

ENKI

THE BOOK OF LOVE
AND HUMAN CONNECTION

Understanding minds, healing hearts, building bridges

BRIAN'S
Understand the mind

WAVES
Make space for feelings

CIRCLES
Create safety and belonging

BRIDGES
Connect through compassion

For children, adults and families

Christian-inspired compassion • ENKI • The Four Pillars

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A guide to understanding one another

Read together or one chapter at a time. Children can draw, point or ask a trusted adult for help. The book offers education and reflection, not diagnosis or a replacement for professional care.

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CHAPTER 01 / FOUNDATIONS

Love is a way of living

Love is not simply a feeling. It is the way we care for ourselves and others, especially when life is difficult. We may feel affection for someone and still need distance from them. We may disagree with a person and still treat them with dignity.

In ENKI, the Five Commandments of Love offer a moral compass: care for creation, care for yourself, care for others, seek truth and protect through peaceful action. Christian teachings about loving one's neighbour (Mark 12:31) and the patience and kindness of love (1 Corinthians 13:4–7) provide inspiration for this approach.

Love is freely given. It does not create a debt, entitle us to another person's attention or require another person to return our feelings. We can offer kindness without demanding a particular outcome.

TRY IT • PRACTICAL REFLECTION

Choose one small action today: bring someone a drink, listen without interrupting, pick up litter or give yourself a proper rest. Ask whether the help is wanted first.

THE FOUR PILLARS

Bridges: connection begins with respect, not ownership.

CHAPTER 02 / FOUNDATIONS

Understanding the conscious mind

The conscious mind is the part of our experience we are aware of at a particular moment: the words we are reading, the sensations in our body, a decision we are considering. Our attention is limited, so we cannot consciously attend to every sight, sound or thought at once.

We can notice a thought without obeying it. A thought such as “They do not care about me” may reflect a fear rather than a fact. A useful response is to name the thought, examine the evidence and consider other explanations before acting.

Imagine Tom Tom trying to build a tower. He notices the pieces, plans his next move and decides where to place a block. When it falls, he can notice his frustration and choose to try again or ask for help.

TRY IT • PRACTICAL REFLECTION

Notice three things you can see, two sounds you can hear (or sensations you can feel), and one thing you need. You may draw or point instead of speaking.

THE FOUR PILLARS

Brian’s: awareness creates room for choice.

CHAPTER 03 / FOUNDATIONS

The subconscious and automatic mind

“Subconscious” is an everyday term for mental activity outside immediate awareness. Psychologists distinguish many processes, including automatic habits, implicit memory and learned associations. There is no single hidden control room, and no established fixed percentage of the mind that works unconsciously.

Practising an instrument, tying shoes or following a familiar route can make parts of an activity feel automatic. Past experiences can also influence how safe or threatened we feel, even when we cannot immediately explain why. Such reactions are not proof of a particular hidden memory.

New habits develop through repetition, accessible environments, encouragement and time. We cannot reliably recover lost memories or prove past lives through hypnosis, imagery or interpreting dreams. Let memories and spiritual experiences remain open to uncertainty.

TRY IT • PRACTICAL REFLECTION

Select one habit you want to build. Link it to an existing routine: after brushing my teeth, I will put tomorrow's clothes out. Make the first step small and repeat it kindly.

THE FOUR PILLARS

Circles: predictable routines support learning.

CHAPTER 04 / FOUNDATIONS

Emotions and the body's signals

Emotions can help us notice needs, opportunities and threats. Anger may accompany unfairness or frustration; sadness may accompany loss; fear may accompany uncertainty. None of these feelings is wrong in itself, and none automatically proves what is happening around us.

Our bodies may respond to stress with a racing heart, muscle tension, restlessness, numbness or an urge to escape. People often describe fight, flight or freeze responses. These are useful descriptions, not fixed personality types. Physical illness can also produce similar sensations.

When a Wave feels large, reduce demands, check immediate safety and try a comfortable activity. Breathing slowly if comfortable, sipping water, sitting somewhere quiet or moving gently may help. Do not force a technique that makes distress worse.

TRY IT • PRACTICAL REFLECTION

Draw a body outline. Mark where you notice excitement, worry or calm. Make a personal list of things that help, and things that do not.

THE FOUR PILLARS

Waves: feelings are information, not instructions.

CHAPTER 05 / UNDERSTANDING OTHERS

Behaviour analysis: observe before judging

Behaviour analysis begins with what can be observed, rather than labels such as lazy, naughty or manipulative. An antecedent–behaviour–consequence (ABC) record describes what happened before, what the person did and what happened afterwards. Consequence simply means what followed, not punishment.

For example: the classroom became noisy; a child covered their ears and left the group; the child reached a quiet space. One possible explanation is sensory overload. Other possibilities include pain, tiredness, confusion or needing a break. Ask the child in a suitable way, and compare observations across situations.

Use the information to change conditions and teach accessible ways to communicate. Never create distress just to test a theory, withhold essential comfort or treat a child as an experiment. Persistent or dangerous behaviour needs appropriate professional assessment.

TRY IT • PRACTICAL REFLECTION

Record one ordinary incident without adjectives. Write two possible explanations and one supportive change. Review whether the change helps the person feel safer, not merely more compliant. [1]

THE FOUR PILLARS

Brian's and Circles: investigate with curiosity and improve the environment.

CHAPTER 06 / UNDERSTANDING OTHERS

Body language: clues, not conclusions

Facial expressions, posture, movement, tone and distance can help us notice when someone might need support. But the same signal can have many meanings. Folded arms may reflect cold, comfort or discomfort. Looking away may help someone concentrate. A smile may express joy, nervousness or politeness.

Notice changes in a person's usual behaviour and consider the environment. A person who is quiet after a noisy journey may need rest, not interrogation. Culture, disability, pain and individual preferences all affect communication.

No gesture, eye movement or facial expression reliably establishes dishonesty, attraction, abuse or hidden motives. Research finds nonverbal lie-detection cues weak and unreliable. [2] Seek a person's own account; never use body language alone to make serious accusations.

TRY IT • PRACTICAL REFLECTION

Instead of “I can tell you are lying”, try “I am not sure I understood. Would you like to explain, write it down or come back to this later?” Accept a person's right not to answer.

THE FOUR PILLARS

Bridges: curiosity is kinder than mind-reading.

CHAPTER 07 / UNDERSTANDING OTHERS

Listening and communicating

Listening means making space for another person's experience, not simply waiting for our turn. Put distractions aside if possible. Ask whether they want advice, practical help or someone to hear them. Reflect what they actually say and check that you understood.

Some people communicate through speech; others through writing, signs, pictures, gestures or augmentative and alternative communication (AAC). Speaking ability does not measure intelligence or the importance of a person's views. Give processing time and do not demand eye contact.

A helpful response may be “That sounds difficult. Have I understood correctly?” You can recognise feelings without agreeing with every interpretation of an event. If a belief is uncertain, focus on the feeling and what would help the person remain safe.

TRY IT • PRACTICAL REFLECTION

Take turns telling a short story. The listener summarises it without advice. The speaker can correct the summary, pass or choose a different communication method.

THE FOUR PILLARS

Bridges: everyone deserves a way to be heard.

CHAPTER 08 / CHILDREN AND FAMILIES

Children's behaviour and development

Children develop language, planning, impulse control and emotional regulation gradually and at different rates. A child who cannot complete a task may lack a skill, need help or be overwhelmed. Expectations must fit developmental ability rather than age alone.

Consider hunger, sleep, pain, sensory experiences, uncertainty, fear and the need for play or connection. Ask whether the instructions were understood. A young child may communicate distress through crying, hiding, running or shouting because words are not available at that moment.

Adults have responsibility for safety and teaching. Stop dangerous actions calmly, offer support and teach another way to meet the need when the child is ready. Do not shame, threaten, hit or withdraw affection. A child can be loved while a harmful action is firmly stopped.

TRY IT • PRACTICAL REFLECTION

Replace “Why are you being difficult?” with “What is making this hard?” Offer two accessible choices and enough time to respond. [1]

THE FOUR PILLARS

All four: understand the need, settle the Wave, create safety and reconnect.

CHAPTER 09 / CHILDREN AND FAMILIES

Neurodivergence and sensory needs

Autistic people, people with ADHD and other neurodivergent individuals may experience attention, movement, communication and sensory information differently. Strengths and support needs vary greatly. Fidgeting, stimming or looking away can help a person regulate and need not be stopped if safe.

A meltdown is an experience of overwhelm, not necessarily an attempt to obtain something. A shutdown may involve reduced movement, speech or engagement. Similar behaviour can have other causes, so check wellbeing rather than relying on a label.

Offer quieter spaces, visual schedules, predictable changes, movement breaks, comfortable clothing and alternative communication. Include the child in choosing adjustments. Avoid forced eye contact or making rewards conditional on hiding harmless autistic traits. [1]

TRY IT • PRACTICAL REFLECTION

Make a sensory map with three columns: things I enjoy, things that are difficult, and things that help. Let the child draw, point or dictate.

THE FOUR PILLARS

Circles and Waves: make the world more accessible.

CHAPTER 10 / CHILDREN AND FAMILIES

Co-regulation and kind boundaries

Co-regulation is the support one person provides another during distress. A steady voice, fewer words and a calm presence may help a child who feels overwhelmed. Some children prefer distance rather than touch. Always ask or follow their known preferences.

If a child throws a toy at a sibling, move people to safety, put the dangerous object aside and say simply, “I will not let anyone get hurt.” When calm returns, work together on what happened and practise a safer way to ask for space.

A boundary describes what is safe and acceptable. It is not a demand for a child to feel happy or agree with an adult. Consistency means keeping reasonable limits while adapting support to individual needs, not inflexible punishment.

TRY IT • PRACTICAL REFLECTION

Create a calm plan together: where can I go, who can help, how can I signal stop, and what should adults avoid? Revisit it when calm.

THE FOUR PILLARS

Waves and Circles: safety first, teaching afterwards.

CHAPTER 11 / CHILDREN AND FAMILIES

Family, parenting and belonging

Children need dependable care, affection, nourishment, rest, education and protection. Family can take many forms, including single parents, blended families, foster carers and kinship carers. No child is responsible for keeping adults together or managing adult feelings.

Predictable routines, shared play and reliable promises help children feel secure. When adults make mistakes, they can apologise without blaming the child. Children should not be asked to choose sides, carry messages in adult disputes or keep unsafe secrets.

When families separate, explain changes in age-appropriate language. Respect safety arrangements and legal boundaries; seek professional advice if decisions are disputed. A child's expressed needs matter, without placing adult decisions on their shoulders.

TRY IT • PRACTICAL REFLECTION

Make a family connection ritual: a bedtime story, five minutes of shared play, a quiet check-in or an accessible message. Offer it without requiring affection in return.

THE FOUR PILLARS

Circles and Bridges: belonging is built through dependable care.

CHAPTER 12 / RELATIONSHIPS

Friendship, attachment and belonging

Friendship is built through shared interests, respect, trust and time. Some people enjoy many friendships; others prefer a few close connections or periods alone. Both are valid. Attachment describes the ways people seek comfort and connection, but it is not a simple test that determines someone's character.

Fear of rejection may make silence or a delayed reply feel especially painful. Try not to assume rejection is intended. Another person may be busy, tired or simply need space. A single respectful message is often enough; repeated unwanted contact can cause distress.

Good friendships allow both people to disagree, have other friends and choose how much time to spend together. Nobody must prove affection by answering immediately, sharing private information or giving up independence.

TRY IT • PRACTICAL REFLECTION

Write three qualities you value in a friend and three ways you can offer those qualities yourself. Choose an activity that brings connection without pressure.

THE FOUR PILLARS

Bridges: relationships grow through mutual choice.

CHAPTER 13 / RELATIONSHIPS

Partnership, consent and commitment

Adult romantic relationships require mutual willingness, honesty and respect. Commitment means keeping agreed promises, not surrendering freedom. Discuss expectations about time, money, parenting, intimacy and communication, rather than assuming that love makes them obvious.

Consent is a freely given, informed and ongoing choice. It can be withdrawn at any time. Silence, previous agreement, fear, dependence or a relationship status do not establish consent. Children must be protected from sexual exploitation; adults are responsible for maintaining age-appropriate boundaries.

A healthy relationship leaves room for privacy, friendships and independence. If another person does not wish to continue a relationship, respect their choice, even when it hurts. Love cannot be demanded, negotiated through threats or proved by persistence.

TRY IT • PRACTICAL REFLECTION

Practise asking: “Would you like a hug?” and responding to “No” with “Of course.” Respect the answer without sulking or bargaining.

THE FOUR PILLARS

Bridges and Circles: closeness must be freely chosen and safe.

CHAPTER 14 / RELATIONSHIPS

Conflict and peaceful repair

Conflict is a difference in needs, expectations or understanding. It does not have to become a battle. When voices rise, reduce the intensity and agree a time to return to the conversation if both people wish to. Safety takes priority over completing a discussion.

Describe what happened, how it affected you and what you would like to change. “When the plan changed without notice, I felt unsettled. Could we agree to send a message next time?” Avoid insults, sweeping accusations and claims to know another person's intentions.

Look for solutions that respect everyone. Sometimes agreement is impossible, and distance or professional mediation may be appropriate. Mediation or joint counselling may be unsafe where there is coercion or abuse.

TRY IT • PRACTICAL REFLECTION

Write one disagreement in three sentences: the observable event; my feeling or need; a specific request. Check that your request allows the other person to decline.

THE FOUR PILLARS

Waves and Bridges: calm the conflict before trying to solve it.

CHAPTER 15 / RELATIONSHIPS

Recognising control, abuse and harm

Abuse can include violence, threats, sexual coercion, humiliation, financial control, monitoring and isolation. Coercive control concerns patterns of behaviour that restrict another person's freedom. A single gesture or diagnosis cannot establish that someone is abusive; look at actual conduct, impact and safety.

Listen if a person discloses harm. Avoid interrogating them, confronting the alleged abuser or demanding that they leave immediately. Offer access to specialist support and let them make decisions wherever safe. Children need safeguarding, not responsibility for investigating adult behaviour.

Love does not require staying in danger or forgiving an abuser. If someone is at immediate risk in the UK, call 999. For a child at risk, contact local children's social care; for domestic abuse support use the GOV.UK guidance on page 30. [5, 6]

TRY IT • PRACTICAL REFLECTION

Identify a trusted person, a safe way to contact them and an emergency option. If a device is monitored, seek help from a safer device where possible.

THE FOUR PILLARS

Circles: protection and freedom are essential to love.

CHAPTER 16 / HEALING

Forgiveness, accountability and trust

Forgiveness means different things to different people. Some understand it as releasing resentment; others as a spiritual practice. It is a personal choice, not an obligation or a condition of recovery. Forgiveness does not erase what happened, remove consequences or require renewed contact.

A sincere apology identifies the harm, accepts responsibility and offers a realistic change. “I spoke harshly. That was wrong. I will take a break when I become overwhelmed.” Avoid apologies that shift responsibility onto the person who was hurt.

Trust grows when actions match words consistently. A harmed person decides whether trust can be rebuilt. Reconciliation requires willingness from all involved and appropriate safety; sometimes the healthiest outcome is permanent distance.

TRY IT • PRACTICAL REFLECTION

Write a repair plan for a mistake you have made: what I did, who was affected, what I can safely put right, and how I will prevent repetition. Do not send it if contact is unwelcome or prohibited.

THE FOUR PILLARS

Brian’s and Bridges: honesty and changed behaviour matter more than promises.

CHAPTER 17 / HEALING

Mending a broken heart

Heartbreak, separation and bereavement can affect sleep, appetite, concentration and motivation. Grief is not limited to death; we can grieve a relationship, a home or a future we expected. There is no universal sequence or timetable for recovery. [4]

Give yourself permission to feel sadness without turning it into a judgement about your worth. Build a manageable routine around meals, rest, fresh air, meaningful activity and supportive people. Reduce exposure to reminders if that helps, including checking messages or social media.

When supporting someone, avoid telling them to move on or promising that a lost relationship will return. Offer a meal, a walk, company or help finding professional support. Respect their need for solitude as well as connection.

TRY IT • PRACTICAL REFLECTION

Make a small daily plan: one necessary task, one comforting activity and one connection with a safe person. Write an unsent letter if helpful, without using it to pressure someone.

THE FOUR PILLARS

Waves and Circles: healing needs time, care and stability.

CHAPTER 18 / HEALING

Stress, trauma and finding safety

Trauma describes the effects that overwhelming experiences can have on some people. Reactions differ; not every difficult event produces trauma, and distress alone does not establish a diagnosis. Reminders can evoke strong emotions, avoidance or a feeling of danger.

Support begins with present-day safety, choice and control. Do not force anyone to recount painful experiences. Grounding, ordinary routines, sleep support and trusted relationships may help, but they are not substitutes for assessment or evidence-based trauma treatment when needed.

For a child, explain what will happen next, offer manageable choices and maintain dependable care. For an adult, ask what feels helpful and what they would prefer to avoid. A trained clinician can help when distress persists or interferes with everyday life.

TRY IT • PRACTICAL REFLECTION

Create a personal support card: I feel safer when..., I prefer people to..., I need help with..., my trusted contact is.... Keep it somewhere accessible.

THE FOUR PILLARS

Circles: rebuilding a sense of safety comes before demanding change.

CHAPTER 19 / TOOLS FOR CHANGE

Restructuring thoughts with kindness

Thoughts, feelings, physical sensations and actions influence one another. Cognitive behavioural therapy (CBT) uses structured exercises to examine unhelpful interpretations. The aim is balanced thinking, not pretending everything is wonderful or denying real harm. [3]

Suppose a friend cancels a visit. The thought “Nobody cares about me” brings sadness and an urge to send an angry message. Evidence for it might be that the visit was cancelled; evidence against it might be previous kindness or the friend's explanation. A more balanced thought is “I am disappointed. I do not yet know what this means.”

A useful next action is to wait, care for yourself and respond respectfully. If a concern involves safety or repeated harmful behaviour, seek evidence and support rather than reframing it away.

TRY IT • PRACTICAL REFLECTION

Use the thought record on page 28: situation, feeling, automatic thought, evidence for and against, balanced alternative, and next action.

THE FOUR PILLARS

Brian’s: thoughts can be questioned without judging yourself.

CHAPTER 20 / TOOLS FOR CHANGE

NLP-inspired language and rehearsal

Neuro-linguistic programming (NLP) is a collection of approaches involving language, imagery and behavioural patterns. Evidence for NLP as a health treatment is limited; it should not be presented as a proven cure, a way to access hidden memories or a method of controlling another person's mind. [7]

Some low-risk reflection activities associated with NLP overlap with familiar communication and learning techniques. Try changing absolute language (“I always fail”) into specific, realistic language (“This task was difficult today”). Ask what is missing from a statement and identify an achievable next step.

Mental rehearsal means imagining yourself carrying out a manageable future action, then practising it in reality. A chosen object or phrase can serve as a reminder to use a coping strategy, but it cannot guarantee an emotional state. Use such exercises voluntarily and stop if imagery increases distress.

TRY IT • PRACTICAL REFLECTION

Choose a small goal, picture the steps if comfortable, write a cue such as “one step at a time”, then practise. Review what actually helped. Children may use drawing or role-play instead.

THE FOUR PILLARS

Brian’s and Circles: practise new patterns without promising instant change.

CHAPTER 21 / TOOLS FOR CHANGE

Helping without taking over

Helping begins with asking, not assuming. Someone who is struggling may need a practical adjustment, a listening ear, information or professional support. They may also want space. Respect their preferences and avoid making promises you cannot keep.

Offer specific help: “Would you like me to bring dinner?” or “Would you like support arranging an appointment?” Avoid making a person dependent on you or treating their recovery as your responsibility. Children can show kindness, but adults must carry adult responsibilities.

When you cannot meet a need, be truthful and help find other options if welcome. Supporting others should not require neglecting your own wellbeing. If someone is in immediate danger, seek emergency assistance rather than attempting to manage it alone.

TRY IT • PRACTICAL REFLECTION

Ask a person you trust what kind of support they like. Create a shared list: listen, practical help, quiet company, space, professional help. Let them choose.

THE FOUR PILLARS

Bridges: offer support that preserves autonomy.

CHAPTER 22 / LIVING ENKI

Spiritual love and the human condition

ENKI brings together spiritual reflection, Christian-inspired compassion and the belief that every soul deserves dignity. Some readers find comfort in prayer, reincarnation or the idea of a continuing soul. Others understand life through different religious or non-religious perspectives. These beliefs are not established psychological or scientific facts.

The Ankh can serve as a reminder of the value of life. Reflecting on it may inspire gratitude, kindness and responsibility. Spiritual experiences can feel profound; they do not establish authority over another person or require anyone to obey messages that feel compelling.

We all experience needs for care, agency, meaning and connection in different ways. Love does not require us to agree on every belief. We can share spiritual practices by invitation and recognise when practical help, rest or medical support is needed.

TRY IT • PRACTICAL REFLECTION

Take a quiet moment to reflect or pray if you wish. Ask: What can I do today that respects life, protects wellbeing and leaves another person free?

THE FOUR PILLARS

All four: spiritual reflection can inspire compassionate action.

CHAPTER 23 / LIVING ENKI

The Four Pillars in relationships

Brian's: notice your thoughts, assumptions and needs. Ask what you know, what you are guessing and what information would help. Encourage curiosity rather than judgement.

Waves: recognise emotions and sensations. Choose safe regulation strategies and allow others to experience feelings without punishment. Circles: establish predictable routines, personal boundaries and environments that support physical and emotional safety.

Bridges: communicate with respect, seek consent, listen and repair mistakes when appropriate. A bridge is an invitation, never a demand. The Four Pillars are an educational framework, not a validated clinical treatment or a substitute for specialist care.

TRY IT • PRACTICAL REFLECTION

Before a difficult conversation, write one action for each pillar: check my assumption; settle my Wave; choose a safe time; ask whether the other person is willing to talk.

THE FOUR PILLARS

All four: understanding yourself is the first step towards understanding the world.

CHAPTER 24 / LIVING ENKI

The Five Commandments of Love

Love creation. Care for living things, reduce avoidable harm and respect the environment we share. Love yourself. Look after your body, mind, needs and boundaries without measuring your worth by how much you achieve.

Love one another. Listen, offer kindness and treat other people with equal dignity. Love the truth. Be honest, distinguish facts from beliefs, revise your understanding when evidence changes and admit mistakes.

Protect through love. Choose peaceful, lawful and responsible actions; safeguard children and vulnerable people; respect the right of others to say no. Seek help when protection requires expertise. Never use love, faith or forgiveness to excuse abuse.

TRY IT • PRACTICAL REFLECTION

Choose one commandment each day and write or draw one action you can take. At the end of the week, notice what helped and what you could improve.

THE FOUR PILLARS

All four: love becomes meaningful through our everyday choices.

PRACTICAL WORKSHEET

Behaviour observation and support plan

Describe observable behaviour. Consider the person's views, privacy and preferences. This is not a diagnostic tool.

Before: what happened? Where, when and who was present?

Behaviour: what did I actually see or hear?

After: what changed or happened next?

Possible needs: consider at least two explanations. What does the person say?

One supportive change to try, with agreement where possible.

Review: did it improve comfort, safety and communication?

PRACTICAL WORKSHEET

Thought record and reframing

Use this when calm enough to reflect. A trusted adult can help a child draw or talk through it. You do not need to deny genuine harm.

Situation: what happened?

Feeling and body sensations: what did I notice?

Automatic thought: what went through my mind?

Evidence for the thought and evidence against it.

A kinder, more balanced way to understand the situation.

A safe next step I can choose.

PRACTICAL WORKSHEET

My connection and kindness plan

Use words, drawings or symbols. A small action is enough. Respect others' choices and boundaries.

Brian's: one assumption I can check.

Waves: a comfortable way to manage big feelings.

Circles: a routine or boundary that helps me feel safe.

Bridges: a person I can ask for support, and how.

One way I can spread kindness without expecting anything back.

One thing I can do to look after my own heart.

READING AND SAFEGUARDING

References and further support

[1] NICE. Autism spectrum disorder in under 19s: support and management (CG170).
Open reference

[2] Vrij, Hartwig & Granhag (2019). Reading lies: Nonverbal communication and deception. Annual Review of Psychology, 70, 295–317.
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[3] NHS Every Mind Matters. Thought record and CBT self-help.
Open reference

[4] NHS. Grief after bereavement or loss.
Open reference

[5] GOV.UK. Domestic abuse: how to get help.
Open reference

[6] GOV.UK. Report child abuse.
Open reference

[7] Sturt et al. (2012). Neurolinguistic programming: a systematic review of the effects on health outcomes.
Open reference

[8] NHS. Where to get urgent help for mental health.
Open reference

In the UK: call 999 for immediate danger or a life-threatening emergency. In England, NHS 111 and its mental health option can help with urgent mental health concerns. Speak to a GP for ongoing support. Children can speak to a trusted adult or Childline (0800 1111).

Christian inspiration: Mark 12:28–31; 1 Corinthians 13:4–7; Matthew 7:12; Luke 10:25–37. ENKI and the Four Pillars are presented as spiritual and educational frameworks, not independently validated clinical treatments.