

## ***Activating the Minds of Boys & Girls Through Connection***

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My #1 partner: \_\_\_\_\_

My #2 partner: \_\_\_\_\_

My #3 partner: \_\_\_\_\_

Part 1: Brainstorm with your table group:

**cause/effect** = doing X leads to Y

If I \_\_\_\_, then \_\_\_\_ happens.

1. **activities in a child's daily life** that depend on **cause/effect thinking** for success

*ex: If I don't have time to eat breakfast, I'll be hungry and unable to concentrate at school.*

2. **social/relationship-based interactions** that depend on **cause/effect thinking** (this could include classroom behavior norms)

*ex: If I push past other students in line to get to the front, they won't want to play with me.*

3. **curricular concepts** in your subject area that depend on **cause/effect thinking**

*ex: If I put this big, heavy block onto the stack of small blocks, the stack will fall over.*

*understanding and explaining a process, i.e. the order of events in a story*

## Part 2: Using GI Trauma & Attachment Strategies to Help Children Shift from Surviving to Thriving Behavior

behavior child is demonstrating	What trauma-related behaviors/area of the healthy development tree does this behavior connect to?	What skill does the child need to develop? OR What behavior do I hope to help the child grow?	Strategies I will use to teach this skill/behavior:

### Part 3: Growing Children's Resilience

**Resilience: the capacity to recover quickly from difficulties;  
the ability to adapt to stress and adverse circumstances;  
the willingness to take risks**

1. Think back to your childhood and brainstorm some experiences that helped you build persistence and resilience.

2.

experiences children need to build resilience	things adults might do (out of love) that hamper a child's resilience development	character traits and life skills children need to develop as part of growing resilience	what children need from adults to grow these skills and character traits
Ex: doing something they don't like to do because they made a commitment to doing it	Ex: letting kids quit too soon	Ex: persistence	

#### Part 4: Wrap up – pair/share

1. What role does healthy connection play in children's ability to engage with and learn from you?
2. How will you put your learning from this session to work in your daily life with kids?