Women On Change
Leading with Global Vision for Every Girl
LEAD & EARN YOUR CREATIVITY
LEAD & EARN YOUR CREATIVITY

- Family Leadership
- Community Leadership
- Whole Leadership
- Youth Global Changemakers
LEXIMA, Jeanose | Women on Change (WoC) – Executive Director

It has been said that every woman has a little girl inside of her that always dreamed of something ‘bigger than life’ to put her on a path to overcome. My greatest achievement is the gratitude to patiently grow through my pain and get to know myself daily.

My aim is to connect for thriving, safe spaces in every community around the world for the youth to find, utilize their creativity, generate opportunities and explore the universe.

To hold onto hope is to go beyond surviving. We all must do what we can to ensure everyone can hold onto hope, especially the youth. My curiosity to learn by doing lead to founding Women on Change in 2009, and mentoring 3 young kids in high school was instrumental in holding onto hope.

My awareness of depression started junior year in college. Nearly two decades after college, I have gained experiences, meet amazing human beings and travelled places that changed my perspective about the world.

Growing up in Haiti, I promised myself not to get married or have children before I knew, who I was. The second promise was to figure out my “purpose” for being alive every day after reading the book Half the Sky. I am proud to say, I am work in progress.

Parentified for more than a decade, selling goods on a beach for two years, where I escaped two attempted kidnappings, overcoming medical traumas that nearly took my life, and being sexual abused, all before the age of 18 years old, heightened my awareness about many things, and took a long time to trust the world.

The universe allows billion species to exist and, yet humanity inferiority builds emotional, mental and physical unsafe spaces that prevent us from thriving. This leads to hopeless adults, generational trauma that eradicates nations.

Having a sense of self is having safe environments to thrive. Humanity is accountable for such, and when children do not get the opportunity to experience a sense of self and safety at any age. We have a responsibility to listen, understand, provide resources, speak up, and dismantle beliefs that contribute to daily genocides around the globe. Pandemics such as COVID 2.0 is an opportunity to wake us up, are you ready?

I am asking for your voice, wisdom, skills, time, money to mobilize for the youth to explore their creativity, create possibilities this amazing world has to offer them. In the process, I hope to bring awareness to communities, families in need of breaking the cycle of life turbulences and keep hope alive.

To my immediate and global family, who have opened doors, share wisdom, showing up, offering safe spaces in your homes, time to listen, feeding me. And for those who write, share their experiences that I share in this document with the world, as I continue to be grateful, I want to sincerely Thank you!

Bryian Tan, thank you for being our WoC for life and allowing our online community to access us safely!

Women on Change (WoC) 501(C) (3) | Vision - WoC envisions resilient communities that eradicate the cycle of challenges through continuous learning. Mission - A resource partner for untapped creativity. Values - Teamwork | Resiliency | Leadership | Growth
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LEAD & EARN YOUR CREATIVITY

About this Document – As you take charge of your reality during this pandemic, we want to be a source. Our Lead and Earn Program is created to empower communities, parents and the youth to create their future by tapping into their creativity.

This document can serve as a reference, along with our training for effectively partner for the youth globally.

What this document is not – This document is not a template to become an entrepreneur, educate, mentor the youth or use for expert advice on healthcare or other ideas.

Disclaimer – We do not promote the online information, policy, religion, specific color, demographic, gender, statistics or business shared in this document.

Translation – This document is accessible for everyone 18 years old and older for free. When you translate this document in your own language, please share a copy. To obtain a Microsoft Word copy, email us woc@womenonchange.org

Updates – The program part of this document will be live online for everyone to access. In the meantime, receive PDF updated versions and follow WoC on youtube, facebook and twitter.

Judgement – Please make your best judgement about the information found online.

Question about the program – Visit www.facebook.com/womenonchange live Q&A each month (last Thursdays).

We ask kindly for your donation https://womenonchange.org/donate-give/
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1. **Lead & Earn (L&E) Program**

The program is a combination of lessons learned executing STEM Mentoring Hope, Math Speak, and other pilot programs to better engage, and understand how to best partner with communities in need of resources.

The program exists to power communities, parents to become aware, prevent trauma, improve economic and social outcomes, by speaking up, sharing skills, investing time, money in the youth early creativity.

**Our approach** – We invest, train, motivated and inspired entrepreneurs, skilled mentors and volunteers age 18-30 years, as they invest in 8-18 years old youth.

- We serve 18 -40 years old who are ready to create their possibility visit us here for information.

**Program Goal**

- Cultivate an understanding of self-awareness to create what drives you
- Foster problem solving early to lead
- Develop science, technology, engineering and math (STEM) fluency
- Develop and grow entrepreneurial mindset
- Exploit untapped creativity to address unique challenges with evolving tools
- Build community resiliency & global leadership

**Why** – If the first 8 years builds foundation for future learning, health and life success for a child? Shouldn’t this foundation involve self-awareness as a society, to provide children safe environments to develop into thriving adulthood?

This program is created to provide communities, families lacking the resources for children to thrive into adulthood and raise awareness on the following.

1. Children parentification and patterns, self-awareness, increase economic and socially safety, maintain hope for self-actualization.

**Who** – Everyone can lead their global vision, when vital tools are offered early. Our program is for all youth ages 8-30 years old, as we promote

1. Self-empowerment & hands on projects and entrepreneurship-based learning
2. Exposure to science, technology, engineering and math (STEM)
3. Individual and group problem solving skills

**How** – We support the youth’s creativity as decision makers by

1. Investing in early awareness – understand fears, maximize abilities, embrace uniqueness
   1. Create a healthy and resourceful network to thrive into adulthood
   2. Continuously discover tools to improve and go beyond limitations, adapt and thrive
   3. Apply what is learned through peer-to-peer mentoring community service

**Are you ready to lead and earn your creativity?** Complete one of the forms that applies to you.

Community Partner | Household/Parents | Mentors/Volunteers/Entrepreneurs | Professional/Businessowner mentors | Speakers

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I. Investment
We host events for 8-18 | 18-30 yearly and invest in creative ideas.

Leaders 8-18 Years old
- $500 total prize
- 1 month coaching & mentoring
- Annual Events
- November (Virtual for USA) (In Person or Virtually for other countries)

Leaders 18-30 Years old
- $5,000 - 25,000 total prize (3 months coaching/Mentoring Consultancy services)
- Annual Event - 2 weeks (Country announced end of November)
- 18-30 global experience
- January travel or virtual event

II. Selection of ideas
We consider ideas based on the below, however, this is not a limited list.

See appendix G for template to help your team evaluate themselves. See pitch examples - appendix C

- Why did you choose this idea? | Why is this a good idea, right now? What changed in the world?
- Why wasn’t this done a few years ago? | What is your proudest accomplishment?
- How far along are you? What’s your biggest obstacle? | Who are your competitors? Who is the biggest threat? | What do you understand that your competitors don’t? | How will you make money?
- What are the biggest risks? If you fail, what would be the reason? What must go right for you to succeed?
- What do you need the most help with? | How do you positively impact the world?

III. Select judges for ideas
We seek representatives 18-80 years old globally based on the following and much more.

IV. Benefits to Judges
- Opportunity to raise funds to travel with your national leadership team annually

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- Access to hire and engage in the development of the youth
- Speak, mentor other leaders/parents
- Become a board advisor for your country and the world
- Annual training about investing locally for change
- Build meaningful relationships to assist you grow, as you change the lives of many with your knowledge
  - We seek at least three to six country representatives for each country
  - Ability to speak English is important, however not required as long you are willing to learn

V. Global preparation & Timeline

In January, all ideas and groups are selected to participate.

VI. Global Events location

At this time, our global events will be taking place either in Rwanda, Haiti or Virtually for 18-30 years old participants, unless we notify partners six months before of any changes. All 8-17 years old events take place virtually for USA and in person or virtually for other country participants.

VII. Work location

We go where we can partner for the youth. We currently have partners in the following countries.

Find us online - WoC on youtube, facebook and twitter.
2. Frequently Asked Questions (FAQs) and Tips

This section of the document provides additional information about the Lead and Earn program. In addition to links and text found online to assist you further understand, how to prepare or strategize on your own before our training, or to participate in the program.

I. How do I join or partner for this program?

Visit our website https://womenonchange.org and complete the application.

II. What we offer partners?

We are a capability partner for social and economic challenges at the lowest levels, by building the people required to lead – the youth. Here are few things we offer partners.

- Ideation & Awareness training | Investing & entrepreneurship development | Program Management
- Cultural Mobilization | Cross-sector Convening | Language translation & interpreters & printing
- Mentoring management & Recruitment | College readiness and coaching | Legal and other business services
- Children and mentoring safety training | Global travel planning

While all lasting change starts within. Our global network can provide you any service that you may need that consists of the following:

Angel investors | entrepreneurs| NGOs | Venture Capitalist | government | foundations | parents | K-12 institutions | advisors – all kind and ages| Colleges/universities | corporations | coaches at all levels| consultants| subject matter experts | Healers | world travelers | artists | volunteers of all kind | Legal advisors | STEM experts | Champions for change

III. Partnership requirements

Hosting space | Knowledge of the community | Phone and internet access, when needed | Ability to adhere to WoC’s program guidelines | You or someone else can speaks English or can translate our program to your own language | Can host at least 10-20 youth per month for up to 20 hours of mentoring.

IV. What types of partners we seek?

Individuals 18 years old and older | Parents | Community leaders and organizations | Business leaders - locally, regionally – specifically in education settings | Inspired entrepreneurs | entrepreneurs - small merchants | Educators Pre-K-12

V. How do we support partners?

The program requires a set of disciplines to be successful. If you are in a country where trust in institutions, people, time management or savings are difficult. We have partnered locally to support you save (See appendix E) and create a structure for yourself. We embrace partnerships that supports eradicate challenges.

Once you make the decision to partner with us, our dedicated local leaders will work with you to ensure that you have all the tools to be successful.

Financial discipline is essential. The saving group model does not apply to the United States, where banks are widely accessible to guarantee savings.
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**Sponsorship** is based on responsible leadership and peer mentorship service by those in the community and parents. The group mentorship focuses on self-awareness in children and allows room to think, teamwork, and making mistakes.

- We double family annual savings toward girls 8-18 participation in the program for selected countries
- We support families, who take accountability to understand the challenges that affect them and their children and overcoming them, by allowing mentoring. This mentoring focuses on math literacy and project-based project ideas. See examples of math literacy. see appendix C:

**Mentors & mentees selection** – See the online applications. We look for the following from mentors

- All qualified mentors will be selected based on ideas or problem they are looking to solve
- Able to go through security background check if chosen to mentor a child 8-18, when required

**Global Preparedness** – Mentors 18-30 will need to keep in mind the following, if they choose to participate in the entrepreneurship ventures.

- Ability to travel, e.g. country required documentation | Understand some basic English, however, it isn’t required | ability to effectively work with others | Can represent their country and idea on the global stage

**VIII. Do we charge and train partners?**

The program is free to participate in for youth 8-30 years old. If you wish for us to train you in implementing this program in your community or have a mentor train your child, we charge you for expenses that may be associated with the training. Training cost breakdown example:

**Expense fees - $15x1**
- Local or International Travel
- Translation
- WiFi
- Food
- Lodging

**Your Program fund - $35 x 5(team) goes toward your training or project.**
- Idea investment
- Transportation
- Printing the pdf document
- Software

**The training teaches you**

1. How to execute this program locally and nationally
2. Practice entrepreneurship and implement the program in your community
3. We also assist you determine your community pricing, if you plan to charge for your program
   a. Part of this price goes towards expenses and the rest is for your idea
   b. You learn how the program works by investing that money into the idea identified
   c. We recommend 50 participants per location for training to save costs
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IX. WoC membership & training

**Membership discount** – When you are a donor, it means quarterly donations to WoC. For none members, we have a program for 18-40 years old, please visit www.triventures.today.

X. Online payments

All payments are accepted online our website and we partner locally to process individual payments online safely with receipts, where banks are not accessible for some partners. We take care of the partners processing fees for anyone without access to a bank account.

XI. Training Timeline

We work closely with local partners, when necessary for training during the flowing months.

VI. To implement this program, what should I do?

Do your best to not leave out anyone based on labels that you may not agree with, please practice inclusive leadership when possible. Decide your grouping, e.g. categories that best fits your community. For example

- Age (3-5 years old, 6-10, 11-15- 16-21 etc., | Projects | Issues | Ideas | Gender | Self challenges and more.

VII. Decide your team structure

We suggest no more than 4 teams, or 20 people participate per month for the preparation. For example, you may have 20 schools in your community participating in this program. Each month, we recommend each partner host up to 20 people and no less than 10 per class per hour. The program is peer based because it requires people to work
in teams. If you choose to work by yourself or in a larger team 3 to 5 people, it will not be effective. See benefits of working in teams in the resources section.

This team structure below can serve as an example of how you set up your program. It is only an example. Your saving groups are independent of our program.

![Lead & Earn Program Organizational Chart](image)

VIII. Team Work guidelines

Guidelines for groups >>
http://employees.oneonta.edu/vomsaaw/w/psy220/files/GroupWorkGuidelines.htm

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<th>Have respect for each other.</th>
<th>All group members should do an equal amount of work.</th>
<th>Your group should have a common understanding of goals that need to be achieved.</th>
<th>Be open to compromise.</th>
<th>Effective communication.</th>
<th>Time management.</th>
</tr>
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<td>- Respect each other’s ideas - Respect the other group members - Don’t interrupt each other - Everyone’s opinion should count - Be honest with each other</td>
<td>- Everyone should share the responsibility of the tasks - Don’t take over and don’t let others take over</td>
<td>- Help each other to understand all concepts</td>
<td>- Be willing to cooperate with others on their ideas - Keep an open mind - Vote on disagreements</td>
<td>- Make sure everyone is able to be vocal about their ideas and problems - Give ideas no matter how “off” you may think they are - Listen effectively - Don’t be critical</td>
<td>- Attend and arrive on time to all group meetings - Be flexible about meeting times - Keep on task (limit talk about non-related events)</td>
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</table>
IX. Determine your local mentoring structure

When it comes time to sponsor any child, you must sign them up for mentoring beforehand, not when they are ready to participate globally. Once signed-up your child to participate for group mentoring or to become a mentor. Both parents and child must attend weekly saving meetings and supervise the peer mentoring that will take place.

We suggest parents rotate each week to supervise mentoring, this ensures your child gets what they need to be successful.

• A parent or anyone, who serves as a guardian can sign the child up for mentoring, once they’ve joined or created a saving group
• Children, who do not identify with a guardian or family representation, and is under 18 years old can represent themselves in the mentoring program

Regardless, if your child makes it to the national leadership level, the mentoring will help them do well in school, gain entrepreneurship and job skills overtime. Both mentors and mentees qualify for the sponsorship fund. See Appendix F for mentoring guidelines.

X. Monitor Mentors

For sponsorship (partners outside USA) purposes, we can only trust the local leadership team, parents, family, and child as leaders to be honest during this process to keep records that will be submitted monthly. In addition, we will confirm, if mentoring is being applied based on the following:

• Number of hours invested by each party as it will show in the development of the child at the national level. See appendix B, and above for mentoring forms for your own program, we can also email them.
XI. Getting Started

The above is an example for all partners – it is vital that your community is engaged in the process to be successful. We suggest rotating all leaders monthly to have everyone participate and experience different working styles. Engaging your community to participate in every stage, when possible. Each idea selected should be presented to peers, parents, community, locally to shape the idea beyond those, who came up with it. Quarterly, identify the best idea to compete nationally and globally. Tips to select the top national leadership ideas.

- Give every child in your community the opportunity to join the monthly program
- Quarterly, select your top leaders and ideas to showcase locally
- Continuously engage new kids as you continue to train existing ones
- Leverage peer mentoring to assist every kid develops talent to execute projects locally, however to lead programs as well
- Age requirement to lead the program in your community – we suggest age 18 and older for those 0-17 years old.

XII. Pre-Planning Tips

See appendix E for saving program template, if you do not have a saving plan in your home or community, create your own. https://welldoing.org/article/5-key-benefits-teamwork-and-collaboration

Your team is easier, if selected from a savings group or another local based savings program, or if you know their specific experience in achieving things. We do encourage you to be very open in choosing your teams, it allows you to embrace diversity, growth and awareness. Sometimes, easy doesn’t help us grow. We recommend the following qualities for a great team.

- Vested interest in big problems | Great at managing time and keeping their words | not afraid of taking tasks on and express how and when they are struggling
- Now, to get started, start this small exercise. Have each team member come up with two key things – their investment and best idea. See the depiction below.
XIII. **Project & idea**

Ideas can range from planting trees, lemonade stands, designing clothes, photographers, tutors, new recipes, arts, teaching girls, boys how to sew, playground for kids, educate a nurse to serve your community, climate change awareness, building schools, roads, clinics and more, see section on challenges and appendix for help with ideas. Your creativity is limitless!

*Your goal is to get your community to sustain itself*, by leveraging what's already there, and working as a community to make it happen. Before you get started, be sure to figure out what exactly is needed, and skills lacking and exists. For example, do you want to help your community develop a set of skills? Change mindset to resolve problems? Or create a new venture to create opportunities?

XIV. **What's a great idea or businesses?**

You cannot have a business without a great idea. A great idea often starts by wanting to see something differently or better for more than one person. Women on Change, the company that you pay for your phone service, your phone was all once ideas, packaged food that you eat, were once ideas. The great news is that in countries where there’s so much needed, you can create anything safe and healthy for people.

XV. **Why brainstorming helps?**

Focus on growth mindset [https://www.edglossary.org/growth-mindset/](https://www.edglossary.org/growth-mindset/)

Brainstorming is where understanding your team members and their power for creativity to rationalize solving problems, you are all looking to solve in your community.

We suggest the following for warming up:

- List two things that you always wanted, for example, your dream having a global passport to go anywhere or learn a new language. Be sure these two things are visible daily for you daily and why it’s important to you and others
- Each team should take time to come up with as many ideas possible
  - Always take a break during any activity, after 45 minutes. See appendix for Brainstorming tips:
XVI. Collaboration

Understand the power of collaboration to win for your community, not only yourself. We suggest the following once all the five members of the team are on board.

- Write down top 2 ideas you each want to tackle or win each other over
- Discuss ideas honestly and champion for them!
- Your goal is to win your team members on your best idea, by showing that it is a winner and can effectively have a sustainable impact
- See the yellow box above to assist you understand what makes a good idea
- Once you select your top idea, present it as a team, to see how it could sound to the community and questions to consider
- You are a leader championing to impact lives and change the world. Think big!

XVII. Ideas selected

No matter how great your idea is, your team, community, external stakeholders, and investors must get behind one idea at a time. Remember, we can only go far together. Now that you have the best solution to a problem you want to solve. Be flexible. Your idea can take a different direction or change completely, as you get deeper into solving it.

XVIII. Investment amount

The amount you invest in your project is completely up to your community and the problem you wish to solve. You need to consider expenses that will allow you to continue to keep working on your goal and age group you are working with as well. We hold a workshop with local leaders to help you navigate some of these expenses. We also recommend that you do not leave your saving group, if you choose not to join this program after a month. You can join the program month to month for as long needed. This is a long-term investment, if you wish to make real change, courage is paramount.

XIX. Planning and mastering skills

You should know some of your team strengths and areas for improvement by now. You each now get to identify how you will tackle this problem that’s unique to your community. This is where coaching, mentoring and any other skills or support you need is necessary. We suggest the flowing to make planning easier.

- Identify your top two skills that can be leveraged or learn to solve this problem and discuss them with your team
- Now pick one thing that you can absolutely do well in and know you are great at it and run with it
  - Determine others you are not great at and how your team members can help you get better at it
- Based on this exercise, assign each team member a role for this idea
- For anything that’s missing to solve the problem, look for it outside of your five identified team
- Remember you belong to a community, you are never alone! You need to win the community to win prizes nationally and globally

Tips on teams:
https://www.thinkwithgoogle.com/intl/en-gb/marketing-resources/content-marketing/five-dynamics-effective-team/ | Selecting team tips - https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member

XX. Analyze & Validate the idea

During planning, your goal is to understand how feasible it is to solve this problem, which may become a global company. Validation is where you figure it out, if this idea is a real problem and you can tackle it. The team gets to decide if this idea is one that you can tackle with the help they’ve got, e.g. how big is your community? If it is, keep going and, if it isn’t, remember there are 9 great ideas to go back to. Remember to visit what makes a great idea.

- Make the community a team, customer and judges to continuously learn how to shape this idea
LEAD & EARN YOUR CREATIVITY

- Determine how much resources you each will contribute, and any other investments needed
- Think about how, who will be able to bring additional resources to your team – you are looking for time, brain, money, motivators and more!

XXI. Marketing & Selling the idea
We will touch on this during our training using Strength, Weaknesses, Opportunity and Threat (SWOT) analysis, which you can also perform for yourself. This is where you decide, who are customers and measuring results? New relationships are just as important. Can the product sale itself or do you need people to do it? See appendix for tips below. Click here for tips

Timeline is important to help you organize and track your goals. We use a program schedule to understand what we need to do at the national and global leadership level. We suggest you do the same for your local and regional leadership program.

XXII. How do I plan for my program (schedule & Budget)?
https://www.workzone.com/blog/microsoft-project-alternatives/

Build the schedule – we walk you through this during training, when requested. Budget - This program is your first entrepreneurship exercise. We will walk you through creating your budget.

XXIII. How Should I Execute this program?
To save time and cost, do not apply for training, unless you complete the above items. Before we work with all partners, complete our partner form | Community Partner Form | Household/Parents

We work hard to gain as much information about your plan for executing this program. You will work with your respective country coordinator to get you started with hard copy forms.
- Understand your idea & readiness for training
  - Team and existing local structure | How do the program fit in your community?
  - What we can offer | Timeline for execution | Local participants and location
  - Language requirements | Demographic | Budget and more
Once selected to partner with you, we send a Memorandum of Understanding (MOU) and schedule a training for your local program.

Complete Your planning is important beforehand, and we help validate with the above requirements.

We bring in partners to train you, when needed, however, we handle the following and local teams:
- Training takes place online and in person
  - Investing in your idea | Mentoring program and savings
  - Getting coached & mentoring | Therapy & counseling
  - Go through the process of creating and investing time | Resources needed

XXIV. What is Entrepreneurship, Mentorship, Coaching
In this program, groups 8-30 years old, who can participate on the national and global level receive the following services. This is also something that we teach you during our training, when you are a partner as well.
1. Entrepreneurship – “The activity of setting up a business or businesses, taking on financial risks in the hope of profit.”
   - It requires hands on experience to learn and support network to be successful
   - It takes gut and ability to stay the course, passion, time and balance
1. Mentorship – “A period of time during which a person receives guidance from a mentor.”
   o It requires willingness to apply the tools and be honest of what you are facing as one or group
   o It takes gut and ability to overcome challenges and transform, while sharing confidential information, receive constructive feedback, empathy without abuse or taking advantage of someone
1. Coaching – “Is unlocking a person’s potential to maximize their own performance”
   o What you achieve is your willingness to discover what lies within to apply yourself

XXV. What Counseling, Healing and Therapy is offered?
This document provides many resources to help you understand how trauma, behavior can affect everyone, especially children. When you are a partner, you receive annual virtually and in person counseling, when there’s enough people signed up. This program requires a level of commitment from children, parents, communities and local leaders. See the appendix and section 3 of this document for resources.

   • The counseling focuses on educating communities on unknown behaviors or historical beliefs that may be hindering them to tackle problem, including mental health, hunger, emotional trauma, abuse and more
   • Communities come up with challenges they are personally facing to get answers from experts

XXVI. What Business Coaching is offered?
We work globally to provide coaching to all partners annually, virtually and in person when necessary, to guide you in areas that you may require additional support to succeed, once you have identified a solution to the problem you wish to solve. The program provides workshops annually in countries we have partners. See appendix I for free and paid resources.

   • The goal of a coaching is to support your entrepreneurship idea. These workshops will be tailored based on challenges that you may be facing as groups. Once the challenges are identified, we work with coaches in your respective country to support virtually or in person.

XXVII. College & Education Readiness
Students in our mentoring program are qualified for two college readiness workshops working with mentors and professionals. The workshops are held online and in person for selected countries.

XXVIII. How do we recruit mentors for our program?
All local leaders, who wish to participate supporting kids under the age of 18 years old get support for recruiting mentors. Where partners are unable to submit the forms electronically, they will have hard copies to complete and provide to our local team. If international mentors are required, we can recruit globally per request.

How do we select mentors for the global program?
Mentors under 30 years old are selected through a similar process that we select partners. They go through a different training, screening process as first-time entrepreneurs, and option to become a mentor.

Where we recruit mentors, and how you can recruit?
• National universities in the United States | Colleges and university job boards | Partner with companies and NGOs | Word of mouth | Our website and own programs | Professional network

Mentor Requests – There will be 5-10 mentors travelling yearly for requested partners, when mentors are able to raise the fund to pay for their flights and partners can provide a space for them to stay safely. We can also support recruit mentors in your respective country, when you are a WoC member. All requests must be submitted three months before required execution date. We can provide a translator to work with your team.
XXIX. **Do we pay mentors?**

Not all students can afford or safety travel to give their time. In the USA, our mentors are virtual only. We help keep excellent mentors, by providing transportation and food stipend when necessary. We suggest you consider the same for the mentoring program in your community.

XXX. **What mentoring training & material offered**

We walk partners through the training and provide documentation, once you have identified your program needs. All the information below is available for free, when you sign up for our training. Training mentors is based on the types of program you are running, at a minimum we include the following:

- **Responsible leadership** | **STEM Mentoring Hope** –
  - Computer coding
  - WoC’s
- Girls Who Code
- Math Speak
- Clarity on the mentoring – peer and professional
- Matching – fit is everything and flexibility to change quickly
- Skills assessment – hard and soft | Safety
  - Background check, roles & expectations and boundaries
- Anything else that may be required based on your program


XXXI. **How to help kids pitch their ideas and win prizes?**

See appendix C and links below


XXXII. **How to prepare youth for the global events**

Practice pitching for a month before the national event. You will know a child is ready, when they are able to get more than 50 people to believe in their idea.

To practice good ideas, have children come up with as many ideas per day by asking the following:

- Identify one idea per day and pitch it to five different people
  - Give three ways you can make it happen
- Drop them in a box and go through them every Sunday
  - Pick one idea that is easy to implement and pitch it to five people and ask if they would give you a dollar or hour towards working on it – start with people closed to you.
- Each week sharpens your ideas, as you increase the amount of dollar and hour you ask to make it happen.
  - See the prize total for WoC’s events to give you some ideas.

**How to identify the best ideas to pitch?**

1. Identify one idea that you’ve got 10-30 people to invest in, e.g. time, excitement or money
LEAD & EARN YOUR CREATIVITY

- Give three reasons how you will bring it to life and practice doing so
- What helps you need to bring it to life?
- One skill that you need to help bring it to life
- What is one skill that you have, and how do you plan to offer it to someone else?

If you are a parent, mentor or community leader, submit the idea to us via our website and see if your idea gets selected to pitch for prizes. Do this in your community FIRST.

XXXIII. Online Safety awareness

WoC security awareness program helps build a safer and secure environment by raising the children awareness of the physical and cyber threats. We provide essential tool such as knowledge to combat the adversary and make the community safer. See section 3 in this document for more on safety. The program cover topic such as

- Phishing | Social Engineering | Privacy | Cyberbully | Post with common sense and more | Adversary does not discriminate | Continuous education | Discussion | Engagement | Classroom discussion | Too-much information

Everyone must make safety a priority everywhere

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3. **Awareness, learning and coping resources**

Resource in this section are found online and links are provided. As previously mentioned, we do not promote the online information or support policy, religion, specific color, demographic, gender, statistics or business shared in this this document. It is solely for those who may find these resources helpful.

1. **Coping with crisis**

Five tips for looking after yourself in the aftermath of adversity link for this information is below


https://www.youtube.com/watch?v=DK4gZadL61k&feature=youtu.be

Adversity is inevitable. Researchers have estimated that 75 per cent of all people experience some form of trauma in life – the loss or suffering of a loved one, the diagnosis of an illness, the pain of divorce or separation, the shock of an accident, assault or disaster. Estimates suggest that around a fifth of all people are likely to experience a potentially traumatic event within a given year.

When we experience psychological trauma, our bodies go into shock and our minds are overwhelmed. Imagine a Christmas snow globe: shake it and the snow flurries: over time, it settles. How long the now remains unsettled depends on how vigorously the globe was shaken in the first place. So, it is with the trauma that shakes up our mental world.

If you have recently experienced an event that was traumatic to you and you are overwhelmed with feelings it is also vital to take care of yourself in the present while the snow is yet to settle.

There are five things that are often helpful for people to manage their emotions and look after themselves when they are feeling overwhelmed:

1. **Check that you are physically safe** - Sometimes people feel so chaotic in the aftermath of adversity that they put themselves in danger by leaving appliances switched on, driving carelessly, crossing the road with looking and so on. If this sounds like you, take time to think about what you can do to remove yourself from danger.

2. **Check that you are getting medical, psychological and legal help if you need it** - When people are vulnerable they need others around them that can protect them and shelter them in some way. Trauma often leaves people with a long list of problems to sort out. Seeking help is not a sign of weakness. People need to be able to reach out when they are vulnerable or lack the resources or expertise to help themselves.

3. **Stay physically active** - The mind and body are intertwined. Your physical state affects your mental state. For that reason, it is important to stay active. You needn’t go to the gym every day, but you do need to make sure that your body is active. Can you walk instead of driving? Can you take the stairs, rather than the elevator?

4. **Make sure you keep pleasurable things in your life, and try to maintain routines as much as possible** - Though you may feel unmotivated, take time to do the things you used to enjoy, such as reading, gardening, listening to music, eating with friends. You might not be able to maintain your routines at the same level as before, but don’t let them slip altogether.

5. **Check that you are eating well and getting enough sleep** - Good nutrition is important. Make sure you are getting fruit and vegetables, drink water and avoid processed foods. Avoid caffeine from the late afternoon onwards. Ban the television and the computer from the bedroom. And switch the phone to silent. Switch off all the lights in the bedroom including pilot lights.
II. How to practice communication?

Youth stories, ideas are also captured – stories that move people to thrive. Communication is essentially for every child in the program. Please practice with them to get comfortable speaking about why they are working on their ideas. Parents and kids podcast | https://raisingchildren.net.au/toddlers/connecting-communicating/communicating/communicating-well-with-children | https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them

III. Steps to giving a good pitch

https://blog.close.com/10-steps-to-giving-a-good-pitch/ the information below is found here <<

1. Focus on how you say what you say | https://medium.com/swlh/how-to-effectively-pitch-business-ideas-to-investors-dd76661b02f1

When crafting a pitch, most people spend a lot of time and energy on the content and the words they use, but not enough time on how they deliver the message. Your body language and your tone of voice need to communicate enthusiasm and confidence.

Imagine somebody who doesn’t understand a single word of English is in the room with you, watching you speak. That person should get the impression you believe in what you are saying, know what you are talking about and are enjoying talking about it. Make sure your body language and tonality make people want to listen. Practice in front of a mirror, in front of friends, or in front of a camera.

2. Get in the zone - Feel great when you deliver the pitch. Most people feel negative towards selling or pitching an idea because they’re anxious about the outcome. Do whatever is necessary to put yourself in a great emotional state before you deliver your pitch.

Some people visualize their goals to feel inspired and upbeat. Some people work out. Others eat healthy food or listen to music they love and dance. Do what works best for you.

3. Ask to understand - Want to know the real secret to success in sales? Empathy. You need to understand your customers’ wants and needs, their challenges and problems, so you can help them in the best possible way.

How to gain this kind of understanding? By asking questions. Ask them about their work. Ask them about their situation. Ask them about their frustrations. Ask them about their ambitions. Do this until you know what they care about and understand what they need. Only then should you sell them the right solution, and only if it truly is the best solution for them.

Many years ago, I attended a sales training that taught me the power of asking questions. It was the most important lesson I ever learned in sales. This is what sales is about: ask the right questions. Listen.

4. Present solutions, not features - As a founder, you probably love the details of your product or service. But your customers aren’t interested in your product. They are only interested in what your product will do for them: How will it solve their problems? How will it help them to achieve their goals faster and with less effort? How will it save them time or money? How will it protect them from risks?

Always translate your product’s features into your customers’ benefits. Don’t focus on the bells and whistles, but what they do for them.

5. Manage objections - Most people fail to prepare for objections. You want to identify the 10 to 20 most common objections and prepare answers to them. Your answers should be clear and concise. Rehearse your answers until
they roll off your tongue. When you encounter an objection in a sales conversation, you won’t need to think about which words to use. Instead, focus on answering their question in a comforting manner. Keep eye contact. Nonverbally communicate expertise to create trust. If you prepare for objections, you will look forward to addressing them. Most salespeople fear and try to avoid objections. Great salespeople do the opposite.

6. Ask for the close - This step is all about confidence. Rehearse your close so you can deliver it smoothly. It should be a natural progression from your conversation, so that asking for purchase is the next logical step. Make your prospects feel as confident about your solution as you are. It’s your job to guide your prospect through every stage of the buying process.

7. Negotiate - Once a prospect has made a buying decision internally, they will want to make sure to get the best deal they can. It’s negotiation time. There are two simple rules to negotiating:

**Know your price.** Sometimes if it’s necessary, you can offer a client better terms or lower your price. But know your numbers in advance and decide at what point you just walk away from the deal. If a prospect can’t afford to pay what you are worth, he’s not the right fit. **Be willing to walk away from the deal.**

**Be quiet.** Use the power of silence to your advantage. Let the other side do the talking. If you keep your mouth shut at the right times, the client will often start to negotiate on your behalf. It’s absurd and illogical, but it works.

8. Follow up - Everything we have covered before now is just 20 percent of the sales process. Eighty percent of all deals are made in the follow-up. Be consistent and reliable. Follow through on your word. Your margin of negligence in the follow-up is between staying true to your word and overdelivering. Keep following up until you either get a yes or a definite no. **But never ever interpret a lack of response or any other kind of message as a no.** Winning in sales happens in the follow-up. Be relentless.

9. Anticipate rejection - In sales, you often need to brush yourself off and keep on going. **Dealing with rejection is a core skill.** You need the emotional stability to take a “no” and still go into the next meeting filled with positive energy and enthusiasm. The number of people who won’t buy will always be larger than the number of people who will. You will encounter more no’s than yes’s. That’s the way this game works.

10. Ask for referrals - This is one of the most important steps to creating a truly scalable sales process. So make it part of your pitch. When a prospect has already made a buying decision, **ask for a referral:** “Great, but I can’t let you buy just yet. Right now, we are a startup. Which means we focus all our energy, time and resources on delivering as much value as we can to our customers. We don’t have a big marketing budget. If you are happy with our product, please recommend us to others who you think might benefit from our solution as well.”

Put these 10 steps into practice and you will be able to craft and deliver an amazing sales pitch for your product, service or idea.

**IV. Creative Ideas**

All about finding new ways of solving problems and approaching situations. This isn’t a skill restricted to artists, musicians or writers; it is a useful skill for people from all walks of life. If you’ve ever wanted to **boost your creativity**, these tips can help. The information here is found by visiting this website. **https://www.verywellmind.com/how-to-boost-your-creativity-2795046** details are below. **https://www.pbs.org/wholechild/providers/play.html**
LEAD & EARN YOUR CREATIVITY

- **Commit Yourself to Developing Your Creativity** - The first step is to fully devote yourself to developing your creative abilities. Do not put off your efforts. Set goals, enlist the help of others and put time aside each day to develop your skills.

- **Become an Expert**

One of the best ways to develop creativity is to become an expert in that area. By having a rich understanding of the topic, you will be better able to think of novel or innovative solutions to problems.

- **Reward Your Curiosity** - One common roadblock to developing creativity is the sense that curiosity is an indulgence. Rather than reprimanding yourself, reward yourself when you are curious about something. Give yourself the opportunity to explore new topics. While rewarding yourself is important, it is also important to develop intrinsic motivation. Sometimes, the true reward of creativity is the process itself, not the product.

- **Be Willing to Take Risks** - When it comes to building your creative skills, you need to be willing to take risks in order to advance your abilities. While your efforts may not lead to success every time, you will still be boosting your creative talents and building skills that will serve you well in the future.

- **Build Your Confidence** - Insecurity in your abilities can suppress creativity, which is why it is important to build confidence. Make note of the progress you have made, commend your efforts, and always be on the lookout for ways to reward your creativity.

- **Make Time for Creativity**

You won’t be able to develop your creative talents if you don’t make time for them. Schedule some time each week to concentrate on some type of creative project.

- **Overcome Negative Attitudes that Block Creativity** - Focus on eliminating negative thoughts or self-criticisms that may impair your ability to develop strong creative skills.

- **Fight Your Fear of Failure**

The fear that you might make a mistake or fail in your efforts can paralyze your progress. Whenever you find yourself harboring such feelings, remind yourself that mistakes are simply part of the process. While you may occasionally stumble on your path to creativity, you will eventually reach your goals.

- **Brainstorm to Inspire New Ideas** - Brainstorming is a common technique in both academic and professional settings, but it can also be a powerful tool for developing your creativity. Start by suspending your judgment and self-criticism, then start writing down related ideas and possible solutions. The goal is to generate as many ideas as possible in a relatively short span of time. Next, focus on clarifying and refining your ideas in order to arrive at the best possible choice.

- **Realize That Most Problems Have Multiple Solutions**

The next time you approach a problem, try looking for a variety of solutions. Instead of simply going with the first idea you have, take the time to think of other possible ways to approach the situation. This simple activity is a great way to build both your problem-solving and creative thinking skills.

- **Keep a Creativity Journal** - Start keeping a journal to follow your creative process and track the ideas you produce. A journal is a great way to reflect back on what you have accomplished and look for other possible solutions. This journal can be used to save ideas that can later serve as future inspiration.
LEAD & EARN YOUR CREATIVITY

• Create a Mind Map and Flow Chart - A mind map is a great way to connect ideas and look for innovative answers to questions. Create a mind map by writing down a central topic or word. Next, link related terms or ideas around the central word. While similar to brainstorming, this technique allows for branching ideas and offers a very visual way of seeing how these ideas are linked.

As you start to develop a new project, create a flow chart to track the presentation of the project from start to finish. Look for various paths or sequences of events that might occur. A flow chart can help you visualize the final product, eliminate potential problems and create unique solutions.

• Challenge Yourself and Create Opportunities for Creativity - Once you have developed some basic creative skills, it is important to continually challenge yourself in order to further advance your abilities. Look for more difficult approaches, try out new things and avoid always using the same solutions you have used in the past. In addition to challenging yourself, you also need to create your own opportunities for creativity. This might involve tackling a new project or finding new tools to use in your current projects.

• Try the "Six Hats" Technique

The "six hats" technique involves looking at a problem from six differing perspectives. By doing this, you can produce more ideas than you might have had you only looked at the situation from one or two points of view.

• Red Hat: Look at the situation emotionally. What do your feelings tell you? | White Hat: Look at the situation objectively. What are the facts? | Yellow Hat: Use a positive perspective. Which elements of the solution will work?
• Black Hat: Use a negative perspective. Which elements of the solution won’t work? | Green Hat: Think creatively. What are some alternative ideas? | Blue Hat: Think broadly. What is the best overall solution?

• Look for Sources of Inspiration - Never expect creativity to just happen. Look for new sources of inspiration that will give you fresh ideas and motivate you to generate unique answers to questions. Read a book, visit a museum, listen to your favorite music or engage in a lively debate with a friend. Utilize whatever strategy or technique works best for you.

• Consider Alternative Scenarios

When approaching a problem, utilize "what if..." questions to consider each possible scenario. If you take a specific approach, what will the outcome be? By looking at these alternatives beforehand, you'll be better able to develop creative solutions to problems.

• Try the Snowball Technique - Have you ever noticed how one great idea often leads directly to another? You can take advantage of this by utilizing a "snowball technique" when you are generating ideas for your project. If the idea isn't appropriate for your current work, set it aside to work on later or implement it in a future project.

V. How Self-Awareness Leads to Effective Communication


Listening is one of the most important skills we need to master. In fact, listening contributes in a fundamental way to our wellbeing and to the quality of our relations. Moreover, by learning how to listen deeply we can become a catalyst for change. And yet, to listen is one of the most difficult skills to master. It requires serious work.
Conflict as the Breakdown of Communication - In the 20-plus years I have spent studying and working on different kinds of conflicts across the world, I have come to the conclusion that at the core of conflict there is a breakdown in communication and the parties’ inability to understand each other. A conflict is often a dialogue of the deaf. There is no conflict transformation, no resolution, unless there is a change in the dynamic of communication. Unless there is such a shift, parties are not able to bond, to reframe their problems, and to explore possible solutions. Problem solving starts with setting the conditions that enable effective communication. Listening deeply to the parties in conflict can create such conditions.

When a Friend Listened to Me with an Open Mind - In our own life we all have experienced the importance of feeling heard. When someone is listening to us deeply and sincerely, we are able to express ourselves, we lower our defenses, we take down our masks. I remember such a moment in my own life. A few years ago I was going through a very unsettling time; my own version of a mid-life crisis. I had so many things to figure out that my emotions and thoughts were fogged by confusion. One afternoon, I took a walk with a friend. It proved to be a game changer. My friend listened to me with a sincere heart and with an open mind, free of assumptions and judgment. I was thus able to utter what was going on deep inside myself and as I was talking, I started to put some order in my thoughts and emotions. Some clarity begun to emerge and I was able to figure out the next small step I would take in my life. A great and empowering journey thus begun, that eventually brought me to the happy and fulfilling life I have today. I was able to evolve, because I had found someone ready to hear me, and I continue to enjoy my own evolution, spurred by a desire for constant personal growth.

First Step to Become a Good Listener - Change begins with deep listening. But how can we become good listeners? Good communication with others requires first and foremost good communication within ourselves. In other words, to become good listeners we need first to be aware of the filters that color our own communication style. Our previous experiences, believes, values, assumptions, judgments and bias influence the quality of our listening. Whenever we listen to something, we evaluate what we are hearing and this in turn triggers our emotional reactions and our judgment. If we hear something that contradicts our values or our interests, we tend to react, by becoming defensive; our ability to be effective listeners is hostage of our own filters. As a consequence, our capacity to build meaningful relations, even with the people we love, our ability to lead effectively, to be a catalyst of change, to make a positive contribution, is negatively affected.

To become aware of the barriers to an effective communication that lay deep within ourselves is therefore a first and necessary step to become great listeners. We need to become aware of how our life experiences, our gender, our race, our social status, our education, our religion, our failures, our fears can affect our ability to listening deeply to the other party.

Self-Awareness and Deep Listening - Self-awareness allows for a listening that is free of assumptions and judgments that compromise a healthy communication. Before we are able to listen deeply to others, we need to learn how to listen deeply to ourselves. It is this self-awareness that helps us to understand the other’s frame of reference.

VI. Teaching all kids

Each community, family must be aware of unique challenges children that affect learning. Please never to refer to a child as “disable” or with “disability “.

The goal for this program is to bring awareness, patience and experimental learning, we do realize all kids do not learn the same. Do an assessment when possible, of how the children you wish to serve can learn best. Below are some tips to assist you meet all children, where they are with different style of learning. Please refer to your awareness training, below and appendix K.
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- Visual (spatial) Learner | Aural (auditory) Learner | Verbal (linguistic) Learner
- Physical (kinesthetic) Learner | Logical (mathematical) Learner | Social (interpersonal) Learner
- Solitary (intrapersonal) Learner | What to watch for link for the fellow is here >> http://www.ldonline.org/article/6292/
- Learning difficulties may lead to emotional distress | Emotional and behavioral displays may mask emotional and behavioral displays | Emotional problems may magnify learning difficulties
- Emotional health can enhance the performance of children with learning difficulties

VII. Learning & teaching styles

Take quizzes to find out, please note these should not be relied on 100% percent, use your best judgement.

Kids:
  http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml

Educators:
- https://www.gotoquiz.com/what_is_your_teaching_style_1

Learning style example: Auditory: 20% | Visual: 30% | Tactile: 50%

If you are a tactile learner, you learn by touching and doing. Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It’s OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It’s OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.

VIII. Teaching kids about politics

http://civiceducator.org/how-to-teach-government-in-a-fun-way/

IX. Digital Divide

WoC’s initial work started by connecting communities with internet access and STEM programs. Learn more about the digital divide in education and resources access below that we’ve used to connect families.
https://www.edutopia.org/mending-breath-overcoming-digital-divide

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Global digital divide –


XII. Learning, Language & Translation Resources
https://uscupstate.libguides.com/Translation_Resources
https://www.systransoft.com/lp/free-online-translation/
https://gengo.com/community/15-online-translation-tools-translators/
http://www.openculture.com/freelanguagelessons
https://journals.sagepub.com/doi/10.1177/1538192707302284

X. Global “poverty” facts

1. According to the World Bank, 385 million children around the world live with trauma
2. Every year, 3.1 million children die (8,500 children per day) due to poor nutrition
3. 1 in 4 children is living in with trauma in the world’s richest countries
4. 805 million people worldwide do not have enough food to eat
5. 80% of the world’s population lives on the equivalent of less than $10 a day
6. Almost half the world — over three billion people — lives on less than $2.50 a day
7. According to UNICEF, 22,000 children die each day due to trauma
8. A child born to a mother who can read is 50% more likely to survive past the age of 5
9. 165 million people suffer from childhood malnutrition.
10. Lack of work - 75 percent of women in developing regions are in the informal economy - where they are less likely to have employment contracts, legal rights or social protection, and are often not paid enough to escape trauma. 600 million are in the most insecure and precarious forms of work.

XI. Parents and Kids financial literacy
Information below is found here >
Girls youth literacy - https://www.indexmundi.com/facts/indicators/SE.ADT.1524.LT.FE.ZS/rankings
More tips to teach your kids financial responsibility: Teenagers | College kids | Young adults

1. Teach them to budget - An allowance can be a great first step in showing your kids how to manage money. You might give money every week to the youngest children, at two-week intervals for preteens and monthly for teenagers. Gradually spreading out the timing will help your children understand the need to manage their spending.

2. Show them the value of saving - It's only natural for money to burn a hole in the pockets of the youngest kids. But it's important for them to discover the benefits of delayed gratification. If there's a toy or a game they have their eyes on, suggest they forgo spending their allowance on ice cream or another immediate pleasure and instead save for a few weeks to make the bigger purchase.

3. Let them earn a little extra - You probably expect your kids to clean their room, help with the dishes and do other daily chores. But consider offering them the chance to make extra money by helping you organize the garage, washing the windows or taking on another job that goes beyond the routine. Getting paid for extra work will help instill good habits and give children more control over saving and spending.

4. Introduce philanthropy - Even when your kids are very young, you can speak with them about your charitable gifts. Talk to them about organizations they might like to support, then earmark part of their allowance for donations to those causes.

5. Create learning opportunities - If your children spend their entire allowance right away, resist requests for more money before their next allowance is due. Negative consequences can carry powerful lessons. If you talk with your kids about how to do better the next time around, they'll start making smarter choices.

XII. Parent, kids and money


Remember what the personal means in personal finance - Some research argues that financial literacy has little to no effect in preparing consumers to make smart financial decisions. A 2008 paper released by Professor Lauren E. Willis of Loyola Marymount University claims teaching financial literacy can create a false sense of confidence in consumers “without improving ability, leading to worse decisions.”

Explaining the financial literacy crisis in America - Financial literacy is defined by the Financial Industry Regulatory Authority (FINRA), as having the knowledge and skills necessary to make sound financial decisions.

Help them set and achieve goals - As kids get older, parents can help them set goals — but another factor that can be beneficial is helping them achieve those goals. Bonneau gives the example of a kid saving up for a winter ski trip: the parents can match their savings by the dollar to help them make it happen.

Establish financial awareness – Yes, technology has turned trips to the bank into an almost unnecessary errand, but Bonneau says in-person financial interactions are vital in creating a healthy awareness for children about money.

Develop great financial habits - Establishing a positive relationship with money won’t happen overnight. Instead, consumers should take small steps to build a healthy understanding of what responsible money management is — even kids.

The role of technology in ‘gamifying’ financial concepts - Technology is also making it easier to introduce financial concepts to children at young ages. Kiddie Kredit, an app targeting kids who complete chores, teaches the basics of
LEAD & EARN YOUR CREATIVITY

Successfully completed chores, approved by a parent, count toward a specific “kredit score.” Kids can also redeem their “kredit” for non-monetary rewards, like watching TV; if they use too many points, their score will be damaged, similar to how credit utilization affects a regular credit score.

**Improving financial literacy in schools** - The teaching of money basics in schools isn’t currently a nationwide effort, something a growing number of recent graduates wishes would have been the case.

Teaching the basics of money - [Research by the University of Cambridge](https://www.cambridge.org) reveals children as young as seven years old have an understanding of basic concepts related to finance.

**XIII. Social determinants of health**

“Social determinants of health” are the conditions in which people are born, grow, live, work and age. They include factors like socioeconomic status, education, neighborhood and physical environment, employment, and social support networks, as well as access to health care.


**XIV. Kids Self-Worth**


Kids with self-worth | [https://www.youtube.com/watch?v=396qrFurTN4](https://www.youtube.com/watch?v=396qrFurTN4)


- feel proud of what they can do | see the good things about themselves
- believe in themselves, even when they don’t do well at first | feel liked and accepted
- accept themselves, even when they make mistakes

Low self-worth means you don’t feel very good about yourself. Kids with low self-worth:

- don’t think they are as good as others | don’t feel liked or accepted
- think more about the times they fail, than the times they do well
- don’t notice the good things about themselves | are hard on themselves and give up easily

Self-Worth Matters | Here are three things to know about Self-worth:

1. **Self-worth helps you.** It gives you the courage to try new things. Or make new friends. With Self-worth, you believe in yourself. You know that good things can happen when you try. Self-worth helps you when things don’t go your way. It helps you accept mistakes. If you miss the soccer goal or lose a library book, you don’t get too mad at yourself. You just try again. You find a way to do better.

2. **Low Self-worth can hurt you.** It makes kids feel unsure. They don’t think they can do things well. With low Self-worth, kids might not try. They might not go after their goals. They might be afraid to fail. Low Self-worth makes losing seem worse than it is. It makes mistakes seem bigger than they are. It makes it hard to get over things that don’t go well. Instead of trying again, kids with low Self-worth might give up.
3. **You can build your Self-worth.** Self-worth can start with things parents say when a kid is very young. A parent might tell a baby, "Look what you can do — you’re walking all by yourself." Being told good things makes the baby feel proud and feel good. As you get older, Self-worth can grow. Parents and teachers can let you know they see good things in you. Friends can help you feel liked. You can build your own Self-worth too. Notice when you try new things. Notice when you learn to do something. Did you try a new sport? Did you learn to ride a bike, play a song, or do a math problem? Be happy and proud. You don’t have to brag out loud, but you can give yourself a quiet little high-five. Yay, you!

**How to Build Your Self-worth**

- **Make a list of the stuff you’re good at.** Can you draw or sing? Are you a good reader? Are you good at a sport? Do you tell a good joke? If you’re having trouble with your list, ask a parent or friend to help you with it.
- **Practice the things you do well.** Think of ways you can do some of the things you’re good at every day.
- **Turn "I can't" into "I can!"** Does the little voice in your head tell you "I'm no good at this" or "I can't do it"? Or "It's too hard for me"? That’s you thinking badly about yourself. Decide to change your mind. Think, "I can give it a try," "I can handle this." Think, "I'll give it my best." Think, "I'll ask someone to help me do this."
- **Try your best.** You can feel good about yourself when you give something a good try. When you try hard, your Self-worth will grow.
- **Spend time with people who love you and yourself.** Do things you enjoy with your parent or family. It helps you know you belong. And that builds Self-worth. [https://www.youtube.com/watch?v=EirlZ7fy3bE](https://www.youtube.com/watch?v=EirlZ7fy3bE) | [Unconditional Self-worth](https://www.psychologytoday.com/us/blog/high-octane-women/201201/6-reasons-you-should-spend-more-time-alone)

**XV. Kids Safety**

Keeping children safe everywhere they are, as they grow, speak their minds and develop in this program is our top priority. As a partner, you must make safety a priority for all children. Our therapists, counselors will also discuss some ways to keep kids safe during our training sessions. Tips below.

Visit FBI website - [https://www.fbi.gov/fbi-kids](https://www.fbi.gov/fbi-kids)  
[https://childmind.org/article/teaching-kids-boundaries-empathy/](https://childmind.org/article/teaching-kids-boundaries-empathy/)  
[https://www.youtube.com/watch?v=uNlSPUQ17u0](https://www.youtube.com/watch?v=uNlSPUQ17u0)  
[https://www.youtube.com/watch?v=ehTtJRHlk0](https://www.youtube.com/watch?v=ehTtJRHlk0)  
[https://academic.oup.com/scan/article/9/1/88/1674624](https://academic.oup.com/scan/article/9/1/88/1674624)  
[https://www.nvcc.edu/support/_files/Processing-Trauma-after-a-Sexual-Assault-2013.pdf](https://www.nvcc.edu/support/_files/Processing-Trauma-after-a-Sexual-Assault-2013.pdf)  
[https://www.childwelfare.gov/topics/responding/collabresponse/community/](https://www.childwelfare.gov/topics/responding/collabresponse/community/)  
[Developmental Trauma –](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6920243/)  
[https://www.youtube.com/watch?v=7pLz8FPR5X4](https://www.youtube.com/watch?v=7pLz8FPR5X4)  
[Generational trauma -](https://www.acamh.org/blog/intergenerational-trauma/)  
[https://drgabormate.com/topic/parenting-childhood-development/](https://drgabormate.com/topic/parenting-childhood-development/)  
[https://www.medicalnewstoday.com/articles/covert-narcissist#when-to-seek-help](https://www.medicalnewstoday.com/articles/covert-narcissist#when-to-seek-help)  
[Children Emotional healing -](https://www.youtube.com/watch?v=Dm7wXD-Si-0)  
Information below is here<<
The Parent-Child Relationship is one that nurtures the physical, emotional and social development of the child. It is a unique bond that every child and parent will can enjoy and nurture. This relationship lays the foundation for the child’s personality, life choices and overall behavior. It can also affect the strength of their social, physical, mental and emotional health.

- Young children who grow with a secure and healthy attachment to their parents stand a better chance of developing happy and content relationships with others in their life. A child who has a secure relationship with parent learns to regulate emotions under stress and in difficult situations. Promotes the child’s mental, linguistic and emotional development. Helps the child exhibit optimistic and confident social behaviours.

- Healthy parent involvement and intervention in the child’s day-to-day life lay the foundation for better social and academic skills. A secure attachment leads to a healthy social, emotional, cognitive, and motivational development. Children also gain strong problem-solving skills when they have a positive relationship with their parents.

**Parenting Style – Positive Parenting** - There is “one-size fits all” when it comes to parenting, we change and adapt as our children grow. However, following some simple positive parenting tips can help when it comes to your relationship with your child.

**Warm, loving interactions** - Treat every interaction as an opportunity to connect with your child. Be warm in your expressions, give eye connect, smile and encourage interaction.

**Have boundaries, rules & consequences** - Children need structure and guidance. Talk to your children about what you expect of them and make sure they understand.

**Listen and empathise with your child** - Acknowledge your child’s feelings, show them you understand, and reassure that you are there to help them whenever they have problems.

**Problem Solving** - Help your child to problem solve. Be a good role model and show them how to behave through your own actions. When you work with your children to find solutions they learn how to deal with difficulties in an appropriate way.

**Strengthening the Parent-Child Relationship** - Forming a connection with your child is important to developing a strong parent-child relationship. Here are some tips to help with strengthening your relationship with your children.

**Tell your child you love them** - Of course you love your children but tell them every day, no matter what age they are. Even on difficult days let your child know you didn’t like the behaviour but you love them unconditionally. A simple “I love you” can do a lot to strengthen a relationship.

**Play together** - Play is so important to children’s development. Young children can develop many skills through the power of play. As well as it being fun and helping you develop your relationship with your child, it can help children’s language skills, emotions, creativity and social skills.

**Be Available** - Make time to talk to your child without any distractions, even 10 minutes a day can make a big difference in establishing good communication habits. Turn off the TV, put away technology and spend some quality time together.
LEAD & EARN YOUR CREATIVITY

Eat meals together - Eating together as a family sets the stage for conversation. Encourage no technology at the table and enjoy each other’s company. Listen and empathise - Connection starts with listening. Try and see things from your child’s perspective and foster mutual respect.

Spend one on one time with children - If you have more than one child try and make a point of spending individual time with each of them. Quality, individual time with your child can strengthen your bond, builds their self-esteem and lets them know they are valued.

XVI. Single Parenting & Poverty


XVII. Overcome Codependency

https://www.goodtherapy.org/learn-about-therapy/issues/codependency/recovery

Codependency involves sacrificing one’s personal needs to try to meet the needs of others. Someone who is codependent has an extreme focus outside themselves. Their thoughts and actions revolve around other people, such as spouses or relatives.

Codependency often appears in relationships which are unbalanced and unhealthy. A person with codependency often tries to save others from themselves. They may get hurt trying to “cure” a partner’s addictions or abusive behaviors.

Codependency does not qualify as a mental health diagnosis, mostly because the symptoms are so widely applicable. Yet it can still cause severe distress. Codependency may lead a person to develop other mental health concerns such as anxiety. A therapist can help a person reduce codependent behaviors and develop healthier relationships.

WHAT DOES CODEPENDENCY LOOK LIKE?

In psychology, codependency describes one person’s behaviors and attitudes rather than the relationship as a whole. Someone who is codependent often builds their identity around helping others. They may “depend” on others to validate their self-worth. A codependent person may deny their own desires or emotions to get this approval. Common symptoms of codependency include:

Low Self-Esteem: Codependency may cause feelings of shame and worthlessness. A person may believe they do not deserve happiness. If a person does not value themselves, they may try to get others to value them. The sense of “being needed” can prompt internal gratification, even if the recipient of care does not show gratitude.

Poor Boundaries: Codependent people often feel responsible for others’ happiness. They can have a hard time saying “no” or putting their own needs first. They may hide their true thoughts and feelings to avoid upsetting others.

A Need to “Save” Others: Codependent people may feel it is their duty to protect their loved ones from all harm. If a loved one does something wrong, they will likely try to fix the situation on loved one’s behalf. Such behavior can
prevent others from becoming independent or learning from their mistakes. It may also enable abuse or addiction to persist unchallenged.

Self-Denial: A codependent person often prioritizes others’ well-being over their own. They may deny their own needs for rest, emotional support, and self-care. They may feel guilt or anxiety when asserting their own desires. Codependent people can feel uneasy when others offer support.

Perfectionism: Codependent people often project an image of self-reliance and competence. It is common for people to take on more responsibilities than they can handle. When they make an error or receive criticism, they may grow insecure.

Control Issues: A codependent person may link their own self-worth to others’ well-being. If a loved one fails, a codependent person may feel as if they failed themselves. Their attempts to make others’ lives better may shift into controlling or possessive behavior.

Not every codependent person will show all these symptoms. But if a person shows many of these traits, they may be codependent.

WHAT CAUSES CODEPENDENCY?
Codependency is usually rooted in childhood. Often, a child grows up in a home where their emotions are ignored or punished. This emotional neglect can give the child low self-esteem and shame. They may believe their needs are not worth attending to.

Typically, one or more parents are not filling their role as guardians. Their dysfunction could be due to addiction, mental health diagnoses, or other concerns. The child may need to perform tasks that exceed their developmental ability. For example, if a parent is regularly too drunk to fix dinner, a young child may learn to cook so the family doesn’t go hungry.

Often the line between child and adult becomes blurred. If a parent isn’t filling their role, a child may become a pseudo-parent for their siblings. They might change a brother’s diapers or help a sister finish her homework.

Sometimes the child is expected to care for their own parent. A parent experiencing domestic violence may turn to the child as a confidante. A parent with narcissism may demand the child provide them praise and comfort. These interactions are often called enmeshment.

Since children are not fully grown, filling the role of “adult” can take all their effort. A child may be so focused on keeping the household running that they ignore their own needs. They may associate the caregiving role with feelings of stability and control.

As a child, codependent behaviors can be necessary for survival. In adulthood, the behaviors are not as adaptive. In fact, codependency can prevent a person from developing truly stable relationships.

ADDICTION AND CODEPENDENCY
Codependency may arise when someone is in a relationship with a person who has an addiction. The partner may abuse substances, or they may have an addiction to gambling or shopping.

The person with codependency may take on a “caretaker” role for their partner. The partner may rely on the caretaker to handle finances or household chores. If the addiction causes issues outside the relationship, the caretaker may cover for their partner. For example, someone who abuses alcohol may skip work. A codependent person may call the partner’s boss on their behalf and claim their partner is ill.

The caretaker often cares for their partner out of a sincere desire to help. Yet their behavior often enables their partner to continue the addiction. When the caretaker “saves” the partner from consequences, the partner often loses motivation to change. They may not seek the professional rehab they need. Without help, the addiction may get worse.
That said, the caretaker is not to blame for the other person’s addiction. While codependency can contribute to someone refusing treatment, it is not the only cause. Barring a safety crisis, someone cannot force others into rehabilitation.

This relationship can also harm the caretaker. The codependent person often throws their own needs to the side to care for the partner. Their codependent habits can worsen with time. They are unlikely to seek treatment for their own mental health concerns.

ABUSE AND CODEPENDENCY

Codependency can also develop from living in an abusive household or relationship. Emotional abuse can make people feel small or unimportant. Codependent behaviors can develop as a way to counteract those feelings. For example, someone may act as caretaker for a person with addiction in order to feel needed. Another individual may try to earn gratitude by catering to others’ needs at a cost to themselves. “Saving” others can make people feel empowered and important.

A person with codependency may feel responsible for the abusive individual. If an abuser has an untreated mental health concern, the person may try to “heal” them with care. Yet love alone is not enough to treat a mental health condition. The abusive person will need professional care to begin recovery.

Some people in codependent households may feel like they are protecting their family by keeping their problems private. But enabling one party’s abuse often causes harm to the other family members. Failing to report child abuse can make a person an “accessory after the fact,” and bring about legal consequences.

PARENTING AND CODEPENDENCY

Parents with codependency may try to live vicariously through their children. Some parents may try to protect a child from all hardship in life. Others may try to control a child so they grow up to meet the parent’s definition of success.

This behavior can increase the risk of codependency in children. When children are allowed to explore the world and make their own plans, they develop a sense of independence. When parents make all the decisions, children may learn to ignore their own desires. They can also learn to place others’ approval above their own needs.

These effects can last for years. A codependent child may lack confidence and struggle to make decisions as an adult. They may seek out relationships in which someone else has all the power. Without help, the cycle of codependency may continue for another generation.

CAREGIVING AND CODEPENDENCY

Caregivers spend their days caring for a loved one who has a chronic illness or disability. They may provide transportation, help the person bathe, or offer other day-to-day assistance. Caregiving is often difficult in and of itself. Yet codependency can further complicate the dynamic.

If you are a caregiver, you may wonder about your own behavior. Where do you draw the line between typical caregiving and codependency? Every situation is different, but if you display the following signs, there may be cause for concern:

Insisting a loved one do everything your way. When there is an issue of safety or health, you may need to put your foot down. But it is not necessary to make every decision for the person. If your loved one wishes to wear a certain shirt, you do not need to steer them toward a more fashionable wardrobe.

Revolving your entire life around the loved one. Caregiving can take up a lot of time and energy. Yet it is important to rest on occasion and to have a social life outside of your loved one. Otherwise you may grow resentful and burnt out.

Encouraging your loved one to rely on you alone. Many people like to feel needed. Yet if you see other caregivers as “rivals” or discourage your loved one from being self-sufficient, there may be an issue.
Codependency can cause a lot of strain between you and your loved one. Addressing codependent behaviors may improve your relationship. Setting boundaries and practicing communication can make a stressful situation a little healthier.

CO-OCCURRING MENTAL HEALTH CONDITIONS
Although codependency is not a diagnosis, it can interfere with a person’s well-being. People with codependency are more likely to have low self-esteem and strong feelings of shame. Research has found relationships between codependency and the following conditions:

- Depression
- Anxiety
- Borderline personality
- Dependent personality
- Eating and food issues

Codependency is also a risk factor for substance addiction. Addiction can develop as a way to avoid difficult emotions. Some people may abuse substances to bond with a partner who is also addicted. A partner may also pressure the person with codependency into using drugs or alcohol.

XVIII. Therapy for Codependency

A therapist can help a person identify codependent tendencies. In therapy, a person can learn to recognize and accept emotions they may have repressed. A therapist can also help them understand why codependent patterns developed in their past and how these patterns have transferred to other relationships.

People with codependency often have low self-esteem and perfectionist tendencies. Learning self-compassion is often an important part of recovery. A person in therapy may practice being kind to themselves and forgiving their own mistakes. Over time, their drive to overcompensate may lessen.

A therapist can also help people improve their relationships with others. They may teach the person how to support others without enabling bad behaviors. They might also help the person practice being assertive.

Codependent people can also benefit from meeting with peers in a group therapy or support group setting. In fact, the support group Co-Dependents Anonymous (CoDA) was developed based on the Alcoholics Anonymous 12-step model. Al-Anon, a group designed to support the family and friends of people with alcohol addiction, is also centered on helping members break their cycles of dependency.

Learning to Say No - One of the hardest things for a codependent person to do is say no. They’re so used to putting others first that they may not recognize when their own needs aren’t being met. The person may worry that a “no” will ruin the relationship.

Yet drawing healthy boundaries can in fact benefit a relationship. When people communicate clearly what they do and do not want, there is less room for misunderstandings. A “no” can also help someone prioritize their time and energy on the tasks that really matter. Over time, the codependent person may develop more energy and a better mood. These changes can improve the relationship as a whole.

Boundaries can vary depending on one’s needs. A new couple may set a limit on how frequently they text each other throughout the day. Two people about to get married may have a conversation on sharing finances. Communicating simple boundaries can improve trust and help both parties feel secure.

If you aren’t sure how to say no to a loved one, these tips may help:

- **Leave no room for doubt.** Saying “no” aloud often works better than hinting at it.
LEAD & EARN YOUR CREATIVITY

- **Be willing to repeat yourself.** If a loved one is used to you caving in, you may need to say no a few times before they realize you are serious.

- **Don’t invent excuses.** Lying about nonexistent obligations will likely hurt you in the long run.

- **Consider passing the torch.** You may try directing the person to someone who can help them better. For example, you may not have time to babysit your nephew, but your lonely aunt may jump at the chance to spend time with kids.

- **Accept that you can’t please everyone.** Some people don’t like to compromise. But the other person does not have to approve of your boundary for it to be valid.

Supporting vs. Saving - It’s possible to support the people in your life without feeling as if you have to save them. Support comes from encouraging and listening to people. Saving is fixing the problem before they even have a chance to solve it themselves.

There’s a certain amount of life learning that comes from fixing one’s own mistakes. If you come in and fix everything for someone, that person loses a chance to learn coping mechanisms and develop self-confidence. They may need those life skills to solve a similar problem later.

Some situations cannot be rectified with either support or saving. Being the perfect partner or family member will not fix someone’s abusive behavior. Nor will it cure their addiction. Most people need mental health treatment before they can quit abusing others. People with drug or alcohol addiction may also need rehab.

Self-Care for Codependent People - Caretaking can be emotionally, mentally, and physically exhausting. Since codependent people give so much, it can be especially important to make time for self-care.

Self-care can take several forms. You could nurture your body with exercise and nutritious meals. You could improve your mood by spending time with friends or doing a hobby. Any activity that brings you happiness can qualify as self-care.

As with all things, neglecting upkeep can cause breakdowns. Not taking care of yourself may lead to burnout and compassion fatigue. These states can prevent you from caring for anyone, much less the people you love the most.

At the end of the day, it is possible to care for both yourself and those around you. Self-care does not immediately negate caring for others. Make time for yourself—you’re worth it.

Case Example of Therapy for Codependency

**Codependency, therapy, and Al-Anon:** Charlene, 49, experiences chronic, mild depression. She’s recently had an increase in symptoms. She identifies her live-in boyfriend as the source of her recent emotional downturn. Charlene reports that he is emotionally abusive and drinks to intoxication every day. Charlene says she knows they “love each other,” and that “the whole thing is my fault.” The therapist recognizes signs of codependency. They refer Charlene to Al-Anon, which they say helps people “dealing with an alcoholic partner.” Charlene’s therapist encourages her to express her feelings and needs in therapy. The therapist helps Charlene check distorted beliefs about herself and relationships in general. They remind Charlene that her boyfriend is responsible for his own behavior. Through therapy, Charlene learns to identify codependent patterns which began in childhood. Over time, she stops trying to rescue her boyfriend from himself and leaves the abusive relationship.
XIX. **Grooming Prevention**

Information below is found by clicking the links below. Understand mother wounds [https://www.rainn.org/national-resources-sexual-assault-survivors-and-their-loved-ones](https://www.rainn.org/national-resources-sexual-assault-survivors-and-their-loved-ones)


<table>
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<tr>
<th>Be aware of technologies your child access</th>
<th>Be aware of what apps your children are using and monitor all of their online activity</th>
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<tbody>
<tr>
<td>Be active in their environment (Home, School, and more)</td>
<td>Visit schools, sports and anywhere else they go, and practices unannounced, prevent strangers from entering your kids room</td>
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<tr>
<td>Have Conversations About Appropriate and Inappropriate Touch</td>
<td>Getting real about what is inappropriate or appropriate should start very early on.</td>
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<tr>
<td>Teach Them Clinical Terms For Body Parts</td>
<td>Kids need to be as comfortable saying penis or vagina as they are saying elbow, knee, or toe.</td>
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<tr>
<td>Don’t Force Your Kid to Hug Anyone</td>
<td>Hugs are good for your kid. They’re known to decrease anxiety while promoting a deeper sense of well-being and safety.</td>
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<tr>
<td>Tell Them There Are Good Secrets and Bad Secrets</td>
<td>People who groom children for abuse often make them engage in keeping secrets from their parents or the people around them.</td>
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<tr>
<td>Exert Your Own Boundaries Over Your Body to Prove A Point</td>
<td>An easy way to teach kids not to violate the boundaries of others, and therefore that they also have boundaries that shouldn’t be violated, is to exert your own.</td>
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<tr>
<td>Always Listen to Your Child</td>
<td>The RAINN hotline receives a lot of calls from children suffering abuse, many of whom tried to bring it up with a parent or guardian first.</td>
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<tr>
<td>School or cultural support</td>
<td>Keep an eye on people working with your kids, especially those closed to them.</td>
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Fathering - [https://dad-eacademy.com/](https://dad-eacademy.com/)

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<tr>
<th>Be aware of the grooming- &gt;&gt;&gt;</th>
<th><a href="https://www.d2l.org/child-grooming-signs-behavior-awareness/">https://www.d2l.org/child-grooming-signs-behavior-awareness/</a></th>
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<tbody>
<tr>
<td><strong>Targeting the Child</strong></td>
<td>Perpetrators may target and exploit a child’s perceived vulnerabilities including: emotional neediness, isolation, neglect, a chaotic home life, or lack of parental oversight, etc.</td>
</tr>
<tr>
<td><strong>Gaining the Child’s &amp; Caregiver’s Trust</strong></td>
<td>Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child’s trust by gathering information about the child, getting to know their needs, and finding ways to fill those needs.</td>
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<tr>
<td><strong>Filling a Need</strong></td>
<td>Once the perpetrator begins to fill the child’s needs, they may assume noticeably more importance in the child’s life. Perpetrators utilize tactics such as gift giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child. &quot;I saw you reading the new Superman comic. I’m planning to go see the new movie, I can take you if you want to go.&quot;</td>
</tr>
<tr>
<td>&quot;I know you love jewelry so I got you this watch.&quot;  &quot;I now your dream is to go to college&quot;  &quot;I can pick you up from work and school.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
Isolating the Child

The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, “special” trips). The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.

"You can trust me because no one understands you the way I do."  
"The individual can act just like a child."

Sexualizing the Relationship

Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship. This occurs through talking, pictures, and creating situations in which both are naked (swimming). The adult exploits the child’s natural curiosity and trust using stimulation to advance the sexual nature of the relationship.

"Have you ever masturbated? I can show you how, it feels really good."  
"Do boys talk to you in school?"  
"Do your parents allow you to have boyfriend?"

"Give me the name of your friends, best friends in school."

Listen and monitor for behaviors and ask your kids questions. Develop trust with them to speak freely and honestly with you about their feelings. See appendix for resources to help implement safety measures.

XX. Anatomy – Why it’s important


XXI. Emigration Trauma and sexual abuse fighters

https://ir.lib.uwo.ca/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1<article=2494&amp;context=etd |
XXII. Abuse & Violence Myths


Information below is found by clicking the links above.

• In 2015, 91.6 percent of victims (all types) were maltreated by one or both parents.
• Other perpetrators known to victims included foster parents, other relatives, neighbors, and daycare providers.
• For CHILD SEXUAL ABUSE, about 90% of victims know their abuser.

Neglect & Trauma

Definitions of Child Abuse and Neglect in Federal Law - https://www.childwelfare.gov/topics/can/defining/federal/

• “Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation”; or.
• "An act or failure to act which presents an imminent risk of serious harm."

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5765853/
https://www.cdc.gov/ncbddd/childdevelopment/early-brain-development.html | Child Development
https://www.abuseandrelationships.org/Content/Survivors/trauma_bonding.html
https://www.youtube.com/watch?v=YXbg6e-A9V4

It seems like there’s a new hacking/scam story or security breach on the news almost every day. But do you know how to prepare your children to face this dynamic threat?

XXIII. Bullying

Our program is offered by a professional counselor to all partners who requests it, this is taught by one of our counselors. The below is a great source. This is copied directly from > https://www.stopbullying.gov/bullying/what-is-bullying

What Is Bullying – Bullying is unwanted, aggressive behavior among school aged children and anyone that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

To be considered bullying, the behavior must include:

• An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
• Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.
Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

- **Types of Bullying | Where and When Bullying Happens | Frequency of Bullying**

### Types of Bullying

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
  - Teasing | Name-calling | Inappropriate sexual comments | Taunting
  - Threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:
  - Leaving someone out on purpose | Telling other children not to be friends with someone
  - Spreading rumors about someone | Embarrassing someone in public
- **Physical bullying** - involves hurting a person’s body or possessions. Physical bullying includes:
  - Hitting/kicking/pinching | Spitting | Tripping/pushing | Taking or breaking someone’s things
  - Making mean or rude hand gestures
- **Emotional bullying**

Emotional bullying is emotional abuse, period. And emotional abuse encompasses many potential behaviors: ridicule, cruel speech, humiliation, exclusion, and manipulation among others. The above is from here [https://www.powerofpositivity.com/recognize-emotionally-bullied/](https://www.powerofpositivity.com/recognize-emotionally-bullied/)  
[https://www.stompoutbullying.org/forms-bullying](https://www.stompoutbullying.org/forms-bullying)

### Where and When Bullying Happens

Bullying can occur during or after school hours and anywhere, including online. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus. It can also happen travelling to or from school, in the youth’s neighborhood, or on the Internet. [https://bullyingnoway.gov.au/UnderstandingBullying/WhyDoesBullyingHappen](https://bullyingnoway.gov.au/UnderstandingBullying/WhyDoesBullyingHappen)

There are two sources of federally collected data on youth bullying:

- The 2017 [School Crime Supplement](https://www.ncses.gov/schoolcrime2017) (National Center for Education Statistics and Bureau of Justice) indicates that, nationwide, about 20% of students ages 12-18 experienced bullying.
- The 2017 [Youth Risk Behavior Surveillance System](https://www.cdc.gov/yrbss/) (Centers for Disease Control and Prevention) indicates that, nationwide, 19% of students in grades 9–12 report being bullied on school property in the 12 months preceding the survey.
- Bullies can be anywhere [http://www.keepyourchildsafe.org/bullying/where-bullying-occurs.html](http://www.keepyourchildsafe.org/bullying/where-bullying-occurs.html)

### XXIV. Public Safety

See the below links for public safety training with students in their communities and outside.

- [https://safersmarterkids.org/teachers/curriculum/](https://safersmarterkids.org/teachers/curriculum/)

### XXV. Self-awareness

“Self-awareness involves being aware of different aspects of the self-including traits, behaviors, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention.”  
Cultural awareness – “helping one understands how to best adapt to approaches, thoughts and decisions to ensure we create positive outcomes in cross-cultural interactions. See appendix K for guide.

It is essential to transform to address key challenges and guide others. See videos and tips Appendix A.

Self-aware https://www.youtube.com/watch?v=dig3RM_RHBY
Self-aware - https://www.ted.com/talks/william_j_sparks_the_power_of_self_awareness
Self-aware - https://www.youtube.com/watch?v=97_XdscpUam
Self-aware - https://www.youtube.com/watch?v=qAFiLrwERmU

I am enough meditation – https://www.youtube.com/watch?v=XiSR4YU8OCU
https://www.youtube.com/watch?v=wcVwPU3P4uY | https://www.youtube.com/watch?v=JEDGFaXYIX8

Breathing Meditation for kids - https://www.youtube.com/watch?v=Cv9AEe-ozc

I am – https://www.youtube.com/watch?v=OkiFtjVVO6g
What are you made up of? https://www.youtube.com/watch?v=JbQlZc-tdo
Take charge of your life meditation - https://www.youtube.com/watch?v=3gMIV10wFWI

There are two kinds of self-awareness.

- **Private self-awareness** is when kids are aware of something about themselves that other people might not be.
- **Public self-awareness** is when kids are aware of how other people see them. This type of self-awareness develops later.

Where to start? – See the links below
- Help create Space for yourself | Understand how are you feeling? | What are you focused on?
- Become a great listener | Practice Mindfulness | Seek New Perspectives About Yourself
- Live and Breathe Personal Development
- Tips
  - Why Self Actualization Matters More Than Anything Else
  - The Importance of Self improvement No Matter How Old You Are
  - How to Build Self Esteem (A Guide to Realize Your Hidden Power)
  - Signs Of Low Self-worth And The Root Causes You Might Not Know

The below is copied from this article >>> https://www.entrepreneur.com/article/254669

‘an African proverb says, “When there is no enemy within, the enemies outside can do you no harm.”

**Self-awareness** is one of the most important skills for success. How you behave and respond to external situations is governed by internal mental processes. Self-awareness uncovers any destructive thought-patterns and unhealthy habits. This leads to better decision-making and behavioral responses.

**XXVI. Parenting in a Pandemic: Tips to Keep the Calm at Home**

https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Parenting-in-a-Pandemic.aspx
https://www.who.int/emergencies/diseases/novel-coronavirus-2019
https://www.ncbi.nlm.nih.gov/books/NBK54171/

Fear, uncertainty, and being holed up at home to slow the spread of COVID-19 can make it tough for families to keep a sense of calm. But it’s important to help children feel safe, keep healthy routines, manage their behavior and build resilience. Here are some tips from the American Academy (AAP) to help your family through the outbreak.

Address children’s fears - Children rely on their parents for safety, both physical and emotional. Reassure your children that you are there for them and that your family will get through this together.

- **Answer questions about the pandemic simply & honestly.** Talk with children about any frightening news they hear. It is OK to say people are getting sick, but say following rules like hand washing and staying home will help your family stay healthy.
- **Recognize your child's feelings.** Calmly say, for example, “I can see that you are upset because you can’t have your friends over.” Guiding questions can help older children and teens work through issues. (“I know it is disappointing not to be able to hang with your friends right now. How do you think you can stay in touch with them?”)
- **Keep in touch with loved ones.** Children may also worry about a grandparent who is living alone or a relative or friend with an increased risk of getting COVID-19. Video chats can help ease their anxiety.
- **Model how to manage feelings.** Talk through how you are managing your own feelings. (“I am worried about Grandma since I can't go visit her. The best I can do is to check in with her more often by phone. I will put a reminder on my phone to call her in the morning and the afternoon until this outbreak ends.”)
- **Tell your child before you leave** the house for work or essential errands. In a calm and reassuring voice, tell them where you are going, how long you will be gone, when you will return, and that you are taking steps to stay safe.
- **Look forward.** Tell them that scientists are working hard to figure out how to help people who get ill, and that things will get better.

- **Offer extra hugs** and say “I love you” more often.

**Keep healthy routines** - During the pandemic, it is more important than ever to maintain bedtime and other routines. They create a sense of order to the day that offers reassurance in a very uncertain time. All children, including teens, benefit from routines that are predictable yet flexible enough to meet individual needs.

- **Structure the day.** With the usual routines thrown off, establish new daily schedules. Break up schoolwork when possible. Older children and teens can help with schedules, but they should follow a general order, such as:
  - wake-up routines, getting dressed, breakfast and some active play in the morning, followed by quiet play and snack to transition into schoolwork.
  - lunch, chores, exercise, some online social time with friends, and then homework in the afternoon.
  - family time & reading before bed.

Children often have more trouble with bedtime during any stressful period. Try to keep normal nighttime routines such as **Book, Brush, Bed** for younger children. Put a family picture by their bed for “extra love" until morning. Bedtimes can shift for older children and teens, but it is a good idea to keep it in a reasonable range so the sleep-wake cycle isn’t thrown off. Too little sleep makes it more challenging to learn and to deal with emotions. Remember to **turn off cell phones** and other mobile devices an hour before bedtime.

Use positive discipline

Everyone is more anxious and worried during the pandemic. Younger children may not have the words to describe their feelings. They’re more likely to act out their stress, anxiety or fear through their behavior (which can, in turn,
upset parents, particularly if they are already stressed). Older children and teens may be extra irritable as they miss out on time with friends and special events being cancelled.

Some ways you can help your children manage their emotions and behavior:

- **Redirect bad behavior.** Sometimes children misbehave because they are bored or don’t know any better. Find something else for them to do.
- **Creative play.** Suggest your children draw pictures of ways your family is staying safe. Make a collage and hang it up to remind everyone. Or, build an indoor fort or castle to keep the germs at bay, bringing in favorite stuffed animals or toys.
- **Direct your attention.** Attention—to reinforce good behaviors and discourage others—is a powerful tool. Notice good behavior and point it out, praising success and good tries. Explaining clear expectations, particularly with older children, can help with this.
- **Use rewards & privileges** to reinforce good behaviors (completing school assignments, chores, getting along with siblings, etc.) that wouldn’t normally be given during less stressful times.
- **Know when not to respond.** As long as your child isn’t doing something dangerous and gets attention for good behavior, ignoring bad behavior can be an effective way of stopping it.
- **Use time-outs.** This discipline tool works best by warning children they will get a time-out if they don’t stop. Remind them what they did wrong in as few words—and with as little emotion—as possible. Then, remove them from the situation for a pre-set length of time (1 minute per year of age is a good guide).

Even with everyone home together 24/7, set aside some special time with each child. You choose the time, and let your child choose the activity. Just 10 or 20 minutes of your undivided attention, even if only once every few days, will mean a lot to your child. Keep cell phones off or on silent so you don’t get distracted.

- **Avoid physical punishment.** Spanking, hitting, and other forms of physical or "corporal" punishment risks injury and isn’t effective. Physical punishment can increase aggression in children over time, fails to teach them to behave or practice self-control, and can even interfere with normal brain development. Corporal punishment may take away a child’s sense of safety and security at home, which are especially needed now.

The AAP reminds parents and caregivers never to shake or jerk a child, which could cause permanent injuries and disabilities and even result in death. Tips for calming a fussy baby and advice for caregivers who have reached a breaking point can be found here. If you have a friend, relative, or neighbor with the new baby at home, think of ways you can reach out to provide support during the isolation period.

- **Take care of yourself.** Caregivers also should be sure to take care of themselves physically: eat healthy, exercise and get enough sleep. Find ways to decompress and take breaks. If more than one parent is home, take turns watching the children if possible.
- **Remember to take a breath.** In addition to reaching out to others for help, the AAP recommends parents feeling overwhelmed or especially stressed try to take just a few seconds to ask themselves:
  - Does the problem represent an immediate danger?
  - How will I feel about this problem tomorrow?
  - Is this situation permanent?

In many cases, the answers will deflate the panic and the impulse to lash out physically or verbally at children.

**More Information**
Anger management: 10 tips to tame your temper

Keeping your temper in check can be challenging. Use simple anger management tips — from taking a timeout to using "I" statements — to stay in control.

By Mayo Clinic Staff  

Do you fume when someone cuts you off in traffic? Does your blood pressure rocket when your child refuses to cooperate? Anger is a normal and even healthy emotion — but it's important to deal with it in a positive way. Uncontrolled anger can take a toll on both your health and your relationships.

Ready to get your anger under control? Start by considering these 10 anger management tips.

1. Think before you speak - In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same.

2. Once you're calm, express your anger - As soon as you're thinking clearly, express your frustration in an assertive but nonconfrontational way. State your concerns and needs clearly and directly, without hurting others or trying to control them.

3. Get some exercise - Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.

4. Take a timeout - Timeouts aren't just for kids. Give yourself short breaks during times of the day that tend to be stressful. A few moments of quiet time might help you feel better prepared to handle what's ahead without getting irritated or angry.

5. Identify possible solutions - Instead of focusing on what made you mad, work on resolving the issue at hand. Does your child’s messy room drive you crazy? Close the door. Is your partner late for dinner every night? Schedule meals later in the evening — or agree to eat on your own a few times a week. Remind yourself that anger won't fix anything and might only make it worse.

6. Stick with 'I' statements - To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. Be respectful and specific. For example, say, "I'm upset that you left the table without offering to help with the dishes" instead of "You never do any housework."
https://www.youtube.com/watch?v=M-o3piURD0U
7. Don't hold a grudge - Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.

8. Use humor to release tension - Lightening up can help diffuse tension. Use humor to help you face what's making you angry and, possibly, any unrealistic expectations you have for how things should go. Avoid sarcasm, though — it can hurt feelings and make things worse.

9. Practice relaxation skills - When your temper flares, put relaxation skills to work. Practice deep-breathing exercises, imagine a relaxing scene, or repeat a calming word or phrase, such as "Take it easy." You might also listen to music, write in a journal or do a few yoga poses — whatever it takes to encourage relaxation.

Know when to seek help - Learning to control anger is a challenge for everyone at times. Seek help for anger issues if your anger seems out of control, causes you to do things you regret or hurts those around you.

XXVII. Exercises for greater self-awareness:

The three why's.

Before acting on a decision, ask yourself “Why?” Follow up your response with another “Why?” And then a third. If you can find three good reasons to pursue something, you’ll have clarity and be more confident in your actions.

Being self-aware means knowing your motives and determining whether they’re reasonable.

Expand your emotional vocabulary.

The philosopher Wittgenstein said, “The limits of my language means the limits of my world.”

Emotions create powerful physical and behavioral responses that are more complex than “happy” or “sad.” Putting your feelings into words has a therapeutic effect on your brain; if you’re unable to articulate how you feel, that can create stress. Here’s a great list of “feeling words” to help with labeling your emotions. Increase your emotional vocabulary with one new word each day.

Related: Are You Emotionally Intelligent? Here’s How to Know for Sure.

Emotional healing & Ego: https://www.youtube.com/watch?v=VQFbho5Y0Pc

Practice saying 'no' to yourself.

The ability to say “no” to yourself to put off short-term gratification for the long-term gain is an important life-skill. Like a muscle, it is strengthened with exercise. The more you practice saying “no” to small daily challenges, the better you can withstand major temptations. There are plenty of daily temptations -- social media, junk food, gossiping, Youtube. Make a goal of saying “no” to five different temptations each day.

Break visceral reactions.

A person without self-awareness runs on auto-pilot and responds with knee-jerk reactions. Self-awareness allows you to assess situations objectively and rationally, without acting on biases and stereotypes.
LEAD & EARN YOUR CREATIVITY

Take a deep breath before you act, especially when a situation triggers anger or frustration. This gives you time to re-assess whether your response will be the best one.

Be accountable to your flaws.

Nobody is perfect. Being aware of your flaws, but failing to accept accountability, is leaving the job half-done. We’re often critical of others, while ignorant of our own flaws. Self-awareness helps turn the mirror on ourselves and prevents hypocritical behavior.

Iteration and self-improvement only happens once you recognize a flaw. Create a habit of acknowledging your mistakes, rather than making excuses.

Monitor your self-talk.

There is non-stop commentary in our heads that is not always helpful. A little bit of negative self-talk can spiral into stress and depression.

Pay attention to the way you respond to your successes and failures — do you pass off your achievements as luck? And crucify yourself after failures? Positive and negative feedback-loops will form in your mind based off how you respond to successes and failures. Being tough on yourself needs to be balanced with self-compassion. Celebrate your wins, forgive your losses.

Related: How Talking to Yourself Can Help You Be More Successful

Improve your body language awareness.

Watching yourself on video can be a cringeworthy experience, but awareness of your body language, posture, and mannerisms improves your confidence.

Slouching, or taking a “low-power-pose” increases cortisol and feeds low self-worth, while standing tall or taking a “high-power-pose” stimulates testosterone and improves your performance. Using hand gestures helps with articulating your thoughts and affects how people respond to you.

Record a speech or presentation and evaluate your posture and hand gestures. Watch videos of skilled speakers and adopt their mannerisms to improve your own.

Play “Devil’s Advocate.”

Taking an opposing view forces you to question your assumptions. Your “default” beliefs and worldview are not always reasonable; it’s healthy to “argue against yourself” and see how your views hold up.

And you’ll give your brain a good workout. Processing challenging information stimulates new neural connections.

Know your personality type.

Knowing your personality type allows you to maximize your strengths and manage your weaknesses. Understanding your “strengths” and “talents” can be the difference between a good choice, and a great choice. (Strengths are skills and knowledge that can be acquired, while talents are innate).

LEAD & EARN YOUR CREATIVITY

Start with understanding where you fall on the introvert/extrovert spectrum; know your Myers-Briggs type; and then conduct a personal SWOT analysis (strengths, weaknesses, opportunities, threats).

**Practice self-evaluation and reflection.**

Keep a journal and track your progress. How would you rate your current level of self-awareness out of ten? Think about how often you say regretful things; repeat bad habits; make absent-minded decisions; and have erratic thoughts.

Set regular goals, break big goals down into smaller milestones. Ask yourself at the end of each day, “What did I do well today?” And, “How can I improve on this tomorrow?”

**Ask for constructive feedback, regularly** - We all have blind spots in our thinking patterns and behaviors. Asking for regular constructive feedback cuts through any self-deceit or one-dimensional views you might hold. But only ask people you’d consider mentors – those who understand you; whom you respect; and will tell you what you need to hear, not what you want to hear.

**Meditation - Practice gratitude** - https://www.youtube.com/watch?v=DDjo29lmtAk
**Trauma meditation** - https://www.youtube.com/watch?v=wE0Of6W_6RA

Meditation is a foundational practice for improving self-awareness. To focus solely on your breathing is to focus on a key internal process. You’ll become aware of how your mind wanders, and get better at snapping out of distractions.

For beginners, start with ten-minute sessions. Find a quiet place to sit, breath in through your nose and out through your mouth. Count your breaths silently, pulling your mind back when it wanders. See how many breaths you can string together.

**Chakra Meditation** - “It associated with our feelings of safety and security, both physical and metaphorical. This includes your basic needs such as food, water, and shelter, as well as your emotional needs. Your Root Chakra is what causes your survival instincts, also known as the fight or flight responses.”

All 22 - https://www.sacredsoulholistics.co.uk/blogs/news/chakras
https://blog.mindvalley.com/7-chakras/ | https://www.youtube.com/watch?v=3f4zrdXoBbQ
https://www.thelawofattraction.com/root-chakra-healing/ | Speaking up https://www.youtube.com/watch?v=fgQXq48w7l4

**What Is The Root Chakra Responsible For?**

Experts on working with chakras teach that all of these energy points are connected to different aspects of your physical and emotional life. When they are open, your body and mind will be optimized for success.

In contrast, blocked or misaligned chakras are linked to unhappiness and stagnation. Learning how to identify and work with your chakras allows you to quickly notice blockages and solve them. By starting with the root Chakra, you lay the foundations for later work with the other six chakras.

Sometimes called Muladhara, the root chakra is related to all your basic needs. The word “Muladhara” is sometimes translated as “root support” or “base”. The Root Chakra sits at the base of your spine, and it is highly responsive to everything connected to your security. For example, it influences, and is influenced by, the following:

- How grounded you feel | Your basic physical drives (e.g. food, shelter, and rest)
XXVIII. Ten Steps of Acceptance

1. Honor the full sweep of your emotions.
   In this step you recognize the magnitude of the wrong that was done and seek to fully feel and express the emotions you feel in a way that allows you to more deeply understand the full impact of the trauma on you and your life. The secret to living an emotionally fulfilling life, or healing from hurtful experiences, in many ways, lies in how you respond, and the extent to which you have developed your ability to relate to yourself compassionately, seeking to understand your emotions, thoughts and other inner sensations, the painful ones in particular, so that you can embrace them as valuable feedback designed to inform your choices and responses.

2. Replace any need to retaliate and do this for you, to embrace your greatest need to grow and heal as a just resolution.
   A big part of healing is to let go of the natural instinct to hurt back or to take revenge when hurt, as the most just resolution. Remind yourself that, whereas entertaining retaliatory thoughts/plans may give you a false sense of power over another, such ‘cheap thrills’ can come at great cost to your peace of mind and health. Truth be told, to keep your mind in revenge mode is akin to leaving open wounds continuously exposed. Lasting peace and healing can only be found on a path that allows you to mindfully turn away from retaliation and turn toward instead to better understand yourself as a human being, to compassionately validate yourself for what you went through, what you learned or took from the situation that would possible empower, grow and strengthen you to create a preferred present and future.

3. Let go of obsessive thoughts about the injury and reengage with life.
   For healing to take place, it’s essential to become aware of, to stop and to replace any repetitive toxic thinking patterns that may be causing you to obsessively think about the injury in ways that it continuously intrudes and interrupts your life. This causes ongoing distress, trauma and harm. Instead think about how you can fully reengage with your life and the persons and activities you love, and do so as fully as possible. Remember that toxic thinking patterns can trick your brain as they largely operate beneath the radar of your conscious mind. This is why a conscious awareness of these patterns is foundational to replacing them with life enriching thoughts instead.

4. Wisely guard yourself, your mind in particular, to disallow further abuse.
   This step involves fully accepting the fullness of how wrong the other’s actions against you were in order to learn to distance and to protect yourself from such actions in the future. This conscious acceptance allows you to chose to use the pain of your experience as an asset that motivates you to learn how to better protect yourself from harm, and to take precautions to ensure your safety in the present and future, setting up physical barriers if
necesary. Your success depends on how much you want the abusive pattern to stop, the extent to which you believe in yourself to make whatever changes necessary, and what you’re willing to do to realize change.

5. Frame the hurtful behavior in terms of the offender’s problem behavior.
This step asks you to re-think and reframe the actions taken against you so that the wrongful actions are mostly about the person who acted wrongly, their neediness to feel important by tearing others down, for example, and not about you. This means taking the time to see the story of how this person was also wounded by experiencing or witnessing the same or similar actions themselves, perhaps in their childhood. The more you know about a person, the more this allows you to never take their behavior personally, and thus – to increasingly replace any feelings of shame you may feel about what happened to you – with empathy and compassion, at minimum, for one another as human beings. The purpose here is to learn to make it a rule you follow in life to never let another person’s actions dictate how you feel about yourself. You always have a choice, once you realize you do, that is, to take steps to free yourself from any mistaken notions that you deserved or caused the behaviors in any way.

6. Look honestly at contribution you made to “allow” the injury and pain.
In this step, you examine how your actions, approach and choices may have contributed to the injury you suffered. For most, this sounds more painful than it is because it is not about blaming yourself. It is rather about allowing yourself to authentically examine your own life and self and issues, perhaps to look at how your own fears, past experiences and beliefs, etc., prevented you from seeing that you deserved so much better than the mistreatment, and so on. The purpose here is to allow the pain of the experience to teach you that you were (and are!) much more than a victim, that you acted in misguided ways because, for example, your fears misled you to believe that disapproval or abandonment was far worse than abuse or infidelity. Another thing to learn from this step is that the person who most needs your forgiveness, especially at times when you’re feeling vulnerable because you’ve made a series of mistakes, is yourself.

7. Challenge any false assumptions (“story” you tell yourself) about what happened.
This step asks you to identify and challenge any toxic thinking patterns or limiting beliefs (false assumptions) regarding how you explain what happened in your mind, or when you explain what happened to others. To identify any toxic or limiting patterns, let yourself get into your anger or hurt as you write down what happened without editing or rationalizing your ideas. Then, looking at each thought or belief separately, ask the following questions:

8. Look at the offender apart from his offense, weighing the good against the bad.
This step has you look more closely at the person who wronged you separate from their wrongful actions or even their benevolent ones. This permits you to see them and their behaviors more objectively, rather than shift from all-good to all-bad images of the person, which are difficult to reconcile. Acceptance doesn’t require you to feel any particular way toward the person that hurt you; it just asks you to look at the person and his behaviors for their impact on you and your life. You may have wondered, for example, how can a person who is so generous to others be so hurtful, and thus concluded that perhaps you were the one that was crazy to feel so hurt. The person may have been generous and helpful to others, however, if these kind actions were not extended to you, they were selectively both generous and withholding.

9. Decide carefully what kind of a relationship you want with the person who wronged you.
In this step you decide in advance how you will overall relate to this person – on the basis of their actions toward you thus far. Their actions up to this point, and not their words, tell you who they are, and what they plan to do in the future. If the person refuses or is unable to make amends, it is up to you to decide what kind of a relationship makes sense to you under the circumstances. If reconciliation is not possible, therefore, is it possible to even interact with the person? If so, what steps can you take to remain authentic to yourself and still interact in a constructive, and relatively calm and confident way? In the case of a person that is no longer living or accessible, is forgiveness an option, now or in the future? Be gentle with yourself, and take the time to carefully ponder and
reflect upon these questions, not hurrying for answers, rather allowing your inner sense of wisdom and knowing to speak to you. If you do not already, learn to trust yourself.

10. Forgive yourself for any mistakes, failings.
Last but not least, the closing step is to fully forgive yourself for any of your own mistakes or failings related to the trauma. Keep in mind this does not mean to look for how you hurt the one who wronged you. It rather refers to how you may have trusted them blindly, believed their lies, blamed your self, minimized their wrongs, stopped believing in your magnificence as a human being or dismissed your own suffering, and so on! Maya Angelou puts it this way, “When you know better, you do better.” In many ways your mistakes or failings stem from ingrained old ways of getting your universally human need to matter met, which didn’t allow you to see alternative ways of responding to those you love. Forgiving yourself will make it easier to let go of obsessive thinking patterns, such as blaming yourself for what happened, which would only keep you from living your life fully engaged with the people and activities you love.

Acceptance, a form of forgiveness?
“Acceptance is not forgiveness,” Dr. Abrahms Spring points out. It is rather a critical choice that allows the person wronged to fully take the reins of their own healing – independent of the actions of the person that wronged them.

In a sense, acceptance is a form of forgiveness, however, as both are expressions of genuine love. Like forgiveness, at heart, acceptance is a letting go of instinctive response to hurt back or retaliate – and this letting go, when healthy, stems from a caring understanding that it is in the highest interest of the wronged person’s life to do so. Like compassion, both acceptance and forgiveness invite parties to see and understand self and other empathically, as human beings, in the context of natural life processes that, albeit painful, are ultimately designed for their highest good. It takes an enormous amount of courage to not forgive prematurely, to allow the other to step in and make amends, as it does to repair a relationship.
Forgiveness and acceptance are essential ingredients in learning to love wholeheartedly.

Whether you choose to live in acceptance, or fear in relation to a past betrayal or mistreatment, your response accordingly shapes both the present and future. It’s a choice between allowing automatic defense strategies to decide the course of your life, or consciously accessing the strength of both your courage and your compassion by choosing acceptance. Your choices are powerful emotional energies, fueled by your beliefs, wants, yearnings, thoughts and actions, etc., that powerfully determine the direction your life takes.

XXIX. Depression and Breakthroughs
Information below is found here >
https://healingfromdepression.com/how-my-breakdown-became-a-breakthrough/

What are the Causes of Depression?
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5357557/
https://www.samhsa.gov/find-help/national-helpline

Depression is suppression - https://stm.sciencemag.org/content/10/425/eaar7520

For many decades, a bitter argument has been raging in the psychiatric community between those who feel that the causes of depression are genetic and biological illness and those who feel that they are psychological and social. Fortunately, an increasing number of clinicians are subscribing to the “fertile ground” theory, which says that “depression is a genetic disorder of the mind-body-spirit which occurs when predisposing factors combine with environmental stressors.

In other words, for clinical depression to occur, two factors are usually present:
LEAD & EARN YOUR CREATIVITY

1. Biochemical or physical predisposition (which provides the fertile ground)
2. A triggering stressor, which brings on the actual episode. (There are times, however, when an episode can mysteriously begin “out of the blue.”)

Predisposing Factors - A predisposition to clinical depression can be caused by a variety of genetic, biochemical, and environmental factors:

- Family history. Depression, like heart disease, runs in families. If one parent has suffered from depression there is a 25 percent chance that a child will develop the illness; if both parents are depressed, the risk rises to 75 percent.
- Biological imbalances. These include imbalances in the brain’s neurotransmitters as well as hormonal imbalances (such as low thyroid).
- Early childhood trauma. These include abandonment, abuse, neglect, birth trauma, death of a parent, and divorce. Such trauma permanently alters the nervous system as seen by the fact that the best predictor of depression in adulthood is the death of a child’s parent before the age of eleven.
- Our basic temperament. The work of Harvard psychologist Jerome Kagan with infants clearly demonstrates that we are born with a “temperamental bias.” In his research with infants, Kagan has identified two types of children:
  1. The inhibited, high reactive child: This child is shy, reserved, anxious, cries easily, and tends to withdraw in novel social situations. He or she may become quiet, hold a parent’s hand, or retreat altogether.
  2. The uninhibited, low reactive child: This child is outgoing, open with strangers, and at ease in new social situations. Rather than cling to the mother or hide, he or she will openly explore the novel environment. This child is described as spontaneous, playful and quick to laugh or smile.

Kagan believes that these babies were simply born with different brain chemistry. *Neuroscientist Richard Davidson has confirmed Kagan’s research by demonstrating in his laboratory that the low reactive children have pronounced activation in a region of the brain called the left prefrontal cortex and less activity in the amygdala (the brain’s fear mechanism). Conversely, Davidson has found that depressed, unhappy people have more activity in the right prefrontal cortex of their brains (not the left), and have especially overactive amygdalas.

Environmental Triggers - Now that we have looked at the genetic/biochemical causes of depression, let’s turn our attention to the environmental ones. Environmental factors include:

- Loss and separation. Death of a loved one, divorce, marital separation, or any interpersonal conflict are major triggers for depression.
- Financial stresses such as a loss of a job or being in debt.
- Physical illnesses. Any chronic illness such as heart disease, cancer, AIDS, multiple sclerosis, Parkinson’s, etc., can trigger symptoms of depression.
- Infections. For example, streptococcal bacteria—those that cause strep throat—also attack the basal ganglia in the brain, and have been implicated in obsessive-compulsive disorder, anorexia nervosa and Tourette’s syndrome. Other pathogens, such as T Pallidum (the syphilis-causing bacteria) and the human immunodeficiency virus have been known to cause anxiety, delirium, psychoses, and suicidal impulses.
- Adverse reactions to prescription drugs.
- Social isolation. Many studies show identify isolation as a contributing risk factor for depression. For example, a British study showing that single parents were more likely to become depressed than married ones.
- Environmental toxins.
- Moving or changing employment.
- Substance abuse. Drug and alcohol use can clearly elicit the symptoms of depression.
**Biology Is Not Destiny** - The fertile ground theory tells us that although environmental factors play an important role in mood disorders, people do not suffer from serious episodes of depression and anxiety without a biochemical predisposition. Does this mean that we are doomed by our genes and temperament? Not necessarily, says Jemome Kagan:

For example, if a “high reactive” infant is raised in a good environment by great parents, is good in school, and has lots of friends, then this child will not end up unhappy, but relatively happy. It’s just that he’s got to fight the bias. Remember, if you’re born with a gene that says you’re going to be 6 foot 9, then your biased to be a great basketball player. But there are some short men who are great basketball players. They overcame their bias. And that’s true for everything in life.*

Other neuroscientists concur with Kagan. Joseph Ledoux, the scientists at New York University who has done pioneering work on anxiety and the brain, says,

“The brain has plasticity, the ability to rewire itself in response to environmental stimuli and any kind of learning.”

Scientists now know that neurons in many parts of the brain continue to undergo structural change not just through childhood and adolescence but through all of life. These scientific discoveries are life-changing, for they tells us that we are no longer a helpless victims of our genes and or biochemical make-up. No matter how many episodes of depression and anxiety you have suffered (or are suffering), your brain and nervous system can be rewired and reprogrammed. This is why I wrote my book, [Healing From Depression](https://www.amazon.com/Healing-From-Depression-Subconscious-Program/dp/1627572312) — to share strategies that have helped myself and others to reprogram our nervous systems.

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**XXX. Master your heart & emotional health**

* https://www.youtube.com/watch?v=VI4f_U5fUf0 | Book | Christina Lopes | https://medium.com/the-mission/if-you-want-to-heal-your-life-you-have-to-go-into-your-heart-bd5c495a6926

* https://positivepsychology.com/body-mind-integration-attention-training/

* https://www.tmshelps.com/post-title174d8985

* https://www.family-institute.org/sharing-our-expertise/50-ways-improve-mental-health

Using Silent

* https://smswaby.com/2017/02/24/the-healing-power-of-silence-in-recovery/


Our Emotions: Researching The Physical Presence of Emotions

* https://positivepsychology.com/body-mind-integration-attention-training/

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**One 2013 study** focused on where people experience different emotions in the body. This research constituted the first “map” that illustrated the links between our emotions and our body sensations.

In the study, a team of Finnish researchers induced different emotions in 701 participants and then asked them to color in a body map of where they felt increasing or decreasing activity (Nummenmaa et al., 2013).

Participants in the study were from both Western European countries (Finland and Sweden) and well as East Asian countries (Taiwan). Despite the cultural differences, the researchers found remarkable similarities in how participants responded.

The researchers explain their findings:
“Most basic emotions were associated with sensations of elevated activity in the upper chest area, likely corresponding to changes in breathing and heart rate. Similarly, sensations in the head area were shared across all emotions, reflecting probably both physiological changes in the facial area [...] as well as the felt changes in the contents of mind triggered by the emotional events.”

The pictures below represent the body maps for the six basic emotions. Yellow indicates the highest level of activity, followed by red. Black is neutral, while blue and light blue indicate lowered and very low activity, respectively.

Along with the basic emotions, here are the body maps of six more complex emotions:

You can find the original blog post here. It’s now time that we explore why we feel sensation with these corresponding emotions.

The Physical Impact of Positive and Negative Emotions - Each emotion we experience has a different representation in the body. Let’s unpack these main emotions and their physical responses:

1) **Happiness** - **Happiness** is the one emotion that fills the whole body with activity. This might indicate a sense of physical readiness that comes with a happy state, and heightened communication between the body and the brain. We usually feel secure when we are happy, so in this state, we can devote all of our attention to experiencing ourselves as a part of a pleasure-rich world around us.

2) Love - This is another standout emotion that fills the body with activation, stopping just short of the legs. Love is often intertwined with physical desire, so it unsurprisingly activates sensation in the reproductive organs more strongly than happiness does.
The emotional focus of love is both the object of affection and the intensity of emotions in the subjective self; thus, activation is intense around the head and chest but more difficult to notice in the lower extremities.

3) Pride - This emotion floods the head and chest areas with a very intense sensation. This pattern of activation corresponds to a focus on the self, with resources and awareness drawn inwards and away from the extremities.

Although surprise follows a similar pattern, the strength of the activation is much less pronounced, as resources draw inwards to prepare the body to face danger. Because surprise can be positive, negative, or neutral, the body experiences it in a way that reflects uncertainty about the triggering event.

4) Anger - Anger stands alone as the negative emotion with the most intense activation, particularly in the head, chest, and hands. The angry body prepares itself for conflict by focusing attention and resources on the parts of the body that might have to act.

When we picture anger or a time when we felt enraged, many people describe an overwhelming desire to hit something. This aligns with the image scan where sensation floods to our hands.

5) Fear - Fear holds a similar but much more understated pattern of activation, as the body prepares to either fight-or-flight, but isn’t necessarily seeking outright conflict.

Evolutionarily, fear required immediate thought: do I decide to run away from this predator, or fight to the death? In modern terms, do I feel that I can stand my ground with this frightening dog, or should I flee? Thus, it makes sense that we experience fear with a rush of sensation to the head.

6) Disgust - Disgust pulls the resources of the body even more tightly into the core of the body. This emotion causes the body to prepare to expel any noxious substances it has ingested, hence the focus of activation along the digestive tract.

When we experience disgust towards other humans, perhaps we feel a concentration of sensation in our vital organs, as a natural protective response to repulsion.

7) Shame and Contempt - Although shame and contempt have similar patterns of activation, contempt stimulates less activation in the chest. This may be because the focus of contempt is outside of the self and the judgment of others. Shame, on the other hand, focuses on a sense of personal failure and judgment of yourself for causing this to happen.

The depression of activity in the extremities is very pronounced in shame. Perhaps this is because the body withdraws resources into itself in a fight-or-flight response.

8) Anxiety - Anxiety is a form of long-term, low-grade stress. It activates the chest intensely and can lead to a sense of doom or dread, as experienced by panic attacks. People who experience panic attacks frequently report tightness and pain in the chest, and an inability to think beyond the pressing fear of the moment.

These feelings might correspond to the strain the heart and lungs feel as they struggle to deliver oxygen to a body under conditions of extended fear.

9) Depression - This has the most noticeable map of our negative emotions. It stimulates no activation in any part of the body and lowers activation in the extremities.
In a state of depression, it is difficult to connect with the active self and the outside world. Sadness does not suppress feeling in the head and chest and often contributes to a general lack of agency or activity.

**How Can We Explain This Mind-Body Integration?**

Because emotions manifest in the body as physical sensations, it follows that physical sensations can produce corresponding emotions. Molecular neuroscientist Lauri Nummenmaa explains this below:

“Emotions adjust not only our mental, but also our bodily states. This way they prepare us to react swiftly to the dangers, but also to the opportunities [...] Awareness of the corresponding bodily changes may subsequently trigger the conscious emotional sensations, such as the feeling of happiness.”

For example, it is likely that the warmth of a blanket wrapped around your shoulders on a cold day, translates from a physical sensation of heat to an emotional feeling of happiness and security.

The connection between our minds and our bodies is something we instinctively feel, but how much attention do we pay to your bodily sensations each moment?

To understand our own emotional lives and those of the people around us, we need a deeper awareness, achieved through the practice of mindfulness and the development of body intelligence.

Take a moment to acknowledge how you physically feel right now, as well as your next emotional flood of joy, sorrow, and calm. Over time, this can help you feel more in touch with these aspects of existing, and providing you with a rich understanding of your whole mind and body connection. Body intelligence is a psychological method that highlights the importance of recognizing body sensations as a way to improve our health. The first step is to recognize the internal cues and sensations that your body tells you.

**XXXI. Maslow’s Hierarchy Theory**

All below are here: [https://www.simplypsychology.org/maslow.html](https://www.simplypsychology.org/maslow.html) [https://www.youtube.com/watch?v=yM8SwZkvCIY#action=share](https://www.youtube.com/watch?v=yM8SwZkvCIY#action=share) Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and self-actualization. Trauma and need [https://courses.lumenlearning.com/suny-oneonta-education106/chapter/9-4-childhood-trauma/](https://courses.lumenlearning.com/suny-oneonta-education106/chapter/9-4-childhood-trauma/) [https://www.masterclass.com/articles/a-guide-to-the-5-levels-of-maslows-hierarchy-of-needs#what-are-the-5-levels-of-maslows-hierarchy-of-needs](https://www.masterclass.com/articles/a-guide-to-the-5-levels-of-maslows-hierarchy-of-needs#what-are-the-5-levels-of-maslows-hierarchy-of-needs)

1. **Physiological needs**: The first of the id-driven lower needs on Maslow’s hierarchy are physiological needs. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before humans move on to the next level of fulfillment.

2. **Safety needs**: Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.

3. **Love and belonging needs**: The social needs on the third level of Maslow’s hierarchy relate to human interaction and are the last of the so-called lower needs. Among these needs are friendships and family bonds—both with biological family (parents, siblings, children) and chosen family (spouses and partners). Physical and emotional intimacy ranging from sexual relationships to intimate emotional bonds are important to achieving a feeling of elevated kinship. Additionally, membership in social groups contributes to meeting this need, from belonging to a team of coworkers to forging an identity in a union, club, or group of hobbyists.
4. **Esteem needs**: The higher needs, beginning with esteem, are ego-driven needs. The primary elements of esteem are self-respect (the belief that you are valuable and deserving of dignity) and self-esteem (confidence in your potential for personal growth and accomplishments). Maslow specifically notes that self-esteem can be broken into two types: esteem which is based on respect and acknowledgment from others, and esteem which is based on your own self-assessment. Self-confidence and independence stem from this latter type of self-esteem.

5. **Self-actualization needs**: Self-actualization describes the fulfillment of your full potential as a person. Sometimes called self-fulfillment needs, self-actualization needs occupy the highest spot on Maslow’s pyramid. Self-actualization needs include education, skill development—the refining of talents in areas such as music, athletics, design, cooking, and gardening—caring for others, and broader goals like learning a new language, traveling to new places, and winning awards.

XXXII. **Behavior Theories of personality**

Biological, psychological, and socio-cultural factors influence behavior and behavior change.

https://www.khanacademy.org/test-prep/mcat/behavior/theories-personality
https://www.jstor.org/stable/40644874?seq=1

XXXIII. **Leadership Style**

Learn about the important to Dormant Leadership — [https://www.surdek.com/blog/5-things-for-dormant-leaders](https://www.surdek.com/blog/5-things-for-dormant-leaders)

Information is from this website >>
https://online.wharton.upenn.edu/blog/which-leadership-style-is-best-for-your-team/

1. **Authoritative Leadership**

The authoritative leader knows the mission, is confident in working toward it, and empowers team members to take charge just as she is. The authoritative leader uses vision to drive strategy and encourages team members to use their strengths and emerge as leaders themselves.

The authoritative leader provides high-level direction, but she lets those she leads figure out the best way to get there. Authoritative leaders are always striving for progress. They inspire others to adopt a similar attitude.

When This Type of Leadership Style Works Best

Authoritative leadership is not restrictive. It propels advancements when:

- A leader is truly competent to take charge | Detailed instructions are not required.
- Employees already have the tools they need to do their most effective work.

Those who adopt an authoritative leadership style when they don’t have the appropriate experience, or when they try to wield authority over others in an aggressive way, will fail. An authoritative leader must be confident and have the experience to back it up in order to be successful.

2. **Transactional Leadership**

A transactional leader may be in a position of leadership, such as in a managing role, but this leader is not necessarily one to embrace going above and beyond what is expected. The transactional leader dangles a carrot in front of each workhorse. If the employee does something positive, they are rewarded. If they don’t meet the exact expectation, they may be punished.
This type of task-oriented leadership focuses on meeting basic expectations. The transactional leader may decide roles and ways to monitor performance so that results are delivered. But encouraging innovation isn’t as prevalent with this type of leadership style.

When This Type of Leadership Style Works Best | Transactional leadership may be appropriate when:

- You are working with team members who are new to a certain type of project or need detailed guidance.
- Clear goals and a plan to get there will increase productivity.
- The team will benefit from celebrating victories together or holding each other accountable when someone doesn’t do the work they’re supposed to.

The downside to transactional leadership is that this type of style focuses on the work, not the people. Employees want to feel like their work has a broader purpose and want to meaningfully connect with work. Transactional leadership doesn’t foster the human-work connection.

3. Servant Leadership

Servant leaders get in the trenches with their team. Their goal is to achieve the best outcome. To do that, these types of leaders make themselves available to help with issues, work alongside those they manage, and develop those they manage into better employees.

Servant leaders coach. They’re willing to stay late and get in early when it’s called for, just like everyone else. Servant leaders are focused on constantly transforming their teams into stronger, more efficient, more productive and happier entities. Servant leaders are empathetic and use emotional intelligence to guide their leadership decisions.

When This Type of Leadership Style Works Best | You might want to employ a servant leader mindset when:

- A team is in desperate need of a great example to look up to and learn from.
- A team has conflict and needs mending | Big projects require all hands on deck.

Servant leadership can have many positive outcomes, but it’s also time-consuming. Servant leaders must also be aware that they need to avoid doing all the work. When they give too much of themselves, they don’t give team members as much of a chance to learn. That can create inefficiencies and missed opportunities to lead in other areas.

4. Democratic Leadership

Just like a political democracy, where people with diverse opinions work together to come up with a consensus for decisions, a democratic leader gets everyone involved. The whole team is a part of creating a vision and the ideal way to get there. Democratic leaders embrace group meetings and surveys. They value transparency in decision-making. They want their team to feel as involved in work processes as they are.

Employees who work for a democratic leader are aware that they’re part of a larger team. They learn the value of collaboration and know they play a role in the evolution of their work environment. Democratic leaders foster discussion, but they also are able to step in when needed and make a decision that’s guided by overall input.

When This Type of Leadership Style Works Best | A democratic leadership style could help teams when:
LEAD & EARN YOUR CREATIVITY

- A new project that will benefit from brainstorming is introduced.
- There is a problem to tackle and fresh ideas are needed.
- Tight-knit, highly collaborative teams are in the formation stage, like those at startups or new small businesses.

Using a democratic style on a constant basis can have drawbacks, though. A leader who never really takes charge and instead lets everyone else debate every decision can lose respect as an authority. Team members may not understand why they’re even reporting to someone who only leads in a democratic style in the workplace.

5. Empathetic Leadership

The empathetic leader recognizes that great work starts with engaged workers. This type of leader strives to create strong emotional bonds on a team so that those working on it feel a sense of belonging. The empathetic leader makes it a priority to make teammates satisfied with them as a manager and with their team. The empathetic leader focuses on people first, then work.

Empathetic leaders aren’t micromanagers. They empower team members to do their work, and offer themselves up as a resource whenever their team members need them. They’re quick to dole out praise and offer support when needed.

When This Type of Leadership Style Works Best | Empathetic leadership can be effective when:

- A competent team knows the job they need to do and how to effectively execute that.
- Little direction is needed from the leader.
- The team will benefit more from space and independence to complete tasks than micromanaging.

An empathetic leader who only focuses on the people and not the work, though, can leave employees confused and unmotivated. With no clear direction, a hands-off approach to work-related leadership can lead to mistakes, inefficiencies and poor results.

6. Narcissistic Leadership: The Style to Avoid

One type of leadership that is best avoided in most work situations is the narcissistic leader, also known as a coercive leader. Instead of empowering team members to work toward the best possible outcome, the narcissistic leader has an agenda and aims to coerce those they’re leading to carry it out.

Narcissistic Traits | Narcissistic leadership is self-centered. It’s not often results-focused, and it is disrespectful to the team. This type of leader doesn’t lead – he dictates.

Leadership should foster collaboration and intrinsic motivation. A narcissistic leader who lacks empathy will instead breed disinterest or resentment.

There is one exception to when a narcissistic leadership style may be appropriate – when quick action is needed to avert a crisis, like a battlefield situation. But in the workplace, be aware when narcissistic leadership traits are emerging. Try to avoid those actions.

Find the Most Effective Leadership Style for You | If you recognize that there is one type of leadership style that dominates your work style, look for opportunities to put other leadership styles into practice when they’re appropriate.
LEAD & EARN YOUR CREATIVITY

If you haven’t connected with your team members on a personal level, put on your empathetic leader hat and have some one-on-ones where you get to know each team member’s perceived strengths and career goals. If you’ve taken a more hands-off approach to leadership, think about future projects where being more vocal can enhance the results.

Shifting your leadership style based on the situation or team member you’re dealing with doesn’t make you inconsistent. It can make you more successful, because you can connect more effectively and guide your team toward better results. [http://www.yourleadershiplegacy.com/assessment.html](http://www.yourleadershiplegacy.com/assessment.html)

XXXIV. Colonialism and Narcissism

Racism and narcissism: America’s original sin by Donald Earl Collins

- Calls for re-investigation of death of ‘Moroccan Floyd’ in Spain
- What should be done about America's policing problem?
- UN to hold debate on racism, police brutality in US: Live updates
- Can the United States and Europe learn from each other on racism?
- [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1913081/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1913081/)

Slavery was abolished 150 years ago, but racism and the psychological effects it left behind have not disappeared. In fact, a lot of what Du Bois described coincides with what modern psychology has identified as the attributes of the narcissistic personality disorder.

According to The Diagnostic and Statistical Manual for Mental Disorders, those include:

"1. A grandiose logic of self-importance | 2. A fixation with fantasies of unlimited success, control, brilliance, beauty, or idyllic love | 3. A credence that he or she is extraordinary and exceptional and can only be understood by, or should connect with, other extraordinary or important people or institutions

4. A desire for unwarranted admiration | 5. A sense of entitlement | 6. Interpersonally oppressive behavior | 7. No form of empathy | 8. Resentment of others or a conviction that others are resentful of him or her | 9. A display of egotistical and conceited behaviors or attitudes"

The Narcissism Epidemic, many narcissists may appear to be "functioning well" by most social standards. At the societal level, racism and narcissism are really a flaw of the human condition, not a disorder.

Where American racism and narcissism come together is in the constant urge to maximise advantage over others and satiate the desire for greatness and wealth. This is mixed with a disdain for those who have been deemed lesser and the willful ignorance of the conditions in which they may suffer. In other words, racism and narcissism are two separate yet interdependent constructs, not a mental illness.

The American roots of these constructs are quite clear and reach back as far as the first colonies. Take the history of the Jamestown colony established in 1607. For four centuries, its story has been one of hard-working Englishman John Smith in the US and of the "good" Native American Pocahontas (her actual name was Amonute or Matoaka) saving his life when her "bad" Native American father Powhatan attempted to kill him.

Donald Earl Collins | Donald Earl Collins is a Lecturer of History at American University in Washington, DC.
XXXV. Freelances and Other
https://www.taskrabbit.com/  
https://www.bidsketch.com/blog/resources-and-tools/freelancers-and-entrepreneurs-resources/  
https://www.doughroller.net/tools-resources/resources-for-a-freelancer/  
http://blog.bradygauthier.com/100-internet-marketing-resources-for-entrepreneurs/

XXXVI. Working space Resources
Global - https://www.coworkingresources.org/blog/top-websites-to-list-and-find-a-coworking-space
https://www.globalworkspace.org/  
Be aware of online safety when you are using any public Wi-Fi.

XXXVII. STEM gender biases findings
https://www.aauw.org/resources/research/the-stem-gap/  
https://www.edutopia.org/article/keeping-girls-stem-3-barriers-3-solutions  
https://www.unicef.org/rosa/what-we-do/gender-equality  

Top 5 Myths About Girls, Math and Science >>  

Reality: Parents' support (as well as that of teachers) has been shown to be crucial to a girl's interest in science, technology, engineering and math. Making girls aware of the range of science and engineering careers available and their relevance to society works to attract more women (as well as men) to STEM careers. Parents and teachers are also in a position to tell young people what they need to do (in terms of coursework and grades) to put themselves on a path to a STEM career.
### XXXVIII. Different Areas of STEM

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### XXXIX. Equality vs. Equity, and Justice


Education – “the process of receiving or giving systematic instruction, especially at a school or university.”
“Students who are loved at home come to school to learn. Students who aren’t... come to school to be loved.”
Nicholas A.

Purpose – “the reason for which something is done or created or for which something exists.”

See Appendix K for more information.

Challenges to First-Generation College Students –
https://thecollegelady.com/
https://pilotscholars.up.edu/cgi/viewcontent.cgi?article=1001&context=cst_gradpubs

School life - How education create a caste system
Fixing a higher education "caste system" that screams inequality: Help us find answers
https://hechingerreport.org/fixing-a-higher-education-caste-system-that-screams-inequality-help-us-find-answers/ | https://www.youtube.com/watch?v=IVIoC5ROaHk

Nurture your changing world – How to educate kids in a challenging world
Can that affect your ADHD? Click the link for the below
https://chadd.org/adhd-weekly/life-can-be-filled-with-trauma-can-that-affect-your-adhd/
Don’t give up on your DREAMS - https://www.youtube.com/watch?v=mNgIvxZ4m8U

Recently, a member of the Attention Connection community posted in Questions & Answers about the difficulty of diagnosing co-occurring ADHD and PTSD. Diagnosing both conditions at the same time can be hard, especially when they share symptoms. Why is this?

While the underlying causes for the behaviors are different, ADHD and post-traumatic stress disorder—frequently referred to as PTSD—have similar symptoms. Inattention, distraction, restlessness, outbursts, depression, sleeping problems, memory issues—these and other symptoms are hallmarks of each disorder.

A recent study found a high likelihood of adults affected by ADHD also experience PTSD—up to 10 percent of adults. But there was no significant difference between the symptoms of those diagnosed with ADHD and those diagnosed with both ADHD and PTSD.
ADHD professionals don’t routinely include an assessment of trauma during an ADHD evaluation. What do you need to know about PTSD and its impact on your ADHD?

What is post-traumatic stress disorder?

PTSD is an anxiety disorder that develops in response to traumatic or life-threatening experiences, including war and acts of violence or abuse, accidents, sexual assault, or natural disasters. Symptoms can be emotional or behavioral (inattention, distraction, restlessness, outbursts, depression, sleeping problems, memory issues), as well as physical symptoms, such as high or low blood pressure, increased perspiration, and trouble eating or digesting food.

Among adults who have experienced at least one traumatic event in their lives, which the PTSD Alliance estimates 70 percent of adults have, 20 percent will experience PTSD. Half of those individuals will never reach out for help.

For military veterans, the risk increases even more, with 30 percent of those serving in a war zone experiencing PTSD. Since adult ADHD is often missed, undiagnosed or unreported on military entrance exams, service members affected by ADHD may be at even higher risk for PTSD.

When people are exposed to prolonged trauma from events such as child abuse, sexual abuse, violent environments or neglect, they can suffer from symptoms over their lifetimes and experience changes in their brain chemistries as a result of the extreme stress. This is known as complex PTSD, and individuals who experience it can also be affected by anxiety, panic, personality or dissociative disorders, among other conditions.

Challenges in diagnosis

A comprehensive evaluation is required to diagnose ADHD, and should start with a thorough medical history that includes screening for trauma. The most frequent reasons trauma and its effects are not addressed include healthcare providers overlooking trauma and patients not reporting it, for any number of reasons. Patients might underestimate the impact of the trauma on their lives, they may be reluctant to discuss something that makes them feel uncomfortable or ashamed, or they may be concerned for their safety.

When children are affected by ADHD, screening for trauma involves family members and others who know the child well. If a child is experiencing chronic, abusive trauma and it is happening within the family, it is possible that it wouldn’t be revealed during an evaluation.

While many people diagnosed with ADHD are affected by other conditions, those people affected by both PTSD and ADHD were found to have higher rates of co-occurring conditions, including major depressive disorder, oppositional defiant disorder, social phobias, and generalized anxiety disorder—as well as lower quality of life ratings—than those affected by ADHD alone.

When more than one condition is causing problems for someone, and symptoms can look similar to other conditions, diagnosis becomes far more complex. Complex PTSD – Surviving to Thriving

Can you have both ADHD and PTSD?

Researchers have seen a link in children and adults between ADHD and PTSD. In addition, a recent study found that individuals affected by ADHD, but not trauma, had fear circuit abnormalities similar to those who are affected...
by PTSD. The researchers conclude the findings may explain why there is a significant association between ADHD and PTSD.

While recent articles have focused on the misdiagnosis of ADHD when PTSD is at play, David Rettew, MD, a child psychiatrist in the psychiatry and pediatrics departments at the University of Vermont College of Medicine, urges parents and healthcare practitioners to take a broad view.

“Kids have only one brain that responds to both genetic and environmental factors,” Dr. Rettew tells Psychology Today. “Attention and self-regulation begin to be learned early in life. When a negative environment impacts that developmental process, the brain physically changes. There is no evidence that kids who meet criteria for ADHD but have trauma histories have a brain that is any less ‘ADHDish’ than kids with ADHD who come from stable happy households.”

Comprehensive, multi-faceted treatment plans that focus on the ongoing management of a person’s symptoms are most effective for managing symptoms of ADHD and other co-occurring disorders such as PTSD.

XLI. Tips for managing PTSD and ADHD

- Exercise. Exercise is an important tool for reducing stress, with almost any exercise acting as a stress reliever. Even short periods of regular exercise can increase endorphins, the chemicals released in your brain that help you feel good, and can help decrease symptoms of depression and anxiety, and can improve your sleep. Exercise is considered an important adjunct treatment for people with ADHD. Even though people affected by PTSD are less likely to start an exercise program, recent studies have shown that regular exercise reduces symptoms of PTSD. For ideas about starting, and staying with, an exercise plan, read Attention magazine’s Fitness & Your Brain: How to Start and Stick with Exercise.

There is help available

ADHD varies in how it can affect you and those symptoms can change over time. It often occurs with other disorders like PTSD, and can be influenced by the co-occurring condition. ADHD evaluations often do not regularly include a trauma evaluation, so if you suspect that you or a loved one may be impacted by PTSD, discuss it with your healthcare provider. If you’re looking for a provider, visit Professionals Who Diagnose and Treat ADHD.

For more information: | The PTSD Alliance: Symptoms of PTSD | SAMSHA: Post-Traumatic Stress Disorder | Diagnosing ADHD | Do you have the experience of co-occurring ADHD and PTSD? What approaches to managing these conditions have been helpful for you?

Life can be filled with trauma. Can that affect your ADHD? | ADHD Changes In Adulthood

Helping Women and Girls Thrive with ADHD

XLII. Maternal Stress during Pregnancy

ADHD Symptomatology in Children and Genotype: Gene-Environment Interaction
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3269259/

XLIII. Pandemic Comes the Epidemic of Lost Learning and Family Insecurity

Great resource here

Helping Your Child Thrive During The Coronavirus Pandemic
Information below is found here <<

During this coronavirus pandemic, I have been conducting an ever-increasing number of online consultations and parent coaching sessions. What I am seeing more and more frequently are parents who are struggling with trying to juggle being homebound, attend to their work, and oversee the online schooling of their kids.

The following strategies are for all parents wanting to work more smoothly with their children toward helping them gain cooperation and motivation.

1. Be patient with yourself at this stressful time. These are uncharted waters for our society and as a parent it is important to accept that it is OK when you don’t have answers to give to your children. The more you cut yourself some slack, the more you will be able to model acceptance of the current coronavirus epidemic to your child.

2. Model yourself accepting new challenges related to coronavirus. Your children will react to their own challenges in response to how they see you cope and adjust. The better you approach new demands, the more smoothly you'll convey that our routines may be altered for the foreseeable future. And remember to show support for a must needed message right now: If we all do our part to stay home, social distance, and follow what the experts tell us, we will save lives, and we will get through this.

3. Ask your kids how they are doing (and truly listen) before pressuring them with their online school work. Remember they may be missing recess with friends at school, hanging out by their lockers, or doing many other things activities and connections such as martial arts, dance classes, or sports after school. This is not the time to be hypervigilant by addressing every annoying thing they do, especially if your critiques get in the way of asking and observing what your kids are thinking and feeling.

Yes, it is very compelling to want to impose structures for new daily routines. While structures are important to create a sense of order, checking in to get a read on how your kids are really will likely help them be more receptive to your plans. This can make the difference between them engaging or avoiding and possibly shutting down in the face of their responsibilities.

4. Give your children space when they feel overwhelmed. When families are confined to their homes for a sustained period of time. providing space to one another can reduce the stress. We all need sacred space so do your best to support and encourage it when needed

5. Praise your children when they behave in ways that you want to further encourage. It’s easy to overlook their positive behaviors in times of stress. More so than ever, your kids need to feel your appreciating them when they are doing things they don't want to do. This builds motivation for them to keep pushing forward and develops grit.

6. "Catch" those quick recoveries from being upset. The more you reinforce positive self-regulating behaviors, the more you’ll see them. Remember that the human brain does not fully mature until around age 25. So, help them realize when they are successful in using their "thinking side" to control their "reacting side." This will guide your child or teen to better be able to manage their emotions going forward.
7. Be calm, firm, and non-controlling to avoid fruitless power struggles. One way to do this is to see yourself as your child’s or teen’s emotion coach when you feel stuck as a parent—this helps you take to things less personally. Remember, understanding your children is just as important as loving them. And the more you see yourself as your children’s emotion coach, the more you can objectively help them navigate their struggles.

A Few Final Thoughts - The central theme of being calm, firm, and noncontrolling, as I wrote in 10 Days to a Less Defiant Child (2nd. Ed), applies well to all housebound parents and children seeking to bypass power struggles.

Children and teens, especially those who are more anxious, prone to frustration/anger, and defiance, tend to act out, often more so if they are experiencing stress. During this coronavirus outbreak, we are all having to adapt to the new, the unexpected, and the unknown, which can produce many kinds of pressures. For struggling children and teens, the duration and intensity of stress can aggravate and overwhelm them. They have real difficulty adjusting to change.

Thankfully, technology is allowing us and our children to connect with their friends and do their school work. OK, maybe more video games are being played at this time. Yet, as I have seen from doing several online consultations, interactive screens are also enabling children and siblings and parents to virtually connect with their grandparents, cousins, and uncles.

Remember to be calm, firm and non-controlling (in your tone and demeanor) when requesting your kids do some chores and some schoolwork before they engage in their screens. Also, encourage them get outside at least once per day to continue to earn the screen time. Empathize with their resistance so you avoid a power struggle but stay true to your encouragement. Better yet, go outside with them, even for a short time, to change things up and feel better.

XLIV. What is Grounding

https://www.beautyafterbruises.org/blog/grounding101

Grounding is an incredibly important skill for anyone with a posttraumatic or dissociative disorder. Being present and in the here and now is absolutely paramount to a person’s physical and mental wellbeing. While it may not always be comfortable to be grounded, and can sometimes even be downright agonizing (particularly when one is experiencing intense or upsetting emotions, physical pain, or any unpleasant life circumstance), it is the only way to ensure basic safety as well as prevent additional psychological symptoms. When we are ungrounded - no matter where on the spectrum of severity - we are immediately more vulnerable to flashbacks; intrusive images, thoughts and sounds; self-harm urges; switching (DID); and many other destabilizing symptoms. Being ungrounded can also even create the illusion of safety and protection, when in reality it’s when we are at our most vulnerable and unable to judge who and what is safe around us. So, unfortunately, the very skill that protected us the most during our trauma and is what got us through becomes a maladaptive, and at times dangerous, coping mechanism in adulthood. So, what can you do?

Open your eyes! (Sounds simple and obvious, but you’d be amazed how instinctively you close them during symptoms, and just how much more you dissociate with them closed!)

1. **Put your feet on the floor.** (I know it feels safer and cozier tucked up in a ball or with your legs up on the chair, but pressing your feet firmly into the floor and opening up your body is a grounding must!)
2. **Uncover your ears.** (Another “duh” one, but for many in flashbacks, it’s instinctive, aaand not something most wanna let go of easily. But holding that position keeps your brain convinced that you’re in danger. Plus! You can’t hear! ;) And you’re gonna want your hearing.)
3. **Name 5 things you can see.**
4. Name 4 things you hear.
5. Name 3 things you can smell.
6. Touch a variety of textures and fabrics. List them to yourself as you do so. Describe them to yourself. Do you like them? Dislike them?
7. Remind yourself of the date/year. (Or look on your phone to learn it.)
8. Remind yourself of your name, how old you are, where you are, and why you’re there.
9. Take several deep deep breaths. Exhale longer than you inhale.
10. Start separating the past from the present. (Notice all the things that are different from the memories or thoughts that are being so intrusive - i.e. electronics that weren’t around back then, that you’re outside now not inside, that there are people around you that you didn’t know then, that you’re an adult, that you live somewhere else, etc etc.)
11. Look at your hands and feet. Notice they’re adult hands. Orient yourself to your body as you watch your fingers move.
12. Disengage from staring off or focusing too intently on one object or area for too long.
13. Stop swaying, rocking, or other rhythmic behaviors that may be trancing you. Yes, we know just how enticing and comforting and mindless this can be, but it may be making things worse. If you’re struggling instead with feeling frozen, try rocking just mildly BUT try not to fall into any sort of “rhythm”.
14. Vocalize. Say something to yourself. Hum. Sing. anything to hear and feel your voice in your throat. It also reminds you that you HAVE a voice.
15. Turn on some music. (Try to keep the music current if you’re struggling with flashbacks.)
16. Splash your face with/run your hands under cold water.
17. Chew mint or cinnamon gum. Notice the intense flavor and powerful scent.
18. Suck on mints or sour candies - or anything with a really intense taste and smell. You don’t have to like it, it just needs to get your attention.
19. Repeat a calming mantra to yourself.
20. Color breathing.
21. Internal communication. Remind parts who may be triggered that you’re safe and okay, just upset or experiencing symptoms right now.
22. Name 5 things you can see that are blue.
23. Spot 5 circles you can see in the room/your line of vision.
24. Find all the diamond-shaped items you can see. (This one’s harder!)
25. Find 3 things that are orange. (...or any other rare color.)
26. Call up a friend or safe person to talk to.
27. Sing along with the radio or your iPod. (This is particularly useful in the car.)
28. If you’re driving and starting to drift, grip the steering wheel and notice all of its grooves and edges and seams. (If you’re too dissociated, immediately pull over and start re-grounding while sitting still before driving again.)
29. Crack a window (this is particularly useful in a car, but works at home, too). Feel the wind and notice the new sound by your ears.
30. Trace all the fabrics and seams of furniture or clothing articles within reach. Note to yourself the difference between the cool buttons, rougher denims, soft smooth surfaces, and jagged zippers.
31. If you are lying in bed when it begins, sit up. Laying down can make it much more difficult to ground and your other techniques may less effective.
32. Journal. Write down what’s happening - particularly if it’s upsetting. Fold the page over into the book so you can’t see anything you wrote anymore. Seal up and contain the dark stuff there and shut the book tight where it can’t bother you anymore. Then reconvene with other grounding techniques once it’s away.
33. Write a note to someone, or even yourself. Feel the pen or pencil graze against the paper and notice the color as it hits the page.
34. Play calming apps or games on your phone or tablet. (If they are trancing, try to play something else or turn the phone off if you can’t resist.)
35. **Stretch.** Open up your body so wide and press your feet firmly into the ground. Orient yourself to your body from the top of your head to the tip of your toes.
36. **Dance.** If you have the room to do so, do a silly dance or an even a serious one. Notice as you regain your balance and coordination from when you started.
37. **Try some brain puzzles like Sudoku, word searches, or game apps with puzzles that require problem-solving.**
38. **Send text messages or write yourself a note on your phone.** Feel your fingers tapping the glass as you type and try hitting all the right letters. Notice any of the haptic feedback with each long press or short tap.
39. **Pet a kitty or dog or other animal that may be around.**
40. **Take your dog (or cat ;) ) for a walk.**
41. **Change scenery.** If you’re in the living room, go to the kitchen. If you’re in the bathroom, head to the dining room. If you’re in the bedroom, walk outside. If you’re outside, go somewhere new. A change of scenery can do a lot, even if you don’t know why the first place was causing you so much grief.
42. **Watch some funny videos on YouTube.** (Maybe even make yourself a playlist of good laughs for when you’ll need them.)
43. **Put on hand lotions or antibacterial gels that have a strong fragrance.** Are they cool or warm? Thin or thick? Soft or stinging?
44. **Paint your nails.** Notice the intense scent and vibrant color. Guys can do this too!
45. **Take your current nail polish off if you have any on.** Notice the pungency of the acetone. (Please don’t do this if you’re extra ungrounded. Your skin and potential furniture items will not appreciate an accident.)
46. **Feed your pets if you have them.**
47. **Eat something - you may be very hungry.** Notice all the different flavors and textures and scents. Perhaps choose something with a lot of flavor.
48. **Get a cold, cold glass of water.** Feel the coldness in your throat and against your hand. Notice the slippery condensation on the glass with your fingers.
49. **Take a bath or shower if that isn’t triggering or an OCD behavior for you.** Notice the water pressure and temperature. Smell each individual product before using it. If the shower itself is what’s making you ungrounded but you must take one, narrate to yourself the steps you’re taking - almost as if you were hosting a YouTube tutorial. Name the products you’re using and even describe to yourself why you like/use them. (Also, bringing music that REALLY pumps you up can really help you stay grounded if you’re struggling with showers.)
50. **Play a guitar or piano, or other instrument (if that’s something you can do).** Heck, play them even if you have no idea what you’re doing! Listen to all the crazy notes you can make. Feel the strings or keys and all the various textures against your fingertips.
51. **Reality-test with a friend.** If you aren’t sure if something you’re feeling, seeing, hearing or thinking is real, ask a safe friend to help you decide what is fact from fiction, flashback from present, old trauma messages or your current situation.
52. **Check inside to see if parts need something and/or if they are keeping you ungrounded on purpose or just to get your attention (DID-specific).** Try to meet their needs if they reveal them to you and if they are reasonable. Engage in more elaborate internal communication if not.
53. **Watch a cartoon or kids movie - particularly if you have younger parts inside who need the comfort.** Do this even if you don’t have parts. You probably still need it, too. ;)
54. **Snuggle up with a suuuuper soft and snuggly blanket or robe.** Feel how incredibly warm or soft it is. Notice its threading and colors. What does it smell like?
55. **If you’re outside, slip off your shoes and press your toes into the ground.** Is it cool or warm? Jagged or soft? Squishy or muddy? Pavement or macadam? Grass or dirt?
56. **Jump up and down or bounce on the balls of your feet.** Feel your shoulders and arms flop and flounce about.
57. **Change all the notification bells on your cell phone.** Each time they make a new noise that you aren’t used to, you’ll be startled back to awareness.
58. **Take any medications you may have missed.** Use your PRN’s if necessary; take pain or anxiety medications if that is what is causing your dissociation.

59. **If you are in a car (passenger or driver), adjust the seat into a different position - even one that’s just slightly uncomfortable.** Stretch your legs out far and lift your head up tall. Wiggle about. If you’re a passenger, look around the inside of the car instead of out the window for a bit. Then switch. (..your gaze, not parts ;)

60. **If you are the driver, keep your eyes peeled for green cars. Notice every license plate with a B in it.** If it’s a particularly long drive, play the alphabet game (but not to the point of real distraction. We want safer driving here, not less!)

61. **Use your imagery techniques - particularly for pain or intense emotions.** Dial them down to a manageable level. Set a 15 minute timer to check back in and observe what level they’re at now. It’s okay if they’re "worse". The goal is just to be aware of where they are at, not necessarily improving or changing them (unless you want to).

62. **List or write down your feelings in that moment.** Describe them in extreme detail. If they were a color, what would they be? If they were a weather condition, which would you see? A temperature? A texture? Loud or quiet? Animate or inanimate? Soft or sharp?

63. **Make some mint or other herbal tea.** Inhale the scent deep into your lungs. Sip it before putting anything in it. Is it bitter? Then fix it how you like it. What were the differences?

64. **Listen to an audiobook or your favorite podcast.** Or, find a podcast you’ve never listened to before and give it a try.

65. **Watch something on Netflix or Hulu.** Keep it upbeat and current. If you know the oldies-but-goodies are safe for you and won’t disorient you, relish in those re-runs!

66. **Do something goofy - particularly if you are in NO mood for nonsense.** Pat your head and rub your tummy. Try to say ridiculous tongue-twisters. You’ll end up cracking up (or being so annoyed!) that you’ll still be way more grounded than you were moments ago. If you’re extra grumpy, use that cynicism for a "Try Not to Laugh Challenge" online. The worst that happens is you get some chuckles. Or puppies.

67. **Put in your earbuds and go for a run or a long walk.** Get away from where you are and notice alllll the sensory changes outside. Narrate to yourself all that you see and feel and how it’s different from where you were.

68. **Go down the alphabet and list girls’ names for each letter. Then boys’ names. Then unisex.** Or try to come up with silly pet’s names for each letter instead. How creative can you get?

69. **Try counting by 3’s or 7’s.** Try to get to 200. Then try multiplying by them.

70. **Look out a window or up at the sky.** What color is it? What shade name would you call it? Are there clouds or none? Are there stars or no? Can you see the moon from where you are? What about the sun? Any planes out there?

71. **Use safe place imagery if you are having no luck orienting with your present surroundings.** Mentally retreat to your safe place in as explicit of detail possible. When you’re feeling calmer, slowly start orienting yourself back to your current surroundings. Start back at the beginning of this list and come back into the room, into the present, and into your body.

72. **Step away from social media or scrolling on your phone.** This can be incredibly trancing for some without realizing it. Sit your phone across the room and spend at least 30 minutes doing something entirely different.

73. **Color in an adult coloring book or doodle.** Make silly crafts or fingerpaint if you have kid parts that need some attention. Do it even if you don’t have parts.

74. **Go swimming if it’s an option or isn’t a triggering experience for you.** Notice the water and its temperature. Notice how you can both float and sink. Recreate this in a bathtub if you don’t have a pool ;)

75. **Wash your face or brush your teeth.** Do a face mask or use some other self-care toiletries to freshen up. Notice all the smells and textures. Notice how they feel on your skin and how refreshed and alert you feel.

76. **Tap the sides of your kneecaps. Or, cross your arms, making an X on your chest, and tap your collarbones with your fingertips.** Give your body some new neural feedback and stimulation to take in.
LEAD & EARN YOUR CREATIVITY

Notice how it feels both weird and rhythmically calming at the same time. Observe your level of anxiety as you do - how does it change?

77. **Do yoga or tai chi if you’re familiar with either and find those to be useful to you.** Make it up as you go even if you don’t actually know what you’re doing ;)

78. **Play a sport that you enjoy (or heck, even something you’re bad at! It certainly requires more effort that way!).** Shoot some hoops, pepper with a volleyball, kick around a soccer ball. Or, just make up your own new game!

79. **Organize a desk drawer or closet shelf.** Clean your makeup or artist brushes that you’ve probably neglected for quite awhile. Clean your sneakers or something else you’ve been needing to do but keep forgetting.

80. **If you’re struggling with grounding after nightmares, scribble down the nightmare in a journal - just the surface of what it was about.** Then fold the page over or up real tight into the journal (or even tear it out completely). Know that it is contained in there and it’s not coming out again. Then remind yourself of the date, where you are, how old you are, and that it was just a nightmare. Then try to do some pleasing, safe-place imagery type visualizations before laying your body back down for some rest.

81. **Light some candles.** Notice the glow and the flicker. What do they smell like? Can you feel the warmth coming off of them? (If you are REALLY struggling with grounding, please please please don’t do this one. We don’t ever want you to catch anything on fire. But if you’re just loosely struggling or feeling a little fuzzy, this a great option.)

82. **If you’re struggling with derealism, start naming all the things you know to be inarguably true.** You know what name is on your birth certificate. ..how old you are now. ..where you live. ..where you are standing. ..that it is either day or night. ..that you are either alone or in the company of people. Continue on until you feel yourself becoming more rooted in reality. Then you can start challenging the things you weren’t really quite so sure about. (You may need a friend to help you and that’s okay. If you’re a Hunger Games fan, you can think of it as the Real or Not Real game with a loved one or parts inside.)

XLV. **How school ruins kids - Corné van Straten**

Article is found here - https://medium.com/@cornvanstraten

*It is commonly thought that kids need to go to school to acquire some essential skills and basic common knowledge, preparing them for life as a functioning adult in society.*

The reality is, however, that you have forgotten almost all the information you were fed in school because it was irrelevant, and you picked up no marketable skills whatsoever in all the time you spent there. Really, the only thing you’re prepared for after 12 years of school, is more school (college).

“The only thing you’re prepared for after 12 years of school is more school.”

So, **school doesn’t prepare you for the real world at all.** And that is no surprise, because school doesn’t resemble life outside of it in the slightest.

In fact, the only other place you may ever find yourself as isolated from society with mostly people your own age is in a retirement home.

So, schools don’t perform as advertised but are actually a gigantic waste of time. And this would be bad enough in and of itself, but it’s not even the worst of it.

Because during those 15000 hours most of us are forced to spend in the school system, we also **pick up a number of values and mindsets.** These mindsets were useful when we picked them up, because they helped us survive in
the school environment. But after we leave, they are detrimental to our success in the real world, because they’re the exact opposite of what every employer in the 21st century is looking for:

Values and mindsets taught by the school system:

1. Conform to top-down structures and one-size-fits-all curricula
2. Obey the authority figure
3. Ask permission for anything you’re not explicitly told to do
4. Truth comes from authority, defiance will be punished
5. Success comes from pleasing authority figures
6. A stamp of approval is the point of learning
7. Learning is boring and laborious, to be avoided when possible

Let’s look at these in more detail by reconstructing what the typical experience of a student looks like.

One of the first things you learn almost immediately after being subjected to the school system is that your wants and desires are no longer relevant. Speaking, going to the bathroom and pretty much anything that you are not explicitly told to do requires permission.

The school system has a very rigid structure you need to conform to. There is a one-size-fits-all curriculum detailing the exact scope and sequence of what everyone needs to learn and when. State bureaucrats have selected an arbitrary subset of the world’s knowledge, and decided that you have to learn it by a particular age.

Nobody cares what you want to learn, what you don’t want to learn or whether or not you even want to be there at all. You are to sit down, shut up and do as you’re told.

It does not take a rocket scientist to realize that this focus on obedience and conformity has a detrimental effect on kids’ creativity and critical thought faculties.

But you better learn how to sit still, because if you don’t conform, and rebel too much, you run the risk of being diagnosed with a “learning disability” in which case you will soon find yourself drugged up with psychostimulantia. In many cases, these drugs are hardly distinguishable from actual meth. This risk turns out to be particularly high if you live on the east coast, which tells you all you need to know about the validity of these diagnoses.

State-based Prevalence Data of ADHD Diagnosis

Looks like moving west is a great remedy for your ‘learning disability’

Students are also conditioned to believe that truth comes from authority. Because for as long as you’re in school, there is one single authority figure in front of you that will be your sole source of truth. They will ask you the questions and they will also feed you the answers.
Second guessing, contradicting or defying the authority figure is foolish and futile: you will lose every time. You’ll find your papers marked down, you’ll fail classes and depending on the severity of your defiance you’ll even be met with punishment, in the form of forced labor or temporary incarceration (detention).

Forced labor is a perfectly acceptable form of punishment in the school system

On the flip side of that, you’ll find that pleasing authority is rewarded. Do your homework, study the material they put in front of you religiously and you may soon find yourself the teacher’s favorite.

In fact, the simplest way to get ahead in the school system is to find out what your teacher wants to hear (not hard, they’ll tell you) and just repeating it back to them in your paper.

Pro tip: if you’re in college, cite your professor’s research as a source in your paper. It works every time and you’ll get great grades.

The never-ending cycle of testing and grading actually conditions students to think that the point of learning is acquiring stamps of approval, not mastering a particular skill or becoming an expert on a particular subject.

The latter would actually be valued very highly in the real world, yet there is no place for that kind of focus and specialization in school. In fact, there is no time to master anything, because the bell rings and it’s time for next subject.

And what if you can’t manage to reproduce enough trivial facts to get a passing grade on the test? Despite of the obvious fact that there are tons of successful dropouts; you will be verbally abused and told you’re destined for a life of menial jobs and poverty unless you work harder at it.

That brings us to the last lesson school teaches: learning is hard work. Studying is an utterly boring, laborious task involving textbooks, worksheets, homework and the memorization of facts and formulas surrounding topics chosen by others.

Of course, learning something new can be really fun, and it is fun all the time when kids do it of their own accord: through play. In fact, people learn best through play and self-directed activities.

But compulsory education teaches students that learning is work, not fun. And not only that, but learning and play are mutually exclusive. They’re told they need to stop playing around and focus on their work.

This is why you’ll never meet a kid that’s sad when school is cancelled.

Values and mindsets needed in the marketplace

To see just how detrimental the mindsets fostered in the school system really are, just imagine you’re an entrepreneur in a competitive industry. What kind of people are you looking to hire?

Most likely, you’re looking for people who...

1. are creative enough to think of new, innovative ways to solve problems, instead of merely conforming to the way things have always been done
2. are brave enough to contradict their superiors, not for obedient yes-men
3. show initiative and have a bias for action, instead of people who just wait for you to tell them what to do
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4. think independently and defy the status quo
5. work to solve your customers’ problems, instead of trying to please their direct superiors
6. have valuable skills and a record of getting stuff done rather than a shiny resumé with lots of credentials but no product
7. love learning and go the extra mile to become experts in their field

All of these attitudes and behaviors you want in an employee are the exact opposite of what is learned in school.

Every employer in the world is dying to find self-starting, creative problem-solvers with a bias for action. But these people are very hard to find, because the school system produces the exact opposite of that: docile, obedient rule-followers that wait for detailed instructions before they do anything.

Every employer in the world is looking for self-starting, creative problem-solvers with a bias for action.

So not only do schools fail to prepare students for the real world, students are actually worse off when they get out because of all the detrimental attitudes and behaviors they picked up during institutionalization. They’re actually less fit for a job than before. This is how schools ruin students and how they have probably ruined you to some degree.

How do we make it better?

None of the criticisms laid out above are particularly new. The flaws of the school system have been well-known for decades, which is why parents and teachers are always pushing for “education reform”.

Yet nothing much ever changes. Schools still look almost the exact same as they did 200 years ago. Schools have looked basically the same for centuries. At this point, whether or not “education reform” ever comes to pass is immaterial, because reform is simply not enough. Reform is not enough. We need to completely rethink education from the ground up.

Car-manufacturer Henry Ford famously said that if he had asked people what they wanted, they would have said a faster horse. In a similar fashion, people keep asking for better schools, while what is needed is something entirely different. We need to abandon the school system altogether and completely rethink education from the ground up. If you’re a teacher or parent and you’re ready to stop ruining the minds and attitudes of young people, or you’re a student, looking for something better, you can learn how to vacate the school system from my previous article. Education | Education Reform | Unschooling | Homeschooling | Entrepreneurship

XLVI. How Implicit Bias Impacts Our Children in Education

By Nicole Scialabba | ABA Groups | Section of Litigation | Committees | Children’s Rights Litigation | Articles


Brown v. Board of Education is a landmark U.S. Supreme Court case from May 17, 1954, taught across the country. Known for ending the “separate but equal” doctrine of Plessy v. Ferguson, it began the long process of desegregation in our nation’s public schools. This case has undoubtedly helped to eliminate some of the overt racial discrimination in our country.

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XLVII. **What Is Implicit Bias?**

Implicit bias, also known as implicit social cognition, is influenced by attitudes and stereotypes that we all hold based on our experiences. Implicit bias influences how we act in a subconscious way, even if we renounce prejudices or stereotypes in our daily lives. The Kirwan Institute for the Study of Race and Ethnicity at Ohio State University explains that these biases are favorable and unfavorable assessments deep in our subconscious, and we tend to favor our own ingroup—the social group to which we psychologically identify as belonging—though some research indicates that we can disfavor our own ingroup instead.

Evelyn Carter, a social psychologist at the University of California, Los Angeles, describes bias as follows: "Bias is woven through culture like a silver cord woven through cloth. In some lights, it's brightly visible. In others, it's hard to distinguish. And your position relative to that glinting thread determines whether you see it at all." Jessica Nordell, "Is This How Discrimination Ends?," *Atlantic* (May 7, 2017).

There are many ways to test your implicit bias as it relates to race, gender, disability, or sexual preference. The Implicit Association Test (IAT) is a common tool that is available on Harvard University's website, created by Project Implicit. There are many different tests available on the website to assist you in determining what implicit biases you hold.

The problem does not lie in the fact that we all have implicit biases. Rather, as Jessica Nordell explains in an article in the *Atlantic*, the struggle lies in how one overcomes and prevents discrimination or discriminatory practices. Nordell cites Patricia Devine, psychology professor and director of Prejudice Lab:

> Trying to ignore these differences, Devine says, makes discrimination worse. Humans see age and gender and skin color: That's vision. Humans have associations about these categories: That's culture. And humans use these associations to make judgments: That, Devine believes, is habit—something you can engage in without knowing it, the way a person might nibble fingernails down to the bloody quick before realizing they are even doing so.

**How Does Implicit Bias Impact Our Schoolchildren?**

The term "school-to-prison pipeline" is a key issue facing many school districts, and implicit bias plays a large role.

In an episode of Gladwell’s *Revisionist History* podcast, "Miss Buchanan’s Period of Adjustment," he explores the implications of *Brown v. Board of Education*. Gladwell suggests that while *Brown*’s decision was significant in terms of starting the long process of desegregation in public schools and, arguably, setting off the civil rights movement, there was a major unintended consequence that has largely remained underexplored. As student populations merged, the teaching workforce did as well. When administrators were tasked with staffing the newly integrated schools from a newly integrated workforce, white teachers were routinely kept on at the expense of African American teachers. As such, nearly an entire workforce of black teachers who had previously staffed the segregated black schools lost their jobs in large part due to discriminatory reasons.

Rosemarie Allen, lecturer of Early Childhood Education at the Metropolitan State University of Denver, explains that many black educators were discriminated against as a result of white parents voicing concern over black educators teaching their children in the newly desegregated schools. Black educators were largely replaced by white, middle-class educators who did not necessarily understand the students of color in the classroom. As a result, Allen theorizes that this has caused the current trends we see now, where black schoolchildren are disproportionately impacted negatively in the education system. Bryan Dewan, "New Research Shows Connection Between Race and Early Childhood Suspensions," *ThinkProgress* (Mar. 24, 2016).
Not only has the ripple effect of black educators leaving impacted school discipline, as Allen's dissertation "Preschool-to-Prison Pipeline" suggests, but it also has impacted other areas of education. It has negatively impacted black schoolchildren receiving assistance or services for disabilities as well as getting screened for or referred to gifted programs.

**Discipline.** In March 2014, the U.S. Department of Education Office for Civil Rights published data and statistics about school discipline, based on information collected from the 2011–2012 academic year of public schools across the nation. Here is a snapshot of some of the most startling statistics:

- Black children represent 18 percent of preschool enrollment but 48 percent receive more than one out-of-school suspension, while white students represent 43 percent of preschool enrollment and only 26 percent of out-of-school suspensions.
- Black students are suspended and expelled three times more than white students.
- Students with disabilities are more than twice as likely to receive an out-of-school suspension at 13 percent versus students without disabilities at 6 percent.
- Black students represent 16 percent of student enrollment but account for 27 percent referred to law enforcement and 31 percent subjected to a school-related arrest.

In 2014, the Kirwan Institute evaluated disparities in discipline in Ohio's public schools by analyzing data from 2005–2013. One of the findings is that there is a predominantly white teacher workforce that does not match the more diverse schoolchildren population. As a result, implicit bias is activated, impacting differences in discipline being applied to schoolchildren. It is worth noting here that while many studies and data show that white teachers more harshly discipline black students, studies are beginning to look at whether black teachers sometimes disfavor their own ingroup. While that research is still new, there is at least one recent study from the Yale Child Study Center that evaluated black and white preschool teachers and found that black teachers also have implicit biases that influence administering discipline.

Many schools developed zero-tolerance policies after a spike in juvenile crime in the 1990s. These zero-tolerance policies began adding law enforcement in schools on a daily basis and ended up doubling suspensions and expulsions. Black schoolchildren are disproportionately affected as they are three times as likely as their white counterparts to be suspended or expelled from school for the same infractions. Karen Dolan, "How the Assault at Spring Valley High Brutally Demonstrates the 'School-to-Prison Pipeline,'" Alternet (Oct. 29, 2015). Additionally, over 70 percent of schoolchildren referred to law enforcement agencies for school-related incidents are black or Latino.

The impact that school discipline has on schoolchildren is devastating. A single suspension in the first year of high school doubles the dropout chance for that child. Children who are expelled are three times more likely to end up in the juvenile justice system. Once caught within the juvenile justice system, the psychological and economic consequences can have a lasting and burdensome impact on children while simultaneously decreasing their educational and financial opportunities, and increasing the chances of reincarceration. Incarcerated youth are nearly 70 percent more likely to be in jail again by age 25 than youth who were not referred to juvenile detention. Dolan, supra.

**Disabilities.** The U.S. Department of Education Office for Civil Rights 2014 snapshot regarding students with disabilities summarizes its findings:

The [Civil Rights Data Collection] reveals that students with disabilities are subject to physical and mechanical restraint and seclusion at rates that far exceed that of other students, and black students with disabilities are subject to mechanical restraints at even higher rates than other students with disabilities. Mechanical restraint is the use of any device or equipment to restrict a student's freedom of movement. Physical restraint is a personal
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restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. Seclusion is the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving.

This snapshot shows that black students represent 19 percent of students with disabilities served by the Individuals with Disabilities Education Act, but 36 percent of these students who are subject to mechanical restraint.

_Gifted programs._ An article published in January 2016 in the American Educational Research Association's _AERA Open_ journal evaluated voluminous data from the National Center for Educational Statistics showing that black and Latino schoolchildren are less likely to be screened for gifted programs in public schools than white and Asian schoolchildren. The study suggests that the race of the teacher could be impacting the racial composition of students in gifted programs, mainly because teachers can identify students to be screened for the gifted program. For black schoolchildren, they are three times more likely to be assigned to gifted services if they have a black teacher.

The study acknowledges that there could be many different factors impacting the referral of a child to a gifted program. These factors include students behaving or performing differently depending on whether their teacher is their own race; students/parents actively engaging with the gifted process depending on whether the teacher is their own race or not; and teacher implicit bias impacting their subjective decisions to refer students for screenings for gifted programs.

The researchers conclude that all or none of these could be factors that explain why black schoolchildren are not referred to gifted programs; however, having a teacher of their same race clearly has the most positive impact on referrals to gifted programs. This is particularly concerning because 80 percent of black elementary schoolchildren are taught by teachers who are not their same race.

_XLVIII. How Do We, as Advocates, Help Children Overcome Implicit Bias They Face?_

The American Bar Association has been doing its part to combat implicit bias across all facets of the legal profession. There have been CLEs and materials published in recent years discussing implicit bias and its wide-ranging impacts on our profession. The trainings and materials assist lawyers in identifying implicit bias not only in hiring practices, retention, and advancement, but also in how we practice and represent our clients. Among these many materials, there are some key points that can be employed in our own advocacy.

The first step in overcoming implicit bias is to identify and acknowledge the bias. The next step is to stop the bias while it is occurring. The third step is taking action to change the bias. Studies have shown that we all have implicit bias as it is part of our subconscious and everyday life. We need to acknowledge that bias in ourselves through self-awareness. Next, we need to question ourselves when one of our own stereotypes manifests itself and replace it by asking ourselves to look at the situational circumstances that could have impacted a person's behavior rather than our stereotype that we hold. We need to change our prejudiced habits by asking questions and engaging with others who are different from us.

Practically speaking, when representing children, it is important to remember these tips:

1. Listen to understand. | Ask questions. | Show empathy. | Recognize your own bias, and question your assumptions.

The overwhelming data shows that black schoolchildren are disproportionately impacted in schools. As we represent schoolchildren, we should all be mindful that their race and the race of their teachers could be impacting
what is happening to them in school—whether they are getting a severe punishment for a seemingly innocuous infraction, being screened appropriately as disabled entitled to services, or being screened for gifted programs.

Regardless of the reason why the client came to you for services, attorneys should keep in mind that implicit bias may have impacted why the client seeks counsel in the first place. The attorney should conduct a thorough and complete investigation into the client's school experience to determine whether the child has been impacted negatively in any aspects of his or her schooling. Effective advocacy at the school level with the client's teachers and school personnel can have positive impacts on the client's schooling going forward. That advocacy can include being sure to humanize the client to the school staff to ensure they are truly seeing the child before them clearly, rather than through their own biases.

We have come a long way in the 63 years since Brown v. Board of Education was decided. Yet a critical examination reveals a bittersweet legacy. There is still much work to be done to achieve equality. One place to start is to make an explicit effort to confront implicit bias. Nicole Scialabba is a staff attorney at Legal Services of Central New York in its Syracuse, New York, office.

XLIX. Education, Trauma, Punishment and Colonialism

https://www.jstor.org/stable/23769174?seq=1
- The Relationship between Trauma, Arrest, and Incarceration
  History among Black Americans: Findings from the National Survey of American Life
  https://www.ncbi.nlm.nih.gov/pmc/articles/PMCS079438/
- Understanding the impact of trauma and urban poverty on family systems:
  Risks, resilience and interventions
  Leveraging resiliency for change and transformation – James Garbarino book

L. Age of Consent for Sex by country

If a country can write laws that says a nine- or 12-years old child has the right to consent to having sex and marriage, shouldn’t that same law apply to the child’s whole wellbeing, and make their own decisions? Click the link below to learn the age of consent for sex by country.

https://www.ageofconsent.net/states
https://worldpopulationreview.com/country-rankings/age-of-consent-by-country
Child labor - https://ourworldindata.org/child-labor
Human Development – Click here
Impact of Parentification https://www.youniversetherapy.com/post/the-trauma-of-parentification
Child marriage trauma - https://www.girlsnobrides.org/about-child-marriage/
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6670185/

LI. What Are the Long-Term Impacts of Child Marriage?

What impact does child “marriage” have on a girl’s education?
https://www.equalitynow.org/long_term_impacts_child_marriage

Marriage dramatically limits a girl’s access to education, and education levels are among the strongest predictors of whether a girl will marry early. The more educated a girl is, the less likely she is to marry early.
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Societal expectations often hinder a girl who is married from attending school. Once married or engaged, a husband or future husband may disapprove of his wife attending school, and stop her from attending. Moreover, in some countries, such as Sierra Leone and Tanzania, pregnant girls may be prohibited from attending school as a result of discriminatory government policies.

A girl who is married may also have responsibilities in the home, including housework, caring for children or other relatives, be sent to work to help support her husband’s household, or be physically unable to attend school because of pregnancy, or medical complications associated with pregnancy.

When women and girls are barred from accessing education, their economic opportunities are limited, trapping them in a cycle of poverty, which will, in turn, limit their children’s educational opportunities and, as a result, their own economic prospects.

Are girls married before age 18 more vulnerable to domestic violence?

According to the International Council of Research On Women (ICRW), women with low levels of education and married adolescents between the ages of 15-19 years old are at a higher risk of domestic violence than older and more educated women. Globally, girls who marry before age 18 are 50 percent more likely to face physical or sexual violence from a partner throughout the course of their life.

Girls who marry before 18 are also more likely to describe their first sexual experience as forced.

Because the vast majority of child marriages are younger girls to older men, there is an inherent imbalance of power in these relationships, which is often linked to domestic violence. In addition to the physical danger this presents to women and girls, violence can also have lasting psychological implications on girls’ and women’s mental health.

What impact does child marriage have on girls’ health?

Child marriage is a significant health risk for women and girls. Psychologically, women married as children are more likely to suffer from symptoms related to post-traumatic stress disorder (PTSD) and symptoms of depression.

In the U.S., marriage before age 18 is associated with a 23 percent greater risk of diseases such as cancer, heart disease, diabetes and stroke.

In parts of sub-Saharan Africa, child marriage has also been linked to higher than average rates of HIV/AIDS infections, with married girls in Kenya and Zambia 75 percent more likely than their unmarried sexually active peers to contract HIV.

Because of the imbalance of power in child “marriages” many girls are unable to negotiate or to discuss contraception with their husbands, resulting in earlier and more frequent pregnancies. Additionally, higher rates of domestic violence, risks associated with earlier pregnancies and lack of access to medical care may also result in premature death. What effects does early pregnancy have on a girl?

Globally, complications from pregnancy and childbirth are the leading cause of death among girls ages 15-19 years old, with an estimated 70,000 girls dying each year of pregnancy and childbirth related complications. A baby born to an adolescent mother between 15-19 years old is at significantly greater risk of infant mortality, with stillbirths and newborn deaths at 50 percent higher rates than for mothers who gave birth at age 20 and older.
A girl’s body is not physically developed enough to give birth. Early childbearing can also result in an increased risk of miscarriage, difficulties during labor, postpartum hemorrhaging and obstetric fistula, which can occur when a mother gives birth before her body is physically ready to do so. 90 percent of girls age 15-19 who give birth are already married, underscoring the role of child marriage in perpetuating this crisis in women’s health. Additional barriers preventing young girls from accessing medical care also prevent young girls from receiving adequate care and medical advice throughout their pregnancy.

Does child marriage make it more likely that a girl or woman will live in poverty?

**Poverty is a major force behind child marriage around the world.** A girl may be married because her family cannot afford to pay her school fees, or for basic supplies such as sanitary pads. Across all regions, children living in poverty are the most vulnerable to child marriage, and girls from the poorest families are three times more likely **to marry before age 18** than girls from the wealthiest families.

Economic opportunities are extremely limited for women and girls in many communities, but the more education a girl has, the more she is able to increase her earnings and she will **reinvest the vast majority of those earnings back into her family**. Achieving higher levels of education and becoming economically independent becomes almost impossible within the context of child “marriage,” trapping a girl and her family, as well as communities and regions, into a cycle of poverty that may continue unless the pattern is broken with the next generation.

What can I do to help? Share this and other information you find about child marriage on social media and with others in your social networks.

LII. **How to Recognize Someone With Covert & Overt Narcissism**

By Jodi Clarke, MA, LPC/MHSP | Steven Gans, MD | Spouses & Partners | LGBTQ | Violence and Abuse

**In This Article**  | What Is Narcissism? | What Is a Covert Narcissist? | Overt vs. Covert | Signs to Look For | What to Do | Covert Narcissism > [https://www.verywellmind.com/understanding-the-covert-narcissist-4584587](https://www.verywellmind.com/understanding-the-covert-narcissist-4584587)

Most of the time, it is easy to spot the narcissist in the room. They are the ones who are working the crowd, loudly sharing fabulous stories that convey a sense of importance and accomplishment so that they can feel admired. Someone behaving like this tends to send out a clear signal to those around them that they are not approachable or compassionate.

Could there be other people in the room with those same exaggerated motivations for admiration and importance, yet possibly harder to identify? Yes, in fact, there could be someone close to yo who is a narcissist but shows up in less obvious ways.

**What Is Narcissism?**  | The word narcissist is a term regularly used in common discussions to describe anyone who seems a bit self-involved. However, in terms of clinical mental health, someone needs to meet a specific criterion in order to be diagnosed with narcissistic personality disorder.

**Traits**  | In general, people with narcissistic personality disorder are those who are preoccupied with their own success and with a grand sense of self-importance that influences their decision-making and interactions.

Narcissists find it difficult to build or maintain connections with others because of their manipulative tendencies and lack of empathy. They often feel entitled and lack compassion, yet crave attention and admiration. Here are some elements of narcissism.

- Having a sense of self-importance or grandiosity | Experiencing fantasies about being influential, famous, and/or important | Exaggerating their abilities, talents, and accomplishments

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- Craving admiration and acknowledgment | Being preoccupied with beauty, love, power, and/or success
- Having an exaggerated sense of being unique | Believing that the world owes them something
- Exploiting others to get what they want (no matter how it impacts others) | Lacking empathy toward others

What is a Covert Narcissist? | In the field of psychology, behavior can be described as overt or covert. Overt behaviors are those that can be easily observed by others, such as those of the traditional narcissist described earlier. Covert behaviors, however, are those that are more subtle and a bit less obvious to others.

A covert narcissist is someone who craves admiration and importance as well as lacks empathy toward others but can act in a different way than an overt narcissist.

When considering the behavior of narcissists, it might be hard to imagine how someone could be a narcissist and be inhibited in their approach and behavior. A covert narcissist may be outwardly self-effacing or withdrawn in their approach, but the end goals are the same.1

For example, this might be described as listening to your favorite song while blasting the volume, compared to listening to that same song on a low volume. The song itself hasn’t changed, just the volume in which you are listening.

Overt vs. Covert | Covert narcissists are only different from overt (more obvious) narcissists in that they tend to be more introverted. The overt narcissist is easily identified because they tend to be loud, arrogant, and insensitive to the needs of others and always thirsty for compliments.1

Their behaviors can be easily observed by others and tend to show up as "big" in a room. When we think of an overt narcissist, we could say they demonstrate more extroverted behaviors in their interactions with others.

Researcher and author Craig Malkin, PhD suggests that the term "covert" can be misleading. In his work he states that the term covert is often used to suggest that the covert narcissist is sneaky or that their strive for importance is not as significant as an overt (more extroverted) narcissist. In fact, he reports, the traits of the overt narcissist and the covert narcissist are the same.

Both covert and overt narcissists navigate the world with a sense of self-importance and fantasizing about success and grandeur.

Both individuals need to meet the same clinical criteria to be diagnosed with narcissistic personality disorder, whether they are extroverted or introverted. Both have deficits in their capacity to regulate their self-esteem.2

Many people have fallen victim to the manipulative behaviors of a covert narcissist without realizing what has happened until they are already in emotional pain. It might be more accurate to suggest that the extroverted (overt) narcissist would be a lot easier to see coming than the introverted (covert) narcissist.

It is not unusual for people to find themselves in long-term relationships with covert narcissists only to be hurt by a sense of a lack of partnership or reciprocity in the relationship.

Signs to Look For | Although there are some clinical criteria that need to be met in order for someone to be diagnosed with narcissistic personality disorder, there are some general traits and patterns to look for in everyday interactions if you suspect you might be dealing with a covert narcissist.
Being aware of these traits can help empower those who are interacting with the covert narcissist, helping them to recognize and better navigate potentially unhealthy interactions.

Passive Self-Importance | Where the more overt, extroverted narcissist will be obvious in their elevated sense of self and their arrogance when interacting with others, the covert narcissist may be less obvious.

The covert narcissist certainly craves importance and thirsts for admiration but it can look different to those around them. They might give back-handed compliments, or purposefully minimize their accomplishments or talents so that people will offer them reassurance of how talented they are.

The reality for both the overt and covert narcissist is that they have a fragile sense of self.

The overt narcissist will demand admiration and attention, where the covert narcissist will use softer tactics to meet those same goals. The covert narcissist will be much more likely to constantly seek reassurance about their talents, skills, and accomplishments, looking for others to feed that same need for self-importance.

Blaming and Shaming | Shaming others is a wonderful tactic of the narcissist in order to secure their sense of an elevated position in relation to others. The overt (extroverted) narcissist might be more obvious in their approach to gaining leverage, such as explicitly putting you down, being rude, criticizing you, and being sarcastic.3

The introverted, covert narcissist may have a more gentle approach to explain why something is your fault and they are not to blame. They might even pretend to be a victim of your behavior or engage in emotional abuse to put themselves in a position to receive reassurance and praise from you.4 At the end of these interactions, the goal of the narcissist is to make the other person feel small.

Creating Confusion | Although not always sneaky, some covert narcissists can take joy in creating confusion for someone they are interacting with. They may not engage in blaming or shaming, but instead, causing people to question their perceptions and second-guess themselves.

Another way to create leverage between them and another person, the covert narcissist needs to use tactics like this to elevate themselves and maintain power in the interaction. If they can get you to question your perceptions, then this allows them the opportunity to manipulate and exploit you more.

Procrastination and Disregard | Because their need for self-importance reigns supreme, covert narcissists will do whatever they need to do in order to keep the focus on themselves. So, where an extroverted narcissist will blatantly push you aside or manipulate you to accomplish their goal, the covert narcissist is a professional at not acknowledging you at all.

It is not a coincidence that narcissists, in general, tend to gravitate toward interacting with caring and compassionate people. The covert narcissist recognizes those opportunities for manipulation as well.

They have no problem letting you know that you are not important.

Rather than explicitly telling you that you’re not important, they might stand you up on a date, wait until the last minute to respond to texts or emails, always show up late for events with you, or never make confirmed plans with you at all. There is no regard for your time or interests, leaving you feeling small, unimportant, and irrelevant.

Emotionally Neglectful | Narcissists are inept at building and nurturing emotional bonds with others. How could they know how to do maintain bonds with others if their energy is always focused on themselves? The covert narcissist...
is no different. So, although they may appear kinder and less obnoxious than their extroverted counterpart, they are not emotionally accessible or responsive either.

You will likely not receive many compliments from a covert narcissist. Remembering that they are always focused on staying elevated to maintain their sense of self-importance, it is easy to understand how a covert narcissist would find it difficult to compliment you. There is usually little regard for your talents or abilities—usually, the narcissist has no regard for these things at all.

Just as with overt narcissists, you will likely find yourself doing most of the heavy emotional lifting in a relationship with the covert narcissists. Although the covert is more likely to appear emotionally accessible, it tends to be a performance and usually done with intent to exploit or eventually leave the person feeling small through disregard, blaming, or shaming.

Since one of the hallmark traits of narcissistic personality disorder is lack of empathy, the covert narcissist is not going to be emotionally responsive to their partner in a healthy way.2

Giving With a Goal | In general, narcissists are not givers. They find it difficult to put energy into anything that doesn't serve them in some way.1 A covert narcissist might present themselves in a way that looks like they are giving, but their giving behavior is only demonstrated with the intent of getting something in return.

A simple, everyday example could be something like putting a tip in the jar at your local coffee shop. A covert narcissist would be much more likely to put their tip in the jar when they know the barista is looking, in order to help facilitate some kind of interaction that allows them to be praised for giving.

The intent of giving for a covert narcissist is always more about them and less about those to whom they are giving. What to Do | You may currently be in a personal relationship with a covert narcissist, whether it be a family member, a coworker, or your significant other. It may be helpful to note that although we cannot control what the narcissist does, we can take control of how we are behaving and interacting with them. There are certain steps that you can take to protect yourself if having to deal with a covert narcissist.

Avoid Taking It Personally

When we are dealing with a narcissist, whether covert or overt, their manipulative behavior can feel very personal. The lack of regard, sense of entitlement, patterns of manipulation, and deceptive behaviors of a narcissist can feel very personal when we are on the receiving end of their ways.

No matter how painful the impact of the behaviors of a narcissist might feel in the moment, it is important to remember that it has nothing to do with you. The narcissist is behaving in negative ways because of something unhealthy within them, not because there is something unhealthy about you.

It is okay to look at the situation and the interactions in regard to how you contribute to them. However, it is very important when dealing with a narcissist that you let them "own" their part.

The narcissist wants you to take it personally because that is how they maintain leverage. Remember, a narcissist feels small, so they have to make themselves "big" somehow.

Set Boundaries | Narcissists do not have healthy boundaries.5 Because covert narcissists lack empathy, have a strong sense of entitlement and exploit others, boundaries are something that get in the way of their goals. The more you
can practice setting boundaries with the narcissist, the more consistently you are conveying to them that their tactics are not working.

Setting boundaries can be very difficult, especially if you have never done that before. Not only is it possibly unfamiliar to you, but setting boundaries with a covert narcissist can be pretty intimidating.

Remember that boundaries are just a way for you to let someone else know what your values are. Consider what is important to you, what your values are, and work to create boundaries to support them.

Understanding why you are setting particular boundaries can help you have more confidence in establishing them and can keep you on track if a narcissist attempts to violate or disregard your boundaries.

Advocate for Yourself  |  When interacting with a covert narcissist, it can be easy to lose your voice. Because the patterns of interaction are so manipulative, it may take time for you to realize that the relationship left you in this place of not knowing how to advocate for yourself.

Take time to tune back in with yourself, who you are, what you are about, your values, your goals, and your talents. Strengthening your relationship with yourself is key in being able to speak up during interactions with a narcissist. When advocating for yourself, the narcissist gets a chance to meet the part of you that is aware and knowledgeable of their tactics, making it less appealing for them to keep trying those things with you. What Is a Malignant Narcissist?

- Types of Narcistic - The psychopathic narcissist | closet narcissist | he exhibitionist narcissist | bullying narcissist | seducer narcissist >> https://www.wellandgood.com/types-of-narcissists/ | https://www.youtube.com/watch?v=KNpeVRB19xU

LIII. How Institutions, Colonialism and policies destroy families
https://www.teenvogue.com/story/slavery-trauma-inherited-genetics
https://mises.org/library/what-has-government-done-our-families
https://www.aei.org/articles/slavery-and-the-black-family/
https://en.wikipedia.org/wiki/Transgenerational_trauma
https://www.antislavery.org/mental-health-can-be-fundamental-to-survival-after-slavery/

Father and mother wounds - https://dhamrawisdom.org/teachings/articles/healing-your-mother-or-father-wound
https://www.soulshepherding.org/inventory-of-emotional-wounds-from-your-mother-or-father/
https://www.youtube.com/watch?v= 7UGNdLgg8 | https://www.youtube.com/watch?v=wTu5sFCi9xk

LIV. Jobs lost and starting over resources
https://www.youtube.com/watch?v=O8Io_NbAQO8
https://www.youtube.com/watch?v=Xiq_ow5DrWY
https://myguidance.fidelity.com/ftgw/pna/public/lifeevents/content/changingjobs/overview
https://possibilitychange.com/losing-your-career/
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https://www.pbs.org/newshour/economy/5-tips-for-finding-work-during-the-covid-19-pandemic
https://www.purposefairy.com/tips
https://inspiringtips.com/tips
https://www.monster.com/career
https://zenhabits.net/career/
https://livealifeyoulove.com/you
https://www.monster.com/career-advice/article/create-opportunities

Are you happy? Really happy? Do you want to be? Information below is found here.
http://meanttobehappy.com/how-to-be-happy-in-10-steps/
• 10 Steps to Finding your Happy Place ... and staying there!
• Step 1: Give Yourself Permission to be Happy | Step 2: Decide if you want to be Right or Happy
• Step 3: Give up the Delusion of Control | Step 4: Feel your Feelings
• Step 5: Make Haste to be Kind | Step 6: Judge Not
• Step 7: Practice Compassion | Step 8: Forgive Everyone
• Step 9: Develop an Attitude of Gratitude | Step 10: Be Here Now

LV. Protect your energy as empaths

https://kripalu.org/resources/four-ways-protect-your-energy Information below is found here <<
Watch yourself. One of the most basic metaphysical truths is that we attract that which we put out into the universe. If we put forward positive thoughts, we welcome positivity into our lives. Thus, if we keep our thoughts, desires, and wishes aligned with positive thoughts, we are more likely to attract abundance. When we begin to think negative thoughts, we open ourselves up to the vibration of negative, draining energy. In most instances where someone is psychically attacking you, at some level, you are allowing them to.

Get out. One of my big tips for psychic protection is to be aware of what is going on around you. The minute you feel someone pulling on your energy, check out of the situation. Learn how to recognize these “energy vampires”—the people who, knowingly or unknowingly, pull on your energy. Energy vampires typically behave in certain ways, such as invading your personal space and talking at you instead of with you. When you find yourself in a situation like this, immediately remove yourself. Spend as little time as possible in situations that are likely to drain you, such as long parties, business meetings that drag on, and cramped places. One of the best things I did was set some time limits on myself for how long I will stay at a social party or business meeting.

Links -
Are you in touch with your feelings? Understand your EQ
http://serenityonlinetherapy.com/maturity-immaturity.htm
https://www.lifehack.org/articles/communication/15-signs-youre-mature-think.html
https://inspiringtips.com/tips-to-be-more-mature-and-responsible/

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Appendix Resources

Appendix A
Awareness resources

Appendix B
Mentoring forms – online and available locally

Appendix C
Written math problems & Presentation & investor pitch
   speaking tips https://www.youtube.com/watch?v=Vzf7z-VfSbs
   Computer coding material – we charge to translate them https://learntocodewith.me/posts/code-for-free/
   Presentation tips https://freshkillspark.org/education-lesson-pla
   | https://www.teachhub.com/teaching-strategies-perfect-presentation-skills
Start-ups

Appendix D
Business idea forms
Community Partner | Household/Parents | Mentors/Volunteers/Entrepreneurs | Professional/Business owner mentors | Resource Support partner | Our Voices | Speakers | Survey

Appendix E
Savings partners & Programs
Savings guide: https://www.fao.org/publications/card/en/c/8a053b20-f0e6-53ed-87f8-02c5ff96c60d
   a. https://christianaidministries.org/program/salt-microfinance-solutions/
Appendix F
Mentoring & Coaching Guideline and tips:

7. https://www.hbs.edu/faculty/Publication%20Files/06-060.pdf
9. https://www.youtube.com/melrobbins


Appendix G
evaluation and budgeting templates


Appendix H
Brainstorming & other tips

1. Startup guide: https://www.fundable.com/learn/resources/guides/startup
Creative Exercises: https://blog.hubspot.com/marketing/creative-exercises-better-than-brainstorming
   a. Marketing tips

Appendix I
Healthcare & Awareness

3. https://www.who.int/health-topics/adolescent-health/#tab=tab_1
6. https://www.plannedparenthood.org/learn
2. Meditation - https://www.youtube.com/watch?v=DDjQ29lmtAk
   a. https://www.youtube.com/watch?v=kKqSiM38uM
   b. https://www.youtube.com/watch?v=xfD4HaBBc0I

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Discipline - https://www.youtube.com/watch?v=mFPyzxCywM

Therapist & Tips
https://www.anniewright.com/spiritual-bypassing/
Emotional - https://lonerwolf.com/emotional-numbness/
Mediation | https://www.youtube.com/watch?v=WXzreQ7Vso0&list=PLYSAdnkHISBaiR5J2dusQvEilZjCrZ5h
https://www.youtube.com/watch?v=9kYF7xY6Pcs
https://youtu.be/BM0lmfBlE2E
Inner Child Healing https://youtu.be/CdcFs3qOwmu
Inner https://youtu.be/OMGyBcENh3k
https://youtu.be/B4f5QzwMANw
https://youtu.be/OvWDDTe6s-g

Codependent Relationships and child neglect
https://youtu.be/2IhhEmBvCvM
https://www.goodtherapy.org/learn-about-therapy/issues/codependency/recovery

Free books
https://www.barnesandnoble.com/b/free-ebooks/nook-books/self-help-relationships/emotional-healing/_/N-ryOZ8qaZ1c3e
https://www.alwayswellwithin.com/blog/2017/10/28/top-books-healing-trauma
https://chronicillnesstraumastudies.com/free-downloads-chronic-illness-trauma-connection-ebook-series/
https://www.youtube.com/watch?v=OB7BN2DIV7w
Books - https://www.oprahmag.com/entertainment/books/g28611271/best-books-for-women/
https://minutes.co/22-books-every-entrepreneur-should-read-in-2019/

Trauma and physical effects on the body - https://www.ncbi.nlm.nih.gov/books/NBK207191/

Cultural & Diversity & Privilege
3. https://www.youtube.com/watch?v=q0onwddcoOw
4. https://www.youtube.com/watch?v=gdINdMIGAr4
5. https://www.youtube.com/watch?v=5OIfBD5WHoo

Racial differences in narcissistic tendencies

Leaders to know

Pandemics, education and gender

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10. https://www.globalcitizen.org/en/content/9-key-issues-affecting-girls-and-women-around-the-


Appendix J

Keeping kids safe

5. https://safeandsecureonline.org/ | https://www.youtube.com/watch?v=hM6l0BehFgE

Institutional Playbook For Concealing The Truth


https://www.asha.org/Members/international/IntNonProfRes/
https://freechild.org/youth-and-nonprofits/
https://en.unesco.org/youth | https://www.one.org/us/blog/10-youth-movements-changing-the-world-for-the-
better/ | https://doublethedonation.com/tips/companies-that-donate-to-nonprofits/
https://www.youthpolicy.org/mappings/donors/directory/foundations/initiatives/
https://www.globalcitizen.org/en/content/10
https://www.globalpartnership.org/what

Don't share too much online
8. https://openpsychometrics.org/tests/LSRP.php

Generacional trauma & Cultural  https://www.youtube.com/watch?v=WxpuuBH-Kk
b. https://www.psychologytoday.com/us/blog/warning-signs-parents/201701/childhood-roots-
narcissistic-personality-disorder | https://www.youtube.com/watch?v=Rn3xhDni4w4
b. https://www.youtube.com/watch?v=1uZ0g0bYA
e. https://www.helpguide.org/articles/mental-trauma/narcissistic-personality-disorder.htm
h. Narcissistic Family Dynamics: https://www.youtube.com/watch?v=3D0jh_Oj7Dg
i. https://www.youtube.com/watch?v=WkroPS0-rFE
j. https://www.youtube.com/watch?v=gpiyTAb912w

Break the cycle
k. https://www.youtube.com/watch?v=psjFVWV-yE
l. https://www.youtube.com/watch?v=gorBFdm5n_s
m. https://www.youtube.com/watch?v=kHyHZQj35c
n. https://www.youtube.com/watch?v_=qPuyX1TQko

Cults and Narcissistic awareness
https://www.youtube.com/watch?v=sWY05MadRJk

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Appendix K

Teaching all kids

https://www.tolerance.org/magazine/fall-2014/abuse-of-power
https://www.accreditedschoolsonline.org/education-teaching-degree/lgbtq-youth/
https://www.readingrockets.org/article/teaching-all-children

Cultural
https://www.commisceo-global.com/blog/why-is-cultural-awareness-important
https://www.pta.org/docs/default-source/uploadedfiles/guide-to-cultural-awareness-iii

“Poverty” & Myths | Have a strong mental - https://www.youtube.com/watch?v=TFbw757kup4

Hidden Potential video - https://www.youtube.com/watch?v=3zaGNHi2rd4
Your Gift Video - https://www.youtube.com/watch?v=1PcS24EgOLY
Few principles for success - https://www.youtube.com/watch?v=Q7INTqGVQKk | https://www.youtube.com/watch?v=njxQ2kUGJkA

Open Your Mind to What’s Possible - https://www.youtube.com/watch?v=heAJyDfOTiY
Mentorship - https://www.youtube.com/watch?v=0FQbCvTi2k

Know your fears - https://www.ted.com/talks/tim_ferriss_why_you_should_define_your_fears_instead_of_your_goals?language=en
Open mind – The gift of fear lecture –https://www.youtube.com/watch?v=OacSMQM-Oe0
https://www.youtube.com/watch?v=QjiH4UAqGD8

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Take time alone - https://www.youtube.com/watch?v=cQCGRx5Scs
Find you in alone time https://www.youtube.com/watch?v=7-IC41Fip2o | https://www.youtube.com/watch?v=babcNWX64yM
https://www.fshealth.com/blog/mindful-eating-trust-your-gut-instincts
Home & School safety https://flippengroup.com/for-too-many-students-school-is-the-one-place-they-receive-love/

https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=6807&context=jclc


https://www.globalgiving.org/learn/covid-19-grants
https://www.helier.org/gift-catalog/animals/index.html?msource=KIK3K19NB0001&msclkid=2811270dc95d1cc6a30f7802f33d0282

https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=6807&context=jclc

Slavery, Legacy of Trauma awareness -
https://www.health.state.mn.us/communities/equity/projects/infantmortality/session2.2.pdf
https://www.youtube.com/watch?v=A16Q6T3AdM
https://www.youtube.com/watch?v=rm8jnJ-FezQ

Outsmart con artists and corruption
https://www.apa.org/monitor/2013/02/con-artists
https://www.consumer.ftc.gov/articles/0060-10-things-you-can-do-avoid-fraud

Smart money tools
https://www.smartaboutmoney.org/Tools/10-Basic-Steps
https://www.financeducatorscouncil.org/financial-literacy-for-kids/
https://www.mint.com/ultimate-resources-for-teaching-kids-about-money

Child trafficking Prevention
https://www.unicefusa.org/mission/protection/trafficking
https://humantraffickinghotline.org/type-trafficking/child-trafficking
https://www.savethechildren.org/us/what-we-do/events/child-trafficking-awareness