



Equipping Minds - 2021

Potent and 'Portant Pictures, Principles and Practices for Parents, Practitioners and Principals - Poignantly Prepared for the Past, Present and Possibly the Phuture

What's with the games? What if my child or student won't cooperate?

- ☐ Games don't reveal things about the games (the games are neutral participants). Games reveal things about yourself or the child.
 - ☐ Games won't make you a loving person and they won't make you a patient person. They will reveal whether you are already patient or impatient.
- ☐ 99.5% chance this problem isn't about the game
 - ☐ Appropriate games will help with establishing foundational cognitive skills ... when there is a sufficiently loving and stable emotional environment for the person (i.e. that environment consists of yourself and their relationship with themselves and with you, which is influence by the home and classroom environment)
- ☐ So avoid the traps
 - ☐ Don't think it is about the game
 - ☐ Recognize non-healthy behavior (whether it is common in your home or not)
 - ☐ Something is going on right now in their life or unresolved from the past - whether it is your job to address it is a matter of credentials and capacity
 - ☐ Don't be swept up into it by taking it personally (your job is to be bigger)
 - ☐ Don't think they are crazy or irrational - there is a reason for what feels crazy to you
 - ☐ Don't take frustration out on them or yourself - not understanding them or yourself is frustrating, and lack of knowledge or proper focus is hard, but ...
- ☐ **Outcomes are achieved by understanding and love, not force or willpower**
 - ☐ Gardens grow because you focus on conditions, not force - this is very satisfying
 - ☐ If you don't understand seeds, soil or timing - this is very frustrating
 - ☐ It is extremely frustrating (to everyone - adult and child) to expect or attempt to achieve outcomes through force, control, threat, raw demand or ineffective action without understanding proper conditions or love and what you are actually responsible for
 - ☐ Whether you are patient and loving is part of your responsibility ... whether you **fix this (insert anguished moan - aaahhhggg!)** is not and will only lead to frustration
- ☐ Options
 - ☐ Let the behavior blow over and address it thoughtfully outside the moment when things are calm and stable - trying to address an unstable child or adult is rarely productive
 - ☐ Be radically future oriented (giving them your desire and the script) without avoidance (maintaining rationality/acknowledgement)
 - ☐ Connect yourself and them with resources to equip you for bigger issues, and continue with the games
 - ☐ Do nothing or take it personally and hope for a change without change, while ignoring major issues with yourself - the benefit here will be that the problem will likely worsen to the point you eventually give in and try something else or look inward
 - ☐ Try to control things outside your control - which is basically everything, including your children and students, or ...
 - ☐ You can stop trying to control things since you are only actually responsible to love and focus on conditions. You can not actually control anything.

Principles and Practices in Pictures

- ❑ Gardens and soil
 - ❑ **Principle of nourishment and conditions, relinquishing the use of control and force**
 - ❑ Practice - what conditions would help nourish what I desire?
 - ❑ If you don't know, that's a great thing to realize
 - ❑ Example - if you want more truth in the home, then if you were **calm and forgiving** and **reaffirmed your love** and **confessed any personal lack** of truth or honesty, instead of shaming or being out of control or hypocritical; and if you **sought confirmation** (i.e. they knew you would check the integrity of their word), then you could expect truth
 - ❑ These are all things you can do and control, conditions not dependent on them
 - ❑ This would come from understanding that honesty flows from relational security and love (my love is greater than your mistake, our relationship is secure - not vice versa), and the wise practice of confirmation/verifying
 - ❑ This does not mean a lack of consequences or discipline, but that consequences and discipline are ways to influence conditions, not ways to control
- ❑ Good Samaritan (Luke 10:30-37) and the poor and needy (James 2:15-16)
 - ❑ **Principle of attachment, detachment, and effective action**
 - ❑ Simplicity and context dependent love, not overly analytical
 - ❑ Much better than some types of therapy that result in re-living (over-attachment without action) or allow fragility/avoidance (over-detachment)
 - ❑ Practice - don't avoid memories, feed and clothe the hungry
 - ❑ Whatever bread you are baking is what memories will show up - i.e. if you are working to internalize respect, then memories will show up that are hungry for respect (i.e. when it was lacking)
 - ❑ They are showing up to heal and be fed, not to terrorize you
 - ❑ Flashbacks are hungry, not intrusive
- ❑ Burns
 - ❑ **Principle of simplicity/accuracy and nourishing non-avoidance**
 - ❑ Be careful of touching burns without lotion (without the solution) ... they probably won't like it
 - ❑ What if I have more burns - use more lotion
 - ❑ What if I am scared to touch it - then it probably won't get better (at least by me) and might get infected ...
 - ❑ Normal stages of healing - raw/painful/avoidant, desiring more, happy and healed
 - ❑ Practice - put lotion on the right spot ... don't touch it without lotion (love and compassion and truth)
 - ❑ Get a big bucket of lotion ...
 - ❑ Where do I or other people need lotion?
- ❑ Battlefield
 - ❑ **Principle of discernment (action for current situations; healing or growth for unresolved but completed situations; preparation and confidence for the future)**
 - ❑ To help a current situation, you have to establish a safe zone/superior position, otherwise more people just get hurt

- ❑ **Principle of will and love, not ease (battlefield medicine)** - Preeminence of love and action
 - ❑ Burns that are healed were cared for ...
 - ❑ Unhealed means not effectively cared for yet
 - ❑ The difference is not in the burn, but in the care and action
 - ❑ Knowledge, noticing and awareness are important, but are servants of love and action
 - ❑ Healing does **not** occur by *identifying* the gaps in love or truth, but by **filling** them
 - ❑ Things heal when appropriate love is offered (which requires some wisdom, but not too much!) - the **actual** connection and love heals
 - ❑ Awareness alone doesn't heal things - actions based on awareness heal
 - ❑ Whether short or long, it is when loving connection is restored that things change - **everything** before that is servant to that moment ... preparation
 - ❑ Practice - brainstorm before connecting, but do connect
 - ❑ There is a danger of preparation/brainstorming without action (need to attach/act) and danger of action without preparation (need to detach/prepare)
 - ❑ **Both preparation and action** are required - make sure your aid bag is packed
- ❑ Broken leg
 - ❑ **Principle - How things change (when acknowledged and cared for appropriately)**
 - ❑ Can't change the event, but can change the unhealthy state it created and be stronger
 - ❑ Practice - view states of being related to the past as changeable, even though the events themselves don't change
 - ❑ Consider things that you would want to heal or change
- ❑ Water flowing downhill - the cleanness of the water is immaterial to gravity
 - ❑ **Principle of gravity and gradients** - establish strategic and positional advantage and be stronger
 - ❑ Don't go into the past or future and expect different outcomes without change
 - ❑ You will submit to lies that are stronger than your belief
 - ❑ If they **think** they are worthless, you have to **know** they are worth your attention
 - ❑ Practice - how can I be stronger or better prepared for that situation? How can I take responsibility for myself and not try to control them?
 - ❑ How can I strengthen their capacity or prepare myself or them for the next time this might happen (increase assets and preparation)
 - ❑ Too many people repeatedly fight the same battle without effect and without changing assets
 - ❑ Getting ahead of the shock, indirect naming/acknowledgment, sending "all clear signals" and brainstorming before connecting are all example of establishing a stronger gradient position
- ❑ Classroom - imagine handing back homework in a classroom where you don't know the kids
 - ❑ **Principle of accurate focus by naming** - if you want someone's attention, name them
 - ❑ Practice - name something

Skills Practice

- ☐ Experience a coherent physical and emotional experience of receiving without avoidance
 - ☐ Simply breathe and feel your mouth until you swallow or yawn while receiving something that would nourish your body, spirit, or soul
 - ☐ In some situations you are primarily the recipient and in some situations you are primarily the giver - for internal work, you are generally both
- ☐ Experience a full emotional loop/connection (in the present, past, or future) - with emotional eye contact and a loving/honest relationship
 - ☐ If you pick something meaningful, it will mean more
 - ☐ Needs time to respond
- ☐ Ways to be gentle, but accurate at the same time
 - ☐ Name indirectly - full awareness but not as much eye contact
 - ☐ "On behalf of _____, I am ..."
 - ☐ "With awareness/acknowledgement of _____, I am ..."
 - ☐ Informally integrate (leave some milk out for the cat you have seen in the neighborhood)
 - ☐ "I would want that person to know _____"
 - ☐ Be radically future and solutions focused, while still acknowledging the past
 - ☐ "No matter why you feel this way, I want you to _____"
- ☐ Recognize the importance of naming
 - ☐ Examples
 - ☐ "Anyone dealing with shame, I would want you to know that we are not ashamed of you."
 - ☐ "If there is anyone here who was not honored in the past, I would want you to be honored."
 - ☐ "5 year old ... this is for you."
 - ☐ Improves our focus on offering relevant truth, love, or encouragement (solutions and actions suited to the context) along with a healthy combination of detachment and accurate acknowledgment/attachment (acknowledging but not re-living)
 - ☐ We want to love with accurate understanding (wisdom) and freedom
- ☐ Get ahead of or provide closure to shock level experiences
 - ☐ Shock level events benefit from contact before (preparation - get ahead of the wave) or after (it is over and an all clear signal, along with radical future focus without avoidance)
 - ☐ If you don't get the "all clear" signal, you often stay in the threat or shock state
 - ☐ For the memory itself, you simply give love, encouragement, and acknowledgement
 - ☐ Examples
 - ☐ All clear - "5 year old, it is over ... you are safe now."
 - ☐ Preparation - "Kristina, you are about to have a really hard day, and I just wanted to let you know, so you could be ready."
 - ☐ Acknowledgement with future focus - "Looks like you broke your leg. We are here to help and take care of you."

Questions for You to Answer Honestly (Introspection Now or Later)

- ☐ Which picture or practice will be most helpful to you?
- ☐ Is your presence and your own internal home (body) and external home (classroom, home or environment) loving and stable? Is theirs? Is it anchored (loving, non-anxious, consistent)? These are not questions of perfection, but questions of basic maturity and consistency.
- ☐ If not, what will you do? What action in the future or healing in the past is needed?
- ☐ Remember to consider - Do I need to focus on the past, present, or future when receiving love/truth in this particular situation or way?

Questions for Me

- ☐ Where can I learn more?
 - ☐ By accessing previous years' lectures (through Equipping Minds) and my own website resources (on healing from threat and other issues) or by contacting me directly (via e-mail or phone)
- ☐ What if something isn't resolved - I'm going through a divorce, live in an unstable home, etc ...?
 - ☐ Focus on the desire and appropriate actions - "I want to be loved and secure and am taking actions, where needed, toward that goal." (future orientation)
- ☐ What if I am a teacher or professional and realize things aren't stable or healthy in their home?
 - ☐ Be responsible for your space (their time with you, your session or classroom), recognize the child's home as important (their soil), be willing to speak honestly and without accusation when appropriate (i.e. "If you want your child to do well, then having a loving and stable home life needs to be a priority, including finding any help needed to achieve that; if there is anything that I can do, please let me know. I will try to help, but can only do so much until those things are resolved.")
- ☐ What are some types of issues I should be aware of for unexplained or unexpected behaviors?
 - ☐ Typically some type of violence, threat, loss, or neglect (i.e. lack of love or injury); whether of a physical, emotional, relational, sexual, or spiritual nature; that was not resolved in the moment; and that happened to you or someone close to you (or to them or someone close to them)
 - ☐ Something intense, important, and close to you that is unresolved can cause physical or emotional/behavioral symptoms, no matter how long ago it happened
- ☐ What sorts of things do you help people with?
 - ☐ Some people need knowledge or information (how concussions or sexual trauma heal, or what healthy grief looks like), some need logic and problem solving ("I don't know why I'm sick or we are having this issue, so I'm not really sure what to address other than the symptom or behavior and that's not working very well"), some need hope/confidence/skill in how to address intense things effectively, some need someone who isn't scared