

THE CHILD

CONCEPT, MEANING, BEFRIENDING
AND DEALING WITH CHILDLIKE PARTS

PRESENTATION HALKO

JULY 7TH, 2020

HAKOMI HISTORY



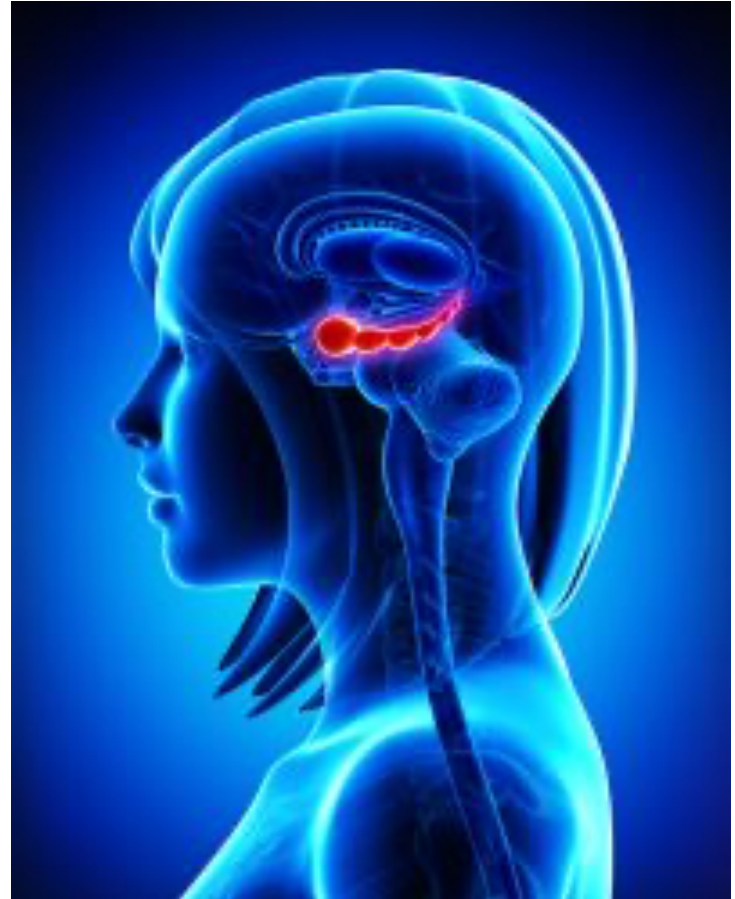
LIVING IN THE PAST

AND HOW TO GET TO THE PAST
TRACKING THE PAST



THE POWER OF DEEP LEARNING

- repetitive learning
- meaning and beliefs
- neural networks
- positive feedback loops,
or “exiled”
- the “map maker”



EXERCISE I:
THE LEARNING CHILD

- **50 minutes in subgroup**
- groups of three
- one person shares story (10 minutes)
- the other two: what does that child seem to learn? (5minutes)
- repeat process for the two others

BREAK

(WITH “LIVING IN THE PAST”)

- 10 minutes
- 3 minutes dancing:
[living in the past](#) (Jethro Tull)

THE MAGICAL STRANGER



**DO WHAT AN
INTELLIGENT,
COMPASSIONATE
ADULT WOULD
DO**

- adapt to age; no parent
- safety, presence
- listen and explore
- allow the wound
- find the possible, deal with barriers
- offer experience



OFFERS OF THE MISSING EXPERIENCE

EXAMPLES:

- UNDERSTAND, SHOW UNDERSTANDING
- EXPLAIN (POSSIBLY ENLIST GROWN-UP)
- CREATE SITUATIONS IN FANTASY
- CREATE SITUATIONS IN SPACE
- TOUCH / HOLDING
- STORIES
- ETC.



EXERCISE 2: MISSING EXPERIENCES

- 50 minutes in same subgroup
- first person sits down, becomes mindful (1 minute)
- other two persons talk about possible experiences that could be offered to the child, and how they could be offered (10 minutes)
- first person gives feedback about what happened inside (5 minutes)
- same for the other two persons
- *please be conscious of timing so that all three have equal time*