SHAPE RESILIENCE
WITH PHYSICAL ACTIVITIES

Eagle Crest Resort &
K.D. The Science Lady

White Mountain National Forest
& Ranger Casey Horrigan
ACKNOWLEDGEMENTS

  - <http://www.mcgraw-hill.co.uk/openup/positivepsychology/>
  - <http://www.ted.com/talks/brene_brown_on_vulnerability>
  - <http://www.ted.com/talks/brene_brown_listening_to_shame>
WHAT IS RESILIENCE?

• The capacity to withstand stress and catastrophe.  
  http://www.pbs.org/thisemotionallife/topic/resilience/what_resilience

• Successful adaptation despite risk and adversity. 
  Masten, 1994

• The ability to thrive, mature & increase competence in the face of adverse circumstances. 
  Gordon, 1995

• Resilience is not a trait that you either have or don’t. It is a capacity that you can learn and develop by practicing:

  ACTIONS, CALMING, & THINKING techniques
CREATE OPPORTUNITIES

Conservation Federation of Missouri – Missouri Children in Nature Challenge
MANAGE STRONG FEELINGS & IMPULSES
EXPERIENCE SELF-CONFIDENCE
HELP AND HONOR OTHERS
SHARE JOY & POSITIVE EMOTIONS
POWER, FIGHTING & STRENGTH ACTIVITIES

Boxing, Weight-lifting, Wrestling, Karate, Judo, Tae Kwan Do, Mixed Martial Arts

477 fifth – seventh grade Norwegian boys. Followed for 2-years. Self-reported (during the immediately preceding 5-6 months) on the number of violent acts (using physical force to cause another discomfort or injury) they had done or participated in out-side of sport (Endresen & Olweus, 2005).

<table>
<thead>
<tr>
<th>Groups</th>
<th>May/June 1997</th>
<th>May/June 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>No participation</td>
<td>No participation</td>
</tr>
<tr>
<td>Group B</td>
<td>No participation</td>
<td>PARTICIPATED</td>
</tr>
<tr>
<td>Group C</td>
<td>PARTICIPATED</td>
<td>No participation</td>
</tr>
<tr>
<td>Group D</td>
<td>PARTICIPATED</td>
<td>PARTICIPATED</td>
</tr>
</tbody>
</table>

- In 1997: Groups D & C ($\bar{x} = 1.3$) sig. > Group A ($\bar{x} = 0.3$) & Group B ($\bar{x} = 0.4$).

- In 1999: Group D ($\bar{x} = 2.0$) sig. > Groups B & C ($\bar{x} = 1.3$). Groups D, B & C > Group A ($\bar{x} = 0.4$).
HARMONIZING ACTIVITIES

- Yoga, Dance/Improvisational
- Movement, Quigong, Aikido,
- Capoeira
- Aaron Green’s Toddler Capoeira San Diego
  http://www.youtube.com/watch?v=6C8nh8tV0qY
- Kids Co’Motion
Moses Montefiore Academy, Chicago’s Westside, “a school for the city’s most at-risk youth.”

VICE NEWS- LAST CHANCE HIGH: EPISODE TWO 1:45-4:00
http://www.youtube.com/watch?v=WxXiQquI4io

Expelled From Every Other School: Last Chance High (Episode 1) 13:50-15:33
http://www.youtube.com/watch?v=n-B_kmAebbQ
PARROTS OF PERCEPTION†

- Cognitive Distortions
- Thinking Errors
- Negative Self-talk
- “Stinkin’ Thinkin’”

†Ilona Boniwell “Educating for Happiness and Resilience” at TEDxHull May 20, 2013
The Blamer

Blames others for the situation; “It’s all YOUR fault!”
“It’s not me, someone else did it!”

Often feels angry.
The Judge
Tells others
what is fair
and right
(or not).

Sulky/Irritable
PARROTS OF PERCEPTION

- The Loser
  Believes everyone else is better;
  “I can’t do anything!”
  “I’m no good!”

- Sadness

- Embarrassment

- Depression
PARROTS OF PERCEPTION

- The Worrier
  Concerned the situation may turn out badly; “I know it’s gonna go wrong!”

- Anxiety
- Fear
- Nervousness
The Faulty
Believes any situation
is their own fault; “It’s my fault! I know I should have done better!”

Guilt
Shame
Worry
Anxiety
PARROTS OF PERCEPTION

- Yeah, Whateveh!
- The Blind Optimist or The Drop-out;
- “It’s all good!”
- “No prob, it’ll come-out fine in the end.”
- Or “So what? As if I care!”
- Disengaged
SUPPORT/REFUTE ORGANIZER

<table>
<thead>
<tr>
<th>Evidence FOR</th>
<th>YOUR PARROT’S STATEMENT</th>
<th>Evidence AGAINST</th>
</tr>
</thead>
<tbody>
<tr>
<td>It sure is difficult right now...</td>
<td>It’s too hard! I’ll never be able to get it!</td>
<td>But I’ve only been practicing 2-months and look at what I have done in that short time!</td>
</tr>
<tr>
<td>Maybe it did look kind of funny...</td>
<td>Boy, did I just look like a Moron!</td>
<td>No one probably noticed, they were too busy working on their own moves!</td>
</tr>
<tr>
<td>Jason gets to stay home tonight and play videogames at our neighbors!</td>
<td>It’s not fair! Jason doesn’t have to take Yoga!</td>
<td>It doesn't have to be equal to be fair, Jason does have to go to a reading tutor and I don’t.</td>
</tr>
</tbody>
</table>

**Questions to help undo the Parrots of Perception:**

- If a friend was in this situation, what would I tell him or her? Treat yourself with the same care and compassion you would your best friend.
- What would someone I trust tell me about this? Maybe I should get a reality check.
- What facts prove this? Is it always true?
- Am I looking at the entire picture? Maybe I need to think in shades of grey, not just either/or.
- How likely is the situation to come true?