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培 訓 退 休 人 士
做 網 紅



RETIREEES TO BE ONLINE
INFLUENCERS

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救世軍的那些年 TSA IN THE OLD DAYS

問答題：救世軍曾經開辦的天台學校是怎樣的？

在五、六十年代，當基礎教育仍屬奢侈品，救世軍先後開辦多所天台學校（徙置區學校），有些學校的課室設在屋邨地下，天台是音樂室，中間空地是操場；學生大多來自區內的基層家庭；而最後一所天台學校於 1987 年結束。

Q: The Salvation Army operated rooftop schools before. What were they like?

A: In the 1950s and 1960s, while basic education was still considered a privilege in Hong Kong, the Army established schools on the rooftops of resettlement buildings ('rooftop schools'), some of which with classrooms on the ground floor, and a music room on the rooftop and a playground on the ground floor. Students mostly came from grassroots families in the neighbourhood. The last Army rooftop school ended operation in 1987.

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精彩的人生下半場 A WONDERFUL THIRD ACT OF LIFE

疫情令長者中心的實體活動暫停，我們的社工同事絞盡腦汁，盡可能將活動移師網上舉行，好讓長者在居家抗疫期間，仍能持續感受我們的關懷。搞網上活動、拍片分享、與長者視像見面……面對變化的轉變，同事都忙得一頭煙，又擔心他們接受不了新科技。但出乎意料地，老友記對科技的學習能力比我們想像中快，他們對通訊軟件、社交平台感到新鮮又好奇，更試過有獨居長者在沒有親友幫助下，每個月協助社工舉辦網上聚會！

不要小覷長者對科技的學習能力，他們甚至比你和我都更前衛！在台灣，有年逾 70 的退休醫師拍片分享養生和生活心得，向年輕長者傳授樂觀正面的「老化秘笈」而在網絡上竄紅；在日本，一位 90 歲的女攝影師婆婆透過社交平台分享可愛又跳脫的攝影作品而大受歡迎；而在直播風氣盛行的中國內地，亦有越來越多銀髮網紅在互聯網世界出現。他們的經驗和創意，令對科技習以為常的年輕人都另眼相看。今期封面故事訪問了我們一位剛退休的會員，分享他如何在救世軍的協助下踏上「網紅」的培訓之路，為人生下半場做好準備。

Under the pandemic, face-to-face activities and programmes at our elderly centres were suspended. Our fellow social workers have racked their brains to shift our programmes online as far as possible, so that our elderly members continued to feel our care for them while staying home. Organising online activities, taking and sharing care videos, and meeting elders through video calls... All these sudden changes have made our colleagues very busy, at the same time worried that the elders might not be willing to accept new technologies. Surprisingly, the elder buddies mastered new tech faster than we had expected. They are excited and curious about communications software and social media platforms. Some elders living alone even helped our social workers to organise monthly online meetings without help from their relatives!

Elderly's ability in learning new technology is not to be underestimated, for they could do things even more advanced than we do! In Taiwan, a retired doctor in his 70s becomes a famous online influencer who shares videos on tips to good health and quality life, passing on to young olds the little known facts of positive and optimistic aging. In Japan, a 90-year-old woman photographer becomes popular by sharing her cute and creative works on social media. In the mainland China, where live streaming is a hit, more and more silver-hair internet celebrities are emerging, whose experience and creativity have even impressed the tech-savvy youngsters. In this issue we interview a recently retired member who shares with us how he has started his training for becoming an influencer with the help of The Salvation Army as a preparation for his third act.

RETIREES TO BE ONLINE INFLUENCERS

培訓退休人士 做網紅



50多歲的Toby是救世軍「知識型網紅培育計劃」的首屆畢業生，製作幽默貼地的短片向人介紹室內設計這門專業。
Toby, who is in his 50s and was one of the first batch of students who finished the course of The Salvation Army's 'Knowledge Influencer Training Programme', created humorous videos that introduce the profession of interior design.

在這個人人都有機會成為「網絡紅人（網紅）」的年代，一群退而不休的年輕長者也不輸蝕，他們正認真學習拍片，期望投身「知識型網紅」行列，向人分享累積多年的豐富經驗和知識。50多歲的Toby是救世軍「知識型網紅培育計劃」的首屆畢業生，性格外向又諛頭多的他，製作幽默貼地的短片向人介紹室內設計這門專業，展現出退休人士也能充滿活力，與社會接軌。

創作影片實踐想法

製作短片是「網紅」不可或缺的一項技能，對退休人士而言，更是一個好玩的挑戰。Toby並非拍片初哥，平時每逢過時過節他都會與家人一起構思搞笑的影片，向親朋戚友送上祝福。當時他對拍片和剪接其實沒多大概念，也沒想過原來尋常事也可以認真做，他說：

「以前最多會玩玩土砲特技，上完堂才知道，拍片剪片可以好專業，在課程裡，我們學習編劇、導演、拍攝、剪接，一手一腳構思和完成整個製作，可以將自己的想法實踐之餘，又學到許多實用的技巧。這是一個學習和挑戰的過程，見到成果會覺得很滿足。」

We are now in the era that everyone can become an influencer on internet. Some young-old retirees are also interested in this trend. They are serious about making videos and hope to turn themselves into influencers, sharing their experiences and knowledge to the world. One of them is Toby, who is in his 50s and was one of the first batch of students who finished the course of The Salvation Army's 'Knowledge Influencer Training Programme'. Outgoing and creative, Toby has created humorous videos that introduce the profession of interior design. His works show that retirees can also be full of energy and well connected with the society.

Expressing ideas on videos

Video making is an essential skill for online influencers. This is also a fun challenge for retirees. Toby was not a beginner of video making; every year for different festivals he would make some fun videos with his family and send them to their relatives as festival greetings.

'Before the class I would only do some low-tech special effects, but after the class I have learnt that filming and editing can be done so professionally. We learnt script writing, directing, filming, editing and how to create and execute the whole production, which allow us to fully present our ideas. We also learnt many practical skills. This class was a learning opportunity and challenge and I was so happy to see my achievements.'



參加計劃的退休人士在課堂上學習手機拍攝技巧。
Participants of the Programme learning mobile phone videography techniques.

意念取材自日常生活，Toby 創作的第一條影片，就是關於他從事 30 多年的室內設計。由於這是個非常專業的範疇，加上網絡世界資訊氾濫，Toby 明白到假如用平鋪直敘的方法去介紹，根本不會令人產生興趣。他腦筋一轉，想到不如「玩得放啲」，拋開室內設計師的專業形象，用幽默方式向觀眾介紹，「影片用輕鬆和貼地的手法帶出一般在室內設計和裝修上一些實在的問題，例如選料要注意的事項，希望可以為觀眾提供一些實用知識。」

很多退休人士在退休後會覺得突然失去了寄託，空虛感來襲，昔日寄情工作，現在無需再在工作崗位上打拼，會感到百無聊賴。經歷過這種空虛感，Toby 更感到不斷學習的重要性；計劃讓他接觸到全新的領域，與社會，甚至世界接軌，而且更容易實踐理想。

「網上平台令開拓個人事業或做生意的門檻低了很多，更容易建立屬於自己的品牌。」

Inspirations usually come from daily life. Toby's first creation was about interior design – the profession in which he had engaged in for over 30 years. Since this area involves a very wide range of professional knowledge, Toby understood that it was quite impossible to catch viewers' attention in the vast internet if he just presents the content in a straight forward way. He decided to twist it a bit and just be playful. He let go of the image of a professional interior designer and presented the content in a humorous way. 'The video tries to bring out, in a way with humour and easy to understand, some practical issues people may encounter when they do interior decoration or renovation, such as things to pay attention when choosing materials. I hope it can provide some useful information for the viewers.'

Many retirees would find themselves at a loss after retirement. Before they were so committed to their work, that once they stopped working they might feel a great sense of emptiness and boredom. Toby has also gone through that stage, so he knows about the importance of continuous learning. Participating in the Programme allowed him to learn something new and re-connect with society or even the globe, making it easier for him to pursue his dreams.

'With internet, it is now much easier and simpler to start one's career and business, or create one's own brand.'

充實人生下半場

救世軍這個計劃培訓退休人士成為「知識型網紅」，與一般分享個人想法或生活逸事的「網紅」的分別，在於前者著重帶給觀眾知識性的資訊，例如職業上的專業知識、生活智慧等；而退休人士正好具備這方面的優勢，他們經歷多、知識廣，透過科技和社交平台，讓他們也可以為自己創造機會，在人生下半場開拓新事業，與此同時將知識傳承。

計劃的市場及業務發展經理何美儀表示：

「退休人士在退休後，
仍然可以活躍於社會，與時並進。
計劃會教授退休人士構思和
製作 3 分鐘的短片，將想法實踐。
下一步我們將與企業和創科公司合作，
以付費觀看影片的方式，令退休人士
可以賺取收入，開展新事業。」

Purposeful retirement life

The 'Knowledge Influencer Training Programme' of The Salvation Army aims to train retirees to be influencers. That means, instead of sharing personal thoughts or daily life happenings, they share with viewers informative knowledge such as their professional knowledge, or useful techniques that can be used in daily life. As retirees have rich life experience and a wide range of knowledge, they have great advantages in sharing those assets online, which may help them to create more opportunities or even new careers. At the same time their know-how can be passed on to the next generation.

Ms. Joyce Ho, the marketing and development manager of the Programme said,

'After the retirement, retirees can still be active and stay connected with the society. In the Programme, retirees learn how to create and produce a 3-minute short film, putting their ideas on screen. Our next step will be co-operating with enterprises and innovation and technology companies to help these retirees to run a subscription service, allowing them to have a source of income and a channel to create a new career.'



Toby 與其他學員交流拍攝心得。
Toby shares his experience in shooting videos on mobile phones with other students.



參加者亦會涉獵圖像設計，為短片加入不同元素。
Some graphic design techniques are also taught to allow participants adding different variations to their videos.



關於「知識型網紅培育計劃」

讓退休的年輕長者透過網絡平台，向年輕人及企業分享工作經驗、生活智慧及品味等，藉此將知識傳承，同時賺取收入。培訓課程會教授退休人士如何建立形象及經營個人品牌，讓他們活出自信，也繼續活躍於社會，充實人生。

About 'Knowledge Influencer Training Programme'

The programme aims to inspire young-old retirees to share with young people and incorporates through online platforms their working experiences, daily life techniques or personal insights, passing on these intellectual assets and at the same time earning income. The course of the programme will teach retirees how to build up personal image and run their personal brands, helping them to live with confidence and be active in the society and in their lives.

【課程推介】手機拍攝入門班

課堂上即時實戰，教學員由零開始拍攝影片！

內容：拍攝基礎知識、構圖技巧、拍攝角度、燈光配合及收音等

對象：45歲以上；想嘗試用手機拍片記錄生活片段、喜歡旅行卻不想帶笨重相機，或想拍Vlog分享旅遊或生活資訊的人士

上課形式：於中心上堂或以進行網上直播

中心地址：黃大仙東頭邨逸東樓地下1-3號（救世軍耆才拓展計劃東頭中心）

查詢及報名：2340 0266 / 5448 6377 (WhatsApp)

【Course information】Smartphone videography for beginners

To teach students how to take a video with mobile phones from beginning and provide trainings during lessons.

Details: Basics for videography, composition skills, angle for filming, lighting, operating boom mics, and more

Applicants: Aged 45 or above; people who would like to record their lives through mobile phones, love to travel but not eager to carry a heavy camera, or share travel and daily lives through vlogs

Lesson format: In centre or online broadcast

Venue: Unit 1-3, G/F Yat Tung House, Tung Tau Estate, Wong Tai Sin (The Salvation Army Senior Citizens Talent Advancement Project Tung Tau Centre)

Enquiry and Applications: 2340 0266/ 5448 6377 (WhatsApp)

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以復康學員親手製作的馬賽克相架鑲起，附以軍區領袖撰寫的感謝卡，以表衷心謝意。
Displayed in a mosaic photo frame handmade by rehabilitation service users, enclosed with a thank you card from the Command Leaders, as a token of appreciation.

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救世軍的疫情支援從沒間斷，屬下的服務單位繼續透過不同途徑幫助不同社群抗疫：

The Salvation Army has never stopped its support to the community during the pandemic. All our service units have been providing help to different communities in various ways:



對青少年及家庭的支援

不少單位為學童提供網上學習支援服務，亦舉辦網上工作坊予家庭參與。其中，救世軍柴灣青少年綜合服務的「回到愛」計劃，於疫情期間透過多元化的方式，如推展網上輔導、運動小組、呼吸訓練等，持續支援社區，繼續向社區傳遞「愛與關懷」的訊息。

對長者的支援

服務單位善用科技多方面支援長者，包括：積極製作網上資源，鼓勵長者建立使用和參與社交媒體的習慣；視像通訊，邀請長者學習通訊應用程式，協助院舍長者進行視像通話；引入科技設備增加長者生活樂趣，如引入智能機械人及多功能互動投影系統等科技項目，也透過多元互動性的感官刺激器材，加強長者認知訓練的趣味性和吸引力。

For youth and families

A multitude of our service units support parents and children by providing online learning and online family workshops. 'Back to Love', a programme of The Salvation Army Chai Wan Integrated Service for Young People, has been giving support and spreading the message of love and care to the community through diversified ways including online counselling, exercise training groups, breathing exercises, and more.

For elderly

Our service units support the elderly in terms of encouraging them to use more technologies. Our support included making online resources that encourage elderly to develop a habit of using and engaging in social media; introducing the use of video communication, inviting elders to learn communication applications and assisting those in residential homes to conduct video calls; and introducing technological equipment that may bring more fun into elderly's lives, e.g. AI robots, multi-functional interactive projector systems and diversified interactive sensory devices that make cognitive training more fun and interesting for the elderly.



對社區支援

救世軍部隊（教會）持續派發防疫用品及物資予不同社群，包括口罩、搓手液及食物等。

For the community

The Salvation Army Corps (Church) continues to give out anti-epidemic items and supporting materials to the community, which include masks, hand sanitisers, food, and more.



of dyslexia, namely hereditary, brain abnormalities, and cognitive deficit. Owing to limited space here, this article will focus on some of the reading and writing difficulties caused by cognitive deficit.

Cognitive deficit

'Cognitive deficit' is only a partial disorder in the 'reading-related' cognitive ability. Just like a lack of flexibility in some muscles, it can be improved or even cured by treatment. For those without this condition, it is difficult to be aware of how much effort it takes for the brain and other sensory organs to coordinate every time when reading an article as each and every word has to be registered in the brain to be comprehended. It involves at least 4 types of abilities when a student is reading and writing:

- (1) Orthographic awareness
- (2) Phonological awareness
- (3) Phonological memory
- (4) Rapid naming

Among these abilities, 'orthographic awareness' refers to a student's knowledge and use of Chinese character structure, which includes understanding of rules of components and relationship between semantic components and phonetic components. For example, the word '鯉' (carp) consists of a semantic component '魚' (fish) on the left, from which one can get the indication of this referring to a kind of fish. When students see the phonetic component '里' (pronounced as 'lei') on its right, they can presume that the word probably has a similar or same pronunciation as *lei*.

Help students develop orthographic awareness

Chinese characters have gradually evolved from pictograms to characters with complex strokes. Recognising characters is itself not an easy task for young students, not to mention those with dyslexia. When it comes to reading and writing, it is essential for students to develop an 'orthographic awareness'. Teachers and parents may discuss more on the composition of characters with the students. This is not about helping them recognise a particular word, but guiding them to observe the 'rules' of character components and the 'relationship' of the semantic and phonetic components. Only when the awareness for both elements are strengthened that it can help students boost their reading and writing abilities, rather than rote learning without being able to digest what they have learnt.

「讀寫困難」成因大致可分為三類，分別是遺傳因素、大腦異常及認知能力缺損。由於篇幅所限，本文將集中探討部份由認知能力缺損所致的「讀寫困難」。

認知能力缺損

「認知能力缺損」其實只是部份與「讀寫」有關的認知能力出現失調，和身體某組肌肉欠缺靈活一樣，都是可以靠治療改善，甚至療癒的。沒有「讀寫困難」的你，或許不知道每次閱讀一篇文章時，大腦及身體各感官花了多少力氣去協調，才能使一筆一字放入腦中，並加以理解。學生在「閱讀」及「書寫」的時候，最少需要以下四種能力：

- (1) 字形結構意識
- (2) 語音意識
- (3) 語音記憶
- (4) 命名速度

其中，「字形結構意識」即是學生對於中國文字結構的認識及運用，當中包括掌握偏旁的規律、形旁和聲旁的關係。舉例說鯉魚的「鯉」字，左邊的「魚」部屬於「形旁」，看到「鯉」字的「魚」字旁，便知道這字是和魚類有關；而右手邊的「里」則屬於「聲旁」，學生看到「鯉」字的中「里」，就大概知道「鯉」的讀音有機會是「里」。

助建立「字形結構意識」

中國文字由象形圖演變到現在筆劃系繁複的內容，單是認讀，對年紀小小的學生來說就已不是易事，更遑論有「讀寫困難」的學生。建立「字形結構意識」對於學生的閱讀及書寫有重要關係，老師和家長可以與學生多討論字形，要建立的不是對該字的認讀，而是引導學生觀察「規律」和「關係」，「規律」是偏旁的規律；而「關係」是形旁和聲旁的關係。意識到兩者才能提升其閱讀及書寫能力，讓學生不會硬生生地把文字塞入大腦內卻處理不來。

剖析 讀寫困難 (一)

AN ANALYSIS ON DYSLEXIA (I)

曾慧菱女士

Ms Elsa Tsang

救世軍教育服務部高級發展主任

Senior Programme Officer,

The Salvation Army Educational Services Department

當你閱讀這篇文章時，請懷着感恩的心，因為當你能順暢地閱讀及理解文字之際，就幾乎肯定你沒有「讀寫困難」。

今時今日，無論是老師或家長，對於各樣的特殊學習需要都有基本認識，在對學生的學習高度關注的年代，家長及老師都各施各法，令學生的學習需要得到適切的照顧。由於現時的「教育」無法不使用文字，所以如果學生出現「讀寫困難」，將會對其學習構成影響。

讀寫困難的成因

「讀寫困難」又稱為「讀寫障礙」，是指學生在「閱讀」及「書寫」上出現困難，而其中一個很重要的指標是學生的智力是屬於正常水平。意思是該名學生除了在「閱讀」及「書寫」方面出現顯著困難外，其他各方面學習能力都能達到同年齡的學生水平，才有機會診斷為「讀寫困難」。和其他特殊學習需要一樣，「讀寫困難」未能百分百確定成因。至今所知，

As you are reading this article, please understand it is something to be thankful, because that means you are probably not dyslexic and can read and understand the texts without difficulty.

Nowadays, both teachers and parents need to have some basic knowledge on various special educational needs. Great emphasis has been put on school learning, and parents and teachers try all possible means to ensure students can have the best learning experience. Since it is not yet possible for our education system to work without a literacy based approach, students' learning will be impacted if they have reading and writing difficulties.

Causes of Dyslexia

Dyslexia, also known as reading disorder, refers to the condition of reading and writing difficulty. One of the significant indicators that distinguish dyslexia from other learning conditions is that those with dyslexia are with normal intelligence. It means a student may be diagnosed with dyslexia as he/she shows apparent difficulties in reading and writing, but his/her learning abilities in all other aspects can be on a level just the same as that of his/her same-age peers. Just as any other special educational needs, there is no definite cause for dyslexia. So far as we know there are three main types

HEALING RELATIONSHIP WITH CHILD

修復與孩子 愛的關係



對小甘而言，現在與女兒最溫馨的時候是在她睡前，為她按摩腳板。
For Kim, the sweetest moment with her daughter is the time when she puts her to bed and massages her little feet.

「她不是單純的怕我，而是對我有恐懼。」

這是女兒豆豆（化名）對媽媽小甘（化名）的感覺。小甘是一位在職媽媽，因為自己有不少未能處理的問題，導致影響與女兒的關係及女兒的成長。最終，小甘向豆豆就讀的救世軍樂民幼兒學校求助，經轉介由駐校社工吳姑娘提供輔導，重新修復母女關係。

孩子對媽媽的恐懼

在樂民幼兒學校的譚校長及老師眼中，豆豆從小是個乖巧、有禮貌的小朋友，但對家中的事就三緘其口。到 K3 時，豆豆的情況急轉直下，老師們注意到她常常一臉倦容，變得膽小，很多事情都不敢做。「有次留意到她樣子不太舒服，但她沒有說甚麼，結果突然在班上嘔吐。」又有一次，當 K3 小朋友合唱兒歌「爸爸媽媽」時，只有豆豆在發呆。校長、老師們和吳姑娘開始多留意她的情況，及後媽媽主動求助，校方便決定交由社工跟進。

"It was not simply intimidation, but fear."

This was how Kim (alias) described the feeling of her daughter Doudou (alias) towards her. As Kim works full time and has many issues that herself was unable to solve well, her relationship with Doudou and the childhood of Doudou were badly affected. At the end, Kim sought help from Doudou's school - The Salvation Army Lok Man Nursery School. The school referred the case to school-based social worker Ms. Ng, who then gave counselling to the mother and daughter and helped them to heal their relationship.

Fear towards mother

In the eyes of Principal Tam and teachers of Lok Man Nursery School, Doudou has always been a good and polite child but she never talked about what happened at home. Doudou's behaviours changed drastically when she was in K3, she was always tired and became so timid that she retreated from doing most of the things. 'Once she looked sick but she kept silent, and just suddenly vomited in the class.' When all K3 kids did the song 'PaPa MaMa', everyone was singing but Doudou, who just stood looking dazed. Due to Doudou's usual behaviours, Principal Tam, teachers and Ms. Ng started to pay close attention to her and decided to have her case followed up when Kim approached them for help.



學校與社工配合，當校長及老師觀察到個別學生或家庭出現問題時，會知會社工跟進。

Working in coordination with social workers, principal and teachers will inform social workers when they notice issues of individual pupils or their families.



以前面對女兒，小甘只有憤怒、疲累及內疚等負面情緒，現在則是愛、期待及興奮等正面情緒。

Before, Kim treated her daughter with negative emotions like anger, exhaustion and guilt. Now she has switched them to positive emotions such as love, anticipation and excitement.

尋求協助

吳姑娘憶述小甘帶來了一連串問題，包括與豆豆疏離的關係、自己容易受刺激的情緒、與家人相處的問題等。小甘感覺不到與女兒有任何牽絆，又坦言家中太多照顧者介入自己與女兒的關係。她想重新成為女兒的主要照顧者，卻無從入手：「我的工作很忙碌，公公、婆婆、姨姨及工人等幫忙管教。到我照顧時，她不聽我的，我又覺得她礙着我工作和休息，加上精神很疲累，結果，每次豆豆有任何要求，我只會不耐煩的『Say No』。久而久之，我變得經常責備她，更會情緒爆發，漸漸讓她對我產生了恐懼，開始發惡夢、磨牙。我知道自己出了問題。」

經過面談後，吳姑娘與小甘定下了兩個目標：透過遊戲評估豆豆的情緒狀況，舒緩她的焦慮；每星期小甘需要抽兩天各 15 分鐘，和女兒做親子活動，過程中吳姑娘協助她改善及鞏固管教技巧，修復親子關係。初時，小甘媽媽只當是一個任務，想快速完事。及後，在其中一次親子活動，吳姑娘要求雙方丟開掛在身上代表煩惱的夾子。過程中，她不斷鼓勵及稱讚二人，又邀請她們為對方拿開夾子。當小甘為豆豆拿開夾子時，女兒首次對她說謝謝。她當下很感動，淚如雨下：

「那一刻我好像重新與她有了連繫，第一次有愛的感覺。」

自此，小甘更努力把握和女兒相處。

Seeking help

Ms. Ng recalled that Kim has brought up a series of issues including her distant relationship with Doudou, her unstable emotions and difficulties of getting along with family. Kim could not feel the connection with her daughter. She also believed that at home there were too many others intervening their relationship; she would like to resume the role of main carer of Doudou but did not know how. 'I was always busy at work, so Doudou was usually being taken care by grandparents, aunt and helper. When I took over from them, she did not listen to me. I also felt she was interrupting both my work and my rest, I was always exhausted so I said no to her impatiently every time she wanted something. As time went by, I scolded her more and more often and even had emotional outbursts in front of her. This made her feel fearful of me and started to have nightmares and grind teeth. I then knew there must be something wrong about me.'

In the counselling meeting, Ms. Ng and Kim set two goals in terms of healing the parent-child relationship: they were to evaluate Doudou's emotional status and release her anxiety through games, and for twice a week Kim needed to spare 15 minutes to have parent-child activities with Doudou, during which Ms. Ng would be present and help Kim to improve and reinforce her parenting skills. At the beginning, Kim treated these as chores and wanted to finish them quickly. In another parent-child activity session, the mother and daughter had clips on their clothes that represented their troubles, and Ms. Ng asked them to remove the clips one by one. During the process, Ms. Ng kept encouraging them and assuring they were doing well, and asked them to remove the clips for each other. When Kim removed a clip for Doudou, the girl said thank you for the first time and this moved Kim to tears.

'In that moment I felt I have reconnected with her, and I could feel the love.'

Since then Kim became even more committed and treasured her time with daughter.

心中有她

現在對小甘來說，常常以豆豆的事為念。她堅持抽時間與女兒聊天，運用不同的方法與她溝通，做每件事都會預先為她設想。雖然有時還是會忍不住責罰她，但會立刻道歉，與女兒和解，事事以她為先。為了重申自己作為主要照顧者的地位，在吳姑娘的協助下，小甘向她的家人說出自己的願望，與他們重新達成共識。現在小甘兩母女的情況慢慢得到改善，豆豆開始願意與媽媽聊天，又會讓媽媽幫她在臨睡前按摩腳板及眼睛，享受在一起的時間。

「養兒一百歲，長憂九十九」，小甘依然充滿不安，但她希望繼續努力修復與豆豆的關係：

「我很內疚，已經錯過了她以前的成長時光，現在只想成為她的同行者、避風港。我希望隨著她長大，她都會記得媽媽給了她一個美好的童年，有甚麼事情都懂得回到我身邊。」

在學前單位提供社工服務先導計劃

有賴社會福利署資助，救世軍社會服務部轄下之學校服務於 2019 年 2 月開展「在學前單位提供社工服務先導計劃」。透過在學前教育單位（育嬰園、幼兒學校及幼稚園）提供駐校社工服務，及早辨識和介入有需要之學前兒童及家庭，預防家庭暴力及慘劇發生。駐校社工的工作：透過觀察幼兒的情緒和行為，辨認有需要的幼兒，以多元化手法為幼兒進行輔導；同時會接觸家庭，評估家庭對幼童的影響及家庭本身的需要，並為家庭提供輔導，以協助家庭解決困難；透過提供專業諮詢及訓練，強化學校教職員保護兒童及辨識潛危家庭的意識及能力，共同為幼兒建立正向和安全的成長環境，促進幼兒有更好的發展。

Always in her heart

Now for Kim, Doudou is always on her mind. She insists to spare time to chat with Doudou and try different ways to communicate with her, and for everything she does, she will first think about Doudou. Although sometimes she still cannot help scolding Doudou, she will apologise very soon and the two will become reconciled as Doudou is her top priority. With the help of Ms. Ng, Kim told her family the intention of reinstating her role as the main carer of Doudou and the family achieved common understanding. Now the relationship between the mother and the daughter is improving. Doudou started to be willing to talk with her mother, and allows her to massage her feet and eyes before sleep. Both of them are enjoying more quality time.

Parents care for children no matter how big they get. Kim still have doubt about parenting but she works hard to repair the relationship with Doudou.

'I feel so guilty. I already missed her very early years and now I only want to be her company and her safe haven. I hope I can give her a childhood that she can remember as a happy one later when she has grown up, and she can feel safe enough to come back to me whatever happens.'

Pilot Scheme on Social Work Service for Pre-primary Institutions

Thanks to the subsidy from the Social Welfare Department, school services under The Salvation Army's Social Services Department have started the 'Pilot Scheme on Social Work Service for Pre-primary Institutions' in February 2019. Positions of institution-based social workers were created for the Army's Pre-School Education Service Units (crèches, nursery schools and kindergartens) to help identify pre-primary children and families that may need help in an early stage and to provide intervention as necessary, with the aim of preventing domestic violence and other tragedies. Institution-based social workers work on the following aspects: 1. identifying children who may need help through observation of their emotions and behaviours, and providing counselling for them by multiple approaches; 2. reaching out to children's families to evaluate the family influence on these children and the needs of the families, and providing counselling to these families to help them solve domestic problems; and 3. through professional counselling and training, increasing school staff's awareness on children protection and their alertness and ability to identify families with potential domestic issues. From these three aspects, the Scheme aims to build a positive and safe environment for young children to grow and develop.

他的藝術世界

AN ARTISTIC WORLD OF HIS OWN

患有過度活躍症的東東，視藝科成績一般，該科目着重構圖及技巧，但他愛以自己獨特的方式在畫作中表達心中所想，所以在老師眼中，東東的作畫技巧及表達形式不太精美，但背後卻蘊含無窮創意。他其中一幅作品（上圖）被老師評價用水太多、技巧不好，但原來這張畫只要摺起來看（下圖），就能將畫中人進餐的樣子立體化，也說明了為甚麼桌上的食物是反轉的。

At school, Tung Tung's in Visual Arts assignments did not score remarkable marks. The class emphasises more on art skills and composition, but Tung Tung, a student with ADHD, prefers to express his ideas in his unique style. That is why despite his works being highly creative, in the eyes of his teacher they do not show sophisticated painting skills and forms of expression. His teacher commented on one of his works (above): used too much water; not well-skilled. In fact, when the drawing is folded up (below), it becomes a 3-dimensional portrayal of a person having a meal, which explains why the food items on the table are all reversed.



東東的作品被評價用水太多。
Tung Tung's work was commented as having used too much water.



原來將畫作摺起來，就能將畫中人進餐的樣子立體化，創意無限。
When the drawing is folded up, it reveals a 3-dimensional portrayal of a person having a meal. How creative and unique!



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