

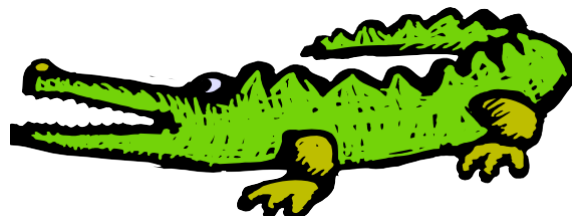
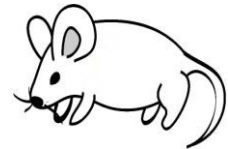
**協助孩子做生命自覺**  
給同行者的指引

**Helping Children with  
Focusing**



**Some Guidelines for Companions**

中文翻譯：劉志雄 蕭綺君 劉佩驊  
(香港)



**Simon Kilner**

生命自覺是友善地陪伴自己和內裡的感受  
Focusing is being friendly with yourself and your feelings

「這樣OK嗎？」 “And will it be OK to ………?”  
孩子如何表達「不是啊」？ How does your child say no?

## 什麼是生命自覺？ What is Focusing?

生命自覺是引領孩子透過覺察的能力，與自己的身體和想法連繫，信任自己對當下經驗的理解。

**Focusing leads a child to trust their understanding of life experiences through awareness of, and connection with, body senses and thoughts.**

生命自覺是一個改變的歷程，不同的人之經驗也有所不同。它可以培育信心、慈悲心、適應力和讓人可以閃爍生命之火花。

Focusing is a process of change which is different for everyone. It develops confidence, compassion, resiliency and allows each individual to sparkle!

### 生命自覺常用詞彙

#### Some Words and Phrases We Use in Focusing

- **意感** — 身體內裡別具意義的感覺。  
**Felt sense** - the meaning of a body feeling – the sense of a feeling
- **自覺的態度** — 溫柔開放地接觸自己的感受。  
**Focusing attitude** – gentle openness to your sense of feelings
- **象徵** — 孩子用來表達自己感受的方法，可以通過動作、藝術手法、聲音和說話來表達。  
**Symbolisation** – the ways in which a child expresses meaning through movement, art, sound and words
- **同行者** — 在生命自覺過程中陪伴和支援孩子的人。  
**Companion** - whoever supports a child in Focusing
- **兒童/孩子**包括不同年齡層 — 可以是嬰孩、幼兒、小童、在學的孩子和青少年。  
“**Child**” or “**children**” refers to all ages: babies infants, toddlers, school- age-children, adolescents



生命自覺是友善地陪伴自己和內裡去感受

Focusing is being friendly with yourself and your feelings

## 本指引的目標

### Aims of the Guideline

幫助兒童自覺的同行者找到屬於自己的方法，以支援孩子做生命自覺。

To help Children Focusing Companions to find their own ways of supporting a child in Focusing.

幫助孩子發展相應他們年紀的生活智慧和自信。

To help children grow in wisdom and confidence appropriate to their age



生命自覺是友善地陪伴自己和內裡的感受  
Focusing is being friendly with yourself and your feelings

「你是否留意到裡面有些什麼感覺？ 它在哪裡？」  
“Are you noticing how / where that is inside .....?”  
孩子如何表達「是啊」？  
How does your child say yes?

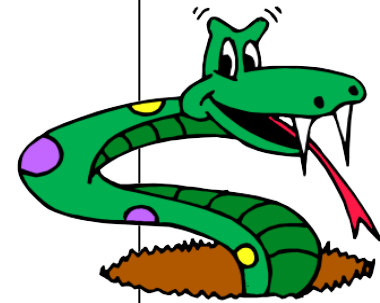
## 教導孩子自覺就是幫助他們..... By Teaching Children to Focus we help them to...

- ✓ 確認和信任他們身體感覺所包含之意義  
Recognise and trust the meaning of what they sense bodily
- ✓ 對自己寬容一些  
Be kind to themselves
- ✓ 聆聽在日常生活中身體之感覺  
Listen to their body senses in everyday life
- ✓ 明白意感是帶有生活意義的  
Understand that a felt sense carries a story
- ✓ 允許困擾、悲傷、恐懼或憤怒的感覺呈現，及容許歡欣和興奮等愉快的感覺出現  
Allow difficult, sorrowful, scary or angry feelings as well as more pleasant ones such as joy and excitement
- ✓ 更能專心當下的工作  
Concentrate better on what they are doing
- ✓ 更能彼此接納  
Accept each other more
- ✓ 促進與己、與人之關係  
Build better relationships with themselves and with others



你好獨特啊!

Hello, special child!



### 簡易自覺 Quick Focus

回想起你關心的一個人或一件事，並留意你的腦海中有什麼經驗。

接下來，留意你的身體有什麼感覺，或許在你的胸部或肚子有些改變。

留意這兩個地方的經驗有什麼不同。

「啊，原來你在這裡感覺到……？」 “Oh that is where you sense ……?”

孩子如何告訴你，他在那裡有這些感受？ How does your child show you where they sense something?

## 成為一個兒童自覺同行者 Being a Child Focusing Companion

### 我們要謹記的事項和工作方向 Some Things To Remember And Work Towards

學習成為一個兒童自覺的同行者是永不休止的過程  
*Learning to be a Child Focusing Companion is a never ending process.*

兒童成長就是由依賴別人發展到獨立自主的過程。兒童自覺旨在幫助兒童的成長，從牙牙學語、只靠有限的詞匯和肢體表達自己的小朋友，成為一個明白自己，並懂得用不同形式去表達和探索自己經驗的成年人。教導兒童自覺既是技巧上之傳授，

同時也是一個放手過程。

Child development is the journey from dependency to independence. Child Focusing seeks to support the growth of a child from being a baby with a very limited vocabulary of verbal and physical expression to a young adult with self understanding and the tools to express and explore their experiences. This is teaching skills and stepping back.

讓孩子帶領我們去跟隨他們自己所理解的方式。尊重和學習孩子告訴你「是啊」和「不是啊」的方式 – 尤其是當他們望向別處或轉換話題。

Let the child guide you to their own way of understanding. Honour and learn the ways a child can tell you “Yes” and “No” – like looking away or changing to another subject.

傾聽、信任和尊重孩子的觀點和他們表達的內容。開放態度、耐心和擁抱未知的不確定性是幫助我們探索的工具。

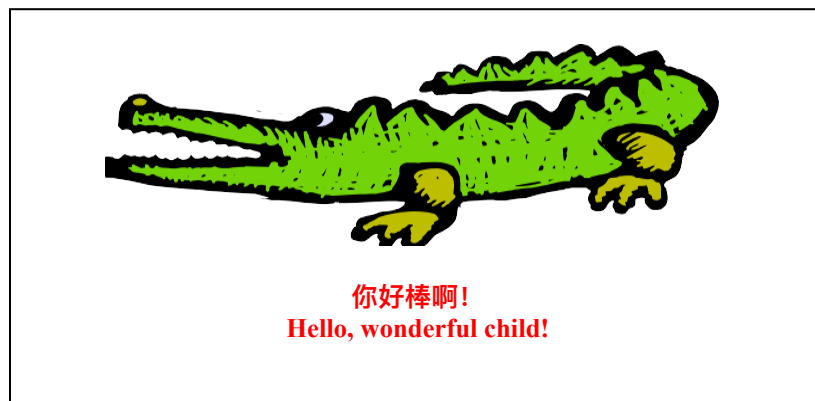
Listen to, trust and respect the child’s view and expression. Uncertainty, openness and patience are the tools of exploration.

與自己保持聯繫。確認自己的情緒、反應和對孩子所經歷的假設。保持敏感，特別留意這個獨特的孩子是如何觸動我們的感受和情緒。

Stay in connection with yourself. Acknowledge your own moods, reactions, and assumptions relating to the child’s experience. Be sensitive and value how this unique child is touching your senses and emotions.

接納自己的錯誤並（向孩子）道歉。

Be able to say “sorry” and to be wrong



「這樣OK嗎？」 “And will it be OK to.....”

孩子如何表達「是啊」？ How does your child say yes...?

## 成為一個兒童自覺同行者 Being a Child Focusing Companion

### 關於覺察力和敏感度的其他考慮 More Considerations for Awareness and Sensitivity

與孩子相處，成年人有的是權威。孩子聽到你的說話，會視為一種訓示嗎？盡可能只是複述孩子的話語和動作。

An adult has authority in their relationship with a child. Is the child hearing your words as an instruction? Wherever possible just reflect the child's words and movements.

保持專注。你可以透過建議和提問，猜測什麼是孩子下一步的正確方向！你的用詞和語調可以幫助孩子不致迷失方向。

Be attentive. Your suggestions and questions are guesses as to what is the right direction for the child! Use words and a tone of voice that allows the child to keep following their sense of direction.

孩子所需的支持是你和孩子之間的協定。這協定是需要不斷更新的。


Your support is by agreement with the child. This contract is always being renewed.

留意孩子的反應。留心他們在字裡行間、行為態度背後埋藏著的需要。

Notice how the child is reacting. Be aware of the needs and feelings behind the words, attitude and behaviour of the child.

留意和從容去面對，在你指導和跟隨孩子時這兩種角色之間的拉扯。這有助於孩子發掘和擴展自己之界限。

Be aware and comfortable with the tension in your role of giving structure and following. This helps the child to find and grow their own boundaries.

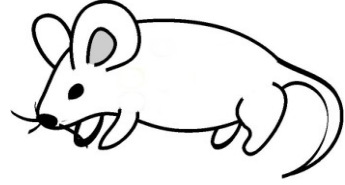
 信任孩子內裡暗在之智慧

Trust the “implicit wisdom” of the child.

Simon Kilner

你好乖啊!

Hello, nice child!





「你隻手想去畫些什麼嗎？」 “And would your hand like to draw ...?”

「啊，你知道要什麼顏色！」 “Oh you know that is the right colour!”

## 複述反映孩子的經驗 Reflecting a Child's Experience

成為兒童自覺的同行者是一個不斷學習的過程。你愛護孩子，對他們感到有份責任，想一切走在正軌，免他受痛苦。

A Focusing Companion is always learning. You may love the child, feel responsible, want to stop the pain or make everything alright.

你或許不贊成孩子的某些觀點或情緒。請記住，我們很難用建議、判斷、安慰和憐憫培育出孩子的內在力量。這些反應往往涉及你自己的需求。

You may disapprove of the child's views or emotions. Remember that advice, judgements, consoling and pity rarely grow the inner strength of the child. These reactions are more about your needs.

同理心、慈悲和保持合適的距離，有助孩子站得穩和懂得接受自己的反應。

Empathy, compassion and a certain distance help the child to stand strong and accept their own reactions.

幫助孩子確認每個感受、情緒或渴望。切勿把孩子導向你認為是最合適的回應方式。鼓勵和重視他們透過聲音、姿勢、面部表情、遊戲或是其他方式表達的象徵意義。

Help the child to acknowledge all feelings, emotions and wishes. Be careful not to direct the child to reactions you feel are the most appropriate. Encourage and value the symbolisation they bring in sounds, gestures, looks, play, and other forms of expression.

對於許多兒童，尤其是幼兒，言語只是眾多表達方式的一小部份。如何複述反映孩子的行為、語句和其中含義，是要根據孩子的年齡以及你們在自覺時的關係而有所調整的。

For many children, especially young children, words are a small part of expression. How you reflect a child's actions, sounds and meaning will be very different according to their age and your Focusing relationship.

## 值得複述反映的情況 Things to Reflect

- 孩子所說的，尤其是他們覺得特別的東西  
What the child says, especially something special
- 孩子所做的，尤其是身體表現出來的東西  
What the child does and shows with his or her body
- 在他們的言語和行為背後，你所感受的感覺  
What you are sensing behind words and behaviour
- 孩子用象徵表達的東西，不帶上你的個人詮釋和分析  
Symbolisation without your meaning or interpretation
- 身體感覺和情緒表現  
Indications of bodily feeling and emotional qualities
- 積極正面的部份而非消極負面的部份  
The positive rather than the negative
- 外在可見的變化，或有新的東西呈現的時候  
A visual change or when something new comes

「你的身體想移動一下嗎？」 “And would your body like to move ...?”

「啊，你雙腳想去.....」 “Oh your feet want to do that .....!”

## 一些技巧和常用詞彙

### Some Techniques and Words



在交談中自然地複述孩子的話，盡可能使用孩子所用的言語或動作。

*Simon Kilner*

Where ever possible use the child's own words or actions to reflect in a natural conversational way.

孩子越少說話，你更需要猜測他們的話語之意圖、感受和對情境的理解。

The less words the child has the more you will be guessing their intention, feelings and sense of a situation.

你可以總結一下，孩子在過程中你注意到的步驟。不過要記住，你也是憑猜測作總結內容的取捨。請使用試探式的句式和提問，例如：

「看來好像.....」

「有時其他小朋友會.....」

「看來你內裡有些東西好像.....」

You may summarize the steps you have noticed in the child's process but remember you are guessing when you choose what to leave out. Use tentative language and questions like:

"It seems like..."

"Sometimes there are children who..."

"It seems something in you..."

鼓勵孩子核對一下，你向他們說的話是否正確。

Encourage the child to check if whatever you say to them feels right.

鼓勵孩子在感到不對時說「不是啊」。孩子轉換話題，也可以是他們表達「不是啊」的另一個方式。

Encourage the child to say "no" when it does not fit. Beginning another subject is another way a child may do this.

任何說話和行動，要在合適的時間，用合適的語調，這都是非常重要的。

Sensitive timing of what you say and do and tone of voice are very important.





*Focus Live,  
Simon Kilner*

「你裡面好像想這樣.....」 “And it wants to look like that ...?”

「裡面是否有些東西想告訴我們什麼?!」 “Is there a story it wants to tell....?!”

和自己核對一下：

### When speaking with yourself

你可以問自己：「我和孩子是在同一陣線嗎？我和孩子是心連心嗎？」

Ask inside: “Am I where the child is...? Am I connected with the child?”

你可以重複問自己：「我說的話是有關 / 為了 / 對應 / 抗衡著孩子嗎？」

「我有給孩子足夠的空間和距離嗎？」

Ask yourself again and again: “Is what I’m saying against...to...for...about...the child?”  
“Am I giving the child sufficient distance and space?”

和孩子說話時：

### When speaking with the child

不要說「你可否告訴我.....？」、「我想知道.....」

Do not say “Can you tell me...?” or “I would like to know...”

用開放性的話語，或者是沒有結尾的句子，讓孩子可以有機會把他覺得重要的事，用自己的方式繼續去探索、擴展和轉化。

Use open, sometimes unfinished, sentences so the child has the possibility to give his or her own significance and continue in their own way of searching, developing and changing.

「在你身體裡面是否有個地方.....」 “Is there ‘some place’..... in your body?... ”

「好似有些東西 / 感覺.....在肚子裡面 / 心口那裡.....？」 “Is there a feeling, some thing.....in your tummy?...your chest?.....“

「會不會它有些東西想告訴你.....？」 “How might ‘it’ want to tell you something?”

「會不會它有一些事想和你說.....？」 “Might it have something to say?”

生命自覺的同行者不會要求或期望得到一個明確的答案。

A Focusing Companion doesn’t ask for or expect an explicit answer.

Simon Kilner



你好棒啊!  
Hello, wonderful child!



「如果這樣做，你覺得OK嗎？」 “And is it OK for you to do that...?”

「對不起啊，你是想這樣.....」 “I am sorry – you want to ..... ?”

## 象徵表達和相關活動 Symbolisation and Activities

年幼的孩子雖然未必懂得用言語表達自己，但已經可以把他們的意感用象徵方式表達出來。

Children are able to symbolise from the Felt Sense at a young age but they may not easily find words.

孩子比較容易用創意表達方式帶出象徵意義。圖畫是讓他們把意感或體驗到的東西表達出來的主要方法。

Symbolisation in creative expression is easier for children. Drawing is an important way to express what comes from the Felt Sense, or what they experience in general.

不要問解釋。複述在孩子嘗試以象徵表達的過程中你所見到的實情。

Don't ask for explanation. Reflect the facts you observe as the child develops the symbolisation.

在以象徵表達的過程中，有些孩子會說出來，但有些孩子會默不作聲。如果孩子沒有表達出來，同行者可以之後問：「這圖畫有沒有什麼想講呢？」

A child may or may not talk during the symbolisation process. If not the companion can ask afterwards: “does the drawing have anything to tell?”

在以象徵表達的過程中，每個人需要有選擇素材的空間，也可以隨時改變主意。可以為他們預備多種方式作象徵表達，例如：繪畫、填色、不同顏料、沙、水、黏土、想像遊戲、舞蹈、音樂、不同紋理的材料和故事。

In symbolising everyone needs to be able to pick the resources of their choice and to change their minds. Have many ways available to children to choose for expression and symbolisation: including drawing, colouring, painting, sand, water, clay, imaginative play, dance, music, textured materials and story telling.

象徵並沒有對錯之分。我們鼓勵孩子自由發展自己的象徵方式，不用懼怕或擔心會被他人或自己所批判。

There is no wrong way to symbolise. Encourage the children to allow their own path to develop without fear or criticism from themselves or others.



孩子所製作的圖畫和文字對他們來說可能非常寶貴。讓每個孩子都有一個文件夾或

一個特別的地方來保存他們透過自覺做成的作品。

The drawings and writings that the children make may be very special to them. Let each child have a folder or special place to keep their Focusing symbolisations.





## 進一步資料 Further Information

*Simon Kilner* 是一位國際兒童自覺協調員，由國際生命自覺協會委任。

國際生命自覺協會是一個非營利組織

*Simon Kilner is an International Children Focusing Coordinator for The Focusing Institute. TFI is a not for profit organization.*

本小冊子之內容，當中不少源自Marta Stapert的原創想法。

This booklet is based on many original ideas from Marta Stapert.

設計重點在於配合正規的兒童自覺培訓。

It is designed to support more formal training in approaches to Children Focusing.

由衷感謝2010年荷蘭「閃耀能量」國際兒童自覺會議的參加者，他們提供了一些很棒的想法和提議。如有錯誤或不一致之處，作者承擔所有責任。

Many thanks to the participants of the “Sparkling Energy” International Children Focusing Conference in the Netherlands 2010 who contributed some wonderful ideas and thoughts. Any errors or inconsistencies are entirely the fault of the author.

## 進深閱讀 Further Reading

*“Focusing with Children: Communicating with children at home and at school” - Marta Stapert and Erik Verliefde*

歡迎複製小冊子並作改動，以配合不同文化和兒童的需要。小冊子之圖片可供複製作非商業用途。如擬使用本指引，請通知 Simon Kilner，電郵地址 [ChildrenFocusingInfo@focusing.org](mailto:ChildrenFocusingInfo@focusing.org)。


The booklet is available to copy and adapt to the needs of different cultures and children. It is alright to reproduce the pictures for non commercial use.

If you do use the Guidelines please notify Simon Kilner at

[ChildrenFocusingInfo@focusing.org](mailto:ChildrenFocusingInfo@focusing.org) .

本小冊子現正翻譯成多種語言。歡迎大家把小冊子翻譯成你的語言，條件是通知Simon並允許翻譯本上載於TFI網站，供其他人參閱。

Translations of these Guidelines are currently in process into a number of languages. If you wish to translate into your language you are welcome to

 Focus Live,  
Simon Kilner

do so as long as you notify Simon and allow your translation to be available to others on the TFI website.

此外，有關兒童自覺培訓之文章、資訊和聯繫方式，可瀏覽[www.focusing.org/children](http://www.focusing.org/children)

Further, articles and information about Children Focusing training and contacts are available from that address or from [www.focusing.org/children](http://www.focusing.org/children).

**祝一切順利！ Good Luck!**

**「有什麼東西還想出來.....？」 “And is there anything else that wants to happen ...?”**

**孩子如何告訴你，他還有一些東西想去做?! How does your child tell you that she or he wants to do something else now..... ?!**

