

人間科学における関係弁証法の展開 (9)

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The Development of Relationships – Trialectics in Human Science (9)

-Group Activities for Mothers and Children
by Application of Psychodrama-

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We had an opportunity of taking part in 22nd International Congress of Applied Psychology, July 22–27, 1990, Kyoto Japan.

There we presented our research about the theme “Group Activities for Mothers and Children by Application of Psychodrama–”

In this paper, we report the result of that presentation abbreviating the part of the basic theory and adding new aspects.

It consists of four points of view as follows.

1. About the Science of Relationships and the co-cross-being points.
2. About the relationships between the self-structure and the occurrence, movement of the co-cross-being points.
3. Analysis and consideration of the Group Activities for Mothers and Children based on the Science of Relationships.
4. Summary

1. About the Science of Relationships and the co-cross-being points.

Cf. References 1, 2, 3, 7, 8, 10, 11.

2. About the relationships between the self-structure and the occurrence, the movement of the co-cross-being points.

- (1) **Field Ss**: the co-cross-being points “b” and “c” give rise to the co-cross-being point “f” and the field enclosed by the co-cross-being points “b”, “c” and “f” is

formed. (Fig. 1)

- (2) **Field Sp** : the co-cross-being point "c" gives rise to the co-cross-being points "d" and "f" and the field enclosed by the co-cross-being points "c", "d" and "f" is formed. (Fig. 2)
- (3) **Field So** : the co-cross-being point "b" gives rise to the co-cross-being points "e" and "f" and the field enclosed by the co-cross-being points "b", "e" and "f" is formed. (Fig. 3)
- (4) **Field Ps** : the co-cross-being points "a" and "c" give rise to the co-cross-being point "d" and the field enclosed by the co-cross-being points "a", "c" and "d" is formed. (Fig. 4)
- (5) **Field Os** : the co-cross-being points "a" and "b" give rise to the co-cross-being points "e" and the field enclosed by the co-cross-being points "a", "b" and "e" is formed. (Fig. 5)
- (6) **Field PO (or OP)** : the co-cross-being point "a" gives rise to the co-cross-being points "d" and "e" and the field enclosed by the co-cross-being points "a", "d" and "e" is formed. (Fig. 6)
- (7) **Field Sspo** : the co-cross-being points "d", "e" and "f" come into existence at the same time and the field enclosed by the co-cross-being points "d", "e" and "f" is formed. (Fig. 7)

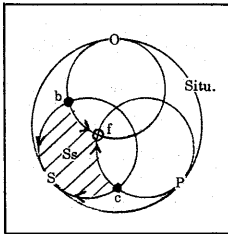


Fig. 1

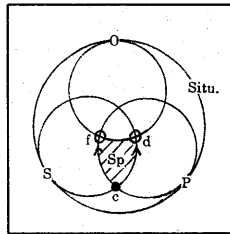


Fig. 2

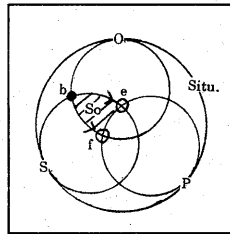


Fig. 3

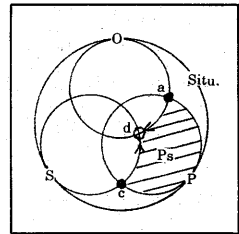


Fig. 4

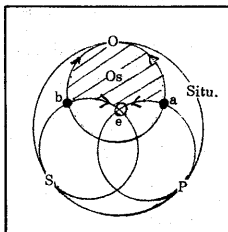


Fig. 5

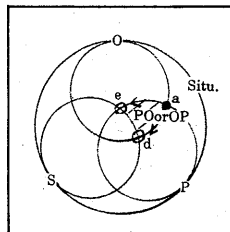


Fig. 6

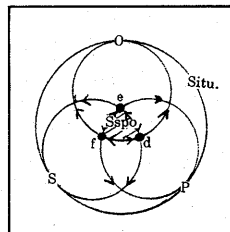


Fig. 7

3. Analysis and consideration of the Group Activities for Mothers and Children based on the Science of Relationships.

(1) the outline of the group activities

The society of the study of group activities for children and mothers at Bunkyo University was founded in 1980.

The members are three-year-old children, their mothers and leaders. There are three kinds of group activities ; joint group activities, children's group activities and mother's group activities. We usually hold them once a week, for an hour, so we have about thirty sessions in a year with special events such as picnics with family members, an athletic meeting, a psychodrama session for children and mothers, a Christmas party, a farewell party, and a festival of Star Vega.

(2) the purpose of the activities

Being both cooperative and independent, these three kinds of activities each have an individual purpose. Their common purpose is to create co-cross-being activities. Through various experiences in the self-person-object co-cross-being situation, members will become such as persons who can create good relationships at home, at school and in any other social situations.

(a) the purpose of the children's group activities

The members of the children's group are the three-year-old children, who have not yet started kindergarten or nursery school. The purpose of this group is for children to enjoy the group activities with friends and the leaders who respect the children's individual development.

(b) the purpose of the mother's group activities

The members of the mother's group are the mothers or fathers of the children's group. Almost all the mothers are housewives engaged in bringing up children. The purposes of this group are to help the mother realize herself as a relational existence, and to renew the image of the mother definitively in daily life, from the view point of her life cycle.

And also, the main purpose is to promote the self-formation in the self-person-object co-cross-being situation.

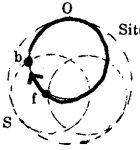
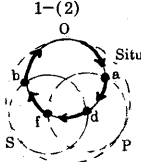
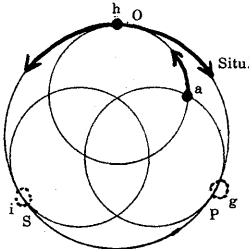
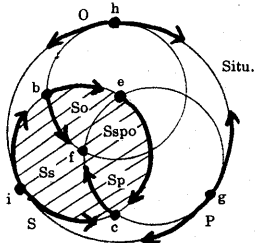
(c) the purpose of leader's group activities

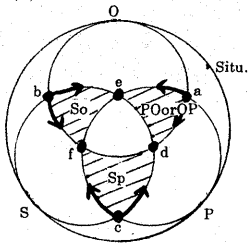
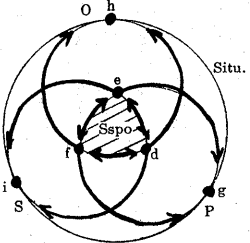
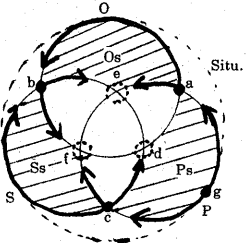
The purpose of the leader's group is to learn about the Science of Relationships by taking part in the practical activities. Before and after activities, a meeting is held for discussion and analyses of the activities and the theory. During the meeting, leaders integrate the theoretical, technical and practical approaches and acquire their experiences by studying as a leader.

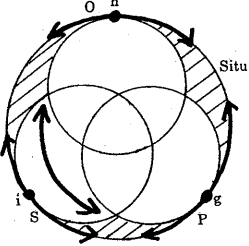
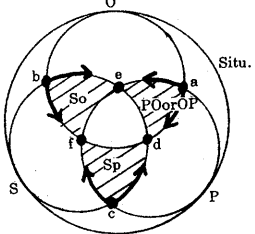
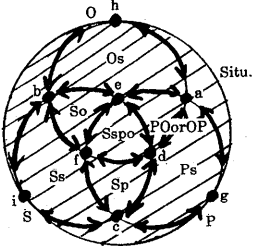
(3) A YEAR PROGRAM table 1.

	the first half joint activities	separated activities		the second half joint activities
		child group activities	mother group activities	
the aims of the first term	<ol style="list-style-type: none"> 1. to have their own experiences in the group activities setting much value on the unit of a mother and a child 2. to prepare the situation for self-stability 	<ol style="list-style-type: none"> 1. to engage children in various games with toys, with the help of leaders 2. to prepare the situation for self-stability in the same-aged group 	<ol style="list-style-type: none"> 1. to realize the relation of self-person-object 2. to change roles and have different experiences by making use of psychodramas 	<ol style="list-style-type: none"> 1. to have experiences, setting much value on the meeting between a mother and a child. 2. to prepare the various kinds of hand-game for all members
the co-cross-being points the self-structure	<p>S:child P:group O:subject</p>	<p>S:child P:group O:subject</p>	<p>S:mother P:group O:subject</p>	<p>S:child P:group O:subject</p>
the aims of the second term	<ol style="list-style-type: none"> 1. to have experiences in each group 2. to understand the direction of the group and prepare the situation as an actor 	<ol style="list-style-type: none"> 1. to engage children in various games with toys by leaders 2. to prepare the situations for self-stability in the same-aged group 	<ol style="list-style-type: none"> 1. to have group activities and work in teams 2. to write a newsletter to summarize the study of group activities 	<ol style="list-style-type: none"> 1. to have experiences, setting much value on the meeting between a mother and a child. 2. to prepare the hand-game for all members
the co-cross-being points the self-structure				
the aims of the third term	<ol style="list-style-type: none"> 1. to have experience to create the new activities with subjects 2. to prepare the situation for acting spontaneously 	<ol style="list-style-type: none"> 1. to give a common subject to children and have the experience of playing together 2. to prepare the subjects such as dramas and games with rules 	<ol style="list-style-type: none"> 1. to present the results of the group study 	<ol style="list-style-type: none"> 1. to set much value on the meeting of the unit of mother's group and children's group 2. to prepare the hand-game for all members
the co-cross-being points the self-structure				

(4) A Daily program (The snow psychodrama, 4-12-1989)

Process	Activities of children and mothers	self-structure	Analysis
<p>1 Warming-up <Winter scene-to produce snowflakes with tiny scraps of paper></p> <p>Children and mothers stand in a circle hand in hand and sit down. The director (Leader 1) stands in the center of the circular group.</p>	<p>→ Mother gives her child some advices. Children ask some questions. Children say, "Snow, rain and wind" "Winter!"</p>	<p>1-(1)</p>  <p>1-(2)</p> 	<p>1-(1) children Imaging the winter season gives rise to the co-cross-being points from "f" to "b". It develops the here-side movement in the object field.</p> <p>1-(2) mothers Imaging the winter season causes the co-cross-being points "a", "b", "d", "f" which cross in the object field.</p>
<p>L1 says: "It's very cold, Do you know how to express when you feel cold?" L1 says: "In winter, it snows like this". L1 scatters tiny scraps of paper as if snowflakes were falling down. L1 scatters them over each member.</p>	<p>→ Children touch the paper snowflakes. Then they pick up and gather them.</p>	<p>1-(3)</p> 	<p>1-(3) The fact that L1 scatters the paper snowflakes brings about the co-cross-being points: "a" where person and object cross and "h" where object and situation cross. "h" develops the beside movement and gives rise to the co-cross-being points "g" and "i". These points ("h", "g", "i") clarify the characteristic situation.</p>
<p>2 playing with snow in the snow field</p> <p>All the members stand up and are free to play. L1 asks each child what he or she plays. L1 and children play again as they played in the center of the circle. Then all the members play again.</p>	<p>2</p> <p>→ All the members stand up and are free to play. They throw and catch the snow balls. They gather and scatter snow. Mothers and children ride on a sled. One child put a snowball into his mother's back. The other children make a snow man.</p>	<p>2</p> 	<p>2 The here-side movement in the situation causes the co-cross-being points: "i" where self and situation cross, "g" where person and situation cross and "h". The person field is formed.</p>

Process	Activities of children and mothers	self-structure	Analysis
<p>3 Making a snow castle</p> <p>They make three groups. Each group makes a snow house using cushions. All the members look from one house to another. L1 ask waht they are doing in it. The other groups look at it and give handclaps.</p> <p>All the members make a big snow castle. L1 goes into the castle and asks each member "what is this?"</p>	<p>3</p> <p>→ <group a>: They make encosure using cushions. Mothers play a roof. Children enter the house. In the house they cook some food. <group b>: Mothers and children make a porch using cushions like a tunner. Children go into the house. Mothers play parts of wall and roof. Children enter the house. <group c>: Two members make a pair hand in hand to play parts of wall and roof for making a house. Children and the leaders make a porch using cushions. They also make a chimney.</p> <p>→ All the members play parts of a gate, a chair for the snow queen, a clock tower, a window, a roof and a foundation of a castle.</p>	<p>3-(1)</p>  <p>3-(2)</p> 	<p>3-(1)</p> <p>The mediation with small groups promotes the creative activities.</p> <p>Through group discussion and cooperation, the co-cross-being points "a", "b", "c" occur, and "c" occur. Then they cause "d", "e", "f". As the result, Sp, So, PO fields are formed.</p> <p>3-(2)</p> <p>Playing parts of the castle causes the co-cross-being points "a", "b", "c". Sspo (co-cross-being situation) is formed.</p> <p>Furthermore, the fact that L1 asks each member what parts of the castle he or she plays develops the beside movement. Focusing and taking an individual role in the situation clarify the member's role and awarenss of common experience.</p>
<p>4 Invitation to snow psychodrama theater</p> <p>The members are invited to the party in a snow castle by a snow queen and her followers. The queen says, "I will invite you to the snow psychodrama theater, so please come into the castle by a sled. A pair of mother and child goes to the next room riding on the cushions which they liken to a sled.</p>	<p>4</p> <p>→ Mothers and children prepare for going to the party. They get dressed and comb their hair. → Mothers and the leaders bring the cushions on which children ride to go to the next room. Pair by pair, they go to the next room.</p>	<p>4</p> 	<p>4</p> <p>Invitation by a snow queen and her followers causes the expectation for an encounter with new persons and a future scene. It develops the motivation and expectation for activities. The co-cross-being point "g" gives rise to "a", "b", "c", and then "d", "e", "f". Os, Ss, ps are formed.</p>

Process	Activities of children and mothers	self-structure	Analysis
<p>5 The snow psychodrama theater</p> <p>The curtain is hung by two leaders in the center of the room. Children and mothers sit on the cushions in front of the curtain. After drawing the curtain, a beautifully dressed queen appears.</p> <p>The queen gives a greeting to all, scatters paper snowflakes, and treat them to some food.</p>	<p>5</p> <p>→ All the members sit on the cushions waiting for the beginning. They are surprised to see a beautifully-dressed queen. They gather paper snowflakes. They take some food.</p>	<p>5-(1)</p> 	<p>5-(1)</p> <p>A curtain and a beautifully-dressed snow queen give rise to "g" and "h".</p> <p>The situation (the party at a snow castle) is shown to members. The children and mothers as audience cause the co-cross-being point "i"</p> <p>The invisible things hidden by a curtain develop their insight.</p>
<p>The queen sits down on the chair.</p> <p>She tells guests to enjoy a kite-flying and to play many kinds of kites.</p>	<p>→ Mothers stand up hand in hand. Children follow them. Mothers and children play kites. The audience give a blast of wind.</p>	<p>5-(2)</p> 	<p>5-(2)</p> <p>By playing the kites, the audience take a role as actors. It gives rise to the movement from "a", "b", "c", to "d", "e", "f". So, Sp, OP or PO are formed.</p>
<p>Children and the queen begin to dance together, singing a song "yuki ya konkon." Mothers also begin to dance with them.</p> <p>All dance.</p>	<p>→ Children and the snow queen dance and skip. They raise their hands and beat time with their hands skipping.</p> <p>They make a circle and turn round, then dance hand in hand together with mothers and children.</p>	<p>5-(3)</p> 	<p>5-(3)</p> <p>Repetition of role-exchanging from an audience to actors develops the spontaneity and recognition of the situation. As the result, the co-cross-being situation is formed and clarified.</p>

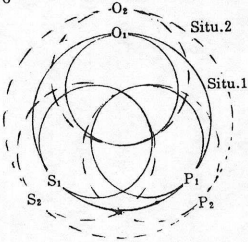
Process	Activities of children and mathers	self-structure	Analysis
<p>6 Ending</p> <p>All the members make a circle. The queen gives a final greeting.</p> <p>All appland one another.</p> <p>L1 tells the activities have finished.</p>	<p>6</p> <p>→ Children go to L1 to appreciate the activities and shake hands.</p>	<p>6</p> 	<p>6</p> <p>A newer situation is expected by al the members.</p>



写真1

Making a snow house using cushions <Group c>



写真2

They play kites, The audience give a blast of wind.

4. Summary

Through our researches, we were able to find the various methods to develop the spontaneity and creativity of mothers and children in group activities by means of application of psychodrama.

- (1) the method of leading the spontaneity of taking part in the situation by making clear the situation of group.
- (2) the method of leading the spontaneity of taking part in the situation by making clear the subject of group.
- (3) the method of promoting the creativity by mediation with the spontaneous activities.
- (4) the method of promoting the creative activities by mediation with the small group activities.
- (5) the method of leading the co-cross-being situation by taking the focus and finding the mean value to each member of group.
- (6) the method of promoting the self-activities by expecting a new situation.
- (7) the method of promoting the spontaneity by dividing one situation into two.
- (8) the method of promoting the spontaneous behavior by giving roles to group members.

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