展到全世界的人们...以及整个宇宙的所有生命...看看你是否可以想象将慈爱与恻隐心的暖流从你的心中流出，流向**所有生命**。

- Silently repeat these words ...

在心中默念这些话：

- May we all be free from inner and outer harm. (Repeat x 3; Pause)
- May we all be happy and peaceful. (Repeat x 3; Pause)
- May we all be health and strong. (Repeat x 3; Pause)
- May we all be able to take care for yourself, joyfully. (Repeat x 3; Pause)
- 愿我们都免受内在与外在的伤害（重复三次；暂停）
- 愿我们都幸福与平和（重复三次；暂停）
- 愿我们都健康且强壮（重复三次；暂停）
- 愿我们都可以快乐地照顾自己（重复三次；暂停）

- Now, continue to be in touch with the warm and loving energy in you as you return to your breath and the present moment... breathing in ... and breathing out ... notice any sensations in your body ... whenever you are ready, you may open your eyes."

现在，继续去感受这温暖与慈爱的气场，同时渐渐将意识收回到你的呼吸，收回到当下...吸气...呼气...去感受任何在你身上的感受...当你准备好的时候，可以将你的双眼睁开。

- Ring the bell.

敲响铃声

# MODULE 5: VALUES 培训模块五：价值观

# Cultural and Personal Values 文化和个人价值观

## Objectives 目标

1. Facilitate participants' reflection on their personal values  
促进组员对其个人价值观的反思
2. Facilitate participants' reflection on their own socio-cultural and collective values from family, communities, and society  
促进组员对他们自己的社会文化，以及来自家庭，社区，和社会的集体价值观的反思。
3. Promote awareness of the influence of socio-cultural context on one's values and the potential for conscious mindful choice in ones' values  
提高觉知-社会文化背景对一个人价值观的影响，以及有意识的选择个人价值观的潜力

## Suggested Time 建议时间

- 15 – 30 minutes 15-30分钟

## Number of Facilitators 带领者人数

- 1

## Brief Description 简述

We all belong to or identify with multiple sociocultural groupings with established cultural norms, beliefs, or values. These groupings may be based on ethnicity, religion, social class, age, gender, sexual orientation, occupation, place of residence, citizenship, immigration status, etc. They provide the context in which we formulate meaning and personal values. This values clarification exercise facilitates participants' reflection of their values. The participants are given a wordlist of diverse values, and are encouraged to add additional words not already captured. They are guided to circle their three top cultural values and three top personal values, with the two sets of values potentially overlapping completely, partially, or not at all. Cultural values are the values that the participants perceive as being important to the various social groups that they or their family belong to. During debriefing, the participants are encouraged to share their personal values, cultural values, and a reflection on how one may be related to the other or not at all. This awareness helps participants realize their capacity to mindfully choose their personal values and promote respect of others' values. *Your Legacy* exercise can be done immediately following this one, in which case both can be debriefed together.

我们都属于，或者都会去认同具有既定文化规范，信仰或价值观的多个社会文化群体。这些群体的分类可能是基于种族，宗教，社会阶层，年龄，性别，性取向，职业，居住地，公民身份，移民身份等等。它们提供我们可以在其中形成意义和个人价值的大背景。这个价值澄清练习会促进参与者对他们价值观的反思。组员们会被给与一个包含多种价值的词汇表，并被鼓励加上还没有列在词汇表里的词语。他们会被指导圈出对自己最重要的三个社会文化价值观，以及三个个人价值观，两组价值观可能完全重合，部分重合，或者完全不重合。社会文化价值观是指那些参与者们认为对他们及他们的家庭归属的各种社会群体来说非常重要的价值观。在汇报小结阶段，参与者会被鼓励去分享他们的个人价值和文化价值，并反思是否它们与其相对的另一组价值有关系或者完全无关联。这种觉知可以帮助参与者认识到他们有能力去谨慎地选择他们的个人价值观，提升对他人价值观的尊重。你的传承练习也可以安排在这个练习之后马上进行，如果是这样，这两个练习可以一起进行小组小结。

## ACE Processes ACE流程

- **Values 价值观**
- **Interdependence 相互依存**

## Key Learning Points 学习要点

- Without reflection, we may be unclear about our **personal** and **cultural values**, i.e., what is most important to us and our cultural groups respectively. Our **chosen values** become our life **directions** that can guide our actions.  
如果不进行反思，我们可能不清楚我们的个人的和社会文化的价值观，即，对我们自己，和我们的文化来说，各是什么才是最重要的？我们**选择的价值**会变成可以指导我们的行动的人生**方向**。
- Our personal values may be influenced by our cultural values. With mindful awareness, we can **choose** our personal values that are consistent with or different from our cultural values.  
我们的个人价值观也许会被我们的文化价值所影响。带着谨慎的觉知，我们可以去选择和我们的文化一致或者是不一致的个人价值。
- Some values may be promoted by **mainstream dominant culture**, e.g., money equals success, even though these may not be true values at all when examined closely. With **mindful awareness**, we can free ourselves from these influences that may otherwise obscure or silent other genuine values; minorities' cultural values; or our own personal values.  
有些价值观可能是被主流统治文化所促成，比如，金钱等于成功，而当我们仔细地考量，会发现这些价值观也许就不是真正的价值观。带着谨慎地觉知，我们可以摆脱它们的影响，避免它们掩盖或压制其他真正的价值观，少数群体的文化价值观；或者我们自己的个人价值观。
- When we **respect, appreciate, and learn from** each others' **diverse** values and identify **universal** values, this may facilitate our own **growth** and the **development** of our own values.  
当我们尊重，欣赏和学习彼此的不同价值观，并树立普世价值观时，就可能会促进我们自身的成长和我们自身价值观的发展。

## Materials 材料

- [Cultural and Personal Values Worksheet 文化和个人价值观工作表](#)

## Instructions & Sample Script 说明和示范文稿

1. Introduction – “Let us take a moment to explore our values. They are the important life directions that guide our actions. We will explore our cultural and personal values and their relationship with one another.”  
简介 – “让我们花一点时间探索我们的价值观。它们是指导我们行动的重要生活方向。我们将探索我们的文化和个人价值观以及他们之间的关系。”
2. Distribute the values wordlist and identify top 3 cultural and personal values – “Here is a wordlist of common values. Please circle the top 3 **Cultural Values** that most reflect your upbringing and your sociocultural values from your family, communities, or the larger society. These cultural values may reflect the particular ethnic group you identify with... Or your gender or sexual orientation... Or your occupation... Or your religion... Or whether you grew up in the village or the city, etc. Please write “**CV**” beside your top 3 Cultural Values. Please also circle your top 3 **Personal Values** of your own free choice and write “**PV**” beside them. Your cultural and personal values may be exactly the same, partially overlapping, or completely different. If there are any other important values that are not listed, please feel free to add them to the list. While you may want to circle many values on the list, but for the sake

of this exercise, let's focus on your top 3 ones in each category.”

分发价值观词汇表并确定前3个文化价值观和个人价值观 – “这是一个常见价值观的词汇表。请圈出最能反映您的成长经历和社会文化价值观的前三大文化价值观，这些价值观来自您的家庭，社区或更大的社会。这些文化价值观可能反映了您认同的特定种族群体.....或您的性别或性取向.....或您的职业.....或您的宗教信仰.....或者您是否在村庄或城市等地长大。请在你的三大文化价值观旁边写下“CV”。请圈出您自己选择的前3个人价值观，并在旁边写上“PV”。您的文化和个人价值观可能完全相同，部分重叠或完全不同。如果还有其他非常重要的价值观没有被列出，请随时将它们添加到列表中。虽然您可能希望在列表中圈出许多价值观，但为了本练习，我们将重点关注每个类别中的前三个价值观。”

3. Debrief the exercise – “Would anyone like to share their cultural and personal values and the experience of doing this exercise? Do you notice any relationship between the two sets of values?” (Debriefing can be deferred until Your Legacy Exercise is completed and taken up together.)

对练习的汇报小结 – “有人愿意分享他们的文化和个人价值观以及做这项练习的体验吗？您是否注意到这两组价值观之间是否存在任何关系？”（可以推迟汇报，直到您的传承练习完成并一起进行。）

### **Debriefing & Sample Scripts 小结和示范文稿**

#### **Chosen values as life direction 选择的价值作为人生方向**

- “Sometimes we may go on with our everyday life without taking the time to reflect on what is truly important to us. Values give us a sense of direction in life and guide our actions. While we may hold much more than just 3 values and in different contexts we may choose differently, this exercise helps us prioritize what may be the more important values to us.”

“有时我们也许会继续我们的日常生活，而不花时间思考对我们来说真正重要的事情。价值观给了我们人生方向感并指导我们的行动。虽然我们可能持有的不只是3个价值观，但在不同的背景下我们可能会有不同的选择，这个练习可以帮助我们优先考虑对我们来说可能更重要的价值观。”

#### **Cultural and Personal Values 文化和个人价值观**

- “Some cultural values may be invisible to us until we rediscover them. In what ways are your cultural values helpful to you? In what ways have you found them problematic, or at least, in how they may have been interpreted or enacted? When we become aware of them, we can make a more mindful and deliberate choice with regards to our personal values, which may be identical to our cultural values; adapted from our cultural values; or completely different and chosen in response to particular aspects of our cultural values.”

“我们可能会无视某些文化价值观，直到我们重新发现它们。您的文化价值观对您有何帮助？你在哪些方面发现它们有问题，或者至少发现它们是如何被解说的或着被表达出来的？当我们对它们有觉知时，我们可以对我们的个人价值做出更加谨慎和慎重的选择，这些个人价值观可能与我们的文化价值观相同；调适于我们的文化价值观；或与其完全不同，而且我们的选择是针对我们文化价值观的某些特定方面的。”

#### **Dominating Cultural Values 主导的文化价值观**

- “Some cultural values may appear to dominate over other ones. For example, money equals success may be seen by some as a dominating value. Yet, money is only a means to an ends – nobody feels it's all that meaningful rolling around in a bed of money. So, it's not even a true value that can give life meaning. Are there other dominating beliefs masquerading as values? Do some cultural values actually obscure or silent other important values or dominate over values held by minority groups? Or even over your own personal values?”

“某些文化价值观似乎主导了其他文化价值观。例如，金钱等于成功可能被一些人视为主导价值观。但是，金钱充其量只是一种手段 – 没有人会觉得在一堆钱上打滚儿有什么意义。所以，它甚至不是一个能赋予生命意义的真正的价值观。还有其他主导的信仰伪装成了价值观的吗？是否一些文化价值观实际掩盖或噤声了其他重要价值观？或统辖了少数群体所持有的价值观？甚至控制了你自己的个人价值观？”

## Diversity of Values and Universal Values 价值观多元性以及普世价值观

- “What is the impact on you in listening to others’ values shared here? We can work towards promoting mutual respect and appreciation of each others’ values, as well as learning from them. With mindful awareness, this helps us grow and further develop our own values. You may also have noticed some universal values, especially those related to love, compassion, kindness, and empathy, which can be directed towards self and others.”

“听取其他人在这里分享的价值观对你有什么影响吗？我们可以努力促进相互尊重和欣赏彼此的价值观，并从中学学习。通过谨慎地觉察，这有助于我们成长并进一步发展自己的价值观。你可能也注意到了一些普世价值观，特别是那些与爱，同情，善良和同理心相关的价值观，这些价值观可以针对自己 and 他人。”

## Specific Application 具体应用

- Stigma – “Can you identify any values, especially when misapplied or distorted, that may contribute to further stigmatization of vulnerable individuals or inequity in society? Are there specific values that can serve to decrease stigmatization of vulnerable individuals, promote equity, and promote everyone’s well-being?”

污名化 – “你能否找出任何一些价值观，尤其是当它们被误用或被扭曲的时候，可能导致对弱势的个人进一步污名化或造成社会不平等的价值观？是否有一些特定的价值观可以减少对弱势群体的污名化，促进公平，促进每个人的幸福安康？”

## References 参考

- A non-exhaustive list based on various values lists, including those commonly ascribed to major cultural or religious values:
- <http://www.barriedavenport.com/list-of-400-values/>
- <https://sites.google.com/site/welcometoindianculture/home/ethnicity/indian-values-and-beliefs>
- <http://en.wikipedia.org/wiki/Taoism>
- <http://en.wikipedia.org/wiki/Confucianism>
- <http://en.wikipedia.org/wiki/Buddhism>
- [http://en.wikisource.org/wiki/Catholic\\_Encyclopedia\\_\(1913\)/Cardinal\\_Virtues](http://en.wikisource.org/wiki/Catholic_Encyclopedia_(1913)/Cardinal_Virtues)
- Cheung F. M., Cheung. S. F., Wada, S., Zhang, J. (2003). Indigenous measures of personality assessment in Asian countries: A review. *Psychological Assessment*, 15(3):280–9.
- Fung KP. *Study of Alexithymia in Chinese Canadians*. Master’s thesis. Toronto: University of Toronto, 2003.

# Cultural and Personal Values Worksheet 文化和个人价值观工作表

1. Please circle the top 3 **Cultural Values** that most reflect your up-bringing and your socio-cultural values from your family, community, and society, and write “**CV**” beside them;  
请圈出前三位文化价值观，即三个最能反映您的成长环境,以及源自您的家庭，社区和社会的社会文化价值观，并在旁边写下“CV”;
2. Please circle the top 3 **Personal Values** of your own choice, which may or may not be the same as above, and write “**PV**” beside them. If there are important values that are not listed, please feel free to add them to the list.  
请圈出前3个你自己选的个人价值观，可能与前面所选相同或不同，并在旁边写上“PV”。如果你发现还有未被列出的重要价值观，请随时将其添加到列表中。

- |                     |                                 |                        |
|---------------------|---------------------------------|------------------------|
| · Acceptance 接纳     | · Dignity 尊严                    | · Inclusion 包容         |
| · Advocacy 倡权       | · Diligence 勤奋                  | · Independence 独立      |
| · Altruism 利他       | · Discipline 守纪                 | · Industry 勤劳          |
| · Assertiveness 果断  | · Diversity 多元                  | · Ingenuity 别具匠心       |
| · Authenticity 真诚   | · Efficiency 高效                 | · Inspiration 激励       |
| · Autonomy 自主       | · Empathy 共情                    | · Integrity 正直         |
| · Awareness 觉知      | · Enthusiasm 热情                 | · Interdependence 互相依赖 |
| · Balance 平衡        | · Equality 平等                   | · Intimacy 亲密          |
| · Benevolence 仁厚    | · Equanimity 泰然处之/Excellence 卓越 | · Joy 和悦               |
| · Calmness 镇静       | · Expressiveness 有表现力           | · Justice 公正           |
| · Caring 细心         | · Fairness 公平                   | · Kindness 善良          |
| · Charity 慈善        | · Faithfulness 忠诚               | · Knowledge 知识         |
| · Choice 选择         | · Family 顾家                     | · Leadership 领导才能      |
| · Closeness 亲近      | · Filial Piety 孝顺               | · Learning 学习          |
| · Collectivism 集体主义 | · Flexibility 灵活                | · Logic 逻辑             |
| · Compassion 恻隐心    | · Forbearance 忍隐                | · Loving 爱心            |
| · Competence 胜任     | · Fortitude 坚忍不拔                | · Loyalty 忠诚           |
| · Conformity 协调     | · Freedom 自由                    | · Mastery 娴熟           |
| · Connectedness 连接  | · Friendliness 友善               | · Meticulousness 谨小慎微  |
| · Conscientious 良知  | · Gallantry 英勇                  | · Mindfulness 正念       |
| · Consideration 周到  | · Generosity 慷慨                 | · Moderation 中庸        |
| · Consistency 一致性   | · Gratitude 感恩                  | · Motivation 动力        |
| · Contribution 贡献   | · Growth 成长                     | · Mutuality 互相依存       |
| · Cooperation 合作    | · Harmony 和睦                    | · Naturalness 自然       |
| · Courage 勇气        | · Helpfulness 互助                | · Nurturing 滋养         |
| · Creativity 创造力    | · Honesty 诚实                    | · Openness 开朗          |
| · Curiosity 好奇心     | · Honor 光荣                      | · Order 秩序             |
| · Dedication 奉献     | · Hopefulness 希望                | · Participation 参与     |
| · Deference 顺从      | · Humaneness 人道                 | · Patience 耐心          |
| · Dependability 可靠  | · Humility 谦虚                   | · Peace 平和             |
| · Determination 坚定  | · Humor 幽默                      | · Perceptiveness 有洞察力  |

- Practicality 实用
- Preparedness 有备
- Presence 在场
- Productivity 多产
- Prudence 谨慎
- Purity 纯洁
- Purpose 目的明确
- Reasonableness 合理
- Reflection 反思
- Renunciation 自我克制
- Resilience 恢复力
- Respect 尊重
- Rite 礼仪
- Sacrifice 牺牲精神
- Security 安全
- Self-control 自控
- Sincerity 诚信
- Spirituality 灵性
- Stability 稳定
- Strength 力量
- Temperance 节制
- Tolerance 忍耐
- Trust 相信
- Truthfulness 真实
- Understanding 理解
- Virtue 美德
- Vision 展望
- Vitality 活力
- Wisdom 智慧

# Your Legacy 你的传承

## Objectives 目标

1. Facilitate participants to clarify their most important values  
促进参与者澄清对于他们来说最重要的价值观
2. Facilitate participants to identify their important relationships  
促进参与者明确他们重要的人际关系
3. Promote impetus towards aligning participants' actions with their values  
加强参与者的价值观和其行为保持一致的原动力

## Suggested Time 建议时间

- 15 – 30 minutes 15-30分钟

## Number of Facilitators 带领者人数

- 1

## Brief Description 简述

Projection into a desired future helps sharpen our focus in the present and the necessary actions that get us there. In this exercise, participants are invited to imagine a perfect future. They are invited to write about themselves from the perspective of three different people in their lives, with their values, choices, and actions woven in these brief narratives. This facilitates the participants' reflection on who and what they care most about and whether their actions and choices are aligned with and driven by their espoused values. This exercise can be done following the *Cultural and Personal Values* exercise and taken up together.

对向往的未来的设想会有助于我们去关注当下，和关注那些为实现理想所要采取的必要行动。在这个练习中，邀请参与者想象一个完美的未来。他们被要求以他们生活中三个不同的人的视角来描写他们自己，在这些简短的叙述中编织进他们的价值观，选择和行动。这样会促进参与者去反思他们对哪些人和事最在意，以及他们的行为和选择是否与他们所信奉的价值观相一致并被其驱动。这个练习可以在文化和个人价值观练习之后紧接着进行。

## ACE Processes ACE 流程

- Values 价值观
- Interdependence 相互依存

## Key Learning Points 学习要点

- Our **chosen values** are **directions** that can guide our actions, and we can form **achievable goals** that are consistent with our values.  
我们**选择的价值观**是能够指导我们行动的**方向**，我们可以制定符合我们价值观的**可实现的目标**
- Regular **mindful reflection** of our present choices and actions can help us notice if we stray off course due to **avoidance, procrastinations, or distractions**. We can always **return to the path** as guided by our values.  
定期**谨慎地反思**我们目前的选择和行动可以帮助我们注意是否我们因**回避，拖延或分心**而偏离正轨。在我们的价值观的指引下，我们总能重返征途。

- If our path is **obstructed** and we feel stuck, we can **flexibly make alternative goals** in the service of our values.  
如果我们的道路受阻并且感到困惑，我们可以我们的价值观指导下**灵活地制定另外的目标**。

## Materials 材料

- [Your Legacy Worksheet 你的传承工作表](#)

## Instructions & Sample Script 介绍和示范文稿

1. Introduction – “Your values is what is most important to you in your life – what you stand for or care passionately about. Let us explore how your values are enacted in your life.”  
简介 – “你的价值观就是那些你生命中对你最重要的 – 你会为之坚定地争取或者热情地关注地东西。让我们探讨一下你的价值观是如何在你的生活中被运用的。”
2. Instructions for a narrative reflective exercise – “Imagine that some time in the future, your life has unfolded perfectly just as you wished and you were able to do all the things you have really wanted to do. Some of the important people in your life have decided to put together a brief biography about you to ensure that your actions and legacy are known to others. It may ultimately be in the form of a book or a webpage or even an epic poem! Select three people in your mind who would be doing this task. These 3 people could be your family, friends, or members of your community. Write a brief story or a few sentences from each of these people’s perspective, focusing on your values, i.e., what you care most about, and how your choices and actions in life demonstrate these values. Underline your values as you are writing the narrative.” (If this exercise is done after the Cultural and Personal Values exercise, prompt participants to utilize words circled from that worksheet.)  
叙述性反思练习的说明 – “想象一下，在未来的某个时间，你的生活已经完全按照你的意愿展开，你能够完成你真正想做的所有事情。你生活中的一些重要人物决定汇总一份关于你的简短传记，以确保你的行为和传承为他人所知。它最终可能是书籍或网页甚至是史诗的形式！在脑海中选择三个来完成这项任务的人。这3个人可能是您的家人，朋友或社区成员。请以这些人的视角写一个简短的故事或几句话，重点关注你的价值观，即你最关心的事情，以及你在生活中的选择和行为是如何展现这些价值观的。在撰写叙述时，请在你的价值观下面划线。”（如果此练习是在“文化和个人价值观”练习之后完成的，则提示参与者使用该工作表中圈出的词语。）
3. Debriefing – “Why did you choose the people you listed? What have you learned about your values, choices, and actions? What does the exercise affirm and what changes is it prompting you to make?”  
小结 – “你为什么选择那几个你列出的人？您对自己的价值观，选择和行动有什么了解？这个练习对什么做出了肯定，以及它促使你做出哪些改变？”

## Debriefing & Sample Scripts 小结和示范文稿

### Values vs Goals 价值观VS目标

- “Can you distinguish your values versus your goals in the narratives?”  
你能在描述中区分你的价值观和你的目标吗？”
- “Values are our chosen **directions** in life, and so, they are not something that can ever be achieved or completed. Like going east ... from here, we can go to a street east of here ... and still you can always go further east ... Similarly, notice that in your narratives, values serve as an ever-present guide for **on-going** kinds of actions that never end, like a star that guides you forever eastward. For example, being a caring parent does not end with changing the 100th diaper... there is no endpoint and there are always opportunities for more caring actions.”  
“价值观是我们在生活中选择的方向，因此，它们不是可以实现或完成的东西。就像往东走.....从这里开始，我们可以去到这里以东的一条街.....但是你总是可以向东走得更远...同样，请注意，在你的描述中，价值观就是一种永远存在

的，对持续不断的行动的指南，就像一颗引导你永远向东的星星。例如，作充满爱心的父母并不会因为已经换了第100片尿布不湿而结束.....这里没有终点，总会有机会去采取更多的爱心行动。”

- “What helps us along the way as we strive towards our values is to set goals. **Goals** are achievable, like graduating from school, working out in the gym three times a week, or hosting a get-together for your family. Goals are like stops along a bus route. In our journey of life, we can carry out committed actions along our path we travel towards our valued direction.”

“在我们努力实现价值的过程中，设定目标可以帮到我们。目标是可以实现的，例如从学校毕业，每周三次在健身房锻炼，或为您的家人举办聚会。目标就像公共汽车线路沿途的车站。在我们的人生旅程中，我们可以朝着我们价值的方向，沿着自己前进的道路做出承诺的行动。”

### Checking our bearings 检查我们的方位

- “Even though we imagine the future, this exercise is really about reflecting your life in the present. The future is in the now. Have you been investing your time and energy in the things that really matter? Are there more valued activities that you have been putting off? Are there alternative choices you can be making? If we notice that we are deviating off the path, maybe from avoidance, procrastinations, or distractions, we can pause and reflect; get our new bearings; set new goals; and continue on with our journey.”

“即使我们想象未来，这个练习也是为了反映你现在的的生活。未来就在现在。你有没有把时间和精力投入到真正重要的事情上？你推迟了更有价值的活动吗？您会选择其他可能吗？如果我们注意到我们偏离了路径，可能因为是回避，拖延或分心，我们可以停下来反思一下；找到我们的新方位；设定新目标；并继续我们的旅程。”

### Flexible Goals 灵活的目标

- “Knowing our valued directions helps us remain flexible. Imagine that you are going east and there is a roadblock. When we know our desired direction, we can just take an alternate route that is consistent with our true valued directions. Rather than giving up or procrastinating, are there areas of your life that may benefit from such a change in goals so that you can actually move forward towards your values?”

了解我们重视的方向有助于我们保持灵活性。想象一下，你要往东走，而且遇到了一个路障。当我们知道我们想要的方向时，我们可以采取与我们真正珍惜的方向一致的另一条路线。除了放弃或拖延，你生活中是否有些领域可能会受益于这种对目标的调整，这样你可以真正向你的价值观前进？

### Specific Application 具体应用

- Stigma – “For the second narrative, see if you can focus on values, choices, and actions that would lead to decrease stigma in self and others, and for the third narrative, focus on values, choices, and actions that would promote equity and wellbeing to you, to your family and friends, or to the communities.”  
污名化 – “对于第二个叙述，看看你是否可以专注于那些可以减少对自我和他人污名化的价值观，选择和行动，而对于第三个叙述，去关注可以促进公平的，以及增加你，你的家人，朋友或社区的幸福安康的价值观，选择和行动。”

### References 参考资料

- Inspired by *Attending Your Own Funeral* in Hayes, S. C. with Smith, S. (2005). *Get out of your mind and into your life* (p.111). Oakland, CA: New Harbinger Publication, Inc.

# Your Legacy Worksheet 你的传承工作表

Imagine a time in your future when everything has unfolded as planned and you have been able to do all the things you would like to do. Several people whose you have touched have decided to write down something about you to show their appreciation and to ensure that your legacy is not forgotten. These narratives may be part of a biography, a wiki webpage about you, a grand speech, or even an epic poem or song. Select **three** people who would be the authors of these narratives, e.g., your family, friends, or others in the community. Write brief narratives (a few sentences to a short paragraph) **from their perspective** to capture your **values** (i.e., what you care most about) and your **choices** and **actions** that demonstrate these values. Underline your values in these narratives.

想象一下，在你的未来，一切都按计划展开，你已经能够完成你想做的所有事情。几个被你感动的人决定写下你的一些事情来表达他们的赞赏之情，以确保你的传承不被遗忘。这些描述可能是你的传记，关于你的维基网页，一场盛大的演讲，或者是关于你的史诗或歌曲的一部分。请选择三个将成为这些叙事作者的人，例如您的家人，朋友或社区中的其他人。从他们的角度写出简短的描述（几句话到一个短段落）来捕捉你的价值观（即你最关心的东西）以及凸显你的价值观的你的选择和行动。请在描述中，你的价值观下面划线。

## Examples 例如

Author 作者 #1: dad 爸爸

Narrative 叙事 #1: "My daughter is a caring woman and is a believer in generosity, and she has chosen to dedicate her life to ...."

我的女儿是一个充满爱心的女性，是慷慨的信奉者，她选择致力于....."

Author 作者 #1: \_\_\_\_\_

Narrative 叙事 #1:

Author 作者 #2: \_\_\_\_\_

Narrative 叙事 #2:

Author 作者 #3: \_\_\_\_\_

Narrative 叙事 #3:

# MODULE 6: COMMITTED ACTION, COLLECTIVE EMPOWERMENT 培训模块 六：承诺的行动,集体赋权

# Bull's-Eye 靶心

## Objectives 目标

1. Facilitate participants' reflection of their values as embedded in their actions in multiple life domains  
促进参与者在多个生命领域的行动中反思他们的价值观
2. Introduce a tool that participants can use to track their progress towards aligning their actions with their values  
介绍一种工具，参与者可以使用该工具检测他们的行动跟从他们的价值观的进展
3. Facilitate participants to identify facilitators and barriers to act according to their values  
帮助参与者辨识按照价值观采取行动的助力和阻碍

## Suggested Time 建议时间

- 15 – 30 minutes 分钟

## Number of Facilitators 小组带领者数量

- 1

## Brief Description 简述

There is a purpose behind every action in our everyday life. This exercise helps us reflect on our values as enacted in multiple domains of our lives. The facilitator draws a big bulls-eye on a flipchart, and disseminates the Bulls-eye Worksheet. The participants are guided to individually reflect on four main areas of their lives and mark in each corresponding quadrant of the bulls-eye diagram on their worksheet with an "X", indicating the degree of alignment between their current actions and their values in that domain. They are also asked to identify specific facilitators and barriers that impact on their actions. Depending on the time allotted, the facilitator can invite a few to all participants to take turns to come up to the front of the group, mark their own X's on the large bulls-eye on the flipchart, and share a bit about the stories behind each of them. This exercise helps participants identify areas in their lives that they may want to focus on and change their behaviours to better align with their values. They may also begin to develop ways to overcome the identified barriers and plan next steps.

我们日常生活中的每一个行动背后都有一个用意。这项练习有助于我们反思我们在生活的多个领域中所形成的价值观。小组带领者在夹纸白板上绘制一个巨大的靶心，并分发**靶心工作表**。引导参与者各自反思他们生活中的四个主要领域，并在发给他们的工作表上用“X”标记在靶心图象限相应的位置，以表示他们当前的行动与其在该领域的价值观的一致程度。组员们还要辨识出影响其行为的助益和阻碍的具体因素。按照时间，辅导员可以邀请一些或所有参与者轮流到小组的前面，在夹纸白板的大型靶心上画上自己的X，并分享一些它们各自背后的故事。此练习可帮助参与者确定他们可能希望关注的生活领域，并改变他们的行为以更好地与他们的价值观保持一致。他们也可能开始制定措施以克服辨明的阻碍并计划后续步骤。

## ACE Processes ACE 过程

- Committed Action 承诺的行动
- Values 价值
- Collective empowerment 集体赋权

## Key Learning Points 学习要点

- **Values** are embedded in everyday **choices** and **actions** in our multiple **life domains**.  
价值观根植于我们人生众多领域内的日常选择和行动之中。
- Sometimes we become **stuck** when we are **fused** with our **expectations** and **desired outcomes** rather than focusing on our **values** and **actions**.  
当我们和自己的期望和渴望的结果相融合，而不是关注我们的价值观和行动时，我们会陷入困境。
- Life **imbalance** can occur when we become **fused** with certain thoughts or rules which we need to let go of.  
当我们与某些我们需要放下的想法或规则相融合时，我们的生活就可能失衡。
- We can identify areas of our life in which we are engaging in **avoidance** and cultivate the **acceptance and willingness** to face internal barriers, make **new choices**, and **act**.  
我们可以辨识出那些我们正在回避的人生领域，并可以培养出接纳和意愿来面对内在障碍，来做出新的选择和行动。
- With willingness, we can utilize **facilitators** to overcome our **barriers** to move forward in incremental steps, small or big.  
有了意愿，我们就可以因势利导，克服障碍向前迈进，不论脚步大小，循序渐进。

## Materials 材料

- [Bulls Eye & Valued Living Worksheet](#) 靶心&有价值的人生工作表
- Flipchart 夹纸白板
- Colour markers 彩色马克笔

## Instructions & Sample Script 介绍&示范文稿

1. Introduction – “Our values are enacted through our everyday choices and actions, and there’s meaning behind everything that we do. Let’s explore our values in our various life domains.”  
简介：“我们的价值观是通过我们的日常选择和行动体现的，而且我们所做的一切都有其意义。让我们在各种生活领域探索我们的价值观。”
  2. Set-up – Draw a big bull’s eye on the flipchart and label the four quadrants Self-care, Work, Family, and Friends/Community. Distribute the worksheet to all participants.  
设置 – 在活动挂图上画出一个巨大的靶心，并标记四个象限；自我照顾，工作，家庭和朋友/社区。将工作表分发给所有参与者。
  3. Guide the participants to document the degree of consistency between current behaviours and values in each domain and identify facilitators and barriers towards value-driven behaviours.  
引导参与者记录每个领域当前其行为和价值观之间的一致性程度，并辨识出那些对以价值为导向的行动的促进和障碍因素。
- “We may divide aspects of our lives into many different areas. Let’s begin with these four big areas of our lives. In each quadrant, place an ‘X’ on where you think you’re at when you look at the kinds of things you’re currently doing or not doing with respect to your values. How satisfied are you with your own actions if you use your own values as guidance? If you feel that your actions and values are in perfect alignment with each other, put your ‘X’ in the centre.”  
“我们可能将生活划分为许多不同的领域。让我们先从生活中的这四大领域开始吧。在每个象限中，当您审视为了您的价值观，你现在正在做的事情或没有做的事情，在您认为自己所处的位置画上一个‘X’。如果您用自己的价值观作为指导，您对自己的行为满意度如何？如果你觉得你的行为和价值观完全一致，那就把你的‘X’画在中心位置。”

- “For example, if your value is that you will promote your own well-being both physically and mentally, but you find yourself never exercising, not taking care of your diet, not getting enough sleep, smoking, and never going for a check-up, etc. you may find that your actions are not that actually consistent with what you value. You’ll put an ‘X’ pretty far off from the centre in the self-care quadrant, like out here.”

“例如，如果你的价值是你要在身体和心理上促进自己的健康幸福，但你发现自己从不运动，也没有关照你的饮食，没有充足的睡眠，吸烟，还从不去检查身体等等。你可能会发现你的行为与你所重视的并不一致。你会在自我照顾象限中画下一个距离中心很远的“X”，就在这里。”

- “Note that we’re looking at the consistency of your own actions with your values, and not evaluating any idealized outcome or others’ actions. So in the previous example, you may actually find yourself putting an ‘X’ in the centre area if you take excellent care of yourself, even if you have a serious mental or physical illness, since your actions are already perfectly ‘on target’ and inline with your values. Your own actions are constantly taking you slightly closer towards health even if you have various illnesses, even terminal illness.”

“请注意，我们正在审视的是你自己的行动与您的价值观的一致性，而不是评估任何理想化的结果或其他人的行动。因此，在前面的例子中，如果您好好照顾自己，即使您有严重的精神或身体疾病，你实际上应该在中心区域画上一个“X”，因为您的行为已经完全“对准目标”并且符合你的价值观。即使您患有各种疾病，甚至是绝症，您自己的行为也会使您逐渐接近健康状况。”

- “At the bottom of the sheet, please also note down what supports you and what hinders you as you strive to move forward towards your values.”

在表格的底部，也请记住在你努力沿着你的价值观前进时帮助你的和阻碍你的因素。”

4. Invite participants to share – “Would anyone like to share? Please come up, choose a colour marker, put an ‘X’ in each of the four quadrants, and share with us why they are where they are.”

邀请参与者分享 – “有人愿意分享吗？请上来，选择一个彩笔，在四个象限的每个象限中画上一个“X”，并与我们分享为什么他们在那里。”

5. Debriefing – “Thank you for sharing. What did you notice when you completed the worksheet? What did you observe in hearing the sharing from others? What would you like to focus on as your next steps in your own life?” .

小结 – “谢谢你的分享。完成工作表后你注意到了什么？听到别人的分享你有什么发现？自己生活的下一步您希望将重点放在哪里？”

## **Debriefing & Sample Scripts 小结和示范文稿**

### **Values versus Expectations and Outcomes 价值 vs.期望和结果**

- “Are there areas of your lives where you feel stuck because of the behaviours of others? Or feel demoralized because you are not getting the kind of outcomes you wanted? Being overly focused on or fused with our expectations and desired outcomes, such as people and situations that are beyond our control, can actually be quite paralyzing. Instead, see what opportunities open up if we focus on our own behaviours as guided by our values.”

“由于他人的行为，你的生活中有哪些地方让你感到困惑？或者由于没有得到你想要的结果 而使你感到意志消沉？过度关注或融合我们的期望和想要的结果，比如我们无法控制的人和情景，实际上可能让我们变得无力行动。相反，让我们来看看会迎来怎样的机会，如果我们在价值观的指导下专注于自己的行动，。”

### **Imbalance of life domains due to fusion 因为融合而导致的生活失衡**

- “Did you discover that there are certain life domains that seem to have been neglected? Sometimes this imbalance occurs because we are overly focused on one domain at the expense of the other. This

may be caused by being fused with certain thoughts or rules in our mind, e.g., 'I must be perfect at work and spend all my waking hours on it to succeed.' We may need to let go of these thoughts if we want to bring balance to our life."

你有没有发现自己生活中的某些领域似乎被忽视了？有时这种不平衡的发生是因为我们过分关注一个领域而牺牲了另一个领域。这可能是由于与我们脑海中的某些想法或规则相融合而造成的，例如，“我必须在工作中力求完美，并将我所有醒着的时间花在它上面才能成功。”如果我们想为自己的生活带来平衡，我们可能需要放下这些想法。”

### **Being stuck due to avoidance 因回避而陷入困境**

- “Sometimes, our ‘X’ is off centered because we may actually be avoiding something. This leads to procrastination and inaction. When we avoid by focusing our energies elsewhere, this becomes another cause of life imbalance. As soon as we recognize the avoidance pattern, this can be the beginning of change as we cultivate our acceptance and willingness to face internal barriers, make new choices, and act.”

“有时，我们的‘X’偏离中心，因为我们实际上可能会回避某些事情。这导致拖延和不行动。当我们把精力放在他处而回避时，这成为生活不平衡的另一个原因。一旦我们认识到自己的回避模式，就可能是改变的开始，因为我们在培养我们的接纳和意愿去面对内在阻碍，做出新的选择和采取行动。”

### **Taking next steps 采取下一步行动**

- “How can you utilize the facilitators and overcome the barriers to move forward? What are the next steps, even baby steps, you are willing to take to closer align your actions with your values? We can move towards the center one inch at a time.”

“您如何因势利导并克服前进的障碍？接下来的步骤是什么，即使是婴儿般的，您愿意采取的，与您的价值观更加一致的一小步？我们可以向中心一寸一寸地移动。”

- “We have simplified life into four big domains. You may want to create your own bulls-eye for other aspects of life you would like to focus on.”

“我们将生活简化为四大领域。你可以根据自己想要关注的生活其他方面而创造自己的靶心。”

- “The bulls eye is a snapshot of the present. You may want to repeat this regularly to track your progress.”

“靶心是当下的写照。您可能需要定期重复此练习以跟踪您的进度。”

### **Specific Application 具体应用**

- Stigma – “For your bulls eye, in addition to the four ‘X’s, also place a star in each of the four quadrants to indicate your actions in decreasing stigma and promoting equity and well-being. For example, do you bring up this topic with your friends or family?”

污名化 – “对于你的靶心，除了四个‘X’之外，请也在四个象限中的每个象限中画上一颗星，以表示在减少污名化并促进平等和身心健康方面所采取的行动。例如，你会否与朋友或家人提起这类话题？”

### **References 参考**

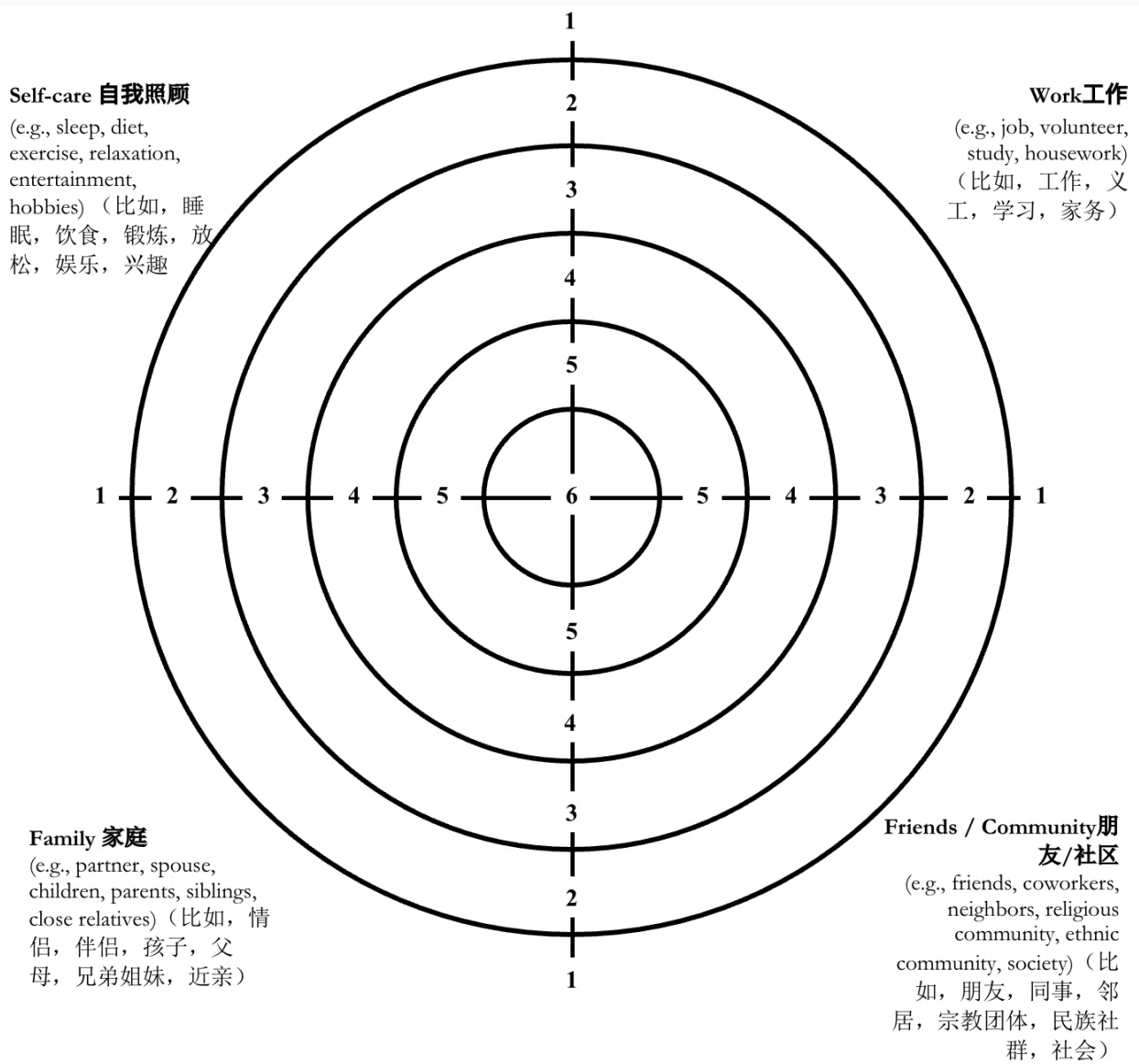
Adapted and modified from the Bull’s Eye concept in Dahl, J. & Lundgren, T. (2006). Living beyond your pain: Using acceptance and commitment therapy to ease chronic pain (pp. 139-142). New Harbinger Publications.

## Bulls Eye & Valued Living Worksheet 靶心&有价值的人生工作表

Are you doing what is most important to you? When our values and our actions are consistent and aligned, we will be in the centre of the bulls eye. Please rate the consistency of your current actions with respect to your own values in the following four areas of life by putting an "X" in each quadrant. For example:

你在做对你来说最重要的事情吗？当我们的价值观和行动保持连续并一致时，我们将处于靶心的中心。请在以下四个生活领域中评估你当前的行为与您自己价值观的一致性，并在每个象限中画上“X”以示结果。例如：

- Mary values an active lifestyle AND regularly exercises. Even though she is dying of cancer, she puts an "X" in the centre of the self-care quadrant because she is quite satisfied with her actions being in line with her values.  
玛丽重视积极的生活方式并定期锻炼身体。即使她将死于癌症，她也会在自我照顾象限的中心放置一个“X”，因为她对自己的行为符合她的价值观非常满意。
- Johnny is physically healthy. He values an active lifestyle too, but he doesn't exercise anymore. He marks an "X" in one of the outer circles, because he is not currently doing what he values and is dissatisfied with his actions.  
约翰尼身体健康。他也非常重视活跃的生活方式，但他不再运动了。他在其中一个外圈中画上了一个“X”，因为他目前没有做他所重视的事情而且对他的行为不满意。
- Tom doesn't value about having an active lifestyle and so he never exercises. He takes care of himself in other ways by eating and sleeping well. He puts an "X" in self-care in the centre because he is already doing what is important to him.  
汤姆并不珍重活跃的生活方式，所以他从不运动。他以其他的方式，比如吃好和睡好来照顾自己。他把“X”放在自我照顾象限的内中心，因为他已经在做于他来说很重要的事了。
- Susan values a close relationship with her father, and visits him weekly at a nursing home. He has dementia and yells at her every time she visits. She puts an "X" in the center of family quadrant because she is satisfied with her own actions.  
苏珊重视与父亲的亲密关系，并每周在养老院拜访他。他患有老年痴呆症并在苏珊每次拜访时都对她大喊大叫。她将“X”放在家庭象限的中心，因为她对自己的行为感到满意。



Explain why you put the "X"s where they are, i.e., what supports you (facilitators) or what gets in your way (barriers).

解释为什么你把“X”画在那里，比如，支持（帮助）你的因素是什么，或者阻碍你的因素（障碍）又是什么？

<p><b>Self-care自我照顾:</b></p>	<p><b>Work工作:</b></p>
<p><b>Family家庭:</b></p>	<p><b>Friends/Community朋友和社区:</b></p>

# Bus driver 公交司机

## Objectives 目标

1. Facilitate exploration and exposure to thoughts and feelings (including reasons, stories, stigmatizing thoughts, judgments, assumptions, etc.) that act as barriers to engaging in valued actions  
促进对采取有价值的行动有阻碍的想法及感受（包括理由，故事，污名化，评判，假设等）的探索和充分接触
2. Weaken the power of unpleasant feelings and literal thoughts through Defusion and Acceptance  
通过解离和接纳来削弱不愉快的感受和字面上的想法的力量
3. Evoke and reinforce committed action to personal chosen values  
唤起并加强为个人所选的价值观而采取的承诺行动

## Suggested Time 建议时间

- 45 – 60 minute 分钟

## Number of Facilitators 带领者人数

- 1 – 2

## Brief Description 简述

Using role-play to act out the bus driver metaphor, this exercise taps into all six ACT processes to illustrate the potential negative impact of internal thoughts or feelings in thwarting valued living and the ACT response to counter it. The facilitator solicits a volunteer from the group to role-play the Bus Driver (BD). The BD will be invited to come up to the front, put the X's on the bulls eye on a large flip-chart, and discuss one particular life domain that the BD would like to change. The facilitator helps the BD to identify the values in that particular life domain, the action that the BD would like to be able to do, and the five to six internal barriers (i.e., negative thoughts) preventing it. Then, other volunteers will be solicited to role-play the Passengers (PGs), with each PG representing one internal barrier. The PGs will be invited to the front to join the BD for the role-play. The BD will initially be facing the Bulls Eye, pretending to be driving the bus. The PGs will be lining up to get on the bus. One by one, as each PG get on the imaginary bus, the PG will come face to face with the BD, tell BD all the reasons why the BD cannot succeed, and form a single line behind the BD in boarding the bus. The facilitator will gently pivot the BD after each encounter so that by the time all the PGs have boarded the bus, the BD will be facing away from the bulls eye, with the PGs in single file behind the BD. After brief debriefing, the role-play is conducted again, this time with the BD coached to welcome each PG on to the bus while remaining facing the bulls eye. When this second round is completed, the PGs return to their seats. The facilitator sits down with the BD in front to debrief the experience and formulate a committed action together. Finally, the exercise will be debriefed with the PGs and the whole group. The exercise illustrates the use of defusion and acceptance in the present moment in the face of negative thoughts and feelings, which facilitates the BD, as the 'self-as-context', to persist with committed action, steering in the direction as guided by values.

使用角色扮演表达出公交司机的隐喻，这项练习涉及所有六个ACT流程，以说明我们的内在想法或感受对阻挠有价值的人生的潜在负面影响，以及用ACT的应对措施。小组带领者请求一名志愿者来扮演公交司机（BD）。BD将被邀请到前面，将X画在大型夹纸白板的靶心上，然后BD讨论ta希望改变的某一生活领域。小组带领者要帮助BD确定这一生活领域的价值观，BD希望能够采取的行动，以及阻止其行动的五到六个内在障碍（即负面想法）。然后，其他志愿者将被要求扮演乘客（PG），每个PG代表一个内在障碍。PG将被邀请到前面加入BD进行角色扮演。BD在最初将面对靶心，假装驾驶公共汽车。PG将排队上车。一个接一个，当每个PG进入假想的公车上时，PG将与BD面对面，告诉BD所有她或他无法成功的原因，并在登上公车后在BD后面排成一条线。小组带领者将在每次BD和乘客相遇后轻轻地转动BD，以至于在所

有PG已经登上公交车的时候，BD将不再面对靶心，PG保持站在BD后面一列。在简短的汇报小结之后，角色扮演再次进行，这次BD被指导欢迎每个PG上车，同时保持面对靶心。当第二轮完成时，PG将返回其座位。小组带领者与BD一起坐下来，小结刚才的体验，并一起制定承诺的行动。最后，这个练习将是与PG们和整个小组进行汇报小结。该练习说明了如何在面对消极的想法和感受时，运用解离和接纳，有助于BD去“以己为景”，坚持承诺的行动，在价值观的指引下调整方向。

### **ACE Processes ACE流程**

- All ACT processes 所有ACT流程
- Compassion 恻隐心
- Collective empowerment 集体赋权

### **Key Learning Points 学习要点**

- Often times, the real barriers that stop us from moving forward is **fusion** and **avoidance of negative thoughts and feelings**, which give them more power and lead us to abandon our values.  
通常情况下，阻止我们前进的真正障碍是**融合和回避消极的想法和感受**，这样也会给予那些消极想法和情绪更大的力量，并导致我们放弃自己的价值观
- With **defusion** and **acceptance** of negative thoughts and feelings, while being in contact with the **present moment** and guided by our **values**, we can stay **committed**, and ultimately, we (**self-as-context**) can continue moving forward while containing all our negative thoughts and feelings.  
随着对消极想法和感受的**解离和接纳**，在**活在当下**，并以我们的**价值观**为导向时，我们可以保持承诺，最终，我们（以己为景）可以继续前进，即使带着我们所有的负面的想法和感受。
- **Committed action** persists in the face of difficulties. Guided by **values**, it is **meaningful**, regardless whether it is a small or big step.  
面对困难时，**承诺的行动**仍然可以存在。以**价值观**为导向，无论向前一大步还是一小步，都是有意义的。

### **Materials 材料**

- Bulls Eye on flipchart在夹纸白板上画的靶心
- Marker 马克笔

### **Instructions & Sample Script 介绍&示范文稿**

1. Introduction – “As we try to pursue our values, we often encounter obstacles. This exercise is called the ‘Bus Driver Exercise.’ It helps us explore what it is like to face challenges and barriers that get in the way when we try to do important and meaningful things in our lives and how we can commit to our values through our actions. We will act out a little story with your help, and so, we will need some volunteers for the role-play.”  
简介 – “当我们努力追求自己的价值观时，我们经常遇到障碍。这个练习被称为“公交司机练习”。它会帮助我们探索当我们面对挑战以及在我们尝试做人生中重要的和有意义的的事情而遇到障碍时会是怎样的；还有，我们是怎样通过我们的行动投身于我们的人生价值观的。我们需要你的帮助来演示一个场景，因此，我们需要几个志愿者来担任其中的角色。”
2. Identify a suitable volunteer to role-play as the “Bus Driver” (BD), ideally someone who is open, articulate, and self-reflective – “To start off with, we need one of you to volunteer to play the lead role of the story – the ‘bus driver.’ As the ‘bus driver’, we would ask that you be willing to open up and share with us in more details about some of your personal difficulties that have stopped you from doing

something that furthers your values. So you will be sharing an area of your life in which you feel kind of stuck, but would really want to change and are getting ready to work on it.”

请确定一名合适的志愿者来角色扮演“公交司机”（BD），此人最好是一位开放，善于表达和自我反思的人 – “首先，我们需要你们中的一个志愿者扮演的主角 – ‘公交司机’。作为‘公交司机’，我们需要您愿意开诚布公地与我们更详细地分享您的一些个人困难，这些困难阻碍了你向您的价值观靠近。你将分享你生活中一个你感到被困住的领域，而且你非常想要改变并准备好去改善的领域。”

### 3. Identify the BD's Values and desired Actions.

明确公交司机的价值和想要采取的行动

- “Thanks so much for volunteering. Can you please come up and first put an ‘X’ on each of the four quadrants on the bulls eye and tell us a little bit about each one?” (See Bulls eye for instructions and remind the participant as necessary.)  
“非常感谢您的自愿。请您过来，首先在靶心的四个象限中的每个象限上画上一个“X”并解释一下每一个“X”好吗？”  
“（请参阅关于靶心的指导，并在必要时提醒参与者。）”
- “Which life domain you would like to focus on?” (Occasionally, participant may change their mind and select a more pertinent one to them.)  
“您希望关注哪个生活领域？”（有时候，参与者可能会改变主意并选择另外和他们更加相关的领域）
- “What values do you hold in this domain? What kinds of actions you would like to do, but you’re not currently doing? Can you also share with us why this is important to you and what it means for you to be able to do ‘XXX’....?”  
“您在此领域中抱持着什么价值？你想采取什么样的行动，但你目前并没有这么做？您是否也可以与我们分享为什么这对您来说很重要，以及如果你能够做‘XXX’，对您来说意味着什么.....？”

### 4. Collaboratively identify 5 to 7 barriers to Value-driven Actions; probe gently as necessary until the important barriers are identified.

请共同确定要采取价值驱动的行动，存在的5到7个阻碍；请小心探讨，直到找到重要的阻碍。

- “Can you please share with us the barriers that cause you to be ‘here’ (point to ‘X’) as opposed to the centre? What shows up in your mind when you consider moving forward with your action?” (Write down a list of barriers in point form on the flipchart paper outside the bull’s eye, e.g., ‘1. no time; 2. not enough self-confidence; 3. I’m too shy; 4. my friends just don’t understand me ...’)  
“你可以与我们分享那些导致你‘在这里’（指向‘X’）而不是在中心这里的障碍是什么吗？当你考虑采取行动向前时，你的脑子里在想什么？”（在夹纸白板上的靶心外面以列表的形式写下这些障碍，例如，‘1，没时间；2，没有足够的自信心 3.我太害羞了；4.我的朋友就是不理解我...’）
- “Let us look over the list together. Are there barriers we have listed here that are not real barriers for you? If so, we can cross them out.”  
“让我们一起看一遍这个列表。是否有些我们在此列出的障碍对您不是真正的障碍？如果是这样，我们可以把它们划掉。”
- “Have we missed any other more important barriers? Imagine if all the barriers listed here are gone, would you immediate be able to do the action you wanted to do, or is there still something else stopping you deep inside?”  
“我们是否错过了其他更重要的障碍？想象一下，如果这里列出的所有障碍都消失了，你是否能立即做出你想做的行动，还是在你的心灵深处，还有其他东西阻止你？”

### 5. Identify enough volunteers to role-play passengers (PGs) of the bus, each personifying a barrier – “We need some volunteers to help us out by role-playing these barriers listed here. Who is willing to play the first barrier – [read first barrier on the list]?” (Facilitator may also decide to assign barriers among volunteers if this optimizes suitability for the role-play.)

请确定足够的志愿者来扮演公共汽车的乘客（PG），每个人都代表一个障碍 – “我们需要一些志愿者帮助扮演这些障碍。谁愿意假扮第一个障碍 – [阅读名单上的第一个障碍]？”（如果可以优化角色分配，小组带领者也可以决定分配志愿者们去扮演某一个障碍。）

6. Position the BD about 4 feet away and facing the flipchart and the PGs to line-up beside the BD getting ready to board the imaginary bus. The remaining participants are invited to gather around and find a position they feel most comfortable to observe the role-play.

请BD面向夹纸白板，站在距离它大约4英尺远的位置，而PG们则在BD旁边排好队，准备登上假想的公交车。邀请剩下的参与者在周围找到一个他们认为最适合观察这个情景剧的位置。

- “You, as the bus driver, want to drive your bus towards the main station – where your values are guiding you to. So put your hands on the wheel and look at the bulls eye on the flipchart as your target destination. Recall to mind your values; why this is important to you; and the actions you want to take.” (Pause for a moment.)
- “You are the passengers. Please form a line here in order of the barriers listed. Each of you now represents the negative thoughts inside bus driver’s head that we just heard about. When we start, you are going to get on the bus one by one. When it is your turn to get on the bus, you’re going to step right in front of the bus driver, look at the bus driver in the eye, and tell the bus driver why s/he can never do [the valued action]. For example, if you represent ‘no self-confidence’, you would be saying something like – ‘You can never do this. You have no self-confidence, remember? You will just fail miserably. Let’s just go home and forget about this.’ When you are done speaking, you can board the bus and form a single line behind the bus driver.”
- “作为公交司机，您希望驾驶公共汽车前往总站 – 您的价值观引导您去的地方。因此，请将手放在方向盘上，将夹纸白板上的靶心靶心看作终点站。回想一下你的价值观;为什么它们对你很重要;以及你想采取的那些行动。”（停顿片刻。）
- “你们是乘客。请按照列出的障碍的顺序在此处排成一行。你们每个人现在都代表了我們刚才听到的公交司机头脑中的负面想法。当我们开始时，你们将逐一上车。轮到你上车的时候，你要站在公交车司机面前，看着公交车司机的眼睛，并告诉公交车司机为什么他/她永远不能做[那个有价值的行动]。例如，如果你代表“没有自信”，你就会说 – “你永远不能这样做。你没有自信，还记得吗？你会悲惨地失败。让我们回家忘掉这一切。”说完话，你可以登上公交车，在公交车司机后面排成一行。”

7. Begin the Role-play. Stand alongside the BD, and have the BD drive the imaginary bus for a few seconds. Invite the PGs to enter the bus one by one. The (secondary) facilitator coaches each PG to step in front of the BD, face the BD, and tell the BD the reason why s/he cannot do the valued actions. The (main) facilitator helps the BD avoid facing the barrier after hearing what the PG has to say by pivoting the BD gently by about 25-35 degrees each time. The (secondary) facilitator directs the PG to “enter” the bus by standing in a single line behind the bus driver. Invite the next PG and so forth. As it may get emotionally challenging, pace the exercise accordingly. By the end, the BD would be facing approximately 180 degrees away from the flipchart, with a single line of PGs behind the BD.

开始角色扮演。请站在BD旁边，让BD驾驶假想的公车几秒钟。邀请PG一个接一个地进入公交车。（辅助）小组带领者指导每个PG迈步到BD前面，面向BD，并告诉BD他/她不能做出有价值的行动的原因。（主要）小组带领者在每次听到PG要说出的指定内容之后，轻轻地将BD扭转大约25-35度，以帮助BD避免面对那个阻碍。（辅助）小组带领者指示PG“进入”公车并站在司机后面形成一列。再邀请下一个PG，以此类推。由于这个练习可能会带来情绪上的挑战，可以根据情况暂停一下练习。到最后，BD将面向和夹纸白板大约180度的方向，而在BD后面有一行PG们。

- To BD: “Imagine that you are now driving the bus.”
- To PG: “You’re the [barrier 1] – go ahead and tell the BD the reason s/he will fail.” (Coach the PG as needed.)

- To BD: “Wow, that sounds scary ...” (Pivot the BD after the PG has finished speaking.)
  - To PG: “Get on the bus behind the BD (or another PG). Now let’s have the next passenger come on the bus.”
  - 对BD: “想象一下，你现在正在驾驶公交车。”
  - 对PG: “你是[障碍] – 请上前告诉BD他/她将失败的原因。”（根据需要指导PG。）
  - 对BD: “哇，这听起来很吓人……”（在PG说过话后扭转一下BD。）
  - 到PG: “请上车，站在BD（或其他PG）后面。现在我们请下一位乘客上车。”
8. Debrief with the BD and provide empathic support.  
和BD一起小结并提供共情支持
- “Thanks so much for doing this, as this must be a challenging experience. How are you doing right now? What was it like to be facing your barriers? Any particular surprises in this experience? Which ones were especially hard for you to face?”
  - “Take notice – where are you driving to? Are you getting closer or moving farther away from your values – the bulls eye?”
  - “非常感谢你做的这些，因为这一定是一次充满挑战的经历。你现在好吗？面对你的阻碍是什么感觉？经历这次练习，你有什么特别的发现呢？有哪些阻碍对你来说特别难以面对？”
  - “注意 – 你在向哪个方向开车？你是否越来越接近，或者越来越远离你的价值观 – 靶心？”
9. Give BD instructions for another round of role-play with Acceptance and Defusion.  
给BD为下一轮应用接纳和解离的角色扮演做指导
- To BD: “You have done very well. Let’s do this role-play one more time – round two. This time, let’s try something a little different. When a passenger gets on, see if you can welcome him or her. You don’t have to talk back or argue with them. Just say ‘Welcome on my bus’, regardless of what they are saying to you, and motion them to get behind you on to the bus. Ok?”
  - To PG: “Everyone, let’s line up again and take it from the beginning.”
  - To BD: “This time, keep your mind steadily focused on your values and the direction you are driving the bus towards, and don’t let anybody, including me, turn you around. Let’s see you hands on your steering wheel.”
  - To BD: “Before we begin, let us take a minute for you to become mindful as you look at the bulls eye in front you ... really connect with the present moment and how important your values and actions are to you ... recall what all this means to you ...”
  - 对BD: “你刚刚做得很好。让我们再演一次这个角色 – 第二轮。这一次，让我们尝试一些不同的东西。当乘客上车时，看看你是否可以欢迎他或她。你不必回头去与和他们讨论或者争论。无论他们对你说什么，你只要说“欢迎乘坐我的公共汽车”，并且提议他们到公车上你的后面，好吗？”
  - 对PG: “大家好，让我们再次排队并从头再来一次。”
  - 对BD: “这一次，让你的思绪稳定地集中在你的价值观和你驾驶公车要去的方向上，不要让包括我在内的任何人，使你的身体转动。让我们看到你的手在方向盘你上。”
  - 对BD: “在我们开始之前，让我们花一点时间，使你可以专注地看着前面的靶心……真正与当下，以及与你的价值观和

行动对你的重要性相连接.....回想一下所有这一切对你意味着什么.....”

10. Re-do the role-play. Stand alongside the BD. As necessary, coach the BD to welcome each passenger on board while persistent in facing the target.  
重新做一次角色扮演。站在BD旁边。在必要时，指导BD欢迎每位乘客，同时坚持面向目标。
11. Thank and invite the passengers to return to their seats. Invite the BD to sit down for debriefing with the facilitator, with the two chairs facing each other at a 90-degree angle in front of the group.  
感谢并邀请乘客们返回他们的座位。邀请BD坐下来与小组带领者进行汇报小结，两把椅子在小组前面以90度的角度彼此相对。“感谢你的分享。你做得很好。您想与我们分享一下这种体验对您来说是什么样的吗？”
  - “Thank you for sharing. You did so well. Would you like to share with us what this experience was like for you?”
  - “What was it like to share your values, actions, and the list of barriers?”
  - “What was the role-play like the first time around?”
  - “How was it different the second time around?”
  - “Now that you have this experience, what is one action you are willing to do within this week to further your values? It can be a small step or a big step... just as long as it takes you one step further in your valued direction.”
  - “How sure are you that you will do this task from 0 – 100%?” (Solicit a smaller action if it is below 80%.)
  - “分享你的价值观，行动和列出的阻碍是什么感觉？”
  - “第一轮的角色扮演是什么体验？”
  - “第二轮有什么不同？”
  - “既然您已经拥有这种经验，那么您本周愿意采取哪一个行动来靠近您的价值观？它可以是一小步或一大步.....只要在你的价值方向上向前迈进一步。”
  - “从0%到100%，你有多确定可以完成这项任务？”（如果低于80%，请至少说服其先采取较小的行动。）
12. Debrief with the passengers and the rest of the group.  
和乘客及小组其他成员一起小结
  - To PG: “What was it like role-playing the barriers? What did you notice about the bus driver? What was the difference between the first and second role-play?”  
对PG：“请问你们扮演阻碍是什么感觉？对公交司机你注意到了什么吗？第一次和第二次角色扮演有什么区别？”
  - To everyone: “What have you observed in this exercise? Have you experienced similar kinds of thoughts in your head that try to bully you around?”  
对每个人：“你在这次练习中观察到了什么？你是否也经历过类似的想法，在你的脑袋中试图欺负你？”

## **Debriefing & Sample Scripts 小结&示范文稿**

### **The Nature of Passengers 乘客的本性**

- “Have you experienced similar ‘passengers’ in your life? In doing most things that are meaningful, inevitably there are obstacles, and often, negative thoughts emerge. Although these passengers may seem cruel, they just reflect the thoughts in our heads. Notice that although they may be unwanted, they have paid their fares and they are not getting off. If you struggle with them, you may become

more entangled, and end up crashing the bus. If you avoid them or let them take over your bus, you end up steering somewhere else. So it is about not giving them power, not getting distracted by them, and not letting them influence your driving. They will just following along for the ride.” “你的生活中是否经历过类似的‘乘客’？在你做大多数有意义的事情时，不可避免地存在阻碍，并且往往会出现消极的想法。虽然这些乘客看起来很残忍，但他们只是代表我们头脑中的想法。请注意，虽然他们可能是不受欢迎的，但他们已经付了票钱，也不会下车。如果你与他们争斗，你可能会变得更加纠结，并最终让公交车撞车。如果你避开他们或让他们接管你的公共汽车，你最终会转向别的地方。因此，你可以不给予他们力量，不被他们分心，也不让他们影响你的驾驶。他们也就跟着你的车走。”

### ACT Processes in the Bus Driver 公交司机练习反应出的ACT 流程

- “What ACT processes do you observe in the bus driver in the second round? The BD became mindful (contact with present moment) and remained in full contact with what really mattered (values). The BD was interacting with the thoughts as passengers rather than analyzing what they were saying (defusion) and was welcoming them on board the bus (acceptance). The BD did not get confused and identified with the thoughts, but instead, took control of where the bus went, with the bus containing all the thoughts as passengers (self-as-context). Finally, the BD made a firm commitment to a concrete action in the service of values (committed action). With these ACT processes, the BD becomes more resilient and live a more meaningful life.”

“您在第二轮公交车司机练习中观察到哪些ACT流程？BD变得专注（活在当下）并且与真正重要的事物（价值观）保持充分接触。像是和乘客互动一样，BD与想法进行互动，而不是分析他们所说的话（解离）并欢迎他们乘坐公共汽车（接纳）。BD并没有对这些想法感到困惑和认同，而是掌控了公共汽车的去向，公共汽车像承载乘客一样，承载了所有想法（以己为景）。最后，BD坚定地致力于有助于价值观的具体行动（承诺行动）。通过这些ACT流程，BD变得更有弹性，过上更有意义的生活。”

### Committed action and taking next steps 承诺的行动以及采取下一步措施

- “Notice that committed action means staying the course with what we set out to do regardless of difficulties. Look at any committed relationships, such as marriage or parenthood. It is about standing by you through good times and bad, and not just ‘trying’ to be with you and only if the weather is nice. Just like with the BD, it is important to focus on an action step that you are willing to commit; whether it is a big or small step, the committed action is meaningful as long as it is guided by values. Having experienced the bus driver together, what next steps are you willing to commit to in your own life?”  
“请注意，承诺的行动意味着无论遇到什么困难，都坚持沿着既定的方向前进。看看那些相互承诺的关系，如婚姻关系或父母关系。都是指不论经历什么，都会和你站在一起，而不仅仅是在天气好的时候才‘试着’和你在一起。就像BD一样，专注于一个您愿意承诺的行动步骤非常重要；无论是大步还是小步，只要以价值观为导向，承诺的行动就是有意义的。一起经历过公交司机练习后，您愿意在自己的生活中做出哪些后续行动？”

### Specific Application 具体应用

- Stigma – “Are there any internalized stigma, i.e., negative thoughts about yourself, that has stopped you from doing the things that you want to do? What committed actions are you willing to take to decrease stigma, promote equity, and promote well-being in yourself and others, even when there may be a lot of negative thoughts discouraging you?” (Link to Committed Group Action Project)  
污名化-“是否有任何内化了的污名化，即对自己的消极想法，这些想法阻碍了你做你想做的事情？即使可能还有很多负面想法让你感到沮丧，你愿意采取什么样的行动来减少这种污名化，促进平等，促进自己和他人的幸福安康，？”（链接到承诺的小组行动项目）

### References 参考

Adapted and modified from Hayes, S. C., Strosahl, K., & Wilson, K. G. (2012;2016;). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed.) Guilford Press.

# Committed Action Plan 承诺行动计划

## Objectives 目标

1. Formulate individual and collective value-driven goals to promote mental wellbeing  
形成个人和集体的，价值驱动的目标，以促进心理健康
2. Plan individual and collective actions to reduce stigma and promote mental wellbeing  
计划个人和集体行动，以减少污名化和促进心理健康
3. Promote willingness to engage in mental health promotion in the face of difficulties  
加强在困境中参与促进心理健康活动的意愿

## Suggested Time 建议时间

- 60 minutes

## Number of Facilitators 小组带领者人数

- 1–2

## Brief Description 简述

This exercise is conducted in two parts. The participants are first given a worksheet to help them identify their own values and formulate specific goals and actions to reduce stigma and/or promote mental health. These actions may target themselves, people whom they have personal relationships with, or their communities. The participants are then divided into small teams to work on identifying their collective values, a common goal, and a group project to work on. The exercise facilitates the transition of the workshop participants towards the next phase, where participants will actualize and apply their learning.

本练习分两部分进行。首先发给参与者一份工作表，以帮助他们明确自己的价值观，并制定具体的目标和行动，以减少污名化和/或促进心理健康。这些行为可能针对自己，与他们有私人关系的人或他们的社区。然后，参与者被分成几个小组，以确定他们的集体价值观，共同目标和一个可行的小组计划项目。该练习有助于工作坊的参与者们向下一阶段过渡，参与者将实现并应用他们所学。

## ACE Processes ACE 流程

- All ACE Processes 所有ACE流程

## Key Learning Points 学习要点

- **Stigma reduction** and **mental health promotion** activities, based on **values** and **goals**, can be formulated to target and benefit **self** and **others**.  
制定基于价值观和目标的，减少污名化和促进心理健康的活动，以自己和他人作为对象，并使其受益。
- These actions, in spite of perceived **difficulties**, may be made possible depending on the degree of **willingness**.  
尽管感到困难，但这些行动在一定程度的意愿之下，有可能是可行的。
- **Collective actions** may be able to achieve objectives that individual actions may not be able to accomplish.  
集体行动可能会实现个人行动无法实现的目标。
- **ACT processes** can be utilized to facilitate success of both **individual** and **group actions**.

ACT流程可用于促进个人和集体行动的成功。

## Materials 材料

- [Committed Action Plan Worksheet 承诺的行动计划工作表](#)
- Flipcharts 夹纸白板
- Colour markers 彩色马克笔

## Instructions & Sample Script 介绍&示范文稿

1. Introduction: "As you complete the workshop, you will be in a position to help decrease mental illness stigma and promote the mental wellbeing of others and yourself. Let us develop some plans towards this."  
介绍：“在你完成这个工作坊的时候，你将可以帮助去减少对精神障碍的污名化以及促进他人和你自己精神健康。让我们为此做一些计划。”
2. Distribute Committed Action Plan worksheet and give instructions.  
分发**承诺的行动计划**工作表并给与指导
  - “Please fill out this worksheet to help you plan stigma reduction and mental health promotion activities. First, fill out the core values that are driving your actions in this area. You can look back at the values wordlist. It may be values like compassion, equity, or caring. Then, think about several goals do would you want to aim towards. For example, ‘getting students overwhelmed with stress to seek mental health help earlier’ may be a goal. Based on these goals and values, come up with 3 concrete actions that you are planning to take. Your actions may target yourself, people that you personally have relationships with like your friends and family, or the wider communities or society, and you can capture this in the second column. Rank these 3 actions in terms of the relative level of difficulty, i.e., how hard it would be to do it, and level of willingness, i.e., how willing you are to do it. Sometimes, we are more willing to do things that are more difficulty to accomplish, while we are less willing to do something that seems simpler. For example, going to bed earlier seems like an ‘easy’ thing to do to promote your own mental health, but you may be less willing to change this right now; instead, you may be more willing to help students learn about mental health by gathering and putting out mental health information on WeChat. You can leave the last two columns for now. When you actually carry out these actions, you can document the date and your experience of it or any results of your action. Please complete the sheet over the next 10 minutes.”  
“请填写这个表，以帮助你计划那些减少污名化和促进精神健康的活动。首先，在这里填写上那些驱使你的行动的核心价值观。你可以看看那个关于价值的词汇表。也可以是那些比如慈悲心，平等，或者关爱的价值观。然后思考几个你想要实现的目标。比如“使那些陷于压力中的学生们早些去寻求精神健康方面的帮助”就可能是一个目标。基于那些目标和价值观，提出你打算采取的3项具体行动。你的行动可能是以你自己，或者那些与你个人有关系的人，比如你的朋友或家人为目标。或者是更广泛的社区或者社会，你可以在第二个栏目里面写下来。把这三个行动按照相对难度分成级别，也就是，做起来有多难的程度，以及愿意去做它的水平，即你有多么愿意去做这件事。有时，我们更愿意做更加难以完成的事情，而我们却不太愿意做一些看起来更简单的事情。例如，早点睡觉似乎是一种促进自己心理健康的“容易”的事情，但你现在可能不太愿意改变它；相反，您可能更愿意通过在微信上收集和发布心理健康信息来帮助学生学习心理健康。您现在可以保留最后两列。当您实际执行时，您可以记录日期和您的体验或您的行动结果。请在接下来的10分钟内填写表格。”
3. Divide the participants into 2 to 3 groups to work on group projects.  
把参加者分成2到3个小团队来做团队项目
  - “In your small teams, please take the first 5 to 10 minutes to share with each other your values, goals,

and action plans. Then, as a group, identify **collective values** that you share and come up with one **common goal** to work towards. Based on the values and goal, come up with a project that your group is committed to embark on together. The nature of the project may be small or big, e.g., 'remind each other through WeChat to do a daily mindfulness activity for one week' or 'planning a mental health promotion event for migrant students in the summer'. Please choose a member to capture the discussions on the flipchart – collective values, goal, and the description of the group project. What would the project involve? What are the resources you need to succeed? What are the potential barriers? You have 25 minutes in total to develop this.”

“在您的小团队中，请花5到10分钟的时间互相分享您的价值观，目标和行动计划。然后，作为一个团队，确定你们共享的集体价值观，并提出一个共同的目标。根据价值观和目标，提出您的团队致力于共同开展的项目。这个项目的可能很小或很大，例如“通过微信互相提醒做一周的每日正念活动”或“计划一个在夏季针对外地学生的心理健康促进活动”。请选择一个成员把你们讨论内容写在在夹纸白板上 – 描述集体价值观，目标和团队项目。该项目涉及到什么？成功所需的资源是什么？有哪些潜在的障碍？你有25分钟的时间来完成它。”

4. Group presentations – “Now, we will invite each group to briefly share what each team has come up with. Each team will have 2 minutes to present. Which group would like to go first?”  
小组报告 – “现在，我们将邀请每个小团队简要分享你们的结果。每个小团队将有2分钟的时间来呈现。哪个团队想先做？”
5. Supporting individual action items and group projects – “Thank you for sharing. Each of you now has individual action items as well as a collective group project to work on. Would anyone like to share how you may be able to use the skills you have learned in this workshop to accomplish these individual or group tasks? How may ACT processes be used to facilitate team work?” The facilitator captures these ideas as “Tips” on the flipchart. A photo of this can be taken and sent to all group members.  
支持个人行动项目和小组项目 – “谢谢你的分享。你们每个人现在都有要执行的个人行动项目以及团体共同项目。有谁愿意分享您如何能够使用您在本次工作坊中学到的技能来完成这些个人或小组的任务？ACT流程如何用于促进团队工作？”带领者在夹纸白板上记录下这些想法作为“提示”。也可以拍摄一张照片并发送给所有小组成员。

# Committed Action Plan Worksheet 承诺行动计划工作表

## Stigma Reduction & Mental Health Promotion 减少污名化&促进精神健康

Values 价值:

Goals 目标:

1. List **3 actions** below that will help you accomplish your valued driven goals in stigma reduction and/or mental health promotion.  
在下面列出3个行动，以帮助您实现由价值观驱动的，减少污名化和/或促进心理健康的目标。
2. Indicate the target of your actions: **Self (S)**, **Personal contacts** like friends and families (**P**), or **Communities (C)**.  
标出您行动的对象：自我 (S) ，个人联系人，如朋友和家人 (P) ， 或社区 (C)
3. Rank the relative level of **difficulty** among the 3 actions, from 1 (least difficult action) to 3 (most difficult action).  
对3个行动中的相对难度进行排序，从1（最不困难的行动）到3（最困难的行动）。
4. Rank the relative level of your **willingness** to take action, from 1 (least willing action) to 3 (most willing action).  
排列你采取行动的意愿的相对水平，从1（最不愿意做的行动）到3（最愿意做的行动）。
5. Record the actual date(s) when the actions are undertaken and your experience and results.  
记录采取行动的实际日期以及您的经历和结果。

Actions 行动	Level of Intervention 干预水平 (S/P/C)	Level of Difficulty 困难程度 (1-3)	Level of Willingness 愿意程度 (1-3)	Date 日期

Experience/ Results 经历/结果:

Actions 行动	Level of Intervention 干预水平 (S/P/C)	Level of Difficulty 困难程度 (1-3)	Level of Willingness 愿意程度 (1-3)	Date 日期

Experience/ Results 经历/结果:

Actions 行动	Level of Intervention 干预水平 (S/P/C)	Level of Difficulty 困难程度 (1-3)	Level of Willingness 愿意程度 (1-3)	Date 日期

Experience/ Results 经历/结果:

# About The Authors 作者简介

## Authors

### Dr. Kenneth Po-Lun Fung, 冯溥伦医生

Dr. Kenneth P. Fung is a cultural psychiatrist and Clinical Director of the Asian Initiatives in Mental Health (AIM) at Toronto Western Hospital, University Health Network. He is also Professor and the Director of Global Mental Health in the Department of Psychiatry at University of Toronto's the Temberty Faculty of Medicine. Dr. Fung's research, teaching, and clinical interest include cultural psychiatry, global mental health, and psychotherapy, especially Acceptance and Commitment Therapy (ACT), CBT, and mindfulness. He conducts national and international research in stigma, resilience, mental health promotion, and immigrant and refugee mental health. Dr. Fung is the current president of the Society for the Study of Psychiatry and Culture (SSPC). He is highly sought after, both nationally and internationally, for his expertise as a trainer, consultant, and researcher in applying Acceptance and Commitment Therapy to promote mental health across diverse communities.

冯溥伦医生（心相连项目联合首席研究员）是多伦多西部医院大学健康网络的亚洲心理健康倡议 (AIM) 的文化精神病学家和临床主任。他于 2021 年被任命为多伦多大学 Temberty 医学院精神病学系全球心理健康主任。冯溥伦是多伦多大学精神病学系副教授，以及多伦多西部医院，大学健康网络的精神科医生和亚洲精神健康计划临床主任。冯医生的研究、教学和临床兴趣包括文化精神病学、全球心理健康和心理治疗，尤其是接受和承诺疗法 (ACT)、CBT 和正念。他在国内和国际上都有进行关于耻辱感、复原力、心理健康促进以及移民和难民心理健康方面的研究。他还是多伦多大学精神病学系的副教授。冯医生是精神病学和文化研究协会 (SSPC) 的现任主席。他在国内和国际上都备受追捧，因为他作为培训师、顾问和研究人员在应用接受和承诺疗法以促进不同社区的心理健康方面的专业知识。

### Professor Josephine Pui-Hing Wong, 黄佩卿教授

TORONTO METROPOLITAN UNIVERSITY

<https://www.torontomu.ca/nursing/about/people/faculty/josephine-wong/>

Josephine Pui-Hing Wong, RN, PhD, Professor and Research Chair in Urban Health, has extensive experience in critical public health and urban health promotion, including the development of access and equity policy, public health practice frameworks, and community-based capacity building programs to promote health equity. Her scholarship of teaching focuses on making visible how historical and current structural violence (re)produces 'preventable' health disparities. Her program of research focuses on structural determinants of health, social identities, and health practices; migration and social (dis)integration; and HIV, sexual health and mental health in diasporic and transnational communities. She leads multidisciplinary teams to design, implement and evaluate intervention studies on stigma reduction, mental health promotion and collective resilience in the Asian, Black, Latinx and MENA communities in Canada and internationally. Currently, she is leading the evaluation of CHAMPs-In-Action, a 5-year community-based program to reduce HIV stigma and promote HIV championship, and PROTECH, COVID-19 rapid response research to mitigate the negative impacts of racism, psychosocial distress and grief on Asian Canadian communities as well as reducing stress among frontline healthcare providers.

黄佩卿教授(心相连项目提名首席研究员) 在关键的公共卫生和城市健康促进方面拥有丰富的经验，包括制定获取和公平政策、公共卫生实践框架和基于社区的能力建设促进健康公平的计划。她的教学研究侧重于让人们了解历史和当前的社会结构性暴力如何产生“可预防的”健康差异。她的研究项目侧重于健康、社会认同和健康实践的结构决定因素；移民和社会融合；不同文化背景下的艾滋病、性健康和心理健康研究。她领导多个跨学科研究团队设计、实施和评估关于减少加拿大和其他地区里的亚裔、黑人、拉丁裔和中东和北非社区的耻辱感、心理健康促进和集体复原力的干预研究。目前，她正在领导对CHAMPs-In-Action 的评估，这是一项为期 5 年的以社区为基础的研究项目，旨在减少对 HIV 的耻辱感并促进 HIV

积极分子。她还带领保泰社区抗疫行动PROTECH，这是一项社区参与的行动研究项目，旨在减少新冠病毒疫情对于加拿大华人以及其他受到波及的群体的负面心理影响，并增强社区应变能力。

## Dr. Alan Tai-Wai Li, 李大为医生

Dr. Alan T. Li is a primary care physician at Regent Park Community Health Centre with over 30 years of experience working with diverse and marginalized communities to advance health equity and social justice. As the past president of the Chinese Canadian National Council, founding president of Asian Community AIDS Services and the Committee for Accessible AIDS Treatment, Dr. Li has worked closely with community stakeholders on many research projects that directly resulted in the creation of innovative services and informed policy changes. These include the establishment of a compassionate medication program at the Toronto People with AIDS Foundation, immigration legal services at the HIV Legal Clinic of Ontario, multiple health literacy and community mentorship training programs, as well as a policy change in health cost threshold for immigration economic exclusion eligibility.

李大为医生（心相连项目联合首席研究员）是丽晶园社区健康中心的家庭医生，拥有 30 多年与多元化和边缘化社区合作以促进健康公平和社会正义的经验。作为加拿大华人平权会多伦多分会的前任主席、亚洲社区艾滋病服务和无障碍艾滋病治疗委员会的创始主席，李医生与社区利益相关者密切合作，开展了许多搭建创新服务的项目和促进改进现有社会政策。其中包括在多伦多艾滋病患者基金会建立富有同情心的药物计划，在安大略省艾滋病法律诊所提供移民法律服务，多种健康素养和社区指导培训计划，以及改变移民们的健康成本门槛的政策。

## Translator

Sunny Li, 李雨心