

OUR CHILDREN ARE MORE WOUNDED

- **more alarmed** – children's general anxiety is five to eight times more than in the 1950's and more than London children in the second world war
- **more depressed** – with similar increase to anxiety over the last 70 years
- **more suicidal** – with the suicide rate for children under age 15 having quadrupled since the 1950's

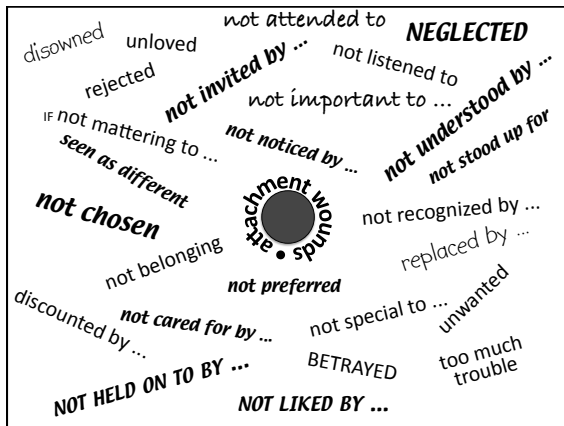
SESSION ONE

THE POWER TO WOUND ...



IS A MATTER OF ATTACHMENT

**WHAT HURTS OUR FEELINGS
IS SENSING THAT WE
MATTER LESS TO ANOTHER
THAN THEY DO TO US**



THE POWER TO WOUND IS A MATTER OF ATTACHMENT
 - vulnerability increases with attachment -

THUS BACKING OUT of ATTACHMENT can REDUCE VULNERABILITY
 eg, brain's defensive detachment, resistance to attaching, etc

BUT attachment is our preeminent need

about ATTACHMENT

- is the term for the quest for **TOGETHERNESS**, our hunger for contact and connection, the drive for proximity, our need for love
- replaces **SURVIVAL NEEDS** in mammals, as attachment is the natural context in which **CARE** is provided and received
- is meant to be **HIERARCHICAL** in nature in order to facilitate care-taking, as opposed to social or horizontal as is typically assumed
- the capacity for **RELATIONSHIP** as the ability to 'hold on when apart' is **DEVELOPED** over stages if conditions are conducive (ie, warm invitation & unbroken connection), optimally in the first six years of life (being with -> being like -> belonging & loyalty -> significance -> emotional intimacy -> psychological intimacy) and later sexualized
- creates the **EXTERNAL WOMB** in which spontaneous development continues if conditions are conducive (maturation, not learning, is the key factor in the unfolding of human potential)

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EXPLAINS WHY PEER ORIENTATION creates a vulnerability too much to bear

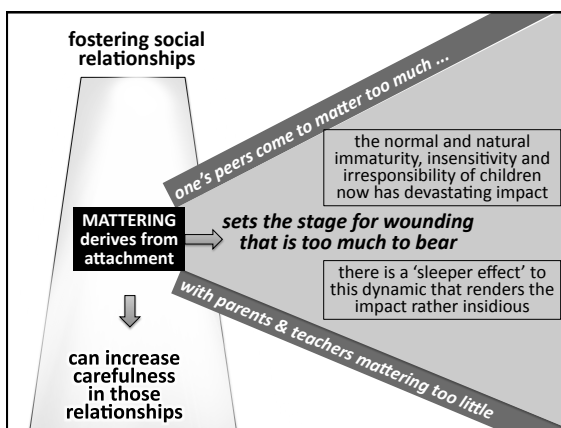
about peer orientation

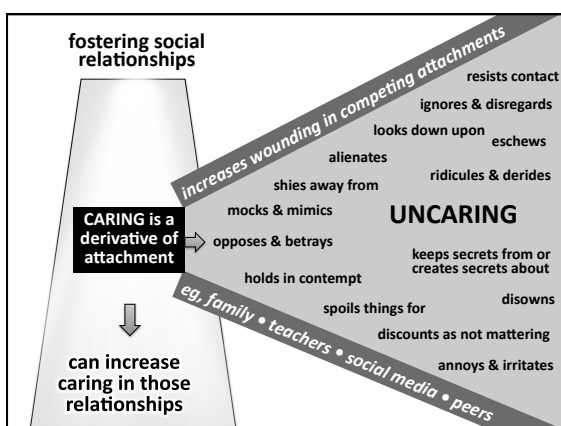
- a phenomenon of attachment where peers **DISPLACE** the adults in a child's life, resulting in the child revolving around other children or the peer group instead of the adults responsible
- using one's peers to get one's **BEARINGS** and for the **CUES** as to what matters most as well as how to act, talk and dress
- for peers to **MATTER MORE**; to prefer the company of one's peers over that of the adults in one's life
- where attachments to peers **COMPETE** with the attachments to adults (eg, the child does not seek for his peers and adults to be together)

the problem with peer orientation

- does not serve survival as children were not meant to take care of each other or be responsible for each other
- pulls children out of orbit from around adults, destroying the context in which they were meant to be raised and educated
- renders adults increasingly ineffective and even powerless with regards to their responsibilities of parenting and teaching, as an adult's power comes from the attachments of their charges
- leads to escalating polarization and tribalization, resulting in more children getting wounded and adults powerless to stop the wounding or protect from wounding

positive polarity	negative polarity
seeks to be with	shies away from
makes contact	resists contact
endears	alienates
looks up to	looks down upon
attends & listens to	ignores & disregards
imitates & emulates	mocks & mimics
possesses	disowns
is loyal to	opposes & betrays
holds dear	holds in contempt
attempts to find favour	ridicules and derides
makes things work for	spoils things for
seeks to matter to	discounts as not mattering
seeks to please	annoys and irritates
befriends	eschews
loves	loathes
shares secrets with or keeps the secrets of	keeps secrets from or creates secrets about





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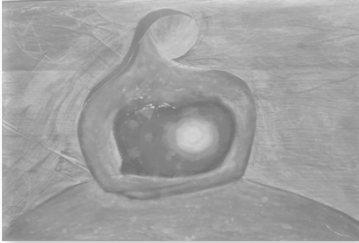
EXPLAINS WHY PEER ORIENTATION creates a vulnerability too much to bear

AND *fostering social relationships can backfire over time*

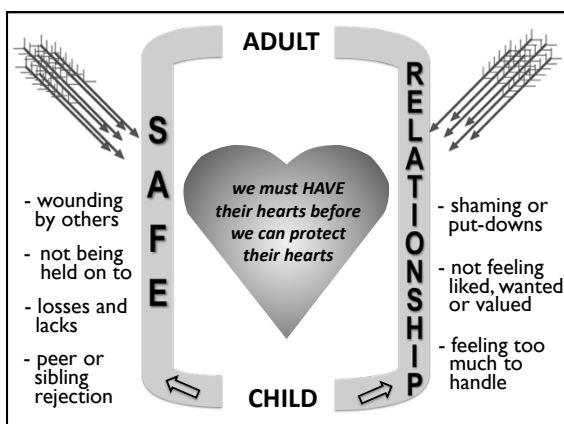
SOLUTION *cultivating SAFE attachments to caring adults which can then serve as SHIELDS to the wounding world*

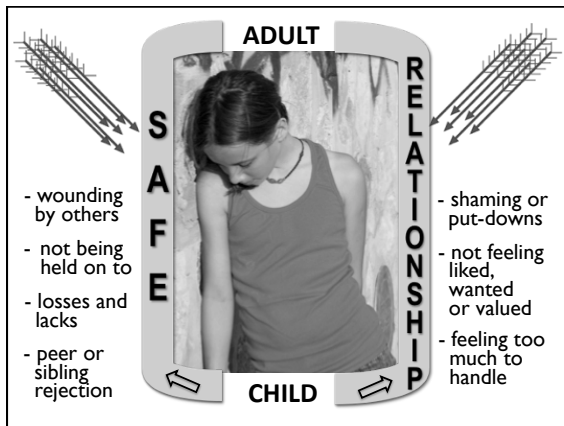
A NATURAL SOLUTION FOR KEEPING CHILDREN SAFE FROM THE IMPACT OF WOUNDING

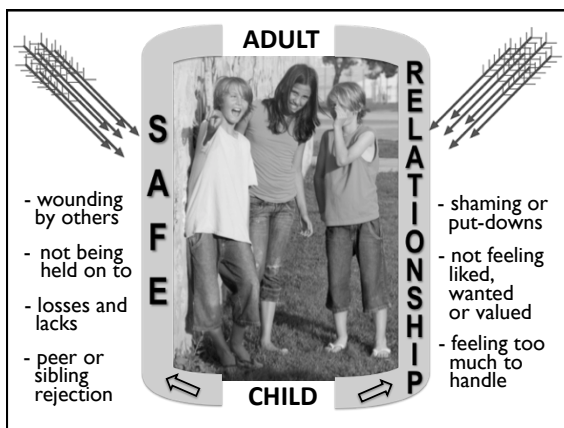
The POWER to SHIELD...



is ALSO a matter of attachment







SESSION ONE


THE POWER TO WOUND ...

IS A MATTER OF ATTACHMENT

The image shows a young woman in a tank top looking down, with three other young women standing behind her, looking on. The text is bold and centered.

SESSION TWO

THE PAIN OF A WOUND ...



IS A MATTER OF FEELING

about FEELING

- feelings are best thought of as **FEEDBACK** coming back into the brain as to our inner state of being or as to how we are affected
- feelings are **OPTIONAL** – we may or may not feel our hunger, pain, tiredness, hurt, aches, needs, lacks, motives, instincts or emotions at any given time, despite the fact that these states or dynamics may indeed exist (eg, feelings ≠ emotions)
- although feelings are essential to optimal functioning and the realization of potential, this feedback is the first to be **BLOCKED** when the brain is overwhelmed or having to perform in stressful or wounding situations
- when feelings are blocked or numbed, our inner state has not changed, only our **AWARENESS** of it
- it is the **ACCESS** to feelings in general, not the content of feeling, that is key to emotional health and well-being

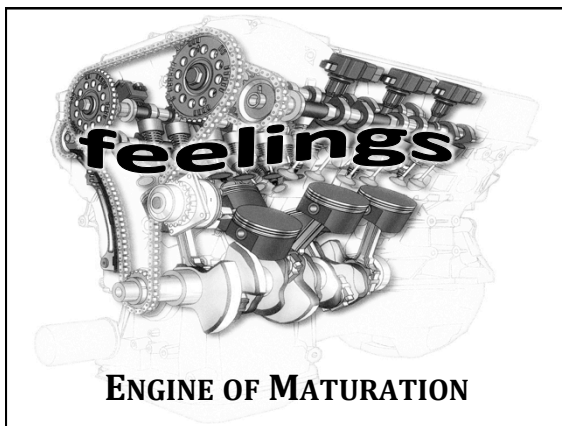
THE PAIN OF A WOUND IS A MATTER OF FEELING

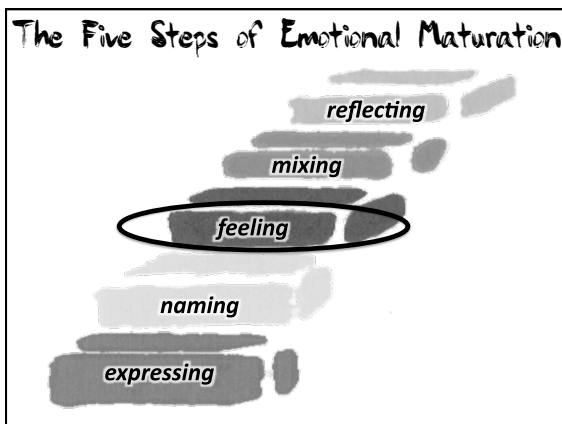
THUS BACKING OUT of FEELING can REDUCE FELT VULNERABILITY
eg, brain's inhibition of feelings, one's own flight from feeling, drugs and distractions, triggering the brain's defenses against feeling, not slowing down enough for feelings to catch up

BUT *feeling makes us fully human and humane*
ie, drives maturation, optimizes functioning, fosters healing, builds resilience, drives adaptation, resolves impulsiveness

For OPTIMAL functioning, we need to FEEL when

- | | |
|---|------------------------------------|
| • feel hurt when wounded | • feel caring when attached |
| • feel tired when needing rest | • feel shy when not attached |
| • feel sorry when bad things happen | • feel rejected when not invited |
| • feel hopeful when looking forward | • feel frustrated when thwarted |
| • feel alarmed when facing separation | • feel angry when facing injustice |
| • feel desire when hungry for closeness | • feel hungry when needing food |
- feel futility when it is encountered
 - feel conflicted when mixed emotions exist
 - feel satiated when attachment hunger is fulfilled
- feel empty / lonely when apart from attachments
 - feel embarrassed when exposed in a negative light
 - feel shame when sensing something is wrong with self
 - feel cautious when sensing that something could go wrong

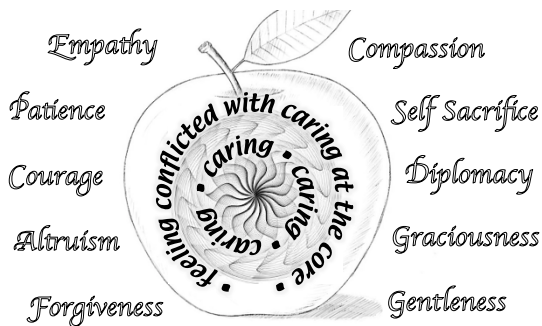




about *Caring*

- is the basic **FEELING** of attachment
- is the primary **PURPOSE** of attachment ie, to care for and to care about
- provides our primary **MOTIVATION** once attached – to care for and to care about OR to be cared for and to be cared about
- provides the primary core **CONTENT** for feeling **CONFLICTED** and thus forwards the unfolding of true human potential

Caring is the core of all human virtues




about *Sadness*

- is the basic **FEELING** of futility that if intense enough, can bring tears to the eyes
- is derived from the Latin word meaning 'turning point', signifying its **PIVOTAL** role in emotion and human suffering
- drives the emotional process of **ADAPTATION** to the circumstances and situations beyond our control
- is typically **CONFUSED** with emotional states (ie, despair depression, despondency) that are characterized by its lack
- has suffered a near total **ECLIPSE** in today's society by the prevailing paradigms and so remains the most maligned and **MISUNDERSTOOD** of all the feelings

The Singular Work of Sadness


- **RELIEF** from the pressure of stuck emotion
- emotional **RESET** and **RENEWAL** as primal separation emotions are **RESOLVED**
- emotional **REST** from futile work, rendering discipline effective, enabling healing and letting go
- **RECOVERY** of the capacity for fulfillment and happiness as well as the spontaneous realization of potential
- develops **RESILIENCE** as strength results from facing and feeling futility
- **RESTORES** hope and perspective



drives the emotional process of ADAPTATION

emotional health = adapting to life circumstances

- fails to recover from loss and lack
- fails to develop the ability to deal with limitations and restrictions, including not getting one's way
- frustration turns foul and seeks to erupt in aggression or self-attack
- fails to develop the resilience to handle adversity
- fails to transcend learning disabilities and handicaps
- fails to realize the futility of controlling others
- fails to learn from consequences or the failures in life
- fails to adapt to the separation faced, including mortality



*It is not how wounded
we are that matters in the end,
but how much we have been able
to access the sadness that is
responsible for our recovery.*

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BUT *feeling makes us fully human and humane*
 ie, drives maturation, optimizes functioning, fosters healing, builds resilience, drives adaptation, resolves impulsiveness

EXPLAINS WHY the flight from feeling gets us into trouble

THE COST OF EMOTIONAL ARMOUR

- lack of empathy and engagement
- more likely to get into trouble
- increased recklessness & carelessness
- increased risk-taking and adrenalin seeking
- more likely to develop an alarm-based problem

LACK OF CARING
(don't feel as attached)



DON'T FEEL AS HURT

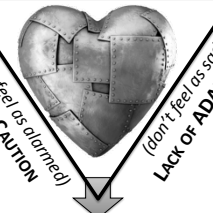
- lack of tempered experience and expression
- less able to heal or bounce back
- less able to overcome disabilities
- less able to adapt to losses and lacks
- more likely to develop an aggression or suicide problem

LACK OF CAUTION (don't feel as alarmed)
LACK OF ADAPTATION (don't feel as sad)

The collateral damage of defenses against vulnerability

THE COST OF EMOTIONAL ARMOUR

LACK OF CARING
(don't feel as attached)



DON'T FEEL AS HURT

LACK OF CAUTION (don't feel as alarmed)
LACK OF ADAPTATION (don't feel as sad)

MORE LIKELY TO WOUND OTHERS

how the wounded can become the wounders

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EXPLAINS WHY the flight from feeling gets us into trouble

AND *countering feelings is a step in the wrong direction*

eg, medications that numb feelings, cut-it-out approaches, rational approaches, calm down approaches, self-regulation approaches, defining certain feelings as negative

INSIDIOUS IMPACT OF WOUNDING

more predisposed to
ALARM problems
of all kinds

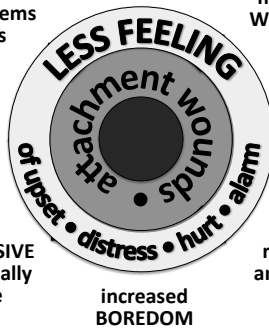
more likely to
WOUND others

more likely to
manifest an
AGGRESSION
problem

more likely
to have
SUICIDAL
inclinations

more IMPULSIVE
and emotionally
immature

more DRUG
and addiction
problems



EARLY WARNING SIGNS OF WOUNDING TOO MUCH TO BEAR

- ☐ no longer talks about what distresses or hurt feelings
- ☐ no longer feels unsafe or alarmed
- ☐ no longer reads rejection or feels its sting
- ☐ no longer given to sadness and disappointment
- ☐ no longer feels as needy, empty, lonely or dependent
- ☐ no longer is as visibly affected by loss and lack
- ☐ better able to function or perform under duress

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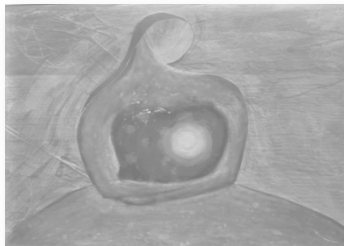
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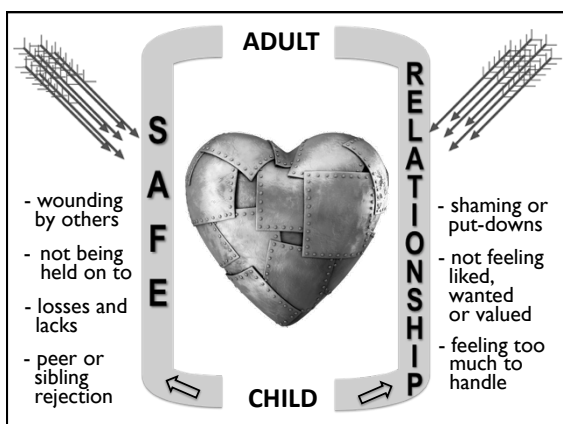
SOLUTION *SAVE the FEELINGS by providing SAFE SANCTUARY*

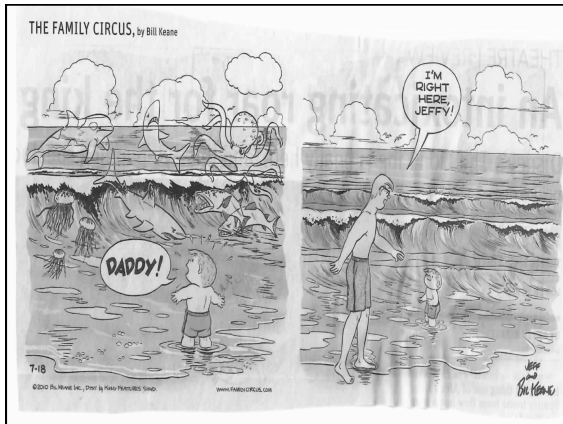
A NATURAL SOLUTION FOR KEEPING CHILDREN SAFE FROM THE IMPACT OF WOUNDING

Providing SANCTUARY for FEELINGS

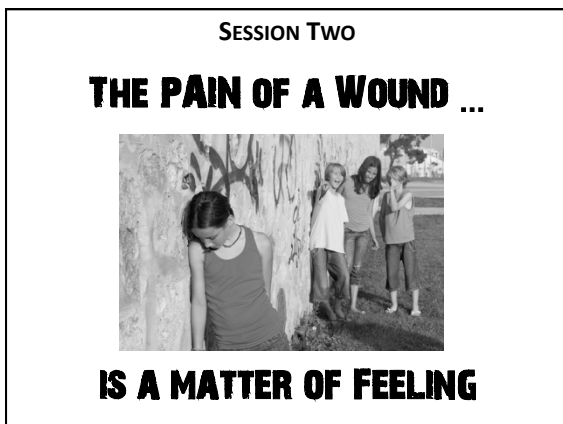


***through SAFE RELATIONSHIPS
and EMOTIONAL PLAYGROUNDS***









SESSION THREE

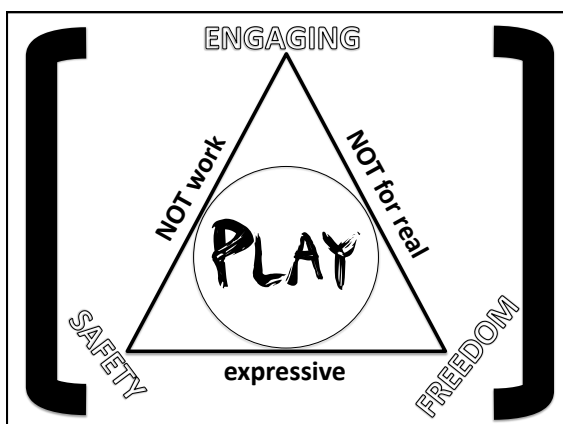
more on the
Shielding & Sanctuary Approach



***to keeping children safe
from (the impact of) wounding***

Two natural and powerful solutions to preserving and restoring a child's feelings when wounding circumstances cannot easily be altered:

- ***SAFE RELATIONSHIPS with caring adults***
- ***access to EMOTIONAL PLAYGROUNDS***



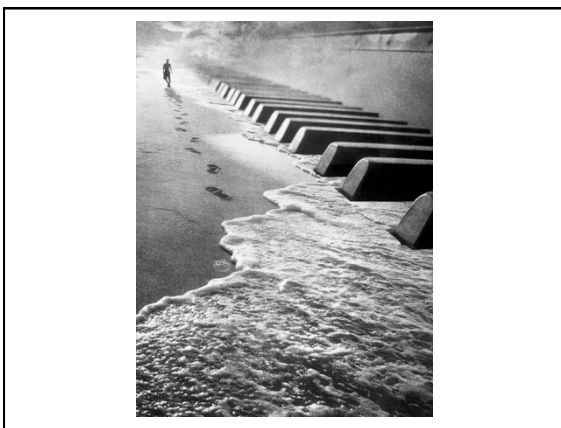




about EMOTIONAL PLAYGROUNDS

- any activity – social or solitary – in which emotions are at play or can be played out safely, without repercussion for relationships
- where play is expressive instead of stimulating in nature. Most screen play is emotionally evocative, not emotionally expressive.
- where play is freely entered and thus does not evoke any resistance or counterwill. One can never be forced to play.
- where one is free of the concept of performance or working towards an outcome
- emotional playgrounds can be anything in the imagination or in real life where emotions are at play and can be felt



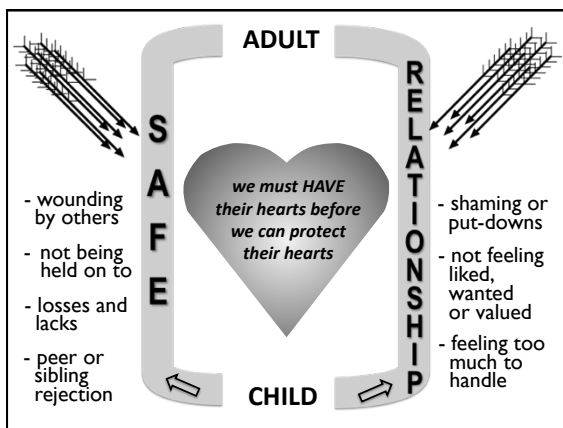


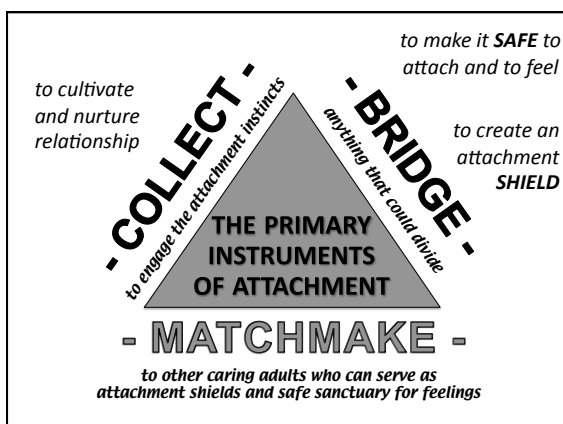
The HEALING POWER of EMOTIONAL PLAY

- brings much needed **REST** to the emotional system
- provides a chance for feelings to **BOUNCE BACK** or catch up
- can **SOFTEN** the defenses and help get **TEARS** unstuck
- allows for unresolved emotions to be expressed, greatly **RELIEVING** emotional pressure, OR to be finally **RESOLVED** through feeling the sadness more easily accessed in play
- does NOT require expertise or any knowledge about how play works or the awareness of the inner dynamics of the child.
PLAY DOES ALL THE WORK.

Matchmake the wounded and the vulnerable to emotional playgrounds that can work for them

- help to find their **BENT** for safe emotional expression – poetry, art, singing, drama, choir, story-telling, music-making, dance, movement, composition, writing, drawing, painting, etc
- explore their **PLAY HISTORY** to find playgrounds where their emotions used to come out to play
- the best emotional playground is one that is not dependent upon the cooperation of others - including teachers - and so should be somewhat **SOLITARY** in nature as well as easily accessed
- create **GENERAL EMOTIONAL PLAYGROUNDS** where possible out of the performing and expressive arts that can be easily accessed through school, both on and off schedule





Cultivating a SAFE RELATIONSHIP:

- **COLLECT** the child or student at the beginning of each day and at least a few times throughout the day, where there is no apparent reason to engage other than to affirm the relationship
- use the engaging power of **PLAY** if necessary to jump-start a relationship (especially if there is reticence to attach)
- position oneself as an **ANSWER** by orienting the child or student and providing a 'touch of proximity' to hold on to
- find some way of conveying the **INVITATION** to exist in one's presence – very few will turn this invitation down
- take care to **BRIDGE** anything that would threaten the union or togetherness of the relationship





***In BRIDGING
what could divide,
we not only address the
vulnerability of attachment
thus making it safer to attach,
but also turn a potential sword into
a SHIELD against the wounding world.***

MATCHMAKE with shielding & sanctuary in mind

- to a caring adult in their existing village of attachment who may need to be reminded of the critical role they can serve in a relative's life
- to a willing colleague or staff member who has a heart for the child and would be willing to put some effort into cultivating a relationship
- to colleagues and coaches in the expressive and performing arts who can use their medium for cultivating relationships and creating emotional playgrounds
- to caring 'alpha' coaches and tutors – in sports as well as academics - who can take them under their wings
- to caring adults who are responsible for them so that they are able to deliver their care
- to surrogate 'grandparent' types who can come in to play games, do jig-saw puzzles, teach knitting or crafts, play music together, etc

Creating spaces for feelings to bounce back

- for 'end-of-the-day' or 'après wounding' experiences -

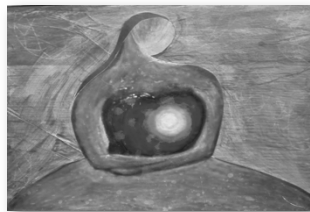
- will often happen quite spontaneously if there is space in the context of a trusted caring relationship that is warm, inviting and distraction free
- it is more difficult to create these spaces in a world of non-stop activity and accessible distractions via digital devices
- the experience of feelings catching up or bouncing back can be quite noisy, unsettling and emotionally messy
- it is important that all problem-solving be suspended as this will interfere with what needs to happen
- should follow regular stressful times like school and work, as well as stressful interactions, performances, and times of separation
- it is best to create regular 'landing' or 'reconnection' rituals
- we cannot make this happen in ourselves or in others, only provide a warm and inviting space for it

Review: the POWER of SAFE RELATIONSHIP

- attachment is the most powerful force in the universe, and its the child's or student's attachment to the adult that does all the work
- one doesn't have to actually DO anything to serve this role – ***it is who we ARE to the child or student that does the work***
- the more we matter to them, the less their peers will matter in general, and the less their wounders will matter in particular, thus diluting the emotional impact of wounding
- their attachment to us not only **SHIELDS** their heart but will enable feelings to **BOUNCE BACK**, even if the feelings are not shared with us. It is not what necessarily happens IN the relationship with the adult but BECAUSE of the relationship that is important.
- SAFE RELATIONSHIP serves as a **SANCTUARY of SAFETY** in a wounding world, providing much rest and relief and even a reason for living when required

SESSION THREE

***more on the
Shielding & Sanctuary Approach***



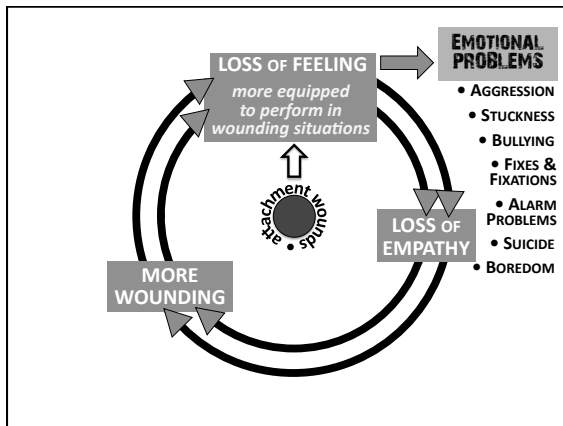
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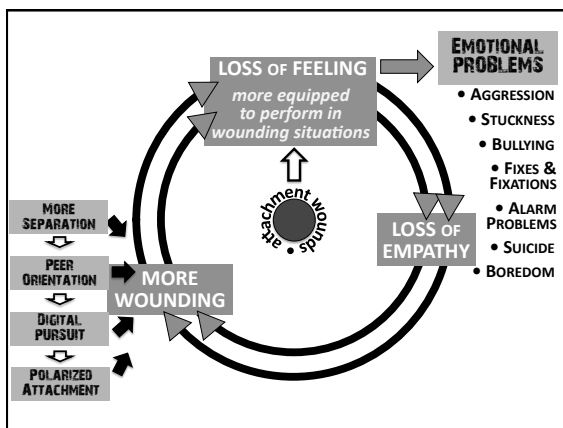
SESSION FOUR

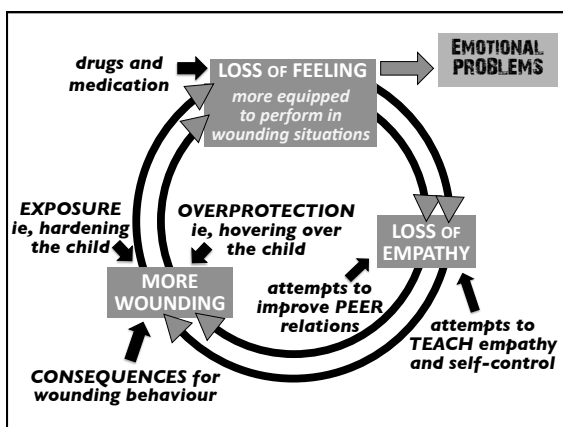
COMPARING APPROACHES

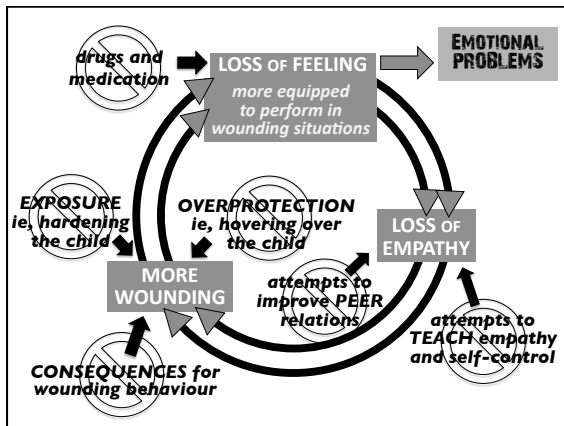


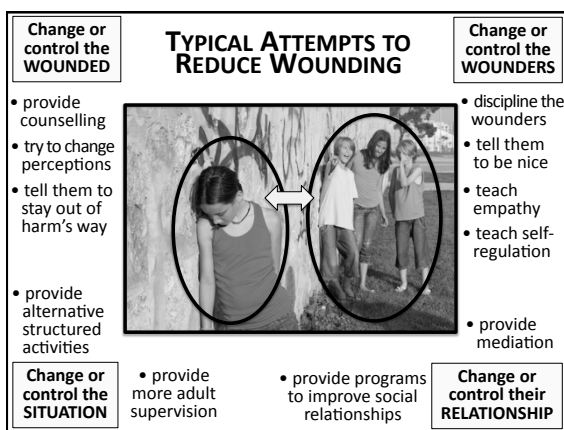
TO KEEPING CHILDREN SAFE

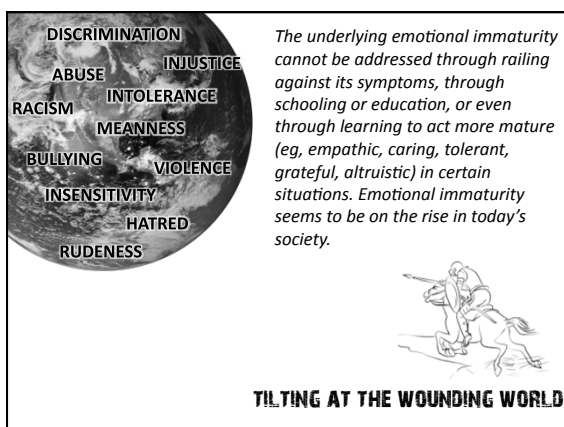


















Discrimination is deeply rooted in the polarization of attachment in the immature. Attempting to alter the targets of discrimination (no matter how well-meaning) does not address the underlying cause and so it keeps on surfacing in different forms. It is ironic that in this age of globalization, tribalization and polarization are on the rise among children and in society at large.




TILTING AT THE WOUNDING WORLD




The increasing mean streak (exploiting the vulnerable and taking advantage of the weak) in today's society is rooted in deep defenses against caring and depending, which cannot be addressed by anti-bullying programs or empathy training programs. Empathy training can actually backfire once the child becomes defended against depending and caring.




TILTING AT THE WOUNDING WORLD




The increasing aggression and violence (including suicide) in today's society is rooted in escalating attachment frustration and the failure to adapt to life's circumstances. These problems cannot be addressed without reducing attachment frustration and increasing access to the feelings of sadness that would foster the adaptation required.



TILTING AT THE WOUNDING WORLD

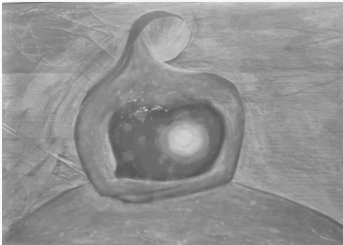


The lack of kindness in today's society can also result from the loss of our 'collecting' rituals, where interaction could not proceed unless the attachment instincts were first engaged (thus predisposing the other to care). This attachment etiquette is increasingly rare in today's role-based society and almost non-existent in the digital world.



TILTING AT THE WOUNDING WORLD

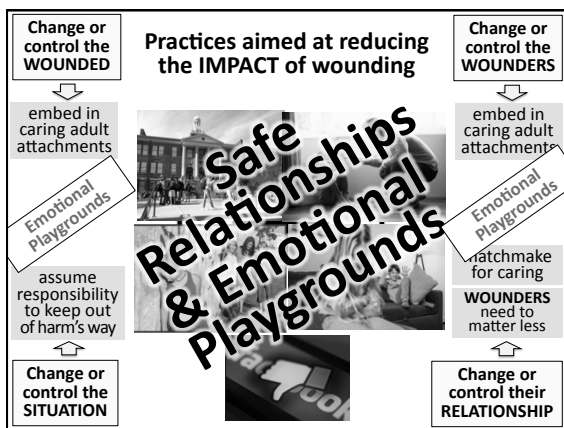
providing
SHIELDING & SANCTUARY



- **SHIELDING** with safe attachments to caring adults
- **providing safe SANCTUARY** for feelings

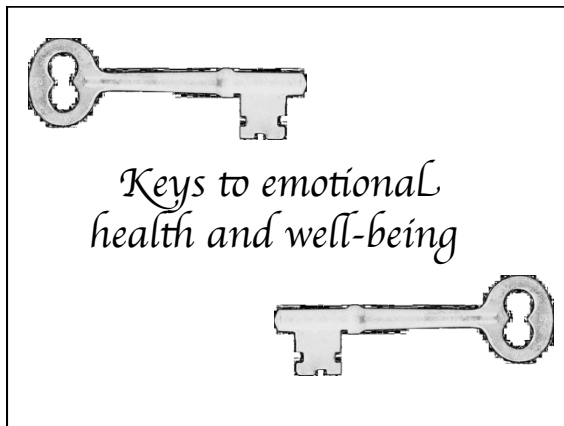
TILTING AT A WOUNDING WORLD	VS	<i>providing</i> SHIELDING & SANCTUARY
<ul style="list-style-type: none"> - crusades against bullying, meanness, discrimination, violence, insensitivity, injustice, intolerance - prosocial programs aimed at children being nice and kind - discipline approaches aimed at teaching a lesson, socialization approaches aimed at declaring hurtful interaction unacceptable, and legal approaches punishing the violators - skill-based programs attempting to teach empathy, self-control, emotional literacy, gratitude, etc - value-based programs aiming at instilling prosocial values 		<p>via RELATIONSHIPS WITH ADULTS</p> <p>... cultivating safe relationships between children and caring adults where emotional armour is not required</p> <p>via EMOTIONAL PLAYGROUNDS</p> <p>... setting the stage for engaging in emotional playgrounds so that feelings can bounce back</p>

TILTING AT A WOUNDING WORLD	<i>providing</i> SHIELDING & SANCTUARY
tends to be more DIRECT and SYMPTOM -focused	INDIRECT and DEVELOPMENTAL in nature
focused on BEHAVIOUR as the derivative of learning, thinking, skills or values	focused on FEELINGS as key to emotional health & well-being and driving maturation & behaviour
PROGRAM or ROLE based as the context for involvement	RELATIONAL-BASED as the context for involvement
primarily SOCIAL in nature, focusing on the interaction BETWEEN children	HIERARCHICAL in nature with adults bearing responsibility for the children in their care
employs the WORK drive to get desired outcomes	engages the PLAY drive to effect deep transformative change
STRATEGY & SCRIPT based, assuming transferability	INSIGHT -based until supporting rituals and routines are established



***providing*
SHIELDING & SANCTUARY**

- **SHIELDING** with safe attachments to caring adults
- **providing safe SANCTUARY** for feelings

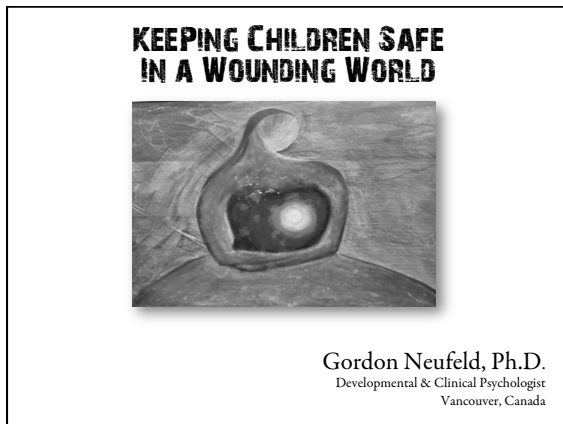


REVIEW: the role of ATTACHMENT in WOUNDING

1. Attachment renders us **VULNERABLE** to getting hurt.
2. The **NATURE** of attachment determines what can wound as well as the depth of a wound.
3. Backing out of attachment – at least when exclusively dependent upon those attachments – comes at a great **COST** as attachment is our preeminent need.
4. Forming competing working attachments with those not responsible for one's care (ie, one's peers when a child) **SETS THE STAGE** for a vulnerability too much to bear.
5. Wounding in working attachments can paradoxically **INCREASE** the intensity of attachment, especially if it is fairly **EXCLUSIVE** in nature, thus setting the stage for a 'perfect storm'.
6. Our best hope for shielding children and for saving their feelings is **SAFE ATTACHMENTS WITH CARING ADULTS**.

REVIEW: the role of FEELING in WOUNDING

1. The pain and **SUFFERING** of wound is a matter of feeling.
2. Backing out of feeling – at least more than temporarily – comes at a great **COST** to optimal functioning and human potential.
3. The **FLIGHT FROM FEELING** - including triggering the brain's defenses against feeling – is epidemic among children, and accounts for the lasting impact from wounding, including the possibility of turning into one who wounds.
4. The learning & medical approaches that **COUNTER OR NUMB** feelings, are taking a step in the wrong direction.
5. **FEELINGS NEED TO BE SAVED** in order to prevent wounding from taking a dreadful toll. The loss of sadness is especially tragic as it is responsible for healing and recovery.
6. Our best hope for saving their feelings is indirectly through the two natural sanctuaries for feelings - **SAFE ATTACHMENTS WITH CARING ADULTS** and **EMOTIONAL PLAYGROUNDS**.



A PRIMER FOR PROGRAMS WITH A SHIELDING & SANCTUARY APPROACH
BASIC LEVEL - GRASS ROOTS INITIATIVES

STEP 1 – GATHER YOUR PEOPLE
 You only need 3-4 like-minded people who share a common vision to get a 'program' started. No funding or permissions should be required at this level. When scouting for your team, you may want to consider non-teaching staff, as well as parents who are willing to be involved.

STEP 2 – ORGANIZE YOUR MISSION
 You will probably want to meet at least once a month to support each other as well as share stories and challenges.

STEP 3 – MAKE YOUR LIST
 ... of students most in need of shielding and sanctuary. Don't forget to include the 'enigmas', the emotionally armored, the most peer oriented, and those who seem to have fallen through the attachment cracks.

STEP 4 – 'ADOPT' A STUDENT
 ... or two or three. Remember, one doesn't have to take on the responsibility of shielding personally, but of matchmaking to caring adults who can serve this function. Parents can create music ensembles, drama and theatre clubs, expressive art clubs, poetry and story clubs, etc.

A PRIMER FOR PROGRAMS WITH A SHIELDING & SANCTUARY APPROACH
ADVANCED LEVELS THROUGH THE NEUFELD INSTITUTE

- **PROGRAM SUPPORT – Professional Development &/or Consults**
 - as funding, interest and resources permit, we can help organizers to create a custom program of studies (online courses, seminars and webinars) for staff, supporting professionals, and parents to provide the insight needed to properly support the *Keeping Our Children Safe* initiatives and projects. We can also provide consultations aimed at making sense of individual students as a basis for supporting them.
- **SCHOOL CULTURE – Creating Supporting Rituals & Emotional Playgrounds**
 The focus of this level is the formation of a school-based focus group with the mission of creating a school culture of:
 - a) supporting rituals of connection (collecting, bridging & matchmaking) to foster student-teacher relationships as well as child-parent and school-family relationships
 - b) supporting emotional playgrounds. If the Neufeld Institute is involved, we can share our resources as well as our awareness of what other schools are doing in this regard.
