

KEYS TO RESILIENCY

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This curriculum module is focused on the concept of Resiliency, with opportunities to elicit students' connections to their own personal journeys, enabled and enhanced by the stories told in "Trouble the Water." This module will focus on how Resiliency is developed, and its role in social activism.

This curriculum is designed to be expandable or shrinkable – to adapt to the size of group and/or time constraints. Lessons are designed for use in facilitated face-to-face groups to invite participants sharing; or in on-line discussion groups; or to guide independent study.

Each of the lessons includes

- Learning Objectives
- Textual summary
- Facilitators' Notes: suggestions for activities, materials, presentations, aids that may be useful to have prepared before the class meeting for a given lesson.
- Personal Reflections (for individual work): to be used prior to group discussion to link the concepts and the movie to individual students' experiences. These could also be used for short written assignments or journaling in association with each lesson. If used prior to lesson, these may also form the basis for small-group (4-5) discussion within the class meeting. Small groups should report back their observations and findings to the larger group.
- Discussion Guides (for group work): to be used for group discussion starters. Could also be adapted to small-group discussion with report back to class. These assume the students' prior preparation is completed and the movie has been viewed.
- Post-Lesson Follow-up (for lesson extension): to extend the lesson for further reflection. Could also be used for written assignments.
- Resources & References (selected readings): for further study. For college level courses, selections may be used as assigned readings for each lesson, to be applied to the film.
- The research behind this curriculum is founded on a paradigm change in Psychology: a switch from asking about diagnosis and pathology ("what's wrong") to also asking about maintaining health ("what works").
- Resiliency research uncovered that there was nothing remarkable or unusual about resilient individuals: they are not "heroic": given key factors, resilience is available to all.
- The keys are variously described: the process is on-going. By high-lighting and purposefully aiming to build these keys,

we strengthen ourselves, our communities, and our societies. Replacing "learned helplessness" (Seligman et al) with "active hopefulness" on both individual and societal level is a necessity in order to effectively make progress on issues such as racism, classism, environmental *in*justice, poverty, media imaging, and community. This is not a Pollyanna-ish approach, but a balanced one.

- Using tools for self-exploration, this curriculum guides study intended as an experiential learning opportunity, not an academic exercise. By discovering the Keys to Resiliency in ourselves, we can be better motivated away from society's message of helplessness (what can one person possibly do?) to be drawn towards the challenge of active and informed hope. The lessons embodied in "Trouble the Water" can be used to inspire social activism in our own communities.

The Lessons are:

- Exercise prior to viewing movie (if possible)
- Lesson 1. Introducing the Keys to Resiliency
- Lesson 2. Focus on Strengths
- Lesson 3. Goal setting and Optimism
- Lesson 4. Role Models
- Lesson 5. Faith, Sense of Meaning, and Pro-social Behavior
- Lesson 6. Social Support Summary

CURRICULUM: KEYS TO RESILIENCY

PRIOR to viewing the movie (if possible):

Write (a journal or private blog entry) about a personal experience in which you had to overcome a significant adversity, a challenge that perhaps changed the course of your life. Do this for about 20 minutes, addressing these questions:

1. Write about the reasons this obstacle seemed insurmountable to you, including the events, people, and/or circumstances that made it hard.
2. Write about how you overcame the adversity, what or who helped you and how, and what you learned about yourself because of it.

Share the story of overcoming obstacles. If it is difficult to talk about the story of the adversity, concentrate on sharing the story of how you overcame it and what you learned.

Do: online Resiliency Quiz at <http://www.resiliency.com/htm/resiliencyquiz.htm>

View the movie

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Lesson 1: Introducing Keys to Resilience

Learning Objectives

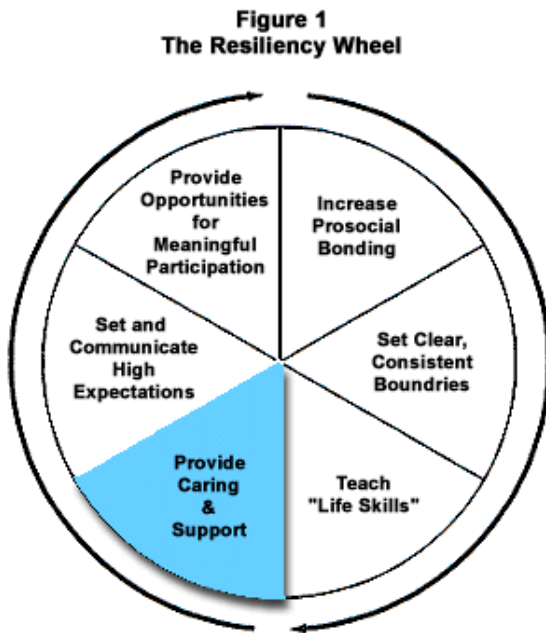
1. To be able to identify and apply the Keys to Resilience, through the movie and in your own life.
2. To appreciate differences in the ways the keys or components can be expressed. Interpreted, and prioritized.
3. To set a larger context for the analysis of the Keys.

Textual Summary

Resilience is defined as “Patterns of positive adaptation in the context of significant adversity or risk.” (Masten & Reed)

Research seeking to answer the question of what factors enable some people to succeed despite unfavorable situations revealed there is nothing intrinsically special about resilient people. Challenges include poverty, illness, trauma, abuse, alcohol/drug addiction, grief, incarceration, and victimization. Study of individuals who overcame adversity and thrived showed that resiliency has six themes or components:

Keys to Resiliency



*Adapted from the book **Resiliency in Schools: Making It Happen for Students and Educators** by Nan Henderson and Mike Milstein, published by Corvin Press, Thousand Oaks, CA (1996)*

Focus on strengths

1. Effective **goal setting and Optimism**
2. **Faith** and sense of **meaning**
3. **Prosocial** behavior (helping others)
4. **Role models**
5. **Social support** (Masten & Reed)

“Nan Henderson et al (1996) uses a “wheel of resiliency” to express the interdependency of her six components of resilience. Her work’s aim is to design school-based programs to foster resilience. She discusses the components as:

1. to provide opportunities for meaningful participation,
2. increase pro-social bonding,
3. set clear, consistent boundaries,
4. teach “life skills”,
5. provide caring & support, and
6. set and communicate high expectations.

Facilitators’ Notes

1. Optional (for face-to-face groups): begin setting group guidelines. Some personal sharing is necessary to take advantage of the full benefit of discussion. One way to set a safe environment is to use a Peacemaking Circle. The elements are: use of a “Talking Piece” (aka Talking Stick,

OPTIONAL APPROACH

Small groups can begin the “map” by sharing terms and ideas that are related to each individual term. For example, have each group take a single term, write it and associated words on large-sized Post-it Notes, then arrange the notes as they seem to cluster to make a concept map for each of the six main terms. Each team should debrief for the larger class about what they found. Sharing many possible interpretations of these terms will help learners explore the way the ideas are related.

- Peace Stick, Listening Stone, etc.), seating arrangement, and establishment of group guidelines. “What will you need to feel safe sharing your personal experiences?”
2. Record and preserve the group’s guidelines in the form of a handout, or posters, as appropriate for the setting and the group. As need arises in sensitive subject areas, this can be helpful for reference.
3. Form class members into small groups, “map” the six Keys identified by Masten & Reed around the six segments of Henderson’s wheel. Explain that Henderson’s focus is for design of school (and youth) programs, while Masten & Reed’s work has wider application. There is not necessarily a one-to-one direct map for the two schema. Have copies of Henderson’s Figure for groups to write on, or present wheel on board and have them tell you where to map the Keys.
4. Prepare (preview) Lesson 2 and VIA Survey to be completed prior to class.

Personal Reflection:

1. Which of the Keys do you see as most important in your story of resiliency? Rank the components in importance for your story (most important to least).

How can your future choices help you go beyond survival?

Discussion Guide:

1. Give an example of the most important Keys to Resiliency expressed in the journeys taken by characters in the movie?
2. To what extent does individual choice play in each person's ability to go beyond surviving to thriving? Can we in truth "be anything we want to be?"

Resources & References:

Masten, A. S., & Reed, M. G. (2002). Resilience in development. In S. R. Snyder & S. J. Lopez (Eds.), *The handbook of Positive Psychology*. Oxford, England: Oxford University Press.

The Search Institute (www.Search-Institute.org) lists about forty developmental assets that contribute to positive youth development.

Lesson 2: Focus on Strengths

Learning Objectives

1. Explore and examine the Character Strengths by looking at your own.
2. Comparing your Strengths profile with others
3. Identify Strengths as expressed in actions and choices.
4. We need everyone's Strengths to go forward.

DO before Lesson 2: Identify Your Own (VIA Survey of Character Strengths)

An online test is available on the VIA website (<http://www.viasurvey.org>) - a free registration is required, test option 1 is also free). There are 240 questions, and allow 20-30 minutes to complete the questions. Answer for yourself, as authentically as you can: There are no right or wrong answers, and no better or worse answers. The aim for this tool is to support self-awareness about yourself and your strengths. Upon completion, you will receive a ranking of your character strengths. From the top 5-10, some may not resonate for you and others you may recognize as the characteristics that mean the most to you. In other words, ask yourself whether you obtain strength from its use, not just that you are good at it.

While you are on-line, take time to explore the complete list of Character Strengths.

Bring your survey results. Identify your top 3 Character Strengths, those most authentically YOU.

Personal Reflection

How do you exercise your Strengths in your every day life?

Facilitators' Notes

In small groups (4-5), have participants share their survey results and one example from their Personal Reflection. Especially noteworthy are people who discover others have strengths they do not have. All are equally valid! No "right answers"! Have a poster or other classroom visual listing the Character Strengths (Appendix A).

In preparation for Lesson 3, set group guidelines (if this wasn't done before). Talking about fears and failures can be difficult for some, but necessary for full benefit of discussion. One way to set a safe environment is to use a Peacemaking Circle. The elements are: use of a "Talking Piece" (aka Talking Stick, Peace Stick, Listening Stone, etc.), seating arrangement, and establishment of group guidelines. "What will you need to feel safe sharing your personal experiences?" Make a record – see Notes in Lesson 1.

Discussion Guide

1. Kimberly wrote this on her facebook page: "I am a very caring person, And I just got the opportunity to see myself,as the person that I am,in this Movie Trouble the Water. So I really believe that if people can just take out the time to look at them selves,a little closer,then they can really see themselves. The good and the bad and can make the right change for the better. But without that opportunity, to see ones self then how can we, or how will we know,if we need to change, or do more of what we are good at, and less of what we are bad at? Any way, me seeing me for the person that I am really helped me, want to do more of what I was good at and less of what was not good."
2. List some of the obstacles to a positive self-concept that Kim speaks about in the film that she had to overcome.
3. What are Kim's character strengths as depicted in the film? Scott's? Name some scenes where these strengths were depicted .
4. How did these strengths compliment each other, even though different?
5. How do their future goals as articulated in the film align with those strengths?

Post-Lesson Follow-up

How can you increase the exercise of a given Strength? Commit to one, put it into action every day for the next 5 days. Write a journal entry for each day about how you used that Strength and how you plan to use it the following day.

Resources & references

Marcus Buckingham and Donald O. Clifton (2001). *Now, Discover Your Strengths*, Free Press.

Seligman, M.E.P. (2004). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*, Free Press.

Lesson 3: Goal-Setting and Optimism

Learning objectives

1. **Goals** that motivate us must stretch us, and must be important to us personally.
2. **Authentic goals** are consistent with Character Strengths.
3. Goals are perceived as attainable if they are broken down into reasonable steps (milestones, sub-goals, **objectives**). It is especially important to take big goals in smaller pieces, otherwise they seem impossible and this leads to hopelessness.

Textual Summary

Motivating goals have certain characteristics:

- They are concrete and specific: visualize success
- Plan for obstacles, setbacks (give yourself permission to be human)
- Know the purpose behind the goal
- Break it into manageable pieces (steps, sub-goals, daily/weekly)
- Get organized: get what you need (knowledge, skills, tools, information, help)
- Celebrate each step

Achieving a goal, especially a challenging one, gives a “high”. Happiness comes in the striving towards a goal, one that is important to us. And because beliefs are self-fulfilling, accomplishing a goal leads to self-confidence. The lessons we learn along the way inform the next goal that is to be set, including the lesson that we are capable of achieving.

Personal Reflection

1. How did overcoming adversity change the way you viewed your goals?
2. What types of goals motivate you or inspire you to action? What kind of goal does not?
3. What fears get in your way?

Facilitators’ Notes

It may be useful to review a clip in which Kim tells the story of her childhood (in the aftermath of her grandmother’s funeral), followed closely by her song, Amazing. [clip from film 1:14:00 – 1:19:31]. Another thought-provoking clip relates to Discussion Guide question 5. [clip from film 1:00:16 – 1:01:31].

Continue to encourage use of the “Talking Piece” when appropriate in discussion. It is also useful for group to “check in” with each other at the start of each meeting, with a temperature reading “how are you today”; things that have happened since last meeting, upcoming events, etc.

Support the group’s exploration of the question “who benefits from social hopelessness?” by probing beyond the first response (“no one”). This discussion is intended to assist consideration

of those who benefit from maintaining the status quo. The belief that nothing will change excuses us from trying. This should be disturbing to some: discomfort that may signal change.

At a personal level, this may be a difficult lesson for some – requiring the examination of some of their own fears and failures. Support and acceptance of the feelings (not evaluation) is due. Assure the group that next week’s lesson is about Altruism and Gratitude, and forms a far more uplifting experience for many.

Discussion Guide

1. How do you think these individuals’ survival experiences affected their expectations of themselves?
2. Do you think Kim is “Amazing?” Why?
3. What role did “Kizzie” and “Baby” play in the Roberts’ decision to return to the 9th Ward?
4. How did Kim, Scott, Brian and their neighbors manage their survival goal in “reasonable pieces?” What did they seem to learn about themselves that informed their goals for the future?
5. Why is hopelessness deadly? How does taking on a big goal in small pieces encourage hope?
6. Who benefits from social hopelessness? The widespread belief that “problems are too big, what can one person do?” What are the consequences?

Post-lesson Follow-up

Do you have a goal that you failed to achieve? Give yourself permission to be human: past failures embody positive lessons, find them. Apply the characteristics of a motivating goal and figure out what you can do resume your goal-seeking process. Write it down.

Resources & References

Bandura, A (1997) *Self-Efficacy: the Exercise of Control*. W. H. Freeman & Company.

Marano, H. E. (2003). The Goals that Guide Us. *Psychology Today*. <http://www.psychologytoday.com/articles/pto-20030722-000005.html>

Sheldon, K. M. & Houser-Marko, L. (2001). Self-Concordance, Goal Attainment, and the Pursuit of Happiness: Can There Be an Upward Spiral? *Journal of Personality and Social Psychology*, 152-165. <http://web.missouri.edu/~sheldonk/pdfarticles/JPSP2001.pdf>

Lesson 4: Role Models

Learning Objectives

1. Every life story involves overcoming adversity, hardship, and obstacles.
2. We can learn from our role models' stories of how they exhibit resiliency.
3. We can also learn from those who tried and "fell short." Success is an on-going process that requires hard work and perseverance

Textual Summary

Research shows that the presence of caring and supportive individuals is essential in youth development, and adult recovery from addiction and grief. Mentors and role models are people we relate to, emulate and aspire to be like. This is both a way to express goal-setting ("to be like") and fulfills a present need for nurturing: psychological as well as physical safety and support. We can also learn from their examples, including lessons on how-to and how-not-to live a fulfilling life.

Personal Reflection

1. Who is a role model for you?
2. Why is the way that person lives (or lived) an example for you? What value(s) does their life embody for you?
3. How did these values help you develop resilience?

Facilitators' Notes

Continue to invite group's storytelling, using Personal Reflections and Discussion Guide questions. The experience of the stories being shared, both in telling and in listening, is as important in this lesson as the stories themselves. This sets the stage for examination of social supports in Lesson 6. If the group is accustomed to using a Talking Piece (aka Talking Stick, Peace Stick, Listening Stone,

etc.), then by all means take advantage of this.

Discussion Guide

1. Do the characters in the movie express role models? Does Kim reveal in the film who her role models are?
2. What values do you see in their choices of people to emulate?
3. Tell a story about the person who is the "glue" that holds your family* together.
4. OPTIONAL PROJECT: Interview a family member about their role models and then write a reflection about these stories.

Resources & References

Bonnie Bernard (1991), "Fostering Resiliency in Kids" Portland OR: Northwest Regional Educational Laboratory. http://www.cce.umn.edu/pdfs/NRRC/Fostering_Resilience_012804.pdf

Frank, A. W. (1995), *The Wounded Storyteller: Body, Illness and Ethics*. University of Chicago Press, Chicago.

Lyubomirsky S, Sousa L, Dickerhoof R. *Journal of Personality and Social Psychology* 2006 Apr; 90(4): 692-708 The Costs and Benefits of Writing, Talking, and Thinking about Life's Triumphs and Defeats <http://www.faculty.ucr.edu/~sonja/papers/LSD2006.pdf>

The Neighborhood Story Project's "What Would the World Be Without Women: Stories from the 9th Ward"

Visit the collection of audio stories recorded at www.storycorps.org.



Documentary subject Kimberly Roberts recovers a photo of her mother at her home in New Orleans, in a scene from *Trouble the Water*. Courtesy Elsewhere Films.

Lesson 5: Faith, Sense of Meaning, Pro-Social Behaviours

Learning Objectives:

1. We obtain benefits from helping others: a sense of self-worth, of meaningful participation and contribution to others.
2. Spiritual belief plays a role in the transformation of adversity from a reason for hopelessness to a challenge to be overcome.
3. Our beliefs about ourselves become self-fulfilling prophecy.
4. Altruism can lead to a life of meaning and purpose: whether it starts or ends with faith, meaning is created by viewing ourselves as part of a larger human endeavor.

Textual Summary

In this lesson we examine the importance of **altruism** and **pro-social behavior** as a necessary Key to Resiliency. Along the way we will also pick up a related concept of **Gratitude/Appreciation**. Whether you express a spiritual life in a particular Faith or Belief, the sense of connectedness to others, to a **purpose or meaning** larger than your self is related to these concepts and necessary for developing Resiliency.

Personal Reflection

1. When you do something to help someone else, do they have to express their gratitude? Was it important that the recipient of your effort to help know and acknowledge your help? Why or why not?
2. How does the construction and telling (and possibly retelling) of your story create meaning for you?

Facilitators' Notes

It is important to distinguish the role of faith from the role of *A* faith. Spirituality in belief systems should be respected in all forms, allowing it to be expressed individually. Here we examine the sense of altruism, of purpose and connection to something larger than self.

This lesson sets the stage for the importance of storytelling (oral traditions) in formation and maintenance of identity: personal and social. It also elevates the experience of altruistic and pro-social behavior: what we do for others confers benefits on ourselves. Therefore, let the Discussion Guide questions evoke the students' stories. Give time to reflect before returning to the Lesson.

Discussion Guide

1. Tell about an instance when you helped someone, for no apparent gain for yourself, not motivated by what he or she might do for you in return or what they have done for you in the past. It could be a large thing or a small thing. What did you experience?

2. What did Scott seem to experience in the course of helping others in the film? Why might he and Larry taken other people with them in the truck? What meaning did they seem to gain from that experience?

3. Brian Nobles has a long struggle to get FEMA aid: what two things does Kim ask of him in her attempt to cheer him up and "stay positive?"



[clip from film at 1:08:45 – 1:09:49] Why is this important? What effect does it have on her?

4. Recall the scene at the Red Cross shelter where some of the women from her community are talking to Kim about the leadership she showed, thanking her for comforting them, singing to them, helping them get through the hurricane.



[clip from film at 48:52 – 49:53] "You can see the surprise on her face when she says, 'I didn't know you saw me that way' – 'I don't think she changed as much as people around her saw her in a different way,'" Director Tia Lessin says. How does this exchange seem to transform the way Kim sees herself?

5. Why do you think Kim set out to videotape in her neighborhood before the hurricane in the first place? Why do you think she writes and records music? – Why is it so important, and what role do you think these works play in the film and beyond?

Post-Lesson Follow-up

1. Keep a Gratitude Journal for two weeks. Make a time every day (morning or evening), to write a note in your Gratitude Journal of three things that happened to you that day or the day before for which you are grateful, three things you appreciated. It may or may not involve something someone else did for you.
2. Write a Letter of Appreciation to someone close to you. Write down what you appreciate about them – it may focus on what you see as their Character Strengths. Send it, give it, read it to them.

Resources & References

Wilson, D. S., & Csikszentmihalyi, M. "Health and the Ecology of Altruism" in *The Science of Altruism and Health* (S.G.Post, ed.) 1997, Oxford University Press

Emmons, R. A. & McCullough, M. E. (2008). Highlights from the Research Project on Gratitude and Thankfulness. <http://psychology.ucdavis.edu/labs/emmons/>

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality & Social Psychology*, 88, 377-389.

Lesson 6: Social Support

Learning Objectives:

1. Social supports from family, community, neighborhood, and beyond can either help or hinder an individual's surviving and thriving.
2. Individual resilience and community resilience are interdependent.
3. Resilience is a process, and as a practice needs continuous exercise.

Textual Summary

“Resilience is not a trait that a youth is born with or automatically keeps once it is achieved. Resilience is a complex interactive process that entails characteristics of the child, the family, extra-familial relationships and school/community factors.”
Meichenbaum

Paraphrasing Wendell Berry (American writer and poet), a sense of place has less to do with the thought that “this place is a part of me” and more to do with “I am a part of this place.” Our sense of community involves feeling where we belong, where expectations are reciprocal, where we know and are known. Archbishop Desmond Tutu of South Africa has stated that the root of Western society's ills stems from our “lacking *ubuntu*”.

UBUNTU

“It means the essence of being human. You know when it is there and when it is absent. It speaks about humanness, gentleness, hospitality, putting yourself out on the behalf of others, being vulnerable. It recognizes that my humanity is bound up in yours, for we can only be human together.”

—Archbishop Desmond Tutu

The concept of Self-esteem is often misunderstood, as associated with conceit, arrogance, and aggressive self-interest. True self-esteem (“unconditional self-acceptance”) frees us to seek our own best self, pursuing and developing our passions in service to our community.

At the beginning of the film, the Directors and Producers, Tia Lessin and Carl Deal, met Kimberly and Scott, at a Red Cross shelter. The couple was in the process of leaving their community, possibly for good. Scott says he had never been away from Louisiana city and all talk about seeing things in a different way for the first time. And according to Kim in a panel discussion at the Roger Ebert Film Festival, which is included as an “Extra” on the DVD:

I became angry when I got the opportunity to step outside my community and see exactly what was happenin' in New Orleans and understand why we all was goin' to prison, why everybody I knew was convicted felons, why everybody was on drugs, almost, why our schools are churnin' out learnin', and why we not inspirin' to be positive people, why we not goin' to college. Those things

made me mad, you know, and I didn't learn those things about myself, and about my community and my family until after Katrina when I got the opportunity to leave that setting and, you know, just travel with this movie, see different parts of the world, see different people's lives and experience things that I wasn't able to experience because the environment that I was forced to live in because of poverty.

While their journey after Katrina, and then after the release of the film seem to enable Kim, Scott and Brian to see the world in a different way, their activity as participants in a documentary film also seemed to set the stage for them to see themselves in a different way. In the unfolding of the story, their relationship with their community seems to be transforming.

Personal Reflection

1. If you were absent from work or school for more than a day, who would notice? Who would look for you or try to call you?
2. When you have (or had) a serious problem, whom would you talk to? Who would you seek out for comfort? For wise advice? Both?
3. What is your favorite way of “being in a community” where you live?

Facilitators' Notes

1. Examine the epilogue (post-scripts) of the movie, which show as stills among the film's credits [clips 1:31:09 – 1:33:00] the challenges in the journey of success for Kim, Scott, Brian Nobles, Wink and their city continue.
2. Present Archbishop Tutu's quote about *ubuntu*, invite the group to share reflections on the movie (see question 2 below).
3. **OPTIONAL ACTIVITY:** Use question 3 to spark a drawing exercise. Ask participants to think about what social support systems might physically look like, and design a new system based on stakeholder needs. First, establish as a group what some of the stakeholder needs might be before delving into drawing. It may be helpful to provide a photocopy of a photo and some tracing paper to being the work.

Discussion Guide

1. Is resilience a trait? Something one is born with? Do some people “have it” and others not?
2. What does the movie, “Trouble the Water” show about social supports and community resilience? What might Archbishop Tutu say about their *ubuntu*?
3. Explain the decisions that Kim and Scott make in the film, leading them back to their old neighborhood. What are they doing differently, if anything, after their return? Why?
4. How can government, NGOs, outside agencies help without disturbing social supports essential for individual and community resilience?

5. Can we reconcile the concepts of independence and isolation? Individual versus Community?

<http://www.viacharacter.org/Classification/Classification/tab-id/238/Default.aspx>

Post-Lesson Follow-up

1. What are your community's strengths?
2. How does your community exhibit resiliency as a community?
3. What obstacles does your community present to developing resilient individuals?
4. What social supports does your community extend to those overcoming personal obstacles?

Creativity [originality, ingenuity]
Curiosity [interest, novelty-seeking, openness to experience]
Judgment & Open-Mindedness [critical thinking]

Love of Learning

Perspective [wisdom]:

Bravery [valor]

Perseverance [persistence, industriousness]

Honesty [authenticity, integrity]

Zest [vitality, enthusiasm, vigor, energy]

Capacity to Love and Be Loved

Kindness [generosity, nurturance, care, compassion, altruistic love, "niceness"]

Social Intelligence [emotional intelligence, personal intelligence]

Justice

Teamwork [citizenship, social responsibility, loyalty]

Fairness

Leadership

Forgiveness & Mercy

Modesty & Humility

Prudence

Self-Regulation [self-control]

Appreciation of Beauty and Excellence [awe, wonder, elevation]

Gratitude

Hope [optimism, future-mindedness, future orientation]

Humor [playfulness]

Religiousness & Spirituality [faith, purpose]

Resources & References

"Bolstering Resilience: Benefiting From Lessons Learned", Donald Meichenbaum, Ph.D. This Chapter will appear in Brom, D., Pat-Horenczyk, R. & Ford, J. (Eds.). (2008). *Treating traumatized children: Risk, Resilience and Recovery*. New York: Routledge. http://melissainstitute.com/documents/Bolstering_resilience.pdf

The Melissa Institute for Violence Prevention and Treatment of Victims of Violence (www.melissainstitute.org)

Branden, N. (1997). What Self-Esteem Is and Is Not. Excerpt from *The Art of Living Consciously*. Simon and Schuster. <http://www.nathanielbranden.com/ess/exc04.html>

SUMMARY

Extend the Keys to Resiliency from the realm of the individual, as you have experienced the examination of the six keys to your own life. Are there lessons in applying any of the key elements to resilience society-wide: on levels of building resiliency in families, in neighborhoods, in organizations, in cities, states, the federal, etc.? Apply some of the lessons from the curriculum to a broader scope.

For Personal Reflection

1. What will you do with your ability to use the "Keys to Resiliency" process?
2. What challenges does your community face, and where could more Resilience change things?
3. What can you do? Will you?

Appendix A

Values in Action (VIA) Character Strengths