

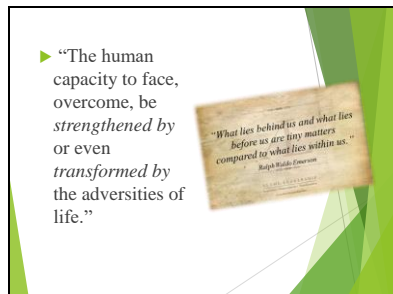
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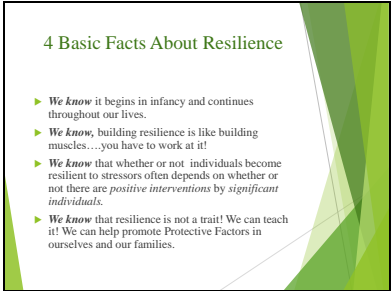
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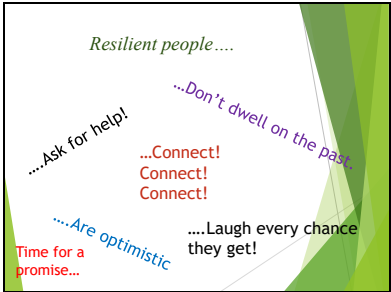
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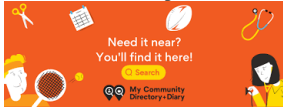
**“Being isolated without connections
is the equivalent of smoking 15
cigarettes a day – health-wise.”**

-Dr. Darlene Minninni
University of Southern California
The Emotional Toolkit



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**2. Resilient people
ask for help:**




Learning to solve problems competently and confidently, empowers people. They learn to trust their abilities when they are challenged.

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**3. Resilient people are often
“positive copers”.**

If you avoid unpleasant thoughts, emotions and memories, researchers are discovering that you might actually be able to adapt to adverse situations and recover more quickly.



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4. Resilient people are often positive and optimistic


"Frame adversity as a *challenge*, and you become more flexible and able to deal with it, move on, learn from it, and grow.

Focus on it, frame it as a *threat*, and a *potentially traumatic event* becomes an enduring problem. You become more inflexible, and more likely to be negatively affected."

- Dr. George Bonanno - Columbia University Teachers College

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5. Sense of Humor



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Laughter

- ..triggers your endorphins,
- ...boosts your immune system
- ...relieves tension and stress
- ...relaxes muscles for up to 45 minutes!




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International Resilience Project headed by Dr. Edith Grotberg

The Philippines
Northern Ireland
Sudan
Thailand
Croatia
Bosnia
South Africa
Czechia

Experts from 30 countries developed a practical guide to promote resilience in children- intended originally for children who live in war or are severely disadvantaged



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The International Resilience Project

- ▶ 30 nation representatives discovered their issues were similar to those around the world.
- ▶ What has been effective in building resilience?
- ▶ Three sources of resilience – people may have one but that may not be enough to help them flourish. All three working together is the optimal scenario.

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Their findings: Children need 3 sources of resilience.


"I Have..." - external supports such as relationships, structure, role models

"I Am..." - internal, personal strengths such as feelings, attitudes and beliefs

"I Can..." - social and interpersonal skills such as communicating, problem solving

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"I have...."




► External Supports:

-people who love me.
-friends who can help me.
-someone to take care of me if I am sick.
- a teacher who thinks I am great!

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"I am...."

Internal Personal Strengths:



-a confident person.
-able to see the positives.
-responsible for the things I do.

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"I can..."

Social and Interpersonal Skills:




-talk to someone if I have a problem.
-control my emotions when I am upset.
-try to figure things out by myself.
-ask for help if I need it.

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The Search Institute
in
Minneapolis, MN

Their 40 Assets
document has
become a well-
known source of
information on
how to encourage
and evaluate
healthy, caring
children



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40 Developmental Assets® for Early Childhood (ages 3 to 5)

40 Developmental Assets® for Children Grades K-3 (ages 5-9)


40 Developmental Assets® for Middle Childhood (ages 8-12)

40 Developmental Assets® for Adolescents (ages 12-18)

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More Beautiful for Being Broken™

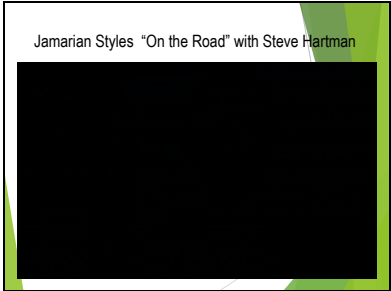
Kintsugi is a Japanese technique for repairing broken pottery with seams of gold. The word means "golden joinery" in Japanese. This repairs the brokenness in a way that makes the object even more beautiful than it was prior to being broken.



When we view our lives as broken or even shattered, we begin to understand that no matter the trauma, despair, hurt, fear, abuse, failure, addiction, disease, and even death, our scars are just part of us. Each time we fix ourselves the new beginning makes us stronger. Our life bonds are re-enforced through mending. Those breaks are a place for beauty to transpire. We are more beautiful for being broken.

KintsugiGifts.com

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