

讓孩子敢講

入校園推情緒教育：唔係下下都要鬧

Promoting Emotional Learning in Schools: Let Children Talk and Lecture Them Less

Just Feel - Raymond Yang & Matthew Kwok & Anthony Ngai

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香港學生壓力大，已成為社會常識。功課、補習、考試、獎項，學生每日疲於奔命，老師和家長每日檢查督促。即使有空閒時間，學生寧願去玩，大人有空仍繼續訓話。久而久之彼此沒有溝通，老師家長繼續鬧，學生繼續藏起自己。

It is widely known that Hong Kong students live stressful lives. Every single day, students are busy juggling their homework, tutorial classes, examinations and competitions, while teachers and parents check on their progress. Students would rather play if they have time; grown-ups would rather lecture them if they have time. As time goes by, teachers and parents go on with their lecturing while students go on hiding their feelings.



「藏起心事不說，去到一定事態才講，就很難處理。」社企「JUST FEEL 感講」創辦人楊思毅 (Raymond)、郭梓樂 (Matthew) 及魏敬國 (Anthony) 深明情緒健康的重要性，主張「先處理心情、再處理事情」，並入學校推行一直忽略的情緒教育，希望學童學懂得表達感受，雙方友善溝通。

教育只處理學生行為 不處理感受

Raymond和Matthew在創辦「JUST FEEL 感講」前，曾任一年小學教師。Matthew提及，有位學生一向聰明，每次英文默書近乎滿分，但在一次背默上因背少一句句子，就被扣分扣至不合格。Matthew當時如一般老師一樣未有理會，即使留意到他的失落，也未有深究。後來這位學生每次默書都「捧蛋」，他才明白原來不是努力的問題，而是學生對默書或者學英文失去信心。「如果很辛苦背默也沒用，都是不合格，那不如不背。」

如果老師不問，而學生又不說，可能問題一輩子也不能解決。Matthew決定主動找學生傾談，讓他從壓力中走出來。「我跟他說：『郭sir知道你很困擾，知道你很想得到身邊人認同，很想努力得到回報。這次背默可能因為不小心，但不代表努力是白費的。』」

Raymond補充，他中小學時期曾經因犯校規而被訓導老師包圍訓話，要他認錯，「但從來不問我為何我會做出所謂犯校規的行為。」他說當時對此很討厭、反感，但說不出原因，直至做了老師後，他才明白「逼人認錯是無用的，因為學生根本就不明白，他都想得到老師理解。」

離港進修情緒教育 回港辦社企

經歷過前線教育實戰，二人同樣相信溝通比獎罰重要，情緒關顧比成績表現重要，希望扭轉學界不重視學生感受的文化。於是他們遠赴外地進修，把「社交情緒學習」(social-emotional learning) 及善意溝通 (compassionate communication) 兩套理論帶回香港，並找來同是中文大學畢業的Anthony，在2018年以「轉化本地學校和家庭的溝通文化，從而提升學童的情緒健康」為願景，創辦社企「JUST FEEL 感講」。

他們利用在Good Seed贏得的起動基金，推出一套「感受需要卡」，幫助孩童以精準詞彙表達情緒和需要。這套卡玩法多變，例如，父母可以邀請子女因應當天發生的事，亮出三至五張相應的感受卡，再透過發問和對話，讓子女表達感受。雙方因此更加明瞭對方，達至有效溝通，建立親子關係。「除了上課讀中、英、數外，學懂明白自己內心情緒，處理自己壓力，處理家人衝突更為重要。」



“If they hide their feelings until it gets so unbearable that they have to speak out, it could be very hard to cope with.” Co-founders of “JUST FEEL”, Raymond, Matthew and Anthony, are well aware of the importance of mental health. They believe in “handling emotion first, issues later”. Promoting the long neglected emotional learning in schools, they hope that school children would learn to express their feelings to enable friendly communication between children and adults.

Handling Behaviours at the Cost of Feelings

Before founding “JUST FEEL”, Raymond and Matthew were primary school teachers for a year. Matthew told us about a clever student of his who got close to full mark in every English dictation. On one occasion, he missed a sentence in a recitation dictation and failed it. Matthew, like other teachers, did not think much of it. He noticed that the student was upset but he did not dig into it. Only when that student got zero marks in every dictation since then did Matthew realise it had nothing to do with effort and everything to do with his confidence. “I’ll fail anyway no matter how hard I work. I’d rather not work hard.”

If teachers do not ask while students do not express, the issue may last a lifetime. Matthew decided to step up to talk to his student and help him relieve his stress. “I told him, I know you’re frustrated and you long for approval from people around you. You work hard to get good results. You may have failed this dictation because of carelessness, but that does not mean your hard work is wasted.”

Raymond recalled being surrounded by discipline teachers who told him off and demanded apologies when he was in primary and secondary school after breaking a school rule. He added, “They never asked me why I broke the rules.” He was both irritated and annoyed but he could not tell exactly why. Only when he became a teacher did he understand that it is no use forcing students to apologise when they do not understand why. Students want teachers to understand them too.

增進、改善師生溝通

針對老師，他們開設工作坊，培訓老師掌握溝通技巧，引導學生表達；又提供課程資源，讓老師不用在繁重工作下額外花時間準備，專注和學生溝通。Raymond說到，其中一個課程為定期舉辦「對話圈」活動，老師和學生圍圈坐，拿著「發言信物」，輪流發言，在老師引導下說出自己感受。「學生平日不太敢於說話，在這個環境下，他們便會很安全、很願意表達自己。」

經初期在聖文德天主教小學實踐情緒教育後，他們在學界獲得好評，至今已與二十間學校合校推出一般訓練，亦在六所學校進行教師深入培訓，又開設公開工作坊讓家長參與。他們計劃在未來一至三年，期望進行教師深入培訓的學校增加至九至十四間，提升社會對學生情緒健康的關注。



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Going Abroad to Study Emotional Learning and Returning to Set Up a Social Enterprise

Both Raymond and Matthew believe that communication is more important than the carrot and stick, and that taking care of students' emotions is more important than academic performance. In the hope of changing the culture of neglecting student's feelings in the education field, they studied abroad and brought back two theories, "social-emotional learning" and "compassionate communication". After recruiting Anthony, a fellow Chinese University of Hong Kong graduate, they founded the social enterprise "JUST FEEL" in 2018 with the vision of transforming the communication culture of local schools and families to improve the emotional health of children.

With the seed fund they received from Good Seed, they rolled out a set of "feelings and needs cards" to help children express their feelings and needs with precise vocabulary. There are various ways to play with this set of cards. For example, parents can ask their children to show three to five cards of feelings according to what happened that day, and ask them to express what they feel through questions and conversations. They may thus understand each other more, achieving effective communication and building a closer relationship. "It is more important to learn to understand one's own emotions and handle stress and family conflicts than to learn Chinese, English, or Mathematics."

Improving Communication between Teachers and Students

As for teachers, "JUST FEEL" offers workshops to train teachers on communication skills and guiding students to express themselves. Course materials are also provided so that busy teachers do not need to spend extra time on preparation. Raymond told us about one of the courses, which is a "dialogue circle" activity held regularly. In the course, the teacher and students sit in a circle; students take turns to hold a "talking token" and express what they feel under the teacher's guidance. "Students who are usually not very verbal would be willing to express themselves as they feel safe in this environment."

After an initial phase of putting emotional learning into practice in St. Bonaventure Catholic Primary School, "JUST FEEL" became well received in the education field and has organised general training with twenty schools so far. It has also offered in-depth training for teachers in six schools as well as public workshops for parents. In the coming few years, "JUST FEEL" is planning to extend its in-depth training for teachers to nine to fourteen schools to raise awareness of students' emotional health in the city.